

Bachelor of Arts in History (Major/Honours)

(Four Year Undergraduate (FYUG) Programme to be offered from 2023-24 academic sessions onwards as per NEP 2020)

Structure of the Four Year UG Programme with History as Major

Semester	Type of Course	Name of the Course	Credit
I	Major – 1	Introduction to Indian History	4
	Minor – 1		4
	IDC – 1		3
	AEC – 1	General English	3
	VAC – 1	Environmental Studies	3
	SEC – 1		3
Total			20
II	Major – 2	Introduction to Assam History	4
	Minor – 2		4
	IDC – 2		3
	AEC – 2	Modern Indian Language (MIL)	3
	VAC – 2	Introduction to Yoga	3
	SEC – 2		3
Total			20
Exit 1			UG Certificate
			40
III	Major – 3	History of India: From Pre-history till 13th Century	4
	Major – 4	History of Europe (1789-1878)	4
	Minor – 3		4
	IDC – 3		3
	AEC – 4	Life Skills for All	4
	SEC – 4	Cyber Security	4
Total			23
IV	Major – 5	History of Assam upto the 16th century	4
	Major – 6	History of Japan and China	4
	Major – 7	Cultural History of India	4
	Minor – 4		4
	AEC – 4	<i>Any one from the following:</i> Studies of Assamese Culture; or Spoken English	4
Total			20
Exit 2			UG Diploma
			83
V	Major – 8	History of India: From Sultanate to the Mughals	4
	Major – 9	History of Ancient Civilisations	4
	Major – 10	History of Europe ((1878-1945)	4
	Major – 11	Indian Historiography	4
	Minor – 5		4
Total			20
VI	Major – 12	History of Assam from the 17th century to 1947 C.E.	4

	Major – 13	Cultural History of Assam	4
	Major – 14	Socio Economic History of India	4
	Major – 15	Women in Indian History	4
	Minor – 6		4
	Total		20
	Exit 3	UG Degree (General)	123
VII	Major – 16	India under the East India Company	4
	Major – 17	Environmental History of India	4
	Major – 18	Assam Since Independence	4
	Minor – 7		4
	SEC – 4	Research Methodology	4
	Field Work	Seminar/Presentation/Internship etc.	4
	Total		24
VIII	Major – 19	India under the Crown	4
	Major – 20	World After World War II	4
	Minor - 8		4
	Field Work	Project/Dissertation	12
	Total		24
	Exit 4	UG Degree (Honours/Research)	171

Structure of the Four Year UG Programme with History as Minor (with provision for double major)

Semester	Type of Course	Name of the Course	Credit
I	Major - 1		4
	Minor - 1	Introduction to Indian History	4
	IDC - 1		3
	AEC - 1	General English	3
	VAC - 1	Environmental Studies	3
	SEC - 1		3
Total			20
II	Major - 2		4
	Minor - 2	Introduction to Assam History	4
	IDC - 2		3
	AEC - 2	Modern Indian Language (MIL)	3
	VAC - 2	Introduction to Yoga	3
	SEC - 2		3
Total			20
Exit 1			UG Certificate
			40
III	Major - 3		4
	Major - 4		4
	Minor - 3	History of India: From Pre-History till 13 th Century	4
	IDC - 3		3
	AEC - 4	Life Skills for All	4
	SEC - 4	Cyber Security	4
Total			23
IV	Major - 5		4
	Major - 6		4
	Major - 7		4
	Minor - 4	History of Assam upto the 16 th Century	4
	AEC - 4	<i>Any one from the following:</i> Studies of Assamese Culture; or Spoken English	4
Total			20
Exit 2			UG Diploma
			83
V	Major - 8		4
	Major - 9		4
	Major - 10		4
	Major - 11		4
	Minor - 5	History of India: From Sultanate to the Mughals	4
Total			20
VI	Major - 12		4
	Major - 13		4
	Major - 14		4
	Major - 15		4
	Minor - 6	History of Assam from the 17 th Century to 1947 C.E.	4
Total			20
Exit 3			UG Degree (General)
			123
VII	Major - 16		4

	Major - 17		4
	Major - 18		4
	Minor - 7	India under the East India Company	4
	SEC - 4	Research Methodology	4
	Field Work	Seminar/Presentation/Internship etc.	4
	Total		24
VIII	Major - 19		4
	Major - 20		4
	Minor - 8	India under the Crown	4
	Field Work	Project/Dissertation	12
	Total		24
	Exit 4	UG Degree (Honours/Research)	171

Four Year UG Programme in History (Detailed Syllabi)

SEMESTER – I

DSC 1/DSM 1: Introduction to Indian History

Course Objectives:

1. This course is an introductory course intending to introduce Indian history to the learners.
2. To give a brief idea about the different sources of Indian history.
3. To discuss important political events of Indian history throughout the ages.

Learning Outcomes:

1. After completing this course, learners are expected to have a fair knowledge about the history of India.
2. Learners will be able to understand different sources of Indian history.
3. Learner will be able to analyse major political events of India from different historical perspectives.

UNIT 1: INTRODUCTION TO HISTORY

What is History, Scope and Meaning of History, Relationship of History with other Social Sciences

UNIT 2: SOURCES OF ANCIENT INDIAN HISTORY

Literary Sources, Archeological Sources, Foreign Sources

UNIT 3: EARLY INDIAN CIVILIZATIONS

Harappan Civilization, Vedic Civilization

UNIT 4: POLITICAL DEVELOPMENTS IN MEDIEVAL INDIA-I

The Delhi Sultanate: Slave, Kaljis, Tughlaqs and Lodis

UNIT 5: POLITICAL DEVELOPMENTS IN MEDIEVAL INDIA II

Advent of the Mughals and Second Afghan Empire

UNIT 6: SOCIO-ECONOMIC LIFE IN MEDIEVAL INDIA

Social Condition in the Mughal Period, Economy in Mughal India

UNIT 7: RELIGION AND CULTURE IN MEDIEVAL INDIA

Bhakti Movement and Sufi Movement; Art, Architecture and Literature of the Sultanate Period, Religious Conditions during Mughal Rule, Cultural Activities under the Mughals

UNIT 8: ADVENT AND ESTABLISHMENT OF BRITISH RULE IN INDIA (UP TO 1857)

Foundation, Expansion and Consolidation of the British Empire, Constitutional and Administrative Changes, British Economic Policy, revolt of 1857

UNIT 9: SOCIO-RELIGIOUS MOVEMENTS

Causes of the Socio-Religious Movements, Socio-Religious Movements under Colonial rule, Movement for emancipation of Women

UNIT 10: EMERGENCE OF NATIONALISM AND FOUNDATION OF INC

Emergence of Organized Nationalism, Different Political Associations, Foundation of Indian National Congress, Uprising of different peasant and tribal Movements

UNIT 11: INDIAN NATIONAL MOVEMENT UP TO 1916

Partition of Bengal and Swadeshi Movement, Revolutionary National Movements

UNIT 12: INDIAN NATIONAL MOVEMENT FROM 1916 TO 1939

Rise of Gandhi and his Ideology, Non-Cooperation Movement, Khilafat Movement Civil Disobedience Movement and Government of India Act 1935

UNIT 13: INDIAN NATIONAL MOVEMENT FROM 1939 TO 1947

August Offer and Quit India Movement, Subhas Chandra Bose and Indian National Army

UNIT 14: PARTITION AND TRANSFER OF POWER

Post-War Development-Change in British Attitudes, Communal Policies and Partition

Basic Reading List:

- 1) Chandra, Satish. *Medieval India*, NCERT, 1990
- 2) Chandra, Sathish. *A History of Medieval India*, Orient Black Swan, 2007
- 3) Chattopadhyaya, Brajadulal. *The Making of Early Medieval India*, Second edition, Oxford Press, 2012
- 4) Jha, D.N. *Ancient India-An Introductory Outline*, Peoples' Publishing House, 1977

[Note: DSC: Discipline Specific Core (Major); DSM: Discipline Specific Minor]

SEMESTER – II

DSC 2/DSM 2: Introduction to Assam History

Course Objectives:

1. The main objective of this course is to enlighten the learners with the historical process of Assam.
2. To discuss the state formation in Assam in the ancient and medieval time.
3. To analyse the cultural and architectural development of the region under different political regime.
4. To discuss Assam in the freedom struggle of India.

Learning Outcomes:

1. Learners will be able to analyse the historical events of Assam.
2. They will understand the state formation process of Assam.
3. Learners will acquire the knowledge of cultural and architectural progress of the specific period.
4. Learners will be able to analyse the role of Assam in the freedom struggle of India.

UNIT 1: SOURCES OF EARLY ASSAM

Literary Sources- Indigenous and Foreign Accounts, Archaeological Sources

UNIT 2: LEGENDARY PERIOD

Myths & Legends, Naraka and his successors, Different stories of Naraka

UNIT 3: RULING DYNASTIES OF EARLY ASSAM

Varmanas, Salastambhas, Palas

UNIT 4: ADMINISTRATION OF EARLY ASSAM

Administrative System of Ancient Assam: Central, Revenue, Military

UNIT 5: SOCIETY, ECONOMY AND RELIGION OF EARLY ASSAM

Social Condition, Economic Condition, Religious Condition

UNIT 6: SOURCES OF HISTORY OF MEDIEVAL ASSAM

Literary Sources, Archaeological Sources, Foreign Sources

UNIT 7: POLITICAL CONDITIONS IN THE POST PALA PERIOD

Kamatapur, The Baro Bhuyans, The Chutiyas, The Kacharis

UNIT 8: THE AHOMS

Origin of the Ahoms; Advent of the Ahoms, Events from 1228 CE to 1826 CE

UNIT 9: THE KOCHES

Origin of the Koches, Visva Simha, Naranarayan, Partition of the Koch Kingdom

UNIT 10: SOCIETY, ECONOMY, RELIGION AND ADMINISTRATION OF MEDIEVAL ASSAM

Social condition, Economic condition, Religious beliefs, Neo-Vaishnavite Movement, Ahom system of Administration-the Paik system

UNIT 11: ESTABLISHMENT OF THE BRITISH RULE AND ANTI-BRITISH MOVEMENTS

Anglo-Burmese Wars, Treaty of Yandaboo and British Conquest of Assam, British Administrative Set Up, Revolt of 1857

UNIT 12: SOCIO-ECONOMIC TRANSFORMATION OF ASSAM DURING COLONIAL PERIOD

Changes in the Economic Structure, Agrarian Revolts, Social transformation of Assam towards modern age

UNIT 13: EMERGENCE OF POLITICAL CONSCIOUSNESS

Rise of Assamese Nationalism, Establishment of different organizations

UNIT 14: PARTICIPATION OF ASSAM IN THE NATIONAL MOVEMENT

Partition of Bengal and its Impact, The Non-Cooperation Movement in Assam, Civil Disobedience Movement and Assam, Quit India Movement in Assam, Grouping Controversy and Independence

Basic Reading List:

English

- 1) Barpujari, H.K. *The Comprehensive History of Assam*, Vol. I, Vol.II, Vol.III, Vol.IV & Vol. V, 2nd ed. Publication Board Assam, 2003
- 2) Baruah, S.L. *A Comprehensive History of Assam*, 3rd ed. Munshiram Manoharlal, 2004
- 3) Bhuyan, A.C. *Political History Assam*, Publication Board Assam, Vol. I, II,III, 2nd ed, 1999
- 4) Dutt, K.N. *Landmarks in the Freedom Struggle in Assam*, Lawyers' Book Stall, 1993
- 5) Gait, E. *A History of Assam*, Eastern Book House, Revised, 2004
- 6) Saikia, Rajen. *Social and Economic History of Assam 1853-1921*, Munshiram Manoharlal, 2000

Assamese

- 1) Barbarua, H. *Ahomar Din*, Guwahati.1981
- 2) Bora, D. *Moamariya Gana Abbhyuthan*, Vol. I & II Banlata Prakashan. 1983
- 3) Kalita, R.C. *Asamar Kalanukramik Itihash*, Publication Board Assam. 2006

SEMESTER – III

DSC 3/DSM 3: History of India: From Pre-History till 13th Century

Course Objectives:

1. This course is an introductory paper intending to introduce prehistory and protohistory to the learners.
2. To give a brief idea about the different sources of ancient India.
3. To discuss important political events of ancient India.

