

PROGRAMME PROJECT REPORT

PROGRAMME NAME: BACHELOR OF ARTS IN HISTORY (B.A. History)

Institution's Mission and Vision Statement

Mission: To offer quality educational services and transforming lives through knowledge.

Vision: The vision of the Promoting Body is set-up a University with a difference. It envisages the Proposed University to come up as a centre of excellence for training of management Professional and shaping and molding of Business and Corporate Leaders of tomorrow.

Relevance of Program to the Institution's Mission and Goals

- Committing to continuous improvement through industry relations, and assurance of learning across all programs.
- To fulfil the knowledge and development needs of the individuals, institutions and society in general, by relating, particularly, the courses, to the needs of the employment and economic development of the state on the basis of its natural and human resources.
- To provide an innovative system of University level education in regard to the methods and pace of learning, combination of courses, eligibility for enrolment, age of entry, conduct of examinations and operation of the program, with a review to promote learning and encourage excellence in all fields of Knowledge.

Objective of the Program

- To demonstrate both broad and deep knowledge of long-term historical developments.
- To understand how societies have constructed and experienced history across time, place, and person.
- To explain distinctions between different historical periods, places, actors, events, and forces by using disciplinary categories of analysis and academic language.
- To make students learn to think critically about the past and develop the curiosity needed to pursue in-depth knowledge of particular historical subjects.
- To provide competency-driven education, a core component of our growth and success.
- To build the department as a centre of excellence for imparting high quality education in B.A. History.
- To provide students a well-founded education in History.
- To provide structured curricula which support the academic development of students.
- To discuss current concerns, new theories, new evidence and issues that shape the history of historical interpretation.
- To conduct historical research and support with appropriate primary and secondary source material.

Nature of Prospective Target Group of Learners

- Candidates of HSC or any 10+2 passed with a focus on developing their future. Candidates desirous to join service sector will opt for this program because of the unique methodology of the program, where students will get real-life workplace experience and learn simultaneously through eLearning support.
- The Duration of B.A. History courses shall be of 3 Years. The Program is on Semester system, thus there shall be six semester Examination. The University has continuous system on assessment & evaluation of measurement of learning outcomes by students. The Learning is assessed by blend of quizzes, assignment, Exercise analysis, report submission, Annual Examination.

Programme Appropriateness in Open and Distance Learning Mode

- Appropriateness of Program to be conducted in Open and Distance Learning mode to acquire specific skills and competence
- The learner will acquire necessary knowledge in the area of History to work or research in historical perspective which will help the learner to make them employable in appropriate area.
- The learner will be able to develop skills and competencies through actual work in area of historical research to understand historical and current events from a historian perspective.
- The learners learn the theory concepts using eLearning.
- 'Learning through working' model makes them independent at the very beginning of their graduation.

Various Modes of Education Delivery

- *Instructional Design*: Study focuses on the instructional design process on management, communication, technology and learning about organizations. Emphasis is given to the students' application and evaluation of their learning.
- *Self-Learning Material (SLM)*: SLM includes all the instructional design part like graphics oriented content, every unit contains Introduction, Activity, Notes, Summary, Keywords, Review Questions, Further reading & Explanatory figures.
- *e-Learning*: eLearning is a way to provide quick delivery of lessons. e-Learning helps in creating and communicating new training, policies, concepts, and ideas. eLearning enables educators to get a higher degree of coverage to communicate the message in a consistent way which ensures that all learners receive the same type of training with this learning mode.
- *Video Lectures*: It produces authentic learning opportunities for students. It inspires and engages students when incorporated into students centered learning activities through increased students' motivation, enhanced learning experience, and enhanced team working and communication skills.

- *Dynamic Web-Portal*: It provides a resource for locating and navigating to web based resources that support educational endeavours. It helps to keep up-to-date with new content and customize information depending on who is visiting the site.
- *Learning Management System (LMS)*: It create multimedia learning content which is comprehensive and practical, using video, images, audio and text which all serve as great tools in learning new skills or information.
- *Dictionaries of Specialized Subjects*: An insight into the terminology used subjects specific words and word origins. Dictionaries provide extra help with words and symbols to build subject understanding at home and in the classroom.
- *Instructional Simulations*: It is an educational simulation in which simulation of some type of reality (system or environment), which also includes instructional elements that help a learner explore, navigate or obtain more information.

B.A in History: Three-Year (6-Semester) CBCS Program

CURRICULUM, DETAILED SYLLABUS & OTHER DETAILS

The Curriculum, Detailed Syllabus & other details are as under:

Name of Program : B.A. History (Bachelor of Arts in History)
Duration : 3 Years
Examination : 6 Semesters

B.A in History: Three-Year (6-Semester) CBCS Program

Program Structure

| Course No. | Course Title | Credits | Course Type | T | P | |
|---------------------------|---|----------------|---|----------|----------|---|
| <u>Semester I</u> | | | | | | |
| BAHT11 | Introduction to History | 6 | Core Course | 1 | 0 | |
| BAHT12 | History of India (up to 300A.D.) | 6 | Core Course | 1 | 0 | |
| BAHT13 | General English | 2 | Ability-Enhancement Compulsory course | 1 | 0 | |
| | Choose any one subject | 6 | Compulsory Course | 1 | 0 | |
| BAHT 14A | Economics: Introductory Microeconomics | | | | | |
| BAHT 14B | History: History Of Early India up to 1200 AD | | | | | |
| BAHT 14C | Education: Foundation of Educational Theories and Principles | | | | | |
| BAHT 14D | Pol. Science: Political Theory-I | | | | | |
| <u>Semester II</u> | | | | | | |
| BAHT21 | History of India (300-1200 A.D.) | 6 | Core Course | 5 | 1 | 0 |
| BAHT22 | History of Ancient Civilizations of the World | 6 | Core Course | 5 | 1 | 0 |
| BAHT 23 | Environmental Science | 2 | Ability-Enhancement Compulsory Course (AECC) - 2 | 1 | 1 | 0 |
| | Choose any one | 6 | Generic Elective (GE) | 5 | 1 | 0 |
| BAHT 24A | Economics: Introductory Macroeconomics | | | | | |
| BAHT 24B | History: History Of India 1206-1526 Ad | | | | | |
| BAHT 24C | Education: Educational Psychology | | | | | |

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| BAHT 24D | Pol. Science: Politics In India-I | | | | | |
| Semester III | | | | | | |
| BAHT31 | India under the Turko-Afghans | 6 | Core Course | 5 | 1 | 0 |
| BAHT32 | History of Assam (1228- 1826 AD) | 6 | Core Course | 5 | 1 | 0 |
| BAEC33 | General and Communicative English | 6 | Core Course | 5 | 1 | 0 |
| BAHT 34 | Tourism In Northeast India: Historical Dimension | 2 | Skill Enhancement course (SEC) – 1 | 5 | 1 | 0 |
| | Choose any one | 6 | Generic Elective (GE) – 3 | 5 | 1 | 0 |
| BAHT 35A | Economics: Indian Economy | | | | | |
| BAHT 35B | History: History Of India 1526-1757AD | | | | | |
| BAHT 35C | Education: Development of Education in India | | | | | |
| BAHT 35D | Pol. Science: Political Theory-I | | | | | |
| Semester IV | | | | | | |
| BAHT41 | Political History of India 1526-1857 AD. | 6 | Core Course | 5 | 1 | 0 |
| BAHT42 | History of Europe (1653-1789 AD) | 6 | Core Course | 5 | 1 | 0 |
| BAHT 43 | Advance English | 6 | Core Course | 5 | 1 | 0 |
| BAHT44 | Archives and Museum | 2 | Skill Enhancement course (SEC) – 2 | 1 | 1 | 0 |
| | Choose any one | 6 | Generic Elective (GE) -4 | 5 | 1 | 0 |
| BAHT 45A | Economics: Public Finance | | | | | |

