

**NAHATA JNMS MAHAVIDYALAYA**

North 24 Pgs, W.B.

**Teaching Plan****Department : History Semester – I, Course Code: DS - 1****Course Title : History of India-I (From Earliest Times to c.300 BCE)FM – 50+50**

<b>Course Content</b>	<b>Teacher Name</b>	<b>Unit wise number of classes (in hours)</b>	<b>Teaching Days in a semester</b>	<b>REMARKS</b>
Reconstructing Ancient Indian History: (a)Early Indian Notions of History (b)Sources and approaches to ancient Indian history	<b>Dr. Chumki Ghosh (CG)</b>	<b>8 hrs.</b>	<b>75 hrs.</b>	<b>Use PPT</b>
Pre-historic hunter-gatherers a)Paleolithic cultures- sequenceand distribution; stone industries and other technological developments b) Mesolithic cultures regional and chronological distribution; new developments in technology and economy; rock art.	<b>CG</b>	<b>10hrs.</b>		<b>Use PPT</b>
Food production: Understanding the regional And chronological distribution of the Neolithic and Chalcolithic cultures: subsistence and patterns of exchange	<b>Biplab Das (BD)</b>	<b>8 hrs.</b>		<b>Direct lecture and use of black board</b>

<p>The Harappan civilization Origin &amp; antiquity; settlement patterns, agrarian base; craft productions and trade; religious beliefs and practices; art and architecture; the first urbanization, the problem of urban decline and the late/post-Harappa Cultures.</p>	<p><b>CG</b></p>	<p><b>12 hrs.</b></p>		<p><b>Direct lecture and use of black board</b></p>
<p>Cultures in transition (since circa 1500 BCE):</p> <p>a) Iron Age cultures with special reference to Painted Grey Ware and Northern Black Polished Ware Cultures</p> <p>b) The Aryan Problem – Society, economy, polity and religion in the Vedic Age</p> <p>c) Expansion of settlements and the second urbanization – craft production, trade, social structure</p>	<p><b>CG</b></p>	<p><b>20 hrs.</b></p>		<p><b>Direct lecture and use of black board</b></p>
<p>Polity &amp; Religion (since circa 600 BCE):</p> <p>a) Janapadas and Mahajanapadas – early monarchical states and ganasanghas – rise of Magadhan Empire</p> <p>b) Protestant religious movements – Jainism, Buddhism, Ajivikas and other systems</p>	<p><b>BD</b></p>	<p><b>17 hrs.</b></p>		<p><b>Use of chart and Maps</b></p>

**Teaching Plan**  
**Department : History Semester – I, Course**  
**Code:HISACOR01T, Course Title : History of India- I (From**  
**Earliest Times to c. 300 BCE)**

**Core Course :CC1 Credit – 6, FM - 75**

<b>Course Content</b>	<b>Teacher Name</b>	<b>Unit wise number of classes (in hours)</b>	<b>Teaching Days in a semester</b>	<b>REMARKS</b>
<b>Reconstructing Ancient Indian History</b> (a) Early Indian notions of History. (b) Sources and tools of historical reconstruction. (c) Historical interpretations (with special reference to gender, environment, technology, and regions).	<b>CG</b>	<b>15hrs.</b>	<b>90 hrs. ***</b>	<b>Use PPT</b>
<b>Pre-historic hunter-gatherers</b> (a) Paleolithic cultures- sequence and distribution; stone industries and other technological developments. (b) Mesolithic cultures- regional and chronological distribution; new developments in technology and economy; rock art	<b>CG</b>	<b>15hrs.</b>		<b>Use PPT</b>

The advent of food production: Understanding the regional and chronological distribution of the Neolithic and Chalcolithic cultures: subsistence, and patterns of exchange	<b>CG</b>	<b>15 hrs.</b>		<b>Direct lecture and use of black board</b>
The Harappan civilization Origins; 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.	<b>CG</b>	<b>23 hrs.</b>		<b>Direct lecture and use of black board</b>
Cultures in transition Settlement patterns, technological and economic developments; Social stratification ; political relations; religion and philosophy; the Aryan Problem. (a) North India (circa 1500 BCE-300 BCE)  (a) Central India and the Deccan(circa 1000 BCE - circa 300 BCE)  (c) Sangam Age: society, language and literature, Megaliths, Tamilagan	<b>S.DAS</b>	<b>22 hrs.</b>		<b>Direct lecture and use of black board</b>

**\*\*\*Including 15 hrs. for tutorial class.**

**Teaching Plan**  
**Department : History Semester – I, Course**  
**Code:HISACOR02T, Course Title : Social Formations and Cultural**  
**Patterns of the Ancient World**

**Core Course :CC2 Credit – 6, FM - 75**

<b>Course Content</b>	<b>Teacher Name</b>	<b>Unit wise number of classes (in hours)</b>	<b>Teaching Days in a semester</b>	<b>REMARKS</b>
Evolution of humankind; Paleolithic and Mesolithic cultures.	<b>BD</b>	<b>15hrs</b>	<b>90 hrs. ***</b>	<b>Direct lecture</b>
Food production: Beginnings of agriculture and animal husbandry.	<b>BD</b>	<b>15hrs</b>		<b>Direct lecture</b>
Bronze Age Civilizations, with reference to any one of the following: Egypt (Old Kingdom); Mesopotamia (up to the Akkadian Empire); China (Shang); Eastern Mediterranean (Minoan) economy, social stratification, state structure, religion	<b>BD</b>	<b>15hrs</b>		<b>Direct lecture and use of maps</b>
Nomadic groups in Central and West Asia; Debate on the advent of iron and its implications	<b>BD</b>	<b>10 hrs</b>		<b>Direct lecture</b>
Slave society in ancient Greece: Agrarian economy, urbanization, trade.	<b>BD</b>	<b>20hrs</b>		<b>Direct lecture and use of black board</b>
Polis in ancient Greece: Athens and Sparta; Greek Culture.	<b>BD</b>	<b>15hrs</b>		<b>Direct lecture and use of maps</b>

