

**ASSAM UNIVERSITY, SILCHAR**

**DEPARTMENT OF HISTORY**

**UNDERGRADUATE PROGRAMME**

**(Prepared in April 2017)**

**Choice Based Credit System (CBCS)**



**SYLLABUS OF COURSES TO BE OFFERED**

**B.A. HISTORY PASS**

**CHOICE BASED CREDIT SYSTEM (CBCS)**

**B.A. HISTORY**

**LIST OF PAPERS AND COURSES**

**Total Papers: 24 Total Credits: 132**

**A) DISCIPLINE SPECIFIC CORE COURSE (4+4=08)**

1. History of India from the Earliest Times upto 300 CE 1<sup>st</sup> Sem  
2. History of India from C.300 to 1206 2<sup>nd</sup> Sem  
3. History of India from C. 1206 to 1707 3<sup>rd</sup> Sem  
4. History of India from 1707 to 1950 4<sup>th</sup> Sem

**(DSC)**

**Subject: 01**

- 1 . 1<sup>st</sup> Semester  
2. . 2<sup>nd</sup> Semester  
3. . 3<sup>rd</sup> Semester  
4. . 4<sup>th</sup> Semester

**Subject: 02**

**B) CORE/ FOUNDATION (Compulsory) (4)**

- ENGLISH (2) 1<sup>st</sup> & 2<sup>nd</sup> Semester
- MIL (2) 3<sup>rd</sup> & 4<sup>th</sup> Semester

**C) Ability Enhancement Core Course(Compulsory) (2)**

**(AECC)**

- ENGLISH/MIL (Communication) } 1<sup>st</sup> & 2<sup>nd</sup>
- ENVIRONMENTAL SCIENCE } Semester

**D) Discipline Specific Elective Course (2+2=04) (DSE)**

- 1) History of China (1839-1982) 5<sup>th</sup> Semester

**OR**

History of Great Britain (1688-1784) 5<sup>th</sup> Sem

- 2) Modern World (1914-1961) 6<sup>th</sup> Sem

**OR**

History of Europe (1789-1914)

- 1 5<sup>th</sup> Semester  
2 6<sup>th</sup> Semester

**Subject: 01**

**Subject: 02**

**E) Generic Elective -2 (Interdisciplinary) (2) (GE)**

- 1) Women Studies in India 5<sup>th</sup> Semester

**or**

Women s Rights & Issues in India 5<sup>th</sup> Semester

- 2) History & Development of Education in India 6<sup>th</sup> Semester

**or**

History of Indian Journalism: Colonial & Post-Colonial Period 6<sup>th</sup> Semester

**F) Skill Enhancement Course (4) (SEC)**

- 1) Archaeology & Museology 3<sup>rd</sup> Semester  
2) Evolution of Indian Culture 4<sup>th</sup> Semester

**or**

Cultures in the Indian Subcontinent 4<sup>th</sup> Semester

- 3) History of Tea Industry in Assam 5<sup>th</sup> Semester

- 4) Cultural Tourism in India 6<sup>th</sup> Semester

## CHOICE BASED CREDIT SYSTEM (CBCS):

The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Therefore, it is necessary to introduce uniform grading system in the entire higher education in India. This will benefit the students to move across institutions within India to begin with and across countries. The uniform grading system will also enable potential employers in assessing the performance of the candidates. In order to bring uniformity in evaluation system and computation of the Cumulative Grade Point Average (CGPA) based on student's performance in examinations, the UGC has formulated the guidelines to be followed.

### Outline of Choice Based Credit System:

1. **Core Course:** A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.
2. **Elective Course:** Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/ subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.
  - 2.1 **Discipline Specific Elective (DSE) Course:** Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).
  - 2.2 **Dissertation/Project:** An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project.
  - 2.3 **Generic Elective (GE) Course:** An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective. P.S.: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective.
3. **Ability Enhancement Courses (AEC)/Competency Improvement Courses/Skill Development Courses/Foundation Course:** The Ability Enhancement (AE) Courses may be of two kinds: AE Compulsory Course (AECC) and AE Elective Course (AEEC). "AECC" courses are the courses based upon the content that leads to Knowledge enhancement. They ((i) Environmental Science. (ii) English/MIL Communication are mandatory for all disciplines. AEEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills. etc.
  - 3.1 **AE Compulsory Course (AECC):** Environmental Science, English Communication/MIL Communication.
  - 3.2 **AE Elective Course (AEEC):** These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based instruction.

Project work/Dissertation is considered as a special course involving application of knowledge in solving / analyzing /exploring a real life situation / difficult problem. A Project/Dissertation work would be of 6 credits. A Project/Dissertation work may be given in lieu of a discipline specific elective paper.

Choice Based Credit System (CBCS)  
B.A Programme with History  
Discipline specific Core Course (DSC)-4

1	History of India from the Earliest Times upto 300 CE	1 <sup>st</sup> Semester
2	History of India from C.300 to 1206	2 <sup>nd</sup> Semester
3	History of India from C. 1206 to 1707	3 <sup>rd</sup> Semester
4	History of India from 1707 to 1950	4 <sup>th</sup> Semester

**Discipline specific Core Course  
Credit (5+1)**

**DSC-1: History of India from Earliest Times up to 300 CE**

**Marks: 100(70+30)**

**Unit-I**

1. Sources of Ancient Indian History: Literature, Archaeology--Epigraphy, and Numismatics
2. Palaeolithic Cultures: Brief overview of Palaeolithic culture; prominent Palaeolithic sites in India.
3. Mesolithic cultures- A brief overview.

**Unit-II**

1. Neolithic cultures: Main characteristics of Neolithic culture; prominent Neolithic sites in India.
2. Chalcolithic culture: Main characteristics of Chalcolithic culture; Ahar and Jorwe culture in India
3. Indus Valley Civilisation: Town Planning, Social Life, Economic Life, Religious practices and causes of decline.

**Unit-III**

1. Vedic Age: Social, Political, Economic life of the Early Vedic Aryans and Later Vedic Aryans
2. Conditions for the emergence of Mahajanpadas; rise of Magadha
3. Jainism & Buddhism: Life & Teachings of Mahavira & Gautama Buddha

**Unit-IV**

1. Alexander: Invasion of India by Alexander and its effects
2. The Mauryas: Conquests & achievements of Chandragupta Maurya, Dhamma of Ashoka, , Maurya administration and causes of decline of the Maurya empire, Art & Architecture

**Unit-V**

1. Kushanas: Kanishka-conquests & achievements, development of art & culture during the reign of Kanishka with special reference to Gandhara School of Art.
2. The Sangam Literature.
3. The Satavahanas: Gautamiputra Satakarni; Administration, different aspects of social life.

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## **Reading List:**

1. Agrawal, D.P. The Archaeology of India
2. Basham, A.L. The Wonder That was India
3. Chakrabarti, D.K. Archaeology of Ancient Indian Cities
4. Jaiswal, Suvira Caste: Origin, Function and Dimensions
5. Subramanian, N. Sangam Polity
6. Thapar, Romila, History of Early India
7. Allchin, F.R. and B Origins of a Civilization: The Prehistory and Early Archaeology of South Asia
8. Basham, A.L. The Wonder That was India
9. Jha, D.N. Ancient India in Historical Outline (1998 edn.)
10. Kosambi, D.D. Culture and Civilization of Ancient India
11. Ray, H.P. Monastery and Guild India in Historical Outline
12. Sastri, K.A.N. A History of South India
13. R.S Sharma, India s Ancient Past
14. Ray, Niharranjan Maurya and Post Maurya Art
15. Sharma, R.S. Aspects of Political Ideas and Institutions in Ancient India (1991 edn.)
16. Thapar, Romila Ashoka and the Decline of the Mauryas (1997 edn)
17. Yazdani, G. Early History of Deccan
18. Aspects of Political Ideas and Institutions in Ancient India (1991 edn.)
20. Thapar, Romila Ashoka and the Decline of the Mauryas (1997 edn)
21. Yazdani, G. Early History of Deccan