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| BAHT 45B | History: Contemporary History Of North-East India | | | | | |
| BAHT 45C | Education: Sociological Foundations of Education | | | | | |
| BAHT 45D | Pol. Science: Politics In India-II | | | | | |
| Semester-V | | | | | | |
| BAHT51 | History of Modern India 1858-1947 AD. | 6 | Core Course | 5 | 1 | 0 |
| BAHT52 | Foundation & Consolidation of British Power in NE India (1826-1947AD) | 6 | Core Course | 5 | 1 | 0 |
| BAHT53 | History of Early Assam | 6 | Core Course | 5 | 1 | 0 |
| | Choose any one | 6 | Discipline Specific Elective (DSE) – 1 | 5 | 1 | 0 |
| BAHT54A | History of Science and Technology in Pre-Colonial India. | | | | | |
| BAHT54B | Aspects of Art & Architecture in Northeast India | | | | | |
| BAHT54C | History, Ecology and Environment in India | | | | | |
| BAHT54D | Aspects of Art & Architecture in Medieval India | | | | | |
| Semester- VI | | | | | | |
| BAHT61 | History of Far East (1839-1949 AD) | 6 | Core Course | 5 | 1 | 0 |
| BAHT62 | Contemporary History of Northeast India. | 6 | Core Course | 5 | 1 | 0 |
| BAHT63 | Dissertation: Archive based | 6 | Core Course | 5 | 1 | 0 |
| | Choose any one | 6 | Discipline Specific Elective (DSE) – 2 | 5 | 1 | 0 |
| BAHT64A | Women in Pre-colonial India | | | | | |
| BAHT64B | The Central Islamic Lands in Ancient world | | | | | |

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|---------|----------------------------------|-----|--|--|--|--|
| BAHT64C | World since 1945 | | | | | |
| BAHT64D | Peasant Movement in Modern India | | | | | |
| | Total Credits | 140 | | | | |

Faculty Details

| S.No. | Name | Designation |
|-------|---------------------------|---------------------|
| 1 | Dr. Shiela Bora | HOD |
| 2 | Mr. Mukutar Rahman Saikia | Associate Professor |
| 3 | Mr. Rajdeep Borgohain | Assistant Professor |
| 4 | Ms. Jahnvi Phukan | Assistant Professor |

Student Support Staff

| S.No. | Name | Designation |
|-------|------------------------|---------------------------------------|
| 1 | Ms. Pratyakshi Goswami | Incharge-Student Support Division |
| 2 | Ms. Anita Das | Sr. Student Counsellor |
| 3 | Mr. Nimpal Kalita | Incharge Grievance Cell |
| 4 | Mr. Geeti Gogoi | Asst. Incharge Students Activity Cell |

Student Support Service System

- The Student Support System aims to help students in a variety of ways, including career development, legal regulation, counseling, psychological support, and special concerns for international students.
- New students receive student handbook, which includes helpful information to acclimate them to the campus and University community.
- Students are surrounded by an extensive support system all the way from orientation through graduation.

Procedure for Admission, Curriculum Transaction and Evaluation

- Counseling session at Campus

- Application form submission along with required documents check list – Online or at Campus
- Eligibility check from the Admission Section
- Documents verification
- Payment of Fees
- Issuance of Enrollment Number & ID Card
- Issuance of SLM & Academic Kit
- Scholarship test

Details of Laboratory Support

- Computer Lab Support to aid students with their studies.
- The lab can help you with your homework, assignments, difficult course content and test preparation.
- Both experienced students from the program and faculty members themselves volunteer at the lab, which makes it a key resource for any student.
- There is English & Soft Skills lab for students' development.

Library Resources

- We have library at campus which combine more than 10,000+ books for various courses and 400 national and international journals can be accessed by commonly used application.
- MGU partners with Excel Books Pvt. Ltd. a renowned publishing house for digital library access. It is a distinctive group of publishing companies, has a rich history in the book industry.

Facilities Available to Learners

- *Scholarship*: Through this full tuition scholarships or other substantial awards being offered to the high qualifying students, either in the form of need-based or academic scholarships for university.
- *Book-lending*: An initiative to ensure the academic success of every student funded through alumni donations. This program provides books for students who could not otherwise afford to purchase them.
- *CD/audio/video cassettes*: Enhance understanding with a teaching guide for using audio cassettes or CDs includes suggested teaching tips that engage learners with auditory and spatial intelligence learning styles.
- *Internet facility*: It opens doorways to a wealth of information, knowledge and educational resources, increasing opportunities for learning in and beyond the classroom.
- *Digital Library*: Provides access to digital repository or digital collection of e-books and e-notes.

Cost Estimate of the Programme and its Provisions

The Cost estimate for B.A. Economics Course on No Profit No Loss comes to Rs. 5000/- Semester.

The University has made provision of Rs. 15-20 Lakh for running of different course of Humanities Dept. (B.A., M.A) including the Printing of Teaching Material for the students.

Quality Assurance Mechanisms

1. Learning Material (Print Media)

- The Self Learning Material is designed with the approach of two-way communication between the learner and content.
- It also involves the learner actively through various experience-based activities and assignments.
- The learner gets clear information about the structure of the programme and course.

2. Audio–Video Material

- There is adequate consideration of learners' prior knowledge, skills and attitudes.
- Level and style of language shall be appropriate.

3. Online Material

- There is description of credit value of each module or unit in the course.
- There are clear guidelines on academic integrity and netiquette (internet etiquette) expectations regarding lesson activities, discussions and plagiarism.

4. Computer-based material

- There is lesson's overview, content and activities, assignments to provide the learning opportunities for learner to master the content.

5. Curriculum and Pedagogy

- The structure of curriculum is defined.
- The content is reliable and justifies the learning outcome(s).
- There is clear definition of intended outcomes of learning, benchmarked to identifiable stages of learning.

Program Outcomes

- Students will demonstrate in discussion and written work their understanding of different peoples and cultures in past environments and of how those cultures changed over the course of the centuries.
- Students will demonstrate in written work and class discussions the ability to recognize and articulate the diversity of human experience, including ethnicity, race, language, gender, as well as political, economic, social, and cultural structures over time and space.
- Students will produce their own historical analysis of documents and develop the ability to think critically and historically when discussing the past.

PROGRAMME SYLLABUS AND RECOMMENDED BOOKS

Details of Program Syllabus & List of Recommended books are given below:

Semester I

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| COURSE CODE: BAHT11 | | |
| COURSE TITLE: INTRODUCTION TO HISTORY | | |
| UNITS | CONTENTS | Hours: 64 |
| I | Meaning and scope of History: i) Collection and selection of data ii) Objectivity in History | 15 |
| II | Categorization of History: i) Economic ii) Social iii) Political iv) Literary v) Intellectual vi) Diplomatic vii) Universal viii) Legal | 19 |
| III | History and other Disciplines i) Archaeology ii) Geography iii) Sociology iv) Economics v) Political Science vi) Philosophy vii) Literature | 15 |
| IV | Traditions of Historical writing: i) Greco- Roman Traditions ii) Chinese Tradition iii) Early Indian Historiography iv) Medieval Indian Historiography v) Modern Indian Historiography | 15 |
| SUGGESTED BOOKS | | |
| 1 | Sheikh Ali, History: Its Theory and Methods | |
| 2 | E. Sreedharan, A Textbook of Historiography 500B BC to AD 2000, | |

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| COURSE CODE: BAHT12 | | |
| COURSE TITLE: HISTORY OF INDIA (UP TO A. D. 300) | | |
| UNITS | CONTENTS | Hours: 64 |
| | Introduction: | 15 |

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|-----|---|----|
| I | i) Geographical background ii) Survey of sources- Literature, Archaeology, Epigraphy, and Numismatics Pre-History Phases: i) Paleolithic, ii) Mesolithic, iii) Neolithic | |
| II | Proto-History: Harappan Culture Vedic Culture: i) Polity ii) Society iii) Economy vi) Religion | 15 |
| III | State formation in 6th century B.C.: Janapadas and Mahajanapadas Rise of new religious movements in Northern India: Buddhism and Jainism Mauryan Empire -- Economy, Society and Religion, and Art. | 19 |
| IV | Post-Mauryan Invasions and their impact: i) Bactrian Greeks, Scytho-Parthians, Kushanas ii) Economic development-Land grants, Urban growth, Crafts, Trade and Trade routes, Coins and Currency, Indo-Roman Trade. Sangam Age: Literature, Society, Economy. | 15 |
| | SUGGESTED BOOKS | |
| 1. | R.Thapar Early India | |
| 2. | R. S.Tripathi : History of Ancient India | |

