

GOVT. GENERAL DEGREE COLLEGE, CHAPRA
UNDER GRADUATE DEPARTMENT OF HISTORY
B.A. HISTORY (HONS) CBCS SYLLABUS

With effect from 2018-19

HISTORY HONOURS: PROGRAM OUTCOMES

Courses that are taught in History Honours from Semester 1 to Semester 6 is about the progress of Human civilization in Europe and India. By studying history -

- Students can know about the pre-historic and proto-historic past of mankind.
- Students get to know the evolutionary stages of India's society, economics, education, art and architecture.
- Students will be eligible for various private and public sector jobs.
- They can teach at academic institutions.
- They can pursue higher academic degrees like M.A, B.Ed, M.Ed, Ph.D etc.
- Students can be aware of the interdisciplinary aspect of the subject in the field of social sciences and literature.
- Students develop critical thinking, rational ideas by studying history.
- Interests can be developed towards allied subjects like area studies, women studies, subaltern studies etc.
- They will learn about great historical figures and their contributions to make the world a better place to live in.
- The Program helps students to know the struggle of mankind towards civilizational progress and thus makes them responsible citizen.

PROGRAM SPECIFIC OUTCOME (PSO)

Δ Students acquire knowledge of India's cultural heritage, historical tradition, religion, customs etc.

Δ Students can gain skill based knowledge by studying history.

*They can prepare charts, diagrams, draw maps of India and Europe of different historical periods, locations etc.

*Can Prepare models of historical monuments, tools etc.

ΔStudents can grow interest in history through various activities -

: Visit historical places and museums.

: perform in historical plays, dramas etc.

: collect coins, artefacts, paintings of historical significance.

: Collect newspaper cuttings, documents to create a personal repository of historical materials.

ΔThey can analyse various historical debates and theories and develop their own analytical ability.

Δ They gain knowledge about world politics, political ideas through the ages.

GOVERNMENT GENERAL DEGREE COLLEGE, CHAPRA

COURSE OUTCOME OR LEARNING OUTCOME

UNDER GRADUATE DEPARTMENT OF HISTORY

B.A. History (Hons.) 3-Years CBCS Semester System

CC I- History of Early India, from remote past to the end of the Vedic Policy

- Students of history will come to know about the notion of history, meaning of pre-history, proto-history and history.
- Students understand how tough was the life of the primitive men and their journey from the stage of food gatherers to food producers.
- Students can gain knowledge about the greatness of Indian civilization with the advent of Harappan civilization, Vedic civilizations. They also learn the social, political, cultural changes that people of ancient India was going through the ages.
- Students also learn non-Vedic political economy, the 16 Mahajanapadas, spread of protestant religions, Ajivikism, Jainism and Buddhism, rise of Magadha as an imperial power.

CC II- Social Formations and Cultural Patterns of the Ancient and early Medieval World

- Students understand the evolution of humankind & how the nomadic prehistoric people settled down with time and became civilized. The hard attempts of human beings gave birth to ancient civilizations.
- Students can compare among the civilizations & understand their differences.
- By studying the paper Students can understand that they can achieve success with hard work and dedication like the ancient people.

CC III - Ancient India from the Maurya to Late Gupta period

- Students will come to know the rise of state in ancient India by studying the Mauryan rule in Magadha and they will learn to recognize the distinctiveness of Indian polity by knowing about Asoka's *Dhamma*.
- Students will understand that India had never been isolated from the world once they learn about the empire of Kushanas and the maritime activities of Cholas. They will know about various regional powers of early Christian centuries like Saavahanas, Cheras and Pandyas along with the rise of various religious sects like Vaishnavism, Saivism and Tantrism, which had enriched Indian philosophy and had expanded the spiritual belief system of India and thus they will understand the evolution of a distinct Indian culture in the ancient and early- mediaeval periods. Besides they will come to

know the consolidation of Indian society through the process of transformation of non-agricultural indigenous communities (called “tribes” in colonial term) into sedentary agricultural communities or peasants and the changes it had brought into caste hierarchy.

