

4 Year Curriculum for U.G. Honours with Research in History

(Total Credit: 174)

Curriculum and syllabus

Effective from 2023-2024 Academic Session



Department Of History
Aliah University
Park Circus Campus, Kolkata- 700014

SEMESTER – I

Programme Outcomes (PO):

The CBCS system provides academic flexibility to meet various needs of the students through learner-centric approach.

- The students will be able to understand basic concept of history and able to question with argument and logic.
- Understand the subject for sustainable development that one student can adjust indifferent fields of activity related to historical knowledge.
- Create a historical sense and overall understanding of the subject.
- To prepare the students for a successful career in history.
- Students should be developed in a way that they will take the opportunity to work in any field of Social Science with an inter-disciplinary approach.

Major Core Course

Semester - I

Paper – I

HISTORY OF INDIA- I (From Earliest Times to 300 AD)

Course Code: HSTUGMCC1101

4 Credits, Total 100 marks (80 + 20), Total - 60 Lectures

Course Objectives: To acquaint the students with the understanding of India's Socio-political and cultural past through the study of various phases of evolution from Hunter-Gatherers to the formation of the first Empire.

Course Outcome (CO):

1. The course intends to understand the notions of Indian History.
2. Able to comprehend the tools and sources of Historical reconstruction.
3. Familiar with the Phases of pre historic cultures.
4. Competent to understand Harappan Civilization.
5. Able to understand Culture in Transition.
6. Acquaint students with Changing Political Formations (Circa 300BCE- 300 AD).

Unit- I. Reconstructing Ancient Indian History:

Notions of Indian History – Sources and tools of historical reconstruction – Historical interpretations with special reference to gender, environment, technology, and regions.

Unit- II. Phases of Pre-Historic Cultures:

Paleolithic, Mesolithic & Neolithic cultures- regional and chronological distribution; new developments in technology and economy; subsistence, and patterns of exchange; Mehrgarh- The advent of food production.

Unit- III. The Harappan Civilization:

Origins; Antiquity and Extent; settlement patterns and town planning; agrarian base; craft productions and trade; social and political organization; religious beliefs and practices; art; the problem of urban decline and the late/post-Harappan traditions. Development of Neolithic and Chalcolithic cultures in post Harappan period.

Unit- IV.1. Cultures in Transition:

Coming of the Aryans and Aryan Debate, Vedic Literature, expansion of Brahmanism to Aryavarta, Vedic religion and philosophy; Vedic economy and society. Religious protest movements; Second Urbanization, Sixteen Mahajanpadas to the rise of Magadha.

Unit- IV.2. Changing Political Formations (Circa 300 BCE to 300 AD):

The Mauryan Empire & politics- Asoka and the Fall of the Mauryas Post-Mauryan Polities with special reference to the Kushanas and the Satavahanas; Gana-Sanghas. Rise of the Guptas, development of Gupta Empire, Gupta Art, Architecture and Literature.

Essential Readings:

- R.S. Sharma, India's Ancient Past, New Delhi, OUP, 2007.
- Romila Thapar, Readings in Early Indian History, New Delhi, OUP, 2013
- Romila Thapar, Bharat Varshar Itihas, New Delhi, Orient Longman.
- Romila Thapar, Asoka and the Decline of the Mauryas, New Delhi, OUP, 1997
- Romila Thapar, Cultural Past: Essays in Early Indian History, New Delhi, OUP, 2013.
- Rajan Gurukul, Social Formations of Early South India, OUP 2010.
- Ram Sharan Sharma Prachin Bharater Samajik O Arthanik Itihas New Delhi, Orient Longman.
- Ram Sharan Sharma Bharater Prachin Atit, New Delhi, Orient Longman.
- Ram Sharan Sharma, Prachin Bharater Bostugata Sanskriti O Samaj Gathan, New Delhi, Orient Longman.
- Ranabir Chakraborty, Bharat Itihaser Adiparba, New Delhi, Orient Longman.
- Thomas R. Trautman ed., The Aryan Debate, New Delhi, OUP, 2005.
- Bhairabi Prasad Sahu, Iron and Social Change in Early India, New Delhi, OUP, 2006.
- R.S. Sharma, Material Culture and Social Formations in Ancient India, New Delhi, OUP, 1983.
- Champaka Lakshmi, Trade Ideology and urbanization: South India 300 BC- AD 1300, New Delhi, OUP, 1996.
- Uma Chakravarti, The Social Dimensions of Early Buddhism 1997.

