



# **Panchakot Mahavidyalaya**

Affiliated to  
Sidho-Kanho-Birsha University,  
Purulia, West Bengal, India

## **Syllabus**

### **History (Major)**

#### **Curriculum and Credit Framework**

(In accordance with NEP-2020)

**3/4-year Undergraduate Degree Programme**

# Program Outcome

## NEP

### Major in History

| Program Outcomes |   | Graduates with History (Major) 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.                                  |

### SEMESTER-I

| Course Code | Paper Code | Course Title  | Course Type  | (L-P-Tu) | Credit |
|-------------|------------|---|--------------|----------|--------|
| BHISMAJ01T  | 101        | Idea of Bharat and Its History up to 600 BC           | MAJ-1        | 5-0-1    | 6      |
| B***MEA11*  | 102        | One from List of Minor Elective (ME) Minor-1 Subjects | ME-1         | ***      | 4      |
| ***103      | 103        | One from the List of Multidisciplinary Courses        | MDC-1 (GR-1) | ***      | 3      |
| ***104      | 104        | One from List of SEC                                  | SEC-1        | ***      | 3      |
| BVACENV01C  | 105        | ENVIRONMENTAL STUDIES                                 | VAC-1        | 2-2-0    | 4      |

### SEMESTER-II

| Course Code | Paper Code | Course Title   | Course Type  | (L-P-Tu) | Credit |
|-------------|------------|--|--------------|----------|--------|
| BHISMAJ02T  | 201        | Cultural Transition in Ancient India: 600 BC-187 BC            | MAJ-2        | 5-0-1    | 6      |
| B***MEB12*  | 202        | One from List of Minor Elective (ME) Minor-2 Subjects          | ME-2         | ***      | 4      |
| ***203      | 203        | One from the List of Multidisciplinary (MDC) Courses (Group-2) | MDC-2 (GR-2) | ***      | 3      |
| 204         | 204        | One from the List of Skill Enhancement Courses(SEC) (Group-2)  | SEC-2        | 3-0-0    | 3      |
| BAECLN02T   | 205        | Communicative English  | AEC-1        | 4-0-0    | 4      |

### SEMESTER-III

| Course Code | Paper Code | Course Title  | Course Type  | (L-P-Tu) | Credit |
|-------------|------------|---|--------------|----------|--------|
| BHISMAJ03T  | 301        | Consolidation of Gupta Empire: 187BC – 650 CE         | MAJ-3        | 5-0-1    | 6      |
| B***MEB23*  | 302        | One from List of Minor Elective (ME) Minor-2 Subjects | ME-3         | ***      | 4      |
| BMDC***03*  | 303        | One from the List of Multidisciplinary Courses        | MDC-3 (GR-3) | ***      | 3      |
| B***SEC03*  | 304        | One from List of SEC                                  | SEC-3        | ***      | 3      |
| BVAC***03*  | 305        | One from the list of VAC                              | VAC-2        | ***      | 4      |

### SEMESTER-IV

| Course Code | Paper Code | Course Title  | Course Type | (L-P-Tu) | Credit |
|-------------|------------|---|-------------|----------|--------|
| BHISMAJ04T  | 401        | The Early Medieval History of India: C. 650-1206      | MAJ-4       | 5-0-1    | 6      |
| BHISMAJ05T  | 402        | Religion, Society and Culture in Medieval India       | MAJ-5       | 5-0-1    | 6      |
| B***MEA24*  | 403        | One from List of Minor Elective (ME) Minor-1 Subjects | ME-4        | ***      | 4      |
| BAECL**04T  | 404        | One from List of AEC Subjects                         | AEC-2       | ***      | 4      |

### SEMESTER-V

| Course Code | Paper Code | Course Title  | Course Type | (L-P-Tu) | Credit |
|-------------|------------|---|-------------|----------|--------|
| B***MEA35*  | 503        | One from List of Minor Elective (ME) Minor-1 Subjects | ME-5        | ***      | 4      |
| B***MEB35*  | 504        | One from List of Minor Elective (ME) Minor-2 Subjects | ME-6        | ***      | 4      |

### SEMESTER-VI

#### Course Code Paper Code Course Title Course Type (L-P-Tu) Credit

|            |     |            |       |       |   |
|------------|-----|------------|-------|-------|---|
| B***INT06S | 604 | Internship | INT-1 | 0-2-0 | 2 |
|------------|-----|------------|-------|-------|---|

### SEMESTER-VII

| Course Code | Paper Code | Course Title  | Course Type | (L-P-Tu) | Credit | View Syllabus |
|-------------|------------|---|-------------|----------|--------|---------------|
| B***MEA47*  | 704        | One from List of Minor Elective (ME) Minor-1 Subjects | ME-7        | ***      | 4      |               |
|             |            | One from List of Minor Elective (ME) Minor-2 Subjects |             |          |        |               |
| B***MEB47*  | 705        |   | ME-8        | ***      | 4      |               |

### LIST OF MINOR ELECTIVES (ME) COURSES (MINOR-1)

(Each student will select one subject from the pool as Minor-1 and will study 4 courses of the subject in Semesters I, IV, V & VII, respectively, as assigned in the pool)

#### LIST OF MINOR ELECTIVE COURSES (ME) [MINOR-1]

| Semester | ME Course Code<br>(**) | Course Title   | Offered by the<br>Department | (L-<br>P-<br>Tu) | Credit |
|----------|------------------------|--|------------------------------|------------------|--------|
| I        | BANTMEA11T             | Introduction to Anthropology   | ANTHROPOLOGY                 | 4-0-0            | 4      |
| IV       | BANTMEA24C             | Fundamentals of Anthropology   | ANTHROPOLOGY                 | 3-1-0            | 4      |
| V        | BANTMEA35T             | thoughts & Theories in Anthropological studies and Application of Anthropology | ANTHROPOLOGY                 | 4-0-0            | 4      |
| VII      | BANTMEA47C             | RESEARCH METHODOLOGY   | ANTHROPOLOGY                 | 3-1-0            | 4      |
| I        | BBNGMEA11T             | বাংলা সাহিত্যের ইতিহাস ( আধুনিক যুগ )  | BENGALI                      | 3-0-1            | 4      |
| IV       | BBNGMEA24T             | বাংলা ভাষা পরিচয়  | BENGALI                      | 3-0-1            | 4      |
| V        | BBNGMEA35T             | বাংলা সাহিত্য পাঠ  | BENGALI                      | 3-0-1            | 4      |
| VII      | BBNGMEA47T             | বাংলা সাহিত্য ও সংস্কৃতি   | BENGALI                      | 3-0-1            | 4      |
| I        | BBOTMEA11C             | Mushroom Cultivation Technology  | BOTANY                       | 3-1-0            | 4      |
| IV       | BBOTMEA24C             | Herbal Technology  | BOTANY                       | 3-1-0            | 4      |
| V        | BBOTMEA35C             | Plant Science I  | BOTANY                       | 3-1-0            | 4      |
| VII      | BBOTMEA47C             | Plant Science II   | BOTANY                       | 3-1-0            | 4      |

|     |             |  |                         |       |   |
|-----|-------------|--|-------------------------|-------|---|
| I   | BBBAMEA11C  | Computer Fundamentals                          | BUSINESS ADMINISTRATION | 3-1-0 | 4 |
| IV  | BBBAMEA24T  | Agri Business Management                       | BUSINESS ADMINISTRATION | 3-0-1 | 4 |
| V   | BBBAMEA35T  | Business Mathematics                           | BUSINESS ADMINISTRATION | 3-0-1 | 4 |
| VII | BBBAMEA47T  | Rural Management                               | BUSINESS ADMINISTRATION | 3-0-1 | 4 |
| I   | BCEMMEA11C  | General Concepts of Chemistry                  | CHEMISTRY               | 3-1-0 | 4 |
| IV  | BCEMMEA24C  | Acid Base Theory and General Organic Chemistry | CHEMISTRY               | 3-1-0 | 4 |
| V   | BCEMMEA35C  | Inorganic & Physical Chemistry– I              | CHEMISTRY               | 3-1-0 | 4 |
| VII | BCEMMEA47C  | Inorganic & Physical Chemistry–II              | CHEMISTRY               | 3-1-0 | 4 |
| I   | BCOMMEA11T  | Banking and Insurance                          | COMMERCE                | 3-0-1 | 4 |
| IV  | BCOMMEA24T  | Consumer affair and Customer laws              | COMMERCE                | 3-0-1 | 4 |
| V   | BCOMMEA35T  | E-Commerce                                     | COMMERCE                | 3-0-1 | 4 |
| VII | BBCOMMEA47T | Stock Market Trading                           | COMMERCE                | 3-0-1 | 4 |
| I   | BBCAMEA11C  | Computer Fundamentals                          | COMPUTER APPLICATION    | 2-2-0 | 4 |
| IV  | BBCAMEA24T  | Probability and Statistics                     | COMPUTER APPLICATION    | 3-0-1 | 4 |
| V   | BBCAMEA35C  | Introduction to R Programming                  | COMPUTER APPLICATION    | 2-2-0 | 4 |
| VII | BBCAMEA47C  | Deep Learning                                  | COMPUTER APPLICATION    | 3-1-0 | 4 |

|     |            |  |                       |       |   |
|-----|------------|--|-----------------------|-------|---|
| I   | BEDCMEA11T | Education and Society                                      | EDUCATION             | 3-0-1 | 4 |
| IV  | BEDCMEA24T | Learning and Development of Personality                    | EDUCATION             | 3-0-1 | 4 |
| V   | BEDCMEA35T | Development of Indian Education                            | EDUCATION             | 3-0-1 | 4 |
| VII | BEDCMEA47T | Teaching and Instruction                                   | EDUCATION             | 3-0-1 | 4 |
| I   | BENGMEA11T | Selections from English Prose and Poems                    | ENGLISH               | 3-0-1 | 4 |
| IV  | BENGMEA24T | Selections from English Prose and Poems                    | ENGLISH               | 3-0-1 | 4 |
| I   | BENVMEA11C | MUSHROOM CULTIVATION                                       | ENVIRONMENTAL SCIENCE | 3-0-1 | 4 |
| IV  | BENVMEA24T | Forestry & Nursery Technology                              | ENVIRONMENTAL SCIENCE | 3-0-1 | 4 |
| V   | BENVMEA35T | ENVIRONMENTAL HEALTH, DISEASE AND ENVIRONMENTAL TOXICOLOGY | ENVIRONMENTAL SCIENCE | 3-0-1 | 4 |
| VII | BENVMEA47T | ENVIRONMENTAL MANAGEMENT                                   | ENVIRONMENTAL SCIENCE | 3-0-1 | 4 |
| I   | BKDMMEA11T | Kudmali Language and Kudmi Community                       | KUDMALI               | 3-0-1 | 4 |
| IV  | BKDMMEA24T | Kudmali Grammar  | KUDMALI               | 3-0-1 | 4 |
| V   | BKDMMEA35T | Kudmali Folk Literature                                    | KUDMALI               | 3-0-1 | 4 |
| VII | BKDMMEA47T | Modern Kudmali Literature                                  | KUDMALI               | 3-0-1 | 4 |
| I   | BMUSMEA11S | Basic Knowledge of Hindustani Classical Vocal Music        | MUSIC                 | 0-4-0 | 4 |



