

# The University of Burdwan



**SYLLABUS FOR 3-YEAR DEGREE/4-YEAR MAJOR**  
**IN**  
**HISTORY**  
**UNDER CURRICULUM AND CREDIT FRAME WORK OR**  
**UNDER GRADUATE PROGRAMMES (CCFUP) AS PER**  
**NEP, 2020**  
**WITH EFFECT FROM 2023-24**

**DEPARTMENT OF HISTORY ■ THE UNIVERSITY OF**  
**BURDWAN**

**NAAC ACCREDITED 'A' GRADE UNIVERSITY**

**GOLAPBAG CAMPUS ■ PURBA BARDHAMAN-713104 ■ WEST BENGAL ■ INDIA**

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**COURSE STRUCTURE UNDER CCFUP (AS PER NEP 2020) FOR B.A. IN HISTORY**  
**Semester-wise Distribution of Credits and Marks (SEM-I)**

SEMESTER	COURSE TYPE	COURSE NAME	CREDIT	MARKS				DISTRIBUTION OF CREDIT			LECT HOURS
				IA	ESE (TH)	ESE (PR)	TOTAL	LECT	TUTO	PR	
I	MAJOR / DS COURSE Course Code: HIST 1011	THE IDEA OF BHARAT/ HISTORY OF INDIA (FROM EARLIEST TIMES TO 6 <sup>th</sup> CENTURY B.C.E)	4	15	60	0	75	3	1	0	60
	MINOR COURSE # Course Code: HIST 1021	ANCIENT INDIAN HISTORY (FROM PRE- HISTORY TO 550 C.E.)	4	15	60	0	75	3	1	0	60
	MULTIDISCIPLINARY COURSE# Course Code: HIST 1031	HISTORY OF INDIA (1757-1857)	3	10	40	0	50	2	1	0	45
	ABILITY ENHANCEMENT COURSE(AEC) -----1041	L1-MIL: ARABIC/ BENGALI/ HINDI/ SANSKRIT/ SANTALI/ URDU OR EQUIVLNT. COURSE FROM SWAYAM OR UGC RECOGNIZED OTHER PLATFORM	2	10	40	0	50	2	0	0	40
	SKILL ENHANCEMENT COURSE (SEC) Course Code: HIST 1051	UNDERSTANDING INDIAN HERITAGE	3	10	40	0	50	2	1	0	45
	VALUE ADDED COURSE(VAC) CVA1061	ENVIRONMENTAL SCIENCE / EDUCATION	4	20	60	20	100	3	0	1	60
	TOTAL		20				400				

**\*\* IA- INTERNAL ASSESSMEN, ESE-END SEMESTER EXAMINATION, TUTO-TUTORIAL, LECT- LECTURE, TH-THEORY, PR-PRACTICAL #**

**STUDENTS OPTED HISTORY AS MAJOR SUBJECT (4 YR HONS. COURSE/ 3YR DEGREE COURSE) WILL STUDY ANY DISCIPLINE OTHER THAN HISTORY AS SPECIFIED BY THE UNIVERSITY/AS PER NEP STRUCTURE IN THEIR MINOR AND MULTIDISCIPLINERY COURSES.**

### Semester-wise Distribution of Credits and Marks (SEM-II)

SEMESTER	COURSE TYPE	COURSE NAME	CREDIT	MARKS				DISTRIBUTION OF CREDIT			LECT HOURS
				IA	ESE (TH)	ESE (PR)	TOTAL	LECT	TUTO	PR	
<b>II</b>	MAJOR /DS COURSE Course Code: HIST 2011	HISTORY OF ANCIENT WORLD CIVILIZATION	4	15	60	0	75	3	1	0	60
	MINOR COURSE # Course Code: HIST 2021	HISTORY OF INDIA (550 CE to 1206 CE)	4	15	60	0	75	3	1	0	60
	MULTIDISCIPLINARY COURSE# Course Code: HIST 2031	HISTORY OF INDIA (1858-1947)	3	10	40	0	50	2	1	0	45
	ABILITY ENHANCEMENT COURSE(AEC) ENGL2041	L <sub>2</sub> -1 ENGLISH: FUNCTIONAL ENGLISH OR EQUIVLNT. COURSE FROM SWAYAM OR UGC RECOGNIZED OTHER PLATFORM	2	10	40	0	50	2	0	0	40
	SKILL ENHANCEMENT COURSE (SEC) Course Code: HIST 2051	ARCHIVES AND MUSEUMS	3	10	40	0	50	2	1	0	45
VALUE ADDED COURSE(VAC) CVA 2061	UNDERSTANDING INDIA / DIGITAL & TECHNOLOGY SOLUTION/HEALTH & WELLNESS, YOGA EDUCATION, SPORTS & FITNESS	4	20	80/60	0/20	100	3/3	1/0	0/1	60	
<b>Skill based vocational course (addl. 4 Cr) during summer term for 8 weeks, who will exit the programme after securing 40 cr.</b>											
<b>TOTAL</b>			<b>20</b>				<b>400</b>				

\*\* IA- INTERNAL ASSESMEN, ESE - END SEMESTER EXAMINATION, TUTO-TUTORIAL, LECT- LECTURE, TH-THEORY, PR- PRACTICAL  
STUDENTS OPTED HISTORY AS MAJOR SUBJECT (4 YR HONS. COURSE/ 3YR DEGREE COURSE) WILL STUDY ANY DISCIPLINE OTHER THAN HISTORY AS SPECIFIED BY THE UNIVERSITY /AS PER NEP STRUCTURE IN THEIR MINOR AND MULTIDISCIPLINARY COURSES.

**COURSE STRUCTURE UNDER CCFUP (AS PER NEP 2020) FOR B.A.IN HISTORY**  
**Semester-wise Distribution of Credits and Marks (SEM-III)**

SEMESTER	COURSE TYPE	COURSE NAME	CREDIT	MARKS				DISTRIBUTION OF CREDIT			LECT HOURS
				LECT	TUTO	PR	TOTAL	THEORY	PR/VIVA	IA	
<b>III</b>	MAJOR/DS COURSE Course Code: HIST 3011	HISTORY OF INDIA FROM 6 <sup>TH</sup> CENTURY BCE TO 550CE	5	4	1	0	75	60	0	15	60
	MAJOR/DSCOURSE Course Code: HIST 3012	World Civilization: Transition from Ancient to Medieval.	5	4	1	0	75	60	0	15	60
	MINOR COURSE# Course Code: ----- 3021	VOCATIONA L EDUCATION AND TRAINING	4				75			15	
	MULTIDISCIPLINARY COURSE  Course Code: HIST3031	HISTORY OF MODERN EUROPE (1789-1919)	3	2	1	0	50	40	0	10	45
	ABILITY ENHANCEMENT COURSE (AEC)- L1-2 Course Code: -----3041	L12-MIL-ARABIC/ BENGALI /HINDI / URDU OR EQUVLNT. COURSE F ROM SWAYAM OR UGC RECOGNIZED PLATFORM	2	2	0	0	50	40	0	10	
	SKILL ENHANCEMENT COURSE(SEC) Course Code: HIST 3051	UNDERSTANDING POPULAR CULTURE OF MODERN BENGAL	3	2	1	0	50	40	0	10	45

