

SYLLABUS
DERGAON KAMAL DOWERAH COLLEGE (AUTONOMOUS)
FOUR YEARS UNDER GRADUATE PROGRAMME (FYUGP)
[AS PER NEP 2020]



HISTORY

(Recommended by Board of Studies in History, D. K. D. C. (Autonomous), in its meetings held on 12.05.2026 and approved by the academic Council meeting held on 30.06.2026 and effective from the session 2026-2027)

PREAMBLE:

As recommended by Board of Studies and approved by the Academic Council of Dergaon Kamal Dowerah College (Autonomous), the Department of History works to implement the relevant components of New Education Policy (NEP), 2020 for Four Years Under Graduate Programmes (FYUGP) under Choice Based Credit System (CBCS). The following facts are taken into consideration when designing the basic structure of the FYUGP programme:

- a) Flexibility to switch between disciplines of study,
- b) Opportunity for learners to select the courses of their interest across all disciplines,
- c) Flexible entry and exit options with UG certificates, UG diplomas, or Bachelor degrees depending on the number of credits earned,
- d) Flexibility for students to switch between institutions so they can engage in multi- and/or interdisciplinary learning,
- e) Flexibility to switch to alternative modes of learning,
- f) Knowledge required for self-employment initiatives and entrepreneurship mindset,
- g) Ability for complex critical thinking and real-life problem solving,
- h) Capability to understand global issues, multicultural competence and digital literacy,
- i) Capable on research skills, communication skills, community-based engagement, environment awareness, responsibility and accountability.

INTRODUCTION:

The Four Years Under Graduate Programme (FYUGP) syllabus of History in light of NEP-2020, consists of Major (MJ) disciplines, Minor (MN) disciplines, Multi-Disciplinary Generic Elective Courses (GEC), Ability Enhancement Courses (AEC), Value Added Courses (VAC), Skill Enhancement Courses (SEC), Research Methodology (RM), Dissertation(D) (Collection of Data, Analysis and Preparation of Report) and Major Electives (MJE).

The FYUGP degree programme offers certificates, diplomas and degrees as follows:

UG Certificate: Certificate course consists of two Major disciplines, two Minor disciplines, two GEC, two AEC, two VAC and two SEC.

UG Diploma: Diploma course consists of eight Major disciplines, four Minor disciplines, three GEC, two AEC, three VAC, three SEC.

3-year UG Degree: 3-year UG degree course consists of fifteen Major disciplines, six Minor disciplines, three GEC, two AEC, three VAC, three SEC, Community engagement (NCC/NSS/Adult Education/Student mentoring/ NGO/ Govt. Institutions, etc.) and Internship.

4-year Honours Degree: 4-year honours degree course consists of twenty Major disciplines, eight Minor disciplines, three GEC, two AEC, three VAC, three SEC, Community engagement (CE) (NCC/NSS/Adult Education/Student mentoring/ NGO/ Govt. Institutions, etc.), Internship(I), Research Methodology (RM), Dissertation/ two MJE.

INTRODUCTION

The syllabus for Four Year Undergraduate Programme in History is designed for the Four- Year Undergraduate Programme (FYUGP) for DKD 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).
- Only the syllabi of 1st and 2nd semesters have been provided in this course structure, and the rest will be allotted later.
- There shall be In-semester Assessments and End-semester Examination in each course during every Semester.
- 40% 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, Field visit etc.
- The End-semester Examination will be of 60% of the total marks covering the whole Syllabus.

❖ **The Programme broadly covers:**

- a) World civilizations,
- b) State formation,
- c) Economic and political history from ancient to contemporary times,
- d) Indian Freedom movement and participation of Assam.
- e) The history of Europe, East Asia and Southeast Asia.
- f) The courses cover concepts of historiography to impart knowledge on the science of history writing. It will also encourage the students to understand and think critically about the discipline which can contribute to new thinking and understanding to the discipline.

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.

