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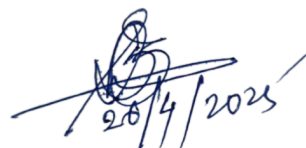
Date: 26/04/2025

NOTIFICATION

The 9th Meeting of the Academic Council, Majuli University of Culture, Majuli, held on 25/01/2025, vide **Resolution No.4**, has approved **Modified Course Structure and Syllabi for Two-Year Post Graduate Programme in History**, as recommended by the BoS of Department of History, Majuli University of Culture, Majuli with effect from 2024-2025:

Enclosed: Modified Course Structure and Syllabi of Dept. of History as Annexure A

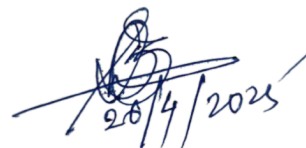
Issued with due approval.



Academic Registrar
Majuli University of Culture
Majuli

Copy to:

1. The Hon'ble Vice-Chancellor, Majuli University of Culture, Majuli for kind information.
2. Registrar, Majuli University of Culture, Majuli for favour of kind information.
3. Controller of Examinations, Majuli University of Culture, Majuli for favour of kind information.
4. The Heads of the Departments, Majuli University of Culture, Majuli, Assam for favour of kind information and needful.
5. Website in-charge, MUC, Majuli for needful.
6. Office file.



Academic Registrar
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Annexure A

**SYLLABUS (Modified)
FOR
TWO YEAR POST GRADUATE PROGRAMME
IN
History
(UNDER CBCS)
(With effect from 2024-25)**



**DEPARTMENT OF HISTORY
MAJULI UNIVERSITY OF CULTURE
MAJULI,**

Dr. Nisha Rani Das

Syllabi 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. any One Discipline Specific Elective Course (DSE) from below			
DSE 1	HST1.04	History of China and Japan	4
DSE 2	HST1.05	British Colonialism in India (1757-1857)	4
			4X1=4
Opt. any One Ability Enhancement Skill Course (AEC) from below			
AEC 1	HST 1.06	Manuscript and its relevance to contemporary studies	2
AEC 2	HST 1.07	Heritage and Conservation Studies	2
AEC 3	HST 1.08	Computer Application and Assamese Writing	2
			2X1=2
Total Credit of Semester I			12+4+2=18
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. any one Discipline Specific Elective Course (DSE) from below			
DSE 3	HST2.04	Economy of Early and Medieval Assam	4
DSE 4	HST2.05	Women in Indian History	4
General Elective (GEC)			
GEC 1	HST2.06	Bhakti Movement and Satra Institution of Assam	4
		Total Credit of Semester II	12+8=20

1 Dr. Nisha Rani Das

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 one Discipline Specific Elective Course (DSE) from below			
DSE 5	HST3.04	Art and Architecture of Early and Medieval Assam	4
DSE 6	HST 3.05	Art and Architecture in Ancient India	4
General Elective (GEC) (Any One)			
GEC 2	HST 3.06	River, Culture and Society: Brahmaputra and the Foundation of Assamese Society	4
GEC 3	HST 3.07	Ecology, Environment, and Culture in India	4
Opt any One Ability Enhancement Skill Course (AEC) from below			
AEC 4	HST3.08	Oral Tradition and Oral History	2
AEC 5	HST3.09	Archive Studies	2
AEC 6	HST3.10	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	Art and Architecture in Medieval India	4
Dissertation / Project Work as DSE or GEC	HST 4.04	Dissertation/ Project Work	8
Total Credit of Semester IV			12+8=20
TOTAL CREDIT OF ALL THE SEMESTERS OF M.A. PROGRAMME			18+20+22+20=80

Semester-I
Course Title: State and Polity in Early India
Course Code: HST 1.01
Nature of the Course: Core
Credit: 04
Total Marks: 100 (40 IA+ 60 End Sem)
Couse Teacher: Dr. Nisha Rani Das

Course Objectives:

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

Course Contents:

Topic	Credit	
	Lecture	Tutorial
Unit – 1 Mark Distribution: 12		
1.01: Sources and Approaches: Oriental Despotism, Conventional model and State formation, Feudal state, Segmentary State and Interrogative Model of State Formation 1.02: Harappan Period: Political structure, Ruling Elite 1.03: Polity in the Vedic Period, Importance of <i>Sabha</i> , <i>Samiti</i> and <i>Vidhata</i>	12	1
Unit-2 Mark Distribution: 12		
2.01: Early territorial states: <i>Janapadas</i> and <i>Mahajanapadas</i> 2.02: Mauryan State: Emergence of Magadha as Imperial State, Administration 2.03: Indo- Greeks and the Kushana State: Polity and Administration	11	1
Unit-3 Mark Distribution: 12		
3.01: State Formation in Central India 3.02: Deccan: Satavahanas and the Khatrapas 3.03: Gupta state system: Political consolidation- Extent and Structure	12	1
Unit-4 Mark Distribution: 12		
4.01: Growth of Feudal Political Structures in Post-Gupta period in North India 4.02: The nature of polities contemporary to Guptas: Pallavas, Chalukyas, Pandyas, and Vardhanas. 4.03: Early state formation in South India: Sangam Age 4.04: The Chola State	12	1
Unit-5 Mark Distribution: 12		

5.01: The Eastern Palas 5.02: Rashtrakutas of Deccan 5.03: The Pratiharas of the Western and Upper Gangetic Valley	12	1
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Learning Outcome:

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

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 12th century*.
- Thapar, Romila: *A History of India (Volume One)*.

Semester-I
Course Title: Society and Religion in Early India
Course Code: HST 1.02
Nature of the Course: Core
Credit: 04
Total Marks: 100 (40 IA+ 60 End Sem)
Couse Teacher: Aoyana Buragohain

Course Objectives:

1. To explore the historical contexts in which the religious emerged, developed and transformed over centuries.
2. To introduce the multiple religious traditions in India and their process of evolution throughout the ancient and medieval period.
3. To develop an understanding about the proliferation of castes and creeds in early India and how Varna system emerged.

Course Contents:

Topic	Credit	
	Lecture	Tutorial
Unit – 1 Mark Distribution: 12		
1.01: Sources and tools of historical reconstruction	11	1
1.02: Material Remains, coins, inscription, literarysources, foreign accounts		
1.03: Constructing history, Chronology		
Unit – 2 Mark Distribution: 12		
2.01: Origins, Settlement patterns and town planning, Agriculture, Domestication of Animals, Trade and Commerce, Polity	12	1
2.02: Religious Beliefs and Practices, The MaleDeity in the Indus Valley Civilization		
2.03: The Harappan society.		
Unit 3 Mark Distribution: 12		
3.01: Arrival of the Indo -Aryans, Tribal Conflicts, Pastoralism, Tribal Polity	12	1
3.02: Crystallization of Castes, <i>Varna</i> , proliferation of <i>jatis</i> : changing norms of marriage and property,Ashrama System		
3.03: Consolidation of Brahmanical traditions: <i>dharma</i> , <i>Varnashram</i> , <i>purusharthas</i> , <i>samskaras</i>		

Unit 4 Mark Distribution: 12		
4.01: Coming of the Iron technology	12	1
4.02: Settled Agriculture, Rise of new classes		
4.03: Jainism, Buddhism, Ajivikas, Materialistic philosophy and Carvakas.		
Unit 5 Mark Distribution		
5.01: Puranic Traditions, Tantrism, Popular religious cults	12	1
5.02: Bhakti, Shaivism, Shaktism, Shakti pithas		
5.03: Proliferation of castes and development of the concept of untouchability		
5.04: Alvars and Nayanars		
5.05: The philosophical understandings of South Indian Bhakti and later development		
Total Hours		64

Learning Outcome:

1. The students will identify multiple religious traditions and philosophies in early India and find out the socio-economic context of evolution.
2. They will discover the process of transformation of different religious traditions through interaction.
3. The students will also develop an understanding about various formations of social structure.

