

**MINIMUM COURSE CURRICULUM FOR B.A. (HONOURS)  
HISTORY UNDER CHOICE BASED CREDIT SYSTEM**



**DEPARTMENT OF HISTORY  
JAGANNATH BAROOAH COLLEGE, JORHAT (ASSAM)  
2018**

## **Objectives:**

History, like other disciplines is a growing subject and perspectives and interpretations tend to change with new theories, new methods of analysis, availability of new sources and changing contexts. The last five decades have seen the growth of new areas of historical study such as environment, women, urbanization, population, agrarian system, trade and a host of other areas. It is important therefore, to incorporate the new areas of historical interest in the syllabus.

The three year B.A. (Honours) History programme provides a wide range of ideas and concepts that cut across disciplinary boundaries. The syllabus reflects the changes that have emerged in the discipline of history, with many areas of research gaining academic recognition. The courses have been designed to provide a critical understanding of not only the Indian polity, society, economy and culture, but also of historical developments outside India. The syllabus also incorporates courses on the history of Assam as there is growing realization that the study of history is incomplete without the study of regional history.

## **Expected Outcome of the Programme:**

Upon completing this programme the students should be able to:

- Understand the political, economic, social, cultural, intellectual and religious changes in the past and their relation to the historical context of the period under study.
- Demonstrate an understanding of historical problems and debates.
- Explain largescale and longterm historical developments of regional, national and global scale.
- Develop historical (subject specific) skills including the ability of critical and logical thinking.

### Course Structure-HISTORY (Honours)

Sem ester	Course No	Course Code	Course Title	Course Type	Marks Distribution					Remark
					TH	TH -IA	PR	IA	Total	
1 <sup>st</sup>	C-01	HISC-101	History of India-I	Theory	80	20			100	
	C-02	HISC-102	Social Formations and Cultural Patterns of the Ancient World	Theory	80	20			100	
2 <sup>nd</sup>	C-03	HISC-201	History of India-II	Theory	80	20			100	
	C-04	HISC-202	Social Formations and Cultural Patterns of the Medieval World	Theory	80	20			100	
3 <sup>rd</sup>	C-05	HISC-301	History of India-III (c. 750-1206)	Theory	80	20			100	
	C-06	HISC-302	Rise of the Modern West-I	Theory	80	20			100	
	C-07	HISC-303	History of India -IV (c.1206-1550)	Theory	80	20			100	
	SEC-01	HISS-301	<b>Archive Keeping</b>	<b>Project</b>			40*	10	50	
4 <sup>th</sup>	C-08	HISC-401	Rise of the Modern West-II	Theory	80	20			100	
	C-09	HISC-402	History of India-V (c. 1550-1605)	Theory	80	20			100	
	C-10	HISC-403	History of India-VI (c. 1750-1857)	Theory	80	20			100	
	SEC-02	HISS-401	<b>Tourism in North East India</b>	<b>Project</b>			40*	10		
5 <sup>th</sup>	C-11	HISC-501	History of Modern Europe-I (c. 1780-1939)	Theory	80	20			100	
	C-12	HISC-502	History of India-VII (c. 1605-1750)	Theory	80	20			100	
	DSE-01	HISD-501	History of Early and Medieval Assam up to 1826	Theory	80	20			100	
	DSE-02	HISD-502	History of Assam (1826-1947)	Theory	80	20			100	
6 <sup>th</sup>	C-13	HISC-601	History of India-VIII (c. 1857-1950)	Theory	80	20			100	
	C-14	HISC-602	History of Modern Europe-II (1780-1939)	Theory	80	20			100	
	DSE-03	HISD-601	Social and Economic History of Assam	Theory	80	20			100	
	DSE-04	HISD-602	Introduction to History and Its Sources	Theory	80	20			100	
<b>Generic Elective-History</b>										
1 <sup>st</sup>	GE-01.A	HISG-101A	Early and Medieval Assam up to 1826	Theory	80	20			100	Ongoing
	GE-01.B	HISG-101B	History of Assam (1826-1947)	Theory	80	20			100	
2 <sup>nd</sup>	GE-02.A	HISG-201A	History of Ecology and Environment in India	Theory	80	20			100	Ongoing
	GE-02.B	HISG-201B	Women In Indian History	Theory	80	20			100	
3 <sup>rd</sup>	GE-03	HISG-301	History of India-I (earliest times to 1526)	Theory	80	20			100	
4 <sup>th</sup>	GE-04	HISG-401	History of India-II (1526-1947)	Theory	80	20			100	

**\*Project-40 marks (Report-25, Presentation and viva voce-15); IA-10**

## Detailed Syllabus for Core Course

### B.A. (Honours) History

#### Semester-I

**COURSE TITLE: HISTORY OF INDIA- I**

**Course Code: HISC-101**

**Credits: 06**

**Course No: C- 01**

**No. of Classes: 60**

**Marks: 100**

**End Semester: 80**

**Internal Assessment: 20**

**Objective:** The paper intends to acquaint the students with the particular understanding of the ancient India people about history as well as use of different sources and tools of historical reconstruction. It also tries to highlight the different stages of human evolution and eventual establishment of the Harappan Civilization.

**Unit: I. Reconstructing Ancient Indian History (No. of Classes: 12; Marks: 16)**

[a] Early Indian notions of History

[b] Sources and tools of historical reconstruction.

[c] Historical interpretations (with special reference to gender, environment, technology, and regions)

**Unit: II. Pre-historic hunter-gatherers (No. of Classes: 12; Marks: 16)**

[a] Paleolithic cultures- sequence and distribution; stone industries and other technological developments.

[b] Mesolithic cultures- regional and chronological distribution; new developments in technology and economy; rock art.

**Unit: III. The advent of food production (No. of Classes: 12; Marks: 16)**

Understanding the regional and chronological distribution of the Neolithic and Chalcolithic cultures: subsistence and patterns of exchange

**Unit: IV. The Harappan civilization**

Origins; settlement patterns and town planning; agrarian base; craft productions and trade; social and political organization; religious beliefs and practices; art; the problem of urban decline and the late/post-Harappan traditions.

**Unit: V. Cultures in transition (No. of Classes: 12; Marks: 16)**

Settlement patterns, technological and economic developments; social stratification; political relations; religion and philosophy; the Aryan Problem.

[a] North India (circa 1500 BCE-300 BCE)

[b] Central India and the Deccan (circa 1000 BCE - circa 300 BCE)

[c] Tamilakam (circa 300 BCE to circa CE 300)

## **ESSENTIAL READINGS**

R.S. Sharma, *India's Ancient Past*, New Delhi, OUP, 2007

R. S. Sharma, *Material Culture and Social Formations in Ancient India*, 1983.

R.S. Sharma, *Looking for the Aryas*, Delhi, Orient Longman Publishers, 1995

D. P. Agrawal, *The Archaeology of India*, 1985

Bridget & F. Raymond Allchin, *The Rise of Civilization in India and Pakistan*, 1983.

A. L. Basham, *The Wonder that Was India*, 1971.

D. K. Chakrabarti, *The Archaeology of Ancient Indian Cities*, 1997,

D. K. Chakrabarti, *The Oxford Companion to Indian Archaeology*, New Delhi, 2006.

H. C. Raychaudhuri, *Political History of Ancient India*, Rev. ed. With Commentary by B. N. Mukherjee, 1996

K. A. N. Sastri, ed., *History of South India*, OUP, 1966.

Upinder Singh, *A History of Ancient and Early Medieval India*, 2008.

Romila Thapar, *Early India from the Beginnings to 1300*, London, 2002.

Uma Chakravarti, *The Social Dimensions of Early Buddhism*. 1997.

Rajan Gurukul, *Social Formations of Early South India*, 2010.

R. Champakalakshmi, *Trade, Ideology and urbanization: South India 300 BC- AD 1300*, 1996.

## **B.A. (Honours) History**

### **Semester-I**

**COURSE TITLE: SOCIAL FORMATIONS AND CULTURAL PATTERNS  
OF THE ANCIENT WORLD**

**Course Code: HISC-102**

**Course No: C- 02**

**Credits: 06**

**No. of Classes: 60**

**Marks: 100**

**End Semester: 80**

**Internal Assessment: 20**

**Objective:** The objective of the paper is to highlight the major factors that led to the social formations and cultural patterns of the ancient world. The paper also strives to underline the development of Bronze Age Civilizations throughout the world as well as development of slave and polis societies in ancient Greece.

**Unit: I** (No. of Classes: 12; Marks: 16)

**Evolution of Humankind;** Paleolithic and Mesolithic cultures.

**Unit: II** (No. of Classes: 12; Marks: 16)

**Food production:** beginnings of agriculture and animal husbandry.

**Unit: III** (No. of Classes: 12; Marks: 16)

**Bronze Age Civilizations:**

with reference to any one of the following: i) Egypt (Old Kingdom); ii) Mesopotamia (up to the Akkadian Empire); iii) China (Shang); IV) Eastern Mediterranean (Minoan) economy, social stratification, state structure, religion.

**Unit: IV** (No. of Classes: 12; Marks: 16)

**Debate on the advent of iron and its implications;**

**Slave society in ancient Greece:** agrarian economy, urbanization and trade.

**Unit: V** (No. of Classes: 12; Marks: 16)

**Polis in ancient Greece:** Athens and Sparta; Greek Culture.

### **ESSENTIAL READINGS**

Burns and Ralph. World Civilizations. Cambridge History of Africa, Vol. I.

V. Gordon Childe, What Happened in History.

G. Clark, World Prehistory: A New Perspective.

B. Fagan, People of the Earth.

Amar Farooqui, Early Social Formations.

M. I. Finley, The Ancient Economy.

Jacquetta Hawkes, First Civilizations.

G. Roux, Ancient Iraq.

BaiShaoyi, An Outline History of China.

H. W. F. Saggs, The Greatness that was Babylon.

B. Trigger, Ancient Egypt: A Social History.

UNESCO Series: History of Mankind, Vols. I - III./ or New ed. History of Humanity.

