

Department of History



LALA RURAL COLLEGE, LALA

Departmental Profile of History

The Department of History is as old as the College itself. In the year of its inception in 1964, the College offered the following courses: History, English, Modern Indian Languages (Bengali and Manipuri), Political Science and Economics and the college was affiliated to the Gauhati University till the Assam University was set up in the year 1994. The College took special interest in strengthening the Department of History in 1966 with the appointment of Sri Monoranjan Sinha. The Department of History since its inception took its journey as General subject and marched ahead for pretty long time as General subject only. It obtained approval for introducing History as Honours subject in 1992. After Bengali, Manipuri, Political Science, Economics and English, there was demand amongst students for opting History as Honours subject.

The Department has produced innumerable students both Honours and General throughout the years. Many students of the Department have established themselves in various sectors, especially as accomplished teachers in various Schools and Degree Colleges and keep touch with the Department as Alumni. Besides teaching, the Department organizes class wise seminar, debate and prepares students for Quiz competition and Group discussion, so that they can keep pace with the time. The students can express their views independently through their writing in the wall Magazine and *Adhunaton* and teachers guide them properly in this regard. Faculty members donate personal books to the poor students. Moreover, faculty members even pay admission fee for meritorious socially and economically backward students. Above all, the faculty members are always ready to render all possible assistance and guidance to students within and outside the campus as and when required. Consequently, students get through the final examination with flying colours every year and go for further higher studies.

Faculty Members have Served and or been Serving the Department (Since Inception):

Sl. No.	Name of the Teacher	Designation	Date of Joining	Date of Regularization	Date of Superannuation	Remarks
1.	Sri Monoranjan Sinha	Lecturer	1966	1972	2002	
2.	Dr. Nazmul Hussain Mazumder	Lecturer		1972	2008	
3.	Sri Santosh Kumar Dey	Assistant Professor	1991	1991		Got appointment at N.C. college, Badarpur
4.	Dr. Sahab Uddin Laskar	Assistant Professor	1992			Got appointment at Karimganj college, Karimganj
5.	Dr. Ng. Dayamay Singha	Associate Professor	1995	1995	2029	
6.	Anuradha De	Assistant Professor	2001	2006	2030	
7.	Dr. S. Bebita Devi	Assistant Professor	2013	2013	2039	

Objectives:

- To provide a platform to the students to exhibit their talents
- To raise the standard of our students at par and make them employable.
- To make the students creative and research oriented.
- To create interest to opt for History as a major subject in higher education.
- To impart quality education in History to rural and economically weaker students.

Vision:

- To encourage for self-evaluation and personality development.
- To instill analytical and critical reasoning, oral and written communication and research skills to the students.

- To make the subject launch pad for a wide range of careers.
- To provide education not only to acquire knowledge but also to inculcate a sound philosophy for a holistic living.
- To provide strong foundation for the students about understanding Indian knowledge system.
- To be innovative, enhancing quality education thereby contributing to nation.
- To conduct regular excursion for the prominent historical places of NE India to instill sense of belongingness among students.
- To develop leadership qualities among students.

Mission:

- To encourage for self-evaluation and personality development.
- To instill analytical and critical reasoning, oral and written communication and research skills to the students.
- To make the subject launch pad for a wide range of careers.
- To provide education not only to acquire knowledge but also to inculcate a sound philosophy for a holistic living.
- To provide strong foundation for the students about understanding Indian knowledge system.
- To be innovative, enhancing quality education thereby contributing to nation.
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- To develop leadership qualities among students.

Strength:

- The department has above 60% Result in University Semester Final Examination.
- Motivating and Proficient faculty with a blend of experience and enthusiastic dynamism.
- Faculty Participation in Seminars, workshops and conferences in regular intervals.
- Effective teaching-learning process design approach with special emphasis on learning with teachers as Mentors.
- The Department has a small book bank mostly contributed by the teachers which is used for more engaging for a holistic learning of students.
- Supporting slow learner students through remedial classes.

Weakness:

- The majority of the students come from weak Socio- Economic background and most of them are from first generation learners.
- Limited scope to introduce various combinations.
- Deteriorating student's strength.
- Limited job-opportunities.
- Poor communication skill in both verbal and non-verbal.

Opportunities:

- ❖ To train and counsel students to become more employable.
- ❖ Communication and other skill development programs for students.
- ❖ More scope to use modern technology aids such as ICT enabled classes in teaching learning.
- ❖ There is no competing degree college in the radius of 20 Kilometers; hence it could be easy to attract more students by offering need-based courses.

- ❖ Applying the innovative methodology in the study of history to make it value based and thought provocative.
- ❖ Encourage research in history for better understanding of the Indian Knowledge System.

Challenges (Threats):

- In recent time the number of students opting BA course is declining due to more attraction towards professional and technical courses.
- Accepting, adopting and updating the technologies teaching and learning.
- Attracting qualitative students because of the rural location of the college.
- More drop-outs due to early marriages and weaker socio-economic background of the students.

Future Plans:

- In recent time the number of students opting BA course is declining due to more attraction towards professional and technical courses.
- Accepting, adopting and updating the technologies teaching and learning.
- Attracting qualitative students because of the rural location of the college.
- More drop-outs due to early marriages and weaker socio-economic background of the students.

Faculty Profile
Department of History
Year of Establishment: 1964

Name: Dr. Ng Dayamay Singha
Professional Qualification: M.A., Ph.D
Area of Interest: Cultural History
Designation: Associate Professor & Head of the Department
Date of Joining: 27/05/1995
Email I.D.- dms_ng@rediffmail.com, ngdayamay2000@gmail.com
Mobile no --+919864374974, 7002488782



O.C/R.C/S.T.C

- i) O.C. – Aligarh Muslim University, from 03/08/1998 – 30/08/1998
- ii) R.C. – Assam University, from 03/03/2003 – 24/03/2003
- iii) R.C – Jadavpur University from 16/11/2009 – 07/12/2009
- iv) R.C. – Mizoram University from 11/01/2010 – 30/01/2010
- v) S.T.C. – Guwahati University from 03/11/2014 – 09/11/2014

Research Activities:

Minor Research Projects:

1. *Destination Assam: Floodgate to Tourism; potentials and Prospects*, (UGC, 85000/-2005)
2. *Heritage on the Wane; A Comprehensive Study of the Reang Tribe in the Historical Perspective*, (UGC, 100000/- 2011)

Seminar Presentation:

Presented research paper titled *Folksong: An Expressive Culture of the Meiteis* at the UGC Sponsored National Seminar at Golakganj College, Golakganj, 2011.

