

**HISTORY
SYLLABUS
CLASS XII**

CLASS XII COURSE STRUCTURE

Theory Paper

S.No	Part	Period	Marks
1	Themes in Indian History Part--I	60	25
2	Themes in Indian History Part--II	60	25
3	Themes in Indian History Part--III	60	25
4	Map	15	05
	Total	195	80

Themes in Indian History	Part—I		25 Marks
Theme No.	Theme Title	Periods	Marks
1	Bricks, Beads and Bones The Harappa Civilisation	15	25
2	Kings, Farmers and Towns Early States and Economies (c.600 BCE-600 CE)	15	
3	Kingship, Caste and class Early Societies (c. 600 BCE-600 CE)	15	
4	Thinkers, Beliefs and Buildings Cultural Developments (c. 600 BCE-600 CE)	15	
Themes in Indian History	Part—II		25 Marks
Theme No.	Theme Title	Periods	Marks
5	Through the eyes of Travellers Perceptions of Society (c. tenth to seventeenth centuries)	15	25
6	Bhakti-Sufi Traditions Changes in Religious Beliefs and Devotional Texts (c. eighth to eighteenth centuries)	15	
7	An Imperial Capital – Vijayanagar (c. fourteenth to sixteenth centuries)	15	
8	Peasants, zamindars and the States Agrarian Society and the Mughal Empire (c. sixteenth-seventeenth centuries)	15	
Themes in Indian History	Part—III		25 Marks
Theme No.	Theme Title	Periods	Marks
9	Colonialism and The Countryside Exploring Official Archives	12	25
10	Rebels and Raj 1857 Revolt and its Representations	12	
11	Colonialism and Resistance Movements in the North East with special reference to Meghalaya	12	
12	Mahatma Gandhi and the National Movement Civil Disobedience and Beyond	12	
13	Framing of the Constitution The Beginning of a New Era	12	
	Including Map work of the related Themes	15	05
	Theory Total		80
	Project Work	25	20
	TOTAL	220	100

CLASS XII
COURSE CONTENT

Theme No. and Title	Specific learning objectives	Suggestive Teaching learning process	Learning outcome with specific competencies
Themes in Indian History Part—I			
1 BRICKS, BEADS AND BONES The Harappan Civilisation	<ul style="list-style-type: none"> • Familiarize the learner with the early urban centers as economic and social institutions. • Introduce the ways in which new data can lead to a revision of existing notions of history. • Find the difference between an archeologist and historian who Investigate and interpret historical and contemporary sources. 	<ul style="list-style-type: none"> • Inquiry based use of questions to explore. • Illustrate how archaeological excavations are undertaken, and their findings are interpreted. • Use of Picture charts and Map reading to trace the growth of urban centres. 	<ul style="list-style-type: none"> ❖ To investigate, explore and interpret the early urban centres and social institutions. ❖ State and deduce the multi- lateral aspects of Harappan civilization to understand the first civilization of the world. ❖ Investigate and interpret historical and contemporary sources and viewpoints of ASI and historians on Harappa.
2 KINGS, FARMERS AND TOWNS: Early States and Economies (c.600 BCE600 CE)	<ul style="list-style-type: none"> • To Familiarize the learner with major trends in the political and economic history of the subcontinent. • Introduce inscriptional analysis and the ways in which these have shaped the understanding of political and economic processes. • Critically examine the limitations of inscriptional evidence. 	<ul style="list-style-type: none"> • Use of Archaeological Evidence Videos and Narration method to bring an understanding of the trends. • Virtual tour to analyse and understand the inscriptions 	<ul style="list-style-type: none"> ❖ To critically evaluate and interpret major trends in the political and economic history of the subcontinent. ❖ Decode inscriptional evidence. ❖ Analyse inscriptional evidences and the ways in which these have shaped the understanding of political and economic processes.
3 KINSHIP, CASTE AND CLASS, Early Societies (c. 600 BCE600 CE)	<ul style="list-style-type: none"> • To Familiarize the learners with issues in social history. • Introduce the 	<ul style="list-style-type: none"> • Narration of the issues in social history. • Story boards can be 	<ul style="list-style-type: none"> ❖ To examine, analyse the issues of social history. ❖ Analyse social norms

