

# HISTORY

## SYLLABUS FOR HIGHER SECONDARY FINAL YEAR COURSE

**One Paper**

**Time : Three Hours**

**Marks 100**

**Unitwise Distribution of Marks and Periods :**

	Marks	Periods
<b>Section A : Archaeology, Ancient India &amp; Assam through the ages</b> Unit 1-4	35	65
<b>Section B : Medieval India</b> Unit 5-9	25	60
<b>Section C : Modern India</b> Unit 10-15	30	60
<b>Unit 16 : Map Work</b>	10	15
<b>Total</b>	<b>100</b>	<b>200</b>

**Unitwise Distribution of Course contents :**

### THEMES

**Unit-1 : The story of the First Cities :**

**Harappan Archeology**

**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.

**Unit -2 : Political and Economic History :**

**How Inscriptions tell a story**

**Broad overview :** Political and economic history from the Mauryan 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.

**Unit-3 : Social Histories: Using the Mahabharata**

### OBJECTIVE

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

**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.

#### **Unit-4 : A History of Buddhism: Sanchi Stupa**

**Broad overview :** (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.

#### **Assam Through the Ages :**

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

- ❖ Familiarise the learner with issues in social history.
- ❖ Introduce strategies of textual analysis and their use in reconstruction of social history.
- ❖ Discuss the major religious developments in early India.
- ❖ Introduce strategies of visual analysis and their use in reconstructing histories of religion.
- ❖ 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 travellers and chroniclers.
- ❖ Brief discussion on Assam's participation in freedom movement.

### **Part -II**

#### **Unit-5 :Agrarian relations: The Ain-i-Akbari**

**Broad overview :** a) Structure of agrarian relations in the 16th and 17th 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.

#### **Unit-6 : The Mughal Court: Reconstructing**

- ❖ Familiarise the learner with the major

**Histories through Chronicles**

**Broad Overview :** (a) Outline of political history 15th-17th centuries.

(b) Discussion of the Mughal court and politics.

**Story of Discovery:** Account of the production of court chronicles, and their subsequent translation and transmission.

**Excerpts:** from the Akbarnama and Padshabnama.

**Discussion :** Ways in which historians have used the texts to reconstruct political histories.

landmarks in political History.

- ❖ Show how chronicles and other sources are used to reconstruct the histories of political institutions.

**Unit-7 :New Architecture: Hampi**

**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.

**Unit-8 : Religions Histories: The Bhakti-Sufi Tradition**

**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.

**Unit-9 : Medieval Society through Travellers' Account**

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

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

- ❖ 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.
- ❖ Familiarise the learner with religious developments.
- ❖ Discuss ways of analysing devotional literature as sources of history.
- ❖ Familiarise the learner with the salient features of social histories described by the travellers.
- ❖ Discuss how travellers' accounts can be used as sources of social history.

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

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

### Part-III

#### Unit-10 : Colonialism and Rural Society:

##### Evidence from Official Reports

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

#### Unit-11 :Representations of 1857

**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.

#### Unit-12 :Colonialism and Indian Towns:

##### Town Plans and Municipal Reports

**Broad overview:** The growth of Mumbai, Chennai, hill stations and cantonments in the 18th and 19th century.

**Excerpts:** Photographs and paintings. Plans of cities. Extract from town plan reports. Focus on Kolkata town planning.

**Discussion:** How the above sources can be used to reconstruct the history of towns. What these sources do not reveal.

#### Unit-13 : Mahatma Gandhi through Contemporary Eyes

❖ Discuss how colonialism affected zamindars, peasants and artisans.

❖ Understand the problems and limits of using official sources for understanding the lives of people.

❖ Discuss how the events of 1857 are being reinterpreted.

❖ Discuss how visual material can be used by historians.

❖ Familiarise the learner with the history of modern urban centres. Discuss how urban histories can be written by drawing on different types of sources.

❖ Familiarise the learner with significant elements of the nationalist movement and

**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.

#### **Unit-14 : Partition through Oral Sources**

**Broad Overview :** (a) The history of the 1940s; (b) Nationalism, Communalism and Partition.

**Focus:** Punjab and Bengal.

**Excerpts:** Oral testimonies of those who experienced partition.

**Discussion:** Ways in which these have been analysed to reconstruct the history of the event.

#### **Unit-15 :The Making of the Constitution**

**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.

#### **Unit-16 : Map Work**

the nature of Gandhian.

- ❖ Discuss how Mahatma Gandhi was perceived by different groups.
- ❖ Discuss how historians need to read and interpret newspapers, dairies and letters as historical source.
- ❖ Discuss the last decade of the national movement, the growth of communalism and the story of Partition.
- ❖ Understand the events through the experience of those who lived through these years of communal violence.
- ❖ Show the possibilities and limits of oral sources.
- ❖ 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.
- ❖ 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 effected areas/ places of ancient India where historical events were took place.
- ❖ Familiarise the learners with the ancient World map with special reference to South Asia.