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## **MODEL QUESTIONS**

### **Discipline specific Core Course**

B.A Programme with History

**1<sup>st</sup> Semester**

**DSC 1 :History of India from Earliest Times up to 300 CE**

**Marks:100(70+30)---Credits: 06**

### **Unit-I**

1. Who are the authors of Rajatarangini and Mudrarakshasa ? Discuss in brief the various sources for the study of ancient Indian history.1+1+12=14
2. What do you mean by the term pre-history? Give an account of the Palaeolithic culture of India with special reference to the tools used by the Palaeolithic men for their subsistence. Give a brief overview of the prominent Palaeolithic sites. 2+8+4=14
3. What do the Mesolithic tools and paintings suggest about the subsistence pattern and social organization of India.8+6=14

### **Unit-II**

1. Write the main characteristics of Neolithic culture. Give evidences and specifications of Neolithic stage of culture in the Indian sub-continent. 8+6=14
2. Give a brief account of the characteristic features of the Chalcolithic culture. Write a note on the Ahar and Jorwe culture in India. 6+4+4=14

3. Which metal was unknown to the people of Indus Valley civilization? Name any two sites of Indus Valley which are located in India. What does Mohenjodaro mean? Discuss in brief the socio-economic life of Indus Valley civilization. 1+2+1+5+5=14
4. Which animal was unknown to the people of Indus Valley civilization? Name the two major cities of Indus Valley civilization. Has the script of Indus Valley civilization been deciphered? Write what you know about Town Planning of Indus Valley civilization. Mention any four causes of decline of Indus Valley civilization. 1+2+1+6+4=14

### Unit-III

1. Name the four Vedas. Discuss in brief the social and political life of the Early Vedic Aryans 2+6+6=14
2. Name the four systems of life (Varnashrama system) of the Aryan society which was developed during the later Vedic Period. Give an account of the socio-economic life of the later Aryans. 4+5+5=14
3. Discuss in brief the circumstances that led to the rise of the Mahajanapadas. How did Magadha became a powerful empire? 8+6=14
4. What was the real name of Gautama Buddha? Name the three books which comprise the Tripitakas. Discuss in brief the life and teachings of Gautama Buddha. 1+3+4+6
5. How many Jaina Tirthankaras were there? Who was the first Jaina Tirthankara? What was the real name of Vardhamana Mahavira? Discuss in brief the life and teachings of Mahavira. 1+1+1+5+6=14

### Unit-IV

1. Who was Alexander? When did he invade India? Why did Alexander invade India? What were the effects of Alexander's invasion on India? 1+1+5+7=14
2. Who were the first and the last rulers of the Mauryan dynasty? Discuss in brief about the conquests and achievements of Chandragupta Maurya. Mention any four causes responsible for the decline of the Mauryas. 2+8+4=14
3. Who do you mean by Dhamma? What steps were adopted by Ashoka for the propagation of Buddhism? Mention any four causes of the decline of the Mauryan Empire. 3+7+4=14

### Unit-V

1. Who were the Kushanas? When and during whose reign the Fourth Buddhist Council was held? Discuss in the contributions of the Kushanas in the growth and development of art and culture in ancient India with special reference to the Gandhara School of Art. 2+2+6+4=14
2. What do you mean by Sangam age? Give a brief account of the development of literature and society during the Sangam age. 3+7+4=14
3. Who was the founder of the Satavahana dynasty? Which Satavahana ruler was mentioned in the Hathigumpha inscription of Kharavela? Discuss in brief the conquests and achievements of Gautamiputra Satakarni. 1+1+4+8=14

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**Discipline specific Core Course**  
**Credit (5+1)**  
**DSC-2: History of India from Earliest Times up to 300 CE**

**Marks: 100(70+30)**

**Unit-I**

1. The Guptas:
  - a. Origin of the Guptas
  - b. Military Conquests under Samudra Gupta & Chandragupta II
  - c. Gupta administration
  - d. Gupta period as the Golden period
  - e. Causes of decline of the Guptas.
2. Harshavardhan
  - a. Conquests & achievements
  - b. Administrative system of Harsha
  - c. Hiuen Tsang.

**Unit-II**

1. South India:
  - a. Contribution of Cholas & Pallavas to Indian culture
  - b. Administrative system of Cholas & Pallavas.
2. Towards the Early Medieval
  - a. Cultural contributions of the Chalukayas
  - b. Pulakesin II-his conquests.

**Unit-III**

1. Evolution of Political structures:
  - a. Political Achievements of DevaPala & Dharmapala
  - b. Pratiharas--their administration
  - c. Rashtakutas-development of art and architecture.

**Unit-IV**

1. Emergence of Rajput States in Northern India
  - a. Salient features of the Rajput period.
  - b. Emergence of Mewar
  - c. Gurjara-Pratiharas Mihirbhoja.
  - d. Social Condition of the Rajput states.

**Unit-V**

1. Arabs conquest of Sindh
2. Indian invasion of Sultan Mahmud of Ghazni (996-1030 A.D.)
3. Advent of Muhammed Ghuri (1173-1205 A.D.) and the Battles of Tarain

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**Reading List:**

1. R. S. Sharma: Indian Feudalism-India s Ancient Past
2. B. D. Chattopadhaya: Making of Early Medieval India
3. Derryl N. Maclean: Religion and Society in Arab Sindh
4. K. M. Ashraf: Life and Conditions of the People of Hindustan
5. M. Habib and K.A. Nizami: A Comprehensive History of India Vol.V
6. Tapan Ray Chaudhary and Irfan Habib (ed.)
7. The Cambridge Economic History of India, Vol.I
8. Peter Jackson: Delhi Sultanate: A Political and Military History
9. Tara Chand: Influence of Islam on Indian Culture
10. Satish Chandra: A History of Medieval India, 2 Volumes
11. Percy Brown: Islamic Architecture

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**Discipline specific Core Course**  
**Credit (5+1)**  
**DSC-3: History of India from Earliest Times up to 300 CE**

**Marks: 100(70+30)**

**Unit-I**

1. Sources of Medieval Indian History: Literary & Archaeological Sources
2. Foundation, Expansion & consolidation of the Delhi Sultanate:
  - a. Qutubuddin Aibak-conquests & achievements
  - b. State policy of Raziya
  - c. Iltutmish-consolidation of Sultanate
  - d. Ghiasuddin Balban-His theory of Kingship

**Unit-II**

1. Alauddin Khalji-Economic policy
2. Muhammad-bin-Tughluq-The various schemes of Muhammad-bin-Tughluq
3. Feroz Shah Tughluq & agricultural reforms.
4. Causes of the downfall of Delhi Sultanate

**Unit-III**

1. The Bhakti Movement-Kabir, Nanak, Chaitanya
2. Sufism and its impact on Indian culture
3. Provincial Kingdoms:
  - a. Bengal Bakhtiyar Khilji & Hussein Shah
  - b. Vijaynagara: Deva Raya II, Krishna Deva Raya III

**Unit-IV**

1. Emergence and consolidation of Mughal State, C.16th century to mid 17th century:
  - a. Foundation of Mughal Empire by Babur,
  - b. Akbar-Religious policy with special reference to Din-i-Ilahi
  - c. Shah Jahan: Development of art and architecture
  - d. Aurangzeb: His Deccan Policy

**Unit-V**

1. Administration of Sher Shah
2. Mughal administration with special reference to Mansabdari & Jagirdari system
3. Causes of the downfall of the Mughals
4. Emergence of Maratha Power

## **Reading List:**

1. Irfan Habib: The Agrarian System of Mughal India 1556-1707,
2. Irfan Habib (ed.) : Madhya Kaleen Bharat, (in Hindi), 8 Volumes,
3. M. Athar Ali: Mughal Nobility under Aurangzeb,
4. Shireen Moosvi: The Economy of the Mughal Empire
5. S.A.A.Rizvi: Muslim Revivalist Movements in Northern India during 16th and 17th Centuries
6. R.P. Tripathi: The Rise and Fall of the Mughal Empire, 2 vol.
7. I. H. Siddiqui: Some Aspects of Afghan Despotism
8. Kesvan Veluthat: Political Structure of Early Medieval South India
9. P.J. Marshall: The Eighteenth Century in Indian History.
10. Stewart Gordon, : The Marathas 1600-1818
11. Percy Brown, : Islamic Architecture

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**Discipline specific Core Course**  
**Credit (5+1)**  
**DSC-4: History of India from Earliest Times up to 300 CE**

**Marks: 100(70+30)**

**Unit-I**

1. Emergence of Independent States & establishment of Colonial power:
  - a. Bengal (Battle of Plassey & Buxar, Robert Clive)
  - b. Mysore (Haider Ali & Tipu Sultan).
2. Expansion & consolidation of Colonial Power upto 1857:
  - a. Anglo-Maratha Relation
  - b. Subsidiary Alliance
  - c. Doctrine of Lapse.

