



**BANKURA UNIVERSITY**

**FYGP in HISTORY**

**LOCF w.e.f 2023**

**LOCF SYLLABUS**

*For*

**NEP SYLLABUS**

**IN**

**HISTORY**



**BANKURA UNIVERSITY**

**BANKURA**

**WEST BENGAL**

**722155**



## **Draft Course Structure and Syllabus of**

### **B.A. Four Year Undergraduate Programme in History (LOCF)**

COURSE: BA (Honours) Four year Undergraduate Programme in History

There are a total of fourteen history core courses that students are required to take across eight semesters. All the core courses are compulsory under the four year undergraduate programme. In addition to core courses in history, a student of B.A. (Hons.) History will choose ten Discipline Specific Elective (DSE) Courses, eight Minor Stream courses, three Multidisciplinary course, three Skill Enhancement course (SEC) four Ability Enhancement Course (AEC) and two Value Addition courses (VAC).

The Discipline Specific Elective (DSE) Courses are offered in the last four semesters of the 4- year

Under-Graduate Programme namely the fifth, sixth, seventh and eighth Semester. One such course will be selected by a student for each of these semesters from a set of courses.

The Minor Stream courses which are meant for students of other departments are being offered from 1st semester through 8th semester The students are required to take eight Minor Stream courses during the whole programme, one per semester running through 1st semester to 8th semester.

### ***Contents***

### **Course Structure of the Four Years Under Graduate Programme (FYUGP)**



**Detailed syllabus of the Discipline Specific Core (DSC) Courses**

**Detailed syllabus of the B.A. Minor Stream Courses**

**Detailed syllabus of the B.A. Multidisciplinary Courses**

**Detailed syllabus of the B.A. Skill Enhancement Courses (SEC)**

**Detailed syllabus of the B.A. Value Addition Courses (VAC)**

**Course Structure of the B.A. (Honours) Programme**

**Course Structure of the UG degree Programmes with Single Major (History)**

**Semester-I**

Course Code	Course Title	Credit	Marks			No. of Hours		
			I.A.	ESE	Total	Lec.	Tu	Pr.
A/HIS/101/MJC-1	Idea of Bharatvarsha	4	10	40	50	3	1	-
A/HIS/102/MN-1	Idea of Bharatvarsha	4	10	40	50	3	1	-
A/HIS/103/MD-1	Idea of Bharatvarsha	3	10	40	50	2	1	-
A/HIS/104/SEC-1	Understanding Popular Culture	3	10	40	50	2	1	-
ACS/105/AEC-1	Compulsory English: Literature and Communication	2	10	40	50	2	-	-
ACS/106/VAC-1	Environmental Studies	4	10	40	50	3	1	-
Total in Semester - I		20		240	300	15	5	



## Semester-II

Course Code	Course Title	Credit	Marks			No. of Hours		
			I.A.	ESE	Total	Lec.	Tu	Pr.
A/HIS/201/MJC-2	History of World Civilizations (Earliest Times to Early Medieval Times)	4	10	40	50	3	1	-
A/HIS/202/MN-2	History of World Civilizations (Earliest Times to Early Medieval Times)	4	10	40	50	3	1	-
A/HIS/203/MD-2	History of World Civilizations (Earliest Times to Early Medieval Times)	3	10	40	50	2	1	-
A/HIS/204/SEC-2	Art Appreciation: An Introduction to Indian Art	4	10	40	50	2	1	-
ACS/205/AEC-2	MIL-1 (Santali, Sanskrit, and Bengali)	2	10	40	50	2		
ACS/206/VAC-2	Any one of the following a. Health and Wellness b. Understanding India: Indian Philosophical Traditions and Value Systems c. Basics of Indian Constitution d. Arts and Crafts of Bengal e. Historical Tourism in West Bengal.	4	10	40	50	3	1	-
Total in Semester - II		20		240	300	15	5	



## **BANKURA UNIVERSITY**

### **Detailed Syllabus**

#### **Semester- I**

#### **DSC1 (Major)**

#### **A/HIS/101/MJC-1: Idea of Bharatvarsha**

##### **Idea of Bharatvarsha**

**Learning Objectives:** Students will be introduced to the manner in which diverse aspects of ancient Indian history have been recovered from a rich variety of sources, archaeological, literary, numismatic, epigraphist. Students will become familiar with the tools required for studying history and explore the diverse histories and regional variations in the Indian subcontinent and also study various facets of ancient India- social, cultural, political, environmental concerns. This course, with an interdisciplinary approach, will help students' trace elements of continuity and changes in processes spanning over several millennia.

**Learning Outcomes:** Students will acquire knowledge regarding the primitive life and cultural status of the people of ancient India. They can gather knowledge about the society, culture, religion and political history of ancient India. They will also acquire the knowledge of changing socio- cultural scenarios of India.

##### **Course Contents:**

Unit 1: Bharat: land and its people, synonyms of the term 'Bharat', unity in diversity.

Unit 2: Sources of Ancient Indian history: Literary and Archaeological



Unit 3: The Indian sense of the past: the problem of chronology, connotation of *Itihasa*.

Unit 4: Ancient Indian cultural traditions: evolution of language and script – Pali, Prakrit, Sanskrit, Tamil, Brahmi and Kharosthi; salient features of Indian art and architecture; painting – rock and cave painting – Bhimbetka and Gudahandi; craft, trade and industry, inland and maritime trade.

Unit 5: Concepts of science and ethics: Indian numeral system and Mathematics, health consciousness, Ayurveda and Yoga; Indian notions of environmental conservation and ethics (With references to Upanishada, Mahabharata and Kautilya's Arthashastra); Indian perception of Dharma and Darshan; The concept of Vasudhaiva Kutumbakam – man, family, society, world polity and governance.

### ***Suggested Readings:***

- 1.A.L Basham: The Wonder that was India, Rupa, Delhi 1994
- 2.A.S Altekar, Education in Ancient India, Nand Kishore & Bros, Varanasi 1944
- 3.Balbir Singh Sihag: Kautilya: The true founder of Economics, Vitasta Publishing Pvt. Ltd, Delhi, 2014
- 4.B.D. Chattopadhyaya, The Concept of Bharatvarsha & Oth Essays (PB), Permanent Black,2021
- 5.Dharampal: The Beautiful Tree, Other India press, Delhi 1995
- 6.E. Sreedharan, A textbook of Historiography, Orient Black Swan, New Delhi, 2013
- 7.Faith Robertson Elliott: Gender Family and Society, St. Martin press, New York, 1996
- 8.G. Arrhenius: Evolution for space
- 9.Radha Kumud Mookerji: Indian Shipping, Pub. South Asia Books, 1999
- 10.Ram Sharan Sharma: Aspects of Political Ideas and Institutions in Ancient India, Motilal Banarsidass Publishers,2021
- 11.Thomas Maurice: Indian Antiquities, Pub. T. Maurice, 1806, London
- 12.Will Durant: The Story of civilization, five communication, US, Jan. 1993(11 Vol)
- 13.Zekuthial Ginshurg: New light on our Numerals.



#### 14.R.K Mookherjee: The Fundamental Unity of India

#### ***Suggested Digital platforms/ web links for reading:***

<https://asi.nic.in/en/rock-shelters-of-bhimbetka-more-detail/>

<http://www.mptourism.com/tourist-places/bhimbetka-caves-rock-shelters.html>

<https://whc.unesco.org/en/list/925/>

<https://odisha.gov.in/odisha-tourism/paintings>

<https://kalahandi.nic.in/history/>

<https://www.egyankosh.ac.in/bitstream/123456789/67766/1/Unit-1.pdf>

<https://egyankosh.ac.in/bitstream/123456789/63520/2/Unit-2.pdf>



A/HIS/102/MN-1: Idea of Bharatvarsha

**(Minor)**

**Idea of Bharatvarsha**

**Learning Objectives:** Students will be introduced to the manner in which diverse aspects of ancient Indian history have been recovered from a rich variety of sources, archaeological, literary, numismatic, epigraphist. Students will become familiar with the tools required for studying history and explore the diverse histories and regional variations in the Indian subcontinent and also study various facets of ancient India- social, cultural, political, environmental concerns. This course, with an interdisciplinary approach, will help students' trace elements of continuity and changes in processes spanning over several millennia.

**Learning Outcomes:** Students will acquire knowledge regarding the primitive life and cultural status of the people of ancient India. They can gather knowledge about the society, culture, religion and political history of ancient India. They will also acquire the knowledge of changing socio- cultural scenarios of India.

**Course Contents:**

Unit 1: Bharat: land and its people, synonyms of the term 'Bharat', unity in diversity.

Unit 2: Sources of Ancient Indian history: Literary and Archaeological

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Unit 4: Ancient Indian cultural traditions: evolution of language and script – Pali, Prakrit, Sanskrit, Tamil, Brahmi and Kharosthi; salient features of Indian art and architecture; painting – rock and cave painting – Bhimbetka and Gudahandi; craft, trade and industry, inland and maritime trade.

Unit 5: Concepts of science and ethics: Indian numeral system and Mathematics, health consciousness, Ayurveda and Yoga; Indian notions of environmental conservation and ethics (With references to Upanishada, Mahabharata and Kautilya's Arthashastra); Indian perception of Dharma and Darshan; The concept of Vasudhaiva Kutumbakam – man, family, society, world polity and governance.





***Suggested Readings:***

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3. Balbir Singh Sihag: Kautilya: The true founder of Economics, Vitasta Publishing Pvt. Ltd, Delhi, 2014
4. B.D. Chattopadhyaya, The Concept of Bharatvarsha & Oth Essays (PB), Permanent Black,2021
5. Dharampal: The Beautiful Tree, Other India press, Delhi 1995
6. Faith Robertson Elliott: Gender Family and Society, St. Martin press, New York, 1996
7. E. Sreedharan, A textbook of Historiography, Orient Black Swan, New Delhi, 2013
8. G. Arrhenius: Evolution for space
9. Radha Kumud Mookerji: Indian Shipping, Pub. South Asia Books, 1999
10. Ram Sharan Sharma: Aspects of Political Ideas and Institutions in Ancient India, Motilal Banarsidass Publishers,2021
11. Thomas Maurice: Indian Antiquities, Pub. T. Maurice, 1806, London
12. Will Durant: The Story of civilization, five communication, US, Jan. 1993(11 Vol)
13. Zekuthial Ginshurg: New light on our Numerals.
14. R.K Mookherjee: The Fundamental Unity of India

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<https://asi.nic.in/en/rock-shelters-of-bhimbetka-more-detail/>

<http://www.mptourism.com/tourist-places/bhimbetka-caves-rock-shelters.html>

<https://whc.unesco.org/en/list/925/>

<https://odisha.gov.in/odisha-tourism/paintings>

<https://kalahandi.nic.in/history/>



<https://www.egyankosh.ac.in/bitstream/123456789/67766/1/Unit-1.pdf>

<https://egyankosh.ac.in/bitstream/123456789/63520/2/Unit-2.pdf>

A/HIS/103/MD-1: Idea of Bharatvarsha

**(Multidisciplinary)**

**Idea of Bharatvarsha**

**Learning Objectives:** Students will be introduced to the manner in which diverse aspects of ancient Indian history have been recovered from a rich variety of sources, archaeological, literary, numismatic, epigraphist. Students will become familiar with the tools required for studying history and explore the diverse histories and regional variations in the Indian subcontinent and also study various facets of ancient India- social, cultural, political, environmental concerns. This course, with an interdisciplinary approach, will help students' trace elements of continuity and changes in processes spanning over several millennia.

**Learning Outcomes:** Students will acquire knowledge regarding the primitive life and cultural status of the people of ancient India. They can gather knowledge about the society, culture, religion and political history of ancient India. They will also acquire the knowledge of changing socio- cultural scenarios of India.

**Course Contents:**

Unit 1: Bharat: land and its people, synonyms of the term 'Bharat', unity in diversity.

Unit 2: Sources of Ancient Indian history: Literary and Archaeological

Unit 3: The Indian sense of the past: the problem of chronology, connotation of *Itihasa*.

Unit 4: Ancient Indian cultural traditions: evolution of language and script – Pali, Prakrit, Sanskrit, Tamil, Brahmi and Kharosthi; salient features of Indian art and architecture.



Unit 5: Concepts of science and ethics: Indian numeral system and Mathematics, health consciousness, Ayurveda and Yoga.

***Suggested Readings:***

1. A.L Basham: The Wonder that was India, Rupa, Delhi 1994
2. A.S Altekar, Education in Ancient India, Nand Kishore & Bros, Varanasi 1944
3. Balbir Singh Sihag: Kautilya: The true founder of Economics, Vitasta Publishing Pvt. Ltd, Delhi, 2014
4. B.D. Chattopadhyaya, The Concept of Bharatvarsha & Oth Essays (PB), Permanent Black,2021
5. Dharampal: The Beautiful Tree, Other India press, Delhi 1995
6. E. Sreedharan, A textbook of Historiography, Orient Black Swan, New Delhi, 2013
7. Faith Robertson Elliott: Gender Family and Society, St. Martin press, New York, 1996
8. G. Arrhenius: Evolution for space
9. Radha Kumud Mookerji: Indian Shipping, Pub. South Asia Books, 1999
10. Ram Sharan Sharma: Aspects of Political Ideas and Institutions in Ancient India, Motilal Banarsidass Publishers,2021
11. Thomas Maurice: Indian Antiquities, Pub. T. Maurice, 1806, London
12. Will Durant: The Story of civilization, five communication, US, Jan. 1993(11 Vol)
13. Zekuthial Ginshurg: New light on our Numerals.
14. R.K Mookherjee: The Fundamental Unity of India

***Suggested Digital platforms/ web links for reading:***

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<http://www.mptourism.com/tourist-places/bhimbetka-caves-rock-shelters.html>

<https://whc.unesco.org/en/list/925/>

<https://odisha.gov.in/odisha-tourism/paintings>

<https://kalahandi.nic.in/history/>

<https://www.egyankosh.ac.in/bitstream/123456789/67766/1/Unit-1.pdf>

<https://egyankosh.ac.in/bitstream/123456789/63520/2/Unit-2.pdf>

## **A/HIS/104/SEC-1: Understanding Popular Culture**

### **Understanding Popular Culture**

**Learning Objectives:** This course is designed to introduce students to a variety of critical approaches used in the study of popular culture. Although this course will draw on their familiarity with popular culture, the course will approach the subject from a scholarly perspective. The overall objective is to explore how popular culture, in all its various forms, not only reflects the world around us but also how it influences the way we perceive the world. Every day we are exposed to thousands of images, sounds and experiences that we understand as natural. The course will examine a wide range of subjects (such as film, television, music, advertising and the internet) using a wide range of critical approaches (such as genre theory, gender studies, semiotics, and political economy), so we can better understand how contemporary Indian culture shapes our lives.



**Learning Outcomes:** The course shows the connection between popular culture and other parts of our cultural domain; improves communication skills by reading about, writing about, and discussing popular culture. It helps in understanding the role of popular culture and the way it reflects and influences society.

### **Course Contents:**

Unit 1: Introduction: defining culture, folk culture and popular culture and understanding it historically.

Unit 2: Calendar Art: definition, contribution of Raja Ravi Varma; Photography: History of Photography in India, Raja Deendayal's contribution to Indian Photography.