|     |            |   |            |       |   |
|-----|------------|---|------------|-------|---|
| IV  | BMUSMEA24T | Basic Theoretical Knowledge of Hindustani Classical Vocal Music and Rabindrasangeet | MUSIC      | 3-0-1 | 4 |
| V   | BMUSMEA35S | Rabindrasangeet of Six Prajayas   | MUSIC      | 0-4-0 | 4 |
| VII | BMUSMEA47S | Different forms of Bengali Songs:   | MUSIC      | 0-4-0 | 4 |
| I   | BHINMEA11T | HINDI SAHITYA KA ITIHAS (हिन्दी साहित्य का इतिहास)                                  | HINDI      | 3-0-1 | 4 |
| IV  | BHINMEA24T | Madhykalin hindi kavya (मध्यकालीन हिन्दी काव्य)                                     | HINDI      | 3-0-1 | 4 |
| V   | BHINMEA35T | Prayojanmoolak Hindi, Anuvad, Media (प्रयोजनमूलक हिंदी, अनुवाद, मीडिया)             | HINDI      | 3-0-1 | 4 |
| VII | BHINMEB47T | Adhunik Hindi Sahitya : Vividh Vidhaen (आधुनिक हिंदी साहित्य : विविध विधाएँ)        | HINDI      | 3-0-1 | 4 |
| I   | BPHIMEA11T | Indian and Western Philosophy 1   | PHILOSOPHY | 3-0-1 | 4 |
| IV  | BPHIMEA24T | Indian and Western Philosophy   | PHILOSOPHY | 3-0-1 | 4 |
| V   | BPHIMEA35T | Ethics: Indian and Western  | PHILOSOPHY | 3-0-1 | 4 |
| VII | BPHIMEA47T | Western Logic (Deduction)   | PHILOSOPHY | 3-0-1 | 4 |
| I   | BPHSMEA11C | Mechanics   | PHYSICS    | 3-1-0 | 4 |
| IV  | BPHSMEA24C | Electricity and Magnetism   | PHYSICS    | 3-1-0 | 4 |

|     |            |  |            |       |   |
|-----|------------|--|------------|-------|---|
| I   | BPSYMEA11T | Biopsychology  | PSYCHOLOGY | 3-0-1 | 4 |
| IV  | BPSYMEA24T | Psychology of Gender                                 | PSYCHOLOGY | 2-0-2 | 4 |
| V   | BPSYMEA35C | Applied Social Psychology                            | PSYCHOLOGY | 2-2-0 | 4 |
| VII | BPSYMEA47C | COMMUNITY PSYCHOLOGY                                 | PSYCHOLOGY | 2-2-0 | 4 |
| I   | BSNSMEA11T | A Brief Introduction to Sanskrit Literature          | SANSKRIT   | 3-0-1 | 4 |
| IV  | BSNSMEA24T | Applied Sanskrit Grammar & Metre                     | SANSKRIT   | 3-0-1 | 4 |
| V   | BSNSMEA35T | Classical Sanskrit Literature (Poetry)               | SANSKRIT   | 3-0-1 | 4 |
| VII | BSNSMEA47T | Veda & Vedic Philosophy                              | SANSKRIT   | 3-0-1 | 4 |
| I   | BSTSMEA11T | Descriptive Statistics                               | STATISTICS | 3-0-1 | 4 |
| IV  | BSTAMEB24T | Probability and Probability Distributions-I          | STATISTICS | 3-0-1 | 4 |
| V   | BSTSMEA35T | Title: Probability and Probability Distributions -II | STATISTICS | 3-0-1 | 4 |
| VII | BSTSMEA47S | Descriptive Statistics Lab                           | STATISTICS | 0-4-0 | 4 |
| I   | BSNTMEA11T | Introduction of Santali Language                     | SANTALI    | 3-0-1 | 4 |
| IV  | BSNTMEA24T | Santali Grammar                                      | SANTALI    | 3-0-1 | 4 |
| V   | BSNTMEA35T | Folk Culture of the Santal                           | SANTALI    | 3-0-1 | 4 |
| VII | BSNTMEA47T | Santali Folk literature                              | SANTALI    | 3-0-1 | 4 |

|     |            |   |      |           |   |
|-----|------------|---|------|-----------|---|
| I   | BURDMEA11T | Classiki Urdu Ghazal                        | URDU | 3-<br>0-1 | 4 |
| IV  | BURDMEA24T | Bengali Mein Urdu<br>Ghazal Aazadi ke Baa'd | URDU | 3-<br>0-1 | 4 |
| V   | BURDMEA35T | Bengal ka Urdu Adab                         | URDU | 3-<br>0-1 | 4 |
| VII | BURDMEA47T | Qaseeda Aur Masnavi                         | URDU | 3-<br>0-1 | 4 |

### LIST OF MINOR ELECTIVES(ME) COURSES ( MINOR-2)

(Each student will select one subject from the pool as Minor-2 and will study 4 courses of the subject in Semester, II, III, V & VII respectively as assigned in the pool)

#### LIST OF MINOR ELECTIVE COURSES (ME) [ MINOR-2]

| Semester | ME Course Code<br>(**) | Course Title   | Offered by the<br>Department | (L-<br>P-<br>Tu) | Credit |
|----------|------------------------|--|------------------------------|------------------|--------|
| II       | BBOTMEB12C             | Mushroom Cultivation<br>Technology                   | BOTANY                       | 2-<br>2-0        | 4      |
| III      | BBOTMEB23C             | Herbal Technology                                    | BOTANY                       | 2-<br>2-0        | 4      |
| V        | BBOTMEB35C             | Plant Science I                                      | BOTANY                       | 2-<br>2-0        | 4      |
| VII      | BBOTMEB47C             | Plant Science II                                     | BOTANY                       | 2-<br>2-0        | 4      |
| II       | BBBAMEB12T             | Entrepreneurship<br>Development                      | BUSINESS<br>ADMINISTRATION   | 3-<br>0-1        | 4      |
| III      | BBBAMEB23T             | Business Economics                                   | BUSINESS<br>ADMINISTRATION   | 3-<br>0-1        | 4      |
| V        | BBBAMEB35T             | Management<br>Information System                     | BUSINESS<br>ADMINISTRATION   | 3-<br>0-1        | 4      |
| VII      | BBBAMEB47T             | Travel and Tourism<br>Management                     | BUSINESS<br>ADMINISTRATION   | 3-<br>0-1        | 4      |
| II       | BCEMMEB12C             | General Concepts of<br>Chemistry                     | CHEMISTRY                    | 3-<br>1-0        | 4      |
| III      | BCEMMEB23C             | Acid Base Theory and<br>General Organic<br>Chemistry | CHEMISTRY                    | 3-<br>1-0        | 4      |
| V        | BCEMMEB35C             | Inorganic & Physical<br>Chemistry– I                 | CHEMISTRY                    | 3-<br>1-0        | 4      |
| VII      | BCEMMEB47C             | Inorganic & Physical<br>Chemistry–II                 | CHEMISTRY                    | 3-<br>1-0        | 4      |
| II       | BBCOMMEB12T            | Entrepreneurship<br>Development                      | COMMERCE                     | 3-<br>0-1        | 4      |

|     |             |   |                      |       |   |
|-----|-------------|---|----------------------|-------|---|
| III | BBCOMMEN23T | Business and Corporate laws                                 | COMMERCE             | 3-0-1 | 4 |
| V   | BBCOMMEB35T | Contemporary Developments in Business and Finance           | COMMERCE             | 3-0-1 | 4 |
| VII | BCOMMEB47T  | Forensic Accounting   | COMMERCE             | 3-0-1 | 4 |
| II  | BBCAMEB12T  | Basic Algebra, Calculus and Ordinary Differential Equations | COMPUTER APPLICATION | 4-0-0 | 4 |
| III | BBCAMEB23C  | Introduction to Accounting & Costing                        | COMPUTER APPLICATION | 3-1-0 | 4 |
| V   | BBCAMEB35C  | Business Intelligence                                       | COMPUTER APPLICATION | 3-1-0 | 4 |
| VII | BBCAMEB47C  | Digital Marketing   | COMPUTER APPLICATION | 3-1-0 | 4 |
| II  | BCOSMEB12C  | Computer Fundamentals                                       | COMPUTER SCIENCE     | 3-1-0 | 4 |
| III | BCOSMEB23C  | Programming Using Python                                    | COMPUTER SCIENCE     | 2-2-0 | 4 |
| V   | BCOSMEB35C  | Introduction to Object Oriented Programming                 | COMPUTER SCIENCE     | 3-1-0 | 4 |
| II  | BECOMEB12T  | Microeconomics  | ECONOMICS            | 3-0-1 | 4 |
| III | BECOMEB23T  | Macroeconomics  | ECONOMICS            | 3-0-1 | 4 |
| V   | BECOMEB35T  | Indian Economics  | ECONOMICS            | 3-0-1 | 4 |
| VII | BECOMEB47T  | Development Economics                                       | ECONOMICS            | 3-0-1 | 4 |
| II  | BGEOMEB12T  | Climate Change  | GEOGRAPHY            | 5-0-1 | 4 |
| III | BGEOME23T   | Geography of India and West Bengal                          | GEOGRAPHY            | 5-01  | 4 |

|     |            |  |           |       |   |
|-----|------------|--|-----------|-------|---|
| V   | BGEOME36T  | Rural Development  | GEOGRAPHY | 5-0-1 | 4 |
| II  | BGELMEB12T | Introduction to Earth science  | GEOLOGY   | 3-0-1 | 4 |
| III | BGELMEB23T | Introduction to Mineral Science  | GEOLOGY   | 3-1-0 | 4 |
| V   | BGELMEB35C | Introduction to petrology  | GEOLOGY   | 3-1-0 | 4 |
| VII | BGELMEB47T | Life through ages  | GEOLOGY   | 3-0-1 | 4 |
| II  | BHINMEB12T | HINDI SAHITYA KA ITIHAS (हिन्दी साहित्य का इतिहास)                           | HINDI     | 3-0-1 | 4 |
| III | BHINMEB23T | Madhykalin hindi kavya (मध्यकालीन हिन्दी काव्य)                              | HINDI     | 3-0-1 | 4 |
| V   | BHINMEB35T | Prayojanmoolak Hindi, Anuvad, Media (प्रयोजनमूलक हिंदी, अनुवाद, मीडिया)      | HINDI     | 3-0-1 | 4 |
| VII | BHINMEB47T | Adhunik Hindi Sahitya : Vividh Vidhaen (आधुनिक हिंदी साहित्य : विविध विधाएँ) | HINDI     | 3-0-1 | 4 |
| II  | BHISMEB12T | Idea of India and Its History up to 600 BC                                   | HISTORY   | 3-0-1 | 4 |
| III | BHISMEB23T | India under Delhi Sultanate and Regional powers: 1206-1526AD                 | HISTORY   | 3-0-1 | 4 |
| V   | BHISMEB35T | History of Bengal: Reform and Resurgence 18th Century to 1916                | HISTORY   | 3-0-1 | 4 |
| VII | BHISMEB47T | Age of Gandhian Nationalism: 1917-1947                                       | HISTORY   | 3-0-1 | 4 |

