

# **CURRICULUM AND SYLLABUS**

**B.A. Honours in History**

**and**

**B.A Program in History**

**(w.e.f. 2016-2017)**

**UNDER CHOICE BASED CREDIT SYSTEM**



**KAZI NAZRUL UNIVERSITY  
ASANSOL, WEST BENGAL**

# Kazi Nazrul University

## Curriculum and Syllabus for B.A Honours in History and B.A Program in History (6 Semesters Pattern)

(With effect from 2016-2017 academic sessions and onwards)

**Total Credit: 148**  
**Total Marks: 1300**



There will be six semesters in the three-year B.A Honours in History. The Curriculum consists of 14 Core Courses (C), 2 Ability Enhancement Compulsory Courses (AECC), 2 Skill Enhancement Courses (SEC) and 4 Discipline Specific Elective (DSE) Courses and 4 **Generic Elective (GE) courses** [to be taken from the pool of Generic Elective courses]. Each course is of 50 marks. L stands for Lecture Hour, T for Tutorial Hour and P for Practical Hour.

### B.A (Honours) in History: 1<sup>st</sup> Semester

Course Code	Course Title	Course Type	(L-T-P)	Credit	Marks
BAHHISC101	Greek and Roman Historians	C-1	5 - 1 - 0	6	50
BAHHISC102	Early History of India (Proto History to 6 <sup>th</sup> Century B.C.E)	C-2	5 - 1 - 0	6	50
BAHHISGE101	<b>Theories of the Modern State</b>	<b>GE-1</b>	<b>5 - 1 - 0</b>	<b>6</b>	<b>50</b>
AEE101	Environmental Studies	AECC-1	4 - 0 - 0	4	50
<b>SEMESTER TOTAL:</b>				<b>22</b>	<b>200</b>

### B.A (Honours) in History: 2<sup>nd</sup> Semester

Course Code	Course Title	Course type	(L-T-P)	Credit	Marks
BAHHISC201	Mauryan and Gupta Empire	C-3	5 - 1 - 0	6	50
BAHHISC202	Political History of Early Medieval India	C-4	5 - 1 - 0	6	50
BAHHISGE201	<b>Railways and Modern India</b>	<b>GE-2</b>	<b>5 - 1 - 0</b>	<b>6</b>	<b>50</b>
AECCE201 AECCE201 AECCH201 AECCH201 AECCH201 AECCH201	English/MIL English Communication Bengali Communication Hindi Communication Urdu Communication	AECC-2	4 - 0 - 0	4	50
<b>SEMESTER TOTAL:</b>				<b>22</b>	<b>200</b>

### B.A (Honours) in History : 3<sup>rd</sup>

Course Code	Course Title	Course type	(L-T-P)	Credit	Marks
BAHHISC301	Delhi Sultanate	C-5	5 - 1 - 0	6	50
BAHHISC302	The Feudal Society	C-6	5 - 1 - 0	6	50
BAHHISC303	Akbar and the Making of Mughal India	C-7	5 - 1 - 0	6	50
BAHHISGE301	<b>Socialist Thought: Origins and Development in the Nineteenth Century</b>	<b>GE-3 (any one to be chosen)</b>	<b>5 - 1 - 0</b>	<b>6</b>	<b>50</b>
BAHHISGE302	<b>Life and Thought of Rabindranath Tagore</b>				
BAHHISGE303	<b>Perspectives on Economic Planning in India</b>				
BAHHISSE301	Archaeology and Museum Making in Colonial India	<b>SEC-1 (any one to be chosen)</b>	4 - 0 - 0	4	50
BAHHISSE302	Literature and History: Bengal				
<b>SEMESTER TOTAL:</b>				<b>28</b>	<b>250</b>