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 along with the historical geography of Indian sub-continent and the contemporary world.

Secondly, the Programme will imbibe 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, 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 the graduates' competency for competitive examinations conducted by state and union cabinet.

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

**STRUCTURE OF FOUR YEARS UNDER GRADUATE PROGRAMME (FYUGP) AS
PER NEP-2020 IN MATHEMATICS FOR
DERGAON KAMAL DOWERAH COLLEGE (AUTONOMOUS)**

Semester	Course with Paper code	Title of the Paper	Credit
1 (FIRST)	HIS1MJ01	HISTORY OF INDIA-I (Prehistory to c.300BCE)	4
	HIS1MN01	History of Ancient India	4
	GEC1 HIS101	Introduction to Culture and Heritage of Ancient India	3
	AEC 1A/AEC1B	Any One: AEC1A: Assamese/ AEC1B: Alternative English	4
	SEC1HIS101	Tourism and its Historical Dimension	3
	VAC 1	Any one: VAC1A: Understanding India/ VAC1B: Health and Wellness	2
	Total		20
2 (SECON D)	HIS2MJ02	Social Formations and Cultural Patterns of Ancient and Medieval World.	4
	HIS2MN02	History of Medieval India	4
	GEC2 HIS02	Introduction to Cultural Heritage of Assam	3
	AEC 2	AEC: Language and Communication Skills (English) II	4
	SEC2 HIS02	NGO Management	3
	VAC 2	Value Added Course 2	2
	Total		20

SEMESTER I

Course Code: HIST1-MJ-1

Course Title: HISTORY OF INDIA-I (Prehistory to c.300BCE) Nature of the Course: Major Core

Credit: 4

Distribution of Marks: 60 (End –Sem.) +40 (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 Description:

The course offers an in-depth knowledge of the Indian past from prehistoric to historical times. It provides an analytical approach to trace the processes of early state formation and cultural transformations.

➤ **Pre-requisite** - Basic concepts of Indian history and culture

Course Objectives:

The course aims to familiarize the students with a comprehensive understanding of Indian history in chronological detail from prehistoric times to the 6th century BCE. By the end of the course, the students will be able to learn about pre-historic sites, tools, and features of Harappan and Vedic cultures and the early state formation processes in India.

Course Outcomes:

CO1: Develop a chronological interpretation of Indian prehistory and protohistory.

CO2: Explain the tools, technologies, and subsistence patterns in Indian prehistory.

CO3: Analyse the characteristics and significance of the Harappan civilization.

CO4: Evaluate the processes of early territorial state formations in the Indian subcontinent around the 6th century BCE.

CO5: Explain the growth of different philosophical traditions during the period

CO6: Interpret the characteristics of the Vedic society and religion

Indian Knowledge System

- **Understanding Ancient Roots:** The study of Indian prehistory provides an in-depth understanding of the ancient roots of human civilization in the Indian subcontinent, reflecting IKS's emphasis on exploring and appreciating India's rich cultural heritage.
- **Emphasis on Sustainable Practices:** The transition from hunter-gatherer to food producer societies highlights the importance of sustainable practices and community organization, reflecting IKS's emphasis on living in harmony with nature and promoting ecological balance.
- **Appreciation of Ancient Technologies:** The study of Harappan urban planning and water management systems promotes an appreciation of ancient Indian technologies and innovative practices, reflecting IKS's emphasis on recognizing and valuing India's scientific and technological heritage.
- **Understanding Philosophical Traditions:** The emergence of philosophical traditions like Buddhism and Jainism highlights the diversity and richness of Indian thought, reflecting IKS's emphasis on exploring and understanding the complexities of Indian philosophical traditions and their relevance to contemporary society.