**\*\*\*Including 15 hrs. for tutorial class.**

**NAHATA JNMS MAHAVIDYALAYA****North 24 Pgs, W.B.****Teaching Plan****Department: HISTORY****Semester – II****Course Code: HISACOR03T****Course Title: HISTORY OF INDIA II****(c. 300 BCE – 750 CE)****Core Course: CC 3****Credit – 6, FM - 75**

<b>Course Content</b>	<b>Teacher Name</b>	<b>Unit wise number of classes (in hours)</b>	<b>Teaching Days in a semester</b>	<b>Remarks</b>
I. Economy and Society (circa 300 BCE to circa CE 300): (a) Expansion of agrarian economy: production relations. (b) Urban growth: north India, central India and the Deccan; Craft Production: trade and trade routes; coinage. (c) Social stratification: class, varna, jati, untouchability; gender; marriage and property relations	DR.CHUMKI GHOSH	20 hrs.	90 hrs. ***	Direct Lecture and use Smart Board
II. Changing political formations (circa 300 BCE to circa CE 300): (a) The Mauryan Empire. (b) Post-Mauryan Polities with special reference to the Kushanas and the Satavahanas; Gana Sanghas.	CG	25hrs.		Direct Lecture and use Smart Board
Towards early	SD	25hrs.		Direct Lecture

<p>medieval India (circa CE fourth century to CE 750):</p> <p>(a) Agrarian expansion: land grants, changing production relations; graded Land rights and peasantry.</p> <p>(b) The problem of urban decline: patterns of trade, currency, and urban Settlements.</p> <p>(c) Varna, proliferation of jatis: changing norms of marriage and property.</p> <p>(d) The nature of polities: the Gupta empire and its contemporaries: post-Gupta polities - Pallavas, Chalukyas, and Vardhanas</p>				and use Smart Board and PPT
<p>Religion, philosophy and society (circa 300 BCE- CE 750): (a) Consolidation of the brahmanical tradition: dharma, Varnashram, Purusharthas, samskaras.</p> <p>(b) Theistic cults (from circa second century BC): Mahayana; the Puranic tradition.</p> <p>(c) The beginnings of Tantricism</p>	CG	20hrs.		Direct Lecture and use SmartBoard and PPT
<p>Cultural developments (circa 300 BCE - CE 750):</p> <p>(a) A brief survey of Sanskrit, Pali, Prakrit and Tamil literature. Scientific and technical treatises.</p> <p>(b) Art and architecture &amp; forms and patronage; Mauryan, post-Mauryan, Gupta, post-Gupta.</p>	CG			

**\*\*\*Including 15 hrs. for tutorial class.**

**NAHATA JNMS MAHAVIDYALAYA**

**North 24 Pgs, W.B.**

**Teaching Plan**

**Department: HISTORY, Semester – II**

**Course Code: HISACOR04T; Course Title: Social Formations & the Cultural Patterns of the Medieval World**

**Core Course: CC 4**

**Credit – 6, FM – 75**

<b>Course Content</b>	<b>Teacher Name</b>	<b>Unit wise number of classes (in hours)</b>	<b>Teaching Days in a semester</b>	<b>Remarks</b>
I.Roman Republic, Participate and Empire & slave society in ancient Rome: Agrarian economy, urbanization, trade.	MR.BIPLAB DAS	<b>15hrs.</b>	<b>90 hrs.***</b>	<b>Direct Lecture and use of Smart Board</b>
Religion and Culture in ancient Rome.	BD	<b>5hrs.</b>		<b>Direct Lecture and use of Smart Board</b>
Crises of the Roman Empire.	BD	<b>5hrs.</b>		<b>Direct Lecture and use of Smart Board</b>
Economic developments in Europe from the 7th to the 14th centuries: Organization of production, towns and trade, technological developments. Crisis of feudalism.	BD	25hrs.		<b>Direct Lecture and use of Smart Board</b>
Religion and culture in medieval Europe	BD	15hrs.		<b>Direct Lecture and use of Smart Board</b>
Societies in Central Islamic Lands: (a) The tribal background, ummah, Caliphal state; rise of Sultanates (b) Religious developments: the origins of shariah, Mihna, Sufism (c) Urbanization and trade	BD	25hrs.		<b>Direct Lecture and use of Smart Board</b>

**\*\*\* Including 15 hrs. for Tutorial Class**

Course Content	Teacher Name	Unit wise number of classes (in hours)	Teaching Days in a semester	REMARKS
Studying Early Medieval India: Historical geography Sources: texts, epigraphic and numismatic data Debates on Indian feudalism, rise of the Rajputs and the nature of the state	<b>SUBRATA DAS</b>	<b>15hrs.</b>	<b>90 hrs.</b>	<b>Direct lecture and use of black board</b>
Political Structures: (a) Evolution of political structures: Rashtrakutas, Palas, Pratiharas, Rajputs and Cholas (b) Legitimization of kingship; brahmanas and temples; royal genealogies and rituals (c) Arab conquest of Sindh: nature and impact of the new set-up; Ismaili dawah (d) Causes and consequences of early Turkish invasions: Mahmud of Ghazna; Shahab-ud-Din of Ghur	<b>SD</b>	<b>23hrs.</b>		<b>Direct lecture and use of maps</b>
Agrarian Structure and Social Change: (a) Agricultural expansion; crops (b) Landlords and peasants (c) Proliferation of castes; status of untouchables (d) Tribes as peasants and their place in the Varna order	<b>SD</b>	<b>12hrs.</b>		<b>Direct lecture and use black board</b>