	<b>TOTAL</b>		<b>22</b>				<b>375</b>				
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**\*\*IA-INTERNAL ASSESMENENT, ESE-END SEMESTER EXAMINATION, TUTO-TUTORIAL, LECT-LECTURE, TH-THEOR, PR- PRACTICAL#**

**COURSE STRUCTURE UNDER CCFUP (AS PER NEP 2020) FOR B.A.IN HISTORY**  
**Semester-wise Distribution of Credits and Marks (SEM-IV)**

SEMESTER	COURSE TYPE	COURSE NAME	CREDIT	MARKS				DISTRIBUTION OF CREDIT			LECT HOURS
				LECT	TUTO	PR	TOTAL	THEORY	PR/VIVA	IA	
<b>IV</b>	MAJOR/ DSCOURSE Course Code: HIST 4011	<b>HISTORY OF INDIA FROM 550 CE TO 1206 CE</b>	5	4	1	0	75	60	0	15	75
	MAJOR / DS COURSE Course Code: HIST 4012	<b>INDIA UNDER DELHI SULTANATE: 1206 AD- 1526 AD</b>	5	4	1	0	75	60	0	15	75
	MAJOR / DSCOURSE Course Code: HIST 4013	<b>RISE OF THE MODERN WEST-I (15<sup>TH</sup>&amp; 16<sup>TH</sup> CENTURIES)</b>	5	4	1	0	75	60		15	60
	MINOR COURSE # Course Code: HIST4021	<b>HISTORY OF INDIA (1206-1526)</b>	4	3	1	0	75	60		15	60
	MINOR COURSE # Course Code: -----4021 <b>(OTHER THAN HISTORY)</b>	----	4				75			15	
	ABILITY ENHANCEMENT COURSE (AEC) -----4041	<b>L<sub>2</sub>- ENGLISH OR EQUIVLNT. COURSE FROM SWAYAM OR UGC RECOGNIZED PLATFORM.</b>	2	2	0	0	50	40	0	10	
<b>TOTAL</b>		25				425					

**\*\* IA- INTERNAL ASSESMENET, ESE-END SEMESTER EXAMINATION, TUTO-TUTORIAL, LECT- LECTURE, TH-THEORY, PR -PRACTICAL#**

*Semester-I*  
**CURRICULUM & CREDIT FRAME WORK**  
 FOR  
UG Programme in History

**Subject: History (Major)**

**Paper 1 -The Idea of Bharat**

**Learning Outcome:** Through this course, students will get to know about the lifestyle, culture, religion and language of ancient India. They will be able to find various types of events in the past life of Ancient India. They will also acquire the knowledge of changing socio-cultural scenarios of India.

<b>Unit</b>	<b>Topic</b>	<b>LH</b>
<b>Unit 1</b>	<ul style="list-style-type: none"> <li>• Concept of India or Bharat</li> <li>• Indian concept of time, space, scope and sources</li> </ul>	12
<b>Unit 2</b>	<ul style="list-style-type: none"> <li>• Heritage of Indian Civilization: The glory of Indian Literature- Veda, Vedanta, Upanishads, Epics, Puran</li> <li>• Salient features of Indian Art and Culture</li> <li>• Educational system.</li> </ul>	12
<b>Unit 3</b>	<ul style="list-style-type: none"> <li>• Religion and evolution: Indian perception of Dharma and Darshan.</li> <li>• The concept of Vasudhaiva Kutumbakam: Man, Family &amp; Society</li> </ul>	12
<b>Unit 4</b>	<ul style="list-style-type: none"> <li>• Science and Technology in Ancient India, Environmental conservation, Health consciousness- yoga and naturopathy, Indian numerical system and Mathematics</li> </ul>	12
<b>Unit 5</b>	<ul style="list-style-type: none"> <li>• Indian Economic thoughts</li> <li>• Concept of land, forest and agriculture</li> <li>• Industry, Trade.</li> </ul>	12

**Suggested Readings:**

A.L. Basham- *The Wonder that was India*  
 A.S. Altekar- *Education in Ancient India.*  
 Faith Robertson Elliott - *Gender Family and Society*  
 G. Arrhenius – *Evolution for Space*  
 R.K. Mookherjee – *The Fundamental Unity of India*  
 Radha Kumud Mookherjee- *Indian Education System.*  
 Srinivas , M.N- *Social Change in Modern India.*  
 Will Durant- *The Story of Civilization*  
 Singh Y- *Modernization of Indian Tradition.*  
 Sinha Gaurab: *Prajithasik o Vaidik Jug er Bharat*



**Subject: History (Major)**

**Paper 1 –History of India (From Earliest times up to 6<sup>th</sup> Century BCE)**

**Learning Outcome:** Through this course, students will get to know about the lifestyle, culture, religion and language of ancient India. They will be able to find various types of events in the past life of ancient India. They will also acquire the knowledge of changing socio-cultural scenarios of India.

Unit	Topic	LH
Unit 1	<ul style="list-style-type: none"><li>• Meaning of History</li><li>• Origin of the name Bharat</li><li>• Concept of India or Bharat Fundamental</li><li>• unity of India.</li><li>• Indian concept of time, space, scope and sources</li></ul>	12
Unit 2	<ul style="list-style-type: none"><li>• A broad survey of Paleolithic, Mesolithic and Neolithic cultures.</li></ul>	12
Unit 3	<ul style="list-style-type: none"><li>• Harrappan Civilization: Origin, extent, main features, Religion, Relationship with other civilizations of the world, decline.</li></ul>	12
Unit 4	<ul style="list-style-type: none"><li>• Vedic and Later Vedic Age: Coming of the Aryans and Aryan debate</li><li>• Vedic economy, polity, society and religion</li><li>• Science and technology, Environmental conservation, Health consciousness- yoga</li><li>• and naturopathy, Indian numerical system and Mathematics</li><li>• Evolution of language.</li><li>• Indian economic thoughts</li><li>• Concept of land, forest and agriculture</li><li>• Industry, Trade.</li></ul>	12
Unit 5	<ul style="list-style-type: none"><li>• Religious protest movement- Jainism and Buddhism.</li></ul>	12

**Suggested Readings: -**

A.L. Basham- *The Wonder that was India*

A.S. Altekar- *Education in Ancient India.*

Faith Robertson Elliott - *Gender Family and Society*

G. Arrhenius – *Evolution for Space*

R.K. Mookherjee – *The Fundamental Unity of India*

Radha Kumud Mookherjee- *Indian Education System.*

Srinivas , M.N- *Social Change in Modern India.*

Will Durant- *The Story of Civilization*

Singh Y- *Modernization of Indian Tradition.*

Sinha Gaurab: *Prajithasik'o Vaidik Jug er Bharat*

Carr, E.H. *What is History*

*History and Culture of the Indian People, Vol-I & II, Bharatiya Vidya Bhavana*

Chattopadhyay, Bhaskar, *Bharater Artha-Samajik O Rashtriya Byabostha: Prachin Jug*

Chattopadhyay, Bhaskar, *Bharater Sanskriti: Prachin Jug*



**Semester-I**  
**CURRICULUM & CREDIT FRAME WORK**  
 FOR  
**UG Programme in History**

**Subject: History (Minor)**

**Paper 1 – Ancient Indian History up to 550 CE**

**Learning Outcome:** The course aims to provide the fundamental knowledge of different aspects of Ancient Indian History.

