

**Learning Outcomes-based Curriculum Framework  
(LOCF)**

**For**

**Choice Based Credit System (CBCS)  
Syllabus**

**B.A. (Honours) in History  
w.e.f. Academic Session 2020-21**



**Kazi Nazrul University  
Asansol, Paschim Bardhaman  
West Bengal 713340**



**Kazi Nazrul University**  
**Curriculum Based Syllabus for**  
**B.A.Honours in History and B.A Program in History**  
**(6 Semesters Pattern)**  
**(With effect from 2020-2021 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 Honour** 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 Program** 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 another 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. Program 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 undergraduate course in History is divided in two programs, viz. [1] **History Honours Curriculum** and [2] **History Program Curriculum**. Both of them are a three-year course each consisting of six (6) semesters (Two semester per year). The academic session of the course commences in July every year and continues up to June next year.

### **2.2. Aims of Bachelor's Degree Program 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.
- [2] The UG students shall be able to establish themselves for further higher education.

- [3] The students shall build their opportunities towards several jobs.
- [4] 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:

A student who has qualified 10+2 or any equivalent examination from any recognised Board is eligible for enrollment in the course.

#### 5. Program 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
Total	26	24

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

	Total Credit	Total Marks
<b>B.A. Honours in History</b>	<b>148</b>	<b>1300</b>
<b>B.A. Program in History</b>	<b>132</b>	<b>1200</b>

#### 6.2. Semester-wise Course and Credit Distribution:

- [a] B.A. Honours in History Courses
- [b] History (Honours) Generic Elective Courses to be offered to students from other Honours Disciplines
- [c] B.A. Program in History Courses
- [d] History (Program) Generic Elective Courses to be offered to students from other Program Disciplines

**[a] B.A.Honours in History Courses:****B.A. (Honours) in History: 1<sup>st</sup> 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 <sup>th</sup> Century B.C.E)	C-2	5 - 1 - 0	6	50
[Course Code of GE-1]	<i>To choose from the pool of Generic Elective Courses offered by other Honours Disciplines</i>	GE-1	5 - 1 - 0	6	50
AEE101	Environmental Studies	AECC-1	4 - 0 - 0	4	50
<b>SEMESTER</b>	<b>TOTAL</b>			<b>22</b>	<b>200</b>

**B.A. (Honours) in History: 2<sup>nd</sup> 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
[Course Code of GE-2]	<i>To choose from the pool of Generic Elective Courses offered by other Honours Disciplines</i>	GE-2	5 - 1 - 0	6	50
AECCE201 AECCB201 AECCH201 AECCU201	English/MIL English Communication Bengali Communication Hindi Communication Urdu Communication	(any one) AECC-2	4 - 0 - 0	4	50
<b>SEMESTER</b>	<b>TOTAL</b>			<b>22</b>	<b>200</b>

**B.A. (Honours) in History: 3<sup>rd</sup> Semester**

Course Code	Course Title	Course Type	(L-T-P)	Credit	Marks
BAHHISC301	The Delhi Sultanate: 1206-1526 CE	C-5	5 - 1 - 0	6	50
BAHHISC302	The Feudal Society in Europe	C-6	5 - 1 - 0	6	50
BAHHISC303	The Mughal Empire: 1526-1707 CE	C-7	5 - 1 - 0	6	50
[Course Code of GE-3]	<i>To choose from the pool of Generic Elective Courses offered by other Honours Disciplines</i>	GE-3	5 - 1 - 0	6	50
BAHHISSE301 BAHHISSE302	Archaeology and Museum Making in Colonial India Literature and History in Colonial India: Select Themes	(any one) SEC-1	4 - 0 - 0	4	50
<b>SEMESTER</b>	<b>TOTAL:</b>			<b>28</b>	<b>250</b>

**B.A. (Honours) in History: 4<sup>th</sup> Semester**

Course Code	Course Title	Course Type	(L-T-P)	Credit	Marks
BAHHISC401	Renaissance and Reformation in Europe: 15 <sup>th</sup> -16 <sup>th</sup> Century	C-8	5 - 1 - 0	6	50
BAHHISC402	The French Revolution and Napoleon Bonaparte	C-9	5 - 1 - 0	6	50
BAHHISC403	Nineteenth Century Revolutions in Europe	C-10	5 - 1 - 0	6	50
[Course Code of GE-4]	<i>To choose from the pool of Generic Elective Courses offered by other Honours Disciplines</i>	GE-4	5 - 1 - 0	6	50
BAHHISSE401	The Making of Indian Foreign Policy: 1947- 1998 CE	(any one)	SEC-2	4 - 0 - 0	4
BAHHISSE402	Colonial Science in India: Institutions and Practices				
<b>SEMESTER TOTAL:</b>				<b>28</b>	<b>250</b>

**B.A (Honours) in History: 5<sup>th</sup> Semester**

Course Code	Course Title	Course type	(L-T-P)	Credit	Marks
BAHHISC501	Colonial Impact on Indian Economy and Society: 1757-1900CE	C-11	5 - 1 - 0	6	50
BAHHISC502	Peasant and Tribal Uprisings in Colonial India: 19th Century	C-12	5 - 1 - 0	6	50
BAHHISDSE501	Europe in the Ancien Regime	(any two)	DSE-1 & DSE-2	5 - 1 - 0	6 x 2
BAHHISDSE502	Modern Transformation of Japan: c.1850- 1945CE				
BAHHISDSE503	Modern Transformation of China: 1839-1949 CE				
<b>SEMESTER TOTAL</b>				<b>24</b>	<b>200</b>

**B.A. (Honours) in History: 6<sup>th</sup> Semester**

Course Code	Course Title	Course type	(L-T-P)	Credit	Marks
BAHHISC601	War and Diplomacy: 1914 - 1945 CE	C-13	5 - 1 - 0	6	50
BAHHISC602	Modern Nationalism in India: 1885 - 1947 CE	C-14	5 - 1 - 0	6	50
BAHHISDSE601	Russia in Transformation: c.1850-1945 CE	(any two)	DSE-3 & DSE-4	5 - 1 - 0	6 x 2
BAHHISDSE602	Women and Social Change in the Nineteenth Century				
BAHHISDSE603	Pre-Colonial South East Asia				
BAHHISDSE604	International Relations: 1945-1991 CE				
<b>SEMESTER TOTAL</b>				<b>24</b>	<b>200</b>

**GRAND TOTAL****148****1300**

**[b] B.A. History (Honours) Generic Elective Courses to be offered to students from other Honours Disciplines**

Sem ester	Course Code	Course Title	Course Type	(L-T-P)	Credit	Marks	
1 <sup>st</sup>	BAHHISGE101	Theories of Modern State	GE-1	5 - 1 - 0	6	50	
2 <sup>nd</sup>	BAHHISGE201	Railways and Modern India	GE-2	5 - 1 - 0	6	50	
3 <sup>rd</sup>	BAHHISGE301	Socialist Thought: Origins and Development in the 19th Century	(Any one)	GE-3	5 - 1 - 0	6	50
	BAHHISGE302	Life and Thought of Rabindranath Tagore					
	BAHHISGE303	Perspectives on Economic Planning in India: 1930s-1990s					
4 <sup>th</sup>	BAHHISGE401	Caste in Modern India till 1950s	Any one)	GE-4	5 - 1 - 0	6	50
	BAHHISGE402	Visual and Performative Culture in Modern Bengal: 1795-1955CE					
	BAHHISGE403	The Making of Indian Foreign Policy: 1947-1998CE					

**[c] B.A. Program in History Courses:**

**B.A. Program in History: 1<sup>st</sup> Semester**

Course Code	Course Title	Course Type	(L-T-P)	Credit	Marks
BAPHISC101	Ancient India	C-1	5 - 1 - 0	6	50
[Course Code of C-2]	<b>Discipline-2(Core 1)</b>	C-2	5 - 1 - 0	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
<b>SEMESTER TOTAL</b>				<b>22</b>	<b>200</b>

**B.A. Program in History: 2<sup>nd</sup> Semester**

Course Code	Course Title	Course Type	(L-T-P)	Credit	Marks
BAPHISC201	Medieval India	C-3	5 - 1 - 0	6	50
[Course Code of C-4]	<b>Discipline-2(Core 3)</b>	C-4	5 - 1 - 0	6	50
ENGLC201	English-I	AECC-2(Core)	5 - 1 - 0	6	50
AECCE201 AECCB201 AECCH201 AECCU201	English/MIL Communication	AECC-2(Elective)	4 - 0 - 0	4	50
<b>SEMESTER TOTAL</b>				<b>22</b>	<b>200</b>



