**Department of History**

**Sarat Centenary College**

**Academic Calendar and Plan (2024-25)**

**UG Programme in History (Honours with Research)**

**CCFUP (NEP 2020)**

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

**Orientation Programme 1st Week of July-General outlines on the emergence of History as an academic discipline and its scope & importance along with brief introduction programme.**

**Semester – I (Paper-1)**

**Subject: History (Major)**

Paper 1 –History of India (From Earliest times up to 6th Century BCE)

(6 credits, Total 75 marks (Theory 60 + Internal 15)

**1st Module (July to September)**

**Name of the Teachers**- Sasim Gangopadhaya, Arabindu Sardar, Manab Ghosh, Moumita Chakraborty, Papiya Chakraborty, Chaitali Sickly

**Unit-1**- Meaning of History, Origin of the name Bharat, Concept of India or Bharat Fundamental unity of India, Indian concept of time, space, scope and sources.

**Unit-2-** A broad survey of Paleolithic, Mesolithic and Neolithic cultures.

**Unit-3-** Harrappan Civilization: Origin, extent, main features, Religion, Relationship with other civilizations of the world, decline.

**2nd Module (October to December)**

**Name of the Teachers**- Sasim Gangopadhaya, Arabindu Sardar, Manab Ghosh, Moumita Chakraborty, Papiya Chakraborty, Chaitali Sickly

**Unit-4**- Vedic and Later Vedic Age: Coming of the Aryans and Aryan debate, Vedic economy, polity, society and religion, Science and technology, Environmental conservation, Health consciousness- yoga and naturopathy, Indian numerical system and Mathematics, Evolution of language.

**Unit-5**- Indian economic thoughts, Concept of land, forest and agriculture, Industry, Trade.

**Unit-6**- Religious protest movement- Jainisim and Buddhism.

**Semester – I (Paper-1 SEC)**

**SKILL ENHANCEMENT COURSE**

Paper-I/Sem-I History (Hons)

Understanding Indian Heritage (3 credits, Total 50 marks (Theory 40 + Internal 10)

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

**1st Module (July to September)**

**Name of the Teachers**- Sasim Gangopadhaya, Arabindu Sardar

**Unit-1**- Defining Heritage

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

**UNIT- II:** Constitution of Heritage in Colonial India and Evolution of Heritage Legislation:

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

**2nd Module (October to December)**

**Name of the Teachers**- Sasim Gangopadhaya, Arabindu Sardar,

**UNIT- III: Tourism: Promoting Indian Heritage**

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

**UNIT- IV: UNESCO World Heritage Sites in India: Selected Case Studies**

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

**Semester – I (Paper-1)**

**Subject: History (Minor)**

Paper 1 – Ancient Indian History up to 550 CE

History (6 credits, Total 75 marks (Theory 60 + Internal 15)

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

**1st Module (July to September)**

**Name of the Teachers**- Arabindu Sardar, Manab Ghosh, Moumita Chakraborty, Papiya Chakraborty, Chaitali Sickly

**Unit-1**- Sources and approaches of Ancient Indian History.

**Unit-2**- Harappan Civilization: origin, extent, features and decline.

**Unit-3**- Vedic Civilization: Vedic economy, polity, society and religion. Religious protest

Movements- Jainism and Buddhism

**2nd Module (October to December)**

**Name of the Teachers**- Arabindu Sardar, Manab Ghosh, Moumita Chakraborty, Papiya Chakraborty, Chaitali Sickly

**Unit-4**- Rise of an Empire Centered on Magadha: Sixteen Mahajanpadas. Emergence of Mauryan Empire- Chandragupta, Ashoka, administration and fall of the Maurayas.

**Unit-5**- Post Mauyan period: Satvahana, Kushanas, Indo- Roman trade Age of the Guptas: Development of the Gupta Empire, Art, Literature and Administration.

**… End…...**

**Semester – II**

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

Paper 2 – History of World Civilization (From Earliest times to Pre-medieval Europe)

History (6 credits, Total 75 marks (Theory 60 + Internal 15)

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

**1st Module (January to March)**

**Name of the Teachers**- Sasim Gangopadhaya, Arabindu Sardar, Manab Ghosh, Moumita Chakraborty, Papiya Chakraborty, Chaitali Sickly

**Unit-1- History of Early World Civilization: Egypt and Mesopotamia.**

**Egyption Civilization :** Political development , Art, Architecture and

Religion

**Mesopotamia Civilization:** Sumerian, Babylonian and Assyrian: society, religion, Architecture, administration and education.

**Unit-2- History of Early World civilization: China and Persian.**

Chinese civilization: Polity, Society, Science and Technology

Persian Civilization: Political, Social and Economic condition.

**Unit-3- Classical Greece :**

Age of Homer: Evolution of Classical Greece Athens, Sparta Greece : Persian War and the

Pelponnesian War.

**2nd Module (April to June)**

**Name of the Teachers**- Sasim Gangopadhaya, Arabindu Sardar, Manab Ghosh, Moumita Chakraborty, Papiya Chakraborty, Chaitali Sickly.

**Unit-4-** The Periclean Age in Greece, Growth of State and society, development of Science, Art and Philosophy**.**

**Unit-5-** Rise of Christianity and Islam and their Consequence Rise and growth of Christianity. The fall of Western Empire, Rise of Islam and its Impact, Contribution of the Arab Civilization Crusades and their Impact on Europe.

