

**Course Objective & Outcomes of 3/4 Year under
Graduate Curriculum in History**



Nistarini College, Purulia

Affiliated to

Sidhu-Kanho-Birsa University

Purulia, West Bengal

Semester Wise Major Papers for Undergraduate Programme in History
(NEP-2020)

	Title of the Course	Course Code	Semester	Couse type	Total Credit
1.	Idea of Bharat and Its History up to 600 BC	BHISMAJ01T	1 st	Major-1	06
2.	Cultural Transition in Ancient India: 600 BC-187 BC	BHISMAJ02T	2 nd	Major-2	06
3	Consolidation of Gupta Empire: 187BC – 650 CE	BHISMAJ03T	3 rd	Major-3	06
4.	The Early Medieval History of India: C. 650-1206	BHISMAJ04T	4 th	Major-4	06
5.	Religion, Society and Culture in Medieval India	BHISMAJ05T	4 th	Major-5	06

Semester: I

Major: 1

Idea of Bharat and Its History up to 600 BC

UNIT-I: Idea of Bharatvarsha- 10 classes

Understanding of Bharatvarsha, The glory of Indian Literature: Vedas, Vedanga, Upanishads, Epics, Jain and Buddhist Literature, Smriti, Puranas etc.

UNIT-II: Indian Philosophy, Science and Environment-10 classes

Evolution of language and Scripts, Indian educational system, the ethics of Indian valor, Science and Technology, Environmental conservation: Indian View, Health consciousness of (Science of Life): Ayurveda Yoga and Naturopathy.

UNIT – III: Sources and Historiography.-15 classes

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

UNIT – IV: Hunter-gatherers and the advent of food products-10 Classes

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

UNIT – V: Harappa and Vedic Civilization.-35 classes

- a. Its origins and Phases of Harappan Civilization- settlement patterns and town planning system; General Features of the Civilization, 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.
- b. Original home land of Aryans, Myths of Aryan Invasion: Various theories, Vedic Cultures- Early Vedic and Post Vedic Literature and Vedic Polity, society and Economy.

UNIT- VI: India from Sixth Century BCE to Mauryan Age-10 Classes

- a. Sources, India in sixth century BCE Mahajanpada, Republic and Growth of Urban Centers, Rise of Magadhan Imperialism.
- b. Religious systems in 6th century BCE, Buddhism and Jainism.
- c. The Maurya Empire, Chandragupta Maurya, Mauryan administration, Ashok and Ashoka's Dhamma. Mauryan Society, Fall of Mauryan Empire.
- d. Greek Invasion and its Impact.

UNIT-VII: Buddhism and Jainism-10 classes

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

Suggested Reading:

1. A.I Basham: The Wonder that was India, Rupa, Delhi 1994
2. A.S Altekar, Education in Ancient India, Nand Kishore & Bros, Varanasi 1944
3. R.K Mookherjee: The Fundamental Unity of India
4. Irfan Habib, People's History of India I: Pre-history, Tulika.
5. Shereen, Ratnagar, Understanding Harappa: Civilization in the Greater Indus Valley, New Delhi
6. Dilip Kr. Chakraborty (ed), Indus Civilization Sites in India: New Discoveries, Mumbai
7. R.C. Majumdar, The Classical Accounts of India, Calcutta
8. 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
9. D.D. Kosambi, An Introduction to the Study of Indian History, Bombay
10. R.S, Sharma, Aspects of Political Ideas and Institutions in Ancient India, Delhi
11. Upinder Singh, A History of Ancient and Early Medieval India, from Stone Age to the 12th Century, Delhi
12. 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.
13. Raychaudhary, H.C: Political History of Ancient India, rev Edition, 1953
14. শর্মা, রামশরণ, ভারতের সমাজতন্ত্র, (Indian Feudalism), কে পি বাগচি এন্ড কোং, কলকাতা
15. শর্মা, রামশরণ, আর্যদের অনুসন্ধান, (Looking for the Aryans), প্রোগ্রেসিভ পাবলিশার্স, কলকাতা

Course Objective of Major -1: The major -1 course has been designed to enable learners to learn and develop a good understanding of the society, culture, religion, and political history of ancient India. Another objective is to facilitate learners to understand what the term Bharat Varsha entails along with the ancient Indian literature. Learners will be able to understand ancient Indian art and culture and also ancient science and Technology.

Outcomes: Students will understand the society, culture, religion, and political history of ancient India. Students will also understand the concept of Bharat Varsha along with the ancient Indian literature such as Ved, Vedanga, Upanishads, Epics, Puranas, etc. Students will gain knowledge about ancient Indian art and culture, science, and technology. Further, they will also understand health consciousness through the learning of ancient Ayurvedic treatment.

