

**Raja NarendraLal Khan Women's College
(Autonomous)**



Syllabus

Department of History

(UG)

Programme under

NEP -2020

w.e.f. 2023 -2024Academic Session

Raja N.L. Khan Women's College (Autonomous)
 Department Of History (UG)
 Major Course
 Full Marks=75(Wrtrt.- 60; Cumulative Assessment-15(10+05))

Sl No.	Paper Code	Title of the Paper	Sem	Credit	Allot. Class	
					Th.	Tu.
1	HISHMJT-1	HISTORY OF ANCIENT INDIA -I	I	04	03	01
2	HISHMJT-2	HISTORY OF ANCIENT INDIA-II	II	04	03	01
3	HISHMJT-3	HISTORY OF MEDIEVAL INDIA FROM 1206 A.D. To 1526 A.D	III	08	03	01
4	HISHMJT-4	HISTORY OF MEDIEVAL INDIA FROM 1526 A.D. To 1707 A.D.			03	01
5	HISHMJT-5	HISTORY OF MODERN INDIA FROM 1707 A.D. TO 1885 A.D.	IV	12	03	01
6	HISHMJT-6	HISTORY OF INDIAN FREEDOM MOVEMENT FROM 1885 A.D. TO 1947 A.D.			03	01
7	HISHMJT-7	HISTORY OF INDIA FROM 1947 A.D. TO 1990 A.D.			03	01
8	HISHMJT-8	WOMEN AND SOCIAL CHANGE IN 19 TH CENTURY	V	16	03	01
9	HISHMJT-9	MAKING OF INDIAN FOREIGN POLICY			03	01
10	HISHMJT-10	TRANSFORMATION OF EUROPE FROM 1300 A.D. TO 1700 A.D.			03	01
11	HISHMJT-11	HISTORY OF MODERN EUROPE FROM 1789 A.D. TO 1914 A.D.			03	01
12	HISHMJT-12	GREEK HISTORY AND CIVILIZATION FROM 510 BCE TO 356 B.C.E	VI	16	03	01
13	HISHMJT-13	HISTORY OF MODERN EAST ASIA: CHINA			03	01
14	HISHMJT-14	HISTORY OF MORDERN EUROPE FROM 1919 A.D. TO 1945 A.D.			03	01
15	HISHMJT-15	HISTORY OF MORDERN EAST ASIA: JAPAN			03	01
16	HISHMJT-16	SOCIAL FORMATION AND CULTUAL PATTERNS OF THE MEDIEVAL WORLD	VII	16	03	01
17	HISHMJT-17	CONTEMPORARY WORLD; SELECT THEMES			03	01
18	HISHMJT-18	HISTORY AND HISTORIOGRAPHY (GREEK & ROMAN)			03	01

19	HISHMJT-19	History and Historiography: The Indian Tradition			03	01
20	HISHMJT-20	HISTORY OF SOUTH EAST ASIA IN THE 20 TH CENTURY	VIII	20	03	01
21	HISHMJT-21	HISTORY OF SOUTH WEST BENGAL IN THE 19 TH AND 20 TH CENTURIES			03	01
	DSE1	POPULAR CULTURE IN BENGAL IN THE 19 th AND 20 th CENTURIES				
	DSE2	IDEAS AND THOUGHTS IN MORDERN INDIA: SELECT THEMES & PERSONALITIES				
	DSE3	ADIVASI HISTORY IN COLONIAL BENGAL				
Total Credits=				96		

Raja N.L. Khan Women's College (Autonomous)
Department Of History (UG)
Minor Course
Full Marks=75(Wrtt.-60; Cumulative Assessment-15(10+05))

Sl No	Paper Code	Title of the Paper	Sem.		Credit	Allot. Class	
			1 st Minor	2 nd Minor		Th	Tu
1	HISHMIT- 1	HISTORY OF ANCIENT INDIA	I	II	04	03	01
2	HISHMIT- 2	HISTORY OF MEDIEVAL INDIA FROM 1206 A.D TO1707 A.D.	III	IV	04	03	01
3	HISHMIT- 3	HISTORY OF MORDERN INDIA FROM 1707A.D. TO 1885A.D	V	VI	04	03	01
4	HISHMIT- 4	HISTORY OF INDIAN FREEDOM MOVEMENT FROM 1885A.D. TO 1947A.D	VII	VIII	04	03	01
Total Credits=					16		

SEC Course
Full Marks=50(Wrtd.-40; Cumulative Assessment-10(05+05))

Sl No.	Paper Code	Title of the Paper	Sem.	Credit	Allot. Class	
					Th	Tu
1	SECT-1	ART APPRECIATION: AN INTRODUCTION TO INDIAN ART (PRE HISTORIC TO EARLY MEDIEVAL PERIOD)	I	03	02	01
2	SECT-2	ART APPRECIATION: AN INTRODUCTION TO INDIAN ART (MEDIEVAL TO MODERN PERIOD)	II	03	02	01
3	SECT-3	ART APPRECIATION: AN INTRODUCTION TO INDIAN ART (LOCAL ART AND ARCHITECTURE OF MEDINIPORE)	III	03	02	01
Total Credits=				09		

VAC Course
Full Marks=50 (Wrtd.-40; Cumulative Assessment-10(05+05))

Sl No	Paper Code	Title of the Paper	Sem.	Credit
1	VAC (GR-C+D)	HISTORY OF INDIAN FREEDOM MOVEMENT FROM 1885-1947	I	02
2	VAC (GR-A+B)	HISTORY OF INDIAN FREEDOM MOVEMENT FROM 1885-1947	II	02
Total Credits=				04

Programme Objectives and Outcome:

Objectives :

History has got such a wide range that it appears to be “amorphous, virtually like a country without boundaries or a circumference without a centre.”

It is not possible to say when man’s “sense of history” began, but it is beyond any doubt that in the absence of a “historical sense” it is not possible for a culture/ civilization/ nation/ society to develop and prosper on the scale of time. As the past, present and future are delicately woven together as an endless chain of events, a nation’s attitude and approach to its past play an immensely vital role in its evolution, growth and development.

Few nations in the world today face so many problems as does India. In order to solve these problem it is essential that the rising generations should have a clear and as true a picture of the past as possible. Not only that, it is also equally important to approach the past with a “historical sense”.

Intended Programme Outcome:

- Development of “historical sense”.
- Understanding of the cultural patterns and civilizations with all their varied aspects.
- Understanding of the patterns of interplay of the man with his environment and his fellowmen.
- Development of global, national and regional consciousness
- Development of skill and competence required for analyzing, interpreting and understanding various complicated and critical problems relating to politics, polity, economy, society and culture with multi-disciplinary approach.
- Importance of facts in the construction and reconstruction of ideas .
- Acquaintance with the cultural patterns of the classical West, transformation of Europe, Western politics and economy of the modern times.

- Transfer of the knowledge, skills and experiences by the students to the society and its application in personal life.
- Preparing solid foundation for progression to higher studies in history and its allied branches of knowledge (Medieval Indian History, AIHC, Numismatics, Archaeology, IR etc.) in reputable institutes in India and abroad.
- Training for using pedagogical tools and ICT

NEP-HISTORY 2023

Semester-I
Course Structure

Sl. No.	Name of the Courses	No. of Papers	Credits	Full Marks
1	Major	01	04	75
2	Minor	01	04	75
3	IDC/MDC	01	03	50
4	AEC ENGLISH	01	02	50
5	SEC	01	03	50
6	VAC	02	04(02+02)	100(50+50)
	Total=	07	20	400

Semester-I
History- Major Course

Paper Code	Paper Title	Credits
HISHMJ1T	HISTORY OF ANCIENT INDIA -I	04

Outcomes: By studying this course the students will be able to understand our earliest hominid ancestors and the history from pastoralism to settled life in Indian context

HISHMJ1T-1:HISTORY OF ANCIENT INDIA -I		
Unit	Contents	Remarks
Unit I: Understanding Early India	<ul style="list-style-type: none"> Historical theories and interpretations about the Indian past The idea of Bharatavarsha: Indian subcontinent with all its diversity and cultural traditions An overview of literary and archaeological sources 	
Unit-II:Neolithic to Chalcolithic Settlements	<ul style="list-style-type: none"> The earliest village farming community in India—transition from pastoral life to the practice of agriculture: Mehrgarh and its various cultural phases The first urbanization in the Indian subcontinent—Indus valley civilization: contemporary perspectives through a historiography The early Harappan, Harappan and late Harappan phases: technology, architecture, religion and maritime trade. 	

