

GOVERNMENT GENERAL DEGREE COLLEGE, CHAPRA

OFFICE OF THE PRINCIPAL

HIGHER EDUCATION DEPARTMENT

GOVERNMENT OF WEST BENGAL

AFFILIATED TO THE UNIVERSITY OF KALYANI

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ESTD : 2013

DEPARTMENT OF HISTORY

Teaching Plan 2022-2023 [UG-History (Programme Course)]

2nd, 4th, 6th Semesters

| Semeste r | Paper/Course | Unit/Module | Teacher | No. of lectures | To be complet |
|-----------------|-----------------|---|---------|--------------------|------------------|
| | | | | | ed by |
| 2 nd | HISP-CC-T-2: | Unit-1: Northern India under the Delhi | Ajoy | 10 | 1 st |
| Semeste | History of | Sultanate - consolidation of the Sultanate | Ghosh | | month |
| r | Medieval India. | from 1206 to1286 AD; the Khalji | | | |
| | | Revolution and the omnipotent state | | | |
| | | under the Khaljis; The Tughluqperiod of | | | |
| | | reforms and counter reforms; decline of | | | |
| | | the Delhi Sultanate - the successor states | | | |
| | | of Bijoynagar, Bahmani and Bengal - | | | |
| | | society, economy, art, architecture and | | | |
| | | literature. | | | |
| | | Unit-2 : Delhi on the eve of the Mughal | Ajoy | 10 | 2 nd |
| | | ascent - Timur's invasion - the Sayyids | Ghosh | | month |
| | | and Lodis - Babu's adventure - Babur's | | | |
| | | central Asian connection - Humayun's | | | |
| | | misfortune - Sher Shah Surand Afghan | | | |
| | | rule in India - Making of the Mughal | | | |
| | | State from Akbar to Aurangzeb. | | | |
| | | Class Test | 1 | 1 | |
| | | Unit –3: Agrarian crisis and the decline | Ajoy | 10 | 3 rd |
| | | of the Mughal Empire - regional polity – | Ghosh | - • | month |

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|-----------------|--------------------|--|---------|----|-----------------|
| | | the Marathas under Shivaji and the | | | |
| | | Peshwas; the Sikh challenge - emergence | | | |
| | | of successor states – Bengal,Awadh, | | | |
| | | Mysore and Hyderabad. | | | - |
| | | Unit – 4: Mughal India in retrospect - | Ajoy | 10 | 4 th |
| | | state and religion; evolution of the | Ghosh | | month |
| | | administrative system – mansab and jagir | | | |
| | | - management of land and agriculture – | | | |
| | | features of urban economy, trade | | | |
| | | andindustry - society and culture - | | | |
| | | religion of the masses - language, music | | | |
| | | and literature; art andarchitecture. | | | |
| | | Class Test | | | |
| | | Revision and preparation for university exa | | | |
| | | | | | month |
| | | | | | |
| 4 th | HISP-CC-T-4: | Unit-1: Renaissance and Reformation - | Ajoy | 10 | 1 st |
| Semeste | History of Europe | socio-economic roots - secularism and | Ghosh | 10 | month |
| r | from the Fifteenth | humanism - art, architecture, science and | Chiosh | | |
| 1 | to the Twentieth | literature - the printing revolution. | | | |
| | Century. | interature the printing revolution. | | | |
| | Century. | Unit-2: Seventeenth century crisis - | Ajoy | 10 | 2 nd |
| | | Glorious Revolution in England and great | Ghosh | 10 | month |
| | | | Ullosli | | monti |
| | | changes in political, economic and state | | | |
| | | structure - American War of | | | |
| | | Independence, birth of new democratic | | | |
| | | politics - from scientific to Industrial | | | |
| | | Revolution - rise of industrial societies in | | | |
| | | Europe – thetransition debate. | | | |
| | | Class Test | | | |
| | | Unit-3: The French Revolution; society, | | 10 | 3 rd |
| | | economy, and polity; the philosophers | Ghosh | | month |
| | | and theideological revolution – the | | | |
| | | Napoleonic era – the Vienna Settlement | | | |
| | | and the Metternich system -revolutions of | | | |
| | | 1830 and 1848 – birth of the united | | | |
| | | nation states of Germany and Italy – Karl | | | |
| | | Marx and the socialist challenge in | | | |
| | | Europe. | | | |
| | | Unit-4: Roots of European imperialism, | Ajoy | 10 | 4 th |
| | | Nazism and Fascism - the World Wars as | Ghosh | - | month |
| | | the total wars- from the League of | | | |
| | | Nations to the UNO - the Cold War after | | | |
| | | 1945 - various military andeconomic | | | |
| | | | | | |
| | | alliances; regional conflicts in the bi- | | | |
| | | polar world, Vietnam, Korea, Cuba, the | | | |