Trade and Commerce: (a) Inter-regional trade (b) Maritime trade Forms of exchange (d) Process of urbanization (e) Merchant guilds of South India	<b>SD</b>	<b>15hrs.</b>		<b>Direct lecture and use black board</b>
Religious and Cultural Developments: (a) Bhakti Tantrism, Puranic traditions; Buddhism and Jainism; Popular religious cults (b) Islamic intellectual traditions: Al-Biruni; Al-Hujwiri (c)	<b>SD</b>	<b>25 hrs.</b>		<b>Direct lecture and use black board</b>
Regional languages and literature (d) Art and architecture: Evolution of regional styles				

**\*\*\*Including 15 hrs. for tutorial class.**









**NAHATA JNMS MAHAVIDYALAYA**

North 24 Pgs, W.B.

**Teaching Plan**

**Department : History**

**Semester - III**

**Course Code:HISACOR06T, Course Title : Rise of the Modern West-I**

**Core Course : CC 6 Credit – 6, FM - 75**

<b>Course Content</b>	<b>Teacher Name</b>	<b>Unit wise number of classes (in hours)</b>	<b>Teaching Days in a semester</b>	<b>REMARKS</b>
Transition from feudalism to capitalism: problems and theories.	BIPLAB DAS	15 hrs.	90 hrs.***	Direct lecture and use of black board
Early colonial expansion: motives, voyages and explorations; the conquests of the Americas: beginning of the era of colonization; mining and plantation; the African slaves.	BD	15hrs.		Direct lecture and use of black board
Renaissance:its social roots,city-states of Italy; spread of humanism in Europe; Art.	BD	15hrs.		Direct lecture and use of maps
. Origins, course and results of the European Reformation in the 16th century	BD	15hrs.		Direct lecture and use of black board
Economic developments of the sixteenth century: Shift of economic balance from the Mediterranean to the Atlantic; Commercial Revolution; Influx of American silver and the Price Revolution.	BD	15hrs.		Direct lecture and use of black board

Emergence of European state system: Spain; France; England; Russia.	BD	15hrs.		Direct lecture and use of maps
---	----	--------	--	--------------------------------

**\*\*\*Including 15 hrs.for Tutorial class.**

**NAHATA JNMS MAHAVIDYALAYA**

North 24 Pgs, W.B. Teaching Plan

Department : History Semester - III

Course Code:HISACOR07T, Course Title : History of India-IV (1206 CE– 1526 CE)

Core Course : CC7 Credit – 6, FM - 75

<b>Course Content</b>	<b>Teacher Name</b>	<b>Unit wise number of classes (in hours)</b>	<b>Teaching Days in a semester</b>	<b>REMARKS</b>
Sources for studying/Interpreting the Delhi Sultanate Survey of sources: Persian tarikh tradition; vernacular histories; epigraphy	<b>DR.CHUMKI GHOSH</b>	<b>7 hrs.</b>	<b>90 hrs.***</b>	<b>Direct lecture and use of black board</b>
Sultanate Political Structures Foundation, expansion and consolidation of the Sultanate of Delhi; The Khaljis and the Tughluqs; Mongol threat and Timur's invasion; The Lodis: Conquest of Bahlul and Sikandar; Ibrahim Lodi and the battle of Panipat Theories of kingship; Ruling elites; Sufis, ulama and the political authority; imperial monuments and coinage	<b>CG</b>	<b>25hrs.</b>		<b>Direct lecture and use of maps</b>
Regional Political structures Emergence of provincial dynasties: Bahamanis, Vijayanagar and Bengal Consolidation of regional identities; regional art, architecture and literature	<b>CG</b>	<b>18hrs.</b>		<b>Direct lecture and use of maps</b>
Sultanate Society and Economy- Iqta and the revenue- free grants Agricultural production	<b>CG</b>	<b>10hrs.</b>		<b>Direct lecture and use of black board</b>

<p>Sultanate Society and Economy-2 Changes in rural society; revenue systems Monetization; market regulations; growth of urban centers; trade and commerce; Indian ocean trade</p>	<p><b>CG</b></p>	<p><b>15hrs.</b></p>		<p><b>Direct lecture and use of black board</b></p>
<p>Religion and Culture  Sufi silsilas: Chishtis and Suhrawardis; doctrines  And practices social roles; Bhakti movements and monotheistic traditions in South and North India; Women Bhaktas; Nathpanthis; Kabir, Nanak and The Sant tradition</p>	<p><b>CG</b></p>	<p><b>15hrs.</b></p>		<p><b>Use of PPT</b></p>

**\*\*\*Including 15 hrs. for Tutorial class.**



Core Course : SEC 1 Credit – 2, FM -25

Course Content	Teacher Name	Unit wise number of classes (in hours)	Teaching Days in a semester	REMARKS
<p><b>Introduction :</b> 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 Archives and/or Museums is an integral part of the course.</p>	<p><b>Dr. Chumki Ghosh</b></p>	<p><b>4hrs.</b></p>	<p><b>30 hrs.</b></p>	<p><b>Direct lecture, use of smart board and PPT</b></p>

I. Definition and history of development (with special reference to India)	<b>CG</b>	<b>4hrs.</b>		<b>Direct lecture and use of black board</b>
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	<b>CG</b> <b>BS</b>	<b>10hrs.</b>		<b>Direct lecture and PPT</b>
III. Museum Presentation and Exhibition	<b>CG</b> <b>BS</b>	<b>6hrs.</b>		<b>Direct lecture and PPT</b>
IV. Museums, Archives and Society: (Education and communication Outreach activities)	<b>CG</b> <b>BS</b>	<b>6 hrs.</b>		<b>PPT on how make a report</b>



**NAHATA JNMS MAHAVIDYALAYA**

North 24 Pgs, W.B.