	<p>strategies of textual analysis and their use in reconstructing social history.</p> <ul style="list-style-type: none"> • To appraise the condition of women during Mahabharata age. 	<p>used to discuss the scriptures of ancient India.</p> <ul style="list-style-type: none"> • Debate & Group discussion condition of women during Mahabharata age. 	<p>in order to understand the perspectives of society given in the scriptures of ancient India.</p> <ul style="list-style-type: none"> ❖ Examine the varied dimensions explored by historians in order to understand dynamic approach of Mahabharata..
<p>4</p> <p>THINKERS, BELIEFS AND BUILDINGS Cultural Developments (c. 600 BCE-600 CE)</p>	<ul style="list-style-type: none"> • Familiarize the learner with the salient features of social histories described by the travellers. • Discuss how traveller's accounts can be used as sources of social history. • Familiarise with the accounts of foreign travellers in order to understand the social political and economic life in the medieval period. 	<ul style="list-style-type: none"> • Think Pair and share the features of social history as narrated by travellers. • Reading the text for knowing the traveller's accounts which is the source of social history. • Narration of the writings of all the travellers. 	<ul style="list-style-type: none"> ❖ To understand salient features of social histories described by the travellers and apply the learning in real life. ❖ Elucidating the accounts of foreign travellers in order to understand the social political and economic life during the tenure of different rulers in the medieval period. ❖ Compare and contrast the perspectives of Al Biruni, Ibn Battuta and Bernier towards Indian society.
Themes in Indian History Part—II			
<p>5</p> <p>THROUGH THE EYES OF TRAVELLERS Perceptions of Society (c. tenth to seventeenth centuries)</p>	<ul style="list-style-type: none"> • Familiarize the learner with the salient features of social histories described by the travellers. • Discuss how traveller's accounts can be used as sources of social history. • Familiarise with the accounts of foreign 	<ul style="list-style-type: none"> • Think Pair and share the features of social history as narrated by travellers. • Reading the text for knowing the traveller's accounts which is the source of social history. • Narration of the writings of all the 	<ul style="list-style-type: none"> ❖ To understand salient features of social histories described by the travellers and apply the learning in real life. ❖ Elucidating the accounts of foreign travellers in order to understand the social political and economic life during

	travellers in order to understand the social political and economic life in the medieval period.	travellers.	the tenure of different rulers in the medieval period. ❖ Compare and contrast the perspectives of Al Biruni, Ibn Battuta and Bernier towards Indian society.
6 BHAKTI –SUFİ TRADITIONS Changes in Religious Beliefs and Devotional Texts (c. eighth to eighteenth centuries)	<ul style="list-style-type: none"> • Familiarize the learner with the religious developments. • Discuss ways of analysing devotional literature as sources of history. • Understand the religious developments during medieval period. • Understand the religious movement in order and its impact. 	<ul style="list-style-type: none"> • Use chronological order to track the developments. • Venn diagram to make comparison of different religious movements. • Group discussion on the value impact. 	<ul style="list-style-type: none"> ❖ Understand the religious developments. ❖ Summarize the philosophies of different Bhakti and Sufi saints to understand the religious developments during medieval period. ❖ Comprehend the religious movement in order to establish unity, peace harmony and brotherhood in society
7 AN IMPERIAL CAPITAL: VIJAYANAGARA (c. fourteenth to sixteenth centuries)	<ul style="list-style-type: none"> • Acquaint the learner with the buildings monuments that were built during the time. • To examine the 'excerpts or the sources more closely and discuss the ways in which architecture can be analysed to reconstruct history. • Analyse city planning, water management system, administration of the rulers with the help of literary accounts of foreign traveller's and architectural evidence. 	<ul style="list-style-type: none"> • Visit museums attached to archaeological sites. • To learn about the nature, characteristics and significance of archaeological artefacts, historical monuments which could be of political, social, or religious significance. • View documentary Videos and observe Pictures on architecture. • Graphic organisers to make comparison of the study reports. 	<ul style="list-style-type: none"> ❖ Students will be able to classify the distinctive architectural contributions of the Vijayanagar empire to comprehend the richness of mingled cultures of deccan India. ❖ Analyse accounts of foreign traveller's on Vijayanagar in order to interpret political, social and cultural life of the city. ❖ Assess and appreciate the city planning, water management system,