Course Contents

Unit	Contents	Lecture (L)	Tutorial (T)	Marks
Unit-I: Reconstructing Ancient Indian History	1.1 Sources and Approaches to Indian Prehistory and Proto-history.	12	03	15
	1.2 Environmental factors and human evolution in Indian prehistory			
	1.3: Introduction to dating techniques (Radiocarbon dating, TL dating, K-AR dating, Paleomagnetic dating)			
Unit II: Prehistoric India- Hunter-gatherers to Food Producers	2.1: Palaeolithic cultures-distribution of sites-tools, techniques and subsistence pattern	12	03	15
	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			

	2.4: Chalcolithic cultures in India, Megalithic cultures- distribution of sites			
Unit III: The Harappan civilization	3.1: Origins and Extent of Harappan Civilization	12	03	15
	3.2: Urban features of Harappan civilization: (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	15
	4.2 Early Territorial states (c. 600-300 BCE)- Trade and Urban centers			
	4.3 Development of Philosophical traditions- Buddhism and Jainism, Ajivika, Carvakas			
	4.4: Sangam Age (c. 300 BCE -CE300)			

Modes of In-Semester Assessment : 40

Marks Two Unit Test

10+10=20

Any two of the activities listed below : 10+10=20

a. Group Discussion/Viva

b. Project/Seminar

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
- Bridget & F. Raymond Allchin, The Rise of Civilization in India and Pakistan,1983.
- A.L. Basham, The Wonder that Was India,1971.
- D.K. Bhattacharya, An Outline of Indian Prehistory, Delhi,2015
- D.K. Chakrabarti, The Archaeology of Ancient Indian Cities, 1997, Paperback.
- 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
- 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.
- Rajan Gurukul, Social Formations of Early South India, 2010.
- R. Champakalakshmi, Trade, Ideology and urbanization: South India 300 BC-AD 1300,1996

Cognitive Map of Course Outcomes with Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO1 CO2, CO6	CO1	CO2	CO3 CO5	CO4 CO6	
Conceptual Knowledge		CO1, CO2 CO5, CO6	CO5 CO6	CO3 CO4, CO6		
Procedural Knowledge						
Metacognitive Knowledge						

Mapping of Course Outcomes to Program Outcomes

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	S	M	S	S	M	S	L	L	S
CO2	M	M	S	M	S	S	M	L	S
CO3	M	S	M	S	M	M	M	L	S
CO4	S	M	S	M	S	S	L	L	S
CO5	M	M	M	S	M	M	L	L	S
CO6	S	M	S	S	S	S	L	L	S

S-Strong, M-Medium, L-Low

Semester: I

Course Code: HIST1-MN-1

Course Title: History of Ancient

India Nature of Course: Minor

Credit: 4

Distribution of Marks: 60 (End –Sem.) +40 (In-Sem.)=100

Course Description:

This course offers knowledge on the chronological development of ancient Indian history from Harappan times to the post-Gupta period.

Pre-requisite: Basic concepts of Indian history

Course Objectives:

This course aims to familiarize the students with a comprehensive understanding of Indian history from the Harappan period to the post-Gupta period in chronological order. By the end of the course, the students will be able to learn about the features of the Harappan civilization, early states, Mauryan and post-Mauryan polities and the political scenario of India during the Guptas and the post-Gupta dynasties.

Course Outcomes:

CO1: Interpret the sources of ancient Indian history

CO2: Explain the origin and extent of Harappan culture and its major sites

CO3: Interpret the characteristics of the Vedic society and economy

CO4: Analyze the political developments of the Magadha empire throughout the period

CO5: Evaluate the process of polity formation in the post-Mauryan period till c. 600 CE

CO6: Develop a chronological interpretation of the Guptas and post-Gupta politics

Indian Knowledge System

- **Emphasis on Texts and Tradition:** this paper highlights the role of literary texts such as the Vedas, Upanishads, and epics, which are considered authoritative sources of knowledge.
- **Integration of Spiritual and Material Knowledge:** This paper integrates spiritual and material knowledge, reflecting the Indian Knowledge System's emphasis on the interconnectedness of all aspects of life.
- **Political structure and Statecraft:** This paper aligns with IKS emphasizes the evolution of political structure and statecraft in ancient India, including the use of diplomacy, warfare, and strategic alliances.

