

# GOUR MAHAVIDYALAYA

ACCREDITED BY NAAC(2<sup>nd</sup> Cycle) B+

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<https://docs.google.com/spreadsheets/d/14-STaiwYp2Q5vvLIPeOJnpQMWC0W-DYIzjBcnzszss/edit#gid=160790841>

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Department of History Class Routine 2020-2021(Even Semester)

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Class routine-2020-21-Odd Semester

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Class Routine 2019-2020(Even Semester)

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Class Routine 2019-2020(Odd Semester)

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Class Routine 2022-2023(Odd Semesters)

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Class Routine 2021-2022(Even Semester)

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Class Routine 2021-2022(Odd Semester)

## **HISTORY-HONOURS-I+I+I**

### **Paper-I-History of India upto600A.D.**

**Unit-1.Geographical background- Classes-I-P.K.Kundu,Associate Professor**

**Unit-2.Prehistor-Paleolithic,Mesolithic and Neolithic culture-Classes-2-  
P.K.Kundu**

**Unit-3.Proto History-The Harappa Civilization,Town Planning,  
Society,Economy,Decline- Classes-5-P.K.Kundu,Associate Professor**

**Unit-4-The Vedic Civilization- P.K.Kundu,Classes-4- Associate Professor**

**Unit-5-Sorasa Mahajanapada-Classes-1-P.K.Kundu,Associate Professor**

**Unit-6-The Maurya Empire-classes-3-P.K.Kundu,Associate Professor**

**Unit-7-The Indo Greeks, The Kushana dynasty, The Satabahana Dynasty-  
Classes-5-P.K.Kundu,Associate Professor**

**Unit-8-The Gupta Empire- Political History, Society,Economy,Culture-Classes-  
5-P.K.Kundu,AssociateProfessor**

**Unit-9-Post Gupta Period-Sasanka-Harshabardhana- Classes-2-  
P.K.Kundu,Associate Professor**

### **Paper-II- History of India-650 A.D.-1550 A.D.**

**Unit-I- The pala, The Sena, The Rashtrakuta, The Chalukya , The Chola  
Dynasties- Classes-10- P.K.Kundu,Associate Professor**

**Unit-II-Administrion-Classes-2-P.K.Kundu,Associate Professor.Unit-II\_Arab  
Conquest- Class-I-P.K.Kundu,Associate Professor.**

**Unit-III- debate on Indian Feudalism,Society,Economy-Classes- 2  
P.K.Kundu,Associate Professor**

### **Paper-III-Delhi Sultanate-1250-1550 A.D.**

**Unit-I-Sources-Classes-I-Dr.S.Biswas,Assistant Professor**

**Political Structure of Delhi Sultanate 15th & 16th Centuries . Sher Shah – The Afghan Sultan .Agriculture and Rural Revenue System during the Delhi Sultanate 20) Urban Economy and Technology during the Delhi Sultanate-Classes-3**

**Market Regulations and Indian Ocean Trade during the Delhi Sultanate . Sufism during the Delhi Sultanate . The Bhakti Movement In India Sultanate Architecture-Classes-2**

**Development of Language & Literature . Persian Literature during the Delhi Sultanate Period .Socio Political Formations and the Economy of Rajasthan . Socio Political Formations and the economy of the Deccan-Classes-2**

**Socio-economic and Political formations of the Vijayanagar Empire .Regional Architecture during the Delhi Sultanate Period-Classes-3**

## **Part-II-1550-1750A.D.**

**Unit-I-Sources-The Mughal Empire-Classes-I-Dr.K.M.Mandal-Part Time Teacher,Govt.approved.**

**Unit-II- Babur,Humayun,Akbar, Jahangir,Sahajahan,Aurangzeb-Consolidation of the Mughal Empire-Classes-3**

**Unit-III- Society and Economy- Classes-2**

**Unit-IV- culture-Classes-2**

**Unit-V- Declineof the Mughal Empire-Classes-2**

**Unit-VI-Interpreting the 18<sup>th</sup> century-Classes-I**

**Paper-IV-History of India-1750-1857-D.K.M.Mandal,Part Time Teacher,Govt.Approved**

**India in the mid 18th Century; Society, Economy, Polity II. Expansion and Consolidation of Colonial Power : Classe-2- a) Mercantilism, foreign trade and early forms of exactions from Bengal b) Dynamics of expansion, with special reference to Bengal, Mysore, Western India, Awadh, Punjab and Sindh. III. Colonial State and Ideology: a) Arms of the colonial state : army, police, law b) Ideologies of the Raj and racial attitudes. c) Education : indigenous and modern. IV. Rural Economy and Society: a) Land revenue systems and forest policy b) Commercialization and indebtedness c) Rural society : change and continuity. d) Famines e) Pastoral economy and shifting cultivation. V. Trade and Industry a) De industrialization b) Trade and fiscal policy c) Drain of Wealth d) Growth of modern industry VI. Popular Resistance: a) Santhal uprising (1857); Indigo rebellion (1860); Pabna Agrarian Leagues(1873); Deccan riots (1875) b) Uprising of 1857-Classes-10**

### **PART-III**

**Paper-V- History of India-1857-1965.-Dr.K.M.Mandal-Part Time Teacher-Govt approved**

**. Cultural changes and Social and Religious Reform Movements: a) Growth of a new intelligentsia – the Press and Public Opinion b) Reform and Revival : Brahma Samaj, Prarthna Samaj, and Ramakrishna and Vivekananda, Arya Samaj, Wahabi, Deoband, Aligarh and Singh Sabha Movements. c) Debates around gender d) Making of religious and linguistic identities e) Caste : Sanskritising and anti Brahminical trends II. Nationalism : Trends up to 1919 a) Formation of early political organizations b) Moderates and extremists c) Swadeshi movement d) Revolutionaries III. Gandhian nationalism after 1919 : Ideas and Movements: a) Mahatma Gandhi : his Perspectives and Methods b) i) Impact of the First World War ii) Rowlatt Satyagraha and Jalianwala Bagh iii) Non-Cooperative and Civil Disobedience iv) Provincial Autonomy, Quit India and INA c) Left wing movements d) Princely India : States people movements IV. Nationalism and Social Groups : Interfaces: a) Landlords, Professionals and Middle Classes b) Peasants c) Tribals d) Labours e) Dalits f) Women g) Business groups V. Communalism : Ideologies and practices, RSS , Hindu Maha Sabha, Muslim League VI. Independence and Partition a) Negotiations for independence and partition b) Popular movements**

**c)Partition riots VII. Emergence of a New State: a)Making of the Constitution b)Integration of princely states c) Land reform and beginnings of planning d) The Nehru years-14 Classes**