- Students will learn about the Guptan empire. They will learn to evaluate any historical period on the basis of its own merit. They will be engaged in the critical study of Indian feudalism and political decentralization of India after the fall of the imperial Guptas. They will learn to estimate the achievements of Harshavardhana.
- Students will get to know early India in retrospect, its society and culture and environment; its literature and philosophy; its art and architecture; its science, technology and its trade and industry.

CC IV - History of Early Medieval India

- Students will learn about the contemporary texts and travelogues, particularly the indigenous literature, and archaeology to develop a sound understanding of the sources of history and historiography of early medieval India.
- Students will conceptualize the transition from centralized to decentralized India by knowing the histories of the Rajputs of North India, the Palas and the Senas in Bengal and the kingdoms of the South – the Pallavas, the Rashtrakutas, the Chalukyas and the Cholas.
- Students will get a picture of the condition of India before the invasion of the Turks – its polity, society, economy, religion and culture.
- Students will learn about the Turkish invasions from 997 to 1206 AD, consolidation of the Turkish rule in Delhi from 1206 to 1286 AD, the reality of the Khalji revolution and the omnipotent state under the Khaljis, reforms and counter reforms under the Tughluqs and the decline of the Delhi Sultanate.

CC V - The Delhi Sultanate in Retrospect

- Students will understand the history of the society, economy, art, architecture and literature in the successor states of Bijaynagar, Bahmani and Bengal.
- Students will come to know the dynastic histories of the Sayyids and Lodis of Delhi and they will understand why and how Babur invaded India. They will understand the misfortune of Humayun’s misfortune and the achievements of his adversary, Sher Shah Sur.
- Students will comprehend different areas of the economy during the sultans of Delhi - changes in land revenue administration, new agrarian relations, industry and urbanization and trade and currency.
- Students will grasp the ideas of state and kingship during the sultans of Delhi. They will learn about the development of bhakti and sufi philosophies and the condition of language, literature, art and architecture during the Sultans of Delhi.

CC VI - Rise of the Modern West

- Students will understand the structural features of European feudalism, the Crusades and the decline of feudalism in western Europe but its survival in eastern Europe.
- Students will comprehend the socio-economic roots of Renaissance; the spread of new social ideas like secularism; humanism and art, architecture, science and literature during Renaissance and the printing revolution.

- Students will come to know the origin, course and results of Reformation, the progress of the movement from Luther to Calvin the counter Reformation.
- Students will study and grasp the history of Europe from Thirty Years' War to Seven Years' War and the rise of early nation states like Spain, France, England and Russia.

CC VII - Europe in Transition

- Students will come to know the history of geographical explorations and overseas empires of Portugal and Spain and, as its result, shift of economic balance from the Mediterranean to the Atlantic ocean and commercial and price revolution.
- Students will comprehend different trends in European history, e.g., the seventeenth century crisis in Europe; growth of mercantilism and economic transition; Glorious Revolution in England and changes in political, economic and state structure; scientific revolution; industrial revolution and the rise of industrial societies in Europe.
- Students will grasp the history of American War of Independence and the birth of new democratic politics.
- Students will understand the history of changes from the age of Enlightenment to the Age of Liberalism and from feudalism to capitalism and they will grasp the transition debate.

CC VIII - History of Mughal India

- Students will come to know the sources and different aspects of historiography of Mughal India. They will understand the history of Mughal period by reading primary sources like the texts of AbulFazal, Badauni, Abdul Hamid Lahori and Bernier and the secondary sources like the writings of Sir Jadunath Sarkar and historians from Delhi and Aligarh schools.
- Students will understand different aspects of the Mughal state during the great Mughals, e.g., state and religion, management of land and agriculture, evolution of the administrative system (mansab and jagir), the Mughal ruling classes (nobility and zamindars) and the peasants and village community.
- Students will come to know the history of trade, commerce, and monetary system during Mughal period.
- Students will comprehend the history of urban centres, morphology of cities, urban economy, crafts, technology, industry (*karkhanas*), urban social structure, merchant communities, bankers, artisans, craftsmen and labourers.

CC IX - History of Late Mediaeval India

- Students will understand different aspects of society and culture like religion of the masses, language, music, literature, art and architecture in India during late mediaeval period.
- Students will understand the nature of different regional polities, e.g., the Marathas under *Shivaji* and the *Peshwas* and the Sikh state.
- Students will understand how the Mughal Empire declined and the eighteenth century debate.
- Students will come to know the history of the emergence of different regional states, e.g., Bengal, *Awadh*, Mysore and Hyderabad in eighteenth century India.