Unit	Topic	LH
Unit 1	Sources and approaches of Ancient Indian History.	12
Unit 2	Harappan Civilization: origin, extent, features and decline	12
Unit 3	Vedic Civilization: Vedic economy, polity, society and religion. Religious protest Movements- Jainism and Buddhism	12
Unit 4	Rise of an Empire centered on Magadha: Sixteen Mahajanpadas. Emergence of Mauryan Empire- Chandragupta, Ashoka, administration and fall of the Maurayas.	12
Unit 5	Post Mauryan period: Satvahana, Kushanas, Indo-Roman trade Age of the Guptas: Development of the Gupta Empire, Art, Literature and Administration.	12

**Suggested Readings:**

- Altekar, A.S. – Education in Ancient India  
 Agrawal, D.P. – The Archaeology of India  
 Basham, A.L. – The Wonder that was India  
 Chakraborty, D.K. – Archaeology of Ancient Indian Cities  
 Jha, D. N. - Ancient India in Historical Outline  
 Sharma, R.S- India's Ancient Past  
 Thapar, Romila-Ashoka and the Decline of the Mauryas  
 Thapar, Romila-History of Early India.  
 Tripathy, R.S- History of Ancient India.  
 Smith, V.A – Early History of India  
 Mookherjee, R.K- The Fundamental Unity of India  
 Mookherjee, Radha Kumud- Indian Education System  
 Majumdar, R.C – Ancient India

*Semester-I*  
**CURRICULUM & CREDIT FRAME WORK**  
 FOR  
**UG Programme in History**

**Subject: History (Multi/ Interdisciplinary Course)**

**Paper 1 – History of India (1757 to 1857)**

**Learning Outcome:** The main objective of this course is to know the history of how the English East India Company became the ruler of India. This course aims to reassess how they ruled our country for one hundred years. Furthermore, it also seeks to revisit the history of how native Indians revolted against them.

<b>Unit</b>	<b>Topic</b>	<b>LH</b>
<b>Unit 1</b>	Rise of the English East India Company: Battle of Plassey, Buxar and Grant of Dewani.	09
<b>Unit 2</b>	Regional States: Anglo-Maratha relations, Anglo- Mysore relations, Anglo- Sikh relations	09
<b>Unit 3</b>	Economic Policy: Drain of Wealth, Deindustrialization, Permanent Settlement and its impact	09
<b>Unit 4</b>	Socio Religious Reform Movement- Rammohan Roy, Young Bengal, Vidyasagar	09
<b>Unit 5</b>	Peasant and Tribal revolts: Wahabi Movement, Santal Movement 1857 Revolt: causes and consequences and nature.	09

**Suggested Reading:**

Desai, A.R.—Peasant Struggle in India

Bagchi, Amiya- Private Investments in India

Chandra Bipan, Panikar K.N, Mukherjee Mridula, Mahajan Sucheta and Mukherjee Aditya – India's Struggle for Independence

Chandra, Bipan- Rise and Growth of Economic Nationalism in India

Dutt, R.P- India Today

Bandyopadhyay, Sekhar – From Plassey to Partition

## SKILL ENHANCEMENT COURSE

### Paper-I/Sem-I History

#### Understanding Indian Heritage

**Learning Outcome:** Students will get to understand the different facets of Indian heritage and their significance. They also understand about the legal and institutional frameworks for heritage protection in India as the challenges facing it.

#### **UNIT- I: Defining Heritage (Lecture Hours: 10)**

Meaning of 'antiquity', 'archaeological site', 'tangible heritage', 'intangible heritage' and 'art treasure'

#### **UNIT- II: Constitution of Heritage in Colonial India and Evolution of Heritage Legislation (Lecture Hours: 10)**

Institutionalization and commodification of Indian Heritage: Collections, exhibitions, museums and Monumentalization-Case study of the Great Exhibition, London; Indian Museum, Kolkata; Conventions and Acts—national Heritage-related government departments, museums, regulatory bodies etc. Conservation Initiatives in India to protect the endangered heritage sites, Laws for Antiquities in India

#### **UNIT- III: Tourism: Promoting Indian Heritage (Lecture Hours: 12)**

Viewing Heritage Sites, the relationship between tourism and heritage, Guide Books and Travel literature as a tool for heritage marketing, Eco-Tourism in India-Commercializing nature, Exhibiting culture-Heritage Walks and Tours, palaces, heritage festivals

#### **UNIT- IV: UNESCO World Heritage Sites in India: Selected Case Studies (Lecture Hours: 13)**

Ajanta, Ellora & Elephanta Caves, Agra Fort, Taj Mahal, [Fatehpur Sikri](#), [Red Fort Complex](#), [Qutb Minar and its Monuments](#), [Khajuraho Group of Monuments](#), Group of Monuments at [Hampi](#), Group of Monuments at [Mahabalipuram](#), [Sun Temple, Konârak](#), [Great Living Chola Temples](#), [The Jantar Mantar, Jaipur](#), [Sundarbans National Park](#), [Mountain Railways of India](#), Visva-Bharati, Santiniketan, Archaeological Site of [Nalanda Mahavihara](#) at Nalanda, Bihar

#### **Suggested Readings:**

David Lowenthal, *Possessed By The Past: The Heritage Crusade and The Spoils of History*, Cambridge, 2010 Layton, R. P. Stone and J. Thomas, *Destruction and Conservation of Cultural Property*. London: Routledge, 2001

Lahiri, N, *Marshaling the Past - Ancient India and its Modern Histories*. Ranikhet: Permanent Black, 2012, Chapters 4 and 5.

S.S. Biswas, *Protecting the Cultural Heritage (National Legislations and International Conventions)*. New Delhi: INTACH, 1999.

Acts, Charters and Conventions are available on the UNESCO and ASI websites ([www.unesco.org](http://www.unesco.org); [www.asi.nic.in](http://www.asi.nic.in))

Suman Mukherjee, *Journeys in to the Past: Historical and Heritage Tourism in Bengal*, New Delhi, New Academic Publishers, 2018

Sinha, Gaurav & Chakraborty, Saptarshi, *Aitihya Adhyan*, Kolkata, Ashadip, 2021.

