



**MAJULI UNIVERSITY OF CULTURE**

**DEPARTMENT OF HISTORY**

**PG SYLLABUS (CBCS)**

**2023**

# Syllabus of the M.A. Programme in History under CBCS

## Majuli University of Culture, Majuli

Semester-I			
Domain	Paper Code	Title of the Paper	Credit
Core 1	HST1.01	State and Polity in Early India	4
Core 2	HST1.02	Society and Religion in Early India	4
Core 3	HST1.03	State and Polity in Pre-Colonial Assam	4
			4X3=12
Opt. <b>any One</b> Discipline Specific Elective Course (DSEC) from below			
DSEC 1	HST1.05	History of China and Japan	4
DSEC 2	HST1.06	British Colonialism in India (1757-1857)	4
			4X1=4
Opt. <b>any One</b> Ability Enhancement Skill Course (AESC) from below			
AESC 1	HST 1.07	Introduction to the Manuscript Studies in Assam	2
AESC 2	HST 1.08	Computer Application and Assamese Writing	2
AESC 3	HST 1.09	Heritage and Conservation Studies	2
			2X1=2
<b>Total Credit of Semester I</b>			<b>12+4+2=18</b>
Semester-II			
Core 5	HST2.01	Economic History of Early and Medieval India	4
Core 6	HST2.02	Social and Economic History of Modern India (1757-1947)	4
Core 7	HST2.03	Freedom Struggle of India (1857-1947)	4
			4X3=12
Opt. <b>any Two</b> Discipline Specific Elective Course (DSEC) from below			
DSEC 3	HST2.04	Economy of Early and Medieval Assam	4
DSEC 4	HST2.05	Bhakti Movement and Satra Institution of Assam	4
DSEC 5	HST2.06	Women in Indian History	4
			4X2=8
<b>Total Credit of Semester II</b>			<b>12+8=20</b>

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## Semester-III

Domain	Paper Code	Title of the Paper	Credit
Core 8	HST3.01	Indian Historiographical Traditions	4
Core 9	HST3.02	State and Polity in Medieval India	4
Core 10	HST3.03	Society and Religion in Medieval India	4
			4X3=12

Opt. **any Two** Discipline Specific Elective Course (DSEC) from below

DSEC 6	HST3.04	Ecology, Environment and Culture in India	4
DSEC 7	HST3.05	River, Culture and Society (Brahmaputra and the Foundation of Assamese Society)	4
DSEC 8	HST3.06	Art and Architecture of Early and Medieval Assam	4
			4X2=8

Opt. **any One** Ability Enhancement Skill Course (AESC) from below

AESC 4	HST3.07	Oral Tradition and Oral History	2
AESC 5	HST3.08	Archive Studies	2
AESC 6	HST3.09	Museology and Museum Keeping	2
			2X1=2

**Total Credit of Semester III**

**12+8+2=22**

## Semester-IV

Core 11	HST4.01	Western Historiographical Traditions	4
Core 12	HST4.02	Contemporary World (1945-2000)	4
Core 13	HST4.03	Dissertation	4

Opt. **any Two** Discipline Specific Elective Course (DSEC) from below

DSEC 9	HST4.03	Art and Architecture in Ancient India	4
DSEC 10	HST4.04	Art and Architecture in Medieval India	4
DSEC 11	HST4.05	India after Independence (till 2000)	4

**Total Credit of Semester IV**

**20**

TOTAL CREDIT OF ALL THE SEMESTERS OF M.A. PROGRAMME

**80**

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## Semester – I

**Course Code** : HST1.01  
**Course Title** : State and Polity in Early India  
**Nature of the course** : Core  
**Credit** : 4  
**Course teacher** : Nisha Rani Das

### Objectives:

- To develop understanding of the complex processes of state formation in India from historical perspective.
- To develop understanding of the different approaches and explanations of state formation process in India.
- To develop understanding of the changing administrative systems in the socio-economic contexts.

Topic	Credit	
	Lecture	Tutorial
<b>Unit – 1</b>		
Sources and Approaches: Oriental Despotism, Conventional model and State formation, Feudal state, Segmentary State and Interrogative Model of State Formation Harappan Period: Political structure, Ruling Elite Polity in the Vedic Period, Importance of <i>Sabha</i> , <i>Samiti</i> and <i>Vidhata</i>	10	2
<b>Unit-2</b>		
Early territorial states: <i>Janapadas</i> and <i>Mahajanapadas</i> Mauryan State: Emergence of Magadha as Imperial State, Administration Indo - Greeks and the Kushana State: Polity and Administration	10	1
<b>Unit-3</b>		
State Formation in Central India Deccan: Satavahanas and the Khatrapas Gupta state system: Political consolidation - Extent and Structure	10	1
<b>Unit-4</b>		
Growth of Feudal Political Structures in Post-Gupta period in North India The nature of polities contemporary to Guptas: Pallavas, Chalukyas, Pandyas, and Vardhanas. Early state formation in South India: Sangam Age The Chola State	10	1
<b>Unit-5</b>		
The Eastern Palas Rashtrakutas of Deccan The Pratiharas of the Western and Upper Gangetic Valley	10	1
<b>Total Contact Hours</b>	56	

**Essential Readings:**

- Raychoudhury H : *Political History of Ancient India.*
- Shastri K.A.N : *A History of South India.*
- Sharma, R.S. : *Aspects of Political Ideas and Institution.*
- Sharma, R.S. : *Indian Feudalism.*
- Singh, Upinder : *A History of ancient and early medieval India from the stone age to the 12<sup>th</sup> century.*
- Thapar, Romila : *A History of India (Volume One).*

**Course Outcome:**

The students will develop grasps over the concepts and approaches of state formation process in India. The course will develop a critical aptitude to understand the political ideas and institutions in India from historical perspective. It will also help them to locate the interface in between the political processes with religious and cultural practices across time.

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## Semester – I

**Course Code** : HST1.02  
**Course Title** : Society and religion in Early India  
**Nature of the course** : Core  
**Credit** : 4  
**Course teacher** : Aoyana Buragohain

### Objectives:

- To explore the historical contexts in which the religious emerged, developed and transformed over centuries.
- To introduce the multiple religious traditions in India and their process of evolution throughout the ancient and medieval period.

Unit	Topic	Credit	
		Lecture	Tutorial
Unit 1	Sources and tools of historical reconstruction  Material Remains, coins, inscription, literary sources, foreign accounts  Constructing history, Chronology	10	1
Unit 2	Origins, Settlement patterns and town planning, Agriculture, Domestication of Animals, Trade and Commerce, Polity  Religious Beliefs and Practices, The Male Deity in the Indus Valley Civilization  The Harappan society.	10	1
Unit 3	Arrival of the Indo - Aryans, Tribal Conflicts, Pastoralism, Tribal Polity  Crystallization of Castes, <i>Varna</i> , proliferation of <i>jatis</i> : changing norms of marriage and property, Ashrama System  Consolidation of Brahmanical traditions: <i>dharma</i> , <i>Varnashram</i> , <i>purusharthas</i> , <i>samskaras</i>	10	1
Unit 4	Coming of the Iron technology  Settled Agriculture, Rise of new classes  Jainism, Buddhism, Ajivikas, Materialistic philosophy and Carvakas.	10	2



## Semester – I

Course Code	:	HST 1.03
Course Title	:	State and Polity in Pre-Colonial Assam
Nature of the course	:	Core
Credit	:	4
Course Teacher	:	Dr. Indraneel Pegu, Dr. Preetima Gogoi

### Objectives:

- Acquaint the students with the knowledge of the state and state polity of Assam in the pre-British times.
- It also aims to create in them an urge of inquiry into the past history of this region in order to make them understand its present polity and society.

Topic	Credit	
Unit – 1	Lecture	Tutorial
Sources The origin of the name of Pragjyotishpur and Kamrupa The Early Kamarupa State Kamrupa kingdom under Varmanas, Salastambhas and Palas	10	1
Unit- 2		
Administrative system in Ancient Assam Disintegration of the kingdom of Kamarupa- Turko - Afghan Invasions State formations in the Brahmaputra Valley- The Chutias, Kacharis, the Koches and Baro- Bhuyans	10	1
Unit-3		
Advent of the Ahoms Expansion of the Ahom state: 16 <sup>th</sup> and 17 <sup>th</sup> century Ahom- Mughal Political relations	10	1
Unit – 4		
Tribal kingdom-chiefdoms in Lower Assam region- their relation with the Ahom State Post- <i>Saraighat</i> Assam- the Court crisis and political developments Ascendency of the <i>Tungkhungia</i> dynasty - Ahom rule at its zenith	10	2

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<b>Unit – 5</b>		
Ahom administrative structure Ahom state and relationship with hill areas Ahom relation with the state of Manipur and Tripura Decline of the Ahom kingdom- <i>Moamariya</i> rebellion, Burmese invasions	10	1
<b>Total Contact Hours</b>	56	

### Essential Readings:

- Baruah, S. L: : *A Comprehensive History of Assam*  
 Barpujari, H.K: : *The Comprehensive History of Assam*  
 Choudhury P. C: : *History of the civilization of the people of Assam to the 12<sup>th</sup> Century A.D.*  
 Gait, Edward: : *A History of Assam*  
 Nath, D: : *History of the Koch Kingdom, C. 1515-1615*  
 Nath, D: : *Asom Buranji*

### Course Outcome:

The students will understand the emergence of states such as Kamarupa, Ahom, Kachari, Chutia and Koch states in the Brahmaputra Valley and the nature of these states and stateformation process in Assam.