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| COURSE CODE: BAEN13 | | |
| COURSE TITLE: General English | | |
| UNITS | CONTENTS | Hours: 78 |
| I | Letter writing, Application writing, Paragraph writing, Comprehension | 20 |
| II | Antonyms and Synonyms, Parts of Speech, Appropriate use of verbs, adverbs, adjectives | 20 |
| III | Appropriate use of verbs, adverbs, adjectives, Types of sentences | 20 |
| IV | Phrases and Idioms, One word substitution | 18 |
| | SUGGESTED BOOKS | |
| 1 | Quick Learning Objective General English by R.S Aggarwal | |

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| COURSE CODE: BAHT 14A | | |
| COURSE TITLE: Economics: Introductory Microeconomics | | |
| UNITS | CONTENTS | Hours: 64 |

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| I | Exploring the subject matter of Economics Why study economics? Scope and method of economics; the economic problem: scarcity and choice; the question of what to produce, how to produce and how to distribute output; economics as a science and arts. | 12 |
| II | Supply and Demand: How Markets Work, Markets and Welfare; determinants of individual demand/supply; demand/supply schedule and demand/supply curve; market versus individual demand/supply; shifts in the demand/supply curve, demand and supply together; elasticity and its application; consumer surplus; producer surplus. | 16 |
| III | The consumption decision - budget constraint, consumption and income/price changes, demand for all other goods and price changes; description of preferences (representing preferences with indifference curves); properties of indifference curves; consumer's optimum choice. | 12 |
| IV | The Firm and Perfect Market Structure Behaviour of profit maximizing firms and the production process; short run costs and output decisions; costs and output in the long run. | 12 |
| V | Imperfect Market Structure Monopoly and anti-trust policy; imperfect competition. | 12 |
| SUGGESTED BOOKS | | |
| 1 | Karl E. Case and Ray C. Fair, Principles of Economics, Pearson Education Inc. | |
| 2 | N. Gregory Mankiw, Economics: Principles and Applications, India edition by South Western, a part of Cengage Learning, Cengage Learning India Private Limited. | |

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| COURSE CODE: BAHT 14B | | |
| COURSE TITLE: History: History Of Early India Upto 1200 AD | | |
| UNITS | CONTENTS | Hours: 64 |
| I | Ancient Civilizations i) Harappan Culture ii) Vedic Civilization | 12 |
| II | Condition of India in the 6th century B.C.: i) Rise of Janapadas and Mahajanapadas ii) Buddhism, Jainism | 16 |
| III | Emergence of Territorial States & Foreign invasions i) Greek invasion of Alexander the Great and its effects, ii) The Mauryas: State & Administration iii) Post Mauryan period: Sungas, Western Kshatrapas, Satavahanas & Kushanas iv) Chieftains of the Chera, Pandyas in the Far South v) The Gupta Empire and its contemporaries | 12 |
| IV | Rise of Regional Powers in the Post Gupta period: i) The Pusyabhutis & Harshavardhana | 12 |

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| | ii) The Cholas, iii) The Pallavas, iv)TheChalukyas, | |
| V | Post Harshavardhana Polity: i)North India: Gurjara- Pratiharas, Palas&Senas ii) Deccan: Rashtrakutas& their contemporaries iii) Invasions of the Arabs, Ghaznavids&Ghorids and their impact | 12 |
| SUGGESTED BOOKS | | |
| 1. | R.S.Tnpathi : History of Ancient India | |

| COURSE CODE: BAHT 14C | | |
|---|---|-----------|
| COURSE TITLE: Foundation of Educational Theories and Principles | | |
| UNITS | CONTENTS | Hours: 64 |
| I | <p>Meaning of Education, Definition of Education</p> <p>Nature of Education- Education as a process and product Scope of Education</p> <p>Functions towards the individual Functions towards the society</p> <p>Formal Education: School- Meaning and characteristics, Functions and responsibility of School, relationship between school and society.</p> <p>Informal Education: Meaning and Characteristics, Educational role of family, Social institution-State, and religious agencies.</p> <p>Non formal Education – Meaning and characteristics, Agencies of Non formal Education</p> | 15 |
| II | <p>Importance of Aims of Education, Determinants of aims Individual and Social aim of Education</p> <p>Cultural and Vocational aim, Democratic aims</p> <p>Objectives of Education – (four fundamental objectives of education in present era)</p> <p>Learning to Know</p> <p>Learning to do</p> <p>Learning to live together</p> <p>Learning to be</p> | 19 |
| III | <p>The Learner–Learner-Centered Education–Meaning, Characteristics. The teacher-Qualities and responsibilities (General)</p> <p>The Curriculum-Meaning and concept, Need and importance, Principles of</p> | 15 |

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| | <p>curriculum construction</p> <p>Co-curricular activities-definition, types and importance</p> <p>Meaning, concept and need of discipline, Discipline and order, free-discipline,</p> <p>Maintenance of school discipline-problems and means.</p> | |
| IV | <p>Meaning of human values</p> <p>Different Types of values (moral .social and Aesthetic) Need and Importance of value Education</p> <p>Realization of values through Education –Role of family, Society School and Teachers</p> <p>Education for Peace –Meaning of peace education, concept, Nature and Importance. Methods and Programme of Peace Education.</p> | 15 |
| SUGGESTED BOOKS | | |
| 1 | Banerjee A.- Philosophy and Principles of Education, Kolkata, B.B. Kunda and sons | |
| 2 | Purkail, B.R. – Principles and Practices of Education | |
| COURSE CODE: BAHT 14D | | |
| COURSE TITLE: Pol. Science: Politics In India-I | | |
| UNITS | CONTENTS | Hours: 64 |
| I | <p>Indian Constitution: its Evolution</p> <p>Colonial Legacies: Acts of 1909, 1919 & 1935.</p> <p>Legacies of National Movement: Non Cooperation Movement & Quit India Movement 1942</p> <p>Constitutional Developments during freedom movement: Nehru Report & Lahore Congress Resolution</p> | 15 |
| II | <p>Basic features of Indian Constitution</p> <p>Preamble</p> <p>Fundamental Rights & Duties.</p> <p>Directive Principles of State Policy</p> | 15 |
| III | <p>Union & State Executive and Legislature</p> <p>President and Prime Minister</p> <p>Parliament : Lok Sabha, Rajya Sabha</p> <p>Governor and Chief Minister</p> <p>State legislature: Legislative Assembly and Legislative Council</p> | 19 |
| IV | <p>Judiciary</p> <p>Supreme Court and High Court</p> <p>Judicial Review</p> <p>Judicial Activism</p> | 15 |
| SUGGESTED BOOKS | | |
| 1. | Neera Chandhoke & Praveen Priyadarshini (edited): Contemporary India: | |

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|----|--|--|
| | Economy, Society, Politics, Pearson 2009 | |
| 2. | Hoveyda Abbas et al: Indian Government and Politics,Pearson 2010 | |
| 3 | D.D. Basu: An Introduction to the Constitution of India, New Delhi, Prentice Hall : 2008 | |
| 4 | M. V. Pylee- Constitutional Government in India, Bombay, Asia Pub. House, 1977 | |
| 5 | M. V. Pylee – An Introduction to Constitution of India,New Delhi, Vikas, 1998 | |

