



OFFICE OF THE  
ASSAM STATE SCHOOL EDUCATION BOARD, DIVISION-II  
BAMUNIMAIDAM, GUWAHATI-21

No. ASSEB (DIV-II)/ACA/CIR/144/99/24/0008

Date:- 21/10/2024

NOTIFICATION

It is notified for all concerned Principals/Registrars of the institution having H.S. course under Assam State School Education Board (ASSEB), Division-II that the **syllabi of History for H.S. 1<sup>st</sup> & 2<sup>nd</sup> year have been revised to be implemented from the session 2024-25 according to NCERT Textbooks. Further a project work for 20 marks has been included in the syllabus for H.S. 2<sup>nd</sup> year to be implemented from 2024-25.**

As such, all the concern head of institutions are requested to disseminate the information to all the concern teachers and students for implementation of the same.

The revised syllabi of the said subject is enclosed for all concerned.

Further the revised syllabi has also been uploaded in the official website [www.ahsec.assam.gov.in](http://www.ahsec.assam.gov.in)

Secretary

Assam State School Education Board, Division-II

Bamunimaidam, Guwahati-21

Memo No. ASSEB(DIV-II)/ACA/CIR/144/99/24/0008(A)

Date:- 21/10/2024

Copy to:

1. The Chairman, ASSEB, for favour of his kind information.
2. The Vice-Chairman, ASSEB, for favour of his kind information.
3. All Concerned Principals/Registrars under ASSEB, Div-II for information and necessary action.
4. The Controller of Examinations, ASSEB, Div-II for information and necessary action.
5. The Joint Secretary (Academic), ASSEB, Div-II for information and necessary action.
6. The Deputy Secretary IT, ASSEB, Div-II for information and also for uploading this notification with the syllabi into the official website.
7. All Academic officers, ASSEB, Div-II for information and necessary action.
8. The Sr. Programmer, ASSEB, Div-II to send the notification in e-mail to all concerned Principals/Registrars.
9. Office file.

Secretary

Assam State School Education Board, Division-II

Bamunimaidam, Guwahati-21

**HISTORY****REVISED SYLLABUS FOR HIGHER SECONDARY FIRST YEAR COURSE****2024-2025****One Paper****Time: Three hour****Marks : 100****Theme wise Distribution of Marks & Periods:**

Themes	Topics	Marks	Periods
<b>Section I: Early Societies</b>		<b>15</b>	
	Introduction Timeline I (6 MYA to 1 BCE)		05
Theme 1:	Writing and City Life		23
<b>Section II: Empires</b>		<b>25</b>	
	Introduction Time line II (c.100 BCE to 1300 CE)		05
Theme 2:	An Empire Across Three Continents		22
Theme 3:	Nomadic Empires		22
<b>Section III: Changing Traditions</b>		<b>30</b>	
	Introduction Time line III (c. 1300 to 1700)		05
Theme 4:	Three Orders		23
Theme 5:	Changing, Cultural Traditions		20
<b>Section IV: Towards Modernization</b>		<b>30</b>	
	Introduction Time line IV (c. 1700 to 2000)		05
Theme 6:	Displacing Indigenous Peoples		25
Theme 7:	Paths To Modernization ( <b>Excluded:</b> The Story of Korea, Rapid Industrialization under Strong Leadership, Continued Economic Growth and cause for Democratization, Korean Democracy and The IMF Crisis)		25
		<b>Total:</b>	<b>100</b>
			<b>180</b>

**Theme wise Distribution of Course Contents with specific learning objectives:****Section I: Early Societies****Introduction****Theme 1: Writing and City Life**

Focus: Mesopotamia, 3rd millennium BC

(a) Growth of towns

(b) Nature of early urban societies.

Debate on uses of writing

- ❖ Familiarise the learner with the nature of early urban centers.
- ❖ Discuss whether rewriting is significant as a marker of civilization

## Section II: Empires

### Introduction

#### Theme 2: An Empire across Three Continents

Focus: Roman Empire. 27 BC to AD 600

- (a) Political evolution
- (b) Economic expansion
- (c) Religion
- (c) Late Antiquity

Debate on the institution of slavery.

- ❖ Familiarize the learner with the history of a major World Empire.
- ❖ Discuss whether slavery was a significant element in the economy.

#### Theme 3: Nomadic Empires

Focus: the Mongol, 13<sup>th</sup> to 14<sup>th</sup> century.

