



# **Panchakot Mahavidyalaya**

Affiliated to

**Sidho-Kanho-Birsha University,**

Purulia, West Bengal, India

## **Syllabus**

**Bachelor Of Arts (BA)**

**Under the Choice Based Credit System**

**Honours in History**

**(with effect from 2017-2018)**

# Program Outcome

## CBCS

### B.A. Honours in History

Program Outcomes		Graduates with History (Hons.) will be able to:
PO1	<b>Development of analytical thinking</b>	Demonstrate in-depth knowledge and understanding of Historical theories and principles, and be able to integrate the knowledge more constructively.
PO2	<b>Application of historical principles</b>	Apply the knowledge of historical principles in different areas of historical research and more applied areas of the humanities.
PO3	<b>Fundamentals of historical research</b>	Conceptualise, conduct, organise, integrate and execute independent forms of research by applying the principles of research methodology.
PO4	<b>Respect for multilingual culture</b>	In-depth study and research into the multicultural fabric of society and work for their preservation against extinction.
PO5	<b>Collective effort</b>	Inculcate the values of teamwork and the ability to work in multidisciplinary settings.
PO6	<b>Modernisation and the use of tools</b>	Acquire necessary knowledge of tools (especially digital) to adapt to the modern world.
PO7	<b>Develop communication skills</b>	Develop communication skills within the social science domain and society at large and chart ways for broader interaction.
PO8	<b>Creative, critical thinking and problem-solving skills</b>	Generate and apply all these skills, and when necessary, in a broader socio-cultural and literary context.
PO9	<b>Industry-friendly skills development</b>	Acquire the necessary skills and knowledge to adapt to the new economy.
PO10	<b>Ethical behaviour</b>	Commitment to ethical principles and professional ethics, as well as being responsible for the community at large.

**BACHELOR OF ARTS(BA) HONOURS IN HISTORY**

(with effect from 2017-2018)

**BACHELOR OF ARTS(BA) HONOURS IN HISTORY**NOTE: \*\* refers the **Course Code** of the selected course from the pool of choices

<b>First Semester</b>				
<b>Course Code</b>	<b>Course Title</b>	<b>Course Type</b>	<b>(L-P-Tu)</b>	<b>Credit</b>
BHISCCHT101	<a href="#">Early History of India (Proto-History to 6th century B.C.)</a>	CC-1	5-0-1	6
BHISCCHT102	<a href="#">Cultural Transition in Ancient India</a>	CC-2	5-0-1	6
**103	<b>One from pool of Generic Electives</b>	GE-1		6
BAECCEST104	<a href="#">Environmental Studies</a>	AECC-1	2-2-0	4
<b>Total</b>				<b>22</b>

<b>Second Semester</b>				
<b>Course Code</b>	<b>Course Title</b>	<b>Course Type</b>	<b>(L-P-Tu)</b>	<b>Credit</b>
BHISCCHT201	<a href="#">Consolidation of Empire Under Mauryas and Guptas</a>	CC-3	5-0-1	6
BHISCCHT202	<a href="#">Reconstructing the Early Medieval History of India: Politics, Society and Economy</a>	CC-4	5-0-1	6
**203	<b>One from pool of Generic Electives</b>	GE-2		6
**204	<b>One from pool of AECC-MIL (ENGLISH / MIL)</b>	AECC-2	2-0-0	2
<b>Total</b>				<b>20</b>

Third Semester				
Course Code	Course Title	Course Type	(L-P-Tu)	Credit
BHISCCHT301	<a href="#">Developments in Medieval India Religion, Society and Culture</a>	CC-5	5-0-1	6
BHISCCHT302	<a href="#">Delhi Sultanate Administration and Economy</a>	CC-6	5-0-1	6
BHISCCHT303	<a href="#">Consolidation of Mughal Rule Under Akbar</a>	CC-7	5-0-1	6
**304	One from pool of Generic Electives	GE-3		6
BHISSEHT305	<a href="#">Archives and Museum</a>	SEC-1	2-0-0	2
<b>Total</b>				<b>26</b>

Fourth Semester				
Course Code	Course Title	Course Type	(L-P-Tu)	Credit
BHISCCHT401	<a href="#">Colonial State and Select Themes of Popular Resistance</a>	CC-8	5-0-1	6
BHISCCHT402	<a href="#">Cultural History of Bengal: Reform and Revival</a>	CC-9	5-0-1	6
BHISCCHT403	<a href="#">Age of Gandhian Nationalism</a>	CC-10	5-0-1	6
**404	One from pool of Generic Electives	GE-4		6
BHISSEHT405	<a href="#">Indian Art and Architecture</a>	SEC-2	2-0-0	2
<b>Total</b>				<b>26</b>

Fifth Semester				
Course Code	Course Title	Course Type	(L-P-Tu)	Credit
BHISCCHT501	<a href="#">Communalism in Indian Politics: Ideologies and Practices</a>	CC-11	5-0-1	6
BHISCCHT502	<a href="#">Europe in Transition</a>	CC-12	5-0-1	6
**503	One from pool of Discipline Specific Electives	DSE-1		6
**504	One from pool of Discipline Specific Electives	DSE-2		6
<b>Total</b>				<b>24</b>

Sixth Semester				
Course Code	Course Title	Course Type	(L-P-Tu)	Credit
BHISCCHT601	<a href="#">Europe: Revolution and Restoration (late 18th to 1914)</a>	CC-13	5-0-1	6
BHISCCHT602	<a href="#">International Relations in Post-World War II and India</a>	CC-14	5-0-1	6
**603	One from pool of Discipline Specific Electives	DSE-3		6
**604	One from pool of Discipline Specific Electives	DSE-4		6
<b>Total</b>				<b>24</b>

## BACHELOR OF ARTS(BA) HONOURS IN HISTORY (Continued)

### List of Discipline Specific Electives

Available in Semester	DSE Ref Code	DSE Course Code (**)	Course Title	(L-P-Tu)	Credit
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V	BHISDSHT1	BHISDSHT	<a href="#">History of South East Asia in the 20th Century.</a>	5-0-1	6
V	BHISDSHT2	BHISDSHT	<a href="#">Selected themes of the History of the United States of America (1776-1945)</a>	5-0-1	6
V	BHISDSHT3	BHISDSHT	<a href="#">Selected themes of the History of India (1605-1765)</a>	5-0-1	6
VI	BHISDSHT4	BHISDSHT	<a href="#">China and Communist movements</a>	5-0-1	6
VI	BHISDSHT5	BHISDSHT	<a href="#">Transition in Japan: from Feudalism to Capitalism</a>	5-0-1	6
VI	BHISDSHT6	BHISDSHT	<a href="#">History from Manbhum to Purulia</a>	5-0-1	6

### BACHELOR OF ARTS(BA) HONOURS IN HISTORY (Continued)

#### List of Generic Elective Courses

GE Ref Code	GE Course Code (**)	Course Title	Offered By Department	(L-P-Tu)	Credit
BSNSGEHT1	BSNSGEHT	<a href="#">Basic Sanskrit</a> <a href="#">प्राथमिकसंस्कृतम्</a>	SANSKRIT	5-0-1	6
BSNSGEHT1A	BSNSGEHT	<a href="#">Basic Principles of Indian Medicine System (Ayurveda)</a> <a href="#">भारतीयचिकित्साविज्ञानस्य सामान्यपरिचयः (आयुर्वेदः)</a>	SANSKRIT	5-0-1	6
BHISGEHT2	BHISGEHT	<a href="#">Colonialism and Developments in the Environment: India</a>	HISTORY	5-0-1	6
BHISGEHT2A	BHISGEHT	<a href="#">Historians of India</a>	HISTORY	5-0-1	6

