

**DEBRAJ ROY COLLEGE (AUTONOMOUS)**  
**FOUR YEARS UNDER GRADUATE PROGRAM (FYUGP)**

**SYLLABUS**

**OF**

**HISTORY**

**Choice Based Credit System (C.B.C.S.)**



**Department of History**

**Debraj Roy College**

**(An Autonomous College under Dibrugarh University)**

**Circuit House Road, Golaghat-785621 (Assam)**

DEPARTMENT OF HISTORY

DEBRAJ ROY COLLEGE(AUTONOMOUS),GOLAGHAT, ASSAM

COURSE STRUCTURE FOR UNDER-GRADUATE PROGRAMME(NEP) IN HISTORY,2024

( As recommended by the Board of Studies(BOS) in History in its' Meeting on 25.06.2024 and approved by the meeting of the Academic Council held on-----)

**1<sup>st</sup>. Semester: Total Credit-20**

Major-HISTMAJ101:History of India-I(Prehistory to c.300 BCE)-(Credit:4)

Minor-HISTMIN101:History of Ancient India(Credit:4)

GEC-HISTGEC101:Introduction to Culture and Heritage of Ancient India(Credit:3)

SEC-HISTSEC101:Tourism Management(Credit:3)

VAC101 :Understanding India(Credit:2)

or

VAC102: Health and Wellness(Credit:2)

AEC101 Language I(Credit:4)

**2<sup>nd</sup>. Semester Total Credit-20**

Major-HISTMAJ201: Social Formation and Cultural Patterns of Ancient and Medieval World(Credit:4)

Minor-HISTMIN201: History of Medieval India(Credit:4)

GEC-HISTGEC201: Introduction to Cultural Heritage of Assam(Credit:3)

SEC -HISTSEC201:Mass Media and Communication(Credit:3)

VAC201- Environmental Education(Credit:2)

or

VAC202: Yoga(Credit2)

AEC201 Language II(Credit:4)

**3<sup>rd</sup>.Semester      Total Credit:20**

Major-HISTMAJ301:History of India II( c.300 BCE to 500 CE)(Credit-4)

-HISTMAJ302:History of India III(Post-Gupta to1206 CE)(Credit-4)

Minor-HISTMIN301:History of Modern India(Credit:4)

GEC-HISTGEC301:Introduction to Indian Freedom Struggle(Credit:3)

SEC-HISTSEC301: Civil Service Foundation Course(Credit3)

VAC301 :Digital Solutions(Credit:2)

or

VAC302 : Mathematical and Reasoning Ability(Credit2)

**DEPARTMENT OF HISTORY**

**QUESTION PATTERN FOR HISTORY UNDERGRADUATE COURSE**

**\*Very Short Questions- 4 Marks; Four Questions(Each Question carries 1 Mark:1X4=4-No alternative question) -\*6% of the Syllabus**

**\* Short Question—8 Marks :Two Short Notes(Each Note carries 4 Marks: 4X2=8- Out of Four Short Notes)**

**-14% of the Syllabus**

**\*Essay Type Question(Descriptive/Analytical/Critical)—48 Marks:Four Questions-12X4=48**

There will be one alternative to each Question.

**-40% of the syllabus**

**Total Theory Marks- 60**

**\*This Question Pattern is applicable to all History Papers except History SEC Papers**

DEPARTMENT OF HISTORY

DEBRAJ ROY COLLEGE (AUTONOMOUS), GOLAGHAT, ASSAM

DRAFT OF DETAILED SYLLABUS FOR UNDERGRADUATE PROGRAMME IN HISTORY(FYUGP),2024

(As recommended by the Board of Studies(BoS) in History in its' Meeting held on 25.06.2024

And approved by the Meeting of the Academic Council held on-----)

**SEMESTER- I**

Course Code-HISTM101

Title-History of India-I (Prehistory to c.300 BC)

Nature of the Course-Major Core

Credit-4(End Semester Marks-60 IA Marks-40)

**Objectives:** The objective of the paper is to have a Thorough understanding of the History of Early 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.