**Semester-II**  
**CURRICULUM & CREDIT FRAMEWORK**  
**FOR**  
**UG Programme in History**

**Subject: History (Major / Hons)**

**Paper 2 – History of Ancient World Civilization**

**Learning Outcome:** Through this course students will acquire knowledge about the evolution of human society and transformation of ancient civilizations like Mesopotamia, Egypt, China, Greece, Roman and early Medieval Europe. They are acquiring knowledge about the origin, features, nature and class composition of various societies. They can compare to each and other among the several societies of the world.

<b>Unit</b>	<b>Topic</b>	<b>LH</b>
<b>Unit 1</b>	History of Early World Civilization: Egypt Egyptian Civilization: Political development, Art, Architecture and Religion	12
<b>Unit 2</b>	History of Early World Civilization: Mesopotamia Mesopotamia Civilization: Sumerian, Babylonian and Assyrian: society, religion, Architecture, administration and education	12
<b>Unit 3</b>	History of Early World civilization: China Chinese civilization: Polity, Society, Science and Technology	12
<b>Unit 4</b>	History of Early World civilization: Persian Persian Civilization: Political, Social and Economic condition	12
<b>Unit 5</b>	Classical Greece: Age of Homer: Evolution of Classical Greece Athens, Sparta Greece: Persian War and the Peloponnesian War The Periclean Age in Greece, Growth of State and society, Art, Culture, Literature, Drama, Sports and Philosophy	12

**Suggested Readings:**

*Childe, V.G – What Happened in History*

*Durrant, Will- Our Oriental Heritage: The Story of Civilization*

*Shaoyi Bai- An Outline History of China*

*Trigger – Ancient Egypt : A Social History*

*Swain J.E – A History of World Civilization*

*Frankfort Henri- The Birth of Civilization in the Near East.*

*Trevar A. Albert – History of Ancient Civilization*

*Wells, H.G – The Outline of History.*

*Mukherjee, Suman: Prachin Visva: Samajik Gathan, Sanskritik Vinyas o Arthanitik Chalchitra (Bangla)*

**Semester-II**  
**CURRICULUM & CREDIT FRAMEWORK**  
**FOR**

**UG Programme in History**

**Subject : HISTORY (Minor)**

**Paper – II: HISTORY OF INDIA (From 550 C.E to 1206 C.E)**

**Learning Outcome:** From this course students will learn and analyze about the transition from historic centuries up to the Early Medieval India. They will be able to delineate changes in the realm of polity and culture; Puranic religion; the growth of vernacular languages and newer forms of art and architecture.

UNIT	TOPIC	LH
I.	<b><u>Emergence of New Powers and the Age of Decentralization:</u></b> Decline of the Gupta Power and the emergence of new powers in the 2 <sup>nd</sup> half of the 6 <sup>th</sup> Century C.E Pushyabhuti Dynasty and Kanyakubja – State, Society and Culture during the period of Harsha. Maukharis of Kanauj Sasanka, the King of Gauda – Political achievements and administration.	12
II.	<b><u>Decentralization and emergence Regional Powers:</u></b> North-Western India: Dynasties of Kashmir – Arab invasion of Sindh – Shahi dynasty of Punjab – Their Political and Cultural achievements. North-Eastern India: Anarchy in Bengal after Sasanka – The Palas – The Senas – Dynasties of Kalinga – their Political and Cultural achievements	12
III.	<b><u>Emergence of Regional Powers in Central and Northern India:</u></b> Origin of the Rajputs : Various theories – Pratiharas – Gahadavalas – Chahamanas – Chandella – Kalachuri – Paramara – their political and cultural achievements	12
IV.	<b><u>Regional Powers of the Deccan and South India:</u></b> Chalukyas of Vatapi – Origin – History – Art and Architecture Rashtrakutas of Manyakheta – History – interference in North Indian politics – Religion – Art and architecture Pallavas of Kanchi – History – Art and Architecture Cholas of Tanjore – History – Administration – Art and Architecture	12
V.	<b><u>Decline of Rajput's and north India until 1206 CE:</u></b> Tripartite Struggle Fall of Rajput Power and the coming of the Arabs and Turks <b><u>Culture of Pre-Medieval India</u></b> Society and Religion till 12 <sup>th</sup> century Architecture, Sculpture and paintings till 1206 CE	12

**Suggested Readings:**

R.C.Majumdar, H.C.Raychaudhuri, K.K.Datta, *An Advanced History of India*

R.C.Majumdar and A.D.Pusalkar (ed.), *The History of Indian People, Vol V & VI*

K.A.Nilkanta Sastri, *History of South India (From Pre-historic times to the Fall of Vijaynagar)*, OUP, 1955

A.K.Majumdar, *A Concise History of Ancient India, Vol I (1977) and Vol.II(1980)*, Delhi

B.D.Chattopadhyaya, *The Making of Early Medieval India*, Delhi, 1994

R.S.Sharma, *Early Medieval Indian Society – A study in Feudalization*, Calcutta, 2001

Romila Thapar, *A History of India, Vol I*, Harmondsworth, 1974

Upinder Singh, *A History of Early Medieval India, From Stone Age to Early Medieval India*

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Chattopadhyay, Rupasree: *Gourio Sanskriti Bikha*.

**Semester-II**  
**CURRICULUM & CREDIT FRAMEWORK**  
**FOR**  
**UG Programme in History**

**Subject: History (Multi/ Interdisciplinary Course)**

**Paper 2 – History of India (1858-1947)**

**Learning outcome:** Through this course students will know about the various positive and negative aspects of British rule. Who knows the history of how the British followed the policy of partition and destroyed the dream of a united India of the freedom fighters of India.

Unit	Topic	LH
Unit 1	The aftermath of 1857: The Indigo rebellion, Aligarh Movement	09
Unit 2	The early phase of Indian National Movement – Birth of Indian National Congress, Congress activity, Swadeshi Movement, Morle Minto reforms	09
Unit 3	The Gandhi Era- Khilafat and Non-Cooperation Movement, Poona Pact, Civil Disobedience Movement, Quit India Movement.	09
Unit 4	Towards Freedom: 1935 Govt. Act, role of leftist movement, Subhas Bose and INA, Cripps Mission, Cabinet Mission,	09
Unit 5	Communal Politics: Birth of Muslim League, Demand for Pakistan, rise of Hindu Mahasabha, Partition of India- Causes and Effects.	09

**Suggested Readings:**

Sumit Sarkar- Modern India 1885-1947

K, K, Dutta – Social History of Modern India

A.R. Desai- Social background of Indian Nationalism

Tara Chand – History of Freedom Movement in India Vol 3

Penderal Moon- Divide and Quit

S.R. Mehrotra - The emergence of Indian National Congress

Bipan Chandra and Others- Freedom Struggle

Anita Indar Singh- the Partition of India

Sekhar Bandyopadhyay- From Plassey to Partition and After

Ram Chandra Pradhan – Raj to Swaraj

*Semester-II*  
**SKILL ENHANCEMENT COURSE**  
*Paper-II/Sem-II*  
**Achieves and Museums**

**Learning outcome:** Students will learn how to maintain documentary, visual and material remains of the past either in house or Institutions. It helps them to understand the importance and significance of such institutions to build the history of India.