**B.A. Program in History: 3<sup>rd</sup> Semester**

Course Code	Course Title	Course Type	(L-T-P)	Credit	Marks
BAPHISC301	Colonial India: Economy and Society	C-5	5 - 1 - 0	6	50
[Course Code of C-6]	<b>Discipline-2(Core 5)</b>	C-6	5 - 1 - 0	6	50
BAPHISSE301	Literature and History in Colonial Bengal	SEC-1	4 - 1 - 0	4	50
MILCB301 MILCE301 MILCH301 MILCU301	MIL-II	AECC-3 (Core)	5 - 1 - 0	6	50
<b>SEMESTER</b>			<b>TOTAL</b>	<b>22</b>	<b>200</b>

**B.A. Program in History: 4<sup>th</sup> Semester**

Course Code	Course Title	Course Type	(L-T-P)	Credit	Marks
BAPHISC401	National Movements in India: 1885- 1947CE	C-7	5 - 1 - 0	6	50
[Course Code of C-8]	<b>Discipline-2(Core 7)</b>	C-8	5 - 1 - 0	6	50
BAPHISSE401	Indian Foreign Policy: 1947- 1998	SEC- 2	4 - 0 - 0	4	50
ENGLC401	English-II	AECC-4(Core)	5 - 1 - 0	6	50
<b>SEMESTER</b>			<b>TOTAL</b>	<b>22</b>	<b>200</b>

**B.A. Program in History: 5<sup>th</sup> Semester**

Course Code	Course Title	Course Type	(L-T-P)	Credit	Marks	
BAPHISDSE501	Renaissance and Reformation in the West	(Any one)	DSE-1	5 - 1 - 0	6	50
BAPHISDSE502	Europe in the Eighteenth Century					
[Course Code of DSE-2]	<b>Discipline-2 (DSE-1)</b>	DSE-2	5 - 1 - 0	6	50	
BAPHISSE501	Archaeology and Museum Making in Colonial India	SEC- 3	4 - 0 - 0	4	50	
[Course Code of GE-1]	<b>To choose from the pool of Generic Elective Courses offered by other Program Disciplines, except Discipline-2</b>	GE-1	5 - 1 - 0	6	50	
<b>SEMESTER</b>			<b>TOTAL</b>	<b>22</b>	<b>200</b>	

### B.A Program in History: 6<sup>th</sup> Semester

Course Code	Course Title	Course Type	(L-T-P)	Credit	Marks	
BAPHISDSE601	Modern Europe: 1789-1914 CE	(Any one)	DSE-3	5 - 1 - 0	6	50
BAPHISDSE602	Post-World War II Politics					
[Course Code of DSE-4]	<b>Discipline-2 (DSE-3)</b>	DSE-4	5 - 1 - 0	6	50	
BAPHISSE601	Colonial Science in India: Institutions and Practices	SEC- 3	4 - 0 - 0	4	50	
[Course Code of GE-2]	<i>To choose from the pool of Generic Elective Courses offered by other Program Disciplines, except Discipline-2</i>	GE-2	5 - 1 - 0	6	50	
<b>SEMESTER TOTAL</b>				<b>22</b>	<b>200</b>	
<b>GRAND TOTAL</b>				<b>132</b>	<b>1200</b>	

#### [d] B.A. History (Program) Generic Elective Courses to be offered to students from other Program Disciplines

Course Code	Course Title	Course Type	(L-T-P)	Credit	Marks
BAPHISGE501	Life and Thought of Rabindranath Tagore	GE-1	5 - 1 - 0	6	50
BAPHISGE601	Visual and Performative Culture in Bengal: 1795-1947CE	GE-2	5 - 1 - 0	6	50

### 6.3. Specialisation Papers for UG Program in History:

Ancient, Medieval, Modern, and History of Europe and World also offered.

### 6.4. Learning Outcomes-based Curriculum Framework (LOCF):

Course-level learning outcomes are mentioned in the beginning of every course below.

### 6.5. Contents for B.A in History Courses:

### 7. Teaching-Learning Process:

8. Teachers use the lecture method and the question-answer method inside the classroom during face-to-face interactions and class teaching. They also sometimes use LCD projectors to teach through PPT (PowerPoint Presentation), and occasionally arrange educational excursions to inculcate syllabus-oriented direct knowledge to students. Teachers also use various types of the LMS (Learning Management System) in classroom teaching.

### 9. 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-fulfilment 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/ClassTest/Assignments/PPT
- [C] 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.
- [D] If a candidate secures a 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 the stipulated number of chances. The continuous assessment marks will be retained for the next examination(s) with valid chances.

**10. Keywords:** To be taught History for Humanities

## B.A (Honours) in History

### SEMESTER-I

**COURSE NAME: Greek and Roman Historians**

**COURSE CODE: BAHHISC101**

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

### **Course Learning Outcomes:**

After the completion of course, the student may have the 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. Learn methodologies of history writing in the Greco-Roman world.

### **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. John Boardman et al eds, *The Oxford History of the Classical World*, Oxford:1986
2. John Boardman et al eds, *Cambridge Ancient History*, 2nd ed., Vol. 4, 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. Arnaldo 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. Michael Grant and Rachel Kitzinger eds, *Civilization of the Ancient Mediterranean: Greece and Rome*, Vol. 3, New York:1988

**SEMESTER-I****Course Name: Early History of India (Proto history to 6<sup>th</sup> Century B.C.E)****Course Code: UGHISHC102**

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

**Course Learning Outcomes:**

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

1. Develop ideas about the history and historiography of ancient India and about the social, political, economic, religious, and cultural conditions of the period.
2. Know about the chronological changes from the idea of civilization to the concept of kingdoms.
3. Know about the ideas and institutions in early India, cults, doctrines, and metaphysics, aspects of the economy in the age of Buddha, and the cultural milieu.
4. Know about the details of prehistoric village life, farming, pastoral life, first urbanization, and Aryan settlements.
5. Know about ancient *Varna* and *Jati*, slavery, untouchability, women, various forms of marriage, education, language, literature, and science and technology etc. in ancient India.

**Content/ Syllabus: Unit wise course content distribution****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: *Sodasa 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 Skepticism 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 Origin to c. AD 1300*
6. Hermann Kulke and D. Rothermund, *A History of India*
7. R. C. Majumdar, ed., *The Vedic Age* (Bharatiya Vidya Bhavan series, Vol.1)
8. —, ed., *The Age of Imperial Unity* (Bharatiya Vidya Bhavan series, Vol.2)
9. Upinder Singh, *A History of Ancient and Early Medieval India*
10. Ranabir Chakravarti, *Exploring Early India: Up to c. AD 1300*
11. Jean Francois Jarrige et al., 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., *Ancient Cities of the Indus*

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. —, *Sudras in Ancient India: A Social History of the Lower Order Down to c.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. Brian K. 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 300 BCE to 400 CE.*
28. Ranabir Chakravarti, *Bharat Itihasar Adiparva* (Pratham Khanda), Orient Blackswan, 2011
29. R.S. Sharma, *Bharater Prachin Atit*, Orient Blackswan

### **SEMESTER-I**

#### **Generic Elective Paper**

**Course Name: Theories of the Modern State**

**Course Code: BAHHISGE101**

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

#### **Course Learning Outcomes:**

After the completion of course, the students will be able 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 wise course content distribution**

##### **UNIT- 1**

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

##### **UNIT-2**

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

##### **UNIT-3**

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-4**

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

**UNIT-5**

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

**UNIT-6**

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*. (VersoBooks)
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)

**SEMESTER- II**

**Course Name: Mauryan and Gupta Empire**

**Course Code: BAHHISC 201**

Course Type: Core (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 the ability to:

1. Know in detail about the formation of empires— from Mahajanpadas to kingdoms.

2. Learn about the formation of Mauryan Empire and all its aspects—polity, economy, society, and culture.
3. Knowing detail about the post-Mauryan Empires.
4. Knowing detail about the rise and fall of the Gupta Empire, its political, economic and socio-cultural aspects.

### **Content/ Syllabus: Unit wise course content distribution**

#### **UNIT-1**

Empire Building in India — Mahajanapadas to Kingdom

#### **UNIT-2**

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

#### **UNIT-3**

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

#### **UNIT-4**

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

### **Suggested Readings:**

1. Romila Thapar, The Mauryas Revisited
2. Radhakumud Mookerji, Chandragupta Maurya and His Times
3. Romila Thapar, Asoka and the Decline of the Mauryas
4. Upinder Singh, A History of Ancient and Early Medieval India: From the Stone Age to the 12<sup>th</sup> Century
5. Kunal Chakrabarti and Kanad Sinha ed, State, Power and Legitimacy: The Gupta Kingdom
6. Ram Sharan Sharma, Aspects of Political Ideas and Institutions in Ancient India
7. —, Rethinking India's Past
8. Romila Thapar, A History of India
9. D.N. Jha, Ancient India: In Historical Outlines
10. —, Early India: A Concise History
11. H.C. Raychaudhuri, Political History of Ancient India: From the Accession of Parikshit to the Extinction of the Gupta Dynasty, with a Commentary by B.N. Mukherjee
12. Ashvini Agarwal, Rise and Fall of the Imperial Guptas
13. Dilip Kumar Ganguly, The Imperial Guptas and their Times the Extinction of the Gupta Dynasty
14. Parmeshwari Lal Gupta, The Imperial Guptas: Cultural History
15. V.R. Ramachandra Dikshitar, The Gupta Polity
16. Rama Shankar Tripathi, History of Ancient India

**SEMESTER-II**

**Course Name: Political History of Early Medieval India: 600 AD-1200 AD**  
**Course Code: BAHHISC202**

<b>COURSE TYPE: Core (Theoretical)</b>	<b>COURSE DETAILS : CC-4</b>		<b>L-T-P : 5-1-0</b>		
Credit :6	Full Marks : <b>50</b>	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
			<b>10</b>		<b>40</b>

**Course learning outcomes:**

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

1. Understand the 'early medieval' phase in the Indian history — shifting of political power from Pataliputra to Kanauj.
2. Learn about the political condition of eastern India, the Deccan, and south India during the early medieval period.
3. Know about the advent of the Turks and the changing political condition of north India.
4. Know about the state formation — nature and structure of feudalism—'segmentary state' — debate about 'Third urbanization'.
5. Know about the Chola period — land revenue system, military organization, administration etc.