Learning Outcomes:

1. After completing this course, learners are expected to have a fair knowledge about the prehistory and protohistory of India.
2. Learners will be able to understand different sources of ancient Indian history.
3. Learner will be able to analyse major political events of ancient India from different historical perspectives.

UNIT 1: SOURCES AND EARLY INDIAN CIVILIZATION

Literary Sources, Archaeological sources, Inscriptions, Numismatics

UNIT 2: PRE-HISTORIC ECOLOGY

Developments in the Paleolithic Age, Mesolithic Age, Beginning of food production, Early Village Settlements, Chalcolithic Communities

UNIT 3: THE HARAPPAN CIVILIZATION

Origin and Early Settlement, Urban Patterns, Religious practices, Ruling Elite, Decline of Urban Life

UNIT 4: VEDIC AND POST VEDIC CIVILIZATION

Identity of the Indo-Aryans and their origin, Date of the Rig Veda, Political Institutions, Society and Religion

UNIT 5: CULTURAL AND POLITICAL TRANSITIONS IN 6TH CENTURY

Agricultural expansion, Mode of Production, Polity- Rise of Ganas or Sanghas, The Mahajanapadas, Economy, Religion, Society

UNIT 6: ALEXANDER'S INVASION OF INDIA AND ITS IMPACT

Alexander, Impact of Alexander's Invasion- social and political

UNIT 7: THE MAURYAN EMPIRE

The rise of the Maurya, Mauryan Administration, The Kalinga War, Disintegration of the Mauryan Empire

UNIT 8: SOCIETY, ECONOMY, RELIGION AND ART IN THE MAURYAN EMPIRE

Society, Economy, Religion, Architecture and Sculpture

UNIT 9: POST-MAURYAN DEVELOPMENTS IN INDIA

Rise of New Kingdoms in Northern India-The Sungas, The Kushanas, The Satavahanas, Religion- Mahayana Buddhism and Schism in Jainism, Cultural Developments- Art, Architecture and Sculpture

UNIT 10: THE GUPTA EMPIRE

Foundation, expansion, administration and downfall of the Gupta Empire

UNIT 11: SOCIETY, RELIGION, CULTURE AND ECONOMY UNDER THE GUPTA RULE

Labour, Slavery, Untouchability, Women, Medicine, Concept of Religion, Sculpture, Architecture, Painting, Literature, Scientific Developments, Myth of the Golden Age, Agrarian Structure, Trade and Commerce

UNIT 12: EMERGENCE OF MAJOR POLITICAL DYNASTIES

The Pratiharas: The Rashtrakutas, The Palas, Origin of the Rajputs, The Chauhans, The Chandelas, The Kalachuris

UNIT 13: RISE OF REGIONAL POWERS IN THE POST-GUPTA ERA (SOUTH)

Chalukyas, Pallavas, Cheras, Pandyas, Cholas

UNIT 14: DEVELOPMENTS IN THE EARLY MEDIEVAL INDIA

Deccan Polity, Society, Trade and Commerce, Pushyabhutis, Harshavardhana of Thaneshwar, Relation with Kamarupa Kingdom

UNIT 15: SOCIETY, RELIGION AND CULTURAL DEVELOPMENT IN THE EARLY MEDIEVAL INDIA

Proliferation of Jatis, Rajputanisation, Temple Architecture and its various styles, Buddhism, Jainism: Shankara and Advaita Vedanta, Bhakti Movement in South: Nayannars and Alvars

Basic Reading List:

- 1) Chandra, Satish. *Medieval India*, NCERT, 1990
- 2) Chandra, Satish. *A History of Medieval India*, Orient Black Swan, 2007
- 3) Chattopadhyaya, Brajadulal. *The Making of Early Medieval India*, Second edition, OUP, 2012
- 4) Singh, Upinder. *A History of Ancient and Early Medieval India, from the Stone Age to the 12th Century*, Pearson. 2009
- 5) Singh, Vipul. *Interpreting Medieval India: Early medieval, Delhi Sultanate, and regions (circa 750-1550)*. Macmillan, 2009
- 6) Thapar, Romila. *The Penguin History of Early India, from the origins to AD 1300*, Penguin Books India. 2003
- 7) Tripathi, Ramashankar. *History of Ancient India*. Motilal Banarsidass Publishers Pvt. Ltd. 1999

DSC 4: History of Europe (1789-1878)

Course Objectives:

1. The course discusses the Europe and French Revolution.
2. To discuss the major reform movements in Europe.
3. The course aims at analyse political scenario of the Europe during the period.

Learning Outcomes:

1. Learners will understand the French Revolution.
2. They will be able to discuss major reform movements in Europe.
3. Learners will be able to analyse political scenario of the Europe during the period.

UNIT 1: AGE OF ENLIGHTENMENT

Concept and Meaning, Contribution, Its Impact

UNIT 2: EUROPE AND FRENCH REVOLUTION

Europe on the Eve of the French Revolution, French Revolution: Causes, nature, Contribution, Response and Reactions to the French Revolution

UNIT 3: FRANCE: FROM REPUBLICAN RULE TO DICTATORSHIP

Responses to the Constitutional Monarchy, Anarchy in France National Convention, Reign of Terror, The Directory

UNIT 4: ERA OF NAPOLEON

Coup d'état of 1799, Reforms of Napoleon as the first Consul, Territorial Expansion, Continental System, Fall of Napoleon

UNIT 5: CONCERT OF EUROPE AND CONGRESS OF VIENNA

The European Confederation, The Holy Alliance, The Quadruple Alliance, Congress of Aix-la-Chapelle, Congress of Vienna: Provisions, Significance

UNIT 6: UNIFICATION OF GERMANY AND ITALY

Metternich and his policies, the Germanic Confederation, The Frankfurt Assembly of 1848, Bismarck and modern Germany, Vienna Congress and Italy, Carbonari, Mazzini, Cavour, Garibaldi

UNIT 7: RUSSIAN REFORM MOVEMENT (1815)

Russia in 1815, Alexander II and his Reforms

UNIT 8: AUSTRO-HUNGARIAN PROBLEMS

Beginning of the Discontentment, The March Laws, The October Diploma, Ausgleich

UNIT 9: THE JULY REVOLUTION OF 1830

Causes, Nature, significance, Consequences

UNIT 10: FEBRUARY REVOLUTION OF 1848

Background, Meaning Consequences

UNIT 11: THE SECOND NAPOLEONIC EMPIRE

Second French Republic (1848-1852), Napoleon III and his Reforms, End of Second Napoleonic Empire

UNIT 12: AUSTRIAN HEGEMONY IN EUROPE

Metternich: His system and its failure, Consequences

UNIT 13: THE EASTERN QUESTION

Origin of the Balkan Problem, European Attitude towards the Middle East, Treaty of San Stefano, Congress of Berlin

UNIT 14: THE SPANISH REVOLUTION

Causes, Constitution, Failure

UNIT 15: LIBERALISM IN EUROPE

Spain, Portugal, Russia, Britain, France, Belgium

Basic Reading List:

- 1) Ketelby, C.D.M. *A History of Modern Times from 1789*. Oxford University Press. 1994
- 2) Mahajan, V.D. *History of Modern Europe since 1789*. S. Chand & Co. 2009
- 3) Rao, B.V. *History of Modern Europe (1789-1975)*. Sterling Publishers Pvt Ltd. 1985
- 4) Simpsons, William and Jones, Martin (2nd edition). *Europe (1789-1914)*. Routledge, 2009
- 5) Thompson, David. (1990). *Europe since Napoleon*. Surjeet Publications, 1990

SEMESTER - IV

DSC 5/DSM 4: History of Assam upto the 16th Century

Course Objectives:

1. The main objective of this course is to enlighten the learners with the historical process of Assam upto the 16th century CE.
2. To discuss the state formation in Assam in the ancient and medieval time.
3. To analyse the cultural and architectural development of the region under different political regime.

Course Outcomes:

1. Learners will be able to analyse the historical events of Assam upto the 16th century CE.
2. They will understand the state formation process of Assam.
3. Learners will acquire the knowledge of cultural and architectural progress of the specific period.