CC X - Rise of Modern Europe

- Students will understand the historiography of modern Europe by reading the writings of Alfred Cobban, Lefebvre, Eric Hobsbawm, E.P.Thompson, David Thomson and A.J.P. Taylor.

- Students will come to know the eighteenth century background of the French Revolution and the contribution of philosophers to the revolution.
- Students will understand the history of the role of different social classes, i.e., aristocracy, bourgeois, peasants and workers in the French Revolution; the role of the Constituent Assembly and its achievements; the role of the Girondins and Jacobins, the history of the Reign of Terror and the Rise and fall of the Jacobin Republic; the history of the Thermidorian reaction and the role of Directory. The students will know the history of the Napoleonic Era. They will understand different interpretation of the French Revolution.
- The students will comprehend the nature of the unity and disunity in Europe in 1815, the history of the Vienna Congress and rise of Metternich and the struggle between forces of continuity and change.

CC XI -History of Modern India from the beginning of colonial rule to the Great Revolt

- Students will understand historiography, concepts, terminologies and approaches of modern Indian history.
- Students will understand how the British rule expanded and consolidated in India and the ideology of colonial state, e.g., rule of law, orientalism and utilitarianism.
- Students will comprehend different aspects of colonial economy, e.g., land revenue settlements, agrarian structure and transformation debate, commercialization of agriculture, rural stratification thesis, peasants and landless labourers, detribalization and the environmental question, de-industrialization and rural credit and indebtedness.
- Students will come to know the nature of colonial exploitation, e.g, drain of wealth, famines in India, monetization and entitlement debate. They will understand the history of resistance from the tribes and peasants till the Revolt of 1857 and they will analytically comprehend the history of the Revolt of 1857 and its aftermath.

CC XII - History of Modern India from Renaissance to Independence

- Students will understand the history of the cultural revolution in nineteenth century India with critical evaluation of Young Bengal Movement, Bengal Renaissance, social and religious reforms, colonisation of education and the women's question.
- Students will understand the history of re-industrialisation of India following the spread of railway network, colonial fiscal policy and the balance of Indian trade, and the rise and growth of the Indian capitalist and working class.
- Students will come to know different interpretations of Indian nationalism, e.g., messianic and developmental. They will understand the history of different phases of the nationalist struggle, politics of association and politics of union, different political parties and their ideologies. They will comprehend the role of Gandhi, Tagore, Subhas Chandra Bose, Jawaharlal Nehru and M.A. Jinnah in national movement and the history of workers' and peasants' movements.
- Students will understand the colonial policy of divide and rule, religious polarisation of the nationalist leaders, demand for Pakistan and partition of 1947, the refugee question, struggle for new developmental economy, democracy and security in the bipolar world.

CC XIII - Modern Europe : From Nationalism to Socialism

- Students will come to know the history of the national revolutions (1830-1850), the liberal revolutions and the transformation of Russian society and the remaking of eastern Europe in the age of revolutions.
- Students will understand the history of the economic revolutions, consolidation of capitalism and formation of big national states in Germany and Italy; imperial advances

before and after Bismarck; developments in eastern Europe and the new balance of power in Europe.

- Students will comprehend the politics of democracy; industrial society and its critics; new concept of welfare state and revolution in medical science; reason, social change and social reform; the new woman and arts transformed.
- Students will come to know the socialist challenge - from utopian to Marxian socialism - the German, French and Russian variety of socialist politics.

CC XIV - Trends in World Politics from the First to the Second World War

- Students will comprehend different theories of world politics, i.e., the Marxist and non-Marxist approaches.
- Students will come to know the roots of European imperialism and the World Wars as the total war, impact of war on European mind, peace settlement of 1919 and the search for the collective security and the League of Nations.
- Students will understand the different aspects of the war economy in the inter-war period, e.g., the depression and new theories of mixed economy. They will come to know the history of the collapse of the Weimer state in Germany and the rise of the Nazis to power and fascism in Italy.
- Students will understand the history of the World after 1945, the theories of the Cold War and the division of Europe, the emergence of the American and Soviet spheres of influence, various military and economic alliances and different regional conflicts in the bi-polar world, e.g., Vietnam, Korea, Cuba, the Middle East and Afghanistan.

