

HISTORY SYLLABUS(2026-27)

RABINDRANATH THAKUR VISWAVIDYALAYA, HOJAI

Revised Integrated Course Structure for Undergraduate and Post Graduate Programm of Arts Course structure in
History

As per NEP, 2020

DEPARTMENT OF HISTORY

(BOS held on 26-05-2026)

Introduction to the Programme :

The undergraduate History syllabus for Rabindranath Thakur Viswavidyalaya affiliated colleges under the Four-Year Undergraduate Programme (FYUGP) as per NEP 2020 is provided here. The detailed syllabus is being prepared by the Board of Studies of History, Rabindranath Thakur Viswavidyalaya, Hojai.

The present syllabus is prepared up to the eighth semester in History. In the first six semesters (three years), the students will complete fifteen Discipline Specific Core courses(DSC) of four credits each and six Discipline Specific Minor Courses (DSM) of four credits each. In the first three semesters, students will complete compulsory AEC, SEC, IDC and VAC courses with exit options after completion of one year/two year /three years.

In the seventh semester, the students will complete four Discipline Specific Core courses (DSC) of four credits each, one Discipline Specific Minor course(DSM) of four credits. In the eighth semester,those students, who choose Major with **Honours**, will complete four Discipline Specific Core Courses (DSC) of four credits each with one Discipline Specific Minor Course of four credits. Again, those students pursuing **Honours** with Research will write one Dissertation of twelve credits in the eighth semester instead of paper no DSC HIS 452*, 453* and 454* Thus,there will be two groups in eight semester.

Objectives of Four-Year Undergraduate Programme (FYUGP) in History:

1. To enable students to acquire and understand the knowledge of India's historical evolution from early times to independence to develop a strong foundation in the major phases of Indian history.
2. To help students to understand the ideas and concepts of historiography to impart knowledge on the traditions of history writing.

3. To encourage the students to think critically and understand the discipline from multiple perspectives and a multidisciplinary approach.

4. To train the students to prepare a dissertation in the eighth semester. It will provide training to the students on methodology to conduct historical research by using secondary and primary sources.

Therefore, the Core Courses have been structured in a way to introduce the student to a range of topics related to the discipline of History. The programme broadly covers courses on Indian civilization, state formation, economic, social and political history from ancient to contemporary periods and on world history. It also covers the historiography of historical writings including gender, environment and ethnic history.

NOTE 1: Students who intend to complete four year degree programme will have two options in the 8th Semester. Students who choose Research in 4th year are to study DSC-451 of 4 credits and to complete a dissertation project of 12 credits. Students who don't choose Research will study DSC-452*, DSC-453*, DSC-454* mandatorily instead of dissertation project in addition to (DSC-8.1) leading to Honours without Research.

NOTE 2: Students on exit shall be awarded Bachelor of Arts in History Honours/Honours with Research after securing the requisite 160 credits on completion of semester VIII.

Programme Specific Outcomes (PSOs) of Four Year Undergraduate Programme (FYUGP) in History are:

PSO 1: After completion of this programme, students will be able to understand World, Indian and Regional history through a chronological, conceptual, and analytical study.

PSO 2: After completion of this programme, students will be able to recall the significant historical facts, events, figures, dates, and movements across periods.

PSO 3: After completion of this programme, students will be able to explain and analyze historical methods and tools in analyzing, reconstructing and reinterpreting the past by using sources such as literary, oral, archaeological, ethnographical etc.

PSO 4: After completion of this programme, students will be able to evaluate historical evidence critically and construct logical, evidence-based arguments through effective oral and written communication, while demonstrating research aptitude, ethical reasoning, and problem-solving skills.

PSO 5: After completion of this programme, students will be able to understand the cultural diversity of India and will be able to work for heritage conservation, and national integration through historical knowledge.

PSO 6: After completion of this programme, students will be able to demonstrate, design and undertake independent research and interdisciplinary studies by employing appropriate historical methods, digital tools, and academic practices.

Teaching Learning Process:

The programme allows using varied pedagogical methods and techniques both within the classroom and beyond.

Lecture, Tutorial, PowerPoint presentation, Documentary film on a related topic, Project Work/Dissertation, Group Discussion and debate, Seminars/workshops/conferences, Field visits and Reports/Excursions, Mentor/Mentee.

A. Teaching Learning Tools

Projector, Smart Television/Digital board for documentary-related topics, LCD Monitor, White/Green/Black Board.

B. Mode of in-semester Assessment : Total -Marks: 40

1. One Unit Test :20
2. Any two of the activities listed below: 10+10 =20
 - A. Group Discussion/ Seminar/ Quiz
 - B. Home Assignment
 - C. Fieldwork/Project
 - D. Viva-Voce.

B.A. HONOURS CURRICULUM FRAMEWORK IN HISTORY

Course Structure of the B.A. DSC & DSM Programme

List of courses of the B.A. DSC & DSM Programme

Detailed syllabus of the B.A. DSC Courses

Detailed syllabus of the B.A. DSM Courses

Detailed syllabus of the B.A. IDC Courses

SEMESTER	CATEGORY OF COURSE	HONOURS	Credits
Semester I	DSC HIS -101	History of India (Earliest times to 300BCE)	4
	DSM HIS-101	History of India from earliest times to 1206 CE	4
	IDC HIS- 101	Understanding Science and Technology in Ancient India	3
	AEC-101		2
	SEC HIS-101	Heritage Tourism of Assam	3
	VAC-101		4
Semester II	DSC HIS -151	History of India (300 BCE to 750 CE)	4
	DSM HIS-151	History of India (1206CE-1757 CE)	4
	IDC HIS-151	Understanding Cultural Heritage of Assam.	3
	AEC-151		2
	SEC HIS-151	Oral Culture and History	3
	VAC-151		4
Semester III	DSC HIS -201	History of India-III (750CE.-1206CE.)	4
	DSC HIS-202	History of Assam upto 1228 CE.	4
	DSM HIS-201	History of India 1757CE-1947CE	4
	IDC HIS-201	Environmental History of India	3
	AEC-201		2
	SEC HIS-201	Introduction to Performing Arts and Culture of Assam	3
Semester IV	DSC HIS -251	History of India- IV (1206 CE.-1550CE.)	4
	DSC HIS -252	History of India- V (1550CE.-1605CE.)	4
	DSC HIS -253	Rise of Modern West -I	4
	DSM HIS -251	History of Assam upto 1228 CE.	4
	AEC-251		2
	Summer Internship		2
Semester V	DSC HIS-301	History of India VI 1605CE.- 1750CE.)	4
	DSC HIS-302	History of Medieval Assam (1228CE. – 1826CE.)	4
	DSC HIS-303	Rise of Modern West-II	4
	DSC HIS-304	Historiography: Concepts and Ideas	4

	DSM HIS-301	History of Medieval Assam (1228 CE–1826CE.)	4
Semester VI	DSC HIS-351	History of Europe 1789CE.-1939CE.	4
	DSC HIS-352	Colonial Penetration and Resistance (1750CE. - 1857CE.)	4
	DSC HIS-353	India's Struggle For Freedom (1857CE.- 1947CE.)	4
	DSC HIS-354	History of Assam (1826CE. – 1947CE.)	4
	DSM HIS-351	Social And Economic History of Pre-Colonial Assam	4
Semester VII	DSC HIS -401	History of East Asia: China and Japan (1840-1970)	4
	DSC HIS-402	Gender History	4
	DSC HIS-403	Environmental History of India	4
	RM HIS-401/ DSC HIS -404	Research Methodology in History/ Social And Economic History of Pre-Colonial Assam	4
	RM is mandatory requirement for those who are selected for Honours with Research.		
	HIS DSM-401	History of Assam 1826CE. – 1947CE.	4
Semester VIII	HIS DSC-451	India Since Independence	4
	HIS DSC-452*	Assam Since Independence	4
	HIS DSC-453*	History of the Tribes of Assam	4
	HIS DSC-454*	Science and Technology in Pre-Colonial India	4
	*Papers are for those who will study only Honours.They will study these three papers in addition to DSC 451 and DSM 451		
	HIS DSM 451	Assam Since Independence	4
	Dissertation/Project in lieu of 452*, 453* and 454* (Only for Research)	Dissertation /Project	12

SEMESTER I

DSC HIS -101: HISTORY OF INDIA (Earliest times to 300BCE)

Lectures: 3

Tutorial: 1 (per week)

Credit-4

Marks: 40 (In-Sem) + 60 (End-Sem) = 100

Course Description:

The course provides an in-depth understanding of Indian history from prehistoric to historical periods. It offers a methodical way to track the early state formation and cultural change processes.

Pre-Requisite: Basic concepts of Indian society and culture.

Course Objectives:

The course aims the students to analyze the various stages of evolution of human cultures. Students will learn about the first and second phase urbanization in India. And also get the idea of settlement patterns with its regional variations in North, Deccan and Tamilakam. After the completion of this paper, the students will be able to explore and effectively use historical tools in reconstructing the remote past of ancient Indian pre and proto history.

Course Outcomes:

CO1: To Explain the cultures in transition of India.

CO2: To Describe the idea of History in general and the basics ideas of Indian History in particular.

CO3: To Analyze the different stages of human evolution and early civilization.

CO4: To Evaluate the processes of early territorial state formations in the Indian subcontinent around the 6th century BCE.

CO5: To Interpret the different dynamics of Historical study and recent trends.

UNIT	TITLE	MARKS	Classes to be taken Lecture=60 Tutorial=20 Total in hrs= 60

UNIT-I	Reconstructing Ancient Indian History: The Idea of History i. Sources and tools of historical reconstruction: archaeological: epigraphy, numismatics, literary ii. Historical interpretations (with special reference to gender, environment, technology, and regions)	20	3 +1=4hrs
UNIT-II	Pre-historic hunter-gatherers: i. Paleolithic cultures-sequence and distribution ii. Mesolithic cultures- regional and chronological distribution, rock art.	20	3 +1=4hrs
UNIT-III	The advent of food production: i. Understanding the regional and chronological distribution of the Neolithic culture ii. Chalcolithic cultures: subsistence, and patterns of exchange	20	3 +1=4hrs
UNIT-IV	The Harappan civilization: Origins: i. Settlement patterns and town planning; agrarian base; craft productions and trade.	20	3 +1=4hrs
	ii. Social and political organization; religious beliefs and practices; art. iii. The problem of urban decline and the late- post-Harappan traditions		
UNIT-V	Cultures in transition: i. Settlement patterns, technological and economic developments social stratification; political relations; religion and ii. philosophy; the Aryan Problem, North India, Vedic Age, (circa 1500 BCE-300 BCE) iii. Central India and the Deccan (circa 1000 BCE - circa 300 BCE)	20	3 +1=4hrs

SUGGESTED READINGS:

1. R. S. Sharma. India's Ancient Past. New Delhi: Oxford University Press, 2007.
2. R. S. Sharma. Material Culture and Social Formations in Ancient India. New Delhi: Macmillan (reprint: Laxmi Publications), 2007.
3. R. S. Sharma. Looking for the Aryans. Delhi: Orient Longman, 1995.
4. D. P. Agrawal. The Archaeology of India. New Delhi: Select Book Service Syndicate, 1985.
5. Bridget Allchin and F. Raymond Allchin. The Rise of Civilization in India and Pakistan. Cambridge: Cambridge University Press, 1983.
6. A. L. Basham. The Wonder That Was India, Vol. 1: A Survey of the History and Culture of the Indian Sub-Continent Before the Coming of the Muslims. London: Sidgwick & Jackson (various Indian editions: Rupa; Picador), 1954; reprint many editions (use any reliable reprint; 1971 commonly cited).

7. D. K. Chakrabarti. The Archaeology of Ancient Indian Cities. Delhi: Oxford University Press, 1997.
8. D. K. Chakrabarti. The Oxford Companion to Indian Archaeology. New Delhi: Oxford University Press, 2006.
9. H. C. Raychaudhuri. Political History of Ancient India: From the Accession of Parikshit to the Extinction of the Gupta Dynasty. Revised edition with commentary by B. N. Mukherjee. New Delhi: Oxford University Press, 1996.
10. K. A. Nilakanta Sastri (ed.). A History of South India: From Prehistoric Times to the Fall of Vijayanagar. Oxford: Oxford University Press, 1955; 4th ed., 1966.
11. Upinder Singh. A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century. Delhi: Pearson Longman, 2008.
12. Romila Thapar. Early India: From the Origins to AD 1300. London: Penguin/Allen Lane, 2002.
13. Uma Chakravarti. The Social Dimensions of Early Buddhism. New Delhi: Oxford University Press, 1997.
14. Rajan Gururkal. Social Formations of Early South India. New Delhi: Oxford University Press, 2010.
15. R. Champakalakshmi. Trade, Ideology and Urbanization: South India 300 BC–AD 1300. New Delhi: Oxford University Press, 1996.

DSM HIS- 101: HISTORY OF INDIA (from the earliest times to 1206 CE)

**Lectures: 3;
Credit-4**

**Tutorial: 1 (per week)
Marks: 40 (In-Sem) + 60 (End-Sem) = 100**

Course Description: The chronological progression of ancient Indian history from Harappan times to the post-Gupta era is covered in this course.

Pre-Requisite: Basic concepts of ancient Indian politics and culture.

Course Objectives: The course aims to analyse changes and transformations in polity, economy and society in and the linkages developed through contacts with the outside world. Upon completion of this course, students will be able to learn the emergence of state formation system in North India, development of imperial state structure and state formation in South India in the early period.

Course Outcomes:

CO1: To identify major sources used in reconstructing ancient Indian history.

CO2: To explain the socio-political and economic features of different historical periods, including Vedic and Post-Vedic phases.

CO3: To interpret inscriptions, coins, and literary texts to extract historical meaning and context.

CO4: To analyze the social implications of the rise of Jainism and Buddhism in response to Brahmanical orthodoxy.

CO5: To evaluate the role of foreign invasions (e.g., by Ghaznavids and Ghori's) in transforming the Indian polity.

CO6: To understand foreign interference in Indian politics with the advent of Central Asian powers.

UNIT	TITLE	MARKS	Classes to be taken Lecture=60 Tutorial=20 Total in hrs= 60hrs
UNIT-I	Sources: literary and archaeological i. Indus Civilization: origin, extent, urban planning and urban decline. ii. Society, polity, economy and religion in the Rig Vedic Period iii. Society, polity, economy and religion in the Later Vedic Period	20	3 +1= 4 hrs
UNIT-II	Rise of territorial states i. Janapadas and Mahajanapadas ii. Rise of new religious movements in north India- Jainism and Buddhism, social dimension of early Jainism and Buddhism iii. The Mauryas - Background of Mauryan state formation. iv. Asoka: Dhamma - its propagation; Administration and Economy under the Mauryas. v. Decline of the Mauryas	20	3 +1=4 hrs
UNIT-III	Post-Mauryan period: i. The Sungas, Chedis Kharavelas and Satavahanas ii. Sangam Age: literature, society and culture in South India.	20	3 +1= 4hrs
UNIT-IV	Central Asian contact and its Impact: i. The Indo-Greeks, Sakas and Kushanas ii. The Gupta Empire- state and administration iii. Post Gupta period: Vardhanas and Palas	20	3 +1= 4hrs
UNIT-V	Political development in the South : i. The Pallavas, the imperial Cholas, the Rashtrakutas and the Chalukyas. ii. The Arabs and the Turks in Indian politics- Ghaznavids and the Ghori's invasions. iii. Indian Society during 650-1200 A.D.-literature & language, temple architecture and Sculpture.	20	3 +1= 4hrs

SUGGESTED READING:

1. Agrawal, D. P. *The Archaeology of India*. New Delhi: Curzon Press, 1985.
2. Allchin, Bridget and F. Raymond Allchin. *The Rise of Civilization in India and Pakistan*. Cambridge: Cambridge University Press, 1983.

3. Altekar, A. S. *State and Government in Ancient India*. Delhi: Motilal Banarsidass, 1966.
4. Basham, A. L. *The Wonder That Was India*. London: Sidgwick & Jackson, 1971.
5. Chakrabarti, D. K. *The Archaeology of Ancient Indian Cities*. Delhi: Oxford University Press, 1997.
6. Chakrabarti, D. K. *The Oxford Companion to Indian Archaeology*. New Delhi: Oxford University Press, 2006.
7. Chakravarti, Ranabir. *Exploring Early India up to c. AD 1300*. 2nd ed. Delhi: Macmillan, 2013.
8. Chakravarti, Uma. *The Social Dimensions of Early Buddhism*. New Delhi: Oxford University Press, 1997.
9. Champakalakshmi, R. *Trade, Ideology and Urbanisation: South India, 300 BC–AD 1300*. Delhi: Oxford University Press, 1996.
10. Gurukkal, Rajan. *Social Formations of Early South India*. New Delhi: Oxford University Press, 2010.
11. Jha, D. N. *Ancient India: An Historical Outline*. Delhi: Manohar Publishers, Reprint, 2012.
12. Kosambi, D. D. *An Introduction to the Study of Indian History*. Mumbai: Popular Prakashan, 1975.
13. Kosambi, D. D. *The Culture and Civilisation of Ancient India in Historical Outline*. New Delhi: Vikas Publishing House, 1975.
14. Lal, B. B. *The Saraswati Flows On: The Continuity of Indian Culture*. New Delhi: Aryan Books International, 2002.
15. Raychaudhuri, H. C. *Political History of Ancient India*. Revised ed., with Commentary by B. N. Mukherjee. Delhi: Oxford University Press, 1996.
16. Ratnagar, Shereen. *Enquiries into the Political Organization of Harappan Society*. Pune: Ravish Publishers, 1991.
17. Ratnagar, Shereen. *Understanding Harappa: Civilization in the Greater Indus Valley*. New Delhi: Tulika Books, 2015.
18. Roy, Kumkum. *The Emergence of Monarchy in North India: Eighth to Fourth Centuries BC*. New Delhi: Oxford University Press, 1994.
19. Sastri, K. A. Nilakanta (ed.). *History of South India: From Prehistoric Times to the Fall of Vijayanagar*. Oxford: Oxford University Press, 1966.
20. Sharma, R. S. *India's Ancient Past*. New Delhi: Oxford University Press, 2007.
21. Sharma, R. S. *Looking for the Aryas*. Delhi: Orient Longman, 1995.
22. Sharma, R. S. *Material Culture and Social Formations in Ancient India*. Delhi: Macmillan India, 1983 (Reprint 2007).
23. Singh, Upinder. *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*. New Delhi: Pearson Longman, 2008.
24. Thapar, Romila. *Ashoka and the Decline of the Mauryas*. Rev. ed. New Delhi: Oxford University Press, 1997.
25. Thapar, Romila. *Early India: From the Origins to AD 1300*. Berkeley: University of California Press, 2002.
26. Thapar, Romila. *From Lineage to State: Social Formations in the Mid-First Millennium BC in the Ganga Valley*. New Delhi: Oxford University Press, 1984.
27. Thapar, Romila. *The Penguin History of Early India: From the Origins to AD 1300*. New Delhi: Penguin Books, 2003.
28. Singh, Upinder. *Political Violence in Ancient India*. Cambridge, MA: Harvard University Press, 2017.

IDC HIS 101: UNDERSTANDING SCIENCE AND TECHNOLOGY IN ANCIENT INDIA

Lectures: 2

Credit: 3

Tutorial: 1 (per week)

Marks: 30 (In-Sem) + 45 (End-Sem) = 75

Course Description:

This course is an introduction to the students to the history of science and technology in Ancient India and to familiarize them with the major developments in different branches of science.

Pre- Requisite: Should have a basic idea in early societies and technologies of India.

Course Objective:

The course aims to let them acquainted with knowledge of technological advances from Paleolithic to Neolithic phases. After the completion of this paper, the students will be able to explore and understand a comprehensive understanding of the historical development of science and technology in Ancient India.

Objective: The course aims to let them acquainted with knowledge of technological advances from Paleolithic to the other stages of Ancient India.

Course Outcomes:

CO1: To identify key technological stages: Paleolithic, Mesolithic, Neolithic, Bronze Age, and Iron Age.

CO2: To explain the evolution of material culture through various prehistoric periods.

CO3: To interpret archaeological and historical methods to understand technological change.

CO4: To analyze the social and economic impact of the use of iron in ancient Indian societies.

CO5: To assess the historical significance of early Indian contributions to science and technology.

CO6: To develop an idea of technological developments in the early medieval period of the Indian Subcontinent

UNIT	TITLE	MARKS	Classes to be taken Lecture=32 Tutorial=16 total in hrs=48hrs
UNIT-I	i. Stone Age technology: Conceptual understanding of Technology and its growth ii. Origin and growth of food production. iii. Paleolithic: Stone industries and other technological development iv. Mesolithic: New developments in technology, society and economy v. Neolithic: Technological changes,	20	2 +1= 3 hrs
UNIT-II	i. Bronze Age technology: Tools , ii. Metallurgy, Craft work.	15	2 +1=3 hrs
UNIT-III	i. Iron Age culture: Use of iron and its impact. ii. Painted grey ware (PGW) and Northern Black Polished ware (NBPW) cultures.	20	2 +1= 3 hrs
UNIT-IV	i. Early developments in science and technology: Aryabhatta, Varahmihira, Brahmagupta,	20	2 +1= 3 hrs

	Bhaskara I, Charaka. ii. Technological developments in the early medieval period, Persian wheel, Agro industries Metal technology, gun-powder, textiles, bridge-building.		
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SUGGESTED READING:

1. Bag, A. K. (ed.). *History of Technology in India*. New Delhi: Indian National Science Academy, 1997.
2. Chattopadhyaya, D. P. *History of Science and Technology in Ancient India*. New Delhi: Firma KLM (or subsequent editions).
3. Habib, Irfan. *Prehistory*. New Delhi: Aligarh Historians Society, *People's History of India* Series.
4. Kosambi, D. D. *An Introduction to the Study of Indian History*. Mumbai: Popular Prakashan, 1975.
5. Raychaudhuri, Tapan, and Irfan Habib (eds.). *The Cambridge Economic History of India, Vol. I: c.1200–c.1750*. Cambridge: Cambridge University Press, 1982.
6. Roy, A., and S. K. Bagchi (eds.). *Technology in Ancient and Medieval India*. New Delhi: Sandeep Prakashan.
7. Sharma, R. S. *Material Culture and Social Formations in Ancient India*. Delhi: Macmillan India, 1983 (Reprint 2007).
8. Singh, Upinder. *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*. New Delhi: Pearson Longman, 2008
9. Agrawal, D. P. *The Archaeology of India*. New Delhi: Curzon Press, 1985.
10. Chakrabarti, D. K. *India: An Archaeological History: Palaeolithic Beginnings to Early Historic Foundations*. New Delhi: Oxford University Press, 1999.
11. Gordon Childe, V. *Man Makes Himself*. London: Watts & Co., 1936. (*Classic work on the development of technology and civilization.*)
12. Possehl, Gregory L. *The Indus Civilization: A Contemporary Perspective*. Walnut Creek, CA: AltaMira Press, 2002.
13. Allchin, Bridget, and F. Raymond Allchin. *The Rise of Civilization in India and Pakistan*. Cambridge: Cambridge University Press, 1983.

SKIL ENHENCHMENT COURSE HISTORY

SEC HIS- 101: HERITAGE TOURISM OF ASSAM

Lectures: 2

Tutorial: 1 (per week)

Credit-3

Marks: 30 (In-Sem) + 45 (End-Sem) = 75

Course Description: This course offers a comprehensive introduction to the theoretical aspects of tourism and explores the geographical and biodiversity-rich landscape of Assam. Students will gain insight into various types of tourism and understand the significance of physiographical features, climate, wildlife, ancient historical remains, architectural heritage, and ethnic-cultural festivals of the region and its importance as a tourist destination. It aims to develop awareness of sustainable tourism practices rooted in ecological and cultural sensitivity, with special focus on the diverse attractions and rich traditions of Assam.

Pre -Requisite: Basic knowledge of Tourism and its scope.

Course Objectives: After completing this course, students will be able to explain Tourism in Assam with special reference to the historical monuments, cultural and ecological elements and places of Assam as tourist and heritage sites of the nation. They will be able to relate to the growing vocation of tourism as an industry and the applicability of historical knowledge for its growth.

Course Outcomes:

CO-1: To Remember the basic concepts, types, and significance of tourism.

CO-2: To Explain the physiographic divisions, water bodies, and climate patterns of Assam.

CO-3: To Apply geographical and ecological knowledge to identify major tourist attractions and biodiversity zones.

CO-4: To Analyze the importance of ancient remains, architectural heritage, and wildlife reserves in tourism.

CO-5: To Evaluate the cultural and ecological value of fairs, festivals, and pilgrimage sites in regional tourism.

CO-6: To Create tourism promotion strategies incorporating natural and cultural resources of Assam.

In-semester assessment: Students shall carry out a small project (submission not less than 2000 words) based on survey of an area or monument. The project should try to unearth the tourism potential of the surveyed area or monument. The project may also be on an existing tourist site. No sessional examination is required for this paper.

