

HISTORY SYLLABUS

Rabindranath Thakur Viswavidyalaya

Four Year Undergraduate Bachelor of Arts Course Structure in History

AS PER NEP, 2020

DEPARTMENT OF HISTORY

Introduction to Programme

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

The present syllabus is prepared up to the eight semester in History. In the first six semesters (three years), the students will complete fifteen Major courses of four credits each and six Minor Courses (MC) of four credits each. In the first three semesters, students will complete compulsory AEC, SEC, and VAC courses with Exit options after completion of one year/two year /three year.

In the seventh semester, the students will complete four major courses (DSE) of four credits each, one minor course of four credits. Students pursuing Honors with Research will write one Dissertation of four credits in seventh semester in lieu of paper no 21. In the eighth semester, the students will complete four Major Courses (DSE) of four credits each with one Minor Course of four credits. Again students pursuing Honors with Research will write two Dissertations of eight credits in eight semester in lieu of paper no 22 and 23.

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. The courses also cover ideas and concepts of historiography to impart knowledge on the traditions of history writing. These also encourage the students to think critically and understand the discipline from multiple perspectives. The Dissertation in the seventh and eight semesters will provide training to the students on methodology to conduct historical research by using secondary and primary sources.

NOTE: Students who intend to complete four year degree programme will have two options in 7th and 8th Semester as: Students who choose Research in 4th year are to study DSC -16, DSC-17, and DSC 18 of 4 credits and have to complete a dissertation project of

4 credits mandatorily in 7th semester. Accordingly ,in the 8th semester these students will study DSC-19, DSC-20 of 4 credits each and to complete a dissertation project of 8 credits. Students who don't choose Research will study DSC-21,DSC-22, DSC -23 mandatorily in lieu of dissertation project in 7th and 8th semester in addition to (DSC-16 to DSC -20) leading to Honours without Research.

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

PSO 1: After completion of this programme students can develop a comprehensive understanding of world, Indian and regional history through a chronological, conceptual, and analytical study. Students can remember the significant historical facts, events, figures, dates, and movements across periods.

PSO 2: After completion of this programme a graduate can explain and apply historical methods and tools in analyzing, reconstructing and reinterpreting the past by using sources such as literary, oral, archaeological, ethnographical etc.

PSO3: After completion of this programme a graduate can obtain the art of critical thinking and analytical skills with historical consciousness for their preparation for careers in education, research, public service, journalism and other related fields.

PSO4: After completion of this programme a graduate will be encourage for the appreciation of cultural diversity, heritage conservation, and national integration through historical knowledge.

PSO5: After completion of this programme a graduate can prepare themselves for higher education and lifelong learning in different historical field like archaeological , museum study, journalism and other interdisciplinary fields. Overall, the programme will help the graduates to develop broad multidisciplinary learning contexts especially in the field of humanities and social sciences.

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
 - B. Home Assignment
 - C. Fieldwork/Project
 - D. Viva-Voce.

BA (MAJOR) Curriculum Framework in History

Course Structure of the B.A. MAJOR & MINOR Programme

List of courses of the B.A. MAJOR & MINOR Programme

Detailed syllabus of the B.A. MAJOR Core Courses

Detailed syllabus of the B.A. MINOR Courses

Detailed syllabus of the B.A. INTERDISCIPLINARY Courses

SEMESTER	CATEGORY OF COURSE	HONOURS	Credits
Semester I	HIS Core-1.1	History of India-I	4
	HIS Minor-1.1	History of India upto 1206	4
	IDC/GE-1	Understanding Science and Technology in Ancient India	3
	AECC-1		2
	SEC-1.1	Heritage Tourism of North East India	3
	VAC-1		2
	VAC-2		2
Semester II	HIS Core-2.1	History of India-II	4
	HIS Minor-2	History of India (1206-1757)	4
	IDC/GE -2	Understanding Cultural Heritage of Assam.	3
	AECC-2		2
	SEC-2	Oral Culture and History	3
	VAC-3		2
	VAC-4		2
Semester III	HIS Core-3.1	History of India-III (C.750-1206)	4
	HIS Core -3.2	History of Assam upto c.1228	4
	Minor-3	History of India 1757-1947	4
	IDC/GE-3	Environmental History of India	3
	AECC-3		2
	SEC-3	Introduction to Performing Arts and Culture of Assam	3
Semester IV	HIS Core-4.1	History of India- IV (c.1206-1550)	4
	HIS Core-4.2	History of India- V (c.1550-1605)	4
	HIS Core-4.3	Rise of Modern West -I	4
	Minor-4	History of Assam upto c.1228	4
	AECC-4		2
	Summer Internship		2
Semester V	HIS Core -5.1	History of India VI (c. 1605- 1750)	4
	HIS Core -5.2	History of Medieval Assam (c. 1228 –1826)	4
	HIS Core -5.3	Rise of Modern West-II	4
	HIS Core -5.4	Historiography: Concepts and Ideas	4
	Minor- 5	History of Medieval Assam (c. 1228 –1826)	4
Semester VI	HIS Core -6.1	History of Europe 1780-1939	4
	HIS Core -6.2	Colonial Penetration and Resistance (c. 1750 - 1857)	4
	HIS Core -6.3	India's Struggle For Freedom (1857-1947)	4
	HIS Core -6.4	History of Assam (c. 1826 – 1947)	4

	Minor -6	Social And Economic History of Assam	4
Semester VII	HIS Core -7.1	History of East Asia: China and Japan (1840-1970)	4
	HIS Core -7.2	Gender History	4
	His Core-7.3	Art and Architecture in India	4
	His-Core- 7.4	Environmental History of India	4
	Minor -7	History of Assam c. 1826 – 1947	4
Semester VIII	HIS Core -8.1	India Since Independence	4
	HisCore-8.2 Non-Research	Assam Since Independence	4
	His--Core-8.3 Non-Research	An Introduction to the Ethno History of Assam	4
	His-Core-8.4 Non-Research	International Relations since 1939	4
	Minor-8	Assam Since Independence	4
	Dissertation/Project in lieu of 8.2,8.3 and 8.4 (Only for Research)	Dissertation /Project	8

Semester I

HIS-HC-1: HISTORY OF INDIA- I

Lectures: 3

Credit-4

Tutorial: 1 (per week)

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 develop an understanding of the cultures in transition of India.

CO2: To explain the idea of History.

CO3: To analyze the 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 explain the basics ideas of Indian History.

CO6: 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	20	3 +1=4hrs
	A. Sources and tools of historical reconstruction: archaeological: epigraphy, numismatics, literary		
	B. Historical interpretations (with special reference to gender, environment, technology, and regions)		
UNIT-II	Pre-historic hunter-gatherers:	20	3 +1=4hrs
	A. Paleolithic cultures-sequence and distribution		
	B. Mesolithic cultures- regional and chronological distribution, rock art.		
UNIT-III	The advent of food production: Understanding the regional and chronological distribution of the Neolithic culture Chalcolithic cultures: subsistence, and patterns of exchange	20	3 +1=4hrs
UNIT-IV	The Harappan civilization: Origins:	20	3 +1=4hrs
	Settlement patterns and town planning; agrarian base; craft productions and trade.		
	Social and political organization; religious beliefs and practices; art.		
	The problem of urban decline and the late- post-Harappan traditions		
UNIT-V	Cultures in transition:	20	3 +1=4hrs

	Settlement patterns, technological and economic developments social stratification; political relations; religion and		
	philosophy; the Aryan Problem, North India, Vedic Age, (circa 1500 BCE-300 BCE)		
	Central India and the Deccan (circa 1000 BCE - circa 300 BCE)		
	Tamilakam (circa 300 BCE to circa CE 300)		

Suggested Readings:

- R.S. Sharma, India's Ancient Past, New Delhi, OUP, 2007
- R. S. Sharma, Material Culture and Social Formations in Ancient India, Laxmi Publications, 2007.
- R.S. Sharma, Looking for the Aryas, Delhi, Orient Longman Publishers, 1995
- D. P. Agrawal, The Archaeology of India, 1985
- Bridget & F. Raymond Allchin, The Rise of Civilization in India and Pakistan, 1983.
- A. L. Basham, The Wonder that Was India, 1971.
- D. K. Chakrabarti, The Archaeology of Ancient Indian Cities, 1997,
- D. K. Chakrabarti, The Oxford Companion to Indian Archaeology, New Delhi, 2006.
- H. C. Raychaudhuri, Political History of Ancient India, Rev. ed. With Commentary by B. N. Mukherjee, 1996
- K. A. N. Sastri, ed., History of South India, OUP, 1966.
- Upinder Singh, A History of Ancient and Early Medieval India, 2008.
- Romila Thapar, Early India from the Beginnings to 1300, London, 2002.
- Uma Chakravarti, The Social Dimensions of Early Buddhism. 1997.
- Rajan Gurukul, Social Formations of Early South India, 2010.
- R. Champakalakshmi, Trade. Ideology and urbanization: South India 300 BC- AD 1300, 1996.

HIS-MINOR-1- HISTORY OF INDIA (FROM THE EARLIEST TIMES TO 1206 A.D.)

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	TITTLE	MARKS	Classes to be taken Lecture=60 Tutorial=20 Total in hrs= 60hrs
UNIT-I	Sources: literary and archaeological	20	3 +1= 4 hrs
	Indus Civilization: origin, extent, urban planning and urban decline.		

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

Suggested Reading:

R.S. Sharma, India's Ancient Past, New Delhi, OUP, 2007
R. S. Sharma, Material Culture and Social Formations in Ancient India, Laxmi Publications, 2007.
R.S. Sharma, Looking for the Aryas, Delhi, Orient Longman Publishers, 1995
D. P. Agrawal, The Archaeology of India, 1985
Bridget & F. Raymond Allchin, The Rise of Civilization in India and Pakistan, 1983.
A. L. Basham, The Wonder that Was India, 1971. D. K. Chakrabarti, The Archaeology of Ancient Indian Cities, 1997,
D. K. Chakrabarti, The Oxford Companion to Indian Archaeology, New Delhi, 2006.
H. C. Raychaudhuri, Political History of Ancient India, Rev. ed. With Commentary by B. N. Mukherjee, 1996
K. A. N. Sastri, ed., History of South India, OUP, 1966.
Upinder Singh, A History of Ancient and Early Medieval India, 2008.
Romila Thapar, Early India from the Beginnings to 1300, London, 2002.
Uma Chakravarti, The Social Dimensions of Early Buddhism. 1997.
Rajan Gurukul, Social Formations of Early South India, 2010.
R. Champakalakshmi, Trade. Ideology and Urbanisation: South India 300 BC-AD 1300, 1996.

HIS-IDC/GE- I: 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 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	Stone Age technology: Conceptual understanding of Technology and its growth Origin and growth of food production.	20	2 +1= 3 hrs
	Paleolithic: Stone industries and other technological development		
	Mesolithic: New developments in technology, society and economy Neolithic: Technological changes,		
UNIT-II	Bronze Age technology: Tools ,	15	2 +1=3 hrs
	Metallurgy, Craft work.		
UNIT-III	Iron Age culture: Use of iron and its impact.	20	2 +1= 3 hrs
	Painted grey ware (PGW) and Northern Black Polished ware (NBPW) cultures.		
UNIT-IV	Early developments in science and technology: Aryabhata, Varahmihira, Brahmagupta, Bhaskara I, Charaka.	20	2 +1= 3 hrs

	Technological developments in the early medieval period, Persian wheel, Agro industries		
	Metal technology, gun-powder, textiles, bridge-building.		

Suggested Reading:

A. Roy and S. K. Bagchi (eds) Technology in Ancient and Medieval India,
D. P. Chattopadhyay, History of Science and technology in Ancient India,
D.D. Kosambi, An Introduction to the Study of Indian History,
RS. Sharma, Material Culture and Social Transformation in Ancient India.
IrfanHabib, Pre-history, People's History series,
T. Raychoudhury&IrfanHabib (eds) Cambridge Economic History of Indian Vol. I. X.
1200 C 1750
A.k Bag(ed): History of Technology in India, Indian National Science Academy, New
Delhi, 1997.
Upinder Singh, The History of the Ancient and Early Medieval India, Pearson, 2008

SKIL ENHENCHMENT COURSE HISTORY

HIS-SEC- I- Heritage Tourism in North East India

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 North East India. 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 North East India.

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

Course Objectives:After completing this course, students will be able to explain Tourism in North East India with special reference to the historical monuments, cultural and ecological elements and places of the north east India country 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 understand the physiographic divisions, water bodies, and climate patterns of North East India.

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 North East India.