**Content/ Syllabus: Unit wise course content distribution****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 Ghaznavidraids
- 5.2 The Ghuris
- 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 - 1200CE
- 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 centralized state?
- 3.2 Land revenue system
- 3.3 Military organization 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. AD1300*
4. R.S. Sharma and K.M. Shrivastava, eds, *A Comprehensive History of India, Vol. IV, Part I*
5. R.S. Sharma, *Rethinking India's Past*
6. K.A. Nilakanta Sastri, *The Cholas*
7. —, *A History of South India from Pre-historic Times to the Fall of Vijaynagar* (with an introduction by R. Champakalakshmi and an epilogue by P.M. Rajan Gurukkal), OUP, 2009.
8. Upinder Singh, *A History of Ancient and Early Medieval India*
9. Ranabir Chakravarti, *Exploring Early India: Upto c. AD1300*
10. Harbans Mukhia, ed., *The Feudalism Debate*
11. Brajadulal Chattopadhyaya, *The Making of Early Medieval India*
12. —, *Studying Early India: Archaeology, Texts, and Historical Issues*
13. —, ed., *A Social History of Early India*
14. —, *Aspects of Rural Settlements and Rural Society in Early Medieval India*
15. Daud Ali, *Courtly Culture and Political Life in Early Medieval India*
16. Burton Stein, ed., *Essays on South India*
17. —, *Peasant State and Society in Medieval South India*
18. Kesavan Veluthat, *The Early Medieval in South India*
19. —, *Political Structure in Early Medieval South India*
20. Andre Wink, *The Making of the Indo-Islamic World: Vol. I: Early Medieval India and the Expansion of Islam 7<sup>th</sup>-11<sup>th</sup> Centuries*

21. R.S. Sharma, *Indian Feudalism c. AD 300-1200*
22. —, *Urban Decay in India AD300-1000*
23. —, *Early Medieval Indian Society*
24. D.N. Jha, ed., *The Feudal Order: State, Society and Ideology in Early Medieval India*
25. R.N. Nandi, *State Formation, Agrarian Growth and Social Change in Feudal South India c. AD600-1200*
26. Noboru Karashima ed, *A Concise History of South India: Issues and Interpretations*
27. Dineschandra Sircar, *Pal-purba Yuger Vamsanucharit*
28. —, *Pal-Sen Yuger Vamsanucharit*

**SEMESTER-II**  
**GENERIC ELECTIVE-2**  
**Course Name: Railways and Modern India**  
**Course Code: BAHHISGE201**

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

**Course learning outcomes:**

After the completion of course, the students will have the 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 revolutionarily 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: Unit wise course content distribution**

**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,

**References/ Suggested Readings**

1. Roopa Srinivasan, Manish Tiwari and Sandeep Silas eds., *Our Indian Railway: Themes in India's Railway History*, Foundation Books, New Delhi,2006
2. Ian J. Kerr ed., *Railways in Modern India*, Oxford University Press, New Delhi,2004
3. —, *Engines of Change: The Railroads that Made India*, Orient Blackswan, Hyderabad,2007
4. —, *Building the Railways of the Raj, 1850-1900*, Oxford University Press, New Delhi,1995
5. — ed., *27 Down: New Departures in Indian Railway History*, Orient Longman, New Delhi,2006
6. John Hurd and Ian J. Kerr, *India's Railway History*, Brill, Leiden,2012
7. Ramswarup D. Tiwari, *Railways in Modern India*, Read Books, New Delhi,2007
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: UnishSatakerBangaliJibanOSahitye*, Ananda Publishers,Kolkata
12. Prodosh Chowdhury, *SamajChitreBharatiyaRail*

**SEMESTER-IIAECC-2**

**COURSE NAME: English/MIL Communication**

**COURSE CODE: AECCE201**

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: The Delhi Sultanate: 1206-1526 CE****Course Code: BAHHISC301**

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

**Course Learning Outcomes:**

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

1. Develop a comprehensive understanding to interpreting the Delhi Sultanate — foundation and development from the thirteenth through fifteenth century — the theories of kingship under Turkish rule.
2. Learn about the emergence of regional states — Vijaynagar Empire and Bahmani Sultanate in the Deccan and south India, and Ilyas Shahi and Hussain Shahi kingdoms in Bengal.
3. Know about Sufism and Bhakti Movements, art and architecture, and language and literature—social impact and regional features.

**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 13<sup>th</sup> and 14<sup>th</sup> century—Under Mameluks, Khiljis, and Tughlaqs – Theories of Kingship – Ruling Elites, Ulema and the Political Authority
- (ii) Mongol Threat – Timur's Invasion
- (iii) Revival and Disintegration

**UNIT-3**

Emergence of regional States: Vijaynagara and Bahmani Kingdoms, Bengal under Hussain Shahi and Ilyas 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. K.A.Nizami, *Some Aspects of Religion and Politics in India in the Thirteenth Century*
3. A.B.M. Habibullah, *The Foundation of Muslim Rule in India*

4. Satish Chandra, *Medieval India, From the Sultanat to the Mughals, Vol.I*
5. Peter Jackson, *The Delhi Sultanate. A Political and Military History*
6. Tapan Raychaudhuri and Irfan Habib ed. *Cambridge Economic History of India, Vol.I*
7. Irfan Habib, *Medieval India. Study of A Civilization*
8. Mohibul Hasan, *Historians of Medieval India*
9. S.A.A. Rizvi, *A History of Sufism in India, Vol.I*
10. Burton Stein, *Vijaynagara* (New Cambridge History of India)
11. Vipul Singh, *Interpreting Medieval India, Vol.I*
12. Abdul Karim, *Banglar Itihas, Sultani Amal*
13. Sukhamay Mukhopadhyay, *Banglar Itihaser Dusho Bachar, Swdhin Sultander Amal*
14. Aniruddha Ray, *The Sultanate of Delhi (1206–1526): Polity, Economy, Society and Culture* (Manohar, 2019)
15. Aniruddha Ray, *Madhyajuger Bharater Itihas. Sultani Amal*
16. Aniruddha Ray, *Madhyajuger Bharatiya Shahar*
17. Richard M. Eaton, *India in the Persianate Age, 1000-1765* (Univ. of California Press, 2019)
18. Sunil Kumar, *The Emergence of the Delhi Sultanate, 1192-1286* (Permanent Black, 2010)
19. Habibullah, A. B. M., *Bharate Muslim Sashaner Pratistha : 1206-1290*, Progressive Publishers, Kolkata, 2007 (Bengali Translation)
20. Ashraf, K.M. *Hindusthaner Jana-Jiban O Jiban-Charja*, Pal Publishers, Kolkata, 1980. (Bengali Translation)
21. Chandra, Satish. *Madhyajuger Bharat, Pratham Khanda*, Paschim Banga Rajya Pustak Parshad, Kolkata, 1984, Reprint 2000, (Bengali Translation)
22. Habib, Irfan. *Madhyajuger Bharat: Ekti Sabhyatar Paath*, National Book Trust, New Delhi, 2010 (4th Reprint 2018). (Bengali Translation)
23. Sen, Asit Kumar, *Turki O Afghan Jugey Bharat*, K.P. Bagchi, Kolkata, 199

### **SEMESTER-III**

**Course Name: The Feudal Society in Europe**

**Course Code: BAHHISC302**

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

### **Course Learning Outcomes:**

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

1. Learn about the political history of medieval Europe — Carolingian rule and Ninth Century Renaissance—Saxon Empire.
2. Know how European society was affected by invasions of the Norsemen, Magyars, Arabs and Saracens.
3. Gain knowledge about feudalism, its economy and society, emergence of towns, trade and commerce.
4. Know about the emergence of national Kingship in Germany and France.
5. Develop ideas about the changes in the field of religion and culture — Cluniac Reform, monasticism, crusades, Twelfth Century Renaissance.