BENGGEHT3	BENGGEHT	<a href="#">Selections from English Prose and Poems-I</a>	ENGLISH	5-0-1	6
BENGGEHT3A	BENGGEHT	<a href="#">Selections from English Prose and Poems-II</a>	ENGLISH	5-0-1	6
BMUSGEHS4	BMUSGEHS	<a href="#">Foundation of Music</a>	MUSIC	0-6-0	6
BMUSGEHS4A	BMUSGEHS	<a href="#">Selected Songs based on various paryayas</a>	MUSIC	0-6-0	6
BBNGGEHT5	BBNGGEHT	<a href="#">PRAK-ADHUNIK BANGLA SAHITYER NIRBACHITA PATH</a> <a href="#">প্রাক-আধুনিক বাংলা সাহিত্যের নির্বাচিত পাঠ</a>	BENGALI	5-0-1	6
BBNGGEHT5A	BBNGGEHT	<a href="#">ADHUNIK BANGLA SAHITYER NIRBACHITA PATH</a> <a href="#">আধুনিক বাংলা সাহিত্যের নির্বাচিত পাঠ</a>	BENGALI	5-0-1	6
BBOTGEHC6	BBOTGEHC	<a href="#">Plant Ecology and Taxonomy</a>	BOTANY	4-2-0	6
BBOTGEHC6A	BBOTGEHC	<a href="#">Plant Physiology and Metabolism</a>	BOTANY	4-2-0	6
BCEMGEHC7	BCEMGEHC	<a href="#">Atomic Structure, Chemical Periodicity, Acids And Bases, Redox Reactions, General Organic Chemistry &amp; Aliphatic Hydrocarbons</a>	CHEMISTRY	4-2-0	6
BCEMGEHC7A	BCEMGEHC	<a href="#">States of Matter &amp; Chemical Kinetics, Chemical Bonding &amp; Molecular Structure, P-Block Elements</a>	CHEMISTRY	4-2-0	6
BEDCGEHT8	BEDCGEHT	<a href="#">Philosophical and Sociological</a>	EDUCATION	5-0-1	6

		<a href="#">Foundations of Education</a>			
BEDCGEHT8A	BEDCGEHT	<a href="#">Psychology of Learning and Development</a>	EDUCATION	5-0-1	6
BECOGEHT9	BECOGEHT	<a href="#">Introductory Microeconomics</a>	ECONOMICS	5-0-1	6
BECOGEHT9A	BECOGEHT	<a href="#">Introductory Macroeconomics</a>	ECONOMICS	5-0-1	6
BMTMGEHT10	BMTMGEHT	<a href="#">Basics of Higher Mathematics-I</a>	MATHEMATICS	5-0-1	6
BMTMGEHT10A	BMTMGEHT	<a href="#">Basics of Higher Mathematics-II</a>	MATHEMATICS	5-0-1	6
BPHIGEHT11	BPHIGEHT	<a href="#">Ethics in the Public domain</a>	PHILOSOPHY	5-0-1	6
BPHIGEHT11A	BPHIGEHT	<a href="#">Formal Logic</a>	PHILOSOPHY	5-0-1	6
BPHSGEHC12	BPHSGEHC	<a href="#">Mechanics</a>	PHYSICS	4-2-0	6
BPHSGEHC12A	BPHSGEHC	<a href="#">Electricity and Magnetism</a>	PHYSICS	4-2-0	6
BPLSGEHT13	BPLSGEHT	<a href="#">Gandhi and Contemporary World I</a>	POLITICAL SCIENCE	5-0-1	6
BPLSGEHT13A	BPLSGEHT	<a href="#">United Nations and Global Conflicts I</a>	POLITICAL SCIENCE	5-0-1	6
BGEOGEHT14	BGEOGEHT	<a href="#">GE 1 – Climate Change: Vulnerability and Adaptation</a>	GEOGRAPHY	5-0-1	6
BGEOGEHT14A	BGEOGEHT	<a href="#">GE 2 – Rural Development</a>	GEOGRAPHY	5-0-1	6
BSNTGEHT15	BSNTGEHT	<a href="#">Introduction of Santali Language Santali Parsi Reyak Uprum</a>	SANTALI	5-0-1	6



BSNTGEHT15A	BSNTGEHT	<a href="#">Introduction of Santali Literature. Santali Saonhet Reyak Uprum</a>	SANTALI	5-0-1	6
BSOCGEHT16	BSOCGEHT	<a href="#">Indian Society: Images and Realities</a>	SOCIOLOGY	5-0-1	6
BSOCGEHT16A	BSOCGEHT	<a href="#">Family and Intimacy</a>	SOCIOLOGY	5-0-1	6
BZOOGEHC17	BZOOGEHC	<a href="#">Animal Diversity</a>	ZOOLOGY	4-2-0	6
BZOOGEHC17A	BZOOGEHC	<a href="#">Environment and Public Health</a>	ZOOLOGY	4-2-0	6
BSTSGEHT18	BSTSGEHT	<a href="#">Probability and Statistics</a>	STATISTICS	5-0-1	6
BSTSGEHT18A	BSTSGEHT	<a href="#">Operations Research and Statistical Inference</a>	STATISTICS	5-0-1	6
BHINGEHT19	BHINGEHT	<a href="#">Kala aur sahitya GEC-1 : कला और साहित्य</a>	HINDI	5-0-1	6
BHINGEHT19A	BHINGEHT	<a href="#">paschatya darshnik chintan ewam hindi GEC-2 : पाश्चात्य दार्शनिक चिंतन एवं हिन्दी</a>	HINDI	5-0-1	6
BCOSGEHC20	BCOSGEHC	<a href="#">Computer Fundamentals</a>	COMPUTER SCIENCE	4-2-0	6
BCOSGEHC20A	BCOSGEHC	<a href="#">Introduction to Programming (using C)</a>	COMPUTER SCIENCE	4-2-0	6
BANTGEHT21	BANTGEHT	<a href="#">Health Science</a>	ANTHROPOLOGY	5-0-1	6
BANTGEHC21A	BANTGEHC	<a href="#">Man and Environment</a>	ANTHROPOLOGY	4-2-0	6
BGELGEHC22	BGELGEHC	<a href="#">Essentials of Geology</a>	GEOLOGY	4-2-0	6

BGELGEHT22A	BGELGEHT	<a href="#">Natural Hazards and Disaster Management</a>	GEOLOGY	5-0-1	6
BNUTGEHT23	BNUTGEHT	<a href="#">Nutritional Physiology and Nutrition and Human Life Cycle</a>	NUTRITION	5-0-1	6
BNUTGEHC23A	BNUTGEHC	<a href="#">Nutritional Biochemistry</a>	NUTRITION	4-2-0	6
BMCBGEHC24	BMCBGEHC	<a href="#">INDUSTRIAL AND FOOD MICROBIOLOGY</a>	MICROBIOLOGY	4-2-0	6
BMCBGEHC24A	BMCBGEHC	<a href="#">MICROBES IN ENVIRONMENT</a>	MICROBIOLOGY	4-2-0	6
BPEDGEHT25	BPEDGEHT	<a href="#">Yoga Science</a>	PHYSICAL EDUCATION	5-0-1	6
BPEDGEHT25A	BPEDGEHT	<a href="#">HEALTH EDUCATION</a>	PHYSICAL EDUCATION	5-0-1	6
BENVGEHT26	BENVGEHT	<a href="#">Environment and Society</a>	ENVIRONMENTAL SCIENCE	5-0-1	6
BENVGEHT26A	BENVGEHT	<a href="#">NATURAL HAZARDS &amp; MANAGEMENT AND WASTE MANAGEMENT</a>	ENVIRONMENTAL SCIENCE	5-0-1	6
BKDMGEHT27	BKDMGEHT	<a href="#">A Brief Introduction of Kudmali Language</a>	KUDMALI	5-0-1	6
BKDMGEHT27A	BKDMGEHT	<a href="#">Introduction of Kudmali Literature</a>	KUDMALI	5-0-1	6

BACHELOR OF ARTS(BA) HONOURS IN HISTORY (Continued)

List of AECC-MIL Courses

AECC-MIL Course Code (**)	Course Title	Offered By Department	(L- P- Tu)	Credit
BAECCLET	<a href="#">EnglishCommunication</a>	ENGLISH	2-0-0	2
BAECCLBT	<a href="#">BANGLA BHASAR BHASIK SANGJOG বাংলা ভাষার ভাষিক যোগ সংযোগ</a>	BENGALI	2-0-0	2
BAECCLHT	<a href="#">Hindi bhasa aur sampreshan AECC (MIL) : हिन्दी भाषा और सम्प्रेषण</a>	HINDI	2-0-0	2

# Semester I

**Title:**

**BHISCCHT101: CC-1: Early History of India (Proto-History to 6th century B.C.)**

**Course Outcome (CO):**

Upon successful completion of this course, students will be able to:

1. **Critically analyse** various sources and methodological approaches used in reconstructing ancient Indian history, specifically focusing on gender, environment, technology, and regional variations.
2. **Identify and explain** the significant developments in prehistory and protohistory, including Palaeolithic, Neolithic, and Chalcolithic phases, and assess their impact on economic and technological growth.
3. **Evaluate** the Harappan civilisation in terms of its origins, urban planning, agricultural foundation, trade networks, and cultural practices, highlighting its contributions to early Indian society.
4. **Interpret** the complex historical debates surrounding the Aryan problem and Vedic culture, including economic, political, and religious developments in the early and later Vedic periods.
5. **Understand and assess** the socio-political landscape leading to early historic India, including the formation of the Mahajanapadas, the rise of Magadha, and the impact of Persian and Greek invasions on the Indian subcontinent.