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	TITTLE	Marks	Classes to be taken Lecture=32 Tutorial=16 total in hrs=48hrs
UNIT-I	Theoretical aspects of tourism, Elementary geography and bio – diversity of North East India: Tourism – Concept, meaning and significance	20	2 +1= 3 hrs
	Different types of Tourism; Physiographical divisions, water bodies and climatic conditions		
	Important wildlife habitats : Kaziranga, Manas, Orang, Nameri, Dibru Saikhowa, Namdapha, Keibul Lamjao, Rain forests of Assam.		
UNIT-II	Ancient remains and Important tourist places of the North – East India	20	3+1=4 hrs
	Ancient remains: Goalpara, Ambari, Tezpur, Deopahar, Malinithan, Doyang– Dhansirivalley		
	Shillong, Cherapunjee, Aizwal, Gangtok, Kohima, Tawang,		
	Poa Mecca (Hajo), Azan Pir Dargah, Jatinga		

UNIT-III	Architectural Heritage	20	2 +1= 3hrs
	Dimapur, Kasomari, Maibong, Khaspur Charaideo, Garhgaon, Sivasagar and Rangpur Ujayanta palace, NeerMahal		
	Kamakhya, HayagrivaMadhava, Tripura Sundari Temple, Rumtek monastery, Kangla fort		
UNIT-IV	Fairs and festivals of the North – East Festivals - <i>Bihu, Ali Aye Lrigang, Mopin</i> festival, Tai – Buddhist festivals in Assam	15	1+1= 2hrs
	<i>Bhaona</i> , Ras celebration in Majuli Fairs – Jonbil Mela, Ambubachi fair at Kamakhya		
	Tourist festivals based on ethnic culture – Horn Bill festival, Sangai festival, Dihing Patkai festival		

Bezboruah, M : *Tourism in North East India*

Bora, S., & Bora, M.C., : *The Story of Tourism : An Enchanting Journey through India's North – East*, UBSPD, Delhi, 2004.

.....: *Paryatanar Ruprekha: Uttar Purbanchalar Itihas Aru Sanskritir Patabhumi*

Bhatia, A. K. : *International Tourism – Fundamentals and Practices*, New Delhi, 1997

.....; *Tourism in India*

Nath, R.M. : *The Background of Assamese Culture*, Guwahati, 1978

Sarma, P. : *Architecture of Assam*, Delhi - 1988

Ahmed, Kamaluddin: *The Art and Architecture of Assam*, Spectrum Publication, Guwahati, 1994.

Bhattacharya, P. : *Tourism in Assam*, Bani Mandir, Guwahati, 2004

Neog, M. : *Pavitra Asom*, LBS, Guwahati

: *Asamiya Sanskritir Ruprekha*, Guwahati - 1970

Boruah, P. : *Chitra-Bichitra Asom*, Guwahati, 2003

Taher&Ahmed : *Geography of North East India*, Mani Manik Prakash, Guwahati, 2010.

Gogoi, Atanu : *Paryatan Aru Uttar Purbanchal*, Bani Mandir, Guwahati, 2006

Sharmah, Gautam: *Uttor Purbancholor Oitihashik Pajyoton*, Global Publishing House, Hyderabad, 2024

SEMESTER II

HIS-HC- II- HISTORY OF INDIA- II

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 stratifications 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	TITTLE	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): Expansion of agrarian economy: production relations.	20	3 +1= 4 hrs
	Urban growth: north India, central India and the Deccan; Craft Production: trade and trade routes; coinage.		
	Social stratification: class, Varna, jati, untouchability; gender; marriage and property relations		
UNIT-II	Changing political formations (circa 300 BCE to circa CE 300): The Mauryan Empire	20	3 +1=4 hrs
	Post-Mauryan Polities: Kushanas, Satavahanas, Gana Sanghas.		
UNIT-III	Towards early medieval India [circa CE fourth century to CE 750 Agrarian expansion: land grants, changing production relations; graded Land rights and Peasantry. The problem of urban decline: patterns of trade, currency, and urban Settlements.	20	3 +1= 4 hrs
	Varna, proliferation of jatis: changing norms of marriage and property. The nature of polities: the Gupta empire and its contemporaries. Post- Gupta polities - Pallavas, Chalukyas, and Vardhanas, Rastrakuta, Pandya.		
UNIT-IV	Religion, philosophy and society (circa 300 BCE- CE 750): Consolidation of the brahmanical tradition: dharma, Varnashram, Purusharthas, samskaras.	20	3 +1= 4 hrs
	Theistic cults (from circa second century BC): Mahayana; the Puranic tradition.		
	The beginnings of Tantricism		
UNIT-V	Cultural developments (circa 300 BCE - 750 CE) A brief survey of Sanskrit, Pali, Prakrit and Tamil literature; Scientific and technical treatises	20	3 +1= 4 hrs

	Art and architecture & forms and patronage during the Mauryan period		
	Art and architecture & forms and patronage during Post-Mauryan, Gupta, post-Gupta.		

Suggested Readings:

- B. D. Chattopadhyaya, The Making of Early Medieval India, 1994.
- D. P. Chattopadhyaya, History of Science and Technology in Ancient India, 1986.
- D. D. Kosambi, An Introduction to the Study of Indian History, 1975.
- S. K. Maity, Economic Life in Northern India in the Gupta Period, 1970.
- B. P. Sahu (ed), Land System and Rural Society in Early India, 1997.
- K. N. Sastri, A History of South India.
- R. S. Sharma, Indian Feudalism, 1980.
- R.S.Sharma, Urban Decay in India,c.300- c.1000,Delhi, Munshiram Manohar Lal,1987
- Romila Thapar, Asoka and the Decline of the Mauryas, 1997.
- Susan Huntington, The Art of Ancient India: Buddhist, Hindu, and Jain, New York, 1985.

HIS –MINOR-II- HISTORY OF INDIA (c.1206 to 1757)

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	TITTLE	MARKS	Classes to be taken Lecture=60 Tutorial=20 Total in hrs=60
UNIT-I	Foundation and consolidation of the Sultanate : Iltutmish, Sultana Raziya, Balban and the Mongol invasions	20	3 +1= 4 hrs
	Expansion of Sultanate: AlauddinKhalji - conquests and administration		
	Tughlaqs- Muhammad bin Tughlaq and Firoz Shah Tughlaq.		
UNIT-II	Decline of the Sultanate Rise of Provincial Kingdoms and contest for supremacy: Vijaynagar and Bahmani Kingdoms.	20	3 +1=4hrs
	Political and Revenue administration : Iqtadari system Agriculture, trade and commerce during the Sultanate period		
UNIT-III	Foundation of the Mughal Empire : Mughal - Afghan contest - Babur and Humayun; Sher Shah and his administration.	20	3 +1= 4hrs

	Consolidation and territorial Expansion of the Mughal Empire- Akbar, Jahangir, Shahjahan, Aurangzeb, Mughal-Rajput Relations, Religious Policy of the Mughals		
UNIT-IV	Rise of Maratha power under Shivaji. Disintegration of the Mughal Empire	20	3 +1= 4hrs
	Mughal Administration: Mansabdari and Jagirdari System		
	Aspects of society and economy during the Mughal period: agriculture, trade and commerce		
UNIT-V	Syncretism in medieval India: religion, literature, art and architecture	20	3 +1= 4hrs
	Bhakti movement: Nanak, Kabir and Mirabai		
	Sufism: Different Silsilahs		

Suggested Reading:

Satish Chandra: Medieval India from Sultanat to the Mughals, Vols. I, II
R. P Tripathy : Rise and fall of the Mughal Empire
R.C. Majumdar (ed) :The History and Culture of the Indian People, Vols. VI
K.M Asraf: Life and Conditions of the People of Hindusthan
K.N Chitnis : Socio- Economic History of Medieval India
Irfan Habib : Agrarian System of Mughal Empire
M Habib, &Nizami : Comprehensive History of India, Vol.V
J.L Mehta: Advanced Study in History of Medieval India, Vol. I & II
K.A Nizami: Studies in Medieval Indian History and Culture
A Rashid: Society and Culture in Medieval India
S.A.A Rizvi: The Wonder that was India, Part-II
.....: A History of Sufism in India

Semester-II

HIS-IDC/GE –II UNDERSTANDING CULTURAL HERITAGE OF ASSAM

Lectures: 2

Tutorial: 1 (per week)

Credit: 3

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	Meaning and concept: Culture and Heritage. Archaeological remains: Deopahar, Malini than, Madan Kamdev, Daparbotiya, ,Doyang-Dhansiri	20	2 +1= 3hrs
	Sculptures of Assam: Deopani School, East India school of Medieval Art		
	Stupas and rock cut caves: Surya pahar, Jogighopa, Pancharatna		
UNIT-II	Historical monuments of Ahom period: Monuments at Sivasagar, and Dergaon, Maidams of Charaideu Monuments of Koch period: Kamakhya and Hajo.	20	2+1=3hrs

	Literary traditions of Medieval Assam: Buranjis, Vamsavalis		
UNIT-III	Neo- Vaishnavism in Medieval Assam: Socio-religious background, Basic tenets and its impact on tribal society. Satra institutions of Barpeta and Majuli	20	2 +1= 3hrs
	Development of Vernacular literature: Bhakti literature, Caritputhi		
UNIT-IV	Monuments Kachari period: Kasomari and Dimapur, Maibong.	15	2 +1= 3hrs
	Art and Architecture of the Ahoms: Temple, Satra, Namghar and Royal buildings		
	Manuscript tradition of medieval Assam		

Suggested Reading:

Maheswar Neog, Cultural Heritage of Assam
 -----Sankardeva and His Times
 H.K. Barpujari, The Comprehensive History of Assam Vol.I and III
 S. N. Sarma, A Socio-Economic and Cultural History of Medieval Assam
 -----, Neo- Vaishnavite Movement and Satra Institutions of Assam
 B.K.Baruah, A Cultural History of Assam,
 S.L. Baruah, A Comprehensive History of Assam.

SKILL ENHANCEMENT COURSE HISTORY

HIS-SEC-II- 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: Remember key concepts such as orality, oral tradition, and oral history.

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

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

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

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

CO-6: To Create and present 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: (a) Orality, Oral Tradition, Oral Culture (b) Oral History (c) Distinction between Oral Tradition and Oral History	15	1+1=2hrs
UNIT-II	History and Historiography (a) Oral History as a tool for analysis (b) Social issues : Gender, conflict, violence, etc. (c) Economic issues : Development schemes and their impact, displacement, etc	20	3+1=4hrs
UNIT-III	Methodology: (a) Collection, preservation and interpretation of historical information through recorded interviews of people, communities, and participants in past events (b) Documentation and Archiving : Written, Audio and Visual	15	1+1=2hrs
UNIT-IV	Potential areas for Oral History research: (a) Oral Traditions: Customs, Beliefs, Practices and World view; (b) Life Histories: Participants in past events; Women; War migrants; Victim of disasters, government policies, ethnic conflicts; Personal stories.	20	3+1=4hrs

Readings:

- Thompson, Paul R., *Voice of the Past : Oral History*, OUP, Great Britain, 1978
- Ritchie, Donald A.: *Doing Oral History: A Practical Guide*, OUP, New York, 2003.
- Perks, Robert and Thomson, Alistair (eds.) *Oral History Reader*, Routledge, 1998.
- Valerie Raleigh Yow, *Recording Oral History*, Altamira Press, USA, 2005.
- Vansina, Jan, *Oral Tradition. A Study in Historical Methodology* (Translated from the French by H. M. Wright). London: Routledge&Kegan Paul. 1965
- Vansina, Jan, *Oral Tradition as History*, Madison: University of Wisconsin Press. 1985
- Butalia, Urvashi, *The Other Side of Silence: Voices from the Partition of India*, Penguin. 2017.
- Humphries: *The Handbook of Oral History*.
- H. Roberts. Ed. *Doing Feminist Research*, Routledge&KeganPaul, London, 1981
- I. John Miles Foley, *Oral Formulaic-Theory: An Introduction & Annotated Bibliography*, New York & London: Garland, 1985

Das, Veena,(ed.), *Mirrors of Violence: Communities, Riots & Survivors in South Asia*, Delhi,OUP,1990
Prasad, M. Mahadeva, *Ideology of the Hindi Film: A Historical Construction*, Delhi,
OUP, 1998.

