

# The University of Burdwan



**SYLLABUS FOR 3-YEAR DEGREE/4-YEAR MAJOR IN**  
**HISTORY**  
**UNDER CURRICULUM AND CREDIT FRAMEWORK FOR UNDERGRADUATE PROGRAMMES (CCFUP) AS PER NEP,**  
**2020**  
**WITH EFFECT FROM 2023-24**

**DEPARTMENT OF HISTORY ■ THE UNIVERSITY OF BURDWAN**

**NAAC ACCREDITED 'A' GRADE UNIVERSITY**

**GOLAP BAG CAMPUS ■ PURBABARDHAMAN-713104 ■ WEST BENGAL ■ INDIA**

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**COURSE STRUCTURE UNDER CCFUP (AS PER NEP 2020) FOR B.A. IN HISTORY**  
**Semester-wise Distribution of Credits and Marks (SEM-I)**

SEMESTER	COURSE TYPE	COURSE NAME	CREDIT	MARKS				DISTRIBUTION OF CREDIT			LECT HOURS
				IA	ESE (TH)	ESE (PR)	TOTAL	LECT	TUTO	PR	
I	MAJOR/DS COURSE Course Code: HIST 1011	THE IDEA OF BHARAT/ HISTORY OF INDIA (FROM EARLIEST TIMES TO 6 <sup>th</sup> CENTURY B.C.E)	4	15	60	0	75	3	1	0	60
	MINOR COURSE # Course Code: HIST 1021	ANCIENT INDIAN HISTORY (FROM PRE- HISTORY TO 550 C.E.)	4	15	60	0	75	3	1	0	60
	MULTIDISCIPLINARY COURSE# Course Code: HIST 1031	HISTORY OF INDIA (1757-1857)	3	10	40	0	50	2	1	0	45
	ABILITY ENHANCEMENT COURSE(AEC) -----1041	L1-MIL: ARABIC/ BENGALI/ HINDI/ SANSKRIT/ SANTALI/ URDU OR EQUVLNT. COURSE FROM SWAYAM OR UGC RECOGNIZED OTHER PLATFORM	2	10	40	0	50	2	0	0	40
	SKILL ENHANCEMENT COURSE (SEC) Course Code: HIST 1051	UNDERSTANDING INDIAN HERITAGE	3	10	40	0	50	2	1	0	45
	VALUE ADDED COURSE(VAC) CVA1061	ENVIRONMENTAL SCIENCE/EDUCATION	4	20	60	20	100	3	0	1	60
	<b>TOTAL</b>		<b>20</b>				<b>400</b>				

\*\* IA- INTERNAL ASSESSMEN, ESE-END SEMESTER EXAMINATION, TUTO-TUTORIAL, LECT- LECTURE, TH-THEORY, PR-PRACTICAL #

STUDENTS OPTED HISTORY AS MAJOR SUBJECT (4 YR HONS. COURSE/ 3YR DEGREE COURSE) WILL STUDY ANY DISCIPLINE OTHER THAN HISTORY AS SPECIFIED BY THE UNIVERSITY/AS PER NEP STRUCTURE IN THEIR MINOR AND MULTIDISCIPLINARY COURSES.

### Semester-wise Distribution of Credits and Marks (SEM-II)

SEMESTER	COURSE TYPE	COURSE NAME	CREDIT	MARKS				DISTRIBUTION OF CREDIT			LECT HOURS
				IA	ESE (TH)	ESE (PR)	TOTAL	LECT	TUTO	PR	
II	MAJOR/DS COURSE Course Code: HIST 2011	HISTORY OF ANCIENT WORLD CIVILIZATION	4	15	60	0	75	3	1	0	60
	MINOR COURSE # Course Code: HIST 2021	HISTORY OF INDIA (550 CE to 1206 CE)	4	15	60	0	75	3	1	0	60
	MULTIDISCIPLINARY COURSE# Course Code: HIST 2031	HISTORY OF INDIA (1858-1947)	3	10	40	0	50	2	1	0	45
	ABILITY ENHANCEMENT COURSE(AEC) ENGL2041	L <sub>2</sub> -1 ENGLISH: FUNCTIONAL ENGLISH OR EQUIVLNT. COURSE FROM SWAYAM OR UGC RECOGNIZED OTHER PLATFORM	2	10	40	0	50	2	0	0	40
	SKILL ENHANCEMENT COURSE (SEC) Course Code: HIST 2051	ARCHIVES AND MUSEUMS	3	10	40	0	50	2	1	0	45
	VALUE ADDED COURSE(VAC) CVA 2061	UNDERSTANDING INDIA/DIGITAL&TECH NOLOGY SOLUTION/HEALTH & WELLNESS,YOGA EDUCATION,SPORTS & FITNESS	4	20	80/60	0/20	100	3/3	1/0	0/1	60
<b>Skill based vocational course (addl. 4 Cr) during summer term for 8 weeks, who will exit the programme after securing 40 cr.</b>											
	<b>TOTAL</b>		<b>20</b>				<b>400</b>				

\*\* IA- INTERNAL ASSESMEN, ESE-END SEMESTER EXAMINATION, TUTO-TUTORIAL, LECT- LECTURE, TH-THEORY, PR- PRACTICAL  
STUDENTS OPTED HISTORY AS MAJOR SUBJECT (4 YR HONS. COURSE/ 3YR DEGREE COURSE) WILL STUDY ANY DISCIPLINE OTHER THAN HISTORY AS SPECIFIED BY THE UNIVERSITY/AS PER NEP STRUCTURE IN THEIR MINOR AND MULTIDISCIPLINERY COURSES.

**SEMESTER-WISE MODULES FOR THE FOUR YEAR UNDERGRADUATE PROGRAM (B.A.) IN HISTORY (MAJOR)  
AS PER NEP 2020**

**THE UNIVERSITY OF BURDWAN**

SEM	MAJOR/ HONS COURSE	MINOR COURSE	MULTIDISCIP LINARY COURSE	ABILITY ENHANCE MENT COURSE (AEC)	SKILL ENCASHMENT COURSE (SEC)	VALUE ADDED COURSE (VAC)	TOT AL
1	PAPER 1 THE IDEA OF BHARAT OR HISTORY OF INDIA (FROM EARLIEST TIMES TO 6 <sup>TH</sup> CENTURY B.C.E. F.M. 75	ANCIENT INDIAN HISTORY (FROM PRE HISTORY TO 550 CE) F.M. 75 <b>[FOR STUDENTS WHO HAVE MAJOR SUBJECT OTHER THAN HISTORY]</b>	HISTORY OF INDIA(1757- 1857) F.M. 50	L <sub>1</sub> -1(MIL) ARABIC/ BENGALI/ HINDI/ SANSKRIT/ SANTALI/ URDU OR EQUVLNT. COURSE FROM SWAYAM OR UGC RECOGNIZ ED OTHERS F.M. 50	UNDERSTANDING INDIAN HERITAGE F.M. 50	ENVS F.M. 100	400
2	PAPER 2 HISTORY OF ANCIENT WORLD CIVILIZATIO N F.M. 75	HISTORY OF INDIA (550 CE TO 1206 CE) F.M. 75 <b>[FOR STUDENTS WHO HAVE MAJOR SUBJECT OTHER THAN HISTORY]</b>	HISTORY OF INDIA (1858 C E- 1947 C E) F.M. 50	L <sub>2</sub> -1 ENGLISH OR EQUVLNT. COURSE FROM SWAYAM OR UGC RECOGNIZ ED OTHERS F.M. 50	ARCHIVES AND MUSEUMS F.M. 50	TO BE DECIDED BY THE UNIVERSIT Y	400

**[SKILL BASED VOCATIONAL COURSE (ADDL. 4 CR) DURING SUMMER TERM FOR 8 WEEKS, WHO  
WILL EXIT THE PROGRAMME AFTER SECURING 40 CR.]**

**COURSESTRUCTUREUNDERCCFUP(ASPERNEP2020)FORB.A.INHISTORY**

**Semester-wiseDistributionofCreditsand Marks(SEM-III)**

SEMESTE R	COURSETYPE	COURSENAME	CREDIT	MARKS				DISTRIBUTIONOF CREDIT			LECT HOURS
				LECT	TUTO	PR	TOTAL	THEORY	PR/ VIVA	IA	
	MAJOR/DSCOURSE CourseCode:HIST30 11	HISTORY OF INDIA FROM 6 <sup>TH</sup> CENTURY BCE TO 550CE	5	4	1	0	75	60	0	15	60

<b>III</b>	<b>MAJOR/DSCOURSE</b> CourseCode:HIST30 12	<b>World          Civilization:Transitio          n          fromAncientoMediev          al.</b>	5	4	1	0	75	60	0	15	60
	<b>MINORCOURSE#</b> <b>(Vocational          Education and Training)</b> Course Code: <b>MSR 3021</b> Or <b>HRM3021</b> Or <b>RSA3021</b>	<b>Medical Sales          Representative          OR          Human Resource          Management          Or          Retail Sales Associate</b>	4				75			15	
	<b>MULTIDISCIPLINARY COURSE</b>  CourseCode:HIST3031	<b>HISTORY          OFMODERN          EUROPE(1789-1919)</b>	3	2	1	0	50	40	0	10	45
	<b>ABILITY          ENHANCEMENT          COURSE(AEC)-L1-2</b> Course Code: -----3041	<b>L12-MIL-ARABIC/          BENGALI/HINDI/          URDU OR          EQUVLNT.COURSEFROMS          WAYAMOR UGC          RECOGNIZEDPLATFORM</b>	2	2	0	0	50	40	0	10	
	<b>SKILL          ENHANCEMENT          COURSE(SEC)</b> CourseCode:HIST30 51	<b>UNDERSTANDING          POPULAR CULTURE          OFMODERNBENGAL</b>	3	2	1	0	50	40	0	10	45
	<b>TOTAL</b>		22				375				

**\*\*IA-INTERNALASSESSMENENT,ESE-ENDSEMESTEREXAMINATION,TUTO-TUTORIAL,LECT-LECTURE,TH-THEOR,PR-PRACTICAL#**

**COURSE STRUCTURE UNDER CC FUP (AS PER NEP 2020) FOR B.A. IN HISTORY**  
**Semester-wise Distribution of Credits and Marks (SEM-IV)**

SEMESTER	COURSE TYPE	COURSE NAME	CREDIT	MARKS				DISTRIBUTION OF CREDIT			LECT HOURS
				LECT	TUTO	PR	TOTAL	THEORY	PR/VIVA	IA	
<b>IV</b>	MAJOR/DSCOURSE CourseCode: HIST4011	<b>HISTORY OF INDIA FROM 550 CE TO 1206 CE</b>	5	4	1	0	75	60	0	15	75
	MAJOR/DSCOURSE CourseCode: HIST4012	<b>INDIA UNDER DELHI SULTANATE: 1206 AD-1526 AD</b>	5	4	1	0	75	60	0	15	75
	MAJOR/DSCOURSE CourseCode: HIST4013	<b>RISE OF THE MODERN WEST-I (15<sup>TH</sup> &amp; 16<sup>TH</sup> CENTURIES)</b>	5	4	1	0	75	60		15	60
	MINOR COURSE# CourseCode: HIST4021	<b>HISTORY OF INDIA (1206-1526)</b>	4	3	1	0	75	60		15	60
	MINOR COURSE# Course Code: -----4021 <b>(OTHER THAN HISTORY)</b>	----	4				75			15	
	ABILITY ENHANCEMENT COURSE (AEC) -----4041	<b>L<sub>2</sub>- ENGLISH OR EQUIVALENT COURSE FROM SWAYAM OR UGC RECOGNIZED PLATFORM.</b>	2	2	0	0	50	40	0	10	
<b>TOTAL</b>		25				425					

**\*\* IA- INTERNAL ASSESSMENT, ESE-END SEMESTER EXAMINATION, TUTO-TUTORIAL, LECT- LECTURE, TH-THEORY, PR-PRACTICAL#**

### Semester wise and Course wise Distribution of Credit & Marks under CCFUP as per NEP, 2020

SEMESTER	Course Type	Code	Name of the Course	Credit	L – T - P	Marks	Marks Dist. Th. – Pr. - IA
<b>V</b>	Major/Core Course	HIST 5011	Rise of the Modern West-II (17 <sup>th</sup> & 18 <sup>th</sup> Centuries)	5	4-1-0	75	60–0–15
	Major/Core Course	HIST 5012	Mughal Empire in India (C.1526-C.1757)	5	4-1-0	75	60– 0–15
	Major/Core Course	HIST 5013	India Under Colonial Rule (C.1757-C.1857)	5	4-1-0	75	60– 0–15
	Minor Course (Vocational Education &Training)	MSR 5021 OR HRM 5021 OR RSA 5021	Medical Sales Representative OR Human Resource Management OR Retail Sales Associate	4	3-1-0	75	60–0–15
	Internship	INT 5081		2		50	00– 50 – 00 (Project/ Field Diary: 30 + Viva-voce: 20)
	<b>Total</b>			<b>21</b>		<b>350</b>	
<b>VI</b>	Major/Core Course	HIST 6011	India under the British Raj (C.1858-C.1947)	4	3-1-0	75	60–0–15
	Major/Core Course	HIST 6012	India after Independence (C.1947-C.2000)	4	3-1-0	75	60–0–15
	Major/Core Course	HIST 6013	History of Modern Europe (C.1789-C.1919)	4	3-1-0	75	60–0–15
	Major/Core Course	HIST 6014	Europe in the Era of Two World Wars (C.1919-C.1945)	4	3-1-0	75	60–0–15
	Minor Course (Vocational Education &Training)	MSR 6021 OR HRM 6021 OR RSA 6021	Medical Sales Representative OR Human Resource Management OR Retail Sales Associate	4	3-1-0	75	60 – 0 – 15
	<b>Total</b>			<b>20</b>		<b>375</b>	
	<b>Grand total (Sem. I -VI)</b>			<b>128</b>		<b>2325</b>	

*Semester-I*  
**CURRICULUM & CREDIT FRAMEWORK**  
 FOR  
UG Programme in History

**Subject: History (Major)**

**Paper 1 -The Idea of Bharat**

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

<b>Unit</b>	<b>Topic</b>	<b>LH</b>
<b>Unit 1</b>	<ul style="list-style-type: none"> <li>• Concept of India or Bharat</li> <li>• Indian concept of time, space, scope and sources</li> </ul>	12
<b>Unit 2</b>	<ul style="list-style-type: none"> <li>• Heritage of Indian Civilization: The glory of Indian Literature- Veda, Vedanta, Upanishads, Epics, Puran</li> <li>• Salient features of Indian Art and Culture</li> <li>• Educational system.</li> </ul>	12
<b>Unit 3</b>	<ul style="list-style-type: none"> <li>• Religion and evolution: Indian perception of Dharma and Darshan.</li> <li>• The concept of Vasudhaiva Kutumbakam: Man, Family &amp; Society</li> </ul>	12
<b>Unit 4</b>	<ul style="list-style-type: none"> <li>• Science and Technology in Ancient India, Environmental conservation, Health consciousness- yoga and naturopathy, Indian numerical system and Mathematics</li> </ul>	12
<b>Unit 5</b>	<ul style="list-style-type: none"> <li>• Indian Economic thoughts</li> <li>• Concept of land, forest and agriculture</li> <li>• Industry, Trade.</li> </ul>	12

**Suggested Readings:**

- A.L. Basham- *The Wonder that was India*  
 A.S. Altekar- *Education in Ancient India.*  
 Faith Robertson Elliott - *Gender Family and Society*  
 G. Arrhenius – *Evolution for Space*  
 R.K. Mookherjee – *The Fundamental Unity of India*  
 Radha Kumud Mookherjee- *Indian Education System.*  
 Srinivas , M.N- *Social Change in Modern India.*  
 Will Durant- *The Story of Civilization*  
 Singh Y- *Modernization of Indian Tradition.*  
 Sinha Gaurab: *Prajithasik o Vaidik Jug er Bharat*

OR

**Subject: History (Major)**

**Paper 1 –History of India (From Earliest times up to 6<sup>th</sup> Century BCE)**

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

Unit	Topic	LH
Unit 1	<ul style="list-style-type: none"><li>• Meaning of History</li><li>• Origin of the name Bharat</li><li>• Concept of India or Bharat Fundamental</li><li>• unity of India.</li><li>• Indian concept of time, space, scope and sources</li></ul>	12
Unit 2	<ul style="list-style-type: none"><li>• A broad survey of Paleolithic, Mesolithic and Neolithic cultures.</li></ul>	12
Unit 3	<ul style="list-style-type: none"><li>• Harrappan Civilization: Origin, extent, main features, Religion, Relationship with other civilizations of the world, decline.</li></ul>	12
Unit 4	<ul style="list-style-type: none"><li>• Vedic and Later Vedic Age: Coming of the Aryans and Aryan debate</li><li>• Vedic economy, polity, society and religion</li><li>• Science and technology, Environmental conservation, Health consciousness- yoga</li><li>• and naturopathy, Indian numerical system and Mathematics</li><li>• Evolution of language.</li><li>• Indian economic thoughts</li><li>• Concept of land, forest and agriculture</li><li>• Industry, Trade.</li></ul>	12
Unit 5	<ul style="list-style-type: none"><li>• Religious protest movement- Jainism and Buddhism.</li></ul>	12

**Suggested Readings:-**

A.L. Basham- *The Wonder that was India*  
A.S. Altekar- *Education in Ancient India.*  
Faith Robertson Elliott - *Gender Family and Society*  
G. Arrhenius – *Evolution for Space*  
R.K. Mookherjee – *The Fundamental Unity of India*  
Radha Kumud Mookherjee- *Indian Education System.*  
Srinivas, M.N- *Social Change in Modern India.*  
Will Durant- *The Story of Civilization*  
Singh Y- *Modernization of Indian Tradition.*  
Sinha Gaurab: *Prajithasik'o Vaidik Jug er Bharat*  
Carr, E.H. *What is History*  
*History and Culture of the Indian People, Vol-I & II, Bharatiya Vidya Bhavana*  
Chattopadhyay, Bhaskar, *Bharater Artha-Samajik O Rashtriya Byabostha: Prachin Jug*  
Chattopadhyay, Bhaskar, *Bharater Sanskriti: Prachin Jug*

**Semester-I**  
**CURRICULUM & CREDIT FRAME WORK**  
 FOR  
**UG Programme in History**

**Subject: History (Minor)**

**Paper 1 – Ancient Indian History up to 550 CE**

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

Unit	Topic	LH
Unit 1	Sources and approaches of Ancient Indian History.	12
Unit 2	Harappan Civilization: origin, extent, features and decline	12
Unit 3	Vedic Civilization: Vedic economy, polity, society and religion. Religious protest Movements- Jainism and Buddhism	12
Unit 4	Rise of an Empire centered on Magadha: Sixteen Mahajanpadas. Emergence of Mauryan Empire- Chandragupta, Ashoka, administration and fall of the Maurayas.	12
Unit 5	Post Mauryan period : Satvahana, Kushanas, Indo-Roman trade Age of the Guptas: Development of the Gupta Empire, Art, Literature and Administration.	12

**Suggested Readings:**

- Altekar, A.S. – Education in Ancient India  
 Agrawal, D.P. – The Archaeology of India  
 Basham, A.L. – The Wonder that was India  
 Chakraborty, D.K. – Archaeology of Ancient Indian Cities  
 Jha, D. N. - Ancient India in Historical Outline  
 Sharma, R.S- India's Ancient Past  
 Thapar, Romila-Ashoka and the Decline of the Mauryas  
 Thapar, Romila-History of Early India.  
 Tripathy, R.S- History of Ancient India.  
 Smith, V.A – Early History of India  
 Mookherjee, R.K- The Fundamental Unity of India  
 Mookherjee, Radha Kumud- Indian Education System  
 Majumdar, R.C – Ancient India

*Semester-I*  
**CURRICULUM & CREDIT FRAME WORK**  
 FOR  
**UG Programme in History**

**Subject: History (Multi/ Interdisciplinary Course)**

**Paper 1 – History of India (1757 to 1857)**

**Learning Outcome:** The main objective of this course is to know the history of how the English East India Company became the ruler of India. This course aims to reassess how they ruled our country for one hundred years. Furthermore, it also seeks to revisit the history of how native Indians revolted against them.

<b>Unit</b>	<b>Topic</b>	<b>LH</b>
<b>Unit 1</b>	Rise of the English East India Company: Battle of Plassey, Buxar and Grant of Dewani.	09
<b>Unit 2</b>	Regional States: Anglo-Maratha relations, Anglo- Mysore relations, Anglo- Sikh relations	09
<b>Unit 3</b>	Economic Policy: Drain of Wealth, Deindustrialization, Permanent Settlement and its impact	09
<b>Unit 4</b>	Socio Religious Reform Movement- Rammohan Roy, Young Bengal, Vidyasagar	09
<b>Unit 5</b>	Peasant and Tribal revolts : Wahabi Movement, Santal Movement 1857 Revolt: causes and consequences and nature.	09

**Suggested Reading:**

Desai, A.R. –Peasant Struggle in India

Bagchi, Amiya- Private Investments in India

Chandra Bipan, Panikar K.N, Mukherjee Mridula, Mahajan Sucheta and Mukherjee Aditya – India's Struggle for Independence

Chandra, Bipan- Rise and Growth of Economic Nationalism in India

Dutt, R.P- India Today

Bandyopadhyay, Sekhar – From Plassey to Partition

## SKILL ENHANCEMENT COURSE

### Paper-I/Sem-I History

#### Understanding Indian Heritage

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

#### **UNIT- I: Defining Heritage (Lecture Hours: 10)**

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

#### **UNIT- II: Constitution of Heritage in Colonial India and Evolution of Heritage Legislation (Lecture Hours: 10)**

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

#### **UNIT- III: Tourism: Promoting Indian Heritage (Lecture Hours: 12)**

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

#### **UNIT- IV: UNESCO World Heritage Sites in India: Selected Case Studies (Lecture Hours: 13)**

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

#### **Suggested Readings:**

David Lowenthal, *Possessed By The Past: The Heritage Crusade and The Spoils of History*, Cambridge, 2010 Layton, R, P. Stone and J. Thomas, *Destruction and Conservation of Cultural Property*. London: Routledge, 2001

Lahiri, N, *Marshaling the Past - Ancient India and its Modern Histories*. Ranikhet: Permanent Black, 2012, Chapters 4 and 5.