**Syllabus:**

1. Reconstructing Ancient Indian History: Sources and approaches of historical reconstruction; historical interpretation with special reference to gender, environment, technology and regions – 15 Classes
2. Pre-history and Proto-history: Palaeolithic, Neolithic habitation; growth of Chalcolithic culture; economic and technological evolution – 15 Classes
3. The Harappan civilisation and its origin, antiquity, morphology of major cities, agricultural base and development; growth of commerce and trade; religious beliefs and practices – 15 Classes
4. Background to early historic India: The Aryan problem: debate and reconstruction; the Vedic age: economy, polity, society and religion; latter-Vedic age: economy, polity, society and religion; Sixteen Mahajanapadas – Rise of Magadha, Persian and Greek invasion – 30 Classes

**Reading References:**

1. Irfan Habib, *People's History of India I: Pre-history*, Tulika

2. Shereen Ratnagar, *Understanding Harappa: Civilization in the Greater Indus Valley*, New Delhi
3. Dilip Kr. Chakraborty (ed), *Indus Civilization Sites in India: New Discoveries*, Mumbai
4. R.C. Majumdar, *The Classical Accounts of India*, Calcutta
5. R. Thapar, *From Lineage to State: Social Formations in the Mid-first Millennium BC in the Ganga Valley*, OUP, Delhi; *Ancient Indian Social History: Some Interpretations*, New Delhi
6. D.D. Kosambi, *An Introduction to the Study of Indian History*, Bombay
7. R.S. Sharma, *Aspects of Political Ideas and Institutions in Ancient India*, Delhi
8. Upinder Singh, *A History of Ancient and Early Medieval India, from Stone Age to the 12th Century*, Delhi
9. Dilip Kr. Chakraborty, *The Oxford Companion to Indian Archaeology*, OUP, New Delhi

**Title:****BHISCCHT102: CC-2: Cultural Transition in Ancient India****Course Outcome (CO):**

Upon successful completion of this course, students will be able to:

1. **Analyse** the process and significance of the First Urbanisation in the Indian subcontinent, including the decline of Harappan culture and cultural elements of the Vedic and Iron-Age periods.
2. **Interpret** the factors leading to the Second Urbanisation and assess the cultural transformations evident in settlement patterns and the Mauryan state, emphasising art and architecture.
3. **Evaluate** the significant cultural developments of the post-Maurya period, particularly in the fields of literature, sculpture, art, and architecture, with a focus on Sangam literature and culture.
4. **Examine** the cultural zenith achieved during the Gupta era, reflected in various forms of artistic expression, Sanskrit theatre, and literature, and understand the cultural interactions with Central Asia.
5. **Understand** the continuity and change in cultural trends during the post-Gupta period, analysing visual and literary arts developments.

**Syllabus:**

1. The First urbanization: problems of urban decline and the late-Harappan culture; Vedic culture: as reflected in Vedic literature; Iron-age culture – 10 Classes
2. Expansion of settlements and the Second urbanization: the cultural growth; cultural relations in Maurya states as reflected in art and architecture – 15 Classes
3. Cultural developments in the post-Maurya age: art, architecture, sculpture and literature; *Sangam* literature and *Sangam* culture – 20 Classes

Cultural developments in the Gupta era: art, architecture, sculpture, paintings and literature; Sanskrit Theatre; cultural contacts with Central Asia; cultural developments in the post-Gupta era – 30 Classes

**Reading References:**

1. R.S. Sharma, *Material Culture and Social Formations in Ancient India*, Delhi; *Sudras in Ancient India: A Social History of the Lower Order Down to circa AD 600*, Delhi; *Indian Feudalism*, McMillan; *Urban Decay in India (c.300 – c.600)*, New Delhi
2. Uma Chakrabarti, *The Social Dimensions of Early Buddhism*, OUP
3. Dipankar Gupta (ed), *Social Stratification*, OUP
4. R.c. 15ajumdar (ed), *History and Culture of Indian People*, Bharatiya Vidyabhavan

# Semester II



**Title:****BHISCCHT201: CC-3: Consolidation of Empire Under Mauryas and Guptas****Course Outcome (CO):**

Upon successful completion of this course, students will be able to:

1. **Understand** the evolution of political formations in early India, particularly the emergence and expansion of the Magadhan empire and the establishment of imperial unity.
2. **Analyse** the structure and functioning of the Mauryan Empire, focusing on its political institutions, administrative mechanisms, societal organisation, and economic foundations.
3. **Evaluate** the post-Mauryan period in terms of foreign invasions, their socio-political impacts, and the roles of prominent regional powers like the Kushanas and Satavahanas.
4. **Examine** the Gupta era, exploring agrarian expansion, shifts in production relations, issues related to urban decline, and the nature of state and governance during this period.
5. **Critically engage** with the comparative features of the Mauryan and Gupta empires in terms of their contributions to the political and economic consolidation of early Indian history.

**Syllabus:**

1. Changing political formations: age of imperial unity; rise of Magadhan empire – 10 Classes
2. The Maurya empire: nature and bases; polity and administrations; society and economy – 20 Classes
3. Post-Mauryan developments: foreign invasions and their impacts; post-Mauryan policies with special reference to Kushanas and Satavahanas – 20 Classes
4. Age of Guptas: agrarian expansion; changing production relations; the problem of urban decline; the nature of politics; the Gupta empire and its contemporary – 25 Classes

**Reading References:**

1. R. Thapar, *Asoka and the Decline of the Mauryas*, OUP; *The Mauryas Revisited*, Calcutta
2. Ashvini Agrawala, *The Rise and Fall of the Imperial Guptas*, Motilal Banarsidas
3. Ranabir Chakraborti, *Bharat-Itihaaser Aadiparva (Vol. I)*, Kolkata
4. R. Thapar, *Interpreting Early India*, OUP
5. R.C. Majumdar (ed), *The History and Culture of the Indian People: Vol. 2, 3 & 4*, Bharati Vidyabhavan
6. Niharranjan Ray, *Bangalir Itihaas Adi Parva*, Kolkata
7. R.S. Sharma, *Perspectives in the Social and Economic History of Early India*, Munshiram Manoharlal

**Title:**

**BHISCCHT202: CC-4: Reconstructing the Early Medieval History of India: Politics, Society and Economy**

**Course Outcome (CO):**

Upon successful completion of this course, students will be able to:

1. **Analyse** the sources and historiographical approaches to early medieval Indian history, with a critical understanding of the debates on Indian feudalism and the rise and character of Rajput states.
2. **Examine** the evolution of political structures and the legitimisation of kingship, while evaluating the nature and impact of Arab and Turkish invasions on the Indian subcontinent.
3. **Understand** the dynamics of agrarian expansion, changes in rural society, the roles of peasantry and landlords, and the socio-economic conditions of marginalised groups such as untouchables and tribal communities.
4. **Assess** the patterns of trade and commerce during the early medieval period, including interregional and maritime trade networks, and their relationship with urbanisation processes.
5. **Develop critical perspectives** on the interconnectedness of political, social, and economic transformations in shaping early medieval Indian society.