UNIT 1: SOURCES OF ANCIENT ASSAM

Literary Sources, Archaeological Sources

UNIT 2: GEOGRAPHICAL OUTLINE

Original boundaries and natural features

UNIT 3: CULTURAL CONTACT AND MIGRATION

Negritos, Australoids, Mongoloids, Mediterranean Races, Alpines or Armenoids, Indo-Aryans

UNIT 4: HISTORICITY OF NARAKA AND HIS SUCCESSORS

Naraka in Puranas, Naraka in the Kalika Purana, Different Stories of Naraka and His Successors

UNIT 5: RULING DYNASTIES OF ANCIENT ASSAM SINCE 4TH CENTURY

The Varmans, The Palas, The Salastambhas

UNIT 6: SOCIETY, ECONOMY AND RELIGION IN ANCIENT ASSAM

Society, Economy and religion

UNIT 7: ADMINISTRATION IN ANCIENT ASSAM

Central and Local administration, Judicial administration, Revenue, Military administration

UNIT 8: SOURCES OF MEDIEVAL ASSAM

Literary Sources, Archaeological, Foreign Sources

UNIT 9: EARLY FOREIGN INVASION IN ASSAM

Turko-Afghan Invasions, Muhammad-Bakhtiar Khalji, Ghasiuddin Azam of Bengal, Hussain Sahis of Bengal

UNIT 10: STATE FORMATION IN MEDIEVAL ASSAM

State formation of the Ahoms, Chutiyas, the Buhyans and Kacharis

UNIT 11: EXPANSION AND CONSOLIDATION OF THE AHOM EMPIRE

Conquest of the Chutiya Country, Occupation of the Kachari Kingdom, Westward Expansion

UNIT 12: SOCIETY, ECONOMY AND RELIGION OF THE AHOM STATE

Society, Economy and Religious practices

UNIT 13: THE KOCHES

Origin of the Koches, Visva Simha, Naranarayan & Chilarai , Partition of the Koch Kingdom, Social condition, Economic condition and Religious practices of the Koches

UNIT 14: CULTURAL AND ARCHITECTURAL DEVELOPMENTS IN THE MEDIEVAL PERIOD

Palaces, Temples and other monuments, Literature and Culture in the Pre-Vaishnavite movement, Centre of Pro-Vaishnavite

UNIT 15: WOMEN IN THE MEDIEVAL ASSAM

Social Position, Political Position

Basic Reading List:

- 1) Barpujari, H.K. *The Comprehensive History of Assam, Volume-I &II*, Publication Board, 2003
- 2) Barpujari, H.K. (ed) *The Comprehensive History of Assam*, Vol. III, Assam Publication Board, Guwahati, 2004 (1990)
- 3) Barua, S.L. *A Comprehensive History of Assam*, Munshiram Manuharlal Pvt. Ltd, 1996
- 4) Barua, K. *A Cultural History of Assam*, (Reprinted), Vol. I, Bina library, 1986
- 5) Barua, K.L. *Early History of Kamarupa*, LBS, 2008
- 6) Chaudhury, P.C. *The History of Civilization of the People of Assam to the 12th century A.D.*, 2nd edition, Department of Historical and Antiquarian Studies in Assam, 1966
- 7) Gait, Edward. *A History of Assam*, LBS Publication, 2005

DSC 6: History of Japan and China

Course Objectives:

1. To discuss the Japanese Feudalism.
2. To describe Japan as an imperial power.
3. To discuss the political events Japan, leads to the democracy and militarism in Japan.
4. To understand the opening up of China to the West.
5. To discuss the political movements in China.

Learning Outcomes:

1. After going through this course, learners will be able to acquire knowledge of the Japanese feudalism.
2. Learners will be able to analyse the political events of Japan.
3. They will be able to understand the process of opening up of China to the West.
4. Learners will be able to discuss the political movements of China and their role in the World War II.

[Part I: History of Japan (1839-1945)]

UNIT 1: END OF FEUDALISM

Characteristics of Japanese Feudal Society, Changes in Religion, New Codes of Law

UNIT 2: OPENING OF JAPAN AND END OF ISOLATION

End of Isolation, Commodore Perry and the Treaty of Kanagawa, Harris Treaty, Meiji Restoration

UNIT 3: POPULAR AND DEMOCRATIC MOVEMENTS

Satsuma Rebellion, Popular Rights Movements, Meiji Constitution

UNIT 4: JAPAN AS AN IMPERIAL POWER

Anglo-Japanese Relations, Russo-Japanese Relation, Sino-Japanese Relations, Manchurian Crisis

UNIT 5: HEGEMONY OF JAPAN IN THE FAR EAST (1905-1921)

Japanese in Formosa, Japan's interest in Korea, Japan and the Secret Treaties

UNIT 6: THE WASHINGTON CONFERENCE (1921-1922)

Background of the Conference, Objectives of the Conference, Significance of the Conference

UNIT 7: DEMOCRACY AND MILITARISM

Rise of Political Parties, Failure of Democratic System, Rise of Militarism

UNIT 8: JAPAN DURING THE WORLD WARS

Japan in WW I, Japan in WW II

(Part II: History of China)

UNIT 9: CHINA AND IMPERIALISM IN THE 19TH CENTURY

Chinese Societies, Social groups and classes, Confusion Value system, Canton Trade

UNIT 10: OPIUM WARS

First Opium War, Second Opium War

UNIT 11: INCREASING WESTERN ECONOMIC INTEREST

Economic interests of various western powers, Open Door Policy

UNIT 12: POPULAR REFORM MOVEMENTS

Taiping and Boxer

UNIT 13: EMERGENCE OF NATIONALISM IN CHINA

Second Reform Movement of China 1901-1908, Revolution of 1911, Dr. Sun Yat Sen, Developments of new intellectual Ideas, May Fourth Movement- Its Nature and Significance

UNIT 14: POLITICAL MOVEMENT IN CHINA

Political crisis of 1920, Nationalist party or KMT, Communist Movement in China

UNIT 15: CHINA DURING THE WORLD WARS

China in WW I, China in WW II

Basic Reading List:

- 1) Ebrey, P.B. *The Cambridge Illustrated History of China*, Cambridge University Press, 2010
- 2) Hsu, I. *The Rise of Modern China*, OUP, 1999
- 3) Keay, J. *China: A History*, Harper Press, 2009
- 4) Singh, A.K. *History of Far East in Modern Times*, Surjeet Publications, 2006
- 5) Shuyun, S. *The Long March: The History of Communist China's Founding Myth*, Anchor, 2008

DSC 7: Cultural History of India

Course Objectives:

1. The main objective of this course is to familiarize learners with various aspects of culture and heritage of India.
2. To acquaint learners with the contributions of our ancestors in the areas of religion, philosophy, arts, education, languages and literature.
3. To discuss the cultural contributions of the Neo-Vaishnavite Movement of Assam.

Learning Outcomes:

1. Learners will be acquainting with the various aspects of culture and heritage of India.
2. They will gather knowledge of various contributions made by our ancestors towards art, philosophy, education, language and religion.
3. Learners will understand the cultural contributions of the Neo-Vaishnavite movement.

UNIT 1: PRE-HISTORIC CULTURES

Palaeolithic Culture, Mesolithic Culture, Neolithic Culture

UNIT 2: HARAPPAN CULTURE

Extent and nature of the Culture, People, Decay

UNIT 3: VEDIC CULTURE

Early Vedic Culture, Later Vedic Culture

UNIT 4: CULTURAL DEVELOPMENT IN THE MAURYAN PERIOD

Literature, Art and Architecture

UNIT 5: CULTURE IN THE POST MAURYAN PERIOD

Art of Sunga-Kava age, Sangam age, Gandhara and Mathura School of Art

UNIT 6: CULTURAL DEVELOPMENT UNDER THE GUPTAS

Development of Sanskrit literature, Development of Vernacular Literature; Gupta Art- Sculpture, Painting, Music; Gupta Architecture

UNIT 7: ARCHITECTURE, SCULPTURE, PAINTING IN THE POST GUPTA PERIOD

Nagara Style and Dravida Style of Architecture, Sculpture, Painting

UNIT 8: DEVELOPMENT OF LITERATURE IN THE POST-GUPTA PERIOD

Sanskrit Literature, Tamil literature (Sangam), Secular Literature

UNIT 9: ART AND LITERATURE IN THE SULTANATE PERIOD

Architecture, Fine Art, Sculpture, Painting in the Sultanate Period, Progress of Music, Dance and Dramas, Development of Sanskrit and Vernacular Literature

UNIT 10: SUFI MOVEMENT

Origin of Sufism, Different orders of Sufism, Impact of Sufism

UNIT 11: BHAKTI MOVEMENT

ORIGIN OF BHAKTI MOVEMENT, DIFFERENT SCHOLARS OF BHAKTI MOVEMENT, CONTRIBUTION OF BHAKTI MOVEMENT, Women Bhaktas

UNIT 12: ART AND ARCHITECTURE OF SOUTH INDIA

Development of Art and Architecture under the dynasties like Cholas, Pallavas, Chalukyas ect., Basic Features, Contributions

UNIT 13: CULTURAL DEVELOPMENT IN THE MUGHAL PERIOD

Literature: Development of Sanskrit Literature, Islamic Literature, Vernacular, Secular; Architecture, Sculpture; Development of Painting during the Mughal Rulers, Rajasthani Style, Music

UNIT 14: RELIGIOUS DEVELOPMENT IN THE MUGHAL PERIOD

Religious Policies of the Mughal rulers, Hinduism

UNIT 15: CULTURAL CONTRIBUTION OF THE NEO-VAISHNAVITE MOVEMENT OF ASSAM

Bargeet, Bhaona, Different musical instruments, Satriya Dance

Basic Reading List:

- 1) Datta, Birendranath. *Cultural Contours of North East India*. Oxford University Press, 2012
- 2) Farooqui, Salma Ahmed. (2011): *A Comprehensive History of Medieval India*, Pearson, 2011
- 3) Mahanta, P.J. *The Sankardev Movement: Its Cultural Horizons*. Purbanchal Prakash. 2007
- 4) Neog, M. *Sankardev and His Times: Early History of the Vaisnava Faith and Movement in Assam*. Gauhati University, 1965
- 5) Sarma, S.N. *The Neo Vaisnavite Movement and The Satra Institution of Assam*. Gauhati University, 1966
- 6) Singh, Upinder. *A History of Ancient and Early Medieval India, from the Stone Age to the 12th Century*. Pearson. 2009
- 7) Thapar, Romila. *The Penguin History of Early India: From the origins to AD 1300*. Penguin Books. 2003

SEMESTER - V

DSC 8/DSM 5: History of India: From Sultanate to the Mughals

Course Objectives:

1. The main objective of this course is to understand historical process of medieval India.
2. To give a brief idea about the different sources of medieval India.
3. To discuss the socio-economic condition of the medieval India.

Learning Outcomes:

1. Learners will learn about the foundation, expansion and downfall of the Delhi Sultanates.
2. They will also acquire the knowledge about the Changing scenarios of the urban and rural societies after consolidation of the rule of the Sultanate of Delhi.
3. Learner will get the idea of religious syncretism; rise of Sufi and Bhakti and their impact on Indian society.
4. They will understand the roots of the fall of Mughal empire as well. They will square knowledge on visual culture of this times.

