

Learning Outcomes-based Curriculum Framework (LOCF)

For

**3-Year UG Degree
4-Year UG Degree (Honours)
4-Year UG Degree (Honours with Research)
Syllabus**

w.e.f. Academic Session 2023-24



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



Kazi Nazrul University
Curriculum Based Syllabus for
3-Year UG Degree / 4-Year UG Degree (Honours) / 4-Year UG Degree (Honours
with Research)

(6-Semester / 8-Semester Pattern)
(With effect from: 2023-2024 academic session)

PREAMBLE

The National Education Policy (NEP) 2020 recognizes the importance of higher education which plays an extremely significant role in promoting human as well as societal well-being and in developing India as envisioned in its Constitution - a democratic, just, socially conscious, culture, and humane nation upholding liberty, equality, fraternity, and justice for all. The NEP, 2020 points out that “given the 21st-century requirements, quality higher education must aim to develop good, thoughtful, well-rounded, and creative individuals.” The NEP, 2020 states, “Assessments of educational approaches in undergraduate education that integrate the humanities and arts with Science, Technology, Engineering and Mathematics (STEM) have consistently shown positive learning outcomes, including increased creativity and innovation, crucial thinking and higher order thinking capacities, problem-solving abilities, teamwork, communication skills, more in-depth learning and mastery of curricula across fields, increases in social and moral awareness, etc., besides general engagement and enjoyment of learning.”

Further, the NEP, 2020 also recommends that “the undergraduate degree will be of either 3 or 4 years duration, with multiple exit options within this period, with appropriate certifications.” In accordance with the NEP, 2020, the UGC has formulated a new student-centric “**Curriculum and Credit Framework for Undergraduate Programmes**” incorporating a flexible choice-based credit system, multidisciplinary approach, and multiple entry and exit options which will facilitate students to pursue their career path by choosing the subject/field of their interest.

Based on the new UGC notification in December, 2022, Kazi Nazrul University (*Hereafter*, the University) has come up with Curriculum and Credit Framework for Undergraduate Programmes incorporating all important aspects of the UGC-CCFUGP to facilitate achievement of policy visions stated in the NEP 2020. This **KNU-CCFUGP** will also be applicable to the professional courses not covered by other regulatory bodies. The NEP highlights certain fundamental principles that would guide both the education system at large, as well as individual educational institutions. The principles that have a direct bearing on the curricula for different levels of higher education include:

- i. Recognizing, identifying, and fostering the unique capabilities of each student to promote her/his holistic development.
- ii. Flexibility, so that learners can select their learning trajectories and programmes, and thereby choose their own paths in life according to their talents and interests.
- iii. Flexibility, so that learners can select their learning trajectories and programmes, and thereby choose their own paths in life according to their talents and interests.
- iv. Multidisciplinary and holistic education across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world.

- v. Emphasis on conceptual understanding rather than rote learning, critical thinking to encourage logical decision-making and innovation; ethics and human & constitutional values, and life skills such as communication, teamwork, leadership, and resilience.
- vi. Extensive use of technology in teaching and learning, removing language barriers, increasing access for Divyang students, and educational planning and management.
- vii. Respect for diversity and respect for the local context in all curricula, pedagogy, and policy.
- viii. Equity and inclusion as the cornerstone of all educational decisions to ensure that all students are able to thrive in the education system and the institutional environment are responsive to differences to ensure that high-quality education is available for all.
- ix. Rootedness and pride in India, and its rich, diverse, ancient, and modern culture, languages, knowledge systems, and traditions.

The National Higher Education Qualification Framework (NHEQF) envisages that students must possess the quality and characteristics of the graduate of a programme of study, including learning outcomes relating to the disciplinary area(s) in the chosen field(s) of learning and generic learning outcomes that are expected to be acquired by a graduate on completion of the programme(s) of study. The NHEQF envisages that graduate attributes are fostered through meaningful learning experiences made available through the curriculum and learning experience, the total college/university experience, and a process of critical and reflective thinking. The new student-centric CCFUGP of UGC introduces holistic and multidisciplinary undergraduate education that would help develop all capacities of human beings – intellectual, aesthetic, social, physical, emotional, ethical, and moral – in an integrated manner; soft skills, such as complex problem solving, critical thinking, creative thinking, communication skills; and rigorous specialization in a chosen field(s) of learning.

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

2.1 For B.A. History Honours (4-year) degree there will be **eight semesters**. The Curriculum consists of 21 Major Courses (MJC); 7 Minor Courses (MNC); 3 Multidisciplinary Courses (MDC); 3 Skill Enhancement Courses (SEC); 2 Ability Enhancement Course (AEC); 2 Value-added Courses (VAC), and 1 Vocational Course / Summer Internship for students pursuing Honours degree in History. The Curriculum consists of 18 Major Courses (MJC); 7 Minor Courses (MNC); 3 Multidisciplinary Courses (MDC); 3 Skill Enhancement Courses (SEC); 2 Ability Enhancement Course (AEC); 2 Value-added Courses (VAC), 2 Research Project Course (RPC), and 1 Vocational Course / Summer Internship for students pursuing Honours degree with research.

2.2 For B.A. History Undergraduate (3-year) degree there will be **six semesters**. The Curriculum

consists of 13 Major Courses (MJC); 5 Minor Courses (MNC); 3 Multidisciplinary Courses (MDC); 3 Skill Enhancement Courses (SEC); 2 Ability Enhancement Course (AEC); 2 Value-added Courses (VAC), and 1 Vocational Course / Summer Internship.

2.3 For B.A. History Diploma (2-year) there will be **four semesters**. The Curriculum consists of 6 Major Courses (MJC); 4 Minor Courses (MNC); 3 Multidisciplinary Courses (MDC); 3 Skill Enhancement Courses (SEC); 2 Ability Enhancement Course (AEC); 2 Value-added Courses (VAC), and 1 Vocational Course / Summer Internship.

2.4 For B.A. History Certificate (1-year) there will be **two semesters**. The Curriculum consists of 2 Major Courses (MJC); 2 Minor Courses (MNC); 2 Multidisciplinary Courses (MDC); 2 Skill Enhancement Courses (SEC); 1 Ability Enhancement Course (AEC); 1 Value-added Courses (VAC), and 1 Vocational Course / Summer Internship.

2.5 Each **Major** and **Minor** course is of **100 marks**, and each **MDC, AEC, SEC, and VAC** is of **50 marks**. “L” stands for Lecture Hour, “T” for Tutorial Hour and “P” for Practical Hour.

2.6.1 Major Course: A course that should compulsorily be studied as a core requirement of the discipline by a student admitted to a discipline under a course of study. A Major Course provides the opportunity for students to pursue in depth study of a particular discipline or subject and the degree will be awarded in that discipline.

2.6.2 Minor Course: A course that can be chosen from a pool of courses and that is very specific or specialized or advanced or supportive to the discipline a student is admitted to or that which provides an exposure to some other discipline or nurtures. Minor courses help the students to gain broader understanding beyond the major disciplines.

2.6.3 Skill Enhancement Course: A course that should compulsorily be studied by a student admitted to a discipline under a course of study to develop skill in the related area and to widen the job opportunity in the global market. These courses are aimed at imparting practical skills, hands-on training, soft skills, etc., to enhance the employability of students. Courses will be designed as per students’ needs and available institutional resources.

2.6.4 Multidisciplinary Course (MDC): A course that can be chosen from a pool of courses across faculties combining two or more academic disciplines for a specific purpose. These courses are intended to broaden the intellectual experience and form part of liberal arts and science education.

2.6.5 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. Students are required to achieve competency in Modern Indian Language (MIL) and in English language with special emphasis on language and communication skills. The courses aim at enabling the students to acquire and demonstrate the core linguistic skills, including critical reading and expository and academic writing skills, that help students articulate their arguments and present their thinking clearly and coherently and recognize the importance of language as a mediator of knowledge and identity. They would also enable students to acquaint themselves with cultural and intellectual heritage of the chosen MIL and English language, as well as to provide a reflective understanding of the structure and complexity of the language/literature related to both the MIL and English language. The courses will also emphasize the development and enhancement of skills such as communication, and the ability to participate/conduct discussions and debate.

2.6.6 Value-added Courses (AEC): VACs are designed to provide students with skills and

knowledge beyond the standard curriculum. The courses aim at enabling the students to acquire and demonstrate the knowledge and understanding of contemporary India with its historical perspective, the basic framework of the goals and policies of national development, and the constitutional obligations with special emphasis on constitutional values and fundamental rights and duties. The courses would also focus on developing an understanding among student and teachers of the Indian knowledge systems, the Indian education system and the roles and obligations of teachers to the nation in general and to the society. The courses will attempt to deepen knowledge about and understanding of India's freedom struggle and of the values and ideals that it represented to develop an appreciation of the contributions made by people of all sections and regions of the country, and help learners understand and cherish the values enshrined in the Indian Constitution and to prepare them for their roles and responsibilities as effective citizens of a democratic society.

2.7 A student pursuing **Honours degree / Honours degree with research** has to complete **173 credits**. A student pursuing **Undergraduate degree** has to complete **126 credits**. A student pursuing **Diploma** has to complete **88 credits**. A student pursuing **Certificate** has to complete **44 credits**.

2.8 The academic session of each course commences in **July** every year and continues up to **June** next year.

2.9 Aims of Bachelor's Degree Programme in History:

The aim of the course is to build a good historian who shall be able to describe the human society and its developments through the way of critical thinking. Upon achieving further higher education, the historian shall 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. Students shall gain knowledge about Indian history and histories of countries other than India.
2. Students shall be able to pursue higher education.
3. Students shall have opportunities for jobs.
4. Students will develop the ability of critical thinking that will eventually help them in their research work in future.

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

A student who has qualified in Higher Secondary Examination under the WBCHSE or any equivalent examination (10+2) from any recognized board is eligible for enrolment in the course.

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

It is mentioned along the particular course.

6.1 Credit and Marks Distribution for B.A. Course in History (3-year/4-year)

| | Total Courses | Total Credit | Total Marks |
|-------------------------------------------------------|---------------|--------------|-------------|
| B.A. Honours in History (4-year) | 39 | 173 | 3350 |
| B.A. Honours with Research in History (4-year) | 38 | 173 | 3350 |
| B.A. Undergraduate in History (3-year) | 29 | 126 | 2350 |
| B.A. Diploma in History (2-year) | 21 | 88 | 1500 |
| B.A. Certificate in History (1-year) | 11 | 44 | 700 |

6.2 Semester-wise Course and Credit Distribution

| Semester | | MJC | MNC | MD | SEC | AEC | VAC | SIC/SID/ SIMC/VCC/ VCD (Any one) | RPC | Total Courses | Total Credits |
|------------------------------------------------------|--------------------------------------|-----------|----------|----------|----------|----------|----------|-------------------------------------------|----------|------------------|------------------|
| I | | 1 | 1 | 1 | 1 | 1 | | | | 5 | 20 |
| II | | 1 | 1 | 1 | 1 | | 1 | | | 5 | 20 |
| Certificate | | 2 | 2 | 2 | 2 | 1 | 1 | 1 | | 11 | 48 |
| III | | 2 | 1 | 1 | | 1 | | | | 5 | 22 |
| IV | | 2 | 1 | | 1 | | 1 | | | 5 | 22 |
| Diploma | | 6 | 4 | 3 | 3 | 2 | 2 | 1 | | 21 | 88 |
| V | | 3 | 1 | | | | | | | 4 | 20 |
| VI | | 4 | | | | | | | | 4 | 22 |
| 3-year Degree (Undergraduate) | | 13 | 5 | 3 | 3 | 2 | 2 | 1 | | 29 | 126 |
| VII | | 4 | 1 | | | | | | | 5 | 25 |
| VIII | (Hons.) | 4 | 1 | | | | | | | 5 | 22 |
| | (Hons. with Research) | 1 | 1 | | | | | | 2 | 4 | 22 |
| 4-year Degree (Honours) | | 21 | 7 | 3 | 3 | 2 | 2 | 1 | | 39 | 173 |
| 4-year Degree (Honours with Research) | | 18 | 7 | 3 | 3 | 2 | 2 | 1 | 2 | 38 | 173 |