**Syllabus:**

1. Studying early Medieval India: sources and approaches; debate on Indian Feudalism; Rajput states: rise and nature – 15 Classes
2. Political structure: evolution and legitimization of kingship; Arab invasion: nature and impact; Turkish invasion: causes and consequences – 20 Classes
3. Agrarian structure and social change: agricultural expansion; peasantry and landlords; untouchables during the period; tribes as peasant – 20 Classes
4. Trade and commerce: inter-regional trade; maritime trade; urbanization – 20 Classes

**Reading References:**

1. R.S. Sharma (ed), *The Cholas, Chalukyas and Rajputs, AD 985-1206, Vol.4*, New Delhi
2. R.C. Majumdar & K.K. Dasgupta, *The Struggle for Empire, Vol.5*, Bharati Vidya Bhavan
3. A.B.M. Habibullah, *The Foundation of Muslim Rule in India*, Allahabad
4. Burton Stein, *Vijayanagara*, CUP
5. Ramakanta Chakraborty, *Vaishnavism in Bengal*.
6. Kesavan Veluthat, *Political Structure of Early Medieval South India*, Orient Black Swan

# Semester III

**Title:**

**BHISCCHT301: CC-5: Developments in Medieval India Religion, Society and Culture**

**Course Outcome (CO):**

Upon successful completion of this course, students will be able to:

1. **Understand** the evolution of regional languages and literature in medieval India, and assess the transformation of culture through developments in art, architecture, painting, sculpture, science and technology.
2. **Examine** the major schools of religious philosophy, focusing on the Vaishnavite movements in Eastern India, including the Jagannath cult in Orissa and the Warkari tradition of Vithoba worship in Maharashtra.
3. **Analyse** the doctrines, practices, and social impact of Sufism, and evaluate the Bhakti movement's emergence, development, and regional variations in both South and North India.
4. **Explore** the ideas of religious tolerance and *Sulh-i-kul*, and assess their influence on cultural and artistic expressions across different regions and communities.
5. **Develop a comprehensive understanding** of the interrelationship between religion, society, and culture during the medieval period, highlighting diversity and synthesis in Indian civilisation.

**Syllabus:**

1. Literature: Rise and growth of regional languages; culture in transition with special reference to art, architecture, painting and sculpture; growth of science and technology – 15 classes
2. Schools of Philosophy: *Vaishnavite* movements in Eastern India; Jagannath cult in Orissa; *Warkari* movement and cult of *Vithoba* in Maharashtra – 15 Classes
3. Sufism: doctrines, practices and social role; *Bhakti* movement: development and tradition in South and Northern India – 25 Classes
4. Religious tolerance and *Sulh-i-kul*; cultural developments with special reference to language, literature, art and architecture – 20 Classes

**Reading References:**

1. B.D. Chattopadhyay, *The Making of Early Medieval India*, OUP
2. Burton Stein, *Peasant State and Society in Medieval South India*, OUP
3. Satish Chandra, *History of Medieval India*, New Delhi
4. K.A. Nizami, *State and Culture in Medieval India*, New Delhi
5. K.A. Nilkantha Sastri, *A History of South India*, Oxford

**Title:****BHISCCHT302: CC-6: Delhi Sultanate Administration and Economy****Course Outcome (CO):**

Upon successful completion of this course, students will be able to:

1. **Critically analyse** the sources and historiographical debates related to the Delhi Sultanate, and understand the nature of its political structure during the Turko-Afghan period.
2. **Examine** the composition and function of ruling elites, military organization, the iqta system, and responses to external threats like the Mongol invasions, alongside shifts in territorial control and rural governance.
3. **Understand** the socio-economic framework of North India under the Sultanate, including environmental influences on agriculture, rural social hierarchies, production techniques, and revenue mechanisms.
4. **Evaluate** urbanisation processes and the development of non-agricultural production, with attention to monetisation, market regulations, and inland and overseas trade networks, especially within the Indian Ocean world.
5. **Develop interdisciplinary insights** into the period's political, social, and economic transformations, with emphasis on institutional change and long-term historical impact.

**Syllabus:**

1. The Delhi Sultanate: sources and historiography; political structure in the Turko-Afghan period; overview of political history – 20 classes
2. Ruling elites; military organization; Mongol threats; territorial changes; *iqta* system; relations with rural intermediaries – 20 classes
3. Society and economy in North India; environmental contexts; agricultural production and technology; rural society and revenue system – 20 classes
4. Urbanization and non-agricultural production; monetization, market regulations and trade; Indian Ocean trade – 15 classes

**Reading References:**

1. M. Habib and K.A. Nizami (eds), *The Delhi Sultanat, Vol.5*, New Delhi
2. Satish Chandra, *Medieval India: From Sultanat to the Mughals, 2 vols*, New Delhi; *Essays on Medieval Indian History*, OUP
3. K.S. Lal, *History of the Khaljis 1290-1320*, Allahabad
4. J.N. Sarkar, *History of Bengal 1200-1757*, Patna
5. W.H. Moreland, *The Agrarian System of Moslem India*, Allahabad
6. K.N. Choudhuri, *Trade and Civilization in the Indian Ocean*, New Delhi
7. Raychoudhuri & Habib (eds), *The Cambridge Economic History of India, 1200-1700*, CUP

**Title:**

**BHISCCHT303: CC-7: Consolidation of Mughal Rule Under Akbar.**

**Course Outcome (CO):**

Upon successful completion of this course, students will be able to:

1. **Analyse** the rise and consolidation of Mughal power up to the reign of Akbar, and evaluate the administrative evolution, particularly the Mansab and Jagir systems, the nature of the ruling class, and the relationship between state and religion under various Mughal rulers.
2. **Understand** the rural economy and society during the Mughal period, considering environmental contexts, regional agrarian patterns, crop diversity, technological practices, water management, and the roles of revenue systems and land rights in shaping village life.
3. **Examine** the structure and growth of Mughal urban centres, focusing on city morphology, craft production, manufacturing, and their roles within the broader economic framework.
4. **Evaluate** the urban social hierarchy, including the roles and interactions of merchants, bankers, artisans, and labourers and the dynamics of internal trade routes and maritime commerce.
5. **Develop a comprehensive understanding** of the interplay between political authority, economic systems, and social structures in the Mughal era, emphasizing both rural and urban contexts.

**Syllabus:**

1. Overview of the growth of Mughal power till Akbar; administrative evolution: *Mansab* and *Jagir*; the Mughal ruling class and nobility; state and religion under Akbar and a comparative study with the other Mughal rulers – 20 classes
2. Rural economy and society: environmental context; agrarian sector: zones, productions, crop patterns, technology and management of water resources; agrarian structure: revenue, and land rights; village community and the peasantry – 25 classes
3. Urban centres: morphology of cities; urban economy: crafts and manufacturers – 15 classes
4. Urban social structure: merchants, bankers, artisans and labourers; trade routes: internal trades, ocean trades- 15 classes

**Reading References:**

1. J.F. Richards, *The Mughal Empire*, New Delhi
2. R.P. Tripathi, *Rise and Fall of the Mughal Empire*, Allahabad
3. J.N. Sirkar, *History of Aurangzeb*, 5 Vols, Calcutta; *Sivaji and His Times*, Calcutta
4. A.L. Srivastava, *Akbar the Great*, 2 Vols, Agra
5. Irfan Habib, *The Agrarian System in Mughal India, 1526-1707*, OUP
6. Raychoudhuri & Habib (eds), *The Cambridge Economic History of India, 1200-1700*, CUP

**Title:**

**BHISSEHT305: SEC-1: Archives and Museum.**

**Course Outcome (CO):**

Upon successful completion of this course, students will be able to:

1. **Understand** the historical development of archives and museums, with special reference to their evolution and significance in the Indian context.
2. **Analyse** the roles of museums and archives in society, mainly their functions in education, preservation, and the communication of cultural and historical knowledge.
3. **Evaluate** archives' and museums' outreach activities, recognizing their impact on public engagement, community participation, and cultural awareness.
4. **Develop critical appreciation** for the institutional practices of collection, documentation, and exhibition, and their role in shaping historical narratives.

**Syllabus:**

1. Archives and Museum: history of development with special reference to India – 15 classes.
2. Museums, archives and society: education and communicative Outreach activities – 15 classes.