Semester II

| COURSE CODE:BAHT21 | | |
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| COURSE TITLE: HISTORY OF INDIA (300-1200 A.D.) | | |
| UNITS | CONTENTS | Hours: 64 |
| I | Age of the Guptas: i) Emergence and consolidation of Gupta power ii) State and Administrative Institutions iii) Socio-Economic changes, Agrarian structure, Trade and Commerce. iv) Cultural developments: Art and Architecture, Literature. | 15 |
| II | Post-Gupta period: i)Harshavardhana ii) Polity, Society, Economy | 15 |
| III | Rise of Regional powers: i) Pratiharas ii) Rastrakutas iii) Cholas | 15 |
| IV | Foreign Invasions: i) Hunas ii) Arabs iii) Ghaznavids&Ghorids | 19 |
| SUGGESTED BOOKS | | |
| 1 | H.C.Roychoudhury: Political History of Ancient India | |
| 2 | A.L.Basham: The Wonder that was India | |

| COURSE CODE: BAHT22 | | |
|---|---|-----------|
| COURSE TITLE: HISTORY OF ANCIENT CIVILIZATIONS OF THE WORLD | | |
| UNITS | CONTENTS | Hours: 64 |
| I | Ancient Egypt: i)The Old Kingdom-Egyptian writing, building of Pyramids. ii) The Middle Kingdom-Imperial Egypt, Egyptian Art & Architecture. iii) The New Kingdom – Emergence and Decline. | 12 |
| II | Ancient Mesopotamia: i)Early Sumer, ii)Sumerian writing, iii)System of irrigation, | 16 |

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| | iv)City states of Sumer | |
| III | Chinese Civilization: i)Early dynastic; Classical literature; ii)Confucius iii)Han Dynasty v)Chinese Trade vi)Chinese Art | 12 |
| IV | Ancient Greece: i) Rise of city- states; ii)Athenian Democracy iii)Art; Literature, Philosophy & Science. | 12 |
| V | Ancient Roman: i) Rise of City States iii) Trade and Commerce | 12 |
| | SUGGESTED BOOKS | |
| 1 | ManojSarma : History of Ancient Civilization. | |
| 2 | H. S. Lucas :A Short History of Civilization | |

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| COURSE CODE: BAHT23 | | |
| COURSE TITLE: Environmental Science | | |
| UNITS | CONTENTS | Hours: 32 |
| I | Introduction to environmental studies: Multidisciplinary nature of environmental studies, Scope and importance, Need for public awareness. | 8 |
| II | Ecosystems: Concept of an ecosystem. Structure and function of an ecosystem. Energy flow in an ecosystem: food chains, food webs and ecological pyramids. Ecological succession. Case studies of the following ecosystems : a) Forest ecosystem b) Grassland ecosystem c) Desert ecosystem d) Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries) | 6 |
| III | Natural Resources : Renewable and Non-renewable Resources: Land resources and landuse change : Land as a resource, land degradation, landslides (natural & man-induced), soil erosion and desertification. Forests & forest resources : Use and over-exploitation, deforestation, case studies. Impacts of deforestation, mining, dam building on environment, forests, biodiversity and tribal populations. Resettlement and rehabilitation of project affected persons; problems and concerns, case studies. Water resources: Use and over-exploitation of surface and ground water, floods, drought, conflicts over water (international & inter-state). Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies. Energy resources: Renewable and non-renewable energy sources, use of alternate energy sources, growing energy needs, case studies | 6 |
| IV | Biodiversity and Conservation: Levels of biological diversity: genetic, species and ecosystem diversity. Biogeography zones of India. Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and | 6 |

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| | Informational values Biodiversity patterns and global biodiversity hot spots. India as a mega-biodiversity nation; Endangered and endemic species of India. Threats to biodiversity: Habitat loss, poaching of wildlife, man-wildlife conflicts, biological invasions. Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity. | |
| V | Environmental Pollution: What is environmental pollution and its types. Causes, effects and control measures of : a) Air pollution b) Water pollution – freshwater and marine c) Soil pollution d) Noise pollution e) Thermal pollution Nuclear hazards and human health risks Solid waste management: Control measures of urban and industrial waste. Role of an individual in prevention of pollution. Pollution case studies. | 6 |
| SUGGESTED BOOKS | | |
| 1 | Brunner RC, 1989, Hazardous Waste Incineration, McGraw Hill Inc. 480pgs. | |
| 2 | Carson, Rachel. 1962. Silent Spring (Boston: Houghton Mifflin, 1962), | |

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| COURSE CODE: BAHT 24A | | |
| COURSE TITLE: Economics: Introductory Macroeconomics | | |
| UNITS | CONTENTS | Hours: 64 |
| I | Introduction to Macroeconomics and National Income Accounting Basic issues studied in macroeconomics; measurement of gross domestic product; income, expenditure and the circular flow; real versus nominal GDP. | 15 |
| II | Functions of money; quantity theory of money; determination of money supply and demand; credit creation; tools of monetary policy. | 15 |
| III | Inflation and types, hyperinflation. | 15 |
| IV | The Closed Economy in the Short Run Classical and Keynesian systems; simple Keynesian model of income determination; IS- LM model; money multipliers. | 19 |
| SUGGESTED BOOKS | | |
| 1. | Dornbusch, Fischer and Startz, Macroeconomics, McGraw Hill. | |
| 2. | N. Gregory Mankiw. Macroeconomics, Worth Publisher. | |
| 3. | Olivier Blanchard, Macroeconomics, Pearson Education. | |

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| COURSE CODE: BAHT 24B | | |
| COURSE TITLE History: History Of India 1206-1526 Ad | | |
| UNITS | CONTENTS | Hours: 64 |
| I | Survey of Sources | 10 |

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|-----------------|--|----|
| II | Foundation and consolidation of the Sultanate | 16 |
| III | Expansion of the Delhi Sultanate i)Khaljis ii)Tughluqs: | 10 |
| IV | The Rise of Provincial kingdoms: i)Gujrat ii)Bengal ii)Bahmani iii)Vijaynagar | 10 |
| V | State, Society and Economy: i)Central Military organization, Iqta ii) Bhakti & Sufi Movements iii)Agriculture, Trade and Commerce | 10 |
| VI | Rise of Afghans i)The Surs ii)Administration of Sher shah. | 10 |
| SUGGESTED BOOKS | | |
| 1. | Ishwari Prasad : A Short History of Muslim Rule in India | |
| 2. | R. C.Majumdar et.al. : An Advanced History of India | |

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| COURSE CODE: BAHT 24C | | |
| COURSE TITLE: Education: Educational Psychology | | |
| UNITS | CONTENTS | Hours: 64 |
| I | Educational Psychology -its meaning and definitions. Relation between education and psychology, Scope of educational psychology. Methods of educational psychology –Introspection observation and experimentation, Application of educational psychology in teaching and learning process | 12 |
| II | Meaning and types of memory, Marks of good memory, Economic methods of memorization, Forgetting and its causes Attention-meaning and concept, types and determinants , Interest – meaning and conditions. Educational implication of attention and interest. Instinct –Meaning, concept, modification of instinct, Emotion –Meaning and concept, Relationship between instinct and emotion Place of instinct and emotion in education | 16 |

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| III | Learning –Meaning and nature of learning, Learning and maturation Theories of learning Connectionism, trial and error & Laws of learning, Conditioning –classical conditioning and operant conditioning, Gestalt theory-learning by insight, Motivation and learning –meaning ,type, techniques for motivation | 12 |
| IV | Meaning of personality Type and trait theories –type theory -Seldon and Jung Trait theory-Adler and Rogers Psycho-analytic theory-Freud | 12 |
| V | Meaning of Intelligence , concept, definition, nature, Development of I.Q Theories- two factors theory, Multifactor theory, Group factors theory | 12 |
| SUGGESTED BOOKS | | |
| 1. | Skinner, Charles. E – Educational Psychology | |
| 2. | Hunt, M.P. – Psychological Foundations of Education | |

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| COURSE CODE: BAHT24D | | |
| COURSE TITLE: POLITICS: POLITICS IN INDIA – I | | |
| UNITS | CONTENTS | Hours: 64 |
| I | Indian Constitution: its Evolution Colonial Legacies: Acts of 1909, 1919 & 1935. Legacies of National Movement: Non Cooperation Movement & Quit India Movement 1942 Constitutional Developments during freedom movement: Nehru Report & Lahore Congress Resolution | 15 |
| II | Basic features of Indian Constitution Preamble Fundamental Rights & Duties. Directive Principles of State Policy | 19 |

