



**DEPARTMENT OF HISTORY
SCHOOL OF SOCIAL SCIENCES
DHANAMANJURI UNIVERSITY**

COURSE STRUTURES OF PG PROGRAMME

PG ONE YEAR (2-SEMESTER)

PG TWO YEAR (4-SEMESTER)



DHANAMANJURI
UNIVERSITY

**DHANAMANJURI UNIVERSITY
MANIPUR**

NOTICE

Imphal, the 27th April, 2026

No.1/43/2024-DMU/NEP/Misc:1285 In pursuance of the provisions of the National Education Policy (NEP) 2020 and in accordance with the UGC Curriculum and Credit Framework for Postgraduate Programmes, it is hereby notified for information of all concerned that the One-year Postgraduate Programme (Science, Arts & Commerce) shall be implemented in Dhanamanjuri University, Manipur from the Academic Session, 2026-27.

The One-Year PG Programme shall be offered to eligible candidates who have completed a Four-Year Undergraduate Degree (Honours/Research) or equivalent as per UGC norms. The Curriculum & Credit Framework along with Course Structure is attached herewith for due reference.

All the Heads of the Departments/Chairpersons, BSD may take the initiative for preparation of the curriculum & syllabi in accordance with the aforesaid course structure and the same may be submitted to the undersigned through the Deans concerned by not later than 30th May, 2026.

It is further notified that the syllabi for the Semester I & Semester II of the One-Year PG programme shall be exactly the same as that of the Semester III & Semester IV of the existing Two-Year PG programme. The course contents/syllabi for the UG programmes may be taken into account while framing the curriculum & syllabi for the One-Year PG Programme to avoid redundancy or minimise duplication.

(Dr. R.K. Joteen Singh)

Registrar

Dhanamanjuri University

Copy to:

1. P.S. to the Vice-Chancellor, DMU for information
2. All the Deans, Schools of Studies
3. P.A. to the Controller of Examinations, DMU for information
4. All the HoDs (PG) for necessary compliance
5. All the Principals for information
6. Deputy Controller of Examinations, DMU
7. Deputy Registrar, Academic & Faculty, DMU
8. Assistant Registrar (Aca)
9. Section Officer (Aca)
10. Guard File.



CURRICULUM AND CREDIT FRAMEWORK FOR POST GRADUATE PROGRAMMES

Sl. No.	Programme	Eligibility	Curricular Components	NHEQF Level	Minimum credits	Credit Points (Level x Minimum credits)
1	1-Yr. PG (2-Semester PG)	4-Yr. UG (Honours/Honours with Research) with a minimum of 160 credits	1 st Sem: Course Work 2 nd Sem: Course Work & Research Work	6.5	20 22	273
					42	
2	PG Diploma (2-Semester PG)	3-Yr. UG with a minimum of 120 credits or 4-Yr. UG (Honours/Honours with Research) with a minimum of 160 credits	1 st Sem: Course Work 2 nd Sem: Course Work	6	24 18	252
					42	
3	2-Yr. PG (4-Semester PG)	3-Yr. UG with a minimum of 120 credits or 4-Yr. UG (Honours/Honours with Research) with a minimum of 160 credits	1 st Sem: Course Work 2 nd Sem: Course Work 3 rd Sem: Course Work 4 th Sem: Course Work & Research Work	6.5	24 18 20 20	273 260
					82	

Note:

Students who exit at the end of 1st year in a 2-Year PG programme shall be awarded a PG Diploma

COURSE STRUCTURE OF 1-YEAR PG PROGRAMME OTHER THAN SCIENCE & LAW
(2-SEMESTER PG PROGRAMME)

Total Marks: 1050
Total Credits: 42

Semester I

Paper Code	Paper Type	Paper Title	Internal Assessment Marks	End-Semester Marks	Total Marks	Number of Credits
XXX-001	Discipline Specific Core		20	80	100	4
XXX-002	Discipline Specific Core		20	80	100	4
XXX-003	Discipline Specific Elective		20	80	100	4
XXX-004	Discipline Specific Elective		20	80	100	4
XXX-005	Discipline Specific Elective		20	80	100	4
Total					500	20

Semester II

Paper Code	Paper Type	Paper Title	Internal Assessment Marks	End-Semester Marks	Total Marks	Number of Credits
XXX-006	Discipline Specific Core		20	80	100	4
XXX-007	Discipline Specific Core		20	80	100	4
XXX-008	Discipline Specific Elective		20	80	100	4
XXX-009	Research Methodology/Theory		10	40	50	2
XXX-010	Research (Thesis/Project/Field Work/Patent)		-	150	150	6
XXX-011	VAC/AEC		-	50	50	2
Total					550	22

COURSE STRUCTURE OF 2-YEAR PG PROGRAMME OTHER THAN SCIENCE & LAW
(4-SEMESTER PG PROGRAMME)

Total Marks: 2050
Total Credits: 82

Semester I

Paper Code	Paper Type	Paper Title	Internal Assessment Marks	End-Semester Marks	Total Marks	Number of Credits
XXX-001	Discipline Specific Core		20	80	100	4
XXX-002	Discipline Specific Core		20	80	100	4
XXX-003	Discipline Specific Core		20	80	100	4
XXX-004	Discipline Specific Core		20	80	100	4
XXX-005	Discipline Specific Core		20	80	100	4
XXX-006	Discipline Specific Core		20	80	100	4
Total					600	24

Semester II

Paper Code	Paper Type	Paper Title	Internal Assessment Marks	End-Semester Marks	Total Marks	Number of Credits
XXX-007	Discipline Specific Core		20	80	100	4
XXX-008	Discipline Specific Core		20	80	100	4
XXX-009	Discipline Specific Core		20	80	100	4
XXX-010	Discipline Specific Core		20	80	100	4
XXX-011	VAC/AEC		-	50	50	2
Total					450	18

Semester III

Paper Code	Paper Type	Paper Title	Internal Assessment Marks	End-Semester Marks	Total Marks	Number of Credits
XXX-012	Discipline Specific Core		20	80	100	4
XXX-013	Discipline Specific Core		20	80	100	4
XXX-014	Discipline Specific Elective		20	80	100	4
XXX-015	Discipline Specific Elective		20	80	100	4
XXX-016	Discipline Specific Elective		20	80	100	4
Total					500	20

Semester IV

Paper Code	Paper Type	Paper Title	Internal Assessment Marks	End-Semester Marks	Total Marks	Number of Credits
XXX-017	Discipline Specific Core		20	80	100	4
XXX-018	Discipline Specific Core		20	80	100	4
XXX-019	Discipline Specific Elective		20	80	100	4
XXX-020	Research Methodology/Theory		10	40	50	2
XXX-021	Research (Thesis/Project/Field Work/Patent)		-	150	150	6
Total					500	20

Note:

1. Internal assessment shall comprise of three components: Written Test: 10 marks; Seminar: 6 marks; Attendance: 4 marks.
2. Concerned HODs shall decide the types of research (Thesis/Project/Field Work/Patent) depending upon the feasibilities of the department in terms of infrastructure, qualification of faculty, and faculty strength.
3. Value Added Course/Ability Enhancement Course of 2 (two) credits shall be introduced in the 2nd Semester of 1 Year and 2nd Semester of 2 Year PG programmes. This course may be Foreign language/Environment and Climate Change/Disaster Management.
4. There will be no internal assessment for practical papers and VAC/AEC.



CURRICULUM AND CREDIT FRAMEWORK FOR POST GRADUATE PROGRAMMES

Sl. No.	Programme	Eligibility	Curricular Components	NHEQF Level	Minimum credits	Credit Points (Level x Minimum credits)
1	1-Yr. PG (2-Semester PG)	4-Yr. UG (Honours/Honours with Research) with a minimum of 160 credits	1 st Sem: Course Work 2 nd Sem: Course Work & Research Work	6.5	20 22	273
					42	
2	PG Diploma (2-Semester PG)	3-Yr. UG with a minimum of 120 credits or 4-Yr. UG (Honours/Honours with Research) with a minimum of 160 credits	1 st Sem: Course Work 2 nd Sem: Course Work	6	24 18	252
					42	
3	2-Yr. PG (4-Semester PG)	3-Yr. UG with a minimum of 120 credits or 4-Yr. UG (Honours/Honours with Research) with a minimum of 160 credits	1 st Sem: Course Work 2 nd Sem: Course Work 3 rd Sem: Course Work 4 th Sem: Course Work & Research Work	6.5	24 18 20 20	273 260
					82	

Note:

Students who exit at the end of 1st year in a 2-Year PG programme shall be awarded a PG Diploma

COURSE STRUCTURE OF 1-YEAR PG PROGRAMME (SCIENCE EXCLUDING PESS)
(2-SEMESTER PG PROGRAMME)

Total Marks: 1050

Total Credits: 42

Semester I

Paper Code	Paper Type	Paper Title	Internal Assessment Marks	End-Semester Marks	Total Marks	Number of Credits
XXX-001	Discipline Specific Core/ Theory		20	80	100	4
XXX-002	Lab based on XXX-001		-	100	100	4
XXX-003	Discipline Specific Elective/ Theory		20	80	100	4
XXX-004	Discipline Specific Elective/ Theory		20	80	100	4
XXX-005	Lab based on XXX-003 & XXX-004		-	100	100	4
Total					500	20

Semester II

Paper Code	Paper Type	Paper Title	Internal Assessment Marks	End-Semester Marks	Total Marks	Number of Credits
XXX-006	Discipline Specific Core/ Theory		20	80	100	4
XXX-007	Lab based on XXX-006		-	100	100	4
XXX-008	Discipline Specific Elective/ Theory		20	80	100	4
XXX-009	Research Methodology/Theory		10	40	50	2
XXX-010	Research (Thesis/Project/Field Work/Patent)		-	150	150	6
XXX-011	VAC/AEC		-	50	50	2
Total					550	22

COURSE STRUCTURE OF 2-YEAR PG PROGRAMME (SCIENCE EXCLUDING PESS)
(4-SEMESTER PG PROGRAMME)

Total Marks: 2050
 Total Credits: 82

Semester I

Paper Code	Paper Type	Paper Title	Internal Assessment Marks	End-Semester Marks	Total Marks	Number of Credits
XXX-001	Discipline Specific Core/ Theory		20	80	100	4
XXX-002	Discipline Specific Core/ Theory		20	80	100	4
XXX-003	Lab based on XXX-001 & XXX-002		-	100	100	4
XXX-004	Discipline Specific Core/ Theory		20	80	100	4
XXX-005	Discipline Specific Core/ Theory		20	80	100	4
XXX-006	Lab based on XXX-004 & XXX-005		-	100	100	4
Total					600	24

Semester II

Paper Code	Paper Type	Paper Title	Internal Assessment Marks	End-Semester Marks	Total Marks	Number of Credits
XXX-007	Discipline Specific Core/ Theory		20	80	100	4
XXX-008	Lab based on XXX-007		-	100	100	4
XXX-009	Discipline Specific Core/ Theory		20	80	100	4
XXX-010	Lab based on XXX-009		-	100	100	4
XXX-011	VAC/AEC		-	50	50	2
Total					450	18

Semester III

Paper Code	Paper Type	Paper Title	Internal Assessment Marks	End-Semester Marks	Total Marks	Number of Credits
XXX-012	Discipline Specific Core/ Theory		20	80	100	4
XXX-013	Lab based on XXX-012		-	100	100	4
XXX-014	Discipline Specific Elective/ Theory		20	80	100	4
XXX-015	Discipline Specific Elective/ Theory		20	80	100	4
XXX-016	Lab based on XXX-014 & XXX-015		-	100	100	4
Total					500	20

Semester IV

Paper Code	Paper Type	Paper Title	Internal Assessment Marks	End-Semester Marks	Total Marks	Number of Credits
XXX-017	Discipline Specific Core/ Theory		20	80	100	4
XXX-018	Lab based on XXX-017		-	100	100	4
XXX-019	Discipline Specific Elective/ Theory		20	80	100	4
XXX-020	Research Methodology/Theory		10	40	50	2
XXX-021	Research (Thesis/Project/Field Work/Patent)		-	150	150	6
Total					500	20

Note:

1. Internal assessment shall comprise of three components: Written Test: 10 marks; Seminar: 6 marks; Attendance: 4 marks.
2. Concerned HODs shall decide the types of research (Thesis/Project/Field Work/Patent) depending upon the feasibilities of the department in terms of infrastructure, qualification of faculty, and faculty strength.
3. Value Added Course/Ability Enhancement Course of 2 (two) credits shall be introduced in the 2nd Semester of 1 Year and 2nd Semester of 2 Year PG programmes. This course may be Foreign language/Environment and Climate Change/Disaster Management.
4. There will be no internal assessment for practical papers and VAC/AEC.



**DEPARTMENT OF HISTORY
SCHOOL OF SOCIAL SCIENCES
DHANAMANJURI UNIVERSITY**

COURSE STRUTURES OF PG PROGRAMME

PG ONE YEAR (2-SEMESTER)

PG TWO YEAR (4-SEMESTER)



**DEPARTMENT OF HISTORY
SCHOOL OF SOCIAL SCIENCES
DHANAMANJURI UNIVERSITY**

COURSE STRUTCTURE OF ONE YEAR (2-SEMESTER) PG PROGRAMME

**Total Marks: 1050
Total Credits: 42**

Semester I

Paper Code	Paper Types	Paper Title	Internal Assessment Marks	End-Semester	Total Marks	Number of Credits
HIS-001	Discipline Specific Core	History of South East Asia, 1800-1947CE	20	80	100	4
HIS-002	Discipline Specific Core	History of the World, 1920-1991CE	20	80	100	4
<u>SPECIALIZATION</u>						
ANCIENT						
HIS-003A	Discipline Specific Elective	History of India, 6 th century BCE -1200 CE	20	80	100	4
HIS-004A	Discipline Specific Elective	Religion, Society and Economy in Ancient India, 1500 BCE-1200CE	20	80	100	4
HIS-005A	Discipline Specific Elective	Historical Geography of Ancient India	20	80	100	4
MEDIEVAL						
HIS-003B	Discipline Specific Elective	History of Medieval India, 1526-1717 CE	20	80	100	4
HIS-004B	Discipline Specific Elective	Religion, and Society in Medieval India, 1200 - 1750CE	20	80	100	4

HIS-005B	Discipline Specific Elective	Political Ideas and Administrative institutions of Medieval India	20	80	100	4
MODERN						
HIS-003C	Discipline Specific Elective	History of Indian National Movement, 1885-1947CE	20	80	100	4
HIS-004C	Discipline Specific Elective	Socio-Cultural History of Modern India, 1757-1947CE	20	80	100	4
HIS-005C	Discipline Specific Elective	Contemporary History of India, 1947-2000CE	20	80	100	4
Total (Common papers + specialization)					500	20

Semester II

Paper Code	Paper Types	Paper Title	Internal Assessment Marks	End-Semester Marks	Total Marks	Number of Credits
HIS-006	Discipline Specific Core	Capitalism, Colonialism and Imperialism	20	80	100	4
HIS-007	Discipline Specific Core	Modern Manipur, 1762-1949CE	20	80	100	4
<u>SPECIALIZATION</u>						
ANCIENT						
HIS-008A	Discipline Specific Elective	Archaeology of Ancient India, Pre-History – 1200CE	20	80	100	4
HIS-009	Research Methodology/ Theory	Research Methodology and Latest Trends	10	40	50	2
HIS-010	Research (Thesis/Project/Field Work/Patent)	Dissertation	-	150	150	6
MEDIEVAL						
HIS-008B	Discipline Specific Elective	Economic History of Medieval India, 1200-1750CE	20	80	100	4
HIS-009	Research Methodology/ Theory	Research Methodology and Latest Trends	10	40	50	2

HIS-010	Research (Thesis/Project/Field Work/Patent)	Dissertation	-	150	150	6
MODERN						
HIS-008C	Discipline Specific Elective	Economic History of Modern India, 1757- 1947	20	80	100	4
HIS-009	Research Methodology/ Theory	Research Methodology and Latest Trends	10	40	50	2
HIS-010	Research (Thesis/Project/Field Work/Patent)	Dissertation	-	150	150	6
HIS-011	VAC/AEC		-	50	50	2
Total (Common papers + specialization)					550	22



**DEPARTMENT OF HISTORY
SCHOOL OF SOCIAL SCIENCES
DHANAMANJURI UNIVERSITY**

COURSE STRUTCTURE OF TWO YEAR (4-SEMESTER) PG PROGRAMME

**Total Marks: 2050
Total Credits: 82**

Semester I

Paper Code	Paper Types	Paper Title	Internal Assessment Marks	End-Semester	Total Marks	Number of Credits
HIS-001	Discipline Specific Core	History of Manipur up to the 18th century CE	20	80	100	4
HIS-002	Discipline Specific Core	History of India up to the 6 th century BCE	20	80	100	4
HIS-003	Discipline Specific Core	History of Medieval India, 1000-1526 CE	20	80	100	4
HIS-004	Discipline Specific Core	British Colonialism in India, 1700-1857CE.	20	80	100	4
HIS-005	Discipline Specific Core	Indian Art and Culture	20	80	100	4
HIS-006	Discipline Specific Core	Traditional Knowledge System of Manipur	20	80	100	4
Total					600	24

Semester II

Paper Code	Paper Types	Paper Title	Internal Assessment Marks	End-Semester Marks	Total Marks	Number of Credits
HIS-007	Discipline Specific Core	History of North East India, 1800-1947CE	20	80	100	4
HIS-008	Discipline Specific Core	History of the World, 1700-1920 CE	20	80	100	4
HIS-009	Discipline Specific Core	History of East Asia: China and Japan in Modern times, 1839-1950CE	20	80	100	4
HIS-010	Discipline Specific Core	Historical Method and historiography	20	80	100	4
HIS-011	VAC/AEC		-	50	50	2
Total					450	18

Semester III

Paper Code	Paper Types	Paper Title	Internal Assessment Marks	End-Semester	Total Marks	Number of Credits
HIS-012	Discipline Specific Core	History of South East Asia, 1800-1947CE	20	80	100	4
HIS-013	Discipline Specific Core	History of the World, 1920-1991CE	20	80	100	4
<u>SPECIALIZATION</u>						
ANCIENT						
HIS-014A	Discipline Specific Elective	History of India, 6 th century BCE to 1200 CE	20	80	100	4
HIS-015A	Discipline Specific Elective	Religion, Society and Economy in Ancient India, 1500 BCE-1200 CE	20	80	100	4
HIS-016A	Discipline Specific Elective	Historical Geography of Ancient India	20	80	100	4
MEDIEVAL						
HIS-014B	Discipline Specific Elective	History of Medieval India, 1526-1717 CE	20	80	100	4
HIS-015B	Discipline Specific Elective	Religion, and Society in Medieval India, 1200 - 1750CE	20	80	100	4
HIS-016B	Discipline Specific Elective	Political Ideas and Administrative Institutions of Medieval India	20	80	100	4
MODERN						
HIS-014C	Discipline Specific Elective	History of Indian National Movement, 1885-1947CE	20	80	100	4
HIS-015C	Discipline Specific Elective	Socio-Cultural History of Modern India, 1757-1947CE	20	80	100	4
HIS-016C	Discipline Specific Elective	Contemporary History of India, 1947-2000CE	20	80	100	4
Total (Common papers + specialization)					500	20

Semester IV

Paper Code	Paper Types	Paper Title	Internal Assessment Marks	End-Semester Marks	Total Marks	Number of Credits
HIS-017	Discipline Specific Core	Capitalism, Colonialism and Imperialism	20	80	100	4
HIS-018	Discipline Specific Core	Modern Manipur, 1762-1949CE	20	80	100	4
<u>SPECIALIZATION</u>						
ANCIENT						
HIS-019A	Discipline Specific Elective	Archaeology of Ancient India, Pre-History to 1200CE	20	80	100	4
HIS-020	Research Methodology/ Theory	Research Methodology and Latest Trends	10	40	50	2
HIS-021	Research (Thesis/Project/Field Work/Patent)	Dissertation	-	150	150	6
MEDIEVAL						
HIS-019B	Discipline Specific Elective	Economic History of Medieval India 1200-1750CE	20	80	100	4
HIS-020	Research Methodology/ Theory	Research Methodology and Latest Trends	10	40	50	2
HIS-021	Research (Thesis/Project/Field Work/Patent)	Dissertation	-	150	150	6
MODERN						
HIS-019C	Discipline Specific Elective	Economic History of Modern India, 1757-1947 CE	20	80	100	4
HIS-020	Research Methodology/ Theory	Research Methodology and Latest Trends	10	40	50	2
HIS-021	Research (Thesis/Project/Field Work/Patent)	Dissertation	-	150	150	6
Total (Common papers + specialization)					500	20

COMMON PAPERS



**Department of History
School of Social Sciences
Dhanamanjuri University**

**One Year PG Programme
(1st Semester: Discipline Specific Core)**

HIS-001: History of South-East Asia, 1800-1947CE Credit - 4

Objectives:

1. This paper is intended to provide a glimpse of the history of South East Asia.
2. It aims to acquaint the students with the process of colonization of the region by European powers.
3. It is also intended to make students understand about the nationalist movements of the people for freedom from the colonial rule.

Unit-I: Contact with the West: European interests and commercial activities of European Companies; Anglo-Dutch rivalry, establishment of Dutch colonial system in Indonesia with special reference to culture system and ethical policy

Unit-II: British imperialism in Burma and Malaysia: Anglo-Burma relations – Anglo-Burmese wars and annexation of Burma, British policy in Malaysia – federated and Non-federated states, Resident System.

Unit-III: French Colonialism in Indo-China: Colonial expansion, formation of French Indo-China in Vietnam, Laos and Cambodia, Colonial administrative system in Indo-China and its impact

Unit-IV: Resurgence of Thailand: An Overview of Thailand in the 19th Century, Modernization and Westernization under Chakri Dynasty with special reference to Mongkut and Chulalongkorn, Siamese revolution of 1932 and its impact

Unit-V: Growth of Nationalist movements: Filipino nationalist movement, Burmese nationalist movement, Indonesian struggle for freedom, Vietnamese movement for freedom

Reading List:

1. D.G.E. Hall, *A History of South East Asia*, Palgrave Macmillan, 1981
2. D.R. Sardesai, *Southeast Asia: Past and Present*, Westview Press, 2012
3. Harold M. Vinckes, *A History of Far East in Modern Times*, Allen & Unwin, 1959
4. John F. Cady, *South East Asia*, McGraw-Hill Inc, US, 1964
5. Arthur Cotterell, *A History of South East Asia*, Marshall Cavendish International Pvt. Ltd., 2014
6. Brain Harrison, *South East Asia: A Short History*, Macmillan, 1966
7. D.J.M Tale, *The Making of South East Asia*, Oxford University Press, 1977
8. Hans Raj, *History of South East Asia*, Surjeet, 2002
9. Nicholas Tarling (ed.), *The Cambridge History of Southeast Asia, c. 1800-the 1930s*, Vol. 3, Cambridge University Press, 2000
10. M. Liefer, *Dictionary of the Modern Politics of South-East Asia*, Routledge, 2007
11. M. Stuart Fox, *A History of Laos*, Cambridge University Press, 1997
12. D.P. Chandler, *History of Cambodia*, Westview, 2007
13. Michael W. Charney, *A History of Modern Burma*, Cambridge University Press, 2009

Course Outcomes:

1. The students will be given an overall understanding of the history of South East Asia.
2. Know the process of colonization of South East Asia by the European powers.
3. And acquainted with the independence movements.



**Department of History
School of Social Sciences
Dhanamanjuri University**

**One Year PG Programme
(1st Semester: Discipline Specific Core)**

HIS 002: History of the World, 1920-1991CE Credit - 4

Objectives:

1. To understand the key economic and political developments that led to the Second World War.
2. To acquaint the course of the Second World War and its results.
3. To know the anti-colonial movements and decolonization in South-East Asia and Africa.
4. To trace the growth of Cold War after the Second World War and its end with the collapse of Soviet Union taking into account the various political developments during the years.
5. To know the engagements of UNO in bringing peace and development around the world.
6. To look at the emergence of Third World and its basic features, and the Non-Aligned movement.
7. To examine some of the major political developments and crisis in Asia.

Unit-I: Before the Second World War: Great Depression (1929-39) and its impact; Franklin Roosevelt's New Deal; Growth of Fascism in Italy under Mussolini, invasion of Ethiopia; Rise of Nazism in Germany under Hitler, annexation of Austria; Spanish Civil War; Japanese militarism, invasion on Manchuria and China

Unit-II: Second World War (1939-1945): Alliances – Allied and Axis; Course of the war – German invasion of Poland, Battle of Britain, German invasion of Russia, US entry and Japanese attack on Pearl Harbour, Normandy Invasion, War in North Africa and Pacific, US bombing at Nagasaki and Hiroshima, Germany and Japan's surrender; Resistance Movements; Paris Peace Treaties and outcomes

Unit-III: Decolonization of Asia and Africa: Decolonization of Africa – An Overview, Anti-colonial struggles and decolonization in South East Asia – An Overview

Unit-IV: Cold War: U.N.O. and Global disputes; Cold War - emergence of two power blocs and spheres of influence; Division of Europe – Western and Eastern Bloc; Communism outside Europe, Korean War (1950-53) and Vietnam War (1955-1975); and the system of military and economic alliances, Nuclear arms race; Disintegration of Soviet Union and end of Cold World

Unit-V: Emergence of Third World and Asia in World Politics: Third World and its basic features, Brandt Report (1980) and the North-South Divide; Bandung Conference (1955) and the establishment of Non-Aligned Movement; Formation of ASEAN; Major Political Developments – Israel-Palestine conflict, Iran-Iraq War; Iraq-Kuwait Conflict and Gulf War.

Reading List:

1. John Merriman, *A History of Modern Europe: From the Renaissance to the Present*, W.W. Norton, 2010
2. Eric Hobsbawm, *The Age of Extremes*, Little Brown Book Group, 1995
3. David Thompson, *Europe since Napoleon*, Penguin, 1990
4. Arjun Dev & Indira Arjun Dev, *History of the World*, Orient Blackswan, 2014
5. Eric Rauchway, *The Great Depression & the New Deal*, Penguin, 2006
6. M. Blinkhorn, *Mussolini and Fascist Italy*, Routledge, 2006
7. R.J.B. Bosworth, *Mussolini*, Bloomsbury, 2011
8. S. Baranowski, *Nazi Empire: German Colonialism and Imperialism from Bismark to Hitler*, Cambridge University Press, 2010
9. R.J. Evans, *The Third Reich in Power*, Penguin, 2006
10. W.E. Beasley, *The Rise of Modern Japan since 1850*, Phoenix, 2001
11. _____, *Japanese Imperialism, 1894-1945*, OUP, 1987
12. A.J.P. Taylor, *The Origins of the Second World War*, OUP, 2008
13. Martin Gilbert, *The Second World War: A Complete History*, Weidenfeld & Nicolson, 1989
14. S. Bailey, *The United Nations*, Macmillan, 1989
15. David Birmingham, *The Decolonization of Africa*, Ohio University Press, 1996
16. J.D. Hargreaves, *Decolonization in Africa*, Longman, 1990
17. Harold M. Vinacke, *A History of the Far East in Modern Times*, Surjeet Pubs., 2007
18. N. Gracner, *Cold War Diplomacy, 1945-1960*, Princeton, 1962
19. John Lewis Gaddis, *The Cold War: A New History*, Penguin, 2006
20. McCauley, *The Rise and Fall of the Soviet Union, 1917-1991*, Longman, 2007
21. W. Brandt, *World Armament and World Hunger*, Gollancz, 1986
22. A.R. Kasdan, *The Third World; A New Focus of Development*, 1973
23. Nicholas Tarling (ed.), *The Cambridge History of Southeast Asia*, Vol. 4, Cambridge University Press, 2000
24. Neil Caplan, *The Isreal-Palestine Conflict*, Wiley-Blackwell, 2009
25. Musallam Ali Musallam, *The Iraqi Invasion of Kuwait*, British Academic Press, 1990
26. Pierre Razoux, *The Iran-Iraq War*, Harvard University Press, 2015

Course Outcomes:

1. The students will know the various economic and political developments which prepared the condition for the Second World War.
2. Understand the course and the results of the Second World War.
3. Give an overview of the anti-colonial struggles and decolonization in Africa and Asia.
4. Understand the politics of Cold War and role of UNO in dealing political crisis and bringing development.
5. Comprehend the Third World and its characteristics and the Non-Aligned Movement.
6. Understand some of Asia's major political crisis.