SEMESTER III

HIS-MAJOR III-3016: HISTORY OF INDIA III (c. 750-1206)

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	A.Studying Early Medieval India: B.Historical geography; Sources: texts, epigraphic and numismatic data C.Debates on Indian feudalism, rise of the Rajputs and the nature of the state	20	3+1=4hrs
Unit II	Political Structures: A.Evolution of political structures: Rashtrakutas, Palas, Pratiharas, Rajputs and Cholas B.Legitimization of kingship; brahmanas and temples; royal genealogies and rituals C.Arab conquest of Sindh: nature and impact of the new set-up; Ismaili dawah D.Early Turkish invasions: Mahmud of Ghazna; Shahab-ud-Din of Ghur	20	3+1=4hrs
Unit III	A.Agrarian Structure and Social Change: Agricultural expansion: B.Crops, Landlords and peasants C.Proliferation of castes; status of untouchables D.Tribes as peasants and their place in the Varna order	20	3+1=4hrs
Unit IV	A.Trade and Commerce: Inter-regional trade B.Maritime trade, Medium of exchange C.Process of urbanization, Merchant guilds of South India	20	3+1=4hrs

Unit V	A.Religious and Cultural Developments: B.Bhakti, Tantricism, Puranic traditions, Buddhism and Jainism; Popular religious cults C.Islamic intellectual traditions: Al-Biruni; Al-Hujwiri D.Art and architecture: Evolution of regional styles	20	3+1=4 hrs

Suggested Readings:

R.S. Sharma, Indian Feudalism (circa 300-1200).

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

R.S. Sharma and K.M. Shrimali, eds, Comprehensive History of India, Vol. IV (A & B).

Mohammad Habib and K.A. Nizami, eds, Comprehensive History of India, Vol. V, The Delhi Sultanate

Hermann Kulke, ed., The State in India (AD 1000-AD 1700).

N. Karashima, South Indian History and Society (Studies from Inscriptions, AD 850-1800

Derryl N. Maclean, Religion and Society in Arab Sindh.

Irfan Habib, Medieval India: The Study of a Civilization.

Richard Davis Lives of Indian Images.

Romila Thapar, Somanatha: The Many Voices of a History.

John S. Deyell, Living Without Silver: The Monetary History of Early Medieval North India.

Vijaya Ramaswamy, Walking Naked: Women, Society, and Spirituality in South India.

Burton Stein, Peasant State and Society in Medieval South India.

R. Champakalakshmi, Trade, Ideology and Urbanization: South India, 300 BC to 1300 AD.

Al. Beruni's India, NBT edition..

SC Mishra, Rise of Muslim Communities in Gujarat.

Schwartzberg, Historical Atlas of South Asia.

HIS-MAJOR- IV- 3026- HISTORY OF ASSAM (UPTO c. 1228)

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 Varmans, 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	[a] A brief survey of the sources: Literary, Archaeological [b] Land and people: Migration routes [c] Cultural linkages with South East Asia : the Stone Jars of Dima Hasao	20	3+1=4hrs
UNIT II	[a] Origin and antiquity of Pragjyotisha or Kamrupa Society [b] Traditional rulers and early History [c] Religion and belief systems	20	3+1=4hrs
UNIT III	Political dynasties: [a] Varmana [b] Salastambha [c] Pala	20	3+1=4hrs
UNIT IV	[a] Political condition of Assam in the Post-Pala period. [b] Turko-Afghan invasions [c] Disintegration of the Kingdom of Kamarupa	20	3+1=4hrs
UNIT V	[a] Central and Provincial administration [b] Judicial administration [c] Revenue administration [d] Cultural Life : Literature, Art and architecture	20	3+1=4hrs

Further Readings:

S.L.Baruah,: A Comprehensive History of Assam,Munshiram Monoharlal Publishers Pvt. Ltd., New Delhi,1985

H. K. Barpujari :The Comprehensive History of Assam Vol. I, PBA, Ghy, Revised-2022

E. A.Gait:A History of Assam, Alpha Editions, 2020

K. L. Baruah :Early History of Kamrupa, Shillong,1933

P. C. Choudhury :The History of Civilization of the People of Assam to the 12th Century AD, DHAS, Ghy, 1959

B.K Baruah : A Cultural History of Assam, K.K Barooah, Vol-1, 1951

R.M Nath: Background of Assamese Culture, A.K Nath, Shillong,1948

N.Lahiri: Pre-Ahom Assam, Munshiram Manoharlal Publishers, New Delhi, 1991,

D.Nath: Asom Buranji(Assamese), Bidya Bhawan, Dibrugarh, 2018

Laxmi Devi- Ahom -Tribal Relation,

HISTORY MINOR

HIS-MINOR-III- HISTORY OF INDIA (c. 1757 to 1947)

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
UNIT I	Political condition in post-Mughal period and rise of regional powers: Bengal, Oudh and Hyderabad, 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: Warren Hastings and Lord Cornwallis. British relations with the Marathas and Mysore, Lord Wellesley and the Policy of Subsidiary Alliance, Lord Hastings and the relations with the Indian States	20	3+1=4 hrs
UNIT III	Reforms and Renaissance: Lord Bentinck and his reforms Raja Ram Mohan Roy and the growth of progressive ideas in India. The Growth and expansion of Sikh power under Ranjit Singh. Lord Dalhousie and his policy of expansion- the Doctrine of Lapse	20	3+1=4 hrs
UNIT IV	The Revolt of 1857- its causes and consequences: The Government of India Act of 1858. 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: Partition of Bengal - the Swadeshi Movement in India- growth of Revolutionary Terrorism. Gandhi in Indian politics- from Khilafat to the Civil Disobedience Movement. The growth of the Left, Muslim League and Communal politics in India. The Quit India Movement - The INA and Partition of India.	20	3+1=4 hrs

Suggestive Readings:

Sekhar Bandyopadhyaya: From Plassey to Partition: A History of Modern India, Orient Longman Ltd. Hyderabad, 2004.

Bipan Chandra, M Mukherjee, et al India's Struggle for Independence, Penguin Books, New Delhi, 2003.

Bipan Chandra: History of Modern India, Orient BlackSwan, 2010

B.L Grover and S Grover :A New Look at Modern Indian History, S. Chand & Company, New Delhi, 2004.

Sumit Sarkar, Modern India, Macmillan

P Spear: History of Modern India, Penguin Books, New Delhi, 1993.

Bipan Chandra: The Rise and Growth of Economic Nationalism in India, Peoples Publication House, New Delhi, 1990.

A.R Desai: Social Background of Indian Nationalism, Popular Publication, New Delhi, 1990.

Micheal Fisher. The Politics of the British Annexation of India, 1757-1857, Oxford University Press, New Delhi, 1999.

S Gopal :The British Policy in India, 1858-1905. McMillan, New Delhi, 1992.

J. S Grewal: The Sikhs of the Punjab, Cambridge University Press, New Delhi, 1999.

Stuart Gordon: The Marathas, Cambridge University Press, New Delhi, 1999.

K.W Jones Socio-Religious Reform Movements in British India, Cambridge University Press, New Delhi, 1999.

Semester III IDC GE

HISTORY- IDC/GE: III - ENVIRONMENTAL HISTORY OF INDIA

Lectures: 2

Tutorial: 1 (per week)

Credit-3

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	Geographical Background Of Indian Subcontinent. Meaning Concept And Emergence Of Environmental History As A Branch Of History. Environment And Early Societies (Hunter Gatheres, Nomadic Pastoral , Settled Agriculture)	20	2+1=3hrs
UNIT II	Use Of Iron, Agricultural Expansion And Deforestation. Forest And Pastoral Community Of Medieval Period. Deforestation And Environmental Change In British Period : Commercial Exploitation Of Forest Products, Impact Of Railway.	20	2+1=3hrs
UNIT III	Environmental Movements : Chipko Movement , Narmada Bachao Andolan, Subansiri Dam Movement. Dames And Mines: Problems of Displacement, Loss of Livelihood And Problems of Rehabilitation.	20	2+1=3hrs
UNIT IV	Conservation And Preservation of Environment Through The Ages: Customary Laws. International Laws And Recent Developments.	15	2+1=3hrs

Suggested Reading:

- Nature's Economy: A History of Ecological Ideas by Donald Worster, Alfred W. Crosby
Visions of the Everglades: History Ecology Preservation :by Tommy Rodriguez
An Ecological History of India : Madhav Gadgil (Author), Ramachandra Guha (Author)
Agarwal, D.P: Man and Environment in India through the ages, 1992.
Arnold, D and Guha, R.: Nature, Culture, Imperialism: Essays on the Environmental History of South Asia
Bhattacharya, D.K.: Ecology and Social Formation in Ancient History,1990.
Guha, Sumit,: Environment and Ethnicity in India 1200-1991,1999.
Guha, A.: Medieval and Early Colonial Assam: Society, polity Economy, 1991.
Guha, R.: The Unquiet woods, Ecological change and peasants Resistance in the Himalaya 1999.
Guha,R: Environmentalism: A Global History, Longman, 2000.
Gadgil, M and R, Guha: The Fissured Land: An Ecological History of India, 1992.
Handique, R.: British Forest Policy, Concept Publication, 2004.
Mathur, S.M: Physical Geology of India, 1986.
Mann, M: British Rule on Indian Soil- North India in the First Half of the Nineteenth Century, 2001
Martinez-Alies, J and Guha R.: Varieties of Environmentalism: Essays North and South, 1998.
Rangarajan, Mahesh: Environmental Issues in India, New Delhi, 2008
Sangwar , S : Nature and the Orient : The Environmental History of South and South-East Asia, 1998.
Saikia, A.J.: Jungles, Reserves, Wild Life, A History of Forest in Assam 2005.
Sinha, Rajiv Kumar: Geographical Factors in Early Indian Economy, 2000.
Skaria, Ajay.: Hybrid Histories: Forest, Frontiers and wildness in Western India, 2000.

SKILL ENHANCEMENT COURSE-HISTORY

HIS- SEC-III- 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 who 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	Meaning and Concept of Performing Arts: Meaning and definition of Performing Art and Culture. Performing Arts as a Discipline of Studies: Its Importance and Relevance	20	2+1=3hrs
UNIT II	Performance Tradition of Assam: 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 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 ii. Madhavadeva iii. Jyoti Prasad Agarwalla iv. Bishnu Prasad Rabha v. Dr. Bhupen Hazarika	15	2+1=3hrs

Suggested Readings :

Maheswar Neog: Sankaradeva and his Times: Early History of Vaisnava Faith in Assam, Motilal Banarasidass, Delhi, 1985

Karabi Deka Hazarika: Madhavadeva: His Life Art and Thought, Bani Mandir, Guwahati,

Paramananda Rajbangshi: Asomiya Natiya Sahitya Parampara aru Paribartan, Assam Prakashan Parisad, Guwahati.

Satyandra Nath Sarmah: Asomiya Natiya Sahitya Jilingoni , LBS Publication,

Harish Ch. Bhattacharjya – Sattriya Nritya Geet Badya Hatputhi

M.L Varadpande: History of Indian Theatre, Abhinav Publication, 2005

Kaplia Vatsyan: Traditional Indian Theatre, NBT, 2016

Nilima Barthakur Ananda Lal: Swar Bidya Vigyan

Jyoti Prasad Saikia (ed): Jyoti Prasadar Sristi aaru Chetona , AASU, Lurinjyoti Gogoi, 2017

Dilip Kumar Dutta: Bhupen Hazarika Geet aru Jiban Rath, Bhupen Hazarika Foundation.

Shivnath Burman: Asomiya Sahityar Buronji (2nd Vol.) , ABILAC Association, Guwahati

SEMESTER IV

HIS-MAJOR-V - 4016: HISTORY OF INDIA IV (c.1206 - 1550)

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: Persian tarikh tradition Foreigners' accounts; vernacular literature. Epigraphy and numismatics. Architecture.	20	3+1=4 hrs
UNIT II	Polity: Foundation, expansion and consolidation of the Sultanate of Delhi; Theories of kingship. 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. Ruling elites; Sufis, ulema and the political authority; imperial monuments and coinage.	20	3+1=4 hrs
UNIT III	Society and Economy: Iqta; revenue-free grants. Agricultural production and technology. Changes in rural society; revenue systems Monetization; market regulations; growth of urban centers; trade and commerce; Indian Ocean trade .	20	3+1=4 hrs
UNIT IV	Regional Polities: Bahmani, Vijayanagar, Gujarat, Malwa, Jaunpur, Assam and Bengal Consolidation of regional identities: art, architecture and literature.	20	3+1=4 hrs
UNIT V	Religion and Culture: Sufi silsilas: Chishti and Suhrawardi; doctrines and practices; social roles; literature. Bhakti movements and monotheistic traditions in South and North India; Women Bhaktas; Nathpanthis; Kabir, Nanak and the Sant tradition .	20	3+1=4hrs

Readings:

Mohammad Habib and K.A. Nizami, eds, Comprehensive History of India, Vol. V, The Delhi Sultanate.

Satish Chandra, Medieval India I.