Unit 3: Performing art: Theatre – genesis of theatre in Bengal; music; folk tales, folk dance – Alkap, Ghambhira, Chhau, Rana Pa Nritya; songs: Tusu, Bhadu, Jhumur, Jari gan ,Sari gan Nautanki, Jatra, Puppetry.

Unit 4: The audio-visual: role of Radio Television and documentary films in promoting popular culture ;Social media and its impact on popular culture. Cinema – Hindi – some award winning Hindi films and directors – Hiralal Sen, Dadasaheb Phalke, Bimal Roy, Shyam Benegal ; Bengali – some award winning Bengali films of Satyajit Ray, Mrinal Sen Tarun Mazumdar, Tapan Sinha, Ritwik Ghatak and Arundhuti Debi.

Unit 5: Fairs: Kumbha Mela, Pushkar Mela, The Urs of Ajmer, Rath Yatra, Ganga Sagar mela, Joydeber mela, Jalpesh mela Ras mela, Bhai Khan pirer mela; Festivals with special emphasis on tribal festivals: Dusshera, Holi, Baisakhi, Onam, Pongal, Eid- Ul-Fitr, Navroz, Dusshera, Onam, Pongal , Sohray,Baha Parab; Rituals: Types of Rituals – an introduction, nature worship, domestic worship, samskara, Nabanna, Rohin Parab ,Kumari Puja, Shab-e-Barat, Halloween, Pitri Tarpan

### ***Suggested Readings:***

1. Sumanta Banerjee, The Parlour and the Street – Elite and Popular Culture in Nineteenth Century Calcutta. Kolkata: Seagull Books, 2019
2. W. Dissayanayake and K.M.Gokul Singh ,Popular Culture in a Globalised India, Trentham,2019
3. V.Lal, Ashis Nandy, Fingerprinting Popular Culture: The Myth and the Iconic in Indian Cinema, Oxford ,2006



4. A.Rajadhyaksha and P.Willemen, Encyclopaedia of Indian Cinema, Routledge 2012.
5. A. Deshpande, Class, Power and Consciousness in Indian Cinema and Television, Primus, 2014
6. Sukhbilas Barma, 'Indian Folk Music' Global Vision Publishing House, 2004.
7. Dinesh Chandra Sen 'The Folk - Literature of Bengal'. Gyan Publishing House, 2006.
8. K. Moti Gokulsing, Wimal Dissanayake, Indian Popular Cinema: A Narrative of Cultural Change, Trentham Book, 2004.
9. John Storey, Cultural theory and popular culture: An introduction, Routledge, 2021.
10. Patricia Oberoi, Freedom and Destiny: Gender, Family and Popular Culture in India, OUP, 2009.
11. Christopher Pinney, Camera Indica: The Social Life of Indian Photographs, The University of Chicago Press, 1998.
12. Pankaj Rag, Dhuno Ki Yatra, Rajkamal Prakashan, 2006 (Hindi).
13. A.K. Ramanujan, Folktales from India A Selection of Oral Tales from Twenty-two Languages, Penguin Books, 2008 (Only Introduction).
14. V. Ramaswamy, 'Women and the 'Domestic' in Tamil Folk Songs' in Kumkum Sangari and Uma Chakravarti, eds., From Myths to Markets: Essays on Gender, Indian Institute of Advanced Study; Manohar Publishers and Distributors, 1999.
15. Lata Singh, (ed.), Theatre in Colonial India: Playhouse of Power, OUP, 2009



## Semester-II

Course Code	Course Title	Credit	Marks			No. of Hours		
			I.A.	ESE	Total	Lec.	Tu	Pr.
A/HIS/201/MJC-2	History of World Civilizations (Earliest Times to Early Medieval Times)	4	10	40	50	3	1	-
A/HIS/202/MN-2	History of World Civilizations (Earliest Times to Early Medieval Times)	4	10	40	50	3	1	-
A/HIS/203/MD-2	History of World Civilizations (Earliest Times to Early Medieval Times)	3	10	40	50	2	1	-
A/HIS/204/SEC-2	Art Appreciation: An Introduction to Indian Art	4	10	40	50	2	1	-
ACS/205/AEC-2	MIL-1 (Santali, Sanskrit, and Bengali)	2	10	40	50	2		
ACS/206/VAC-2	Any one of the following  a. Health and Wellness b. Understanding India: Indian Philosophical Traditions and Value Systems c. Basics of Indian Constitution d. Arts and Crafts of Bengal e. Historical Tourism in West Bengal.	4	10	40	50	3	1	-
Total in Semester - II		20		240	300	15	5	



## **A/HIS/201/MJC-2: History of World Civilizations (Earliest Times to Early Medieval Times**

### **(Major)**

#### **History of World Civilizations (Earliest Times to Early Medieval Times)**

**Learning Objectives:** This course aims to introduce students to the significant developments in world history that have shaped the complexity of human civilization. To begin with, it offers a historical survey of human evolution. The course content is premised on the understanding that the pace and nature of change differed in different parts of the ancient world.

**Learning Outcomes:** Students will acquire knowledge about the evolution of human society, and transformation of ancient civilizations like Mesopotamia, Greece, Rome, and Medieval Europe. They would acquire knowledge about the origin, features, nature and class composition of various societies. They can make a comparative study of different ancient societies of the world.

#### **Course Contents:**

Unit 1: Classical Greece: Polis, Athenian democracy, war with Sparta, Greek drama and sports.

Unit 2: The Roman Empire: Rise and Evolution, Roman republic and Roman law.

Unit 3: Mesopotamian Civilization: Sumer and Babylon – society and culture.

Unit 4: Early medieval world: Rise and spread of Christianity.

Unit 5: The Barbarian invasion and the fall of western empire; Birth and expansion of Islam and its impact, The Arab civilization and its contribution, Crusades.

Unit 6: Rise and growth of European feudalism.





### ***Suggested Readings:***

1. Arnold J Toynbee: A study of History, Vol I to XII, 1934-1961, Reprint; OUP USA, 1988
2. Childe, V.G.: What happened in History, Penguin Pub, 1967.
3. Durrant Will: an age of Faith, 1950, reprint 1980.
4. Durrant Will: Our Oriental Heritage: The Story of Civilization, II Volume.
5. Frankfort Henri: The Birth of Civilization to the Near East, Indiana Uni, Press, 1951.
6. Nicholas, David: The Evolution of the Medieval World, Society, Government and thought in Europe, 312-1500, Routledge, 1992.
7. Swain J.E: A History of World Civilization, McGraw Book, New York, 1938, reprint, S. Chand, New Delhi 2000.
8. Trever, A. Albert: History of Ancient Civilization Harcourt, Brace, 1936.
9. Wells, H.G: The Outline of History, George Newness Revised Edition 1971.
10. Sharma, Manoj: History of World Civilization, Anmol Pub, New Delhi, 2005
11. Marc Bloch, Feudal Society, Vol. I & II, Goodreads, 1964
12. Philip K. Hitti, History of The Arabs: From the Earliest Times to the Present, Red Globe Press
13. Sunil Chattopadhyay, Prachin Yuger Greecer Itihas, Paschim Banga Rajya Pustak Parsad, 2017.
14. Bimal Chandra Betal, Prachin Biswa: Greek Sabhyatar Itihas, Progressive Publishers, 2019.
15. Supratim Das, Greece Anusondhan: Prachin juger tin dosok, Progressive Publishers, 1999.
16. Sujata Bhadra and Kunal Chattopadhyay, Prachin Greecer Somaj Sonskriti, Progressive Publishers.



## **A/HIS/202/MN-2: History of World Civilizations (Earliest Times to Early Medieval Times)**

**(Minor)**

### **History of World Civilizations (Earliest Times to Early Medieval Times)**

**Learning Objectives:** This course aims to introduce students to the significant developments in world history that have shaped the complexity of human civilization. To begin with, it offers a historical survey of human evolution. The course content is premised on the understanding that the pace and nature of change differed in different parts of the ancient world.

**Learning Outcomes:** Students will acquire knowledge about the evolution of human society, and transformation of ancient civilizations like Mesopotamia, Greece, Rome, and Medieval Europe. They would acquire knowledge about the origin, features, nature and class composition of various societies. They can make a comparative study of different ancient societies of the world.

### **Course Contents:**

Unit 1: Classical Greece: Polis, Athenian democracy, war with Sparta, Greek drama and sports.

Unit 2: The Roman Empire: Rise and Evolution, Roman republic and Roman law.

Unit 3: Mesopotamian Civilization: Sumer and Babylon – society and culture.

Unit 4: Early medieval world: Rise and spread of Christianity.

Unit 5: The Barbarian invasion and the fall of western empire; Birth and expansion of Islam and its impact, The Arab civilization and its contribution, Crusades.

Unit 6: Rise and growth of European feudalism.



### ***Suggested Readings:***

1. Arnold J Toynbee: A study of History, Vol I to XII, 1934-1961, Reprint; OUP USA, 1988
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15. Supratim Das, Greece Anusondhan: Prachin juger tin dosok, Progressive Publishers, 1999.
16. Sujata Bhadra and Kunal Chattopadhyay, Prachin Greecer Somaj Sonskriti, Progressive Publishers.



## **A/HIS/203/MD-2: History of World Civilizations (Earliest Times to Early Medieval Times)**

**(Multidisciplinary)**

### **History of World Civilizations (Earliest Times to Early Medieval Times)**

**Learning Objectives:** This course aims to introduce students to the significant developments in world history that have shaped the complexity of human civilization. To begin with, it offers a historical survey of human evolution. The course content is premised on the understanding that the pace and nature of change differed in different parts of the ancient world.

**Learning Outcomes:** Students will acquire knowledge about the evolution of human society, and transformation of ancient civilizations like Mesopotamia, Greece, Rome, and Medieval Europe. They would acquire knowledge about the origin, features, nature and class composition of various societies. They can make a comparative study of different ancient societies of the world.

#### **Course Contents:**

Unit 1: Classical Greece: Polis, Athenian democracy, war with Sparta, Greek drama and sports.

Unit 2: The Roman Empire: Rise and Evolution, Roman republic and Roman law.

Unit 3: Mesopotamian Civilization: Sumer and Babylon – society and culture.

Unit 4: Early medieval world: Rise and spread of Christianity.



Unit 5: The Barbarian invasion and the fall of western empire; Birth and expansion of Islam and its impact, The Arab civilization and its contribution, Crusades.

Unit 6: Rise and growth of European feudalism.

***Suggested Readings:***

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15. Supratim Das, Greece Anusondhan: Prachin juger tin dosok, Progressive Publishers, 1999.
16. Sujata Bhadra and Kunal Chattopadhyay, Prachin Greecer Somaj Sonskriti, Progressive Publishers.



## **A/HIS/204/SEC-2: Art Appreciation: an Introduction to Indian Art and Architecture**

### **SEC- 2**

#### **Art Appreciation: an Introduction to Indian Art and Architecture**

**Learning Objectives:** This course will enable students to explore the various aspects of Indian art forms and architecture from ancient to contemporary times. The course will also help students to understand historical perspectives of Indian art architectural forms that have evolved over centuries. It will also address the questions of legalities and institutional frameworks for heritage conservation, and finally deal with the issue of heritage tourism.

**Learning Outcomes:** Students will learn about Indian art forms, from ancient to contemporary times, in order to understand and appreciate its diversity and its aesthetic richness. The course will also equip students with the ability to understand art as a medium of cultural expression.

Any one of the following modes: upto 1000 words for one Project/ Book Review -based on syllabus. (The modes and themes and/or topics are be decided and assessed by the concerned faculty of respective colleges.)

or

College may organize Study Tours.



Course title	Course code	Total credits	Contact hours	Assessment weightage (%)				
				Written	Practical/ Demonstration	Laboratory/ Presentation	Project work/ Book Review/ Study Tour	I.A
Art Appreciation: an Introduction to Indian Art and Architecture		<b>04</b>		<b>30</b>			<b>10</b>	<b>10</b>

#### Unit I: Art

1. Definition, concept: The theories of *Rasa* and *Bhava* in India art; Visual elements of Indian art: colour, form, space, symbols, texture
2. Prehistoric and Harappan art: rock painting and cave painting: Jogimara caves, Amarnath, Madhya Pradesh, figurines and seals of Harappan Culture.
3. Ancient Indian schools of art: Gandhara, Mathura and Amaravati.
4. Mughal painting: illustrations, miniatures.



5. Bengal School of Art: The Bengal School and cultural Nationalism, Abanindranath Tagore, Nandalal Bose, Rabindranath Tagore, Sunayani Devi and Ernest Binfield Havell.

## UNIT II: Architecture

1. Understanding Indian architecture: plan, elevation, section, arch, vault, dome, pillar, capital, stupa.
2. Indus Valley town planning.
3. Rock cut architecture, major styles of temple architecture.
4. Mughal architecture: tomb, fort, garden, chattri.
5. Colonial architecture: British Forts, Churches, High Courts, Universities.
6. Contemporary structures across India: Capital complex, Chandigarh; Lotus Temple, New Delhi; Jawahar Kala Kendra, Jaipur, Rajasthan.

## UNIT III: Project

1. Write up about any local art heritage site and report on its history, features and present condition.





### ***Suggested Readings:***

1. Agarwal V.S: Indian Art, Varanasi, 1965
2. Archer W.G: Indian Painting for the British, 1770-1880. Oxford University
3. Beach M C: Rajput painting for the British, 1770-1880. Oxford University Press.
4. Brown P: Indian Painting under Mughals, 1550 A.D. to 1750 A.D.
5. Chandra Moti: Studies in Early Indian Painting, Asia Pub. Home
6. Coomarswamy A.K: Transformation of nature in Art, Dover Pub. 1956, Reprint 1995
7. Fergusson, J: History of Indian and Eastern Architecture, Delhi 1999.
8. Goswamy B.N Essence of Indian Art, Asian Art Museum of San Francisco, 1986
9. Kramrisch Stella: Indian Sculpture, Ancient, Classic and Medieval, Motilal Banarasi
10. Majumdar R.C Edited: History and Culture of Indian People (Relevant Volumes and Chapters),  
Bhartiya Vidya Bhawan, Bombay
11. R.S Gupta: Iconography of Hindu, Buddhist and Jain, Advent Book, New Delhi, 1980
12. Rowland, B: Art and Architecture of India, Harmondsworth, 1970
13. Saraswati S.K: A survey of Indian Sculpture, Calcutta, 1957
14. Sivarammurti. C Indian painting, Delhi 1970



## ACS/206/VAC-2: 1. Arts and Crafts of Bengal

### Detailed Syllabus of Value Addition Courses (VAC)

#### 1. Course title: Arts & Crafts of Bengal

**Learning Objectives:** This paper intends to give students a fair idea about Arts and Crafts of West Bengal with special reference to the various folk arts and craft forms. Besides, they will be introduced to the artisans of Bengal. It strives to acquaint them with the growing vocation of handicrafts as an industry in a globalized economy and the applicability of historical knowledge for its growth and expansion.

**Learning Outcomes:** After completing this course students should be able to comprehend the significance of cultural heritage as well as arts and crafts, in the economic development of the nation. They would be able to evaluate the culture and heritage of both West Bengal and India.

#### Course Contents:

Unit 1: Introduction to art and craft of Bengal: Bengal school of art, folk art, textiles, decorative, paper crafts.

Unit 2: Handicrafts of West Bengal: conch shell art, terracotta art form, chhau masks of Charida, dokra art form, bamboo craft, embroidery – Nakshi Kantha.

