

FOUR-YEAR UNDER GRADUATE COURSE (FYUGP), 2023

Furkating College (Autonomous)

HISTORY SYLLABUS



DEPARTMENT OF HISTORY
FURKATING COLLEGE (AUTONOMOUS)
FURKATING, GOLAGHAT, ASSAM

INTRODUCTION

The syllabus for Four Year Undergraduate Programme in History is designed for the Four-Year Undergraduate Programmes (FYUGP) for Furkating College (Autonomous) as per NEP 2020.

- The Four Year UG Programme in History includes eight Semesters.
- There are 22 Major Courses, of which 18 Courses are Core Course (CC) and 4 Courses are Elective Course (EC).
- The courses for 7th and 8th semester will be allotted at a later point of time.
- Only the syllabus of 1st, 2nd and 3rd semester has been provided in this course structure adrest will be allotted later.
- In the 7th and 8th Semester, Research Project and Dissertation is included, however, the students may opt 3 Discipline Specific Elective Courses (DSE) in lieu of the Research Project and Dissertation.
- There are all total 8 Minor Courses, 1 in each Semester.
- There are 3 Open Elective Courses (OEC)/ Generic Elective (GE) Courses, 1 in each of the first three Semesters.
- All the Major and Minor Courses are of 4 credits in each,
- Open Elective Courses (OEC)/ Generic Elective (GE) Courses are of 3 credits each.
- However, the Discipline Specific Elective Courses (DSE) of 7th Semester is of 2 credits and the 2 Discipline Specific Elective Courses (DSE) of 8th Semester are of 3 credits each.
- The 2-credit project work in the 6th semester will be decided by the faculty members in consultation with the students.
- There shall be In-semester Assessments and End-semester Examination in eachcourse during every Semester.
- 20% of the total marks of each theory Course shall be allotted for In-semester Evaluations which will comprise Sessional Examination, Assignment, Paper Presentation, Book Review, Viva-voce etc.
- The End-semester Examination will beof 80% of the total marks covering the whole Syllabus.

Introduction to Programme:

This syllabus will be implemented from the academic session 2023-2024

- ❖ In the first six semester (three years) it requires the student to complete sixteen major courses of four credits each (fifteen Core Courses and one Elective Course),
- ❖ Six Minor Courses (MC) of four credits each,
- ❖ Three Generic Elective Courses (GEC) of three credits each
- ❖ One Project of two credits in the sixth semester.
- ❖ The project work will be decided by the faculty members in consultation with the students.
- ❖ In seventh semester it requires the students to complete three major courses of four credits each, one minor course of four credits, one Research Ethics and Methodology of four credits and one Research Project of two credits.
- ❖ However, the students may opt for one Discipline Specific Elective Course (DSEC) of two credits in lieu of the Research Project.
- ❖ In the eighth semester, it requires the students to complete three Major Courses of four credits each, one Minor Course of four credits, one Dissertation of six credits. However, the students may opt for two Discipline Specific Elective Courses (DSEC) of three credits each in lieu of the Dissertation.
- ❖ The major courses are exclusive to the student who enrolls as History major.
- ❖ Whereas Minor Courses (MC) are offered to the student who are other than history major.
- ❖ The Generic Elective Courses are offered to the student from other discipline.
- ❖ The Core Courses have been structure in a way so as to introduce the student the broad range of the subjects pertaining to the discipline of History.
- ❖ **The Programme broadly covers:**
 - a) Indian civilization,
 - b) State formation,
 - c) Economic and political history from ancient to contemporary,
 - d) Indian Independent movement alongside the rise of the West,
 - e) The history of Europe, East Asia and Southeast Asia.
 - f) The courses cover ideas, concept of historiography so as to impart knowledge on

the science of history writing but also encourage the student to think critically and understand on the discipline at the same time asking question that can contribute to new thinking and understanding to the discipline.

- g) **The Research Project and Dissertation on semesters seven and eight** respectively aimed at training the student on methods fundamental to research which involves critical thinking and analysis of any historical event and issue. This will aid the students in the development of research aptitude and level of analysis.

Aims of FYUGP in History:

The aims of Four Year Under-Graduate Programme (FYUGP) in History are:

1. To enhance the students' learning about History as a Social Science discipline,
2. Providing the students with a rigorous and challenging historical experience aiming to develop sound theoretical background in the subject.
3. To enable the students to understand the Historical methodologies.
4. To develop capabilities of the students to critically evaluate issues and the emerging trends influencing the field of History.
5. To promote an understanding of the process of change with time.
6. To familiarize students with educational technology and train them in the use of ICT in History

Graduate Attribute for Four Year Undergraduate Programme (FYUGP):

The Programme in tend to broadly lay certain graduates attribute which are as follows:

A. **Disciplinary Knowledge:** The foundational knowledge of History, theoretical and philosophical aspects of the discipline

B. **Communication Skills:** The Programme imparts a holistic development in the communication aspect. Through it the student will be able to express their thoughts and ideas meaningfully and effectively both in oral and writing. It will enhance their overall communicative skill.

C. **Ethical Awareness and Reasoning:** The research project and methodology, dissertation courses in the Programme will enhance the graduate's ability to identify the key ethical issues like intellectual property rights, plagiarism, data falsification, social media, environmental issues, artificial intelligence, privacy rights and enhance the reasoning capacity of the graduates.

D. **Information Technology and Digital Literacy:** Aware knowledge of ICT, enhance ability to access various information sources and evaluate them critically and effectively.