Research Papers Published:

1. 'Folksong: An Expressive Culture of the Meiteis' in *Lok Sanskritir Subas*, by Dr. DwijendraNathBhakat, Centre for Ethnic Studies and Research, Golokganj, 2011. ISBN 13-978-81-910859-8-3
2. 'The institution of Yek-Salai: The Basis of Meitei Social Structure' in *Endeavour*, 1st Edition, Research & Publication Cell Lala Rural College, Lala in 2013. ISBN
3. 'Religious Revivalism and Ethnic Assertion: A Study with Special Reference to the Meiteis of Assam' in *Religion and ethnic Reconstruction Among the Tribes of Northeast India*, by C.J.Sonowal, Akansha Publishing House, New Delhi, 2014, ISBN 978-81-8370-386-4

4. 'Trends of American Folklore in 1980s' in *Endeavour*, 2nd Edition, Research & Publication Cell Lala Rural College, Lala, 2015. ISBN
5. *Vaishnavism & the Meitei Society: Continuity and Change*, in Asian Academic Journal of Social Science & Humanities, Vol 4 Issue 2, February, 2017. ISSN 2278-859X

Book Published:

History of Tourism in Assam: Trends and Developments, Kamakhya publishing House, Guwahati, 2015, ISBN 978-81-907756-9-4

Name: Anuradha De

Professional Qualification: M.A., M. Phil., B. Ed

Area of Interest: Gender History

Designation: Assistant Professor (Sr. Grade)

Date of joining: 20-02-2001

Email I.D.: anuradhade85@gmail.com

Mobile no +919435377956



Refresher Course/ Orientation Programme

1. Refresher Course- Assam University, Silchar, from 03.03.2003 to 24.03. 2003;
2. Orientation Programme- University of Burdwan, Burdwan, from 19.08.2006 to 15.09.2006;
3. Refresher Course- University of Burdwan. Burdwan, from 02.07.2014 to 22.07.2014

Seminars

1. Presented paper in two-day National Seminar on "Linguistic movements and their future in southern Assam", S.S. College, Hailakandi, 19.08.2011 and 20.08.2011; Title of the paper, "19th May, 1961- A Study with Historical Perspective";
2. Presented paper in the two-day National Seminar on "Status and Prospects of Human Development in the Eastern and North eastern Region of India", Women's College, Silchar in collaboration with R.K. Degree College (Sikkim Manipal University, Silchar),

16.02.2012 and 17.02.2012; Title of the Paper, “Domestic Violence Against Women: Endangering Human Development (A Reflection on Domestic Violence in Cachar District).

3. Presented a paper in the two-day National Seminar on “History of Women’s Movement in India”, organized by Nilam Bazar College and Assam University, Silchar, 28.03.2015 and 29.03.2015, Title of the paper, “New Women in the 19th century: Emergence as a social force in the national movement of India”;
4. Presented paper in the two-day National Seminar on “Hundred Years of First World War: The Politics Behind and After”, S.S. College, Hailakandi, 07.11.2017 and 08.11.2017, Title of the paper, “Foreign Policy of Germany under Kaiser William II: An Analysis in the Context of the First World war”;
5. Presented paper in the two-day National Seminar on “Women in Contemporary Era- With Special Reference to North East”, 27.05.2019 and 28.05.2019, Assam University, Silchar, Title of the paper, “Domestic Violence against Women: A Challenge to Women Empowerment”.
6. Presented a paper in the two-day International Seminar on “Partition of Bengal, Diaspora and Rehabilitation: Re-Synthesizing of Cultural World View as reflected in Literature and Culture”. Deptt. of Bengali, Assam University, Silchar, 22.09.2022 and 23.09.2022, Title of the paper, “Post-Partition Struggle: A Brief study to trace the change in social life of womenfolk in Barak valley”;
7. Presented a paper in the two-day National Seminar on “Society, Literature and Culture of North East India”, Deptt. of Bengali, Lala Rural College, Lala in collaboration with the Deptt. Of Bengali, Assam University, Silchar. 01.09.2023 and 02.09.2023, Title of the paper, “Political Activities of Women in Barak Valley during the Pre-Independence and Post- Independence Period up to 196: A Brief Comparative Study”.

Articles Published

1. In Annual Journal of Women’s College, Silchar, 2011-12, Theme- Human Development in the Eastern and North Eastern Region of India, ISSN 0975-3338, Title of the article, “Domestic Violence Against Women- That Endangers Human Development: Special Highlight on the Prevailing Situation in the District of Cachar;

2. In “Endeavour- Academic Engagement Series” Vol 2, 2014-15, ISBN: 978-81- 907756-7-0, Title of the article, “New Women in the 19th century: Emergence as a social force in Indian National Movement”;
3. In “Endeavour- Academic Engagement Series”, Vol 3, 2022-23, ISBN: 978-93-90754-11-3, Title of the Article, “19th May, 1961- A Study with historical Perspective”.

Name: Dr. S. Bebita Devi
 Professional Qualification: M.A., M.Phil., Ph.D
 Area of Interest: Socio - Cultural History of North East India & Modern History.
 Professional Status: Assistant Professor (Sr. Grade)
 Date of Joining: 01-06-2013
 Email I.D: sinambebi@gmail.com
 Mobile no +917002155702



Orientation Programme / Refresher Course / Summer School (SSS) / any other course attended:

Name of the Course / School [OP/RC/SSS/others]	Organizer	Duration		Sponsoring Agency
		From	To	
OP	HRD Centre, NBU	01-06-2017	28-06-2017	UGC
RC (Inter-disciplinary)	Ramanujan College, DU	30 th Jan. 2021	14 th Feb. 2021	UGC

Published Papers in Journals:

Sl. No.	Title with page nos.	Name of the Journal	ISSN / ISBN	Whether Peer Reviewed	Impact Factor, if any	Whether you are the main author

1	Brahmans Migration in Manipur: Ascertaining the Resaon	IOSR-JHSS	2279-0837	Yes	4.621	Yes
2	Social Distance: A Contrasting Narrative to the Traditional Social Norm (PP.200-205)	Kala: Journal of Indian Art History Congress, Volume: 26, No.2(X): 2020-2021 (UGC CARE JOURNAL)	0975-7945	Yes		

Articles / Chapters Published in Books:

Sl. No.	Title with page nos.	Book Title, Editor & Publisher	ISSN / ISBN	Whether Peer Reviewed	Whether you are the main Author
1.	<i>Religious Movement in Manipur: A Case study of Meetei Revivalism</i>	Vicky Publishers, Guwahati,2012	978-93-882250-17-3	No	Main Author
2.	<i>Transformation of Meetei Language: A Historical Perspective,</i> (PP.92-106)	Endeavour, edited by Ng. Dayamay Singha and Manas Sinha, Research and Publication Cell, Lala Rural	978-81-907756-7-0	No	Main Author

