

DEPARTMENT OF HISTORY

SYLLABUS FOR FOUR YEAR UNDERGRADUATE PROGRAMME (FYUGP)

(FIRST – EIGHT SEMESTER)

Approved by Academic Council vide Resolution no. AC – 03/2024/05 Dated: 04 – 05 – 2024 and AC – 06/2026/03 dated 28 – 02 – 2026



ARYA VIDYAPEETH COLLEGE (AUTONOMOUS)

ARYA NAGAR, GUWAHATI – 16

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PREFACE

“Education is not preparation for life; education is life itself.” —John Dewey

The aim of imparting education is not only to increase the knowledge but also to create the possibilities for a student to invent and discover. The purpose of this syllabus is to establish minimum basic concepts for each course to meet the needs of all our students. All the elements in this syllabus amalgamate to bring out the best in every student and enable them to be on the path of continuous progress.

The syllabus is framed based on Learning Outcome Based Education (LOCF) - the spirit of NEP, 2020. The programmes offered by the college are:

- i. Bachelor Degree in Arts
- ii. Bachelor Degree in Science
- iii. Bachelor Degree in Commerce

Under the above programme, the following courses are offered by the college:

- i. Core Course
- ii. Minor Course
- iii. Skill Enhancement Course
- iv. Interdisciplinary Course
- v. Ability Enhancement Course
- vi. Value Added Course
- vii. Internship

Programme outcome of each programme and Programme Specific Outcomes of each discipline/subject offered by the college is mapped with course learning outcome of each course. Graduate attributes of students obtaining Undergraduate Degree from the college are also incorporated in the syllabus.

The syllabus includes eight semesters where there will be 23 Core Courses, 8 Minor Courses, 2 Value Added Courses, 3 SEC Courses, 3 IDC Courses, 4 AEC courses and internship. The total credit offered for eight semesters is 160.

The syllabus framed takes into account the different styles of learning – audio, visual and experiential. The syllabus correlates academics to real life situations balancing social and emotional stimulation among the students and imbibe human values. Also the syllabus gives the opportunity for the theoretical knowledge to be pursued ensuring maximum application of it.

Structure of Four Year Undergraduate Course

Semester	Type	Core	Minor	SEC	IDC	AEC	VAC/FC	IN
	Credit	4	4	3	3	2	4(2 + 2)	2
I		CE-1114	MN-1114	SE-1113	ID-1113	AE-1112	VL-1112 (Two Courses)	-
II		CE-2114	MN-2114	SE-2113	ID-2113	AE-2112	VL-2112 (Two Courses)	-
III		CE-3214 CE-3224	MN-3214	SE-3213	ID-3213	AE-3212	-	-
IV		CE-4214 CE-4224 CE-4234	MN-4214	-	-	AE-4212	-	IN-4212
V		CE-5314 CE-5324 CE-5334 CE-5344	MN-5214	-	-	-	-	-
VI		CE-6314 CE-6324 CE-6334 CE-6344	MN-6214	-	-	-	-	-
VII		CE-7414* CE-7424** CE-7434** CE-7444** CE-7454**	MN-7314	-	-	-	-	-
VIII		CE-8414# CE-8424# CE-8434# CE-8444# CE-8454#	MN-8314	-	-	-	-	-

*Compulsory for all students in the 7th semester.

**Students are required to choose any three courses from the remaining four core courses in the 7th semesters.

Students who wish to pursue a Bachelor Degree with Honours must choose any four of the five core courses in the 8th semester.

NOTE: Students who secure a minimum of 7.5 CGPA at the end of the 6th semester (without any arrears) may opt for a Bachelor Degree with Honours and Research. Those students shall have to choose one core course out of the given five courses in the 8th semester and have to complete a Research Dissertation of 12 credits.

Course code: First two letters is the abbreviation of course component

First digit implies semester number

Second digit implies course level

Third digit implies course number

Fourth digit implies credit points per course.

Digit	Course Level
1	100 - 199
2	200 - 299
3	300 - 399
4	400 - 499

Semester Wise Credit Distribution

Semester	CREDIT DISTRIBUTION							
	CORE	MINOR	SEC	AEC	IDC	VAC/FC	IN	TOTAL
FIRST	1 x 4	1 x 4	1 x 3	1 x 2	1 x 3	2 x 2	--	20
SECOND	1 x 4	1 x 4	1 x 3	1 x 2	1 x 3	2 x 2	--	20
THIRD	2 x 4	1 x 4	1 x 3	1 x 2	1 x 3	--	--	20
FOURTH	3 x 4	1 x 4	--	1 x 2	--	--	1 x 2	20
FIFTH	4 x 4	1 x 4	--	--	--	--	--	20
SIXTH	4 x 4	1 x 4	--	--	--	--	--	20
SEVENTH	4 x 4	1 x 4	--	--	--	--	--	20
EIGHT	4 x 4	1 x 4	--	--	--	--	--	20

SEC: SKILL ENHANCEMENT COURSE AEC:

ABILITY ENHANCEMENT COURSE IDC:

INTERDISCIPLINARY COURSE VAC/FC:

VALUE ADDED COURSE

IN: INTERNSHIP

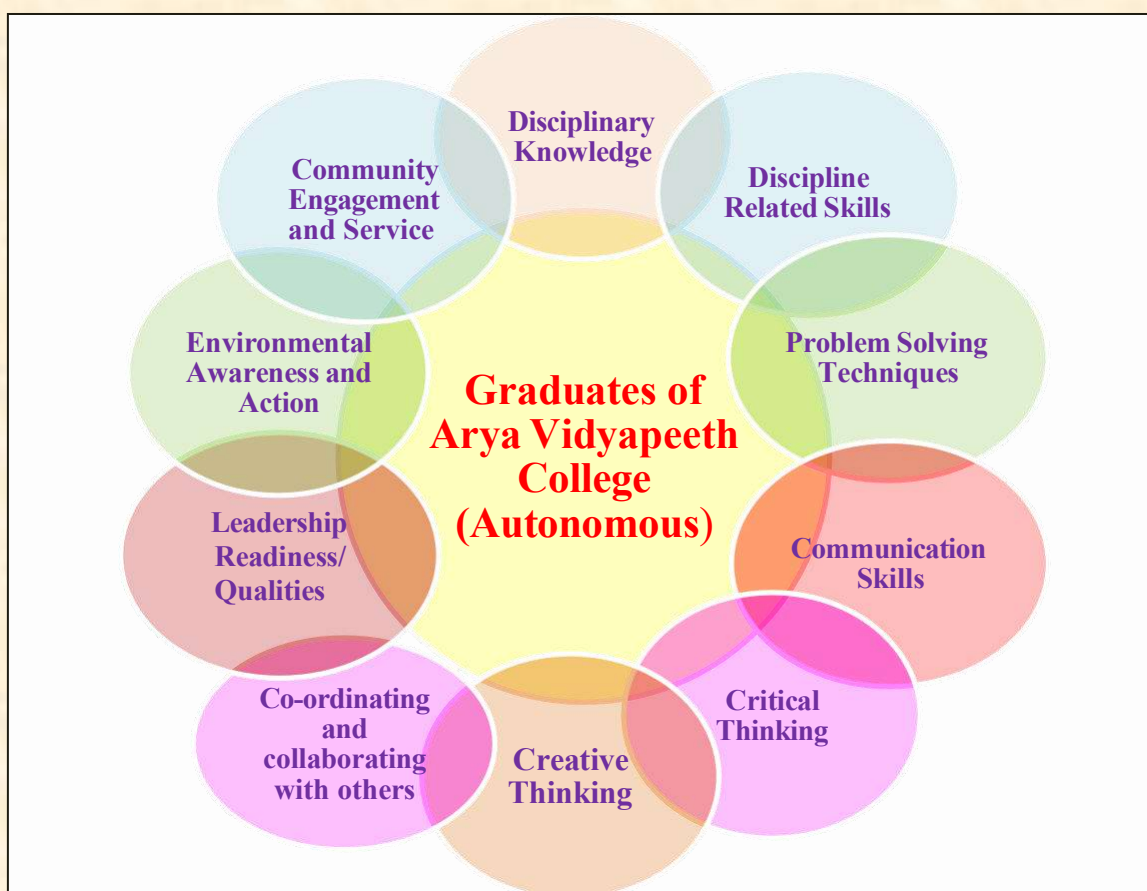
Abbreviation of Course Components:

**CE (Core), MN (Minor), SE (Skill Enhancement Course), AE (Ability Enhancement Course),
VL (Value added Course), ID (Interdisciplinary Course), IN (Internship)**

GRADUATE ATTRIBUTES

Graduate Attributes:

Graduate Attributes are the qualities, skills and understandings that the students should develop during their time with the college. These attributes consequently shape the contribution they are able to make to their profession and society. They are the qualities that also prepare graduates as agents of social good in an unknown future. These attributes set them apart from those without a degree. The graduate attributes of Arya Vidyapeeth College (Autonomous) are:



Model of Graduate Attributes

1. **Disciplinary knowledge:** Graduates shall acquire comprehensive knowledge and understanding of their subject area, the ability to engage with different traditions of thought, and the ability to apply their knowledge in practice including in multi-disciplinary or multi-professional contexts.
2. **Discipline related skills:** Skills in areas related to specialization in the chosen disciplinary/interdisciplinary/major/minor area(s) of learning in a broad multidisciplinary context. In addition, create, select, and apply appropriate modern techniques, resources and IT tools.
3. **Problem solving skills:** A capacity for problem identification, the collection of evidence, synthesis

and dispassionate analysis and apply one's learning in real – life situations.

4. **Communication Skills:** Ability to recognize and value communication as the tool for negotiating and creating new understanding, collaborating with others, and furthering their own learning.
5. **Critical thinking:** Graduates acquire the capacity for problem identification, collection of evidence, synthesis and dispassionate analysis. They also acquire the capacity for attentive exchange, informed argument and reasoning.
6. **Creative Thinking:** The graduates acquire an ability to create, perform or think in different and diverse ways about the same objects or scenarios and also the ability to communicate effectively for different purposes and in different contexts. They should also be able to work independently and as part of a team.
7. **Co-ordinating and collaborating with others:** The graduates need to possess the ability to function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings. They should also be able to work productively with others, no matter their culture, perspective or background, and complete joint projects and also to work in partnership.
8. **Leadership readiness/qualities:** The graduates should be able to lead and support others by inspiring them with a clear vision and motivating them to achieve goals. They also need to acquire ability to map out the tasks of a team or an organization and setting directions.
9. **Environmental Awareness and action:** The graduates shall earn the capacity to realize the individual's responsibility in protecting and conserving the environment. They need to gain the capacity to understand the impact of the professional solutions in societal and environmental contexts, and demonstrate the knowledge of need for sustainable development.
10. **Community engagement and service:** The graduates need to develop an understanding of social and civic responsibilities, and of the rights of individuals and groups. The graduates should be able to demonstrate the capability to participate in community-engaged services/ activities for promoting the wellbeing of the society which includes participation in NSS,NCC, adult literacy etc.

UNDERGRADUATE PROGRAMME OUTCOME (PO)

BACHELOR DEGREE IN ARTS: (B.A.)

1. **APO-1 Critical Thinking:** Ability to analyse, synthesize and integrate knowledge. Capability to evaluate the validity of arguments and conclusion.
2. **APO-2 Effective Communication:** Proficiency in speaking, reading, writing and listening in English and one Indian language and find meaning of the world by connecting people, ideas, books, media and technology.
3. **APO-3 Social Interaction:** Link with society and intercede the disagreement and help to reach conclusion in group sitting. Demonstrate intellectual awareness and competencies. Reflect on one's cultural identities and values.
4. **APO-4 Effective Citizenship:** Promote active citizenship and community engagement. Ability to understand the national development, informed awareness of issues and participate in civic life.
5. **APO-5 Ethics:** Humanities education is designed in such a way that it lays particular emphasis on human values. Students on completion of the undergraduate degree will be better able to appreciate the literary and cultural diversity. It equips them to think critically about the issues of contemporary relevance and hold an informed opinion on them.
6. **APO-6 Environment and Sustainability:** 'Environmental sustainability' has become the watchword of the 21st century. An increased engagement with environment related concerns is appearing tangibly on global fronts; academics cannot and should not remain quarantined from this massive development. Through classroom discussions and research projects, this programme facilitates active dialogues with factors which influence human-ecology interactions. As such, at the end of this programme students will be able to identify and analyze socio-political, cultural and economic problems which act as deterrents to environmental sustainability and provide creative solutions towards the same.
7. **APO-7 Life-long learning:** With the pursuit of knowledge for either personal or professional reasons, learners are also encouraged to volunteer and be self motivated that not only enhances society values, active participation and personality development, but also enhances self-sustainability, competitiveness and employability. As such, learners will be able to recognize the need for, and have the preparation and ability to engage in independent and life-long learning in every broad context of technological changes.

8. **APO-8 Individual and team work:** Function effectively as an individual and as a member or leader of diverse teams and in multi-disciplinary settings.
9. **APO-9 Evaluate and conduct research:** Engage in scholarly inquiry to identify and investigate questions of a theoretical and applied nature which identify gaps and limitations in the existing literature, understand the principles of the research process, apply appropriate research methodologies to specific problems and develop intellectual independence and practices self-directed inquiry.
10. **APO-10 Depth of understanding:** Demonstrate detailed knowledge and perspectives across disciplinary boundaries. Develop a detailed understanding of the current state of knowledge in one or more disciplines. Recognise the value, use and limits of multi-disciplinary learning. Cultivate an openness to consider and engage alternative research perspectives.
11. **APO-11 Employability:** On graduating, the students will be eligible for employment in tourism, media, hospitality, and other industries. Students also become employable in non-governmental organizations. Their skills in comprehension of general social phenomena around them places them in ideal situation for such jobs. They will also be able to appear for competitive examinations

CORE

LIST OF COURSES:

Semester	Course Name	Course Code
1	History of India -I (Prehistory to 300 BCE)	HS – CE – 1114
2	History of India -II (300 BCE to 1206CE)	HS – CE – 2114
3	History of India III (750 CE-1206 CE)	HS – CE – 3214
	History of Assam I (Earliest Time to 1200 CE.)	HS – CE – 3224
4	History of India IV (CE.1200-1550 CE)	HS – CE – 4214
	History of Assam II (1200-1826 CE)	HS – CE – 4224
	History of India V (C. 1550-1750 CE)	HS – CE – 4234
5	History of India VI (C.1750-1857 CE)	HS – CE – 5314
	Rise of Modern West	HS – CE – 5324
	Academic Project/ History of Ancient Civilizations	HS – CE – 5334
	History of Assam III	HS – CE – 5344
6	History of India VII (C1857-1947)	HS – CE – 6314
	History of Assam IV (Period of Nationalist Awakening)	HS – CE – 6324
	Science and Technology in Pre –Modern India	HS – CE – 6334
	History of Europe (1648 -1870 CE)	HS – CE – 6344
7	Introduction to History and Historiography	HS – CE – 7414
	Assam after Independence – I (1947 CE – 2000 CE)	HS – CE – 7424
	India After Independence (1947 CE – 2000 CE)	HS – CE – 7434

	History of Europe (1870-1945 CE)	HS – CE – 7444
	History of Colonial Encounters in China and Japan (1839 – 1949 CE)	HS – CE – 7454
8	Research Design in History	HS – CE – 8414
	Assam after Independence -II	HS – CE – 8424
	Gender in Indian History	HS – CE – 8434
	International Relations (1945 – 1991 CE)	HS – CE – 8444
	Environmental History of India and Assam	HS – CE – 8454
	Dissertation	HS – DT – 812

Programme Specific Outcome of Bachelor of Arts – HISTORY: Core (PSO)

PSO No.	Outcome
PSO–1	Designed to stimulate India’s diverse past in relation to wider global trends
PSO–2	The program gives a basic history of different world civilizations, revolutions, colonialization, decolonization, race, and caste.
PSO–3	Generate ideas about various historical trends, concepts, and methodology
PSO–4	The program is designed to study the intersectionality between history, economics, society, and science and technology
PSO–5	The course has a target of preparing students for competitive examinations.

Course Learning Outcome (CLO) – Core

The course outcomes are as follows:

Semester	Course Name & Code	Course Learning Outcome (CLO)	
1	History of India-I (Prehistory to 300 BCE) HS – CE – 1114	CLO - 1	Demonstrate their skill in using sources to reconstruct history
		CLO - 2	Categorize various stages of the evolution of human culture
		CLO - 3	Analyze historical debates to build up perspectives
2	History of India-II (300 BCE to 1200CE) HS – CE – 2114	CLO - 1	Evaluate the historical forces behind political formations
		CLO - 2	Explain cause and effect relationship between historical phenomena
		CLO - 3	Review and interpret the significance of cultural diversity.
3	History of India III, (C. 750-1206) HS – CE – 3214	CLO - 1	Identify the historical importance of the accelerated practice of land grants issued by ruling houses
		CLO - 2	Delineate changes in the realm of polity and culture; Puranic religion; the growth of vernacular languages and newer forms of art and architecture
		CLO - 3	Explain, in an interconnected manner, the processes of state formation, agrarian expansion, proliferation of caste and urban as well as commercial processes.
		CLO - 4	Contextualize the evolution and growth of regional styles of temple architecture and the evolving role of these temples as centres of socio-economic and political activities.
	History of Assam I (Earliest Time to 1200 CE.) HS – CE – 3224	CLO - 1	After the completion of this paper, the students will be able to explore and effectively use historical tools in reconstructing the remote past of ancient
		CLO - 2	Understanding the major stages of developments in the political, social and cultural history of the state during the early times
		CLO - 3	Students will be equipped with to examine the roles of various administrative bodies at different levels, the division of powers between central and provincial governments.

4	History of India IV (CE.1200 - 1400) HS – CE – 4214	CLO - 1	Critically evaluate major sources of medieval India
		CLO - 2	Understanding the evolution of the theory of kingship under the sultanate rule and describe the administration and the ruling class.
		CLO - 3	Critically evaluate the power relation between different ruling classes
		CLO - 4	Changes and continuities in the field of economy and the early European intervention
		CLO - 5	The development of regional art and architecture and mysticism
	History of Assam II (1200-1826 CE) HS – CE – 4224	CLO - 1	The student will be able to grasp the major stages in the political, social and cultural life of Medieval Assam.
		CLO - 2	The student will be made aware of the sources so that they can explain the history of Assam from the 13th century to the occupation of Assam by the English East India Company.
		CLO - 3	The period witnessed basically the rule of the Ahoms and the emergence of the peripheral kingdoms of the Chutias, Koches, Kacharis and the Jaintias.
	History of India V (C. 1550-1750) HS – CE – 4234	CLO - 1	Critically evaluate major sources available in Persian and vernacular languages.
		CLO - 2	Understanding the state formation under the Mughals
		CLO - 3	Changes and continuities in agrarian relations and trade and commerce
		CLO - 4	Compare and analyze the political ideology behind religious policies, continuities, and changes in the Bhakti tradition and growth of Sufism.
		CLO - 5	Understand how different means like visual art are used by rulers to discern authority.
5	History of India VI (C.1750-1857) HS – CE – 5314	CLO - 1	Categorize various stages of colonialism and imperialism
		CLO - 2	Learn the link between colonialism and the global economic system.
		CLO - 3	Analyze the changes that were introduced in polity, economy and society by the British.
		CLO - 4	Critically looking into the Indian responses towards the changes

	Rise of Modern West HS – CE – 5324	CLO - 1	Conceptualizing the major developments and trends in the Western world between the 14th and 15th centuries.
		CLO - 2	Evaluating the transition from the Feudal Mode of production to the Capitalist mode of production.
5	Rise of Modern West HS – CE – 5324	CLO - 3	Explain the political, economic and intellectual currents in Europe in the period covered. Understanding interlinkage between scientific development and society.
		CLO - 1	Understanding how the ancient civilizations began and evolved
	Academic Project/ History of Ancient Civilizations HS – CE – 5334	CLO - 2	Interpret how the polity, society, economy and religion of these civilizations operated; be able to appreciate their contributions and how they paved the path for succeeding generations and times
		CLO - 1	Critically looking into the political process that led to the establishment of British rule in the North East India.
	History of Assam III HS – CE – 5344	CLO - 2	Critically looking into the political process that led to the establishment of British rule in the North East India.
		CLO - 3	Evaluating the indigenous resistance to the British rule.
		CLO - 4	Looking into the diversity of Indian responses vis-à-vis the British rule and its impact in the present context.
		CLO - 1	Understand the growth of Nationalism in India
6	History of India VII (C1857-1947) HS – CE – 6314	CLO - 2	Identify different trends of Nationalism and National movement.
		CLO - 3	Understand different movements other than the movements led by the Congress sector.
		CLO - 1	Critically looking into the political process that led to the establishment of British rule in the North East India.
	History of Assam IV (Period of Nationalist Awakening) HS – CE – 6324	CLO - 2	Understanding the reforms and changes brought by the British and its impact
		CLO - 3	Evaluating the indigenous resistance to the British rule.
		CLO - 4	Looking into the diversity of Indian responses vis-à-vis the British rule and its impact in the present context.
		CLO - 1	Understand the growth of Nationalism in India
		CLO - 2	Identify different trends of Nationalism and National movement.

	Science and Technology in Pre – Modern India HS – CE – 6334	CLO - 1	Conceptualize the interlinkages between science, technology, and society in India.
		CLO - 2	Critically understand the evolution of science and technology in India.
		CLO - 3	Explore the Indian contribution to the development of astronomy and mathematics, medicine, military and warfare technologies

6	History of Europe (1648 -1870 CE) HS – CE – 6344	CLO - 1	Explore and analyse the significant historical events of the period with resultant effects.
		CLO - 2	Relate the circumstances and causal factors of the intellectual and revolutionary currents in Europe during the given time period.
		CLO - 3	Understand how the events of this period led to the successive historical events that shaped not only Europe but also world History.
7	Introduction to History and Historiography	CLO - 1	Students will learn the challenges faced by historians in writing history
		CLO - 2	Students will develop critical thinking
	Assam after Independence – I (1947 CE – 2000 CE)	CLO - 1	Explain the political impacts of Partition and regional conflicts
		CLO - 2	Describe the evolution of Assam's administrative reorganization and electoral politics, including key milestones.
		CLO - 3	Assess the effects of economic policies like Five-Year Plans and land reforms on Assam's growth and challenges.
		CLO - 4	Develop critical thinking through some Assam-specific case studies
	India After Independence (1947 CE – 2000 CE)	CLO - 1	Students will learn the foundational debates and compromises in the Constituent Assembly that shaped the Indian Constitution.
		CLO - 2	Students will learn to apply historical knowledge to contemporary issues, such as federalism, secularism, economic policy, and regional aspirations.
	History of Europe (1870-1945 CE)	CLO - 1	Analyze the social, economic, and political forces that fuelled industrialization and imperial expansion in late nineteenth-century Europe.