Course contents:

Unit	Contents	Lecture (L)	Tutorial (T)	Marks
Unit-1:	1.1 Sources –Literary, archaeological and numismatics	12	03	15
	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-2:	2.1: Ascendancy of Magadha-Haryanka and Nandas	12	03	15
	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	15
	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-4:	4.1: Developments in the post-Gupta period- Vardhanas, Palas and Pratiharas	12	03	15
	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			

Modes of In-Semester Assessment : 40

Marks Two Unit Test

10+10=20

Any two of the activities listed below : 10+10=20

c. Group Discussion/Viva

d. Project/Seminar

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,
- Romila Thapar, Early India from the Beginnings to 1300, Penguin, 2002
- Ranabir Chakravarti, Exploring Early India, Macmillan
- R.S. Sharma, India's Ancient India, Oxford
- A.L. Basham, The Wonder that Was India, 1971.
- D.K. Bhattacharya, An Outline of Indian Prehistory, Delhi, 2015
- 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.

Cognitive Map of Course Outcomes with Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge		CO1	CO6 CO2	CO3 CO4	CO5	
Conceptual Knowledge		CO1	CO2 CO6	CO3 CO4	CO5	
Procedural Knowledge						
Metacognitive Knowledge						

Mapping of Course Outcomes to Program Outcomes

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	S	M	S	S	M	S	L	L	S
CO2	M	M	S	M	S	S	M	L	S
CO3	M	S	M	S	M	M	M	L	S
CO4	S	M	S	M	S	S	L	L	S
CO5	M	M	M	S	M	M	L	L	S
CO6	S	M	S	S	S	S	L	L	S

Semester: I

Course Code: HIST1-GEC-1

Course Title: Introduction to Culture and Heritage of Ancient India

Nature of Course: HIST-GEC-1013

Credit: 3

Marks: 40 (In-Sem) + 60 (End-Sem) = 100

Course objectives and intended learning Outcomes:

CO1: To explain the development of literature in ancient India

CO2: To interpret various religious traditions of ancient India.

CO3: To explain the development of art and architecture during the period of study.

CO4: To interpret the cultural development during the period.

Indian Knowledge System

- **Understanding India's Cultural Heritage:** The paper provides an in-depth understanding of India's rich cultural heritage, including its philosophical, artistic, and literary traditions, which is a key aspect of IKS.
- **Emphasis on Tradition and Continuity:** The paper highlights the importance of tradition and continuity in Indian culture, reflecting IKS's emphasis on preserving and transmitting knowledge from one generation to the next.
- **Integration of Knowledge:** The paper integrates knowledge from various disciplines to provide a comprehensive understanding of ancient Indian culture, reflecting IKS's emphasis on integrating knowledge from different fields.

Appreciation for India's Cultural Diversity: The paper promotes an appreciation for India's cultural diversity, reflecting IKS's emphasis on understanding and respecting the diversity of Indian culture and traditions

Course Contents:

Unit	Contents	Lecture	Tutorial	Marks
Unit-1:	1.1: Sanskrit literature (Vedic: <i>Rigveda</i> , Epic: <i>Mahabharata</i> and <i>Ramayana</i> , Puranas: characteristics and <i>Vishnupurana</i> and <i>Bhagavatapurana</i> , Smritis: <i>Manu Smriti</i>)	12	03	15

	1.2: Sanskrit literature (drama:Kalidas's <i>Abhijnana-Shakuntala</i> , didactic, biographical: <i>Harshacharita</i>)			
	1.3: Pali and Prakrit literature (Jatakas, Nikayas, Pitakas)			
Unit-2:	2.1: Vedic religion and philosophy, Six schools of philosophy (Astikadarshana)	12	03	15
	2.2: Origin of Buddhism and Jainism; Buddhist and Jain philosophy			
	2.3: Materialistic philosophy			
Unit-3:	3.1: Schools of Sculptural art- Gandhara, Mathura, Sarnath and Amaravati	12	03	15
	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 (<i>Tolkappiyam</i> , <i>Manimekhalai</i> , <i>Silapadikaram</i>)	12	03	15
	4.2: Later developments of Upanishadic philosophy- Shankara, Madhava and Ramanuja			