**Paper-VI-The Rise of the Modern West-14 th to 18 th Centuries-  
Dr.P.K.Kundu,Associate Professor**

- I. Transition Debate on transition from feudalism to capitalism: problems and theories. II a) The exploration of the new world: motives. b.) Portugese and Spanish voyages. III. a) Renaissance : its social roots b.) Renaissance humanism c.) Rediscovery of classics d.) Italian renaissance and its impact on art, culture, education and political thought. e.) Its spread in Europe IV. a) Reformation movements: Origins & courses b.) Martin Luther & Lutheranism c. ) John Calvin & Calvinism d.) Radical reformation: Anabapists and Huguenots e.) English reformation and the role of the state f.) Counter Reformation V. a) Economic developments b.) Shift of economic balance from the Mediterranean to the Atlantic c.) Commercial Revolution d.) Price Revolution e.) Agricultural Revolution and the Enclosure Movement VI. a) Development of national monarchy b. ) Emergence of European state system-20 Classes**
- II. Paper-VII- History of Modern Europe- 1789-1939-Dr.Supriya Biswas,Assistant Professor**
- III. I. The French Revolution and its European repercussions: a) Crisis of ancien regime b) Intellectual currents c) Social classes and emerging gender relations. d) Phases of the French Revolution e)Art and Culture of French Revolution f)Napoleonic consolidation – reform and empire. II. Restoration and Revolution: c.1815 - 1848 a) Forces of conservatism and restoration of old hierarchies. b) Social, Political and intellectual currents. c) Revolutionary and Radical movements, 1830 -1848 III. Capitalist Industrialization and Social and Economic Transformation (Late 18th century to AD 1914) a) Process of capitalist development in industry and agriculture: case studies of Britain, France, the German States and Russia. b) Evolution and Differentiation of social classes : Bourgeoisie, proletariat, Land Owning classes and peasantry. c) Changing trends in demography and urban patterns d)Family, gender and process of industrialization. IV. Varieties of Nationalism and the Remaking of States in the 19th and 20th centuries. a)Intellectual currents, popular movements and the formation of National identities in Germany, Italy, Ireland and the Balkans. b) Specifications of economic development, political and administrative Reorganization –**

Italy; Germany. c) Revolutions of 1905; the Bolshevik Revolution of 1917 d) Programme of Socialist Construction and the Soviet Union during the inter-war period 1918- 39. V. Imperialism, War and Crisis: c.1880 - 1918 a) Theories and mechanisms of imperialism; b) Growth of Militarism; c) Power blocks and alliances; d) Expansion of European empires e) War of 1914 - 1918 VI. Europe between Two World Wars: a) Post War Europe: A Diplomatic History b) The Great Depression c) Rise of Fascism in Italy and Nazism in Germany d) The Spanish Civil War e) Policy of Appeasement and Russo German Non-Aggression Pact f) Origins and Course of the Second World War-20 Classes

IV. Paper-VIII-The Making of the Contemporary World-Dr.P.K.Kundu and Dr.Supriya Biswas

V. I. The Cold War: Weakening of European balance of power: Origins of The Cold War: Yalta and Potsdam Conferences; End of wartime alliance. II. The USA in World Politics: Truman Doctrine, Marshall Plan, NATO. III. The USSR in World Politics: Molotov Plan, COMECON and Cominform; Sovietisation of Eastern Europe; Berlin Blockade; Warsaw Pact. IV. Manifestation of Cold War: The Korean Crisis- End of French Colonial rule in Indo-China and the Vietnam War – Cuban Crisis. V. De-Stalinisation; Thaw in Cold War; Détente and road to the ending of Cold War. VI. Disintegration and Decline of the Soviet Union – Glasnost and Perestroika – Crisis of Socialist regimes in other East European Countries: Poland, Germany, Czechoslovakia, Hungary – Response of the USA; Rise of a Unipolar World system, Globalization. VII. Emergence of the People’s Republic of China – China and the USA – Sino-Soviet rift. VIII. West Asian Crisis – Palestine and Western Powers – Birth of Israel – Arab-Israel Conflict –The Suez Crisis (1956); Origin and Formation of PLO; Yom Kippur War(1973) ; Camp David Accord(1979); Oslo Peace Accord(1993). IX. Decolonization: The African Case Study: Ghana, Algeria, Congo, Kenya. X. Protest Politics: Civil Rights Movement, Anti-Apartheid Movement and the end of apartheid. XI. Second Wave – Feminist Movement. Globalization-25

**Unit 18 India in the**

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## HISTORY : CBCS-LESSON PLAN:2019-2023

<b>History-Honours-CBCS- Semester-I</b>					
<b>Dr.Supriya Biswas,Assistant Professor in History</b>					
<b>SINo</b>	<b>Unit-Topic</b>	<b>Paper</b>	<b>Subunit</b>	<b>Month</b>	<b>Number of classes</b>
<b>1</b>	<b>I- Geographical background</b>	<b>Dc-I- Prehistory to 6<sup>th</sup> century B.C.</b>	<b>Effect of geography on Indian history</b>	<b>July</b>	<b>1</b>
<b>2</b>	<b>II-Survey of sources</b>	<b>Dc-I- Prehistory to 6<sup>th</sup> century B.C.</b>	<b>Literary and archaeological sources</b>	<b>July</b>	<b>1</b>
<b>3</b>	<b>III- Prehistory</b>	<b>Dc-I- Prehistory to 6<sup>th</sup> century B.C.</b>	<b>Paleolithic, Mesolithic, Neolithic cultures</b>	<b>July</b>	<b>2</b>
<b>4</b>	<b>IV Protohistory</b>	<b>Dc-I- Prehistory to 6<sup>th</sup> century B.C.</b>	<b>The Harappan civilization</b>	<b>August</b>	<b>2</b>
<b>5</b>	<b>v- Background of the emergence of early historic India</b>	<b>Dc-I- Prehistory to 6<sup>th</sup> century B.C.</b>	<b>The vedic civilization</b>	<b>August</b>	<b>1</b>
<b>6</b>	<b>V- Background</b>	<b>Dc-I- Prehistory</b>	<b>Jainism, Buddhism, Ajibika</b>	<b>September</b>	<b>1</b>

	<b>of the emergence of early historic India</b>	<b>y to 6<sup>th</sup> century B.C.</b>			
<b>7</b>	<b>V- Background of the emergence of early historic India</b>	<b>Dc-I- Prehistory to 6<sup>th</sup> century B.C.</b>	<b>Mahajanapadas to empire</b>	<b>December</b>	<b>1</b>

**History-Honours-CBCS- Semester-I**

**Dr.Pulak Kumar Kundu,Associate Professor**

<b>SINo</b>	<b>Unit-Topic</b>	<b>Paper</b>	<b>Subunit</b>	<b>Month</b>	<b>Number of classes</b>
<b>1</b>	<b>I-Maurya empire</b>	<b>DC-II- 6thcentury B.C.-Gupta period</b>	<b>Ashoka's Dhamma</b>	<b>July</b>	<b>1</b>
<b>2</b>	<b>II-Post Mauryan Development</b>	<b>DC-II- 6thcentury B.C.-Gupta period</b>	<b>The Kushana dynasty</b>	<b>July</b>	<b>1</b>
<b>3</b>	<b>II-Post Mauryan Development</b>	<b>DC-II- 6thcentury B.C.-Gupta period</b>	<b>The Satabahana dynasty</b>	<b>July</b>	<b>1</b>
<b>4</b>	<b>III-Economy</b>	<b>DC-II- 6thcentury B.C.-Gupta period</b>	<b>Land grants</b>	<b>August</b>	<b>1</b>
<b>5</b>	<b>III-Economy</b>	<b>DC-II- 6thcentury B.C.-Gupta period</b>	<b>Maury-Agriculture, Crafts, trade</b>	<b>August</b>	<b>1</b>
<b>6</b>	<b>III-Economy</b>	<b>DC-II- 6thcentury B.C.-Gupta period</b>	<b>Indo-Roman trade</b>	<b>August</b>	<b>2</b>
<b>7</b>	<b>IV-Age of the Guptas</b>	<b>DC-II- 6thcentury B.C.-Gupta period</b>	<b>State</b>	<b>September</b>	<b>2</b>