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| III | Union & State Executive and Legislature President and Prime Minister Parliament : Lok Sabha, Rajya Sabha Governor and Chief Minister State legislature: Legislative Assembly and Legislative Council | 15 |
| IV | Judiciary Supreme Court and High Court Judicial Review Judicial Activism | 15 |
| | SUGGESTED BOOKS | |
| 1. | Neera Chandhoke & Praveen Priyadarshini (edited): Contemporary India: Economy, Society, Politics, Pearson 2009 | |
| 2. | Hoveyda Abbas et al: Indian Government and Politics, Pearson 2010 | |
| 3 | D.D. Basu: An Introduction to the Constitution of India, New Delhi, Prentice Hall : 2008 | |
| 4 | M. V. Pylee- Constitutional Government in India, Bombay, Asia Pub. House, 1977 | |
| 5 | M. V. Pylee – An Introduction to Constitution of India, New Delhi, Vikas, 1998 | |

Semester III

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|---|--|-----------|
| COURSE CODE: BAHT31 | | |
| COURSE TITLE: : INDIA UNDER THE TURKO-AFGHANS | | |
| UNITS | CONTENTS | Hours: 64 |
| I | Survey of sources | |
| II | Foundation and Consolidation of the Sultanate, i) Causes of the success of the Turks ii) Expansion under the Khaljis: Conquest, Administration and Economic reforms. iii) Tughluqs: Muhammad-bin Tughluq and Firoze Shah Tughluq. | 15 |
| III | Fragmentation of the Sultanate and Rise of Provincial Kingdoms: i) Bahmani and Vijaynagar Kingdoms ii) Kingdoms of Gujrat and Bengal iii) Rise of Afghans: Shar Shah | 19 |
| IV | State, Society and Economy: i) Central and Military organization, Iqta, ii) Bhakti and Sufi movements iii) Agriculture, Trade and Commerce. | 15 |
| | SUGGESTED BOOKS | 15 |
| 1 | V.A. Smith : Oxford History of India (Relevant Chapters) | |

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| 2 | Iswari Prasad : Medieval India | |
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| COURSE CODE:BAHT32 | | |
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| COURSE TITLE: HISTORY : HISTORY OF ASSAM (1228-1826 AD) | | |
| UNITS | CONTENTS | Hours: 64 |
| I | Sources: i) Literary sources: Indigenous, Foreign; Archaeological sources: Epigraphic, Numismatic, Material remains. | 12 |
| II | Political Condition of the Brahmaputra Valley: At the beginning of the 13th Century- Foundation and consolidation of Ahom Rule , The kingdom of Kamrup-Kamata, Rise and fall of the Koch kingdom. | 12 |
| III | Mughal invasion and Ahom resistance: i) Mir Jumla ii) Ram Singh | 16 |
| IV | Zenith of the Ahom Rule and Internal Dissension: i) RudraSingha ii) RajeswarSingha iii) Momarian Rebellion iv) Burmese invasions v) Dissension in Western Assam | 12 |
| V | Political institutions, Society, Economy and Religion: i) Ahom and Koch administrative systems ii) Ahom Tribal Relations iii) Brief outline of Society, Economy and Religion. | 12 |
| SUGGESTED BOOKS | | |
| 1 | E.A.Gait : A History of Assam | |
| 2 | S.L.Barua : A Comprehensive History of Assam | |

| COURSE CODE: BAHT33 | | |
|--------------------------------|---|-----------|
| COURSE TITLE: Advanced English | | |
| UNITS | CONTENTS | Hours: 78 |
| I | Poetry Shakespeare- Sonnets- 29,30,116 George Herbert- ‘Easter-wings’ John Donne- ‘The Good-Morrow’ Metaphysical Poetry | 18 |

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| II | Short Stories William Faulkner- _A Rose for Emily'Guy de Maupassant- _The Umbrella'Edgar Allan Poe- _The Purloined Letter'History of the development of English Short story | 20 |
| III | Prose/ Essays •History and Context of development of prose in English literature •William Hazlitt: The Indian Juggler •Lamb: The South Sea-House | 20 |
| IV | Drama •G.B. Shaw- Arms and the Man | 20 |
| SUGGESTED BOOKS | | |
| 1. | Advanced English Composition by Michael. West | |
| 2 | Business English and Communication by Varindar Kumar and Bodh Raj; Kalyani Publications. | |
| 3 | Model Business Letters, E-mails and other Business Documents by Shirley Taylor; Pearson Education. | |
| 4 | Cambridge Advanced English Students Book by Leo Jones, Cambridge University Press | |

COURSE CODE:BAHT34

COURSE TITLE: TOURISM IN NORTHEAST INDIA: HISTORICAL DIMENSIONS

| UNITS | CONTENTS | Hours: 32 |
|-------|--|-----------|
| I | i) Tourism- Concept, meaning and significance: Different types of Tourism ii) Historical Tourism: Preservation of Historical Sites and Remains iii) Elementary Geography of North East India, Land and rivers, climatic conditions | 6 |
| II | i) Remains of Goalpara; Surya Pahar ii) Ambari Excavation, MadanKamdev, iii) Ahom Architecture: Charaideo, Gargaon, Rangpur | 8 |
| III | i) Poa Mecca, Hajo, Azan PirDargah ii) Temple Architecture: kamakhya, HayagrivaMadhava iii) Temple Architecture in Sivasagar | 6 |
| IV | i) JonbilMela, Ambubachi fair, Ras celebration in Majuli ii) Festivals : Bihu, Ali Aye Ligang, Mopin festival, Horn- Bill festival iii) Satra Culture | 6 |
| V | i) History of Wildlife Conservation in North- East India | 6 |

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| | ii) Wildlife Habitats: Kaziranga, Manas, Orang, Gibon, Pobitara, iii) Rain Forest of Assam iv) Places of tourist interest in North- East India: Shillong, Cherapunjee, Jatinga, Tawang, Kohima | |
| | SUGGESTED BOOKS | |
| 1 | Deka, Hitesh, Assam- Land and People | |
| 2 | Sarma, P, Architecture of Assam, Delhi- 1988 | |

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| COURSE CODE: BAHT 35A | | |
| COURSE TITLE: Economics : Indian Economy | | |
| UNITS | CONTENTS | Hours: 64 |
| I | Economic Development since Independence Major features of the economy at independence; growth and development under different policy regimes— goals, constraints, institutions and policy framework. | 12 |
| II | Population and Human Development Demographic trends and issues; education; health and malnutrition. | 12 |
| III | Growth and Distribution Trends and policies in poverty; inequality and unemployment. | 16 |
| IV | International Comparisons | 12 |
| V | Five Year Plan, New Economic Reforms in India. | 12 |
| | SUGGESTED BOOKS | |
| 1 | Jean Dreze and AmartyaSen, 2013. An Uncertain Glory: India and its Contradictions, Princeton University Press. | |
| 2 | PulapreBalakrishnan, 2007, The Recovery of India: Economic Growth in the Nehru Era, Economic and Political Weekly, November. | |
| 3 | Rakesh Mohan, 2008, —Growth Record of Indian Economy: 1950-2008. A Story of Sustained Savings and Investment, Economic and Political Weekly, May. | |

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| COURSE CODE: BAHT 35B | | |
| COURSE TITLE: History: History Of India 1526-1757AD | | |
| UNITS | CONTENTS | Hours: 64 |
| I | Sources of Medieval India | 12 |
| II | Advent of the Mughals and territorial expansion: i) Babur, ii) Akbar | 16 |

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| | iii) Jahangir iv) Aurangzeb | |
| III | Mughal administration: i) Mansabdari System ii) Central and Provincial administration iii) Land revenue system | 12 |
| IV | Rise and disintegration of the Maratha power | 12 |
| V | Advent of the Europeans: i) Portuguese ii) Dutch iii) French iv) English | 12 |
| | SUGGESTED BOOKS | |
| 1 | Ishwari Prasad : A Short History of Muslim Rule in India | |
| 2 | R. C. Majumdar et. al. : An Advanced History of India. | |
| 3 | I. S. Quresi : The Administration of Mughal Empire | |