Abbreviations:

MJC = Major Course; MNC = Minor Course; AEC = Ability Enhancement Course; SEC = Skill Enhancement Course; MDC = Multidisciplinary Course; SIC = Summer Internship for Certificate; SID = Summer Internship for Diploma; SIMC = Summer Internship Mandatory Course; VAC = Value Added Course; VCC = Vocational Course for Certificate; VCD = Vocational Course for Diploma; RPC = Research Project Course

7. B.A. Honours in History & B.A. Undergraduate in History Courses

1st Semester

| Course Name | Course Type | Course Code | Course Details | L - T - P | Marks (ESE+CA) | Course Credit |
|-----------------------------------------------------------------------------------------------------------------|-------------|-------------|----------------|-----------|----------------|---------------|
| Early History of India : Proto History to Gupta Period | MAJOR | BAHISMJ101 | MJC-1 | 4 - 1 - 0 | 70+30 | 5 |
| <i>To choose from the Pool of Minor Courses offered in 1st Semester by other disciplines within the faculty</i> | MINOR | See Pool | MNC-1 | See Pool | 70+30 | 5 |
| <i>To choose from the Pool of Multidisciplinary Courses offered in 1st Semester across the faculties</i> | MD | See Pool | MDC-1 | 2 - 1 - 0 | 35+15 | 3 |
| English/MIL Communication | AE | See Pool | AEC-1 | 4 - 0 - 0 | 35+15 | 4 |
| Archaeology and Museum Making in Colonial India | SE | BAHISSE101 | SEC-1 | 2 - 1 - 0 | 35+15 | 3 |
| Semester Total | | | | | 350 | 20 |

2nd Semester

| Course Name | Course Type | Course Code | Course Details | L - T - P | Marks (ESE+CA) | Course Credit |
|-----------------------------------------------------------------------------------------------------------------|-------------|----------------------------------------------------------|----------------|-----------|----------------|---------------|
| History of Early Medieval India: 600 CE to 1206 CE | MAJOR | BAHISMJ201 | MJC-2 | 4 - 1 - 0 | 70+30 | 5 |
| <i>To choose from the Pool of Minor Courses offered in 2nd Semester by other disciplines within the faculty</i> | MINOR | Corresponding Course Code of MINOR opted in 1st Semester | MNC-2 | See Pool | 70+30 | 5 |
| <i>To choose from the Pool of Multidisciplinary Courses offered in 2nd Semester across the faculties</i> | MD | See Pool | MDC-2 | 2 - 1 - 0 | 35+15 | 3 |
| Environment Studies | VA | VA201 | VAC-1 | 4 - 0 - 0 | 35+15 | 4 |
| Archives and Museums In India Since Independence | SE | BAHISSE101 | SEC-2 | 2 - 1 - 0 | 35+15 | 3 |
| Semester Total | | | | | 350 | 20 |

*N.B. Students exiting the programme after securing 40 credits will be awarded **UG Certificate in History**, provided they secure the following four (4) credits in work based vocational course / summer internship during the first year.*

| Course Name | Course Type | Course Code | Course Details | L - T - P | Marks (ESE+CA) | Course Credit |
|-------------------------------------------------------|-------------|-------------|----------------|-----------|---------------------------------------|---------------|
| Vocational Course | Any One | VC | VC201 | VCC-1 | 20 (Practical) + 30 (Practical) | 4 |
| Summer Internship | | SI | SI201 | SIC-1 | | |
| Semester Total (For UG Certificate in History) | | | | | 400 | 24 |

3rd Semester

| Course Name | Course Type | Course Code | Course Details | L - T - P | Marks (ESE+CA) | Course Credit |
|-----------------------------------------------------------------------------------------------------------------|-------------|-------------|----------------|-----------|----------------|---------------|
| Medieval India I (c. 1200-1526 CE) | MAJOR | BAHISMJ301 | MJC-3 | 4 - 1 - 0 | 70+30 | 5 |
| History of Medieval Europe (c. 8 th -13 th Century) | MAJOR | BAHISMJ302 | MJC-4 | 4 - 1 - 0 | 70+30 | 5 |
| <i>To choose from the Pool of Minor Courses offered in 3rd Semester by other disciplines within the faculty</i> | MINOR | See Pool | MNC-3 | 4 - 1 - 0 | 70+30 | 5 |
| <i>To choose from the Pool of Multidisciplinary Courses offered in 3rd Semester across the faculties</i> | MD | See Pool | MDC-3 | 2 - 1 - 0 | 35+15 | 3 |
| English Communication | AE | See Pool | AEC-2 | 4 - 0 - 0 | 35+15 | 4 |
| Semester Total | | | | | 400 | 22 |

4th Semester

| Course Name | Course Type | Course Code | Course Details | L - T - P | Marks (ESE+CA) | Course Credit |
|-----------------------------------------------------------------------------------------------------------------|-------------|-------------|----------------|-----------|----------------|---------------|
| Medieval India II (1526-1707 CE) | MAJOR | BAHISMJ401 | MJC-5 | 4 - 1 - 0 | 70+30 | 5 |
| Europe Transformed (c. 1450-1650 CE) | MAJOR | BAHISMJ402 | MJC-6 | 4 - 1 - 0 | 70+30 | 5 |
| <i>To choose from the Pool of Minor Courses offered in 3rd Semester by other disciplines within the faculty</i> | MINOR | See Pool | MNC-4 | See Pool | 70+30 | 5 |
| Heritage and Tourism | SE | BAHISSE401 | SEC-3 | 2 - 1 - 0 | 35+15 | 3 |
| <i>To choose from the Pool of Value Added Courses offered in 4th Semester</i> | VA | See Pool | VAC-2 | See Pool | 35+15 | 4 |
| Semester Total | | | | | 400 | 22 |

*N.B. Students exiting the programme after securing 84 credits will be awarded **UG Diploma in History**, provided they secure the following four (4) credits in work based vocational course / summer internship during the second year.*

| Course Name | Course Type | Course Code | Course Details | L - T - P | Marks (ESE+CA) | Course Credit |
|---------------------------------------------------|-------------|-------------|----------------|-----------|---------------------------------------|---------------|
| Vocational Course | Any One | VC | VC401 | VCD-1 | 20 (Practical) + 30 (Practical) | 4 |
| Summer Internship | | SI | SI401 | SID-1 | | |
| Semester Total (For UG Diploma in History) | | | | | 450 | 26 |

5th Semester

| Course Name | Course Type | Course Code | Course Details | L - T - P | Marks (ESE+CA) | Course Credit |
|-----------------------------------------------------------------------------------------------------------------|-------------|-------------|----------------|-----------|----------------|---------------|
| History of Modern India I (1707-1857 CE) | MAJOR | BAHISMJ501 | MJC-7 | 4 - 1 - 0 | 70+30 | 5 |
| History of Modern India II (1857-1947 CE) | MAJOR | BAHISMJ502 | MJC-8 | 4 - 1 - 0 | 70+30 | 5 |
| <i>History of Modern Europe (1780s-1914 CE)</i> | MAJOR | BAHISMJ503 | MJC-9 | 4 - 1 - 0 | 70+30 | 5 |
| <i>To choose from the Pool of Minor Courses offered in 5th Semester by other disciplines within the faculty</i> | MINOR | See Pool | MNC-5 | See Pool | 70+30 | 5 |
| Semester Total | | | | | 400 | 20 |

6th Semester

| Course Name | Course Type | Course Code | Course Details | L - T - P | Marks (ESE+CA) | Course Credit |
|----------------------------------------------------------------------|-------------|-------------|----------------|-----------|---------------------------------------|---------------|
| Science and Empire in India (1784-1947 CE) | MAJOR | BAHISMJ601 | MJC-10 | 4 - 1 - 0 | 70+30 | 5 |
| Women and Social Reform (19 th -20 th Century) | MAJOR | BAHISMJ602 | MJC-11 | 4 - 1 - 0 | 70+30 | 5 |
| Environmental History of India: Select Themes | MAJOR | BAHISMJ603 | MJC-12 | 4 - 1 - 0 | 70+30 | 5 |
| Visual Culture and Performing Arts in Bengal (1795-1955 CE) | MAJOR | BAHISMJ604 | MJC-13 | 4 - 1 - 0 | 70+30 | 5 |
| Summer Internship | SI | SI601 | SIMC-1 | 0 - 0 - 4 | 20 (Practical) + 30 (Practical) | 2 |
| Semester Total | | | | | 400 | 22 |

*N.B. Students of 3-year UG programme will be awarded **UG Degree in History** upon securing 126 credits.*

7th Semester

| Course Name | Course Type | Course Code | Course Details | L - T - P | Marks (ESE+CA) | Course Credit |
|-----------------------------------------------------------------------------------------------------------------|-------------|-------------|----------------|-----------|----------------|---------------|
| Contemporary History of India (1947-1991 CE) | MAJOR | BAHISMJ701 | MJC-14 | 4 - 1 - 0 | 70+30 | 5 |
| Contemporary World History (1914-c. 2000 CE) | MAJOR | BAHISMJ702 | MJC-15 | 4 - 1 - 0 | 70+30 | 5 |
| History of China & Japan (1839-1949 CE) | MAJOR | BAHISMJ703 | MJC-16 | 4 - 1 - 0 | 70+30 | 5 |
| History of Western Bengal (c. 1740s-1947 CE) | MAJOR | BAHISMJ704 | MJC-17 | 4 - 1 - 0 | 70+30 | 5 |
| <i>To choose from the Pool of Minor Courses offered in 7th Semester by other disciplines within the faculty</i> | MINOR | See Pool | MNC-6 | See Pool | 70+30 | 5 |
| Semester Total | | | | | 500 | 25 |

8th Semester [For students of 4-year UG Degree in History with Honours]

| Course Name | Course Type | Course Code | Course Details | L - T - P | Marks (ESE+CA) | Course Credit |
|-----------------------------------------------------------------------------------------------------------------|-------------|-------------|----------------|-----------|----------------|---------------|
| Historiography of Medieval and Modern West | MAJOR | BAHISMJ801 | MJC-18 | 4 - 1 - 0 | 70+30 | 5 |
| Ancient Greek and Roman Historians | MAJOR | BAHISMJ802 | MJC-19 | 3 - 1 - 0 | 70+30 | 4 |
| Literature and History in Colonial India: Select Themes | MAJOR | BAHISMJ803 | MJC-20 | 3 - 1 - 0 | 70+30 | 4 |
| Art and Architecture in Indian History | MAJOR | BAHISMJ804 | MJC-21 | 3 - 1 - 0 | 70+30 | 4 |
| <i>To choose from the Pool of Minor Courses offered in 8th Semester by other disciplines within the faculty</i> | MINOR | See Pool | MNC-7 | See Pool | 70+30 | 5 |
| Semester Total | | | | | 500 | 22 |

8th Semester [For students of 4-year UG Degree in History (Honours with Research)]

| Course Name | Course Type | Course Code | Course Details | L - T - P | Marks (ESE+CA) | Course Credit |
|-----------------------------------------------------------------------------------------------------------------|-------------|-------------|----------------|------------|----------------------------------------|---------------|
| Historiography of Medieval and Modern West | MAJOR | BAHISMJ801 | MJC-18 | 4 - 1 - 0 | 70+30 | 5 |
| Research Methodology and Ethics | RP | BAHISRP801 | RPC-1 | 4 - 0 - 0 | 70+30 | 4 |
| Research Project / Dissertation | RP | BAHISRP802 | RPC-2 | 0 - 0 - 16 | 120 (Practical) + 80 (Practical) | 8 |
| <i>To choose from the Pool of Minor Courses offered in 8th Semester by other disciplines within the faculty</i> | MINOR | See Pool | MNC-7 | See Pool | 70+30 | 5 |
| Semester Total | | | | | 500 | 22 |

N.B. Students of 4-year UG Honours with Research programme will be awarded UG Degree (Honours with Research) in History provided they secure 173 credits.

