

Department of History
Syllabus Distribution and Teaching Plan, Odd Semester, Session: 2023-2024
Term I: Commencement of classes to 1st internal; Term II: 1st internal to 2nd internal; Term III: 2nd internal to ESE preparatory break

Dr. Rekha Dutta, Associate Professor

Name	Syllabus Allotted	Teaching Plan
Under Graduate	<p>SEMESTER –I MJ 1: 2 classes per week UNIT - I: Module-III: The Aryans in India: Vedic Age 3.1 The historiography of the concept ‘Aryan’ 3.2 The spread of Aryan settlements in India 3.3 The period of the Vedas, Brahmanas and Upanishads: pastoralism, agriculture and other occupations 3.4 Political development, culture and rituals</p> <p>UNIT - II: Module- I: Ideas and institutions in early India 1.1 Varna and Jati: the issue of upward mobility among the Shudras 1.2 Slavery: ancient forms and modern debates 1.3 Untouchables 1.4 Women 1.5 Forms of marriage Module-IV: The cultural milieu 4.1 Education 4.2 Language and literature 4.3 Science and technology</p>	<p>SEMESTER –I (Total Lecture = 24) Term –I (Lectures -8) Unit I, Module III: What is Aryans ? The meaning of the “Aryans” word- race or language ? According to the Vedict Sanskrit- the group of Indo-European Language group of people- the debate among the Historians about this above question which is called Historiography-the debate about the earlier homeland-whether they were outsiders or not?-on the basis of so many Sanskrit literatures-the similarity-the time line about the advent in India? They were Indian according to so many Historians on the basis of the old Sanskrit Text. Term –II (Lectures -8) Two phases of the Vedict period- Rigc Vedic and later Vedic period- the times of the periods- The Political situation in the Rig Vedic age- the meaning of the state policy based on the clash of acquired land- the meaning of the ‘state’-the clash among kings and the struggles-the power of the kings-the advisory committee-the meaning of the sabha and the samiti, their power-the political Institution ‘Bidath’-The later Vedic period sources to know the period political clash and activities-‘Debasur’ complete according to ‘OiterioBhramanas’- the conflict between ‘Asuras’ and ‘Debatas’- the power of the Kings- the regional leaders- the samrat in the east India or the ‘Prachi’- Voja-Udichidish (North India)-swarat in west India- ‘Rajana’ in the middle India-the kng is called ‘Ekarata’ ‘Sarbauoma’ Poiltical History at the time- ‘Dasarajana’ war-the political struggle-the authority of the Kings- Meaning of the ‘Gosampada’- the importance of the ten Kings’ war- the political picture- Sabha and samiti-its power-administration-the political power of the ‘Bisha’-another political institution named ‘Bidath’, -</p>

SEMESTER –III (4 classes per week)

C6T: The Feudal Society

1. **Muhammad and Charlemagne:** Islam and the Holy Roman Empire—coronation of Charlemagne—Frankish institutions—the Carolingian Renaissance—treaty of Verdun—dissolution of the Carolingian Empire—the Saxon Empire. (7 lectures)
2. **Europe besieged:** invasions of Norsemen, Magyars, Arabs and Saracens. (3 lectures)
4. **Emergence of National Kingship:** Germany and Hohenstaufens—France under Valois. (4 lectures)
5. **Religion and Culture:** Cluniac Reforms—Investiture Contest—Monasticism—popular religion and heresy—Crusades—the order of ‘Warrior Monks’: the Knights Templar, the Knights Hospitallers and the Teutonic Knights—

political activities under this institution-in the Rig Vedic period the Kouma or Gosthi- the post of ‘Rajana’ hereditary-

Term –III (Lectures -8)

The political condition of later Vedic period- so many conflicts between Deva and Asuro-the hereditary Kingship-ability of the King-According to the OiterioBhramhana-the power and the ability of the king- ‘Samrat’ ‘Swarat’ ‘Ekarat’, Sarbovouma Biswajanin-Rajan-special power-Rajana as Prajapati Bhramana- divivne right power of the King- Sabha Samiti- the power of the Bhramanha-the power of the King-Sabha samiti-the power of the Bhramaha-the existence of the republic The antiquity of the King ‘Kouma’ and ‘Gosthi’ in the North India- the pattern of the family-the main root of the society- the power and the position of the women and the society- marriage, Gandharba marriage- Anulome and Pratilome marriage-in the rig Vedic period the caste system

Term –I (Lectures -16)

The necessity to know the History of the Renaissance and reformation in the fifteenth century of Europe-the background of the Renaissance-three pillars-the city states, the churches and the merchants-the background of the reformation in the fifteenth century Europe-so many regions for the separation from the past administration-changing ideas-theory of the state-modern state-new administration-new state theory-rise of the racial states-changing of the existing system The idea of the universalism, humanism Humanism-anti-clericalism-Luther’s re-thinking about religion-the rise of burghers-free business-appeal of humanist individualism-rigidity of the papal institutions. Background of the reformation movement-try to come back to the ancient classical age-new discussion of the Christian humanism in the new atmosphere-indulgence was criticized by Martin Luther-anti-clericalism-farmer’s revolt, anti-clergy consciousness-the rise of the consciousness of socialism during the present revolt Aggravation of the Luther’s anti-church movement-political causes in the anti-clergy movement-revolt against the rights of Popes, Humanism anti-clergy consciousness, revolt against indulgence- Lutherism in Germany, Protestant movement in Germany, Priesthood of

<p>Schoolmen—Universities—Twelfth-century Renaissance. (8 lectures)</p>	<p>all believers and justification by faith-human-being depends on the region but not realize the existence of God in life Ninety-five thesis need to relate with God directly- appeal to the Christian mobility, Centre of the theology of the Protestant-‘Saddharma ‘ –‘The Mukti’</p> <p>Term-II (Lectures 16) Radical Reformation- Transformation of mass movement into the religious riot-reformation movement of the Carlstad-rise of the protest consciousness-Peasant’s demand-Ultra-reformist-protest against utopian-anarchist opinion-non-resistance theory Zuingly’s Reformation movement-spiritual fundamentalism-Erasmus theory-sixty-seven articles-social basis of the new theory-reformation movement in Geneva alternative religious association established by Calvin The first duty of the pupil to follow the God, faith on the God-only way of the salvation- ninety-five thesis- appeal to the Christian mobility of the German ‘nation’- concerning the liberty of a Christian man Radical reformation-Carlstad (anti-christ) Baptism-Anabatism-Muntser’s activities- revolutionary social transformation-</p> <p>Term-III (Lectures-16) Renaissance and reformation: indulgence-background of the reformation-Martin Luther and reformation-Ultra-reformation-Popular anti-clericalism-Luther’s Protest- Crisis of religious values-clergy and feudal lords in the eyesight of the common people Political causes in the anti-clergy movement-misuse of power-establishment of the Roman-Empire-debate on the power of Pope in the Eternal life and in Politics-criticism of the Church-enrichment of the Humanism-German reformation movement-indulgence-clauses of the protest movement in Germany Ninety-five thesis-need to relate directly with the God-to destroy the power of the Catholic Churches Ultra-reformation movement against Monarchy-utopian-non-resistant theory-Zuingly’s Theories-spiritual fundamentalism- sixty-seven</p>
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SEMESTER –V (5 classes per week)

C12T: Peasant and Tribal Uprisings in Colonial India in the 19th Century

The Early 19th century

3. Tribal movements in pre-1857 western and eastern India –
Ho, Tamar, (1820-1832),
Kol and Bhumij (1825-1835) revolts , Kherwar movement of the Santals (1833),
Santhal Revolt (1855), Bhil revolt (1819-1840), Kolis (1824-1848), Khasis (1829-30),
Koyas (1840-1858), Konds (1846-1855)

The Late 19th century

4. Tribal movements – Nalkdas of Panch Mahal (1858-59),
(Bokta risings of 1858-95,
millenarian movement of the Mundas (1895-1900), Kuch
Nagas of Kachhar (1882),

articles-the guild the reformation movement in Geneva and in England-
An article of state:-Anglicanism-the background of the reformation- a
protest organization ‘Lalard’ criticism of ‘Lalard on the Catholic virtues.

Term –I (Lectures -20)

Peasant and Tribal uprisings in colonial India in the 19th century

The Santal revolt(1855)- The Santals were most prominent among other
Tribal- their original homeland-the introduce of the company rule-new
homeland Damini-‘Kho’- The freeland-the area and population-
introduction of the permanent settlement-introduced of the outcome-
their exploitation-five types of harassment-the wages and the high rate of
the interest-impose of revenue-the harassment of the British officials on
the Santal employees during the establishment of Railways-the
harassment on the Santals own social system-the effort of the conversion
of the religion-in 1854 before the revolt the Santals entered into many
malpractices like dacoit-the role of rumour-Bhagnadihi village-the
blessings of the divine power-‘Gira system’ which was the message of the
revolt-spread of the revolt-the establishment of the ‘Santal Raj’-the
defeat of the English Troops-the introduce of the military act-the spread
of the revolt throughout Bengal and Bihar-the end of Santal revolt in
1856-the large area of the Bengal and Bihar under the Santals
jurisdiction-the military rules were introduced by the British
Government-the death of the leader Sidhu Kanhu-the creation of the
Santal Pragana-side by side the Kherwar movement was started-the
effect on the Hindus-the criticism of the Santal revolt by the Historians-
it was estimated that the Santal revolt was united revolt-it was also
political agitation and religion movement-the estimate of the revolt- the
outcome of the revolt in the eyesight of the so many Historians-

Term –II (Lectures -20)

The Kol revolt(1825-35)- the causes of the revolts- joining of other tribals
in this movement-the alarming of the outsiders-the aims of the revolt-the

		<p>results-</p> <p>the creation of the new area for the Tribals-entering of the outsiders in the area-the intrusion of the 'Diku' or outsiders like Hindu, Muslim businessman-the exploitation of their liberal rights- the agitation of losing their liberal rights-the aim of the attacks-the results of the revolts-the estimate of the of the Tribal revolts.</p> <p>MJ-2(Social formations and the cultural patterns of the ancient world)</p> <p>Polis in ancient Greece:</p> <p>Athens-origin and structure of the Athenian empire-growth of the Athenian empire-the formation of the Greek city state in the 8th century B.C.-the ionic revolt-the causes and the results- The Persian and Eretria was defeated-the significance of the victory of the Athens</p> <p>The far-reaching consequences of the war-the victory of the Republic-the inspiration-the formation of the Athenian Empire-the defeat of the Marathon and the results-the war of the Salamis-the war of the Peloponnesian</p> <p>The Sicilian Island was attacked by Ionian Troops</p> <p>Agricultural Economy-the ownership of the land-two types of land'Family property and non-transferable-agricultural economy and the power of the landlord-economy of the family-agriculture-import of the foodgrain production-non-fertile land-backwardness of agriculture-commercial privileges and hegemony of the Persians- border conflict in 485 B.C. and its result-the emergence of the war due to the border conflict 485 B.C. the defeat of the Persians-the surrender of the Persians and agree to pay the taxes-the results-</p> <p>Trade-sources to know the business-personal business, articles of the business-causes of the expansion of the Athenian Business</p> <p>Athens-</p> <p>Athens was the main business centre in 5th century B.C.- no difference between businessman and artisans-lack of media-lack of media of exchange-weight-personal currency system, Gold and Silver currency-the banking system-the role of the temple as a Bank-the money changer-the rate of interest twelve percent to thirty percent- personal ownership Bank-secular banking-the sources of the Athenian trade and commerce-</p>
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		<p>climbing of the household economy to citizen economy and climbing of citizen economy to international economy-the state economy</p> <p>The importance of the port of the Athens-the imposed taxes-the artisans of the Athens-the mines-the state initiation to engage initiation-the workers and the artisans-commercials Aligarchy, Nervy</p> <p>What is Polis? Polis according to Thukiditis and Periclis and so other debates-class organization-citizen, metik,priokoe, slave and helot-the characteristics of the state citizen in the classical age-citizen of Athens-Athens as a Political, social and cultural line-The Privileges of the citizen-the political dominance of the commercial class-self-centric citizen-the act of citizenship-451B.C.- the fundamental condition for the citizenship-tribe and clan-Aligarchy-condition and privileges of male citizen, not for female citizen-the condition to get the citizenships-racial discrimination-economic prosperity-trade and commerce in the hands of the metik's</p> <p>The Athens-a meeting place, junction of political, intellectual and social life, state protection for economic interest</p> <p>Sparta</p> <p>The sources to know the Sparta-the rise of Sparta in the early 10th century B.C. through the border war and colonial conflict-the result of the colonial expansion-the rise of the military society-the social transformation of the Sparta-so many code of discipline to protect the Sparta and its citizens-state control on education-compulsory military and physical service-physical training for women-educational right of women and their rights to property, power, independence, legal marriage.</p> <p>Legal marriage-secret Polis-Helot(slave) revolt in the 5th century B.C.-crypteria-social structure-three steps of social structure</p> <p>Crypteria-6th century revolution or transformation-collective life or livelihood-the balance of the Spartan ideal-lack of efficiency-in equality-no place of individualism-lack of efficiency practically no equality in real life, in placement-no idea of election-the land distribution-aristocratic privilege class-the Helot community-their occupation-Helot revolt-the constitution of the Sparta-conservatism-ancient culture-old culture of the</p>
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		state and culture-hereditary monarchy-four pillars of the constitution-the power of the monarchy-Apela or General Assembly-administration of the Sparta-Aligarchy and republic.
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Submitted by:
Prof. Rekha Dutta
Associate Professor in History
Kharagpur College