Teaching Plan

Department: **HISTORY**

Semester – **IV**

Course Code: **HISACOR08T** Course Title: *Rise of the Modern West- II*

Core Course: **CC 8**

Credit – **6, FM - 75**

<b>Course Content</b>	<b>Teacher Name</b>	<b>Unit wise number of classes (in hours)</b>	<b>Teaching Days in a semester</b>	<b>REMARKS</b>
17th century European crisis: economic, social and political dimensions.	BIPLAB DAS	<b>15hrs.</b>	<b>90 hrs.***</b>	<b>Direct lecture and use of black board</b>
The English Revolution: major issues; political and intellectual currents.	BD	<b>10hrs.</b>		<b>Direct lecture and use of black board</b>
Rise of modern science in relation to European society from the Renaissance to the 17th century.	BD	<b>20 hrs.</b>		<b>Direct lecture and use of black board</b>
Mercantilism and European economics; 17th and 18 <sup>th</sup> centuries.	BD	<b>10hrs.</b>		<b>Direct lecture and use of black board</b>
European politics in the 18th century: parliamentary monarchy; patterns of Absolutism in Europe	BD	<b>15hrs.</b>		<b>Use of PPT</b>
Political and economic issues in the American Revolution.	<b>BD</b>	<b>10hrs.</b>		<b>Direct lecture and use of black board</b>
Prelude to the Industrial Revolution.	<b>BD</b>	<b>10hrs.</b>		<b>Direct lecture and use of black board</b>

\*\*\*Including 15 hrs. for Tutorial class.





**NAHATA JNMS MAHAVIDYALAYA**

North 24 Pgs, W.B.

Teaching Plan

**Department: HISTORY**

**Semester – IV**

**Course Code: HISACOR009T**

**Course Title: History of India- V (1526 CE– 1757 CE)**

**Core Course: CC 09**

**Credit – 6, FM - 75**

<b>Course Content</b>	<b>Teacher Name</b>	<b>Unit wise number of classes (in hours)</b>	<b>Teaching Days in a semester</b>	<b>REMARKS</b>
Sources and Historiography Persian literary culture; translations. Literature in regional languages	SUBRATA DAS	<b>10 hrs.</b>	<b>90hrs. ***</b>	<b>Direct Lecture and use of black board</b>
Establishment of Mughal rule Babur's invasion of India -  Struggle for Empire in North India –significance of Babar and Humayun's reign - Significance of Afghan despotism and rise of Sher Shah to power. His administrative and revenue reforms	SD	<b>15hrs.</b>		<b>Direct Lecture, use of black board and maps</b>
Akbar and Consolidation of Mughal Empire Akbar's Conquests - his Rajput Policy & Administrative and Religious reforms, Reign of Jahangir, Nurjahan- her role in imperial politics; The Mughals and the North Western frontier and central Asia. Making of a new imperial system and administration, the Mughal nobility, Mansab and Jagir.	SD	<b>20hrs.</b>		<b>Direct Lecture, use of black board and maps</b>

Mughal Empire Under Aurangzeb State and religion under Aurangzeb; issues in the war of succession; Policies regarding Religious groups and Institutions - Conquests and limits of expansion - Beginning of the crisis: contemporary perceptions; agrarian and Jagir crises; revolts. Inland and ocean trade network.	SD	<b>15hrs.</b>	<b>Direct Lecture, use of black board and maps</b>
Mughal Art, Architecture & Painting	SD	<b>10hrs.</b>	<b>Use PPT</b>
Patterns of Regional Politics Rajput political culture and state formation – Rise of Maratha power under Shivaji, and expansion under the Peshwas - emergence of regional powers – case studies of Maharashtra, Awadh and Bengal; Bengal Nawabs and the rise of the English East India Company in Bengal. Debate of the 18th Century on the decline of the Mughal Empire	SD	<b>20hrs.</b>	<b>Direct Lecture, use of black board and maps</b>

\*\*\*Including 15 hrs. for Tutorial class.



**NAHATA JNMS MAHAVIDYALAYA**

North 24 Pgs, W.B.