- R.S. Sharma, Looking for the Aryans, Delhi, Orient Longman Publishers, 1995.
 - L. Basham, The Wonder that Was India, 1971.
 - D. K. Chakrabarti, The Archaeology of Ancient Indian Cities, 1997, Paperback.
 - Dilip Kumar Chakrabarti, India- An Archaeological History, New, Delhi, OUP, 1999.
 - Dilip Kumar Chakrabarti, The Oxford Companion to Indian Archaeology, New Delhi, 2006.
 - H. C. Raychaudhuri, Political History of Ancient India, Rev. ed. with Commentary by B. N. Mukherjee, 1996.
 - K. A. N. Sastri, ed., History of South India, OUP, 1966.
 - Upinder Singh, A History of Ancient and Early Medieval India, 2008.
-

Major Core Course
Semester - I
Paper – II
SOCIAL FORMATIONS AND CULTURAL PATTERNS OF THE
ANCIENT WORLD
Course Code: HSTUGMCC1102
4 Credits, Total 100 marks (80 + 20), Total - 60 Lectures

Course Objectives: The course intends to initiate into the study of evolution of humankind through various phases till the emergence of three great civilisations of World. It further attempts to understand the advent of iron and its repercussions.

Course Outcomes (CO):

1. The course intends to initiate the study of evolution of humankind through various phases till the emergence of three great civilizations of World. It further attempts to understand the advent of Iron and its repercussions.
2. In a position to analyse the evolution of humankind.
3. Familiar with different civilizations.
4. Able to explain debate on the advent of Iron and its implications during ancient world.
5. Familiar with the slave society in ancient Greece and their culture.

I. Evolution of Humankind & Food Production:

Paleolithic and Mesolithic cultures, beginnings of agriculture and animal husbandry.

II. Bronze Age Civilizations With Reference to Any One of the Following:

i) Egypt (Old Kingdom); ii) Mesopotamia (up to the Akkadian Empire); iii) China (Shang); iv) Eastern Mediterranean (Minoan) economy, social stratification, state structure, religion.

III. Nomadic groups in Central and West Asia:

Debate on the advent of iron and its implications

IV. Slave society & Polis in ancient Greece:

Agrarian economy, Urbanization, Trade, Athens and Sparta; Greek Culture.

Essential Readings:

- Burns and Ralph. World Civilizations.
 - Cambridge History of Africa, Vol. I.
 - V. Gordon Childe, What Happened in History.
 - G. Clark, World Prehistory: A New Perspective.
 - B. Fagan, People of the Earth.
 - Amar Farooqui, Early Social Formations.
 - M. I. Finley, The Ancient Economy.
 - Jacquetta Hawkes, First Civilizations.
 - G. Roux, Ancient Iraq.
 - Bai Shaoyi, An Outline History of China.
 - H. W. F. Saggs, The Greatness that was Babylon.
 - B. Trigger, Ancient Egypt: A Social History.
 - UNESCO Series: History of Mankind, Vols. I - III. /Or New ed. History of Humanity.
 - R. J. Wenke, Patterns in Prehistory.
-

Minor Course

Semester - I

Paper – I

HISTORY OF INDIA- I (From Earliest Times to 300 AD)

Course Code: HSTUGMIN1101

4Credits, Total 100 marks (80 + 20), Total - 60 Lectures

Course Objectives: To acquaint the students with the understanding of India's Socio-political and cultural past through the study of various phases of evolution from Hunter-Gatherers to the formation of the first Empire

Course Outcome (CO):

1. The course intends to understand the Notions of Indian History.
2. Able to comprehend the tools and sources of Historical reconstruction.
3. Familiar with the Phases of pre historic cultures.
4. Competent to understand Harappan Civilization.

5. Able to understand Culture in Transition.
6. Acquaint students with Changing Political Formations (Circa 300BCE- 300 AD).

Unit- I. Reconstructing Ancient Indian History:

Notions of Indian History - Sources and tools of historical reconstruction - Historical interpretations with special reference to gender, environment, technology, and regions.