Unit-I Introduction to Indian Prehistory Marks-15

1.1: Defining Prehistory and Proto-history

1.2: Environmental factors and human evolution in Indian prehistory

1.3: Sources of Indian prehistory-Stone tools, bones, potsherds, artefacts

1.4: Introduction to dating techniques(Radiocarbon dating, TL dating, K-AR Dating,

Paleomagnetic dating)

Unit-II Prehistoric India-Hunter-gatherers to Food Producers Marks-15

2.1: Paleolithic Cultures-distribution of sites-tools, techniques and subsistence Pattern

- 2.2: Mesolithic Cultures-distribution of sites- tools, techniques and subsistence pattern
- 2.3: Neolithic Cultures in India- distribution of sites- tools, techniques and subsistence pattern
- 2.4: Chalcolithic Cultures in India(Non-Harappan)- Megalithic cultures-distribution of sites

**Unit-III The Harappan Civilization Marks-15**

- 3.1: Phases of Harappan Civilization- Geography and Chronology
- 3.2: Urban features of Harappan Civilization
- 3.3: Harappan art and architecture
- 3.4: Urban decline and the late/post-Harappan traditions

**Unit-IV Cultures in transition Marks-15**

- 4.1: Northern India(c.1500-600 BCE)- Vedic and post-Vedic period- society, religion,polity and economy
- 4.2: Early Territorial States(c. 600-300 BCE)- Trade and Urban centers
- 4.3: Philosophical Taditions- Buddhism and Jainism- Ajivika, Carvakas
- 4.4: South India(c. 300 BCE- 300 CE)

**Learning Outcome:**

- \*To have an understanding on prehistory and sources of 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 Harappan Civilization.
- \*To acquaint the students with the Vedic Period and the state Formation in Early India.

**Selected Readings:**

- Basham,AL : The Wonder that Was India, 1971
- Chakrabarti, DK : The Archaeology of Ancient Indian Cities,1997,Paperback

- Jain, VK : The Oxford Companion to Indian Archaeology,2006,New Delhi  
:Prehistory and Protohistory of India-An Appraisal,2006,DK  
Printwood
- Sharma, RS :India's Ancient Past,2007, OUP  
: Material Culture and Social Formations in Ancient India,1983  
:Looking for the Aryans, 1995,Delhi, Orient Longman
- Habib, Irfan : A People's History of India,Vol-I,  
Sastri, KAN :ed. History of South India

## SEMESTER-I

COURSE CODE-HISTMIN101

TITLE-History of Ancient India

Nature of Course-Minor

Credit-4(End Semester Marks-60 IA Marks-40)

**Objectives:** The objective of 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.

Unit-I            Marks-15

- 1.1: Sources-Literary, Archaeological and Numismatics
- 1.2: Harappan Civilization-Origin and Extent, Major Sites, Salient features, decline and transformation
- 1.3: Vedic Civilization-Society, Economy and Polity
- 1.4: Rise of the Territorial States-Janapadas and Mahajanapadas

Unit-II            Marks-15

- 2.1: Ascendancy of Magadha-Haryanka and Nandas
- 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-III            Marks-15

- 3.1: Political and economic developments in the Post-Mauryan period-the Sungas, Kanvas, Kushanas and Satavahanas
- 3.2: The Tamils and Sangam Age



3.3: The Sakas, Parthians and the Indo-Greeks in India

3.4: The Guptas and the Vakatakas

Unit-IV

Marks-15

4.1: Developments in the post-Gupta period-Vardhanas, Palas and Pratiharas

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 Ghori Invasions

**Learning Outcome:**

\*The students will be able 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 CE.