UNIT	TITLE	Marks	Classes to be taken Lecture=32 Tutorial=16 total in hrs=48hrs
UNIT-I	Theoretical Aspects of Heritage Tourism i. Tourism – Concept, meaning significance and different types of Tourism. ii. Tangible vs. Intangible Heritage and the socio-economic significance of Heritage Preservation. iii. Stakeholders in Heritage Management: ASI, DOA, IGNCA, INTACH, etc. iv. UNESCO World Heritage Sites of Assam	15	2 +1= 3 hrs
UNIT-II	Archaeological Ruins & Royal Architecture i. Ancient Archaeological Sites: Historical remains and relics at Ambari, Tezpur, Goalpara, Deopahar (Numaligarh), and the Doyang-Dhansiri Valley. ii. Kachari Kingdom Architecture: Structural remains and masonry found in Dimapur, Maibong, and Khaspur. iii. Ahom Dynasty Heritage: The royal architecture of Charaideo (Moidams/Burial Mounds), Garhgaon (Kareng Ghar), and Rangpur (Talatal Ghar, Rang Ghar)	15	3+1=4 hrs

UNIT-III	Spiritual Heritage i. Temple Architecture & Sakta Traditions: Architectural patterns and historical significance of the <u>Kamakhya Temple</u> and <u>Hayagriva Madhava Temple (Hajo)</u> ii. Neo-Vaishnavite Heritage: Satra, <u>Majuli</u> iii. Multi-Religious Sites: <u>Poa Mecca (Hajo)</u> , <u>Azan Pir Dargah (Sivasagar)</u> , and ancient Buddhist heritage in the <u>Tai-Phake</u> cultural Centers.	15	2 +1= 3hrs
UNIT-IV	Intangible Cultural Heritage i. Festivals & Fairs: Bihu, Ali-Aye-Ligang, the <u>Ambubachi Mela</u> , Jonbeel Mela. ii. Performing Arts: Classical and folk tradition: Sattriya Dance, Bhaona (theatre), Oja-Pali iii. Living Heritage & Crafts: Indigenous silk weaving (Muga, Pat, Eri), bell-metal industries of <u>Sarthebari</u> , brass crafts of <u>Hajo</u> , and traditional pottery	15	1+1= 2hrs
UNIT V	i. Challenges, Policies, and Management ii. Preservation & Tourism Threats iii. Sustainable Tourism iv. Contemporary Tourism Framework	15	

SUGGESTED READINGS:

1. Ahmed, Kamaluddin. *The Art and Architecture of Assam*. Guwahati: Spectrum Publications, 1994.
2. Bezboruah, M. P. *Frontiers of New Tourism*. Delhi: Gyan Publishing House, 2002.
3. Bezboruah, M. P. *Indian Tourism Beyond the Millennium*. Delhi: Gyan Publishing House, 2000.
4. Bhatia, A. K. *International Tourism: Fundamentals and Practices*. New Delhi: Sterling Publishers, 1997.
5. Bhatia, A. K. *Tourism in India: History and Development*. New Delhi: Sterling Publishers, 1978.
6. Bhattacharya, P. *Tourism in Assam*. Guwahati: Bani Mandir, 2004.
7. Bora, S., and M. C. Bora. *Paryatanar Ruprekha: Uttar Purbanchalar Itihas Aru Sanskritir Patabhumi*. Guwahati: Bani Mandir,
8. Bora, S., and M. C. Bora. *The Story of Tourism: An Enchanting Journey through India's North-East*. Delhi: UBSPD, 2004.
9. Boruah, P. *Chitra-Bichitra Asom*. Guwahati, 2003.
10. Gogoi, Atanu. *Paryatan Aru Uttar Purbanchal*. Guwahati: Bani Mandir, 2006.
11. Nath, R. M. *The Background of Assamese Culture*. Guwahati, 1978.
12. Neog, Maheswar. *Asamiya Sanskritir Ruprekha*. Guwahati, 1970.
13. Neog, Maheswar. *Pavitra Asom*. Lawyers' Book Stall, Guwahati, 2008.
14. Sarma, P. *Architecture of Assam*. Delhi, 1988.
15. Taher, M., and Ahmed, A. *Geography of North East India*. Guwahati: Mani Manik Prakash, 2010.

SEMESTER II

DSC HIS 151: HISTORY OF INDIA (300 BCE to 750 CE.)

Lectures: 3

Tutorial: 1 (per week)

Credit-4

Marks: 40 (In-Sem) + 60 (End-Sem) = 100

Course Description:

The course describe the economic and socio-cultural connections, transitions and stratification's during the ruling houses, empires and the politico-administrative nuances of early Indian History from 300 BCE to 750 CE.

Pre-requisite: Basic concepts of Indian history.

Course Objective: The paper dealt with the agrarian expansion of early medieval period which has brought drastic changes in society-economy and religion and culture. It aims to have an understanding of religion, philosophy and society of Ancient India. CO3

Course Outcomes:

CO1: To identify key political dynasties, religious movements, and literary works from 300 BCE to 750 CE

CO2: To explain the relationship between political authority, religion, and social structure in early Indian history.

CO3: To use historical frameworks to interpret patterns of political formation and decline (e.g., Mauryas to Guptas to regional powers).

CO4: To analyze the causes and effects of urban decline and the shifts in trade and currency

CO5: To critically assess the impact of land grant systems on agrarian society and peasantry.

CO6: To construct arguments based on primary sources to support interpretations of caste, economy, or political structure.

UNIT	TITLE	MARKS	Classes to be taken Lecture=60 Tutorial=20 Total in hrs= 60hrs
UNIT-I	Economy and Society (circa 300 BCE to circa CE 300): i. Expansion of agrarian economy: production relations. ii. Urban growth: north India, central India and the Deccan; iii. Craft Production: trade and trade routes; coinage. iv. Social stratification: class, Varna, jati, untouchability; gender; marriage and property relations	20	3 +1= 4 hrs
UNIT-II	Changing political formations (circa 300 BCE to circa CE 300): i. The Mauryan Empire ii. Post-Mauryan Polities: Kushanas, Satavahanas, Gana Sanghas.	20	3 +1=4 hrs

UNIT-III	Towards early medieval India [circa CE fourth century to CE 750] i. Agrarian expansion: land grants, changing production relations; graded Land rights and Peasantry. ii. The problem of urban decline: patterns of trade, currency, and urban Settlements. iii. Varna, proliferation of jatis: changing norms of marriage and property. iv. The nature of polities: the Gupta Empire and its contemporaries. v. Post- Gupta polities - Pallavas, Chalukyas, and Vardhanas, Rastrakuta, Pandya.	20	3 +1= 4 hrs
UNIT-IV	Religion, philosophy and society (circa 300 BCE- CE 750): i. Consolidation of the brahmanical tradition: dharma, Varnashram, Purusharthas, samskaras. ii. Theistic cults (from circa second century BC): Mahayana; the Puranic tradition. iii. The beginnings of Tantricism	20	3 +1= 4 hrs
UNIT-V	Cultural developments (circa 300 BCE - 750 CE) i. A brief survey of Sanskrit, Pali, Prakrit and Tamil literature; Scientific and technical treatises ii. Art and architecture & forms and patronage during the Mauryan period iii. Art and architecture & forms and patronage during Post- Mauryan, Gupta, post-Gupta.	20	3 +1= 4 hrs

SUGGESTED READINGS:

1. Chattopadhyaya, B. D. *The Making of Early Medieval India*. New Delhi: Oxford University Press, 1994.
2. Chattopadhyaya, D. P. *History of Science and Technology in Ancient India*. New Delhi, 1986.
3. Chopra, P. N. (ed.). *Source Material for the Study of Indian History*. New Delhi: Publications Division, Government of India, 1973.
4. Huntington, Susan L. *The Art of Ancient India: Buddhist, Hindu, and Jain*. New York: Weatherhill, 1985.
5. Kosambi, D. D. *An Introduction to the Study of Indian History*. Mumbai: Popular Prakashan, 1975.
6. Majumdar, R. C. (ed.). *The History and Culture of the Indian People*. Vols. IV–V. Mumbai: Bharatiya Vidya Bhavan (latest editions), 1984.
7. Maity, S. K. *Economic Life in Northern India in the Gupta Period*. Calcutta: World Press, 1970.
8. Sahu, B. P. (ed.). *Land System and Rural Society in Early India*. New Delhi: Manohar Publishers, 1997.
9. Sastri, K. A. Nilakanta. *A History of South India: From Prehistoric Times to the Fall of Vijayanagar*. 4th ed. New Delhi: Oxford University Press, 2009.
10. Sharma, R. S. *India's Ancient Past*. New Delhi: Oxford University Press, 2006.

11. Sharma, R. S. *Indian Feudalism*. New Delhi: Macmillan India, 1980 (Reprint editions available).
12. Sharma, R. S. *Urban Decay in India, c.300–c.1000*. Delhi: Munshiram Manoharlal, 1987.
13. Singh, Upinder. *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*. New Delhi: Pearson, 2008. (Use this edition instead of the incorrect 2013 citation.)
14. Thapar, Romila. *A History of India*. Vol. I. New Delhi: Penguin Books, 1996 (Reprint).
15. Thapar, Romila. *Ashoka and the Decline of the Mauryas*. Revised ed. New Delhi: Oxford University Press, 1997.
16. Thapar, Romila. *Early India: From the Origins to AD 1300*. New Delhi: Penguin Books, 2002.

DSM HIS- 151: HISTORY OF INDIA (1206 CE. to 1757CE.)

Lecture: 3

Tutorial: 1 (per week)

Credit-4

Marks: 40 (In-Sem) + 60 (End-Sem) = 100

Course Description:

This course explores the political, administrative, economic, and cultural developments in medieval India from the establishment of the Delhi Sultanate to the decline of the Mughal Empire. It examines key rulers, institutions, social changes, and religious movements that shaped the subcontinent between 1206 and 1707 CE.

Pre-requisite:

Basic concepts of Indian history.

Course Objective:

Upon completion of this course, students will be able to analyse the political and social developments in India between the periods of 1206-1757. Students will be able to gather knowledge about the formation of different States during this period along with their administrative apparatuses, and the society, economy and culture of India in the 13th to mid-18th century period.

Course Outcomes:

CO1: To identify major rulers and dynasties of the Delhi Sultanate and Mughal Empire.

CO2: To explain the causes and consequences of the Mongol invasions and Sultanate expansion.

CO3: To interpret the administrative strategies of rulers like Alauddin Khalji and Sher Shah.

CO4: To analyze the rise and fall of major dynasties (e.g., Tughlaqs, Mughals) about internal and external challenges.

CO5: To evaluate the long-term impact of the Maratha rise and Mughal decline on Indian politics.

CO6: To create a visual timeline showing political, economic, and cultural developments from 1206 to 1707.

UNIT	TITLE	MARKS	Classes to be taken Lecture=60 Tutorial=20 Total in hrs= 60
UNIT-I	i. Foundation and consolidation of the Sultanate : Iltutmish, Sultana Raziya, Balban and the Mongol invasions ii. Expansion of Sultanate: Alauddin Khalji - conquests and administration iii. Tughlaqs- Muhammad bin Tughlaq and Firoz Shah Tughlaq.	20	3 +1= 4 hrs

UNIT-II	Decline of the Sultanate i. Rise of Provincial Kingdoms and contest for supremacy: Vijaynagar and Bahmani Kingdoms. ii. Political and Revenue administration : Iqtadari system iii. Agriculture, trade and commerce during the Sultanate period	20	3 +1=4hrs
UNIT-III	Foundation of the Mughal Empire : i. Mughal - Afghan contest - Babur and Humayun; Sher Shah and his administration. ii. Consolidation and territorial Expansion of the Mughal Empire- Akbar, Jahangir, iii. Shahjahan, Aurangzeb, Mughal-Rajput Relations, Religious Policy of the Mughals	20	3 +1= 4hrs
UNIT-IV	Rise of Maratha power under Shivaji. i. Disintegration of the Mughal Empire ii. Mughal Administration: Mansabdari and Jagirdari System iii. Aspects of society and economy during the Mughal period: agriculture, trade and commerce	20	3 +1= 4hrs
UNIT-V	i. Syncretism in medieval India: religion, literature, art and architecture ii. Bhakti movement: Nanak, Kabir and Mirabai iii. Sufism: Different Silsilahs	20	3 +1= 4hrs

SUGGESTED READING:

1. Ashraf, K. M. *Life and Conditions of the People of Hindustan (1200–1550 A.D.)*. Delhi: Munshiram Manoharlal, Reprint.
2. Bhargava, Meena (ed.). *The Decline of the Mughal Empire*. New Delhi: Oxford University Press, 2014.
3. Chandra, Satish. *Medieval India: From Sultanat to the Mughals*. Vols. I–II. New Delhi: Har-Anand Publications, 2004–2005.
4. Chandra, Satish. *Medieval India, Part II: Mughal Empire (1526–1748)*. Delhi: Har-Anand Publications, 1999.
5. Chitnis, K. N. *Socio-Economic History of Medieval India*. New Delhi: Atlantic Publishers, 1990.
6. Farooqui, Salma Ahmed. *A Comprehensive History of Medieval India: From the Twelfth to the Mid-Eighteenth Century*. New Delhi: Pearson, 2011.
7. Habib, Irfan. *The Agrarian System of Mughal India, 1556–1707*. 2nd rev. ed. New Delhi: Oxford University Press, 1999.
8. Habib, Irfan. *Interpreting Indian History*. Shillong: NEHU Publications, 1985.
9. Habib, Mohammad, and K. A. Nizami (eds.). *A Comprehensive History of India*. Vol. V: *The Delhi Sultanate (A.D. 1206–1526)*. Delhi: People's Publishing House, 1987.
10. Jackson, Peter. *The Delhi Sultanate: A Political and Military History*. Cambridge: Cambridge University Press, 1999.
11. Majumdar, R. C. (ed.). *The History and Culture of the Indian People*. Vol. VI: *The Delhi Sultanate*. Mumbai: Bharatiya Vidya Bhavan (latest edition), 1960.

12. Marshall, P. J. (ed.). *The Eighteenth Century in Indian History: Evolution or Revolution?* New Delhi: Oxford University Press, 2003.
13. Mehta, J. L. *Advanced Study in the History of Medieval India*. Vols. I–III. New Delhi: Sterling Publishers, 1980–1986.
14. Moreland, W. H. *India at the Death of Akbar: An Economic Study*. New Delhi: Low Price Publications. (*More appropriate than the incorrect citation "Agrarian System of Mughal India."*), 1990 (reprint).
15. Nizami, K. A. *Studies in Medieval Indian History and Culture*. New Delhi: People's Publishing House, 1966.
16. Rashid, A. *Society and Culture in Medieval India*. Calcutta: Firma KLM, 1987.
17. Richards, John F. *The Mughal Empire*. Cambridge: Cambridge University Press, 1993.
18. Rizvi, S. A. A. *A History of Sufism in India*. 2 Vols. New Delhi: Munshiram Manoharlal.
19. Rizvi, S. A. A. *The Wonder That Was India, Part II*. New Delhi: Rupa & Co., 2002.
20. Sunil Kumar. *The Emergence of the Delhi Sultanate, 1192–1286*. Ranikhet: Permanent Black, 2007.
21. Tripathi, R. P. *Rise and Fall of the Mughal Empire*. Allahabad: Central Book Depot, 1959.
22. Tripathi, R. P. *Some Aspects of Muslim Administration*. Allahabad: The Indian Press, 1959.

IDC HIS-151: UNDERSTANDING CULTURAL HERITAGE OF ASSAM

Lectures: 2

Credit: 3

Tutorial: 1 (per week)

Marks: 30(In-Sem) + 45 (End-Sem) = 75

Course Description:

This course offers an in-depth study of the cultural and historical heritage of medieval Assam, focusing on archaeological sites, architectural styles, religious movements, and literary traditions. It examines the influence of Neo-Vaishnavism, the development of vernacular literature, and the region's rich manuscript and monument legacy.

Pre-requisite: Basic concepts of Assam history and Geography.

Course Objective:

The content of the paper will help the students to aware of the rich cultural heritage of ancient and medieval Assam. The students will be able to acquaint with the art and architecture of the period under study with a focus on major archaeological sites and architectural remains. The students will

understand the context and various stylistic traditions of archaeological and architectural remains. The students will also have an understanding of neo-Vaishnavite traditions of Assam.

Course Outcomes:

CO1: To identify key archaeological sites, monuments, and art forms of medieval Assam.

CO2: To explain the cultural and historical significance of sites like Deopahar, Surya Pahar, and Charaideo Maidams.

CO3: To relate manuscript traditions and temple architecture to their socio-political contexts.

CO4: To analyze the evolution of literary traditions and their influence on Assamese vernacular culture.

CO5: To evaluate the contribution of medieval manuscripts and Bhakti literature to Assam's cultural history.

CO6: To design a project or visual presentation showcasing Assam's medieval monuments or manuscript traditions.

UNIT	TITLE	MARKS	Classes to be taken Lecture=32 Tutorial=16 Total in hrs= 48hrs
UNIT-I	i. Meaning and concept: Culture and Heritage. ii. Archaeological remains: Deopahar, Malini than, Madan Kamdev, Daparbotiya, ,Doyang-Dhansiri iii. Sculptures of Assam: Deopani School, East India school of Medieval Art iv. Stupas and rock cut caves: Surya pahar, Jogighopa, Pancharatna	20	2 +1= 3hrs
UNIT-II	i. Historical monuments of Ahom period: Monuments at Sivasagar, and Dergaon, Maidams of Charaideu ii. Monuments of Koch period: Kamakhya and Hajo. iii. Literary traditions of Medieval Assam: Buranjis, Vamsavalis	20	2+1=3hrs
UNIT-III	i. Neo- Vaishnavism in Medieval Assam: Socio-religious background, Basic tenets and its impact on tribal society. ii. Satra institutions of Barpeta and Majuli iii. Development of Vernacular literature: Bhakti literature, Caritputhi	20	2 +1= 3hrs
UNIT-IV	i. Monuments Kachari period: Kasomari and Dimapur, Maibong. ii. Art and Architecture of the Ahoms: Temple, Satra, Namghar and Royal buildings iii. Manuscript tradition of medieval Assam	15	2 +1= 3hrs

SUGGESTED READING:

1. Barpujari, H. K. *The Comprehensive History of Assam*. Vols. I & III. Guwahati: Publication Board of Assam.
2. Baruah, B. K. *A Cultural History of Assam*. Guwahati: Lawyers' Book Stall, 1969.
3. Baruah, S. L. *A Comprehensive History of Assam*. Delhi: Munshiram Manoharlal Publishers, 1995.
4. Das, B. *Assamese Culture: A Study of the Historical and Cultural Development of Assam*. New Delhi: D. K. Printworld, 1999.
5. Neog, Maheswar. *Cultural Heritage of Assam*. Delhi: Omsons Publications, 2008.
6. Neog, Maheswar. *Sankardeva and His Times*. Guwahati: Lawyers' Book Stall, 2018.
7. Sarma, S. N. *A Socio-Economic and Cultural History of Medieval Assam (1200–1800 A.D.)*. Guwahati, 1989.
8. Sarma, S. N. *The Neo-Vaishnavite Movement and the Satra Institution of Assam*. Guwahati: Department of Publication, Gauhati University, 1966.
9. Gait, Edward. *A History of Assam*. Guwahati: Lawyers' Book Stall (Reprint edition), 1997.
10. Neog, Maheswar. *Early History of the Vaishnava Faith and Movement in Assam: Sankardeva and His Times*. Delhi: Motilal Banarsidass, 1965.
11. Sarma, Satyendranath. *The Neo-Vaishnavite Movement in Assam*. Guwahati: Gauhati University, 1966.
12. Gogoi, Padmeswar. *The Tai and the Tai Kingdoms*. Guwahati: Gauhati University, 1968.
13. Goswami, Praphulladatta. *Assamese Culture*. Guwahati: Bina Library, 1982.
14. Barua, Kanak Lal. *Early History of Kāmarūpa*. Guwahati: Lawyers' Book Stall (Reprint), 1966.

SKILL ENHANCEMENT COURSE HISTORY SEC HIS- 151: ORAL CULTURE AND ORAL HISTORY

Lectures: 2

Tutorial: 1 (per week)

Credit-3

Marks: 30 (In-Sem) + 45 (End-Sem) = 75

Course Description: This course introduces students to the theory, methods, and practice of Oral History as an essential tool for reconstructing the past through memory and voice. It explores the distinctions between oral tradition and oral history, emphasizing the value of lived experiences, especially those of marginalized individuals and communities. Students will engage with methodological approaches to collecting, preserving, and interpreting oral testimonies, with a focus on ethical considerations and documentation techniques. The course also examines the relevance of oral history in understanding key social and economic issues such as gender, conflict, development, and displacement. Through fieldwork and analytical assignments, students will develop critical and practical skills to contribute to alternative historiography and community-based knowledge systems.

Pre-Requisite: Students should have the basic knowledge of orality and oral traditions.

Course Objectives:

After this course the students will be able to explain complex interrelationships of structures or events in the context of broader social and cultural framework of societies through 'public memory' and use oral history to preserve oral culture and local history. The students will be able to espouse the relevance to the northeastern region of India with its diverse culture and ethnic communities whose history is largely oral. The students will be able to use 'Public memory' as a tool and a source not only to write public history but also to explore new knowledge in the humanities, social sciences and even in disciplines like architecture, communication studies, gender studies, English, history, philosophy, political science, religion, and sociology.

Course Outcomes:

CO-1: To remember key concepts such as orality, oral tradition, and oral history.

CO-2: To understand the differences between oral history and oral tradition, and their significance in historical research.

CO-3: To apply oral history methodologies to collect and document personal narratives and community experiences.

CO-4: To analyze the social and economic dimensions of oral testimonies, especially relating to issues of gender, conflict, displacement, and development.

CO-5: To evaluate oral sources for authenticity, reliability, and historical relevance.

CO-6: To create and demonstrate original oral history projects using collected interviews, ensuring ethical and accurate representation.

In-semester assessment: Students shall carry out a small project (submission not less than 2000 words) using the Oral History method. It may be based on interviews of persons having information of past event or phenomena. No sessional examination is required for this course.

UNIT	TITLE	MARKS	CLASSES TO BE TAKEN LECTURE=32 TUTORIAL=16 TOTAL IN HRS= 48HR
UNIT-I	Concepts: i. Orality, Oral Tradition, Oral Culture ii. Oral History iii. Distinction between Oral Tradition and Oral History	15	1+1=2hrs
UNIT-II	History and Historiography i. Oral History as a tool for analysis ii. Social issues : Gender, conflict, violence, etc. iii. Economic issues : Development schemes and their impact, displacement, etc	20	3+1=4hrs
UNIT-III	Methodology: i. Collection, preservation and interpretation of historical information through recorded interviews of people, communities, and participants in past events. ii. Documentation and Archiving : Written, Audio and Visual	15	1+1=2hrs
UNIT-IV	Potential areas for Oral History research: i. Oral Traditions: Customs, Beliefs, Practices and World view; ii. Life Histories: Participants in past events; Women; War migrants; Victim of disasters, government policies, ethnic conflicts; Personal stories.	20	3+1=4hrs

SUGGESTED READINGS:

1. Bhagat, Oinam, and Dhiren A. Sadokpam (eds.). *Voices from the Margins: Oral Histories of Northeast India*. New Delhi: Routledge India, 2018.
2. Butalia, Urvashi. *The Other Side of Silence: Voices from the Partition of India*. New Delhi: Penguin Books, 2017.
3. Datta, Birendranath. *Cultural Contours of North-East India*. New Delhi: Oxford University Press, 2012.
4. Das, Veena (ed.). *Mirrors of Violence: Communities, Riots and Survivors in South Asia*. New Delhi: Oxford University Press, 1990.
5. Foley, John Miles. *Oral-Formulaic Theory: An Introduction and Annotated Bibliography*. New York: Garland Publishing, 1985.
6. Goswami, Praphulladatta. *Essays on the Folklore and Culture of North Eastern India*. Guwahati: Spectrum Publications, 1982.
7. Goswami, Praphulladatta. *Festivals of Assam*. Guwahati: ABILAC, 1995.
8. Humphries, Stephen. *The Handbook of Oral History*. London: History Workshop Centre, 1984.
9. Kakati, Banikanta. *Folk Beliefs and Customs of the Assamese Hindus*. Guwahati: Gauhati University Press, 1954.
10. Nongkynrih, B. K. Biren, and David Syiemlieh (eds.). *Orality and Beyond: Indigenous Epistemologies in Northeast India*. Shillong: ICSSR-NEHU, 2016.
11. Perks, Robert, and Alistair Thomson (eds.). *The Oral History Reader*. London: Routledge, 1998.
12. Prasad, M. Madhava. *Ideology of the Hindi Film: A Historical Construction*. New Delhi: Oxford University Press, 1998.
13. Ritchie, Donald A. *Doing Oral History: A Practical Guide*. 2nd ed. New York: Oxford University Press, 2003.
14. Roberts, Helen (ed.). *Doing Feminist Research*. London: Routledge & Kegan Paul, 1981.
15. Sarma, Nabin Chandra. *Folklore of Assam and Beyond*. Guwahati: Publication Board Assam, 1998.
16. Sarma, Nabin Chandra. *Loka Samskriti*. 2nd ed. Guwahati: Dr. Chandra Prakashan, 2003.
17. Thompson, Paul. *The Voice of the Past: Oral History*. Oxford: Oxford University Press, 1978.
18. Vansina, Jan. *Oral Tradition: A Study in Historical Methodology*. Translated by H. M. Wright. London: Routledge & Kegan Paul, 1965.
19. Vansina, Jan. *Oral Tradition as History*. Madison: University of Wisconsin Press, 1985.
20. Yow, Valerie Raleigh. *Recording Oral History: A Guide for the Humanities and Social Sciences*. Walnut Creek, CA: AltaMira Press, 2005.

SEMESTER III

DSC HIS 201: HISTORY OF INDIA III (750CE.-1206CE.)

Lectures: 3;

Tutorial: 1 (per week)

Credit- 4

Marks: 40 (In-Sem) + 60 (End-Sem) = 100

Course Description:

This course explores the political, social, economic, and cultural developments of early medieval India from circa 750 to 1200 CE. Emphasizing the use of primary sources and historiographical debates, it examines key themes such as state formation, caste dynamics, religious movements, and trade networks.