**Unit-II**

1. Revolt of 1857-causes & effects, causes of its failure
2. Nature and character of the Revolt of 1857.
3. Colonial economy: Agriculture, Trade & Industry, Permanent Settlement

**Unit-III**

1. Socio-Religious Movements in the 19th century:
  - a. Raja Ram Mohan Roy & Brahmo Samaj
  - b. Ishwarchandra Vidyasagar
  - c. Derozio & Young Bengal Movement
  - d. Ramakrishna Mission
  - e. Aligarh Movement.

**Unit-IV**

1. Emergence & Growth of Nationalism with focus on Gandhian nationalism:
  - a. Causes of National Awakening
  - b. Foundation of the Indian National congress-aims & objectives
  - c. Partition of Bengal and Swadeshi Movement
  - d. Khilafat Movement
  - e. Non-Co-operation Movement
  - f. Civil Disobedience Movement
  - g. Quit India Movement
  - h. Role of INA & Netaji.

**Unit-V**

1. Communalism
  - a. Muslim League & Hindu Mahasabha
  - b. Factors responsible for the partition of India.
2. Advent of Freedom
  - a. Constituent Assembly
  - b. Characteristics of Indian Constitution.

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## **Reading List:**

1. Sugata Bose and Ayesha Jalal: Modern South Asia: History, Culture, Political Economy, New Delhi, 1998
2. Sekhar Bandyopadhyay From Plassey to Partition
3. Barbara D Metcalf and T.R. Metcalf A Concise History of India, Cambridge, 2002
4. C.A. Bayly: An Illustrated History of Modern India 1600 -1947, London 1990
5. Sumit Sarkar Modern India 1885 ñ 1947, Macmillan, 1983
6. Mushirul Hasan John Company to the Republic: A story of Modern India
7. R.P. Dutt, India Today.
8. Thomas Metcalf, Ideologies of the Raj.
9. R. Jeffery, J Masseloss, From Rebellion to the Republic.
10. Bipan Chandra: Nationalism and Colonialism.
11. Urvashi Butalia The Other side of Silence.
12. Francine Frankel India's Political Economy 1947- 1977.
13. Parul Brass The Politics of India since Independence.
14. Lloyd and Susan Rudolph In Pursuit of Laxmi: the Political Economy of the Indian State, Chicago, 1987
15. Bipan Chandra, Aditya Mukherjee, India After Independence, Viking, 1999.
16. Gail Omvedt Dalits and Democratic Revolution.
17. Ramachandra Guha The Fissured Land.
18. K.G. Subramanian The Living Tradition: Perspectives on Modern Indian Art.
19. Radha Kumar, A History of Doing.

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Choice Based Credit System (CBCS)  
B.A Programme with History  
Discipline Specific Elective Course (DSE)-4

1	History of China (1839-1982) OR History of Great Britain (1688-1784)	5 <sup>th</sup> Semester
2	Modern World (1914-1961) OR History of Europe (1789-1914)	6 <sup>th</sup> Semester

**Discipline Specific Elective Course**  
**Credit (5+1)**  
**DSE-1: HISTORY OF CHINA (1839-1982)**

**Marks: 100(70+30)**

**Unit-I**

1. Canton commercial system
2. Opening of China: Opium Wars, treaties with the imperialist powers

**Unit-II**

1. Taiping; self- strengthening and reforms in the Chinese states
2. Boxer Rebellion of 1900 and its consequences
3. Attempts at self-strengthening; Reforms of 1898.

**Unit-III**

1. The Chinese Revolution of 1911-Dr. Sun Yat Sen
2. The Kuomintang & Chinese Nationalism: Chiang Kai Shek
3. May Fourth Movement of 1919 : Nature and significance

**Unit-IV**

1. The Civil War in China and the establishment of the People s Republic of China
2. Mao-Tse Tung and his rise to prominence-Cultural Revolution

**Unit-V**

1. Structure, organization and role of the Communist Party of China
1. The Chinese revolutionary legacy
2. Characteristics of the new Constitution of China, 1982

**Reading List:**

1. Jean Chesneaux, et al, *China from Opium War to 1911 Revolution*.
2. Jean Chesneaux, et al, *China from the 1911 Revolution to Liberation*.
3. Tan Chung, *Triton and Dragon: Studies on the Nineteenth Century China and Imperialism*.

4. Y. Immanuel Hsu, *The Rise of Modern China*.
5. Chalmers A Johnson, *Peasant Nationalism and Communist Power : The Emergence of Red China, 1937 1945*.
6. Victor Purcell, *The Boxer Uprising : A Background Study*.
7. Benjamin I. Schwartz, *Mao and the Rise of Chinese Communism*.
8. Hu Sheng, *Imperialism and Chinese Politics*.
9. Chow Tse tung, *The May Fourth Movement : Intellectual Revolution in Modern, China*.
10. Shivkumar & S.Jain, *History of Far East in Modern Times*, New Delhi.
11. R.S. Gupta, *History of Modern China*

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## Discipline Specific Elective Course

Credit (5+1)

**DSE-1: HISTORY OF GREAT BRITAIN (1688-1784)**

**Marks: 100(70+30)**

### Unit-I

Glorious Revolution; Bill of Rights, Act of Settlement (1701); Growth of Whig and Tory Parties; Walpole and Cabinet System

### Unit-II

Britain and War of American Independence; Policy towards Ireland; Impact of French Revolution on Britain; Struggle against Napoleon Bonaparte

### Unit-III

Mercantile System and British Colonialism; Origins of Industrial Revolution; Agrarian Revolution and its Impact; Increase in Trade and Commerce

### Unit-IV

Society and Social Change: Peasants, Working Class, Capitalist Class and the Bourgeoisie; Methodist and Evangelical Movements

### Unit-V

Union of England and Scotland Act of Union, Advent of Hanoverians, Union with Scotland, Reign of George III (1760-1784)

### **Reading List:**

S.T. Warner, : *The New Groundwork of British History* (Relevant Chapters)  
C.H.K. Marten & D.E.Muir : *A Shorter History of England and Great Britain*  
AD. Cross : *A Shorter History of England and Great Britain*  
RMuir : *A short History of British Commonwealth*  
G.RElton : *England under the Tudors*  
G.M. Trevelyan : *England under the Stuarts*  
G.M. Trevelyan : *English Social History*

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**Discipline Specific Elective Course**  
**Credit (5+1)**  
**DSE-2: HISTORY OF EUROPE (1789-1914)**

**Marks: 100(70+30)**

**Unit-I**

1. Causes and results of French Revolution
2. Continental System of Napoleon
3. Causes of the downfall of Napoleon
3. Main provisions of Vienna Congress

**Unit-II**

1. Metternich system
2. Causes & effects of July Revolution
3. Causes & effects of February Revolution

**Unit-III**

1. Unification of Germany
2. Unification of Italy
3. Home and Foreign policy of Bismarck

**Unit-IV**

1. Crimean War: causes & results.
2. Eastern Question: Berlin Congress-1878
2. Balkan Wars-Causes & Results.

**Unit-V**

1. Kaiser William II: Foreign Policy
2. Triple Alliance
3. Triple Entente
4. Causes of World War I

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**Reading List:**

1. Meenaxi Phukan : *Rise of the Modern West*
2. C.J.H.Hayes, M.W.Baldwin and C.W.Cole: *History of Europe* (Relevant Chapters)
3. H.A.L.Fisher : *History of Europe Book II and Book III* (Relevant Chapters)
4. Euan Cameron (ed) : *Early Modern Europe: An Oxford History*
5. T.C.W.Blanning (ed) : *The Short Oxford History of Europe: The Eighteenth Century*
6. Perry Anderson, Lineages of the Absolutist State
7. D.K. Fieldhouse, The Colonial Empires-A comparative Survey from 18<sup>th</sup> Century
8. C. Hayes, Contemporary Europe since 1870
9. Eric J. Hobsbawn, Industry and Empire: The Birth of the Industrial Revolution
10. James Joll, Europe since 1870: An International History.
11. Meenaxi Phukan, Rise of the Modern West: Social and Economic History of Early Modern Europe
12. T. C. W. Blanning, The Oxford History of Modern Europe