Department of History

Syllabus Distribution and Teaching Plan, Odd Semester(UG & PG), Session: 2023-2024

Term I: Commencement of classes to 1st internal;

Term II: 1st internal to 2nd internal;

Term III: 2nd internal to ESE preparatory break

Dr. Rakhal Chandra Bhunia, Associate Professor,

Name	SyllabusAllotted	Teaching Plan
Under Graduate SEMESTER - I	<p>Syllabus for 4 Year B.A. Major in History 1st Semester : (No. of Classes(Hour) per week:1)</p> <p>Paper 1: Ancient India from the Earliest Times to 600 BCE (Credits 04)</p> <p style="text-align: center;">Unit II</p> <p>Module II Cults, doctrines and metaphysics 2.1 The religion of the Vedas 2.2 The unorthodox sects – Buddhism, Jainism and the doctrine of the Ajivikas 2.3 Scepticism and materialism</p> <p>Module III Aspects of economy in the age of Buddha 3.1 Economic changes: use iron, rural economy, trade and crafts, guilds 3.2 Taxation 3.3 The second urbanization</p>	<p>Syllabus for 4 Year B.A. Major in History 1st Semester : (No. of Classes(Hour) per week:1) (Total Lecture = 16+ Tutorial -2)=18</p> <p>Paper 1: Ancient India from the Earliest Times to 600 BCE (Credits 04)</p> <p>Term –I (Lecture-08 + Tutorial -1)=9</p> <p style="text-align: center;">Unit II</p> <p>Module II Cults, doctrines and metaphysics 2.1 The religion of the Vedas 2.2 The unorthodox sects – a)Buddhism, b)Jainism and c)The doctrine of the Ajivikas 2.3 Scepticism and materialism</p> <p>Term II (Lecture-06 + Tutorial -1)=7</p> <p>Module III Aspects of economy in the age of Buddha 3.1 Economic changes: a)Use iron, b) Rural economy, c) Trade and crafts, d)Guilds 3.2 Taxation</p> <p>Term III (Lecture-02) 3.3 The second urbanization</p>

<p>Under Graduate SEMESTER-III</p>	<p>-----</p> <p>Under Graduate, SEMESTER-III : (No. of Classes(Hour) per week:2)</p> <p>CC-5: Delhi Sultanate, Credits 06</p> <p>V. Religion, Society and Culture</p> <p>a) Sufism – silsilas, doctrines and practice – Socio-cultural impact</p> <p>b) Bhakti movements in south and north India – Kabir, Nanak and Sant tradition</p> <p>c) Art, architecture and literature – Consolidation of regional identities.</p> <p>CC-7: Akbar and the Making of Mughal India</p> <p>VI. Religion and Culture- Religious tolerance and Sulh-i-kul, Din-i-ilahi, Sufi mystical and intellectual interventions-Development of Mughal painting and architecture</p>	<p>SEMESTER –III (No. of Classes(Hour) per week:2) (Total Lecture = (34+ Tutorial -4)=38)</p> <p>Term –I (Lecture-08 + Tutorial -1)=9</p> <p>CC-5: Delhi Sultanate</p> <p>V. Religion, Society and Culture</p> <p>a) Sufism – silsilas, doctrines and practice – Socio-cultural impact</p> <p>Term II (Lecture-06 + Tutorial -1)=7</p> <p>b) Bhakti movements in south and north India – Kabir, Nanak and Sant tradition</p> <p>Term III (Lecture-04)</p> <p>c) Art, architecture and literature – Consolidation of regional identities.</p> <p>CC-7: Akbar and the Making of Mughal India</p> <p>Term –I (Lecture-07 + Tutorial -1)=8</p> <p>VI. Religion and Culture-</p> <p>a) Religious tolerance and Sulh-i-kul,</p> <p>b)Din-i-ilahi,</p> <p>Term II (Lecture-06 + Tutorial -1)=7</p> <p>Sufi mystical and intellectual interventions,</p> <p>Term III (Lecture-03)</p> <p>Development of Mughal painting and architecture</p>
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<p>Under Graduate SEMESTER- V</p>	<p>Under Graduate: SEMESTER –V : (No. of Classes (Hour) per week:2)</p> <p>4. Census and Caste — Colonial ethnology — Sanskritisation, Westernisation and Social reform— Brahma Samaj & Parthana Samaj</p> <p>5. Reformism and Revivalism:The Aryadharma and Ramkrishna Vivekananda Movement.</p>	<p>SEMESTER –V (Total Lecture -34+ Tutorial -2)=36</p> <p>Term –I (Lecture-16 + Tutorial -1)=17</p> <p>Unit -IV 4.a) Census, b) Caste, c) Colonial ethnology, d) Sanskritisation, e)Westernisation and Social reform,</p> <p>Term II (Lecture-16 + Tutorial -1)=17</p> <p>Unit -IV f) Brahma Samaj g) Parthana Samaj</p> <p>Unit -V 5. Reformism and Revivalism: 5.a) The Aryadharma and</p> <p>Term III (Lecture-04)</p> <p>Unit -V 5.b) Ramkrishna and Vivekananda Movement.</p>
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<p>Post Graduate SEMESTER - I</p>	<p>Post Graduate, SEMESTER I: (No. of Classes(Hour) per week:4) Compulsory Course (iv) - HIS 102 SOCIO RELIGIOUS REFORM MOVEMENTS IN COLONIAL INDIA</p> <p>UNIT I: Orientalists, Utilitarians and the Bengal Renaissance – debates on ‘Renaissance’, reform and social Change – evolution of socio-religious reform movements – the difference between social and religious movements – debate over strategies - Vidyasagar and Rammohan Roy.</p> <p>UNIT II: Reform or Revival – definitions and debates – Hindu shastras and social reform – religion as the basis of social reform – Hindu-Brahmo relations – Prarthana Samaj and Arya Samaj - Vedanta and revitalization of Indian life: Ramkrishna, Vivekananda and the Ramkrishna Mission - response to the movement in press and literature: a review of the work of Bhudeb Mukhopadhyay, Bankim Chandra Chattopadhyay, Nabin Chandra Sen, and Akshay Chandra Sarkar.</p>	<p>Post Graduate SEMESTER I (Total Lecture-78+ Tutorial -2) =80 SEMESTER I : (No. of Classes(Hour) per week:4)</p> <p>Term –I (Lecture-35+ Tutorial -1) =36</p> <p>Compulsory Course (iv) - HIS 102</p> <p>SOCIO RELIGIOUS REFORM MOVEMENTS IN COLONIAL INDIA</p> <p>UNIT I:-</p> <p>1.a) Orientalists, Utilitarians and the Bengal Renaissance, b) Debates on ‘Renaissance’, reform and social Change, c) Evolution of socio-religious reform movements, d) The difference between social and religious movements , e) Debate over strategies - Vidyasagar and Rammohan Roy.</p> <p>UNIT II:-</p> <p>2.a) Reform or Revival, b) Definitions and debates–Hindu shastras and social reform c) Religion as the basis of social reform, d) Hindu - Brahmo relations, e) Prarthana Samaj and Arya Samaj .</p>
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<p>Post Graduate SEMESTER - I</p>	<p>UNIT III: Nationalism, modernity, and Muslim identity in India before 1947: Islamic reformers and their movements in India - educational movements, faith, and revival movements - Syed Ahmed Khan and the Aligarh Movement, Wahabi Movement, Deoband Movement.</p>	<p>Term –II (Lecture-35+ Tutorial -1) =36 UNIT II:</p> <p>f) Vedanta and revitalization of Indian life: Ramkrishna, Vivekananda and the Ramkrishna Mission,</p> <p>g) Response to the movement in press and literature:</p> <p>i) A review of the work of Bhudeb Mukhopadhyay,</p> <p>ii) Bankim Chandra Chattopadhyay,</p> <p>iii) Nabin Chandra Sen,</p> <p>iv) Akshay Chandra Sarkar.</p> <p>UNIT III:</p> <p>3.a) Nationalism, modernity, and Muslim identity in India before 1947 :</p> <p>b) Islamic reformers and their movements in India,</p> <p>c) Educational movements, faith, and revival movements ,</p> <p>Term –III (Lecture-6) =08 UNIT III:</p> <p>d) Syed Ahmed Khan and the Aligarh Movement,</p> <p>e) Wahabi Movement,</p> <p>f) Deoband Movement.</p>
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<p>Post Graduate SEMESTER - III</p>	<p>Post Graduate, SEMESTER I: (No. of Classes(Hour) per week:4) <i>Compulsory Course (Xii), HIS 302</i></p> <p>STATE AND ECONOMY IN COLONIAL INDIA</p> <p>UNIT I: The colonial state: Brief overview of British expansion in India – British Parliament and the East India Company – Structure of administration: police, judiciary, bureaucracy, army.</p> <p>UNIT II: The colonial ideology: Orientalist and Utilitarian phases; paternalist attitude – White racism – Divide and rule policy – Social-cultural policies and their impact (education, tribe, caste etc.).</p> <p>UNIT III: The colonial economy and its impact (1): Changing pattern of English trade – Land revenue settlements – Commercialisation of agriculture.</p> <p>UNIT IV: The colonial economy and its impact (2): Decline of traditional handicrafts – Emergence of modern industries and colonial industrial policy – impact of railways.</p>	<p>Post Graduate, SEMESTER III : (No. of Classes(Hour) per week:4) SEMESTER I : (Total Lecture-78+ Tutorial -2) =80 Term –I (Lecture-35+ Tutorial -1) =36 <i>Compulsory Course (Xii), HIS 302</i></p> <p>STATE AND ECONOMY IN COLONIAL INDIA</p> <p>UNIT I: The colonial state: 1.a) Brief overview of British expansion in India, b) British Parliament and the East India Company , c) Structure of administration: c.i) Police, c.ii) Judiciary, c.iii) Bureaucracy, c.iv) Army.</p> <p>UNIT II: The colonial ideology: 2.a) Orientalist and Utilitarian phases; 2.b) paternalist attitude, 2.c) White racism,</p> <p>Term –I (Lecture-35+ Tutorial -1) =36</p> <p>UNIT II: 2.d) Divide and rule policy , 2.e) Social-cultural policies and their impact (education, tribe, caste etc.).</p> <p>UNIT IV: 4.a) The colonial economy and its impact (2): 4.b) Decline of traditional handicrafts ,</p>
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		Term –III (Lecture-6) =08 UNIT IV: 4.c)Emergence of modern industries and colonial industrial policy, 4.d) Impact of railways.
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Submitted by—

Dr. Rakhal Chandra Bhunia
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Date:30.09.2023

KHARAGPUR COLLEGE

Department of History

Syllabus Distribution and Teaching Plan, Odd Semester, Session: 2022-2023

Term I: Commencement of classes to 1st internal; Term II: 1st internal to 2nd internal; Term III: 2nd internal to ESE preparatory break

Name of Teacher: Dr. Abinash Sengupta

Course	Syllabus Allotted	Teaching Plan
Undergraduate	<p>SEMESTER: I</p> <p>Major- 1 Ancient India from the Earliest Times to 600 BCE</p> <p>Course Content</p> <p>Unit-1: Module-I: Understanding Early India</p> <p>1.1: Historical theories and interpretations about the Indian past</p> <p>1.2: The idea of Bharatvarsha: Indian subcontinent with all its diversity and cultural traditions</p> <p>1.3: An overview of literary and archaeological sources</p> <p>Module-IV: The cultural milieu</p> <p>4.3: Science and technology</p> <p>SEMESTER: III</p> <p>CC-6: The Feudal Society</p> <p>Unit: 3</p> <p>Feudal Society and Economy (c.800 – c.1100): Feudalism- origin and features: manorialism – chivalry and romanticism – emergence of towns-trade and commerce-guilds.</p> <p>SEC-1: Archaeology and Museum Making in Colonial India</p>	<p>SEMESTER: I (Total Lecture- 15)</p> <p>Major- 1 Ancient India from the Earliest Times to 600 BCE</p> <p>Term-I (Lecture-5)</p> <p>Course Content</p> <p>Unit-1: Module-I: Understanding Early India</p> <p>1.1: Historical theories and interpretations about the Indian past</p> <p>Term-II (Lecture- 5)</p> <p>1.2: The idea of Bharatvarsha: Indian subcontinent with all its diversity and cultural traditions</p> <p>1.3: An overview of literary and archaeological sources</p> <p>Term-III (Lecture- 5)</p> <p>Module-IV: The cultural milieu</p> <p>4.3: Science and technology</p> <p>SEMESTER: III (Total Lecture-36)</p> <p>CC-6: The Feudal Society</p> <p>Term-I (Lecture-12)</p> <p>Unit: 3</p> <p>Feudal Society and Economy (c.800 – c.1100): Feudalism- origin and features: manorialism – chivalry and romanticism – emergence of towns-trade and commerce-guilds.</p>