Unit 3: Clay sculpture and folk painting: object modeling – clay figures of Krishnagar, idol making of Kumartuli (Kolkata), traditional clay pottery of West Bengal, chalchitra, patachitra – Durga Pat of Medinipur, Kalighat Patachitra, mud wall painting (Santal Wall Painting)



Unit 4: Handlooms: Handwoven Silk Baluchari Saree of Bishnupur, Tant saree of Santipur-Fulia (Nadia), Cotton Handloom sectors of Bankura – Cooperative Society, Cluster, Self-help groups, master weavers and individuals.

Course title	Course code	Total credits	Contact hours	Assessment weightage (%)				
				Written	Practical/ Demonstration	Laboratory/ Presentation	Project work/Book Review/ Workshop	Assignment
Arts & Crafts of Bengal		<b>04</b>		<b>30</b>			<b>10</b>	<b>10</b>

Any one of the following modes: upto 1000 words for one Project/ Book Review -based on syllabus.

(The modes and themes and/or topics are be decided and assessed by the concerned faculty of respective colleges.)

or

Colleges may regularly organize workshops for one week or a fortnight where local artists can be invited to interact with the students and teachers. Workshops on art and crafts, pottery, leatherwork and so on can be arranged for students' experiential learning. In these workshops students and teachers from neighboring collegess can also join. Workshops may also be conducted at the artists'



### ***Suggested Readings:***

1. Gupta, C.S. Indian Folk and Tribal Painting, 2008
2. Anup kumar, Indian Folk and Tribal Art
3. Charu Smita Gupta, Indian Folk and Tribal Paintings
4. Kumuda Krovvidi & Shivali Mathur , Indian Folk Art Painting
5. Jasleen Dhamija , Folk Arts & Crafts
6. Desai, Manu Manu
7. Subhasini Aryan, B. N. Aryan, Unknown Masterpieces of Indian Folk and Tribal Art
8. Binoy Kumar Sarkar, The folk element in Hindu Culture: A Contribution to Socio-Religious Studies in Hindu Folk Institutions, London, 2017, Longmans, Green and Co
9. Bikash Chakraborty (ed) Folk, folklore and folkloristics, Interpretation of Society and Folklore
10. Prabhas Sen, Crafts of West Bengal (Living traditions of India)
11. Tarapada Santra, Folk Arts of West Bengal and The Artist Community
12. Nitish Mukherjee, Rang Tulir Mahajibnera- A Selection of Creative Life Stories of Foreign Indian Painter (Bengali), Sahitya Samsad, 2018
13. Dipak Kumar Panda, Shilpa Sanskritir Sandhane Banglar Gram: Anya Chokhe (Bengali)
14. Dipak Kumar Panda, Folk Life and Folk Culture (Bengali)
15. Bhaskar Chattopadhyay, Culture of Bengal Through the Ages- Some Aspects, The University of Burdwan.



16. Sila Basaka, Nakshi Kantha of Bengal, Prabhat Prakashan, 2006
17. Rangankanti Jana, Dhokra Art of West Bengal, Institute of Historical Studies, Kolkata, 2013
18. Saswati Bhattacharya, Potters without a Wheel, Ethnography of the Mritshilpis in Kolkata, Routledge, 2022
19. Sibsankar Jana, Clay-Handicrafts of West Bengal, LAP Lambert Academic Publishing; Annotated edition, 2015

***Suggested Digital platforms/ web links for reading-***

<https://wb.gov.in/our-culture-arts-and-crafts.aspx> [p://www.chitralekha.org/dolls.htm](http://www.chitralekha.org/dolls.htm)

<https://wbmsme.gov.in/handicrafts>

<https://purulia.gov.in/>

<https://www.paschimmedinipur.gov.in/>

<https://purbamedinipur.gov.in/>

<https://bankura.gov.in/>

<https://malda.gov.in/>

<https://murshidabad.gov.in/>



## 1. ACS/206/VAC-2: 2. **Historical Tourism in West Bengal**

### 2. **Course title: Historical Tourism in West Bengal**

**Learning Objectives:** This course exposes students to culture and heritage tourism as a product. The course introduces students to the field of marketing of cultural and heritage tourism. Students examine the ways in which such a product may be sustained and developed to help in the growth of the local and the national economies.

**Learning Outcomes:** After completing this course students should be able to comprehend the importance of cultural heritage and tourism in national development. They would be able to evaluate the culture and heritage of the country. This paper intends to give the students an idea about Historical Tourism in West Bengal with special reference to the archaeological and heritage sites. It aims to acquaint them with the growing vocation of tourism as an industry and the applicability of historical knowledge for its growth and expansion.

### **Course Contents:**

Unit 1: Theoretical aspects of tourism, elementary geography and bio-diversity of West Bengal, physiographical divisions, water bodies and climatic conditions.

Unit 2: Tourism – concept, meaning, significance and types of tourism.

Unit 3: Ancient archaeological sites and remains – Chandraketugarh, North 24 Parganas; Pandu Rajar Dhibi, Purba Bardhaman, temple of Bahulara, Bankura; Sun Temple, Sonatapal, Bankura, Inscription of Chandra Varman, Susunia Hill, Bankura; Bangarh Mounds, Bangarh (Gangarampur), North Dinajpur; archaeological sites of Mogolmari, Paschim Medinipur.



## Unit 5: Architectural pattern: temple architecture of South West Bengal.

Course title	Course code	Total credits	Contact hours	Assessment weightage (%)				
				Written	Practical/ Demonstration	Laboratory/ Presentation	Project work/Book Review/ Study Tour	Assignment
<b>Historical Tourism in West Bengal</b>		<b>04</b>		<b>30</b>			<b>10</b>	<b>10</b>

Any one of the following modes: upto 1000 words for one Project/ Book Review -based on syllabus. (The modes and themes and/or topics are be decided and assessed by the concerned faculty of respective colleges.)

or

Colleges may organize Study Tours.



***Suggested Readings:***

1. Peter Howard, Heritage: Management, Interpretation, Identity, and London, 2003
2. V.S Agarwal, Indian Art, Varanasi, Prithvi Prakasahan, 1972
3. Percy Brown, Indian Architecture, Bombay, D. B. Taraporevala Sons & Co, 1940
4. James Harle, The Art & Architecture of the Indian Subcontinent, Harmondsworth, Penguin, 1988
5. S.K.Bhowmik, Heritage Management: Care, Understanding & Appreciation of Cultural Heritage, Jaipur, 2004.



**BANKURA UNIVERSITY FYGP in HISTORY LOCF**  
**w.e.f 2023**  
**LOCF SYLLABUS**  
**For**  
**NEP SYLLABUS**  
**IN**  
**HISTORY**



**BANKURA UNIVERSITY**  
**BANKURA**  
**WEST BENGAL 722155**

Final Draft Course Structure and Syllabus  
of  
B.A. Four Years Undergraduate Programme in History (LOCF)  
Semester III and Semester IV.

Semester-III

Course Code	Course Title	Credit	Marks			No. of Hours		
			I.A	ESE	Total	Lec.	Tu	Pr
A/HIS/301/MJC-3	History of India (Earliest Times to 550 CE)	4	10	40	50	3	1	
A/HIS/302/MJC-4	History of India(550 CE to 1200 CE)	4	10	40	50	3	1	
A/HIS/303/MNC-3	Political and Economic History of India(Vedic Age to 1000 CE)	4	10	40	50	3	1	
A/HIS/304/MDC-3	Thematic Ideas of Bharatbarsha	3	10	40	50	2	1	
A/HIS/305/SEC-3	Archives and Museum	3	10	40	50	2	1	
ACS/306/AEC-3	MIL-2 Bengali, Sanskrit, Santali	2	10	40	50	2		
Total in Sem -III								

## SEMESTER IV

Course Code	Course Title	Credit	Marks			No. of Hours		
			I.A	ESE	Total	Lec.	Tu	Pr
A/HIS/401/MJC-5	History of Europe (15 <sup>th</sup> to 18 <sup>th</sup> Century)	4	10	40	50	3	1	
A/HIS/402/MJC-6	History of Europe (1789 -1919)	4	10	40	50	3	1	
A/HIS/403/MJC-7	History of India:Polity , Society and Economy(1200-1707)	4	10	40	50	3	1	
A/HIS/404/MJC-8	History of India (1707-1857)	4	10	40	50	3	1	
A/HIS/405/MNC-4	History of India:Society and Culture (Vedic Age to 1000CE)	4	10	40	50	3	1	
ACS/406/AEC-4	Compulsory English: Literature Language and Communication	2	10	40	50	2		
Total in Sem -IV								

## SEMESTER - III

**A/HIS/301/MJC-3**

### **History of India (Earliest Times to 550 CE)**

#### **Course Objectives:**

Understanding Early Indian Civilizations: Students will gain an in-depth understanding of the Paleolithic, Mesolithic, Neolithic, and Chalcolithic periods in India, focusing on the cultural, social, and economic developments during these times. Exploration of Indus Valley Civilization: Students will explore the Indus Valley Civilization, its socio-economic structure, urban planning, trade networks, and technological advancements, providing insights into one of the world's oldest urban civilizations. Insight into Vedic Polity: Through studying the Vedic period, students will comprehend the political organization, social hierarchy, and economic systems, along with the evolution of early Hinduism and its impact on society. Mahajanapadas and Early Republics: Students will analyze the political landscape of ancient India by examining the Sixteen Mahajanapadas, their territorial expansions, governance systems, and inter-state relations. Examination of the Mauryan Empire: By delving into the Mauryan period, students will assess the socio-cultural, political, and administrative developments under the reign of Chandragupta Maurya and Ashoka, understanding the principles of Mauryan governance and their lasting legacies. Exploration of Regional Powers: Students will study the Kushanas and Satavahanas, evaluating their contributions to trade, administration, and culture, along with the geographical division of ancient Bengal and its political dynamics. Urbanization in Ancient India: Examination of the Gupta Golden Period: Students will examine the Gupta Empire as a pivotal period in Indian history, evaluating its political, economic, and cultural achievements and its enduring legacy.

Through examining urban development from the Harappan Civilization to the Gupta period, students will analyze the evolution of urban centers, trade networks, craftsmanship, and the socio-economic implications of urbanization. Development of Art and Architecture: Students will explore the evolution of art and architecture from the 6th century BCE to the 6th century CE, with a focus on Buddhist, Jain, and Mauryan art forms, understanding their religious, cultural, and socio-political significance.

## **Course Outcomes:**

**Comprehensive Understanding:** Students will demonstrate a comprehensive understanding of the Stone Age, Indus Valley Civilization, Vedic period, Mauryan Empire, and regional powers, including their socio-economic, political, and cultural dimensions. **Critical Analysis:** Through critical analysis of historical sources and archaeological findings, students will evaluate the complexities of early Indian societies, deciphering patterns of governance, cultural exchange, and socio-economic structures. **Historical Interpretation:** Students will develop the ability to interpret historical events and phenomena within their socio-cultural contexts, recognizing the interplay of various factors in shaping ancient Indian civilizations. **Research and Presentation Skills:** Through research projects and presentations, students will enhance their research skills, information literacy, and ability to communicate historical knowledge effectively to diverse audiences. **Comparative Analysis:** Students will conduct comparative analyses between different periods and regions of ancient India, discerning similarities, differences, and patterns of continuity and change over time. **Cultural Appreciation:** By studying the development of art, architecture, and religious practices, students will cultivate an appreciation for the rich cultural heritage of ancient India, recognizing its enduring influence on contemporary society. **critical Thinking:** Students will develop critical thinking skills by questioning assumptions, analyzing evidence, and constructing well-reasoned arguments about historical developments and interpretations. **Ethical Awareness:** Through discussions on ethical issues such as governance, social justice, and cultural preservation, students will develop ethical awareness and a sense of responsibility towards historical narratives and heritage conservation.

## **Evaluation:**

Each course is evaluated on 50 marks divided in the following manner:

Internal Assessment- 10 marks.

4 marks x 5 = 20 (within 100 words).

10 marks x 2=20 (within 500 words)

## **Course Contents:**

### **Module I: Early Human Settlements and Civilizations**

Paleolithic, Mesolithic, and Neolithic Ages: Transition from hunter-gatherer societies to settled agricultural communities. Technological advancements, social organization, and cultural practices.

Neolithic Cultures: Emergence of neolithic societies, Neolithic culture of Mehrgarh and its significance in the development of ancient Indian civilizations.

Chalcolithic Cultures, Indus Valley Civilization: Emergence of early metalworking societies, Harappan culture of the Indus Valley and its significance in the development of ancient Indian civilizations. Urbanization, trade networks, agriculture, writing system, and religious beliefs of one of the world's earliest urban civilizations, its decline and legacy.

### **Module II: Political and Socio-Economic Dynamics of Ancient India**

Vedic Polity and Society: Political structures, social hierarchy, religious beliefs, and economic activities during the Vedic period. Evolution of early Indian society.

Sixteen Mahajanapadas: Formation, territorial expansion, governance, and inter-state relations of the Sixteen Mahajanapadas. Their contributions to early Indian history.

### **Module III: The Mauryan Empire**

Socio-Cultural Landscape: Socio-cultural developments under the Mauryan Empire, religious pluralism, art and architecture, literature, and societal norms. Political Administration: Administrative system of the Mauryan Empire, role of central and provincial administration, bureaucracy, law and justice, and military organization.

### **Module IV: Regional Powers and Geopolitics**

Kushanas and Satavahanas: Political, economic, and cultural contributions of the Kushana and Satavahana dynasties. Their impact on trade, administration, and societal development.

Geographical Division of Ancient Bengal: Geographical features of ancient Bengal and its influence on political, economic, and cultural developments. Trade routes and agricultural practices.

Political Development before Sasanka: Political developments in ancient Bengal prior to the reign of Sasanka. Emergence of regional powers and their interactions.

### **Module V: The Gupta Empire**

Political achievements, socio-economic developments, cultural advancements, and its portrayal as a golden age by historians.

### **Module VI: Urbanization and Trade Route**

Urban Development: Growth and decline of urban centers from the Harappan Civilization to the Gupta period. Urban planning, infrastructure, trade, and cultural exchange.

### **Module VII: Art, Architecture, and Cultural Expressions**

Evolution of Artistic Traditions: Development of art and architecture from the 6th century BCE to the 6th century CE. Buddhist, Jain, and Mauryan artistic expressions.