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**Discipline Specific Elective Course**  
**Credit (5+1)**  
**DSE-2: MODERN WORLD (1914-1961)**

**Marks: 100(70+30)**

**Unit-I**

1. Wilson's Fourteen Points
2. Peace Treaties after the War with special reference to Treaty of Versailles
3. League of Nations: Aims & objectives, organization of the League, causes of its failure

**Unit-II**

1. Russian Revolution of 1917: causes & results
2. New Economic Policy of Lenin
3. Foreign Policy of Stalin
4. French quest for Security – Locarno Pact (1925) & Kellogg Briand Pact (1928)

**Unit-III**

1. Causes of rise of Fascism in Italy
2. Benito Mussolini: Home & foreign Policy
3. Causes of rise of Nazism in Germany
4. Adolf Hitler: Home & foreign Policy

**Unit-IV**

1. World War II: causes & Results
2. UNO: Aims & Objectives, organs of UNO, activities of UNO

**Unit-V**

1. The Cold War: origin of the Cold War
2. Panchsheel
3. Non-Aligned Movement – Definition, Features & Role of India.

**Reading List:**

1. D.K. Fieldhouse, The Colonial Empires-A comparative Survey from 18<sup>th</sup> Century
2. C. Hayes, Contemporary Europe since 1870
3. James Joll, Europe since 1870: An International History.
4. E.E.Rich & Wilson, C.H.Wilson (ed.), Cambridge Economic History of Europe Vol.V
5. A.J.P. Taylor, Origins of the Second World War
6. A.J.P. Taylor, The struggle for mastery in Europe 1848-1918
7. David Thompson, Europe since Napoleon
8. David Thompson, World History, 1914-1968
9. Charles Downer Hazen, Modern Europe upto 1945
10. C.D.M. Ketelbey, A history of Modern times.
11. H.M. Vinache, History of Far East
12. Kenneth B. Pyle, The Making of Modern Japan

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Choice Based Credit System (CBCS)  
B.A Programme with History  
Generic Elective Course (GE)-2

1	Women Studies in India OR Women s Rights & Issues in India	5 <sup>th</sup> Semester
2	History & Development of Education in India OR History of Indian Journalism since Colonial Period	6 <sup>th</sup> Semester

**Generic Elective Course  
Credit (5+1)  
GE-1: Women Studies in India**

**Marks: 100(70+30)**

**Unit-I**

1. Basic Concepts & Theories:
  - a. Defining Gender,
  - b. Patriarchy: Ideology & Practice
  - c. Relationship between Gender, Caste & Class

**Unit-II**

1. Status of India in Colonial & post-colonial Indian society:
  - a. Gender relation in colonial India
  - b. Debate around Sati & Widow Remarriage
  - c. Age of Consent Bill
2. Emergence of Women Studies in India

**Unit-III**

1. Gender & Social History:
  - a. Women Education: Initiatives by Social Reformers and Government
  - b. Women s participation in National movement

**Unit-IV**

1. Women in Post-Colonial India:
  - a. Political participation
  - b. Violence against women & Preventive laws
  - c. Representation of women in literature

**Unit-V**

1. Gender, Development & Culture:
  - a. Issues of labour & Health
  - b. Women & Environment: Chipko Movement, Anti-Drugs Movement, Narmada Bachao Andolon

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## **Reading List:**

1. Kamla Bhasin, Understanding Gender
2. Kamla Bhasin, What is Patriarchy?
3. Madhu Vij, et al, Women Studies in India, A journey of 25 Years, Rawat, 2014
4. Kumkum Sangari& Sudesh Vaid, Recasting Women, Essay in Colonial History, Kali for women, Reprint, 2006
5. Sushila Kaushik, Panchayati Raj in Action: Challenges to Women s Role, Delhi, 1996
6. Nivedita Menon, Gender & Politics in India, New Delhi, OUP, 1999
7. Women in Print The change over the last half century in reporting on women & Gender Issues in Indian newspapers, A study by UNIFEM, by Shri Venkatram, 2003

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**Generic Elective Course**  
**Credit (5+1)**  
**GE-2: Women s Rights & Issues in India**

**Marks: 100(70+30)**

**Unit-I**

1. Definition of Human Rights: UN Conventions & Indian Context
2. Indian Constitution & Women s Rights
3. Protection of Women under Industrial Law:
  - a. Equal Remuneration Act,1976
  - b. Maternity Benefit Act,1961

**Unit-II**

Preventive Acts:

- a. Family Courts Act, 1986
- b. Dowry Prohibition Act, 1961
- c. Immoral Traffic Prevention Act, 1986
- d. Protection of Women from Domestic Violence Act, 2005

**Unit-III**

1. Issues of violence against women and remedial measures:
  - a. Domestic Violence Dowry Related Harassment and Dowry Deaths
  - b. Molestation Sexual Abuse and Rape
2. A study of Shahbano case
3. A Study of Nirbhaya Rape case

**Unit-IV**

1. Eco-Feminism:
  - a. Definition of Eco-Feminism
  - b. Various branches within Eco-Feminism
2. Representation of Women in Media (Print & Electronic)
3. Role of Department of Women & Child Welfare in welfare of women
4. Role of National Commission for Women in welfare of women

**Unit-V**

1. Role Models-- case studies of **any two**-- Sarojini Naidu **or** Mother Teresa, Medha Pathkar **or** Irom Sharmila Chanu.

\*\*\*\*\*

**Reading List:**

1. Bina Agarwal, Field of Her Own, New Delhi, Kali for Women,
2. Urvashi Butalia & T. Sarkar, ed, Women & Hindu Rights, New Delhi, Kali for Women, 1996,
3. Zoya Hasan, ed, Forging Identities: Gender, Communities & Patriarchies, EPW, December, 1995
4. Ankur Garg, Legal and Constitutional Rights Of Women in India  
(<http://www.indiastudychannel.com/resources/155065-Legal-Constitutional-rights-women-India.aspx>)
5. Raghuvir K. Devani, An Analysis of Women under the Indian Constitution
6. International Solidarity Network Knowing Our Rights An imprint of Kali for Women 2006
7. Preeti Mishra Domestic Violence against Women Deep and Deep Publications Pvt 2007
8. Feminist terrains in legal domains: interdisciplinary essays on women and law in India/ed. By
9. Ratna Kapur.- New Delhi: Kali for Women, 1996. 280p., 346.0134 FEM 7344
10. Martin, Emily. The Woman in the Body: A Cultural Analysis of Reproduction, Boston: Beacon Press, 1987.
11. Shiva, V. 1989. Staying Alive: Women, Ecology and Development. London: Zed Books.

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**Generic Elective Course  
Credit (5+1)**

**GE-3: History & Development of Education in India**

**Marks: 100(70+30)**

**Unit-I**

1. An Overview of the Growth of Development of Education in Ancient India
2. An Overview of the Growth of Development of Education in Medieval India
3. A synoptic view of educational activities of Christian Missionaries and East India Company
4. Role of Gurukul, Matha/Vihar, Madrassa and Maktabas in imparting education

**Unit-II**

1. Charter Act of 1813
2. Macaulay s Minutes
3. Woods Despatch of 1854
4. Hunter Commission

**Unit-III**

1. Radhakrishnan Commission-1948-Aims of University education and the impact of recommendations on Aims
2. Recommendations of Education Commission (Kothari Commission 1964-66) Objectives and structure of Education.
3. National policy on education 1986 Objectives, main features
4. Janardhana Reddy Committee 1991-92.

