



**Darrang College
(Autonomous),
Tezpur-784001**

**Syllabus for
FYUGP
History (Minor)**

Approved by :

Board of Studies meeting held on 31st July, 2025

&

Academic Council vide Resolution no. 04, dated- 12/08/2025

SYLLABUS OF HISTORY

1. THE AIMS OF FOUR YEAR UNDER-GRADUATE PROGRAMME (FYUGP) IN HISTORY:

1. Cultivate in the learners the ability to analyze and interpret the changes in human societies and civilizations over time.
2. Equip the learners with the knowledge resources to identify and comprehend the diversity of human experience.
3. Provide them critical perspectives on the process of historical development and change and generate multi disciplinary approach.
4. To promote in the learners the aptitude for appreciation of the differences in human societies, cultures and traditions.
5. To foster in them a range of historical skills, essential for inquiry and research.
6. To develop the capability think critically, enhance the ability to identify and analyze problems and find out solutions.
7. To familiarize students with educational technology and train them in the use of ICT in Historical studies and research.

PROGRAMME LEARNING OUTCOMES FOR FOUR YEAR UNDERGRADUATE PROGRAMME (FYUGP) IN HISTORY:

After the completion of the Programme (Major/Minor) a graduate will be able to-

1. Have clear understanding of History as a discipline of humanities and acquire the knowledge of facts, concepts, principles, theories, and processes that constitute the perspective of historical inquiry.
2. Acquire elaborate understanding of the World, Indian and regional histories and also the political, social and economic forces that shape the historical changes and developments in human societies over time.
3. Inculcate the aptitude of critical thinking by acquiring the ability to distinguish between fact and fiction.
4. Develop broad multidisciplinary learning skills especially in the field of humanities and Learn about the correlation of history with other disciplines and will be able to adopt a multi-disciplinary approach.
5. Obtain the theoretical and philosophical conceptions of the discipline of history and adequate perception of the Historical methodologies.
6. Analyze and evaluate of policies and practices, as well as evidence, arguments, claims, beliefs and the ability to judge the reliability and relevance of different form of interpretations and evidences.

7. Will acquire knowledge of the values and beliefs of multiple cultures and acquire a pluralistic perspective to honour diversity and peaceful co-existence.
8. Understand the concept of cause-and-effect relationship and to identify chains of events and developments, enhance the ability to identify and analyze problems and find out solutions.
9. Develop a range of historical skills essential for inquiry and research such as analyze and synthesize data/information related to issues and arguments of history from a variety of sources and draw valid conclusions and support them with evidence and logic.
10. Comprehend the formation of social realities and become sensitive to gender and social inequities.

***Course learning outcome has been stated along with each course**

TEACHING LEARNING PROCESS:

The teaching learning process will contain- **(1)** Classroom lecture method, group discussion, student presentations in class and/or in tutorials, assignments. **(2)** Supporting audio-visual aids like documentaries and power point presentations will be used wherever necessary. **(3)** Visit to historical sites, monuments etc to enhance the understanding of historical developments. Overall, the Teaching Learning Process shall emphasize the interconnectedness of themes to build a holistic view of the time period/region under study. The process shall consistently underline how various macro and micro-level developments/phenomena can be historicized.

TEACHING LEARNING TOOLS:

- Historical Maps
- Projector
- LCD Monitor
- White/Green/Black Board

ASSESSMENT METHODS:

Students will be regularly assessed for their grasp through debates and discussions covered in class. One/Two written assignments will be used for final grading of the students. Students will be assessed on their ability to engage with a sizeable corpus of readings assigned to them for written submissions, i.e. being able to explain important historical trends and tracing historiography reflected in the assigned readings.

Assessment Type	Mode of Assessment	Marks
Internal	Sessional Examination	20
	Assignment	10
	Class teast/presentation	06
	Attendance	04
External	End Term Examination	60
Total		100

COURSE STRUCTURE:

Programme name	Semester	Title of the course	Course code	CREDITS	CREDIT DISTRIBUTION			EVALUATION	
					Lecture	Tutorial	Practical	Internal	External
FYUGP in HISTORY	ONE	HISTORY OF INDIA (Upto 1206 AD)	HIS-MJ-01014	04	04			40	60
		HISTORY OF INDIA (Upto 1206 AD)	HIS-MN-01014	04	04			40	60
	TWO	HISTORY OF INDIA (1206 - 1757AD)	HIS-MJ-02014	04	04			40	60
		HISTORY OF INDIA (1206 - 1757AD)	HIS-MN-02014	04	04			40	60

DETAILED SYLLABUS:

SEMESTER ONE

Course Name: History of India (Earliest times to 1200 CE)

Credit: 4

Course Outcome: Upon completion of this course, a student will be able to:

- ☐ explain the emergence of state system in North India as well as development of imperial state structure and state formation in South India in the early period.
- ☐ They will be able to relate the changes and transformations in polity of early India and the linkages developed through contacts with the outside world.