UNIT 1: SOURCES OF MEDIEVAL INDIA

Literary, Native and Foreign Sources, Archaeological

UNIT 2: FOUNDATION OF THE SULTANATE RULE

The Arabs of Sind, The Ghaznavids, The Ghoris

UNIT 3: DYNASTIES OF THE DELHI SULTANATE

Slave dynasty, The Khaljis, The Tughlaqs, The Sayyids, The Lodis

UNIT 4: ADMINISTRATION OF THE DELHI SULTANATE

Central Administration, Provincial Administration, Land Revenue System

UNIT 5: DOWNFALL OF THE DELHI SULTANATE

Factors responsible for the downfall of the Delhi Sultanates, Consequences

UNIT 6: SOCIETY, ECONOMY AND RELIGION UNDER THE SULTANATE

Social System, Economy, Agriculture, Trade and Commerce, Industries, Rise of Bhakti and Sufi Movement

UNIT 7: RISE OF PROVINCIAL KINGDOMS (I)

Vijayanagar and Bahmani Kingdoms, Gujrat, Malwa and Jaunpur

UNIT 8: FOUNDATION OF THE MUGHAL EMPIRE

Babur's Campaign, Political instability of India, Battle of Panipath, Humayun

UNIT 9: SHER SHAH SURI AND THE SECOND AFGHAN EMPIRE

Sher Shah Suri and his expansionist policy, His administrative reforms, Significance of his rule

UNIT 10: MUGHAL EMPIRE UNDER AKBAR

Akbar's consolidation policies of expansion: his diplomatic Alliances and his religious policy

UNIT 11: MUGHAL EMPIRE UNDER THE SUCCESSORS OF AKBAR

Jahangir, Shah Jahan, Aurangzeb

UNIT 12: MUGHAL ADMINISTRATION: JAGIRDARI AND MANSABDARI SYSTEM

Central and Provincial Administration, Jagirdari System, Mansabdari System

UNIT 13: SOCIETY AND ECONOMY IN THE MUGHAL PERIOD

Social System, Position of Women, Agriculture, Monetary system, Trade and Commerce

UNIT 14: DOWNFALL OF THE MUGHALS

Factors responsible for the downfall of the Mughals

UNIT 15: THE RISE AND DECLINE OF THE MARATHAS

Shivaji: Background, His Conquests, Administration; Ascendency of the Peshwas, Causes for the downfall of the Marathas, Significances

Basic Reading List:

- 1) Chandra, Satish. *Medieval India*, NCERT, 1990
- 2) Chandra, Sathish. *A History of Medieval India*, Orient Black Swan, 2007
- 3) Chattopadhyaya, Brajadulal. *The Making of Early Medieval India*, Second edition, Oxford Press, 2012
- 4) Jha, D.N. *Ancient India-An Introductory Outline*, Peoples' Publishing House, 1977
- 5) Kosambi, D.D. *The cultural and Civilization of Ancient India in Historical Outline*, Vikas Publishing House. 2001
- 6) Raychaudhuri, H.C. *Political History of Ancient India*. University of Calcutta. 1972
- 7) Sharma, L.P. *Ancient History of India (pre-historic Age to 1200 A.D.)*. Vikas Publication House Pvt. Ltd. 1981
- 8) Singh, Upinder. *A History of Ancient and Early Medieval India, from the Stone Age to the 12th Century*, Pearson. 2009
- 9) Singh, Vipul. *Interpreting Medieval India: Early medieval, Delhi Sultanate, and regions (circa 750-1550)*, Macmillan. 2009
- 10) Thapar, Romila. *The Penguin History of Early India, from the origins to AD 1300*, Penguin Books India. 2003

DSC 9: History of Ancient Civilizations

Course Objectives:

1. Assess the significance of agriculture in the development of complex cultures and identify the major characteristics of early agricultural societies.
2. Analyze the impact of geographical features in the formation and evolution of early civilizations of the world.
3. Compare and contrast the political, religious, economic, and social institutions of early civilizations of the world.

Learning Outcomes:

1. Upon completion of History of Early Civilizations, learners will be able to develop a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in the history of Early Civilizations.
2. They will be able to understand geographical features in the formation and evolution of early civilizations of the world.
4. Learners will be able to compare the political, religious, economic, and social institutions of early civilizations of the world.

UNIT 1: MESOPOTAMIAN CIVILIZATION

Origin, The Sumerian Civilization: Sumerian Cities, Sumerian Cultural Life, Sumerian Writing; The Old Babylonian Period: Babylonian Law, Code of Hammurabi, Babylonian Literature, Assyria

UNIT 2: MESOPOTAMIAN SOCIETY, CULTURE AND ECONOMY

Society: Kinship, Customs; Economy: Pottery Making, Metal Making, Mortuary Practices, Religion, Art and Architecture

UNIT 3: GREEK CIVILIZATION

Origin and its political foundation, Hellenic Greece, City States, Democracy

UNIT 4: SOCIETY, RELIGION AND ECONOMY OF ANCIENT GREECE

Social, Sports Activities, Greek Gods and Goddesses, Economy and Trade

UNIT 5: GREEK ART AND PHILOSOPHY

Sculpture, Architecture and Painting, Ethics, Philosophy: Plato, Aristotle; Literature: Poetry, Tragedy

UNIT 6: ROMAN CIVILIZATION

Origin, Establishment of the Empire, Archaic Society and Economy

UNIT 7: TRANSITIONAL PHASE: FROM THE REPUBLIC TO AN EMPIRE

Rise of the Republic, Political Structure, Women and the Republic, Society, Art, Religion and, Literature under the Republic, Sports and Culture during the Republic

UNIT 8: RELIGION AND ART IN ANCIENT ROME

Religion, Architecture, Painting

UNIT 9: SPORTS CULTURE IN ANCIENT ROME

Chariot Racing, Gladiator Games and other Death-Defying Games

UNIT 10: CHINESE CIVILIZATION

Origin, Land and People, Political Institutions,

UNIT 11: CHINESE RELIGION AND PHILOSOPHY

Daoism, Confucianism, Chinese Philosophers: Confucius, Lao-Tse; Taoism

UNIT 12: CHINESE ART AND CULTURE

Painting, Architecture, Sculpture, Literature- Chinese Script, Science, Writing

UNIT 13: EGYPTIAN CIVILIZATION

Early Settlements in Nile, Government and Polity, Society and Economy, Religion and Arts, Language and Literature

UNIT 14: INDIAN CIVILIZATION I

Early Settlements, Harappan Civilization- Society, Economy, Urban Development

UNIT 15: INDIAN CIVILIZATION II

Early Vedic Civilization: Religion, Literature, Society; Later Vedic Civilization: Society, Language, Literature and Religion

Basic Reading List:

- 1) Gadalla, Moustafa. *The Ancient Egyptian Culture Revealed*, Tehuti Research Foundation, 2007
- 2) Jacques, Gernet. *A History of Chinese Civilization*, (2nd ed.) Cambridge University Press, 1996
- 3) Llyod, Alan B. *A Companion to ancient Egypt: Volume 1*, Wiley Blackwell Publication, 2010
- 4) Majumdar, R. K. & Srivastava, A.N. *History of World Civilization*, Surjeet Book Depot, 2006.
- 5) Potts, D.T. *Mesopotamian Civilization: The Material Foundation*, Cornell University Press, 1997
- 6) Jha, D.N. *Ancient India- An Introductory Outline*. Peoples Publishing House. 1977

DSC 10: History of Europe (1878 to 1945)

Course Objectives:

1. To trace the development of imperialism.
2. To discuss the World War-I and World War-II in detail.
3. The main objective of this course is to enlighten the learners with the major historical process of Europe.

Course Outcomes:

1. Learners will have a clear knowledge of the development of imperialism.
2. They will be able to understand both the World Wars.
3. Learners will be able to discuss the major historical process of Europe.

UNIT 1: THE BALKAN PROBLEMS

Circumstances leading to Russo-Turkish War, The Young Turk Movement, The Balkan Wars of 1912-13 and their Results

UNIT 2: DEVELOPMENT OF IMPERIALISM

Theories and mechanism of Imperialism, Growth of Militarism, Power Blocs and Alliances, Colonial Expansion, Emergence of Capitalism in Europe

UNIT 3: RUSSIAN REVOLUTION

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 4: WORLD WAR I

Background of the War, Nature, Anglo-German antagonism, Triple Alliance, Triple Entente, Problem of Reparation, End of Dynastic Empires, Versailles Treaty

UNIT 5: LEAGUE OF NATIONS

Origin, Powers and Functions, Resolving Disputes, Failure of Disarmament

UNIT 6: DISARMAMENT POLICY

Hague Conference of 1899 and 1907, League of Nations, Geneva Disarmament Conference, Reaction of the European powers

UNIT 7: THE GREAT ECONOMIC DEPRESSION AND EUROPE

Economic Depression, Recovery and Losses

UNIT 8: ERA OF DICTATORSHIP

Nazism in Germany- Factors for the rise of Hitler, Nazi Propaganda under Hitler, Expansion of Nazi Germany' Fascism in Italy- Factors leading to the rise of Fascism in Italy, Mussolini, Fascist Party

UNIT 9: WW II AND EUROPE

Causes, impact on Europe, War Time Conferences and the Peace Settlements

UNIT 10: RISE OF GREAT POWERS

European Power- USSR, USA: South Asian Power- China, Japan

UNIT 11: COLD WAR AND EUROPE

Cold War, Origin and Nature, NATO, WTO, IMF, World Bank, Warsaw, COMECON

UNIT 12: CHANGING PATTERN OF ECONOMY AND THE RISE OF SOCIALISM

Economic Liberalism, Capitalism, British Free Trade; Socialism -Background, Meaning, Nature, Significance

UNIT 13: 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 14: END OF IMPERIALISM AND COLONIALISM

Circumstances and Events, Decline of UK as an Imperial Power

UNIT 15: FORMATION OF UNO

Origin, Yalta Conference, Potsdam Conference,

Basic Reading List:

- 1) Griffiths, Martin, Callaghan, Terry O'. (2002). *International Relations: Key Concepts*. New York, NY: Routledge
- 2) Gupta, Madan Gopal. (1998). *International Relations Since 1919 (1919-1945)*. Allahabad, India: Chaitanya Publishing House
- 3) Betts, Raymond F. (1998). *Decolonization*. London: Routledge
- 4) Merriman, John. (2010). *History of Modern Europe: From Renaissance to the Present*. (3rd Edition). New York, NY: W.W. Norton & Co.
- 5) Winders, J.A. (2001). *European Culture Since 1848: From Modern to Post-Modern and Beyond*. New York, NY: Palgrave
- 6) Mahajan, V.D. (2010). *History of Modern Europe Since 1789*. New Delhi, India S.Chand Publications
- 7) Hayes, C.J. (2006). *Contemporary Europe Since 1870*. New Delhi, India: Macmillan
- 8) Maiti, Provatansu. (1967). *A History of Europe, 1789-1919*. Kolkata, India: Shreedhar Prakashani
- 9) Thompson, David. (1990). *Europe Since Napoleon*. New Delhi, India: Penguin Books
- 10) Lipson, E. (2005). *Europe in the 19th & 20th Centuries*. New Delhi, India: Surjeet Publications

DSC 11: Indian Historiography

Course Objectives:

1. The course aims at to introduce the learners with the concept and scope of historiography.
2. To discuss different trends of history writing in India.
3. The course will also discuss major Indian historians.