**UNIT I (Lecture Hours: 10)**

I. Definition of Archives and allied terms like Manuscripts, Documents, Records, Library.

II. Physical forms of Archival Materials like Clay tablets, Stone inscriptions, Metal Plates, Palm leaves and Paper records, Photographs, Cartographic Records Film, Video tapes and other electronic records.

**UNIT II (Lecture Hours: 10)**

I. Types of Archives.

II. History of Archives.

III. History of Setting up of Archives in India with some specific examples like National Archives, New Delhi and any regional example of the local archive.

**UNIT III (Lecture Hours: 12)**

I. Definition of Museum.

II. Aims, Functions, History of Museum.

III. History of setting up Museum in India with special reference to Indian Museum, Calcutta, National Museum.

**UNIT IV (Lecture Hours: 13)**

I. Types of Museums and Emergence of New Museums and allied institutions.

II. Material Collection, Conservation, Preservation and their policies, ethics and procedure.

III. Museum and Society: Exhibitions, Public Relation.

**Suggested Readings:**

Saloni Mathur : *India by Design : Colonial History and Cultural Display*, University of California, 2007.

Sengupta, S. : *Experiencing History Through Archives*, Delhi : Munshiram Manoharlal, 2004.

Guha, Thakurta, Tapati : *Monuments, Objects, Histories : Institution of Art in Colonial India*, New York, 2004.

Kathpalia, Y.P.: *Conservation and Restoration of Archive Materials*, UNESCO, 1973.

Choudhary, R.D.: *Museums of India and their maladies*, Calcutta: Agam Kala, 1988.

Nair, S.M.: *Bio-Deterioration of Museum Materials*, 2011.

Agrawal, O.P.: *Essentials of Conservation and Museology*, Delhi, 2007.

Guha-Thakurta, Tapati: *The Making of a New Modern Indian Art: Aesthetics and Nationalism in Bengal, 1850-1920*, Cambridge University Press, 1992.

Mitter, Partha: *Indian Art*, Oxford History of Art Series, Oxford University Press, 2001.

Ray Niharranjana: *An Approach to Indian Art*, Calcutta, 1970.

Basu, Purnendu; *Records and Archives, what are they*, National Achieve of India, 1960, Vol II, No. 29.

### **Semester-III**

#### **History of India from 6<sup>th</sup> Century BCE to 550 CE (CODE: HIST3011)**

**Learning Objectives and Outcome:** The objectives of the course are to impart a comprehensive knowledge and understanding of history and culture of India up to 550 CE. The course introduces sources for the study, early culture and civilizations, development of different religious traditions, evolution of Ancient Indian polity with major political events, political geography and chronology. It also deals with the age of foreign incursions, structure of early Indian society and the nature of economic transformation. Focus is also placed on analysis and explanation of Ancient India 'sculptural achievements.

Students will have a familiarity with the sources, different political, social, economic, cultural and religious traditions of the Indian subcontinent up to 550 C.E. Student will also be well versed with different analytic approaches and models of interpretation.

<b>Unit</b>	<b>Topic</b>	<b>LH</b>
<b>Unit1</b>	<b>India in the Sixth century: B.C</b> The political condition of India in the 6 <sup>th</sup> Century B.C. Sixteen Mahajanapadas – Rise of Magadhan Imperialism Alexander's invasion and its results	<b>12</b>
<b>Unit2</b>	<b>Age of the Mauryas:</b> Sources, Chandragupta Maurya, Asoka and Ashoka's Dhamma, Mauryan Administration, Mauryan Society, Downfall of Maurya Empire	<b>12</b>
<b>Unit3</b>	<b>Post-Mauryan Age:</b> Sources, The reign of the Sungas and the Kanvas ,Kharvela,,The Reign of the Satavahanas: Society and Culture, Kanishka Culture and Economy of the Kushana Age	<b>12</b>
<b>Unit4</b>	<b>Age of the Imperial Guptas</b> Sources, Extent of the Gupta Empire, Fall of the Gupta Empire, Gupta society and administration	<b>12</b>
<b>Unit5</b>	<b>Civilization of the Gupta Period:</b> Gupta Art, Architecture, Religion, Literature and development of Science and Technology	<b>12</b>

#### **Suggested Reading:**

Thapar.-History of India,Reprint,NewDelhi,1990

Thapar R-Asoka and the Decline of Mauryans,2<sup>nd</sup> Ed., NewDelhi,1973.

Kosambi,D.D.-An Introduction to the Study of Indian History,Bombay,1956.



Rayachaudari, H.C. - *Political History of Ancient India*, Calcutta, 1950, 5<sup>th</sup> Edition.  
 Kosambi, D.D. - *The Culture and Civilization of Ancient India in Historical outline*, London, 1965.  
 Thapar, R. - *From Lineage to State, Social formation in the Mid first Millennium B.C. in the Ganga Valley*, Oxford University Press, 1984.  
 Thapar, R. - *Ancient Indian Social History Some Interpretations*, Delhi, 1978.  
 Pande, G.C. - *Foundations of Indian Culture, Vol. I and II*, New Delhi, 1984.  
 Ray, H.P. - *Monastery and Guild, Commerce under the Satavahanas*, Oxford University Press, Delhi, 1986.  
 Sarma, R.S. - *Material Culture and Social formation in Ancient India*, Delhi, Second Ed., 2007.  
 . Basham, A.L. - *The Wonder that was India*, Calcutta, 1971.  
 Majumdar, R.C - *History and Culture of the Indian people, relevant volumes, Comprehensive History of India, Vols. 1, 2 and 3.*  
 Yazdani, G. - *Early History of the Deccan, Vol. 1* - Oxford University Press, 1960  
 . Subramanian, N. - *Sangam Polity*, Madras, 1966.  
 . Upender Singh, *The Discovery of Ancient India*, 2005, Reprint-2010, Delhi.

**Subject: History**  
**(Major)**

**World Civilization: Transition from Ancient to Medieval. (CODE: HIST3012)**

**Learning Objectives and Outcome:** This course seeks to understand the transition of Ancient Europe into the medieval world. It therefore looks at the crisis caused by the decline of Roman Empire, the rise of religious organizations such as the Church and Monastery, the Carolingian and 12th century renaissance, and the rise of Universities and Towns. It addresses the ushering of Feudalism and its breakdown and finally deals with the crisis of Judaism and Christianity facing the advent of Islam and the counter attack, Crusades.