8. Teaching-Learning Process

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

9.1 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.

9.2 Marks Distribution:

Marks for Continuous Assessment and End Semester examinations are as under:

Purely Theoretical Papers:

Case 1: Full Marks 100 in Theory papers

A. End Semester Examination: 70 marks

B. Continuous Assessment: 30 marks that may be awarded by MCQ/Class Test/Assignments/PPT

Case 2: Full Marks 50 in Theory papers

A. End Semester Examination: 35 marks

B. Continuous Assessment: 15 marks that may be awarded by MCQ/Class Test/Assignments/PPT

10. Credit Hours, Internship Evaluation, and Dissertation/Research Projects

Please refer to relevant sections of *Regulations relating to Under Graduate Courses of Study and Examinations under CCFUGP (With effect from Academic Session 2023-2024)* of the University.

Details of Syllabus & References/Suggested Readings

of

3-Year UG Degree Programme

4-Year UG Degree (Honours) Programme

4-Year UG Degree (Honours with Research) Programme

(w.e.f. 2023-2024)

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| Semesters V – VIII | <i>To be announced later</i> |

SEMESTER I**MAJOR COURSE**

COURSE NAME: EARLY HISTORY OF INDIA: PROTO HISTORY TO GUPTA PERIOD
COURSE CODE: BAHISMJ101

| Course Type | Course Details | L - T - P | Marks | | Course Credit |
|-------------|----------------|-----------|-------|----|---------------|
| | | | ESE | CA | |
| MAJOR | MJC-1 | 4 - 1 - 0 | 70 | 30 | 5 |

Course Learning Outcomes:

The course will enable students to gain knowledge about:

1. History and historiography of ancient India; the social, political, economic, religious, and cultural conditions of the period
2. Chronological changes from the idea of civilization to the concept of kingdom
3. Ideas and institutions in early India, cults, doctrines, and metaphysics, aspects of the economy in the age of Buddha, and the cultural milieu
4. Details of prehistoric village life, farming, pastoral life, first urbanization, and Aryan settlements
5. Ancient *Varna* and *Jati*, slavery, untouchability, women, various forms of marriage, education, language, literature, and science and technology etc. in ancient India
6. Formation of empires in ancient India — from Mahajanpadas to kingdoms
7. The Mauryan Empire and all its aspects — polity, economy, society, and culture
8. The post-Mauryan Empires
9. The rise and fall of the Gupta Empire, its political, economic and socio-cultural aspects

Content/Syllabus: Unit-wise 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 overview 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, mature Harappan and late Harappan phases: technology, architecture, religion and maritime trade. End/transformation of the Indus civilization: different theories

Module III

The Aryans in India: The 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 the sixth century BCE**

- 4.1 Establishment of kingdoms, oligarchies and chiefdoms: Sodasa Mahajanapadas
- 4.2 The autonomous clans
- 4.3 Rise of Magadhan imperialism

Module V**India between c. 300 BCE and 300 CE**

- 5.1 Rise of the Mauryas
- 5.2 Mauryan polity — ideals of *Dhamma*
- 5.3 Downfall of the Mauryan Empire — 'Brahmanical Reaction'?
- 5.4 The Sungas, the Kalingas, the Kanvas, the Indo-Greeks, the Kushanas, the Satavahanas

Module VI**India between c. 300 CE and 600 CE**

- 6.1 The foundation and growth of the Gupta Empire
- 6.2 Gupta Polity
- 6.3 The downfall of the Gupta Empire

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**

- 3.1 Economic changes: use iron, rural economy, trade and crafts, guilds
- 3.2 Taxation
- 3.3 The second urbanization
- 3.4 The Mauryan state and economy
- 3.5 Economy under the Guptas — Agrahara system

Module IV

The cultural milieu

- 4.1 Education
- 4.2 Language and literature
- 4.3 Science and technology
- 4.4 The Gupta Age — A ‘Classical Age’

SEMESTER I**MINOR COURSE**

COURSE NAME: EARLY HISTORY OF INDIA: PROTO HISTORY TO GUPTA PERIOD
COURSE CODE: BAHISMN101

| Course Type | Course Details | L - T - P | Marks | | Course Credit |
|-------------|----------------|-----------|-------|----|---------------|
| | | | ESE | CA | |
| MINOR | MNC-1 | 4 - 1 - 0 | 70 | 30 | 5 |

Course Learning Outcomes:

The course will enable students to gain knowledge about:

1. History and historiography of ancient India; the social, political, economic, religious, and cultural conditions of the period
2. Chronological changes from the idea of civilization to the concept of kingdom
3. Ideas and institutions in early India, cults, doctrines, and metaphysics, aspects of the economy in the age of Buddha, and the cultural milieu
4. Details of prehistoric village life, farming, pastoral life, first urbanization, and Aryan settlements
5. Ancient *Varna* and *Jati*, slavery, untouchability, women, various forms of marriage, education, language, literature, and science and technology etc. in ancient India
6. Formation of empires in ancient India — from Mahajanpadas to kingdoms
7. The Mauryan Empire and all its aspects — polity, economy, society, and culture
8. The post-Mauryan Empires
9. The rise and fall of the Gupta Empire, its political, economic and socio-cultural aspects

Content/Syllabus: Unit-wise 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 overview 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, mature Harappan and late Harappan phases: technology, architecture, religion and maritime trade. End/transformation of the Indus civilization: different theories.

Module III

The Aryans in India: The 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 the sixth century BCE

- 4.1 Establishment of kingdoms, oligarchies and chiefdoms: Sodasa Mahajanapadas
 4.2 The autonomous clans
 4.3 Rise of Magadhan imperialism

Module V

India between c. 300 BCE and 300 CE

- 5.1 Rise of the Mauryas
 5.2 Mauryan polity — ideals of *Dhamma*
 5.3 Downfall of the Mauryan Empire — ‘Brahmanical Reaction’?
 5.4 The Sungas, the Kalingas, the Kanvas, the Indo-Greeks, the Kushanas, the Satavahanas

Module VI

India between c. 300 CE and 600 CE

- 6.1 Foundation and consolidation of the Gupta Empire
 6.2 Gupta polity
 6.3 Downfall of the Gupta Empire

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

- 3.1 Economic changes: use of iron, rural economy, trade and crafts, guilds
- 3.2 Taxation
- 3.3 The second urbanization
- 3.4 The Mauryan state and economy
- 3.5 Economy under the Guptas — Agrahara system

Module IV

The Cultural Milieu

- 4.5 Education
- 4.6 Language and literature
- 4.7 Science and technology
- 4.8 The Gupta Age — A ‘Classical Age’

SEMESTER I

MULTIDISCIPLINARY COURSE

COURSE NAME: EXPLORING EARLY MEDIEVAL BENGAL: c. 7TH CENTURY CE TO 1206 CE
COURSE CODE: MDC109

| Course Type | Course Details | L - T - P | Marks | | Course Credit |
|-------------------|----------------|-----------|-------|----|---------------|
| | | | ESE | CA | |
| MULTIDISCIPLINARY | MDC-1 | 2 - 1 - 0 | 35 | 15 | 3 |

Course Learning Outcomes:

The course will enable students to gain knowledge about:

1. Political history of early medieval Bengal
2. Glimpses of social history of early medieval Bengal
3. Religio-cultural history of early medieval Bengal with reference to Buddhism and the growth of regional texts and the interface between Brahmanical and non-Brahmanical practices
4. Economic life of early medieval Bengal

Content/Syllabus: Unit-wise course content distribution

UNIT 1

Outlines of Political History

- 1.1 Rise of Gauda as a regional power under Sasanka— Political disintegration after Sasanka
- 1.2 The Palas: Origin and early history — Ascendancy — Stagnation, rebellion, and temporary revival — Decline and disintegration
- 1.3 The Senas: Origin and growth — Integration of sub-regions — End of the Sena rule — Later Sena successors
- 1.4 Independent minor kingdoms: Case studies of the Chandras and the Varmans

UNIT 2

Glimpses of Social History

- 2.1 Issues of *Varna-Jati* system
- 2.2 Social life of women
- 2.3 Change in dietary habit: Religious, economic, and external influences
- 2.4 Change in attires: Clothing, jewellery, and hairstyle with particular reference to *Charyapadas*

UNIT 3

Religio-Cultural History: Select Themes

- 3.1 Various strands of Buddhism: Mahayana, Mantrayana, Vajrayana, Sahajayana, and Kalachakrayana — Development of Buddhist iconography since 8th century CE
- 3.2 Formation of a regional identity: Puranas, Upapuranas and the interface between Brahmanical and non-Brahmanical religious practices
- 3.3 Popular beliefs: Reflections in *Khanar Bachan* and *Daker Bachan*
- 3.4 Painting, sculpture, architecture

UNIT 4

The Economic Life

- 4.1 Agrarian economy and the use of technology
- 4.2 Non-agrarian economy: Trade and media of exchange

SEMESTER I

SKILL ENHANCEMENT COURSE

COURSE NAME: ARCHAEOLOGY AND MUSEUM MAKING IN COLONIAL INDIA
COURSE CODE: BAHHISSE101

| Course Type | Course Details | L - T - P | Marks | | Course Credit |
|-------------------|----------------|-----------|-------|----|---------------|
| | | | ESE | CA | |
| SKILL ENHANCEMENT | SEC-1 | 2 - 1 - 0 | 35 | 15 | 3 |

Course Learning Outcomes:

The course will enable students to gain knowledge about:

1. Origin and the development of archaeology in India
2. History of the archaeological explorations, excavations, and conservation, the creation of heritage sites, and public archaeology and popularization of archaeological sites
3. The museum movement in colonial India, and the foundation and growth of the Indian Museum, the provincial museums, and the local museums
4. The interconnection between museums and heritage conservation

Content/Syllabus: Unit-wise distribution

UNIT 1

The development of archaeological knowledge

- 1.1 Early archaeological explorations
- 1.2 Establishment of the Archaeological Survey of India
- 1.3 The contributions of James Prinsep and Alexander Cunningham.

UNIT 2**Curzon and the new impetus for archaeological conservation**

- 2.1 Sir John Marshall and the development of Indian archaeology in the early twentieth century
- 2.2 Archaeology as the new foundation for an authentic history of India Archaeological explorations, excavations and conservation and the creation of heritage sites
- 2.3 A few major sites of archaeological excavations – Sanchi, Sarnath and Taxila.

UNIT 3**Archaeology and culture**

- 3.1 Local historians and archaeological knowledge
- 3.2 The culture of collection and valorization of artifacts
- 3.3 Collecting and museum making
- 3.4 The profiles of Nalinikanta Bhattashali and Ramaprasad Chanda.

UNIT 4**Archaeology and the Museum Movement in India**

- 4.1 The Indian Museum
- 4.2 The Provincial museums: Peshawar Museum, Mathura Museum, and Patna Museum
- 4.3 The local museums: Bangiya Sahitya Parishat Museum, Dacca Museum, and Varendra Research Society Museum.