	<ul style="list-style-type: none"> • End transformation of the Indus civilization: different theories. 	
Unit-III: The Aryans in India: Vedic Age	<ul style="list-style-type: none"> • The historiography of the concept Aryan • The spread of Aryan settlements in India • The period of the Vedas, Brahmanas and Upanishads: pastoralism, agriculture and other occupations • Political development, culture and rituals 	
Unit-IV: North India in sixth century BCE	<ul style="list-style-type: none"> • Establishment of kingdoms, oligarchies and chiefdoms: sixteen Mahajanapadas • The autonomous clans rise of Magadhan imperialism Decline and Contributions 	
Unit-V: Jainism and Buddhism	<ul style="list-style-type: none"> • Causes, Doctrines, Spread, 	
Unit-VI: Emergence and Growth of Mauryan Empire;	<ul style="list-style-type: none"> • State, Administration, Economy, Ashoka's Dhamma, Art & Architecture 	

Semester-I
History- Minor Course

Paper Code	Paper Title	Credits
HISHMI1T	ANICENT INDIA -I	04

Outcomes: By studying this course the students will be able to understand our earliest hominid ancestors and the history from pastoralism to settled life in Indian context

HISHMI1T: ANICENT INDIA-I		
Unit	Contents	Remarks
Unit-I:Neolithic to Chalcolithic settlements	<ul style="list-style-type: none"> • The first urbanization in the Indian subcontinent—Indus civilization: contemporary perspectives through a historiography • The early Harappan, Harappan and late Harappan phases: technology, architecture, religion and maritime trade. • End/transformation of the Indus civilization: different theories. 	
Unit-II:The Aryans in India: Vedic Age	<ul style="list-style-type: none"> • The historiography of the concept Aryan • The spread of Aryan settlements in India • The period of the Vedas, Brahmanas and Upanishads: pastoralism, agriculture and other occupations • Political development, culture and rituals 	
Unit-III:North India in sixth century BCE	<ul style="list-style-type: none"> • Establishment of kingdoms, oligarchies and chiefdoms: sixteen Mahajanapadas • The autonomous clans rise of Magadhan imperialism Decline and Contributions 	
Unit-IV:Jainism and Buddhism:	<ul style="list-style-type: none"> • Causes, Doctrines, Spread, 	
Unit-V:Emergence and Growth of Mauryan Empire;	<ul style="list-style-type: none"> • State , Administration, Economy, Ashoka's Dhamma, Art & Architecture 	

UNIT VI: Post Mauryan India:	Rise of regional power centres in the postMauryan period; the Shaka Kshatrapas of western India and the Satavahanas; trade and economy (200 BCE-300 BCE); the Kushanas.	
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Semester-I

History- SEC (Skill Enhancement Course)

Paper Code	Paper Title	Credits
HISHSEC1T	ART APPRECIATION: AN INTRODUCTION TO INDIAN ART (PRE HISTORIC TO EARLY MEDIEVAL PERIOD)	03

Outcome: the student will be able to appreciate the ancient wisdom of building and art and understand the continuity of the same a heritage.

HISHSEC1T: ART APPRECIATION: AN INTRODUCTION TO ANCIENT ART (PRE HISTORIC TO EARLY MEDIEVAL PERIOD)		
Unit	Contents	Remarks
Unit-1: Art an Introduction	Definition of Art, Classification of Art, Historical Sources of Arts in Indian History, Indian Heritage	
Unit II: Prehistoric and Protohistoric Art	Cave art, Rock art, Mehrgarh, Kili Gul Muhammad, Damb Sadat, Mundigak, Buff (Colour) Culture, Kulli culture, Shahi Tump, Amri culture, Harappan Arts Crafts	
Unit III: Indian Art (600 BCE-600CE)	Pre Mauryan and Mauryan Art, Post Mauryan Art, Gupta Art & Architecture, Major developments in Stupa, Cave and Temple art and Architecture, Early Indian Sculpture: Style and iconography, Numismatic Art.	
Unit IV: Indian Art (600 CE -1200 CE)	Temple forms and their architectural features, Early illustrated manuscripts and mural painting traditions, Early medieval sculpture: style and iconography, Indian bronzes or metal icons	

Semester-II
Course Structure

Sl. No.	Name of the Courses	No. of Papers	Credits	Full Marks
1	Major	01	04	75
2	Minor	01	04	75
3	IDC/MDC	01	03	50
4	AEC MIL (Beng./ Hindi)	01	02	50
5	SEC	01	03	50
6	VAC	02	04(2+2)	100(50+50)
7	CESR	01	02	50
<i>Total=</i>		<i>08</i>	<i>22</i>	<i>450</i>

Semester-II
History- Major Course

Paper Code	Paper Title	Credits
HISHMJ2T	HISTORY OF ANCIENT INDIA-II	04

Outcome: The paper ensures that the students learn the changes in political, social, economic and cultural scenario happening during this chronological span. It will also teach them how to study sources to the changing historical processes.

HISHMJ2T: HISTORY OF ANCIENT INDIA -II		
Unit	Contents	Remarks
Unit-I: The Satvahanas Phase	<ul style="list-style-type: none"> Aspects of Political History, Material Culture, Administration, Religion 	
Unit-II: The Kushana Dynasty	<ul style="list-style-type: none"> Aspects of Political History, Material Culture, Administration, Religion 	
Unit-III: The Rise & Growth of the Guptas:	<ul style="list-style-type: none"> Administration, Society, Economy, Religion, Art, Literature, and Science & Technology. 	
Unit-IV: Harsha & His Times	<ul style="list-style-type: none"> Harsha's Kingdom, Administration, Buddhism & Nalanda 	
Unit-V: Towards the Early Medieval	<ul style="list-style-type: none"> Changes in Society, Polity, Economy and Culture with reference to the Pallavas, Chalukayas, Chola and Vardhanas. 	
Unit-VI: Evolution of Political structures	<ul style="list-style-type: none"> Rashtakutas, Pala & Pratiharas. 	

Semester-II
History- Minor Course

Paper Code	Paper Title	Credits
HISHMI1T	ANICENT INDIA -I	04

Outcomes: By studying this course the students will be able to understand our earliest hominid ancestors and the history from pastoralism to settled life in Indian context

HISHMI1T: ANICENT INDIA-I		
Unit	Contents	Remarks
Unit-I:Neolithic to Chalcolithic settlements	<ul style="list-style-type: none"> • The first urbanization in the Indian subcontinent—Indus civilization: contemporary perspectives through a historiography • The early Harappan, Harappan and late Harappan phases: technology, architecture, religion and maritime trade. • End/transformation of the Indus civilization: different theories. 	
Unit-II:The Aryans in India: Vedic Age	<ul style="list-style-type: none"> • The historiography of the concept Aryan • The spread of Aryan settlements in India • The period of the Vedas, Brahmanas and Upanishads: pastoralism, agriculture and other occupations • Political development, culture and rituals 	
Unit-III:North India in sixth century BCE	<ul style="list-style-type: none"> • Establishment of kingdoms, oligarchies and chiefdoms: sixteen Mahajanapadas • The autonomous clans rise of Magadhan imperialism Decline and Contributions 	
Unit-IV:Jainism and Buddhism:	<ul style="list-style-type: none"> • Causes, Doctrines, Spread, 	
Unit-V:Emergence and Growth of Mauryan Empire;	<ul style="list-style-type: none"> • State , Administration, Economy, Ashoka's Dhamma, Art & Architecture 	
UNIT VI: Post Mauryan India:	Rise of regional power centres in the postMauryan period; the Shaka Kshatrapas of western India and the Satavahanas; trade and economy (200 BCE-300 BCE); the Kushanas.	

Semester-II
History- SEC (Skill Enhancement Course)

Paper Code	Paper Title	Credits
HISHSEC2T	ART APPRECIATION: AN INTRODUCTION TO INDIAN ART (MEDIEVAL TO MODERN PERIOD)	03

Outcome: Students will learn about medieval Islamic architecture and sculpture and develop an understanding of their swadeshi art. At the same time they will know about Indian legendary artists and their artistic activities.

HISHSEC2T: ART APPRECIATION: AN INTRODUCTION TO INDIAN ART (MEDIEVAL TO MODERN PERIOD)		
Unit	Contents	Remarks
Unit I: Indian Art and Architecture (1200 CE -1800 CE)	<ul style="list-style-type: none"> Sultanate and Mughal Architecture, Miniature Painting traditions: Mughal, Rajasthani, Pahari Introduction to fort, Palace and Haveli Architecture 	
Unit II: Modern and Contemporary Indian Art and Architecture	<ul style="list-style-type: none"> The Colonial Period, Art Movements: Bengal School of Art, Progressive Artists Group 	
Unit III: Indian Major Artist and Their Artworks	<ul style="list-style-type: none"> Raja Ravi Varma (1848-1907), Gaganendranath Tagore (1867-1938), Abanindranath Tagore (1871-1951), Rabindranath Tagore (1861-1941), Nandalal Bose (1882-1966), Devi Prasad Roy Choudhury (1899-1975), Jamini Roy (1887-1973), Benode Behari Mukherjee (1904-1980), Ramkinkar Baij (1906-1980), Hemendranath Majumdar (1894-1948) 	
Unit IV: Indian Folk Art and Popular Art	<ul style="list-style-type: none"> Folk Art and Primitive Art, Popular Art, Description of Some Popular Arts in India 	

Semester-III
Course Structure

Sl. No.	Name of the Courses	No. of Papers	Credits	Full Marks
1	Major	02	08(4+4)	150(75x2)
2	Minor	01	04	75
3	IDC/MDC	01	03	50
4	AEC MIL (Beng./ Hindi)	01	02	50
5	SEC	01	03	50
Total=		06	20	375

Semester-III
History Major

Paper Code	Paper Title	Credits
HISHMJT-3	HISTORY OF MEDIEVAL INDIA FROM 1206 A.D TO 1526 A.D	04

Outcomes: Be able to understand the growth of Composite Culture in the Turko-Afghan Period.