8		CLO - 2	Evaluate the causes, progression, and outcomes of World War I, including its revolutionary repercussions and peace settlements.
		CLO - 3	Interpret the ideological and political struggles of the interwar period, particularly the emergence of totalitarian regimes and the decline of democratic systems.
		CLO - 4	Examine the origins, major events, and consequences of World War II, with emphasis on resistance movements, the Holocaust, and the creation of the postwar international order
	History of Colonial Encounters in China and Japan (1839 – 1949 CE)	CLO - 1	Analyse the nature and impact of Western imperialism in East Asia
		CLO - 2	Compare the patterns of colonial intrusion and indigenous responses in China and Japan
		CLO - 3	Examine the socio-political reforms and modernization processes in both countries
		CLO - 4	Assess the shifting balance between tradition and modernity leading up to the 20 th century
		CLO - 5	Evaluate the broader implications of colonial encounters for regional and global history
	Research Design in History	CLO - 1	Learn to design a research proposal
		CLO - 2	Learn to critically evaluate primary and secondary sources using qualitative, quantitative, and mixed methods.
		CLO - 3	Learn ethical principles related to research.
	Assam after Independence -II	CLO - 1	Identify post-1947 social and ethnic movements.
		CLO - 2	Analyse the impact of floods and dams on Assam's development and communities
		CLO - 3	Assess the significance of indigenous knowledge and local practices for Assam's environmental and social issues
	Gender in Indian History	CLO - 1	Students to learn to apply gender as a lens to interpret historical sources.

		CLO - 2	Students will learn to apply analytical tools to examine the intersections of gender with caste, class, and sexuality.
		CLO - 3	Students will learn agency of women in social and historical change and continuity
	International Relations (1945 – 1991 CE)	CLO - 1	Students will learn the ideological, political, and economic foundations of U.S. and Soviet foreign policies.
		CLO - 2	Students will learn the global dimensions of the Cold War and its impact
		CLO - 3	Will learn the interplay between domestic politics and international relations
		CLO - 1	Students will learn the main historical ways people used land, forests, and water in India, and specifically in Assam (e.g., farming, logging).
		CLO - 2	Students will be able to explain the effects of British forest policies and the rise of the Assam plantation economy and local protests and resistance.
	Environmental History of India and Assam	CLO - 3	Students will learn to analyse major environmental problems in Assam, like floods and dams, and their impact on local communities.

MAPPING OF PROGRAMME OUTCOME (PO) AND COURSE LEARNING OUTCOME (CLO)

Attributes: Co-relation Levels

“1” : Minimum Co-relation

“2” : Moderate Co-relation

“3” : Maximum Co-relation

“-” : No Co-relation

COURSE CODE	CLO	PROGRAMME OUTCOME										
		APO1	APO2	APO3	APO4	APO5	APO6	APO7	APO8	APO9	APO10	APO11
HS-CE-1114	CLO - 1	3										
	CLO - 2			3								
	CLO - 3	3										
HS-CE-2114	CLO - 1			3		2						2
	CLO - 2	3										
	CLO - 3	3										
HS-CE-3214	CLO - 1	3										
	CLO - 2			3								
	CLO - 3	3										
	CLO - 4			3		2						2
HS-CE-3224	CLO - 1	3										
	CLO - 2	3										
	CLO - 3	3										
HS-CE-4214	CLO - 1	3										
	CLO - 2	3										
	CLO - 3	3										2
	CLO - 4					3						
	CLO - 5									2		
HS-CE-4224	CLO - 1	3										3
	CLO - 2				2							
	CLO - 3	3										2
HS-CE-4234	CLO - 1		2									
	CLO - 2										2	
	CLO - 3					3						2
	CLO - 4							2				
	CLO - 5	3										

COURSE CODE	CLO	PROGRAMME OUTCOME										
		APO1	APO2	APO3	APO4	APO5	APO6	APO7	APO8	APO9	APO10	APO11
HS-CE-5314	CLO - 1	3										
	CLO - 2										2	
	CLO - 3	3										2
	CLO - 4			3								
HS-CE-5324	CLO - 1			3								
	CLO - 2	3										2
	CLO - 3							2				
HS-CE-5334	CLO - 1	3										
	CLO - 2									2		
HS-CE-5344	CLO - 1										2	
	CLO - 2	3										
	CLO - 3	2		2								
	CLO - 4	3										3
HS-CE-6314	CLO - 1			2						1		2
	CLO - 2	3										
	CLO - 3										2	
HS-CE-6324	CLO - 1	3										2
	CLO - 2	3										1
	CLO - 3	3										
	CLO - 4											3
HS-CE-6334	CLO - 1					2						
	CLO - 2	3		3								
	CLO - 3	3										3
HS-CE-6344	CLO - 1	2				2		2				
	CLO - 2	3										
	CLO - 3										2	

COURSE CODE	CLO	PROGRAMME OUTCOME										
		APO1	APO2	APO3	APO4	APO5	APO6	APO7	APO8	APO9	APO10	APO11
HS-CE-7414	CLO - 1	3										
	CLO - 2			3								
HS-CE-7424	CLO - 1			3		2						2
	CLO - 2	3										
	CLO - 3	3										
	CLO - 4	2										
HS-CE-7434	CLO - 1	3										
	CLO - 2			3								
HS-CE-7444	CLO - 1										2	
	CLO - 2	3										
	CLO - 3	2		2								
	CLO - 4	2										
HS-CE-7454	CLO - 1	3										3
	CLO - 2			2						1		2
	CLO - 3	3										
	CLO - 4							1				
	CLO - 5										1	
HS-CE-8414	CLO - 1										2	
	CLO - 2	3										2
	CLO - 3	3										1
HS-CE-8424	CLO - 1	3										
	CLO - 2	3										2
	CLO - 3							2				
HS-CE-8434	CLO - 1	3										
	CLO - 2									2		
	CLO - 3										2	
HS-CE-8444	CLO - 1	3										
	CLO - 2	2		2								
	CLO - 3	3										3
HS-CE-8454	CLO - 1			2						1		2
	CLO - 2	3										2
	CLO - 3							2				

MAPPING OF PROGRAMME SPECIFIC OUTCOME (PSO) AND COURSE LEARNING OUTCOME (CLO)

Attributes: Co-relation Levels

“1” : Minimum Co-relation

“2” : Moderate Co-relation

“3” : Maximum Co-relation

“-” : No Co-relation

COURSE CODE	CLO	PROGRAMME SPECIFIC OUTCOME				
		PSO1	PSO2	PSO3	PSO4	PSO5
HS-CE-1114	CLO - 1	3				
	CLO - 2			3		
	CLO - 3	3				
HS-CE-2114	CLO - 1			3		2
	CLO - 2	3				
	CLO - 3	3				
HS-CE-3214	CLO - 1	3				
	CLO - 2			3		
	CLO - 3	3				
	CLO - 4			3		2
HS-CE-3224	CLO - 1	3				
	CLO - 2	3				
	CLO - 3	3				
HS-CE-4214	CLO - 1	3				
	CLO - 2	3				
	CLO - 3	3				
	CLO - 4					3
	CLO - 5					
HS-CE-4224	CLO - 1	3				
	CLO - 2				2	
	CLO - 3	3				
HS-CE-4234	CLO - 1		2			
	CLO - 2					
	CLO - 3					3
	CLO - 4					
	CLO - 5	3				

COURSE CODE	CLO	PROGRAMME SPECIFIC OUTCOME				
		PSO1	PSO2	PSO3	PSO4	PSO5
HS-CE-5314	CLO - 1	3				
	CLO - 2					
	CLO - 3	3				
	CLO - 4			3		
HS-CE-5324	CLO - 1			3		
	CLO - 2	3				
	CLO - 3					
HS-CE-5334	CLO - 1	3				
	CLO - 2					
HS-CE-5344	CLO - 1					
	CLO - 2	3				
	CLO - 3	2		2		
	CLO - 4	3				
HS-CE-6314	CLO - 1			2		
	CLO - 2	3				
	CLO - 3					
HS-CE-6324	CLO - 1	3				
	CLO - 2	3				
	CLO - 3	3				
	CLO - 4					
HS-CE-6334	CLO - 1					2
	CLO - 2	3		3		
	CLO - 3	3				
HS-CE-6344	CLO - 1	2			2	
	CLO - 2	3				
	CLO - 3					

COURSE CODE	CLO	PROGRAMME SPECIFIC OUTCOME				
		PSO1	PSO2	PSO3	PSO4	PSO5
HS-CE-7414	CLO - 1	3				
	CLO - 2			3		
	CLO - 3	3				
HS-CE-7424	CLO - 1			3		2
	CLO - 2	3				
	CLO - 3	3				
HS-CE-7434	CLO - 1	3				
	CLO - 2			3		
	CLO - 3	3				
HS-CE-7444	CLO - 1	3				
	CLO - 2	3				
	CLO - 3	3				
	CLO - 4					3
HS-CE-7454.	CLO - 1	3				
	CLO - 2					
HS-CE-8414	CLO - 1					
	CLO - 2	3				
	CLO - 3	2		2		
	CLO - 4	3				
HS-CE-8424	CLO - 1	3				
	CLO - 2	3				
	CLO - 3	3				
HS-CE-8434	CLO - 1					2
	CLO - 2	3		3		
	CLO - 3	3				
HS-CE-8444	CLO - 1	2				2
	CLO - 2	3				
	CLO - 3					
HS-CE-8454	CLO - 1	3				
	CLO - 2				2	
	CLO - 3	3				

COURSE NAME: History of India I (Pre-History to 300 BCE)

COURSE CODE: HS – CE – 1114

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY: 3 CREDITS

Total Lectures: 45

COURSE OBJECTIVE:

The course objectives are as follows:

- *Identify the pre history, proto-history and early Indian History.*
- *Understand the various stages of historical development.*
- *Familiarize with the socio-political and economic condition of the period.*

COURSE LEARNING OUTCOME:

The course outcomes are as follows:

CLO 1: *Demonstrate their skill in using sources to reconstruct history.*

CLO 2: *Categorize various stages of the evolution of human culture..*

CLO 3: *Analyze historical debates to build up perspectives.*

Unit- I: Sources of Pre-Historic Period and Ancient Indian History (Lectures:11)

Sources and tools of historical reconstruction: archaeological, epigraphy, numismatics, Literary, travel literature. Pre – Historic Hunter-gatherer Societies /Economies/ technologies (Palaeolithic and Mesolithic) Neolithic Economy

Unit- II: Bronze Age Civilization (Lectures: 13)

Introducing Bronze Age Civilization, Origin of Harappan civilization, Material Culture, Social and Cultural Belief Systems, Decline of Harappan Civilization

Unit- III: Vedic Civilization (Lectures: 11)

The Aryan question – Recent perspectives. Debate on original homeland and Mother language. Comparative study of Early and Later Vedic civilization: Polity, Economy and Society Impact of Iron Technology Emergence of Territorial States; Megalithic Culture.

Unit- IV: Religion and Culture in Transition (Lectures: 10)

Religion in the Vedic period and the emergence of Varna, Rise of Buddhism and Jainism, OCP/PGW/NBPW Cultures

Recommended Books:

1. V.K. Jain, Prehistory and Proto-history of India-An Appraisal, D.K. Printwood, 2006
2. R.S. Sharma, India's Ancient Past, New Delhi, OUP,2007
3. R.S. Sharma, Material Culture and Social Formations in Ancient India, 1983
4. R.S. Sharma, Looking for the Aryas, Delhi, Orient Longman Publishers, 1995

5. H. C. Raychaudhuri, Political History of Ancient India, Rev. ed. With Commentary by B.N. Mukherjee, 1996.
6. Upinder Singh, A History of Ancient and Early Medieval India, 2008.
7. Romila Thapar, Early India from the Beginnings to 1300, Penguin, 2002
8. D.N. Jha, Ancient India: In Historical India, Manohar Publishers, 2015
9. Irfan Habib, Prehistory: A People's History of India. Tulika Books, India 2019.
10. Uma Chakravarti, The Social Dimensions of Early Buddhism. 1997.
11. Rajan Gurukkal, Social Formations of Early South India, OUP, India, 2010 12. Bharatiya Vidyabhavan Series

COURSE NAME: History of India II (300 BCE to 1200CE)

COURSE CODE: HS – CE – 2114

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY: 3 Credits

TOTAL LECTURES: 45 COURSE

OBJECTIVE:

The course objectives are as follows:

- *Illustrate the political formations in ancient India.*
- *Understand the socio-economic development of early India.*
- *Identify the different layers of cultural developments.*

COURSE LEARNING OUTCOME:

The course outcomes of this course are as follows:

CLO 1: *Evaluate the historical forces behind political formations.*

CLO 2: *Explain cause and effect relationship between historical phenomena*

CLO 3: *Review and interpret the significance of cultural diversity.*

Unit- I: Political Formations in Ancient India (LECTURES: 12)

Invasion of Alexander and the coming of the Mauryas, The Mauryan Empire: Polity/Economy/ Society, Ashoka and His Dhamma, Post Mauryan Polity: Sungas, Kushanas and Satavahanas

Unit-II: Political Structures (LECTURES: 13)

Gupta Empire: Polity/ Economy/ Society, Land Grants and its impact, Regional Political Structures of the Post Gupta period: Vardhanas, Palas, Pratiharas, Rajputs.

Unit- III: The South India (LECTURES: 10)

Sangam Literature , Pallavas, Chalukyas and Rashtrakutas, The Cholas : Polity, Economy and Society

Unit- IV: Religion and Philosophy (LECTURES: 10)

Bhakti, Tantrism, Temple architecture and its regional variations

Recommended Books:

1. R.S. Sharma, India's Ancient Past, New Delhi, OUP,2007
2. R.S. Sharma, Material Culture and Social Formations in Ancient India, 1983
3. R.S. Sharma, Looking for the Aryas, Delhi, Orient Longman Publishers, 1995
4. D.N. Jha, Ancient India: In Historical India, Manohar Publishers, 2015 Edition
5. H.C. Raychaudhuri, ed. Political History of Ancient India, OUP, India.
6. Upinder Singh, A History of Ancient and Early Medieval India, 2008.

7. Romila Thapar, Early India from the Beginnings to 1300, Penguin, 2002
8. Romila Thapar, Asoka and the Decline of the Mauryas, Oxford, 2012 edition.
9. K.A. N. Sastri, ed. History of South India, OUP, 1966.
10. R. Chakrabarti, Exploring Early India, Macmillan, 2013
11. Partha Mitter, Indian Art, OUP, 2001
12. Susan Huntington, The Art of Ancient India: Buddhist, Hindu, and Jain, New York, 1985.
13. Noboru, K., South Indian History of Society : Studies from Inscriptions AD 850 to 1800, Cambridge University Press. 1984.

COURSE NAME: History of India III(750-1200)

COURSE CODE: HS - CE - 3214

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY

Total Lectures: 45 Course

Objectives:

- *To understand the historical changes of the post-Gupta period*
- *To underline and analyze how these changes led to the medieval period.*
- *This period of transition, called 'early medieval' seeks to examine regional manifestations.*

COURSE LEARNING OUTCOME:

CLO 1: *Identify the historical importance of the accelerated practice of land grants issued by ruling houses.*

CLO 2: *Delineate changes in the realm of polity and culture; Puranic religion; the growth of vernacular languages and newer forms of art and architecture.*

CLO 3: *Explain, in an interconnected manner, the processes of state formation, agrarian expansion, proliferation of caste and urban as well as commercial processes.*

CLO 4: *Contextualize the evolution and growth of regional styles of temple architecture and the evolving role of these temples as centres of socio-economic and political activities.*

Unit I: Studying Early Medieval India (Lectures: 8)

- a. Sources
- b. Debate on the Early Medieval India : Feudalism
- c. Historiography

Unit II: Political Process (Lectures: 12)

- a. Evolution of political structures: Rajput and Cholas
- b. Centres of Power: Brahman and Temple, Legitimization of Kingship
- c. Arabs and Ghaznavids in the North West and Cholas in South East Asia

Unit III: Social and Economic Process (Lectures: 13)

- a. Agricultural Expansion, Landlords and Peasants
- b. Trade and Commerce, Media of Exchange
- c. Process of Urbanization
- d. Guilds of South India
- e. Proliferation of Caste, Brahminization of Tribes

Unit IV: Literature and Culture (Lectures: 12)

- a. Bhakti : Alvars and Nayanars
- b. Puranic Hinduism, Tantrism, Buddhism and Jainism
- c. Sanskrit and Regional Literature
- d. Regional style in temple architecture

Recommended Books:

1. R.S. Sharma and K.M. Shrimali, eds., Comprehensive History of India, Vol. IV (A & B).
2. N. Karashima, South Indian History and Society (Studies from Inscriptions, AD 850 – 1800).
3. Sharma, R.S. (1995). “An Analysis of Land Grants and their Value for Economic History” in Perspectives in Social and Economic History of Early India. New Delhi: Munshiram Manoharlal. (Chapter 18)
4. Singh, Upinder. (2013). A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century. New Delhi: Pearson.
5. Singh, Upinder. (2011) Rethinking Early Medieval India: A Reader. Edited by Delhi: Ox-ford University. (Introduction)
6. Chakravarti, Ranabir. (2010). Exploring Early India Up to C. AD 1300. New Delhi: Macmillan.
7. Chattopadhyaya, B. D. (1994). The Making of Early Medieval India. New Delhi: Oxford University Press.
8. Sharma, R. S. (2001). Early Medieval Indian Society: A Study in Feudalization.
9. Delhi: Orient Longman.
10. Sharma, R. S. (1980). Indian Feudalism. Madras: Macmillan.
11. Romila Thapar (ed.), Recent Perspectives of Early Indian History. Bombay: Popular Prakshan. (Chapters 6-8)
12. Jha. Vivekanand. (1997). Caste, ‘Untouchability and Social Justice: Early North Indi-an Perspective’. Social Scientist, 25, pp. 19-30
13. Jha, D.N. (ed.) (2003). The Feudal Order: State, Society and Ideology in Early Medieval India. New Delhi: Manohar Publishers and Distributors.
14. Mukhia, H. 1981. ‘Was there Feudalism in Indian History?’ The Journal of Peasant Studies vol. 8(3): 273-310. Also reproduced in Kulke, Hermann. (ed). 1995. The State in India, 1000-1700. New Delhi: Oxford University Press, pp.86-133.
15. Sharma, R.S. 1982. ‘The Kali Age: A Period of Social Crisis’.
16. D.N. Jha (ed). The Feudal Order: State, Society and Ideology in Early Medieval India, Delhi: Manohar, pp. 61-77.

17. Heitzman, James. 1987. 'State Formation in South India, 850-1280', *Indian Economic and Social History Review*, vol. 24 (1), pp. 35-61. Also reproduced in Hermann Kulke. (ed). 1995. *The State in India, 1000-1700*. New Delhi: Oxford University Press, pp. 162-94.
18. Desai, Devangana. 1989. 'Social Dimensions of Art in Early India'. Presidential Address (Ancient India Section). *Proceeding of the Indian History Congress, 50th session, Gorakhpur*: pp. 21-56.

COURSE NAME: History of Assam I (Earliest Time to 1200 CE.)