E. **Reflective and Critical thinking:** The Programme will enhance the level of analytical and critical thinking in investigating any given event or research related work. It will develop the capacity to evaluate evidence, arguments, policies and theories related to the discipline.

F. **Research-Related Skill:** Programme includes courses on research methodology and projects which will enhance the aptitude and analytical aspects of the graduates to a level that help to identify the problems, research gaps, methodology, procuring data, formulate hypothesis, analyze data, interpret and draw conclusive findings followed by the preparation of reports.

Programme Learning outcomes for Four Year Undergraduate Programme (FYUGP) in History:

Firstly, a graduate in History will acquire profound knowledge on Indian civilization, culture, socio-economic, political, environment, science and technology of India's past. A graduate will acquire broad information on the historical geography of Indian sub-continent and the contemporary world.

Secondly, the Programme imbibes broad skills pertaining to discipline of history including manuscript reading, decipher script, epigraphy and numismatic, develop archiving skill, commentary on declassified government/non-government documents, reports and dispatch.

Thirdly, a graduate of history will develop competency on various academic writings like essays, research project, newspapers editorial, participate debate on several burning issues having historical antecedent and implications.

Fourthly, the Programme enriches competency level by introducing canvas of courses which enrich the capacity for human resource development in various government and non-government sectors. The program ensures graduates placement in competitive examinations conducted by state and union commissions every year for different categories of government job.

Fifthly, the Programme structured courses in a way that gives avenue for further research and teaching in various academic and research institutions across discipline.

Teaching Learning Process

The Programme allows using varied pedagogical methods and techniques both within classroom and beyond.

- Lecture
- Tutorial
- Power point presentation
- Documentary film on related topic
- Project Work/Dissertation
- Group Discussion and debate
- Seminars/workshops/conferences
- Field visits and Report/Excursions
- Mentor/Mentee

Teaching Learning Tools

- Projector
- Smart Television for Documentary related topic
- LCD Monitor
- WLAN
- White/Green/Black Board

Assessment

- Home assignment
- Project Report

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- Class Presentation: Oral/Poster/Power point
- Group Discussions
- In semester examinations
- End Semester examinations

Course Structure for Under-Graduate Programme in History, 2023

Year	Semester	Course Type	Courses	Credit
1	1 st	Major	HIST-MA-1014 - History of India-I (Prehistory to c.300 BCE)	4
		Minor	HIST-MI-1014- History of Ancient India	4
		Open Elective Course/GEC	HIST-GEC-1013 Introduction to Culture and Heritage of Ancient India	3
		AEC language		4
		VAC	VAC-1012 Understanding India	2
		VAC Health		2
		Skill	HIST-SEC-1013 Travel & Tourism in North East India: Historical Dimensions	3
			Total Credit	22
	2 nd	Major	HIST-MA-2014 -Social Formation and Cultural Patterns of Ancient and Medieval World	4
		Minor	HIST-MI-2014- History of Medieval India	4
		Open Elective Course/GEC	HIST-GEC-2013 Introduction to Cultural Heritage of Assam	3
		AEC-Language II		4
		Environmental Education		2
		Yoga		2
		Vocational		3
		Total Credit	22	
2	3 rd	Major	HIST-MA-3014- History of India II (c. 300 BCE to 500 CE)	4

			HIST-MA-3024 -History of India III (post-Gupta-1206 CE)	4
		Minor	HIST-MI-3014 -History of Modern India	4

Semester I

Course Code: HIST-MA-1014

Course Title: HISTORY OF INDIA-I (Prehistory to c.300BCE)

Nature of the Course: Major Core

Credit: 4

Distribution of Marks: 80 (End –Sem.) +20 (In-Sem.)

Objective: This paper aims to have a holistic understanding of the history of India. The paper deals with the early history of the Indian subcontinent starting from the age of prehistory to the post-Vedic Civilization. The paper will help the students in understanding the history of our earliest hominid ancestors along with the cultural transitions that happened in due course of time.

Course Contents

Unit	Contents	Lecture (L)	Tutorial (T)	Marks
Unit-I: Reconstructing Ancient Indian History	1.1: Sources and tools of historical reconstruction: archaeological (epigraphy, numismatics) literary	12	03	20
	1.2 Understanding Indian prehistory and Proto-history: Definition, meaning and sources (Stone tools, bones, potsherds, artifacts) Environmental factors and human evolution in Indian prehistory			
	1.3: Introduction to dating techniques (Radiocarbon dating, TL dating, K-AR dating, Pale magnetic dating)			
Unit II: Prehistoric India- Hunter-gatherers to Food Producers	2.1: Palaeolithic cultures-distribution of sites- tools, techniques and subsistence pattern	12	03	20
	2.2: Mesolithic cultures-distribution of sites-tools, technique and subsistence pattern			
	2.3: Neolithic cultures in India-distribution of sites-tools, techniques and subsistence pattern			

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	2.4: Chalcolithic cultures in India, Megalithic cultures- distribution of sites			
Unit III: The Harappan civilization	3.1: Origins and Phases of Harappan Civilization	12	03	20
	3.2: Urban features of Harappan civilization: settlement patterns and town planning; agrarian base; craft productions and trade, art and architecture			
	3.3: Social and political organization; religious beliefs and practices; Urban decline and the late/post-Harappan traditions			
Unit IV: Cultures in transition	4.1: Northern India (c.1500-600 BCE)- Vedic and post-Vedic period- society, religion, polity and economy	12	03	20
	4.2 Early Territorial states (c. 600-300 BCE)-Trade and Urban centers			
	4.3 Philosophical traditions-Buddhism and Jainism, Ajivika, Carvakas			
	4.4: Sangam Age (c. 300 BCE -CE300)			