Cultural Significance: Religious, political, and social significance of artistic creations. The role of sculptures, paintings, and architectural marvels in shaping ancient Indian society and identity

### **Suggested Readings:**

- *Ajanta: History and Development - The Paintings* (5 volumes) by Walter M. Spink (Published by the author under the auspices of the American Institute of Indian Studies)
- *Ancient India: A History Textbook* by D. N. Jha (Pearson Education India)
- *Ashoka and the Decline of the Mauryas* by Romila Thapar (Oxford University Press)
- *History of the Andhras* by K. Gopalachari (Andhra University Press)
- *Indian Temple Architecture: Form and Transformation* by Adam Hardy (Abhinav Publications)
- *India's Ancient Past* by R.S. Sharma (Oxford University Press)
- *Indus Civilization: A New Perspective* by Shereen Ratnagar (Aleph Book Company)
- *Political History of Ancient India* by Hem Chandra Raychaudhuri (University of Calcutta)
- *Prehistoric India* by Stuart Piggott (Penguin Books)

- *Prehistoric Rock Art of India* by Erwin Neumayer (Oxford University Press)
- *State and Government in Ancient India* by A.S. Altekar (Motilal Banarsidass Publishers)
- *The Archaeology of Ancient Indian Cities* by Dilip K. Chakrabarti (Oxford University Press)
- *The Buddhist Caves at Aurangabad: Transformations in Art and Religion* by Pia Brancaccio (BRILL)
- *The Economic History of Ancient India* by Raj Kumar Mukherjee (University of Calcutta)
- *The Edicts of King Asoka* translated and edited by Ven. S. Dhammika (Buddhist Publication Society)
- *The History of Bengal: Volume I, Hindu Period* edited by Ramesh Chandra Majumdar (University of Dacca)
- *The Kushana Numismatic Art* by David Jongeward (American Numismatic Society)
- *The Lost River: On the Trail of the Sarasvati* by Michel Danino (Penguin Books India)
- *The Silk Road: A New History* by Valerie Hansen (Oxford University Press)
- *The Stone Age Cultures of India* by H. D. Sankalia (Deccan College Postgraduate and Research Institute)
- *The Wonder That Was India* by A.L. Basham (Grove Press)
- *Urban Form and Meaning in South Asia: The Shaping of Cities from Prehistoric to Precolonial Times* edited by Howard Spodek and Doris Meth Srinivasan (University of Pennsylvania Press)
- *Women, Culture, and Society in Ancient India* by Uma Chakravarti (Manohar Publishers)
- ইরফান হাবিব, *ভারতবর্ষের সাধারণ মানুষের ইতিহাস* (তিনটি খণ্ড), কলকাতা, ন্যাশনাল বুক এজেন্সি।
- দিলীপ কুমার গঙ্গোপাধ্যায়, *ভারত ইতিহাসের সন্ধানে* (প্রথম খণ্ড), কলকাতা, সাহিত্যলোক।
- দিলীপ কুমার চক্রবর্তী, *ভারতবর্ষের প্রাক ইতিহাস*, কলকাতা, আনন্দ।
- নরেন্দ্রনাথ ভট্টাচার্য, *প্রাচীন ভারতে ধর্ম*, কলকাতা, জেনেরাল পাবলিকেশন।
- প্রতাপ নাথ; কৌস্তভমণি সেনগুপ্ত, *ইতিহাসের বিতর্ক, বিতর্কের ইতিহাস*, কলকাতা, আনন্দ।
- মধুশ্রী বন্দ্যোপাধ্যায়, *প্রাগৈতিহাসঃ ভারতবর্ষে পরিযান ও জাতিগোষ্ঠী গঠন*, কলকাতা, গাঙ্‌চিল।
- রোমিলা থাপার, *আদি ভারত*, কলকাতা, বুকপোস্ট পাবলিকেশন।
- রণবীর চক্রবর্তী, *প্রাচীন ভারতের অর্থনৈতিক ইতিহাসের সন্ধানে*, কলকাতা, আনন্দ।
- রণবীর চক্রবর্তী, *ভারত ইতিহাসের আদিপর্ব*, কলকাতা, ওরিয়েন্ট ব্ল্যাকসোয়ান।
- সুকুমারী ভট্টাচার্য, *প্রাচীন ভারতে নারী ও সমাজ*, কলকাতা, ন্যাশনাল বুক এজেন্সি।



**History of India (550 CE to 1200 CE)**

**Course Objectives:**

Understanding Early Medieval India: Students will grasp the complexities of early medieval Indian history, including debates surrounding the nature of governance, socio-economic structures, and cultural developments during this period.

Debate on Feudalism: Through critical analysis and interpretation, students will explore the debate on feudalism in India, understanding its applicability and implications for understanding early medieval Indian society and polity.

Evaluation of Urban Decay: Students will assess theories and debates concerning urban decay in medieval India, analyzing factors contributing to the decline of urban centers and their socio-economic repercussions.

Study of Regional Powers: Through the study of Sasanka, Thaneswar, Kanaauj, and the Tripartite Struggle, students will understand the dynamics of regional power struggles, alliances, and conflicts during the medieval period.

Exploration of Arab Invasions: Students will analyze the impact of Arab conquests on the Indian subcontinent, including socio-cultural changes, economic interactions, and religious transformations.

Assessment of Sultanates: By studying the invasions of Sultan Mahmud and Muhammad Ghuri, students will evaluate the rise of the Delhi Sultanate and its implications for Indian polity, society, and culture.

Analysis of Art and Architecture: Students will examine the evolution of art and architecture from the Gupta period to the Chola dynasty, understanding the stylistic developments, cultural influences, and religious patronage.

Exploration of Trade Networks: Through the study of inland and maritime trade routes, students will analyze the processes of economic exchange, commercial networks, and their impact on urbanization and cultural exchange.

**Course Outcomes:**

Comprehensive Knowledge: Students will demonstrate a comprehensive understanding of the political, socio-economic, and cultural developments in India from 550 CE to 1200 CE, including the Gupta era, regional powers, and Islamic invasions.

Critical Thinking: Students will develop critical thinking skills by engaging in debates and discussions surrounding key issues such as feudalism, urban decay, and the legacy of the Gupta Empire, enabling them to evaluate historical interpretations and arguments.

**Historical Analysis:** Through the examination of primary sources and scholarly debates, students will analyze historical events and processes, identifying causes, consequences, and historical continuities and changes.

**Interdisciplinary Understanding:** Students will recognize the interdisciplinary nature of historical study by exploring the intersections between political, economic, cultural, and religious developments during the early medieval period in India.

**Research Skills:** Through research projects and assignments, students will enhance their research skills, information literacy, and ability to analyze and synthesize historical sources and secondary literature.

**Communication Skills:** Students will effectively communicate their historical knowledge and analyses through written assignments, presentations, and class discussions, demonstrating clarity, coherence, and logical argumentation.

**Cultural Awareness:** By studying the art, architecture, and trade networks of early medieval India, students will develop an appreciation for the diversity of cultural expressions and interactions in the Indian subcontinent during this period.

### **Evaluation:**

Each course is evaluated on 50 marks divided in the following manner:

Internal Assessment- 10 marks.

4 marks x 5 = 20 (within 100 words).

10 marks x 2=20 (within 500 words)

### **Course Contents:**

#### **Module I: Debates and Dynamics of Early Medieval India**

**Debate on Early Medieval India:** Historiographical debates surrounding the characterization and periodization of early medieval India. Differing perspectives and methodologies employed by historians.

**Feudalism in India:** The debate on the applicability of feudalism as a tool in understanding the socio-economic and political structures of medieval India, considering factors such as land tenure, vassalage, and state formation.

Urban Decay: Theories and arguments regarding the phenomenon of urban decay in medieval India. Environmental changes, political instability, and economic shifts impacting urban centers.

## **Module II: The Rise and Fall of Regional Powers**

Sasanka, Thaneswar, and Kannauj: Political landscape of early medieval India, the rise of Thaneswar as a center of power, and the significance of Kannauj in the Tripartite Struggle.

Tripartite Struggle and Rajput, Cholas: Dynamics of the Tripartite Struggle between the Pratiharas, Rashtrakutas, and Palas, and the emergence of Rajput ; Cholas as a prominent regional power in South India.

## **Module III: Islamic Invasions and Their Impact**

Arab Conquest of Sindh: Its implications for the Indian subcontinent, including religious, cultural, and political changes resulting from the Arab incursions.

Impact of Arab Invasion: The long-term impact of Arab invasions on Indian society, economy, and culture, examining aspects such as trade, language, religion, and architecture.

Invasion of Sultan Mahmud and Muhammad Ghuri: The military campaigns of Sultan Mahmud of Ghazni and Sultan Muhammad Ghuri. Their motivations, strategies, and the establishment of Islamic rule in parts of India.

## **Module IV: Evolution of Art and Architecture**

Artistic and Architectural Development: The evolution of art and architecture from the Gupta period to the Chola dynasty. Regional variations, stylistic influences, and patronage under different ruling dynasties.

## **Module V: Trade Networks and Urbanization**

Inland and Maritime Trade: Patterns and dynamics of inland and maritime trade networks during the early medieval period. Trade routes, commodities, and the exchange of ideas and cultures.

Urbanization: The process of urbanization in early medieval India, analyzing factors such as trade, administration, population growth, and cultural interactions contributing to the development and decline of urban centers.

### Suggested Readings:

- *A Concise History of Indian Art* by Roy C. Craven (Thames & Hudson)
- *A History of the Gupta Empire* by Radhakumud Mookerji (Motilal Banarsidass Publishers)
- *Arab Conquest of Sind* by Mohammad Habib (National Book Trust, India)
- *Early Medieval India and the Early Medieval World* by Hermann Kulke (Oxford University Press)
- *India and the Indian Ocean: 1500-1800* by Ashin Das Gupta (Oxford University Press)
- *Indian Art* by Percy Brown (D.B. Taraporevala Sons & Co.)
- *Indian Feudalism* by R.S. Sharma (Macmillan India)
- *Interpreting Early India* by Romila Thapar (Oxford University Press)
- *Political History of Ancient India* by Hem Chandra Raychaudhuri (University of Calcutta)
- *The Age of the Guptas and After* by D.C. Sircar (Munshiram Manoharlal Publishers)
- *The Art of the Imperial Cholas* by Vidya Dehejia (Columbia University Press)
- *The Chachnama* translated by Mirza Kalichbeg Fredunbeg (Oxford University Press)
- *The Cholas* by K.A. Nilakanta Sastri (University of Madras)
- *The Decline of Urban Centres in Early Medieval India* by B.D. Chattopadhyaya (Sharada Publishing House)
- *The Early Turkish Sultans of Delhi* by A.B.M. Habibullah (Munshiram Manoharlal Publishers)
- *The Gupta Empire* by R.C. Majumdar (Motilal Banarsidass Publishers)
- *The History and Culture of the Indian People: The Age of Imperial Kanauj* (Vol. IV) edited by R.C. Majumdar (Bharatiya Vidya Bhavan)
- *The History and Culture of the Indian People: The Classical Age* (Vol. III) edited by R.C. Majumdar (Bharatiya Vidya Bhavan)
- *The State and Society in Medieval India* by Harbans Mukhia (Sage Publications)

- *The Trading World of Asia and the English East India Company: 1660-1760* by K.N. Chaudhuri (Cambridge University Press)
- *The Wonder That Was India: The Islamic Period* by S.A.A. Rizvi (Rupa Publications India)
- *Urban Decay in India c. 300-c. 1000* by B.D. Chattopadhyaya (Munshiram Manoharlal Publishers)
- *Urbanization in Early Historic India* by Vasant Shinde (Oxford University Press)
- দিলীপ কুমার গঙ্গোপাধ্যায়, *ভারত ইতিহাসের সন্ধানে* (দ্বিতীয় খণ্ড), কলকাতা, সাহিত্যলোক।
- দীনেশ চন্দ্র সরকার, ২০০৯, *পাল-সেন যুগের বংশানুচরিত*, কলকাতা, সাহিত্যলোক।
- দীনেশ চন্দ্র সরকার, *পাল পূর্ব যুগের বংশানুচরিত*, কলকাতা, সাহিত্যলোক।
- নীহাররঞ্জন রায়, *বাঙ্গালীর ইতিহাস (আদি পর্ব)*, কলকাতা, দেজ পাব্লিশার্স।
- নরেন্দ্রনাথ ভট্টাচার্য, *প্রাচীন ভারতে ধর্ম*, কলকাতা, জেনেরাল পাবলিকেশন।
- প্রতাপ নাথ; কৌস্তুভমণি সেনগুপ্ত, *ইতিহাসের বিতর্ক, বিতর্কের ইতিহাস*, কলকাতা, আনন্দ।
- ব্রজদুলাল চট্টোপাধ্যায়, *আদি মধ্যযুগীয় ভারতে গ্রামীণ বসতি এবং গ্রামীণ সমাজের কয়েকটি দিক*, কলকাতা, বুকপোস্ট পাবলিকেশন।
- রামশরণ শর্মা, *আদি – মধ্যযুগের ভারতীয় সমাজঃ সামন্ততন্ত্র বিষয়ক এক সমীক্ষা*, কলকাতা, কে.পি. বাগচী।
- রামশরণ শর্মা, *ভারতের সামন্ততন্ত্র*, কলকাতা, কে.পি. বাগচী।
- রোমিলা থাপার, *আদি ভারত*, কলকাতা, বুকপোস্ট পাবলিকেশন।
- রণবীর চক্রবর্তী, *প্রাচীন ভারতের অর্থনৈতিক ইতিহাসের সন্ধানে*, কলকাতা, আনন্দ।
- রণবীর চক্রবর্তী, *ভারত ইতিহাসের আদিপর্ব*, কলকাতা, ওরিয়েন্ট ব্ল্যাকসোয়ান।
- রমেশচন্দ্র মজুমদার, *বাংলাদেশের ইতিহাস (প্রাচীন যুগ)*, কলকাতা, জেনেরাল পাব্লিশার্স অ্যান্ড প্রিন্টার্স।

### **A/HIS/303/MNC-3**

### **Political and Economic History of India (Vedic Age to 1000 CE)**

#### **Course Objectives:**

**Understanding Vedic Civilization:** Gain a comprehensive understanding of the political structure and economic system of the Vedic civilization, including its social organization, religious beliefs, and economic activities.

**Study of Early Empires:** Explore the emergence and expansion of early Indian empires, focusing on the Sixteen Mahajanapadas, the Mauryan Empire under Chandragupta and Ashoka, and the Gupta Empire under Chandragupta II and Samudra Gupta.

**Analysis of Administrative Systems:** Examine the administrative systems of ancient Indian empires, including the bureaucratic setup, revenue administration, and mechanisms of governance under the Mauryas, Guptas, and Kushanas.

**Regional History of Bengal:** Investigate the political, social, and economic history of Bengal from the post-Gupta period to the rise of the Sena dynasty, including the transition from pre-Sasanka to Sena rule.

**Study of Regional Dynasties:** Explore the political and cultural contributions of regional dynasties such as the Satavahanas, Chalukyas, Pallavas, and Cholas, assessing their impact on Indian history and civilization.

**Development of Agriculture and Trade:** Trace the evolution of agricultural practices from the Vedic period to the Gupta era, and analyze the patterns of trade and commerce, including the Indo-Roman trade and the guild system during the Gupta period.

**Maritime Trade and Bengal Economy:** Examine the maritime trade networks from the Gupta to the Chola period, with a focus on Bengal's economy, including agriculture, commerce, and urbanization, and its role in regional and global trade.

#### **Course Outcomes:**

**Historical Knowledge:** Develop a deep understanding of the political and economic history of India from the Vedic period to 1000 CE, including the rise and fall of empires, regional dynamics, and economic developments.

**Critical Thinking:** Enhance critical thinking skills by evaluating historical sources, interpretations, and debates related to the political and economic structures of ancient India, enabling students to construct well-reasoned arguments and analyses.

**Interdisciplinary Approach:** Recognize the interdisciplinary nature of historical study by integrating insights from archaeology, literature, and epigraphy to understand the complexities of ancient Indian societies and economies.

**Research Skills:** Strengthen research skills through the exploration of primary and secondary sources, enabling students to conduct independent research projects and contribute to the scholarship on ancient Indian history.

**Cultural Awareness:** Gain an appreciation for the diversity of cultural and economic practices across different regions of ancient India, and understand how they contributed to the richness and complexity of Indian civilization.

