

CURRICUMUM AND SYLLABUS

**B.A. Honours in History
And
B.A Program in History**

UNDER CHOICE BASED CREDIT SYSTEM



(w.e.f. 2016-2017)

**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)

PREAMBLE

The „Choice-Based Credit System“, an internationally acknowledged system, aims at a paradigm shift from the teacher-centric to the student-centric education. This system allows flexibility in education system so that students depending upon their interests can choose inter-disciplinary, intra-disciplinary, ability enhancement courses and skill-based courses. The proposed curriculum endeavors to empower the students and help them in their academic pursuit to achieve overall excellence. With a view to achieving this objective, the CBCS strives to create a holistic curriculum. Thus, in addition to dedicated focus on a discipline through core courses, whether an **Honours Curriculum** or a **Program Curriculum**, elective courses and skill enhancement courses have been added which will give students the freedom to choose courses from the same/allied/other disciplines of their interest. Special emphasis has been given to ability enhancement and skill development of students through elective courses under these domains.

The Kazi Nazrul University is the only university in West Bengal which introduced CBCS (**Choice-Based Credit System**) curriculum as per the UGC Guideline for their Under Graduate courses in the session 2016-2017. It is a remarkable fact that the University had implemented CBCS pattern of the curriculum for enhancing the quality of education in the Under Graduate Level. Even the university is able to implement the full CBCS curriculum from the beginning. The curriculum has already been modified twice in the past.

1. Introduction:

The discipline of History deals with the past in order to understand the meaning and dynamics of the relationship between cause and effect in the overall development of human societies. Its key feature is its broad range of inquiry, as it is as much concerned with wide

perspectives, general explanations, and fundamental questions. The fostering of vibrant and healthy critical debate between differing perspectives, interpretations, and representations of aspects of the past is the major concern for the under graduate students of history. A critical evaluation of sources and evidence of the past, whether written documentation or oral record needs to be taken into account before interpretation of a particular event of history is made. Thus the student should have a clear understanding of the representation of the past through clear narrative, explanation, and analysis. The courses designed by the faculties have the liberty of flexible incorporation and reading materials are available in the college library or are circulated by the respective faculties of the courses.

2. Learning Outcome-based Approach to Curriculum Planning in HISTORY:

For B.A. History Honours 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.

For B.A. History Programme 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.

Under the two Courses of Study, Honours Course and Program Course, there shall be different types of courses.

[A] Core Course (CC): A course, which should compulsorily be studied by a candidate admitted to a discipline under a course of study as a core requirement of the discipline is termed as a Core course. For Honours Course of Study there shall be 14 Core courses and for Program Courses of Study, there shall be 8(Eight) Core Courses under Arts and Commerce faculty and 12 (Twelve) core courses under Science Faculty.

[B] Elective Course: Generally a course which can be chosen from a pool of courses and which is very specific or specialized or advanced or supportive to the discipline a student is admitted to or which provides an exposure to some other discipline or nurtures is called an Elective Course.

Discipline Specific Elective (DSE) Course: An Elective course offered by a discipline is referred to as Discipline Specific Elective course. For Honours Courses of Study and Program Courses of Study 4(Four) DSE courses are to be taken except the Program Courses of Study under Science Faculty where 6(Six) DSE courses are to be taken out of a pool given for the different semester Courses. Further, DSE may include an elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work and a candidate can study such a course on his or her own with an advisory support by a teacher/faculty member. Such a course is called dissertation/project.

Generic Elective (GE) Course: An elective course chosen generally from a discipline other than the main discipline, i.e., interdisciplinary in nature, with an intention to seek exposure is called a Generic Elective. For Honours Courses of Study 4 Generic Elective Courses are to be taken out of a pool created for this purpose. For Program Courses of Study, 2(Two) Generic Elective courses (for BA and B.Com) are to be taken out of a pool created for this purpose.

A core course offered in a discipline may be treated as an elective by other discipline/subject and vice versa and such elective course may also be referred to as Generic Elective

[C] Ability Enhancement Courses (AEC): AEC are the courses which are based on the content that leads to knowledge enhancement and personality development of the students.

AEC Elective:

A. Environmental Studies (ENVS)

B. English/ MIL

These are mandatory for both Honours and Program Courses of Studies. These courses will generally be of 2 credits except environmental studies which is of 4 credits.

AEC Core:

AEC Core Courses are meant only for B.A, B.Com and B.P.A Courses of Study. These courses will generally be of 6 Credits. A.English B.Bengali/ Hindi/Urdu/Alternative English

[D] Skill Enhancement Courses (SEC): For the purpose of skill enhancement of a student in respect with his/her selected discipline and to widen the job opportunity in the global market SEC courses are introduced. Minimum 2 Skill Enhancement Courses for Honours Courses of Study and 4 Skill Enhancement Courses for Program Courses of Study are to be

taken. These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based knowledge and should contain both theory and lab/hands-on-training/field work. The main purpose of these courses is to provide students life-skills in hands-on mode so as to increase their employability. A Student of B.A/ B.Sc/ B.Com/ B.P.A/ B.B.A/B.B.A (T&H) Honours Course of Study has to pursue 142 credits in six semesters and similarly a student of B.A/B.Sc/B.Com/B.P.A Program Course has to complete 122 credits

2.1. Nature and Extent of the B.A in HISTORY:

The Under graduate course in History is divided in two programmes, **[1] History Honours Curriculum** and **[2] Program Curriculum**. Both of them are a three years course each consisting of Six (6) semesters (Two semester per year). The academic session of the course is commenced from July to June every year.

2.2. Aims of Bachelor's Degree Programme in HISTORY:

The sole aim of the course is to create a good Historian who would describe the human society and its developments through the way of critical thinking. It would also create a historian who on achieving further higher education would be able to lay the foundation for a better future for the human society by taking knowledge from the past and utilizing them appropriately.

3. Undergraduate Attributes in History:

There are several attributes;

[1] The students shall gain knowledge about the Indian History as well as the International Historiography.

[1] The UG Students shall be able to establish themselves for further higher education.

[2] The students shall build their opportunities towards several jobs.

[3] They will develop the ability of critical thinking which will eventually help them in their research work in future.

4. Qualification Descriptors for B.A course in History:

5. Programme Learning Outcomes for B.A course in History:

It is mentioned along the particular course.

6. Structure of B.A (H/P) course in History:

Course Components	B.A in History	
	HONOURS	PROGRAM
Core Course	14	8
Ability Enhancement Compulsory Courses (AEC) [Core]	-	4
Discipline Specific Elective (DSE) Course	4	4
Generic Elective (GE) Course	4	2
Ability Enhancement Compulsory Courses (AEC) [Elective]	2	2
Skill Enhancement Courses (SEC)	2	4
	26	24

6.1. Credit Distributions for B.A. Course in History (H/P):

For Honours Course in HISTORY:

Total Credit: 148
Total Marks: 1300

For Programme Course in HISTORY:

Total Credit: 132
Total Marks: 1200

6.2. Paper Distribution for UG Programme in History (H/P):

[a] B.A History (Honours) Programme:

SEMESTER-I

COURSE CODE	COURSE NAME
BAHHISC101	Greek and Roman Historians
BAHHISC102	Early History of India (Proto History to 6 th Century B.C.E)
BAHHISGE101	Theories of the Modern State
AEE101	Environmental Studies

SEMESTER-II

COURSE CODE	COURSE NAME
BAHHISC201	Mauryan and Gupta Empire
BAHHISC202	Political History of Early Medieval India
BAHHISGE201	Railways and Modern India
AECCE201 AECCB201 AECCH201 AECCU201	English/MIL English Communication Bengali Communication Hindi Communication Urdu Communication

SEMESTER-III

COURSE CODE	COURSE NAME
BAHHISC301	Delhi Sultanate
BAHHISC302	The Feudal Society
BAHHISC303	Akbar and the Making of Mughal India
BAHHISGE301	Socialist Thought: Origins and Development in the Nineteenth Century
BAHHISGE302	Life and Thought of Rabindranath Tagore
BAHHISGE303	Perspectives on Economic Planning in India
BAHHISSE301	Archaeology and Museum Making in Colonial India
BAHHISSEC302	Literature and History: Bengal

SEMESTER-IV

COURSE CODE	COURSE NAME
BAHHISC401	Renaissance and Reformation
BAHHISC402	The French Revolution and Napoleon Bonaparte
BAHHISC403	19 th Century Revolutions in Europe
BAHHISGE401	Caste in Modern India
BAHHISGE402	Science and Empire
BAHHISGE403	Visual and Performative Culture in Modern Bengal
BAHHISSEC401	The Making of Indian Foreign Policy
BAHHISSEC402	Colonial Science in India: Institutions and Practices

SEMESTER-V

COURSE CODE	COURSE NAME
BAHHISC501	Select Themes in the Colonial Impact on Indian Economy and Society

BAHHISC502	Peasant and Tribal Uprisings in Colonial India in the 19 th century.
BAHHISDSE501	Europe in the Ancien Regime
BAHHISDSE502	Modern Transformation of Japan
BAHHISDSE503	Modern Transformation of China

SEMESTER-VI

COURSE CODE	COURSE NAME
BAHHISC601	War and Diplomacy (1914-1945)
BAHHISC602	Modern Nationalism in India, 1885-1947
BAHHISDSE601	The Russian Revolution
BAHHISDSE602	Women and Social Change in Nineteenth Century
BAHHISDSE603	Pre-Colonial South East Asia
BAHHISDSE604	International Relations after the World War II (1945-1991)

[b] B.A History in Programme:

6.3. Semester-wise Course/Paper and Credit Distribution:

[a] B.A (Honours) in History:

B.A (Honours) in History: 1st 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 th Century B.C.E)	C-2	5 - 1 - 0	6	50
BAHHISGE101	Theories of the Modern State	GE-1	5 - 1 - 0	6	50
AEE101	Environmental Studies	AECC-1	4 - 0 - 0	4	50
SEMESTER			TOTAL:	22	200

B.A (Honours) in History: 2nd 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	Railways and Modern India	GE-2	5 - 1 - 0	6	50
AECCE201 AECCEB201 AECCH201 AECCU201	English/MIL English Communication Bengali Communication Hindi Communication Urdu Communication	AECC-2	4 - 0 - 0	4	50
SEMESTER TOTAL:				22	200

B.A (Honours) in History: 3rd Semester

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	Socialist Thought: Origins and Development in the Nineteenth Century	GE-3 (any one to be chosen)	5 - 1 - 0	6	50
BAHHISGE302	Life and Thought of Rabindranath Tagore				
BAHHISGE303	Perspectives on Economic Planning in India				
BAHHISSE301	Archaeology and Museum Making in Colonial India	SEC-1 (any one to be chosen)	4 - 0 - 0	4	50
BAHHISSE302	Literature and History: Bengal				
SEMESTER TOTAL:				28	250

B.A (Honours) in History: 4th 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	Caste in Modern India	GE-4 (any one to be chosen)	5 - 1 - 0	6	50
BAHHISGE402	Science and Empire				
BAHHISGE403	Visual and Performative Culture in Modern Bengal				
BAHHISSE401	The Making of Indian Foreign Policy	SEC-2 (any one to be chosen)	4 - 0 - 0	4	50
BAHHISSE402	Colonial Science in India: Institution and Practices				
SEMESTER			TOTAL:	28	250

B.A (Honours) in History: 5th 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
	Any two from Group A (Given below)	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)				
SEMESTER			TOTAL:	24	200

B.A (Honours) in History: 6th Semester

Course Code	Course Title	Course type	(L-T-P)	Credit	Marks
BAHHISC601	War and Diplomacy, 1914-1945	C-13	5 - 1 - 0	6	50
BAHHISC602	Modern Nationalism in India	C-14	4 - 0 - 4	6	50
	Any two from Group B (Given below)	DSE-3	5 - 1 - 0	6	50
	DSE Group 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	International Relations after the Second World War				
SEMESTER TOTAL:				24	200
GRAND TOTAL:				148	1300

[b] B.A Program in History:**B.A Program in History: 1st Semester**

Course Code	Course Title	Course type	(L-T-P)	Credit	Marks
BAPHISC101	Ancient India	C-1	5 - 1 - 0	6	50
BAPHISC101	Discipline-2(Core 1)	C-2		6	50
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
SEMESTER TOTAL:				22	200

B.A Program in History: 2nd Semester

Course Code	Course Title	Course type	(L-T-P)	Credit	Marks
BAPHISC201	Medieval India	C-3	5 - 1 - 0	6	50
BAPHISC201	Discipline-2(Core 3)	C-4		6	50
ENGLC201	English-I	AECC-2(Core)	5 - 1 - 0	6	50
AECCE201 AECCEB201 AECCH201 AECCU201	English/MIL	AECC-2(Elective)	4 - 0 - 0	4	50
SEMESTER			TOTAL:	22	200

B.A Program in History: 3rd 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	Discipline-2(Core 5)	C-6		6	50
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
SEMESTER			TOTAL:	22	200

B.A Program in History: 4th Semester

Course Code	Course Title	Course type	(L-T-P)	Credit	Mark s
BAPHISC401	Modern Nationalism in India	C-7	5 - 1 - 0	6	50
BAPHISC401	Discipline-2(Core 7)	C-8		6	50
BAPHISSE401	Literature and History	SEC- 2	4 - 0 - 0	4	50

ENGLC401	English-II	AECC-4(Core)	5 - 1 - 0	6	50
SEMESTER			TOTAL:	22	200

B.A Program in History: 5th 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
	DSE Discipline 1	DSE- 2		6	50
BAPHISDSE501	1.Renaissance and Reformation		5 - 1 - 0		
BAPHISDSE502	2.Europe in the Ancien Regime		5 - 1 - 0		
	DSE Discipline 2				
BAPHISDSE501	1.				
BAPHISDSE502	2.				
BAPHISGE501	GE(Any One)	GE- 1	5 - 1 - 0	6	50
	Life and Thought of Rabindranath Tagore				
	SEC (Any one)				
BAPHISSE501	Archaeology and Museum Making in Colonial India	SEC- 3	4 - 0 - 0	4	50
SEMESTER			TOTAL:	22	200

B.A Program in History: 6th Semester

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

BAPHISDSE602	2.				
BAPHISGE601	GE(Any One)	GE- 2	5 - 1 - 0	6	50
	Visual and Per formative Culture in Modern Bengal				
			5 - 1 - 0		
	SEC (Any one)		5 - 1 - 0		
BAPHISSE601	Colonial Science in India: Institutions and Practices	SEC-4	4 - 0 - 0	4	50
		SEMESTER	TOTAL:	22	200
		GRAND	TOTAL:	132	1200

6.4. Specialisation Papers for UG Programme in History:

6.5. Course-level Learning Outcomes:

Course-level learning outcome has mentioned beginning in the every course content in below.