## **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 the 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 Teutonic 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 Prakashani,2009.
3. Bloch, M.L.B. *Feudal Society*(2 vols.). 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. —. *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.C.*MadhyayugThekeEroperAdhunikatayUttaran*, Mitram,2007.
11. —, *Madhyayuger Europe, Vols. 1&2*,PashchimbangaRajyaPustak Parshad,1972,
12. Hall, A.R. *The Scientific Revolution 1500-1800* (2<sup>nd</sup>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. *EuropenRoopantar(1500-1700)*, Progressive Book Forum, 2004.
22. Roy, P. *Madhyayuger Europe (Rahstra, Samaj, Samskriti)*, Progressive Publishers, 1995.
23. Roy, P., Das, S. *UttoronerPathe 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*. 6<sup>th</sup>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: The Mughal Empire: 1526-1707 CE**

**Course Code: BAHHISC 303**

<b>COURSE TYPE : Core (Theoretical)</b>	<b>COURSE DETAILS : CC-7</b>			<b>L-T-P : 5-1-0</b>	
Credit :6	Full Marks : <b>50</b>	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
			<b>10</b>		<b>40</b>

#### **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. Know about the Rajput Policy, Zamindars / mansabdars, agricultural production, Trade routes, during the Mughal India.
3. Know about Sulh-i-Kul Din-i-Ilahi etc.
4. Develop ideas about Mughal painting and architecture.

#### **Content/ Syllabus: Unit wise course content distribution**

##### **UNIT-1**

Sources and Historiography- Persian chronicles and tradition of history writing

##### **UNIT-2**

Establishment of Mughal Rule in India

##### **UNIT-3**

Formation & Consolidation of Imperial authority in 16th-17th Century-Campaigns and Conquests: tactics and technology-Evolution of administrative institutions: zabt, mansab, jagir, madad-i-maash- Revolts and resistance, and crisis in the empire.

##### **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,

**References/ 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. Faruqi, *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*.
20. Satish Chandra, *Madhyajuge Bharat (Dwitiya Khanda)* (Paschim Banga Rajya PustakParshat, 2014)
21. Habib, Irfan. *Madhyajuger Bharat: Ekti Sabhyatar Paatth*, National Book Trust, New Delhi, 2010 (4th Reprint 2018) (Bengali Translation)
22. Sarkar, Jagadish Narayan. *Mughal Arthaniti: Sanghathan Ebong Karyakram*, Paschim Banga Rajya PustakParshad, Kolkata, 1991.
23. Habib, Irfan. *Mughal Bharater Krishi Byabastha*, K.P. Bagchi & Co., Kolkata. (Bengali Translation).
24. Shreemani, Soumitra, *Mughal Jug Theke Company Amal*, New Central Book Agency, Kolkata, 2019.
25. Habib, Irfan (ed), *Madhyakalin Bharat*, Vols. 1, 2, 3 & 4, K.P. Bagchi, Kolkata.

**SEMESTER-III**

**Course Name: Socialist Thought: Origins and Development in the 19th 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 will be able to:

1. Understand the history of origins and developments of socialist thought during thenineteenth 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 tounderstand the multi-various dimensions of the development of socialist thought in 19<sup>th</sup>century.
2. Know aboutthe 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., UtopianSocialism.
3. 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'scritique of capitalism, Lenin and further development of revolutionary ideology, state and party.
4. Raise questions about the inequality, about socialism or social justice, about democratic socialism for the betterment of human being and progress of the humansociety.

**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 19<sup>th</sup> 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. —, *Engels*, Fontana Modern Masters
8. —, *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 develop ideas about:

1. Recollections of Tagore's childhood.
2. Tagore's concept of westernization of the Indian society.
3. Nationalism and Swadeshi Samaj.
4. Tagore's focus on the building of Shantiniketan ashrama, his 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 wise course content distribution****UNIT-1**

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-2**

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: *Bharat Barsher Itihasa* and *Bharat Barsher Itihaser Dhara*,

**UNIT-3**

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-4**

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

#### **UNIT-5**

The Second World War on the poet’s predicament—*Sabhyatar Sankat*

### **References/ 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]
8. Sabyasahi Bhattacharya, *Sabhyatar Swarup O Bharate Jatiyata badi Chintadhara*, OUP, 2018
9. Uma Dasgupta, Rabindranath, *Ekti Sankshipta Jibani*, Ananda Publishers, Kolkata

### **SEMESTER-III**

**Course Name: Perspectives on Economic Planning in India: 1930s-1990s**

**Course Code: BAHHISGE303**

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

### **Course Learning Outcomes:**

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

## **Content/ Syllabus: Unit wise course content distribution**

### **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

### **References/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**

<b>COURSE TYPE : SE ( Theoretical)</b>	<b>COURSE DETAILS : SEC - 1</b>		<b>L-T-P : 4-0-0</b>		
<b>Credit :4</b>	<b>Full Marks : 50</b>	<b>CA Marks</b>		<b>ESE Marks</b>	
		Practical	Theoretical	Practical	Theoretical
			<b>10</b>		<b>40</b>

**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 wise course content distribution**

**UNIT-1**

The development of archaeological knowledge—early archaeological explorations: Establishment of the Archaeological Survey of India: the archaeological mapping by Alexander Cunningham.

**UNIT-2**

Curzon and the new impetus for archaeological conservation: Sir John Marshall and the development of Indian archaeology in the early twentieth century—Archaeology as the new foundation for an authentic history of India—Archaeological explorations, excavations and conservation and the creation of heritage sites— Sites of archaeological excavations: Sanchi, Sarnath, and Taxila

**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 Nalinikanta Bhattasali, Rajendralal Mitra, Ramaprasad Chanda, and Jogendranath Gupta

**UNIT-4**

Archaeology and the Museum Movement in India—the Indian Museum—Provincial museums: Peshawar Museum, Mathura Museum, and Patna Museum, and the local museums: *Bangiya Sahitya Parishad*, *Dacca Museum*, *Varendra Research Society* Museum—Background to the formation of the National Museum—Care and Preservation of cultural property

**UNIT-5**

A Visit to a museum/heritage site / historical place (project-based)

**References/ 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
9. Agarwal, O.P., *Essentials of Conservation and Museology* Deep Prakashan, Delhi, 2006
10. Shashi Dhawan (Ed.), *Recent Trends in Conservation of Art Heritage* (Dr O.P. Agarwal Felicitation Volume), Agam Kala Prakashan, Delhi, 1996
11. Roychowdhury, Madhuparna, 'Prachiner Sandhane Banglar Sthaniyo Itihascharcha', Ratnabali Chattopadhyay & Kaushik Saha (ed), *Kathakata 1, Banglar Samaj O Sanskriti*, 2015
12. —, 'Ajmir Sangrahashala O Gourishankar O Jhar Prachin Itihas Anusandhan', *Itihas Anusandhan 28*, Paschim Banga Itihas Samsad, Kolkata, 2014
13. —, 'Jatiya Sangrahasala O Oupanibesik Niti', *Itihas Anusandhan 30*, Paschim Banga Itihas Samsad, Kolkata, 2016
14. Chakraborty, Uttara, *Pathachari Aitihāsik Jogendranath Gupta*, Sampark, Kolkata

### **SEMESTER-III**

#### **SKILL ENHANCEMENT COURSE**

**Course Name: Literature and History in Colonial India: Select Themes**

**Course Code: BAHHISSEC302**

COURSE TYPE : SE ( Theoretical)	COURSE DETAILS : SEC - 1			L-T-P : 4-0-0	
Credit :4	Full Marks :50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
			<b>10</b>		<b>40</b>

#### **Course Learning Outcomes:**

1. After the completion of course, the students may have ability to:
2. Understand the importance of inter-disciplinary study, which incorporates themes on literature and history.
3. Know about the sense of history in pre-colonial period as part of literature and the concept of 'mythic time' and historical time.'
4. Origin of a new genre of literature in Bengal and some other parts of India
5. Know about Bankim Chandra Chattopadhyay's idea of nationalism; Rabindranath Tagore's

idea of nationalism and universalism; SaratachandraChattaopadhyay’s idea of Indian women in public space;Satinath Bhaduri’s notion of the role of the subaltern in the context of the Gandhian Movementetc.

6. Take preparations for competitive examinations and assess the significance of this studyfor future research and higherstudies.

## **Content/ Syllabus: Unit wise course content distribution**

### **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 Dutta, Akshay Kumar Maitreya, Raman Pillai, Chandu Menon, PhakirMohan Senapati, Devakinandan Khatri

### **UNIT-4**

Power and Patriotism: BankimChandra Chattopadhyay’s Nationalism: ‘BandeMataram’, *Ananda Math*;RabindranathTagore’s Nationalism and Universalism: Tagore’s Novels: *GhareBaire* and *Char Adhyay*;Sarat Chandra Chattopadhyay and the Indian Women of theEarly 20th Century: Some reflections in the novels *Charitraheen* and *PatherDabi*; 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 Upakatha*—SatinathBhaduri& the Gandhian Movement: *DhoraiCharitManas*.