SPECIALIZATION



**Department of History
School of Social Sciences
Dhanamanjuri University**

**One Year PG Programme
(1st Semester: Discipline Specific Elective)**

ANCIENT

HIS 003A: History of India, 6th Century BCE-1200 CE Credit - 4

Objectives:

1. To introduce the different sources of the history of the period of study.
2. To study the growth and achievements of the Mauryas and the causes of its decline.
3. To broadly survey the various kingdoms that emerged in India after the fall of the Mauryan Empire.
4. To study the growth, expansion and achievements of the Gupta Empire, including its attainments in literature and science.
5. To acquaint with the reign of Harsha and his achievements and an overview of the various kingdoms and the politics that emerged thereafter till the establishment of Muslim rule in Northern India.

Unit-I: Sources: Literary, Epigraphic, Numismatic and Architectural

Unit-II: Mauryan Empire: Chandragupta Maurya – accession and expansion of the empire; Bindusara; Ashoka – Kalinga War, extent of empire, Dhamma - nature, content and propagation; Decline of the Mauryan Empire; Administrative set-up under the Mauryas

Unit-III: Post-Mauryan India: Shungas and Satavahanas; Indo-Greeks, Sakas, Parthians and Kushans; Kingdoms in deep South – Cholas, Cheras and Pandyas

Unit-IV: Gupta Empire: Rise and growth of Gupta Empire under Chandragupta I, Samudragupta and Chandragupta II, later Guptas; Invasion of the Hunas,

decline of the Gupta Empire; Administrative organization under the Guptas, Achievements in Literature and Science

Unit-V: Post-Gupta India: The reign of Harshavardhan, and an overview of Chalukyas, Pallavas, Rastrakutas, Cholas, and the Rajput kingdoms in Western India and Muslim campaigns to India

Reading List:

1. A.L. Basham, *The Wonder that was India*, Sidgwick Jackson, 1967
2. D.N. Jha, *Ancient India in Historical Outline*, Manohar, N. Delhi, 2015
3. D.D. Koshambi, *The Culture and Civilization of Ancient India in Historical Outline*, Vikas, N. Delhi, 1976
4. R.S. Sharma, *Perspective in Social and Economic History of Early India*, Munshiram Manoharlal, N. Delhi, 2003
5. _____, *Indian Feudalism*, Macmillan, Madras, 1980
6. _____, *Aspects of Political Ideas and Institutions in Ancient India*, Motilal Banarsidass, Delhi, 1996
7. Romila Thapar, *Early India: From the Origins to AD 1300*, Penguin, New Delhi, 2003
8. _____, *Asoka and the Decline of the Mauryas*, OUP, New Delhi, 2012
9. _____, *A History of India: From the Discovery of India to 1526*, Vol. I, Penguin Books India, 1990
10. R. Chakravarti, *Exploring Early India up to c. AD 1300*. Primus, Delhi, 2016
11. B.D. Chattopadhyaya, *The Making of Early Medieval India*. OUP, New Delhi, 1997
12. Upinder Singh, *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*, Pearson Longman, Delhi, 2008
13. Vincent Smith, *Early History of India, From 600 B.C. to the Mohammadan Conquest*, Oxford, 1914
14. _____, *Emperor Ashoka*, Wisdom Pubs., Bulandshahr, 1981
15. D.C. Sircar, *Inscriptions of Asoka*, Publication Division, N. Delhi, 1975
16. G.M. Bongard Levin, *Mauryan India*, Sterling Pubs., N. Delhi, 1985
17. P.L. Gupta, *The Imperial Guptas*, 2 Vols., Vishwavidyalaya Prakashan, Varanasi, 1974
18. K.A. Nilakanta Sastri, *A History of South India*, Oxford, 1997
19. _____, *The Cholas*, 2 Vols., University of Madras, 1976
20. Percy Brown, *Indian Architecture*, Bombay, 1956

Course Outcomes:

1. The students will know the different sources used for writing the history of Ancient India.
2. Understand the history of the growth and decline of the Mauryan Empire.
3. Know the history of the various kingdoms that existed in the Indian sub-continent with the fall of the Mauryan Dynasty.
4. Comprehend the rise and fall of the Gupta Empire.
5. Understand the political history from the fall of the Gupta Empire up to the advent of Muslims.



**Department of History
School of Social Sciences
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**One Year PG Programme
(1st Semester: Discipline Specific Elective)**

ANCIENT

HIS 004A: Religion, Society and Economy in Ancient India, 1500 BCE-1200 CE
Credit - 4

Objectives:

1. To study the society of Ancient India and its dynamics.
2. To study the economic processes and its growth in Ancient India.
3. To examine the religious developments in Ancient India.
4. To survey the development of art and architecture in Ancient India.
5. To observe India's cultural interaction with the Asian countries.

Unit-I: Social Formations and Transformations: Tribal and pastoral phase, growth of agricultural society, and development of social orders – origin and growth of caste; Gender roles and relations; *Ahrama* system; Laws; social crisis

Unit-II: Economic Processes: Transition from Pastoral to Agricultural economy; Proliferation of arts and crafts, and development of guilds, urbanization, growth of money economy; internal and external trade; Land grants and the growth of feudalism, decline of trade and towns

Unit-III: Religious Developments: Vedic religion; Rise and growth of Buddhism, Jainism and other sects; causes for decline of Buddhism, its spread outside India; growth of Bhakti cult and Tantricism; Development of Religious texts and Philosophy

Unit-IV: Religious Art and Architecture: Buddhist and Jain art and architecture; Gandhara and Mathura schools of art; Hindu art and architecture

Unit-V: Cultural Interaction with Asian Countries: India's interaction with the outside world; Spread of Buddhism to Sri Lanka, Myanmar, China and Central Asia; Indian Culture in South East Asia and the cultural exchanges

Reading List:

21. Upinder Singh, *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*, Pearson Longman, Delhi, 2008
22. R. Chakravarti, *Exploring Early India up to c. AD 1300*, Primus, Delhi, 2016
23. A.L. Basham, *The Wonder that was India*, Sidgwick and Jackson, N. Delhi, 1987
24. R.S. Sharma, *India's Ancient Past*, OUP, N. Delhi, 2005
25. R.S. Sharma, *Perspectives in Social and Economic History of Ancient India*, Munshiram Manoharlal, N. Delhi, 2003
26. _____, *Sudras in Ancient India, A History of the Lower Order down to A.D. 600*, Motilal Banarashidass, Delhi, 1980
27. _____, *Material Culture and Social Formations in Ancient India*, Macmillan India Ltd., Delhi, 1983
28. _____, *Indian Feudalism, 300-1200 A.D.*, Macmillan India Ltd., N. Delhi, 1990
29. _____, *Social Changes in early Medieval India, A.D. 500-1200*, 1969
30. D.N. Jha, *Early India: A Concise History*, Manohar, 2008
31. _____, *Studies in Early Indian Economic History*, Delhi, 1980
32. P.L. Gupta, *The Imperial Guptas*, 2 Vols., Varanasi, 1974
33. K.A. Nilakanta Sastri, *A History of South India*, Oxford, 1997
34. S.K. Maity, *Economic Life in Northern India in the Gupta Period, 300 A.D.-550 A.D.*, Motilal Banarashidass, Delhi, 1970
35. Uma Chakravarti, *Everyday Lives, Everyday Histories: Beyond the Kings and Brahmins of Ancient India*, 2006
36. _____, *Social Dimensions of early Buddhism*, 1987
37. G.C. Pande, *Studies in the Origins of Buddhism*, Motilal Banarashidass, Delhi, 1999
38. Romila Thapar, *Ancient Indian Social History: Some Interpretations*, 1978
39. Devraj Chanana, *Slavery in Ancient India*, 1960
40. Shashi Kashyap, *Concept of Untouchability in Dharmasastras*, 2008
41. Suvaira Jaiswal, *The Origins and Development of Vaishnavism*, Munshiram Manoharlal, N. Delhi, 1981
42. Percy Brown, *Indian Architecture*, Bombay, 1956
43. S. Huntington, *The Art of Ancient India: Buddhist, Hindu, Jain*, Weather Hill, New York, 1985
44. Liu Xinru, *Ancient India and Ancient China: Trade and Religious Exchanges*, OUP, Delhi

Course Outcomes:

1. The students will understand the social life of Ancient India and the changes that took place.
2. Know the various aspects of economic developments in Ancient India.
3. Comprehend the religious and spiritual growth in Ancient India.
4. Understand the religious art and architecture that developed in Ancient India.
5. Know India's religious and cultural interactions with the Asian countries.



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**One Year PG Programme
(1st Semester: Discipline Specific Elective)**

ANCIENT

HIS 005A: Historical Geography of Ancient India Credit - 4

Objectives:

6. To study the physical Geography of Ancient India.
7. To examine the developments of different cultural groups and people in Ancient India.
8. To observe the economic development and its growth in Ancient India.
9. To survey the development of trade routes and ports in Ancient India.
10. To study India's cultural interaction with the south East Asian countries.

Unit-I Sources: Historical geography – meaning, nature, scope and relationship with physical geography, history, archaeology.

Unit-II Physical Geography: Relevant Concepts – Bharat Varsha, Caturdwipa, Saptadwipa, Chakraborty Kshetra, PracyaUdicya, Madhya Desha etc.
Study of the distribution areas of proto-historic culture–Rig vedic Cultural Groups, Pauranic list of mountains, peoples and rivers.

Unit-III Political Geography
(i) Mahajanapada
(ii) Mauryan Empire
(iii) Gupta Dynasty
(iv) Post Gupta Dynasties

Unit-IV Economic Geography

- (i) Trade Route
- (ii) Ports
- (iii) Geographical data in inscriptions (Nasik, Junagar, Allahabad pillar inscription)

Unit-V Identical names of different Indian localities in Southeast Asia and beyond – Sri Lanka, Myanmar, Cambodia, Vietnam, Pattern of Distribution of Buddhist Monastic Network in Southeast Asia.

Reading List:

1. S. Subbarao : *The Personality of India*
2. W.Fairservis : *The Roots of Ancient India*
3. B.C.Law : *Historical Geography of Ancient India*
4. A.Ghosh : *The City in Historical India*
5. Scheff : *The Periplus of the Erythrae on Sea*
6. P.Gupta : *Geography from Inscriptions.*
7. HD Sankalia : *Historical Geography and Cultural Ethnography of Gujarat*
8. B.Morrison : *Political centres and Cultural regions in earlier Benga.*
9. DCSircar : *Studies in the Geography of Ancient and Medieval India*
: *Cosmography and Geography of Ancient and Medieval Bengal.*
10. R.S.Sharma : *Decay of Gangetic Towns in Gupta and Post Gupta times*
11. S.B.Choudhuri : *Ethnic Settlements in Ancient India*
12. S.N. Majumdar(ed) : *Ptolemy's Geography*
13. R.Singh : *A Critical Study of the Geographical Data in the Early Puranas.*

Course Outcomes:

The learning outcomes of this paper are:

1. Knowing the relevant concept of historical geography and rivers, mountains and territory in Ancient India
2. Gathering the knowledge of the geographical extend of the Mauryas, Guptas, the post Gupta dynasties and villages and towns in Ancient India.
3. To acquaint on the habitation and occupational structures at historical places.



**Department of History
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**One Year PG Programme
(1st Semester: Discipline Specific Elective)**

MEDIEVAL

HIS-003B: History of Medieval India, 1526 -1717 CE Credit - 4

Objectives:

1. To trace the foundation of Mughal rule in India by Babur.
2. To assess the reigns of the great Mughals taking into consideration their administration, expansion of the Empire, struggle for the throne, interactions with the Hindu rulers, religious policies, etc.
3. To analyse the causes for the disintegration of the Mughal Empire.
4. To examine the rise of regional powers, with reference to the rise of Maratha kingdom under Shivaji.
5. To analyze the nature of the Mughal state and the administrative machinery.
6. To study the contributions of Mughals in art and architecture and their defining features.

Unit-I: Foundation of Mughal Empire: Survey of the literary sources of Mughal history in India; Babur – his background, Battle of Panipat and occupation of Delhi and Agra, Battle of Khanwa, Battle of Ghagra; Humayun – Battle of Chausa and Kanauj, lost of kingdom to Sher Shah, Humayun in exile and restoration of the throne; Sher Shah – background, establishment of Suri dynasty, achievements

Unit-II: Expansion and Consolidation: Akbar – Early years, rebellions, conquests and consolidations, relations with Rajputs; Jahangir – revolts, Nur Jahan's *Junta* and its influence, Relations with Persia, Deccan policy; Shah Jahan – Central Asian Policy, Deccan Policy and War of Succession

Unit-III: Decline of the Mughal Empire: Aurangzeb – his early days, campaigns in Bengal and Assam, Hindu reaction, revolts by Jats, Satnamis, relations with Sikhs and Rajputs, Deccan policy, conflict with Marathas; Rise of Marathas under Shivaji, his administration, achievements and successors; Disintegration of Mughal Empire and its various theories

Unit-IV: Mughal State: Nature of Mughal State and Mughal theory of kingship; Law; Mughal religious policies; Administrative machinery – Central, Provincial and Local Administration; Composition of the nobility, Mansabdari and Jagirdari System

Unit-V: Mughal Art and Architecture: Mughal Architecture and its features, study of the prominent monuments (including Suri monuments) – mosques, mausoleums, royal palaces, forts and other buildings; Mughal Gardens; Painting and Music

Reading List:

1. Mohibbul Hasan, *Historians of Medieval India*, Aakar Books, 2018
2. K.A. Nizami, *On History and Historians of Medieval India*, Munshiram Manoharlal Pubs., N. Delhi, 1983
3. Satish Chandra, *History of Medieval India (800-1700)*, Orient Blackswan, N. Delhi, 2007
4. Rushbrooke Williams, *Babur: An Empire Builder of the Sixteenth century*, S. Chand & Co., N. Delhi
5. Ishwari Prasad, *The Life and Times of Humayun*, Orient Longman, Calcutta, 1955
6. _____, *The Mughal Empire*, Chugh Pubs., 1974
7. Beni Prasad, *History of Jahangir*, OUP, London, 1922
8. Vincent Smith, *Akbar: The Great Moghul, 1542-1605*, Oxford, 1917
9. B.P. Saksena, *History of Shah Jahan of Dihli*, Central Book Depot, Allahabad, 1973
10. Jadunath Sarkar, *A Short History of Aurangzeb*, Orient Blackswan, N. Delhi, 2009
11. _____, *Shivaji and his Times*, Orient Blackswan, N. Delhi, 2010
12. _____, *The Fall of the Mughal Empire*, 4 Vols., Orient Blackswan, 2007
13. Audrey Truschke, *Aurangzeb: The Man and the Myth*, India Penguin, 2018
14. M. L. Roy Choudhary, *The State and Religion in Mughal India*, Indian Publicity Society, Calcutta, 1969
15. I. H. Qureshi, *The Administration of the Mughal Empire*, OUP, Karanchi, 1966.
16. A.L. Srivastava, *The Mughal Empire (1526-1803 A.D.)*, Shiva Lal Agarwal & Co. Ltd., Agra, 1974
17. Stanley Lane-poole, *Medieval India under Mohammedan Rule, 712-1764*, G.P. Putnam's Sons, London, 1903
18. John F. Richards, *The New Cambridge History of India, Vol. I. 5: The Mughal Empire*, CUP, N. Delhi, 2018
19. R.P. Tripathi, *Rise and Fall of the Mughal Empire*, Allahabad, 1974
20. Muzaffar Alam & Sanjay Subramanyam (eds.) *The Mughal State, 1526-1750*, OUP, New Delhi, 1998
21. M. Athar Ali, *The Mughal Nobility under Aurangzeb*, OUP, Delhi, 1997
22. _____, *Mughal India: Studies in Polity, Ideas, Society & Culture*, OUP, New Delhi, 2006
23. S. Nurul Hasan, *Religion, State and Society in Medieval India*, OUP, Delhi, 2005

24. M. Bhargava, (ed.), *The Decline of the Mughal Empire*, OUP, N. Delhi, 2014
25. Stewart Gordon, *The Marathas, 1600-1818*. CUP, Cambridge, 1993
26. _____ (ed.), *Akbar and his India: His Empire and Environment*, OUP, 1999
27. Aziz Abdul, *The Mansabdari System and the Mughal Army*, Lahore, 1945
28. Vasudha Dalmia & Munis D. Faruqui (ed.), *Religious Interactions in Mughal India*, OUP, 2014
29. Percy Brown, *Indian Architecture (Islamic Period)*, D.B. Taraporevala Sons & Co., Bombay, 1958

Course Outcomes:

1. The students will have an overview of the literary sources of Mughal history written by the contemporary chroniclers.
2. Understand the history of the foundation of Mughal rule in India.
3. Comprehend the history of the expansion and consolidation of Mughal Empire during the reigns of Akbar, Jahangir and Shah Jahan.
4. Understand the history of the reign of Aurangzeb and the factors for the disintegration of the Mughal Empire.
5. Acquainted with the Mughal State and its administrative machinery.
6. Given an overall understanding of the Mughal art and architecture.



**Department of History
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**M A One Year Programme
(1st Semester: Discipline Specific Elective)**

MEDIEVAL

HIS-004B: Religion and Society in Medieval India, 1200-1750 CE Credit - 4

Objectives:

1. Study the Sufi traditions, thought and its literatures in Medieval India.
2. Introduce the growth and the impact of revivalist and messianic movements with the Muslim society.
3. Acquaint the growth of Bhakti traditions and its impact in the society.
4. Learn the socio-religious policies under the Muslim rule and the process of Islamization and inter-community relations.
5. Study the growth and development of the education system and the literary traditions and attainments under the Muslim rule.

Unit-I: Sufi Traditions in India: Chisti and Suharwardi Silsilahs and new Sufi orders – Shattariyas, Qadiriya and Naqshbandiya – ideology and outlook, prominent saints, organization, attitude toward State, Hindu impact on Sufism, Sufi literature and contribution to society and culture

Unit-II: Revivalist and Messianic Movements: Mahdawi Movement and Roshaniya Movement – causes of growth, teachings and organization, conflict with the State and decline; Shaikh Ahmad Sirhindi – concept of *wahdat-us-shahud*, concept of Sate, conflict with Mughal State ideology

Unit-III: Bhakti Movement: Growth, ideology, concept of *nirguna* and *saguna*, teachings and prominent saints – Its development in South India, spread to North India, Namadeva, Ramananda, Kabir, Dadu and Guru Nanak; Vaishnavite Movement and Chaitanya; Bhakti literatures, socio-cultural impact

Unit-IV: Socio-religious policies and processes: Religious policies of Muslim Rulers, Role of Ulema, Islamic Law and its enforcements, Religious grants – *madad-i-muash*, *waqf* and endowments – and *jizyah*; Conversion to Islam – Theories of Conversions, Role of State and Sufis in proselytising the people; Muslim's relations with other religious communities

Unit-V: Education and Learning: *Maktabas* and *Madrasas*, curriculum of study, rulers' role in promotion of Education; Education and learning under the Delhi Sultanate; Education and Learning under the Mughals – educational advancement under Akbar; Promotion of literary activities, translations of Hindu texts

Reading List:

1. Satish Chandra, *History of Medieval India (800-1700)*, Orient Blackswan, N. Delhi, 2017
2. K.A. Nizami (ed.), *Politics and Society during the early Medieval Period*, 2 Vols., N. Delhi, 1992
3. K.A. Nizami, *Religion and Politics in India during the Thirteenth Century*, Aligarh, 1961
4. J.S. Tirmingham, *Sufi Orders of Islam*, London, 1971
5. S.A.A. Rizvi, *The Wonder that was India, 1200-1700*, Part-II, Rupa & Co., 1996
6. _____, *Muslim Revivalist Movements in Northern India in the 16th and 17th Centuries*, N. Delhi, 1993
7. _____, *A History of Sufism in India*, Vols. I & II, Munshiram Manoharlal Pubs. Pvt. Ltd., N. Delhi, 1978
8. J.L. Mehta, *Advanced Study in the History of Medieval India*, Vol. III: *Medieval Indian Society and Culture*, Sterling Publishers Pvt. Ltd., N. Delhi, 1990
9. Y. Friedman, *Shaikh Ahmad Sirhindi: An Outline of his Thought and a study of his image in the eyes of Posterity*, Mc. Gill, Canada, 1971
10. J.S. Grewal, *History of Sikhism*, N. Delhi, 1998
11. M. Athar Ali, *Mughal India: Studies in Polity, Ideas, Society and Culture*, OUP, N. Delhi, 2015
12. R. Eaton, *Rise of Islam and the Bengal Frontier, 1204-1760*, OUP, Delhi, 1994
13. _____, *Sufis of Bijapur: Social Role of Sufis in Medieval India*, Princeton, 1978
14. Aziz Ahmad, *Islamic Culture in the Indian Environment*, London, 1964
15. I.H. Qureshi, *The Muslim Community of the Indo-Pak Subcontinent, 610-1947*, 1962
16. M.T. Titus, *Islam in India and Pakistan*, YMCA Publishing House, Calcutta, 1959

Course Outcomes:

1. The students will know the Sufi traditions and its contribution to society and culture.
2. Understand the Islamic revivalist and messianic movements that emerged in Medieval India.
3. Know the Bhakti tradition and its impact on society and culture.
4. Comprehend the religious policies of the Muslim rulers, spread of Islam, and socio-cultural relations among the different religious communities.
5. Know the development and progress of education and learning in Medieval India.



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**One Year PG Programme
(1st Semester: Discipline Specific Elective)**

MEDIEVAL

HIS-005B: Political Ideas and Administrative Institutions of Medieval India

Credit - 4

Objectives:

1. To understand major theories of kingship (Turkish, Ilbari, Khilji, Barani's and Afghan) by identifying their origins, key propositions, and the ways each influenced political practice in the Sultanate and early Mughal periods.
2. To understand the evolution of political institutions from the Caliphate to the Delhi Sultanate, composition of the ruling class, and recurring tensions between sultans and nobility.
3. To examine the working of the administrative and military structures of the Sultanate and assess how these institutions shaped the nature and capacity of the state.
4. To trace the conception of Mughal kingship and explain how Turko-Mongol political traditions were adapted into the Mughal theory and practice of imperial authority.
5. To assess the structure and functioning of the Mughal state and the overall character of Mughal governance.

Unit-I: Concept of Monarchy under the Sultanate: Turkish Theory of Kingship , Ilbari Turks and the Khilji Revolution, Ziauddin Barani's Fatawa-i-Jahandari, Afghan Concept of Monarchy.

Unit-II: Evolution of Institutions: The Caliphate and the Delhi Sultanate, the Sultan and the nature of kingship, Composition of the Ruling Class, Struggle between the Nobility and the Sultan.

Unit III: Structure of Administration: Central Administrative Structure under the Sultanate, The Iqtadari system, Military Organisation, Nature of State.

Unit IV: Political Institutions in Mughal Period: Ideas on Kingship in Persia, Central Asia and the Ottomans, The Turko-Mongol Legacy of the Mughals, The Mughal Theory of Kingship, Formulation of the Mughal Imperial Authority.

Unit V: The Mughal State: Mughal Administration - Central, Provincial and Local, Composition and Organisation of the Mughal Nobility, Role of the Ulemas, Nature of the Mughal State.

Reading List :

- 1) Ali, D. (2004). Courtly culture and political life in early medieval India. Cambridge University Press.
- 2) Krishnamurti, R., (1961) Akbar: The Religious Aspect (Baroda: Maharaja Sayajirao University). 11. Sharma, S. R., (2001) (Reprint) The Religious Policy of the Mughal Emperors (Book Enclave).
- 3) Habib, Mohammad and Nizami, K.A. (ed.), (1970) Comprehensive History of India, Vol. V: Delhi Sultanate AD 1206-1526 (Delhi: People's Publishing House).
- 4) Habibullah, A.B.M., (1967) The Foundation of Muslim Rule in India (New Delhi: Central Book Depot). Husain, Agha Mahdi, (1935) Tughluq Dynasty (New Delhi: S. Chand & Company Pvt. Ltd.).
- 5) Lal, K.S., (1980) History of the Khaljis AD 1290-1320 (New Delhi: MunshiramManoharlal Publisher Pvt. Ltd.).
- 6) Pandey, AwadhBehari, (1970) Early Medieval India (Allahabad: Central Book Depot).
- 7) Habib, M., & Khan, A. U. S. (1961). *The political theory of the Delhi Sultanate (including a translation of ZiauddinBarani's Fatawa-i Jahandari, circa 1358-9 A.D.)*. KitabMahal.
- 8) Hasan, S. Nurul, (1957 & 1958) 'Life and Thought of ZiauddinBarani', Medieval India Quarterly, vol. 3 (1-2) (3-4), pp. 1-12; 197-252; Later it was published as The political Theory of the Delhi Sultanate, Allahabad, 1960.
- 9) Nizami, K.A., (1983) On History and Historians of Medieval India (Delhi: MunshiramManoharlal)
- 10) Siddiqui, Iqtidar Husain, (2014) Indo-Persian Historiography to the Fourteenth Century, Chapter 9: 'Zia uddinBarani: A Thinker Historian' (New Delhi: Primus Books)
- 11) Hasan, Mohibbul, (1985) Babur: Founder of the Mughal Empire in India (New Delhi: Manohar Publications).

- 12) Auer, B. H. (2012). *Symbols of authority in medieval Islam: History, religion and Muslim legitimacy in the Delhi Sultanate*. Routledge.
- 13) Khan, A. R., (1977) Chieftains in the Mughal Empire during the Reign of Akbar (Simla: IAS).
- 14) Prasad, Beni, (1962) History of Jahangir (New Delhi: Indian Press).
- 15) Tripathi, R. P., (1963) Rise and Fall of the Mughal Empire (New Delhi: Central Book Depot). Varma, Ramesh Chandra, (1967) Foreign Policy of the Great Mughals, 1526- 1727 A.D. (Agra: Shiva Lal Agarwala & Co.)
- 16) Hermann Kulke, The State in India: 1000-1700 The Mughal State , Delhi, 1995. Burton Stein, Vijayanagara, Delhi, 1994. Noburu Karashima, Towards a New Formation, Delhi, 1992.
- 17) M. Alam and S. Subrahmanyam (eds.), The Mughal State 1526-1750, Delhi, 1998.
- 18) D. E. Streusand, The Formation of the Mughal Empire, Delhi, 1989.
- 19) J. F. Richards, The Mughal Empire (The New Cambridge History of India Vol. 1.5), 1993.
- 20) Day, U. N. (2004). *Some aspects of medieval Indian history*. Low Price Publications
- 21) Ali, M. Athar, (1993) 'The Mughal Polity – A Critique of Revisionist Approaches', in Modern Asian Studies, Vol. 27, No. 4, October.
- 22) Bayly, C.A., (1983) Rulers, Townsmen and Bazaars: North Indian Society in the Age of British Expansion, 1770-1870 (Cambridge: Cambridge University Press)
- 23) Chandra, S. (2018). *History of medieval India: From Sultanate to the Mughals* (2nd ed.). Har-Anand.
- 24) Mukhia, Harbans, (2004) 'For Conquest and Governance: Legitimacy, Religion and Political Culture' in The Mughals of India (New Delhi: Blackwell Publishing)
- 25) Digby, S., & Habib, I. (1990). Northern India under the Sultanate. In T. Raychaudhuri & I. Habib (Eds.), *The Cambridge economic history of India* (Vol. 1). Cambridge University Press.
- 26) Habib, I. (1982). *Medieval India: The study of a civilization*. National Book Trust.
- 27) Hardy, P. (1970). *Historians of medieval India: Studies in Indo-Muslim historical writing*. Luzac.
- 28) Heitzman, J. (1997). *Early medieval India: State and polity, 600–1200*. Oxford University Press.
- 29) Nizami, K. A. (1970). *Some aspects of religion and politics in India during the thirteenth century*. Aligarh Muslim University

30) Chand, Tara, (2006) (Reprint) Influence of Islam on Indian Culture (Nabu Book).