|     |            |  |                    |       |   |
|-----|------------|--|--------------------|-------|---|
| II  | BMTMMEB12T | Algebra and Analytical Geometry in 2D & 3D   | MATHEMATICS        | 4-0-0 | 4 |
| III | BMTMMEB23T | Calculus, Differential Equations & Vector Calculus   | MATHEMATICS        | 4-0-0 | 4 |
| V   | BMTMMEB35T | Linear Programming Problem   | MATHEMATICS        | 4-0-0 | 4 |
| VII | BMTMMEB47T | Numerical Methods & Basic Computer Programming in C  | MATHEMATICS        | 4-0-0 | 4 |
| II  | BMCBMEB12C | INTRODUCTION TO MICROBIOLOGY & MICROBIAL DIVERSITY   | MICROBIOLOGY       | 2-2-0 | 4 |
| III | BMCBMEB23T | BACTERIOLOGY AND VIROLOGY (THEORY)   | MICROBIOLOGY       | 3-0-1 | 4 |
| V   | BMCBMEB35C | FOOD AND INDUSTRIAL MICROBIOLOGY   | MICROBIOLOGY       | 2-2-0 | 4 |
| VII | BMCBMEB47C | MICROBES IN ENVIRONMENT  | MICROBIOLOGY       | 2-2-0 | 4 |
| II  | BNUTMEB12C | Nutrition and Human Life Cycle   | NUTRITION          | 2-2-0 | 4 |
| III | BNUTMEB23C | Basic Diet   | NUTRITION          | 2-2-0 | 4 |
| V   | BNUTMEB35C | Nutritional Physiology   | NUTRITION          | 2-2-0 | 4 |
| VII | BNUTMEB47C | Food Commodities, Community Nutrition And Programme (Theory) + Detection of Food Adulterants (Practical) | NUTRITION          | 2-2-0 | 4 |
| II  | BPEDMEB12C | Introduction and History of Physical Education and Sports  | PHYSICAL EDUCATION | 3-0-1 | 4 |

|     |            |  |                    |       |   |
|-----|------------|--|--------------------|-------|---|
| III | BPEDMEB23C | Management in Physical Education and Sports.                         | PHYSICAL EDUCATION | 3-0-1 | 4 |
| V   | BPEDMEB35C | Health Education, Physical Fitness, Nutrition and Weight Management. | PHYSICAL EDUCATION | 3-0-1 | 4 |
| VII | BPEDMEB47S | Indigenous Games, Gymnastics and Formal Activities                   | PHYSICAL EDUCATION | 0-0-4 | 4 |
| II  | BPLSMEB12T | Political Theory   | POLITICAL SCIENCE  | 3-0-1 | 4 |
| III | BPLSMEB03T | Indian Constitution and Politics                                     | POLITICAL SCIENCE  | 3-0-1 | 4 |
| V   | BPLSMEB35T | International Relations  | POLITICAL SCIENCE  | 3-0-1 | 4 |
| VII | BPLSMEB47T | Administrative Theory and Indian Administration                      | POLITICAL SCIENCE  | 3-0-1 | 4 |
| II  | BPSYMEB12C | Psychology of Individual Differences                                 | PSYCHOLOGY         | 2-0-2 | 4 |
| III | BPSYMEB23C | Positive Psychology  | PSYCHOLOGY         | 2-2-0 | 4 |
| V   | BPSYMEB35C | Health Psychology  | PSYCHOLOGY         | 2-2-0 | 4 |
| VII | BPSYMEB47C | Human Resource Management  | PSYCHOLOGY         | 2-2-0 | 4 |
| II  | BSOCMEB12T | Introduction to Sociology  | SOCIOLOGY          | 3-0-1 | 4 |
| III | BSOCMEB23T | Classical Sociological Thought                                       | SOCIOLOGY          | 3-0-1 | 4 |
| V   | BSOCMEB35T | Research Methodology   | SOCIOLOGY          | 3-0-1 | 4 |
| VII | BSOCMEB47T | Indian Society   | SOCIOLOGY          | 3-0-1 | 4 |



|     |           |  |          |       |   |
|-----|-----------|--|----------|-------|---|
| II  | BZOOME12C | Diversity of Animals and Cytogenetics                        | ZOOLOGY  | 2-2-0 | 4 |
| III | BZOOME23C | Ecology and Evolution  | ZOOLOGY  | 2-2-0 | 4 |
| V   | BZOOME35C | Biochemistry and Physiology, Biodiversity & Conservation     | ZOOLOGY  | 2-2-0 | 4 |
| VII | BZOOME47C | Parasitology and Immunology, Biotechnology and Biostatistics | ZOOLOGY  | 2-2-0 | 4 |
| II  | BPHSME12C | Mechanics  | PHYSICS  | 3-1-0 | 4 |
| III | BPHSME23C | Electricity and Magnetism                                    | PHYSICS  | 2-0-0 | 4 |
| II  | BSNSME12T | A Brief Introduction to Sanskrit Literature                  | SANSKRIT | 3-0-1 | 4 |
| III | BSNSME23T | Applied Sanskrit Grammar & Metre                             | SANSKRIT | 3-0-1 | 4 |

## LIST OF MULTIDISCIPLINARY (MDC) COURSES

(Students are not to be allowed to select the Courses which was already studied in 10+2 Course)

### LIST OF MULTIDISCIPLINARY COURSES (MDC)

| Semester | MD Course Code (**) | Course Title                       | Offered by the Department  | (L- P- Tu) | Credit |
|----------|---------------------|------------------------------------|--|------------|--------|
| I        | BMDCCLT01T          | Comparative Literature             | ENGLISH  | 3-0-0      | 3      |
| I        | BMDCCAP01T          | Computer Application               | COMPUTER SCIENCE   | 3-0-0      | 3      |
| I        | BMDCIMS01T          | Information and Media Science      | LIBRARY & INFORMATION SCIENCE AND JOURNALISM & MASS COMMUNICATIONS | 3-0-0      | 3      |
| II       | BMDCWGS02T          | Women & Gender Studies             | SOCIOLOGY  | 3-0-0      | 3      |
| II       | BMDCBIO2T           | Biological Sciences(ZOO)           | ZOOLOGY & BOTANY   | 2-0-1      | 3      |
| II       | BMDCFIM02T          | Financial Institutions and Markets | COMMERCE   | 3-0-0      | 3      |
| III      | BMDCPLD03T          | Political Economy and Development  | ECONOMICS  | 2-0-1      | 3      |
| III      | BMDCVDM03T          | Vedic Mathematics                  | MATHEMATICS  | 3-0-0      | 3      |
| III      | BMDCPSC03T          | Physical Sciences                  | PHYSICS & CHEMISTRY  | 3-0-0      | 3      |

## LIST OF SKILL ENHANCEMENT (SEC) COURSES

(Select one course from the pool for three consecutive semesters [Sem-I/II/III] without repetition)

## LIST OF SKILL ENHANCEMENT COURSES (SEC)

| Semester | SEC Course Code<br>(**) | Course Title  | Offered by the<br>Department   | (L-<br>P-<br>Tu) t | Credit |
|----------|-------------------------|---|--------------------------------|--------------------|--------|
| I/II/III | BANTSEC01/02/03T        | Tribal Studies  | ANTHROPOLOGY                   | 3-<br>0-0          | 3      |
| I/II/III | BBNGSEC01/02/03T        | প্রায়োগিক বাংলা<br>ভাষা[PRAYOGIK<br>BANGLA BHASHA    | BENGALI                        | 3-<br>0-0          | 3      |
| I/II/III | BBOTSEC01/02/03T        | Biofertilizers,<br>Nursery and<br>Gardening           | BOTANY                         | 3-<br>0-0          | 3      |
| I/II/III | BBBASEC01/02/03T        | Personal Finance                                      | BUSINESS<br>ADMINISTRATIO<br>N | 3-<br>0-0          | 3      |
| I/II/III | BBCASEC01/02/03C        | Object Oriented<br>Programming using<br>Python        | COMPUTER<br>APPLICATION        | 2-<br>1-0          | 3      |
| I/II/III | BCOSSEC01/02/03T        | Data Science  | COMPUTER<br>SCIENCE            | 3-<br>0-0          | 3      |
| I/II/III | BCEMSEC01/02/03T        | Skill Enhancing<br>Basic Applications<br>of Chemistry | CHEMISTRY                      | 3-<br>0-0          | 3      |
| I/II/III | BCOMSEC01/02/03C        | Income Tax<br>Procedure and<br>Practice               | COMMERCE                       | 2-<br>1-0          | 3      |
| I/II/III | BECOSEC01/02/03T        | Data Analysis   | ECONOMICS                      | 2-<br>0-1          | 3      |
| I/II/III | BEDCSEC01/02/03T        | Educational<br>Guidance and<br>Counselling            | EDUCATION                      | 3-<br>0-0          | 3      |
| I/II/III | BENGSEC01/02/03T        | Business<br>Communication                             | ENGLISH                        | 5-<br>0-1          | 3      |

|          |                      |  |                               |                 |   |
|----------|----------------------|--|-------------------------------|-----------------|---|
| I/II/III | BENVSEC01/02/03T     | TOOLS AND<br>TECHNIQUES IN<br>ENVIRONMENTA<br>L SCIENCE                | ENVIRONMENTA<br>L SCIENCE     | 3-<br>0-0       | 3 |
| I/II/III | BGEOSEC01/02/03S     | Geoinformatics   | GEOGRAPHY                     | 0-<br>6-0       | 3 |
| I/II/III | BGELSEC01T           | Natural Hazards &<br>Disaster<br>Management                            | GEOLOGY                       | 3-<br>0-0       | 3 |
| I/II/III | BHINSEC01/02/03T     | Anuwad : siddhant<br>aur prawidhi<br>(अनुवाद : सिद्धांत और<br>प्रविधि) | HINDI                         | 3-<br>0-1       | 3 |
| I/II/III | BHISSEC01/02/03T     | Understanding<br>Culture and Heritage                                  | HISTORY                       | 3-<br>0-0       | 3 |
| I/II/III | BKDMSEC01/02/03T     | Practical<br>Applications of<br>Kudmali Language                       | KUDMALI                       | 3-<br>0-0       | 3 |
| I/II/III | BMTMSEC01/02/03<br>T | Discrete<br>Mathematics &<br>Graph Theory                              | MATHEMATICS                   | 3-<br>0-0       | 3 |
| I/II/III | BMCBSEC01/02/03T     | AIR AND WATER<br>MICROBIOLOGY  | MICROBIOLOGY                  | 3-<br>0-0       | 3 |
| I/II/III | BMURSEC01/02/03S     | Stage Performance /<br>Stage demonstration                             | MUSIC<br>(RABINDRA<br>SANGEET | 0-<br>3-0       | 3 |
| I/II/III | BMUCSEC01/02/03S     | Basic knowledge of<br>musical notes, Raga,<br>Tala and<br>composition. | MUSIC<br>(CLASSICAL)          | 0-<br>3-0       | 3 |
| I/II/III | BNUTSEC01/02/03C     | Food Preservation<br>And Food<br>Processing                            | NUTRITION                     | 2 -<br>1 -<br>0 | 3 |
| I/II/III | BPHSSEC01/02/03C     | Electrical Circuits<br>and Network Skills                              | PHYSICS                       | 2-<br>1-0       | 3 |

|          |                  |   |                    |       |   |
|----------|------------------|---|--------------------|-------|---|
| I/II/III | BPHISEC01/02/03T | Applied Ethics  | PHILOSOPHY         | 3-0-0 | 3 |
| I/II/III | BPLSSEC01/02/03T | Legislative Process in India (SEC)                              | POLITICAL SCIENCE  | 3-0-0 | 3 |
| I/II/III | BPEDSEC01/02/03C | TEST, MEASUREMENT & EVALUATION IN PHYSICAL EDUCATION AND SPORTS | PHYSICAL EDUCATION | 2-0-1 | 3 |
| I/II/III | BSNSSEC01/02/03T | Self-Management in the Śrīmad-bhagavad-gītā                     | SANSKRIT           | 3-0-0 | 3 |
| I/II/III | BSNTSEC01/02/03T | Skill Enhancement (Translation studies)                         | SANTALI            | 2-0-1 | 3 |
| I/II/III | BSTSSEC01/02/03T | Operations Research & Statistical Inference                     | STATISTICS         | 2-0-1 | 3 |
| I/II/III | BSOCSEC01/02/03T | Law and Society   | SOCIOLOGY          | 3-0-0 | 3 |
| I/II/III | BURDSEC01/02/03T | URDU GAZAL  | URDU               | 3-0-0 | 3 |
| I/II/III | BZOOEC01/02/03C  | Sericulture   | ZOOLOGY            | 2-1-0 | 3 |