Learning outcome:

- To have an understanding on prehistory and sources of Ancient Indian History and Indian prehistory.
- To acquaint with the prehistoric period and prehistoric cultures, distribution of sites, tools and technologies, economic, and socio-cultural developments of the period concerned.
- To acquaint the students with The Indus valley civilization
- To acquaint the students with the Vedic period and the state formation in Early India

Suggested Reading List:

- V.K. Jain, Prehistory and Protohistory of India-An Appraisal, DK Printwood, 2006
- R.S. Sharma, India's Ancient Past, New Delhi, OUP, 2007
- R.S. Sharma, Material Culture and Social Formations in Ancient India, 1983
- R.S. Sharma, Looking for the Aryans, Delhi, Orient Longman Publishers, 1995
- Bridget & F. Raymond Allchin, The Rise of Civilization in India and Pakistan, 1983.
- A.L. Basham, The Wonder that Was India, 1971.
- D.K. Chakrabarti, The Archaeology of Ancient Indian Cities, 1997, Paperback.
- D.K. Chakrabarti, The Oxford Companion to Indian Archaeology, New Delhi, 2006.
- H.C. Raychaudhuri, ed. Political History of Ancient India, Rev.
- K.A. N. Sastri, ed. History of South India, OUP, 1966.
- Upinder Singh, A History of Ancient and Early Medieval India, 2008. Romila Thapar, Early India from the Beginnings to 1300, Penguin, 2002

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- Irfan Habib, A People's History of India -Vol. -1, Prehistory
- R. Chakrabarti, Exploring Early India, Macmillan,2013
- Uma Chakravarti, The Social Dimensions of Early Buddhism. 1997.RajanGurukkal, Social Formations of Early South India, 2010.
- R. Champakalakshmi, Trade, Ideology and urbanization: South India300 BC-AD 1300,1996

Semester: I

Course Code: HIST-MI-1014

Course Title: History of Ancient India

Nature of Course: Minor

Credit: 4

Distribution of Marks: 80 (End –Sem.) +20 (In-Sem.)

Objectives: The objective to the paper is to have a thorough understanding of the Ancient Indian History. The paper deals with the various sources that helps to reconstruct the Ancient Indian History, along with the histories starting from the Harappan Civilization to the Turkish and the Arab invasion of India.

Course contents:

Unit	Contents	Lecture (L)	Tutorial (T)	Marks
Unit-1:	1.1 Sources –Literary, archaeological and numismatics	12	03	20
	1.2 Harappan Civilization –Origin and Extent, Major sites, Salientfeatures, decline and transformation			
	1.3 Vedic Civilization- Society,Economy and Polity			
	1.4 Rise of the Territorial States – Janapadas and Mahajanapadas			
Unit-2:	2.1: Ascendancy of Magadha-Haryanka and Nandas	12	03	20
	2.2: Alexander’s Invasion of India.			
	2.3: Rise of the Mauryan Empire under Asoka, Asoka’s Dhamma			
	2.4: Mauryan System of Administration and decline			
Unit-3:	3.1: Political and economic Developments in the Post- Mauryan period - the Sungas,Kanvas, Kushanas and Satavahanas	12	03	20
	3.2:The Tamils and Sangam Age.			
	3.3: The Sakas, Parthians and theIndo-Greeks in India			

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	3.4: The Guptas and the Vakatakas			
Unit-4:	4.1: Developments in the post-Guptaperiod- Vardhanas, Palas and Pratiharas	12	03	20
	4.2: The Pallavas, the Rashtrakutas and the Chalukyas			
	4.3: The Imperial Cholas			
	4.4: The Arabs and the Turks in Indian politics –Ghaznavids and the Ghorid Invasions			

Learning outcome:

- To understand the history of ancient and early medieval India.
- The students will have knowledge on the sources of ancient India as well as the political history and dynastic chronology of the sub-continent up to 1200 C.E.

Suggested Readings Lists:

- Upinder Singh, A History of Ancient and Early Medieval India, Pearson
- Ranabir Chakravarti, Exploring Early India, Macmillan
- R.S. Sharma, India's Ancient India, Oxford

Semester: I

Course Code: HIST-GEC-1013

Course Title: Introduction to Culture and Heritage of Ancient India

Nature of Course: HIST-GEC-1013

Credit: 3

Distribution of Marks: 80 (End –Sem.) +20 (In-Sem.)

Objectives: The objective of the paper is to have a thorough as well as a comprehensive understanding of the cultural heritage of Ancient India. The paper will deal with an introduction to Ancient Indian Literature, Ancient Indian Religion and Philosophy, and Ancient Indian Art and Literature.

Course Contents:

Unit	Contents	Lecture (L)	Tutorial (T)	Marks
Unit-1:	1.1: Sanskrit literature (Vedic, Epic,Puranas, Smritis)	12	03	20
	1.2: Sanskrit literature (drama, prose,didactic, biographical)			
	1.3: Pali and Prakrit literature (Jatakas, Nikayas, Pitakas)			
Unit-2:	2.1: Vedic religion and philosophy,Six schools of philosophy (Astikadarshana)	12	03	20
	2.2: Origin of Buddhism and Jainism; Buddhist and Jainphilosophy			
	2.3: Materialistic philosophy			
Unit-3:	3.1: Schools of Sculptural art- Gandhara, Mathura, Sarnath andAmaravati	12	03	20
	3.2: Rock cut architecture- Pillars, Stupa, Chaitya, Vihara			
	3.3: Styles of Temple architecture-Nagara, Dravida and Vesara			
Unit-4:	4.1: Tamil literature (Tolkappiyam, Manimekhalai, Silapadikaram)	12	03	20
	4.2: Later developments of Upanishadic philosophy-Shankara, Madhava and Ramanuja			

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	4.3: Paintings –prehistoric rock art,mural paintings of Ajanta and Ellora			
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Learning Outcome:

- To have an understanding on culture and heritage of ancient India.
- The students will be acquainted with the literature, philosophy, art, architecture and sculptural developments in India during the period concerned.