Course Outcomes:

By course end, students will be able to critically compare major medieval kingship theories and their political effects; trace institutional evolution from the Caliphate to the Delhi Sultanate and changing ruling-class dynamics; analyse Sultanate administrative, iqtadari, and military systems and their impact on state capacity; explain Turko-Mongol, Persian and Ottoman influences on Mughal kingship and the formulation of imperial authority; and evaluate the Mughal state's central, provincial and local structures, the nobility's organisation, the Ulema's role, and the overall character of Mughal governance.



**Department of History
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**One Year PG Programme
(1st Semester: Discipline Specific Elective)**

MODERN

HIS-003C: History of Indian National Movement, 1885 -1947CE Credit - 4

Objectives:

1. To trace the growth of political conscious and ideas of nationalism among the educated Indians.
2. To study the foundation of Indian National Congress, its aims and objectives, and the split within the Congress.
3. To study ideologies and political strategies of Mahatma Gandhi.
4. To make a survey of the mass movements for independence of India initiated by Indian National Congress.
5. To observe the role of the armed revolutionaries, left wing leaders, Indian National Army, Ambedkar's movement, and the Hindu Nationalist.
6. To study the separatist movement of Muslim League and its demand for Pakistan.
7. To examine the political negotiations between Congress, Muslim League and the British and the birth of two independent nations.

Unit-I: Rise and Growth of Nationalism: Spread of education, growth of middle class, socio-religious movement, growth of political consciousness, economic critique of colonialism, founding of political organizations

Unit-II: Indian National Congress: Foundation of Indian National Congress, Surat Split, Moderates and Extremists - ideologies, programmes and politics, Partition of Bengal, Boycott and Swadeshi Movement, foundation of Muslim League, Home Rule Movement

Unit-III: Gandhi and Mass Movement: Gandhi's political philosophy and activism in South Africa; All-India Movements – Khilafat and Non-Cooperation Movement, Civil Disobedient Movement and Quit India Movement – and its impacts

Unit-IV: Non-Congress Movements: Armed Revolutionary activities, Leftist Movement, Subash Chandra Bose and Indian National Army, Hindu Nationalism; Ambedkar and Dalit Movement, Ambedkar's differences with Gandhi

Unit-V: Towards Independence: Political Reforms: Acts of 1909, 1919 and 1935; elections, political processes and negotiations; Jinnah, Muslim League and the demand for Pakistan; Partition and Independence of India, debates on partition

Reading List:

1. Bipan Chandra, *et. al.* (ed.), *India's Struggle for Independence*, Penguin Books India, New Delhi, 1989
2. Sumit Sarkar, *Modern India: 1885-1947*, Macmillan India, New Delhi, 1995
3. Ishita Banerjee-Dube, *A History of Modern India*, Cambridge University Press, Delhi, 2015
4. S.R. Mehrotra, *Emergence of Indian National Congress*, Vikas Publishing House, Delhi, 1971
5. Jim Messelos, *Indian Nationalism: An History*, Sterling Pubs., N. Delhi, 1996
6. J.R. McLane, *Political Awakening in India*, Prentice hall, Englewood Cliffs, 1970
7. _____, *Indian Nationalism and the Early Congress*, Princeton University Press, Princeton, 1977
8. Anil Seal, *The Emergence of Indian Nationalism*, Cambridge University Press, 1971
9. B.B. Mishra, *Indian Middle Classes: Their Growth in Modern Times*, OUP, 1979
10. Sumit Sarkar, *The Swadeshi Movement in Bengal, 1903-08*, People's Publishing House, Delhi, 1973
11. Sekhar Bandyopadhyay, *From Plassey to Partition*, Orient Blackswan, N. Delhi, 2014
12. A.R. Desai, *Social Background of Indian Nationalism*, Popular Prakashan, Bombay, 1976
13. Mahatma Gandhi, *My Experiments with Truth*, Rajpal & Sons, 2013
14. B.R. Nanda, *Mahatma Gandhi: A Biography*, OUP, 1997
15. _____, *Three Statesmen: Gokhale, Gandhi, and Nehru*, OUP, 2014
16. Bhiku Parekh, *Gandhi's Political Philosophy: A Critical Examination*, University of Notre Dame Press, Notre Dame, 1989
17. S. Gopal, *Jawaharlal Nehru: A Biography, 1889-1947*
18. Ramachandra Guha, *Gandhi before India*, Penguin Books India, Haryana, 2013
19. K.N. Pannikar (ed), *National and Left Movement in India*, Vikas Publishing House Pvt. Ltd., New Delhi, 1980
20. Ayesha Jalal, *The Sole Spokesman: Jinnah, Muslim League and the demand for Pakistan*, Cambridge University Press, 1994
21. B.R. Tomlinson, *Indian National Congress and the Raj, 1929-1942: The Penultimate Phase*, Macmillan, London, 1976
22. Francis Robinson, *Separatism among Indian Muslims*, CUP, 2007
23. _____, *Nationalist Movement in India: A Reader*, OUP, 2008
24. Mushirul Hassan, *Nationalism and Communal Politics in India*, Manohar Publishers, 1994

25. _____, *India's Partition: Process, Strategy and Mobilization, Themes in Indian History*, OUP, 1997

Course Outcomes:

1. The students will understand the growth of political consciousness and ideas of nationalism among the educated Indians.
2. Be able to identify the objectives of the foundation of the Indian National Congress.
3. Comprehend the major mass movements against the British rule initiated by Indian National Congress under the leadership of Mahatma Gandhi.
4. Also know some of the prominent resistances against the British rule, like the armed revolutionaries, Indian National Army, Leftist, etc.
5. Understand the politics of Muslim League and its demand for Pakistan, and the intense political negotiations that resulted in the independence of India and birth of Pakistan.



**Department of History
School of Social Sciences
Dhanamanjuri University**

**One Year PG Programme
(1st Semester: Discipline Specific Elective)**

MODERN

HIS-004C: Socio-Cultural History of Modern India, 1757-1947CE Credit - 4

Objectives:

1. To introduce the colonial understanding of Indian society and culture.
2. To understand the colonizing mission of educating Indians and the birth of Indian intelligentsia.
3. To examine the different socio-religious reform and revival movements that generated among the different religious communities of India.
4. To also study the anti-caste movement that occurred within the Hindu society.
5. To make an assessment of the colonial response to the socio-religious movements in India and the communalisation of Indian society and politics.

Unit-I: Colonial understanding of India: Colonial ideas and attitude toward Indian society and culture, the Imperialist, Orientalist, Utilitarian and Evangelical views, William Jones and the Asiatic Society of Bengal, the translation project

Unit-II: Civilizing Mission and its outcome: Introduction of modern education, Orientalist-Anglicist controversy, growth of Middle Class and the educated intelligentsia, their critique of Indian society and culture, and the realization for reform, production of literature and growth of journalism

Unit-III: Socio-religious reform and revival movements: Ideology and agenda of the movements, Raja Rammohun Roy and Brahmo Samaj, Dharma Sabha, Iswar Chandra Vidyasagar and campaign for emancipation of women, Young Bengal Movement, Arya Samaj, Vivekananda and Ramakrishna Mission, Theosophical Society; Deoband and Aligarh Movement, Rahnumai Mazdayasnan Sabha, Singh Sabha

Unit-IV: Lower Caste Movement: Ideology and nature of the movement, Jyotiba Phule and Satyashodak Movement, Narayan Guru and SNDP, Justice Movement, Periyar and Self-Respect Movement, Ambedkar and Mahar Movement

Unit-V: Colonial Response: Social Legislations, Social policies after 1857 Revolt, Policy of Divide and Rule; Rupture in Hindu-Muslim relations – growth of cultural revivalism, communal associations and ideologies, Arya Samaj's *Shuddhi* and *Sangathan* versus *Tabligh* and *Tanjim* movement, Hindi-Urdu controversy, cow-protection movement, etc., and the communalisation of Indian society and politics

Reading List:

1. Kenneth W. Jones, *Socio-Religious Reform Movements in British India*, CUP, N. Delhi, 1994
2. _____, *Arya Dharm: Hindu Consciousness in 19th Century Punjab*, Berkeley, 1976
3. S.P. Sen (ed.), *Social Contents of Indian Religious Reform Movements*, Institute of Historical Studies, Calcutta, 1960
4. _____, *Social and Religious Reform: The Hindus of British India*, Calcutta, 1979
5. K.N. Panikkar, *Culture, Ideology, Hegemony: Intellectuals and Social Consciousness in Colonial India*, Anthem Press, 2002
6. _____, *Culture and Consciousness in Modern India*, People's Publishing House, N. Delhi, 1990
7. Amiya P. Sen, *Social and Religious Reform: The Hindus of British India*, OUP, 2005
8. Charles Hiemsath, *Indian Nationalism and Hindu Social Reform*, Princeton University Press, 1964
9. S. Narullah & J.P. Naik, *History of Education in India*, Bombay, 1951
10. Krishna Kumar, *Political Agenda of Education: A Study of Colonialist and Nationalist Ideas*, Delhi, 1991
11. B.B. Mishra, *Indian Middle Classes: Their Growth in Modern Times*, OUP, 1979
12. J.N. Faruhat, *Modern Religious Movements in India*, Delhi, 1967
13. H.G. Coward (ed.), *Modern Religious Movements in India*, N. York, 1987
14. Susoban Sarkar, *Bengal Renaissance and other Essays*, People Publishing House, N. Delhi, 1970
15. David Kopf, *Brahma Samaj and the shaping of the modern Indian Mind*, Gupta Brothers, Calcutta, 1959
16. _____, *British Orientalism and the Bengal renaissance: The Dynamics of Indian Modernization, 1773-1835*, Berkeley, 1969
17. Gail Omvedt, *Cultural Revolt in a Colonial Society: The Non-Brahman Movement in Western India*, Manohar Publishers & Distributors, 2011
18. J.T.F. Jordens, *Dayanand Saraswati: His Life and Ideas*, Delhi, 1976
19. M. Mujeeb, *Indian Muslims*, London, 1967
20. Zia ul-Hasan Faruqi, *The Deoband School and the Demand for Pakistan*, Bombay, 1963
21. Barbara Daly Metcalf, *Islamic Revival in British India*, Princeton University Press, 1982

22. Sumit Sarkar, *Writing Social History*, OUP, Calcutta, 1997
23. K.A. Nizami, *Sayyid Ahmad Khan*, Publication Division, N. Delhi
24. G.R. Thursby, *Hindu-Muslim Relations in British India: A Study of Controversy, Conflict and Communal Movements in Northern India*, Leiden, 1975
25. Bipan Chandra, *Communalism in Modern India*, Vikas Publishing House Pvt. Ltd., N. Delhi, 1992

Course Outcomes:

1. The students will understand the colonial ideas and understandings of Indian society and culture.
2. Understand the ideology, agenda and programmes of the various socio-religious reform and revival movements that made their presence in the 19th century.
3. Know the colonial response to the socio-religious reform movements and their policies of divide and rule which led to the communalization of Indian society and politics.



**Department of History
School of Social Sciences
Dhanamanjuri University**

**One Year PG Programme
(1st Semester: Discipline Specific Core)**

HIS-005C: Contemporary History of India, 1947 -2000CE Credit - 4

Objectives:

1. To give an understanding of the socio-economic and political legacies of colonial rule on post Independence India.
2. To study the legacies of Indian struggle for independence from the colonial rule.
3. To study the framing of the Indian Constitution and its fundamental features.
4. To know the political processes of consolidation and the integration of Indian States.
5. To study the significant political and socio-economic developments during Nehru's reign.
6. To assess the major political and socio-economic policies, issues and developments in the Post-Nehru India till 2000.

Unit-I: Economic, Social and Political legacies of Colonialism and Nationalism:

Colonial economic policies and its impact on post Independence India;
Colonial socio-cultural policies and its impact on post Independence India;
Political legacies of the Colonial State; the legacies of the national movement for independence of India

Unit-II: Indian Constitution and the making of the Republic: Framing of the Indian constitution, Constituent Assembly, Drafting of the constitution, Declaration of the constitution, its basic features

Unit-III: National Consolidation and the Integration of Indian States: Role of Sardar Vallabhai Patel, integration of the princely states, Integration of Junagadh, Kashmir and Hyderabad, Linguistic Reorganization of States, regionalism and regional inequalities

Unit-IV: Nehruvian Era: First National General Elections in 1952, and the formation of the Congress Government; States Reorganization Act, 1956; Socio-economic and educational policies, progress in Science and

Technology; Five Year Plans, Foreign policies and relations, Sino-Indian War, 1962

Unit-V: Post-Nehru India: Indira Gandhi and the Emergency, Rajiv Gandhi years; Coalition Governments; Indo-Pak relations – Taskent Declaration, Indo-Pak War of 1971, Kargil War; Nuclear Policy and Tests; Agrarian movements, Land reforms, Green Revolution; Insurgency in Punjab and NE India, Growth of Communalism, Ram Janmabhoomi issue; Anti-foreigners issue in Assam; Mandal Commission and reservation of OBCs; Panchayati Raj and women's reservation; Economic Reforms of 1991

Reading List:

1. Bipan Chandra, et. al., *India's Struggle for Independence*, Penguin, 2016
2. A.R. Desai, *Social Background of Indian Nationalism*, Bombay, 1959
3. Bipan Chandra, Mridula Mukherjee & Aditya Mukherjee, *India since Independence*, Penguin, 2017
4. _____, *Essays on Indian Colonialism*, Orient Blackswan, 1999
5. Durga Das Basu, *Introduction to the Constitution of India*, Lexis Nexis, 2011
6. Rajni Kothari, *Politics in India*, N. Delhi, 1970
7. G. Austin, *The Indian Constitution: Cornerstone of a Nation*, Oxford, 1999
8. V.P. Menon, *Integration of Indian States*, Orient Blackswan, 2014
9. Narhari Parikh, *Sardar Vallabhai Patel*, Navajivan Pub House, 1953
10. S. Gopal, *Jawaharlal Nehru: A Biography*, OUP India, 2003
11. Pupul Jayakar, *Indira Gandhi – A Biography*, N. Delhi, 1992
12. V.P. Dutt, *India's Foreign Policy*, N. Delhi, 1984
13. Uma Kapila, *Indian Economy since Independence*, Academic Foundation, 2019
14. R. Paul Brass, *The Politics of India since Independence*, Cambridge Univ. Press, 2003
15. Ramachandra Guha, *India After Gandhi: The History of the World's largest Democracy*, Pan Macmillan India, 2017
16. Sunil Khilnani, *The Idea of India*, Penguin India, 2004
17. Crispin Bates & Subho Basu, *The Politics of Modern India since Independence*, Routledge/Edinburgh South Asian Studies Series, 2011
18. Bidyut Chakrabarty, *Indian Politics and Society since Independence: Events, Processes and Ideology*, Routledge, 2008
19. Partha Chatterjee, *The Nation and its Fragments*, Delhi, Princeton University Press, 1994
20. Nalini Kant Jha, *India's Foreign Policy in a Changing World*, South Asia Publishers, New Delhi, 2000

Course Outcomes:

1. The students will get to know the socio-economic and the political legacies of colonial rule and the freedom struggle on modern India.
2. Understand the framing of the Indian Constitution and its silent features.
3. Know the consolidation and integration of modern India.
4. Understand the achievements of Jawaharlal Nehru's Government.
5. Acquainted with the significant political, economic and social developments in the post Nehru period till 2000.

COMMON PAPERS



**Department of History
School of Social Sciences
Dhanamanjuri University**

**One Year PG Programme
(2nd Semester: Discipline Specific Core)**

HIS-006: Capitalism, Colonialism and Imperialism Credit-4

Objective:

1. To impart the basic definition of Capitalism, Colonialism and Imperialism.
2. To study the theories and stages of imperialism.
3. To study the colonialism in different territories especially in Africa and South-east Asia.
4. To study the Colonialism in India.
5. To study transition from Feudalism to Capitalism.
6. To study the stages in the evolution of Capitalism.

Unit-I: Imperialism: Definition of imperialism, Modes of Imperialism, Theories of Imperialism, and Stages of Imperialism.

Unit-II: Introduction to Colonialism: definition of Colonialism, Approaches to colonial state.

Unit-III: Stages & Colonialism in Asia and Africa: Stages of colonialism, colonialism and its rivalries in different territories of Africa and south-East Asia, colonialism in India.

Unit-IV: Feudalism and Capitalism: Chief characteristics of Feudal and Capitalist Modes of Production, Theories of Transition from Feudalism to Capitalism.

Unit-V: Stages in the Evolution of Capitalism: Agrarian Capitalism, Commercial Capitalism, Industrial Capitalism, state Capitalism.

Reading List:

1. Marc Bloch, Feudal society, Vol-I, London, 1961.
2. Maurice Dobb, Studies in the development of Capitalism, London, 1972.
3. Rodney Hilton, ed, The Transition from Feudalism to Capitalism.
4. TH Ashton and GH Philip, eds, The Brenner Debate, Cambridge, 1987.

5. G.A. Clay, *Economic Expansion and Social Change 1500- 1700*, Cambridge, 1984.
6. Patricia Croot and David Parker, *Agrarian class structure and economic Development, Past and Present*, No. 78, 1978.
7. Fernand Brandel, *Capitalism and Material Life 1400-1800*, New York, 1973.
8. Carlo M. Cipolla, *Before the Industrial Revolution European Society and Economy 1000-1700*.
9. James Joll, *Europe Since 1970: An International History*, Middlesex, England, Penguin, 1983.
10. Davis, Peter, and Derek Lynh, eds, *The Routledge Companion to Fascism and the Far Right*, Routledge: London & New York, 2005.
11. Dimintrov, Georgi, *The United Front: The Struggle Against Fascism and War*, Lawrence & Whishart, London, 1938.
12. Dutt, R. Palm, *Fascism and Social Revolution: A Study of the economics and Politics of the Extreme Stages of Capitalism in Decay*, Proletarian Publishers; Chicago, 1978.
13. Laqueur, Walter, ed, *Fascism A Reader's guide: Analyses, Interpretations, Bibliography*, University of Carlifornia Press, 1976.
14. Payne, Stanly G.A. *History of Fascism, 1914-1945*, Routledge, 2003.

Course Outcomes:

1. The students will get to know the theories of Imperialism and its stages.
2. Understand the colonialism and spread of colonialism in different parts of the globe.
3. Know Feudal and Capitalist Modes of Production, Theories of Transition from Feudalism to Capitalism.
4. The students will get to know the Evolution of Capitalism, Agrarian Capitalism, Commercial Capitalism, and Industrial Capitalism.



**Department of History
School of Social Sciences
Dhanamanjuri University**

**OneYear PG Programme
(2nd Semester: Discipline Specific Core)**

HIS-007: Modern Manipur, 1762-1949CE Credit - 4

Objective:

1. Examine the geo-political developments in Manipur from the Treaty of 1762 to the Burmese occupation, analyzing causes of political turmoil after Bhagyachandra and the role of Burma in Marjit's accession.
2. Evaluate the impact of Burmese invasion and Chahi TaretKhuntakpa (1819–1826), including the Treaty of Yandaboo 1826, British intervention, and the establishment of the Political Agency under Gambhir Singh, Nara Singh, and Chandrakirti Singh.
3. Critically analyze the Anglo-Manipur War of 1891 by studying its causes, course, and consequences, along with the administrative restructuring under the Princely State through Manipur State Darbar and Hill Administration.
4. Assess major socio-religious and political movements between 1891–1939, including Nupi Lan 1904 & 1939, Kuki Rebellion 1917, Zelianrong Movement, advent of Christianity, western education, condition of women and the Mangba-Sengba controversy.
5. Trace the growth of political consciousness leading to the Chinga Session 1938, role of HijamIrabot, framing of Manipur State Constitution Act 1947, and events culminating in the Merger to the Indian Union in 1949.

Unit-I: Manipur in the late 18th and early 19th century: Socio-Economic and Political conditions; Geo-Political Scenario: Causes and provisions of the Treaty and Proposal of 1762; Power struggle among princes; and Burmese intervention.

Unit-II: Burmese occupation, and British Protectorate System: Seven Years Devastation (1819-1826)—causes, courses, and impacts; British geo-strategic interest—Manipur Levy, Anglo-Burmese War and end of Burmese rule, unequal treaties (1833 and 1834); Political Agency (since 1835)— functional aspects in political, administrative, territorial, demographic or immigration and external matters.

Unit-III: British Administration: Anglo-Manipur War (1891)-its causes and factors of Manipur's defeat; Colonial rule: administrative system, judicial system, revenue, land ownership, migration; social-religious life: advent of Christianity and Missionaries Activities, Condition of Women, *Mangba-Sengba* (pollution and Purity) Controversy, introduction of Western Education; military organization; status of monarchy: composition, powers and functions of Manipur State Darbar and hill administration.

Unit-IV: Social and Political movement: Nupi Lan of 1904, Kuki Rebellion of 1917, Against foreign merchant capitalists—Bazaar Boycott (1920), Nupi Lan (1939); Zelianrong Movement 1927-1932, Formation of Nikhil Hindu Manipuri Mahasabha;; Revivalist Movement.

Unit-V: Growth of Political Consciousness and consequences: Chinga session (1938) of Nikhil Hindu Manipur Mahasabha; Hjam Irabot; Manipur State Constitution Act, 1947; Establishment of Constitutional Monarchy, Election 1948; Manipur Legislative Assembly (1948-1949); Merger to Indian Union.

Reading list:

AkhamBobirdhwaja Singh, *D.C. Kaith and Forestry in Manipur*, Mittal Publications, Delhi, 2024.

Alexander Mackenzie, *The North East Frontier of India*, Mittal Publications, New Delhi, 2003 (First published 1884)

Annexation of Manipur 1949, Peoples' Democratic Movement (PDM), Manipur, 1995.

B.C. Allen, *Gazetter of Naga Hills and Manipur*, Mittal Publications, New Delhi, 2002 (First published 1905).

Caroline Keen, *An Imperial Crisis in British India: The Manipur Uprising of 1891*. Bloomsbury India, New Delhi, 2020 (First published 2015)

Dena, Lal, (ed). *History of Modern Manipur (1826-1949)*, Orbit Publication, New Delhi, 1991.

Dena, Lal, *British Policy Towards Manipur (1762-1947)*, Jain Book Shop, Imphal, 2014.

E.W. Dun, *Gazetteer of Manipur*, Manas Publications, Delhi, 1992 (1886 Reprint).

Ethel St. Clair Grim Wood, *My Three Years in Manipur*, Gyan Publishing House, New Delhi, 2003. (1891 Reprint).

Gangmumei Kamei, *A History of Modern Manipur: Vol. -I,II,III, The Feudal Era*, Akansha Publishing House, New Delhi, 2015.

Gangmumei Kamei, *A History of the Zelianrong Nagas*, Spectrum Publications, Delhi, 2004.

Gangmumei Kamei, Ed., *The Rise of Middle Classes in Manipur*, Akansha Publishing House, New Delhi, 2012.

Gangmumei Kamei, *Jadonang: A Mystic Naga Rebel*, G. Lanshallu Kamei, Imphal, 2009 Edn. (First published 1997)

Gangmumei Kamei, *The History of Manipur: Pre-colonial period*, Vol.I, Akansha Publishing House, New Delhi, 2015.

Geoffrey Evans and Antony Brett-James, *Imphal: A Flower on Lofty Heights*, Macmillan, London, 1964.

H. Bhubon Singh, *The Merger of Manipur*, Pritam Haobam, Imphal, 1988.

J. N. Das., *A Study of the Land System of Manipur*, Law Research Institute Eastern Region, Gauhati High Court, Gauhati, 1989.

James Johnstone, *Manipur and the Naga Hills*, Manas Publications, Delhi, 1990 (First published 1896).

Jamini, *Education in Manipur*, Rai Pravina Brothers, Imphal, 2006.

John Parratt and Saroj Paratt, *Queen Empress Vs Tikendrajit Prince of Manipur: The Anglo-Manipur Conflict of 1891*, Har-Anand Publications, New Delhi, 2015 (First published 1992).

Johnstone, Sir James, *My Experiences in Manipur and The Naga Hills*, Manas Publications, Delhi, 1990.

Jyotirmoy Roy, *History of Manipur*, Firma KLM Private Limited, Calcutta, 1999.

Karam Manimohan Singh, *Hijam Irabot Singh and Political Movements in Manipur*, B.R. Publishing Corporation, Delhi, 1989.

Karam Manimohan Singh, *History of the Christian Missions in Manipur and Neighbouring States*, Mittal Publications, New Delhi, 1991.

Karam Manimohan Singh, *Nupi Lan (Women's War of Manipur)*, K. Premalata Devi, Imphal, 2006.

Kh. Nimaicharan Singh, *The Second World War in Manipur and My Childhood*, Kh. Ratankumar, Imphal, 2012.

Kh. Sarojini Devi, *British Political Agency in Manipur 1835-1947*, Linthoi Publications, Imphal, 2005.

Kh. Wairakpam Ibochou Singh, *British Administration in Manipur (1891-1947)*, Akansha Publishing House, New Delhi, 2020.

Lairenmayum Iboongohal Singh and Ningthoukhongjam Khelchandra Singh (eds), *Cheitharol Kumbaba*, MSP, Imphal, 1989.

M. Kirti Singh, *Religion and Culture of Manipur*, Manas Publications, Delhi, 1988.

M. Kirti Singh, *Religious Development in Manipur in the 18th & 19th Century*, Manipur State Kala Akademi, Imphal, 1980.

N. Ibohi Singh, *The Manipur Administration (1709-1907)*, Ningombam (o) Ibetombi Devi, Imphal, 2003 (First published 1976).

Naorem Joykumar Singh, *Colonialism to Democracy: A History of Manipur 1819-1972*, Spectrum Publications, Guwahati, 2002.

Naorem Joykumar Singh, *Religious Revitalisation Movements In Manipur*, Akansha Publishing House, New Delhi, 2012.

Naorem Joykumar Singh, *Women in Manipuri Society*, Akansha Publishing House, New Delhi, 2024.

Naorem Sanajaoba, *Manipur Treaties and Documents (1110-1971) Volume 1*, Mittal Publications, New Delhi, 1993.

Naorem Sanajaoba, *Manipur: Past and Present*, Vol. I, II, III Mittal Publications, New Delhi, 1988-95.

Ningombam Basanta, *Agrarian System in Manipur (1826-1947)*, Sunmarg Publishers & Distributors, New Delhi, 2023 Reprint.

R.B. Pemberton, *The Eastern Frontier of India*, Mittal Publications, New Delhi, 2015 (First published 1835).

R.K. Jhalait Singh, *A Short History of Manipur*, Imphal, 1992.

Sanjoy Ahanthem and Samom Tejbanta Singh, *Multifaceted Dimension of Women: A Study of North East India*, Akansha Publishing House, New Delhi, 2021.

Saroj Nalini Arambam Parratt, *The Court Chronicle of the Kings of Manipur: The Cheitharon Kumpapa, Volume I, II, III* Jain Book Shop Publications, 2019 (First published 2009).

Saroj Nalini Arambam Parratt, *The Religion of Manipur*, Spectrum Publications, Guwahati, 2013.

T.C. Hodson, *The Meithei*, Akansha Publishing House, New Delhi, 2010 (First published 1908).

William McCulloch, *Account of the Valley of Munnipore and of The Hill Tribes*. Akansha Publishing House, New Delhi, 2016, (First published 1859.)