### **UNIT-6**

Literature Review (Project Based)

## **References/ Suggested Readings**

1. Ashin Dasgupta, *Itihas O Sahitya*
2. ArabindaSamanta, *Itihas O Sahitya SahityerItihas*, Progressive Publisher,Kolkata
3. Meenakshi Mukhopadhyay, *UpanyaseAtitItihasOKalpaitihas*
4. Priyadarsee Chakraborty ed., *History in Literature - Literature As History*, The Issue Revisited
5. *RabindraRochonabali*
6. Romila Thapar, *Time as a Metaphor of History: EarlyIndia*,
7. Yan Watt, *Rise of theNovel*
8. Sisir Kumar Das, *History of Indian Literature: 1911-1956, Struggle for Freedom:TriumphandTragedy*
9. *SatinathBhadurirNirbachitaRachanabali*
10. *Sarat Sahitya Samagra*, Vols1&2

11. Tarasankar Bandyopadhyay, *HansuliBankerUpakotha*
12. TarasankarBandyopadhyay, *Ganadevata*
13. Priyadarsee Chakraborty ed., *Itihas O Sahitya: MukhomukhiAynay*, Ashadeep, Kolkata.
14. Manas Kumar Santra, *PrasangaTarasankar*, Progressive Publisher, Kolkata.
15. Uma Dasgupta (ed.), *AshinDasguptaPrabandhaSamagra*, Ananda Publishers, 2000,
16. Bhudeb Chaudhuri, *Rabindra Upanyas: ItihaserPrekshite*, Dey's Publishing, Kolkata, 2016.

**SEMESTER-IV****Course Name: Renaissance and Reformation in Europe: 15<sup>th</sup>-16<sup>th</sup>Century****Course Code: BAHHISC401**

<b>COURSE TYPE :</b> <b>Core</b> <b>( Theoretical)</b>	<b>COURSE DETAILS : CC -8</b>		<b>L-T-P : 5-1-0</b>		
<b>Credit : 6</b>	<b>Full Marks :</b> <b>50</b>	<b>CA Marks</b>		<b>ESE Marks</b>	
		<b>Practical</b>	<b>Theoretical</b>	<b>Practical</b>	<b>Theoretical</b>
			<b>10</b>		<b>40</b>

**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 15<sup>th</sup> and 16<sup>th</sup> 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 wise course content distribution****UNIT-1**

Political and social background – political system in early modern Europe – collapse of feudalism – and the changing economic life in the 15<sup>th</sup> and 16<sup>th</sup> 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 – Renaissance science and the emergence of a secular culture.

**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 – Catholic/counter reformation.

**References/ Suggested Readings**

1. William Roscoe Estep, *Renaissance and Reformation*
2. G.R. Elton, *Reformation Europe: 1517-1559*
3. E.F. Rice and A. Grafton, *The Foundations of Early Modern Europe: 1460-1559*
4. E.E. Rich and C.H. Wilson, *The Cambridge Economic History of Europe, Vol. IV*
5. Bard Thompson, *Humanists and Reformers: A History of the Renaissance and Reformation*

6. Jo Eldridge Carmey, *Renaissance and Reformation, 1500-1620: A Biographical Dictionary*
7. David L. Morse and William M. Thompson eds., *History of Political Ideas, Vol V (Renaissance and Reformation)*
8. James A. Patrick ed., *Renaissance and Reformation, Vol.1*
9. Steven E. Ozment, *Religion and Culture in the Renaissance and Reformation*
10. Jonathan W. Zophy, *A Short History of Renaissance and Reformation Europe*
11. Dorothy Mills, *Renaissance and Reformation Times*
12. Tom Monaghan, *Renaissance, Reformation and the Age of Discovery, 1450-1700*
13. William Gilbert, *The Renaissance and the Reformation*
14. Charles G. Nauert, *Humanism and the Culture of Renaissance Europe*
15. Norman F. Cantor and Michael S. Werthman, *Renaissance, Reformation and Absolutism: 1450-1650*
16. Lisa Mullins, *Science in the Renaissance*
17. Marie Boas Hall, *The Scientific Renaissance 1450-1630*
18. Vickey Herold, *Science during the Renaissance*
19. Aldo Altamore and Giobvanni Antonini, *Galileo and the Renaissance Scientific Discourse*
20. Stephen Pumfrey, Paolo L. Rossi, *Science, Culture and Popular Belief in Renaissance Europe.*
21. John Merriman, *A History of Modern Europe: From the Renaissance to the Present*
22. Chakravorty, Bhaskar, Chakraborty, Subhasranjan, Chattopadhyay, Kinshuk, *Europe-e Yugantar*, Nababharati, 2007.

### **SEMESTER- IV**

**Course Name: The French Revolution and Napoleon Bonaparte**

**Course Code: BAHHIISC402**

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

### **Course Learning Outcomes:**

1. After the completion of course, the students may have ability to:
2. The students will be able to know in detail about:
3. Historiography of the French Revolution and the political, Socio-economic condition of France.
4. Phases of the French Revolution.
5. Rise of Napoleon and the condition Europe at that time.
6. The Vienna Congress, Metternich and the restoration of the old order.

**Content/ Syllabus: Unit wise course content distribution**

	<b><u>UNIT-1</u></b>
Historiography of the French Revolution	
	<b><u>UNIT-2</u></b>
Crisis of the Ancien Regime	
	<b><u>UNIT-3</u></b>
Intellectual impetus— socio-economic background	
	<b><u>UNIT-4</u></b>
Phases of the French Revolution–1788-99	
	<b><u>UNIT-5</u></b>
Rise of Napoleon–Empire building & consolidation: Impact of the French Revolution and Napoleon Bonaparte outside France: Fall of Napoleon & Restoration of old order–The Vienna Congress (1815) & Metternich	

**References/ 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, *Napoleon Bonaparte and the Legacy of the French Revolution*
4. Jeremy Klar, *The French Revolution, Napoleon and the Republic*
5. John C. Davenport, *The French Revolution and the Rise of Napoleon*
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. Francois Furet, *Interpreting the French Revolution*
12. Gary Kates, *The French Revolution: Recent Debates and New Controversies*
13. Pieter Geyl, *Napoleon: For and Against*
14. Jean Tulard, *Napoleon: The Myth of the Saviour*
15. David Thompson, *Biswa Itihas Prekshapate Europe, Pratham Khanda, 1789-1850, Progressive Publishers, 2002 (Bengali Translation)*
16. Prafulla Chakraborty, *Farashi Biplab*, Paschim Banga Rajya Pustak Parsad, Kolkata.
17. Anituddha Roy & Subhasranjan Chakraborty, *Napoleon O France*, Progressive Publishers.
18. Wells, H.G., *Biswer Sankhita Itihas*, Sandesh, Dhaka, Bangladesh, 2013 (Third Reprint 2017) (Bengali Translation).

**SEMESTER-IV****Course Name: Nineteenth Century Revolutions in Europe****Course Code: BAHHISC403**

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

**Course Learning Outcomes:**

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

1. Nationalistic zeal of the people of Europe
2. The impact of the French revolution on European society and people in the nineteenth century
3. The Greek War of Independence against the Ottoman Empire
4. The end of 'Metternich system' and the revolutions in France in 1830 and 1848 — revolts of people of central and Western Europe for their political and social rights — changes in political structure and social inequalities.
5. Changing nature of European economy from agricultural economy to industrial economy — Industrialization and the emergence of working class — movements and ideology in the nineteenth century
6. Unification movements in Germany and Italy — nationalism in the Balkans and the role of European big powers
7. Historical events that formed the backdrop of contemporary Europe

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

- 1.1. The Greek War of Independence
- 1.2. The Revolution of 1830 in France
- 1.3. The Revolutions of 1848 – was it a possible turning point?

**UNIT-2**

- 2.1 The Second Empire in France and Louis Napoleon
- 2.2 Unification movements of Italy and Germany
- 2.3 The Third Republic in France and the Paris Commune

**UNIT-3**

- 3.1 Russia: Tsarist autocracy and reforms
- 3.2 Russia: Emergence of the revolutionary movements
- 3.3 The Eastern Question—the Crimean War, the Treaty of Paris— Balkan nationalism

**UNIT-4**

- 4.1 Society and Economy in Nineteenth Century Europe: Industrial Revolution in Britain
- 4.2 Difference in the industrialisation process between England and the continental powers – France, Germany, and Russia
- 4.3 Emergence of the working class and its movements
- 4.4 The impact of ideology: Louis Blanc

**UNIT-5**

## 5.1 Nationalism in Eastern and Southeastern Europe: Czech, Hungarian, and Serbian

**References/ Suggested Readings**

1. Alan Kahan, *Liberalism in Nineteenth Century Europe*
2. Jonathan Sperber, *The European Revolutions, 1848-1851*
3. Stefan Berger (ed), *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, *19<sup>th</sup> 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 19<sup>th</sup> and 20<sup>th</sup> Centuries*
13. H.G. Wells, *Bisw Sankhita Itihas*, Sandesh, Dhaka, Bangladesh, 2013 (Third Reprint 2017) (Bengali Translation)
14. David Thompson, *Bisw Itihaser Prekshapate Europe, Dwitiya Khanda, 1851-1914*, Progressive Publishers, Kolkata, 2003. (Bengali Translation)

**SEMESTER- IV****Course Name: Caste in Modern India till 1950s****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:**

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

1. Themes and Approaches to understand the castesystem.
2. Caste system during colonialperiod.
3. Classification and differentiation with respect to class and caste system inIndia.
4. Social and culturalinterchange.
5. Gandhi and Ambedkar on caste system.
6. Politics in castesystem.