COURSE CODE: HS - CE - 3224

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY

Total Lectures: 45 Course

Objective:

- *To familiarize students with various sources of ancient Assam*
- *To understand the establishment and consolidation of the Varmanas, Salastambhas, Palas.*
- *To acquaint students with the political, socio-economic, and cultural history of ancient Assam*
- *To underline and analyze how the post pala changes led Assam towards the medieval period.*

COURSE LEARNING OUTCOME:

CLO 1: *After the completion of this paper, the students will be able to explore and effectively use historical tools in reconstructing the remote past of ancient Assam's proto-history.*

CLO 2: *Understanding the major stages of developments in the political, social and cultural history of the state during the early times*

CLO 3: *Students will be equipped with to examine the roles of various administrative bodies at different levels, the division of powers between central and provincial governments.*

Unit I: Introduction to Ancient Assam I (Lectures: 08)

- a. Sources and tools of historical reconstruction: Archaeological, Numismatic, Epigraphy, Literary
- b. Land and people: Migration routes
- c. The Stone Jars of Dima Hasao: Linking cultures with South East Asia

Unit II: State Formation in Early Assam (Lectures: 08)

- a. Historicity of the Traditional Rulers
- b. Varmana, Salastambha and Pala rule in Kamarupa
- c. Central and Provincial administration
- d. Revenue administration: Land System and Ownership of Land; Land Grant and Agrahara Settlements

Unit III: Political condition of Assam in the Post-Pala period: (Lectures: 17)

- a. Historicity of Post Pala Rulers rulers
- b. Turko-Afghan invasions
- c. Disintegration of the Kingdom of Kamarupa

Unit IV: Social and Cultural Life (Lectures: 12)

- a. Social Structure
- b. Literature, Art and architecture

c. Religion and belief systems

Recommended Books

1. Barpujari, H. K.:The Comprehensive History of Assam Vol. I, Publication Boar, Assam,1990.
2. Baruah B.K.: A Cultural History of Assam, Lawyer's Book Stall, Guwahati, 1969.
3. Baruah, K. L.:Early History of Kamrupa, From the Earliest Times to the End of the Sixteenth Century, LBS, Guwahati, 1966.
4. Baruah, S.L.: A Comprehensive History of Assam, Munshiram Monoharlal Publishers Pvt. Ltd., New Delhi,1985.
5. Bathari Bathari, Uttam , Thakuriya Tilak and Scoppal, N.: An Archeological Survey of the Assam Stone jar sites, <https://www.researchgate.net/publication/359539302>.
6. Bhattacharjee, J. B.: Bhauma-Naraka legend and state formation in Pragjyotisa-Kamarupa NEIHA, Shillong, 2004.
7. Bhattacharjee, J. B.: State and Wealth: The Early States in Northeast India DVS Publisher, Guwahati, 2010.
8. Choudhury, P.C. The History and Civilization of the People of Assam, Department of Historical and Antiquarian Studies in Assam, 1959 - Assam.
9. Gait, E.A.: A History of Assam, LBS Publication, Guwahati, 2017.
10. Lahiri, Nayanjot: Pre-Ahom Assam, Munshiram Manoharlal Publishers Pvt Ltd, New Delhi, 1991
11. Nath, R.M.: The Background of Assamese Culture, Dutta Baruah & Co. Guwahati, 1948

COURSE NAME: History of India IV (CE.1200-1500)

COURSE CODE: HS - CE - 4214

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY

Total Lectures: 45

Course Objective:

- *To familiarize students with various sources of medieval India*
- *To understand the establishment and consolidation of the Delhi Sultanate.*
- *To acquaint students with the political, socio-economic, and cultural history of Medieval India during the Sultanate period.*

COURSE LEARNING OUTCOME:

CLO 1: *Critically evaluate major sources of medieval India*

CLO 2: *Understanding the evolution of the theory of kingship under the sultanate rule and describe the administration and the ruling class.*

CLO 3: *Critically evaluate the power relation between different ruling classes.*

CLO 4: *Changes and continuities in the field of economy and the early European intervention*

CLO 5: *The development of regional art and architecture and mysticism.*

Unit I. Background and Sources (Lectures: 10)

- a. Sources , Historiography
- b. Background of Central Asia: Turks and Mongols
- c. Conflict and Consolidation under the Slave dynasty
- d. Territorial expansion under Khaljis and Tughlaqs

Unit II. Polity under Delhi Sultanate (Lectures: 12)

- a. Nature of Kingship, Balban's Theory of Kingship
- b. Central and Provincial Administration
- c. Ruling Class: Nobility and Ulema

Unit III. State and Economy (Lectures: 13)

- a. Iqta, Land Revenue, Market Reforms of Alauddin Khalji, Currency system-Token Currency
- b. Agriculture: Production and various Reforms under Alauddin Khalji and Md. Bin Tughlaq, Firoz Shah Tughlaq
- c. Trade and Commerce: Urban Centers, Inland and Foreign trade, Portuguese intervention, commercial class
- d. Technology and crafts

Unit IV. Society and Culture (Lectures: 10)

- a. Socio-religious movement: Bhakti and Sufi
- b. Art and Architecture, Miniature and Kangra paintings

Recommended Books:

1. Chandra, Satish . Medieval India (1206-1526), Vol I. Har Anand Publications Pvt Ltd.
2. Habib, Irfan. (1981). “Barani’s Theory of the History of the Delhi Sultanate”, Indian Historical Review, vol. 7, pp. 99-115.
3. Habib, Irfan. (1982). ‘Iqta’, in Cambridge Economic History of India, vol. 2, edited by Tapan Raychaudhuri and Irfan Habib, Cambridge: Cambridge University Press, pp. 68-75
4. Habib, Irfan. (1992). ‘Formation of the Sultanate Ruling Class of the Thirteenth Century’, in Medieval India: Researches in the History of India 1200-1750, Vol-I, edited by Irfan Habib, New Delhi: Oxford University Press, pp. 1-21
5. Jackson, Peter (1999). The Delhi Sultanate: A Political and Military History (Cambridge Studies in Islamic Civilization), Cambridge: Cambridge University Press.
6. Kumar, Sunil. (2007). Appendix: ‘Persian Literary Traditions and Narrativizing the Delhi Sultanate.’ In The Emergence of the Delhi Sultanate 1192-1286, by Sunil Kumar, Ranikhet: Permanent Black, pp. 362-77.
7. Kumar, Sunil. (2011). ‘Courts, Capitals and Kingship: Delhi and its Sultans in the Thirteenth and Fourteenth Centuries CE,’ in Court Cultures in the Muslim World: Seventh to Nineteenth Centuries, edited by Albrecht Fuess and Jan Peter Hartung, London: Routledge, pp. 123-48.
8. Raychaudhuri, Tapan and Habib, Irfan. Cambridge Economic History of India, vol. 2, Cambridge: Cambridge University Press
9. Rizvi, S.A.A. (1978). A History of Sufism, vol. 1. Delhi: MunshiramManoharlal.
10. Sharma, Krishna. (2002). Bhakti and the Bhakti Movement: A New Perspective. Delhi: Munshiram Manoharla.
11. Sinopoli, Carla. (2003). Political Economy of Craft Production: Crafting Empire in South India, 1350-1650. Cambridge: Cambridge University Press, pp. 156-294 (Chapters 6-7).
12. Vaudeville, C. (1996). Myths, Saints and Legends in Medieval India. New Delhi: Oxford University Press.

COURSE NAME: History of Assam II (1200-1826 CE)

COURSE CODE: HS - CE - 4224

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY

Total Lectures: 45

Course Objective:

- *To familiarize students with a variety of sources of medieval Assam history*
- *To engage students into a critical discussion of the political, institutional, and cultural process that led to the establishment of the Ahom and Koch and other tribal kingdoms.*
- *To acquaint students with the development of Society economy and culture of the state*

COURSE LEARNING OUTCOME:

- CLO 1:** *The student will be able to grasp the major stages in the political, social and cultural life of Medieval Assam.*
- CLO 2:** *The student will be made aware of the sources so that they can explain the history of Assam from the 13th century to the occupation of Assam by the English East India Company.*
- CLO 3:** *The period witnessed basically the rule of the Ahoms and the emergence of the peripheral kingdoms of the Chutias, Koches, Kacharis and the Jaintias.*

Unit I: Sources and Kingdoms (Lectures: 9)

- a. Sources-Archaeological, Numismatics, epigraphy, Literary sources with emphasis on the Buranjis and Accounts of Foreign travellers.
- b. Historiography
- c. Political condition: Formation of kingdoms in the Brahmaputra valley -Chutias, Koches, Kacharis Jaintias and Ahoms.

Unit II: Expansion, Consolidation and Administration (Lectures: 12)

- a. Suhungmung: Policy of expansion
- b. Period of Political Defense : Pratap Singha to Gadadhar Singha, Ahom-Mughal Conflict
- c. Administrative Reforms: Paik system, Posa system etc.

Unit III: Ahom Relations with neighbouring kingdoms (Lectures: 12)

- a. Chutiya
- b. Kachari
- c. Koch
- d. Jayantia

Unit IV: Society; Economy and Religious development (Lectures: 12)

- a. Sankardeva and Neo- Vaishnavism
- b. Ahom religious policy: Growth of Neo-Vaishnavite Satras; Shaktism;
- c. Political Instability: Moamaria Rebellion , Burmese and the British intervention

Recommended Books:

1. B.K.: A Cultural History of Assam, Lawyer's Book Stall, Guwahati, 1969
2. Barpujari, H.K.: Comprehensive History of Assam, Vol: I, Publication Board of Assam, Guwahati, 2003.
3. Baruah, S.L.:A Comprehensive History of Assam, Munshiram Monoharlal Publishers Pvt. Ltd., New Delhi, 1985.
4. Devi. L.: Ahom Tribal Relations, Assam Book Depot, Calcutta, 1968.
5. Dutta, A.K.: Maniram Dewan and the Contemporary Assamese Society, Jorhat, 1990.
6. Gait, E.A.:A History of Assam, LBS Publication, Guwahati, 1962.
7. Gogoi , J. Agrarian Syatem of Medieval Assam, Concept Publishing Company, New Delhi, 2002.
8. Guha, A. Viashbadar pora Mayamariya Bidrohaloi, Student Stores, Guwahati, 1993.
9. Guha, A.: Medieval and Early Colonial Assam, Calcutta, 1991.
10. Sarma, S.N.:The Neo-Vaiṣṇavite Movement and the Satra Institution of Assam, Department of Publication, Gauhati University, 1966.

COURSE NAME: History of India V (C. 1500-1750)

COURSE CODE: HS - CE - 4234

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY

Total Lectures: 45

Course Objective:

- *To familiarize students with a variety of sources*
- *To engage students into a critical discussion of the political, institutional, and cultural process that led to the establishment of the Mughal state.*
- *To understand other forms of political consolidation outside the Mughal state.*

COURSE LEARNING OUTCOME:

CLO 1: *Critically evaluate major sources available in Persian and vernacular languages*

CLO 2: *Understanding the state formation under the Mughals*

CLO 3: *Changes and continuities in agrarian relations and trade and commerce*

CLO 4: *Compare and analyze the political ideology behind religious policies, continuities, and changes in the Bhakti tradition and growth of Sufism.*

CLO 5: *Understand how different means like visual art are used by rulers to discern authority.*

Unit I: Sources (Lectures: 10)

- a. Persian: Twarikh, Insha, Translation, Vernacular: Brajabhasa, Tamil
- b. Historiography

Unit II: Establishment, Consolidation, and Political Authority (Lectures: 15)

- a. Political Contexts and Conquest: Babur and his military Tactics
- b. Composite Governing Class under Akbar: Integration of Rajputs and Seikhjadas
- c. Mansabadari system
- d. Vijaynagara: Administration and Economy
- e. State Formation under Nayakas: Madurai and Thanjavur

Unit III: Agrarian Society and Economy (Lectures: 10)

- a. Land Revenue: Dashala
- b. Agrarian Classes: Zamindars and Peasants
- c. Trade and Commerce, Currency

Unit IV. Political and Religious Ideals (Lectures: 10)

- a. Sulh-i- Kul, Akhlaqi Traditions
- b. Bhakti and Sufi
- c. Representing Authority: Fatehpur Sikri and Temples under Nayakas

Recommended Books:

1. Alam, M and S Subrahmanyam (eds.) (1998). The Mughal State, 1526-1750, Delhi: OUP
2. Tapan Ray chaudhari & Irfan Habib (ed), Cambridge Economic History of India (1200-1750), New Delhi: Cambridge University Press, 1982.
3. Alam, Muzaffar (2021). The Mughal and the Sufis: Islam and Political Imagination in India, Ranikhet: Permanent Black, pp 1-93 (Chapters 1 and 2)
4. Ali, S Athar (2008), "Sulh-i-Kul and Religious Ideas of Akbar" in Mughal India: Studies in Polity, Ideas, Society and Culture, Delhi: Oxford University Press
5. Aquil, Raziuddin and Kaushik Roy (2012)- Warfare, Religion and Society in Indian History, Delhi: Manohar publishers and Distributors (Chapters 3 and 4)
6. Asher, Catherine B. (1992). Architecture of Mughal India, Cambridge: Cambridge University Press (PP 51-74)
7. Brand, Michael, and Glen D Lowry (Eds.). (1987). Fatehpur Sikri, Bombay: Marg Publications (Chapters 2-7)
8. Chandra, Satish . Medieval India (1526-1748), Vol II. Har Anand Publications Pvt Ltd
9. Chandra, Satish. (Ed.) (2005). Religion, State and Society in Medieval India: Collected Works of Nurul Hasan, Delhi: Oxford University Press
10. Habib, Irfan (1999), The Agrarian System of Mughal India (1556-1707), OUP, New Delhi .
11. Habib, Irfan (ed. 1997) Akbar and His India, Delhi: Oxford University Press
12. Khan, Iqtidar Alam (1968). "The Nobility Under Akbar and the Development of his Religious Policy ,1560-80", Journal of Royal Asiatic Society, No 1-2 , pp.29- 36
13. Koch, Ebba. (2002). Mughal Architecture: An Outline of its History and Development, 1526-1858, New Delhi, New York: Oxford University Press (Introduction, Chapter on Akbar)
14. Lorenzen, David N. (1995). Bhakti Religion in North India: Community Identity and Political Action, New York: State University of New York Press (Introduction)
15. Mitchell, George. (1995). Architecture and Art of Southern India: Vijayanagara and the Successor States 1350-1750, Cambridge: Cambridge University Press
16. Moosvi, Shireen. (1981). "The Evolution of the Mansab System under Akbar until 1596- 97", Journal of the Royal Asiatic Society of Great Britain & Ireland, Vol. 113 No. 2, pp. 173-85,
17. Nizami, K A (1983). On History and Historians of Medieval India, New Delhi: Vedic Books
18. Rao, V N, David Shulman, and S. Subrahmanyam. (1992). Symbols of Substance: Court and State in Nayaka Period Tamilnadu, Delhi: Oxford University Press
19. Raziuddin, Aquil. (2007). Sufism, Culture and Politics: Afghans and Islam in Medieval North India, Oxford: Oxford University Press.
20. Richards, J F. (1996). The Mughal Empire, Cambridge, Cambridge University Press. (Introduction & Chapters 1-4)
21. Richards, J F. (1998). "The Formulation of Imperial Authority under Akbar and Jahangir" in

Kingship and Authority in South Asia, Delhi: Oxford University Press, pp. 285-326.

22. Rizvi, S.A.A. (1975). Religious and Intellectual History of the Muslims During the Reign of Akbar (1556-1605). New Delhi: Munshiram Manoharlal
23. Sharma, Krishna (2003). Bhakti and Bhakti Movement, Delhi: Munshiram Manoharlal Publishers
24. Siddiqui, N A. (reprint 1989). Land Revenue Administration under the Mughals(1700- 1750). New Delhi: Munshiram Manoharlal Publishers
25. Spear, Percival (2009). “The Mughal Mansabdari System” in Edmund Leechand S N Mukherjee (eds.) Elites in South Asia, Cambridge: Cambridge University Press
26. Zaidi, S Inayat A. (1997). “Akbar and Rajput Principalities- Integration into Empire” in Irfan Habib (ed.) Akbar and His India, Delhi: Oxford University Press

COURSE NAME: History of India VI (C.1750-1857)

COURSE CODE: HS - CE - 5314

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY

Total Lectures: 45

Course Objective:

- *Introducing concepts like colonialism and imperialism*
- *Understand the major stages in the political, social and cultural life of Colonial India.*
- *Familiarize with the impact of colonialism in India.*

COURSE LEARNING OUTCOME:

CLO 1: *Categorize various stages of colonialism and imperialism*

CLO 2: *Learn the link between colonialism and the global economic system*

CLO 3: *Analyze the changes that were introduced in polity, economy and society by the British*

CLO 4: *Critically looking into the Indian responses towards the changes.*

Unit I: India in the mid-18th century (Lectures: 8)

- a. 18th century Debate
- b. Capitalism (Mercantilism, Industrial Capitalism, finance capitalism) and Imperialism
- c. European Colonial Powers in India

Unit II: Colonial Ideologies and Expansion (Lectures: 10)

- a. Expansion of the Colonial rule: Bengal, Mysore, Marathas.
- b. Ideologies of the Raj: Orientalism, Liberalism, Utilitarianism, and Evangelicalism

Unit III: Economy under the British (Lectures: 10)

- a. Land Revenue Settlements (Permanent, Ryotwari, Mahalwari)
- b. Deindustrialization and Drain of wealth,
- c. Commercialization of Agriculture
- d. Rural Indebtness.
- e. Famine

Unit IV: Polity and Society under the British Rule (Lectures: 10)

- a. Administration: Regulating Act , Charter act, Judicial, Police, Army, Civil Service
- b. Spread of English Education
- c. Early Social intervention: Nature (Sati, Infanticide, Slavery) and Indian Response

Unit V: Revolts and Uprising (Lectures: 07)

- a. Peasant and Tribal Uprising: Peasant Uprising Bengal (1783), Bhil Uprising, Santhal Rebellion
- b. Revolt of 1857

Recommended Books:

1. Alavi, Seema(ed.). (2002). The Eighteenth Century in India. New Delhi: OUP (Introduction).
2. Bandyopadhyay, Sekhar. (2004). From Plassey to Partition: A History of Modern India. New Delhi.
3. Faruqui, Munis D. 2013. "At Empire's End: The Nizam, Hyderabad and Eighteenth Century India,"
4. Richard M. Eaton, Munis D. Faruqui, David Gilmartin and Sunil Kumar (Eds.), Expanding Frontiers in South Asian and World History: Essays in Honour of John F. Richards (pp. 1- 38).
5. Gooptu, Sharmistha (2007). Revisiting 1857: Myth, Memory, History, Roli Books
6. Metcalf, Thomas R. (1997). Ideologies of the Raj, Cambridge University Press.
7. Mukherjee, Rudrangshu.(2002). Awadh in Revolt (1857-58), Anthem Press.
8. Parthasarathi, Prasannan. 2011. Why Europe Grew Rich and Asia Did Not: Global Economic Divergence, 1600- 1850. Cambridge: CUP (Introduction and Part I, pp. 1-88; Part III, pp. 185-269).
9. R.C. Majumdar. (1957). The Sepoy Mutiny And The Reovolt Of 1857, Firma K.L. Mukhopadhyay; Calcutta. Availabe at http://asi.nic.in/asi_books/6048.pdf
10. Viswanathan, Gauri.(2014). Masks of Conquest: Literary Study and British Rule in India, Columbia University Press.
11. Datta, Kalikinkar.(2017). The Santal Insurrection of 1855-57, Gyan Publishing House.

COURSE NAME: Rise of Modern West

COURSE CODE: HS - CE - 5324

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY

Total Lectures: 45

Course Objective:

This course will introduce students to:

- *The changing historical events of the West*
- *How times saw the coming of the 'modern'.*
- *Changes that accompanied the modern and the impact of these changes*

COURSE LEARNING OUTCOME:

CLO 1: *Conceptualizing the major developments and trends in the Western world between the 14th and 15th centuries.*

CLO 2: *Evaluating the transition from the Feudal Mode of production to the Capitalist mode of production.*

CLO 3: *Explain the political, economic and intellectual currents in Europe in the period covered. Understanding interlinkage between scientific development and society.*

Unit I: Transition from Feudalism to Capitalism (Lectures: 13)

- a. Conceptual understanding of feudalism.
- b. Feudalism: Its crisis
- c. The Transition debate: Perspectives of Maurice Dobb, Rodney Hilton, Paul Sweezy, Hobsbawm, Anderson and Brenner.

Unit II: Voyages of Discovery and Colonisation (Lectures: 10)

- a. Ideology, Reasons and motives of voyages.
- b. America's conquests by the Iberian states (Portugal & Spain)
- c. Introduction of Slavery: Plantation; Mining

Unit III: Towards Modernity-I (Lectures: 10)

- a. Renaissance
- b. Humanism
- c. Scientific revolution

Unit IV: Towards Modernity-II (Lectures: 12)

- a. Reformation : Origin
- b. Radical groups
- c. Impact: Counter-Reformation

Recommended Books:

1. Aston, T.H and C.H.E Philpin(eds.), The Brenner Debate, Agrarian Class Structure and Economic Development in Pre-Industrial Europe, CUP, Past and Present Society, London,1987.
2. Bernal,J.D, Science in History Vol.2,Penguine,London,1969.
3. Boxer,C.R,Four Centuries of Portugese Expansion, Reprinted, University of California Press,Berkeley,1972.
4. Boxer,C.R,The Portugese Seaborne Empire 1415-1825,N.Y,1969
5. Butterfield,H, The Origins of Modern Science,1300-1800, London,1950.
6. Dobb,Maurice,Studies in the Development of Capitalism, Rev,edition,London,1963.
7. Elton,G.R, Reformation Europe,1517-1559, Fontana History of Europe,1968.
8. Gilmore,M.P,World of Humanism 1453-1517,N.Y,1952.
9. Green,V.H.H, Renaissance and Reformation, A Survey of European History Between 1450-1660,Edward Arnold,London,1985.
10. Hale,A,R, Renaissance Europe,Fontana History of Europe,1968.
11. Hilton, Rodney, Transition from Feudalism to Capitalism,Verso,1982
12. Lynch, John, Spain Under the Hapsburgs: Empire and Absolutism 1516-1598, I, Oxford,1968.
13. Phukan, M, Rise of The Modern West: Social and Economic History of Early Modern Europe,1998.Trinity Press,New Delhi.
14. Potter, G.R (ed),The New Cambridge Modern History of Europe Vol I : The Renaissance 1493-1520, 1957(ONLINE:2008),CUP,ISBN-9781139055765
15. Rice(Jr),Eugene, F, The Foundations of Early Modern Europe 1460-1559,History of Modern Europe, Felix Gibert(ed.), Weidenfeld and Nicholson,London,1971
16. Scammel, Geoffrey. V, The First Imperial Age: European Overseas Expansion,1500-1715,reprint 2003,Routledge.
17. Sinha, Arvind, Europe in Transition: From Feudalism to Capitalism,2010,Manohar Publishers and Distrutors, ISBN-10-8173048436.

COURSE NAME: Academic Project

COURSE CODE: HS - CE - 5334

Total Credits: 4

1. The Department will select the subject matter of the Project/ Projects.
2. National, regional or local interests related to the discipline of History could be the themes for the Project.
3. The Project Report, typed neatly in 12 Font, Times New Roman with double spacing must be between 4000 and 5000 words.
4. The students must be informed about the themes of the Project by the beginning of the 5th semester.
5. The Report should include names of reference books and other sources consulted.
6. It must be submitted on a date to be fixed by the Department.
7. A Board of at least 3 members will conduct the viva voce examination.
8. Members of the Board will comprise the teachers of the Department of the college and the External member.

COURSE NAME: History of Ancient Civilizations

(in lieu of the Academic Project)

COURSE CODE: HS – CE – 5334

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY

Total Lectures: 45

Course Objective:

The objective of this core course is to introduce students to:

- *The various ancient civilizations*
- *Understand how these civilizations began and grew*
- *What these civilizations left for posterity*

COURSE LEARNING OUTCOME:

After the completion of this course, students will

CLO 1: *Understanding how the ancient civilizations began and evolved.*

CLO 2: *Interpret how the polity, society, economy and religion of these civilizations operated; be able to appreciate their contributions and how they paved the path for succeeding generations and times*

Unit I: The Nile Valley Civilization (Lectures: 8)

- a. Kingship and State
- b. Society and Economy
- c. Religion
- d. Decline

Unit II: The Civilization by the Euphrates (Lectures: 7)

- a. Polity
- b. Economy
- c. Society
- d. Religion.

Unit III: The South & Central American Civilizations (Maya, Inca and Aztec) (Lectures: 15)

- a. Geographical locations and rise
- b. Polity, Society and Economy
- c. Religion.