Course Outcome:

After completion of this course, the learner will be able to:

1. Explain key treaties, invasions, and diplomatic shifts from 1762 to 1826 and discuss their long-term impact on Manipur's sovereignty and relations with Burma and the British.
2. Interpret the transformation of Manipur's administration post-1891, describing the powers and functions of the Manipur State Darbar, Hill Administration, and Manipur State Council under colonial supervision.
3. Evaluate the significance of people's movements like Nupi Lan, Kuki Rebellion, and Zelianrong Movement in shaping anti-colonial sentiment and social reform in early 20th-century Manipur.
4. Analyze the interface between religion, education, and politics during 1891–1939, including missionary activities, Nikhil Hindu Manipuri Mahasabha, and revivalist movements in the context of colonial modernity.
5. Demonstrate understanding of constitutional developments from the Chinga Session to the 1948 elections, and critically assess the circumstances and debates surrounding Manipur's merger with India in 1949.

SPECIALIZATION



DHANAMANJURI
UNIVERSITY

**Department of History
School of Social Sciences
Dhanamanjuri University**

**One Year PG Programme
(2nd Semester: Discipline Specific Elective)**

ANCIENT

HIS-008A: Archaeology of Ancient India, Pre-History-1200 CE Credit-4

Objectives:

1. To comprehend the archaeological researches in India, the establishment of Archaeological Survey of India and the contributions of some of the early archaeologist.
2. To know the pre-historic archaeology of India and its significance.
3. To understand the archaeological excavations and the major findings of the Harappan civilization.
4. To examine the epigraphical researches relating to ancient India.
5. To observe the numismatic studies in ancient India.

Unit-I: Archaeological Research in India: History of Archaeological researches in India; Contributions of James Prinsep, Alexander Cunningham, R. Bruce Foote, Lord Curzon, James Burgess, John Marshall, Mortimer Wheeler, Daya Ram Sahni and R.D. Banerji; Establishment of Archaeological Survey of India and other research institutions, museums, and publications

Unit-II: Archaeology of Pre-history in India: Development of pre-historic researches in India; the sites and cultures, including tool making techniques, of Palaeolithic, Mesolithic and Neolithic culture in India; the Chalcolithic culture – case studies of Banas, Kayatha, Malwa and Jorwe culture

Unit-III: Archaeology of Harappan Civilization: Archaeological excavations at Indus sites and findings; study of the phases of Harappan Civilization – early, mature and late – nature of settlements, morphology of major sites, art and architecture, crafts, seals, script, rituals and beliefs, trade and commerce

Unit-IV: Epigraphy in India: Decipherment of ancient scripts and evolution of epigraphical research in India; Natures and types of Ancient Indian Inscriptions; Case studies of Harappan inscriptions, Ashokan inscriptions, Hathigumpha Inscriptions of Kharavela, Junagarh Inscription of

Rudradaman I, Allahabad Pillar Inscription of Samudragupta, Banskhera Copper Plate Inscription of Harsha, etc.

Unit-V: Numismatics in Ancient India: Growth of numismatic studies in India; Technique of manufacturing coins, its metallurgy, types and symbols of Ancient Indian coins; Study of the early coins, the coinages of Indo-Greeks, Satavahanas, Kushans, and the Imperial Guptas

Reading List:

1. D.P. Agrawal, *The Archaeology of India*, London, 1984
2. D.K. Chakravarti, *India: An Archaeological History*, Aryan Books, USA, 2001
3. _____, *A History of Indian Archaeology from the beginning to 1947*, Munshiram Manohar Lal, N. Delhi, 1988
4. _____, *The Oxford Companion to Indian Archaeology*, Oxford University Press, N. Delhi, 2006
5. V.K. Jain, *Prehistory and Protohistory of India: An Appraisal*, D.K. Printworld, N. Delhi, 2018
6. B. & F.R. Allchin, *Origins of a Civilization: The Prehistory and Early Archaeology of India*, Viking Penguin Books, Delhi, 2002
7. R.E.M. Wheeler, *The Indus Civilization*, Cambridge University Press, Cambridge, 1968
8. S. Ratnagar, *Understanding Harappa*, Tulika, Delhi, 2001
9. D.C. Sircar, *Indian Epigraphy*, Motilal Banarshidass, Delhi, 1965
10. Richard Salomon, *Indian Epigraphy: A Guide to the Study of Inscriptions in Sanskrit, Prakrit, and other Indo-Aryan Languages*, Munshiram Manoharlal, N. Delhi, 1998
11. G. Buhler, *Indian Palaeography*, Munshiram Manoharlal, N. Delhi, 2004
12. A. Cunningham, *Coins of the Indo-Scythians, Sakas and Kushans*, N. Delhi, 1971
13. D.C. Sircar, *Studies in Indian Coins*, Motilal Banarsidas, Delhi, 1968
14. A.S. Altekar, *The Coinage of the Gupta Empire*, Benaras, 1957
15. P.L. Gupta, *Coins*, NBT, N. Delhi, 2006
16. B. Chattopadhyaya, *The Age of Kushans: A Numismatics Study*, Calcutta, 1979
17. A. Ghosh, *An Encyclopaedia of Indian Archaeology*, 2 Vols., ICHR, N. Delhi, 1989
18. Upinder Singh, *The Discovery of Ancient India: Early Archaeologists and the Beginning of Archaeology*, Permanent Black, N. Delhi, 2004

Course Outcomes:

1. The students will get the knowledge of archaeological researches in India, contributions of the early archaeologist and establishment of archaeological institutions.
2. Know the evolution and the stages of pre-historic archaeology in India.
3. Understand the archaeological excavations and the findings of Harappan Civilization.
4. Comprehend the importance of epigraphy and numismatics in the construction of ancient Indian history.



**Department of History
School of Social Sciences
Dhanamanjuri University**

**One Year PG Programme
(2nd Semester)**

HIS-009: Research Methodology and Latest Trends

Credit-2

Objectives:

1. To explain the meaning, objectives, nature, and scope of history as an academic discipline.
2. To develop an understanding of how interdisciplinary approaches enrich historical research.
3. To train students in techniques of source criticism, analysis, and interpretation of facts.
4. To guide students in identifying a specific, significant, and feasible research problem.
5. To develop competence in writing a structured research report while adhering to research ethics.

Unit-I: History as a discipline: Its meaning, Objectives, nature and scope; its relations with other disciplines: archaeology, anthropology, Economics, Political Science and Sociology.

Unit-II: Sources of History: writings, Oral, Visual and archaeology; primary and secondary sources; Collection, analysis and interpretation of facts.

Unit -II: Key Steps of the Research Process:

- Identifying the Research Problem: Select a broad area of interest, narrow it down, the problem should be specific, significant, and feasible.
- Reviewing the Literature: Examine existing books, articles, reports, and records related to the research topic. This helps identify research gaps, avoid duplication, and build on previous work.
- Formulating Hypotheses or Objectives: Based on the literature, develop a tentative answer or set clear objectives. A hypothesis is a testable statement; objectives state what you aim to find.
- Research Design: To decide the overall plan: methodology, data sources, time frame, and tools. Choose between historical, descriptive, experimental, or analytical research.

- Data Collection: Gather relevant data using appropriate methods. For historical research: archival documents, government reports, letters, newspapers, and oral accounts. For social research: surveys, interviews, observations.
- Data Analysis and Interpretation: Organize, classify, and analyze the collected data.
- Testing Hypotheses / Drawing Conclusions: Compare the findings with the initial hypothesis or objectives. Determine whether the evidence supports, contradicts, or modifies the assumption.
- Research Report Writing: i) Contents of research Report – title, introduction, literature review, objectives, research questions, significant/relevancy of the research area, methodology, chaptalization, findings/summary/conclusion, references: footnotes, endnotes & bibliography. ii) Research ethics: plagiarism.

Reading List:

1. E.H. Carr, *What is History*, London, 1987
2. R.G., Collingwood, *The Idea of History*, London, 1946
3. E. Shreedharan, *A Manual of Historical Research Methodology*, Trivandum, 2017
4. Ram Ahuja, *Research Methods*, New Delhi, 2022
5. C.R. Kothari & Gaurav Garg, *Research Methodology: Methods and Techniques*, New Delhi, 2024.

Course Outcome:

After the course the students will understand

1. Definition of history and describe its major objectives, nature, and scope.
2. How to apply an interdisciplinary perspective to analyze historical problems.
3. How to collect relevant historical data from archives, oral accounts, and material remains.
4. Apply methods of internal and external criticism to verify historical facts.
5. Write a research report with proper format, citations, and footnotes, while avoiding plagiarism.



**Department of History
School of Social Sciences
Dhanamanjuri University**

**One Year PG Programme
(2nd Semester)**

Core: HIS-010:	Research (Dissertation)	Credit-6
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**Department of History
School of Social Sciences
Dhanamanjuri University**

**One Year PG Programme
(2nd Semester)**

MEDIEVAL

HIS-008B: Economic History of Medieval India, 1200-1750 CE Credit-4

Objectives:

1. To understand the nature of agrarian economy and mechanism of revenue extraction in the Sultanate period
2. To understand the nature of agrarian economy and mechanism of revenue extraction in the Mughal period
3. To examine the working of the land revenue system in Medieval India
4. To study the rise and growth of urban economy and the growth of India's internal and external trade.
5. To highlight the major crafts and technology that existed in Sultanate and Mughal period and to assess the impact of European technology in India.

Unit-I : Agrarian Economy under the Sultanate: Gangetic plains and the areas under extensive cultivation, agricultural products and nature of cultivation, Agrarian relations and taxation, the IqtaSystem, Non- agricultural productions.

Unit-II: Agrarian Economy under the Mughals : The Mughal state and the Economy, the System of Agricultural productions, Agrarian relations- Jagirdars, Zamindars, Peasantry and the Village Community, The agrarian crisis, Non-agricultural productions.

Unit III: Land Revenue System: Land revenue as the main source, magnitude of the land revenue demand, methods of assessment and collection, revenue assignments.

Unit IV: Urban Economy and Trade and Commerce: Growth of towns and urban manufacturers, money economy and commercial classes, Inland trade- village town and long distance trade, maritime trade and advent of European trading companies.

Unit V: Technological developments: Agriculture tools and technology in the 13th and 14th centuries, technological growth during the Mughal period, India's response to European technology.

Reading List :

1. Chaudhuri K.N., *Trade and Civilization in the Indian Ocean: An Economic History from the Rise of Islam to 1750*, Cambridge University Press., 1985.
2. Raychaudhari T. & Irfan Habib (Ed.), *The Cambridge Economic History of India* , Vol. I 1200-1750, Orient Blackswan, 2006.
3. Habib, Irfan, *Economic History of Medieval India, 1200-1500*, Pearson Education India, 1st Edition, 2011.
4. _____, *The Agrarian System of Mughal India, 1556-1707*, Oxford University Press, 3rd Edition, 2013.
5. Chandra, Satish, *Medieval India: Society, The Jagirdari Crisis and the Village*, Macmillan India, 1997.
6. Arasaratnam, Sinnappah, *Maritime India in the Seventeenth Century*, Oxford University Press, 1994.
7. Chicherov A.I., *India's Economic Development in the 16th – 18th Centuries Outline History of Crafts and Trade*, Moscow, 1971.
8. Siddiqui I.H., *Perso-Arab Sources of Information on the Life and Conditions in the Sultanate of Delhi*, Munshiram Manoharlal Publishers, 1992.
9. Dale, Stephen Frederic, *Indian Merchants and Eurasian Trade, 1600-1750*, Cambridge University Press, 2002.
10. Moosvi, Shireen, *People, Taxation and Trade in Mughal India*, Oxford University Press, 2008.
11. _____, *The Economy of the Mughal Empire, c. 1595*, Oxford University Press, 2nd Edition, 2015.
12. Moreland, W.H. , *The Agrarian System of Moslem India, A Historical Essay with Appendices*, Cambridge University Press, 2011.
13. Naqvi, H.K., *Urban Centres and Industries in Upper India, 1556-1803*, Asia Publishing House, 1928.
14. _____, *Urbanisation and Urban Centres under the Great Mughals 1556-1707, An Essay in Interpretation, Vol. I* , Indian Institute of Advanced Study, 1971.
15. Cipolla, C.M. , *Between History and Economics, An Introduction to Economic History*, Blackwell Publications, 1994.
16. Thakur, Vijay Kumar & Aounshuman, Ashok (ed.), *Peasants in Indian History, I. Theoretical Issues and Structural Enquiries*, JanakiPrakasan Publications, 1996.
17. Qaisar, A.J. , *The Indian Response to European Technology and Culture A.D. 1498-1707*, Oxford University Publications , 1982.
18. A. Rahman (ed.), *History of Indian Science, Technology and Culture A.D. 1000-1800*, Oxford University Publications, 1999.

Course Outcomes:

1. The students will be able to learn and understand the economic system and agrarian structure during the Sultanate period.
2. To identify the changes in the economic structure by identifying the pattern of continuity and change during the Mughal period.
3. Various aspects of land revenue administration will be analysed including the methods of assessment and revenue collection.
4. To be able to learn the rise and growth of urban economy and the importance of trade and commerce in Medieval economy.
5. Technological advancement made in Medieval India will be thoroughly observed in terms of agricultural tools and implements and also the role of the Europeans and India's response to it.



**Department of History
School of Social Sciences
Dhanamanjuri University**

**One Year PG Programme
(2nd Semester)**

HIS-009: Research Methodology and latest Trends Credit-2

Objectives:

1. To explain the meaning, objectives, nature, and scope of history as an academic discipline.
2. To develop an understanding of how interdisciplinary approaches enrich historical research.
3. To train students in techniques of source criticism, analysis, and interpretation of facts.
4. To guide students in identifying a specific, significant, and feasible research problem.
5. To develop competence in writing a structured research report while adhering to research ethics.

Unit-I: History as a discipline- Its meaning, Objectives, nature and scope; its relations with other disciplines: archaeology, anthropology, Economics, Political Science and Sociology.

Unit-II: Sources of History – writings, Oral, Visual and archaeology; primary and secondary sources; Collection, analysis and interpretation of facts.

Unit -II: Key Steps of the Research Process:

- Identifying the Research Problem: Select a broad area of interest, narrow it down, the problem should be specific, significant, and feasible.
- Reviewing the Literature: Examine existing books, articles, reports, and records related to the research topic. This helps identify research gaps, avoid duplication, and build on previous work.
- Formulating Hypotheses or Objectives: Based on the literature, develop a tentative answer or set clear objectives. A hypothesis is a testable statement; objectives state what you aim to find.
- Research Design: To decide the overall plan: methodology, data sources, time frame, and tools. Choose between historical, descriptive, experimental, or analytical research.

- Data Collection: Gather relevant data using appropriate methods. For historical research: archival documents, government reports, letters, newspapers, and oral accounts. For social research: surveys, interviews, observations.
- Data Analysis and Interpretation: Organize, classify, and analyze the collected data.
- Testing Hypotheses / Drawing Conclusions: Compare the findings with the initial hypothesis or objectives. Determine whether the evidence supports, contradicts, or modifies the assumption.
- Research Report Writing: i) Contents of research Report – title, introduction, literature review, objectives, research questions, significant/relevancy of the research area, methodology, chaptalization, findings/summary/conclusion, references: footnotes, endnotes & bibliography. ii) Research ethics: plagiarism.

Reading List:

6. E.H. Carr, *What is History*, London, 1987
7. R.G., Collingwood, *The Idea of History*, London, 1946
8. E. Shreedharan, *A Manual of Historical Research Methodology*, Trivandum, 2017
9. Ram Ahuja, *Research Methods*, New Delhi, 2022
10. C.R. Kothari & Gaurav Garg, *Research Methodology: Methods and Techniques*, New Delhi, 2024.

Course Outcome:

After the course the students will understand

1. Definition of history and describe its major objectives, nature, and scope.
2. How to apply an interdisciplinary perspective to analyze historical problems.
3. How to collect relevant historical data from archives, oral accounts, and material remains.
4. Apply methods of internal and external criticism to verify historical facts.
5. Write a research report with proper format, citations, and footnotes, while avoiding plagiarism.



**Department of History
School of Social Sciences
Dhanamanjuri University**

**One Year PG Programme
(2nd Semester)**

Core: HIS-010:	Research (Dissertation)	Credit-6
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**Department of History
School of Social Sciences
Dhanamanjuri University**

**One Year PG Programme
(2nd Semester: Discipline Specific Elective)**

MODERN

HIS-008C: Economic History of Modern India, 1757-1947CE Credit-4

Objectives:

1. To give an understanding of the economy of India in the 18th Century, the European mercantile activities in India and English East India Company's exploitative rule in Bengal.
2. To study the land settlements and the agrarian policies introduced by the British in India.
3. To examine the growth of traditional and the modern industries, the colonial policies towards industry and its impact.
4. To know the colonial investments in different sectors and its impact.
5. To understand the different phases and developments of colonialism in India.
6. To comprehend the debate and the working of drain of wealth and its impact.

Unit-I: Indian Economy in the 18th Century: An overview of India's economy in the 18th century, causes of economic decline, Mercantilism and European economic activities in India, East India Company's rule in Bengal and its impact

Unit-II: Agrarian settlements and conditions: The new land settlements, tenurial rights and revenue collection under Permanent, Ryotwari and Mahalwari settlements; commercialisation of agriculture, agricultural productivity, export of raw materials and famines

Unit-III: Industrial growth: Condition of traditional artisans and handicraft industry, growth of modern industries like cotton, jute, iron and steel, growth of industrial labour and issues; its pace of growth and state policies; foreign competition; de-industrialisation debate

Unit-IV: State Investments: Investments in railways, irrigation, plantations, mines and banking; capital mobilization, interests and impact on economy

Unit-V: Phases of Colonialism and the Drain of Wealth: The three phases of Colonialism – Mercantilism, Industrial Capitalism and Finance Capitalism; Drain of Wealth – Nature, apparatus and debates – and poverty of India

Reading List:

1. R.C. Dutt, *The Economic History of India*, Publications Division, GoI, 1968
2. R.P. Dutt, *India Today*, Read Country Book, 2008
3. Irfan Habib, *Indian Economy under Early British Rule, 1757-1857*, Tulika Books, 2017
4. _____, *Indian Economy, 1858-1914*, Tulika Books, 2017
5. Dharma Kumar (ed.), *Cambridge Economic History of India*, Vol. II, c. 1757-2003, Orient Blackswan, 2007
6. B.R. Tomilson, *The Cambridge Economic History of India: The Economic History of India, 1860-1980*, Delhi, 1993
7. _____, *The Political Economy of the Raj, 1914-47*, Macmillan, 1979
8. _____, *The Economy of Modern India: From 1860 to the Twenty First Century*, Cambridge University Press, 2013
9. Tirthankar Roy, *Economic History of India, 1857-1947*, Oxford University Press, 2018
10. Tirthankar Roy, *Traditional Industry in the Economy of Colonial India*, Cambridge University Press, 1999
11. D.R. Gadgil, *The Industrial Evolution of India in Recent Times, 1860-1939*, Bombay, 1971
12. A.K. Bagchi, *Private Investment in India, 1900-1939*, Cambridge University Press, N. Delhi, 1970
13. K. Rajat Ray, *Industrialization in India: Growth and Conflict in Private Corporate Sector, 1914-1947*, Oxford University Press, Delhi, 1982
14. _____ (ed.), *Entrepreneurship and Industry in India, 1800-1947*, Oxford University Press, Delhi, 1994
15. David Arnold, *Famine: Social Crisis & Historical Change*, Oxford, 1988
16. A.R. Desai, *Social Background of Indian Nationalism*, Popular Prakashan, Bombay, 1976
17. Sumit Sarkar, *Modern India: 1885-1947*, Pearson Education India, New Delhi, 2014
18. Burton Stien (ed.), *Making of Agrarian Policy in British India, 177-1990*, Delhi, 1992
19. K.N. Raj, et.al. (eds), *Essays on Commercialisation of Indian Agriculture*, Oxford University Press, N. Delhi, 1985
20. D.H. Buchanan, *The Development of Capitalist Enterprise in India*, Routledge, 1966
21. George Blyn, *Agricultural Trends in India: 1891-1947: Output, Availability and Productivity*, Philadelphia, 1966
22. Dadabhai Naoroji, *Poverty and Un-British Rule in India*, Swan Sonnenschien & Co., London, 1901
23. Bipan Chandra, *The Rise and Growth of Economic Nationalism in India*, Har-Anand Publications Pvt. Ltd., 2016

Course Outcomes:

1. The students will be acquainted with India's economy in the 18th Century and the European economic engagements with India, and English East India Company's economic exploitation of Bengal.
2. Familiarized with the land revenue settlements and agrarian policies introduced by the Company.
3. Comprehended the colonial industrial policies and the growth of industries in India.
4. Know the colonial investments and its impact on India's economy.
5. Understand the phases of colonialism and the working and debates on drain of wealth.



**Department of History
School of Social Sciences
Dhanamanjuri University**

**One Year PG Programme
(2nd Semester)**

HIS-009: Research Methodology and latest Trends Credit-2

Objectives:

1. To explain the meaning, objectives, nature, and scope of history as an academic discipline.
2. To develop an understanding of how interdisciplinary approaches enrich historical research.
3. To train students in techniques of source criticism, analysis, and interpretation of facts.
4. To guide students in identifying a specific, significant, and feasible research problem.
5. To develop competence in writing a structured research report while adhering to research ethics.

Unit-I: History as a discipline- Its meaning, Objectives, nature and scope; its relations with other disciplines: archaeology, anthropology, Economics, Political Science and Sociology.

Unit-II: Sources of History – writings, Oral, Visual and archaeology; primary and secondary sources; Collection, analysis and interpretation of facts.

Unit -II: Key Steps of the Research Process:

- Identifying the Research Problem: Select a broad area of interest, narrow it down, the problem should be specific, significant, and feasible.
- Reviewing the Literature: Examine existing books, articles, reports, and records related to the research topic. This helps identify research gaps, avoid duplication, and build on previous work.
- Formulating Hypotheses or Objectives: Based on the literature, develop a tentative answer or set clear objectives. A hypothesis is a testable statement; objectives state what you aim to find.

- **Research Design:** To decide the overall plan: methodology, data sources, time frame, and tools. Choose between historical, descriptive, experimental, or analytical research.
- **Data Collection:** Gather relevant data using appropriate methods. For historical research: archival documents, government reports, letters, newspapers, and oral accounts. For social research: surveys, interviews, observations.
- **Data Analysis and Interpretation:** Organize, classify, and analyze the collected data.
- **Testing Hypotheses / Drawing Conclusions:** Compare the findings with the initial hypothesis or objectives. Determine whether the evidence supports, contradicts, or modifies the assumption.
- **Research Report Writing:** i) Contents of research Report – title, introduction, literature review, objectives, research questions, significant/relevancy of the research area, methodology, chaptalization, findings/summary/conclusion, references: footnotes, endnotes & bibliography. ii) Research ethics: plagiarism.

Reading List:

11. E.H. Carr, *What is History*, London, 1987
12. R.G., Collingwood, *The Idea of History*, London, 1946
13. E. Shreedharan, *A Manual of Historical Research Methodology*, Trivandrum, 2017
14. Ram Ahuja, *Research Methods*, New Delhi, 2022
15. C.R. Kothari & Gaurav Garg, *Research Methodology: Methods and Techniques*, New Delhi, 2024.

Course Outcome:

After the course the students will understand

1. Definition of history and describe its major objectives, nature, and scope.
2. How to apply an interdisciplinary perspective to analyze historical problems.
3. How to collect relevant historical data from archives, oral accounts, and material remains.
4. Apply methods of internal and external criticism to verify historical facts.
5. Write a research report with proper format, citations, and footnotes, while avoiding plagiarism.



**Department of History
School of Social Sciences
Dhanamanjuri University**

**One Year PG Programme
(2nd Semester)**

Core: HIS-010: Research (Dissertation) Credit-6

Core: HIS-011:	VAC/AEC	Credit-2
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**Department of History
School of Social Sciences
Dhanamanjuri University**

**Two Year PG Programme
(1st Semester: Discipline Specific Core)**

HIS-001: History of Manipur up to the 18th Century CE Credit - 4

Objectives:

1. To study the major literary and archaeological sources of the history of Manipur.
2. To know the various phases of pre-historic culture in Manipur.
3. To trace the growth and expansion of Meitei kingdom.
4. To examine the political and religious development that took place in the 18th Century.

Unit-I: Survey of the archaeological and literary sources

Unit-II: Pre-historic culture

Unit-III: Evolution of Meitei State and the regional principalities

Unit-IV: Expansion and consolidation of kingdom of Manipur from Meidingu Kyamba (1467-1508 CE) to Meidingu Khagemba (1597-1652 CE)

Unit-V: Political and Religious Development in the 18th Century: Political expansion and coming of Hinduism during the reign of Meidingu Pamheiba (1709-1748 CE) and its impact on the socio-cultural life of the Meities/Meeteis, cultural growth during the reign of Meidingu Bheigyachandra (1763-1798 CE)

Reading List:

1. R.K. Jhaljit, *A History of Manipuri Literature*, Vol. I
2. Ch. Manihar Singh, *A History of Manipuri Literature*
3. S.N. Pandey (Ed.), *Sources of the History of Manipur*
4. O. Kumar Singh, *Archaeology of Manipur*
5. Gangumei Kamei, *From Tribalism to Feudalism*
6. L. Ibongohal Singh & N. Khelchandra Singh (ed.), *Cheitharol Kumbaba*
7. W. McCulloch, *An Account of the Valley of Munnipore*
8. T.C. Hodson, *The Meitheis*

9. R. Brown, *Statistical Account of the Native State of Manipur and the Hill Territory under its rule*
10. Saroj Nalini Arambam Paratt, *The Court Chronicle of the Kings of Manipur*
11. R.K. Jhalajit Singh, *A Short History of Manipur*
12. Jyotimoy Roy, *History of Manipur*
13. Gangumei Kabui, *A History of Modern Manipur (1826-2000)*, Vol. I
14. _____, *History of Manipur (Pre-Colonial Period)*, Vol. I
15. M. Kirti Singh, *Religious Development of Manipur in the 18th and 19th centuries*

Course Outcomes:

1. The students will know the sources for the reconstruction of the history of Manipur.
2. Understand the Pre-historic culture of Manipur.
3. Comprehend the growth of Meitei State and the development of the different principalities in the valley of Manipur.
4. Understand the expansion and consolidation of the Meitei kingdom from the later half of the 15th to the 18th Century.
5. Know the advent of the Hinduism and its impact on the socio-cultural life of the Meities during the 18th Century.



**Department of History
School of Social Sciences
Dhanamanjuri University**

**Two Year PG Programme
(1st Semester: Discipline Specific Core)**

HIS-002: History of India up to the 6th Century BCE Credit - 4

Objectives:

1. To study the phases of pre-historic cultures in India.
2. To know the different aspects of Indus Valley civilization and inform the causes for its decline.
3. To acquaint with the origin and the socio-religious, economic and political life of the Aryans.
4. To examine the growth of religious sects in the 6th Century.
5. To understand the growth of large territorial kingdoms in Ancient India.

Unit-I: Prehistoric cultures in India: Reconstruction of India's pre-history, the Palaeolithic, Mesolithic, Neolithic and Chalcolithic Cultures, their sequences, sites, tool technologies, social life and development from hunting gathering to food production, art and religion.

Unit-II: Harappan Civilization: Origins, phases, spread and sites, settlement patterns and town planning, craft production and trade, social and political organizations, religious beliefs and practices, art and the causes of decline.

Unit-III: Indo-Aryans: Theories and debates of their origin, expansion; review of the Vedic texts; social, religious, economic and political aspects of the early and the later Vedic period.

Unit-IV: Growth of Religious Sects: Causes of origin of Buddhism and Jainism and other religious sects, doctrines and features, spread, contributions and significance and causes of their decline.

Unit-V: Growth of Territorial States: Rise of Janapadas and Mahajanapadas; growth of crafts and craftsmen, money economy, trade and commerce, trade routes and urban centres.