Semester: II

Major-2

Cultural Transition in Ancient India: 600 BC-187 BC

UNIT-I: Mauryan Arts and Architectures– 15 Classes

Architecture- Palaces, Caves and Stūpas Sculpture- Asoka's Pillars, cultural relations in Maurya states as reflected in art and architecture

UNIT: II Cultural developments in post-Maurya age- 15 classes

Art, architecture, sculpture with special reference to Mathura and Gandhara School of Arts

UNIT-III: Amaravati School of Arts- 5 classes

Historical Background, Major features and significance

UNIT-IV: Sangam Age-5 Classes

Development of Literature, II. Polity- Economy, Arts

UNIT-V: Mathura School of Arts- 10 classes

Early stone sculpture in Mathura and Mathura sculpture styles. Jain and Buddhist reliefs and its major features and significance

UNIT-VI: Literary Development– 10 Classes

Development of classical literatures of Maurya with special reference to Buddhist Literature

Suggesting Reading:

1. R.S. Sharma, Material Culture and Social Formations in Ancient India, Delhi; Sudras in Ancient India: A Social History of the Lower Order Down to circa AD 600, Delhi; Indian Feudalism, McMillan; Urban Decay in India (c.300 – c.600), New Delhi
2. Uma Chakraborti, The Social Dimensions of Early Buddhism, OUP Dipankar Gupta (ed), Social Stratification, OUP
3. R.c. majumdar (ed), History and Culture of Indian People, BharatiyaVidyabhavan
4. 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, Vishwavidyalaya Prakashan, revised edition, Varanasi, 2010.
5. Raychaudhary, H.C.: The History and Culture of Ancient India, Vol III: The Classical age
6. ভট্টাচার্য, নরেন্দ্রনাথ, প্রাচীন ভারতে ধর্ম, কলকাতা, ১৯৮৮
7. ভট্টাচার্য, নরেন্দ্রনাথ, প্রাচীন ভারতীয় সমাজ, পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষদ, কলকাতা
8. ভট্টাচার্য, সুকুমারী, ইতিহাসের আলোকে বৈদিক সাহিত্য, পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষদ, কলকাতা
9. ভট্টাচার্য, সুকুমারী, প্রাচীন ভারত- সমাজ ও সাহিত্য, আনন্দ পাবলিশার্স, কলকাতা
10. চক্রবর্তী, দিলীপ কুমার - ভারতবর্ষের প্রাক্ ইতিহাস আনন্দ পাবলিশার্স, কলকাতা, ১৯৯৯ গঙ্গোপাধ্যায়, দিলীপ কুমার - ভারত ইতিহাসের সন্ধান, (২ খন্ডে), ২০০৭
11. বাশাম ,এ. এল. অতীতের উজ্জ্বল ভারত, (The Wonder That Was India), প্রোগ্রেসিভ পাবলিশার্স, কলকাতা, ২০০৫
12. চক্রবর্তী, রণবীর, ভারত ইতিহাসের আদি পর্ব, কলকাতা, ২০০৭
13. দ্বিতীয় খন্ড: সিন্ধু সভ্যতা, (The Indus Civilization) এন বি এ, কলকাতা, ২০০২
14. রত্নাগর. শিরিণ, হরপ্পা সভ্যতার সন্ধান (Understanding Harappa) এন বি এ, কলকাতা, ২০০৩
15. থাপার, রোমিলা, ভারতবর্ষের ইতিহাস, ওরিয়েন্ট লংম্যান, কলকাতা

Course Objective of Major -2: The major -2 course has been designed to enable learners to learn and develop a good understanding of the history of culture and religion of ancient India. Another objective is to facilitate learners to understand the various religions such as Jains, Buddhism, Ajivik, Nai etc. Learners will be able to understand ancient Indian art specially Mathura, Gandhara and Amravati school of art.

Outcomes: Students will understand the society, culture, religion history of ancient India. Students will also understand the concept of Bharat Varsha along with the ancient Indian religion literature such as Buddhist, Jains literature, etc. They will also learn about the sources of ancient Indian history and how to interpret them.

Semester: III

Major-3

Consolidation of Gupta Empire: 187BC – 650 CE

UNIT-I: Sources– 10 Classes

Literary Sources: Indian and Foreign Evidences, Archaeological sources. Biography and Inscriptions

UNIT-II: Political Scenario of Guptas. – 20 Classes

- a. Changing political formations: age of imperial unity; rise of Guptas.
- b. The Gupta empire: nature and bases; polity and administrations-Divide of the Guptas- the causes of urban decline and its historical interpretations.