Peter Jackson, The Delhi Sultanate.

Catherine Asher and Cynthia Talbot, India Before Europe.

Tapan Raychaudhuri and Irfan Habib, eds, Cambridge Economic History of India, Vol. I. K.A.

Nizami, Religion and Politics in the Thirteenth Century.

W.H. McLeod, Karine Schomer, et al, Eds, The Sants. S.A.
 A. Rizvi, A History of Sufism in India, Vol. I.
 Mohibul Hasan, Historians of Medieval India.
 Chandra, Satish :Medieval India from Sultanat to the Mughals, Vols. I, II
 Tripathy, R. P. :Rise and fall of the Mughal Empire
 Majumdar, R.C. (ed) :The History and Culture of the Indian People, Vols. VI
 Asraf, K.M :Life and Conditions of the People of Hindusthan
 Chitnis, K.N. :Socio- Economic History of Medieval India
 Habib, Irfan :Agrarian System of Mughal Empire
 Habib, M &Nizami :Comprehensive History of India, Vol.V
 Mehta, J.L. :Advanced Study in History of Medieval India, Vol. I & II
 Nizami, K.A. :Studies in Medieval Indian History and Culture
 Rashid, A :Society and Culture in Medieval India
 Rizvi, S.A.A. :The Wonder that was India, Part-II

HIS-MAJOR -VI-4026 History of India V 1550-1605

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: Persian literature; translations; Memoirs and travelogues; vernacular literature. Epigraphy and numismatics. Architecture.	20	3+1=4hrs
UNIT II	Establishment of Mughal rule: India on the eve of Babur's invasion Fire arms, military technology and warfare Humayun's struggle for empire . Sher Shah : administrative and revenue reforms.	20	3+1=4 hrs

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

Further Readings:

Muzaffar Alam and Sanjay Subramanian, eds, The Mughal State, 1526 - 1750.

J.F. Richards, The Mughal Empire.

Satish Chandra, Essays on Medieval Indian History.

Irfan Habib, Agrarian System of Mughal India, 1526 - 1707.

Mohammad Habib and K.A. Nizami, eds, Comprehensive History of India, Vol. V, Satish Chandra, Medieval India I.

Satish Chandra, The Delhi Sultanate.

Peter Jackson, The Delhi Sultanate.

Catherine Asher and Cynthia Talbot, India Before Europe.

Tapan Raychaudhuri and Irfan Habib, eds, Cambridge Economic History of India, Vol.I.

K.A. Nizami, Religion and Politics in the Thirteenth Century.

W.H. McLeod, Karine Schomer, et al, Eds, The Sants.

S.A.A. Rizvi, A History of Sufism in India, Vol. I.

Mohibul Hasan, Historians of Medieval India

HIS-MAJOR -VII-4036 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 provides a comprehensive understanding of major historical transformations in Europe from the Renaissance to the rise of nationalism and capitalism. Students will explore significant political, social, economic, scientific, and ideological developments such as the Renaissance, Reformation, Enlightenment, revolutions, and the Industrial Revolution.

Prerequisite:

Basic understanding of World History

Course Objectives:

Upon completion of this course, students will be able to understand and describe the key events and movements that shaped modern European history and analyze the social, economic, and political causes and consequences of major historical phenomena.

Course Outcomes:

Upon successful completion of this course, students will be able

CO1: To identify and recall key events such as the Renaissance, Reformation, and Enlightenment.

CO2: To explain the significance of events like the Glorious Revolution or the Thirty Years' War.

CO3: To illustrate the impact of ideologies like Liberalism and Socialism on 19th-century Europe.

CO4: To distinguish between various forms of governance such as Absolute Monarchy and Enlightened Despotism.

CO5: To assess the causes and consequences of colonialism and industrialization in shaping modern Europe.

CO6: To formulate arguments or write essays comparing the unification of Germany and Italy using historical evidence.

UNIT	TITLE	Marks	Classes to be taken Lecture=60 Tutorial=20 Total in hrs= 60hr
UNIT-I	Renaissance: Meaning, background, impacts. Reformation origin courses and consequences; Reformation –origin, courses and consequences; Counter Reformation; the Thirty Years War- causes and consequences.	20	3+1=4hrs
UNIT II	Colonial Expansion in the 15 th and 16 th centuries- Causes Extent and Implication, Commercial Revolution in Europe, Absolute monarchy in Europe-Spain, France, England and Russia, The Glorious Revolution- Background and Results.	20	3+1=4hrs
UNIT III	The Scientific Revolution in the 16 th -17 th centuries- extent nature and results, Mercantilism and European Economy during 17 th and 18 th Centuries, American War of Independence-political and economic issues and significances.	20	3+1=4hrs
UNIT IV	Enlightenment in Europe- its Impact, Enlightened Despotism in Europe, Russia, Prussia and Austria. The industrial Revolution in Europe- causes and significances.	20	3+1=4hrs
UNIT V	Transition from feudalism to capitalism, Emergence of verities of Nationalism: Socialism, Liberalism; Remaking of States in the 19 th and 20 th century: Germany, Italy, Ireland.	20	3+1=4hrs

Further Readings

Hayes, C.J.H., Modern Europe to 1870

Lipson C.J.H.Hayes, : Europe in the 19th Century

M.W.Baldwin & : History of Europe (Relevant Chapters)

D. Thompson : Europe since Napoleon

H .A.L.Fisher : History of Europe, Book III

C.D .M.Ketelbey : A History of Modern Times from 1789

J.A.R.Marriott : A History of Europe from 1815 to 1939

Cameron, Euan (ed.) : Early Modern Europe An Oxford History, New Delhi, 2004

Hayes, C J H : A Political and Cultural History of Early Modern Europe.

Hazen, C.D. : Europe since 1815.

Lee, Stephen J., : Aspects of European History, 1494-1789, Routledge, Chapman & Hall, 1984.

Phukan, Meenaxi, : Rise of the Modern West: Social and Economic History of Early Modern Europe, McMillan, New Delhi, 2001.

Anderson, M.S., : Europe in the Eighteenth Century (Longman,1987).

Anderson, Perry : The Lineage's of the Absolutist States (Routledge, Chapman & Hall, 1974).

Cipola, Carlo M : Fontana Economic History of Europe, Vol. II & III (Collins; 1974, Harvester Press, 1976).

De Vries, Jan, : Economy of Europe in an Age of Crisis 1600-1750.

Elton, G.R., : Reformation Europe, 1517-1559.

Hale, J.R., : Renaissance Europe (University of California Press,1978).
Hill, Christopher, : A Century of Revolutions (Norton, 1982).Koenigsberger, H.G and G.L.
Mosse : Europe in the Sixteenth Century (Longman,1971).
Mathias, Peter : First Industrial Revolutions (London, 1969).
Pennington, D.H : Seventeenth Century Europe (Longman, 1972

HISTORY-MINOR: IV HISTORY OF ASSAM (UPTO c. 1228)

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-I	A brief survey of the sources of Early Assam: Literary, Archaeological. Land and people: Migration routes 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 : Traditional rulers and early History. Religion and belief systems.	20	3+1=4 hrs
UNIT III	Political dynasties of Early Assam: Varmana Salastambha Pala	20	3+1=4 hrs
UNIT IV	Political condition of Assam in the Post-Pala period: Turko-Afghan invasions. Disintegration of the Kingdom of Kamarupa.	20	3+1=4 hrs
UNIT V	Administrative system of Ancient Assam: Central and Provincial administration Judicial administration. Revenue administration. Cultural Life : Literature, Art and architecture.	20	3+1=4 hrs

Further Readings

S.L. Baruah: A Comprehensive History of Assam, Munshiram Monoharlal Publishers Pvt. Ltd., New Delhi, 1985

H. K. Barpujari :The Comprehensive History of Assam Vol. I

E. A.Gait:A History of Assam Page 25 of 37

K. L. Baruah :Early History of Kamrupa

P. C. Choudhury :The History Civilization of the People of Assam

SEMESTER V

HIS-CORE - VIII- HISTORY OF INDIA VI(c. 1605 - 1750)

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

Further Readings:

M. Athar Ali, The Mughal Nobility under Aurangzeb.
 P.J. Marshall (ed.), The Eighteenth Century
 Seema Alavi (ed.) The Eighteenth Century in India
 Muzaffar Alam and Sanjay Subramanian, eds, The Mughal State, 1526 - 1750.
 J.F. Richards, The Mughal Empire.
 Satish Chandra, Essays on Medieval Indian History.
 Irfan Habib, Agrarian System of Mughal India, 1526 û 1707.
 Ashin Dasgupta, Indian Merchants and the Decline of Surat, 1700 -1750.
 Stewart Gordon, The Marathas 1600 - 1818.
 Ebba Koch, Mughal Art and Imperial Ideology.
 S.A.A. Rizvi, Muslim Revivalist Movements in Northern India.
 K. R. Qanungo, Dara Shikoh. S. Nurul Hasan, Religion, State, and Society in Medieval India.
 S. Arsaratnam, Maritime India in the Seventeenth Century.
 Muzaffar Alam, The Crisis of Empire in Mughal North India.
 Catherine Asher, Architecture of Mughal India.

Milo Beach, Mughal and Rajput Paintings.
Satish Chandra, Parties and Politics at the Mughal Court.
Andre Wink, Land and Sovereignty in India.
Harbans Mukhia, The Mughals of India.
J.F. Richards, Mughal Administration in Golconda.
Z.U. Malik, The Reign of Muhammad Shah.
Iqbal Husain, Ruhela Cheiftancies in 18th Century India

HIS-CORE-IX- History of Medieval Assam (c. 1228 –1826)

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 in hrs-60
Unit I	Sources- archaeological, epigraphic, literary, numismatic and accounts of the foreign travelers; Buranjis. Political conditions of the Brahmaputra valley at the time of foundation of the Ahom kingdom. Siu-ka-pha - An assessment. State formation in the Brahmaputra valley-the Chutiya, Kachari and the Koch state.	20	3+1=4 hrs
Unit II	Expansion of the Ahom Kingdom in the 16th century: Suhungmung (Dihingia Raja) Political Developments in the 17th century: rule of Pratap Singha) Ahom-Mughal wars- the treaty of 1639.	20	3+1=4 hrs
Unit III	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 Post-Saraighat Assam: Ascendancy of the Tungkhungia dynasty – the reign of Gadadhar Singha.	20	3+1=4 hrs
Unit IV	Ahom Rule at its zenith of Rudra Singha (1696-1714) to Rajeswar Singha (1751-1769) Decline and fall of the Ahom Kingdom the Moamariya Rebellion and its impact. Burmese Invasions- The English East India Company in Assam Politics Treaty of Yandaboo and Assam	20	3+1=4 hrs
Unit V	Ahom system of administration: the Paik system Ahom Policy towards the neighbouring hill tribes Religious life – Sankaradeva and the Neo Vaishnavite Movement- background and implications Cultural developments : Art, Architecture and literature.	20	3+1=4 hrs

Further Readings:

1. Barpujari, H.K.: The Comprehensive History of Assam, Vol II and III, Publication Board, Assam.
2. Baruah, S.L. :A Comprehensive history of Assam, MunshiramMonoharlalPublishers Pvt. Ltd., New Delhi, 1985
3.: The last Days of Monarchy-A history of Assam from 1769 - 1826,MunshiramMonoharlalPublishers Pvt. Ltd., New Delhi, 1993
4. Dutta, A.K. :Maniram Dewan and the Contemporary Assamese Society, Jorhat,1991.
- 3.Gait E.A. :A History of Assam, 2ndedition, LBS Publication, Guwahati, 1962.
4. Guha, A. :Medieval and Early Colonial Assam, Calcutta, 1991.
5. Neog, M., Sankardeva and his Times, Motilal Banarassi Das, New Delhi, 1980
6. Gogoi., Jhanavi: Agrarian system of Medieval Assam, Concept Publishing Company, New Delhi, 2002.

HIS-CORE-X 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: Formation of nation-states : Spain; France; England; Russia. The 17th century crisis: economic, social and political dimensions.	20	3+1=4 hrs
Unit II	The English Revolution: Major issues. Political and intellectual currents.	20	3+1=4 hrs
Unit III	European Economy: Development of science: Renaissance to the 17th century. Concepts of Mercantilism and Imperialism. Mercantilism in the 17th and 18th centuries.	20	3+1=4 hrs
Unit IV	Politics in the 18th century: Parliamentary monarchy; patterns of Absolutism in Europe. (b) American Revolution : Political and economic issues.	20	3+1=4 hrs
Unit v	Prelude to the Industrial Revolution. Money economy, The Putting Out system	20	3+1=4 hrs

Readings:

T.S. Aston and C.H.E. Philpin (eds.), *The Brenner Debate*.