### B.A (Honours) in History: 4<sup>th</sup> Semester

Course Code	Course Title	Course type	(L-T-P)	Credit	Marks
BAHHISC401	Renaissance and Reformation	C-8	5 - 1 - 0	6	50
BAHHISC402	The French Revolution & Napoleon Bonaparte	C-9	5 - 1 - 0	6	50
BAHHISC403	19th Century Revolutions in Europe	C-10	5 - 1 - 0	6	50
BAHHISGE401	<b>Caste in Modern India</b>	<b>GE-4 (any one to be chosen)</b>	<b>5 - 1 - 0</b>	<b>6</b>	<b>50</b>
BAHHISGE402	<b>Science and Empire</b>				
BAHHISGE403	<b>Visual and Performative Culture in Modern Bengal</b>				
BAHHISSE401	The Making of Indian Foreign Policy	<b>SEC-2 (any one to be chosen)</b>	4 - 0 - 0	4	50
BAHHISSE402	Colonial Science in India: Institution and Practices				
<b>SEMESTER TOTAL:</b>				<b>28</b>	<b>250</b>

### B.A(Honours) in History : 5<sup>th</sup> Semester

Course Code	Course Title	Course type	(L-T-P)	Credit	Marks
BAHHISC501	Select Themes in the Colonial Impact on Indian Economy and Society	C-11	5 - 1 - 0	6	50
BAHHISC502	Peasant and Tribal Movements in Nineteenth Century India	C-12	4 - 0 - 4	6	50
	<b>Any two from Group A (Given below)</b>	DSE-1	5 - 1 - 0	6	50
		DSE-2	5 - 1 - 0	6	50
BAHHISDSE501	Europe in the Ancient Regime				
BAHHISDSE502	Modern Transformation of Japan				
BAHHISDSE503	Modern Transformation of China (1839-1949)				
<b>SEMESTER TOTAL:</b>				<b>24</b>	<b>200</b>

### B.A (Honours) in History: 6<sup>th</sup> Semester

Course Code	Course Title	Course type	(L-T-P)	Credit	Marks
BAHHISC601	International Relations after the Second World War	C-13	5 - 1 - 0	6	50
BAHHISC602	Modern Nationalism in India	C-14	4 - 0 - 4	6	50
	<b>Any two from Group B (Given below)</b>	DSE-3	5 - 1 - 0	6	50
	<b>DSE Group B</b>	DSE-4	5 - 1 - 0	6	50
BAHHISDSE601	The Russian Revolution				
BAHHISDSE602	Women and Social Change in Nineteenth Century				
BAHHISDSE603	Pre-colonial South East Asia				
BAHHISDSE604	War and Diplomacy, 1914-1945				
<b>SEMESTER TOTAL:</b>				<b>24</b>	<b>200</b>
<b>GRAND TOTAL:</b>				<b>148</b>	<b>1300</b>

# B.A Honours in History

## SEMESTER-I

COURSE NAME: GREEK AND ROMAN HISTORIANS

COURSE CODE: BAHHISC101

<b>Course Type:</b> Core (Theoretical)	<b>Course Details: CC1</b>		<b>L-T-P: 5-1-0</b>		
<b>Credit: 6</b>	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
			<b>10</b>		<b>40</b>

### Course Learning Outcomes:

After the completion of Course, the student may have ability to:

1. Understand how the history reconstructs the systematic account of the past and how this work started in Greece by the Logographers.
2. Distinguish between myth and history and understand the origin and development of full-fledged history writing by Herodotus and Thucydides.
3. Understand the development of Roman History by the Roman historians under the shadow of Greek Historiography and gradual development of history as a multidimensional subject.
4. Methodology about the history writing.

### Content/ Syllabus: Unit wise course content distribution

#### Unit -1

#### Greek Historiography

##### Module-I

New form of inquiry (historia) in Greece in the sixth century BCE—this work started by the Logographers and they mark the transition from myth to history—among the logographers important were Hectares of Miletus, Charon of Lampsacus and Xanthus of Lydia.

##### Module II

Herodotus and his Histories—Full-fledged history reflects in the work of Herodotus or it is a Traveler's romance—method of his history writing and his catholic inclusiveness—Estimate Herodotus as a historian through his writings.