UNIT-III: Society and Economy– 10 Classes

Age of Guptas: agrarian expansion; changing production relations; society and economy, Development of Science and Technology during Gupta periods.

UNIT-IV: Foreign Invasions- 10 Classes

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

UNIT-V: Other Dynasties-10 Classes

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

Suggesting Reading:

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

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

Course Objective of Major -3: This paper focuses on the formation of polity, society, economy and religion of Guptas and Kushanas. The major -3 course has been designed to enable learners to learn and develop a good understanding of the history of culture and religion of ancient India. Another objective is to facilitate learners to understand the various regional powers such Maitrakas- Maukharies- Chalukyas, Pallavas- Pandyas etc. Learners will be able to understand Guptas art and architecture.

Outcomes: Students will understand the Golden history of ancient India. Students will also understand the concept of ancient Indian literature. They will also learn about the sources of ancient Indian history and how to interpret them. Learner will also understand the post-Gupta period kingdoms such as Maitrakas- Maukharies- Chalukyas, Pallavas- Pandyas etc.

Semester: IV

Major-4

The Early Medieval History of India: C. 650-1206

UNIT- I: Studying Early Medieval India-10 Classes

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

UNIT- II: Political Structures: – 20 Classes

- a. 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.
- b. Arab conquest of Sindh : nature and impact of the new set-up; Ismaili Dawah.
- c. Cause and consequences of early Turkish invasions: Mamud of Ghazna; Shahab-ud-Din of Ghur.

UNIT- III: Agrarian structure and social change: – 10 Classes

Agricultural expansion with hydraulic structures; Settlements History; Peasantry and land lords during the period.

UNIT –IV: Trade and Commerce -10 classes

Inter-regional trade; Maritime trade; Forms of exchange; Process of urbanization; Merchant guilds of South India

UNIT-V: Religious and Cultural developments: -10 classes

- a. Bhakti, Tantrism, Puranic traditions.
- b. Buddhism and Jainism; popular religious cults.
- c. Islamic intellectual traditions: Al-Biruni; Al-Hujwiri.

Suggested Readings:

1. Basham, A.L., (ed.), A Cultural History of India
2. Basham, A.L., The Wonder that was India
3. Chakravarti Ranabir, Exploring Early India upto Circa AD 1300
4. Chakravarti, R(ed.), Trade in Early India, Delhi
5. Chattopadhyay, B.D, Aspects of Rural settlements and Rural Society in Early Medieval India
6. Chattopadhyay, B.D, Studying Early India: Archaeology, Texts and Historical Issues , New Delhi, 2003
7. Habib, Irfan, Economic History of Medieval India: A Survey, New Delhi, 2001
8. Habib, Irfan, Medieval India: The Study of Civilizations, New Delhi, 2008
9. Habibullah, A.B.M, The Foundation of Muslim Rule in India
10. Mukhia, H., The Feudalism Debate
11. Rizvi, S.A.A, The Wonder that was India, Vol. II Roy Kumkum (ed), Women in Early Indian Societies (New Delhi, 1999)
12. Sastri K.A. Nilkantha, The Cholas (Madras, 1975 [reprint])
13. Sharma R.S, Early Medieval Indian Society: A Study in Feudalisation, Delhi, 2001.
14. Sharma, R.S, Indian Feudalism
15. Singh Upinder, A History of Ancient and Early Medieval India. Delhi, 2008
16. বাশাম, এ. এল, অতীতের উজ্জ্বল ভারত, (The Wonder That Was India), প্রোগ্রেসিভ পাবলিশার্স, কলকাতা, ২০০৫
17. মুখোপাধ্যায় হীরেন্দ্রনাথ, ভারত বর্ষের ইতিহাস (১ম খন্ড) (প্রাচীন ও মধ্যযুগ), পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষদ, প্রথম মুদ্রণ নভেম্বর ১৯৯৭
18. ভট্টাচার্য, নরেন্দ্রনাথ, ধর্ম ও সংস্কৃতিক: প্রাচীন ভারতীয় প্রেক্ষাপট
19. চক্রবর্তী, রণবীর, প্রাচীন ভারতের অর্থনৈতিক ইতিহাসের সন্ধানে, আনন্দ পাবলিশার্স, কলকাতা ২০০২
20. চক্রবর্তী, রণবীর, ভারত ইতিহাসের আদিপর্ব, ওরিয়েন্ট লংম্যান, কলকাতা, ২০০৭
21. শর্মা, রামশরণ, ভারতের সামন্ততন্ত্র, (Indian Feudalism), কে. পি. বাগচিএন্ড কোং, কলকাতা

Course Objective of Major -4: This paper focuses on the formation of polity, society, economy and religion this course seeks to provide an understanding of early medieval India. The major -3 course has been designed to enable learners to learn and develop a good understanding of the history of culture and religion of ancient India. Another objective is to facilitate learners to understand the various early medieval regional powers such as Rashtrakutas, Palas, Senas, Pratiharas, Rajputs and Cholas and Chalukyas Chauhans-Chandellas- Paramars - Karkota-Utpal-Hindu Shahi Dynasty etc. Learners will be able to understand temple architecture which inspires modern people.