Pre Requisite: A basic understanding of ancient Indian history and familiarity with historical methods is recommended.

Course Objective:

This course aims to equip students with the ability to identify and interpret key political, social, economic, and cultural developments in early medieval India (c. 750–1200 CE). Students will analyze historical sources, evaluate competing historiographical perspectives, and construct informed arguments about state formation, social change, religious movements, and trade networks during this period.

Course Outcomes:

CO1: To identify the major sources such as inscriptions, coins, and textual records, used in reconstructing early medieval Indian history.

CO2: To explain the debates around Indian feudalism, the rise of Rajput states, and the transformation of political structures.

CO3: To demonstrate the use of primary sources (texts, inscriptions, coins) to understand specific historical events or social structures.

CO4: To analyze the impact of Arab and Turkish invasions on Indian society, polity, and culture.

CO5: To evaluate the significance of merchant guilds and trade networks in the process of urbanization.

CO6: To construct well-argued essays or presentations that synthesize evidence from multiple sources to address historical questions.

UNIT	TITLE	MARKS	Classes to be taken Lecture= 60 Tutorial=20 Total in hrs= 60
Unit I	i. Studying Early Medieval India: ii. Historical geography; Sources: texts, epigraphic and numismatic data iii. Debates on Indian feudalism, rise of the Rajputs and the nature of the state	20	3+1=4hrs
Unit II	Political Structures: i. Evolution of political structures: Rashtrakutas, Palas, Pratiharas, Rajputs and Cholas ii. Legitimization of kingship; brahmanas and temples; royal genealogies and rituals iii. Arab conquest of Sindh: nature and impact of the new set-up; Ismaili dawah iv. Early Turkish invasions: Mahmud of Ghazna; Shahab-ud-Din of Ghur	20	3+1=4hrs
Unit III	i. Agrarian Structure and Social Change: Agricultural expansion: ii. Crops, Landlords and peasants iii. Proliferation of castes; status of untouchables iv. Tribes as peasants and their place in the Varna order	20	3+1=4hrs

Unit IV	i. Trade and Commerce: Inter-regional trade ii. Maritime trade, Medium of exchange iii. Process of urbanization, Merchant guilds of South India	20	3+1=4hrs
Unit V	i. Religious and Cultural Developments: ii. Bhakti, Tantricism, Puranic traditions, Buddhism and Jainism; Popular religious cults iii. Islamic intellectual traditions: Al-Biruni; Al-Hujwiri iv. Art and architecture: Evolution of regional styles	20	3+1=4 hrs

SUGGESTED READINGS:

1. Al-Bīrūnī. *Al-Bīrūnī's India*. New Delhi: National Book Trust (NBT), latest edition, 1993 (reprint edition)..
2. Champakalakshmi, R. *Trade, Ideology and Urbanization: South India, 300 BC–AD 1300*. New Delhi: Oxford University Press, 1996.
3. Chattopadhyaya, B. D. *The Making of Early Medieval India*. New Delhi: Oxford University Press, 1994.
4. Davis, Richard H. *Lives of Indian Images*. Princeton: Princeton University Press, 1997.
5. Deyell, John S. *Living Without Silver: The Monetary History of Early Medieval North India*. New Delhi: Oxford University Press, 1990.
6. Habib, Irfan. *Medieval India: The Study of a Civilization*. New Delhi: National Book Trust, 2008.
7. Habib, Mohammad, and K. A. Nizami (eds.). *A Comprehensive History of India*. Vol. V: *The Delhi Sultanate (A.D. 1206–1526)*. Delhi: People's Publishing House, 1987.
8. Karashima, Noboru. *South Indian History and Society: Studies from Inscriptions, AD 850–1800*. Delhi: Oxford University Press, 1984.
9. Kulke, Hermann (ed.). *The State in India, AD 1000–AD 1700*. Delhi: Oxford University Press, 1995.
10. Maclean, Derryl N. *Religion and Society in Arab Sindh*. Leiden: E. J. Brill, 1989.
11. Majumdar, R. C. (ed.). *The History and Culture of the Indian People*. Vols. IV–V. Mumbai: Bharatiya Vidya Bhavan (latest editions), 1984 (3rd ed., Vol. IV); 1986 (3rd ed., Vol. V).
12. Mishra, S. C. *Rise of Muslim Communities in Gujarat*. New Delhi: Munshiram Manoharlal, 1985.
13. Ramaswamy, Vijaya. *Walking Naked: Women, Society, and Spirituality in South India*. Shimla: Indian Institute of Advanced Study, 1997.
14. Schwartzberg, Joseph E. (ed.). *A Historical Atlas of South Asia*. Chicago: University of Chicago Press, 1978.
15. Sharma, R. S. *Indian Feudalism, c. AD 300–1200*. New Delhi: Macmillan India, 1980.
16. Sharma, R. S., and K. M. Shrimali (eds.). *A Comprehensive History of India*. Vol. IV, Parts A & B. New Delhi: People's Publishing House, 2008
17. Stein, Burton. *Peasant State and Society in Medieval South India*. Delhi: Oxford University Press, 1980.
18. Thapar, Romila. *Somanatha: The Many Voices of a History*. New Delhi: Penguin Books, 2004.

DSC HIS- 202: HISTORY OF ASSAM UPTO 1228 CE.

Lectures: 3;

Tutorial: 1 (per week)

Credit-4

Marks: 40 (In-Sem) + 60 (End-Sem) = 100

Course Description:

This course provides an overview of the early history of Assam, focusing on its sources, political dynasties, religious traditions, and cultural developments up to the post-Pala period. It examines the evolution of administrative systems, external influences, and regional linkages, encouraging critical engagement with archaeological and literary evidence.

Pre Requisite:

A basic understanding of ancient Indian history and familiarity with historical sources and methods is recommended for this course.

Course Objective:

The objective of this course is to enable students to understand and critically analyze the political, social, cultural, and administrative developments of early Assam through a study of historical sources and scholarly interpretations.

Course Outcomes:

CO1: To identify major sources of early Assamese history, including literary texts and archaeological evidence.

CO2: To explain the migration patterns, social structures, and religious beliefs of early Assamese society.

CO3: To apply historical methods to interpret the significance of dynasties like the Varman, Salastambhas, and Palas.

CO4: To analyze the administrative structures and their evolution from the Varman to post-Pala periods.

CO5: To assess the contributions of different dynasties to Assam's cultural and political history.

CO6: To design comparative frameworks or timelines to visualize political and cultural changes in early Assam.

UNIT	TITLE	MARKS	Classes to be taken Lecture= 60 Tutorial=20 Total in hrs= 60
UNIT I	i. A brief survey of the sources: Literary, Archaeological ii. Land and people: Migration routes iii. Cultural linkages with South East Asia : the Stone Jars of Dima Hasao	20	3+1=4hrs
UNIT II	i. Origin and antiquity of Pragjyotisha or Kamrupa Society ii. Traditional rulers and early History iii. Religion and belief systems	20	3+1=4hrs
UNIT III	Political dynasties:	20	3+1=4hrs

	i. Varmana ii. Salastambha iii. Pala		
UNIT IV	i. Political condition of Assam in the Post-Pala period. ii. Turko-Afghan invasions iii. Disintegration of the Kingdom of Kamarupa	20	3+1=4hrs
UNIT V	i. Central and Provincial administration ii. Judicial administration iii. Revenue administration iv. Cultural Life : Literature, Art and architecture	20	3+1=4hrs

SUGGESTED READINGS:

1. Barpujari, H. K. *The Comprehensive History of Assam*. Vol. I. Revised ed. Guwahati: Publication Board Assam, 2022.
2. Baruah, B. K. *A Cultural History of Assam*. Vol. I. Guwahati: K. K. Barooah & Co., 1951.
3. Baruah, Kanak Lal. *Early History of Kamarupa*. Shillong, 1933. (Reprint editions available.)
4. Baruah, S. L. *A Comprehensive History of Assam*. New Delhi: Munshiram Manoharlal Publishers, 1985.
5. Choudhury, P. C. *The History of Civilization of the People of Assam to the Twelfth Century A.D.* Guwahati: Department of Historical and Antiquarian Studies (DHAS), Government of Assam, 1959.
6. Gait, Edward A. *A History of Assam*. Reprint. New Delhi: Alpha Editions, 2020. (Originally published in 1906.)
7. Lahiri, Nayanjot. *Pre-Ahom Assam: Studies in the Inscriptions of Assam between the Fifth and the Thirteenth Centuries A.D.* New Delhi: Munshiram Manoharlal Publishers, 1991.
8. Nath, D. *Asom Buranji* (Assamese). Dibrugarh: Bidya Bhawan, 2018.
9. Nath, R. M. *The Background of Assamese Culture*. Shillong: A. K. Nath, 1948.
10. Devi, Laxmi. *Ahom-Tribal Relations*. New Delhi: Concept Publishing Company, 2012.
11. Barua, Kanak Lal. *Early Geography of Kamarupa*. Guwahati: Lawyers' Book Stall, 1966.
12. Barpujari, H. K. (ed.). *The Comprehensive History of Assam*. Vols. II-III. Guwahati: Publication Board Assam, 1993.
13. Neog, Maheswar. *Early History of the Vaishnava Faith and Movement in Assam*. Delhi: Motilal Banarsidass, 1965.
14. Sharma, S. N. *Ancient Kamarupa: A Study of the Political, Social and Cultural History*. New Delhi: Mittal Publications, 1990.
15. Sarma, I. K. *Inscriptions of Ancient Assam*. Guwahati: Gauhati University, 1990.
16. Gogoi, Padmeswar. *The Tai and the Tai Kingdoms*. Guwahati: Gauhati University, 1968

HISTORY MINOR

DSM HIS -251: HISTORY OF INDIA (1757CE. to 1947CE.)

Lectures: 3,

Tutorial: 1 (per week)

Credit-4

Marks: 40 (In-Sem) + 60 (End-Sem) = 100

Course Description:

This course examines the major political, economic, and social transformations in India from the mid-18th century to 1947, beginning with the decline of the Mughal Empire and the rise of regional powers. It explores the establishment and expansion of British colonial rule, key reform movements, resistance struggles—including the Revolt of 1857 and Gandhian movements—and culminates in the partition and independence of India.

Prerequisite:

A basic understanding of Indian history up to the Mughal period is recommended for contextual comprehension of colonial and nationalist developments.

Course Objective :

This course aims to provide students with a comprehensive understanding of the political, economic, and social changes that occurred in India from the decline of the Mughal Empire to the achievement of independence in 1947. It encourages critical analysis of colonial policies, reform movements, resistance strategies, and the complex factors leading to the partition of India.

Course Outcomes:

CO1: To identify important battles, treaties, reformers, and administrative policies introduced by the British.

CO2: To explain the processes of colonial expansion and consolidation, including policies like the Subsidiary Alliance and Doctrine of Lapse.

CO3: To illustrate the role of key reformers and institutions in shaping socio-political change during the colonial period.

CO4: To analyze the development of Indian nationalism and the diverse ideological strands within the freedom movement.

CO5: To assess the contributions of leaders like Gandhi, Nehru, and Subhas Chandra Bose in the context of India's freedom struggle.

CO6: To design timelines or thematic essays that synthesize political, economic, and social developments leading up to Indian independence.

UNIT	TITLE	MARKS	Classes to be taken Lecture=60 Tutorial=20 Total in hrs= 60hrs
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UNIT I	Political condition in post-Mughal period and rise of regional powers: i. Bengal, Oudh and Hyderabad, ii. The Battle of Plassey and the Battle of Buxar the establishment of the British rule in India, Robert Clive and his Dual Administration in Bengal.	20	3+1=4 hrs
UNIT II	Expansion and Consolidation of the British rule: i. Warren Hastings and Lord Cornwallis. ii. British relations with the Marathas and Mysore, iii. Lord Wellesley and the Policy of Subsidiary Alliance, Lord Hastings and the relations with the Indian States	20	3+1=4 hrs
UNIT III	i. Reforms and Renaissance: Lord Bentinck and his reforms ii. Raja Ram Mohan Roy and the growth of progressive ideas in India. iii. The Growth and expansion of Sikh power under Ranjit Singh. iv. Lord Dalhousie and his policy of expansion- the Doctrine of Lapse	20	3+1=4 hrs
UNIT IV	i. The Revolt of 1857- its causes and consequences: ii. The Government of India Act of 1858. iii. The British Economic policies in India - Land revenue systems - Permanent settlement, Ryotwari and Mahalwari; trade, commercialization of agriculture, the Drain Theory. Background and establishment of the Indian National Congress.	20	3+1=4 hrs
UNIT V	Partition politics and freedom movement: i. Partition of Bengal - the Swadeshi Movement in India-growth of Revolutionary Terrorism. ii. Gandhi in Indian politics- from Khilafat to the Civil Disobedience Movement. iii. The growth of the Left, Muslim League and Communal politics in India. iv. The Quit India Movement - The INA and Partition of India.	20	3+1=4 hrs

SUGGESTED READINGS:

1. Banerjee-Dube, Ishita. *A History of Modern India*. New Delhi: Cambridge University Press, 2014.
2. Bandyopadhyay, Sekhar. *From Plassey to Partition: A History of Modern India*. Hyderabad: Orient Longman, 2004.
3. Chandra, Bipan. *History of Modern India*. New Delhi: Orient BlackSwan, 2010.
4. Chandra, Bipan. *The Rise and Growth of Economic Nationalism in India*. New Delhi: People's Publishing House, 1990.
5. Chandra, Bipan, Mridula Mukherjee, Aditya Mukherjee, K. N. Panikkar, and Sucheta Mahajan. *India's Struggle for Independence*. New Delhi: Penguin Books, 2003.

6. Desai, A. R. *Social Background of Indian Nationalism*. New Delhi: Popular Prakashan, 1990.
7. Fisher, Michael H. *The Politics of the British Annexation of India, 1757–1857*. New Delhi: Oxford University Press, 1999.
8. Gordon, Stewart. *The Marathas*. Cambridge: Cambridge University Press, 1999.
9. Gopal, S. *The British Policy in India, 1858–1905*. New Delhi: Macmillan, 1992.
10. Grewal, J. S. *The Sikhs of the Punjab*. Cambridge: Cambridge University Press, 1999.
11. Grover, B. L., and S. Grover. *A New Look at Modern Indian History*. New Delhi: S. Chand & Company, 2004.
12. Jones, Kenneth W. *Socio-Religious Reform Movements in British India*. Cambridge: Cambridge University Press, 1999.
13. Sarkar, Sumit. *Modern India, 1885–1947*. New Delhi: Macmillan India, 1983.
14. Spear, Percival. *A History of India, Vol. II: From the Sixteenth Century to the Twentieth Century*. New Delhi: Penguin Books, 1993. □ Bayly, Christopher Alan. *Indian Society and the Making of the British Empire*. Cambridge: Cambridge University Press, 1988.
15. Brown, Judith M. *Modern India: The Origins of an Asian Democracy*. Oxford: Oxford University Press, 1985.
16. Chatterjee, Partha. *Nationalist Thought and the Colonial World: A Derivative Discourse?* London: Zed Books, 1986.
17. Guha, Ranajit. *Elementary Aspects of Peasant Insurgency in Colonial India*. Delhi: Oxford University Press, 1983.
18. Metcalf, Barbara D., and Thomas R. Metcalf. *A Concise History of Modern India*. Cambridge: Cambridge University Press, 2006.
19. Sarkar, Sumit. *Modern India: 1885–1947*. New Delhi: Macmillan, 1983.
20. Seal, Anil. *The Emergence of Indian Nationalism: Competition and Collaboration in the Later Nineteenth Century*. Cambridge: Cambridge University Press, 1968.

IDC HIS-201: ENVIRONMENTAL HISTORY OF INDIA

Lectures: 2

Credit-3

Tutorial: 1 (per week)

Marks: 30 (In-Sem) + 45 (End-Sem) = 75

Course Description:

This course explores the evolution of India's environment from ancient to modern times, focusing on agricultural practices, forest use, colonial exploitation, and environmental movements. It examines how human activities have shaped ecological systems and how environmental concerns have influenced policy and activism.

Prerequisite:

A basic understanding of Indian history and an interest in environmental issues.

Course Objective:

To provide students with a historical understanding of the interaction between human societies and the environment in India, and to critically examine ecological changes, environmental movements, and conservation practices across different time periods.

Course Outcomes:

CO1: To describe the geographical features of the Indian subcontinent and the basic concepts and emergence of environmental history as an academic field.

CO2: To explain the relationship between environment and early societies such as hunter-gatherers, nomadic pastoralists, and settled agricultural communities.

CO3: To apply historical knowledge to understand the effects of iron use, agricultural expansion, and deforestation in different historical periods.

CO4: To analyze the environmental impacts of British colonial policies, including commercial forestry and railway expansion.

CO5: To evaluate the causes, strategies, and outcomes of key environmental movements like the Chipko Movement, Narmada Bachao Andolan and Subansiri Dam Movement.

CO6: To assess the social and ecological issues related to displacement, loss of livelihood, and rehabilitation caused by dams and mining projects.

UNIT	Title	Marks	Classes to be taken Lecture=32 Tutorial=16 Total in hrs=48hrs
UNIT I	i. Geographical Background of Indian Subcontinent. ii. Meaning Concept and Emergence of Environmental History as a Branch of History. iii. Environment And Early Societies (Hunter Gatheres, Nomadic Pastoral , Settled Agriculture)	20	2+1=3hrs
UNIT II	i. Use of Iron, Agricultural Expansion and Deforestation. ii. Forest and Pastoral Community of Medieval Period. iii. Deforestation and Environmental Change in British Period: Commercial Exploitation of Forest Products, Impact of Railway.	20	2+1=3hrs
UNIT III	i. Environmental Movements: Chipko Movement, Narmada Bachao Andolan, Subansiri Dam Movement. ii. Dams and Mines: Problems of Displacement, Loss of Livelihood and Problems of Rehabilitation.	20	2+1=3hrs
UNIT IV	i. Conservation and Preservation of Environment through the Ages: Customary Laws. ii. International Laws and Recent Developments.	15	2+1=3hrs

SUGGESTED READING:

1. Agarwal, D. P. *Man and Environment in India through the Ages*. New Delhi, 1992.
2. Arnold, David, and Ramachandra Guha (eds.). *Nature, Culture, Imperialism: Essays on Environmental History of South Asia*. New Delhi: Oxford University Press, 1995.
3. Bhattacharya, D. K. *Ecology and Social Formation in Ancient History*. New Delhi, 1990.
4. Crosby, Alfred W. *Ecological Imperialism: The Biological Expansion of Europe, 900–1900*. Cambridge: Cambridge University Press, 1986.
5. Gadgil, Madhav, and Ramachandra Guha. *The Fissured Land: An Ecological History of India*. New Delhi: Oxford University Press, 1992.
6. Gadgil, Madhav, and Ramachandra Guha. *An Ecological History of India*. Berkeley: University of California Press, 1993.

7. Guha, Ajay. *Medieval and Early Colonial Assam: Society, Polity and Economy*. New Delhi, 1991.
8. Guha, Ramachandra. *The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya*. Berkeley: University of California Press, 1989 (Revised editions 1999).
9. Guha, Ramachandra. *Environmentalism: A Global History*. New York: Longman, 2000.
10. Guha, Ramachandra, and Joan Martinez-Alier. *Varieties of Environmentalism: Essays North and South*. London: Earthscan, 1997/1998.
11. Guha, Sumit. *Environment and Ethnicity in India, 1200–1991*. Cambridge: Cambridge University Press, 1999.
12. Handique, R. *British Forest Policy*. New Delhi: Concept Publishing Company, 2004.
13. Mann, Michael. *British Rule on Indian Soil: North India in the First Half of the Nineteenth Century*. New Delhi, 2001.
14. Mathur, S. M. *Physical Geology of India*. New Delhi, 1986.
15. Rangarajan, Mahesh. *Environmental Issues in India: A Reader*. New Delhi: Pearson Longman, 2008.
16. Saikia, Arupjyoti. *Jungles, Reserves, Wildlife: A History of Forests in Assam*. New Delhi: Permanent Black, 2005.
17. Sinha, Rajiv Kumar. *Geographical Factors in Early Indian Economy*. New Delhi, 2000.
18. Skaria, Ajay. *Hybrid Histories: Forests, Frontiers and Wildness in Western India*. New Delhi: Oxford University Press, 2000.
19. Worster, Donald. *Nature's Economy: A History of Ecological Ideas*. Cambridge: Cambridge University Press, 1977

SKILL ENHANCEMENT COURSE-HISTORY
SEC HIS-201: Introduction to Performing Arts and Culture of Assam

Lectures: 2

Tutorial: 1 (per week)

Credit-3

Marks: 30 (In-Sem) + 45 (End-Sem) = 75

Course Description:

This course provides an in-depth exploration of the rich and diverse traditions of performing arts in Assam. It introduces students to the meaning, scope, and cultural significance of performing arts as an academic discipline. The course examines classical traditions such as Sattriya dance, music, and theatre, along with a wide range of folk performance forms. It also highlights the contributions of key cultural figures that have shaped Assam's performance heritage. Through a combination of theoretical

study and contextual analysis, students gain a foundational understanding of Assam's vibrant performance culture.

Prerequisite:

Basic understanding of the culture and history of Assam.

Course Objective:

This course's objective is to familiarize students with the historical, cultural, and artistic dimensions of performing arts in Assam and develop a conceptual understanding of performing arts as a cultural and academic field.

Course Outcomes:

CO1: To explain the meaning, scope, and cultural relevance of Performing Arts as a discipline.

CO2: To discuss the importance and academic relevance of Performing Arts in the context of culture and society.

CO3: To analyze the features and evolution of Assam's classical performance traditions in relation to cultural identity.

CO4: To evaluate the contributions of cultural pioneers such as Sankaradeva, Madhavadeva, Jyoti Prasad Agarwalla, Bishnu Prasad Rabha, and Dr. Bhupen Hazarika to the development of Assamese performing arts.

CO5: To compare different performance traditions in Assam in terms of their origin, structure, and role in cultural identity.

CO6: To demonstrate Assam's performing arts heritage and its role in shaping regional identity and continuity.

UNIT	TITLE	Marks	Classes to be taken Lecture=32 Tutorial=16 Total in hrs= 48hr
UNIT-1	i. Meaning and Concept of Performing Arts: ii. Meaning and definition of Performing Art and Culture. iii. Performing Arts as a Discipline of Studies: Its Importance and Relevance	20	2+1=3hrs
UNIT II	Performance Tradition of Assam: i. Origin and development of Classical school of Assam with special reference to Sattriya Dance, Music and Theatre.	20	2+1=3hrs
UNIT III	Folk Tradition of Performing Arts i. Fundamental Introduction of Art Form : Putala Nach, Dhuliya Bhaona, Kushan Gan, Vari Gan, Ojapali, Deodhoni, Khulia Bhaona, Zikir and Zari, Boka Bhaona, Karam Puja, Kamrupi lokageet, Goalparia lokageet, Dhemali, Malita, Mukha Bhaona.	20	2+1=3hrs
UNIT IV	Pioneers of Performance Tradition in Assam: i. Sankaradeva, Madhavadeva, Jyoti Prasad Agarwalla, Bishnu Prasad Rabha, Dr. Bhupen Hazarika	15	2+1=3hrs

SUGGESTED READINGS :

1. Anand, Lalit (ed.). *Traditional Indian Theatre*. New Delhi: National Book Trust, 2016.
2. Barthakur, Nilima. *Swar Bidya Vigyan*
3. Bhattacharjya, Harish Chandra. *Sattriya Nritya, Geet, Badya Hatputhi*.
4. Burman, Shivnath. *Asomiya Sahityar Buronji*. Vol. II. Guwahati: ABILAC Association, 1998.
5. Deka Hazarika, Karabi. *Madhavadeva: His Life, Art and Thought*. Guwahati: Bani Mandir, 2002.
6. Dutta, Dilip Kumar. *Bhupen Hazarika Geet aru Jiban Rath*. Guwahati: Bhupen Hazarika Foundation, 2012.
7. Neog, Maheswar. *Sankaradeva and His Times: Early History of the Vaishnava Faith and Movement in Assam*. Delhi: Motilal Banarsidass, 1985.
8. Rajbangshi, Paramananda. *Asomiya Natiya Sahitya Parampara Aru Paribartan*. Guwahati: Assam Prakashan Parishad, 2022.
9. Sarmah, Satyendra Nath. *Asomiya Natiya Sahitya Jilingoni*. Guwahati: Lawyers Book Stall Publications, 2016.
10. Saikia, Jyoti Prasad (ed.). *Jyoti Prasadar Sristi Aru Chetona*. Guwahati: AASU, Lurinjyoti Gogoi, 2017.
11. Varadpande, M. L. *History of Indian Theatre*. New Delhi: Abhinav Publications, 2005.
12. Vatsyayan, Kapila. *Traditional Indian Theatre: Multiple Streams*. New Delhi: National Book Trust, 2016.
13. Neog, Maheswar. *The Neo-Vaishnavite Movement and the Satra Institution of Assam*. Guwahati: Department of Publication, Gauhati University, 1966.
14. Goswami, Praphulladatta. *The Cultural Heritage of Assam*. Guwahati: Bina Library, 1982.
15. Sarma, Satyendra Nath. *A History of Neo-Vaishnavite Movement in Assam*. Guwahati: Assam Prakashan Parishad, 1999.
16. Lal, Ananda. *The Oxford Companion to Indian Theatre*. New Delhi: Oxford University Press, 2004.

SEMESTER IV

DSC HIS- 251: HISTORY OF INDIA IV (1206CE. - 1550CE.)