6.6. Contents for B.A in History Courses:

B.A Honours in History

SEMESTER-I

COURSE NAME: GREEK AND ROMAN HISTORIANS

COURSE CODE: BAHHISC101

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

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 Hecataeus 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 6TH CENTURY B.C.E)****COURSE CODE: UGHISHC102**

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

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 Originstoc.AD1300*
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 VidyaBhavanseries,Vol.2)
9. Upinder Singh, *A History of Ancient and Early Medieval India*
10. Ranabir Chakravarti, *Exploring Early India:Uptoc.AD1300*
11. Jean Francois Jarrigeetal, 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

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

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-I

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

UNIT-II

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

UNIT-III

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-IV

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

UNIT-V

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

UNIT-VI

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

SEMESTER- II
COURSE NAME: MARYAM AND GUPTA EMPIRE
COURSE CODE: BAHHISC 201

Course Type: C (Theoretical)	Course Details: CC-3		L-T-P: 5-1-0		
Credit:6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
			10		40

Course Learning Outcomes:

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

1. The students will be able to know in detail about the formation of empires- from Mahajanpadas to kingdoms.
2. Formation of Mauryan Empire and all its aspects - polity, economy, society and culture.
3. The students will be able to know in detail about the post Mauryan Empire.
4. The students will know in detail about the rise and fall of Gupta Empire, its political, economic and socio- cultural aspects.

Content/Syllabus:

UNIT-I

Empire Building in India-Mahajanapadas to Kingdom

UNIT-II

Formation of Mauryan Empire–Polity, Economy, Socio-Cultural Aspects, Downfall

UNIT-III

Post Mauryan Empire–Sungas & Kanvas,the Indo Greeks, Kushanas & Satavahanas

UNIT-IV

Imperial Guptas–Classical Age, Polity, Economy, Socio-Cultural Aspects, Downfall

Suggested Readings:

1. RomilaThapar,The Mauriyas Revisited
2. Radhakumud Mookerji,Chandragupta Mauriya and His Times,
3. RomilaThapar,Ashokaand the Decline of the Mauriyas,

4. Upindne Singh,A History of Ancient and Early Medieval India:From the Stone Age to the 12thCentury
5. Brajadulal Chattopadhyaya,The Making of Early Medieval India
6. Ram Sharan Sharma,Aspects of Political Ideas and Institutions in Ancient India
7. RomilaThapar,A History of India
8. D.N.Jha,Ancient India:In Historical Outlines
9. -----,EarlyIndia:A Concise History
10. H.C.Raychowdhury,Political History of Ancient India:From the Accession of Parikshittoth Extinction of the Gupta Dynasty
11. Ashvini Agarwal,Rise and Fall of the Imperial Guptas
12. Dilip Kumar Ganguly,The Imperial Guptas and their Times the Extinction of the Gupta Dynasty.
13. Parmeshwari Lal Gupta,The Imperial Guptas:Cultural History
14. V.R.Ramachandra Dikshitar,The Gupta Polity
15. Rama Shankar Tripathi ,History of Ancient India

SEMESTER-II

**COURSE NAME: POLITICAL HISTORY OF EARLY MEDIEVAL
INDIA (600 A.D. to 1200 AD)
COURSE CODE: BAHHISC202**

COURSE TYPE : C (THEORETICAL)	COURSE DETAILS : CC-4		L-T-P : 5-1-0		
Credit : 6	Full Marks : 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
			10		40

Course learning outcomes:

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

1. Understand the 'early medieval' phase in the Indian history. How shift of Political Power from Pataliputra to Kanauj.
2. The students will get a detailed analysis of political, economic, religious and cultural conditions of Eastern India during the period.
3. They will get to know about the nature and structure of feudalism, third phase of urbanization?
4. Know about the Chola period—their land revenue system, military organization, Administration etc.

Content/Syllabus :

UNIT-1

Module I

Understanding the 'early medieval' phase in the Indian history

- 1.1 Different perceptions on the early medieval situations
- 1.2 Literary and archaeological sources
- 1.3 Development of regional cultures: an overview

Module II

Shift of political power from Pataliputra to Kanauj

- 2.1 Gauda under Sasanka: the most formidable power in eastern India
- 2.2 The Gauda-Kanyakubja struggle and the emergence of Harshavardhana
- 2.3 Military and political supremacy of Kanauj

Module III

An overview of politics in the Deccan and south India

- 3.1 The Chalukyas of Badami
- 3.2 Chalukya-Pallava struggle
- 3.3 Rashtrakuta- Pratihara rivalry
- 3.4 Rise of the Cholas as the premier power of the south

Module IV

Eastern India

- 4.1 The Palas and the tripartite struggle
- 4.2 Expansion of Pala power towards paramountcy
- 4.3 The Senas of Bengal

Module V

The struggle for empire

- 5.1 The Ghaznavid raids
- 5.2 The Ghurids
- 5.3 Qutb-ud-din Aibak's conquests

UNIT-2

Module I

Political processes and structure of polity

- 1.1 Absence of vast territorial empires -- a 'dark period'?
- 1.2 Emergence of feudal polity -- nature and structure of Indian feudalism
- 1.3 Zenith of political feudalism: 1000 - 1200 CE
- 1.4 The concept of segmentary state and the Indian experience

Module II

The urban scenario

- 2.1 Debates on the decay of urban centres
- 2.2 A third phase of urbanization?

Module III**Administrative structures**

- 3.1 The Chola experiment -- a centralised state?
- 3.2 Land revenue system
- 3.3 Military organisation and administration of justice

Module IV**Towards transition**

- 4.1 Conditions in India during the pre-Sultanate period
- 4.2 An overview of the cultural scenario

Suggested Readings:

1. A.L. Basham, Studies in Indian History and Culture
2. Hermann Kulke and D. Rothermund, A History of India
3. Romila Thapar, Early India from the Origins to c. AD 1300
4. R.S. Sharma and K.M. Shrimali, eds, A Comprehensive History of India, Vol. IV, Part I
5. K.A. Nilakanta Sastri, The Colas
6. ---, A History of South India from the Earliest Times to the Fall of Vijayanagar
7. Upinder Singh, A History of Ancient and Early Medieval India
8. Ranabir Chakravarti, Exploring Early India: Upto c. AD 1300
9. Harbans Mukhia, ed., The Feudalism Debate
10. Brajadulal Chattopadhyaya, The Making of early Medieval India
11. ---, Studying Early India
12. ---, ed., A Social History of Early India
13. ---, Aspects of Rural Settlements and Rural Society in Early Medieval India
14. Daud Ali, Courtly Culture and Political Life in Early Medieval India
15. Burton Stein, ed., Essays on South India
16. ---, Peasant State and Society in Medieval South India
17. Kesavan Veluthat, The 'Early Medieval' in South India
18. ---, Political Structure in Early Medieval South India
19. Andre Wink, The Making of the Indo-Islamic World: Vol. I: Early Medieval India and the Expansion of Islam 7th-11th Centuries
20. R.S. Sharma, Indian Feudalism AD 300-1200
21. ---, Urban Decay in India AD 300-1000
22. ---, Early Medieval Indian Society
23. D.N. Jha, ed., The Feudal Order
24. R.N. Nandi, State Formation, Agrarian Growth and Social Change in Feudal South India c. AD 600-1200.

SEMESTER-II
GENERIC ELECTIVE-2
COURSE NAME: RAILWAYS AND MODERN INDIA
COURSE CODE: BAHHISGE201

Course Type: GE (Theoretical)	Course Details: GEC-2			L-T-P: 5-1-0	
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		.....	10	.....	40

Course Learning Outcomes:

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

1. Understand the history of the transformation of Indian society and economy during the colonial period
2. Trace the aspects of an interdisciplinary study between history and economics because the railways in modern India form a very important element of economic history
3. Understand the development of a new culture of communication that had revolutionary transformed Indian mind and nationalism
4. Take preparations for civil-service examinations and assess the significance of this study for further research and higher studies.

Content/ Syllabus:

Railways and Modern India

UNIT-1:

Railways in India-History and Development-Brief Survey of Railway History- Early Railway Thinking in Bengal (Case study)

UNIT-2:

Railway and Construction- Promotion and the Initial Decisions to Build Railways-Pioneering Decades-Construction and Operation, 1850-1871

UNIT-3:

The Railways, Nationalism and the Economy-Political, Economic consequence- Social Implication.

UNIT-4:

Railway and technology (Chittaranjan Locomotive Works as case study)- Management-Policy-Security- Mistakes and Overall Impact.

UNIT-5:

Indian Railways and Historic Partition (1947) - The Role of Railways-Railways in Post Colonial India,

Suggested Readings:

1. 1.Roopa Srinivasan, Manish Tiwari and Sandeep Silas eds., *Our Indian Railway: Themes in India's Railway History*, Foundation Books, New Delhi, 2006
2. 2.Ian J. Kerr ed., *Railways in Modern India*, Oxford University Press, New Delhi, 2004
3. 3.Ramswarup D. Tiwari, *Railways in Modern India*, Read Books, New Delhi, 2007
4. 4. Ian J. Kerr, *Engines of Change: The Railroads that Made India*, Orient Blackswan, Hyderabad, 2007
5. 5.Ian J. Kerr, *Building the Railways of the Raj, 1850-1900*, Oxford University Press, New Delhi, 1995
6. John Hurd and Ian J. Kerr, *India's Railway History*, Brill, Leiden, 2012
7. Ian J. Kerr ed., *27 Down: New Departures in Indian Railway History*, Orient Longman, New Delhi, 2006
8. Dharma Kumar ed., *The Cambridge Economic History of India*, Vol. 2, Cambridge University Press, Delhi, 1982
9. Ritika Prasad, *Tracks of Change: Railways and Everyday Life in Colonial India*, Cambridge University Press, 2015
10. Bipan Chandra, *The Rise and Growth of Economic Nationalism in India*, People's Publishing House, Bombay, 1966.
11. Ramen Sar, *Rail: Unish Sataker Bangali Jibon o Sahitya*, Ananda Publishers, Kolkata
12. Prodosh Chowdhury, *Samajh Chitre Baratiya Rail*

SEMESTER-II

AECC-2

COURSE NAME: English/MIL Communication

COURSE CODE: AECCE201

AECC-2

Course Type: AE (Theoretical)	Course Details: AECC-2		L-T-P: 4 - 0 - 0		
Credit: 4	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		.....	10	.....	40

SEMESTER-III
COURSE NAME: DELHI SULTANATE
COURSE CODE: BAHHISC301

Course Type: C Theoretical	Course Details: CC-5			L-T-P: 5-1-0	
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
			10		40

Course Learning Outcomes:

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

1. This paper gives a comprehensive understanding to interpreting the Delhi Sultanate through surveying literary and archaeological sources of 13th, 14th and 15th centuries. Students also acquired knowledge about the foundation of Delhi Sultanate by the early Turks and their challenges from inside and outside, developed the theories of kingship to consolidate the Sultanate under Mameluks, Khiljis and Tughlaqs.
2. Students also get ideas about the emergence of regional states like Vijaynagar and Bahmani in south India, Illius Shahi and Hussain Shahi in Bengal. Students also acquire the knowledge of different type of economy and culture under the Sultanate which influenced the traditional society of India very much.
3. Under the Delhi Sultanate Sufism and Bhakti Movement emerged and developed a culture of cooperation. During this period a new type of art and architecture developed- the Islamic and Persian style. New type of literature also flourished and gave birth of Urdu language. So, the students also be able to understand that how Indian society came to the contact of a totally new culture and gave birth of a culture of cooperation and toleration.

Content/ Syllabus: Unit wise course content distribution

UNIT-1

Interpreting the Delhi Sultanate – Sources of Medieval History of India – A Survey of sources: Literary and Archaeological.

UNIT-2

Foundation, Consolidation and Challenges to the Delhi Sultanate:

- (i) The State in the 13th and 14th century – Under Mameluks, Khiljis and Tughlaqs – Theories of Kingship – Ruling Elites, Ulemas and the Political Authority;
- (ii) Mongol Threat – Timur's Invasion
- (iii) Revival and Disintegration – Foundation of the Mughal Rule

UNIT-3

Emergence of regional States: Vijaynagara and Bahmani Kingdoms, Bengal under Hussain Shahi and Illius Shahi Dynasties.

UNIT-4

Society and Economy – Iqta System, Agricultural production -- Technology, Monetization, Market, Growth of Urban centers -- Trade and Commerce, Indian Ocean trade.

UNIT-5

Religion, Society and Culture:

- (i) Sufism – Silsila, Doctrines and practices – Socio-cultural impact;
- (ii) Bhakti movement in South and North India – Kabir, Nanak and Saint tradition;
- (iii) Art, Architecture and Literature – consolidation of Religious Identities.