Teaching Plan

Department: **HISTORY** Semester IV Course Code:

**HISACOR010T** Course Title: **History of IndiaVI(1757 CE -1857 CE)**

Core Course: **CC10** Credit – 6, FM - 75

<b>Course Content</b>	<b>Teacher Name</b>	<b>Unit wise number of classes(in hours)</b>	<b>Teaching Days in a semester</b>	<b>REMARKS</b>
Foundations of Company's Rule Early contestations between the Dutch, French and the British East India The emergence of the English East India Company as a political power; Bengal as the British bridgehead'; Company Bengal Nawabs and the battle of Plassey, Buxar and the grant of Dewani, (Anglo Mysore; Anglo Maratha and Anglo Sikh relations. The Subsidiary alliance and the Doctrine of Lapse.	DR. CHUMKI GHOSH	20 hrs.	90hrs.***	Direct Lecture
Legitimization of Company's rule in India ,Regulatio Act; Pitt's India Act; Charter Acts of 1813, 1833 and 1853 ,Administrative, Military, Police and Educational Reforms	CG	10hrs.		Use PPT
Rural Economy and Society Land revenue systems. Permanent settlement, Rayatwari and Mahalwari Commercialization of agriculture and indebtedness. Rural society: change and continuity, Famines.	DR. CHUMKI GHOSH	15hrs.		Screening of some clippings and picture on Famine like 'ANANDAMAT H'

Trade and Industry De industrialization Trade and fiscal policy Drain of Wealth Growth of modern industry	DR. CHUMKI GHOSH	<b>7hrs.</b>	<b>Direct Lecture</b>
Renaissance and ReformsBengal Renaissance and Socio-religious Reforms:Rammohan Roy(Brahma Samaj), Young Bengal,Vidyasagar and others Educational Reformsinitiatedby the Company	DR. CHUMKI GHOSH	<b>18hrs.</b>	<b>Direct Lecture</b>
Renaissance and Reforms Bengal Renaissance and Socio- religious Reforms:Rammohan Roy (Brahma Samaj), YoungBengal, Vidyasagar and others Educational Reforms initiated by the Company	DR. CHUMKI GHOSH	<b>20hrs.</b>	<b>Use PPT</b>

**\*\*\*Including 15 hrs.for Tutorial class.**

Course Code : HISSSEC02M, Course Title Paper II: Understanding Indian Art

Core Course : SEC 2 Credit – 2, FM -25

Course Content	Teacher Name	Unit wise number of classes (in hours)	Teaching Days in a semester	REMARKS
<p><b>Introduction :</b>                      The purpose of this course is to introduce students to Indian art, from ancient to contemporary times, in order to understand and appreciate its diversity and its aesthetic richness. The course will equip students with the abilities to understand art as a medium of cultural expression. It will give students direct exposure to Indian art through visuals, and visits to sites and museums.</p>	<p><b>Dr. Chumki Ghosh</b></p>	<p><b>2hrs.</b></p>	<p><b>30 hrs.</b></p>	<p><b>Direct lecture, use of smart board</b></p>
<p>I. Prehistoric and protohistoric art: Rock art; Harappan arts and crafts</p>	<p><b>CG</b></p>	<p><b>4hrs.</b></p>		<p><b>Direct lecture and use of black board</b></p>

<p>II. Indian art (c. 600 BCE – 600 CE): World Heritage Site Managers, UNESCO World Heritage Manuals [can be downloaded/ accessed at <a href="http://www.unesco.org">www.unesco.org</a>] Notions of art and craft Canons of Indian paintings. Major developments in stupa, cave, and temple art and architecture Early Indian sculpture: style and iconography. Numismatic art</p>	<p><b>CG</b> <b>Mr. BIDHAN SARKAR</b></p>	<p><b>7hrs.</b></p>		<p><b>Direct lecture and PPT</b></p>
<p>III. Indian Art (c. 600 CE – 1200 CE): Temple forms and their architectural features Early illustrated manuscripts and mural painting traditions Early medieval sculpture: style and iconography Indian bronzes or metal icons</p>	<p><b>CG</b> <b>BS</b></p>	<p><b>5hrs.</b></p>		<p><b>Direct lecture and PPT</b></p>
<p>IV. Indian art and architecture (c. 1200 CE – 1800 CE): Sultanate and Mughal architecture Miniature painting traditions: Mughal, Rajasthani, Pahari Introduction to fort, palace and haveli Architecture</p>	<p><b>CG</b> <b>BS</b></p>	<p><b>5 hrs.</b></p>		<p><b>PPT</b></p>
<p>V. Modern and Contemporary Indian art and Architecture: The Colonial Period_Art movements: Bengal School of Art, Progressive Artists Group, etc.Major artists and their art works. Popular art forms (folk art traditions)</p>	<p><b>CG</b></p>	<p><b>7 hrs.</b></p>		<p><b>PPT</b></p>



Course Content	Teacher Name	Unit wise number of classes (in hours)	Teaching Days in a semester	REMARKS
Historical Writings on Southeast Asia inThe early 20 <sup>th</sup> century – Debates on the question of ‘Indianisation’ – Post-War historiography and the ‘_autonomy’ of Southeast Asia.	<b>DR.CHUMKI GHOSH</b>	7 hrs.	90 hrs.***	Direct lecture and use of black board
(a)Growth of Early European Interests in Southeast Asia: 16 <sup>th</sup> to 18 <sup>th</sup> centuries – Colonial penetration And indigenous response: Interaction and accommodation, Collaboration and resistance.  (b) Establishment of the colonial regimes in the 19 <sup>th</sup> century: Stamford Raffles in Java, British forward movement in Malaya, foundation of Singapore, French colonial system in Indochina, British annexation of Burma, British movement in Borneo and the Brookes in Sarawak	<b>CG , SUBRATA DAS</b>	30hrs.		Direct lecture and use of black board