Lectures: 3

Tutorial: 1 (per week)

Credit-4

Marks: 40 (In-Sem) + 60 (End-Sem) = 100

Course Description: This course explores the political, social, economic, and cultural history of the Indian subcontinent from the establishment of the Delhi Sultanate to the emergence of powerful regional polities. It introduces students to a variety of historical sources—textual, epigraphic, and architectural—and examines how power was consolidated, administered, and represented. The course also delves into religious movements, economic changes, and the evolution of cultural identities during this period.

Prerequisite: Basic knowledge of early Indian history.

Course Objective: The course aims to introduce students to key sources for reconstructing medieval Indian history and also analyze the political structures and administrative systems of the Delhi Sultanate and regional kingdoms.

Course Outcomes:

CO1: To describe the foundation, expansion, and consolidation of the Delhi Sultanate.

CO2: To interpret the influence of religious authority on statecraft and imperial culture.

CO3: To analyze the foundation, expansion, and consolidation of the Sultanate under various dynasties, including the Khaljis, Tughluqs, Sayyids, and Lodis.

CO4: To compare the administration, culture, and regional identities of kingdoms like Bahmani, Vijayanagar, Gujarat, Bengal, Assam, and others, focusing on their contributions to art, literature, and architecture.

CO5: To evaluate the impact of major events such as the Mongol threat and Timur's invasion.

CO6: To assess the roles of ruling elites, Sufis, ulema, and their relationship with political authority through symbols like imperial monuments and coinage.

UNIT	TITLE	Marks	Classes to be taken Lecture=60 Tutorial=20 Total in hrs= 60hr
UNIT I	Sources: i. Persian tarikh tradition ii. Foreigners' accounts; vernacular literature. iii. Epigraphy and numismatics. iv. Architecture.	20	3+1=4 hrs
UNIT II	Polity: i. Foundation, expansion and consolidation of the Sultanate of Delhi; Theories of kingship. ii. The Khaljis and the Tughluqs; Mongol threat and Timur's invasion; The Sayyids; The Lodis: Conquest of Bahlul and Sikandar; Ibrahim Lodi and the battle of Panipat. iii. Ruling elites; Sufis, ulema and the political authority; imperial monuments and coinage.	20	3+1=4 hrs
UNIT III	Society and Economy: i. Iqta; revenue-free grants. ii. Agricultural production and technology. iii. Changes in rural society; revenue systems iv. Monetization; market regulations; growth of urban centers; trade and commerce; Indian Ocean trade .	20	3+1=4 hrs
UNIT IV	Regional Polities: i. Bahmani, Vijayanagar, ii. Gujarat, Malwa, Jaunpur, Assam and Bengal iii. Consolidation of regional identities: art, architecture and literature.	20	3+1=4 hrs
UNIT V	Religion and Culture: i. Sufi silsilas: Chishti and Suhrawardi; doctrines and practices; social roles; literature. ii. Bhakti movements and monotheistic traditions in South and North India; Women Bhaktas; Nathpanthis; Kabir, Nanak and the Sant tradition.	20	3+1=4hrs

SUGGESTED READINGS:

1. Asraf, K. M. *Life and Conditions of the People of Hindustan (1200–1550 A.D.)*. Delhi: Munshiram Manoharlal, 1977.
2. Asher, Catherine B., and Cynthia Talbot. *India Before Europe*. Cambridge: Cambridge University Press, 2006.
3. Chandra, Satish. *Medieval India: From Sultanat to the Mughals*. Vols. I–II. New Delhi: Har-Anand Publications, 2005.
4. Chandra, Satish. *Medieval India I: From Sultanat to the Mughals*. New Delhi: Har-Anand Publications, 1997.
5. Chitnis, K. N. *Socio-Economic History of Medieval India*. New Delhi: Atlantic Publishers, 1990.
6. Habib, Irfan. *The Agrarian System of Mughal India, 1556–1707*. 2nd revised ed. New Delhi: Oxford University Press, 1999.
7. Habib, Mohammad, and K. A. Nizami (eds.). *A Comprehensive History of India*. Vol. V: *The Delhi Sultanate (A.D. 1206–1526)*. Delhi: People's Publishing House, 1987.
8. Hasan, Mohibbul. *Historians of Medieval India*. New Delhi: Meenakshi Prakashan, 1968.
9. Jackson, Peter. *The Delhi Sultanate: A Political and Military History*. Cambridge: Cambridge University Press, 1999.
10. Kumar, Sunil. *The Emergence of the Delhi Sultanate, 1192–1286*. Ranikhet: Permanent Black, 2007.
11. Majumdar, R. C. (ed.). *The History and Culture of the Indian People*. Vol. VI: *The Delhi Sultanate*. Mumbai: Bharatiya Vidya Bhavan, 1960.
12. McLeod, W. H., Karine Schomer, and others (eds.). *The Sants: Studies in a Devotional Tradition of India*. Berkeley: University of California Press, 1987.
13. Mehta, J. L. *Advanced Study in the History of Medieval India*. Vols. I–II. New Delhi: Sterling Publishers, 1983.
14. Nizami, K. A. *Religion and Politics in the Thirteenth Century*. New Delhi: Oxford University Press, 1961.
15. Nizami, K. A. *Studies in Medieval Indian History and Culture*. New Delhi: People's Publishing House, 1966.
16. Rashid, A. *Society and Culture in Medieval India*. Calcutta: Firma KLM, 1987.
17. Raychaudhuri, Tapan, and Irfan Habib (eds.). *The Cambridge Economic History of India*. Vol. I: *c.1200–c.1750*. Cambridge: Cambridge University Press, 1982.
18. Rizvi, S. A. A. *A History of Sufism in India*. Vol. I. New Delhi: Munshiram Manoharlal, 1978.
19. Rizvi, S. A. A. *The Wonder That Was India: Part II*. New Delhi: Rupa & Co, 1987.
20. Tripathi, R. P. *The Rise and Fall of the Mughal Empire*. Allahabad: Central Book Depot, 1956.

DSC HIS- 252: History of India V (1550CE.-1605CE.)

Lectures: 3

Tutorial: 1 (per week)

Credit-4

Marks: 40 (In-Sem) + 60 (End-Sem) = 100

Course Description:

This course explores the political, administrative, socio-economic, and cultural developments in India under the Mughal Empire from the early 16th to the late 17th century. It emphasizes the use of diverse historical sources and historiographical traditions in reconstructing Mughal history. Key areas of study include the establishment and consolidation of the Mughal state, administrative innovations, patterns of integration and resistance, agrarian relations, trade networks, and the cultural synthesis that defined the empire's pluralistic identity.

Prerequisite:

Basic knowledge of Indian early and medieval history.

Course Objectives:

This course aims to introduce the students to the primary sources and historiographical perspectives related to Mughal history and to analyze the military, administrative, and political strategies used to establish and consolidate Mughal rule.

Course Outcomes:

Upon successful completion of this course, students will be able

CO1: To identify a wide range of historical sources for the Mughal period, including Persian chronicles, vernacular literature, memoirs, inscriptions, coins, and architectural remains.

CO2: To explain the political conditions in India before Babur's invasion, and the role of firearms and military technologies in establishing the Mughal Empire.

CO3: To analyze the inclusive nature of Mughal political integration, especially the incorporation of Rajputs and other groups into the nobility, as well as campaigns in Bengal, the Deccan, and the North-West frontier.

CO4: To evaluate the administrative strategies and reforms of Sher Shah and Humayun's challenges in empire-building.

CO5: To understand Akbar's campaigns and conquests, his administrative innovations such as the zabt, mansab, jagir, and madad-i-maash systems, and the policy of religious tolerance under sulh-i-kul.

CO6: To assess the Mughal agrarian economy, including land rights, zamindari, peasant relations, crop patterns, rural tensions, and the growth of trade and commerce.

UNIT	Title	Marks	Classes to be taken Lecture=60 Tutorial=20 Total in hrs= 60hr
UNIT I	Sources and Historiography: i. Persian literature; translations; ii. Memoirs and travelogues; vernacular literature. iii. Epigraphy and numismatics. iv. Architecture.	20	3+1=4hrs
UNIT II	Establishment of Mughal rule: i. India on the eve of Babur's invasion ii. Fire arms, military technology and warfare iii. Humayun's struggle for empire. iv. Sher Shah: administrative and revenue reforms.	20	3+1=4 hrs
UNIT III	i. Consolidation of Mughal rule under Akbar: ii. Campaigns and conquests: tactics and technology. Evolution of administrative institutions: zabt,	20	3+1=4hrs

	mansab, jagir, madad-i-maash. iii. Revolts and resistance. iv. Religious tolerance and sulh-i-kul.		
UNIT IV	Expansion and Integration: i. Inclusive political ideas: theory and practice; Incorporation of Rajputs and other indigenous groups in Mughal nobility. ii. North-West frontier, Gujarat and the Deccan, iii. Conquest of Bengal. iv. Pressure from the ulema; Sufi mystical and intellectual interventions.	20	3+1=4hrs
UNIT V	Rural Society and Economy: i. Land rights and revenue system; Zamindars and peasants; rural tensions. ii. Extension of agriculture; agricultural production; crop patterns. iii. Trade routes and patterns of internal commerce; overseas trade; rise of Surat.	20	3+1=4hrs

SUGGESTED READINGS:

1. Chandra, Satish. *Medieval India: From Sultanat to the Mughals, Part I: Delhi Sultanate (1206–1526)*. New Delhi: Har-Anand Publications, 1997.
2. Chandra, Satish. *Medieval India: From Sultanat to the Mughals, Part II: Mughal Empire (1526–1748)*. New Delhi: Har-Anand Publications, 2001.
3. Jackson, Peter. *The Delhi Sultanate: A Political and Military History*. Cambridge: Cambridge University Press, 1999.
4. Richards, J. F. *The Mughal Empire*. Cambridge: Cambridge University Press, 1993.
5. Alam, Muzaffar, and Sanjay Subrahmanyam (eds.). *The Mughal State, 1526–1750*. New Delhi: Oxford University Press, 1998.
6. Habib, Irfan. *The Agrarian System of Mughal India, 1556–1707*. New Delhi: Oxford University Press, 1999.
7. Raychaudhuri, Tapan, and Irfan Habib (eds.). *The Cambridge Economic History of India, Volume I: c. 1200–c. 1750*. Cambridge: Cambridge University Press, 1982.
8. Chandra, Satish. *Essays on Medieval Indian History*. New Delhi: Oxford University Press, 2003.
9. Habib, Mohammad, and K. A. Nizami (eds.). *A Comprehensive History of India, Volume V: The Delhi Sultanate (1206–1526)*. New Delhi: People's Publishing House, 1970.
10. Nizami, K. A. *Religion and Politics in India during the Thirteenth Century*. Bombay: Asia Publishing House, 1961.
11. Rizvi, S. A. A. *A History of Sufism in India, Volume I*. New Delhi: Munshiram Manoharlal, 1978.
12. McLeod, W. H., and Karine Schomer (eds.). *The Sants: Studies in a Devotional Tradition of India*. Berkeley: University of California Press, 1987.
13. Asher, Catherine B., and Cynthia Talbot. *India Before Europe*. Cambridge: Cambridge University Press, 2006.
14. Hasan, Mohibul. *Historians of Medieval India*. New Delhi: Meenakshi Prakashan, 1968.
15. Athar Ali, M. *The Mughal Nobility under Aurangzeb*. New Delhi: Oxford University Press, 1997.

16. Alam, Muzaffar. *The Crisis of Empire in Mughal North India: Awadh and the Punjab, 1707–1748*. Delhi: Oxford University Press, 1986.
17. Eaton, Richard M. *The Rise of Islam and the Bengal Frontier, 1204–1760*. Berkeley: University of California Press, 1993.
18. Koch, Ebba. *Mughal Architecture: An Outline of Its History and Development (1526–1858)*. Munich: Prestel, 1991.
19. Schimmel, Annemarie. *Islam in the Indian Subcontinent*. Leiden: Brill, 1980.
20. Habib, Irfan. *Essays in Indian History: Towards a Marxist Perception*. New Delhi: Tulika Books, 1995.

DSC HIS-253: RISE OF MODERN WEST -I

Lectures: 3

Tutorial: 1 (per week)

Credit-4

Marks: 40 (In-Sem) + 60 (End-Sem) = 100

Course Description: This course examines the major economic, social, cultural, religious, and intellectual transformations that shaped Europe between the late medieval and early modern periods. It explores the decline of feudalism, the emergence of capitalism, geographical discoveries and colonial expansion, the Renaissance, the Reformation, and the economic changes of the sixteenth century. Through the study of historical debates and interpretations, students will develop critical understanding of the processes that contributed to the making of the modern world.

Prerequisite: Students should have earlier basic knowledge on Europe and its nations.

Course Objectives:

This course aims to introduce about the key features of feudalism and the factors responsible for its crisis and decline in Europe. Along with to analyse the factors of geographical explorations, colonial expansion, and the growth of the Atlantic economy. It also evaluate on the intellectual and cultural developments of the Renaissance and assess their impact on European society with reference to renaissance, reformation and counter reformation. It interpret the Economic transformation and debates concerning the transition from feudalism to capitalism.

Course Outcomes:

Upon successful completion of this course, students will be able

CO:1 To understand the major developments that transformed Europe from the medieval to the early modern age.

CO:2 To Explain the interconnected nature of economic, social, cultural, and religious changes in Europe.

CO:3 To Analyse historical processes such as state formation, colonial expansion, and capitalist development.

CO:4 To Evaluate different historical interpretations and debates related to the transition from feudalism to capitalism.

CO:5 To Apply historical concepts and analytical skills to understand the origins of modern European society.

UNIT	TITLE	Marks	Classes to be taken Lecture=60 Tutorial=20 Total in hrs= 60hr

UNIT-I	Transition from feudalism (to capitalism): i. Concepts of feudalism; regional variations ii. The Crisis of Feudalism iii. Economic Crisis : commercial decline, decay of towns and epidemics iv. The transition debate : Maurice Dobb and Paul Sweezy; Marc Bloch, Georges Duby; the Brenner Debate.	20	3+1=4hrs
UNIT II	Geographical explorations and early colonial expansion: i. Factors and motives behind voyages and explorations ii. The conquests of the Americas: iii. Beginning of the era of colonization; iv. Mining and plantation; the African slaves.	20	3+1=4hrs
UNIT III	Renaissance: i. Origins and impact ii. Humanism in Renaissance iii. Re-discovery of Classics iv. Italian influence on Art, Architecture, Culture, Education and Polity; Northern Humanism	20	3+1=4hrs
UNIT IV	Reformation in the 16th century: Origin and impact i. Martin Luther, John Calvin, Zwingli ii. The Radical Reformation: Anabaptists, Huguenots iii. English Reformation and the state iv. Counter Reformation.	20	3+1=4hrs
UNIT V	Economic developments of the sixteenth century: i. Shift of economic balance from the Mediterranean to the Atlantic. ii. Agricultural revolution , Enclosure movement. iii. Commercial Revolution; Influx of American silver and the Price Revolution.	20	3+1=4hrs

SUGGESTED READINGS

1. Aston, T. H., and C. H. E. Philpin (eds.). *The Brenner Debate: Agrarian Class Structure and Economic Development in Pre-Industrial Europe*. Cambridge: Cambridge University Press, 2005.
2. Butterfield, Herbert. *The Origins of Modern Science*. London: Bell & Sons, 1949.
3. Cipolla, Carlo M. *Before the Industrial Revolution: European Society and Economy, 1000–1700*. 3rd ed. London: Routledge, 1993.
4. Cipolla, Carlo M. (ed.). *The Fontana Economic History of Europe, Vols. II & III*. London: Collins/Fontana, 1976.
5. Dobb, Maurice. *Studies in the Development of Capitalism*. London: Routledge, 1946.

6. Hilton, Rodney. *The Transition from Feudalism to Capitalism*. London: New Left Books, 1976.
7. Hale, J. R. *Renaissance Europe, 1480–1520*. London: Fontana, 1971.
8. Koenigsberger, H. G., and George L. Mosse. *Europe in the Sixteenth Century*. London: Longman, 1968.
9. Lee, Stephen J. *Aspects of European History, 1494–1789*. London: Routledge, 1984.
10. Parker, Geoffrey. *Europe in Crisis, 1598–1648*. Oxford: Blackwell, 1979.
11. Parker, Geoffrey, and Lesley M. Smith (eds.). *The General Crisis of the Seventeenth Century*. London: Routledge, 1978.
12. Parry, J. H. *The Age of Reconnaissance: Discovery, Exploration and Settlement, 1450–1650*. London: Weidenfeld & Nicolson, 1963.
13. Phukan, Meenaxi. *Rise of the Modern West: Social and Economic History of Early Modern Europe*. New Delhi: Macmillan, 2000.
14. Anderson, Perry. *Lineages of the Absolutist State*. London: Verso, 1974.
15. Scammell, V. *The First Imperial Age: European Overseas Expansion, 1400–1715*. London: Unwin Hyman, 1989.
16. de Vries, Jan. *The Economy of Europe in an Age of Crisis, 1600–1750*. Cambridge: Cambridge University Press, 1976.
17. Slicher van Bath, B. H. *The Agrarian History of Western Europe, AD 500–1850*. London: Edward Arnold, 1963.
18. Elton, G. R. *Reformation Europe, 1517–1559*. London: Collins, 1963.
19. Mathias, Peter. *The First Industrial Revolution*. London: Routledge, 1969.
20. Sinha, Arvind. *Europe in Transition: From Feudalism to Industrialization*. Delhi: Manohar Publishers, 2010.

DSM HIS- 251: HISTORY OF ASSAM (UPTO 1228 CE.)

Lectures: 3

Tutorial: 1 (per week)

Credit- 4

Marks: 40 (In-Sem) + 60 (End-Sem) = 100

Course Description:

This course explores the early history of Assam from prehistoric times up to the disintegration of the ancient Kamarupa kingdom around 1228 CE. It examines the diverse historical sources—both literary and archaeological—along with the region’s ethnic composition, migratory patterns, and cultural linkages, especially with Southeast Asia.

Prerequisite:

Basic knowledge of ancient history of Assam.

Course Objectives:

By the end of this course, students will be able to identify and describe key sources of early Assamese history and understand the ethnic, political, and cultural evolution of Assam.

Course Outcomes:

Upon successful completion of this course, students will be able

CO1: To define the key rulers, dynasties, and historical events in Assam's early history.

CO2: To explain the historical relevance of migration, cultural exchanges, and religious practices.

CO3: To use historical sources to interpret political and cultural changes in ancient Assam.

CO4: To differentiate between administrative and dynastic patterns across the Varman, Salastambha, and Pala eras.

CO5: To assess the causes and effects of the Turko-Afghan invasions and the decline of Kamarupa.

CO6: To construct historical arguments or presentations on the unique identity of Assam in early medieval India.

UNIT	TITLE	Marks	Classes to be taken Lecture=60 Tutorial=20 Total in hrs= 60hrs
UNIT-1	i. A brief survey of the sources of Early Assam: Literary, Archaeological. ii. Land and people: Migration routes iii. Cultural linkages with South East Asia: the Stone Jars of Dima Hasao.	20	3+1=4 hrs
UNIT II	Origin and antiquity of Pragjyotisha or Kamrupa i. Traditional rulers and early History. ii. Religion and belief systems.	20	3+1=4 hrs
UNIT III	Political dynasties of Early Assam: i. Varmana ii. Salastambha iii. Pala	20	3+1=4 hrs
UNIT IV	Political condition of Assam in the Post-Pala period: i. Turko-Afghan invasions. ii. Disintegration of the Kingdom of Kamarupa.	20	3+1=4 hrs
UNIT V	Administrative system of Ancient Assam: i. Central and Provincial administration ii. Judicial administration. iii. Revenue administration. iv. Cultural Life : Literature, Art and architecture.	20	3+1=4 hrs

SUGGESTED READINGS

1. Baruah, S. L. *A Comprehensive History of Assam*. New Delhi: Munshiram Manoharlal Publishers Pvt. Ltd., 1985.
2. Barpujari, H. K. (ed.). *The Comprehensive History of Assam, Vol. I*. Guwahati: Publication Board, Assam, 1990.
3. Gait, Edward A. *A History of Assam*. Calcutta: Thacker, Spink & Co., 1906.
4. Baruah, K. L. *Early History of Kamrupa*. Guwahati: Lawyers Book Stall, 1933.

5. Choudhury, P. C. *The History and Civilization of the People of Assam to the Twelfth Century A.D.* Guwahati: Department of Historical and Antiquarian Studies, Assam, 1959.
6. Bhuyan, S. K. (ed.). *Deodhai Assam Buranji*. Guwahati: Department of Historical and Antiquarian Studies, Assam, 1932.
7. Bhuyan, S. K. (ed.). *Kamarupa Buranji*. Guwahati: Department of Historical and Antiquarian Studies, Assam, 1930.
8. Bhuyan, S. K. *Anglo-Assamese Relations, 1771–1826*. Guwahati: Department of Historical and Antiquarian Studies, Assam, 1949.
9. Bhuyan, S. K. *Studies in the History of Assam*. Guwahati: Department of Historical and Antiquarian Studies, Assam, 1958.
10. Dutta, Sristidhar. *The Matakas and Their Kingdom*. Guwahati: Bina Library, 1955.
11. Neog, Maheswar. *Early History of the Vaishnava Faith and Movement in Assam*. New Delhi: Motilal Banarsidass, 1965.
12. Neog, Maheswar. *Sankaradeva and His Times: Early History of the Vaishnava Faith and Movement in Assam*. Guwahati: University of Gauhati, 1965.
13. Sarma, P. C. *The History of the Ahom Kingdom*. Guwahati: Assam Publication Board, 1985.
14. Gogoi, Lila. *The History of the System of Ahom Administration*. Guwahati: Publication Board, Assam, 1987.
15. Gogoi, Padmeswar. *The Tai and the Tai Kingdoms*. Guwahati: Gauhati University, 1968.
16. Guha, Amalendu. *Medieval and Early Colonial Assam: Society, Polity and Economy*. Calcutta: Centre for Studies in Social Sciences, 1991.
17. Guha, Amalendu. *The Ahom Political System: An Enquiry into the State Formation Process in Medieval Assam*. Social Scientist, 1981.
18. Barua, B. K. *A Cultural History of Assam*. Guwahati: Lawyers Book Stall, 1969.
19. Sharma, Mukunda Madhab. *Inscriptions of Ancient Assam*. Guwahati: Gauhati University, 1978.
20. Nath, D. *History of the Koch Kingdom, c. 1515–1615*. Delhi: Mittal Publications, 1989.

SEMESTER V

DSC HIS- 301: HISTORY OF INDIA VI (1605 CE. - 1750 CE.)

Lectures: 3

Tutorial: 1 (per week)

Credit- 4

Marks: 40 (In-Sem) + 60 (End-Sem) = 100

Course Description:

This course explores the political, cultural, and economic developments of India under the later Mughals, particularly during the reigns of Jahangir, Shah Jahan, and Aurangzeb. It examines the internal dynamics of the Mughal Empire, including imperial administration, syncretic traditions, and cultural achievements. The course also focuses on the crisis of the Mughal state, regional political formations like the Rajputs, Marathas, and Deccan kingdoms, and the transformation of trade and commerce.

Prerequisite:

Basic knowledge of medieval history of India.

Course Objectives:

By the end of this course, students will be able to understand the political and cultural developments under later Mughal rulers and analyze the administrative and religious policies of Aurangzeb and their consequences.

Course Outcomes:

Upon successful completion of this course, students will be able

CO1: To define key administrative reforms, rulers, and events from Jahangir to the 18th century.

CO2: To describe cultural and architectural contributions of Mughal emperors and the nature of syncretism.

CO3: To use historical data to explain political changes and regional shifts in 17th–18th century India.

CO4: To compare the political strategies of Aurangzeb with regional powers like the Marathas or Rajputs.

CO5: To assess the causes of the Mughal decline and interpret differing scholarly debates on the 18th century.

CO6: To develop research-based arguments or essays linking political, religious, and economic trends.

