

KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY

**DETAILED COURSE WISE SYLLABUS OF
MASTERS OF ARTS (HISTORY)**

SEMESTER – I

DSC – I : STATE AND POLITY IN ASSAM (From early times to 1228 CE)

- Unit 1: Sources**
Literary, Archaeological, Foreign Sources
- Unit 2: Historiography**
Historiography on ancient Assam
- Unit 3: Geographical Setting**
Geographical Location and Settlement
- Unit 4: Epic -Puranic Myths and Legends**
Naraka in different ancient texts, his successors
- Unit 5: Migration, Race and Language**
Migration flow, linguistic groups
- Unit 6: Theories on State Formation**
Voluntary theory, Saptanga theory, Hydration theory
- Unit 7: Early State Formation: The Varman Dynasty**
Formation of the Varman Dynasty, Polity and Administration, Role of Bhaskar Varman
- Unit 8: Emergence of Political and Cultural Centers**
Doyang Dhansiri Valley, Dibong Valley, Kapili-Jamuna Valley
- Unit 9: The Palas of Kamrupa**
State Formation of the Palas, Their Polity and Administration
- Unit 10: Economy**
Agriculture, Trade and Craft
- Unit 11: Development of new Social Ideas**
Caste and Class
- Unit 12: Religion**
Saivism, Vaishnavism, Saktism, Buddhism

- Unit 13: Architecture**
Different types of architecture in ancient and Early Medieval Assam
- Unit 14: Art and Sculpture**
Art-Painting; Sculpture

Suggestive Readings:

- Barpujari, H.K. (2003), *The Comprehensive History of Assam, Volume-I &II*. Publication Board: Guwahati
- Barpujari, H.K. (ed) (2004), *The Comprehensive History of Assam, Vol. III*. Publication Board: Guwahati
- Barua, S.L. (1996), *A Comprehensive History of Assam*. Munshiram Manuhalal Pvt. Ltd: New Delhi
- Chaudhury, P.C. (1966), *The History of Civilization of the People of Assam to the 12th century A.D.*, 2nd edition. DHAS: Guwahati
- Gait, Edward. (2005), *A History of Assam*. LBS Publication: Guwahati
- Lahiri, Nayanjot (1991), *Pre-Ahom Assam*. Munshiram Manoharlal Publishers, Delhi
- Choudhury, N D, 1985, *Historical Archaeology of Central Assam*, B.R.Publishing, Delhi.
- Choudhury, R D, 1985, *Archaeology of the Brahmaputra Valley of Assam*, Agam Kala Prakashan, New Delhi.
- Barua, K L, 1933, *The Early History of Kamrupa: From the Earliest Times to the End of the Sixteenth Century*, Bani Mandir, Guwahati.
- Choudhury, P C, 1953, *The History of Civilization of the People of Assam to the 12th century A.D.* University of London, London
- Boruah, N, 2010, *Historical Geography of Early Assam*, DVS Publishers, Guwahati
- Jamir, T and Manjil Hazarika, (eds.) (2014). *50 Years After Daojali Hading: Emerging Perspectives in the Archaeology of North East India*. Research India Press, New Delhi.

DSC – II : POLITICAL AND ADMINISTRATIVE HISTORY OF INDIA -I (From early times to the downfall of the Mughals)

- Unit 1: Sources and Historiography of Ancient India**
Historiography on Ancient India, Literary Sources, Archaeological Sources, State and Society as represented in Colonial writings – Oriental, Despotism and Asiatic Society – Asiatic Mode of Production Debate – the nationalist response –Marxist intervention
- Unit 2: Background to Evolving Political Patterns (2500-600 B.C.E.)**
Harappan Culture, Early Vedic & later Vedic polity, transition from tribal polity to state
- Unit 3: State Formation in The Ganga Valley**
Pre-state situation in the Middle Ganga Valley – Lineage Society – Processes of transition from Lineage to State – booty capture and redistribution – contending definitions of power and the centrality of the *raja* – rituals and legitimation
- Unit 4: Republics and Monarchy**
Characteristics of Ancient Republics, their Constitution according to Panini, Republics in Buddhist Literature, Geographical Distribution and its importance – trade and urbanisation – stratification of society and the consolidation of *jati*- The incipient state and the *Varna*, NBP Economy and the Society, Second Urbanization, Mahajanapadas, Structural details of the republic and kingdoms, Emergence of Monarchy
- Unit 5: Mauryan State**
The Formation of the Mauryan Empire – The Structure of the State under Asoka, Maruyan Administration, Form of the State in the *Arthashastra*, Recent Interpretations of the Mauryan State, Debates on the nature of Mauryan State
- Unit 6: Post-Mauryan Polity (200 B.C.-300 C.E)**
(Sunga, Kushana, Satavahanas) the continuation of the *gana-samGhas* – the varying structures in the “successor states” – the experience in the Deccan under Satavahanas – the Tamil South, Administration
- Unit 7: Gupta Empire**
The Gupta Empire: Political processes under the Guptas – the “*samanta* system” and Indian feudalism – the concept of *dharma* – brahmana- kshatriya relations, Administration, land-grants
- Unit 8: Post-Gupta Polity**
Kingship and the structure of polity in early medieval India – the regional state, North India, South India, Deccan
- Unit 9: Sources and Historiography of Medieval India**
Literary, Archaeological, Foreign Sources, Historiography on Medieval India
- Unit 10: Foundation and Expansion of Sultanate Rule**
The Arabs of Sind, The Ghaznavids, The Ghoris, Dynasties of Delhi Sultanates- Slave, Khalji, Tughlaqs, Sayyaid and Lodi
- Unit 11: Administration of the Delhi Sultanates**
Central Administration, Provincial Administration, Land Revenue System

- Unit 12: Downfall of the Delhi Sultanates and rise of Provincial Kingdoms**
Factors responsible for the downfall of the Delhi Sultanates, Consequences, Vijayanagar and Bahmani Kingdoms, Gujrat, Malwa and Jaunpur
- Unit 13: The Mughal Empire**
Babur's Campaign, Political instability of India, Battle of Panipath, Sher Shah Suri and his expansionist policy, His administrative reforms, Significance of his rule, Akbar and his successors.
- Unit 14: Mughal Administration and downfall of the Mughals**
Central and Provincial Administration, Jagirdari and Mansabdari System, Factors responsible for the downfall of the Mughals
- Unit 15: The Marathas**
Shivaji: Background, His Conquests, Administration; Ascendency of the Peswas, Causes for the downfall of the Marathas, Its Significances

Suggestive Readings:

- Singh Upinder, A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century), Pearson, 2008
- Chandra, Satish. (1990). *Medieval India*. NCERT: New Delhi.
- Chandra, Sathish. (2007). *A History of Medieval India*. Orient Black Swan: New Delhi
- Chattopadhyaya, Brajadulal. (2012). *The Making of Early Medieval India* (Second edition) Oxford Press: New Delhi.
- Jha, D.N. (1977). *Ancient India-An Introductory Outline*. Peoples' Publishing House: New Delhi
- Kosambi, D.D. (2001): *The cultural and Civilization of Ancient India in Historical Outline*, Vikas Publishing House: New Delhi
- Majumdar, R.C., Raychaudhuri, H.C., Datta, K. (1986). *An Advanced History of India*. Macmillan India Ltd.: New Delhi
- Maiti, P. (2001): *Studies in Ancient India*. Shreedhar Prakashani: Kolkata

DSC – III: HISTORY OF EAST ASIA (1839 to 1949)

HISTORY OF JAPAN

- Unit 1: Feudal Japan**
State and Society
- Unit 2: Tokugawa Japan and the Western Powers**
Rise of the merchant class, Introduction of monetized economy Opening of Japan, Treaties with foreign powers (Kanugawa, Harris Treaty), Fall of the Tokugawa Shogunate
- Unit 3: The Meiji Restoration and Modernisation of Japan**
Nature and Philosophy, Modernisation of Japan: Economic, Political and social
- Unit 4: Rise of Japan as World Power**
Sino Japanese War, Anglo-Japanese Treaty, Russo-Japanese War, The annexation of Korea, World War I and Twenty One Demands, Paris Peace Conference, Washington Conference
- Unit 5: Democracy In Japan**
Rise of Political Parties, Growth and decline of Constitutionalism
- Unit 6: Japan between the Wars**
The Manchurian Invasion of 1931, Second Sino-Japanese War, Anti-Comintern Pact, Berlin-Tokyo-Rome Axis, Industrialisation
- Unit 7: Japan and World War II**
Role of General Tojo, New Order, Greater East-Asia co-prosperity zone, The dropping of Atom Bomb by U.S.A. and Surrender of Japan

HISTORY OF CHINA

- Unit 8: Understanding China**
Society, Economy, Polity, Confusion
- Unit 9: Opening up of China**
Canton Trade, First Opium War, Second Opium War, Open Door Policy
- Unit 10: Popular Reform Movements**
Taiping Rebellion, Boxer Rebellion
- Unit 11: Emergence of Nationalism in China**
Second Reform Movement of China 1901-1908, Revolution of 1911, Dr. Sun Yat Sen
- Unit 12: Political Movement in China**
Developments of new intellectual Ideas, May Fourth Movement- Its Nature and Significance, Political crisis of 1920, Nationalist party or KMT
- Unit 13: China During the World Wars**
China in World War I, China in World War II
- Unit 14: Communist Movement in China**
Establishment of Chinese Communist Party, Rise of Mao Tse Tung: Making of the Red Army, the Second United Front, Civil War, Causes and Significance

Suggestive Readings:

- Vinacke, Harlod M. (2020). *History of Far East in Modern Times*, Revised Edition, Kalyani Publishers.
- Clyde P. H. and Beers B. F., (1991), *The Far East: A History of Western Impacts and Eastern Responses*, 1830-1975, (6th Edition), Waveland Press
- Ebrey, P.B. (2010). *The Cambridge Illustrated History of China*. Cambridge University Press
- Hsu, I. (1999). *The Rise of Modern China*. OUP
- Shuyun, S. (2008). *The Long March: The History of Communist China's Founding Myth*. Anchor: USA