### **Module-III**

Thucydides: the founder of scientific history writing—historiography on Thucydides—importance of his History of Peloponnesian War—his interpretive ability—his description of plague and his assessment of demagogues.

### **Module-IV**

Next generation of Greek historians—Xenophon and his History of Greece, his style of writings and limitations—Polybius and his “Pragmatic” history, a school and training ground for political life—Diodorus Siculus and his Library of History—the Stoic Doctrine and brotherhood of man.

## **Unit-2** **Roman Historiography**

### **Module-I**

Development of Roman historiographical tradition — Quintus Fabius Pictor, Father of Roman History -- Marcus Porcius Cato, revolutionized the Roman historiography--overlook the Hellenic influences and wrote in Latin language for the first time -- Marcus Tullius Cicero, distinguishing history from poetry and the genre of moral historiography at Rome.

### **Module-II**

Imperial historians—Livy and the History of Rome-his style of writings, comprehensive treatment with Roman religion and Roman law — **Tacitus** and the history of Roman Empire, reflects his moral and political judgments on the Past—a “philosophical historian”?

### **Module-III**

Historical methods in ancient Rome-research and Accuracy-literary artistry-the use of dramatic elements in history writings.

### **References/ Suggested Readings**

1. The Oxford History of the Classical World, eds., John Boardman et al, Oxford: 1986
2. Cambridge Ancient History, 2nd ed., Vol. 4, eds., John Boardman et al, Cambridge:1992
3. Anton Powell, ed., The Greek World, London:1995
4. F.M. Cornford, Thucydides Mythistoricus, London:1907

5. F.E. Adcock, Thucydides and His History, Cambridge:1963
6. A. Momigliano, Studies in Historiography, New York: 1966
7. ---, Essays in Ancient and Modern Historiography, Chicago:1977
8. H.D.Westlake, Individuals in Thucydides Cambridge:1968
9. T. J. Luce, The Greek Historians, London and New York:1997
10. Stephen Usher, The Historians of Greece and Rome, London:1969
11. Michael Grant, The Ancient Historians, New York:1970
12. ---, Greek and Roman Historians, London and New York: 1995
13. T.A. Dorey, ed., Latin Historians, London: 1966
14. ---,ed., Tacitus, London: 1968
15. Civilization of the Ancient Mediterranean: Greece and Rome, Vol. 3, eds., Michael Grant and Rachel Kitzinger, New York: 1988.

### **SEMESTER-I**

**COURSE NAME: EARLY HISTORY OF INDIA (PROTOHISTORY TO 6<sup>TH</sup> CENTURY B.C.E)**  
**COURSE CODE: UGHISHC102**

<b>Course Type: Core (Theoretical)</b>	<b>Course Details: CC-2</b>			<b>L-T-P: 5-1-0</b>	
<b>Credit:06</b>	Full Marks: <b>50</b>	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
			<b>10</b>		<b>40</b>

### **Course Learning Outcomes:**

After the completion of the course, the students will have ability to:

1. Tell about the history and historiography of ancient India. The students will get a detailed analysis of social, political, economic, religious and cultural conditions of the then civilizations that developed during the period. The students will get a chronological idea from civilization to the concept of kingdoms.

2. Know about the ideas and institutions in early India, cults, doctrines, and metaphysics, aspects of economy in the age of Buddha, and the cultural milieu as well.
3. The students will be able to know about the details of prehistoric village life, farming, pastoral life, first urbanization, Aryan settlements.
4. They will get to know about ancient Varna and Jati, Slavery, Untouchability, Women various forms of marriage, Education, Language, literature and Science and technology etc.

## **Content/ Syllabus:**

### **Unit-1**

#### **Module-I**

##### **Understanding early India**

- 1.1: Historical theories and interpretations about the Indian past
- 1.2 The idea of Bharatavarsha: Indian subcontinent with all its diversity and cultural traditions
- 1.3 An over view of literary and archaeological sources

#### **Module-II**

##### **Neolithic to Chalcolithic Settlements**

- 2.1 The earliest village farming community in India—transition from pastoral life to the practice of agriculture: Mehrgarh and its various cultural phases
- 2.2 The first urbanization in the Indian subcontinent—Indus civilization: contemporary perspectives through a historiography
- 2.3 The early Harappan, Harappan and late Harappan phases: technology, architecture, religion and maritime trade.
- 2.4 End/transformation of the Indus civilization: different theories.