Essential Readings:

- Atre, Shubhangana: The Archetypal Mother, 1987.
- Banerjee J.N.: Pauranic and Tantrik Religion, 1966
- Basham, A.L.: History and Doctrines of the Ajivikas, 1951.
- Bhattacharyya N.N: History of the Tantrik Religion, 1982.
- Chakrabarti K: Religious Process: The Puranas and the Making of a Regional Tradition of Bengal, 2001.
- Chakravarti, U: The Social Dimensions of Early Buddhism, 1987
- Champakalakshmi, R. & S. Gopal : Tradition, Dissent and Ideology, 2000
- Dasgupta Shashibhushan: Obscure Religious Cults, 1962
- Kosambi, D.D: Myth and Reality, 1962
- Nandi, R.N. : Religious Institutions and Cults in the Deccan, 1973
- Sharma, R.S.: Material Culture and Social Formations in Ancient India, 1983.
- Sharma, A. (ed.) Goddess and Women in the Indic Religious Traditions, 2014
- Sircar, D.C. ed. : Shakti Cult and Tara, 1967 The Sakta Pithas, 1975
- Singh, Upinder: A History of Ancient and Early Medieval India: from the Stone Age to the 12th century, 2008 Rethinking Early Medieval India: A Reader, 2011
- Thapar Romila (ed.): Recent Perspectives of Early Indian History, 1995 Weber, Max: The Religion of India, 1968

Semester-I
Course Title: State and Polity in Pre-Colonial Assam
Course Code: HST 1.03
Nature of the Course: Core
Credit: 04
Total Marks: 100 (40 IA+ 60 End Sem)
Couse Teacher: Dr. Indraneel Pegu

Course Objectives:

1. To provide an in-depth understanding of the political, social, and administrative history of ancient Assam, with a focus on the evolution of state formations, interrelations among regional powers, and the rise and fall of the Ahom kingdom.
2. To acquaint the students with the knowledge of the state and state polity of Assam in the pre-British times.
3. 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.

Course Contents:

Topic	Credit	
Unit – 1 Mark Distribution: 12	lecture	Tutorial
1.01: Sources 1.02: The origin of the name of Pragjyotishpur and Kamrupa 1.03: The Early Kamarupa state 1.04: Kamrupa kingdom under Varmanas, Salastambhas and Palas	11	1
Unit – 2 Mark Distribution: 12		
2.01: Administrative system in Ancient Assam 2.02: Disintegration of the kingdom of Kamarupa- Turko-Afghan Invasions 2.03: State formations in the Brahmaputra Valley- The Chutias, Kacharis, the Koches and Baro- Bhuyans	12	1
Unit – 3 Mark Distribution: 12		
3.01: Advent of the Ahoms 3.02: Expansion of the Ahom state: 16 th and 17 th century 3.03: Ahom- Mughal Political relations	12	1
Unit – 4 Mark Distribution: 12		
4.01: Tribal kingdom-chiefdoms in Lower Assam region-their relation with the Ahom State 4.02: Post- <i>Saraighat</i> Assam- the Court crisis and political developments 4.03: Ascendency of the <i>Tungkhungia</i> dynasty- Ahom rule at its zenith	12	1

Unit – 5 Mark Distribution: 12		
5.01: Ahom administrative structure 5.02: Ahom state and relationship with hill areas 5.03: Ahom relation with the state of Manipur and Tripura 5.04: Decline of the Ahom kingdom- <i>Moamariya</i> rebellion, Burmese invasions	12	1
Total Hours	64	

Learning Outcome:

1. 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 their state formation
2. Students will be able to critically analyze the historical trajectory of state formation and political developments in ancient Assam, particularly focusing on the Kamarupa kingdom and its successors.
3. Students will gain comprehensive insights into the administrative systems, inter-tribal relations, and factors leading to the decline of the Ahom kingdom, equipping them with the ability to contextualize these developments within broader regional and cultural dynamics.

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 12th century A.D.*

Gait, Edward: *A History of Assam*

Nath, D: *History of the Koch Kingdom, C. 1515-1615*

Nath, D: *Asom Buranji*

Semester-I
Course Title: British Colonialism in India (1757-1857)
Course Code: HST 1.05
Nature of the Course: DSE
Credit: 04
Total Marks: 100 (40 IA+ 60 End Sem)
Couse Teacher: Dr. Indraneel Pegu

Course Objectives:

1. The objective of the course is to develop an understanding the debate and phases of British colonialism
2. To explore the establishment and expansion of European settlements in India, focusing on the evolution of British colonial rule and its impact on Indian society, economy, and polity.
3. To examine key economic, administrative, and infrastructural developments under British rule, alongside the resistance and response of the Indian population, culminating in the Revolt of 1857.

Course Contents:

Topic	Credit	
	Lecture	Tutorial
Unit – 1 Mark Distribution: 12		
1.01 Beginning of the European settlements in India- Portuguese, Dutch, British and French 1.02 Anglo-French rivalry and British Settlements in India 1.03 Eighteenth Century debate in Indian History 1.04 Understanding Colonialism- Phases of Colonialism	11	1
Unit- 2 Mark Distribution: 12		
2.01 The establishment of the British rule in India- The battle of Plassey and the Battle of Buxar 2.02 Robert Clive- Dual administration in Bengal 2.03Expansion and consolidation of the British rule under Warren Hastings and Lord Cornwallis- The Anglo-Maratha war, The Anglo-Mysore war. 2.04 Lord Wellesley and the policy of Subsidiary Alliance	12	1
Unit-3 Mark Distribution: 12		
3.01 Mercantilism and British economic policy- Foreign trade and early forms of exactions from Bengal- Drain Theory 3.02 Deindustrialisation- Myth or reality, British trade policies in India- Free Trade policy 3.03 Growth of Modern Industries 3.04 Introduction of new Land revenue- Permanent, Mahalwari and Ryotwari and commercialization of agriculture	12	1

Unit – 4 Mark Distribution: 12		
4.01 British expansion of power- Awadh, Sind, Punjab 4.02 Lord Dalhousie and his policy of expansion- the Doctrine of Lapse 4.03 Growth of new infrastructure and communication- the Railways, Roads and steams, Postal system	12	1
Unit 5 Mark Distribution: 12		
5.01 Growth of modern education in India 5.02 British control of India's credit and monetary system- development of fiscal policies, banking system 5.03 The revolt of 1857 and its aftermath	12	1
Total Hours		64

Learning Outcome:

1. Students will be able to critically assess the political and economic strategies employed by European powers, particularly the British, in consolidating their control over India and shaping colonial governance.
2. Students will develop an understanding of the socio-economic transformations during the colonial period, including the introduction of modern education, infrastructure development, and the impact of British fiscal and trade policies on Indian society.
3. Students will be able to analyze the causes, course, and consequences of major events like the Battle of Plassey, the Battle of Buxar, and the Revolt of 1857, evaluating their significance in shaping the trajectory of British rule and Indian resistance.

Essential Readings:

- Bandyopadhyay, S. From Plassey to Partition: A History of Modern India
- Chandra, B. History of Modern India.
- Roy, Tirthankar. The Economic History of Modern India.
- A Business History of India
- Traditional Industry in the Economy of Colonial India

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Semester-I
Course Title: Manuscript and its relevance to contemporary studies
Course Code: AEC 1(HST1.06)
Nature of the Course: AEC
Credit: 02
Total Marks: 50 (20 IA+ 30 End Sem)
Couse Teacher: Aoyana Buragohain.

Course Objective (CO):

- 1.To explore the significance of manuscript studies in historical and cultural studies.
- 2.To analyze the role of manuscripts in preserving culture, social and scientific knowledge.
- 3.To develop an understanding of the indigenous and traditional methods of manuscript preservation.