**Unit-6-** Religion and Society in Pre- Medieval Europe.

**Paper-II/Sem-II**

**Achieves and Museums.**

**SKILL ENHANCEMENT COURSE**

(3 credits, Total 50 marks (Theory 40 + Internal 10)

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

**1st Module (January to March)**

**Name of the Teacher**- Arabindu Sardar

**UNIT I**

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

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

**UNIT II**

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

**2nd Module (April to June)**

**Name of the Teacher**- Arabindu Sardar

**UNIT III**

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

**UNIT IV**

Types of Museums and Emergence of New Museums and allied institutions. Material Collection, Conservation, Preservation and their policy.

**Subject : HISTORY (Minor)**

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

(6 credits, Total 75 marks (Theory 60 + Internal 15)

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

**1st Module (January to March)**

**Name of the Teachers**- Arabindu Sardar, Manab Ghosh, Moumita Chakraborty, Papiya Chakraborty, Chaitali Sickly.

**Unit-1- Emergence of New Powers and the Age of Decentralisation:**

Decline of the Gupta Power and the emergence of new powers in the 2nd half of the 6th Century C.E Pushyabhuti Dynasty and Kanyakubja – State, Society and Culture during the period of Harsha. Maukharis of Kanauj Sasanka, the King of Gauda – Political achievements and administration.

**Unit-2- Decentralisation and emergence Regional Powers:**

North-Western India: Dynasties of Kashmir – Arab invasion of Sindh – Shahi dynasty of Punjab – Their Political and Cultural achievements. North-Eastern India : Anarchy in Bengal after Sasanka – The Palas – The Senas – Dynasties of Kalinga – their Political and Cultural achievements.

**Unit-3- Emergence of Regional Powers in Central and Northern India :**

Origin of the Rajputs : Various theories – Pratiharas –Gahadavalas – Chahamana – Chandella – Kalachuri – Paramara– their political and cultural achievements.

**2nd Module (April to June)**

**Name of the Teachers**- Arabindu Sardar, Manab Ghosh, Moumita Chakraborty, Papiya Chakraborty, Chaitali Sickly.

**Unit-4-** Regional Powers of the Deccan and South India:

Chalukyas of Vatapi – Origin – History – Art and Archtecture Rashtrakutas of Manyakheta – History – interference in North Indian politics – Religion – Art and architecture Pallavas of Kanchi – History – Art and Architecture Cholas of Tanjore – History – Administration – Art and Architecture.

**Unit-5- Decline of Rajputs and north India until 1206 CE:**

Tripartite Struggle Fall of Rajput Power and the coming of the Arabs and Turks

**Unit-6- Culture of Pre-Medieval India**

Society and Religion till 12th century Architecture, Sculpture and paintings till 1206 CE

**Semester-III**

**History of India from 6thCentury BCE to 550 CE (CODE: HIST3011)**

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

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

**(6 credits, Total 75 marks (Theory 60 + Internal 15)**

**1st Module (July to September)**

**Name of the Teachers**- Moumita Chakraborty, Papiya Chakraborty, Chaitali Sickly

**Unit- 1**

**India in the Sixth century: B.C**

The political condition of India in the 6thCentury B.C.

Sixteen Mahajanapadas – Rise of Magadhan Imperialism

Alexander’s invasion and its results

**Unit- 2**

**Age of the Mauryas**:

Sources, Chandragupta Maurya, Asoka and Ashoka’s Dhamma, Mauryan Administration, Mauryan Society,

Downfall of Maurya Empire

**Unit- 3**

**Post-Mauryan Age**:

Sources,

The reign of the Sungas and the Kanvas ,Kharvela,,The Reign of the Satavahanas: Society and Culture, Kanishka Culture and Economy of the Kushana Age

**2nd Module (October to December)**

**Unit- 4**

**Age of the Imperial Guptas**

Sources,

Extent of the Gupta Empire, Fall of the Gupta Empire, Gupta society and administration

**Unit- 5**

**Civilization of the Gupta Period**:

Gupta Art, Architecture, Religion,

Literature and development of Science and Technology

**Subject: History (Major)**

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

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

**(6 credits, Total 75 marks (Theory 60 + Internal 15)**

**1st Module (July to September)**

**Name of the Teachers- Sasim Gangopadhaya, Arabindu Sardar, Manab Ghosh**

Unit-1

**Roman Empire: Polity, Society,**

**Economy &Culture Polity:** Constitution and Law **Society: Slavery** &Slave Society,

Position of Women **Economy:** Agrarian economy,

Urbanization &Trade-Commerce **Culture: Art**, Architecture and Literature

Unit-3

**Medieval Western Europe: Economy**

**&Society**

**Economy: Agrarian** structure and relations, Origin & Development of Feudalism, Manorial economy, Non-agricultural production, Guild System, Trade& Commerce, Urbanization &Growth of new Towns

**Society: Social** stratification, Position

Of Women, Knight and Chivalry

Unit-5

**Medieval Islam: Polity, Society,**

**Economy & Culture Pre-Islamic Arab:** Society,

Economy and Culture **Rise of Islam and Arab under Muhammad:** A Brief Survey,

**2nd Module (October to December)**

Unit-2

**Roman Empire: Decline**

Crisis of the Western Roman Empire and its principal causes

Unit-4

**Medieval Western Europe:**

**Religion & Culture Religion: Medieval** State & Church, Cluniac Reform Movement, Monasticism,

Investiture Contest, Crusades **Culture:** Carolingian Renaissance, Scholasticism and Schoolmen, Growth of Universities, 12th