**Communication Skills:** Improve communication skills through written assignments, presentations, and class discussions, allowing students to effectively convey historical knowledge and insights to diverse audiences.

**Global Perspective:** Develop a global perspective by examining the role of India in ancient trade networks and its connections with other civilizations, fostering an understanding of India's place in world history.

### **Evaluation:**

Each course is evaluated on 50 marks divided in the following manner:

Internal Assessment- 10 marks.

4 marks x 5 = 20 (within 100 words).

10 marks x 2=20 (within 500 words)

### **Course Contents:**

#### **Module I: Vedic Civilization**

**Vedic Polity:** Structure of early Vedic and later Vedic political systems; role of Sabha and Samiti; evolution of kingship.

**Vedic Economy:** Pastoral and agrarian economies; trade and commerce; social stratification and occupational diversification.

#### **Module II: Emergence of Empires**

**Sixteen Mahajanapadas:** Overview of major Mahajanapadas; their political and economic structures.

**Mauryan Empire:** Chandragupta Maurya's rise; administration under Chandragupta and Ashoka; economic policies and trade networks.

Gupta Empire: Chandragupta I, Samudragupta, and Chandragupta II; administrative innovations and economic growth.

Kushan Empire: Administrative system; impact on trade and economy.

### **Module III: Bengal**

Post-Gupta Bengal: Political and economic conditions from the fall of the Gupta Empire to the rise of the Pala Empire.

Pre-Sasanka to Sena Period: Key rulers and their contributions to Bengal's political and economic landscape.

### **Module IV: Regional Dynasties**

Satavahanas: Political structure; economic policies and trade.

Chalukyas: Administrative system; contributions to economy and culture.

Pallavas: Governance and economic practices; urbanization and trade.

Cholas: Administrative innovations; economic growth and maritime trade.

### **Module V: Agricultural Development and Trade**

Agricultural Development: Evolution from Vedic to Gupta period; changes in agricultural practices and landholding patterns.

Trade and Commerce:

Indo-Roman Trade: Nature and impact of trade between India and the Roman Empire.

Guild System in Gupta Period: Organization, functions, and economic role of guilds.

### **Module VI: Maritime Trade and Bengal Economy**

Maritime Trade (Gupta to Chola Period): Expansion of maritime trade routes; key commodities and trading partners.

Bengal Economy:

Agriculture: Development and innovations in agricultural practices.

Commerce: Trade networks and economic exchanges.

Urbanization: Growth of urban centers and their economic significance.

### **Suggested Readings:**

- *A History of the Gupta Empire* by Radhakumud Mookerji (Motilal Banarsidass Publishers)
- *Agrarian System of Ancient India* by U.N. Ghoshal (Calcutta University Press)
- *Ashoka and the Decline of the Mauryas* by Romila Thapar (Oxford University Press)
- *Early History of the Deccan* by G. Yazdani (Oxford University Press)
- *Early Indian Seafaring: The Indian Ocean and Beyond* by Himanshu Prabha Ray (Primus Books)
- *Economic History of Ancient India* by D.D. Kosambi (Popular Prakashan)



- *Economic History of Ancient India* by R.C. Majumdar (Motilal Banarsidass Publishers)
- *Economic History of Bengal* (Vol. I) by N.K. Sinha (Firma KLM Private Limited)
- *History of Ancient Bengal* by Ramesh Chandra Majumdar (Gyan Publishing House)
- *History of the Kushans* by B.N. Puri (Motilal Banarsidass Publishers)
- *India's Ancient Past* by R.S. Sharma (Oxford University Press)
- *Mauryan India* by Romila Thapar (University of California Press)
- *Political History of Ancient India* by Hem Chandra Raychaudhuri (University of Calcutta)
- *Political Ideas and Institutions in Ancient India* by G.C. Pande (Motilal Banarsidass Publishers)
- *The Chalukyas of Badami* edited by M.S. Nagaraja Rao (Indian Council of Historical Research)
- *The Cholas* by K.A. Nilakanta Sastri (University of Madras)
- *The Economic History of the Gupta Period* by Sachchidananda Bhattacharya (Motilal Banarsidass Publishers)
- *The Edicts of King Asoka* translated by Ven. S. Dhammika (Buddhist Publication Society)
- *The Gupta Empire* by R.C. Majumdar (Motilal Banarsidass Publishers)
- *The History of Bengal: Volume I, Hindu Period* edited by Ramesh Chandra Majumdar (University of Dacca)
- *The Kushans: Their History and Culture* by A.K. Narain (B.R. Publishing Corporation)
- *The Ocean of Churn: How the Indian Ocean Shaped Human History* by Sanjeev Sanyal (Penguin Books India)
- *The Pallavas* by C. Minakshi (Archaeological Survey of India)
- *The Periplus of the Erythraean Sea* translated by Lionel Casson (Princeton University Press)
- *The Rigveda: An Anthology* translated by Wendy Doniger (Penguin Books)
- *The Satavahanas and the Western Kshatrapas: A Historical Framework* by Ajay Mitra Shastri (Munshiram Manoharlal Publishers)
- *The Wonder That Was India* by A.L. Basham (Grove Press)
- *Trade and Trade Routes in Ancient India* by Moti Chandra (Abhinav Publications)
- দিলীপ কুমার গঙ্গোপাধ্যায়, *ভারত ইতিহাসের সন্ধানে* (দ্বিতীয় খণ্ড), কলকাতা, সাহিত্যলোক।
- দিলীপ কুমার গঙ্গোপাধ্যায়, *ভারত ইতিহাসের সন্ধানে* (প্রথম খণ্ড), কলকাতা, সাহিত্যলোক।
- দীনেশ চন্দ্র সরকার, ২০০৯, *পাল -সেন যুগের বংশানুচরিত*, কলকাতা, সাহিত্যলোক।
- দীনেশ চন্দ্র সরকার, *পাল পূর্ব যুগের বংশানুচরিত*, কলকাতা, সাহিত্যলোক।
- নীহাররঞ্জন রায়, *বাঙ্গালীর ইতিহাস (আদি পর্ব)*, কলকাতা, দেজ পাব্লিশার্স।

- নরেন্দ্রনাথ ভট্টাচার্য, *প্রাচীন ভারতে ধর্ম*, কলকাতা, জেনেরাল পাবলিকেশন।
- প্রতাপ নাথ; কৌস্তভমণি সেনগুপ্ত, *ইতিহাসের বিতর্ক, বিতর্কের ইতিহাস*, কলকাতা, আনন্দ।
- ব্রজদুলাল চট্টোপাধ্যায়, *আদি মধ্যযুগীয় ভারতে গ্রামীণ বসতি এবং গ্রামীণ সমাজের কয়েকটি দিক*, কলকাতা, বুকপোস্ট পাবলিকেশন।
- রামশরণ শর্মা, *আদি - মধ্যযুগের ভারতীয় সমাজঃ সামন্ততন্ত্র বিষয়ক এক সমীক্ষা*, কলকাতা, কে.পি. বাগচী।
- রামশরণ শর্মা, *ভারতের সামন্ততন্ত্র*, কলকাতা, কে.পি. বাগচী।
- রোমিলা থাপার, *আদি ভারত*, কলকাতা, বুকপোস্ট পাবলিকেশন।
- রণবীর চক্রবর্তী, *প্রাচীন ভারতের অর্থনৈতিক ইতিহাসের সন্ধানে*, কলকাতা, আনন্দ।
- রণবীর চক্রবর্তী, *ভারত ইতিহাসের আদিপর্ব*, কলকাতা, ওরিয়েন্ট ব্ল্যাকসোয়ান।
- রমেশচন্দ্র মজুমদার, *বাংলাদেশের ইতিহাস (প্রাচীন যুগ)*, কলকাতা, জেনেরাল পাব্লিশার্স অ্যান্ড প্রিন্টার্স।

### A/HIS/304/MDC-3

#### Thematic Ideas of Bharatbarsha

#### Course Objectives:

Understanding Emergence and Administration of Early Empires:

To study the formation and administration of early Indian empires, focusing on the Mahajanapadas, the Mauryan and Kushana empires, and South Indian kingdoms like the Cholas.

Analyzing State Formation in Medieval India:

To explore the theory of kingship and theocratic state formation during the Sultanate period.

Examining Mughal Imperialism:

To evaluate the administrative and imperial policies of significant Mughal rulers such as Akbar and Aurangzeb.

Exploring Feudal Structures and Early Colonial Trade:

To understand feudal systems like Iqta, Jagir, and Mansabdari, and the beginnings of colonial trade and commerce under the British East India Company.

Investigating 19th Century Bengal and Social Reforms:

To analyze the Bengal Renaissance, key reform movements, and the debate on the reform synthesis from Rammohan Roy to Vivekananda.

**Course Outcomes:**

Comprehensive Knowledge of Ancient Empires:

Students will gain an in-depth understanding of the political and administrative systems of the Sorosha Mahajanapadas, the Mauryan Empire, including Chandragupta Maurya and Ashoka, the Gupta Empire under Samudragupta, the Kushana administration, and South Indian administration with a focus on the Cholas.

Insight into Medieval State Formation:

Students will be able to critically assess the theories of kingship and theocratic state mechanisms during the Sultanate period, understanding their impact on state formation and governance.

Understanding of Mughal Administration and Imperialism:

Students will develop a nuanced understanding of Mughal imperial policies, particularly under Akbar and Aurangzeb, and their contributions to the Indian subcontinent's socio-political landscape.

Knowledge of Feudal Systems and Colonial Trade:

Students will comprehend the intricacies of early medieval feudal systems like the Iqta, Jagir, and Mansabdari. They will also understand the beginnings of colonial trade and commerce, focusing on the activities of the British East India Company.

Appreciation of Social Reforms in 19th Century Bengal:

Students will be able to analyze the Bengal Renaissance, understanding key reform movements led by figures such as Rammohan Roy, Vidyasagar, and the Young Bengal Movement. They will also engage in the debate on the reform synthesis from Rammohan Roy to Vivekananda, appreciating the evolution of reformist ideas.

**Evaluation:**

Each course is evaluated on 50 marks divided in the following manner:

Internal Assessment- 10 marks.

4 marks x 5 = 20 (within 100 words).

10 marks x 2=20 (within 500 words)

### **Course Contents:**

#### **Module I: Emergence of Empire**

Sixteen Mahajanapadas: Political and administrative structure.

Chandragupta Maurya: Rise and administration.

Ashoka: Policies and impact.

Samudragupta: Administrative system.

Kushana Administration: Governance and policies.

South Indian Administration: Focus on Chola administration.

#### **Module II: State Formation in Medieval India**

Theory of Kingship during Sultanate Period: Concepts and applications.

Theocratic State of the Sultanate Period: Structure and implications.

#### **Module III: Mughal Imperialism**

Akbar: Expansionist policies, military campaigns, and impact on the empire's growth.

Aurangzeb: Territorial expansion, military strategies, and legacy of imperial control.

#### **Module IV: Feudalism in Early Medieval India and Early Colonial Trade**

Feudal Systems: Iqta, Jagir, and Mansabdari.

Early Colonial Trade and Commerce: British East India Company activities.

#### **Module V: 19th Century Bengal and Social Reforms**

Bengal Renaissance: Key debates and figures.

Reform Movements: Rammohan Roy, Vidyasagar, and the Young Bengal Movement.

Debate on Reform Thesis to Synthesis: From Rammohan Roy to Vivekananda.

### **Suggested Readings:**

- *A History of the Gupta Empire* by Radhakumud Mookerji (Motilal Banarsidass Publishers)
- *Agrarian System of Mughal India* by Irfan Habib (Oxford University Press)
- *Akbar and His India* edited by Irfan Habib (Oxford University Press)
- *Akbar the Great Mogul* by Vincent A. Smith (Oxford University Press)
- *Ashoka and the Decline of the Mauryas* by Romila Thapar (Oxford University Press)
- *Aurangzeb: The Man and the Myth* by Audrey Truschke (Penguin Viking)
- *History of Modern India* by Bipin Chandra (Orient BlackSwan)
- *History of the Kushans* by B.N. Puri (Motilal Banarsidass Publishers)

- *India and the Indian Ocean 1500-1800* by Ashin Das Gupta (Oxford University Press)
- *Mauryan India* by Romila Thapar (University of California Press)
- *Mughal Empire in India: A Systematic Study Including Source Material* by S.R. Sharma (Atlantic Publishers & Distributors)
- *Political History of Ancient India* by H. C. Raychaudhuri (University of Calcutta)
- *Political Theory of the Delhi Sultanate* by Mohammad Habib (Kitab Mahal)
- *Rammohun Roy and the Making of Modern India* by Amiya P. Sen (Penguin Books India)
- *Renaissance and Reaction in Nineteenth Century Bengal* by Susobhan Sarkar (People's Publishing House)
- *Social Reform in Modern India* by Sumit Sarkar (Permanent Black)
- *State and Government in Medieval India* by A.S. Altekar (Motilal Banarsidass Publishers)
- *The Cholas* by K.A. Nilakanta Sastri (University of Madras)
- *The East India Company: The World's Most Powerful Corporation* by Nick Robins (Overlook Press)
- *The Edicts of King Asoka* by Ven. S. Dhammika (Buddhist Publication Society)
- *The Gupta Empire* by R.C. Majumdar (Motilal Banarsidass Publishers)
- *The History and Culture of the Indian People: The Age of Imperial Kanauj* (Vol. IV) edited by R.C. Majumdar (Bharatiya Vidya Bhavan)
- *The Kushanas: Their History and Culture* by A.K. Narain (B.R. Publishing Corporation)
- *The Mughal Empire* by John F. Richards (Cambridge University Press)
- *The Social and Religious Reform Movements in the Nineteenth and Twentieth Centuries* by Charles H. Heimsath (Council for Social Development)
- *The Wonder That Was India* by A.L. Basham (Grove Press)
- *The Wonder That Was India: The Islamic Period* by S.A.A. Rizvi (Rupa Publications India)
- দিলীপ কুমার গঙ্গোপাধ্যায়, *ভারত ইতিহাসের সন্ধানে* (দ্বিতীয় খণ্ড), কলকাতা, সাহিত্যলোক।
- দিলীপ কুমার গঙ্গোপাধ্যায়, *ভারত ইতিহাসের সন্ধানে* (প্রথম খণ্ড), কলকাতা, সাহিত্যলোক।
- নরেন্দ্রনাথ ভট্টাচার্য, *প্রাচীন ভারতে ধর্ম*, কলকাতা, জেনেরাল পাবলিকেশন।
- প্রতাপ নাথ; কৌশ্তভমণি সেনগুপ্ত, *ইতিহাসের বিতর্ক, বিতর্কের ইতিহাস*, কলকাতা, আনন্দ।
- ব্রজদুলাল চট্টোপাধ্যায়, *আদি মধ্যযুগীয় ভারতে গ্রামীণ বসতি এবং গ্রামীণ সমাজের কয়েকটি দিক*, কলকাতা, বুকপোস্ট পাবলিকেশন।
- রোমিলা থাপার, *আদি ভারত*, কলকাতা, বুকপোস্ট পাবলিকেশন।
- রজত কান্ত রায়, *পলাশীর ষড়যন্ত্র ও সেকালের সমাজ*, কলকাতা, আনন্দ পাবলিশার্স।
- রণবীর চক্রবর্তী, *প্রাচীন ভারতের অর্থনৈতিক ইতিহাসের সন্ধানে*, কলকাতা, আনন্দ।

- রণবীর চক্রবর্তী, *ভারত ইতিহাসের আদিপর্ব*, কলকাতা, ওরিয়েন্ট ব্ল্যাকসোয়ান।
- শেখর বন্দ্যোপাধ্যায়, *অষ্টাদশ শতকের মুঘল সংকট ও আধুনিক ইতিহাস চিন্তা*, কলকাতা, সুবর্ণরেখা।
- শেখর বন্দ্যোপাধ্যায়, *পলাশী থেকে পার্টিশন ও তারপর*, কলকাতা, ওরিয়েন্ট লংম্যান।
- সৌমিত্র শ্রীমানী, *অষ্টাদশ শতকের ভারত*, কলকাতা, বুকপোস্ট পাবলিকেশন।
- সতীশ চন্দ্র, *মধ্য যুগের ভারত* (প্রথম ও দ্বিতীয় খণ্ড), কলকাতা, বুকপোস্ট পাবলিকেশন।
- সুশোভন সরকার, *বাংলার রেনেসাঁস*, কলকাতা, দীপায়ন।
- হরবঙ্গ মুখিয়া, *অনুসন্ধানী আলোয় মধ্যযুগের ভারতঃ ইতিহাস, সমাজ, সংস্কৃতি ও প্রযুক্তি*, কলকাতা, বুকপোস্ট পাবলিকেশন।

### A/HIS/305/SEC-3

#### Archives and Museum

**Course Objectives:** The objective of this skill enhancement course in archives and museum studies for undergraduate history students is to provide a comprehensive understanding of the fundamental concepts, practices, and institutions related to archives and museums. Through a combination of theoretical knowledge and practical skills, students will gain insights into the preservation, management, and presentation of cultural heritage materials. By examining both international and local examples, the course aims to foster critical thinking and appreciation for the role of archives and museums in society.