References/ Suggested Readings

1. Mohammad Habib and K A Nizami ed. Comprehensive History of India, Vol.V, The Delhi Sultanate
2. Sultanate
3. K A Nizami, Some Aspects of Religion and Politics in India in the Thirteenth Century
4. A B M Habibullah, The Foundation of Muslim Rule in India
5. Satish Chandra, Medieval India, From the Sultanat to the Mughals, Vol.I
6. Peter Jackson, The Delhi Sultanate. A Political and Military History
7. TapanRaychaudhuri and Irfan Habib ed. Cambridge Economic History of India, Vol.I
8. Irfan Habib, Medieval India. Study of A Civilization
9. MohibulHasan, Historians of Medieval India
10. S A A Rizvi, A History of Sufism in India, Vol.I
11. Burton Stein, Vijaynagara (New Cambridge History of India)
12. Vipul Singh, Interpreting Medieval India, Vol. I
13. Abdul Karim, Banglar Itihas, Sultani Amal
14. SukhamayMukhopadhyay, Banglar Ithaser Dusho Bachar, Swdhin Sultander Amal
15. Aniruddha Ray, Madhyajuger BharaterItihas. SultaniAmal
16. Aniruddha Ray, Madhyajuger Bharatiya Shahar

SEMESTER-III

COURSE NAME: THE FEUDAL SOCIETY

COURSE CODE: BAHHISC302

Course Type: C Theoretical	Course Details: CC-6		L-T-P: 5-1-0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practica	Theoretical
			10		40

Course Learning Outcomes:

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

1. The paper entitled THE FEUDAL SOCIETY consists a period from the time of Charlemagne to the Twelfth Century Renaissance in Europe. This paper gives a concept about the feudal society of Medieval Europe. The students are enlightened by studying this paper, emergence and expansion of the Carolingian empire under Charlemagne, Carolingian Renaissance, Relations with Pope and dissolution of the empire.
2. The European society greatly affected by the invasions of various tribes from north, south and east during medieval period. The students be able to understand that how it determined the course of medieval European history.
3. The students are also able to gather knowledge about feudalism, its economy and society, emergence of towns, trade and commerce.
4. It was also a period of the emergence of national Kingship in Germany and France. And all this leads to the reforms in the field of religion and culture. Europe visualized the Cluniac Reforms, Monasticism, Crusades, side by side the Twelfth century Renaissance. After this the student would able to raise questions about the course of history of the human society.

Content/ Syllabus: Unit wise course content distribution**UNIT-1****Muhammad and Charlemagne:**

Islam and the Holy Roman Empire—Coronation of Charlemagne—Frankish institutions—the Carolingian Renaissance—treaty of Verdun—dissolution of the Carolingian Empire—the Saxon Empire,

UNIT-2**Europe besieged:**

Invasions of Norsemen, Magyars, Arabs and Saracens,

UNIT-3**Feudal Society and Economy (c.800—c.1100):**

Feudalism—origin and features; manorialism—chivalry and romanticism—emergence of towns—trade and commerce—guilds,

UNIT-4**Emergence of National Kingship:**

Germany and Hohenstaufens—France under Valois,

UNIT-5**Religion and Culture:**

Cluniac Reforms—Investiture Contest—Monasticism—popular religion and heresy—Crusades—the order of ‘Warrior Monks’: the Knights Templar, the Knights Hospitallers and the Tutonic Knights—Schoolmen—Universities—Twelfth-century Renaissance.

References/ Suggested Readings

1. Ashton, T.H. and Philipin, C.H.E. (eds.), *The Brenner Debate: Agrarian Class Structure and Economic Development in Pre-Industrial Europe*, CUP, 2005.
2. Baidya, J. *Madhyayugiya Europe (800-1250)*, New Kalpana Parakashani, 2009.
3. Bloch, M.L.B. *Feudal Society*. Chicago: University of Chicago Press, 1961.
4. Cameron, E. (ed.), *Early Modern Europe: An Oxford History*, OUP, 2004 (NE)
5. Chakravorty, B., Chakraborty S., Chattopadhyay, K. *Europe-e Yugantar*, Nababharati, 2007.
6. Charles, A. N. *Humanism and the Culture of the Renaissance*, OUP, 1996.
7. Collins, R., *Early Medieval Europe, 300-1000*. New York: St. Martin's Press, 1991.
8. Collins, R. *Charlemagne*, Toronto: University of Toronto Press, 1998.
9. Davis, R. H.C. *A History of Medieval Europe: from Constantine to Saint Louis*. London; New York: Longman, 1988.
10. Dutta, N. *Madhyayug theke Europeer Adhunikatay Uttaran*, Mitram, 2007.
11. Dutta, N.C. *Madhyayuger Europe, Vols. 1,2*, Pashchimbanga Pustak Parshad, 1972,
12. Hall, A.R. *The Scientific Revolution 1500-1800 (2nd edn.)*, London, 1962.
13. Havighurst, A.F. (ed.), *The Pirenne Thesis: Analysis, Criticism, and Revision*. Lexington, MA: Heath, 1976.
14. Hilton, R. *Transition from Feudalism to Capitalism*, Aakar Books, 2006.
15. Jones, G. *A History of the Vikings*. New York: Oxford University Press, 1968.
16. Luscombe, David & Riley-Smith, Jonathan (eds.), *The New Cambridge Medieval History, IV, c.1024—c.1198, Part 2*, CUP, 2004.
17. Mallik, S. *Yugasandhikshane Europe (1400-1700)*, Sobha, Kolkata, 2012.
18. McEvedy, C. *The New Penguin Atlas of Medieval History*. New York: Penguin Books, 1992.
19. Norwich, J.J. *Byzantium: the Decline and Fall*, London: Viking, 1995.
20. Rice, E.F., Grafton, A. *The Foundations of Early Modern Europe, 1460-1559*, W.W. Norton & Company, 2004.
21. Roy, M. *Europeer Roopantar (1500-1700)*, Progressive Book Forum, 2004.
22. Roy, P. *Madhyayuger Europe (Rahstra, Samaj, Samskriti)*, Progressive Publishers, 1995.
23. Roy, P., Das, S. *Uttoroner Pathe Europe*, Progressive Publishers, 2004.
24. Thompson, J.W. Jonson, E.N. *An Introduction to Medieval Europe, 300—1500*, New York, 1937.

25. Tierney, B. *Western Europe in the Middle Ages, 300-1475*. 6th edn., Boston: McGraw-Hill College, 1999.
26. Treadgold, W., T. *A History of the Byzantine State and Society*. Stanford, Calif.: Stanford University Press, 1997.

SEMESTER-III

COURSE NAME: AKBAR AND THE MAKING OF MUGHAL INDIA

COURSE CODE: BAHHISC 303

COURSE TYPE : C (THEORETICAL)	COURSE DETAILS : CC-7			L-T-P : 5-1-0	
Credit : 6	Full Marks : 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
			10		40

Course learning outcomes:

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

1. Understand about the history and historiography of medieval India. The students will get a detailed analysis of Social, Political, Economic, Religious toleration and cultural conditions of the Mughal India.
2. The students will be able to know about the Rajput Policy, Zamindars / mansabdars, agricultural production, Trade routes, during the Mughal india.
3. They will get to know about Sulh-i-Kul Din-i-ilahi etc.
4. Development of Mughal painting and architecture.

Content / syllabus:

UNIT-1

Sources and Historiography- Persian chronicles and tradition of history writing

UNIT-2

Establishment of Mughal Rule in India

UNIT-3

Formation of Imperial authority & Consolidation under Akbar-Campaigns and Conquests: tactics and technology-Evolution of administrative institutions: zabt, mansab, jagir, madad-i-maash-Revolts and resistance

UNIT-4

Expansion and integration- Incorporation of Rajputs and other indigenous groups in Mughal nobility- North-West frontier, Gujarat, Deccan and Bengal

UNIT-5

Rural Society and Economy- Land rights and land revenue, zamindars and peasants- Agricultural production; crop patterns- Trade routes, overseas trade; Rise of Surat

UNIT-6

Religion and Culture- Religious tolerance and Sulh-i-kul, Din-i-ilahi, Sufi mystical and intellectual interventions-Development of Mughal painting and architecture,

Suggested Readings:

1. Vincent A. Smith, *Akbar, the Great Mogul: 1542-1605*
2. George Bruce Malleson, *Akbar and the Rise of the Mughal Empire*
3. Andre Wink, *Akbar*
4. John F. Richards, *The Mughal Empire (The New Cambridge History of India)*
5. Munis D. Faruqui, *The Princes of the Mughal Empire, 1504-1719*
6. Andrew de la Garza, *The Mughal Empire at War: Babur, Akbar and the Indian Military Revolution, 1500-1605*
7. Ishwari Prasad, *The Mughal Empire*
8. Shireen Moosvi, *The Economy of the Mughal Empire*
9. Jadunath Sarkar, *Fall of the Mughal Empire*, 3 Vols.
10. Satish Chandra, *Medieval India: From Sultanat to the Mughals*, Part-II
11. -----, *Historiography, Religion, and State in Medieval India*
12. -----, *Parties and Politics at the Mughal Court, 1707-1740*
13. -----, *Essays on Medieval Indian History*
14. -----, *Mughal Religious Policies, the Rajputs and the Deccan*
15. -----, *Social Change and Development in Medieval Indian History*
16. Annemarie Schimmel, *The Empire of the Great Mughals: History, Art and Culture*
17. Catherine B. Asher, *Architecture of Mughal India (The New Cambridge History of India)*
18. Michael Fisher, *A Short History of the Mughal Empire*
19. Harbans Mukhia, *The Mughals of India*

SEMESTER-III**COURSE NAME: SOCIALIST THOUGHT: ORIGINS AND DEVELOPMENT IN THE
NINETEENTH CENTURY****COURSE CODE: BAHHISGE301**

Course Type: GE Theoretical	Course Details: GEC-3		L-T-P: 5-1-0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
			10		40

Course Learning Outcomes:

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

1. The paper is solely intended to highlight the history of origins and developments of socialist thought during the nineteenth century, from proto-socialist ideas of Anabaptists to John Stuart Mill's idea of cooperation, social justice and Fabian thought of Democratic Socialism. The students are able to understand the multi-various dimensions of the development of socialist thought in 19th century.
2. The course aims to studying the history of the emergence of socialist thought which is self-explanatory. From radical groups of England to the ideas of Thomas Moor and Rousseau reflects the idea of Equality instead of inequality. It initiated the ideas of Robert Owen, Saint Simon, Charles Fourier, i.e. Utopian Socialism.
3. Students also able to know that how and why ideas of scientific socialism developed by Karl Marx and Frederick Engels. The paper focused on the foundation of Marxism, Marx's critique of capitalism, Lenin and further development of revolutionary ideology, state and party.
4. Students are able to raise questions about the inequality, about socialism or social justice, about democratic socialism for the betterment of human being and progress of the human society.

Content/ Syllabus: Unit wise course content distribution**UNIT-1**

Early Modern Foundations – Proto socialist ideas among the Anabaptists during the reformation – the radical fringe in the English Revolution: the Diggers – the ideas of Gerard Winstanley – Thomas Mores Utopia – Rousseau and the discourse on inequality

UNIT-2

Utopian Socialists in the 19th century: Industrialization and the working class – early Trade Union movement – ideas of David Owen, Saint Simon, Charles Fourier and Proudhon – Cooperative Socialism.

UNIT-3

Marxism – Frederick Engels and scientific socialism - the foundations of Marxism – Marx's critique of capitalism – Communist manifesto and the Theory of Revolution – Lenin and further development of the revolutionary ideology: the party and the state.

UNIT-4

John Stuart Mill and the idea of the cooperative – individualism and the social justice – the development of Fabian thought and democratic socialism.

References/ Suggested Readings

1. George Lichtheim, *A Short History of Socialism*
2. Jacques Droz, *Europe Between Revolutions*
3. Christopher Hill, *The World Turned Upside Down*
4. Lucio Colletti, *From Rousseau to Lenin*
5. Robert Wokler, *Rousseau: A Very Short Introduction*
6. David McLellan, *Marx*, Fontana Modern Masters
7. David McLellan, *Engels*, Fontana Modern Masters
8. David McLellan, *Karl Marx: His Life and Thought*
9. Graeme Duncan, *Marx and Mill: Two views of Social Conflict and Social Harmony*.

SEMESTER- III

COURSE NAME: LIFE AND THOUGHT OF RABINDRANATH TAGORE

COURSE CODE: BAHHISGE302

Course Type: GE (Theoretical)	Course Details: GEC-3		L-T-P: 5-1-0		
Credit: 06	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
			10		40

Course Learning Outcomes:

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

1. Recollections of Tagore's childhood.

2. Tagore's concept of westernization of the Indian society.
3. Nationalism and Swadeshi Samaaj.
4. Tagore's focus on the building of Shantiniketan ashram, realization after the First World War, differences in the concept of Western and Indian Nationalism.
5. The impact of the Jalianwalabag massacre and Tagore's concept of Universalism.
6. The impact of the Second World War on Tagore's concept of civilization.

Content/Syllabus:

UNIT-I

Tagore's experience of growing up—recollections of his childhood in *Jeevan Smriti*—the visit to England as a young man—comparing the East and the West in the context of the larger impact of the westernization in Indian society—*Europe Pravasir Patra*,

UNIT-II

The poet as a public figure—nationalism and swadeshi—*Swadeshi Samaj* essays: the notion of *atmasakti*—rural reconstruction and *samabaya*—the search for a distinctive Indian history and assimilation of civilization: *Itihasa, Bharat Barshe Itihasa* and *Bharat Barshe Itihasher Dhara*,

UNIT-III

Temporary withdrawal from public life and concentration on Shantiniketan Ashram—winning the Nobel Prize—the experience of the First World War and the growingly critical mood about western nationalism—the distinction between the western and eastern nationalism: Tagore's essays on Nationalism

UNIT-IV

Jalianwalabag massacre, renunciation of Knighthood and the return to the engagement of national politics—Tagore and Gandhi, friendships and differences—the religion of man and Tagore's universalism—travels in Russia and new intellectual engagements—search for India's place in Asia—the vision of Greater India: *Parasye and Java Yatrir Diary*,

UNIT-V

The Second World War on the poet's predicament—the crisis of civilization—the *Kalantar* essays.