H. Butterfield, *The Origins of Modern Science*. 16

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

Carlo M. Cipolla, *Before the Industrial Revolution, European Society and Economy, 1000 - 1700. 3rd ed. (1993)*

D.C. Coleman (ed.), *Revisions in Mercantilism*.

Ralph Davis, *The Rise of the Atlantic Economics*.

Maurice Dobb, *Studies in the Development of Capitalism*.

J.R. Hale, *Renaissance Europe*.

R. Hall, *From Galileo to Newton*.

Christopher Hill, *A Century of Revolutions*.

Rodney Hilton, *Transition from Feudalism to Capitalism*.

H.G. Koenigsberger and G.L. Mosse, *Europe in the Sixteenth Century*.

Stephen J. Lee, *Aspects of European History, 1494 - 1789*.
 G. Parker, *Europe in Crisis, 1598 - 1648*.
 G. Parker and L.M. Smith, *General Crisis of the Seventeenth Century*.
 J.H. Parry, *The Age of Reconnaissance*.
 Meenaxi Phukan, *Rise of the Modern West: Social and Economic History of Early Modern Europe*.
 V. Poliensiky, *War and Society in Europe. 1618 -48*.
 Theodore K. Rabb, *The Struggle for Stability in Early Modern Europe*.
 V. Scammell, *The First Imperial Age: European Overseas Expansion, 1400-1715*.
 Jan de Vries, *Economy of Europe in an Age of Crisis 1600 û 1750*.
 M. S. Anderson, *Europe in the Eighteenth Century*.
 Perry Anderson, *The Lineages of the Absolutist State*.
 Stuart Andrews, *Eighteenth Century Europe*.
 B. H. Slicher von Bath, *The Agrarian History of Western Europe. AD. 500 - 1850*.
The Cambridge Economic History of Europe. Vol. I - VI.
 James B. Collins, *The State in Early Modern France, New Approaches to European History*.
 G. R. Elton, *Reformation Europe, 1517 û 1559*.
 M. P. Gilmore, *The World of Humanism. 1453 û-1517*.
 Peter Kriedte, *Peasants, Landlords and Merchant Capitalists*.
 J. Lynch, *Spain under the Hapsburgs*.
 Peter Mathias, *First Industrial revolution*.
 Harry Miskimin, *The Economy of Later Renaissance Europe: 1460 1600*.
 Charles A. Nauert, *Humanism and the Culture of the Renaissance (1996)*.
The New Cambridge Modern History of Europe, Vols. I - VII.
 L. W. Owie, *Seventeenth Century Europe*.
 D. H. Pennington, *Seventeenth Century Europe*.
 F. Rice, *The Foundations of Early Modern Europe*

HIS-CORE-XI- 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 demonstrate 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—Orientalist, Nationalist, Marxist, and Subaltern.

CO6: To develop 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	The idea of History: Nature, Scope and Definition Subjectivity and Objectivity of History and its Changing Perspectives. Historical Sources: Primary and Secondary - (Archival, Archaeological, Literary and Oral etc.) 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	20	3+1=4 hrs

	iii) Arabic Tradition iii) Traditions in Ancient and Medieval India		
UNIT IV	Tradition in History writing in Modern India: Orientalist, Colonialist, Nationalist, Marxist, Subaltern.	20	3+1=4 hrs
UNIT V	Regional History: Bakhar- Maharastra Buranjis and Chronicles of Ahom period in Assam. Khyats- Bardic historical prose of Rajasthan and Gujrat. Ethnographies.	20	3+1=4 hrs

Further Readings:

Ali, B. Sheikh, 2022. (Reprint) History: Its Theory and Methods, Laxmi Publication
 Sreedharan E., 2004. A Textbook of Historiography Orient BlackSwan
 Carr, E.H., 2018. What is History? Penguin Paperbacks
 Marwick, A, 1989. The Nature of History, Palgrave Macmillan
 Cannadine, David, 2004. What is History Now? Palgrave Macmillan
 Thapar, R, 2014. The Past as Present, Aleph Book Company
 Chandra, Bipan. 1969. Communalism and the Writing of Indian History, People's Publishing House.
 Collingwood R.G(ed) : The Idea of History, OUP, Oxford, 1994

HIS-MINOR-V-HISTORY OF ASSAM (c. 1228 –1826)

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 inhrrs-60
Unit I	Sources- archaeological, epigraphic, literary, numismatic and accounts of the foreign travelers; Buranjis. Political conditions of the Brahmaputra valley at the time of foundation of the Ahom kingdom. Siu-ka-pha - An assessment State information in the Brahmaputra valley-the Chutiya, Kachari and the Koch state	20	3+1=4 hrs
Unit II	Expansion of the Ahom Kingdom in the 16 th century: Suhungmung (Dihingiya Raja) Political Developments in the 17thcentury: rule of Pratap Singha) Ahom-Mughal wars- the treaty of 1639.	20	3+1=4 hrs
Unit III	Assam in the second half of the 17thCentury- the Ahom-Mughal Wars – Mir Jumla’s Assam Invasion- causes and consequences, Invasion of Ram Singha - the Battle of Saraighat (1671) and its results Post-Saraighat Assam: Ascendancy of the Tungkhungia dynasty – the reign of Gadadhar Singha.	20	3+1=4 hrs

Unit IV	Ahom Rule at its zenith of RudraSingha (1696-1714) to RajeswarSingha (1751-1769) Decline and fall of the Ahom Kingdom the Moamariya Rebellion and the Burmese Invasions- The English East India Company in Assam Politics Treaty of Yandaboo and Assam	20	3+1=4 hrs
Unit V	Ahom system of administration: the Paik system Ahom Policy towards the neighbouring hill tribes Religious life --Sankaradeva and the Neo Vaishnavite Movement- background and implications. Cultural developments : Art, Architecture and literature.	20	3+1=4 hrs

Further Readings:

Barpujari, H.K.: The Comprehensive History of Assam, Vol II and III, Publication Board, Assam. Baruah,
S.L.Baruah:A Comprehensive history of Assam, MunshiramMonoharlalPublishers Pvt. Ltd., New Delhi, 1985

Dutta, A.K. :Maniram Dewan and the Contemporary Assamese Society, Jorhat,1991.

Gait E.A. :A History of Assam, 2nd edition, LBS Publication, Guwahati, 1962.

Guha, A. :Medieval and Early Colonial Assam, Calcutta, 1991.

Neog, M., Sankardeva and his Times, LBS Publications, 2nd edition, 2018

SEMESTER-VI

HIS-CORE-XII- History of Modern Europe- I (c. 1780-1939)

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	The French Revolution and its European repercussions: Crisis of <i>ancient regime</i> Intellectual currents. Social classes and emerging gender relations. Phases of the French Revolution 1789 - 99. Art and Culture of French Revolution. Napoleonic consolidation - reform and empire.	20	3+1=4 hrs
Unit II	Restoration and Revolution: c. 1815 - 1848: Congress of Vienna: Forces of conservatism & restoration of old hierarchies. Revolutionary and Radical movements, 1830 - 1848. The Eastern Question: The Crimean War Era of second Napoleonic Empire : Napoleon III: Foreign policy. Unification of Italy and Germany.	20	3+1=4 hrs
Unit III	The Treaty of Frankfurt (1871) : Impact on Germany and Italy	20	3+1=4 hrs

	Kulturkampf : Conflict between the Church and State Foreign policy of Germany under Bismarck The Paris Commune Imperialism in Africa		
Unit IV	The Eastern Question: Role of Imperialist powers Russo-Turkish War and the Berlin Congress Rise of nationalism and the Balkan Wars. Triple Alliance and Triple Entente The First World War: Causes and consequences The Paris Peace Conference and the Peace Settlements League of The Nations – Origin and activities	20	3+1=4 hrs
Unit V	The Bolshevik Revolution (1917) – Rise of the USSR Rise of Nazism – Germany under Hitler and Rise of Fascism - Italy under Benito Mussolini. The Spanish Civil War Policy of appeasement The Second World War: Causes and Course	20	3+1=4 hrs

Readings:

Gerald Brennan: *The Spanish Labyrinth: An Account of the Social and Political Background of the Civil War.*

C.M. Cipolla: *Fontana Economic History of Europe, Volume III: The Industrial Revolution.*
Norman Davies, *Europe.*

J. Evans: *The Foundations of a Modern State in 19th Century Europe.*

T.S. Hamerow: *Restoration, Revolution and Reaction: Economics and Politics in Germany [1815 - 1871].*

E.J. Hobsbawm: *The Age of Revolution.*

Lynn Hunt: *Politics, Culture and Class in the French Revolution.*

James Joll, *Europe Since 1870.*

George Lefebvre, *Coming of the French Revolution.*

George Lichtheim : *A Short History of Socialism.*

Peter Mathias, *First Industrial Revolution.*

Alec Nove: *An Economic History of the USSR.*

Andrew Porter, *European Imperialism, 18760 û 1914 (1994).*

Anthony Wood, *History of Europe, 1815 û 1960 (1983).*

Stuart Woolf: *History of Italy, 1700 û 1860.*

G. Barraclough, *An Introduction to Contemporary History.*

Fernand Braudel, *History and the Social Science in M. Aymard and H. Mukhia Ed. French Studies in History, Vol. I (1989).*

Maurice Dobb: *Soviet Economic Development Since 1917.*

M. Perrot and G. Duby [eds.]: *A History of Women in the West, Volumes 4 and 5.*

E.J. Hobsbawm, *Nations and Nationalism.*

Charles and Barbara Jelavich: *Establishment of the Balkan National States, 1840 û 1920.*

James Joll, *Origins of the First World war (1989).*

Jaon B. Landes: *Women and the Public Sphere in the Age of the French Revolution.*

David lowenthal, *The Past is a Foreign Country.*

Colin Licas: *The French Revolution and the Making of Modern Political Culture, Volume*

Nicholas Mansergh: *The Irish Question, 1840 û 1921.*

K.O. Morgan: *Oxford Illustrated History of Britain, Volume 3 [1789 -1983]*.
 R.P. Morgan: *German Social Democracy and the First International*.
 N.V. Riasanovsky: *A History of Russia*.
 J.M. Robert, *Europe 1880 û 1985*.
 J.J. Roth (ed.), *World War I : A Turning Point in Modern Histry*.
 Albert Soboul: *History of the French Revolution (in two volumes)*.
 Dorothy Thompson: *Chartists: Popular Politics in the Industrial Revolution*.
 Michel Vovelle, *fall of the French Monarchy (1984)*.
 H. Seton Watson: *The Russian Empire*.
 Hayes, C J H : 1953. Contemporary Europe Since 1870. Macmillan Company, New York.
 Hazen, C.D. 1919, History of Europe, 1870-1919, London G Bells & Co.
 Carr, E.H., 1961, International Relations Between the Two World Wars 1919-1939, Palgrave Macmillan Thompson D 1923 : Europe since Napoleon, Longmans, London
 Lipson E 1960 : Europe in 19th and 20th Centuries, A. & C. Black, London,
 Vernadsky, H., 1961 : A History of Russia, Yale University Press
 Fisher, H.A.L 1916 (first published) : A History of Europe, Edward Arnold Publishers Ltd., London Fay,
 Sidney Bradshaw, 1930. The Origins of World War Vol. I, The Macmillan Company, New York

HIS-CORE-XIII- Colonial Penetration and Resistance (c. 1750 - 1857)

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: Battle of Plassey and Buxer, Robert Clive and his Dual Administration.	20	3+1=4 hrs
Unit III	Tools and strategy of Expansion: Subsidiary Alliance, Doctrine of Lapse. Expansion and consolidation in India: Mysore, Western India, Awadh, Punjab, and Sindh.	25	4+1=5 hrs
Unit IV	Popular Resistance: Before 1857: Sanyasi-Fakir uprisings, Vellore Mutiny, Kol, Santhal uprising, Munda, Khond . Moplah, Wahabi, Kittur Chennamma.	20	3+1=4 hrs
Unit V	Uprising of 1857: Causes and Consequences, Nature and its aftermath: Indigo rebellion (1860), Pabna Agrarian Leagues (1873), Deccan riots(1875)	10	1+1=2hrs

Readings:

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

Bipan Chandra, Rise and Growth of Economic Nationalism in India.

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

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

Ranajit Guha, ed., A Subaltern Studies Reader.

Dharma Kumar and Tapan Raychaudhuri, eds., The Cambridge Economic History of India, Vol. II.

P.J. Marshall, Bengal: The British Bridgehead, New Cambridge History of India.