#### **Module-III**

##### **The Aryans in India: Vedic Age**

- 3.1 The historiography of the concept Aryan
- 3.2 The spread of Aryan settlements in India
- 3.3 The period of the Vedas, Brahmanas and Upanishads: pastoralism, agriculture and other occupations
- 3.4 Political development, culture and rituals

#### **Module-IV**

##### **North India in sixth century BCE**

- 4.1 Establishment of kingdoms, oligarchies and chiefdoms: sixteen Mahajanapadas
- 4.2 The autonomous clans
- 4.3 Rise of Magadha imperialism



## **Unit-2**

### **Module-I**

#### **Ideas and institutions in early India**

- 1.1 Varna and Jati: the issue of upward mobility among the Shudras
- 1.2 Slavery: ancient forms and modern debates
- 1.3 Untouchables
- 1.4 Women
- 1.5 Forms of marriage

### **Module-II**

#### **Cults, doctrines and metaphysics**

- 2.1 The religion of the Vedas
- 2.2 The unorthodox sects–Buddhism, Jainism and the doctrine of the Ajivikas
- 2.3 Scepticism and materialism

### **Module-III**

#### **Aspects of economy in the age of Buddha**

- 3.1 Economic changes: use iron, rural economy, trade and crafts, guilds
- 3.2 Taxation
- 3.3 The second urbanization

### **Module-IV**

#### **The cultural milieu**

- 4.1 Education
- 4.2 Language and literature
- 4.3 Science and technology

### **References/Suggested Readings:**

1. A. L. Basham, *The Wonder that was India*
2. ---,ed., *A Cultural History of India*
3. D. D. Kosambi, *An Introduction to the Study of Indian History*
4. ---, *Culture and Civilization of Ancient Indian Historical Outline*
5. Romila Thapar, *Early India from the Origin to c. AD 1300*
6. Hermann Kulke and D. Rothermund, *A History of India*
7. R. C. Majumdar, ed., *The Vedic Age* (Bharatiya Vidya Bhavanseries, Vol.1)
8. ---,ed., *The Age of Imperial Unity* (Bharatiya Vidya Bhavanseries, Vol.2)
9. Upinder Singh, *A History of Ancient and Early Medieval India*
10. Ranabir Chakravarti, *Exploring Early India: Upto c. AD 1300*
11. Jean Francois Jarrige et al, eds., *Mehrgarh: Field Reports from Neolithic Times to the Indus Civilization*
12. Bridget Allchin and F. R. Allchin, *The Rise of Civilization in India and Pakistan*

13. B. B. Lal and S. P. Gupta, eds., *Frontiers of the Indus Civilization*
14. Gregory L. Possehl, *The Indus Civilization: A Contemporary Perspective*
15. ---,ed.,*AncientCitiesoftheIndus*
16. Shereen Ratnagar, *Encounters: The Westerly Trade of the Harappan Civilization*
17. Asko Parpola, *Deciphering the Indus Script*
18. Nayanjoti Lahiri, ed., *The Decline and Fall of the Indus Civilization*
19. R. S. Sharma, *Material Culture and Social Formations in Ancient India*
20. ---, *Aspects of Political Ideas and Institutions in Ancient India*
21. ---, *Sudrasin Ancient India: A Social History of the Lower Order Downtoc. AD600*
22. Dev Raj Chanana, *Slavery in Ancient India*
23. G. S. Ghurye, *Caste, Class and Occupation*
24. T. W. Rhys Davids, *Buddhist India*
25. BrianK. Smith, *Classifying the Universe: The Ancient Indian Varna System and the Origins of Caste*
26. Sukumari Bhattacharji, *Women and Society in Ancient India*
27. Patrick Olivelle, ed., *Between the Empires: Society in India 300BCE to 400CE*