Suggested Readings:

1. Sabyasachi Bhattacharya, *Rabindranath Tagore: An Interpretation*
2. Prabhat Kumar Mukhopadhyay, *Rabindra Jeevani O Rabindra Sahitya Prabeshak*, 1-4
3. Krishna Kripalani, *Rabindranath Tagore: A Biography*
4. Krishna Dutta and Andrew Robinson, *Rabindranath Tagore: The Myriad-Minded Man*

5. Sisir Kumar Das (ed.), *The English Writings of Rabindranath Tagore* [relevant writings]
6. Rabindra Rachanabali (West Bengal Government and Visva-Bharati) [relevant writings]
7. Prasanta Kumar Pal, *Rabi Jivani*, Vol.1-9[relevant sections]

SEMESTER-III

COURSE NAME: PERSPECTIVES ON ECONOMIC PLANING IN INDIA

COURSE CODE: BAHHISGE303

Course Type: GE (Theoretical)	Course Details: GEC-3			L-T-P: 5-1-0	
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		.....	10	.....	40

Course Learning Outcomes:

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

1. Understand the history of the transformation of Indian economy from colonial to postcolonial period
2. Trace the aspects of economic reconstruction of India during the era of decolonization, cold war and reform
3. Take preparations for civil-service examinations and assess the significance of this study for further research and higher studies.

Content/ Syllabus:

Perspectives on Economic Planning in India

UNIT-1

Impact of Soviet Planning: Nehru, Bose and the National Planning Committee

UNIT-2

Food Shortage and Agrarian Reforms – different ideas on improvement of productivity: collective farming and agricultural cooperatives – the Congress initiative and its failure following independence

UNIT-3

Planning in the 1950s - priority on heavy industry – Planning Commission and industrial policy – the rise of public sector

UNIT-4

The turning point in the 1970s – food crisis and the problems of agriculture – the new Agricultural Policy – Green Revolution – industrial performance

UNIT-5

The Era of Reform – 1980s and a period of re-assessment – 1990s and the onset of liberalization – the impact of liberalization on Indian economy

Suggested Readings:

1. Christophe Jaffrelot (ed.), *India Since 1950: Society, Politics, Economy and Culture*, Cambridge University Press, 2012
2. B. R. Tomlinson, *The Economy of Modern India 1860-1970*, Cambridge University Press, 1996
3. R. E. B. Lucas and G. F. Papanek (eds.), *The Indian Economy: Recent Development and Future Prospects*, Oxford University Press, 1990
4. J. N. Bhagwati and Padma Desai, *India: Planning for Industrialization and Trade Policies Since 1951*, Oxford University Press, 1990
5. J. N. Bhagwati, *India in Transition: Freeing the Economy*, Clarendon Press, 1993
6. A. H. Hanson, *The Process of Planning: A Study of India's Five Year Plan, 1958-1964*, Oxford University Press, 1966
7. Francine R. Frankel, *India's Political Economy, 1947-1977: The Gradual Revolution*, Princeton University Press, 1979
8. Paul R. Brass, *The Politics of India since Independence*, Cambridge University Press
9. Subrata Roy and William E. James (eds.), *Foundations of India's Political Economy: Towards an Agenda for the 1990s*, Sage Publications, 1992

SEMESTER- III

SKILL ENHANCEMENT COURSE

COURSE NAME: ARCHAEOLOGY AND MUSEUM MAKING IN COLONIAL INDIA

COURSE CODE: BAHHISSE301

COURSE TYPE : SE	COURSE DETAILS : SEC - 1		L-T-P : 4-0-0		
Credit : 4	Full Marks : 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
			10		40

Course Learning Outcomes:

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

1. The course is solely intended to highlight the history and the origins of the developments of archaeology in Indian in twentieth Century. They will gain knowledge about archaeology.
2. The course aims to studying the history of the Archaeological explorations, excavations and conservation and the creation of heritage sites. They will develop knowledge about the Public archaeology and popularization of archaeological sites and Archaeology in travel writings.
3. Students will also be able to know that how and why Archaeology and the Museum Movement in India started. And how the Indian Museum, the Provincial museums and the local museums are growing up and the Background to the formation of the National Museum

Content/Syllabus:

UNIT-1

The development of archaeological knowledge – early archaeological explorations: Establishment of the Archaeological Survey of India: the archaeological mapping by Alexander Cunningham –Curzon and the new impetus for archaeological conservation: Sir John Marshall and the development of Indian archaeology in the early twentieth century

UNIT-2

Archaeology as the new foundation for an authentic history of India – Archaeological explorations, excavations and conservation and the creation of heritage sites - A few major sites of archaeological excavations: Public archaeology and popularization of archaeological sites – Archaeology in travel writings – Competing cultural visions around a few major heritage sites.

UNIT-3

Archaeology and culture – Local historians and archaeological knowledge – the culture of collection and valorization of artifacts-----Collecting and museum making-----the profiles of a few prominent collectors and museum makers,

UNIT-4

Archaeology and the Museum Movement in India-----the Indian Museum-----the Provincial museums and the local museums-----Background to the formation of the National Museum

Suggested Readings:

1. Basham, A. L. (ed.) *A Cultural History of India* (Delhi, 1975).
2. Chakrabarty, Dilip, *A History of Indian Archaeology from the Beginning to 1947* (Delhi, 1988).
3. Guha Thakurta, Tapati, *Monuments, Objects, Histories: Institutions of Art in Colonial and Post-Colonial India* (Delhi, 2004).
4. Guha Thakurta, Tapati, 'The Endangered Yakshi: Careers of an Ancient Art Object in Modern India' in Partha Chatterjee and Anjan Ghosh, eds, *History and the Present*, New Delhi, 2002.
5. Kejariwal, O. P., *The Asiatic Society of Bengal and the Discovery of India's Past, 1784-1813*, Delhi, 1988
6. Lahiri, Nayanjot, *Marshalling The Past: Ancient India and its Modern Histories*, Permanent Black, 2012
7. Roychowdhury, Madhuparna, *Displaying India's Heritage: Archaeology and Museum Movement in Colonial India*, Orient Blackswan Publications, Delhi, 2015
8. Singh, Upinder, *The Discovery of Ancient India: Early Archaeologists and the Beginnings of Archaeology*, Delhi, 2004

SEMESTER-III**SKILL ENHANCEMENT COURSE****COURSE NAME: LITERATURE AND HISTORY: BENGAL****COURSE CODE: BAHHISSEC302**

COURSE TYPE : SE	COURSE DETAILS : SEC - 1			L-T-P : 4-0-0	
Credit : 4	Full Marks : 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		10		40	

Course Learning Outcomes:

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

1. Understand the importance of inter-disciplinary study, like this one, which incorporates themes on history.
2. The students will be able to know about the sense of History in pre-colonial period as part of literature, concept of 'mythic time' and historical time.'

3. They will get to know about Bankim Chandra and Rabindranath Tagore's Nationalism and Universalism, Satinath Bhaduru's Gandhian Movement etc.
4. Take preparations for competitive examinations and assess the significance of this study for future research and higher studies.

Content / syllabus:

UNIT-1

History and Literature: An Overview

UNIT-2

Dichotomy between *Itihasa* and History- sense of *itihasa* in pre-colonial period as part of literature, Concept of 'mythic time' and 'historical time', Beginning of history-writing in Bengal, Elements of literature in it,

UNIT-3

Novel as a new literary genre – looking at past through literature, Ramesh Chandra Majumdar, Akshay Kumar Maitreya, Raman Pillai, Chandu Menon, Phakir mohan Senapati.

UNIT-4

Power and Patriotism: Bankim's Nationalism: Bande Mataram, Ananda math Tagore's Nationalism and Universalism: His Novels: Ghare Baire and Char Adhyay Sarat Chandra Chattopadhyay and the Indian Women of Early 20th Century: Some reflections in the novels- Charitrahin and Pother Dabi; Difference of Perspective between Bankim and Tagore

UNIT-5

Narratives of Suffering - Economic and Caste discrimination: Tarashankar and the Social milieu in the pre Independent Bengal with special reference to Ganadevata and Hansuli Banker Uakatha

UNIT-6

Satinath Bhaduri & the Gandhian Movement: Dhorai Charit Manas.

Suggested Readings

1. Ashin Dasgupta, Itihasa O Sahitya
2. Arabinda Samanta,
3. Meenakshi Mukhopadhyay, Upanyase AtitItihasa O Kalpaitihasa
4. Priyadarsee Chakraborty ed., History in Literature - Literature As History, The Issue Revisited
5. Rabindrab Rochonabali
6. Romila Thapar, Time as a Metaphor of History: Early India
7. Yan Watt, Rise of the Novel

8. Sisir Kumar Das, History of Indian Literature: 1911-1956, struggle for freedom : triumph and tragedy
9. Satinatyh Bhadurir Nirbachita Rochonaboli
10. Sarat Sahitya Samagra, Vol 1&2
11. Tarasankar Bandyopadhyay, Hansuli Banker Upakotha, Tarasankar Bandyopadhyay, Ganadevata

SEMESTER-IV

COURSE NAME: RENAISSANCE AND REFORMATION

COURSE CODE: BAHHISC401

COURSE TYPE : C - 8	COURSE DETAILS : CC -8		L-T-P : 5-1-0		
Credit : 6	Full Marks : 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
			10		40

Course learning outcomes:

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

1. Understand the political system in early modern Europe collapse of feudalism and the changing economic life in the 15th and 16th century.
2. The students will be able to know about renaissance and the origins of humanism – The impact of humanism on art, education and political thought.
3. They will get to know about Martin Luther and the reformation.
4. Understand about renaissance science and the emergence of a secular culture.

Content / syllabus:

UNIT-1

Political and social background – political system in early modern Europe – collapse of feudalism – and the changing economic life in the 15th and 16th century – commerce and navigation – monarchies and city states – features of the early modern state – the printing revolution.

UNIT-2

Italian city states, the merchants, the church and the social context of the renaissance – origins of humanism – rediscovery of the classics – the impact of humanism on art, education and political thought – Machiavelli and the idea of a modern state.

UNIT-3

The background to the reformation – intellectual and popular anti-clericalism – Martin Luther and the reformation – reformation in the national context: France, Switzerland and England – the distinctiveness of the English reformation – Radical reformation – the Anabaptists, etc. - counter reformation.

UNIT-4

Renaissance science and the emergence of a secular culture

Suggested Readings:

1. William Roscoe Estep, Renaissance and Reformation
2. Bard Thompson, Humanists and Reformers: A History of the Renaissance and Reformation
3. Jo Eldridge Carmey, Renaissance and Reformation, 1500-1620: A Biographical Dictionary
4. David L. Morse and William M. Thompson eds., History of Political Ideas, Vol V (Renaissance and Reformation)
5. James A. Patrick ed. , Renaissance and Reformation, Vol. 1
6. Steven E. Ozment, Religion and Culture in the Renaissance and Reformation
7. Jonathan W. Zophy, A Short History of Renaissance and Reformation Europe
8. Dorothy Mills, Renaissance and Reformation Times
9. Tom Monaghan, Renaissance, Reformation and the Age of Discovery, 1450-1700
10. William Gilbert, The Renaissance and the Reformation
11. Charles G. Nauert, Humanism and the Culture of Renaissance Europe
12. Norman F. Cantor and Michael S. Werthman, Renaissance, Reformation and Absolutism: 1450-1650
13. Lisa Mullins, Science in the Renaissance
14. Marie Boas Hall, The Scientific Renaissance 1450-1630
15. Vickey Herold, Science during the Renaissance
16. Aldo Altamore and Giobvanni Antonini, Galileo and the Renaissance Scientific Discourse
17. Stephen Pumfrey, Paolo L. Rossi, Science, Culture and Popular Belief in Renaissance Europe,

SEMESTER- IV**COURSE NAME: THE FRENCH REVOLUTION & NEPOLEON BONAPARTE****COURSE CODE: BAHHIISC402**

Course Type: Core (Theoretical)	Course Details: CC-9		L-T-P: 5-1-0		
Credit:06	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
			10		40

Course Learning Outcomes:

The students will be able to know in detail about the:

1. Historiography of the French Revolution and the political, Socio- economic condition of France.
2. Phases of the French Revolution.
3. Rise of Napoleon and the condition Europe at that time.
4. Vienna Congress, Metternich and the Restoration of old order.

Content/Syllabus:**UNIT-I**

Historiography of the French Revolution

UNIT-II

Crisis of the Ancien Regime

UNIT-III

Intellectual impetus

Socio-economic background

UNIT-IV

Phases of the French Revolution–1788-99

UNIT-V

Rise of Napoleon–Empire building & consolidation

Impact of the French Revolution and Napoleon Bonaparte outside France

Fall of Napoleon & Restoration of old order–Vienna Congress (1815) & Metternich

Suggested Readings:

1. Owen Connelly, The Wars of the French Revolution and Napoleon, 1792-1815
2. Charles D. Hazen, The French Revolution and Napoleon

3. Martyn Lyons, Napolean Bonaparte and the Legacy of the French Revolution
4. Jeremy Klar, The French Revolution, Napolean and the Republic
5. John C. Davenport, The French Revolution and the Rise of Napolean
6. David Andress, The Oxford Handbook of the French Revolution
7. J. Holl and Rose, The Revolutionary and Napoleonic Era, 1789-1815
8. William Doyel, The Oxford History of the French Revolution
9. Alexis de Tocqueville, The Old Regime and the Revolution
10. Eric Hobsbawm, Age of Revolution: 1789-1848
11. Francoise Furet, Interpreting the French Revolution
12. Gary Kates, The French Revolution: Recent Debates and New Controversies
13. Pieter Geyl, Napoleon: For and Against

SEMESTER-IV

COURSE NAME: 19th (NINETEENTH) CENTURY REVOLUTIONS IN EUROPE

COURSE CODE: BAHHISC403

Course Type: Core Theoretical	Course Details: CC-10			L-T-P: 5-1-0	
Credit: 6	Full Marks: 50.	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
			10		40

Course Learning Outcomes:

The students will be able to know in detail about the:

1. The paper is intended to highlight the Nationalistic Zeal of the people of Europe. The French revolution of 18th century had immense influence on European society and people which reflects in 19th century.
2. At first the people of Greece declared their War of Independence against Ottoman Empire, the French people over throw the burden of Metternich system in 1830 and the year 1848 visualized the revolts of people of central and Western Europe for their political and social rights. All these events lead to the changes in political structure and social inequalities.
3. Not only that, the nature of economic system of Europe started to gradual transformation from agricultural economy to industrial economy. The emergence of working class with its movements and ideology is a great phenomenon of the 19th century Europe.
4. During this century, in the one side united Germany and Italy emerged. On the other side, the Balkan-region faced a complex politics of European Big Powers.

