

Assam Higher Secondary Education Council (AHSEC)

2nd Year Syllabus

HISTORY

REVISED SYLLABUS FOR HIGHER SECONDARY FINAL YEAR COURSE

2024-2025

One Paper **Time: Three Hours** **Marks 100**

Theme wise Distribution of Marks and Periods	Marks	Periods
Section I:Themes in Indian History (Part I)& Assam Through the Ages Themes1- 4	**30 (20+10)**	**50**
Section II: Themes in Indian History (Part II) Themes 5-8	**20**	**50**
Section III: Themes in Indian History (Part III) Themes 10-12	**20**	**50**
MapWork **Project Work**	**10** **20**	**10** **20**
Total	**100**	**180**

Themes in Indian History Part—I			
Theme No	**Theme Title**	**Marks**	**Periods**
1	Bricks, Beads and Bones The Harappa Civilisation	**20**	**10**
2	Kings, Farmers and Towns Early States and Economies (c.600 BCE 600 CE)		**10**
3	Kingship, Caste and class Early Societies (c. 600 BCE 600 CE)		**10**
4	Thinkers, Beliefs and Buildings Cultural Developments (c. 600 BCE 600 CE)		**10**
	Assam though the Ages (Chapter 1, 2 and 3)	**10**	**10**
Themes in Indian History Part—II			
5	Through the eyes of Travellers Perceptions of Society (c. tenth to seventeenth centuries)	**20**	**13**
6	Bhakti-Sufi Traditions Changes in Religious Beliefs and Devotional Texts (c. eighth to eighteenth centuries)		**13**
7	An Imperial Capital – Vijayanagar (c. fourteenth to sixteenth centuries)		**12**
8	Peasants, Zamindars and the States Agrarian Society and the Mughal Empire (c. sixteenth-seventeenth centuries)		**12**
Themes in Indian History Part—III			
9	Colonialism and The Countryside Exploring Official Archives	**20**	**13**
10	Rebels and Raj 1857 Revolt and its Representations		**12**
11	Mahatma Gandhi and the National Movement Civil Disobedience and Beyond		**13**
12	Framing of the Constitution The Beginning of a New Era		**12**
	Map Work	**10**	**10**
	Project Work	**20**	**20**
	Total	**100**	**180**

Theme wise Distribution of Course contents with specific learning objectives:

THEMES	
Theme-1: Bricks, Beads and Bones the Harappan Civilization **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.	❖ 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.
Theme-2: Kings, Farmers and Towns: Early States and Economies (c. 600 BCE-600 CE) **Broad overview:** Political and economic history from the sixteen mahajanapadas 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.	❖ 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.
Theme-3: Kingship, Caste and Class: Early Societies (C. 600 BCE-600 CE) **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.	❖ Familiarise the learner with issues in social history. ❖ Introduce strategies of textual analysis and their use in reconstruction of social history.
Theme-4 : Thinkers, Beliefs and Buildings : Cultural Developments (c. 600 BCE - 600 CE) (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.	❖ Discuss the major religious developments in early India. ❖ Introduce strategies of visual analysis and their use in reconstructing histories of religion.
Assam Through the Ages: **Broad overview:** Stages of the history of Assam from prehistoric to modern period.	❖ 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 travelers and chroniclers.
- Brief discussion on Assam's participation in freedom movement.

Part-II

Theme-5: Through the Eyes of Travelers Perceptions of Society (c. tenth to seventeenth century)

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

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

Excerpts: From Alberuni, Ibn Batuta, Bernier.

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

- Familiarise the learner with the salient features of social histories described by the travelers.
- Discuss how travelers' accounts can be used as sources of social history.

Theme-6 : Bhakti- Sufi Traditions Changes in Religious Beliefs and Devotional Texts (c. eighth to eighteenth century)

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.

- Familiarise the learner with religious developments.
- Discuss ways of analyzing devotional literature as sources of history.

Theme-7: An Imperial Capital Vijayanagara (c. fourteenth to sixteenth century)

Broad overview: (a) Outline of new buildings duringVijaynagar 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.

- 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.

Theme-8 : Peasants, Zamindars and the State: Agrarian Society and the Mughal Empire (c. sixteenth- seventeenth centuries)

Broad overview: a) Structure of agrarian relations in the16th 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.

Part-III

Theme-9: Colonialism and the Countryside: Exploring Official Archives

Broad overview: (a) Life of zamindars , peasantsand artisans in the late18th 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.

- ❖ Discuss how colonialism affected zamindars, peasants and artisans.
- ❖ Understand the problems and limits of using official sources for understanding the lives of people.

Theme-10: Rebels and the Raj: 1857 Revolt and its Representations

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.

- ❖ Discuss how the events of 1857 are being reinterpreted.
- ❖ Discuss how visual material can be used by historians.

Theme-11: Mahatma Gandhi and the Nationalist Movement: Civil Disobedience and Beyond

- ❖ Familiarise the learner with significant elements of the nationalist movement and the nature of Gandhian.

Broad Overview: (a) The nationalist movement1918-48, (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.

- ❖ Discuss how Mahatma Gandhi was perceived by different groups.
- ❖ Discuss how historians need to read and interprete newspapers, diaries and letters as historical source.

Theme-12: The Framing of the Constitution: The Beginning of a New Era
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.

- ❖ 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.

MapWork

- ❖ 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 areas/places of ancient India and Assam where historical events were taken place.
- ❖ Familiarise the learners with the ancient World map with special reference to South Asia.