HISHMJT-3: HISTORY OF MEDIEVAL INDIA FROM 1206 A.D TO 1526 A.D		
Unit	Contents	Remarks
Unit-I: Arabs in Sindh:	<ul style="list-style-type: none"> Slow progress of Islam in India 	
Unit-II: Struggle for power in Northern India & establishment of Sultanate.	<ul style="list-style-type: none"> Turkish invasions from Sabutogin to Muhammad Ghori 	
Unit-III: Interpreting the Delhi Sultanate:	<ul style="list-style-type: none"> Survey of sources: Persian Turkish tradition; vernacular histories; Epigraphy 	
Unit-IV: Sultanate Political Structures:	<ul style="list-style-type: none"> Foundation, expansion and consolidation of the Sultanate of Delhi; The Khaljis and the Tughluqs; Mongol threat and Timur invasion; The Lodis: Conquest of Bahlul and Sikandar; Ibrahim Lodi and the battle of Panipat. Theories of kingship; Ruling elites; Sufis, ulema and the political authority; imperial monuments and coinage. Emergence of provincial dynasties: Bahamanis, Vijayanagar, Gujarat, Malwa, Jaunpur and Bengal Consolidation of regional identities; regional art, architecture and literature. 	

<p>Unit-V: Society and Economy:</p>	<ul style="list-style-type: none"> • Iqta and the revenue-free grants • Agricultural production; technology • Changes in rural society; revenue systems • Monetization; market regulations; growth of urban centers; trade and commerce; Indian Ocean trade 	
<p>Unit-VI: Religion, Society and Culture:</p>	<ul style="list-style-type: none"> • Sufi silsilas: Chishtis and Suhrawardis; doctrines and practices; social roles • Bhakti movements and monotheistic traditions in South and North India; Women Bhaktas; • Nathpanthis; Kabir, Nanak and the Saint tradition 	

Semester-III
History Major

Paper Code	Paper Title	Credits
HISHMJT-4	HISTORY OF MEDIEVAL INDIA FROM 1526 A.D TO 1707 A.D	04

Outcome: To make them acquainted with the fundamental questions of identity and diversity.

HISHMJT-4: HISTORY OF MEDIEVAL INDIA FROM 1526 A.D TO 1707 A.D		
Unit	Contents	Remarks
Unit-I: Sources and Historiography:	<ul style="list-style-type: none"> • Persian literary culture; translations; Vernacular literary traditions • Modern Interpretations 	
Unit-II: Establishment of Mughal rule:	<ul style="list-style-type: none"> • India on the eve of Babur's invasion • Fire arms, military technology and warfare • Humayun's struggle for empire • Sher Shah and his administrative and revenue reforms 	
Unit-III: Consolidation of Mughal rule under Akbar:	<ul style="list-style-type: none"> • Campaigns and conquests: tactics and technology • Evolution of administrative institutions: zabt, mansab, jagir, madad-i-maash • Revolts and resistance 	
Unit-IV: Political Culture under Jahangir and Shah Jahan:	<ul style="list-style-type: none"> • Extension of Mughal rule; changes in mansab and jagir systems; imperial culture • Orthodoxy and syncretism - Naqshbandi Sufis, Miyan Mir, Dara Shukoh, Sarmad 	
Unit-V: Mughal Empire under Aurangzeb:	<ul style="list-style-type: none"> • State and religion under Aurangzeb; issues in the war of succession; policies regarding Religious groups and institutions • Conquests and limits of expansion • Beginning of the crisis: contemporary perceptions; agrarian and jagir crises; revolts 	
Unit-VI: Expansion and Integration:	<ul style="list-style-type: none"> • Incorporation of Rajputs and other indigenous groups in Mughal nobility. • North-West frontier, Gujarat and the Deccan Conquest of Bengal 	
Unit-VII: Rural Society and Economy:	<ul style="list-style-type: none"> • Land rights and revenue system; Zamindars and peasants; rural tensions 	

	<ul style="list-style-type: none"> • Extension of agriculture; agricultural production; crop patterns • Trade routes and patterns of internal commerce; overseastrade; rise of Surat 	
Unit-VIII: Political and religious ideals:	<ul style="list-style-type: none"> • Inclusive political ideas: theory and practice • Religious tolerance and sulh-i-kul; Sufi mystical and intellectual interventions • Pressure from the ulema 	

Semester-III
History Minor

Paper Code	Paper Title	Credits
HISHMIT-2	HISTORY OF MEDIEVAL INDIA FROM 1206 A.D TO 1707 A.D	04

Outcome: The study of the Sultanate period has been designed to make the students familiar with the drastic political change in Northern India during the late Medieval period. The Turko Afghan period introduced Turkish, Persian and Arab Social and artistic Influences to the area. The Delhi Sultanate was significant in how drastically it reshaped Northern India during the late medieval period. Be able to understand the growth of composite culture in the Turko-Afghan Period.

HISHMIT-2: HISTORY OF MEDIEVAL INDIA FROM 1206 A.D TO 1707 A.D		
Unit	Contents	Remarks
Unit-I:	<ul style="list-style-type: none"> • Foundation, Expansion & Consolidation of the Delhi Sultanate; Nobility & Iqta system. 	
Unit-II:	<ul style="list-style-type: none"> • Military, administrative & economic reforms under the Khiljis & the Tughlaqs 	
Unit-III:	<ul style="list-style-type: none"> • Bhakti & Sufi Movements. 	
Unit-IV:	<ul style="list-style-type: none"> • Provincial kingdoms: Mewar, Bengal, Vijaynagara & Bahamanis 	
Unit-V:	<ul style="list-style-type: none"> • Emergence and consolidation of the Mughal State, C.16th century to mid 17th century. 	
Unit-VI:	<ul style="list-style-type: none"> • Akbar to Aurangzeb: administrative structure- • Mansab & Jagirs, State & Religion, Socio-Religious Movements. 	
Unit-VII:	<ul style="list-style-type: none"> • Economy, Society & Culture under the Mughals. • Emergence of Maratha Power 	

Semester-III
History- SEC Course

Paper Code	Paper Title	Credits
HISHSEC3T:	ART APPRECIATION: AN INTRODUCTION TO INDIAN ART (LOCAL ART AND ARCHITECTURE OF MEDINIPUR)	03

Course Outcome: Students will learn about local arts and artists of Midnipur. They will get a good idea about the temples, mosques, churches and Garh in Medinipur.

HISHSEC3T: ART APPRECIATION: AN INTRODUCTION TO INDIAN ART (LOCAL ART AND ARCHITECTURE OF MEDINIPUR)		
Unit	Contents	Remarks
Unit-I: Local Art	<ul style="list-style-type: none"> Folk Art, Local Art and Traditional Art, Folk Artist of Medinipur, Cottage Industry, Artistic Crafts and Handicrafts of Medinipur. 	
Unit-II: Temple Architecture	<ul style="list-style-type: none"> Context of temple architecture, features of architectural development, regional variation and inclusion of temple style, 'Bangla'-style variations, mid-medieval temples, nature of temple structure during Sultanate period, Some Traditional temple of Medinipur. 	
Unit-III: Mosques and Churches	<ul style="list-style-type: none"> Emergence of Mosque-Architecture in Bengal during the Sultanate Period, 'Mosque City' Medinipur, Mosque-Mazar, Famous Mosques and Shrines. 	
Unit-IV: Garh and Forts	<ul style="list-style-type: none"> Classification of Garh and Forts in Midnipur, Abasgarh, Ardhagarh, Kurumbera or Karambera Fort, Karnagarh, Khelegarh, Chandrarekharh, Narayangarh, Narajol Rajgarh, Bardagarh, Balrampurgarh, Gopgiri of Midnipur, Raghunathgarh, Ramgarh and Lalgah. 	