		College, Lala			
3.	<i>Rationalization and of Cultural Predominance: Invention and Accommodation of Caste in Manipur (pp.92-106)</i>	History of Northeast India Recent Perspective, edited by Alok Tripathi, Sharada Publishing, Delhi	978-93-83221-23-3	No	Main Author
4.	<i>Manipur at the Backdrop of Burmese Invasion: It's Socio-Political Impact and Outcome (pp.194-206)</i>	Security and Development in South East Asia: Implications for North East India, edited by Dr. Aparna Ghose Das & K. Joy Kumar Singh, published by Scholar Publications, Karimganj, Assam	978-81-944113-5-2	Yes	Main Author
5.	<i>Accommodation of Migrants and Challenges of Social Stratification in Manipuri Society: Revisiting the Historical Roots</i>	Endeavour- Academic Engagement Series”, Vol 3, 2022-23	, ISBN: 978-93-90754-11-3	No	Main Author

Books Published as Single Author or as Editor:

Sl. No.	Name of the Book and Authors	Publisher and ISSN / ISBN	Number/s of co-author/s	Whether you are the main author
1	Manipuris of Barak Valley; Historical Exploration of Migration, Settlement and Society, 1817-1891	978-93-80382-89-0	--	Yes
2	Brahmins in Manipur: Migration, Power and Contestations	978-93-882250-16-6	--	Yes

Training Courses, Workshop, Teaching-Learning-Evaluation Technology Programmes, Faculty Development Programmes:

Sl. No.	Name of the Programme	Duration		Organized by
		From	To	
1	FDP on 'Advanced Concepts for Developing Moocs'	2 nd July, 2020	17 th July, 2020	Ramanujan College, DU
2	Online Workshop on Research Methodology	13 th July, 2020	18 th July, 2020	Dept. of Commerce, AUS
3	One Week Online Faculty Development Programme on Research Methodology	24 June, 2020	30 June, 2020	Kumar Bhaskar Varma Sanskrit and Ancient Studies University, Nalbari and Barbhag College, Nalbari
4	Ten Days Workshop on "Research Methodology in Humanities and Social Sciences & Current Research Trends"	3 August, 2020	12 August, 2020	Department of Bengali, Assam University, Silchar
5	Women Empowerment at	5 th Dec.,	6 th Dec.,	Women Empowerment Committee, Department of

	Workplace and Beyond	2020.	2020	Management, Humanities & Social Sciences, NIT Agartala
6	Improving Scientific Research Writing and Publication Skill	12 th Oct., 2020,	18 th Oct. 2020	S. S. College, Hailakandi, Assam and ICSSR, NERC, Shillong
7	One Week National Workshop on ‘Improving Scientific Research Writing and Publication Skill’	12 th October	18 th October	SS College, Hailakandi
8	One Week Faculty Development Programm on National Education Policy	1 st February, 2023	7th February, 2023	Ramanujan College, University of Delhi
9	Short –Term Professional Development Programme	12 th June, 2023	20 th June,2023	Indira Gandhi National Open University
10	Faculty Development Programme	24 th April, 2023	4 th April, 2023	Royal Global University, Guwahati.

Papers presented in Conferences, Seminars, Workshops, Symposia:

Sl. No.	Title of the Paper presented	Title of Conference / Seminar	Organized by	Sponsored by	Period		Whether international /national/ state /regional /college or university level
					From	to	
1	<i>Rabindranath Tagore and Feminism</i>		North East Zone Cultural Centre, Ministry		7 th August, 2011	7 th August, 2011	Regional

			of Culture, Govt. of India and Byatikra m MASDO				
2	<i>Panchayati Raj Institutions and Women Empowerment : A Historical Perspective</i>	Nehru College in collaborati on with AUS			6 th April 2012	7 th April, 2012	National
3	<i>Ethnic Mobilization and Safeguarding Group Identity: A Case Study of Manipuris in Assam</i>	Conflicts, Issues and Challenges in South Asia with Special Reference to North Eastern Region of India	Guruchar an College, Silchar	UGC	26 th Oct. 2017	27 th Oct. 2017	National
4	<i>The Indian Freedom Struggle and the First World War</i>	Hundred Years of First World War: The Politics Behind and After	Srikisha n Sarda College, Hailaka ndi	UGC	7 th Nov. 2017	8 th Nov. 2017	National Seminar

5	<i>Burmese Invasion of Manipur: Historical Experiences and Socio-Political Consequences</i>	Perspective of Security and Development in South East Asia with Special Reference to North East India	Karimganj College	MAKA IAS	10 th March, 2019	12 th March, 2019	National Seminar
6	<i>The Marriage Rituals of Manipuris in Barak Valley</i>	(Re) exploring Cultural Diversity and Traditional Knowledge in North-Eastern India	Ramkrishna Nagar College, Ramkrishna Nagar	MAKA IAS	2019	2019	National Seminar
7	<i>Social Distance in the post-pandemic Era: An Antithesis to</i>	Challenges in Higher Education in the Post-	Burdwan Raj College, West Bengal	UGC	25 June, 2020	28 June, 2020	International Webinar

	<i>Social Mechanism</i>	Pandemic Era					
8	<i>Twin Strategies of Lockdown and Social Distances: Impact and social responses in India</i>	Covid-19: Restructuring of Domestic and International Politics?	Deptt. of Political Science, Bankura University	UGC	27 July, 2020	29 July, 2020	International Webinar
9	<i>Rethinking Good Governance and Decentralisation: Issues and Challenges</i>		Bodoland University, Kokrajhar		27 th February -	2 nd March, 2023	International
10	<i>Understanding Self-reliant as an Instrument for Sustainable Development</i>		Kaziranga University, Jorhat		28 th March, 2023	29 th March, 2023	National
11	<i>Influence of Transculturalism in</i>	Society, Literature and Culture of	Deptt. Of Bengali, Lala Rural		1 st September, 2023	2 nd September. 2023	National

	<i>Manipuri cuisine</i>	North East India	College, Lala in collaboration with the Deptt. Of Bengali, Assam University, Silchar				
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DEPARTMENT OF HISTORY

PROGRAMME SPECIFIC OUTCOME

History, being a social science subject, deals in the evolution of every human activity. History as a subject that studies society, social values, culture, polity and every aspect of humankind. It helps the students to develop their ethical and social value. It also helps to gather knowledge about the heritage, culture and tradition of their own country and of others.

History as a subject has multi-facet potentials. A wide range of career opportunities are opened up when a student chooses history as a subject. First of all, history is a subject taught right from primary education level to higher studies, and as such one may engage himself/herself in teaching profession in primary, secondary and sr. secondary schools. Moreover, history as a subject is a popular choice for those who are preparing for competitive Examinations like Civil Services, SSC among others. A student of history may choose his or her career in journalism or any other editorial board as well. There is also a career opportunity after acquiring graduation in History in the areas of museology and archival studies. Besides, one may also engage in higher studies, research and in archaeology.