Unit- II. Phases of Pre-Historic Cultures:

Paleolithic, Mesolithic & Neolithic cultures- regional and chronological distribution; new developments in technology and economy; subsistence, and patterns of exchange; Mehrgarh- The advent of food production.

Unit- III. The Harappan Civilization:

Origins; Antiquity and Extent; settlement patterns and town planning; agrarian base; craft productions and trade; social and political organization; religious beliefs and practices; art; the problem of urban decline and the late/post-Harappan traditions. Development of Neolithic and Chalcolithic cultures in post Harappan period.

Unit- IV.1. Cultures in Transition:

Coming of the Aryans and Aryan Debate, Vedic Literature, expansion of Brahmvarta to Aryavarta, Vedic religion and philosophy; Vedic economy and society. Religious protest movements; Second Urbanization, Sixteen Mahajanpadas to the rise of Magadha.

Unit- IV.2. Changing Political Formations (Circa 300 BCE to 300 AD):

The Mauryan Empire & politics- Asoka and the Fall of the Mauryas Post-Mauryan Politics with special reference to the Kushanas and the Satavahanas; Gana-Sanghas. Rise of the Guptas, development of Gupta Empire, Gupta Art, Architecture and Literature.

Essential Readings:

- R.S. Sharma, India's Ancient Past, New Delhi, OUP, 2007.
- Romila Thapar, Readings in Early Indian History, New Delhi, OUP, 2013
- Romila Thapar, Bharat Barsher Itihas, New Delhi, Orient Longman.
- Romila Thapar, Asoka and the Decline of the Mauryas, New Delhi, OUP, 1997
- Romila Thapar, Cultural Past: Essays in Early Indian History, New Delhi, OUP, 2013.
- Rajan Gurukkal, Social Formations of Early South India, OUP 2010.
- Ram Sharan Sharma Prachin Bharater Samajik O Arthanik Itihas New Delhi, Orient Longman.
- Ram Sharan Sharma Bharater Prachin Atit, New Delhi, Orient Longman.
- Ram Sharan Sharma, Prachin Bharater Bostugata Sanskriti O Samaj Gathan, New Delhi, Orient Longman.

- Ranabir Chakraborty, Bharat Itihaser Adiparba, New Delhi, Orient Longman.
 - Thomas R. Trautman ed., The Aryan Debate, New Delhi, OUP, 2005.
 - Bhairabi Prasad Sahu, Iron and Social Change in Early India, New Delhi, OUP, 2006.
 - R.S. Sharma, Material Culture and Social Formations in Ancient India, New Delhi, OUP, 1983.
 - Champaka Lakshmi, Trade Ideology and urbanization: South India 300 BC- AD 1300, New Delhi, OUP, 1996.
 - Uma Chakravarti, The Social Dimensions of Early Buddhism 1997.
 - R.S. Sharma, Looking for the Aryans, Delhi, Orient Longman Publishers, 1995.
 - L. Basham, The Wonder that Was India, 1971.
 - D. K. Chakrabarti, The Archaeology of Ancient Indian Cities, 1997, Paperback.
 - Dilip Kumar Chakrabarti, India- An Archaeological History, New, Delhi, OUP, 1999.
 - Dilip Kumar Chakrabarti, The Oxford Companion to Indian Archaeology, New Delhi, 2006.
 - H. C. Raychaudhuri, Political History of Ancient India, Rev. ed. with Commentary by B. N. Mukherjee, 1996.
 - K. A. N. Sastri, ed., History of South India, OUP, 1966.
 - Upinder Singh, A History of Ancient and Early Medieval India, 2008.
-

Multi-Disciplinary Course
Semester - I
Paper – I
Archaeology and Heritage of Bengal
Course Code: HSTUGMDC1101
3 Credits, Total Marks:75 (60+15), Total: 40 Lectures

Course Objectives:

To acquaint students with Archaeology and Heritage of Bengal.

Course Outcome (CO):

1. The course will enable students to understand true concept of Archaeology and its significance.
2. It highlights the institutional frameworks for Heritage protection in India.
3. Students will acquaint with Heritage & its relation with History.

Unit 1: Archaeology: Definition and Basic Characters:

Archaeology: Theories and Techniques.