Semester-IV
Course Structure

Sl. No.	Name of the Courses	No. of Papers	Credits	Full Marks
1	Major	03	12(4x3)	225(75x3)
2	Minor	01	04	75
3	AEC ENGLISH	01	02	50
4	Professional Course	01	02	50
	Total=	06	20	400

Semester-IV
History Major

Paper Code	Paper Title	Credits
HISHMJT-5	HISTORY OF MODERN INDIA FROM 1707A.D. TO 1885 A.D	04

Outcome: This course would engage with the process of transformation of India during the eighteenth century into a colonial power. It would highlight British imperialist expansion in India, together with the setting up of an apparatus of governance of the British Raj, and its impact on the indigenous society and culture. The changes introduced in the rural economy and society, together with trade and industry would also be studied. Finally, the reactions and revolts against the colonial impositions would be addressed as well in this course.

HISHMJT-5: HISTORY OF MODERN INDIA FROM 1707 A.D TO 1885 A.D		
Unit	Contents	Remarks
Unit-I: India in the mid 18th Century	Society, Economy, Polity	
Unit-II: Expansion and Consolidation of Colonial Power	<ul style="list-style-type: none"> • Mercantilism, foreign trade and early forms of exactions from Bengal • Dynamics of expansion, with special reference to Bengal, Mysore, Western India, Awadh, Punjab and Sindh. 	
Unit-III: Rural Economy and Society	<ul style="list-style-type: none"> • Land revenue systems and forest policy • Commercialization and indebtedness • Rural society : change and continuity. • Famines • Pastoral economy and shifting cultivation. 	
Unit-IV: Trade and Industry	<ul style="list-style-type: none"> • De industrialization • Trade and fiscal policy • Drain of Wealth • Growth of modern industry 	

Unit-V: Popular Resistance	<ul style="list-style-type: none"> • Santhal uprising (1855); • Uprising of 1857 	
Unit-VI: Cultural changes and Social and Religious Reform Movements	<ul style="list-style-type: none"> • Growth of a new intelligentsia – the Press and Public Opinion • Reform and Revival: Brahmo Samaj, Prarthana Samaj, and Ramakrishna and Vivekananda, Arya Samaj, Wahabi, Deoband, Aligarh and Singh Sabha Movements. 	

Semester-IV
History Major

Paper Code	Paper Title	Credits
HISHMJT-6	HISTORY OF INDIAN FREEDOM MOVMENT FROM 1885 A.D TO 1947 A.D	04

Outcome: On successful completion of the course it will-

- i. help the students to get acquainted on latest readings on the national movement through the perspectives of gender, caste and community.
- ii. Help to improve their reading and writing abilities through both oral and written assignments

HISHMJT-6: HISTORY OF INDIAN FREEDOM MOVMENT FROM 1885 A.D TO 1947		
Unit	Contents	Remarks
Unit-I: Nationalism: Trends up to 1919	<ul style="list-style-type: none"> • Political ideology and organizations, formation of Indian National Congress. • Moderates and Extremists. • Swedish Movement • Revolutionaries 	
Unit-II: Gandhian nationalism after 1919: Ideas and Movements	<ul style="list-style-type: none"> • Mahatma Gandhi: his Perspectives and Methods • Impact of the First World War • Rowlett Satyagraha and Jallianwala Bagh Tragedy • Non- Cooperation and Civil Disobedience Movement. • Provincial Autonomy, Quit India and INA • Left wing movements, Naval Revolt 	
Unit-III: Nationalism and Social Groups: Interfaces	<ul style="list-style-type: none"> • Landlords, Professionals and Middle Classes • Peasants • Tribal • Labour • Dalits • Women • Business groups 	
Unit-V:Communalism: Ideologies and practices, RSS, Hindu MahaSabha, Muslim League		

Unit-VI:Emergence of a New State	<ul style="list-style-type: none">• Making of the Constitution• Integration of princely states• Land reform and beginnings of planning	
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Semester-IV
History Major

Paper Code	Paper Title	Credits
HISHMJT-7	HISTORY OF MODERN INDIA FROM 1947 A.D TO 1990 A.D	04

Outcome: This paper has been designed with the principal mission to acquire essential knowledge and skill for developing sense of understanding of the emergence and consolidation of independent India in historical perspective.

HISHMJT-7: HISTORY OF MODERN INDIA FROM 1947 A.D TO 1990 A.D		
Unit	Contents	Remarks
Unit-I	<ul style="list-style-type: none">• Legacy of the national movement	
Unit-II	<ul style="list-style-type: none">• Challenges of nation building: political, constitutional, linguistic and economic challenges.	
Unit-III	<ul style="list-style-type: none">• The Decline of the ‘Congress System’	
Unit-IV	<ul style="list-style-type: none">• Green Revolution	
Unit-V	<ul style="list-style-type: none">• Growth of Naxalite movement and other social movements	
Unit-VI	<ul style="list-style-type: none">• Beginning of the economic liberalization in India (LPG Model)	

Semester-IV
History Minor

Paper Code	Paper Title	Credits
HISHMIT-2	HISTORY OF MEDIEVAL INDIA FROM 1206 A.D TO 1707 A.D	04

Course Outcome: The study of the Sultanate period has been designed to make the students familiar with the drastic political change in Northern India during the late Medieval period. The Turko Afghan period introduced Turkish, Persian and Arab Social and artistic Influences to the area. The Delhi Sultanate was significant in how drastically it reshaped Northern India during the late medieval period. Be able to understand the growth of composite culture in the Turko-Afghan Period.

HISHMIT-2: HISTORY OF MEDIEVAL INDIA FROM 1206 A.D TO 1707 A.D		
Unit	Contents	Remarks
Unit-I	<ul style="list-style-type: none"> • Foundation, Expansion & consolidation of the Delhi Sultanate; Nobility & Iqta system. 	
Unit-II	<ul style="list-style-type: none"> • Military, administrative & economic reforms under the Khiljis & the Tughlaqs 	
Unit-III	<ul style="list-style-type: none"> • Bhakti & Sufi Movements. 	
Unit-IV	<ul style="list-style-type: none"> • Provincial kingdoms: Mewar, Bengal, Vijaynagara & Bahamanis 	
Unit-V	<ul style="list-style-type: none"> • Emergence and consolidation of Mughal State, C.16th century to mid 17th century. 	
Unit-VI	<ul style="list-style-type: none"> • Akbar to Aurangzeb: administrative structure- • Mansab & Jagirs, State & Religion, Socio-Religious Movements. 	
Unit-VII	<ul style="list-style-type: none"> • Economy, Society & Culture under the Mughals. • Emergence of Maratha Power 	

Semester-V
Course Structure

Sl. No.	Name of the Courses	No. of Papers	Credits	Full marks
1	Major	04	16(4x4)	300(75x4)
2	Minor	01	04	75
Total=		05	20	375

Semester-V
History Major

Paper Code	Paper Title	Credits
HISHMJT-8	WOMEN AND SOCIAL CHANGE IN NINETEENTH CENTURY	04

Outcome: Studying Women's history can help students to build strong analytical and advocacy skills. They can also strengthen their critical thinking, writing and Communication abilities. Fostering Women's access to leadership and participation in social changes, promoting Gender Equality and Women's Empowerment

HISHMJT-6:		
Unit	Contents	Remarks
Unit-I: Women Question and social reform in nineteenth century India	<ul style="list-style-type: none"> • Tension between tradition and modernity • Efforts to modernize women's role: Rammohun Roy, Ishwarchandra Vidyasagar, Keshub Chandra Sen, Dayananda Saraswati, Virasalingm, M G Ranade 	
Unit-II: Printing and emergence of public space	<ul style="list-style-type: none"> • Reformed culture • Women's writing • Emergence of "new woman" in late nineteenth century: Pandita Ramabai, Sarala Devi, Begum Rokeya Nationalism, Becoming the mothers' of the nation 	
Unit-III: Female education	<ul style="list-style-type: none"> • Traditional and Western • Debates over curriculum • Government's role • Spread of female education: Bethune School, Mahakali Pathsala 	
Unit-IV: Emergence of Women's organizations	<ul style="list-style-type: none"> • Associations founded by men and those founded and managed by women-Swarna kumari Debi's Sakhi Samity and Sarala Debi's Bharat Stree Mahamandal, 	

	emergence of All India Women's Conference.	
Unit-V: Debate over marriage	<ul style="list-style-type: none">• Native Marriage Act of 1872;• Age of Consent Bill, 1891,• The Rukhmabai Case,• Child Marriage Restraint Act of 1927	
Unit-VI: Professional women	<ul style="list-style-type: none">• Chandramukhi Bose, Kadambini Ganguly and Anandibai Joshi.	