Unit IV: Mediterranean Civilizations (Ancient Greece & Roman Empire) (Lectures: 15)

- a. Origin of Slavery: Slavery debate(Greece)
- b. Democracy: Athens and Sparta
- c. Greek Contribution to Science, Philosophy, religion and architecture.
- d. Establishment and growth of Roman empire
- e. Slavery& Religion in Rome

Recommended Books:

1. Browne, Jane, The Mind Alive Encyclopedia-Early Civilization,1977,Book Sales,ISBN-10-0856853011.
2. Bury J.B., A History of Greece to the Death of Alexander the Great,2000,Published by Palgrave Macmillian,ISBN-9780333154939.
3. Esmond Wright, (ed.) History of the World-Pre History to the Renaissance,1985,Publisher-W,ISBN-10,060035881X
4. Farooqui, Amar. Early Social Formations,13th Edition 2012, Manak Publications,ISBN-10-9378313361
5. Gokhale, B.K ,Introduction to Western Civilization, 2001,S,Chand & Co. Pvt. Ltd.
6. Kumar, Rakesh, Ancient and Medieval World: From Evolution of Humans to the Crisis of Feudalism, 2018, SAGE Publications India Pvt.Ltd.,ISBN:9789351508700.
7. Michael Grant and Rachel Kit Zinger(ed.), Civilization of Ancient Mediterranean: Greece and Rome, Vol-I in Civilization up to 1300 A.D, Prentice Hall, Engiewoor Cliffs.
8. Milbank, Richard(ed.),The Guinness Encyclopedia of World History,1992 Publisher-Guinness World Records Ltd.,ISBN-10-0851129943.
9. Roberts, J.M, The Hutchinson History of World, 1976, Publisher-Hutchinson Reference,ISBN-10-0091269709.
10. Swain J.E, A History of World Civilization, Eurasia Pvt Ltd 1947.
11. Tandle, Sanjeev Kumar, Introduction to World Civilizations, 2022,Current Publications,ISBN-10-9393496412.

COURSE NAME: History of Assam III (1826-1900 CE)

COURSE CODE: HS - CE - 5344

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY

Total Lectures: 45

Course Objective:

- *To familiarize students with variety of archival sources of Assam*
- *To have a critical discussion of political process that led to the establishment of British rule in the state.*
- *To familiarize students with the impact of colonialism in Assam.*

COURSE LEARNING OUTCOME:

CLO1: *Critically looking into the political process that led to the establishment of British rule in the North East India.*

CLO 2: *Understanding the reforms and changes brought by the British and its impact.*

CLO 3: *Evaluating the indigenous resistance to the British rule.*

CLO 4: *Looking into the diversity of Indian responses vis-à-vis the British rule and its impact in the present context*

Unit I: The Hegemonic Strategies of the British (Lectures: 15)

- a. Political condition of Assam on the eve of the British rule
- b. Treaty of Yandaboo and its Articles
- c. Annexation of Cachar, North Cachar Hills, Appeasement policy towards Gambhir Sing.
- d. Annexation of Jaintia, Khasi Hills, Garo Hills
- e. Annexation of Lushai Hills, Naga Hills

Unit II: Administrative Reorganizations and Revenue Reforms (Lectures: 10)

- a. David Scott
- b. T.C. Robertson
- c. Captain Jenkins

Unit III: Genesis of the Resistance Movement (1828-1857) (Lectures: 10)

- a. Resistance by Gomdhar Konwar, Gadadhar Singha and Rupchandra Konwar
- b. Ahom Monarchy in Upper Assam (1833-38)
- c. The 1857 Revolt in Assam :
 - i. Maniram Dewan: As Anglophile
 - ii. Maniram Dewan: As Dissenter
 - iii. A brief on the other Contemporary Leaders- Piyalee Barua etc.

Unit IV: Tales of Agrarian Unrest (1860-1900) (Lectures: 10)

- a. Land Revenue Measures and Peasant Uprisings in 19th century Assam
- b. Phulaguri Dhawa
- c. Lachima Bidroh
- d. Patharughat Bidroh
- e. Role of Raij Mel

Recommended Books:

1. Barpujari, H. K : (ed) Francis Jenkins Report on the North- East Frontier of India. Spectrum Publications, 1995.
2. Barpujari, H. K : (ed) Political History of Assam, Vol. I. Department for the Preparation of Political History of Assam, Government of Assam, 1977.
3. Barpujari, H. K : (ed) The Comprehensive History of Assam, Vols. IV & V. Publication Board Assam, 1993.
4. Barpujari, H. K: Assam in the Days of the Company, Lawyer's Book Stall, 1963.
5. Baruah, Swarnalata :A Comprehensive History of Assam,MunshiramMonoharlalPublishers Pvt. Ltd., New Delhi, 1985
6. Bhuyan, A.C : (ed) Nationalist Upsurge in Assam. Govt of Assam, Dipur, 2000.
7. Bhuyan, A.C and De, S.: (ed) Political History of Assam, Vols. II & III., Department for the Preparation of Political History of Assam, Government of Assam, 1978.
8. Bora .S. : Student Revolution in Assam, 1917-1947: A Historical Survey, Mittal Publications, 1992.
9. Chakravarti, B. C :British Relations with the Hill Tribes of Assam since 1858, Firma K. L. Mukhopadhyay, 1964.
10. Dutta, Anuradha :Assam in the Freedom Movement. Darbari Prokashan, 1991.
11. Goswami, Priyam :From Yandabo to Partition, Orient BlackSwan, 2012.
12. Guha, Amalendu :Planters Raj to Swaraj, Freedom Struggle and Electoral Politics in Assam. Tulika Print Communication Services Pvt., Limited, 2014.
13. Lahiri, R.M, The Annexation of Assam (1824-1854), General Printers & Publishers, 1954.
14. Saikia, Rajen: Political History of Assam 1947-1971 Vol:I, Publication Board of Assam, Guwahati, 2024

COURSE NAME: History of India VII (C1857-1947)

COURSE CODE: HS - CE - 6314

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY

Total Lectures: 45

Course Objective:

The objective of the course is to

- *Introduce reform and revivalism in the 19th century India.*
- *Understand the major stages in the political, social and cultural life of Colonial India.*

COURSE LEARNING OUTCOME:

CLO 1: *Understand the growth of Nationalism in India.*

CLO 2: *Identify different trends of Nationalism and National movement.*

CLO 3: *Understand different movements other than the movements led by the Congress.*

Unit I: 19th Century: Reforms and Revival (Lectures: 08)

- a. Young Bengal, Brahmo Samaj, Prathana Samaj, Faraizis and Wahabis, Arya Samaj
- b. Discourse on Gender and Caste in Reform and revival movement
- c. Lower caste movements

Unit II: Early Nationalism (Lectures: 10)

- a. Emergence of the Indian National Congress
- b. Moderates and Extremists
- c. Swadeshi and Revolutionary Movements

Unit III: Gandhian Nationalism (Lectures: 10)

- a. Early Interventions: Champaran, Kheda, Ahmedabad; INC
- b. Rowlatt, Khilafat and Non-Cooperation Movements
- c. Civil Disobedience Movement
- d. Quit India Movement

Unit IV: Different Socio political movements (Lectures: 10)

- a. Ambedkar and the Dalit Movement
- b. Bhagat Singh and H.S.R.A
- c. Left politics and workers movement
- d. Tribal Movements

Unit V: Towards Partition (Lectures: 07)

- a. Wavell Plan
- b. Cabinet Mission

- c. Demand for Pakistan and responses
- d. Partition Politics.

Recommended Books:

1. Bandyopadhyay, Sekhar. (2004). *From Plassey to Partition: A History of Modern India*. New Delhi: Orient Blackswan .
2. Bandyopadhyay, Sekhar. (2017). *From Plassey to Partition and After: A History of Modern India*, New Delhi: Orient Blackswan.
3. Bayly, C.A. 1988. *Indian Society and the making of the British Empire*. Cambridge: CUP
4. Brown, Judith. (1972). *Gandhi's Rise to Power. Indian Politics 1915- 1922*. New York: Cambridge Uni- versity Press.
5. Chandra, Bipan. (1966). *The Rise and Growth of Economic Nationalism in India: Economic Policies of Indian National Leadership, 1880–1905*. New Delhi: People's Publishing House.
6. Chandra, Bipan. (2000). *India's Struggle for Independence (1857-1947)*, Penguin.
7. Joshi, V.C. (ed.). (1975). *Rammohun Roy and the Process of Modernization in India*. Vikas Publishing House (essays by A.K. Majumdar and Sumit Sarkar).
8. Pandey, Gyanendra. (1992). *The Construction of Communalism in Colonial North India*. Delhi: Oxford University Press
9. Sarkar, Sumit and Tanika Sarkar. (Eds.). *Caste in Modern India, Vols. 1 & 2*. Delhi: Permanent Black (Vol. I-Chapters 2 & 3, pp. 24-87; Vol. 2-Chapter 8, pp. 200-233).
10. Sarkar, Sumit. (1983). *Modern India: 1885—1947*, Delhi, Macmillan.
11. Stokes, Eric. (1982 reprint). *The English Utilitarians and India*. Oxford: OUP (Chapter 'Doctrine and its Setting')
12. Wagoner, Phillip B. (October 2003). "Pre- colonial Intellectuals and the Production of Colonial Knowledge". *Comparative Studies in Society and History*, 45 (4), pp. 783- 814.

COURSE NAME: History of Assam IV

(Period of Nationalist Awakening)

COURSE CODE: EC - CE – 6324

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY

Total Lectures: 45

Course Objective:

- *To familiarize students with variety of archival sources of Assam*
- *To have a critical discussion of political process that led to the establishment of British rule in the state.*
- *To familiarize students with the impact of colonialism in Assam.*

COURSE LEARNING OUTCOME:

CLO 1: *Critically looking into the political process that led to the establishment of British rule in the North East India.*

CLO 2: *Understanding the reforms and changes brought by the British and its impact.*

CLO 3: *Evaluating the indigenous resistance to the British rule.*

CLO 4: *Looking into the diversity of Indian responses vis-à-vis the British rule and its impact in the present context.*

Unit I: The advent of British education (1840-1900) (Lectures: 9)

- a. Decline of the old aristocracy,
- b. Anunda Ram Dhekial Phukan : A new journey
- c. American Baptist Missionaries, Evolution of Printing Press in Assam
- d. The Language question

Unit II: Evolution of Nationalist Consciousness (Lectures: 9)

- a. Emergence of Local Political Associations – Assam Association, Sarbajanik Sabhas, Raiyat Sabhas.
- b. Development of Press, Literature and Literary Associations –
 - i. Asamiya Bhasa Unnati Sadhini Sabha, Asom Sahitya Sabha etc.
 - ii. 'Jonaki Age' (1889–1929); 'Abahan Age' (1929–1940); and 'Ramdhenu Age' (1940–1970).

Unit III: Response to the Partition of Bengal 1905 (Lectures: 08)

- a. Indian National Congress and Assam Associations
- b. Swadeshi Movement
- c. Montford Reforms 1918

- d. Government of India Act, 1919 – Dyarchy on Trial in Assam.

Unit IV: Gandhian Movements (Lectures: 10)

- a. **Non-Cooperation** Movement in Assam, Congress Session at Pandu
- b. The Civil Disobedience Movement in Assam
- c. Trade Union and Allied Movements
- d. Tribal League and Politics in Assam
- e. Migration, Line System and its Impact on Politics in Assam

Unit V: The apex of the Freedom Movement (Lectures: 09)

- a. Quit India Movement in Assam 1942
- b. Cabinet Mission Plan; The Grouping Controversy; The Sylhet Referendum
- c. The rise of Self-Rule

Recommended Books:

1. Barpujari, H. K : (ed) Francis Jenkins Report on the North-East Frontier of India. Spectrum Publications, 1995.
2. Barpujari, H. K : (ed) Political History of Assam, Vol. I. Department for the Preparation of Political History of Assam, Government of Assam, 1977.
3. Barpujari, H. K : (ed) The Comprehensive History of Assam, Vols. IV & V. Publication Board Assam, 1993.
4. Barpujari, H. K: Assam in the Days of the Company, Lawyer's Book Stall, 1963
5. Barpujari, H. K: The American Missionaries and North-East India (1836-1900 A. D), Spectrum Publications, Guwahat, 1986.
6. Baruah, Swarnalata: A Comprehensive History of Assam, Munshiram Monoharlal Publishers Pvt. Ltd., New Delhi, 1985
7. Bhuyan, A.C : (ed) Nationalist Upsurge in Assam. Govt of Assam, Dipur, 2000.
8. Bhuyan, A.C and De, S.: (ed) Political History of Assam, Vols. II & III., Department for the Preparation of Political History of Assam, Government of Assam, 1978.
9. Bora .S.: Student Revolution in Assam, 1917-1947: A Historical Survey, Mittal Publications, 1992.
10. Chakravarti, B. C: British Relations with the Hill Tribes of Assam since 1858, K. L. Mukhopadhyay, 1964.
11. Dutta, Anuradha: Assam in the Freedom Movement. Darbari Prokashan, 1991.
12. Goswami, Priyam: From Yandabo to Partition, Orient BlackSwan, 2012.
13. Guha, Amalendu: Planters Raj to Swaraj, Freedom Struggle and Electoral Politics in Assam.
14. Kalita, Ramesh Chandra : A Study of the Role of the Assamese Students in the Struggle for Freedom of India 1826-1947, Ulopi Publication, Tezpur, 2001.

15. Lahiri, R.M, The Annexation of Assam (1824-1854), General Printers & Publishers, 1954.
16. Saikia, Rajen: Political History of Assam 1947-1971 Vol:I, Publication Board of Assam, Guwahati, 2024, Tulika Print Communication Services Pvt., Limited, 2014.

COURSE NAME: Science and Technology in Pre – Modern India

COURSE CODE: HS – CE – 6334

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY

Total Lectures: 45

Course Objective:

- *Familiarize students with the Indian Knowledge System*
- *Acquaints students with historiographical debates regarding science and technology in India*
- *Provides a historical overview of Indian Science and Technology.*

COURSE LEARNING OUTCOME:

CLO 1: *Conceptualize the interlinkages between science, technology, and society in India.*

CLO 2: *Critically understand the evolution of science and technology in India.*

CLO 3: *Explore the Indian contribution to the development of astronomy and mathematics, medicine, military and warfare technologies.*

Unit I: Historiography of Science and Technology (Lectures: 09)

- a. Historiography
- b. Development of Science
- c. Different Barriers to the development of Science and Technology

Unit II: Environment and Technology (Lectures: 13)

- a. Changes in Environment
- b. Tools : Stone and Metals
- c. Technological Innovation in Agriculture : Rice, Irrigation and Animal Husbandry

Unit III: Astronomy , Mathematics and Medicine (Lectures: 10)

- a. Aryabhatta, Brahmagupta, Bhaskarcharya, Varahmira, Charaka and Sushrut
- b. Concept of time
- c. Different Healing Practices: Unani, Sidda and folk healing
- d. Ayurveda: Life and Well-Being

Unit IV: Military Technology (Lectures: 13)

- a. Ancient Indian war technology
- b. Introduction of new war technology in Medieval India
- c. The Age of Gun Powder

Recommended Books:

1. Alavi, Seema. (2008). Islam and Healing: Loss and Recovery of an Indo-Islamic Medical Tradition, 1600-1900. New Delhi: Permanent Black (Introduction).
2. Bag, A.K. (1995). 'Mathematical and Astronomical Heritage of India'

3. D.P. Chattopadhyay et. al., Mathematics Astronomy and Biology in Indian Tradition: Some Conceptual Preliminaries, Delhi: Indian Council for Philosophical Research, pp. 110-128.
4. Chattopadhyay, D.P. (1986). History of Science and Technology in Ancient India: The Beginnings, Calcutta: Farma KLM Pvt Ltd, pp. 1-54.
5. Dominik Wujastyk. The Roots of Ayurveda: Selections from Sanskrit medical writings. N. Delhi: Penguin, 2001; Introduction
6. Gommans, Jos. Mughal Warfare: Indian frontiers and high roads to empire, 1500-1700. New Delhi: Oxford University Press, 2002.
7. Habib, Irfan. (2008). Technology in Medieval India 650-1750, New Delhi: Tulika, pp. 87- 98.
8. Khan, I.A. (2004). Gunpowder and Firearms: Warfare in Medieval India. New Delhi: Oxford University Press.
9. Kochar, Rajesh and Jayant Narlikar. (1995). Astronomy in India: A Perspective, New Delhi: INSA, pp. 1-27.
10. Kuppuram, G. and K Kumudamani. History of Science and Technology in India. Delhi: Sundeep Prakashan, 1990; relevant volumes.
11. Majumdar, R.C. (1971). 'Ayurveda: Origins and Antiquity', in D.M. Bose, Concise History of Science in India, New Delhi: Indian National Science Academy, pp. 213-216; 'Ayurveda and its Classical Division', pp. 227-234; 'Ayurveda in the Middle Ages', pp. 262-265.
12. Nanda, Meera. (2016). Science in Saffron, Delhi: Three Essays (Chapter 3, 'Genetics, Plastic Surgery and other Wonders of Ancient Medicines', pp. 93-120).
13. Saxena, R.C. et al. (1994). A Textbook on Ancient History of Indian Agriculture. Secunderabad: Asian Agri-History Foundation (Chapter 5 Crop Domestication and Diffusion, pp. 29-36)

COURSE NAME: History of Europe (1648 -1870 CE)

COURSE CODE: HS - CE - 6344

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY

Total Lectures: 45

Course Objective:

This course will help students to explore the history of Europe between the 17th -18th Centuries.

COURSE LEARNING OUTCOME:

CLO 1: *Explore and analyse the significant historical events of the period with resultant effects.*

CLO 2: *Relate the circumstances and causal factors of the intellectual and revolutionary currents in Europe during the given time period.*

CLO 3: *Understand how the events of this period led to the successive historical events that shaped not only Europe but also world History.*

Unit I: Post Westphalia: Rise of the Nation States in Western Europe (Lectures: 15)

- a. France under Louis XIV
- b. Rise of Prussia and Austria: Frederick The Great & Maria Theresa
- c. Enlightened Despotism: Joseph II, Maria Theresa
- d. Makers of Modern Russia: Peter The Great, & Catherine II

Unit II: French Revolution (Lectures: 8)

- a. The Ancient Regime in crisis
- b. Contribution of the Intellectuals
- c. Social classes

Unit III: Napoleon Bonaparte: Rise & Fall (Lectures: 10)

- a. Internal Reforms
- b. The Napoleonic Militarism & Continental system
- c. The Fall: Waterloo
- d. Europe after Napoleon: Vienna Congress, Concert of Europe, Revolutions of 1830 & 1848.

Unit IV: Eastern Question (Lectures: 6)

- a. Rise of the balkan nations: Serbia, Greece
- b. Egypt
- c. Reopening of the Eastern question :Crimean war

Unit V: Unification stories (Lectures: 6)

- a. Germany
- b. Italy

Recommended Books:

1. Blanning, T.C.W(ed.), The Oxford Illustrated History of Modern Europe,1996, OUP, Oxford, New York.
2. Blanning,T.C.W(ed.), The Short Oxford History of Europe: The Nineteenth Century(1789-1914),2000,OUP,Oxford,New York.
3. Cameron,E(ed.), Early Modern Europe: An Oxford History,1999,Oxford University Press,New York.
4. Fisher,H.A.L, History of Europe,1939,Edward Arnold & Co., London.
5. Hackshor,E.F, The Continental System: An Economic Interpretation, 1922, Clarendon Press,Oxford.
6. Hayes, C.J.H, Modern Europe To 1870, Macmillan Publishing Co.,New York,1953
7. Hayes,C.J.H, Baldwin,M.W and C.W Cole,History of Europe,1949,The Macmillan Co.,New York.
8. Hazen,C.D, Europe Since 1815, Revised and enlarged,1929,Henry Holt & Co.
9. Holland,R.S, Builders of United Italy(1878-1952),1908,H.Holt & Co.,New York.
10. Ketelbey,C.D.M, A History of Modern Times from 1789,Revised 5th Edition,1997,OUP.
11. Kropotkin,The Great French Revolution,1789-1793, 1909, New York:Vangurad Printings.
12. Markham,F.M.H, Napoleon and the Awakening of Europe,1954,English Univerties Press.
13. Marriot,J.A.R, A History of Europe from 1815 nto 1939,Metheun Young Books,1931.
14. Murdock, Reconstruction of Europe, A Sketch of the Diplomatic and Military History of Continental Europe,1889,Houghton,Mifflin & Co.,The University Press, Cambridge.
15. Schenk, H.G, The Aftermath of the Napoleonic Wars: The Concert of Europe-an Experiment,1947, See Notes Publishers.
16. Taylor, A.J.P, Bismarck, The Man and the Staesman, Vintage Publishers,1967,ISBN-10-0394703871.
17. Thomson, David, Europe Since Napoleon,1960,Peguine Books.
18. Ward,Sir A.W, The Period of the Congresses, 1919, Soccity for promoting Christian Knowledge,Princeton University.
19. Woodward,E.L, Three Studies in European Conservatism,1929, Constable Publishers,London.

Introduction to History and Historiography
COURSE CODE: HS-CE-7414
TOTAL CREDIT: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY

Total Lectures: 45

Course Objectives:

- To define and differentiate history and historiography.
- To explore the concept of objectivity in historical writing and its challenges.
- To understand the evolution of historiography

Course Learning Outcome:

CLO 1: Students will learn the challenges faced by historians in writing history

CLO 2: Students will develop critical thinking

Unit I: Introduction to History (Lectures: 7)

- 1.1: Defining History: Nature and Scope, Historiography
- 1.2: Objectivity in History
- 1.3: Sources in history: Primary and Secondary

Unit II: Branches of History (Lectures: 8)

- 2.1: Political History
- 2.2: Social History
- 2.3: Economic History
- 2.4: Religious History
- 2.5: Art History
- 2.6: Gender History
- 2.7: Food History
- 2.8: History of Science and Technology

Unit III: Evolution of Historiography (Lectures: 15)

- 1.1 Ancient Historiography: Greece, China and India
- 1.2 Medieval Historiography: Europe, Central Asia, India
- 1.3 Modern Historiography: India - Nationalist, Marxist, Cambridge, Subaltern

Unit IV: Major Schools of Thought (Lectures: 15)

- 4.1: Positivism and professionalization of History
- 4.2: Marxist School
- 4.3: Annales School
- 4.4: Post Modernist School (Definition and Concept)

Reading List:

1. Carr, E. H. 1961. What Is History? London: Macmillan.
2. Marwick, Arthur. 2001. The New Nature of History: Knowledge, Evidence, Language. Basingstoke: Palgrave.
3. Howell, Martha, and Walter Prevenier. 2001. From Reliable Sources: An Introduction to Historical Methods. Ithaca: Cornell University Press.
4. Woolf, D. R., ed. 2019. The Oxford History of Historical Writing, vol. 1: Beginnings to AD 600. Oxford: Oxford University Press.
5. Novick, Peter. 1988. That Noble Dream: The "Objectivity Question" and the American Historical Profession. Cambridge: Cambridge University Press.
6. Hobsbawm, Eric J. 1997. On History. London: Weidenfeld & Nicolson.