<b>Unit</b>	<b>Topic</b>	<b>LH</b>
<b>Unit1</b>	<b>Roman Empire: Polity, Society, Economy &amp; Culture</b> <b>Polity:</b> Constitution and Law <b>Society:</b> Slavery & Slave Society, Position of Women <b>Economy:</b> Agrarian economy, Urbanization & Trade-Commerce <b>Culture:</b> Art, Architecture and Literature	<b>12</b>
<b>Unit2</b>	<b>Roman Empire: Decline</b> Crisis of the Western Roman Empire and its principal causes	<b>12</b>
<b>Unit3</b>	<b>Medieval Western Europe: Economy &amp; Society</b> <b>Economy:</b> Agrarian structure and relations, Origin & Development of Feudalism, Manorial economy, Non-agricultural production, Guild System, Trade & Commerce, Urbanization & Growth of new Towns <b>Society:</b> Social stratification, Position Of Women, Knight and Chivalry	<b>12</b>

<b>Unit4</b>	<b>Medieval Western Europe: Religion &amp; Culture</b> <b>Religion: Medieval State &amp; Church, Cluniac Reform Movement, Monasticism, Investiture Contest, Crusades</b> <b>Culture: Carolingian Renaissance, Scholasticism and Schoolmen, Growth of Universities, 12<sup>th</sup> Century Renaissance</b>	<b>12</b>
<b>Unit5</b>	<b>Medieval Islam: Polity, Society, Economy &amp; Culture</b> <b>Pre-Islamic Arab: Society, Economy and Culture</b> <b>Rise of Islam and Arab under Muhammad: A Brief Survey, Expansion of the Islam</b> <b>Society: Ummah, Position of Women</b> <b>Economy: Agriculture, Trade &amp; Commerce &amp; Urbanization</b> <b>Religion: Origins of Shariah, Mihna</b> <b>Culture: Art, Architecture, Literature</b>	<b>12</b>

**Suggested Readings:**

1. Baker, Simon, *Ancient Rome The Rise and Fall of an Empire*, Ebury Publishing, 2006.
2. Bloch, Marc, *Feudal Society* (2 Vols), Aakar Books, Revised Edition, July, 2017.
3. Brundage (ed.), *The Crusades*, Marquette University Press, 1962.
4. Burke, Edmund, III & Ira M. Lapidus, *Islam, Politics and Social Movements*, University of California Press, 1988.
5. Chris Wickham, *Medieval Europe*, Yale University, 2016
6. Cohen, Mark, *Under Crescent and Cross The Jews in the Middle Ages*, Princeton University Press, 2008. 15
7. Deansley, Margaret, *A History of Early Medieval Europe, 476 to 911*, Methuen, 1956.
8. Dobb, Maurice Dobb, *Studies in the Development of Capitalism*, Routledge, First Edition, March, 1965.
9. Lewis, Bernard, *The Arabs in History*, Oxford University Press, 6th Edition, May 2002. 10. Lewis, Bernard, *The Jews of Islam*, 1984.
11. Man, John, *The Mongol Empire*, Penguin Random House, May 2015. 12. Maurice Keen, *The Penguin History of Medieval Europe*, 1991. 13. Pirenne, H. H. M., *Medieval Cities*, Princeton University Press, 1969.
14. Smith, Leslie and Leyser, Conrad; *Motherhood, Women and Society in Medieval Europe (400-1400)*, Ashgate Publishing Ltd, 2011.
15. Stuard, Susan Mosher (Ed.), *Women in Medieval History and Historiography*, University of Pennsylvania Press; New edition, December, 1988.
16. Suman Mukherjee, Prachin Biswa; *Samajik Gathan, Sanskritik Binnyas O Arthanaitik Chalchitra*, Bookpost Publication, Kolkata, 2021
17. Rajkumar Chakrabarty, *Islam*, K. P. Bagchi & Co, Kolkata, 2023
18. Asif Jamal Lashkar, *Madhyakalin Biswa: Samajik Gathan O Sanskritik Binnyas*, Progressive Publishers, Kolkata

### **Semester-III**

#### **Subject: History (Multi/Interdisciplinary Course)**

#### **History of Modern Europe (1789-1919) (CODE: HIST3031)**

**Learning Objectives and Outcome:** The students will be able to analyze the historical developments in Europe between 1789-1919. As it focuses on the democratic & socialist foundations of modern Europe. They will be able to situate historical developments of socialist upsurge & the economic forces of the wars, other ideological shifts.

<b>Unit</b>	<b>Topic</b>	<b>LH</b>
<b>Unit1</b>	<b>French Revolution:</b> Crisis of Ancient regime- Political, Social, Economic and role of Philosophers The Constituent assembly, the reign Of Terror	<b>9</b>
<b>Unit2</b>	<b>Age of Napoleon Bonaparte:</b> Rise of Napoleon, Napoleonic reforms, downfall of Napoleon	<b>9</b>
<b>Unit3</b>	<b>Europe after the French Revolution 1815-1848:</b> Vienna Congress, Concert of Europe, Metternich system, Revolution of 1830 & 1848	<b>9</b>
<b>Unit4</b>	<b>Age of Nationalism:</b> Unification of Italy and Germany the second empire in France and Napoleon III	<b>9</b>
<b>Unit5</b>	<b>First World War:</b> Imperialist disputes and clashes, Circumstances leading to First world War Peace conference of Paris	<b>9</b>

**Suggested Readings:**

Fisher, H.A.L- History of Europe

Thomson, David- Europe Since Napoleon

Lipson .E- Europe in the 19<sup>th</sup> and 20<sup>th</sup> Centuries

Hazen. C.D- Europe since 1815

Ketelbey- History of Modern times

Cobban- History of France

Lefebvre- The coming of the French Revolution

Craig Gordon- Europe Since 1815

Cipolla (ed)- Fontana Economic History of Europe.

Taylor AJP- The Struggle for Mastery in Europe 1848-1918

Mrinal Kanti Chattopadhyay, Europear Itihas, Progressive Book Forum, Kolkata

*Semester-III*

**SKILL ENHANCEMENT COURSE**

**Understanding Popular Culture of Modern Bengal (CODE: HIST 3051)**

**Learning Objective and Outcome:** This paper seeks to provide an opportunity to the students to explore the various facets of popular culture within their region in different genres such as the performing arts, audio-visual entertainments that would provide them a better understanding of the cultural diversity of Bengal.