Century Renaissance

Unit-5

Expansion of the Islam **Society:** Ummah, Position of Women

**Economy:** Agriculture, Trade &Commerce &Urbanization **Religion:** Origins of Shariah, Mihna

**Culture: Art**, Architecture, Literature

**Semester-III**

**SKILL ENHANCEMENT COURSE**

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

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

**1st Module (July to September)**

**Name of the Teachers- Arabindu Sardar, Moumita Chakraborty**

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

(i) Defining Popular Culture

(ii) Various theories of Popular Culture

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

(i)**Jatra and Kabigann:** as a popular medium of performing art

ii) **Dance**: Folk dances of Bengal-Gambhira, Santhali, Chhau, Raibenshe

iii) **Music**: Folk songs of Bengal–Baul, Palligiti,Bhatiali, Bhawaiya ,Lalongeeti, JeebanmukhiI and Modern Band song

iv) **Theatre:** Colonial Theatre via Group Theatre to Third Theatre

**2nd Module (October to December)**

**UNIT III (LectureHours:12) Audio-Visual:**

(i) **Visual Media:** Commercial to Parallel Cinema

Television from DD Bangla to Digital Cable Network ,Some award winning Bengali films of–Satyajit Ray,Mrinal Sen, Ritwik Ghatak

(ii) Role of Television and documentary films in promoting popular culture.

iii) **Cartoon:** Narayan Debnath’s Handa-Bhonda, Nante-Fonte& Bantulthe Great

iv) **Art:** Bengal School of Art (Abanindranath Tagore, Nandalal Bose, RamkinkarBaij & Benode Behari Mukherjee

v) **Social Media :**‘Adda’ to Facebook

vi) **Music:** From Tappa via Gramophone to Headphone–Journey from Disc to YouTube & Instagram

vii) Impact of the Internet and social media on popular culture

**UNIT-IV(LectureHours:13)**

**Festivals, Fairs, Culinary Culture, Dress, Shopping, Tourism & Sports:**

i) **Festivals:** Durgapuja: Journey from colonial time to UNESCO World Heritage recognition, Charak,

Gajan, Rathajatra, Poila Baishakh, Doljatra, Eid-ul-Fitre, Muharram, X-Mas and Badna

ii) **Fairs:** Santiniketan Poush Mela, Gangasagar Mela, Kolkata International Book Fair

iii) **Culinary Habits:** From Taverns, Coffee Houses, Colonial Hotels, Pice Hotels, Restaurants to Online Home Delivery

iv) **Dress:** Tradition, Imitation, Fusion: From Dhoti to Jeans

v) **Shopping:** From Colonial Departmental Store to Shopping Mall Culture, Online Shopping through various E-commerce sites

vi) **Tourism:** Bangalir Payer Talay Sarshe: A Brief history

vii) **Sports:** Footbal lBattle at Maidan to Kolkata Atlético; Colonial Cricket via CAB to Kolkata Knight Riders; Dismal picture of Kabadi, Kho-kho, Athletics

**Semester-IV**

**FOR**

**UG Programme in History**

**Subject: History (Major)**

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

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

**(6 credits, Total 75 marks (Theory 60 + Internal 15)**

**1st Module (January to March)**

**Name of the Teachers**- Moumita Chakraborty, Papiya Chakraborty, Chaitali Sickly

Unit -1

**Post Gupta Age:**

Decline of Gupta power, Huna Invasion and its impact,

Pushyabhuti Dynasty: Harshavardhana-Conquests of Harsha

Unit -2

**Emergence of Regional Powers:**

Origin of the Rajputs the Pratiharas

The Chalukys of Vatapi: Chalukya administration

Civilization and culture of the Chalukyas the Rashtrakutas

The Pallavas: Art, Architecture, The Cholas

Unit -3

**History of Bengal:**

Sasanka,

Bengal after the death of Sasanka: The Palas-

Tripartite struggle-Contribution of the Palas

The origin and the rise of the Senas Significance of the Sena Rule

**2nd Module (April to June)**

Unit -4

**Foreign Invasion:**

The condition of Sind on the eve of the Arab invasion the invasion of the Arabs

Character of in Sind the Indian invasions of Sultan Mahmud the Indian expeditions of Mahammad Ghur.

The conquest of Bengal by Bakhtawar Khalji

Unit -5

**Economy and Culture of Medieval India:**

Economy in the early Medieval Period-Feudalism Urban centers and trade,

Rise and growth of regional languages and literature, Fine Arts, Architecture, Sculpture, Paintings

**Subject: History (Major)**

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

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

**(6 credits, Total 75 marks (Theory 60 + Internal 15)**

**1st Module (January to March)**

**Name of the Teachers- Arabindu Sardar, Manab Ghosh**

Unit 1

**Foundation of the Delhi Sultanate:**

Sources,

Beginning of the Delhi Sultanate era: Kutab Uddin Aibak, Illtutsmish, Raziya, Balban

Unit 2

**The Khalji Rule:**

Khalji Revolution, Allauddin Khalji: Revenue and the Fiscal policy, Price control system