S.S. Biswas, *Protecting the Cultural Heritage (National Legislations and International Conventions)*. New Delhi: INTACH, 1999.

Acts, Charters and Conventions are available on the UNESCO and ASI websites ([www.unesco.org](http://www.unesco.org); [www.asi.nic.in](http://www.asi.nic.in))

Suman Mukherjee, *Journeys in to the Past: Historical and Heritage Tourism in Bengal*, New Delhi, New Academic Publishers, 2018

Sinha, Gaurav & Chakraborty, *Saptarshi, Aitihya Adhyan*, Kolkata, Ashadip, 2021.

**Semester-II**  
**CURRICULUM & CREDIT FRAMEWORK**  
**FOR**  
**UG Programme in History**

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

**Paper 2 – History of Ancient World Civilization**

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

Unit	Topic	LH
Unit 1	History of Early World Civilization: Egypt Egyptian Civilization : Political development , Art, Architecture and Religion	12
Unit 2	History of Early World Civilization: Mesopotamia Mesopotamia Civilization: Sumerian, Babylonian and Assyrian: society, religion, Architecture, administration and education	12
Unit 3	History of Early World civilization: China Chinese civilization : Polity, Society, Science and Technology	12
Unit 4	History of Early World civilization: Persian Persian Civilization : Political, Social and Economic condition	12
Unit 5	Classical Greece: Age of Homer: Evolution of Classical Greece Athens, Sparta Greece : Persian War and the Pelponnesian War The Periclean Age in Greece, Growth of State and society, Art, Culture, Literature, Drama, Sports and Philosophy	12

**Suggested Readings:**

Childe, V.G – What Happened in History

Durrant, Will- Our Oriental Heritage: the Story of Civilization

Shaoyi Bai- An Outline History of China

Trigger – Ancient Egypt : A Social History

Swain J.E – A History of World Civilization

Frankfort Henri- The Birth of Civilization in the Near East.

Trever A. Albert – History of Ancient Civilization

Wells, H.G – The Outline of History.

Mukherjee, Suman: Prachin Visva: Samajik Gathan, Sanskritik Vinyas o Arthanitik Chalchitra (Bangla)

**Semester-II**  
**CURRICULUM & CREDIT FRAMEWORK**  
**FOR**  
**UG Programme in History**  
**Subject : HISTORY (Minor)**

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

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

UNIT	TOPIC	LH
I.	<b><u>Emergence of New Powers and the Age of Decentralisation :</u></b> Decline of the Gupta Power and the emergence of new powers in the 2 <sup>nd</sup> half of the 6 <sup>th</sup> Century C.E Pushyabhuti Dynasty and Kanyakubja – State, Society and Culture during the period of Harsha. Maukharis of Kanauj Sasanka, the King of Gauda – Political achievements and administration.	12
II.	<b><u>Decentralisation and emergence Regional Powers:</u></b> North-Western India: Dynasties of Kashmir – Arab invasion of Sindh – Shahi dynasty of Punjab – Their Political and Cultural achievements. North-Eastern India : Anarchy in Bengal after Sasanka – The Palas – The Senas – Dynasties of Kalinga – their Political and Cultural achievements	12
III.	<b><u>Emergence of Regional Powers in Central and Northern India :</u></b> Origin of the Rajputs : Various theories – Pratiharas – Gahadavalas – Chahamanas – Chandella – Kalachuri – Paramara – their political and cultural achievements	12
IV.	<b><u>Regional Powers of the Deccan and South India :</u></b> Chalukyas of Vatapi – Origin – History – Art and Architecture Rashtrakutas of Manyakheta – History – interference in North Indian politics – Religion – Art and architecture Pallavas of Kanchi – History – Art and Architecture Cholas of Tanjore – History – Administration – Art and Architecture	12
V.	<b><u>Decline of Rajputs and north India until 1206 CE:</u></b> Tripartite Struggle Fall of Rajput Power and the coming of the Arabs and Turks <b><u>Culture of Pre-Medieval India</u></b> Society and Religion till 12 <sup>th</sup> century Architecture, Sculpture and paintings till 1206 CE	12

**Suggested Readings:**

- R.C.Majumdar, H.C.Raychaudhuri, K.K.Datta , *An Advanced History of India*  
R.C.Majumdar and A.D Pusalkar (ed.), *The History of Indian People, Vol V & VI*  
K.A.Nilkanta Sastri, *History of South India (From Pre-historic times to the Fall of Vijaynagar)*, OUP, 1955  
A.K.Majumdar, *A Concise History of Ancient India, Vol I (1977) and Vol.II(1980)*, Delhi  
B.D.Chattopadhyaya, *The Making of Early Medieval India*, Delhi, 1994  
R.S.Sharma, *Early Medieval Indian Society – A study in Feudalisation*, Calcutta, 2001  
Romila Thapar, *A History of India, Vol I, Harmondsworth*, 1974  
Upinder Singh, *A History of Early Medieval India, From Stone Age to Early Medieval India*  
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Chattopadhyaya, Rupasree: Gourio Sanskriti Bikhia.

*Semester-II*  
**CURRICULUM & CREDIT FRAMEWORK**  
**FOR**  
UG Programme in History

**Subject: History (Multi/ Interdisciplinary Course)**

**Paper 2 – History of India (1858-1947)**

**Learning outcome:** Through this course students will know about the various positive and negative aspects of British rule. Who knows the history of how the British followed the policy of partition and destroyed the dream of a united India of the freedom fighters of India.

Unit	Topic	LH
Unit 1	The aftermath of 1857: The Indigo rebellion, Aligarh Movement	09
Unit 2	The early phase of Indian National Movement – Birth of Indian National Congress, Congress activity, Swadeshi Movement, Morle Minto reforms	09
Unit 3	The Gandhi Era- Khilafat and Non-Cooperation Movement, Poona Pact, Civil Disobedience Movement, Quit India Movement.	09
Unit 4	Towards Freedom : 1935 Govt. Act, role of leftist movement, Subhas Bose and INA, Cripps Mission, Cabinet Mission,	09
Unit 5	Communal Politics : Birth of Muslim League, Demand for Pakistan, rise of Hindu Mahasabha, Partition of India- Causes and Effects.	09

**Suggested Readings:**

Sumit Sarkar- Modern India 1885-1947

K, K, Dutta – Social History of Modern India

A.R, Desai- Social background of Indian Nationalism

Tara Chand – History of Freedom Movement in India Vol 3

Penderal Moon- Divide and Quit

S.R, Mehrotra - The emergence of Indian National Congress

Bipan Chandra and Others- Freedom Struggle

Anita Indar Singh- the Partition of India

Sekhar Bandyopadhyay- From Plassey to Partition and After

Ram Chandra Pradhan – Raj to Swaraj

*Semester-II*  
**SKILL ENHANCEMENT COURSE**  
*Paper-II/Sem-II*  
**Archives and Museums**

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

**UNIT I (Lecture Hours: 10)**

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

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

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

I. Types of Archives.

II. History of Archives.

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

**UNIT III (Lecture Hours: 12)**

I. Definition of Museum.

II. Aims, Functions, History of Museum.

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

**UNIT IV (Lecture Hours: 13)**

I. Types of Museum and Emergence of New Museums and allied institutions.

II. Material Collection, Conservation, Preservation and their policies, ethics and procedure.

III. Museum and Society: Exhibitions, Public Relation.

**Suggested Readings:**

Saloni Mathur : *India by Design : Colonial History and Cultural Display*, University of California, 2007.

Sengupta, S. : *Experiencing History Through Archives*, Delhi : Munshiram Manoharlal, 2004.

Guha, Thakurta, Tapati : *Monuments, Objects, Histories : Institution of Art in Colonial India*, New York, 2004.

Kathpalia, Y.P.: *Conservation and Restoration of Archive Materials*, UNESCO, 1973.

Choudhary, R.D.: *Museums of India and their maladies*, Calcutta: Agam Kala, 1988.

Nair, S.M.: *Bio-Deterioration of Museum Materials*, 2011.

Agrawal, O.P.: *Essentials of Conservation and Museology*, Delhi, 2007.

Guha-Thakurta, Tapti: *The Making of a New Modern Indian Art : Aesthetics and Nationalism in Bengal, 1850-1920*, Cambridge University Press, 1992.

Mitter, Partha: *Indian Art*, Oxford History of Art Series, Oxford University Press, 2001.

Ray Niharranjana: *An Approach to Indian Art*, Calcutta, 1970.

Basu, Purnendu; *Records and Archives, What are they*, National Archive of India, 1960, Vol II, No. 29.

### **Semester-III**

#### **History of India from 6<sup>th</sup> Century BCE to 550 CE (CODE:HIST3011)**

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

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

<b>Unit</b>	<b>Topic</b>	<b>LH</b>
<b>Unit1</b>	<b>India in the Sixth century B.C:</b> The political condition of India in the 6 <sup>th</sup> Century B.C. Sixteen Mahajanapadas- Rise of Magadhan Imperialism Alexander's invasion and its results	<b>12</b>
<b>Unit2</b>	<b>Age of the Mauryas:</b> Sources, Chandragupta Maurya, Asoka and Ashoka's Dhamma, Mauryan Administration, Mauryan Society, Downfall of Maurya Empire	<b>12</b>
<b>Unit3</b>	<b>Post-Mauryan Age:</b> Sources, The reign of the Sungas and the Kanvas, Kharvela, The Reign of the Satavahanas: Society and Culture, Kanishka Culture and Economy of the Kushana Age	<b>12</b>
<b>Unit4</b>	<b>Age of the Imperial Guptas</b> Sources, Extent of the Gupta Empire, Fall of the Gupta Empire, Gupta society and administration	<b>12</b>
<b>Unit5</b>	<b>Civilization of the Gupta Period:</b> Gupta Art, Architecture, Religion, Literature and development of Science and Technology	<b>12</b>

**Suggested Reading:**

1. Thapar, R. -  
History of India, Reprint, New Delhi, 1990 Asoka and the Decline of Mauryans, 2nd Ed., New Delhi, 1973.
2. Kosambi, D.D. - An Introduction to the Study of Indian History, Bombay, 1956.

3. Rayachaudari, H.C. - Political History of Ancient India, Calcutta, 1950, 5th Edition.
4. Kosambi, D.D. - The Culture and Civilization of Ancient India in Historical Outline, London, 1965.
5. Thapar, R. - From Lineage to State, Social Formation in the Mid-first Millennium B. C. in the Ganga Valley, Oxford University Press, 1984.
6. Thapar, R. - Ancient Indian Social History Some Interpretations, Delhi, 1978.
7. Pande, G. C. - Foundations of Indian Culture, Vol. I and II, New Delhi, 1984.
8. Ray, H.P. - Monastery and Guild, Commerce under the Satavahanas, Oxford University Press, Delhi, 1986.
9. Sarma, R.S. - Material Culture and Social Formation in Ancient India, Delhi, Second Ed., 2007.
10. Basham, A.L. - The Wonder that was India, Calcutta, 1971.
11. Majumdar, R.C. - History and Culture of the Indian people, relevant volumes, Comprehensive History of India, Vols. 1, 2 and 3.
12. Yazdani, G. - Early History of the Deccan, Vol. 1 - 2, Oxford University Press, 1960.
13. Subramanian, N. - Sangam Polity, Madras, 1966.
14. Upender Singh, The Discovery of Ancient India, 2005, Reprint-2010, Delhi.

**Subject: History (Major)**

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

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

<b>Unit</b>	<b>Topic</b>	<b>LH</b>
<b>Unit 1</b>	<b>Roman Empire: Polity, Society, Economy &amp; Culture</b> Polity: Constitution and Law Society: Slavery & Slave Society, Position of Women Economy: Agrarian economy, Urbanization & Trade-Commerce Culture: Art, Architecture and Literature	<b>12</b>
<b>Unit 2</b>	<b>Roman Empire: Decline</b> Crisis of the Western Roman Empire and its principal causes	<b>12</b>

<b>Unit3</b>	<b>MedievalWesternEurope:Economy &amp;Society</b> <b>Economy:</b> Agrarianstructure andrelations,Origin&Developmentof Feudalism,Manorialeconomy,Non-agriculturalproduction,GuildSystem, Trade& Commerce,Urbanization&Growthof newTowns <b>Society:</b> Socialstratification,Position ofWomen,KnightandChivalry	<b>12</b>
<b>Unit4</b>	<b>MedievalWesternEurope: Religion &amp; Culture</b> <b>Religion:</b> MedievalS tate&Church, Cluniac ReformMovement,Monasti cism, InvestitureContest,Crusades <b>Cultur e:</b> Carolingian Renaissance,Scholasticism and Schoolmen,GrowthofUniversities , 12 <sup>th</sup> CenturyRenaissance	<b>12</b>
<b>Unit5</b>	<b>MedievalIslam:Polity,Society, Economy&amp;Culture</b> <b>Pre-IslamicArab:</b> Society, Economy and Culture <b>RiseofIslamandArab underMuhammad:</b> ABriefSurv ey, Expansion of the Islam <b>Society:</b> Ummah,Positio nofWomen <b>Economy:</b> Agriculture,Trade&Com merce&Urbanization <b>Religion:</b> Ori ginsofShariah,Mihna <b>Culture:</b> Art,Architecture,Literatu re	<b>12</b>

**SuggestedReadings:**

1. Baker,Simon,AncientRomeTheRiseandFallofanEmpire,EburyPublishing,2006.
2. Bloch,Marc,FeudalSociety(2Vols),AakarBooks,RevisedEdition,July,2017.
3. Brundage(ed.),TheCrusades,MarquetteUniversityPress,1962.
4. Burke,Edmund,III&IraM.Lapidus,Islam,PoliticsandSocialMovements,UniversityofCaliforniaPress,1988.
5. ChrisWickham,MedievalEurope,YaleUniversity,2016
6. Cohen,Mark,UnderCrescentandCrossTheJewsintheMiddleAges,PrincetonUniversityPress,2008.15
7. Deansley,Margaret,AHistoryofEarlyMedievalEurope,476to911,Methuen,1956.
8. Dobb,MauriceDobb,StudiesintheDevelopmentofCapitalism,Routledge,FirstEdition,March,1965.
9. Lewis,Bernard,TheArabsinHistory,OxfordUniversityPress,6thEdition,May2002.10.Lewis, Bernard,TheJewsofIslam,1984.
- 11.Man,John,TheMongolEmpire,PenguinRandomHouse,May2015.12.MauriceKeen,ThePenguinHistoryofMedievalEurope,199113.Pirenne,Heim,Medieval Cities,PrincetonUniversityPress,1969.
14. Smith,LeslieandLeyser,Conrad;Motherhood,WomenandSocietyinMedievalEurope(400-1400),AshgatePublishingLtd,2011.
15. Stuard,SusanMosher(Ed.),WomeninMedievalHistoryandHistoriography,UniversityofPennsylvaniaPress;Newedition,December,1988.
16. SumanMukherjee,Prachin Biswa; SamajikGathan,SanskritikBinnyas OArthanaitikChalchitra,BookpostPublication,Kolkata,2021
17. RajkumarChakrabarty,Islam,K.P.Bagchi&Co,Kolkata,2023
- 18.AsifJamalLashkar,MadhyakalinBiswa:SamajikGathanOSanskritikBinnyas,ProgressivePublishers,Kolkata

### **Semester-III**

#### **Subject:History(Multi/InterdisciplinaryCourse)**

#### **HistoryofModernEurope(1789-1919)(CODE:HIST3031)**

**Learning Objectives and Outcome:**The students will be able to analyze the historical developments in Europebetween1789-

1919.Asitfocuseonthedemocratic&socialistfoundationsofmodernEurope.Theywillbeabletosituatehistoricaldevelopmentsocialistupsurge&theeconomicforcesofthewars,otherideologicalshifts.

<b>Unit</b>	<b>Topic</b>	<b>LH</b>
<b>Unit1</b>	<b>FrenchRevolution:</b> CrisisofAncientregime- Political, Social,Economicand roleofPhilosophers TheConstituentassembly,thereign ofTerror	<b>9</b>
<b>Unit2</b>	<b>AgeofNapoleonBonaparte:</b> RiseofNapoleon,Napoleonicreforms ,downfalofNapoleon	<b>9</b>
<b>Unit3</b>	<b>Europeafter theFrenchRevolution 1815-1848:</b> ViennaCongress,ConcertofEurope,M etternich system, Revolution of1830&1848	<b>9</b>
<b>Unit4</b>	<b>AgeofNationalism:</b> UnificationofItalyandGermanyThe second empire in France andNapoleonIII	<b>9</b>
<b>Unit5</b>	<b>FirstWorldWar:</b> Imperialistdisputesandclashes,Circu mstancesleadingtoFirstworldWar PeaceconferenceofParis	<b>9</b>

**SuggestedReadings:**

Fisher,H.A.L- History of

EuropeThomson,David-

EuropeSinceNapoleon

Lipson .E- Europe in the 19<sup>th</sup>and

20<sup>th</sup>CenturiesHazen.C.D-Europesince1815

Ketelbey-

HistoryofModerntimesCobban-

HistoryofFrance

Lefebre-ThecomingoftheFrenchRevolutionCraig

Gordon-Europe Since1815

Cipolla(ed)-FontanaEconomicHistoryofEurope.

TaylorAJP-TheStruggleforMasteryinEurope1848-1918

MrinalkantiChattopadhyay,EuropearItihas,ProgressiveBookForum,Kolkata

*Semester-III*

**SKILL ENHANCEMENT COURSE**

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

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

**UNIT I Popular Culture: Definition & Theories (Lecture Hours: 10)**

- (i) Defining Popular Culture
- (ii) Various theories of Popular Culture

**UNIT II (Lecture Hours:**

**10) Performance:**

- (i) **Jatra and Kabigan:** as a popular medium of performing art
- ii) **Dance:** Folk dances of Bengal- Gambhira, Santhali, Chhau, Raibenshe
- iii) **Music:** Folk songs of Bengal –  
Baul, Palligiti, Bhatiali, Bhawaiya, Lalongeeti, Jeebanmukhi and Modern Band song
- iv) **Theatre:** Colonial Theatre via Group Theatre to Third Theatre

**UNIT III (Lecture Hours: 12) A**

**Audio-Visual:**

- (i) **Visual Media:** Commercial to Parallel Cinema  
Television from DD Banglato Digital Cable Network, Some award winning Bengal films of –  
Satyajit Ray, Mrinal Sen, Ritwik Ghatak
- (ii) Role of Television and documentary films in promoting popular culture.
- iii) **Cartoon:** Narayan Debnath's Handa-Bhonda, Nante-Fonte & Bantul the Great
- iv) **Art:** Bengal School of Art (Abanindranath Tagore, Nandalal Bose, Ramkinkar Baij & Benode Behari Mukherjee)
- v) **Social Media:** 'Adda' to Facebook
- vi) **Music:** From Tappa via Gramophone to Headphone – Journey from Disco to YouTube & Instagram
- vii) Impact of the Internet and social media on popular culture

**UNIT IV (Lecture Hours: 13)**

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

- i) **Festivals:** Durgapuja: Journey from colonial time to UNESCO World Heritage recognition, Charak, Gajan, Rathajatra, Poila Baishakh, Doljatra, Eid-ul-Fitre, Muharram, X-Mas and Badna
- ii) **Fairs:** Santiniketan Poush Mela, Gangasagar Mela, Kolkata International Book Fair
- iii) **Culinary Habits:** From Taverns, Coffee Houses, Colonial Hotels, Pice Hotels, Restaurants to Online Home Delivery
- iv) **Dress:** Tradition, Imitation, Fusion: From Dhoti to Jeans
- v) **Shopping:** From Colonial Departmental Store to Shopping Mall Culture, Online Shopping through various E-commerce sites
- vi) **Tourism:** Bangalir Payer Talay Sarshe: A Brief history
- vii) **Sports:** Football Battle at Maidan to Kolkata Atlético; Colonial Cricket via CAB to Kolkata Knight Riders; Dismal picture of Kabadi, Kho-kho, Athletics

**Suggested Readings:**

Banerjee, Chitra (2005), *Life and Food in Bengal*

*Banerjee, Mukulika and Daniel Miller (2003), The Sari Bhatia, Nandi (ed.) (2009), Modern Indian Theatre: A Reader*  
*Dasgupta, Sanjukta, Dipankar Sinha and Sudeshna Chakravarti (eds.) (2011), Media, Gender and Popular Culture in India - Tracking Change and Continuity*  
*Duncan, Barry (1988), Mass Media and Popular Culture.*  
*Guha, Ramchandra (2004), A Corner of a Foreign Field: an Indian History of a British Sport Majumdar, Boria and Kaushik Bandyopadhyay (2006), A Social History of Indian Football: Striving to Score*  
*Mukerji, Chandra and Michael Schudson (eds.) (1991), Rethinking Popular Culture Storey, John (2006), Cultural Theory and Popular Culture*  
*Thoraval, Yves (2000), Cinemas of India (1896-2000)*  
*John Storey, Cultural Theory and Popular Culture, Pearson, 2001*  
*W. Dissayanayake and K. M. Gokul Singh, Popular Culture in a Globalised India, Trentham, 2019*  
*V. Lal, Ashis Nandy, Fingerprinting Popular Culture: The Myth and the Iconic in Indian Cinema, Oxford, 2006*  
*A. Rajadhyakshana and P. Willemsen, Encyclopaedia of Indian Cinema, Routledge 2012.*  
*A. Deshpande, Class, Power and Consciousness in Indian Cinema and Television, Primus, 2014*  
*Mira K. Desai, Regional Language Television in India Profiles and Perspectives Routledge, 2022*  
*Blain Brown, The Basics of Filmmaking, Routledge, 2020*  
*Darius Cooper, The Cinema of Satyajit Ray Between Tradition and Modernity, Cambridge, 2000*  
*Sumanta Banerjee, The Parlour and the Street - Elite and Popular Culture in Nineteenth Century Calcutta. Kolkata: Seagull Books, 2019*  
*Suman Mukherjee, Journeys into the Past: Historical and Heritage Tourism in Bengal, New Academic Publishers, New Delhi, 2018.*

**Semester-IV**  
**CURRICULUM & CREDIT FRAMEWORK**  
**FOR**  
**UG Programme in History**

**Subject: History (Major)**

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

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

<b>Unit</b>	<b>Topic</b>	<b>LH</b>
<b>Unit1</b>	<b>Post Gupta Age:</b> Decline of Gupta power, Huna Invasion and its impact, Pushyabhuti Dynasty: Harshavardhana- Conquests of Harsha	<b>12</b>
<b>Unit2</b>	<b>Emergence of Regional Powers:</b> Origin of the Rajputs The Pratiharas The Chalukyas of Vatapi: Chalukya administration Civilization and culture of the Chalukyas The Rashtrakutas The Pallavas: Art, Architecture, The Cholas	<b>12</b>
<b>Unit3</b>	<b>History of Bengal:</b> Sasanka, Bengal after the death of Sasanka: The Palas- Tripartite struggle- Contribution of the Palas The origin and the rise of the Senas Significance of the Sena Rule	<b>12</b>
<b>Unit4</b>	<b>Foreign Invasion:</b> The condition of Sind on the eve of the Arab invasion The invasion of the Arabs Character of Arab administration in Sind The Indian invasions of Sultan Mahmud The Indian expeditions of Mahmud Ghur. The conquest of Bengal by Bakhatyar Khalji	<b>12</b>
<b>Unit5</b>	<b>Economy and Culture of Medieval India:</b> Economy in the early Medieval Period- Feudalism Urban centres and trade, Rise and growth of regional languages and literature, Fine Arts, Architecture, Sculpture, Paintings	<b>12</b>

**Suggested Reading:**

Majumdar, R. C. and Pusalkar A. D. (ed) - The History of Indian People, Vol V  
Majumdar, R. C. - History of Ancient Bengal  
Roy Chaudhury H. C. - Political History of Ancient India  
Sastri Nilkanta - A History of South India, from Prehistoric times to the fall of Vijanagar  
Sastri Nilkanta - Studies in Chola History of South India.