R. J. Wenke, Patterns in Prehistory.

## **B.A. (Honours) History**

### **Semester: II**

**Course Title: HISTORY OF INDIA- II**

**Course Code: HISC-201**

**Credits: 06**

**Course No: C- 03**

**No. of Classes: 60**

**Marks: 100**

**End Semester: 80**

**Internal Assessment: 20**

**Objective:** This paper intends to acquaint the students with the different stages of development of Agrarian and Rural economy of India from 300 BC to 300 AD. It also highlights ancient Indian social stratification as well as formation of different state structures.

### **Unit: I**

**(No. of Classes: 12; Marks: 16)**

Economy and Society (circa 300 BCE to circa CE 300):

[a] Expansion of agrarian economy: production relations.

[b] Urban growth: north India, central India and the Deccan; craft Production: trade and trade routes; coinage.

[c] Social stratification: class, Varna, jati, untouchability; gender; marriage and property relations

### **Unit: II**

**(No. of Classes: 12; Marks: 16)**

Changing political formations (circa 300 BCE to circa CE 300):

[a] The Mauryan Empire

[b] Post-Mauryan Polities with special reference to the Kushanas and the Satavahanas;

GanaSanghas.

### **Unit: III**

**(No. of Classes: 12; Marks: 16)**

Towards early medieval India [circa CE fourth century to CE 750]:

[a] Agrarian expansion: land grants, changing production relations; graded Land rights and peasantry.

[b] The problem of urban decline: patterns of trade, currency, and urban Settlements.

[c] Varna, proliferation of jatis: changing norms of marriage and property.

[d] The nature of polities: the Gupta empire and its contemporaries: post- Gupta polities - Pallavas, Chalukyas, and Vardhanas

### **Unit: IV**

**(No. of Classes: 12; Marks: 16)**

Religion, philosophy and society (circa 300 BCE- CE 750):

(a) Consolidation of the brahmanical tradition: dharma, Varnashram, Purusharthas, samskaras.

(b) Theistic cults (from circa second century BC): Mahayana; the Puranic tradition.

(c) The beginnings of Tantricism



**Unit: IV****(No. of Classes: 12; Marks: 16)**

Cultural developments (circa 300 BCE to CE 750):

- [a] A brief survey of Sanskrit, Pali, Prakrit and Tamil literature. Scientific and technical treatises  
[b] Art and architecture & forms and patronage; Mauryan, post- Mauryan, Gupta, post-Gupta

**ESSENTIAL READINGS**

- B. D. Chattopadhyaya, The Making of Early Medieval India, 1994.  
D. P. Chattopadhyaya, History of Science and Technology in Ancient India, 1986.  
D. D. Kosambi, An Introduction to the Study of Indian History, 1975.  
S. K. Maity, Economic Life in Northern India in the Gupta Period, 1970.  
B. P. Sahu (ed), Land System and Rural Society in Early India, 1997.  
K. A. N. Sastri, A History of South India.  
R. S. Sharma, Indian Feudalism, 1980.  
R.S.Sharma,UrbanDecayinIndia,c.300-C1000,Delhi,Munshiram Manohar Lal,1987  
RomilaThapar, Asoka and the Decline of the Mauryas, 1997.  
Susan Huntington, The Art of Ancient India: Buddhist, Hindu, and Jain, New York, 1985.

## **B.A. (Honours) History**

**Semester: II**

**Course Code: HISC-202**

**Course Title: SOCIAL FORMATIONS AND CULTURAL PATTERNS  
OF THE MEDIEVAL WORLD**

**Credits: 06**

**Course No: C- 04**

**No. of Classes: 60**

**Marks: 100**

**End Semester: 80**

**Internal Assessment: 20**

**Objective:** The objective of the paper is to highlight the major factors that led to the social formations and cultural patterns of the medieval world. The paper also underlines the history of religion and culture of medieval Europe and Central Asia.

**Unit: I** (No. of Classes: 12; Marks: 16)

**Roman Republic, Participate and Empire & slave society in ancient Rome:**

Agrarian economy, urbanization, trade.

**Unit: II** (No. of Classes: 12; Marks: 16)

**Religion and culture in ancient Rome**

**Unit: III** (No. of Classes: 12; Marks: 16)

**Crises of the Roman Empire**

**Unit: IV** (No. of Classes: 12; Marks: 16)

**Economic developments in Europe from the 7th to the**

**14th centuries:** Organization of production, towns and trade,

Technological developments; Crisis of feudalism.

**Unit: V** (No. of Classes: 12; Marks: 16)

**Religion and culture in medieval Europe;**

**Societies in Central Islamic Lands:**

[a] The tribal background, ummah, Caliphal state; rise of Sultanates

[b] Religious developments: the origins of shariah, Mihna, Sufism

[c] Urbanization and trade

### **ESSENTIAL READINGS**

Perry Anderson, Passages from Antiquity to Feudalism.

Marc Bloch, Feudal Society, 2 Vols.

Cambridge History of Islam, 2 Vols.

Georges Duby, The Early Growth of the European Economy.

Fontana, Economic History of Europe, Vol. I (relevant chapters).

P. K. Hitti, History of the Arabs.

## **B.A. (Honours) History**

### **Semester-III**

**Course Title: HISTORY OF INDIA III (c.750 -1206)**

**Course Code: HISC-301**

**Credits: 06**

**Course No: C- 05**

**No. of Classes: 60**

**Marks: 100**

**End Semester: 80**

**Internal Assessment: 20**

**Objective:** This paper intends to acquaint the students with the different stages of development of feudalism in India from the early medieval period.. It also highlights the socio-political and religious structures of early medieval India.The paper also tries to throw light on the development of heterogeneous religious movements.

#### **Unit: I**

**(No. of Classes: 12; Marks: 16)**

##### **Studying Early Medieval India:**

Historical geography Sources: texts, epigraphic and numismatic data Debates on Indian feudalism, rise of the Rajputs and the nature of the state

#### **Unit: II**

**(No. of Classes: 12; Marks: 16)**

##### **Political Structures:**

- (a) Evolution of political structures: Rashtrakutas, Palas, Pratiharas, Rajputs and Cholas
- (b) Legitimization of kingship; brahmanas and temples; royal genealogies and rituals
- (c) Arab conquest of Sindh: nature and impact of the new set-up; Ismailidawah
- (d) Causes and consequences of early Turkish invasions: Mahmud of Ghazna; Shahab-ud-Din of Ghur

#### **Unit:III**

**(No. of Classes: 12; Marks: 16)**

##### **Agrarian Structure and Social Change:**

- (a) Agricultural expansion; crops
- (b) Landlords and peasants
- (c) Proliferation of castes; status of untouchables
- (d) Tribes as peasants and their place in the Varna order

#### **Unit:IV**

**(No. of Classes: 12; Marks: 16)**

##### **Trade and Commerce:**

- (a) Inter-regional trade
- (b) Maritime trade
- (c) Forms of exchange
- (d) Process of urbanization
- (e) Merchant guilds of South India

**Unit: V**

**(No. of Classes: 12; Marks: 16)**

**Religious and Cultural Developments:**

- (a) Bhakti, Tantrism, Puranic traditions; Buddhism and Jainism;  
Popular religious cults
- (b) Islamic intellectual traditions: Al-Biruni; Al-Hujwiri
- (c) Regional languages and literature
- (d) Art and architecture: Evolution of regional styles

**ESSENTIAL READINGS**

- R.S. Sharma, Indian Feudalism (circa 300 - 1200).  
B.D. Chattopadhyaya, The Making of Early Medieval India.  
R.S. Sharma and K.M. Shrimali, eds, Comprehensive History of India, Vol. IV (A & B).  
Mohammad Habib and K.A. Nizami, eds, Comprehensive History of India, Vol. V, The Delhi Sultanate  
Hermann Kulke, ed., The State in India (AD 1000 - AD 1700).  
11  
N. Karashima, South Indian History and Society (Studies from Inscriptions, AD 850 -1800  
Derryl N. Maclean, Religion and Society in Arab Sindh.  
IrfanHabib, Medieval India: The Study of a Civilization.

**SUGGESTED READINGS**

- Richard Davis Lives of Indian Images.  
RomilaThapar, Somanatha: The Many Voices of a History.  
John S. Deyell, Living Without Silver: The Monetary History of Early Medieval North India.  
VijayaRamaswamy, Walking Naked: Women, Society, and Spirituality in South India.  
Burton Stein, Peasant State and Society in Medieval South India.  
R. Champakalakshmi, Trade, Ideology and Urbanization: South India, 300 BC to 1300 AD.  
Al. Beruni's India, NBT edition.  
Ali Hujwiri, KashfulMahjoob, tr. R.Nicholson.  
S C Mishra, Rise of Muslim Communities in Gujarat.  
J. Schwartzberg, Historical Atlas of South Asia.

## B.A. (Honours) History

### Semester-III

**Course Title: RISE OF THE MODERN WEST – I**

**Course Code: HISC-302**

**Credits: 06**

**Course No: C- 06**

**No. of Classes: 60**

**Marks: 100**

**End Semester: 80**

**Internal Assessment: 20**

**Objective:** The objective of this paper is to acquaint the students with the theories of the transition from feudalism to capitalism in the west. It also highlights early colonial voyages and the development of renaissance and reformation. Another objective of the paper is to study the emergence of state in Europe.

**Unit: I** (No. of Classes: 12; Marks: 16)

**Transition from feudalism to capitalism:** problems and theories.

**Early colonial expansion:** motives, voyages and explorations; the conquests of America: beginning of the era of colonization; mining and plantation; the African slaves.

**Unit: II** (No. of Classes: 12; Marks: 16)

**Renaissance:** its social roots, city-states of Italy; spread of humanism in Europe; Art.

**Unit: III** (No. of Classes: 12; Marks: 16)

Origins, course and results of the European Reformation in the 16th century

**Unit: IV** (No. of Classes: 12; Marks: 16)

**Economic developments of the sixteenth century:** Shift of economic balance from the Mediterranean to the Atlantic; Commercial Revolution; Influx of American silver and the Price Revolution.