Suggested Reading List:

- V.K.Jain, Prehistory and Protohistory of India-An Appraisal, DK Printwood, 2006
- R.S.Sharma,India'sAncientPast, NewDelhi, OUP,2007
- Upinder Singh, The History of the Ancient and Early Medieval India, Pearson, 2008
- ParthaMitter, Indian Art, OUP, 2001

Semester: I

Course Title: Understanding India

Nature of Course: VAC-1012

Credit: 2

Assessment: 40+10=50

Objectives: The objective of the paper is to have a thorough as well as a comprehensive understanding about India, its cultural development through art and architecture, religions and philosophies of ancient India. The paper also deals with various constituent assembly debates along with the formation of the Indian Constitution.

Unit	Contents	Lecture (L)	Tutorial (T)	Marks
Unit-1	1.1: The Idea of Bharatvarsha; Ancient Indian literature- Sanskrit, Pali, Prakrit, Tamil	16	04	15
	1.2: Scientific literature and development of science in Ancient India			
	1.3: Religions and philosophies of ancient India-Vedic, Buddhism, Jainism			
	1.4: Education and educational Institutions in Ancient India			
Unit-2	2.1: Art and architecture of ancient India	12	03	15
	2.2: Art and architecture of Medieval India			
	2.3: Medieval Bhakti Movement and The Sufi Tradition			
Unit-3	3.1: main currents of Indian National movement- Growth and development of Indian Nationalism and National Movement- Independence Building a framework of the new nation	11	04	10
	3.2: Constituent Assembly Debates and the Making of the Indian Constitution Basic features of Indian constitution: Basic Structure Doctrine, Fundamental rights, Directive principles, Federal Structure, Independence of Judiciary and the Parliamentary system			

Learning Outcome:

- To have an understanding on history and culture of ancient India.
- The students will be acquainted with the literature, philosophy, art and architectural developments in India during the period concerned.
- The students will also get to know about their constitutional rights and duties.

Suggested Reading List:

- A.L. Basham, The Wonder that Was India, Picador India, 1971
- R.S. Sharma, India's Ancient Past, New Delhi, OUP, 2007
- Upinder Singh, The History of the Ancient and Early Medieval India, Pearson, 2008
- Satish Chandra, History of Medieval India, Arihant Publication, 2020
- Durga Das Basu, Introduction to the Constitution of India, Lexis Nexis, 2018

Skill Enhancement Course

Semester: I

Course Title: Tourism in North East India: Historical Dimensions

Course Code: HIST-SEC-1013

Credits: 03

Marks: 100

Distribution of Marks: 60(End –Sem.) +20 (In-Sem.) + 20 (Project work)

Objective: The course intends to give students an opportunity to acquire skill to work on the tourism sector. In depth field visit mainly to different tourist destinations coupled with an understanding of its historical legacy are the prime objectives of this paper. In the entire course students have to prepare a project report on a particular topic with extensive field visits.

Unit	Contents	Lecture (L)	Tutorial (T)	Marks
Unit: 1	1.1: Tourism- concepts and meaning- Nature-Scope- Different types of tourism,	12	03	15
	1.2: Historical tourism- preservation of historical sites and remains			
	1.3: Geography of North-East India- Land and rivers & Climate conditions.			
	1.4: Population structure and languages of North-East India			
UNIT 2:	2.1: Ancient remains: Goalpara, Madan Kamdev, Ambari, Tezpur (Da Prbatiya & Bamuni Pahar), Deopahar, Malinithan, Doyang– Dhansiri Valley	12	03	15
	2.2: Tourist places: Shillong, Cherapunjee, Gangtok, Kohima, Tawang, Poa Mecca (Hajo), Azan Pir Dargah, Jatinga , Jogijaan, Batadraba, Ath-kheliya Namghar, Dhekiakhua Bornamghar and Majuli			
Unit: 3	3.1: Kachari Architecture: Dimapur, Kasomari, Maibong, Khaspur	12	03	15
	3.2: Ahom Architecture: Charaideo, Garhgaon, Sivasagar and Rangpur			
	3.3: Temple Architecture: Kamakhya, Hayagriva Madhava			

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Unit:4	4.1: Festivals - Bihu, Ali Aye Ligang, Mopin festival, Tai – Buddhist festivals in Assam Bhaona, Ras celebration in Majuli	12	03	15
	4.2: Fairs – Jonbil Mela, Ambubachi fair at Kamakhya			
	4.3: Tourist festivals based on ethnic culture – Horn Bill festival, Sangai festival, Dihing Patkai festival			

ESSENTIAL READINGS

Dallen, j. Timothy, Cultural Heritage and Tourism: An Introduction

K.R.Gupta, Concise Encyclopedia of India

Melanie, K. Smith, Issues in Cultural Tourism Studies

V.K.Singh, Historical and Cultural Tourism in India

Semester: II

**Name of the Course: Social Formations and Cultural Patterns of Ancient and Medieval
World**

Code: HIST-MA-2014

Nature of the Course: Major Core

Credit: 4

Marks: 100

Distribution of Marks: 80(End –Sem.) +20 (In-Sem.)