Learning Outcomes:

1. After going through this course, learners will have basic knowledge of historiography.
2. Learners will understand different trends of history writing in India.
3. Learners will be able to discuss major Indian historians.

(Part I: Trends of History Writings in India)

UNIT 1: DEFINITION AND SCOPE OF HISTORIOGRAPHY

Definition of Historiography, Scope of Historiography

UNIT 2: ANCIENT INDIAN HISTORIOGRAPHY

Features of Ancient Indian Historiography, Beginning of Indian Historical Tradition, Drawbacks of Ancient Indian Historiography

UNIT 3: MEDIEVAL INDIAN HISTORIOGRAPHY

Sultanate Period, Mughal Historiography

UNIT 4: COLONIAL HISTORIOGRAPHY

Historical background of Colonial Historiography, Features of Colonial Historiography, Contributions of Colonial Historiography

UNIT 5: NATIONALIST HISTORIOGRAPHY

Historical background of Nationalist Historiography, Features of Nationalist Historiography, Contributions of Nationalist Historiography

UNIT 6: SUBALTERN HISTORIOGRAPHY

Meaning, Historical Background, Subaltern Studies Group, Contributions towards Modern Indian Historiography

UNIT 7: MARXIST HISTORIOGRAPHY

Historical background of Marxist Historiography, Features of Marxist Historiography, Contributions of Marxist Historiography

UNIT 8: ORAL AND REGIONAL HISTORIOGRAPHY

Oral Historiography: Meaning, Importance, Contributions; Regional Historiography: Meaning, Importance, Contributions

(Part II: Major Indian Historiographers)

UNIT 9: KALAHANA

Kalahana as a historian, *Rajataranjini*- Content, Historicity, Nature

UNIT 10: ABUL FAZAL

Abul Fazal as a Historian, *Akbar-namah*: Content, Sources and Method, Style, Assessment

UNIT 11: R.C. DUTT

R.C. Dutt as a historian, *A History of Civilization in Ancient India*: Content, Nature

UNIT 12: RANAJIT GUHA

Ideological Basis, Subaltern Studies: Content, Assessment, Contribution

UNIT 13: BIPAN CHANDRA

Ideological Basis, Indian Struggle for Independence: Content, nature, Assessment

UNIT 14: URVASHI BUTALIA

Ideological Basis, The Other side of Silence: Voices from the Partition of India: Content, Historicity, Assessment

UNIT 15: S.K. BHUYAN

S.K. Bhuyan as a regional historian of Assam, *Ahom Buranji*: content, nature, Assessment

Basic Reading List:

- 1) Kalla K. L, *The literary heritage of Kashmir*, Mittal publication, New Delhi, 1985.
- 2) Toshkhani S. S., Warikoo K, *Cultural heritage of Kashmiri Pandits*, Pentagone press, 2009.
- 3) Ali, B. Sheik: *History: Its theory and Method*.
- 4) Sreedharan, E: *A Textbook of Historiography (500 BC to AD2000)*.
- 5) Bajaj, Satish K. (1988): *Recent Trends in Historiography*, Anmol Publications
- 6) Sreedharan, E. (2004): *A Textbook of Historiography*, Orient Longman
- 7) Ranajit Guha, *Subaltern Studies, Vol-I*, (1994).
- 8) Cannon, John, ed. (1980): *The Historian at Work*, George Allen and Unwin.
- 9) Carr, E.H. (1983): *What is History?* Macmillan.

SEMESTER - VI

DSC 12/ DSM 6: History of Assam from 17th Century to 1947 C.E.

Course Objectives:

1. To discuss the history of Assam from the medieval period to 1947.
2. The course discusses the major historical process of the medieval Assam.
3. To discuss the freedom struggle in Assam.

Learning Outcomes:

1. Learner will have a fair knowledge of the history of Assam till 1947.
2. Learners will acquire major historical process of the medieval Assam.
3. They will enable to understand the freedom movement in Assam from different perspectives.

UNIT 1: AHOM MONARCHY AT ITS ZENITH

Rudra Singha, Siva Singha, Rajeswar Singha

UNIT 2: ADMINISTRATION UNDER THE AHOM MONARCHY

Political Institution, Revenue Administration, Military Administration, Civil Administration, Paik System

UNIT 3: MOAMORIA REBELLION

Nature, Causes, Significance

UNIT 4: DOWNFALL OF THE AHOM MONARCHY

Factors for the fall of the Ahom Monarchy:

UNIT 5: BRITISH OCCUPATION OF ASSAM

Anglo Burmese War, Treaty of Yadaboo, Early Expansion: Assam, Cachar, Jaintia and Khasi Hills

UNIT 6: COLONIAL FORWARD POLICY

Garo, Lushai and Naga Hills, Relation with trans Inner Line tribes

UNIT 7: NATURAL RESOURCES IN COLONIAL ASSAM

Forests, Mining Industry: Coal, Oil; Tea; Opium

UNIT 8: CONSOLIDATION OF BRITISH RULE

David Scott: Reforms and Reorganization, Annexation of Upper Assam; Robertson; Jenkins

UNIT 9: RESISTANCE TO BRITISH RULE

Gomdhar Kunwar, Piyoli Phukan, U Tirot Singh, The Khampti and Singpho Rebellion, agrarian revolts of Assam

UNIT 10: REVOLT OF 1857 AND ASSAM

Background, Role of Maniram Dewan, Consequences

UNIT 11: TOWARDS MODERNISATION

Role of the Assamese Middle Class, Print Culture, Modern Education, Language Debate

UNIT 12: SOCIO-ECONOMIC DEVELOPMENT

Development of Industries, Development of Transport and Communication, Trade, Market and Business

UNIT 13: RISE OF ASSAMESE NATIONALISM

Nationalism in Assam; Factors for the rise of Assamese nationalism: Development of Press, Education and Intellectual Awakening, early organisations

UNIT 14: ASSAM AND FREEDOM STRUGGLE - I

Impact of Bengal Partition in Assam, Legislative Council Formation, World War I and its impact, Non-Cooperation Movement,

UNIT 15: ASSAM AND FREEDOM STRUGGLE - II

Civil Disobedience Movement, Provincial Autonomy, Quit India Movement, Transfer of Power, Cabinet Mission Plan, Grouping Controversy, Women in the Independence Struggle

Basic Reading List:

English

- 1) Barpujari, H.K. *The Comprehensive History of Assam*, Vol. I, Vol.II, Vol.III, Vol.IV & Vol. V, 2nd ed. Publication Board Assam. 2003
- 2) Baruah, S.L. *A Comprehensive History of Assam*, 3rd ed, Munshiram Manoharlal. 2004
- 3) Bhuyan, A.C. *Political History Assam*, Publication Board Assam, Vol. I, II, III, 2nd ed.1999
- 4) Dutt, K.N. *Landmarks in the Freedom Struggle in Assam*, Lawyers' Book Stall. 1993
- 5) Gait, E. *A History of Assam*, Eastern Book House, Revised. 2004
- 6) Saikia, Rajen . *Social and Economic History of Assam 1853-1921*, Munshiram Manoharlal, 2000

Assamese

- 1) Barbarua, H. *Ahomar Din*, Guwahati. 1981
- 2) Bora, D. *Moamariya Gana Abhyuthan*, Vol. I & II Banalata Prakashan. 1983
- 3) Kalita, R.C. (2006): *Asamar Kalanukramik Itihash*, Publication Board Assam. 2006

DSC 13: Cultural History of Assam

Course Objectives:

1. The main objective of this course is to familiarize learners with various aspects of culture and heritage of Assam.
2. To acquaint learners with the contributions of our ancestors in the areas of religion, philosophy, arts, education, languages and literature of Assam.
3. Learners will understand the cultural contributions of different tribes of Assam.

Learning Outcomes:

1. Learners will be acquainting with the various aspects of culture and heritage of Assam.
2. They will gather knowledge of various contributions made by our ancestors towards art, philosophy, education, language and religion of Assam
3. Learners will understand the cultural contributions of different tribes of Assam.

UNIT 1: ASSAMESE CULTURE AND ITS IMPLICATION

Definition of Culture; Legacy of Assamese Culture; Interpretations and Problems

UNIT 2: ASSAMESE CULTURE AND ITS FEATURES/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: FOLK TRADITIONS OF ASSAM

Meaning of Social Folk Customs; Beliefs and Customs of selected tribes of Assam, Assamese Festivals and Ceremonies, Folk Religion and its Concept; Rituals and beliefs among the people of Assam; Folk deities of Assam; Godlings in Assamese Society, Tribal Religion

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

UNIT 8: THE NEO-VAISHNAVITE MOVEMENT OF ASSAM

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

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 in 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: ART AND ARCHITECTURE OF ASSAM

Early Assamese Sculpture; Secular Architecture; Religious Architectures, Paintings of Assam: Satriya Painting, Manuscript Painting; Traditional Folk Paintings of Assam

UNIT 12: CONTRIBUTION OF THE ISLAMIC CULTURE

Making of the Assamese Culture, Islamic Art and Architecture; Music and Dance

UNIT 13: ASSAMESE SOCIETY AND SPORTS

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

UNIT 14: EMERGENCE OF ASSAMESE RENNAISANCE

Asomiya Bhasha Unnati Sadhani Sabha: Impact

UNIT 15: ASSAMESE CINEMA AND THEATRE

Trends of Assamese Cinema: J. P. Agarwalla to Bhaben Saikia, Mobile Theatre- Origin, Development, Yatra, Theatre as an Industry

Basic Reading List:

- 1) Barpujari, H.K. *The Comprehensive History of Assam*, Vol. 1 and Vol. 3. Publication Board Assam. 2004.
- 2) Barua, B.K. *Ankiya-Nat* (edited). Gauhati, Assam: Department of Historical and Antiquarian Studies. 1954.
- 3) Bharali, Arunima. *Assamese Culture*. Lawyers Book Stall. 1999
- 4) Bodley, John H. *Cultural Anthropology: Tribes states and the global system* (5th edition). Alta Mira Press. 2011
- 5) Choudhury, P.C. *The History of the Civilization of the People of Assam to the Twelfth Century AD* (3rd edition). Spectrum Publication. 1987
- 6) Dash, K.N. *Invitation to Social and Cultural Anthropology*. Atlantic Publishers. 2004
- 7) Datta, Birendranath. *Cultural Contours of North East India*. Oxford University Press. 2012

DSC 14: Socio-Economic History of Modern India

Course Objectives:

1. To discuss the nature of Indian Economy.
2. Assess the Colonial exploitation of Indian society.
3. To discuss the emergence of nationalism in India.