Semester-V
History Major

Paper Code	Paper Title	Credits
HISHMJT-9	MAKING OF INDIAN FOREIGN POLICY	04

Outcome: Through taking this course, students will gain an understanding of the history and India's policy with regard to our relations with important world powers as well as regional powers

HISHMJT-9: MAKING OF INDIAN FOREIGN POLICY		
Unit	Contents	Remarks
Unit-I	<ul style="list-style-type: none">• Historical Factors in India's foreign policy priorities – pan Asianism	
Unit-II	<ul style="list-style-type: none">• The State India and the Third World, Non-alignment Regional Cooperation	
Unit-III	<ul style="list-style-type: none">• India and South Asia: Relationship with the Neighbours	
Unit-IV	<ul style="list-style-type: none">• India and the Great Powers :United States, Soviet Union, China	
Unit-V	<ul style="list-style-type: none">• India and Globalisation, Economic Diplomacy, The Look East Policy and the European Union	

Semester-V
History Major

Paper Code	Paper Title	Credits
HISHMJT-10	TRANSFORMATION OF EUROPE FROM 1300 A.D. TO 1700 A.D	04

Outcome: The course aims to make the students acquainted with these historical phenomena which ultimately prepared the ground for journey of the mankind on the path of modernity

HISHMJT-10: TRANSFORMATION OF EUROPE FROM 1300 A.D. TO 1700 A.D		
Unit	Contents	Remarks
Unit-I: The crisis of feudalism	<ul style="list-style-type: none"> The nature of feudal society and its regional dimensions – the collapse of the feudal order in western Europe and the forms of survival in eastern Europe. 	
Unit-II: Economic crisis	<ul style="list-style-type: none"> The commercial decline in Europe in the 14th Century – the urban decay and the epidemics. 	
Unit-III: Economic expansion of Europe in the 16th century	<ul style="list-style-type: none"> The rise of the European Companies – the new merchant – changes in urban formation – agricultural expansion and the beginning of the Agricultural Revolution? – emergence of capitalism in agriculture and industry. 	
Unit-IV: The formation of the early modern state	<ul style="list-style-type: none"> The king's officers, a new army, and taxation – Germany and the Hapsburgs – the empire of Charles V – the making of absolutism in England. 	
Unit-V: Renaissance and Humanism	<ul style="list-style-type: none"> Rediscovery of the classics – Humanism as a vocation, social ideology, and the restoration of the dignity of man – implications for education, art and architecture – reception of Humanism in northern Europe. 	

Unit-VI: Reformation	<ul style="list-style-type: none">• Luther and the new religious doctrine – Calvin and the High Church – the new doctrine and the problem of secular authority – reinforcement of absolutism – Reformation in the national context – the State and Reformation in England – French religious wars and political crisis	
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Semester-V
History Major

Paper Code	Paper Title	Credits
HISHMJT-11	HISTORY OF MODERN EUROPE FROM 1789 A.D. TO 1914 A.D.	04

Outcome: To equip the students with the knowledge of the beginning of the age of ‘Liberty, Equality and Fraternity’ in the modern World.

2. To facilitate our students to have an understanding of various facets of the French Revolution and currents of changes in post revolution period.
3. To equip the students with the European imperial ideology and farce competition for its application.
4. To facilitate our students to have an understanding of a ‘non-political Europe’.

HISHMJT-11: HISTORY OF MODERN EUROPE FROM 1789 A.D. TO 1914 A.D.		
Unit	Contents	Remarks
UNIT I: France on the Road to Revolution	<ul style="list-style-type: none"> • Crisis of the Ancien Regime, social, political, and economic – the intellectual current behind the Revolution and the role of the philosophers – the Revolution in the making; the Aristocratic Revolt and the consolidation of the Third Estate. 	
UNIT II: French Revolution and Napoleon:	<ul style="list-style-type: none"> • the Constituent Assembly and its achievements – overthrow of the Monarchy and the establishment of the Republic – the Jacobin Republic, radicalization of the Revolution, and the Thermidorian reaction – social base of the Revolution: Sans Culottes, Peasants and Women – the Directory and the rise of Bonaparte – Napoleonic Empire and Europe – fall of Bonaparte – assessing Napoleon – character of the French Revolution. 	
UNIT III: Restoration and reaction in Europe	<ul style="list-style-type: none"> • the Vienna Congress, the Concert of Europe, and the challenges before them – Metternich and the Conservative Order – signs of change; the Greek War of Independence – the Revolutions of 1830 and the challenging of the status quo – the Revolutions of 1848; a possible turning point. 	
UNIT IV: The age of Nationalism	<ul style="list-style-type: none"> • unification of Italy and Germany – the Second Empire in France and Louis Napoleon; the Third Republic and the Paris Commune – 	

	Russia: Tsarist autocracy and reforms; the emergence of the Revolutionary Movement – the Eastern Question; the Crimean War, the Treaty of Paris, Balkan Nationalism	
UNIT V: Society and economy in 19th century Europe	<ul style="list-style-type: none"> • Industrial transformation in Britain; difference in the industrialization process between England and the continental powers like France, Germany, and Russia – the emergence of working class movements; early Utopian Socialist thought and Marxism – social transformation and economic change – art, literature, and science with special reference to Romanticism and its cultural and political aspects. 	
UNIT VI: Imperial expansion	<ul style="list-style-type: none"> • Bismarck’s diplomacy and a new balance of power; Kaiser Wilhelm II and Weltpolitik; new course in the German foreign policy – imperial expansion in Africa, the Pacific, and Asia and the Near East and colonial rivalries; colonial conflicts as a background to the outbreak of World War I – the Eastern Question in late 19th century with reference to the Treaty of San Stefano & the Treaty of Berlin; the Balkan Wars (1912-13). 	
UNIT VII: World War I and its aftermath:	<ul style="list-style-type: none"> • Anglo-German antagonism; rivalries and confrontation of alliances; two armed camps; origin of the First World War and the question of responsibility – the course of War; the impact of the War on the Old Order – origins of the Russian Revolution and the success of the Bolsheviks – the Peace Settlement of 1919 and its long term consequences – The League of Nations. 	

Semester-V
History Minor

Paper Code	Paper Title	Credits
HISHMIT-3	HISTORY OF MODERN INDIA FROM 1707A.D. TO 1885 A.D	04

Outcome: This course would engage with the process of transformation of India during the eighteenth century into a colonial power. It would highlight British imperialist expansion in India, together with the setting up of an apparatus of governance of the British Raj, and its impact on the indigenous society and culture. The changes introduced in the rural economy and society, together with trade and industry would also be studied. Finally, the reactions and revolts against the colonial impositions would be addressed as well in this course.

HISHMIT-3: HISTORY OF MODERN INDIA FROM 1707 A.D TO 1885 A.D		
Unit	Contents	Remarks
Unit-I: India in the mid 18th Century	Society, Economy, Polity	
Unit-II: Expansion and Consolidation of Colonial Power	<ul style="list-style-type: none"> • Mercantilism, foreign trade and early forms of exactions from Bengal • Dynamics of expansion, with special reference to Bengal, Mysore, Western India, Awadh, Punjab and Sindh. 	
Unit-III: Colonial State and Ideology	<ul style="list-style-type: none"> • Arms of the colonial state : army, police, law • Ideologies of the Raj and racial attitudes. • Education : indigenous and western 	
Unit-IV: Rural Economy and Society	<ul style="list-style-type: none"> • Land revenue systems and forest policy • Commercialization and indebtedness • Rural society : change and continuity. • Famines • Pastoral economy and shifting cultivation. 	
Unit-V: Trade and Industry	<ul style="list-style-type: none"> • De industrialization • Trade and fiscal policy • Drain of Wealth • Growth of modern industry 	
Unit-VI: Popular Resistance	<ul style="list-style-type: none"> • Santhal uprising (1855); • Uprising of 1857 	
Unit-VII: Cultural changes and Social and Religious Reform Movements	<ul style="list-style-type: none"> • Growth of a new intelligentsia – the Press and Public Opinion • Reform and Revival: Brahmo Samaj, Prarthana Samaj, and Ramakrishna and Vivekananda, Arya Samaj, Wahabi, Deoband, Aligarh and Singh Sabha Movements. 	