Nationalism of big powers opposed the nationalism of emerging powers and subordinate countries. Students are able to understand the complex ways of European history to achieve their goals.

Content/ Syllabus: Unit wise course content distribution

UNIT-1

The Greek War of Independence, the Revolutions of 1830 and the Revolutions of 1848 – was a possible turning point?

UNIT-2

The Age of Nationalism: The Second Empire in France and Louis Napoleon; Unification of Italy and Germany; The Third Republic and the Paris Commune;

UNIT-3

Russia—Tsarist autocracy and reforms, the emergence of the revolutionary movement; the Eastern Question—the Crimean War, the Treaty of Paris -- Balkan nationalism,

UNIT-4

Society and Economy in Nineteenth Century Europe: industrial transformation in Britain; difference in industrialisation process between England and the Continental powers – France, Germany and Russia – the emergence of the working class and its movements – The impact of ideology: Louis Blanc

UNIT-5

Nationalism in Eastern and South Western Europe: Czech, Hungarian and Serbian

References/ Suggested Readings

1. Kahan, Liberalism in Nineteenth Century Europe
2. Jonathan Sperber, The European Revolutions, 1848-1851
3. Stefan Berger, A Companion to Nineteenth Century Europe: 1789-1914
4. Michael Rapport, Nineteenth Century Europe
5. Linda L. Clark, Women and Achievement in Nineteenth Century Europe
6. Harry Hearder, Europe in the Nineteenth Century
7. Tom Kemp, Industrialization in Nineteenth Century Europe
8. T.C.W. Blanning, The Nineteenth Century: Europe 1789-1914
9. Hannu Salmi, 19th Century Europe: A Cultural History
10. Theodore S. Hamerow, The Birth of a New Europe: State and Society in the Nineteenth Century

11. Dieter Dowe, Europe in 1848: Revolution and Reform
12. Ephraim Lipson, Europe in the 19th and 20th Centuries

SEMESTER- IV

COURSE NAME: CASTE IN MODERN INDIA

COURSE CODE: BAHHISGE401

Course Type: GE (Theoretical)	Course Details: GEC-4		L-T-P: 5-1-0		
Credit:06	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		10	40	40	40

Course Learning Outcomes:

The students will be able to know in detail about the:

1. Themes and Approaches to understand the caste system.
2. Caste system during colonial period.
3. Classification and differentiation with respect to class and caste system in India.
4. Social and cultural interchange.
5. Gandhi and Ambedkar on caste system.
6. Politics in caste system.

Content/Syllabus:

UNIT-I

Caste: Themes and Approaches-Issues Definitions and Principles, Theories and Debates

UNIT-II

Caste in Colonial Sociology-the Orientalist Discourse- a Discourse of Differentiations, and Protective Discrimination—Alienation of Integration,

UNIT-III

Caste and Class in India: Some Conceptual problems, Nexus, Continuity and Change

UNIT-IV

Social and cultural mobility within the Caste System: Importance of Varna System, Sanskritization, Upward and down ward mobility.

UNIT-V

Revolts against the Caste system: Gandhi and Ambedkar: Interaction and Comparison

UNIT-VI

Caste and Politics: Social Reality and Political Representations, Dalit assertion through electoral Politics

Suggested Readings:

1. 1.B.R.Ambedkar, *Annihilation of Caste*,
2. Susan Bayly, *Caste, Society and Politics in India*
3. 3.Sekhar Bandyopadhyay, *Caste, Politics and the Raj, Bengal 1872-1937*
4. Sekhar Bandyopadhyay, *Caste, Protest and Identity in Colonial India, Namasudras of Bengal, 1872-1947*
5. Nicholas Dirks, *Castes of Mind*
6. Rajni Kothari, *Caste in Indian Politics*
7. Ghanshyam Shah, *Caste and Democratic Politics in India*
8. Hitesh Ranjan Sanyal, *Social Mobility in Bengal*
9. K. L. Sharma, *Social Stratification & Mobility*

SEMESTER-IV

COURSE NAME: SCIENCE AND EMPIRE

COURSE CODE: BAHHISGE401

Course Type: GE (Theoretical)	Course Details: GEC-4		L-T-P: 5-1-0		
Credit:06	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
			10		40

Course Learning Outcomes:

(The students will be able to know in detail about the):

1. To understand the history and development of science under the Colonial Empire and recent Historical Debates/ Discourse/ Trajectories and Fundamental Research in Science in India in the colonial period.
2. Students will be able to gain knowledge of various science related organizations like Botanical Garden, Medical Colleges, Calcutta School of Tropical Medicine, Bose Institute, Indian Institute of Science etc which will help them to build their knowledge of Colonial science and development.
3. The response by Mahatma Gandhi and Jawaharlal Nehru towards Science and Empire built by the British

UNIT-1

History and Development of Science under the Colonial Empire-Perspectives and Recent Historical Debates/ Discourse/ Trajectories,

UNIT-2

Science and Colonial Empire: Concepts and Contours-Different Colonial Experiments in India-Fundamental Research in Science in India.

UNIT-3

Colonial Science: Indian and Western Interaction-Role of Institutions in Promoting Scientific Knowledge (Botanical Garden, Medical Colleges, Calcutta School of Tropical Medicine, Bose Institute, Indian Institute of Science etc.)

UNIT-4

Science and Empire-Indian Responses and Resistance-Ideas of Mahatma Gandhi and Jawaharlal Nehru

UNIT- 5

Scientific Activities under the Empire-Social, Political and Cultural Implication and Historical Debates,

Suggested Readings:

1. Deepak Kumar, *Science and the Raj: A Study of British India*, Oxford University Press, New Delhi, 2006
2. David Arnold, *Science, Technology and Medicine in Colonial India*, Cambridge University Press, Cambridge, 2000
3. Deepak Kumar, *Science and Empire: Essays in Indian Context, 1700-1947*, Anamika Prakashan, New Delhi, 1991
4. Chittabrata Palit, *Science and Nationalism in Bengal, 1876-1947*, Institute of Historical Studies, Kolkata, 2004
5. Uma Das Gupta ed., *Science and Modern India: An Institutional History, c. 1784-1947*, Pearson-Longman, New Delhi, 2011
6. Sumit Sarkar, *Modern Times: Environment, Economy and Culture*, Permanent Black, New Delhi, 2014
7. Douglas M. Peers and Nandini Gooptu, *India and the British Empire*, Oxford University Press, New Delhi, 2012
8. Michael Mann, *South Asia's Modern History: Thematic Perspectives*, Routledge, London/New Delhi, 2014

SEMESTER-IV**COURSE NAME: VISUAL AND PERFORMATIVE CULTURE IN MODERN BENGAL****COURSE CODE: BAHHISGE403**

Course Type: GE	Course Details: GEC-4			L-T-P: 5-1-0	
Credit: 6	Full Marks: 50.	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
			10		40

Course Learning Outcomes:

(The students will be able to know in detail about the):

1. The paper entitled as VISUAL AND PERFORMATIVE CULTURE IN MODERN BENGAL is an idea where 19th and 20th century's Bengali culture have been reflected. Emergence of Bengali middle class, modernity, urban, subaltern and folk culture- in this period are dealt as a consistency of modern Indian Society and Culture.
2. Today history is pursued as a multidimensional subject various cultural and sociological topics are included in the study of history, which inspired the students to explain the historical events from different approach.
3. In this age of globalization people is thoroughly besieged by popular cosmopolitan culture. This paper intended to highlight our cultural heritage, its nature and transformation which must be appreciable to our generation.

Content/ Syllabus: Unit wise course content distribution**UNIT-1**

Definition of Visual and Performative Culture.

UNIT-2

The coming of new form of public entertainment – art, cinema and drama.

UNIT-3

The theatre culture sites with Jatra culture.

UNIT-4

Physical culture movement in Bengal: Indigenous and western.

UNIT-5

Circus as a form of Physical Culture in Bengal. New space of performing art – the case of Bengali songs and dance.

UNIT-6

The domain of marginalized and middle-class – modernity, colonial state, distortion and indigenous culture.

References/ Suggested Readings

1. 1.Tapati Guha Thakurta, *The Making of a New 'Indian' Art: Artists, Aesthetics and Nationalism in Bengal, c. 1850-1920*, Cambridge University Press, New Delhi, 2007
2. 2.Archana Verma, *Performance and Culture: Narrative, Image and Enactment in India*, Cambridge Scholars Publishing, New Delhi, 2011
3. 3.Gayatri Sinha, *Art and Visual Culture, 1857-2007*, Marg Publications, New Delhi, 2009
4. 4.Catherine B. Asher, Cynthia Talbot, *India before Europe*, Cambridge University Press, New York, 2006
5. Amitava Chatterjee ed., *People at Play: Sport, Culture and Nationalism*, Setu Prakashani, Kolkata
6. Amitava Chatterjee ed., *People at Large: Popular Culture in Modern Bengal*, Setu Prakashani, Kolkata
7. Amitava Chatterjee, *Exhibiting Masculine Identity through Circus in Colonial Bengal*, Studies in People's History, Vol. 2, No. 2, 2015
8. Amitava Chatterjee, ed. *Itihase Janasanskriti*, Gangchil, Kolkata.
9. Kaushik Bandyopadhyay, *Khela Jakhon Itihas*, Setu Prakashani, Kolkata.
10. Sumanta Banerjee, *Unish Shataker Kolkata O Sarswatis Itar santwan*, Anustup, Kolkata.
11. Sumanta Banerjee, *The Parlour and the Streets: Elit and popular Culture in Nineteenth Century Calcutta*, Seagull Books, Calcutta.
12. Nirmal Bandyopadhyay, *Unish Shataker Bangla sadharan Rangalay: Itihas, Jatiyatabad, Samajjiban*, Saptarshi Prakashani, Kolkata.

SEMESTER-IV

COURSE NAME: THE MAKING OF INDIAN FOREIGN POLICY

COURSE CODE: BAHHISSE401

Course Type: SE (Theoretical)	Course Details: SEC-2		L-T-P: 4-0-0		
Credit: 4	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		.....	10	.....	40

Course Learning Outcomes:

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

1. Understand the trajectories of the making of Indian foreign policy during the post-independent period
2. Trace the aspects of transformation of Indian foreign policy with the interdisciplinary aspects of international relations
3. Take preparations for civil-service examinations and assess the significance of this study for further research and higher studies.

Content/ Syllabus:

The Making of Indian Foreign Policy

UNIT-1

Historical Factors in India's foreign policy priorities – pan Asianism

UNIT-2

The State India and the Third World – Non-alignment – Regional Cooperation

UNIT-3

India and South Asia: Relationship with the Neighbours

UNIT-4

India and the Great Powers – (a) United States (b) Soviet Union (c) China

UNIT-5

India and Globalisation – Economic Diplomacy – The Look East Policy and the European Union

UNIT-6

India's Nuclear Policy

Suggested Readings:

1. A. Appadorai, *Domestic Roots of India's Foreign Policy 1947-1972*, New York: Oxford University Press. 1981
2. A. K. Damodaran and U. S. Bajpai (ed.), *Indian Foreign Policy: The Indira Gandhi Years*, Stosius Inc/Advent Books Division, 1990
3. Jayantanuja Bandyopadhyay, *The Making of Indian Foreign Policy*, Allied Publishers, 2003.
4. Verinder Grover (ed.), *International Relations and Foreign Policy of India*, New Delhi : Deep & Deep Publications, 1992.
5. Linda Racioppi, *Soviet Policy Towards South Asia since 1970*, Cambridge University Press, 2008.
6. Raphaëlle Khan, Méliissa Levailant, *Theorizing Indian Foreign Policy*, Routledge, 2017

7. C. Raja Mohan, David Malone, Srinath Raghavan (eds.), *The Oxford Handbook of Indian Foreign Policy*, Oxford University Press, 2015.
8. Anil Wadhwa, Arvind Gupta, *India's Foreign Policy: Surviving in a Turbulent World*, Sage Publication, 2020.
9. Harsh V. Pant, *Indian Foreign Policy: An Overview*, Manchester University Press, 2016.

SEMESTER-IV

COURSE NAME: COLONIAL SCIENCE IN INDIA: INSTITUTIONS AND PRACTICES

COURSE CODE: BAHHISE402

Course Type: SE (Theoretical)	Course Details: SEC-2		L-T-P: 4-0-0		
Credit: 4	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		.....	10	.....	40

Course Learning Outcomes:

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

1. After completing the course, students will be able to know the situation of Science in the Colonial India and the problems and perspectives.
2. Students will be able to understand the Science and Colonial Explorations, Science and Orientalism-Early European Scientists, Surveyors, Botanists, Doctors under the East India Company service in India.
3. After reading this course, students will be able to know and understand a lot about some Indigenous scientist personalities' and their works which helped to build nationalism among the Indians.

UNIT-1

Science in Colonial India: Problems and Perspectives

UNIT-2

Science and Colonial Explorations: Science and Orientalism-Early European Scientists: Surveyors, Botanists, Doctors under the East India Company Service

UNIT-3

Science in Practice: Botanical Garden, Geological Survey of India, Medical College, Indian Association for the Cultivation of Science.

UNIT-4

Science and Indigenous Personality: Prafulla Chandra Ray, Jagadish Bose, Mahendra Lal Sarkar, Maghnad Saha, C.V. Raman- Emergence of National Science

UNIT-5

Colonial Science in India: Science and Indian Nationalism-Response and Resistance- Ideas of Mahatma Gandhi and other Indian Nationalists.