Archaeological sites and Monuments.

Archaeology in Bengal: Some Case studies.

Unit 2: Definition and Classification of Tangible and Intangible Heritage:

Heritage of Bengal: Some case studies.

Customs and rituals of Bengal.
Plays, Drama and Dances of Bengal.

Unit 3: Archaeology and its relation with History:

Heritage and its relation with History
Archaeological studies in contemporary times
Heritage studies in contemporary times

Essential Readings:

- Agrawal D.P. *Archaeology in India*, Copen Hagen Scandinavian Institute of Asian Studies, 1982.
 - Basker P. *Techniques of Archaeological Excavation*, London, Batsford, 1982.
 - Chakrabarti D.K. 2008. *Theoretical Perspectives in Indian Archaeology*, Munshiram Manoharlal, 1989. Ghosh A: *Encyclopaedia of Indian Archaeology* 2008.
 - Chakrabarti, D.K. 1988. *A History of Indian Archaeology: From the Beginning to 1947*. New Delhi: Munshiram Manoharlal.
 - Daniel, Glyn, E. 1981. *A Short History of Archaeology*. London: Thames and Hudson.
 - Renfrew, C. and P. Bahn 2012. *Archaeology: Theories and Methods and Practice*. London: Thames and Hudson.
 - Sankhalia H.D. 1962. *Indian Archaeology Today*, Heras Memorial Lectures, Bombay, Asia Publishing House.
 - Trigger, Bruce. 1989. *A History of Archaeological Thought*. Cambridge: Cambridge University Press.
 - Chattopadhyay, Rupendra Kumar. 2018. *The Archaeology of Coastal Bengal*. New Delhi: Oxford University Press.
 - Sengupta, Gautam and Sheena Panja eds. 2002. *Archaeology of Eastern India: New Perspectives*. Kolkata: Centre for Archaeological Studies and Training.
 - Khan, Abid Ali. 1980. *History and Archeology of Bengal: Or Memoirs of Gaur and Pandua*. New Delhi: Asia Education Service.
 - Sorensen, Marie Louise Stig and John Carman. 2009. *Heritage Studies: Methods and Approaches*. Abingdon: Routledge
 - Albert, Marie Theres, Ronald Bernecker and Britta Rudolff eds. 2013. *Understanding Heritage: Perspectives in Heritage Studies*. Germany: De Gruyter.
 - Arizpe, Lourdes. 2014. *Culture, Diversity and Heritage: Major Studies*. Netherlands: Springer
 - Dutt, Ramesh Chandra. 1962. *Cultural Heritage of Bengal*. Kolkata: Punthi Pustak.
-

Ability Enhancement Course (AEC)
Semester I
Paper-I
English Communication
Code: UCCUGAEC1102
4 Credits, Total Marks – 100 (80+20), Total 60 Lectures

Skill Enhancement Courses (SEC)
Semester I
Paper-I
Archives & Museums in India
Course Code: HSTUGSEC1101
3 Credits, Total Marks – 75 (60+15), Total 40 Lectures

Course Objectives:

This course introduces students to the institutions that house and maintain documentary, visual and material remains of the past. Museums and archives are among the most important such repositories and this course explains their significance and how they work. Students will be encouraged to undertake collection, documentation and exhibition of such materials in their localities and colleges. Visit to National Archives and National Museum are an integral part of the course.

Course Outcome (CO):

1. Students will learn how to maintain documentary, visual and material remains of the past either in house or Institutions.
2. They will be encouraged to undertake collection, documentation and exhibition of such materials in their localities and colleges.
3. They can understand towards the important and significance of the Museum and Archives to build the history of India. Thus, educational tour to the National Archives and National Museum is an integral part of the history students.

Unit I. Definition and history of development (with special reference to India)

Unit II. Types of Archives and Museums:

Understanding the traditions of preservation in India Collection policies, ethics and procedures Collection: field exploration, excavation, purchase, gift and bequests, loans and deposits, exchanges, treasure trove confiscation and others Documentation: accessioning, indexing, cataloguing, digital documentation and de-accessioning Preservation, curatorial care, preventive conservation, chemical preservation and restoration.

Unit III. Museum Presentation and Exhibition:

Museums, Archives and Society, Education and communication Outreach activities.