DSE - I : HISTORY OF REVOLUTIONS

- Unit 1:** **Concept and Nature of Revolution**
Definition, Nature, and Characteristics of Revolution
- Unit 2:** **Revolutions and Ideologies**
Intellectuals, Idea of Progress, Empowerment of the People, Revolutions as Resistance
- Unit 3:** **The Glorious Revolution in England**
Background- Oliver Cromwell and the English Civil War, Causes for the outbreak of the Glorious Revolution, Impact-The Bill of Rights (1689)
- Unit 4:** **The American War of Independence**
Origin, Course of the War, Treaty of Paris, Impact of the War- The Bill of Rights
- Unit 5:** **The French Revolution**
Intellectual Origins and Old Regime, French Peasantry and the Revolution, Women and their role
- Unit 6:** **The French Revolution and its Aftermath**
Impact of the Revolution- Emergence of New Socio-Political Order, Napoleon and the Revolution
- Unit 7:** **Revolutions in Nineteenth Century France**
Revolutions of 1830 and 1848: Causes, Impact on Europe, Paris Commune (1871)
- Unit 8:** **The Russian Revolution of 1905**
Crisis of Feudalism, Socialism in Russia, The Revolution of 1905
- Unit 9:** **The Russian Revolution 1917**
October Revolution of 1917, Lenin and Stalin, Programme of Socialist construction
- Unit 10:** **China in Early 20th Century -I**
Sun-Yat Sen and the Revolution of 1911
- Unit 11:** **China in Early 20th Century -II**
Mao-Tse-Dong and Communism in 1949, Cultural Revolution in China
- Unit 12:** **Mexican Revolution**
Background and Causes, Course of the Revolution, Result
- Unit 13:** **Cuban Revolution**
Background, Causes, Course of Warfare, International Reaction
- Unit 14:** **Iranian Revolutions**
Iranian Revolution, Shah Regime and role of America, Islamic resistance

Reference Books:

- Don E., Russia (1995). The Tsarist and Soviet Legacy.

- Keith Michael Baker (1990) *Inventing the French Revolution, Essays on French Political Culture in the Eighteenth Century*.
- C.A. Bayly. *The Birth of the Modern world, 1780 - 1914*.
- E.J. Hobsbawm (1962) *The Age of Revolution, 1789 - 1848*.

AEC I : ORAL HISTORY

- Unit 1: Introduction**
Definition- Orality, Oral Culture, Oral Traditions; Types of Oral History
- Unit 2: Contexts**
Conventional History Writing and its limitation; Emphasising Indigenous Narratives
- Unit 3: Orality and Memory**
Memory in Historical Discourse, Social and Cultural memory, Public Memory;
- Unit 4: Doing Oral History (I)**
Ethnomethodology; Phenomenological Approach:
- Unit 5: Doing Oral History- Methods**
Interview- Research background, Rapport, Respect, Empathy
- Unit 6: Technology**
Cassette Recorders; Limitations of Technologies
- Unit 7: Ethical Concerns**
Legal Issues in Oral History; Ethical Issues
- Unit 8: Oral Archives (I)**
Nature, Value, Accessibility
- Unit 9: Oral Archives (II)**
Documentation- Transcribing; Preservation- Cataloguing
- Unit 10: Oral Traditions in North-East India (I)**
Oral Traditions in Assam and Tripura
- Unit 11: Oral Traditions in North-East India (II)**
Oral Traditions in Manipur, Nagaland and Mizoram
- Unit 12: Oral Tradition in North-East India (III)**
Oral Traditions in Meghalaya, Arunachal Pradesh and Sikkim
- Unit 13: Oral History in The Digital Age**
New Technologies and Online Tools; Challenges, Prospects
- Unit 14: Oral History: Criticisms**
Subjectivity, Selective Memory
- Unit 15: Contributions to Oral History**
Gender History, Partition History, Black History

Suggestive Readings:

- Paul, Thompson. (1978). The Voice of the Past: Oral History. OUP: UK
- Pfeffer, George (ed). (1997). Contemporary Society: Tribal Studies. Vol ii. Development Issues, Transition and Change. New Delhi:
- Foley, J. M. (1988). The Theory of Oral Composition: History and Methodology. Indiana University Press.
- Birendranath Dutta. (2012). Cultural contours of north-east India. OUP
- Datta, Birendranath, N.C, Sarma and Prabin Das (eds.) (1984). A Handbook of Folklore Materials of North East India. ABILAC; Guwahati

- Perks, Robert and Thomson, Alistair (2015), *The Oral History Reader*, Routledge

SEMESTER – II

DSC IV : STATE AND POLITY IN ASSAM- II (1228-1826)

- Unit 1: Sources of Medieval Assam**
Literary Sources, Archaeological, Foreign Sources
- Unit 2: Early Foreign Invasion in Assam**
Turko-Afghan Invasions, Muhammad-Bakhtiar Khalji, Ghiasuddin Azam of Bengal, Hussain Sahis of Bengal
- Unit 3: State Formation in Medieval Assam –I**
State formation of the Ahoms
- Unit 4: State Formation in Medieval Assam –II**
Chutiyas, the Bhuyans and Kacharis
- Unit 5: Expansion and Consolidation of the Ahoms**
Conquest of the Chutiya Country, Occupation of the Kachari Kingdom, Westward Expansion
- Unit 6: The Ahom Administrative System**
Central Administration, Local administration, Law and order, taxation
- Unit 7: The Koches**
Emergence of the Koches, Visva Simha, Naranarayan & Chilarai, Partition of the Koch Kingdom,
- Unit 8: The Ahom-Koch Relations**
Nature of relationship, results
- Unit 9: The Ahom-Mughal Relations**
Early Ahom-Mughal consolidations, Role of Pratap Singha, Invasion of Mirjumla, Battle of Saraighat, Battle of Itakhuli
- Unit 10: Society And Economy in Medieval Assam**
Society, economy and Religious practices
- Unit 11: The Ahom-Tribal Relations**
The Ahoms and their neighbouring tribes, duar and posa systems, hat and chowkis
- Unit 12: Cultural and Architectural Developments in the Medieval Assam**
Palaces, Temples and other monuments of Ahom dynasty, Literature and Culture in the Pre-Vaishnavite movement, Centre of Pro-Vaishnavite, Architecture of Vaishnava institutions
- Unit 13: Women in Medieval Assam**
Social Position, Political Position, Sati Sadhini, Mula Gabharu, Ramani Gabharu, Ambika, Sati Jaymati, Rani Phuleswari
- Unit 14: Downfall of the Ahoms**

Moamaria uprising, Burmese invasion, Annexation of Assam

Suggestive Readings:

- Guha, Amalendu. (1991), *Medieval and Early Colonial Assam- Society, Polity, Economy*, Centre for Studies in Social Sciences: Calcutta.
- Gait, E.A. (2004), *A History of Assam*, Eastern Book House: Guwahati.
- Barpujari, H.K.(2003). *The Comprehensive History of Assam*, Vol.II, Vol.III, Vol.IV & Vol. V, (2nd edn) Publication Board Assam, Guwahati
- Baruah, S.L.(2004).*A Comprehensive History of Assam*, 3rd edn, Munshiram Manoharlal, Delhi

DSC - V: POLITICAL AND ADMINISTRATIVE HISTORY OF INDIA-II (THE COLONIAL PERIOD)

- Unit 1: Early European Settlements in India**
The Portuguese, the Dutch, Anglo-French Rivalry
- Unit 2: Establishment of East India Company's Rule in Bengal**
Battle of Plassey, Battle of Buxar, Dual Government, Permanent Settlement
- Unit 3: Expansion and Consolidation of Colonial Rule**
Anglo-Mysore, Anglo-Maratha, Anglo-Sikh relations, Carnatic wars Anglo-Nepal War (1814-18), Hastings and Indian States, The Pindaris, New administrative structure, new economic policies
- Unit 4: Parliamentary Interventions during Company Rule**
Regulating Acts, Pitts India Act, Charter Acts of 1793, 1813, 1833 and 1853
- Unit 5: Frontier Policies**
Afghan Policies, Auckland's Policy towards of Sind, Ellenborough and the annexation of Sind, Anglo-Burmese Wars
- Unit 6: Instruments of Expansionism and Revolt of 1857**
Subsidiary Alliance, Doctrine of Lapse, Army, The Revolt of 1857: causes and Consequences
- Unit 7: Post 1857 Development**
Queen's Proclamation, Indian Councils Act of 1862, Policy towards Indian States and Indian Princes, War with Bhutan, Afghan Policy and Lord Lyttons Forward Policy, The Treaty of Gandmak (1879), Durand Agreement, The Anglo-Bumese War, Lord Mayo and his Reforms, Lord Lytton and his Internal Reforms, Liberal Reforms under Lord Ripon
- Unit 8: Cultural Encounter and Social Religious Movements**
Print and its implication, Women emancipation, making of religious and linguistic identities, Movement against Untouchability, Brahma Samaj, Arya Samaj, Prarthana Samaj, Ramakrishna Mission, Deoband Movement, Theosophical Society, Aligarh Movement, Wahabi Movement and the Singh Sabha Movement, Other Movements
- Unit 9: Economy and Popular Resistance**
Agrarian Structure, Initial Resistance, Famine, Popular Resistance against the British
- Unit 10: Rise of Indian Nationalism and Indian National Congress**
Factors Responsible for the rise of Indian Nationalism, Rise of political organizations, Foundation of the Indian National Congress, Partition of Bengal, Swadeshi Movement,
- Unit 11: Revolutionary Nationalism**
Factors for the rise of Revolutionary Nationalism, Growth of Extremist Groups and Secret Societies, Revolutionary Movement and Women
- Unit 12: Gandhian Phase of Indian National Movement**
Rise of Gandhi- the ideology of Ahimsha and Satyagraha, Champaran, Kheda, Bardoli, Non-Cooperation Movement, Civil Disobedience Movement, Simon Commission, Round Table Conferences, Gandhian Movement and Women

- Unit 13: Political Developments during the World War II**
Subhash Chandra Bose and his ideologies, INA, The INA Trial, Significance, Cripps Mission, August Offer, Quit India Movement
- Unit 14: Communalism and Left Politics in India**
Ideologies and Practices: Muslim League, RSS, Hindu Maha Sabha, Muslim League, Emergence and Growth, Communist Party of India, Trade Union Movement, Socialist Party, Impact
- Unit 15: Constitutional Development**
Government of India Acts, Cripps Mission, Wavell Plan and Shimla Conference, Cabinet Mission Plan, Mountbatten Plan, Partition, Independence, Constituent Assembly: Gandh, Nehru, B. R. Ambedkar and Sardar Patel