Objective: To understand the historical development of human civilization around the world. This course will make student understand various socio-cultural and economic developments of early human societies. The students will also learn about the challenges and crisis faced by these early civilizations and their responses to these crises.

Course Contents

Unit	Contents	Lecture (L)	Tutorial (T)	Marks
Unit: 1	1.1: Origin and growth Humanculture and Civilization- Prehistoric culture: Characteristic features of Palaeolithic, Mesolithic, Neolithic	12	02	20
	1.2: Bronze and Iron age: Iron Debate, Characteristic features,important sites			
UNIT 2:	2.1: Mesopotamian Civilization upto Akkadian: Temple economy, Law Codes.	12	03	20
	2.2: Egyptian Civilization: Political Developments, Art & Architecture, Religion.			
	2.3: Chinese Civilization: Polity, Society, Science & Technological Developments			
Unit: 3	3.1: Greek Civilization: Athenian Democracy, Society and Culture.Slavery	12	03	20
	3.2: Roman Civilization: Establishment of Republic, Society and Cultures, trade and urbanization			
	3.3: Europe in medieval age: feudalism, Expansion of Christianity.			

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Unit:4	4.1: The Aztec and the Maya- TheOrigin, Society, Religion, Economy and Decline	12	03	20
	4.2: The Incas: Origin, Polity, Religion, Society and Economy, Art and Architecture, Decline.			
	4.3: Central Islamic civilization (Arab and Persia): Rise of Islam, <i>Ummah</i> , Caliphate, Crusades			

Learning Outcome:

- Learners will be acquainting with the historical developments of various civilizations of ancient and medieval world.
- They will have a comprehensive view about various political, economic and cultural developments of different human societies.
- The students will also learn the changes and crisis faced by early and medieval societies.

Suggested Reading List:

- Burns and Ralph, World Civilizations
- Gordon Childe, What Happened in History
- UNESCO series, History of Mankind
- Amar Farooqui, Early Social Formations
- Rakesh Kumar, Ancient and Medieval World: From Evolution of Humans to the Crisis of Feudalism
- Perry Anderson, Passages from Antiquity to Feudalism
- Charles Phillips, et al, Aztec and Maya: The Complete Illustrated History

Semester: II

Name of the Course: History of Medieval India

Code: HIST-MI-2014

Nature of the Course: Minor

Credit: 4

Marks: 100

Distribution of Marks: 80(End –Sem.) +20 (In-Sem.)

Objective: To have a comprehensive knowledge about the polity-society- economy of India in medieval period. The course will help the students to understand the chronological history of India from the Turkish invasion to the advent of the British rule. This paper will also see the developments in the major religious trends of the time and also give an idea of the art-architecture and culture of medieval India.

Course Contents

Unit	Contents	Lecture (L)	Tutorial (T)	Marks
Unit: 1	1.1: Indian polity during 11th and 12 th century: Background	12	02	20
	1.2: Establishment of The Delhi Sultanate- (a) The Slave dynasty (b) The Khalijis Alauddin Khaliji's Administration The Tughlaqs –Experiments of Muhammad Bin Tughlaq.			
	1.3: Disintegration of the Delhi Sultanate and Rise of Provincial Kingdoms: Vijayanagar and Bahmani kingdom			
UNIT 2:	2.1: Establishment of Mughal rule: (a) India on the eve of Babur's invasion and establishment of the Mughal rule under Babur; Military technology and warfare (use of firearms) (b) Humayun's struggle for empire (c) Sher Shah, his administrative and revenue reforms	12	03	20

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	2.2: Consolidation of Mughal rule under Akbar: (a) Campaigns and conquests: Mughal- Rajput diplomacy, annexations in North-West frontier, Conquest of Bengal, <i>sulh-i-kul; Din-illahi</i>			
	2.3: Evolution of administrative institutions and apparatus: <i>zabt, mansab, jagir, madad-i-maash grants, Zamindars and peasants (Khudkasht and pahikasht)</i>			
Unit: 3	3.1: Mughal empire under Jahangir and Shahjahan: Important campaigns and conquests, peasant rebellions, wars of succession	12	03	20
	3.2: Mughal empire during the reign of Aurangzeb: Military and Religious policies			
	3.3: Decline and disintegration of the Mughal Empire: Various issues			
	3.4: Emergence of the regional powers: Marathas, Nawabs of Bengal			
Unit: 4	4.1: Bhakti Movement: Saguna and Nirguna Trends (Tulsi, Kabir, Meerabai); Growth and Development of Vernacular literature	12	03	20
	4.2: Sufism in India: Basic characteristics and important Silsilahs (Chistis and Suhrawardis)			
	4.3: Guru Nanak and emergence of the Sikhs			
	4.4: Developments in art and architecture: Important features of Indo-Islamic style, characteristics of miniature paintings			

Learning Outcome:

- The student will have an understanding of the history of medieval India.
- The students will have knowledge on the sources of medieval India as well as the political history and dynastic chronology of the sub-continent from 1200 C.E.
- This paper will also give an understanding of socio-religious developments of medieval period.