**Selected Readings:**

Chakravarti, Ranabir : Exploring Early India(2013), Macmillan

Kosambi, DD : An Introduction To The Study of Ancient India

Majumdar, RC : Ancient India

Raychaudhuri, HC ed. : Political History of Ancient India, Rev

Sastri, KAN ed. : A History of south India(1966), OUP

Sharma, RS : India's Ancient Past, Oxford

Singh, Upinder : A History of Ancient and Early Medieval India, Pearson

## SEMESTER-I

COURSE CODE:HISTGEC101

TITLE-Introduction to Culture and Heritage of Ancient India

Nature of Course: GEC

Credit-4(End Semester Marks-60 IA Marks-40)

**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 deals with an Introduction to Ancient Indian Literature, Ancient Indian Religion and Philosophy, and Ancient Indian Art and literature.

Unit-I Marks-15

- 1.1: Sanskrit Literature-Vedic,Epic,Puranas,Smritis
- 1.2: Sanskrit Literature-Drama,Prose,Didactic,Biographical
- 1.3: Pali and Prakrit Literature-Jatakas,Nikayas,pitakas

Unit-II Marks-15

- 2.1: Vedic Religion and Philosophy,Six Schools of Philosophy(Astikadarshanas)
- 2.2: Origin of Buddhism and Jainism; Buddhist and Jain Philosophy
- 2.3: Materialistic Philosophy

Unit-III Marks-15

- 3.1: Schools of Sculptural Art-Gandhara,Mathura,Sarnath and Amaravati
- 3.2: Rock-cut Architecture-Pillars,Stupa, Chaitya, Vihara
- 3.3: Styles of Temple architecture-Nagara, Dravida, and Vesara

Unit-IV Marks-15

4.1: Tamil Literature-Tolkappiyam, Manimekhalai, Silapadikaram

4.2: Later developments of Upanishadic Philosophy-shankara, madhava and Ramanuja

4.3: Paintings-Prehistoric Rock Art, Mural Paintings of Ajanta and Ellora

**Learning Outcome:**

\*The students will 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.

**Selected Readings:**

- |                |   |
|----------------|---|
| Basham, AL     | : The Wonder that was India   |
| Jain, VK       | : Prehistory and Protohistory of India-an Appraisal(2006)DK Printwood |
| Mitter, Partha | : Indian Art(2001), OUP   |
| Sharma, RS     | : India's Ancient Past(2007), New Delhi, OUP                          |
| Singh, Upinder | : The History of the Ancient and Early Medieval India(2008), Pearson  |

## SEMESTER-I

Course Code:HISTSEC101

Title-Tourism Management

Nature of the Course :Skill Enhancement Course(SEC)

Credit- 3(End Semester Marks-60 IA Marks-20 Practical-20)

**Objective:** The objectives of this paper are to give a basic idea of Tourism Management and aim to preserve Cultural Heritage and sustainable development.

Unit-I Basic Concepts Marks-15

Meaning and Significance of Tourism ,Types of Tourism, Tourists-Characteristics, and types,Tourism Products,Tourism Planning

Unit-II Tour Operator and Travel Agent Service Marks-25

Definition and Scope, Functions of Travel Agent, The Travel Market, Functions of Travel

Agency,Procedure of getting IATA Certificate,Tour Industry-Pakage Tour,Custom Tour,Arranging

Accommodation for the Tourist

Unit-III Dynamics and Growth of Tourism Marks-20

Definition of Tourism Demand, Types, Indicators of Tourism Demand,Determinants of Tourism Demand

Life style factors-Personal and World wide

Unit-IV Sustainable Tourism

Marks-20

Forces Promoting Sustainable Tourism, Economic Forces which resist Sustainable Tourism, Principles of Sustainable Tourism-Carrying Capacity , The Environmental impact of Tourism, Basic Properties of Ecology – Definition of Ecology,Environment and Eco-system,Tourism activities and their linkages to Ecology and Environment.

**Learning outcome:**

- \*The students will be able to create employment opportunities.
- \*Able to organize totrism-related activities.
- \*Will be able to manage and develop places of tourist interest.