Suggestive Readings:

- P. Lawson. (1993). *The East India Company: A History*. London: Longmans
- R. Barnett (2002). *Rethinking Early Modern India*. Manohar, New Delhi
- Chandra, Bipan. (2019). *History of Modern India*. Orient Blackswan, New Delhi.
- C.A. Bayly. (1989). *Imperial Meridian: The British Empire and the World 1780-1830*. Longman, US
- P. Kennedy. (1987). *The Rise and Fall of the Great Powers: Economic Change and Military Conflict from 1500 to 2000*. New York: Vintage Books
- J. M. Ward (1976). *Colonial Self-Government: The British Experience 1759-1856*. Toronto: University of Toronto Press
- D. Peers. (2006). *India under Colonial Rule 1700-1885*. Harlow and London: Pearson Longmans
- J. Malcolm. (1970). *Political History of British India from 1784 to 1823*. New Delhi, Associated Pub House
- T.R. Metcalf. (1995). *Ideologies of the Raj: The New Cambridge History of India*, III.4, Cambridge University Press, 1995.
- Bandopadhyay, Sekhar. (2004). *From Plassey to Partition: A History of Modern India*. Orient Blackswan, New Delhi
- Mahajan, Shweta (ed.). (2013). *Towards Freedom: Documents on the Movement for Independence in India:1947*, Part 1, (New Delhi: Indian Council of Historical Research/Oxford University Press
- Chandra, Bipan., Mukherjee, Mridula; Mukherjee, Aditya., Panikkar, K N., Mahajan, Sucheta. (2016). *India's Struggle for Independence*. UK: Penguin, 2016.
- Sarkar, Sumit. (2014). *Modern India, 1885-1947*. Pearson India
- Habib, Irfan. (2011). *The Indian National Movement: Studies in Ideology and History*. Chennai: Tulika Books, 2011.
- Guha, Ranajit. (1997). *Dominance without Hegemony: History and Power in Colonial India*. Harvard University Press
- Metcalf, Barbara D. & Metcalf, Thomas R. A. (2012). *Concise History of Modern India*. Cambridge University Press.
- Kumar, Ravinder. (1983). *Essays in the Social History of Modern India*. New Delhi: Oxford University Press

DSC - VI : TWENTIETH CENTURY WORLD

- Unit 1: Legacy of Nineteenth Century**
Growth of Capitalism and Imperialism (U.K, France, Japan), Liberalism and Socialism, Nationalism
- Unit 2: World Order up to 1919**
February Revolution of 1917, Background of the Russian Revolution, Causes of the Russian Revolution, Working of the Bolshevik Government, Lenin, Stalin, Wilson's Fourteen Points
- Unit 3: World War I**
Wilson's Fourteen Points, Origin of the War, Peace Settlements, establishment of Socialist order
- Unit 4: World War I and its Aftermath**
Problem of Reparation, End of Dynastic Empires, Formation of League of Nations
- Unit 5: World Between the Two Wars**
Quest for Collective Security, League of Nations, Geneva Disarmament Conference, Reaction of the European powers
- Unit 6: The Great Economic Depression and Europe**
Economic Depression, Recovery and Losses, Crisis and Great Depression
- Unit 7: Nazism and Fascism**
Nazism in Germany and Fascism in Italy
- Unit 8: World War II**
Origin, nature and results
- Unit 9: United Nations Organisation**
Formation, Different bodies, activities
- Unit 10: Communist Revolution**
Communist Revolution in China & its impact in the world politics
- Unit 11: National Movements and Democracy**
Nationalism movements and Decolonisation in Asia and Africa
- Unit 12: Cultural Change**
Changing Notions of Culture, making of ideologies- class, race and gender, creation of public space, creation of new cultural forms-romanticism to abstract art
- Unit 13: Cold War and its Effects**
Ideological and Political basis of Cold War, Pacts and Treaties, Tensions and Rivalries, NAM, Third World, Regional Tensions-Kashmir, Korea and Vietnam
- Unit 14: Age of Progress**
Cultural Revolution, Civil Rights Movements, Apartheid, Feminism, Science and Technology
- Unit 15: Disintegration of Socialist Block and End of Cold War**
Genesis and process of disintegration-its impact on Society and Political order from

bipolar to unipolar world system, Socialism in decline, Globalization and its economic and political impact

Suggestive Readings:

- Karns, Margaret P. and Mingst, Karen A. (2005). *International Organizations: The Politics and Process of Global Governance*. Viva Books: New Delhi
- Partha Chatterjee (1994). *Nation and its Fragments*. Oxford: New Delhi
- Smith, B.C. (1996). *Understanding Third World Politics*. Macmillan Press: London
- Keylor, R. William. (2003). *A World of Nations: The international order since 1945*. OUP: USA
- Hobsbawm, Eric (1995), *Age of Extremes*, Abacus
- Lowe, Norman (1997), *Mastering World History*, Macmillan India
- Mathur & Jain (2019), *A History of the modern World (1500-2000AD)*, JMP
- Calvocoressi, Peter (2008), *World Politics since 1945*, Longman Publishing Group

DSE - II : ENVIRONMENTAL HISTORY OF INDIA

- Unit 1: Historiography and Concepts**
What is environmental history, Concepts in Environmental history: environmentalism, deep ecology, eco-feminism, wildness, etc. Historiography of Environmental History (Marsh, Turner, Hughes, Worster, Forster etc) Indian (Guha, Gadgil, Arnold, etc)
- Unit 2: Themes in Environmental History and Modes of Resource Use:**
Environmental history Themes: Water, Forests, natural disasters, climate change; Modes of Resource Use Gathering, Nomadic Pastoralism, Settled Agricultural Mode and Industrial Mode
- Unit 3: Environment and Society in Pre-Colonial India**
Geographical Background of the Indian Subcontinent: Physical divisions, flora and fauna, Ecology of the Harappan Culture and its decline: the Environmental factors
- Unit 4: Forest and Land Use in pre-Colonial India.**
Use of iron implements; Agricultural Expansion and Deforestation in the Gangetic Valley; Forest as economic and cultural space
- Unit 5: Forests in Colonial India**
Making of British Forest Policy in India: Forest Acts of 1878 and 1927, Impact of British Forest Policy: Deforestation and Ecological change in India. Impact of Railway Construction on Forestry during the colonial period.
- Unit 6: Commercialisation of Nature**
Exploitation of Forest Produce; Major Forest produce and minor forest produce
- Unit 7: Commercial Agriculture and Environment**
Commercialisation of agriculture, plantation economy, Agro-forestry
- Unit 8: Man and the Animal World**
Hunting for subsistence to hunting for pleasure; games reserve; domestication and economic uses of animals; wild life protection.
- Unit 9: Water and its Uses**
Irrigation system, bunds and tanks, aquifers, hydrological technology of Mughal India, Water and its uses in colonial India
- Unit 10: Environment in Post-Colonial India**
Conservation Policies in Post-Independence Period; Social Forestry
Development versus environment debate
- Unit 11: Environmental Movements**
Chipko Movement, Narmada Bachao Andolan, Movement against the Lower Subansiri dam, Dams and Mines: Problems of displacement, Loss of Livelihood and Problems of Rehabilitation
- Unit 12: Environmental setting of North East India**
Ecological setting of North East India: bio-diversity, Habitat mosaic, Shifting Cultivation: Culture and environmental impact.

- Unit 13: Land - Use Pattern in North East India**
Pre-colonial land use pattern; colonial forestry and the plantation economy, CPRs, Customary Rights.
- Unit 14: Post-Colonial Environmental Situation**
Natural disaster: the 1950 earthquake, colonial continuum, extension of plantation economy, flood and erosion, big dams and resistance.
- Unit 15: Environmentalism and India**
Colonialism as an ecological watershed, NGOs, judicial activism, Climate change and India's international role, problem of waste and waste management, Swachh Bharat Abhiyan.

Suggestive Readings:

- Agarwal, D. P. (1992). Man and Environment in India through the Ages.
- Arnold, D and R. Guha. (1996). Nature, Culture, Imperialism: Essays on the Environmental History of South Asia
- Bhattacharya, D.K. (1990). Ecology and Social Formation in Ancient History.
- Chakrabarti, Ranjan. (Ed.) (2006). Situating Environmental History.
- Gadgil, M. and R. Guha. (1992). The Fissured Land: An Ecological History of India.
- Guha, Amalendu. (1991). Medieval and Early Colonial Assam: Society, Polity, Economy.
- Guha, R. (2000). Environmentalism: A Global History.
- Habib, Irfan. (2010). Man and Environment-The Ecological History of India.
- Handique, Rajib. (2004). British Forest Policy in Assam.

SEMESTER-III

DSC - VII : HISTORY OF ASSAM (1826-1947)

- Unit 1: Treaty Of Yandaboo and its Significances**
Treaty Of Yandaboo, Assam, Cachar, Manipur, Jaintia Hills and Khasi Hills
- Unit 2: Political Restoration**
Mattak, Khamti, Ahom Monarch (Purandar Singha)
- Unit 3: Forward Policy**
Garo, Lushai and Naga Hills, Relation with the Trans Inner Line Tribes
- Unit 4: Early Colonial Administration**
David Scott and his Administrative Measure, Jenkins Administration
- Unit 5: Early Anti-British Resistance**
Causes, Actors, Royalty and Aristocracy, Brahmaputra Valley, Cachar, Manipur, Khamti and Singpho Rebellion, Tirot Sing
- Unit 6: The Revolt of 1857 in Assam**
The Uprising of 1857 and its Impact in Assam, Role of Maniram Dewan
- Unit 7: Peasants Uprisings**
Background, Phulaguri, Patharughat, Rangiya, Lachima
- Unit 8: Emerging Political Associations**
Early Organizations: Ryot Sabhas, Sarbojanik Sabha, Assam Association
- Unit 9: British Revenue Policies**
Revenue policies adopted by British in Assam
- Unit 10: Industries and Communication**
Tea, Oil, Coal, Railway, Roadways, Water way
- Unit 11: Growth of Assamese National Consciousness**
Role of Language and Literature, Missionary activities, Rise of Middle Class
- Unit 12: Tribal Assertion in Colonial Assam**
Tribal League, Brahma Dharma, Kalicharan Brahma, Bhimbar Dewry, Indira Miri, Semsonsing Ingti, Sitanath Brahmachaudhury
- Unit 13: National Movement - Early Phase**
Partition of Bengal and Swadeshi Movement
- Unit 14: National Movement - Later Phase**
Non-cooperation, Civil Disobedience Movement
- Unit 15: Towards Independence**
Quit India Movement, Grouping Proposal and Sylhet Referendum