	<p>Unit-I: The development of archaeological knowledge – early archaeological explorations: Establishment of the Archaeological Survey of India: the archaeological mapping by Alexander Cunningham – Curzon and the new impetus for archaeological conservation: Sir John Marshall and the development of Indian archaeology in the early twentieth century</p> <p>Unit- II: Archaeology as the new foundation for an authentic history of India – Archaeological explorations, excavations and conservation and the creation of heritage sites – A few major sites of archaeological excavations: Public archaeology and popularization of archaeological sites – Archaeology in travel writings – competing cultural visions around a few major heritage sites.</p> <p>SEMESTER- V</p> <p>DSE-2 : Modern Transformation of Japan</p> <p>Unit-1: Pre-Meiji Japan: Tokugawa Shogunate- the feudal society and the government, economic condition; encounter with the West; the Perry Mission; the opening up of Japan to the west; the crisis and fall of the Shogunate.</p> <p>Unit-2: Meiji Restoration: Causes, nature; Process of modernization – social, economic, political and military reforms; Meiji Constitution; rise of political parties.</p> <p>Unit- 3: Popular and Democratic Movements: Satsuma Rebellion and Popular Rights Movement.</p> <p>Unit-4: Emergence of Japan as an Imperial Power: Sino-Japanese War (1894-95); Anglo-Japanese Alliance; the Russo-Japanese War.</p> <p>Unit-5: Japan through the two World Wars: Japan and World War I; Twenty-One Demands; Washington Conference; Manchurian Crisis- the role of the League of</p>	<p>Term-II (Lecture-12)</p> <p>SEC-1: Archaeology and Museum Making in Colonial India</p> <p>Unit-I: The development of archaeological knowledge – early archaeological explorations: Establishment of the Archaeological Survey of India: the archaeological mapping by Alexander Cunningham – Curzon and the new impetus for archaeological conservation: Sir John Marshall and the development of Indian archaeology in the early twentieth century</p> <p>Term-III (Lecture- 12)</p> <p>Unit- II: Archaeology as the new foundation for an authentic history of India – Archaeological explorations, excavations and conservation and the creation of heritage sites – A few major sites of archaeological excavations: Public archaeology and popularization of archaeological sites – Archaeology in travel writings – competing cultural visions around a few major heritage sites.</p> <p>SEMESTER- V (Total Lecture-42)</p> <p>Term-I (Lecture- 14)</p> <p>DSE-2 : Modern Transformation of Japan</p> <p>Unit-1: Pre-Meiji Japan: Tokugawa Shogunate- the feudal society and the government, economic condition; encounter with the West; the Perry Mission; the opening up of Japan to the west; the crisis and fall of the Shogunate.</p> <p>Unit-2: Meiji Restoration: Causes, nature; Process of modernization – social, economic, political and military reforms; Meiji Constitution; rise of political parties.</p> <p>Unit- 3: Popular and Democratic Movements: Satsuma Rebellion and Popular Rights Movement.</p> <p>Term-II (Lecture- 14)</p>
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	<p>Nations; the failure of the democratic system; the rise of militarism in the 1930s and 1940s; Japan and World War II- from Pearl Harbour to Hiroshima-Nagasaki.</p>	<p>Unit-4: Emergence of Japan as an Imperial Power: Sino-Japanese War (1894-95); Anglo-Japanese Alliance; the Russo-Japanese War. Term-III (Lecture- 14) Unit-5: Japan through the two World Wars: Japan and World War I; Twenty-One Demands; Washington Conference; Manchurian Crisis- the role of the League of Nations; the failure of the democratic system; the rise of militarism in the 1930s and 1940s; Japan and World War II- from Pearl Harbour to Hiroshima-Nagasaki.</p>
Post Graduate	<p>SEMESTER-I Paper: HIS 101 History and Historiography</p> <p>Unit-II: History writing and different version of the Idea of Progress- T. B. Macaulay and the Idea of Liberty – Karl Marx and the principle of equality – G. M. Trevelyan and the Literary and Social history. Development of economic and social history in the early twentieth century – Maurice Dobb and the Rise of Capitalism – R. H. Tawney and the Gentry Thesis – G. Lefevre and A. Soboul and the French Revolution.</p> <p>Unit-IV: Debate in Indian History – Historiography of feudalism in India, Eighteenth century crisis in India, Indian Awakening in Nineteenth century, Indian nationalism, Partition of India. Modern Indian History with socio-economic perspective – peasantry and working classes, caste, tribe, gender, environment, science and technology.</p> <p>Paper: HIS 103 Environmental History of India in the Anthropocene Age</p>	<p>SEMESTER-I (Total Lecture- 75) Paper: HIS 101 Term-I (Lecture- 10) History and Historiography</p> <p>Unit-II: History writing and different version of the Idea of Progress- T. B. Macaulay and the Idea of Liberty – Karl Marx and the principle of equality – G. M. Trevelyan and the Literary and Social history. Development of economic and social history in the early twentieth century – Maurice Dobb and the Rise of Capitalism – R. H. Tawney and the Gentry Thesis – G. Lefevre and A. Soboul and the French Revolution. Term-II (Lecture- 10) Unit-IV: Debate in Indian History – Historiography of feudalism in India, Eighteenth century crisis in India, Indian Awakening in Nineteenth century, Term-III (Lecture- 10) Indian nationalism, Partition of India. Modern Indian History with socio-economic perspective – peasantry and working classes, caste, tribe, gender, environment, science and technology.</p>

	<p>Unit-I: The Concept of Anthropocene- in Indian Context – Historiography of environmental history; The relationship among environmental history, climate history and environmental humanities.</p> <p>Unit-II: i) Arrival of the British and cataloguing of landscape and eco-system ii) History of Forest, Water and Wildlife iii) Colonial Deforestation, Timber Trade, Wildlife destruction iv) Making of Garden: Tea, Jute and Rubber plantation</p> <p>Unit-III: i) Colonial policies on Environmental Change, Famines, and Migration ii) Colonial Flood Control and Disaster management</p> <p>Unit-IV: i) Colonial Conservation of Ideas on Environment; Indigenous perception of Environment ii) Borderland Environment.</p> <p>SEMESTER- III</p> <p>Paper: HIS 301 State and Economy in Early Modern India Unit-I: State and economy in early modern India: the establishment of a centralized state under the Mughals; emphasis on military and revenue administration – extension of the core Mughal model into other areas viz. Gujarat, Ahmadnagar, Bengal.</p> <p>Unit-II: Impact on agrarian society, especially in terms of the high revenue demand – relationship between the state and the landed elites viz. social and administrative – expansion and integration of the agrarian base during the Mughal period; drive for revenue and the new agrarian</p>	<p>Paper: HIS 103 Term-I (Lecture- 15)</p> <p>Environmental History of India in the Anthropocene Age</p> <p>Unit-I: The Concept of Anthropocene- in Indian Context – Historiography of environmental history; The relationship among environmental history, climate history and environmental humanities.</p> <p>Term-II (Lecture- 15) Unit-II: i) Arrival of the British and cataloguing of landscape and eco-system ii) History of Forest, Water and Wildlife iii) Colonial Deforestation, Timber Trade, Wildlife destruction iv) Making of Garden: Tea, Jute and Rubber plantation</p> <p>Term-III (Lecture- 15) Unit-III: i) Colonial policies on Environmental Change, Famines, and Migration ii) Colonial Flood Control and Disaster management</p> <p>Unit-IV: i) Colonial Conservation of Ideas on Environment; Indigenous perception of Environment ii) Borderland Environment.</p> <p>SEMESTER- III (Total Lecture-75)</p> <p>Paper: HIS 301 Term-I (Lecture- 10) State and Economy in Early Modern India Unit-I: State and economy in early modern India: the establishment of a centralized state under the Mughals; emphasis on military and revenue administration – extension of the core Mughal model into other areas viz. Gujarat, Ahmadnagar, Bengal.</p>
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	<p>frontiers.</p> <p>Paper: HIS 303 Adivasi History in Colonial Bengal Unit- I: Concept of Tribe, Tribe in Indian Civilization and history, The problem of nomenclature; Adivasis, Tribes and Indigenous people, Representation of the Adivasis/Tribes; Sanskritik and Colonial Colonial Archives: A Critical Survey, sources for Adivasi History Writing, Historiography of Tribe in India, is there a tribal history? Adivasi collective memory and myth as their own history</p> <p>Unit-II: Broad Trends and Tendencies in Adivasi Studies, The Conflict between Political and Moral Economy, Land, Forest and Water Cosmologies, their perception of water and their method of water management; Adivasi economy, Polity and contours of culture, Adivasi Medicinal system and practices, Adivasi Migration; Impact of Colonial Policies on land, Forests and water</p>	<p>Term-II (Lecture- 10) Unit-II: Impact on agrarian society, especially in terms of the high revenue demand – Term-II (Lecture- 10) Relationship between the state and the landed elites viz. social and administrative – expansion and integration of the agrarian base during the Mughal period; drive for revenue and the new agrarian frontiers.</p> <p>Paper: HIS 303 Adivasi History in Colonial Bengal Term-I (Lecture- 15) Unit- I: Concept of Tribe, Tribe in Indian Civilization and history, The problem of nomenclature; Adivasis, Tribes and Indigenous people, Representation of the Adivasis/Tribes; Sanskritik and Colonial Term-II (Lecture- 15) Colonial Archives: A Critical Survey, sources for Adivasi History Writing, Historiography of Tribe in India, is there a tribal history? Adivasi collective memory and myth as their own history Term-III (Lecture- 15) Unit-II: Broad Trends and Tendencies in Adivasi Studies, The Conflict between Political and Moral Economy, Land, Forest and Water Cosmologies, their perception of water and their method of water management; Adivasi economy, Polity and contours of culture, Adivasi Medicinal system and practices, Adivasi Migration; Impact of Colonial Policies on land, Forests and water</p>
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KHARAGPUR COLLEGE

Department of History

Syllabus Distribution and Teaching Plan, Odd Semester, Session: 2022-2023

Term I: Commencement of classes to 1st internal; Term II: 1st internal to 2nd internal; Term III: 2nd internal to ESE preparatory break

Name of Teacher: Biswajit Koyorhi

Course	Syllabus Allotted	Teaching Plan
Undergraduate	<p>SEMESTER: I</p> <p>Minor -1 Ancient India</p> <p>Unit -1:Mauryan Empire: Chandragupta Maurya to Asoka: Polity, Administration, Society, Culture and Mauryan decline</p> <p>Unit -2:Gupta Empire: Chandragupta I to Skandagupta: Polity, Administration, Society, Culture and Downfall</p> <p>Unit -3: Overview of the the Early Medieval India: Formation of Regional States</p> <p>: SEC 1 : Art Appreciation: An Introduction to Indian Art</p> <p>Unit -I. Prehistoric and protohistoric art: Rock art; Harappan arts and crafts</p> <p>Unit -2 Indian art (c. 600 BCE – 600 CE): World Heritage Site Managers, UNESCO World Heritage Manuals [can be downloaded/ accessed at www.unesco.org] Notions of art and craft Canons of Indian paintings. Major developments in stupa, cave, and temple art and architecture Early Indian sculpture: style and iconography. Numismatic art</p> <p>Unit -3 :. Indian Art (c. 600 CE – 1200 CE): Temple forms and their architectural features Early illustrated manuscripts and mural painting traditions Early medieval sculpture: style and iconography Indian bronzes or metal</p>	<p>SEMESTER: I (Total Lecture- 45)</p> <p>Minor- 1 Ancient India</p> <p>SEC-1:Art Appreciation: An Introduction to Indian Art</p> <p>Term -I (Lecture-5)</p> <p>Course Content</p> <p>Unit -1:Mauryan Empire: Chandragupta Maurya to Asoka: Polity, Administration, Society, Culture and Mauryan decline</p> <p>Term -I (Lecture-10)</p> <p>Unit -I. Prehistoric and protohistoric art: Rock art; Harappan arts and crafts</p> <p>Term-II (Lecture-5)</p> <p>Course Content</p> <p>Unit -2:Gupta Empire: Chandragupta I to Skandagupta: Polity, Administration, Society, Culture and Downfall</p> <p>Term-II (Lecture-10)</p>