Suggested Reading List:

- Satish Chandra: Medieval India.
- Salma Ahmed Farooqui: A Comprehensive History of Medieval India

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- Vipul Singh, Interpreting Medieval India: Early Medieval, Delhi Sultanate and regions
- Meena Bhargava: Understanding Mughal India: 16th to 18th centuries

Semester: II

Name of the Course: Introduction to Cultural Heritage of Assam

Course Code: HIST-GEC-2023

Nature of the Course: GEC

Credit: 3

Marks: 100

Distribution of Marks: 80(End –Sem.) +20 (In-Sem.)

Objective: To make the students aware of the rich cultural heritage of ancient and Medieval Assam. The students will make acquainted with the art and architecture of the period under study with a focus on major archaeological sites and architectural remains. The students will also study the neo-Vaishnavite traditions of Assam and its socio-religious context.

Course Contents

Unit	Contents	Lecture (L)	Tutorial (T)	Marks
Unit: 1	1.1: Archaeological remains: Deopahar, Malini than, Madan Kamdev, Daparbotiya, ,Doyang-Dhansiri	12	02	20
	Sculptures of Assam: Deopanischool, East India school of Medieval Art			
	1.3: Stupas and rock cut caves: Suryapahar, Jogighopa, Pancharatna			
UNIT 2:	2.1: Historical monuments of Ahom period: monuments at Sivasagar, and Dergaon, Maidams of Charaideu	12	03	20
	2.2: Monuments of Koch period: Kamakhya and Hajo			
	2.3: Literary traditions of Medieval Assam: <i>Buranjis, Vamsavalis</i>			
Unit: 3	3.1: Neo- Vaishnavism in Medieval Assam: Socio-religious background, Basic tenets	12	03	20
	3.2: Satra institutions of Barpeta and Majuli			

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	3.3: Development of Vernacular literature: Bhakti literature, <i>Caritputhis</i>			
Unit:4	4.1: Monuments Kachari period: Kasomari and Dimapur	12	03	20
	4.2: Art and Architecture of the Ahoms			
	4.3: Manuscript tradition of medieval Assam			

Learning Outcome:

- This paper will acquaint the students about the rich cultural heritage of Ancient and Medieval Assam.
- The students will understand the context and various stylistic traditions of archaeological and architectural remains.
- The students will also have an understanding of neo-Vaishnavite traditions of Assam.

Suggested Reading List:

- Maheswar Neog, Cultural Heritage of Assam
-Sankardeva and His Times
- H.K. Barpujari, The Comprehensive History of Assam Vol.I and III
- S. N. Sarma, A Socio-Economic and Cultural History of Medieval Assam
-, Neo- Vaishnavite Movement and Satra Institutions of Assam
- B.K. Baruah, A Cultural History of Assam
- S.L. Baruah, A Comprehensive History of Assam

Semester: III

Name of the Course: History of India II (c.300 BCE-500 CE)

Code: HIST-MA-3014

Nature of the Course: Major Course

Credit: 4

Objective: The goal of the paper is to comprehend the political development of India from the Mauryan to the Gupta dynasties, the two most important dynasties in the early history of the Indian subcontinent. It will cover the period from 300 BCE to 500 CE, during which various native and foreign dynasties ruled the nation along with their socio-economic development.

Course Contents

Unit	Contents	Lecture (L)	Tutorial (T)	Marks
Unit: 1 Changing political formations-I:	1.1: The Mauryan Empire-Extent and sources, Inscriptions	12	03	20
	1.2: Asoka and His Dhamma, Administration, Decline			
	1.3: Post-Mauryan politics- Sunga, Kanva			
	1.4: Satavahanas			
UNIT 2: Changing political formations -II:	2.1: Indo-Greeks, Sakas, Pahlavas	12	03	20
	2.2: Kushanas			
	2.3: Gupta Empire: Extent, sources, administration, decline			
	2.4 Contemporaries of the Guptas			
Unit: 3 Economy and Society	3.1: Expansion of agrarian economy	12	03	20
	3.2: Urban centres and Craft production,			
	3.3: Trade-internal and external,metallic coinage			
	3.4: Social Stratification: Varna, Jati, Untouchability			
Unit:4 Cultural developments (circa300BCE-CE750)	4.1: Transformations in Buddhism and Jainism, Puranic tradition	12	03	20
	4.2: A brief survey of Sanskrit,Pali,PrakritandTamil literature, Scientific and technical treatises			
	4.3: Art and architecture-Mauryanand post-Mauryan (pillars, sculptures, stupa, chaitya)			

	4.4: Art and architecture-Gupta and Vakataka (temple, cave, sculptures), Ajanta paintings			
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Learning Outcome:

- After the completion of the course, the students will have a very good understanding about the rich part of Indian history specifically from the Mauryan to the Gupta period.
- The students will be acquainted with the changing political formations, trade, urbanism, coinage, religious and socio-cultural developments of the period concerned.

Suggested Reading List

- Upinder Singh, The History of the Ancient and Early Medieval India, Pearson, 2008
 - R.S. Sharma, India's Ancient Past, OUP, 2007
 - D.P. Chattopadhyaya, History of Science and Technology in Ancient India
 - D.D. Kosambi, An Introduction to the Study of Indian History,
 - S.K. Maity, Economic Life in Northern India in the Gupta Period,
 - B.P. Sahu(ed), Land System and Rural Society in Early India,
 - K.A. N. Sastri, A History of South India.
- Romila Thapar, Asoka and the Decline of the Maurya's, 1997
- Susan Huntington, The Art of Ancient India: Buddhist, Hindu, and Jain
 - R. Chakrabarti, Exploring Early India, Macmillan, 2013
 - N.N. Bhattacharya, Ancient Indian Rituals and Their Social Contents
 - J.C. Harle, The Art and Architecture of the Indian Subcontinent
 - P. L. Gupta, Coins.
 - Kesavan Veluthat, The Early Medieval in South India

Semester: III

Course Code: HISCT-MA-3024

Course Title: History of India –III (post-Gupta to 1206 CE)

Nature of Course: Major Course

Credit: 4

Objectives: To have a comprehensive and a thorough understanding of the History of India right from the Post Gupta period to the year 1206. The students will get an understanding of the society, polity and economy in the ancient and in the early medieval period. The paper deals with mainly the Political Structures, Agrarian Structure, Trade, Social Change as well as religious and cultural developments in the period of study.