**Unit-IV**

1. Literacy programmes in India
  - a. Integrated Child Development Scheme (ICDS)
  - b. Sarva Shiksha Abhiyan (SSA)
  - c. Rashtriya Uchchar Shiksha Abhiyan (RUSA)
  - d. Right of Children to Free and Compulsory Education Act

**Unit-V**

1. Educational Thoughts & Contribution of:
  - a. Swami Vivekananda
  - b. Sri Aurobindo
  - c. Rabindranath Tagore
  - d. Mahatma Gandhi

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## **Reading List:**

1. Altekar : A.S. Ancient Indian Education, Varanasi : Varanasi Book Shop.
2. Chaube, S.P. : History and Problems of Indian Education Agra; Vinod Pustak Mandir, Agra.
3. Chaube S.P. & : Landmarks in Modern Indian Education, New Akhilesh Chaube Delhi : Vikas Publishing House.
4. Ghosh, S.C. (1989) : Education Policy in India since Warren Hastings, Calcutta; N-Prakashan.
5. Kabir Humayun : Education in New India, London : George Allen & Unwin Ltd.
6. Mukherjee, S.N. : Education in India, Today and Tomorrow, Baroda : Acharya Book Depot.
7. Mukherjee, R.K. (1960) : Ancient Indian Education, Delhi; Motilal Banarasi Das.
8. Nurallah, S & J.P. Naik : A student s History of Education in India, The Macmillan Co. of India Ltd. (1974).
9. Nurullah and Naik : A Students History of Education in India : New Delhi : Me Millan, India Ltd.
10. Oad, L.K. : Current Issues in Education Delhi : Young Man & Co.
11. Mukherjee, K.K. Some Great Educators
12. Goswami, M.K. Educational thoughts and Essays, New Delhi, Asian Book Pvt. Ltd.
13. Nurullah, S and Naik A Students History of Education in India, Macmillian.
14. Safaya and Saiyda Development, Planning and Problems of Indian Education, New Delhi Dhanpat Roy and Sons.
15. Rao, K. Sudha- Educational Policies in India Analysis and Review of Promise and Performance NUEPA 2009.
16. Mani, R.S. Educational Ideas of Gandhi and Tagore, New Delhi, New Book Society of India.
17. Pandey, R.S: An Introduction to Major Philosophies of Education, Agra : Vinod Pustak Mandir.
18. Ramchandani S. Great thoughts on Education, D.V.S. Publication Distribution, Guwahati.
19. Singh, M.S. New Trends in Education
20. Mohanty, J Indian Education in the Emerging Society, New Delhi Sterling Publishers Pvt. Ltd.

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**Generic Elective Course**

**Credit (5+1)**

**GE-4: History of Indian Journalism since Colonial Period**

**Marks: 100(70+30)**

**Unit-I**

Pre-colonial History of written records & modalities of dissemination

**Unit-II**

Advent of Print media: Imperialist Ideologies

**Unit-III**

Nationalism & Print Culture: Selective study of prominent newspapers: Tribune, Amrita Bazar Patrika, and Hindustan Times

**Unit-IV**

Growth of Regional Newspapers: Anadabazar, Amrit Bazar patrika, Jugantar

**Unit-V**

Writing Techniques of Newspaper reporting

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**Reading List:**

1. Natrajan.J, History of Indian Journalism, Vol. ii of Press Commission Report, New Delhi, 1954
2. Natrajan. J, A history of the Press in India, Asian Publishing House, Bombay, 1962
3. Ghosh,Hamendra Prasad, Newspapers in India, University of Calcutta,1952
4. Ananda. Prakash, A History of the Tribune, A Centenary Publication by the Tribune Trust, 1986

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Choice Based Credit System (CBCS)  
B.A Programme with History  
Skill Enhancement Course (SEC)-4

1	Archaeology & Museology	3 <sup>rd</sup> Semester
2	Evolution of Indian Culture	4 <sup>th</sup> Semester
3	OR Cultures in the Indian Sub-Continent	
2	History of Tea Industry in Assam	5 <sup>th</sup> Semester
3	Cultural Tourism in India	6 <sup>th</sup> Semester

**Skill Elective Course**  
**Credit (3+1)**  
**SEC-1: Archaeology & Museology**

**Marks: 100(70+30)**

**Unit-I**

1. Definition of Archaeology, Aims and Scope; Relationship of Archaeology with History; brief overview of different types of archaeology.

**Unit-II**

1. Archaeology in India: Establishment of the Asiatic Society till the establishment of Archaeological Survey of India; Alexander Cunningham
2. Contributions of Lord Curzon and John Marshall; Mortimer Wheeler and his contribution in Indian Archaeology.
3. Contributions of R.D. Banerjee, Dayaram Sahani, James Princep, N.G. Mazumdar in the field of archeology

**Unit-III**

1. A study of the archaeological sites-- Madan Kamdev, Surya Pahar & Khaspur.

**Unit-IV**

1. Definition of Museology; Scope of Museology; History of Museum in India;
2. Types of Museum Specialised Museum & General Museum

**Unit-IV**

A study of Indian Museum, Kolkata; National Museum, New Delhi & State Museum, Guwahati

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**Reading List:**

1. K.V.Raman, Principles & Methods of Archaeology, 1998
2. Archaeological Survey of Indian Archaeological Remains Monuments & Museums (Part I & II), New Delhi, 1996.
3. D. K. Chakraborti, A History of Archaeology
4. Glyn E Daniel, 150 years of Archaeology
5. Glyn E. Daniel, A short History of Archaeology
6. J. P. Singh et al (eds), Archaeology of Northeastern India
7. G. Clark, Archaeology and Society
8. F. Hole & R. Heizer, An Introduction to Pre-historic Archaeology
9. G. David, A Short History of Archaeology
10. K. Greene, Archaeology :An Introduction
11. M. Wheeler, Archaeology from the Earth
12. L. R. Binford, In pursuit of the past decoding the Archaeological Record.
13. L. R. Binford, An Archaeological Perspective
14. J. Hodder, Reading the Past: Current Approaches to Interpretation in Archaeology.
15. C.P. Bahn Renfrew, Archaeology: Theories and Methods and Practice
16. Grace Morley: Museum Today
17. Usha Agarwal, Directory of Museum in India, Sundeep Prakashan, New Delhi
18. N.R. Banerjee, Museum & Cultural Heritage in India, Agam Kala Prakashan, Delhi.

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**Skill Elective Course**  
**Credit (3+1)**  
**SEC-2: EVOLUTION OF INDIAN CULTURE**

**Marks: 100(70+30)**

**Unit-I**

Introduction:

- a. Culture: Definition
- b. General Characteristics of Culture
- c. Importance of Culture in human Life
- d. Characteristics of Indian culture.

**Unit-II**

Performing Arts I:

- a. Concept of art & performing arts
- b. Division of Indian Classical Music: Hindustani Classical Music, Karnataki Classical Music
- c. A brief overview of the dances of India
- d. Contribution of Pandit Vishnu Narayan Bhatkhande

**Unit-III**

Performing Arts II:

- a. A brief overview of Folk Music
- b. Historical Development of the following instruments and their importance in Indian Music:  
Tanpura and Tabla
- c. Drama as a performing art

**Unit-IV**

Eminent Personalities & Their Contribution to Indian Culture:

- a. Pandit Ravi Shankar
- b. Ustad Bismillah Khan
- c. Pandit Birju Maharaj
- d. Dr. Bhupen Hazarika

**Unit-V**

Rabindranath Tagore & Visva Bharati:

- a. Contribution of Rabindranath Tagore to Indian Culture
- b. A brief history of Visva Bharati
- c. Fairs & Festivals: Barsha Mangal, Basanta Utsab & Poush Utsab