**Selected Readings:**

Asif Iqbal Fazili and Hussain Ashraf	: Tourism in India
Bhatia, AK	:Tourism Development
Bora, Shiela and Bora, MC	: The History of Tourism
Varma, Geeta	: Management of Travel and Tourism
Seth, Pran Nath and Seth Bhat sushma	; An Introduction to Travel and Tourism

## SEMESTER-II

Course Code-HISTMAJ201

Title-Social Formations and Cultural Patterns of Ancient and Medieval World

Nature of the Course-Major Core

Credit-4(End Semester Marks-60 IA Marks-40)

**Objectives:** To understand the historical development of Human civilization around the World.this course will make the students 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.

Unit-I            Marks-15

1.1: Origin and growth of Human Culture and Civilization-Prehistoric Culture: Characteristics features of Paleolithic, Mesolithic, Neolithic

1.2: Bronze and Iron age: Iron Debate, Characteristic features, important Sites

Unit-II            Marks-15

2.1: Mesopotamian Civilization: up to Akkadian:Temple economy, Law Codes

2.2: EzyptianCivilization: Political Developments, Art & Architecture, Religion.

2.3: Chinese Civilization: Polity, Society, Science & Technological Developments

Unit-III          Marks-15

3.1: Greek Civilization: Athenian Democracy, Society and Culture, Slavery

3.2: Roman Civilization: Establishment of Republic, Society and Cultures, Trade and urbanization

3.3: Europe in Medieval age: Feudalism, Expansion of Christianity.

Unit-IV            Marks-15

4.1: The Aztec and the Maya –The Origin ,Society, Religion, Economy and Decline

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,Ummah,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.

**Selected Readings:**

Burns and Ralph,	: World Civilizations
Gordon Childe	: What Happened in History
UNESCO Series	:History of Mankind
Amar Farooqui,	: Early Social Formations
Perry Anderson	:Passage 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

Course Code-HISTMIN201

Nature of the Course-Minor

Credit-4(End Semester Marks-60 IA Marks-40)

**Objectives-**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.

Unit-I Marks-15

1.1: Indian Polity during 11<sup>th</sup> and 12<sup>th</sup> Century: Background

1.2: Advent of the Arabs and the Turks in Indian Politics-Ghaznivids and the Ghorid Invasions

1.3: Establishment of the Delhi Sultanate-(a)The Slave Dynasty (b)The Khalijis-Alauddin Khaliji's Administration (c) The Tughlaqs-Experiments of Muhammad Bin Tughlaq

1.4: Disintegration of the Delhi Sultanate and Rise of Provincial Kingdoms-Vijayanagar and Bahmani Kingdom.

Unit-II Marks-15

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 fire arms) (b)Humayun's Struggle for Empire (c) Sher shah,his administrative and Revenue Reforms

2.2: Consolidation of Mughal Rule under Akbar: Campaigns and Conquests-Mughal-Rajput diplomacy



-Annexations in North-West Frontier-Conquest of Bengal-Sultans of Delhi

2.3: Evolution of administrative institutions and apparatus: *zabt, mansab, jagir, mardana-i-mansab grants, Zamindars and peasants (Khudkashit and Pakikashit)*

Unit-III Marks-15

3.1: Mughal Empire under Jahangir and Shahjahan: Important Campaigns and Conquests, Peasant Rebellions, Wars of Succession

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-IV Marks-15

4.1: Bhakti Movement: Saguna and Nirguna Trends-Tulsi, Kabir, Meerabai; Growth and Development of Vernacular Literature

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 students 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 CE.

\*The paper will also give an understanding of socio-religious developments of medieval period.

**Selected Readings-**

- Ahmed Farooqui, salma :A Comprehensive History of Medieval India  
Bhargava, Meena : Understanding Mughal India-16<sup>th</sup> to 18<sup>th</sup> Centuries  
Chandra, Satish : Medieval India  
Singh, Vipul : Interpreting Medieval India: Early Medieval Delhi  
: Sultanate and Regions

## SEMESTER-II

Course Code-HISTGEC201

Title-Introduction to Cultural Heritage of Assam

Nature of the course-Open Elective Course

Credit-4(End semester Marks-60 IA marks-40)

**Objectives-**To make the students aware of the rich cultural heritage of Ancient and Medieval Assam. The students will be made 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.