## SEMESTER-I Generic Elective Paper

**COURSE NAME: THEORIES OF THE MODERN STATE  
COURSE CODE: BAHHISGE101**

<b>Course Type: Core (Theoretical)</b>	<b>Course Details: GEC-1</b>		<b>L-T-P: 5-1-0</b>		
<b>Credit: 6</b>	<b>Full Marks: 50</b>	<b>CA Marks</b>		<b>ESE Marks</b>	
		<b>Practical</b>	<b>Theoretical</b>	<b>Practical</b>	<b>Theoretical</b>
		.....	<b>10</b>	.....	<b>40</b>

### Course Learning Outcomes:

*(After the completion of course, the students will have ability to):*

1. Understand the importance of inter-disciplinary study, like this one, which incorporates themes on history, political ideas and institutions.

2. Trace the theories on the evolution of modern State through the historical transformations across the world
3. Take preparations for civil-service examinations and assess the significance of this study for further research and higher studies.

### **Content/Syllabus:**

#### **Unit 1**

The State Definitions and Elementary Concepts–Sovereignty and autonomy–state and the community–the nation state.

#### **Unit 2**

The Absolutist State: Bodin, Hobbes and Hegel: the state, class and civil society.

#### **Unit 3**

The Liberal State – the state, individualism and citizenship – the constitutional and the contractual state: John Locke – liberalism and the democratic order: Rousseau and the General Will.

#### **Unit 4**

The Liberal State – the utilitarian version: Bentham and John Stuart Mill – John Mill and democracy: the tyranny of the majority.

#### **Unit 5**

The state and class Marxist perspective – the problem of Bonapartism – Max Weber and the bureaucratic order.

#### **Unit 6**

The ideological basis of the Welfare State and its comparison with Communism – John Rawls and the theory of justice.

### **References/ Suggested Readings**

1. Anderson, Perry. (1979), Lineages of the Absolutist State. (Verso Books)
2. Dickinson, H. T. (1977) Liberty and Property: Political Ideology in Eighteenth-century Britain (Weidenfeld and Nicolson)
3. Macpherson, C. B. (1964), The Political Theory of Possessive Individualism (Oxford University Press)
4. Macpherson, C. B. (1977), The Life and Times of Liberal Democracy (Oxford University Press)
5. Macpherson, C. B. (1973), Democratic Theory (Clarendon Press)
6. Miliband, Ralph (1973) The State in Capitalist Society (Quartet Books)
7. Laski, Harold (2014) A Grammar of Politics (Routledge, first published 1925)
8. Letwin, Shirley Robin (1993). The Pursuit of Certainty: David Hume, Jeremy Bentham, John Stuart Mill and Beatrice Webb (Greg Revivals).
9. James Steintrager (1977) Bentham (Cornell University Press)

10. Halliday, R. J. (2003), John Stuart Mill (Psychology Press, first published in 1976)
11. Plant, Raymond (2013), Hegel (Routledge, first published 1973)
12. Gutmann, Amy (1980), Liberal Equality (CUP Archive)

### **AECC-1(Elective): Environmental Studies Marks 50**

Ability-Enhancement Compulsory Course Common Syllabus to be provided shortly



## **B.A Program in History**

There will be six semesters in the three-year B.A Program in History. The Curriculum consists of 12 Core Courses (C) of which 4 core courses are to be taken from Discipline 1 (the **program in the subject** selected by the candidate); 4 core courses are to be taken from Discipline 2 (any subject other than Discipline 1) and 4 core courses are to be taken from AECC-Core. Apart from these, 2 Generic Elective courses (GE) [to be taken from the pool of Generic Elective courses], 2 Ability Enhancement Compulsory Courses (AECC-Elective), 4 Skill Enhancement courses (SEC) (from the **program in the subject** selected by the candidate) and 2 Discipline Specific Elective courses (DSE) from Discipline-1 and 2 such courses from Discipline-2 are to be taken. Each paper is of 50 marks. L stands for Lecture Hour, T for Tutorial Hour and P for Practical Hour.