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## **Reading List:**

1. Deva, B.C., An introduction to Indian Music, Delhi, 1973.
2. History and Culture of the Indian People, Bharatiya Vidya Bhavan Series. 22
3. Varadpande M.L. History of Indian Theatre: Invitation to Indian Theatre, New Delhi, 1987.
4. Traditional Indian Theatre: Multiple Streams, Hindi translation: Paramparik Bharatiya
5. Vatasayana Kapila; Indian Classical Dance, Publications Divisions, New Delhi, 1974 (in Hindi Translation also)
6. B.N. Luniya, Evolution of Indian Culture
7. Sunil Kumar, The Present in Delhi s Past, Delhi, Gyan Publishing House, 2002
8. Peter Howard, Heritage: Management, Interpretation, Identity, and London, 2003
9. V.S Agarwal, Indian Art, Varanasi, Prithvi Prakasahan, 1972
10. Percy Brown, Indian Architecture, Bombay, D.B.Taraporevala Sons &Co, 1940
11. James Harle, The Art & Architecture of the Indian Subcontinent, Hormonds worth, Penguin, 1988
12. S.K.Bhowmik, Heritage Management: Care, Understanding &Appreciation of Cultural Heritage, Jaipur, 2004.
13. Mohit Chakrabarti, Rabindranath Tagore: Diverse Dimensions, Atlantic Publishers & Distributors, New Delhi, 1990
14. O.P. Dhiman, Foundations of Education, APH Publishing Corporation, New Delhi, 2008
15. Vijay Prakash Singha, An Introduction to Hindustani Classical Music
16. Ajit K Neogy, The Twin Dreams of Rabindranath Tagore: Santiniketan and Sriniketan, National Book Trust.
17. Ashok Da Ranade, Hindustani Music, National Book Trust
18. B.C. Deva, Musical Instruments, National Book Trust
19. Suresh Awasthi, Performance Tradition in India, National Book Trust
20. Krishna Deva, Temples of North India, National Book Trust
21. Tarani Pathak and Manaomati, Dr Bhupen Hazarika - A Brief Analysis
22. Syed Zarir Hussain, The Undying Maestro Bhupen Hazarika

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**Skill Elective Course**

**Credit (3+1)**

**SEC-2: CULTURES IN THE INDIAN SUBCONTINENT**

**Marks: 100(70+30)**

**Unit-I**

1. Definitions of Culture and its various aspects.
2. Languages and Literature Sanskrit: Kavya - Kalidasa's Ritusambhara: Prakrit: Gatha Saptasati, Development of vernacular language and literature; Indo-Persian Literature: Amir Khusro's works: Urdu poetry and prose: Ghalib.

**Unit-II**

1. Performing Arts
  - a) Hindustani, (b) Carnatic classical Music, (c) Devotional music: Bhakti and Sufi: - Classical and Folk Dance, Theatre: Classical, Folk, Colonial and Modern

**Unit-III**

Architecture: Meanings, form and Function

- (a) Rock-cut-Mamallapuram (b) structural ñ temple architecture-Khajuraho complex and Tanjavur temple; (c) fort of Dalulatabad or Chittor forts; (d) palace-dargah at Fatehpur Sikri; (e) Lutyen's Delhi.

**Unit-IV**

1. Perceptions of visual Past and Present
2. Sculptures and Painting
  - (a) Silpashastric normative tradition: (b) Classicism ñ Narrative and Sculptural, Mural Fresco paintings: (c) post Classicism : Pallava , Cola; (d) medieval idiom and Mughal paintings, painters and illustrated texts: (e) Modern and company school, Ravi Varma, Bengal School, Amrita Shergil and Progressive Artists.

**Unit-IV**

Popular Culture

- Folk Lore and Oral tradition of Kathas, narratives, legends and proverbs, Linkages of bardic and literary traditions.
- Festivals, fairs and fasts; Links with tirtha, pilgrimage and localities.
- Textile and Crafts; the Culture of Food.

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## **Reading List:**

1. Asher Catherine, (ed.): Perceptions of India's Visual Past, AIIS, Delhi, 1994
2. Asher Catherine, Architecture of Mughal India
3. Basham A.L., The Wonder that was India. Volume I, New Delhi
4. Brown Percy, Indian Architecture, Buddhist Hindu and Islamic, Vol. I, II, Mumbai, 1956
5. Chandra Prainod, ed, Studies in Indian Temple Architecture; Chapter 1. AIIS, 1975.
6. Deva, B.C., An introduction to Indian Music, Delhi, 1973.
7. Maxwell, T.S., Image: Text and Meaning: Gods of South Asia, OUP, Delhi
8. Tillotson G, Havelis of Rajasthan.
9. Zimmer, H., Myths and Symbolism in Indian Art and Civilization, Princeton Press, New Jersey, n.d.
10. Cohn. Bernard, India: The Social Anthropology of a Civilization in Bernard Cohn Omnibus, OUP, 2004
11. Vatasayana Kapila; Indian Classical Dance, Publications Divisions, New Delhi, 1974 (in Hindi Translation also)
12. K. T. Achaya, A Historical Dictionary of Indian Food, OUP.
13. Banerjee J.N.: The Development of Hindu Iconography, Calcutta, 1956
14. Bussagli M and Srivaramamurthy C.: 5000 Years of Indian Art, New York, n.d.
15. History and Culture of the Indian People, Bharatiya Vidya Bhavan Series. 22
16. Huntington Susan L: The Art of Ancient India, Tokyo New York, 1985.
17. Kramrisch, Stella, The Art of India, Orient Book Depot. Delhi, 1987.
18. Miller Barbara Stoler: The Powers of Art: Patronage in Indian Culture, OUP, Delhi 1992.
19. Mitter Partha: Much Maligned Monsters, Oxford, 1977.
20. Mitter Partha: Art and Nationalism in Colonial India, OUP, and Delhi.
21. Mukherji: Folk Art of India
22. Ramanujan, A.K., Collected Papers OUP.
23. Richman, Paula, Many Ramayanas OUP.
24. Rizvi, S.A.A.: The Wonder that Was India: Volume II., New Delhi.
25. Varadpande M.L. History of Indian Theatre: Invitation to Indian Theatre, New Delhi, 1987.
26. Traditional Indian Theatre: Multiple Streams, Hindi translation: Paramparik Bharatiya
27. Rangmanch: Anant Dharayed NBT, New Delhi 1995.

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**Skill Elective Course**  
**Credit (3+1)**  
**SEC-3: HISTORY OF TEA INDUSTRY IN ASSAM**

**Marks: 100(70+30)**

**Unit-I**

Tea in Brahmaputra Valley:

The origin of tea cultivation, growth of tea industry and its expansion, grant of wasteland Assam Rules-1855 & Junglebari Settlement-1864, management of tea garden.

**Unit-II**

Tea Production & Labour:

Process of tea production, process of recruitment of labour, their transportation & settlement, , conditions of plantation labourers.

**Unit-III**

Tea in Surma-Barak Valley: its growth & expansion, production, crisis in tea industry & its aftermath.

**Unit-IV**

Awakening among tea garden labourers:

Baladhan incident, Chargola exodus, Tea unrest in 1930s & 1940s, Strike wave in Brahmaputra valley.

**Unit-V**

Formation of Tea Research Institute, Impact of tea industry in the economy of Assam.

A study of Tocklai Tea Research Centre, Indian Tea Association, Silchar, Tea Auction Centre, Guwahati.

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## **Reading List:**

1. E.A. Gait, History of Assam, Thacker, Spink & Company, Calcutta
2. Amalendu Guha, Planter s Raj to Swaraj: Freedom Struggle and Electoral Politics in Assam: 1867-1947, Tulika Books, New Delhi
3. H.K. Barpiujari, Comprehensive History of Assam, Publication Board of Assam, Guwahati.
4. W.W. Hunter, A Statistical Account of Assam, Spectrum Publication, New Delhi
5. J.B. Bhattacharjee, Cachar Under British Rule in North East India, Radiant Publishers, New Delhi.
6. Priyam Goswami, History of Assam, From Yandaboo to Partition 1826-1947, Orient BlackSwan, New Delhi.
7. Ratna De, Land Revenue administration in Cachar during British Rule: 1832-1906.
8. Ranjit Kumar De, A Survey of Documents on the Economic History of the Barak Valley in the 19<sup>th</sup> & 20<sup>th</sup> centuries, Mittal publication, New Delhi.
9. S.N. Singh, K.R. Amarendra Narain, Purnendu Kumar; Socio-Economic and Political Problems of Tea Garden Workers A Study of Assam, Mittal Publications, New Delhi.
10. Sebastian Karoemprel, B. Dutta Roy (ed.), Tea Garden Labourers of North East India: A Multidimensional Study on the Adivasis of the Tea Gardens of North East India; Vendrome Institute, Shillong.
11. Moynul Hoque, A Concise History of Tea Labour in Assam, Apollo Offset Services, Kamrup.