INTERNAL ASSESSMENT: (PROJECT WORK) (Total mark : 20)

General Guideline for project work

Introduction:
From the session 2024-25, the Board has decided to incorporate project work into the history curriculum for class XII as part of regular classroom learning. The principal objective is to allow the students to explore beyond textbooks, offering them a platform to refer to various materials, collect information, analyze it, and identify relevant content. As a result, they will learn to make decisions about what to include, gaining an understanding of how history is constructed and interpreted.

Guide to the Teachers

- Teachers should ensure that project work is assigned to students either individually or in groups, and that it is discussed at various stages—from the assignment of the topic and review of drafts to the final submission.
- Project report should be Hand written only.(Eco-friendly materials can be used by students)
- The word limit of a project report should be 600 to 1000 words.
- The Project report should include names of reference books and other sources consulted.

The following steps are suggested:

- Teachers should create and prepare a list of 15-20 project topics, allowing students the option to select a project based on their individual interests. The project must be done individually or in-groups.
- The topic should be assigned after discussion with the students in the class to avoid repetition and should then be discussed at every stage of submission of the draft/final project work.
- The teacher should act as a facilitator, closely supervising the project completion process. They should guide students by offering necessary inputs, resources, and support to help for enhance the content and quality of the project.
- Students may use alternative sources available in local archives and libraries. They may use newspaper cuttings, photographs, film footage and recorded written/speeches.

The suggested class project topics:

(Part I, II and III)

- Indus Valley Civilization: Archaeological Discoveries and New Insights
- The Mauryan Empire: A Glorious History and Enduring Legacy
- The Mahabharata: India's Epic Journey Through Time and Culture
- The Vedic Age: A Foundation for Indian Civilization and Thought
- Teachings of Jainism: The Path of Nonviolence and Liberation
- Teachings of Buddhism: The Quest for Enlightenment and Compassion
- Buddha Charita: The Epic Story of Siddhartha's Path to Enlightenment
- The Rise of Mahayana, Vaishnavism, Shaivism and Goddess Worship: A Cultural Transformation
- The Bhakti Movement: Interpretations and Commentaries
- The Mystical Dimensions of Sufism
- Gandhian Ideals: The Global Reach of Nonviolence and Civil Disobedience
- Vijayanagar Empire: Architectural Achievements
- Life of women in the Mughal rural society
- Comparative Analysis of the Land Revenue Systems introduced by the Britishers in India
- The Revolt of 1857: Causes, Strategy, Leadership, and Unity
- Guru Nanak Dev's Philosophy: A Vision of Equality, Justice, and Devotion
- Kabir's Vision: Challenging Religious Boundaries and Spiritual Norms
- Understanding the Indian Constitution
- Architectural Icons: Stupas and Pillar Edicts in Indian Buddhist Heritage
- Comparative study of Mughal and Vijayanagar architecture

(Assam Through the Ages- An Overview)

- Historicity of Early Kingdoms of Pragjyotisha and Kamarupa
- Traditional Rulers of Ancient Assam: Unveiling the Early History
- Social and Economic life of Ancient Kamarupa
- Sankardeva: The Visionary Saint and Reformer of Assam
- Bhakti and Sufi Traditions in Assam: A Confluence of Devotional Cultures
- Neo-Vaishnavite Satras: Spiritual and Cultural Institutions of Assam
- Ahom-Mughal Conflicts: The Legendary Leadership of Lachit Borphukan
- The Buranjis: An unique form of historical records of Assam
- British Raj in Assam: The Foundation of Colonial Rule
- Rebels and the Raj: Resistance Movements Against British Rule in Assam
- Revolt of 1857 in Assam: Focus on Maniram Dewan
- Peasant Uprisings in Assam: Struggles Against British Oppression
- Mahatma Gandhi's Influence on the National Movement in Assam
- The Rise of Social and Political Associations in Assam: Catalysts for Change
- Bihu: Assam's Rich Cultural Heritage

N.B.-The class teacher can also select additional topics that will help broaden the students' knowledge. While choosing these topics, it is important to ensure that they are appropriate for the students' level of understanding and easy for them to grasp.
Teachers may prioritize Assam's history when selecting project topics, as reference books on the subject are readily available, and students can easily engage in field surveys. Focusing on local history allows students to access resources more conveniently and gain a deeper understanding through hands-on experiences, such as visiting historical sites or conducting local trips.

Prescribed Textbooks:
1. Themes in Indian History: Part I, Published by AHSEC
2. Themes in Indian History: Part II, Published by NCERT
3. Themes in Indian History: Part III, Published by NCERT
4. ভাৰতৰ ইতিহাসৰ বিষয় বস্তু, প্রথম খণ্ড, Published by AHSEC
5. ভাৰতৰ ইতিহাসৰ বিষয় বস্তু, দ্বিতীয় খণ্ড, Published by AHSEC
6. ভাৰতৰ ইতিহাসৰ বিষয় বস্তু, তৃতীয় খণ্ড, Published by AHSEC

[***Note:*** The textbooks are available in Bengali and Bodo Medium also]

Study Materials

aglasem.com

Model Papers

Sample Papers

Half Yearly Sample Papers

Important Resources

Periodic Table

Writing Skills / Formats

Maps of India / World

Notes

- [ ] Class 6 Notes
- [ ] Class 7 Notes
- [ ] Class 8 Notes
- [ ] Class 9 Notes
- [ ] Class 10 Notes
- [ ] Class 11 Notes
- [ ] Class 12 Notes

Books and Solutions

NCERT Books

NCERT Book Solutions

HC Verma Chapter Wise Solutions

RD Sharma Solutions

CGBSE Solutions