			administration of the rulers
<p style="text-align: center;">8</p> <p style="text-align: center;">PEASANTS, ZAMINDARS AND THE STATE Agrarian Society and the Mughal Empire (c. sixteenth seventeenth centuries)</p>	<ul style="list-style-type: none"> • Engage the students to discuss the developments in agrarian relations. • Discuss how to supplement official documents with other sources. • Elaborate the agrarian changes occurred during sixteenth and seventeenth centuries. • Explain the changes and differences in the agrarian sectors. 	<ul style="list-style-type: none"> • Group discussion on the agrarian development and impact. • Create a Venn diagram or a table and compare the changes during the 16th and 17th century, • Debate on the differences in the sector and arrive on the impact. 	<ul style="list-style-type: none"> ❖ Comprehend the facets of agrarian developments in order to understand the relationship between the state and the agriculture during Mughal period. ❖ Compare and contrast the agrarian changes occurred during sixteenth and seventeenth centuries. ❖ Make a table and bring out the differences in the agrarian sector.
Themes in Indian History Part—III			
<p style="text-align: center;">09</p> <p style="text-align: center;">COLONIALISM AND THE COUNTRYSIDE Exploring Official Archives</p>	<ul style="list-style-type: none"> • Discuss how colonialism affected zamindars, peasants and artisans. • Explain the revenue systems introduced by the British to Comprehend the problems and limits of using official sources for understanding the lives of the people. • Discuss about the types of records and reports maintained by the rural society. • Understand the divergent interest of the British in the society and on the Indians. 	<ul style="list-style-type: none"> • Discussion and deliberation on the colonialism and revenue system. • List the problems for understanding the lives of the people. • Classify the records and reports. 	<ul style="list-style-type: none"> ❖ Evaluate the revenue systems introduced by the British to understand the economic aspects of colonization in India. ❖ Analyse the colonial official records& reports to understand the divergent interest of British and Indians. ❖ Find solution to be taken to protect the peasants and artisans in this century.
<p style="text-align: center;">10</p> <p style="text-align: center;">REBELS AND THE RAJ:</p>	<ul style="list-style-type: none"> • Discuss how the events of 1857 are being interpreted. 	<ul style="list-style-type: none"> • Movie or video watching on events of 1857 followed by 	<ul style="list-style-type: none"> ❖ To examine the events of 1857.