Suggestive Readings:

- Barpujari, H.K.(2003): *The Comprehensive History of Assam*, Vol.II, Vol.III, Vol.IV & Vol. V, 2nd edn, Publication Board Assam, Guwahati
- Baruah, S.L.,(2004): *A Comprehensive History of Assam*, 3rd edn, Munshiram Manoharlal, Delhi
- Bhuyan, A.C., (1999): *Political History Assam*, Publication Board Assam, Vol. I, II,III, 2nd edn, Guwahati.
- Dutt, K.N (1993): *Landmarks in the Freedom Struggle in Assam*, Lawyers' Book Stall
- Gait, E (2004): *A History of Assam*, Eastern Book House, Revised, Guwahati.
- Saikia Rajen (2000): *Social and Economic History of Assam 1853-1921*, Munshiram Manoharlal, Delhi.
- Gohain, Hirenranath. (1984). *Assam, A Burning Question*, Spectrum Publications, Guwahati, 1984.
- Guha, Amalendu. (2006). *Planter Raj to Swaraj, Freedom Struggle and Electoral Politics in Assam, 1826 -1947*, Tulika Books, New Delhi, 2006.
- Guha, Amalendu. (1991). *Medieval and Early Colonial Assam, Society, Polity, Economy*, Published for Centre for Social Sciences, Calcutta, by K. P. Bagchi and Company, Calcutta
- Goswami, P. C. (1963). *The Economic Development of Assam*, Asia Publishing House, New Delhi
- Goswami, Priyam. (1999). *Assam in the Nineteenth Century, Industrialization and Colonial Penetration*, Spectrum Publication, Guwahati
- Goswami, Priyam. (2012). *Assam: From Yandaboo to Partition*, Orient Blackswan, 2012.
- Handique, Rajib. (2004). *British Forest Policy in Assam*, Concept Publishing Company, New Delhi, 2004.
- Hazarika, Sanjoy. (1994). *Strangers of the Mist, Tales of War and Peace from India's North – East*, Penguin Books
- Saikia, Arupjyoti. (2011). *Forest and Ecological History of Assam, 1826-2000*, Oxford University Press, New Delhi.
The Unquiet River, A Biography of the Brahmaputra, Oxford University Press, New Delhi, 2019.

Assamese

- Borborua, H. (2017): *Ahomar Din* (2nd edition). Publication Board: Guwahati.
- Bora, D. (1983). *Moamariya Gana Abbhyuthan*. Vol. I & II. Banlata Prakashan: Guwahati
- Kalita, R.C. (2006). *Asamar Kalanukramik Itihash*. Publication Board: Guwahati

DSC - VIII : INDIA SINCE INDEPENDENCE

- Unit 1: India's Independence**
Indian Independence Act of 1947, Partition of India, Riots, Migration & rehabilitation.
- Unit 2: Making of the Indian Constitution**
The Constituent Assembly, Key Ideologies, Major Debates on the Constitution Assembly, Framing of the Indian Constitution, Sixth Schedule.
- Unit 3: Negotiating with the Princely States**
Integration of the Princely States- Hyderabad, Junagadh & Kashmir, The Kashmir issue, Koch Bihar, Manipur and Tripura.
- Unit 4: Early Electoral Politics in Post Colonial India**
The Election Commission of India, General Election of 1952, General Election of 1957, Rise of Political Parties, the Communist Challenge
- Unit 5: The Nehru Era in Indian Politics**
Nehruvian vision of Democracy & Socialism, Genesis of India's foreign policy under Nehru, Early Economic policies, Nehru's policies towards North East India
- Unit 6: Reorganization of Indian States**
The State Reorganization Bill of 1956, The Language Debate, Reorganization of major states & Union Territories.
- Unit 7: Indira Gandhi's Era in Indian Politics**
Key Policies, Simla Pact & Foreign policy, Sampurna Kranti, Emergency, General Election of 1977, Sikh Riot
- Unit 8: Electoral Politics in India**
Communal politics in India, the Caste & Jati politics in India, Rise of Bharatiya Janata Party, Dalit Movement, Mandal Commission
- Unit 9: Resistance in North East India**
Growth of sub nationalism & regional politics, Popular Resistance in North East India, Insurgency in North East Indian States- Assam, Manipur, Nagaland, Mizoram and Tripura
- Unit 10: Major Economic Reforms in Post Colonial India**
Agriculture & Land reforms, The Green Revolution, Big Dams & Crisis, Poverty & Employment- key economic policies
- Unit 11: Education in Post-Colonial India**
Right for education, The UGC & Higher Educational institutes, key education policies & reforms, growth of alternate education-open & distance education.
- Unit 12: Science, Technology & Ecology**
Growth of Science & Technology in Post colonial India, key innovations, growth of modern industries, extortion of natural resources, major environmental tragedies.
- Unit 13: India in a Liberalized World**
LPG and its critique, the UPA government & growth of Indian economy, Key Challenges
- Unit 14: Coalition Politics in India**

Post Mandal Commission Era, UPA, NDA.

Suggestive Readings:

- Chandra, Bipan (2011), *India since Independence*, New Delhi: Penguin
- Guha, Ramachandra (2007), *India after Gandhi*, New Delhi: Macmillan
- Brass, Paul (1990), *The Politics of India since Independence*, Oxford University Press.
- Jaffrelot, Christophe & Pratinav Anil (2021), *India's First Dictatorship*, Harper Collin
- Jaffrelot, Christophe (2003), *India's Silent Revolution: The Rise of the Lower Castes in North India*, London:
- Jaffrelot, Christophe (2023), *Modi's India: Hindu Nationalism & Rise of Ethnic Democracy*, Princeton University Press.
- Hurst Mehta, Pratap Bhanu (2003), *The Burden of Democracy*, Gurgaon: Penguin Books
- Nariman, Fali S. (2006), *India's Legal System: Can it be saved?* Gurgaon: Penguin Books
- Omvedt, Gail (2011), *Dalits and the Democratic Revolution*, New Delhi: Sage Publications
- Thapar Romila (2023), *Our History, Their History, Whose History?* Seagull Books, Calcutta.

DSC IX : HISTORY AND HISTORIOGRAPHY

- UNIT 1: MEANING AND SCOPE OF HISTORY**
Meaning of history, Collection and Selection of Data, Evidence and its transmission, Causation
- UNIT 2: HISTORY AND OTHER DISCIPLINES**
Anthropology, Geography, Economics, Sociology, Political Science, Linguistic, Literature
- UNIT 3: TRADITIONS OF HISTORICAL WRITINGS (I)**
Greco-Roman traditions, Chinese tradition
- UNIT 4: TRADITIONS OF HISTORY WRITINGS (II)**
Medieval Historiography- Western, Arabic, Persian
- UNIT 5: EMERGENCE OF MODERN HISTORICAL WRITINGS (I)**
Enlightenment and Romanticism in History
- UNIT 6: EMERGENCE OF MODERN THEORIES OF HISTORY (II)**
School of Scientific History: Ranke
- UNIT 7: TRADITIONS OF HISTORY WRITINGS (III)**
Positivism, Whig
- UNIT 8: MARXIST HISTORIOGRAPHY**
Origin, nature, impact
- UNIT 9: TOWARDS TOTAL HISTORY**
Lucien Febvre, March Bloch and Annales School
- UNIT 10: STRUCTURALISM**
Concepts, Impact on History
- UNIT 11: POST-STRUCTURALISM AND POST COLONIALISM**
Concepts, Impact on History
- UNIT 12: POST MODERNISM IN HISTORY**
Concept, Impact on History and challenges
- UNIT 13: INDIAN HISTORIOGRAPHY I**
Imperialist
- UNIT 14: INDIAN HISTORIOGRAPHY II**
Nationalist
- UNIT 15: INDIAN HISTORIOGRAPHY III**
Marxist and Subaltern

Suggestive Readings:

- Ali, B. Sheik. (1981). *History: Its theory and Method*. Macmillan
- Bajaj, Satish K. (1988). *Recent Trends in Historiography*. Anmol Publications
- Carr, E.H. (1964). *What is History*. Macmillan
- Sreedharan, E. (2004). *A Textbook of Historiography*, Orient Longman
- Ranajit Guha (1994). *Subaltern Studies, Vol-I*. OUP
- Cannon, John, ed. (1980). *The Historian at Work*. George Allen and Unwin.
- Bloch, M. (1992). *The Historian's Craft*, , Manchester University Press
- Marwick, Arthur. (2001). *The New Nature of History*, Lyceum Books
- Burke, Peter. (2001). *New Perspectives on Historical Writing*, Pennsylvania University Press

DSE III: HISTORY OF SCIENCE AND TECHNOLOGY IN INDIA

UNIT 1: INTRODUCTION

Defining science and technology, origin and development of science and technology, methods of science, importance of science and technology

UNIT 2: STONE AGE TECHNOLOGIES IN INDIA

Development of tool making techniques, changes in subsistence strategies due to use of technology, metals used, agricultural practices and technology, techniques of paintings, pottery making, men's relation with the environment.

UNIT 3: TECHNOLOGY IN STONE-COPPER AGE IN INDIA

Technological developments in the stone-copper age, materials used, changes in tools & technologies, significance of copper-stone age craft making.

UNIT 4: BRONZE AGE SCIENCE AND TECHNOLOGY

Developments of scientific knowledge and ideas in the Harappan Civilization, Harappan tools and technology, craft making, agricultural technologies, metallurgy, development of weight & measurement, subsistence strategy and environment.

UNIT 5: SCIENCE AND TECHNOLOGY IN VEDIC AND LATER VEDIC PERIOD.

Development of iron technologies, pottery and craft technologies, metallurgy, Vedic literature & developments in natural sciences- health & medicine, mathematics & astronomy, subsistence strategies & environment, Contribution of Buddhism & Jainism towards the growth of scientific knowledge.

UNIT 6: SCIENCE AND TECHNOLOGY IN MAURYAN PERIOD

Contribution of Mauryan empire towards the growth of science and technology, development of writing technologies under the Mauryan empire and their contemporary rulers, Ashokas Dhamma policy-scientific ideas & environment, metallurgy, craft and tool making techniques.