Sharma R.S –  
*Social Changes in Early Medieval India.* Chattopadhyay B.D, *The Making of Early Medieval India.*  
 Raychoudhury Tapan and Habib Irfan - *Cambridge Economic History of India Vol I*

**Semester-IV**  
**CURRICULUM & CREDIT FRAMEWORK**  
**FOR**  
**UG Programme in History**

**Subject: History (Major)**

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

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

<b>Unit</b>	<b>Topic</b>	<b>LH</b>
<b>Unit 1</b>	<b>Foundation of the Delhi Sultanate:</b> Sources, Beginning of the Delhi Sultanate era: Kutab Uddin Aibak, Iltutmish, Raziya, Balban	<b>12</b>
<b>Unit 2</b>	<b>The Khalji Rule:</b> Khalji Revolution, Allauddin Khalji: Revenue and the Fiscal policy, Price control system	<b>12</b>
<b>Unit 3</b>	<b>The Tughluq Era:</b> Ghiyasuddin Tughluq, Muhammad Bin Tughluq, Firuz Shah Tughluq, Sayyid and Lodi dynasties and their legacy, Downfall of the Delhi Sultanate	<b>12</b>
<b>Unit 4</b>	<b>The Civilization and Economy of Sultanate Period:</b> Society and Economic condition in the Sultanate period, The Bhakti and the Sufi Movement	<b>12</b>
<b>Unit 5</b>	<b>Regional Political Structures:</b> Emergence of Provincial dynasties: Bahamanis, Vijyanagara and Bengal- Consolidation of regional identities: regional art, architecture and literature	<b>12</b>

**Suggested Readings:**

Srivastava, A.I. : *Delhi Sultanate* Prasad Ishwari: *Medieval India*  
 Prasad Ishwari : *A Short History of Muslim Rule in India* Pande Rekha: *Religious Movements in Medieval India.*  
 Lal, K.S: *History of Khaljis*  
 Habibullah: *Foundation of Muslim Rule in India.* Lane Pole: *Medieval India under Muslim Rule.*  
 Sarkar, J.N: *History of Bengal*

**Semester-IV**  
**CURRICULUM & CREDIT FRAMEWORK**  
**FOR**  
**UG Programme in History**

**Subject: History (Major)**

**Rise of the Modern West-I (15<sup>th</sup> & 16<sup>th</sup> Centuries) (CODE: HIST4013)**

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

<b>Unit</b>	<b>Topic</b>	<b>LH</b>
<b>Unit 1</b>	<b>Transition from Feudalism to Capitalism: Problems &amp; Theories</b> Issues & Debates, Question of Eurocentrism, The problems of Transition: Economic Expansion, Industrial production, Trade and Commerce, Urban Development, Town Life	<b>12</b>
<b>Unit 2</b>	<b>Age of Geographical Explorations:</b> Factors and motives, Voyages and Explorations, The Conquests of America, Mining and Plantation, Labour System- Indigenous populations and the African Slaves	<b>12</b>
<b>Unit 3</b>	<b>Renaissance &amp; Reformation:</b> In Italy and Its Social Roots, Spread of Humanism in Europe, The Renaissance: Art, Architecture, Sculpture, Painting and Literature, Origins and Spread of Reformation Movements, Course and Results of the European Reformation in the 16 <sup>th</sup> century	<b>12</b>
<b>Unit 4</b>	<b>Economic Developments of the Sixteenth Century:</b> Shift of economic balance from the Mediterranean to the Atlantic, Commercial- Causes and Nature, Price Revolution, Growth of Industries and its Impact	<b>12</b>
<b>Unit 5</b>	<b>Emergence of European State System:</b> Spain, France, England	<b>12</b>

**Suggested Readings:**

Meenaxi Phukan, *Rise of the Modern West: Social and Economic History of Early Modern Europe*.

F. Rice, *The Foundation of Early Modern Europe*. Toynbee, A.J., *A Study of History* (12 volumes).

Maurice Dobb, *Transition from Feudalism to Capitalism*. Wallbank, T.W. & Bailey, N.M. *Civilization: Past and Present*.

**Semester-IV**  
**CURRICULUM & CREDIT FRAMEWORK**  
**FOR**  
**UG Programme in History**  
**Subject: HISTORY (Minor)**  
**HISTORY OF INDIA (1206 to 1526) (CODE: HIST4021)**

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

<b>Unit</b>	<b>Topic</b>	<b>LH</b>
<b>Unit 1</b>	<b>Foundation of the Delhi Sultanate:</b> Sources for studying the Delhi Sultanate- Kutab Uddin Aibek, Iltutmish, Razia, Balban	<b>12</b>
<b>Unit 2</b>	<b>The Khalji Rule:</b> Khalji Revolution, Allauddin Khalji: Revenue and the Fiscal policy, Price control system	<b>12</b>
<b>Unit 3</b>	<b>The Tughluq Era:</b> Ghiyasuddin Tughluq, Muhammad Bin Tughluq, Firuz Shah Tughluq, Downfall of the Delhi Sultanate	<b>12</b>
<b>Unit 4</b>	<b>The Civilization and Economy of Sultanate Period:</b> Society and Economic condition in the Sultanate period, The Bhakti and the Sufi Movement	<b>12</b>
<b>Unit 5</b>	<b>Regional Political Structures:</b> Emergence of Provincial dynasties: Bahmanis, Vijayanagar and Bengal- Consolidation of regional identities: regional art, architecture and literature	<b>12</b>

**Suggested Readings:**

Srivastava, A.I.: Delhi Sultanate  
Prasad Ishwari: Medieval India  
Prasad Ishwari: A Short History of Muslim Rule in India  
Pande Rekha: Religious Movements in Medieval India.  
Lal, K.S.: History of Khaljis  
Habibullah: Foundation of Muslim Rule in India. Lane  
Poole: Medieval India under Muslim  
Rule. Sarkar, J.N.: History of Bengal  
Qureshi: Administration of the Sultanate.

*Semester-V*  
**CURRICULUM & CREDIT FRAMEWORK**  
 FOR  
UG Programme in History

**Subject: History (Major)**

**Rise of the Modern West-II (17<sup>th</sup> & 18<sup>th</sup> Centuries) [CODE-5011]**

**Learning Objectives and Outcome:** This paper offers an in-depth historical analysis of economic, political and social transformations in Europe during the 17<sup>th</sup> and 18<sup>th</sup> centuries. Cyclical and secular trends in history, important political shifts, modern scientific views, and intellectual developments of the 17<sup>th</sup> and 18<sup>th</sup> centuries will be analysed closely. The paper will trace the development of socio-economic and technological forces which went into the making of the Industrial Revolution in late 18<sup>th</sup> century Britain. The role of trade and empire, colonial networks, and slavery will be examined to emphasize their contribution to industrial capitalism. The divergence debate will further help draw parallels and subsequent differences between Europe and Asia, and broaden our understanding of early modern Europe.

Upon completion of this course the student shall be able to:

- Explain major economic, social, political and intellectual developments in Europe during the 17<sup>th</sup> and 18<sup>th</sup> centuries. •
- Contextualize elements of modernity in these realms.
- Discuss the features of Europe's economy and origins of the Industrial Revolution.
- Analyse the relationship between trade, empire, and slavery and industrial capitalism. Examine the divergence debate.

Unit	Topic	LH
Unit 1	<b>The 17<sup>th</sup> Century European Crisis:</b> [a] Causes and Characteristics; [b] Economic, Social, and Political Dimensions	15
Unit 2	<b>The English Revolution (1603-1688):</b> [a] Major issues, [b] political and intellectual currents, [c] character, [d] Political, Economic and Social Implications	15
Unit 3	<b>European Society and Modern Science:</b> [a] The Scientific Revolution: Its Origins; Role of Renaissance; Role of Scientists, [b] The Scientific Methodology: Institutionalization of Science; Approaches to the Scientific Revolution	15
Unit 4	<b>European Politics &amp; Culture in the 18<sup>th</sup> Century:</b> [a] Absolutism and Its Evolution; Patterns of Absolutism; the French Absolutist State, [b] Enlightenment: Ideas and Impact	15
Unit 5	<b>Mercantilism and European Economies of the 17<sup>th</sup> and 18<sup>th</sup> Centuries:</b> [a] Trade and Empire, [b] Origins of the Industrial Revolution: Divergence Debate	15

**Suggested Readings:**

- Anderson, Perry, *The Lineages of the Absolutist State*  
 Andrews, Stuart, *Eighteenth Century Europe*  
 Bala, Arun, *The Dialogue of Civilizations in the Birth of Modern Science*  
 Butterfield, H., *The Origins of Modern Science*

Cambridge Economic History of Europe, The, Vols. I–VI  
 Carter, E.H., R.A.F. Mears & David Evans, A History of Britain (Book III: The Tudors, 1485-1603; and Book IV: The Stuarts, 1603-1714)  
 De Vries, Jan, Economy of Europe in an Age of Crisis 1600 to 1750  
 Doyle, William, The Old European Order, 1660-1800  
 Hall, R., From Galileo to Newton  
 Harry, William T., A History of the United States  
 Morison, Samuel Eliot, The Oxford History of the American People  
 New Cambridge Modern History of Europe, The, Vols. I–VII  
 O’Gorman, Frank, The Long Eighteenth Century, British Political and Social History 1688–1832  
 Owie, L.W., Seventeenth Century Europe  
 Parker, G., and Lesley M. Smith (eds.), The Seventeenth Century Crisis  
 Pennington, D.H., Seventeenth Century Europe  
 Phukan, Meenaxi, Rise of the Modern West: Social and Economic History of Early Modern Europe  
 Rice, F., The Foundations of Early Modern Europe  
 Ridley, Jasper, History of the Modern West  
 Sinha, Arvind, Europe in Transition from Feudalism to Industrialization

**Semester-V**  
**CURRICULUM & CREDIT FRAMEWORK**  
**FOR**  
**UG Programme in History**

**Subject: History (Major)**

**Mughal Empire in India (C.1526-C.1757) [CODE-5012]**

**Learning Objectives and Outcome:** Students will be able to identify the major political development in the History of India during the period between the 16<sup>th</sup> & early 17<sup>th</sup> century. Outline the changes and continuities in the field of an culture, especially with regard to art, architecture, religious movement. Delineate the development of trade and urban complex during this period.

Unit	Topic	LH
Unit 1	<b>Sources and Historiography:</b> Importance sources of Mughal Indian History	15
Unit 2	<b>Establishment of the Mughal Rule:</b> India on the eve of Babar’s Invasion Mughal-Afghan contest for supremacy – Sher Shah and his administration and revenue reforms. Re-establishment of Mughal rule under Akbar	15
Unit 3	<b>Akbar and Consolidation of Mughal Empire:</b> Akbar’s conquests–His Rajput policy, administration and religious reform Reign of Jahangir- Nurjahan- her role in imperial politics. Making a new imperial system and administration, the Mughal Nobility, Mansab and Jagir	15

<b>Unit 4</b>	<b><i>Aurangzeb, Shivaji and other powers:</i></b> <i>State and religion under Aurangzeb: policies regarding religious group and institutions</i> <i>Rise of Marathas under Shivaji</i> <i>Beginning of crisis: agrarian, jagir, resistance of Sikhs, Jats and Bundelas.</i> <i>Bengal under Nawabs and the rise of English East India Company</i> <i>Mughal decline: Debate on 18<sup>th</sup> Century India</i>	<b>15</b>
<b>Unit 5</b>	<b><i>Society, Culture and Economy-</i></b> <i>Social life, Education, customs and traditions</i> <i>Development of trade and commerce, Art, Architecture, literature</i>	<b>15</b>

**Suggested Readings:**

- Alam M.S Subrahmanyam (eds)- *The Mughal State (1526-1750)*  
 Ali, M. Athar – *Mughal India: Studies in Polity, Ideas, society and culture.*  
 Ali, M. Athar- *The Mughal Nobility under Aurangzeb.*  
 Bashir, Ahmed- *Akbar, the Mughal Emperor.*  
 Chandra, S – *History of Medieval India (2 Volumes)*  
 Chandra, S- *Essays on Medieval Indian History.*  
 Chandra, S- *Parties and Politics at the Mughal Court*  
 Chudhury, K.N – *Trade and civilization in the Indian Ocean*  
 Habib, I- *Medival India : The Study of Civilization*  
 Habib, I & Roy Chudhury t (eds) – *Cambridge Economic History of India*  
 Habib, I, *Agrarian System of Mughal India.*  
 Harbans, M- *The Mughals of India*  
 Richards, J.F- *The Mughal Empire.*  
 Sarkar, J.N – *Life and Times of Shivaji*  
 Tripathi, R.P- *Rise and fall of the Mughal Empire.*

**Semester-V**

**CURRICULUM & CREDIT FRAMEWORK**  
**FOR**  
**UG Programme in History**

**Subject: History (Major)**

**India under Colonial Rule (C.1757-C.1857) [CODE-5013]**

**Learning Objectives and Outcome:** The students will be able to trace the British colonial expansion in the political contexts of 18<sup>th</sup> century India. They will learn about the changes in society, politics, religion and economy during this period. They'll also acquire knowledge about the freedom struggle.

<b>Unit</b>	<b>Topic</b>	<b>LH</b>
<b>Unit 1</b>	<b><i>English East India Company's Territorial Expansion in India:</i></b> <i>Bengal, Mysore, Maratha, Awadh, Punjab and Sindh</i>	<b>15</b>
<b>Unit 2</b>	<b><i>Economic and Social Policy of East India Company:</i></b> <i>Land revenue system and forest policy,</i> <i>Growth of Modern Education</i>	<b>15</b>
<b>Unit 3</b>	<b><i>Effects of Colonial Policies:</i></b>	<b>15</b>

	Commercialization of agriculture and rural indebtedness Famines, De Industrialization, Drain of wealth, Growth of industry	
<b>Unit 4</b>	<b>Growth of Middle Class Response to Colonial Politics:</b> Raja Rammohun Roy, Young Bengal Movement, Vidyasagar	15
<b>Unit 5</b>	<b>Resistance to Colonial Power:</b> Peasant revolts in the 19 <sup>th</sup> century: Deccan, Indigo, and Pabana, Tribal revolt: Bhil, Kol, Santal First war of Independence: Causes and nature	15

**Suggested Readings:**

Bandyopadhyay S – Plassy to Partition  
 Chandra B(Ed)- India's Struggle for Independence  
 Desai AR- Peasant Struggle in India  
 Desai A R—Social Background of Indian Nationalism  
 Data KK- Social History of Modern India  
 Ghosh SC- History of Education in Modern India  
 Gordon S- The Marathas  
 Grewal JS- The Sikhs of the Punjab  
 Jones KW- Socio- Religious Reform Movements in British India.  
 Subamanian L- History of India 1707-1857  
 Sinha NK- (Ed)- The history of Bengal 1757-1905)  
 Muir R- The making of British India

**Semester-VI**  
**CURRICULUM & CREDIT FRAMEWORK**  
**FOR**  
**UG Programme in History**

**Subject: History (Major)**

**India under the British Raj (C.1858-C.1947) [CODE-6011]**

**Learning Objectives and Outcome:** the contents of the syllabus are designed to cover core issues pertaining to vast canvas of nationalist history so that the student at the under graduate level is equipped to focus upon the core ideas of national movement in its contextuality. India's quest for independence and nation building are interwoven script of history, debated most widely at global level with various angles. Indeed, India's national movement has vast and divergent ideological base with inner contradictions.

<b>Unit</b>	<b>Topic</b>	<b>LH</b>
<b>Unit 1</b>	<b>Cultural Changes and Social and Religious Movement:</b> Growth of new intelligentsia-the press and public opinion Reforms and Revival : Brahma Samaj, Prathna Samaj and Ramkrishna & Vivekananda, Arya Samaj, Wahabi and Aligrah Movement	12
<b>Unit 2</b>	<b>Nationalism: Trends up to 1919</b> Formation of early political organization- Birth of Indian National congress Moderate and Extremists Swadeshi movement Idea & formation of Muslim League : demand and Early Programs Morely-Minto reforms First World War : Lucknow Pact, Home Rule Movement	12

	<i>Entry of M.K.Gandhi : Regional Movements, Rowlatt Satyagrah, Khilafat issue.</i>	
<b>Unit 3</b>	<b>Mass Movement of Congress &amp; Alternative Ideologies:</b> <i>Non-Cooperation Movement Swarajya party, Revolutionary Movement, Rise of leftist Ideology, Simon Commission, Nehru Report, Civil Disobedience Movement, Government of India Act 1935 and the working of the provincial ministries Tripuri crisis-Issues and Ideas of S.C.Bose, Quit India Movement</i>	<b>12</b>
<b>Unit 4</b>	<b>Rise of Peasant, Workers, Tribal's &amp; Linguistic Organization:</b> <i>All India Kishan Sabha, Working class movement Colonial policies &amp; Tribal Issues (1857-1947) Rise and challenges of Linguistic Identities</i>	<b>12</b>
<b>Unit 5</b>	<b>Road to Partition &amp; Independence:</b> <i>Challenges of communalism (1942-47) Role of INA, INA Trials &amp; RIN Mutiny Constitutional Formulas : Wavell Plan, Cripps &amp; Cabinet Mission, Mountbatten plan Circumstances leading to Partition &amp; Independence</i>	<b>12</b>

**Suggested Readings:**

- Bandyopadhyay Sekhar- From Plessey to Partition*  
*Brass Paul- The Politics of India since Independent*  
*Brown J- Gandhi's Rise to power*  
*Brown J-Gandhi and Civil Disobedience*  
*Chandra Bipan- Communalism in Modern India*  
*Chandra Bipan- Rise and Growth of Economic Nationalism in India*  
*Chand Tara- History of Freedom Movement in India Vol-3*  
*Chatterjee Joya- Bengal divided: Hindu Communalism and Partition 1932-1947*  
*Data RP- India Today*  
*Datta KK- Social History of Modern India*  
*Desai AR- social background of Indian Nationalism*  
*Deasai AR- Peasant struggles in India*  
*Hardy P-Muslims of British India*  
*Sarkar Sumit- Swadeshi Movement in Bengal*  
*Seal aAnil- Emergence of Indian Nationalism*  
*Sen S- The Working Class in India*  
*Sarkar Sumit- Modern India 1885-1947*  
*Tripathi A- The Extremist Challenge*  
*Jalal A- The Sole Spokeman Jinnah, the Muslim League and the Demand for Pakistan*  
*Jones KW- Socio- Religious Reform Movements in British India*

*Semester-VI*  
**CURRICULUM & CREDIT FRAMEWORK**  
**FOR**  
**UG Programme in History**

**Subject: History (Major)**

**India after Independence (C.1947-C.2000) [CODE-6012]**

**Learning Objectives and Outcome:** Students will learn about the post war Developments of social, political and economic scenarios of India. This course introduces the students to various perspectives on India's evolving political, economic and cultural situations from the 1947s to the 2000s. The course intends to familiarize the students with the dynamic transformation of Indian society and its political expressions. Students will study the transformation of political organizations, the emergence of new forms of political mobilization and emerging challenges to Indian democracy.