	<ul style="list-style-type: none">• Debates around gender• Making of religious and linguistic identities• Caste : Sanskritising and anti Brahmanical trends	
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**Semester-VI
Course Structure**

Sl. No.	Name of the Courses	No. of Papers	Credits	Full Marks
1	Major	04	16(4x4)	300(75x4)
2	Minor	01	04	75
3	Summer Internship	01	02	50
Total=		06	22	425

**Semester-VI
History Major**

Paper Code	Paper Title	Credits
HISHMJT-12	GREEK HISTORY AND CIVILIZATION 510 BCE TO 356 BCE	04

Outcome: The objective of the course is to enable the students to understand the following most critical issues of historical importance:

- Social and religious life of the Greeks in the classical age and their political experiences

HISHMJT-12: GREEK HISTORY AND CIVILIZATION 510 BCE TO 356 BCE		
Unit	Contents	Remarks
UNIT I: The Greek Polis	<ul style="list-style-type: none"> • origins and characteristics; citizenship in the Polis; forms of constitution – structure of the Polis, the Assembly of Citizens, the Council, and the Magistrates – causes of the decline of the Polis 	
UNIT II: Social and economic organization of the Polis	<ul style="list-style-type: none"> • citizens, Metics, Periocci, and slaves, Helots, and other servile classes – role of slavery and serfdom in the economy – economic life of citizens and Metics. 	
UNIT III: The Spartan Oligarchy	<ul style="list-style-type: none"> • social basis of the Spartan polity, land tenure, Spartan discipline and education, Spartan women, and army organization – Spartan constitution in its fully developed form – the Peloponnesian League and its structure. 	
UNIT IV: Athenian democracy	<ul style="list-style-type: none"> • social basis and nature in its fully developed form – evolution of the Athenian constitution – constitutional reforms under Ephialtes and Pericles. 	

UNIT V: The Athenian Empire	<ul style="list-style-type: none"> • growth of Athenian sea-power during and after the Persian War – transformation of the Confederacy of Delos into the Athenian Empire – attainment of commercial hegemony of Athens. 	
UNIT VI: Domestic and Foreign Affairs	<ul style="list-style-type: none"> • War and Peace: Expansion of Greek economy in the Hellenic Age; features of Athenian foreign policy of expansion; the Delian League; Thirty years' peace. 	
UNIT VII: The Peloponnesian War	<ul style="list-style-type: none"> • growth of Athenian Alliance System; Sparta joining the Peloponnesian League; Periclean Strategy – end of the War of Attrition with the outbreak of Plague(430 BCE); Periclean funeral oration and moral conviction. 	

Paper Code	Paper Title	Credits
HISHMJT-13	HISTORY OF MODERN EAST ASIA: CHINA	04

Course Objectives and outcome:

1. To present an over view of the History of China highlighting its transformation into an informal colony.
2. To trace the history of China in 20th century with special focus on conflict and compromise between nationalism and communalism.

HISHMJT-13: HISTORY OF MODERN EAST ASIA: CHINA		
Unit	Contents	Remarks
Unit-I: Imperialism and China during the 19th century	<ul style="list-style-type: none"> • Chinese feudalism: Gentry, bureaucracy and peasantry; the Confucian value system; Sinocentrism; the Canton commercial system. • The transformation of China into an informal colony; the Opium Wars; the Unequal Treaties; the scramble for concessions; Finance Imperialism; the Open Door policy. • Agrarian and Popular Movements: Taiping and Yi Ho Tuan. • Attempts at Self-Strengthening (Tzu-chiang): Reforms of 1860-95; 1898; and 1901-08. 	
Unit-II: The Emergence of Nationalism in China	<ul style="list-style-type: none"> • The Revolution of 1911: Causes, nature and significance; the social composition of the Revolution; Sun Yat-sen and his contribution; the formation of the Republic; Yuan Shih Kai; Warlordism. • May Fourth Movement of 1919: Nature and significance 	
Unit-III: History of China (1919-1949)	<ul style="list-style-type: none"> • Nationalism & Communism in China (1921-1937) • Formation of CCP; and the Kuo min tang (National Party of KMT) • The First United Front • The Communist Movement (1938-1949) • The Jiangxi Period and the rise of Mao Tse Tung 	

Paper Code	Paper Title	Credits
HISHMJT-14	HISTORY OF MODERN EUROPE FROM 1919-1945	04

Outcome: Through this course, students will examine the political, diplomatic, intellectual, social and economic themes within world history

HISHMJT-14: HISTORY OF MODERN EUROPE FROM 1919-1945

Unit	Contents	Remarks
Unit-I: Through war to peace 1914 - 1920	<ul style="list-style-type: none"> • The condition of Europe in 1914 • The First World War: issues and stakes - appraisals and reappraisals • The dynamics of the war: Wilson's Fourteen Points • The Versailles Settlement of 1919: context, provisions and evaluation • Other treaties • Aftermath of the war 	
Unit-II: Revolution and transformation in Russia	<ul style="list-style-type: none"> • War- time politics in Russia • The provisional government under Kerensky • The Bolshevik Revolution: Lenin and Trotsky • The new Soviet Order • From Lenin to Stalin • Soviet foreign policy 1917-1939 	
Unit-III: The inter-war period	<ul style="list-style-type: none"> • The new balance of power • League of Nations • Draft Treaty of Mutual Assistance, 1923 • Geneva Protocol, 1924 • Locarno Treaties, 1925 • Pact of Paris, 1928 	
Unit-IV: Road to another Global War	<ul style="list-style-type: none"> • Economic depression, 1929-32: prelude to the Second World War • Rise of dictatorship in Germany and Italy - a study in tyranny • Spain on fire: the Civil War, 1936-39 • Diplomatic moves: the Nazi-Soviet Nonaggression Pact and the Rome- Berlin-Tokyo Axis 	
Unit-VI: War time politics in Europe	<ul style="list-style-type: none"> • Coming of the Grand Alliance and conferences at Tehran, Yalta and Potsdam • The Lend-Lease policy of the United States • The allied victory and the collapse of wartime alliance 	

Paper Code	Paper Title	Credits
HISHMJT-15	HISTORY OF MODERN EAST ASIA: JAPAN	04

Course Objectives:

1. To present an over view of the History of Japan highlighting its transition from feudalism to capitalism and emergence of Japanese Imperialism.
2. To understand the nature of Japanese militarism and global impact of the involvement of Japan on the world history.

HISHMJT-15: HISTORY OF MODERN EAST ASIA: JAPAN		
Unit	Contents	Remarks
UNIT I: Pre-Restoration Japan	<ul style="list-style-type: none"> • The Tokugawa Shogunate and the political, social, and economic condition of Japan in the 19th century – Perry Mission, the opening of Japan (1853), and the fall of the Shogunate. 	
UNIT II: The Meiji Restoration (1867-1868)	<ul style="list-style-type: none"> • Nature of, and different classes in, the Restoration – the modernization process; social, economic, and military reforms – industrialization and the role of the state and private entrepreneurs; the Zaibatsu. 	
UNIT III: Popular and democratic movements	<ul style="list-style-type: none"> • Satsuma Rebellion, Popular Rights Movement, and the Meiji Constitution. 	
UNIT IV: Emergence of Japan as an imperial power	<ul style="list-style-type: none"> • the First Sino Japanese War; the Treaty of Shimonoseki – Anglo-Japanese alliance – the Russo-Japanese War; the Treaty of Portsmouth. 	
UNIT V: Japanese militarism and the World Wars	<ul style="list-style-type: none"> • Japan in World War I; the Twenty-one Demands; Washington Conference; the Manchurian Crisis failure of the democratic system and the rise of militarism in the 1930s and 1940s – the Second Sino-Japanese War (1937) – Japan in World War II; its consequences. 	

Semester-VII
Course Structure

Sl. No.	Name of the Courses	No. of Papers	Credits	Full Marks
1	Major	04	16(4x4)	300(75x4)
2	Minor	01	04	75
Total=		05	20	375

Paper Code	Paper Title	Credits
HISHMJT-16	SOCIAL FORMATION ANDCULTUAL PATTERNS OF THE MEDIEVAL WORLD	04

Outcome: The ancient Romans left a treasure trove of ideas to the modern world. This legacy included many concepts that are still very important even today. Systems of laws and government, architecture literature and language are just a few key concepts brought to us by none other than the Ancient Romans. The outcome of this course is to make the students aware of this legacy which will heavily influence their ideas, philosophies and concepts that still rule the world today.