	<p>icons</p> <p>Unit -2 Indian art (c. 600 BCE – 600 CE): World Heritage Site Managers, UNESCO World Heritage Manuals [can be downloaded/ accessed at www.unesco.org] Notions of art and craft Canons of Indian paintings. Major developments in stupa, cave, and temple art and architecture Early Indian sculpture: style and iconography. Numismatic art</p> <p>Term-III (Lecture- 5) Course Content</p> <p>Unit -3: Overview of the the Early Medieval India: Formation of Regional States</p> <p>Term-III(Lectures -10)</p> <p>Unit -3 :. Indian Art (c. 600 CE – 1200 CE): Temple forms and their architectural features Early illustrated manuscripts and mural painting traditions Early medieval sculpture: style and iconography Indian bronzes or metal icons</p> <p>SEMESTER: III</p> <p>CC-5: Delhi Sultanate Unit -I. Interpreting the Delhi Sultanate – A Survey of Sources: literary and archaeological</p>	<p>Unit -2 Indian art (c. 600 BCE – 600 CE): World Heritage Site Managers, UNESCO World Heritage Manuals [can be downloaded/ accessed at www.unesco.org] Notions of art and craft Canons of Indian paintings. Major developments in stupa, cave, and temple art and architecture Early Indian sculpture: style and iconography. Numismatic art</p> <p>Term-III (Lecture- 5) Course Content</p> <p>Unit -3: Overview of the the Early Medieval India: Formation of Regional States</p> <p>Term-III(Lectures -10)</p> <p>Unit -3 :. Indian Art (c. 600 CE – 1200 CE): Temple forms and their architectural features Early illustrated manuscripts and mural painting traditions Early medieval sculpture: style and iconography Indian bronzes or metal icons</p> <p>SEMESTER: III (Total Lecture-30)</p> <p>CC-5: Delhi Sultanate Term-I (Lecture-10) Unit: 1Unit -I. Interpreting the Delhi Sultanate – A Survey</p>
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	<p>Unit -III. Emergence of Regional States: Vijayanagara, Bahmani Kingdom, Bengal</p> <p>CC-7 : Akbar and the Making of Mughal India</p> <p>Unit -IV. Expansion and integration- Incorporation of Rajputs and other indigenous groups in Mughal nobility- North-West frontier, Gujarat, Deccan and Bengal</p> <p>Unit -V: Rural Society and Economy- Land rights and land revenue, zamindars and peasants-</p>	<p>of Sources: literary and archaeological</p> <p>Unit -III. Emergence of Regional States: Vijayanagara, Bahmani Kingdom, Bengal</p> <p>Term-II (Lecture-10)</p> <p>CC-7 : Akbar and the Making of Mughal India</p> <p>Unit -IV. Expansion and integration- Incorporation of Rajputs and other indigenous groups in Mughal nobility- North-West frontier, Gujarat, Deccan and Bengal</p> <p>Term-III (Lecture- 10)</p> <p>CC-7 : Akbar and the Making of Mughal India</p> <p>Unit -V: Rural Society and Economy- Land rights and land revenue, zamindars and peasants-</p>
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	<p>SEMESTER- V</p> <p>C11T: Select Themes in the Colonial Impact on Indian Economy and Society</p> <p>Unit -2 : Land Settlements and agricultural change— Commercialisation of Agriculture.</p> <p>Unit -3:Modern Industrialisation — Long term Constraints</p> <p>C12T: Peasant and Tribal Uprisings in Colonial India in the 19th Century The Early 19th century</p> <p>Unit -1. The early colonial rule and revenue operations,</p>	<p>SEMESTER- V (Total Lecture-15) Term-I (Lecture- 05)</p> <p>C11T: Select Themes in the Colonial Impact on Indian Economy and Society</p> <p>Unit -2 : Land Settlements and agricultural change— Commercialisation of Agriculture.</p> <p>C12T: Peasant and Tribal Uprisings in Colonial India in the 19th Century The Early 19th century</p> <p>Unit -1. The early colonial rule and revenue operations, revenue demands and settlements – “restorative rebellions”</p>
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	<p>revenue demands and settlements – “restorative rebellions” – peasant –landlord combination against colonial rule in north and south India; Unit - 5. Peasant movements in late 19th century – conflict between landlords and tenants – resistance to taxation – emergence of substantial peasantry – the role of moneylenders and struggle against them.</p>	<p>– peasant –landlord combination against colonial rule in north and south India;</p> <p>Term-II (Lecture- 05) C11T: Select Themes in the Colonial Impact on Indian Economy and Society</p> <p>Unit -3:Modern Industrialisation — Long term Constraints</p> <p>Term-III (Lecture- 05) Unit - 5. Peasant movements in late 19th century – conflict between landlords and tenants – resistance to taxation – emergence of substantial peasantry – the role of moneylenders and struggle against them.</p>
Post Graduate	<p>SEMESTER-I Paper: HIS 101 History and Historiography Unit–III:Social History as History of Movements– Seventeenth century crisis,English Revolution and Christopher Hill.Social History as history of classes– Eric J. Hobsbawm and the Age of Capital, E.P.Thompson and the working class,Raphael Samuel and the History of the People.E mergence of new social history.</p>	<p>SEMESTER-I (Total Lecture- 45) Paper: HIS 101 Term-I (Lecture- 15) History and Historiography Unit–III:Social History as History of Movements– Seventeenth century crisis,English Revolution and Christopher Hill.Social History as history of classes– Eric J. Hobsbawm and the Age of Capital, E.P.Thompson and the working class,Raphael Samuel and the History of the People.E mergence of new social history.</p>

	<p>HIS:102 SOCIO RELIGIOUS REFORM MOVEMENTS IN COLONIAL INDIA UNITIV: Muslim women, reform and patronage: a study of Nawab Sultan Jahan Begam of Bhopal—issues on caste and education: Begam Rokeya Sakhawat Hossein and Sarala Debi—issues on widow remarriage and Sati—orthodox Hinduism and the Age of Consent Bill</p> <p>HIS -104 HISTORY OF EUROPE: FROM REVOLUTION TO WORLD WAR(1789-1914) UNITIV: The eastern crisis: nature of the crisis, the war of Greek independence,— the problem of Turkey— the treaty of London and the treaty of Sanstefano —the Crimean war ,the Congress of Berlin —the first Balkan War(1912),the second Balkan War (1913),the formation of Triple Entente —the age of armed peace(1904-1914).</p> <p>SEMESTER -III</p> <p>PAPER: HIS- 301 STATE AND ECONOMY IN EARLY MODERN INDIA</p> <p>UNITIV: Trade and the Indian Economy :flow of precious metals and currency— the state and the need for monetization— mint administration and towns— internal and overseas markets—inland trade networks.</p> <p>PAPER: HIS -304</p> <p>CONTEMPORARY INDIA: HISTORICAL</p>	<p>Term-II (Lecture- 15) Unit-IV: Muslim women, reform and patronage: a study of Nawab Sultan Jahan Begam of Bhopal—issues on caste and education: Begam Rokeya Sakhawat Hossein and Sarala Debi—issues on widow remarriage and Sati—orthodox Hinduism and the Age of Consent Bill</p> <p>Term-III (Lecture- 15) HISTORY OF EUROPE: FROM REVOLUTION TO WORLD WAR(1789-1914)</p> <p>UNITIV: The eastern crisis: nature of the crisis, the war of Greek independence,— the problem of Turkey— the treaty of London and the treaty of Sanstefano —the Crimean war ,the Congress of Berlin —the first Balkan War(1912),the second Balkan War (1913),the formation of Triple Entente —the age of armed peace(1904-1914)</p> <p>SEMESTER- III (Total Lecture-45)</p> <p>Paper: HIS 301 Term-I (Lecture- 15) STATE AND ECONOMY IN EARLY MODERN INDIA</p> <p>UNITIV: Trade and the Indian Economy :flow of precious metals and currency— the state and the need for monetization— mint administration and towns— internal and</p>
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	<p>UNDERPINNINGS</p> <p>UNIT I:History of Indian Classical Music– Hindustani– Natyashastra and the background to Indian music– Medieval adaptations–Developments in the Mughal period–Forms of Music in the Eighteenth Century</p> <p>UNIT II:History of Indian Sport: Social significance of sport in traditional India–Colonial India:‘sport ethic’in colonial policy, football,cricket,and nationalism and communalism –Sport in post-colonial India:promotion of sport by the Indian state, proliferation and popularization of sport,and increasing of, and professionalism in, sport in recent times–Sport and gender in post-colonial Indian society</p>	<p>overseas markets–inland trade networks.</p> <p>Term-II (Lecture- 15)</p> <p>CONTEMPORARY INDIA: HISTORICAL UNDERPINNINGS</p> <p>UNIT I:History of Indian Classical Music– Hindustani– Natyashastra and the background to Indian music– Medieval adaptations–Developments in the Mughal period–Forms of Music in the Eighteenth Century</p> <p>Term-III (Lecture- 15)</p> <p>CONTEMPORARY INDIA: HISTORICAL UNDERPINNINGS</p> <p>UNIT II:History of Indian Sport: Social significance of sport in traditional India–Colonial India:‘sport ethic’in colonial policy, football,cricket,and nationalism and communalism –Sport in post-colonial India:promotion of sport by the Indian state, proliferation and popularization of sport,and increasing of, and professionalism in, sport in recent times–Sport and gender in post-colonial Indian society</p>
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Department of History

Syllabus Distribution and Teaching Plan

Odd Semesters, Session: 2023-2024

Term I: Commencement of classes to 1st internal.

Term II: 1st internal to 2nd internal.

Term III: 2nd internal to ESE preparatory break.

Name of the Teacher: **Dr. Sanjoy Kumar Kar**

Name	Syllabus Allotted	Teaching Plan
Under Graduate	SEMESTER -I SEC-1 Art Appreciation: An Introduction to Indian Art Unit-IV Indian art and architecture (c.1200 CE to 1800CE) 4.1 Sultanate and Mughal architecture 4.2 Miniature painting traditions: Mughal, Rajasthani, Pahari Introduction to fort, palace and haveli Architecture Unit-V Modern and Contemporary Indian Art and Architecture 5.1 The Colonial Period Art Movements: Bengal School of Art, Progressive Artists Group, etc. 5.2 Major artists and their artworks. 5.3 Popular art forms (folk art traditions)	SEMESTER -I (Total Lectures-10) Term –I (Lecture- 3) Unit-IV Indian art and architecture (c.1200 CE to 1800CE): 4.1 Sultanate and Mughal architecture TOPIC-1: <i>Sultanate Architecture</i> a) Architecture during the reign of Qutb-Uddin -Aibak. b) Architecture during the reign of Iltutmish. c) Architecture during the reign of Balban. d) Architecture during the reign of Alauddin Khilji. e) Architecture during the reign of Giasuddin Tughlaq. f) Architecture during the reign of Muhammad Bin Tughlaq. g) Architecture during the reign of Sayyad and Lodi Dynasty. h) Provincial and local Architecture during the Sultanate period. i) Hindu Architecture during the Sultanate period. TOPIC-2: <i>Mughal Architecture</i> a) Background

		<ul style="list-style-type: none"> b) Characteristics of Mughal Architecture c) Architecture during the reign of Babur. d) Architecture during the reign of Humayun. e) Architecture during the reign of Akbar. f) Architecture during the reign of Jahangir. g) Architecture during the reign of Shah Jahan h) Architecture during the reign of Aurangzeb. <p>4.2 Miniature painting traditions: Mughal, Rajasthani, Pahari Introduction to fort, palace and haveli Architecture</p> <p>TOPIC-1: <i>Mughal Miniature painting Traditions</i></p> <ul style="list-style-type: none"> A) Background B) Origin of painting C) Development of painting during the Mughal Period <ul style="list-style-type: none"> a) Miniature painting during the reign of Babur. d) Miniature painting during the reign of Humayun. c) Miniature painting during the reign of Akbar. d) Miniature painting during the reign of Jahangir. e) Miniature painting during the reign of Shah Jahan f) Miniature painting during the reign of Aurangzeb. D) <i>Rajasthani Painting</i> <ul style="list-style-type: none"> a) Background b) Painting in North India before Mughals and their Influence c) Materials, Technique, Subject matter, Organization d) The Growth of Local Styles in the 17th Century e) Domination of Rajput Painting in the 18th Century and Later f) End of Rajput Painting E) <i>Pahari Introduction to Fort, Palace and haveli Architecture.</i> <ul style="list-style-type: none"> a) Background b) Characteristics c) Developments.
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MINOR -1 (M1)
[Ancient India]

Unit-I

1.1 Harappan Civilization: Features & Town Planning, Decline

Unit-II

2.1 Vedic Age: Corpus of Vedic Literature, Society, Economy and Polity in Early and Later Vedic Period

Unit-III

3.1 State Formation in Early India: Mahajanapadas.

MINOR -1 (M1)
[Ancient India]

Unit-I

TOPIC-1: Harappan Civilization: Features & Town Planning, Decline

- a) **Introduction**
- b) **Geographical location**
- c) **Discovery and history of excavation.**

- d) ***Phases of Harappan Civilization***
 - i) Early Harappan
 - ii) Mature Harappan
 - iii) Late Harappan
 - iv) Post Harappan

- e) ***Main features of IVC***
 - i) Civic Organization
 - ii) Proper Drainage system
 - iii) Architecture
 - iv) Art and Craft
 - v) Social Life
 - vi) Political life
 - vii) Economic life
 - viii) Religious life

- f) ***Town Planning of IVC***
 - i) Streets
 - ii) Drainage system
 - iii) The Great Bath
 - iv) Granaries
 - v) Buildings
 - vi) Others
- g) ***Decline of IVC***
 - i) Different Causes and Their interpretations by Historians.