Upon completion of this course the student shall be able to:

- To understand the conditions of India on the eve of Independence
- To study the contributions made by the architects of India
- To know more about the foreign policy of India which is always working for global peace
- To understand the emergence of regional sub-nationalism in India and its results
- Study the building of Independent India with regard to its domestic policy
- Understand India's Foreign Policy vis- à- vis NAM and wars fought post-Independence
- Learn the challenges faced by India in the late 20<sup>th</sup> Century and beyond.

<b>Unit</b>	<b>Topic</b>	<b>LH</b>
<b>Unit 1</b>	<b>Laying the Foundation of Independent India &amp; Establishment of the Republic</b> <i>Partition: Refugee Resettlement, Emergence of the Republic; B. R. Ambedkar –The making and adoption of the Constitution-salient features; First General Elections and the formation of Central and Provincial Governments; Integration of Princely States; Language Politics &amp; the Linguistic Reorganization of States; Centre-State Relations; Evolution and development of Parliamentary Democracy</i>	<b>12</b>
<b>Unit 2</b>	<b>Nation-Building Process: Nehruvian Era</b> <i>Vision of a New India, Nehru's Domestic and Foreign Policy:                      Economic Policies and the Planning process; Five Year Plans, India's Role in NAM, India's Foreign Policy (1947-64) and Foreign Policy Initiatives – Panchsheel;</i>	<b>12</b>
<b>Unit 3</b>	<b>Consolidation and Growth of Indian Politics: 1970s and 1980s</b> <i>The era of Lal Bahadur Shastri and Indira Gandhi, 1964-77: Domestic and Foreign Policy, Indira Gandhi: Bangladesh Liberation War (1971); Domestic Policy, origin of coalition politics and governments in states; Congress</i>	<b>12</b>

	<i>split 1969; The Emergency and J.P Movement; the Janta experiment and re-emergence of Indira Gandhi, End of Emergency and the Janata Government (1977–1980); Operation Blue Star and Assassination of Indira Gandhi, Political parties.- Regional political aspirations: Case study of Tamil Nadu: DMK; Maharashtra: Shiv Sena</i>	
<b>Unit 4</b>	<b><i>Late 20<sup>th</sup> &amp; Early 21<sup>st</sup> Century Challenges in Indian Politics</i></b> <i>Rajiv Gandhi as Prime Minister—Right-Wing Nationalist Politics: The Jan Sangh and the rise of the BJP, P.V Narashima Rao to A.B Bajpayee, experiment with coalition governments at the centre 1989-2000, India's Relations with Neighboring countries; Indo-Pak Relations-Kargil War of 1999, India's Role in SAARC, Emergence of Terrorism: Issues and Challenges</i>	<b>12</b>
<b>Unit 5</b>	<b><i>Society, Economy, Ecology and Culture since Independence</i></b> <b><i>Society:</i></b> <i>The Political Voice of Caste and Growth of Caste Politics: Non Brahmin and Dalit Assertions, the Mandal Commission revival of Communalism, Ram Mandir Movements, Displacement and Tribal Issues, Concerns for scheduled castes, Issue of Identity Politics: Communalism; Regional and Caste Consciousness; Dalit Politics, Untouchability, Anti-caste Politics and Strategies, Significance of political &amp; social movements, Women Empowerment and the question of Peasant rights</i> <b><i>Economy:</i></b> <i>Land Reforms: Zamindari Abolition and Tenancy Reforms, Ceiling and the Bhoodan Movement, Cooperatives and an Overview, Era of Economic Reform, 1990–2000: Liberalisation, Privatisation &amp; Globalisation of Indian Economy</i> <b><i>Ecology:</i></b> <i>Environmental Movements in India: Narmada Bachao Andolan, Green Revolution</i> <b><i>Culture:</i></b> <i>Development of Science, Technology and Modern Education System, India towards Nuclear Power, Media in Modern India, Sports and the Modern Nation</i>	<b>12</b>

**Suggested Readings:**

- Austin, Granville, The Indian Constitution: Cornerstone of a Nation*  
*Austin, Granville, Working a Democratic Constitution: A History of the Indian Experience*  
*Bhambri, Chandra Prakash, The Janata Party: A Profile*  
*Bipan Chandra, Mridula Mukherjee, and Aditya Mukherjee, India Since Independence*  
*Brass, Paul R., The New Cambridge History of India, IV.1: The Politics of India Since Independence*  
*Chatterjee, Partha (ed.), Wages of Freedom: Fifty Years of Indian Nation State*  
*Drèze, Jean, and Amartya Sen, India: Economic Development and Social Opportunity*  
*Frankel, Francine, India's Political Economy: The Gradual Revolution, 1947-2004*  
*Guha, Ramchandra, India after Gandhi: The History of the World's Largest Democracy*  
*Hardgrave, Robert L., Jr., & Stanley A. Kochanek, India: Government and Politics in a Developing Nation*  
*Hasan, Mushirul (ed.), India's Partition: Process, Strategy and Mobilization*  
*Jaffrelot, Christophe, India's Silent Revolution: The Rise of the Lower Castes in North India*  
*Jaffrelot, Christophe, The Hindu Nationalist Movement and Indian Politics: 1925 to the 1990s: Strategies of Identity-Building, Implantation and Mobilization*

Kaul, Jolly Mohan, *Problems of National Integration*  
 Kohli, Atul (ed.), *India's Democracy: An Analysis of Changing State–Society Relations*  
 Menon, Ritu, & Kamla Bhasin, *Borders and Boundaries: Women in India's Partition*  
 Rudolph, Lloyd I., & Susanne Hoebler Rudolph, *In Pursuit of Lakshmi: The Political Economy of the Indian State*  
 Shiva Rao, B. (ed.), *The Framing of India's Constitution: A Study*  
 Vanaik, Achin, *The Painful Transition: Bourgeois Democracy in India*

**Semester-VI**

**CURRICULUM & CREDIT FRAMEWORK**

**FOR**

**UG Programme in History**

**Subject: History (Major)**

**History of Modern Europe (C.1789-C.1919) [CODE-6013]**

**Learning Objectives and Outcome:** The students will be able to analyze the historical developments in Europe between 1789-1919. As it focuses on the democratic & socialist foundations of modern Europe. They will be able to situate historical developments of socialist upsurge & the economic forces of the wars, other ideological shifts.

<b>Unit</b>	<b>Topic</b>	<b>LH</b>
<b>Unit 1</b>	<p><b>Rise of New Nationalism in Europe:</b>  <b>Ancien Regime of France &amp;</b>  <b>Road to Revolution:</b>            Political, Social, Economic and role of Philosophers            The Constituent Assembly, the Reign of Terror            Counter revolution in France : Age of Napoleon and spread of France            Downfall of Napoleon- Vienna Congress,            Restoration of Old Order and Revolution : 1815-1848</p>	<b>12</b>
<b>Unit 2</b>	<p><b>Rise of New Nations:</b>            Unification of Germany under Prussia            Unification of Italy,            Russia &amp; Problems of Eastern Nationalities</p>	<b>12</b>
<b>Unit 3</b>	<p><b>Capitalist Industrialization &amp; Socio- Economic Transformation:</b>            Industrial transformation in Britain            Difference in industrialization process between England and the Continental powers like France, Germany and Russia            The emergence of the working class and its movements            Growth of Socialism            International completion: Imperialism</p>	<b>12</b>
<b>Unit 4</b>	<p><b>International Relations: New Era &amp; the Concept of Balance of Power:</b>            Germany: Balance of Power – Congress of Berlin, creation of Alliance            The crumbling Ottoman Empire: Rise of New Nationalist.            Third French Republic : its problems and foreign affairs, creation of Entente            Communism in Russia: The Bolsheviki Revolution</p>	<b>12</b>
<b>Unit 5</b>	<p><b>First World War:</b>            Imperialist disputes and clashes,            Circumstances leading to First world War            Peace Conference of Paris</p>	<b>12</b>

**Suggested Readings:**

- Anderson, M.S- *The Ascendancy of Europe.: 1815-1914*  
 Bury, J.P.T, (Ed)- *The new Cambridge Modern History : Vol-10*  
 Barraclough, G- *an Introduction to contemporary History.*  
 Crawley, C.W (Ed)- *the new Cambridge Modern History Vol-14*  
 Carr, EH- *International relations between the two World wars.*  
 Carr, EH- *The Bolsheviki Revolution (Vol I,II,III)*  
 Cobban, A- *History of Modern France Vol-I-III*  
 Grant and Temperly : *Europe in the nineteenth and twentieth century's*  
 Hayes C.J.H – *A political and cultural History of Europe 1830-1839*  
 Hobsbawn, E.J –*The Age of Revolution.*  
 Fisher,H.A.L – *History of Europe*  
 Thomson, David-*Europe Since Napoleon*  
 Taylor AJP- *The struggle for Mastery in Europe 1848-1918*  
 Lipson .E- *Europe in the 19<sup>th</sup> and 20<sup>th</sup> Centuries*  
 Hazen.C.D- *Europe since 1815*  
 Ketelbey- *History of Modern times*  
 Cobban- *History of France*  
 Lefebvre- *The coming of the French Revolution*  
 Lefebvre- *Napoleon*  
 Rude, G- *The French Revolution*  
 Williams Raymond – *Culture and Society.*  
 Wood Anthony- *History of Europe 1815-1960*

**Semester-VI****CURRICULUM & CREDIT FRAMEWORK****FOR****UG Programme in History****Subject: History (Major)****Europe in the Era of Two World Wars (C. 1919-C.1945) [CODE: HIST 6014]**

**Learning Objectives and Outcome:** This course aims to provide an understanding of an era of shifting history from Euro centric to World. It discuss the turbulent times when totalitarianism rose as an alternative to democratic and liberal ideal and also the growing desire for peace through formation of organizations such as United Nations .

<b>Unit</b>	<b>Topic</b>	<b>LH</b>
<b>Unit 1</b>	<b>1919: A New World Order</b> Formation of the League of Nations : Organizations, achievements & Failures New Imperialism : Mandate system Disarmament efforts Washington conference French search for security World Economic Depression of 1929	<b>12</b>
<b>Unit 2</b>	<b>Rise of Totalitarianism:</b> Failure of Weimar Republic & Rise of Nazism in Germany Factors leading to Growth of Fascism in Italy Rise of totalitarianism in Russia & Stalin Rise of Militarism in Japan	<b>12</b>

<b>Unit 3</b>	<p><i>The road to the Second World War:</i>  <i>Germany's aggressive foreign policy-</i>  <i>The role of the war economy</i>  <i>Spanish Civil War</i>  <i>Mussolini foreign policy-</i>  <i>Formation of the Rome – Berlin- Tokyo Axis.</i>  <i>Popular Front Movement in France</i></p>	<b>12</b>
<b>Unit 4</b>	<p><i>Second World War:</i>  <i>Outbreak of the 2<sup>nd</sup> world War and its impact</i></p>	<b>12</b>
<b>Unit 5</b>	<p><i>United Nations Organization:</i>  <i>Its origins and functions</i>  <i>A new Bi-Polar world</i></p>	<b>12</b>

***Suggested Readings:***

*Benns F.L- Europe Since 1914*

*Car, EH- international Relations between two world Wars (1919-1939)*

*Carr EH- The Bolsheviki Revolution 1917-1923*

*Deane, P- The First Industrial Revolution*

*Crawley CW- The new Cambridge modern History Vol 9*

*Carsten FL- The Rise of Fascism*

*Hobsbawm EJ- Nation and nationalism*

*Keylor WR- The Twentieth Century World- An International History*

*Roberts JM- Europe 1880-1945*

*Taylor AJP- The Origins of the Second World War*

*Walters FP- A History of the League of Nations*

**Semesterwise and Coursewise Distribution of Credit & Marks under  
CCFUP as per NEP, 2020**

**UG – Semester VII (For Four- year Honours in College)**

Semester	Course Type	Code	Name of the Course	Credit (L-T-P)	Marks	Marks Distribution Th. Pr. IA	
VII (For Four Year Honours )	Major Course	7011	Research Methodology & Ideas of Indian Historiography	6 (5-1-0)	75	60 - 0 - 15 =75	
	Major Course	7012	Research Methodology & Ideas of Western Historiography	6 (5-1-0)	75	60 - 0 - 15 =75	
	Major Course	7013	History of Science, Technology, Environment and Medicine in Pre-colonial India  OR  Environmental History of India Through the Ages	6 (5-1-0)	75	60 - 0 - 15 =75	
	Major Course	7014	Life & Culture in Rarh Bengal in the 19 <sup>th</sup> & 20 <sup>th</sup> Centuries	6 (5-1-0)	75	60 - 0 - 15 =75	
	Minor Course	7021	Select Themes in Modern Indian History	4 (3-1-0)	75	60 - 0 - 15 =75	
					28	375	

**UG – Semester VIII (For Four -year Honours with Research in College)**

Semester	Course Type	Code	Name of the Course	Credit (L-T-P)	Marks	Marks Distribution Th. Pr. IA
VIII (For Four-year Honours with Research / Project/ Dissertation)	Major Course	8011	Making of the Contemporary World	6 (5-1-0)	75	60 - 0 - 15 =75
	Minor Course	8021	History of Women: Emerging Perspectives	4 (3-1-0)	75	60 - 0 -15 =75
	Research Project /Dissertation	8091		12	225	Seminar Presentation, Preparation & Submission of Research Project/ Dissertation-135 + Viva- 90
Total				22	375	

**OR**

**UG – Semester VIII (For Four-year Honours in College)**

Semester	Course Type	Code	Name of the Course	Credit (L-T-P)	Marks	Marks Distribution Th. Pr. IA
VIII (For Four Year Honours )	Major Course	8011	Making of the Contemporary World	6 (5-1-0)	75	60 - 0 -15=75
	Major Course	8012	History of Mainland Southeast Asia in the 19 <sup>th</sup> & 20 <sup>th</sup> Centuries OR History of Modern China (1840-1949)	4 (3-1-0)	75	60 - 0 -15 =75
	Major Course	8013	History of Island Southeast Asia or History of Modern Japan (1858 – 1945)	4 (3-1-0)	75	60 - 0 -15 =75
	Major Course	8014	History of Science,	4 (3-1-0)	75	60 - 0 -15

			Technology Medicine & Environment in Colonial India			=75
	Minor Course	8021	History of Women: Emerging Perspectives	4 (3-1-0)	75	60 - 0 -15 =75
	Total			22	375	

**UG Semester VII**  
**Research Methodology & Ideas of Indian Historiography**

Major Course - 7011

Credit – 6

Full Marks – 75 (60+15)

To be covered in 90 Lectures

**Course Objective:**

1. To apprise the students of the evolution of historical consciousness from the earliest times to post-colonial India.
2. To teach the students of the regional developments in history writings.
3. To inform the students of the debates on Indian history.

**Course Outcome:**

1. By going through this course students will be able to participate in seminars and conferences and competitive exams.
2. Students will be able to make a comparison between the evolution of of history writing in the West and the Orient.

**Course Units:**

- 1. Structure and Nature of History Writing:** The historian at work-narrative, description, analysis, rhetoric and structure--Research in History-- Methodology of Historical Research-- Importance of sources in History-- Oral evidence and incorporation of Visual Sources in written history-- History and Science -- History and Social Sciences -- Research & Publication Ethics.
- 2. Ancient and Medieval Indian Historiography:** Histories and Historical consciousness in Ancient India-- India's sense of the past-- historical consciousness in the Vedic texts-- the Buddhist and Jaina texts-- the *itihasapurana* tradition-- epics,

genealogies-- the historical biographies-- Harshacharita and Rajatarangini. Early Sultanate Chroniclers-- study of memoirs and biographies-- Babarnama, Akbarnama, Jahangir nama-- Abul Fazl's ideas of history-- Khwaja Nijamuddin's treatment of History-- Badauni's treatment of History-- Some Historians of Medieval India- Sultanate period-- Barani, Isami, Amir Khusru-- Mughal period-- Abul Fazl, Badauni-- Travel Accounts of Ibn Batuta, Bernier, and Manucci.

**3. European Historiography and its Impact on historiography in Modern India:**

Some Reflections on nineteenth century Indian historiography-- British attitude towards India--William Jones, James Mill, Todd-- W.W. Hunter-- Moreland and V. Smith.

**4. Indian Approaches to writing Indian History --Nationalist Approach-- J.N.**

Sarkar, R.C. Majumdar, and N.K.Sinha -- Marxist Approach-- D.D. Kosambi, Irfan Habib, Romila Thapar -- Subaltern Approach.

**5. School of Local and Regional Historians: Importance of Regional history -- Satish**

Chandra Mitra, and Narendranath Ray.

**6. Debates on Indian History: Indian feudalism, Eighteenth century debate, Writings**

on Mutiny and Indian Partition-- Recent trends in the writing of Indian History.

**Select Readings:**

1. B. Sheikh Ali, *History: Its Theory and Method*, Macmillan, New Delhi. 1978
2. E. Sreedharan, *A Text Book of Historiography*, Orient Longman, 2004.
3. Irfan Habib, *Essays in History: Towards a Marxist Interpretation*, New Delhi, 1995.
4. Jagadish Narayan Sarkar, *History of History Writing in Medieval India*, Calcutta, 1973.
5. James Mill, *The History of British India*, London, 1840-1848.
6. Javed Majeed, *Ungoverned Imaginings*, New Delhi.
7. Partha Chatterjee and Raziuddin Aquil, *History in the Vernacular*.

8. R.C. Majumdar, *Historiography in Modern India*, Bombay, 1970.
9. Ranajit Guha, *An Indian Historiography of India*, Calcutta 1986.
10. Romila Thapar, *Interpreting Early India*, New Delhi, 1992.
11. S.B. Chowdhury, *Theories of Indian Mutiny*, Calcutta 1965.
12. S.N. Mukherjee, *Sir William Jones: A study in 18th Century British Attitudes to India*, Cambridge 1968.
13. S.P. Sen, *Historians and Historiography in Modern India*, Calcutta 1973.
14. Subodh Mukhopadhyay, *Historians and Historiography in Modern India*.
15. Sumit Sarkar, *Writing Social History*, New Delhi, 1997.
16. Vincent Smith, *The Early History of India*, Oxford, 1957.

## **UG Semester VII**

### **Research Methodology & Ideas of Western Historiography**

Major Course - 7012

Credit – 6

Full Marks – 75 (60+15)

To be covered in 90 Lectures

#### **Course Objective:**

1. To apprise students about the methods of History -writing practised in the West.
2. To spread knowledge about different ideas and concepts of western historical tradition.
3. To inform students about the evolution of society, culture and civilization in the West.

### **Course Outcome:**

1. Students will be equipped to teach Western history and historical tradition at different levels of higher education.
2. Knowledge on western historical tradition will help students to interact well in educational exchange programmes organized within and outside India.
3. Knowledge on this paper will enable students to take up Ph. D. research and different innovative projects on various theme of western history.

### **Course Units:**

#### **1. Philosophies and Theories of History**

Historical theories – Speculative and Critical Philosophy – Subjectivity and Objectivity in History – Concept of Progress in History – History and Science – Interdisciplinary nature of History - Relationship between History and other social science – Facts and Interpretation in History – Historical Determinism and Historicism - Research Publication & Ethics.

#### **2. History Writing during the Greco-Roman Period**

Emergence of Western historical tradition – Homer and History - Writings of Herodotus, Thucydides and others in Classical Greece – History-writing in the Roman Age – Writings of Polybius, Tacitus and Pliny and others – Features of Greco-Roman historiography.

#### **3. History Writing from the Christian Medieval Period till the 18<sup>th</sup> Century**

Features of Church Historiography – St. Augustine – Arab historiography – Importance of Collection and Compilation work – Renaissance and Reformation – Rationalist Historiography – Voltaire, Gibbon and Robinson - Impact of Enlightenment on Western historical tradition – Philosophy of Romanticism – Rousseau and Herder.

#### **4. Tradition of History Writing in the 19<sup>th</sup> & 20<sup>th</sup> Centuries**

Philosophy of Positivism – Neibuhr, Ranke, Comte, Buckle – Marxist historical tradition – Karl Marx, Christopher Hill, E.P. Thompson & Hobsbawm – Grand Narratives and Meta

Narratives – Arnold Toynbee and Oswald Spengler – Annales School – Marc Bloch, Lucien Febvre and Fernand Braudel

## 5. History Writing after the Second World War

Emerging areas and approaches to history writing – Structuralism and Post Structuralism – Post Modernism in history

## 6. Debates in Western History

The French Revolution – Industrial Revolution – American Revolution – Historical Writings in the Post-modern period – Cold War historiography

### Select Readings:

1. Arthur Marwick, *The Nature of History*, Macmillan, 1989.
2. B. Seikh Ali, *History: Its Theory & Method*, Macmillian India Limited, 1991.
3. D. Bebbington, *Patterns in History*, Leicester. 1979.
4. E. Sreedharan, *A Textbook of Historiography*, Orient Longman, 2004.
5. E.H. Carr, *What is History*, New York, 1962.
6. Ernest Breisach, *Historiography, Ancient, Medieval & Modern*, Chicago, 1983.
7. Fernand Braudel, *Civilization and Capitalism, Vol. I-III*, Fontana ,1985.
8. Fernand Braudel, *On History*, London, 1980.
9. G.P. Gooch, *History and Historians in the Nineteenth Century*, 1913.
10. Geoffrey Barraclough, *Main Trends in History*, New York, 1979.
11. George Iggers, *New Directions in European Historiography*, New York, 1985.
12. H.E. Barnes, *A History of Historical Writing*, New York, 1962 .
13. Herbert Butterfield, *Man on his Past: The Study of Historical Writing*, Boston, 1966.
14. J.W. Thompson, *History of Historical Writing*, New York, 1952.