UNIT 7: SCIENCE AND TECHNOLOGY UNDER THE GUPTAS

Major developments in scientific knowledge and technology under the Gupta rule, subsistence strategies & technology, craft making, metallurgy, minting of coins, techniques of inscribing inscriptions, major scientific literature.

UNIT 8: DEVELOPMENTS IN POST GUPTA PERIOD

Major Scientific developments in natural sciences- health & medicine, mathematics & Geometry, astronomy; metallurgy; subsistence strategies, technology & environment

UNIT 9: SCIENTIFIC KNOWLEDGE AND SKILLS UNDER THE DELHI SULTANATE

Major Scientific developments under the Delhi Sultanate, impacts of the Islamic World, scientific thinkers & their contributions, craft and tool making techniques, Art, Architecture & technology, science & polity, subsistence pattern & its' impacts on the ecology.

UNIT 10: SCIENTIFIC & TECHNOLOGICAL ADVANCEMENTS UNDER THE MUGHALS

Major developments, medieval scientists & growth of scientific literatures, warfare technologies, craft making & village industries, minting technology, technologies in

art, architecture and buildings, agriculture and technology, resource extortion and its environmental impacts.

UNIT 11: REGIONAL VARIATIONS IN SCIENCE AND TECHNOLOGY (11TH TO 17TH CENTURY)

Major developments in the Deccan & south India; variations in warfare technologies; Differences in agricultural techniques and craft making; Ahom warfare techniques; Maratha warfare techniques;

UNIT 12: SCIENCE & TECHNOLOGY UNDER THE BRITISH RULE

Changes in subsistence strategy & technology; Western science and technologies in India; Technology and agriculture; Construction techniques; developments in communications; development of scientific ideas and the Indian society; resource extortion and its ecological impacts; major developments & contributions.

UNIT 13: POST COLONIAL SCIENTIFIC DEVELOPMENTS

Health & Medicine; Major contributions towards other Natural sciences; Agricultural technologies; Industries; Major Scientific developments; Mobile Phone, Computer and other electronic devices and techniques; Global and domestic Policies; Ecology.

UNIT 14: SCIENCE AND TECHNOLOGY IN ASSAM

Pre-historic tool and craft making techniques; metallurgy in pre-colonial and colonial period; agricultural technologies; warfare techniques; contribution towards natural sciences; cottage industries and technology-bell metal, iron, gold, weaving, pottery; subsistence pattern & ecology.

UNIT 15: INDIAN SCIENTISTS AND THEIR MAJOR CONTRIBUTIONS

Mathematics, geometry and arithmetic; Medical science- Yoga & Meditation, Ayurveda, Naturopathy, Unani, Siddha; Astronomy; Geography; Physical sciences; Chemical sciences.

UNIT 16: SCIENTIFIC INSTITUTIONS IN INDIA

Nehruvian Policies and Institutions of Science and Technology: IIT, AIMS, ISRO

Reference Books:

- D.P.Chattopadhyaya. (2001). The Ways of Understanding the Human Past: History of Science, Philosophy and Culture in Indian Civilization
- Syed Jafas Mahmud. (1988). Metal Technology in Medieval India. Daya Publishing House: New Delhi
- Irfan Habib (1985). Medieval Technological Exchanges between India and the Islamic World. Viveka Publication: Aligarh

SEMESTER: IV

DSC X : HISTORY OF PEASANT AND WORKING CLASS IN INDIA

- Unit 1: Early Pastoral and Agricultural Communities in India**
Village Settlement, agriculture and animal husbandry in pre-historic India; Agriculture and pastoralism in Harappan society; Vedic Pastoral Community.
- Unit 2: Advancement of Agriculture and Trade Early India**
Growth of agriculture and trade in the Ganga Valley; Neo religious trends and its consequences
- Unit 3: Peasants, Artisans and Workers under the Maurya and Gupta Rule**
Agriculture, Crafts, Trade and Commerce, Land revenue system, Land Grants
- Unit 4: Agricultural Economy in Early Medieval India**
Wet rice cultivation, Debate on Wet Rice Cultivation, New agricultural technology, crops, Changes in land revenue system, trade
- Unit 5: Peasants, Traders and Workers under the Delhi Sultanate**
Agriculture, trade, land revenue system, peasants, militia, artisans and slaves
- Unit 6: Peasants, Traders and Workers under the Mughals**
Agriculture, trade, land revenue system, peasants, militia, artisans and slaves, Peasant Uprisings in Mughal India
- Unit 7: Debate On Indian Feudalism**
Indian Feudalism-critique
- Unit 8: Land Revenue System, Agriculture and Trade in the Medieval Assam**
Land revenue system under the Ahoms and Koch, Paik system, agriculture, crafts & trade, Zamindari system, artisans & slaves
- Unit 9: Colonial Interventions: The Changes**
European Settlements in India and agrarian policy; Land Revenue System; Taxation & Trade
- Unit 10: Peasants, Traders and Workers in Colonial India**
British Land Revenue Settlements; Taxation; Commercialization of Agriculture; Crops; Trade; Zamindars, Peasants, workers and tribal folk; British commercial policies- effects.
- Unit 12: Peasant Uprisings in Colonial India**
Tribal and peasant uprisings in Colonial India- nature, forms, causes and consequences.
- Unit 13: Workers Resistance in Colonial India**
British industrial policies- it's effects; labour policies; Resistance-nature, forms, causes, consequences.

Unit 14: Peasant and Working Class Uprisings in Colonial Assam

Early tribal uprisings, Raj Mel, Phulaguri uprising, Patharughat uprising, peasant uprisings in Rangiya, Lachima & Rani, Oil Company Workers' Strike, Tea Garden Labour strikes

Suggestive Readings:

- Mohinder Singh Randhawa. (1980). *A History of Agriculture in India: Beginning to 12th Century*, Indian Council of Agricultural Research
- (1982). *A History of Agriculture in India: Eight to Eighteenth Century*, Indian Council of Agricultural Research
- (1983). *A History of Agriculture in India: 1757 to 1947*, Indian Council of Agricultural Research
- Vasudha Pant. (2016). *Beginning of Agriculture and Domestication In India*, Pentagon Press, 2016
- Chakravarty, Ranabir : *Exploring Early India up to AD 1300* ,(2010) Macmillan.
- Chattopadhyaya, B.D. : *The Making of Early Medieval India*, 2012, Oxford University, Press .
- Singh, Upinder : *A History of Ancient and Early Medieval India*, Pearson, 2008. .
- Barrington Moore, *The Social Origins of Dictatorship and democracy: Lord and Peasant in the Making of the Modern World*, Harmondsworth, 1973
- Ranajit Guha, *Elementary Aspects of Peasant Insurgency in Colonial India*, New Delhi, 1997.
- Teodar Shanin, (ed), *Peasant and Peasant Societies*, 1976
- David Hardiman (ed), *Peasant Resistance in India (1858-1914)*. New Delhi, 1993
- D.N. Dhanagare, *Peasant Movements in India*, New Delhi, 1983
- E.J. Hobsbawm, *Bandits*, 1972
- David Thorner, *The Agrarian Prospect in India: Five lectures on Land Reforms*, New Delhi, 1956
- K.N. Dutta, *Landmarks in the Freedom Struggle in Assam*, 1958
- H.K. Barpujari (ed) *Political History of Assam Vol. I*, 2nd Edn. 1999
- Amalendu Guha, *Planter Raj to Swaraj, Freedom Struggle and Electoral Politics in Assam, 1826-1947*
- Dipankar Banerjee, *Labour Movement in Assam*, New Delhi, 2005 .
- Thapar, Romila: *Early India* , 2004, University of Oxford India Press.
- A.R. Desai, *Peasant Movements in India*, New Delhi, 1983
- K.N. Dutta, *Landmarks in the Freedom Struggle in Assam*, 1958
- H.K. Barpujari (ed) *Political History of Assam Vol. I*, 2nd Edn. 1999
- Dipankar Banerjee, *Labour Movement in Assam*, New Delhi, 2005

DSC XI : CULTURAL HISTORY OF ASSAM

- Unit 1: Culture of Assam**
Definition of Culture, Legacy of Culture of Assam, Basic features, Geographical Diversity and its impacts, Migration flows and culture, Cultural Diversity: Interpretations and Problems
- Unit 2: Assamese Culture and its Characteristics**
Assamese Culture and its features: Assimilation and Syncretism
- Unit 3: Folk Culture of Assam: Meaning and Importance**
Meaning and Definition of Folk Culture; Relation to the Society; Tribal Culture vs. Elite Culture, Ethnographic description of the People of Assam
- Unit 4: Folk Literature of Assam: Narrative and Non-Narrative Genre**
Assamese Folk Literature: Folksongs, Proverbs, Riddles, Ballads, Myths and Legends; Bodo and Rabha Folk Literature: Folksongs, Proverbs, Riddles, Ballads, Myths and Legends; Karbi, Dimasa and Mising Folk Literature: Folksongs, Proverbs, Riddles, Ballads, Myths and Legends; Folk Songs of the Tea Tribes of Assam; Folk Songs of Barak Valley
- Unit 5: Fairs And Festivals of Assam**
Junbeel Mela, Ambubachi Mela, Bihu, Rash, Dolyatra, Ali Aye Ligang, Bathau Puja, Karam Puja, Medam Me Fi, Mohoho, Suyeri, Bhatheli, Nakhwa
- Unit 6: Material Culture of Assam**
Concept of Material Culture; House Building Types and Decorations in Assam; Costumes and Ornaments in Assam; Bell Metal Industry, Musical Instruments of Assam: Khol, Mridanga, Dhol, Daba, Madal, Dambaru, Pepa and others
- Unit 7: Religious Traditions of Assam**
Saivism, Saktism, Buddhism, Vaishnavism; Indigenous Religious Practices of the people of Assam, Tantrism, Tribal Religion
- Unit 8: The Neo-Vaishnavite Movement of Assam**
Concept of Bhakti, Origin and Development of the Neo-Vaishnavite Movement in Assam; Sri Sankardev and his contribution in the Neo-Vaishnavite Movement; Neo-Vaishnavite Movement after Sankardev, Charit Putis
- Unit 9: Neo-Vaishnavite Institution: Structure and Culture**
The Growth of Institutions under the Neo-Vaishnavite Movement; Satras; Namghars; Socio- Cultural Influence of the Satras and the Namghars, Relevance of these institutions in the contemporary period
- Unit 10: Performing Arts of Assam**
History of Dance and Music in Early Assam; Temple Dance: Nati, Devadasi; Ojapali dance, Satriya Dance; Borgeet; Ankiya Nat; Bhaona
- Unit 11: Contribution of the Islamic Culture**
Making of the Assamese Culture, Islamic Art and Architecture; Music and

Dance: Jikir and Jari

Unit 12: Christianity in Assam

Missionaries and their activities, issue of conversion, Christianity and tribal peoples of Assam, their contributions

Unit 13: Assamese Society and Sports

Indigenous Sports of Assam: Koni Juj, Moh Juj, Kori Khel, Bulbuli Sorai Juj

Unit 14: Emergence of Mobile Theatre

Historical background of *Yatra* (Jatra) parties, Eminent personalities, Infrastructure, Socio-Cultural influence, Women and mobile theatre, Theatre as an industry.