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

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

**UNIT-2**

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

**UNIT-3**

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

**UNIT-4**

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

**UNIT-5**

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

**UNIT-6**

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

**References/ Suggested Readings**

1. B.R.Ambedkar, *Annihilation ofCaste*,
2. Susan Bayly, *Caste, Society and Politics in India*
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: 1784-1947 CE**

**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:**

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

1. 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. Various science related organizations like the Botanical Garden, Medical Colleges, Calcutta School of Tropical Medicine, Bose Institute, Indian Institute of Science etc.
  3. The response by Mahatma Gandhi and Jawaharlal Nehru towards Science and Empire built by the British

### **Content/ Syllabus: Unit wise course content distribution**

#### **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

### **References/ 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.
9. Sabyasachi Chattopadhyay, Sujit Rajbanshi, Oupanibeshik Bharate Bijnan Sankhito Itihas, Setu Prakashani, Kolkata, 2021.
10. J.D. Bernal, *Itihase Bigyan*, Ananda, Kolkata, 2016. (Bengali Translation)

11. Chittabrata Palit, *Bigyaner Aaloke Oupanibesik Bangla*, Dey's Publishing, Kolkata.
12. —, *Jatiya Bigyan Charchar Janak Mahendralal Sarkar*, Kriti Publishers, Kolkata, 2014.
13. Sumit Sarkar, *Modern Times: India 1880s-1950s: Environment, Economy, Culture*, Permanent Black, New Delhi, 2014.
14. Sumit Sarkar, *Modern Times: Bharat 1880-er Dashak Theke 1950-er Dashak*, K.P. Bagchi & Co., 2019. (Bengali Translation)

### **SEMESTER-IV**

**Course Name: Visual and Performative Culture in Modern Bengal: 1795-1955 CE**

**Course Code: BAHHISGE403**

Course Type: GE (Theoretical)	Course Details: GEC-4			L-T-P: 5-1-0	
Credit: 6	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
			<b>10</b>		<b>40</b>

### **Course Learning Outcomes:**

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

1. 19th and 20<sup>th</sup> century Bengali culture — Emergence of Bengali middle class, modernity, urban, subaltern and folk culture — Modern Indian society and culture.
2. Explain the historical events from different multidimensional approach — cultural and sociological.
3. Understand popular cosmopolitan culture in the context of globalization.
4. Develop knowledge about our cultural heritage, its nature, and transformation.

### **Content/ Syllabus: Unit wise course content distribution**

#### **UNIT-1**

Definition of Visual and Performative Culture

#### **UNIT-2**

The domain of marginalized and middle-class— Modernity, colonial state, distortion and indigenous culture – The coming of new form of public entertainment—art, cinema and drama – From Kalighat painting to the Bengal School of Art – From Silent Era Films to *Pather Panchali*

#### **UNIT-3**

The theatre culture sites – from Gerasim Lebedev to IPTA movement, Jatra culture – Swadeshi theatre – Origin of Jatra – Proscenium Theatre – National Theatre – Swadeshi Jatra – IPTA Movement

#### **UNIT-4**

Physical culture movement in Bengal: Indigenous and western: Hindu Mela, wrestling, *lathi khela*, circus and *Bratachrias* a form of physical culture in Bengal; cricket and football

**UNIT-5**

New space of performing art—the case of Bengali songs and dance – from *kabigan* and *tappa* to *Swadeshi Sangeet* and *Ganasangeet*– *Khemta* to *Rabindranritya*

**References/ Suggested Readings**

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. Archana Verma, *Performance and Culture: Narrative, Image and Enactment in India*, Cambridge Scholars Publishing, New Delhi, 2011
3. Gayatri Sinha, *Art and Visual Culture, 1857-2007*, Marg Publications, New Delhi, 2009
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*, SetuPrakashani, Kolkata
6. — ed., *People at Large: Popular Culture in Modern Bengal*, SetuPrakashani, Kolkata
7. —, 'Exhibiting Masculine Identity through Circus in Colonial Bengal', *Studies in People's History*, Vol. 2, No. 2, 2015
8. —, ed. *Itihase Janasanskriti*, Gangchil, Kolkata.
9. Kaushik Bandyopadhyay, *Khela Jakhon Itihas*, SetuPrakashani, Kolkata.
10. Sumanta Banerjee, *Unish Shataker Kolkata O Saraswatir Itar Santan*, Anustup, Kolkata, 2008
11. Sumanta Banerjee, *The Parlour and the Streets: Elite and Popular Culture in Nineteenth Century Calcutta*, Seagull Books, Calcutta, 1989.
12. Nirmal Bandyopadhyay, *Unish Shataker Bangla Sadharan Rangalay: Itihas, Jatiyatabad, Samajjiban*, SaptarshiPrakashani, Kolkata, 2018
13. Darshan Choudhury, *Gananatya Andolan*, Anustup, Kolkata
14. Ashok Kumar Mishra, *Gananatya Andolan O Nabanna*, Bangiya Sahitya Samsad, Kolkata
15. Aishika Chakraborty, *Kolkatar Nach Samakalin Nagarnritya*, Gangchil, Kolkata
16. Abanindrakrishna Basu, *Bangalir Circus*, Gangchil, Kolkata
17. Kalish Mukhopadhyay, *Bangla Chalachhitrer Itihas, 1897 theke 1947*, Kolkata
18. Sumit Sarkar, *Modern Times: India 1880s-1950s: Environment, Economy, Culture*, Permanent Black, New Delhi, 2014.
19. Sumit Sarkar, *Modern Times: Bharat 1880 er Doshok theke 1950 er Doshok: Paribesh, Artha Byabastha, Sanskriti*, K.P. Bagchi & Co, Kolkata, 2019
20. Ghulam Murshid, *Hajar Bacharer Bangali Sanskriti*, AbasarPrakashan, Dhaka, Bangladesh, 2005.
21. Gurusaday Dutta, *The Bratachari Synthesis*, 3rd ed. Bengal Bratachari Society in Calcutta. 1981.
22. —, *Bratachari-Sakha*, Bengal Bratachari Society in Calcutta, Shraban, 1347 BS.
23. Ramananda Chatterjee, *The Bratachari Movement*. Bengal Bratachari Society in Calcutta. 1940.
24. Sharmistha Gooptu, *Bengali Cinema: 'An Other Nation'*, Routledge, 2011
25. Kiranmoy Raha, *Bangla Theatre*, National Book Trust India, New Delhi, 1985
26. Chittabrata Palit, *Kolkatar Kristi*, Evenal Press, Kolkata, 2016
27. Rathin Chakraborty, *Kolkatar Natyacharcha*, Paschimbanga Natya Academy, Calcutta, 1991.

**SEMESTER-IV**

**Course Name: The Making of Indian Foreign Policy: 1947-1998 CE**  
**Course Code: BAHHISSE401**

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

**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: Unit wise course content distribution****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

**References/ 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, MéliSSaLevaillant, *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: <b>SE</b> (Theoretical)	Course Details: <b>SEC-2</b>		L-T-P: 4-0-0		
Credit: <b>4</b>	Full Marks: <b>50</b>	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
			<b>10</b>		<b>40</b>

### **Course Learning Outcomes:**

1. After the completion of course, the students will have ability to:
2. Know the status of the study of science and scientific institutions in colonial India— problems and perspectives.
3. Understand the relation between science and colonial explorations, science and Orientalism.
4. Develop ideas about some Indigenous scientific personalities and their work, and the intersection of science and nationalism

### **Content/ Syllabus: Unit wise course content distribution**

#### **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, Meghnad 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.