### **B.A Program in History: 1<sup>st</sup> Semester**

Course Code	Course Title	Course type	(L-T-P)	Credit	Marks
BAPHISC101	Ancient India	C-1	5 - 1 - 0	6	50
BAPHISC101	<b>Discipline-2(Core 1)</b>	<b>C-2</b>		<b>6</b>	<b>50</b>
MILCB101 MILCE101 MILCH101 MILCU101	MIL-I	AECC-1(Core)	5 - 1 - 0	6	50
AEE101	Environment Studies	AECC-1(Elective)	4 - 0 - 0	4	50
<b>SEMESTER</b>				<b>TOTAL:</b>	
				<b>22</b>	<b>200</b>

### B.A Program in History: 2<sup>nd</sup> Semester

Course Code	Course Title	Course type	(L-T-P)	Credit	Marks
BAPHISC201	Medieval India	C-3	5 - 1 - 0	6	50
BAPHISC201	<b>Discipline-2(Core 3)</b>	<b>C-4</b>		<b>6</b>	<b>50</b>
ENGLC201	English-I	AECC-2(Core)	5 - 1 - 0	6	50
AECCE201 AECCEB201 AECCH201 AECCEU201	English/MIL	AECC-2(Elective)	4 - 0 - 0	4	50
<b>SEMESTER</b>			<b>TOTAL:</b>	<b>22</b>	<b>200</b>

### B.A Program in History: 3<sup>rd</sup> Semester

Course Code	Course Title	Course type	(L-T-P)	Credit	Marks
BAPHISC301	Select Themes in the Colonial Impact on Indian Economy and Society	C-5	5 - 1 - 0	6	50
BAPHISC301	<b>Discipline-2(Core 5)</b>	<b>C-6</b>		<b>6</b>	<b>50</b>
BAPHISSE301	The Making of India's Foreign Policy	SEC- 1	4 - 0 - 0	4	50
MILCB301 MILCE301 MILCH301 MILCU301	MIL-II	AECC-3 (Core)	5 - 1 - 0	6	50
<b>SEMESTER</b>			<b>TOTAL:</b>	<b>22</b>	<b>200</b>

### B.A Program in History: 4<sup>th</sup> Semester

Course Code	Course Title	Course type	(L-T-P)	Credit	Marks
BAPHISC401	Modern Nationalism in India	C-7	5 - 1 - 0	6	50
BAPHISC401	<b>Discipline-2(Core 7)</b>	<b>C-8</b>		<b>6</b>	<b>50</b>
BAPHISSE401	Literature and History	SE C- 2	4 - 0 - 0	4	50
ENGLC401	English-II	AECC-4(Core)	5 - 1 - 0	6	50

SEMESTER	TOTAL:	22	200
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### B.A Program in History: 5<sup>th</sup> Semester

Course Code	Course Title	Course type	(L-T-P)	Credit	Marks
BAPHISDSE501 BAPHISDSE502	DSE ( Any one from Discipline 1 and any one from Discipline 2 )	DSE- 1		6	50
	<b>DSE Discipline 1</b>	DSE- 2		6	50
BAPHISDSE501	1.Renaissance and Reformation		5 - 1 - 0		
BAPHISDSE502	2.Europe in the Ancien Regime		5 - 1 - 0		
	<b>DSE Discipline 2</b>				
BAPHISDSE501	<b>1.</b>				
BAPHISDSE502	<b>2.</b>				
BAPHISGE501	<b>GE(Any One)</b>	GE- 1	5 - 1 - 0	6	50
	<b>Life and Thought of Rabindranath Tagore</b>				
	<b>SEC (Any one)</b>				
BAPHISSE501	Archaeology and Museum Making in Colonial India	SEC- 3	4 - 0 - 0	4	50
		<b>SEMESTER</b>	<b>TOTAL:</b>	<b>22</b>	<b>200</b>