	4.3: Paintings –prehistoric rock art,mural paintings of Ajanta and Ellora			
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Modes of In-Semester Assessment : 40
Marks Two Unit Test 10+10=20
Any two of the activities listed below: : 10+10=20
Group Discussion/Viva/Project/Seminar

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
- Ranabir Chakravarti, Exploring Early India, Macmillan
- R.S.Sharma, India's Ancient Past, New Delhi, OUP, 2007
- Upinder Singh, The History of the Ancient and Early Medieval India, Pearson, 2008
- Partha Mitter, Indian Art, OUP, 2001

Cognitive Map of Course Outcomes with Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge			CO1	CO4 CO3	CO2	
Conceptual Knowledge			CO1	CO3 CO4	CO2	
Procedural						

Knowledge						
Metacognitive Knowledge						

Mapping of Course Outcomes to Program Outcomes

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	S	M	S	S	M	S	L	L	S
CO2	M	M	S	M	S	S	M	L	S
CO3	M	S	M	S	M	M	M	L	S
CO4	S	M	S	M	S	S	L	L	S

Semester: I

Course Title: Understanding India

Nature of Course: VAC1-1

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	Tutorial	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	15
	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			
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Modes of In-Semester Assessment
Any two of the activities listed below

: 20 Marks Two Unit Test

: 10+10=20

e. Group Discussion/Viva

f. Project/Seminar

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

SEMESTER-I

Course code: SEC1-1

Title of the course: Tourism and Its Historical Dimension.

Nature of the course: Skill Enhancement Course

End

Semester: 60 Marks In Semester: 40 Marks,

Total credits:

03

Course Objectives:

- The objectives of this paper are to give a basic idea of Tourism Management and aim to preserve Cultural heritage and sustainable development.

Units	Contents	L	T	P
1 (15 Marks)	BASIC CONCEPTS 1.1 Meaning and significance of Tourism. 1.2 Types of Tourism. 1.3 Historical tourism- preservation of historical sites and remains 1.4 Tourists- Characteristics and types.	06	02	

2 (25 Marks)	2.1 Ancient remains: Goalpara, Madan Kamdev, Ambari, Tezpur (Da Prbatiya & Bamuni Pahar), Deopahar, Malinithan, Doyang– Dhansiri Valley 2.2 Tourist places: Poa Mecca (Hajo), Azan Pir Dargah, Jatinga Jogijaan, Batadraba, Ath-kheliya Namghar, Dhekiakhua Bornamghar and Majuli	10	02	05
3 (20 Marks)	3.1 Kachari Architecture: Dimapur, Kasomari, Maibong, Khaspur 3.2 Ahom Architecture: Charaideo, Garhgaon, Sivasagar and Rangpur 3.3 Temple Architecture: Kamakhya, Hayagriva Madhava	08	02	
4 (20 Marks)	SUSTAINABLE TOURISM 4.1 Forces Promoting Sustainable Tourism 4.2 Economic Forces which Resist Sustainable Tourism. 4.3 Principles of Sustainable Tourism 4.4 Sustainable Tourism and its implication on Historical tourism.	08	02	05
	Total	32	08	10

Where, L: Lectures, T: Tutorials, P: Practical.

Modes of In- Semester Assessment:

- Two Test = 20 Marks

Students have to choose any one of the following suggested activities in a

semester for their In Semester assessment.

= 10

Marks

- Seminar.
- Assignment.
- Group Discussion.

- Field Report.