15. Karl Popper, *The Poverty of Historicism*, Routledge, 1986.
16. Keith Jenkin, 'What is History', Routledge, 1995.
17. Keith Jenkin, *The Post-Modern History Reader*, Routledge, 1997.
18. Mark Poster, *Foucault Marxism and History*, Cambridge, 1984.
19. Maurice Aymard, *French Studies in History, Vol. I-II*, Orient Longman, & Harbans Mukhia (ed) 1989.
20. Paul Ricoeur, *The Contribution of French Historiography to the Theory of History*, Oxford, 1980.
21. Pieter Geyl, *Debates with Historians*, Cleveland Ohio, 1958.
22. R.G. Collingwood, *The Idea of History*, London, 1969.

## **UG Semester VII**

### **History of Science, Technology, Medicine and Environment in Pre-colonial India**

Major Course - 7013

Credit – 6

Full Marks – 75 (60+15)

To be covered in 90 Lectures

#### **Course Objective:**

1. To bring to the students a knowledge of how science, technology, environment and medicine functioned during the pre- colonial period, including the theoretical knowledge and its practical applications.

2. To introduce the students to the rich domain of Indian knowledge system (IKS) before the onset of the colonial era.

**Course outcome:**

1. Students will be able to understand the trajectory of the progress of science, technology, environment and medicine in pre- colonial India.
2. More specifically, students will be able to comprehend the transition from ancient to medieval through the lens of science, technology, environment and medicine.
3. This will enable the students to appreciate a very important component of the Indian knowledge system (IKS).

**Course Units:**

- 1. Aspects of Science, Technology, Environment and Medicine in early India:** Pre-Harappan and Harappan civilizations. Beginnings of agriculture, town planning and sewerage system. Irrigation- crops and tools. Vedic times and thereafter. Early Indian texts.
- 2. Science and medicine in Early India:** From magico- religious healing to Ayurveda. Greek and Arabic components. medical practitioners, medicine and medical institutions. medicinal texts. Agriculture and veterinary science.
- 3. Aspects of specialized scientific knowledge:** Terracotta through the ages. Metal industry- alloys, numismatics and sculpture. Ornaments and jewellery. Geographical knowledge, ship building and the world of the explorer. Mathematics, Astronomy, Botany, Zoology, Chemistry, Physics etc. Architecture: religious and secular.
- 4. Medicine in medieval India:** Development of Unani in medieval India. Continuation of Ayurveda. Texts and translations. Ophthalmology and introduction of spectacles. Famine, disease and epidemics.
- 5. Aspects of Nature Environment and Science in medieval India:** Science and scientific instruments nature as healer, benefactor, advisory. Environmental consciousness afforestation and Mughal gardens. Astronomy, transport and communications.

6. **Development of technology in medieval India:** Crops and technology in textile industry. Weaving and painting techniques (Qalam, Qalib etc.) - mining and metallurgy distillation and refrigeration - Building Industry. Military technology. Land transport and navigation. War equipments before gunpowder. Gunpowder and firearms.

**Select Readings:**

1. Alvares C. 1979 *Homo Faber: Technology and Culture in India, China*, Allied, Delhi.
2. Bernal J.D. 1939. *The Social Function of Science*, Routledge, London.
3. Hoodbhoy Pervez, 1991. *Islam and Science*, Zed Books, London.
4. Inkstem, Ian. 1991. *Science and Technology in History*, Macmillan, London.
5. Morehouse, W.(ed) 1968. *Science and Human Conditions in India and Pakistan*, Rockefeller University Press, New York.
6. Butterfield, H, 1958. *Origins of the Modern Science*, London.
7. Cohen, Bernard, 1985. *Revolution in Science*, Harvard.
8. Bose, D.M. et al (eds), 1971. *Concise History of Science in India*, INSA, New Delhi.
9. Chattopadhyay, D, *History of Science & Technology in Ancient India*, 2 Vols, Calcutta.
10. Gadgil, Madhav & Ramachandra Guha, 1992. *This Fissured Land : An Ecological History of India*, Oxford, 1992.
11. History of Science and Technology in India. (12 volumes: v.1 health and medicine, science and religion; v.2 mathematics, astronomy; v.3 technology; v.4 science; v.5 science and technology; v.6 metals and metal technology; v.7 industries; v.8 coins, metallurgy; v.9 building construction; v.10 irrigation; v.11 geology; v. 12 environment and ecology) (Delhi: Sundeep Prakashan, 1990).
12. Shailendra Kumar, *History of Science in India: Analytical Database of Information Sources* (New Delhi: Gyan Publishing House, 1994).

13. Symposium on the History of Sciences in India held in Calcutta, 1961 (New Delhi: National Institute of Sciences of India, 1963).
14. A. Rahman, *Trimurti Science, Technology & Society: A Collection of Essays* (New Delhi: People's Publishing House, 1972).
15. Kapil Raj, *Relocating Modern Science* (Palgrave Macmillan, 2007).
16. Arun Bala, *The Dialogue of Civilizations in the Birth of Modern Science* (Palgrave Macmillan, 2006).
17. Bernal J.D. 1939. *The Social Function of Science*, Routledge, London.
18. Hoodbhoy Pervez, 1991. *Islam and Science*, Zed Books, London.
19. Inkstem, Ian. 1991. *Science and Technology in History*, Macmillan, London.
20. Morehouse, W.(ed) 1968. *Science and Human Conditions in India and Pakistan*, Rockefeller University Press, New York.
21. Butterfield, H, 1958. *Origins of the Modern Science*, London.
22. Cohen, Bernard, 1985. *Revolution in Science*, Harvard.
23. Bose, D.M. et al (eds), 1971. *Concise History of Science in India*, INSA, New Delhi.
24. Chattopadhyay, D, *History of Science & Technology in Ancient India*, 2 Vols, Calcutta.
25. Gadgil, Madhav & Ramachandra Guha, 1992. *This Fissured Land : An Ecological History of India*, Oxford, 1992.
26. Debiprasad Chattopadhyaya, *History of Science and Technology in Ancient India*, Vol.III, Calcutta, 1996.
27. A.Rahman, (ed) *History of Indian Science, Technology and Culture, A.D.1000-1800*, OUP, New Delhi, 1999.
28. David Gosling, *Science and Religion in India*, Madras, 1976.
29. Bruce T Moran, (ed) *Patronage and Institutions; Science Technology and Medicine at The European Court, 1500-1750*, Rochester, New York, 1991.

30. I A Khan, *Gunpowder and Firearms: Warfare in Medieval India*, Oxford University Press, New Delhi, 2004.

31. S. Subramaniam (ed). *Merchants, Markets and State in Early Modern India*, New Delhi, 1990.

32. Mattison Mines, *The Warrior Merchants, Textiles, Trade, and Territory in South India*, CUP, 1984.

**OR**

**UG Semester VII**

**Environmental History of India Through the Ages**

Major Course - 7013

Credit – 6

Full Marks – 75 (60+15)

To be covered in 90 Lectures

**Course Objective:**

1. This course aims to introduce the students to the environmental historiography of the Indian subcontinent. The idea is to familiarize the students to the recent interventions in the methodologies, theories, and concepts of doing environmental history.
2. It also explores the long-term trajectories of man-nature interactions and revise the political history-based periodization of the sub- continent's past as self-contained ancient, medieval, and modern periods.
3. The course also introduces inter-disciplinary approaches- cartographic, geological, zoological, ecological knowledge -that helps historians study the crucial role played by ecology in the shaping of past societies.

**Course Outcome**

1. Understand the historical methodologies and concepts to explain the environmental contexts of the past social and cultural transformations.
2. Develop a historical perspective on the complex relationship between society and nature from prehistory to the present in the context of the Indian subcontinent.
3. Discuss how societies developed technologies, sources of energy, and modes of organising lives to adapt to varied ecological landscapes.

## **Course Units**

### **1. Introduction to the Environmental History of India**

Environmental Theories and Practices - Scope, Nature, and Purpose of Environmental History - Issues and Perspectives, Environmental Historiography- Significance of environmental history - Emergence of environmental history in India, Basic concepts (Colonization, Conservation, Ecofeminism, Ecotourism, Deforestation, Green Revolution, Historical Ecology, Industrial Revolution, Nature, Sacred Places, Technology, Urbanization and Waste Management).

### **2. Environmental and Ecological Consciousness in Early India**

Prehistoric Environment in India, Hunting, gathering and pastoral cultures in Ancient India, Concept of nature and environmental consciousness in Indian culture, Concept of Nature in Indian Spiritual Traditions; Environment and Early Urban Societies: Harappan Civilization, Climate: A Factor in the Rise and Fall of the Indus Civilization, Worship of Different Components of Nature, Prakriti and Purush; Environmental factors behind the fall of Indus Valley Civilization, Environmental Consciousness in Vedic Period, Iron Tools and Deforestation in the Vedic Period, Environmental Consciousness in Post Vedic Period, Buddhist and Jain Environmental Ethics, Iron Tools, Forest Clearance, and Second Urbanization in the Gangetic Plains, Perceiving the Forest in Early India, Tribes, Hunters and Barbarians: Forest Dwellers in the Mauryan Period, Forest and Wild Life Management in Maurya and Post-Maurya Period, Asoka and Ecology, Eco Systems of the Sangam Age in South India, Forest and wildlife in Ancient India - Agrarian expansion in the early India .

### **3. Environmental and Ecological Consciousness in Medieval India**

Exploitation of Natural Resources for Development during Early Medieval Period, Exploration and use of Natural Resources for Economic Development in Early Medieval India, Concept of Nature and Environmental Consciousness in Bhakti and Sufi Traditions; Exploitation of Natural Resources for Development during the Sultanate Period; Exploitation of Natural Resources for Development during the Mughal Period; Over Exploitation and Ecological Destabilization during Later Mughal Period, Land, Forest, Pastures, Wild animals, Monsoon, and river system in Mughal India, Irrigation and Canals under the Mughal rule, Transformation of landscapes in the medieval period (gardens and new-urban centres), Gardens in the Mughal Court Life- Hunting and the Great Mughals- Ecology and traditional system of water management in Medieval India.

### **4. Colonialism and Indian Environment**

Colonialism and Use of Natural Resources (British Expansion, Ecological Imperialism (Exchange of flora and fauna and animals), European attitude towards environment, Arrival of the British and cataloguing of landscape and eco-system, History of Forest, Water and Wildlife, Colonial Deforestation, Timber Trade, Wildlife destruction, Making of Gardens: Tea, Jute and Rubber plantation, Colonial Economic Policy and Exploitation of Natural Resources, Establishment of Industries based on Indian Natural Resources; Forest and Wild Life Management in British India, Ecological Imperialism–Forest Policy: Forest Acts of 1878 and 1927 – Protest Against British Forest Acts and Policies of Monoculture–Plantation–Public Works–Railways–Hill Stations–Systematic Conservation versus Exploitation Debate, Colonial exploitation of natural resources–deforestation- ship building–Railways.

### **5. Encounters with Environment since Independence**

Human-wild life encounters-Dams–Displacement–Independent India’s Environmental Policy–Forest Policy– Resolutions and Acts of 1952, 1980, 1988 and 2018 – Development Vs. Environment – Big Dams and Hydro – Electric Power Projects – Bhopal Gas Tragedy – Development discourse Environmental Movements (Chipko Movement, Narmada Bachao Movement, Silent Valley Movement, Appiko Movement) - Tsunami and its Impact – Move Towards Sustainable Development.

### **6. Global Environmental Consciousness**

Women and Environment- Economic Environmental Ethics and Environmental Awareness – Environmental Summits - Environmental Management - National Environment Policy – National Conservation Strategy and the Policy – Statement of Environment and Development 1992 – National Environment Tribunal – National Green Tribunal, Industrialization and types of pollution, Legal Provisions for Environmental Management: Govt. Acts (The Environment Protection Act, 1986, The Biological Diversity Act, 2002) – World Environmental Summits and Conference.

#### **Select Readings:**

Burton, Stien (ed): *The making of Agrarian policy in British India 1770-1900*, Oxford University Press,1992.

Richard, Grove(ed): *Nature and the orient: The Environmental history of South and Southeast Asia*, Oxford University press,1998

Fisher, Michael: *An Environmental History of India: from earliest times to the Twenty first century*, Cambridge University press,2018

Malamoud, Charles: *Village and Forest in Ancient India*, Delhi, Oxford University Press.1998

Singh, Vipul: *Speaking Rivers: Environmental history of a Mid- Ganga Flood Country*, Delhi, Primus Books.2018.

- Bansil, P.C: *Water Management in India*, Concept Publishing Company,2004
- Chakrabarty, Dipesh, *Climate of History in Planetary Age*, New Delhi, Primus Books.
- Chakrabarti, Ranjan, *Situating Environmental History*, New Delhi, 2007.
- Chakrabarti, Ranjan, *Does environmental History Matter?* Kolkata, 2006
- Chakrabarti, Ranjan, *Critical Themes in Environmental History of India*, ICHR & Sage, 2021.
- Damodaran,Vinita, *Gender; 'Forests and Famine in 19th-Century Chotanagpur'*, Indian Journal of Gender Studies, Vol. 9, No-2, 2002.
- Ghosh, Mili, *The Shattered Earth: Histories of Climate, Catastrophe and the Wilderness*, New Delhi: Primus Books, 2024.
- Damodaran, Vinita, *Colonial Construction of the 'Tribe' in India: The Case of Chotanagpur*, The Indian Historical Review, Vol.-XXXIII, 2006.
- Richard H. Grove, Vinita Damodaran and Satpal Sangwan, (eds.) *Nature and the Orient: An Environmental History of South and South East Asia*, OUP, New Delhi, 1998.
- Fisher, Michael H., *An Environmental History of India*, CUP, 2018.
- Iqbal, Iftexhar, *The Bengal Delta: Ecology, State, and Social Change 1840-1943*, Basingstoke: Palgrave Macmillan, 2010.
- Jalia, Anu, *Forest of Tigers: People, Politics and Environment in the Sundarbans*, New Delhi, Routledge, 2011.
- Mahato, Nirmal Kumar, 'Environmental Change and Chronic Famine in Manbhum, Bengal District, 1860-1910', *Global Environment*, 6, 2011.
- Mahato, Nirmal Kumar, *Sorrow Songs of Woods: Adivasi-Nature Relationship in the Anthropocene in Manbhum*, Primus, New Delhi, 2020.
- Saikia, Arupjyoti, *Forests and Ecological History of Assam, 1826-2000*, OUP, 2011.
- Rangarajan Mahesh and Sivaramakrishnan, K (ed.) *India's Environmental History: Colonialism, Modernity, and the Nation*, Permanent Black, Ranekhet, 2013.
- Roy, Anuradha, *Rethinking Human-Animal Relationship: Reading Stories from Bengali Literature*, Primus Books, 2023.
- Kumar, Deepak, Vinita Damodaran and Rohon D' Souza, (eds), *The British Empire and the Natural World: Environmental Encounters in South Asia*, New Delhi, 2011.

**UG Semester VII**  
**Life & Culture in Rarh Bengal in the 19<sup>th</sup> & 20<sup>th</sup> Centuries**

Major Course - 7014

Credit – 6

Full Marks – 75 (60+15)

To be covered in 90 Lectures

**Course Objective:**

1. To enable students to know the history of their own region and to apprise them about the regional diversity keeping alignment with the objectives of NEP.
2. To inform students about the evolution of life and culture of frontier districts of West Bengal.

**Course Outcome:**

1. Students will be equipped to teach this course at different levels of higher education.
2. Knowledge on this course will help students to interact well in any seminar, symposium or seminar or to contribute to any volume (like preparation of District Gazetteer or any other academic volume) undertaken for spreading awareness and bringing development in the region.
3. Knowledge on this paper will enable students to take up PhD research and different innovative projects on various theme of life and culture of Southwest Bengal.

**Course units:**

**1. Introducing Rarh :** Past concepts of Rarh – Racial and cultural definition of Rarh – Its topography and natural resources – Demography and socio-economic status of the people of Rarh – Castes, Tribes and Women in Rarh – Changes in the existing caste hierarchy – the Nabashakhs and other dissident groups.

**2. Agrarian Economy & Society-** Agrarian structure and Production system in Rarh - Social and Economic impacts of land settlements in early colonial Rarh – Permanent Settlement and other Land reform measures in Rarh – Absentee landlordism, subinfeudation, Pattani system and the Jotedars -- Burdwan Raj and the small gentry -- Rice economy and agricultural marketing – Burdwan as the rice bowl of Bengal.

**3. Industry and Urbanization-** Handicrafts and Small industries – -Cotton, silk, salt, sugar, terracotta, rice, lac etc., -- trade marts, rail and river-borne trade – commercial groups and professionals – Growth of urbanization – old and new towns – Growth of Municipalities and their activities – urban and civic facilities – Construction of roads, railroads and highways – Rise of rural Intelligentsia.

**4. Health and Diseases-** Burdwan fever - Its spread to Burdwan, Birbhum and Bankura – Other health ailments and diseases like Leprosy, Kala Azar, Tuberculosis, Cholera - Government health policy to control Burdwan fever and other diseases in Rarh Bengal – Medical institutions, dispensaries and hospitals – public health and sanitation.

**5. Protests and Movements-** Freedom movements in the districts of Rarh Bengal, i.e., Burdwan, Birbhum, Bankura and Hooghly – Movements of Santals, Bhumij, and others – Gandhian movements and its Impact - Damodar Canal movements – Language movement in Rarh Bengal.

**6. Elite and Popular Culture** - Religio-cultural traditions of Rarh Bengal – Popular folk songs and dance tradition - Tusu, Bhadu, Jhumur, and Chou - Educational development in the districts of Rarh – Missionary contribution to Education - Tagore's Shantiniketan and Sriniketan – Foundation of Viswa Bharati – Tagore's rural reconstruction Programme – Newspapers and periodicals – Ramananda Chattopadhyay and others – Entertainment and Festivities of both the mainstream and the marginalized.

#### **Select Readings:**

1. A R Desai (ed.), *Peasant Struggles in India*, New Delhi, 1985.
2. Achintya Kumar Dutta, *Economy and Ecology in a Bengal District: Burdwan 1880 – 1947*, Calcutta, 2002

3. Ajit Haldar, *Generation and Utilisation of Agricultural Surplus (A Case Study of Burdwan District)*, The University of Burdwan, 2000.
4. Akos Ostor, *Culture and Power: Legend, Ritual and Bazaar and Rebellion in a Bengal Society*, New Delhi: Sage, 1984.
5. Amalendu Mitra, *Rarher Sanskriti O Dharmathakur*, Kolkata: Subarnarekha, 2001.
6. Anita Roy Mukherjee, *Forest Resources, Conservation and Regeneration: A Study of West Bengal Plateau*, (Concept Publishing).
7. Arabinda Biswas and Swapan Bardhan, 'Agrarian Crisis in Damodar-Bhagirathi Region 1850-1925', *Geographical Review of India*, vol. 38, June 1975, pp. 132-50.
8. Arabinda Samanta et al, (eds), *Life and Culture in Bengal Colonial and Post-Colonial Experiences*, Kolkata, 2011.
9. Arabinda Samanta, *Malarial Fever in Colonial Bengal 1820–1939 Social History of an Epidemic*, Calcutta, 2002.
10. Arnab Majumdar, Birbhum: *Itihas O Sanskriti*, Calcutta, 2006.
11. Arun Chowdhury ed., *Birbhum Itihaas* by Gourihar Mitra, Suri, Birbhum, 2005.
12. Asok K. Bhattacharya, *Calcutta Paintings*, Calcutta: Dept. of Information and Cultural Affairs, Govt. of West Bengal, 1994.
13. Asok Mitra, *Paschim Banger Puja Parban o Mela..*
14. Bagchi, K. and Mukherjee, K. (1979), *Diagnostic Survey of Rarh Bengal, Part-I, II*, Dept. of Geography, CU., (National Book Trust).
15. Bagchi, K. and Mukherjee, K. (1979), *Diagnostic Survey of Rarh Bengal, Part-I, II*, Dept. of Geography, CU., (National Book Trust).
16. Barun Roy (ed.), *Birbhumi Birbhum* (in Bengali), Vol. 2, Calcutta, 2004.
17. Basudeb Chatterjee, *Crime and Control in Early Colonial Bengal 1760-1860*, Calcutta: K.P. Bagchi.
18. Binay Ghosh, *Banglar Loksanskritir Samajtatwa*, Kolkata, 1386, B Y.