COURSE OUTCOME FOR HISTORY STUDENTS

The course helps students to thrive ethical and moral values. They gather knowledge about the socio-cultural and traditional heritage of India and the world as well. The course helps to grow intellectual values and to develop substantial values among them. As a branch of social science,

this course helps to develop social and cultural values. Moreover, it helps to grow national and international understanding of a student. As far as career is concerned, after completion of the course a student of history might engage as educator in elementary schools, secondary schools and sr. secondary schools, archaeological department and as Museum technician etc. A student of history may continue higher studies, as a researcher in Archaeology, Museology and in Historical Organizations, Cultural Resources Management organizations, etc. This course provides opportunities as communicator like, Writers and Editors, Journalists, Documentary Editors and Producers of Multimedia Materials. A Student of History may be employed as Information Manager in different fields, as Archaeologist, Archivist, Records Manager, Librarians and Information Manager, etc. They may be involved in Business Associates as Historians in Corporations or Contract Historians and as Historians in Nonprofit Associations. They may develop their career and engage in different ranks of the Archaeological Survey of India according to their education and performances as Heritage Manager, Historic buildings inspector or conservation Officer, Museum education Officer and as genealogist, living historian, underwater archaeologist, dramaturge, political analyst, paralegals, and geographers and so on.

COURSE SPECIFIC OUTCOME IN HISTORY

(Honours Course)

HISH – 101 (History of Environment)

This paper especially introduces students the importance of environment to the students through a series of human interaction with the nature and environment and its resources throughout the Human evolution. The paper elaborates the climatic factors in the evolution of the ancient civilizations like the Egyptians, Chinese, Indian, Sumerian, Babylon and Assyrians, and about the geography, economy, water resources, climatic condition and how they built up their civilization with the favourable environment conditions. It also narrates the natural calamities like earthquake, floods, diseases and famines and how they overcome these challenges or succumbed. It discusses the wildlife, ancient and medieval wasteland settlement territorial expansion, Royal hunting and destruction of wildlife, British forest policy in India, transformation of forest rights, colonial legislation, making of forest reserves and commercial forestry, tea gardens and deforestation, colonial exploitation of forest resources and social movements for protection of forest and environment.

HISH – 102 (History of India from earliest times to 350 BC)

This paper elaborates the students on the Sources of Ancient Indian History, Paleolithic Cultures, Mesolithic Cultures, Neolithic Culture, and Chalcolithic Culture and about the Harappan Culture. The paper also insight about the Vedic Age emergence of Mahajanapadas, rise of Magadha, rise of Jainism and Buddhism; and socio-religious life of India after the spread of Jainism and Buddhism.

HISH – 103 (History of India: State formation of early empire systems)

The paper makes the students understand the state formation in India; the *Janapadas* and the Mahajanapadas, trade and craft production, the rise of Magadhan Empire, the Mauryan Empire and its polity, administration and art and architecture, the post Mauryan Empires like the Kushanas, their contribution in the field of art and culture; the Gandhara, Mathura and Amravati Schools of Art; the Sangam literature; the Satavahanas; and their achievements and developments in the field of art and culture and architecture during the reign great Indian reigns.

HISH – 201 (History of India from 650 - 1556)

The paper details on Indian feudalism and economic features in comparison with European Feudalism; from Md Ghori's invasion to the rule of Tughlaqs of Delhi; socio-cultural and political history of Vijaynagara and the Bahamanis; Bhakti movement and Sufism.

HISH – 202 (History of East Asia: China)

This paper is designed for having a deeper understanding of the students about Confucian theology, Western Capitalist penetration in Feudal China, Canton trade, Tribute system, Emergence of the comprador Merchants, Opium war and the Treaty system; Capitalist penetration, Taiping rebellion, western education, Hundred days Reform; Sun Yet Sen and the Sin Hai Revolution, Three Principles of the People; nature of Industrialization, emergence of new social forces; Mao-Tse Tung and the foundation of Communist party of China, Long March and socialist China and Cultural Revolution.

HISH – 203 (History of East Asia: Japan)

The paper insights the students on the Feudal Japan – Tokogawa Japan: Shogunate, class divisions, peasant revolts; Buddhist, Shinto and Neo-Confucian ideology; Meiji Restoration of 1868; end of the Feudal era, Capitalism and Modernization, transformations of Agriculture and industry.

HISH – 301 (History of India from 1556 to 1707)

The paper makes students understand the Mughal rule in India; its administrative structure, *Mansab* and *Jagir*, state and religion, administrative system of Sher Shah Sur, rural economy, agrarian structure, land ownership and land rights, urbanization, market and monetary, trade and commerce, trade routes and the pattern of internal commerce, industrialization, urban economy and urban social structure. Further the paper also discusses cultural and religious developments of India in the medieval period; about language, literature art and architecture; religion and culture Bhakti movements and its teachings and the social impact, and Sufism. The paper further highlights on the rise of the great Marathas, Maratha-Mughal conflict, the rise of Sikhs and Rajputs.

HISH – 302 (History of India from 1707 to 1818)

This paper is designed to make students to enrich their understanding as it deals with the advent of the Europeans, rise of the British power in India; conflict between English and French companies, Carnatic wars, and foundation of British rule in India, beginning of colonial economy, administrative arrangements, colonial governance and land revenue administration. The paper also discusses the Maratha confederacy, Anglo-Maratha wars; *Ryotwary* settlement of Madras and Bombay Presidency, *Mahalwadi* settlement and De-industrialization.

HISH – 303 (History of India from 1707 to 1818)

The paper elucidates students on the impact of western education, Young Bengal Movement, social and intellectual changes, and socio-religious reform movements, commercialization of agriculture, peasants and landless labours, emergence of modern industries; tribal and peasant movements; Revolt of 1857 and the growth of early political organizations.

HISH – 401 (Indian Nationalism up to 1948)

This paper teaches the students the factors responsible for the rise of Indian Nationalism, Economic Nationalism, Early phase of National Movement, and the moderates and extremists;

Partition of Bengal Muslim League, Home Rule movement First World War, Act of 1919, Gandhian Era, emergence of Left in the Congress, rise of communal politics, Act of 1935, the Congress Ministries; the World War II, INA, Royal Indian Navy Mutiny Constitutional negotiations, Mountbatten Plan, Partition and Independence, Integration of States and Assassination of Gandhi.

HISH – 402 (India from 1948 - 1964)

This paper would make the students a deeper understanding as the paper deals with the main Principles of Indian Constitution, chief features and Significance reorganizations of states, Multi lingual and Lingual states Five-year planning and main thrust of Planning; India's foreign Policy, Non – Aligned movement; Sino-Indian War and Indo-Pak Wars and their implications.