#### Course Outcomes:

Upon completion of this course, students will be able to:

Understand the definitions and basic concepts of archives and museums, and identify the differences and similarities between them. Gain knowledge of preservation traditions in India and methods of preservation, including curatorial care, preventive conservation, chemical preservation, and restoration. Familiarize themselves with collection policies, ethics, and procedures, including field exploration, excavation, acquisition methods (purchase, gift, bequest), loans and deposits, exchanges, and legal aspects such as treasure trove and confiscation. Learn the process of documentation in archives and museums, including accessioning, indexing, cataloguing, digital documentation, and de-accessioning. Understand the role of international, national, and local museums through case studies such as the Louvre Museum, British Museum, Indian Museum, Salar Jung Museum, Hazarduari Museum, and Acharya Jogesh Chandra Purakriti Bhaban. Explore international and national archival institutions, including the International Council on Archives, the National Archives of India, and the West Bengal State Archives. Recognize the educational and communicative roles of museums and archives in society, and engage with outreach activities, presentation techniques,

and exhibition practices. Through lectures, discussions, case studies, and practical exercises, students will develop critical thinking skills, research abilities, and an understanding of the significance of cultural heritage preservation in historical and contemporary contexts. This course aims to prepare students for further studies or careers in history, cultural heritage management, archival science, museum studies, and related fields.

### **Evaluation:**

Each course is evaluated on 50 marks divided in the following manner:

Total Marks: 50

Distribution:

- Internal Assessment: 10 marks
- Study Tour & Project Work: 10 marks (This can be divided as needed, e.g., 5 marks for study tour report, 5 marks for project presentation)
- Written Examination: 30 marks

Written Examination:

4 marks x 5 = 20 (within 100 words).

10 marks x 1 = 10 (within 500 words)

### **Additional Considerations:**

The study tour and project work component can be further divided into specific assessments like written reports, presentations, or group discussions. Consider incorporating a practical component into the internal assessment, such as a hands-on exercise in archival processing or museum exhibition design.

Archival Processing Exercises:

Mock Accessioning and Description: Provide students with a small collection of documents (e.g., letters, photographs, newspaper clippings). Have them go through the process of accessioning (assigning a unique identifier), describing (creating a brief summary and noting key details), and arranging the items according to archival best practices.

Preservation Techniques: Give students damaged or fragile documents (old newspapers, photographs) and have them practice basic preservation techniques like cleaning, mending tears, and encapsulating fragile items.

Arrangement and Description of Archival Photographs: Have students arrange and describe a collection of photographs according to established archival standards. They can create metadata records (including captions, dates, subjects, etc.) and discuss the ethical considerations involved in describing historical photographs.

Museum Exhibition Design Exercises:

Mini-Exhibition Curation: Assign each student or group of students a small collection of objects (could be artifacts, replicas, or even common objects with historical significance). They should then create a mini-exhibition, choosing a theme, writing interpretive labels, and arranging the objects in a meaningful way.

Newspaper Clippings Exhibit:

Historical Event Timeline: Students can collect newspaper clippings related to a specific historical event or period. They can then arrange the clippings chronologically, creating a visual timeline with accompanying explanations of the events' significance.

Social Commentary Through Headlines: Students can analyze newspaper headlines from a particular era, highlighting how they reflect social attitudes, cultural norms, or political events of the time.

Object-Based Learning Activity: Provide students with a single object (could be a historical artifact or a reproduction) and have them research its history, significance, and context. They can then create a display for the object, writing interpretive text and considering how to present it engagingly.

Additional Considerations:

Assessment: You can assess these exercises through a combination of observation (during the exercise), written reports or reflections, and presentations of their work.

Resources: For newspaper-based exercises, consider providing access to historical newspaper archives online or in local libraries.

Collaboration: Encourage collaboration among students, as they can learn from each other's perspectives and approaches to archival or curatorial work.

### **Course Contents:**

**Module I.** Types of archives and museum: definitions and basic concepts, differences & similarities between Museums and Archives.

**Module II.** Understanding the traditions of preservation in India, Methods of preservation: curatorial care, preventive conservation, chemical preservation and restoration.

**Module III.** Collection policies, ethics and procedures: field exploration, excavation, purchase, gift and bequests, loans and deposits, exchanges, treasure trove, confiscation and others

**Module IV.** Documentation: accessioning, indexing, cataloguing, digital documentation and de-accessioning.



**Module V.** A Brief Study of Museums: The International Council of Museums, (ICOM).

International – Louvre Museum, Paris. British Museum, London, Museum of Natural History, New York; National – Indian Museum, Kolkata, Salar Jung Museum, Hyderabad;

Local – Hazarduari Museum, Murshidabad, Acharya Jogesh Chandra Purakriti Bhaban, Bishnupur

**Module VI.** A Brief Study of Archives: The International Council on Archives (ICA), The National Archives of India, New Delhi, West Bengal State Archives, Kolkata

**Module VII.** Museums, Archives and Society: Education and Communication, Outreach Activities; Presentation and Exhibition.

### Suggested Readings:

- R.D. Choudhury, R.D. *Museums of India and Their Maladies*. Calcutta: Agam Kala Prakashan. 1988.
- S. Sengupta, *Experiencing History through Archives*, Munshiram Manoharlal, 2004.
- Saloni Mathur, *India by Design: Colonial History and Cultural Display*, University of California Press, 2007.
- Sandeep Nair, *Bio-Deterioration of Museum Materials*, Agam Kala Prakashan, 2011.
- O. P. Agrawal, *Essentials of Conservation and Museology*, Sandeep Prakashan, 2006.
- Tapati Guha-Thakurta, *Monuments, Objects, Histories: Institutions of Art in Colonial and Post-Colonial India*, Columbia University Press, 2004.
- Yash Pal Kathpalia, *Conservation and Restoration of Archive Materials*. UNESCO, 1973.
- *A Companion to Archives and Museums in South Asia* edited by S. R. Walimbe (Wiley-Blackwell, 2016)
- *Archives: Principles and Practices* by Richard J. Cox (Society of American Archivists, 2010)
- *Bio-Deterioration of Museum Materials* by Sandeep Nair (Agam Kala Prakashan, 2011)
- *Caring for Collections: Strategies for Conservation, Maintenance, and Documentation* by John E. Simmons (Society for the Preservation of Natural History Collections, 2016)
- *Cataloguing Culture: Legacies of Colonialism in Museum Documentation* by Sharon Macdonald (Berghahn Books, 2006)
- *Collection Management Policies* by Judith E. Endelman (Getty Conservation Institute, 2009)
- *Conservation and Restoration of Archive Materials* by Yash Pal Kathpalia (UNESCO, 1973)
- *Defining Museums: A Legal and Ethical Handbook* by Gail Dexter Lord and Ngaire Blankenberg (Routledge, 2014)
- *Displaying India's Heritage : Archaeology and the Museum Movement in Colonial India* by Madhuparna Roychowdhury (Orient Blackswan, 2015).

- *Essentials of Conservation and Museology* by O. P. Agrawal (Sandeep Prakashan, 2006)
- *Exhibition Experiments* by Kathleen McLean (Black Dog Publishing, 2005)
- *Experiencing History through Archives* by S. Sengupta (Munshiram Manoharlal, 2004)
- *India by Design: Colonial History and Cultural Display* by Saloni Mathur (University of California Press, 2007)
- *Key Concepts in Cultural Heritage* by Laurajane Smith (Routledge, 2009)
- *Monuments, Objects, Histories: Institutions of Art in Colonial and Post-Colonial India* by Tapati Guha-Thakurta (Columbia University Press, 2004)
- *Museum Basics* by Timothy Ambrose and Crispin Paine (Routledge, 2012)
- *Museum Ethics* by Gary Edson (Routledge, 2004)
- *Museum Registration Methods* (5th edition) by Dorothy H. Dudley, Irma B. Wilkinson, and Felicia H. Mancill (American Alliance of Museums, 2006)
- *Museums and the Interpretation of Visual Culture* by Eilean Hooper-Greenhill (Routledge, 2000)
- *Museums of India and Their Maladies* by R.D. Choudhury (Agam Kala Prakashan, 1988)
- *Museums: A Very Short Introduction* by Sharon Macdonald (Oxford University Press, 2014)
- *Reinventing the Museum: The Evolving Conversation on the Paradigm Shift* by Gail Anderson (Rowman & Littlefield, 2012)
- *The Archive: An Anthology* edited by Carolyn Steedman (Whitechapel Gallery and The MIT Press, 2007)
- *Understanding Archives and Manuscripts* by James M. O'Toole (Society of American Archivists, 2006)
- গৌরব সিনহা, *ভারত ও ঐতিহ্য*, কলকাতা, আশাদীপ।
- মলয় দে, , *সংগ্রহশালা এবং লেখাগার*, কলকাতা, সোম পাবলিশিং।
- শচীন্দ্রনাথ ভট্টাচার্য, *শিল্পবস্তু সংরক্ষণ*, কলকাতা, বিবেকানন্দ বুক সেন্টার।
- বঙ্গদর্শন পত্রিকা, সংখ্যা – ১৬ - ১৮, নৈহাটি, বঙ্কিম গবেষণা কেন্দ্র।

Suggested Digital platforms/ web links for reading:

- International Council of Museums (ICOM): <https://icom.museum/>
- International Council on Archives (ICA): <https://www.ica.org/>
- National Archives of India: <http://nationalarchives.nic.in/>

## SEMESTER- IV

**A/HIS/401/MJC-5**

### **History of Europe (15<sup>th</sup> to 18<sup>th</sup> Century)**

#### **Course Objectives:**

The objective of this module on the nature of the Absolute State in Europe from the 15th to the 18th century is to provide students with a deep understanding of the political, social, and economic transformations that led to the rise of absolutist regimes. Through an analysis of key historical developments and theoretical frameworks, students will explore the consolidation of centralized authority, the expansion of state power, and the implications for European societies during this period.

#### **Course Outcomes:**

Upon completion of this module, students will be able to:

**Understand the Concept of the Absolute State:** Gain a comprehensive understanding of the concept of the Absolute State and its characteristics, including centralized authority, divine right monarchy, and the consolidation of state power.

**Analyze the Transition from Feudalism to Absolutism:** Explore the transition from feudalism to absolutism in Europe, including the political, social, and economic factors that contributed to the rise of absolutist regimes.

**Examine the Role of Geographical Exploration:** Analyze the impact of geographical exploration of the New World on the development of absolutism, including the acquisition of wealth, resources, and territory by European powers.

**Evaluate the Influence of Renaissance and Reformation Movements:** Assess the influence of the Renaissance and Reformation movements on the nature of the Absolute State, including their impact on political thought, religious authority, and social structures.

**Study the Economic Development and Commercial Revolution:** Examine the economic factors that contributed to the rise of absolutism, including the shift of economic balance from the

Mediterranean to the Atlantic, the growth of trade and commerce, and the emergence of capitalist economic systems.

**Analyze the Nature of Absolutist State Institutions:** Explore the institutions and mechanisms of the Absolute State, including royal bureaucracy, standing armies, and state surveillance, and their impact on society and governance.

**Critically Evaluate Historical Interpretations:** Engage with historical debates and interpretations regarding the nature of the Absolute State, including the role of scholars such as Pirenne and other historians in shaping our understanding of this period.

Through readings, lectures, discussions, and research assignments, students will develop critical thinking skills, historical analysis abilities, and a nuanced understanding of the complexities of the Absolute State in European history. This module aims to prepare students for further studies or careers in history, political science, and related fields.

### **Evaluation:**

Each course is evaluated on 50 marks divided in the following manner:

Internal Assessment- 10 marks.

4 marks x 5 = 20 (within 100 words).

10 marks x 2=20 (within 500 words)

### **Course Contents:**

**Module I:** Transition from Feudalism to Capitalism -problem and theories.

**Module II:** Geographical exploration of the New World: Motives and result-Portuguese,Dutch and Spanish Voyages

**Module III:** Renaissance -Its social groups- Humanism- Italian Renaissance and its impact on art,culture, education and political thought- Scientific Revolution-Military Revolution-Printing Revolution

**Module IV:** Reformation movement -origin and courses, Martin Luther, John Calvin, Zwingly-Radical Reformation, Anabaptist and Huguenots- Counter Reformation

**Module V:** Economic development – Shift of Economic balance from Mediterranean to Atlantic, Trade and Commerce, Guild system, Commercial Revolution, Price Revolution, Enclosure movement

**Module VI:** Nature of the Absolutist State

### Suggested Readings:

- *1491: New Revelations of the Americas Before Columbus* by Charles C. Mann (Vintage)
- *Absolutism: A History of Europe, 1648-1815* by John G. Gagliardo (Harlan Davidson)
- *Here I Stand: A Life of Martin Luther* by Roland H. Bainton (Abingdon Press)
- *Leviathan* by Thomas Hobbes (Penguin Classics)
- *Machiavelli's The Prince: A New Reading* by Harvey Mansfield (University of Chicago Press)
- *Medieval Cities: Their Origins and the Revival of Trade* by Henri Pirenne (Princeton University Press)
- *Peter the Great: His Life and World* by Robert K. Massie (Random House Trade Paperbacks)
- *Renaissance Europe: Age of Recovery and Reconciliation* by J. H. Plumb (Penguin Books)
- *Renaissance Quarterly* (various issues)
- *The Age of Louis XIV* by Will and Ariel Durant (Simon & Schuster)
- *The Civilization of the Renaissance in Italy* by Jacob Burckhardt (Penguin Classics)
- *The Columbian Exchange: Biological and Cultural Consequences of 1492* by Alfred W. Crosby (Greenwood Publishing Group)
- *The Conquest of America: The Question of the Other* by Tzvetan Todorov (Harper Perennial)
- *The European Reformation* by Euan Cameron (Oxford University Press)
- *The First Industrial Revolution* by Phyllis Deane (Cambridge University Press)
- *The Institutes of the Christian Religion* by John Calvin (Westminster John Knox Press)
- *The Making of the Middle Ages* by R. W. Southern (Yale University Press)
- *The Mediterranean and the Mediterranean World in the Age of Philip II* by Fernand Braudel (University of California Press)
- *The Reformation* by Diarmaid MacCulloch (Penguin Books)
- *The Renaissance: A Short History* by Paul Johnson (Modern Library)
- *The Rise and Fall of the French Monarchy* by Desmond Seward (Penguin Books)
- *The Sixteenth Century Journal* (various issues)
- *The Sun King: Louis XIV at Versailles* by Nancy Mitford (New York Review Books Classics)
- *The Thirty Years War* by C.V. Wedgwood (Penguin Books)

- অমলেশ ত্রিপাঠী, *ইতালীর রেনেসাঁস বাঙালীর সংস্কৃতি*, আনন্দ পাব্লিশার্স।
- ভাস্কর চক্রবর্তী, সুভাষ রঞ্জন চক্রবর্তী, কিংসুক চট্টোপাধ্যায়, *ইউরোপে যুগান্তর*, নবভারতী প্রকাশনী।
- রীলা মুখার্জী, *রূপান্তরিত ইউরোপ* (১০০ - ১৮০০), প্রোগ্রেসিভ পাব্লিশার্স।

## A/HIS/402/MJC-6

### History of Europe (1789 -1919)

#### Course Objectives:

This course aims to provide students with a comprehensive understanding of European history from the French Revolution to the aftermath of World War I (1789-1919). Through a detailed exploration of key events, movements, and transformations, students will analyze the socio-political and economic developments that shaped Europe during this period.