<p>1857 Revolt and its Representations</p>	<ul style="list-style-type: none"> • Discuss how visual material can be used by historians to narrate events. • Understand the planning and execution of the plan. • Highlight the united contribution made by the Indian soldiers. 	<p>discussion.</p> <ul style="list-style-type: none"> • Problem solving method to question the events and suggest actions. 	<ul style="list-style-type: none"> ❖ Correlate the Planning and coordination of the rebels of 1857 to infer its domains and nature. ❖ Examine the momentum of the revolt to understand its spread. ❖ Analyse how revolt created vision of unity amongst Indians. ❖ Interpret visual images to understand the emotions portrayed by the nationalist and British.
<p>11 Colonialism and Resistance Movements in the North East with special reference to Meghalaya</p>	<ul style="list-style-type: none"> • To introduce how British colonialism occurred in Assam . (North East) till 1826 C.E. • To understand on the resistance movements of the Khasi- 1829- 1833 C.E Jaiñtia- 1861-1862 C.E and Garo Hills - 1872- 1873 C.E 	<ul style="list-style-type: none"> • Critical readings and reflections on colonialism of North East and of specific/every Resistance movements • Group work and presentations using chronological chart. • Construction of Timeline of specific movements and comparative Time Line of events. 	<ul style="list-style-type: none"> ❖ Examine the causes, consequences and courses of British Colonialism in North East, the Anglo-Khasi War-1829-33 C.E, The Jaiñtia Resistance 1861- 1862 C.E,Garo Resistance -1872-73 C.E. ❖ Analyse the contribution of Khasi, Jaiñtia, and Garo freedom fighters against British Colonialism.
<p>12 MAHATMA GANDHI AND THE NATIONALIST MOVEMENT: Civil Disobedience and Beyond</p>	<ul style="list-style-type: none"> • To acquaint the learner with significant elements of the Nationalist movement and the nature of Gandhian leadership. • Discuss how Gandhi was perceived by different groups. 	<ul style="list-style-type: none"> • Collaborate and create. a timeline of the movement. • Making a collage of events. individuals, and institutions under the Gandhian leadership. 	<ul style="list-style-type: none"> ❖ Understand the nationalist movement in chronological order. ❖ Correlate the significant elements of the nationalist movement and the nature of ideas,

	<ul style="list-style-type: none"> • Examine how historians need to read and interpret newspapers diaries and letters as a historical source. • Throw light on nationalism and patriotism. 	<ul style="list-style-type: none"> • Doing a Project on historical source such as newspapers, biographies and auto-biographies diaries and letters. 	<p>individuals, and institutions under the Gandhian leadership.</p> <ul style="list-style-type: none"> ❖ Debate on the significant contributions of Gandhi to understand his mass appeal for nationalism. ❖ Explore the ways of interpreting historical source such as newspapers, biographies and auto- biographies diaries and letters
<p style="text-align: center;">13 FRAMING THE CONSTITUTION: The Beginning of a New Era</p>	<ul style="list-style-type: none"> • Discuss how the founding ideals of the new nation state were debated and formulated. • Understand how such debates and discussions can be read by historians. • Discuss the other countries constitution and compare. • Explain the salient features of our constitution. 	<ul style="list-style-type: none"> • Mock session of the assembly to debate and discuss the ideals. • Use sources & case studies for a Group discussion. 	<ul style="list-style-type: none"> ❖ Highlight the role of Constituent Assembly to understand functionaries in framing the constitution of India. ❖ Analyse how debates and discussions around important issues in the Constituent Assembly shaped our Constitution
<p>Note: This is not an exhaustive list. For reflective teaching- learning process, explicit Learning Objectives and Outcomes can be added by teachers during the course-delivery for student's real learning</p>			

LIST OF MAPS

S. No	Page No.	Part – I Maps
1	2	Mature Harappan sites: Harappa, Banawali, Kalibangan, Balakot, Rakhigarhi, Dholavira, Nageshwar, Lothal, Mohenjodaro, Chanhudaro, KotDiji.
2	3	Mahajanapada and cities: Vajji, Magadha, Kosala, Kuru, Panchala, Gandhara, Avanti, Rajgir, Ujjain, Taxila, Varanasi.
3	33	Distribution of Ashokan inscriptions: <ul style="list-style-type: none"> • Pillar inscriptions – Sanchi, Topra, Meerut Pillar and Kaushambi. • Kingdom of Cholas, Cheras and Pandyas.
4	43	Important kingdoms and towns: <ul style="list-style-type: none"> • Kushanas, Shakas, Satavahanas, Vakatakas, Guptas • Cities/towns: Mathura, Kanauj, Puhar, Braghukachchha, Shravasti, Rajgir, Vaishali, Varanasi, Vidisha
5	95	Major Buddhist Sites: Nagarjunakonda, Sanchi, Amaravati, Lumbini, Bharhut, Bodh Gaya, Ajanta
S. No	Page No.	Part – II Maps
6	174	Bidar, Golconda, Bijapur, Vijayanagar, Chandragiri, Kanchipuram, Mysore, Thanjavur, Kolar, Tirunelveli
7	214	Territories under Babur, Akbar and Aurangzeb: <ul style="list-style-type: none"> • Delhi, Agra, Panipat, Amber, Ajmer, Lahore, Goa.
S. No	Page No.	Part – III Maps
8	287	Territories/cities under British Control in 1857: Punjab, Sindh, Bombay, Madras Berar, Bengal, Bihar, Orissa, Surat, Calcutta, Patna, Allahabad
9	260	Main centres of the Revolt of 1857: Delhi, Meerut, Jhansi, Lucknow, Kanpur, Azamgarh, Calcutta, Benaras, Gwalior, Jabalpur, Agra, Awadh
10		Important centres of the National Movement: Champaran, Kheda, Ahmedabad, Benaras, Amritsar, Chauri Chaura, Lahore, Bardoli, Dandi, Bombay (Quit India Resolution), Karachi