HISH – 403 (History of Europe from 1780 to 1871)

The students would be benefitted from this paper as it elaborates about the idea of Europe, society, economy, politics, enlightenment, the Industrial Revolution and its impact on society, economy and state trends of French Revolution and its impact of European countries, Unity and power makes people to strength which has showed in the French revolution in 1789, Napoleonic Era, Restoration and Revolution from 1815-1848, socio- political and intellectual currents, Revolutionary and Radical movements from 1830 – 1848, Capitalist Industrialization had occurred and it's affected on socio economic transformation of Europe in the late 18th century, the emergence of National states in Central Europe, Unification of Italy and Germany, Russian Modernization, liberal reforms in Russia and France under second Emperor.

HISH – 501 (History of Europe from 1871 to 1945)

The students in this paper would learn about the Industrialization of Europe, rise of working class and their movements; Socialist thought; European Imperialism, Colonial Expansion, Eastern Question in the late 19th Century and Balkan Nationalism, Alliances and the world War I Russian Revolution, Peace Settlements of 1919, Weimar Republic, Europe between two world wars, rise of Fascism and Nazism, Great Depression, and the outbreak of the World War II.

HISH – 502 (Historiography)

This paper basically focusses on the meaning, Scope and sources of history; historical objectivity; traditions of historical writings i.e., Greco-Roman traditions, Medieval

Historiography a Theocratic School; Modern Historiography i.e., Enlightenment Historiography in Europe, Romanticist School and English Historians like Edward Gibbon, Thomas Carlyle and Arnold Toynbee.

HISH – 503 (Indian Historiography)

This paper particularly tries to make students deeper understanding on the Indian Historical Traditions, Historicity of the *Puranas*, Historical biographies in ancient India and Ancient Indian Historical Traditions; Historical traditions of Medieval period, Mughal Historiography; British Historians in India, rise of Imperialist Historiography of India, Orientalism and Orientalist writings in India and the formation of Asiatic Society of Bengal; rise of Nationalist Historiography in India and Marxist historiography of India.

HISH – 601 (History of North East India with Special Reference to Assam from 1228-1826)

In this paper the students would have a deeper understanding on the land, people and geography of the North East India and its political scenario of Assam under the Ahoms from the 13th century AD to the 19th century AD which is the longest dynastic rule in Asia. The paper also highlights the emergence of the Koch kingdom, Kachari kingdom and Jayantia kingdom and their political development and cultural activities. The students can insight the unsuccessful attempt of the Mughals to invade the land of the Ahoms who were finally defeated by the great son of the soil Lachit Bar Phukan; Ahoms relations with Manipur, Kachar, Tripura and Jayantia kingdoms and finally about the Burmese invasion of Assam, Anglo-Burmese war and the treaty of Yandaboo in 1826.

HISH – 602 (History of North East India from 1826 - 1947)

This paper imparts the students about establishment of British rule in India; Frontier policy of the British, British ascendancy in Naga Hills, Lushai Hills, Khasi Hills, Jayantia Hills, and Garo Hills; relations with Tripura and Manipur, Nature of colonial intervention, Pattern of British administration in the Hills; organized nationalist movement in Assam, Resistance movements in the Hills; Muslim League and their activities in Assam and Independence and Partition of India.

HISH – 603 (Gender History India)

The paper enriches the understanding of the students as it elaborates Gender History, Gender as a social construct, importance of women studies, feminism and shift from women's' studies to

Gender studies; state of women in pre-colonial India, Gender relations during colonial period, debate around Sati, Widow remarriage, Child marriage; Social reform movements, issues of women education and finally on women in Nationalist Movements, Peasants and Tribal struggles and Partition and its aftermath.

Pass Course Papers

HISP – 101 (Ancient India from the earliest times to Harsha Vardhan)

This paper intend to impart students about the foundations of Indian Culture, Harappan Culture, Aryan Civilization, rise of Buddhism and Jainism, Shaivism and Vaishnavism, Mahajanapadas, Cultural enrichment; Alexander's invasion, Foundation of the Mauryan Empire and socio-cultural and administration of the great Mauryas; the Kushanas and cultural activities under the Kushanas; Gupta Empires, extension, administration and Culture; Harsha Vardhan and his times, cultural achievements; the Cholas an the Pallavas, their administration, developments of art and architecture; Pala Kingdom, their political activities and cultural contribution.

HISP – 201 (Medieval India)

The paper elaborates the students about the political background of the foundation of Slave dynasty in Delhi and the downfall of Lodhis; the Bhakti Movement; foundation of the Mughal rule in North India, their administration, religious policy of the Mughals, Indian economy; the downfall of the Mughal rule and the rise of Hindu kingdoms.

HISP – 301 (Modern India from 1757-1857)

The advent of the British in India, Battle of Plassey and Buxar, administration introduced in Bengal after the battle of Buxar, administrative policies, Land revenue administration, revenue policy and agrarian economy, Resistance movement and the Revolt of 1857; tribal and peasant movement, revolts in Eastern India; causes nature and character of the revolt of 1857.

HISP – 401 (Modern India from 1857 - 1947)

The paper insight the students about the efforts of regeneration of Indian society, Reform movements; Indian National movement till 1919, formation of early political organizations, foundation of India National Congress by AO Hume, Partition of Bengal, Swadeshi movement and the growth of Revolutionary ideas; Indian national movement in the Gandhian Era from 1919 to 1947, Subhash Chandra Basu and his role in the Indian Nationalist movement and the

foundation of Indian National Army; Naval Revolt, Partition and Independence of India; National movement in the North East India and the Impact of freedom struggle in North-East India.

HISP – 501 (History of the Modern World 1914-1939)

This paper highlights the causes of the World War I, Peace treaties, Russian Revolution of 1917, end of the Czarist Regime, Soviet Russia under Lenin and Stalin; the great depression, rise of totalitarian dictatorship in Europe, rise of Fascism and Nazism and their domestic and foreign policies.

HISP – 601 (History of the Modern World Since 1939)

This paper is designed to insight the students about the formation of two blocks after World War II, the Cold War, its origin, progress of the Cold war between the Soviet Russia and America, end of the Cold war; Non-Aligned movement; Awakening of the African Nationalism and freedom movements, formation of International Organizations since 1919; the League of Nations, aims and objectives; and the formation of the United Nations Organizations, its aims, objectives and organs of UNO, activities and achievements of the UNO.

DEPARTMENT OF HISTORY **PROGRAMME SPECIFIC OUTCOME**

History, being a social science subject, deals in the evolution of every human activity. History as a subject that studies society, social values, culture, polity and every aspect of humankind. It helps the students to develop their ethical and social value. It also helps to gather knowledge about the heritage, culture and tradition of their own country and of others.