7. Burke, Peter. 1990. *The French Historical Revolution: The Annales School, 1929–1989*. Stanford: Stanford University Press.
8. Guha, Ranajit, ed. 1982–1989. *Subaltern Studies*, vols. 1–6. Delhi: Oxford University Press.
9. Chakrabarty, Dipesh. 2000. *Provincialising Europe: Postcolonial Thought and Historical Difference*. Princeton: Princeton University Press.
10. Jenkins, Keith. 1991. *Re-thinking History*. London: Routledge.
11. White, Hayden. 1973. *Meta history: The Historical Imagination in Nineteenth-Century Europe*. Baltimore: Johns Hopkins University Press.

Assam after Independence-I (1947 CE - 2000 CE)

Course Code: HS-CE-7424

Total Credit: 4 (Theory:3 + Practical/Tutorial: 1)

THEORY

Total Lectures: 45

Course Objectives:

- To explore the political and economic transitions in Assam post-1947
- To analyse the development of Assam's administrative structures and electoral politics.

Course Learning Outcome:

CLO 1: Explain the political impacts of Partition and regional conflicts

CLO 2: Describe the evolution of Assam's administrative reorganization and electoral politics, including key milestones.

CLO 3: Assess the effects of economic policies like Five-Year Plans and land reforms on Assam's growth and challenges.

CLO4: Develop critical thinking through some Assam-specific case studies.

Unit I: Post-Partition Political Realignments (Lectures: 13)

1.1. Impact of Partition (1947): Border changes, Refugee influx, Trade and Economy.

1.2. Administrative Reorganisation:

1.2.1. Formation of new districts (Dhemaji and Tinsukia)

1.2.2. Governance reforms (Sixth Schedule status to Karbi Anglong and BTC)).

1.2.3. Statehood demands (Nagaland and Meghalaya)

Case Study: Sylhet Referendum (1947) – Loss of Sylhet to East Pakistan and its impact on Assam's demographics and politics.

Case Study: Creation of Dhemaji District (1989) from Lakhimpur to address flood-prone areas and administrative efficiency

Unit II: Growth of Electoral Politics (Lectures: 12)

2.1. Evolution of Political Parties: INC, Janata Dal, AGP and UMFA

2.2. Key Elections and Trends: Analysis of major electoral milestones post-1947 (e.g., 1977, 1985) and its impact.

Case Study: Rise of AGP (1985) – Formation and impact of the Asom Gana Parishad post-Assam Accord on electoral politics.

Unit III: War, Conflict and Strategic Issues (Lectures: 10)

3.1. Indo-Chinese War (1962): Strategic implications and border vulnerabilities for Assam.

3.2. Bangladesh Liberation War (1971): Demographic shifts and political consequences.

3.3. Conflict of Ideas: Emergence of ULFA

Case Study: Assam's Role in 1971 War – Refugee influx

Case Study: Emergence of ULFA (1979) – Origins of the United Liberation Front of Asom and its impact on Assam.

Unit IV: Economic Developments and Challenges (Lectures: 10)

4.1. Land Reforms, Revenue Policies, and Agrarian issues.

4.2. Overview of Five-Year Plans and its impact on Assam's economic growth

Case Study: Guwahati Refinery Movement

Case Study: Assam's Tea Industry Post-1947 – Emergence of Small Tea Growers

Reading List:

1. Baruah, Ditee Moni. (2011). **The Refinery Movement in Assam, EPW, Vol. 46, Issue No. 01, 01 Jan, 2011**
2. Baruah, Nirode K. (2010). Gopinath Bordoloi, The Assam Problem And Nehru's Centre. Guwahati: Bhawani.
3. Baruah, S.L. (1985). A Comprehensive History of Assam. New Delhi: Munshiram Manoharlal Publishers Pvt. Ltd. (Overview of post-1947 Assam.)
4. Baruah, Sanjib (1999). India Against Itself: Assam and the Politics of Nationality. New Delhi: Oxford University Press. (Ethnic movements and identity.)
5. Deka, Meeta (2013). Women's Agency and Social Change: Assam and Beyond. New Delhi: Sage Publications. (Women's movements and social change.)
6. Goswami, P.C. Economic Development of Assam. (Economic context for movements.)
7. Hussain, Monirul (1993). The Assam Movement: Class, Ideology, and Identity. (Detailed study of the Assam Movement.)
8. Medhi, S.B. Transport System and Economic Development in Assam. Guwahati: Publication Board, Assam. (Infrastructure and environmental links.)
9. Mishra, Deepak K., Upadhyay, Vandana and Sarma, Atul.(2019). Unfolding Crisis in Assam's Tea Plantations: Employment and Occupational Mobility. Routledge.
10. Misra, Udayon (2000). The Periphery Strikes Back: Challenges to the Nation-state in Assam and Nagaland. Indian Institute of Advanced Study.
11. Misra, Udayon (2017). Burden of History: Assam and the Partition. New Delhi: Oxford University

Press. (Partition and environmental impacts.)

12. Saikia, Arupjyoti (2023). *The Quest for Modern Assam: A History, 1942-2000*. Gurugram: Penguin Random House India. (Covers movements, environment, and culture.)
13. Saikia, Rajen. (2024). *Political History of Assam Vol-I*. Guwahati: Publication Board of Assam.
14. Sanjoy, Hazarika & Raghavan, VR (2011). **Conflicts in the Northeast: Internal and External Effects**. New Delhi: Vij Books.
15. Sanjoy, Hazarika (2000). **Strangers of the Mist: Tales of War and Peace from India's Northeast**. Penguin.
16. Sanjoy, Hazarika. 'Defining Citizenship: Assam on the edge again', *Economic and Political Weekly*, vol. LIII, no. 30, 2018, pp. 12-13.

India after Independence (1947 CE-2000 CE)
Course Code: HS-CE-7434
Total Credit: 4 (Theory:3 + Practical/Tutorial: 1)

THEORY

Total Lectures: 45

Course Objectives:

- Critically evaluate the constitutional, political, economic, and social foundations of independent India.
- Analyse challenges to nation-building: wars and emergencies.
- Assess India's evolving global role and internal diversity.

Course Learning Outcome:

CLO 1: Students will learn the foundational debates and compromises in the Constituent Assembly that shaped the Indian Constitution.

CLO 2: Students will learn to apply historical knowledge to contemporary issues, such as federalism, secularism, economic policy, and regional aspirations.

Unit I: Foundations of the Republic (Lectures: 11)

1.1: Constituent Assembly and Framing of the Indian Constitution: debates on federalism, Directive Principles, Fundamental Rights, issues of Minorities, and the Language issue

1.2: Nehru's India: Five-Year Plan, Non-Alignment Movement (NAM), Panchsheel, and relations with China and Pakistan.

1.3: Social reforms: Hindu Code Bills, abolition of untouchability, and early education policies.

1.4: Land Reforms: Zamindari Abolition and Tenancy Reforms, Ceiling and the Bhoodan Movement, Cooperatives and an Overview

Unit II: Nation and its Challenges (Lectures: 10)

2.1: Tackling the challenges of Refugees

2.2: Towards Linguistic reorganisation of States

2.3: Securing Kashmir

Unit III: Political Shifts (Lectures: 12)

3.1: Lal Bahadur Shastri and Indira Gandhi: 1965 Indo-Pak War, 1971 Bangladesh War.

3.2: Emergency: Its causes and consequences

3.3: Growth of Regional and caste-based politics: Rise of DMK, Akali Dal, and Mandal Commission

Unit IV: Towards New Alignment (Lectures: 12)

4.1: Technological Modernisation under Rajiv Gandhi

4.2: Nuclear Tests, Kargil War

4.3: *Bollywood* in pre- and post-globalisation

4.4: Economic Crisis and Liberalisation: P.V. Narasimha Rao and Manmohan Singh

Reading List:

1. Ahluwalia, I. J., & Little, I. M. D. (Eds.). (1998). India's economic reforms and development. Oxford University Press.
2. Austin, G. (1999). The Indian Constitution: Cornerstone of a nation (2nd ed.). Oxford University Press.
3. Barnett, M. R. (1976). The politics of cultural nationalism in South India. Princeton University Press. (DMK)
4. Brass, P. R. (1974). Language, religion and politics in North India. Cambridge University Press. (Akali Dal)
5. Brass, P. R. (1994). The politics of India since independence (2nd ed.). Cambridge University Press.
6. Chatterji, J. (2007). The spoils of partition: Bengal and India, 1947–1967. Cambridge University Press. (East Bengal Refugees)
7. Chandra, Bipan. India Since Independence
8. Chaube, S. (2000). The making and working of the Indian Constitution. National Book Trust.
9. Dantwala, M. L. (1970). Cooperative movement in India. Popular Prakashan.
10. De, R. (2018). The making of the Hindu Code. In A people's constitution. Princeton University Press. (Legal history of Hindu Code Bills)
11. Dhar, P. N. (2000). Indira Gandhi, the "Emergency," and Indian democracy. Oxford University Press.
12. Dwyer, R. (2006). Filming the gods: Religion and Indian cinema. Routledge. (Pre-1990s)
13. Economic & Political Weekly (EPW) – Search for: "Land Reforms", "Emergency", "Mandal", "Liberalisation".
14. Frankel, F. R. (1978). India's green revolution: Economic gains and political costs. Princeton University Press.
15. Frankel, F. R. (2005). India's political economy, 1947–2004 (2nd ed.). Oxford University Press.
16. Ganti, T. (2013). Bollywood: A guidebook to popular Hindi cinema (2nd ed.). Routledge.
17. Gopal, S. (1975–1984). Jawaharlal Nehru: A biography (Vols. 2 & 3). Harvard University Press.
18. Guha, R. (2007). India after Gandhi: The History of the World's Largest Democracy. Harper Collins.
19. Haksar, P. N. (1981). India's foreign policy and its problems. Patriot Publishers. (1971 war)
20. Jaffrelot, C. (2003). India's silent revolution: The rise of the lower castes. Permanent Black.
21. King, R. D. (1997). Nehru and the language politics of India. Oxford University Press.
22. Mandal Commission Report (1980). Government of India.
23. Maxwell, N. (1970). India's China war. Jonathan Cape.
24. Perkovich, G. (1999). India's nuclear bomb: The impact on global proliferation. University of California Press.

25. Rao, B. S. (Ed.). (1967). The framing of India's Constitution: Select documents (Vols. 1–6). Indian Institute of Public Administration.
26. Rehabilitation Ministry Reports (1950–1960). Government of India.
27. Schofield, V. (2003). Kashmir in conflict: India, Pakistan and the unending war. I.B. Tauris.
28. Som, R. (1994). Jawaharlal Nehru and the Hindu Code Bill. In B. Chandra (Ed.), India's struggle for independence. Penguin. (Chapter on Hindu Code)
29. Thorner, D., & Thorner, A. (1962). Land and labour in India. Asia Publishing House.
30. Vinoba Bhave. (1957). Bhoodan Yajna. Navajivan Publishing House. (Primary source on Bhoodan)

History of Europe (1870 CE-1945 CE)

Course Code: HS-CE-7444

Total Credit: 4 (Theory:3 + Practical/Tutorial: 1)

THEORY

Total Lectures: 45

Course Objectives:

- Analyse the social, economic, and political forces that fuelled industrialisation and imperial expansion in late nineteenth-century Europe.
- Evaluate the causes, progression, and outcomes of World War I, including its revolutionary repercussions and peace settlements.
- Interpret the ideological and political struggles of the interwar period, particularly the emergence of totalitarian regimes and the decline of democratic systems.
- Examine the origins, major events, and consequences of World War II, with emphasis on resistance movements, the Holocaust, and the creation of the postwar international order.

Course Learning Outcome:

CLO 1: Analyze the social, economic, and political forces that fuelled industrialization and imperial expansion in late nineteenth-century Europe.

CLO 2: Evaluate the causes, progression, and outcomes of World War I, including its revolutionary repercussions and peace settlements.

CLO 3: Interpret the ideological and political struggles of the interwar period, particularly the emergence of totalitarian regimes and the decline of democratic systems.

CLO 4: Examine the origins, major events, and consequences of World War II, with emphasis on resistance movements, the Holocaust, and the creation of the postwar international order

Unit I: Industrialisation, Nationalism, and Imperialism (Lectures: 11)

1.1. Technological Innovations, Urbanization and New Consumption patterns.

1.2. Nationalism in Europe post 1870

1.3. New Imperialism

Unit II: The First World War and Revolutions:**(Lectures: 11)**

- 2.1. Triple Alliance, Triple Entente, Moroccan Crisis
- 2.2. The Great War (1914-1917)
- 2.3. Russian Revolutions: 1905, 1917.

Unit III: Europe in the inter war world**(Lectures: 11)**

- 3.1. Versailles Settlement, League of Nations and the ILO
- 3.2. The Great Depression of 1929; Comintern and anti-fascist struggles
- 3.3. Totalitarian Regime: Italy, Germany.
- 3.4. The Spanish Civil War

Unit IV: World War II and its Aftermath**(Lectures: 12)**

- 4.1. Road to War: Appeasement Policy, Attack on Poland
- 4.2. War Strategies and Crimes: Blitzkrieg, Germany–Soviet War, Resistance, Holocaust
- 4.3. Allied Success and End of the War
- 4.4. Post-War Changes: War crime trials, Creation of UN, Division of Europe

Reading List:

- 1. Andelman, David A., *A Shattered Peace: Versailles 1919 and the Price We Pay Today*, 2007, John Wiley & Sons.
- 2. Bell, P.M.H. *The Origins of The Second World War in Europe*, 2006, Routledge.
- 3. Brenden, Piers, *The Dark Valley: A Panorama of the 1930s*, 2000, Jonathan Cape.
- 4. Clark, Christopher, *Iron Kingdom: The Rise and Downfall of Prussia, 1600-1947* (esp. 1871-1945 sections), 2006, Allen Lane (Penguin).
- 5. Clark, Christopher, *The Sleepwalkers: How Europe Went to War in 1914*, 2012, Allen Lane (Penguin).
- 6. Clavin, Patricia, *The Great Depression in Europe, 1929-1939*, 2000, Palgrave Macmillan.
- 7. Culpin, Christopher, *Modern Europe 1870-1945*, 1997, Longman.
- 8. Evans, Robert J., *The Coming of the Third Reich*, 2003, Allen Lane (Penguin).
- 9. Ferguson, Niall, *The War of The World: Twentieth-Century Conflict and the Descent of the West*.
- 10. Hobsbawm, Eric, *The Age of Empire: 1875-1914*, 1987, Weidenfeld & Nicholson (UK)/ Pantheon Books (US).
- 11. Keegan, John, *The First World War*, 1998, Hutchinson (UK)/ Alfred A. Knopf (US).
- 12. Kolb, Eberhard, *The Weimar Republic* (2nd ed.), 2004 (orig 1988), Routledge.
- 13. Morgan, Philip, *Fascism in Europe, 1919-1945*, 2003, Routledge.
- 14. Paxton, Robert O. & Julie Hessler, *Europe in the Twentieth*

15. Century,2003, Wadsworth Publishing
16. Roberts, J.M.Europe 1880-1945,1989, Longman.
17. Snyder, Timothy. The Road to Unfreedom: Russia,Europe,America(chapters oninterwar Europe), 2018, Bodley Head.
18. Steinberg, Jonathan. Bismarck: A Life,2011, OUP.
19. Taylor, A.J.P. Origins of The Second World War,1961, Hamish Hamilton.
20. Thomas, Hugh. The Spanish Civil War,1961, Eyre & Spottiswood.

History of Colonial Encounters in China and Japan: 1839-1949

Course Code: HS-CE-7454

Total Credit: 4 (Theory:3 + Practical/Tutorial: 1)

THEORY

Total Lectures: 45

Course Objectives:

- Students will be able to explain China's opening and European influence.
- Understand and analyze the transition of China from Western imperialism to Communism.
- Map Japan's shift from feudalism to militarism (1868-1945).

Course Learning Outcome:

CLO 1: Analyse the nature and impact of Western imperialism in East Asia

CLO 2: Compare the patterns of colonial intrusion and indigenous responses in China and Japan

CLO 3: Examine the socio-political reforms and modernization processes in both countries

CLO 4: Assess the shifting balance between tradition and modernity leading up to the 20th century

CLO 5: Evaluate the broader implications of colonial encounters for regional and global history

Part 1: China

Unit I: Opening of China (1839-60) (Lectures: 9)

1.1: Opium Wars and Unequal Treaties.

1.2: Western interests and Open Door Policy.

Unit II: Nationalism and Republic (Lectures: 9)

2.1: Taiping, Self-strengthening, Boxer Rebellions

2.2: 1911 Revolution, Sun Yat- Sen, Three Principles

2.3: Yuan Shih Kai, Warlordism (1916-1925), May Fourth Movement.

Unit III: Road to 1949 (Lectures: 9)

3.1: 1920s crisis and early industrialisation.

3.2: Kuomintang, United Fronts, Long March

3.3: Mao, Chinese Revolution and PRC.

Part 2 : Japan

Unit IV: End of Isolation to Meiji (Lectures: 9)

4.1: Tokugawa crisis, Perry, Harris Treaty

4.2: Meiji Restoration, 1889 Constitution

4.3: Modernization: feudal abolition, zaibatsu, industry, education, army

Unit V: Rise of Imperial Japan

(Lectures: 9)

5.1: Sino-Japanese War (1894-95)

5.2: Russo-Japanese War (1904-05)

5.3: Washington Conference (1921-22)

5.4: Manchurian Crisis (1931) and militarism

Reading List:

1. Clyde, P H & Beers, FB. The Far East: A History of Western Impacts and Eastern Responses, 1830-1975. Waveland Pr Inc; Reissue edition (1 July 1991).
2. Chesneaux, Jean. China from the Opium Wars to the 1911 Revolution
3. Fairbank, John K. The Cambridge History of China, Vol. 10: Late Ch'ing 1800–1911, Part
4. Cambridge University Press.
5. Jansen, Marius B. The Making of Modern Japan. Harvard University Press.
6. Beasley, W. G. Japanese Imperialism, 1894–1945. Oxford University Press.
7. Hobsbawm, Eric. The Age of Empire, 1875–1914. Vintage
8. Spence, Jonathan D. The Search for Modern China. W. W. Norton.
9. Smith, Thomas C. Japan's Modern Myths: Ideology in the Late Meiji Period. Princeton
10. University Press.
11. Feuerwerker, Albert. China's Early Industrialisation: Sheng Hsuan-huai (1844–1916) and
12. Mandarin Enterprise. Harvard University Press.
13. Duara, Prasenjit. Rescuing History from the Nation: Questioning Narratives of Modern
14. China. University of Chicago Press.
15. Vinacke , Harold Monk (1959). A History of the Far East in Modern Times.

Research Design in History

Course Code: HS-CE-8414

Total Credit: 4 (Theory:3 + Practical/Tutorial: 1)

THEORY

Total Lectures: 45

Course Objectives:

- To teach the importance of research
- To teach the structure of designing research

Course Learning Outcome:

CLO 1: Learn to design a research proposal

CLO 2: Learn to critically evaluate primary and secondary sources using qualitative, quantitative, and mixed methods.

CLO 3: Learn ethical principles related to research.

Unit I: Defining Research (Lectures: 11)

- 1.1. Defining research and Methodology, the Importance of research
- 1.2. Research in History
- 1.3. Role of Historian: Issues of objectivity and challenges

Unit II: Designing Research (Lectures: 11)

- 2.1. Identification of problem, Formulation of Hypothesis
- 2.2 Objectives of Research
- 2.3. Literature Review
- 2.4. Citation and Bibliography

Unit III: Data Collection and Analysis (Lectures: 11)

- 3.1. Identification and Use of Primary Sources
- 3.2. Qualitative and Quantitative
- 3.3. Mixed Methods
- 3.4. Sampling Techniques
- 3.5. Using digital tools

Unit IV: Responsibilities in Research (Lectures: 12)

- 4.1. Ethical Considerations: Informed consent, confidentiality, and IRB (Institutional Review Board) processes.
- 4.2. Plagiarism
- 4.3. Reading and reviewing text

Reading List:

1. American Historical Association. Statement on Standards of Professional Conduct. Washington, DC: AHA, 2023.(Official ethical guidelines for historians; available online)Link: <https://www.historians.org/standards>
2. Bell, Judith. Doing Your Research Project: A Guide for First-Time Researchers. 7th ed. London: Open University Press, 2018.
3. Brundage, Anthony. Going to the Sources: A Guide to Historical Research and Writing. 6th ed. Malden, MA: Wiley-Blackwell, 2017.
4. Carr, E. H. What Is History? 2nd ed. Edited by R. W. Davies. London: Penguin Books, 1987. (Classic text on the nature of historical inquiry, objectivity, and the historian's role)
5. Chicago Manual of Style. 17th ed. Chicago: University of Chicago Press, 2017.
6. Howell, Martha, and Walter Prevenier. From Reliable Sources: An Introduction to Historical Methods. Ithaca: Cornell University Press, 2001.
7. Marwick, Arthur. The New Nature of History: Knowledge, Evidence, Language. Basingstoke: Palgrave, 2001.(Discusses objectivity, bias, and the evolution of historical practice).
8. Plagiarism.org. "What Is Plagiarism?" iThenticate. Turnitin, 2024.(Interactive resource for understanding citation ethics)Link: <https://www.plagiarism.org>
9. Presnell, Jenny L. The Information-Literate Historian: A Guide to Research for History Students. 3rd ed. Oxford: Oxford University Press, 2018.
10. Tosh, John. The Pursuit of History: Aims, Methods and New Directions in the Study of Modern History. 6th ed. London: Routledge, 2015.(Chapters 1–2: Essential introduction to historical methodology and the purpose of research)
11. Turabian, Kate L. A Manual for Writers of Research Papers, Theses, and Dissertations. 9th ed. Revised by Wayne C. Booth et al. Chicago: University of Chicago Press, 2018.