CLASS XII QUESTION PAPER DESIGN

Book	MCQ		SA		LA		Source Based		Map	Total	
	No of questions	MM	No of questions	MM	No of questions	MM	No of questions	MM		Theory	Internal
Part I	7	1	2	3	1	8	1	4		25	
Part II	7	1	2	3	1	8	1	4		25	
Part III	7	1	2	3	1	8	1	4		25	
Map									05	05	
Project										80	20
Total	7x 3=21		6x 3=18		3x 8= 24		3x4=12		1x5=5	100 marks	

WEIGHTAGE BASED ON COMPETENCIES

Competencies	Marks	%
Knowledge :Remembering previously learned material by recalling facts, terms, basic concepts, and answers,	21	26.25
Understanding demonstrating understanding of facts and ideas by organizing, translating, interpreting, giving descriptions and stating main ideas.	18	22.50
Applying and Analyzing : applying acquired knowledge, facts, techniques and rules and solving the problems.	24	30
Formulating, Evaluating and Creating skills : Examining, making inferences and finding evidence to support generalizations; Presenting and defending opinions by making judgments about information and piling information	12	15
Map skills	05	6.25

INTERNAL ASSESSMENT

PROJECT WORK	MM - 20
INTRODUCTION	
<p>History is one of the most important disciplines in school education. It is the study of the past, which helps us to understand our present and shape our future. It promotes the acquisition and understanding of historical knowledge in breath and in depth across cultures.</p> <p>The course of history in senior secondary classes is to enable students to know that history is a critical discipline, a process of enquiry, a way of knowing about the past rather than just a collection of facts. The syllabus helps them to understand the process, through which a historian collects, chooses, scrutinizes and assembles different types of evidence to write history.</p> <p>The syllabus in class-XI is organized around some major themes in world history. In class XII the focus shifts to a detailed study of some themes in ancient, medieval, and modern Indian history.</p> <p>Project work in history for classes XI and XII is a part of regular studies in classroom, as project work gives students an opportunity to develop higher cognitive skills. It takes students to a life beyond text books and provides them a platform to refer materials, gather information, analyse it further to obtain relevant information and decide what matter to keep and hence understand how history is constructed.</p>	
OBJECTIVES	
<p>Project work will help students:</p> <ul style="list-style-type: none">❖ To develop skill to gather data from a variety of sources, investigate diverse viewpoints and arrive at logical deductions.❖ To develop skill to comprehend, analyse, interpret, evaluate historical evidence, and understand the limitation of historical evidence.❖ To develop 21st century managerial skills of co-ordination, self-direction, and time management.❖ To learn to work on diverse cultures, races, religions, and lifestyles.	