**Unit: V** (No. of Classes: 12; Marks: 16)

**Emergence of European state system:** Spain; France; England; Russia.

### ESSENTIAL READINGS

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

H. Butterfield, The Origins of Modern Science.

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

III. Carlo M. Cipolla, Before the Industrial Revolution, European

Society and Economy. 1000 -1700. 3rd ed. (1993)

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

Maurice Dobb, Studies in the Development of Capitalism.

J. R. Hale, Renaissance Europe.

R. Hall, From Galileo to Newton.

Christopher Hill, A Century of Revolutions.

Rodney Hilton, Transition from Feudalism to Capitalism.

## B.A. (Honours) History

### Semester-III

Course Title: HISTORY OF INDIA IV (c.1206 - 1550)

Course Code: HISC-303

Credits: 06

Course No: C- 07

No. of Classes: 60

Marks: 100

End Semester: 80

Internal Assessment: 20

**Objective:** The objective of this paper is to acquaint the students with the political developments in India from the Sultanate period to the coming of the Mughals. It will also discuss on society, economy and religious traditions of that time.

#### Unit: I

(No. of Classes: 12; Marks: 16)

##### I. Interpreting the Delhi Sultanate:

Survey of sources: Persian *tarikh* tradition; vernacular histories; epigraphy

#### Unit: II

(No. of Classes: 12; Marks: 16)

##### Sultanate Political Structures:

- (a) Foundation, expansion and consolidation of the Sultanate of Delhi; The Khaljis and the Tughluqs; Mongol threat and Timur's invasion; The Lodis: Conquest of Bahlul and Sikandar; Ibrahim Lodi and the battle of Panipat
- (b) Theories of kingship; Ruling elites; Sufis, ulama and the political authority; imperial Monuments and coinage

#### Unit: III

(No. of Classes: 12; Marks: 16)

##### Emergence of Provincial Dynasties:

- (a) Bahamanis, Vijayanagar, Gujarat, Malwa, Jaunpur and Bengal
- (b) Consolidation of regional identities; regional art, architecture and literature

#### Unit: IV

(No. of Classes: 12; Marks: 16)

##### Society and Economy:

- (a) Iqta and the revenue-free grants
- (b) Agricultural production; technology
- (c) Changes in rural society; revenue systems
- (d) Monetization; market regulations; growth of urban centers; trade and commerce; Indian Ocean trade

#### Unit: V

(No. of Classes: 12; Marks: 16)

##### Religion, Society and Culture

- (a) Sufi silsilas: Chishtis and Suhrawardis; doctrines and practices; social roles

(b) Bhakti movements and monotheistic traditions in South and North India; Women Bhaktas; Nathpanthis; Kabir, Nanak and the Sant tradition

(c) Sufi literature: malfuzat; premakhayans

### **ESSENTIAL READINGS**

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

Satish Chandra, Medieval India I.

Peter Jackson, The Delhi Sultanate.

Catherine Asher and Cynthia Talbot, India Before Europe.

TapanRaychaudhuri and IrfanHabib, eds, Cambridge Economic History of India, Vol. I.

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

W.H. McLeod, KarineSchomer, et al, Eds, The Sants.

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

MohibulHasan, Historians of Medieval India.

### **SUGGESTED READINGS**

Cynthia Talbot, Pre-colonial India in Practice.

Simon Digby, War Horses and Elephants in the Delhi Sultanate.

I.H. Siddiqui, Afghan Despotism.

Burton Stein, New Cambridge History of India: Vijayanagara.

Richard M. Eaton, ed., India's Islamic Traditions.

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

Sheldon Pollock, Languages of the Gods in the World of Men.

Pushpa Prasad, Sanskrit Inscriptions of the Delhi Sultanate.

Andre Wink, Al-Hind, Vols. I-III.

## **B.A. (Honours) History**

### **Skill Enhancement Course**

#### **Semester III**

**Title of the Course: ARCHIVE KEEPING**

**Course Code: HISS-301**

**Credits: 02**

**Course No: SEC-01**

**No. of Classes: 20**

**Marks: 50**

**Project Report: 40**

**Viva: 10**

**Objective:** The course intends to give students an opportunity to acquire skill on the use of archives as a repository of historical sources. In depth field visit mainly to different government and private archives coupled with an understanding of verifying sources are the prime objectives of this course. In the entire course students have to prepare a project report on a particular topic with extensive archival visits.

#### **Unit: I**

**(No. of Classes: 10)**

Introduction and definition of Archives; History of archive keeping in India; Organizations of different archives; Preservation of records

#### **Unit: II**

**(No. of Classes: 10)**

Administration of archives, Functions and uses of archives, National Archives, State Archives & Private Archives, Asiatic Society of Bengal, Nehru Memorial Museum & Internet Archive

#### **ESSENTIAL READINGS:**

Michael R. Hill, Archival Strategies and Techniques

Archive Principles and Practice: an introduction to archives for non-archivists

<http://www.nationalarchives.gov.uk>

L. Corens, k. Peters & A. W. Walsham, The Social History of the Archive: Record Keeping in Early Modern Europe

Elizabeth Yale, The History of Archives: The State of the Discipline



## **B.A. (Honours) History**

**Semester: IV**

**Course Title: RISE OF THE MODERN WEST – II**

**Course Code: HISC-401**

**Credits: 06**

**Course No: C- 08**

**No. of Classes: 60**

**Marks: 100**

**End Semester: 80**

**Internal Assessment: 20**

**Objective:** The paper intends to give a detailed account of socio-economic history of Europe from 17<sup>th</sup> century to the coming of the industrial revolution. It will also try to discuss the rise of modern science and mercantilist economy in Europe.

**Unit: I** (No. of Classes: 12; Marks: 16)  
**17th century European crisis:** economic, social and political dimensions.

**Unit: II** (No. of Classes: 12; Marks: 16)  
**The English Revolution:** major issues; political and intellectual currents

**Unit: III** (No. of Classes: 12; Marks: 16)  
**Rise of modern science in relation to European society from the Renaissance to the 17th century.**

**Unit: IV** (No. of Classes: 12; Marks: 16)  
**Mercantilism and European economics;** 17th and 18<sup>th</sup> centuries

**Unit: V** (No. of Classes: 12; Marks: 16)  
**European politics in the 18th century:** parliamentary monarchy; patterns of Absolutism in Europe; **Preludes to the Industrial Revolution**

### **ESSENTIAL READINGS**

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

H. Butterfield, The Origins of Modern Science.

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

III. Carlo M. Cipolla, Before the Industrial Revolution, European

Society and Economy, 1000 -1700. 3rd ed. (1993)

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

Ralph Davis, The Rise of the Atlantic Economics.

Maurice Dobb, Studies in the Development of Capitalism.

J.R. Hale, Renaissance Europe.

R. Hall, From Galileo to Newton.

Christopher Hill, A Century of Revolutions.

Rodney Hilton, Transition from Feudalism to Capitalism.

### **SUGGESTED READINGS**

M. S. Anderson, Europe in the Eighteenth Century.

Perry Anderson, The Lineages of the Absolutist State.

Stuart Andrews, Eighteenth Century Europe.

B. H. Slicher von Bath, The Agrarian History of Western Europe. AD.500 - 1850.

The Cambridge Economic History of Europe. Vol.I - VI.

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

M. P. Gilmore, The World of Humanism. 1453 - 1517.

Peter Kriedte, Peasants, Landlords and Merchant Capitalists.

J. Lynch, Spain under the Hapsburgs.

Peter Mathias, First Industrial revolution.

## **B.A. (Honours) History**

**Semester: IV**

**Course Title: HISTORY OF INDIA- V (c. 1550 - 1605)**

**Course Code: HISC-402**

**Credits: 06**

**Course No: C- 09**

**No. of Classes: 60**

**Marks: 100**

**End Semester: 80**

**Internal Assessment: 20**

**Objective:** The paper intends to give a brief outline on the historiography of medieval India as well as the establishment and consolidation of the Mughal rule. It will also acquaint the students with agrarian structure in Mughal India.

**Unit: I**

**(No. of Classes: 12; Marks: 16)**

**Sources and Historiography:**

- (a) Persian literary culture; translations; Vernacular literary traditions
- (b) Modern Interpretations

**Unit: II**

**(No. of Classes: 12; Marks: 16)**

**Establishment of Mughal rule:**

- (a) India on the eve of Babur's invasion
- (b) Fire arms, military technology and warfare
- (c) Humayun's struggle for empire
- (d) Sher Shah and his administrative and revenue reforms

**Unit: III**

**(No. of Classes: 12; Marks: 16)**

**Consolidation of Mughal rule under Akbar:**

- (a) Campaigns and conquests: tactics and technology
- (b) Evolution of administrative institutions: zabt, mansab, jagir, madad-i-maash
- (c) Revolts and resistance
- (d) Incorporation of Rajputs and other indigenous groups in Mughal nobility
- (e) North-West frontier, Gujarat and the Deccan
- (f) Conquest of Bengal

**Unit: IV**

**(No. of Classes: 12; Marks: 16)**

**Rural Society and Economy:**

- (a) Land rights and revenue system; Zamindars and peasants; rural tensions
- (b) Extension of agriculture; agricultural production; crop patterns
- (c) Trade routes and patterns of internal commerce; overseastrade; rise of Surat

**Unit: V**

**(No. of Classes: 12; Marks: 16)**

**Political and religious ideals:**

- (a) Inclusive political ideas: theory and practice
- (b) Religious tolerance and sulh-i-kul; Sufi mystical and intellectual Interventions

(c) Pressure from the ulama

**ESSENTIAL READINGS**

Satish Chandra, Medieval India I.

IrfanHabib, Agrarian System in Medieval India

Catherine Asher and Cynthia Talbot, India Before Europe.