**Reading References:**

1. Saloni Mathur, *India by Design: Colonial History and Cultural Display*, University of California
2. S. Sengupta, *Experiencing History Through Archives*, Munshiram Manoharlal
3. T. Guha Thakurta, *Monuments, Objects, Histories: Institution of Art in Colonial India*, New York
4. Y. P. Kathpalia, *Conservation and Restoration of Archive Materials*, UNESCO
5. R.D. Houdhary, *Museums of India and their maladies*, Calcutta
6. S.M. Nair, *Bio-Deterioration of Museum Materials*
7. O.P. Agrawal, *Essentials of Conservation and Museology*, Delhi

# Semester IV



**Title:**

**BHISCCHT401: CC-8: Colonial State and Select Themes of Popular Resistance.**

**Course Outcome (CO):**

Upon successful completion of this course, students will be able to:

1. **Understand and critically analyse the ideologies and structures of the colonial state, and assess the varied and differential impacts of colonisation** across regions and communities in India.
2. **Examine** the transformations in rural economy and society under colonial rule, including land revenue policies, forest laws, commercialisation of agriculture, the cycle of indebtedness, famines, de-industrialization, and the economic drain.
3. **Evaluate** early forms of popular resistance against colonial authority, such as the Sannyasi-Fakir rebellion, Chuar and Pindari uprisings, the Santhal Hul led by Sidho-Kanho, the Revolt of 1857, and regional revolts like that in Manbhum under Nilmoni Singh Deo.
4. **Analyze** later grassroots movements, including the Indigo revolt, Pabna uprising, Deccan riots, and the Ulgulan led by Birsa Munda, focusing on their causes, leadership, and impact.
5. **Develop a nuanced understanding** of how colonial policies and indigenous responses shaped India's socio-economic and political landscape during the colonial period.

**Syllabus:**

1. Colonial state and ideology: ideologies of the Raj; differential impact of the colonization – 15 classes
2. Rural economy and society: land revenue system and forest policy; commercialization of agriculture and indebtedness; famines in colonial India; de-industrialization and drain of wealth – 20 classes
3. Popular resistance I: *Sannyasi* and *Fakir* rebellion; *Chuar* and *Pindari* uprisings; Santhal uprising and the *Hul*: role of Sidho-Kanho; revolt of 1857; revolt in Manbhum and role of Nilmoni Singh Deo – 20 classes
4. Popular resistance II: Indigo revolt; Pabna uprising; Deccan riots; Birsha and the *Ulgulan* – 20 classes

**Reading References:**

1. Thomas R. Metcalf, *Ideologies of the Raj*, CUP
2. Eric Stokes, *The English Utilitarians and India*, Oxford
3. S. Bondyopadhyay, *From Plassey to Partition A History of Modern India*, New Delhi
4. Tirthankar Roy, *The Economic History of India*, OUP
5. Sumit Sarkar, *Modern India 1885-1947*, McMillan
6. A.K. Bagchi, *De-industrialization in India in the Nineteenth Century*, Journal of Developmental Studies
7. Dharma Kumar (ed), *The Cambridge Economic History of India*, CUP
8. S. Bhattacharya, *Oupanibeshik Bharater Arthaniti*, Kolkata
9. Sugata Bose, *Peasant Labour and Colonial Capital: Rural Bengal Since 1770*, CUP
10. Neil Charlesworth, *The Myth of the Deccan Riots*, Modern Asian Studies
11. A.K. Dasgupta, *The Fakir and sannyasi Uprising*, Calcutta
12. S. Dasgupta, *The Adibasi Politics in Midnapore, 1760-1924*, in Subaltern Studies 4, OUP
13. K.K. Sengupta, *Pabna Disturbances and the Politics of Rent, 1873-1885*, New Delhi
14. Suprakash Roy, *Bharater Krishak Bidroha o Ganatantrik Sangram*, Kolkata
15. Partha Dutta, *Tribes of North Bengal Society Economy and Culture*, Progressive
16. Dharendra Nath Baske, *Santal Ganasangramar Itihaas*, Kolkata

**Title:**

**BHISCCHT402: CC-9: Cultural History of Bengal: Reform and Revival.**

**Course Outcome (CO):**

Upon successful completion of this course, students will be able to:

1. **Understand** the intellectual and institutional developments from the late 18th to 19th centuries, including the roles of the Orientalists, evangelicals, and early educational institutions like the Asiatic Society, Fort William College, and Hindu College, as well as the significance of Derozio and the Young Bengal movement.
2. **Analyze** the Anglicist–Orientalist controversy, the impact of Macaulay’s Minute and the introduction of Western education, and assess the contributions of reformers like Rammohan Roy, Vidyasagar, and Abdul Latif to educational and social thought, including initiatives in vernacular, women’s, and science education.
3. **Examine** the structure of society in late 18th-century India, and evaluate major religious and social reform movements such as the Brahmo Samaj, Ramkrishna Mission, and the Aligarh movement, along with the roles of key figures like Rammohan Roy, Vidyasagar, and Vivekananda.
4. **Evaluate** conservative and traditional-modernist responses to colonial modernity, focusing on debates around social upliftment, gender roles, caste dynamics—including Sanskritization and anti-Brahminical movements—and the formation of religious and linguistic identities.
5. **Develop critical insights** into the complex processes of cultural negotiation, reform, resistance, and identity formation in colonial India.

**Syllabus:**

1. From utility to free trade: evangelicals, the Orientalists, Willian Jones and the Asiatic Society; the Fort William College and the Hindu College; Derozio and Young Bengal movement – 20 classes
2. Anglicist – Orientalist controversy; Macaulay minutes and coming of western education; Rammohan, Vidyasagar and Abdul Latif on education; vernacular education and women education, science education and the Raj – 20 classes
3. Society in the late 18th century; religious and social reforms; Rammohal and *Brahmo* movement; Vidyasagar and his reforms; Vivekananda and Ramkrishnite movement; Aligarh movement – 15 classes
4. Conservative response: growth of traditional-modernizer s and their thought on social upliftment; debates around gender; making of religious and linguistic identities; caste: *Sanskritizing* and anti-*Brahminical* trends – 20 classes

**Reading References:**

1. N.S. Bose, *Indian Awakening and Bengal*, Kolkata
2. David Kopf, *British Orientalist and Bengal Renaissance*,
3. Dilip Kr. Biswas, *Rammohan Samiksha*, Kolkata
4. Binoy Ghosh, *Vidyasagar o bangali Samaj*, Kolkata
5. A. Tripathi, *Vidyasagar – Traditional Moderniser*, Kolkata
6. Jogesh Ch. Bagal, *Unabinsha Shatabdir Bangla*, Kolkata
7. R.C. Nath, *New Hindoo Movement*, Kolkata
8. C. Palit, *New View Points on 19th Century Bengal*, Kolkata
9. Abhijit Dutta, *19th Century Bengali Society and Christian Missionaries*, Kolkata

**Title:**

**BHISCCHT403: CC10: Age of Gandhian Nationalism.**

**Course Outcome (CO):**

Upon successful completion of this course, students will be able to:

1. **Understand** the historiographical debates on Indian nationalism and identify major ideological trends, political associations, and movements up to 1919, including the formation of the Indian National Congress, the role of moderates and extremists, and the rise of revolutionary nationalism.
2. **Analyze** the evolution of Gandhian ideology and methods, assessing their impact on the development of mass politics through major movements such as the Khilafat, Non-Cooperation, Civil Disobedience, and Quit India Movements, along with Gandhi's interactions and differences with leaders like Subhas Chandra Bose.
3. **Evaluate** the regional dynamics of the freedom movement, with special attention to the Gandhian movements in Manbhum and the contributions of local leaders, as well as the role of the Indian National Army (INA) in shaping the final phase of the freedom struggle.
4. **Examine** the responses of different social groups—including landlords, middle classes, peasants, workers, tribes, Dalits, women, and business communities—to Gandhian nationalism and their roles in the wider freedom movement.
5. **Critically engage** with scholarly debates on the nature, effectiveness, and limitations of Gandhian nationalism in India's struggle for independence, fostering a deeper understanding of its legacy in the national consciousness.