<p>(a) Pre-colonial polity, society, economy and culture in Southeast Asia – a brief survey. (b) Colonial impact on society: growth of Western education; changing position of women and the gender question under colonial rule; social anomalies and eradication efforts; colonial science; Western medicine and public health. (c) Independent modernisation of Siam from Mongkut to Vajiravudh.</p>	<p><b>CG</b></p>	<p><b>20hrs.</b></p>		<p><b>Direct lecture and use of black board</b></p>
<p>Economic impact of colonialism: (a) Dutch domination in Indonesia – from the Culture system to the Liberal system. (b) Colonial policy and land question in Indochina – communication and plantation economy. (c) British economic policy in Burma – agricultural expansion. (d) Development of plantation economy in Malay. (e) Singapore as a strategic defence centre and its growing significance in international economy</p>	<p><b>CG</b></p>	<p><b>17hrs.</b></p>		<p><b>Direct lecture and use of maps</b></p>
<p>Nationalism in Indonesia: Sarekat Islam, PKI, PNI and other political parties – Japanese impact during the World War II – Birth of Indonesian Republic and the constitution of 1945 – Indonesian National Revolution, 1945-50.</p>	<p><b>CG</b></p>	<p><b>16hrs.</b></p>		<p><b>Direct lecture and use of black board and maps</b></p>

**\*\*\*Including 15 hrs. for Tutorial class.**





**NAHATA JNMS MAHAVIDYALAYA**

North 24 Pgs, W.B.

**Teaching Plan****Department : History****Semester - V****Course Code: – HISADSE02T, Course Title: Aspects of the History of Modern South East Asia II****Core Course : DSE 2 Credit – 6, FM - 75**

<b>Course Content</b>	<b>Teacher Name</b>	<b>Unit wise number of classes (in hours)</b>	<b>Teaching Days in a semester</b>	<b>REMARKS</b>
Early nationalist protest movement against French rule in Indochina – Rise of Ho Chi Minh and birth of Communist party Vietminh and the August Revolution (1945) The First Indochina war and Geneva Agreements – the nature of American participation.	<b>DR.CHUMKI GHOSH</b>	<b>24 hrs.</b>	<b>93 hrs.***</b>	<b>Direct lecture and use of black board</b>
Nationalism and religion in Burma: the Pongyis and the Sayasan Rebellion – the Thakin movement Second World War, the struggle for independence and the transfer of power.	<b>CG</b>	<b>22hrs.</b>		<b>Direct lecture and use of black board and maps</b>

Growth of anti- Spanish sentiments in the Philippines – Dr. Jose Rizal and the propaganda movement – the anti-Spanish revolution of 1898 – the U.S. intervention and the road to self-government – Transfer of power and birth of a republic (1946).	<b>CG</b>	<b>22hrs.</b>		<b>Direct lecture and use of black board</b>
Growth of nationalism in British Malaya – National liberation movement Malay Union Plan	<b>CG</b>	<b>12hrs.</b>		<b>Direct lecture and use of black board and maps</b>
Decolonisation and cold war politics – Regional cooperation initiatives: SEATO, ASA, ASEAN and NAM	<b>CG</b>	<b>10hrs.</b>		<b>Direct lecture and use of black board</b>

**\*\*\*Including 15 hrs. for Tutorial class.**





**NAHATA JNMS MAHAVIDYALAYA**

North 24 Pgs, W.B.

Teaching Plan

Department : History Semester - V

Course Code:HISACOR11T, Course Title: History of Modern Europe -I (1789 CE-1919 CE)

Core Course : CC11 Credit – 6, FM - 75

<b>Course Content</b>	<b>Teacher Name</b>	<b>Unit wise number of classes (in hours)</b>	<b>Teaching Days in a semester</b>	<b>REMARKS</b>
The French Revolution and its European repercussions Crisis of Ancien regime - Political, social, economic and intellectual background (role of Philosophers)of the French Revolution The revolution in the making – the Aristocratic Revolt and the consolidation of the Third Estate. The Constituent Assembly; Radicalization of the Revolution; the reign of Terror and the Thermidorian reaction; social base of the Revolution- Sans culottes, peasants and women; the directory and its achievements and failures.	<b>MR.BIPLAB DAS</b>	<b>18 hrs.</b>	<b>94 hrs.***</b>	<b>Direct lecture and use of black board</b>

<p>Napoleon Bonaparte and the French Revolution Rise of Napoleon; Napoleonic reforms, Napoleonic Empire and Europe Fall of Napoleon: The Continental System; The Spanish Ulcer; The Moscow campaign.</p> <p>Assessment of Napoleon: Character of the French Revolution; Impact of French Revolution on Europe and abroad.</p>	<p><b>BD</b></p>	<p><b>12hrs.</b></p>		<p><b>Direct lecture and use of maps</b></p>
<p>Restoration and Revolution (1815-1848) Vienna Congress; Concert of Europe; Metternich system Greek War of Independence, Revolution of 1830 &amp; 1848, &amp; their Impact.</p>	<p><b>BD</b></p>	<p><b>10hrs.</b></p>		<p><b>Direct lecture and use of black board</b></p>
<p>Industrialization and socio economic transformation Industrial Revolution; Definition and characteristics ; Pre Industrial society; Industrial Revolution in Britain; Impact on society, economy and politics .</p> <p>Industrialization in the continents, case study of France, Germany and Russia. Emergence of working class and its movements; early Utopian socialist thoughts</p>	<p><b>BD</b></p>	<p><b>10hrs.</b></p>		<p><b>Direct lecture and use of black board</b></p>

Age of Nationalism Unification of Italy and Germany Specificities of economic development, political and administrative reorganization – Italy and Germany The second Empire in France and Louis Napoleon.	<b>BD</b>	<b>10hrs.</b>		<b>Direct lecture and use of maps</b>
The Eastern Question : The Crimean War; Treaty of Paris, Balkan Nationalism.	<b>BD</b>	<b>10hrs.</b>		<b>Direct lecture and use of maps</b>
Imperial Expansion: Bismarck's diplomacy and the new balance of power; Kaiser William II and Welt Politik; new course in German foreign policy; the eastern question of the late 19th century, Balkan wars.	<b>BD</b>	<b>10hrs.</b>		<b>Direct lecture and use of black board</b>
First World War and its aftermath: Outbreak of the first world war, emergence of the two armed camps; impact of the first world; the Russian revolution, the peace settlements of 1919, the League of nations.	<b>BD</b>	<b>10hrs.</b>		<b>Direct lecture and use of black board</b>

**\*\*\*Including 15 hrs. for Tutorial class.**



**NAHATA JNMS MAHAVIDYALAYA**

North 24 Pgs, W.B.