		<p>Term II (Lecture-4) SEC-1 Art Appreciation: An Introduction to Indian Art</p> <p>Unit-V Modern and Contemporary Indian Art and Architecture</p> <p>TOPIC-1: <i>The Colonial Period Art Movements: Bengal School of Art, Progressive Artists Group, etc.</i></p> <ol style="list-style-type: none"> Background The Revitalization of Indian History by Bengal School of Art Rise of Nationalism with the Bengal School of Art. The Progressive Artists' Group and Its Impact on Indian Modern art. <p>Minor -1 (M1) [Ancient India]</p> <p>Unit-II</p> <p>TOPIC-1 : Vedic Age: Corpus of Vedic Literature, Society, Economy and Polity in Early and Later Vedic Period</p> <ol style="list-style-type: none"> <i>Corpus Of Vedic Literature</i> <ol style="list-style-type: none"> Introduction Meaning of Veda Vedic texts Chronology, Transmission and Interpretation Vedic Learning Vedic Schools or Recensions Four Vedas <i>Post -Vedic Literature</i> <ol style="list-style-type: none"> Vedanga Parisista Upaveda Fifth and other Vedas Puranas <i>Early Vedic Society</i> <ol style="list-style-type: none"> Family Life Position of Women Idea of Morality and Female Education Dress
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		<p>v) House, Food, Drink. vi) Amusements and Scripts vii) Caste System viii) Four Stages of Life</p> <p><i>D) Post Vedic Society</i> i) Brahmanas and Kshatriyas ii) Conditions of Vaishyas and Shudras iii) Semi Rigidity of Caste System iv) Position of Women v) Education vi) food and Dress vii) Village Life viii) Trade and Commerce ix) Occupation</p> <p><i>E) Economic Life in the Rigvedic and the Later Vedic Age</i> i) Rural Civilization ii) Occupation and Ownership of Land iii) Industry iv) Trade and Commerce v) Overseas trade</p> <p><i>F) Polity in the Rigvedic and the Later Vedic Age</i> Rigvedic age i) Tribes of Rigveda ii) Administrative divisions iii) Extent of the State iv) Form of Government v) Position, Power, Functions of the king vi) Duties of the king vii) Functionaries viii) The army Later Vedic Age i) Rise of big states ii) Growth of Imperialism iii) Origin of Kingship iv) Growth of King's Power v) Increase of Officials</p>
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		<p>Term III (Lecture-3) SEC-1 Art Appreciation: An Introduction to Indian Art</p> <p>Unit-V <i>Modern and Contemporary Indian Art and Architecture</i></p> <p>TOPIC-1: Major artists and their artworks</p> <ul style="list-style-type: none"> i) Raja Ravi Verma (1848-1907) ii) Gaganendranath Tagore (1867-1938) iii) Abanindranath Tagore (1871-1951) iv) Rabindranath Tagore (1861-1941) v) Nandalal Bose (1882-1966) vi) Deviprasad Roychowdhury (1899-1975) vii) Jamini Roy (1887-1973) viii) Benode Behari Mukherjee (1904-1980) ix) Ramkinkar Baij (1906-1980) x) Hemendra Majumder (1894-1948) <p>TOPIC-2: Popular art forms (Folk art Traditions)</p> <ul style="list-style-type: none"> i) Madhubani Art ii) Kalamkari Art iii) Kalighat Painting iv) Phulkari Painting v) Phad Art vii) Warli Art viii) Others <p>Minor -1 (M1) [Ancient India]</p> <p>Unit-III TOPIC-1: State Formation in Early India: Mahajanapadas</p> <ul style="list-style-type: none"> i) Meaning and Origin of Mahajanapadas ii) Types of Mahajanapadas <ul style="list-style-type: none"> a) Monarchical Mahajanapadas b) Republican Mahajanapadas
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SEMESTER –III

CC -5: Delhi Sultanate

UNIT- IV: Society and Economy – Iqta System, Agricultural Production, Technology, Monetization, Market, Growth of Urban Centres, Trade and Commerce; Indian Ocean Trade.

CC-7: Akbar and the Making of Mughal India

UNIT-V: Rural Society and Economy – Land Rights and Land Revenue, Zamindars and Peasants- Agriculture Production ; crop patterns- Trade Routes, Overseas trade; Rise of Surat.

SEC- 1: Archaeology and Museum Making in Colonial India

UNIT-III: Archaeology and Culture- Local historians and Archaeological knowledge- the Culture of collection and

valorisation of artifacts- collecting and Museum making- the Profiles of a few prominent collectors and museum makers.

UNIT- IV: Archaeology and the Museum Movements in India- The Indian Museum – the Provincial museums and the Local museums – Background to the formation of the National Museum.

- c) Sixteen Mahajanapadas – Capital Cities- Modern location
- d) The Political Structure of Mahajanapadas.
- e) Others.

SEMESTER –III (Total Lectures-16)

Term –I (Lecture-4)

CC -5: Delhi Sultanate

UNIT- IV: *Society and Economy of India during Sultanate Period*

TOPIC-1: *Iqta System in Sultanate Period*

- 1.1 Introduction
- 1.2 Meaning of Iqta System
- 1.3 Origin and growth of Iqta System
- 1.4 Features of Iqta System
- 1.5 Types of Iqta
- 1.6 Conclusion

TOPIC -2: *Agricultural Production in Sultanate Period*

- 2.1 Introduction
- 2.2 Agriculture
- 2.3 Land
- 2.4 Peasant and Village
- 2.5 Irrigation
- 2.6 Crops
- 2.7 Wasteland and Cattle
- 2.8 Sericulture
- 2.9 Fruit Production
- 3.0 Conclusion

TOPIC -2: *Technology in Sultanate Period*

- 2.1 Introduction
- 2.2 Textile Technology

		<p>2.3 Dyeing and Calico - Painting 2.4 Military Technology 2.5 Agricultural Technology 2.6 Others 2.7 Conclusion</p> <p>CC-7: Akbar and the Making of Mughal India</p> <p>UNIT-V: Rural Society and Economy in Mughal India</p> <p>TOPIC-1: <i>Land Rights and Land Revenue in Mughal India</i> 1.1 Introduction 1.2 Types of Land and Land holders 1.3 Types of Land Revenue and Revenue Officers 1.4 Conclusion</p> <p>TOPIC -2: <i>Zamindars and Peasants in Mughal India</i> 2.1 Introduction 2.2 Relationship of Zamindars and Peasants in Mughal India. 2.3 Role of zamindars in Mughal Indian Society 2.4 Role of Peasants in Mughal Indian Society 2.5 Conclusion</p> <p>SEC- 1: Archaeology and Museum Making in Colonial India</p> <p>UNIT-III: Archaeology and Culture in Colonial India</p> <p>TOPIC-1: <i>Local historians and Archaeological knowledge in Colonial India</i> 1.1 Introduction 1.2 Objectives 1.3 Development of Archaeological Knowledge in Colonial India 1.4 Role of Local historians in archaeology</p>
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		<p>1.5 Significance of Archaeological Knowledge 1.6 Conclusion</p> <p>UNIT- IV: Archaeology and the Museum Movements in India</p> <p>TOPIC -2: <i>The Indian Museum in Colonial India</i></p> <p>2.1 Introduction 2.2 Background 2.3 Establishment of Museum 2.4 Collection of ancient and medieval artifacts 2.5 Conservation of artifacts 2.6 Administration 2.7 Conclusion</p> <p>Term –II (Lecture-6)</p> <p>CC -5: Delhi Sultanate</p> <p>UNIT- IV: <i>Society and Economy of India during Sultanate Period</i></p> <p>TOPIC-1: <i>Monetization, and Market in Sultanate Period</i></p> <p>1.1 Introduction 1.2 Monetization during the period of different Sultans 1.3 Importance of this System 1.4 Development of market and its Economic aspects 1.5 Conclusion</p> <p>TOPIC-2: <i>Growth of Urban Centres in Sultanate Period</i></p> <p>2.1 Introduction 2.2 Different phases of Urbanization in Sultanate period 2.3 Different factors for the rise of Urban Centres 2.4 Establishment of Delhi 2.5 Development of other Cities 2.6 Conclusion</p>
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		<p>CC-7: Akbar and the Making of Mughal India</p> <p>UNIT-V: Rural Society and Economy of Mughal India</p> <p>TOPIC-1: <i>Trade Routes in Mughal India</i></p> <ul style="list-style-type: none"> 1.1 Introduction 1.2 Trade routes in Inland Trade 1.3 Trade routes in Foreign Trade 1.4 Conclusion <p>TOPIC-2: <i>Overseas trade in Mughal India</i></p> <ul style="list-style-type: none"> 2.1 Introduction 2.2 Background 2.3 Trade between Western Europe and Mughal Empire 2.4 Trading Centres 2.5 Import and export Commodities 2.6 Role of Merchants in this trade 2.7 Conclusion <p>SEC- 1: Archaeology and Museum Making in Colonial India</p> <p>UNIT-III: Archaeology and Culture in Colonial India</p> <p>TOPIC-1: <i>The Culture of collection and Valorisation of artifacts</i></p> <ul style="list-style-type: none"> 1.1 Introduction 1.2 Different Ethical Policies for Collection and valorization 1.3 Different Methods of Collection of artifacts <ul style="list-style-type: none"> 1.3.1 Field Collection 1.3.2 Excavation 1.3.3 Exploration 1.4 Significance 1.5 Conclusion
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		<p>UNIT- IV: Archaeology and the Museum Movements in India</p> <p>TOPIC-1: <i>The Provincial museums and the Local museums</i></p> <ul style="list-style-type: none"> 1.1 Introduction 1.2 Growth of Provincial and Local Museums in Colonial India 1.3 Role of British in the foundation of Museums 1.4 Conclusion <p>Term –III (Lecture-6)</p> <p>CC -5: Delhi Sultanate</p> <p>UNIT- IV: <i>Society and Economy of India during Sultanate Period</i></p> <p>TOPIC-1: <i>Trade and Commerce in Sultanate Period</i></p> <ul style="list-style-type: none"> 1.1 Introduction 1.2 Inland Trade 1.3 Foreign trade 1.4 Import and Export Commodities 1.5 Mode of Communication 1.6 Role of Merchants 1.7 Conclusion <p>TOPIC-2: <i>Indian Ocean Trade in Sultanate Period</i></p> <ul style="list-style-type: none"> 2.1 Introduction 2.2 Background 2.3 Indian Ocean trade routes 2.4 Trading centers 2.5 Trading with different Countries 2.6 Impact of Indian Ocean trade 2.7 Conclusion
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		<p>CC-7: Akbar and the Making of Mughal India</p> <p>UNIT-V: Rural Society and Economy in Mughal India</p> <p>TOPIC-1: <i>Rise of Surat in Mughal India</i></p> <ol style="list-style-type: none"> 1.1 Introduction 1.2 Background 1.3 Rise of Surat 1.4 Decline of Surat 1.5 Conclusion <p>SEC- 1: Archaeology and Museum Making in Colonial India</p> <p>UNIT-III: Archaeology and Culture in Colonial India</p> <p>TOPIC-1: - <i>The Profiles of a few prominent collectors and museum makers</i></p> <ol style="list-style-type: none"> 1.1 Introduction 1.2 A.K. Coomaraswamy and his Contribution 1.3 W.G. Archer and his Contribution 1.4 Stella Kramrisch and his Contribution 1.5 Role of Walter Granville in the foundation of Museum 1.6 Others 1.7 Conclusion <p>UNIT- IV: Archaeology and the Museum Movements in India</p> <p>TOPIC-1: <i>Background to the formation of the National Museum</i></p> <ol style="list-style-type: none"> 1.1 Introduction 1.2 Background 1.3 Role of British and Indian Collectors in the formation National Museum 1.4 Role of James Princep 1.5 Role Asiatic Society 1.6 Others
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	<p>1.7 Conclusion</p>	<p>1.7 Conclusion</p>
	<p>SEMESTER –V CC 11: Select Themes in the Colonial Impact on Indian Economy Society</p> <p>UNIT- VI: Islamic Reform in India: The Reformers and the Orthodox</p> <p>CC 12: Peasant and Tribal Uprisings in Colonial India in the 19th Century.</p> <p>UNIT- II: Peasant Movements in Bengal and Malabar – religious Appeal for the liberation of a region or an ethnic group Under a new form of government.</p> <p>UNIT- VI: The Revolutionary potential of Indian peasantry – Barrington Moore Jr. and Eric Stokes – Classification Of Types of Revolt and Movements – Kathleen Gough, A R Desai, D N Dhanagare and Ranajit Guha.</p>	<p>SEMESTER –V (Total Lecturs-14) Term –I (Lecture-4)</p> <p>CC 11: Select Themes in the Colonial Impact on Indian Economy Society</p> <p>UNIT- VI: Islamic Reform in Colonial India TOPIC-1: Wahabi Movement in Colonial India</p> <ol style="list-style-type: none"> 1.1 Introduction 1.2 Objectives of Wahabi Movement 1.3 Wahabi Revolts: Anti Sikh and anti-British Movement 1.4 Political View of Wahabi Movement 1.5 Suppression of Wahabi Movement 1.6 Nature of Wahabi Movement 1.7 Conclusion <p>CC 12: Peasant and Tribal Uprisings in Colonial India in the 19th Century</p> <p>UNIT- II: Peasant Movements in Bengal and Malabar in Colonial India TOPIC-1: Barasat Rebellion in 1831</p> <ol style="list-style-type: none"> 1.1 Introduction 1.2 Background 1.3 Ideologies of Titu Mir 1.4 Revolt against Zamindars 1.5 Suppression of the Revolt 1.6 Nature of the Revolt 1.7 Conclusion