UNIT	TITLE	Marks	Classes to be taken Lecture-60 Tutorial=20 Total in hrs-60 hrs
UNIT I	i. Political Culture under Jahangir and Shah Jahan ii. Extension of Mughal rule; changes in mansab and jagir systems; imperial culture. iii. Syncretism of Jahangir, Shah Jahan and Dara Sukoh iv. Architecture and Paintings	20	3+1=4 hrs
UNIT II	i. Mughal Empire under Aurangzeb. ii. State and religion under Aurangzeb; issues in the war of succession; policies regarding religious groups and institutions iii. Conquests and limits of expansion iv. Beginning of the crisis: contemporary perceptions; agrarian and jagir crises; revolts	20	3+1=4 hrs
UNIT III	Patterns of Regional Politics: i. Rajput political culture and state formation. ii. Deccan kingdoms. iii. Emergence of the Marathas; Shivaji; expansion under the Peshwas.	20	3+1=4 hrs
UNIT IV	Trade and Commerce: i. Crafts and technologies; Monetary system ii. Markets; transportation; urban centres iii. Indian Ocean trade network	20	3+1=4 hrs
UNIT V	18th century India i. Mughal decline. ii. Emergence of successor states. iii. The eighteenth century debate.	20	3+1=4 hrs

SUGGESTED READINGS:

1. Athar Ali, M. *The Mughal Nobility under Aurangzeb*. New Delhi: Oxford University Press, 1997.
2. Alam, Muzaffar, and Sanjay Subrahmanyam (eds.). *The Mughal State, 1526–1750*. New Delhi: Oxford University Press, 1998.
3. Richards, J. F. *The Mughal Empire*. Cambridge: Cambridge University Press, 1993.
4. Habib, Irfan. *The Agrarian System of Mughal India, 1556–1707*. New Delhi: Oxford University Press, 1999.
5. Chandra, Satish. *Essays on Medieval Indian History*. New Delhi: Oxford University Press, 2003.
6. Chandra, Satish. *Parties and Politics at the Mughal Court, 1707–1740*. New Delhi: Oxford University Press, 1959.
7. Alam, Muzaffar. *The Crisis of Empire in Mughal North India: Awadh and the Punjab, 1707–1748*. Delhi: Oxford University Press, 1986.
8. Marshall, P. J. (ed.). *The Eighteenth Century in Indian History: Evolution or Revolution?* New Delhi: Oxford University Press, 2003.
9. Alavi, Seema (ed.). *The Eighteenth Century in India*. New Delhi: Oxford University Press, 2002.
10. Dasgupta, Ashin. *Indian Merchants and the Decline of Surat, 1700–1750*. Wiesbaden: Franz Steiner Verlag, 1979.
11. Gordon, Stewart. *The Marathas, 1600–1818*. Cambridge: Cambridge University Press, 1993.
12. Koch, Ebba. *Mughal Art and Imperial Ideology: Collected Essays*. New Delhi: Oxford University Press, 2001.
13. Asher, Catherine B. *Architecture of Mughal India*. Cambridge: Cambridge University Press, 1992.
14. Beach, Milo Cleveland. *Mughal and Rajput Painting*. Cambridge: Cambridge University Press, 1992.
15. Rizvi, S. A. A. *Muslim Revivalist Movements in Northern India in the Sixteenth and Seventeenth Centuries*. Agra: Agra University Press, 1965.
16. Hasan, S. Nurul. *Religion, State and Society in Medieval India*. New Delhi: Oxford University Press, 2005.
17. Arasaratnam, S. *Maritime India in the Seventeenth Century*. Delhi: Oxford University Press, 1994.

18. Wink, André. *Land and Sovereignty in India: Agrarian Society and Politics under the Eighteenth-Century Marathas*. Cambridge: Cambridge University Press, 1986.

19. Mukhia, Harbans. *The Mughals of India*. Oxford: Blackwell, 2004.

DSC HIS- 302: History of Medieval Assam (1228 CE. –1826 CE.)

Lectures: 3

Tutorial: 1 (per week)

Credit- 4

Marks: 40 (In-Sem) + 60 (End-Sem) = 100

Course Description:

This course provides a comprehensive overview of the Ahom kingdom and its historical significance in the Brahmaputra Valley. It examines the political, administrative, cultural, and religious aspects of the Ahoms from the 13th century until the Treaty of Yandaboo in 1826. Topics include the origin and expansion of the Ahom kingdom, significant rulers and their policies, conflicts such as the Ahom-Mughal wars, and the socio-religious movements of the time, particularly the Neo-Vaishnavite movement led by Sankaradeva.

Prerequisite:

Basic understanding of Assam history.

Course Objectives:

By the end of the course, students will be able to identify and analyze the sources used in reconstructing the history of the Ahom period and understand the processes of state formation in the Brahmaputra Valley before and during Ahom rule.

Course Objectives:

After the completion of the course students will be able

CO1: To recall key events, rulers (e.g., Suhungmung, Pratap Singha, Rudra Singha), and important battles like Saraighat.

CO2: To explain the administrative structure of the Ahoms and the cultural impact of the Neo-Vaishnavite movement.

CO3: To use primary sources such as Buranjis and foreign accounts to interpret historical events.

CO4: To distinguish between different phases of Ahom rule and evaluate the military strategies against the Mughals.

CO5: To assess the factors leading to the decline of the Ahom kingdom, including the Moamariya Rebellion and Burmese invasions.

CO6: To construct historical narratives or essays integrating political, cultural, and administrative developments of the Ahom era.

UNIT	TITLE	Marks	Classes to be taken Lecture-60 Tutorial=20 Total inhrs-60
UNIT I	i. Sources- archaeological, epigraphic, literary, numismatic and accounts of the foreign travelers; Buranjis. ii. Political conditions of the Brahmaputra valley at the time of foundation of the Ahom kingdom. iii. Siu-ka-pha - An assessment. iv. State formation in the Brahmaputra valley-the Chutiya, Kachari and the Koch state.	20	3+1=4 hrs

UNIT II	i. Expansion of the Ahom Kingdom in the 16th century: Suhungmung (Dihingiya Raja) ii. Political Developments in the 17th century: rule of Pratap Singha) iii. Ahom-Mughal wars- the treaty of 1639.	20	3+1=4 hrs
UNIT III	i. Assam in the second half of the 17th Century- the Ahom-Mughal Wars – Mir Jumla’s Assam Invasion- causes and consequences, Invasion of Ram Singha - the Battle of Saraighat (1671) and its results ii. Post-Saraighat Assam: Ascendancy of the Tungkhungia dynasty – the reign of Gadadhar Singha.	20	3+1=4 hrs
UNIT IV	i. Ahom Rule at its zenith of Rudra Singha (1696-1714) to Rajeswar Singha (1751-1769) ii. Decline and fall of the Ahom Kingdom the Moamariya Rebellion and its impact. iii. Burmese Invasions- The English East India Company in Assam Politics iv. Treaty of Yandaboo and Assam	20	3+1=4 hrs
UNIT V	i. Ahom system of administration: the Paik system ii. Ahom Policy towards the neighbouring hill tribes iii. Religious life —Sankaradeva and the Neo Vaishnavite Movement- background and implications iv. Cultural developments : Art, Architecture and literature.	20	3+1=4 hrs

SUGGESTED READINGS:

1. Barpujari, H. K. (ed.). *The Comprehensive History of Assam, Vol. II*. Guwahati: Publication Board, Assam, 1990.
2. Barpujari, H. K. (ed.). *The Comprehensive History of Assam, Vol. III*. Guwahati: Publication Board, Assam, 1993.
3. Baruah, S. L. *A Comprehensive History of Assam*. New Delhi: Munshiram Manoharlal Publishers Pvt. Ltd., 1985.
4. Baruah, S. L. *The Last Days of Monarchy: A History of Assam from 1769–1826*. New Delhi: Munshiram Manoharlal Publishers Pvt. Ltd., 1993.
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8. Neog, Maheswar. *Sankardeva and His Times: Early History of the Vaishnava Faith and Movement in Assam*. New Delhi: Motilal Banarsidass, 1980.
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14. Gogoi, Lila. *The History of the System of Ahom Administration*. Guwahati: Publication Board, Assam, 1987.
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19. Dutta, Birinchi Kumar. *History of Assam*. Guwahati: Bina Library, 1991.

DSC HIS- 303: RISE OF THE MODERN WEST – II

Lectures: 3

Tutorial: 1 (per week)

Credit- 4

Marks: 40 (In-Sem) + 60 (End-Sem) = 100

Course Description:

This course explores major political, economic, and intellectual developments in Europe during the 17th and 18th centuries. It examines the formation of modern nation-states, crises that shaped early modern Europe, the English and American Revolutions, and the foundations of modern economic thought through concepts like mercantilism and imperialism.

Prerequisite:

Basic understanding of medieval and early modern European history.

Course Objectives:

By the end of this course, students will be able to understand the formation of nation-states and the nature of the 17th-century European crisis and analyze the causes and consequences of the English and American revolutions.

Course Outcome: After the completion of this course, the student will be able

CO1: To define major events, nation-states, and economic concepts of 17th and 18th century Europe.

CO2: To explain the political and intellectual causes of the English and American revolutions.

CO3: To apply economic and political theories like mercantilism to interpret historical developments.

CO4: To compare different political systems (absolutism vs. parliamentary monarchy) across European nations.

CO5: To assess the significance of the 17th-century crisis and scientific progress in shaping modern Europe.

CO6: To construct arguments or essays connecting early economic changes to the rise of industrial capitalism.

UNIT	TITLE	Marks	Classes to be taken Lecture-60 Tutorial=20 Total inhrs-60 hrs
UNIT I	Europe in the 17th Century: i. Formation of nation-states : Spain, France, England, Russia. ii. The 17th century crisis: economic, social and political dimensions.	20	3+1=4 hrs
UNIT II	The English Revolution: i. Major issues. ii. Political and intellectual currents.	20	3+1=4 hrs
UNIT III	European Economy: i. Development of science: Renaissance to the 17th century. ii. Concepts of Mercantilism and Imperialism. iii. Mercantilism in the 17th and 18th centuries.	20	3+1=4 hrs
UNIT IV	Politics in the 18th century: i. Parliamentary monarchy. ii. Patterns of Absolutism in Europe. iii. American Revolution : Political and economic issues.	20	3+1=4 hrs
UNIT V	i. Prelude to the Industrial Revolution. ii. Money economy, The Putting Out system	20	3+1=4 hrs

SUGGESTED READINGS:

1. Aston, T. H., and C. H. E. Philpin (eds.). *The Brenner Debate: Agrarian Class Structure and Economic Development in Pre-Industrial Europe*. Cambridge: Cambridge University Press, 2005.
2. Butterfield, Herbert. *The Origins of Modern Science*. London: Bell & Sons, 1949.
3. Cipolla, Carlo M. *Before the Industrial Revolution: European Society and Economy, 1000–1700*. 3rd ed. London: Routledge, 1993.
4. Coleman, D. C. (ed.). *Revisions in Mercantilism*. London: Methuen, 1969.

5. Davis, Ralph. *The Rise of the Atlantic Economies*. London: Weidenfeld & Nicolson, 1973.
6. Dobb, Maurice. *Studies in the Development of Capitalism*. London: Routledge, 1946.
7. Hale, J. R. *Renaissance Europe, 1480–1520*. London: Fontana, 1971.
8. Hall, A. Rupert. *From Galileo to Newton*. London: Collins, 1963.
9. Hill, Christopher. *A Century of Revolutions, 1603–1714*. London: Routledge, 1961.
10. Hilton, Rodney. *The Transition from Feudalism to Capitalism*. London: New Left Books, 1976.
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DSC HIS- 304: HISTORIOGRAPHY: CONCEPTS AND IDEAS

Lectures: 3

Tutorial: 1 (per week)

Credit- 4

Marks: 40 (In-Sem) + 60 (End-Sem) = 100

Course Description:

This course introduces students to the nature and methodology of historical inquiry. It covers the scope, definitions, and evolving perspectives of history, including the role of subjectivity and objectivity. Students will learn to critically evaluate historical sources, understand history's interdisciplinary nature, and explore diverse traditions of historical writing—from Greco-Roman and Chinese to Arabic, Indian, and modern Indian schools of historiography.

Prerequisite:

Basic knowledge of general history.

Course Objectives:

By the end of this course, students will be able to understand the definitions, nature, and scope of history as a discipline and differentiate between types of historical sources and learn how to assess them.

Course Outcome: After completion of this course a student will be able

CO1: To define history, and list its various sources and related disciplines.

CO2: To explain the difference between primary and secondary sources and the concepts of subjectivity/objectivity

CO3: To understand how to conduct internal and external criticism of historical evidence.

CO4: To compare historical traditions such as Greco-Roman, Chinese, Arabic, and Indian historiographies.

CO5: To assess modern Indian historiographical schools viz Orientalist, Nationalist, Marxist, and Subaltern.

CO6: To demonstrate and prepare short papers or presentations incorporating regional traditions into broader historical narratives.

UNIT	TITLE	Marks	Classes to be taken Lecture= 60 Tutorial=20 Total in hrs= 60
UNIT I	i. The idea of History: ii. Nature, Scope and Definition iii. Subjectivity and Objectivity of History and its Changing Perspectives. iv. Historical Sources: Primary and Secondary - (Archival, Archaeological, Literary and Oral etc.) v. Internal and external criticism.	20	3+1=4 hrs
UNIT II	History and other Disciplines: i) Archaeology ii) Geography iii) Sociology iv) Economics v) Political Science vi) Philosophy vii) Literature	20	3+1=4 hrs
UNIT III	Traditions of Historical writing i) Greco- Roman Traditions ii) Chinese Tradition iii) Arabic Tradition iii) Traditions in Ancient and Medieval India	20	3+1=4 hrs
UNIT IV	i. The Positivists and Whig Tradition ii. Historical Materialism. iii. Variations of the Marxist Approach. i. The Annals School. ii. Total History	20	3+1=4 hrs
UNIT V	A. Tradition in History writing in Modern India: i. Orientalist, Colonialist, Nationalist, Marxist, Subaltern. B. Regional History: i. Bakhar- Maharastra ii. Buranjis and Chronicles of Ahom period in Assam. iii. Khyats- Bardic historical prose of Rajasthan and Gujrat.	20	3+1=4 hrs

SUGGESTED READINGS:

1. Ali, B. Sheikh. *History: Its Theory and Methods*. Reprint. New Delhi: Laxmi Publications, 2022.
2. Sreedharan, E. *A Textbook of Historiography: 500 B.C. to A.D. 2000*. Hyderabad: Orient BlackSwan, 2004.
3. Carr, E. H. *What Is History?* London: Penguin Books, 2018.
4. Marwick, Arthur. *The Nature of History*. London: Palgrave Macmillan, 1989.
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6. Thapar, Romila. *The Past as Present: Forging Contemporary Identities through History*. New Delhi: Aleph Book Company, 2014.
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13. Heehs, Peter. "Shades of Orientalism: Paradoxes and Problems in Indian Historiography." *History and Theory*, Vol. 42, May 2003.
14. Haskell, Thomas L. "Objectivity Is Not Neutrality: Rhetoric vs. Practice in Peter Novick's *That Noble Dream*." *History and Theory*, Vol. 29, No. 2, May 1990.
15. Mohanty, Chandra Talpade. "Under Western Eyes: Feminist Scholarship and Colonial Discourses." *Feminist Review*, No. 30, Autumn 1988.
16. Patterson, Annabel. *Nobody's Perfect: A New Whig Interpretation of History*. New Haven: Yale University Press, 2002.
17. Novick, Peter. *That Noble Dream: The "Objectivity Question" and the American Historical Profession*. Cambridge: Cambridge University Press, 1988.
18. Bloch, Marc. *The Historian's Craft*. Manchester: Manchester University Press, 1954.

19. Thompson, E. P. *The Poverty of Theory and Other Essays*. London: Merlin Press, 1978.
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DSM HIS- 301:HISTORY OF ASSAM (1228 CE. –1826 CE.)

Lectures: 3

Tutorial: 1 (per week)

Credit- 4

Marks: 40 (In-Sem) + 60 (End-Sem) = 100

Course Description:

This course offers an in-depth study of the Ahom Kingdom and its role in shaping the history of Assam from the 13th to the early 19th century. Students will explore diverse historical sources—archaeological, literary, epigraphic, and numismatic—along with political, cultural, and military developments. Key topics include the foundation and expansion of the Ahom state, significant rulers, conflicts with the Mughals, internal rebellions, and the kingdom's decline.

Prerequisites:

Basic understanding of History of Assam.

Course Objectives:

By the end of this course, students will be able to understand and analyze the various sources of Ahom history, including Buranjis and archaeological evidence.

Course Outcomes:

On completion of this paper, students will be able

CO1: To identify major events, rulers (e.g., Siu-ka-pha, Suhungmung, Rudra Singha), wars, and treaties.

CO2: To describe the significance of the Ahom-Mughal wars and the sociopolitical impact of religious movements.

CO3: To use historical sources like Buranjis to explain political and cultural developments in the Ahom era.

CO4: To examine the causes and effects of the Moamariya rebellion and Burmese invasions on the Ahom state.

CO5: To assess the administrative effectiveness of the Paik system and the Ahom policy toward hill tribes.

CO6: To compose essays or presentations that synthesize political, military, and cultural elements of Ahom history.

UNIT	TITLE	Marks	Classes to be taken Lecture-60 Tutorial=20 Total inhrs-60
UNIT I	i. Sources- archaeological, epigraphic, literary, numismatic and accounts of the foreign travelers; Buranjis. ii. Political conditions of the Brahmaputra valley at the time of foundation of the Ahom kingdom. iii. Siu-ka-pha - An assessment iv. State information in the Brahmaputra valley-the Chutiya, Kachari and the Koch state	20	3+1=4 hrs

UNIT II	i. Expansion of the Ahom Kingdom in the 16 th century: Suhungmung (Dihingiya Raja) ii. Political Developments in the 17th century: rule of Pratap Singha) iii. Ahom-Mughal wars- the treaty of 1639.	20	3+1=4 hrs
UNIT III	i. Assam in the second half of the 17th Century- the Ahom-Mughal Wars – Mir Jumla’s Assam Invasion- causes and consequences, ii. Invasion of Ram Singha - the Battle of Saraighat (1671) and its results iii. Post-Saraighat Assam: Ascendancy of the Tungkhungia dynasty – the reign of Gadadhar Singha.	20	3+1=4 hrs
UNIT IV	i. Ahom Rule at its zenith of RudraSingha (1696-1714) to RajeswarSingha (1751-1769) ii. Decline and fall of the Ahom Kingdom the Moamariya Rebellion and the iii. Burmese Invasions- The English East India Company in Assam Politics iv. Treaty of Yandaboo and Assam	20	3+1=4 hrs
UNIT V	i. Ahom system of administration: the Paik system ii. Ahom Policy towards the neighbouring hill tribes iii. Religious life –Sankaradeva and the Neo Vaishnavite Movement- background and implications. iv. Cultural developments : Art, Architecture and literature.	20	3+1=4 hrs

SUGGESTED READINGS:

1. Barpujari, H. K. (ed.). *The Comprehensive History of Assam, Vol. II*. Guwahati: Publication Board, Assam, 1990.
2. Barpujari, H. K. (ed.). *The Comprehensive History of Assam, Vol. III*. Guwahati: Publication Board, Assam, 1993.
3. Baruah, S. L. *A Comprehensive History of Assam*. New Delhi: Munshiram Manoharlal Publishers Pvt. Ltd., 1985.
4. Baruah, S. L. *The Last Days of Monarchy: A History of Assam from 1769–1826*. New Delhi: Munshiram Manoharlal Publishers Pvt. Ltd., 1993.
5. Gait, Edward A. *A History of Assam*. 2nd ed. Guwahati: LBS Publication, 1962.
6. Guha, Amalendu. *Medieval and Early Colonial Assam: Society, Polity and Economy*. Calcutta: Centre for Studies in Social Sciences, 1991.
7. Dutta, Anjan Kumar. *Maniram Dewan and the Contemporary Assamese Society*. Jorhat, 1991.
8. Neog, Maheswar. *Sankaradeva and His Times: Early History of the Vaishnava Faith and Movement in Assam*. 2nd ed. Guwahati: LBS Publications, 2018.
9. Bhuyan, S. K. *Anglo-Assamese Relations, 1771–1826*. Guwahati: Department of Historical and Antiquarian Studies, Assam, 1949.
10. Bhuyan, S. K. *Studies in the History of Assam*. Guwahati: Department of Historical and Antiquarian Studies, Assam, 1958.
11. Bhuyan, S. K. (ed.). *Deodhai Assam Buranji*. Guwahati: Department of Historical and Antiquarian Studies, Assam, 1932.

12. Bhuyan, S. K. (ed.). *Assam Buranji*. Guwahati: Department of Historical and Antiquarian Studies, Assam, 1930.
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14. Gogoi, Padmeswar. *The Tai and the Tai Kingdoms*. Guwahati: Gauhati University, 1968.
15. Gogoi, Jhanavi. *Agrarian System of Medieval Assam*. New Delhi: Concept Publishing Company, 2002.
16. Nath, D. *History of the Koch Kingdom, c. 1515–1615*. Delhi: Mittal Publications, 1989.
17. Sharma, Mukunda Madhab. *Inscriptions of Ancient Assam*. Guwahati: Gauhati University, 1978.
18. Baruah, B. K. *A Cultural History of Assam*. Guwahati: Lawyers Book Stall, 1969.
19. Neog, Maheswar. *The Vaishnava Faith and Movement in Assam*. New Delhi: Motilal Banarsidass, 1965.
20. Sarma, P. C. *The History of the Ahom Kingdom*. Guwahati: Publication Board, Assam, 1985.

SEMESTER-VI

DSC HIS- 351: HISTORY OF MODERN EUROPE- I 1789 -1945

Lecture: 3

Tutorial: 1 (per week)

Credit- 4

Marks: 40 (In-Sem) + 60 (End-Sem) = 100

Course Description:

This course explores the transformation of Europe from the late 18th to the mid-20th century, beginning with the French Revolution and concluding with the Second World War. Students will examine the major political, social, and ideological upheavals that reshaped Europe including revolutions, nationalist movements, imperial rivalries, and world conflicts.

Prerequisite:

Basic knowledge of European history.

Course Objectives:

By the end of this course, students will be able to analyze the causes, phases, and outcomes of the French Revolution and its influence across Europe.

Course Outcomes:

After the completion of this course, the students will be able:

CO1: To recall major events, treaties, and political figures (e.g., Napoleon, Bismarck, Mussolini, Hitler).

CO2: To explain key developments such as the French Revolution, unification movements, and the causes of wars.

CO3: To apply historical case studies to interpret nationalist movements and foreign policies in 19th- and 20th-century Europe.

CO4: To examine the causes and consequences of events like the Crimean War, the Paris Commune, and appeasement

CO5: To assess the effectiveness of international efforts like the League of Nations and the Treaty of Versailles.

CO6: To develop analytical essays or presentations that synthesize ideological, political, and social changes in Europe.

UNIT	TITLE	Marks	Classes to be taken Lecture-60 Tutorial=20 Total in hrs-60
UNIT I	i. The French Revolution and its European repercussions: Crisis of <i>ancient regime</i> ii. Intellectual currents. iii. Social classes and emerging gender relations. iv. Phases of the French Revolution 1789 - 99. v. Art and Culture of French Revolution. vi. Napoleonic consolidation - reform and empire.	20	3+1=4 hrs
UNIT II	Restoration and Revolution: c. 1815 - 1848: i. Congress of Vienna: Forces of conservatism & restoration of old hierarchies. ii. Revolutionary and Radical movements, 1830 - 1848. iii. The Eastern Question: The Crimean War iv. Era of second Napoleonic Empire: Napoleon III: Foreign policy. v. Unification of Italy and Germany.	20	3+1=4 hrs
UNIT III	i. The Treaty of Frankfurt (1871) : Impact on Germany and Italy ii. Kulturkampf : Conflict between the Church and State iii. Foreign policy of Germany under Bismarck iv. The Paris Commune v. Imperialism in Africa	20	3+1=4 hrs
UNIT IV	i. The Eastern Question: Role of Imperialist powers ii. Russo-Turkish War and the Berlin Congress iii. Rise of nationalism and the Balkan Wars. iv. Triple Alliance and Triple Entente v. The First World War: Causes and consequences vi. The Paris Peace Conference and the Peace Settlements vii. League of The Nations – Origin and activities	20	3+1=4 hrs
UNIT V	i. The Bolshevik Revolution (1917) – Rise of the USSR ii. Rise of Nazism – Germany under Hitler and Rise	20	3+1=4 hrs

	of Fascism - Italy under Benito Mussolini. iii. The Spanish Civil War iv. Policy of appeasement v. The Second World War: Causes and Course and its aftermath.		
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SUGGESTED READINGS:

1. Hobsbawm, Eric J. *The Age of Revolution: Europe 1789–1848*. London: Weidenfeld & Nicolson, 1962.
2. Hobsbawm, Eric J. *Nations and Nationalism Since 1780: Programme, Myth, Reality*. Cambridge: Cambridge University Press, 1990.
3. Mathias, Peter. *The First Industrial Revolution*. London: Routledge, 1969.
4. Lefebvre, Georges. *The Coming of the French Revolution*. Princeton: Princeton University Press, 1947.
5. Hunt, Lynn. *Politics, Culture, and Class in the French Revolution*. Berkeley: University of California Press, 1984.
6. Soboul, Albert. *A History of the French Revolution*. 2 vols. London: Routledge, 1975.
7. Vovelle, Michel. *The Fall of the French Monarchy, 1787–1792*. Cambridge: Cambridge University Press, 1984.
8. Joll, James. *The Origins of the First World War*. London: Longman, 1989.
9. Evans, J. *The Foundations of a Modern State in Nineteenth-Century Europe*. London: Routledge.
10. Hamerow, Theodore S. *Restoration, Revolution and Reaction: Economics and Politics in Germany, 1815–1871*. Princeton: Princeton University Press, 1958.
11. Brennan, Gerald. *The Spanish Labyrinth: An Account of the Social and Political Background of the Spanish Civil War*. Cambridge: Cambridge University Press, 1943.
12. Davies, Norman. *Europe: A History*. Oxford: Oxford University Press, 1996.
13. Porter, Andrew. *European Imperialism, 1860–1914*. London: Macmillan, 1994.
14. Carr, E. H. *International Relations Between the Two World Wars, 1919–1939*. London: Palgrave Macmillan, 1961.
15. Seton-Watson, Hugh. *The Russian Empire, 1801–1917*. Oxford: Clarendon Press, 1967.
16. Thompson, Dorothy. *The Chartists: Popular Politics in the Industrial Revolution*. London: Temple Smith, 1984.
17. Robert, J. M. *Europe 1880–1985*. London: Longman, 1989.

DSC HIS- 352: COLONIAL PENETRATION AND RESISTANCE (1750 CE. - 1857 CE.)

Lectures: 3

Tutorial: 1 (per week)

Credit- 4

Marks: 40 (In-Sem) + 60 (End-Sem) = 100

Course Description:

This course examines the processes through which colonial power was established and consolidated in India. It covers the arrival and competition among European trading companies and the formation of the colonial state. A key focus is placed on resistance movements, both localized and widespread, with a critical analysis of uprisings like those of the Santhals and the Revolt of 1857.