Unit 3

**The Tughluq Era:**

Ghiyasuddin Tughluq, Muhammad BinTughluq, FiruzShahTughluq, Sayyid and Lodi dynasties and their legacy, Downfall of the Delhi Sultanate

**2nd Module (April to June)**

Unit 4

**The Civilization and Economy of Sultanate Period:**

Society and Economic condition in the Sultanate period, The Bhakti and the Sufi Movement

Unit 5

**Regional Political Structures:**

Emergence of Provincial dynasties: Bahamanis, Vijyanagar and Bengal-

Consolidation of regional identities: regional art, architecture and literature

**Subject: History (Major)**

**Rise of the Modern West-I(15th&16thCenturies) (CODE: HIST4013)**

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

**(6 credits, Total 75 marks (Theory 60 + Internal 15)**

**1st Module (January to March)**

**Name of the Teachers- Sasim Gangopadhaya**

Unit-1

**Transition from Feudalism to Capitalism: Problems &**

**Theories**

Issues& Debates, Question of Eurocentrism, The problems of Transition: Economic Expansion, Industrial production, Trade and Commerce, Urban Development, Town Life

Unit-2

**Age of Geographical Explorations:**

Factors and motives, Voyages and Explorations, The Conquests of America, Mining and Plantation, Labour System-Indigenous populations and the African Slaves

Unit-3

**Renaissance & Reformation:**

In Italy and Its Social Roots, Spread of Humanism in Europe, The Renaissance: Art, Architecture, Sculpture, Painting and Literature, Origins and Spread of Reformation Movements, Course and Results of the

European Reformation in the16thcentury

**2nd Module (April to June)**

Unit-4

**Economic Developments of the Sixteenth Century:**

Shift of economic balance from the Mediterranean to the Atlantic, Commercial-Causes and Nature, Price Revolution, Growth of Industries and its Impact

Unit-5

**Emergence of European State System:**

Spain, France, England

**Subject: HISTORY(Minor)**

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

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

(6 credits, Total 75 marks (Theory 60 + Internal 15)

**1st Module (January to March)**

**Name of the Teachers**- Arabindu Sardar, Manab Ghosh, Moumita Chakraborty, Papiya Chakraborty, Chaitali Sickly

Unit-1

**Foundation of the Delhi Sultanate:**

Sources for studying the Delhi Sultanate-

Kutab Uddin Aibek, Iltutmish, Raziya, Balban

Unit-2

**The Khalji Rule:**

Khalji Revolution, Allauddin Khalji: Revenue and the Fiscal policy, Price control system

Unit-3

**The Tughluq Era:**

Ghiyasuddin Tughluq, Muhammad Bin Tughluq, Firuz Shah Tughluq, Downfall of the Delhi Sultanate

**2nd Module (April to June)**

Unit-4

**The Civilization and Economy of**

**Sultanate Period:**

Society and Economic condition in the Sultanate period,

The Bhakti and the Sufi Movement

Unit-5

**Regional Political structures:**

Emergence of Provincial dynasties: Bahamanis, Vijyanagar and Bengal-Consolidation of regional identities: regional art, architecture and literature

CBCS Semester -5 & 6

**Semester –V**

**Honours Core Course- Paper XI**

**HISTORY OF MODERN EUROPE II (1789-1870)**

(6 credits, Total 75 marks (Theory 60 + Internal 15)

**1st Module (July to September)**

**Teachers-** Moumita Chakraborty, Manab Ghosh

**Unit-1-The French Revolution and its European repercussions**

Crisis of Ancien regime ----- Political, social, economic and intellectualbackground (role of Philosophers) of the French Revolution, The revolution in the making – the Aristocratic Revolt and the consolidation of the Third Estate. The Constituent Assembly; Radicalization of the Revolution; the reign of Terror and the Thermedorian reaction; social base of the Revolution- Sans culottes, peasants and women; the directory and its achievements and failures.

**Unit-2-Napoleon Bonaparte and the French Revolution**

Rise of Napoleon; Napoleonic reforms, Napoleonic Empire and Europe

Fall of Napoleon: The Continental System; The Spanish Ulcer; The Moscow campaign.

Assessment of Napoleon: Character of the French Revolution; Impact of French Revolution on Europe and abroad.

**2nd Module (October to December)**

**Teachers-** Moumita Chakraborty, Manab Ghosh

**Unit-3- Restoration and Revolution (1815-1848)**

Vienna Congress; Concert of Europe; Metternich system, Greek War of Independence, Revolution of 1830 &1848, & their Impact

**Unit-4- Industrialization and socio economic transformation**

Industrial Revolution; Definition and characteristics; Pre Industrial society; Industrial Revolution in Britain; Impact on society, economy and polities. Industrialization in the continents, case study of France, Germany and Russia. Emergence of working class and its movements; early Utopian socialist thoughts.

Unit-5- **Age of Nationalism** Unification of Italy, and Germany Specificities of economic development, political and administrative re organization – Italy and Germany The second Empire in France and Louis Napoleo**n**

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**Unit-6- The Eastern Question**

The Crimean War; Treaty of Paris, Balkan Nationalism.