=10 Marks

Learner Outcome:

After the completion of this course, the learner will be able to:

- Creation of Employment opportunities.
- Ability to organise tourism-related activities.
- Capacity to manage and developed the places of tourist interest.

Reading List:

1. Asif Iqbal Fazili and S. Husain Ashraf: Tourism in India
2. Bhatia, A.K.: Tourism Development.
3. Bora, Shiela and Bora, M.C: The History of Tourism.
4. Geeta Varma.: Management of Travel and Tourism.
5. Pran Nath Seth and Sushma Seth Bhat: An introduction to Travel and Tourism.

Semester: II

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

Code: HIST2-MJ-2

Nature of the Course: Major Core

Marks: 40 (In-Sem) + 60 (End-Sem) = 100

Credit: 4

Course Description: The course offers an in-depth knowledge of human history from prehistoric to historical times. It provides an analytical approach to trace the processes of early state formation and cultural transformations.

Pre-requisite - Basic chronological understanding of World civilizations.

Course Objectives: The course aims to familiarize the students with a comprehensive understanding of world history in chronological detail from prehistoric times to the medieval period. By the end of the course, the students will be able to learn about pre-historic sites, tools, and features of various ancient civilizations and medieval societies with an understanding of the early social formation processes in the world.

Course Outcomes:

CO1: To explain the historical development of human civilization around the world.

CO2: To Compare socio-cultural and economic developments of early medieval human societies.

CO3: To explain the challenges and crises faced by these early civilizations and their responses to these crises.

CO4: To explain the emergence and development of the major religions.

Indian Knowledge System:

- **Understanding Ancient Foundations:** The study of prehistoric cultures provides insights into the ancient foundations of human society, reflecting IKS's emphasis on exploring and appreciating India's rich cultural heritage.
- **Cross-Cultural Exchange:** The study of ancient civilizations like Mesopotamia, Egypt, and China highlights the significance of cross-cultural exchange and trade, reflecting IKS's emphasis on understanding global interconnectedness and cultural diversity.

- Governance and Philosophy: The study of Greek and Roman civilizations emphasizes the importance of governance, philosophy, and civic engagement, reflecting IKS's emphasis on exploring Indian philosophical traditions and their relevance to contemporary society.
- Cultural Diversity and Exchange: The study of Aztec, Maya, Inca, and Islamic civilizations promotes an understanding of cultural diversity and exchange, reflecting IKS's emphasis on respecting and celebrating the diversity of human cultures and knowledge systems.

Course Contents

Unit	Contents	Lecture (L)	Tutorial (T)	Marks
Unit: 1	1.1: An introduction to the concept of Culture and Civilization.	12	03	15
	1.2: Origin and growth Human culture and Civilization- Prehistoric culture: Characteristic features of Palaeolithic, Mesolithic, Neolithic			
	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	15
	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, Contributions of the Greeks, Slavery	12	03	15
	3.2: Roman Civilization: Establishment of Republic, Society and Cultures, Contributions of the Romans.			
	3.3: Europe in medieval age: feudalism, Expansion of Christianity.			

Unit:4	4.1 : The Aztec and the Maya- TheOrigin, Society, Religion, Economy and Decline	12	03	15
	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			

Modes of In-Semester Assessment

:

40 Marks Two Unit Test

10+10=20

Any two of the activities listed below

: 10+10=20

g. Group Discussion/Viva

h. Project/Seminar

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

Cognitive Map of Course Outcomes with Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge		CO1	CO2	CO3 CO4	CO3	
Conceptual Knowledge		CO1 CO2	CO2	CO3 CO4		

Mapping of Course Outcomes to Program Outcomes

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	S	M	S	S	M	S	L	L	S
CO2	M	M	S	M	S	S	M	L	S
CO3	M	S	M	S	M	M	M	L	S
CO4	S	M	S	M	S	S	L	L	S

S-Strong, M-Medium, L-Low

Semester: II

Name of the Course: History of Medieval India

Code: HIST2-MN-2

Nature of the Course: Minor

Marks: 40 (In-Sem) + 60 (End-Sem) = 100

Credit: 4

Course Description: The course offers a comprehensive understanding of Indian history during the medieval period. It provides a systematic approach to study the political and socio-cultural history of the Indo-Islamic political powers viz. Delhi Sultanate and Mughal Empire and contemporary regional states.