Learning Outcomes:

1. After completion of this course, learners will be able to discuss the nature of Indian economy.
2. Learners will have a fair knowledge of different types of land settlements during the colonial period.
3. They will understand the reasons behind the rise of Indian nationalism.

UNIT 1: NATURE OF INDIAN ECONOMY IN THE 18TH CENTURY

The state of Traditional Indian Economy prior to the 18th century: Agrarian structure, Irrigation; The Advent of the Europeans and Impact on the Indian Economy; Beginning of a National Market

UNIT 2: MERCANTILISM AND COLONIAL ECONOMY

Mercantilism as a system; Features of a Colonial Economy; Trade Monopoly; Entry of Foreign Enterprises; Impact of Mercantilism in India

UNIT 3: THE DRAIN THEORY AND COLONIAL IMPERIALISM

Patterns of Trade; Public Finance; Savings and Investment; Balance of Payments; Home Charges

UNIT 4: SYSTEM OF LAND SETTLEMENTS AND LAND REVENUE

Concept of Common Land; Permanent Settlements; Land use Pattern Land revenue systems: Ryotwari, Mahalwari, Zamindari; Land revenue administration

UNIT 5: RURAL INDEBTEDNESS AND FAMINE

Causes of Rural Indebtedness; Effects of Rural Indebtedness; Famine and Food Riots; Famine policy of the Government, Great depression of 1929

UNIT 6: DECLINE OF TRADITIONAL INDUSTRIES

Traditional Industries: Weaving and Textile Industry, Other industries; Cause of De-industrialisation; Growth of Modern Industries: Plantation Industries, Mines, Others; India as a feeder economy

UNIT 7: COMMERCIALISATION OF AGRICULTURE

Effects of Market Expansion on Agriculture; Shifting Attention towards Cash Crops; Export earnings from agriculture during the colonial period

UNIT 8: DEVELOPMENT OF COMMUNICATION SYSTEM IN COLONIAL INDIA

Development of Roads, Railways, Ports and Waterways, Postal and Telegraph Services

UNIT 9: DEVELOPMENT OF SOCIAL AND LEGAL INFRASTRUCTURE IN COLONIAL INDIA

Growth of Modern Educational facilities; Growth of Health facilities; Legal systems of Modern India

UNIT 10: CURRENCY AND BANKING SYSTEM

Currency system prior to the Company's rule; Currency system during the Company's rule; Revival of currency and exchange situation; Gold reserve; Second World War and its Effects on Currency, Formal and Informal Credit System; Emergence of Banking and Insurance

UNIT 11: GROWTH OF MODERN EDUCATIONAL SYSTEM

Indigenous System of Education; Educational Policies during Colonial India; Contribution of the Missionaries, Contribution of Modern Indian Educationists

UNIT 12: EMERGENCE OF THE MIDDLE CLASS

Meaning; Factors for the emergence of the middle class; Importance of the Middle class in socio-political settings

UNIT 13: WOMEN TOWARDS MODERNISATION

Reformation and Womens' emancipation; Womens organisation; Freedom Movement and Women

UNIT 14: SOCIO-RELIGIOUS REFORM MOVEMENTS IN MODERN INDIA

Brahmo Samaj, Prarthana Samaj, Arya Samaj, Ramakrishan Movement, Theosophical Movement, Aligarh Movement, Young Bengal Movement

UNIT 15: ADVENT OF THE PRINT MEDIA

Introduction of the Press and growth of English and vernacular newspapers; Impact on society: religion and education; Struggle between Press and Government; Contribution of the Missionaries

UNIT 16: PEASANT MOVEMENTS AND OTHERS IN INDIA

Peasant Movements and the role of *Kissan Sabhas*; Patharughat movement and Phulaguri Dhawa, Lachima Riot, Pabna Revolt, Santhal Rebellion

Basic Reading List:

- 1) Roy, Tirthankar. The Economic History of India: 1857-1947. OUP, 2000.
- 2) Habib, Irfan. (Indian Economy: 1858-1914 (Volume 28) of People's History of India. Tulika Books. 2016
- 3) Chandra, Bipan. History of Modern India. Orient Blackswan. 2009
- 4) Tomlinson, B.R. The New Cambridge History of India: 1860-1970. Foundation Books. 1998
- 5) Bandyopadhyay, Sekhar. From Plassey to Partition. Orient Blackswan. 2013
- 6) Desai, S.S.M and Bhalerao, Nirmal. Economic History of India. Himalaya Publishing House. 2010
- 7) Maiti, Provantansu. Modern India. Sreedhar Publications. 2012
- 8) Chandra, Bipan. Essays in Colonialism. Orient Blackswan. 1999

DSC 15: Women in Indian History

Course Objectives:

1. To discuss feminist movements and their developments in India.
2. To conceptualise the term gender.
3. To discuss women in Indian society in different periods of time.
4. To analyse different women emancipation movements in India.

Learning Outcomes:

1. After completion of this course, learners will be able to discuss the feminist movements and their developments in India.
2. Learners will have a fair knowledge of term gender.
3. They will understand women in Indian society in different periods of time.
4. Learners will understand different movements for the emancipation of women and their consequences

UNIT 1: FEMINIST MOVEMENTS AND DEVELOPMENT OF WOMEN'S HISTORY

Concepts and Ideas- Gender, Patriarchy, Sexual Division of Labour, Third Gender, LGBTQ, Third World Feminism

UNIT 2: DOING WOMEN'S HISTORY I

Approaches: Marxist, Psychoanalytical, Radical, Liberal, Socialist, Post-Modern, and Existential

UNIT 3: DOING WOMEN'S HISTORY II

Sources: Archival, Non-Archival; Methodology-Re-examining Traditional Sources: Oral History and Traditions

UNIT 4: WOMEN IN EARLY INDIAN SOCIETIES

Vedic period, Epico-Pauranic Period, Mauryan Period, Gupta Period and Post-Gupta Period

UNIT 5: WOMEN IN MEDIEVAL INDIA

Position of women in Sultanate period, Manliness in Mughal court culture, Marginalized women: prostitutes, courtesan, entertainers, gender relation in literary texts

UNIT 6: RELIGION AND WOMEN I

Textual Traditions, Rituals and Identity in Brahmanical, Jainism, Buddhism, Islam, Sikhism, Christianity (Mira Bai, Panch Pir, Karni Mata)

UNIT 7: RELIGION AND WOMEN II

Ritualistic Traditions in Islam, Sikhism, Christianity

UNIT 8: EMANCIPATION OF INDIAN WOMEN I

Colonial State and Women's Emancipation, Social Reform movements, Women Education (Pandita Ramabai, Maharani Mataji Tapaswini)

UNIT 9: GENDER IDENTITIES

Nationalism (freedom Movement), Communalism (Partition and Hindu Right)

UNIT 10: POPULAR CULTURE AND WOMEN

Representation of Women: Print, Theatre, Cinema

UNIT 11: CASTE AND GENDER

Dalit Identities and Women, Dalit Feminism

UNIT 12: LAW AND WOMEN'S RIGHT

Legislations: Marriage, Dowry, Female Infanticide, Rape, Personal Laws, Property Rights

UNIT 13: WOMEN IN ASSAM HISTORY

Pre-Colonial Period-Literature, Art: Colonial Period- Politics, Political Organization (Assam Mahila Samiti), Popular Culture

UNIT 14: WOMEN IN POST-COLONIAL INDIA

Diasporic Identities and Women, Women in Mass Movements, Voices in Literature (Mahasweta Devi, Arundhati Roy, Nirupama Borgohain)

UNIT 15: WOMEN IN POLITICS

Emergence of Women Organizations, Constitutional Rights of Women: History and Debates, Role of Women in Politics (Indira Gandhi), Debates on Reservation

Basic Reading List:

- 1) Banerjee, Himani, *Inventing Subjects: Studies in Hegemony, Patriarchy and Colonialism*, New Delhi, 2001
- 2) Chaudhuri, Maitreyi, (ed), *Feminism in India*, Kali for Women, Delhi, 2004
- 3) Chaudhuri, Nupur. 'Memsahibs and their Servants in Nineteenth century India', *Women's History Review*, Vol 3, no 4, 1994.
- 4) Chandra, Sudhir. *Enslaved Daughters: Colonialism, Law and Women's Rights*, Delhi, OUP, 1999.
- 5) Forbes, Geraldine. *Women in Colonial India: Essays on Politics, Medicine and Historiography*, Chronicle Books, Delhi, 2005
- 6) Rege, Sharmila. *Writing Caste, Writing Gender: Narrating Dalit Women's Testimonies*, Zubaan, Delhi, 2013.
- 7) Sarkar, Sumit and Sarkar, Tanika, (ed). *Women and Social Reform in Modern India: A Reader*, Permanent Black, Ranikhet Cantt., 2007, 2 Vols
- 8) Thakurta, Tapati Guha, 'Women as 'Calendar Art' Icons: Emergence of Pictorial Stereotype in Colonial India', *Economic and Political Weekly*, October 26, 1991

SEMESTER - VII

DSC 16/ DSM 7: India under the East India Company

Course Objectives:

1. To describe the establishment and consolidation of the East India Company in India.
2. To understand various socio-political, economic and administrative reforms introduced by the East India Company in India.
3. To discuss the nature of the tribal and peasant movements during the East India Company.

Learning Outcomes:

1. After completion of this course, learners will be able to understand about the colonial nature of state.
2. Learners will gather knowledge about how the Indian society, politics, religion and economy had changed during the Company's rule in India.
3. They will acquire a fair knowledge of the tribal and peasant movements during the Company's rule.