**Semester –V**

**Honours Core Course, Paper XII STUDYING HISTORY WRITING: INDIAN & WESTERN**

(6 credits, Total 75 marks (Theory 60 + Internal 15)

**1st Module (July to September)**

Teacher Name-Sasim Gangopadhaya

**Unit-1-Time, Space & Human Agency**

Notion of Time and Space in History

**Unit-2- Importance of sources in History**

Written, Oral, Visual and Archaeological Sources - Classification of Primary and Secondary sources – Source criticism and authentication

**Unit-3-Philosophy and Theory of History**

Facts and Interpretation, Philosophy of History, Hypothesis, argumentation and Problematique - Objectivity/Subjectivity in History – Historical Narrative and Generalization.

**2nd Module (October to December)**

Teacher Name-Sasim Gangopadhaya

**Unit-4- Indian & Western Historiography**

Pre-colonial forms of writing Indian History - Different schools of Indian historiography (Cambridge, Nationalists, Marxists, Subaltern) - Different schools of Western historiography (Rationalist, Romanist, Positivist, Marxist and Annals

**Unit-5-History and other disciplines**

Relationship between History and Science - History and Anthropology - History and Literature etc.

**Unit-6-Research Process in History**

Different stages and steps involved in the process of doing research in History.

**Semester V (Discipline Specific Elective)**

**Paper –I**

**LIFE AND CULTURE IN PRE-COLONIAL BENGAL: Prehistoric times to mid 18th century.**

1. credits, Total 75 marks (Theory 60 + Internal 15)

**1st Module (July to September)**

**Name of the Teachers: Arabindu Sardar,**

**Unit-1-The land environs and places**

Historical Geography- ancient and medieval divisions.

**Unit-2- People and Society**

Demography and ethnology – earliest inhabitants; Aryanization of Bengal; Rise of different castes and communities of Bengal; Life of the people position of women, dress, foods, games and leisure, conveyance.

**Unit-3- Political development of Bengal-an overview**

Bengal up to Gupta period; Rise of sovereign Bengal; The Muslim invasion and rise of Islam in Bengal up to the rule of the Nawabs.

**2nd Module (October to December)**

**Name of the Teachers: Arabindu Sardar**

**Unit-4-Economic life in Bengal**

Agriculture, crafts and industries; Trade and commerce; Rise of Calcutta and Murshidabad; Emergence of Zamindari system.

**Unit-5-Religions and art in Bengal**

Spread of Brahmanism and Brahmanic culture; Vaisnavism; Spread of Buddhism and Jainism; Islam and Bengal; Srichaitanya and Bhakti movement, Sufism; Architecture, sculpture and other forms of art; monastic and temple architecture with reference to Paharpur, Bishnupur; terracotta art.

**Unit-6- Literature and traits of regional culture**

a) Pre Bengali Sanskrit literature- kavyas, Jaydeb, UmapatiDhar, Dhoyi

b) The rise and development of Bengali language and literature- Charyapada; Kirtivasa and Kasiram Das, the Mangalkavyas,

c) Origin of Folk traditions of Bengal.

**Semester V (Discipline Specific Elective)**

**Paper –II LIFE AND CULTURE IN COLONIAL BENGAL (1757-1947)**

1. credits, Total 75 marks (Theory 60 + Internal 15)

**1st Module (July to September)**

**Teachers-** Papiya Chakraborty, Chaitali Sickly

**Unit-1-Establishment of East India Company’s rule in Bengal**

a) Relation between the East India Company and Bengal Nawabs- especially

Sirajudaullah.

b) Battle of Plassy to grant of Diwani, Dual Government, Famine of 1770

c) Experiment s in Revenue Administration and Establishment Permanent Settlement-Social and Economic impact of the Permanent Settlement.

**Unit-2-Changes in Social and Economic life up to 19th Century**

a) The Village community, so called self sufficient Village breaking the said

society; Introduction of money index in place of cast system in social status.

b) Rise and growth of Calcutta and decline of the old urban centers. c) Popular protests in the 19th Century- Sannyasi,Wababi, Faraiji, Indigo Revolts &Pabna uprising.

**Unit-3- Impact of company’s Rule**

a) Western Education- Role of Missionaries; Women’s Education- Medical

Education –Emergence of educated middle class.

b) The Bengal Renaissance –Religious and social Reforms MovementsRammohan Roy, Vidyasagar, Young Bengal, Brahma Samaj, Bankim Chandra Chattopadhyay, Vivekananda; The Muslim and Non- Bengalis in Bengal.

c) De -industrialization and emergence of Labour Force; Impact of Railways.

**2nd Module (October to December)**

**Teachers-** Papiya Chakraborty, Chaitali Sickly

**Unit-4-Cultural Scenario in 19th Century**

a) Bengali Language and Literature; Printing and Press

b) Visual & performing arts, painting ,Music , Theatre

c) Popular religions –( Sahebdhani, Kartabhaja, Lalansahi, ), Culture- (Yatra,

Kabigan)

d) Science , Technology and Medicine

**Unit-5-Emergence of Nationalism**

a) Swadeshi Movement and impact,

b) Rise of Extremism; Foundation of Muslim League;

c) Gandhian ideology in Bengal,

d) Non- co operation, Civil Disobediences and Quit India Movement in Bengal.

**Unit-6- Changes in the 20th Century**

a) Influence of Nationalism on Literature;

Introduction of popular Utsab and Melas

b) Evolution Theatres in the 20th Century

c) Visions of integration and humanity – Rabindranath, Kazi Nazrul and Sarat Chandra Chattopadhyay

d) Social and cultural impact of the Partition; changing role of Women in Society.