Essential Readings:

- Saloni Mathur, India by Design: Colonial History and Cultural Display, University of California, 2007.
 - Sengupta, S. Experiencing History Through Archives. Delhi: Munshiram Manoharlal, 2004.
 - Guha, Thakurta, Tapati, Monuments, Objects, Histories: Institution of Art in Colonial India, New York, 2004_Kathpalia, Y. P. Conservation and Restoration of Archive Materials. UNESCO, 1973.
 - Choudhary, R.D. Museums of India and their maladies. Calcutta: Agam Kala. 1988.
 - Nair, S.M. Bio-Deterioration of Museum Materials. 2011.
 - Agrawal, O.P., Essentials of Conservation and Museology, Delhi, 2007.
-

OR

Skill Enhancement Courses (SEC)

Semester I

Paper-I

Understanding Heritage

Course Code: HSTUGSEC1101

3 Credits, Total Marks – 75, Total 40 Lectures

Course Objectives:

This course will enable students to understand the different facets of heritage and their significance. It highlights the legal and institutional frameworks for heritage protection in India as also the challenges facing it. The implications of the rapidly changing interface between heritage and history will also be examined. The course will be strongly project-based and will require visits to sites and monuments. At least two Projects will be based on visits to Museums/Heritage Sites.

Course Outcome (CO):

1. Students to understand the different facets of heritage and their significance. They also understand about the legal and institutional frameworks for heritage protection in India as the challenges facing it.
2. They can examine towards the implications of the rapidly changing interface between heritage and history.
3. They will gather knowledge about the heritage through project and visit to Museum and Archives both local and national.

Unit I. Defining Heritage:

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

Unit II. Evolution of Heritage Legislation and the Institutional Framework:

Conventions and Acts- national and international Heritage-related government departments, museums, regulatory bodies etc. Conservation Initiatives.

Challenges facing Tangible and Intangible Heritage (Development, antiquity smuggling, conflict to be examined through specific case studies).

III. Heritage and Travel:

Viewing Heritage Sites, the relationship between cultural heritage, landscape and travel recent trends

Essential Readings:

- David Lowenthal, *Possessed By The Past: The Heritage Crusade and The Spoils of History*, Cambridge, 2010
 - Layton, R. P. Stone and J. Thomas. *Destruction and Conservation of Cultural Property*. London: Rutledge, 2001
 - Lahiri, N. *Marshaling the Past - Ancient India and its Modern Histories*. Ranikhet: Permanent Black. 2012, Chapters 4 and 5.
 - S.S. Biswas, *Protecting the Cultural Heritage (National Legislations and International Conventions)*. New Delhi: INTACH, 1999.
-

SEMESTER – II

Programme Outcomes (PO):

The CBCS system provides academic flexibility to meet various needs of the students through learner-centric approach.

- The students will be able to understand basic concept of history and able to question with argument and logic.
- Understand the subject for sustainable development that one student can adjust indifferent fields of activity related to historical knowledge.
- Create a historical sense and overall understanding of the subject.
- To prepare the students for a successful career in history.
- History is recognised as a powerful subject of Social Science group.
- Students should be developed in a way that they will take the opportunity to work in any field of Social Science with an inter-disciplinary approach.

Major Core Course

Semester - II

Paper – III

HISTORY OF INDIA II (300 BCE-750AD)

Course Code: HSTUGMCC1203

4 Credits, Total 100 marks (80 + 20), Total - 60 Lectures

Course Objectives: The course desires to teach socio-political, religious- cultural and economic history from the formation of the Mauryan Empire to the Early Medieval period of Indian history.

Course Outcomes:

1. The course intends to focus on the study of socio-political, religious-cultural and economic history from the formation of the Mauryan Empire to the Early Medieval period of Indian History.
2. Able to comprehend the social and economic condition from 300 BCE to 300 CE.
3. Apprised of the Political structure of Mauryan Empire and post Mauryan politics.
4. Acquainted with the Political Structure of Guptas.
5. Familiar with the socio-political and economic transition from Ancient to Early Medieval India.
6. Able to comprehend the religious development during 300 BCE to 750 AD.
7. Competent to understand the literary and lingual development during the period of study.

