

# History

## Code No. 315

### Introduction

History revolves round the story of Human civilization through the ages. It is not just the history of kings or emperors but its subject matter is very vast ranging from political aspect to social, economic, religious, cultural aspects of human civilization. Ancient influences have helped spawn variant interpretations of the nature of history which have evolved over the centuries and continue to change today. The modern study of history is wide-ranging, and includes the study of specific regions and the study of certain topical or thematical elements of historical investigation. Often history is taught as part of primary and secondary education, and the academic study of history is a major discipline in university studies.

### Rationale

History is the scientific study of human society at any given point of time and its evolution through the ages. It occupies an important place in the school curriculum. It is taught as a general subject forming a part of Social Science both at the Middle and the Secondary Stages. At the Middle Stage the entire span of Indian History is covered, while at the Secondary Stage, the landmarks in the development of human society are taught.

At the Senior Secondary Stage, the main thrust of History is to bridge the gap between the presence of change-oriented technologies of today and the continuity of our cultural traditions. This shall ensure that the coming generation will represent the fine synthesis between change and continuity. It is, therefore, deemed essential to take up the entire Indian History from the Ancient to the Modern period for Senior Secondary Stage.

### Objectives

After completing this course, the learner will be able to:

- trace the major stages in the evolution of Indian society through the ages;
- identify the historical forces responsible for the evolution of Indian society in the Ancient, Medieval and Modern times;
- develop an appreciation of the diverse cultural and social systems of the people living in different parts of the country;
- analyze the legitimate pride in the achievements of Indian people in different ages and in different parts of the country;
- describe the process of change which evolved as a result of interaction with other cultures;
- recognize that the Indian culture is a result of a synthesis of different cultures;
- sensitise younger generation to prejudices and complexes transmitted from the biased interpretation of History, the social environment and the accident of birth;

- reconstruct the contribution of people in the making of the national heritage;
- identify the contemporary problems of India in historical perspective so as to develop an enlightened citizenship for active participation in the establishment of a just social order; and
- develop the scientific temper and objectivity to the study of India's past in order to relate it to the present.

## Scope and job opportunity

This field has a large number of opportunities for employment, some of these are:

**Heritage manager:** A heritage manager is responsible for the conservation and management of heritage sites like historic buildings, landscapes, museums, ancient monuments and other properties.

**Historic buildings inspector/conservation officer:** A historic buildings inspector or conservation officer advises and promotes the conservation of the historic environment, particularly in the areas of long-term care, preservation and enhancement.

**Museum education officers:** Museum education officers aim to deliver high quality and dynamic programmes of learning and participation. They ensure that the collections in a museum act as a learning resource for all ages. They can work both within galleries and museums and also in a community context.

**Museum or gallery curator:** A museum or gallery curator manages collections of artifacts or works of art. This includes dealing with the acquisition, care and display of items with the aim of informing and educating the public.

**Museum/gallery exhibitions officer:** A museum/gallery exhibitions officer is responsible for planning, developing, organising, marketing, administering, producing, buying/sourcing and maintaining individual permanent or travelling exhibitions.

**Archaeologist:** Archaeologist examines ancient sites and objects to learn about the past. The aim of the role is to record, interpret and preserve archaeological remain for future generations.

**School teacher:** Teachers support, observe and record the progress of their class. They also plan lessons in line with national objectives, with the aim of ensuring a healthy culture of learning.