		<p>UNIT- VI: The Revolutionary potential of Indian peasantry</p> <p>TOPIC-1: <i>Views of Barrington Moore Jr. and Eric Stokes on Indian Peasant Movements</i></p> <p>1.1 Introduction</p> <p>1.2 Explanation of the Views of Barrington Moore Jr. and Eric Stokes on Indian Peasant Movements</p> <p>1.3 Conclusion</p> <p>Term –II (Lecture-5)</p> <p>CC 11: Select Themes in the Colonial Impact on Indian Economy Society</p> <p>UNIT- VI: Islamic Reform in Colonial India</p> <p>TOPIC-1: Faraizi Movement (1820- 1860)</p> <p>1.1 Introduction</p> <p>1.2 Background</p> <p>1.3 Ideologies of the Movement</p> <p>1.4 Role of Leaders in the Movement</p> <p>1.5 Extension of the Movement</p> <p>1.6 Nature of the Movement</p> <p>1.7 Failure of the Movement</p> <p>1.8 Conclusion</p> <p>CC 12: Peasant and Tribal Uprisings in Colonial India in the 19th Century</p> <p>UNIT- II: Peasant Movements in Bengal and Malabar in India</p> <p>TOPIC-1: Indigo Revolt in Colonial Bengal</p> <p>1.1 Introduction</p> <p>1.2 Causes of the Revolt</p> <p>1.3 Results of the Revolts</p> <p>1.4 Role of the Intellectual Class in the Revolt</p>
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		<p>1.5 Nature of the revolt 1.6 Conclusion</p> <p>UNIT- VI: The Revolutionary potential of Indian peasantry</p> <p>TOPIC-1: <i>Classification or Types of Revolt and Movements</i></p> <p>1.1 Introduction 1.2 Classification of Peasant Revolts by Kathleen Gough 1.3 Classification of Peasant Revolts by A.R. Desai 1.4 Classification of Peasant Revolts by Ghanshyam Shah 1.5 Conclusion</p> <p>Term –III (Lecture-5)</p> <p>CC 11: Select Themes in the Colonial Impact on Indian Economy Society</p> <p>UNIT- VI: Islamic Reform in Colonial India</p> <p>TOPIC-1: Aligarh Movement in Colonial India</p> <p>1.1 Introduction 1.2 Background of the Movement 1.3 Basis of the Movement 1.4 Role of Sir Syed Ahmed Khan 1.5 Impact of the Movement 1.6 Conclusion</p>
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		<p>CC 12: Peasant and Tribal Uprisings in Colonial India in the 19th Century.</p> <p>UNIT- II: Peasant Movements in Malabar Region in Colonial India</p> <p>TOPIC-1: <i>Peasant Movements in Malabar Region in Colonial India</i></p> <p>1.1 Introduction 1.2 Background 1.3 Different Causes of the Movement 1.4 Nature of the Movement 1.5 Consequence of the Movement 1.6 Conclusion</p> <p>UNIT- VI: The Revolutionary potential of Indian peasantry</p> <p>TOPIC-1: <i>Views of Kathleen Gough, A R Desai, D N Dhanagare And Ranajit Guha on Peasant Movements</i></p> <p>1.1 Introduction 1.2 Views of Kathleen Gough on Peasant Movements 1.3 Views of A.R. Desai on Peasant Movements 1.4 Views of D.N. Dhanagare on Peasant Movements 1.5 Views of Ranajit Guha on Peasant Movements 1.6 Conclusion</p>
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Post Graduate

SEMESTER-I

HIS 101: HISTORY AND HISTORIOGRAPHY

UNIT -I: What is History? Events and interpretation- Philosophy of History-Enlightenment Historiography- Empiricism -Positivism- Idealist view of History.

HIS 105: HISTORY OF THE MODERN WORLD

UNIT-II: Italy and Germany between the Wars; Domestic and Foreign affairs- Politics and ideologies of Fascism and Nazism- France and Great Britain Between the Wars- Emergence of America and Soviet Russia as World Powers- Civil War in Spain- The Munich Crisis – Origin and Nature of World War II.

UNIT-III: Impact of the Peace Pact of 1919 on West Asia; Mandate system in Middle East- Rise of Mustafa Kamal Pasha- and the Modernization of Turkey – Arab Nationalism after World War I- Role of Saudi Arab- Rise of Nationalism in Egypt: Anglo-Egyptian Relations.

SEMESTER-I (Total Lectures-48)

Term –I (Lecture- 16)

HIS 101: HISTORY AND HISTORIOGRAPHY

UNIT -I:

TOPIC- I: *What is History?*

- 1.1 Introduction
- 1.2 Objectives
- 1.3 Concepts of history
 - 1.3.1 Defining history
 - 1.3.2 Nature of History
 - 1.3.3 The Modern Concept of History
 - 1.3.4 History -a science or an Art
 - 1.3.5 Arguments against History as a Science
 - 1.3.6 History is both a Science and an Art
- 1.4 Scope of History
- 1.5 Values of teaching History
- 1.6 Conclusion

TOPIC -2: *Events and Interpretation*

- 2.1 Introduction
- 2.2 Objectives
- 2.3 Meaning and Definitions
- 2.4 Nature of Historical Interpretation
- 2.5 Elements which affect the Interpretation
- 2.6 Data and Historical Interpretation
- 2.7 Conclusion

TOPIC-3: *Philosophy of History*

- 3.1 Introduction
- 3.2 Objectives
- 3.3 Meaning and Definition
- 3.4 Types of Philosophy of History
 - 3.4.1 Speculative Philosophy of History
 - 3.4.2 Analytical Philosophy of History

		<p>3.5 Importance of Speculative and analytical Philosophy in Historiography.</p> <p>3.6 Conclusion.</p> <p>HIS 105: HISTORY OF THE MODERN WORLD</p> <p>UNIT-II: Italy and Germany between the Wars</p> <p>TOPIC-1: <i>Domestic and Foreign affairs of Italy and Germany Between the Wars</i></p> <p>1.1 Introduction</p> <p>1.2 Political conditions of Italy and Germany</p> <p>1.3 Economic conditions of Italy and Germany</p> <p>1.4 Foreign policies Italy and Germany</p> <p>1.5 The Formation of the Rome -Berlin Axis</p> <p>1.6 Others</p> <p>1.7 Conclusion</p> <p>TOPIC-2: <i>Politics and ideologies of fascism in Italy</i></p> <p>2.1 Introduction</p> <p>2.2 Meaning and definition of Fascism</p> <p>2.3 Principles of Fascism</p> <p>2.4 Rise of Fascism in Italy</p> <p>2.5 The Internal reconstruction of Fascism</p> <p>2.6 Role of Fascism in Italy</p> <p>2.7 Collapse of Fascism in Italy</p> <p>2.8 Others</p> <p>2.9 Conclusion</p> <p>TOPIC- 3: <i>Politics and ideologies of Nazism in Germany</i></p> <p>3.1 Introduction</p> <p>3.2 Meaning and definition of Nazism</p>
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- 3.3 Ideology and Programme of Nazism
- 3.4 Rise of Nazism in Germany
- 3.5 Role of Nazism in Germany
- 3.6 Others
- 3.7 Conclusion

UNIT-III: Impact of the Peace Pact of 1919 on West Asia:

TOPIC-1: *Mandate system in Middle East*

- 1.1 Introduction
- 1.2 What was Mandate System?
- 1.3 Origin and growth of Mandate System
- 1.4 Classes of Mandate System
- 1.5 Impact of Mandate System
- 1.6 Others
- 1.7 Conclusion

**TOPIC-2: *Rise of Mustafa Kamal Pasha
and
the Modernization of Turkey***

- 2.1 Background
- 2.2 Rise of Mustafa Kamal Pasha
- 2.3 Six Programmes of Kamal Pasha
 - 2.3.1 Republicanism
 - 2.3.2 Nationalism
 - 2.3.3 Secularism
 - 2.3.4 Populism
 - 2.3.5 Statism
 - 2.3.6 Reformism
- 2.4 Others
- 2.5 Conclusion

		<p>TOPIC-3: <i>Arab Nationalism after World War I</i></p> <ul style="list-style-type: none"> 3.1 Introduction 3.2 Origin of Arab Nationalism 3.3 The growth of Arab Nationalism 3.4 Diversion of Pan Islamism 3.5 Decline of Arab Nationalism 3.6 Conclusion <p>Term –II (Lecture-16)</p> <p>HIS 101: HISTORY AND HISTORIOGRAPHY</p> <p>UNIT -I:</p> <p>TOPIC- I: <i>Enlightenment Historiography</i></p> <ul style="list-style-type: none"> 1.1 Introduction 1.2 What is Enlightenment? 1.3 Characteristics of Enlightenment 1.4 Eighteenth Century as an Enlightenment Age 1.5 Criticism 1.6 Conclusion <p>TOPIC-2: <i>Empiricism</i></p> <ul style="list-style-type: none"> 2.1 Introduction 2.2 Meaning of Empiricism 2.3 Background 2.4 Early Empiricism 2.5 Empiricist View of History 2.6 Critiques 2.7 Conclusion <p>HIS 105: HISTORY OF THE MODERN WORLD</p> <p>UNIT-II: Italy and Germany between the Wars</p>
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		<p>TOPIC-1: <i>France and Great Britain Between the Wars</i></p> <ul style="list-style-type: none"> 1.1 Introduction 1.2 Wartime Losses 1.3 Economical and Social Growth 1.4 Social and Cultural Trends 1.5 Foreign Policy 1.6 Politics 1.7 Appeasement and War :1938- 1939 1.8 Others 1.9 Conclusion <p>TOPIC-2: <i>Emergence of America and Soviet Russia as World Powers</i></p> <ul style="list-style-type: none"> 2.1 Introduction 2.2 Background 2.3 Causes for the emergence of America as World Power 2.4 Factors for the emergence of Soviet Russia as World power 2.5 Impact of the emergence of both World Powers 2.6 Conclusion <p>UNIT-III: Impact of the Peace Pact of 1919 on West Asia</p> <p>TOPIC-1: <i>Rise of Nationalism in Egypt</i></p> <ul style="list-style-type: none"> 1.1 Introduction 1.2 Background 1.3 Factors for the rise of Nationalism in Egypt 1.4 Consequences 1.5 Conclusion
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		<p>Term –III (Lecture-16)</p> <p>HIS 101: HISTORY AND HISTORIOGRAPHY</p> <p>UNIT -I:</p> <p>TOPIC-1: <i>Positivism in history</i></p> <ul style="list-style-type: none"> 1.1 Introduction 1.2 Meaning of Positivism 1.3 Main Features of Positivist Historiography 1.4 Views of different Positivist historians <ul style="list-style-type: none"> 1.4.1 View of Leopold Von Ranke 1.4.2 View of Auguste Comte 1.4.3 View of Henry Thomas Buckle 1.5 Criticism of Positivist Historiography 1.6 Conclusion <p>TOPIC-2: <i>Idealist view of History</i></p> <ul style="list-style-type: none"> 2.1 Introduction 2.2 Meaning of Idealist view of history 2.3 Theory of this Approach 2.4 View of Benedetto Croce 2.5 View of R.G. Collingwood 2.6 Historical Relativism 2.7 Criticism 2.8 Conclusion <p>HIS 105: HISTORY OF THE MODERN WORLD</p> <p>UNIT-II: Italy and Germany between the Wars</p> <p>TOPIC- 1: <i>Civil War in Spain</i></p> <ul style="list-style-type: none"> 1.1 Introduction 1.2 Causes of the Spanish Civil War 1.3 Consequences of the Spanish Civil War
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		<p>1.4 Conclusion</p> <p>TOPIC-2: <i>The Munich Crisis</i></p> <p>2.1 Introduction</p> <p>2.2 Causes and Consequences of this Crisis</p> <p>2.3 Conclusion</p> <p>TOPIC-3: Origin and Nature of World War II.</p> <p>3.1 Introduction</p> <p>3.2 Causes of the Second World War</p> <p>3.3 Asian background of 2nd World War</p> <p>3.4 Impact of the War</p> <p>3.5 Conclusion</p> <p>UNIT-III: Impact of the Peace Pact of 1919 on West Asia</p> <p>TOPIC- 1: <i>Anglo-Egyptian Relations</i></p> <p>1.1 Introduction</p> <p>1.2 World War and Egypt</p> <p>1.3 Egypt as British Protectorate</p> <p>1.4 Constitutional reforms in Egypt</p> <p>1.5 Anglo -Egyptian relation under Lord Milner</p> <p>1.6 Anglo -Egyptian relation in 1936</p> <p>1.7 Conclusion</p>
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SEMESTER-III

HIS 303: ADIVASI HISTORY IN COLONIAL BENGAL

UNIT III: Search for a Village as locus of Adivasi socio-cultural life
Pre-Colonial, Colonial, Post-Colonial governance, Adivasi
Village Republic and Polity Customary Law.

The Concept of Adivasi Governance Identity Assertion of
Adivasis and Movements for Jal, Jungle and Jameen (Water,
Forest and Land) in Colonial and Contemporary Times.

UNIT IV: Adivasi in India; Northern India, Southern India, Eastern
India, North Eastern India, The Demography of Adivasi in
India, Their social and economic status, Adivasis in Indian
Politics. 'Tribes' and the V and VI Schedule of the Indian
Constitution.

CBCS Course

**HIS-304: CONTEMPORARY INDIA: HISTORICAL
UNDERPINNINGS**

UNIT- III: Gender and Public Sphere- Impact of First , Second,&
Third Wave Feminism- Women autobiographers-
Women in Politics- Women in Medicines- Women
In Film- Women in Theatre- Women's Movement-
Gender, Sexuality and Media.