- (a) The nature of nomadism
- (b) Formation of empires
- (c) Conquests and relations with other states

Debate on nomadic societies and state formation.

- ❖ Familiarise the learner with the varieties of nomadic society and their institutions.
- ❖ Discuss whether state formation is possible in nomadic societies.

## Section III: Changing Traditions

### Introduction

#### Theme 4: Three orders

Focus: Western Europe, 9<sup>th</sup>-16<sup>th</sup> century

- (a) Feudal society and economy.
- (b) Formation of states.
- (c) Church and society.

Debate on decline of feudalism processes of transition.

- ❖ Familiarise the learner with the nature of the economy and society of this Period and the changes within them.
- ❖ Show how the debate on the decline of feudalism help in understanding

#### Theme 5: Changing Cultural Traditions

Focus: Europe, 14<sup>th</sup> to 17<sup>th</sup> century

- (a) New ideas and new trends in literature and arts.
- (b) Relationship with earlier ideas
- (c) The contribution of West Asia.

Debate: Is the notion 'European Renaissance valid?

- ❖ Explore the intellectual trends in the period.
- ❖ Familiarize students with the paintings and buildings of the period.
- ❖ Introduces the debate around the idea of 'Renaissance'.

## Section IV: Towards Modernisation

### Introduction

#### Theme 6: Displacing Indigenous People

Focus: North America and Australia, 18<sup>th</sup>-20<sup>th</sup> century

- (a) European colonists in North America and Australia.
- (b) Formation of white settler societies.
- (c) Displacement and repression of local people.

Debate on the impact of European settlement on indigenous populations.

- ❖ Sensitise students to the processes of displacement that accompanied the development of America and Australia
- ❖ Understand the implications of such processes for the displaced populations.

**Theme 7: Paths to Modernisation,**

Focus: East Asia.Late19th and 20th century.

(a) Militarization and economic growth in Japan.

(b) China and the Communist alternative.

'Debate on the meaning of Modernisation.

❖ Make students aware that transformation in the modern world takes many different forms.

❖ Show how notions like 'modernisation' need to be critically assessed.

Prescribed Text book: Themes in World History, Published by NCERT

বিশ্ব ইতিহাসৰ বিষয় বস্তু সমূহ, Published by AHSEC.

[*Note:* The textbooks are available in Bengali and Bodo Medium also]



# HISTORY

## REVISED SYLLABUS FOR HIGHER SECONDARY FINAL YEAR COURSE

2024-2025

One Paper

Time: Three Hours

Marks 100

Theme wise Distribution of Marks and Periods	Marks	Periods
<b>Section I: Themes in Indian History (Part I) &amp; Assam Through the Ages</b> Themes 1- 4	30 (20+10)	50
<b>Section II: Themes in Indian History (Part II)</b> Themes 5-8	20	50
<b>Section III: Themes in Indian History (Part III)</b> Themes 10-12	20	50
<b>Map Work</b>	10	10
<b>Project Work</b>	20	20
<b>Total</b>	<b>100</b>	<b>180</b>

<b>Themes in Indian History Part—I</b>			
Theme No	Theme Title	Marks	Periods
1	Bricks, Beads and Bones The Harappa Civilisation	20	10
2	Kings, Farmers and Towns Early States and Economies (c.600 BCE 600 CE)		10
3	Kingship, Caste and class Early Societies (c. 600 BCE 600 CE)		10
4	Thinkers, Beliefs and Buildings Cultural Developments (c. 600 BCE 600 CE)		10
	Assam through the Ages (Chapter 1, 2 and 3)	10	10
<b>Themes in Indian History Part—II</b>			
5	Through the eyes of Travellers Perceptions of Society (c. tenth to seventeenth centuries)	20	13
6	Bhakti-Sufi Traditions Changes in Religious Beliefs and Devotional Texts (c. eighth to eighteenth centuries)		13
7	An Imperial Capital – Vijayanagar (c. fourteenth to sixteenth centuries)		12
8	Peasants, Zamindars and the States Agrarian Society and the Mughal Empire (c. sixteenth-seventeenth centuries)		12
<b>Themes in Indian History Part—III</b>			
9	Colonialism and The Countryside Exploring Official Archives	20	13
10	Rebels and Raj 1857 Revolt and its Representations		12
11	Mahatma Gandhi and the National Movement Civil Disobedience and Beyond		13
12	Framing of the Constitution The Beginning of a New Era		12
	Map Work	10	10
	Project Work	20	20
	<b>Total</b>	<b>100</b>	<b>180</b>