19. Chittabrara Palit, *Perspectives on Agrarian Bengal*, Calcutta, 1982.
20. Chittabrata Palit and Achintya Kumar Dutta (eds.), *History of Medicine in India: The Medical Encounter*, New Delhi, 2005.
21. Chittabrata Palit, *New Viewpoints on Nineteenth Century Bengal*, Calcutta: Progressive Publisher (rev. ed.), 1992.
22. Dagmar Engels, *Beyond Purdah: Women in Bengal, 1890-1939*, OUP, 1996.
23. David Kopf, *British Orientalism and the Bengal Renaissance*, Berkeley: Univ. of California Press, 1969.
24. David Kopf, *The Brahma Samaj and the shaping of the Modern Indian Mind*, New Delhi: Archives Publishers, 1988.
25. David McCutcheon and Suhrid Bhowmik, *Patuas and Patua Art in Bengal*, Calcutta: Firma KLM, 1999.
26. Deepak Kumar, *Science and the Raj*, Delhi: OUP, 1995.
27. Fabrizio Ferrari, *Guilty Males and Proud Females: Negotiating Genders in a Bengali Festival* (Seagull Books).
28. Geraldine Forbes, *The New Cambridge History of India: Women in Modern India*, Cambridge University Press, 1996.
29. Ghulam Murshid, *Reluctant Debutante: Response of Bengali Women to Modernization, 1849-1905*, Rajshahi: Rajshahi Univ, Press, 1983.
30. Gopikanta Konar, *Bardhaman Samagra*, 2 vols., Burdwan, 2000.
31. Harry G Timbers, 'Report on Medical Conditions in the Birbhum District', *Visva Bharati Quarterly*, January 1930, (Magh 1336 B.S), Vol. 7, No. 3, pp. 365-74.
32. Hitesranjan Sanyal, *Nirbachita Prabandha*, Kolkata: 2004.
33. Hitesranjan Sanyal, *Social Mobility in Bengal*, Calcutta: Papyrus, 1981.
34. Indrani Ganguly, *Social History of a Bengal Town*, New Delhi, 1987.

35. Jajneswar Chaudhuri, *Vardhaman: Itihas O Sanskriti*, Vols. I, II, III, Uttarpara, 1990, 1991, 1994.
36. Jeanne Openshaw, *Seeking Bauls of Bengal*, (CUP).
37. John R McLane, *Land and local Kingship in Eighteenth Century Bengal*, CUP, 1993.
38. K C Ghosh, *Famines in Bengal 1770-1943*, Calcutta, 1944.
39. Kazi Shahidullah, *Pathshalas to Schools*, Calcutta, 1987.
40. Lambert M Surhone, Mariam T Tennoe, Susan F Henssonow, *Rarh Region* (Betascript Publishing), 2011.
41. Lata Mani, *Contentious Traditions: The Debate on Sati in Colonial Bengal*, Berkeley and Los Angeles: University of California Press, 1998.
42. M.A. Laird, *Missionaries and Education in Bengal, 1793-1837*, Oxford: Clarendon Press, 1972.
43. Mahimaniranjan Chakraborty ed., *Birbhum Bibaran*, Vols. I, II, III, reprint (second edition), Suri, Birbjum, 2009.
44. Maniklal Sinha, *Paschim Rahr Tatha Bankura Samskriti*, Bishnupur, 1384 B.S.
45. Meredith Borthwick, Kesub Chunder Sen, *A Search for Cultural Synthesis*, Calcutta: Minerva Associates, 1977.
46. Meredith. Borthwick, *The Changing Role of Women in Bengal, 1849-1905*, Princeton: Princeton Univ. Press, 1984.
47. Mrinalini Sinha, *Colonial Masculinity: The 'Manly Englishman' and 'the Effeminate Bengali' in the Late Nineteenth Century*, Manchester and New York, 1995.

## UG Semester VII

### Select Themes in Modern Indian History

Minor Course - 7021  
Credit – 4  
Full Marks – 75 (60+15)  
To be covered in 60 Lectures

**Course Objective:**

1. The main objective of this course is to give the students an overall understanding of colonial rule in India. The idea is to focus on India's gradual transition from a pre-modern socio-political structure to a modern socio-political system. While addressing the overall journey, several important issues such as structure of the new state, socio-economic changes, nationalism etc. will be touched upon.
2. Since History is all about the progression of the society through binary opposition of the thesis and the antithesis, the present course aims at revealing the challenges that colonial New Order posed to the ruled on the one hand, and the responses from the Indians to those challenges in various spheres such as polity, society, economy and culture on the other.

**Course Outcome:**

1. By attending the lectures on the present course students are expected to form an idea on how the new introductions under colonial rule brought about far-reaching changes in the lived experience of the Indian people that touched almost every corner of their life – political, social, economic, cultural and intellectual.
2. The students may be expected to be better equipped to understand some key concepts such as colonialism, nationalism, protest, liberty etc. by studying the contents of the course.

**Course Units:**

1. **Eighteenth-century Transition and Foundation of the British Empire in India:** Emergence of the regional powers on the vestiges of the Mughal Empire – Foundation of the British Empire – The ‘New Order’ falling into place – Imperial ideology – Land revenue administration – Economy – Justice, police, army, civil service.
2. **Indian Responses to the New Order:** Social and religious reforms: Brahmo Samaj, Prarthana Samaj, Arya Samaj – Suttee, Widow remarriage, position of women – Peasant and tribal revolts: Rangpur, Sanyasi and Fakir rebellions, Titu Mir, Wahabi, Moplah, Kol and Santal rebellions – The revolt of 1857.
3. **Emergence of Indian Nationalism:** Historiography of Indian nationalism – Spread of Western education and its effects – The new job market – The new middle class – Emergence of Indian nationalism – Foundation of the Indian National Congress – Debate over the birth of the Congress.
4. **Indian National Movement before the Advent of Gandhi:** The Moderate phase – Bengal partition: a mere administrative decision? – The Swadeshi movement: trends, Swadeshi enterprises – circumstances leading to the foundation of the Muslim League – The Surat split and the Extremist phase: ideological roots – Revolutionary movement in Bengal, Punjab and Maharashtra.
5. **Indian National Movement after the advent of Gandhi:** Kheda, Champaran, Ahmedabad and Rowlatt Satyagraha – Gandhi’s rise to power – Non-cooperation-Khilafat movement – The Bardoli retreat – Civil Disobedience movement: regional variations – Pakistan movement.
6. **On the verge of Independence and Partition:** Quit India movement – The INA – The way to Pakistan: role of M. A. Jinnah – Cripps to Cabinet Mission – Communal polarization: the Great Calcutta Killing – India’s Independence with Partition.

### Select Readings:

1. A.R Desai, *Social Background of Indian Nationalism*, Bombay, 1959.
2. Amal Tripathi, *The Extremist Challenge*, Calcutta, 1967
3. Ashok Mitra (ed), *The Truth Unites: Essays in Tribute to Samar Sen*, Calcutta, 1985
4. Amal Tripathi, *Swadhinata Sangrame Bharater Jatiya Congress 1885-1947*, Calcutta, Ananda, 1397 BS.
5. Anuradha Roy, *Nationalism as Poetic Discourse in Nineteenth Century Bengal*, Papyrus, Calcutta, 2003.
6. B.R. Nanda, *Interpretations of Indian Nationalism*, Delhi, 1980.
7. Bharati Roy (ed), *From the Seams of History*, Delhi, OUP, 1995.
8. Bipan Chandra, *Nationalism and Colonialism in Modern India*, Delhi, Orient Longman, 1979.
9. C.A Bayly, *Local Roots of Indian Politics, 1880- 1920*, OUP, 1975.
10. D.A. Low (ed), *The Indian National Congress, Centenary Hindsight*, Delhi, OUP, 1989.
11. D.A. Low, *Congress and the Raj*, London, Arnold Heinemann, 1977.
12. Dhanagare, *Peasant Movement in India*, OUP, 1983.
13. Rajni Kothari, *Politics in India*, New Delhi, 1986.
14. Ranjit Guha, *Elementary Aspects of Peasant Insurgency in Colonial India*, OUP, 1983.
15. Samita Sen, *Women and Labour in Late Colonial India: The Bengal Jute Industry*, CUP, 1999.
16. Sekhar Bandyopadhyay (ed), *Nationalist Movement in India*, OUP, 2009.
17. Sumit Sarkar, *Modern India 1885-1947*, Macmillan India Limited, 1985.
18. Sumit Sarkar, *A Critique of Colonial India*, Papyrus, Calcutta, 1985.
19. Suranjan Das, *Communal Riots in Bengal, 1905-1947*, Delhi, OUP, 1993.

20. Aparna Basu, *The Growth of Education and Political Development in India, 1898-1920*, Delhi, OUP, 1974.
21. S.R. Mehrotra, *The Emergence of the Indian National Congress*, Delhi, Vikas, 1971.
22. J.R. McLane, *Indian Nationalism and the Early Congress*, Princeton University Press, 1977.
23. Judith M. Brown, *Gandhi's Rise to Power: Indian Politics, 1915-1922*, CUP, 1972.
24. Rajat K. Ray, *Social Conflict and Political Unrest in Bengal, 1875-1927*, Delhi, OUP, 1984.
25. Sumit Sarkar, *Swadeshi Movement in Bengal, 1903-1908*, New Delhi, People's Publishing House, 1973.
26. Sekhar Bandyopadhyay, *From Plassey to Partition, A History of Modern India*, Orient Blackswan, 2004.

**UG –SEMESTER VIII (FOR FOUR-YEAR HONOURS WITH RESEARCH IN COLLEGE)**

**UG Semester VIII**

**Making of the Contemporary World**

Major Course - 8011

Credit 6

Full Marks – 75 (60+15)

To be covered in 60 Lectures

**Course Objective:**

1. This course intends to make the students acquainted with the process by which the entire world, after the Second World War, came to be vertically divided between two ideological

and political camps – a process that continued to exist, through ups and downs, for nearly five decades during the Cold War.

2. It also aims at educating the students on how their motherland India steered clear of the complexities of a bipolar world by carving out a unique policy – that of non-alignment – which proved to be very fruitful not only for India, but also for the Third World countries as a whole in claiming their separate national identities during the troubled years of the Cold War.

### **Course Outcome:**

1. After learning the contents of the course the students will be able to appreciate how, following her Independence, India achieved a place of pride in the family of nations in course of the second half of the twentieth century.

2. The students will now be better placed to assess and realize the world they live in – a unipolar world that is run by an automated system of market economy helping mushrooming of market societies all around the ‘global village’.

### **Course Units:**

1. **Cold War Originates:** U.S. nuclear monopoly and Soviet apprehensions – Sovietization of Eastern Europe – Truman Doctrine and Marshall Plan – Military and economic alliances – Historiography of the Cold War.
2. **Decolonization and After:** National movements in Asia and Africa – End of the European empires – Emergence of the Third World – Cold War and the Third World – Problems of Third World countries – Third World and the North-South divide.
3. **Towards a Bipolar World:** Cold War escalates in Europe, the Caribbean and Asia – ‘The Second Cold War’ – Nuclear arms race and strategic defence initiatives or the ‘Star Wars’ – A point of no return?
4. **India’s Response to a Bipolar World:** NAM: concept and practice – Organizations for regional cooperation: ASEAN, SAARC, SAFTA, OAU, OPEC – India and her neighbours – India and big powers – India’s nuclear policy.

5. **Good Sense Prevails:** Spectre of ‘Star Wars’ looming large – ‘The Vietnamese lesson’ – Quest for peaceful coexistence and nuclear arms control – Détente – Détente diplomacy of USA, USSR and China – Strategic Arms Limitation Treaties (SALT).
6. **Globalization in a Unipolar World:** Breakdown of the Soviet bloc – Impact on Eastern Europe and world politics – Towards a unipolar world – Types of globalization in a unipolar world: political, social and economic.

**Select Readings:**

1. M. Dockrill, *The Cold War, 1945-63*, Macmillan, 1998.
2. J. L. Gaddis, *The United States and the Origins of the Cold War, 1941-47*, Columbia University Press, 1972.
3. J. L. Gaddis, *The Cold War: A New History*, Allen Lane, 2006.
4. M. McCauley, *Origins of the Cold War, 1941-1949*, Longman, 3<sup>rd</sup> edn., 2008.
5. M. McCauley, *Russia, America and the Cold War, 1949-1991*, Longman, 2<sup>nd</sup> edn., 2008.
6. O. A. Westad, *The Global Cold War*, CUP, 2006.
7. N. Mills, *Winning the Peace: The Marshall Plan and America’s Coming of Age as a Superpower*, Wiley, 2008.
8. S. Lovell, *The Shadow of War: Russia and the USSR, 1941 to the Present*, Wiley-Blackwell, 2011.
9. G. Behrman, *The Most Noble Adventure: The Marshall Plan and the Reconstruction of Postwar Europe*, Aurum, 2008.
10. W. A. Williams, *The Tragedy of American Diplomacy*, World Publishing, revised edn., 1962.
11. P. Lowe, *The Korean War*, Macmillan, 2000.
12. W. Blum, *Killing Hope: US Military and CIA Interventions Since World War II*, Zed Books, 2003.

13. N. Cawthorne, *Vietnam — A War Lost and Won*, Arcturus, 2003.
14. D. Hoffman, *The Dead Hand: Reagan, Gorbachev and the Untold Story of the Cold War Arms Race*, Icon Books, 2011.
15. J. W. Young, *The Longman Companion to Cold War and Détente*, Longman, 1993.
16. L. Scott, *Cuban Missile Crisis and the Threat of Nuclear War*, Continuum, 2007.
17. K. Ruane, *The Vietnam Wars*, Manchester University Press, 2000.
18. J. F. Matlock, *Reagan and Gorbachev: How the Cold War Ended*, Random House, 2004.
19. A. Brown, *The Rise and Fall of Communism*, Bodley Head, 2009.
20. J. W. Young, *Cold War Europe, 1945-1989: A Political History*, Longman, 1991.
21. T. G. Ash, *In Europe's Name: Germany and the Divided Continent*, Jonathan Cape, 1993.
22. R. Service, *Comrades: Communism, A World History*, Palgrave Macmillan, 2007.
23. S. K. Aburish, *Nasser: The Last Arab*, Duckworth, 2005 edn.
24. S. K. Aburish, *Arafat: From Defender to Dictator*, Bloomsbury, 1999.
25. A. Dawisha, *Arab Nationalism in the Twentieth Century: From Triumph to Despair*, Princeton University Press, New edn, 2005.
26. N. Chomsky, *Hegemony or Survival: America's Quest for Global Dominance*, Holt, 2004.
27. R. Kagan, *The World America Made*, Knopf, 2012.
28. N. Lowe, *Mastering Twentieth Century Russian History*, Macmillan, 2002.
29. M. McCauley, *The Rise and Fall of the Soviet Union, 1907-1991*, Longman, 3<sup>rd</sup> edn., 2007.
30. R. Sakwa, *The Rise and Fall of the Soviet Union, 1907-1991*, Routledge, 1991.
31. A. Brown, *The Gorbachev Factor*, OUP, 1996.

32. A. Brown, *Seven Years that Changed the World: Perestroika in Perspective*, OUP, 2008.
33. W. Taubman, *Khrushchev: The man and his Era*, Free Press, New edn., 2005.
34. W. J. Tompson, *Khrushchev: A Political Life*, Macmillan, 1995.
35. B. Hayton, *Vietnam: Rising Dragon*, Yale University Press, 2011.
36. A. Buzo, *The Guerilla Dynasty: Politics and Leadership in North Korea*, I. B. Tauris, 1999.
37. D. Anderson, *Histories of the Hanged: Britain's Dirty War in Kenya and the End of Empire*, Weidenfeld, 2005.
38. H. Brasted, 'Decolonization in India: Britain's Positive Role', *Modern History Review*, November 1990.
39. P. Brendon, 'A Moral Audit of the British Empire', *History Today*, October 2007.
40. P. Brendon, *The Decline and Fall of the British Empire*, Jonathan Cape, 2007.
41. B. Davidson, *Africa in Modern History*, Macmillan, 1992.
42. R. Gott, *Britain's Empire: Resistance, Repression and Revolt*, Verso, 2012.
43. A. J. Hall, *Earth into Property. Colonization, Decolonization and Capitalism*, McGill University Press, 2010.
44. R. F. Holland, *European Decolonization 1918-1981*, Macmillan, 1985.
45. R. F. Holland, 'Imperial Decline: A New Historiography', *Modern History Review*, February 1992.
46. R. Hyam, *Britain's Declining Empire: The Road to Decolonization, 1918-68*, CUP, 2007.
47. Nalini Kant Jha (ed.), *India's Foreign Policy in a Changing World: Essays in Honour of Professor Bimal Prasad*, New Delhi: South Asian Publications, 2002.
48. Sumit Ganguly, *Oxford India Short Introductions: Indian Foreign Policy*, OUP India, 2019 Paperback edn.

49. Atish Sinha & Madhup Mohta (eds.), *Indian Foreign Policy: Challenges and Opportunities*, Foreign Service Institute, India: Academic Foundation, 2007.
50. V. P. Dutt, *India's Foreign Policy in a Changing World*, Vikas Publishing, 1999.
51. V. P. Dutt, *India's Foreign Policy Since Independence*, National Book Trust, 2011.
52. Joseph E. Stiglitz, *Globalization and its Discontents*, W. W. Norton, 2002.
53. Martin Wolf, *Why Globalization Works*, Yale University Press, 2004.

### **UG Semester VIII**

#### **History of Women: Emerging Perspectives**

Minor Course - 8021

Credit – 4

Full Marks – 75 (60+15)

To be covered in 60 Lectures

#### **Course Objective:**

1. To give a theoretical framework and an understanding how such theories work in practice in relation to women.
2. To offer a comprehensive understanding of the history of women in the light of society, culture, political activism S T E M, education and work.
3. To encourage students about gender sensitivity and inclusivity.

#### **Course Outcome:**

1. Students will have a clear understanding of historical experiences of women in India across ages.

2. Students will have an understanding of the historical experiences and social realities of women in different countries of the world.
3. Students will also be able to comprehend in clearer terms how socio-cultural and religious institutions address women and how women engage with them.

### **Course Units:**

1. **Situating History of Women:** Situating women in the narratives of history. Waves of feminism. Major Schools of feminism: Issues and Trends in movements of women across countries, with special reference to South Asia.
2. **Women: Society and Culture in India through the ages:** How society and culture perceive women in India across ages - how women perceive themselves within this prism. Social and cultural movements- Portrayal of women and agencies of women in literature, painting, sculpture, music, dance, plays and films-Women and Literature-Women and Religion.
3. **Women: Activism and Empowerment:** Political, Environmental and other forms of movement. Participation and leadership of women. Discourses on Rights and Empowerment of women in India across ages. Women's organizations, Rights of women.
4. **Women: Science, Technology, Environment and Medicine:** Participation of women in these domains; challenges and success.
5. **Women: Education and Work:** Education and contribution of women to the cause of education. Women and Work. Glass ceiling and Sticky floor.
6. **Women and 'others ':** Women vis-a-vis 'others' - (Men and Third gender) in the socio cultural and other spaces, LGBTQIA +.

### **Select Readings:**

1. Azim, Firdous and Niaz Zaman (eds.), Infinite Variety: Women in Society and Literature, Dhaka, UPL, 1994.
2. Beddoe, Deirdre, Discovering Women's History, London, 1987.

3. Burton, Clare, *Subordination, Feminism and Social Theory*, Hongkong, George Allen & Unwin, 1985.
4. Chanana, Karuna (ed.), *Socialization, Education and Women: Explorations in Gender Identity*, New Delhi, Orient Longman, 1988.
5. Chipp, SA & JJ Green (eds.), *Asian Women in Transition*, Univ. Park, Penn State University Press, 1980.
6. Dube, Leela et al (eds.), *Visibility and Power Essays on Women in Society and Development*, OUP, Delhi, 1986.
7. Eisenstein, Hester, *Contemporary Feminist Thought*, London, Allen & Unwin, 1984.
8. Hashmi, Taj ul-Islam, *Women and Islam in Bangladesh, Beyond Subjection and Tyranny*, London, 2000.
9. Haynes, Douglas & Gyan Prakash (eds.), *Contesting Power Resistance and Everyday Social Relation in South Asia*, Delhi, OUP, 1991.
10. Jayawardana, Kumari, *Feminism & Nationalism in the Third World*, London, Zed Press, 1986.
11. Jeffery, Patricia, *Frogs in a Well*, New Delhi, 1988.
12. Jeffery, Patricia and Amrita Basu (eds.), *Resisting the Sacred and the Secular, Women's Activism and Politicized Religion in South Asia*, New Delhi, 1999.
13. Kumar, Nita (ed), *Women as Subjects*, Charlottesville, Univ. Press of Virginia, 1994.
14. Kumar, Radha, *The History of Doing*, Kali New Delhi, 1993.
15. McDowell, Linda & Rosemary, Pringle (eds.), *Defining Women: Social Institutions and Gender Divisions*, Polity Press, 1992.
16. Mies, Maria, *Indian Women and Patriarchy*, New Delhi, Concept, 1980.
17. Miles, Rosalind, *The Women's History of the World*, London, Paladin, 1989.
18. Miller Barbara D, *The Endangered Sex*, Ithaca, NY Cornell University Press, 1981.
19. Offen, Karen (ed.), *Writing Women's History, International Perspectives*, London, McMillan, 1991.

20. Papanek, Hanna and Gail Minault (eds.), *Separate Worlds, Studies of Purdah in South Asia*, Delhi, 1982.
21. Perrot, Michelle (ed.), *Writing Women's History*, Eng. Edition, Blackwell Publishers, 1992.
22. Samiuddin Abida & R. Khanam (eds.), *Muslim Feminism and Feminist Movement in South Asia*, Vol.I-II, Global Vision Pub. House, Delhi, 2002.
23. Skevinton, Suzanne and Deborah Baker (eds.), *The Social Identity of Women*, Sage Publications, London, 1989.
24. Zafar, Fareeha (ed.), *Finding Our: Way Readings on Women in Pakistan*, Lahore, ASR, 1991.
25. Ali, Azra Asghar, *The Emergence of Feminism Among Indian Muslim Women, 1920-1947*, OUP, Karachi, 2000.
26. Altekar, A.S., *The Position of Women in Indian Civilization*, Delhi, Motilal Banarsi dass, 1959.
27. Amin, Sonia Nishat, *The World of Muslim Women in Colonial Bengal, 1876-1939*, E. J Brill, Leiden, 1996.
28. Asthana, Pratima, *Women's Movement in Indian*, Delhi, Vikas, 1974.
29. Bagchi, Jasodhara (ed.), *Indian Women, Myth and Reality*, Sangam Books, Hyderabad, 1995.
30. Baig, Tara Ali, *Indian's Woman Power*, New Delhi, Chand, 1976.
31. Basu, Aparna and Bharati Ray, *Women's struggle*, New Delhi, Manohar, 1990.
32. Beddoe, Deirdre, *Discovering Women's History*, London, 1987.
33. Borthwick, Meredith, *The Changing Role of Women in Bengal, 1949-1905*, Princeton, 1984.
34. Bose, Mandakranta, *Forces of the Feminine in Ancient Medieval and Modern Indian*, OUP, Delhi, 2001.

