

TheUniversityofBurdwan



SYLLABUS FOR 3-YEAR DEGREE/4-YEAR MAJOR IN
HISTORY
UNDERCURIICULUMANDCREDITFRAMEWORKFORUN
DERGRADUATEPROGRAMMES(CCFUP)ASPERNEP,
2020
WITH EFFECT FROM 2023-24

DEPARTMENTOFHISTORY■THEUNIVERSITYOFBURDWAN

NAACACCREDITED‘A’GRADEUNIVERSITY

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

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

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

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

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

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

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

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

THE UNIVERSITY OF BURDWAN

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

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

**COURSESTRUCTUREUNDERCCFUP(ASPERNEP2020)FORB.A.INHISTORY
Semester-wiseDistributionofCreditsand Marks(SEM-III)**

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

III	MAJOR/DSCOURSE CourseCode:HIST3012	World Civilization:Transition fromAncienttoMedieval.	5	4	1	0	75	60	0	15	60
	MINORCOURSE# (Vocational Education and Training) Course Code: MSR 3021 Or HRM3021 Or RSA3021	Medical Sales Representative OR Human Resource Management Or Retail Sales Associate	4				75			15	
	MULTIDISCIPLINARY COURSE E CourseCode:HIST3031	HISTORY OFMODERN EUROPE(1789-1919)	3	2	1	0	50	40	0	10	45
	ABILITY ENHANCEMENT COURSE(AEC)-L1-2 Course Code: -----3041	L12-MIL-ARABIC/ BENGALI/HINDI/ URDU OR EQUIVLNT.COURSEFROMS WAYAMOR UGC RECOGNIZEDPLATFORM	2	2	0	0	50	40	0	10	
	SKILL ENHANCEMENT COURSE(SEC) CourseCode:HIST3051	UNDERSTANDING POPULAR CULTURE OFMODERNBENGAL	3	2	1	0	50	40	0	10	45
	TOTAL		22				375				

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

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

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

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

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

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

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

Subject: History (Major)

Paper 1 -The Idea of Bharat

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

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

Suggested Readings:

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

Subject: History (Major)**Paper 1 –History of India (From Earliest times up to 6th Century BCE)**

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

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

Suggested Readings:-

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

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

Subject: History (Minor)

Paper 1 – Ancient Indian History up to 550 CE

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

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

Suggested Readings:

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

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

Subject: History (Multi/ Interdisciplinary Course)

Paper 1 – History of India (1757 to 1857)

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

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

Suggested Reading:

Desai, A.R. –Peasant Struggle in India

Bagchi, Amiya- Private Investments in India

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

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

Dutt, R.P- India Today

Bandyopadhyay, Sekhar – From Plassey to Partition

SKILL ENHANCEMENT COURSE

Paper-I/Sem-I History

Understanding Indian Heritage

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

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

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

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

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

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

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

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

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

Suggested Readings:

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

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

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

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

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

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

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

Subject: History (Major / Hons)

Paper 2 – History of Ancient World Civilization

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

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

Suggested Readings:

Childe, V.G – What Happened in History

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

Shaoyi Bai- An Outline History of China

Trigger – Ancient Egypt : A Social History

Swain J.E – A History of World Civilization

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

Trevelyan, A. – History of Ancient Civilization

Wells, H.G – The Outline of History.

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

Semester-II
CURRICULUM & CREDIT FRAMEWORK
FOR

UG Programme in History

Subject : HISTORY (Minor)

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

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

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

Suggested Readings:

R.C.Majumdar, H.C.Raychaudhuri, K.K.Datta , An Advanced History of India

R.C.Majumdar and A.D Pusalkar (ed.), The History of Indian People, Vol V & VI

K.A.Nilkanta Sastri, History of South India (From Pre-historic times to the Fall of Vijaynagar), OUP, 1955

A.K.Majumdar, A Concise History of Ancient India, Vol I (1977) and Vol.II(1980), Delhi

B.D.Chattopadhyaya, The Making of Early Medieval India, Delhi, 1994

R.S.Sharma, Early Medieval Indian Society – A study in Feudalisation, Calcutta, 2001

Romila Thapar, A History of India, Vol I, Harmondsworth, 1974

Upinder Singh, A History of Early Medieval India, From Stone Age to Early Medieval India

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Chattopadhyay, Rupasree: Gourio Sanskriti Biksha.

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

Subject: History (Multi/ Interdisciplinary Course)

Paper 2 – History of India (1858-1947)

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

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

Suggested Readings:

Sumit Sarkar- Modern India 1885-1947

K. K. Dutta – Social History of Modern India

A.R. Desai- Social background of Indian Nationalism

Tara Chand – History of Freedom Movement in India Vol 3

Penderal Moon- Divide and Quit

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

Bipan Chandra and Others- Freedom Struggle

Anita Indar Singh- the Partition of India

Sekhar Bandyopadhyay- From Plassey to Partition and After

Ram Chandra Pradhan – Raj to Swaraj

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

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

UNIT I (Lecture Hours: 10)

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

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

UNIT II (Lecture Hours: 10)

I. Types of Archives.

II. History of Archives.

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

UNIT III (Lecture Hours: 12)

I. Definition of Museum.

II. Aims, Functions, History of Museum.

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

UNIT IV (Lecture Hours: 13)

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

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

III. Museum and Society: Exhibitions, Public Relation.

Suggested Readings:

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

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

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

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

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

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

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

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

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

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

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

Semester-III

History of India from 6th Century BCE to 550 CE (CODE:HIST3011)

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

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

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

Suggested Reading:

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

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

Subject: History (Major)

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

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

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

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

SuggestedReadings:

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

Semester-III

Subject:History(Multi/InterdisciplinaryCourse)

HistoryofModernEurope(1789-1919)(CODE:HIST3031)

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

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

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

SuggestedReadings:

Fisher,H.A.L– History of
EuropeThomson,David-

EuropeSinceNapoleon

Lipson .E- Europe in the 19thand

20thCenturiesHazen.C.D-Europesince1815

Ketelbey-

HistoryofModerntimesCobban-

History ofFrance

Lefebvre-ThecomingoftheFrenchRevolutionCraig

Gordon-Europe Since1815

Cipolla(ed)-FontanaEconomicHistoryofEurope.

TaylorAJP-TheStruggleforMasteryinEurope1848-1918

MrinalkantiChattopadhyay,EuropearItihas,ProgressiveBookForum,Kolkata

Semester-III

SKILL ENHANCEMENT COURSE

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

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

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

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

UNIT II (Lecture Hours:

10) Performance:

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

UNIT III (Lecture Hours: 12) A

Audio-Visual:

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

UNIT IV (Lecture Hours: 13)

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

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

Suggested Readings:

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

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

Semester-IV
CURRICULUM&CREDITFRAMEWORK
FOR
UGProgrammeinHistory

Subject:History(Major)

HistoryofIndia:550CE-1206CE(CODE:HIST4011)

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

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

Suggested Reading:

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

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

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

Subject: History (Major)

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

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

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

Suggested Readings:

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

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

Subject: History (Major)

Rise of the Modern West-I (15th & 16th Centuries) (CODE: HIST4013)

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

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

Suggested Readings:

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

F. Rice, *The Foundation of Early Modern Europe*. Toynbee, A.J,

A Study of History (12 volumes).

Maurice Dobb, *Transition from Feudalism to Capitalism*. Wallbank,

T.W. & Bailey, N.M. *Civilization: Past and Present*.

Semester-IV
CURRICULUM&CREDITFRAMEWORK
FOR

UGProgrammeinHistory

Subject: HISTORY(Minor)

HISTORYOFINDIA(1206to1526)(CODE:HIST4021)

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

Unit	Topic	LH
Unit1	Foundation of the Delhi Sultanate: Sources for studying the Delhi Sultanate- Kutab Uddin Aibek, Iltutmish, Razia, Balban	12
Unit2	The Khalji Rule: Khalji Revolution, Alauddin Khalji: Revenue and the Fiscal policy, Price control system	12
Unit3	The Tughluq Era: Ghiyasuddin Tughluq, Muhammad Bin Tughluq, Firuz Shah Tughluq, Downfall of the Delhi Sultanate	12
Unit4	The Civilization and Economy of Sultanate Period: Society and Economic condition in the Sultanate period, The Bhakti and the Sufi Movement	12
Unit5	Regional Political structures: Emergence of Provincial dynasties: Bahmanis, Vijayanagar and Bengal- Consolidation of regional identities: regional art, architecture and literature	12

Suggested Readings:

Srivastava, A.L: Delhi

Sultanate Prasad Ishwari: Medieval India

Prasad Ishwari: A Short History of Muslim Rule in

India Pande Rekha: Religious Movements in Medieval India.

Lal, K.S: History of Khaljis

Habibullah: Foundation of Muslim Rule in India. Lane

Poole: Medieval India under Muslim

Rule. Sarkar, J.N: History of Bengal

Qureshi: Administration of the Sultanate.

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

Subject: History (Major)

Rise of the Modern West-II (17th & 18th Centuries) [CODE-5011]

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

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

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

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

Suggested Readings:

Anderson, Perry, *The Lineages of the Absolutist State*

Andrews, Stuart, *Eighteenth Century Europe*

Bala, Arun, *The Dialogue of Civilizations in the Birth of Modern Science*

Butterfield, H., *The Origins of Modern Science*

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

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

Subject: History (Major)

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

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

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

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

Suggested Readings:

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

Semester-V

CURRICULUM & CREDIT FRAMEWORK
FOR
UG Programme in History

Subject: History (Major)

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

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

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

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

Suggested Readings:

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

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

Subject: History (Major)

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

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

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

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

Suggested Readings:

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

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

Subject: History (Major)

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

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

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

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

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

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

Suggested Readings:

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

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

Semester-VI

CURRICULUM & CREDIT FRAMEWORK

FOR

UG Programme in History

Subject: History (Major)

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

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

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

Suggested Readings:

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

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

Subject: History (Major)**Europe in the Era of Two World Wars (C. 1919-C.1945) [CODE: HIST 6014]**

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

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

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

Suggested Readings:

Benns F.L- Europe Since 1914

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

Carr EH- The Bolshevik Revolution 1917-1923

Deane, P- The First Industrial Revolution

Crawley CW- The new Cambridge modern History Vol 9

Carsten FL- The Rise of Fascism

Hobsbawm EJ- Nation and nationalism

Keylor WR- The Twentieth Century World- An International History

Roberts JM- Europe 1880-1945

Taylor AJP- The Origins of the Second World War

Walters FP- A History of the League of Nations