TapanRaychaudhuri and IrfanHabib, eds, Cambridge Economic History of India, Vol. I.

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

MohibulHasan, Historians of Medieval India.

**SUGGESTED READINGS**

Cynthia Talbot, Pre-colonial India in Practice.

Simon Digby, War Horses and Elephants in the Delhi Sultanate.

I.H. Siddiqui, Afghan Despotism.

Burton Stein, New Cambridge History of India: Vijayanagara.

Richard M. Eaton, ed., India's Islamic Traditions.

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

Sheldon Pollock, Languages of the Gods in the World of Men.

Pushpa Prasad, Sanskrit Inscriptions of the Delhi Sultanate.

Andre Wink, Al-Hind, Vols. I-III

## B.A. (Honours) History

**Semester: IV**

**Course Title: HISTORY OF INDIA- VI (c. 1750 - 1857)**

**Course Code: HISC-403**

**Credits: 06**

**Course No: C- 10**

**No. of Classes: 60**

**Marks: 100**

**End Semester: 80**

**Internal Assessment: 20**

**Objective:** The paper intends to give a brief outline of the 18<sup>th</sup> century crisis and the establishment of the British rule in India. Another objective of the paper is to give thrust on areas like colonial ideology, rural economy, trade and industry and popular resistance against the colonial rule.

**Unit: I**

**(No. of Classes: 12; Marks: 16)**

**India in the mid 18th Century; Society, Economy, Polity:**

**Expansion and Consolidation of colonial Power:**

[a] Mercantilism, foreign trade and early forms of exactions from Bengal.

[b] Dynamics of expansion, with special reference to Bengal,

Mysore, Western India, Awadh, Punjab, and Sindh.

**Unit: II**

**(No. of Classes: 12; Marks: 16)**

**Colonial State and Ideology:**

[a] Arms of the colonial state: army, police, law.

[b] Ideologies of the Raj and racial attitudes.

[c] Education: indigenous and modern.

**Unit: III**

**(No. of Classes: 12; Marks: 16)**

**Rural Economy and Society**

[a] Land revenue systems and forest policy.

[b] Commercialization and indebtedness.

[c] Rural society: change and continuity.

[d] Famines.

[e] Pastoral economy and shifting cultivation.

**Unit: IV**

**(No. of Classes: 12; Marks: 16)**

**Trade and Industry**

[a] De industrialization

[b] Trade and fiscal policy

[c] Drain of Wealth

[d] Growth of modern industry

**Unit: V**

**(No. of Classes: 12; Marks: 16)**

**Popular Resistance:**

[a] Santhal uprising (185-7); Indigo rebellion (1860); Pabna agrarian Leagues (1873); Deccan riots (1875).

[b] Uprising of 1857

### **ESSENTIAL READINGS**

C. A. Bayly, Indian Society and the Making of the British Empire

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

SuhashChakravarty, The Raj Syndrome: A Study in ImperialPerceptions, 1989.

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

RanajitGuha, ed., A Subaltern Studies Reader.

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

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

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

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

Eric Stokes, English Utilitarians and India.

### **SUGGESTED READINGS**

David Arnold and RamchandraGuha, eds, Nature, Culture andImperialism.

AmiyaBagchi, Private Investment in India.

Bipan Chandra, K.N. Panikkar, Mridula Mukherjee, SuchetaMahajan andAditya Mukherjee, India's Struggles for Independence.

A.R. Desai, Peasant Struggles in India.

R.P. Dutt, India today.

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

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

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

J.Krishnamurti, Women in Colonial India.

DadabhaiNaraji, Poverty and Un-British Rule in India.

## **B.A. (Honours) History**

### **Skill Enhancement Course**

**Semester: IV**

**Course Title: Tourism in North East India**

**Course Code: HISS-401**

**Credits: 02**

**Course No: SEC-02**

**No. of Classes: 20**

**Marks: 50**

**Project Report: 40**

**Viva: 10**

**Objective:** The course intends to give students an opportunity to acquire skill to work on the tourism sector. In depth field visit mainly to different tourist destinations coupled with an understanding of its historical legacy are the prime objectives of this paper. In the entire course students have to prepare a project report on a particular topic with extensive field visits.

#### **Unit: I**

**(No. of Classes: 10)**

Tourism- concepts and meaning- Nature- Scope- Tourism as an industry- Socio-economic impact of tourism- History of Tourism development in India- Promotional strategies of tourism; Historical tourism; Socio-Cultural tourism; Religious tourism.

#### **Unit: II**

**(No. of Classes: 10)**

Field visit-Tools & techniques; Development of tourist destinations, Tourist Guide as a career; Different government schemes on tourism, Development of tourism in North East India, Festivals and tourism in NE India.

#### **ESSENTIAL READINGS**

Dallen, j. Timothy, Cultural Heritage and Tourism: An Introduction

K.R.Gupta, Concise Encyclopedia of India

Melanie, K. Smith, Issues in Cultural Tourism Studies

V.K.Singh, Historical and Cultural Tourism in India

## **B.A. (Honours) History**

**Semester: V**

**Course Title: HISTORY OF MODERN EUROPE-I (c. 1780-1939)**

**Course Code: HISC-501**

**Credits: 06**

**Course No: C- 11**

**No. of Classes: 60**

**Marks: 100**

**End Semester: 80**

**Internal Assessment: 20**

**Objectives:**The objective of this paper is to acquaint the students with various factors that led to the French Revolution, Revolution of 1848, Capitalist industrialization and the proliferation of social and intellectual currents. The paper has also stressed on the causes of the First World War and the formation of national identities in Germany, Italy, Ireland and the Balkans.

### **Unit: I**

**(No. of Classes: 12; Marks: 16)**

#### **The French Revolution and its European repercussions:**

- [a] Crisis of Ancient Regime
- [b] Intellectual currents.
- [c] Social classes and emerging gender relations.
- [d] Phases of the French Revolution 1789 - 99.
- [e] Art and Culture of French Revolution.
- [f] Napoleonic consolidation - reform and empire.

### **Unit: II**

**(No. of Classes: 12; Marks: 16)**

#### **Restoration and Revolution: c. 1815 - 1848:**

- [a] Forces of conservatism & restoration of old hierarchies.
- [b] Social, Political and intellectual currents.
- [c] Revolutionary and Radical movements, 1830 - 1848.

### **Unit: III**

**(No. of Classes: 12; Marks: 16)**

#### **Capitalist Industrialization and Social and Economic Transformation (Late 18th century to AD 1914)**

- [a] Process of capitalist development in industry and agriculture: case studies of Britain, France, the German States and Russia.
- [b] Evolution and Differentiation of social classes: Bourgeoisie, Proletariat, land owning classes and peasantry.
- [c] Changing trends in demography and urban patterns.
- [d] Family, gender and process of industrialization.

### **Unit: IV**

**(No. of Classes: 12; Marks: 16)**

#### **World War I.**

Causes, courses and consequences

### **Unit: V**

**(No. of Classes: 12; Marks: 16)**

#### **Varieties of Nationalism and the Remaking of States in**



### **the 19th and 20th Centuries.**

[a] Intellectual currents, popular movements and the formation of National identities in Germany, Italy, Ireland and the Balkans.

[b] Specificities of economic development, political and administrative Reorganization - Italy; Germany.

### **ESSENTIAL READINGS**

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

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

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

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

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

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

James Joll, *Europe Since 1870.*

David Landes: *Prometheus Unbound.*

George Lefebvre, *Coming of the French Revolution.*

George Lichtheim : *A Short History of Socialism.*

Peter Mathias, *First Industrial Revolution.*

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

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

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

Stuart Woolf: *History of Italy, 1700 - 1860*

### **SUGGESTED READINGS**

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

Fernand Braudel, *History and the Social Science in M. Aymard and*

H. Mukhia Ed. *French Studies in History, Vol.I (1989).*

Maurice Dobb: *Soviet Economic Development Since 1917.*

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

H.J. Hanham; *Nineteenth Century Constitution, 1815 - 1914.*

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

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

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

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

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

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

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

K.O. Morgan: *Oxford Illustrated History of Britain, Volume 3 [1789 -1983].*

R.P. Morgan: *German Social Democracy and the First International.*

N.V. Riasanovsky: *A History of Russia.*

J.M. Robert, *Europe 1880 -1985.*

J.J. Roth (ed.), *World War I : A Turning Point in Modern History.*

Albert Soboul: *History of the French Revolution (in two volumes).*

## **B.A. (Honours) History**

**Semester: V**

**Course Title: HISTORY OF INDIA VII (c. 1605 - 1750)**

**Course Code: HISC-502**

**Credits: 06**

**Course No: C- 12**

**No. of Classes:60**

**Marks: 100**

**(End Semester: 80 + Internal Assessment: 20)**

**Objective:**The objectives of this paper are to help the students to understand various sources and historiography of the Mughal period as well as the expansion of the Mughal rule, the Sufi order, Aurangzeb's religious policy; religious institution, decline of the Mughal Empire, growth of the regional politics and state formation under the Rajputs and the Marathas.