8	IV-Age of the Guptas	DC-II-6thcentury B.C.-Gupta period	Administrative institutions	September	1
9	IV-Age of the Guptas	DC-II-6thcentury B.C.-Gupta period	Land grants	September	1
10	IV-Age of the Guptas	DC-II-6thcentury B.C.-Gupta period	Social change	November	1
11	IV-Age of the Guptas	DC-II-6thcentury B.C.-Gupta period	Cultural developments	December	1

**History-General-DC-I-History of India from prehistory to Post Maurya period**

**Arunima Ghosh,State Aided college Teacher**

SINo	Unit-Topic	Paper	Subunit	Month	Number of classes
1	I-Geographical background	DC-I-History of India from prehistory to Post Maurya period	Effect of geography on Indian history	July	1
2	II-Survey of sources	Do	Literary and archaeological sources	July	1
3	III-Prehistory	Do	Paleolithic,Mesolithic,Neolithic cultures	July	2

**History-General-DC-I-History of India from prehistory to Post Maurya period-Semester-I**

**Dr krishana Mohan Mandal,State Aided college Teacher**

SINo	Unit-Topic	Paper	Subunit	Month	Number of classes
4	IV-Protohistory	DC-I-History of India from	The Harappan civilization	August	2

		<b>prehistory to Post Maurya period</b>			
<b>5</b>	<b>v- Background of the emergence of early historic India</b>	<b>Do</b>	<b>The Vedic civilization</b>	<b>August</b>	<b>1</b>
<b>6</b>	<b>V- Background of the emergence of early historic India</b>	<b>Do</b>	<b>Jainism, Buddhism, Ajibika</b>	<b>September</b>	<b>1</b>

**Sayanti Pandey, State Aided college Teacher**

<b>SINo</b>	<b>Unit-Topic</b>	<b>Paper</b>	<b>Subunit</b>	<b>Month</b>	<b>Number of classes</b>
<b>1</b>	<b>IX-Post Mauryan Development</b>	<b>DC-I- History of India from prehistory to Post Maurya period</b>	<b>Bactrian Greeks</b>	<b>August</b>	<b>1</b>
<b>2</b>	<b>IX-Post Mauryan Development</b>	<b>Do</b>	<b>The Kushana dynasty</b>	<b>August</b>	<b>1</b>
<b>3</b>	<b>IX-Post Mauryan Development</b>	<b>Do</b>	<b>Culture, Sangam literature</b>	<b>September</b>	<b>2</b>

**History-Honours-CBCS- Semester-II**

**Dr.Pulak Kumar Kundu, Associate Professor**

<b>SINo.</b>	<b>Unit-Topic</b>	<b>Paper</b>	<b>Subunit</b>	<b>Month</b>	<b>Number of classes</b>
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1	Unit-I-Post Gupta Period	DC-III-Post Gupta to1200 A.D.	Harshavardhana: Political and administration	January	2
2	Do	Do	Chalukya dynasty	January	1
3	Do	Do	Pallava Art and architecture	February	1
4	Unit-II	Do	Recent debate	February	1
5	Unit-II-Polity	DO	Arab contact-effect	March	1
6	Do	DO	Tripartite struggle	March	2
7	culture	DO	Pala-Sena culture	April	2
8	Do	Do	Rashtrakuta dynasty	April	1
9	Do	Do	Chola dynasty	April	1
10	Do	Do	Local self government-Chola	May	1
11	C.Economy	Do	Martime activities of the kings of the Chola dynasty	May	1

#### History-Honours-CBCS- Semester-II

Dr.Pulak Kumar Kundu, Associate Professor in History

SINo.	Unit-Topic	Paper	Subunit	Month	Number of classes
1	I- Sultanate	DC-IV-History of India-1200A.D.- 1526 A.D.	Sources	January	1
2	II-Political Structure	Do	Theory of Kingship	February	1
3	Do	Do	Iqta system	March	2
4	Do	Do	Khalji revolution	Month	Number of classes
5	Do	Do	Market control policy of Alauddin Khalji	August	2
6	Do	Do	Reforms of Firuz Tughlaq	August	1
7	Do	Do	Muhammad Bin	September	1

<b>Tughlaq</b>					
<b>Sayanti Pandey, State Aided college Teacher-Semester-II-General</b>					
<b>SINo.</b>	<b>Unit-Topic</b>	<b>Paper</b>	<b>Subunit</b>	<b>Month</b>	<b>Number of classes</b>
<b>1</b>	<b>Unit-I-Age of the Guptas</b>	<b>Gupta Empire to 1200 A.D.</b>	<b>State</b>	<b>January</b>	<b>4</b>
<b>2</b>	<b>Do</b>	<b>Do</b>	<b>Gupta administration</b>	<b>February</b>	<b>1</b>
<b>3</b>	<b>Do</b>	<b>Do</b>	<b>Socio-Economic condition</b>	<b>February</b>	<b>2</b>
<b>Arunima Ghosh, State Aided college Teacher-Semester-II-General</b>					
<b>SINo.</b>	<b>Unit-Topic</b>	<b>Paper</b>	<b>Subunit</b>	<b>Month</b>	<b>Number of classes</b>
<b>1</b>	<b>Unit-I-Age of the Guptas</b>	<b>Gupta Empire to 1200 A.D.</b>	<b>Gupta art</b>	<b>March</b>	<b>1</b>
<b>2</b>	<b>Do</b>	<b>Do</b>	<b>Gupta Culture</b>	<b>March</b>	<b>1</b>
<b>3</b>	<b>Do</b>	<b>Do</b>	<b>Land grants and feudalism</b>	<b>March</b>	<b>2</b>
<b>4</b>	<b>Unit-II-Post Gupta period</b>	<b>Do</b>	<b>Chalukya dynasty</b>	<b>April</b>	<b>2</b>
<b>5</b>	<b>Do</b>	<b>Do</b>	<b>Pallava dynasty</b>	<b>April</b>	<b>1</b>
<b>6</b>	<b>Peninsular India</b>	<b>Do</b>	<b>Pallava art and architecture</b>	<b>April</b>	<b>1</b>
<b>7</b>	<b>Do</b>	<b>Do</b>	<b>Polity</b>	<b>April</b>	<b>1</b>
<b>8</b>	<b>Do</b>	<b>Do</b>	<b>Society</b>	<b>May</b>	<b>1</b>
<b>9</b>	<b>Do</b>	<b>Do</b>	<b>Economy</b>	<b>May</b>	<b>1</b>
<b>10</b>	<b>Do</b>	<b>Do</b>	<b>Religion</b>	<b>May</b>	<b>1</b>

<b>History-Honours-CBCS- Semester-III-1200A.D.—1526A.D.-Socio,cultural and Economic History of India</b>					
<b>Dr.Pulak Kumar Kundu, Associate Professor</b>					
<b>SINo.</b>	<b>Unit-Topic</b>	<b>Paper</b>	<b>Subunit</b>	<b>Month</b>	<b>Number of classes</b>
<b>1</b>	<b>I-Society and Economy of north India</b>	<b>History-Honours-CBCS-Semester-III-1200A.D.—1526A.D.-Socio,cultural and Economic History of India</b>	<b>Technology, Agriculture,</b>	<b>July</b>	<b>4</b>