**Theme wise Distribution of Course contents with specific learning objectives:****THEMES**

**Theme-1:** Bricks, Beads and Bones the Harappan Civilization

**Broad overview:** Early urban centres

**Story of discovery:** Harappan civilization.

**Excerpt:** Archeological report on a major site.

**Discussion:** How it has been utilized by archeologists/historians.

- ❖ Familiarise the learner with early urban centres and economic and social institutions.
- ❖ Introduce the ways in which new data can be lead to revision of existing notions of history.
- ❖ Illustrate how archeological reports are analysed and interpreted by scholars.

**Theme-2:** Kings, Farmers and Towns: Early States and Economies (c. 600 BCE-600 CE)

**Broad overview:** Political and economic history from the sixteen mahajanapadas to the Gupta Period.

**Story of discovery:** Inscriptions and the understanding of political and economic history.

**Excerpt:** Asokan inscription and Gupta period land grants.

**Discussion:** Interpretation of inscriptions by historians.

- ❖ Familiarise the learner with major trends in the political and economic history of the subcontinent from c.4<sup>th</sup> century BCE to c.5<sup>th</sup> century CE.
- ❖ Introduce inscriptional analysis and the ways in which these have shaped the understanding of political and economic processes.

**Theme-3:** Kingship, Caste and Class: Early Societies (C. 600 BCE-600 CE)

**Broad overview:** Issues in social history, including castes, kinship and gender.

**Story of discovery:** Transmission and publications of the Mahabharata.

**Excerpt:** From the Mahabharata, illustrating how it has been used by historians.

**Discussion:** Other sources for reconstructing social history.

- ❖ Familiarise the learner with issues in social history.
- ❖ Introduce strategies of textual analysis and their use in reconstruction of social history.

**Theme-4 :** Thinkers, Beliefs and Buildings : Cultural Developments (c. 600 BCE - 600 CE)

(a) A brief review of religious histories of Vedic religion, Jainism, Vaisnavism, Saivism.

(b) Focus on Buddhism.

**Story of discovery:** Sanchi Stupa.

**Excerpt:** Reproduction of sculptures from Sanchi.

**Discussion:** Ways in which sculpture has been interrupted by historians, other sources for reconstructing the history of Buddhism.

- ❖ Discuss the major religious developments in early India.
- ❖ Introduce strategies of visual analysis and their use in reconstructing histories of religion.

**Assam Through the Ages:**

**Broad overview:** Stages of the history of Assam from prehistoric to modern period.

- ❖ Familiarise the learners different stages of Assam History from prehistoric to modern period.

- ❖ Focus the political, social, economic, religious and cultural History of Assam.
- ❖ Familiarise the learners with accounts in travelers and chroniclers.
- ❖ Brief discussion on Assam's participation in freedom movement.

## Part-II

### Theme-5: Through the Eyes of Travelers

#### Perceptions of Society (c. tenth to seventeenth century)

**Broad overview:** Outline of social and cultural life as they appear in travelers' accounts.

**Story of their writings:** A discussion of where they travelled, why they travelled, what they wrote and for whom they wrote.

**Excerpts:** From Alberuni, Ibn Batuta, Bernier.

**Discussion:** What these travel accounts can tell us and how they have been interpreted by historians.

- ❖ Familiarise the learner with the salient features of social histories described by the travelers.
- ❖ Discuss how travelers' accounts can be used as sources of social history.

### Theme-6 : Bhakti- Sufi Traditions Changes in Religious Beliefs and Devotional Texts (c. eighth to eighteenth century)

**Broad overview:** (a) Outline of religious developments during this period.

(b) Ideas and practices of the Bhakti-Sufi saints.

**Story of Transmission:** How Bhakti-Sufi compositions have been preserved.

**Excerpts:** Extracts from selected Bhakti-Sufi works.

**Discussion:** Ways in which these have been interpreted by historians.

- ❖ Familiarise the learner with religious developments.
- ❖ Discuss ways of analyzing devotional literature as sources of history.

### Theme-7: An Imperial Capital Vijayanagara (c. fourteenth to sixteenth century)

**Broad overview:** (a) Outline of new buildings during Vijaynagar period—temples, forts, irrigation facilities.

(b) Relationship between architecture and the political system.