Course Contents

Topic	Lecture	Tutorial
Unit I Mark distribution: 10		
1.01: Definition, types and forms of manuscript. 1.02: History of manuscript writing in India 1.03: Regional and Cultural variations in Manuscript traditions.	10	2
Unit II: Mark distribution: 10		
2.01: Significance of manuscripts in historical and cultural research. 2.02: Major Manuscript repositories in India and the world.	10	2
Unit III: Mark Distribution: 10		
3.01: Importance of manuscript preservation. 3.02: Causes of manuscript degradation. 3.03: Traditional and modern Conservation techniques	10	2
TOTAL	36	

Learning Outcome (LO):

- 1.Student will able to understand the relevance of manuscript in contemporary studies.
- 2.They will be able to know about various types of manuscript and its regional and cultural variations
- 3.Students will be able to acquire the knowledge of traditional and modern preservation techniques of manuscripts.

Suggested readings:

- .Murthy R.S. Shivaganesha. *Introduction to Manuscriptology*. Sharadha publishing house, Delhi,1996
- H. Bundgaard. *Indian Art Worlds in Contention*, Curson Press,1999

- .Madan, Falconer. *Books in Manuscript: A short introduction to their study and use, with a chapter on records*, Kessinger publishing ,2010
- Kalita.Naren, *Asamar Puthichitra*, Publication Board of Assam ,19
- B. Goswamee, Traditional Methods of Sancipat Making and Preparation of ink in Ancient Assam.

Semester – I (PG)
Course Title: Heritage and Conservation Studies
Course Code: HST 1.07
Nature of the Course: AEC
Credit: 02
Total Marks: 50 (20 IA+ 30 End Sem)
Course Teacher: Dr. Preetima Gogoi

Course Objective:

1. Be acquainted with the principles of heritage management in general and archaeological heritage in particular.
2. To study conservation principles, policies, and practices.
3. To develop skills for assessing and managing heritage resources.

Course Contents

	Topic	Lecture	Tutorial
Unit I: Introduction to Heritage Studies Mark distribution: 10			
	1.01: Definitions and Types of Heritage: Cultural, Natural, Urban, Living etc. 1.02: Difference Between Tangible & Intangible Heritage 1.03: Global and Regional Heritage Frameworks (UNESCO, ICOMOS, etc.)	10	2
Unit II: Significance and Conservation of Heritage Sites Mark distribution: 10			
	2.01: Meanings and Significance of Heritage: Historical Significance, Social Significance, Aesthetic Significance and Scientific Significance 2.02: Relationship Between Conservation and Sustainability 2.03: National and International Policies, Laws, and Ethical Considerations Related to Heritage Conservation and Management 2.04: Heritage Preservation Laws in India: Role of Archaeological Survey of India (ASI)	10	2
Unit III: Contemporary Issues in Heritage Conservation Mark Distribution: 10			
	3.01: Urban Development and Heritage Protection 3.02: Technology in Conservation 3.03: Role of Communities in Heritage Conservation and Develop Strategies	10	2
TOTAL		36	

Learning Outcome:

1. After completion of this paper, the students will have a comprehensive understanding of cultural and natural heritage, including its historical, social, and ecological significance.
2. The outcomes aim to prepare students for careers in heritage management, conservation planning, and related fields, fostering a sense of responsibility towards preserving cultural and natural assets for future generations.

Essential Reading:

- Bhushan, Chandra. (2005), Assam: Its Heritage and Culture, Kalpaz Publications, Satyawati Nagar, Mehra Offset Press: Delhi.
- Carman, John. (2002), Archaeology and heritage: An introduction. London , New York: Continuum.
- DCH (2015) Digital Cultural Heritage, DCH. Available at: <http://www.interdch.net/DCH2015/index.shtml>.
- GOI (2010) 'THE ANCIENT MONUMENTS AND ARCHAEOLOGICAL SITES AND
- ICOMOS (2017) Cultural Heritage and Sustainable Development, ICOMOS. Available at: <https://www.icomos.org/en/focus/un-sustainable-development-goals>.
- McManamon, Fransis P. and Alf Hatton(ed.). 2000, Cultural Resource Management in the
- Contemporary Society. London: Routledge.
- Roy D, Kalidindi S., (2017), Critical Challenges in the Management of Heritage Conservation Projects in India, 7(3) 290-307.
- REMAINS ACT, 1958'. Government of India, pp. 1–24. Available at: http://www.indiaculture.gov.in/sites/default/files/acts_rules/TheAncientMonumentsandArchaeologicalSitesandRemainsAct1958_12.03.2018.pdf.
- UNESCO. (2005), Globalization and Intangible Heritage, Belgium.

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Semester-II
Course Title: Economic History of Early and Medieval India
Course Code: HST 2.01
Nature of the Course: Core
Credit: 04
Total Marks: 100 (40 IA+ 60 End Sem)
Couse Teacher: Dr. Nisha Rani Das

Course Objectives:

1. Acquaint the students with the development of Indian economy up to medieval period.
2. 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- historic times to the early medieval period will be discussed.
3. To understand economic processes and their impact upon the socio-political developments.

Course Contents:

Topic	Credit	
	Lecture	Tutorial
Unit – 1 Mark Distribution: 12		
1.01 : Historiography of Early and medieval Indian economic history	11	1
1.02 : Beginning of agriculture in the sub-continent- Neolithic and Chalcolithic periods		
1.03 : Stages of development: technology and method of irrigation.		
1.04: Land system: Ownership Patterns, Land Revenue and Land grants		
Unit- 2 Mark Distribution: 12		
2.01 - First Urbanization: Indus Valley Civilization, Decline of Urban Pattern	12	1
2.02 - Development of urbanization in the Gangetic valley		
2.03- Cities in Early India; Changing patterns of Urbanization in Early India		
2.04- Debates of De-urbanization in Early Medieval India.		
2.05- Development of monetized economy, paucity of coins in Early Medieval period.		
Unit-3 Mark Distribution: 12		

3.01 - Transition to Early Medieval Period, Development of feudal Mode of production 3.02 - Critical Understanding: Feudalism from above and feudalism from below. 3.03 - Thesis on Indian feudalism: R.S.Sharma, D.N.Jha 3.04: The Feudalism Debate in Indian History-H.Mukhia, B.D.Chattopadhyaya	12	1
Unit – 4 Mark Distribution: 12		
4.01 - Agrarian economy under the Delhi Sultanate: land, means of production, agricultural produces 4.02 - Agrarian relations, land assignments, land revenue assessment and collection 4.03 - Non-agrarian production and urban economy 4.03: Fiscal and market reform policies under the Khaljis and the Tughlaqs.	12	1
Unit 5 Mark Distribution: 12		
5.01 The System of Agricultural production under the Mughals: Extent of Cultivation, Means of Cultivation and Irrigation, Crops. 5.02: Agrarian Relations- Land ownership, Peasants and rural intermediaries. 5.03- The Land Revenue: survey and measurement, Assignment and revenue grants, methods of Revenue Assessment and collection, nature and magnitude of taxation. 5.04- Trading communities: Indian merchants and non-Indian traders 5.05- European trading companies 5.06: Banking and commercial practices: indigenous methods, Medium of exchange, currency system and coinage.	12	1
Total Hours		64

Learning Outcome:

1. The students will understand the development and expansion of agriculture in Indian subcontinent from pre-historic times through historiographical perspective.
2. They will be able to understand the various phases of urbanization in early India and their different economic strategies.
3. They will also identify the early and medieval Indian economy and the feudalism debate along with land revenue systems.