Assam after Independence-II

Course Code: HS-CE-8424

Total Credit: 4 (Theory:3 + Practical/Tutorial: 1)

Course Objectives:

- To Learn Assam's post-1947 major social, environmental, and cultural changes.
- To explore the link between ethnic movements, environmental issues, and cultural identity
- To develop critical thinking using historical sources and local case studies of post-independence Assam.

Course Learning Outcome:

CLO 1: Identify post-1947 social and ethnic movements.

CLO 2: Analyse the impact of floods and dams on Assam's development and communities.

CLO 3: Assess the significance of indigenous knowledge and local practices for Assam's environmental and social issues

Unit I: Social Movements and Identity (Lectures: 11)

- 1.1. Growth of the Middle Class
- 1.2. Language Movement: Struggles for Assamese linguistic recognition post-1960
- 1.3. Refinery Movement: Agitations for control over oil resources in the 1950s-1970s.

Case Study: 1960 Language Movement – Role of Assam Sahitya Sabha in promoting Assamese as the official language and its effects.

Unit II: Quest for Ethnic Autonomy (Lectures: 11)

- 2.1. Assam Movement (1979–1985): Causes (immigration fears), dynamics (student-led Protests), and outcomes (Assam Accord).
- 2.2. Ethnic Resurgence and movement for autonomy: Bodo

Case Study: Assam Movement (1979–1985):

Case Study: Bodo Autonomy Movement – Formation of Bodoland Territorial Region (BTR)

Unit III: Environmental Challenges and Development (Lectures: 11)

- 3.1. Natural Disasters: Impact of the 1950 earthquake, recurring floods, and Brahmaputra riverbank erosion.
- 3.2. Big Dam Controversies: Debates on hydroelectric projects (e.g., Subansiri) and

displacement of communities and ecological impacts

Case Study: Majuli Island Erosion – Challenges of flooding and land loss on the world's

The largest river island, affecting Satra culture and livelihoods

Case Study: The Lower Subansiri Dam Controversy – Navigating Development,

Environment and Resistance in Assam

Unit IV. Contributions of Cultural Institutions (Lectures: 12)

4.1. Role of Assam Sahitya Sabha in promoting Assamese literature and identity; the IPTA Movement.

4.2. Media Development: Growth of print media (e.g., Asomiya Pratidin), All India Radio and early digital media in Assam.

4.3. Education and Women's Movements: Expansion of schools/colleges and contributions of Mahila Samiti and Asom Lekhika Samaroh to gender equality

Case Study: Role of Bihu Festival in Identity Formation – Evolution of Bihu as a cultural symbol post-1947, uniting Assamese communities.

Reading List:

1. Baruah, S.L. (1985). A Comprehensive History of Assam. New Delhi: Munshiram Manoharlal Publishers Pvt. Ltd. (Overview of post-1947 Assam.)
2. Deka, Meeta (2013). Women's Agency and Social Change: Assam and Beyond. New Delhi: Sage Publications. (Women's movements and social change.)
3. Goswami, P.C. Economic Development of Assam. (Economic context for movements.)
4. Hussain, Monirul (1993). The Assam Movement: Class, Ideology, and Identity. (Detailed study of the Assam Movement.)
5. Medhi, S.B. Transport System and Economic Development in Assam. Guwahati: Publication Board, Assam. (Infrastructure and environmental links.)
6. Saikia, Arupjyoti (2023). The Quest for Modern Assam: A History, 1942-2000.
7. Gurugram: Penguin Random House India. (Covers movements, environment, and culture.)
8. Saikia, Arupjyoti (2019). The Unquiet River: A Biography of the Brahmaputra, OUP.
9. Baruah, Sanjib (1999). India against Itself: Assam and the Politics of Nationality. New Delhi: Oxford University Press. (Ethnic movements and identity.)
10. Misra, Udayon (2017). Burden of History: Assam and the Partition. New Delhi: Oxford University Press. (Partition and environmental impacts.)
11. Barooah, Sangeeta Pisarothy (2003). The Assamese: A Portrait of a Community, Aleph.

Gender in Indian History

Course Code: HS-CE-8434

Total Credit: 4 (Theory:3 + Practical/Tutorial: 1)

THEORY

Total Lectures: 45

Course Objectives:

- To introduce core gender concepts and their historical specificity.
- To connect historical patterns to contemporary gender justice debates.
- To link historical gender dynamics to modern rights movements.

Course Learning Outcome:

CLO 1: Students to learn to apply gender as a lens to interpret historical sources.

CLO 2: Students will learn to apply analytical tools to examine the intersections of gender with caste, class, and sexuality.

CLO 3: Students will learn agency of women in social and historical change and continuity

Unit I: Introducing Gender (Lectures: 7)

1.1. Concepts: Sex, Gender, and Patriarchy

1.2 Historiography of Gender Studies

Unit II: Gender in Pre Modern India (Lectures: 8)

2.1 Gender in Ancient India: Vedic, Buddhist, Jaina and Puranic traditions

2.2. Gender in the Regional Kingdoms: Cholas, Rajputs, Vijayanagar

2.3. Gender during the Delhi Sultanate and the Mughals

2.4 Gender in Sufi and Bhakti movement

Unit III: Gender during the Colonial Period (Lectures: 15)

3.1. Reform movements: Sati, Infanticide, Widow Remarriage, Age of Consent Bill

3.2. Educational reforms and women

3.3. Gandhi and mobilization of women

3.4. Intersectionality of caste and gender: **Savitribai Phule**

Unit IV: Post-Colonial India

(Lectures: 15)

4.1. Feminist movements and social change

4.2 Gender in Cinema

4.2. LGBTQ+ and rights

Reading List:

1. Anagol, Padma(2006). The Emergence of Feminism in India, 1850–1920. Aldershot: Ashgate.
2. Butler, Judith (1990). Gender Trouble: Feminism and the Subversion of Identity. New York: Routledge.
3. Chakravarti, Uma. “Whatever Happened to the Vedic Dasi?” In Recasting Women, edited by Kumkum Sangari and Sudesh Vaid, 27–87. New Delhi: Kali for Women, 1989.
4. Dave, Naisargi(2012). Queer Activism in India. Durham: Duke University Press.
5. Devika, J(2007). En-Gendering Individuals. Hyderabad: Orient Blackswan.
6. Forbes, Geraldine (1996). Women in Modern India. Cambridge: CUP.
7. Jayawardena, Kumari (1986). The White Woman’s Other Burden. New York: Routledge.
8. John, Mary E (1996). Discrepant Dislocations: Feminism, Theory, and Postcolonial Histories. Berkeley: UC Press.
9. Kumar, Radha (1993). The History of Doing : An Illustrated Account of Movements for Women's Rights and Feminism in India, 1800-1900. New Delhi: Kali for Women.
10. Mani, Lata (1998). Contentious Traditions: The Debate on Sati in Colonial India. Berkeley: University of California Press.
11. Menon, Nivedita, ed. (1999). Gender and Politics in India. New Delhi: OUP.
12. Misra, Rekha (1967). Women in Mughal India. Delhi: Munshiram Manoharlal.
13. Narrain, Arvind, and Vinay Chandran, eds. (2015). Nothing to Fix: Medicalisation of Sexual Orientation and Gender Identity. New Delhi: SAGE/Yoda.
14. Pemberton, Kelly (2010). Women Mystics and Sufi Shrines in India. Columbia: University of South Carolina Press.
15. Roy, Kumkum. “The King’s Household: Vedic and Early Historic.” In Women in Early Indian Societies, edited by Kumkum Roy, 34–58. New Delhi: Manohar, 1999.
16. Sarkar, Tanika (2001). Hindu Wife, Hindu Nation. Bloomington: Indiana UP.
17. Talbot, Cynthia. “Rudrama-devi, the Female King.” In The Present in the Past, 1–31. New Delhi: OUP, 2000.
18. Young, Serinity, ed (1993). An Anthology of Sacred Texts by and about Women. New York: Crossroad.
19. Young, Serinity (2004). Courtesans and Tantric Consorts. London: Routledge.

International Relations (1945-1991)

Course Code: HS-CE-8444

Total Credit: 4 (Theory:3 + Practical/Tutorial: 1)

THEORY

Total Lectures: 45

Course Objectives:

- Understanding the origins, escalation, and resolution of the Cold War.
- Analysing the roles of superpowers, alliances and non-state actors in shaping global politics.
- Evaluate the key theories of international relations through historical case studies.
- Develop critical thinking on issues like nuclear deterrence, decolonisation, and ideological competition.

Course Learning Outcome:

CLO 1: Students will learn the ideological, political, and economic foundations of U.S. and Soviet foreign policies.

CLO 2: Students will learn the global dimensions of the Cold War and its impact

CLO 3: Will learn the interplay between domestic politics and international relations

Unit I: The Post-War Order (1945-1953)

(Lectures: 11)

1.1 Formation of UNO

1.2 Truman Doctrine, Marshall plan

1.3 Formation of NATO and the Warsaw Pact.

1.4 Berlin Blockade (1948-49)

1.5 Korean War (1950-1953)

Unit II: The Bipolar World (1953-1969)

(Lectures: 11)

2.1. U.S intervention in the Middle East.

2.2 Vietnam War

2.3. Soviet interventions in Eastern Europe.

2.4. USA and USSR: The Race for Space

2.5. Cuban Missile Crisis 1962

Unit III: Detente Breakdown and Global Shifts (1969-1979)

(Lectures: 11)

3.1 Détente : Meaning and Concept

3.2 Soviet Invasion of Afghanistan (1979)

3.3 Intra-bloc dynamics

Unit IV: Towards the End of the Cold War (1980-1991)

(Lectures: 12)

4.1 U. S Support for anti-communist insurgencies

4.2 Gorbachev's Perestroika and Glasnost

4.3 Gulf War (1990-1991)

4.4 Dissolution of the Soviet Union (1991)

Reading List

1. Chen Jian. China's Road to the Korean War: The Making of the Sino-American Confrontation. New York: Columbia University Press, 1994.
2. Gaddis, John Lewis. The Cold War: A New History. New York: Penguin Books, 2005.
3. Hogan, Michael J. The Marshall Plan: America, Britain, and the Reconstruction of Western Europe, 1947–1952. Cambridge: Cambridge University Press, 1987.
4. Kotkin, Stephen. Armageddon Averted: The Soviet Collapse, 1970–2000. Updated ed. Oxford: Oxford University Press, 2008.
5. Leffler, Melvyn P. For the Soul of Mankind: The United States, the Soviet Union, and the Cold War. New York: Hill and Wang, 2007.
6. Matlock, Jack F., Jr. Reagan and Gorbachev: How the Cold War Ended. New York: Random House, 2004.
7. McMahon, Robert J., ed. The Cold War in the Third World. Oxford: Oxford University Press, 2013.
8. Miscamble, Wilson D. From Roosevelt to Truman: Potsdam, Hiroshima, and the Cold War. Cambridge: Cambridge University Press, 2007.
9. Nixon, Richard. RN: The Memoirs of Richard Nixon. New York: Grosset & Dunlap, 1978.
10. Roy, AC. International Relations Since 1919. World Press Pvt Ltd.-Kolkata, 2002
11. Sargent, Daniel J. A Superpower Transformed: The Remaking of American Foreign Relations in the 1970s. Oxford: Oxford University Press, 2015.
12. Stueck, William. The Korean War: An International History. Princeton: Princeton University Press, 1995.
13. Trachtenberg, Marc. A Constructed Peace: The Making of the European Settlement, 1945–1963. Princeton: Princeton University Press, 1999.
14. Westad, Odd Arne. The Cold War: A World History. New York: Basic Books, 2017.
15. Yaqub, Salim. Containing Arab Nationalism: The Eisenhower Doctrine and the Middle East. Chapel Hill: University of North Carolina Press, 2004.

Environmental History of India and Assam

Course Code: HS-CE-8454

Total Credit: 4 (Theory:3 + Practical/Tutorial: 1)

THEORY

Total Lectures: 45

Course Objectives:

- To understand the two-way relationship between humans and the environment in India, focusing on Assam's unique ecology.
- To analyse how colonial policies and post-1947 movements drove major environmental and social change in India and Assam.
- To connect key historical events to current environmental issues using local case studies.

Course Learning Outcome:

CLO 1: Students will learn the main historical ways people used land, forests, and water in India, and specifically in Assam (e.g., farming, logging).

CLO 2: Students will be able to explain the effects of British forest policies and the rise of the Assam plantation economy and local protests and resistance.

CLO 3: Students will learn to analyse major environmental problems in Assam, like floods and dams, and their impact on local communities.

Unit I: Introduction to Environmental History and Early Resource Use (Lectures: 11)

- 1.1. Emergence of Environmental History as a branch of study.
- 1.2. Basic modes of resource use: Gathering, nomadic pastoralism, agriculture, and early industrial ways.
- 1.3. Geographical background of India and early community interactions (e.g., Indus Valley Civilisation and basic environmental factors in its decline).
- 1.4. Use of iron tools for farming, deforestation in the Gangetic Valley, and water as a resource in ancient India.

Unit II: Medieval India and British Colonial Policies (Lectures: 11)

- 2.1. Farming and forest use in medieval India, Pastoral communities.
- 2.2. Mapping of Resources, British forest policies.
- 2.3. Effects of British policies: Deforestation, commercial use of forests and resources,

Unit III: Colonial Impacts and People's Responses

(Lectures: 11)

- 3.1. British forest policies in North-East India and their social and economic effects.
- 3.2. Tea Plantation: Ecological Impacts.
- 3.3. People's movements against colonial forest rules (e.g. protests by local Communities).
- 3.4. Environmental problems: Floods and soil erosion in the Brahmaputra Valley.

Unit IV: Post-Independence Conservation and Movements

(Lectures: 12)

- 4.1. Gandhi and Nehru on the environment
- 4.2. Basic conservation policies after 1947; Social Forestry and Soil Conservation
- 4.3. Environmental movements: Chipko Movement and Narmada Bachao Andolan

Reading List:

1. Agarwal, D.P. (1992). Man and Environment in India through the Ages. New Delhi:
2. Books & Books. (Simple overview of early human-nature links.)
3. Arnold, D. and Guha, R. (eds.) (1995). Nature, Culture, Imperialism: Essays on the
4. Environmental History of South Asia. Delhi: Oxford University Press. (Basic essays
5. on colonial impacts.)
6. Bhattacharya, D.K. (1994). Ecology and Social Formation in Ancient History.
7. Calcutta: K.P. Bagchi & Co. (Easy read on ancient ecology.)
8. Chakrabarti, Ranjan (ed.) (2006). Situating Environmental History. New Delhi:
9. Manohar. (Simple stories from Indian environmental past.)
10. Dhavalikar, M.K. (2002). Environment and Culture: A Historical Perspective. Pune:
11. Bhandarkar Oriental Research Institute. (Basic cultural views on environment.)
12. Guha, Ramachandra (2000). The Unquiet Woods: Ecological Change and Peasant
13. Resistance in the Himalaya. Berkeley: University of California Press.
14. Habib, Irfan. Man and Environment: The Ecological History of India 36. Tulika Books.

MINOR

Programme Specific Outcome of Bachelor of Arts – HISTORY: Minor

PSO No.	Outcome
PSO-1	The learners can acquire knowledge about ancient, medieval, and contemporary India and the world including the local/regional history.
PSO-2	The program gives a basic history of different world civilizations, revolutions, colonialization, decolonization, art, and architecture.
PSO-3	The course has a target of preparing students for different competitive examinations.

LIST OF COURSES:

Semester	Course Name	Course Code
1	History of India-I (Prehistory to 300 BCE)	HS – MN – 1114
2	History of India-II (300 BCE to 1200CE)	HS – MN – 2114
3	History of Assam-I (From Earliest times to 1228)	HS – MN – 3214
4	History of India II (1200-1750 CE)	HS – MN – 4214
5	History of Colonial India and Assam (1750-1947)	HS – MN – 5214
6	World Revolutions	HS – MN – 6214
7	History of China and Japan: 1839-1949	HS – MN – 7314
8	Indian Knowledge System: Science and Technology in Pre – Modern India	HS – MN – 8314

Course Learning Outcome (CLO)

Semester	Course Name & Code	Course Learning Outcome (CLO)	
1	History of India-I (Prehistory to 300 BCE) HS – MN – 1114	CLO - 01	Demonstrate their skill in using sources to reconstruct history
		CLO - 02	Categorize various stages of the evolution of human culture
		CLO - 03	Analyze historical debates to build up perspectives
2	History of India-II (300 BCE to 1200 CE) HS – MN – 2114	CLO - 01	Evaluate the historical forces behind political formations
		CLO - 02	Explain cause and effect relationship between historical phenomena
		CLO - 03	Review and interpret the significance of cultural diversity.
3	History of Assam-I (From Earliest times to 1228) HS – MN – 3214	CLO - 01	Upon completion, students will be acquainted with the major stages of development in the political, social, and cultural history of Assam during the early times.
		CLO - 02	Students will be equipped to examine the roles of various administrative bodies at different levels and the division of powers between central and provincial governments..
4	History of India II (1200-1750 CE) HS – MN – 4214	CLO - 01	Critically evaluate major sources available in Persian and vernacular languages
		CLO - 02	Changes and continuities in agrarian relations and trade and commerce
		CLO - 03	Compare and analyze the political ideology behind religious policies, continuities, and changes in the Bhakti tradition and growth of Sufism.
5	History of Colonial India and Assam (1750-1947) HS – MN – 5214	CLO - 01	British rule and Empire building process and the different phases of Colonial exploitation.
		CLO - 02	The student will be able to grasp the major stages in the political, social and cultural life of India under the British Colonial rule
		CLO - 03	The student will be made aware different phases of the rise of national consciousness in Assam
6	World Revolutions HS – MN – 6214	CLO - 01	Students will be able to analyze the revolutions and understand the deep rooted factors, social, economic and political that leads to revolutions.
		CLO - 02	They will learn to appreciate the take away from each revolution.

7	History of China and Japan: 1839-1949 HS – MN – 7314	CLO - 1	Analyse the nature and impact of Western imperialism in East Asia
		CLO – 2	Compare the patterns of colonial intrusion and indigenous responses in China and Japan
		CLO - 3	Examine the socio-political reforms and modernization processes in both countries
		CLO - 4	Assess the shifting balance between tradition and modernity leading up to the 20 th century
		CLO - 5	Evaluate the broader implications of colonial encounters for regional and global history
8	Indian Knowledge System: Science and Technology in Pre – Modern India HS – MN – 8314	CLO - 1	Conceptualize the interlinkages between science, technology, and society in India.
		CLO - 2	Critically understand the evolution of science and technology in India.
		CLO - 3	Explore the Indian contribution to the development of astronomy and mathematics, medicine, military and warfare technologies.

MAPPING OF PROGRAMME OUTCOME (PO) AND COURSE LEARNING OUTCOME (CLO):

Attributes: Co-relation Levels

“1” : Minimum Co-relation

“2” : Moderate Co-relation

“3” : Maximum Co-relation

“-” : No Co-relation

Course Code	CLO	Programme Outcome (APO)										
		APO - 1	APO - 2	APO - 3	APO - 4	APO - 5	APO - 6	APO - 7	APO - 8	APO - 9	APO - 10	APO - 11
HS-MN-1114	CLO – 1	2										2
	CLO – 2	3										
	CLO – 3				2							
HS-MN-2114	CLO – 1	3			2							3
	CLO – 2	3										1
	CLO – 3	2				2						1
HS-MN-3214	CLO – 1	3										3
	CLO – 2				2							
HS-MN-4214	CLO – 1	3										
	CLO – 2										1	1
	CLO – 3	2										2
HS-MN-5214	CLO – 1	3										
	CLO – 2				2							
	CLO – 3	3			2							3
HS-MN-6214	CLO – 1	3										1
	CLO – 2	2				2						1
HS-MN-7314	CLO – 1	3			2							3
	CLO – 2	3										1
	CLO – 3	2				2						1
HS-MN-8314	CLO – 1	2										2
	CLO – 2	3										
	CLO – 3				2							

MAPPING OF PROGRAMME SPECIFIC OUTCOME (PSO) AND COURSE LEARNING OUTCOME (CLO)

Attributes: Co-relation Levels

“1” : Minimum Co-relation

“2” : Moderate Co-relation

“3” : Maximum Co-relation

“-” : No Co-relation

COURSES	COURSE CODE	PROGRAMME SPECIFIC OUTCOME		
		PSO - 1	PSO - 2	PSO - 3
HS-MN-1114	CLO – 1	3		2
	CLO – 2	3		3
	CLO – 3	3		2
HS-MN-2114	CLO – 1	3		
	CLO – 2	3	2	2
	CLO – 3	3	2	2
HS-MN-3214	CLO – 1	3	2	2
	CLO – 2	3		3
HS-MN-4214	CLO – 1	3		2
	CLO – 2	3		
	CLO – 3			3
HS-MN-5214	CLO – 1	2		3
	CLO – 2	3		3
	CLO – 3	2		3
HS-MN-6214	CLO – 1	3	2	2
	CLO – 2	3	2	2
HS-MN-7314	CLO – 1	3	2	2
	CLO – 2	3	2	2
	CLO – 3	3		3
HS-MN-8314	CLO – 1	3		3
	CLO – 2	3		2
	CLO – 3	3		

COURSE NAME: History of India I (Pre-History to 300 BCE)

COURSE CODE: HS – MN – 1114

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY: 3 CREDITS

Total Lectures: 45

COURSE OBJECTIVE:

The course objectives are as follows:

- *Identify the pre history, proto-history and early Indian History.*
- *Understand the various stages of historical development.*
- *Familiarize with the socio-political and economic condition of the period.*

COURSE LEARNING OUTCOME:

The course outcomes are as follows:

CLO 1: *Demonstrate their skill in using sources to reconstruct history.*

CLO 2: *Categorize various stages of the evolution of human culture..*

CLO 3: *Analyze historical debates to build up perspectives.*

Unit- I: Sources of Pre-Historic Period and Ancient Indian History (Lectures:11)

Sources and tools of historical reconstruction: archaeological, epigraphy, numismatics, Literary, travel literature. Pre – Historic Hunter-gatherer Societies /Economies/ technologies (Palaeolithic and Mesolithic) Neolithic Economy

Unit- II: Bronze Age Civilization (Lectures: 13)

Introducing Bronze Age Civilization, Origin of Harappan civilization, Material Culture, Social and Cultural Belief Systems, Decline of Harappan Civilization

Unit- III: Vedic Civilization (Lectures: 11)

The Aryan question – Recent perspectives. Debate on original homeland and Mother language. Comparative study of Early and Later Vedic civilization: Polity, Economy and Society Impact of Iron Technology Emergence of Territorial States

Unit- IV: Religion and Culture in Transition (Lectures: 10)

Religion in the Vedic period and the emergence of Varna, Rise of Buddhism and Jainism, OCP/PGW/NBPW Cultures

Recommended Books:

1. V.K. Jain, Prehistory and Proto-history of India-An Appraisal, D.K. Printwood, 2006
2. R.S. Sharma, India's Ancient Past, New Delhi, OUP,2007
3. R.S. Sharma, Material Culture and Social Formations in Ancient India, 1983
4. R.S. Sharma, Looking for the Aryas, Delhi, Orient Longman Publishers, 1995
5. H. C. Raychaudhuri, Political History of Ancient India, Rev. ed. With Commentary by

B.N.Mukherjee, 1996.