**UNIT I -Popular Culture: Definition &Theories (LectureHours:10)**

- (i) Defining Popular Culture
- (ii) Various theories of Popular Culture

**UNIT II (Lecture Hours: 10)**

**Performance:**

- (i) **Jatra and Kabigann:** as a popular medium of performing art
- ii) **Dance:** Folk dances of Bengal-Gambhira, Santhali, Chhau, Raibenshe
- iii) **Music:** Folk songs of Bengal–Baul, Palligiti,Bhatiali, Bhawaiya ,Lalongeeti, Jeebanmukhil and Modern Band song
- iv) **Theatre:** Colonial Theatre via Group Theatre to Third Theatre

**UNIT III (LectureHours:12)**

**Audio-Visual:**

- (i) **Visual Media:** Commercial to Parallel Cinema  
Television from DD Bangla to Digital Cable Network ,Some award winning Bengali films of–Satyajit Ray,Mrinal Sen, Ritwik Ghatak
- (ii) Role of Television and documentary films in promoting popular culture.
- iii) **Cartoon:** Narayan Debnath's Handa-Bhonda, Nante-Fonte & BantultheGreat
- iv) **Art:**BengalSchool of  
Art(AbanindranathTagore,NandalalBose,RamkinkarBaij&BenodeBehariMukherjee
- v) **SocialMedia :**'Adda'toFacebook
- vi) **Music:** From Tappa via Gramophone to Headphone–Journey from Disc to YouTube & Instagram
- vii) Impact of the Internet and social media on popular culture

**UNITIV(LectureHours:13)**

**Festivals,Fairs,CulinaryCulture,Dress,Shopping,Tourism&Sports:**

- i) **Festivals:** Durgapuja: Journey from colonial time to UNESCO World Heritage recognition, Charak, Gajan, Rathajatra, Poila Baishakh, Doljatra, Eid-ul-Fitre, Muharram, X-Mas and Badna
- ii) **Fairs:** Santiniketan Poush Mela, Gangasagar Mela, Kolkata International Book Fair
- iii) **Culinary Habits:** From Taverns, Coffee Houses, Colonial Hotels, Pice Hotels, Restaurants to Online Home Delivery
- iv) **Dress:** Tradition, Imitation, Fusion: From Dhoti to Jeans
- v) **Shopping:** From Colonial Departmental Store to Shopping Mall Culture, Online Shopping through various E-commerce sites
- vi) **Tourism:** Bangalir Payer Talay Sarshe: A Brief history
- vii) **Sports:** Footbal lBattle at Maidan to Kolkata Atlético; Colonial Cricket via CAB to Kolkata Knight Riders; Dismal picture of Kabadi, Kho-kho, Athletics

**SuggestedReadings:**

Banerjee, Chitra (2005), Life and Food in Bengal

*Banerjee, Mukulika and Daniel Miller (2003), The Sari Bhatia, Nandi(ed.) (2009), Modern Indian Theatre: A Reader*  
*Dasgupta, Sanjukta, Dipankar Sinha and Sudeshna Chakravarti(ed.) (2011), Media, Gender and Popular Culture*  
*in India-Tracking Change and Continuity*  
*Duncan, Barry(1988), Mass media and Popular Culture.*  
*Guha, Ramchandra (2004), A Corner of a Foreign Field: an Indian History of a British Sport Majumdar, Boria and*  
*Kaushik Bandyopadhyay (2006), A Social History of Indian Football: Striving to Score*  
*Mukerji, Chandra and Michael Schudson (eds.) (1991), Rethinking Popular Culture Story, John*  
*(2006), Cultural Theory and Popular Culture*  
*Thoraval, Yves (2000), Cinemas of India (1896-2000)*  
*John Storey, Cultural Theory and Popular Culture, Pearson, 2001*  
*W. Dissayanayake and K.M. Gokul Singh, Popular Culture in a Globalized India, Trentham, 2019*  
*V. Lal, Ashis Nandy, Finger printing Popular Culture: The Myth and the Iconic in Indian Cinema, Oxford, 2006*  
*A .Rajadhyaksha and P. Willemsen, Encyclopaedia of Indian Cinema, Routledge 2012.*  
*A. Deshpande, Class, Power and Consciousness in Indian Cinema and Television, Primus, 2014*  
*Mira K. Desai, Regional Language Television in India Profiles and Perspectives Routledge, 2022*  
*Blain Brown, The Basics of Film making, Routledge, 2020*  
*Darius Cooper, The Cinema of Satyajit Ray Between Tradition and Modernity, Cambridge, 2000*  
*Sumanta Banerjee, The Parlour and the Street—Elite and Popular Culture in Nineteenth Century Calcutta.*  
*Kolkata: Seagull Books, 2019*  
*Suman Mukherjee, Journeys into the Past: Historical and Heritage Tourism in Bengal, New Academic Publishers,*  
*New Delhi, 2018.*

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**Semester-IV**  
**CURRICULUM&CREDITFRAMEWORK**  
**FOR**  
**UG Programme in History**

**Subject: History (Major)**

**History of India:550CE-1206CE (CODE: HIST4011)**

**Learning Objectives and Outcome:** Learning outcome: students will learn and analyze about the transition from historic centuries to the early medieval. They'll be able to delineate changes in the realm of polity and culture; puranic religion; the growth of vernacular languages and newer forms of art and architecture.

<b>Unit</b>	<b>Topic</b>	<b>LH</b>
<b>Unit1</b>	<b>Post Gupta Age:</b> Decline of Gupta power, Huna Invasion and its impact, Pushyabhuti Dynasty: Harshavardhana-Conquests of Harsha	<b>12</b>
<b>Unit2</b>	<b>Emergence of Regional Powers:</b> Origin of the Rajputs the Pratiharas The Chalukys of Vatapi: Chalukya administration Civilization and culture of the Chalukyas the Rashtrakutas The Pallavas: Art, Architecture, The Cholas	<b>12</b>
<b>Unit3</b>	<b>History of Bengal:</b> Sasanka, Bengal after the death of Sasanka: The Palas- Tripartite struggle- Contribution of the Palas The origin and the rise of the Senas Significance of the Sena Rule	<b>12</b>
<b>Unit4</b>	<b>Foreign Invasion:</b> The condition of Sind on the eve of the Arab invasion the invasion of the Arabs Character of in Sind the Indian invasions of Sultan Mahmud the Indian expeditions of Mahammad Ghur. The conquest of Bengal by Bakhtawar Khalji	<b>12</b>
<b>Unit5</b>	<b>Economy and Culture of Medieval India:</b> Economy in the early Medieval Period-Feudalism Urban centers and trade, Rise and growth of regional languages and literature, Fine Arts, Architecture, Sculpture, Paintings	<b>12</b>

**Suggested Reading:**

Majumdar, R.C and Pusalkar A.D(ed)-The History of Indian People, Vol IV Majumdar,  
R.C—History of Ancient Bengal

Roy Chaudhury H.C—Political History of Ancient India

Sastri Nilkanta-A History of South India, from Prehistoric times to the fall of Vijanagar

Sastri Nilkanta- Studies in Chola History of South India.

Sharma R.Social Changes in Early Medieval India.

Chattopadhyay B. D, The making of Early Medieval

India.

Ray Choudhury Tapan and Habib Irfan-Cambridge Economic History of India Vol 1

**Semester-IV**  
**CURRICULUM&CREDITFRAMEWORK**  
**FOR**  
**UG Programme in History**

**Subject: History (Major)**

**India under Delhi Sultanate(1206AD-1526AD) (CODE: HIST4012)**

**Learning Objectives and Outcome:** This course is designed to impart thorough knowledge on the origin and emergence of Delhi Sultanate, the political and cultural achievements of Slave, Khalji, Tughlaq, Sayyad and Lodi dynasties and their legacy. The course creates awareness among the students about their polity, policies, administrative reforms, economic development, changing pattern of society, women's participation in politics and analyses, women centered issues in contemporary society, religious trends, Bhakti and Sufi movements, progress of Persian and indigenous languages, education, literature, development of Art, Architecture, influence and impact of Islamic traditions on Hindu culture—vis-e-vis.