**LIST OF VALUE-ADDED (VAC) COURSES**  
**(Select one course from the pool for Semester-III)**

| <b>Semester</b> | <b>VAC Course Code (**)</b> | <b>Course Title</b>                 | <b>Offered by the Department</b> | <b>(L-P-Tu)</b> | <b>Credit</b> |
|-----------------|-----------------------------|-------------------------------------|----------------------------------|-----------------|---------------|
| III             | BVACUIN03T                  | Understanding India                 | PHILOSOPHY                       | 4-0-0           | 4             |
| III             | BVACDTS03T                  | Digital and Technological Solutions | COMPUTER SCIENCE                 | 4-0-0           | 4             |
| III             | BVACHFY03T                  | Health, Fitness, Wellness and Yoga  | PHYSICAL EDUCATION               | 4-0-0           | 4             |

## LIST OF ABILITY ENHANCEMENT (AEC) COURSES

(Select one course from the pool for Semester-IV)

## LIST OF ABILITY ENHANCEMENT COURSES (AEC)

| Semester | AEC Course Code | Course Title   | Offered by the Department | (L-P-Tu) | Credit |
|----------|-----------------|--|---------------------------|----------|--------|
| IV       | BAECLBN04T      | বাংলা ভাষার ভাষিক সংযোগ                                | BENGALI                   | BENGALI  | 4      |
| IV       | BAECLHN04T      | Hindi bhasa aur sampreshan ( हिन्दी भाषा और सम्प्रेषण) | HINDI                     | HINDI    | 4      |
| IV       | BAECLUR04T      | URDU Nasr-o-Nazm                                       | URDU                      | URDU     | 4      |

### Basic Features

Undergraduate degree programmes of either 3 or 4-year duration, with multiple entry and exit points and re-entry options, with appropriate certifications such as:

- UG certificate after completing 1 year (2 semesters with 40 Credits + 1 Summer course of 4 credits) of study,
- UG diploma after 2 years (4 semesters with 80 Credits + 1 Summer course of 4 credits) of study,
- Bachelor's degree after a 3-year (6 semesters with 120 credits) programme of study,
- 4-year bachelor's degree (Honours) after eight semesters (with 170 Credits) programme of study.
- 4-year bachelor's degree (Honours with Research) if the student completes a rigorous research project (of 12 Credits) in their major area(s) of study in the 8th semester.

Note: The eligibility condition of doing the UG degree (Honours with Research) is- minimum 75% marks to be obtained in the first six semesters.

- The students can make an exit after securing UG Certificate/ UG Diploma and are allowed to re-enter the degree programme within three years and complete the degree programme within the stipulated maximum period of seven years.

# **SEMESTER I**



Course Type: **MAJ-1**

Semester: **1**

Course Title: **BHISMT 101: Idea of Bharat and Its History up to 600 BC**

(L-P-Tu): **5-0-1**

Credit: **6**

Practical/Theory: **Theory**

### **Course Outcome (CO):**

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

1. **Develop a comprehensive understanding of the concept of Bharatvarsha**, appreciating its cultural, philosophical, and literary heritage as reflected in ancient Indian texts such as the Vedas, Upanishads, Epics, Jain, and Buddhist literature.
2. **Analyse the philosophical and scientific contributions of ancient India**, including its educational systems, ethical traditions, environmental perspectives, and health sciences like Ayurveda and Yoga.
3. **Critically engage with various sources and historiographical approaches** to reconstruct the early history of India, evaluating the continuities and debates surrounding the Indus and Vedic civilizations.
4. **Understand the socio-cultural and technological transitions** from hunter-gatherer societies to food-producing communities, including developments during the Palaeolithic, Mesolithic, Neolithic, and Chalcolithic periods.
5. **Evaluate the characteristics and significance of the Harappan and Vedic civilisations**, including urbanisation, craft production, religious beliefs, and socio-political structures, while examining the origins and theories about the Aryan presence in India.
6. **Explain the major political, urban, and religious transformations from the 6th century BCE to the Mauryan Age**, including the rise of Mahajanapadas, the emergence of Buddhism and Jainism, and the political and administrative innovations of the Mauryan Empire.
7. **Gain insight into the core doctrines and historical development of Buddhism and Jainism**, along with their interactions with Brahmanism, societal impact, literary contributions, and philosophical evolution.

### **Syllabus:**

#### **UNIT-I: Idea of Bharatvarsha**

I. Understanding of Bharatvarsha

II. The glory of Indian Literature: Vedas, Vedanga, Upanishads, Epics, Jain and

Buddhist Literature, Smriti, Puranas etc. - 10 classes

## **UNIT-II: Indian Philosophy, Science and Environment**

I. Evolution of language and Scripts

II. Indian educational system

III. The ethics of Indian valor

IV. Science and Technology

V. Environmental conservation: Indian View

VI. Health consciousness of (Science of Life): Ayurveda Yoga and Naturopathy -10 classes

## **UNIT – III: Sources and Historiography**

I. Sources and Historiographical trends of ancient Indian History up to 600 C.E.

III. The Indus Civilization, Debate on the relationship of Indus and Vedic civilization.

IV. Significant features of Indus, its continuity, fall and survival.-15 classes

## **UNIT – IV: Hunter-gatherers and the advent of food products**

1.

- i. Paleolithic cultures- sequence and distribution; stone industries and other technological developments.
- ii. Mesolithic cultures – regional and chronological distribution; new developments in technology and economy; rock art.
- iii. Neolithic and Chalcolithic cultures: distribution and subsistence pattern- 10 Classes

## **UNIT – IV: Harappa and Vedic Civilization**

I. Its origins and Phases of Harappan Civilization- settlement patterns and town planning system; General Features of the Civilization

II. Agrarian base; Industries and craft productions- pottery and trade; social and political organizations; religious beliefs and practices; famous Harappan Sites -the problem of urban decline - 20 Classes

III. Original home land of Aryans, Myths of Aryan Invasion: Various theories

IV. Vedic Cultures- Early Vedic and Post Vedic Literature and Vedic Polity, society and Economy - 15 classes

## **UNIT- V: India from Sixth Century BCE to Mauryan Age**

I. Sources

II. India in sixth century BCE Mahajanpada, Republic and Growth of Urban Centers, Rise of Magadhan Imperialism.

III. Religious systems in 6th century BCE, Buddhism and Jainism.

IV. The Maurya Empire, Chandragupta Maurya, Mauryan administration, Ashok and Ashoka's Dhamma. Mauryan Society, Fall of Mauryan Empire. Greek Invasion and its Impact-10 Classes

#### **UNIT-VI: Buddhism and Jainism**

I. Doctrines of Buddhism-Buddhism and Brahmanism- Popularity of Buddhism-decline of Buddhism-Buddhist Councils-Important Buddhist writers –Eight Great Bodhisattava/path-Vardhama Mahavira

II. Jainism: early Jain Literature- Life of Vardhama Mahavira-doctrines of Jainism-Buddhism and Jainism-spread-and influence of Jainism- Different scholars of Jainism – Jain Councils - 10 classes

#### **Reading References:**

A.I Basham: The Wonder that was India, Rupa, Delhi 1994

A.S Altekar, Education in Ancient India, Nand Kishore & Bros, Varanasi 1944

Balbir Singh Sihag: Kautilya: The true founder of Economics, Vitasta Publishing Pvt. Ltd, Delhi, 2014

R.K Mookherjee: The Fundamental Unity of India

Will Durant: The Story of civilization, five communications, US, Jan. 1993(11 Vol)

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

ShereenRatnagar, Understanding Harappa: Civilization in the Greater Indus Valley, New Delhi

Dilip Kr. Chakraborty (ed), Indus Civilization Sites in India: New Discoveries, Mumbai

R.C. Majumdar, The Classical Accounts of India, Calcutta

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

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

R.S, Sharma, Aspects of Political Ideas and Institutions in Ancient India, Delhi

Upinder Singh, A History of Ancient and Early Medieval India, from Stone Age to the 12th Century, Delhi

Dilip Kr. Chakraborty, The Oxford Companion to Indian Archaeology, OUP, New Delhi

Sankalia, HD: Prehistory and Prohistory of India and Pakistan, Poona 1974

Sastri, K.A Nilakanta: A History of South India, from Prehistoric Times to the fall of Vijayanagar, Oxford University Press, 1955; Also, in Hindi Translation

by Bihar Hindi Granth Academy.

Singh, Kripa Shankar: Rigveda, Harrappa Sabhyata and Sanskritic Nirantarta, Kitab Ghar publication, New Delhi, 2007

Raychaudhary, H.C: Political History of Ancient India, rev Edition, 1953

শর্মা, রামশরণ, ভারতের সমাজতন্ত্র, (Indian Feudalism), কে পি বাগচি এন্ড কোং, কলকাতা

শর্মা, রামশরণ, আর্যদের অনুসন্ধান, (Looking for the Aryans), প্রোগ্রেসিভ পাবলিশার্স, কলকাতা

শর্মা, রামশরণ, আর্যদের ভারতে আগমন, (Advent of the Aryans), ওরিয়েন্ট লংম্যান, ২০০১

# SEMESTER II

Course Type: **MAJ-2**  
Semester: **2**  
Course Title: **BHISMAJ02T: Cultural Transition in Ancient India: 600 BC-187 BC**  
(L-P-Tu): **5-0-1**  
Credit: **6**  
Practical/Theory: **Theory**

### **Course Outcome (CO):**

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

1. **Identify and analyse the architectural and sculptural achievements of the Mauryan period**, including palaces, caves, stupas, and the iconic Ashokan pillars, and assess how these reflect the cultural and political landscape of the Mauryan Empire.
2. **Examine the evolution of art and architecture in the post-Maurya period**, with a critical focus on the stylistic features and cultural significance of the Mathura and Gandhara schools of art.
3. **Understand the historical background, artistic characteristics, and cultural relevance of the Amaravati School of Art**, and evaluate its contributions to Indian artistic heritage.
4. **Explore the socio-political, economic, literary, and artistic developments during the Sangam Age**, highlighting its unique regional contributions to early Indian civilisation.
5. **Assess Mathura's early stone sculpture traditions**, including stylistic features of Jain and Buddhist reliefs, and their significance in the broader context of Indian religious art.
6. **Trace the development of classical literature during the Mauryan period**, with particular reference to the growth and impact of Buddhist literary traditions.

### **Syllabus:**

#### **UNIT-I: Mauryan Arts and Architectures**

I. Architecture- Palaces, Caves and Stūpas Sculpture- Aśoka's Pillars, cultural relations in Maurya states as reflected in art and architecture – 15 Classes

II. Cultural developments in the post-Maurya age: art, architecture, sculpture with special reference to Mathura and Gandhara School of Arts- 15 classes

#### **UNIT-II: Amaravati School of Arts**

I. Historical Background, Major features and significance - 5 classes

#### **UNIT-III: Sangam Age**

I. Development of Literature, II. Polity- Economy, Arts -5 Classes

#### **UNIT-IV: Mathura School of Arts**

I. Early stone sculpture in Mathura and Mathura sculpture styles

II. Jain and Buddhist relieves and its major features and significance - 10 classes

**UNIT-V: Literary Development**

I. Development of classical literatures of Maurya with special reference to Buddhist Literature—10 Classes

**Reading References:**

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

Uma Chakraborti, The Social Dimensions of Early Buddhism, OUP

Dipankar Gupta (ed), Social Stratification, OUP

R.c. majumdar (ed), History and Culture of Indian People, BharatiyaVidyabhavan

Agarwal, D.P: The Archaeology of India, 1985

Jayaswal, Vidula: Bhartiya Itihas Ke Adi Charna ki Rooprekha, Delhi, 1987

Majumdar, R.C. and Pusalkar, A.D (edited): The History and Culture of Indian People Vol. I, Vedic Age.