**Unit: I**

**(No. of Classes: 12; Marks: 16)**

**Sources: Persian and vernacular literary cultures, histories, memoirs and travelogues**

**Unit: II**

**(No. of Classes: 12; Marks: 16)**

**Political Culture under Jahangir and Shah Jahan:**

- (a) Extension of Mughal rule; changes in mansab and jagir systems; imperial culture
- (b) Orthodoxy and syncretism - Naqshbandi Sufis, Miyan Mir, Dara Shukoh, Sarmad

**Unit: III**

**(No. of Classes: 12; Marks: 16)**

**Mughal Empire under Aurangzeb:**

- (a) State and religion under Aurangzeb; issues in the war of succession; policies regarding Religious groups and institutions
- (b) Conquests and limits of expansion
- (c) Beginning of the crisis: contemporary perceptions; agrarian and jagir crises; revolts

**Unit: IV**

**(No. of Classes: 12; Marks: 16)**

**Patterns of Regional Politics:**

- (a) Deccan kingdoms; emergence of the Marathas; Shivaji; expansion under the Peshwas
- (b) Mughal decline; emergence of successor states
- (c) Interpreting eighteenth century India: recent debates

**Unit: V**

**(No. of Classes: 12; Marks: 16)**

**Trade and Commerce:**

- (a) Crafts and technologies; Monetary system
- (b) Markets; transportation; urban centres
- (c) Indian Ocean trade network

## **ESSENTIAL READINGS**

M. Athar Ali, The Mughal Nobility under Aurangzeb.  
Muzaffar Alam and Sanjay Subramanian, eds, The Mughal State, 1526 - 1750.  
J.F. Richards, The Mughal Empire.  
Satish Chandra, Essays on Medieval Indian History.  
Irfan Habib, Agrarian System of Mughal India, 1526 - 1707.  
Ashin Dasgupta, Indian Merchants and the Decline of Surat,  
S.A.A. Rizvi, Muslim Revivalist Movements in Northern India.  
K. R. Qanungo, Dara Shikoh.

## **SUGGESTED READINGS**

S. Nurul Hasan, Religion, State, and Society in Medieval India.  
S. Arshatnam, Maritime India in the Seventeenth Century.  
Muzaffar Alam, The Crisis of Empire in Mughal North India.  
Catherine Asher, Architecture of Mughal India.  
Satish Chandra, Parties and Politics at the Mughal Court.  
Harbans Mukhia, The Mughals of India.  
J.F. Richards, Mughal Administration in Golconda.

**B.A. (Honours) History**  
**Discipline Specific Elective**

**Semester: V**

**Course Title: EARLY AND MEDIEVAL ASSAM UP TO 1826**

**Course Code: HISD-501**

**Credits: 06**

**Course No: DSE- 01**

**No. of Classes: 60**

**Marks: 100**

**End Semester: 80 Internal Assessment: 20**

**Objective:** The objective of this paper is to give a general outline of the history of Assam from the 13<sup>th</sup> century to the occupation of Assam by the English East India Company in the first quarter of the 19<sup>th</sup> century. It aims to acquaint the students with major stages of development in the political, social and cultural history of the state during the most important formative period.

**Unit: I** **(No. of Classes: 12; Marks: 16)**

State formation of the early Assam. Pragjyotish-Kamrupa, under the Varmans

Dynastic History of the Post-Varmana Period: The Salasthambhas and Palas

Decline and fall of the Kingdom of Kamrupa; Invasions of the Turo-afghans

**Unit: II** **(No. of Classes: 12; Marks: 16)**

Political condition of the Brahmaputra Valley at the time of the advent of the Ahoms.:

Geographical, Political and social conditions.

The Ahoms their origins and migration.

Emergence of the bhuyans: Their political and cultural contributions.

The kingdom of Kamata, their rise and fall.

**Unit: III** **(No. of Classes: 12; Marks: 16)**

State formation of the Brahmaputra Valley, the Chutiya and the kachari states- their rise and

fall. The Koch State –Rise and Fall .Expansion of the Ahom Kingdom in the 16<sup>th</sup> century-

Suhungmung allies Dihingia Raja

**Unit :IV** **(No. of Classes: 12; Marks: 16)**

Ahom –Mughal Wars- rule of PratapSingha, Administrative developments and role of

Momai Tamuli Barbarua.

Invasion of Mir Jumla and Ram Singha , causes and results and consequent changes in the socio political system.

Post –Sarighat political developments- ascendancy of the Tungkhungia Dynasty :GadadharSingha and RudraSingha.

**Unit :V** **(No. of Classes: 12; Marks: 16)**

Decline of the Ahom kingdoms- sivaSingha to Lakshmi Singha, the Moamoria Rebellion –

Causes and Consequences.

The Burmese invasion- causes and consequences, The treaty of YanBodaboo and Assam.

Ahom system of Administration.

**ESSENTIAL READINGS:**

Barpujari, H.K : The comprehensive history of Assam vols. 1 and II

Baruah , S.L. : A comprehensive History of Assam

Boruah ,Nirode

Boruah, Surajit :Asomar Itihas,2<sup>nd</sup> edition (revised) K.M. Publishing, Guwahati,2007

Chaudhury, p.c : The history of civilization of the people of Assam to the twelfth century A.D.

Gait E.A :A history of Assam. L B S publication GHy.

Nath.D : Assam Buranji. (Revised)

History of the Koch Kingdom. Delhi 1989

**SUGGESTED READINGS:**

Bhuyan. S K : Anglo assamese relations. Ghy 1948

Guha.Amalendu. : Medieval and early Colonial Assam. Society, Polity and Econoy. Calcutta 1991

The Tai and the Tai Kingdoms: With a fuller Treatment of the Tai-Kingdom in the Brahmaputra Valley, Ghy-1968.

## **B.A. (Honours) History**

**Semester: V**

**Course Title: HISTORY OF ASSAM (1826-1947)**

**Course Code: HISD-502**

**Credits: 06**

**Course No: DSE- 02**

**No. of Classes: 60**

**Marks: 100**

**End Semester: 80**

**Internal Assessment: 20**

**Objective:** The course attempts at introducing the students to understand aspects of changes and development in the socio-political and economic life in Assam during Colonial period.

**Unit: I** (No. of Classes: 12; Marks: 16)

Political Condition of Assam on the eve of the British occupation.

Consolidation of the British rule-Reforms and Reorganizations- David Scott, Robertson and Jenkins.

Annexation of Lower Assam and Restoration of PuranderSingha in Upper Assam (1833-38)

**Unit: II** (No. of Classes: 12; Marks: 16)

Annexation of Cachar.

Early phase of Revolts and resistance to British Rule- GomdharKnowar, PiyaliPhukan, u.tirut Singh.

The Khamti and Singpho rebellion.

The 1857 revolt in Assam and its aftermath.

Establishment of Chief Commissionership in Assam

**Unit: III** (No. of Classes: 12; Marks: 16)

Peasant Uprisings in 19<sup>th</sup> century Assam- Phulaguri and Patharughat.

Growth of National Consciousness- Assam association, Jorhat Sarbhojanik Sabha and Ryot Sabha.

Impact of Partition of Bengal and Swadeshi Movement in Assam.

**Unit :IV** (No. of Classes: 12; Marks: 16)

Government of India act 1919-Dyarchy on Trial in Assam.

Non-Cooperation Movement and Swarajist Politics in Assam.

The Civil Disobedience Movement.

Government of India Act 1935 and Ministry in Assam.

**Unit: V** (No. of Classes: 12; Marks: 16)

Trade Union Movement ( include specific names)

Tribal League and Politics in Assam.

Migration, Line System and its impact on Politics in Assam.

Quit India Movement in Assam.

Cabinet Mission Plan and the Grouping controversy- The Sylhet Referendum.

**ESSENTIAL READINGS:**

Borpuzari. H K .: (ed) The Comprehensive History of Assam . vol iv and v.  
Do Assam in the Days of Company  
Do (ed) Political history of assam. Vol I  
Baruah.Swarnalata: A Comprehensive History of Assam . New Delhi. 1985.  
Nath D. : Assam Buranji. Ghy 2009

**SUGGESTED READINGS:**

Bhuyan .A . C & De S: (ed) Political History of Assam Vols II and Iii  
Bhuyan .A .C : (ed) Nationalist Upsurge in assam.  
Bora .S : Students Revolution In Assam.  
DuttaAnuradha. : Assam in the Freedom Movement.  
Lahiri. R M : Annexation of Assam.

## **B.A. (Honours) History**

**Semester: VI**

**Course Title: HISTORY OF INDIA- VIII (c. 1857 - 1950)**

**Course Code: HISC-601**

**Credits: 06**

**Course No: C- 13**

**No. of Classes: 60**

**Marks: 100**

**End Semester: 80**

**Internal Assessment: 20**

**Objective:** The paper endeavor to highlight the growth of Indian Nationalism and the National Movement for Freedom. In this connection it will highlight the responses of the various sections of the people and it will also describe the initial transition from the Colonial to the Post Colonial era

**Unit: I**

**(No. of Classes: 12; Marks: 16)**

**Cultures changes and Social and Religious Reform Movements:**

- [a] The advent of printing and its implications
- [b] Reform and Revival: BrahmoSamaj, PrarthnaSamaj, and Ramakrishna and Vivekananda, AryaSamaj, Wahabi, Deoband, Aligarh and Singh Sabha Movements.
- [c] Debates around gender
- [d] Making of religious and linguistic identities
- [e] Caste: sanskritising and anti Brahminical trends

**Unit: II**

**(No. of Classes: 12; Marks: 16)**

**Nationalism: Trends up to 1919:**

- [a] Political ideology and organizations, formation of INC
- [b] Moderates and extremists.
- [c] Swedish movement
- [d] Revolutionaries

**Unit: III**

**(No. of Classes: 12; Marks: 16)**

**Gandhian nationalism after 1919: Ideas and Movements:**

- [a] Mahatma Gandhi: his Perspectives and Methods
- [b] (i) Impact of the First World War
- (ii) Rowlett Satyagraha and JallianwalaBagh
- (iii) Non- Cooperative and Civil Disobedience
- (iv) Provincial Autonomy, Quit India and INA
- [c] Left wing movements
- [d] Princely India: States people movements
- [e] Nationalism and Culture: literature and art

**Unit: IV**

**(No. of Classes: 12; Marks: 16)**

**Nationalism and Social Groups: Interfaces:**

- [a] Landlords, Professionals and Middle Classes
- [b] Peasants
- [c] Tribal
- [d] Labour



- [e] Dalits
- [f] Women
- [g] Business groups

**Unit: V**

**(No. of Classes: 12; Marks: 16)**

**Independence and Partition Emergence of the new states**

- [a] Negotiations for independence, and partition
- [b] Popular movements
- [c] Partition and aftermath
- (d) Making of Constitution
- (E)Integration of princely states

**ESSENTIAL READINGS**

- Judith Brown, Gandhi's rise to Power, 1915-22.  
Paul Brass, The Politics of India Since Independence, OUP, 1990.  
Bipan Chandra, Nationalism and Colonialism in Modern India, 1979.  
Bipan Chandra, Rise and Growth of Economic Nationalism in India.  
Mohandas K. Gandhi, An Autobiography or The Story of My Experiments with Truth.  
Ranajit Guha, ed., A Subaltern Studies Reader.  
Peter Hardy, Muslims of British India.  
Mushirul Hasan, ed., India's Partition, Oxford in India Readings.  
D.A. Low, ed., Congress and the Raj.  
John R. McLane, Indian Nationalism and the Early Congress.  
Jawaharlal Nehru, An Autobiography.  
Gyanendra Pandey, The Construction of Communalism in colonial north India.  
Sumit Sarkar, Modern India, 1885-1947.  
Anil Seal, Emergence of Indian Nationalism.  
Ram Lakhan Shukla (ed.), Adhunik Bharat ka Itihas.  
Eleanor Zelliott, From Untouchable to Dalit: Essays on the Ambedkar Movement.