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## Semester – I

<b>Course Code</b>	<b>:</b>	<b>HST 1.06</b>
<b>Course Title</b>	<b>:</b>	<b>British Colonialism in India (1757- 1857)</b>
<b>Nature of the course</b>	<b>:</b>	<b>Discipline Specific Elective</b>
<b>Course Credit</b>	<b>:</b>	<b>4</b>
<b>Course Teacher</b>	<b>:</b>	<b>Dr. Indraneel Pegu</b>

### **Objectives:**

- The objective of the course is to develop an understanding the debate and phases of British colonialism
- To understand the impact of British colonialism on Indian economy and the society of India.

Topic	Credit	
	Lecture	Tutorial
<b>Unit – 1</b>		
Beginning of the European settlements in India- Portuguese, Dutch, British and French Anglo - French rivalry and British Settlements in India Eighteenth Century debate in Indian History Understanding Colonialism - Phases of Colonialism	10	1
<b>Unit- 2</b>		
The establishment of the British rule in India - The battle of Plassey and the Battle of Buxar Robert Clive- Dual administration in Bengal Expansion and consolidation of the British rule under Warren Hastings and Lord Cornwallis- The Anglo - Maratha war, The Anglo-Mysore war. Lord Wellesley and the policy of Subsidiary Alliance	10	1
<b>Unit-3</b>		
Mercantilism and British economic policy - Foreign trade and early forms of exactions from Bengal - Drain Theory De-industrialization - Myth or reality, British trade policies in India- Free Trade policy Growth of Modern Industries Introduction of new Land revenue - Permanent, Mahalwari and Ryotwari and commercialization of agriculture	10	1
<b>Unit – 4</b>		

British expansion of power - Awadh, Sind, Punjab Lord Dalhousie and his policy of expansion- the Doctrine of Lapse Growth of new infrastructure and communication- the Railways, Roads and steams, Postal system	1	2
<b>Unit – 5</b>		
Growth of modern education in India British control of India's credit and monetary system-development of fiscal policies, banking system The revolt of 1857 and its aftermath	10	1
<b>Total Contact Hours</b>	<b>56</b>	

#### Essential Readings:

Bandyopadhyay, S:	<i>From Plassey to Partition A History of Modern India</i>
Chandra, B:	<i>History of Modern India</i>
Roy, Trithankar:	<i>The Economic History of Modern India</i>
	<i>A Business History of India</i>
	<i>Traditional Industry in the Economy of Colonial India</i>

#### Course Outcome:

The students will understand the concepts, theories and approaches of British colonialism in historical perspective and understand the land reform and revenue system, market economy, banking system, fiscal policy in India during colonial period.

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## Semester – I

Course Code	:	HST1.07
Course Title	:	Introduction to Manuscript Studies in Assam
Nature of the course	:	AESC
Credit	:	2
Course Teacher	:	Dr. Utpal Narayan Goswami (to be shared with part-time faculty)

### Objectives:

The objective of the course is to develop an understanding the importance of manuscripts and teach them to read and the techniques of preservation of manuscript.

Unit	Topic	Lecture	Practical
1	Manuscript as a Heritage material- Its Meaning and Importance in understanding culture; Broad subjects of the available Manuscripts- Manuscript as a Knowledge Tradition	5	2
2	Introduction to Alphabetic Forms of Manuscripts- Kaitheli, Gadhaya, Bamuniya	4	2
3	Manuscript Preparation- Materials for making manuscripts, Manuscript Writing, Copying and Transliteration, manuscript editing and Text-critical study	5	2
4	Manuscript painting and Illustrations- subjects and techniques	4	2
5	Manuscript Collection and Identification, Manuscript Preservation, Digitalization of Manuscript	4	2
	<b>Total Contact Hours</b>	<b>22</b>	<b>10</b>

### Essential Readings:

Barma , T. P:	<i>Development of Script of Ancient Kamrupa</i>
Borah, Mahendra:	<i>Evolution of Assamese Script</i>
Choudhury, P.C.:	<i>Descriptive Catalogue of Assamese Manuscripts</i>
Choudhury, P.C.:	<i>Descriptive Catalogue of Sanskrit Manuscripts</i>
Das, Narayan:	<i>Biswa Lipir Bhumika</i>
Goswami, Upendra Nat:	<i>Asamiya Lipi</i>
Goswami , Malinee:	<i>Path samiksha</i>
Kataki , Sarbeswar:	<i>Asamiya Prachin Lipi</i>
Neog, Maheswar:	<i>Path-Samiksh</i>

### Course Outcome:

The students will understand the techniques of manuscript preservation.

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## Semester - II

Course Code	: HST2.01
Title of The Course	: Economic History of Early and Medieval India
Nature of The Course	: Core
Credit	: 4
Course Teacher	: Dr. Preetima Gogoi, Nisha Rani Das

### Objectives:

- Acquaint the students with the development of Indian economy up to medieval period.
- Different aspects of early and medieval Indian economy i.e. agriculture, trade, urbanization, the use of coins and their process of evolution throughout the period are the area of discussion in this paper. In chronological terms, the developments from pre-historictimes to the early medieval period will be discussed.
- To understand economic processes and their impact upon the socio-political developments.

Unit	Topic	Lecture	Tutorial
Unit 1	Historiography of Early and medieval Indian economic history  Beginning of agriculture in the sub-continent- Neolithic and Chalcolithic periods  Stages of development: technology and method of irrigation.  Land system: Ownership Patterns, Land Revenue and Land grants	10	1

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Unit 2	<p>First Urbanization: Indus Valley Civilization, Decline of Urban Pattern</p> <p>Internal trade, external trade, Indo- Roman trade, trade centres</p> <p>Development of urbanization in the Gangetic valley</p> <p>Cities in Early India; Changing patterns of Urbanization in Early India</p> <p>Debates of De-urbanization in Early Medieval India.</p>	10	1
Unit 3	<p>Development of monetized economy, paucity of coins in Early Medieval period.</p> <p>Transition to Early Medieval Period, Development of feudal Mode of production</p> <p>The Feudalism Debate in Indian History</p>	10	1
Unit -4	<p>Agrarian economy under the Delhi Sultanate: land, means of production, agricultural produces</p> <p>Agrarian relations, land assignments, land revenue assessment and collection</p> <p>Non-agrarian production and urban economy</p> <p>Fiscal and market reform policies under the Khaljis and the Tughlaqs.</p>	10	2
Unit 5	<p>The System of Agricultural production under the Mughals: Extent of Cultivation, Means of Cultivation and Irrigation, Crops.</p> <p>Agrarian Relations- Land ownership, Peasants and</p>	10	1

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	<p>rural intermediaries.</p> <p>The Land Revenue: survey and measurement, Assignment and revenue grants, methods of Revenue Assessment and collection, nature and magnitude of taxation.</p> <p>Trading communities: Indian merchants and non-Indian traders</p> <p>European trading companies 5.06: Banking and commercial practices: indigenous methods, Medium of exchange, currency system and coinage.</p>		
	<b>Total Contact Hours</b>		<b>56</b>

### Essential Readings:

- Habib, I.: *The Agrarian System of Mughal India. 1556-1707 new Delhi (12th impression) 2011*  
*Technology in Medieval India c. 650-1750, AHS2008*
- Jha, D. N.: *Economy and Society in Early India, 1993*  
*Feudal Order, Society and Ideology in Early Medieval India, 2000*
- Kosambi, D.D: *An Introduction to the Study of Indian History, 1956*  
*The Culture and Civilization of Ancient India in Historical Outline, 1956*
- Raychaudhury, T & I Habib(ed.) *The Cambridge Economic History of India, vol.1.*
- Richards, J.F.: (ed): *The Imperial Monetary System of Mughal India Delhi, 1987*  
*: New Cambridge History of India: The Mughal Empire Delhi, 1993.*
- Sharma, R. S: *Indian Feudalism, 1980*  
*Urban Decay in India, 1987*  
*Early Medieval Indian Society, A study in Feudalisation, 2001*

### Course Outcome:

The students will understand the development and expansion of agriculture in Indian subcontinent from pre-historic times and also able to understand the various phases of urbanization in early India. They will also identify the early and medieval Indian economy and the feudalism debate.