Unit I. Economy and Society (Circa 300 BCE to Circa CE 300):

Expansion of agrarian economy: production relations,

Urban growth: north India, central India and the Deccan; craft

Production: trade and trade routes; coinage.

Social stratification: class, Varna, Jati, Untouchability; Gender; Marriage and property relations.

Unit II. Changing political formations (Circa 300 BCE to Circa AD 300):

The Mauryan Empire.

Post-Mauryan Polities with special reference to the Kushanas and the Satavahanas; Gana-Sanghas.

Unit III. Towards Early Medieval India (Circa AD4th Century to AD 750):

Agrarian expansion: land grants, changing production relations; graded Land rights and peasantry.

The problem of urban decline: patterns of trade, currency, and urban Settlements.

Varna, proliferation of Jatis: changing norms of marriage and property.

The nature of polities: the Gupta empire and its contemporaries: post- Gupta polities - Pallavas, Chalukyas, and Vardhanas.

Unit IV. Religion, Philosophy and Socio -Cultural Developments (Circa 300 BCE-AD750):

Consolidation of the Brahmanical tradition: Dharma, Varnashram, Purusharthas, samskaras.

Theistic cults (from circa second century BC): Mahayana; the Puranic tradition.

The beginnings of Tantricism.

A brief survey of Sanskrit, Pali, Prakrit and Tamil literature. Scientific and technical treatises.

Art and architecture & forms and patronage; Mauryan, post- Mauryan, Gupta, post-Gupta.

Essential Readings

- B. D. Chattopadhyaya, The Making of Early Medieval India, 1994.
- D. P. Chattopadhyaya, History of Science and Technology in Ancient India, 1986.
- D. D. Kosambi, An Introduction to the Study of Indian History, 1975.
- S. K. Maity, Economic Life in Northern India in the Gupta Period, 1970.
- B. P. Sahu (ed), Land System and Rural Society in Early India, 1997.
- K. A. N. Sastri, A History of South India.
- R. S. Sharma, Indian Feudalism, 1980.

- R.S. Sharma, Urban Decay in India, c.300- C1000,
 - Romila Thapar, Asoka and the Decline of the Mauryas, 1997.
 - Susan Huntington, The Art of Ancient India: Buddhist, Hindu, and Jain, New York, 1985.
-

Major Core Course
Semester - II
Paper – IV
SOCIAL FORMATIONS AND CULTURAL PATTERNS
OF THE MEDIEVAL WORLD
Course Code: HSTUGMCC1204
4 Credits, Total 100 marks (80 + 20), Total - 60 Lectures

Course Objectives:

To acquaint the students with the socio-religious and economic history of the Medieval world in particular Roman Empire, Medieval Europe and Central Islamic lands.

Course Outcomes (CO):

1. The Course intends to acquaint the students with the socio-religious and economic history of the medieval world in particular the Roman Empire, Medieval Europe and Central Islamic lands.
2. Comprehend about the society of ancient Rome.
3. In a position to be familiar with religion and culture in ancient Rome.
4. Able to understand the economic conditions of ancient Rome.
5. Familiar with the crisis of Roman Empire.
6. Acquainted with the economic developments from 7th to 14th century,
7. Apprised of the technological development during the period.
8. Able to understand the religious and cultural development during Medieval Rome.
9. In a position to comprehend the social and political history of Islamic world.
10. Familiar with the religious development in Islamic world.
11. Informed about the patterns of Trade and Urbanization in Islamic world.

Unit I. Roman Republic:

Participate and Empire & slave society in ancient Rome: Agrarian economy, urbanization, trade, Religion and culture in ancient Rome.

Unit II. Crises of the Roman Empire.**Unit III. Economic developments and cultural pattern in Europe from the 7th to the 14th centuries:**

Organization of production, towns and trade, technological developments. Crisis of feudalism, Religion and culture in medieval Europe.

Unit IV. Societies in Central Islamic Lands:

The tribal background, Ummah, Caliphal state; rise of Sultanates.