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 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

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Semester-II

Course Title: Social and Economic History of Modern India (1757-1947)

Course Code: HST 2.02

Nature of the Course: Core

Credit: 04

Total Marks: 100 (40 IA+ 60 End Sem)

Couse Teacher: Dr. Indraneel Pegu

Course Objectives:

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

Course Contents:

Topic	Lecture	Tutorial
Unit 1 Mark Distribution: 12		
1.01. Indian society in the 18th and 19th century- Race and caste. 1.02. Colonial Perception of India – Bengal Asiatic society, Orientalists, Utilitarians and Evangelists. 1.03. Ideologies of the Raj – Oriental Despotism, Rule of Law. 1.04: The Indian Responses: Early Phase	11	1
Unit 2 Mark Distribution: 12		
2.01: The Colonial State and social reforms – Thuggee, female infanticide, human sacrifice, and slavery. 2.02: The role of Christian Missionaries: Education, health and proselytisation. 2.03: Indian intelligentsia Respond: Brahmo Samaj, Prarthana Samaj The Arya Samaj and the Theosophical Society 2.04: Movements- The Depressed Class Movement, Islamic Reform Movement, Reform Movement among the Parsis and the Sikhs	12	1
Unit 3 Mark Distribution: 12		
3.01. The Transitional Debate & the Great Divergence 3.02. The Eighteenth-Century Debate		

3.03. Understanding Colonialism: Theories of Colonialism	12	1
3.04. Emergence of the Large-Scale Industries- cotton and Steel and their survival against the colonial policies of protection of the British Industries		
3.05: British Trade policies in India- Imperialism of Free Trade?		
Unit 4		
Mark Distribution: 12		
4.01: Agriculture in Pre-Colonial India- Self Sufficiency vs. Market		
4.02: Introduction of the New Land Revenue system- Permanent, Mahalwari and Ryotwari. - The growth of the Land Market		
4.03: Impacts of the Commercialization of Agriculture on the Indian Economy-	12	1
4.04: Specialization of Agriculture and growth of the Labour Market		
Unit 5		
Mark Distribution: 12		
5.01: Growth of the new Infrastructures' - the Railways, Roads and Steamers		
5.02: British control of India's credit and Monetary System-Development of Fiscal policies		
5.03: Banking- The Agency Houses-Growth of Indigenous Banking-Presidency Banks and the Evolution of the Reserve Bank of India		
5.04: Emergence of the Indian Capitalist Class	12	1
5.05: Growth of the Industrial Labours and the Trade Union Movement		
Total Hours	64	

Learning Outcome:

1. 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.
2. 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.

Essential Readings:

- 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.
- 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.

Dr. Nisha Rani Das

Semester-II
Course Title: Freedom Struggle of India (1857-1947)
Course Code: HST 2.03
Nature of the Course: Core
Credit: 04
Total Marks: 100 (40 IA+ 60 End Sem)
Couse Teacher: Dr. Nisha Rani Das

Course Objectives:

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

Course Contents:

Topic	Lecture	Tutorial
Unit 1		
Mark Distribution: 12		
1.01: The first century of British Rule: Establishment of British Supremacy, administrative system before 1857 1.02: Revolt of 1857- Causes, courses, consequences, and nature 1.03: Popular movements after 1857 1.04: Post 1857 British policy and political changes, political associations before 1885	11	1
Unit 2		
Mark Distribution: 12		
2.01 Different Schools' views on the emergence of Indian Nationalism 2.02 The Foundation of Indian National Congress: Myth and reality theory 2.03 Evaluation of Congress policies, programs and works upto 1905 2.04: The Congress political ideology: moderates and extremists, differences, conflict and split	12	1
Unit 3		
Mark Distribution: 12		
3.01 Partition of Bengal, Swadeshi Movement: trend, boycott, Swadeshi and national education 3.02 Rise of revolutionary ideology and trend 3.03 The communal angle: Muslim politics, birth of the Indian Muslim League 3.04: World War I and its impact on Indian socio-economic and politics: Post-War reform: The Mont- Ford reforms and the Act of 1919	12	1
Unit 4		
Mark Distribution: 12		

4.01 Mahatma Gandhi: His perspectives, Methods and views on Nation and Nationalist struggle	12	1
4.02 Champaran, Kheda, Ahmedabad, Rowlatt Satyagraha, The Khilafat and Non- cooperation Movement		
4.03 Indian National Movement and the Princely States		
4.04 Gandhi and Civil disobedience movement, Congress and social groups and classes: untouchables, capitalists, peasants and workers		
Unit 5		
Mark Distribution: 12		
5.01 Government of India Act 1935 and Provincial Autonomy	12	1
5.02 Rise of the Congress Socialists		
5.03 World war II and progress of nationalist politics, 1942 Quit India Movement and the INA		
5.04 Post –War Nationalist Uprisings- Cabinet Mission and Grouping Controversy and Transfer of Power		
Total Hours	64	

Learning Outcome:

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

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, 1857-1939*, 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

Dr. Nisha Rani Das

Semester-II
Course Title: Women in Indian History
Course Code: HST 2.05
Nature of the Course: DSE
Credit: 04
Total Marks: 100 (40 IA+ 60 End Sem)
Couse Teacher: Aoyana Buragohain

Course Objectives:

1. 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.
2. The growth of the Feminist or the Women's Movements needs to be given to anew perspective.
3. An idea will be developed regarding the age old issues that women were facing in the social platform in different time and how they have fought to get independence.

Course Contents:

Topic	Lecture	Tutoria l
Unit 1 Mark Distribution: 12		
1.01 Women's Studies: Perspectives and Practices 1.02 Feminism: First Wave Feminism: Fighting for Vote, Second Wave Feminism: Quest for Liberation and Equality, Third Wave Feminism: Embracing Contradictions 1.03 Definition and scope of Patriarchy- different approaches Gender, Sexual Division of Labour- Definitions and scopes	11	1
Unit 2 Mark Distribution: 12		
2.01 Patriarchy in the Indian contexts- issues and difficulties, class & caste 2.02 Patriarchy in Ancient India- Women in Vedic India 2.03 Women in Medieval India 2.04 Patriarchy and the Indian Law- Personal Law, Dowry	12	1
Unit 3 Mark Distribution: 12		
3.01 Perception of Gender in Indian and world contexts – Different approaches to Gender 3.02 Relationship of Gender with class and caste 3.03 Gender and Religion- Discrimination, Devotion and the issue of Equality 3.04 Gender and Economy and Society	12	1
Unit 4 Mark Distribution: 12		

4.01 Women and Self: Women's Autobiographies and Biographies- Rashsundari Devi, Sunita Devi, NalinibalaDevi		
4.02 Women and Travel-quest for new rights	12	1
4.03 Women in Organizations- The Indian Women's Organizations and their responses to the issues of reforms and rights		
4.04 Women and Culture- Music, Theatre and Films		
Unit 5		
Mark Distribution: 12		
5.01 Colonial Reforms agendas on Women- Sati, Female Infanticide, Widow Remarriage, Age of Consent		
5.02 Indian responses to the Issue of Social Reforms- Revivalist Movements		
5.03 Women's responses to the National Movement of Independence	12	1
5.04 Nationalists Agenda and the question of Women		
Total Hours	64	

Learning Outcome:

- 1 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.
- 2 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.
- 3 The intricate relationship between Gender and Women will also be highlighted and the quests for women's autonomy and rights will also be highlighted.

Essential Readings:

- Altekhar, 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.
- 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

Semester-II

Course Title: Bhakti Movement and Satra Institution of Assam

Course Code: HST 2.06

Nature of the Course: GEC

Credit: 04

Total Marks: 100 (40 IA+ 60 End Sem)

Couse Teacher: Dr. Preetima Gogoi

Course Objectives:

1. To aid the students to understand the historical background of the growth and development of the major trends in medieval India.
2. To acquaint the students with the boundaries of society and religion in Assam in pre-colonial times.
3. 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.