Unit 15: Cultural Movement in Assam: IPTA

IPTA, Hemango Biswas, J P Agarwal, Bishnu Prasad Rabha and Bhupen Hazarika

Unit 16: Assamese Cinema

Origin of Assamese Cinema, Technological Development, Trend of Assamese Cinema, J. P. Agarwal to Rima Das

Suggestive Readings:

- Barua, B.K. (1954). *Ankiya-Nat* (edited). Gauhati, Assam: DHAS: Guwahati
- Bharali, Arunima. (1999). *Assamese Culture*. Lawyers Book Stall: Guwahati
- Bodley, John H. (2011). *Cultural Anthropology: Tribes states and the global system* (5th edition). Alta Mira Press: UK
- Choudhury, P.C. (1987). *The History of the Civilization of the People of Assam to the Twelfth Century AD* (3rd edition). Spectrum Publication: Guwahati
- Dash, K.N. (2004). *Invitation to Social and Cultural Anthropology*. Atlantic Publishers: New Delhi
- Datta, Birendranath. (2012). *Cultural Contours of North East India*. Oxford University Press: New Delhi
- Ferraro, Gary and Andreatta, Susan. (2012). *Cultural Anthropology: An Applied Perspective* (10th edition). Cengage Learning: USA
- Sarma S.N. (1999). *The Neo-Vaishnavite Movement and the Sattria Institution of Assam*. Lawyers Book Stall: Guwahati.

DSC XII : NATION AND NATIONALISM

- Unit 1: Introduction**
Defining Nation, Nation state; Defining Nationalism
- Unit 2: Nation as a Concept**
Sources, Approaches; Debates
- Unit 3: Theories on Nationalism**
Primordialism, Modernism and Social Constructionism, Ethno-symbolism
- Unit 4: Nationalism and Ethnicity**
Defining Ethnicity; Identity and Conflict- Theories, Causes
- Unit 5: Nationalism and Gender**
Nationalism- Sexuality, Masculinity, Woman and Nation, Memory and Identity
- Unit 6: Nationalism in Europe-I**
Intellectual origin; Treaty of Westphalia and Europe, Napoleon and Nationalism
- Unit 7: Nationalism in Europe-II**
Imperialism, World Wars and Fascism, Post War Europe and Nationalism
- Unit 8: Nationalism and Middle East**
Arab Nationalism- Debates and Discourse; Israel- Palestine Crisis
- Unit 9: Nationalism in Asia-I**
China, Japan
- Unit 10: Nationalism in Asia-II**
Indonesia, South East Asia
- Unit 11: Nationalism in India-I**
Define-Colonialism, Imperialism and Nationalism, Approaches- Imperial, National, Marxist and Subaltern
- Unit 12: Nationalism in India-II**
Idea of Nationalism- Gandhi, Tagore; Critiques
- Unit 13: Nationalism in India-III**
Regionalism; Sub-regionalism; Case Study- North East India
- Unit 14: Nationalism in Africa**
Rise of Nationalism in Africa, Tribalism and Ethnic Nationalism in Africa, Women in African Nationalism, Nelson Mandela

Suggestive Readings:

- Benedict Anderson. (2006). *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. Verso, London
- Anshuman A. Mondal. (2003). *Nationalism and Post-Colonial Identity: Culture and Ideology in India and Egypt*. Routledge, New York
- Hutchinson, J and M. Guibernau (eds.) (2001) *Understanding Nationalism*, (Oxford: Polity)
- Malesevic, S. (2013) *Nation-States and Nationalisms: Theory, Ideology, History*. Oxford.
- Bipan Chandra (1999). *Essays on Colonialism*. Orient Longman
- Shamsul Islam (2004). *The Origins of Indian Nationalism in Religious Dimensions of Indian Nationalism*. Media House, Delhi
- Jyoti Puri (2003). Introduction: Parades, Flags, and National Pride,” in *Encountering Nationalism*. Malden: Blackwell
- Joane Nagel (1998). “Masculinity and Nationalism: Gender and Sexuality in the Making of Nations,” in *Ethnic and Racial Studies*. 21(2).

DSE – IV : INDIA'S FOREIGN POLICY

- Unit 1: Determinants of India's Foreign Policy**
Colonial Connections, Geography, Indian National Congress and World View
- Unit 2: Principles of India's Foreign Policy**
Nehruvian policy, NAM, Gujral Doctrine, Non-violence, Panchsheel, Anti-colonialism
- Unit 3: India during the Cold War**
NAM and India, Ideational Policy of Nehru
- Unit 4: India US Relation**
PL480, Indo-US strategic relations, QUAD
- Unit 5: India USSR Relations**
Background, Factors leading to the Indo USSR pact (1971), Economic help from USSR, BRICS
- Unit 6: Economic Aspects of India's Foreign Policy**
Technology Transfer, International Grant, Trade
- Unit 7: India's Nuclear Policy**
Background, NPT, Pokhran Tests (1974 and 1998)
- Unit 8: India And Pakistan Relations**
Indus-Water Treaty, Kashmir Dispute, Indo-Pakistan War- 1965, 1971, Kargil War
- Unit 9: India and Bangladesh**
Liberation of Bangladesh and role of India, Boundary Dispute, Water sharing Dispute
- Unit 10: Indo-Nepal Relations**
Friendship Treaty, Treaty of Sagauli, Role of Nepal Monarchy and India's relation
- Unit 11: India and Sri Lanka**
Tamil Problem and Treaties, LTTE problems and Indo-Sri Lanka Accord 1987, Post Accord Complications
- Unit 12: India-China Relations**
Panchasheel Agreement, Sino-Indian War 1962 - Causes and Aftermath
- Unit 13: Multilateralism and India**
UNO, SAARC, BRICS, G20, ASEAN, SCO
- Unit 14: Look East/Act East Policy**
Trade Ties, Implications

Suggestive Readings:

- John Baylis et. al. (2008). *The Globalisation of World Politics*. OUP: Oxford
- Goldstein, Joshua. (2005). *International Relations*. Pearson Education Inc. and Dorling Kindersley Inc.
- Ganguly, Sumit. (2011). *India's Foreign Policy*. OUP: New Delhi

- Khanna, V.N. (2010). *Foreign Policy of India*. Vikas Publishing House: Noida
- Reddy, K. Raja. (2012). *Foreign Policy of India and Asia Pacific*. New Century Publication: New Delhi
- Balakrishnan, T.K. (2010). *Foreign Policy of India: Problems and Paradoxes*. Mohini Publishers: New Delhi
- Kumar, Ajith M.P. (2000). *India-Pakistan Relations: The Story of a Fractured Fraternity*. Kalpaz Publications: New Delhi
- Gupta, K.R. (2006). *India-Pakistan Relations with Special Reference to Kashmir*. Atlantic: New Delhi
- W., Smith Warren Jr. (2008). *China's Tibet? Autonomy and Assimilation*. Rowman and Littlefield Publishers: New York
- Saraf, Vishnu. (2008). *India and China- Comparing the Incomparable*. Macmillan: New Delhi
- Chary, M. Srinivas. (1995). *The Eagle and the Peacock: US Foreign Policy toward India since Independence*. Greenwood: Connecticut
- Schaffer, Teresita. (2010). *India and the United States in the 21st Century: Reinventing Partnerships*. Centre for Strategic and International Studies: US
- Chakravarti, Raghubir. (1970). *International Relations*. World Press Pvt. Ltd.: Kolkata

DSE III : ORAL HISTORY

- Unit 1: Introduction**
Definition- Orality, Oral Culture, Oral Traditions; Types of Oral History
- Unit 2: Contexts**
Conventional History Writing and its limitation; Emphasising Indigenous Narratives
- Unit 3: Orality And Memory**
Memory in Historical Discourse, Social and Cultural memory, Public Memory;
- Unit 4: Doing Oral History (I)**
Ethnomethodology; Phenomenological Approach:
- Unit 5: Doing Oral History- Methods**
Interview- Research background, Rapport, Respect, Empathy
- Unit 6: Technology**
Cassette Recorders; Limitations of Technologies
- Unit 7: Ethical Concerns**
Legal Issues in Oral History; Ethical Issues
- Unit 8: Oral Archives (I)**
Nature, Value, Accessibility
- Unit 9: Oral Archives (II)**
Documentation- Transcribing; Preservation- Cataloguing
- Unit 10: Oral Traditions in North-East India (I)**
Oral Traditions in Assam and Tripura
- Unit 11: Oral Traditions in North-East India (II)**
Oral Traditions in Manipur, Nagaland and Mizoram
- Unit 12: Oral Tradition in North-East India (Iii)**
Oral Traditions in Meghalaya, Arunachal Pradesh and Sikkim
- Unit 13: Oral History in The Digital Age**
New Technologies and Online Tools; Challenges, Prospects
- Unit 14: Oral History: Criticisms**
Subjectivity, Selective Memory
- Unit 15: Contributions to Oral History**
Gender History, Partition History, Black History

Suggestive Readings:

- Paul, Thompson. (1978). *The Voice of the Past: Oral History*. OUP: UK
- Pfeffer, George (ed). (1997). *Contemporary Society: Tribal Studies*. Vol ii. Development Issues, Transition and Change. New Delhi:
- Foley, J. M. (1988). *The Theory of Oral Composition: History and Methodology*. Indiana University Press.
- Birendranath Dutta. (2012). *Cultural contours of north-east India*. OUP
- Datta, Birendranath, N.C, Sarma and Prabin Das (eds.) (1984). *A Handbook of Folklore Materials of North East India*. ABILAC; Guwahati
- Perks, Robert and Thomson, Alistair (2015), *The Oral History Reader*, Routledge