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| COURSE CODE: BAHT 35C | | |
| COURSE TITLE: Education: Development of Education in India | | |
| UNITS | CONTENTS | Hours: 64 |
| I | Vedic period --- Aims, Methods of Teaching, Curriculum, Teacher- pupil relationship, Discipline. Buddhist Period--Aims, Methods of Teaching, Curriculum, Teacher- pupil relationship, Discipline. Medieval Period--- Aims, Methods of Teaching, Curriculum, Teacher- pupil relationship, Discipline. | 19 |
| II | A brief introduction to the educational activities of East India Company and Christian Missionary period to 1813. Charter Act of 1813. Anglicist- classicist Controversy. | 15 |
| III | Wood's Dispatch, 1854 Hunter Commission, 1882 Lord Curzon's educational Policy, 1904 Gokhale's Bill, 1911 Sadler's Commission, 1917 | 15 |

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| | Hartog Committee Report, 1929 Wardha Scheme of Education, 1937. Sargent Report, 1944 | |
| IV | Constitutional provisions towards Indian education Radhakrishnan Commission Secondary Education Commission 1952-53 Education Commission 1964-66 National Policy on Education 1986 Janardhana Reddy Committee – 1991-92 | 15 |
| SUGGESTED BOOKS | | |
| 1. | Altekar, A.S. – Education in Ancient India | |
| 2. | Mukherjee, R.K. – Education in Ancient India | |

| COURSE CODE: BAHT 35D COURSE TITLE: Pol.Sci: POLITICAL THEORY-1 | | |
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| UNITS | CONTENTS | Hours: 64 |
| I | Politics and Political Theory. Importance and Usefulness of Political Theory Approaches to the study of Political Science Traditional Approaches: Philosophical, Historical, Institutional and Legal Contemporary Approaches: Behavioural and Post-Behavioural | 15 |
| II | Concept of Power Concept of Power, Authority and Legitimacy Forms of Power: Political, Economic and Ideological Relation between Power, Authority and Legitimacy | 15 |
| III | Concept of Ideology Liberalism Marxism End of Ideology Debate | 19 |
| IV | Concept of State Different Perspectives on State: Liberal, Marxist Gandhian perspective of the state Globalization and State's Sovereignty | 15 |
| SUGGESTED BOOKS | | |

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| 1. | Bhargava, Rajeev & Ashok Acharya(ed.) Political Theory: An Introduction, New Delhi:Pearson Education,2008 | |
| 2. | Bhargava, Rajeev, What is Political Theory and Why do We need it, New Delhi: OUP, 2010 | |

Semester-IV

| COURSE CODE: BAHT41 | | |
|--|--|-----------|
| COURSE TITLE: Political History of India 1526-1857 AD. | | |
| UNITS | CONTENTS | Hours: 64 |
| I | Sources of Medieval Assam i) Advent of the Mughals and struggle for existence ii) Consolidation and territorial expansion: Akbar, Jahangir, Shahjahan, Aurangzeb iii) Mughal Administration and Institutions- Administrative structure, Land-Revenue system, Mansabdary system, Zamindari and Jaigirdari systems. | 15 |
| II | State and Religion: i) Religious policy of Akbar and Aurangzeb. ii) Society and Economy iii) Trade and commerce under the Mughals. | 15 |
| III | Rise of the Maratha Power under Shivaji, Administrative structure, Revenue system, Disintegration of the Maratha power | 19 |
| IV | Decline of the Mughal Empire and the advent of the Europeans. | 15 |
| SUGGESTED BOOKS | | |
| 1 | V.A.Smith : Oxford History of India (Relevant Chapters) | |
| 2 | Iswari Prasad : Medieval India | |

| COURSE CODE:BAHT42 | | |
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| COURSE TITLE: HISTORY OF EUROPE (1653-1789 AD) | | |
| UNITS | CONTENTS | Hours: 64 |
| I | Transition from Medieval to Modern Age i) Feudalism ii) Beginning of the Modern Age iii) Renaissance and its impact on Europe iv) Reformation and its impact. Martin Luther. Peace of Augsburg Zwingli and Calvin v) Counter Reformation and its effects. | 15 |
| II | Thirty Years War i) Causes and effects. ii) Rise of Nation-States in Western Europe. iii)The Edict of Nantes; Henry IV; Richelieu; Mazarin's contribution iv)France under Louis XIV. | 19 |
| III | Emergence of new powers: i) Rise of Prussia and Austria: Frederick the Great and Maria Theresa; War of Austrian Succession, Seven Years War | 15 |

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| | ii)Enlightened despotism- Joseph II, Maria Theresa iii)Making of Modern Russia: Peter the Great, Catherine II and Warm Water Policy, iv)Partition of Poland | |
| IV | Struggle for establishments of superiority: i) Genesis and growth of Capitalism, Imperialism, Mercantilism and World Conflict ii) Evolution World Politics, The Maritime ascendancy of Holland and its collapse iii) The Anglo- French struggle; triumph of British imperialism. | 15 |
| | SUGGESTED BOOKS | |
| 1 | MeenaxiPhukan : Rise of the Modern West | |
| 2 | C.J.H.Hayes, : History of Europe (Relevant Chapters) | |

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| COURSE CODE: BAHT43 | | |
| COURSE TITLE: General & Communicative English | | |
| UNITS | CONTENTS | Hours: 78 |
| I | Tense | 20 |
| II | One word substitution; Antonyms and Synonyms | 20 |
| III | Idioms and Phrases; Word formation | 20 |
| IV | Communication: Meaning, Types, Models, Dimensions. | 18 |
| V | The Essentials of Effective Communication Self-Development and Communication Non-verbal forms of communication | |
| VI | Information Technology and Modern forms of Communication Oral Presentation: Importance, Characteristics, Presentation Plan, Power point presentation, Visual aids. | |
| SUGGESTED BOOKS | | |
| 1. | Advanced English Composition by Michael. West | |
| 2 | Business English and Communication by Varindar Kumar and Bodh Raj; Kalyani Publications. | |
| 3 | Model Business Letters, E-mails and other Business Documents by Shirley | |

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| | Taylor; Pearson Education. | |
| 4 | Cambridge Advanced English Students Book by Leo Jones, Cambridge University Press | |

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| COURSE CODE:BAHT44 | | |
| COURSE TITLE: ARCHIVES AND MUSEUM | | |
| UNITS | CONTENTS | Hours: 32 |
| I | i) Understanding The Tradition Of Preservation In India, Collection Policies, Ethics And Procedures ii) Collection: Field Exploration, Excavation and others | 8 |
| II | Museum presentation and Exhibition | 8 |
| III | Museums, Archives and Society | 8 |
| IV | Documenatation: accessioning, indexing, cataloguing & other Preservation | 8 |
| SUGGESTED BOOKS | | |
| 1 | A Guide to the National Museum, Janapath, New Delhi, 1997 | |
| 2 | Guha, Tapati, Monuments, objects, histories: institution of art in colonial India, New York, 2004 | |

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| COURSE CODE: BAHT 45A | | |
| COURSE TITLE: Economics: Public Finance | | |
| UNITS | CONTENTS | Hours: 64 |
| I | Overview of Fiscal Functions, Scope and Importance of Public Finance, Market Failure, Public Good and Externalities, Taxation-types, Impact and incidence-Theories of Taxation. | 30 |
| II | Issues from Indian Public Finance, Working of Fiscal Policy, Current Issues of India's Tax System. 6. Analysis of Budget and Deficits, State and Local Finances | 34 |
| SUGGESTED BOOKS | | |
| 1 | Musgrave, R.A. and P.B. Musgrave, Public Finance in Theory and Practice, McGraw Hill | |
| 2 | Mahesh Purohit, "Value Added Tax: Experience of India and Other Countries", Gayatri Publications. | |
| 3 | KaushikBasu, and A. Maertens (ed.), The Oxford Companion to Economics in India, Oxford University Press. | |