**SUGGESTED READINGS**

- Judith Brown, Gandhi: (et al) A Prisoner of Hope.  
Bipan Chandra, Communalism in Modern India, 2nd ed., 1987.  
Bipan Chandra, K.N. Panikkar, Mridula Mukherjee, Sucheta Mahajan and Aditya Mukherjee, India's, Struggles for Independence.  
A.R. Desai, Social Background of Indian Nationalism.  
A.R. Desai, Peasant Struggles in India.  
Francine Frankel, India's Political Economy, 1947-77.  
Ranajit Guha, and G.C. Spivak, eds. Select Subaltern Studies.  
Charles Heimsath, Indian Nationalism and Hindu Social Reform.  
F. Hutchins, Illusion of Permanence.  
F. Hutchins, Spontaneous Revolution.  
V.C. Joshi (ed.), Rammohan Roy and the process of Modernization in India.  
J. Krishnamurti, Women in Colonial India.

## B.A. (Honours) History

**Semester: VI**

**Course Title: HISTORY OF MODERN EUROPE- II (c. 1780 -1939)**

**Course Code: HISC-602**

**Credits: 06**

**Course No: C- 14**

**No. of Classes: 60**

**Marks: 100**

**End Semester: 80**

**Internal Assessment: 20**

**Objectives** The objective of this paper is to acquaint the students with concept of liberal democracy, Working Class Movements and socialism in the 19<sup>th</sup> and 20<sup>th</sup> centuries. It will also discuss crises of federalism in Russia and experiments in Socialism, War and Crises c.1880-1939 and Post 1919 Political Development, Cultural and Intellectual Developments since 1850.

**Unit: I**

**(No. of Classes: 12; Marks: 16)**

### **Liberal Democracy, Working Class Movements**

[a] The struggle for parliamentary democracy and civil liberties in Britain.

[b] Forms of protest during early capitalism: food riots in France and England: Luddites and Chartism.

**Unit: II**

**(No. of Classes: 12; Marks: 16)**

### **Socialism in the 19th and 20th Centuries:**

[a] Early socialist thought; Marxian Socialism and the First and the Second International.

[b] German Social Democracy, Politics and Culture.

[c] Christian Democracy as a political and ideological force in western and central Europe

**Unit: III**

**(No. of Classes: 12; Marks: 16)**

### **The Crisis of Feudalism in Russia and Experiments in Socialism:**

[a] Emancipation of serfs.

[b] Russian Populism and Social Democracy.

[c] Revolutions of 1905; the Bolshevik Revolution of 1917.

[d] Programme of Socialist Construction.

**Unit: IV**

**(No. of Classes: 12; Marks: 16)**

### **Imperialism, War, and Crisis: c. 1880 -1939:**

[a] Theories and mechanisms of imperialism; growth of Militarism; Power blocks and alliances: expansion of European empires - War of 1914 - 1918

[b] The post 1919 World Order: economic crises, the Great Depression and Recovery.

[c] Fascism and Nazism.

[d] The Spanish Civil War.

[e] Origins of the Second World War.

**Unit: V**

**(No. of Classes: 12; Marks: 16)**

### **Cultural and Intellectual Developments since circa 1850:**

- [a] Changing contexts: [i] Notions of Culture [ii] Creation of a New public sphere and mass media [iii] Mass education and extension of literacy.
- [b] Creation of new cultural forms: from Romanticism to Abstract Art.
- [c] Major intellectual trends:
  - [i] Institutionalization of disciplines history Sociology and Anthropology.
  - [ii] Darwin and Freud.
- [d] Culture and the making of ideologies: Constructions of Race, Class and Gender, ideologies of Empire.

### **ESSENTIAL READINGS**

- Gerald Brennan: The Spanish Labyrinth: An Account of the Social and Political Background of the Civil War
- C.M. Cipolla: Fontana Economic History of Europe, Volume II the Present (1981).
- Norman Davies, Europe.
- J. Evans: The Foundations of a Modern State in 19th Century Europe.
- T.S. Hamerow: Restoration, Revolution and Reaction: Economics and Politics in Germany [1815 - 1871].
- E.J. Hobsbawm : The Age of Revolution.
- Lynn Hunt: Politics, Culture and Class in the French Revolution.
- James Joll, Europe Since 1870.
- David Landes: Prometheus Unbound.
- George Lefebvre, Coming of the French Revolution.
- George Lichtheim: A Short History of Socialism.
- Peter Mathias, First Industrial Revolution.

### **SUGGESTED READINGS**

- G. Barrowclough, An Introduction to Contemporary History.
- Fernand Braudel, History and the Social Science in M. Aymard and H. Mukhia eds. French Studies in History, Vol. I (1989).
- Maurice Dobb: Soviet Economic Development Since 1917.
- M. Perrot and G. Duby [eds.]: A History of Women in the West, Volumes 4 and 5.
- H.J. Hanham; Nineteenth Century Constitution, 1815 - 1914.
- E.J. Hobsbawm, Nations and Nationalism.
- Charles and Barbara Jelavich: Establishment of the Balkan National States, 1840 - 1920.
- James Joll, Origins of the First World War (1989).
- Jaon B. Landes: Women and the Public Sphere in the Age of the

**B.A. (Honours) History**  
**Discipline Specific Elective**

**Semester: VI**

**Course Title: SOCIAL AND ECONOMIC HISTORY OF ASSAM**

**Course Code: HISD-601**

**Course No: DSE- 03**

**Credits: 06**

**No. of Classes: 60**

**Marks: 100**

**End Semester: 80**

**Internal Assessment: 20**

**Objective:** The objective of this paper is to acquaint the students with the socio-economic history of ancient and medieval and colonial Assam. The development of caste system, religious beliefs, agriculture and land system the social organization, trade and commerce, various agricultural regulations, plantation economy, development of modern industries, transport system ,education the emergence of the middle class, development of literature and press and growth of Public Association will be analyzed.

**Unit:I**

**(No. of Classes: 12; Marks: 16)**

**Social and Economic History of Ancient Assam**

Development of caste system in ancient Assam, social classes and Occupational Groups.  
Religious Beliefs and Practices in Ancient Assam: Vaishnavism, Saivasim,Shaktism,and Buddhism.

Land System: Land Grant and Agrahara settlement.

Agriculture, Trade and Medium of exchange.

**Unit :II**

**(No. of Classes: 12; Marks: 16)**

**Society in Medieval Assam**

Social Organisation- Caste Class Relationship, Nobility,Paik, Salave and Servents

Neo Vaishnavite Movement in Assam-Impact on Society.

Development of Sattrra Institutions.

**Unit :III**

**(No. of Classes: 12; Marks: 16)**

**Economy in Medieval Assam**

Agriculture and Land System-classification and Ownership of Land.

Land Revenue and other Taxes.

Trade and Commerce-Export and Import, Trade Routes.

Medium of Trade.

Economic Relations between the Hills and the Valley : the posa system.

**Unit:IV****(No. of Classes: 12; Marks: 16)****Economy in Colonial Assam**

Agriculture Regulations and Revenue system.  
Plantation Economy of the tea Industry.  
Development of modern Industries-Coal and Oil.  
Development of Transport System.

**Unit :V****(No. of Classes: 12; Marks: 16)****Society in Colonial Assam**

Growth of Modern Education and the role of Christian Missionaries.  
Language controversy in 19<sup>th</sup> century Assam.  
Emergence of Middle Class.  
Literacy and Cultural Development, Impact of the Bengal Renaissance.  
Development of Press and Growth of Public Associations- The Assam Association, Sahitya Sabha.

**ESSENTIAL READINGS:**

Borpuzari. H K .: (ed) The Comprehensive History of Assam . vol I,II,III,IV & V  
Baruah. S.L.: A Comprehensive History of Assam . New Delhi. 1985.  
Nath D. : Assam Buranji. Ghy 2009  
B K Barua : Cultural History of Assam  
Gogoi, Nath Jahnobi: Agrarian System of Medieval Assam. New Delhi @002  
Guha. Amalendu. : Medieval and early Colonial Assam. Society, Polity and Economy. Calcutta 1991  
Do : Planters Raj to Swaraj: Freedom Struggle and Electoral Politics In Assam 1826-1947  
Barua B K : A Cultural History of Assam

**SUGGESTED READINGS:**

Baruah Nirod.: Early assam, State Formation, Political Centers, cultural zones. New Delhi 2007  
Choudhury P C.: History of Civilization of the People of Assam to the 12th Century A D.  
E. a. Gait. : A History Of Assam.  
Guha, Amalendu. : Medieval and early Colonial Assam.  
Medhi, S,B. : Transport system and Economic Development in Assam.  
Nath, D. : Religion and Society in North East India. DVS-2011  
Saikia, Rajen . : Social and Economic History of Assam.  
Sarua S N. : Socio Economic and Cultural History of Assam. Ghy-1989

## B.A. (Honours) History

**Semester: VI**

**Course Title: INTRODUCTION TO HISTORY AND ITS SOURCES**

**Course Code: HISD-602**

**Credits: 06**

**Course No: DSE- 04**

**No. of Classes: 60**

**Marks: 100**

**End Semester: 80**

**Internal Assessment: 20**

**Objectives:** The objective of this course is to introduce the student to the basis of the discipline of history and acquaint them to the understanding of its sources in their varied forms, contents, uses and analysis.