Suggested Readings :

1. Deepak Kumar, *Science and the Raj: A Study of British India*, Oxford University Press, New Delhi, 2006
2. David Arnold, *Science, Technology and Medicine in Colonial India*, Cambridge University Press, Cambridge, 2000
3. Uma Das Gupta ed., *Science and Modern India: An Institutional History, c. 1784-1947*, Pearson-Longman, New Delhi, 2011
4. Arun Bandyopadhyay, *Science and Society in India, 1750-2000*, Manohar, New Delhi, 2006
5. Pratik Chakrabarti, *Western Science in Modern India; Metropolitan Methods, Colonial Practices*, Permanent Black, New Delhi, 2004
6. S. Irfan Habib, Dhruv Raina and Zaheer Baber, eds., *Social History of Science in Colonial India*, Oxford University Press, New Delhi, 2007
7. Satpal Sanwan, *Science, Technology and Colonisation: An Indian Experience, 1757-1857*, Anamika Prakashan, New Delhi, 1991
8. J. B. Lourdasamy, *Science and National Consciousness in Bengal: 1870-1930*, Orient Longman, New Delhi, 2004
9. Deepak Kumar, *Science and Empire: Essays in Indian Context, 1700-1947*, Anamika Prakashan, New Delhi, 1991
10. Chittabrata Palit, *Science and Nationalism in Bengal, 1876-1947*, Institute of Historical Studies, Kolkata, 2004

SEMESTER- V

COURSE NAME: SELECTE THEME IN THE COLONIAL IMPACT ON INDIAN ECONOMY AND SOCIETY

COURSE CODE: BAHHISC501

Course Type: Core (Theoretical)	Course Details: C-11		L-T-P: 5-1-0		
Credit:06	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
			10		40

Course Learning Outcomes:

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

1. Mode of operation of trade during colonial period.
2. Changes with respect to land and agriculture.
3. Industrialization in the modern period.
4. Caste and ethnology in colonial India.
5. Reformism and Revivalism in colonial India.
6. Islamic reforms in India.

Content/Syllabus:

UNIT-I

Colonial State institutions and ideologies: Colonial Economic interests, Company's Commerce, Mercantilism to Free trade, Deindustrialisation and Drain of Wealth.

UNIT-II

Land Settlements and agricultural change—Commercialisation of Agriculture

UNIT-III

Modern Industrialisation—Longterm Constraints

UNIT-IV

Census and Caste—Colonial ethnology—Sanskritisation, Westernisation and Social reform—Brahma Samaj & Parthana Samaj

UNIT-V

Reformism and Revivalism: The Arya dharma and Ramkrishna Vivekananda Movement.

UNIT-VI

Islamic reform in India: The Reformers and the Orthodox

Suggested Readings:

1. Tirthankar Roy, Economic History of India, 1857-19147
2. K.N.Raj, Essay on the Commercialization of Indian Agriculture
3. Sekar Bandyopadhyay, Caste, Culture and Hegemony: Social Dominance in Colonial Bengal
4. Thomas R. Trautmann, Aryans and British India
5. Mushirul Hasan, Writing India: Colonial Ethnography in the Nineteenth Century
6. G.S. Ghurye, Caste and Race in India
7. Dipankar Gupta, Caste in Question: Identity or Hierarchy
8. Nicholas B. Dirks, Caste of Mind: Colonialism and the Making of Modern India
9. Shri ram Maheswari, The Census Administration under the Raj and After
10. C.A. Bayly, Indian Society and the Making of the British Empire
11. Douglas M. Peers, India under Colonial Rule, 1700-1885

12. B.R.Tomlinson,The Economy of Modern India,1860-1970
13. Gurilym Beckerlegge,The RamakrishnaMission:The Making of Modern Hindu Movement
14. Jayasree Mukherjee,The Ramakrishna-Vivekananda Movement:Impact on Indian Society and Politics,1893-1922

Course Type: Core (Theoretical)	Course Details: C-12		L-T-P: 5-1-0		
Credit:06	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
			10		40

15. Neilesh Bose,Recasting the Region:Language,Culture and Islamin Colonial Bengal
16. Shireen Maswood,Amit Dey and Ritwika Biswas,Between Traditionand Modernity:A spectsof Islam in South Asia
17. Barbara D.Metcalf, Islam in South Asiain Practice
18. -----,Islamic Revival in British India:Deoband1860-1900
19. Kenneth W.Jones,Socio-Religious Reform Movementsin British India,Part3,Vol.1
20. H. O. Pearson, Islamic Reform and Revival in Nineteenth Century India.

SEMESTER- V

COURSE NAME: PEASANT AND TRIBAL UPRISINGS IN COLONIAL INDIA IN THE 19TH CENTURY

COURSE CODE: BAHHISC502

Course Learning Outcomes:

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

1. This course entitled Peasant and Tribal uprising in colonial India in the 19th century is an ideal course for the students where they shall come to know about the early colonial rule, revenue operations, revenue demands, and several settlement systems.
2. They shall be able to know the Peasant movements in Bengal, Malabar and the religious appeal for the liberation of a region or an ethnic group under a new form of government.
3. The Students shall gain the ideas of the various Tribal movements in pre-1857 western and eastern India; like- Ho, Tamar, (1820-1832), Kol and Bhumij (1825-1835) revolts , Kherwar movement of the Santals (1833), Santhal Revolt (1855), Bhil revolt (1819-1840), Kolis (1824-1848), Khasis (1829-30), Koyas (1840-1858), Konds (1846-1855) and Late nineteenth movement like Tribal movements –

Nalkdas of Panch Mahal (1858-59), (Bokta risings of 1858-95, millenarian movement of the Mundas (1895-1900), Kuch Nagas of Kachhar (1882) etc.

4. The students shall come to know about the revolutionary potential of Indian peasantry – Barrington Moore Jr. and Eric Stokes - Classification of types of revolt and movements – Kathleen Gough, AR Desai, D N Dhanagare and Ranajit Guha.

The Early 19th century

UNIT-1

The early colonial rule and revenue operations, revenue demands and settlements – “restorative rebellions” – peasant –landlord combination against colonial rule in north and south India;

UNIT-2

Peasant movements in Bengal and Malabar – religious appeal for the liberation of a region or an ethnic group under a new form of government.

UNIT-3

Tribal movements in pre-1857 western and eastern India – Ho, Tamar, (1820-1832), Kol and Bhumij (1825-1835) revolts , Kherwar movement of the Santals (1833), Santhal Revolt (1855), Bhil revolt (1819-1840), Kolis (1824-1848), Khasis (1829-30), Koyas (1840-1858), Konds (1846-1855)

The Late 19th century

UNIT-4

Tribal movements – Nalkdas of Panch Mahal (1858-59), (Bokta risings of 1858-95, millenarian movement of the Mundas (1895-1900), Kuch Nagas of Kachhar (1882),

UNIT-5

Peasant movements in late 19th century – conflict between landlords and tenants – resistance to taxation – emergence of substantial peasantry – the role of moneylenders and struggle against them.

UNIT-6

The revolutionary potential of Indian peasantry – Barrington Moore Jr. and Eric Stokes - Classification of types of revolt and movements – Kathleen Gough, AR Desai, D N Dhanagare and Ranajit Guha.

Suggested Readings:

1. Mridula Mukherjee, *Peasants in India's Non-violent Revolution: Practice and Theory*
2. Ranajit Guha, *Elementary Aspects of Peasant Insurgency in Colonial India*
3. Sekar Bandyopadhyay, *From Plassey to Partition: A History of Modern India*
4. Binoy Bushan Choudhuri, *Peasant History of Late Pre-Colonial and Colonial India*
5. Bipan Chandra, *India's Struggle for Independence, 1857-1947*
6. A. R. Desai, *Sate and Society in India: Essays in Dissent*

7. D. N. Dhanagare, *Peasant Movements in India, 1920-1950*
8. D. N. Dhanagare, *Rural Transformation in India: Challenges and Prospects*
9. Sugata Bose, *Peasant, Labour and Colonial Capital: Rural Bengal since 1770*
10. Shyam Charan Dube, *Antiquity to Modernity in Tribal India: Tribal Movements in India*
11. Eric Stokes, *The Peasant and the Raj: Studies in Agrarian Society and Peasant Rebellion in Colonial India*
12. Barrington Moore Jr., *Social Origins of Dictatorship and Democracy: Lord and Peasant in the making of the Modern World*
13. Sanjukta Das Gupta, *Adivasi and the Raj*
14. Suchibrata Sen, *The Santals Crisis: Identity and Integration*
15. Sunil Kumar Sen, *Peasant Movements in India: Mid Nineteenth and Twentieth Centuries*
16. David Ludden, *An Agrarian History of South Asia, Part 4, Vol. 4.*

SEMESTER-V

COURSE NAME: EUROPE IN THE ANCIEN REGIME

COURSE CODE: BAHHISDSE501

COURSE TYPE : DSE	Course Details: DSEC1&2			L-T-P : 5-1-0	
Credit : 6	Full Marks : 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
		10	40		

Course Learning Outcomes:

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

1. The students will be able to know about the political system in 18th century Europe.
2. Understand about the overseas empires and the Trading companies.
3. They will get to know about–Enlightened Despotism, society and economy, agriculture and commerce, scientific revolution and the idea of progress.
4. Take preparations for competitive examinations.

Content / syllabus:

UNIT-1

Political system in 18th century Europe: The empires, monarchies and republics- the holy roman empire and the Russian empire-Constitutional monarchy in Britain-the monarchial

order in Spain, Prussia, Scandinavian countries, Poland and France-the republican order in the United Provinces, Switzerland and Vanice.

Unit – 2

The Overseas empires and the Trading Companies-Spanish, France, Dutch and English overseas settlement,

Unit – 3

Enlightened Despotism- Russian under Catherine-Austria and Hungary under Joseph-II- Prussia under Frederick the Great,

Unit -4

Society and Economy-Agriculture and Commerce-Aristocracy and the Bourgeoisie-the Town and the cities- the Artisans and Peasants- Free Peasants and Serfs,

Unit – 5

European Enlightenment-Scientific revolution and seventeenth century origins-England and Holand-the nature of God controversy-the France enlightenment-the enlightenment public sphere-the enlightenment critique of old regime-the idea of progress,

Suggested Readings :

1. M.S. Anderson, *Europe in the Eighteenth Century*,
2. A. Cobban, *History of Modern France, Vol.-1*,
3. William Doyle, *The old European Order; 1660-1800*,
4. Carlo Cipolla, *Before the Industrial Revolution: European Society and Economy, 1000-1700*,
5. Carlo Cipolla, *Fontana Economic History of Europe: The Emergence of Industrial Societies*,
6. J.H.Phunb, *England in the Eighteenth Century*.
7. Nicholas Hens shall, *The myth of Absolute: Change & Continuity in Early Modern European Monarchy*.
8. Peter Gay, *The Enlightenment: An Interpretation*
9. Paul Hazard, *European Thought in the Eighteenth Century*,
10. Devid Ogg, *Europe of the Ancient Regime (Fontana History of Europe)*

SEMESTER-V

COURSE NAME: MODERN TRANSFORMATION OF JAPAN

COURSE CODE: BAHHISDSE502

Course Type: DSE	Course Details: DSEC1&2		L-T-P: 5-1-0		
Credit: 6	Full Marks: 50.	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
			10		40

Course Learning Outcomes:

(After the completion of course, the students will have the knowledge about:

1. The Situation of the Pre-Meiji Japan.
2. The Meiji Restoration, causes, nature; process of modernization—social, economic, political and military reforms; Meiji Constitution; rise of political parties.
3. Popular Democratic Movements like Satsuma Rebellion and Popular Rights Movement.
4. The Emergence of Japan as an Imperial Power and Modern uprising, Role of Japan in international politics and Anglo-Japanese Alliance; the Russo-Japanese War and Japan through the two World Wars: Japan and World War I; Twenty-One Demands; Washington Conference; Manchurian Crisis—the role of the League of Nations; the failure of the democratic system; the rise of militarism in the 1930s and 1940s; Japan and World War II – from Pearl Harbour to Hiroshima-Nagasaki.

UNIT-1

Pre-Meiji Japan: Tokugawa Shogunate—the feudal society and the government, economic condition; encounter with the West; the Perry Mission; the opening up of Japan to the West; the crisis and fall of the Shogunate.

UNIT-2

Meiji Restoration: Causes, Nature; Process of modernization—social, economic, political and military reforms; Meiji Constitution; rise of political parties.

UNIT-3

Popular and Democratic Movements: Satsuma Rebellion and Popular Rights Movement. (3 lectures)

UNIT-4

Emergence of Japan as an Imperial Power: Sino-Japanese War (1894-'95); Anglo-Japanese Alliance; the Russo-Japanese War.

UNIT-5

Japan through the two World Wars: Japan and World War I; Twenty-One Demands; Washington Conference; Manchurian Crisis—the role of the League of Nations; the failure of the democratic system; the rise of militarism in the 1930s and 1940s; Japan and World War II – from Pearl Harbour to Hiroshima-Nagasaki.

Suggested Readings:

1. Harold M. Vinacke, *History of the Far East in Modern Times*, Kalyani Publishers, New Delhi, 1985.
2. R. S. McCordock, *British Far Eastern Policy, 1894 – 1900*, New York, 1931.
3. Nathaniel Peffer, *The Far East: A Modern History*, The University of Michigan Press, 1958.
4. P. H. Clyde & B. F. Beers, *Far East*, Prentice Hall Press, 1975.
5. Y. B. Jansen, (ed.), *The Cambridge History of Japan vols. V-VI*, Cambridge University Press,
6. Andrew Gordon, *A Modern History of Japan From Tokugawa Times to Present*, Oxford University Press, 2013.
7. E H Norman & L T Woods, *Japan's Emergence as Modern State*, UBC Press, 2000.
8. D. Chowdhury, *Adhunik Juge Purba Asia-r Sankhipta Itihas*
9. Haraprasad Chattopadhyay, *Japaner Itihas*
10. M.K Chattopadhyay, *Chin o Japaner Itihas*
11. S Guharoy, *Adhunik Purba Asia : Chin o Japaner Itihas*
12. Subodh Mukhopadhyay, *Adhunik Purba Asia*.