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| COURSE CODE: BAHT 45B | | |
| COURSE TITLE: History:Contemporary History Of North-East India | | |
| UNITS | CONTENTS | Hours: 64 |
| I | Legacy of the National Movement; Freedom fighters. | 10 |
| II | GopinathBordoloi and Politics of Assam (1946-1950). | 16 |
| III | Constitutional Provisions for the North East India. | 10 |
| IV | Movement for Separate Hill State. | 10 |

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| V | Insurgencies in Nagaland and Mizoram. | 10 |
| VI | Circumstances leading to the Reorganization of the North East India. | 10 |
| SUGGESTED BOOKS | | |
| 1 | Basu D.D., Introduction to the Constitution of India, Lexis Nexis, Nagpur, 2008 | |
| 2 | Barooah Nirode K., Gopinath Bordoloi, 'The Assam Problem and Nehru's Centre, Bhabani Print, Guwahati, 2010. | |
| 3 | Gundevia Y.D., War and Peace in Nagaland, Palit & Palit, 1995 | |

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| COURSE TITLE: BAHT 45C | | |
| : Education : Sociological : Foundations of Education | | |
| UNITS | CONTENTS | Hours: 64 |
| I | Meaning, definition, nature and scope of sociology. o Relationship between sociology and education. Need and importance of sociological approach in education. o Educational sociology and sociology of education. | 15 |
| II | Education as a socialization process. Education and social control. Education and social change. | 15 |
| III | Social group – definition characteristics and types. Social interaction and their educational implications. Culture – meaning, definition and nature. Education and Cultural change. | 19 |
| IV | Social organization – meaning. Factors influencing social organization. Social disorganization – meaning, types, causes. Role of Education in preventing social disorganization. | 15 |
| SUGGESTED BOOKS | | |
| 1. | Brown, F.J. – Educational Sociology, Prentice Hall of India, New Delhi. | |
| 2. | Maclver and Page- Society: An Introductory Analysis, Macmillan. | |
| COURSE TITLE: BAHT45D | | |
| COURSE TITLE: Politics : Politics India-II | | |
| UNITS | CONTENTS | Hours: 64 |
| I | Centre- State Relations | 19 |

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| | Legislative Administrative Financial | |
| II | Party System in India National Parties- INC, BJP, CPI, CPM Regional Parties- DMK and AGP | 15 |
| III | Election System in India First-past-the-post System Proportional Representative System. Election Commission | 15 |
| IV | Challenges to National Integration Terrorism Regionalism Casteism | 15 |
| | SUGGESTED BOOKS | |
| 1 | Neera Chandhoke & Praveen Priyadarshini (edited) Contemporary India: Economy, Society, Politics, Pearson 2009 | |
| 2 | Hoveyda Abbas et al, Indian Government and Politics, Pearson 2010 | |
| 3 | D.D. Basu: An Introduction to the Constitution of India, New Delhi, Prentice Hall : 2008. | |
| 4 | M. V. Pylee- Constitutional Government in India, Bombay, Asia Pub. House, 1977. | |

Semester-V

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| COURSE CODE: BAHT51 | | |
| COURSE TITLE: HISTORY OF MODERN INDIA (1757-1858 AD) | | |
| UNITS | CONTENTS | Hours: 64 |
| I | Foundation of British Rule: i) Background: Political, Social and Economic changes in mid eighteenth century ii) Tools of British expansion: War and diplomacy: Bengal, Mysore, Marathas, North-East Rohillas, Oudh, Central India, Sindh and Punjab, Subsidiary Alliance and Doctrine of Lapse. | 15 |
| II | Consolidation of British rule: i) Administrative system-Central, Provincial, District and Judicial administrative system. ii) Land Revenue settlements- Permanent settlement, Ryotwari settlement and Mahalwari settlement. | 19 |
| III | Impact of Colonial Rule on Rural Economy: | 15 |

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| | i) Commercialization of agriculture and its effects ii) Decline of Cottage industries iii) Rural indebtedness | |
| IV | Popular resistance To Company's rule: i) Peasant and Tribal movements ii) Revolt of 1857: causes, nature, and results | 15 |
| | SUGGESTED BOOKS | |
| 1 | SumitSarkar : Modern India | |
| 2 | R.C.Mazumdar (ed) : British Paramountcy and Indian Renaissance | |

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| COURSE CODE: BAHT52 | | |
| COURSE TITLE: FOUNDATION & CONSOLIDATION OF BRITISH POWER IN NE INDIA (1826-1947AD) | | |
| UNITS | CONTENTS | Hours: 64 |
| I | Advent of the East India Company and administrative changes: i) David Scott ii) Jenkins | 12 |
| II | Resistance to British Rule: i) Anti British uprisings (1826-1830) ii) Revolt of 1857 and Assam | 16 |
| III | British territorial expansion: i) Assam ii) Cachar and Manipur ii) Jayantia Hills, Khasi Hills, Garo Hills, Naga Hills and Lushai Hills | 12 |
| IV | New awakening: i) Education ii) Press iii) Political Associations | 12 |
| V | Highlights of the National Movement in Assam: i) Swadeshi movement ii) Non-co-operation Movement iii) Civil Disobedience Movement iv) Quit-India Movement. | 12 |
| | SUGGESTED BOOKS | |
| 1 | E. A. Gait: A History of Assam | |
| 2 | S. L. Barua : A Comprehensive History of Assam | |

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| COURSE CODE: BAHT53 | | |
| COURSE TITLE: HISTORY OF EARLY ASSAM | | |
| UNITS | CONTENTS | Hours: 64 |
| I | SURVEY OF SOURCES i) Archeological ii) Literary iii) Foreign Accounts | 15 |
| II | ANCIENT ASSAM: i) Society | 15 |

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| | ii) Economy iii) Religion | |
| III | RULING DYNASTIES | 19 |
| IV | POST PALA POLITICAL CONDITIONS | 15 |
| | SUGGESTED BOOKS | |
| 1 | Barua, KL, Early History of Kamrupa | |
| 2 | Gait, EA, History of Assam | |

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| COURSE CODE: BAHT54A | | |
| COURSE TITLE: HISTORY OF SCIENCE AND TECHNOLOGY IN PRE-COLONIAL INDIA | | |
| UNITS | CONTENTS | Hours: 64 |
| I | Stone Age technology: Paleolithic, Mesolithic, Neolithic. Bronze Age technology, Tools, Metallurgy and crafts | 15 |
| II | Iron Age culture: Use of iron and its impact. Painted gray ware (PGW) Northern Black polished ware (NBPW) cultures | 15 |
| III | Early developments in science and technology: Aryabhatta, Varahmihira, Brahmagupta, Bhaskara I, Charaka. | 19 |
| IV | Technological developments in Medieval period: Persian wheel, Agro industries, metal technology, gun-powder, textiles, bridge-building. | 15 |
| | SUGGESTED BOOKS | |
| 1 | Roy and S. K. Bagchi (eds) Technology in Ancient and Medieval India | |
| 2 | D. P. Chattapadhyaya, History of Science and technology in Ancient India, | |