Pre-requisite - Basic chronological understanding of Indian history.

Course Objectives: The course aims to familiarize the students with a comprehensive understanding of the history of Medieval India in chronological detail from the emergence of the Delhi Sultanate to the Mughals. By the end of the course, the students will be able to learn about the political history and various socio-cultural-economic developments in medieval India.

Course Outcomes:

CO1: To discuss the political history of India during the Delhi

Sultanate. CO2: To discuss the political history of India during the

Mughals.

CO3: To explain the political developments in the 18th century.

CO4. To discuss the developments in the major religious trends and development in the art- -architecture in medieval India.

Indian Knowledge System:

- Governance and Statecraft: The study of Indian polity during the medieval period, including the Delhi Sultanate and Mughal Empire, provides insights into governance structures, administrative institutions, and economic policies
- Cultural Exchange and Synthesis: The units on Bhakti Movement, Sufism, and Indo-Islamic architecture demonstrate the cultural exchange and synthesis that occurred during this period, highlighting the blending of Indian and Islamic traditions and the emergence of new art forms, literature, and architectural styles, which is a key aspect of IKS
- Philosophical and Spiritual Traditions: The study of Bhakti and Sufi movements, as well as the emergence of Sikhism, reflects the diversity and richness of Indian philosophical and spiritual traditions, emphasizing the importance of devotion, love, and spiritual growth, which are core aspects of IKS

- Artistic and Architectural Developments: The units on Indo-Islamic architecture and miniature paintings showcase the artistic and architectural achievements of this period, reflecting the fusion of Indian and Islamic styles and the importance of aesthetics in IKS

Course Contents

Unit	Contents	Lecture (L)	Tutorial (T)	Marks
Unit: 1	1.1: Establishment of The Delhi Sultanate- (a) The Slave dynasty (b) The Khalijis Alauddin Khaliji's Administration The Tughlaqs –Experiments of Muhammad Bin Tughlaq.	12	03	15
	1.2: 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	15

	2.2: Consolidation of Mughal rule under Akbar: (a) Campaigns and conquests: Mughal- Rajput diplomacy, annexations in North-West frontier, Conquest of Bengal, sulh-i-kul; <i>Din-illahi</i> 2.3: Evolution of administrative institutions and apparatus: zabt, mansab, jagir, madad-i-maash grants, Zamindars and peasants (Khudkasht and pahikasht)			
Unit: 3	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	12	03	15
Unit: 4	4.1: Bhakti Movement: Saguna and Nirguna Trends; Growth and Development of Vernacular literature 4.2: Sufism in India: Basic characteristics and important Silsilahs (Chishtis and Suhrawardis) 4.3: Developments in art and architecture: Important features of Indo-Islamic style, characteristics of miniature Paintings	12	03	15

Modes of In-Semester Assessment : 40

Marks Two Unit Test

10+10=20

Any two of the activities listed below : 10+10=20

i. Group Discussion/Viva

j. Project/Seminar

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.

Cognitive Map of Course Outcomes with Bloom's Taxonomy

Knowledge Dimension	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge			CO2	CO3 CO4	CO1	
Conceptual Knowledge		CO1 CO4		CO3	CO2 CO3	
Procedural Knowledge						
Metacognitive Knowledge						

Mapping of Course Outcomes to Program Outcomes

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	S	M	M	S	S	S	L	L	S
CO2	S	S	M	M	S	S	M	L	S
CO3	M	S	M	S	S	S	M	L	S
CO4	S	M	M	M	S	S	M	L	S

S-Strong, M-Medium, L-Low

Suggested Reading List:

- Satish Chandra: Medieval India.
- Salma Ahmed Farooqui: A Comprehensive History of Medieval India
- 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: HIST2-GEC-2

Nature of the Course: GEC

Credit: 3

Marks: 40 (In-Sem) + 60 (EndSem)=100

Course Outcomes:

CO1: To develop an understanding of the archaeological remains of early Assam.