6. Upinder Singh, A History of Ancient and Early Medieval India, 2008.
7. Romila Thapar, Early India from the Beginnings to 1300, Penguin, 2002
8. D.N. Jha, Ancient India: In Historical India, Manohar Publishers, 2015
9. Irfan Habib, Prehistory: A People's History of India. Tulika Books, India 2019.
10. Uma Chakravarti, The Social Dimensions of Early Buddhism. 1997.
11. Rajan Gurukkal, Social Formations of Early South India, OUP, India, 2010
12. Bharatiya Vidyabhavan Series

COURSE NAME: History of India II (300 BCE to 1200CE)

COURSE CODE: HS – MN – 2114

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY: 3 Credits

TOTAL LECTURES: 45 COURSE

OBJECTIVE:

The course objectives are as follows:

- *Illustrate the political formations in ancient India.*
- *Understand the socio-economic development of early India.*
- *Identify the different layers of cultural developments.*

COURSE LEARNING OUTCOME:

The course outcomes of this course are as follows:

CLO 1: *Evaluate the historical forces behind political formations.*

CLO 2: *Explain cause and effect relationship between historical phenomena*

CLO 3: *Review and interpret the significance of cultural diversity.*

Unit- I: Political Formations in Ancient India (LECTURES: 12)

Invasion of Alexander and the coming of the Mauryas, The Mauryan Empire: Polity/Economy/ Society, Ashoka and His Dhamma, Post Mauryan Polity: Sungas, Kushanas and Satavahanas

Unit-II: Political Structures (LECTURES: 13)

Gupta Empire: Polity/ Economy/ Society, Land Grants and its impact, Regional Political Structures of the Post Gupta period: Vardhanas, Palas, Pratiharas, Rajputs.

Unit- III: The South India (LECTURES: 10)

Sangam Literature , Pallavas, Chalukyas and Rashtrakutas, The Cholas : Polity, Economy and Society

Unit- IV: Religion and Philosophy (LECTURES: 10)

Bhakti and Sufi, Tantrism, Temple architecture and its regional variations

Recommended Books:

1. R.S. Sharma, India's Ancient Past, New Delhi, OUP,2007
2. R.S. Sharma, Material Culture and Social Formations in Ancient India, 1983
3. R.S. Sharma, Looking for the Aryas, Delhi, Orient Longman Publishers, 1995
4. D.N. Jha, Ancient India: In Historical India, Manohar Publishers, 2015 Edition
5. H.C. Raychaudhuri, ed. Political History of Ancient India, OUP, India.
6. Upinder Singh, A History of Ancient and Early Medieval India, 2008.

7. Romila Thapar, *Early India from the Beginnings to 1300*, Penguin, 2002
8. Romila Thapar, *Asoka and the Decline of the Mauryas*, Oxford, 2012 edition.
9. K.A. N. Sastri, ed. *History of South India*, OUP, 1966.
10. R. Chakrabarti, *Exploring Early India*, Macmillan, 2013
11. Partha Mitter, *Indian Art*, OUP, 2001
12. Susan Huntington, *The Art of Ancient India: Buddhist, Hindu, and Jain*, New York, 1985.
13. Noboru, K., *South Indian History of Society : Studies from Inscriptions AD 850 to 1800*, Cambridge University Press. 1984.

COURSE NAME: History of Assam-I (From Earliest times to 1228)

COURSE CODE: HS - MN - 3214

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY

Total Lectures: 45

Course Objectives:

- *This course will give a general outline of the history of Assam from the earliest times to the advent of the Ahoms in the 13th century.*
- *The course will acquaint the students with the knowledge of the state and state polity of ancient Kamarupa.*

COURSE LEARNING OUTCOME:

CLO 1: *Upon completion, students will be acquainted with the major stages of development in the political, social, and cultural history of Assam during the early times.*

CLO 2: *Students will be equipped to examine the roles of various administrative bodies at different levels and the division of powers between central and provincial governments.*

Unit I: Sources and Early History (Lectures: 11)

- a. Sources and tools of historical reconstruction: archaeological, epigraphy, numismatics, Literary, travel literature.
- b. Traditional Rulers and Early History
- c. Origin and Antiquity of Pragjyotisha

Unit II: Political History (Lectures: 13)

- a. Varmana
- b. Salastambha
- c. Pala
- d. Administrative Structure of Ancient Assam

Unit III: History of Post – Pala period (Lectures: 11)

- a. Political Conditions
- b. Encounter with Turko-Afghans
- c. Disintegration of the Kamrupa Kingdom.

Unit IV: Society Economy and Culture (Lectures: 10)

- a. Economy
- b. Society
- c. Culture: Literary, Architecture and Religion

Recommended Books:

1. Baruah, S.L.: A Comprehensive History of Assam, Munshiram Manoharlal Publishers Pvt. Ltd., New Delhi, 1985.
2. Barpujari, H. K.: The Comprehensive History of Assam Vol. I, Publication Board, Assam, 1990.
3. Gait, E.A.: A History of Assam, LBS Publication, Guwahati, 2017.
4. Baruah, K. L.: Early History of Kamrupa, From the Earliest Times to the End of the Sixteenth Century, LBS, Guwahati, 1966.
5. Choudhury, P. C. History Civilization of the People of Assam, Department of Historical and Antiquarian Studies in Assam, 1959 - Assam.
6. Bhattacharjee, Bhauma-Naraka legend and state formation in Pragjyotisa-Kamarupa
7. NEIHA, Shillong, 2004.
8. Bhattacharjee, State and Wealth: The Early States in Northeast India DVS Publisher, Guwahati, 2010.
9. Lahiri, Nayanjot: Pre-Ahom Assam, Munshiram Manoharlal Publishers Pvt Ltd, New Delhi, 1991
10. Nath, R.M.: The Background of Assamese Culture, Dutta Baruah & Co. Guwahati, 1948
11. Baruah B.K.: A Cultural History of Assam, Lawyer's Book Stall, Guwahati, 1969

COURSE NAME: History of India III (1200-1750 CE)

COURSE CODE: HS - MN - 4214

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY

Total Lectures: 45

Course Objectives:

- *To familiarize students with a variety of sources*
- *To engage students into a critical discussion of the political, institutional, and cultural process of the medieval period.*
- *To understand other forms of political consolidation outside the Mughal state.*

COURSE LEARNING OUTCOME:

CLO 1: *Critically evaluate major sources available in Persian and vernacular languages*

CLO 2: *Changes and continuities in agrarian relations and trade and commerce*

CLO 3: *Compare and analyze the political ideology behind religious policies, continuities, and changes in the Bhakti tradition and growth of Sufism.*

Unit I: Sources and Establishment of Delhi Sultanate (Lectures: 12)

- a. Sources: Literary, Archaeological, Travelogues
- b. Coming of the Turks,
- c. Establishment and Consolidation of Delhi Sultanate: Qutubuddin Aibak, Iltutmish, Balban.

Unit II: Khaljis and Tughlaq (Lectures: 13)

- a. The Mongol Problem
- b. Reforms of Alauddin Khalji
- c. Muhammad Bin Tughlaq
- d. Decline of the Sulnate

Unit III: The Mughal empire (Lectures: 10)

- a. Establishment of the Mughal Empire; Babur
- b. Akbar: Mansabadri System, Revenue, Religious Policy
- c. Decline of Mughal Empire

Unit IV: Economy , Society and Culture (Lectures: 11)

- a. Agrarian Expansion, Agrarian Organisation, Agrarian Technology, Rural Tension, Trade and Commerce, Craft and Industry, Media of Exchange.
- b. Life Style and Popular Culture: Ruling Class, Masses, Women, Slaves and Servants.
- c. Religious Movements, Bhakti and Sufi

Recommended Books:

1. Raychaudhuri, Tapan and Habib, Irfan. Cambridge Economic History of India, vol. 2, Cambridge: Cambridge University Press
2. Habib, Irfan (1999), The Agrarian System of Mughal India (1556-1707), OUP, New Delhi .
3. Richards, J F. (1996). The Mughal Empire, Cambridge, Cambridge University Press. (Introduction & Chapters 1-4)
4. Chandra, Satish. (Ed.) (2005). Religion, State and Society in Medieval India: Collected Works of Nurul Hasan, Delhi: Oxford University Press
5. Spear, Percival (2009). “The Mughal Mansabdari System” in Edmund Leechand S N Mukherjee (eds.) Elites in South Asia, Cambridge: Cambridge University Press
6. Alam, Muzaffar (2021). The Mughal and the Sufis: Islam and Political Imagination in India, Ranikhet: Permanent Black, pp 1-93 (Chapters 1 and 2)
7. Rizvi, S.A.A. (1978). A History of Sufism, vol. 1. Delhi: Munshiram Manoharlal.
8. Sharma, Krishna. (2002). Bhakti and the Bhakti Movement: A New Perspective. Delhi: Munshiram Manoharla.
9. Vaudeville, C. (1996). Myths, Saints and Legends in Medieval India. New Delhi: Oxford University Press.
10. Chandra, Satish . Medieval India, Vol I and II.

COURSE NAME: History of Colonial India and Assam (1750-1947)

COURSE CODE: HS - MN - 5214

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY

Total Lectures: 45 Course

Objectives:

- *Introducing concepts like colonialism and imperialism*
- *Understand the major stages in the political, social and cultural life of Colonial India.*
- *Familiarize with the impact of colonialism in India and Assam.*

COURSE LEARNING OUTCOME:

CLO 1: *British rule and Empire building process and the different phases of Colonial exploitation.*

CLO 2: *The student will be able to grasp the major stages in the political, social and cultural life of India under the British Colonial rule*

CLO 3: *The student will be made aware different phases of the rise of national consciousness in Assam*

Unit I: Expansion and Consolidation of Colonial power (Lectures: 12)

- a. European trading Companies in India: Portuguese, Dutch, English and French
- b. Expansion of Colonial Rule: Bengal, Mysore, Maratha, Assam

Unit II: Impact of Colonialism (Lectures: 10)

- a. Agriculture-Trade-Industry-Bourgeoisie-Zamindars and the working class
- b. Spread of English Education
- c. Socio- Religious Reform Movement-Brahmo Samaj-Arya Samaj- Prarthana Samaj

Unit III: Growth of National Consciousness in India & Assam (Lectures: 12)

- a. Emergence of the Indian National Congress: Moderate phase.
- b. Partition of Bengal & The Swadeshi Movement-Formation of Eastern Bengal & Assam

Unit IV: National Movement-India & Assam (Lectures: 11)

- a. Emergence & Role of Gandhi: His perspective
- b. Non-Cooperation Movement-Civil disobedience Movement-Quit India Movement – Repercussions in India & Assam
- c. Communalism- Cabinet Mission-Sylhet Referendum and Assam-Partition and Making of India and Pakistan

Recommended Books

1. Sarkar, Sumit. (1989). Modern India 1885-1947, McMillan.
2. Chandra, Bipan. (2000). India's Struggle for Independence (1857-1947), Penguin.

3. Bandyopadhyay, Sekhar. (2004). From Plassey to Partition: A History of Modern India. New Delhi
4. Baruah, Swarnalata: A Comprehensive History of Assam, Munshiram Monoharlal Publishers Pvt. Ltd., New Delhi, 1985.
5. Bhuyan, A.C: (ed) Nationalist Upsurge in Assam, Govt of Assam, Dispur, 2000.
6. Guha, Amalendu. Planters Raj to Swaraj, Munshiram Monoharlal Publishers Pvt. Ltd., New Delhi.

COURSE NAME: World Revolutions

COURSE CODE: HS - MN - 6214

Total Credits: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY

Total Lectures: 45 Course

Objective:

- *Introduce students to some of the major revolutions that has shaped and reshaped world history.*
- *Enable them to understand the causes and consequences of these revolutions.*

COURSE LEARNING OUTCOME:

CLO 1: *Students will be able to analyze the revolutions and understand the deep rooted factors, social, economic and political that leads to revolutions.*

CLO 2: *They will learn to appreciate the take away from each revolution*

Unit I: Hundred years of Revolutions in England (Lectures: 12)

- a. Stuarts: James I and Charles I
- b. The Civil War
- c. Republican Phase: Oliver Cromwell
- d. Glorious Revolution

Unit II: American Revolution (Lectures: 12)

- a. Causes
- b. Important events-Boston Tea Party;Philadelphia Congress;
- c. Declaration of Independence; Rights of Man

Unit III: French Revolution (1789) (Lectures: 10)

- a. Causes: Defects in the *Ancien* Regime
- b. Estates General; Tennis Court Oath; Fall of Bastille ; National Assembly (1789-91);
- c. Reign of Terror.

Unit IV: The Russian Revolutions (Lectures: 11)

- a. Revolution of 1905: causes and results
- b. The Revolution of 1917:
- c. Lenin: His role and contribution

Recommended Books:

1. Blair, Worden. The English Civil Wars:1640-1660.London:Phoenix,2009
2. Carr, Edward. The Bolshevik Revolution (1917-1923) Volume II. New York: The Macmillian Co., 1952.

3. Davis, Norman. *Europe: A History*. New York: Harper Perennial, 1998.
4. Dukes, Paul. *October and the World: Perspectives on the Russian Revolution*. New York: St. Martin's Press, 1979.
5. Gaunt, Peter. *The English Civil War: A Military History*. I.B Tauris, 2014.
6. Bailyn, Bernard. *The ideological Origins of The American Revolution*. HUP, 2017.
7. Breen, T.H. *The Will of the People: The Revolutionary Birth of America*. ISBN-13 978-0674251397.
8. Doyle, William. *The Oxford History of The French Revolution*. OUP. 2018 (3RD ED.)
9. Mcphee, Peter. *The French Revolution 1789-1799*. OUP. 2002

History of China and Japan: 1839-1949

Course Code: HS-MN-7314

Total Credit: 4 (Theory:3 + Practical/Tutorial: 1)

THEORY

Total Lectures: 45

Course Objectives:

- Students will be able to explain China's opening and European influence.
- Understand and analyze the transition of China from Western imperialism to Communism.
- Map Japan's shift from feudalism to militarism (1868-1945).

Course Learning Outcome:

CLO 1: Analyse the nature and impact of Western imperialism in East Asia

CLO 2: Compare the patterns of colonial intrusion and indigenous responses in China and Japan

CLO 3: Examine the socio-political reforms and modernization processes in both countries

CLO 4: Assess the shifting balance between tradition and modernity leading up to the 20th century

CLO 5: Evaluate the broader implications of colonial encounters for regional and global history

Part 1: China

Unit I: Opening of China (1839-60)

(Lectures: 9)

1.1: Opium Wars and Unequal Treaties.

1.2: Western interests and Open Door Policy.

Unit II: Nationalism and Republic

(Lectures: 9)

2.1: Taiping, Self-strengthening, Boxer Rebellions

2.2: 1911 Revolution, Sun Yat- Sen, Three Principles

2.3: Yuan Shih Kai, Warlordism (1916-1925), May Fourth Movement.

Unit III: Road to 1949

(Lectures: 9)

3.1: 1920s crisis and early industrialisation.

3.2: Kuomintang, United Fronts, Long March

3.3: Chinese Revolution

Part 2 : Japan

Unit IV: End of Isolation to Meiji

(Lectures: 9)

- 4.1: Tokugawa crisis, Perry, Harris Treaty
- 4.2: Meiji Restoration, 1889 Constitution
- 4.3: Modernization: feudal abolition, zaibatsu, industry, education, army

Unit V: Rise of Imperial Japan

(Lectures: 9)

- 5.1: Sino-Japanese War (1894-95)
- 5.2: Russo-Japanese War (1904-05)
- 5.3: Washington Conference (1921-22)
- 5.4: Rise of militarism

Reading List:

1. Clyde, P H & Beers, FB. The Far East: A History of Western Impacts and Eastern Responses, 1830-1975. Waveland Pr Inc; Reissue edition (1 July 1991).
2. Chesneaux, Jean. China from the Opium Wars to the 1911 Revolution
3. Fairbank, John K. The Cambridge History of China, Vol. 10: Late Ch'ing 1800–1911, Part
4. Cambridge University Press.
5. Jansen, Marius B. The Making of Modern Japan. Harvard University Press.
6. Beasley, W. G. Japanese Imperialism, 1894–1945. Oxford University Press.
7. Hobsbawm, Eric. The Age of Empire, 1875–1914. Vintage
8. Spence, Jonathan D. The Search for Modern China. W. W. Norton.
9. Smith, Thomas C. Japan's Modern Myths: Ideology in the Late Meiji Period. Princeton
10. University Press.
11. Feuerwerker, Albert. China's Early Industrialisation: Sheng Hsuan-huai (1844–1916) and
12. Mandarin Enterprise. Harvard University Press.
13. Duara, Prasenjit. Rescuing History from the Nation: Questioning Narratives of Modern
14. China. University of Chicago Press.
15. Vinacke, Harold Monk (1959). A History of the Far East in Modern Times.

Indian Knowledge System: Science and Technology in Pre – Modern India

Course Code: HS-MN-8314

Total Credit: 4 (Theory: 3 + Practical/Tutorial: 1)

THEORY

Total Lectures: 45

Course Objective:

- Familiarize students with the Indian Knowledge System
- Acquaints students with historiographical debates regarding science and technology in India
- Provides a historical overview of Indian Science and Technology.

COURSE LEARNING OUTCOME:

CLO 1: Conceptualize the interlinkages between science, technology, and society in India.

CLO 2: Critically understand the evolution of science and technology in India.

CLO 3: Explore the Indian contribution to the development of astronomy and mathematics, medicine, military and warfare technologies.

Unit I: Historiography of Science and Technology

(Lectures: 11)

1.1. Historiography

1.2. Development of Science

1.3. Different Barriers to the development of Science and Technology

Unit II: Environment and Technology

(Lectures: 11)

1.1. Changes in Environment

1.2. Tools: Stone and Metals

1.3. Technological Innovation in Agriculture : Rice, Irrigation and Animal Husbandry

Unit III: Astronomy, Mathematics and Medicine

(Lectures: 11)

1.1. Aryabhatta, Brahmagupta, Bhaskaracharya, Varahmira, Charaka and Sushrut

1.2. Concept of time

1.3 Different Healing Practices: Unani, Sidda and folk healing d. Ayurveda: Life and Well-Being

Unit IV: Military Technology

(Lectures: 12)

1.1. Ancient Indian war technology

1.2. Introduction of new war technology in Medieval India

1.3 The Age of Gun Powder

Reading List:

1. Alavi, Seema. (2008). Islam and Healing: Loss and Recovery of an Indo-Islamic Medical Tradition, 1600-1900. New Delhi: Permanent Black (Introduction).

2. Bag, A.K. (1995). 'Mathematical and Astronomical Heritage of India'
3. D.P. Chattopadhyay et. al., Mathematics Astronomy and Biology in Indian Tradition: Some Conceptual Preliminaries, Delhi: Indian Council for Philosophical Research, pp. 110-128.
4. Chattopadhyay, D.P. (1986). History of Science and Technology in Ancient India: The Beginnings, Calcutta: Farma KLM Pvt Ltd, pp. 1-54.
5. Dominik Wujastyk. The Roots of Ayurveda: Selections from Sanskrit medical writings. N. Delhi: Penguin, 2001; Introduction
6. Gommans, Jos. Mughal Warfare: Indian frontiers and high roads to empire, 1500-1700. New Delhi: Oxford University Press, 2002.
7. Habib, Irfan. (2008). Technology in Medieval India 650-1750, New Delhi: Tulika, pp. 87- 98.
8. Khan, I.A. (2004). Gunpowder and Firearms: Warfare in Medieval India. New Delhi: Ox-ford University Press.
9. Kochar, Rajesh and Jayant Narlikar. (1995). Astronomy in India: A Perspective, New Delhi: INSA, pp. 1-27.
10. Kuppuram, G. and K Kumudamani. History of Science and Technology in India. Delhi: Sundeeep Prakashan, 1990; relevant volumes.
11. Majumdar, R.C. (1971). 'Ayurveda: Origins and Antiquity', in D.M. Bose, Concise History of Science in India, New Delhi: Indian National Science Academy, pp. 213-216; 'Ayurveda and its Classical Division', pp. 227-234; 'Ayurveda in the Middle Ages', pp. 262-265.
12. Nanda, Meera. (2016). Science in Saffron, Delhi: Three Essays (Chapter 3, 'Genetics, Plastic Surgery and other Wonders of Ancient Medicines', pp. 93-120).
13. Saxena, R.C. et al. (1994). A Textbook on Ancient History of Indian Agriculture. Secunderabad: Asian Agri-History Foundation (Chapter 5 Crop Domestication and Diffusion, pp. 29-36)

SKILL ENHANCEMENT COURSE (SEC)

Programme Specific Outcome of Bachelor of Arts – HISTORY (Skill Enhancement Course)

PSO No.	Outcome
PSO-1	Imparting information and knowledge to the students about the field of Tourism.
PSO-2	Students are exposed to the History, Geography, Heritage, and Culture, as well as the Government policies about the North East.