Reading List:

1. D.K. Chakrabarti, *India: An Archaeological History*
2. Raymond Allchin & Bridget Allchin, *Origins of a Civilization: The Prehistory and Early Archaeology of South Asia*
3. H.D. Sangkalia, *Indian Archaeology Today*
4. D.K. Bhattacharya, *An Outline of Indian Prehistory*
5. S. Ratnagar, *Understanding Harappa: Civilization in Greater India*
6. Upinder Singh, *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*
7. D.N. Jha, *Early India: A Concise History*
8. R.S. Sharma, *India's Ancient Past*
9. _____, *Rethinking India's Past*
10. _____, *Material Culture and Social Formations in Ancient India*
11. Romila Thapar, *A History of India, Vol. I*
12. _____, *Early India: From the Origins to the AD 1300*
13. A.L. Bhasam, *The Wonder that was India*
14. D.D. Kosambi, *An Introduction to the Study of Indian History*
15. U. Chakravarti, *The Social Dimensions of early Buddhism*
16. R.C. Majumdar, H.C. Raychaudhuri & Kalikindar Datta, *An Advanced History of India*
17. R.C. Majumdar, *Ancient India*

Course Outcomes:

1. The students will understand the evolution of the pre-historic culture in India.
2. Comprehend the growth, socio-cultural, economic and political aspects, and the causes for the collapse of the Harappan Civilization.
3. Understand the origin, the socio-religious, economic and political aspects of the Indo-Aryans.
4. Know the causes for the growth and contributions of the different religious sects that emerged in India in the 6th century B.C.
5. Acquainted with the growth of territorial kingdoms and the development in the economic processes.



**Department of History
School of Social Sciences
Dhanamanjuri University**

**Two Year PG Programme
(1st Semester: Discipline Specific Core)**

HIS-003: History of Medieval India, 1000-1526 CE Credit - 4

Objectives:

1. To trace and know the history of the Turkish conquest of Northern India.
2. To know the establishment and consolidation of Turkish Rule in Northern India.
3. To understand the administrative and economic policies and the public welfare activities and public works undertaken by the Sultans of Delhi.
4. To comprehend the causes for the downfall of the Delhi Sultanate.

Unit-I: Turkish conquest of North India: Political Development in West and Central Asia, the Ghaznavids and the Ghurids advance towards India, Rajputs States in North India, Battle at Tarain

Unit-II: Establishment of Delhi Sultanate: Establishment and consolidation of Muslim rule in Northern India under Qutbuddin Aibak and Iltutmish; Razia and the rule of Forty or *chahalgani*; Balban and his theory of kingship, policy of 'blood and iron' and the Mongol invasions in Northwest Frontier

Unit-III: Territorial Expansion and Reforms under the Khaljis: Khalji rebellion, Alauddin Khalji and his market control, agrarian policy, campaigns in the Deccan and the South and encounter with the Mongols

Unit-IV: Political Development under Tughlaqs: Muhammad bin Tughlaq and his experiments, revolts and lost of territories, administrative and agrarian reforms, rebellions; Firuz Tughlaq and administrative reforms and public welfare measures, revival of *jagir* system, campaigns and invasion of Amir Timur

Unit-V: Decline and Disintegration of Delhi Sultanate: Rule of Sayyids and Lodis, advent of Babur, the Battle of Panipat; Nature of State, *Iqta* system, Central and Provincial Administration, and Army organization under Delhi Sultanate

Reading List:

1. A.B.M. Habibullah, *Foundation of Muslim Rule in India*
2. Mohammad Habib, *Politics and Society in early Medieval Period*, Vols. I & II
3. Mohammad Habib and K.A. Nizami (ed.), *A Comprehensive History of India: The Delhi Sultanate, 1206-1526 A.D.*, Vol. V
4. S.A.A. Rizvi, *The Wonder that was India*, Vol. II
5. Satish Chandra, *History of Medieval India*
6. I.H. Qureshi, *Administration of Sultanate of Delhi*
7. K.S. Lal, *History of the Khaljis, 1290-1320*
8. A. Mehdi Husain, *Tuglaq Dynasty*
9. J.L. Mehta, *Advanced Study in the History of Medieval India*, Vol. I (1000-1526 A.D.)
10. R.C. Majumdar, H.C. Raychaudhuri & K. Datta, *An Advanced History of India*

Course Outcomes:

1. The students will be familiarized with the early Muslim conquests in Northern India.
2. Know the establishment and consolidation of Delhi Sultanate.
3. Understand the political expansion and the introduction of economic reforms during the reign of the Khaljis.
4. Know the political developments during the reign of Tughlaqs, the Sayyids and the Lodhis, and the consequent disintegration of the Delhi Sultanate.
5. Understand the nature and the administrative machinery of the Delhi Sultanate.



**Department of History
Dhanamanjuri University**

**Two Year PG Programme
(1st Semester: Discipline Specific Core)**

HIS-004: British Colonialism in India, 1700-1857CE Credit-4

Objectives:

1. To study the establishment of overseas trade by the European nations with India and the conflicts that emerged.
2. To examine the military expansion of East India Company in India.
3. To study the process of consolidation of British rule and its policy towards the Native States.
4. To make an assessment of the establishment of modern institutions and growth of new social classes.
5. A study of the early resistance movements against the British colonialism in India.

Unit-I: Colonialism in India: European overseas trade with India; European conflicts for monopoly of Indian trade

Unit-II: British Expansion in India: British Conquest of Bengal, and its relations with Carnatic, Mysore, Marathas and Sikhs

Unit-III: Consolidation of British Rule in India: Administrative and Military Structure, Revenue system, and policy towards Native States

Unit-IV: Modernization of India: Judiciary and Law, Social Legislation, English Education and emergence of social classes

Unit-V: Resistance to Colonial Rule: Vellore Mutiny of 1806, Mappila Uprising (1836-1854), Santhal Revolt of 1855; Revolt of 1857 - its nature, character, causes and consequences.

Reading List:

1. Sekhar Bandyopadhyay, *From Plassey to Partition: A History of Modern India*
2. R.C. Majumdar, H.C. Raychaudhuri & K. Datta, *An Advanced History of India*
3. Bipan Chandra, *History of Modern India: Their Growth in Modern Times*
4. _____, *Nationalism and Colonialism in India*
5. Alfred Lyall, *The Rise and Expansion of the British Dominion in India*
6. R.P. Dutt, *India Today*
7. K.N. Chaudhuri, *The East India Company and the Trading World of South Asia*
8. S. Gopal, *British Policies in India*
9. Mohibbul Hasan, *The History of Tipu Sultan*
10. B.B. Mishra, *The Administrative History of India*
11. _____, *The Indian Middle Classes*
12. B.L. Grover & Alka Mehta, *A New Look at Modern Indian History*
13. V.A. Smith, *The Oxford History of India*
14. P.E. Roberts, *History of British India*
15. A.R. Desai (ed.), *Peasant Struggles in India*
16. S.N. Sen, *Eighteen Fifty Seven*
17. P.C. Joshi (ed.), *Rebellion 1857*
18. S. Nurullah & J.P. Naik, *History of Education in India*
19. C.A. Bayly, *Indian Society and the Making of British Empire*

Course Outcomes:

1. The students will know the growth of European trade in India and the subsequent conflicts for monopoly.
2. Understand the British territorial expansion in India through military intervention.
3. Know the consolidation of British rule in India through the institution of administration, military and revenue establishments.
4. Recognize the British policy towards the Native States.
5. Comprehend the process of modernizing India through the institution of rule of law and the introduction of English education.
6. Understand the growth of anti-colonial uprisings in the 19th century.



**Department of History
School of Social Sciences
Dhanamanjuri University**

**Two Year PG Programme
(1st Semester: Discipline Specific Core)**

HIS-005: Indian Art And Culture Credit - 4

Objective:

1. To provide a comprehensive understanding of the evolution of Indian art and architecture from Ancient to modern times.
2. To familiarize students with the linguistic diversity of India, major language families, official languages, classical language status, and development of ancient scripts.
3. To introduce key contributions of India in medical science, mathematics, environment conservation, and science & technology.
4. To develop an appreciation of Indian classical dance forms by studying their origin, aspects, regional styles, and cultural significance.
5. To acquaint students with traditional Indian martial arts, their regional variations, techniques, and role in cultural heritage and self-defense.

Unit-1: Art & Architecture: Origin and growth of Indian Art; Buddhist and Jain architecture, Hindu Architecture, and Islamic Architecture: Monasteries, temples, forts, palaces, gates, public buildings, mosques, and Modern Architecture; Mural and Miniature paintings.

Unit-2: Languages and Scripts: Classification of Indian Languages: Indo-Aryan Group of Languages; Dravidian Group; Sino-Tibetan Group; Tibeto-Burman Group; Austric & others; Official Languages of India; Status of Classical Languages: Criteria, Benefits; Ancient Scripts of India: Indus Scripts, Brahmi Script, Gupta Script, Kharosthi Scripts, Vatteluttu Script, Kadamba Script, Grantha Scripts, Sarada Scripts, Gurumukhi Script, Devanagari Script, Meitei Mayek, Modi Script, Urdu Script.

Unit-3: Medical Science, Environment, Science and Technology: Medical Science: Ayurveda, Yoga, Naturopathy etc.; Environment Conservation: Indian View; Indian Numeral System and Mathematics; Science and technology.

Unit-4: Indian Dance Forms: Aspects of Dance; Indian Classical Forms: Bharatnatyam, Kuchipudi, Kathakali, Mohiniattam, Odissi, Manipuri, Kathak, Sattriya.

Unit-5: Martial Arts in India: Kalaripayattu; Silambam; Thang-ta and Sarit-Sara; Cheibi Gad-ga, Pari-khanda, thoda, Gatka, Mardani khel, Lathi, inbuan Wrestling, Kuttu Varisai; Musti Yuddha.

Reading List:

1. A.L. Basham (ed)., *A Cultural History of India*, Oxford University Press, New Delhi, 2014.
2. A.L. Basham, *The Wonder That Was India*, Volume I, Picador India Publication, New Delhi, 2019.
3. Nitin Singhania, *Indian Art & Culture*, McGraw Hill, New Delhi, 2024.
4. Devdutt Pattanail, *Indian Culture, Art and Heritage*, Pearson Publication, New Delhi, 2022.
5. Neeraj Rao Anutosh, *Indian Art & Culture*, Wiley Publication, Delhi, 2024.
6. S. Baliyan, *A Compendium of Indian Art and Culture*, Oxford University Press, New Delhi, 2020.
7. Pukhrambam James Singh, Sougrakpam Dharmen Singh, Kadam Ibotombi Singh, Hanjabam Shukhdeba Sharma, *Cultural Facets of North East India*, Sunmarg Publisher & Distributors, New Delhi, 2023.

Course Outcomes:

After completing this course, students will be able to:

1. Identify and describe major features of Harappan, Mauryan, Gupta, temple, medieval, and modern Indian architecture, and locate famous ancient universities.
2. Classify Indian languages into major groups, explain criteria for classical language status, and recognize key ancient scripts like Brahmi, Kharosthi, and Meitei Mayek.
3. Explain the principles of Ayurveda, Yoga, and Naturopathy, and discuss India's traditional views on environment conservation and contributions to mathematics and science.
4. Distinguish between the eight classical dance forms of India based on technique, theme, costume, and regional origin.
5. Demonstrate knowledge of major Indian martial arts such as Kalaripayattu, Thang-ta, Gatka, and Silambam, and assess their historical and cultural importance.



**Department of History
School of Social Sciences
Dhanamanjuri University**

**Two Year PG Programme
(1st Semester: Discipline Specific Core)**

HIS-006: Traditional Knowledge System of Manipur Credit - 4

Objectives:

1. To examine the principles of vernacular architecture and traditional painting of Manipur, including fort-palace complexes, community structures, and art forms.
2. Analyze indigenous practices of environmental conservation, water management, wildlife taboos, and traditional climate knowledge for disaster mitigation.
3. Interpret the cultural and spiritual significance of ancestor worship among the communities and its role in social organization and value systems.
4. To study the processes and knowledge embedded in traditional crafts including indigenous salt making, pottery, and weaving practices of Manipur, with emphasis on materials, tools, and gendered labor.
5. Appraise the socio-cultural context of traditional games, and their function in community bonding, skill-building, and identity formation.

Unit-I: Architecture and Painting: Vernacular Architecture; Sacred Architecture; fort, Palace & Community Architecture. Traditional Painting: Mural and Miniature.

Unit-II: Traditional Knowledge of Environment Conservation: Sacred Groves; Water Management and Conservation; Wildlife Conservation; Climate knowledge and disaster Mitigation.

Unit-III: Beliefs and Practices: Ancestor Worship; Cosmology and Clan-based Ritual systems among the Meitei, Rongmei, Tangkhul communities and others; traditional Cuisine; Traditional Medicine, Folklore.

Unit-IV: Village Industries: Traditional Knowledge of Salt manufacturing, Spirit making, Iron smelting, Pottery, Silk producing and Traditional Weaving Practices.

Unit-IV: Traditional Games: Traditional Games: Sagol Kangjei, Kang, Yubilakpi, Mukna, Hiyangtanaba and others.

Reading list:

- Lairenmayum Iboongohal Singh and Ningthoukhongjam Khelchandra Singh (eds), *Cheitharol Kumbaba*, MSP, Imphal, 1989.
- Nepram Bihari, *The Cheirharol Kumbaba*, Spectrum Publications, Guwahati, 2012.
- Saroj Nalini Arambam Parratt, *Cheitharol Kumpapa: The Court History of the Kings of Manipur, Original text, Translation and Notes*, Vol. I & II, Routledge Publication, London, 2012.
- Dharmen Singh, *Architecture of Manipur (Temple, Tombs and Ancient Palaces)*, Akansha Publishing House, New Delhi, 2020.
- T.C. Hodson, *The Meiteis*, Akansha Publishing House, New Delhi, 2010, (1908 Reprint).
- Saroj Nalini Arambam Parratt, *The Religion of Manipur*, Spectrum Publications, Guwahati, 2013.
- M. Kirti Singh, *Religion and Culture of Manipur*, Manas Publications, Delhi, 1988.
- L. Bhagyachandra Singh, *A Critical Study of The Religious Philosophy of the Meiteis Before The Advent of Vaisnavism in Manipur*, Imphal, 2008.
- N. Birachandra Singh, *Primal Religion Change and Continuity*, Akansha Publishing House, New Delhi, 2013.
- N. Khelchandra Singh, Sapam Bheigya and S. Rupoban Singh (eds) *Kangla: The Ancient Capital of Manipur*, State Archaeology Department of Art & Culture, Government of Manipur, Imphal, 2006.
- Naorem Joykumar Singh, *Religious Revitalisation Movements In Manipur*, Akansha Publishing House, New Delhi, 2012.
- S. Shaykishore Singh and Bhagat Oinam (eds), *Perspective on Manipur Culture*, Centre for Studies in Civilization, New Delhi, 2017.
- H. Sudhir, (ed.), *Social History of Manipur*, Sunmarg Publishers, New Delhi, 2012.
- Rena Laisram, *Early Meitei History: Religion, Society & The Manipur Puyas*, Akansha Publishing House, New Delhi, 2020.

Course Outcome:

After completion of this course, the learner will be able to:

1. Describe and illustrate key features of Manipuri vernacular architecture and painting traditions, and identify their cosmological and functional elements in historical and contemporary contexts.
2. Evaluate traditional ecological knowledge of Manipur and apply insights from Umang Lai, Pukhri, and other systems to current debates on sustainability and climate resilience.
3. Compare ancestor worship practices of Meitei, Rongmei, and Tangkhul communities to explain how ritual knowledge sustains cultural continuity and inter-community relations.
4. Demonstrate understanding of indigenous technologies used in salt making, pottery, and weaving, and assess their potential for livelihood generation and cultural preservation.
5. Critically reflect on the role of traditional games in shaping physical culture, ethics, and collective memory in Manipur, and propose methods for their documentation and revival.



**Department of History
School of Social Sciences
Dhanamanjuri University**

**Two Year PG Programme
(2nd Semester: Discipline Specific Core)**

HIS-007: History of North-East India, 1800-1947 CE Credit - 4

Objectives:

1. To examine the British colonial interest in North-East India.
2. To trace the British colonial expansion in North-East India.
3. To study the institution of British administration.
4. To examine the impact of colonial rule in North-East India.
5. To study the resistance movements against the colonial rule.

Unit-I: North-East India: its geo-political significance and the socio-political setting of North- East India in the 19th century, colonial interest in the region – political, trade and commerce

Unit: II: British colonial relations and expansion: Assam, Cachar, Khasi-Jiantia, and Garo, Naga and Lushai Hills, Tripura, NEFA and Manipur

Unit-III: Establishment of British rule and administration: British rule in Assam, Cachar, Khasi-Jiantia and Garo Hills, Naga and Lushai Hills, Tripura, NEFA and Manipur

Unit-IV: Impact of the colonial rule: Introduction of Christian missionary activities, western education, facilities of modern health care system, emergence of middle class and the growth of political consciousness in Assam, Tripura, Naga Hills and Manipur

Unit-V: Resistance movement in Manipur: Kuki Rebellion of 1917, Zelianrong Movement, Nupi Lan of 1904 and 1939 and the political development up to the merger of Manipur to the Indian Union in 1949

Reading List:

1. Alexander Mckenzie, *The North-East Frontier of India*, Mittal Pubs., N. Delhi, 2018
2. E.A. Gait, *History of Assam*, Surjeet Pubs., N. Delhi, 2008
3. H.K. Barpujari, *History of the Hill Tribes of North-East India, 1822-1942*
4. H.K. Barpujari, *Assam in the days of the Company, 1826-1858*, Spectrum Publications, 1980
5. Amalendu Guha, *Planter Raj to Swaraj*, Tulika Books, 2019
6. Priyam Goswami, *The History of Assam from Yandabo to Partition, 1826-1947*, Orient Blackswan, 2012
7. Amiya Kumar Bagchi, *Merchants and Colonialism*, OUP, 2016
8. Laldena (ed.), *History of Modern Manipur, 1826-1949*, Orbits Pubs., 1991
9. N. Joykumar Singh, *Colonialism to Democracy – A History of Manipur from 1891-1972*, Spectrum Pubs., Guwahati, 2002
10. Gangumei Kamei, *A History of Modern Manipur, 1826-2000*, 3 Vols., Akansha Pubs., 2015
11. Laldena, *Christian Mission and Colonialism: A study of Missionary Movement in Northeast India with particular reference to Manipur and Lushai Hills, 1894-1947*, Vendrame Institute, 1988
12. David Syiemlieh, *British Administration in Meghalaya: Policy and Pattern*, South Asia Books, 1989
13. M. Alemchiba, *A Brief Historical Account of Nagaland*, Kohima, 1969
14. J.B. Bhattacharya, *Cachar under British Rule in North East India*, Radiant Publishers, 1977
15. J.B. Bhattacharya, *The Garos and the English, 1765-1874*, Radiant Publishers, 1978
16. Suhas Chatterjee, *Mizoram under the British Rule*, Mittal Pubs., 2018
17. Hirendra Kumar Sur, *British Relations with the State of Tripura, 1460-1947*, Naba Chandra Prakashani, 2010
18. M.L. Bose, *History of Arunachal Pradesh*, Concept Publishing Co., 1997
19. F.S. Down, *Christianity in North-east India, Historical Perspective*, Christian Literary Centre, Gauhati, 1983
20. T.B. Subba (ed.), *Christianity and Change in North East India*, Concept Pub. Company, 2009
21. Sajal Nag, *The Uprising: Colonial State, Christian Missionaries, and Anti-Slavery Movement in North East India, 1908-1954*, OUP, 2016
22. Tezerilo Thong, *Colonization, Proselytization and Identity: Nagas and Westernization in Northeast India*, Palgrave, 2016

Course Outcomes:

1. The students will grasp the British colonial interest in North-East India.
2. Know the colonial expansion in the region.
3. Comprehend the establishment of British rule and administration in the region.
4. Understand the impact of colonial rule in the region.
5. Know the anti-colonial uprisings in Manipur during the first half of the 20th Century and the political processes in Manipur up to the merger to the Indian Union in 1949.



**Department of History
School of Social Sciences
Dhanamanjuri University**

**Two Year PG Programme
(2nd Semester: Discipline Specific Core)**

HIS-008: History of the World, 1700-1920CE Credit - 4

Objectives:

1. To critically examine the transition from feudalism to capitalism in Europe.
2. To study the revolutions of America and France and examine its impact in Europe.
3. To study the Napoleonic era, the Congress of Vienna and the French Revolutions of 1830 and 1848 and examine its impact in Europe.
4. To trace the growth of nationalism and emergence of nation states in Europe.
5. To study the Russian revolutions.
6. To understand the causes and consequences of the First World War.

Unit-I: Transition from Feudalism to Capitalism: Emergence of Agricultural Capitalism and Industrial Capitalism in Europe, Mercantilism and Colonialism.

Unit-II: Revolutions in America and Europe: American War of Independence, French Revolution of 1789 and the establishment of Republic, Reign of Terror and the Directory (1795-1799 A.D.).

Unit-III: Napoleonic Era, Congress of Vienna and Political Development after 1815: The Consulate, Napoleon as Emperor, his domestic reforms, Continental system, the Napoleonic Wars and his downfall; Congress of Vienna and the Metternich System, Revolutions of 1830 and 1848.

Unit-IV: Emergence of Nation States: Making of Italy and Germany; Rise of nationalism in Balkan States and Asia.

Unit-V: Russian Revolution and the First World War: Russian Revolution of 1905 and 1917, Causes and consequences of First World War, Peace settlements, formation of League of Nations.

Reading List:

1. Marc Bloch, *Feudal Society*, Vol. I &II, Aakar Books, 2017
2. Rodney Hilton (Ed.), *Transition from Feudalism to Capitalism*, Aakar Books, 2010
3. George Lefebvre, *The Coming of the French Revolution*, Princeton Univ. Press, 2015
4. Richard Pipes, *A Concise History of the Russian Revolution*, Vintage, 1996
5. David Thompson, *Europe since Napoleon*, Penguin, 1973
6. C.D.M. Ketelbey, *A History of Modern Times*, OUP, 2002
7. Norman Davies, *Europe: A History*, Harper Perennial, 1998
8. Henry Bamford Parkes, *The United States of America: A History*, Khosla Pubs. House, 2016
9. James Joll, *Europe since 1870*, Penguin, 1990
10. E. Lipson, *Europe in the 19th and 20th century*, Surjeet Pubs., 2011
11. E.J. Hobsbawm, *The Age of Revolution, 1789-1848*, Little Brown Book Group, 1988
12. _____, *The Age of Capital, 1848-1875*, Little Brown Book Group, 1988
13. _____, *The Age of Empire, 1875-1914*, Little Brown Book Group, 1989
14. David S. Mason, *A Concise History of Modern Europe*, Orient Blackswan, 2012
15. Arjun Dev & Indira Arjun Dev, *History of the World*, Orient Blackswan, 2009
16. Sailendra Nath Sen, *Europe and the World, 1789-1945*, NCBA, 2013

Course Outcomes:

1. The students will comprehend the economic developments which led to the shift from feudalism to capitalism, and the development of mercantilism and colonialism.
2. Know the development and the impact of the revolutions in America and Europe.
3. Understand the Napoleonic era and its impact on European politics.
4. Know the emergence of nation states in Europe and the rise of nationalism in other parts of the world.
5. Understand the Russian revolution and causes and consequences of the First World War.



**Department of History
School of Social Sciences
Dhanamanjuri University**

**Two Year PG Programme
(2nd Semester: Discipline Specific Core)**

HIS-009: History of East Asia: China and Japan in Modern Times, 1839-1950CE

Credit - 4

Objectives:

1. To study China's encounter with the west and its consequences.
2. To examine some of the major rebellions and reform movements that developed in China from the second half of the 20th Century.
3. To trace the growth of nationalist movements in China.
4. To study the rise of Mao Tse Tung and the Communist Revolution.
5. To study the rise and fall of Shogunate in Japan.
6. To comprehend the rise of Japan as an imperial power under the Meijis.

Unit-I: China's encounter with the West: Anglo-Chinese Relations in the 19th Century, Opium trade, First Opium War (1838-1840) and Second Opium War (1856-1860)

Unit-II: Rebellion and Reform Movements: Taiping Rebellion (1854-56), Hundred Days Reform (1898), Boxer Rebellion (1899) and Constitutional Reform Movement (1905)

Unit-III: Nationalist Movements: Dr. Sun Yat Sen and the Revolution of 1911, Yaun Shi Kai and the Republic, Kuomintang, Mao Tse Tung and the Communist Revolution of 1949

Unit-IV: Tokugawa Shogunate: Emergence of Shogunate (1603), policy of isolation, fall of the Shogunate (1867)

Unit-V: Meiji Restoration and modernization: Restoration of Meiji (1868) and the reforms, the new constitution and political development, emergence of Japan as an imperial power.

Reading List:

1. Immanuel Hsu, *The Rise of Modern China*, OUP, 2000
2. M. David, *History of Modern China*, 1980
3. J.K. Fairbank & Goldman, *China: A New History*, Harvard Univ. Press, 2006
4. S.L. Tikhvinsky (ed.), *Modern History of China*, Central Books Limited, 1984
5. E. Herbert Norman, *Japan's emergence as a Modern State*, University of British Columbia Press, 2000
6. Richard Story, *A History of Modern Japan*, Penguin Books, 1991
7. R.H.P. Mason, *A History of Japan*, Tuttle Publishing, 1997
8. J.K. Fairbank, et. al., *East Asia: The Modern Transformation*
9. Harold M. Vinacke, *A History of Far East in Modern Times*, Surjeet Pubs., 2007
10. Charles Holcombe, *A History of East Asia*, Cambridge Univ. Press, 2017
11. Archana Tewari (ed.), *The History of China and Japan, 1840-1949*, Pearson, 2012

Course Outcomes:

1. The students will understand China's encounter with the Western powers through trade and the series of wars fought.
2. Comprehend some of the major rebellions that emerged in China in the 19th Century, and the movement for constitutional reform in the early part of the 20th century.
3. Understand the nationalist, republican and the communist movements that emerged in the first half of the 20th Century.
4. Know the Tokugawa Shogunate of Japan and its policies.
5. Understand the emergence of the Meijis and know their modernization process.



**Department of History
School of Social Sciences
Dhanamanjuri University**

**Two Year PG Programme
(2nd Semester: Discipline Specific Core)**

HIS-010: Historical Methods and Historiography Credit - 4

Objectives:

1. To give an understanding of History as Social Science.
2. To familiarize some of the major traditions of History writing of the 19th and the 20th Century.
3. To acquaint with the different trends of History writing in India.
4. To study the trend of writing History from below.