### **Unit: I**

**(No. of Classes: 12; Marks: 16)**

History, definition and Scope.

History and other Discipline: archaeology, Geography, Anthropology, Sociology, economics, Literature, Epigraphy and Numismatics.

Sources for historian, Primary and secondary sources, Internal and external criticism of the sources.

Historiography, Major trends of History Writing In India- Imperialist, Nationalist, Marxist and Subaltern.

### **Unit: II**

**(No. of Classes: 12; Marks: 16)**

Vedic Literature, Jataka, Arthasastra, Itihass, Purana ,Rajatarangini.

Accounts of Travelers, Megasthenese, Fahien,Hiuen Tsang.

Inscriptions of Ancient India, Asokan Edicts, Hatigumpha Inscriptions, of Kharavella, Girnar rock inscription, of Rudra Daman, Allahbada Pillar Inscription of Samudragupta.

Coins of Early India.

### **Unit: III**

**(No. of Classes: 12; Marks: 16)**

Indo –Islamic Historical tradition, Sulatnate Period, Alberuni, ZiauddinBarani

Mughal period, AbulFazal, Baduani

Regional Traditio, Bakhar (Maharastra)

Accounts of traveler, Bernier ,Travernier.

Development of Regional Literature, Bengali, Hindavi.

### **Unit: IV**

**(No. of Classes: 12; Marks: 16)**

Inscription of Early Assam, Nidhanpur Copper Plates of Bhaskarvarman, Guwahati Copper Plate Grant of Indrapala, Tezpur Inscription of Hazarvarman.

Kalikapuran, Yogini Tantra, Bhakti Literature of Assam.

CharitPuthi-Development of Charit tradition in Assam, The Guru-Charit Katha, and The

DarrangRajvamsavali

Coins of Medieval Assam: Ahom, Koch, Jayantia

**Unit: V****(No. of Classes: 12; Marks: 16)**

Inscription of Medieval Assam, CP of Siva Temple of Dergaon 1734AD, Land grant inscription of BenganaatiSatra of Majuli 1773AD

Coins of medieval Assam

Development of Buranji tradition in Assam; Different kinds of Buranji

Accounts of travelers: ShihabuddinTalish and Captain Wales's Report

**ESSENTIAL READINGS:**

HK Borpujari: ItihasRachanabidhiAruKramabikash

.....(Ed): The Comprehensive History of Assam, Vol.i& II

E.H.Carr: What is History

L. Tamuli: ItihasKak Koi

E. Shreedharan: Textbook of Historiography

S.K.Bhuyan(Ed): Deodhai Assam Buranji

-----: PadshahBuranji

-----: Tripura Buranji

L. Gogoi: AsamarBuranjiSahitya

N. Sarma (Ed): DarrangRajvamsavali

AjitDutta, P.Goswami&G.R.Goswami: ItihasaSangyaaruSamal

M.Neog(Ed): PrachyaSasanawali

-----: Guru-Charit Katha

**Subject- History**  
**Detailed Syllabus for Generic Elective Course**

**Semester: I**

**Course Title: EARLY AND MEDIEVAL ASSAM UP TO 1826**

**Course Code: HISG-101(In Force)**

**Course No: GE- 01.A**

**Credits: 06**

**No. of Classes: 60**

**Marks: 100**

**End Semester: 80**

**Internal Assessment: 20**

**Objective:** The objective of this paper is to give a critical outline of the political history of Assam from the earliest times to its occupation by the East India Company in the first quarter of the 19<sup>th</sup> Century. It aims at acquainting the students with the major and significant stages of developments in the course of history of the state of Assam since early times.

**Unit: I** **(No. of Classes: 12; Marks: 16)**

Sate Formation in Early Assam: Pragjyotisha-Kamrupa under the Varmans

Dynastic history of the Post-Varman period: the Salastambhas and Palas

Decline and fall of the kingdom of Kamrupa: Invasion of the Turko-Afgans

**Unit: II** **(No. of Classes: 12; Marks: 16)**

Political conditions of the Brahmaputra valley at the time of the advent of the Ahoms-  
Geographical, Political and Social conditions.

The Ahoms their origin and migration

Emergence of the Bhuyans: their political and cultural contributions

The Kingdom of Kamata: Rise and Fall

**Unit: III** **(No. of Classes: 12; Marks: 16)**

State formation in the Brahmaputra Valley-the Chutia and the Kachari states-their rise and fall

The Koch state: Rise and Fall

Expansion of the Ahom Kingdom in the 16<sup>th</sup> Century-Suhungmung*alias*Dihingiya Raja

**Unit: IV** **(No. of Classes: 12; Marks: 16)**



Ahom-Mughal wars-rule of PratapSingha-Administrative developments and role of MomaiTamuliBarbarua.

Invasion of Mir Jumla and Ram Singha: Causes, results and consequent changes in the socio-political systems.

Post-Saraighat political developments-Ascendancy of the Tungkhungia Dynasty: GadadharSingha and RudraSingha.

**Unit: V**

**(No. of Classes: 12; Marks: 16)**

Decline of the Ahom kingdom-Siva Singha to Lakshmi Singha-the Moamariya rebellion-Causes and consequences.

The Burmese Invasions-Causes and consequences-The Treaty of Yandaboo and Assam.

Ahom system of Administration.

**ESSENTIAL READINGS:**

H.K.Barpujari, The Comprehensive History of Assam, Vols. I & II

S.L.Barua, A Comprehensive History of Assam, Delhi, 1985

P.C.Chaudhury, The History of the Civilization of the People of Assam to the Twelfth Century

E.A.Gait, A History of Assam

D. Nath, Assam Buranji

Do History of the Koch Kingdom

S.K.Bhuyan, Anglo-Assamese Relations

AmalenduGuha, Medieval and Early Colonial Assam: Society, Polity and Economy

**Subject- History**  
**Detailed Syllabus for Generic Elective Course**

**Semester: I**

**Course Title: HISTORY OF ASSAM (1826-1947)**

**Course Code: HISG-101**

**Credits: 06**

**Course No: GE- 01.B**

**No. of Classes: 60**

**Marks: 100**

**(End Semester: 80 + Internal Assessment: 20)**

**Objective:** the course aims at introducing the students in understanding the focus and aspects of changes and developments in the socio-political and economic life in Assam during the colonial period.

**Unit: I**

**(No. of Classes: 12; Marks: 16)**

Political condition in Assam on the eve of the British occupation.

Consolidation of the British rule-Reforms and Reorganisations-David Scott, Robertson and Jenkins

Annexation of Lower Assam and Restoration of PurandarSingha in Upper Assam (1833-38)

**Unit: II**

**(No. of Classes: 12; Marks: 16)**

Annexation of Cachar

Early phase of revolts and resistance to British rule- GomdharKonwar, PiyaliPhukan, U. Tirut Singh

The Khamti and Singpho rebellion

The 1857 Revolt in Assam and its aftermath

Establishment of Chief Commissionership in Assam

**Unit: III**

**(No. of Classes: 12; Marks: 16)**

Peasant Uprisings in 19<sup>th</sup> Century Assam-Phulaguri and Patharughat

Growth of national consciousness-Assam Association, Jorhat SarbajanikSabha, and the RayatSabhas

Impact of Partition of Bengal and Swadeshi Movement in Assam

**Unit: IV**

**(No. of Classes: 12; Marks: 16)**

Government of India Act, 1919- Dyarchy in Assam

Non-Cooperation Movement and Swarajist Politics in Assam

The Civil Disobedience Movement

Government of India Act, 1935 and Ministry in Assam

**Unit: V****(No. of Classes: 12; Marks: 16)**

Trade Union Movement

Tribal League and Politics in Assam

Migration, Line system and its impact on politics of Assam

Quit India Movement in Assam

Cabinet Mission Plan and the Grouping controversy- the Sylhet Referendum

**ESSENTIAL READINGS:**

H. K. Barpujari(Ed), The Comprehensive History of Assam, Vols. IV &amp; V

.....: Assam in the Days of the Company

.....: Political History of Assam, Vol. I

SwarnalataBaruah, A Comprehensive History of Assam, Delhi, 1985

A.C. Bhuyan (Ed), Political History of Assam, Vols. II &amp; III

S. Bora, Student Revolution in Assam

AmalenduGuha, Planters Raj to Swaraj: Freedom Struggle and Electoral Politics in Assam

R.M.Lahiri, Annexation of Assam

B.C.Chakravarti, British Relations with the Hill Tribes of Assam

**Subject- History**  
**Detailed Syllabus for Generic Elective Course**

**Semester: II**

**Course Title: HISTORY OF ECOLOGY AND ENVIRONMENT IN INDIA (In Force)**

**Course Code: HISG-201**

**Course No: GE- 02.A**

**Credits: 06**

**No. of Classes: 60**

**Marks: 100**

**End Semester: 80**

**Internal Assessment: 20**

**Objective:** This course intends to acquaint the students with the new discipline of ecological and environmental history. It intends to familiarize them with the relation between ecology and human civilization with particular reference to post independence India. It also attempts to bring the pupils to the understanding of the social and economic conflicts emerging due to environmental factors.