**Semester - VI**

Honours Core Course Paper- XIII HISTORY OF MODERN EUROPE II (1871 – 1945)

1. credits, Total 75 marks (Theory 60 + Internal 15)

**1st Module (January to March)**

**Name of the Teachers: Arabindu Sardar**

**Unit-1-** Imperial Expansion: Bismarck’s diplomacy and the new balance of power; Kaiser William II and Welt Politik; new course in German foreign policy; the eastern question of the late 19th century, Balkan wars.

**Unit-2-** First World War and its aftermath: Outbreak of the First World War, emergence of the two armed camps; impact of the first world; the Russian revolution, the peace settlements of 1919, the League of nations.

**Unit-3**- Challenges to the new European order: Consolidation and Development of power of the Soviet State, French search for security, Rise of Fascism in Italy and Nazism in Germany, World Economic depression of 1929, the Crisis of the Inter War European Order.

**2nd Module (April to June)**

**Name of the Teachers: Arabindu Sardar**

**Unit-4-** The Road to 2nd World War; Germany’s aggressive foreign policy; the role of the war economy, Spanish civil war, Mussolini’s foreign policy and Abyssinian crisis, formation of the Rome Berlin Tokyo Axis;

**Unit-5**- Second World War: Outbreak of the 2nd World War and its impact.

**Unit-6**-United Nations Organization: its origin and functions.

**Semester – VI**

**Honours Core Course Paper– XIV- MAKING OF THE CONTEMPORARY WORLD (1946-2000)**

(6 credits, Total 75 marks (Theory 60 + Internal 15)

**1st Module (January to March)**

Teacher Name-Sasim Gangopadhaya

**Unit-1-Post War Development**

a. An overview of post-war developments Social, Political and

Economic

b. Cold war Politics- ideological clash &power rivalry between

super powers

c. Military and Defense Alliances and Peace Pacts -

Containment of Communism- Marshal Plan- Truman

Doctrine- Warsaw Pact- Military Alliances-NATO; SEATO Bagdad Pact- Cominform, Berlin after 1945- Fall of the

Berlin Wall & German Re-Unification

**Unit-2-Decolonization and the emergence of the Third world**

a. National Movements in Asia & Africa

b. Emergence of the Third World; Non –alignment

c. Third World Organizations-OPEC, ASEAN, SAARC

**Unit-3-Cold War Escalates**

a. War in Korea, Cuban missile crisis, Vietnam problem

b. Palestine Problem; Suez Crisis, Iran- Iraq conflicts, Gulf War

c. Arab- Israel wars- activities of the PLO, Afghan Problem

**2nd Module (April to June)**

Teacher Name-Sasim Gangopadhaya

Unit-4- **Perspectives on Development and under development**

a. Globalization & its impact on the Third World

b. Liberalization & its impact on Indian economy; Multinational Companies, World Bank, IMF

c. Information Revolution

**Unit-5-Modernity and cultural transformation**

Emerging trends in culture, Media and consumption; Information Revolution

**Unit-5-Changing World**

a. Collapse of Soviet Bloc; Process of disintegrations, Glasnost and Perestroika,

b. American Uni-polarism; USA as a global policeman

c. Current threats confronting the World - Ethnic Clashses & Cross border Terrorism.

**Semester VI (Discipline Specific Elective)**

**Paper –III History of Modern East Asia-1 (1840-1919)**

(6 credits, Total 75 marks (Theory 60 + Internal 15)

**1st Module (January to March)**

Teachers Name- Papiya Chakraborty, Chaitaly Sickly

**Unit-1-Pre-colonial China**

[a] Nature and structure of the traditional Chinese society.

[b] The peasantry and gentry; Government bureaucracy and central control.

[c] The Confucian value system.

[d] China’s pre-modern economy.

**Unit-2-Anglo Chinese relations till the Opium War**

[a] The Tribute system; the Canton trade and its collapse.

[b] First & Second Opium Wars—the unequal treaties.

[c] Financial Imperialism: Open Door policy.

**Unit-3-Rebellion, Restoration and Nationalism**

[a] The Taiping Rebellion: causes, nature and failure.

[b] Tung- Chih Restoration; the Hundred Days’ Reform and the Self –Strengthening Movement.

[c] Boxer Uprising : causes, nature and failure.

[d]The Revolution of 1911: background and causes, nature and significance; role of Dr Sun Yat- Sen; principles and polities, formation of the Republic; Yuan Shih-kai and warlordism; the rise of the Kuomintang.

**2nd Module (April to June)**

Teachers Name- Papiya Chakraborty, Chaitaly Sickly

**Unit-4-Pre-MejiJapan**

[a]Tokugawa Shogunate: the feudal society and the government; Shintoism.

[b] Economic condition.

c) Encounter with the West: the Perry Mission; the opening of the Japan to the west.

[d] The crisis and fall of the Shogunate.

**Unit-5-Meiji Restoration**

[a] Causes and nature of Restoration.

[b] Transformation of Japan: process of modernization.

[c] Meiji Constitution.

**Unit-6-Expansion of Japan up to the First World war**

[a] Sino–Japanese war (1894-95).

[b] The Anglo-Japanese Alliance (1902).

[c] Contest for Korea and the Russo-Japanese war (1904-05).

[d] Japan and the First World War.