**Syllabus:**

1. Historiography of Indian nationalism; Nationalism: trends up to 1919: political ideology and making of associations; formation of INC; moderates and extremists; *Swadeshi* movement and revolutionaries – 20 classes
2. Gandhian nationalism: ideas and movements: Gandhi's perspectives and methods; Gandhi and emergence of mass politics: from *Khilaphat* to Quit India movement; Gandhi and Subhas Chandra Bose; INA and freedom movement; Gandhian movements in Manbhum and role of local leaders – 25 classes
3. Gandhian nationalism and social groups: land lords and middleclass; peasants and workers; tribes and *dalits*; women and business groups – 20 classes
4. Gandhian nationalism and India's freedom struggle: debates – 10 classes

**Reading References:**

1. Bipan Chandra & Others, *India's Struggle for Independence*, Penguin
2. A. Tripathi, *Swadhinata Sangrame Bharater Jatiya Congress*, Kolkata
3. Bipan Chandra, *The Rise and Growth of Indian Nationalism*, Haranand
4. Judith Brown, *Gandhi's Rise to Power: Indian Politics 1915-22*, CUP
5. S. Bondyopadhyaya (ed), *Nationalist movement in India*, Oxford
6. Partha Dutta, *Urbanization Local Politics and Labour Protest*, Siliguri
7. Partha Dutta (ed), *Women Studies in Indian Perspectives*, Radiance
8. B.R. Tomlinson, *Indian National Congress and the Raj*, Palgrave Macmillan
9. Bipan Chandra, *Nationalism and Colonialism in Modern India*, Orient Black Swan

**Title:**

**BHISSEHT405: SEC-2: Indian Art and Architecture.**

**Course Outcome (CO):**

Upon successful completion of this course, students will be able to:

1. **Understand and analyse** the significant developments in Indian art and architecture from c. 600 BCE to 1800 CE, including the evolution of stupa, cave, and temple art, various temple forms, and the artistic contributions of the Sultanate and Mughal periods.
2. **Examine** the transformation of Indian art during the colonial period and explore the emergence of modern and contemporary Indian art movements, with special emphasis on the Bengal School of Art.
3. **Evaluate** the works and influence of significant Indian artists across different periods, recognising their role in shaping national and cultural identity through art.
4. **Develop a critical appreciation** of Indian visual culture across historical phases, engaging with stylistic elements and artistic production's socio-political contexts.

**Syllabus:**

1. Indian art (C. 600 BC – 1800 CE): major developments in *Stupa*, cave, and temple art and architecture; temple forms and their architectural features, Sultanate and Mughal art and architecture – 15 classes.
2. Modern and contemporary Indian art: the colonial period; Art movements: Bengal School of Art; major artists and their artwork – 15 classes.
- 3.

**Reading References:**

1. Erwin Neumayer, *Lines of Stone: The pre-historic rock-art of India*, South Asia Books
2. B.N. Goswamy, *Essence of Indian Art*, Asian Art Museum of San Francisco
3. Susan Huntington, *The Art of Ancient India: Hindu, Buddhist, Jain*, Weatherhill
4. T. Guha-Thakurta, *The making of a new modern Indian art: Aesthetics and nationalism in Bengal, 1850-1920*, CUP
5. Partha Mitter, *Indian Art, Oxford History of Art series*, OUP
6. Parul Pandya Dhar (ed), *Indian Art History Changing Perspectives*, New Delhi

# Semester V

**Title:**

**BHISCCHT501: CC-11: Communalism in Indian Politics: Ideologies and Practices.**

**Course Outcome (CO):**

Upon successful completion of this course, students will be able to:

1. **Understand and critically evaluate** the ideological roots and practical manifestations of communalism in colonial India, with special reference to organizations like the RSS, Hindu Mahasabha, and Muslim League. Trace the evolution of Muslim communal politics from the Aligarh Movement to the Partition of Bengal.
2. **Analyse** the complex interplay between Hindu fundamentalism, Muslim separatism, and British colonial policies that culminated in the demand for Pakistan and the eventual Partition of India.
3. **Examine** the post-independence efforts to integrate princely states into the Indian Union, exploring diplomatic strategies and resistance encountered during the process.
4. **Assess** the origins and evolution of the Kashmir conflict within the broader framework of communal politics, and understand its continuing implications for Indian polity and society.
5. **Develop historical perspectives** on the long-term impact of communal ideologies on national integration, identity formation, and contemporary political discourse.

**Syllabus:**

1. Communalism: ideologies and practices: RSS, Hindu Maha Sabha, Muslim League; Muslim communal politics: from Aligarh movement to Partition of Bengal – 20 classes
2. Communal politics and partition: Hindu fundamentalism and Muslim separatism; demand for Pakistan; British policy and Partition – 30 classes
3. Integration of Princely States – 15 classes
4. Communal politics and Kashmir question – 10 classes

**Reading References:**

1. M. Hasan, *Nationalism and Communal Politics in India 1916-28*, Manohar
2. P. Hardy, *The Muslims of British India*, CUP
3. Bipan Chandra, *Aadhunik Bharat o Sampradayikata*, Kolkata
4. H. Rahaman, *Hindu-Muslim Relations in Bengal 1905-47*, Nachiketa Pub
5. Amalendu De, *Bangali Buddhijibi o Bichchhinnatabad*, Kolkata
6. Rajat Ray, *Social Conflict and Political Unrest in Bengal 1875-1927*, OUP
7. Ayesha Jalal, *The Sole Spokesman: Jinnah, the Muslim League and the Demand for Pakistan*, CUP
8. Bipan Chandra, *Ideology and the Politics in Modern India*, Har Anand
9. Joya Chatterjee, *Hindu Communalism and Partition 1937-47*, CUP
10. M. Hasan, *India's Partition, Process, Strategy and Mobilization*, OUP

**Title:**

**BHISCCHT502: CC-12: Europe in Transition.**

**Course Outcome (CO):**

Upon successful completion of this course, students will be able to:

1. **Understand** the major economic transformations in 15th and 16th century Europe, including proto-industrialization, the price revolution, agricultural revolution, and the enclosure movement, and assess their long-term implications.
2. **Analyze** the Renaissance and Reformation movements in their social, cultural, and religious contexts, emphasizing the rediscovery of classical knowledge, the rise of humanism, and the reshaping of religious thought and institutions.
3. **Evaluate** the multifaceted crisis of 17th century Europe, considering its economic, social, and political dimensions, and examine Europe's emergence as the center of the early modern world system.
4. **Examine** the origins and impact of the Scientific Revolution, its role in shaping a scientific culture, and its contribution to the development of Enlightenment thought.
5. **Develop historical insight** into the interconnected changes in European society that laid the foundations for modernity.

**Syllabus:**

1. Changing European economy: 15th and 16th century: proto-industrialization; price revolution; agricultural revolution and enclosure movement – 20 classes
2. Renaissance and reformation: social roots; rediscovery of the classics; humanism; reformation: religious and national context – 25 classes
3. 17th century European crisis: economic, social and political dimensions; Europe as centre of world system – 15 classes
4. Scientific revolution and scientific culture: the origin of enlightenment – 15 classes

**Reading References:**

1. Meenaxi Phukan, *Rise of the Modern West*, McMillan
2. Henri Pirenne, *Economic and Social History of Medieval Europe*, Taylor & Francis
3. Rila Mukherjee, *Europe Transformed*, Calcutta
4. Phyllis Deane, *The First Industrial Revolution*, CUP
5. Christopher Hill, *Century of Revolution 1603-1714*, W.W. Norton
6. Eric. Hobsbawm, *Industry and Empire*, Penguin
7. Geoffrey Treasure, *The Making of Modern Europe 1648-1780*, Routledge
8. Pradip Kr Mondal & others, *Madhya o Rupantarita Juger Europe*

# Semester VI



**Title:**

**BHISCCHT601: CC-13: Europe: Revolution and Restoration (late 18th to 1914).**

**Course Outcome (CO):**

Upon successful completion of this course, students will be able to:

1. **Analyse** the ideological, social, and political background of 18th-century Europe, and critically interpret the causes, phases, and outcomes of the French Revolution, including the emergence of a new political order, the rise of Napoleon, and the legacy of revolutionary change and continuity through the Revolution of 1848.
2. **Understand** the process of industrialisation in England and continental Europe, and evaluate its socio-economic consequences, particularly the emergence of the working class and the development of early socialist thought.
3. **Examine** the rise of European imperialism, focusing on colonial expansion, the Eastern Question, Balkan nationalism, and the geopolitical tensions that led to World War I.
4. **Assess** the global impact of World War I and explore how the Russian Revolution introduced new political ideologies and realigned global power structures in the early 20th century.
5. **Develop critical perspectives** on how revolutions, industrialisation, and imperialism shaped modern European and world history, laying the groundwork for the 20th century.