Outcomes: Students will understand about the rise of Indian feudalism and the evolution of political structures in early medieval India. They will also learn about the impact of Islam on early Indian society, culture, religion, and agrarian structures. Learner will also understand early medieval kingdoms such as Rashtrakutas, Palas, Senas, Pratiharas, Rajputs and Cholas and Chalukyas Chauhans-Chandellas- Paramars - Karkota-Utpal-Hindu Shahi Dynasty etc.

Semester-IV

Major-5

Religion, Society and Culture in Medieval India

UNIT: I: Development of Literature-10 classes

- a. Rise and growth of regional languages.
- b. Culture in transition with special reference to art, architecture, painting and sculpture.

UNIT-II: Schools of Philosophy– 40 Classes

- a. Vaishnavite movements in Eastern India; Jagannath cult in Orissa; Warkari movement and Vithobamovement in Maharashtra.
- b. Sufism and Bhaktism: Its origin and development, doctrines, practices, relevance and its impact on society in North-East and South India.
- c. Religious tolerance and Sulh-i-kul; cultural developments with special reference to language, literature, art and architecture.

UNIT –III: Economic Scenario– 10 classes

Agriculture, Economy and development of science and technology of the period.

Suggested Reading:

1. B.D. Chattopadhyay, The Making of Early Medieval India, OUP.
2. Burton Stein, Peasant State and Society in Medieval South India, OUP.

3. Satish Chandra, History of Medieval India, New Delhi.
4. K.A. Nizami, State and Culture in Medieval India, New Delhi.
5. K.A. Nilkantha Sastri, A History of South India, Oxford.

Course Objective of Major -5 this paper focuses on religion, society, culture of medieval India. The course creates awareness among the students about their art, architecture, painting and sculpture reforms. This course will also provide information about the religious trends, Bhakti and Sufi movements, progress of Persian and indigenous languages, education, literature, development of Art, Architecture, influence and impact of Islamic traditions on Hindu culture.

Outcomes: Students will understand about the religious and cultural changes that occurred during this period. You can also learn about the economic transformation of India, the rise of feudalism. Learner also understand the agrarian system, land revenue policies, trade, and commerce. Students can get the idea of religious syncretism; rise of Sufi and Bhakti and their impact on Indian society.

Semester Wise Minor Papers for Undergraduate Programme in History (NEP-2020)

	Title of the Course	Course Code	Semester	Couse type	Total Credit
1.	Idea of Bharat and Its History up to 600 BC	BHISMEB12T	2 nd	Minor-1	04
2.	India under Delhi Sultanate and Regional powers: 1206-1526AD	BHISMWT23T	3rd	Minor-2	04
3	History of Bengal: Reform and Resurgence 18th Century to 1916	BHISMEB35T	5 th	Minor-3	04
4.	Age of Gandhian Nationalism: 1917-1947	BHISMEB47T	4 th	Minor-4	04

Semester-II

Minor-1

Idea of Bharat and Its History up to 600 BC

UNIT-I: Concept of Bharatvarsha-5classes

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

UNIT-II: Indian Philosophy, Science and Environment-5classes

- a. Indian educational system
- b. The ethics of Indian valor
- c. Science and Technology
- d. Environmental conservation: Indian View

UNIT – III: Sources and Historiography-5classes

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

UNIT – IV: A Survey of Prehistoric India-15classes

- a. Old Stone age /Paleolithic- Lower/ Middle/ Upper: Sequence and distribution; stone industries and other technological developments.
- b. Late Stone age/Mesolithic cultures- regional and chronological distribution; new developments in technology and economy; Rock Art.
- c. 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. - 20 Classes

- a. Its origins and Phases of Harappan Civilization- settlement patterns and town planning system; General Features of the Civilization.
- b. 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 Original home land of Aryans, Myths of Aryan Invasion: Various theories
- c. Vedic Cultures- Early Vedic and Post Vedic Literature and Vedic Polity, society and Economy

UNIT- V: India from Sixth Century BCE to Mauryan Age -25 Classes

- a. Sources
- b. India in sixth century BCE Mahajanpada, Republic and Growth of Urban centres, Rise of Magadhan Imperialism.
- c. Religious systems in 6th century BCE, Buddhism and Jainism.
- d. The Maurya Empire, Chandragupta Maurya, Mauryan administration, Ashok and Ashoka's Dhamma. Mauryan Society, Fall of Mauryan Empire. Greek Invasion and its impact.