Prerequisites:

Basic knowledge of modern Indian history.

Course Objectives:

By the end of this course, students will be able to understand the political and economic strategies used by European trading companies to establish colonial control.

Course Outcomes:

After the completion of this course, the students will be able

CO1 To Understand the role of European trading companies in India's political expansion.

CO2 To Analyze key events such as the Battles of Plassey and Buxar and their impact on British dominance in Bengal.

CO3 To Examine tools and strategies like Subsidiary Alliance and Doctrine of Lapse that enabled British expansion.

CO4 To Analyse the process of territorial expansion and consolidation across Mysore, Awadh, Maharastra, Punjab, and Sindh.

CO5 To Explore and Analyse the causes and consequences of popular resistance movements before and after 1857.

CO6 To prepare charts, reports and essays on India's resistance against the colonial penetration.

UNIT	TITLE	Marks	classes to be taken lecture-60 tutorial=20 total inhrrs-60
UNIT I	European trading companies in India : Portuguese, Dutch, French and English.	25	4+1=5 hrs
UNIT II	Dynamics of expansion, with special reference to Bengal: i. Battle of Plassey and Buxer, ii. Robert Clive and his Dual Administration.	20	3+1=4 hrs
UNIT III	Tools and strategy of Expansion: i. Subsidiary Alliance, Doctrine of Lapse. ii. Expansion and consolidation in India: Mysore, Western India, Awadh, Punjab, and Sindh.	25	4+1=5 hrs
UNIT IV	Popular Resistance: Before 1857 i. Sanyasi-Fakir uprisings, Vellore Mutiny, Kol, Santhal uprising, Munda, Khond, Moplah, Wahabi, Kittur Chennamma.	20	3+1=4 hrs
UNIT V	Uprising of 1857: i. Causes and Consequences, ii. Nature and its aftermath, iii. Indigo rebellion (1860), Pabna Agrarian Leagues (1873), Deccan riots(1875)	10	1+1=2hrs

SUGGESTED READINGS:

1. Bayly, C. A. *Indian Society and the Making of the British Empire*. The New Cambridge History of India. Cambridge: Cambridge University Press, 1988.
2. Chandra, Bipan. *The Rise and Growth of Economic Nationalism in India*. New Delhi: People's Publishing House, 1966.

3. Chakravarty, Suhash. *The Raj Syndrome: A Study in Imperial Perceptions*. New Delhi: Viking, 1989.
4. Grewal, J. S. *The Sikhs of the Punjab*. The New Cambridge History of India. Cambridge: Cambridge University Press, 1990.
5. Guha, Ranajit (ed.). *A Subaltern Studies Reader, 1986–1995*. Minneapolis: University of Minnesota Press, 1997.
6. Guha, Ranajit. *Elementary Aspects of Peasant Insurgency in Colonial India*. Delhi: Oxford University Press, 1983.
7. Kumar, Dharma, and Tapan Raychaudhuri (eds.). *The Cambridge Economic History of India, Volume II: c. 1757–c. 1970*. Cambridge: Cambridge University Press, 1983.
8. Marshall, P. J. *Bengal: The British Bridgehead: Eastern India, 1740–1828*. The New Cambridge History of India. Cambridge: Cambridge University Press, 1987.
9. Majumdar, R. C. (ed.). *The History and Culture of the Indian People, Vol. X: British Paramountcy and Indian Renaissance, Part II*. Bombay: Bharatiya Vidya Bhavan, 1965.
10. Ray, Rajat K. (ed.). *Entrepreneurship and Industry in India, 1800–1947*. Oxford in India Readings. Delhi: Oxford University Press, 1992.
11. Stokes, Eric. *The English Utilitarians and India*. Oxford: Clarendon Press, 1959.
12. Bagchi, Amiya Kumar. *Private Investment in India, 1900–1939*. Cambridge: Cambridge University Press, 1972.
13. Chandra, Bipan, K. N. Panikkar, Mridula Mukherjee, Sucheta Mahajan, and Aditya Mukherjee. *India's Struggle for Independence, 1857–1947*. New Delhi: Penguin Books, 1989.
14. Desai, A. R. *Peasant Struggles in India*. Bombay: Oxford University Press, 1979.
15. Dutt, R. Palme. *India Today*. London: Victor Gollancz, 1940.
16. Fisher, Michael H. (ed.). *Politics of Annexation: The Merger of Indian States, 1750–1850*. Oxford in India Readings. Delhi: Oxford University Press, 1993.
17. Joshi, P. C. (ed.). *Rebellion 1857: A Symposium*. New Delhi: People's Publishing House, 1957.
18. Krishnamurti, J. *Women in Colonial India*. New Delhi: Oxford University Press, 1989.
19. Naoroji, Dadabhai. *Poverty and Un-British Rule in India*. London: Swan Sonnenschein, 1901.

DSC HIS -353: INDIA'S STRUGGLE FOR FREEDOM (1857 CE.-1947 CE.)

Lectures: 3

Tutorial: 1 (per week)

Credit- 4

Marks: 40 (In-Sem) + 60 (End-Sem) = 100

Course Description:

This course examines the political and ideological developments that contributed to the rise of Indian nationalism from the late 19th century to the mid-20th century. It covers the formation of regional organizations and the Indian National Congress, the impact of key events such as the Partition of Bengal, Swadeshi Movement, Non-Cooperation, Civil Disobedience, and Quit India movements, as well as revolutionary activities and Gandhian methods of mass mobilization. Students will study the role of various social groups including peasants, women, labourers, business communities, and marginalized sections in shaping the nationalist movement. The course also addresses the complexities of communalism, the partition of the country, and the challenges of state building, including the integration of princely states and the making of the Constitution.

Prerequisite: Foundational knowledge of Indian modern history.

Course Objectives:

By the end of this course students will acquire the comprehensive understanding of the growth and development of Indian nationalism from the late 19th century to independence and nation-building.

Course Outcomes:

After the completion of this course, the students will be able

CO1: To explain the causes of Indian Nationalism and Formation of INC

CO2: To explain the Gandhian Nationalism and nationalist movement against the British.

CO3: To examine social group dynamics (e.g., peasants, tribals, women, Dalits) within the nationalist movement.

CO4: To Analyse the ideological differences among nationalist and communal groups leading up to partition.

CO5: To Examine the negotiations on independence and partition riots.

CO6: To Compose essays or presentations on themes like nationalism and culture, or the integration of princely states.

UNIT	TITLE	Marks	Classes to be taken Lecture-60 Tutorial=20 Total inhrrs-60
UNIT I	Growth of Indian Nationalism: i. Political ideology and Formation of Regional Organizations. ii. Formation of INC -1885 iii. Partition of Bengal and its consequences: iv. Moderates and extremists. v. Swadeshi movement vi. Revolutionary Activities	25	4+1=5 hrs
UNIT II	Gandhian nationalism after 1919 i. Mahatma Gandhi: His Perspectives and Methods ii. Impact of the First World War, Rowlatt Satyagraha and Jallianwala Bagh	20	3+1=4 hrs
UNIT III	i. Non- Cooperation Movement. ii. Civil Disobedience iii. Provincial Autonomy, iv. Quit India and INA v. Left wing movements	25	4+1=5 hrs
UNIT IV	Nationalism and Social Groups: i. Landlords; Peasants, Middle Classes, Tribal, Labour, Dalits, Women, Business groups.	10	1+1=2 hrs
UNIT V	Communalism and Partition: i. Ideologies and practices: RSS, Hindu Maha Sabha, Muslim League. ii. Negotiations for independence, and Partition riots. iii. Emergence of a New State: Integration of	20	3+1=4 hrs

	princely states, Making of the Constitution.		
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SUGGESTED READINGS:

1. Brown, Judith M. *Gandhi's Rise to Power: Indian Politics, 1915–1922*. Cambridge: Cambridge University Press, 1972.
2. Brown, Judith M. *Gandhi: Prisoner of Hope*. New Haven: Yale University Press, 1989.
3. Brass, Paul R. *The Politics of India Since Independence*. New Delhi: Oxford University Press, 1990.
4. Chandra, Bipan. *Nationalism and Colonialism in Modern India*. New Delhi: Orient Longman, 1979.
5. Chandra, Bipan. *The Rise and Growth of Economic Nationalism in India*. New Delhi: People's Publishing House, 1966.
6. Gandhi, M. K. *An Autobiography or The Story of My Experiments with Truth*. Ahmedabad: Navajivan Publishing House, 1927–1929.
7. Guha, Ranajit (ed.). *A Subaltern Studies Reader, 1986–1995*. Minneapolis: University of Minnesota Press, 1997.
8. Hardy, Peter. *The Muslims of British India*. Cambridge: Cambridge University Press, 1972.
9. Low, D. A. (ed.). *Congress and the Raj: Facets of the Indian Struggle, 1917–47*. London: Oxford University Press, 1977.
10. McLane, John R. *Indian Nationalism and the Early Congress*. Princeton: Princeton University Press, 1977.
11. Nehru, Jawaharlal. *An Autobiography*. London: The Bodley Head, 1936.
12. Pandey, Gyanendra. *The Construction of Communalism in Colonial North India*. Delhi: Oxford University Press, 1990.
13. Sarkar, Sumit. *Modern India, 1885–1947*. New Delhi: Macmillan, 1983.
14. Seal, Anil. *The Emergence of Indian Nationalism: Competition and Collaboration in the Later Nineteenth Century*. Cambridge: Cambridge University Press, 1968.
15. Desai, A. R. *Social Background of Indian Nationalism*. Bombay: Popular Prakashan, 1948.
16. Desai, A. R. *Peasant Struggles in India*. Delhi: Oxford University Press, 1979.
17. Chandra, Bipan, K. N. Panikkar, Mridula Mukherjee, Sucheta Mahajan, and Aditya Mukherjee. *India's Struggle for Independence, 1857–1947*. New Delhi: Penguin Books, 1989.
18. Zelliott, Eleanor. *From Untouchable to Dalit: Essays on the Ambedkar Movement*. New Delhi: Manohar, 1992.
19. Frankel, Francine R. *India's Political Economy, 1947–1977: The Gradual Revolution*. Princeton: Princeton University Press, 1978.

DSC HIS- 354: HISTORY OF ASSAM (1826 CE. – 1947 CE.)

Lectures: 3

Tutorial: 1 (per week)

Credit- 4

Marks: 40 (In-Sem) + 60 (End-Sem) = 100

Course Description:

This course offers a critical study of Assam's transition from an independent region to a colonial province under British rule, beginning with the Treaty of Yandaboo in 1826. It explores the political annexation processes, the administrative reorganization of the region, early resistance movements, and the evolution of political consciousness.

Prerequisites:

Basic knowledge of Assam history.

Course Objectives:

By the end of the course, students will be able to understand the processes and consequences of Assam's annexation by the British.

Course Outcomes:

Upon completion of this course, students will be able

CO1: To recall key events such as the Treaty of Yandaboo, major uprisings, and legislative reforms in Assam.

CO2: To describe the British administrative strategies and their impact on various ethnic and social groups in Assam.

CO3: To apply case studies (e.g., Gomadhar Konwar, Khamti resistance) to understand localized resistance movements.

CO4: To analyze the causes and effects of land revenue measures, peasant unrest, and political mobilization.

CO5: To evaluate the effectiveness of provincial political structures like Dyarchy and the impact of national movements in Assam.

CO6: To develop critical essays or presentations on themes such as migration politics, tribal resistance, or Sylhet referendum.

UNIT	Title	Marks	classes to be taken lecture-60 tutorial=20 total inhrrs-60hrs
UNIT I	i. Treaty of Yandaboo and Consequences ii. Annexation of Assam by British : Annexation of Lower Assam, Annexation of Upper Assam, Annexation of Kachar and Hills Administrative	20	3+1=4 hrs
UNIT II	i. Reform and Reorganisation: Scott, Robertson, Pemberton, Jenkins ii. Early phase of Revolts and Resistance to British rule- Gomadhar Konwar, Piyali Phukan, U. Tirot Singh, iii. The Khamti and the Singpho resistance iv. The 1857 Revolt in Assam and its aftermath.	20	3+1=4 hrs
UNIT III	i. Establishment of Chief Commissionership in Assam ii. Land Revenue Measures and Peasant Uprisings in 19th century Assam iii. Growth of national consciousness – Assam Association, Jorhat Sarbajanik Sabha, Rayat Sabha. iv. Government of India Act, 1919 – Dyarchy on Trial in Assam.	20	3+1=4 hrs
UNIT IV	i. Non Co-operation Movement and Swarajist Politics in Assam ii. The Civil Disobedience Movement	20	3+1=4 hrs

	iii. Trade Union and Allied Movements iv. Tribal League and Politics in Assam		
UNIT V	i. Quit India Movement in Assam. ii. Cabinet Mission Plan and the Grouping Controversy iii. The Sylhet Referendum. iv. Migration, Line System, and its Impact on Politics in Assam	20	3+1=4 hrs

SUGGESTED READINGS:

1. Barpujari, H. K. (ed.). *The Comprehensive History of Assam, Vol. IV*. Guwahati: Publication Board, Assam, 1990.
2. Barpujari, H. K. (ed.). *The Comprehensive History of Assam, Vol. V*. Guwahati: Publication Board, Assam, 1993.
3. Baruah, Swarnalata. *A Comprehensive History of Assam*. New Delhi: Munshiram Manoharlal Publishers Pvt. Ltd., 1985.
4. Goswami, Priyam. *From Yandabo to Partition: A History of Modern Assam*. Hyderabad: Orient BlackSwan, 2012.
5. Barpujari, H. K. (ed.). *Francis Jenkins' Report on the North-East Frontier of India*. Guwahati: Publication Board, Assam, 1986.
6. Barpujari, H. K. (ed.). *Political History of Assam, Vol. I*. Guwahati: Publication Board of Assam, 2024.
7. Barpujari, H. K. *Assam in the Days of the Company, 1826–1854*. Guwahati: Lawyer's Book Stall, 1963.
8. Bhuyan, A. C., and H. K. Barpujari (eds.). *Political History of Assam, Vols. II & III*. Guwahati: Publication Board, Assam, 1980.
9. Bhuyan, A. C. (ed.). *Nationalist Upsurge in Assam*. Dispur, Guwahati: Government of Assam, 2000.
10. Dutta, Anuradha. *Assam in the Freedom Movement*. Calcutta: Darbari Prakashan, 1991.
11. Bora, S. *Student Revolution in Assam, 1917–1947*. Delhi: Mittal Publications, 1992.
12. Chakravarti, B. C. *British Relations with the Hill Tribes of Assam Since 1858*. Facsimile Publishers, 2018.
13. Guha, Amalendu. *Planter Raj to Swaraj: Freedom Struggle and Electoral Politics in Assam, 1826–1947*. New Delhi: Indian Council of Historical Research, 1977.
14. Lahiri, R. M. *The Annexation of Assam, 1824–1854*. Calcutta: General Printers and Publishers, 1954.
15. Saikia, Rajen. *Social and Economic History of Assam, 1853–1921*. New Delhi: Manohar Publishers, 2002.
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17. Bhuyan, S. K. *Studies in the History of Assam*. Guwahati: Department of Historical and Antiquarian Studies, Assam, 1958.
18. Neog, Maheswar. *Sankardeva and His Times: Early History of the Vaishnava Faith and Movement in Assam*. New Delhi: Motilal Banarsidass, 1965.
19. Guha, Amalendu. *Medieval and Early Colonial Assam: Society, Polity and Economy*. Calcutta: Centre for Studies in Social Sciences, 1991.
20. Sharma, P. C. *The History of the Ahom Kingdom*. Guwahati: Publication Board, Assam, 1985.

DSM HIS- 351: SOCIAL AND ECONOMIC HISTORY OF PRE COLONIAL ASSAM

Lectures: 3

Tutorial: 1 (per week)

Credit- 4

Marks: 40 (In-Sem) + 60 (End-Sem) = 100

Course Description:

This course explores the social, economic, and cultural evolution of Assam from the medieval to the colonial period. It examines the development of the Assamese language as seen in inscriptions and religious traditions, as well as the organization of society through institutions like the Paik and Satra systems.

Prerequisites:

Basic understanding of history of Assam.

Course Objectives:

By the end of this course, students will be able to understand the development of the socio economic history of Assam.

Course Outcome: Upon completion of this course, students will be able

CO 1: To Identify and list major social groups, religious practices, economic activities, and trade connection in Ancient and Medieval Assam.

CO2: To Understand and Explain the development of the caste system, land grants, religious institutions, and economic structures in different historical phases of Assam

CO 3: To Apply historical concepts like *paik*, *khel*, *duar*, and *namghar* to interpret societal and administrative practices of the time.

CO 4: To Analyzing Compare and contrast social structures and economic patterns across Ancient and Medieval Assam.

CO 5: Evaluate the contribution of religious, cultural, and literary institutions in shaping Assamese society.

CO 6: Design research-based assignments or reports integrating historical sources and data to explain changes in Assamese society and economy.

Unit	Title	Marks	Classes to be taken Lecture-60 Tutorial=20 Total inhrs-60 hrs
Unit I	Society of Ancient Assam: i. Development of Caste System in Ancient Assam, Social ii. Classes and Occupational Groups iii. Religious beliefs of Ancient Assam:Saivism,	20	3+1=4 hrs

	Shaktism and Buddhism		
Unit II	Economy of Ancient Assam: i. Land Grants and Agrahara Settlements ii. Development of Agriculture, Trade, and Medium of Exchange	20	3+1=4 hrs
Unit III	Society in Medieval Assam: i. Social Structure and Caste System. ii. Social Organization –Caste-Class Relationship, Nobility, iii. Paiks, Slaves and Servants iv. Social Organization– <i>Paiks</i> , <i>Khel</i> ,	20	3+1=4 hrs
Unit IV	Economy in Medieval Assam: i. Trade centers and export and import, Trade Routes. ii. Land Revenue and other taxes. iii. Khat, Duars, Hat Phat, Choki. iv. Means of Transport, Medium of Trade-Coinage and Barter	20	3+1=4 hrs
Unit V	Religion in Medieval Assam: i. Continuity of Saivism, Saktism and Brahmanical Hinduism. ii. Sankardeva and Neo-Vaisnavism. iii. Social Institutions: <i>Satra</i> , <i>Namghar</i> .	20	3+1=4 hrs

SUGGESTED READINGS:

1. Barpujari, H. K. (ed.). *The Comprehensive History of Assam, Vol. I*. Guwahati: Publication Board, Assam, 1990.
2. Barpujari, H. K. (ed.). *The Comprehensive History of Assam, Vol. III*. Guwahati: Publication Board, Assam, 1993.
3. Barpujari, H. K. (ed.). *The Comprehensive History of Assam, Vol. IV*. Guwahati: Publication Board, Assam, 1995.
4. Barpujari, H. K. (ed.). *The Comprehensive History of Assam, Vol. V*. Guwahati: Publication Board, Assam, 1995.
5. Baruah, B. K. *A Cultural History of Assam*. Guwahati: K. K. Barooah, 1969.
6. Baruah, S. L. *A Comprehensive History of Assam*. New Delhi: Munshiram Manoharlal Publishers Pvt. Ltd., 1985.
7. Gogoi, Jahnabi Nath. *Agrarian System of Medieval Assam*. New Delhi: Concept Publishing Company, 2002.
8. Guha, Amalendu. *Planter Raj to Swaraj: Freedom Struggle and Electoral Politics in Assam, 1826–1947*. New Delhi: Indian Council of Historical Research, 1977.
9. Choudhury, P. C. *The History of Civilization of the People of Assam to the Twelfth Century A.D.* Guwahati: Department of Historical and Antiquarian Studies, Assam, 1959. .
10. Gait, Edward A. *A History of Assam*. Guwahati: EBH Publishers, 2008.
11. Guha, Amalendu. *Medieval and Early Colonial Assam: Society, Polity and Economy*. Calcutta: South Asia Books, 1991.

12. Medhi, S. B. *Transport System and Economic Development in Assam*. Guwahati: Publication Board, Assam, 1992.
13. Mahanta, P. K. *Asomiya Madhyabitta Srenir Itihas*. Guwahati, 1998.
14. Nath, D. *Religion and Society in North East India*. Guwahati: DVS Publishers, 2011.
15. Rhodes, N., and S. K. Bose. *The Coinage of Assam, Vol. I: Pre-Ahom Period; Vol. II: Ahom Period, Guwahati, 1999*.
16. Saikia, Rajen. *Social and Economic History of Assam (1853–1921)*. New Delhi: Manohar Publishers, 2002.
17. Sarma, S. N. *Socio-Economic and Cultural History of Medieval Assam*. Guwahati, 1989.
18. Sharma, Monorama. *Social and Economic Change in Assam: Middle Class Hegemony*. New Delhi: Ajanta Publications, 1990.
19. Bhuyan, S. K. (ed.). *Deodhai Assam Buranji*. Guwahati: Department of Historical and Antiquarian Studies, Assam, 1932.
20. Gogoi, Lila. *The History of the System of Ahom Administration*. Guwahati: Publication Board, Assam, 1987.

SEMESTER VII

DSC HIS- 401: HISTORY OF EAST ASIA- CHINA AND JAPAN 1840-1970

Lectures: 5

Credit- 4

Tutorial: 1 (per week)

Marks: 40 (In-Sem) + 60 (End-Sem) = 100

Course Description: This course offers to survey the major historical developments in China and Japan between 1840 and 1970. It begins with China's opening to Western powers, reforms and revolutions in China, and the rise of communism, also China's participation in first and Second World War. Parallely, the course also examine the Japan's transition from feudal isolation under the Tokugawa Shogunate to the Meiji Restoration, emergence of Japan as an imperial power leading up to militarism. Students will acquainted with the knowledge of some significant events such as Opium Wars, Taiping Rebellion, Meiji restoration, Sino-Japanese and Russo-Japanese Wars, and the rise of nationalist and communist ideologies.

Pre-Requisite: Basic knowledge of Far -East and its countries.

Course Objectives: This course aims to provide students with a comprehensive understanding of the modern history of China and Japan, focusing on their interactions with the West and internal transformations from the mid-19th to mid-20th century. It seeks to explore the political, social, and economic changes that led to the rise of modern China and imperial Japan, including revolutions, reforms, and wars.

Course Outcomes:

CO 1: To identify major events in the modern history of China and Japan.

CO 2: To explain the causes and consequences of China's decline and Japan's modernization during the period.

CO 3: To analyze how internal and external factors shaped political and social transformations in both countries.

CO 4: To analyze and compare China's and Japan's responses to Western imperialism and modernization efforts.

CO 5: To evaluate the impact of wars and foreign policies on the rise of nationalism and militarism in East Asia.

CO 6: To develop presentations on the historical processes leading to the rise of modern China and imperial Japan.

UNIT	TITLE	MARKS	Classes to be taken Lecture= 60 Tutorial=20 Total in hrs= 60
UNIT I	Early European Intervention: i. The Opening of China and Opium Wars, Taiping Rebellion. ii. Sino Japanese War - The Triple intervention iii. Open Door Policy, Reform Movement iv. The Boxer Uprising- Hundred Days Reforms.	20	3+1=4hrs
UNIT II	The Revolution of 1911 i. Founding of Republic ii. China and the First World War iii. The Kuomintang and the Communists	20	3+1=4hrs
UNIT III	i. China and the Second World War\ ii. Establishment of the People's Republic iii. The National Government in Formosa iv. Foreign Policy of China from 1950 – 1970.	20	3+1=4hrs
UNIT IV	Opening of Japan : Pre- Restoration Period i. Tokugawa Shogunate ii. Japan and the West Perry Mission, Harris Treaty iii. Meiji Restoration (1867- 68) iv. Rise of Political Parties v. Processes and nature of modernization.	20	3+1=4hrs
UNIT V	Emergence of Japan as an Imperial Power i. Sino- Japanese War, 1894-95 ii. Russo-Japanese War, 1904-05 iii. Washington Conference iv. Manchurian Crisis v. Rise of Militarism	20	3+1=4hrs

SUGGESTED READINGS:

1. Beasley, W. G. (1963). *The Modern History of Japan*. London: Weidenfeld & Nicolson.
2. Chesneaux, Jean, Marianne Bastid, and Marie-Claire Bergère. (1976). *China from the Opium Wars to the 1911 Revolution*. New York: Pantheon Books.

3. Chesneaux, Jean, Françoise Le Barbier, and Marie-Claire Bergère. (1977). *China from the 1911 Revolution to Liberation*. New York: Pantheon Books.
4. Chow, Tse-tung. (1962). *The May Fourth Movement: Intellectual Revolution in Modern China*. Cambridge, MA: Harvard University Press.
5. Clyde, Paul H., and Burton F. Beers. (1972). *The Far East: A History of Western Impacts and Eastern Responses, 1830–1975*. New Delhi: Prentice-Hall of India.
6. Ebrey, Patricia Buckley. (2014). *East Asia: A Cultural, Social, and Political History* (3rd ed.). Boston: Cengage Learning.
7. Fairbank, John King, Edwin O. Reischauer, and Albert M. Craig. (1989). *East Asia: Tradition and Transformation*. Boston: Houghton Mifflin.
8. Fairbank, John King, and Merle Goldman. (2006). *China: A New History* (2nd ed.). Cambridge, MA: Belknap Press of Harvard University Press.
9. Hall, John W. (1988). *Japan: From Prehistory to Modern Times*. Ann Arbor: University of Michigan Press.
10. Hsu, Immanuel C. Y. (1970). *The Rise of Modern China*. New York: Oxford University Press.
11. Jansen, Marius B. (2000). *The Making of Modern Japan*. Cambridge, MA: Harvard University Press.
12. Schurmann, Franz, and Orville Schell (Eds.). (1967). *Imperial China: The Decline of the Last Dynasty and the Origins of Modern China, The Eighteenth and Nineteenth Centuries*. New York: Vintage Books.
13. Spence, Jonathan D. (1999). *The Search for Modern China*. New York: W. W. Norton & Company.
14. Vinacke, Harold M. (1978). *A History of the Far East in Modern Times*. Delhi: Kalyani Publishers.