DSE IV: HERITAGE & TOURISM IN NORTH EAST INDIA

- Unit 1: Introduction**
Concept, Nature, Scope and theoretical perspective of Culture, heritage & tourism; Appliance of history in tourism
- Unit 2: Heritage Management and Ethics in Tourism**
Concept, Challenges, Repositories, Stake holders & Community engagement
- Unit 3: Cultural Heritage of North East India**
Historical Monuments & heritage sites: Ambari, Sivsagar, Surya Pahar, Koch Bihar, Tezpur, Maibong, Khasi hills, Ita fort, Unnakoti, Ujjayanta Palace, Neer Mahal etc. Cultural Heritage: Satra, Naamghar, Deka Chang etc.
- Unit 4: Natural Heritage of North East India**
National Parks & Wildlife sanctuaries; Wetlands & Waterfalls; River Islands & Hills & Hill Stations
- Unit 5: Ethno-Heritage of North East India**
Different Tribes & Languages of North East India; Folklore; Cuisine; Costumes; Tools & technologies; Sports & entertainments.
- Unit 6: Religious Heritage Sites in North East India**
Kamakhya Temple, Hajo, Saraguri Chapari, Guru Teg Bahadur Sahib, Satras of Majuli, Dhekiakhowa Naam Ghar, Temples of Sivasagar, Buddhist, Mawphlong Sacred Groves, Monasteries, Dargahs, Churches, Malini Than, Parsuram Kund, Rumtek Dharma Chakra Centre, Venuban Vihar etc.
- Unit 7: Fairs & Festivals of North East India**
Traditonal Fairs and Festivals: Junbeel Mela, Ambubachi Mela, Bare Chahariya Bhaona, Phat Bihu etc., Ethnic Fairs and Festivals: Hornbill Festival, Sangai Festival, Ziro Music Festival, Dwijjing Festival etc.

Suggestive Readings:

- Bora, S., & Bora, M. (2006). *The Story of Tourism-An Enchanting Journey Through India's North-East*, UBS Publishers' Distributors Ltd
- Birendranath Dutta. (2012). *Cultural contours of north-east India*. OUP
- Datta, Birendranath, N.C, Sarma and Prabin Das (eds.) (1984). *A Handbook of Folklore Materials of North East India*. ABILAC; Guwahati
- Das, B.M. (2003). *People of Assam*, Gyan Book (P) Ltd.
- Goswami, P. (1995). *Festivals of Assam*. ABILAC: Guwahati
- Dikshit, K.R., & Dikshit, J.K. (2014). *North-East India: Land, People and Economy*. Springer: Netherlands.

KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY

MASTER OF ARTS (HISTORY)

GUIDELINES FOR SEMINAR PAPER

Introduction

Under the MASTER OF ARTS (HISTORY) programme of KKHSOU, you will need to present a Seminary paper at your second semester. You can choose any relevant topic for presentation. Or you can also take help of Section IV of Annexure IV to choose a relevant topic for your seminar paper.

Traditionally, a seminar paper will consist of four major sections: (1) Introduction; (2) Background; (3) Analysis; and (4) Conclusion. This section contains a brief outline to follow, but each subsection is examined in detail in the subsequent pages.

General Structure of a Seminar Paper

1. Introduction: Here, you need to set out the "Crux" of the Paper. Your major tasks include:

- Introduce and note why the topic is important.
- Briefly summarize necessary background information. State your thesis
- Convey your organization of the paper -- (i.e., "roadmap").
- Tell the audience what your paper will show and in what order.
- If you can concisely summarize your research and outline the arguments of your paper, then odds your audience will be able to follow your analysis.

2. Background: Here, you need to orient your audience towards your research area. Major tasks are:

- Describe the genesis of the subject
- Describe the changes that have occurred during its development.
- Explain the reasons for the changes
- Describe where things are now (You may also want to indicate the reasons for further change).

3. Analysis: Here, you need to explain the thesis/main argument of your paper. Here, you need to do:

- Large-Scale Organization: This follows the following tasks:
 - (a) Discuss the major issues;

(b) Separate issues and sub-issues

(c) Order issues logically

- Small-Scale Organization: This follows the following tasks:

(a) Introduce and conclude on each issue

(b) Present your arguments and rebut opposing arguments

(c) Use organizational paradigms where appropriate

4. Conclusion: Here your agenda include:

- Restate the thesis of the paper
- Summarize major points

Certain Key Points

- Always preserve a copy of your Seminar paper duly signed by your Centre Coordinator and a Certification of Presentation from him/her. The University may also ask a copy of that report as and when required.
- You may be asked to present your Seminar paper either at the University Headquarters/or at any assigned place face to face or through online mode.
- Seminar Report must be typed in Computer. Report May be printed on both sides in standard A4 size papers with 1.2 inch margins on both left and right sides and 1 inch margins on top and bottom. Page numbers must be maintained throughout.
- The Presentation Room must be well organised with a banner of the Seminar on the background.
- Insist your study centre to maintain video recording of the presentation session and obtain a copy of your particular session. Alternatively, you can record a video of the presentation yourself and keep a copy until declaration of your Final semester Results. The University may ask this Video at any point of time.

KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY

MASTERS OF ARTS (HISTORY)

GUIDELINES FOR PROJECT/DISSERTATION

Section I: Introduction

Project/Dissertation Work is an application-oriented academic activity that seeks to hone your theoretical and quantitative abilities through their application in light of the theoretical information obtained while taking different MASTER OF ARTS (HISTORY) courses. This Project/Dissertation work consist of 8 credits, requiring you 240 hours of study and work.

Dear learners, please note that you need to take this task seriously and with all sincerity because of three basic reasons. First, this course provides you ample scope to apply your theoretical understanding on socially relevant issues. Second, this course carries the highest credits among all your courses in the programme. Thus, this course can help you achieve a better, higher grade in the programme. Finally, this project/dissertation activity provides you a scope to acquire research skills. This will ultimately help you undertake a career/study in research in near future.

In undergoing the Project/Dissertation work, you can take up a theoretical concept, or any historically relevant event that you may have come up during your study. It is expected that along with the theoretical understanding of the issue, you try to formulate a detail research proposal. For doing this, you can take help of the course 'Research Methodology in History' that you have come across in the first semester.

We have listed certain topics of Project/Dissertation for your guidance only. You need not select these topics only. The list will help you to choose an appropriate topic. You need to write your Project/Dissertation Report either in English or Assamese.

Most importantly, you should note that the Project/Dissertation Work undertaken should be authentic and should contribute towards the growth of the subject. It is mandatory that you submit the report in originality and you must not submit it earlier for any other purpose. The University will also check all the Project/Dissertation Report with high-end Plagiarism-Check Software. Thus, you should also note that if it is found that the Project/Dissertation Work undertaken does not appear to be authentic or does not contribute towards the growth of the subject or it has been merely copied from some sources, the University has the right to outrightly reject the Project/Dissertation Work without offering any explanation. In that case, you will be awarded zero. Group projects are not allowed. If it is found that the subjects/chapters/contents of the projects of two learners are matching, then both the project will be rejected and Zero mark will be awarded to both.

Presentation Style: You need to follow the Presentation Style in the layout of your Project/Dissertation Report as mentioned in Section II of this Guidelines. Additionally, in Section III, we have provided certain Guidelines/Tips to help you do your Project/Dissertation more effectively.

Citation and Referencing Style in Project/Dissertation: Writing of Project/Dissertation Report is one of the research work. So, you need to follow particular style of citation and referencing. The University follows that APA 7 Citation Style published by the APA (American Psychological Association). A link for downloading a brief APA Citation Guide has been attached below.

Role of your Project/Dissertation Guide: Your project/dissertation guide should be well versed in the subject area, which will help you in designing the questionnaire deciding the size of sample, procedure for data collection, tabulation and analysis. You must discuss your project/dissertation design with your guide before the start of your work and also again if necessary at the writing stage and finally at the stage of editing the report. You should show your guide the draft project report before it is finalized for submission.

Eligibility of a Project/Dissertation Guide

- Faculty (From the University/Degree College)/Course Coordinator/Academic Consultant/Counsellor having relevant teaching experience.
- Professionals holding Masters' degree in the respective field or allied disciplines having a minimum of 5 years of experience in the relevant area.

- If you are taking the help of a Teacher/Professional apart from the faculties engaged during the counselling sessions at your study centre, then the Teacher/Professional's bio-data is to be approved by the respective Course Coordinators. The bio-data should contain the teaching/work experience, area of specialization, Research publications and experience in guiding the project work.

Certain Key Points

- Always preserve a copy of the Report with you with all due signatures in originals. This may be required for your future academic/research/job purpose. Secondly, the University may also ask a copy of that report as and when required.
- You may be asked to present your Report either at the University Headquarters/or at any assigned place in face to face or through online mode.
- Project/Dissertation Report must be typed in Computer. Report may be printed on both sides in standard A4 size papers with 1.2 inch margins on both left and right sides and 1 inch margins on top and bottom. Page numbers must be maintained throughout. The Title/Acknowledgement/ Content pages, should be numbered in Roman letters (i, ii, iii etc...) while the main body part must be numbered in standard (1,2,3,) format. Annexures should be included at the end and should also be numbered in Roman letters (i, ii, iii etc...)

Section II: Project/Dissertation Performa

Cover Page: The cover page on the bound copy of the report should indicate. **Colour of the Hard Cover of the Project Report must be NAVY BLUE.**

- The title of the report. It would be short and written in capital letters. If necessary, it should be followed by an explanatory sub-title.
- Your name and enrolment number/ Exam roll no /year of examination.
- Name and designation of the faculty member/ Coordinator/ Academic Consultant who has guided you.
- Name and designation of the person of the organization who has guided you.

PROJECT REPORT/DISSERTATION

On

“Topic Name”

SUBMITTED TO

KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY

IN

PARTIAL FULLFILLMENT OF THE

MASTERS OF ARTS (HISTORY)

(YEAR)

by

Name :

Enrollment No......

Study Centre Code:

Under the
Guidance of

Name of Internal Guide / External Guide

Designation

KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY.