Suggested Reading:

1. A.I Basham: The Wonder that was India, Rupa, Delhi 1994
2. A.S Altekar, Education in Ancient India, Nand Kishore & Bros, Varanasi 1944
3. R.K Mookherjee: The Fundamental Unity of India
4. Irfan Habib, People's History of India I: Pre-history, Tulika
5. Shereen, Ratnagar, Understanding Harappa: Civilization in the Greater Indus Valley, New Delhi
6. Dilip Kr. Chakraborty (ed), Indus Civilization Sites in India: New Discoveries, Mumbai
7. R.C. Majumdar, The Classical Accounts of India, Calcutta

8. 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
9. D.D. Kosambi, An Introduction to the Study of Indian History, Bombay
10. R.S, Sharma, Aspects of Political Ideas and Institutions in Ancient India, Delhi
11. Upinder Singh, A History of Ancient and Early Medieval India, from Stone Age to the 12th Century, Delhi
12. 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.
13. Raychaudhary, H.C: Political History of Ancient India, rev Edition, 1953
14. শর্মা, রামশরণ, ভারতের সমাজতন্ত্র, (Indian Feudalism), কে পি বাগচি এন্ড কোং, কলকাতা
15. শর্মা, রামশরণ, আর্যদের অনুসন্ধান, (Looking for the Aryans), প্রোগ্রেসিভ পাবলিশার্স, কলকাতা
16. শর্মা, রামশরণ, আর্যদের ভারতে আগমন, (Advent of the Aryans), ওরিয়েন্ট লংম্যান, ২০০১

Course Objective of Minor -1: The minor -1 course has been designed to enable learners to learn and develop a good understanding of the society, culture, religion, and political history of ancient India. Another objective is to facilitate learners to understand what the term Bharat Varsha entails along with the ancient Indian literature. Learners will be able to understand ancient Indian art and culture and also ancient science and technology.

Outcomes: : Students will understand the society, culture, religion, and political history of ancient India. Students will also understand the concept of Bharat Varsha along with the ancient Indian literature such as Ved, Vedanga, Upanishads, Epics, Puranas, etc. Students will gain knowledge about ancient Indian art and culture, science, and technology. Further, they will also understand health consciousness through the learning of ancient Ayurvedic treatment.

Semester-III

Minor-2

India under Delhi Sultanate and Regional powers: 1206-1526AD

UNIT- I: Learning Medieval India-10 classes

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

UNIT- II: Sultan's Administration– 20 classes

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

UNIT –III: Regional powersa.– 20 classes

- a. Ruling Dynasties of Rajput States (Mewar and Marwar), Orissa, Kashmir
- b. Vijaynagar Empire and Bahamani Kingdom.

UNIT- IV: Changes in Society and Economy.– 20 classes

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

UNIT –V: Trade and Commerce. – 15 classes

Urbanization and non-agricultural production; monetization, market regulations and trade; Indian Ocean trade.

Suggested Reading:

1. M. Habib and K.A. Nizami (eds), The Delhi Sultanat, Vol.5, New Delhi
2. Satish Chandra, Medieval India: From Sultanat to the Mughals, 2 vols, New Delhi; Essays on Medieval Indian History, OUP
3. K.S. Lal, History of the Khaljis 1290-1320, Allahabad
4. J.N. Sarkar, History of Bengal 1200-1757, Patna
5. W.H. Moreland, The Agrarian System of Moslem India, Allahabad
6. K.N. Choudhuri, Trade and Civilization in the Indian Ocean, New Delhi
7. A.L. Srivastava: Delhi Sultanate (English or Hindi Version), Shiv Lal Agarwal & Co., Agra, Reprint, 2017
8. Babasaheb Purandare: Raja Shivchattrapati, Vol. I & II, Purandare Prakashan, 2020
9. G.H. Ojha: Rajputane Ka Itihas,(Hindi) Vaidik Yantralaya, Ajmer, 1927
10. G.N Sharma: Mewar and the Mughal Emperors, Shiv Lal Agarwal, Agra, 1962
11. Herman Kulke (ed.) The State in India (1000-1700), OUP, 1995

Course Objective of Minor -2: The minor -2 course has been designed to enable learners to learn and develop a good understanding of the society, culture, religion, and political history of Sultanate period. This course is designed to impart thorough knowledge on the origin and emergence of Delhi Sultanate, the political and cultural achievements of Slave, Khalji, Tughlaq, Sayyad and Lodi dynasties and their legacy. The course creates awareness among the students about their polity, policies, administrative reforms, economic development, changing pattern of society, women's participation in politics and analyses, women centered issues in contemporary society, religious trends, Bhakti and Sufi movements, progress of Persian and indigenous languages, education, literature, development of Art, Architecture, influence and impact of Islamic traditions on Hindu culture.