SEMESTER-V

COURSE NAME: MODERN TRANSFORMATION OF CHAINA (1839-1949)
COURSE CODE: BAHHISDSE503

Course Type: DSE	Course Details: DSEC1&2		L-T-P: 5-1-0		
Credit: 6	Full Marks: 50.	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
			10		40

Course Learning Outcomes:

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

1. This paper intended to highlight the history of transformation of feudal China to the People's Republic of China. Through the journey of transformation students enriched themselves by getting idea about the pre-colonial-traditional Chinese society, economy, religion, state and bureaucracy (a unique system in a feudal structure).
2. The students are able to understand that how the British imperialism make inroads in the 'Chinese Wall' and taking advantage of most favored country. Gradually other European powers also appeared here with their weapons of capital and technology.

3. All these created grievances among the Chinese people, mainly peasantry. People's revolt, reforms of Manchu dynasty under compulsion and imperialist oppressions continued parallel during the last half of the 19th century and first half of the 20th century. Foundation of the CCP, conflict between KMT and CCP, two world wars all events leads to the formation of Peoples Republic in China.
4. The students are able to acquire knowledge about the real nature of imperialism and the inner strength of the peoples struggle for independence. The role of Chinese people, mainly peasantry, has uniqueness in the form of their struggle and created a separate history for the coming generations.

Content/ Syllabus: Unit wise course content distribution

UNIT-1

Pre-colonial China:

Structure of the traditional Chinese Society; Taoism, Confucius, the peasantry and the gentry; State and bureaucracy, economic structure.

UNIT-2

Foreign Contact and Anglo-Chinese Relations:

The Tribute System; the Canton Trade and its collapse; Background and Impact of First and Second Anglo-Chinese Wars (Opium Wars), 'Open Door' policy.

UNIT-3

Rebellion and Restoration:

Taiping rebellion—background and causes, nature, failure; Tung-chih Restoration and the Self-strengthening Movement – causes, feature and impact.

UNIT-4

Movements, Reform and Restoration in China:

The Reform Movement of 1898; Boxer Rebellion—causes, nature and failure; Chinese Revolution of 1911—role of Dr. Sun Yat-sen; Yuan Shih-Kai and Warlordism; May 4th Movement; the rise of the Kuo-Min Tang Party; the First United Front; Chiang Kai-shek; financial imperialism in China.

UNIT-5

Formation of Communist Republics in China:

Foundation of the Communist Party; Mao Tse-Tung and the making of the Red Army; the Second United Front; Long March and the Yen-an experiment; the Chinese Revolution (1949)—ideology, causes and significance; the establishment of the People's Republic of China.

References/ Suggested Readings

1. Harold M. Vinacke, *History of the Far East in Modern Times*, Kalyani Publishers, New Delhi, 1985.
2. R. S. McCordock, *British Far Eastern Policy, 1894 – 1900*, New York, 1931.
3. Nathaniel Peffer, *The Far East: A Modern History*, The University of Michigan Press, 1958.
4. John K Fairbank (ed.), *The Cambridge History of China vol. X*, Cambridge University Press, 1978.
5. J. Chesneaux et al : *China from Opium War to 1911 Revolution*, Random House, USA, 1988.
6. Immanuel Shu, *The Rise of Modern China*, Oxford University Press, USA, 1999.
7. Lucien Bianco, *Origins of the Chinese Revolutions 1915-1949*, Stanford University Press, 1971.
8. P. H. Clyde & B. F. Beers, *Far East*, Prentice Hall Press, 1975.
9. D. Chowdhury, *Adhunik Juge Purba Asia-r Sankhpta Itihas*
10. Haraprasad Chattopadhyay, *Chiner Itihas*
11. M.K Chattopadhyay, *Chin o Japaner Itihas*, Mitram, Kolkata, 2009.
12. S Guharoy, *Adhunik Purba Asia : Chin o Japaner Itihas*
13. Subodh Mukhopadhyay, *Adhunik Purba Asia*.
14. Ratan Kumar Biswas, *Adhunik purba Asia, Uthan O Rupantar (Chin O Jappaner itihis)*
15. Amit Bhattacharya, *Chiner Rupantar Itihas, 1840-1969*, Setu Prakashani, Kolkata, 2004.
16. Amit Bhattacharya, *Transformation of China 1840-1969*, Setu Prakashani, Kolkata, 2007.
17. Ho kan-chi, (Translated By Dwijen Gupta) *Adhunik Chin-biplaber Itihas(1919-1956)*, Kolkata, 1980.

SEMESTER-VI
COURSE NAME: WAR AND DIPLOMACY (1914-1945 AD)
COURSE CODE: BAHHISC601

Course Type: C	Course Details: CC-13		L-T-P: 5-1-0		
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
			10		40

Course Learning Outcomes:

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

1. The period between the two World wars has been considered as the epoch-making phase in world history. The students are able to know that how the socio-economic and political atmosphere of 20th century were totally affected by these two World wars. Again Bolshevik revolution of Russia gave birth of a new idea of socialism.
2. The emergence of Asia as a powerful continent was, also, an important incident between the two world wars. During the post-world war era, colonial imperialism was replaced by the structure of power politics in Asia and Latin America. Theories and ideas like new economic policy, socialism, liberalism, fascism, Nazism are emerged in between two World Wars.
3. To understand contemporary world history, we must have to go through the history of the two world wars, because history is a continuous process and if we ignore the consistency there would be a possibility of misinterpretation of historical events. The students are able to understand why the syllabus 'War and Diplomacy (1914-1945)' is a very pertinent and pragmatic to ascertain the transformation of world politics.

Content/ Syllabus: Unit wise course content distribution

UNIT-I

Module I

Through war to peace 1914 - 1920

- 1.1 The condition of Europe in 1914
- 1.2 The First World War: issues and stakes - appraisals and reappraisals
- 1.3 The dynamics of the war: Wilson's Fourteen Points
- 1.4 The Versailles Settlement of 1919: context, provisions and evaluation

- 1.5 Other treaties
- 1.6 Aftermath of the war

Module II

Revolution and transformation in Russia

- 2.1 War- time politics in Russia
- 2.2 The provisional government under Kerensky
- 2.3 The Bolshevik Revolution: Lenin and Trotsky
- 2.4 The new Soviet Order
- 2.5 From Lenin to Stalin
- 2.6 Soviet foreign policy 1917-1939

Module III

The inter-war period

- 3.1 The new balance of power
- 3.2 League of Nations
- 3.3 Draft Treaty of Mutual Assistance, 1923
- 3.4 Geneva Protocol, 1924
- 3.5 Locarno Treaties, 1925
- 3.6 Pact of Paris, 1928

UNIT-II

Module I

Road to another global war

- 1.1 Economic depression, 1929-32: prelude to the Second World War
- 1.2 Rise of dictatorship in Germany and Italy - a study in tyranny
- 1.3 Spain on fire: the Civil War, 1936-39
- 1.4 Diplomatic moves: the Nazi-Soviet Nonaggression Pact and the Rome-Berlin-Tokyo Axis

Module II

The gathering storm

- 2.1 A historiography of the Second World War
- 2.2 Hitler's foreign policy and origins of the war
- 2.3 With the Old Breed: from the Pacific Theatre to the Eastern and Western fronts
- 2.4 Reappraisal of the concept of appeasement
- 2.5 Coming of the Grand Alliance and conferences at Tehran, Yalta and Potsdam

References/ Suggested Readings

1. John W. Young and John Kent, *International Relations since 1945*
2. John W. Young and John Kent, *International Relations since 1945: A Global History*
3. Ngaire Woods, *Explaining International Relations since 1945*

4. Wayne C. McWilliams, Hary Piotrowski, *The World Since 1945: A History of International Relations*
5. Tony Judt, *Postwar: A History of Europe since 1945*
6. Peter Calvocoressi, *World Politics since 1945*
7. Peter Calvocoressi, *World Politics, 1945-2000*
8. Geir Lundestad, *East, West, North, South: International Relation Since 1945*
9. M. Nicholson, *International Relations: A Concise Introduction*
10. Edward A. Kolodziej, *Security and International Relations*
11. William R. Keylor, *A World of Nations: The International Order since 1945*
12. William R. Keylor, *The Twentieth Century World and Beyond: An International History since 1900*
13. John Richard Thackrah, *The Routledge Companion to Military Conflict since 1945*
14. Chris Cook and John Stevenson, *The Routledge Companion to World History since 1914*

SEMESTER-VI

COURSE NAME: MODERN NATIONALISM IN INDIA

COURSE CODE: BAHHISC602

Course Type: C (Theoretical)	Course Details: CC-14			L-T-P:4-0-4	
Credit:06	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
			10		40

Course Learning Outcomes:

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

1. Historiography of Indian Nationalism and its origin.
2. Gandhian mass movement in Indian Nationalism.
3. Other nationalistic movements.
4. Riots of communalism and the partition of India.

Content/Syllabus:

UNIT-I

Early Nationalism

- 1.1 Emergence of Nationalism in India and its historiography-Economic Nationalism and Cultural Nationalism

1.2 Rise of Indian National Congress-Moderates and Extremists.

1.3 Anti-Partition Movement in 1905-Swadeshi and Atma Shakti, Revolutionary Movements

UNIT-II

Gandhian Nationalism

2.1 Gandhi's Rise to power-Rowlatt and Khilafat

2.2 Gandhian Mass Movements—Non Cooperation, Civil Disobedience, Quit India Movement

UNIT-III

Other Currents in Nationalism

3.1 Ambedkar and Dalit Movements

3.2 Left Movements-Peasants and Workers

UNIT-IV

Roots of Communalism

4.1 Communal Award

4.2 Demand for Pakistan: Pakistan Movement from Cripps Mission to Cabinet Mission Plan.

4.3 Partition, Communal Riots and Independence.

Suggested Readings:

1. Bipan Chandra and others, *India's Struggle for Independence*.
2. Sumit Sarkar, *Modern India, 1885-1947*.
3. Bipan Chandra, *Nationalism and Colonialism in Modern India*.
4. Sekhar Bandyopadhyay, *Plassey to Partition and after*.
5. Christopher Jaffrelot, *The Hindu Nationalist Movement and Indian Politics 1925 to the 1990s*, London, 1996.
6. Ayesha Jalal, *The Sole Spokesman: Jinnah, the Muslim League and the Demand for Pakistan*
7. Joya Chatterjee, *Bengal Divided: Hindu Communalism and Partition, 1932-1947*.
8. Ramchandra Guha, *Makers of Modern India*.
9. Ramchandra Guha, *Makers of Modern Asia*.
10. Ishita Banerjee-Dube, *A History of Modern India*.
11. Samar Kumar Mallick, *Adhunik Bharater Dersho Bachor*.
12. Sumit Sarkar, *Adhunik Bharat* (Bengali Translation)
13. Bipan Chandra, *Bharater Swadhinata Sangram* (Bengali Translation).
14. A. R. Desai, *Social Background of Indian Nationalism* (also see the Bengali version of this book).

SEMESTER- VI
COURSE NAME: THE RUSSIAN REVOLUTION
COURSE CODE: BAHHISDSE601

Course Type: DSE	Course Details: DSEC-3&4		L-T-P: 5-1-0		
Credit: 6	Full Marks: 50.	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
			10		40

Course Learning Outcomes:

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

1. This paper covers the background, socio-economic and political history of Czarist Russia and its transformation to a first socialist country of the world. The students are aware of the history of world's oldest autocratic feudal country with its backward economy, society and culture. Also the Russian population comprised with various nationalities with its various language, religion and culture.
2. Russia had agriculture based economy which depends on 'serfdom'. Czar Alexander II had compulsion to take steps for reform and emancipate the 'serfs'. The ground for industrialization prepared with its lack of capital. These half hearted reform process does not satisfy any section of the Russian society. It paved the way for the emergence of Russian Intelligentsia, Westernizers, the Populist and Social Democrats. The reign of Nicholas II had witness two revolutions, revolution of 1905 and 1917.
3. The students are also able to acquire knowledge about the nature and course of the Bolshevik revolution and establishment of Soviet Democracy. Under the leadership of Lenin, the newly emerged USSR tried to transform the rule of few into the rule of majority till 1924.

Content/ Syllabus: Unit wise course content distribution

UNIT-I

The Background: The Economic and Social development of Russia in the 19th century – reform of Alexander II – the evolution of serfdom: Industrialization and the working class: the Russian intelligentsia and Slavophil, Westernizers, the Populists and the Social Democrats.

UNIT-2

Nicholas II and the Revolution of 1905 – Russian constitutionalism and modern politics.

UNIT-3

The Revolutions of 1917

UNIT-4

The nature of the Bolshevik State and Soviet Democracy – war communism, the new economic policy and the rise of the planned economy

UNIT-5

Nationalities and Nationalism in Russia till 1924

References/ Suggested Readings

1. Christopher Hill, *Lenin and the Russian Revolution*
2. Nicholas Riasanovsky, *The History of Russia*
3. E. H. Carr, *The Russian Revolution*
4. Alec Nove, *An Economic History of the USSR 1917-1991*
5. R. Suny, *Cambridge History of Russia*, Vol. III
6. Marc Ferro, *October, Birth of Society*
7. Marc Ferro, *The February Revolution*
8. D. Lieven, *Cambridge History of Russia*, Vol. II
9. R. T. Manning, *The Crisis of the Old order in Russia*
10. Leo Trotsky, *History of the Russian Revolution, in three Volume*
11. John Reed, *Ten Days that Shook the World*
12. John Reed (Translation in Bengali), *Duniya Kanpano Das Din*

SEMESTER-VI

COURSE NAME: WOMEN AND SOCIAL CHANGE IN NINETENTH CENTURY

COURSE CODE: BAHHISDSE602

Course Type: DSE (Theoretical)	Course Details: DSEC-3&4		L-T-P:5-1-0		
Credit:06	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
			10		40

Course Learning Outcomes:

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

1. Socio-economic changes and Women in contemporary Europe.
2. Position of women in nineteenth century India and efforts for their modernization.
3. Emergence of women's writings in the new reformed culture of India and their role in nationalist movement.
4. Female education.
5. Emergence of Women's organizations.
6. Various marriage acts and women.
7. Life and contributions of the professional women.