DSC HIS- 402: GENDER HISTORY

Lectures: 3

Tutorial: 1 (per week)

Credit- 4

Marks: 40 (In-Sem) + 60 (End-Sem) = 100

Course Description: This course explores the emergence and development of Gender History as a field, focusing on how gender shapes historical experiences and narratives. It examines gender concepts like patriarchy and matriliney, and reviews the evolution of feminist movements globally and in India. Special attention is given to women's roles in the reform and national movements, and to the

changing status of women in Northeast India, especially Assam. The course also trains students in using sources—like autobiographies, oral traditions, and private diaries—for gendered historical analysis.

Pre- Requisite: Students should have the basic knowledge of the concept of Gender and History.

Course Objective: This course aims to introduce students to the concept of gender as a category of historical analysis, highlighting its relevance in understanding societal structures and historical narratives. It also seeks to equip students with knowledge about feminist movements, gendered perspectives in Indian history, and the methods used to reinterpret traditional historical sources.

Course Outcomes:

CO 1: To define the concept of gender such as patriarchy, matriliney, and feminism. And recall the waves of feminism and their major characteristics.

CO 2: To explain the role of gender in shaping historical narratives and societal structures.

CO 3: To Apply gender analysis to study women's contributions in Indian History with special reference to various social reform movements, and National Movement

CO 4: To analyze the evolution of women's status in India in different time and regions.

CO 5: To evaluate and assess the relevance of alternative sources like oral histories, folk traditions, and private documents in reconstructing the gender histories.

CO 6: To develop a gender-sensitive historical narrative by incorporating marginalized voices and sources.

UNIT	TITLE	MARKS	Classes to be taken Lecture= 60 Tutorial=20 Total in hrs= 60
UNIT I	Introduction to Gender History. A. Understanding Gender and Related concepts : i. Patriarchy ii. Matriarchy iii. Patrilineal iv. Matrilineal	20	3+1=4hrs
UNIT II	Feminist Movements: Background, Developments, Approaches and strategies i. First Wave of Feminism	20	3+1=4hrs

	ii. Second Wave of Feminism iii. Third Wave of Feminism iv. Recent Trends		
UNIT III	Women's agency in Pre Independent India: i. Indigenous roots of Feminism in India ii. Social Reform Movements and Emancipation of Women iii. National Movement and women's role	20	3+1=4hrs
UNIT IV	Changing women's status with focus on North East India i. Women from Ancient Assam ii. Women's status in medieval Assam iii. Modern Scenario	20	3+1=4hrs
UNIT V	Methodology and techniques of re-construction of Gender History: i. Literary text ii. Personal narratives. iii. Archival records iv. Folk traditions v. Oral History.	20	3+1=4hrs

SUGGESTED READINGS:

1. Altekar, A. S. *The Position of Women in Hindu Civilization*. New Delhi: Motilal Banarsidass, 1959.
2. Andermahr, Sonya, Terry Lovell, and Carol Wolkowitz (Eds.). *A Concise Glossary of Feminist Theory*. London: Arnold, 2000.
3. Beard, Mary R. *Woman as Force in History: A Study in Traditions and Realities*. New York: Persea Books, 1975.
4. Deka, Meeta. *Women's Agency and Social Change: Assam and Beyond*. New Delhi: Sage Publications, 2008.
5. Desai, Neera, and Usha Thakkar. *Women in Indian Society*. New Delhi: National Book Trust, 2001.
6. Engels, Friedrich. *The Origin of the Family, Private Property and the State*. Moscow: Progress Publishers, 1968.
7. Forbes, Geraldine. *Women in Modern India*. Cambridge: Cambridge University Press, 2007.
8. Jaggar, Alison M. *Feminist Politics and Human Nature*. Totowa, New Jersey: Rowman & Allanheld, 1983.
9. Kasturi, Leela, and Vina Mazumdar (Eds.). *Women and Indian National Movement*. New Delhi: Vikas Publishing House, 1994.
10. Kourany, Janet A., James P. Sterba, and Rosemarie Tong (Eds.). *Feminist Philosophies: Problems, Theories, and Applications*. Englewood Cliffs, New Jersey: Prentice Hall, 1992.
11. Lerner, Gerda. *The Creation of Patriarchy*. New York: Oxford University Press, 1986.
12. Mishra, Tilottoma. *Rama Navami Natak*. Guwahati: Publication details vary by edition.
13. Rowbotham, Sheila. *Hidden from History: 300 Years of Women's Oppression and the Fight Against It*. New York: Pantheon Books, 1974.

14. Sangari, Kumkum, and Sudesh Vaid (Eds.). *Recasting Women: Essays in Colonial History*. New Delhi: Kali for Women, 1989.
15. Sharma, Deepti. *Assamese Women in the Freedom Struggle*. Guwahati: Lawyer's Book Stall, 1996.
16. Sills, David L. (Ed.). *International Encyclopedia of the Social Sciences*. New York: Macmillan, 1968.

DSC HIS- 403: ENVIRONMENTAL HISTORY OF INDIA

Lectures: 3

Tutorial: 1 (per week)

Credit-4

Marks: 40 (In-Sem) + 60 (End-Sem) = 100

Course Description: This course offers a comprehensive understanding of the relationship between humans and the environment, with a focus on the Indian subcontinent. It explores how environmental factors have influenced the rise and fall of civilizations and how societies, in turn, have shaped their ecological surroundings. Beginning with early human settlements and continuing through medieval and colonial transformations, the course traces major environmental changes and the policies that governed natural resources. Students will develop a critical understanding of environmental issues grounded in historical context.

Pre-Requisite: Basic knowledge of environment and its relation with history.

Course objectives: This course aims to enable the students to explore the historical dimensions of environment. The periodisation will also help to understand the tradition as well as the transition of environmental history of India. The course will also help the students in shaping environmental concerns.

Course outcomes:

CO 1: To recall key geographical and environmental features of the Indian subcontinent and major events in environmental history.

CO 2: To Explain the concept and evolution of environmental history as a distinct academic discipline and how it is related with Historical evolution.

CO 3: To demonstrate understanding by relating environmental issues of the past with contemporary challenges.

CO 4: To Examine the impact of agricultural expansion, deforestation, and urbanization in different historical periods.

CO 5: To assess the effectiveness of past and present environmental policies and movements in the present day context.

CO 6: To construct or propose sustainable strategies and historical insights that could inform future environmental conservation efforts.

UNIT	TITLE	MARKS	Classes to be taken Lecture=60 Tutorial=20 Total in hrs= 60hrs
UNIT I	i. Meaning ,concept and emergence of environmental history as a branch of history ii. Environment and early societies (hunter gatheres, nomadic pastoral , settled agriculture) iii. Different Themes of Environmental study: Eco-feminism, Ecology, Deep- ecology,Shadow Ecology, Sustainable development.	20	3+1=4hrs
UNIT II	i. Geographical background of Indian subcontinent ii. First phase of urbanization and its decline: environmental factors iii. Second phase of urbanisation: use of iron, agricultural expansion and deforestation in Gangetic valley iv. Forest and pastoral community of medieval period	20	3+1=4hrs
UNIT III	i. Making of British forest policy in India: forest acts of 1878and 1927 ii. Impact of British forest policy: deforestation and environmental change in India iii. Commercial exploitation of forest products: impact of railway construction on forestry during the colonial period.	20	3+1=4hrs
UNIT IV	i. Conservation policies in post independence period; social forestry. ii. Environmental movements : Chipko movement , Narmada Bachao Andolan iii. Dams and Mines: problems of displacement, loss of livelihood and problems of rehabilitation	20	3+1=4hrs
UNIT V	i. Conservation and Preservation of Environment through the ages: customary laws, Shifting cultivation. ii. International laws and recent	20	3+1=4hrs

	developments. iii. Environment VS Development debate.		
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SUGGESTED READINGS:

1. Agarwal, D. P. *Man and Environment in India Through the Ages*. New Delhi: Aryan Books International, 1992.
2. Arnold, David, and Ramachandra Guha (Eds.). *Nature, Culture, Imperialism: Essays on the Environmental History of South Asia*. Delhi: Oxford University Press, 1995.
3. Bhattacharya, D. K. *Ecology and Social Formation in Ancient History*. New Delhi: Munshiram Manoharlal, 1990.
4. Crosby, Alfred W. *Ecological Imperialism: The Biological Expansion of Europe, 900–1900*. Cambridge: Cambridge University Press, 1986.
5. Gadgil, Madhav, and Ramachandra Guha. *The Fissured Land: An Ecological History of India*. Berkeley: University of California Press, 1992.
6. Gadgil, Madhav, and Ramachandra Guha. *An Ecological History of India*. Berkeley: University of California Press, 1993.
7. Guha, Ramachandra. *The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya*. Berkeley: University of California Press, 1999.
8. Guha, Sumit. *Environment and Ethnicity in India, 1200–1991*. Cambridge: Cambridge University Press, 1999.
9. Guha, Amalendu. *Medieval and Early Colonial Assam: Society, Polity, Economy*. Calcutta: Centre for Studies in Social Sciences, 1991.
10. Handique, R. *British Forest Policy in India*. [Publication details unavailable], 20th century.
11. Mann, Michael. *British Rule on Indian Soil: North India in the First Half of the Nineteenth Century*. New Delhi: Manohar Publishers, 2001.
12. Martínez-Alier, Joan, and Ramachandra Guha. *Varieties of Environmentalism: Essays North and South*. London: Earthscan, 1998.
13. Mathur, S. M. *Physical Geology of India*. New Delhi: National Book Trust, 1986.
14. Rangarajan, Mahesh. *Environmental Issues in India*. New Delhi: Pearson Longman, 2008.
15. Rodriguez, Tommy. *Visions of the Everglades: History, Ecology, Preservation*. [Publication details unavailable].
16. Saikia, Arupjyoti. *Jungles, Reserves, Wild Life: A History of Forests in Assam*. New Delhi: Permanent Black, 2005.
17. Sangwan, Satpal. *Nature and the Orient: The Environmental History of South and South-East Asia*. [Publication details unavailable], 1998.
18. Sinha, Rajiv Kumar. *Geographical Factors in Early Indian Economy*. New Delhi: [Publisher unavailable], 2000.
19. Skaria, Ajay. *Hybrid Histories: Forests, Frontiers and Wildness in Western India*. New Delhi: Oxford University Press, 2000.
20. Worster, Donald. *Nature's Economy: A History of Ecological Ideas*. Cambridge: Cambridge University Press, 1994.
21. Guha, Ramachandra. *Environmentalism: A Global History*. New York: Longman, 2000.

Lectures: 3

Tutorial: 1 (per week)

Credit-4

Marks: 40 (In-Sem) + 60 (End-Sem) = 100

Course Description: This course introduces students to the fundamental historical concepts, theories and methods and techniques in history and research. It examines the concept and purpose of history. The evolution of historical writing's approaches and debates. Students will be able to understand the emerging new trends in history. Students will be able to learn the methods of research in history. And also students will be equipped to identify the research problem, frame questions and produce analytical and critical historical narratives.

Pre-Requisite: Basic knowledge on historical concepts and theories.

Course Objective: This course aims to enable students to define and explain key concepts of history and historiography. Students will be able to understand and analyse different approaches of history. Students will also able to apply historical methods and research techniques in studying sources and constructing narratives. They can also able to formulate research problem.

Course Outcomes:

CO 1: To recall and define key terms related to history and historiography.

CO 2: To explain the development of historical writings and its major schools.

CO 3: To apply qualitative and quantitative methods in historical research.

CO 4: To analyze and differentiate between various Historiographical approaches.

CO 5: To assess historical narratives.

CO 6: To construct research questions, hypothesis and research design.

UNIT I	Sources of Historical Research : i. Literary and Archaeological, Material Remains, Epigraphy, Numismatics ii. Oral , Digital Archives , Press and media iii. Source Criticism, Interpretation and generalization of sources. iv. Objectivity and Subjectivity in History	20	3+1=4hrs
UNIT II	i. History from Below and Subaltern Perspective ii. The Post Modernist Approach iii. Structuralism and post-Structuralism.	20	3+1=4hrs
UNIT III	Methods and Approaches: i. Qualitative & Quantitative Methods, ii. Oral History Method iii. Recent approaches of Historical Research: Gender, Environment, Micro-history, Local History, Ethno History.	20	3+1=4hrs
UNIT IV	Framing Research Proposal: i. Identification of a Historical Problem ii. Research questions and hypotheses, iii. Feasibility, relevance, and originality.	20	3+1=4hrs

	iv. The Process of Investigation and interdisciplinary approaches in investigation. v. Citation and Referencing vi. Ethics in Research and Plagiarism checks.		
UNIT V	Practical and Research Proposal Writing	20	3+1=4hrs

SUGGESTED READINGS:

1. Bloch, Marc. *The Historian's Craft*. Reprint. Delhi: Aakar Books, 2017.
2. Braudel, Fernand. *On History*. Chicago: University of Chicago Press, 1980.
3. Burke, Peter. *History and Social Theory*. Cambridge: Cambridge University Press, 1992.
4. Carr, E. H. *What Is History?* With a New Introduction by Richard J. Evans. London: Penguin Books, 2001.
5. Certeau, Michel de. *The Writing of History*. New York: Columbia University Press, 1992.
6. Cohn, Bernard S. *An Anthropologist Among the Historians and Other Essays*. Delhi: Oxford University Press, 1988.
7. Collingwood, R. G. *The Idea of History*. Reprint. Madras: Oxford University Press, 1985.
8. Evans, Richard J. *In Defence of History*. London: Granta Books, 2018.
9. Foucault, Michel. *The Archaeology of Knowledge*. Indian Reprint. London: Routledge, 2002.
10. Gramsci, Antonio. "History of the Subaltern Classes: Methodological Criteria." In *Selections from the Prison Notebooks*, edited by Quintin Hoare and Geoffrey Nowell Smith. London: Lawrence and Wishart, 1991.
11. Guha, Ranajit (Ed.). *Subaltern Studies I: Writings on South Asian History and Society*. New Delhi: Oxford University Press, 1994.
12. Habib, Irfan. *Essays in Indian History: Towards a Marxist Perception*. New Delhi: Tulika, 1995.
13. Jenkins, Keith. *On "What Is History?"* London: Routledge, 1995.
14. Jordanova, Ludmilla. *History in Practice*. London: Arnold, 2000.
15. Lemon, M. C. *Philosophy of History*. London: Routledge, 2003.
16. Majumdar, R. C. *Historiography in Modern India*. Bombay: Asia Publishing House, 1970.
17. Marwick, Arthur. *The New Nature of History: Knowledge, Evidence, Language*. Hampshire: Palgrave Macmillan, 2001.
18. Sarkar, Sumit. *Writing Social History*. New Delhi: Oxford University Press, 1997.
19. Southgate, Beverley. *History: What and Why?* New York: Routledge, 2001.
20. Toynbee, Arnold J. *A Study of History*. 2 Vols. New York: Oxford University Press, 1965.

DSC HIS- 404: SOCIAL AND ECONOMIC HISTORY OF PRE COLONIAL ASSAM (Optional Paper for non-research)

Lectures: 3

Tutorial: 1 (per week)

Credit- 4

Marks: 40 (In-Sem) + 60 (End-Sem) = 100

Course Description:

This course explores the social, economic, and cultural evolution of Assam from the medieval to the colonial period. It examines the development of the Assamese language as seen in inscriptions and religious traditions, as well as the organization of society through institutions like the Paik and Satra systems.

Prerequisites:

Basic understanding of history of Assam.

Course Objectives:

By the end of this course, students will be able to understand the development of the socio economic history of Assam.

Course Outcome: Upon completion of this course, students will be able

CO 1: To Identify and list major social groups, religious practices, economic activities, and trade connection in Ancient and Medieval Assam.

CO2: To Understand and Explain the development of the caste system, land grants, religious institutions, and economic structures in different historical phases of Assam

CO 3: To Apply historical concepts like *paik*, *khel*, *duar*, and *namghar* to interpret societal and administrative practices of the time.

CO 4: To Analyzing Compare and contrast social structures and economic patterns across Ancient and Medieval Assam.

CO 5: Evaluate the contribution of religious, cultural, and literary institutions in shaping Assamese society.

CO 6: Design research-based assignments or reports integrating historical sources and data to explain changes in Assamese society and economy.

Unit	Title	Marks	Classes to be taken Lecture=60 Tutorial=20 Total inh=60 hrs
Unit I	Society of Ancient Assam: iv. Development of Caste System in Ancient Assam, Social v. Classes and Occupational Groups vi. Religious beliefs of Ancient Assam:Saivism, Shaktism and Buddhism	20	3+1=4 hrs
Unit II	Economy of Ancient Assam: iii. Land Grants and Agrahara Settlements iv. Development of Agriculture, Trade, and Medium of Exchange	20	3+1=4 hrs
Unit III	Society in Medieval Assam: v. Social Structure and Caste System.	20	3+1=4 hrs

	vi. Social Organization –Caste-Class Relationship, Nobility, vii. Paiks, Slaves and Servants viii. Social Organization– <i>Paiks</i> , <i>Khel</i> ,		
Unit IV	Economy in Medieval Assam: v. Trade centers and export and import, Trade Routes. vi. Land Revenue and other taxes. vii. Khat, Duars, Hat Phat, Choki. viii. Means of Transport, Medium of Trade-Coinage and Barter	20	3+1=4 hrs
Unit V	Religion in Medieval Assam: iv. Continuity of Saivism, Saktism and Brahmanical Hinduism. v. Sankardeva and Neo-Vaisnavism. vi. Social Institutions: <i>Satra</i> , <i>Namghar</i> .	20	3+1=4 hrs

SUGGESTED READINGS:

21. Barpujari, H. K. (ed.). *The Comprehensive History of Assam, Vol. I*. Guwahati: Publication Board, Assam, 1990.
22. Barpujari, H. K. (ed.). *The Comprehensive History of Assam, Vol. III*. Guwahati: Publication Board, Assam, 1993.
23. Barpujari, H. K. (ed.). *The Comprehensive History of Assam, Vol. IV*. Guwahati: Publication Board, Assam, 1995.
24. Barpujari, H. K. (ed.). *The Comprehensive History of Assam, Vol. V*. Guwahati: Publication Board, Assam, 1995.
25. Baruah, B. K. *A Cultural History of Assam*. Guwahati: K. K. Barooah, 1969.
26. Baruah, S. L. *A Comprehensive History of Assam*. New Delhi: Munshiram Manoharlal Publishers Pvt. Ltd., 1985.
27. Gogoi, Jahnabi Nath. *Agrarian System of Medieval Assam*. New Delhi: Concept Publishing Company, 2002.
28. Guha, Amalendu. *Planter Raj to Swaraj: Freedom Struggle and Electoral Politics in Assam, 1826–1947*. New Delhi: Indian Council of Historical Research, 1977.
29. Choudhury, P. C. *The History of Civilization of the People of Assam to the Twelfth Century A.D.* Guwahati: Department of Historical and Antiquarian Studies, Assam, 1959. .
30. Gait, Edward A. *A History of Assam*. Guwahati: EBH Publishers, 2008.
31. Guha, Amalendu. *Medieval and Early Colonial Assam: Society, Polity and Economy*. Calcutta: South Asia Books, 1991.
32. Medhi, S. B. *Transport System and Economic Development in Assam*. Guwahati: Publication Board, Assam, 1992.
33. Mahanta, P. K. *Asomiya Madhyabitta Srenir Itihas*. Guwahati, 1998.
34. Nath, D. *Religion and Society in North East India*. Guwahati: DVS Publishers, 2011.
35. Rhodes, N., and S. K. Bose. *The Coinage of Assam, Vol. I: Pre-Ahom Period; Vol. II: Ahom Period*, Guwahati, 1999.
36. Saikia, Rajen. *Social and Economic History of Assam (1853–1921)*. New Delhi: Manohar Publishers, 2002.
37. Sarma, S. N. *Socio-Economic and Cultural History of Medieval Assam*. Guwahati, 1989.

38. Sharma, Monorama. *Social and Economic Change in Assam: Middle Class Hegemony*. New Delhi: Ajanta Publications, 1990.
39. Bhuyan, S. K. (ed.). *Deodhai Assam Buranji*. Guwahati: Department of Historical and Antiquarian Studies, Assam, 1932.
40. Gogoi, Lila. *The History of the System of Ahom Administration*. Guwahati: Publication Board, Assam, 1987.

DSM HIS - 401: History of Assam (1826 CE.– 1947 CE.)

Lectures: 3

Tutorial: 1 (per week)

Credit- 4

Marks: 40 (In-Sem) + 60 (End-Sem) = 100

Course Description

This course examines the colonial history of Assam from the Treaty of Yandaboo in 1826 to Indian independence in 1947. It covers the annexation and administrative reorganization of Assam by the British, early revolts and resistance movements, and the impact of land revenue policies on peasants. Students will explore the rise of political organizations, nationalist movements, and freedom struggles such as the Non-Cooperation and Quit India Movements in Assam. The course also discusses socio-economic developments and the political dynamics under British rule, providing a detailed understanding of Assam's role in the broader Indian independence movement.

Course Objective: This course aims to familiarize students with the history of Assam under British rule. It gives emphasis on political, social, and economic changes during this period. It seeks to provide insight into the growth of nationalism in Assam and its contribution to India's freedom struggle. The course would enable the students to analyse the main currents of the political and socio-economic developments in Assam during the colonial period.

Pre-Requisite: Basic knowledge and information about modern Assam History.

Course Outcomes:

CO 1: To recall the major events in the history of Assam under British rule.

CO 2: To explain the political and administrative changes introduced by the British in Assam and its effects.

CO 3: To analyze the causes and effects of peasant uprisings and resistance movements in Assam against the British.

CO 4: To analyse the development of nationalist organizations and their contribution in Assam's freedom struggle.

CO 5: To evaluate the role played by Assam in the freedom movement of India.

CO 6: To develop critical perspectives on Assam's colonial history by integrating political, social, and economic dimensions.

Unit	Title	Marks	Classes to be taken Lecture-60 Tutorial=20 Total inhrs-60 hrs
Unit I	i. Treaty of Yandaboo and Consequences. ii. Annexation of Assam by British: Annexation of Lower Assam, Annexation of Upper Assam, Annexation of Kachar. iii. Reform and Reorganization Scott; Robertson, Pemberton, Jenkins.	20	3+1=4hrs
Unit II	i. Early phase of Revolts and Resistance to British rule-Gomadhar Konwar, Piyali Phukan, U. Tirot Singh, ii. The Khamti and the Singpho resistance iii. The 1857 Revolt in Assam and its aftermath.	20	3+1=4hrs
Unit III	i. Land Revenue Measures and Peasant Uprisings in 19th century Assam ii. Growth of national consciousness – Assam Association, Jorhat Sarbajanik Sabhas, Rayat Sabhas. iii. Government of India Act, 1919 – Dyarchy on Trial in Assam.	20	3+1=4hrs
Unit IV	i. Non Co-operation Movement and Swarajist Politics in Assam ii. The Civil Disobedience Movement iii. Trade Union and Allied Movements	20	3+1=4hrs
Unit V	i. Quit India Movement in Assam. ii. Cabinet Mission Plan and the Grouping Controversy.	20	3+1=4hrs

SUGGESTED READINGS:

- Barpujari, H. K. (Ed.). *The Comprehensive History of Assam*. Vols. IV & V. Guwahati: Publication Board of Assam.
- Barpujari, H. K. (Ed.). *Francis Jenkins' Report on the North-East Frontier of India*. Guwahati: Publication Board of Assam.

3. Barpujari, H. K. (Ed.). *Political History of Assam*. Vol. I. Guwahati: Publication Board of Assam.
4. Barpujari, H. K. *Assam in the Days of Company*. Guwahati: Publication Board of Assam.
5. Baruah, Swarnalata. *A Comprehensive History of Assam*. New Delhi: Munshiram Manoharlal Publishers Pvt. Ltd., 1985.
6. Bora, S. *Student Revolution in Assam, 1917–1947*. New Delhi: Mittal Publications, 1992.
7. Chakravarti, B. C. *British Relations with the Hill Tribes of Assam Since 1858*. Calcutta, 1964.
8. Dutta, Anuradha. *Assam in the Freedom Movement*. Guwahati: Darbari Prakashan, 1991.
9. Goswami, Priyam. *From Yandabo to Partition: The Transformation of Assam, 1826–1947*. New Delhi: Orient BlackSwan, 2012.
10. Guha, Amalendu. *Planters Raj to Swaraj: Freedom Struggle and Electoral Politics in Assam*. New Delhi: Indian Council of Historical Research, 1977.
11. Lahiri, R. M. *The Annexation of Assam, 1824–1854*. St. Paul, Minnesota: Plum Books, 1975.
12. Baruah, S. L. *A Comprehensive History of Assam*. New Delhi: Munshiram Manoharlal Publishers Pvt. Ltd., 1985.
13. Guha, Amalendu. *Medieval and Early Colonial Assam: Society, Polity, Economy*. Calcutta: Centre for Studies in Social Sciences, 1991.
14. Mishra, Tilottoma. *Literature and Society in Assam*. Guwahati: Purbanchal Prakash, 1991.
15. Sharma, Jayeeta. *Empire's Garden: Assam and the Making of India*. Durham: Duke University Press, 2011.
16. Saikia, Arupjyoti. *A Century of Protests: Peasant Politics of Assam Since 1900*. New Delhi: Routledge, 2014.