Outcomes : Students of history will learn about the foundation, expansion and consolidation of the Sultanate of Delhi and also to the downfall of the Delhi Sultanate. They will learn towards the emergence of provincial dynasties & Consolidation of regional identities like, Bahamani, Vijayanagar and Bengal. They also acquire the knowledge about the Changing scenarios of the urban and rural societies after consolidation of the rule of the Sultanate of Delhi. They can learn about the activities of Delhi Sultanate i.e., revenue systems monetization, market regulations, growth of urban centers, trade and commerce, Indian Ocean trade etc. Students can get the idea of religious syncretism; rise of Sufi and Bhakti and their impact on Indian society.

Semester: V

Minor-3

History of Bengal: Reform and Resurgence 18th Century to 1916

UNIT-I: Studying the E.I. Company's Transformation– 20 classes

- a. From utility to free trade: evangelicals, the Orientalists, William Jones and the Asiatic Society; the Fort William College and the Hindu College
- b. Derozio and Young Bengal movement

UNIT-II: Ideological Debate and Christian Missionaries– 20 classes

- a. Anglicist – Orientalist controversy; Macaulay minutes and coming of western education; Cultural changes and Social and Religious Reform Movements
- b. 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– 15 classes

- a. Society in the late 18th century; religious and social reforms; Ram Mohan and Brahma movement; Vidyasagar and his reforms; Contribution of Abdul Latif
- b. Vivekananda and Ram Krishnite movement; Aligarh movement.

UNIT-IV: Impact of Politics in Bengal– 30 classes

- a. Conservative response: growth of traditional-modernizers and their thought on social upliftment; debates around gender.
- b. Partition of Bengal 1905: Curzon and the administrative blueprint.

- c. Swadeshi Movement & Congress Split at Surat.
- d. First World War: Lucknow Pact, Home Rule Movement.

Suggested Reading:

1. N.S. Bose, Indian Awakening and Bengal, Kolkata
2. David Kopf, British Orientalist and Bengal Renaissance,
3. Dilip Kr. Biswas, RammohanSamiksha, Kolkata
4. BinoyGhosh, Vidyasagar o bangaliSamaj, Kolkata
5. Tripathi, Vidyasagar – Traditional Moderniser, Kolkata
6. Jogesh Ch. Bagal, UnabinshaShatabdir Bangla, Kolkata
7. R.C. Nath, New Hindoo Movement, Kolkata
8. C. Palit, New View Points on 19th Century Bengal, Kolkata
9. Abhijit Dutta, 19th Century Bengali Society and Christian Missionaries, Kolkata
10. Bandyopadhyay, Sekhar. From Plassey to Partition: A History of Modern India. New Delhi: Orient Blackswan , 2004
11. Banerjee Dube, Ishita. A History of Modern India. Cambridge University Press, 2015
12. Bayly C.A., Indian Society and the Making of the British Empire Cambridge University Press, 1995
13. Choudhary Sushil, Prelude to Empire: Plassey Revolution of 1757. Delhi: Manohar, 2000.
14. Guha, Ranajit . Elementary Aspects of Peasant Insurgency in Colonial India. New Delhi: Oxford University Press, 1983.
15. Islam, Sirajul ed. History of Bangladesh 1704-1971 (Vols. I,II & III) Dhaka: Asiatic Society of Bangladesh, 1997
16. **Kopf David**, British Orientalism and the Bengal Renaissance: The Dynamics of Indian Modernization, 1773-1835 University of California Press, 1969
17. মুখাপাধ্যায়, গীতম, *উনিশ শতক বাংলার জাতীয়তাবাদ : রাজা রাহমাহন থক শ্রীআরবিন্দ*, প্রতিমা প্রকাশনী, কলকাতা, ২০২১ (Goutam Mukhopadhyay, Unish Shatake Banglar Jatiotabad: Raja Rammohan Theke Sri Arobinda, Protima Prokashani, Kolkata, 2021)
18. Palash Mondal , Biplobi Jatiotabad Theke Ganotantrik Samajbade Uttoran : Banglar Biplobi Gosthi “Sri Sangha” (1922-1970), Progressive Publisher’s, Kolkata, 2019
19. বন্দ্যোপাধ্যায়, শেখর, পলাশি থেকে পার্টিশান, ওরিয়েন্টলংম্যান
20. চন্দ্র, বিপান এবং অন্যান্য, ভারতের স্বাধীনতা সংগ্রাম, কে. পি. বাগচি এন্ড কোং, কলকাতা
21. চন্দ্র, বিপান এবং অন্যান্য, ভারতবর্ষ – স্বাধীনতার পরে, , আনন্দ পাবলিশার্স, কলকাতা
22. চন্দ্র, বিপান, আধুনিক ভারতঃ ঔপনিবেশিকতাবাদ ও জাতীয়তাবাদ, কে. পি বাগচি এন্ড কোং, কলকাতা
23. চ্যাটার্জী, জয়া, বাংলা ভাগ হোলঃ হিন্দু সাম্প্রদায়িকতা ও দেশ-বিভাগ, ১৯৩২-১৯৪৭।এল. আলমা. পাবলিকেশনস, কলকাতা, ২০০৩
24. দেশাই, এ. আর, ভারতীয় জাতীয়তাবাদের সামাজিক পটভূমি, কে. পি. বাগচি এন্ড কোং, কলকাতা
25. দত্ত, রজনীপাম, আজিকার ভারত সরকার, সুশোভন, বাংলার রেনেসাঁস, দীপায়ন, কলকাতা
26. ত্রিপাঠী, অমলেশ, স্বাধীনতা সংগ্রামে ভারতের জাতীয় কংগ্রেস ১৮৮৫-১৯৪৭।কলকাতা আনন্দ পাবলিশার্স, ২০১২।
27. ত্রিপাঠী, অমলেশ, ভারতের মুক্তি সংগ্রামে চরমপন্থী পর্ব, আনন্দ পাবলিশার্স, কলকাতা