UNIT- IV: History and Literature: Indian Writing in English; Women
Writing in India- Post Colonial Writing in English and
Other languages – Literature from North East India-
Dalit Literature- Literature and Films- Literature and
Society.

SEMESTER-III (Total Lectures-77)

Term –I (Lecture - 25)

HIS 303: ADIVASI HISTORY IN COLONIAL BENGAL

UNIT III: Search for a Village as locus of Adivasi socio-cultural life

**TOPIC-1: Socio-Cultural Profile of Santhal Tribe
In
Lakhimpur District**

- 1.1 Introduction
- 1.2 Geographical location
- 1.3 Religious Practices of Santhal Tribe
- 1.4 Political Life of Santhal Tribe
- 1.5 Marriage of Santhal Tribe
- 1.6 Language, Food habits and Dressing Pattern
- 1.7 Sources of Livelihood
- 1.8 Conclusion

**TOPIC-2: Pre-Colonial, Colonial and Post-Colonial
Governance**

- 2.1 Introduction
- 2.2 Background
- 2.3 Adivasi governance in Pre-Colonial India
- 2.4 Adivasi governance in Colonial India
- 2.5 Adivasi governance in Post-Colonial India
- 2.6 Conclusion

TOPIC-3: Adivasi Village Republic and Polity Customary Law

- 3.1 Introduction
- 3.2 Background
- 3.3 Adivasi Village Republic and Polity Customary law
In Colonial India.
- 3.4 Conclusion

		<p>UNIT IV: Adivasi in India</p> <p>TOPIC-1: Adivasi in Northern Colonial India</p> <ol style="list-style-type: none"> 1.1 Introduction 1.2 Geographical location 1.3 Different tribal peoples in Northern Colonial India 1.4 Tribal Revolts in Northern Colonial India 1.5 Impact of Tribal Revolts 1.6 Conclusion <p>TOPIC-2: Adivasi in Southern Colonial India</p> <ol style="list-style-type: none"> 2.1 Introduction 2.2 Geographical location 2.3 Different tribal peoples in Southern Colonial India 2.4 Tribal Revolts (Rampa and Gond Rebellions) in Southern Colonial India 2.5 Impact of Tribal Revolts 2.6 Conclusion <p>TOPIC-3: Adivasi in Eastern Colonial India</p> <ol style="list-style-type: none"> 3.1 Introduction 3.2 Geographical location 3.3 Different tribal peoples in Eastern Colonial India 3.4 Tribal Revolts (Santhal, Munda, Bhumij and other tribal Rebellions) in Eastern Colonial India 3.5 Impact of Tribal Revolts 1.7 Conclusion <p>CBCS Course</p> <p>HIS-304: CONTEMPORARY INDIA: HISTORICAL UNDERPINNINGS</p> <p>UNIT- III: Gender and Public Sphere</p>
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		<p>TOPIC-1: <i>Impact of First, Second, & Third Wave Feminism</i></p> <ol style="list-style-type: none"> 1.1 Introduction 1.2 Definition of Feminism in Indian context 1.3 Origin of Feminism 1.4 Impact of First Wave (1850-1915) in India 1.5 Impact of Second Wave (1915- 1947) in India 1.6 Impact of Third Wave (After 1947) in India 1.7 Conclusion <p>TOPIC-2: <i>Women autobiographers</i></p> <ol style="list-style-type: none"> 2.1 Introduction 2.2 The Theme of Exploring Self in Indian women Autobiographies 2.3 Impact of their Autobiographies 2.4 Conclusion <p>TOPIC-3: <i>Women in Politics in Colonial and Post-Colonial India</i></p> <ol style="list-style-type: none"> 3.1 Introduction 3.2 Background 3.3 Awakening of Women in Colonial India 3.4 Women's Political Participation in Colonial and Post Colonial India 3.5 Impact of Women's Movement in Colonial and Post Colonial India 3.6 Conclusion <p>UNIT- IV: History and Literature</p> <p>TOPIC-1: <i>Women Writing in Colonial India</i></p> <ol style="list-style-type: none"> 1.1 Introduction 1.2 A Glimpse of Writings of Colonial Indian women. 1.3 Women and Literary Movements in Colonial India 1.4 Impact of women's literary movement 1.5 Conclusion
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		<p>TOPIC-2: <i>Post-Colonial Women Writing in English and Other Languages</i> 2.1 Introduction 2.2 Background 2.3 Women Writers in Post-Colonial English Literature 2.4 Development of other Languages in post-Colonial India 2.5 Conclusion</p> <p>Term –II (Lecture--25)</p> <p>HIS 303: ADIVASI HISTORY IN COLONIAL BENGAL</p> <p>UNIT III: Search for a Village as locus of Adivasi socio-cultural life</p> <p>TOPIC-1: <i>The Concept of Adivasi Governance</i> 1.1 Introduction 1.2 Background 1.3 What is Adivasi governance? 1.4 State and Social policies 1.5 Impact of British rule on Adivasi governance 1.6 Conclusion</p> <p>UNIT IV: Adivasi in India</p> <p>TOPIC-1: <i>Adivasi in North Eastern Colonial India</i> 1.1 Introduction 1.2 Geographical location and environment 1.3 Different tribal peoples in North eastern Colonial India 1.4 Tribal Revolts (Naga, Kuki, Khasi tribes) in North Eastern Colonial India 1.5 Impact of Tribal Revolts 1.6 Conclusion</p> <p>TOPIC-2: <i>The Demography of Adivasi in Colonial India</i> 2.1 Introduction</p>
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		<p>2.2 Meaning 2.3 Impact of British rule in the demography of Adivasi 2.4 Conclusion</p> <p>CBCS Course</p> <p>HIS-304: CONTEMPORARY INDIA: HISTORICAL UNDERPINNINGS</p> <p>UNIT- III: Gender and Public Sphere</p> <p>TOPIC-1: <i>Women in Medicines in Colonial and Post-Colonial India</i></p> <p>1.1 Introduction 1.2 Background 1.3 Spreading of education among women 1.4 Female Medical Practice in Colonial and Post-Colonial India 1.5 The Rise of women doctors in Colonial and Post-Colonial India 1.6 Conclusion</p> <p>TOPIC-2: <i>Women in Film and Theatre in Colonial India</i></p> <p>2.1 Introduction 2.2 Background 2.3 Emergence of Film and Theatre 2.4 Images of women in Indian Cinema and Theatre 2.5 Globalization Representation of Women in Indian Cinema and Theatre. 2.6 Conclusion</p> <p>UNIT- IV: History and Literature</p> <p>TOPIC-1: <i>Literature from North East India</i></p> <p>1.1 Introduction</p>
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		<p>1.2 Background</p> <p>1.3 Development of this Literature</p> <p>1.4 Long Tradition of Writing</p> <p>1.5 Conclusion</p> <p>TOPIC-2: <i>Dalit Literature in Colonial and Post-Colonial India</i></p> <p>2.1 Introduction</p> <p>2.2 Origin of Dalit Literature</p> <p>2.3 Early Dalit Literature</p> <p>2.4 Modern Dalit Literature</p> <p>2.5 Dalit autobiographies</p> <p>2.6 Conclusion</p> <p>Term –III (Lecture-27)</p> <p>HIS 303: ADIVASI HISTORY IN COLONIAL BENGAL</p> <p>UNIT III: Search for a Village as locus of Adivasi socio-cultural life</p> <p>TOPIC-1: <i>Adivasis Movements for Jal, Jungle and Jameen (Water, Forest and Land) in Colonial and Contemporary Times</i></p> <p>1.1 Introduction</p> <p>1.2 Background</p> <p>1.3 Adivasis Movements for water</p> <p>1.4 Adivasis Movements for forest</p> <p>1.5 Adivasis Movements for land</p> <p>1.6 Conclusion</p>
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		<p>UNIT IV: Adivasi in India</p> <p>TOPIC-1: <i>The Social and Economic Status of Adivasi in Colonial And Post-Colonial India</i></p> <p>1.1 Introduction</p> <p>1.2 Social condition of Adivasi in Pre-Colonial India</p> <p>1.3 Economic condition of Adivasi in Pre-Colonial India</p> <p>1.4 Socio-economic Changes in Colonial and Post-Colonial India</p> <p>1.5 Conclusion</p> <p>TOPIC-2: <i>Adivasis in Indian Politics in Colonial and Post-Colonial India</i></p> <p>2.1 Introduction</p> <p>2.2 Background</p> <p>2.3 Participation of Adivasi in Indian Politics</p> <p>2.4 Impact of their movements</p> <p>2.5 Conclusion</p> <p>TOPIC-3: <i>'Tribes' and the V and VI Schedule of the Indian Constitution.</i></p> <p>3.1 Introduction</p> <p>3.2 Tribal areas under the V and VI Schedule of the Indian Constitution</p> <p>3.2 Features of these Schedules</p> <p>3.3 Administration of tribal areas</p> <p>3.4 Legislative functions</p> <p>3.5 Executive functions</p> <p>3.6 Judicial powers</p> <p>3.7 Financial powers</p>
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		<p>3.8 Significance of the Special Provisions 3.9 Conclusion</p> <p>CBCS Course</p> <p>HIS-304: CONTEMPORARY INDIA: HISTORICAL UNDERPINNINGS</p> <p>UNIT- III: Gender and Public Sphere</p> <p>TOPIC-1: <i>Women's Movement in Colonial and Post-Colonial India</i></p> <p>1.1 Introduction 1.2 Background 1.3 Women's Participation during Freedom struggle 1.4 Women in Post -Independence movement 1.5 Conclusion</p> <p>TOPIC-2: <i>Gender, Sexuality and Media</i></p> <p>2.1 Introduction 2.2 Meaning of Gender, sexuality and Media 2.3 Role of Media in gender equality 2.4 Role of Media in sexuality 2.5 Conclusion</p> <p>UNIT- IV: <i>History and Literature</i></p> <p>TOPIC-1: <i>Literature and Films</i></p> <p>1.1 Introduction 1.2 Aspects of Literature and Films 1.3 Relationship between Literature and Films 1.4 Role of Literature and Films in society 1.5 Conclusion</p>
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		<p>TOPIC-2: - <i>Literature and Society</i></p> <p>2.1 Introduction</p> <p>2.2 Relationship between Literature and Society</p> <p>2.3 Importance of Literature and society</p> <p>2.4 Conclusion</p>
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Submitted by-

Dr. Sanjoy Kumar Kar
 State Aided College Teacher -1,
 Department of History,
 Kharagpur college,
 Date- 26.10.24

Term II: 1st Internal to 2nd Internal Examination

Term III : 2nd Internal to ESE preparation break

Paper- DSC-1C

Topic Name – Select themes in the Colonial impact on Indian Economy and Society

TEACHING PLAN OF ODD SEMESTTER (3rd,5th)

Department of History

B.A General (Morning Shift)

Syllabus distribution and Teaching Plan of 3rd Semester

Session- 2023-2024

Term I : Commencement of classes to 1st Internal Examination

Name of the Teacher :**Sri Milan De**

Term I: (Total 13 Lectures)

Lecture 1: Concept of Colonial State institutions and ideologies.

Lecture 2: Gives a detailed knowledge on Colonial Economic interests.

Lecture 3: Discuss on Company's Commerce.

Lecture 4: Process of Company's Mercantilism to Free trade.

Lecture 5: Discussion of Deindustrialization in Colonial India.

Lecture 6: Discuss of Drain of Wealth in Colonial India.

Lecture 7: To provide an idea of land settlement and agricultural change.

Lecture 8: Detailed discussion of permanent settlement.

Lecture 9: Detailed discussion of Ryotwari settlement.

Lecture 10: Detailed discussion of Mahalwari settlement.

Lecture 11: Basic concept of commercialization of agriculture.

Lecture 12: Various effects of commercialization of agriculture.

Lecture 13: Question-Answer Process on the discussion section.

Term II : (Total 10 Lectures)

Lecture 1: Concept of modern industrialization.

Lecture 2: An attempt to understand the causes of the first industrial revolution in England.

Lecture 3: Detailed discussion What effect did the industrial revolution in England have on Indian industry?

Lecture 4: A discussion of long-term constraints on Indian industry.

Lecture 5: A detailed discussion of how India became an enabler of the Industrial Revolution in England.

Lecture 6: Census and Caste.

Lecture 7: Colonial ethnology.

Lecture 8: Concept of Sanskritisation, Westernisation and Social Reform.

Lecture 9: Emergence program and details of Young Bengal movement.

Lecture 10: Question-Answer Process on the discussion section.

Term III : (Total 10 Lectures)

Lecture 1: Discuss the structure and program of rural society.

Lecture 2: Discussion on formation and program of Prarthana Samaj.

Lecture 3: Reformism and Revivalism.

Lecture 4: Discussion about Arya Dharma movement.

Lecture 5: Discuss the contribution of Ramakrishna Dev in the reform movement.

Lecture 6: Discuss Vivekananda's contribution to reform movement.

Lecture 7: Detailed discussion of Islamic reforms in India.

Lecture 8: The Reformers and the Orthodox.

Lecture 9: Discuss the contribution of Syed Ahmad Khan in reform movement.

Lecture 10: Question-Answer Process on the discussion section.