Unit-I            Marks-15

- 1.1: Archaeological Remains: Deopahar, Malinithan, Madan Kamdev, Daparbortiya, Doyang-Dhansiri
- 1.2: Sculptures of Assam: Deopani school, East India School of Medieval Art
- 1.3: Stupas and Rock cut Caves: Surya Pahar, Jogighopa, Pancharatna

Unit-II            Marks-15

- 2.1: Historical Monuments of Ahom Period: Monuments at Sivasagar, Dergaon, Maidams of Charaideo
- 2.2: Monuments of Koch Period: Kamakhya and Hajo
- 2.3: Literary Traditions of Medieval Assam: Buranjis and Vamsavalis

Unit-III            Marks-15

- 3.1: Neo-Vaishnavism in Medieval Assam: Socio-religious Background, Basic tenets
- 3.2: Satra Institutions of Barpeta and Majuli
- 3.3; Development of Vernacular Literature: Bhakti Literature, Charitputhis

Unit-IV        Marks-15

4.1: Monuments of Kachari Period: Kasomari and Dimapur

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.

**Selected Readings:**

- |                |  |
|----------------|--|
| Baruah, BK     | : A Cultural History of Assam                              |
| Baruah, SL     | : A Comprehensive History of Assam                         |
| Barpujari, HK  | : The Comprehensive History of Assam, Vols. I & III        |
| Neog, Maheswar | : Cultural Heritage of Assam                               |
|                | : Sankardeva and His Times                                 |
| Sarma, SN      | : A Socio-Economic and Cultural History of Medieval Assam  |
|                | : Neo-Vaishnavite Movement and Satra Institutions of Assam |

## SEMESTER-II

Course Code-HISTSEC201

Title-Mass Media and Communication

Nature of the Course-Skill Enhancement Course

Credit-3(End Semester Marks-60 IA Marks-20 Practical Marks-20 )

### Objectives:

\*To introduce the Students to the concept of communication.

\*To provide knowledge regarding communication system, functions and elements of mass communication.

Unit-I Communication Concept Marks-20

1.1: Historical Background, Concept and nature

1.2: Functions of Communication

1.3: Types of Communication: Formal and Informal communication-Verbal and Non-verbal

Communication-Dyadic Communication-Small Group Communication and Large Group Communication

Unit-II Understanding Communication Marks-10

2.1: Awareness of self in communication

2.2: Self-concept and self esteem

2.3: Culture and Communication-Signs, Symbols and codes in communication

2.4: Principles of Communication

2.5: Elements of Communication and their characteristics

2.6: Barriers to Communication

Unit-III Communicating Effectively Marks-10

3.1: Concept, nature and relevance to communication process: Empathy-Persuasion-Perception

-Listening

Unit-IV Mass Media Marks-20

4.1: Print Media: types, nature, characteristics, reach and access

4.2: Radio: types, nature, characteristics, reach and access

4.3: Television and cinema: types, nature, characteristics, reach and access

4.4: ICTs: types, characteristics, reach and access

Unit-V PRACTICAL Marks-20

5.1: Know yourself exercise

5.2: Studying group dynamics in organizations-formal and informal

5.3: Content analysis of mass media-Print, Electronic and new media

5.4: Design and use of teaching

Learning Outcome:

\*The students will be able to explain human communication.

\*To use and analyse the methods and media of community outreach.