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

Rajat K. Ray, ed., Entrepreneurship and Industry in India, 1800- 1947, Oxford In India Readings. Eric Stokes, English Utilitarians and India.

Amiya Bagchi, Private Investment in India.

Bipan Chandra, K.N. Panikkar, Mridula Mukherjee, Sucheta Mahajan and Aditya Mukherjee, India's Struggles for Independence.

A.R. Desai, Peasant Struggles in India. R.P. Dutt, India today.

M.J. Fisher, ed., Politics of Annexation (Oxford in India Readings).

Ranajit Guha, Elementary Aspects of Peasant Insurgency in Colonial India (1983).

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

J.Krishnamurti, Women in Colonial India.

Dadabhai Naroji, Poverty and Un-British Rule in India.

HIS-CORE-XIV- INDIA'S STRUGGLE FOR FREEDOM (1857-1947)

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 inh=80
Unit I	Growth of Indian Nationalism: Political ideology and Formation of Regional Organizations. Formation of INC -1885 Partition of Bengal and its consequences: Moderates and extremists. Swadeshi movement Revolutionary Activities	25	4+1=5 hrs
Unit II	Gandhian nationalism after 1919 Mahatma Gandhi: His Perspectives and Methods Impact of the First World War, Rowlatt Satyagraha and Jallianwala Bagh	20	3+1=4 hrs
Unit III	Non- Cooperation Movement. Civil Disobedience Provincial Autonomy, Quit India and INA Left wing movements	25	4+1=5 hrs
Unit IV	Nationalism and Social Groups: Landlords; Peasants ,Middle Classes , Tribal , Labour	10	1+1=2 hrs

	Dalits ,Women , Business groups.		
Unit V	Communalism and Partition: Ideologies and practices: RSS, Hindu Maha Sabha, Muslim League. Negotiations for independence, and Partition riots. Emergence of a New State: Integration of princely states, Making of the Constitution.	20	3+1=4 hrs

Further Readings:

Judith Brown, Gandhi's rise to Power, 1915-22.
Paul Brass, The Politics of India Since Independence, OUP, 1990.
Bipan Chandra, Nationalism and Colonialism in Modern India, 1979.
Bipan Chandra, Rise and Growth of Economic Nationalism in India.
Mohandas K. Gandhi, An Autobiography or The Story of My Experiments with Truth.
Ranajit Guha, ed., A Subaltern Studies Reader.
Peter Hardy, Muslims of British India.
Mushirul Hasan, ed., India's Partition, Oxford in India Readings.
D.A. Low, ed., Congress and the Raj. John R. McLane, Indian Nationalism and the Early Congress. Jawaharlal Nehru, An Autobiography.
Gyanendra Pandey, The Construction of Communalism in colonial north India.
Sumit Sarkar, Modern India, 1885-1947.
Anil Seal, Emergence of Indian Nationalism.
Ram Lakhan Shukla (ed.), Adhunik Bharat ka Itihas. Eleanor Zelliot, From Untouchable to Dalit: Essays on the Ambedkar Movement.
Judith Brown, Gandhi: (et al) A Prisoner of Hope.
Bipan Chandra, Communalism in Modern India, 2nd ed., 1987.
Bipan Chandra, K.N. Panikkar, Mridula Mukherjee, Sucheta Mahajan and Aditya Mukherjee, India's, Struggles for Independence.
A.R. Desai, Social Background of Indian Nationalism.
A.R. Desai, Peasant Struggles in India.
Francine Frankel, India's Political Economy, 1947-77.
Ranajit Guha, and G.C. Spivak, eds. Select Subaltern Studies. Charles Heimsath, Indian Nationalism and Hindu Social Reform.
F. Hutchins, Illusion of Permanence. F. Hutchins, Spontaneous Revolution.
V.C. Joshi (ed.), Rammohan Roy and the process of Modernization in India.
J.Krishnamurti, Women in Colonial India.

HIS-CORE-XV- History of Assam (c. 1826 – 1947)

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 inhrs-60hrs
Unit I	Treaty of Yandaboo and Consequences 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	Reform and Reorganisation Scott; Robertson, Pemberton, Jenkins Early phase of Revolts and Resistance to British rule- Gomadhar Konwar, Piyali Phukan, U. Tirot Singh, The Khamti and the Singpho resistance The 1857 Revolt in Assam and its aftermath.	20	3+1=4 hrs

Unit III	Establishment of Chief Commissionership in Assam Land Revenue Measures and Peasant Uprisings in 19th century Assam Growth of national consciousness – Assam Association, Jorhat Sarbajanik Sabhas, Rayat Sabhas. Government of India Act, 1919 – Dyarchy on Trial in Assam.	20	3+1=4 hrs
Unit IV	Non Co-operation Movement and Swarajist Politics in Assam The Civil Disobedience Movement Trade Union and Allied Movements Tribal League and Politics in Assam	20	3+1=4 hrs
Unit V	Quit India Movement in Assam. Cabinet Mission Plan and the Grouping Controversy The Sylhet Referendum. Migration, Line System, and its Impact on Politics in Assam	20	3+1=4 hrs

Further Readings:

Barpujari, H. K : (ed) The Comprehensive History of Assam, Vols. IV & V

Baruah, Swarnalata :A Comprehensive History of Assam,MunshiramMonoharlalPublishers Pvt. Ltd., New Delhi, 1985

Goswami, Priyam :From Yandabo to Partition, Orient BlackSwan, 2012.

Barpujari, H. K : (ed) Francis Jenkins Report on the North- East Frontier of India. ———

—, : (ed) Political History of Assam, Vol. I. ———: Assam in the Days of the Company

Bhuyan, A.C and : (ed) Political History of Assam, Vols. II & III. De,

Bhuyan, A.C : (ed) Nationalist Upsurge in Assam, Govt.of Assam, Dispur, Guwahati, 2000

Dutta, Anuradha :Assam in the Freedom Movement, Darbari prokashan, Calcutta, 1991.

Bora .S. :Student Revolution in Assam,(1917-1947), Mittal publication, Delhi, 1992

Chakravarti, B. C :British Relations with the Hill Tribes of Assam since 1858, Facsimile publisher,

Guha, Amalendu :Planters Raj to Swaraj, Freedom Struggle and Electoral Politics in Assam.

Lahiri, R.M : The Annexation of Assam(1824-1854), General printers and publishers, 1954,

HIS-MINOR- VI- SOCIAL AND ECONOMIC HISTORY OF 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. In the colonial context, the course focuses on transformations in agriculture, industry, urbanization, education, and literature. Special emphasis is placed on the emergence of a middle class, language controversies, and the rise of Assamese public associations and print culture.

Prerequisites:

Basic understanding of modern history of Assam.

Course Objectives:

By the end of this course, students will be able to understand the development of the Assamese language and its connection to religious practices.

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, Medieval, and Colonial 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, Medieval, and Colonial 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 and Economy in Ancient Assam: Development of Caste System in Ancient Assam, Social	20	3+1=4 hrs

	Classes and Occupational Groups Religious beliefs of Ancient Assam:Saivism, Shaktism and Buddhism Land Grants and Agrahara Settlements Development of Agriculture, Trade, and Medium of Exchange		
Unit II	Society in Medieval Assam: Social Structure and Caste System. Social Organisation –Caste-Class Relationship, Nobility, Paiks, Slaves and Servants Social Organisation– <i>Paiks</i> , Khel, Satra , Namghar	20	3+1=4 hrs
Unit III	Economy in Medieval Assam: Trade centers and export and import, Trade Routes. Land Revenue and other taxes. Khat, Duars, Hat Phat, Choki. Means of Transport, Medium of Trade-Coinage and Barter.	20	3+1=4 hrs
Unit IV	Economy in Colonial Assam: Agriculture Regulations and revenue system Plantation Economy: Tea Industry Modern Industries: Coal and Oil. Urban Centres Development of Transport and communication	20	3+1=4 hrs
Unit v	Society in Colonial Assam: Modern Education and the role of Christian Missionaries. Language Controversy in 19th century Assam Emergence of Middle Class Literary and Cultural Development, Impact of the Bengal Renaissance. Development of Press and Growth of Public Associations- The Assam Sahitya Sabha.	20	3+1=4 hrs

Selected Readings:

Barpujari, H.K.: (ed) :*The Comprehensive History of Assam*, Vol. I, III, IV & V.

Barua B.K. :*A Cultural History of Assam*, K.K Barooah, Assam.

Baruah, S.L. :*A Comprehensive History of Assam*,MunshiramMonoharlal Publishers Pvt. Ltd., New Delhi,1985

Gogoi Nath, Jahnabi :*Agrarian System of Medieval Assam*, New Delhi-2002

Guha, Amalendu :*Planters Raj to Swaraj: Freedom Struggle and Electoral Politics in Assam 1826-1947*

Choudhury, P.C. :*History of Civilization of the People of Assam to theTwelfth Century A.D.*

Gait, E.A. :*A History of Assam*, EBH Publisher, Guwahati

Guha, Amalendu :*Medieval and Early Colonial Assam*, Soouth Asia Books, 1991

Medhi, S. B :*Transport System and Economic Development in Assam*, Publication Board, Assam.

Mahanta, P.K., *Asomiya Madhyabritya Srenir Itihas*

Nath, D :*Religion and Society in North East India*, DVS, Guwahati, 2011

Rhodes, N. and Bose, S.K. :*The Coinage of Assam, Vol. I, Pre-Ahom Period, Vol.11, Ahom Period*

Saikia, Rajen :*Social and Economic History of Assam (1853- 1921)*.

Sarma, S.N. :*Socio Economic and Cultural History of Medieval Assam*, Guwahati, 1989

Sharma, Monorama :*Social and Economic Change in Assam: Middle Class Hegemony*

Semester VII

HIS- CORE -XVI: HISTORY OF EAST ASIA- CHINA AND JAPAN 1840-1970

Lectures : 5

Tutorial : 1 (per week)

Credit- 4

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 analyse 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	Historical and Geographical Survey- Early European Intercourse - The Opium Wars – Treaties - Taiping Rebellion - Sino Japanese War - The Triple intervention - Open Door Policy - Reform Movement- The Boxer Rising- Hundred Days Reforms.	20	3+1=4hrs
UNIT II	The Revolution of 1911 - Founding of Republic - Dr. Sun yat sen - China and the First World War - Cultural Movements - The Kuomingtang Party - The Kuomingtang and the Communists – Sian kai shek.	20	3+1=4hrs
UNIT III	China and the Second World War- Establishment of the People's Republic - The National Government in Formosa - Mao Tse - Tung - Foreign Policy of China From 1950 – 1970.	20	3+1=4hrs
UNIT IV	Japan end of Isolation to Meiji Restoration A. Pre- Restoration Period i) Tokugawa Shogunate ii) Japan and the West Perry Mission, Harris Treaty	20	3+1=4hrs

	B. Meiji Restoration (1867- 68) i) Meiji Constitution; Rise of Political Parties ii) Processes and nature of modernization: Abolition of feudalism, industrialisation, Zaibatsu, military changes.		
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

Reading List:

Beasley. W.G. 1963. The Modern History of Japan. London: Weidenfeld and Nicolson.

Clyde P. H. and B. F. Beers. 1972. The Far East: A history of Western impacts and Eastern responses, 1830-1975. New Delhi: Prentice Hall of India

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

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

Books

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

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

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

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

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

HIS- CORE -XVII: 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, environment issues 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
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UNIT I	Introduction to Gender History. Understanding Gender and Related concepts : patriarchy, matriarchy, patrilineal, matrilineal	20	3+1=4hrs
UNIT II	Feminist Movements: Background, Developments, Approaches and strategies First Wave of Feminism Second Wave of Feminism Third Wave of Feminism Recent Trends	20	3+1=4hrs
UNIT III	Women's movements in Pre Independent India Social Reform Movements and Emancipation of Women National Movement and women's role Indigenous roots of Feminism	20	3+1=4hrs
UNIT IV	Changing women's status with focus on North East India Women from Ancient Assam Women's status in medieval Assam Modern Scenario	20	3+1=4hrs
UNIT V	Methodology and techniques of re-examination of existing sources in Gender History: Literary text Autobiographies Private Diaries Archival records Folk traditions Oral History.	20	3+1=4hrs

Reading List:

Sonya Andermahr, Terry Lovel, Carol Wolkowi(eds): A Concise Glossary of Feminist Theory, International Encyclopedia Of Social Sciences.

M.Beard: Women as a force in History, Penguin, 1975.

Gerda Learner: The Creation of Patriarchy, OUP, 1983

AM Jaggar : Feminist Politics and Human Nature, New Jersey,1983

Shiela Rowbotham : Hidden from History, New York, 1974.