#### Course Outcomes:

Upon completion of this course, students will be able to:

1. Understand the Causes and Dynamics of the French Revolution: Analyze the socio-political and economic factors that led to the French Revolution, including the crisis of the Ancien Régime, the role of Enlightenment philosophers, and the consolidation of the Third Estate.
2. Evaluate the Impact of the French Revolution and Napoleon: Assess the achievements of the Constituent Assembly, the rise of Napoleon Bonaparte, and the consequences of Napoleonic rule on France and Europe.
3. Examine the Post-Napoleonic European Order: Analyze the Vienna Congress, the Concert of Europe, and the conservative order established by Metternich, as well as the challenges to this order, including the Greek War of Independence and the revolutions of 1830 and 1848.
4. Study the Rise of Nationalism and the Unification Movements: Explore the processes of Italian and German unification, the emergence of the Third Republic in France, and the Paris Commune, as well as nationalist movements in Russia and the Balkans.
5. Analyze the Socio-Economic Transformations of the 19th Century: Examine the industrial revolution in Britain and its impact on European societies, the emergence of the working class and socialist movements, and the development of Marxist thought.
6. Explore Imperialism and Colonialism: Investigate the expansionist policies of Bismarck's Germany and Kaiser Wilhelm II's aggressive foreign policy, as well as colonial rivalries and the causes of World War I.
7. Evaluate the Crisis of Feudalism in Russia and the Rise of Socialism: Examine the emancipation of serfs, the Revolution of 1905, and the Bolshevik Revolution of 1917, analyzing their impact on Russian society and the global socialist movement.

Through lectures, readings, discussions, and research projects, students will develop critical thinking skills, historical analysis abilities, and a nuanced understanding of the complexities of European history in the 19th and early 20th centuries. This module aims to prepare students for further studies or careers in history, political science, international relations, and related fields.

**Evaluation:**

Internal Assessment- 10 marks.

4 marks x 5 = 20 (within 100 words).

10 marks x 2=20 (within 500 words)

**Course Contents:**

**Module I:** French Revolution: Crisis of the Ancien Regime – Socio-Political and Economic; Intellectual Background of the Revolution and the Role of Philosophers; The Aristocratic Revolt and the Consolidation of the Third Estate.

**Module II:** The French Revolution and Napoleon; The Constituent Assembly and its Achievements; the Thermidorian Reaction; Social base of the Revolution – Sans Culottes, Peasants and Women; the Directory and the rise of Bonaparte; Napoleonic Empire and Europe; Fall of Bonaparte; Assessment of Napoleon; Character of the French Revolution.

**Module III:** Europe after Napoleon: Vienna Congress; Concert of Europe; Metternich and the Conservative Order; the Greek War of Independence; the Revolution of 1830 and 1848.

**Module IV:** Age of Nationalism: Louis Napoleon and the Second Empire in France; Unification of Italy and Germany; The Third Republic and the Paris Commune; Russia – Tsarist Autocracy and Reforms; the Eastern Question – the Crimean War; The Treaty of Paris, Balkan Nationalism.

**Module V:** Society and Economy in 19th Century Europe: Industrial Transformation in Britain; Difference in the Industrialization process between England and France, Germany and Russia; the Emergence of the Working Class and its Movements; Early Utopian Socialist Thought and Marxism.

**Module VI:** Imperial Expansion- Bismarck's Diplomacy and a new balance of Power; Kaiser William II and Welt Politik; New Course in the German Foreign Policy; the Eastern Question in Late Nineteenth Century and the Balkan Wars (1912-13); Colonial Rivalries and the Outbreak of the First World War.

**Module-VII:** The Crisis of Feudalism in Russia and Experiments in Socialism: Emancipation of serfs. Revolution of 1905; the Bolshevik Revolution of 1917.



## Suggested Readings:

- Albert Soboul: History of the French Revolution (in two volumes), University of California Press, 1992.
- Albert Soboul: History of the French Revolution (in two volumes), University of California Press, 1992.
- Anthony Wood, Europe, 1815-1960, Longman, 1985.
- Anthony Wood, Europe, 1815-1960, Longman, 1985.
- C.M. Cipolla: Fontana Economic History of Europe, Volume III: The Industrial Revolution, Fontana
- Charles and Barbara Jelavich: The Establishment of the Balkan National States, 1804-1920, University of Washington Press, 1986.
- Charles and Barbara Jelavich: The Establishment of the Balkan National States, 1804-1920, University of Washington Press, 1986.
- Colin Licas, The French Revolution and the creation of modern political culture, Pergamon Press, 1987.
- Colin Licas, The French Revolution and the creation of modern political culture, Pergamon Press, 1987.
- David S. Landes, The Unbound Prometheus: Technological Change and Industrial Development in Western Europe from 1750 to the Present, Cambridge University Press, 2003.
- David S. Landes, The Unbound Prometheus: Technological Change and Industrial Development in Western Europe from 1750 to the Present, Cambridge University Press, 2003.
- Dipak Mukhopadhyay, Biswa Itihaser Prekhhapote Europe, vol 1,2,3 , progressive publishers, 2021.
- Dipak Mukhopadhyay, Biswa Itihaser Prekhhapote Europe, vol 1,2,3 , progressive publishers, 2021.
- E.J. Hobsbawm, Nations and Nationalism since 1780: Programme, Myth, Reality, Cambridge University Press, 2012.
- E.J. Hobsbawm, Nations and Nationalism since 1780: Programme, Myth, Reality, Cambridge University Press, 2012.
- E.J. Hobsbawm: The Age of Revolution, 1789-1848, Abacus, 1988.
- E.J. Hobsbawm: The Age of Revolution, 1789-1848, Abacus, 1988.
- George Lefebvre, The Coming of the French Revolution, Princeton University Press, 2005.
- George Lefebvre, The Coming of the French Revolution, Princeton University Press, 2005.
- Gerald Brennan: The Spanish Labyrinth: An Account of the Social and Political Background of the Civil
- H. Seton Watson: The Russian Empire, 1801-1917, Clarendon Press, 1988.
- H. Seton Watson: The Russian Empire, 1801-1917, Clarendon Press, 1988.
- H.J. Hanham; Nineteenth Century Constitution, 1815 – 1914, Cambridge University Press, 1969.
- H.J. Hanham; Nineteenth Century Constitution, 1815 – 1914, Cambridge University Press, 1969.



- Harbans Mukhia, Maurice Aymard (Ed.) French Studies in History: The Inheritance, Vol. I, Sangam Books Ltd, 1988.
- Harbans Mukhia, Maurice Aymard (Ed.) French Studies in History: The Inheritance, Vol. I, Sangam Books Ltd, 1988.
- J. Evans: The Foundations of a Modern State in 19th Century Europe.
- J. Evans: The Foundations of a Modern State in 19th Century Europe.
- James Joll, Europe Since 1870: An International History, Penguin, 1990.
- James Joll, Europe Since 1870: An International History, Penguin, 1990.
- Jaon B. Landes: Women and the Public Sphere in the Age of the French Revolution, Cornell University Press, 1988.
- Jaon B. Landes: Women and the Public Sphere in the Age of the French Revolution, Cornell University Press, 1988.
- K.O. Morgan, The Oxford Illustrated History of Britain, Volume 3 (1789 –1983), OUP, 2009.
- K.O. Morgan, The Oxford Illustrated History of Britain, Volume 3 (1789 –1983), OUP, 2009.
- Lawrence Stone, History and the Social Sciences in the Twentieth Century, Vanderbilt University Press, 1977.
- Lawrence Stone, History and the Social Sciences in the Twentieth Century, Vanderbilt University Press, 1977.
- Lawrence Stone, The Past and the Present, Routledge & Kegan Paul Books, 1981.
- Lawrence Stone, The Past and the Present, Routledge & Kegan Paul Books, 1981.
- Lynn Hunt: Politics, Culture and Class in the French Revolution, University of California Press, 2004.
- Lynn Hunt: Politics, Culture and Class in the French Revolution, University of California Press, 2004.
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- ডেভিড টমসন, *বিশ্ব ইতিহাসের প্রেক্ষাপটে ইউরোপ* (প্রথম ও দ্বিতীয় খণ্ড), প্রোগ্রেসিভ পাব্লিশার্স।
- প্রফুল্ল কুমার চক্রবর্তী, *ফরাসী বিপ্লব*, পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষদ।
- সুভাষ রঞ্জন চক্রবর্তী, *ইউরোপের ইতিহাস*, পশ্চিমবঙ্গ রাজ্য পুস্তক পর্ষদ।

A/HIS/403/MJC-7

## History of India: Polity, Society and Economy (1200-1707)

### Course Objectives:

This course aims to provide students with a comprehensive understanding of the history of India from 1200 to 1707, focusing on its polity, society, and economy during the medieval period. Through an exploration of key themes, events, and developments, students will analyze the political structures, social dynamics, economic systems, and cultural interactions that characterized medieval Indian history.

### Course Outcomes:

Upon completion of these module of the course, students will be able -

1. **Understand the Historiography of Medieval India:** Analyze different theories and approaches to the study of medieval Indian history, including theories of kingship and state administrative patterns, and critically evaluate historical interpretations.
2. **Examine the Agrarian Structure:** Explore the agrarian structure of medieval India, including the systems of iqta, mansabdari, and jaigirdari, as well as the land revenue system, and understand their impact on society and economy.
3. **Study Provincial Kingdoms:** Investigate the rise and development of provincial kingdoms such as the Rajput, Vijayanagar, Bahmani, Mysore, Sikh, and Maratha kingdoms, with a focus on their political organization, socio-economic structures, and cultural achievements.

4. **Explore Medieval Bengal:** Trace the history of medieval Bengal from the Iliyashahi dynasty to the reign of Murshid Quli Khan, analyzing the political, economic, and social transformations that took place in the region.
5. **Analyze the Impact of Islam on Indian Culture:** Examine the impact of Islam on Indian culture through the Bhakti and Sufi movements, Indo-Persian architecture, and Mughal painting, and understand the processes of cultural synthesis and exchange.

Through readings, lectures, discussions, and research projects, students will develop critical thinking skills, historical analysis abilities, and a nuanced understanding of the complexities of medieval Indian history. This module aims to prepare students for further studies or careers in history, cultural studies, archaeology, and related fields.

### **Evaluation:**

Each course is evaluated on 50 marks divided in the following manner:

Internal Assessment- 10 marks.

4 marks x 5 = 20 (within 100 words).

10 marks x 2=20 (within 500 words)

### **Course Contents:**

**Module I:** Historiography of Medieval India-theory, theory of kingship; Nature of state and administrative patterns in Medieval India

**Module II:** Agrarian Structure-Iqta, Mansabdari, Jaigirdari; Land Revenue system; Social structure and peasant uprising

**Module III:** Provincial kingdom-Rajput, Vijaynagar and Bahmani kingdom, Mysore, Sikh, Marathas up to Shivaji.

**Module IV:** Medieval Bengal-from Illias Shahi dynasty to Murshid Quli Khan. Cultural life of Medieval Bengal.

**Module V:** Impact of Islam on Indian Culture, Bhakti and Sufi movement; Indo- Persian architecture, Mughal Miniature painting.

### **Suggested Readings:**

- *A History of Mysore* by C. Hayavadana Rao (Government Press)
- *A History of South India* by K.A. Nilakanta Sastri (Oxford University Press)
- *Bengal Under Akbar and Jahangir: An Introductory Study in Social History* by Tapan Raychaudhuri (Munshiram Manoharlal)
- *History of Bengal: Volume 2* edited by Sir Jadunath Sarkar (University of Dacca)
- *History of the Sikhs* by Khushwant Singh (Penguin Books India)

- *Land, Revenue and Polity in Early Medieval Bengal* by Ratnabali Chatterjee (Manohar Publishers)
- *Medieval India: From Sultanat to the Mughals-Delhi Sultanat (1206-1526)* by Satish Chandra (Har-Anand Publications)
- *Medieval India: The Study of a Civilization* by Irfan Habib (National Book Trust)
- *Peasant Movements in India: Medieval and Modern* by Irfan Habib (Oxford University Press)
- *Rethinking Early Medieval India: A Reader* edited by Brajadulal Chattopadhyaya (Oxford University Press)
- *Shivaji and His Times* by Jadunath Sarkar (Orient Blackswan)
- *State and Government in Medieval India* by A.S. Altekar (Motilal Banarsidass)
- *Sufism in India* by Saiyid Athar Abbas Rizvi (Munshiram Manoharlal)
- *The Agrarian System of Mughal India* by Irfan Habib (Oxford University Press)
- *The Bahmanis of Deccan: An Objective Study* by H.K. Sherwani (Hayatabad)
- *The Bhakti Movement and Medieval Hindu Society* edited by N.N. Bhattacharyya (Manohar Publishers)
- *The Cambridge Economic History of India: Volume 1, c. 1200-c. 1750* edited by Tapan Raychaudhuri and Irfan Habib (Cambridge University Press)
- *The Mughal Nobility under Aurangzeb* by M. Athar Ali (Oxford University Press)
- *The Mughal Throne: The Saga of India's Great Emperors* by Abraham Eraly (Penguin Books India)
- *The Vijayanagara Empire: A Study in South Indian History* by N. Venkataramanayya (Madras University Historical Series)
- *The Wonder That Was India: The Islamic Period* by S.A.A. Rizvi (Rupa Publications India)
- ইরফান হাবিব, *মুঘল ভারতের কৃষি ব্যবস্থা*, কে.পি. বাগচি এন্ড কোং।
- ইরফান হাবিব, *মধ্যকালীন ভারত* (প্রথম – চতুর্থ খণ্ড) , কে.পি. বাগচি এন্ড কোং।
- এম আথার আলি, *আওরঙ্গজেবের সময়ে মুঘল অভিজাত শ্রেণী*, কে.পি. বাগচি এন্ড কোং।
- গৌতম ভদ্র, *মুঘল যুগে কৃষক অর্থনীতি ও কৃষক বিদ্রোহ* , সুবর্ণরেখা।
- শেখর বন্দ্যোপাধ্যায়, *অষ্টাদশ শতকের মুঘল সংকট ও আধুনিক ইতিহাস চিন্তা*, সুবর্ণরেখা।
- সতীশ চন্দ্র, *মধ্য যুগের ভারত* (প্রথম ও দ্বিতীয় খণ্ড), বুকপোস্ট পাবলিকেশন।
- হরবঙ্গ মুখিয়া, *অনুসন্ধানী আলোয় মধ্যযুগের ভারতঃ ইতিহাস, সমাজ, সংস্কৃতি ও প্রযুক্তি*, বুকপোস্ট পাবলিকেশন।

**Course Objectives:**

The primary objective of this course is to provide students with a comprehensive understanding of the critical events, policies, and socio-economic transformations in India between 1707 and 1857. Through the examination of the arrival and influence of European trading companies, the course aims to elucidate the profound changes in India's political and economic landscape.