UNIT-I	CONTACT CLASS-9	NON-CONTACT CLASS-3	MARKS-20
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- [a] Sources for reconstructing Ancient Indian History: archaeological; literary
- [b] Stone ages in India and origin of Harappa
- [c] Harappan Civilization: extent, characteristics; first urbanization; decline
- [d] Vedic Culture-Early and Later Vedic periods: Tribal Polity, economic developments; social stratification; religion and philosophy;

UNIT-II	CONTACT CLASS-9	NON-CONTACT CLASS-3	MARKS-20
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- [a] Second Urbanization; Rise of territorial states: Mahajanapadas
- [b] Religious movements in North India: Jainism; Buddhism

- [c] The Mauryas: Administrative system, Society and Economy; Asoka's Dhamma; Decline.
[d] Greek Invasion and its Impact.

UNIT-III	CONTACT CLASS-9	NON-CONTACT CLASS-3	MARKS-20
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- [a] Political developments in Post-Mauryan period with special reference to Sungas, Kushanas, Kharavelas, Satavahanas.
[b] Sangam Age: Polity, Society and Culture.

UNIT-IV	CONTACT CLASS-9	NON-CONTACT CLASS-3	MARKS-20
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- [a] Gupta Empire: Polity, Administrative system
[b] Economy and society: New socio-economic formation
[c] Cultural developments-Literature, art and architecture
[d] Harshavardhana; Samanta system

UNIT-V	CONTACT CLASS-9	NON-CONTACT CLASS-3	MARKS-20
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- [a] Political developments in North India(AD700-1200): Emergence of Rajputs, Gurjara-Pratharas, Palas
[b] Political developments in South India (AD700-1200): Chalukyas, Cholas, Rashtrakutas.

Readings :

- Altekar. A.S. 1966. State and Government in Ancient India. Delhi: Motilal Banarasidass.
Chakravarti. Ranabir. 2013. Exploring Early India up to c. AD 1300. Second Edition. Delhi: Macmillan
Champakalakshmi, R. 1996. Trade, Ideology and Urbanization: South India, 300 CE to 1300 AD. Delhi: Oxford University Press.
Chattopadhyaya, B.D. 1994. The Making of Early Medieval India. New Delhi: Oxford University Press.
Jha, D.N., 2012. , Ancient India in Historical Outline. Delhi: Manohar Publishers. Reprint.
Kangle. R.P (ed. and tr.). 1960-65. Kautilya's Arthashastra. Bombay: University of Bombay
Kulke, Hermann(ed). 1994. The State in India, AD 1000-1700. New Delhi: Oxford University Press
Ratnagar. Shereen. 1991. Enquiries into the Political Organization of Harappan Society. Pune: Ravish Publishers.
Roy, Kumkum. 1994. Emergence of Monarchy in North India. New Delhi: Oxford University Press
Sahu, Bhairabi Prasad. 2012. 'Recent Perspectives of the State and Debates in Early Indian History'. Indian Historical Review 39(2)145-162.
Sharma, R.S. 1983. Aspects of Political Ideas and Institutions in Ancient India, New Delhi: Macmillan
Sharma. R.S., 2006., India's Ancient Past. New Delhi: Oxford University Press.

Sharma, R.S., 1983., Material Culture and Social Formations in Ancient India. New Delhi: Macmillan.
 Singh, Upinder. 2009. A History of Ancient and Early Medieval India: From the Stone Age to the 12th century. Delhi: Pearson India.
 Thapar, Romila., 1984., From Lineage to State. New Delhi: Oxford University Press.
 Thapar, Romila. 2003. The Penguin History of Early India: From the Origins to AD 1300, Penguin Random House India
 Thapar, Romila. 1978. Ashoka and the Decline of the Mauryas. Delhi: Oxford University Press.