Teaching Plan

Department : History Semester - V

Course Code:HISACOR12T, Course Title: History of-History of India-VII(1858 CE -1947CE)

Core Course : CC12 Credit – 6, FM - 75

<b>Course Content</b>	<b>Teacher Name</b>	<b>Unit wise number of classes (in hours)</b>	<b>Teaching Days in a semester</b>	<b>REMARKS</b>
The aftermath of 1857 Queen's Proclamation; The Indigo rebellion, The Deccan Riots, The growth of the new middle class; the age of associations, The Aligarh movement, The Arya and the Prarthana Samaj	<b>MR. SUBRATADAS</b>	<b>17 hrs.</b>	<b>90 hrs.***</b>	<b>Direct lecture and use of black board</b>
The early phase Of Indian Freedom Movement  Historiography of Indian Nationalism; Birth of Indian National Congress, The Moderates and the Extremists, Partition of Bengal, the Swadeshi movement, Muslim League, Morle Minto Reforms; Revolutionaries in India and abroad, the Lucknow pact.	<b>SD</b>	<b>22hrs.</b>		<b>Direct lecture and use of black board</b>

The Gandhian era Gandhi's rise to power, Rowlatt Satyagraha, Montagu Chelmsford reforms; Khilafat and Non-cooperation movement, The Swarajya party, Poona Pact, Civil Disobedience Movement, Quit India Movement.	<b>SD</b>	<b>20hrs.</b>		<b>Direct lecture and use of black board and chart</b>
Towards Freedom Government of India Act 1935, The rise of the leftist movements, The Peasant and Working class movements, Cripps Mission, Subhas Bose and INA, RIN mutiny; Wavell Plan, Cabinet Mission; Tebhaga and Telengana movement.	<b>SD</b>	<b>16hrs.</b>		<b>Direct lecture and use of black board</b>
Communal Politics and Partition of India Demand for Pakistan; Lahore session of the Muslim League, rise of Hindu Mahasabha and the RSS; Akali Dal, Partition and its consequences.	<b>SD</b>	<b>15hrs.</b>		<b>Direct lecture and use of black board and maps</b>

**\*\*\*Including 15 hrs. for Tutorial class.**



**NAHATA JNMS MAHAVIDYALAYA**

North 24 Pgs, W.B.

Teaching Plan

Department: HISTORY

Semester – VI

Course Code: HISADSE04T

Course Title: History of Modern East Asia-1

(1839 CE -1919 CE)

Core Course: DSE04T

Credit – 6, FM - 75

Course Content	Teacher Name	Unit wise number of classes (in hours)	Teaching Days in a semester	Remarks
Pre-colonial China (a) Nature and structure of the traditional Chinese society. (b)The peasantry and gentry; Government bureaucracy and central control. (C) The Confucian value system. (d) China's pre-modern economy	BIPLAB DAS	15hrs.	90hrs.***	Direct lecture and use of black board
Anglo Chinese relations till the Opium War (a) The Tribute system; the Canton trade And its collapse.(b)First&Second Opium Wars - the unequal treaties.(c)Financial Imperialism:Open Door policy.	BD	13hrs.		Direct lecture, use of black board and maps
Rebellion, Restoration and Nationalism (a)The Taiping Rebellion: causes, nature and failure.(b)Tung-Chih Restoration;the Hundred Days'Reform and the Self-Strengthening Movement.(c)Boxer Uprising:causes,nature and failure (d)The Revolution of 1911: background and causes, nature and significance; role of Dr Sun Yat-Sen; principles and politics, Formation of the Republic; Yuan Shih-kai and warlordism;the rise of the Kuomintang.	BD	15hrs.		Direct lecture and use of black board
Pre-Meiji Japan(a)Tokugawa Shogunate:the feudal society and the government;Shintoism.(b)Economic condition.(c)Encounter with the West: the Perry Mission; the opening of the Japanto the west.(d)The crisis and fall of the Shogunate.	BD	20hrs.		Direct lecture and use of black board
Meiji Restoration (a) Causes and nature of Restoration.(b)Transformation of Japan:processofmodernization.(c)Meiji Constitution	BD	12hrs.		Direct lecture and use of black board
Expansion of Japan up to the First World War (a) Sino-Japanese war (1894-95). (b)The Anglo-Japanese Alliance (1902). (c) Contest for Korea and the Russo-Japanese war(1904-05).(d)Japanand the FirstWorld War.	BD	15hrs.		Direct lecture use of black board and maps