Discipline Specific Elective Course (DSE)

DSE I - History of China from Tradition to Revolution

- China is an important country in the modern world and its civilization is one of the few oldest ones. So it is crucial for our students to know the history of China. By studying this paper they will develop a sound knowledge about Chinese society, economy, culture and politics. They will learn about the ancient background of Chinese civilization; Confucianism; the canton trade; Chinese confrontation of the foreigners and Opium Wars; China as an 'informal colony' and increasing western pressure on China; the open door policy; transformation of China from a feudal society to a semi-colonial and semi-feudal society; various popular movements, e.g. Taiping and Boxer rebellions, self-strengthening movement and reforms, revolution of 1911, revolt of the Chinese working class and the May Fourth Movement; development of Chinese industrial economy and growth of the Chinese proletariat; spread of communism among the proletariat in between the world wars; Chiang Kai Shek; Kuomintang and the united front; break with the front and the mature phase of Chinese communist movement under Mao Tse Tung; the Long March and the Communist Revolution of China.

DSE II - History of Japan from Meiji Restoration to the Second World War

- Japan is one of the undisputed leaders in world economy and a significant country of Asia. Therefore our students need to learn about the history of the countries like Japan. In this paper they will come to know about Tokugawa Baku-han system of Japan; encounter with the west; Meiji restoration; processes of modernization; popular and democratic movements, e.g. Satsuma rebellion, popular rights movement and Meiji constitution; growth of militarism in Japan and her imperialist projects; Sino-Japanese relations; Anglo-Japanese alliance; Russo-Japanese war; the Manchurian crisis; rise of political parties in Japan and their failure to sustain democratic system; and Japan and the two World Wars.

DSC III - Issues of the Contemporary World

- In this paper students will learn about de-colonization of Asia and Africa; emergence of the Third World; struggle for survival in Asia and apartheid in Africa; crisis in the socialist block; impact of the rise of China as a new socialist state; the sino-soviet rift and tensions within the east European Soviet Bloc : Hungary, Czechoslovakia, and Poland ; glasnost- perestroika and collapse of Soviet socialism; end of the cold war and German reunification; oil politics and the Arabian world : Israel, Palestine, Iran and Iraq ; nuclear diplomacy in the twentieth century world; shift of world politics from bi-polarism to uni-polarism; globalization and its impact on culture and society; information revolution and its impact of the present day world.

DSC IV - History of Bangladesh from Liberation to the present day

- Bangladesh is an important neighbouring country of India. So it is important to know the history of Bangladesh. In this paper students will learn about the background of the birth of Bangladesh - issues of conflict between Pakistani non-Bengali elite group and the rising Bengali middle class of East Pakistan; political transformation in East Pakistan; emergence of linguistic nationalism since 1952; resistance against Pakistani militarism; rise of Sheikh Mujibur Rahaman as the new mass leader; Awami League Movement, 1966 to 1970; Bangladesh liberation movement of 1971; birth of Bangladesh in 1972; Bangladesh after independence - its society, economy and politics; and the foreign policy of Bangladesh - its relations with India, its role of Bangladesh in the SAARC and ASEAN.

DSC V - History of Africa, 1500 to 2000 A.D.

- In this paper students will come to know the main issues in the Historiography of Africa. They will understand history of Africa and African societies before colonization; informal empire of the 19th century; European imperialism and partition of Africa in the 20th century - the French in the Maghreb and West Africa, the British in the East, West and Southern Africa and the Belgians in Congo; socio-economic transformation, e.g. structural changes in agriculture, forest management and mining, changing patterns of trade, trans-Atlantic slave trade and migration of capital of labour with special reference to Southern Africa; race, class and religions in colonial South Africa; Apartheid; language, education and cultural forms; popular protests, Rebellions and National Liberation Movements; role of peasants and workers; and nationalist movements in Algeria, Ghana, Kenya, Congo, Angola and South Africa.