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## Semester - II

**Course Code** : **HST2.02**  
**Title of the Course** : **Social and Economic History of Modern India (1757-1947)**  
**Nature of the Course** : **Core**  
**Total Credit** : **4**  
**Course Teacher** : **Dr. Indraneel Pegu**

### Objectives:

- To understand the social structure and milieu of Indian society during the period of the study.
- To critically understand the colonial perceptions towards Indian society and the various reforms carried out in relation to that.
- To understand the economic condition during the period of study.

Unit	Topic	Lecture	Tutorial
Unit 1	Indian society in the 18th and 19th century- Race and caste. Colonial Perception of India – Bengal Asiatic society, Orientalists, Utilitarians and Evangelists. Ideologies of the Raj – Oriental Despotism, Rule of Law. The Indian Responses: Early Phase	10	1
Unit 2	The Colonial State and social reforms – Thuggee, female infanticide, human sacrifice and slavery. The role of Christian Missionaries: Education, health and proselytisation. Indian intelligentsia Respond: Brahmo Samaj, Prarthana Samaj The Arya Samaj and the Theosophical Society Movements- The Depressed Class Movement, Islamic Reform Movement, Reform Movement among the Parsis and the Sikhs	10	2

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Unit 3	<p>The Transitional Debate &amp; the Great Divergence</p> <p>The Eighteenth-Century Debate</p> <p>Understanding Colonialism: Theories of Colonialism</p> <p>Emergence of the Large-Scale Industries- cotton and Steel and their survival against the colonial policies of protection of the British Industries</p> <p>British Trade policies in India - Imperialism of Free Trade?</p>	10	1
Unit 4	<p>Agriculture in Pre-Colonial India- Self Sufficiency vs. Market</p> <p>Introduction of the New Land Revenue system- Permanent, Mahalwari and Ryotwari. - The growth of the Land Market</p> <p>Impacts of the Commercialization of Agriculture on the Indian Economy- Specialization of Agriculture and growth of the Labour Market</p>	10	1
Unit 5	<p>Growth of the new Infrastructures'- the Railways, Roads and Steamers</p> <p>British control of India's credit and Monetary System-Development of Fiscal policies</p> <p>Banking- The Agency Houses-Growth of Indigenous Banking- Presidency Banks and the Evolution of the Reserve Bank of India</p> <p>Emergence of the Indian Capitalist Class</p> <p>Growth of the Industrial Labours and the Trade Union Movement</p>	10	1
	<b>Total Contact Hours</b>	<b>56</b>	

**Essential Reading:**

Bayly, C. A.: *Rulers, Townsmen and Bazaars: North Indian Society in the Age of British Expansion, 1770-1870*

Bayly, C.A.: *Indian Society and the Making of British Empire, Cambridge University Press*

Bhattacharya, Neeladri: *The Agrarian Conquest: The Colonial Reshaping of a Rural World*

Bhattacharya, S. (Ed): *Essays in Modern Economic History*

Chandra, Bipan: *The Rise and Growth of Economic Nationalism in India*

Chatterjee, Suhas. *The Raj Syndrome: A Study in Imperial Perceptions, New Century, publications: 1 edition (1 January 2003).*

Habib, Irfan: *Indian Economy, 1858-1914*

Kejariwal, O.P. *The Asiatic Society of Bengal and the Discovery of India's Past 1784-1838, 1988.*

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- King, Richard. *Orientalism and Religion: Postcolonial Theory, India and 'The Mystic East'*, OUP, (1999).
- Kopf, David. *British Orientalism and Indian Renaissance: the Dynamics of Indian Modernisation 1773-1835*, University of California Press (1969).
- Kumar, Dharma (Ed): *The Cambridge Economic History of India*, Vol.II
- Marshall P.J. (Ed): *The Eighteenth Century in Indian History*
- Evolution or Revolution (Themes in Indian History)*
- Metcalf, Thomas R.. *Ideologies of the Raj*, Cambridge, 1987. Cambridge University Press.
- Mukherjee, S.N.: *Sir William Jones: A Study in Eighteenth-Century British Attitudes to India*, Bombay, Orient Longman University Press Publications
- Pomeranz, Kenneth: *The Great Divergence, China, Europe and the Making of the Modern World Economy*
- Roy, Tirthankar: *The Economic History of India*
- Roy, Tirthankar: *A Business History of India*
- S Cohn, Bernard. *Colonialism and its Form of Knowledge*, Princeton University Press, 1996.
- Stokes, Eric . *English Utilitarians and India*, Oxford. 1959.
- Subramanian, Lakshmi. *History of India, 1707-1857*, Orient Black Swan. 2010.
- Thapar, Romila, *Interpreting Early India*, Delhi, Oxford University Press. 1999.

### Course Outcome:

The students will comprehend the social structure of Indian society and understand the British perception on India society and the numerous efforts invested by their agency in understanding the Indian society. The students will also comprehend the broad economic system of India during the colonial period and the nature of the economic system and the transition and changes.

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## Semester-II

**Course code** : **HST2.03**  
**Course title** : **Freedom Struggle of India (1857- 1947)**  
**Nature of the Course** : **Core**  
**Credit** : **4**  
**Course Teacher** : **Aoyana Buragohain, Dr. Indraneel Pegu**

### Objectives:

- To understand the British administrative policy and its impact on the Indian society prior to 1857.
- To study in deep about the Revolt of 1857.
- To examine the role of Indian intellectuals and various organizations particularly the role of Indian National Congress.
- To understand Gandhi's views on struggle for independence.
- To study the colonial pattern of administration.

Topic	Lecture	Tutorial
<b>Unit I</b> The first century of British Rule: Establishment of British Supremacy, administrative system before 1857 Revolt of 1857- Causes, courses, consequences and nature Popular movements after 1857 Post 1857 British policy and political changes, political associations before 1885	10	1
<b>Unit II</b> Different Schools' views on the emergence of Indian Nationalism The Foundation of Indian National Congress: Myth and reality theory Evaluation of Congress policies, programmes and works upto 1905 The Congress political ideology: moderates and extremists, differences, conflict and split	12	1

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<b>Unit III</b> Partition of Bengal, Swadeshi Movement: trend, boycott, Swadeshi and national education Rise of revolutionary ideology and trend The communal angle: Muslim politics, birth of the Indian Muslim League World War I and its impact on Indian socio-economic and politics: Post-War reform: The Mont- Ford reforms and the Act of 1919	10	1
<b>Unit IV</b> Mahatma Gandhi: His perspectives, Methods and views on Nation and Nationalist struggle Champaran, Kheda, Ahmedabad, Rowlatt Satyagraha, The Khilafat and Non- cooperation Movement Indian National Movement and the Princely States Gandhi and Civil disobedience movement, Congress and social groups and classes: untouchables, capitalists, peasants and workers	10	1
<b>Unit V</b> Government of India Act 1935 and Provincial Autonomy Rise of the Congress Socialists World war II and progress of nationalist politics, 1942 Quit India Movement and The INA Post –War Nationalist Uprisings- Cabinet Mission and Grouping Controversy and Transfer of Power	10	2
<b>Total Contact Hours</b>	56	

### Essential Readings:

- Bandyopadhyay, Shekhar : *From Plassey to Partition, Orient Black swan Pvt. 2009*
- Bayly C. A : *Indian Society and Making of the British Empire, New Cambridge History of India, 1975*
- Chandra, Bipan : *Nationalism and Colonialism in Modern India*  
 : *India's Struggle for Independence, Penguin India*
- Gupta, Partha sarathi and A. Deshpande (ed.) : *The British Raj and its Indian Armed Forces, 1857*

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*1939, New Delhi: Oxford University Press*

Habib, S. Irfan : *The Indian Nationalism, the essential writing, Aleph Book*

*Company, 2017*

Meron, V. P. : *The Transfer of Power in India, Orient Black swan*  
*1957*

Sarkar, Sumit : *Modern India, Permanent Black, 1983*

*: The Swadeshi Movement in Bengal, New Delhi; Permanent Black*

Seal Anil : *The emergence of Indian Nationalism, London,*  
*Cambridge University Press, 1971*

P. J. Cain and

A. G. Hopkins : *British Imperialism, 1688-2000, New York, Longman*

### **Course Outcome:**

After learning the course the student will have an idea on British Policy and their attitude towards India. It would enhance the learner's horizon of knowledge on the role of intelligentsia, Indian Army, Indian National Congress. It would also aid the learners to understand the perspectives and views of Gandhi on Indian National Struggle for independence and his various movements.