JK Kournay, JP Sterba & R. Tong (eds): Feminist Philosophies: Problems, Theories and Application, New Jersey, 1992

F Engels: The origins of the FaMILY, Private Property and the state, Moscow, 1968.

Kumkum Sangari & Sudesh Vaid(eds): Recasting women: Essays in Colonial history, New Delhi, 1989.

Geraldine Forbes: Women in Modern India, CUP,,UK,2007.

Neerj Desai and Usha Thakkar: Women in India society, New Delhi, 2001.

Leela Kasturi and Vina Mazumder(ed): Women and National movement, New Delhi, 1994.

S.Alteker:The Position of women in Hindu civilization, NewDelhi, 1959.

Deepti Sharma: Assamese women in the freedom struggle Assam, 1996

HIS- CORE -XVIII: ART AND ARCHITECTURE IN INDIA

Lectures : 3

Tutorial : 1 (per week)

Credit- 4

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

Course Description : This course provides a historical survey of Indian art and architecture from pre-historic times in India to the pre-Ahom period in Assam. It examines major artistic traditions and architectural developments under various dynasties, highlighting their characteristic features and cultural significance. Students will study important sites such as Harappa, Sanchi, Ajanta, Khajuraho, Konark, and Mahabalipuram, along with regional traditions in pre-Ahom Assam. The course emphasizes how art and architecture reflect religious, political, and socio-cultural changes over time. It also explores their value as vital sources for reconstructing history.

Pre-Requisite: Basic knowledge of Indian history and its art and architecture with regional variation.

Course Objectives: The course aims to introduce students to the historical development of Indian art and architecture from pre-historic times to the pre-Ahom period. It seeks to help students understand the cultural, religious, and political significance of various art forms and architectural styles across different regions and dynasties in India. Importantly how art and architecture worked as a source of history, students will get that knowledge.

Course Outcomes:

CO1: To Identify and memories the monuments, art forms, and architectural styles from the pre-historic to pre-Ahom period in India.

CO 2: Describe the characteristic features and cultural significance of Indian art and architecture across various historical periods.

CO 3: To execute and relate the historical developments in art and architecture to the sociopolitical and religious contexts of different dynasties and regions.

CO 4: To analyze and compare between artistic styles and architectural features of various regions and periods, such as Gandhara vs. Mathura schools or Gupta vs. Chola architecture.

CO 5: To evaluate the role of royal patronage, religious institutions, and cultural exchanges in shaping India's art and architectural legacy.

CO 6: To construct informed historical interpretations using visual, architectural, and iconographic sources, including regional examples from different parts of India.

UNIT	TITLE	MARKS	Classes to be taken Lecture= 60 Tutorial=20 Total in hrs= 60
UNIT I	Beginnings of Indian Art Characteristic Features of Ancient Indian Art Pre-historic Art Harappan Art & Architecture	20	3+1=4hrs
UNIT II	Mauryan, Sunga and Kusana Art: Asokan Pillars, Capital Figures, Folk Art Stupa: Bharhut, Sanchi, Amrawati Rock-cut Cave Architecture (Chaitya/Vihara)-Karle, Bhaja Kusana Art: Evolution of Buddha Images Mathura Style, Gandhara Style	20	3+1=4hrs
UNIT III	Gupta Art: Essential features Beginning of temple Architecture- Bhitargaon temple, Deogarh temple Ancient Indian Paintings with special reference to Ajanta Temple architectural styles :Nagara, Dravid, Besara	20	3+1=4hrs
UNIT IV	Art & Architecture under: Chalukyas: Aihole, Pattadakal Chandela: Khajuraho temples Orissan Temples: Lingaraja and Konark Rashtrakutas: Kailash Temple of Elora Pallavas: Rathas of Mahabalipuram Cholas: Brihadishwara Temple of Tanjavur.	20	3+1=4hrs

UNIT V	Art, Architecture and Iconography in pre-Ahom Assam: Kapili-Jamuna Valley, Deo-Pahar and Surya-Pahar.	20	3+1=4hrs

Further Reading:

Rowland Benjamin : The Art and Architecture of India: Buddhist, Hindu , Jain, Penguin Books, 1953.

Paromita Das: Art and Architecture of Eastern India, Pathak Publishers and Distributors, Dr. Preeti Tripathy: The Art and Architecture of India: Ancient to Modern, Mangalam Publications, 2009.

Nitin Singhania: Indian Art and Culture, McGraw hill, 2015.

S.P Gupta: Elements of Indian Art: Including Temple Architecture, Iconography and Iconometry, D.K Print World ltd, 2004.

Milan Kr Chauley, Manjil Hazarika(ed): Archaeology in Northeast India, Research India Press, 2021.

Archaeology of Assam and other states of North-Eastern India, Kamrupa Anusandhan Samiti, Guwahati.

P.D Chaudhury: Archaeology in Assam, Directorate of Archaeology, Assam, 2010

B.P Sinha: Archaeology & Art of India, Swadesh prasad Singhal, 1979.

Ram Chandra Kaulacara(ed), Shilpa Prakashan, 1966

K.S Behera and T.E Donaldson: Sculptures Masterpieces from Orissa Style and Iconography, 1998.

VasudevSaran Agarwala: Indian Art: Varanasi, Prithivi Prakashan.

S.P Gupta: The roots of Indian Art, B.R Publishing Corporation , 1982

HIS-CORE XIX: ENVIRONMENTAL HISTORY

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	A. Geographical background of Indian subcontinent B. Meaning concept and emergence of environmental history as a branch of history C. Environment and early societies (hunter gatheres, nomadic pastoral , settled agriculture) D. First phase of urbanization and its decline; environmental factors	200	3+1=4hrs
UNIT II	A. Second phase of urbanisation: use of iron, agricultural expansion and deforestation in Gangatic valley B. Forest and pastoral community of medieval period	20	3+1=4hrs
UNIT III	A. Making of British forest policy in India: forest acts of 1878and 1927	20	3+1=4hrs

	B. Impact of British forest policy: deforestation and environmental change in India C. commercial exploitation of forest products: impact of railway construction on forestry during the colonial period.		
UNIT IV	A. Conservation policies in post independence period; social forestry B. Environmental movements : chipko movement , Narmada bachao andolan C. Dams and Mines: problems of displacement, loss of livelihood and problems of rehabilitation	20	3+1=4hrs
UNIT V	A. Conservation and Preservation of Environment through the ages: customary laws B. International laws and recent developments	20	3+1=4hrs

Suggested Reading:

Nature's Economy: A History of Ecological Ideas by Donald Worster, Alfred W. Crosby
 Visions of the Everglades: History Ecology Preservation :by Tommy Rodriguez
 An Ecological History of India : Madhav Gadgil (Author), Ramachandra Guha (Author)
 Agarwal, D.P: Man and Environment in India through the ages, 1992.
 Arnold, D and Guha, R.: Nature, Culture, Imperialism: Essays on the Environmental History of South Asia
 Bhattacharya, D.K.: Ecology and Social Formation in Ancient History, 1990.
 Guha, Sumit,: Environment and Ethnicity in India 1200-1991, 1999.
 Guha, A.: Medieval and Early Colonial Assam: Society, polity Economy, 1991.
 Guha, R.: The Unquiet woods, Ecological change and peasants Resistance in the Himalaya 1999.
 Environmentalism, A Global, History, 2000.
 Gadgil, M and R, Guha: The Fissured Land: An Ecological History of India, 1992.
 Handique, R.: British Forest Policy, 2014.
 Mathur, S.M.: Physical Geology of India, 1986.
 Mann, M: British Rule on Indian Soil- North India in the First Half of the Nineteenth Century, 2001
 Martinez-Alier, J and Guha R.: Varieties of Environmentalism: Essays North and South, 1998.
 Rangarajan, Mahesh: Environmental Issues in India, New Delhi, 2008
 Sangwar, S., : Nature and the Orient : The Environmental History of South and South-East Asia, 1998.
 Saikia, A.J.: Jungles, Reserves, Wild Life, A History of Forest in Assam 2005.
 Sinha, Rajiv Kumar: Geographical Factors in Early Indian Economy, 2000.
 Skaria, Ajay.: Hybrid Histories: Forest, Frontiers and wilderness in Western India, 2000.

MINOR 7- History of Assam (c. 1826 – 1947)

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

Further Readings:

Barpujari, H. K : (ed) The Comprehensive History of Assam, Vols. IV & V
Baruah, Swarnalata :A Comprehensive History of Assam,MunshiramMonoharlalPublishers Pvt. Ltd., New Delhi, 1985
Goswami, Priyam :From Yandabo to Partition, Orient BlackSwan, 2012.
Barpujari, H. K : (ed) Francis Jenkins Report on the North- East Frontier of India. ———
—, : (ed) Political History of Assam, Vol. I. ———: Assam in the Days of the Company
Bhuyan, A.C and : (ed) Political History of Assam, Vols. II & III. De,
Bhuyan, A.C : (ed) Nationalist Upsurge in Assam.
Dutta, Anuradha :Assam in the Freedom Movement.
Bora .S. :Student Revolution in Assam.
Chakravarti, B. C :British Relations with the Hill Tribes of Assam.
Guha, Amalendu :Planters Raj to Swaraj, Freedom Struggle and ElectoralPolitics in Assam.
Lahiri, R.M :Annexation of Assam

SEMESTER VIII

HIS- CORE -XX: 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: a) Government of India Act, 1935. b) Indian Constitution of 1950 and some significant amendments Acts of 1956 ,1971, 1976,1978, 1985, 1988, 1992, 2002, 2016.	20	3+1=4hrs
UNIT II	Indian Democracy in Progress: a) Regions and Politics and Changing Party System. (Tamil Nadu, Assam, Kerela, Punjab) b) Threats to Indian democracy. c) Globalization and its impact on India.	20	3+1=4hrs
UNIT III	Economy in New India: a)Agrarian Reforms(Land Reform measures) b)Green Revolution -1967-69. c) Planned Economy- An Appraisal of Five-Year Plans (1951) to NITI-AYOG.(2015) d)New Economic Policy-1991(Liberalization, Privatization, Globalization)	20	3+1=4hrs
UNIT IV	New India: Science and Technology: a) ISRO(1969) Aryabhata, Chandryaan, Mangalyaan mission. b) Biotechnology-Health care, Agriculture, Biotech-Parks. c) Information Technology-	20	3+1=4hrs
UNIT V	Educational Policies: a)Secondary education-1952-53 b)UGC-1956 c)Kothari Commission-1964-66 d)National Policy of Education -1968-and 1986 New Education Policy-2020 a)Women Empowerment : b)Hindu Marriage Act-1955 c)Dowry prohibition act-1961 d)Domestic violence act:2005 e)Women in Indian Politics, Defence and contemporary	20	3+1=4hrs

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Suggested Readings:

- P.K Dhar: Indian Economy and its growing dimensions. Kalyani Publisher, 2016
 Gadgil: Planning and Economic Policy in India, Poona, 1961.
 Mukerjee: Community Development of India, Bombay, 1961.
 K.P. Mishra Edited: Readings in Indian Foreign Policy, Delhi, 1969.
 Karunakaran, K.P.: India in World Affairs (1947-50), London, 1958.
 Morris Jones, W.H.: Government and Politics of India, London, 1964.
 H.V. Hodson (ed.): The Great Divide: Britain, India, Pakistan, London, 1986.
 C.H. Philips (ed.): The partition of India: Policies and Perspectives 1935-1947, Rutledge,
 Paul Brass: The Politics of India since Independence, The Cambridge, History of
 India, Vol .IV-1, U.K. 1976.
 R.P. Dutt: India Today and Tomorrow, 1949.
 Durga Das: India: From Curzon to Nehru and After, Delhi, 2004.
 B. K. Sharma: Samsamya Bharat (In Hindi), Jaipur, 2007.
 Bipin Chandra: Samkaal in Bharat (In Hindi), N. Delhi, 2011.
 Granville Austin: Indian Constitution: Cornerstone of a Nation, New Edition, OUP, 2011.
 Francine Frankel: India's Political Economy, 1947- 2004, New Delhi: Oxford University
 Press, 2006.
 Paul Brass: The Politics of India Since Independence, Cambridge: Cambridge University
 Press, 1994.
 Ram Chandra Guha: India after Gandhi: The History of the World's Largest Democracy,
 New Delhi: Picador, 2007
 Bipan Chandra, et al (ed): India after Independence, New Delhi: Penguin Books, 1999
 Appadurai: Domestic Roots of India's Foreign Policy 1947- 1972. New Delhi: Oxford
 University Press, 1979.
 Rajni Kothari: Politics in India, New Delhi: Orient Longman, 1970.
 Joya Chatterji, The Spoils of Partition: Bengal and India, 1947-67, Cambridge: Cambridge
 University Press, 2007.
 Sunil Khilnani: The Idea of India, Penguin Books, New Delhi, 2004.