Unit-I: History as Social Science

- a) Causation
- b) Objectivity
- c) Generalization

Unit-II: The 19th Century Tradition of History Writing

- a) Enlightenment and Positivism
- b) Marxism
- c) Structuralism

Unit-III: History writing in the 20th Century

- a) Annales Writing
- b) Post-Modernism
- c) Feminism

Unit-IV: Perspective on Indian History Writing

- a) Imperialist History Writing
- b) Nationalist History Writing
- c) Communalist History Writing
- d) Marxist History Writing
- e) Cambridge History Writing

Unit-V: Perspective from Below

- a) Subaltern Writing
- b) Ethno-History
- c) Regional History Writing

Reading List:

1. Bloch, Marc, *The Historian's Craft*, New York, 1953
2. Burke, Peter, *History and Social Theory*, Cambridge, 1992
3. Carr, E.H., *What is History*, London, 1987
4. Cohen, G.A., *Karl Marx's Theory of History: A Defence*, Oxford, 1978
5. Collingwood, R.G., *The Idea of History*, London, 1946
6. Eco Umberto, *Interpretation and Overinterpretation*, Cambridge Univ. Press, Cambridge, 1992
7. Foucault, Michel, *The Archaeology of Knowledge*, New York, 1972
8. Gottschalk, Louis (ed.), *Generalisation in the Writing of History*, Univ. of Chicago Press, 1963
9. Hobsbawm, E, *On History*, London, 1997
10. Jones, G.S., "History as Poverty of Empiricism," in Robin Blackburn (ed.) *Ideology in Social Science*, Fontana, 1972
11. Ladurie, E.L.R., *The Territory of Historians*, Sussex, 1979
12. Le Goff, J. and Pierre Nora (eds.), *Constructing the past: Essays in Historical Methodology*
13. Stem, Fritz (ed.), *The varieties of History*, new York, 1973
14. Stone, L, "Revival of the Narrative," *Past and Present*, No. 85, 1979
15. Tholfsen, T.R., *Historical Thinking*, New York, 1967
16. Thapar, Romila, *Cultural Pasts*, Oxford India Paperbacks, 2003
17. Vansina, J., *Oral Tradition as History*, London, 1985
18. Villar, Pierre, "Marxist History," *New Left Review*, 80, July-August 1973
19. White Hayden, "The Value of Narrativity in the representation of Reality," *Critical Inquiry*, 7, 1984

Course Outcomes:

1. The students will understand the discipline of History as a Social Science.
2. Know the major traditions of writing History of the 19th and 20th Century.
3. Recognize the different traditions of History writing in India.
4. Comprehend the tradition of writing History from below.



**Department of History
School of Social Sciences
Dhanamanjuri University**

**Two Year PG Programme
(2nd Semester)**

HIS-011:	VAC/AEC	Credit - 2
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COMMON PAPER



**Department of History
School of Social Sciences
Dhanamanjuri University**

**Two Year PG Programme
(3rd Semester: Discipline Specific Core)**

HIS-012: History of South-East Asia, 1800-1947CE Credit - 4

Objectives:

1. This paper is intended to provide a glimpse of the history of South East Asia.
2. It aims to acquaint the students with the process of colonization of the region by European powers.
3. It is also intended to make students understand about the nationalist movements of the people for freedom from the colonial rule.

Unit-I: Contact with the West: European interests and commercial activities of European Companies; Anglo-Dutch rivalry, establishment of Dutch colonial system in Indonesia with special reference to culture system and ethical policy

Unit-II: British imperialism in Burma and Malaysia: Anglo-Burma relations – Anglo-Burmese wars and annexation of Burma, British policy in Malaysia – federated and Non-federated states, Resident System.

Unit-III: French Colonialism in Indo-China: Colonial expansion, formation of French Indo-China in Vietnam, Laos and Cambodia, Colonial administrative system in Indo-China and its impact

Unit-IV: Resurgence of Thailand: An Overview of Thailand in the 19th Century, Modernization and Westernization under Chakri Dynasty with special reference to Mongkut and Chulalongkorn, Siamese revolution of 1932 and its impact

Unit-V: Growth of Nationalist movements: Filipino nationalist movement, Burmese nationalist movement, Indonesian struggle for freedom, Vietnamese movement for freedom

Reading List:

1. D.G.E. Hall, *A History of South East Asia*, Palgrave Macmillan, 1981
2. D.R. Sardesai, *Southeast Asia: Past and Present*, Westview Press, 2012
3. Harold M. Vinckes, *A History of Far East in Modern Times*, Allen & Unwin, 1959
4. John F. Cady, *South East Asia*, McGraw-Hill Inc, US, 1964
5. Arthur Cotterell, *A History of South East Asia*, Marshall Cavendish International Pvt. Ltd., 2014
6. Brain Harrison, *South East Asia: A Short History*, Macmillan, 1966
7. D.J.M Tale, *The Making of South East Asia*, Oxford University Press, 1977
8. Hans Raj, *History of South East Asia*, Surjeet, 2002
9. Nicholas Tarling (ed.), *The Cambridge History of Southeast Asia, c. 1800-the 1930s*, Vol. 3, Cambridge University Press, 2000
10. M. Liefer, *Dictionary of the Modern Politics of South-East Asia*, Routledge, 2007
11. M. Stuart Fox, *A History of Laos*, Cambridge University Press, 1997
12. D.P. Chandler, *History of Cambodia*, Westview, 2007
13. Michael W. Charney, *A History of Modern Burma*, Cambridge University Press, 2009

Course Outcomes:

1. The students will be given an overall understanding of the history of South East Asia.
2. Know the process of colonization of South East Asia by the European powers.
3. And acquainted with the independence movements.



**Department of History
School of Social Sciences
Dhanamanjuri University**

**Two Year PG Programme
(3rd Semester: Discipline Specific Core)**

HIS 013: History of the World, 1920-1991CE Credit - 4

Objectives:

1. To understand the key economic and political developments that led to the Second World War.
2. To acquaint the course of the Second World War and its results.
3. To know the anti-colonial movements and decolonization in South-East Asia and Africa.
4. To trace the growth of Cold War after the Second World War and its end with the collapse of Soviet Union taking into account the various political developments during the years.
5. To know the engagements of UNO in bringing peace and development around the world.
6. To look at the emergence of Third World and its basic features, and the Non-Aligned movement.
7. To examine some of the major political developments and crisis in Asia.

Unit-I: Before the Second World War: Great Depression (1929-39) and its impact; Franklin Roosevelt's New Deal; Growth of Fascism in Italy under Mussolini, invasion of Ethiopia; Rise of Nazism in Germany under Hitler, annexation of Austria; Spanish Civil War; Japanese militarism, invasion on Manchuria and China

Unit-II: Second World War (1939-1945): Alliances – Allied and Axis; Course of the war – German invasion of Poland, Battle of Britain, German invasion of Russia, US entry and Japanese attack on Pearl Harbour, Normandy Invasion, War in North Africa and Pacific, US bombing at Nagasaki and Hiroshima, Germany and Japan's surrender; Resistance Movements; Paris Peace Treaties and outcomes

Unit-III: Decolonization of Asia and Africa: Decolonization of Africa – An Overview, Anti-colonial struggles and decolonization in South East Asia – An Overview

Unit-IV: Cold War: U.N.O. and Global disputes; Cold War - emergence of two power blocs and spheres of influence; Division of Europe – Western and Eastern Bloc; Communism outside Europe, Korean War (1950-53) and Vietnam War (1955-1975); and the system of military and economic alliances, Nuclear arms race; Disintegration of Soviet Union and end of Cold World

Unit-V: Emergence of Third World and Asia in World Politics: Third World and its basic features, Brandt Report (1980) and the North-South Divide; Bandung Conference (1955) and the establishment of Non-Aligned Movement; Formation of ASEAN; Major Political Developments – Israel-Palestine conflict, Iran-Iraq War; Iraq-Kuwait Conflict and Gulf War.

Reading List:

1. John Merriman, *A History of Modern Europe: From the Renaissance to the Present*, W.W. Norton, 2010
2. Eric Hobsbawm, *The Age of Extremes*, Little Brown Book Group, 1995
3. David Thompson, *Europe since Napoleon*, Penguin, 1990
4. Arjun Dev & Indira Arjun Dev, *History of the World*, Orient Blackswan, 2014
5. Eric Rauchway, *The Great Depression & the New Deal*, Penguin, 2006
6. M. Blinkhorn, *Mussolini and Fascist Italy*, Routledge, 2006
7. R.J.B. Bosworth, *Mussolini*, Bloomsbury, 2011
8. S. Baranowski, *Nazi Empire: German Colonialism and Imperialism from Bismark to Hitler*, Cambridge University Press, 2010
9. R.J. Evans, *The Third Reich in Power*, Penguin, 2006
10. W.E. Beasley, *The Rise of Modern Japan since 1850*, Phoenix, 2001
11. _____, *Japanese Imperialism, 1894-1945*, OUP, 1987
12. A.J.P. Taylor, *The Origins of the Second World War*, OUP, 2008
13. Martin Gilbert, *The Second World War: A Complete History*, Weidenfeld & Nicolson, 1989
14. S. Bailey, *The United Nations*, Macmillan, 1989
15. David Birmingham, *The Decolonization of Africa*, Ohio University Press, 1996
16. J.D. Hargreaves, *Decolonization in Africa*, Longman, 1990
17. Harold M. Vinacke, *A History of the Far East in Modern Times*, Surjeet Pubs., 2007
18. N. Gracner, *Cold War Diplomacy, 1945-1960*, Princeton, 1962
19. John Lewis Gaddis, *The Cold War: A New History*, Penguin, 2006
20. McCauley, *The Rise and Fall of the Soviet Union, 1917-1991*, Longman, 2007
21. W. Brandt, *World Armament and World Hunger*, Gollancz, 1986
22. A.R. Kasdan, *The Third World; A New Focus of Development*, 1973
23. Nicholas Tarling (ed.), *The Cambridge History of Southeast Asia*, Vol. 4, Cambridge University Press, 2000
24. Neil Caplan, *The Isreal-Palestine Conflict*, Wiley-Blackwell, 2009
25. Musallam Ali Musallam, *The Iraqi Invasion of Kuwait*, British Academic Press, 1990
26. Pierre Razoux, *The Iran-Iraq War*, Harvard University Press, 2015

Course Outcomes:

1. The students will know the various economic and political developments which prepared the condition for the Second World War.
2. Understand the course and the results of the Second World War.
3. Give an overview of the anti-colonial struggles and decolonization in Africa and Asia.
4. Understand the politics of Cold War and role of UNO in dealing political crisis and bringing development.
5. Comprehend the Third World and its characteristics and the Non-Aligned Movement.
6. Understand some of Asia's major political crisis.

SPECIALIZATION



**Department of History
School of Social Sciences
Dhanamanjuri University**

**Two Year PG Programme
(3rd Semester: Discipline Specific Elective)**

ANCIENT

HIS 014A: History of India, 6th Century BCE - 1200 CE Credit - 4

Objectives:

1. To introduce the different sources of the history of the period of study.
2. To study the growth and achievements of the Mauryas and the causes of its decline.
3. To broadly survey the various kingdoms that emerged in India after the fall of the Mauryan Empire.
4. To study the growth, expansion and achievements of the Gupta Empire, including its attainments in literature and science.
5. To acquaint with the reign of Harsha and his achievements and an overview of the various kingdoms and the politics that emerged thereafter till the establishment of Muslim rule in Northern India.

Unit-I: Sources: Literary, Epigraphic, Numismatic and Architectural

Unit-II: Mauryan Empire: Chandragupta Maurya – accession and expansion of the empire; Bindusara; Ashoka – Kalinga War, extent of empire, Dhamma - nature, content and propagation; Decline of the Mauryan Empire; Administrative set-up under the Mauryas

Unit-III: Post-Mauryan India: Shungas and Satavahanas; Indo-Greeks, Sakas, Parthians and Kushans; Kingdoms in deep South – Cholas, Cheras and Pandyas

Unit-IV: Gupta Empire: Rise and growth of Gupta Empire under Chandragupta I, Samudragupta and Chandragupta II, later Guptas; Invasion of the Hunas, decline of the Gupta Empire; Administrative organization under the Guptas, Achievements in Literature and Science

Unit-V: Post-Gupta India: The reign of Harshavardhan, and an overview of Chalukyas, Pallavas, Rastrakutas, Cholas, and the Rajput kingdoms in Western India and Muslim campaigns to India

Reading List:

1. A.L. Basham, *The Wonder that was India*, Sidgwick Jackson, 1967
2. D.N. Jha, *Ancient India in Historical Outline*, Manohar, N. Delhi, 2015
3. D.D. Koshambi, *The Culture and Civilization of Ancient India in Historical Outline*, Vikas, N. Delhi, 1976
4. R.S. Sharma, *Perspective in Social and Economic History of Early India*, Munshiram Manoharlal, N. Delhi, 2003
5. _____, *Indian Feudalism*, Macmillan, Madras, 1980
6. _____, *Aspects of Political Ideas and Institutions in Ancient India*, Motilal Banarsidass, Delhi, 1996
7. Romila Thapar, *Early India: From the Origins to AD 1300*, Penguin, New Delhi, 2003
8. _____, *Asoka and the Decline of the Mauryas*, OUP, New Delhi, 2012
9. _____, *A History of India: From the Discovery of India to 1526*, Vol. I, Penguin Books India, 1990
10. R. Chakravarti, *Exploring Early India up to c. AD 1300*. Primus, Delhi, 2016
11. B.D. Chattopadhyaya, *The Making of Early Medieval India*. OUP, New Delhi, 1997
12. Upinder Singh, *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*, Pearson Longman, Delhi, 2008
13. Vincent Smith, *Early History of India, From 600 B.C. to the Mohammadan Conquest*, Oxford, 1914
14. _____, *Emperor Ashoka*, Wisdom Pubs., Bulandshahr, 1981
15. D.C. Sircar, *Inscriptions of Asoka*, Publication Division, N. Delhi, 1975
16. G.M. Bongard Levin, *Mauryan India*, Sterling Pubs., N. Delhi, 1985
17. P.L. Gupta, *The Imperial Guptas*, 2 Vols., Vishwavidyalaya Prakashan, Varanasi, 1974
18. K.A. Nilakanta Sastri, *A History of South India*, Oxford, 1997
19. _____, *The Cholas*, 2 Vols., University of Madras, 1976
20. Percy Brown, *Indian Architecture*, Bombay, 1956

Course Outcomes:

1. The students will know the different sources used for writing the history of Ancient India.
2. Understand the history of the growth and decline of the Mauryan Empire.
3. Know the history of the various kingdoms that existed in the Indian sub-continent with the fall of the Mauryan Dynasty.
4. Comprehend the rise and fall of the Gupta Empire.
5. Understand the political history from the fall of the Gupta Empire up to the advent of Muslims.



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Two Year PG Programme
(3rd Semester: Discipline Specific Elective)

ANCIENT

HIS 015A: Religion, Society and Economy in Ancient India, 1500 BEC-1200 CE
Credit - 4

Objectives:

1. To study the society of Ancient India and its dynamics.
2. To study the economic processes and its growth in Ancient India.
3. To examine the religious developments in Ancient India.
4. To survey the development of art and architecture in Ancient India.
5. To observe India's cultural interaction with the Asian countries.

Unit-I: Social Formations and Transformations: Tribal and pastoral phase, growth of agricultural society, and development of social orders – origin and growth of caste; Gender roles and relations; *Ahrama* system; Laws; social crisis

Unit-II: Economic Processes: Transition from Pastoral to Agricultural economy; Proliferation of arts and crafts, and development of guilds, urbanization, growth of money economy; internal and external trade; Land grants and the growth of feudalism, decline of trade and towns

Unit-III: Religious Developments: Vedic religion; Rise and growth of Buddhism, Jainism and other sects; causes for decline of Buddhism, its spread outside India; growth of Bhakti cult and Tantricism; Development of Religious texts and Philosophy

Unit-IV: Religious Art and Architecture: Buddhist and Jain art and architecture; Gandhara and Mathura schools of art; Hindu art and architecture

Unit-V: Cultural Interaction with Asian Countries: India's interaction with the outside world; Spread of Buddhism to Sri Lanka, Myanmar, China and Central Asia; Indian Culture in South East Asia and the cultural exchanges

Reading List:

1. Upinder Singh, *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*, Pearson Longman, Delhi, 2008
2. R. Chakravarti, *Exploring Early India up to c. AD 1300*. Primus, Delhi, 2016
3. A.L. Basham, *The Wonder that was India*, Sidgwick and Jackson, N. Delhi, 1987
4. R.S. Sharma, *India's Ancient Past*, OUP, N. Delhi, 2005
5. R.S. Sharma, *Perspectives in Social and Economic History of Ancient India*, Munshiram Manoharlal, N. Delhi, 2003
6. _____, *Sudras in Ancient India, A History of the Lower Order down to A.D. 600*, Motilal Banarashidass, Delhi, 1980
7. _____, *Material Culture and Social Formations in Ancient India*, Macmillan India Ltd., Delhi, 1983
8. _____, *Indian Feudalism, 300-1200 A.D.*, Macmillan India Ltd., N. Delhi, 1990
9. _____, *Social Changes in early Medieval India, A.D. 500-1200*, 1969
10. D.N. Jha, *Early India: A Concise History*, Manohar, 2008
11. _____, *Studies in Early Indian Economic History*, Delhi, 1980
12. P.L. Gupta, *The Imperial Guptas*, 2 Vols., Varanasi, 1974
13. K.A. Nilakanta Sastri, *A History of South India*, Oxford, 1997
14. S.K. Maity, *Economic Life in Northern India in the Gupta Period, 300 A.D.-550 A.D.*, Motilal Banarashidass, Delhi, 1970
15. Uma Chakravarti, *Everyday Lives, Everyday Histories: Beyond the Kings and Brahmins of Ancient India*, 2006
16. _____, *Social Dimensions of early Buddhism*, 1987
17. G.C. Pande, *Studies in the Origins of Buddhism*, Motilal Banarashidass, Delhi, 1999
18. Romila Thapar, *Ancient Indian Social History: Some Interpretations*, 1978
19. Devraj Chanana, *Slavery in Ancient India*, 1960
20. Shashi Kashyap, *Concept of Untouchability in Dharmasastras*, 2008
21. Suvaira Jaiswal, *The Origins and Development of Vaishnavism*, Munshiram Manoharlal, N. Delhi, 1981
22. Percy Brown, *Indian Architecture*, Bombay, 1956
23. S. Huntington, *The Art of Ancient India: Buddhist, Hindu, Jain*, Weather Hill, New York, 1985
24. Liu Xinru, *Ancient India and Ancient China: Trade and Religious Exchanges*, OUP, Delhi

Course Outcomes:

1. The students will understand the social life of Ancient India and the changes that took place.
2. Know the various aspects of economic developments in Ancient India.
3. Comprehend the religious and spiritual growth in Ancient India.
4. Understand the religious art and architecture that developed in Ancient India.
5. Know India's religious and cultural interactions with the Asian countries.



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(3rd Semester: Discipline Specific Elective)**

ANCIENT

HIS 016A: Historical Geography of Ancient India Credit - 4

Objectives:

1. To study the physical Geography of Ancient India.
2. To examine the developments of different cultural groups and people in Ancient India.
3. To observe the economic development and its growth in Ancient India.
4. To survey the development of trade routes and ports in Ancient India.
5. To study India's cultural interaction with the south East Asian countries.

Unit-I Sources: Historical geography: meaning, nature, scope and relationship with physical geography, history, archaeology.

Unit-II Physical Geography: Relevant Concepts – Bharat Varsha, Caturdwipa, Saptadwipa, Chakraborty Kshetra, PracyaUdicya, Madhya Desha etc.
Study of the distribution areas of proto-historic culture–Rig vedic Cultural Groups, Pauranic list of mountains, peoples and rivers.

Unit-III Political Geography
(i) Mahajanapada
(ii) Mauryan Empire
(iii) Gupta Dynasty
(iv) Post Gupta Dynasties

Unit-IV Economic Geography
(i) Trade Route
(ii) Ports
(iii) Geographical data in inscriptions (Nasik, Junagar, Allahabad pillar inscription)

- The learning outcomes of this paper are:



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(3rd Semester: Discipline Specific Elective)**

MEDIEVAL

HIS-014B: History of Medieval India, 1526-1717 CE Credit - 4

Objectives:

1. To trace the foundation of Mughal rule in India by Babur.
2. To assess the reigns of the great Mughals taking into consideration their administration, expansion of the Empire, struggle for the throne, interactions with the Hindu rulers, religious policies, etc.
3. To analyse the causes for the disintegration of the Mughal Empire.
4. To examine the rise of regional powers, with reference to the rise of Maratha kingdom under Shivaji.
5. To analyze the nature of the Mughal state and the administrative machinery.
6. To study the contributions of Mughals in art and architecture and their defining features.

Unit-I: Foundation of Mughal Empire: Survey of the literary sources of Mughal history in India; Babur – his background, Battle of Panipat and occupation of Delhi and Agra, Battle of Khanwa, Battle of Ghagra; Humayun – Battle of Chausa and Kanauj, lost of kingdom to Sher Shah, Humayun in exile and restoration of the throne; Sher Shah – background, establishment of Suri dynasty, achievements

Unit-II: Expansion and Consolidation: Akbar – Early years, rebellions, conquests and consolidations, relations with Rajputs; Jahangir – revolts, Nur Jahan's *Junta* and its influence, Relations with Persia, Deccan policy; Shah Jahan – Central Asian Policy, Deccan Policy and War of Succession

Unit-III: Decline of the Mughal Empire: Aurangzeb – his early days, campaigns in Bengal and Assam, Hindu reaction, revolts by Jats, Satnamis, relations with Sikhs and Rajputs, Deccan policy, conflict with Marathas; Rise of Marathas under Shivaji, his administration, achievements and successors; Disintegration of Mughal Empire and its various theories

Unit-IV: Mughal State: Nature of Mughal State and Mughal theory of kingship; Law; Mughal religious policies; Administrative machinery – Central, Provincial and Local Administration; Composition of the nobility, Mansabdari and Jagirdari System

Unit-V: Mughal Art and Architecture: Mughal Architecture and its features, study of the prominent monuments (including Suri monuments) – mosques, mausoleums, royal palaces, forts and other buildings; Mughal Gardens; Painting and Music

Reading List:

1. Mohibbul Hasan, *Historians of Medieval India*, Aakar Books, 2018
2. K.A. Nizami, *On History and Historians of Medieval India*, Munshiram Manoharlal Pubs., N. Delhi, 1983
3. Satish Chandra, *History of Medieval India (800-1700)*, Orient Blackswan, N. Delhi, 2007
4. Rushbrooke Williams, *Babur: An Empire Builder of the Sixteenth century*, S. Chand & Co., N. Delhi
5. Ishwari Prasad, *The Life and Times of Humayun*, Orient Longman, Calcutta, 1955
6. _____, *The Mughal Empire*, Chugh Pubs., 1974
7. Beni Prasad, *History of Jahangir*, OUP, London, 1922
8. Vincent Smith, *Akbar: The Great Moghul, 1542-1605*, Oxford, 1917
9. B.P. Saksena, *History of Shah Jahan of Dihli*, Central Book Depot, Allahabad, 1973
10. Jadunath Sarkar, *A Short History of Aurangzeb*, Orient Blackswan, N. Delhi, 2009
11. _____, *Shivaji and his Times*, Orient Blackswan, N. Delhi, 2010
12. _____, *The Fall of the Mughal Empire*, 4 Vols., Orient Blackswan, 2007
13. Audrey Truschke, *Aurangzeb: The Man and the Myth*, India Penguin, 2018
14. M. L. Roy Choudhary, *The State and Religion in Mughal India*, Indian Publicity Society, Calcutta, 1969
15. I. H. Qureshi, *The Administration of the Mughal Empire*, OUP, Karanchi, 1966.
16. A.L. Srivastava, *The Mughal Empire (1526-1803 A.D.)*, Shiva Lal Agarwal & Co. Ltd., Agra, 1974
17. Stanley Lane-poole, *Medieval India under Mohammedan Rule, 712-1764*, G.P. Putnam's Sons, London, 1903
18. John F. Richards, *The New Cambridge History of India, Vol. I. 5: The Mughal Empire*, CUP, N. Delhi, 2018
19. R.P. Tripathi, *Rise and Fall of the Mughal Empire*, Allahabad, 1974
20. Muzaffar Alam & Sanjay Subramanyam (eds.) *The Mughal State, 1526-1750*, OUP, New Delhi, 1998
21. M. Athar Ali, *The Mughal Nobility under Aurangzeb*, OUP, Delhi, 1997
22. _____, *Mughal India: Studies in Polity, Ideas, Society & Culture*, OUP, New Delhi, 2006
23. S. Nurul Hasan, *Religion, State and Society in Medieval India*, OUP, Delhi, 2005
24. M. Bhargava, (ed.), *The Decline of the Mughal Empire*, OUP, N. Delhi, 2014
25. Stewart Gordon, *The Marathas, 1600-1818*. CUP, Cambridge, 1993
26. _____ (ed.), *Akbar and his India: His Empire and Environment*, OUP, 1999
27. Aziz Abdul, *The Mansabdari System and the Mughal Army*, Lahore, 1945
28. Vasudha Dalmia & Munis D. Faruqui (ed.), *Religious Interactions in Mughal India*, OUP, 2014
29. Percy Brown, *Indian Architecture (Islamic Period)*, D.B. Taraporevala Sons & Co., Bombay, 1958

Course Outcomes:

1. The students will have an overview of the literary sources of Mughal history written by the contemporary chroniclers.
2. Understand the history of the foundation of Mughal rule in India.
3. Comprehend the history of the expansion and consolidation of Mughal Empire during the reigns of Akbar, Jahangir and Shah Jahan.
4. Understand the history of the reign of Aurangzeb and the factors for the disintegration of the Mughal Empire.
5. Acquainted with the Mughal State and its administrative machinery.
6. Given an overall understanding of the Mughal art and architecture.



**Department of History
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**Two Year PG Programme
(3rd Semester: Discipline Specific Elective)**

MEDIEVAL

HIS-015B: Religion and Society in Medieval India, 1200-1750 CE Credit - 4

Objectives:

1. Study the Sufi traditions, thought and its literatures in Medieval India.
2. Introduce the growth and the impact of revivalist and messianic movements with the Muslim society.
3. Acquaint the growth of Bhakti traditions and its impact in the society.
4. Learn the socio-religious policies under the Muslim rule and the process of Islamization and inter-community relations.
5. Study the growth and development of the education system and the literary traditions and attainments under the Muslim rule.

Unit-I: Sufi Traditions in India: Chisti and Suharwardi Silsilahs and new Sufi orders – Shattariyas, Qadiriya and Naqshbandiya – ideology and outlook, prominent saints, organization, attitude toward State, Hindu impact on Sufism, Sufi literature and contribution to society and culture.

Unit-II: Revivalist and Messianic Movements: Mahdawi Movement and Roshaniya Movement – causes of growth, teachings and organization, conflict with the State and decline; Shaikh Ahmad Sirhindi – concept of *wahdat-us-shahud*, concept of Sate, conflict with Mughal State ideology.

Unit-III: Bhakti Movement: Growth, ideology, concept of *nirguna* and *saguna*, teachings and prominent saints – Its development in South India, spread to North India, Namadeva, Ramananda, Kabir, Dadu and Guru Nanak; Vaishnavite Movement and Chaitanya; Bhakti literatures, socio-cultural impact.

Unit-IV: Socio-religious policies and processes: Religious policies of Muslim Rulers, Role of Ulema, Islamic Law and its enforcements, Religious grants – *madad-i-muash*, *waqf* and endowments – and *jizyah*; Conversion to Islam – Theories of Conversions, Role of State and Sufis in proselytising the people; Muslim's relations with other religious communities.

Unit-V: Education and Learning: *Maktabas* and *Madrasas*, curriculum of study, rulers' role in promotion of Education; Education and learning under the Delhi Sultanate; Education and Learning under the Mughals – educational advancement under Akbar; Promotion of literary activities, translations of Hindu texts.