Majumdar, R.C. and Pusalkar, A.D (edited): The History and Culture of Indian People Vol. II: The Age of Imperial Unity

Pandey, Rajbali: Prachin Bharat, Vishwavidyalya Prakashan, revised edition, Varanasi, 2010.

Raychaudhary, H.C.: The History and Culture of Ancient India, Vol III: The Classical age

ভট্টাচার্য, নরেন্দ্রনাথ, প্রাচীন ভারতে ধর্ম, কলকাতা, ১৯৮৮

ভট্টাচার্য, নরেন্দ্রনাথ, প্রাচীন ভারতীয় সমাজ, পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষদ, কলকাতা

ভট্টাচার্য, সুকুমারী, ইতিহাসের আলোকে বৈদিক সাহিত্য, পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষদ, কলকাতা

ভট্টাচার্য, সুকুমারী, প্রাচীন ভারত- সমাজ ও সাহিত্য, আনন্দ পাবলিশার্স, কলকাতা

চক্রবর্তী, দিলীপ কুমার - ভারতবর্ষের প্রাক্ ইতিহাস আনন্দ পাবলিশার্স, কলকাতা, ১৯৯৯

গঙ্গোপাধ্যায়, দিলীপ কুমার - ভারত ইতিহাসের সন্ধানে, (২ খন্ডে), ২০০৭

চক্রবর্তীরণবীর, প্রাচীন ভারতের অর্থনৈতিক ইতিহাসের সন্ধানে, আনন্দ পাবলিশার্স, কলকাতা ২০০২ (সংশোধিত সংস্করণ)

বাসাম ,এ. এল. অতীতের উজ্জ্বল ভারত, (The Wonder That Was India), প্রোগ্রেসিভ পাবলিশার্স, কলকাতা, ২০০৫

চক্রবর্তী, রণবীর, ভারত ইতিহাসের আদি পর্ব, কলকাতা, ২০০৭

হাবিব, ইরফান, ভারতবর্ষের সাধারণ মানুষের ইতিহাস

প্রথম খন্ড – প্রাক-ইতিহাস, (Pre-history) এন বি এ, কলকাতা, ২০০২

দ্বিতীয় খন্ড: সিন্ধু সভ্যতা, (The Indus Civilization) এন বি এ, কলকাতা, ২০০২

তৃতীয় খন্ড – বৈদিক সভ্যতা, (The Vedic Age) এন বি এ, কলকাতা, ২০০২

ঝাডি এন, আদি ভারত – একটি সংক্ষিপ্ত ইতিহাস, (Ancient India: An Introduction), প্রেন্সিভ পাবলিশার্স, কলকাতা

কোশাশ্রী ডি. ডি. ভারত ইতিহাস চর্চার ভূমিকা (An Introduction to the Study of Indian History) বাগচি কে পি এন্ড কোং, কলকাতা, ২০০২

রত্নাগর. শিরিণ, হরপ্পা সভ্যতার সন্ধানে (Understanding Harappa) এন বি এ, কলকাতা, ২০০৩

রায়চৌধুরী, হেমচন্দ্র, প্রাচীন ভারতের রাজনৈতিক ইতিহাস, (Political History of Ancient India), পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষদ, কলকাতা

থাপার, রোমিলা, ভারতবর্ষের ইতিহাস, ওরিয়েন্ট লংম্যান, কলকাতা

ভট্টাচার্য, নরেন্দ্রনাথ, প্রাচীন ভারতে ধর্ম, কলকাতা, ১৯৮৮



# SEMESTER III

Course Type: **MAJ-3**  
Semester: **3**  
Course Title: **BHISMAJ03T: Consolidation of Gupta Empire: 187 BC – 650 CE**  
(L-P-Tu): **5-0-1**  
Credit: **6**  
Practical/Theory: **Theory**

### **Course Outcome (CO):**

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

1. **Identify and evaluate the significant sources of ancient Indian history**, including literary texts, foreign accounts, biographies, inscriptions, and archaeological evidence, emphasising their historical value and interpretive challenges.
2. **Analyse the political developments leading to the rise of the Gupta Empire, understand the structure of the Gupta polity and administration**, and critically assess the causes behind the empire's decline and the broader phenomenon of urban decay.
3. **Examine the socio-economic dynamics of the Gupta period**, including agrarian expansion, shifts in production relations, and class structure, along with advancements in science and technology during this era.
4. **Assess the nature and impact of foreign invasions in the post-Gupta period**, focusing on the policies of successor states and the roles of groups like the Kushanas and Satavahanas in shaping post-Gupta political and cultural landscapes.
5. **Compare the contributions and characteristics of major contemporary dynasties**, such as the Maitrakas, Maukharies, Chalukyas, Pallavas, and Pandyas, highlighting their regional significance in art, polity, and society.

### **Syllabus:**

#### **UNIT-I: Sources**

I: Literary Sources: Indian and Foreign Evidences, Archaeological sources

II: Biography and Inscriptions – 10 Classes

#### **UNIT-II: Political Scenario of Guptas**

I. Changing political formations: age of imperial unity; rise of Guptas – 10 Classes

II. The Gupta empire: nature and bases; polity and administrations-Divide of the Guptas- the causes of urban decline and its historical interpretations– 10 Classes

#### **UNIT-III: Society and Economy**

I. Age of Guptas: agrarian expansion; changing production relations; society and economy

II. Development of Science and Technology during Gupta periods – 10 Classes

#### **UNIT-IV: Foreign Invasions**

I. Post-Guptas developments: foreign invasions and their impacts; post-Guptas policies with special reference to Kushanas and Satavahanas - 10 Classes

**UNIT-V: Other Dynasties**

Different facets of other contemporary dynasties - Maitrakas- Maukharis- Chalukyas, Pallavas- Pandyas- 10 Classes

**Reading References:**

R. Thapar, Asoka and the Decline of the Mauryas, OUP; The Mauryas Revisited, Calcutta

Ashvini Agrawala, The Rise and Fall of the Imperial Guptas, Motilal Banarsidas

Ranabir Chakraborti, Bharat-Itihaaser Aadiparva (Vol. I), Kolkata

R. Thapar, Interpreting Early India, OUP

R.C. Majumdar (ed), The History and Culture of the Indian People: Vol. 2, 3 & 4, Bharati Vidyabhavan

Niharranjan Ray, Bangalir Itihaas Adi Parva, Kolkata

R.S. Sharma, Perspectives in the Social and Economic History of Early India, Munshiram

Manoharlal

# SEMESTER IV

Course Type: **MAJ-4**  
Semester: **4**  
Course Title: **BHISMAJ04T: The Early Medieval History of India: C. 650-1206**  
(L-P-Tu): **5-0-1**  
Credit: **6**  
Practical/Theory: **Theory**

**Course Outcome (CO):**

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

1. **Demonstrate an understanding of the historiographical approaches and key debates** related to early medieval India, particularly the concept of Indian feudalism and the nature of emerging Rajput states.
2. **Analyse the political evolution and administrative frameworks** of major dynasties such as the Rashtrakutas, Palas, Senas, Cholas, Chalukyas, and others, including their military conflicts, socio-economic systems, and international engagements, especially Chola interactions with Southeast Asia and China.
3. **Evaluate the nature and impact of early external invasions**, including the Arab conquest of Sindh and Turkish incursions by Mahmud of Ghazni and Muhammad Ghuri, focusing on their political and cultural consequences.
4. **Explain the structure of agrarian society during this period**, including agricultural expansion through irrigation, the role of settlements, and relationships between peasantry and landholding elites.
5. **Assess the development of trade and urbanisation**, with attention to inter-regional and maritime commerce, forms of exchange, and the role of merchant guilds, particularly in South India.
6. **Explore the religious and cultural transformations of the time**, including the rise of Bhakti movements, Tantrism, and Puranic traditions, as well as the continued evolution of Buddhism, Jainism, and the emergence of Islamic intellectual thought through scholars like Al-Biruni and Al-Hujwiri.

**Syllabus:**

**UNIT- I: Studying Early Medieval India**

Studying early Medieval India: sources and approaches; debate on Indian Feudalism; Rajput states: rise and nature – 10 Classes

**UNIT- II: Political Structures:**

I. Evolution of political structures: Rashtrakutas, Palas, Senas, Pratiharas, Rajputs and Cholas and Chalukyas Chauhans-Chandellas- Paramars - Karkota-Utpal-Hindu Shahi Dynasty - Conflicts; administration, Economy-Society; and Chola's contact with South-East Asia and China-10

II. Arab conquest of Sindh : nature and impact of the new set-up; Ismaili Dawah

Cause and consequences of early Turkish invasions : Mamud of Ghazna; Shahab-ud-Din of Ghur-10

**UNIT- III: Agrarian structure and social change:**

I. Agricultural expansion with hydraulic structures

II. Settlements History

III. Peasantry and land lords during the period – 10 Classes

**UNIT –IV: Trade and Commerce**

I. Inter-regional trade

II. Maritime trade

III. Forms of exchange

IV. Process of urbanization

V. Merchant guilds of South India-10

**UNIT-V: Religious and Cultural developments:**

I. Bhakti, Tantrism, Puranic traditions; Buddhism and Jainism; Popular religious cults

II. Islamic intellectual traditions: Al-Biruni; Al-Hujwiri-10 classes

**Suggested Readings:**

Basham, A.L., (ed.), A Cultural History of India

Basham, A.L., The Wonder that was India

Bose Mandakranta (ed.), Faces of Feminine in Ancient Medieval and Modern India, New York, 2000

Chakravarti Ranabir, Exploring Early India upto Circa AD 1300

Chakravarti, R(ed.), Trade in Early India, Delhi

Champalakshmi, R, Trade, Ideology and Urbanization: South India 300 BC – AD 1300, Delhi, 1966

Chandra, S, History of Medieval India (800 -1700)

Chattopadhyay, B.D, Aspects of Rural settlements and Rural Society in Early Medieval India

Chattopadhyay, B.D, Science and Society in Ancient India, Calcutta, 1977

Chattopadhyay, B.D, Studying Early India: Archaeology, Texts and Historical Issues , New Delhi, 2003

Chaudhuri, K.N, Trade and Civilizations in the Indian Ocean : An Economic History from the Rise of Islam to 1750

Gopal Lalanji, The Economic Life of Northern India, Varanasi, 1965

Habib, Irfan, Economic History of Medieval India: A Survey, New Delhi, 2001

Habib, Irfan, Medieval India: The Study of Civilizations, New Delhi, 2008

Habib, Md. And Nizami KA (eds), A Comprehensive History of India Vol. V

Habibullah, A.B.M, The Foundation of Muslim Rule in India

Jackson, Peter, The Delhi Sultanate: A Political & Military History, Cambridge, 1999

Jha D.N (ed), The Feudal Order, New Delhi, 2000

Kulke, H., The State in India (1000- 1700)

Majumdar R.C and Dasgupta K.K. (eds), A Comprehensive History of India Vol.III

Majumdar R.C. et al (eds), History and Culture of the Indian People Vol. IV and Vol. V

Meister M.M & Dhaky MA, Indian Temple Architecture, Delhi, 1983

Mukherjee B.N, Post-Gupta Coinages of Bengal, Calcutta, 1989

Mukhia, H., The Feudalism Debate

Rakaswami Vijaya, Walking Naked: Women, Society, Spirituality in South India (Simla, 1997)

Ray H.C, Dynastic History of Northern India (New Delhi, 1973)

Ray Nihar Ranjan et al ed., A Source Book of Indian Civilizations (Kolkata, 2000)

Rizvi, S.A.A, The Wonder that was India, Vol. II

Roy Kumkum (ed), Women in Early Indian Societies (New Delhi, 1999)

Sastri , K.A. Nilkanta, A History of South India from Prehistoric Times to the Fall of Vijaynagar,

Sastri K.A. Nilkantha, The Cholas (Madras, 1975 [reprint])

Sastri, K.A. Nilkanta (ed), A Comprehensive History of India Vol. II

Sharma R.S, Early Medieval Indian Society: A Study in Feudalisation, Delhi, 2001.