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**Skill Elective Course**  
**Credit (3+1)**  
**SEC-4: CULTURAL TOURISM IN INDIA**

**Marks: 100(70+30)**

**Unit-I**

Introduction:

- a. Definition & Meaning of Tourism,
- b. Origin & history of Tourism,
- c. Scope of tourism,
- d. Types & forms of tourism
- e. Classification of Tourism

**Unit-II**

Understanding Archaeological Tourist Sites:

- a. Stupa Sanchi
- b. Temple Sun Temple, Konark and Kamakhya Temple, Guwahati
- c. City Fatehpur Sikri
- d. Colonial Architecture: Victoria Memorial, Kolkata

**Unit-III**

Natural Resources:

- a. National Park: Kaziranga National Park
- b. Hill Stations: Shillong
- c. Beaches: Beaches in Goa
- d. Island: Andaman & Nicobar

**Unit-IV**

Heritage:

- a. Heritage Management Organisations: UNESCO & Archaeological Survey of India (ASI)
- b. Selected Case Studies of **any Two** World Heritage Properties in India- Taj Mahal, Agra; Red Fort, Delhi; Ajanta & Ellora Caves, Maharashtra.

**Unit-V:**

Tourism in Barak Valley:

- a. Tourist Sites: Khaspur, Badarpur Ghat & Malegarh
- b. Fairs & Festivals: Shivratri Festival at Bhuvan Pahar & Baruni Mela at Badarpur Ghat
- c. Problems of Communication in Barak Valley: Railways, Roadways, Airways & Waterways

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## **Reading List:**

1. Douglas Foster, Travel and Tourism Management
2. Anand, Advance Dictionary of Tourism
3. S. Agrawal, Travel Agency Management, 1983, Communication India
4. Mill & Morrison, The Tourism System, An Introductory Text, Prentice Hall.
5. R. Davidson, Tourism, 1983, London.
6. Sethi, Tourism for the Next Millennium
7. Sethi, Nature and Scope of Tourism
8. Karma, Basics of Tourism : Theory, Operation and Practice
9. Gupta, SP, Lal, K, Bhattacharya, M. Cultural Tourism in India (DK Print 2002)
10. Mitra, Devla, Buddhist Architecture, Calcutta
11. Grewal, Bikram ( ed ) : Indian Wildlife
12. Husaini S. A. : The National Culture of India, National Book Trust, New Delhi
13. Basham A. L. : The Wonder that Was India
14. Basham A. L. : Cultural History of India
15. Peroy Brown : Islamic Architecture
16. James Burgess : Western Cave Temples of India
17. Gangoly O. C. : Indian Architecture
18. Havell E. B. : Ancient and Medieval Architecture
19. Sagar Singh, Studies in Tourism
20. P.C. Sinha, Tourism Evolution Scope Nature & Organization. Anmol Publication.
21. Chaudhary Manjula, 2010, Oxford University Press, New Delhi, Tourism Marketing
22. Dash M.C. (1993) fundamentals of Ecology (New Delhi), Tata McGraw Hill Co.Ltd., Publishing Co. Ltd.)
23. Singh S.C. (Ed.) 1989) Impact of tourism on mountain Environment (Meerat Research India Publications)
24. A.K. Raina, 2005, Ecology Wildlife and Tourism Development ( Principle Practices and Strategies)
25. Biswanath Ghosh, Tourism & Travel Management
26. B.R. Tamta, Andaman & Nicobar Islands, National book Trust
27. Olivinho J F Gomes, Goa, National book Trust

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### TDC (CBCS) COURSE STRUCTURES

Approved in the meeting of CBCS Syllabus Structure Preparation Committee held on 28/03/2017

#### HONOURS ::: (BA Honours/ BCom Honours/ BBA Honours/ BSc Honours/ BCA Honours)

HONOURS subject	Credits	Marks
14 core papers of Honours subject as CORE Course	14 x 6 = 84	14 x 100 = 1400
4 elective papers of Honours subject as Discipline Specific Elective (DSE) Course	4 x 6 = 24	4 x 100 = 400
2 skill based papers of Honours subject as Skill Enhancement Course (SEC)	2 x 4 = 8	2 x 100 = 200
<b>ELECTIVE subject</b>		
4 elective papers of a subject other than Honours subject as Generic Elective (GE) Course	4 x 6 = 24	4 x 100 = 400
<b>COMPULSORY subjects as Ability Enhancement Compulsory Courses (AECC)</b>		
1 compulsory paper of either English Communication or MIL Communication as AECC1	1 x 4 = 4	1 x 100 = 100
1 compulsory paper of Environmental Studies as AECC2	1 x 4 = 4	1 x 100 = 100
<b>TOTAL =</b>	<b>148</b>	<b>2600</b>

SEM	Semester-wise distribution of PAPERS						Semester-wise total		
	HONOURS subject			ELECTIVE subject	COMPULSORY subjects				
	CORE Credits = 6 Marks = 100	DSE Credits = 6 Marks = 100	SEC Credits = 4 Marks = 100	GE Credits = 6 Marks = 100	AECC1 Credits = 4 Marks = 100	AECC2 Credits = 4 Marks = 100	Papers	Credits	Marks
I	2			1	Eng. Communication / MIL Communication		4	22	400
II	2			1		Environmental Studies	4	22	400
III	3		1	1			5	28	500
IV	3		1	1			5	28	500
V	2	2					4	24	400
VI	2	2					4	24	400
<b>TOTAL</b>	<b>14</b>	<b>4</b>	<b>2</b>	<b>4</b>	<b>1</b>	<b>1</b>	<b>26</b>	<b>148</b>	<b>2600</b>

Dissertation / Project work may be opted in lieu of one DSE paper in 6<sup>th</sup> semester [ DSE – 602 / (DSE – 601 + DSE – 604 LAB) ]

## TDC (CBCS) COURSE STRUCTURES

Approved in the meeting of CBCS Syllabus Structure Preparation Committee held on 28/03/2017

### BA Pass / BCom Pass / BBA Pass

PASS subjects	Credits	Marks
8 core papers of <b>2 Pass subjects</b> as Discipline Specific Core (DSC) Course ( <b>4 papers each</b> )	$8 \times \underline{6} = \underline{48}$	$8 \times 100 = 800$
4 elective papers of <b>2 Pass subjects</b> as Discipline Specific Elective (DSE) Course ( <b>2 papers each</b> )	$4 \times \underline{6} = \underline{24}$	$4 \times 100 = 400$
4 skill based papers of <b>2 Pass subjects</b> as Skill Enhancement Course (SEC) ( <b>2 papers each</b> )	$4 \times \underline{4} = \underline{16}$	$4 \times 100 = 400$
LANGUAGE subjects		
2 core papers of English as language subject	$2 \times \underline{6} = \underline{12}$	$2 \times 100 = 200$
2 core papers of MIL / ALTE as language subject	$2 \times \underline{6} = \underline{12}$	$2 \times 100 = 200$
ELECTIVE subject		
2 elective papers of <b>a subject other than Pass subjects</b> as Generic Elective (GE) Course	$2 \times \underline{6} = \underline{12}$	$2 \times 100 = 200$
COMPULSORY subjects as Ability Enhancement Compulsory Courses (AECC)		
1 compulsory paper of either English Communication or MIL Communication as <b>AECC1</b>	$1 \times \underline{4} = \underline{4}$	$1 \times 100 = 100$
1 compulsory paper of Environmental Studies as <b>AECC2</b>	$1 \times \underline{4} = \underline{4}$	$1 \times 100 = 100$
<b>TOTAL =</b>	<b><u>132</u></b>	<b>2400</b>

SEM	Semester-wise distribution of PAPERS							Semester-wise total		
	PASS subjects			LANGUAGE	ELECTIVE subject	COMPULSORY subjects				
	CORE Credits = 6 Marks = 100	DSE Credits = 6 Marks = 100	SEC Credits = 4 Marks = 100	ENGL & MIL Credits = 6 Marks = 100	GE Credits = 6 Marks = 100	AECC1 Credits = 4 Marks = 100	AECC2 Credits = 4 Marks = 100	Papers	Credits	Marks
I	2**			ENGL - I		Eng. Communication / MIL Communication		4	<u>22</u>	400
II	2**			ENGL - II		Environmental Studies		4	<u>22</u>	400
III	2**		1	MIL - I / ALTE - I				4	<u>22</u>	400
IV	2**		1	MIL - II / ALTE - II				4	<u>22</u>	400
V		2**	1		1			4	<u>22</u>	400
VI		2**	1		1			4	<u>22</u>	400
<b>TOTAL</b>	<b>8</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>24</b>	<b><u>132</u></b>	<b>2400</b>