Course Contents:

Topic	Lecture	Tutorial
Unit 1 Mark Distribution: 12		
1.01 Bhakti- Meaning and origin of the term Bhakti 1.02 Origin of the Bhakti Movement 1.03 Bhakti theories- Nirguna and Saguna Bhakti 1.04 Debates on the term Bhakti Movement Bhakti ideology- Bhakti as a reform movement	11	1
Unit 2 Mark Distribution: 12		
2.01 Pre – Sankardeva situation of Bhakti Movement in Eastern India- Jayadeva, Hem Saraswati, Madhab Kandali, Rudra Kandali, HariharBipra and others 2.02 Sankardeva and his role in the development of the Bhakti Movement-His background and pilgrimages 2.03 Impact of contemporary Bhakti preceptors and Sankardeva- Kabir, Nanak and others (with special reference to the controversy of the date ofhis birth and time of his visit to North India)	12	1
Unit 3 Mark Distribution: 12		
3.01 Social ideology of Sankardeva 3.02 Sankardeva’s philosophical position 3.03 Methods of Sankardeva- the Cultural programmes 3.04 Methods of Sankardeva- the institutional system The literature	12	1
Unit 4 Mark Distribution: 12		

4.01 Death of Sankardeva and the question of the Headship of his Orders	12	1
4.02 Schism in the Order- the Samhati divisions		
4.03 Emergence of the Satra institutions- Damodardeva andMadhavadeva (Patbausi and Barpeta Satra)		
4.04 The Ahom State and the Satra Institution- the grand Satras of Majuli (Auniati, Dakhinpat and Garamur Satra)		
<p style="text-align: center;">Unit 5</p> <p style="text-align: center;">Mark Distribution: 12</p>		
5.01 Origin and meaning of the term “Satra”	12	1
5.02 Organisation of Satra- the internal structures- Kewaliya and Asrami, thelayers of devotees and the gurus, economy and culture		
5.03 Satra and Society- the Caste and ideological aspects		
5.04 The Left-wing Satra- Aniruddhadeva and Mayamara Satra Royal patronage and the growth of the Satras in Upper Assam		
Total Hours	64	

Learning Outcome:

1. 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
2. The students will get to know about the role of different saints in the establishment of Satra institutions.
3. The students will also get to know about the administration of the Satra's and how they influence the society.

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
- 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

Dr. Nisha Rani Das

Semester-III
Course Title: Indian Historiographical Traditions
Course Code: HST 3.01
Nature of the Course: Core
Credit: 04
Total Marks: 100 (40 IA+ 60 End Sem)
Couse Teacher: Aoyana Buragohain

Course Objectives:

1. To develop understanding of the history of historical traditions in India in Early and Medieval Period.
2. To develop understanding of the regional historical traditions in India in the pre-colonial period.
3. 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.

Course Contents:

Topic	Lecture	Tutorial
Unit 1 Mark Distribution: 12		
1.01: Ancient Indian Historiography- Problem of historical Consciousness Puranas and Itihasa- Historicity of the Puranas 1.02: Biographical works- Banabhatta's Harshacharita 1.03: Historical works – Kalhana's Rajatarangini	11	1
Unit 2 Mark Distribution: 12		
2.01: Historical works of Alberuni- Tarikh-I-Hind- his methodology 2.02: Zia-ud-din Barani –his Methodology 2.03: Abul Fazl, Abdul Qadir Badauni and his works Muntakhab-ut-Tawarikh- his methodology 2.04: Regional Historiography	12	1
Unit 3 Mark Distribution: 12		
3.01: Colonial Impact and discovery of India's Past- the role of the Orientalists and Asiatic Society of Bengal 3.02: Development of Indological Studies- Colebrook and Maxmuller, James Princep, 3.03: Alexandar Cunningham, J.H. Marshall and Archaeological Survey of India 3.04: The Colonialist/Imperialist Historiography in 19th and early 20th	12	1

century		
Unit 4 Mark Distribution: 12		
4.01: Growth of Nationalist Historiography 4.02: Communalism and the writing of Indian History 4.03: Marxist Historiography 4.04: Subaltern historiography	12	1
Unit 5 Mark Distribution: 12		
5.01: Medieval Historiography- the Assamese chronicles -Buranjis 5.02: Vaishnava biographical works (Charit Puthis), and the Genealogical works (Vamsavalis) 5.03: Modern Historiography- Colonial Period- Haliram Dhekial Phukan, Gunaviram Barooah and Sir Edward Gait, Assamse periodicals and Regional Historical Consciousness. 5.04: 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.	12	1
Total Hours	64	

Learning Outcome:

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

Essential Readings:

- Amartya Sen: *Argumentative India*
- Arther Marwick: *The New nature of History- Knowledge, Evidence, Language, Grate Britain, Reprint, 2001.*
- Baruah Gunabhiram: *Asam 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 Writings, (comply & ed), with and introduction by Brajadulal Chattopadhyaya*
- Dhekial Phukan Haliram: *Assam Buranji, Incorporated in Lakhi nath Tamuli ed. the Haliram Dhekial 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.*
- Sen. S: *Historians and Historiography in Modern India, Institute of HistoricalStudies, Calcutta 1973.*
- Sreedharan. E. A: *Text Book of Historiography (Orient Longman), 2004*

Semester-III
Course Title: State and Polity in Medieval India
Course Code: HST 3.02
Nature of the Course: Core
Credit: 04
Total Marks: 100 (40 IA+ 60 End Sem)
Couse Teacher: Dr. Preetima Gogoi

Course Objectives:

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

Course Contents:

Topic	Lecture	Tutorial
Unit 1		
Mark Distribution: 12		
1.01: Persian, Tarikh tradition: Chachnama, Tabaqat-i-Nasiri, Tarikh-i-Nasiri, Tarikh-i-Firoz Shahi, Amir Khusroo	11	1
1.02: Accounts of Foreign travelers		
1.03: Epigraphic, Numismatic and Architectural sources		
Unit 2		
Mark Distribution: 12		
2.01: Establishment and Expansion of Delhi Sultanate		
2.02: Theories of Kingship and Legitimization of Authority	12	1
2.03: State and Administration		
2.04: Decline of Sultanate and Rise of Provincial Kingdom-Vijayanagar, Bahmani, Gujrat, Malwa, Jaunpur		
Unit 3		
Mark Distribution: 12		
3.01: Agriculture Technology, Irrigation, Crops		
3.02: Agrarian Relations -Peasants and Rural Intermediaries		
3.03: Land Ownership -Survey and Measurement, Revenue Free Grants	12	1
3.04: Trade and Commerce		
3.05. Urbanization and Urban Center		

Unit 4		
Mark Distribution: 12		
4.01: Foundation of the Mughal Empire, Mughal – Afghan Contest, Babur, Humayun and Sher Shah	12	1
4.02: Territorial Expansion and Consolidation of the Mughal Empire: Akbar, Jahangir, Shahjahan and Aurangzeb		
4.03: Evolution of Administrative institutions: <i>zabt</i> , <i>mansab</i> , <i>Jagir</i> , <i>madad-i-ma'ash</i> , Mughal Nobility, Theories of Kingship		
4.04: State and Religion: Akbar and Sul-i- Kul, Relation with Sikhs, Religious Policy of Aurangzeb towards Different Religious Groups and Institution		
4.05: Agrarian and Revenue System: Zamindars and Peasants		
Unit 5		
Mark Distribution: 12		
5.01: Rajput States and Rajput Mughal Relation	12	1
5.02: Maratha Power under Shivaji and his Administration		
5.03: Decline of Mughal Power, Jat, and Satnami Revolts, Jagirdari Crisis and Successor States		
Total Hours	64	

Learning Outcome:

1. The course will apprise the students with various nuances of political, socio-economic, and cultural transitions that India witnesses during the medieval period.
2. The course will also help in interpreting the medieval politics and society through different Persian writings and accounts.
3. The students will get to know about medieval land economy, commerce, and urbanization processes.
4. It will also help in understanding the background of the foundation of Mughal empire and their relationship with contemporary powers.

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 Press, 1995.
- Satish, Chandra : *From Sultanate to the Mughal*, Har Anand Publication, 1999.