Guwahati, Assam

Certificate of the Guide/ Supervisor (Format)

<u>Certificate of the Guide/ Supervisor</u>	
Mentor / Guide Name :	
Designation :	
This is to certify that the project report entitled “ _____ ” has been prepared by Ms./Mr. _____ bearing enrolment number _____ under my supervision and guidance, for the partial fulfilment of MASTERS OF ARTS (HISTORY) of Krishna Kanta Handiqui State Open University. His/her field work is satisfactory.	
Date:	Signature of Guide

Certificate of the Study Centre Coordinator/ Academic consultant of Study Centre

<u>Certificate of Study Centre Coordinator/ Academic consultant</u>	
Coordinator/ Academic consultant Name :	
Designation :	
This is to certify that the project report entitled “ _____ ” has been prepared by Ms./Mr. _____ under the guidance of Dr/ Sri/Mr/Ms. _____, for the partial fulfilment of MASTERS OF ARTS (HISTORY) programme of Krishna Kanta Handiqui State Open University. His/her field work is satisfactory.	
Date:	Signature

Acknowledgement: The learner should to provide an acknowledgement of the help received from Supervisor, other teachers, Libraries and any other organizations/ source/ person. One may also acknowledge assistance from family members, friends and others. The learner has to put his/her signature and the Enrollment no. at the end of the acknowledgement.

Self-Declaration by the Learner: The learner has to make the following declaration:

Self-Declaration By The Learner

I do hereby declare that this project work entitled “_____” submitted by me for the partial fulfilment of the requirement for the award of **MASTERS OF ARTS (HISTORY)** programme of Krishna Kanta Handiqui State Open University, is a product of my own research work. The report embodies the finding based on my study and observation and has not been submitted earlier for the award of any degree or diploma to any Institute or

Name:

Signature of the Learner

Enrolment Number:

Date:

Table of Contents:

Also called INDEX, the Table of Contents should provide the title of all chapters (with page numbers) major subdivisions and appendices. The table should also indicate the commencing page numbers of the preface, the bibliography appendices & annexure.

Main Report:

Your main report should follow the chapter scheme you had indicated in your synopsis. Generally the sequential presentation should be as follows:

- **Chapter-I: Introduction of the problem:** this chapter should provide a background of the study and what is proposed to be investigated. The significance of the study, the objective and the scope of the study and the contribution and impact your study will make should be elaborated.
- **Chapter-II: Theoretical Perspective:** This chapter should give an overview of the theoretical concepts related to the problem under study. You should refer to the current status of research in the area and major finding thereof. These should bring out the necessity for a study of the kind you have undertaken and the approach you intend to follow.

- **Chapter-III: Methodology, Scope, Limitations:** This chapter should describe in detail the steps followed in completing the study. The sources of primary and secondary data must be stated and the way you have processed the data should be elaborated. You can also describe the scope and limitations of your study.
- **Chapter-IV, V, VI Discussion/Body of the Report:** Presentation of the relevant data and analysis and discussion thereon form the main body of the report. After you define your research problem clearly and definitely, before you start the report, decide on the main theme of your report; which of the findings are significant, which are peripheral? Develop your argument logically to build your theme, presenting data wherever necessary. Decide the distribution and the number of chapters required; keep appropriate balance in the size of the chapter, and avoid uneven coverage. Only include those parts of a table in the chapter which are relevant to the arguments, the details can be in the appendix. Spend more time on the central issues, giving them importance, clarity and emphasis. All issues if treated in the same manner will dilute a report.
- **Appendices and Annexure:** Appendices are listed alphabetically e.g Appendix A, Appendix B etc. and contain the table and data collection for the study .They are not included in the main chapters but referred to in the discussion and interpretations. Appendices are placed after the last chapter on summary conclusions.
- Annexure are numbered numerically e.g., Annexure II etc. and contain such supporting information which though not collected as primary and secondary data, yet is relevant in discussion and for easy reference.
- **References:** References can be mentioned either at the bottom of the appropriate page where these are referred or at the end of each chapter. If this has not been done, a third alternative is to list them at the end of the report immediately after the appendices/ Annexure.
- **Bibliography:** A bibliography is a list of published sources consulted during the course of project work and normally includes all work listed in the text and text notes. The bibliography can be listed in alphabetical order or split into two separate list each covering books and articles.

Section III: A Guide to Organising the Contents of Project Report /Dissertation

1. The Title of the Study: A single sentence describing the inquiry should be in the title. Thus, descriptive names such as socio-economic condition of the tea tribes of the Sonitpur district, religiosity and women, social changes among the tribes of Assam, changing family values among the Bodos of Assam etc., would be suitable. Your project/dissertation title should be a short yet accurate description of the report's content. Avoid using terms such as "A research into..." or "An experiment to discover..." in the opening of your title. Not only are such sentences redundant and contribute nothing to the text, they also reflect sloppy thinking. The phrase "title" is not acceptable as the initial word in a title. The reader will identify it as the title due to its placement.

2. The Abstract of the Study: The abstract describes your entire work in a single paragraph. A short overview of the goal and approach should be provided, as well as sections on the findings and discussion. You should aim for a length of maximum 150 words for your abstract. The abstract is the second thing a reader sees after the title, and it may be the only thing they see. As such, it should give a comprehensive yet brief overview of the whole report, allowing readers to decide whether to continue reading or not. As a general rule, write four short lines describing (1) why you did it, (2) what you did, (3) what you discovered, and (4) what you concluded. Write the abstract once you have completed the body of the report. You may struggle to write a succinct abstract in a single session. Perhaps it is more convenient to start with a lengthier version and then shorten it.

3. Introduction to the Study: After reading the introduction, the reader should be able to deduce the subject of your Report. Simultaneously, your introduction should explain to someone who is not an expert why you did this study. As a consequence, the introduction will begin with a general framework and go to the study's specific reasoning and objectives. Typically, this section will include an overview of prior work in the subject, as well as an explanation of the theoretical or practical motives for doing the study. The following is an example of an effective content sequence for an introduction:

- Describe and identify the subject you wish to research, and, if necessary, justify its fascination and/or significance.
- Describe previous work (and maybe your own) that relates to the subject at hand.

Justify your previous work's inadequacy. It might have methodological problems, or there could be need for extension of previous work, or this could be the first time it has been reproduced, or you could be comparing the sufficiency of various theories. (If the previous work is complete, error-free, and has been repeated several times, or if the best hypothesis is known, further research is unnecessary.) Justifications for why previous work was inadequate should logically

lead to the study you did. You are not required to go into detail here, but it should be obvious how the most recent work resolves open theoretical issues, corrects past research's mistakes, and/or enhances our present understanding.

What are your expectations for the result of your study, and why? Complete this section by describing your study hypothesis/research questions (what you expect will happen based on your theoretical framework and/or the constraints of previous studies). If you are performing more exploratory research and are unclear about the conclusion, briefly describe the study's aims and desired outcomes. This final paragraph of the introduction is critical to the study. If this part is well-defined, discussing and evaluating the outcomes will be a lot easier. Ascertain the relevance of your theories to the essay's main body. Your theories do not have to be enumerated or bulleted.

4. Methodology of Research: Rather than being a standalone part, the method section should ideally be divided into the following five or so subsections. In the approach section, you describe the steps you used to acquire your data. This portion of your Project/Dissertation Work should include sufficient detail to enable the reader to reproduce the experiment. If you're not very much sure about the research methodology, read over a journal paper on your subject to try to get insights into their research approaches. Mention your use of research tools in this section. It is desirable that you present a Review of Research Methods from earlier studies here.

5. Characterisation: Based on your chapterisation plan, organise the main body of the Project/Dissertation in a systematic way. Try to organise your body in a way like there is a continuity of flow throughout the discussion.

6. Findings and Discussions: Begin by outlining the actions you took to process the data. This implies that you must explain how you arrived at your scores through the aggregation of each participant's replies. For example, if each participant has completed 40 questions and you are more interested in the total percentage of right answers than (or in addition to) the performance on each individual question, you should specify as such. You must defend your choice to exclude particular data (i.e., provide a "exclusion criterion").

Whenever appropriate, utilize descriptive statistics to provide a clear, brief overview of the data. In a basic experiment, this is generally achieved by including the means and standard deviations for each condition in the text that follows the data treatment. Frequently, descriptive data is provided in a table as part of a more in-depth investigation (with numerous dependent measures or three or more conditions). When presenting descriptive data, graphs typically outperform tables or text. This is commonly used to demonstrate a sequence of events or to convey a complicated pattern of information (e.g., an interaction between two variables).

Each table and figure should be assigned a unique number and captioned with information about the variables, circumstances, and units of measurement. Additionally, verify

that the axes are labelled appropriately. Additionally, if a graph or table is utilised, it must be cited within your Project Work's body. In other words, your reader should understand when you're about to utilise a figure or table.

Never copy and paste the output of a statistical software into your report. Always assess what information is pertinent and important and then communicate it without repetition in the most efficient manner possible.

In your results section, use the same descriptive labels that you did in your technique section. This will be beneficial to your reader.

Frequently, descriptive statistics are used with inferential statistics (statistical tests that help you decide what to conclude about the data). It should be self-evident who conducted the tests and with what data. For the majority of statistical tests, the p-value should be accompanied with a test statistic (such as the t-value) (e.g., a t-test). Frequently, further information is required (e.g., the degrees of freedom). You'll have to determine this for yourself.

7. Conclusions and Policy Implications: To end the discussion, it is desirable that you draw certain important conclusions of the study and based on those you can also offer certain policy measures or discuss the policy implications of your findings. Here, you can also highlight certain limitations you faced during your study or point out certain future directions of research on the area.

Section IV: Certain Areas of Research for Your Project/Dissertation

We are providing here certain broad areas of research for your Project/Dissertation. Please note that you don't have to necessarily choose exactly any of these topics. These are meant to help you come out with an appropriate topic only.

- 1) Society, Culture, Modernity
- 2) Peasant Movement
- 3) Indigenous Knowledge system
- 4) History of Health and Cure
- 5) Bhakti Movement
- 6) Satra culture in Assam
- 7) Riverine culture of NE India
- 8) Local history
- 9) Vernacular Education and impact
- 10) Caste politics in India
- 11) Nationalism in the periphery/Regionalism
- 12) Religious reformation in India/NorthEast

- 13) Christianity in NE India and its impact
- 14) Religion and Identity Politics
- 15) Student Politics
- 16) Ethnic violence and NE India
- 17) Borderland politics
- 18) History of Mobility