**Unit I:**

**(No. of Classes: 12; Marks: 16)**

Emergence of Environmental History as a branch of history

Geographical Background of the Indian Subcontinent: Physical division, flora and fauna

Mode of Resource utilization: Gathering, Nomadic, Pastoralism, Agricultural Mode and Industrial Mode

**Unit II:**

**(No. of Classes: 12; Marks: 16)**

Ecological Mapping of Indus Valley Civilization and its decline: the Environmental factors

Use of iron implements, Agricultural Expansion and Deforestation in the Gangetic Valley

Forest and Pastoral communities in the medieval period

**Unit III:**

**(No. of Classes: 12; Marks: 16)**

Making of British Forest Policy in India: Forest Acts of 1878 and 1927

Impact of British Forest Policy: Deforestation and Ecological change in India

Commercial Exploitation of Forest Products; Impact of Railway construction on Forestry during the colonial period.

**Unit IV:**

**(No. of Classes: 12; Marks: 16)**

Conservation policies in Post independence period; Social Forestry

Environmental movements: Chipko Movement, Narmada BachaoAndolan.

Dams and Mines: Problems of displacement, Loss of Livelihood and Problems of Rehabilitation

**Unit V:**

**(No. of Classes: 12; Marks: 16)**

Impact of Plantation Economy and Forestry in Assam

Flood and Soil Erosion in the Brahmaputra Valley

Environmental impact of Shifting Cultivation

**ESSENTIAL READINGS**

M. Gadgil& R. Guha : The Fissured Land: An Ecological History of India, 1992

..... : Ecology and Equity, 1998

..... : Use and Abuse of Nature, 2000

M. Rangarajan(Ed) : Environmental Issues in India: A Reader, 2010

D.P.Agrawal : Man and Environment in India Through the Ages, 1992

D. Arnold & R. Guha : Nature, Culture Imperialism: Essays on the Environmental History of South Asia, 1996

G. Cederlof&

R. Chakrabarti (ed) : Situating Environmental History, 2006

Arupjyoti Saikia : Forests and Ecological History of Assam, 2011

R. Guha :TheUnquit Woods: Ecological Change and Peasants Resistance in the Himalaya, 1999

**Subject- History**  
**Detailed Syllabus for Generic Elective Course**

**Semester: II**

**Course Title: WOMEN IN INDIAN HISTORY**

**Course Code: HISG-201**

**Credits: 06**

**Course No: GE- 02.B**

**No. of Classes: 60**

**Marks: 100**

**End Semester: 80**

**Internal Assessment: 20**

**Objective:** The objective of this course is to describe the Feminist Movement, the key concepts in Women's studies as well as sources for reconstructions of Women's History. It will also describe the status of women in Indian society during the Vedic and Medieval period. Further the Reform Movement as well as the role of Women in India's Freedom Struggle will be dealt with.

**Unit I:** (No. of Classes: 12; Marks: 16)

Key concepts in Women's Studies- Gender, Patriarchy and Sexual Division of Labour

Feminist movements in development of Women's History

Sources for reconstruction of Women's History- Oral Narratives, Memoirs, Diaries, Autobiographies

**Unit II:** (No. of Classes: 12; Marks: 16)

Women in ancient Indian society: Vedic period

Status of Women in Buddhism

Changing status of women in the subsequent period

Women in medieval India

**Unit III:** (No. of Classes: 12; Marks: 16)

Social customs and Reform Movement in 19<sup>th</sup> century India

Development of Women's Education in 19<sup>th</sup> and 20<sup>th</sup> century: Role of social reformers and missionaries

Sarda Act, 1929 and Hindu Women's Right to Property Act, 1937

**Unit IV:** (No. of Classes: 12; Marks: 16)

Developments of Women's organization: Women's Conference, 1910 and National Council of Women in India

Demand for Women's Franchise

Women in Freedom Struggle (Pre-Gandhian&Gandhian Phase)

Women in Revolutionary Movements

**Unit V:**

**(No. of Classes: 12; Marks: 16)**

Women, Society and Patriarchy in Medieval Assam

Social Reforms in 19<sup>th</sup> and 20<sup>th</sup> Century Assam

Development of Women's organizations in Assam

Women in freedom struggle in North East India

**ESSENTIAL READINGS:**

A.S.Altekar: The Position of Women in Hindu Civilization, Delhi, 1978

N. Desai & U. Thakkar(Ed): Women in Indian Society

A. Mahanta: Journey of Assamese Women, 1836-1937, Ghy, 2008

Dipti Sharma: MuktijudhatLuitparianari, Ghy, 1995

V. Geetha: Gender, Kolkata, 2009

k. Sangari& S. Vaid(Ed): Recasting Women: Essays in Colonial History, 1992

A. Sharma(Ed): Women in Indian Religions, 2004

Janaki Nair: Women and Law in Colonial India, 2000

Kumkum Roy(Ed): Women in Early Indian Societies, 1996

D. Sharma: The Role of Assamese Women in the Freedom Movements

**Subject- History**  
**Detailed Syllabus for Generic Elective Course**

**Semester: III**

**Course Title: HISTORY OF INDIA FROMN EARLIEST TIMES TO 1526**

**Course Code: HISG-301**

**Course No: GE- 03**

**Credits: 06**

**No. of Classes: 60**

**Marks: 100**

**End Semester: 80**

**Internal Assessment: 20**

**Objective:** The objective of this paper is to acquaint the students with the general outline of the history of India from the known earliest times to the coming of the Mughals to India in the first quarter of the 16<sup>th</sup> century. It is aimed at giving them a comprehensive idea of the developments in all spheres of life during this period.

**Unit: I**

**(No. of Classes: 12; Marks: 16)**

Sources: a survey

Harappan Civilization-origin and extent, morphology of the major sites, salient features, decline and end of the civilization.

Vedic civilization- society, economy, polity and culture of the Rig Vedic and the later-Vedic periods

**Unit: II**

**(No. of Classes: 12; Marks: 16)**

Rise of the territorial states- the *Mahajanapadas*

Ascendency of Magadha-Alexander's invasion of India.

Rise of the Mayuran Empire under Ashoka- his inscriptions- the Dhamma

Mauryan system of administration.

**Unit: III**

**(No. of Classes: 12; Marks: 16)**

Political developments in the Post-Mauryaperiod(C.200 B.C.- 300A.D.)- theSungas, Kushanas and Satavahanas.

The Tamils and Sangam age.

The Sakas and the Indo-Greeks in India- their contributions.

India in the Gupta and post-Gupta period (up to 640 A.D.)- polity, society, economy and culture.

**Unit: IV**

**(No. of Classes: 12; Marks: 16)**

Political developments in the South- the Pallavas, the imperial Cholas, the Rashtrakutas and the Chalukyas.

The Arabs and the Turks in Indian politics- Ghaznives and Ghorid invasions.



India society during 650-1200 A.D.- literature & language, temple architecture and sculpture

**Unit: V**

**(No. of Classes: 12; Marks: 16)**

The Delhi Sultanate- (a) the Slave dynasty (b) the Khaljis- AlauddinKhalji's administration (c) the Tughalqs- Muhammad Tughalq's experiments.

Disintegration of the Delhi Sultanate and rise of provincial kingdoms- Vijayanagar and Bahmani Kingdoms.

Polity, society, economy, religion and culture of the Sultanate period. Bhakti Movement and Sufism and Neo-Vaishnavism in Assam.

**ESSENTIAL READINGS:**

P.K.Barua, Bharat Buranji

Satish Chandra, History of Medieval India

Upinder Singh, A History of Ancient and Early Medieval India

RomilaThapar, Early India

**Subject- History**  
**Detailed Syllabus for Generic Elective Course**

**Semester: IV**

**Course Title: HISTORY OF INDIA (1526-1947)**

**Course Code: HISG-401**

**Credits: 06**

**Course No: GE- 04**

**No. of Classes: 60**

**Marks: 100**

**End Semester: 80**

**Internal Assessment: 20**

Objective: The paper aims to acquaint the students with the general course of events the the field of political, social, cultural and economic affairs in India from the foundation of Mughal Empire in 1526 till Independence in 1947.

**Unit: I**

**(No. of Classes: 12; Marks: 16)**

Political conditions in North India in the beginning of the 16<sup>th</sup> century- The Afganempire and the Mughals- resistance versus struggle for hegemony.

The age of the Mughals- foundation of the Mughal empire-Humayun and his struggle with Sher Shah

Akbar to Aurangzeb- political supremacy and administrative developments.

**Unit: II**

**(No. of Classes: 12; Marks: 16)**

The later Mughals and the decline and the fall of the empire

Rise of the Marathas in the Deccan- Shivaji and his career

Society, economy, religion and culture under the Mughals

Beginning of the European settlements in India- the Portuguese- the dutch- the French and the English

**Unit: III**

**(No. of Classes: 12; Marks: 16)**

British conquest of India- Anglo-French rivalry- the battle of Plassey and its effects

Expansion and consolidation of the British rule in India up to 1857- conflict with the Marathas, Mysore, Awadh, Punjab and Sindh

Administrative developments and socio-economic reforms up to 1857

**Unit: IV**

**(No. of Classes: 12; Marks: 16)**

Revolt of 1857 and its aftermath

Post 1857 administrative developments till 1919.

Socio-religious reform movements in the post 1857 period.

Growth of the press and rise of national consciousness

Freedom struggle up to 1919- partition of Bengal and the Swadeshi movement, Home Rule League and rise of Muslim politics

**Unit: V**

**(No. of Classes: 12; Marks: 16)**

Freedom struggle from 1919 to 1939- Gandhi in politics- Khilafat and Non-Cooperation Movement- Civil Disobedience Movement.

Government of India Act, 1935

Rise of communalism, revolutionary terrorism, trade unionism and Leftist politics.

Cripps Mission- Quit India Movement- Second World War- INA.

Post-war development- Cabinet Mission and transfer of power

### **ESSENTIAL READINGS**

A.C.Banerjee, History of India

P.K.Barua&T.A,Hussain, Bharat Buranji

B.L.Grover& S. Grover, A New Look At Modern Indian History

Satish Chandra, Medieval India

S. Bandyopadhyay, From Plassey to Partition.

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