**Story of Discovery:** Account of how Hampi was found.

**Excerpts:** Visuals of buildings at Hampi.

**Discussion:** Ways in which historians have analysed and interpreted these structures.

- ❖ Familiarise the learner with the new buildings that were built during the time.
- ❖ Discuss the ways in which architecture can be analyzed to reconstruct history.

**Theme-8 : Peasants, Zamindars and the State: Agrarian Society and the Mughal Empire (c. sixteenth- seventeenth centuries)**

**Broad overview:** a) Structure of agrarian relations in the 16<sup>th</sup> and 17<sup>th</sup> centuries.

b) Patterns of change over the period.

**Story of discovery:** Account of the compilation and translation of Ain-i Akbari.

**Excerpt:** From the Ain-i Akbari

**Discussion:** Ways in which historians have used the text to reconstruct history.

- ❖ Discuss developments in agrarian relations.
- ❖ Discuss how to supplement official document with other source.

**Part-III**

**Theme-9: Colonialism and the Countryside: Exploring Official Archives**

**Broad overview:** (a) Life of zamindars , peasants and artisans in the late 18<sup>th</sup> century.

(b) East India Company, revenue settlements and surveys.

(c) Changes over the nineteenth century.

**Story of official records:** An account of why official investigations into rural societies were undertaken and the types of records and reports produced.

**Excerpts:** From Firminger's Fifth Report, Accounts of Francis Buchanan-Hamilton and Deccan Riots Report.

**Discussion:** What the official records tell and do not tell and how they have been used by historians.

- ❖ Discuss how colonialism affected zamindars, peasants and artisans.
- ❖ Understand the problems and limits of using official sources for understanding the lives of people.

**Theme-10: Rebels and the Raj: 1857 Revolt and its Representations**

**Broad Overview:** (a) The events of 1857-58

(b) How these events were recorded and narrated

**Focus:** Lucknow.

**Excerpts:** Pictures of 1857. Extracts from contemporary accounts.

**Discussion:** How the pictures of 1857 shaped, British opinion of what had happened.

- ❖ Discuss how the events of 1857 are being reinterpreted.
- ❖ Discuss how visual material can be used by historians.

**Theme-11: Mahatma Gandhi and the Nationalist Movement: Civil Disobedience and Beyond**

- ❖ Familiarise the learner with significant elements of the nationalist movement and the nature of Gandhian.

**Broad Overview:** (a) The nationalist movement 1918-48, (b) The nature of Gandhian politics and leadership.

**Focus:** Mahatma Gandhi in 1931.

**Excerpts:** Reports from English and Indian language newspapers and other contemporary writings.

**Discussion:** How newspapers can be a source of history.

- ❖ Discuss how Mahatma Gandhi was perceived by different groups.
- ❖ Discuss how historians need to read and interpret newspapers, diaries and letters as historical source.

**Theme-12: The Framing of the Constitution: The Beginning of a New Era**

**Broad Overview:** (a) Independence and the new nation state. (b) The making of the Constitution.

**Focus:** The Constitutional Assembly debates.

**Excerpts:** From the debates.

**Discussion:** What such debates reveal and how they can be analyzed.

- ❖ Familiarise students with the history of the early years after independence.
- ❖ 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.

**MapWork**

- ❖ Familiarise the learner with the outline map of ancient India and Assam.
- ❖ Familiarise the learner with the cities and places of ancient India and Assam.
- ❖ Familiarise the learners with the areas/places of ancient India and Assam where historical events were taken place.
- ❖ Familiarise the learners with the ancient World map with special reference to South Asia.

**INTERNAL ASSESSMENT: (PROJECT WORK) (Total mark : 20)**

**General Guideline for project work**

**Introduction:**

From the session 2024-25, the Board has decided to incorporate project work into the history curriculum for class XII as part of regular classroom learning. The principal objective is to allow the students to explore beyond textbooks, offering them a platform to refer to various materials, collect information, analyze it, and identify relevant content. As a result, they will learn to make decisions about what to include, gaining an understanding of how history is constructed and interpreted.