**UG Semester VIII**

**Research Project & Dissertation**

Course Code - 8091

Credit – 12

Full Marks – 225 (Dissertation & Project - 135, Viva – 90)

**OR**

**UG VIII Semester (for Four -Year Honours in College)**

**UG Semester VIII**

**Making of the Contemporary World**

Major Course - 8011

Credit 6

Full Marks – 75 (60+15)

To be covered in 60 Lectures

**Course Objective:**

1. This course intends to make the students acquainted with the process by which the entire world, after the Second World War, came to be vertically divided between two ideological and political camps – a process that continued to exist, through ups and downs, for nearly five decades during the Cold War.
2. It also aims at educating the students on how their motherland India steered clear of the complexities of a bipolar world by carving out a unique policy – that of non-alignment – which proved to be very fruitful not only for India, but also for the Third World countries as a whole in claiming their separate national identities during the troubled years of the Cold War.

### **Course Outcome:**

1. After learning the contents of the course the students will be able to appreciate how, following her Independence, India achieved a place of pride in the family of nations in course of the second half of the twentieth century.
2. The students will now be better placed to assess and realise the world they live in – a unipolar world that is run by an automated system of market economy helping mushrooming of market societies all around the ‘global village’.

### **Course Units:**

1. **Cold War Originates:** U.S. nuclear monopoly and Soviet apprehensions – Sovietization of Eastern Europe – Truman Doctrine and Marshall Plan – Military and economic alliances – Historiography of the Cold War.
2. **Decolonization and After:** National movements in Asia and Africa – End of the European empires – Emergence of the Third World – Cold War and the Third World – Problems of Third World countries – Third World and the North-South divide.
3. **Towards a Bipolar World:** Cold War escalates in Europe, the Caribbean and Asia – ‘The Second Cold War’ – Nuclear arms race and strategic defence initiatives or the ‘Star Wars’ – A point of no return?
4. **India’s Response to a Bipolar World:** NAM: concept and practice – Organizations for regional cooperation: ASEAN, SAARC, SAFTA, OAU, OPEC – India and her neighbours – India and big powers – India’s nuclear policy.
5. **Good Sense Prevails:** Spectre of ‘Star Wars’ looming large – ‘The Vietnamese lesson’ – Quest for peaceful coexistence and nuclear arms control – Détente – Détente diplomacy of USA, USSR and China – Strategic Arms Limitation Treaties (SALT).
6. **Globalization in a Unipolar World:** Breakdown of the Soviet bloc – Impact on Eastern Europe and world politics – Towards a unipolar world – Types of globalization in a unipolar world: political, social and economic.

### **Select Readings:**

1. M. Dockrill, *The Cold War, 1945-63*, Macmillan, 1998.

2. J. L. Gaddis, *The United States and the Origins of the Cold War, 1941-47*, Columbia University Press, 1972.
3. J. L. Gaddis, *The Cold War: A New History*, Allen Lane, 2006.
4. M. McCauley, *Origins of the Cold War, 1941-1949*, Longman, 3<sup>rd</sup> edn., 2008.
5. M. McCauley, *Russia, America and the Cold War, 1949-1991*, Longman, 2<sup>nd</sup> edn., 2008.
6. O. A. Westad, *The Global Cold War*, CUP, 2006.
7. N. Mills, *Winning the Peace: The Marshall Plan and America's Coming of Age as a Superpower*, Wiley, 2008.
8. S. Lovell, *The Shadow of War: Russia and the USSR, 1941 to the Present*, Wiley-Blackwell, 2011.
9. G. Behrman, *The Most Noble Adventure: The Marshall Plan and the Reconstruction of Postwar Europe*, Aurum, 2008.
10. W. A. Williams, *The Tragedy of American Diplomacy*, World Publishing, revised edn., 1962.
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14. D. Hoffman, *The Dead Hand: Reagan, Gorbachev and the Untold Story of the Cold War Arms Race*, Icon Books, 2011.
15. J. W. Young, *The Longman Companion to Cold War and Détente*, Longman, 1993.
16. L. Scott, *Cuban Missile Crisis and the Threat of Nuclear War*, Continuum, 2007.
17. K. Ruane, *The Vietnam Wars*, Manchester University Press, 2000.
18. J. F. Matlock, *Reagan and Gorbachev: How the Cold War Ended*, Random House, 2004.
- A. Brown, *The Rise and Fall of Communism*, Bodley Head, 2009.
19. J. W. Young, *Cold War Europe, 1945-1989: A Political History*, Longman, 1991.
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24. N. Chomsky, *Hegemony or Survival: America's Quest for Global Dominance*, Holt, 2004.
25. R. Kagan, *The World America Made*, Knopf, 2012.
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27. M. McCauley, *The Rise and Fall of the Soviet Union, 1907-1991*, Longman, 3<sup>rd</sup> edn., 2007.
28. R. Sakwa, *The Rise and Fall of the Soviet Union, 1907-1991*, Routledge, 1991.
29. W. Taubman, *Khrushchev: The man and his Era*, Free Press, New edn., 2005.
30. W. J. Tompson, *Khrushchev: A Political Life*, Macmillan, 1995.
31. H. Brasted, 'Decolonization in India: Britain's Positive Role', *Modern History Review*, November 1990.
32. P. Brendon, 'A Moral Audit of the British Empire', *History Today*, October 2007.
33. P. Brendon, *The Decline and Fall of the British Empire*, Jonathan Cape, 2007.
34. R. Gott, *Britain's Empire: Resistance, Repression and Revolt*, Verso, 2012.
35. R. F. Holland, *European Decolonization 1918-1981*, Macmillan, 1985.
36. R. F. Holland, 'Imperial Decline: A New Historiography', *Modern History Review*, February 1992.
37. R. Hyam, *Britain's Declining Empire: The Road to Decolonization, 1918-68*, CUP, 2007.
38. Nalini Kant Jha (ed.), *India's Foreign Policy in a Changing World: Essays in Honour of Professor Bimal Prasad*, New Delhi: South Asian Publications, 2002.
39. Sumit Ganguly, *Oxford India Short Introductions: Indian Foreign Policy*, OUP India, 2019 Paperback edition.
40. Atish Sinha & Madhup Mohta (eds.), *Indian Foreign Policy: Challenges and Opportunities*, Foreign Service Institute, India: Academic Foundation, 2007.
41. V. P. Dutt, *India's Foreign Policy in a Changing World*, Vikas Publishing, 1999.
42. V. P. Dutt, *India's Foreign Policy Since Independence*, National Book Trust, 2011.
43. Joseph E. Stiglitz, *Globalization and its Discontents*, W. W. Norton, 2002.
44. Martin Wolf, *Why Globalization Works*, Yale University Press, 2004.

### **UG Semester VIII**

#### **History of Mainland Southeast Asia in the 19th and 20<sup>th</sup> Centuries**

Major Course-8012

Credit -4

**Full Marks: 75(60+15)**

To be covered in 60 Lectures

**Course objective:**

1. The main objective is to enable the students to identify the mainland states of Southeast Asia.
2. To focus on the overall understanding of the dramatic shift from traditional, sovereign states to colonial dependencies and finally to modern states.

**Course outcome:**

1. It will enable the students to understand the colonial intervention in mainland Southeast Asia.
2. It will also help the students to understand the cultural transformation, economic exploitation.
3. To understand the emergence of the national movement, national identity and ASEAN.

**Course units:**

**Burma**

- 1. Traditional Burma and Colonial Intervention:** Kingship in Burma—Central system of administration—Local government—Anglo-Burmese wars—British rule in lower Burma—Annexation of Upper Burma—Phases of political development.
- 2. Burmese Nationalism and Independence:** Renaissance of Burmese cultural tradition— Y.M.B.A., G.C.B.A. etc. Post war reform proposal—Rebellion 1930-31 —Racial friction—Burma's separation from India—Thakin

movement--Japanese occupation --British re-conquest-- Independence settlement--Role of Aung San--Ne-win and Burmese way to socialism--The Antifascist people's freedom league --Foreign policy of independent Burma--Cold War and South east Asian politics--ASEAN.

**3. Health, Economy and Society:** Socio-economic characteristics--Economic policies and changes--Agriculture and--Rice revolution--demographic Changes--environment and health-- disease control and eradication--Problem of growing lawlessness--Education and religion--Regionalism and the minority people.

### **Indo-China**

**4. Colonialism to Independence:** Tayson Rebellion and the Unification of Vietnam--Process of Colonization and Resistance--Assimilation and Association--Cambodia and the Siamese Question--Impact on Ethnicity, Education and Administration--Early Resistance and Scholars' Movements --Nationalism and Communism -VNQDD, Viet Minh, August Revolution 1945, Dien Bien Phu, the Cold War and Geneva Settlement of 1954--The Decade of Instability, 1954-65: The Laos Crisis and Regional Subversion--The Vietnam Crisis--The Era of Stabilization, 1965-75.

**5. Society and Economy:** Transformation in Indigenous Family Structure--Effects of Colonial Ethos--Heat of the Hearth--Issues in Gender--Mercantile Economy and the Consequent Changes-- Plantation Economy and its Repercussions--Role of the Chinese--The Great Depression and Indo-Chinese Economy--New Economic Issues.

### **Thailand**

**6. Raja Mongkut (1851) and Chulalongkorn--Modernization of Thailand--Domestic and Foreign policy--Revolution or Coup d'état of 1932--Period of Vajirawuth--Rise of elite nationalism-Phibul Sangram--1940s--foreign**

relations--Internal Reorganization--Indian Revolutionaries in Thailand--impact of Japanese invasion--American policy toward Thailand--Monarch vs. Democracy –Constitution of Thailand--Thai foreign relations since the 1950s-- ethnic problems in Thailand.

### Select Readings:

1. A.D. Moscott. *British policy and the Nationalist movement in Burma 1917-1937*, Honolulu, 1974.
2. B.A. Batson. *The end of Absolute Monarchy in Siam*, Singapore, 1989.
3. Charles Fenn, *Ho Chi Minh: A Biographical Introduction*, New York, 1973.
4. Chula Chakrabongse. *Lords of Life: A History of the kings of Thailand*, London, 1967.
5. Clive J. Christie, *Southeast Asia in the Twentieth Century A Reader*, London, 1998.
6. D. P. Singhal, *The Annexation of Upper Burma*, Singapore, 1960.
7. D.G.E. Hall., *A story of South East Asia*, London, 1981.
8. D.G.M. Tate., *The Making of Modern Southeast Asia*, Vol. I & II, Oxford, 1979.
9. D.R. Sardesai., *Southeast Asia Past and Present*, 4th edition, Harper Collins Publishers India, New Delhi, 1997.
10. D.R. Sardesai., *Vietnam. The Struggle for National Identity*, Second edition, West View Press, 1992.
11. David K. Wyatt. *Thailand: A short history*, New Haven, C.T. Yale University Press, 1982.
12. David K. Wyatt. *The Politics of Reform in Thailand: Education in the Region of King Chulalongkorn*, New Haven, 1960
13. David Morell and Chai Anand Samudavanija. *Political conflict in Thailand: Reform, Reaction, Revolution*, Cambridge, 1981.
14. David, A. Wilson. *The United States and the Future of Thailand*, New York, 1970.

15. Dhiravegin Likhit. *Siam and Colonialism 1855-1909: An analysis of Diplomatic Relations*, Bangkok: ThaiWatanaPanich,1975.
16. Donald E. Smith, *Religion and Politics in Burma*, NJ, 1965.
17. Donald Eugene Smith. *Religion and Politics in Burma*, Princeton, Princeton University Press, 1956.
18. Dorothy Woodman, *The Making of Burma*, London, 1962.
19. E. Burce Reynolds. *Thailand and Japan's Southern Advance, 1940-1945*, London: Macmillan, 1999.
20. E. Milton Osborne, *The French Presence in Cochin China and Cambodia: Rule and Response, 1859-1905*, Cornell University Press, Ithaca, New York, 1969.
21. E.T Flood. *Japan's Relations with Thailand 1929-1941*, Seattle, University of Washington Press, 1967.
22. F.S.V Donnison. *Burma*, London, Benn, 1970.
23. Frank N Trager. *Building a welfare state in Burma, 1948-1956*, New York, Institute of Pacific Relation, 1957.
24. G. E Harvey., *History of Burma*, London, 1974.
25. George C Herring., *America's longest war: The United States and Vietnam, 1950-75*, 2001.
26. J. Leroy Christian, *Modern Burma; A Survey of Political and Economic Developments*, California, 1942.
27. J. R. Andrus, *Burmese Economic Life*, Stanford, USA, London, 1997.
28. J. S. Furnivall, *The Governance of Modern Burma*, NY, 1958.
29. J.S Furnivall., *Colonial Policy and Practice: A Comparative Study of Burma and Netherlands India*, New York, 1956.
30. John Bastin (ed.), *The Emergence of Modern Southeast Asia: 1511-1957*.
31. John F Cady., *Burma*, Cornell University, 1960.
32. John F Cady., *Southeast Asia, Its Historical Development*, McGraw Hill, New York, 1964.
33. John F. Cady., *The Roots of French Imperialism in Eastern Asia*, Cornell University Press, Ithaca, New York, 1954.

34. John Lacouture, *Vietnam Between Two Truces*, Vintage Books, New York, 1966.
35. Josef Silverstein. *Burma: Military Rule and the politics of Stagnation*, Cornell University Press, 1979.
36. Joseph Buttinger, *Vietnam: A Political History*, London, 1969.
37. Kare D Jackson. (ed.) *United States – Thailand Relations*, University of California Press, 1986.
38. Kenneth P London. *Siam in Transition*, New York, Greenwood Press, 1988.
39. L. J. Walinsky, *Economic Development in Burma, 1951-1960*, NY, 1962.
40. Leszek Buszynski. *ASEAN: Security Issues of the 1990s*, Canberra, 1988.
41. Lipi Ghosh, *Burma: Myth of French Intrigue*, Naya Udyog, Kolkata, 1994.
42. Lowis Allen. *Burma: The Longest War 1941-1995*, London Dent, 1989.
43. M. Adas, *The Burma Delta: Economic Development and Social change on an Asian Rice Frontier, 1852-1941*, University of Wisconsin Press, Madison, 1971.
44. Martin J. Murray, *The Development of Capitalism in Colonial Indochina, 1870-1940*, University of California Press, Berkley, 1980.
45. Nicholas Tarling (ed.), *The Cambridge History of Southeast Asia*, Vol.11, Cambridge University Press, 1994 (reprint).
46. Nummonda ,Thamsoo K. *Thailand and the Japanese Presence 1941-1995*, Singapore, 1977.
47. Robert H Taylor. *The State in Burma*, London, 1987.

**OR**

**UG Semester VIII**

## **History of Modern China (1840-1949)**

Major Course-8012

Credit -4

**Full Marks: 75(60+15)**

To be covered in 60 Lectures

### **Course Objective:**

1. The intention is to provide the students with some insights into the process of the rise of a present-day global superpower by contextualizing the historical changes in the political structure and ruling ideology of the nation.
2. The course also aims at illustrating that the birth of the modern Chinese state was the result of historical, cultural and political developments over decades marked by challenging situations like national humiliation, war, revolution, and economic reform.

### **Course Outcome:**

1. Modern Chinese history is often described in terms of ‘a century of humiliation’ (1840-1949) when China’s sovereignty remained compromised and she lay prostrate to foreign powers. Studying these hundred years of Chinese history is likely to help students grasp the driving force behind China’s rapid rise, nationalism, and current assertive foreign policy.
2. Studying the history of how China grew from a fractured state dictated by extra-territorial rights to a modern nation state in just a century will enable the students to compare the Indian experience to the Chinese situation from the mid-nineteenth to the mid-twentieth century – the crucial one hundred years that shaped the future of these two neighbours after state formation in the mid-twentieth century.

### **Course Units:**

1. **Pre-colonial China:** Nature and structure of the traditional Chinese society – Peasantry and gentry – Government bureaucracy and central control – The Confucian value system – China’s pre-modern economy.
2. **Anglo-Chinese relations till the Opium War:** The Tribute system – Canton trade – First and Second Opium Wars – The unequal treaties.
3. **Rebellion, Reform and Restoration:** The Taiping Rebellion – Tung Chih Restoration – Hundred-day Reform – Boxer uprising – Chinese Revolution of 1911 – Role of Sun Yat-sen – May-4<sup>th</sup> Movement.
4. **China During the First World War:** China’s initial neutrality – Twenty-one Demands – Yuan Shih-kai – Warlordism – Restructuring of the KMT – Sun Yat-sen and China’s national politics – Treaty of Versailles and Paris Peace Pact: effects on China.
5. **The KMT and the Nationalist Government:** The rise of the Kuomintang Party – Political crisis of the 1920s – The First United Front – Chiang Kai-shek – The KMT-CCP conflict – Ten years of Nanking government.
6. **The Communist Victory in China:** Background of the formation of the Communist Party – CCP under Mao Tse-tung – The making of the Red Army – The Second United Front – Long March – The Yunan experiment – The Chinese Revolution and formation of the People’s Republic of China (1949).

**Suggested Readings:**

1. Bianco ,L: *Origins of the Chinese Revolutions 1915-1949*,1971.
2. Bhattacharyya, Amit: *Transformation of China, 1840-1969*,2012
3. Chesneaux, J: *China from Opium War to 1911 Revolution*, 1976
4. Epstein, I: *From Opium War to Liberation*,1956
5. Fairbank, JK(ed): *The Cambridge History of China* Vols. X, 1978
6. Fitzierald, CP: *Birth of Communist China*, 1964
7. Gray, j: *Rebellions and Revolutions: China from the 1800s to2000* ,1990

8. Hsu, CYI: *The rise of Modern China, 1970*
9. Peffer, N: *The Far East: A Modern history, 1958*
10. Purcell, Victor: *The Boxer Uprising: A background study, 1963*
11. Roy, SL: *A Short History of the Far East, 1946*
12. Snow, E: *Red Star over China, 1937*
13. Tung, CT: *The May Fourth Movement: Intellectual Revolution in Modern China, 1960*
14. Write, MC: *China in Revolution: The First Phase 1900-1913, 1968*
15. Vinacke, H: *A short History of the Far East in Modern times, 1928*

### **UG Semester VIII**

#### **History of Island Southeast Asia in the 19<sup>th</sup> and 20<sup>th</sup> Centuries**

Major Course-8013

Credit-4

Full Marks 75(60+15)

To be covered in 60 Lectures

#### **Course objective:**

1. To identify the Island states of Southeast Asia.
2. To focus on the shift from local sovereignty to colonial administration and development of modern states.

#### **Course outcome:**

1. To understand and examine the transition from trade-based interactions to direct territorial rule by European powers.

2. Students will be able to analyse the shift from subsistence agriculture to export oriented, cash crop economics.
3. Trace the rise of anti-colonial movements and the development of modern political system and also explore the formation of the Association of Southeast Asian nation (ASEAN)

**Course Units:**

**Indonesia**

- 1. European Territorial Expansion:** The Portuguese intrusion, the Dutch Forward Movement – Java under British rule –T.S. Raffles, Dutch colonial policy –The Culture system, the Liberal system –Ethical policy –the economic impact of Dutch domination.
  
- 2. Nationalism and Challenge to European Domination:** General background –Sarekat Islam, PKI, PNI and other political parties –Impact of the Second World War.
  
- 3. Transfer of Power in Indonesia:** post war govt., Japanese occupation of Indonesia Birth of Indonesian Republic –Constitution of 1945, British troops in Indonesia –Sukarno and the *Panchsil* –political philosophy –Guided Democracy, army –Instability in Indonesian region – 1950-65 –Cold war and Geneva settlement.

**Malaysia**

- 4. British Policy in Malay:** Background to Singapore: The Straits Settlements and Borneo 1786-1867 -From the Acquisition of Penang to the Anglo-Dutch Treaty of 1824 –Piracy and the Works of James Brooke.
  
- 5. Politics, Society and Economy:** Political System: Resident System: Kinship and Gender –Public Health, Education and Population Explosion -Economic Condition in the 19th Century: Economic Development and Progression with special reference to Tin and Rubber.

**6. Transition to Independent Malaysia:** Birth of the Federation –National Liberation Movement: Malay Union Plan –Constitutional Changes in Sarawak and Saba –Emergency in Malay –Federal Constitution –Activities of the Malay Federation Govt., 1957-63 –Relation with Singapore –The Independence Settlements –Cold War Confrontation –Toward Stabilization,1965-75.