Reading List:

1. Satish Chandra, *History of Medieval India (800-1700)*, Orient Blackswan, N. Delhi, 2017
2. K.A. Nizami (ed.), *Politics and Society during the early Medieval Period*, 2 Vols., N. Delhi, 1992
3. K.A. Nizami, *Religion and Politics in India during the Thirteenth Century*, Aligarh, 1961
4. J.S. Tirmingham, *Sufi Orders of Islam*, London, 1971
5. S.A.A. Rizvi, *The Wonder that was India, 1200-1700*, Part-II, Rupa & Co., 1996
6. _____, *Muslim Revivalist Movements in Northern India in the 16th and 17th Centuries*, N. Delhi, 1993
7. _____, *A History of Sufism in India*, Vols. I & II, Munshiram Manoharlal Pubs. Pvt. Ltd., N. Delhi, 1978
8. J.L. Mehta, *Advanced Study in the History of Medieval India*, Vol. III: *Medieval Indian Society and Culture*, Sterling Publishers Pvt. Ltd., N. Delhi, 1990
9. Y. Friedman, *Shaikh Ahmad Sirhindi: An Outline of his Thought and a study of his image in the eyes of Posterity*, Mc. Gill, Canada, 1971
10. J.S. Grewal, *History of Sikhism*, N. Delhi, 1998
11. M. Athar Ali, *Mughal India: Studies in Polity, Ideas, Society and Culture*, OUP, N. Delhi, 2015
12. R. Eaton, *Rise of Islam and the Bengal Frontier, 1204-1760*, OUP, Delhi, 1994
13. _____, *Sufis of Bijapur: Social Role of Sufis in Medieval India*, Princeton, 1978
14. Aziz Ahmad, *Islamic Culture in the Indian Environment*, London, 1964
15. I.H. Qureshi, *The Muslim Community of the Indo-Pak Subcontinent, 610-1947*, 1962
16. M.T. Titus, *Islam in India and Pakistan*, YMCA Publishing House, Calcutta, 1959

Course Outcomes:

1. The students will know the Sufi traditions and its contribution to society and culture.
2. Understand the Islamic revivalist and messianic movements that emerged in Medieval India.
3. Know the Bhakti tradition and its impact on society and culture.
4. Comprehend the religious policies of the Muslim rulers, spread of Islam, and socio-cultural relations among the different religious communities.
5. Know the development and progress of education and learning in Medieval India.



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(3rd Semester: Discipline Specific Elective)**

MEDIEVAL

HIS-016B: Political Ideas and Administrative Institutions of Medieval India

Credit - 4

Objectives:

1. To understand major theories of kingship (Turkish, Ilbari, Khilji, Barani's and Afghan) by identifying their origins, key propositions, and the ways each influenced political practice in the Sultanate and early Mughal periods.
2. To understand the evolution of political institutions from the Caliphate to the Delhi Sultanate, composition of the ruling class, and recurring tensions between sultans and nobility.
3. To examine the working of the administrative and military structures of the Sultanate and assess how these institutions shaped the nature and capacity of the state.
4. To trace the conception of Mughal kingship and explain how Turko-Mongol political traditions were adapted into the Mughal theory and practice of imperial authority.
5. To assess the structure and functioning of the Mughal state and the overall character of Mughal governance.

Unit-I: Concept of Monarchy under the Sultanate: Turkish Theory of Kingship , Ilbari Turks and the Khilji Revolution, Ziauddin Barani's Fatawa-i-Jahandari, Afghan Concept of Monarchy.

Unit-II: Evolution of Institutions: The Caliphate and the Delhi Sultanate, the Sultan and the nature of kingship, Composition of the Ruling Class, Struggle between the Nobility and the Sultan.

Unit III: Structure of Administration: Central Administrative Structure under the Sultanate, The Iqtadari system, Military Organisation, Nature of State.

Unit IV: Political Institutions in Mughal Period: Ideas on Kingship in Persia, Central Asia and the Ottomans, The Turko-Mongol Legacy of the Mughals, The Mughal Theory of Kingship, Formulation of the Mughal Imperial Authority.

Unit V: The Mughal State: Mughal Administration - Central, Provincial and Local, Composition and Organisation of the Mughal Nobility, Role of the Ulemas, Nature of the Mughal State.

Reading List :

- 1) Ali, D. (2004). *Courtly culture and political life in early medieval India*. Cambridge University Press.
- 2) Krishnamurti, R., (1961) *Akbar: The Religious Aspect* (Baroda: Maharaja Sayajirao University). 11. Sharma, S. R., (2001) (Reprint) *The Religious Policy of the Mughal Emperors* (Book Enclave).
- 3) Habib, Mohammad and Nizami, K.A. (ed.), (1970) *Comprehensive History of India, Vol. V: Delhi Sultanate AD 1206-1526* (Delhi: People's Publishing House).
- 4) Habibullah, A.B.M., (1967) *The Foundation of Muslim Rule in India* (New Delhi: Central Book Depot). Husain, Agha Mahdi, (1935) *Tughluq Dynasty* (New Delhi: S. Chand & Company Pvt. Ltd.).
- 5) Lal, K.S., (1980) *History of the Khaljis AD 1290-1320* (New Delhi: MunshiramManoharlal Publisher Pvt. Ltd.).
- 6) Pandey, AwadhBehari, (1970) *Early Medieval India* (Allahabad: Central Book Depot).
- 7) Habib, M., & Khan, A. U. S. (1961). *The political theory of the Delhi Sultanate (including a translation of ZiauddinBarani's Fatawa-i Jahandari, circa 1358-9 A.D.)*. KitabMahal.
- 8) Hasan, S. Nurul, (1957 & 1958) 'Life and Thought of ZiauddinBarani', *Medieval India Quarterly*, vol. 3 (1-2) (3-4), pp. 1-12; 197-252; Later it was published as *The political Theory of the Delhi Sultanate*, Allahabad, 1960.
- 9) Nizami, K.A., (1983) *On History and Historians of Medieval India* (Delhi: MunshiramManoharlal)
- 10) Siddiqui, Iqtidar Husain, (2014) *Indo-Persian Historiography to the Fourteenth Century*, Chapter 9: 'Zia uddinBarani: A Thinker Historian' (New Delhi: Primus Books)
- 11) Hasan, Mohibbul, (1985) *Babur: Founder of the Mughal Empire in India* (New Delhi: Manohar Publications).
- 12) Auer, B. H. (2012). *Symbols of authority in medieval Islam: History, religion and Muslim legitimacy in the Delhi Sultanate*. Routledge.

- 13) Khan, A. R., (1977) Chieftains in the Mughal Empire during the Reign of Akbar (Simla: IAS).
- 14) Prasad, Beni, (1962) History of Jahangir (New Delhi: Indian Press).
- 15) Tripathi, R. P., (1963) Rise and Fall of the Mughal Empire (New Delhi: Central Book Depot). Varma, Ramesh Chandra, (1967) Foreign Policy of the Great Mughals, 1526- 1727 A.D. (Agra: Shiva Lal Agarwala & Co.)
- 16) Hermann Kulke, The State in India: 1000-1700 The Mughal State , Delhi, 1995. Burton Stein, Vijayanagara, Delhi, 1994. Noburu Karashima, Towards a New Formation, Delhi, 1992.
- 17) M. Alam and S. Subrahmanyam (eds.), The Mughal State 1526-1750, Delhi, 1998.
- 18) D. E. Streusand, The Formation of the Mughal Empire, Delhi, 1989.
- 19) J. F. Richards, The Mughal Empire (The New Cambridge History of India Vol. 1.5), 1993.
- 20) Day, U. N. (2004). *Some aspects of medieval Indian history*. Low Price Publications
- 21) Ali, M. Athar, (1993) 'The Mughal Polity – A Critique of Revisionist Approaches', in Modern Asian Studies, Vol. 27, No. 4, October.
- 22) Bayly, C.A., (1983) Rulers, Townsmen and Bazaars: North Indian Society in the Age of British Expansion, 1770-1870 (Cambridge: Cambridge University Press)
- 23) Chandra, S. (2018). *History of medieval India: From Sultanate to the Mughals* (2nd ed.). Har-Anand.
- 24) Mukhia, Harbans, (2004) 'For Conquest and Governance: Legitimacy, Religion and Political Culture' in The Mughals of India (New Delhi: Blackwell Publishing)
- 25) Digby, S., & Habib, I. (1990). Northern India under the Sultanate. In T. Raychaudhuri & I. Habib (Eds.), *The Cambridge economic history of India* (Vol. 1). Cambridge University Press.
- 26) Habib, I. (1982). *Medieval India: The study of a civilization*. National Book Trust.
- 27) Hardy, P. (1970). *Historians of medieval India: Studies in Indo-Muslim historical writing*. Luzac.
- 28) Heitzman, J. (1997). *Early medieval India: State and polity, 600–1200*. Oxford University Press.
- 29) Nizami, K. A. (1970). *Some aspects of religion and politics in India during the thirteenth century*. Aligarh Muslim University
- 30) Chand, Tara, (2006) (Reprint) Influence of Islam on Indian Culture (Nabu Book).

Course Outcomes:

By course end, students will be able to critically compare major medieval kingship theories and their political effects; trace institutional evolution from the Caliphate to the Delhi Sultanate and changing ruling-class dynamics; analyse Sultanate administrative, iqtadari, and military systems and their impact on state capacity; explain Turko-Mongol, Persian and Ottoman influences on Mughal kingship and the formulation of imperial authority; and evaluate the Mughal state's central, provincial and local structures, the nobility's organisation, the Ulema's role, and the overall character of Mughal governance.



**Department of History
School of Social Sciences
Dhanamanjuri University**

**Two Year PG Programme
(3rd Semester: Discipline Specific Elective)**

MODERN

HIS-014C: History of Indian National Movement, 1885-1947CE Credit - 4

Objectives:

1. To trace the growth of political conscious and ideas of nationalism among the educated Indians.
2. To study the foundation of Indian National Congress, its aims and objectives, and the split within the Congress.
3. To study ideologies and political strategies of Mahatma Gandhi.
4. To make a survey of the mass movements for independence of India initiated by Indian National Congress.
5. To observe the role of the armed revolutionaries, left wing leaders, Indian National Army, Ambedkar's movement, and the Hindu Nationalist.
6. To study the separatist movement of Muslim League and its demand for Pakistan.
7. To examine the political negotiations between Congress, Muslim League and the British and the birth of two independent nations.

Unit-I: Rise and Growth of Nationalism: Spread of education, growth of middle class, socio-religious movement, growth of political consciousness, economic critique of colonialism, founding of political organizations

Unit-II: Indian National Congress: Foundation of Indian National Congress, Surat Split, Moderates and Extremists - ideologies, programmes and politics, Partition of Bengal, Boycott and Swadeshi Movement, foundation of Muslim League, Home Rule Movement

Unit-III: Gandhi and Mass Movement: Gandhi's political philosophy and activism in South Africa; All-India Movements – Khilafat and Non-Cooperation Movement, Civil Disobedient Movement and Quit India Movement – and its impacts

Unit-IV: Non-Congress Movements: Armed Revolutionary activities, Leftist Movement, Subash Chandra Bose and Indian National Army, Hindu Nationalism; Ambedkar and Dalit Movement, Ambedkar's differences with Gandhi

Unit-V: Towards Independence: Political Reforms: Acts of 1909, 1919 and 1935; elections, political processes and negotiations; Jinnah, Muslim League and the demand for Pakistan; Partition and Independence of India, debates on partition

Reading List:

1. Bipan Chandra, *et. al.* (ed.), *India's Struggle for Independence*, Penguin Books India, New Delhi, 1989
2. Sumit Sarkar, *Modern India: 1885-1947*, Macmillan India, New Delhi, 1995
3. Ishita Banerjee-Dube, *A History of Modern India*, Cambridge University Press, Delhi, 2015
4. S.R. Mehrotra, *Emergence of Indian National Congress*, Vikas Publishing House, Delhi, 1971
5. Jim Messelos, *Indian Nationalism: An History*, Sterling Pubs., N. Delhi, 1996
6. J.R. McLane, *Political Awakening in India*, Prentice hall, Englewood Cliffs, 1970
7. _____, *Indian Nationalism and the Early Congress*, Princeton University Press, Princeton, 1977
8. Anil Seal, *The Emergence of Indian Nationalism*, Cambridge University Press, 1971
9. B.B. Mishra, *Indian Middle Classes: Their Growth in Modern Times*, OUP, 1979
10. Sumit Sarkar, *The Swadeshi Movement in Bengal, 1903-08*, People's Publishing House, Delhi, 1973
11. Sekhar Bandyopadhyay, *From Plassey to Partition*, Orient Blackswan, N. Delhi, 2014
12. A.R. Desai, *Social Background of Indian Nationalism*, Popular Prakashan, Bombay, 1976
13. Mahatma Gandhi, *My Experiments with Truth*, Rajpal & Sons, 2013
14. B.R. Nanda, *Mahatma Gandhi: A Biography*, OUP, 1997
15. _____, *Three Statesmen: Gokhale, Gandhi, and Nehru*, OUP, 2014
16. Bhiku Parekh, *Gandhi's Political Philosophy: A Critical Examination*, University of Notre Dame Press, Notre Dame, 1989
17. S. Gopal, *Jawaharlal Nehru: A Biography, 1889-1947*
18. Ramachandra Guha, *Gandhi before India*, Penguin Books India, Haryana, 2013
19. K.N. Pannikar (ed), *National and Left Movement in India*, Vikas Publishing House Pvt. Ltd., New Delhi, 1980
20. Ayesha Jalal, *The Sole Spokesman: Jinnah, Muslim League and the demand for Pakistan*, Cambridge University Press, 1994
21. B.R. Tomlinson, *Indian National Congress and the Raj, 1929-1942: The Penultimate Phase*, Macmillan, London, 1976
22. Francis Robinson, *Separatism among Indian Muslims*, CUP, 2007
23. _____, *Nationalist Movement in India: A Reader*, OUP, 2008
24. Mushirul Hassan, *Nationalism and Communal Politics in India*, Manohar Publishers, 1994
25. _____, *India's Partition: Process, Strategy and Mobilization, Themes in Indian History*, OUP, 1997

Course Outcomes:

1. The students will understand the growth of political consciousness and ideas of nationalism among the educated Indians.
2. Be able to identify the objectives of the foundation of the Indian National Congress.
3. Comprehend the major mass movements against the British rule initiated by Indian National Congress under the leadership of Mahatma Gandhi.
4. Also know some of the prominent resistances against the British rule, like the armed revolutionaries, Indian National Army, Leftist, etc.
5. Understand the politics of Muslim League and its demand for Pakistan, and the intense political negotiations that resulted in the independence of India and birth of Pakistan.



**Department of History
School of Social Sciences
Dhanamanjuri University**

**Two Year PG Programme
(3rd Semester: Discipline Specific Elective)**

MODERN

HIS-015C: Socio-Cultural History of Modern India, 1757-1947CE Credit - 4

Objectives:

1. To introduce the colonial understanding of Indian society and culture.
2. To understand the colonizing mission of educating Indians and the birth of Indian intelligentsia.
3. To examine the different socio-religious reform and revival movements that generated among the different religious communities of India.
4. To also study the anti-caste movement that occurred within the Hindu society.
5. To make an assessment of the colonial response to the socio-religious movements in India and the communalisation of Indian society and politics.

Unit-I: Colonial understanding of India: Colonial ideas and attitude toward Indian society and culture, the Imperialist, Orientalist, Utilitarian and Evangelical views, William Jones and the Asiatic Society of Bengal, the translation project

Unit-II: Civilizing Mission and its outcome: Introduction of modern education, Orientalist-Anglicist controversy, growth of Middle Class and the educated intelligentsia, their critique of Indian society and culture, and the realization for reform, production of literature and growth of journalism

Unit-III: Socio-religious reform and revival movements: Ideology and agenda of the movements, Raja Rammohun Roy and Brahmo Samaj, Dharma Sabha, Iswar Chandra Vidyasagar and campaign for emancipation of women, Young Bengal Movement, Arya Samaj, Vivekananda and Ramakrishna Mission, Theosophical Society; Deoband and Aligarh Movement, Rahnumai Mazdayasnan Sabha, Singh Sabha

Unit-IV: Lower Caste Movement: Ideology and nature of the movement, Jyotiba Phule and Satyashodak Movement, Narayan Guru and SNDP, Justice Movement, Periyar and Self-Respect Movement, Ambedkar and Mahar Movement

Unit-V: Colonial Response: Social Legislations, Social policies after 1857 Revolt, Policy of Divide and Rule; Rupture in Hindu-Muslim relations – growth of cultural revivalism, communal associations and ideologies, Arya Samaj's *Shuddhi* and *Sangathan* versus *Tabligh* and *Tanjim* movement, Hindi-Urdu controversy, cow-protection movement, etc., and the communalisation of Indian society and politics

Reading List:

1. Kenneth W. Jones, *Socio-Religious Reform Movements in British India*, CUP, N. Delhi, 1994
2. _____, *Arya Dharm: Hindu Consciousness in 19th Century Punjab*, Berkeley, 1976
3. S.P. Sen (ed.), *Social Contents of Indian Religious Reform Movements*, Institute of Historical Studies, Calcutta, 1960
4. _____, *Social and Religious Reform: The Hindus of British India*, Calcutta, 1979
5. K.N. Panikkar, *Culture, Ideology, Hegemony: Intellectuals and Social Consciousness in Colonial India*, Anthem Press, 2002
6. _____, *Culture and Consciousness in Modern India*, People's Publishing House, N. Delhi, 1990
7. Amiya P. Sen, *Social and Religious Reform: The Hindus of British India*, OUP, 2005
8. Charles Hiemsath, *Indian Nationalism and Hindu Social Reform*, Princeton University Press, 1964
9. S. Narullah & J.P. Naik, *History of Education in India*, Bombay, 1951
10. Krishna Kumar, *Political Agenda of Education: A Study of Colonialist and Nationalist Ideas*, Delhi, 1991
11. B.B. Mishra, *Indian Middle Classes: Their Growth in Modern Times*, OUP, 1979
12. J.N. Faruhat, *Modern Religious Movements in India*, Delhi, 1967
13. H.G. Coward (ed.), *Modern Religious Movements in India*, N. York, 1987
14. Susoban Sarkar, *Bengal Renaissance and other Essays*, People Publishing House, N. Delhi, 1970
15. David Kopf, *Brahma Samaj and the shaping of the modern Indian Mind*, Gupta Brothers, Calcutta, 1959
16. _____, *British Orientalism and the Bengal renaissance: The Dynamics of Indian Modernization, 1773-1835*, Berkeley, 1969
17. Gail Omvedt, *Cultural Revolt in a Colonial Society: The Non-Brahman Movement in Western India*, Manohar Publishers & Distributors, 2011
18. J.T.F. Jordens, *Dayanand Saraswati: His Life and Ideas*, Delhi, 1976
19. M. Mujeeb, *Indian Muslims*, London, 1967
20. Zia ul-Hasan Faruqi, *The Deoband School and the Demand for Pakistan*, Bombay, 1963
21. Barbara Daly Metcalf, *Islamic Revival in British India*, Princeton University Press, 1982
22. Sumit Sarkar, *Writing Social History*, OUP, Calcutta, 1997
23. K.A. Nizami, *Sayyid Ahmad Khan*, Publication Division, N. Delhi
24. G.R. Thursby, *Hindu-Muslim Relations in British India: A Study of Controversy, Conflict and Communal Movements in Northern India*, Leiden, 1975
25. Bipan Chandra, *Communalism in Modern India*, Vikas Publishing House Pvt. Ltd., N. Delhi, 1992

Course Outcomes:

1. The students will understand the colonial ideas and understandings of Indian society and culture.
2. Understand the ideology, agenda and programmes of the various socio-religious reform and revival movements that made their presence in the 19th century.
3. Know the colonial response to the socio-religious reform movements and their policies of divide and rule which led to the communalization of Indian society and politics.



**Department of History
School of Social Sciences
Dhanamanjuri University**

**Two Year PG Programme
(3rd Semester: Discipline Specific Elective)**

MODERN

HIS-016C: Contemporary History of India, 1947-2000CE Credit - 4

Objectives:

1. To give an understanding of the socio-economic and political legacies of colonial rule on post Independence India.
2. To study the legacies of Indian struggle for independence from the colonial rule.
3. To study the framing of the Indian Constitution and its fundamental features.
4. To know the political processes of consolidation and the integration of Indian States.
5. To study the significant political and socio-economic developments during Nehru's reign.
6. To assess the major political and socio-economic policies, issues and developments in the Post-Nehru India till 2000.

Unit-I: Economic, Social and Political legacies of Colonialism and Nationalism: Colonial economic policies and its impact on post Independence India; Colonial socio-cultural policies and its impact on post Independence India; Political legacies of the Colonial State; the legacies of the national movement for independence of India.

Unit-II: Indian Constitution and the making of the Republic: Framing of the Indian constitution, Constituent Assembly, Drafting of the constitution, Declaration of the constitution, its basic features.

Unit-III: National Consolidation and the Integration of Indian States: Role of Sardar Vallabhai Patel, integration of the princely states, Integration of Junagadh, Kashmir and Hyderabad, Linguistic Reorganization of States, regionalism and regional inequalities.

Unit-IV: Nehruvian Era: First National General Elections in 1952, and the formation of the Congress Government; States Reorganization Act, 1956; Socio-economic and educational policies, progress in Science and Technology; Five Year Plans, Foreign policies and relations, Sino-Indian War, 1962.

Unit-V: Post-Nehru India: Indira Gandhi and the Emergency, Rajiv Gandhi years; Coalition Governments; Indo-Pak relations – Taskent Declaration, Indo-Pak War of 1971, Kargil War; Nuclear Policy and Tests; Agrarian movements, Land reforms, Green Revolution; Insurgency in Punjab and NE India, Growth of Communalism, Ram Janmabhoomi issue; Anti-foreigners issue in Assam; Mandal Commission and reservation of OBCs; Panchayati Raj and women's reservation; Economic Reforms of 1991

Reading List:

1. Bipan Chandra, et. al., *India's Struggle for Independence*, Penguin, 2016
2. A.R. Desai, *Social Background of Indian Nationalism*, Bombay, 1959
3. Bipan Chandra, Mridula Mukherjee & Aditya Mukherjee, *India since Independence*, Penguin, 2017
4. _____, *Essays on Indian Colonialism*, Orient Blackswan, 1999
5. Durga Das Basu, *Introduction to the Constitution of India*, Lexis Nexis, 2011
6. Rajni Kothari, *Politics in India*, N. Delhi, 1970
7. G. Austin, *The Indian Constitution: Cornerstone of a Nation*, Oxford, 1999
8. V.P. Menon, *Integration of Indian States*, Orient Blackswan, 2014
9. Narhari Parikh, *Sardar Vallabhai Patel*, Navajivan Pub House, 1953
10. S. Gopal, *Jawaharlal Nehru: A Biography*, OUP India, 2003
11. Pupul Jayakar, *Indira Gandhi – A Biography*, N. Delhi, 1992
12. V.P. Dutt, *India's Foreign Policy*, N. Delhi, 1984
13. Uma Kapila, *Indian Economy since Independence*, Academic Foundation, 2019
14. R. Paul Brass, *The Politics of India since Independence*, Cambridge Univ. Press, 2003
15. Ramachandra Guha, *India After Gandhi: The History of the World's largest Democracy*, Pan Macmillan India, 2017
16. Sunil Khilnani, *The Idea of India*, Penguin India, 2004
17. Crispin Bates & Subho Basu, *The Politics of Modern India since Independence*, Routledge/Edinburgh South Asian Studies Series, 2011
18. Bidyut Chakrabarty, *Indian Politics and Society since Independence: Events, Processes and Ideology*, Routledge, 2008
19. Partha Chatterjee, *The Nation and its Fragments*, Delhi, Princeton University Press, 1994
20. Nalini Kant Jha, *India's Foreign Policy in a Changing World*, South Asia Publishers, New Delhi, 2000

Course Outcomes:

1. The students will get to know the socio-economic and the political legacies of colonial rule and the freedom struggle on modern India.
2. Understand the framing of the Indian Constitution and its silent features.
3. Know the consolidation and integration of modern India.
4. Understand the achievements of Jawaharlal Nehru's Government.
5. Acquainted with the significant political, economic and social developments in the post Nehru period till 2000.

DHANAMANJURI
UNIVERSITY

**Two Year PG Programme
(4th Semester: Discipline Specific Core)**

1. Marc Bloch, *Feudal society*, Vol-I, London, 1961.
2. Maurice Dobb, *Studies in the development of Capitalism*, London, 1972.
3. Rodney Hilton, ed, *The Transition from Feudalism to Capitalism*.
4. TH Ashton and GH Philip, eds, *The Brenner Debate*, Cambridge, 1987.
5. G.A. Clay, *Economic Expansion and Social Change 1500- 1700*, Cambridge, 1984.
6. Patricia Croot and David Parker, *Agrarian class structure and economic Development, Past and Present*, No. 78, 1978.
7. Fernand Brandel, *Capitalism and Material Life 1400-1800*, New York, 1973.

8. Carlo M. Cipolla, Before the Industrial Revolution European Society and Economy 1000-1700.
9. James Joll, Europe Since 1970: An International History, Middlesex, England, Penguin, 1983.
10. Davis, Peter, and Derek Lynh, eds, The Routledge Companion to Fascism and the Far Right, Routledge: London & New York, 2005.
11. Dimintrov, Georgi, The United Front: The Struggle Against Fascism and War, Lawrence & Whishart, London, 1938.
12. Dutt, R. Palm, Fascism and Social Revolution: A Study of the economics and Politics of the Extreme Stages of Capitalism in Decay, Proletarian Publishers; Chicago, 1978.
13. Laqueur, Walter, ed, Fascism A Reader's guide: Analyses, Interpretations, Bibliography, University of Carlifornia Press, 1976.
14. Payne, Stanly G.A. History of Fascism, 1914-1945, Routledge, 2003.

Course Outcomes:

1. The students will know the definition of imperialism, theories of Imperialism, and Stages of Imperialism.
2. Know the definition of Colonialism,.
3. Understand the Stages of colonialism, and its rivalries in different territories of Africa and south-East Asia.
4. Know the chief characteristics of Feudal and Capitalist Modes of Production and theories of Transition from Feudalism to Capitalism.
5. Understand the stages of Agrarian Capitalism, Commercial Capitalism, Industrial Capitalism, and state Capitalism.



**Department of History
School of Social Sciences
Dhanamanjuri University**

**OneYear PG Programme
(4th Semester: Discipline Specific Core)**

HIS-018: Modern Manipur, 1762-1949CE Credit - 4

Objective:

1. Examine the geo-political developments in Manipur from the Treaty of 1762 to the Burmese occupation, analyzing causes of political turmoil after Bhagyachandra and the role of Burma in Marjit's accession.
2. Evaluate the impact of Burmese invasion and Chahi TaretKhuntakpa (1819–1826), including the Treaty of Yandaboo 1826, British intervention, and the establishment of the Political Agency under Gambhir Singh, Nara Singh, and Chandrakirti Singh.
3. Critically analyze the Anglo-Manipur War of 1891 by studying its causes, course, and consequences, along with the administrative restructuring under the Princely State through Manipur State Darbar and Hill Administration.
4. Assess major socio-religious and political movements between 1891–1939, including Nupi Lan 1904 & 1939, Kuki Rebellion 1917, Zelianrong Movement, advent of Christianity, western education, condition of women and the Mangba-Sengba controversy.
5. Trace the growth of political consciousness leading to the Chinga Session 1938, role of HjamIrabot, framing of Manipur State Constitution Act 1947, and events culminating in the Merger to the Indian Union in 1949.

Unit-I: Geo-Political Scenario of late 18th and early 19th century: Economic, political, social, and military conditions; Causes and provisions of the Treaty and Proposal of 1762; Power struggle among princes; and Burmese intervention.

Unit-II: Burmese occupation, and British Protectorate System: Seven Years Devastation (1819-1826)—causes, courses, and impacts; British geo-strategic interest—Manipur Levy, Anglo-Burmese War and end of Burmese rule, unequal treaties (1833 and 1834); Political Agency (since 1835)— functional aspects in political, administrative, territorial, demographic or immigration and external matters.

Unit-III: British Administration: Anglo-Manipur War (1891)-its causes and factors of Manipur's defeat; Colonial rule: administrative system, judicial system, revenue, land ownership, migration; social-religious life: advent of Christianity and Missionaries Activities, Condition of Women, *Mangba-Sengba* (pollution and Purity) Controversy, introduction of Western Education; military organization; status of monarchy: composition, powers and functions of Manipur State Darbar and hill administration.

Unit-IV: Social and Political movement: Nupi Lan of 1904, Kuki Rebellion of 1917, Against foreign merchant capitalists—Bazaar Boycott (1920), Nupi Lan (1939); Zelianrong Movement 1927-1932, Formation of Nikhil Hindu Manipuri Mahasabha;; Revivalist Movement.