Course Contents

Unit	Contents	Lecture (L)	Tutorial (T)	Marks
Unit: 1 Political Structures- I	1.1: Sources: literary texts and others	12	03	20
	1.2: Post-Gupta Polities: Vardhanas, Palas,			
	1.3: Pratiharas			
	1.4: Rastrakuta			
UNIT 2: Political Structures -II:	2.1: Chalukya, Pallava	12	03	20
	2.2: Cholas			
	2.3: Arab conquest of Sindh			
	2.4: Early Turkish invasions			
Unit: 3 Agrarian Structure, Trade and Social Change:	3.1: Land grant and Agricultural Expansion	12	03	20
	3.2: Feudal economy and polity in early medieval India, Feudal debate			
	3.3: Internal and External Trade, Urban centers			
	3.4: Coinage and money economy, Merchant guilds of South India			
Unit:4 Religious and Cultural Developments:	4.1: Growth of Bhakti philosophy- Alvars and Nayanars (d) Art and Architecture: Nagara, Dravida and Vesara	12	03	20
	4.2: Islamic intellectual traditions: Al-Biruni; Al-Hujwiri			

	4.3: A survey of Literature (royal biographies-charitas, technical treatises, historical texts-Rajatarangini)			
	4.4: Art and Architecture: Nagara, Dravida and Vesara			

Learning Outcome:

- This gives an idea about the political as well as religious structure of the post-Gupta period of Indian history.
- The students will be acquainted with the changing political structures, agrarian structures, social change, trade, urbanism, religious and cultural developments during the period concerned.

Suggested Reading List:

- Upinder Singh, The History of the Ancient and Early Medieval India, Pearson, 2008
- R.S. Sharma, India's Ancient Past, OUP, 2007
- Romila Thapar, Early India from origins upto 1300 AD, Penguin, 2002
- R. Chakrabarti, Exploring Early India, Macmillan, 2013

- R.S. Sharma, Indian Feudalism (circa 300-1200).
- B.D. Chattopadhyaya, The Making of Early Medieval India.
- R.S. Sharma and K.M. Shrivastava, eds, Comprehensive History of India, Vol. IV (A&B).
- Mohammad Habib and K.A. Nizami, eds, Comprehensive History of India, Vol. V, The Delhi Sultanate
- Hermann Kulke, ed., The State in India (AD 1000-AD 1700).
- N. Karashima, South Indian History and Society (Studies from Inscriptions, AD 850-1800 Derry IN. Maclean, Religion and Society in Arab Sindh
- Richard Davis Lives of Indian Images.
- Romila Thapar, Somanatha: The Many Voices of History.
- John S. Deyell, Living Without Silver: The Monetary History of Early Medieval North India. Vijaya Ramaswamy, Walking Naked: Women, Society, and Spirituality in South India.
- Burton Stein, Peasant State and Society in Medieval South India.
- R. Champakalakshmi, Trade, Ideology and Urbanization: South India, 300 BC to 1300 AD. A I. Beruni's India, NBT edition.
- Ali Hujwiri, Kashful Mahjoob, tr. R. Nicholson.
- SC Mishra, Rise of Muslim Communities in Gujarat.

Semester: III

Name of the Course: History of Modern India (From 1757- 1947 A.D.)

Course Code: HIST-MI-3014

Nature of the Course: Minor

Credit: 4

Objective: Understanding what transpired after the Mughal Empire's ages of decline led to the development of local dynasties and the establishment of British rule in India is the paper's main goal. Additionally, it will incorporate various expansionist measures taken by the British government and the East India Company to maintain their superiority over the Indian states. The revolts of various communities against British policies will also be made known to the students.

Course Contents

Unit	Contents	Lecture (L)	Tutorial (T)	Marks
Unit: 1	1.1: Decline and the Disintegration of the Mughal Empire and the Growth of Regional powers	12	03	20
	1.2: The establishment of the British Rule in India: The Battle of Plassey and the battle of Buxar			
	1.3: Robert Clive and his Dual administration in Bengal, Anglo-French Rivalry			
	1.4: Expansion and Consolidation of the British Rule under Warren Hastings and Lord Cornwallis			
UNIT 2:	2.1: British Relations with the Marathas and Mysore, Lord Wellesley and the Policy of Subsidiary Alliance, Lord Hastings and the Relations with the Indian States.	12	03	20
	2.2: Lord Bentinck and his Reforms; Raja Ram Mohan Roy and the Growth of Western Education in India			
	2.3: The Growth and Expansion of Sikh Power under Ranjit Singh; Lord Dalhousie and his Policy of Expansion- The Doctrine of Lapse			
	2.4: The Revolt of 1857- Causes and Consequences, The government of India Act of 1858			