UNIT 5

A visit to a museum/heritage site/historical place and idea about heritage conservation
(Project-based)

SEMESTER I**ABILITY ENHANCEMENT COURSE**

COURSE NAME: ENGLISH / MIL COMMUNICATION
COURSE CODE: AECE101 / AECB101 / AECH101 / AECU101

| Course Type | Course Details | L - T - P | Marks | | Course Credit |
|---------------------|----------------|-----------|-------|----|---------------|
| | | | ESE | CA | |
| ABILITY ENHANCEMENT | AEC-1 | 4 - 0 - 0 | 35 | 15 | 4 |

References/Suggested Readings for Semester I Courses

A. History Major (BAHISMJ101) & History Minor (BAHISMN101)

1. Ashvini Agarwal, *Rise and Fall of the Imperial Guptas*, New Delhi, Motilal Banarasadass, 1989
2. Bridget Allchin and F. R. Allchin, *The Rise of Civilization in India and Pakistan*, CUP, 1982
3. A. L. Basham, *The Wonder that was India*, 1954
4. _____, ed., *A Cultural History of India*
5. Sukumari Bhattacharji, *Women and Society in Ancient India*, Kolkata, Basumati Corporation, 1994
6. Dilip Kumar Chakrabarti, *India An Archaeological History: Prehistoric Beginnings to Early Historic Foundations*, New Delhi, OUP, 1999
7. Kunal Chakrabarti and Kanad Sinha (ed.), *State, Power and Legitimacy: The Gupta Kingdom*, New Delhi, Primus Books, 2019
8. Ranabir Chakravarti, *Exploring Early India: Up to c. AD 1300*, New Delhi, Primus Books, 2016
9. Dev Raj Chanana, *Slavery in Ancient India*, New Delhi, 1960
10. Brajadulal Chattopadhyaya (ed.), *A Social History of Early India* (PHISPC series), New Delhi, Pearson Longman, 2009
11. V.R. Ramachandra Dikshitar, *The Gupta Polity*, 1952, rpt. New Delhi, Motilal Banarasadass, 1993
12. Dilip Kumar Ganguly, *The Imperial Guptas and their Times the Extinction of the Gupta Dynasty*, New Delhi, Abhinav Publications, 1987
13. Govind Sadashiv Ghurye, *Caste, Class and Occupation*, Bombay, Popular Prakashan, 1961
14. Parmeshwari Lal Gupta, *The Imperial Guptas: Cultural History*, Varanasi, Viswavidyalaya Prakashan, 1979
15. Irfan Habib, *Prehistory*, New Delhi, Tulika, 2001 [People's History of India series]
16. _____, *The Indus Civilization*, New Delhi, Tulika, 2002 [People's History of India series]
17. Irfan Habib and Vijay Kumar Thakur, *The Vedic Age*, New Delhi, Tulika, 2003 [People's History of India series]
18. Krishna Mohan Shrimali, *The Age of Iron and the Religious Revolution c. 700 – c. 300 BC*, New Delhi, Tulika, 2007 [People's History of India series]
19. Irfan Habib and Vivekananda Jha, *Mauryan India*, New Delhi, Tulika, 2004 [People's History of India series]
20. Irfan Habib, *Post-Mauryan India 200 BC – AD 300 A Political and Economic History*, New Delhi, Tulika, 2012 [People's History of India series]
21. Bhairabi Prasad Sahu, *Society and Culture in Post-Mauryan India 200 BC – AD 300*, New Delhi, Tulika, 2015 [People's History of India series]
22. Jean F. Jarrige et al (ed.), *Mehrgarh: Field Reports from Neolithic Times to the Indus Civilization*, Karachi, 1995
23. D.N. Jha, *Ancient India: In Historical Outlines*, New Delhi, Manohar, 1998
24. _____, *Early India: A Concise History* New Delhi, Manohar, 2004
25. D. D. Kosambi, *An Introduction to the Study of Indian History*, Bombay, Popular Prakashan, 1956
26. _____, *The Culture and Civilization of Ancient Indian Historical Outline*, 1965
27. _____, *Myth and Reality: Studies in the Formation of Indian Culture*, Bombay, Popular Prakashan, 1962; New Delhi, Sage, 2016
28. Hermann Kulke and D. Rothermund, *A History of India*, 1986
29. Rajesh Kochhar, *The Vedic People*, Hyderabad, Orient Longman, 2000
30. Nayanjoti Lahiri (ed.), *The Decline and Fall of the Indus Civilization*, Delhi, Permanent Black, 2000
31. B. B. Lal and S. P. Gupta (ed.), *Frontiers of the Indus Civilization: Sir Mortimer Wheeler Commemoration Volume*, New Delhi, Books and Books, 1984
32. R. C. Majumdar, ed., *The Vedic Age (Bharatiya Vidya Bhavan series, Vol. 1)*, Bombay, 1951
33. _____, ed., *The Age of Imperial Unity (Bharatiya Vidya Bhavan series, Vol. 2)*, Bombay, 1951
34. Radhakumud Mookerji, *Chandragupta Maurya and His Times*, Madras, University of Madras, 1943
35. Patrick Olivelle (ed.), *Between the Empires: Society in India 300 BCE to 400 CE*, OUP, 2006
36. Asko Parpola, *Deciphering the Indus Script*, CUP, 1994
37. Gregory L. Possehl, *The Indus Civilization: A Contemporary Perspective*, AltaMira Press, 2002
38. _____, (ed.), *Ancient Cities of the Indus*, 1979
39. Shereen Ratnagar, *Understanding Harappa: Civilization in the Greater Indus Valley*, New Delhi, Tulika Books, 2001
40. _____, *Encounters: The Westerly Trade of the Harappan Civilization*, New Delhi, OUP, 1981
41. 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*, New Delhi, OUP, 1996
42. T. W. Rhys Davids, *Buddhist India*, London, 1903
43. R. S. Sharma, *Material Culture and Social Formations in Ancient India*, New Delhi, Macmillan India Ltd., 1984
44. _____, *Aspects of Political Ideas and Institutions in Ancient India* New Delhi, Motilal Banarasadass, 1991
45. _____, *Sudras in Ancient India: A Social History of the Lower Order Down to c. AD 600*, New Delhi, Motilal Banarasadass, 3rd rev. edn. 1990

46. _____, *Rethinking India's Past*, New Delhi, OUP, 2009
47. Upinder Singh, *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*, Pearson Longman, 2009
48. Brian K. Smith, *Classifying the Universe: The Ancient Indian Varna System and the Origins of Caste*, OUP, 1994
49. Romila Thapar, *A History of India, Volume One*, 1966
50. _____, *Asoka and the Decline of the Mauryas* (With a new afterword, bibliography and index), OUP, 1998
51. _____, *The Mauryas Revisited*, Calcutta, CSSS & KP Bagchi & Co., 1987
52. _____, *Early India from the Origins to c. AD 1300*, 2002, 2015
53. Thomas R. Trautmann (ed.), *The Aryan Debate*, New Delhi, OUP, 2005
54. Rama Shankar Tripathi, *History of Ancient India*, Benares, Nand Kishore & Bros., 1943
55. ইরফান হাবিব, *প্রাক-ইতিহাস* (অনুবাদ : কাবেরী বসু), কলকাতা, এন বি এ, ২০০২
56. _____, *সিন্ধু সভ্যতা* (অনুবাদ : কাবেরী বসু), কলকাতা, এন বি এ, ২০০২
57. ইরফান হাবিব ও বিজয় কুমার ঠাকুর, *বৈদিক সভ্যতা* (অনুবাদ : কাবেরী বসু), কলকাতা, ন্যাশনাল বুক এজেন্সি প্রাঃ লিঃ, ২০০২
58. ইরফান হাবিব ও বিবেকানন্দ বা, *মৌর্য যুগের ভারতবর্ষ* (অনুবাদ : কাবেরী বসু), কলকাতা, ন্যাশনাল বুক এজেন্সি প্রাঃ লিঃ, ২০০৬
59. এ এল ব্যাশাম, *অতীতের উজ্জ্বল ভারত* (অনুবাদ : অংশুপতি দাশগুপ্ত), কলকাতা, প্রোগ্রেসিভ পাবলিশার্স
60. ডি ডি কোসাম্বী, *ভারত ইতিহাস চর্চার ভূমিকা*, (অনুবাদ : গৌতম মিত্র), কলকাতা, কে পি বাগচী অ্যান্ড কোং, ২০০২
61. ডি এন বা, *আদি ভারত : একটি সংক্ষিপ্ত ইতিহাস* (অনুবাদ : গৌরীশংকর দে), কলকাতা, প্রোগ্রেসিভ পাবলিশার্স, ২০০৮
62. প্রতয় নাথ ও কৌমুদ মণি সেনগুপ্ত, *ইতিহাসের বিতর্ক, বিতর্কের ইতিহাস অতীতের ভারত ও আজকের গবেষণা*, কলকাতা, আনন্দ, ২০২১
63. দিলীপ কুমার গঙ্গোপাধ্যায়, *ভারত-ইতিহাসের সন্ধানে* (২ খণ্ড) কলকাতা, সাহিত্যলোক, ২০০৭
64. দিলীপ কুমার চক্রবর্তী, *ভারতবর্ষের প্রাগৈতিহাস*, কলকাতা, আনন্দ, ১৯৯৯
65. দেবরাজ চানানা, *প্রাচীন ভারতে দাসপ্রথা*, কলকাতা, কে পি বাগচী অ্যান্ড কোং, ১৯৯৫
66. নরেন্দ্রনাথ ভট্টাচার্য, *ধর্ম ও সংস্কৃতি প্রাচীন ভারতীয় প্রেক্ষাপট*, কলকাতা, আনন্দ, ১৯৯৬
67. _____, *প্রাচীন ভারতীয় সমাজ*, কলকাতা, পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষৎ, ২০০১
68. নীহাররঞ্জন রায়, *বাঙ্গালীর ইতিহাস আদিপর্ব*, কলকাতা, দে'জ, অষ্টম সং., ২০১৩
69. রণবীর চক্রবর্তী, *ভারত-ইতিহাসের আদিপর্ব (প্রথম খণ্ড প্রাচীনতম পর্ব থেকে ৬০০ খ্রিস্টাব্দ)*, কলকাতা, ওরিয়েন্ট ব্ল্যাকসোয়ান, ২০০৭
70. _____, *প্রাচীন ভারতের অর্থনৈতিক ইতিহাসের সন্ধানে*, কলকাতা, আনন্দ, সংশোধিত সং., ২০০২
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73. _____, *প্রাচীন ভারতে শূদ্র : আনুমানিক ৬০০ খৃষ্টাব্দ পর্যন্ত নিম্নতর বর্ণের সামাজিক ইতিহাস*, কলকাতা, কে পি বাগচী অ্যান্ড কোং, ১৯৮৯
- _____ , *আর্যদের অনুসন্ধান* (অনুবাদ : ভাস্কর চট্টোপাধ্যায়), কলকাতা, প্রোগ্রেসিভ পাবলিশার্স, ১৯৯৭
74. _____, *ভারতে আর্যদের আগমন* (অনুবাদ : গৌতম নিয়োগী), কলকাতা, ওরিয়েন্ট লংম্যান, ২০০১
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76. _____, *অশোক ও মৌর্যদের পতন* (অনু. সুভাষচন্দ্র গঙ্গোপাধ্যায় / তরুণ বসু), কলকাতা, কে পি বাগচী অ্যান্ড কোং, ২০০০
77. _____, *আদি ভারত* (অনুবাদ : অনিবার্ণ মণ্ডল), কলকাতা, বুকপোস্ট পাবলিকেশন, ২০২৩
78. শিরিন রত্নগর, *হরপ্পা সভ্যতার সন্ধানে : বৃহত্তর সিন্ধু উপত্যকায়* (অনুবাদ : কাবেরী বসু), কলকাতা, এন বি এ, ২০০৩
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80. সুকুমারী ভট্টাচার্য, *ইতিহাসের আলোকে বৈদিক সাহিত্য*, কলকাতা, পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষৎ, ১৯৬০
81. _____, *প্রাচীন ভারত সমাজ ও সাহিত্য*, কলকাতা, আনন্দ, ১৯৮৭
82. সুনীল চট্টোপাধ্যায়, *প্রাচীন ভারতের ইতিহাস*, ১ম খণ্ড, কলকাতা, পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষৎ, কলকাতা, একাদশ মুদ্রণ, ২০০৪
83. হীরেন্দ্রনাথ মুখোপাধ্যায়, *ভারতবর্ষের ইতিহাস*, ১ম খণ্ড (প্রাচীন ও মধ্যযুগ), পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষৎ, ১৯৯৭