Semester-III
Course Title: Society and Religion in Medieval India
Course Code: HST 3.03
Nature of the Course: Core
Credit: 04
Total Marks: 100 (40 IA+ 60 End Sem)
Couse Teacher: Dr. Preetima Gogoi

Course Objectives:

1. To understand the society, its composition and the role played by religion in determining the nature of a given society.
2. To understand the historical background of the growth and development of major religious trends in medieval India.
3. To make students aware of the emergence of Islam and Christianity in the land of India and how they have subsequently amalgamated with the society of India.

Course Contents:

Topic	Lecture	Tutorial
Unit 1		
Mark Distribution: 12		
1.01: Sources and approaches 1.02: Composition and Stratification of Rural Society- the rural gentries (zamindars), the Khudkast, Pahikast, Raiyatis, and Craftand Service communities 1.03: Composition of Urban Classes – nobility, commercialclasses, artisans, slaves, and servants 1.04: Social Life- Social customs, festivals, and amusements	11	1
Unit 2		
Mark Distribution: 12		
2.01: Religious and Historical background of Bhakti Movement in India 2.02: Saguna Tulsidas, Chaitanya 2.03: Nirguna Tradition: Kabir, Dadu2.04: Bhakti and Women	12	1
Unit 3		
Mark Distribution: 12		
3.01: Growth and development of Sikhism. 3.02: Emergence of Guru tradition and Khalsa identity in Sikhism 3.03: Neo-Vaishnavism and Sankaradeva of Assam 3.04: Vernacular Literature and Bhakti Movement	12	1
Unit 4		
Mark Distribution: 12		
4.01: Jagannath cult in Orissa 4.02: Warkari and Vithoba cult in Maharashtra 4.03: Lingayata movement in Karnataka 4.04: Rishi Tradition in Kashmir		

	12	1
Unit 5 Mark Distribution: 12		
5.01: Islam-Background, the Ulema, relation with the State, Expansion of Islam. 5.02: Sufism-Origin, concepts, and intellectual interventions, Different Silsilhas and relation with the state, and other religious groups. 5.03: Advent of the Christianity in India 5.04: Different versions of Christianity in India: St.Thomas Christians, Portuguese Padroado Real, Padroado Fide, Protestants.	12	1
Total Hours	64	

Learning Outcome:

1. The students will understand the nature and composition of medieval societies in India with special reference to religions in Medieval India (Bhakti, Sufi, Sikhism, Christianity).
2. It will also help in understanding the regional development of various religious ideologies in context of India

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.*

Semester-III (PG)
Course Title: Art and Architecture of Early and Medieval Assam
Course Code: HST 3.04
Nature of the Course: DSE
Credit: 04
Total Marks: 100 (40 IA+ 60 End Sem)
Course Teacher: Dr. Nisha Rani Das

Course Objectives (CO):

1. To develop a comprehensive understanding of the artistic and architectural traditions of early and medieval Assam including their cultural, historical, and religious contexts.
2. The students will get to know different cultural development throughout ages and their different implications in the history of Assam.
3. It also involves understanding the broader significance of the art and architecture of Assam within the contexts of Indian art history.

Course Contents:

Topic	Lecture	Tutorial
Unit I: Introduction to Art and Its development in Assam Mark Distribution 15		
1.01: Basic features of Art and its different counterparts in the context of India from the earliest period to the Guptas 1.02: Studies of Sculptures of Assam, Chronological categorization of Sculptural Development of Assam. 1.03: East Indian School of Medieval Art: Features and Evolutionary growth of its Stylistic features; Deopahar, Madan Kamdev Temple, Malini Than. 1.04: Late Medieval Sculptural remains	15	1
Unit II: The Architecture of Assam Mark Distribution 15		
2.01: Define Secular and Religious Architecture in broader context of India and Assam in particular 2.02: The architecture of Gupta period in Assam and its different stylistic approaches; the architecture of Doyang-Dhansiri Valley 2.03: Architectural remains of Guwahati, Goalpara, Tezpur and Nagaon regions from the Varmans to the Palas	15	1
Unit III: Medieval architectural Remains Mark Distribution 15		
3.01: Studies of Architecture of Medieval Assam; Early Tradition; Emergence of a New Era 3.02: Secular and Religious Architecture under the Ahoms	15	1

3.03: The architectural remains of Koches, Kacharis of medieval period		
3.04: Islamic influence in the architecture of Assam		
Unit IV: Art, Architecture and Cultural development Mark Distribution: 15		
4.01: Pan-Indian and regional influences on the Art and Architecture of Assam: in Broder context		
4.02: Cultural implications from the stylistic depictions of sculptures and architecture of Assam: Dress, Jewelry, Instruments, Mudras, facial features etc.	15	1
4.03: Religion and Development; Influences of Saktism, Saivism and Vaishnavism		
4.04: Paintings of pre-Colonial Assam		
	TOTAL	64

Learning Outcome:

1. After completion of the course the students will be able to understand the importance of art and architecture in early and medieval Assam.
2. Students will develop an appreciation for the aesthetic qualities of Assamese art and architecture, including its unique styles, motifs, and symbolism.
3. Students will develop a historical perspective on the evolution of art and architecture of Assam, and identifying key trends, influences and innovations.

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.
- Boruah Nirode. *Early Assam, state formation, political centers 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), 3rd 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*, Agam Kala Prakashan, Delhi, 1988.

Semester-III (PG)
Course Title: Art and Architecture in Ancient India
Course Code: HST 3.05
Nature of the Course: DSE
Credit: 04
Total Marks: 100 (40 IA+ 60 End Sem)
Course Teacher: Dr. Nisha Rani Das

Course Objectives:

1. To Introduce the students with the styles of art, architecture and painting in India and their process of evolution throughout the ancient period.
2. To develop an understanding about the regional variations of art and architectural styles.
3. It will set an example of different cognitive framework of human in understanding and introducing art and architecture

Course Contents:

Topic	Lecture	Tutorial
Unit 1 Mark Distribution: 12		
1.01 : Harappan Art and Architecture: Harappan Sculptures, Architecture and Town planning 1.02 : Mauryan Art and Architecture: Mauryan Pillars, 1.03 : Mauryan Stone Sculptures, Caves, Wooden Palace etc. 1.04 : Nature of Mauryan Art.	11	1
Unit 2 Mark Distribution: 12		
2.01: Art and Architecture in the Sunga and Satavahana PeriodSaka-Kushana Art 2.02: Mathura, Gandhara, and Amaravati School of Art 2.03: Stupa Architecture: Its Origin and Development 2.04: Development of Rock Cut Architecture.	12	1
Unit 3 Mark Distribution: 12		
3.01: Sculptural Development in the Gupta period. 3.02: Evolution of Temple Architecture in the Gupta Period. 3.03: Chalukya Architecture: Aihole, Badami and Pattadakal. 3.04: Development of Temple Architecture in Orissa.	12	1
Unit 4 Mark Distribution: 12		
4.01: The Emergence of Dravidian Style: its genesis under the Pallavas 4.02: The temples of the Cholas: Sculptural Development inSouth India.		

	12	1
Unit 5 Mark Distribution: 12		
5.01: Pre-historic period 5.02: Satavahana and Kushana Period 5.03: Gupta-Vakataka Period 5.04: Development of Painting in South India	12	1
Total Hours	64	

Learning Outcome:

1. The students will identify multiple forms of architecture of early India and understand the pattern of paintings.
2. It will help students to develop their understanding about the cognitive and conceptual mindset of people belonging different period regarding the cultural heritage of the nation.

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 Stellaramirisch 1994
- Majumdr, 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

Dr. Nisha Rani Das

Semester-III (PG)

Course Title: River, Culture, and Society: Brahmaputra and the Foundation of Assamese Society

Course Code: HST 3.06

Nature of the Course: GEC

Credit: 04

Total Marks: 100 (40 IA+ 60 End Sem)

Course Teacher: Dr. Indraneel Pegu

Course Objectives (CO):

1. To explore the historical, cultural, and ecological significance of the Brahmaputra River and its role in shaping Assamese society.
2. To develop an understanding of river historiography and its application in interpreting the socio-economic and cultural dynamics of riverine communities.
3. To critically analyze the interplay between the Brahmaputra and contemporary issues such as environmental sustainability, migration, and cultural identity.