Basic Syllabus Structure of SEC

Semester	Course Name	Course code
1	Historical Tourism in North East India-I	HS – SE – 1113
2	Historical Tourism in North East India-II	HS – SE – 2113
3	Aspects of Modern Tourism	HS – SE – 3213

Course Learning Outcome - Skill Enhancement Course (SEC)

Semester	Course Name & Code	Course Learning Outcome (CLO)	
1	Historical Tourism in North East India-I HS-SE-1113	CLO - 01	After completing this course, students will be able to understand basic concepts related to tourism in North East India
		CLO - 02	After completing this course, students will be able to categorize monuments, cultural and
		CLO - 03	After completing this course, students will be able to interpret maps and charts
		CLO - 04	After completing this course, students will be able to relate to the growing vocation of tourism as an industry
2	Historical Tourism in North East India-II	CLO - 01	After the successful completion of this course, students will be able to applicability of historical knowledge in the growth of tourism
		CLO - 02	After the successful completion of this course, students will be able to appreciate relevance of living cultures.

	HS-SE-2113	CLO - 03	After the successful completion of this course, students will be able to categorize different dimensions of tourism.
3	Aspects of Modern Tourism HS-SE-3213	CLO - 01	Be equipped with the knowledge of various aspects of Modern tourism
		CLO - 02	Be able to explore the avenues of a career in the tourism sector

Mapping of Course Learning Outcome and Programme Outcome

Attributes: Co-relation Levels

“1” : Minimum Co-relation

“2” : Moderate Co-relation

“3” : Maximum Co-relation

“-” : No Co-relation

Course Code	CLO	PROGRAMME OUTCOME										
		APO-1	APO-2	APO-3	APO-4	APO-5	APO-6	APO-7	APO-8	APO-9	APO-10	APO-11
HS-SE-1113	CLO 1	2										2
	CLO 2											3
	CLO 3	2										2
	CLO 4											3
HS-SE-2113	CLO 1	2										2
	CLO 2											3
	CLO 3	2										2
HS-SE-3213	CLO 1	2										2
	CLO 2											3

Mapping of Course Learning Outcome and Programme Specific Outcome

Attributes: Co-relation Levels

“1” : Minimum Co-relation

“2” : Moderate Co-relation

“3” : Maximum Co-relation

“-” : No Co-relation

Course Code	CLO	PROGRAMME SPECIFIC OUTCOME	
		PSO-1	PSO-2
HS-SE-1113	CLO 1	3	3
	CLO 2	3	3
	CLO 3	3	3
	CLO 4		
HS-SE-2113	CLO 1	3	3
	CLO 2	3	3
	CLO 3	3	3
HS-SE-3213	CLO 1	3	3
	CLO 2	3	3

COURSE NAME: Historical Tourism in North East India I

Course CODE: HS-SE-1113

Total Credits: 3 (Theory: 2 + Practical/Tutorial: 1)

THEORY: 2 Credits

TOTAL LECTURES: 30

Course Objective:

The introduction of the skill enhancement course on the Historical Tourism in NE India aims to:

- *Impart basic understanding of tourism*
- *Create a group of young people skilled in the area.*
- *Open the prospects of employability.*
- *Help prepare for the various competitive examinations..*

COURSE LEARNING OUTCOME:

After completing this course, students will be able to:

CLO 1: *Understand basic concepts related to tourism in North East India*

CLO 2: *Categorize monuments, cultural and ecological elements and heritage sites.*

CLO 3: *Interpret maps and charts*

CLO 4: *Relate to the growing vocation of tourism as an industry*

Unit-I: Tourism-Concept, Meaning and significance (Lectures: 8)

Definitions, Characteristics, and Importance. Evolution of Tourism: History of Tourism (Greece, Rome, Egypt, India, Silk Route, Grand Tour), Transition to Modern Tourism, Global and Indian Tourism Organizations, Impact of Tourism

Unit-II: Types of Tourism (Lectures: 10)

Tourists: Definitions, Characteristics, Types; Different Types of Tourism; Tourism Products and Services: Museums/ Emporiums /Curio shops/Melas/ Subsidiary Services/Informal Services/ Guides and Operators/Accommodation and Transport; Purpose and Determinants of Tourism; Regulations of Tourism

Unit-III: Geography and Tourism (Lectures: 7)

Geography and Biodiversity of North East India: Landscape, Water bodies, Environment and Ecology; Maps and Charts; Importance of Maps/Types of Maps/Reading of Maps/ Types of Charts/ Reading of Charts; Relation between Season and Tourism: i) Introduction to seasons, ii) Impact of Seasons on Tourism, iii) Case Study- Meghalaya, Assam, Arunachal Pradesh

Unit-IV: Marketing and Tourism (Lectures: 5)

Personality and Communication Skills: Hygiene and Fitness, Verbal and Non-Verbal Communications, Listening and Speaking. Advertisement/ Promotional Events/ Product Design, Media: Photography, Digital media, Documentaries.

PROJECT:

Project work based on the syllabus and field work

Recommended Books:

1. Bezboruah, M: Tourism in North East India
2. Bora, S., & Bora, M.C.: The Story of Tourism: An Enchanting Journey through India's North – East, UBSPD, Delhi, 2004.
3. Bhatia, A. K.: International Tourism – Fundamentals and Practices, New Delhi, 1999
4. Bhattacharya, P.: Tourism in Assam: Trend and Potentialities, BaniMandir, Guwahati, 2004
5. Neog, M.: Pavitra Asom, LBS, Guwahati
6. Boruah, P. :Chitra-Bichitra Asom, Guwahati, 2003
7. Taher & Ahmed : Geography of North East India, Mani Manik Prakash, Guwahati, 2010.
8. Gogoi, Atanu : Paryatan Aru Uttar Purbanchal, Bani Mandir, Guwahati, 2006
9. Saikia, Arupjyoti.: Forest and Ecological History of Assam, 1826-2000, Oxford.

COURSE NAME: Historical Tourism in North East India II

COURSE CODE: HS-SE-2113

Total Credits: 3 (Theory: 2 + Practical/Tutorial: 1)

THEORY

Total Lectures: 30

Course Objectives:

The course objectives are as follows:

- *Recognize the cultural diversity in the North East.*
- *Understand the relation between different cultural aspects and tourism.*

COURSE LEARNING OUTCOME:

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

CLO 1: *Applicability of historical knowledge in the growth of tourism.*

CLO 2: *Appreciate relevance of living cultures.*

CLO 3: *Categorize different dimensions of tourism.*

Unit- I: Heritage (Tangible/Intangible) and Tourism (LECTURES: 6)

Heritage and its meaning: National and World Heritage, History (myths, fables) and Tourism Monuments: Ancient, Medieval and Modern (i) Madankamdev, (ii) Stone Jars of Dima Hasao. Museums: History, Types of Museums/Important Museums of NE India: Assam State Museum, Don Bosco Museum, Film Museum (Assam State Film Finance Corporation), Assam Tea Museum, Kalakhetra.

Unit- II: Religion and Tourism (LECTURES: 9)

Religious Diversity, Pilgrimage and Tourism, Case Study: Kamakhya, Satras of Majuli, Hajo, Tawang, Parashuram kunda

Unit- III: Living Culture and Performing Art (LECTURES: 10)

Living Culture: Meaning and Importance; Case Study: Sualkuchi/Barpeta/Sarthebari Meaning of Performing Art and its Importance; Case Study: Dance (Classical and Folk dances of North East India), Drama: Bhaona / Mobile theatre/Badungdupa

Unit- IV: Fairs and Festivals (LECTURES: 5)

Meaning and relation with tourism, Traditional/Modern Fairs, Case Studies: Ambubachi/Jonbil Mela/Trade Fairs/ Craft Fair. Different types of Festivals and their importance in Tourism: National/Religious/Harvest/Thematic

Case Studies: Bihu/ Zero Festival/Hornbill Festival/Sangai Festival/Kite Festival ,Judima Festival

PROJECT:

Project work based on the syllabus and field work

Recommended Books:

1. Nath, R.M.: The Background of Assamese Culture, Guwahati, 1978
2. Sarma, P.: Architecture of Assam, Delhi - 1988
3. Ahmed, Kamaluddin: The Art and Architecture of Assam, Spectrum Publication, Guwahati, 1994.

COURSE NAME: Aspects of Modern Tourism

COURSE CODE: HS-SE-3213

Total Credits: 3 (Theory: 2 + Practical/Tutorial: 1)

THEORY

Total Lectures: 30

Course Objectives:

The course introduce students to:

- *The concept of Tourism, entrepreneur, entrepreneurship, Start-ups*
- *Business environment of SMEs*
- *Process of resort development*
- *Tourism policy and its importance*
- *Policy and planning in tourism development*

COURSE LEARNING OUTCOME:

CLO 1: *Be equipped with the knowledge of various aspects of Modern tourism*

CLO 2: *Be able to explore the avenues of a career in the tourism sector*

Unit I. Small and medium enterprises in tourism industry (Lectures: 08)

- a. Introduction
- b. Entrepreneur and Entrepreneurship: importance and difference
- c. Small and medium enterprises: Basics; Role in the economy.
- d. Start-Ups and the Tourism Industry

Unit II. Resorts (Lectures: 07)

- a. Concept
- b. Types
- c. Trends
- d. Facilities, functions
- e. Process of developing

Unit III. A new thrill: experimental tourism (Lectures: 08)

- a. Concept and meaning
- b. Various types
- c. Case studies in N.E:
 - Hornbill Festival
 - Sangai Festival
 - Judima Festival(Gunjung)
 - Shillong (Rock Music Festival)

Unit IV. Tourism Policies of the Indian Government (Lectures: 7)

- a. Meaning and importance
- b. National Tourism Policy (NTP):1982
- c. NAPT (National Action Plan for Tourism):1992
- d. National Tourism Policy (NTP)) :2002
- e. Draft of NTP:2015

PROJECT:

Project work based on the syllabus and field work.

Recommended Books:

1. Arul, P.G & P. Shridharan, Make in India: Micro Small and Medium Enterprises(MSMEs).MJP Publishers 2019.
2. A Bird's Eye View of Micro Small & Medium Enterprises (MSMEs) and small and medium practitioners of India (Set up by an Act of Parliament) New Delhi 2019.
3. A.V Seaton, Tourism The State of the Art, Wiley & Sons, Inc., 1994.
4. Shackley, Myra. Visitor Management. Butterworth Heinemann, 1998.
5. Pine II,J & J.H Gilmore, The Experience Economy, Harvard Business Review Press 2019
6. Morgan, M.P, Lugosi, J.R, Brent Ritchie, The Tourism and Leisure Experience: Consumer and Managerial Perspectives. Channel View Publications, 2010.
7. National Tourism Policy, 2002
8. National Tourism Policy, 2020

INTER-DISCIPLINARY COURSE (IDC)

Programme Specific Outcome of Bachelor of Arts – HISTORY (IDC)

PSO No.	Outcome
PSO-1	Introducing students to the basic history of ancient and medieval history of India and Assam.
PSO-2	The students will be acquainted with the contributions of eminent nation builders of India.

Basic Syllabus Structure of IDC

Semester	Course Name	Course Code
1	An Outline of Ancient Indian History	HS-ID-1113
2	An Outline of Medieval Indian History	HS-ID-2113
3	Makers of Modern India	HS-ID-3213

Course Learning Outcome (CLO)

Semester	Course Name & Code	Course Learning Outcome (CLO)	
1	An Outline of Ancient Indian History HS-ID-1113	CLO - 01	After completion of the course, the learners will be able to understand the Civilizations of India
		CLO - 02	After completion of the course, the learners will be able to interpret facts and events.
		CLO - 03	After completion of the course, the learners will be able to evaluate the changing Political formations in ancient India.
2	An Outline of Medieval Indian History HS-ID-2113	CLO - 01	After completion of the course, the learners will be able to recognize facts and information about medieval India
		CLO - 02	After completion of the course, the learners will be able to understand political processes
		CLO - 03	After completion of the course, the learners will be able to analyze cause and effect relationship.
		CLO - 01	To aware students about the contributions of the nation makers.

3

Makers of Modern India
HS-ID-3213

CLO - 02

The course would help in developing cultural identities and values.

Mapping of Course Learning Outcome (CLO) and Programme Outcome (PO)

Attributes: Co-relation Levels

“1” : Minimum Co-relation

“2” : Moderate Co-relation

“3” : Maximum Co-relation

“-” : No Co-relation

Course Code	CLO	Programme Outcome (PO)										
		APO - 1	APO - 2	APO - 3	APO - 4	APO - 5	APO - 6	APO - 7	APO - 8	APO - 9	APO - 10	APO - 11
HS-ID-1113	CLO - 1	3	2	3	3	3		2	2	3	2	
	CLO - 2	3	2	3	3	2	1	2	2	3	2	
	CLO - 3	3				3		2	2	3	1	2
HS-ID-2113	CLO - 1	3				3		2	2	3	2	
	CLO - 2	3	3	2	2	3	1	2	2	3	1	
	CLO - 3	3	3	3	3	3		2	2	3	2	2
HSID-3213	CLO - 1				3				2	3	3	
	CLO - 2			3		3	2	2				

Mapping of Course Learning Outcome (CLO) and Programme Specific Outcome (PSO)

Attributes: Co-relation Levels

“1” : Minimum Co-relation

“2” : Moderate Co-relation

“3” : Maximum Co-relation

“-” : No Co-relation

Course Code	CLO	Programme Specific Outcome (PSO)	
		PSO – 1	PSO - 2
HS-ID-1113	CLO - 1	3	2
	CLO - 2	3	2
	CLO - 3	3	
HS-ID-2113	CLO - 1	3	
	CLO - 2	3	3
	CLO - 3	3	3
HS-ID-3213	CLO - 1	1	2
	CLO - 2	2	3

COURSE NAME: An Outline of Ancient Indian History

COURSE CODE: HS – ID – 1113

TOTAL CREDITS: 3 (Theory: 3)

THEORY

Total Lectures - 45 Course

Objective:

The objectives of the course are:

- *Comprehend basic understanding of ancient Indian history.*
- *Compete in various competitive examinations*

COURSE LEARNING OUTCOME:

After completion of the course, the learners will be able to:

CLO 1: *Understand the Civilizations of India*

CLO 2: *Interpret facts and events*

CLO 3: *Evaluate the changing Political formations in ancient India.*

Unit-I: Ancient Indian Civilizations (Lectures: 12)

Harappan Civilization: Origin-settlement patterns-extent-date, Town planning-Trade-Dcline Vedic Culture: Society- polity-Economy-Religion in the Early Vedic period, Society-Polity Economy and religion in the Later Vedic period

Unit-II: Changing Political formations (Lectures: 11)

The Mauryan Empire: Foundation and Consolidation, Chandragupta Maurya & Ashoka's Dhamma, Conquests-Religion-Dcline The Gupta Empire: Foundation- Conquests –Administration-Samudragupta-Chandragupta II, Land grants - decline-Myth of the Golden Age

Unit-III: Post-Gupta Polities (Lectures: 11)

Vardhanas: Harshavardhana – Foundation – Consolidation – Religious Assemblies Cholas – Foundation -Administration Varmanas of Assam: Foundation-Bhaskarvarmana as a ruler, Foreign travellers-travelogues

Unit-IV: Art & Architecture (Lectures: 11)

Mauryan Art, Gandhara School of Art, Gupta Art & Mathura School of Art, Chola Art and architecture

Recommended Books:

1. Piyush Chauhan, A History of India: From Early Times to AD 1206, Pearson
2. S.L. Baruah, Comprehensive History of Assam, Munshiram Manoharlal Publishers Pvt. Ltd. 1985.
3. K.A. Nilakanta Sastri & G. Srinivasa chari, Advanced History of India, Allied Publishers Private Lt., New Delhi. 1989.
4. R.S. Tripathi, History of Ancient India, Motilal Banarasi dass Publishers Pvt. Ltd., Delhi.Reprint.

1999.

5. H.K.Barpujari, Comprehensive History of Assam Vol.I, Publication Board of Assam,Guwahati
6. L. Devi, Asom Buranji, LBS, Guwahati

COURSE NAME: An Outline of Medieval Indian History

COURSE CODE: HS – ID – 2113

TOTAL CREDITS: 3 (Theory: 3)

THEORY

Total Lectures - 45 Course

Objective:

The objectives of the course are:

- *Comprehend basic understanding of medieval Indian history.*
- *Compete in various competitive examinations.*

COURSE LEARNING OUTCOME:

After completion of the course, the learners will be able to:

CLO 1: *Recognize facts and information about medieval India*

CLO 2: *Understand political processes*

CLO 3: *Analyze cause and effect relationship.*

Unit- I: Political Structures of the Sultanate (LECTURES: 11)

Foundation, expansion & Consolidation, Qutubuddin Aibak - Iltutmish - Raziya-Balban, The Khaljis-Alauddin Khaljis Market Reforms, Tughlaqs Experiments of Muhammad-Bin-Tughlaq, Vijayanagara and Bahmani Kingdom

Unit-II: Establishment & Consolidation of Mughal Rule: (LECTURES: 13)

Babur-First Battle of Panipat, Consolidation of Mughal rule under Akbar-Conquests-Mansabdari-Jagirdari-Religious Policy, Mughal Empire under Aurangzeb-Conquests-Revolution-Religion,Mughal decline

Unit-III: The Ahom Kingdom (LECTURES: 11)

Sources-Buranjis, Sukapha-An Estimate, Expansion of the Ahom Kingdom-Suhungmung-PratapSingha, Ahom-Mughal conflict-Lachit Barphukan, Decline of the Ahom Kingdom-Moamariya Rebellion& Burmese Invasion

Unit-IV: The Koch Kingdom (LECTURES: 10)

Foundation-Biswa Singha, Naranarayan, Chilarai or Sukladhvaj, Ahom Koch conflict

Recommended Books:

1. Salma Ahmed Farooqui, A Comprehensive History of Medieval India from Twelfth to the Mid Eighteenth Century, Pearson Education India. 2011.
2. Satish Chandra, History of Medieval India, Orient Blackswan Private Limited.
3. S.L.Baruah, A Comprehensive History of Assam, Munshiram Manoharlal Pvt. Ltd. 1985.
4. H.K. Barpujari, Comprehensive History of Assam Vol.II, Publication Board of Assam, Guwahati
5. L. Devi, Asom Buranji, LBS, Guwahati.

COURSE NAME: Makers of Modern India

COURSE CODE: HS – ID – 3213

TOTAL CREDITS: 3 (Theory: 3)

THEORY

Total Lectures - 45

Course Objective:

The introduction of interdisciplinary courses is meant for students from other stream beyond Humanities. Therefore a simplistic understanding of the same is required to cater to the needs of this group of students. With this idea in mind, the course has been designed within the paradigm of three semesters as Ancient India, Medieval India and Making of Modern India.

COURSE LEARNING OUTCOME:

CLO 1: *To aware students about the contributions of the nation makers.*

CLO 2: *The course would help in developing cultural identities and values.*

CLO 3: *Comprehend the need for gender planning and gender budgeting.*

Unit I: Raja Ram Mohun Roy (Lectures: 6)

- i. Life and Career
- ii. A Social reformer
- iii. Brahmo Samaj & Brahmo Movement

Unit II: Mohandas Karamchand Gandhi (Lectures: 6)

- i. Birth & Early Career
- ii. National Movement-Non-Cooperation, Civil Disobedience Movement& Quit India Movement
- iii. Gandhian ideology & Philosophy

Unit III: Dr. B.R.Ambedkar (Lectures: 5)

- i. Life & Career
- ii. Ideology
- iii. Ambedkar as a Social Reformer

Unit IV: Homi Jahangir Bhaba (Lectures: 4)

- i. Early Life
- ii. Pioneer in India's Nuclear Research

Unit V: Anandaram Dhekial Phukan (Lectures: 6)

- i. Early life-Education
- ii. Role in the Language Movement
- iii. Contribution to the Society

Unit VI: Lakshminath Bezbarooa (Lectures: 6)

- i. Early Life-Career
- ii. As a literary figure
- iii. Assam Chhatra Sanmilan

Unit VII: Chandraprabha Saikiani (Lectures: 6)

- i. Freedom fighter-Literary figure
- ii. Social Reformer-Feminist Movement

Unit VIII: Ambikagiri Rai Choudhury (Lectures: 6)

- i. Early Life
- ii. Political & Social Life-Asom Sangrakhini Mahasabha-Assam Jatiya Mahasabha
- iii. Literary figure-Assam Sahitya Sabha

Recommended Books:

- i. Ahmed, Saied Abu Nasar & Borthakur, Rekha. (2023). Lakshminath Bezbaruah: As He Viewed Society, Politics and World Affairs, Purbanchal Prakash.
- ii. Ambedhkar, Dr.B.R. (2013). Annihilation of Caste, Samyak, 2013.
- iii. Borah, Hiranya (2021). Chandraprabha: The Iron Lady of Assam, Blue Rose Publishers.
- iv. Deshmukh, Chintamani. (2013). Homi Jehangir Bhabha, National Book Trust.
- v. Dutta, Hirendranath & Goswami, Stuti. (2018). Warp and Weft: Makers of Modern Assam, National Book Trust.
- vi. Gandhi, M.K. (2021). Hind Swaraj, Sahitya Sarowar.
- vii. Guha, Ramachandra. (2010). Makers of Modern India, Penguin Random House. Guha, Ramchandra. (2018) Raja Rammohan Roy : The First Liberal of India, Penguin.
- viii. Hussain, Nikumoni. (2014). Ambikagiri Raichaudhury. Purbanchal Prakash.
- ix. Kripalani, Krishna. (2017). Gandhi: a Life, National Book Trust.
- x. Mill, Moffat A.J. (1984, 2nd edition). Report on the Province of Assam, Guwahati Publication Board.
- xi. Moon, Vasant. (2022). Dr. Babasaheb Ambedkar, National Book Trust.
- xii. Neog, Maheswar. (1980). Anandaram Dhekiyal Phukan, Sahitya Akademi, available at
- xiii. https://archive.org/stream/in.ernet.dli.2015.219690/2015.219690.Anandaram-Dhekiyal_djvu.txt.
- xiv. Talukdar, Nanda. (2012). Assam & The 19th Century: In the Context of Ananda Ram Dhekiyal Phookan and the Early Nineteenth-Century Renaissance in Assam, Bhabani Books.