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4. Abdul Momin Chowdhury, *Dynastic History of Bengal (c. 750-1200 A. D.)*, Dhaka: The Asiatic Society of Pakistan, 1967
5. Abdul Momin Chowdhury and Ranabir Chakravarti (eds), *History of Bangladesh: Early Bengal in*

- Regional Perspectives (up to c. 1200 CE)*, Vols. I & II, Dhaka: The Asiatic Society of Bangladesh, 2018
6. Shashibhusan Dasgupta, *Obscure Religious Cults*, Kolkata: Firma KLM, 2nd rev edn, 1962
 7. S. K. De et al, *The Cultural Heritage of India, Vol. II: 'The Puranas' (Part III)*, Kolkata: Ramakrishna Mission Institute of Culture, 1937, 1969
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 22. Nitish Sengupta, *History of the Bengali Speaking People*, UBS, 2008
 23. _____, *Land of Two Rivers: A History of Bengal*, Penguin, 2011
 24. গোলাম মুরশিদ, *হাজার বছরের বাঙালি সংস্কৃতি*, ঢাকা, অবসর প্রকাশনা সংস্থা, ১০ সং., ২০১৮
 25. রজনীকান্ত চক্রবর্তী, *গৌড়ের ইতিহাস*, দে'জ, ২০০৬
 26. রাখালদাস বন্দ্যোপাধ্যায়, *বাঙ্গালার ইতিহাস*, ১৩১১ (১৯১৪), কলকাতা, নবভারত পাবলিশার্স, ১৯৬০
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 29. দীনেশচন্দ্র সরকার, *পাল-পূর্ব যুগের বংশানুচরিত*, ১৯৮৫; কলকাতা, সাহিত্যলোক, ২০১৫
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 31. দীনেশচন্দ্র সেন, *বৃহৎ বঙ্গ*, কলিকাতা বিশ্ববিদ্যালয়, ১৩৪১ (১৩৯৫)
 32. মোঃ মোকাম্মেল হোসেন ভূঁইয়া, *প্রাচীন বাংলার পোড়ামাটির শিল্প*, ঢাকা, দিব্যপ্রকাশ, ২য় মুদ্রণ, ২০১৪
 33. বিনয়তোষ ভট্টাচার্য, *বৌদ্ধদের দেবদেবী*, ১৯৫৭, কলকাতা, চিরায়ত প্রকাশন, ২০০৪
 34. সুকুমার সেন, *প্রাচীন বাংলা ও বাঙালী*, বিশ্বভারতী গ্রন্থালয়, ১৯৬২
 35. সুনীল চট্টোপাধ্যায়, *প্রাচীন ভারতের ইতিহাস, দ্বিতীয় খণ্ড*, কলকাতা, রাজ্য পুস্তক পর্ষৎ, ১৯৮৫

C. History Skill Enhancement Course (BAHISSE101)

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

9. O. P. Agarwal, *Essentials of Conservation and Museology*, Sandeep Prakashan, New Delhi, 2006
10. Shashi Dhawan (ed.), *Recent Trends in Conservation of Art Heritage* (Dr. O.P. Agarwal Felicitation Volume), Agam Kala Prakashan, New Delhi, 1996
11. মধুপর্ণা রায়চৌধুরী, 'আজমীর সংগ্রহশালা ও গৌরীশঙ্কর ওয়ার প্রাচীন ইতিহাস অনুসন্ধান', *ইতিহাস অনুসন্ধান ২৮*, পশ্চিমবঙ্গ ইতিহাস সংসদ, কলকাতা, ২০১৪
12. _____, 'প্রাচীরের সন্ধানে বাংলার স্থানীয় ইতিহাসচর্চা', রত্নাবলী চট্টোপাধ্যায় ও কৌশিক সাহা (সম্পাদিত), *কথকতা ১, বাংলার সমাজ ও সংস্কৃতি*, শুচি, কলকাতা, ২০১৫

SEMESTER II

MAJOR COURSE

COURSE NAME: HISTORY OF EARLY MEDIEVAL INDIA: 600 CE TO 1206 CE
COURSE CODE: BAHHISMJ201

| Course Type | Course Details | L - T - P | Marks | | Course Credit |
|-------------|----------------|-----------|-------|----|---------------|
| | | | ESE | CA | |
| MAJOR | MJC-2 | 4 - 1 - 0 | 70 | 30 | 5 |

Course Learning Outcomes:

The course will enable students to gain knowledge about:

1. 'Early medieval' phase in the Indian history — shifting of political power from

- Pataliputra to Kanauj
2. Political condition of eastern India, the Deccan and south India in the early medieval times
 3. Advent of the Turks and the changing political condition of north India
 4. State formation — nature and structure of feudalism — ‘segmentary state’ — debate about ‘Third urbanization’

Content/Syllabus: Unit-wise 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 Ghaznavid raids
- 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

SEMESTER II

MINOR COURSE

COURSE NAME: HISTORY OF EARLY MEDIEVAL INDIA: 600 CE TO 1206 CE
COURSE CODE: BAHHISMN201

| Course Type | Course Details | L - T - P | Marks | | Course Credit |
|-------------|----------------|-----------|-------|----|---------------|
| | | | ESE | CA | |
| MINOR | MNC-2 | 4 - 1 - 0 | 70 | 30 | 5 |

Course Learning Outcomes:

The course will enable students to gain knowledge about:

1. 'Early medieval' phase in the Indian history — shifting of political power from Pataliputra to Kanauj
2. Political condition of eastern India, the Deccan and south India in the early medieval times
3. Advent of the Turks and the changing political condition of north India
4. State formation — nature and structure of feudalism — 'segmentary state' — debate about 'Third urbanization'

Content/Syllabus: Unit-wise 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 Ghaznavid raids
- 5.2 The Ghurids

UNIT 2

Module I

Political processes and structure of polity

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

Module II

The urban scenario

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

Module III

Administrative structures

- 3.1 The Chola experiment — a 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

SEMESTER II

MULTIDISCIPLINARY COURSE

**COURSE NAME: UNDERSTANDING MEDIEVAL BENGAL SELECT THEMES:
1206 CE-1727 CE
COURSE CODE: MDC204**

| Course Type | Course Details | L - T - P | Marks | | Course Credit |
|-------------------|----------------|-----------|-------|----|---------------|
| | | | ESE | CA | |
| MULTIDISCIPLINARY | MDC-2 | 2 - 1 - 0 | 35 | 15 | 3 |

Course Learning Outcomes:

The course will enable students to gain knowledge about:

1. Political history of Bengal under the sultans and the transition to Mughal rule
2. Socio-cultural aspects of medieval Bengal with emphasis of the syncretism and conflict
3. Development of select literary genres in medieval Bengal
4. Economic Life in Medieval Bengal
5. Development of Art and Architecture

Content/Syllabus: Unit-wise distribution**UNIT 1****From the Muslim Invasion to the Mughal Rule**

Module 1: Brief political history of Bengal under the Sultans

Module 2: Brief political history of Bengal under the Mughals

UNIT 2**Socio-Cultural Aspects of Medieval Bengal: Syncretism and Conflict**

Module 1: Bhakti movement with specific reference to Sri Chaitanya

Module 2: Sufism in Bengal

Module 3: Caste mobility in Bengal

UNIT 3**Select Themes in Medieval Bengali Literature**

3.1 Literature in translation: *Ramayana* by Krittivasa Ojha — *Mahabharata* by Kashirama Dasa — *Yusuf-Zulekha* by Shah Muhammad Sagir

3.2 Long narrative tradition: An outline of the *Mangalakavyas* with reference to *Manasavijaya* by Bipradasa Pipilai and *Chandimangala* by 'Kavikankana' Mukunda Chakrabarti

3.3 Lyric tradition: An outline of the *Vaisnava Padavali* with reference to Jaideva, Chandidasa, Jnanadasa, Govindadasa

3.4 Origin of Folk Literature: A conceptual framework: *Sahajiya, Baul*

UNIT 4**Economic Life in Medieval Bengal**

Module 1: Agriculture, land and fiscal system

Module 2: Trade, commerce and urbanization

UNIT 5**Glimpses of Art and Architecture**

Art, sculpture and architecture in medieval Bengal: Gour, Pandua and Bishnupur (special reference to Terracotta)

SEMESTER II**SKILL ENHANCEMENT COURSE**

COURSE NAME: ARCHIVES AND MUSEUMS IN INDIA SINCE INDEPENDENCE
COURSE CODE: BAHISSE201

| Course Type | Course Details | L - T - P | Marks | | Course Credit |
|-------------------|----------------|-----------|-------|----|---------------|
| | | | ESE | CA | |
| SKILL ENHANCEMENT | BAHISSE201 | 2 - 1 - 0 | 35 | 15 | 3 |

Course Learning Outcomes:

The course will enable students to gain knowledge about:

1. Archives in modern India — collection and preservation of records
2. Types of archives and their history — national and regional examples
3. Types of museums in independent India and the museum movement in independent India — public and private initiatives
4. Development of different types of museums: Scientific and technical museum, art museum

Content/Syllabus: Unit-wise distribution**UNIT 1****Archives and Records**

- 1.1 Definition: Archives, manuscripts, documents, records, library
- 1.2 Physical forms of archival materials: Clay tablets, stone inscriptions, metal plates, palm leaves and paper records, photographs, cartographic records, films, video tapes, and other electronic records
- 1.3 Types of archives
- 1.4 History of archives

UNIT 2**Museums and Exhibits**

- 2.1 Types of museum and emergence of new museums and allied institutions since 1947
- 2.2 Material collection, conservation, preservation and their policies, ethics and procedure
- 2.3 Museum and Society: Exhibitions, public relation

UNIT 3**Setting up Archives and Museums since Independence**

- 3.1 The National Archives, New Delhi and any regional example of the local archive

3.2 Role of science and technology in museum making: The Birla Industrial and Technological Museum, Kolkata

3.3 Making an Art Museum: The National Gallery of Modern Art, Delhi

3.4 Private initiatives in museum making: The Gurusaday Dutt Museum, Kolkata

SEMESTER II

VALUE ADDED COURSE

COURSE NAME: ENVIRONMENT STUDIES

COURSE CODE: VA201

| Course Type | Course Details | L - T - P | Marks | | Course Credit |
|-------------|----------------|-----------|-------|----|---------------|
| | | | ESE | CA | |
| VALUE ADDED | VAC-1 | 4 - 0 - 0 | 35 | 15 | 4 |

SEMESTER II

VOCATIONAL COURSE / SUMMER INTERNSHIP*

[*Only for students exiting the programme after securing 40 credits in first two semesters to obtain UG Certificate in History]

COURSE NAME: VOCATIONAL COURSE / SUMMER INTERNSHIP

COURSE CODE: VC201 / SI201

| Course Type | Course Details | L - T - P | Marks | | Course Credit |
|-----------------------------------|----------------|-----------|-------|----|---------------|
| | | | ESE | CA | |
| VOCATIONAL / SUMMER INTERNSHIP | VCC-1 / SIC-1 | 0 - 0 - 8 | 20 | 30 | 4 |