### B.A Program in History: 6<sup>th</sup> Semester

Course Code	Course Title	Course type	(L-T-P)	Credit	Marks
	DSE ( Any one from Discipline 1 and any one from Discipline 2 )	<b>DSE- 3</b>		6	50
	<b>Discipline 1</b>	<b>DSE- 4</b>		6	50
BAPHISDSE601	1. Modern Europe		5 - 1 - 0		
BAPHISDSE602	2. Post-World War II Politics		5 - 1 - 0		
	<b>Discipline 2</b>				
BAPHISDSE601	<b>1.</b>				
BAPHISDSE602	<b>2.</b>				
BAPHISGE601	<b>GE(Any One)</b>	GE- 2	5 - 1 - 0	6	50

	<b>Visual and Per formative Culture in Modern Bengal</b>				
			5 - 1 - 0		
	<b>SEC (Any one)</b>		5 - 1 - 0		
BAPHISSE60 1	Colonial Science in India: Institutions and Practices	SEC-4	4 - 0 - 0	4	50
		<b>SEMESTER</b>	<b>TOTAL:</b>	<b>22</b>	<b>200</b>
			<b>GRAND TOTAL:</b>	<b>132</b>	<b>1200</b>

## B.A. Program in History

### SEMESTER-I

**COURSE NAME: ANCIENT INDIA**

**COURSE CODE: BAPHISC101**

Course Type: Core (Theoretical)	Course Details: CC-1		L-T-P: 5-1-0		
Credit:06	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
			<b>10</b>		<b>40</b>

### Course Learning Outcomes:

After the completion of Course, the student may have ability to:

1. The students will be able to know in detail about the Harappan civilization, the Vedic age and later Vedic age and the formation of states and its structure.
2. The students will be able to know about the details of Ancient Town planning, the Vedic Literature, Society, Economy and Polity, and they will gain knowledge to differentiate between the early and later Vedic ages.
3. The students will learn in detail about the Mauryan Empire, the Gupta Empire and the Indian scenario after the Guptas.

### Content/ Syllabus:

#### Unit 1

Harappan Civilization: Features & Town Planning, Decline

**Unit 2**

Vedic Age: Corpus of Vedic Literature, Society, Economy and Polity in Early & Later Vedic Period

**Unit 3**

State Formation in Early India: Mahajanapadas

**Unit 4**

Mauryan Empire: Chandragupta Maurya to Asoka: Polity, Administration, Society, Culture and Mauryan decline

**Unit 5**

Gupta Empire: Chandragupta I to Skandagupta: Polity, Administration, Society, Culture and Downfall

**Unit 6**

India after the Guptas

**References/Suggested Readings:**

1. Allchin, Bridget and Raymond, The Rise of Civilization in India and Pakistan. Basham, A.L., The Wonder that was India.
2. Bhattacharjee, Sukumari, Women and Society in Ancient India. Chakrabarty, Ranabir, Exploring Early India upto A.D. 1300. Habib, Irfan (General Editor), A Peoples. Vol. I –Pre History. Vol. II –The Indus Civilization. (c) Vol. III -- The Vedic Age. (d) Vol. IV –The Mauryas.
3. Jha, D.N., Ancient India in Historical Outline
4. Jha, D.N., Ancient India: An Introduction.
5. Kochhar, R., The Vedic People.
6. Kosambi, D.D., An Introduction to the Study of Indian History.
7. Kulke, H., The State in India (1000-1700).
8. Lahiri, Naianjyot, The Decline and Fall of the Indus Civilization.
9. Ratnagar, Shireen, The End of the Great Harappan Tradition.
10. Sastri, K.A., A History of South India from Pre-historic Times to the fall of Vijaynagar,
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**AECC-1(Core): MIL-1: Marks: 50**

Ability-Enhancement Compulsory Course Common Syllabus to be provided shortly

**AECC-2(Elective): Environmental Studies: Marks: 50**

Ability-Enhancement Compulsory Course Common Syllabus to be provided shortly