28. সুর, নিখিল, ভারতীয় জাতীয়তাবাদী আন্দোলনের পটভূমি, পশ্চিমবঙ্গ রাজ্যপুস্তক পর্ষদ, ১৯৮৯
29. সেন, সুনীল, ভারতে কৃষি সম্পর্ক (১৭৯৩-১৯৪৭) পশ্চিমবঙ্গ রাজ্যপুস্তক পর্ষদ, ১৯৮৫
30. ত্রিপাঠী, অমলেশ, স্বাধীনতা সংগ্রামে ভারতের জাতীয় কংগ্রেস, আনন্দ পাবলিশার্স, কলকাতা

Course Objective of Minor -3: The minor -3 course has been designed to enable learners to learn and develop a good understanding of the society, culture, religion, and political history of Bengal. Students learn about the history of India, including the Indian National Congress, the Swadeshi movement, and the Partition of Bengal. Students also learn about local rebellions and movements, such as the Indigo rebellion and the Deccan Riots.

Outcomes: Student can know about the rise and decline of the Bengal under the Nawab. Learner can understand the process of the rise and growth of British Empire in Bengal after the Battle of Plassey. They can understand the transformation of Bengali society in 19th century; especially about the social and religious reformation during the said time. At the same time, they can gain the knowledge about the exploitative character of British government that gave birth so called Bengali nationalism.

Semester: VIII

Minor-4

Age of Gandhian Nationalism: 1917-1947

UNIT –I: Rise of Gandhia. -5 classes

- a. Arrival of Gandhi in Indian Politics: Regional Movements,
- b. Rowlatt Satyagrah, Khilafat Issue.
- c. Political Philosophy of Gandhi.

UNIT- II: Mass Movements of Congress & Alternative Ideologies.-20 classes.

- a. Non Cooperation, Regional variations and Swarajists
- b. Revolutionary Movement, Trial of Bhagat Singh, Rise of leftist Ideology
- c. Simon Commission, Nehru Report and Civil Disobedience Movement
- d. Tripuri crisis: Issues and Ideas of Subhash Chand Bose, Quit India movement-

UNIT –III: Rise of Peasant, Workers, Tribal's & Linguistic Organizations.-15 classes.

- a. Peasant Issues since 1919, formation of Regional Peasant Associations and all India Kisan Sabha, Role of Madan mohan Malviya & Sahjanand Saraswati.

- b. Rise of Industrial Worker Class, its issues and Formation of Trade Unions.