UNIT 1: EARLY EUROPEAN SETTLEMENTS IN INDIA

The Portuguese, The Dutch, Anglo-French Conflicts (Carnatic Wars), Failure of Duplex

UNIT 2: ESTABLISHMENT OF EAST INDIA COMPANY'S RULE IN INDIA

Battle of Plessey: Causes, Events and significance, Battle of Buxar: Causes, Events and significance

UNIT 3: ROBERT CLIVE AND HIS REFORMS

An estimate of Robert Clive, Dual Administration in Bengal

UNIT 4: WARREN HASTINGS AND HIS REFORMS (1772-85)

Administrative Reforms, Relation with Oudh, Estimate of Warren Hastings

UNIT 5: LORD CORNWALLIS AND HIS REFORMS (1786-93)

Judicial Reforms, Police Reforms, Revenue Reforms

UNIT 6: LORD WELLESLEY (1798-1805)

Subsidiary Alliance: Merit and Demerits, Wellesley and French Menace

UNIT 7: MYSORE AND THE EAST INDIA COMPANY

First Anglo-Mysore War 1767-69, Second Anglo-Mysore War 1780-84, Third Anglo-Mysore War 1790-92, Fourth Anglo-Mysore War 1799, Administration of Haider Ali and Tipu Sultan

UNIT 8: ESTABLISHMENT OF BRITISH PARAMOUNTCY IN INDIA

Anglo-Nepal War (1814-18), Hastings and Indian States, The Pindaris, First Anglo-Maratha War (1775-82), Second Anglo-Maratha War (1803-05), Third Anglo-Maratha War (1817-18)

UNIT 9: LORD BENTINCK (1828-35) AND HIS REFORMS

Abolition of Sati and cruel rites, Suppression of Thugi, Liberal policy towards Press, Educational reforms, financial reforms, Judicial reforms

UNIT 10: THE ANNEXATION OF SIND

Auckland's Policy towards of Sind, Ellenborough and the annexation of Sind

UNIT 11: ANGLO-SIKH RELATION

Relation with the neighbouring states, Anglo-Sikh Wars, Annexation of Punjab

UNIT 12: LORD DALHOUSIE (1848-56)

Annexation of Lower Burma, The Doctrine of Lapse, Annexation of Oudh, His Reforms

UNIT 13: CHANGES IN AGRARIAN STRUCTURE

New land revenue systems: Permanent Settlement, Mahalwari system, Ryotwari System

UNIT 14: TRIBAL AND POPULAR MOVEMENTS (1757-1856)

Revolt in Bengal and Eastern India, Revolts in South India, The Wahabi Movement

UNIT 15: THE REVOLT OF 1857

Causes, Nature, Results, Sepoy Mutiny, First War of Indian Independence, Participation of Assam, Role of Maniram Dewan and others, Its impact.

Basic Reading List:

- 1) Barpujari, H. K. (Ed). *The Comprehensive History of Assam*, Vol-V. Asom Prakashan Parishad, Guwahati. 1993
- 2) Chandra, Bipan. *Nationalism and Colonialism in Modern India*. Orient Longman. 1979
- 3) Desai, A. R. *Social Background of Indian Nationalism*. Popular Prakashan Pvt. Ltd., 1984
- 4) Saikia, Arup. *Peasant Politics in Assam Since 1900*. Routledge, 2013
- 5) Saikia, Rajen. *Social and Economic History of Assam*. Monohar Publisher & Distributors, 2002
- 6) Sarkar, Sumit. *Modern India 1885-1947*. St. Martin's Press. 1983

DSC 17: Environmental History of India

Course Objectives:

1. To understand the term environmental history
2. To analyse various environmental policies in the colonial and post-colonial India.
3. To discuss the environmental movements in India.

Learning Outcomes:

1. Learners will be able to understand environmental history.
2. They will be able to analyse various environmental policies in the colonial and post-colonial India and their consequences.
3. They will acquire knowledge of commercialisation of environment and environmental movements

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

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.

UNIT 6: COMMERCIALISATION OF NATURE

Exploitation of Forest Produce; Major forest produce and minor forest produce, Impact of Railway Construction on Forestry during the colonial period

UNIT 7: COMMERCIAL AGRICULTURE AND ENVIRONMENT

Commercialization 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.

Basic Reading List:

1. Arnold, D and R. Guha. *Nature, Culture, Imperialism: Essays on the Environmental History of South Asia*. OUP, 1997
2. Chakrabarti, Ranjan. (ed.) *Situating Environmental History*. Manohar Publishers, 2007
3. Gadgil, M. and R. Guha. *The Fissured Land: An Ecological History of India*. OUP, 2012
4. Habib, Irfan. *Man and Environment The Ecological History of India*. Tulika Books, 2010
5. Handique, Rajib. *British Forest Policy in Assam*. Concept Publishing Company, 2004

DSC 18: Assam Since Independence (Till 1990)

Course Objectives:

1. To understand the background, nature and consequences of Independence.
2. To conceptualise regionalism and sub-regionalism in context of Assam.
3. To analyse the Socio-cultural and religious condition of Assam after independence.
4. To discuss various movements and their nature, developed in Assam after independence.

Learning Outcomes:

1. Learners will be able to understand the different consequences of Independence in Assam.
2. They will be able to understand the terms regionalism and sub-regionalism in context of Assam.
3. They will be able to analyse the socio-cultural and religious condition of independent Assam.
4. Learners will be able to discuss and analyse the ethnic identity movements, anti-foreigner movements in Assam after independence.

UNIT 1: COLONIAL LEGACY

Idea of Northeast, The Grouping Plan, The Sylhet Referendum, Effect of Partition

UNIT 2: COMPOSITE STATE OF ASSAM AND ITS GEO-POLITICAL FEATURES

NEFA, Hegemonic Encounters- the SRC of 1966, Mizoram, Meghalaya, Manipur, Tripura

UNIT 3: REGIONALISM AND SUB-REGIONALISM

Demand for separate state, Demand for Sixth Schedule

UNIT 4: LANGUAGE MOVEMENT

Origin, features, Results

UNIT 5: ASSAM MOVEMENT

Background, Causes and Impact; Role of AASU, AGP; The Assam Accord; The Immigrant Question

UNIT 6: INSURGENCY AND SECESSIONIST MOVEMENT

ULFA, the Quest for Autonomy- Bodo, Rabha, Dimas, Karbi; Impact

UNIT 7: NEW ECONOMIC CHANGES

Establishment of new industries in the Brahmaputra Valley and its Impact, The Marwaris

UNIT 8: ENVIRONMENTAL CONCERNS

1950 Earthquake, New Forest Policies, Common Land, Flood and Erosion

UNIT 9: DEVELOPMENT OF EDUCATION

Education Policies, Institutional growth, Impact and challenges

UNIT 10: HEALTH IN POST-INDEPENDENT ERA

Establishment of new medical colleges, modernity and health

UNIT 11: NEW MEDIA

Development of print media after independence and its nature, Radio, Television, Impact

UNIT 12: MIDDLE CLASS IN THE NEW ERA

Post-colonial society and the Assamese middle class, Allegiance to socio-political Movements, Contributions

UNIT 13: DEVELOPMENT OF LITERATURE

Vernacular literature, Literary Bodies – Sahitya Sabha

UNIT 14: POPULAR CULTURE

Cinema, theatre, music

Basic Reading List:

- 1) Joysankar Hazarika: Geopolitics of Northeast India, Gyan Publishers, New Delhi, 1996
- 2) Manirul Hussain: The Assam Movement : Class, Identity and Ideology, Manak Publications, New Delhi, 1993
- 3) Sandhya Goswami: Language Politics in Assam, Ajanta, New Delhi, 1997
- 4) K.M. Deka (ed.): Nationalism and Regionalism in Northeast India, Dibrugarh University, 1985
- 5) K.M. Deka & K.N. Phukon: Ethnicity in ASSAM, Dibrugarh University, 2001
- 6) Girin Phukon: Assam's Attitude to Federalism, Sterling Publishers, New Delhi, 1984: Inter-Ethnic conflict in Northeast India, (South Asian Publishers, New Delhi, 2005)
- 7) Girin Phukon & N.L. Dutta (eds): Politics of Identity and Nation Building in Northeast India, South Asia Publishers, New Delhi, 1997
- 8) A. K. Baruah: Social Tensions in Assam
- 9) J. Upadhyay: Student Politics in Assam, 2017

SEC 4: Research Methodology

Learning Objectives:

This course intends to:

- Enable the learners to understand the meaning and significance of research
- Enable the learners to know about the steps to be followed while doing research
- Enable the learners to know about methods in Historical research

Learning Outcomes:

After going through this course, the learners will be able to:

- Understand the meaning and significance of research
- Know about the steps to be followed while doing research
- Know about methods in Historical research

UNIT 1: MEANING OF RESEARCH

Meaning of Research; Research in Social Sciences; Objectives of Research; Components of Research; Research and Theory; Importance of Theory; Four parameters of a good theory.

UNIT 2: SCIENTIFIC METHOD IN SOCIAL RESEARCH

The three stages of knowledge; The Kuhn-Popper Debate; Scientific Method in Social Research; Objectivity and Subjectivity; what makes Research Scientific? Research Ethics

UNIT 3: QUALITATIVE RESEARCH AND QUANTITATIVE RESEARCH

Meaning; Types of Qualitative and Quantitative Research; Advantages and Disadvantages, Difference between Qualitative and Quantitative Research

UNIT 4: RESEARCH DESIGN

Meaning of Research Design, Need and Importance of Research Design, Features of a good research design.

UNIT 5: SAMPLING

Meaning; Types; Use of Sampling Technique

UNIT 6: TYPES OF DATA

Primary; Secondary: Meaning and Definitions; Methods of Primary data collection, Advantages and Disadvantages of Primary data, Sources of Secondary data, Advantages and Disadvantages of Secondary data, Comparing Primary and Secondary data

UNIT 7: INTERVIEW

Meaning; Definitions; Objectives, Types: Structured; Unstructured and Semi structured interview; Interview guide; Preparing for an Interview; Developing Questionnaire.

UNIT 8: QUESTIONNAIRE AND SCHEDULE

Preparation of a good questionnaire; Features of a good questionnaire; Types of Questionnaires; Merits of Questionnaire; Demerits of Questionnaire; Similarities and Differences between Questionnaire and Schedule.

UNIT 9: OBSERVATION

Observation: Meaning; Definition and Types; Participant Observation: Meaning; Advantages and Disadvantages Non-Participant Observation: Meaning; Advantages and Disadvantages; Similarities and Differences between Participant and Non-Participant Observation

UNIT 10: ETHNOGRAPHY

Meaning; Ethnographic Study, Ethnographic Study as a method, Importance of Ethnographic Study; Purpose of Ethnographic Study, Advantages and Limitations of Ethnographic Study

UNIT 11: CASE STUDY

Meaning; Objectives and Characteristics of Case Study, Forms of Case Study; Steps in Case Study, Sources of data collection for case study, Significance and Importance of Case study; advantages and disadvantages of case study

UNIT 12: FOCUS GROUP DISCUSSION

Meaning; Characteristics, steps of/conducting focus group discussion; Significance; advantages and disadvantages of focus group discussion

UNIT 13: CLASSIFICATION AND TABULATION OF DATA

Objectives of Classification, Types, Continuous and Discrete Variables, Frequency Distribution: Preparation of Frequency Distribution, Construction of Frequency Distribution table, Cumulative Frequency Distribution.

UNIT 14: PRESENTATION OF DATA

Diagrammatic Presentation and Graphic Presentation of Data

UNIT 15: REPORT WRITING

Report writing: Meaning, Steps, Contents, Technicalities involved and Qualities of a Research Report.