Department of History

B.A General (Morning Shift)

Syllabus distribution and Teaching Plan of 5th Semester

Session- 2023-2024

Term I: Commencement of classes to 1st Internal Examination

Term II: 1st Internal to 2nd Internal Examination

Term III: 2nd Internal to ESE preparation break

Semester V

Paper- DSE-1A

Topic Name – Renaissance and Reformation

Name of the Teacher : **Sri Milan De**

Term I : (Total 10 Lectures)

Lecture 1: Discuss on Political and social background of early Modern Europe.

Lecture 2: Collapse of feudalism.

Lecture 3: Changing economic life in the 15th and 16th century.

Lecture 4: Commerce and navigation.

Lecture 5: Monarchies and city states.

Lecture 6: Features of the early modern state.

Lecture 7: The printing revolution.

Lecture 8: Question-Answer Process on the discussion section.

Lecture9 : Question-Answer Process on the discussion section.

Lecture10: Arrangement of Mock Tests on the topics discussed.

Term II : (Total 11 Lectures)

Lecture 1: The impact of the printing revolution on the social and religious life of Europe.

Lecture2: Martin Luther's detailed discussion of the Printing Revolution.

Lecture 3:The merchants, and the social context of the renaissance.

Lecture 4: The church and the social context of the renaissance.

Lecture 5: Provide ideas about Humanism.

Lecture 6: Origins of Humanism in Europe.

Lecture 7: Detailed discussion of various Humanists.

Lecture 8: The impact of humanism on art.

Lecture 9: The impact of humanism on education.

Lecture 10: The impact of humanism on political thought.

Lecture 11: Question-Answer Process on the discussion section.

Term III : (Total 12 Lectures)

Lecture1: Rediscovery of the classes.

Lecture2: Machiavelli and the idea of a modern state.

Lecture3: The background to the reformation.

Lecture4: Intellectual and popular anti-clericalism.

Lecture5: Martin Luther and the reformation.

Lecture6: Reformation in the national context France, Switzerland and England.

Lecture7: The distinctiveness of the English reformation.

Lecture8: Radical reformation.

Lecture9: Counter reformation.

Lecture10: Renaissance science.

Lecture11: The emergence of a secular culture.

Lecture12: Question-Answer Process on the discussion section.

Department of History

B.A General (Morning Shift)

Syllabus distribution and Teaching Plan of 5th Semester

Session- 2023-2024

Term I:Commencement of classes to 1st Internal Examination

Term II:1st Internal to 2nd Internal Examination

TermIII:2nd Internal to ESE preparation break

Semester V

Paper- GE-1

Topic Name –Science and Empire

Name of the Teacher :Sri Milan De

Term I : (Total 10 Lectures)

Lecture1: History and Development of Science under the Colonial Empire

Lecture2: Recent Historical Debates/ Discourse/ Trajectories on Colonial Science.

Lecture3: Concepts and Contours of Colonial Science.

Lecture4: Different Colonial Experiments in India.

Lecture5: Fundamental Research in Science in India.

Lecture6: Indian and Western Interaction-Role of Institutions in Promoting Scientific Knowledge.

Lecture7: Contribution of botanical gardens to colonial science practice.

Lecture8: Narrating the history of establishment of Calcutta Medical College.

Lecture9: Calcutta Medical College and Colonial Science Practice.

Lecture10: Question-Answer Process on the discussion section.

Term II : (Total 08 Lectures)

Lecture1: Calcutta School of Tropical Medicine.

Lecture2: Bose Institute in Colonial India.

Lecture3: Discuss the contribution of scientist Acharya Jagdish Chandra Bose which began during colonial period.

Lecture4: Indian Institute of Science.

Lecture5: Discuss Mahatma Gandhi's scientific approach.

Lecture6: Discuss the scientific views of Jawaharlal Nehru.

Lecture7: Question-Answer Process on the discussion section.

Lecture8: Arrangement of Mock Tests on the topics discussed.

Term III : (Total 06 Lectures)

Lecture1: Discuss the difference in scientific views of Gandhi and Nehru.

Lecture2: Scientific Activities under the Empire.

Lecture3: Social Implication.

Lecture4: Political Implication.

Lecture5: Cultural Implication.

Lecture6: Various Historical Debates in India on Colonial Science.

Lecture6: Question-Answer Process on the discussion section.

Department of History
Syllabus Distribution and Teaching Plan, Odd Semester, Session: 2023-2024
Term I: Commencement of classes to 1st internal; Term II: 1st internal to 2nd internal; Term III: 2nd internal to ESE preparatory break

Prof. Uttam Das

Name	Syllabus Allotted	Teaching Plan
Under Graduate	<p>SEMESTER –I CT: MJ-1: Ancient India from the Earliest Times to 600 BCE Credits 04 MJ1T: Ancient India from the Earliest Times to 600 BCE Full Marks: 75 Course contents: UNIT - I:</p> <p>Module-II: Neolithic to Chalcolithic settlements 2.1 The earliest village farming community in India—transition from pastoral life to the practice of agriculture: Mehrgarh and its various cultural phases 2.2 The first urbanization in the Indian subcontinent—Indus civilization: contemporary perspectives through a historiography 2.3 The early Harappan, Harappan and late Harappan phases: technology, architecture, religion and maritime trade. 2.4 End/transformation of the Indus civilization: different theories.</p> <p>SEMESTER –III CC-7: Akbar and the Making of Mughal India Credits 06 C7T: Akbar and the Making of Mughal India</p> <p>II. Establishment of Mughal Rule in India</p>	<p>SEMESTER –I(Total Lecture =18) Term –I (Lecture-6) Module-II: Neolithic to Chalcolithic settlements 2.1 The earliest village farming community in India—transition from pastoral life to the practice of agriculture: Mehrgarh and its various cultural phases</p> <p>Term II (Lecture-6) 2.2 The first urbanization in the Indian subcontinent—Indus civilization: contemporary perspectives through a historiography</p> <p>Term III (Lecture-6) 2.3 The early Harappan, Harappan and late Harappan phases: technology, architecture, religion and maritime trade. 2.4 End/transformation of the Indus civilization: different theories.</p> <p>SEMESTER –III(Total Lecture = 51) Term –I (Lecture-17) CC-7: Akbar and the Making of Mughal India Credits 06 C7T: Akbar and the Making of Mughal India</p> <p>II. Establishment of Mughal Rule in India</p>

III. Formation of Imperial authority & Consolidation under Akbar-Campaigns and Conquests: tactics and technology-Evolution of administrative institutions: zabt, mansab, jagir, madad-i-maash-Revolts and resistance

SEMESTER –V

CC-11: Select Themes in the Colonial Impact on Indian Economy and Society

Credits 06

C11T: Select Themes in the Colonial Impact on Indian Economy and Society

1. Colonial State institutions and ideologies: Colonial Economic interests, Company's Commerce, Mercantilism to Free trade, Deindustrialisation and Drain of Wealth.

Term –II (Lecture-17)

III. Formation of Imperial authority & Consolidation under Akbar-Campaigns and Conquests: tactics and technology-Evolution of administrative institutions: zabt, mansab, jagir, madad-i-maash-Revolts and resistance.

Term –III (Lecture-17)

Evolution of administrative institutions: zabt, mansab, jagir, madad-i-maash-Revolts and resistance

SEMESTER –V (Total Lecture = 33)

Term –I (Lecture-11)

CC-11: Select Themes in the Colonial Impact on Indian Economy and Society

C11 T: Select Themes in the Colonial Impact on Indian Economy and Society

1. Colonial State institutions and ideologies: Colonial Economic interests, Company's Commerce, Mercantilism to Free trade, Deindustrialisation and Drain of Wealth.

Term –II (Lecture-11)

Mercantilism to Free trade, Deindustrialisation and Drain of Wealth.

Term –III (Lecture-11) Mercantilism to Free trade, Deindustrialisation and Drain of Wealth

Post Graduate

SEMESTER-I

HIS 104

HISTORY OF EUROPE: FROM REVOLUTION TO WORLD WAR (1789-1914)

Lectures: 60

UNIT I: French Revolution: crisis of the ancient regime, intellectual currents, participation of social classes – Emergence of Napoleon Bonaparte: domestic policy of Napoleon, foreign policy of Napoleon – Congress of Vienna, 1815 – Social and political developments, 1815-1848: Metternich – Forces of conservatism and restoration of old hierarchies – Social, political and intellectual currents, revolutionary movements of 1830 and 1848.

UNIT II: Growth of democracy in Britain: parliamentary reforms acts of 1832, liberalism in England, Irish problem: its socio-economic and political aspects – The extension of franchise and expansion of socialism – Labour movement in Britain and the rise of Labour Party, Nationalism- Italian Risorgimento – Socio-economic milieu and stages of Italian unification: role of Mazzini, Garibaldi, Cavour and Victor Emmanuel – Foundation of the

SEMESTER-I(Total Lecture = 66)

Term –I (Lecture-22)

HIS 104

HISTORY OF EUROPE: FROM REVOLUTION TO WORLD WAR (1789-1914)

UNIT I: French Revolution: crisis of the ancient regime, intellectual currents, participation of social classes – Emergence of Napoleon Bonaparte: domestic policy of Napoleon, foreign policy of Napoleon – Congress of Vienna, 1815 – Social and political developments, 1815-1848: Metternich – Forces of conservatism and restoration of old hierarchies – Social, political and intellectual currents, revolutionary movements of 1830 and 1848

Term –II (Lecture-22)

HIS 104

HISTORY OF EUROPE: FROM REVOLUTION TO WORLD WAR (1789-1914)

<p>German Empire: Prussian spirit, Role of Bismarck in the unification of Germany – Foreign policy of Bismarck, the age of Bismarck (1870-1890), Foreign policy of Kaiser William II and his world politics.</p> <p>UNIT III: Russia under the Czars; Czar Alexander I: domestic and foreign policy, Czar Nicholas I- foreign policy – Czar Alexander II: reform policy, foreign policy, his failures and achievements – The reign of Czar Alexander III – Czar Nicholas II: the Russo-Japanese war, the revolution of 1905.</p> <p>SEMESTER-III HIS : 301 STATE AND ECONOMY IN EARLY MODERN INDIA Lectures: UNIT III: Indian economy and the Indian Ocean: trade network and commerce; transformations since the 15th century – maritime merchants in the Indian Ocean region – Indian merchants and their participation in the Indian Ocean and hinterland or internal trade.</p>	<p>UNIT II: Growth of democracy in Britain: parliamentary reforms acts of 1832, liberalism in England, Irish problem: its socio-economic and political aspects – The extension of franchise and expansion of socialism – Labour movement in Britain and the rise of Labour Party, Nationalism- Italian Risorgimento – Socio-economic milieu and stages of Italian unification: role of Mazzini, Garibaldi, Cavour and Victor Emmanuel – Foundation of the German Empire: Prussian spirit, Role of Bismarck in the unification of Germany – Foreign policy of Bismarck, the age of Bismarck (1870-1890), Foreign policy of Kaiser William II and his world politics.</p> <p>Term- III(Lecture-22) HIS 104 HISTORY OF EUROPE: FROM REVOLUTION TO WORLD WAR (1789-1914) UNIT III: Russia under the Czars; Czar Alexander I: domestic and foreign policy, Czar Nicholas I- foreign policy – Czar Alexander II: reform policy, foreign policy, his failures and achievements – The reign of Czar Alexander III – Czar Nicholas II: the Russo-Japanese war, the revolution of 1905.</p> <p>SEMESTER-III(Total Lecture = 51) Term –I (Lecture-17) HIS : 301 STATE AND ECONOMY IN EARLY MODERN INDIA Lectures: UNIT III: Indian economy and the Indian Ocean: trade network and commerce; transformations since the 15th century – maritime merchants in the Indian Ocean region – Indian merchants and their participation in the Indian Ocean and hinterland or internal trade.</p>
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	<p>HIS 302 STATE AND ECONOMY IN COLONIAL INDIA Lectures: UNIT III: The colonial economy and its impact (1): changing pattern of English trade – land revenue settlements – commercialisation of agriculture.</p> <p>Optional Course (i) HIS 305(A) SOUTH WEST BENGAL - 19TH AND 20TH CENTURIES Lectures: UNIT II: Emergence of modern politics – rise of local leadership – Swadeshi militant nationalism – Non Cooperation mobilization – Civil Disobedience Movement – second phase of the revolutionary politics – Quit India movement. UNIT III: Emergence of left wing politics – condition of the working class and peasants; their mobilization – students’ response to radicalism.</p>	<p>Term –II (Lecture-17) HIS 302 STATE AND ECONOMY IN COLONIAL INDIA Lectures: UNIT III: The colonial economy and its impact (1): changing pattern of English trade – land revenue settlements – commercialisation of agriculture.</p> <p>Term –III (Lecture-17) Optional Course (i) HIS 305(A) SOUTH WEST BENGAL - 19TH AND 20TH CENTURIES Lectures: UNIT II: Emergence of modern politics – rise of local leadership – Swadeshi militant nationalism – Non Cooperation mobilization – Civil Disobedience Movement – second phase of the revolutionary politics – Quit India movement. UNIT III: Emergence of left wing politics – condition of the working class and peasants; their mobilization – students’ response to radicalism.</p>
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Submitted by—

Prof. Uttam Das
Assistant Professor in History
Kharagpur College