**Syllabus:**

1. The 18th century Europe: background and ideology; coming of French revolution; interpreting of French revolution; emergence of a new political order; Napoleon Bonaparte: the revolutionary legacy; Napoleonic empire and Europe; after the revolution: forces of changes and forces of continuity – an overview; the revolution of 1848; collapse of revolution – 30 classes
2. Industrialization in Europe: England and Continent; rise of working class and emergence of socialist thought – 15 classes
3. Towards imperialism: colonial expansion; eastern question and Balkan nationalism; on the way to World War I – 15 classes
4. World War I and its impact; Russian revolution and growth of new political dimension – 15 classes

**Reading References:**

1. David Thomson, *Europe since Napoleon*, Penguin
2. Norman Lowe, *Mastering modern World History*, Macmillan
3. James Joll, *The Origin of the First World War*, Longman
4. A.J.P. Taylor, *The First World War*, Penguin
5. Do – *The Origins of the Second World War*, Penguin
6. J. Broome, *The End of the Old Europe*, Longman

**Title:**

**BHISCCHT602: CC-12: International Relations in Post-World War II and India.**

**Course Outcome (CO):**

Upon successful completion of this course, students will be able to:

1. **Understand** the key political and economic developments of the inter-war period, including the impact of reparations, the Great Depression, disarmament efforts, and the factors leading to World War II.
2. **Analyze** the post-1945 world order, focusing on decolonization, the rise of the Third World, the dynamics of the Cold War, the emergence of the Non-Alignment Movement, and the evolution of international relations during and after the politics of détente.
3. **Evaluate** the global role of Communist China, with special attention to Sino-Soviet and Sino-American relations, and assess India's evolving geopolitical position in relation to its neighbors.
4. **Examine** the processes and consequences of globalization, the emergence of American uni-polarism, and the rise of international terrorism as a major challenge to global and national security.
5. **Critically assess** the role of the United States in world politics and analyze India's responses to global terrorism within the framework of contemporary international relations.

**Syllabus:**

1. World in inter-War period: reparation question; economic depression and question of disarmament policy; towards World War II - 15 classes
2. The world after 1945: decolonization and emergence of Third World; Cold war and non-Alignment movement; end of cold war and politics of Détente – 20 classes
3. The Communist revolution and China in world politics; Sino-Soviet and Sino-American relations; India and her Neighbour – 20 classes
4. Globalization and its impact; American uni-polarism; rise of terrorism and challenges to international security; American and world politics; terrorism and the Indian response – 20 classes

**Reading References:**

1. P. Calvocoressi, *World Politics Since 1945*, Longman
2. W. Knapp, *A History of War and Peace*, Oxford
3. E. Acton, *Rethinking the Russian Revolution*, Arnold
4. Andrews Wenger & Doron Zimmermann, *International Relations From the Cold War to the Globalized World*, Viva Books
5. W. Keylor, *The Twentieth Century world and Beyond*, Oxford

## **List of Discipline-Specific Electives**

**Title:**

**BHISDSHT1: Sem V: History of South East Asia in the 20th Century.**

**Course Outcome (CO):**

Upon successful completion of this course, students will be able to:

1. **Understand** the nature and impact of British colonialism in Burma, and **analyse** the emergence of Burmese nationalism, focusing on the YMBA and the anti-colonial struggle leading to independence.
2. **Evaluate** the processes of colonisation in Vietnam and **assess** the economic, educational, and administrative changes under French rule, alongside the evolution of Vietnamese nationalism and the significance of the August Revolution and Ho Chi Minh's leadership during the Vietnam War.
3. **Examine** Indonesia's historical trajectory from colonial subjugation under British and Dutch rule to its path toward independence, including the role of cultural and ethical colonial policies, nationalist movements, the impact of WWII, and Sukarno's leadership in shaping modern Indonesia.
4. **Analyse** British economic and political strategies in Malay, especially concerning the tin and rubber industries, and **critically appraise** the Malay nationalist movement, the formation of the Malay Union Plan, and the rise of the Malaysian Federation.
5. **Engage** with key historiographical debates and interpretations concerning Southeast Asia's 20th-century transformation, using both primary and secondary sources to **develop informed arguments** on anti-colonial resistance, nationalism, and post-colonial state formation in the region.

**Syllabus:**

1. British annexation in Burma, Burmese nationalism –role of YMBA, the struggle for independence and transfer of power – 15 classes
2. Process of Colonization and resistance in Vietnam, colonial impact on economy, education and administration, National Movement of Vietnam, American policy in Vietnam, August Revolution of 1945, and role of Ho Chi Minh in Vietnam war – 20 classes
3. Indonesia : Java under British rule, Dutch colonial Policy, The Culture system and Ethical policy. Growth of Nationalism in Indonesia and role of political parties, Impact of Second World War, Birth of Indonesian Republic in 1945, Indonesian National Revolution and role of Sukarno – 20 classes
4. British policy in Malay, Tin and Rubber industries in Malay, National liberation Movement, Malay Union Plan and rise of Malaysian Federation – 20 classes

**Reading References:**

1. John F. Cady, Southeast Asia, New York.
2. D.G.E. Hall, A History of South Asia, London.
3. D.G.M.Tate, The making of Southeast Asia, vol-I & II, Oxford.
4. Milton Osborne, South East Asia: An introductory History.
5. Nicholas Tarling (ed), Cambridge History of South East Asia, vol II.

**Title:**

**BHISDSHT2: SEM V: Selected themes of the History of the United States of America (1776-1945)**

**Course Outcome (CO):**

Upon successful completion of this course, students will be able to:

1. **Interpret** the foundational moments in U.S. history, including the American War of Independence, early presidential administrations, and key foreign policies like the Monroe Doctrine and Westward Expansion through the lens of the Turner Thesis.
2. **Critically analyse** the causes and consequences of the Civil War, especially the conflict between slavery-based and industrial economies, and **evaluate** the role of key figures like Abraham Lincoln and the post-war Reconstruction and populist agrarian movements.
3. **Assess** the emergence of the United States as a global power through military conflicts such as the Spanish-American War and World War I, and **explore** the domestic reforms initiated under the Progressive Movement and Wilsonian internationalism.
4. **Understand** the economic and political challenges faced by the U.S. during the Great Depression and examine the New Deal policies under Franklin D. Roosevelt. Also, consider America's role in World War II, its nuclear diplomacy, and efforts to shape the post-war international order.
5. **Engage** with major historiographical debates and themes in American history from 1776 to 1945 and develop historical arguments using primary sources and scholarly interpretations of the transformation of the U.S. into a modern nation-state and global power.

**Syllabus:**

1. The American War of Independence, administration of George Washington, the Anglo-American war of 1812, the Monroe Doctrine, Westward Expansion and the Turner Thesis – 20 classes
2. Slavery question and the abolitionist movement, the Civil War between the plantation economy and the industrial economy, Lincoln's role in the Civil War, Radical Reconstruction programmes, revolution in agriculture, the Populist movement – 20 classes
3. Emergence of USA as world power- The Spanish American war, First World War and Fourteen Points, Progressive Movement – 15 classes
4. Theodore Roosevelt and the New Nationalism, Woodrow Wilson and the New Freedom Policy, The depression of 1929, New Deal policy on agriculture, banking and industry, USA at the Second World War, nuclear monopoly and victory over Japan, Planning a New World Order – 20 classes

**Reading References:**

1. H.B. Parkes, The United States of America, A History.
2. Thomas Cochran, The Inner Revolution.
3. John Hope Franklin, From Slavery to Freedom.
4. Bernard Bailyn, The Great Republic.
5. U. Faulkner, American Economic History.

**Title:****BHISDSHT3: SEM V: Selected themes of the History of India (1605-1765)****Course Outcome (CO):**

Upon successful completion of this course, students will be able to:

1. **Analyze** the political structure and court culture under Jahangir, Shah Jahan, and Aurangzeb, with attention to the roles of Nurjahan, religious policies, and relations with the nobility.
2. **Evaluate** the causes and consequences of the Mughal decline, and **examine** the concurrent rise of European trading companies, particularly their growing influence in Indian politics and economy.
3. **Understand** the administrative reforms and governance of Bengal under Murshid Quli Khan and Alivardi Khan, and **assess** the broader crisis of Indian polity in the 18th century.
4. **Interpret** the nature of conflict between the English East India Company and the Bengal Nawabs, particularly through critical events such as the Battles of Plassey and Buxar, and **trace** the process of British political and economic consolidation through the grant of Diwani.
5. **Engage** with key historical debates surrounding the 18th century in India, and **develop informed perspectives** on the transition from Mughal to British dominance in the Indian subcontinent.