\*\* one paper each of two pass subjects

## TDC (CBCS) COURSE STRUCTURES

Approved in the meeting of CBCS Syllabus Structure Preparation Committee held on 28/03/2017

### BSc Pass / BCA Pass

PASS subjects	Credits	Marks
12 core papers of 3 Pass subjects as Discipline Specific Core (DSC) Course (4 papers each)	$12 \times 6 = 72$	$12 \times 100 = 1200$
6 elective papers of 3 Pass subjects as Discipline Specific Elective (DSE) Course (2 papers each)	$6 \times 6 = 36$	$6 \times 100 = 600$
4 skill based papers of 3 Pass subjects as Skill Enhancement Course (SEC) (min. 1 paper each)	$4 \times 4 = 16$	$4 \times 100 = 400$
<b>COMPULSORY subjects as Ability Enhancement Compulsory Courses (AECC)</b>		
1 compulsory paper of either English Communication or MIL Communication as AECC1	$1 \times 4 = 4$	$1 \times 100 = 100$
1 compulsory paper of Environmental Studies as AECC2	$1 \times 4 = 4$	$1 \times 100 = 100$
<b>TOTAL =</b>	<b>132</b>	<b>2400</b>

SEM	Semester-wise distribution of PAPERS					Semester-wise total		
	PASS subjects			COMPULSORY subjects				
	DSC Credits = 6 Marks = 100	DSE Credits = 6 Marks = 100	SEC Credits = 4 Marks = 100	AECC1 Credits = 4 Marks = 100	AECC2 Credits = 4 Marks = 100	Papers	Credits	Marks
I	3***			Eng. Communication / MIL Communication		4	22	400
II	3***				Environmental Studies	4	22	400
III	3***		1			4	22	400
IV	3***		1			4	22	400
V		3***	1			4	22	400
VI		3***	1			4	22	400
<b>TOTAL</b>	<b>12</b>	<b>6</b>	<b>4</b>	<b>1</b>	<b>1</b>	<b>24</b>	<b>132</b>	<b>2400</b>

\*\*\* one paper each of three pass subjects

#### NOTE:

For a course **WITH** practical, there shall be **ONE THEORY PAPER** and **ONE PRACTICAL PAPER** in each course.  
(credit distribution: 4 for theory + 2 for practical)

## TDC (CBCS) COURSE STRUCTURES

Approved in the meeting of CBCS Syllabus Structure Preparation Committee held on 28/03/2017

### Course-wise Distribution of L – T – P, FM, PM & duration of ESE

L – T – P	≡	Lecture – Tutorial – Practical;
CCA	≡	Continuous and Comprehensive Assessment ( <i>Internal Assessment</i> );
ESE	≡	End Semester Examination
FM	≡	Full Mark
PM	≡	Pass Mark

Courses <b>WITHOUT</b> Practical	CREDIT (per course)	L – T – P (per week)	L – T – P (per semester)	CCA		ESE		TOTAL	
				FM	PM	FM	PM	FM	PM
Theory	<u>6</u>	05 – 01 – 00	75 – 15 – 00	30	12	70	28	<b>100</b>	<b>40</b>
Duration of ESE (THEORY): 3 (three) hours									

Courses <b>WITH</b> Practical	CREDIT (per course)	L – T – P (per week)	L – T – P (per semester)	CCA		ESE		TOTAL	
				FM	PM	FM	PM	FM	PM
Theory	<u>4</u>	04 – 00 – 00	60 – 00 – 00	20	8	50	20	<b>70</b>	<b>28</b>
Duration of ESE (THEORY): 3 (three) hours									

Practical	<u>2</u>	00 – 00 – 04	00 – 00 – 60	*		30	12	<b>30</b>	<b>12</b>
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**\* For each practical course, CCA component of total marks may be included in ESE in the following items along with practical experiments etc.:**

- (i) Practical Experiments etc.: max. marks = 21; (ii) Attendance: max. marks = 05;  
 (iii) Regularity in maintenance of Laboratory Note Book: max. marks = 02 and (iv) Viva-voce: max. marks = 02

Duration of ESE (PRACTICAL): As per syllabus

<b>Skill Enhancement Courses (SEC) / English Communication / MIL Communication / Environmental Studies</b>									
Course	CREDIT (per course)	L – T – P (per week)	L – T – P (per semester)	CCA		ESE		TOTAL	
				FM	PM	FM	PM	FM	PM
Theory	<u>4</u>	04 – 00 – 00	60 – 00 – 00	30	12	70	28	<b>100</b>	<b>40</b>
Duration of ESE (THEORY): 3 (three) hours									

**Dissertation/ Project Work: Credit = 6, Full marks = 100 & Pass marks = 40**

### **Different components of CCA:**

- A. Unit Test: Maximum marks: Courses **WITHOUT** practical = 20 (twenty) & Courses **WITH** practical = 10 (ten)  
B. Class Attendance: Maximum marks: Courses **WITHOUT** practical = 10 (ten) & Courses **WITH** practical = 10 (ten)

Class Attendance of the learners shall be calculated on the basis of the number of classes (Lecture + Tutorial for courses **WITHOUT** practical and, Lecture and Practical separately for courses **WITH** practical) held during each semester in each course. Number with decimal be rounded off to decimal places.

Distribution of marks for Class Attendance:

#### **Theory paper (max. marks = 10)**

Attendance 90% & above	:	10 marks
Attendance 80 % to below 90%	:	08 marks
Attendance 75 % to below 80%	:	06 marks
Attendance below 75%	:	<b>00</b> marks

A student with less than 75% of Average Percentage of Attendance in all the papers of a particular semester shall NOT be allowed to appear in the concerned semester. Such student shall have to take re-admission in the concerned semester as per the scheduled process of admission (submission of admission form, payment of requisite amount of fees etc.) under the same registration number of the University. A re-admitted student shall have to attend 75% or above in all the papers/courses and shall have to appear in Unit Test/s similar to that of a regular student.

#### **Practical paper (max. marks = 5)**

Attendance 90% & above	:	05 marks
Attendance 80 % to below 90%	:	08 marks
Attendance 75 % to below 80%	:	06 marks
Attendance below 75%	:	<b>00</b> marks

A student with less than 75% of Average Percentage of Attendance in all the papers of a particular semester shall NOT be allowed to appear in the concerned semester. Such student shall have to take re-admission in the concerned semester as per the scheduled process of admission (submission of admission form, payment of requisite amount of fees etc.) under the same registration number of the University. A re-admitted student shall have to attend 75% or above in all the papers/courses and shall have to appear in Unit Test/s similar to that of a regular student.

## APPENDIX – B

Types of Questions for **THEORY PAPER** of End Semester Examination (ESE)

**There shall be 5 (five) units of equal weightage of each theory paper in all theory papers.**

**CORE, DSC, DSE & GE** courses **WITHOUT** practical

(Full Marks: 70 & Duration of ESE: 3 Hours)

Broad Type with “either or” option to answer two questions out of four from each unit

**2 questions per unit @ 7 marks per question** = **2 x 5 x 7 = 70** marks

(break-up of “broad-type-question” be preferred with marks from 1 to 6)

**CORE, DSC, DSE & GE** courses **WITH** practical

(Full Marks: 50 & Duration of ESE: 3 Hours)

Broad Type with “either or” option to answer two questions out of four from each unit

**2 questions per unit @ 5 marks per question** = **2 x 5 x 5 = 50** marks

(break-up of “broad-type-question” be preferred with marks from 1 to 4)

**SEC / English Communication / M IL Communication (as AECC1) / Environmental Studies (as AECC2)**

(Full Marks: 70 & Duration of ESE: 3 Hours)

1) VSTA with no option: **2 questions per unit @ 1 mark per question** = **2 x 5 x 1 = 10** marks

2) STA with no option: **2 questions per unit @ 2 marks per question** = **2 x 5 x 2 = 20** marks

3) Broad Type with “either or” option to answer one question out of two from each unit:  
**1 question per unit @ 4 marks per question** = **1 x 5 x 4 = 20** marks  
(break-up of “broad-type-question” be preferred with marks from 1 to 3)