			<b>debate on Feudalism</b>		
<b>2</b>	<b>I-Society and Economy of north India</b>	<b>Do</b>	<b>Urbanization-Trade, Guild</b>	<b>August</b>	<b>2</b>

**History-Honours-CBCS- Semester-III-1200A.D.—1526A.D.-Socio,cultural and Economic History of India**

**Dr.Supriya Biswas,Assistant Professor in History**

<b>SIN o.</b>	<b>Unit-Topic</b>	<b>Paper</b>	<b>Subunit</b>	<b>Month</b>	<b>Number of classes</b>
<b>1</b>	<b>I-Religion and Culture</b>	<b>DC-v-1200A.D.—1526A.D.-Socio,cultural and Economic History of India</b>	<b>Bhakti movement</b>	<b>July</b>	<b>1</b>
<b>2</b>	<b>I-Religion and Culture</b>	<b>Do</b>	<b>Sufism</b>	<b>July</b>	<b>1</b>
<b>3</b>	<b>Unit-II- Historiographical issues</b>	<b>Do</b>	<b>Sources</b>	<b>August</b>	<b>1</b>
<b>4</b>	<b>UNIT-II- Bengal</b>	<b>Do</b>	<b>Ilias Sahi dynasty</b>	<b>September</b>	<b>2</b>
<b>5</b>		<b>Do</b>	<b>Hussain Sahi dynasty</b>	<b>September</b>	<b>1</b>

**History- Honours-CBCS- Semester-III-1200A.D.—1526A.D.-Socio,cultural and Economic History of India**

**Dr Krishna Mohan Mandal,State Aided college Teacher**

<b>SIN o.</b>	<b>Unit-Topic</b>	<b>Paper</b>	<b>Subunit</b>	<b>Month</b>	<b>Number of classes</b>
<b>1</b>	<b>Unit-II</b>	<b>DC-v-1200A.D.—1526A.D.-Socio,cultural and Economic History of India</b>	<b>Vijaynagar</b>	<b>November</b>	<b>1</b>
<b>2</b>	<b>UNIT-II</b>	<b>Do</b>	<b>Bahamani</b>	<b>December</b>	<b>1</b>

**History-Honours-CBCS- Semester-III-DC-6-1526A.D.to1707A.D.Political History**

<b>Dr.Pulak Kumar Kundu, Associate Professor</b>					
<b>SIN o.</b>	<b>Unit-Topic</b>	<b>Paper</b>	<b>Subunit</b>	<b>Month</b>	<b>Number of classes</b>
1	I-Historiography	III-DC-6-1526A.D.to1707A.D.Political History	Sources	July	1
2	I-Historiography	Do	Abul Fazl	August	1
<b>History-Honours-CBCS- Semester- III-DC-6-1526a.D.to1707A.D.Political History</b>					
<b>Dr.Supriya Biswas,Assistant Professor in History</b>					
<b>SIN o.</b>	<b>Unit-Topic</b>	<b>Paper</b>	<b>Subunit</b>	<b>Month</b>	<b>Number of classes</b>
1	II-Polity	Semester- III-DC-6-1526a.D.to1707A.D.Political History	Zamindari system	July	1
2	II-Polity	Do	Mansabdari system	July	1
3	Unit-III-Crisis	Do	Agrarian crisis	August	1
4	UNIT-III-Crisis	Do	Peasant revolt	September	1
5		Do	Parties and politics at the court	September	1
<b>History- Honours-CBCS- Semester-III-1200A.D.—1526A.D.-Socio,cultural and Economic History of India</b>					
<b>Dr Krishna Mohan Mandal,State Aided college Teacher</b>					
<b>SIN o.</b>	<b>Unit-Topic</b>	<b>Paper</b>	<b>Subunit</b>	<b>Month</b>	<b>Number of classes</b>
1	Unit-II-polity	Semester-III-1200A.D.—1526A.D.-Socio,cultural and Economic History of India	North Western and Central Indian Policy	November	1
2	UNIT-II-Polity	Do	The Rajput Policy	December	1
<b>History-Honours-CBCS- Semester-III-DC-7-1526A.D.to1707A.D.Socio,Economic and Cultural History of India</b>					
<b>Dr.Pulak Kumar Kundu, Associate Professor</b>					
<b>SIN</b>	<b>Unit-Topic</b>	<b>Paper</b>	<b>Subunit</b>	<b>Month</b>	<b>Number</b>

<b>o.</b>					<b>of classes</b>
<b>1</b>	<b>I-Rural economy and society</b>	<b>Semester-III-DC-7-1526A.D.to1707A.D.Socio,Economic and Cultural History of India</b>	<b>Forest</b>	<b>July</b>	<b>1</b>
<b>2</b>	<b>I-Rural economy and society</b>	<b>Do</b>	<b>Agriculture and Non-Agriculture production</b>	<b>August</b>	<b>1</b>

**History-Honours-CBCS- Semester- III- DC-7-1526A.D.to1707A.D.Socio,Economic and Cultural History of India**

**Dr.Supriya Biswas,Assistant Professor in History**

<b>SIN o.</b>	<b>Unit-Topic</b>	<b>Paper</b>	<b>Subunit</b>	<b>Month</b>	<b>Number of classes</b>
<b>1</b>	<b>II-Trade ,commerce ,and Monetary system</b>	<b>Semester-III-DC-7-1526A.D.to1707A.D.Socio, Economic and Cultural History of India</b>	<b>Ocean trade</b>	<b>July</b>	<b>1</b>
<b>2</b>		<b>Do</b>	<b>Monetary system</b>	<b>July</b>	<b>1</b>

**History-Honours-CBCS- Semester- III- DC-7-1526A.D.to1707A.D.Socio,Economic and Cultural History of India**

**Dr.krishna Mohan Mandal,State Aided College Teacher**

<b>SIN o.</b>	<b>Unit-Topic</b>	<b>Paper</b>	<b>Subunit</b>	<b>Month</b>	<b>Number of classes</b>
<b>1</b>	<b>III- Urban Centres</b>	<b>Semester-III-DC-7-1526A.D.to1707A.D.Socio, Economic and Cultural History of India</b>	<b>Morphology of cities</b>	<b>August</b>	<b>1</b>
<b>2</b>	<b>IV-Cultural Developments</b>	<b>Do</b>	<b>Art and Architecture</b>	<b>September</b>	<b>1</b>

## SEC—I-Indian Heritage

**Unit- Definition of Heritage- Tangible Heritage,Intangible Heritage,Natural Heritage-  
Classes-1-P.K.Kundu-Associate Professor**

**Unit-II- Cultural Heritage- Malda-Class--P.K.Kundu-Associate Professor**

**Unit-III- Cultural Heritage-North Bengal- Class-I-P.K.Kundu,AssociateProfessor.**

**Unit-IV- Museum-Class-I-P.K.Kundu,Associate Professor**

**Unit-V- Archeological Survey of India- Role-Protection and Preservation- Indian  
Heritage-Class-I-P.K.Kundu-AssociateProfessor.**

**Unit-VI- Archives- class-I-P.K.Kundu,Associate Professor**

**Unit-VII-Laws andlegislation for the preservation and protection of Indian Heritage-  
Class-I-P.K.Kundu,AssociateProfessor**

*Prinipal*  
**GOUR MAHAVIDYALAYA**  
Mangalbari, Malda.