Course Contents:

Topic	Lecture	Tutorial
Unit I: Introduction to River Historiography Mark Distribution 12		
1.01: Concepts and Definitions 1.02: Riverine Civilizations 1.03: Geological background of The Brahmaputra basin	12	1
Unit II: Geological background of The Brahmaputra basin Mark Distribution 12		
2.01: The Ancient Period: Myths, legends, and early settlements along the Brahmaputra 2.02: Medieval Assam: Trade, navigation, and the role of the Brahmaputra in shaping the medieval kingdoms. 2.03: Colonial Era: Riverine transport, economic exploitation, and environmental changes under British rule.	12	1
Unit III: River, Society, and culture Mark Distribution 12		
3.01: Festivals, Traditions, and Sacred Beliefs 3.02: Art, Literature and Music 3.03: Food and Livelihood	12	1
Unit IV: Ecology, Riverine Communities and Challenges Mark Distribution: 12		
4.01: Biodiversity of the Brahmaputra Basin	11	1

4.02: Water Resources and Irrigation		
4.03: Environmental Challenges: Floods, erosion, and Displacement across the valley		
Unit V: The Brahmaputra in Contemporary Assam Mark Distribution: 12		
5.01: Cultural Continuity and Changes: The River in modern Assamese society.		
5.02: Conflict and Cooperation: River disputes, water-sharing issues, and regional diplomacy.	12	1
5.03: Sustainable Development: River conservation efforts and policy frameworks.		
TOTAL	64	

Learning Outcome (LO):

1. Students will gain a comprehensive understanding of how the Brahmaputra influenced the historical and cultural evolution of Assamese society.
2. Students will develop skills to analyze historical and theoretical perspectives on rivers as agents of cultural and societal transformation.

Essential Readings:

- Ghosh, R. (2021). The mighty river: An environmental history of the Brahmaputra. New York: Routledge.
- Mukherjee, R. (2020). Rivers and history: River narratives and environmental change in India. Cambridge: Cambridge University Press
- Oestiggard, T.T. (2010). A History of the Ideals of Water: Deconstructing Nature and Constructing Society. New York: I.B. Tauris.
- Saikia, A (2019). The Unique River: A biography of Brahmaputra. Oxford University Press, Guwahati
- Sharma, J.N. (2008) Asamar Nad- nadi. Kiran Prakashan, Dhemaji
- Wade, J. (1807), A geographical Sketch of Assam, Asiatic Annual Register, Calcutta
- Wade, J. (1800). An Account of Assam. Madhupur Tea Estate: R, Sharma II.
- Worster, D. (1941). Rivers of Empire. Pantheon books, New York.
- Zeller, C.M. (2008). Rivers in History and Historiography. University of Pittsburgh Press, Pittsburgh
- Gait, S. E. (1906). A History of Assam, EBH Publishers (India), Guwahati.
- Choudhury, R. (2007). Sahityat Brahmaputra, Publication board of Assam, Guwahati
- Mazumdar, B. (2020). Asomia Xahityat Nodi, Publication board of Assam, Guwahati
- Saikia, R. R. (2022). Prak Oupanibesik Asomor Arthanoitik Itihas, Assam publishing company, Guwahati
- Sharma, J.N. (2022). Asamar Nad- Nadir Baishisthya, Samasya Aru Sambhawana, Purbanchal prakash, Guwahati
- Sarma, J.N. (2022). An Account of Brahmaputra: The Outsized Braided River, Purbanchal Prakash, Guwahati
- Dutta, A.K. (2001). The Brahmaputra, National Book Trust, New Delhi

Semester-III (PG)
Course Title: Ecology, Environment, and Culture in India
Course Code: HST 3.07
Nature of the Course: GEC
Credit: 04
Total Marks: 100 (40 IA+ 60 End Sem)
Course Teacher: Dr. Indraneel Pegu

Course Objectives:

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

Course Contents:

Topic	Lecture	Tutorial
Unit I		
Mark Distribution 12		
1.01: Ecology and Environment, Geographical Background of the Subcontinent; Characters of South Asia's Environment, Ecosystem and Population Interaction. 1.02: Environmental History and its development in the South Asian context. 1.03: Mode of Resource Utilization; Resource Use Patterns in Indian History. 1.04: Early South Asian Communities and their interaction with the Environment; Neolithic Revolution: Agriculture and Pastoralism; Climate and Indus Valley Civilization	12	1
Unit II		
Mark Distribution 12		
2.01: Use of iron implements Agricultural Expansion and Deforestation in the Gangetic Valley. 2.02: Forests and Settlements Patterns in Early India; Tribes, Forests and Settlements 2.03: Water Resources, Irrigation and Society in Early and Medieval India 2.04: Expansion of Agriculture in Early Medieval and Medieval India; Forest and the pastoral communities in the Medieval period; Wilderness, Animals and Changing Landscapes in The Medieval Period	12	1
Unit III		
Mark Distribution 12		

3.01: British Forest Policy in India: Impact of European Forestry Tradition and the Making of British 3.02: Forest Policy, British Forest Policies up to 1947; Colonialism and its Ecological Demands: Commercial 3.03: Exploitation of Forest Products, Impact of Railway Construction on Forestry 3.04: British Forest Policy: Deforestation and Ecological change in North and South India; Tribes and The New Forest Policies; Pastoralist in The Colonial Period. Forestry, Famine, Disease and Disasters Ecology, Land use and Changing landscapes	12	1
<p style="text-align: center;">Unit IV</p> <p style="text-align: center;">Mark Distribution: 12</p>		
4.01: Mahatma Gandhi and Nehru's view on Environment Conservation Policies in Post independence Period 4.02: Environmental Movements: Chipko Movement, Narmada Bachao Andolan and other Environmental Movements 4.03: Dams and Mines and Problems of Displacement 4.04: Critique of Development Paradigm in post-Independent Period	11	1
<p style="text-align: center;">Unit V</p> <p style="text-align: center;">Mark Distribution: 12</p>		
5.01: British Forest Policies in North- East India 5.02: Environmental and Socio-Economic Consequences of Colonial Forest Policies; Plantation Economy and Forestry. 5.03: Flood and Soil Erosion in the Brahmaputra Valley 5.04: History of Conservation Strategies in North East India	12	1
TOTAL	64	

Learning Outcome:

1. The students will develop a grasp over the development of environmental history, its methods, and sources for study.
2. 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.
3. This will help them in new research and investigation relating to environmental history

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.*
- 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-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.

Dr. Nisha Ranil Das

Semester-III (PG)
Course Title: Archival Studies
Course Code: HST 3.09
Nature of the Course: AEC
Credit: 02
Total Marks: 50 (20 IA+ 30 End Sem)
Course Teacher: Aoyana Buragohain

Course Objectives

1. Familiarize the students with the concept of archives and the importance of archives to the discipline of history
2. Examines the way in which the past is narrated, recorded, and remembered.
3. 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.

Course Contents:

Topic	Lecture	Tutorial
Unit I		
Mark Distribution 15		
1.01: Defining Archives, Characteristics of Archive 1.02: Types of Archival collections: State, institutional, family, industrial, religious, military 1.03: History of the setting up of archives: origin and development of archives in India 1.04: Digital Archives	12	1
Unit II		
Mark Distribution 15		
2.01 Writing and Documentations, Preservations of records, manuscript 2.02. Archives as an institution of social memory, history and experience 2.03 The Colonial Archives 2.05 Collecting, Taxonomy, objectification	12	1
Total Contact Hours	32	

Learning Outcome:

1. 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.
2. 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.