History as a subject has multi-facet potentials. A wide range of career opportunities are opened up when a student chooses history as a subject. First of all, history is a subject taught right from primary education level to higher studies, and as such one may engage himself/herself in teaching profession in primary, secondary and sr. secondary schools. Moreover, history as a subject is a popular choice for those who are preparing for competitive Examinations like Civil Services, SSC among others. A student of history may choose his or her career in journalism or any other editorial board as well. There is also career opportunities after acquiring graduation in

History in the areas of museology and archival studies. Besides, one may also engage in higher studies, research and in archaeology.

COURSE OUTCOME FOR HISTORY STUDENTS

The course helps students to thrive ethical and moral values. They gather knowledge about the socio-cultural and traditional heritage of India and the world as well. The course helps to grow intellectual values and to develop substantial values among them. As a branch of social science, this course helps to develop social and cultural values. Moreover, it helps to grow national and international understanding of a student. As far as career is concerned, after completion of the course a student of history might engage as educator in elementary schools, secondary schools and sr. secondary schools, archaeological department and as Museum technician etc. A student of history may continue higher studies, as a researcher in Archaeology, Museology and in Historical Organizations, Cultural Resources Management organizations, etc. This course provides opportunities as communicator like, Writers and Editors, Journalists, Documentary Editors and Producers of Multimedia Materials. A Student of History may be employed as Information Manager in different fields, as Archaeologist, Archivist, Records Manager, Librarians and Information Manager, etc. They may be involved in Business Associates as Historians in Corporations or Contract Historians and as Historians in Nonprofit Associations. They may develop their career and engage in different ranks of the Archaeological Survey of India according to their education and performances as Heritage Manager, Historic buildings inspector or conservation Officer, Museum education Officer and as genealogist, living historian, underwater archaeologist, dramaturge, political analyst, paralegals, and geographers and so on.

COURSE SPECIFIC OUTCOME IN HISTORY (CBCS)

(Honours Course)

CC Paper I - History of India I (Up to Vedic Civilization)

This paper helps students of history to acquire knowledge regarding the primitive life and cultural status of the people of ancient India. They can gather knowledge about the society, culture, religion and political history of ancient India as well. They learn about the origin and formation of the Indian civilization, trade and urbanizations of ancient period, like Harappan

civilization, Vedic civilizations, later Vedic civilizations etc. How Paleolithic, Neolithic and Chalcolithic cultures in pre-Harappan period develop.

CC Paper II - Social Formations and cultural Patterns of the Ancient World

This paper imparts students to acquire knowledge about the evolution of human Society and cultures like Pre-history, proto-history, Paleolithic, Mesolithic, Neolithic, Chalcolithic and how the agrarian society had begun in Ancient Times. It also helps the students to learn how the human society had transformed from Nomadic to settled society. Moreover, the paper makes the students a deeper understanding on the formation of early kingdoms such as Egypt and Mesopotamia, the origin, features, nature and class composition of ancient Greek and Indian societies, formation of *Mahajanapadas* and so on. It also helps the students to make a comparative study on the different societies of the world.

CC Paper-III History of India II (300 –750 CE)

The objective of this paper is to develop knowledge on the growth of urban centers in India, about trade and trade routes and social formation in Indian society. The paper also aims to throw light on the formation of empires in ancient period, polity and economy as detailed in the greatest work of Kautilya and his book *Arthashastra*. It also helps to understand the agrarian expansion and land grants during ancient India. It also teaches the administration and polity of the great Mauryas and the Guptas and also emphasizes on various traditions such as Brahmanical traditions, Puranic tradition, Buddhism, Jainism, Tantricism and about the Sanskrit and Tamil literatures and the great Indian form of Art and Architecture. The paper also highlights on the evolution of the political structures of early-medieval north and south India.

CC Paper-IV Social Formation and Cultural Pattern of the Medieval World

The paper highlights about the religion, culture, literature and philosophy of the ancient Roman civilization, Agrarian economy, urbanization and trade. The paper also focuses on how economic, social and religious development had made during the medieval European society. The paper also deals in the socio-economic and political condition of the feudal organization of production, town's formation, trade and commerce, technological developments and crisis of feudalism in Europe. The paper also discusses on the societies of Central Islamic Lands, rise of

Caliphate state, rise of Sultanates, religious developments, Shariah, Sufism, urbanization and trade.

CC Paper-V History of India III (750 - 1206 AD)

This paper aims at the foundation, expansion and consolidation of the Rajputs in the early medieval period. The paper also focuses on the socio-political and cultural history of the Cholas. The paper highlights the early medieval agrarian structure and social change with special emphasis on the agricultural expansion, proliferation of caste, status of untouchability, tribes, peasants and their place in the Varna order, inter regional trade, maritime trade urbanization and merchant guilds of South India. The paper also discusses about Bhakti movement, ideas and institutions of Buddhism and Jainism, Islamic traditions and also about the famous Chola and Pallava Art and Architecture. The paper narrates on the Arab invasion of Sindh

CC Paper-VI Rise of Modern West – I (15th& 16th Centuries)

This paper imparts the rise of the modern west world and transition the society and economy from feudalism to capitalism, early colonial expansion, Renaissance in Italy and spread of humanism in Europe and results of the European Reformation in the 16th century and Shift of economic balance from the Mediterranean to the Atlantic, Commercial Revolution, Influx of American silver and the Price Revolution. The paper also highlights the emergence of European state system like Spain, France, and England, and Russia.

CC Paper-VII History of India IV (1206 - 1550 AD)

The paper aims at the foundation, expansion and consolidation of the Sultanate of Delhi and also to the downfall of the Delhi Sultanate, and Persian tradition. The paper imparts knowledge towards the Turkey's invasion & Struggle for Empire in North-Western India and foundation of the Mughal Rule in India. Medieval Indian society, economy and culture under the Mughal rule in northern and north-western parts of India, the rise of Bahamanis, Vijaynagar, Gujarat, Malwa, Jaunpur and Bengal, and art architecture and literature. This paper elaborates on Bhakti movement, literature and Sufi movement.

CC Paper-VIII Rise of Modern West – II (17th& 18th Centuries)

This paper elaborates about the European crisis of economic, social and political dimensions as well as the English Revolution, major issues like political and intellectual currents in 17th

century. The paper also discusses about the rise of modern science in to European society as a result of the Renaissance and the change in European politics in the 18th century such as parliamentary monarchy, patterns of Absolutism in Europe and prelude to the Industrial Revolution in England and other European countries.

CC Paper-IX History of India V (1550 -1605)

This paper deals with the Persian literature, translations and the rise of regional Indian literary traditions. Further it narrates the invasion & Struggle for Empire in North-Western India and foundation of the Mughal Rule in India, about the Indian society, economy and culture after consolidation of the Mughal rule in North and western India. The paper also narrates the administrative institutions of the Mughals, their expansion, conquest of Bengal, land rights, revenue system, and expansion of agriculture, trade routes, and patterns of internal commerce, overseas trade and the rise of Surat.