Unit-V: Growth of Political Consciousness and consequences: Chinga session (1938) of Nikhil Hindu Manipur Mahasabha; Hijam Irabot; Manipur State Constitution Act, 1947; Establishment of Constitutional Monarchy, Election 1948; Manipur Legislative Assembly (1948-1949); Merger to Indian Union.

Reading list:

AkhamBobirdhwaja Singh, *D.C. Kaith and Forestry in Manipur*, Mittal Publications, Delhi, 2024.

Alexander Mackenzie, *The North East Frontier of India*, Mittal Publications, New Delhi, 2003 (First published 1884)

AnnexationofManipur1949,Peoples'DemocraticMovement(PDM),Manipur, 1995.

B.C. Allen, *Gazetter of Naga Hills and Manipur*, Mittal Publications, New Delhi, 2002 (First published 1905).

Caroline Keen, *An Imperial Crisis in British India: The Manipur Uprising of 1891*. Bloomsbury India, New Delhi, 2020 (First published 2015)

Dena, Lal, (ed). *History of Modern Manipur (1826-1949)*, Orbit Publication, New Delhi, 1991.

Dena, Lal, *BritishPolicyTowardsManipur(1762-1947)*,JainBookShop,Imphal,2014.

E.W. Dun, *Gazetteer of Manipur*, Manas Publications, Delhi, 1992 (1886 Reprint).

Ethel St. Clair Grim Wood, *My Three Years in Manipur*, Gyan Publishing House, New Delhi, 2003. (1891 Reprint).

Gangmumei Kamei, *A History of Modern Manipur: Vol. -I,II,III, The Feudal Era*,Akansha Publishing House, New Delhi, 2015.

Gangmumei Kamei, *A History of the Zelianrong Nagas*, Spectrum Publications, Delhi, 2004.

Gangmumei Kamei, Ed., *The Rise of Middle Classes in Manipur*, Akansha Publishing House, New Delhi, 2012.

Gangmumei Kamei, *Jadonang: A Mystic Naga Rebel*, G. Lanshallu Kamei, Imphal, 2009 Edn. (First published 1997)

Gangmumei Kamei, *The History of Manipur:Pre-colonial period*, Vol.I, Akansha Publishing House, New Delhi, 2015.

Geoffrey Evans and Antony Brett-James, *Imphal: A Flower on Lofty Heights*, Macmillan, London, 1964.

H. Bhubon Singh, *The Merger of Manipur*, Pritam Haobam, Imphal, 1988.

J. N. Das., *A Study of the Land System of Manipur*, Law Research Institute Eastern Region, Gauhati High Court, Gauhati, 1989.

James Johnstone, *Manipur and the Naga Hills*, Manas Publications, Delhi, 1990 (First published 1896).

Jamini, *Education in Manipur*,RaiPravinaBrothers,Imphal,2006.

John Parratt and Saroj Paratt, *Queen Empress Vs Tikendrajit Prince of Manipur: The Anglo-Manipur Conflict of 1891*, Har-Anand Publications, New Delhi, 2015 (First published 1992).

Johnstone, Sir James, *My Experiences in Manipur and The Naga Hills*, Manas Publications, Delhi, 1990.

Jyotirmoy Roy, *History of Manipur*, Firma KLM Private Limited, Calcutta, 1999.

Karam Manimohan Singh, *Hijam Irabot Singh and Political Movements in Manipur*, B.R. Publishing Corporation, Delhi, 1989.

Karam Manimohan Singh, *History of the Christian Missions in Manipur and Neighbouring States*, Mittal Publications, New Delhi, 1991.

Karam Manimohan Singh, *Nupi Lan (Women's War of Manipur)*, K. Premkata Devi, Imphal, 2006.

Kh. Nimaicharan Singh, *The Second World War in Manipur and My Childhood*, Kh. Ratankumar, Imphal, 2012.

Kh. Sarojini Devi, *British Political Agency in Manipur 1835-1947*, Linthoi Publications, Imphal, 2005.

Khawairakpam Ibochou Singh, *British Administration in Manipur (1891-1947)*, Akansha Publishing House, New Delhi, 2020.

Lairenmayum Iboongohal Singh and Ningthoukhongjam Khelchandra Singh (eds), *Cheitharol Kumbaba*, MSP, Imphal, 1989.

M. Kirti Singh, *Religion and Culture of Manipur*, Manas Publications, Delhi, 1988.

M. Kirti Singh, *Religious Development in Manipur in the 18th & 19th Century*, Manipur State Kala Akademi, Imphal, 1980.

N. Ibobi Singh, *The Manipur Administration (1709-1907)*, Ningombam (o) Ibetombi Devi, Imphal, 2003 (First published 1976).

Naorem Joykumar Singh, *Colonialism to Democracy: A History of Manipur 1819-1972*, Spectrum Publications, Guwahati, 2002.

Naorem Joykumar Singh, *Religious Revitalisation Movements In Manipur*, Akansha Publishing House, New Delhi, 2012.

Naorem Joykumar Singh, *Women in Manipuri Society*, Akansha Publishing House, New Delhi, 2024.

Naorem Sanajaoba, *Manipur Treaties and Documents (1110-1971) Volume 1*, Mittal Publications, New Delhi, 1993.

Naorem Sanajaoba, *Manipur: Past and Present*, Vol. I, II, III Mittal Publications, New Delhi, 1988-95.

Ningombam Basanta, *Agrarian System in Manipur (1826-1947)*, Sunmarg Publishers & Distributors, New Delhi, 2023 Reprint.

R.B. Pemberton, *The Eastern Frontier of India*, Mittal Publications, New Delhi, 2015 (First published 1835).

R.K. Jhalait Singh, *A Short History of Manipur*, Imphal, 1992.

Sanjoy Ahanthem and Samom Tejbanta Singh, *Multifaceted Dimension of Women: A Study of North East India*, Akansha Publishing House, New Delhi, 2021.

Saroj Nalini Arambam Parratt, *The Court Chronicle of the Kings of Manipur: The Cheitharon Kumpapa, Volume I, II, III* Jain Book Shop Publications, 2019 (First published 2009).

Saroj Nalini Arambam Parratt, *The Religion of Manipur*, Spectrum Publications, Guwahati, 2013.

T.C. Hodson, *The Meitheiis*, Akansha Publishing House, New Delhi, 2010 (First published 1908).

William McCulloch, *Account of the Valley of Munnipore and of The Hill Tribes*, Akansha Publishing House, New Delhi, 2016, (First published 1859.)

Course Outcome:

After completion of this course, the learner will be able to:

1. Explain key treaties, invasions, and diplomatic shifts from 1762 to 1826 and discuss their long-term impact on Manipur's sovereignty and relations with Burma and the British.
2. Interpret the transformation of Manipur's administration post-1891, describing the powers and functions of the Manipur State Darbar, Hill Administration, and Manipur State Council under colonial supervision.
3. Evaluate the significance of people's movements like Nupi Lan, Kuki Rebellion, and Zelianrong Movement in shaping anti-colonial sentiment and social reform in early 20th-century Manipur.
4. Analyze the interface between religion, education, and politics during 1891–1939, including missionary activities, Nikhil Hindu Manipuri Mahasabha, and revivalist movements in the context of colonial modernity.
5. Demonstrate understanding of constitutional developments from the Chinga Session to the 1948 elections, and critically assess the circumstances and debates surrounding Manipur's merger with India in 1949.

SPECIALIZATION



**Department of History
School of Social Sciences
Dhanamanjuri University**

**Two Year PG Programme
(4th Semester: Discipline Specific Elective)**

ANCIENT

HIS-019A: Archaeology of Ancient India, Pre-History - 1200 CE Credit-4

Objectives:

1. To comprehend the archaeological researches in India, the establishment of Archaeological Survey of India and the contributions of some of the early archaeologist.
2. To know the pre-historic archaeology of India and its significance.
3. To understand the archaeological excavations and the major findings of the Harappan civilization.
4. To examine the epigraphical researches relating to ancient India.
5. To observe the numismatic studies in ancient India.

Unit-I: Archaeological Research in India: History of Archaeological researches in India; Contributions of James Prinsep, Alexander Cunningham, R. Bruce Foote, Lord Curzon, James Burgess, John Marshall, Mortimer Wheeler, Daya Ram Sahni and R.D. Banerji; Establishment of Archaeological Survey of India and other research institutions, museums, and publications

Unit-II: Archaeology of Pre-history in India: Development of pre-historic researches in India; the sites and cultures, including tool making techniques, of Palaeolithic, Mesolithic and Neolithic culture in India; the Chalcolithic culture – case studies of Banas, Kayatha, Malwa and Jorwe culture

Unit-III: Archaeology of Harappan Civilization: Archaeological excavations at Indus sites and findings; study of the phases of Harappan Civilization – early, mature and late – nature of settlements, morphology of major sites, art and architecture, crafts, seals, script, rituals and beliefs, trade and commerce

Unit-IV: Epigraphy in India: Decipherment of ancient scripts and evolution of epigraphical research in India; Natures and types of Ancient Indian Inscriptions; Case studies of Harappan inscriptions, Ashokan inscriptions, Hathigumpha Inscriptions of Kharavela, Junagarh Inscription of

Rudradaman I, Allahabad Pillar Inscription of Samudragupta, Banskhera Copper Plate Inscription of Harsha, etc.

Unit-V: Numismatics in Ancient India: Growth of numismatic studies in India; Technique of manufacturing coins, its metallurgy, types and symbols of Ancient Indian coins; Study of the early coins, the coinages of Indo-Greeks, Satavahanas, Kushans, and the Imperial Guptas.

Reading List:

1. D.P. Agrawal, *The Archaeology of India*, London, 1984
2. D.K. Chakravarti, *India: An Archaeological History*, Aryan Books, USA, 2001
3. _____, *A History of Indian Archaeology from the beginning to 1947*, Munshiram Manohar Lal, N. Delhi, 1988
4. _____, *The Oxford Companion to Indian Archaeology*, Oxford University Press, N. Delhi, 2006
5. V.K. Jain, *Prehistory and Protohistory of India: An Appraisal*, D.K. Printworld, N. Delhi, 2018
6. B. & F.R. Allchin, *Origins of a Civilization: The Prehistory and Early Archaeology of India*, Viking Penguin Books, Delhi, 2002
7. R.E.M. Wheeler, *The Indus Civilization*, Cambridge University Press, Cambridge, 1968
8. S. Ratnagar, *Understanding Harappa*, Tulika, Delhi, 2001
9. D.C. Sircar, *Indian Epigraphy*, Motilal Banarshidass, Delhi, 1965
10. Richard Salomon, *Indian Epigraphy: A Guide to the Study of Inscriptions in Sanskrit, Prakrit, and other Indo-Aryan Languages*, Munshiram Manoharlal, N. Delhi, 1998
11. G. Buhler, *Indian Palaeography*, Munshiram Manoharlal, N. Delhi, 2004
12. A. Cunningham, *Coins of the Indo-Scythians, Sakas and Kushans*, N. Delhi, 1971
13. D.C. Sircar, *Studies in Indian Coins*, Motilal Banarsidas, Delhi, 1968
14. A.S. Altekar, *The Coinage of the Gupta Empire*, Benaras, 1957
15. P.L. Gupta, *Coins*, NBT, N. Delhi, 2006
16. B. Chattopadhyaya, *The Age of Kushans: A Numismatics Study*, Calcutta, 1979
17. A. Ghosh, *An Encyclopaedia of Indian Archaeology*, 2 Vols., ICHR, N. Delhi, 1989
18. Upinder Singh, *The Discovery of Ancient India: Early Archaeologists and the Beginning of Archaeology*, Permanent Black, N. Delhi, 2004

Course Outcomes:

1. The students will get the knowledge of archaeological researches in India, contributions of the early archaeologist and establishment of archaeological institutions.
2. Know the evolution and the stages of pre-historic archaeology in India.
3. Understand the archaeological excavations and the findings of Harappan Civilization.
4. Comprehend the importance of epigraphy and numismatics in the construction of ancient Indian history.



**Department of History
School of Social Sciences
Dhanamanjuri University**

**Two Year PG Programme
(4th Semester)**

HIS-020: Research Methodology and latest Trends

Credit-2

Objectives:

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2. To develop an understanding of how interdisciplinary approaches enrich historical research.
3. To train students in technique of source criticism, analysis, and interpretation of facts.
4. To guide students in identifying a specific, significant, and feasible research problem
5. To develop competence in writing a structured research report while adhering to research ethics.

Unit-I: History as a discipline: Its meaning, Objectives, nature and scope; its relations with other disciplines: archaeology, anthropology, Economics, Political Science and Sociology.

Unit-II: Sources of History: writings, Oral, Visual and archaeology; primary and secondary sources; Collection, analysis and interpretation of facts.

Unit -III: Key Steps of the Research Process:

- Identifying the Research Problem: Select a broad area of interest, narrow it down, the problem should be specific, significant, and feasible.
- Reviewing the Literature: Examine existing books, articles, reports, and records related to the research topic. This helps identify research gaps, avoid duplication, and build on previous work.
- Formulating Hypotheses or Objectives: Based on the literature, develop a tentative answer or set clear objectives. A hypothesis is a testable statement; objectives state what you aim to find.
- Research Design: To decide the overall plan: methodology, data sources, time frame, and tools. Choose between historical, descriptive, experimental, or analytical research.
- Data Collection: Gather relevant data using appropriate methods. For historical research: archival documents, government reports, letters, newspapers, and oral accounts. For social research: surveys, interviews, observations.

- Data Analysis and Interpretation: Organize, classify, and analyze the collected data.
- Testing Hypotheses / Drawing Conclusions: Compare the findings with the initial hypothesis or objectives. Determine whether the evidence supports, contradicts, or modifies the assumption.
- Research Report Writing: i) Contents of research Report – title, introduction, literature review, objectives, research questions, significant/relevancy of the research area, methodology, chaptalization, findings/summary/conclusion, references: footnotes, endnotes & bibliography. ii) Research ethics: plagiarism.

Reading List:

1. E.H.Car, *What is History*, Penguin Books, 1984.
2. Marc Bloch, *The Historian's Craft*, Vintage Books, New York, 1953.
3. R.G. Collingwood, *The Idea of history*, Orient Longman Madras, 1989.
4. Arthur Marwick, *New Nature of history, Knowledge, Evidence, Language*.
5. *The Nature of History*, London, 1989.
6. Eric Hobsbawm, *On History*, London, 1997.
- 7.W.H.MacDowel, *Historical Research: A Guide*, Routledge, London& New York, 2002.
8. Paul Oliver, *Writing your Thesis*, Sage Publications Ltd., 2008.
9. G.J. Renier, *History: Its Purpose and Method*, London, 1950.
10. H.C. Hockett, *Critical Method in historical Research and Writing*, New York, 1966.
11. Sharman Kent, *Writing History*, Appleton Century Crofts, 1967.
12. John M. Vincent, *Historical Research: an Outline of Theory and Practice*.
13. Allen Johnson, *The Historian and historical Evidence*.
14. B. sheik Ali, *History: Its theory and Method*, Manmillian, N. Delhi, 2001.
15. E. shreedharan, *Manual of Historical Research Methodology*, Centre for South Indian Studies, 2018.
16. Willian K. Story, *Writing History*, OUP, 2009.
17. Subhash Chandra Parja & vikram Kate, *Thesis Writing for Master's and Ph.D. Programme*, Springer, 2018.

Course Outcome:

After the course the students will understand

1. Definition of history and describe its major objectives, nature, and scope.
2. How to apply an interdisciplinary perspective to analyze historical problems.
3. How to collect relevant historical data from archives, oral accounts, and material remains.
4. Apply methods of internal and external criticism to verify historical facts.
5. Write a research report with proper format, citations, and footnotes, while avoiding plagiarism.



**Department of History
School of Social Sciences
Dhanamanjuri University**

**Two Year PG Programme
(4th Semester)**

HIS-021: Research (Dissertation)

Credit-6



**Department of History
School of Social Sciences
Dhanamanjuri University**

**Two Year PG Programme
(4th Semester: Discipline Specific Elective)**

MEDIEVAL

HIS-019B: Economic History of Medieval India, 1200-1750CE Credit-4

Objectives:

1. To understand the nature of agrarian economy and mechanism of revenue extraction in the Sultanate period.
2. To understand the nature of agrarian economy and mechanism of revenue extraction in the Mughal period.
3. To examine the working of the land revenue system in Medieval India
4. To study the rise and growth of urban economy and the growth of India's internal and external trade.
5. To highlight the major crafts and technology that existed in Sultanate and Mughal period and to assess the impact of European technology in India.

Unit-II: Agrarian Economy under the Sultanate: Gangetic plains and the areas under extensive cultivation, agricultural products and nature of cultivation, Agrarian relations and taxation, the IqtaSystem, Non- agricultural productions.

Unit-II: Agrarian Economy under the Mughals: The Mughal state and the Economy, the System of Agricultural productions, Agrarian relations- Jagirdars, Zamindars, Peasantry and the Village Community, The agrarian crisis, Non-agricultural productions.

Unit III: Land Revenue System: Land revenue as the main source, magnitude of the land revenue demand, methods of assessment and collection, revenue assignments.

Unit IV: Urban Economy and Trade and Commerce: Growth of towns and urban manufacturers, money economy and commercial classes, Inland trade- village town and long distance trade, maritime trade and advent of European trading companies.

Unit V: Technological developments: Agriculture tools and technology in the 13th and 14th centuries, technological growth during the Mughal period, India's response to European technology.

Reading List :

1. Chaudhuri K.N., *Trade and Civilization in the Indian Ocean: An Economic History from the Rise of Islam to 1750*, Cambridge University Press., 1985.
2. Raychaudhuri T. & Irfan Habib (Ed.), *The Cambridge Economic History of India* , Vol. I 1200-1750, Orient Blackswan, 2006.
3. Habib, Irfan, *Economic History of Medieval India, 1200-1500*, Pearson Education India, 1st Edition, 2011.
4. _____, *The Agrarian System of Mughal India, 1556-1707*, Oxford University Press, 3rd Edition, 2013.
5. Chandra, Satish, *Medieval India: Society, The Jagirdari Crisis and the Village*, Macmillan India, 1997.
6. Arasaratnam, Sinnappah, *Maritime India in the Seventeenth Century*, Oxford University Press, 1994.
7. Chicherov A.I., *India's Economic Development in the 16th – 18th Centuries Outline History of Crafts and Trade*, Moscow, 1971.
8. Siddiqui I.H., *Perso-Arabic Sources of Information on the Life and Conditions in the Sultanate of Delhi*, Munshiram Manoharlal Publishers, 1992.
9. Dale, Stephen Frederic, *Indian Merchants and Eurasian Trade, 1600-1750*, Cambridge University Press, 2002.
10. Moosvi, Shireen, *People, Taxation and Trade in Mughal India*, Oxford University Press, 2008.
11. _____, *The Economy of the Mughal Empire, c. 1595*, Oxford University Press, 2nd Edition, 2015.
12. Moreland, W.H. , *The Agrarian System of Moslem India, A Historical Essay with Appendices*, Cambridge University Press, 2011.
13. Naqvi, H.K., *Urban Centres and Industries in Upper India, 1556-1803*, Asia Publishing House, 1928.
14. _____, *Urbanisation and Urban Centres under the Great Mughals 1556-1707, An Essay in Interpretation, Vol. I* , Indian Institute of Advanced Study, 1971.
15. Cipolla, C.M. , *Between History and Economics, An Introduction to Economic History*, Blackwell Publications, 1994.
16. Thakur, Vijay Kumar & Aounshuman, Ashok (ed.), *Peasants in Indian History, I. Theoretical Issues and Structural Enquiries*, JanakiPrakasan Publications, 1996.
17. Qaisar, A.J. , *The Indian Response to European Technology and Culture A.D, 1498-1707*, Oxford University Publications , 1982.
18. A. Rahman (ed.), *History of Indian Science, Technology and Culture A.D. 1000-1800*, Oxford University Publications, 1999.

Course Outcomes:

1. The students will be able to learn and understand the economic system and agrarian structure during the Sultanate period.
2. To identify the changes in the economic structure by identifying the pattern of continuity and change during the Mughal period.
3. Various aspects of land revenue administration will be analysed including the methods of assessment and revenue collection.
4. To be able to learn the rise and growth of urban economy and the importance of trade and commerce in Medieval economy.
5. Technological advancement made in Medieval India will be thoroughly observed in terms of agricultural tools and implements and also the role of the Europeans and India's response to it.



**Department of History
School of Social Sciences
Dhanamanjuri University**

**Two Year PG Programme
(4th Semester)**

HIS-020: Research Methodology and latest Trends

Credit-2

Objectives:

1. To explain the meaning, objectives, nature, and scope of history as an academic discipline.
2. To develop an understanding of how interdisciplinary approaches enrich historical research.
3. To train students in technique of source criticism, analysis, and interpretation of facts.
4. To guide students in identifying a specific, significant, and feasible research problem
5. To develop competence in writing a structured research report while adhering to research ethics.

Unit-I: History as a discipline: Its meaning, Objectives, nature and scope; its relations with other disciplines: archaeology, anthropology, Economics, Political Science and Sociology.

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Unit -III: Key Steps of the Research Process:

- Identifying the Research Problem: Select a broad area of interest, narrow it down, the problem should be specific, significant, and feasible.
- Reviewing the Literature: Examine existing books, articles, reports, and records related to the research topic. This helps identify research gaps, avoid duplication, and build on previous work.
- Formulating Hypotheses or Objectives: Based on the literature, develop a tentative answer or set clear objectives. A hypothesis is a testable statement; objectives state what you aim to find.
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- Data Collection: Gather relevant data using appropriate methods. For historical research: archival documents, government reports, letters, newspapers, and oral accounts. For social research: surveys, interviews, observations.

- Data Analysis and Interpretation: Organize, classify, and analyze the collected data.
- Testing Hypotheses / Drawing Conclusions: Compare the findings with the initial hypothesis or objectives. Determine whether the evidence supports, contradicts, or modifies the assumption.
- Research Report Writing: i) Contents of research Report – title, introduction, literature review, objectives, research questions, significant/relevancy of the research area, methodology, chaptalization, findings/summary/conclusion, references: footnotes, endnotes & bibliography. ii) Research ethics: plagiarism.

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2. Marc Bloch, *The Historian's Craft*, Vintage Books, New York, 1953.
3. R.G. Collingwood, *The Idea of history*, Orient Longman Madras, 1989.
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5. *The Nature of History*, London, 1989.
6. Eric Hobsbawm, *On History*, London, 1997.
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13. Allen Johnson, *The Historian and historical Evidence*.
14. B. sheik Ali, *History: Its theory and Method*, Manmillian, N. Delhi, 2001.
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16. Willian K. Story, *Writing History*, OUP, 2009.
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Course Outcome:

After the course the students will understand

1. Definition of history and describe its major objectives, nature, and scope.
2. How to apply an interdisciplinary perspective to analyze historical problems.
3. How to collect relevant historical data from archives, oral accounts, and material remains.
4. Apply methods of internal and external criticism to verify historical facts.
5. Write a research report with proper format, citations, and footnotes, while avoiding plagiarism.



**Department of History
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HIS-021: Research (Dissertation)

Credit-6



**Department of History
Dhanamanjuri University**

**Two Year PG Programme
(4th Semester: Discipline Specific Elective)**

MODERN

HIS-019C: Economic History of Modern India, 1757-1947CE Credit-4

Objectives:

1. To give an understanding of the economy of India in the 18th Century, the European mercantile activities in India and English East India Company's exploitative rule in Bengal.
2. To study the land settlements and the agrarian policies introduced by the British in India.
3. To examine the growth of traditional and the modern industries, the colonial policies towards industry and its impact.
4. To know the colonial investments in different sectors and its impact.
5. To understand the different phases and developments of colonialism in India.
6. To comprehend the debate and the working of drain of wealth and its impact.

Unit-I: Indian Economy in the 18th Century: An overview of India's economy in the 18th century, causes of economic decline, Mercantilism and European economic activities in India, East India Company's rule in Bengal and its impact

Unit-II: Agrarian settlements and conditions: The new land settlements, tenurial rights and revenue collection under Permanent, Ryotwari and Mahalwari settlements; commercialisation of agriculture, agricultural productivity, export of raw materials and famines

Unit-III: Industrial growth: Condition of traditional artisans and handicraft industry, growth of modern industries like cotton, jute, iron and steel, growth of industrial labour and issues; its pace of growth and state policies; foreign competition; de-industrialisation debate

Unit-IV: State Investments: Investments in railways, irrigation, plantations, mines and banking; capital mobilization, interests and impact on economy

Unit-V: Phases of Colonialism and the Drain of Wealth: The three phases of Colonialism – Mercantilism, Industrial Capitalism and Finance Capitalism; Drain of Wealth – Nature, apparatus and debates – and poverty of India

Reading List:

1. R.C. Dutt, *The Economic History of India*, Publications Division, GoI, 1968
2. R.P. Dutt, *India Today*, Read Country Book, 2008

3. Irfan Habib, *Indian Economy under Early British Rule, 1757-1857*, Tulika Books, 2017
4. _____, *Indian Economy, 1858-1914*, Tulika Books, 2017
5. Dharma Kumar (ed.), *Cambridge Economic History of India*, Vol. II, c. 1757-2003, Orient Blackswan, 2007
6. B.R. Tomilson, *The Cambridge Economic History of India: The Economic History of India, 1860-1980*, Delhi, 1993
7. _____, *The Political Economy of the Raj, 1914-47*, Macmillan, 1979
8. _____, *The Economy of Modern India: From 1860 to the Twenty First Century*, Cambridge University Press, 2013
9. Tirthankar Roy, *Economic History of India, 1857-1947*, Oxford University Press, 2018
10. Tirthankar Roy, *Traditional Industry in the Economy of Colonial India*, Cambridge University Press, 1999
11. D.R. Gadgil, *The Industrial Evolution of India in Recent Times, 1860-1939*, Bombay, 1971
12. A.K. Bagchi, *Private Investment in India, 1900-1939*, Cambridge University Press, N. Delhi, 1970
13. K. Rajat Ray, *Industrialization in India: Growth and Conflict in Private Corporate Sector, 1914-1947*, Oxford University Press, Delhi, 1982
14. _____ (ed.), *Entrepreneurship and Industry in India, 1800-1947*, Oxford University Press, Delhi, 1994
15. David Arnold, *Famine: Social Crisis & Historical Change*, Oxford, 1988
16. A.R. Desai, *Social Background of Indian Nationalism*, Popular Prakashan, Bombay, 1976
17. Sumit Sarkar, *Modern India: 1885-1947*, Pearson Education India, New Delhi, 2014
18. Burton Stien (ed.), *Making of Agrarian Policy in British India, 177-1990*, Delhi, 1992
19. K.N. Raj, et.al. (eds), *Essays on Commercialisation of Indian Agriculture*, Oxford University Press, N. Delhi, 1985
20. D.H. Buchanan, *The Development of Capitalist Enterprise in India*, Routledge, 1966
21. George Blyn, *Agricultural Trends in India: 1891-1947: Output, Availability and Productivity*, Philadelphia, 1966
22. Dadabhai Naoroji, *Poverty and Un-British Rule in India*, Swan Sonnenschien & Co., London, 1901
23. Bipan Chandra, *The Rise and Growth of Economic Nationalism in India*, Har-Anand Publications Pvt. Ltd., 2016

Course Outcomes:

1. The students will be acquainted with India's economy in the 18th Century and the European economic engagements with India, and English East India Company's economic exploitation of Bengal.
2. Familiarized with the land revenue settlements and agrarian policies introduced by the Company.
3. Comprehended the colonial industrial policies and the growth of industries in India.
4. Know the colonial investments and its impact on India's economy.
5. Understand the phases of colonialism and the working and debates on drain of wealth.



**Department of History
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**Two Year PG Programme
(4th Semester)**

HIS-020: Research Methodology and latest Trends

Credit-2

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Course Outcome:

After the course the students will understand

1. Definition of history and describe its major objectives, nature, and scope.
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HIS-021: Research (Dissertation) Credit-6