## **GOUR MAHAVIDYALAYA**

ACCREDITED BY NAAC(2<sup>nd</sup> Cycle) B+

**Dr. Ashim Kumar Sarkar**  
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<b>History-Honours-CBCS- Semester- IV- DC-8-History of India-1707-1818</b>					
<b>Dr.Supriya Biswas,Assistant Professor in History</b>					
<b>SINo.</b>	<b>Unit-Topic</b>	<b>Paper</b>	<b>Subunit</b>	<b>Month</b>	<b>Number of classes</b>
<b>1</b>	<b>II-Expansion and consolidation of British rule</b>	<b>Semester- IV- DC-8- History of India- 1707-1818</b>	<b>Bengal</b>	<b>January</b>	<b>1</b>
<b>2</b>	<b>Do</b>	<b>Do</b>	<b>Mysore</b>	<b>February</b>	<b>1</b>
<b>3</b>	<b>Do</b>	<b>Do</b>	<b>Maratha</b>	<b>March</b>	<b>1</b>
<b>History-Honours-CBCS- Semester- IV- DC-8-History of India-1707-1818-Dr.krishna Mohan Mandal,State Aided College Teacher</b>					
<b>SINo</b>	<b>Unit-Topic</b>	<b>Paper</b>	<b>Subunit</b>	<b>Month</b>	<b>Number of classes</b>
.					



<b>1</b>	<b>IV-Rural economy and society</b>	<b>Semester-IV- DC-8- History of India-1707-1818</b>	<b>Permanet settlement,Rayatwar i Settlement</b>	<b>April</b>	<b>2</b>
<b>2</b>	<b>Do</b>	<b>Do</b>	<b>Commercialization of Indian agriculture</b>	<b>April</b>	<b>1</b>
<b>3</b>	<b>Do</b>	<b>Do</b>	<b>De-industrialization</b>	<b>May</b>	<b>1</b>
<b>4</b>	<b>Do</b>	<b>Do</b>	<b>Popular resistance</b>	<b>May</b>	<b>2</b>

**History-Honours-CBCS- Semester- IV- DC-9-History of India-1818to1885-Dr.krishna Mohan Mandal,State Aided College Teacher**

<b>SINo .</b>	<b>Unit-Topic</b>	<b>Paper</b>	<b>Subunit</b>	<b>Month</b>	<b>Number of classes</b>
<b>1</b>	<b>I-Indian awakening:Bengal</b>	<b>Semester-IV- DC-9- History of India-1818to1885</b>	<b>Bengal Renaissance</b>	<b>January</b>	<b>2</b>
<b>2</b>	<b>II-Social and Religious reforms movement</b>	<b>Do</b>	<b>Wahabi,Farazi movements Prarthana Samaj,Theosophical Society,Arya Samaj,Brahmo Samaj</b>	<b>February</b>	<b>6</b>
<b>3</b>	<b>Do</b>	<b>Do</b>	<b>Changing Position of Women-by Dr.Supriya Biswas</b>	<b>March</b>	<b>2</b>
<b>4</b>	<b>III-Revolt of 1857</b>	<b>Do</b>	<b>Revolt of 1857- Nature,Historiography</b>	<b>April</b>	<b>3</b>
<b>5</b>				<b>May</b>	<b>Assignment -all semesters</b>

**History-Honours-CBCS- Semester- IV- DC-10-History of India-1885-1950-Dr.S.Biswas,Assistant Professor**

<b>SINo .</b>	<b>Unit-Topic</b>	<b>Paper</b>	<b>Subunit</b>	<b>Month</b>	<b>Number of classes</b>
<b>1</b>	<b>Unit-I- Nationalism</b>	<b>DC-10- History of India-1885-1950</b>	<b>Indian Nationalism: Historiography</b>	<b>January</b>	<b>2</b>
<b>2</b>	<b>Do</b>	<b>Do</b>	<b>Birth of Indian National Congress</b>	<b>February</b>	<b>1</b>
<b>3</b>	<b>Do</b>	<b>Do</b>	<b>Programmes of the</b>	<b>February</b>	<b>1</b>

			<b>early moderates</b>	<b>y</b>	
<b>4</b>	<b>Do</b>	<b>Do</b>	<b>Swadeshi movements</b>	<b>March</b>	<b>3</b>
<b>5</b>	<b>Do</b>	<b>Do</b>	<b>Rise of Extremism</b>	<b>March</b>	<b>1</b>
<b>6.</b>	<b>Do</b>	<b>Do</b>	<b>Revolutionary terrorism</b>	<b>March</b>	<b>1</b>

<b>History-Honours-CBCS- Semester- IV- DC-10-History of India-1885-1950- Dr.K,M.Mandal,State Aided College Teacher</b>					
<b>SINo.</b>	<b>Unit-Topic</b>	<b>Paper</b>	<b>Subunit</b>	<b>Month</b>	<b>Number of classes</b>
<b>1</b>	<b>Unit-I-Indian nationalism</b>	<b>DC-10-History of India-1885-1950</b>	<b>Non-Cooperation movement</b>	<b>April</b>	<b>1</b>
<b>2</b>	<b>Do</b>	<b>Do</b>	<b>Rise of Gandhiji</b>	<b>April</b>	<b>2</b>
<b>3</b>	<b>Do</b>	<b>Do</b>	<b>Netaji Subhash Chandra Bose and INA</b>	<b>April</b>	<b>1</b>
<b>4</b>	<b>Unit-II- Communal politics and partition</b>	<b>Do</b>	<b>Quite India movement</b>	<b>April</b>	<b>1</b>
<b>5</b>	<b>Do</b>	<b>Do</b>	<b>Politics-1920-1942</b>	<b>May</b>	<b>1</b>
<b>6.</b>	<b>Do</b>	<b>Do</b>	<b>Partition</b>	<b>May</b>	<b>2</b>
<b>7.</b>	<b>UNIT-III- India 1947-1950</b>	<b>Do</b>	<b>Integration of the Princely states- Sardar Ballav Bhai Patel</b>	<b>May</b>	<b>1</b>
<b>8.</b>	<b>UNIT-III- India 1947-1950</b>	<b>Do</b>	<b>Linguistic state formation</b>	<b>May</b>	<b>1</b>

<b>History--CBCS- Semester- III-General- Skill Enhancement course-SEC-I- Dr.P.K.Kundu,Associate Professor</b>					
<b>SINo.</b>	<b>Unit-Topic</b>	<b>Paper</b>	<b>Subunit</b>	<b>Month</b>	<b>Number of classes</b>
<b>1</b>	<b>Understanding Indian Heritage</b>	<b>General- Skill Enhancement course-SEC-I-</b>	<b>Defining heritage</b>	<b>July</b>	<b>1</b>
<b>2</b>	<b>Do</b>	<b>Do</b>	<b>Tangible heritage</b>	<b>July</b>	<b>1</b>
<b>3</b>	<b>Do</b>	<b>Do</b>	<b>Intangible heritage</b>	<b>August</b>	<b>1</b>

<b>4</b>	<b>Sayanti Pandey,State Aidede College Teacher</b>	<b>Do</b>	<b>Evolution of Heritage</b>	<b>September</b>	<b>1</b>
<b>5</b>	<b>Arunima Ghosh,State Aided College Teacher</b>	<b>Do</b>	<b>Educational Tour</b>	<b>November</b>	<b>1</b>
<b>6.</b>	<b>Dr.K.M.Mandal</b>	<b>Do</b>	<b>Challenges facing tangible and intangible heritage</b>	<b>December</b>	<b>1</b>
<b>7.</b>	<b>Dr.S.Biswas,Assistant Professor</b>	<b>Sec-II-- Semester-IV-</b>	<b>Submission of Project report</b>	<b>December</b>	<b>1</b>

*Arunima Ghosh*  
 Principal  
 GOUR MAHAVIDYALAYA  
 Mangalbari, Malda.