CO2: To explain the development of art and architecture in the medieval period with special reference to the Ahoms.

CO3: To explain the religious and cultural developments of Medieval Assam.

CO4: To evaluate the development of religious institutions and literature in Medieval Assam.

Indian Knowledge System

- **Understanding Regional Culture:** The paper provides an in-depth understanding of Assam's rich cultural heritage, including its history, art, literature, and traditions, which is a key aspect of IKS.
- **Emphasis on Local Knowledge:** The paper highlights the importance of local knowledge and traditions, reflecting IKS's emphasis on preserving and promoting indigenous knowledge systems.
- **Cultural Diversity:** The paper promotes an understanding and appreciation of Assam's cultural diversity, reflecting IKS's emphasis on respecting and celebrating the diversity of Indian culture

Course Contents

Unit	Contents	Lecture (L)	Tutorial (T)	Marks
Unit: 1	1.1: Archaeological remains:,Malini than, Madan Kamdev, Daparbotiya, ,Doyang-Dhansiri	12	03	15
	Sculptures of Assam: Deopani school, 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	15
	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.	12	03	15
	3.2: Satra institutions of Barpeta and Majuli			
	3.3: Development of Vernacular literature: Bhakti literature, <i>Caritputhis</i>			
Unit:4	4.1: Monuments Kachari period: Kasomari and Dimapur	12	03	15
	4.2: Manuscript tradition of medieval Assam: origin and development.			

Modes of In-Semester Assessment : 40

Marks Two Unit Test :

10+10=20

Any two of the activities listed below : 10+10=20

k. Group Discussion/Field Visit

l. Project/Seminar

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, Pavitra Assam, Dhemaji, 4th edition, 2008
- 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: II (FYUGP)
Subject: SEC2-2
Course Title: NGO Management
Course Code:202.01, Total credit:3

Marks:45(End semester)+40(In semester)+15(Field study and project)=100

Course Objective:

To provide knowledge/ information regarding the formation and management of NGO

To impart the most relevant skills to a student for a career in this field.

To aware the society of the workings of NGOs & their relevance.

Course Contents:

Unit	Content	Lecture	Tutorial	Marks
1	Concept and Function of NGO 1.1: What is an NGO? 1.2: Classification of NGO, Society, trust, V.O, Company. 1.3: Areas in which NGOs work 1.4: Charitable & Public utility purpose for NGOs.	9	2	10
2	Establishment of NGO 2.1: Legal Procedure of establishment of NGO-Central & State Laws-overview of societies Registration Act 1860, India's Companies Act, India's Companies Act 1956 2.2. The Societies Registration office, Assam - the Accountability to the Govt. of Assam	9	2	10
3	Management, Fund raising and maintenance of accounts 15 3.1: Management of an NGO 3.2 Scopes of fund raising - Internal	10	2	15

	Sources - External Source 3.3: Procedure of Audit-Internal Audit & External Audit-CA 3.4: Income tax provision and Exemptions 3.5: Funding Agencies in India			
4	Government Scheme for NGO. 4.1: Agriculture and Rural development - NABARD 4.2: Environment, Forest and Wildlife 4.3: Human resource development education, health Age care child care-women care disability-UNICEF. 4.4: Science & Technology-cultural affair- Art & Craft	9	2	10

Field study Project work –	15
Internal Assessment marks:	40
Test :	20
Assignment/ Seminar/Viva:	20

Reference Book:

1. Handbook for NGOs-Nabhi Publication
2. How to start a New NGO-Virendra K. Pamecha
3. Guidelines for NGOs Management in India - Snehalata Chandra