Selected Readings:

- Devito, J : Human Communication(1998), New York, Harper & Row
- Barker, Larry Lee : Communication(1990) New Jersey Prentice Hall, Eaglewood Cliffs
- Mcquail, D : Mass Communication Theories(2000), London, Sage Publication
- Baran, Stanley J : Mass Communication Theory(2014), Wadsworth Publishing
- Vivian, J : The Media of Mass Communication(2012), Pearson
- Dominick, Joseph R : Dynamics of mass communication: media in transition(2012),  
McGraw hill education

## SEMESTER-III

Course Code-HISTMAJ301

Title- History of India II(c.300 BCE- 500 CE)

Nature of the Course-Major Core

Credit-4(End Semester Marks-60 IA Marks-40)

**Objectives:** 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.

Unit-I Changing Political Formations-I Marks-15

1.1: The Mauryan Empire- Extent and sources, Inscriptions

1.2: Asoka and His Dhamma, Administration, Decline

1.3: Post-Mauryan Politics-Sunga, Kanva

1.4: Satavahanas

Unit –II Changing Political Formations- II Marks- 15

2.1: Indo- Greeks, Sakas, Pahlavas

2.2: Kushanas

2.3: Gupta Empire: Extent, Sources, Administration, Decline

2.4: Contemporaries of the Guptas

Unit –III Economy and Society Marks-15



- 3.1: Expansion of Agrarian Economy
- 3.2: Urban Centres and Craft Production
- 3.3: Trade- internal and external-metallic coinage
- 3.4: Social Stratification: Varna, Jati, Untouchability

**Unit- IV Cultural Developments( c.300 BCE- 750 CE Marks-15**

- 4.1: Transformation in Buddhism and Jainism, Puranic Tradition
- 4.2: A brief survey of Sanskrit, Pali, Prakrit and Tamil Literature-Scientific and technical treatises
- 4.3: Art and Architecture- Mauryan and Post-Mauryan(pillars, sculptures, stupa,chaitya)
- 4.4: Art and Architecture- Gupta and Vakatakas(temple, cave, sculptures) – Ajanta Paintings

**Learning Outcome:**

\*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 gather knowledge of changing formations, trade, urbanism, coinage, religious and socio-cultural developments of the period concerned.

**Selected Readings:**

- |                   |   |
|-------------------|---|
| Bhattacharya, NN  | : Ancient Indian Rituals and Their Social Contents                |
| Chakrabarti, R    | : Exploring Early India, 2013, Macmillan                          |
| Kosambi, DD       | : An Introduction to the Study of Indian History                  |
| Singh, Upinder    | :The History of the Ancient and Early Medieval India,2008,Pearson |
| Chattopadhyaya,DP | : History of Science and Technology in Ancient India              |
| Sharma, RS        | : Indias Ancient Past,2007, OUP                                   |
| Maity, SK         | : Economic Life in Northern India in the Gupta Period             |

- Sahu, BP ed. : Land System and Rural Society in Early India
- Sastri, KAN : A History of South India
- Thapar, Romila : Asoka and the Decline of the Mauryas
- Huntington, Susan : The Art of Ancient India: Buddhist, Hindu and Jain
- Harle JC : The Art and Architecture of the Indian Subcontinent
- Gupta, PL : Coins
- Veluthat, Kesavan : The Early Medieval in South India

## SEMESTER-III

Course Code-HISTMAJ302

Title-History of India III(Post-Gupta – 1206 CE)

Nature of the Course: Major Core

Credit-4(End Semester Marks 60 IA Marks-40)

**Objectives:** To have a Comprehensive and a thorough understanding of the History of India right from the post- Gupta period to the year 1206 CE. 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 Changes as well as religious and cultural developments in the period of study.

Unit-I Political Structures Marks—15

1.1: Sources: Literary Texts and others

1.2: Post-Gupta polities: Vardhanas, Palas

1.3: Pratiharas

1.4: Rastrakutas

Unit-II Political Structures Marks-15

2.1: Chalukyas, Pallavas

2.2: Cholas

2.3: Arab Conquest of Sindh

2.4: Early Turkish Invasions



- Habib Mohammad and KA Nizami ed. :Comprehensive History of India , Vol. V  
:The Delhi Sultanate
- Kulke, Hermann ed. : The State in India(AD 1000-AD 1700)
- Mishra SC :Rise of Muslim Communities in Gujarat
- Sharma, RS :India's Ancient Past(2007), OU  
:Indian Feudalism(circa300-1200)
- Sharma RS and KM Shrimali ed. :Comprehensive History of India, Vol. IV(A&B)
- Singh, Upinder :The History Of The Ancient and Early Medieval India(2008),  
Pearson
- Thapar, Romila :Early India from origins upto 1300 AD(2002),Penguin