DSC VI - History of Women in India

- In this paper students will learn about women in the Indian tradition; different socio-religious movements in pre-colonial India and women's position re-defined; feminism revisited in the Indian context; the women's question in 19th century India during colonial modernization; the debates on Sati and Purdah; the nationalist resolution on the women's question; women in the freedom movement in India; emerging new woman in post-colonial India; women's organizations and fight against their marginalization; and women in Indian literature and performing art.

Generic Elective (GE)

GE I - Human Rights in India

- In the modern world issues related to human rights have become very important. So for our students it is important to know about human rights from historical perspective. In this paper they will learn about the basic concepts and theories of human rights; social structure and the question of human rights in India; gender, caste, class and religion; state and human rights, politics and economic policies; International Conventions and Charters on human rights; Constitution of India and provisions for protection of human rights; legislation and landmark court judgments on human rights in India; history of human right movements in India; intensity and impact; women's rights in India; the question of women's empowerment; women's access to resources of the country; violence against women, protective laws, protests and movements.

GE II - History of Indian Environment

- Now environment is one of the vital issues in every discipline of humanities and social sciences. So, by studying this paper, students of history can build a sound understanding about this issue. Students will be aware of the concepts and theories of environment and ecology developed in India, idealist, materialist, non-materialist and post-materialist philosophies. They will learn about indigenous knowledge system; animal ethics; social formation and collective management of rivers, forests and hills in pre-colonial India; the colonial impact, structural changes in land and environment of India; jangalmahals and jalmahals; spread of railway network and environmental degradation and problems of public health; political economy of environment in post-colonial India; industry and pollution; development versus environment debate and various environmental movements.

GE III - Making of Contemporary India

- In this paper students will come to know about the history of the events on the eve of India's independence, e.g. Government of India Act (1935), the Mountbatten Plan; partition and the birth of the new State of India in 1947; communal riots, influx of refugees and their rehabilitation. They will learn about the history of the events related to the making of the republic of India, e.g. the Constituent Assembly and framing of the Constitution, integration of princely states, electoral politics and the changing party system. They will learn about the history of setting the tone for new foreign policy, non-aligned movement, issues of Pakistan, Bangladesh and China. They will develop a sound understanding about different economic, social and cultural issues, e.g. planned economy; the land question; industry and labour; the demography and public health; caste, religion and gender; movements and legislations; education; cultural trends; institutions and ideas; literature; media and performing arts.

GE IV - Social and Cultural History of Bengal ,14th to 20th centuries

- In this paper students will learn about the history of different aspects of social and cultural life of Bengal during the period from the 14th century to 20th century. They will develop an understanding about the geographical and socio-economic formation of Bengal in 14th century, the Chaitanya Movement and aspects of social transformation. They will develop a knowledge base on the history of colonial rule in Bengal and debates on the imperial impact; structural changes in rural and urban economy; Bengal's response to the western impact; social and religious reforms in 19th and 20th centuries; trends of politics, nationalism, leftism and communalism. They will come to know about the pangs of partition; the refugee question; development of Bengali literature in the 19th and 20th centuries; performing arts; and urban and rural societies.

GE V - Regional History of Bengal – Nadia and Murshidabad

- In this paper students will come to know the history of their own districts, Nadia and Murshidabad. They will learn about the history of Nadia through different ages, i.e. the post-Gupta period, the mediaeval period, the colonial period and post-colonial period. They will develop an understanding about different aspects of the economic, social and cultural history of Nadia and Murshidabad, e.g., the Chaitanya Movement and revolution in culture and literature; the rich tradition of indigenous education ; minor religious sects and folk culture of Nadia; rise and fall of the Nawabi state in Murshidabad; the colonial confrontation; socio-economic transformation of the region during colonial period; growth of small towns during colonial and post-colonial period; and the history of art, architecture and culture of Nadia and Murshidabad.