References/Suggested Readings for Semester II Courses

A. History Major (BAHISMJ201) & History Minor (BAHISMN201)

1. Daud Ali, *Courtly Culture and Political Life in Early Medieval India*
2. A.L. Basham, *Studies in Indian History and Culture*
3. Ranabir Chakravarti, *Exploring Early India: Up to c. AD 1300*
4. Brajadulal Chattopadhyaya, *The Making of Early Medieval India*
5. _____, *Studying Early India: Archaeology, Texts, and Historical Issues*
6. _____ (ed.), *A Social History of Early India*
7. _____, *Aspects of Rural Settlements and Rural Society in Early Medieval India*
8. Lallanji Gopal, *The Economic Life of Northern India c. AD 700-1200*, Motilal Banarasi Dass, 1965
9. D.N. Jha (ed.), *The Feudal Order: State, Society and Ideology in Early Medieval India*
10. Noboru Karashima (ed.), *A Concise History of South India: Issues and Interpretation*, New Delhi, OUP, 2014
11. Hermann Kulke and D. Rothermund, *A History of India*, Routledge, 1998
12. Shouvik Mukherji, 'Military Organization of the Cholas', in D. K. Chakraborty and M. Lal (ed.), *Political History and Administration (c. AD 750-1300)*, New Delhi, Vivekananda International Foundation &

- Aryan Books International, 2014
13. Harbans Mukhia (ed.), *The Feudalism Debate*, New Delhi, Manohar, 2014
 14. R.N. Nandi, *State Formation, Agrarian Growth and Social Change in Feudal South India c. AD 600-1200*
 15. Rajat Sanyal, 'The Pala-Sena and Others', in D. K. Chakraborty and M. Lal (ed.), *Political History and Administration (c. AD 750-1300)*, New Delhi, Vivekananda International Foundation & Aryan Books International, 2014
 16. K.A. Nilakantha Sastri, *The Colas*
 17. _____, *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
 18. R.S. Sharma, *Indian Feudalism c. AD 300-1200*
 19. _____, *Urban Decay in India AD 300-1000*
 20. _____, *Early Medieval Indian Society*
 21. _____, *Rethinking India's Past*
 22. R.S. Sharma and K.M. Shrimali (ed.), *A Comprehensive History of India, Vol. IV, Part I*
 23. Upinder Singh, *A History of Ancient and Early Medieval India*
 24. Burton Stein (ed.), *Essays on South India*
 25. _____, *Peasant State and Society in Medieval South India*
 26. Romila Thapar, *Early India from the Origins to c. AD 1300*
 27. Kesavan Veluthat, *The Early Medieval in South India*
 28. _____, *Political Structure in Early Medieval South India*
 29. Andre Wink, *The Making of the Indo-Islamic World: Vol. I: Early Medieval India and the Expansion of Islam 7th -11th Centuries*, Brill
 30. B. N. S. Yadava, *Society and Culture in Northern India in the Twelfth Century*, 1973
 31. দীনেশচন্দ্র সরকার, *পাল-পূর্ব যুগের বংশানুচরিত*, ১৯৮৫; কলকাতা, সাহিত্যলোক, ২০১৫
 32. _____, *পাল-সেন যুগের বংশানুচরিত*, ১৯৮২; কলকাতা, সাহিত্যলোক, ২০০৯
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 35. রোমিলা থাপার, *আদি ভারত* (অনুবাদ : অনিবার্ণ মণ্ডল), বুকপোস্ট পাবলিকেশন, ২০২২
 36. প্রতয় নাথ ও কৌস্তুভ মণি সেনগুপ্ত, *ইতিহাসের বিতর্ক, বিতর্কের ইতিহাস অতীতের ভারত ও আজকের গবেষণা*, কলকাতা, আনন্দ, ২০১১
 37. সুনীল চট্টোপাধ্যায়, *প্রাচীন ভারতের ইতিহাস (২য় খণ্ড)*, পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষৎ, কলকাতা, অষ্টম মুদ্রণ, ২০০৪

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2. Worrel Kumar Bain, Pritam Das, Shilpa Biswas, 'Gaur and Pandua: The Cultural Heritage of Two Medieval Bengal Capitals of Bengal', *Annals of Anthropological Research & Reviews*, 2, 1 (2022), pp. 38-67 (DOI Link: <https://zenodo.org/record/7100652#.Yyr5FnZBzIU>)
3. Kumkum Chatterjee, 'Cultural flows and cosmopolitanism in Mughal India: The Bishnupur Kingdom', *The Indian Economic and Social History Review*, 46, 2 (2009), pp. 147-182
4. Ahmad Hasan Dani, *Muslim Architecture in Bengal*, Dhaka, Asiatic Society of Pakistan, 1961
5. Richard M. Eaton, *The Rise of Islam and the Bengal Frontier*, University of California, 1993
6. Naveen Nishant and Bijay Kumar Das, 'Paharpur, Pandua and Bishnupur: Search for Architecture Commonality in Bengal', *Journal of Pharmaceutical Negative Results* 13, 8 (2022), pp. 4066-4075 (DOI Link: 10.47750/pnr.2022.13.S08.514)
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8. Suchira Roychoudhury (ed.), *Gaur, The Medieval City of Bengal c. 1450-1565 Special Issue of Pratna Samiksha: A Journey of Archaeology*, New Series, Vol. 3, Kolkata, CASTEI, 2012
9. Jadunath Sarkar, *The History of Bengal, Volume II: Muslim Period, 1200-1757*, Dhaka, Univ. of Dhaka, 1948
10. Parjanya Sen, 'Gaur as 'Monument': The Making of an Archive and Tropes of Memorializing', *Journal of Art Historiography*, 8, Dec 2013, pp. 1-23
11. Momtazur Rahman Tarafdar, *Husain Shahi Bengal, 1494-1538 A.D.: A Socio-political Study*, Dacca, Asiatic Society of Pakistan, 1965

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13. _____, *মধ্যকালীন ভারত : নগরায়ণ অর্থনীতি রাজনীতি*, কলকাতা, পশ্চিমবঙ্গ ইতিহাস সংসদ, ২০১৮
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15. চিত্তরঞ্জন দাশগুপ্ত, *ভারতের শিল্প-সংস্কৃতির পটভূমিকায় বিষ্ণুপুরের মন্দির-টেরাকোট*, কলকাতা : দাশগুপ্ত অ্যান্ড কোং, ২০০০
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17. সুখময় মুখোপাধ্যায়, *বাংলার ইতিহাসের দুশো বছর, স্বাধীন সুলতানদের আমল (১৩৩৮-১৫৩৮)*, শান্তিনিকেতন, ১৯৬০
18. শিরিণ মুসভি, 'প্রাক-ঔপনিবেশিক বাংলা : মুঘল যুগের একটি অধ্যয়ন', *ইতিহাস অনুসন্ধান ১৫*, কলকাতা, পশ্চিমবঙ্গ ইতিহাস সংসদ, ২০০১ (অনুবাদ : সৌভিক বন্দ্যোপাধ্যায়)
19. সুকুমার সেন, *বাঙ্গলা সাহিত্যের ইতিহাস প্রথম খণ্ড*, ১৯৪০; কলকাতা, আনন্দ, ১৯৯১

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C. History Skill Enhancement Course (BAHISSE201)

1. O.P. Agrawal, *Essentials of Conservation and Museology*, New Delhi, 2007
2. Purnendu Basu, *Records and Archives, What are they*, New Delhi, National Archives of India, 1960, Vol. II, No. 2
3. R.D. Choudhary, *Museums of India and Their Maladies*, Calcutta, Agam Kala, 1988
4. Tapati Guha-Thakurta, *The Making of a New Modern Indian Art: Aesthetics and Nationalism in Bengal, 1850- 1920*, Cambridge University Press, 1992
5. _____, *Monuments, Objects, Histories: Institution of Art in Colonial India*, New York, 2004
6. Y.P. Kathpalia, *Conservation and Restoration of Archive Materials*, UNESCO, 1973
7. Saloni Mathur, *India by Design: Colonial History and Cultural Display*, University of California, 2007
8. Partha Mitter, *Indian Art, Oxford History of Art Series*, Oxford University Press, 2001
9. S.M. Nair, *Bio-Deterioration of Museum Materials*, 2011
10. Niharranjan Ray, *An Approach to Indian Art*, Calcutta, 1970
11. Madhurima Sen, *Introduction to Archives and Museum*, 2022
12. Simonti Sen et al (ed.), *Evolution of State Archives (1910-2010)*, Kolkata, WBSA, 2014
13. S. Sengupta, *Experiencing History through Archives*, Delhi, Munshiram Manoharlal, 2004
14. অনির্বান মণ্ডল (সম্পাদ), *মহাফেজখানা অতীতের খোঁজে*, কলকাতা, পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষৎ, ২০১৯
15. অরুণ মুখোপাধ্যায়, *পশ্চিমবঙ্গের সংগ্রহশালা*, কলকাতা, দোসর পাবলিকেশন, ২০২৪

SEMESTER III

MAJOR COURSE

COURSE NAME: MEDIEVAL INDIA I (c. 1200-1526 CE)

COURSE CODE: BAHISMJ301

| Course Type | Course Details | L - T - P | Marks | | Course Credit |
|-------------|----------------|-----------|-------|----|---------------|
| | | | ESE | CA | |
| MAJOR | MJC-3 | 4 - 1 - 0 | 70 | 30 | 5 |

Course Learning Outcomes:

The course will enable students to gain knowledge about:

1. Historiography of the Delhi Sultanate
2. Foundation and growth of the Delhi Sultanate from the thirteenth through fifteenth century — the theory of kingship under Turkish rule

3. Emergence of regional states: Case studies
4. Sufism and Bhakti movements, art and architecture, language and literature of medieval India — Social impact and regional features

Content/Syllabus: Unit-wise distribution

UNIT 1

Interpreting the Delhi Sultanate

- 1.1 Historiography of the Delhi Sultanate
- 1.2 A Survey of Sources: Literary and Archaeological

UNIT 2

Foundation, Consolidation and Challenges to the Delhi Sultanate

- 2.1 The State in the 13th and 14th century: Under Mameluks, Khiljis, and Tughlaqs – Theories of Kingship – Ruling Elites, Ulema and the Political Authority
- 2.2 Mongol Threat – Timur’s Invasion
- 2.3 Revival and Disintegration

UNIT 3

Emergence of Regional States (Select Case Studies)

- 3.1 Vijaynagara
- 3.2 The Bahmani Kingdom
- 3.3 Bengal: An independent state (1338-1538 CE)

UNIT 4

Economy

- 4.1 Iqta System
- 4.2 Agricultural Production
- 4.3 Technology, Monetization, Market, Growth of Urban Centers
- 4.4 Trade and Commerce with special reference to Indian Ocean Trade

UNIT 5

Religion, Society, and Culture

- 5.1 Sufism – Silsilas, Doctrines, and Practices – Socio-cultural impact
- 5.2 Bhakti movement in South and North India – Kabir, Nanak and *Sant* traditions
- 5.3 Art, Architecture and Literature

SEMESTER III

MAJOR COURSE

COURSE NAME: HISTORY OF MEDIEVAL EUROPE (C. 8TH-13TH CENTURY)

COURSE CODE: BAHISMJ302

| Course Type | Course Details | L - T - P | Marks | | Course Credit |
|-------------|----------------|-----------|-------|----|---------------|
| | | | ESE | CA | |
| | | | | | |

| | | | | | |
|-------|-------|-----------|----|----|---|
| MAJOR | MJC-4 | 4 - 1 - 0 | 70 | 30 | 5 |
|-------|-------|-----------|----|----|---|

Course Learning Outcomes:

The course will enable students to gain knowledge about:

1. Political history of medieval Europe — Carolingian rule and the Ninth Century Renaissance — The Saxon Empire and ‘Ottonian Renaissance’
2. Invasions of the Norsemen, Magyars, Arabs and Saracens, their impact
3. Genesis and growth of feudalism: Economy and society
4. Emergence of towns and trade in medieval Europe
4. Emergence of national Kingship: A case study of Germany
5. Religion and culture — Cluniac Reform, monasticism, crusades, Twelfth Century Renaissance

Content/Syllabus: Unit-wise distribution

UNIT 1

Europe in the Eighth and Ninth Centuries

- 1.1 The birth of medieval Europe — ‘Pirenne Thesis’ and its critique
- 1.2 Coronation of Charlemagne — Frankish institutions — the Carolingian Renaissance — Treaty of Verdun — Dissolution of the Carolingian Empire
- 1.3 Europe besieged: Invasions of the Norsemen, Magyars, Arabs, and Saracens