**Semester VI (Discipline Specific Elective)**

**Paper –IV History of China and Japan (1919-1939)**

(6 credits, Total 75 marks (Theory 60 + Internal 15)

**1st Module (January to March)**

Teachers Name- Manab Ghosh, Moumita Chakraborty

**Unit-1-Nationalism in China**

[a] Emergence of the Republic and Yuan Shih Kai: Warlordism.

[b] May 4th Movement: origin, nature and significance.

**Unit-2-The Kuomintang and the Nationalist government**

[a] The rise of the Kuomintang Party: Political crisis in the 1920s; The First United Front [b] Chiang Kai-shek: the KMT-CCP conflict.

[c] Ten Years of Nanking Government.

**Unit-3-The Communist Victory in China**

[a] Background of the foundation of the Communist Party.

[b] CCP under Mao Tse-tung: the making of the Red Army; the Second United Front; Long March.

[c] The Yenan experiment;

[d] The Chinese Revolution (1949): Ideology, causes and significance; the establishment of the Peoples’ Republic of China.

**2nd Module (April to June)**

Teachers Name- Manab Ghosh, Moumita Chakraborty

**Unit-4- Rise of modern Japan**

[a] Process of modernization: social, military, political and educational; popular and democratic movement;

[b] Rise of Political Parties, abolition of feudalism and economic growth. [c] Industrialization and the role of the state; the Zaibatsu.

**Unit-5- Imperial Japan**

[a] Japan and World war I: Twenty-one Demands.

[b] Washington Conference.

[c] Manchurian crisis: role of the League of Nations.

[d] Failure of the Democratic system and the rise of militarism in the 1930s and the 1940s.

**Unit-6-Japan and World War II**

[a] Japan’s bid for supremacy and defeat.

[b] Post war Japan under General Douglas MacArthur.

**Semester -V**

BA General (Discipline Specific Elective)

Paper –I A SOME ASPECTS OF SOCIETY & ECONOMY OF MODERN EUROPE: 15-18 CENTURY

(6 credits, Total 75 marks (Theory 60 + Internal 15)

**1st Module (July to September)**

**Name of the Teachers**- Arabindu Sardar, Manab Ghosh

**Unit-1**- Political and Economic Structure of the Feudal Era

a. Origins of Feudalism

b. Nature of Feudal Society; Regional Variation

c. Crisis in Feudalism ; Transition debate

**Unit-2-** Renaissance & the Rise of Modern Europe

a. Origins; Reason

b. Renaissance humanism; rediscovery of Classics

c. Italian Renaissance and its Impact

**Unit-3**- European Reformation

a. Background, nature and impact

b. Martin Luther & Protestant Reformation

c. Reformation Movements and European States

**2nd Module (October to December)**

**Name of the Teachers**- Arabindu Sardar, Manab Ghosh

**Unit-4**- European Economy in the 16th Century

a. Economic expansion of Europe in the 16th Century

b. The rise of new marchants

c. Price revolution & Agriculture Revolution

**Unit-5**- Science & Technology

a. Origins of the Modern science

b. Scientific Revolution

c. Origins of Enlightenmen

**Unit-6**- Transition from Feudalism to Capitalism

a. Transition to Capitalism and its debates.

b. Nature of the Capitalism

c. Industrial Revolution in England

**Semester VI**

BA General (Discipline Specific Elective)

Paper –I B SOME ASPECTS OF EUROPEAN HISTORY (1789-1945)

(6 credits, Total 75 marks (Theory 60 + Internal 15)

**1st Module (January to March)**

**Name of the Teachers**- Arabindu Sardar, Manab Ghosh

Unit-1- The French Revolution

a) France before 1789; Socio- Economic and Political background; Birth of new ideas Philosophers and Physiocrats

|  |  |
| --- | --- |
|  | b) Progress of the Revolution; The Constituent Assembly; The reign of Terrorc) Impact of French Revolution on Europe |

Unit-2- Napoleon Bonaparte and aftermath

a) Rise of Napoleon

b) Napoleonic reforms; Napoleon and Europe; Fall of Napoleon,

c) Vienna Congress; The concert of Europe; Metternich system

Unit-3-The revolutions of 1830 and 1848 The Democratic and Nationalist Aspirations of Europe

b) Causes, and Impact of July Revolution of 1830 c) The February revolution of 1848-50.

**2nd Module (April to June)**

**Name of the Teachers**- Arabindu Sardar, Manab Ghosh

**Unit-4**-Age of Nationalism

a) The Cremean War; The Eastern Question; Turkey; Russia’s ambition in the Balkans

b) The second Empire in France and Louis Napoleon

c. Unification of Italy & Germany

**Unit-5**-Europe between 1914-1939

a) Origin of the First World War; Role of different European Powers; Peace of Settlement of 1919; The League of Nations

b) Political and Economic Disorder & Depression, Policy of Appeasement, Spanish Civil War; Munich Pact’ Russo-German Non-Aggression Pact

c) Rise of Fascism in Italy and Nazism in Germany

**Unit-6-**Second world war

a) Origins

b) Failure of disarmament and the League of Nations c) Responsibility of Hitler.