**Guide to the Teachers**

- Teachers should ensure that project work is assigned to students either individually or in groups, and that it is discussed at various stages—from the assignment of the topic and review of drafts to the final submission.
- Project report should be Hand written only.(Eco-friendly materials can be used by students)
- The word limit of a project report should be 600 to 1000 words.
- The Project report should include names of reference books and other sources consulted.

**The following steps are suggested:**

- Teachers should create and prepare a list of 15-20 project topics, allowing students the option to select a project based on their individual interests. The project must be done individually or in-groups.
- 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.
- The teacher should act as a facilitator, closely supervising the project completion process. They should guide students by offering necessary inputs, resources, and support to help for enhance the content and quality of the project.
- Students may use alternative sources available in local archives and libraries. They may use newspaper cuttings, photographs, film footage and recorded written/speeches.

**The suggested class project topics:**

(Part I, II and III)

- Indus Valley Civilization: Archaeological Discoveries and New Insights
- The Mauryan Empire: A Glorious History and Enduring Legacy
- The Mahabharata: India's Epic Journey Through Time and Culture
- The Vedic Age: A Foundation for Indian Civilization and Thought
- Teachings of Jainism: The Path of Nonviolence and Liberation
- Teachings of Buddhism: The Quest for Enlightenment and Compassion
- Buddha Charita: The Epic Story of Siddhartha's Path to Enlightenment
- The Rise of Mahayana, Vaishnavism, Shaivism and Goddess Worship: A Cultural Transformation
- The Bhakti Movement: Interpretations and Commentaries
- The Mystical Dimensions of Sufism
- Gandhian Ideals: The Global Reach of Nonviolence and Civil Disobedience
- Vijayanagar Empire: Architectural Achievements
- Life of women in the Mughal rural society
- Comparative Analysis of the Land Revenue Systems introduced by the Britishers in India
- The Revolt of 1857: Causes, Strategy, Leadership, and Unity
- Guru Nanak Dev's Philosophy: A Vision of Equality, Justice, and Devotion
- Kabir's Vision: Challenging Religious Boundaries and Spiritual Norms
- Understanding the Indian Constitution
- Architectural Icons: Stupas and Pillar Edicts in Indian Buddhist Heritage
- Comparative study of Mughal and Vijayanagar architecture

(Assam Through the Ages- An Overview)

- Historicity of Early Kingdoms of Pragjyotisha and Kamarupa
- Traditional Rulers of Ancient Assam: Unveiling the Early History
- Social and Economic life of Ancient Kamarupa
- Sankardeva: The Visionary Saint and Reformer of Assam
- Bhakti and Sufi Traditions in Assam: A Confluence of Devotional Cultures
- Neo-Vaishnavite Satras: Spiritual and Cultural Institutions of Assam
- Ahom-Mughal Conflicts: The Legendary Leadership of Lachit Borphukan
- The Buranjis: An unique form of historical records of Assam
- British Raj in Assam: The Foundation of Colonial Rule
- Rebels and the Raj: Resistance Movements Against British Rule in Assam
- Revolt of 1857 in Assam: Focus on Maniram Dewan
- Peasant Uprisings in Assam: Struggles Against British Oppression
- Mahatma Gandhi's Influence on the National Movement in Assam
- The Rise of Social and Political Associations in Assam: Catalysts for Change
- Bihu: Assam's Rich Cultural Heritage

N.B.-The class teacher can also select additional topics that will help broaden the students' knowledge. While choosing these topics, it is important to ensure that they are appropriate for the students' level of understanding and easy for them to grasp.

Teachers may prioritize Assam's history when selecting project topics, as reference books on the subject are readily available, and students can easily engage in field surveys. Focusing on local history allows students to access resources more conveniently and gain a deeper understanding through hands-on experiences, such as visiting historical sites or conducting local trips.

- Prescribed Textbooks:
1. Themes in Indian History: Part I, Published by AHSEC
  2. Themes in Indian History: Part II, Published by NCERT
  3. Themes in Indian History: Part III, Published by NCERT
  4. ভাৰতৰ ইতিহাসৰ বিষয় বস্তু, প্ৰথম খণ্ড, Published by AHSEC
  5. ভাৰতৰ ইতিহাসৰ বিষয় বস্তু, দ্বিতীয় খণ্ড, Published by AHSEC
  6. ভাৰতৰ ইতিহাসৰ বিষয় বস্তু, তৃতীয় খণ্ড, Published by AHSEC

[**Note:** The textbooks are available in Bengali and Bodo Medium also]