- ❖ To learn through constructivism-a theory based on observation and scientific study.
- ❖ To inculcate a spirit of inquiry and research.
- ❖ To communicate data in the most appropriate form using a variety of techniques.
- ❖ To provide greater opportunity for interaction and exploration.
- ❖ To understand contemporary issues in context to our past.
- ❖ To develop a global perspective and an international outlook.
- ❖ To grow into caring, sensitive individuals capable of making informed, intelligent, and independent choices.
- ❖ To develop lasting interest in history discipline.

GUIDELINES TO TEACHERS

This section provides some basic guidelines for the teachers to take up projects in History. It is very necessary to interact, support, guide, facilitate and encourage students while assigning projects to them.

- ❖ The teachers must ensure that the project work assigned to the students individually/ In-groups and discussed at different stages right from assigning topic, draft review to finalization.
- ❖ Students should be facilitated in terms of providing relevant materials, suggesting websites, obtaining of required permission for archives, historical sites, etc.
- ❖ The Project Work should be suitably spaced from February to December in class XII so that students can prepare for Final Examination.
- ❖ The teachers must ensure that the students submit original work.
- ❖ Project report should be Handwritten only. (Eco-friendly materials can be used by students)

The following steps are suggested:

1. Teacher should design and prepare a list of 15-20 projects and should give an option to a student to choose a project as per his/ her interest.
2. The project must be done individually/ In-groups.
3. The topic should be assigned after discussion with the students in the class to avoid repetition and should then be discussed at every stage of submission of the draft/final project work.
4. The teacher should play the role of a facilitator and should closely supervise the process of project completion, and should guide the children by providing necessary inputs, resources etc. to enrich the subject content.
5. The Project Work needs to enhance cognitive, affective, and psycho-motor domains in the learners. It will include self-assessment and peer assessment, and progress of the child in project-based and inquiry-based learning. Art integrated Activities, experiments, models, quizzes, role plays, group work, portfolios, etc., along with teacher assessment. (NEP-2020) The Project work can culminate in the form of Power Point Presentation/Exhibition/Skit/albums/files/song and dance or culture show /story telling/debate/panel discussion, pair/group discussion ,paper presentation, role play, photo essay, seminar, case study, field trip, digital based projects and whichever is suitable to visually impaired students.
6. Students can use primary sources available in city archives, Primary sources can also include newspaper cuttings, photographs, film footage and recorded written/speeches. Secondary sources may also be used after proper authentication.
7. Evaluation will be done by external examiner appointed by the Board in class XII **(the involvement of External examiner will be subjected to decisions of the Board).**

Note: The project reports are to be preserved by the school till the final results are declared.

PROJECT WORK IS SUGGESTED TO BE SOURCED FROM LOCAL CONTENTS. THESE ARE:

1. Matrilineal society with reference to Khasi, Jaiñtia and Garo societies : A historical perspective.
2. The History of the Indigenous Belief System in Meghalaya: Niam Khasi, Niam Tre, Songsarek of the Garos.
3. The Christian Missionaries in Meghalaya: Their contributions.
4. Traditional Economy of Meghalaya over the years.
5. Traditional Institutions of Meghalaya over the years.
6. Ka Phan Nonglait.
7. Pa Sanja Manda Sangma.
8. Pa Sonaram Rongrekgre Sangma.
9. Sixth Schedule and Autonomous District Council.
10. Hill State Movement of Meghalaya.
11. Local Sources of History and reconstruction.

Note: Kindly refer to the guidelines on project work for class XII given below: - One Project to be done throughout the session, as per the existing scheme.

1. Steps involved in the conduct of the project:

Students may work upon the following lines as suggested:

1. Choose a Title/Topic
2. Need of the Study, Objective of the Study
3. Hypothesis
4. Content -Timeline, Maps, Mind maps, Pictures, etc. (Organization of Material/Data Present Material/Data)
5. Analysing the Material/Data for Conclusion
6. Draw the Relevant Conclusion
7. Bibliography

2. Expected Checklist for the Project Work:

1. Introduction of topic/ title
2. Identifying the causes, events, consequences and/or remedies
3. Various stakeholders and effect on each of them
4. Advantages and disadvantages of situations or issues identified
5. Short-term and long-term implications of strategies suggested during research
6. Validity, reliability, appropriateness, and relevance of data used for research work and for presentation in the project file
7. Presentation and writing that is succinct and coherent in project file
8. Citation of the materials referred to, in the file in footnotes, resources section, bibliography etc.