**GOUR MAHAVIDYALAYA,MANGALBARI,MALDA**

**DEPARTMENT: HISTORY**

**LESSON PLAN**

**Proceedings of the meeting of the Department of History, Gour Mahavidyalaya, Mangalbari, Malda, held on 2.7.2019 at 4 P.M. in the Departmental room.**

**Members present:**

**1.P.K.Kundu.**

**2.S.Biswas.**

**3.K.M.Mandal.**

**4.A.Ghosh.**

**5.S. Pandey.**

**6.Chayan Ray-Student**

**Dr.P.K.Kundu, takes the chair and initiates the discussion.**

**Agenda:1.Preparation of Class routine.**

**Resolved that the class routine prepared by faculty members is approved.**

**Agenda:2.Preparation of Lesson Plan.**

**Resolved that the lesson plan prepared by faculty members is approved.**

**AGENDA: Uploading study materials.**

**Resolved that all the faculty members are requested to upload study materials for the benefit of the students..**

**LESSON PLAN-CBCS**

Honours  
E B e S

66

**Generic Elective (GE)**

**Semester I**

GE-1 History of India: Pre-history to 6th Century BC

**Semester II**

GE-2 History of India: 6<sup>th</sup> Century BC-Post Maurya

**Semester III**

GE-3 History of India: Gupta Empire- 1200 AD

**Semester IV**

GE-4 History of India from 1200 AD - 1556 AD

**Question Pattern & Marks Distribution for Honours Core Course (DC, DSE, GE, SEC)**  
Full Marks=50, DSE=40 Marks & I.A.=10, Hours: Two Hours

1. 15x2=30 marks, Essay Type (Attempt only Two Questions out of four)
2. 05x1=5 marks, Short Essay Type ( Attempt only One Question out of two)
3. 01x5=5 marks, Objective Type ( Attempt only five Objective Type Questions out of five)
4. Internal Assessment: 10 Marks ( Attendance=04 marks & continuing Evaluation/Test=06)

**UG CBCS Syllabus (History Honours)**

**Discipline Core**

**Semester I**

**DC-1 History of India: Pre-history to 6<sup>th</sup> Century BC**

**Unit I : Geographical Background**

Physiographic, major routes of communication, environment, Peoples and languages.

S. BISWAS - 1 CLASS - 45 MINTS.

**Unit II : Survey of sources and different approaches to ancient Indian**

K. M. MANDAL - 1 CLASS - 45 MINTS.

Sources; Literature; Archaeology; Epigraphy; Numismatics.

Unit III: Prehistory

- Palaeolithic culture - sequence and geographical distribution; topographic and climatic changes; evolution and uses of stone industries and other technological developments.
- Mesolithic culture - regional and chronological distribution; new developments in technology and economy; rock art.
- Food production - concept of the Neolithic. Understanding the complexities of its beginnings.

Unit IV: Proto-history

- Growth of Chalcolithic village societies from Baluchistan to Gujarat.
- The Harappan civilization - origin, distribution, morphology of major sites (Mohenjodaro, Harappa, Kalibangan, Lothal, Dholavira). Agrarian base, craft production and trade, religious beliefs and practices, art and architecture, and script. The problem of urban decline and the late Harappan cultures.
- Neolithic-Chalcolithic cultures in non-Harappan India.

Unit V: Background to the emergence of early historic India

- The Aryans, the Aryan problem, original homeland. Spread of the Aryans & Epics - Ramayana & Mahabharata.
- Society with special reference to Varna system and position of women.
- Iron Age culture with special reference to painted Grey Ware and Northern Black Polished Ware cultures. Megaliths.

DC-2 Unit I:

S. BISHAS - 5 CLASSES - 45 MINTS EACH  
TUTORIAL EXAMS - 3, 3 ASSIGNMENT - I  
MNTOR - MENTEE - I, 3 ADVANCED LEARNERS - 1  
SLOW LEARNERS - 2 CLASSES

- Material and ideological background.
- Jainism, Buddhism, Ajivikas and other systems.
- Expansion of settlements and urbanization.
- Social structure.

Unit II: Mahajanapadas to Empire

- Sixteen Mahajapadas, Growth of Magadhan imperialism.
- Craft production, trade and coinage.

Unit III: Maurya Empire - its nature and bases; political and cultural relations with special reference to Sri Lanka and West Asia; Ashoka's dhamma - its nature and propagation; society and economy; art and architecture are to be studied in detail.

P. K. KUNDU - 2 CLASSES - 45 MINTS EACH

Unit IV: Post-Mauryan developments (c. 200 BC - c. 300 AD)

- Invasions and their impact: Bactrian Greeks; Scythians; Kushanas.
- Polity, Economy, Society, Religion and Culture

P. K. KUNDU - 2 CLASSES - 45 MINTS EACH

## Semester II

### DC-3 History of India: Post-Gupta to 1200 AD

Unit I

Post-Gupta period

Historiography and approaches

- a. Harshavardhana: political system and administrative institutions.
- b. Peninsular India: Chalukyas, Pallavas; polity, society and economy. Culture developments with special reference to art and religion.

Unit II

P. K. KUNDU - 2 CLASSES - 45 MINTS EACH  
ADVANCE DELAYS - I, SLOW LEARNERS - 2 CLASSES

- a. Historiography and recent debates; sources and their interpretation; Epigraphy, numismatics, and literature.
- b. Polity :-
  - i. Early Arab contact with India - conditions of India. An analysis of distribution of Political Power in Northern India- Hindu resistance to the Muslims and its failure.
  - ii. Political developments: nature of regional politics with special reference to the Pratiharas, Palas, Senas, Rashtrakutas, Cholas and other contemporary dynasties.
  - iii. Ghaznavid and Ghorid invasions: nature; and impact.
- c. Economy:-
  - i. Land grants and agrarian expansion; changes in land tenure; peasants; intermediaries and landed magnates; their regional variations.
  - ii. Urban centers; trade and trade networks; itinerant trade; coinage and currencies; trade contacts with South East Asia and West Asia; crafts, guilds and industries.
- d. Culture:-
  - i. Literature - rise and growth of regional languages.
  - ii. Art, architecture, painting, sculpture, arts; and crafts.
  - iii. Schools of philosophy; and religious cults.
  - iv. Science and technology.

P. K. KUNDU - 10 CLASSES - 45 MINTS  
TUTORIAL EXAMS - I, ASSIGNMENT - I

### DC-4 History of India: 1200 AD to 1526 AD (Political History)

Unit I

- a. Sultanate:- Historiography and Sources.