Sharma R.S, Indian Feudalism, University of Calcutta, 1965.

Sharma R.S, Perspectives in the Social and Economic History of Early India, New Delhi, 1983.

Sharma, R.S, Indian Feudalism

Singh Upinder ed., Rethinking Early Medieval India: A Reader, 2011

Singh Upinder, A History of Ancient and Early Medieval India. Delhi, 2008

Thapar Romila, Early India: From the Origins to AD 1300, London, 2002

Thapar, R; Early India

Veluthat, K; The Political Structure of Early Medieval South India

India and the Expansion of Islam 7-11 century, 1990

Yadava, B.N.S, Society & Culture in North India in the 12th century

Yazdani, G., (ed), The Early History of the Deccan

বামশাম, এ. এল, অতীতের উজ্জ্বল ভারত, (The Wonder That Was India), প্রেন্সিভ পাবলিশার্স, কলকাতা, ২০০৫

মুখোপাধ্যায় হীরেন্দ্রনাথ, ভারত বর্ষের ইতিহাস (১ম খন্ড) (প্রাচীন ও মধ্যযুগ), পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষদ, প্রথম মুদ্রণ নভেম্বর ১৯৯৭

ভট্টাচার্য, নরেন্দ্রনাথ, ধর্ম ও সংস্কৃতিক: প্রাচীন ভারতীয় প্রেক্ষাপট

চক্রবর্তী, রণবীর, প্রাচীন ভারতের অর্থনৈতিক ইতিহাসের সন্ধান, আনন্দ পাবলিশার্স, কলকাতা ২০০২

চক্রবর্তী, রণবীর, ভারত ইতিহাসের আদিপর্ব, ওরিয়েন্ট লংম্যান, কলকাতা, ২০০৭

সেন, সমরেন্দ্রনাথ, বিজ্ঞানের ইতিহাস, শৈব্যা প্রকাশন, ১৯৯৬

শর্মা, রামশরণ, ভারতের সামন্ততন্ত্র, (Indian Feudalism), কে. পি. বাগচিএন্ড কোং, কলকাতা

শর্মা, রামশরণ, আদি মধ্যযুগের ভারতীয় সমাজ: সামন্ত-প্রক্রিয়া বিষয়ে এক সমীক্ষা (Early Medieval Indian Society: A Study in Feudalization), ওরিয়েন্ট লংম্যান, ২০০৩



Course Type: **MAJ-5**  
Semester: **4**  
Course Title: **BHISMAJ05T:**  
**Religion, Society and Culture in Medieval India**  
(L-P-Tu): **5-0-1**  
Credit: **6**  
Practical/Theory: **Theory**

**Course Outcome (CO):**

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

1. **Analyze the evolution of regional languages and literature**, and understand the cultural transitions reflected through developments in art, architecture, painting, and sculpture during the medieval period.
2. **Evaluate the emergence and influence of key religious and philosophical movements**, including the Vaishnavite traditions in Eastern India, the Jagannath cult in Orissa, and devotional movements such as the Warkari and Vithoba cults in Maharashtra.
3. **Interpret the origins, doctrines, and societal impact of Sufism and Bhakti movements**, highlighting their role in shaping religious life and cultural integration across North-East and South India.
4. **Understand the concept and practice of religious tolerance through Sulh-i-kul**, and assess the broader cultural developments it fostered in language, literature, and the arts.
5. **Examine the economic structure of the period**, with emphasis on agricultural practices, the economy, and advancements in science and technology.

**Syllabus:**

**UNIT: I: Development of Literature**

- I. Rise and growth of regional languages; culture in transition with special reference to art, architecture, painting and sculpture-10 classes

**UNIT-II: Schools of Philosophy**

- I. Vaishnavite movements in Eastern India; Jagannath cult in Orissa; Warkari movement and Vithoba movement in Maharashtra – 15 Classes
- II. Sufism and Bhaktism: Its origin and development, doctrines, practices, relevance and its impact on society in North-East and South India – 15 Classes
- III. Religious tolerance and Sulh-i-kul; cultural developments with special reference to language, literature, art and architecture – 10 Classes

**UNIT –III: Economic Scenario**

- I. Agriculture, Economy and development of science and technology of the period – 10 classes

**Reading References:**

B.D. Chattopadhyay, The Making of Early Medieval India, OUP

Burton Stein, Peasant State and Society in Medieval South India, OUP

Satish Chandra, History of Medieval India, New Delhi

K.A. Nizami, State and Culture in Medieval India, New Delhi

K.A. Nilkantha Sastri, A History of South India, Oxford

## **LIST OF MINOR ELECTIVE(ME) COURSES ( MINOR-2)**

Course Type: **ME-2**  
Semester: **2**  
Course Title: **BHISMEB12T: Idea of India and Its History up to 600 BC**  
(L-P-Tu): **3-0-1**  
Credit: **4**  
Practical/Theory: **Theory**

### **Course Outcome (CO):**

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

1. **Understand the conceptual and cultural foundations of Bharatvarsha**, exploring its philosophical essence and the literary richness of ancient texts such as the Vedas, Upanishads, Epics, Smritis, and Jain-Buddhist literature.
2. **Critically examine the contributions of ancient Indian philosophy, science, and environmental ethics**, including the traditional education system, valour ethics, technological advancements, and ecological consciousness rooted in Indian thought.
3. **Analyse key historiographical trends and sources of early Indian history**, including archaeological and literary evidence, and engage in scholarly debates such as the relationship between the Indus and Vedic civilisations.
4. **Identify and describe major prehistoric cultures in India**, including the technological, economic, and artistic developments of the Palaeolithic, Mesolithic, and Neolithic periods.
5. **Evaluate the features and legacy of the Harappan and Vedic civilisations**, focusing on urban planning, economy, religious practices, socio-political systems, and theoretical debates on Aryan origins and the so-called Aryan Invasion.
6. **Trace the historical developments from the 6th century BCE to the Mauryan Age**, including the formation of Mahajanapadas, the rise of Magadhan imperialism, the emergence of Buddhism and Jainism, and the administrative, cultural, and political impact of the Mauryan Empire under Chandragupta and Ashoka.

### **Syllabus:**

#### **UNIT-I: Concept of Bharatvarsha**

- I. Understanding of Bharatvarsha
- II. The glory of Indian Literature: Ved, Vedanga, Upanishads, Epics, Jain and Buddhist Literature, Smriti, Puranas, etc.

#### **UNIT-II: Indian Philosophy, Science and Environment**

- I. Indian educational system
- II. The ethics of Indian valour
- III. Science and Technology
- IV. Environmental conservation: Indian View

### **UNIT – III: Sources and Historiography**

- I. Sources and Historiographical trends of ancient Indian History up to 600 C.E.
- III. The Indus Civilization, Debate on the relationship of Indus and Vedic civilization.
- IV. Significant features of Indus, its continuity, fall and survival.

### **UNIT – IV: A Survey of Prehistoric India**

- I. Old Stone age /Paleolithic- Lower/ Middle/ Upper: Sequence and distribution; stone industries and other technological developments
- II. Late Stone age/Mesolithic cultures- regional and chronological distribution; new developments in technology and economy; Rock Art
- III. New Stone age/Neolithic Cultures- Beginning of agriculture, innovations in technology, Invention of pottery, development of technologies, and sites and importance– 15 Classes

### **UNIT – IV: Harappa and Vedic Civilization**

- I. Its origins and Phases of Harappan Civilization- settlement patterns and town planning system; General Features of the Civilization
- II. Agrarian base; Industries and craft productions- pottery and trade; social and political organizations; religious beliefs and practices; famous Harappan Sites -the problem of urban decline - 20 Classes
- III. Original home land of Aryans, Myths of Aryan Invasion: Various theories
- IV. Vedic Cultures- Early Vedic and Post-Vedic Literature and Vedic Polity, Society and Economy

### **UNIT- V: India from the Sixth Century BCE to the Mauryan Age**

- I. Sources
- II. India in the sixth century BCE: Mahajanpada, Republic and Growth of Urban centres, Rise of Magadhan Imperialism.
- III. Religious systems in the 6th century BCE, Buddhism and Jainism.
- IV. The Maurya Empire, Chandragupta Maurya, Mauryan administration, Ashok, and Ashoka's Dhamma. Mauryan Society, Fall of the Mauryan Empire. Greek Invasion and its Impact -25 Classes

### **Reading References:**

- A.I Basham: The Wonder that was India, Rupa, Delhi 1994
- A.S Altekar, Education in Ancient India, Nand Kishore & Bros, Varanasi, 1944
- Balbir Singh Sihag: Kautilya: The true founder of Economics, Vitasta Publishing Pvt. Ltd,

Delhi, 2014

R.K Mookherjee: The Fundamental Unity of India

Will Durant: The Story of civilization, five communication, US, Jan. 1993(11 Vol)

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

Shereen Ratnagar, Understanding Harappa: Civilization in the Greater Indus Valley , New Delhi

Dilip Kr. Chakraborty (ed), Indus Civilization Sites in India: New Discoveries, Mumbai

R.C. Majumdar, The Classical Accounts of India, Calcutta

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

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

R.S, Sharma, Aspects of Political Ideas and Institutions in Ancient India, Delhi

Upinder Singh, A History of Ancient and Early Medieval India, from Stone Age to the 12th Century, Delhi

Dilip Kr. Chakraborty, The Oxford Companion to Indian Archaeology, OUP, New Delhi

Sankalia, HD: Prehistory and Prohistory of India and Pakistan, Poona 1974

Sastri, K.A Nilakanta: A History of South India, from Prehistoric Times to the fall of Vijyanagar, Oxford University Press, 1955; Also, in Hindi Translation by Bihar Hindi Granth Academy.