**Syllabus:**

1. The reign of Jahangir – Nurjahan and the politics of the Court, Shah Jahan and the Mughal empire, Aurangzeb and his expansionist attitude towards nobility and religion.
2. The decline of the Mughals – the rise of the European Trading Companies.
3. Bengal under Murshid Kuli Khan and his reforms, Aliavardi Khan, the Crisis of the Indian Polity in the 18th Century, the English East India Company, and Conflict with Bengal Nawabs.
4. Siraj-ud-daula and the battle of Plassey, Mir Kasim and the battle of Buxer, Diwani— Consolidation of East India Company—18th-century debate.

**Reading References:**

1. J. N. Sarkar - A History of Aurangzeb, Vol.1- 5.
2. Irfan Habib - The Agrarian System in Mughal India.
3. **Tapan Raychaudhuri and Irfan Habib (eds.)** – *The Cambridge Economic History of India, Vol. I*
4. **Satish Chandra** – *Medieval India: From Sultanat to the Mughals (Part II, 1526–1748)*
5. **Seema Alavi (ed.)** – *Eighteenth Century in India, OUP*

**Title:****BHISDSHT4: SEM VI: China and Communist Movements****Course Outcome (CO):**

Upon successful completion of this course, students will be able to:

1. **Understand** the foundational structure of traditional Chinese society and **analyse** the impact of colonial penetration, along with China's varied responses to foreign intervention and internal pressures for change.
2. **Evaluate** key reformist and revolutionary movements in late 19th and early 20th-century China—including the Self-Strengthening Movement, the 1898 Reform, and the 1911 Republican Revolution—and **assess** the emergence of new nationalist ideas shaping modern China.
3. **Trace** the ideological and political developments surrounding the rise of the Kuomintang and the Communist Party, and **critically examine** the conflicts and coalitions that led to the formation of the People's Republic of China in 1949.
4. **Analyse economic transformation and industrialisation patterns in modern China, with a specific focus** on foreign trade dynamics, the role of compradors, and the rise of Chinese capitalism.
5. **Engage** with scholarly debates on modernisation, nationalism, revolution, and economic change in 20th-century China, and develop nuanced historical arguments based on a critical reading of both primary and secondary sources.

**Syllabus:**

1. The nature of Chinese traditional society; colonial penetration and Chinese response – 15 classes
2. Restoration, reform and revolution: Self-Strengthening movement; Reform Movement of 1898; Republican Revolution of 1911; the New Nationalism – 25 classes
3. The rise of Kuomintang; the May Fourth movement; rise of the Communist party and Kuomintang-Communist conflict; the People's Republic of China – 20 classes
4. Economic development and industrialization: growth and change of China's foreign trade; Compradors and Chinese capital – 15 classes

**Reading References:**

1. Amit Bhattacharya, *Transformation of China 1840-1969*, Setu
2. John K Fairbank & others, *East Asia: The Modern Transformation*, Boston
3. Immanuel C. Y. Hsu, *The Rise of Modern China*, Oxford
4. Jack Gray, *Rebellions and Revolutions: China from the 1800 to the 1980's*, New York
5. Pradip Kr. Mondal & Jayanta Baidya, *Adhunik Chin o Japaner Itihaas*, Kolkata
6. Charles Patrick Fitzgerald, *The Birth of Communist China*, Penguin

**Title:****BHISDSHT5: SEM VI: Transition in Japan: from Feudalism to Capitalism****Course Outcome (CO):**

Upon successful completion of this course, students will be able to:

1. **Understand** the Meiji Restoration's historical significance and analyse Japan's multifaceted modernisation processes, including reforms in the social, military, political, and economic spheres.
2. **Evaluate** Japan's emergence as an imperial power through its engagements in the Sino-Japanese, Anglo-Japanese, and Russo-Japanese conflicts, and **assess** its evolving global role before and after World War I.
3. **Critically examine** the rise of militarism in Japan during the 1930s and 1940s and **interpret** Japan's involvement in World War II within the broader context of Asia-Pacific geopolitics.
4. **Analyse** Japan's transition from feudalism to capitalism, with special attention to industrial growth, structural economic changes, and modern state development.
5. **Engage** with historiographical debates on Japanese modernisation and imperialism and **develop well-reasoned arguments** using scholarly literature and historical evidence.

**Syllabus:**

1. Meiji Restoration and process of modernisation: social, military, political and economic – 25 classes
2. Emergence of Japan as Imperial power: Sino-Japanese, Anglo-Japanese, Russo-Japanese relations; World War I and after – 25 classes
3. Japan in the Pacific: the rise of militarism in the 1930s and 1940s; Japan in the World War II – 25 classes

**Reading References:**

1. W.G. Beasley, *The Modern History of Japan*, New York
2. P.H. Clyde & B.F. Beers, *The Far East*, New Delhi
3. Andrew Gordon, *A Modern History of Japan*, New York
4. William Lockwood, *The Economic Development of Japan: Growth and Structural Change, 1838-1938*, Princeton
5. E.H. Norman, *Japan's Emergence as a Modern State*, New York
6. Richard Story, *A History of Modern Japan*, Middlesex



## Title:

**BHISDSHT6: SEM VI: History from Manbhum to Purulia**

## Course Outcome (CO):

Upon successful completion of this course, students will be able to:

1. **Understand** the historical evolution of regional kingdoms such as Barabhum, Manbhum, and Panchet, and **analyze** their interactions with the British and the formation of the Jangal Mahals in 1805.
2. **Examine** the impact of the Great Revolt of 1857 in the Purulia region and **trace** the administrative and political developments that led to the creation of Manbhum district in 1879, including its role in the Indian national movement.
3. **Critically evaluate** the causes, phases, and outcomes of the **Language Movement** in Manbhum, with special emphasis on the role of **Loksevak Sangha** and the **Bhasa Satyagraha (1949–51)**.
4. **Assess** the implications of the **State Reorganization Commission's** decisions on Manbhum, including key events like the **Tusu Satyagraha (1954)** and **Banga Satyagraha (1956)**, and the formation of the new **Purulia district** and its socio-political transformation after merging with West Bengal.
5. **Explore** the rural economy and agricultural practices of the region, with special reference to the **lac industry**, and **appreciate** the vibrant **popular culture** of Manbhum through traditions like **Chhou, Tusu, Bhadhu, and Karam**.

## Syllabus:

1. Manbhum: historical background: regional kingdoms- Barabhum, Manbhum and Panchet - their relation with the British - circumstances leading to the formation of Jangal Mahals in 1805.
2. The Great Revolt of 1857 in Purulia - circumstances leading to the formation of the District of Manbhum in 1879- National movement in Manbhum District.
3. Various facets of Language Movement in Manbhum and role of Loksevak Sangha, Bhasa Satyagraha(1949-51) in the movement.
4. State Reorganization Commission in Manbhum district. Tusu Satyagraha (1954), Banga Satyagraha (1956) and creation of new Purulia district and - its changes after joining with West Bengal.
5. Rural Economy and Agriculture with special reference to lac industry of Purulia - popular culture of Manbhum district: Chhou, Tusu, Bhadhu, Karam etc.

## Reading References:

1. K.K Dutta, The Freedom movement of Bihar, Vol. 2,3
2. I C. Jha, The Bhumijrevc'Jt
3. Binod Sarnkar Das, Civil Rebellion in the frontier Bengal
4. H. Coupland, Bengal District Gazetteer. Manbhum, 1911
5. J.C.Price, The Chuar Rebellion of 1799
6. Joyanta Kumar Dab, Local politics and Indian Nationalism:Purulia 1921-47
7. West Bengal District Gazetteer.Puruliya

8. Pradip Kumar Mandal, Manbhum Jelar Bhasa Andolaner Itihas
9. Tarun Deb Bhattachariya, Purulia
10. Subhas Charidra Mukhopadhyay & Sudipta Chakraborty. Manbhume Chuar Bidroha O British Birodhi Sashasta Sangramer Jug
11. Goutam Mkhopadhyay and Rajarshi chakraborty (ed), Purulia Charcha
12. C. Palit: Tensions in Bengal Rural Society: Landlords.Planters and Colonial Rule.1830-1860
13. R. Ray Changes in Bengal Agrainan Society.c.1760-1 850
14. Sanyal, H, Sinha. S. (ed): Tribal Politics and State Systems in Pre-Colonial Eastern and North Eastern India