Content/Syllabus:

UNIT-I

Introduction–Socio-economic changes and women in contemporary Europe–Women's role as wife and mother–'Angel in the House'in mid-nineteenth century–Emergence of 'New Women'–Suffragists' movements,

UNIT-II

Women Question and social reform in nineteenth century India–Tension between tradition and modernity–Efforts to modernize women's role–Rammohun Roy, Ishwarchandra Vidyasagar, Keshub Chandra Sen, Dayananda Saraswati, Virasalingm, M G Ranade,

UNIT-III

Printing and emergence of public space–Reformed culture–Women's writing–Emergence of "new woman" in late nineteenth century–Pandita Ramabai, Sarala Devi, Begum Rokeya Nationalism, Becoming them others 'of the nation.

UNIT-IV

Female education–Traditional and Western–Debates over curriculum–Government's role–Spread of female education: Bethune School, Mahakali Pathsala.

UNIT-V

Emergence of Women's organizations-associations founded by men and those founded and managed by women–Swarnakumari Debi's Sakhi Samity and Sarala Debi's Bharat Stree Mahamandal, emergence of All India Women's Conference.

UNIT-VI

Debate over marriage–Native Marriage Act of 1872; Age of Consent Bill, 1891, The Rukhmabai Case, Child Marriage Restraint Act of 1927.

UNIT-VII

Professional women: Chandramukhi Bose, Kadambini Ganguly and Anandibai Joshi.

Suggested Readings:

1. Geraldine Forbes, *Women in Modern India*, New Cambridge History of India, Vol. IV.2
2. Kumkum Sangari and Sudesh Vaided, *Recasting Women, Essays in Colonial History*.

3. Radaha Kumar, *The History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India, 1800-1990*.
4. Meredith Borthwick, *The Changing Role of Women in Bengal*.
5. Meera Kosambi, *Crossing the Threshold*.
6. Sumit Sarkar and Tanika Sarkar ed, *Women and Social Reform, Vol.1 & 2*
7. Tanika Sarkar, *Hindu Wife Hindu Nation*.
8. Rachel Fuchs, *Women in Nineteenth Century Europe*
9. Ghulam Murshid, *Adhuniktar Abhimukhe Bangaramani*.
10. Ghulam Murshid, *Rassundaritheke Rokeya Nari Pragatir Eksh o Bachhar*
11. Bharati Ray, *Feminists of Early India: Saraladevi and Begum Rokeya*
12. Bharati Rayed, *Nari O Paribar: BamabodhIn i Patrik*

SEMESTER – VI

COURSE NAME: PRE-COLONIAL SOUTH EAST ASIA

COURSE CODE: BAHHISDSE603

COURSE TYPE : DSE	COURSE DETAILS : DSEC			L-T-P : 5-1-0	
Credit : 6	Full Marks : 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
			10		40

Course learning outcomes:

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

1. Understand the importance of inter-disciplinary study.
2. The students will be able to know about the state system, early kingdoms and cultural diversity of Pre-colonial South East Asia.
3. They will get to know about economy, religion, international trade and commercial expansion of pre-colonial south East Asia.
4. Take preparations for competitive examinations.

Content / syllabus:

Unit – 1

The state system – mainland SE Asia in the ancient period – early kingdoms and cultural diversity – Indian influence and the Hindu-Khmer of Cambodia, Mons of Burma and Buddhism, Indianised kingdom of Champa in Vietnam, the Chinese in Malaya and Vietnam, Srivijaya kingdom of Sumatra, the Majapahits of Java, Chola-Srivijaya struggle; the intervention of the Cholas (11th century)

Unit - 2

. Economy – wet rice cultivation, upland shifting and cultivation in the plains and seafaring – sawah agriculture and household based production; trade and markets; structural changes in SE Asian economy between 1st century CE to 1500 CE- Funan (Cambodia), Srivijaya maritime empire, Java. SE Asian maritime economy, international trade and commercial expansion in the mainland, Arabs and Chinese (1100-1300)

Unit - 3

Religion: Theravada and Mahayana Buddhism in mainland SE Asia – Mon kingdoms and dissemination of Theravada Buddhism; links with Sri Lanka (12th century onwards); Islam in the 9th century in Malayan and Indonesian archipelago – Sufi mystical influence – Indonesian *tarekat* - toleration of non-Muslim practices and beliefs.

Unit - 4

Europeans – Portuguese in the 16th century; Dutch and English in the 17th century.

Suggested Readings:

1. Norman G. Owen, *Routledge Handbook of Southeast Asian History*
2. Muthiah Alagappa, *Political Legitimacy in Southeast Asia: The Quest for Moral Authority*
3. Peter Church, *A Short History of South East Asia*
4. Nicholas Tarling, *The Cambridge History of Southeast Asia*, Vol.2
5. Jonathan Rigg, *South East Asia: A Region in Transition*
6. Ooi Keat Gin, Hoang Auh Tuan, *Early Modern Southeast Asia, 1350-1800*
7. Anthony Reid, *Charting the Shape of Early Modern Southeast Asia*
8. -----, *A History of South East Asia: Critical Crossroads*
9. Amitav Acharya, *The Making of Southeast Asia*
10. Michael Arthur Aung-Thwin, Kenneth R. Hall, *New Perspectives on the History and Historiographies of South East Asia: Continuing Explorations*
11. David G. Marr, Anthony Crothers Milner, *Southeast Asia in the 9th to 14th Centuries*
12. Barabara Watson Andaya, Leonard Y. Andaya, *A History of Early Modern Southeast Asia, 1400-1830.*

SEMESTER – VI**DISCIPLINE SPECIFIC ELECTIVE COURSE****COURSE NAME: INTERNATIONAL RELATIONS AFTER THE WORLD WAR II (1945 – 1991)****COURSE CODE: BAHHISDSE604**

COURSE TYPE : DSE	COURSE DETAILS : DSEC			L-T-P : 5-1-0	
Credit : 6	Full Marks : 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
			10		40

Course learning outcomes:

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

1. Understand the importance of inter-disciplinary study.
2. The students will be able to know about the origin of the cold war, its ideology and emergence of American and Soviet Block.
3. They will get to know about economic and military alliance : NATO, SEATO, COMECON, Warsaw Pact.
4. Understand about Third world and its ideology, organization : OPEC, SAARC, ASEAN etc.

Content / syllabus:**UNIT - 1**

A New World Order and the Origin of the Cold War

UNIT- 2

Cold War—Its Ideology and emergence of American and Soviet Block

UNIT - 3

Economic and military alliance: NATO, SEATO, COMECON, Warsaw Pact

UNIT - 4

Crisis in Hungary, Polish question, Suez crisis, Palestine problem, Iran-Iraq conflict, Gulf War of 1990-91, Arab-Israel War

UNIT - 5

5. Third World and Its ideology, organizations: OPEC, SAARC, ASEAN

UNIT - 6

Détente

UNIT – 7

Collapse of Soviet Bloc: Process of disintegration

Reference / Suggested Readings :

1. P. Calvocoressi, *World since 1945*
2. K Kaushik, *History of Communist Russia, 1917-1991, New Delhi, Macmillan 2006*
3. W.C. Williams, H. Piotrowski, *The World since 1945—A History of the International Relations*
4. A Briggs, P. Clavin, *Modern Europe 1789 – Present.*

7. Teaching-Learning Process:

Teachers' basically try to use the lecture method, questioner Method inside the class room in face to face interaction and class teaching. They use LCD projector to teach through PPT (Power Point Presentation), and the department arranges educational excursion every year to inculcate syllabus oriented direct knowledge to the students. Even Teachers' use various types of LMS (learning Management System) in the class room teaching.

8. Assessment Methods:

A candidate shall be eligible for appearing at any of the Semesters of U.G. Examination, fulfilling the following two essential conditions:

- Minimum 75% attendance of lectures delivered.
- Submission of stipulated fees as prescribed by the University

In case of non-fulfillment of the first condition mentioned above the candidate is to take readmission in the subsequent year.

Marks Distribution of Theory and Practical Courses

A particular course will be of 50 marks irrespective of their credit content. Marks for Continuous Assessment and end semester examinations are as under:

Full Marks 50 in Theory papers

- A.** There will be 40 marks in theoretical part of each end semester examination
 - B.** Internal 10 marks may be awarded by MCQ/Class Test/Assignments/PPT
- Pass mark in any course in any semester is **40%** of the full marks of the course both for Honours and Program courses. In case of courses having theoretical and practical parts a minimum of **20%** is to be scored each in theoretical and practical parts by the candidates.
 - If a candidate secures qualifying grade (Grade P and above) in a course he/she will be declared to have cleared the said course. Marks obtained in the continuous assessment of a course will be clubbed with the marks obtained in

the respective End Semester examination before awarding the grade point. If a candidate fails to clear a particular course, he/she will have to clear the course within stipulated number of chances. The continuous assessment marks will be retained for the next examination(s) with valid chances.

9. Keywords:



B.A Program in History

Total Credit: 132

Total Marks: 1200

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: 1st Semester

Course Code	Course Title	Course type	(L-T-P)	Credit	Marks
BAPHISC101	Ancient India	C-1	5 - 1 - 0	6	50
BAPHISC101	Discipline-2(Core 1)	C-2		6	50
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
SEMESTER			TOTAL:	22	200

B.A Program in History: 2nd Semester

Course Code	Course Title	Course type	(L-T-P)	Credit	Marks
BAPHISC201	Medieval India	C-3	5 - 1 - 0	6	50

BAPHISC201	Discipline-2(Core 3)	C-4		6	50
ENGLC201	English-I	AECC-2(Core)	5 - 1 - 0	6	50
AECCE201 AECCB201 AECCH201 AECCU201	English/MIL	AECC-2(Elective)	4 - 0 - 0	4	50
SEMESTER			TOTAL:	22	200

B.A Program in History: 3rd 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	Discipline-2(Core 5)	C-6		6	50
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
SEMESTER			TOTAL:	22	200

B.A Program in History: 4th Semester

Course Code	Course Title	Course type	(L-T-P)	Credit	Mark s
BAPHISC401	Modern Nationalism in India	C-7	5 - 1 - 0	6	50
BAPHISC401	Discipline-2(Core 7)	C-8		6	50
BAPHISSE401	Literature and History	SEC- 2	4 - 0 - 0	4	50
ENGLC401	English-II	AECC-4(Core)	5 - 1 - 0	6	50
SEMESTER			TOTAL:	22	200

B.A Program in History: 5th 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
	DSE Discipline 1	DSE- 2		6	50
BAPHISDSE501	1.Renaissance and Reformation		5 - 1 - 0		
BAPHISDSE502	2.Europe in the Ancien Regime		5 - 1 - 0		
	DSE Discipline 2				
BAPHISDSE501	1.				
BAPHISDSE502	2.				
BAPHISGE501	GE(Any One)	GE- 1	5 - 1 - 0	6	50
	Life and Thought of Rabindranath Tagore				
	SEC (Any one)				
BAPHISSE501	Archaeology and Museum Making in Colonial India	SEC- 3	4 - 0 - 0	4	50
		SEMESTER	TOTAL:	22	200

B.A Program in History: 6th Semester

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

	Visual and Per formative Culture in Modern Bengal				
			5 - 1 - 0		
	SEC (Any one)		5 - 1 - 0		
BAPHISSE601	Colonial Science in India: Institutions and Practices	SEC-4	4 - 0 - 0	4	50
		SEMESTER	TOTAL:	22	200
		GRAND	TOTAL:	132	1200

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
			10		40

Course Learning Outcomes:

(After the completion of course, the students will 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. Kochar, 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,
11. Sharma, R.S., India's Ancient Past.
12. Singh, Upinder, A History of Ancient and Early Medieval India. Thapar, Romila, From Lineage to State.
13. Thapar, Romila, Early India: From the Origins to A.D. 1300.
14. Thapar, Romila, TheMauryas Revisited.
15. Romila, Thapar, Asoka and the Decline of the Mauryas.
16. Ranabir Chakraborty, Bharat Itihaser Adiparba

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

SEMESTER-VI

COURSE NAME: MODERN EUROPE

COURSE CODE: BAPHISC601

Course Type: DSE	Course Details: DSE-3		L-T-P: 5-1-0		
Credit: 6	Full Marks: 50.	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
			10		40

Course Learning Outcomes:

1. This paper intended to throw some light on the period between the French revolution and First World War. We are going to discuss how the French Revolution brought vast transition in the socio-economic and political structure of France.

2. After that how Napoleon Bonaparte spread the ideas and ideology of French Revolution on the whole of Europe, which led to the conflict between ideas of progressiveness and ideas of reactions. The period also witnessed the emergence of nationalism in Europe. The Unification of Italy and Germany also visualized during this period.
3. The ideas of Liberalism, New Economic Policy and Socialism developed. These ideas also divided the world on the basis of ideologies resulting in World War. The student also able to understand how all these brought in a sea change in the modern Europe.

Content/ Syllabus: Unit wise course content distribution

UNIT-1

French Revolution and Napoleon: Crisis of Ancien Regime : Socio-Political and Economic Condition, Intellectual Impetus: The Revolution in the making, Phases of the French Revolution: the Aristocratic Revolution, The rise of Napoleon Bonaparte: Napoleonic Empire and Europe, Fall of Napoleon: Continental System, Impact of Napoleon in Europe

UNIT-2

Restoration and reaction in Europe: Vienna Congress, Metternich Era.

UNIT-3

Movements of National Aspirations: Unification of Italy, Unification of Germany, The Third Republic and the Paris Commune, The Eastern Question.

UNIT-4

Causes of the First World War.

References/ Suggested Readings

1. Fisher H.A.L., History of Europe.
2. Thomson David, Europe since Napoleon.
3. Lipson E., Europe in the 19th and 20th Centuries.
4. Hazen C D, Europe since 1815.
5. Ketelby, History of Modern Times.
6. Cipolla (ed.), Fontana Economic History of Europe.
7. Hobsbawm E.J. Age of Revolution/ Age of Empire.
8. Roberts J.M., Europe 1880-1945.
9. Lefebvre G., Coming of the French Revolution.
10. Prafulla Chakraborty, Farasi Biplab.

11. Dipak Mukherjee, Biswa Itihaser prekhsapate Europe (in three volumes), Kolkata, 2003.
12. Anirudha Roy & Subhasranjan Chakraborty, Napoleon O France, Kolkata, 2005