Unit II

- b. Political Structure: Ruling elites; central structure and military organization; Iqta: territorial changes; Mongol Threat; relations with rural intermediaries; legitimation of political authority; theories of Kingship; symbols and rituals of sovereignty; relations with autonomous chieftains; Sufis, Bhaktas and political authority.

P. K. KUNDU - 10 CLASSES - 45 MINTS  
TUTORIAL EXAMS - I, ASSIGNMENT - I EACH  
MENTOR-MENTE - I

### Semester III

### DC-5 1200 AD to 1526 AD (Socio-Cultural, economic history of India)

Unit I

- a. Society and economy in north India
  - i. Environmental context; agricultural production; technology.
  - ii. Rural society: revenue system.

- Unit II**
- b. Religion and Culture:**
- Sufism: doctrines Silsilas; and practices.
  - Bhakti movements: Nathpanthis; Kabir; Nanak, and the Sant tradition.
  - Sultanate architecture.
  - Literature: Persian and indigenous.
- S. BISWAS - 3 CLASSES - 45 MINTS EACH*
- Historiographical issues: sources: regional chronicles; bardic narratives; Sufi and Bhakti texts; and travelogues.
  - Societies and Political Formations: A Regional Perspective:-
    - Bengal: Bengal under the Delhi Sultans -- emergence as an independent Kingdom - the rule of the Illius Sahi dynasty and the Hussain Sahi dynasty with special reference to society, economic and culture of the region.
    - Vijayanagar & Bahamani.
    - Warfare and Society.
    - Society and Economy; a regional Perspective:-
      - Vijayanagar.
      - Vaisnavism in Bengal and its impact on the Bengal society- the nature of the Hindu-Muslim understanding during the Sultanate period- an assessment.
      - Trade and urbanization with special reference to South India.
      - Indian Ocean Trade.
  - Religion, Culture and Regional Identities:-
    - Religious Cults.: Vaishnavite movements in eastern India Regional art and architectural forms; regional literature. (Eastern India).
- S. BISWAS - 10 CLASSES - 45 MINTS EACH*

**DC-6 History of India: 1526 AD-1707 AD (Political history)**

- Unit I:**
- Sources and Historiography: The Mughal Period**
- Historiography and sources.
- Historiography; different approaches.
  - Sources: Abul Fazal, Badauni, Abdul Hamid Lahori, Bernier. Tuzuk- i- Babaxi, Humayun Nama.
- K. M. MANDAL - 1 CLASS - 45 MINTS EACH*
- Unit II:**
- Polity**
- Evolution of the administrative system: Mansab; and Jagir.
  - The Mughal ruling classes: nobility; and Zamindars.
  - Evolution of Mughal policy towards North West frontier and central Asia.
  - The Rajput Policy and Deccan policy of the Mughals.
  - State and, religion: Akbar's religious ideas; Sulh- i- Kul; relations with religious elites; Aurangzeb's relations with religious groups and institutions.
- K. M. MANDAL - 4 CLASSE - 45 MINTS EACH*
- Unit III:**
- Decline of the Mughal Empire and Emergence of Successor States.**
- Crisis in the Mughal Empire --agrarian crisis and peasant revolts --Parties and Politics at the Court -- dynastic, administrative and economic causes of the Mughal decline.
- K. M. MANDAL - 2 CLASSES - 45 MINTS EACH*
- Unit IV:**
- Patterns of Regional Polity.**
- Bengal.
  - Maharashtra



11.04.2020  
e. polity: post Mauryan politics with special reference to the Kushanas and Satavahans; Tamil Chieftaincies - Chera, Chola, Pandya.

Unit V

- Economy: Land grants and agricultural expansion; urban growth; craft production; trade and trade routes; coinage and currency; Indo-Roman trade.
- Society: peasantization of tribes; assimilation of incoming people.
- Religion: spread of Jainism and Buddhism: emergence of Mahayana Buddhism; Vaisnava and Saiva forms of worship.
- Culture : art and architecture; sculpture; literature;

Sangam Age: Society, language and literature, Megaliths, Tamilagam.

P.K. KUNDU - 4 CLASSES - 45 MINTS EACH

Unit VI:

Age of the Guptas

- State and administrative institutions.
- Social and economic change with special reference to urban patterns; Agrarian structure; land grants; coinage and currency system; trade.
- Cultural developments : art; architecture; sculpture; painting; literature; religion; Sanskrit theatre
- Culture Contacts with Central Asia.
- Maukharis, Vakatakas, Sasanka and later Guptas.

P.K. KUNDU - 3 CLASSES - 45 MINTS EACH

TUTORIAL EXAMS - I

ASSIGNMENT - I

MENTOR - MENTE - I

7 History of India: 1526 AD to 1707 AD (Socio-Economic, Cultural history)  
Rural Economy and Society: historiography and approaches

- a. Environmental context; forests; and agricultural zones.
  - b. Agriculture production; management of water resources; agricultural technology and crop patterns; growth of cash nexus and rural credit, and role of the state.
  - c. Agrarian structure; land ownership and rights; revenue system; the village community; and peasantry.
- Unit II: S. BISWAS - 3 CLASSES - 45 MINTS EACH
- Trade Commerce and the Monetary System.
- a. Trade routes and the pattern of internal commerce.
  - b. Indian Ocean trade network in the 17th century.
  - c. Markets; monetary system.
- Unit III: S. BISWAS - 2 CLASSES - 45 MINTS EACH
- Urban Centers.
- a. Morphology of cities - a survey.
  - b. Administration of cities and towns.
  - c. Urban economy; crafts; industries; organization of production; imperial Karkhanas and textiles.
  - d. Urban social structure; merchant communities; bankers; artisans; craftsman; and labours.
- Unit IV: S. BISWAS - 3 CLASSES - 45 MINTS EACH
- Cultural Developments.
- a. Languages and Literature.
  - b. Architecture
  - c. Visual and performing arts.
- S. BISWAS - 1 CLASS - 45 MINTS  
TUTORIAL EXAM - I, ASSIGNMENT - I  
Semester IV

DC-8 History of India: 1707 AD to 1818 AD

- Unit I: Understanding Modern India  
Concepts, terminologies and approaches.  
K.M. MANDAL - 1 CLASS
- Unit II: Expansion and consolidation of British Rule with special reference to
- a. Bengal: Growth of English power in Bengal.
  - b. Mysore: The Mysore challenge: Hyder Ali & Tipu Sultan.
  - c. Marathas: rise & fall of the Marathas.
  - d. Punjab: The Sikh challenge: Ranjit Singh - First Anglo Sikh war Annexation of Punjab king down.
  - e. Awadh: Anglo Awadh relation - leading to annexation. K.M. MANDAL - 3 CLASSES
- Unit III: Colonial State and its Ideology.
- a. Orientation.
  - b. Utilitarianism, Evangelicalism.
  - c. Classical political thought in, relation to India; theory of rent; laissez fair and colonial paternalism.
  - d. Colonial state's attitude to social institution such as cast, tribe and communities; relation to India; theory of rent
- K.M. MANDAL - 4 CLASSES
- Unit IV: Rural Economy and Society
- a. Palcolithic culture - sequence and geographical distribution; topographic and climatic changes; evolution

- c. Commercialization of agriculture.
- d. De-industrialization.
- e. Peasants and landless labour.
- f. Rural credit and indebtedness.
- g. Changing rural landscape and environment; the issues concerning 'forestry'. And an environment view of rural change.
- h. The tribal dimension: the changing economy and society of the tribal world. 'Popular resistance to the British rule - The Chuars, The Pinderies, the Santals, and the early resistance.