**References/ 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. J.D. Bernal, *Itihase Bigyan*, Ananda, Kolkata, 2016. (Bengali Translation)
11. Chittabrata Palit, *Science and Nationalism in Bengal, 1876-1947*, Institute of Historical Studies, Kolkata, 2004.
12. —, *Bigyaner Aaloke Oupanibeshik Bangla*, Dey's Publishing, Kolkata.
13. —, *Jatiya Bigyan Charchar Janak Mahendralal Sircar*, Kriti Publishers, Kolkata, 2014.
14. Sabyasachi Chattopadhyay and Sujit Rajbanshi, *Oupanibeshik Bharate Bijnan Sankhipto Itihas*, Setu Prakashani, Kolkata, 2021.
15. Sumit Sarkar, *Modern Times: Bharat 1880-er Dashak Theke 1950-er Dashak*, K.P. Bagchi & Co., 2019. (Bengali Translation)

**SEMESTER-V****Course Name: Colonial Impact on Indian Economy and Society: 1757-1900 CE****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 learn about:

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 wise course content distribution**

#### **UNIT-1**

The colonial state's institutions and ideologies: Colonial economic interests —The East India Company's commerce — Mercantilism to Free Trade — De-industrialisation and Drain of Wealth.

#### **UNIT-2**

Land Settlements and agricultural change — Commercialisation of Agriculture

#### **UNIT-3**

Modern Industrialisation — Long-term constraints

#### **UNIT-4**

Census and caste — colonial ethnology — Sanskritisation, Western education and social reform— BrahmaSamaj&PrarthanaSamaj

#### **UNIT-5**

Reformism and revivalism: Arya Samaj and the Ramkrishna-Vivekananda Movement.

#### **UNIT-6**

Islamic reform in India: The reformers and the orthodox

### **References/ Suggested Readings**

1. Tirthankar Roy, *Economic History of India, 1857-1947*
2. K. N. Raj ed, *Essays on the Commercialization of Indian Agriculture*
3. Sekhar 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 Ramakrishna Mission: The Making of Modern Hindu Movement*
14. Jayasree Mukherjee, *The Ramakrishna-Vivekananda Movement: Impact on Indian Society and Politics, 1893-1922*
15. Neilesh Bose, *Recasting the Region: Language, Culture and Islam in Colonial Bengal*
16. Shireen Maswood, Amit Dey and Ritwika Biswas eds, *Between Tradition and Modernity: Aspects of Islam in South Asia*
17. Barbara D. Metcalf, *Islam in South Asia in Practice*
18. —, *Islamic Revival in British India: Deoband 1860-1900*
19. Kenneth W. Jones, *Socio-Religious Reform Movements in British India, Part 3, Vol. 1*



20. H. O. Pearson, *Islamic Reform and Revival in Nineteenth Century India*.
21. Sekhar Bandyopadhyay, *Palashi Theke Partition O Tarpore: Adhunik Bharater Itihas*, Orient Blackswan, 2015. (Translated by Krishnendu Roy)
22. Tirthankar Roy, *East India Company O Bharater Arthanaitik Itihas*, Ananda, 2013.
23. Sabyasachi Bhattacharya, *Ouponobeshik Bharater Arthaniti, 1850-1947*, Ananda

### **SEMESTER-V**

**Course Name: Peasant and Tribal Uprisings in Colonial India: 19th Century**  
**Course Code: BAHHISC502**

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
			<b>10</b>		<b>40</b>

### **Course Learning Outcomes:**

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

1. Know about the early colonial rule, revenue operations, revenue demands, and several settlement systems.
2. 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. Develop ideas of the various tribal movements in pre-1857 western and eastern India.
4. Know about the revolutionary potential of Indian peasantry as assessed by historians and other social scientists

### **Content/ Syllabus: Unit wise course content distribution**

#### **The Early 19<sup>th</sup> 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 Santhals (1833), Santhal Revolt (1855), Bhil revolt (1819-1840), Kolis (1824-1848), Khasis (1829-30), Koyas (1840-1858), Konds (1846-1855)

**The Late 19<sup>th</sup> century****UNIT-4**

Tribal movements – Naikdas 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 19<sup>th</sup> 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, A.R. Desai, D.N.Dhanagare and Ranajit Guha

**References/ 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. Sekhar Bandyopadhyay, *From Plassey to Partition: A History of Modern India*
4. Binay Bhushan Chaudhuri, *Peasant History of Late Pre-Colonial and Colonial India*
5. Bipan Chandra, *India's Struggle for Independence, 1857-1947*
6. A. R. Desai, *State and Society in India: Essays in Dissent*
7. D. N. Dhanagare, *Peasant Movements in India, 1920-1950*
8. —, *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 Dasgupta, *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**

<b>COURSE TYPE : DSE ( Theoretical)</b>	<b>Course Details: DSEC1&amp;2</b>		<b>L-T-P : 5-1-0</b>		
<b>Credit :6</b>	<b>Full Marks :50</b>	<b>CA Marks</b>		<b>ESE Marks</b>	
		<b>Practical</b>	<b>Theoretical</b>	<b>Practical</b>	<b>Theoretical</b>
			<b>10</b>		<b>40</b>

**Course Learning Outcomes:**

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

1. Know about the political system in 18<sup>th</sup> century Europe.
2. Understand about the overseas empires and the Trading companies.
3. Develop ideas 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 wise course content distribution****UNIT-1**

Political system in 18<sup>th</sup> century Europe: The empires, monarchies and republics- the Holy Roman Empire and the Russian Empire — Constitutional monarchy in Britain — the monarchical order in Spain, Prussia, Scandinavian countries, Poland, and France — the republican order in the United Provinces, Switzerland and Venice.

**UNIT – 2**

The overseas empires and the trading companies: Spanish, French, Dutch, and English overseas settlements

**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 — towns and cities — artisans and peasants — free peasants and serfs

**UNIT- 5**

European Enlightenment: Scientific revolution and seventeenth century origins — England and Holland — the nature of God controversy — the French enlightenment — the enlightenment public sphere — the enlightenment critique of old regime — the idea of progress

**References/ 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. — ed, *Fontana Economic History of Europe: The Emergence of Industrial Societies*,
6. J.H. Plumb, *England in the Eighteenth Century*.
7. Nicholas Henshall, *The Myth of Absolutism: Change & Continuity in Early Modern European Monarchy*.
8. Peter Gay, *The Enlightenment: An Interpretation*
9. Paul Hazard, *European Thought in the Eighteenth Century*,
10. David Ogg, *Europe of the Ancient Regime (Fontana History of Europe)*

### **SEMESTER-V**

**Course Name: Modern Transformation of Japan: c.1850-1945 CE**

**Course Name: BAHHISDSE502**

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

### **Course Learning Outcomes:**

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

1. The situation of pre-Meiji Japan.
2. Transition of Japan in the Meiji era: Modernization—social, economic, political and military reforms
3. Rise of political parties and the Meiji Constitution
4. Satsuma Rebellion and Popular Rights Movement
5. Emergence of Japan as an imperial power — Japan's role in international politics — wars and alliances — participation in World War I
6. Japan between the two world wars — Manchurian Crisis—failure of the democratic system — rise of militarism in the 1930s-40s
7. Japan and World War II— from Pearl Harbour to Hiroshima and Nagasaki.

### **Content/ Syllabus: Unit wise course content distribution**

#### **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.

**UNIT-4**

**Emergence of Japan as an Imperial Power:** Sino-Japanese War (1894-'95); Anglo-Japanese Alliance (1902); the Russo-Japanese War (1904-05).

**UNIT-5**

**Japan through the two World Wars:** Japan and World War I; Twenty-One Demands (1915); Washington Conference (1921-22); Manchurian Crisis (1931) and the role of the League of Nations; the failure of the democratic system; the rise of militarism in the 1930s and the 1940s; Japan and World War II – from Pearl Harbour to Hiroshima and Nagasaki.

**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. P.H. Clyde & B.F. Beers, *The Far East*, Prentice Hall Press, 1975.
5. M.B. Jansen, (ed.), *The Cambridge History of Japan, vol. V*, Cambridge University Press, 1989
6. P. Duus, (ed.), *The Cambridge History of Japan, vol. VI*, Cambridge University Press, 1989
7. Andrew Gordon, *A Modern History of Japan From Tokugawa Times to Present*, Oxford University Press, 2013.
8. E.H. Norman & L.T. Woods, *Japan's Emergence as Modern State*, UBC Press, 2000.
9. D. Chowdhury, *Adhunik Juge Purba Asia-r Rupantar*, K.P. Bagchi and Co; Kolkata, 2016
10. Haraprasad Chattopadhyay, *Japaner Itihas*
11. M.K. Chattopadhyay, *Chin O Japaner Itihas*
12. S.Guharoy, *Adhunik Durprachya: Chin o Japaner Itihas*, Progressive Publishers, Kolkata, 1999.
13. Subodh Mukhopadhyay, *Adhunik Purba Asia*.
14. Ratan Kumar Biswas, *Adhunik Purba Asia: Utthan O Rupantar*, Progressive Book Forum, Kolkata, 2021.
15. Amit Bhattacharya, *Sekigahara Theke Nagasaki: Japan 1600-1945*, Setu Prakashani, Kolkata, 2005.
16. Amit Bhattacharya, *Transformation of Japan: 1600-1945*, Setu Prakashani, Kolkata, 2012
17. Amitava Chakraborty, *The Constitution of Japan (Nippon)*, Suhrid Publication, Kolkata, 1993.