| | | middleEast and Afghanistan. | | | |
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| | | Class Test | | | |
| | | Revision and preparation for university exa | ım | | 5 th |
| | | | | | month |
| 4 th Semeste r | HISP-SEC-T- 2(A): The Bengal Music. | Unit-1: History of Music in Bengal – influence of Vaishnava poetry of the 13th – 14th century – mixture of Hindu and | Ajoy Ghosh | 06 | 1 st month |
| | Music. | Islamic trends – patronage of Nawabs and big landlords particularly the Baro Bhuiyans. | | | |
| | | Unit-2: Consolidation of the elite society in Bengal and growth of different forms of music in the 18th, 19th and early 20th centuries – Bishnupur Gharana, Rabindrasangeet,Nazrulgeeti,Dwijendrag eeti, AtulprasadiRajanikanter Gaan – swadeshi and nationalist songs. | Ajoy Ghosh | 10 | 2 nd month |
| | | Unit-3: Aspects of folk culture and folk music of Bengal – Baul, Bhatiali, Bhawaiya, Dhamali, Gambhira, Jhumur, Kavigaan and Jatra. | Ajoy Ghosh | 06 | 3 rd month |
| | | Unit-4: Modern Bengali Music – post- colonial western influences – middle class romanticism and transformation of Bengali music – leftist movements and new forms of music – media and music – Bengali music in theatre and film – globalization and changes in musical forms – rockand band music. | Ajoy Ghosh | 10 | 4 th month |
| | | Class Test Revision and preparation for university exam | | | 5 th month |
| 6 th Semeste r | HISP-DSE-T-1: History of Bangladesh from Liberation to the present day. | Unit-1: The genesis – issues of conflict between Pakistani non-Bengali elite group and the rising Bengali middle class of East Pakistan. | Jaydeb Mandal | 10 | 1 st month |
| | | Unit-2: Political transformation in East Pakistan – emergence of linguistic nationalism since1952 – resistance against Pakistani militarism – rise of Sheikh Mujibur Rahaman as the new mass leader – Awami League Movement, 1966 to 1970 – Bangladesh liberation | Jaydeb Mandal | 10 | 2 nd month |

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| | | movement of 1971 – birth of Bangladesh in 1972. | | | |
| | | Class Test | | | |
| | | Unit-3: Bangladesh after independence – society, economy and politics. | Jaydeb Mandal | 10 | 3 rd month |
| | | Unit-4: Foreign policy of Bangladesh – relations with India – role of Bangladesh in the SAARCand ASEAN. | Jaydeb Mandal | 10 | 4 th month |
| | | Class Test | | | |
| | | Revision and preparation for university exa | | 5 th month | |
| 6 th Semeste r | HISP-SEC-T- 2(A): History and Tourism in India. | Unit-1: Recollecting cultural heritage of India from the Epics for a tourist – displaying India's heritage through art and architecture, particularly in South India – the culture of Indian History. | Jaydeb Mandal | 06 | 1 st month |
| | | Unit 2: Looking for Immortal India – Kasi, Rameswaram, Kurukshetra, Prayagraja, Gaya, Puri, Madurai, Dwarka, Ujjain, Kanchi, ayodhya, Mathura, Sringeri,Srirangam,Kedarnath, Badrinath, Pushkar, Tirupati, Nasik, Khajuraho, Kamakhya, and Dakshineswar. | Jaydeb Mandal | 10 | 2 nd month |
| | | Class Test | | | |
| | | Unit 3: The wonder that was medieval India – Delhi, Agra, Ajmer, Ahmedabad, Daulatabad, Junagarh, Lucknow, Chittor, Jaipur, Jodhpur and Jaisalmir. | Jaydeb Mandal | 06 | 3 rd month |
| | | Unit 4: Legacy of European Culture in India with special focus on the South, the East and the North East – revisiting Bengal at Kolkata, Serampore, Chandannagar, Hooghly, the Duars and the hill station of Darjeeling. | Jaydeb Mandal | 10 | 4 th month |
| | | Class Test | | | |
| | | Revision and preparation for university exam | | | 5 th month |
| 6 th Semeste r | HISP-GE-T-3: History of Medieval India. | Unit-1 : Northern India under the Delhi Sultanate - consolidation of the Sultanate from 1206 to1286 AD; the Khalji Revolution and the omnipotent state under the Khaljis; The Tughluq period of | Arunava Sinha | 10 | 1 st month |

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| reforms and counter reforms; decline of | | | |
| the Delhi Sultanate - the successor states | | | |
| ofBijoynagar, Bahmani and Bengal - | | | |
| society, economy, art, architecture and | | | |
| literature. | | | |
| Unit 2: Delhi on the eve of the Mughal | Arunava | 10 | 2 nd month |
| ascent - Timur's invasion - the Sayyids | Sinha | | |
| and Lodis - Babu's adventure - Babur's | | | |
| central Asian connection - Humayun's | | | |
| misfortune - Sher Shah Sur and Afghan | | | |
| rule in India - Making of the Mughal | | | |
| State from Akbar to Aurangzeb. | | | |
| Class Test | 1 | • | |
| Unit 3: Agrarian crisis and the decline of | Arunava | 10 | 3 rd month |
| the Mughal Empire - regional polity – the | Sinha | | |
| Marathas under <i>Shivaji</i> and the <i>Peshwas</i> ; | | | |
| the Sikh challenge - emergence of | | | |
| successor states – Bengal, Awadh, Mysore | | | |
| and Hyderabad. | | | |
| Unit 4: Mughal India in retrospect - state | Arunava | 10 | 4 th month |
| and religion; evolution of the | Sinha | | |
| administrative system – mansab and jagir | | | |
| - management of land and agriculture - | | | |
| features of urban economy, trade | | | |
| andindustry - society and culture - | | | |
| religion of the masses - language, music | | | |
| and literature; art andarchitecture. | | | |
| Class Test | | • | |
| Revision and preparation for university exam | | | 5 th month |
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