3. Assessment of Project Work:

1. Project Work has broadly the following phases: Synopsis/ Initiation, Data Collection, Data Analysis and Interpretation, Conclusion.
2. The aspects of the project work to be covered by students can be assessed during the academic year.
3. 20 marks assigned for Project Work can be divided in the following manner:

PROJECT WORK: 20 Marks**The teacher will assess the progress of the project work in the following manner**

Month	Periodic work	Assessment Rubrics	Marks
Feb-April	Instructions about Project Guidelines, Background reading Discussions on Theme and Selection of the Final Topic, Initiation/ Synopsis	Introduction, Statement of Purpose/Need and objectives of the study, Hypothesis/ Research Question, Review of Literature, Presentation of Evidence, Methodology, Questionnaire, Data	6
May - July	Planning and organization: forming an action plan, feasibility, or baseline study, Updating/modifying the action plan, Data Collection	Significance and relevance of the topic; challenges encountered while conducting the research.	5
August-October	Content/data analysis and interpretation. Conclusion, Limitations, Suggestions, Bibliography, Annexures and overall presentation of the project.	Content analysis and its relevance in the current scenario. Conclusion, Limitations, Bibliography, Annexures and Overall Presentation.	5
Nov - Dec	Final Assessment and VIVA by both Internal and External Examiners	External/ Internal Viva based on the project(the involvement of External examiner will be subjected to decisions of the Board).	4
		TOTAL	20

4. Viva-Voce

1. At the end, each learner will present the research work in the Project File to the External and Internal examiner(**the involvement of External examiner will be subjected to decisions of the Board**).
2. The questions should be asked from the Research Work/ Project File of the learner.
3. The Internal Examiner should ensure that the study submitted by the learner is his/her own original work. In case of any doubt, authenticity should be checked and verified.

SUGGESTED SUPPLEMENTARY READINGS FOR THEME -11 IN PART-3 AND PROJECTS.

Sl. No.	Supplementary Readings	Author
1.	History and Culture of the Khasi People	Hamlet Bareh Ngap Kynta.
2.	The Economy of Meghalaya- Tradition to Transition	Hamlet Bareh Ngap Kynta
3.	The Khasis	P R T. Gurdon
4.	The Khasis Under British Rule -1824-1947	Helen Giri
5.	Khasi Heritage: A collection of Essays on Khasi Religion and Culture	Seng Khasi Kmie
6.	Traditional Institutions of Meghalaya-A study of Doloi and his Administration.	L S.Gassah
7.	The Annexation of Assam	R M.Lahiri
8.	History of Assam: 1826 to Partition	Priyam Goswami
9.	Comprehensive History of Assam. Vol II	H K. Barpujari.
10.	Layers of History Essays on Khasi-Jaintias	David R.Syiemlieh
11.	British Administration in Meghalaya-Policy and Pattern.	David R.Syiemlieh
12.	Resistance Movements in North East India: The Jaiñtias of Meghalaya 1860-1863	Shobhan N. Lamare
13.	Khasi Canvas	J N. Choudhury
14.	Ka Phan Nonglait- A Lady Freedom Fighter of India	Daniel Stone Lyngdoh
15.	History and Culture of the Garos.	Milton S. Sangma
16.	Political History of the Garos	Milton S. Sangma
17.	History of American Baptist Mission in North East (1836-1950)	Milton S. Sangma
18.	The Garo Tribal Religion-Beliefs and Practices	Paulinus R.Marak
19.	Tribal Institutions of Meghalaya	Edited by S K Chattopadhyay
20.	No Hill State No Rest	P R. Kyndiah