**SEMESTER-V****Course Name: Modern Transformation of China: 1839-1949 CE****Course Name: BAHHISDSE503**

<b>Course Type: DSE (Theoretical)</b>	<b>Course Details: DSEC1&amp;2</b>		<b>L-T-P: 5-1-0</b>		
<b>Credit: 6</b>	<b>Full Marks: 50</b>	<b>CA Marks</b>		<b>ESE Marks</b>	
		<b>Practical</b>	<b>Theoretical</b>	<b>Practical</b>	<b>Theoretical</b>
			<b>10</b>		<b>40</b>

**Course Learning Outcomes:**

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

1. Enrich themselves by getting idea about the pre-colonial-traditional Chinese society, economy, religion, state and bureaucracy (a unique system in a feudal structure).
2. Obtain knowledge about the history of transformation of feudal China to the People's Republic of China.
3. Understand that how the British and other European powers made inroads in the 'Chinese Wall' and taking advantage of most favored country with the help of their weapons of capital and technology.
4. Develop ideas about people's revolt, reforms of the Manchu dynasty during the last half of the 19<sup>th</sup> century and first half of the 20<sup>th</sup> century.
5. Know the foundation of the CCP, conflict between KMT and CCP, and two world wars, all events leading to the formation of Peoples Republic in China.
6. Acquire knowledge about the real nature of imperialism and the inner strength of the Chinese peoples' struggle for independence—uniqueness of the form of their struggle.

**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, *The Far East*, Prentice Hall Press, 1975.
9. D. Chowdhury, *Adhunik Juge Purba Asia-r Rupantar*, K.P. Bagchi and Co; Kolkata, 2012
10. Haraprasad Chattopadhyaya, *Chiner Itihas*
11. M.K Chattopadhyay, *Chin O Japaner Itihas*, Mitram, Kolkata, 2009.
12. S Guharoy, *Adhunik Dur Prachya: Chin O Japaner Itihas*, Progressive Publishers, Kolkata, 1999.
13. Subodh Mukhopadhyay, *Adhunik Purba Asia*.
14. Ratan Kumar Biswas, *Adhunik Purba Asia: Utthan O Rupantar*, Progressive Book Forum, Kolkata, 2021
15. Amit Bhattacharya, *Chiner Rupantarer Itihas, 1840-1969*, Setu Prakashani, Kolkata, 2004.
16. Amit Bhattacharya, *Transformation of China 1840-1969*, Setu Prakashani, Kolkata, 2007.
17. Amit Bhattacharya, *Desh O Dishari*, Setu Prakashani, Kolkata, 2003.
18. Ho Kan-chi, (Translated by Dwijen Gupta) *Adhunik Chin-biplaber Itihas (1919-1956)*, Kolkata, 1980.

**SEMESTER-VI****Course Name: War and Diplomacy: 1914 - 1945 CE****Course Name: BAHHISC601**

<b>Course Type: Core (Theoretical)</b>	<b>Course Details: CC-13</b>		<b>L-T-P: 5-1-0</b>		
<b>Credit: 6</b>	<b>Full Marks: 50</b>	<b>CA Marks</b>		<b>ESE Marks</b>	
		<b>Practical</b>	<b>Theoretical</b>	<b>Practical</b>	<b>Theoretical</b>
			<b>10</b>		<b>40</b>

**Course Learning Outcomes:**

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

1. The period between the two World Wars— changes in socio-economic and political atmosphere of 20<sup>th</sup> century
2. The Bolshevik Revolution of Russia that gave birth to a new idea of socialism.
3. The emergence of Asia as a powerful continent between the two World Wars.
4. Changes in the structure of power politics in Asia and Latin America during the post First World War period.
5. Theories and ideas like new economic policy, socialism, liberalism, fascism, Nazism.
6. Contemporary world history

**Content/ Syllabus: Unit wise course content distribution****UNIT-1****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-2

### 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 storms**

- 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 Rutledge Companion to Military Conflict since 1945* Chris Cook and John Stevenson, *The Rutledge Companion to World History since 1914*

**SEMESTER-VI****Course Name: Modern Nationalism in India: 1885 - 1947 CE****Course Code: BAHHISC602**

Course Type: C (Theoretical)	Course Details: CC-14		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 understand:

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

**Content/ Syllabus: Unit wise course content distribution****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
- 3.3 Role of INA in Freedom Struggle

**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.

**References/ 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: Russia in Transformation: c.1850-1945 CE**

**Course Name: BAHHISDSE601**

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

### **Course Learning Outcomes:**

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

1. Background, socio-economic and political history of Czarist Russia and its transformation to a first socialist country of the world.
2. History of world's oldest autocratic feudal country with its backward economy, society and culture—the Russian population comprised with various nationalities with its various language, religion and culture.
3. Russia's agriculture-based economy and its dependence on 'serfdom'—reform to emancipate the 'serfs'.
4. Emergence of Russian Intelligentsia, Westernizers, the Populist and Social Democrats—The reign of Nicholas II which had witnessed two revolutions, revolutions of 1905 and 1917.
5. Causes and nature of the Bolshevik revolution and establishment of Soviet Democracy under the leadership of Lenin.

### **Content/ Syllabus: Unit wise course content distribution**

#### **UNIT-I**

The Background: The Economic and Social development of Russia in the 19<sup>th</sup> 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 and the Era of Joseph Stalin till 1945

**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 volumes*
11. Maurice Dobb, *Soviet Economic Development Since 1917*
12. John Reed, *Ten Days that Shook the World*
13. John Reed (Translation in Bengali), *Duniya Kanpano Das Din*

**SEMESTER-VI**

**Course Name: Women and Social Change in the Nineteenth Century**

**Course Name: 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 wise course content distribution**

### **UNIT-1**

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-2**

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

### **UNIT-3**

Printing and emergence of public space–Reformed culture–Women’s writing–Emergence of “new woman” in the late nineteenth century–Pandita Ramabai, Savitribai Phule, Sarala Devi, Rokeya Sakhawat Hossain—Nationalism, Becoming them ‘mothers of the nation’.

### **UNIT-4**

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

### **UNIT-5**

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-6**

Debate over marriage–Native Marriage Act of 1872; Age of Consent Bill, 1891, The Rukhmabai Case, Child Marriage Restraint Act of 1929

### **UNIT-7**

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

## **References/ 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*, Vols.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 Eksho Bachhar*
11. Bharati Ray, *Feminists of Early India: Saraladevi and Begum Rokeya*
12. Bharati Rayed, *Nari O Paribar: Bamabodhini Patrika*
13. Suparna Gooptu (edited), *Itihase Nari: Siksha*, Paschimbanga Itihase Samsad, Kolkata, 2001
14. Tapati Bhattacharya, *Pratichya Bhabna O Bangiya Nari Jagaran*, Aruna Prakashani, Kolkata, 2009
15. Gitasri Bandana Sengupta, *Spandita Antorlok: Atmocharite Nari Pragatir Dhara*, Progressive Publishers, Calcutta, 1999
16. Ranjit Sen, *Bhabito Purush O A-Bhabito Nari: Bangla deshe Nari Proshner Sekaalar Ekaal*, Aruna Prakashani, Kolkata, 2002

17. Saswati Ghosh, *Samatar Dike Andolone Nari: Prothom Parba*, Progressive Publishers, Calcutta, 1999
18. Rajarshi Basu and Basabi Chakrabarti (edited), *Prasanga: Manabividyā*, UrviPrakashan, Kolkata, 2008.
19. Nasiruddin Molla, *Rokeya, Naribadi Chetana O Darshan*, AksharPrakasani, Birbhum, 2019

## **SEMESTER-VI**

**Course Name: Pre-Colonial South East Asia**

**Course Name: BAHHISDSE603**

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

### **Course learning outcomes:**

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

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

### **Content/ Syllabus: Unit wise course content distribution**

#### **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 (11<sup>th</sup> 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 1<sup>st</sup> 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 (12<sup>th</sup> century onwards); Islam in the 9<sup>th</sup> century in Malayan and Indonesian archipelago – Sufi mystical influence – Indonesian *tarekat*- toleration of non-Muslim practices and beliefs.

#### **UNIT- 4**

Europeans – Portuguese in the 16<sup>th</sup> century; Dutch and English in the 17<sup>th</sup> century.

**References/ 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 9<sup>th</sup> to 14<sup>th</sup> 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: 1945-1991 CE****Course Code: BAHHISDSE604**

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

**Course learning outcomes:**

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

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

**Content/ Syllabus: Unit wise course content distribution****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**

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

**UNIT - 6**

Détente

**UNIT - 7**

Collapse of Soviet Bloc: Process of disintegration

**References/ 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.*
5. Asit Kumar Mandal, *Antarjatic Samparker Ruprekha (1945-2012)*, Sreedhar Prakasani, Kol