Religious developments: the origins of Shariah, Mihna, Sufism

Urbanization and trade

Essential Readings:

- Perry Anderson, Passages from Antiquity to Feudalism.
 - Marc Bloch, Feudal Society, 2 Vols.
 - Cambridge History of Islam, 2 Vols.
 - Georges Duby, The Early Growth of the European Economy.
 - Fontana, Economic History of Europe, Vol. I (relevant chapters).
 - P. K. Hitti, History of the Arabs.
 - P. Garnsey and Saller, The Roman Empire.
-

MINOR Course**Semester - II****Paper – II****HISTORY OF INDIA II (300 BCE-750AD)****Course Code: HSTUGMIN1202****4 Credits, Total 100 marks (80 + 20), Total - 60 Lectures**

Course Objectives: The course desires to teach socio-political, religious- cultural and economic history from the formation of the Mauryan Empire to the Early Medieval period of Indian history.

Course Outcomes (CO):

1. The course intends to focus on the study of socio-political, religious-cultural and economic history from the formation of the Mauryan Empire to the Early Medieval period of Indian History.
2. Able to comprehend the social and economic condition from 300 BCE to 300 CE.
3. Apprised of the Political structure of Mauryan Empire and post Mauryan politics.

4. Acquainted with the Political Structure of Guptas.
5. Familiar with the socio-political and economic transition from Ancient to Early Medieval India.
6. Able to comprehend the religious development during 300 BCE to 750 AD.
7. Competent to understand the literary and lingual development during the period.
8. In a position to trace the architectural evolution and patronage from the ruling class.

Unit I. Economy and Society (Circa 300 BCE to Circa CE 300):

Expansion of agrarian economy: production relations,
Urban growth: north India, central India and the Deccan; craft
Production: trade and trade routes; coinage.
Social stratification: class, Varna, jati, untouchability; gender;
marriage and property relations

Unit II. Changing political formations (Circa 300 BCE to Circa AD 300):

The Mauryan Empire
Post-Mauryan Polities with special reference to the Kushanas and the Satavahanas;
Gana-Sanghas.

Unit III. Towards early medieval India (Circa AD 4th Century to AD 750):

Agrarian expansion: land grants, changing production relations; graded Land rights
and peasantry.
The problem of urban decline: patterns of trade, currency, and urban Settlements.
Varna, proliferation of jatis: changing norms of marriage and property.
The nature of polities: the Gupta empire and its contemporaries: post- Gupta polities -
Pallavas, Chalukyas, and Vardhanas

**Unit IV. Religion, philosophy and socio -cultural developments (Circa 300 BCE-
AD 750):**

Consolidation of the Brahmanical tradition: dharma, Varnashram, Purusharthas,
samskaras.
Theistic cults (from circa second century BC): Mahayana; the Puranic tradition.
The beginnings of Tantricism.
A brief survey of Sanskrit, Pali, Prakrit and Tamil literature. Scientific and technical
treatises.
Art and architecture & forms and patronage; Mauryan, post- Mauryan, Gupta, post-
Gupta.

Essential Readings:

- B. D. Chattopadhyaya, The Making of Early Medieval India, 1994.
 - D. P. Chattopadhyaya, History of Science and Technology in Ancient India, 1986.
 - D. D. Kosambi, An Introduction to the Study of Indian History, 1975.
 - S. K. Maity, Economic Life in Northern India in the Gupta Period, 1970.
 - B. P. Sahu (ed), Land System and Rural Society in Early India, 1997.
 - K. A. N. Sastri, A History of South India.
 - R. S. Sharma, Indian Feudalism, 1980.
 - R.S. Sharma, Urban Decay in India, c.300- C1000,
 - Romila Thapar, Asoka and the Decline of the Mauryas, 1997.
 - Susan Huntington, The Art of Ancient India: Buddhist, Hindu, and Jain, New York, 1985.
-

Multi-Disciplinary Course**Semester - II****Paper – II****Arabic and Islamic Studies****Course Code: HSTUGMDC1202****3 Credits, Total Marks: 75 (60+15), Total: 40 Lectures**

Skill Enhancement Course**Semester - II****Paper – II****Understanding Popular Culture of Bengal****Course Code: HSTUGSEC1202****3Credits, Total 75 marks (60 + 15), Total - 40 Lectures****Course Objectives:**

The students will be able to understand the popular culture of Bengal.

Course Outcome (CO):

1. Students will learn the basic concept of popular culture.
2. They will be able to identify different manifestations of popular culture in Bengal.
3. It provides them a better understanding of the cultural diversity of Bengal.