SEMESTER VIII

DSC HIS- 451: INDIA SINCE INDEPENDENCE

Lectures: 3

Tutorial: 1 (per week)

Credit- 4

Marks: 40 (In-Sem) + 60 (End-Sem) = 100

Course Description: This course offers a comprehensive understanding of India's political, economic, social, and cultural developments since independence in 1947. It explores the making of the Indian Republic, the evolution of democracy, regional politics, and key constitutional amendments. The course critically examines major economic reforms, scientific and technological advancements, educational policies, and movements for gender justice. Students will engage with the challenges and transformations that have shaped modern India

Pre-Requisite: Basic knowledge of India and its contemporary issues.

Course objective:

This course aims to identify major constitutional developments in India since independence, including key amendments, the Green Revolution, New Economic Policy (1991), and new educational policies. Students also acquainted with the knowledge of progress of India Democracy and regional politics, impacts of globalization, scientific advancements, and technological growth, women empowerment in post-independence India.

Course Outcomes:

CO 1: Recall key events, constitutional amendments, economic reforms, and educational policies that shaped post-independence India.

CO 2: Explain the functioning of Indian democracy, regional political shifts, and the impact of globalization on society and governance.

CO 3: Apply historical knowledge to interpret the development of India's economy, science and technology, and women's empowerment.

CO 4: Analyze the causes and effects of political movements, policy changes, and socio-economic transformations in independent India.

CO 5: Critically evaluate the successes and limitations of India's post-independence reforms in education, economy, and governance.

CO 6: Construct well-informed arguments, presentations, or project work on contemporary issues using insights from historical developments since 1947.

UNIT	TITLE	MARKS	Classes to be taken Lecture=60 Tutorial=20

			Total in hrs= 60
UNIT I	Birth of Republic: i. Making of Indian Constitution of 1950. ii. Significant amendments Acts of 1956, 1971, 1976, 1978, 1985, 1988, 1992, 2002, 2016.	20	3+1=4hrs
UNIT II	Indian Democracy in Progress: i. Politics in the state: Tamil Nadu, Andhra pradesh, Assam, Kerela, West Bengal and Jammu and Kashmir. ii. Challenges to Indian democracy: Khalistan movement, Emergency 1975, Separatist tendencies in Jammu and Kashmir, NE states, Maoist insurgencies.	20	3+1=4hrs
UNIT III	Economy in New India: i. Agrarian Reforms(Land Reform measures) ii. Green Revolution -1967-69. iii. Planned Economy- An Appraisal of Five-Year Plans (1951) iv. New Economic Policy-1991(Liberalization, Privatization, Globalization)	20	3+1=4hrs
UNIT IV	New India and New zone of development: i. Institutional Development in science and technology. ii. Educational Policies 1952 to 1986 iii. Indian Women since independence.	20	3+1=4hrs
UNIT V	Foreign policy and new millennium: i. From NAM (1947-62), to 1962-71, 1971-1991, 1991-98. ii. India's Achievements, Problems and Prospects in the new millennium.	20	3+1=4hrs

SUGGESTED READINGS:

1. Austin, Granville. *The Indian Constitution: Cornerstone of a Nation*. New Delhi: Oxford University Press, 2011.
2. Bipan Chandra et al. *India After Independence: 1947–2000*. New Delhi: Penguin Books, 1999.
3. Bipan Chandra. *Independent India: Before and After*. New Delhi: Penguin Books, 2018.
4. Brass, Paul R. *The Politics of India Since Independence*. Cambridge: Cambridge University Press, 1994.
5. Chatterji, Joya. *The Spoils of Partition: Bengal and India, 1947–1967*. Cambridge: Cambridge University Press, 2007.

6. Frankel, Francine R. *India's Political Economy, 1947–2004*. New Delhi: Oxford University Press, 2006.
7. Guha, Ramachandra. *India After Gandhi: The History of the World's Largest Democracy*. New Delhi: Picador, 2007.
8. Hodson, H. V. *The Great Divide: Britain, India, Pakistan*. London: Hutchinson, 1986.
9. Karunakaran, K. P. *India in World Affairs, 1947–1950*. London: Oxford University Press, 1958.
10. Khilnani, Sunil. *The Idea of India*. New Delhi: Penguin Books, 2004.
11. Kothari, Rajni. *Politics in India*. New Delhi: Orient Longman, 1970.
12. Morris-Jones, W. H. *Government and Politics of India*. London: Hutchinson, 1964.
13. Philips, C. H. (Ed.). *The Partition of India: Policies and Perspectives, 1935–1947*. London: Routledge, 1968.
14. Appadurai, A. *Domestic Roots of India's Foreign Policy, 1947–1972*. New Delhi: Oxford University Press, 1979.
15. Dhar, P. K. *Indian Economy and Its Growing Dimensions*. New Delhi: Kalyani Publishers, 2016.

DSC HIS- 452*: ASSAM SINCE INDEPENDENCE

(Additional paper for non-research)

Lectures: 3

Tutorial: 1 (per week)

Credit- 4

Marks: 40 (In-Sem) + 60 (End-Sem) = 100

Course Description: This course offers an in-depth knowledge of the history of Assam since independence. It provides an analytical approach to assess the political-economic and social development of Assam since independence. Emergence of different socio political and cultural groups in Assam in the post independence time and their role in shaping the contemporary Assam.

Pre-Requisite: Basic knowledge of Assam history and recent development of society, polity and economy of Assam.

Course objectives: To make the students aware about the history of Assam since independence. This course aims to enable the students to assess the aftermath of Partition and other socioeconomic developments in post-independence Assam. This course also aims to identify the main currents of political and socio-economic development in Assam after India's independence and the causes and impact of various struggles and movements in contemporary Assam.

Course Outcomes:

CO 1: To enlist the significant political, economic, and social events in Assam since independence. To explain the consequences of the Partition, Indo-China War, and the formation of Bangladesh on Assam

CO 2: To describe the impact of Five-Year Plans, demographic changes, and environmental and cultural issues.

CO 3: To examine the relationship between development policies and ethnic movements in the state and current socio-political scenarios of Assam.

CO 4: To analyze the causes and outcomes of major agitations such as the Language Movement, Refinery Movement, and Assam Movement.

CO 5: To evaluate the effectiveness of land policies, administrative reorganizations, and disaster responses also to assess the role of cultural and women's organizations in Assam's post-independence social transformation.

CO 6: To develop case studies or presentations on key post-independence movements or environmental issues in Assam.

UNIT	TITLE	MARKS	Classes to be taken Lecture=60 Tutorial=20 Total in hrs= 60
UNIT I	Political developments : i) Political changes and impact of partition ii) Administrative and territorial Re-organization. iii) Electoral politics and Rise of Regionalism iv) Indo-China War (1962) and Bangladesh War and its impact on Assam.	20	3+1=4hrs

UNIT II	Economic developments : i) Economic impact of the Partition ii) Revenue policies iii) Five year plans iv) Industrialization and Urban Development v) Demographic Changes vi) Transport and communication	20	3+1=4hrs
UNIT III	Movements and Ethnic Resurgence : i) Growth of middle class ii) Language movement iii) Refinery Movement iv) Assam Movement v) Autonomy movement.	20	3+1=4hrs
UNIT IV	Environmental issues : i) Natural disasters: earthquake of 1950, flood, erosion. ii) Land policies and land hunger iii) Development and environment iv) Big dam issue, Development v) Displacement and natural resources.	20	3+1=4hrs
UNIT V	Cultural development i) Activities of Assam Sahitya Sabha, ii) Development of Media (print and electronic), the All India Radio. iii) Development of Education : Elementary, Secondary and Higher iv) Women's Movements :MahilaSamiti, Asam Lekhika Somaroh	20	3+1=4hrs

SUGGESTED READINGS:

1. Baruah, S. L. *A Comprehensive History of Assam*. New Delhi: Munshiram Manoharlal Publishers Pvt. Ltd., 1985.
2. Baruah, S. L. (Ed.). *Status of Women in Assam with Special Reference to Non-Tribal Societies*. Guwahati: Publication details unavailable.
3. Basumatary, Rituraj. *Students Union and Ethnic Movements in Assam*. Chennai: Notion Press, 2020.
4. Basumatary, Rituraj. *Assam Movement (1979–85) and Beyond*. Chennai: Notion Press, 2020.
5. Deka, Basanta. *The Inevitable Assam Movement*. Guwahati: Barna, [Year unavailable].
6. Deka, Meeta. *Women's Agency and Social Change: Assam and Beyond*. New Delhi: Sage Publications, 2013.
7. Goswami, P. C. *Economic Development of Assam*. [Publication details unavailable].
8. Hussain, Monirul. *The Assam Movement: Class, Ideology and Identity*. New Delhi: Manak Publications, 1993.

9. Medhi, S. B. *Transport System and Economic Development in Assam*. Guwahati: Publication Board, Assam.
10. Talukdar, Mrinal. *Assam After Independence*. Guwahati: Nanda Talukdar Foundation, 2017.

DSC HIS -453*: HISTORY OF THE TRIBES OF ASSAM-(1826 -2005)
(Additional paper for non-research)

Lectures: 3

Tutorial: 1 (per week)

Credit- 4

Marks: 40 (In-Sem) + 60 (End-Sem) = 100

Course Description:

After completion of the course students will be able to understand the concept, meaning, and historical understanding of tribes of Assam. It examines colonial and post-colonial interpretations of tribal identity and explores the social, economic, cultural, and religious life of tribal communities. The course analyzes the impact of colonial intervention, missionary activities, and educational changes on tribal societies. It also studies major policies, legal measures, and tribal movements in Assam. The course enables students to understand continuity, change, and political developments among tribal communities in Assam upto 2005.

Pre-Requisite: Students should have basic knowledge and the idea of tribal groups of Assam.

Course objectives:

The course aims to provide students with an understanding of the concept and historical perspectives of tribes, particularly in the context of Assam. It seeks to familiarize students with the social, economic, cultural, and religious life of tribal communities and their indigenous knowledge systems. The course also aims to examine the impact of colonial intervention and policies on tribal societies. Further, it intends to develop an understanding of major tribal movements, socio-political organizations, and changing political processes. It encourages students to critically analyze continuity and transformation within tribal communities across different historical periods.

Course Outcomes:

CO 1: To explain the concept, meaning, and historical understanding of tribes through colonial and post-colonial perspectives, including census reports, ethnographic accounts, and native interpretations.

CO 2: To describe the origin, migration patterns, oral traditions, settlement patterns, customary laws, socio-economic structures, and cultural practices of the tribes of Assam.

CO3: To analyze traditional tribal subsistence patterns, including Jhoom cultivation, customary rites and rituals, and indigenous knowledge systems in the context of tribal life in Assam.

CO4: To examine the nature and impact of colonial intervention on tribal communities in Assam.

CO5: To evaluate the significance of colonial and post-colonial policies and legal frameworks in shaping tribal administration.

CO6: To assess the causes, nature, and political dimensions of twentieth century tribal movements in Assam, and critically interpret the role of socio-political organizations and autonomous councils in participatory politics.

UNIT	TITLE	MARKS	Classes to be taken Lecture= 60 Tutorial=20 Total in hrs= 60
UNIT I	Concept and Meaning of Tribe: i. Colonial construct, census report, colonial ethnographic & anthropologist accounts. ii. Post colonial understanding: native accounts. iii. Historical Persistence of and changing nature of tribes.	20	3+1=4hrs
UNIT II	Tribes of Assam: Society-Economy - Religion Culture: i. Origin, migration, oral tradition, tribal landscape and settlement, customary law ii. Traditional subsistence economy and Jhoom cultivation iii. Customary law, Religious rites and rituals. iv. Indigenous Knowledge system of tribes.	20	3+1=4hrs
UNIT III	Intervention of Colonial power and its impact on the Tribal groups of Assam: i. Expeditions and Annexations: Jaintia Hills, Garo Hills, Naga Hills and Lushai Hills ii. Tribal Uprising: Kuki, Haipou Zadonang and Rani Gaidinliu Movement, Adis and Bhutias iii. Advent of Christian Missionary: Proselytisation iv. Introduction of education	20	3+1=4hrs
UNIT IV	Policies and Acts for Tribal's: i. Inner Line Regulation 1873 ii. Assam land and Revenue Regulation 1886 a iii. Line system 1920 iv. Government of India Act 1935 and Excluded and Partially Excluded Areas. v. Tribal belt and Block, chapter X of 1886 Regulation.	20	3+1=4hrs
UNIT V	20 th century Tribal movement in Assam : i. Nature and Causes ii. Formation of socio-political organizations among the tribal groups. iii. All Assam Kachari Sanmiloni, Tribal League, Bodo Maha Sabha, APHLC, PTCA, etc. iv. Autonomous Council and participatory politics.	20	3+1=4hrs

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SUGGESTED READINGS:

1. Anderson, Benedict. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. London: Verso, 1983.
2. Barpujari, H. K. (Ed.). *Political History of Assam*. Vol. I. Guwahati: Publication Board of Assam.
3. Barpujari, H. K. *The American Baptist Missionaries and North-East India*. Guwahati: Spectrum Publications, 1986.
4. Beteille, Andre. "The Concept of Tribe with Special Reference to India." *European Journal of Sociology*, 1986.
5. Bhuyan, S. K. (Ed.). *Francis Hamilton's An Account of Assam*. New Delhi: Gyan Publishing House.
6. Chatterji, Suniti Kumar. *Kirata-Jana-Kriti*. Calcutta: Asiatic Society, 1974.
7. Endle, S. *The Kacharis*. New Delhi: Akansha Publishing House, 2010 (Reprint of 1911 edition).
8. Gellner, Ernest. *Nations and Nationalism*. Ithaca: Cornell University Press, 1983.
9. Ghurye, G. S. *The Scheduled Tribes*. Bombay: Popular Prakashan, 1963.
10. Haas, Mark L. *The Ideological Origins of Great Power Politics, 1789–1989*. Ithaca: Cornell University Press, 2005.
11. Huntington, Samuel P. *The Clash of Civilizations and the Remaking of World Order*. New York: Simon & Schuster, 1996.
12. Hutchinson, John, and Anthony D. Smith (Eds.). *Ethnicity*. Oxford: Oxford University Press, 1996.
13. Mackenzie, Alexander. *The North-East Frontier of India*. New Delhi: Mittal Publications, 2007 (Reprint).
14. Mann, Michael. *The Dark Side of Democracy: Explaining Ethnic Cleansing*. Cambridge: Cambridge University Press, 2005.
15. Nag, Sajal. *The Uprising: Colonial State, Christian Missionaries and Anti-Slavery Movement in Northeast India (1908–1954)*. New Delhi: Oxford University Press, 2016.
16. Pemberton, R. B. *The Eastern Frontier of India*. New Delhi: Mittal Publications, 2000 (Reprint of 1835 edition).

DSC HIS -454*: SCIENCE AND TECHNOLOGY IN PRE-COLONIAL INDIA

(Additional paper for non-research)

Lectures: 3

Tutorial: 1 (per week)

Credit- 4

Marks: 40 (In-Sem) + 60 (End-Sem) = 100

Course Description:

This course introduces the historical development of science and technology from prehistoric to early historical and pre-modern periods. It examines the evolution of tools, techniques, and scientific knowledge across diverse fields such as agriculture, metallurgy, architecture, military technology, transport, medicine, and communication. Special emphasis is placed on understanding how scientific ideas and technological practices shaped human society, economy, and culture across different historical phases, including contributions from Indian knowledge systems such as Ayurveda, Unani, and classical sciences.

Pre-Requisite: Students should have the understanding and knowledge of science and technology in the context of India.

Course Objectives: The course aims to introduce students to the historical development of science and technology from prehistoric to early historical and pre-modern periods. It seeks to develop an understanding of the meaning, scope, and importance of scientific knowledge in shaping human society. The course also highlights the evolution of major branches of science such as astronomy, mathematics, and alchemy, along with technological advancements in agriculture, metallurgy, and construction. It further explores developments in textile production, military technology, transport, communication, and traditional medical systems like Ayurveda and Unani. Overall, the course intends to enable students to critically understand the relationship between scientific progress and socio-cultural change in history.

Course Outcomes:

CO1: To understand the meaning, scope, and importance of science and technology in historical context.

CO 2: To trace the development of scientific knowledge in fields like astronomy, mathematics, and alchemy.

CO3: To analyze technological advancements from the Paleolithic to Chalcolithic periods.

CO4: To examine the role of iron technology, agriculture, and pottery in early societies.

CO5: To study developments in textile, metallurgy, construction, and industrial technologies.

CO 6: To explore military, transport, and communication technologies in historical societies.

CO 7: To understand the evolution of medical science, diseases, and traditional healing systems

UNIT	TITLE	MARKS	Classes to be taken Lecture= 60 Tutorial=20 Total in hrs= 60
UNIT I	i. Sources and approaches ii. Science and technology: meaning, scope and importance. iii. Pre- historic Tools and technology: Paleolithic, Mesolithic, Neolithic and Chalcolithic period.	20	3+1=4hrs

UNIT II	i. Bronze age technology and Metallurgy. ii. Development of agriculture in early historical period- use of iron technology, irrigation, tools, crops iii. Pottery making- OCP, BRW, PGW, NBPW	20	3+1=4hrs
UNIT III	i. Textile technology (cotton, silk, wool) ii. Mining and metallurgy iii. Building and construction industry (bridge making, stone cutting, brick, tiles, lime and mortar)	20	3+1=4hrs
UNIT IV	i. Military technology (fortress, bows and arrows, stirrup, gun powder, fire arms) ii. Paper making technology (palm leaf, <i>tula paat</i> , <i>sanchi paat</i>) iii. Transport and communication iv. Disease : tropical diseases, venereal diseases, epidemics	20	3+1=4hrs
UNIT V	i. Development of different branches of Science: Astronomy, Mathematics, Alchemy. ii. Contribution of Aryabhata, Brahmagupta, Baudhayana, Bhaskara II, Nagarjuna, Kanada. iii. Developments in field of medicine and Surgery. Ayurveda and Unani medicine. iv. Contribution of Charaka, Sushruta, Jivaka	20	3+1=4hrs

SUGGESTED READINGS:

1. Basham, A. L. *The Wonder That Was India*. London: Sidgwick & Jackson, 1954.
2. Chattopadhyaya, D. P. *History of Science and Technology in Ancient India: The Beginnings*. Calcutta: Firma K. L. Mukhopadhyay, 1987.
3. Chattopadhyaya, D. P. *The Ways of Understanding the Human Past: History of Science, Philosophy and Culture in Indian Civilization*. New Delhi: Centre for Studies in Civilizations, 2001.
4. Chattopadhyaya, D. P. *Interdisciplinary Studies in Science, Technology, Philosophy and Culture*. New Delhi: Centre for Studies in Civilizations, 1996.
5. Chattopadhyaya, D. P. *Mathematics, Astronomy and Biology in Indian Tradition: Some Conceptual Preliminaries*. New Delhi: Centre for Studies in Civilizations, 1999.
6. Dharampal. *Indian Science and Technology in the Eighteenth Century*. New Delhi: Biblia Impex Pvt. Ltd. and Hyderabad: Academy of Gandhian Studies, 1983.
7. Elliot, James. *Indian Industries*. London: W. H. Allen & Co., 1880.
8. Habib, Irfan. *Medieval Technology in India: 650–1750*. New Delhi: Tulika Books, 2008.
9. Habib, Irfan. *Prehistory*. New Delhi: Tulika Books, 2001.
10. Habib, Irfan. *Medieval Technological Exchanges between India and the Islamic World*. Aligarh: Viveka Publications, 1985.

11. Kaushik, Roy (Ed.). *Warfare, State and Society in South Asia: 500 BCE–2005 CE*. New Delhi: Manohar Publishers, 2010.
12. Mahmud, Syed Jafar. *Metal Technology in Medieval India*. New Delhi: Daya Publishing House.
13. Rahman, A. (Ed.). *History of Indian Science, Technology and Culture, AD 1000–1800*. Vol. III, Part I. New Delhi: Oxford University Press.
14. Sachau, Edward C. (Ed. and Trans.). *Al-Biruni's India*. New Delhi: Oriental Books Reprint Corporation.
15. Sarma, S. R. "Astronomical Instruments in Mughal Miniatures." *Studia zur Indologie und Iranistik*, Vol. 16, 1992, pp. 235–276.
16. Sen, S. N., and K. S. Shukla (Eds.). *History of Astronomy in India*. New Delhi: Indian National Science Academy, 1985.
17. Singh, Upinder. *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*. New Delhi: Pearson Education.
18. Shrimali, Krishna Mohan. *The Age of Iron and the Religious Revolution (c. 700–c. 350 BC)*. New Delhi: Munshiram Manoharlal.

DISSERTATION / PROJECT

Only for Research (In lieu of HIS-CORE-452*, 453* & 454*)

Course Overview:

In this course, students are made to work towards writing a dissertation on a topic of their choice. The students are assigned mentors under which they are to develop their dissertation. The dissertation should be the outcome of the learning of the student as s/he gets the opportunity to engage in the creation of knowledge with practical application of historical concepts, tools and techniques. The Departmental Advisory Committee (DAC) may select one or more area on which the students may lay emphasis in selecting their topics of dissertation. The DAC would also issue the style sheet and the schedule of submission

Course Outcome: The student after completion of the dissertation would be able to

- Carry out historical research
- Undertake doctoral research
- Undertake research projects.

DSM- HIS 451- ASSAM SINCE INDEPENDENCE

Lectures: 3

Tutorial: 1 (per week)

Credit- 4

Marks: 40 (In-Sem) + 60 (End-Sem) = 100

Course Description: This course offers an in-depth knowledge of the history of Assam since independence. It provides an analytical approach to assess the political-economic and social development of Assam since independence. Emergence of different socio political and cultural groups in Assam in the post independence time and their role in shaping the contemporary Assam.

Pre-Requisite: Basic knowledge of Assam history and recent development of society, polity and economy of Assam.

Course objectives: To make the students aware about the history of Assam since independence. This course aims to enable the students to assess the aftermath of Partition and other socioeconomic developments in post-independence Assam. This course also aims to identify the main currents of political and socio-economic development in Assam after India's independence and the causes and impact of various struggles and movements in contemporary Assam.

Course Outcomes: After the completion of this course, students will be able

CO 1: To recall the significant political, economic, and social events in Assam since independence. To explain the consequences of the Partition, Indo-China War, and the formation of Bangladesh on Assam.

CO 2: To describe the impact of Five-Year Plans, demographic changes, and environmental and cultural issues.

CO 3: To examine the relationship between development policies and ethnic movements in the state and current socio-political scenarios of Assam.

CO 4: To analyze the causes and outcomes of major agitations such as the Language Movement, Refinery Movement, and Assam Movement.

CO 5: To evaluate the effectiveness of land policies, administrative reorganizations, and disaster responses also to assess the role of cultural and women's organizations in Assam's post-independence social transformation.

CO 6: To develop case studies or presentations on key post-independence movements or environmental issues in Assam.

UNIT	TITLE	MARKS	Classes to be taken Lecture=60 Tutorial=20 Total in hrs= 60hrs
UNIT I	Political developments : i. Political changes and impact of partition ii. Administrative and Territorial Re-organization. iii. Electoral politics and Rise of Regionalism. iv. Indo-China War (1962) and Bangladesh war and its impact on Assam	20	3+1=4 hrs
UNIT II	Economic developments : i. Economic impact of the Partition ii. Revenue policies iii. Five year plans iv. Industrialization and Urban Development v. Demographic Changes vi. Transport and communication	20	3+1=4 hrs
UNIT III	Movements and Ethnic Resurgence : i. Growth of middle class	20	3+1=4 hrs

	ii. Language movement iii. Refinery Movement iv. Assam Movement v. Autonomy Movement		
UNIT IV	Environmental issues : i. Natural disasters: earthquake of 1950, flood, erosion. ii. Land policies and land hunger iii. Development and environment iv. Big dam issue, Development v. Displacement and natural resources.	20	3+1=4 hrs
UNIT V	Cultural development: i. Activities of The Assam Sahitya Sabha, ii. Development of Media (print and electronic), the All India Radio. iii. Development of Education : Elementary, Secondary and Higher iv. Women's Movements :MahilaSamiti, Asam Lekhika Somaroh	20	3+1=4 hrs

SUGGESTED READINGS:

1. Baruah, S. L. *A Comprehensive History of Assam*. New Delhi: Munshiram Manoharlal Publishers Pvt. Ltd., 1985.
2. Baruah, S. L. (Ed.). *Status of Women in Assam with Special Reference to Non-Tribal Societies*. Guwahati: Publication details unavailable.
3. Basumatary, Rituraj. *Students Union and Ethnic Movements in Assam*. Chennai: Notion Press, 2020.
4. Basumatary, Rituraj. *Assam Movement (1979–85) and Beyond*. Chennai: Notion Press, 2020.
5. Deka, Basanta. *The Inevitable Assam Movement*. Guwahati: Barna Publications.
6. Deka, Meeta. *Women's Agency and Social Change: Assam and Beyond*. New Delhi: Sage Publications, 2013.
7. Goswami, P. C. *Economic Development of Assam*. [Publication details unavailable].
8. Hussain, Monirul. *The Assam Movement: Class, Ideology and Identity*. New Delhi: Manak Publications, 1993.
9. Medhi, S. B. *Transport System and Economic Development in Assam*. Guwahati: Publication Board, Assam.
10. Talukdar, Mrinal. *Assam After Independence*. Guwahati: Nanda Talukdar Foundation, 2017.

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