Singh, Kripa Shankar: Rigveda, Harrappa Sabhyata and Sanskritic

Nirantarta, Kitab Ghar publication, New Delhi, 2007

Raychaudhary, H.C: Political History of Ancient India, rev Edition, 1953

শর্মা, রামশরণ, ভারতের সমাজতন্ত্র, (Indian Feudalism), কে. পি. বাগচি এন্ড কোং, কলকাতা

শর্মা, রামশরণ, আর্যদের অনুসন্ধান, (Looking for the Aryans), প্রগ্রেসিভ পাবলিশার্স, কলকাতা

শর্মা, রামশরণ, আর্যদের ভারতে আগমন, (Advent of the Aryans), ওরিয়েন্টালংম্যান, ২০০১

Course Type: **ME-3**  
Semester: **3**  
Course Code: **BHISMWT23T**  
Course Title: **BHISMWT23T:**  
**India Under the Delhi Sultanate and Regional Powers: 1206-1526 AD**  
(L-P-Tu): **3-0-1**  
Credit: **4**  
Practical/Theory: **Theory**

### **Course Outcome (CO):**

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

1. **Identify and evaluate key sources of Medieval Indian History**, and understand the political and military developments under the Early Turks, Khaljis, Tughlaqs, Lodis, Sayyids, and the impact of Timur's invasion.
2. **Analyse the administrative structure of the Delhi Sultanate, with special focus on the role of ruling elites, military organisation**, the Iqta system, Mongol threats, and the interaction between state power and rural intermediaries.
3. **Assess the rise and governance of prominent regional powers**, such as the Rajput states of Mewar and Marwar, the Vijayanagar Empire, the Bahmani Kingdom, and others in Orissa and Kashmir, emphasizing their political, cultural, and military contributions.
4. **Examine the socio-economic changes in North India during the medieval period**, including the role of land and water resources, innovations in agricultural techniques, rural social structures, and the revenue systems.
5. **Understand the growth of trade, commerce, and urbanisation**, including the development of non-agricultural production, monetisation, market regulations, and India's participation in Indian Ocean trade networks.

### **Syllabus:**

#### **UNIT- I: Learning Medieval India**

- I. Important sources of Medieval Indian History
- II. Early Turks, Khaljis, and Tughlaqs, Lodi and Sayyid dynasty, Invasion of Timur

#### **UNIT- II: Sultan's Administration**

Ruling Elites, Military organizations; Mongol threats; territorial changes; Iqta system and its relations with rural intermediaries – 20 classes

#### **UNIT –III: Regional powers**

- I. Ruling Dynasties of Rajput States (Mewar and Marwar), Orissa, Kashmir
- II. Vijaynagar Empire

III. Bahamani Kingdom– 20 classes

**UNIT- IV: Changes in Society and Economy**

Society and economy in North India; impact of land and water resources on society; agricultural production and technologies; rural society and revenue system – 20 classes

**UNIT –V: Trade and Commerce**

Urbanization and non-agricultural production; monetization, market regulations and trade; Indian Ocean trade – 15 classes

**Reading References:**

M. Habib and K.A. Nizami (eds), The Delhi Sultanat, Vol.5, New Delhi

Satish Chandra, Medieval India: From Sultanat to the Mughals, 2 vols, New Delhi; Essays on Medieval Indian History, OUP

K.S. Lal, History of the Khaljis 1290-1320, Allahabad

J.N. Sarkar, History of Bengal 1200-1757, Patna

W.H. Moreland, The Agrarian System of Moslem India, Allahabad

K.N. Choudhuri, Trade and Civilization in the Indian Ocean, New Delhi

Raychoudhuri & Habib (eds), The Cambridge Economic History of India, 1200-1700, CUP

A.L. Srivastava: Delhi Sultanate (English or Hindi Version), Shiv Lal Agarwal & Co., Agra, Reprint, 2017

B.N.S. Yadav : Society and Culture in North India in the 12th century. Raka Prakashan, Prayagraj, 2012

B.P. Majumdar: Socio-Economic History of Northern India, Firma K. L. Mukhopadhyay (1960)

Babasaheb Purandare: Raja Shivchattrapati, Vol. I & II, Purandare Prakashan, 2020

G.H. Ojha: Rajputane Ka Itihas, (Hindi) Vaidik Yantralaya, Ajmer, 1927

G.N. Sharma: Mewar and the Mughal Emperors, Shiv Lal Agarwal, Agra, 1962

Herman Kulke (ed.) The State in India (1000-1700), OUP, 1995



Course Type: **ME-6**  
Semester: **5**  
Course Title: **BHISMEB35T: History of Bengal: Reform and Resurgence 18th Century to 1916**  
(L-P-Tu): **3-0-1**  
Credit: **4**  
Practical/Theory: **Theory**

### **Course Outcome (CO):**

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

1. **Understand the transformation of the East India Company's role in India**, from a trading entity to a political power, and assess the intellectual and cultural impact of Orientalists, Evangelicals, and institutions like the Asiatic Society, Fort William College, and Hindu College.
2. **Evaluate the ideological debates surrounding colonial education and reform**, particularly the Anglicist-Orientalist controversy, the Macaulay Minutes, and the roles of Christian missionaries in reshaping education and cultural discourse.
3. **Analyse the rise of socio-religious reform movements** during the late 18th and 19th centuries, with particular focus on figures such as Raja Ram Mohan Roy, Ishwar Chandra Vidyasagar, Sir Syed Ahmed Khan, Abdul Latif, Swami Vivekananda, and the movements they inspired.
4. **Examine the conservative and revivalist responses to reform and modernization**, including traditionalist perspectives on social change and gender, and understand the political ramifications of British colonial policies like the Partition of Bengal.
5. **Assess the emergence of Indian nationalism and early resistance movements**, including the Swadeshi Movement, the Congress Split at Surat, the Lucknow Pact, and the Home Rule Movement during the First World War.

### **Syllabus:**

#### **UNIT-I: Studying the E.I. Company's Transformation**

I. From utility to free trade: evangelicals, the Orientalists, William Jones and the Asiatic Society; the Fort William College and the Hindu College

II. Derozio and Young Bengal movement – 20 classes

#### **UNIT-II: Ideological Debate and Christian Missionaries**

I. Anglicist – Orientalist controversy; Macaulay minutes and coming of western education; Cultural changes and Social and Religious Reform Movements

II. Christian missionaries- The advent of printing and its implications, education: Indigenous and western - Hindu and Muslim religious revivalist movements.

#### **UNIT-III: Social Reforms in India**

I. Society in the late 18th century; religious and social reforms; Ram Mohan and Brahmo movement; Vidyasagar and his reforms; Contribution of Abdul Latif

II. Vivekananda and Ram Krishnite movement; Aligarh movement – 15 classes

#### **UNIT-IV: Impact of Politics in Bengal**

I. Conservative response: growth of traditional-modernisers and their thought on social upliftment; debates around gender;

II. Partition of Bengal 1905: Curzon and the administrative blueprint – 20 classes

III. Swadeshi Movement & Congress Split at Surat

IV. First World War: Lucknow Pact, Home Rule Movement

#### **Reading References:**

N.S. Bose, Indian Awakening and Bengal, Kolkata

David Kopf, British Orientalist and Bengal Renaissance,

Dilip Kr. Biswas, RammohanSamiksha, Kolkata

BinoyGhosh, Vidyasagar o bangaliSamaj, Kolkata

A. Tripathi, Vidyasagar – Traditional Moderniser, Kolkata

Jogesh Ch. Bagal, UnabinshaShatabdir Bangla, Kolkata

R.C. Nath, New Hindoo Movement, Kolkata

C. Palit, New View Points on 19th Century Bengal, Kolkata

Abhijit Dutta, 19th Century Bengali Society and Christian Missionaries, Kolkata

Bandyopadhyay, Sekhar. From Plassey to Partition: A History of Modern India. New Delhi: Orient Blackswan , 2004

Banerjee Dube, Ishita. A History of Modern India. Cambridge University Press, 2015

Bayly C.A., Indian Society and the Making of the British Empire Cambridge University Press, 1995

Choudhary Sushil, Prelude to Empire: Plassey Revolution of 1757. Delhi: Manohar, 2000.

Ghosh, Suresh Chandra. The History of Education in Modern India, 1757 -2012 Delhi: Orient Blackswan , Edition4, 2013

Guha, Ranajit . Elementary Aspects of Peasant Insurgency in Colonial India. New Delhi: Oxford University Press, 1983.

Islam, Sirajul ed. History of Bangladesh 1704-1971 (Vols. I,II & III) Dhaka: Asiatic Society of Bangladesh, 1997

Khan Abdul Majed, Muhammad Reza Khan and the Transition in Bengal . Cambridge University Press, 1969

**Kopf David**, British Orientalism and the Bengal Renaissance: The Dynamics of Indian Modernization, 1773-1835 University of California Press, 1969

**Kopf David**, The Brahmo Samaj and the Shaping of the Modern Indian Mind. Atlantic Publishers 1979.

Marshall P.J, Bengal the British Bridgehead Bengal: The British Bridgehead: Eastern India 1740-1828. Cambridge University Press. 1987

Metcalfe, Thomas, Ideologies of the Raj. Cambridge: Cambridge University Press, 1995.

Sinha , N.K. ed. The history of Bengal 1757- 1905 Calcutta: Calcutta University Press, 1967

jɔMɪfɪdɛju, Nɛaj, Eɕen naL hɪwmɪl Sɪaɬuaɪhɪc : lɪSɪ lɪqɪɪqe bL nɛɛBlɕh<sup>3</sup>/<sub>4</sub>c, fɛɕajɪ fɛLɪneɬ, LmLɪaj, 2021 (Goutam Mukhopadhyay, Unish Shatake Banglar Jatiotabad: Raja Rammohan Theke Sri Arobinda, Protima Prokashani, Kolkata, 2021)

Palash Mondal , Biplobi Jatiotabad Theke Ganotantrik Samajbade Uttoran : Banglar Biplobi Gosthi “Sri Sangha” (1922-1970), Progressive Publisher’s, Kolkata, 2019

Mukhopadhyay, Goutam & Chakrabartty, Samar Kanti, “ *Banglar Jatiotabad : 1800 -1971*”, Progressive Publisher’s, Kolkata, 2023

বন্দ্যোপাধ্যায়, শেখর, পলাশি থেকে পার্টিশান, ওরিয়েন্টলংম্যান

চন্দ্র, বিপান এবং অন্যান্য, ভারতের স্বাধীনতা সংগ্রাম, কে. পি. বাগচি এন্ড কোং, কলকাতা

চন্দ্র, বিপান এবং অন্যান্য, ভারতবর্ষ – স্বাধীনতার পরে, , আনন্দ পাবলিশার্স, কলকাতা

চন্দ্র, বিপান, আধুনিক ভারতঃ ঔপনিবেশিকতাবাদ ও জাতীয়তাবাদ, কে. পি বাগচি এন্ড কোং, কলকাতা

চ্যাটার্জী, জয়া, বাংলা ভাগ হোলঃ হিন্দু সাম্প্রদায়িকতা ও দেশ-বিভাগ, ১৯৩২-১৯৪৭।এল. আলমা. পাবলিকেশনস, কলকাতা, ২০০৩

দেশাই, এ. আর, ভারতীয় জাতীয়তাবাদের সামাজিক পটভূমি, কে. পি. বাগচি এন্ড কোং, কলকাতা

দত্ত, রজনীপাম, আজিকার ভারত সরকার, সুশোভন, বাংলার রেনেসাঁস, দীপায়ন, কলকাতা

ত্রিপাঠী, অমলেশ, স্বাধীনতা সংগ্রামে ভারতের জাতীয় কংগ্রেস ১৮৮৫-১৯৪৭।কলকাতা আনন্দ পাবলিশার্স, ২০১২।

ত্রিপাঠী, অমলেশ, ভারতের মুক্তি সংগ্রামে চরমপন্থী পর্ব, আনন্দ পাবলিশার্স, কলকাতা

মুখোপাধ্যায় হীরেন্দ্রনাথ, ভারতবর্ষের ইতিহাস(২য়খন্ড) (মুঘল ও ব্রিটিশ ভারত) পশ্চিমবঙ্গ রাজ্যপুস্তক পর্ষদ, ৪র্থমুদ্রণ, ১৯৯৮

সুর, নিখিল, ভারতীয় জাতীয়তাবাদী আন্দোলনের পটভূমি, পশ্চিমবঙ্গ রাজ্যপুস্তক পর্ষদ, ১৯৮৯