UNIT 2

Europe in the Central Middle Ages

- 2.1 The Saxon Empire (919-1024 CE) — ‘Ottonian Renaissance’
- 2.2 Emperors and Popes: The Investiture Contest
- 2.3 Emergence of National Kingship: Germany and the Hohenstaufens

UNIT 3

Feudal Society and Economy

- 3.1 Feudalism — origin and features — vassalage and fief — Geographical diffusion
- 3.2 Manorialism
- 3.3 Emergence of towns
- 3.4 Trade and commerce — guilds
- 3.5 Chivalry and romanticism

UNIT 4

Religion and Culture

- 4.1 Cluniac Reforms
- 4.2 Monasticism, old and new
- 4.3 Popular religion and heresy — the Waldensians, the Albigensians/Cathars
- 4.4 Crusades and the orders of ‘Warrior Monks’: the Knights Templar, the Knights Hospitallers, and the Teutonic Knights
- 4.5 Schoolmen and universities
- 4.6 Twelfth-century Renaissance

SEMESTER III

MINOR COURSE**COURSE NAME: THE DELHI SULTANATE (c. 1200-1526 CE)****COURSE CODE: BAHISMN301**

| Course Type | Course Details | L - T - P | Marks | | Course Credit |
|-------------|----------------|-----------|-------|----|---------------|
| | | | ESE | CA | |
| MINOR | MNC-3 | 4 - 1 - 0 | 70 | 30 | 5 |

Course Learning Outcomes:

The course will enable students to gain knowledge about:

1. The Delhi Sultanate, its foundation and development from the thirteenth through fifteenth century
2. Regional states in the Deccan, South India, and eastern India
3. Develop ideas about Sufism and Bhakti movements, art and architecture, and language and literature — social impact and regional features

Content/Syllabus: Unit-wise distribution**UNIT 1****Interpreting the Delhi Sultanate**

- 1.1 A Survey of Sources: Literary and Archaeological

UNIT 2**Foundation, Consolidation and Challenges to the Delhi Sultanate**

- 2.1 The State in the 13th and 14th century: Under Mameluks, Khiljis, and Tughlaqs – Theories of Kingship – Ruling Elites, Ulema and the Political Authority
- 2.2 Mongol Threat – Timur's Invasion
- 2.3 Revival and Disintegration

UNIT 3**Emergence of regional states (Select Case Studies)**

- 3.1 Vijaynagara
- 3.2 The Bahmani Kingdom
- 3.3 Bengal

UNIT 4**Economy**

- 4.1 Iqta System
- 4.2 Agricultural production
- 4.3 Technology, Monetization, Market, Growth of Urban centers
- 4.4 Trade and Commerce with special reference to Indian Ocean trade.

UNIT 5**Religion, Society, and Culture**

- 5.1 Sufism – Silsilas, Doctrines, and Practices – Socio-cultural impact
- 5.2 Bhakti movement in South and North India – Kabir, Nanak and *Sant* traditions

5.3 Art, Architecture and Literature

SEMESTER III**MULTIDISCIPLINARY COURSE****COURSE NAME: To choose from the Pool of Multidisciplinary Courses offered for all disciplines****COURSE CODE: Course code of the course chosen**

| Course Type | Course Details | L - T - P | Marks | | Course Credit |
|-------------------|----------------|-----------|-------|----|---------------|
| | | | ESE | CA | |
| MULTIDISCIPLINARY | MDC-3 | 2 - 1 - 0 | 35 | 15 | 3 |

SEMESTER III**ABILITY ENHANCEMENT COURSE****COURSE NAME: ENGLISH/MIL COMMUNICATION****COURSE CODE: AECC301**

| Course Type | Course Details | L - T - P | Marks | | Course Credit |
|---------------------|----------------|-----------|-------|----|---------------|
| | | | ESE | CA | |
| ABILITY ENHANCEMENT | AEC-2 | 4 - 0 - 0 | 35 | 15 | 4 |

References/Suggested Readings for Semester III Courses**A. History Major (BAHISMJ301) & History Minor (BAHISMN301)**

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2. Satish Chandra, *Medieval India, From the Sultanat to the Mughals, Part One*, New Delhi, Har-Anand Publications Pvt. Ltd., 1997
3. Richard M. Eaton, *Essays on Islam and Indian History*, New Delhi, OUP, 2000
4. _____, *India in the Persianate Age, 1000-1765*, Univ. of California Press, 2019
5. _____, *A Social History of the Deccan, 1300-1761*, CUP, 2005
6. Irfan Habib, *The Economic History of Medieval India: A Survey*, New Delhi, Tulika Books, 2003
7. _____, *Medieval India. Study of A Civilization*, New Delhi, NBT, 2008
8. _____, *Technology of Medieval India c. 650-1750*, New Delhi, Tulika Books, 2008 (A People's History of India series)
9. _____, *Economic History of India AD 1206-1526: The Period of the Delhi Sultanate and the Vijayanagara Empire*, New Delhi, Tulika Books, 2016 (A People's History of India series)
10. _____, 'Barani's Theory of the History of the Delhi Sultanate' (essay), *IHR* (VII: 1-2), pp. 99-115
11. Mohammad Habib and K.A. Nizami ed., *Comprehensive History of India, Vol.V: The Delhi Sultanate*, New Delhi, People's Publishing House, 1970
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14. Mohibul Hasan, *Historians of Medieval India*, Meerut, Meenakshi Prakashan, 1982; New Delhi, Aakar Books, 2018
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16. Peter Jackson, *The Delhi Sultanate. A Political and Military History*, CUP, 1999

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19. Khaliq Ahmad Nizami, *Some Aspects of Religion and Politics in India in the Thirteenth Century*, Aligarh, AMU, 1961
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22. Saiyid Athar Abbas Rizvi, *A History of Sufism in India, Vol. I*, New Delhi, Munshiram Manoharlal Pvt. Ltd., 1978
23. _____, *The Wonder That Was India, Vol. II*
24. Tapan Raychaudhuri and Irfan Habib (ed.), *Cambridge Economic History of India, Vol. I*, CUP, 1981
25. Nilanjan Sarkar, *The Political Identity of the Delhi Sultanate, 1200-1400: A Study of Ziya Al-Din Barani's Fatawa-I Jahandari*, London, SOAS, 2005
26. Iqtidar Hussain Siddiqui, *Indo-Persian Historiography up to the Thirteenth Century*, New Delhi, Primus Books, 2010
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28. Vipul Singh, *Interpreting Medieval India, Vol. I*, New Delhi, Macmillan India, 2009
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32. Andre Wink, *Al Hind: The Making of the Indo-Islamic World*, Vols. II (11th-13th Centuries) & III (14th-15th Centuries), Leiden, Brill, 1997, 2004
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34. _____, *মধ্যযুগের ভারতীয় শহর*, কলকাতা, আনন্দ, ১৯৯৯
35. _____, *সুলতানী আমলের অর্থনৈতিক ইতিহাস একটি সমীক্ষা*, কলকাতা, ফার্মা কেএলএম, ১৯৯৭
36. অসিত কুমার সেন, *তুর্কি ও আফগান যুগে ভারত*, কলকাতা, কে.পি. বাগচী, ১৯৯৮
37. আবদুল করিম, *বাংলার ইতিহাস সুলতানী আমল*, ঢাকা, জাতীয় গ্রন্থ প্রকাশন, ১৯৯৯
38. ইরফান হাবিব, *মধ্যযুগের ভারতের অর্থনৈতিক ইতিহাস: একটি সমীক্ষা* (অনুবাদ : সৌভিক বন্দ্যোপাধ্যায়), কলকাতা, প্রোগ্রেসিভ পাবলিশার্স, ২০০৪, ২০০৯
39. _____, *মধ্যযুগের ভারত একটি সভ্যতার পাঠ* (অনুবাদ : শৌভিক মুখোপাধ্যায়), নয়াদিল্লি, ন্যাশনাল বুক ট্রাস্ট, ২০১০
40. এ. বি. এম. হাবিবুল্লাহ, *ভারতে মুসলিম শাসনের প্রতিষ্ঠা: ১২০৬-১২৯০*, কলকাতা, প্রোগ্রেসিভ পাবলিশার্স, ২০০৭
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42. জগদীশনারায়ণ সরকার, *বাংলায় হিন্দু-মুসলমান সম্পর্ক*, কলকাতা, বঙ্গীয় সাহিত্য পরিষৎ, ১৯৮১
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45. সতীশ চন্দ্র, *মধ্যযুগের ভারত, প্রথম খণ্ড* (অনুবাদ : বৈদ্যনাথ বসু), কলকাতা, পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষৎ, ১৯৮৪
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47. সুখময় মুখোপাধ্যায়, *বাংলার ইতিহাসের দুশো বছর, স্বাধীন সুলতানদের আমল (১৩৩৮-১৫৩৮)*, শান্তিনিকেতন, ১৯৬০
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B. History Major (BAHISMJ302)

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21. নির্মালচন্দ্র দত্ত, *মধ্যযুগের ইউরোপ (দুই খণ্ড)*, কলকাতা, পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষৎ
22. পুলকেশ রায়, *মধ্যযুগের ইউরোপ, রাষ্ট্র, সমাজ, সংস্কৃতি*, কলকাতা, প্রোগ্রেসিভ পাবলিশার্স, ১৯৯৫

SEMESTER IV

MAJOR COURSE

COURSE NAME: MEDIEVAL INDIA II (1526-1707 CE)

COURSE CODE: BAHISMJ401

| Course Type | Course Details | L - T - P | Marks | | Course Credit |
|-------------|----------------|-----------|-------|----|---------------|
| | | | ESE | CA | |
| MAJOR | MJC-5 | 4 - 1 - 0 | 70 | 30 | 5 |

Course learning outcomes:

The course will enable students to gain knowledge about:

1. Historiography and sources of medieval India between the sixteenth and eighteenth centuries
2. Struggle for supremacy in north India — Expansion and consolidation of the Mughal Empire during the sixteenth and seventeenth centuries
3. Diplomatic policies of the Mughals — the Rajputs, the Deccan, and the Northwest
4. Region and society with reference to Din-i-Ilahi, Mahzarnama, Sulh-i-Kul, Islamic revivalism
5. Agrarian and non-agrarian sectors of economy between the sixteenth and eighteenth centuries
6. Crisis and decline of the Mughal Empire: Agrarian revolts and the rise of the Marathas
7. Development of Mughal painting and architecture

Content/ Syllabus: Unit-wise distribution

UNIT 1

Sources and Interpretations

1.1 Historiography of Mughal India

1.2 Persian chronicles and tradition of history writing

UNIT 2

The Mughal Rule: First Experiments

2.1 Establishment and initial crisis of the Mughal rule up to 1540 CE

2.2 The Afghan interlude

2.3 Decline of the Sur Empire and reestablishment of the Mughal rule in India

UNIT 3

Formation, Consolidation, and Expansion of Mughal Imperial Authority in the Sixteenth and Seventeenth Centuries

3.1 Campaigns and Conquests: Rajputana, Gujarat, Bengal, Deccan, and North-West frontier

3.2 Building a composite nobility — Incorporation of the Rajputs and other indigenous groups

3.3 Evolution of administrative institutions: zabt, mansab, jagir, madad-i-maash

UNIT 4

Society and Economy

4.1 Land rights and land revenue — Zamindars and peasants

4.2 Agricultural production and crop patterns

4.3 Money, credit, and market

4.4 Merchants, ports, and trade routes — Overland and maritime routes with special reference to Surat

UNIT 5

Religion and Culture

5.1 Religious tolerance and the ideals of Din-i-Ilahi, Mahzar of 1579, and Sulh-i-kul

5.2 Sufi mystical and intellectual interventions

5.3 Development of Mughal painting and architecture

UNIT 6

Crisis, Revolts, Resistance

6.1 'Jagirdari crisis' — Agrarian revolts

6.2 The Marathas and the rise of Shivaji

6.3 Revolts in the Northwest

SEMESTER IV

MAJOR COURSE

COURSE NAME: EUROPE TRANSFORMED (c. 1450-1650 CE)