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## Semester - II

Course code	:	HST2.05
Course Title	:	Bhakti movement and Satra Institution of Assam
Nature of the course	:	Discipline Specific Elective Course
Credit	:	4
Course Teacher	:	Dr. Preetima Gogoi, Aoyana Buragohain

### Objectives:

- To aid the students to understand the historical background of the growth and development of the major trends in medieval India.
- To acquaint the students with the boundaries of society and religion in Assam in pre-colonial times.
- It aims at giving the students an idea about how social and religious institutions emerge in Assam in medieval times and how it reflects deep-rooted connection with Indian tradition and how and where it differs from that.

Topic	Lecture	Tutorial
<b>Unit-I</b>		
Bhakti- Meaning and origin of the term Bhakti Origin of the Bhakti Movement Bhakti theories- Nirguna and Saguna Bhakti Debates on the term Bhakti Movement Bhakti ideology- Bhakti as a reform movement	10	1
<b>Unit- II</b>		
Pre – Sankardeva situation of Bhakti Movement in Eastern India- Jayadeva, Hem Saraswati, Madhab Kandali, Rudra Kandali, Harihar Bipra and others Sankardeva and his role in the development of the Bhakti Movement- His background and pilgrimages Impact of contemporary Bhakti preceptors and Sankardeva- Kabir, Nanak and others (with special reference to the controversy of the date of his birth and time of his visit to North India)	10	1

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<b>Unit- III</b>		
Social ideology of Sankardeva Sankardeva's philosophical position Methods of Sankardeva- the Cultural programmes Methods of Sankardeva- the institutional system The literature	10	1
<b>Unit – IV</b>		
Death of Sankardeva and the question of the Headship of his Orders Schism in the Order- the Samhati divisions Emergence of the Satra institutions- Damodardeva and Madhavadeva ( Patbausi and Barpeta Satra) The Ahom State and the Satra Institution- the grand Satras of Majuli (Auniati, Dakshinpat and Garamur Satra)	10	1
<b>Unit –V</b>		
Origin and meaning of the term “Satra” Organisation of Satra- the internal structures- Kewaliya and Asrami, the layers of devotees and the gurus, economy and culture Satra and Society- the Caste and ideological aspects The Left-wing Satra- Aniruddhadeva and Mayamara Satra Royal patronage and the growth of the Satras in Upper Assam	10	2
<b>Total Contact Hours</b>	<b>56</b>	

#### Essential Readings:

- Bhattacharya, M. N. (ed) : *Medieval Bhakti Movement in India, Delhi, 1989*
- Baruah, S. L. : *A Comprehensive History of Assam, 1985.*
- Gait, E. A. : *A History of Assam, 1906*
- Nath, D. : *The Majuli Island: Society, Economy and Culture, New Delhi, 2009*

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- Nath, D. : *Satra Society and Culture: Pitambardeva Goswami and History of Garamur Satra*, 2012
- Neog, M. : *Sankardeva and His times*, Guwahati, 1965
- Sarma, S. N. : *Neo- Vaishnavite Movement and Satra institutions of Assam*, Guwahati

**Course Outcome:**

After going through this course the student will be able to understand the Cultural developments during the medieval period and also the socio-religious background of the Bhakti movement in Assam and various phases of the Neo- Vaishnavite movement.

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## Semester -II

**Course Code** : **HST2.06**  
**Title of the Course** : **Women in Indian History**  
**Nature of the Course:** **Discipline Specific Elective Course**  
**Total Credits** : **4**  
**Course Teacher** : **Aoyana Buragohain, Nisha Rani Das**

### Objectives:

- Women have till the very recent times have not been properly represented in history. The Gender History or situating the Women in history is a major task for historians.
- The growth of the Feminist or the Women's Movements needs to be given to a new perspective.

Unit	Topic	Lecture	Tutorial
Unit 1	Women's Studies: Perspectives and Practices Feminism: First Wave Feminism: Fighting for Vote, Second Wave Feminism: Quest for Liberation and Equality, Third Wave Feminism: Embracing Contradictions Definition and scope of Patriarchy- different approaches Gender, Sexual Division of Labour- Definitions and scopes	10	1
Unit 2	Patriarchy in the Indian contexts- issues and difficulties, class & caste Patriarchy in Ancient India- Women in Vedic India Women in Medieval India Patriarchy and the Indian Law- Personal Law, Dowry	10	1

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Unit 3	<p>Perception of Gender in Indian and world contexts –Different approaches to Gender</p> <p>Relationship of Gender with class and caste</p> <p>Gender and Religion- Discrimination, Devotion and the issue of Equality</p> <p>Gender and Economy and Society</p>	10	1
Unit 4	<p>Women and Self: Women's Autobiographies and Biographies- Rashsundari Devi, Sunita Devi, Nalinibala Devi</p> <p>Women and Travel-quest for new rights</p> <p>Women in Organizations- The Indian Women's Organizations and their responses to the issues of reforms and rights</p> <p>Women and Culture- Music, Theatre and Films</p>	10	2
Unit 5	<p>Colonial Reforms agendas on Women- Sati, Female Infanticide, Widow Remarriage, Age of Consent</p> <p>Indian responses to the Issue of Social Reforms-Revivalist Movements</p> <p>Women's responses to the National Movement of Independence</p> <p>Nationalists Agenda and the question of Women</p>	10	1
	Total Contact Hours	56	

**Essential Readings:**

Altekar, A.S.: *The Position of Women in Hindu Civilization*, 2nd print, Delhi, 1978

Geraldine Forbes: *Women in Modern India*, 1998, Cambridge University Press

Jasbir Jain: *Films and Feminism: Essays on Indian Cinema*- Rawat Books

Kumkum Roy-(ed): *The Power of Gender and Gender of Power*, Oxford

University Press, 2010

Kumkum Sangri & Sudesh Vaid: *Recasting Women: Essays in Colonial History*, New Delhi, 1998

Krishnamurthy, J (ed): *Women in Colonial India*, Delhi, 1989.

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Lerner, Gerda: *The Creation of Patriarchy, The Origins of Women's Subordination*

Margaret Walters: *Feminism- (A Very Short Introduction)*, Oxford University Press, 2005

Mary E John: *Women Studies in India- A reader*, penguin Books, 2008

Miriam Schneir: *Feminism –The Essential Historical Writings-* Vintage

Nalinibala Devi: *Eri Aha Dinbor (Assamese)-* Guwahati-19

Radha Kumar: *History of Doing Movements for Women's Rights and Feminism India- 1900-1990, Kali For Women*

Rukhsana Ifthikar: *Indian Feminism (Class, Gender and Identity in Medieval Ages)-* Notion Press

Roy, KumKum. (ed).: *Women in Early Indian Societies*, Manohar Publishers, New Delhi, 1996

Suruchi Thapar-Bjorkert: *Women in Indian Nationalist Movement: Unseen Faces and Unheard Voices, 1930-42*, Sage Books, 2015

Uma Chakravarti: *Rewriting History –The Life and Times of Pandita Ramabai- Zubaan, Kali for Women, 1998.*

Uma Chakravarti: *Gendering Caste- Through a Feminist Lens*, Stree, 2002

Uma Chakravarti & Kumkum Sangri (ed): *From Myths to Markets: Essays on Gender*

Veronica Mottier : *Sexuality (A Very Short Introduction)*, Oxford University Press

V.Geetha: *Gender (Theorizing Feminism)-* Stree, 2002

V. Geetha: *Patriarchy (Theorizing Feminism)*, Stree, 2007

### Course Outcome:

The paper will give a general overview of the status of the Indian women from the earliest times to the end of the colonial period. It will also try to see the specific methods of understanding the women's history like the concepts of Patriarchy, Gender and Division of Labour. The intricate relationship between Gender and Women will also be highlighted and the quests for women's autonomy and rights will also be highlighted.

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## Semester – III

<b>Paper Code</b>	<b>:</b>	<b>HST3.01</b>
<b>Title of the Course</b>	<b>:</b>	<b>Indian Historiographical Traditions</b>
<b>Nature of the Course</b>	<b>:</b>	<b>Core</b>
<b>Total Credits</b>	<b>:</b>	<b>4</b>
<b>Course Teacher</b>	<b>:</b>	<b>Nisha Rani Das, Dr. Preetima Gogoi</b>

### Objectives:

- To develop understanding of the history of historical traditions in India in Early and Medieval Period.
- To develop understanding of the regional historical traditions in India in the pre-colonial period.
- To develop critical appreciation of the changing craft of history writing in India since the colonial period and the impact of ideas and institutions in the changing historiography.