চট্টোপাধ্যায়প্রণবকুমার, আধুনিকভারত (১৮৫৮-১৯২০) (১মখন্ড)  
পশ্চিমবঙ্গরাজ্যপুস্তকপর্ষদ, ১৯৯৮

চট্টোপাধ্যায়, প্রণবকুমার, আধুনিক ভারত (১৯২০-১৯৪৭) (২য়খন্ড) পশ্চিমবঙ্গ রাজ্যপুস্তক  
পর্ষদ, ১৯৯৯

সেন, সুনীল, ভারতে কৃষি সম্পর্ক(১৭৯৩-১৯৪৭) পশ্চিমবঙ্গ রাজ্যপুস্তক পর্ষদ, ১৯৮৫

ত্রিপাঠী, অমলেশ, স্বাধীনতা সংগ্রামে ভারতের জাতীয় কংগ্রেস, আনন্দ পাবলিশার্স, কলকাতা  
বিশ্বাস, মনোশান্ত, বাংলার মতুয়া আন্দোলনঃ সমাজ, সংস্কৃতি রাজনীতি, সেতু প্রকাশনী,  
কলকাতা

Course Type: **ME-8**  
Semester: **7**  
Course Title: **BHISMEB47T:**  
**Age of Gandhian Nationalism: 1917-1947**  
(L-P-Tu): **3-0-1**  
Credit: **4**  
Practical/Theory: **Theory**

### **Course Outcome (CO):**

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

1. **Understand the emergence and role of Mahatma Gandhi in Indian politics**, including his early interventions, regional movements, political philosophy, and his response to colonial policies like the Rowlatt Act and the Khilafat issue.
2. **Critically analyse major mass movements led by the Indian National Congress**, such as the Non-Cooperation Movement, Civil Disobedience Movement, and Quit India Movement, while engaging with alternative ideologies including revolutionary nationalism and socialism.
3. **Evaluate the growth of diverse social movements**, including those of peasants, industrial workers, tribals, and linguistic groups. Examine the contributions of leaders like Madan Mohan Malaviya and Sahajanand Saraswati and the formation of key organizations such as the All-India Kisan Sabha and trade unions.
4. **Explore the socio-political challenges and communal tensions in the lead-up to independence**, focusing on the roles of the RSS, Hindu Mahasabha, and Muslim League and events like the INA trials, RIN mutiny, and constitutional negotiations, including the Wavell Plan and Cabinet Mission.
5. **Assess the complex political developments that led to the Partition and Independence of India**, analysing the Mountbatten Plan and the broader historical forces that shaped the end of colonial rule.

### **Syllabus:**

#### **UNIT –I: Rise of Gandhi**

I. Arrival of Gandhi in Indian Politics: Regional Movements, Rowlatt Satyagrah, Khilafat Issue, Political Philosophy of Gandhi-5 classes

#### **UNIT- II: Mass Movements of Congress & Alternative Ideologies**

I. Non-Cooperation, Regional variations and Swarajists

II. Revolutionary Movement, Trial of Bhagat Singh, Rise of Leftist Ideology

III. Simon Commission, Nehru Report and Civil Disobedience Movement

IV. Tripuri crisis: Issues and Ideas of Subhash Chand Bose, Quit India movement-20 classes.

### **UNIT –III: Rise of Peasant, Workers, Tribal's & Linguistic Organizations**

I. Peasant Issues since 1919, formation of Regional Peasant Associations and all India

Kisan Sabha, Role of Madan mohan Malviya & Sahjanand Saraswati.

II. Rise of Industrial Worker Class, its issues and Formation of Trade Unions -15 classes

### **UNIT –IV: Road to Partition & Independence**

I. Challenges of Communalism (1942- 1947), RSS, Hindu Maha Sabha and Muslim League

II. Role of INA, INA Trials & RIN Mutiny

III. Constitutional Formulas: Wavell Plan, Cripps and Cabinet Mission

IV. Mountbatten plan, Circumstances leading to Partition & Independence- 20 classes

### **Reading References:**

Bipan Chandra & Others, India's Struggle for Independence, Penguin

A. Tripathi, Swadhinata Sangrame Bharater Jatiya Congress, Kolkata

Bipan Chandra, The Rise and Growth of Indian Nationalism, Haranand

Judith Brown, Gandhi's Rise to Power: Indian Politics 1915-22, CUP

S. Bondyopadhyaya (ed), Nationalist movement in India, Oxford

B.R. Tomlinson, Indian National Congress and the Raj, Palgrave Macmillan

Bipan Chandra, Nationalism and Colonialism in Modern India, Orient Black Swan

Sumit Sarkar: Modern India 1885 n 1947. Macmillian, 1983

R. Jeffery, J Masseless: From Rebellion to the Republi

Paul Brass: The Politics of India since Independence

K.G Subramanian: The Living Tradition: perspectives on Modern Indian Art.

Dutta. K.K: Social History of Modern India

Desai A.R.: Social background of Indian Nationalism

Desai A.R.: India's Path of Development

Prasad, Bisheswar: Bondage and Freedom, Vol. 2

## **LIST OF SKILL ENHANCEMENT (SEC) COURSES**

Course Type: **SEC-1**  
Semester: **1**  
Course Title: **BHISSEC01T: Understanding Culture and Heritage**  
(L-P-Tu): **3-0-0**  
Credit: **3**  
Practical/Theory: **Theory**

### **Course Outcome (CO):**

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

1. **Define and distinguish key concepts related to heritage**, including antiquity, archaeological sites, tangible and intangible heritage, and art treasures, and understand their significance in cultural and historical discourse.
2. **Understand the development of heritage legislation and institutional frameworks**, both in India and internationally, and critically engage with the roles of museums, regulatory bodies, and heritage-related government departments in protecting and promoting cultural heritage.
3. **Explore and analyse Purulia's rich cultural heritage, focusing on traditional performing arts such as Chhou, Nachani Nach, Majhi Nach, Jhumur, Bhadu, and significant archaeological sites, fostering a localised understanding of historical continuity.**
4. **Evaluate the role of popular media in interpreting and preserving culture and heritage**, examining forms such as folk art, rituals, festivals, theatre, photography, cinema, television, music, and dance as vehicles for cultural expression and historical memory.
5. **Investigate the historical evolution of attire and its relationship to gender**, analysing how changing clothing practices reflect broader shifts in gender roles and social perspectives during the nineteenth and twentieth centuries.

### **Syllabus:**

**UNIT –I:** Defining Heritage: Meaning of 'antiquity', 'archaeological site', 'tangible heritage', 'Intangible heritage' and 'art treasure'

**UNIT- II:** Evolution of Heritage Legislation and the Institutional, Framework: Conventions and Acts-national and international Heritage-related government departments, museums, regulatory bodies etc.

**UNIT- III:** Cultural heritage of Purulia: Adivasi Dance & Song- Chhou, Nachani Nach, Majhi Nach, Jhumur, bhadu etc., Archaeological sites: Gorh Panchakot, Telkupi, pakbira, deulghata, anai, Chharra, Para, Budhpur, Banda Temple etc.

**UNIT –IV:** Role of popular media as an interpreter of culture in the preservation of History and heritage in general. Popular Culture: Folk art and culture, fairs, festivals and rituals, theatre photography, cinema, television, music and dance.

**UNIT –V:** History of Attires- Male, Female, changing gender roles and perspectives in shaping the historical gaze in the nineteenth and 20th centuries



## Suggested Readings:

1. A.K Jain, Conservation of Cultural Heritage, Discovery Publication
2. Alok Rai, Hindi Nationalism. Delhi: Orient Longman, 2001
3. Asit Basu, Dr. Pradip Kumar Mandal, Manbhum Purulia Parichay, Byanjanbarna
4. Bernard Cohn, Anthropologist among Historians and Other Essays, Delhi: Oxford University Press, 1998
5. Bharati Roy, Women of India: Colonial and Post- Colonial Periods, Sage
6. Bibekananda Basu, The Chhaw Dance of Purulia, Notion Press
7. Biswamoy Pati, (Ed.). Adivasis in Colonial India: Survival, Resistance and Negotiation. New Delhi: Orient Blackswan. 2011
8. Brahma Prakash, Cultural Labour : Conceptualizing the 'Folk Performance' in India, Oxford University Press
9. D.D Koshambi, An Introduction to the Study of Indian History, Sage Publication
10. Debaprasad Jana (Ed.), Ahalyabhumi Purulia, Deep Prakashan
11. Devika Cariapa, India Through Archeology: Excavating History, Tulika Publishers
12. Dilip K. Chakrabarti, Archaeology in the Third World: A History of Indian Archaeology Since 1947. Delhi: D. K. Printworld Ltd., 2003
13. Dilip Kumar Chakrabarti, India- An Archaeological History: Paleolithic Beginnings to Early History Foundation, Oxford University Press
14. Geraldine Forbes, Women in Modern India, Cambridge University Press
15. Grin Verlag, The Journey of Purulia Chau Dance. From Vague to Vogue,
16. Haridas Bhattacharya, The Cultural Heritage of India, Ramkrishna Mission Inst of Culture
17. J.N. Banerjea, The Development of Hindu Iconography. New Delhi: Munshi Ram Manohar Lal, 1975
18. James Fergusson, Archaeology in India, R Publications
19. John Storey, Cultural Studies and the Study of Popular Culture: Theories and Methods. Edinburgh: Edinburgh University Press, 1996
20. K. Moti Gokulsing and Wimal Dissanayake (ed.), Popular Culture in a Globalized India, Routledge
21. Madhukar Shripad Mate, Archaeology of Medieval India, BR Publishing Corporation
22. Nain Mehta (ed.), Television in India: Satellite, Politics and Cultural Change, Routledge.

23. P.P. Dhar, (Ed). Indian Art History: Changing Perspectives. New Delhi: DK. 2011
24. Partha Mitter, Art and Nationalism in Colonial India 1850-1922; Occidental Orientations, Cambridge: Cambridge University Press, 1994
25. Phyllis M. Messenger, Susan J. Bender, History and Approaches to Heritage Studies, University Press of Florida
26. R. C. Majumdar, (Ed.) History and Culture of the Indian People. Bombay: Bhartiya Vidya Bhawan, (Publication date not found).
27. Rameswari Pandya, Women in Changing India, Serials Publication
28. Roma Chatterji, Writing Identities: Folklore and Performance Arts of Purulia, Bengal, Aryan Books International
29. Roma Chatterji, Writing Identities: Folklore and Performative Arts of Purulia, Bengal, Aryan Books.
30. Ruchi Pritam, Journey through India's Heritage, ICT Academy Publication
31. Rupendra Kumar Chottopadhyay, The Archaeology of Coastal Bengal, Oxford University Press, India.
32. Sailendra Nath Sen, A Textbook of Indian History and Culture, Primus Book
33. Sanjukta Dasgupta, Media, Gender and Popular Culture in India: Tracking Change and Continuity, Sage India
34. Sumit Sarkar, Tanika Sarkar, Women and Social Reform in Modern India – Vol 1 & Vol 2, Permanent Black
35. Thapar, Romila. Indian Cultures as Heritage: Contemporary Pasts. New Delhi: Aleph Book Company, 2018
36. Upinder Singh, The Discovery of Ancient India: Early Archaeologists and the Beginnings of Archaeology. Delhi: Permanent Black, 2005
37. V.K Jain, Prehistory and Protohistory of India: An Appraisal Paleolithic, Non - Harappan, Chalcolithic cultures, D.K. Print World Limited
38. Yatin Pandya, Concepts of Space in Traditional Indian Architecture. Ahmedabad: Granth Corporation, 2005