### SEMESTER-III

Course Code-HISTMIN301

Title-History of Modern India ( 1757- 1947 AD)

Nature of the Course-Minor

Credit- 4(End Semester Marks-60 IA Marks-40)

**Objectives:** 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.

Unit-I

Marks-15

- 1.1: Decline and the Disintegration of the Mughal Empire and the Growth of Regional Powers
- 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- II

Marks-15

- 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.
- 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-III**

**Marks-15**

3.1: The British Economic Policies in India- Land Revenue, Trade, Commercialization of Agriculture, The Drain Theory

3.2: Socio-Religious Reform Movements in the 19<sup>th</sup> Century.

3.3: Tribal Movements, Growth of Nationalism and the establishment of the Indian 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- Act of 1861- Act of 1891- Act of 1909 and Act of 1919.

**Unit- IV**

**Marks-15**

4.1: Gandhi in Indian Politics- Kheda and Champaran-The Khilafat and the Non-Cooperation Movement, -The Civil Disobedience Movement

4.2: Peasant's 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 students 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, it's different phases leading to Independence and partition.

**Selected Readings:**

- Bandopadhyaya, Sekhar : From Plassey to Partition, A History of Modern India(2004)  
Hyderabad, Orient Longman
- Chandra, B & Mukherjee, M et al : India's Struggle For Independence(2003), New Delhi, Penguin  
Books
- Chandra, B : The Rise and Growth of Economic Nationalism in India(1990)  
New Delhi, People's Publication House
- Dodewell, W(ed.) : The Cambridge History of India, Vol.-V(1990), New Delhi  
Chand & Company
- Desai, AR : Social Background of Indian Nationalism(1990) New Delhi,  
Popular Publication
- Fisher, Micheal : The Politics of the British Annexation of India ,1757-1857  
(1999), New Delhi, Oxford University
- Gopal, S : The British Policy in India 1858-1905,(1992), New Delhi



### SEMESTER-III

Course Code- HISTGEC301

Title- Introduction to Indian Freedom Struggle(1857-1947)

Nature of the Course- Open Elective Course

Credit- 4(End Semester Marks-60 IA Marks-40)

**Objectives:** 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.

Unit-I Marks-15

- 1.1; The Revolt of 1857, Tribal and Peasant Movements
- 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- II Marks- 15

- 2.1: Gandhi's entry into Indian Politics: Method and Struggle : Champaran, Kheda, Rowlatt Satyagraha
- 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- III**

**Marks-15**

3.1: The Rise of Muslim Leagues and Politics of Jinnah

3.2: Government of India Act 1935 and the provincial Autonomy

3.3: The World War II and Quit India Movement

**Unit- IV**

**Marks-15**

4.1: The Indian National Army

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 paper 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.

**Selected Readings:**

Brown, Judith : Gandhi Rise to Power(1971) Cambridge University Press

Bandyopadhyay, Shekhar :From Plassey to Partition(2009),Orient Black-Swan

Chandra, Bipan : India's Struggle for Independence ,Penguin India

Gandhi, MK : The Hind Swaraj, Various editions

Desai, R : Social Background of Indian Nationalism(Reprinted 2016),  
Sage Publication India

Guha, Ramchandra : Gandhi and the years that change the World 1914-1948(2018),

Penguin India  
Habib, Irfan : Indian Nationalism, the Essential Reading(2017), aleph Book Company  
Pati, Biswamoy : The 1857 Rebellion(2007),New Delhi, Oxford University  
Sarkar Sumit :The Swadeshi Movement in India(1973),New Delhi, Permanent Black

### SEMESTER-III

Course Code- HISTSEC301

Title-Civil Service Foundation Course

Nature of the Course: Skill Enhancement Course

Credit-3(End semester marks-60 IA Marks-20 Practical-20)