Course Content	Teacher Name	Unit wise number of classes (in hours)	Teaching Days in a semester	Remarks
<p>I. Nationalism in China</p> <p>[a] Emergence of the Republic and Yuan Shih Kai: Warlordism.</p> <p>[b] May 4th Movement: origin, nature and significance.</p>	DR. CHUMKI GHOSH	15hrs.	90hrs.***	Direct lecture and use of black board
<p>II. The Kuomintang and the Nationalist government</p> <p>[a] The rise of the Kuomintang Party: Political crisis in the 1920s; The First United Front</p> <p>[b] Chiang Kai-shek: the KMT-CCP conflict.</p> <p>[a] Ten Years of Nanking Government</p>	CG	15hrs.		Direct lecture and use of black board
<p>III. The Communist Victory in China</p> <p>[a] Background of the foundation of the Communist Party.</p> <p>[b] CCP under Mao Tse-tung: the making of the Red Army; the Second United Front; Long March.</p> <p>[c] The Yen-an experiment;</p> <p>[d] The Chinese Revolution (1949): Ideology, causes and significance; the establishment of the Peoples' Republic of China.</p>	CG	20hrs.		Direct lecture and use of black board
<p>IV. Rise of modern Japan</p> <p>[a] Process of modernization: social, military, political and educational; popular and democratic movement;</p> <p>;</p>	CG	15hrs.		Direct lecture and use of black board

<p>[b] Rise of Political Parties, abolition of feudalism and economic growth.</p> <p>[c] Industrialization and the role of the state; the Zaibatsu.</p>				
<p>V. Imperial Japan</p> <p>[a] Japan and World war I:Twenty-one Demands.</p> <p>[b] Washington Conference.</p> <p>[c] Manchurian crisis:role of the League of Nations.</p> <p>[d] Failure of the Democratic system and the rise of militarism in the1930s and the1940s.</p>	CG	15hrs.		Direct lecture and use of black board
<p>VI. Japan and World War II</p> <p>[a] Japan's bid for supremacy and defeat.</p> <p>[b] Post war Japan under General Douglas MacArthur.</p>	CG	10hrs.		Direct lecture and use of black board and maps

**\*\*\*Including 15 hrs. for Tutorial class.**

**NAHATA JNMS MAHAVIDYALAYA**

North 24 Pgs, W.B.

Teaching Plan

Department : History Semester - VI

Course Code:HISACOR13T, Course Title: *History of India -VIII (India since 1947 CE)*

Core Course : CC13 Credit – 6, FM - 75

<b>Course Content</b>	<b>Teacher Name</b>	<b>Unit wise number of classes (in hours)</b>	<b>Teaching Days in a semester</b>	<b>REMARKS</b>
The Nehru era: Internal policy between 1947 to 1964- movements for social justice, the new constitution, integration of the princely states, growth of parliamentary democracy, Five years' plan	<b>SUBRATADAS</b>	<b>14hrs.</b>	<b>96 hrs.***</b>	<b>Direct lecture and use of black board</b>
Towards Independence and Emergence of the New State Government of India Act 1935 Working of the GOI Act. Negotiations for Independence and Popular Movements	<b>SD</b>	<b>14hrs.</b>		<b>Direct lecture and use of black board</b>
Partition: Riots and Rehabilitation	<b>SD</b>	<b>12hrs.</b>		<b>Direct lecture and use of black board and chart</b>
Making of the Republic The Constituent Assembly; Drafting the Constitution Integration of Princely States	<b>SD</b>	<b>10hrs.</b>		<b>Direct lecture and use of black board</b>
Indian Democracy at Work c1950- 1970s Language, Region, Caste and Religion. Electoral Politics and the Changing Party System; Regional Experiences India and the World; Non Aligned Movement	<b>SD</b>	<b>20hrs.</b>		<b>Direct lecture and use of black board and maps</b>

Economy, Society and Culture c 1950- 1970s The Land Question, Planned Economy, Industry and Labour Science and Education. The Women's Question: Movements and Legislation. Cultural Trends: Institutions and Ideas, Literature, Media, Arts	<b>SD</b>	<b>20hrs.</b>		
---	-----------	---------------	--	--

**\*\*\*Including 15 hrs. for Tutorial class.**





Department: HISTORY Semester – VI

Course Code: HISACOR014T Course Title: Trends in World  
Politics (1919 CE-2001 CE)

Core Course: CC14 Credit – 6, FM - 75

Course Content	Teacher Name	Unit wise number of classes (in hours)	Teaching Days in a semester	Remarks
<p>.Challenges to the new European order: Consolidation and Development of power of the Soviet State, French search for security, Rise of Fascism in Italy and Nazism in Germany, World Economic depression of 1929, the Crisis of the Inter War European Order</p>		20 hrs.	90hrs. ***	Direct Lecture And use of Smart Board
<p>The Road to 2nd World War; Germany's aggressive foreign policy; the role of the war economy, Spanish civil war, Mussolini's foreign policy and Abyssinian crisis, formation of the Rome Berlin Tokyo Axis – Grand Alliance and the Second World War - Impact of the War</p>	CG	25 hrs.		Direct Lecture and use of Black Board



United Nations Organization: its origin and functions	CG	<b>5hrs.</b>		<b>Direct Lecture and use of Smart Board</b>
.Cold War and the emergence of bipolar politics – Rise of Communist China – Cold War in Asia: Korea, Cuba, Vietnam, Middle East – Third World and Non Aligned Movement	CG	<b>18hrs.</b>		<b>Direct Lecture and use of Smart Board</b>
Détente and disintegration of the Soviet Bloc– Iranian Revolution – Afghanistan in turmoil	CG	<b>15hrs.</b>		<b>Direct Lecture And use of Smart Board</b>
Globalization and its impact– Rise of Terrorism – 9/11 and Its impact	CG	<b>7hrs.</b>		<b>Direct Lecture,use of SmartBoard and PPT</b>

**\*\*\*Including 15 hrs.for Tutorial class.**