CC Paper-X: History of India -VI (1605 - 1750)

This paper highlights about Persian and Indian literary cultures, history, memoirs and travelogues. It also highlights about the rule and functioning of the Mughal kings, war of succession, *jagir* system, economy and culture after consolidation of the Mughal rule India. It deals with the rise of Powers of the Rajputs and the rise of Marathas under Shivaji and the expansion under the Peshwas and the downfall of the Mughals. The paper also imparts knowledge on the Indian trades and commerce, crafts and technology, monetary system, markets, urban centers and Indian Ocean trade networks.

CC Paper-XI History of Modern Europe (1780 - 1939)

The paper elaborates about the French Revolution and its impact of European countries. Unity and power make people to strength which has showed in the French revolution in 1789, Napoleonic Era, Restoration and Revolution from 1815-1848, socio- political and intellectual currents, Revolutionary and Radical movements from 1830 – 1848, Capitalist Industrialization had occurred and it's affected on socio economic transformation of Europe in the late 18th century to 1914. The paper illustrates about the politics of balance of power among the European countries, the idea of nationalism and the history of unification of European countries such as Germany and Italy and their impact on the European politics on eve of the 2nd world war.

CC Paper-XII History of India -VII (1750 - 1857)

In this paper we discuss about the India in the 18th century, its Society, Economy and polity, expansion and consolidation of Colonial Power; dynamics of expansion with special reference to Bengal, Mysore, Western India, Awadh, Punjab and Sindh; Rural economy such as land revenue, forest policy, commercialization, Rural society, change and continuity, famines, pastoral economy and shifting cultivation; Trade and Industry such as de-industrialization, trade and fiscal policy, drain of wealth and the growth of modern industry. Finally, the paper also elaborates on the popular resistance and uprisings during the first half of the British rule in India and the first war for Indian independence in 1857.

CC Paper-XIII History of India -VIII (1857 - 1950)

The paper deals with Indian culture, changes, social and religious reform movements; trends of nationalism up to 1919, and Gandhian nationalism after 1919, princely states, impact of nationalism on culture, literature and art. The paper also highlights the impact of nationalism on social groups such as landlords, professionals, middle classes, peasants, tribal, labours, dalit and women. The paper also narrates on the Independence, partition and emergence of a new nation, making of constitution and the integration of the princely states.

CC Paper – XIV: Social and Cultural Transformation in Modern Europe

The paper elaborates on the Liberal democracy, working class movements and socialism in the 19th and 20th century; the crisis of feudalism in Russia and experiments in Socialism; Imperialism, war and crisis from 1880 to 1939; Cultural and intellectual development since 1850 and the major intellectual trends such as institutionalization of disciplines like history, sociology and anthropology, about Darwin and Feud and the construction of race, class and gender.

CBCS – Discipline Specific Elective (DSE)

DSE I –History of Modern Europe (1789 - 1914) For 5thSem Pass

The paper elaborates about the French Revolution and its impact of European countries. Unity and power make people to strength which has showed in the French revolution in 1789, Napoleonic Era, Restoration and Revolution from 1815-1848, socio- political and intellectual currents, Revolutionary and Radical movements from 1830 – 1848, Capitalist Industrialization had occurred and it's affected on socio economic transformation of Europe in the late 18th

century to 1914. The paper illustrates about the politics of balance of power among the European countries, the idea of nationalism and the history of unification of European countries such as Germany and Italy and their impact on the European politics on eve of the 2nd world war.

DSE II – History of China (1839 - 1982) 5thSem CC as DSE & 6thSem Pass

The paper deals with Chinese Canton commercial system, Opium wars treaties with the imperialist powers; Taiping, self-strengthening and reforms in the Chinese states Boxer rebellion of 1900 and its consequences, Reforms of 1898; Chinese Revolution of 1911 under Dr. Sun Yet Sen, Kuomintang and Chinese nationalism, Chiang Kai Shek, May Fourth Movement 1919 Civil war in China and the establishment of People's Republic of China, Mao-Tse Tung and his rise , Cultural Revolution; structure, organization and role of Communist Party of China, Chinese Revolutionary legacy and the Characteristics of the new Constitution of China, 1982.

For Honours DSE II: Historiography

The paper makes an understanding on History, definitions, Nature and Scope, History as Science, History as literature, sources of history, literature, archaeology, epigraphy, numismatics, foreign sources and archival sources; Causation and Objectivity in history, periodization history and relation of history with other social sciences; major trends in history and historical materialism; trends in modern Indian Historiography, Nationalist Historiography, Marxist Historiography and Subaltern Historiography.

DSE III – History of Assam (1228-1826)

The paper elaborates on the brief survey of the sources of early medieval period to the Treaty of Yandaboo, literary sources, archaeological sources and Buranjis as a source of medieval Assam History. It deals with the political condition of Assam in th 13th century, foundation and consolidation of Ahom rule their relation with Kacharis, Jayantia, Koch and Manipuri; emergence of Koch Kingdom, Ahom system of administration, Mughal invasion, Battle of Saraighat, Battle of Itakhuli, Ahom-Tribal Relationship, Moamaria rebellion and the Burmese invasion of Assam.

DSE IV –History of Assam (1826-1947)

The paper deals with the Anglo-Burmese War, Treaty of Yandaboo; advent of the British, Annexation of Assam, Anti-British Uprisings (1826-1830); early organizations, growth of

industries like Tea, Coal and oil, Partition of Bengal; and the National movement and the role of Assam.

CBCS Generic Elective (GE)

DSC I &GE I: History of India from the earliest times to 300 CE

This paper elaborates on the Sources of Ancient Indian History, Paleolithic Cultures, Mesolithic Cultures, Neolithic Culture, and Chalcolithic Culture and about the Harappan Culture. The paper also insight about the Vedic Age emergence of Mahajanapadas, rise of Magadha, rise of Jainism and Buddhism; Alexander's invasion of India, the Mauryas, the Kushanas, the Gandhara, Mathura and Amravati Schools of Art; the Sangam literature; the Satavahanas; and achievements and developments in the field of art and culture and architecture during the reign great Indian reigns.

DSC II &GE II: History of India from 300 - 1206 CE

The paper elucidates the golden period of Indian history under the great Guptas, Harshavardhana, accounts of Huen-Tsang, contribution of Cholas, Pallavas, Chalukyas and Rastrakutas to the Indian culture; emergence of Rajput state in northern India, their social Condition; and the Arab invasion of Sindh, invasion of Mahmud of Ghazni, invasion of Muhammad of Ghore and the Battle of Tarain.

DSC III &GE III: History of India from 1206– 1707 CE

This paper elaborates the sources of Mediaeval Indian History, foundation, expansion and consolidation of Delhi Sultanate, their economic policies and downfall; Bhakti Movement, Sufism and development of Vijaynagar Kingdom. The paper also highlights on the emergence and consolidation of Mughal State, development of Art and Architecture and their religious policies. The paper also highlights the administrative policies of Sher Shah Sur, Mughal administration and their downfall; and the rise of the great Marathas.