## Eligibility condition

**Age:** 15 Years

**Qualification:** 10<sup>th</sup> pass

**Medium of instruction:** Hindi, English, Urdu, Bengali, Gujarati and Odia mediums.

**Duration of the course:** 1 year

**Weightage**

**Theory:** 100 Marks

**Tutor Mark Assignment (TMA):** 20% Marks of the theory

**Scheme of studies:** Theory (240 hours), TMA (self paced)

**Scheme of evaluation:** Theory paper 100 marks (3 hours) , internal assessment (TMA) - 20% of theory marks(self paced)

**Pass criteria:** 33% marks in theory

## Course content

S. No.	Module/Topics	Duration (in hours)	Module Approach/Description	Weightage (marks)
1.	<b>Module-I</b> <b>Ancient India</b> 1. Understanding Indian History 2. The Geographical settings of India and Pre-historic cultures of India 3. The Harappan Civilization 4. The Vedic Age 5. From Janpadas to Empire 6. Post Maurya Developments 7. Guptas and their Successors upto AD 750 8. India Between AD 750-1200	55	This module acquaints the learner with the past evidences, archaeological sources and traditions, which help in understanding past history. It gives an overview of the development of the historical process in India from prehistoric times to around 750 A.D. It traces the social, political, economic, religious and cultural development in ancient period. It highlights the importance of Harappan and Vedic Age in the growth of later trends and developments.	20
2.	<b>Module-II</b> <b>Medieval India</b> 9. Establishment and expansion of the Delhi Sultanate 10. Establishment of Mughal Rule	55	This module is designed to highlight the factors and forces responsible for the advent of the Turkish and Mughals in India. It traces the efforts made by the Mughals towards political integration of India and the development of a composite culture due to the assimilation of various	20

	<ul style="list-style-type: none"> <li>11. Emergence of the regional states</li> <li>12. Administrative system of Institutions</li> <li>13. Economy of Medieval India</li> <li>14. Cultural Developments in Medieval India</li> <li>15. Understanding the 18<sup>th</sup> Century</li> </ul>		<p>cultures. It acquaints the students with the new trends in polity, economy, society and culture. It makes an attempt to analyse various opinions about the 18<sup>th</sup> century leading to an understanding of the period. It also identifies the forces that led to the disintegration of the Mughal rule and emergence of independent states in India</p>	
3.	<p><b>Module-III</b> <b>Modern India</b></p> <ul style="list-style-type: none"> <li>16. Establishment of British rule in India till 1857</li> <li>17. Economic changes</li> <li>18. Social changes</li> <li>19. Popular resistance to company rule</li> </ul>	35	<p>This module describes the advent of the British and establishment of British in India. The module is designed to promote a critical approach towards the British policies which transformed a trading company into a sovereign power and to study the impact of modern western ideas on the Indian society which contributed to the social awakening and religious reform movements. It also highlights the cumulative effect of the British rule in the form of popular resistance movements culminating in the revolt of 1857</p>	15
4.	<p><b>Module-IV</b> <b>India National movement and Contemporary India</b></p> <ul style="list-style-type: none"> <li>20. Nationalism</li> <li>21. National Movement and Indian Democracy</li> </ul>	35	<p>This module deals with the Indian National Movement and the problems, challenges and developments of contemporary India. It acquaints the students with the different trends of Indian National Movement the non-violent, Satyagraha Movement of Gandhiji. Revolutionary movement and about the national movement organized outside India. It also traces the post independence reforms and trends. It is desired to make the learner aware about India's relation with other countries of the world.</p>	15

5.	<b>Module-V</b> <b>20<sup>th</sup> Century World</b> 22. Legacy of 19th century 23. World War I and the Russian Revolution 24. The Inter War Period and The Second World War 25. Cold War and its Effects 26. National Liberation Movements 27. Social Transformation in the Twentieth Century 28. Changes in the Twentieth Century	30	The module is designed to acquaint the learner with all the major developments of 20 <sup>th</sup> century in order to develop a global perspective for historical development.	15
6.	<b>Module-VI A*</b> <b>Evolution of state in India Prerequisite Knowledge</b> 29. Towards the formation of state 30. Early States 31. Medieval States 32. Colonial State	30	The optional modules are designed to give the learner, the flexibility and freedom to choose a topic of his /her choice. The learner has to choose one of the two modules. These modules are designed to give a deeper understanding into a specific area of history and culture: and is expected to inculcate a rational outlook and analytical approach.	15
6.	<b>Module-VI B*</b> <b>Culture in India</b> 29. Contemporary Cultural Situation 30. Cultural Production 31. Cultural Communication	30		

**\*Note: Learner has to choose one Module from VI A or VI B**