Unit	Topic	Lecture	Tutorial
Unit 1	Ancient Indian Historiography- Problem of historical Consciousness Puranas and Itihasa- Historicity of the Puranas Biographical works- Banabhatta's Harshacharita Historical works – Kalhana's Rajatarangini	10	1
Unit 2	Historical works of Alberuni- Tarikh-I-Hind- his methodology Zia-ud-din Barani –his Methodology Abul Fazl, Abdul Qadir Badauni and his works Muntakhab-ut-Tawarikh- his methodology Regional Historiography	10	1

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Unit 3	<p>Colonial Impact and discovery of India's Past- the role of the Orientalists and Asiatic Society of Bengal</p> <p>Development of Indological Studies- Colebrook and Maxmuller, James Princep,</p> <p>Alexandar Cunnigham, J.H. Marshall and Archaeological Survey of India</p> <p>The Colonialist/Imperialist Historiography in 19th and early 20th century</p>	10	1
Unit -4	<p>Growth of Nationalist Historiography</p> <p>Communalism and the writing of Indian History</p> <p>Marxist Historiography</p> <p>Subaltern historiography</p>	10	1
Unit-5	<p>Medieval Historiography- the Assamese chronicles - Buranjis</p> <p>Vaishnava biographical works (Charit Puthis), and the Genealogical works (Vamsavalis)</p> <p>Modern Historiography- Colonial Period- Haliram Dhekial Phukan, Gunaviram Barooah and Sir Edward Gait, Assamese periodicals and Regional Historical Consciousness.</p> <p>Department of Historical and Antiquarian Studies (DHAS) and the Kamarupa Anusandhan Samity (KAS) Contributions of S.K.Bhuyan, K.L.Barua, H.K.Barpujari, Amalendu Guha.</p>	10	2
<b>Total Contact Hours</b>		<b>56</b>	

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### **Essential Readings-**

Amartya Sen, : *Argumentative India*

Arther Marwick : *The New nature of History- Knowledge, Evidence, Language, Grate Britain, Reprint, 2001.*

Baruah Gunabhiram : *Assam Buranji, Guwahati, 1985*

Baruah Swarnalata : *A Comprehensive History of Assam. Delhi, 1985*

Carr. E.H. : *What is History, Macmillan, Penguin Books, 1994*

Collingwood R.G : *The Idea of History, OUP Paperback, London, 1994*

D.D. Kosambi, : *Combined Methods in Indology and Other Writtings, (compl & ed) with and introduction by Brajadulal Chattorpadhyaya*

Dhekial Phukan Haliram : *Assam Buranji, Incorporated in Lakhi nath Tamuli ed. the HaliramDhekial Phukan Rachanawali, Guwahati, 2005.*

Majumdar. R.C. : *Historiography in Modern India, London, 1970*

Mukhia Harbans : *Historian and Historiography during the Region of Akbar, New Delhi, 1976.*

Said Edward : *Orientalism, Pelican (edition that contains the Afterwords)*

Sen. S : *Historians and Historiography in Modern India, Institute of HistoricalStudies, Calcutta 1973.*

Sreedharan. E . A : *Text Book of Historiography (Orient Longman), 2004*

### **Course Outcome:**

Students will be acquainted with the changing historical consciousness in India across time and how the ideas and institutions shape the historical writing traditions. Students will develop critical appreciation to intellectually locate the historical texts to understand the multiple factors which shape the historical consciousness.

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## Semester – III

<b>Paper Code</b>	<b>:</b>	<b>HST3.02</b>
<b>Title of the Course</b>	<b>:</b>	<b>State and Polity in Medieval India</b>
<b>Nature of the Course</b>	<b>:</b>	<b>Core</b>
<b>Total Credits</b>	<b>:</b>	<b>4</b>
<b>Course Teacher</b>	<b>:</b>	<b>Dr. Preetima Gogoi, Aoyana Buragohain</b>

### Objectives:

- Developments preceding the establishment of Delhi Sultanate and political ideas, instruction and experiments carried out during the Sultanate period.
- Examine the establishment and experience of the Mughal state.
- To study the Imperial structure, socio-economic condition of the period.

Unit	Topic	Lecture	Tutorial
Unit 1	Persian, Tarikh tradition: Chachnama, Tabaqat-i-Nasiri, Tarikh-i-Nasiri, Tarikh-i-Firoz Shahi, Amir Khusroo Accounts of Foreign travellers Epigraphic, Numismatic and Architectural sources	10	1
Unit 2	Establishment and Expansion of Delhi Sultanate Theories of Kingship and Legitimization of Authority State and Administration Decline of Sultanate and Rise of Provincial Kingdom- Vijayanagar, Bahmani, Gujrat, Malwa, Jaunpur	10	1
Unit 3	Agriculture Technology, Irrigation, Crops Agrarian Relations -Peasants and Rural Intermediaries Land Ownership -Survey and Measurement, Revenue Free Grants Trade and Commerce Urbanization and Urban Center	10	1

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Unit -4	Foundation of the Mughal Empire, Mughal – Afghan Contest, Babur, Humayun and Sher Shah  Territorial Expansion and Consolidation of the Mughal Empire: Akbar, Jahangir, Shahjahan and Aurangzeb  Evolution of Administrative institutions: <i>zabt</i> , <i>mansab</i> , <i>Jagir</i> , <i>madad-i-ma'ash</i> , Mughal Nobility, Theories of Kingship  State and Religion: Akbar and Sul-i- Kul, Relation with Sikhs, Religious Policy of Aurangzeb towards Different Religious Grants and Institution  Agrarian and Revenue System: Zamindars and Peasants	10	2
Unit 5	Rajput States and Rajput Mughal Relation  Maratha Power under Shivaji and his Administration  Decline of Mughal Power, Jat and Satnami Revolts, Jagirdari Crisis and Successor States	10	1
	<b>Total Contact Hours</b>	<b>56</b>	

#### Essential Readings:

Ali, Ather: *Studies in Polity, Ideas, Society and Culture*, Oxford University Press, 2006.

Habib, Irfan: *Agrarian System of Mughal India 1526-1707*, Oxford University Press, 2000.

Ray Choudhury, Tapan & Irfan Habib: *Cambridge Economic History of India , Volume -I*, Orient Blackswan, 1982.

Richards, F: *The Mughal Empire*, Cambridge University of Press, 1995.

Satish, Chandra: *From Sultanate to the Mughal*, Har Anand Publication, 1999.

#### Course Outcome:

The course will apprise the students with various nuances of political, socio-economic and cultural transitions that India witnesses during the medieval period.

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## Semester – III

**Course code** : HST3.03  
**Course Title** : Society and Religion in Medieval India  
**Nature of the Course** : Core  
**Credit** : 4  
**Course Teacher** : Dr. Preetima Gogoi

### Objectives:

- To understand the society, its composition and the role played by religion in determining the nature of a given society.
- To understand the historical background of the growth and development of major religious trends in medieval India.

Topic	Credit	
Unit – 1	Lecture	Tutorial
Sources and approaches Composition and Stratification of Rural Society- the rural gentries (zamindars), the Khudkast, Pahikast, Raiyatis, and Craft and Service communities Composition of Urban Classes – nobility, commercial classes, artisans, slaves and servants Social Life- Social customs, festivals and amusements	10	1
Unit-2		
Religious and Historical background of Bhakti Movement in India Saguna Tulsidas, Chaitanya Nirguna Tradition: Kabir, Dadu Bhakti and Women	10	1
Unit-3		
Growth and development of Sikhism. Emergence of Guru tradition and Khalsa identity in Sikhism Neo-Vaishnavism and Sankaradeva of Assam Vernacular Literature and Bhakti Movement	10	1
Unit-4		
Jagannath cult in Orissa Warkari and Vithoba cult in Maharashtra Lingayata movement in Karnataka Rishi Tradition in Kashmir	10	1

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<b>Unit-5</b>		
Islam-Background, the Ulema, relation with the State, Expansion of Islam. Sufism-Origin, concepts and intellectual interventions, Different Silsilhas and relation with the state, and other religious groups. Advent of the Christianity in India Different versions of Christianity in India: St. Thomas Christians, Portuguese Padroado Real, Padroado Fide, Protestants.	10	2
<b>Total Contact Hours</b>	<b>56</b>	

### Essential Readings:

Ali, M. Athar: *Mughal Nobility under Aurangzeb*, Mumbai, 1970

Ashraf, K.M.: *Life and condition of the People of Hindustan (1200-1550, Delhi, 1970)*

Aquil, Raziuddin: *Sufism and Society in Medieval India, Debates in Indian History and Society Series. New Delhi: OUP.2010*