DSC IV &GE IV: History of India from 1707 - 1950 CE

This paper elucidates on the emergence of independent kingdoms after the fall of Mughals and the establishment of colonial power; expansion and consolidation of colonial power, the first war of Indian independence in 1857 and its nature and character; socio-religious movements in the 19th century, emergence and growth of Indian nationalism, foundation of INC, partition of

Bengal and Swadeshi movement, Gandhian era, role of INA and Netaji; and partition of India, formation of constituent assembly and the characteristics of Indian constitutions.

Skill Enhancement Course (SEC)

SEC I – Archaeology and Museology

The paper discusses the definitions of Archaeology, aims and scope, relationship of Archaeology with History, and the types of archaeology; establishment of Archaeological Survey of India, Establishment of Asiatic Society; contribution of John Marshal, Mortimer Wheeler, Dayaram Sahani and Rakhaldas Bannerjee in Indian Archaeology; study of archaeological sites in Assam like Madan Kamdev and Surya Pahar. The paper also discusses on the definition of museology, history of Indian Museum, types of Museums, and on the Indian Museum, Kolkata, New Delhi and State Museum, Guwahati.

SEC II – Evolution of Indian Culture

The paper insight on the definition of Culture, Characteristics and its importance in human life; Indian Classical Music, Hindustani Classical Music, Karnataka Classical Music; Indian Classical Dance forms like Kathak and Bharatnatyam (Manipuri and Odyssey not considered?); Folk Music, and historical developments of the Indian musical instruments like *Tanpura* and *Tabla*; Eminent personalities like Pt. Ravi Shankar, Ud. Bishmillah Khan, Pt. Birju Maharaj, Dr. Bhupen Hazarika and their contribution to Indian Culture; Rabindranath Tagore and VishwaBharati; and fairs and festivals like *BasantaUtsab* and *PoushUtsab*.

SEC III – Historical Tourism in India

The paper elucidate on the definition and meaning of Tourism, its origin, History, types and forms of tourism; understanding archaeological tourist sites such as, Sanchi Stupa, Kamakhya temple, forts at Fatehpur Sikri and colonial architecture such as Victoria Memorial, Kolkata; importance of National Parks like Kaziranga National Park, Hill Stations at Shimla, Beaches in Goa and Andaman Nicobar Islands; insight on heritage management organizations such as UNESCO & Archaeological Survey of India, and selected case studies in India like Taj Mahal, Agra and Red Fort, Delhi; Archaeological ruins of Madan Kamdev and Surya Pahar; and understanding tourist sites in Barak Valley like Khaspur, Malegarh and fairs and festivals of

Barak Valley like *Shivaratri* festival, festivals at Bhuban Pahar and *Baruni Mela* at Badarpur Ghat.

SEC IV – History of Tea Industry in Assam

The paper discusses the history of Tea Industry in Assam in two parts viz. Tea industry in Brahmaputra Valley and tea industry in Barak Valley. The paper elucidates on the origin of tea cultivation growth of tea industry and its expansion in Brahmaputra valley, Assam Rules 1855 and Jungalbari Settlement in 1864 process of tea production, process of recruitment of labour, their transportation and settlement in Assam; origin, growth and expansion of tea industry in Barak Valley, Baladhan incident, Chorgola Exodus, unrest in 1930s and 1940s, strike in Brahmaputra valley; and study on Tocklai Tea research Centre, Indian Tea Association, Silchar and Tea Auction Centre, Guwahati.

NO OF STUDENTS ENROLLED IN THE DEPARTMENT FOR THE CURRENT SESSION

FYUG 1st Semester

Name of the Paper	Total No of Students
DSC	69
DSM	05
IDC	19
SEC	69

TDC III Semester

Name of the paper	Total No of Students
Honours	02
DSC	03
SEC	05

TDC V Semester

Name of the paper	Total No of Students
Honours	01
DSC I	15
DSC II	05
SEC	15
GE	25

TEACHING LEARNING & OTHER ACADEMIC ACTIVITIES

- **Criteria for categorisation of students:** The score in the qualifying examination cannot be taken into account to identify different categories of students such as advanced or slow learners. Hence, their participation in classroom activities, or their performance in the internal assessments can be used as criteria to identify and categorised students with a view to devising different strategies for curriculum transactions and to provide a meaningful learning experience.
- **Identification of learning style:** The department is very careful not to create in students any psychological division and levelling them as particular type of learner. However, the department is aware of general scholastic abilities of students, and hence, teachers as mentors make a close observation and monitor students' learning style and ability.

- **Strategies for advance learners:** In addition to regular classroom teaching, they are encouraged to prepare project work, extended library use and writing assignments on challenging topics.
- **Strategies for slow learners:** They are engaged in compulsory teaching, remedial teaching and helped in developing self-learning materials.
- They are closely monitored by faculty mentors and encouraged them to spend more time on reading in library outside the class hours. Additionally, they are also provided learning through study materials through online sources and WhatsApp.

STUDENT CENTRIC METHODS FOR ENHANCING LEARNING EXPERIENCES

The department of History adopts various students centric teaching learning methods for enriching learning experience. The faculty members participate in various workshops, seminars and short terms courses from time to time to enhance the development of students.

Experiential learning: The department conducts study tour in historical sites and other socio-cultural and religious sites to help students understand through these visits. In 2021 the department organised one day study tour to local historical sites at Badarpur and 2022-23 at Khaspur.

Students are also given assignments on various papers. These lead them to mining data from different sources and objective approach to the subject.

Participative learning: The department of History, Lala Rural College, uses participative learning to encourage students to actively involve in learning process. Some of the methods used for participative learning are given below:

- Classroom presentations
- Assignments
- Debate and quiz

Problem-solving methodologies: Catering to critical thinking, creativity and problem-solving skill required for surviving the competitive world, students are guided by the faculty to identify problems and to make scientific approach for an objective study of history as a subject.

Teachers use ICT enabled tools for effective teaching-learning process

- The pandemic has forced the education sector to shift dramatically to virtual and blended mode of teaching and learning using various Information and Communication technology (ICT) tools.
- As educational institutions were closed down in April 2020 and there was uncertainty about when they will reopen, The faculty members relied on various online platforms including Zoom classes, Google meet, YouTube, WhatsApp, etc. to adopt new pedagogical methods to learn and teach.
- Along with these tools the students of the department were provided notes and study materials through WhatsApp and other online modes.
- The department conducted unit test exam through online mode and the students were also encouraged to submit assignments through online mode.
- The Department conducts ICT enabled classes on a regular basis so as to provide a deeper understanding on the subject.
- Email ID of the Department: lrchistory2013@gmail.com