HISHMJT-16: SOCIAL FORMATION ANDCULTUAL PATTERNS OF THE MEDIEVAL WORLD		
Unit	Contents	Remarks
Unit-I: Roman Republic	<ul style="list-style-type: none"> Participate and Empire & slave society in ancient Rome: Agrarian economy, urbanization, trade. Religion and culture in ancient Rome. 	
Unit-II: Crises of the Roman Empire	<ul style="list-style-type: none"> 	
Unit-III: Economic developments in Europe from the 7th to the 14th centuries	<ul style="list-style-type: none"> Organization of production, towns and trade, technological developments. Crisis of feudalism. Religion and culture in medieval Europe 	
Unit-IV: Societies in Central Islamic Lands	<ul style="list-style-type: none"> The tribal background, ummah, Caliphal state; rise of Sultanates Religious developments: the origins of shariah, Mihna, Sufism Urbanization and trade 	

Paper Code	Paper Title	Credits
HISHMJT-17	CONTEMPORARY WORLD; SELECT THEMES	04

Outcome: The course provides various phenomena and analysis of development, sustainability as well as tensions in contemporary world. It enables students to identify, define and consider world issues academically

HISHMJT-17: CONTEMPORARY WORLD; SELECT THEMES		
Unit	Contents	Remarks
UNIT I: The Cold War and bilateralism in world politics	<ul style="list-style-type: none"> • Historiography, Ideological and political basis of Cold War – condition in Eastern Europe and Western Europe – formation of the European Union–NATO and its changing role–UNO and the concept of World Peace 	
UNIT II: Internationalization of regional tensions	<ul style="list-style-type: none"> • Korea, Vietnam, Cuba, and Kashmir – • the Middle East in World politics: birth of Israel; the Palestine Question and Arab-Israel conflict • –Suez crisis and oil diplomacy–the Iranian Revolution 1979–Iraq-Kuwait conflict and Gulf War–the changing face of Afghanistan: Soviet intervention; Taliban is mandafter 	
UNIT III: Historical context of the emergence of the Third World	<ul style="list-style-type: none"> • Developmental issues of the Third World – changing face of Africa and Latin America; politics, economy, culture– the impact of the rise of Communist China in world politics – changing contours of Sino-Soviet(Russian)and • Sino-US relations– East Asian economic development. 	
UNIT IV: Disintegration of the Soviet Union and its impact on international politics	<ul style="list-style-type: none"> • changes in the political order – from bipolar to unipolar World System – international terrorism and its impact on world politics – Globalization: its economic and political impact – economic and technological development in contemporary World – women in contemporary world – society, economy, culture 	

Paper Code	Paper Title	Credits
HISHMJT-18	HISTORY AND HISTORIOGRAPHY (GREEK & ROMAN)	04

Outcome: The Greco-Roman historiography had inspire the modern history to greater extent in the sense that many techniques which including referencing sources , research , interviews , multi disciplinary use of sources , local history to universal history and to be able to transfer war from epic into history.

HISHMJT-18: HISTORY AND HISTORIOGRAPHY (GREEK & ROMAN)		
Unit	Contents	Remarks
Unit – I: Greek Historiography; New form of inquiry (historia) in Greece in the sixth century BCE	<ul style="list-style-type: none"> • Logographers in ancient Greece. • Hecataeus of Miletus, the most important predecessor of Herodotus • Charon of Lampsacus • Xanthus of Lydia 	
Unit-II: Herodotus and his Histories	<ul style="list-style-type: none"> • A traveller’s romance? • Herodotus’ method of history writing – his catholic inclusiveness • Herodotus’ originality as a historian – focus on the struggle between the East and the West 	
Unit-III: Thucydides: the founder of scientific history writing	<ul style="list-style-type: none"> • •A historiography on Thucydides • •History of the Peloponnesian War - a product of rigorous inquiry and examination • •Thucydides’ interpretive ability – his ideas of morality, Athenian • imperialism, culture and democratic institutions • •Description of plague in a symbolic way – assessment of the demagogues • •A comparative study of the two greatest Greek historians. 	
Unit-IV: Next generation of Greek historians	<ul style="list-style-type: none"> • Xenophon and his History of Greece (Hellenica) – a description of events 410 BCE –362 BCE -- writing in the style of a high-class journalist – lack of analytical skill • IPolybius and the “pragmatic” history • Diodorus Siculus and his Library of History – the Stoic doctrine of the brotherhood of man 	
Unit-V: Roman historiography	<ul style="list-style-type: none"> • Development of Roman historiographical tradition 	

	<ul style="list-style-type: none"> • Quintus Fabius Pictor of late third century BCE and the “Graeci annals” – Rome’s early history in Greek. • Marcus Porcius Cato (234 – 149 BCE) and the first Roman history in Latin –influence of Greek historiography • Marcus Tullius Cicero and the speculation on the theory of history – distinguishing history from poetry – the genre of moral historiography at Rome 	
<p>Unit-VI: Imperial Historian</p>	<ul style="list-style-type: none"> • Livy and the History of Rome – a work on enormous scale - Livy’s style of writing:honest but uncritical - Livy’s comprehensive treatment: details of Roman religion and Roman Law • Tacitus’ history of the Roman empire - the greatest achievement of Roman historiography ? His moral and political judgements on the past -- a “philosophical historian”? 	

Paper Code	Paper Title	Credits
HISHMJT-19	History and Historiography: The Indian Tradition	04

Outcome: After the completion of the course students of History honours would be able to

- (i) know about the evolution of ideas and techniques associated with the writings of History in India.
- (ii) form an idea about changing attitudes towards the nature of History.
- (iii) acquire basic knowledge and skills required for historical research and methodology.
- (iv) understand the history of the marginalised and acquire skills to empower them.

History and Historiography: The Indian Tradition		
Unit	Contents	Remarks
Unit-I: Meaning and Nature of History	Meaning of History, Is History a Science, Historical Facts and Explanations in History, Objectivity in History, History and Allied Fields, Historiography and Preconditions of Historiography	
Unit -II: Indology and Recovery of Indian History	The Indological Recovery of Early Indian History The Development of Indological Studies: Colebrooke and Max Muller, Prinsep and Cuuningham, Significance of Orientalist recovery of Early Indian History	
Unit-III: Medieval Indo-Muslim Historiography	The Sultanate Period The Mughal Period Historiography in 18 th century India An Assessment of Mughal Historiography Modern Muslim Historiography on Medieval India Modern non-Muslim Historians and Historiography on Medieval India	
Unit-IV: British Imperialist (Colonial)	Historiography on India: An overview James Mill and Mill Tradition Ideas Behind Late 19 th Century Imperialism The British Imperialist Administrator-historians	
Unit-V: Indian Nationalist Historiography: A Critical assessment	Cambridge School, Nationalist School, Marxist & Neo- Marxist thought, etc.	

Unit-VI: The New History-Trends in post-Independence period in India	The Marxist phase of Indian Historiography The Subaltern studies: Historiography of Protest	
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Semester-VII

History Minor

Outcome: On successful completion of the course it will-

- i. help the students to get acquainted on latest readings on the national movement through the perspectives of gender, caste and community.
- ii. Help to improve their reading and writing abilities through both oral and written assignments

HISHMIT-4: HISTORY OF INDIAN FREEDOM MOVMENT FROM 1885 A.D TO 1947		
Unit	Contents	Remarks
Unit-I: Nationalism: Trends up to 1919	<ul style="list-style-type: none">• Political ideology and organizations, formation of INC• Moderates and extremists.• Swedish movement• Revolutionaries	
Unit-II: Gandhian nationalism after 1919: Ideas and Movements	<ul style="list-style-type: none">• Mahatma Gandhi: his Perspectives and Methods• Impact of the First World War• Rowlett Satyagraha and Jallianwala Bagh• Non- Cooperative and Civil Disobedience• Provincial Autonomy, Quit India and INA• Left wing movements• Princely India: States people movements• Nationalism and Culture: literature and art	
Unit-III: Nationalism and Social Groups: Interfaces	<ul style="list-style-type: none">• Landlords, Professionals and Middle Classes• Peasants• Tribal• Labour• Dalits• Women• Business groups	
Unit-V:Communalism: Ideologies and practices, RSS, Hindu MahaSabha, Muslim League		
Unit-VI:Emergence of a New State	<ul style="list-style-type: none">• Making of the Constitution• Integration of princely states• Land reform and beginnings of planning	

Semester-VIII Course Structure

Sl. No.	Name of the Courses	No. of Papers	Credits
1	Major	02	08
2	Minor(4 th paper of 2 nd Minor)	01	04
3	DSE/Research Project	03	12
Total=		08	24

Paper Code	Paper Title	Credits
HISHMJT-20	HISTORY OF SOUTH EAST ASIA IN THE 20TH CENTURY	04

Out Come: The history of Southeast Asia in the 20th century is important for understanding the region's current state, that is Decolonization, Cold War, Vietnam War, Success of some Southeast Asian countries, Social and cultural changes.

HISTORY OF SOUTH EAST ASIA IN THE 20TH CENTURY		
Unit	Contents	Remarks
Unit-I	Migration: Indian and Chinese Labour and Capital	
Unit -II	<ul style="list-style-type: none"> • Movements of Resistance and the making of new identities • Peasant resistance. • Radicalism and the Origins of the Vietnamese Revolution, 1920-/ 1946. • [c] Indonesian Revolution, 1945-1949. 	
Unit-III	<ul style="list-style-type: none"> • Emergence of Modern Nations and States • The Union of Burma (Myanmar), 1948-1962. • Indonesia, the Sukarno Era, 1949-1965. • Cambodia under Norodom Sihanouk, 1955-1970. 	

Paper Code	Paper Title	Credits
HISHMJT-21	HISTORY OF SOUTH WEST BENGAL IN THE 19TH AND 20TH CENTURIES	04

Course Outcome: The course provides a basic understanding of regional history of South-West Bengal during the colonial period, especially of 19th and 20th centuries. Crucial aspects of this region with detail analysis are dealt with. It aims at developing comprehensive knowledge of regional political, economic, social, cultural and environmental aspects with varied local dimensions. Emphasis is laid on promoting critical approach among the students to the study of South-West Bengal. The course enables them to proceed towards further research works on this particular region. Generate feeling and pride and dedication towards the freedom fighters of this region.