Bhattacharya, M.N. (ed): *Medieval Bhakti Movement in India, Delhi 1989.*

Chandra, S.: *Essays on Medieval Indian History New Delhi 2005.*

: *Historiography, Religion and State in Medieval India (Delhi2009)*

Das Gupta,S : *An Introduction to Tantric Buddhism 1974.*

Eaton, Richard M.: *India's Islamic Traditions, 711-1750. New Delhi: Oxford2003*

(ed) Habib Irfan: *Religion in India History (New Delhi 1007).*

Jayaswswal, S.: *The Origin and Development of Vaishnavism, New Delhi*

Khan, Mohammad Ishaq: *Kashmir's Transition to Islam: The Role of Muslim Rishis. New*

*Delhi, 1997* Kulke, H: *The cult of Jagannath and Regional Tradition in Orissa, New Delhi1978*

Lorengen, D. N. (ed): *Bhakti Religion in North India, New Delhi,1995*

Lorengen, D. N. (ed): *Religious Movements in South Asia (600-1800 AD) New Delhi 2005*

Rizvi, S. Athar Abbas: *A History of Sufism in India New Delhi 1983.*

Riazul, Islam: *Sufism in South Asia: Impact on Fourteen Century Muslim Society (Karachi 2002)*

Sharma, K.: *Bhakti and Bhakti Movement: A New Perspective. Delhi 1987.*

Singh, Vipul: *Interpreting Medieval India (Vol-I) New Delhi 2009.*

### Course Outcome:

The students will understand the nature and composition of medieval societies in India with special reference to religions in Medieval India (Bhakti, Sufi, Sikhism, and Christianity).

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## Semester - III

**Course Code** : **HST3.04**  
**Title of the Course** : **Ecology, Environment and Culture in India**  
**Nature of the course** : **Discipline Specific Elective Course**  
**Total Credits** : **4**  
**Course Teacher** : **Dr. Indraneel Pegu**

### Objectives:

- To develop an understanding of the development of Environmental History as an important discipline.
- To develop historical understanding of the changing dimension of human-nature interface in India in historical perspective.
- To develop understanding reading changing resource use patterns in India and its impact on landscape and environment
- To develop understanding of the impact of colonialism and its policies on the environment in India.
- To develop critical appreciation of the development paradigm in Independent India and the role of the environmental movements.

Unit	Topic	Lecture	Tutorial
Unit 1	Ecology and Environment, Geographical Background of the Subcontinent; Characters of South Asia's Environment, Ecosystem and Population Interaction.  Environmental History and its development in the South Asian context.  Mode of Resource Utilization; Resource Use Patterns in Indian History.  Early South Asian Communities and their interaction with the Environment; Neolithic Revolution: Agriculture and Pastoralism; Climate and Indus Valley Civilization	10	1

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Unit 2	<p>Use of iron implements Agricultural Expansion and Deforestation in the Gangetic Valley.</p> <p>Forests and Settlements Patterns in Early India; Tribes, Forests and Settlements</p> <p>Water Resources, Irrigation and Society in Early and Medieval India</p> <p>Expansion of Agricultural in Early Medieval and Medieval India; Forest and the pastoral communities in the Medieval period; Wilderness, Animals and Changing Landscapes in The Medieval Period</p>	10	1
Unit 3	<p>British Forest Policy in India: Impact of European Forestry Tradition and the Making of British Forest Policy, British Forest Policies up to 1947; Colonialism and its Ecological Demands: Commercial Exploitation of Forest Products, Impact of Railway Construction on Forestry</p> <p>British Forest Policy: Deforestation and Ecological change in North and South India; Tribes and The New Forest Policies; Pastoralist in The Colonial Period.</p> <p>Forestry, Famine, Disease and Disasters</p> <p>Ecology, Land use and Changing landscapes</p>	12	1
Unit -4	<p>Mahatma Gandhi and Nehru's view on Environment</p> <p>Conservation Policies in Post independence Period</p> <p>Environmental Movements: Chipko Movement, Narmada Bachao Andolan and other Environmental Movements</p> <p>Dams and Mines and Problems of Displacement Critique of Development Paradigm in post-Independent Period</p>	10	2
Unit 5	<p>British Forest Policies in North- East India</p> <p>Environmental and Socio-Economic Consequences of Colonial Forest Policies; Plantation Economy and Forestry.</p> <p>Flood and Soil Erosion in the Brahmaputra Valley</p> <p>History of Conservation Strategies in North East India</p>	10	1
<b>Total Contact Hours</b>		<b>56</b>	

**Essential Readings:**

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.

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- 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 inthe 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-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.

### **Course Outcome:**

The students will develop a grasp over the development of environmental history, its methods and sources for study and they will also develop critical appreciation of the changing factors which influenced the landscape and environment in India and the roles of the different agencies in conservation. This will help them in new research and investigation relating to environmental history.

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## Semester - III

<b>Course code</b>	<b>:</b>	<b>HST 3.06</b>
<b>Course Title</b>	<b>:</b>	<b>Art and Architecture of Early and Medieval Assam.</b>
<b>Nature of the course</b>	<b>:</b>	<b>Discipline Specific Elective Course</b>
<b>Credit</b>	<b>:</b>	<b>4</b>
<b>Couse Teacher</b>	<b>:</b>	<b>Nisha Rani Das</b>

### **Objectives:**

The students will familiarize with the art and architecture of early and medieval Assam.

<b>Topic</b>	<b>Lecture</b>	<b>Tutorial</b>
<b>Unit-I</b>		
Studies of Epigraphs of Ancient Assam; characteristics features of the Epigraphs.  Few inscriptions – Nagajari Khanikar Gaon Stone Inscription, Umachal Rock, Nidhanpur CP, Bargaon CP, Ambari Stone Inscription.  Studies of Sculptures of Assam, Chronological categorization of Sculptural Development of Assam.	10	1
<b>Unit-II</b>		
East Indian School of Medieval Art: Features and Evolutionary growth of its Stylistic features; Deopahar, Madan Kamdev Temple, Malini Than.  Secular Architecture and Religious Architecture.  Architectural remains of Doiyang-Dhansiri valley.  Architectural remains of Guwahati, Goalpara, Tezpur and Nagaon regions.	10	2
<b>Unit-III</b>		
Coinage during Varman dynasty. Coinage during Salastambha dynasty. Coinage during Pala dynasty. Circulation of Cowrie Shells as Money, weights and size of the coins of Ancient Assam.	12	1

<b>Unit-IV</b>		
Studies of Architecture of Medieval Assam; Early Tradition; Emergence of a New Era: Secular Architecture.  Religious Architecture: Architecture under the Koches, Ahom, Kacharis; Islamic Architecture.  Studies of Sculpture and features- Early phase, Late Medieval Sculpture. Ahom school of painting, Satriya school, Darrang school, Garhgaon school; Influence of Mughal painting.	10	1
<b>Unit-V</b>		
Coinage during Ahom.  Coinage during Koches. Coinage during Kachari and Jayantia.  Coins as Media of Exchange.	10	1
<b>Total Contact Hours</b>	<b>56</b>	

### Essential Readings:

- Asher, F. M: *The Art of Eastern India, Oxford University Press, Delhi, 1980.*
- Barpujari, H. K. (ed): *The comprehensive History of Assam, Vol I, III, Publication Board Assam, Guwahati, 1990.*
- Barua, S. L: *A comprehensive History of Assam, Munshiram Monaharlal Publishers Pvt. Ltd, New Delhi, 1985.*
- Bese, S.K: *The Coinage of Assam, Vol. I, Pre-Ahom Period, Kolkata, Guwahati, 2003.*
- Boruah Nirode: *Early Assam, state formation, political centres cultural zones, Spectrum Publication, Guwahati, New Delhi, 2007.*
- Choudhary P. C: *The History of Civilization of the people of Assam to the Twelfth Century A.D. (revised), 3<sup>rd</sup> Edn; Spectrum Publication, Delhi, Guwahati, 1987.*
- Choudhury R.D.: *Archaeology of the Brahmaputra Valley of Assam, Agam Kala Prakashan, Delhi; 1985.*
- Dutta H.N: *Art and Archaeology of the Doyang-Dhansiri Valley of Assam, unpublished Ph. D Thesis, Guwahati University, 1997.*
- Dutta Manoranjan: *Sculpture of Assam, Agam Kala Prakashan New Delhi, 1990.*
- Sarma, M M: *Inscriptions of Ancient Assam, Department of Publication, Guwahati University, 1978.*
- Sarma, P.C: *Architecture of Assam, Agom Kala Prakashan, Delhi, 1988.*

### Course Outcome:

After completion of the course the students will be able to understand the importance of art and architecture in early and medieval Assam

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## Semester – III

Course Code	:	3.08
Course Title	:	Introduction to Archival Studies
Nature of the Course	:	Ability Enhancement skill
Credit	:	02
Course Teacher	:	Aoyana Buragohain

### Objectives:

- Familiarize the students with the concept of archives and the importance of archives to the discipline of history
- Acquaint the student with the latest research technology development in the field of archival records and the way they have altered to our understanding of the history
- Examines the way in which the past is narrated, recorded and remembered.
- Explore how societies produce authoritative historical narratives about their past. How does power operate in the making and recording of history. Whose stories are told and whose are silenced.