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

Dr. Nisha Rani Das

Semester-IV (PG)
Course Title: Western Historiographical Traditions
Course Code: HST 4.01
Nature of the Course: Core
Credit: 04
Total Marks: 100 (40 IA+ 60 End Sem)
Course Teacher: Aoyana Buragohain

Course Objectives:

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

Course Contents:

Topic	Lecture	Tutorial
Unit I		
Mark Distribution 12		
1.01: Concept, Meaning, Scope, Purpose varieties of History. 1.02: Causation and Objectivity in History. 1.03: Primary and Secondary Sources, Internal and External Criticism 1.04: History and Allied Subjects: Geography, Anthropology, Sociology, Political Science, Economics, Literature	12	1
Unit II		
Mark Distribution 12		
2.01: Ancient Greece -Herodotus and Thucydides 2.02: 2Ancient Rome -Livy and Tacitus 2.03: Chinese and Arab Historiography 2.04: Medieval European Historiography -St. Augustine and Christian Chronicles	12	1
Unit III		
Mark Distribution 12		
3.01: Renaissance Historiography –Humanism in 3.02: Historiography –Machiavelli. 3.03: Scientific Revolution – Cartesianism -Rene Descartes and Vico 3.04: Eighteenth Century Enlightenment – Voltaire, Montesqueieu and Gibbon Post-Enlightenment Historiography	12	1
Unit IV		
Mark Distribution: 12		
4.01: Idealism – Hegel 4.02: Niebuhr, Ranke and Institutionalization of History	11	1

4.03: 4Positivism –August Comte		
4.04: Historical Materialism- Marx and Engels		
Unit V		
Mark Distribution: 12		
5.01: Spengler and Toynbee 5.02: Annales Historiography –Marc Bloch, Lucien Febvre and Francis Braudel 5.03: British Marxist Historians- Christopher Hill, E. H. Hobsbawm, E.P. Thompson 5.04 Michel Foucault, Linguistic turn and Post-modern Critique of History	12	1
TOTAL	64	

Learning Outcome:

1. 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.
2. They will also have an idea about Historiography of Europe from Renaissance to Enlightenment Period.

Essential Readings:

- 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

Dr. Nisha Rani Das

Semester-IV (PG)
Course Title: Contemporary World (1945-2000)
Course Code: HST 4.02
Nature of the Course: Core
Credit: 04
Total Marks: 100 (40 IA+ 60 End Sem)
Course Teacher: Dr. Indraneel Pegu

Course Objectives:

1. To examine the genesis, growth and activities of the United Nations
2. To describe the background and the consequences of Cold War Rivalry, the Korean War, the Suez and the Hungarian Crises.
3. To review West Asian and Southeast Asian politics in the Post- World War II
4. To analyse the developments leading to the Re-unification of Germany and the collapse of the Soviet Union
5. 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.

Course Contents:

Topic	Lecture	Tutorial
Unit I		
Mark Distribution 12		
1.01: Sources and Approaches 1.02: From War to Peace – The United Nations – its aims, objectives, genesis and development, activities and its role in world peace. 1.03: The Cold War – Concept, Origin and Development – Super-power Rivalry – End of Cold War. 1.04: The Korean War – The Suez and Hungarian crisis – Cuban Missile Crisis.	12	1
Unit II		
Mark Distribution 12		
2.01: Resurgent Africa – Solidarity and Independence Movement. 2.02: Recent trends in Latin American Politics. 2.03: Disarmament – Concept, Background 2.04: Disarmament Agreements (1948-1996)	12	1
Unit III		
Mark Distribution 12		
3.01: West Asia in World Politics: A Review 3.02: South –East Asia after World War II. 3.03: Re–Unification of Germany. 3.04: Break-up of the Soviet Union and its impact on Contemporary World	12	1

Unit IV		
Mark Distribution: 12		
4.01: India in World Affairs- Indian Foreign Policy in Historical Perspective. 4.02: India's Policy towards the Super Powers-Its relations with China- Pakistan and S.E. Asian Countries. 4.03: India and the UN 4.04: India's role in NAM and SAARC	11	1
Unit V		
Mark Distribution: 12		
5.01: Civil War in Yugoslavia and its Break-up (1992) 5.02: Background and Consequences of the Kargil War (1999). 5.03: Global Terrorism – and Global War against Terrorism.	12	1
TOTAL	64	

Learning Outcome:

1. 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.
2. They will also know about the various International Crises of the fifties and sixties.
3. 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

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, P. 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*

Dr. Aisha Rani Das

Semester-IV
Course Title: Art and Architecture in Medieval India
Course Code: HST 4.03
Nature of the Course: Core
Credit: 04
Total Marks: 100 (40 IA+ 60 End Sem)
Course Teacher: Dr. Preetima Gogoi

Course Objectives:

1. To explore the evolution of Indian architectural styles from the early medieval period through the Mughal era, analyzing the religious, cultural, and political influences on temple and Indo-Islamic traditions.
2. To examine the emergence and development of regional architectural styles and art forms, emphasizing patronage, craftsmanship, and their cultural significance.
3. To study the evolution of Indian painting traditions, including pre-Mughal, Mughal, and regional styles, alongside the role of court patronage and external influences.

Course Contents:

Topic	Lecture	Tutorial
Unit I		
Mark Distribution 12		
1.01: Sources and approaches 1.02: Temple Architecture in early medieval period: Nagara, Dravida and Vesara style 1.03: Temple desecration debate.	12	1
Unit II		
Mark Distribution 12		
2.01: Emergence of Indo-Islamic tradition: Arch, dome, <i>minar</i> , religious and secular buildings. 2.02: Architecture under the Mamluk kings. 2.03: Architecture under the Khaljis. 2.04: Architecture under the Tughlaqs	12	1
Unit III		
Mark Distribution 12		
3.01: Tombs, forts, mosques, <i>madrasas</i> , and public works 3.02: Early Phase of Mughal Architecture 3.03: Mature phase of Mughal architecture 3.04: Landscape and gardens.	12	1
Unit IV		
Mark Distribution: 12		
4.01: Emergence of Provincial styles:(features, patronage and development) 4.02: Bengal	11	1

4.03: Vijaynagar 4.04: Bahmani 4.05: Malwa		
Unit V Mark Distribution: 12		
5.01: Paintings, Pre-Mughal style 5.02: Mughal painting- miniatures, court patronage, European influence 5.03: Paintings in the regional style- Rajasthani, <i>pahari</i> , <i>patta chitra</i> 5.04: Calligraphy	12	1
TOTAL	64	

Learning Outcome:

1. 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
2. Students will also get to know about the evolution of temple architecture from early to medieval period and how it affected the regional historiography.

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)

Dr. Nisha Rani Das

Semester-IV

Course Title: Dissertation

Course Code: HST 4.04

Nature of the Course: Dissertation

Credit: 08

Total Marks: 200

Course Teacher: Dr. Preetima Gogoi, Dr. Nisha Rani Das, Dr. Indraneel Pegu, Ms.

Aoyana Buragohain

Course Objectives:

1. To critically examine and interpret previously underutilized primary sources, such as documents, artifacts, or oral histories to reconstruct a particular period.
2. To analyze the evolution of concepts and assess its impact on historical context.
3. To compare and contrast differing perspectives on historical sources as presented in various sources and evaluate their reliability.
4. To explore the complex interplay of social, political and economic forces.

The topics will be selected by the students in relation to Archaeology, Ancient History, Medieval History, Modern History, Ethnohistory, Architectural remains, Oral traditions, Environmental history, Contemporary events and society, and on different historical Issues from Indian Context in general and Assam in particular.

Learning Outcome:

1. The students will get ability to locate, evaluate, and interpret diverse primary sources.
2. They will develop their skill in discerning bias, context, and reliability within historical evidence.
3. They will have the capacity to formulate focused research questions and develop a sound methodology that will help them in future academic endeavors.

Dr. Nisha Rani Das