Unit: 3 Agrarian Structure, Trade and Social Change:	3.1: The British Economic Policies in India- Land Revenue, Trade, Commercialization of Agriculture, The Drain Theory	12	03	20
	3.2: Socio-Religious Reform Movements in the 19 th century			
	3.3: Tribal Movements, Growth of Nationalism and the Establishment of the Indian National Congress, Moderates and Extremist Phase			
	3.4: Lord Curzon and the Partition of Bengal- The Swadeshi Movement in India, Home Rule Movement- Growth of Revolutionary Movement			
	3.5: Constitutional Reforms Acts of 1861, Act of 1891, Act of 1909 and Act of 1919			
Unit:4 Religious and Cultural Developments:	4.1: Gandhi in Indian Politics- Kheda and Champaran, The Khilafat and the Non-Cooperation Movement, the Civil Disobedience Movement	12	03	20
	4.2: Peasants Movements, Labour Movements and Depressed Class Movements			
	4.3: The Growth of the Left, Muslim League and Communal Politics in India government of India Act 1935, Provincial Election in 1937 and the Congress Politics			
	4.4: The Quit India Movement, INA, RIN Movement, Cabinet Mission Plan and Partition of India			

Learning Outcome:

- The students will understand the major factors that led to the establishment and consolidation of the British rule in India. The student will also acquaint with the socio-economic impact of the policies introduced by the British.
- The students will understand the process of the growth of nationalist movement, its different phases leading to Independence and partition.

Suggested Reading List:

- Bandyopadhyaya, Sekhar, *From Plassey to Partition A History of Modern India*, Orient Longman Ltd. Hyderabad, 2004.

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- Chandra, B, Mukherjee, M and et, al, *India's Struggle for Independence*, Penguin Books, New Delhi, 2003.
- Chandra, B, *The Rise and Growth of Economic Nationalism in India*, Peoples Publication House, New Delhi, 1990.
- Dodewell, W (ed) *The Cambridge History of India*, Vol.V. S. Chand & Company, New Delhi, 1990.
- Desai, A. R: *Social Background of Indian Nationalism*, Popular Publication, New Delhi, 1990.
- Fisher, Micheal: *The Politics of the British Annexation of India, 1757 – 1857*, Oxford University Press, New Delhi, 1999.
- Gopal, S: *The British Policy in India, 1858-1905*, Mc. Millan, New Delhi, 1992.
- Grewal, J. S: *The Sikhs of the Punjab*, Cambridge University Press, New Delhi, 1999.

Semester: III

Name of the Course: Introduction to Indian Freedom Struggle (1857-1947)

Course Code: HIST-GEC-3013

Nature of the Course: OPEN ELECTIVE COURSE (OEC)

Credit: 3

Objective: Understanding India's freedom struggle and its various phases of development starting in 1857 is the paper's main goal. The student will also learn about the various Gandhian policies that enabled this social movement to reach its pinnacle and return political power to nationalists.

Course Contents

Unit	Contents	Lecture (L)	Tutorial (T)	Marks
Unit: 1	1.1: The Revolt of 1857, Tribal and Peasant movements	12	03	20
	1.2: Growth of Nationalism and Political Associations before 1885, Foundation of Indian National Congress: Ideology, Moderates and Extremist			
	1.3: Economic Nationalism, Drain of Wealth theory, Partition of Bengal, Swadeshi Movement, Revolutionary movements			
UNIT 2:	2.1: Gandhi entry into Indian Politics: Method and Struggle : Champaram, Kheda, Rowlatt Satyagraha	12	03	20
	2.2: The Khilafat and Non-Cooperation Movement, Civil Disobedience Movement			
	2.3: The Rise of Socialist, Depressed class Movements and Ambedkar, Peasant and Workers struggle			
Unit: 3	3.1: The Rise of Muslim Leagues and Politics of Jinnah.	12	03	20
	3.2: Government of India Act 1935 and the Provincial Autonomy			
	3.3: The World War II and Quit India Movement			
Unit:4	4.1: The Indian National Army	12	03	20

	4.2:Post-War Nationalist Upsurge-Cabinet Mission and Grouping controversy.			
	4.3: The Indian Independent Act, Transfer of Power, and Partition.			

Learning Outcome:

- The syllabus will help to understand the growth and development of Indian national movement and the role of Gandhi and his impact on the Indian national movement
- It will also enumerate the students' knowledge to understand the different phases and ideologies of the Indian freedom movement and to understand the causes and consequences of partition of India.

Suggested Reading List:

- R Desai: *Social Background of Indian Nationalism*, Sage Publication India, Reprinted 2016.
- Biswamoy Pati, *The 1857 Rebellion*, New Delhi Oxford University, 2007
- Sumit Sarkar, *The swadeshi Movement in India*, New Delhi Permanent Black,1973.
-----, *Modern India,1887-1947*, Macmillan India,1983.
- Bipan Chandra, *India's Struggle for Independence*, Penguin India,
- Shekhar Bandyopadhyay, *From Plassey to Partition*, Orient Black-swan Pvt. 2009.
- Judith Brown, *Gandhi Rise to Power*, Cambridge University Press,1971.
- Irfan Habib, *Indian Nationalism, the Essential Reading*, Aleph Book Company,2017
- David Hardiman, *The non-Violent Struggle for Indian Freedom 1905-1919*, Penguin Vikings 2018.
- MK Gandhi, *The Hind Swaraj Various Edition:Pare led.. and T.Surhud, S Sharma ed. Etc*
- Peter Hardy, *The Muslim of British India*, Cambridge University Press, Cambridge University Press, 1972.
- Ramchandra Guha *Gandhi and the years that Change the World 1914-1948*, Penguin Indian 2018.