Topic	Lecture	Tutorial
<b>Unit-I</b> Defining Archives, Characteristics of Archive Types of Archival collections: State, institutional, family, industrial, religious, military History of the setting up of archives: origin and development of archives in India Digital Archives	15	1
<b>Unit-II</b> Writing and Documentations, Preservations of records, manuscript Archives as an institution of social memory, history and experience The Colonial Archives Collecting, Taxonomy, objectification	15	1
<b>Total Contact Hours</b>	<b>32</b>	

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**Essential Readings:**

- Bhattacharya, Sabyasachi: *Achiving the British Raj: History of Archival policy of the Government of India (1858-1947)*, 2018, OUP.
- Brooks, Philip C: *Research in Archives*, University of Chicago Press, 1969
- Cohn, Barnard: *The Anthropologist Among Historians and Other Essays*, Oxford University Press, 2010
- Ginzburg, Carlo: *Clues, Myth and the Historical Methods*, John Hopkin University Press, 1992
- Gosh, Sailen: *Archives in India*, Firma, L.K. Mukhopadhyay, 1963
- Guha, Ranajit: *The Small Voice of History*, Permanent Black, 2010
- Le Goff, Jacques: *History and Memory*, Columbia University press, 1986
- Millar, Laura: *Archives: Principles and Practices*, Neel Schuman publishers, 2010
- Ridener, J: *From Folders to Post Modernism: A Concise history of Archival Theory*, LLC: Litwin Books, 2009
- Steedman, Caroline: *Dust: The Archive and Cultural History* Manchester University Press, 2002
- Stoler, Ann: *Along the Archival Grain: Epistemic Anxieties and Colonial Common Sense*, 2009
- Trouillot, Michel Roph: *Silencing the Past Power and Production of History*, Beacon Press 1995

**Course Outcome:**

After completion of the course the learners will have fair understanding about the archival records and enhances their knowledge on the development of archive in India. They will also learn the new technology development in the field of archival record, forms of archives and enhances their knowledge in their field of research.

*Aoyana Bureagachain*

## Semester - IV

**Course Code** : **HST4.01**  
**Title of the Course** : **Western Historiographical Traditions**  
**Nature of the Course** : **Core**  
**Total Credits** : **4**  
**Course Teacher** : **Nisha Rani Das**

### Objectives:

- To define the term, scope and objectivity of History.
- To analyse the growth of Historiography in ancient Greece, Rome, China and Medieval Europe.
- To study the development Of Historiography in Europe from The Renaissance to Enlightenment period.
- To describe the 19th and 20th century developments in Historiography.

Unit	Topic	Lecture	Tutorial
Unit 1	Concept, Meaning, Scope, Purpose varieties of History. Causation and Objectivity in History. Primary and Secondary Sources, Internal and External Criticism History and Allied Subjects: Geography, Anthropology, Sociology, Political Science, Economics, Literature	10	1
Unit 2	Ancient Greece -Herodotus and Thucydides Ancient Rome -Livy and Tacitus Chinese and Arab Historiography Medieval European Historiography -St. Augustine and Christian Chronicles	10	1
Unit 3	Renaissance Historiography –Humanism in Historiography – Machiavelli. Scientific Revolution – Cartesianism - Rene Descartes and Vico Eighteenth Century Enlightenment – Voltaire, Montesqueieuand Gibbon Post-Enlightenment Historiography	10	2

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Unit 4	Idealism – Hegel Niebuhr, Ranke and Institutionalisation of History Positivism – August Comte Historical Materialism - Marx and Engels	10	1
Unit 5	Spengler and Toynbee Annales Historiography –Marc Bloch, Lucien Febvre and Francis Braudel British Marxist Historians- Christopher Hill, E. H. Hobsbawm, E.P. Thompson Michel Foucault, Linguistic turn and Post-modern Critique of History	10	1
	<b>Total Contact Hours</b>	<b>56</b>	

### Essential Reading:

Bajaj Satish (1988) : *Recent Trends in Historiography*, New Delhi  
Barnes, H.E. (1937) : *A History of History Writing*, Oklahoma  
Black Jeremy and Donald M. (1997) : *Studying History*,

Carr E.H. (1961) : *What is History?*

Collingwood, R.G.(1993) : *The Idea of History*, OUP  
Evans J. Richard (1997) : *In Defense of History*, London

Gare, Arran E (1997) : *Postmodernism and Environmental Crisis*, London.  
Gooch, G.P.(1952) : *History and Historians of the Nineteenth Century* Macmillan  
Cannon John (ed) (1980) : *The Historian at Work*, London

Merquior J.G (1991) : *Foucault, London*, Second edition

Marwick, Arthur (1977) : *Introduction to History*, London (1970) : *The nature of History*, London

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

Stern Fritz : *Varieties of History*, New York, second Edition 1972

Thompson, J.W & Bernard H(1942) : *A History of History Writing*, 2 vols, New York

### Course Outcome:

The students will have an idea about the term, scope and objectivity of History and they can know about the growth of Historiography of Ancient Greece, Rome, China, and Medieval Europe. They will also have an idea about Historiography of Europe from Renaissance to Enlightenment Period.

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## Semester - IV

**Course Code** : **HST4.02**  
**Title of the Course** : **Contemporary World (1945-2000)**  
**Nature of the Course** : **Core**  
**Total Credits** : **4**  
**Course Teacher** : **Dr. Indraneel Pegu**

### **Objectives:**

- ☐ To examine the genesis, growth and activities of the United Nations
- ☐ To describe the background and the consequences of Cold War Rivalry, the Korean War, the Suez and the Hungarian Crises.
- ☐ To review West Asian and Southeast Asian politics in the Post- World War II
- ☐ To analyse the developments leading to the Re-unification of Germany and the collapse of the Soviet Union
- ☐ To examine India's relation with the various nations as well as her role in the U.N, NAM and SAARC.
- ☐ To discuss the world situation in the nineties- The Civil War in Yugoslavia, The Kargil War, Global Terrorism.

Unit	Topic	Lecture	Tutorial
Unit 1	Sources and Approaches From War to Peace – The United Nations – its aims, objectives, genesis and development, activities and its role in world peace. The Cold War – Concept, Origin and Development – Super-power Rivalry – End of Cold War. The Korean War – The Suez and Hungarian crisis – Cuban Missile Crisis.	10	1
Unit 2	Resurgent Africa – Solidarity and Independence Movement.2.02: Recent trends in Latin American Politics. Disarmament – Concept, Background Disarmament Agreements (1948-1996)	10	1

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Unit 3	West Asia in World Politics: A Review South –East Asia after World War II. Re–Unification of Germany. Break-up of the Soviet Union and its impact on Contemporary World	10	1
Unit 4	India in World Affairs- Indian Foreign Policy in Historical Perspective. India’s Policy towards the Super Powers-Its relations with China-Pakistan and S.E. Asian Countries. India and the UN India’s role in NAM and SAARC	10	2
Unit 5	Civil War in Yugoslavia and its Break–up (1992) Background and Consequences of the Kargil War (1999). Global Terrorism – and Global War against Terrorism.	10	1
	<b>Total Contact Hours</b>	56	

#### Essential Readings:

Calvocoresses, Peter 2009 : *World Politics since 1945*.

Colton, J., Palmer, R.R. 2007 : *A History of Modern World*,

Fleming, D.F. 1961 : *The Cold War and its Origin:*

*1917-1960* Freund.Bill. 1984 : *The Making of*

*Contemporary Africa* Ghosh,Peu 2016 : *International Relations*

Huntington, Samuel. P, 2011 : *The Clash of Civilization and the Remaking of World Order*.

Lowe , Norman 1997 : *Mastering Modern World History*,

Rao, B.V 2014 : *World History: Early Times to AD 2011*

Zoll, James B 1990 : *Europe since 1870*

#### Course Outcome:

After completion of the course the students will gain knowledge on the background and role of the United Nation’s activities as well as the Cold War Politics. They will also know about the various International Crises of the fifties and sixties. Further, the learner’s will know about the political developments of the Nineties and Twenties as well as India’s Foreign Policies and her role in the U.N, NAM and SAARC.