SEMESTER TWO

Course Name: History of India (1206-1757 CE)

Credit: 4

Course Outcomes: Upon completion of this course, students will be able to:

- ☐ Explain the political transition that took place under the Sultanate and the Mughals and how it changed the geo-political structure between 1206-1757.
- ☐ Identify the regional kingdoms and analyse their administration and polity.
- ☐ Explain the formation of different pre-modern states apart from the Sultanate and the Mughals during this period along with their administrative system, political ideologies, legitimization, and the institution of kingship.

UNIT-I	CONTACT CLASS-9	NON-CONTACT CLASS-3	MARKS-20
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- [a] Conceptualizing 'medieval' Indian history
- [b] Sources: Persian *tarikh* tradition, Foreigners' accounts, vernacular literature
- [c] Regional historical tradition: *Bakkhars*, *Buranjis*, *Khyats*
- [d] Advent of Arabs; Ghaznavids and Ghorids

UNIT-II	CONTACT CLASS-9	NON-CONTACT CLASS-3	MARKS-20
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- [a] Foundation, Consolidation and Expansion of the Sultanate: Iltutmish, Razia Sultan, Balban, Alauddin Khilji, Muhammad Bin Tughluq, Firoz Shah Tughluq
- [b] Administration and policies under the Sultanate, Iqta system, Nobility, Role of Ulemas
- [c] Lodi and Battle of Panipat, Babur's victory and consequences

UNIT-III	CONTACT CLASS-9	NON-CONTACT CLASS-3	MARKS-20
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- [a] Rajput polities: Mewar, Marwar and Ajmer
- [b] Vijayanagar and Bahmani Sultanate: Krishna Deva Raya; Administration, Battle of Talikota, Mahmud Gawan, disintegration of Bahmani- Bijapur, Ahmednagar, Berar, Golconda and Bidar.
- [c] Gajapatis of Orissa, Gujarat, and Malwa Sultanate, Jaunpur, Bengal, Kashmir Sultanate

UNIT-IV	CONTACT CLASS-9	NON-CONTACT CLASS-3	MARKS-20
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- [a] Humayun, Sher Shah Suri and his administration
- [b] Mughal Empire: Akbar, Jahangir, Shahjahan, Aurangzeb
- [c] Mughals and Central Asia contacts; Mughals-Rajput relations: matrimonial and political
- [d] Nobility, Mansabdars-Jagirdars, administration

UNIT-V	CONTACT CLASS-9	NON-CONTACT CLASS-3	MARKS-20
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- [a] Khalsa tradition and challenges to the Mughals
- [b] Marathas under Shivaji, Peshwa administration
- [c] Later Mughals and Bahadur Shah Jafar
- [d] The 18th century: Decline of Mughals state, theories and interpretation, Power contestation: Awadh, Bengal and Hyderabad

Readings:

Kulke, Hermann. (1995). The Early and the Imperial Kingdom: A Processual Model of Integrative State Formation in Early Medieval India in Kulke, H (ed), "The State in India, 1000-1700", ed., New Delhi: Oxford University Press. 1997.

H. Kulke and B. P. Sahu, (2018). History of Precolonial India: Issues and Debates, Delhi: Oxford University Press, Part II

Kumar, Sunil. (2007). The Emergence of the Delhi Sultanate, 1192-1286. Ranikhet: Permanent Black.

Tod, James. (1920). Annals and Antiquities of Rajasthan, William Crooke (Ed.). London: Oxford University Press, 3 volumes.

Mukhia, Harbans (1976). Historians and Historiography during the Reign of Akbar. Vikas Publishing House

Mukhia, Harbans (2004). The Mughals of India, Oxford, United Kingdom: Wiley India, Blackwell Publishing

Tripathi, R P. (1959). Some Aspects of Muslim Administration. Allahabad: The Indian Press

Alam, M and S Subrahmanyam (eds.) (1998). The Mughal State, 1526-1750, Delhi: OUP

Chandra, Satish. (Ed.) (2005). Religion, State and Society in Medieval India: Collected Works of Nurul Hasan, Delhi: Oxford University Press

Bhargava, Meena (ed.) Exploring Medieval India. Sixteenth to Eighteenth Century, Vol. II, New Delhi: Orient BlackSwan

Bhargava, Meena (Ed.) (2014). The decline of the Mughal Empire, Delhi: OUP

Alavi, Seema (Ed.) (2000). The Eighteenth Century in India, Oxford University Press

Marshall, P.J (Ed.) (2003). The Eighteenth Century in Indian History: Evolution or Revolution? Oxford University Press

Rizvi, S.A.A (1987). The Wonder That Was India, Vol.II, India, Picador