<b>Unit</b>	<b>Topic</b>	<b>LH</b>
<b>Unit1</b>	<b>Foundation of the Delhi Sultanate:</b> Sources, Beginning of the Delhi Sultanate era: Kutab Uddin Aibak, Illtutmish, Raziya, Balban	<b>12</b>
<b>Unit2</b>	<b>The Khalji Rule:</b> Khalji Revolution, Allauddin Khalji: Revenue and the Fiscal policy, Price control system	<b>12</b>
<b>Unit3</b>	<b>The Tughluq Era:</b> Ghiyasuddin Tughluq, Muhammad BinTughluq, FiruzShahTughluq, Sayyid and Lodi dynasties and their legacy, Downfall of the Delhi Sultanate	<b>12</b>
<b>Unit4</b>	<b>The Civilization and Economy of Sultanate Period:</b> Society and Economic condition in the Sultanate period, The Bhakti and the Sufi Movement	<b>12</b>
<b>Unit5</b>	<b>Regional Political Structures:</b> Emergence of Provincial dynasties: Bahamanis, Vijyanagar and Bengal- Consolidation of regional identities: regional art, architecture and literature	<b>12</b>

**Suggested Readings:**

Srivastava, A.I: Delhi Sultanate

Prasad Ishwari: Medieval India

Prasad Ishwari: A Short History of Muslim Rule in India

Pande Rekha: Religious Movements in Medieval India.

Lal, K.S: History of Khaljis

Habibullah: Foundation of Muslim Rule in India.

Lane Poole: Medieval India under Muslim Rule.

Sarkar, J.N: History of Bengal

**Semester-IV**  
**CURRICULUM & CREDIT FRAMEWORK**  
**FOR**  
**UG Programme in History**

**Subject: History (Major)**

**Rise of the Modern West-I(15<sup>th</sup>&16<sup>th</sup>Centuries) (CODE: HIST4013)**

*Learning Objectives and Outcome:* This course intends to introduce the students to: Europe's exploration and early colonization. Understand forces of change unleashed by Renaissance, Reformation and the Counter-reformation, the shift from an agrarian to industrial economy. This course will enable students to: Understand the transition of the western world from the medieval to the modern times. Gain insight into western religious upheavals and their impact. Analyze the leading themes in western history and identify patterns of continuity and change.

<b>Unit</b>	<b>Topic</b>	<b>LH</b>
<b>Unit1</b>	<b>Transition from Feudalism to Capitalism: Problems &amp; Theories</b> <i>Issues &amp; Debates, Question of Eurocentrism, The problems of Transition: Economic Expansion, Industrial production, Trade and Commerce, Urban Development, Town Life</i>	<b>12</b>
<b>Unit2</b>	<b>Age of Geographical Explorations:</b> <i>Factors and motives, Voyages and Explorations, The Conquests of America, Mining and Plantation, Labour System-Indigenous populations and the African Slaves</i>	<b>12</b>
<b>Unit3</b>	<b>Renaissance &amp; Reformation:</b> <i>In Italy and Its Social Roots, Spread of Humanism in Europe, The Renaissance: Art, Architecture, Sculpture, Painting and Literature, Origins and Spread of Reformation Movements, Course and Results of the European Reformation in the 16<sup>th</sup> century</i>	<b>12</b>
<b>Unit4</b>	<b>Economic Developments of the Sixteenth Century:</b> <i>Shift of economic balance from the Mediterranean to the Atlantic, Commercial-Causes and Nature, Price Revolution, Growth of Industries and its Impact</i>	<b>12</b>
<b>Unit5</b>	<b>Emergence of European State System:</b> <i>Spain, France, England</i>	<b>12</b>

**Suggested Readings:**

*Meenaxi Phukan, Rise of the Modern West: Social and Economic History of Early Modern Europe.*

*F. Rice, The Foundation of Early Modern Europe.*

*Toynbee, A.J, A Study of History (12volumes).*

*Maurice Dobb, Transition from Feudalism to Capitalism.*

*Wallbank, T.W. & Bailey, N.M. Civilization: Past and Present.*



**Semester-IV**  
**CURRICULUM & CREDIT FRAMEWORK**  
**FOR**

**UG Programme in History**

**Subject: HISTORY(Minor)**

**HISTORY OF INDIA (1206 to1526) (CODE: HIST4021)**

**Learning Objectives and Outcome:** This course is designed to impart thorough knowledge on the origin and emergence of Delhi Sultanate, the political and cultural achievements of Slave, Khalji, Tughlak, Sayyad and Lodi dynasties and their legacy. The course create awareness among the students about their polity, policies, Administrative reforms, economic development, changing pattern of society, women's participation in politics and analyses, women centered issues in contemporary society, religious trends, Bhakti and Sufi movements, progress of Persian and indigenouse languages, education, literature, development of Art, Architecture , influence and impact of Islamic traditions on Hindu culture – vis-e-vis. Students can familiarize in understanding the continuity with changes in all spheres of history and culture under the Delhi sultanates. Students can able to assess the contribution of sultanates to Indian culture and impact of Islamic institutions on Indian culture.

<b>Unit</b>	<b>Topic</b>	<b>LH</b>
<b>Unit1</b>	<b>Foundation of the Delhi Sultanate:</b> Sources for studying the Delhi Sultanate- Kutab Uddin Aibek, Iltutmish, Raziya, Balban	<b>12</b>
<b>Unit2</b>	<b>The Khalji Rule:</b> Khalji Revolution, Allauddin Khalji: Revenue and the Fiscal policy, Price control system	<b>12</b>
<b>Unit3</b>	<b>The Tughluq Era:</b> Ghiyasuddin Tughluq, Muhammad Bin Tughluq, Firuz Shah Tughluq, Downfall of the Delhi Sultanate	<b>12</b>
<b>Unit4</b>	<b>The Civilization and Economy of Sultanate Period:</b> Society and Economic condition in the Sultanate period, The Bhakti and the Sufi Movement	<b>12</b>
<b>Unit5</b>	<b>Regional Political structures:</b> Emergence of Provincial dynasties: Bahamanis, Vijyanagar and Bengal- Consolidation of regional identities: regional art, architecture and literature	<b>12</b>

**Suggested Readings:**

*Srivastava, A.I: Delhi Sultanate*

*Prasad Ishwari: Medieval India*

*Prasad Ishwari: A Short History of Muslim Rule in India*

*Pande Rekha: Religious Movements in Medieval India.*

*Lal, K.S: History of Khaljis*

*Habibullah: Foundation of Muslim Rule in India.*

*Lane Poole: Medieval India under Muslim Rule.*

*Sarkar, J.N: History of Bengal*

*Qurestu: Administration of the Sultanate.*