GE VI - Great Historians of the World and their Philosophy of History

- In this paper students will learn about the great historians of the world and their philosophy of history. They will come to know the essentials of renaissance historiography. They will learn about Bodin, Bacon, Descartes and Vico. They will come to know about Gibbon and development of enlightened historiography; about Hegel and the aspects of Romantic historiography; about Ranke and the Berlin Revolution; about Auguste Comte and positivism; about Karl Marx and historical materialism; about the growth of scientific historiography in the 20th century; about Trevelyan and renewed interest in philosophy; about Spengler and Toynbee and the idealist view of history; about Croce and Collingwood and the trend towards total historiography; about Marc Bloch, Fernand Braudel and the Annales School. They will learn about the shift from modernism to post-modernism; about the Marxist historiography of Christopher Hill, E.H. Hosbawm and E.P. Thompson; about structuralism in history; about Antonio Gramsci; and about the post-modern interpretation of history, Michel Foucault and Jacques Derrida.

Ability Enhancement Compulsory Course (AECC)

AECC I - Essentials of the Environmental Science

- In this paper students will learn about different aspects of environmental science. They will learn about essentials of ecology and environment; ecosystem and biosphere; environmental support systems; pollution, air, water, soil and noise; climatic change and related issues; global warming and sustainability; world water resources; biodiversity; understanding the problem; endangered species; habitats in danger; accounts of Indian biodiversity; current environmental issues; trends in world population; global ocean resources and global human migration.

AECC II - Communicative and Interpretative English

- In this paper students will learn about verbal and non-verbal (Spoken and Written) communication; personal, social and business communication; barriers and strategies of communication; intra-personal, inter-personal and group communication. They will develop English speaking skills, e.g. monologue, dialogue, group discussion. They will be prepared for effective communication, interview and public Speech. They will develop skills in reading, comprehension, summary paraphrasing, analysis and interpretation, translation (from Indian language to English and vice-versa) literary/knowledge texts. They will develop writing skills, e.g. documenting, report writing, making notes and letter writing.

Skill Enhancement Elective Course (SEEC)

SEEC I - Understanding Heritage, Art and architecture of India

- In this paper students will develop a knowledge base about heritage, art and architecture of India. They will learn about definition of heritage; an overview of cultural and heritage of India; notions of art and craft; about pre-colonial Indian Art and Architecture; about early illustrated manuscripts and mural painting traditions; about medieval sculpture, style and iconography; about numismatic art and miniature painting; about early Indian architecture; and about the Mughal and Indo-Persian architecture. The students will learn about the western influences on Indian Art and architecture in colonial period and changes in the post-colonial period. They will come to know about the Bengal School of art and architecture; about Birbhum, Bankura and Bishnupur Gharana; art movements; Santiniketan style; Progressive Artists' Group; about major artists and their works; popular art forms and folk art traditions.

SEEC II - Sports and Society in India in Historical Perspective

- In this paper students will learn about the concepts and theories of sports and sports history, Greek philosophy of Sports, Greek and Roman traditions of sports and the Olympics, ideas of sports from ancient and medieval texts of India, sociology of pre-colonial Indian sports, colonization of Indian sports in the 19th and 20th centuries, imposition of European sports on Indian society, commercialization of sports, impact of sports on mind and body, sports in post-colonial India, sports in education, sports and economy, sports and politics, sports and diplomacy and effects of globalization on Indian sports.

SEEC III - The Bengal Music

- Students will develop a knowledge base about History of Music in Bengal. They will learn about influence of Vaishnava poetry of the 13th – 14th centuries; mixture of Hindu and Islamic trends; patronage of Nawabs and big landlords particularly the Baro Bhuiyans; 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; Dwijendrageeti; Atulprasadi and Rajanikanter Gaan; swadeshi and nationalist songs. They will learn about aspects of folk culture and folk music of Bengal, e.g. Baul, Bhatiali, Bhawaiya, Dhamali, Gambhira, Jhumur, Kavigaan and Jatra. They will learn about modern Bengali music, about post-colonial western influences, about middle class romanticism and transformation of Bengali music, about leftist movements and new forms of music, about media and music, about Bengali music in theatre and film, about globalization and changes in musical forms, and rock and band music.

SEEC IV - Studies in Electronic Communication System

- In this paper students will learn about different communication theories, about communication in a globalized society and economy, about aspects of electronic communication, about technologies and instruments of electronic communication state and administration, about people and their culture. In this paper they will be introduced to computer networks, data communications, components, data representation(ASCII,ISO etc.) and direction of data flow(simplex, half duplex, full duplex), networks - distributed processing, network criteria, physical structure (type of connection, topology), categories of network (LAN, MAN,WAN). They will learn about internet, its brief history, internet today - protocols and standards, reference models: OSI reference model, TCP/IP reference model and their comparative study.