**Semester V**

**BA General (Generic Elective Paper)**

Paper –I -Women’s Studies in India

(6 credits, Total 75 marks (Theory 60 + Internal 15)

**1st Module (July to September)**

**Name of the Teachers**- Manab Ghosh, Moumita Chakraborty, Papiya Chakraborty, Chaitali Sickly

Unit-1-Basic Concepts & Theories

a. Defining Gender

b. Patriarchy: Ideology and Practice

c. Relationship between Gender, Caste, Class Religion & Politics

Unit-2- Emergence of Women Studies in India

a. A Survey from the 1980s

b. Women Studies: Regional Centres; the Core-Periphery discourse

c. Academic connect with Activism

Unit-3-Gender & Social History

a. Family & Marriage

b. Women’s question in the 19th century

c. Women’s movement in Colonial & Post-Colonial India.

**2nd Module (October to December)**

**Name of the Teachers**- Manab Ghosh, Moumita Chakraborty, Papiya Chakraborty, Chaitali Sickly

**Unit-4-** Gender, Law & Politics

a. Political Participation

b. Violence against Women – Preventive laws

**Unit-5-** Gender & Development

a. Issues of Labour& Health

b. Access to resources

c. Gender Audit

**Unit-6-** Gender & Culture

a. Cultural Practices and Gender

b. Interrogating Gender through the lens of culture

c. Regional Cultures and Gender in India.

**Semester VI**

**BA General (Generic Elective Paper)**

Paper –II - Gender & Education in India.

(6 credits, Total 75 marks (Theory 60 + Internal 15)

**1st Module (January to March)**

**Name of the Teachers**- Manab Ghosh, Moumita Chakraborty, Papiya Chakraborty, Chaitali Sickly

**Unit-1**-Historiographical Trends

a. Pre-colonial historiographical trends in women’s education

b. colonial historiographical trends in women’s education

c. Post-colonial historiographical trends in women’s education

**Unit-2**- Education in Early and Medieval Times

a. Women’s Education in Medieval times

b. Regional trends of Women’s education in pre-colonial India

c. Instances of women’s education, obstacles

**Unit-3**- Colonial Period

a. Socio-religious reforms

b. Role of Christian missionaries in spreading female education, recent debates

c. Indigenous initiatives at women’s education.

**2nd Module (April to June)**

**Name of the Teachers**- Manab Ghosh, Moumita Chakraborty, Papiya Chakraborty, Chaitali Sickly

**Unit-4**- Role of Schools and Colleges in colonial and post-colonial period

a. Girls School and Colleges, development towards co-education

b. Expansion of infrastructural facilities in education

c. Technical and vocational education for women

**Unit-5**-Contours of female literacy since 1950

a. Interrogating literacy for women

b. Government policies and Schemes

c. Disparities in Literacy: Region, Community, Social and Eco-factors

**Unit-6**- Present Scenarioa. Education as a tool of Empowerment.

**Skill Enhancement Courses**

**Skill Enhancement Courses**

**Semester –V, B.A General**

Paper – III-Understanding Popular Culture

2 Credits, Total marks – 50 (Theory-40, Internal-10)

**1st Module (July to September)**

Teachers Name-Arabindu Sardar,

**Unit-1-** Introduction

a. Defining elite and popular culture

b. Differences in their forms, contents and patterns of presentations

c. Changing traditions of Folk songs, music, literature and dances

**Unit-2-** Visual Expressions

a. Folk Art, Calendar Art, Photography

b. Audio-visual mode of presentation cinema & television

c. Expressions of popular culture in dance, drama, films and painting.

**2nd Module (October to December)**

Teachers Name-Arabindu Sardar

**Unit-3**- Performance and Participations

a. Theatre, music, folk songs and jatra:

b. Identifying themes, functionality, anxieties.

c. Fairs, Festivals and Rituals, Disentangling mythological stories, patronage, regional variations.

**Unit-4-** Popular Culture in a globalized world, the impact of the internet and audio-visual media on popular culture.

**Skill Enhancement Courses**

**Semester – VI, B.A General**

**Art Appreciation: An Understanding to Indian Art**

2 Credits, Total marks – 50 (Theory-40, Internal-10)

**1st Module (January to March)**

Teachers Name-Arabindu Sardar

The purpose of this course is to introduce students to Indian art, from ancient to contemporary times, in order to understand and appreciate its diversity and its aesthetic richness. The course will equip students with the abilities to understand art as a medium of cultural expression. It will give students direct exposure to Indian art through visuals, and visits to sites and museums.

**Unit-1-**Prehistoric and proto historic art:Rock art; Harappan arts and crafts

**Unit-2** Indian art (c. 600 BCE – 600 CE):

World Heritage Site Managers, UNESCO World Heritage Manuals, Notions of art and craft\_Canons of Indian paintings\_Major developments in stupa, cave, and temple art and architecture Early Indian sculpture: style and iconography Numismatic art.

**2nd Module (April to June)**

Teachers Name-Arabindu Sardar

Unit-3-**Indian Art (c. 600 CE – 1200 CE):** Temple forms and their architectural features\_Early illustrated manuscripts and mural painting traditions early medieval sculpture: style and iconography\_Indian bronzes or metal icons.

Unit-4- **Indian art and architecture (c. 1200 CE – 1800 CE):**

Sultanate and Mughal architecture\_Miniature painting traditions: Mughal, Rajasthani,Pahari Introduction to fort, palace and haveli Architecture.

**Unit-5- Modern and Contemporary Indian art and Architecture:** The Colonial Period Art movements: Bengal School of Art, Progressive Artists Group, etc. Major artists and their artworks popular art forms (folk art traditions)

**--------History General Courses Academic Plan------**