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## Semester - IV

<b>Course Code</b>	<b>:</b>	<b>HST4.03</b>
<b>Title of the Course</b>	<b>:</b>	<b>Art and Architecture in Ancient India</b>
<b>Nature of the Course</b>	<b>:</b>	<b>Discipline Specific Elective Course</b>
<b>Credit</b>	<b>:</b>	<b>4</b>
<b>Course Teacher</b>	<b>:</b>	<b>Aoyana Buragohain</b>

### Objectives:

To introduce the students with the styles of art, architecture and painting in India and their process of evolution throughout the ancient period.

Unit	Topic	Lecture	Tutorial
Unit 1	Harappan Art and Architecture: Harappan Sculptures, Architecture and Town planning Mauryan Art and Architecture: Mauryan Pillars, Mauryan Stone Sculptures, Caves, Wooden Palace etc. Nature of Mauryan Art.	10	1
Unit 2	Art and Architecture in the Sunga and Satavahana Period Saka-Kushana Art Mathura, Gandhara and Amaravati School of Art Stupa Architecture: Its Origin and Development Development of Rock Cut Architecture.	10	1

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Unit 3	Sculptural Development in the Gupta period. Evolution of Temple Architecture in the Gupta Period. Chalukya Architecture: Aihole, Badami and Pattadakal. Development of Temple Architecture in Orissa.	10	2
Unit -4	The Emergence of Dravidian Style: its genesis under the Pallavas The temples of the Cholas: Sculptural Development in South India.	10	1
Unit 5	Pre-historic period Satavahana and Kushana Period Gupta-Vakataka Period Development of Painting in South India	10	1
<b>Total Contact Hours</b>		<b>56</b>	

### Essential Readings :

Agrawala, V.S : Gupta Art, 1948

: Indian Art, 1965

Agrawala, P.K. : Gupta Temple Architecture, 1987

Bhattacharya, D.C. : Buddhist Shrines, 1987

Choubey, G.C. : Early Buddhist Art in India, 1998

Coomaraswami, A.K. : History of Indian and Indonesian Art. 1927

Deva Krishna : Temples of North India, 1997

Gupta, S.P : The Roots of Indian Art, 1980

Havell, E.B. : Indian Architecture, 1913.

Majumdar, R.C ( ed) : The History and Culture of the Indian People, VOL. II and III, 1954

Musthy, K.Krishna : Early Indian Secular Architecture, 1998

Millen, S. Barbare : Exploring India's sacred Art; Selected writings of Stella Ramirisch 1994

Majumdar, R.C. Altekar, A.S : The Vakataka –Gupta Age, 1969

Rath, B.K. : Cultural History of Orissa, 1983

Ray, Niharanjan : Maurya and Post-Maurya Art, 1975

Sarkar, H.B. : Studies in Early Buddhist Architecture, 1966

Saraswati, S.K : A Survey of Indian Sculpture, 1975

Sivaramamurti : Indian Painting. 1970

### Course Outcome:

The students will identify multiple forms of architecture in early India and understand the pattern of paintings in early India.

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## Semester - IV

**Course Code** : **HST4.04**

**Title of the Course** : **Art and Architecture in Medieval India**

**Nature of Course** : **Discipline Specific Elective Course**

**Total Credits** : **4**

**Course Teacher** : **Dr. Preetima Gogoi**

### **Objectives:**

Introduce the students with the styles of art, architecture and painting in India and their process of evolution throughout the Medieval period.

Unit	Topic	Lecture	Tutorial
Unit 1	Sources and approaches Temple Architecture in early medieval period: Nagara, Dravida and Vesara style Temple desecration debate.	10	1
Unit 2	Emergence of Indo-Islamic tradition: Arch, dome, <i>minar</i> , religious and secular buildings. Architecture under the Mamluk kings. Architecture under the Khaljis. Architecture under the Tughlaqs	10	1
Unit 3	Tombs, forts, mosques, <i>madrasas</i> and public works Early Phase of Mughal Architecture Mature phase of Mughal architecture Landscape and gardens.	10	1

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Unit -4	Emergence of Provincial styles:(features, patronage and development) Bengal Vijaynagar Bahmani Malwa	10	2
Unit 5	Paintings: Pre-Mughal style Mughal painting- miniatures, court patronage, European influence Paintings in the regional style- Rajasthani, <i>pahari</i> , <i>pattachitra</i> Calligraphy	10	1
	Total Contact Hours	56	

### Essential Readings:

Ahmed, Aziz : *Studies in Islamic Culture in Indian Environment*, Oxford 1964

Asher, Catherine : *Architecture of Mughal India*, Cambridge, 1992.

Banga. Indu(ed), *The City in Indian History: Urban Demography, Society and Politics*, Delhi, 1991

Brown, Percy : *Indian Painting under the Mughal* Oxford 1924.

Beach Milo : *Mughal and Rajput Painting: The New Cambridge History of India Series*, Delhi 1992.

Eaton, Ricard M. : *Temple Desecration and Muslim State in Medieval India*, New Delhi, 2004

Fukazawa, H. : *The Medieval Deccan : Peasants, Social Systems and State – Sixteenth to Eighteenth Centuries*, Delhi 1995

Koch Ebba, *Mughal Architecture: An Outline of its History and Development, 1528-1858*, Munich, 1999

Monica Juneja-(ed) : *Architecture in Medieval India Form, Contexts, Histories* (Delhi 2001).

Qaiser, A.J. : *The Indian Response to European Technology and Culture, 1498-1707*, Delhi, 1982

Tomory Edith, : *A History of Fine Arts in India and the West*, Delhi, 1997.

Vipul Singh : *Interpreting Medieval India (Vol-I)* (New Delhi 2009).

### Course Outcome:

After completion of the course the student will be able to understand the socio-political context of the paintings and architecture during medieval India and different stylistic features evolved over time.

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## Semester – IV

Course Code	:	HST4.05
Title of the Course	:	India after Independence (till 2000)
Nature of Course	:	Discipline Specific Elective Course
Total Credits	:	4
Course Teacher	:	Dr. Indraneel Pegu

### Objectives:

- This paper on contemporary India is intended to provide the student on abroad overview of the changing political dynamic in the post-Independence Indian in a historical perspective
- The paper focus on the making of the Indian Republic and functioning of the Indian democratic system after Independence
- The paper also explains the challenges to Indian democracy and its federal structure and the regional aspiration since Independence
- Abroad overview of the changing political economy of independence Indian from Nehruvian socialism to liberalized economy.

Unit	Topic	Lecture	Tutorial
Unit 1	Indian Independence and Partition Legacy; Migration issues and settlement  The Making of the Indian Constitution: Debates in the constituent assembly  Integration of the Princely States  Linguistic Reorganization of the state	10	1

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Unit 2	Nehru and Democratic Socialism: Making of the five-year plan and Indian economy Reforms, Legislation and Governance Non-Alignment movement and Foreign Policy. War with Pakistan and China	10	1
Unit 3	Lal Bahadur Shastri and Ascendancy of Indira Gandhi, Indira Gandhi and Indian foreign Policy: Indo-Pakistan War J.P Movement and Emergency, Janata Government and comeback of Indira Gandhi India under Rajiv Gandhi, Political Re-Alignment and Emergence of National Front Government. Indian Democracy and Political Parties	10	1
Unit -4	Economic Liberalization Mandal Commission, OBC and Dalit Movement Secular and communal polarization Rise of BJP, the Politics of Regional Parties and NDA	10	2
Unit 5	Indian Federalism and challenges The Dravidian issue and Tamil regional movement The Sikh and the Akali Movement Northeast India, Kashmir and challenges to Federalism	12	1
<b>Total Contact Hours</b>		<b>56</b>	

### Essential Readings:

Appadurai : *Domestic Roots of India's Foreign Policy 1947-1972*. New Delhi: Oxford University Press, 1979.

Bipan Chandra, (ed) : *India after Independence*, New Delhi: Penguin Books, 1999

Francine Frankel : *India's Political Economy, 1947-2004*, New Delhi: Oxford University Press 2006.

Granville Austin : *Indian Constitution: Cornerstone of a Nation*, New Edition, OUP, 2011

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Joya Chatterji : *The Spoils of Partition: Bengal and India, 1947- 67*, Cambridge: Cambridge University Press, 2007.

Paul Brass : *The Politics of India Since Independence*, Cambridge, Cambridge University Press, 1994

Sunil Khilnani, : *The Idea of India*, Penguin Books, New Delhi, 2004

Rajni Kothari : *Politics in India*, New Delhi: Orient Longman, 1970.

Ram Chandra Guha, *India after Gandhi: The History of the World's Largest Democracy*, New Delhi: Picador, 2007

### **Course Outcome:**

After completion of the course the students will be able to grasp the unfolding history of Independent India and also the history and functioning of Indian democracy, party system and the regional politics since 1947. It will develop a critical perspective of the economic history of the independence period.

*Aoyana Buragohain*