Unit I: Popular culture and its diverse features-approaches to the study of popular culture.

Unit II: Performance as popular culture-yatra, folk dance (Gambhira, Chhau, Santhali) and folk music (Baul, Bhawaia) of Bengal.

Unit III: Audio-visual performance and popular culture-Bengali cinema and its varied features through the ages-rise of television and the promotion of popular culture through the passage of times.

Unit IV: Social and print media on popular culture-contemporary socio-political as well as economic impact on popular culture.

Essential Readings:

- Marcel Danesi, *Popular Culture: Introductory Perspectives*, Rowman and Littlefield, London, 2023.
- K. Mi Gokulsing and Wimal Dissanayake eds. *Popular Culture in a Globalised India*, Routledge, London, 2009.
- John Fiske, *Understanding Popular Culture* (2nd ed), Routledge, Abingdon, 2010
- Sumanta Banerjee, *The Parlour and the Street: Elite and Popular Culture in Nineteenth Century Calcutta*, Seagull Books, Kolkata, 2019.
- Madhuja Mukherjee and Kaustav Bakshi eds., *Popular Cinema in Bengal: Genre, Stars, Public Culture*, Routledge, Abingdon, 2020.
- A. Rajadhyaksha and P. Willemen, *Encyclopedia of Indian Cinema*, Routledge, London, 2012.
- Aniket De, *The Boundary of Laughter: Popular Performances across Borders in South Asia*, Oxford University Press, New Delhi, 2022.
- Hiren Gohain, *The Idea of Popular Culture in Early Nineteenth Century Bengal*, CSSS, Kolkata, 1991.
- Utsa Ray, *Culinary Culture in Colonial India: A Cosmopolitan Platter and the Middle Class*, Cambridge University Press, New Delhi, 2015.
- Mimasha Pandit, *Performing Nationhood: The Emotional Roots of Swadeshi Nationhood in Bengal, 1905-12*, Oxford University Press, New Delhi, 2019.

Value Added Course
Semester - II
Paper – I
Understanding India
Course Code: UCCUGVAC1202
4 Credits, Total 100 marks (80 + 20), Total - 60 Lectures

Course Objectives: The students will be able acquainted with diverse past of India and it's physical and geographic features.

Course Outcome (CO):

- 1 Students will learn Physical and Geographical features of India.
1. They will be able to understand Cultural distinctiveness of India.
2. It provides them a better understanding of Colonial and Postcolonial India and its varied developments.

Unit 1: India and its diverse past and civilizational aspects-Physical and Geographic features of India since ancient times to contemporary period-the development of Buddhism, Jainism, Hinduism and Islam and issues of religious diversities in India.

Unit 2: India and its cultural distinctiveness-Architecture and Sculpture, Paintings, Music and Dance, Science, Technology, Medicine since ancient times to contemporary period.

Unit 3: The Knowledge system in India and its subsequent transition-Basic features of it since ancient times to contemporary period-The diverse aspects of Indian economy through the ages and its impact on society and polity in India.

Unit 4: Colonial and Postcolonial India and its varied developments-the making of Indian Constitution and its features-Political development and sensibilities-contemporary scenario of India and its foreign policies.

Essential Readings:

- A. L. Basham, *A Cultural History of India*, Oxford University Press, 1997
 - A.L. Basham, *A Wonder that was India*, Rupa, New Delhi, 1994
 - Romila Thapar, *The Penguin History of Early India: From the Origins to AD 1300*, Penguin India, 2003
 - Herman Kulke and Deitmar Rothermund, *A History of India*, Taylor and Francis, 2016
 - N.R. Ray, *An Approach to Indian Art*, Publication Bureau, Chandigarh, 1974
 - R.S. Sharma, *India's Ancient Past*, Oxford University Press, New Delhi, 2020
 - S.C. Ghosh, *History of Education in Modern India, 1758-1986*, Orient Longman, Hyderabad, 1995
 - 8.Tirthankar Ray, *The Economic History of India 1857-1947*, Oxford University Press, New Delhi, 2006
 - Wendy Singer, *Independent India, 1947-2000*, Routledge, Abingdon, 2011
 - Sunil Kilnani, *Idea of India*, Penguin Books, New Delhi, 2004.
-