B.A. History (Programme) 3-Years CBCS Semester System

CC I - History of India from the Earliest times to the Early Medieval Period

- After studying this paper students will learn about the sources and interpretation of early and early mediaeval history of India; about paleolithic, mesolithic and neolithic cultures; about the Harappan Civilisation; about the Vedic polity; about the 16 Mahajanapadas; about the Jainism and Buddhism; about the Maurya rule in Magadha, Asoka's Dhamma and administration; about post-Maurya India and the Kushanas, Satavahanas and Tamil powers; about the splits in Jainism and Buddhism and the rise of Vaishnavism and Saivism; about the age of the Guptas and the debates on golden age; about the brahminical revival and growth of feudalism; about the decline of the Gupta power and the beginning of the political decentralization of India; about Harshavardhana as the last great emperor; about the shift from centralized to decentralized India; about the Rajputs of North India, the Palas and Senas in Bengal, Kingdoms of the South, e.g. the Pallavas, Rashtrakutas, Chalukyas and Cholas; and about the changes in polity, society, economy, religion and culture.

CC II - History of Mediaeval India

- In this paper students will learn about different aspects of the mediaeval history of India. They will come to know about the condition of Northern India under the Delhi Sultanate; about the consolidation of the Sultanate between AD1206 to AD1286; about the Khalji Revolution and the omnipotent state under the Khaljis ; about the Tughluq period of reforms and counter reforms; about the decline of the Delhi Sultanate; about the successor states of Bijohnagar, Bahmani and Bengal; and about the society, economy, art, architecture and literature of India in mediaeval period.

CC III - History of Modern India till Independence

- In this paper students will come to know the history of modern India up to its independence. They will learn about the expansion and consolidation of British rule with special reference to Bengal, Maharashtra, Mysore, Punjab and Awadh; about the colonial state and development of its administration; about the colonial ideologies like, orientalism and utilitarianism; and colonial land revenue settlements and results thereof. Students will make an understanding about the British exploitation, e.g. de-peasantization, de-industrialization, drain of wealth and famines in India; about Indian resistance, e.g. resistance from the tribes and peasants till the Revolt of 1857; about the Revolt of 1857 and its aftermath; and about the colonial policy of further exploitation through railways and industrial network.
- The students will learn about the cultural revolution of the nineteenth century; about the critique of Young Bengal Movement, Bengal Renaissance, social and religious reforms and colonisation of education; and about the women's question.
- The students will develop an understanding about different interpretation of Indian nationalism; about the swadeshi movement and different phases of the nationalist struggle; about the roles of Gandhi, Tagore, Subhas Bose, Nehru and Jinnah; about workers' and peasants' movements; about the religious polarisation of national politics; and about the partition and independence (1947).

CC IV - History of Europe from the Fifteenth to the Twentieth Century

- By studying this paper students will develop an understanding about different aspects of European history from 15th to 20th centuries. They will learn about the Renaissance and Reformation; ideas like secularism and humanism; about art, architecture, science

and literature during renaissance; and about the printing revolution. They will learn about seventeenth century crisis; Glorious Revolution in England and great changes in political, economic and state structure; about American War of Independence and the birth of new democratic politics; about scientific to industrial revolutions; about the rise of industrial societies in Europe; and the transition debate.

- Students will come to know about different aspects of 18th and 19th century Europe, e.g. the French Revolution; society, economy, and polity of revolutionary France; the philosophers and the ideological revolution in France; the Napoleonic era; the Vienna Settlement and the Metternich system; the revolutions of 1830 and 1848; birth of the nation states of Germany and Italy; about Karl Marx and the socialist challenge in Europe.
- Students will understand various aspects of the history of 20th century Europe. They will learn about the roots of European imperialism; Nazism and Fascism; the World Wars as the total wars; the roles of the League of Nations and the UNO; the Cold War after 1945; various military and economic alliances; and regional conflicts in the bipolar world, e.g. Vietnam, Korea, Cuba, the middle East and Afghanistan.