UNIT –IV: Road to Partition & Independence- 20 classes

- a. Challenges of Communalism (1942- 1947), RSS, Hindu Maha Sabha and Muslim League
- b. Role of INA, INA Trials & RIN Mutiny
- c. Constitutional Formulas: Wavell Plan, Cripps and Cabinet Mission
- d. Mountbatten plan, Circumstances leading to Partition & Independence

Suggested Reading:

1. Bipan Chandra & Others, India's Struggle for Independence, Penguin
2. Tripathi, SwadhinataSangrameBharaterJatiya Congress, Kolkata
3. Bipan Chandra, The Rise and Growth of Indian Nationalism, Haranand
4. Judith Brown, Gandhi's Rise to Power: Indian Politics 1915-22, CUP
5. S. Bondyopadhyaya (ed), Nationalist movement in India, Oxford
6. B.R. Tomlinson, Indian National Congress and the Raj, Palgrave Macmillan
7. Bipan Chandra, Nationalism and Colonialism in Modern India, Orient Black Swan
8. Sumit Sarkar: Modern India 1885 n 1947. Macmillian, 1983
9. R. Jeffery, J Masseless: From Rebellion to the Republic.
10. Paul Brass: The Politics of India since Independence
11. K.G Subramanian: The Living Tradition: perspectives on Modern Indian Art.
12. Desai A.R.: Social background of Indian Nationalism

Course Objective of Minor -4 : The primary objective of this course is to end British colonial rule and establish an independent Indian government. This course is designed to enable learners to learn about the Gandhi's nationalism which was based on non-violence and moral regeneration. Learner also understand the Gandhi's nationalism was based on the concept of swaraj, which is enlightened self-control and self-development.

Outcomes: 1: Students will understand the struggles and challenges faced during the Indian National Movement, particularly from 1917 to 1947. The learner will understand the overall growth of nationalist ideals. They will learn the role of the Indian National Congress in mobilizing mass movements during India's nationalist movement.

Semester Wise SEC Papers for Undergraduate Programme in History (NEP-2020)

	Title of the Course	Course Code	Semester	Couse type	Total Credit
1.	Understanding Culture and Heritage	BHISSEC01T	1 st	SEC-1	03
2.	Understanding Culture and Heritage	BHISSEC01T	2 nd	SEC-2	03
3	Understanding Culture and Heritage	BHISSEC01T	3 rd	SEC-3	03

Semester: I, II &III SEC-1

Understanding Culture and Heritage

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 nineteenth and 20th century

Suggested Readings:

- A.K Jain, Conservation of Cultural Heritage, Discovery Publication
- Alok Rai, Hindi Nationalism. Delhi: Orient Longman, 2001
- Asit Basu, Dr. Pradip Kumar Mandal, Manbhumi Purulia Parichay, Byanjanbarna
- Bharati Roy, Women of India: Colonial and Post- Colonial Periods, Sage
- Bibekananda Basu, The Chhaw Dance of Purulia, Notion Press
- D.D Koshambi, An Introduction to the Study of Indian History, Sage Publication
- Debaprasad Jana (Ed.), Ahalyabhumi Purulia, Deep Prakashan
- Devika Cariapa, India Through Archeology: Excavating History, Tulika Publishers

9. Dilip K. Chakrabarti, *Archaeology in the Third World: A History of Indian Archaeology since 1947*. Delhi: D. K. Printworld Ltd., 2003
10. Dilip Kumar Chakrabarti, *India- An Archaeological History: Paleolithic Beginnings to Early History* Foundation, Oxford University Press
11. Geraldine Forbes, *Women in Modern India*, Cambridge University Press
12. Grin Verlag, *The Journey of Purulia Chau Dance. From Vague to Vogue*,
13. James Fergusson, *Archaeology in India*, R Publications.
14. P.P. Dhar, (Ed). *Indian Art History: Changing Perspectives*. New Delhi: DK. 2011
15. Partha Mitter, *Art and Nationalism in Colonial India 1850-1922; Occidental Orientations*, Cambridge: Cambridge University Press, 1994
16. R. C. Majumdar, (Ed.) *History and Culture of the Indian People*. Bombay: Bhartiya Vidya Bhawan, (Publication date not found).
17. Rameswari Pandya, *Women in Changing India*, Serials Publication
18. Roma Chatterji, *Writing Identities: Folklore and Performance Arts of Purulia, Bengal*, Aryan Books International

Course Objective of SEC this course has been designed to enable learners to learn and develop a good understanding of the society, local culture, and religion of Purulia District. Learner can learn about the changing definitions of cultural heritage, and how it's impacted by tourism and commercialization. Students learn about cultural differences and diversity, and how to analyze people's reactions to different cultures. Students learn about the policy and management aspects of cultural heritage, and the need for sustainable development.

Outcomes: : This paper seeks to provide an opportunity to the students to explore the various facets of popular culture within their region in different genres such as the performing arts, audiovisual entertainments that would provide them a better understanding of the cultural diversity of Bengal. Students will get to understand the different facets of Indian heritage and their significance. They also understand about the legal and institutional frameworks for heritage protection in India as the challenges facing it. Students will learn how to maintain documentary, visual and material remains of the past either in house or Institutions. It helps them to understand the importance and significance of such institutions to build the history of India.