**Select Readings:**

1. A. C. Brackman, Indonesian Communism: A History, NY (Praeger), 1963.
2. A. Cabaton, Java and the Dutch East Indies, London, 1911.
3. Akira Nagazumi, The Dawn of Indonesian Nationalism: The Early Years of the Budi Utoma, 1908-1918, Tokyo, 1972.
4. Alfred Russel Wallace, The Malay Archipelago, Vols. I & II, Create space Independent Publishing Platform, 2012.
5. Azlan Tajuddin, Malaya in the World Economy 1824-2011, Lexington Books, 2012.
6. Barbara Watson Andaya, History of Malaysia, Palgrave Macmillan, 1984.
7. Benjamin Higgins, Indonesia's Economic Stabilization and Development, New York, 1957. 8. Bernard Dahm, Sukarno and the Struggle for Indonesian Independence, Ithaca, NY, 1969.
9. C. Northcote Parkinson, British Intervention in Malaya 1867-1877, Singapore, 1960.
10. C.D Cowan., *Nineteenth Century Malaya*, Oxford University Press, London, 1961.
11. Chai Han-Chan, The Development of British Malaya, 1896-1909, Kuala Lumpur, 1964.
12. Christopher Hale, Massacre in Malaya: Exposing Britain's My Lai, Spellmount, 2013.
13. Clifford Geertz, *Agricultural Involution: The Process of Ecological Change in Indonesia*, University of California Press, 1966.

14. Clifford Geertz, *Agricultural Involution: The Process of Ecological Change in Indonesia*, Berkeley, 1963.
15. Clive Day, *The Policy and Administration of the Dutch in Java*, NY, 1904.
16. Clive J Christie, *Southeast Asia in the Twentieth Century A Reader*, London, 1998
17. D. Hindley, *The Communist Party of Indonesia 1951-1963*, Berkeley & Los Angeles, 1966.
18. D.G.E Hall., *A History of South East Asia*, London, 1981.
19. D.G.M Tate., *The Making of Modern Southeast Asia*, Vol. I & II, Oxford, 1979.
20. D.R Sardesai., *Southeast Asia Past and Present*, 4th edition, Harper Collins Publishers India, New Delhi, 1997.
21. E. E. Dodd, *The New Malaya*, London, 1946.
22. E. H. G. Dobbey, *Agricultural Questions of Malaya*, Cambridge, 1949.
23. E. S. de Klerck, *History of the Netherlands East Indies*, 2Vols. Rotterdam, 1938.
24. Franklin B. Weinstein, *Indonesian Foreign Policy and the Dilemma of Rependence: From Sukarno to Soeharta*, Ithaca, NY & London, 1976.
25. G.M.T Kahin., *Nationalism and Revolution in Indonesia*, Cornell University Press, Ithaca, New York, 1963 (6th edition).
26. Harry Miller, *Short History of Malaysia*, NY, 1966.
27. Ibid, (et al), *Indonesian Economics; The Concept of Dualism in Theory and Policy*, The Hague, 1961.
28. J. A. Kennedy, *History of Malaya*, London, 1962.
29. J. D. Legge, *Sukarno: A Political Biography*, London, 1972.
30. J. H. Boeke, *The Structure of the Netherlands Indies Economy*, Institute of Pacific Relations, NY, 1942.
31. J. O. M. Broek, *The Economic Development of the Netherlands Indies*, NY, 1942.
32. J.D Legge., *Indonesia*, Prentice Hall Inc., New Jersey, 1964.

33. J.H Boeke., *The Structure of the Netherlands Indian Economy*, New York, 1942.
34. J.S Furnivall., *Colonial Policy and Practice: A Comparative Study of Burma and Netherlands India*, New York, 1956.
35. J.S Furnivall., *Netherlands India. A Study of Plural Economy*, Cambridge, 1967 (reprinted).
36. John Bastin (ed.), *The Emergence of Modern Southeast Asia: 1511-1957*.
37. John Crawford, *History of the Indian Archipelago* 3 Vols. Edinburgh, 1820.
38. John F Cady., *Southeast Asia, Its Historical Development*, McGraw Hill, New York, 1964.
39. John S. Bastin, *The Native Politics of Sir Stamford Raffles in Java and Sumatra: An Economic Interpretation*, OUP, 1957.
40. Justus M. Van der Kroef, *Indonesia in the Modern World*, Sanders, 1954.
41. K.G Tregonning., *A History of Modern Malay*, New York, 1964.
42. L. Palmier, *Indonesia and the Dutch*, London, 1961.
43. M Caldwell., *Indonesia*, OUP, 1968.
44. M. A. Aziz, *Japan's Colonialism and Indonesia*, The Hague, 1955.
45. Matthew Jones, *Conflict and Confrontation in Southeast Asia, 1961-1965, Britain, the United States, Indonesia and the Creation of Malaysia*, Cambridge University Press, 2012.

**OR**

**History of Modern Japan (1868-1945)**

**UG Semester VIII**

Major Course-8013

Credit -4

Full Marks: 75(60+15)

To be covered in 60 Lectures

### **Course Objectives:**

1. The main objective behind offering the History of Modern Japan as a Major course is to offer the students some unique insights into rapid modernization, blending technology with tradition, and fostering strong bilateral economic and cultural ties.
2. The course aims at providing lessons in nation-building, resilience, and industrial growth while exploring shared deep-rooted historical and cultural connections between Japan and India.

### **Course Outcomes:**

1. By studying the history of modern Japan the students will understand how a country can transform from a feudal society into a global power within just a few decades, offering valuable lessons for India's own growth.
2. Knowledge of modern Japan may serve as a bridge for fostering stronger and more informed collaborations in higher studies and career prospects.

### **Course Units:**

1. **Pre-Meiji Japan:** Tokugawa Shogunate: the feudal society and the government – Shintoism – Economic condition – Encounter with the West: the Perry Mission – Opening of Japan to the West – Resultant crisis and fall of the Shogunate.
2. **Meiji Restoration: Its nature and significance:** Transformation of Japan – Process of modernization: social, economic, political and military – Movement for a new constitution – Meiji constitution.
3. **Emergence of Japan as an Imperial Power:** Sino-Jap War (1894-95) – Anglo-Japanese Alliance (1902) – Russo-Jap War (1904-05) – Industrialization and the role of the state.
4. **Japan between the two World Wars:** Japan and World War I – Twenty-one Demands – Washington Conference – Manchurian crisis – Role of the League of

Nations – Failure of the democratic system – Rise of militarism in the 1930s and the 1940s.

5. **Rise of Modern Political Parties and Business Houses:** Emergence of political parties from after the fall of the Shogunate – Sat-Cho-Hi-To – Aikoku Koto, Risshisha, Aikokush – Jiyuto, Rikken Kaisinto, Rikken Teiseito – Minto, Rito, Shimpoto – Kokuminto, Rikken Doshikai, Jitshugyo Doshikai – The Zaibatsu: Mitsui, Mitsubishi, Sumitomo, Yasuda.
  
6. **Japan and the Second World War: Japan's bid for supremacy:** Jap-US relations (1937-45) – Pearl Harbour – The Pacific War – Japan's military surrender on USS Missouri (2 September 1945) – Causes of Japan's failure in the Second World War – American occupation of Japan.

### **Suggested Readings:**

1. Allen, G. A: *A short Economic History of Japan*, London .1981
2. Beasley, W. G: *The Modern History of Japan*, Frederick A, 1963
3. Backmann, G. M: *The Making of the Meiji Constitution*, University of Kansas Press, 1957
4. Borton, H: *Japan since 1931*, Ronald press, company, New York, 1955
- Richard, S. A: *A History of Modern Japan*, Penguin Books, 1960
4. Gordon, A: *A Modern History of Japan from Tokugawa Times to present*, Oxford University Press ,2003
5. Holiday, J: *A Political History of Japanese Capitalism*, Pantheon Books, 1975
6. Norman, E. H: *Japan's Emergence as Modern State*, Cambridge University Press, 2013.
7. Nish, I. H: *Japan's Foreign Policy: 1869-1942*, Cambridge University Press ,1978
8. Lockwood, W : *The Economic Development of Japan: Growth and Structural Change, 1868-1938*, Princeton University press, 1954
9. Halliday, JA: *A Political history of Japanese Capitalism*, Pantheon Asia library, 1975
10. Roy, S.L: *A short History of Far East*, Charu Publishing Company, 1967
11. Vinacke, HA: *A History of the Far East in Modern Times*, Cambridge University Press, 2017
12. Sansom, G: *The Western world and Japan*, Random House, 1949

13. Jansen, Y. B(Ed)- *The Cambridge History of Japan Vols-V-VI*, Cambridge University Press, 1989.

**History of Science, Technology, Medicine & Environment in Colonial India**

**UG Semester VIII**

Major Course-8014

Credit -4

Full Marks: 75(60+15)

To be covered in 60 Lectures

**Course Objective:**

1. To teach the students the evolution of science and its institutional developments in colonial India.
2. To apprise the students about the history of medicine and environment.
3. To make students aware of the post-colonial developments in science, technology, medicine and environment.

**Course Outcome:**

1. By going through this course students will be able to know of the recent trends in the development of science and technology.
2. They will be to understand the impact of science and technology on the society at large.
3. This course will enable students to spread scientific consciousness in the society.

**Course Units:**

**1. Science and Society:** Institutions, disciplines and scientists--Science and Colonial Exploration – Role of East India Company – Early European scientists: surveyors, botanists, doctors under the Company’s service -- Growth of techno-scientific Institutions – scientific and technical education – establishment of engineering and medical colleges and institutes -- Establishment of scientific institutions – Survey of India – Geological Survey of India – agricultural experimental farms.

**2. Western Science:** Indian response to new scientific knowledge – interactions and predicaments -- Science and Indian nationalism – emergence of national science and its relations vis-à-vis colonial science – Mahendralal Sarkar, P.C. Ray, J.C.Bose.

**3. New horizon of science and technology in post-colonial India:** Growth of science and technology since 1947--state policy to science and technology-- Nehruvian science and postcolonial India-- Five year plans and techno-scientific development-- Locating Indian scientific community--scientific community and the problem of technological capability --Scientific works and accomplishments-- Ideas of H J BhabhaMeghnadSaha, S SBhatnagar, K S Krishnan and others-- Science education, research and institutions – CSIR-- DRDO --TIFR

**4. Technology, Development Discourse and Social Change:** Science and technology for development and social changes: ideas of British Government, Mahatma Gandhi and other Indian nationalists -- Planning for development – ideas of MeghnadSaha, P.C. Mahalnobis, S.N.Bose, C.V.Raman, Visweswarayya, H.J.Bhava, B. Sarabhai, S.S.Bhatnagar – National Planning Committee. Technology and industrial development --- Mining and metallurgical development -- Development of transport and communication -- State’s policy to Engineering and technical education --its proliferation and backlash--Growth of technological and engineering institutions --Technological achievements --People’s response to new horizon of technology

**5. History of Medicine:** Social Definition of the physician's role as evolved in colonial India— Medicine and the Empire – Colonial medical encounters - Public Health and epidemic diseases - Disease and Disease Control: Comparative Perspectives of Malaria, Smallpox, Cholera, Tuberculosis and Plague-Social dimension of health in India-state policy to health and medicine - development in health services - primary health centres and hospitals - health care as a social responsibility -reproductive health and beyond - control and eradication of communicable diseases - Health and population in India-mortality and morbidity - -policy of the post-colonial state to indigenous systems of medicine and homoeopathy-medical education and research- growth of pharmaceuticals - politics of health and medicine - tribal health and medicine - popular response to state's health care services

**6. Nature on Display:** Environmental Consciousness in India– Forest and the early onslaught on forests –Sites in which natural history encountered in the past: museums, zoos, botanical gardens, marine stations, parks, circuses and shows. Models of hydraulic environment – Colonial Irrigation – environmental cost of irrigation - Inland waters & freshwater fisheries – issues of control, access & conservation. Postwar trends of environmentalism-emergence of environmental history-state versus people -politics, environmentalism and environmental conflict -forests and forest dwellers-- joint forest management -fishing, fisheries and coastal fishing- climatic changes, environmental pollution and natural calamities.

**Select Readings:**

1. A Menon, 'Constructing the "Local": Decentralizing Forest Management' *Economic and Political Weekly*, 30 (34), 1995.
2. A S Bhatnagar, *Shanti Swarup Bhatnagar: His Life and Work*, NUSTADS, New Delhi, 1989

3. A S Rawat, 'Environmentalism, Environmental Movement and the Indian Scenario', *Vidyasagar University Journal of History*, New Series No. 1, Midnapore, 2001.
4. A.K. Bag, *History of Technology in India*, 4 vols. Indian National Science Academy, New Delhi, 1999
5. A.K. Bag, *India and Central Asia: Science and Technology*, 2 vols. Indian National
6. Adas Michael, 1992. *Machines as the Measure of Men: Science, Technology and Ideologies of Western Dominance*, OUP, Delhi.
7. Anderson, R.S. *Building Scientific Institutions in India*, McGill Univer. Press, Montreal 1976.
8. Aparna Mohanto, 'The Indian State and Patriarchy' in T V Satyamurthy ed., *State and Nation in the Context of Social Change*, Delhi, 1994
9. Arnold David, 1993, *Colonizing the Body*, Delhi.
10. Arnold David, 1999. *Science, Technology and Medicine in Colonial India*. The New Cambridge History of India Series, OUP, Cambridge.
11. Arnold, D and Ramachandra Guha, 1995. *Nature, Culture & Imperialism*, Oxford.
12. Arun Agrawal, *Green Pastures*, OUP, New Delhi, 1998.
13. Arun Bandopadhyay ed., *Science and Society in India 1750-2000*, Manohar, New Delhi, 2010.
14. Ashis Ghosh, *Environment and Development*, New Delhi, 2000.
15. B M Bhatia, *Indian Agriculture: A Policy Perspective*, New Delhi, 1988.
16. Bala Poonam, *Contesting Colonial Authority: Medicine and Indigenous Responses in Nineteenth and Twentieth-Century India*, Lexington Books, UK, New York, 2012.

17. Bala Poonam, *Medicine and Colonialism*, Pickering and Chatto, London, 2014.
18. Baldev Singh ed., *Jawaharlal Nehru on Science and Society: A Collection of his Writings and Speeches*, NMML, New Delhi.
19. Bandopadhyay, Arun ed. *Science and Society in India, 1750-2000*, Manohar, New Delhi, 2010.
20. Bernal J.D. 1939. *The Social Function of Science*, Routledge, London.
21. Bhargava, K.D. (ed.)1968. *Selections from Educational Records of Govt. of India, Scientific and Technical Education in India*, NAI, Delhi,
22. Biswas A.K. 1969. *Science in India*, K.L Mukhopadhyay, Kolkata.
23. C D O'Malley ed., *The History of Medical Education*, California, 1968.
24. C Sandbach, *Environment: Ideology and Policy*, Oxford, 1980.
25. Chakrabarti, Ranjan, ed. *Situating Environmental History*, Manohar, New Delhi, 2007. 26. Chittabrata Palit and Amit Bhattacharyya eds., *science, Technology, Medicine and Environment in India: Historical Perspectives*, Calcutta, 1998.
27. Claude Alvares, *Science Development and Violence: the Revolt Against Modernity*, New Delhi, 1992.
28. Cohn, Bernard, 1985. *Revolution in Science*, Harvard.
29. D.M. Bose, Sen & Subbarappa, *A Concise History of Sciences in India*, National Commission for the Compilation of History of Sciences in India by] Indian National Science Academy (New Delhi, 1971).
30. D.P. Singhal, *India and World Civilisation*, London: Sidgwick and Jackson, 1972.
31. Dasgupta, Subrata, 1999, *Jagadish Chandra Bose and the Indian Response to Western Science*, OUP, Delhi.

32. David Arnold, '*Nehruvian Science and Postcolonial India*', Chicago Journals, vol. 104, No. 2 (June 2013).
33. David Hardiman, '*Practices of Healing in Tribal Gujarat*', Economic and Political Weekly, March 1, 2008.
34. Debal Dev, *UnnayanPurakatha*, Kolkata, 2005.
35. Dharampal, 1971. *Indian Science and Technology in the Eighteenth Century* Delhi.
36. Dogra Bharat, '*Environment Movement Today*', Frontier, November 23, 1991.
37. Dutta Achintya, *Economy and Ecology in a Bengal District Burdwan 1880-1947*.

### **UG Semester VIII**

#### **History of Women: Emerging Perspectives**

Minor Course - 8021

Credit – 4

Full Marks – 75 (60+15)

To be covered in 60 Lectures

#### **Course Objective:**

1. To give a theoretical framework and an understanding how such theories work in practice in relation to women.

2.To offer a comprehensive understanding of the history of women in the light of society, culture, political activism, S T E M, education and work.

3.To encourage students about gender sensitivity and inclusivity.

**Course Outcome:**

1. Students will have a clear understanding of the historical experiences of women in India across ages.
2. Students will have a clearer understanding of the historical experiences and social realities of women in different countries of the world.
3. Students will also be able to comprehend in clearer terms how socio-cultural and religious institutions address women and how women engage with them.

**Course Units:**

1. **Situating History of Women:** Situating women in the narratives of history. Waves of feminism. Major Schools of feminism: Issues and Trends in movements of women across countries, with special reference to South Asia.
2. **Women Society and Culture through the ages:** How society and culture perceive women in different countries across ages - how women perceive themselves within this prism. Social and cultural movements- Portrayal of women and agencies of women in literature, painting, sculpture, music, dance, plays and films. Women as 'actors' in all of these. Women and Literature. Women and Religion.
3. **Women: Activism and Empowerment:** Political, Environmental and other forms of movement. Participation and leadership of women. Discourses on Rights and Empowerment of women in different countries, Women's organizations, Rights of women.
4. **Women: Science, Technology, Environment and Medicine:** Participation of women in these domains; challenges and success.
5. **Women: Education and Work:** Education and contribution of women to the cause of education. Women and Work. Glass ceiling and Sticky floor.

6. **Women and 'others ':** Women vis-a-vis 'others' - (Men and Third gender) in the socio cultural and other spaces, LGBTQIA +.

**Select Readings:**

1. Azim, Firdous and Niaz Zaman (eds.), *Infinite Variety: Women in Society and Literature*, Dhaka, UPL, 1994.
2. Beddoe, Deirdre, *Discovering Women's History*, London, 1987.
3. Burton, Clare, *Subordination, Feminism and Social Theory*, Hongkong, George Allen & Unwin, 1985.
4. Chanana, Karuna (ed.), *Socialization, Education and Women: Explorations in Gender Identity*, New Delhi, Orient Longman, 1988.
5. Chipp, SA & JJ Green (eds.), *Asian Women in Transition*, Univ. Park, Penn State Univ. Press, 1980.
6. Dube, Leela et al (eds.), *Visibility and Power Essays on Women in Society and Development*, OUP, Delhi, 1986.
7. Eisenstein, Hester, *Contemporary Feminist Thought*, London, Allen & Unwin, 1984.
8. Hashmi, Taj ul-Islam, *Women and Islam in Bangladesh, Beyond Subjection and Tyranny*, London, 2000.
9. Haynes, Douglas & Gyan Prakash (eds.), *Contesting Power Resistance and Everyday Social Relation in South Asia*, Delhi, OUP, 1991.
10. Jayawardana, Kumari, *Feminism & Nationalism in the Third World*, London, Zed Press, 1986.
11. Jeffery, Patricia, *Frogs in a Well*, New Delhi, 1988.
12. Jeffery, Patricia and Amrita Basu (eds.), *Resisting the Sacred and the Secular, Women's Activism and Politicized Religion in South Asia*, New Delhi, 1999.

14. Kumar, Nita (ed), *Women as Subjects*, Charlottesville, Univ. Press of Virginia, 1994.
15. Kumar, Radha, *The History of Doing*, Kali New Delhi, 1993.
16. McDowell, Linda & Rosemary, Pringle (eds.), *Defining Women: Social Institutions and Gender Divisions*, Polity Press, 1992.
17. Mies, Maria, *Indian Women and Patriarchy*, New Delhi, Concept, 1980.
18. Miles, Rosalind, *The Women's History of the World*, London, Paladin, 1989.
19. Miller Barbara D, *The Endangered Sex*, Ithaca, NY Cornell University Press, 1981.
20. Offen, Karen (ed.), *Writing Women's History*, International Perspectives, London, McMillan, 1991.
21. Papanek, Hanna and Gail Minault (eds.), *Separate Worlds, Studies of Purdah in South Asia*, Delhi, 1982.
22. Perrot, Michelle (ed.), *Writing Women's History*, Eng. Edition, Blackwell Publishers, 1992.
23. Samiuddin Abida & R. Khanam (eds.), *Muslim Feminism and Feminist Movement in South Asia*, Vol.I-II, Global Vision Pub. House, Delhi, 2002.
24. Skevinton, Suzanne and Deborah Baker (eds.), *The Social Identity of Women*, Sage Publications, London, 1989.
25. Zafar, Fareeha (ed.), *Finding Our: Way Readings on Women in Pakistan*, Lahore, ASR, 1991.
26. Ali, Azra Asghar, *The Emergence of Feminism Among Indian Muslim Women, 1920-1947*, OUP, Karachi, 2000.
27. Altekar, A.S., *The Position of Women in Indian Civilization*, Delhi, Motilal Banarsidass, 1959.
28. Amin, Sonia Nishat, *The World of Muslim Women in Colonial Bengal, 1876-1939*, E J Brill, Leiden, 1996.
29. Asthana, Pratima, *Women's Movement in Indian*, Delhi, Vikas, 1974.

30. Bagchi, Jasodhara (ed.), *Indian Women, Myth and Reality*, Sangam Books, Hyderabad, 1995.
31. Baig, Tara Ali, *Indian's Woman Power*, New Delhi, Chand, 1976.
32. Basu, Aparna and Bharati Ray, *Women's struggle*, New Delhi, Manohar, 1990.
33. Beddoe, Deirdre, *Discovering Women's History*, London, 1987.
34. Borthwick, Meredith, *The Changing Role of Women in Bengal, 1949-1905*, Princeton, 1984.
35. Bose, Mandakranta, *Forces of the Feminine in Ancient Medieval and Modern Indian*, OUP, Delhi, 2001.