Students will explore the consequences of colonial policies on the rural and urban populace, including the pivotal revolts and resistances that emerged in response to foreign domination and exploitation.

**Course Outcomes:**

By the end of this course, students will be able to:

Analyze the strategies and impacts of European trading companies in India, particularly the Portuguese, British, and French East India Companies.

Evaluate the changes in India's economic and political landscape under colonial rule, focusing on land revenue systems, forest policies, and economic transformations.

Assess the impact of colonial policies on rural societies in Bengal and understand the continuities and disruptions in agrarian life.

Understand the causes, courses, and consequences of significant rebellions and popular resistance movements, including the Santal and Wahabi movements and the Revolt of 1857.

Critically Engage with historical debates on colonial exploitation, including the 'Drain of Wealth' and deindustrialization, and their long-term effects on Indian society.

Develop a nuanced understanding of the complex interactions between colonial powers and Indian society, economy, and polity during the period 1707-1857.

This comprehensive approach aims to equip students with the skills necessary to critically analyze historical sources and narratives, fostering a deeper understanding of India's colonial past and its enduring legacies.

**Evaluation:**

Each course is evaluated on 50 marks divided in the following manner:

Internal Assessment- 10 marks.

4 marks x 5 = 20 (within 100 words).

10 marks x 2=20 (within 500 words)

**Course Contents:**

**Module I:** Coming of the Europeans -Portuguese East India Company, , British East India Company, French East India Company. Arrival of the Portuguese and their early

settlements. Establishment and expansion of the British East India Company. French East India Company's activities and its rivalry with the British. Comparative analysis of the European trading companies and their impacts on Indian politics and economy.

**Module II:** Economy and Polity-Land Revenue System and Forest Policy- Commercialization and Indebtedness- Famine of 1770, Drain of wealth and deindustrialization. Land Revenue Systems: Zamindari, Ryotwari, and Mahalwari. Colonial Forest Policy and its impact on local communities. Commercialization of agriculture and the resulting indebtedness of peasants. The Bengal Famine of 1770: Causes, consequences and colonial response. Drain of Wealth theory and its implications for India's economy. Deindustrialization: Decline of traditional industries and crafts.

**Module III:** Rural Society- Changes and Continuity- Impact of colonial rule on Bengal's agrarian society, Sannyasi, Fakir rebellion. Impact of colonial rule on Bengal's agrarian structure. Changes in land ownership and cultivation patterns. Social and economic consequences for rural communities. The Sannyasi and Fakir rebellions: Causes, course, and outcomes.

**Module IV:** Popular resistance: Santal and Wahabi movement, Revolt of 1857. Santal Rebellion: Background, leadership, and impact. Wahabi Movement: Ideological underpinnings and regional influences. The Revolt of 1857: Causes, key events, and consequences.

### Suggested Readings:

- *1857: The Real Story of the Great Uprising* by Savarkar Vinayak Damodar (Jaico Publishing House)
- *An Economic History of India* by Romesh Dutt (Routledge)
- *Bandits in the Valley: The Sanyasi and Fakir Raiders in Bengal, 1770-1800* by Michael Fisher (Orient Blackswan)
- *Company Paintings: Indian Paintings of the British Period* by Mildred Archer (Mapin Publishing)
- *Contemporary newspapers and journals*
- *India and the Indian Ocean: 1500-1800* by Ashin Das Gupta (Oxford University Press)
- *Parliamentary Papers on the Indian Mutiny*
- *Poverty and Un-British Rule in India* by Dadabhai Naoroji (Low Price Publications)
- *Private letters and diaries of British officials and Indian leaders*
- *Selections from the Records of the Government of India (Foreign Department)*
- *The Agrarian History of Mughal India* by Irfan Habib (Oxford University Press)
- *The Agrarian System of Bengal 1793-1955* by Benoy Bhusan Chaudhuri (People's Publishing House)
- *The Anarchy: The East India Company, Corporate Violence, and the Pillage of an Empire* by William Dalrymple (Bloomsbury)

- *The Economic History of India 1857-1947* by Tirthankar Roy (Oxford University Press)
- *The Great Divergence: China, Europe, and the Making of the Modern World Economy* by Kenneth Pomeranz (Princeton University Press)
- *The Great Uprising: India 1857* by Surendra Nath Sen (Penguin India)
- *The History and Culture of the Indian People: Vol. VIII: The Maratha Supremacy* by R.C. Majumdar (Bharatiya Vidya Bhavan)
- *The Other Side of the Medal: A Pale Englishman's Peep into the Indian Mutiny of 1857* by Edward Thompson (The Hogarth Press)
- *The Portuguese Empire in Asia, 1500-1700* by Sanjay Subrahmanyam (Wiley-Blackwell)
- *The Santal Rebellion* by A.R. Desai (Popular Prakashan)
- *The Trading World of Asia and the English East India Company: 1660-1760* by K.N. Chaudhuri (Cambridge University Press)
- রজত কান্ত রায়, *পলাশীর ষড়যন্ত্র ও সেকালের সমাজ*, আনন্দ পাব্লিশার্স।
- শেখর বন্দ্যোপাধ্যায়, *অষ্টাদশ শতকের মুঘল সংকট ও আধুনিক ইতিহাস চিন্তা*, সুবর্ণরেখা।
- শেখর বন্দ্যোপাধ্যায়, *পলাশী থেকে পার্টিশন ও তারপর*, ওরিয়েন্ট লংম্যান।
- সৌমিত্র শ্রীমানী, *অষ্টাদশ শতকের ভারত*, বুকপোস্ট পাবলিকেশন।
- সুশোভন সরকার, *বাংলার রেনেসাঁস*, দীপায়ন।

#### **A/HIS/405/MNC-4: History of India: Society and Culture (Vedic Age to 1000CE)**

##### **Course Objectives:**

The objective of this course is to provide an in-depth understanding of the social and cultural evolution of India from the Vedic period to 1000 CE. Students will explore the dynamics of society, the intricacies of cultural practices, and the development of art, architecture, literature, and education during this extensive timeframe. The course aims to illuminate the transformations within Indian society, the role of various institutions, and the contributions to scientific and technical knowledge.

##### **Course Outcomes:**

Upon completion of this course, students will be able to:

Analyze the evolution and characteristics of the caste system in ancient India, and understand its impact on society.



Evaluate the marriage customs and practices prevalent during the Vedic period, and assess the changes in social structures up to the Maurya period.

Examine the social hierarchy, daily life, and administrative organization of Maurya and Gupta societies, along with their cultural advancements and societal implications.

Evaluate the forms and patronage of art and architecture from the Mauryan to the Post-Gupta period, and understand the influence of patronage on artistic expressions and architectural innovations.

Assess the significant literary contributions in Sanskrit, Pali, Prakrit, and Tamil, and analyze key scientific and technical treatises such as the Surya Siddhanta, Charaka Samhita, Sushruta Samhita, and works of Aryabhata.

Understand the definitions, forms, social and economic roles of slaves in ancient India, and critically analyze the legal and ethical perspectives on slavery.

Explore the historical development, organization, contributions, and impact of educational institutions like Nalanda, Taxila, Vikramshila, and Odantapuri in ancient Indian education.

Students will develop a nuanced understanding of the society and culture of ancient India, enabling them to critically analyze historical developments and their implications on contemporary society.

### **Evaluation:**

Each course is evaluated on 50 marks divided in the following manner:

Internal Assessment- 10 marks.

4 marks x 5 = 20 (within 100 words).

10 marks x 2 = 20 (within 500 words)

### **Course Contents:**

#### **Module I: Vedic Society-**

Caste system; Marriage system from the Vedic period to Mauryan period. Evolution and characteristics of the caste system. Marriage customs and practices in the Vedic period. Changes in social structures up to the Maurya period.

#### **Module II: Maurya and Gupta Society.**

Social hierarchy and daily life. Administrative organization and its impact on society. Cultural advancements and their societal implications.

#### **Module III: Art and Architecture**



Forms and Patronage: From Maurya to Post – Gupta period. Mauryan art and architecture. Development of Gupta art and architecture. Influence of patronage on artistic expressions. Post-Gupta architectural innovations.

#### **Module IV: A brief survey of Sanskrit, Pali, Prakrit and Tamil Literature**

Scientific and technical treatises- Surya Siddhanta, Charak Samhita, Sushrut Samhita, Aryabhatta. Overview of significant literary contributions in Sanskrit, Pali, Prakrit, and Tamil. Analysis of key scientific and technical treatises: Surya Siddhanta, Charaka Samhita, Sushruta Samhita, Works of Aryabhatta.

#### **Module V: Slavery in Ancient India**

Definitions and forms of slavery in ancient India. Social and economic roles of slaves. Legal and ethical perspectives on slavery.

**Module VI: Educational Institutions in ancient India-** Nalanda , Taxila, Vikramshila, Odantapuri. Historical development and organization of Nalanda. Contributions of Taxila to education and scholarship. Educational innovations at Vikramshila. The role and impact of Odantapuri in ancient Indian education.

#### **Suggested Readings:**

- *A History of Indian Art* by Vidya Dehejia (Phaidon Press)
- *A History of Indian Literature* by Maurice Winternitz (Motilal Banarsidass Publishers)
- *A History of Indian Science and Technology* by D.P. Chattopadhyaya (Pearson Education India)
- *A Social History of Early India* by Romila Thapar (Penguin Books India)
- *Caste: Its Twentieth Century Avatar* by M.N. Srinivas (Penguin Books India)
- *Classical Tamil Poetry* translated by George L. Hart and Hank Heifetz (Penguin Classics)
- *Early India: From the Origins to AD 1300* by Romila Thapar (Penguin Books India)
- *Education in Ancient India* by A.S. Altekar (Nand Kishore & Bros.)
- *Indica* by Megasthenes (translated by J.W. McCrindle) (Penguin Classics)
- *Marriage and Family in India: Continuity and Change* by Patricia Uberoi (Oxford University Press)
- *Nalanda* by Hirananda Sastri (Motilal Banarsidass Publishers)
- *Slavery in Ancient India* by Devraj Chanana (Munshiram Manoharlal Publishers)
- *Slavery in the Ancient Near East* edited by M.A. Dandamayev (Brill)
- *State and Government in Ancient India* by A.S. Altekar (Motilal Banarsidass Publishers)
- *Surya-Siddhanta: A Textbook of Hindu Astronomy* by Ebenezer Burgess (Motilal Banarsidass Publishers)

- *Taxila: An Ancient Indian University* by John Marshall (Asian Educational Services)
- *The Age of the Guptas and After* by D.C. Sircar (Munshiram Manoharlal Publishers)
- *The Art and Architecture of the Indian Subcontinent* by James C. Harle (Penguin Books)
- *The Arthaśāstra on War and Diplomacy in Ancient India* by Roger Boesche (Routledge)
- *The Arthashastra* by Kautilya (translated by L.N. Rangarajan) (Penguin Classics)
- *The Caraka Samhita* translated by P.V. Sharma (Chaukhambha Sanskrit Pratishthan)
- *The Penguin Anthology of Classical Sanskrit Literature* translated by Sheldon Pollock (Penguin Books)
- *The Penguin Guide to the Monuments of India* (Vol. 1 & 2) by George Michell (Penguin Books)
- *The Wonder That Was India* by A.L. Basham (Grove Press)
- *Who Were the Shudras?* by B.R. Ambedkar (Thacker & Co. Ltd)
- *Women in Early India* by Kumkum Roy (Manohar Publishers & Distributors)
- দিলীপ কুমার গঙ্গোপাধ্যায়, *ভারত ইতিহাসের সন্ধানে* (দ্বিতীয় খণ্ড), কলকাতা, সাহিত্যলোক।
- দিলীপ কুমার গঙ্গোপাধ্যায়, *ভারত ইতিহাসের সন্ধানে* (প্রথম খণ্ড), কলকাতা, সাহিত্যলোক।
- দীনেশ চন্দ্র সরকার, ২০০৯, *পাল -সেন যুগের বংশানুচরিত*, কলকাতা, সাহিত্যলোক।
- দীনেশ চন্দ্র সরকার, *পাল পূর্ব যুগের বংশানুচরিত*, কলকাতা, সাহিত্যলোক।
- নীহাররঞ্জন রায়, *বাঙ্গালীর ইতিহাস (আদি পর্ব)*, কলকাতা, দেজ পাব্লিশার্স।
- নরেন্দ্রনাথ ভট্টাচার্য, *প্রাচীন ভারতে ধর্ম*, কলকাতা, জেনেরাল পাবলিকেশন।
- প্রতাপ নাথ; কৌস্তভমণি সেনগুপ্ত, *ইতিহাসের বিতর্ক, বিতর্কের ইতিহাস*, কলকাতা, আনন্দ।
- ব্রজদুলাল চট্টোপাধ্যায়, *আদি মধ্যযুগীয় ভারতে গ্রামীণ বসতি এবং গ্রামীণ সমাজের কয়েকটি দিক*, কলকাতা, বুকপোস্ট পাবলিকেশন।
- রামশরণ শর্মা, *আদি - মধ্যযুগের ভারতীয় সমাজঃ সামন্ততন্ত্র বিষয়ক এক সমীক্ষা*, কলকাতা, কে.পি. বাগচী।
- রামশরণ শর্মা, *ভারতের সামন্ততন্ত্র*, কলকাতা, কে.পি. বাগচী।
- রোমিলা থাপার, *আদি ভারত*, কলকাতা, বুকপোস্ট পাবলিকেশন।
- রণবীর চক্রবর্তী, *প্রাচীন ভারতের অর্থনৈতিক ইতিহাসের সন্ধানে*, কলকাতা, আনন্দ।
- রণবীর চক্রবর্তী, *ভারত ইতিহাসের আদিপর্ব*, কলকাতা, ওরিয়েন্ট ব্ল্যাকসোয়ান।
- রমেশচন্দ্র মজুমদার, *বাংলাদেশের ইতিহাস (প্রাচীন যুগ)*, কলকাতা, জেনেরাল পাব্লিশার্স অ্যান্ড প্রিন্টার্স।