HISTORY OF SOUTH WEST BENGAL IN THE 19TH AND 20TH CENTURIES		
Unit	Contents	Remarks
Unit-I	<ul style="list-style-type: none"> South-West Bengal in Colonial period: impact of western education and ideas - growth of western educated local intelligentsia new educational institutions and response of indigenous elites - emergence of modern professions - social consequences of westernization - newspapers and periodical journals 	
Unit -II	<ul style="list-style-type: none"> Emergence of modern politics rise of local leadership Swadeshi militant nationalism – Non Cooperation mobilization - Civil Disobedience Movement - second phase of the revolutionary politics - Quit India movement. 	
Unit-III	<ul style="list-style-type: none"> Emergence of left wing politics-condition of the working class and peasants; their mobilization - students' response to radicalism. 	
Unit-IV	<ul style="list-style-type: none"> Condition of women, tribes and castes - Utkal Brahmins of Midnapur - ecology and environment; natural disasters; the Famine of 1943 and its impact on local society. 	

Paper Code	Paper Title	Credits
DSE 1	POPULAR CULTURE IN BENGAL IN THE 19th AND 20th CENTURIES	04

Outcome: This course deals with the intellectually stimulating concept of popular culture that pervades the syllabuses of the social sciences and the humanities nowadays. The close relation of society and culture goes without saying; however, industrialisation, urbanisation, post-World War II Americanism, mass consumerism and so on have irrevocably changed the traditional cultural landscape and ushered in a distinct ‘popular’ culture. And, while this process began first in the West, colonial rule, globalisation, and a greater impact of such forces as the market and the media have made possible the proliferation of a popular culture in India too. A reading of the course ought to enable students to identify ‘popular’ aspects contemporary Bengali culture, the situation and the forces that brought them about, and their impact upon society at large.

POPULAR CULTURE IN BENGAL IN THE 19th AND 20th CENTURIES		
Unit	Contents	Remarks
Unit-I	<ul style="list-style-type: none"> Defining popular culture, in relation to elite, mass, and folk cultures the making of a popular culture in Bengal in modern times; globalization, internet-religious, class, gender, and regional distinctions within this culture, if any. 	
Unit -II	<ul style="list-style-type: none"> Festivities: religious festivals like baaroyaari Durga puja, Eid, Muharram, and Christmas social festivals for the celebration of eminent personalities like Rabindranath Tagore and Subhaschandra Bose. 	
Unit-III	<ul style="list-style-type: none"> Performing arts, literature, and entertainment: Jatra theatre films radio and television music, Rabindrasangit, Bangla Band the evolution of a modern Bengali language, literature, and reading culture-news media and public opinion. 	
Unit-IV	<ul style="list-style-type: none"> Culinary, sartorial, and physical culture: Bengali food, feasts and fasts, nutrition and health the evolution of regional attire alrus, Bratachari movement, football, cricket and so on. 	

Paper Code	Paper Title	Credits
DSE 2	IDEAS AND THOUGHTS IN MORDERN INDIA: SELECT THEMES & PERSONALITIES	04

Outcome: Political thought refers to the exploration of past ideas and writings about politics, including concepts like democracy, freedom, constitutionalism, and political obligation. It is a subdiscipline of history that shares commonalities with philosophy, political science, intellectual history, and other disciplines. Through this paper students will be able to know about the statements of political thinkers of India.

IDEAS AND THOUGHTS IN MORDERN INDIA: SELECT THEMES & PERSONALITIES		
Unit	Contents	Remarks
Unit-I :Early Nationalist Responses	<ul style="list-style-type: none"> Thoughts of Rammohan Roy Bankimchandra Chattopadhyay's ideas in shaping Nationalism Moderate ideology of M. G. Ranade Extremist Ideology of B. G. Tilak, Bipin Chandra Pal Revolutionary Ideology of Vasudev Balwant Phadke - Hinduism: Swami Vivekananda and Sri Aurobindo Ghosh. 	
Unit -II: Hindutva	<ul style="list-style-type: none"> Dayanand Saraswati; VD Savarkar, MS Golwalkar Muslim thought: Sir Syed Ahmed Khan; Mohammed Iqbal; Mohammed Ali Jinnah - Communist thought: MN Roy; EMS Namboodiripad-Socialist thought: Rammanohar Lohia; Jayaprakash Narayan. 	
Unit-III: Nation & Identity Concern	<ul style="list-style-type: none"> Jyotiba Phule; Sree Narayan Guru; E. V. Ramaswamy Naicker, Jaipal Singh, Pandita Ramabai - Ideas & views on education: Pandit Ishwarchandra Vidyasagar; Sir Asutosh Mukherjee: Acharya Satishchandra Mukhopadhyay. 	
Unit-IV: Makers of Modern India	<ul style="list-style-type: none"> Thoughts and ideas of M. K. Gandhi - Rabindranath Tagore - Subhaschandra Bose B. R. Ambedkar Vallabhbhai Patel Maulana Abul Kalam Azad - Jawaharlal Nehru. 	

Paper Code	Paper Title	Credits
DSE3	ADIVASI HISTORY IN COLONIAL BENGAL	04

Outcome: Through this paper students will get a proper understanding about tribal community of colonial Bengal. Students will also be aware of the socio-economic, political and cultural conditions of the tribal people of Bengal. They will also be familiar with their social movements and anti British movement.

ADIVASI HISTORY IN COLONIAL BENGAL		
Unit	Contents	Remarks
Unit-I: Concept of Tribe	<ul style="list-style-type: none"> • Tribe in Indian Civilization and history, The problem of monemclature: Adivasis, Tribes and Indigeneous people, Representation of the Adivasis/ 'Tribes' : Sanskritik and Colonial • Colonial Archives: A Critical Survey, Sources for Adivasi History Writing, Historiography of Tribe in India, is there a tribal history? Adivasi Collective Memory and Myth as their own History 	
Unit -II: Broad Trends and Tendencies in Adivasi Studies	<ul style="list-style-type: none"> • The Conflict between Political and Moral Economy Land, Forest and Water Cosmologies, their Perception of Water and their Methods Water Management Adivasi Economy, Polity and Contours of Culture. Adivasi Medicinal System and Practices Adivasi Migration Impact of Colonial Policies on Land, Forests and Water 	
Unit-III: Search for a Village as locus of Adivasi socio-cultural life Pre-Colonial, colonial, post colonial governance	<ul style="list-style-type: none"> • Adivasi Village Republic and Polity Customary Law The Concept of Adivasi Governace Identity Assertion of Adivasis and movements for jal, jungle and jameen (water, forest and land) in colonial and contemporary times 	
Unit-IV: Adivasis in India	<ul style="list-style-type: none"> • Northern India, Southern India, Eastern India, Southern India. North Eastern India, The Demography of Adivasis in India, Their social and economic Status, Adivasis in Indian politics. 'Tribes' and the V and VI Shedule of the Indian constitution 	

History Minor

Paper Code	Paper Title	Credits
HISHMIT-4	HISTORY OF INDIAN FREEDOM MOVMENT FROM 1885 A.D TO 1947 A.D	04

Outcome: On successful completion of the course it will-

- i. help the students to get acquainted on latest readings on the national movement through the perspectives of gender, caste and community.
- ii. Help to improve their reading and writing abilities through both oral and written assignments

HISHMIT-4: HISTORY OF INDIAN FREEDOM MOVMENT FROM 1885 A.D TO 1947		
Unit	Contents	Remarks
Unit-I: Nationalism: Trends up to 1919	<ul style="list-style-type: none"> • Political ideology and organizations, formation of Indian National Congress. • Moderates and Extremists. • Swedish Movement • Revolutionaries 	
Unit-II: Gandhian nationalism after 1919: Ideas and Movements	<ul style="list-style-type: none"> • Mahatma Gandhi: his Perspectives and Methods • Impact of the First World War • Rowlett Satyagraha and Jallianwala Bagh Tragedy • Non- Cooperation and Civil Disobedience Movement. • Provincial Autonomy, Quit India and INA • Left wing movements, Naval Revolt 	
Unit-III: Nationalism and Social Groups: Interfaces	<ul style="list-style-type: none"> • Landlords, Professionals and Middle Classes • Peasants • Tribal • Labour • Dalits • Women • Business groups 	
Unit-V:Communalism: Ideologies and practices, RSS, Hindu MahaSabha, Muslim League		
Unit-VI:Emergence of a New State	<ul style="list-style-type: none"> • Making of the Constitution • Integration of princely states • Land reform and beginnings of planning 	