HIS-CORE XXI: 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 enlisted 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 Re-organisation. iii) Indo-China War (1962) iv) Electoral politics in Assam v) Independence of Bangladesh 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 Ressurgence : i) Growth of middle class ii) Language movement iii) Refinery Movement iv) Assam Movement v) Ethnic Resurgence and movement for autonomy; insurgency	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 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 : Mahila Samiti, Asam Lekhika Samaroh	20	3+1=4hrs
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Further Readings:

Baruah, S.L. : A Comprehensive History of Assam, Munshiram Monoharlal Publishers Pvt. Ltd., New Delhi, 1985

Baruah, S.L. (ed) : Status of Women in Assam with Special Reference to Non-tribal Societies

Deka, Meeta : Women's Agency and Social Change : Assam and Beyond, Sage Publications, 2013

Goswami, P.C., Economic Development of Assam Hussain, Monirul, The Assam Movement: Class, Ideology and Identity, 1993

Medhi, S. B : Transport System and Economic Development in Assam, Publication Board, Assam.

Talukdar Mrinal: Assam After Independence, Nanda Talukdar Foundation, Guwahati, 2017

Rituraj Basumatary : Students Union and Ethnic Movements in Assam, Notion Press,

2020.....: Assam Movement (1979-850 and Beyond, Notion Press, 2020 Deka

Basanta: The Inevitable Assam Movement, Barna, Guwahati.

His Core-XXII: AN INTRODUCTION TO ETHNO HISTORY OF ASSAM

(Additional paper for non-research)

Lectures : 3

Tutorial : 1 (per week)

Credit- 4

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

Course Description: After the completion of the course students will be able to get the knowledge of the concept of tribe and its studies will help the students to learn about various ethnic groups of Assam.

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

Course objectives: This course aims to aware the students about the different ethnic communities of Assam and causes and effects of ethnic consciousness in Assam.

Course Outcomes:

CO 1: To define key concepts such as ethnicity, ethnic groups and various methods of ethno historical study including ethnomethodology, oral history, and phenomenological approaches.

CO 2: To explain and identify the major ethnic communities in Assam across the Brahmaputra Valley, Barak Valley, Hills, and Plains.

CO 3: To describe the historical context of colonial intervention and its influence on ethnic communities of Assam. Students can also interpret the interrelationship between politics, identity, and ethnicity in Assam.

CO 4: To analyze the impact of colonial policies on ethnic formation and consciousness. .

CO 5: To evaluate the causes and nature of various ethnic movements in Assam

CO 6: To develop a idea to design case studies and dissertations that explore specific aspects of Assam's ethnohistory.

UNIT	TITLE	MARKS	Classes to be taken Lecture= 60 Tutorial=20 Total in hrs=60
UNIT- I	Concepts of Ethnicity and Ethnic Groups of Assam	20	3+1=4 hrs
	Methods of Ethnohistory: Ethnomethodology Oral History(Memory, myths and narratives)		
	Phenomenological Approach Indigenous studies		
UNIT-II	Ethnic groups of Assam: Brahmaputra Valley and Barak Valley, Hills and Plains tribes of Assam.	20	3+1=4 hrs
UNIT-III	Intervention of Colonial power and Ethnic groups of Assam: A. Annexation and Assimilation B. Nationalism, Politics and Identity.	20	3+1=4 hrs

UNIT- IV	Ethnic Consciousness and Resistance in Assam: A. Formation of socio-political organizations. B. Ethnic Movements: Nature, Causes and impact in the post colonial Assam.	20	3+1=4 hrs
UNIT- V	Case studies of different ethnic groups of Assam. Dimasa, Karbi, Bodo, Tiwa , Mishings and Sonowal Kacharis.	20	3+1=4 hrs

Reading list:

Bhuyan S.K (Ed): Francis Hamilton's An account of Assam, Gyan Publishing, Barpujari .H.K (ed): Political History of Assam, vol-I, PBA, Guwahati.
Singh K.S: Tribal Society in India, Manohar Publishers, Delhi, 2024,
.....: Tribal Movement in India,
Basumatary Bakul : Why Bodoland ?
Rhodes. N.G & Bose S.K: A History of Dimasa- Kacharis, As seen through Coinage,
Anderson, B. (1983). Imagined communities: Reflections on the origin and spread of nationalism, Verso.
Gellner, E.(1983): Nations and Nationalism , Cornell University press.
Haas, M.L .(2005) :The ideological origins of great power politics, 1789-1989, Cornell University Press.
Hutchinson, J & Smith, A.D (Eds) (1996): Ethnicity, Oxford University Press
Mann, M .(2005) :The dark side of Democracy : Explaining ethnic cleansing. Cambridge University Press.
Smith, A.D.(1998) : Nationalism and Modernism: A Critical survey of recent theories of nations and nationalism, Routledge.
Huntington, S.P (1996) : The clash of civilizations and the remaking of world order, Simon & Schuster.

His Core-XXIII: International Relations Since 1939 (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 the students to learn the origin of cold war and its impact on world politics and international relations. Students will also get the information of emergence of international organizations and their role in peace making. Students will be acquainted with the new ideological development in the world ie Unipolarism and Neo-liberalism.

Pre- Requisite: Students should have the basic knowledge of the significant events and milestones in the history of international relations since 1939.

Course Objectives: To enable students about the international relations since 1939 and its impact on world politics.

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

CO1: To explain the background of cold war politics.

CO2: To explain the ideological and political developments that led to the formation of international blocs and organizations.

CO3: To interpret and analyse the impact of Cold War politics on specific regions such as Korea, Vietnam, the Middle East, and Latin America.

CO4: To examine the reasons behind the disintegration of the USSR and evaluate its consequences on global geopolitics.

CO5: To Evaluate and Critically assess the transition from bipolar to unipolar world order and the role of neo-liberalism in shaping contemporary global relations.

CO6: To Develop a comparative perspective on international organizations and socio-political movements by integrating historical evidence and theoretical frameworks.

UNIT	TITLE	MARKS	Classes to be taken Lecture=60 Tutorial=20 Total in hrs=60
UNIT- I	i) Origin of Cold War ii) The World in two Blocs iii) Disarmament and Arms Control. iv) End of cold war	20	3+1=4 hrs
UNIT-II	i) Germany and Cold War ii) Western Europe , NATO , European Union. iii) Eastern Europe and Soviet Policy.	20	3+1=4 hrs
UNIT-III	Cold war Zones: i) Korea ii) Vietnam iii) Afghanistan iv) Cuba and Palestine v) World peace and NAM, SEATO, ASEAN	20	3+1=4 hrs

UNIT- IV	Post-Cold War World: i) Detente and End of Cold War: Disintegration of USSR. ii) Reunification of Germany iii) Break up of Yugoslavia and after. iv) Africa and Latin America.	20	3+1=4 hrs
UNIT- V	i)Unipolarism and the Neo-Liberal turn ii)Socio-Political issues of the Twentieth century: Civil Rights Movement; Racism and Apartheid. iii) Economic and Political Unions: European Union, NAFTA, SAARC	20	3+1=4 hrs

Reading List:

- Bell, Coral. 1977. The Diplomacy of Detente: The Kissinger Era. New York: Palgrave Macmillan
- Calvocoressi, Peter. 2008. World Politics, 1945-2000. New York: Routledge
- Benns, F. Lee. 1945. Europe Since 1914 in its World Setting. New York: Appleton Century
- Fleming, D. F. 1961. The Cold War and its Origins (2 Vols). New York: Doubleday and Co.
- Gaddis, L. 1972. The United States and the Origins of the Cold War. Columbia: Columbia University
- Geir Lundestad (ed). 1994. The Fall of Great Powers: Peace, Stability and Legitimacy. London: OUP
- George C. Herring. Jr. 1979. America's Longest war: The United States and Vietnam. New York
- Hobsbawm, Eric, 2002. Interesting Times : A Twentieth Century World
- Hinton, C. Harold. 1966. Communist China in World Politics. Boston: Houghton Mifflin Company
- Joll, James. 1990. Europe Since 1870. An International History. London: Penguin Books
- Keylor, R. William. 2011. The Twentieth Century World: An International History. London: OUP
- Keylor, R. William. 2003. A World of Nations: The international order since 1945. USA: OUP
- Langsam, W. C. 1967. The World Since 1919. London: Macmillan
- Lewis, W. Arthur. 1978. The Evolution of the International Economic Order. Princeton University Press
- Lippman, Walter. 1959. The Communist World and Ours. Boston: Little Brown
- Lipson, Edward, 1939, Europe in the Nineteenth and Twentieth Century. London.
- Miller. John. 1993. Mikhail Gorbachev and the End of the Soviet Power. London: Palgrave
- Ogley. R. 1951. The United Nations and East-West Relations. London: University of Sussex
- Ovendale. Ritchie. 1984. The Origins of the Arab-Israeli wars. London: Routledge
- Roberts. J. M. 2004. The Penguin History of the Twentieth Century. London: Penguin Books
- Rothschild. Joseph. 2007. Return to Diversity: A Political History of East Central Europe Since World War II. London: Oxford University Press

Smith, Tony.1978. The Non-Aligned Movement: The Origins of a Third World Alliance. London:Frances Printer

Smith, Joseph. 1997. The Cold War,1945-1991, New Jersey: Wiley -Blackwell

Strueck, Jr. 1981.The Road to Confrontation: American Policy Towards China and Korea, 1947-1950. Carolina: The University of North Carolina Press

Taylor, A.J.P.1954. The Struggle for Mastery in Europe,1848-1918. London: OUP

Thomson, David. 1990. Europe Since Napoleon. London: Penguin Books

Urwin.W. Derek. 1994.The Community of Europe: A History of European Integration Since 1945.New York: Routledge

Wheeler. S. John, Bernnett& Nicholls.Anthony.1974. The Semblance of Peace: The Political Settlement After the Second World War. New York: St. Martin's Press

Williams, Phil.1988.Superpower Detente: A Reappraisal. London: Sage Publications

Zagoria.S. Donald.1964.The Sino-Soviet Conflict 1956-1961. Princeton: Princeton University Press

A. C Roy: International Relations since 1919, The world press, Calcutta, 1992

DISSERTATION / PROJECT

Only for Research (In lieu of His-Core-8.2, 8.3 & 8.4)

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.

HIS-MIN- VIII: 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 : vi) Political changes and impact of partition vii) Administrative Re-organisation. viii) Indo-China War (1962) ix) Electoral politics in Assam x) Independence of Bangladesh and its impact on Assam	20	3+1=4 hrs
UNIT II	Economic developments : vii) Economic impact of the Partition viii) Revenue policies ix) Five year plans x) Industrialization and Urban Development xi) Demographic Changes xii) Transport and communication	20	3+1=4 hrs
UNIT III	Movements and Ethnic Resurgence : vi) Growth of middle class vii) Language movement viii) Refinery Movement ix) Assam Movement x) Ethnic Resurgence and movement for autonomy; insurgency	20	3+1=4 hrs
UNIT IV	Environmental issues : vi) Natural disasters : earthquake of 1950, flood, erosion. vii) Land policies and land hunger viii) Development and environment ix) Big dam issue, Development x) Displacement and natural resources.	20	3+1=4 hrs
UNIT V	Cultural development v) Activities of The Assam Sahitya Sabha, vi) Development of Media(print and electronic), the	20	3+1=4 hrs

	All India Radio. vii) Development of Education : Elementary, Secondary and Higher viii) Women's Movements :MahilaSamiti, AsamLekhikaSomaroh		
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Further Readings:

Baruah, S.L. :A Comprehensive History of Assam, MunshiramMonoharlal Publishers Pvt. Ltd., New Delhi,1985

Baruah, S.L. (ed) :Status of Women in Assam with Special Reference to Non-tribal Societies

Deka, Meeta :Women's Agency and Social Change : Assam and Beyond, Sage Publications, 2013

Goswami, P.C., Economic Development of Assam

Hussain, Monirul, The Assam Movement: Class, Ideology and Identity, 1993

Talukdar Mrinal: Assam After Independence, Nanda Talukdar Foundation, Guwahati, 2017

Medhi, S. B :Transport System and Economic Development in Assam, Publication Board, Assam.

Rituraj Basumatary : Students Union and Ethnic Movements in Assam, Notion Press, 2020

.....:Assam Movement (1979-850 and Beyond, Notion Press, 2020

Deka Basanta:The Inevitable Assam Movement, Barna, Guwahati.

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