COURSE CODE: BAHISMJ402

| Course Type | Course Details | L - T - P | Marks | | Course Credit |
|-------------|----------------|-----------|-------|----|---------------|
| | | | ESE | CA | |
| MAJOR | MJC-6 | 4 - 1 - 0 | 70 | 30 | 5 |

Course learning outcomes:

The course will enable students to gain knowledge about:

1. The collapse of feudalism and the changing economic life in the 15th and 16th centuries
2. Aspects of Renaissance and the origins of humanism — Impact of humanism on art, education and political thought
3. Evolution of science in early modern Europe and the emergence of a secular culture
4. Aspects of Reformation and Counter Reformation movement in Europe

Content/ Syllabus: Unit-wise distribution**UNIT 1****Transitions in Europe**

- 1.1 Fall of Constantinople
- 1.2 Collapse of feudalism — ‘Transition Debate’ — ‘Second Serfdom’
- 1.3 Change in economic life: Commerce and geographical voyages to ‘new world’
- 1.4 The printing revolution

UNIT 2**The Renaissance**

- 2.1 City states and the roots of the Renaissance in Italy
- 2.2 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
- 2.3 The spread of the Renaissance in Europe
- 2.4 Renaissance science and the emergence of a secular culture

UNIT 3**The Reformation**

- 3.1 The background to the Reformation — intellectual and popular anti-clericalism
- 3.2 The Reformation in Europe with emphasis on Martin Luther, Ulrich Zwingli, and John Calvin
- 3.3 English Reformation and the role of the state — Its distinctiveness
- 3.4 Radical Reformation: Anabaptists
- 3.5 Religious Wars in France
- 3.6 Catholic/Counter Reformation

UNIT 4**Economic Developments**

- 4.1 Shift of economic balance from the Mediterranean Sea to the Atlantic Ocean
- 4.2 Commercial Revolution
- 4.4 Price Revolution
- 4.5 Agricultural Revolution and the Enclosure Movement

UNIT 5**Emergence of European State System**

- 5.1 Features of the early modern state — ‘Absolutist State’

5.2 The Peace of Westphalia — Development of modern state system

SEMESTER IV**MINOR COURSE****COURSE NAME: THE MUGHAL EMPIRE (1526-1707 CE)****COURSE CODE: BAHISMN401**

| Course Type | Course Details | L - T - P | Marks | | Course Credit |
|-------------|----------------|-----------|-------|----|---------------|
| | | | ESE | CA | |
| MINOR | MNC-4 | 4 - 1 - 0 | 70 | 30 | 5 |

Course learning outcomes:

The course will enable students to gain knowledge about:

1. Sources of medieval India between the sixteenth and eighteenth centuries
2. Struggle for supremacy in north India — Expansion and consolidation of the Mughal Empire during the sixteenth and seventeenth centuries
3. Diplomatic policies of the Mughals — the Rajputs, the Deccan, and the Northwest
4. Region and society with reference to Din-i-Ilahi, Mahzarnama, Sulh-i-Kul, Islamic revivalism
5. Agrarian and non-agrarian sectors of economy between the sixteenth and eighteenth centuries
6. Crisis and decline of the Mughal Empire: Agrarian revolts and the rise of the Marathas
7. Development of Mughal painting and architecture

Content/ Syllabus: Unit-wise distribution**UNIT 1****Sources and Interpretations**

- 1.1 Persian chronicles and tradition of history writing

UNIT 2**The Mughal Rule: First Experiments**

- 2.1 Establishment and initial crisis of the Mughal rule up to 1540 CE
- 2.2 The Afghan interlude
- 2.3 Decline of the Sur Empire and reestablishment of the Mughal rule in India

UNIT 3**Formation, Consolidation, and Expansion of Mughal Imperial Authority in the Sixteenth and Seventeenth Centuries**

- 3.1 Campaigns and Conquests: Rajputana, Gujarat, Bengal, Deccan, and North-West frontier
- 3.2 Building a composite nobility — Incorporation of the Rajputs and other indigenous groups

3.3 Evolution of administrative institutions: zabt, mansab, jagir, madad-i-maash

UNIT 4

Society and Economy

- 4.1 Land rights and land revenue — Zamindars and peasants
- 4.2 Agricultural production and crop patterns
- 4.3 Money, credit, and market
- 4.4 Merchants, ports, and trade routes — Overland and maritime routes with special reference to Surat

UNIT 5

Religion and Culture

- 5.1 Religious tolerance and the ideals: Din-i-Ilahi, Mahzar of 1579, and Sulh-i-kul
- 5.2 Sufi mystical and intellectual interventions
- 5.3 Development of Mughal painting and architecture

UNIT 6

Crisis, Revolts, Resistance

- 6.1 'Jagirdari Crisis' — Agrarian revolts
- 6.2 The Marathas and the rise of Shivaji
- 6.3 Revolts in the Northwest

SEMESTER IV

SKILL ENHANCEMENT COURSE

COURSE NAME: HERITAGE AND TOURISM

COURSE CODE: BAHHISSE401

| Course Type | Course Details | L - T - P | Marks | | Course Credit |
|-------------------|----------------|-----------|-------|----|---------------|
| | | | ESE | CA | |
| SKILL ENHANCEMENT | SEC-3 | 2 - 1 - 0 | 35 | 15 | 3 |

Course learning outcomes:

The course will enable students to gain knowledge about:

1. Idea of heritage: Different perceptions
2. India's rich cultural heritage
3. Methods of harnessing heritage to promote the tourism industry

Content/ Syllabus: Unit-wise distribution

UNIT 1

Cultural Heritage of India: An Introduction

- 1.1 Meaning, definition and historical background of cultural heritage
- 1.2 Types of Indian cultural heritage: Tangible, intangible, oral, and living traditions
- 1.3 Heritage conventions and acts — Government departments — Regulatory Bodies — Heritage Conservation Initiatives

UNIT 2**Indian Cultural Construct: Significance, concepts, and historical background**

2.1 Fairs, festivals, rituals, and their importance in human life — Durga Puja, Sohrai, Eid-Al-Fitr, Christmas

2.2 Architectural heritage: Sanchi Stupa, Konarak Sun Temple, Taj Mahal, St. Paul's Cathedral, Kolkata, Terracotta Temples of Bishnupur

UNIT 3**Some Aspects of Indian Tourism**

3.1 Types and forms of tourism: Domestic, international, regional, inbound, outbound, tourism Network— Components of Tourism

3.2 Tours to historic sites — Relationships between Heritage and Tourism

UNIT 4 [For Continuous Assessment only]**Local Heritage and its Conservation (Project-based)**

4.1 Industrial heritage

4.2 Cultural heritage

SEMESTER IV**VALUE ADDED COURSE**

COURSE NAME: UNDERSTANDING INDIA

COURSE CODE: VAC404

| Course Type | Course Details | L - T - P | Marks | | Course Credit |
|-------------|----------------|-----------|-------|----|---------------|
| | | | ESE | CA | |
| VALUE ADDED | VAC-2 | 4 - 0 - 0 | 35 | 15 | 4 |

Course learning outcomes:

The course will enable students to gain knowledge about:

1. The land and people of India
2. Creative genius of the Indian mind: Architecture, painting, dance, and music
3. Heterogeneous ideas within India's struggle for freedom
4. India's scientific achievements through ages
5. Basic structure of the Indian Constitution

UNIT 1**Introducing India: The Land and the People**

1.1 Geographical setting: Jambudvipa, Bharatvarsha, Hind, India, Hindustan

1.2 People of India: Linguistic, cultural, and religious diversity

UNIT 2

Idea of India: Different Perspectives

- 2.1 Literature: *Mahabharata*, Amir Khusrau, Abul Fazl, Rabindranath Tagore
- 2.2 Architecture and Painting: Mahabalipuram, Ajanta, Ellora, Mughal miniatures, Raja Ravi Varma, Abanindranath Tagore, Madhubani art
- 2.3 Dance and Musical traditions: Chau, Kirtan

UNIT 3

Makers of India's Scientific Tradition: Select Case Studies

- 4.1 Early thinkers: Aryabhata, Kanad, Charaka
- 4.2 Medieval practices in astronomy and medicine
- 4.3 Modern masters: C. V. Raman, Srinivasa Ramanujan, Meghnad Saha, S. S. Bhatnagar, Homi J. Bhabha, Vikram Sarabhai, Janaki Ammal, M. S. Swaminathan

UNIT 4

Many Voices within India's Freedom Struggle

- 3.1 Swadeshi and Militant nationalism
- 3.2 Gandhi: Principles of non-violence
- 3.3 B. R. Ambedkar: Dalit Question
- 3.4 Sarojini Naidu: Women and the nation

UNIT 5

The Indian Constitution

- 5.1 Idea of democracy and genesis of the constitution
- 5.2 Key Concepts: Preamble, fundamental rights, directive principles, fundamental duties

References/Suggested Readings for Semester IV Courses

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2. M. Athar Ali, *The Mughal Nobility under Aurangzeb*, 1959; New Delhi, OUP, 1999
3. _____, *Mughal India, Studies in Polity, Ideas, Society and Culture*, New Delhi, OUP, 2006
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5. Beach, Milo Cleveland, *Mughal and Rajput Painting*, CUP, 1992 (The New Cambridge History of India series)
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16. Ashin Das Gupta, *Indian Merchants and the Decline of Surat, 1700 – 1750*, Wiesbaden, 1979
17. _____, *The World of the Indian Ocean Merchants, 1500-1800*, OUP, 2001
18. Ashin Das Gupta and M. N. Pearson (ed.), *India and the Indian Ocean, 1500-1800*, New Delhi, OUP, 1987
19. Z. A. Desai, *Indo-Islamic Architecture*, New Delhi, Publication Division, Govt. of India, 1970
20. Munis D. Faruqi, *The Princes of the Mughal Empire, 1504-1719*, CUP, 2012
21. Michael Fisher, *A Short History of the Mughal Empire*, London & New York, I. B. Tauris, 2016
22. Andrew de la Garza, *The Mughal Empire at War: Babur, Akbar and the Indian Military Revolution, 1500-1605*, London & New York, Routledge, 2016
23. Jos Gommans, *Mughal Warfare: Indian Frontiers and the High Roads to Empire, 1500-1700*, London & New York, Routledge, 2002
24. Stewart Gordon, *The Marathas, 1600-1818*, CUP, 1993 (The New Cambridge History of India series)
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28. _____ (ed.), *Akbar and His India*, New Delhi, OUP, 1999
29. _____, *Medieval India: The Study of A Civilization*, New Delhi, NBT, 2010
30. _____, 'Abdul Qadir Badauni — A Life' (essay) in *Muntakhabut Tawarikh of Abdul Qadir Badauni*, edited by Maulavi Ahmad Ali, Aligarh, AMU, 2018

31. Ibn Hasan, *The Central Structure of the Mughal Empire*, New Delhi, Munshiram Manoharlal, 1936; rpt. 1970
32. Mohibbul Hasan, *Babur, the founder of Mughal Empire*, New Delhi, Manohar, 1985
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37. Iqtidar Alam Khan, *Gun Power and Fire Arms: Warfare in India*, New Delhi, OUP, 2004
38. _____, *Akbar and His Age*, New Delhi, 1999
39. _____, *Historical Dictionary of Medieval India*, The Scarecrow Press, 2008
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41. _____, *Mughal Architecture: An Outline of its History and Development, 1526-1858*, New York, Primus Books, 2014
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65. _____, *History of Aurangzib* (5 vols.)
66. _____, *Shivaji and his Times*, Calcutta, M. C. Sarkar, 1952
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