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| COURSE CODE:BAHT54B | | |
| COURSE TITLE: ASPECTS OF ART & ARCHITECTURE IN NORTHEAST INDIA | | |
| UNITS | CONTENTS | Hours: 64 |
| I | Literary sources: Indigenous, Foreign Archaeological sources: Epicgraphic, Numismatic, Material remains | 15 |
| II | Architecture of Varmanas Architecture of Salastambhas Architecture of Pala | 15 |
| III | Architecture of Ahoms Palace of Gargaon Rang Ghar, TalatalGhar | 19 |
| IV | Arts & Crafts of Ahoms Paintings in Ahom palaces Paintings in Satras | 15 |
| | SUGGESTED BOOKS | |
| 1 | Deka, Hitesh , Assam- Land and People | |
| 2 | Neog, M, Pabitra Assam | |

| COURSE CODE: BAHT54C | | |
|---|---|-----------|
| COURSE TITLE: HISTORY , ECOLOGY AND ENVIRONMENT IN COLONIAL INDIA | | |
| UNITS | CONTENTS | Hours: 64 |
| I | Emergence Of Environmental History As A Branch Of Historical Study I) Geographical Background Of The Indian Subcontinent: Physical Division, Flora And Fauna | 15 |
| II | Indus Valley Civilization (A) Ecological Mapping (B) Environmental Factors For Its Decline Agricultural Expansion And Deforestation In The Gangetic Valley | 19 |
| III | Making Of British Forest Policy In India: I) Forest Acts Of 1878 And 1927 ii) Impact Of British Forest Policy: Deforestation And Ecological Change In India | 15 |
| IV | Impact Of Plantation Economy And Forestry In Assam Environmental Impact Of Shifting Cultivation | 15 |
| SUGGESTED BOOKS | | |
| 1 | Agarwal , DP, Man and Environment in India through the Ages,1992 | |
| 2 | Handique, R. : British Forest Policy in Asam,2004 | |

| COURSE CODE: BAHT54D | | |
|---|--|-----------|
| COURSE TITLE: ASPECTS OF ART & ARCHITECTURE IN MEDIEVAL INDIA | | |
| UNITS | CONTENTS | Hours: 64 |
| I | Literary sources: Indigenous, Foreign Archaeological sources: Epicgraphic, Numismatic, Material remains | 19 |
| II | ART & ARCHITECTURE UNDER SULTANATE PERIOD i) QutubMinar ii) Alai Darwaja | 15 |
| III | ART & ARCHITECTURE UNDER THE MUGHALS i) Tajmahal ii) Red Fort | 15 |
| IV | ARTS & CRAFTS OF THE AHOMS Paintings in Ahom palaces Paintings in Satras | 15 |
| SUGGESTED BOOKS | | |
| 1 | Deka, Hitesh , Assam- Land and People | |
| 2 | Neog, M, Pabitra Assam | |

Semester-VI

| COURSE CODE: BAHT61 | | |
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| COURSE TITLE: HISTORY OF FAR-EAST (1839 – 1949 AD) | | |
| UNITS | CONTENTS | Hours: 64 |
| I | Opening of China: Opium Wars, treaties with the imperialist powers; struggle for concession in China , Increasing Western economic interest | 16 |
| II | Popular and Reform Movements: i)Taiping; self- strengthening and reforms in the Chinese states | 10 |

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| | ii)Boxer Rebellion and its consequence | |
| III | Emergence of Nationalism in China: i) Revolution of 1911, Sun Yet Sen, Emergence of the Republic | 10 |
| IV | Growth of Communism in China: i) Communist movement of 1928-1949, Mao Tse Tung. ii) TokuguwaShogunate: End of Isolation, Commodore Perry and the Treaty of Kanagawa (1854), The Harris Treaty | 10 |
| V | Meiji Restoration: Processes of modernization, Social, Military and Economic, and Political. | 10 |
| VI | Emergence of Japan as a world power: i) Sino-Japanese Relations ii) Anglo-Japanese Alliance iii) Russo-Japanese war | 10 |
| | SUGGESTED BOOKS | |
| 1 | H.M. Vinacke : A History of the Far East in Modern Times | |
| 2 | A.K. Singh: The History of Far East. | |

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| COURSE CODE:BAHT62 | | |
| COURSE TITLE: CONTEMPORARY HISTORY OF NORTHEAST INDIA | | |
| UNITS | CONTENTS | Hours: 64 |
| I | Legacy of the National Movement; Freedom fighters. | 15 |
| II | Constitutional Provisions for the North East India. | 15 |
| III | Movement for Separate Hill State. | 19 |
| IV | Circumstances leading to the Reorganization of the North East India. | 15 |
| | SUGGESTED BOOKS | |
| 1 | Basu D.D., Introduction to the Constitution of India, Lexis Nexis, Nagpur, 2008 | |
| 2 | Barooah Nirode K., Gopinath Bordoloi, 'The Assam Problem and Nehru's Centre, Bhabani Print, Guwahati, 2010. | |

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| COURSE CODE:BAHT63 | | |
| COURSE TITLE: DISSERTATION: ARCHIVE BASED | | |
| UNITS | CONTENTS | Hours: 64 |
| I | Statement of the problem | 10 |
| II | Methodology | 16 |
| III | Scope | 10 |
| IV | Review of Literature | 10 |
| V | Chapters | 10 |
| VI | Bibliography | 10 |

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| COURSE CODE:BAHT64A | | |
| COURSE TITLE: WOMEN IN PRE-COLONIAL INDIA | | |
| UNITS | CONTENTS | Hours: 64 |
| I | Key concepts in women's studies | 12 |
| II | Women in Ancient Indian societies | 16 |

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|-----------------|---|----|
| III | Status of women in Buddhism | 12 |
| IV | Changing status of women in subsequent periods | 12 |
| V | Women in Bhakti movement | 12 |
| SUGGESTED BOOKS | | |
| 1 | Geetha, V, Gender, Kolkata, 2009 | |
| 2 | Majumdar, V, Studies on the political status of women in India, Delhi, 1979 | |

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| COURSE CODE:BAHT64B | | |
| COURSE TITLE: THE CENTRAL ISLAMIC LANDS IN ANCIENT WORLDS | | |
| UNITS | CONTENTS | Hours: 64 |
| I | The Arabian Peninsula in the 7th century: Quranic revelation and Rashidun Caliphate | 12 |
| II | The Marwanid settlement and the Abbasid Caliphate | 16 |
| III | The expansion of the Muslim Community | 12 |
| IV | The expansion of the Muslim Community | 12 |
| V | Overviews: Towards a comparative study: Islamdom and western Christianity in the 12th Century. | 12 |
| SUGGESTED BOOKS | | |
| 1 | D.S. Richards, ed. Islamic Civilization | |
| 2 | Marshall Hodgson, The venture of Islam: conscience and history in a world civilization, vol.I | |

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| COURSE CODE: BAHT64C | | |
| COURSE TITLE: WORLD SINCE 1945 | | |
| UNITS | CONTENTS | Hours: 64 |
| I | i) UNO- Structure, Difference with the League of Nations, Peace-keeping and other activities of UNO ii) Cold War. | 15 |
| II | Conflict in the Middle-East: i) Arab- Israel Conflict, Suez Crisis of 1956, ii) Iran-Iraq war, The gulf war (1970-91) | 15 |
| III | China, Korean War, Vietnam | 19 |
| IV | Africa after Decolonization- Problems of the African states: i) Ghana ii) South Africa. | 15 |
| SUGGESTED BOOKS | | |
| 1 | S. N. Dhar : International Relations and world Politics since 1919 (Relevant Chapters) | |
| 2 | C. Roy : International Relations since 1919 (Relevant Chapters) | |

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| COURSE CODE: BAHT64D | | |
| COURSE TITLE: PEASANT MOVEMENT IN MODERN INDIA | | |
| UNITS | CONTENTS | Hours: 64 |
| I | PEASANT MOVEMENT | 19 |

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| | <ul style="list-style-type: none"> i) Concepts of Peasantry ii) Historiography: approaches in the study of peasant struggles. iii) Categorization of Peasants revolts. | |
| II | <p>PEASANT STRUGGLE OF PRE-1857 PERIOD</p> <ul style="list-style-type: none"> i) Mappila Uprisings (1836-1921) ii) SanthalHool (1855-56) | 15 |
| III | <p>POST 1857 PEASANT STRUGGLES</p> <ul style="list-style-type: none"> i) Bengali Indigo Cultivators strike (1860) ii) PhulaguriDhawa (1861) iii) Pothorughat Uprising (1894) | 15 |
| IV | <p>MOVEMENTS OF FRONTIER TRIBES</p> <ul style="list-style-type: none"> i) Khasi Uprising ii) Singpho Rebellion iii) Kuki Revolt iv) Naga Uprising-(a) Zeliangrong Movement; Rani Gaidinliu | 15 |
| | SUGGESTED BOOKS | |
| 1 | A.R. Desai, Peasant Movements in India, New Delhi, 1983 | |
| 2 | RanajitGuha, Elementary Aspects of Peasant Insurgency in Colonial India, New Delhi,1997 | |