Basic Reading List:

- 1) Babie, Earl R. 2007. *The Practice of Social Research*. USA: Thomson Learning
- 2) Weber, Max. 1949. *Methodology of Social Sciences*. New York: Free Press.
- 3) Young, P.V. (1988): *Scientific Social Survey and Research*. New Delhi Prentice Hall.
- 4) Carr, E.H. (2008). *What is History*. UK: Penguin Press

SEMESTER - VIII

DSC 19/ DSM 8: India under the Crown

Course Objectives:

1. To understand the background, nature and consequences of the Revolt of 1857.
2. To analyse the Socio-cultural and religious reform movements under the Colonial Government.
3. To discuss the India's Freedom struggle for independence.

Learning Outcomes:

1. Learners will be able to understand the Revolt of 1857 from different historical perspectives.
2. They will be able to analyse the causes of socio-cultural and religious reform movements in the Colonial Government.
3. They will acquire knowledge of rise of Gandhi's power in Indian politics and his activities towards the freedom.
4. They will also learn how to raise communal politics and opposition politics on the eve of the freedom movement in India and aftermath of partition in India.

UNIT 1: POST 1857 DEVELOPMENT

Queen's Proclamation, Indian Councils Act of 1862

UNIT 2: POLICIES UNDER CROWN RULE TO 1890

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 3: CULTURAL ENCOUNTER AND SOCIAL CHANGES

Print and its implication, Women emancipation, making of religious and linguistic identities, Movement against Untouchability

UNIT 4: SOCIO-RELIGIOUS MOVEMENT

Brahmo Samaj, Arya Samaj, Prarthana Samaj, Ramakrishna Mission, Deoband Movement, Theosophical Society, Aligarh Movement, Wahabi Movement and the Singh Sabha Movement, Other Movements

UNIT 5: ECONOMY AND POPULAR RESISTANCE

Agrarian Structure, Initial Resistance, Famine, Popular Resistance against the British

UNIT 6: 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 7: REVOLUTIONARY NATIONALISM

Factors for the rise of Revolutionary Nationalism, Growth of Extremist Groups and Secret Societies, Muslim League

UNIT 8: GANDHIAN PHASE OF INDIAN NATIONAL MOVEMENT

Rise of Gandhi- Champaran, Kheda, Non-Cooperation Movement, Civil Disobedience Movement, Government of India Act 1935, August Offer and Quit India Movement

UNIT 9: SUBHASH CHANDRA BOSE AND INA

Subhash Chandra Bose and his ideologies, INA, The INA Trial, Significance

UNIT 10: INDIA DURING THE WW II

Cripps Mission, Wavell Plan and Shimla Conference, Cabinet Mission Plan, Mountbatten Plan

UNIT 11: COMMUNALISM IN INDIA

Ideologies and Practices: RSS, Hindu Maha Sabha, Muslim League

UNIT 12: WOMEN IN FREEDOM STRUGGLE

Pre-Gandhian Struggle and Women, Gandhian Movement and Women, Revolutionary Movement and Women

UNIT 13: LEFT POLITICS AND SOCIALISM

Emergence and Growth, Communist Party of India, Trade Union Movement, Socialist Party, Impact

UNIT 14: PARTITION AND RESPONSE

Background, Responses- Riots, Popular Movements

UNIT 15: NATIONALISM AND CULTURE

Literature, Art, Cinema

Basic Reading List:

- 1) Gyanendra Pandey, *The Construction of Communalism in colonial north India*, Oxford University Press, 2012
- 2) Anil Seal, *Emergence of Indian Nationalism*, Cambridge University Press, 1971
- 3) P. Spear: *The Oxford History of India*, Oxford University Press, 1997
- 4) R. C. Majumdar (ed): *British Paramountcy and Indian Renaissance*, Bharatiya Vidya Bhhavan, Bombay, 1970
- 5) A.R. Desai: *Social Background of Indian Nationalism*, Sage India, 2016

DSC 20: World After World War-II

Course Objectives:

1. To understand world after the world war-II.
2. To trace the development of cold war and its effects.
3. The main objective of this course is to enlighten the learners with the new world order after the second world war.
4. To discuss the cultural change of the world after 1950s.

Learning Outcomes:

1. Learners will have a clear knowledge of the world after the world war-II.
2. They will be able to understand cold war and its effects.
3. Learners will be able to discuss the new world order after the second world war.
4. Learners will be able to understand the cultural change after 1950s.

UNIT 1: AFTERMATH OF WORLD WAR II

Introduction, Repercussions- Decolonization

UNIT 2: THE UNO

Formation, Different bodies, activities

UNIT 3: COLD WAR – THE BEGINNING

Beginning of the Cold War, Ideological and Political basis of Cold War, Pacts and Treaties, Tensions and Rivalries

UNIT 4: NON-ALIGNED MOVEMENT (NAM)

Origin and Evolution, Principles of NAM, Activities (Meets)

UNIT 5: COLD WAR AND MILITARISATION

Arms Race, Weapons of Mass Destruction, SALT, START, Disarmament

UNIT 6: RECONFIGURATION OF THE WORLD ORDER

NATO, CENTO, SEATO, EU, ASEAN, Warsaw PACT

UNIT 7: REGIONAL CONFLICTS

Third World- Kashmir, Korea, Vietnam

UNIT 8: COMMUNIST REVOLUTION

Communist Revolution in China & its impact in the world politics

UNIT 9: NATIONAL MOVEMENTS AND DEMOCRACY

National movements and Decolonisation in Asia and Africa: India, Bangladesh, Sri Lanka, South Africa, Algeria

UNIT 10: COLD WAR AND SOUTH AMERICA

Cuban Missile Crisis, Cuban revolution, Chile, Falkland War

UNIT 11: END OF COLD WAR

Disintegration of USSR, Aftermath of the disintegration

Unit 12: New Global Order

Liberalisation, Globalization and Its Economic and Political Impact, Rise of Asian Powers- China and India

UNIT 13: CULTURAL CHANGE

Changing Notions of Culture, making of ideologies- class, race and gender, creation of public space, creation of new cultural forms- Surrealism

UNIT 14: AGE OF PROGRESS

Cultural Revolution, Civil Rights Movements- Martin Luther King Jr, Anti-Apartheid Movement, Feminist Movement

Basic Reading List:

- 1) V. Kiernan, 'Nationalist Movements and Social Classes,' in A.D. Smith, ed., Nationalist Movements, London: Macmillan, 1976
- 2) Karns, Margaret P. and Mingst, Karen A., International Organizations: The Politics and Process of Global Governance (New Delhi: Viva Books, 2005)
- 3) Partha Chatterjee, Nation and its Fragments, New Delhi, Oxford, 1994.
- 4) Smith, B.C., Understanding Third World Politics, London: Macmillan Press, 1996.
- 5) Drucker, P.F., "The Post-Capitalist World," Public Interest, No. 109 (Fall 1992)

GUIDELINES FOR SEMINAR PAPER

Introduction

Under the UG in History programme of KKHSOU, you will need to present a Seminary paper in your eighth semester. You can choose any relevant topic for presentation.

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:

- (a) Discuss the major issues;
- (b) Separate issues and sub-issues
- (c) Order issues logically
- (d) Introduce and conclude on each issue
- (e) Present your arguments and rebut opposing arguments
- (f) Use organizational paradigms where appropriate

4. Conclusion: Here your agenda include:

- Restate the thesis of the paper
- Summarize major points
- If you chose to use a hypothesis in your introduction, revisit the hypothesis to "tie-up" your paper.

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 via face to face or through online mode.
- The seminar report must be typed in Computer. The 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 result. The University may ask for this Video at any point of time.

GUIDELINES FOR PROJECT/DISSERTATION

Section I: Introduction

Project/Dissertation Work is an application-oriented academic activity that seeks to hone your theoretical abilities through their application in light of the theoretical information obtained while taking different UG 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 issue, or any socially relevant issues 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' that you have come across in the seventh semester. In brief, it is a method of applying the information acquired via various courses to the occurrences that have historical significance. 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 development and growth of the subject. It is mandatory that you submit the report in originality and you must not submit it elsewhere 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 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 holds the right to reject the Project/Dissertation Work without offering any explanation. In that case, you will be awarded zero. Group projects are not allowed. If the subjects/chapters/contents of the projects of two learners are found to be similar, then both the projects 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 part 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 via 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 should 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.

<p style="text-align: center;">PROJECT REPORT/DISSERTATION</p> <p style="text-align: center;">On</p> <p style="text-align: center;">“ <u>Topic Name</u> ”</p> <p style="text-align: center;">SUBMITTED TO</p> <p style="text-align: center;">KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY</p> <p style="text-align: center;">IN</p> <p style="text-align: center;">PARTIAL FULLFILLMENT OF THE</p> <p style="text-align: center;">UG IN HISTORY (YEAR)</p> <p style="text-align: center;">by</p> <p>Name:</p> <p>Enrollment No:</p> <p>Study Centre Code:</p> <p style="text-align: center;">Under the Guidance of</p> <p style="text-align: center;"><i>Name of Internal Guide / External Guide</i></p> <p style="text-align: center;"><i>Designation</i></p>

Certificate of the Guide/ Supervisor (Format)

Certificate of the Guide/ Supervisor

Mentor / Guide Name:

Designation:

This is to certify that the project report entitled “_____” has been prepared by Ms./Mr. _____ bearing enrollment number _____ under my supervision and guidance, for the partial fulfilment of UG in 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

Certificate of Study Centre Coordinator/ Academic consultant

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 UG in History programme of Krishna Kanta Handiqui State Open University. His/her field work is satisfactory.

Acknowledgement: The learner should 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 **UG in 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 University.

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 problem and what is proposed to be investigated. The significance of the problem, the objectives 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. If you have done a sample survey, the basis of sampling its size etc. should be discussed. 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 discussions 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 mentioned 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 through not collected as primary and secondary data, yet is relevant to the 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. Avoid titles that imitate newspaper headlines; a formal report is not a journalistic assignment. Bear in mind that your reader will first notice the title of the report and will want to know if the report is relevant to his or her research interests. 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 historical event/phenomenon and approach should be provided, as well as sections on

the findings and discussion. 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: To begin, you should defend the study you're addressing. This implies that 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 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 need not go into detail here, but it should be obvious how the most recent work brings out 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 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 of 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 to 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 chaptalisation 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 contextualised your study using archival or oral source of data.

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.

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 discuss the 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 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 to frame an appropriate topic of your choice.

- 1) Assam Accord and the Muslim Question
- 2) Colonial Regime and Trading Patterns
- 3) Indigeneity and Migration
- 4) Politics of Language and Citizenship
- 5) Women in Anti-colonial struggle
- 6) Religious Conversion in NE India and its implication
- 7) Military history of NE region
- 8) Peasant unrest/Movement
- 9) Material culture in NE region
- 10) History of Press and Communication