K.M. MANDAL - 4 CLASSES - 15 MINTS EACH  
TUTORIAL EXAM - I, ASSIGNMENT - I

**DC-9 History of India: 1818 AD to 1885 AD**

**Unit I**

**Indian Awakening: Bengal**

- a. Rammohan Roy
- b. Derozio & Young Bengal
- c. Ishwar Chandra Vidyasagar.
- d. Bengal Renaissance: its problem and debates

K.M. MANDAL - 2 CLASSES

**Unit II**

**Cultural Changes and Social and Religious Reforms Movements**

- a. Rise of Modern education and Press.
- b. Rise of the new intelligentsia and its social composition.
- c. Socio-Religious revivalists/ reform movements. Bramho Samaj, Prarthona Samaj, Arya Samaj, Satya Sadbok Samaj, Theosophical Society, Wahabi, Faraizi, and New Hindu movements, Ramakrishna Misson.
- d. Women: Changing position and attitudes.
- e. Sanskritization; Cast movements; Brahmanical and depressed classes.

K.M. MANDAL - 5 CLASSES

**Unit III**

**Revolt of 1857.**

- a. Causes of the revolt
- b. Causes of failure of the revolt
- c. Result of the revolt
- d. Historical Controversy on 1857.

K.M. MANDAL - 3 CLASSES

**DC-10 History of India: 1885 AD to 1950 AD**

**Unit I:**

**Nationalism**

- a. Beginning of India Nationalism and its historiography.
- b. The rise of the Middle class and the growth of early political Associations, the foundation of Indian National Congress, the early Congress - the moderates and the extremists, the problem of Bengal and the Swadeshi movement, Boycott Movement, the Congress of split in the Morley Mint reforms and separate electorate, trend of Muslim politics, the Aligarh movement and the foundation of the Muslim League.
- c. Ideas and movements - 1919-1947.

Impact of the First World War on the India economy and politics. Rise of Gandhian and the emergence of mass politics  
Gandhian ideology and movements.  
Rawlatt, Satyagraha, Khilafat, Non-co operation.

Civil-disobedience, Quit India, Role of Social groups and classes, ideological trends in the Congress.

- d. Revolutionaries - Revolutionary Nationalism in India & abroad, Left movements - Peasants and workers mobilization, States', Peoples' movements.

Act of 1919; Swarajists and regional political parties; Simon Commission and Nehru Report; Communal Award; Government of India Act. 1935, working of Provincial Ministries; Cripps Mission; Wavell Plan; Cabinet Mission, Transfer of power.

f. INA and Subhash Chandra Bose Telangana; and Naval Mutiny.

K.M. MANDAL - 10 CLASSES

Unit II

Communal Politics and Partition

- a. Demand for Pakistan.
- b. Responses to Pakistan demand - national and regional.
- c. British policies.
- d. Partition.

K.M. MANDAL - 2 CLASSES

Unit III

India 1947 - 1950

- a. Displaced persons and rehabilitation.
- b. Agrarian reforms.
- c. Integration of the Princely States.
- d. Framing of the constitution.
- e. Situating India in the global context.
- f. Nehruji's Era
- g. Planning Commission
- h. Linguistic State formation

K.M. MANDAL - 2 CLASSES

TUTORIAL - I, ASSIGNMENT - I

Semester V

DC-11 Rise of the Modern West (Mid 15<sup>th</sup> century to 17<sup>th</sup> century)

Unit I:

- a) Renaissance: Its social roots; humanism and its spread in Europe and art.
- b) Reformation and Counter-Reformation origins; course and results; the Thirty years' war and its significance.
- c) European State System: Spain, France; England and Russia.
- d) Colonial expansion and economic development; motives; voyages explorations and early colonial empires of Portugal and Spain; shift of economic balance from the Mediterranean to the Atlantic; commercial revolution; the price revolution.

P.K. KUNDU - 4 CLASSE

DC-12 Rise of the Modern West (17<sup>th</sup> century to Mid 18<sup>th</sup> century)

Unit I:

- a) Crisis in Europe in the 17th Century: Economic, social and political dimensions.
- b) The English Revolution: major issues; and political and intellectual currents.
- c) Scientific revolution up to the 18th century.
- d) Mercantilism and European Economy: 17th and 18th Centuries.
- e) American War of Independence; Political and Economic issues and significance. European Political patterns in the 18th century: Parliamentary monarchy; patterns of Absolutism in Europe.
- g) The Industrial Revolution
- h) Debate on transition from feudalism to capitalism; problems and theories.

S. BISKAS - 5 CLASSES

TUTORIAL EXAM - I, ASSIGNMENT - I

Semester VI

DC-13 History of Europe: 1789 AD to 1870 AD

Unit I:

- a) French Revolution: Crisis of the ancient regime; intellectual and political currents; participation of social classes; role of women; art and culture.
- b) Emergence of Napoleon Bonaparte; expansion, consolidation and downfall; and the Congress of Vienna, 1815.
- c) Social and Political developments, 1815 - 1848: Metternich - forces of conservatism and restoration of old Hierarchies; social, political and intellectual currents; revolutionary movements of 1830 and 1848.

Unit II

- a) Changes and development, 1848 to 1871: processes of economic change with reference to Britain, the German states and Russia; Political developments in France (Louis Napoleon and Paris Commune); making of the nation-states of Italy and Germany; Liberalism and democracy in Britain.

DC-14 History of Europe: 1871 AD to 1945 AD

Unit I

- a) Europe between 1871 - 1914: Bismarckian diplomacy and system of alliances; Eastern question; scramble for African and Asian colonies; theories and mechanisms of imperialism; power blocks and alliances; and World War I.

Unit II

- b) Europe, 1914: Russian Revolution, 1917; Peace settlements and post - 1919 world under economic crisis; the Great Depression and Recovery, Fascism and Nazism; Spanish Civil War; and origins of World War II.

Discipline Specific Core (DSE)

Semester V

DSE-1 A India after independence

Unit-I:

- a. Making of the Republic The Constituent Assembly; Drafting of the Constitution Integration of Princely States

Unit II

- b. Indian Democracy at Work c) 1950- 1970s Language, Region, Caste and Religion Electoral Politics and the Changing Party System; Regional Experiences India and the World; Non Aligned Movement

Unit III

- c. 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

P.K. KUNDU - 8 CLASSES  
TUTORIAL EXAM - I, ASSIGNMENT - I

OR

DSE-1 B Economic history of Modern India

Unit II: Tribute - the Drain of Wealth -Introduction of new property rights in land and its impact (Bengal, Madras, and Bombay Presidencies)-Foreign Trade, 1757-1813  
**b. Agriculture and Property Rights (1813-1947)**  
 Impact of Land Settlements-Commercialization of Agriculture-Growth of wage labourers and Rise of rich peasantry-Irrigation, Traditional and canal irrigation -Population and Famines  
 Unit III: **c. Industry (1813-1947)**  
 Towns and Manufactures during early colonial India-Debate on De-industrialization: Rise and growth of modern industries -Industrial Working Class and Trade Unions  
 Unit IV: **d. Trade and Commerce (1813-1947)**  
 Transportation and Commodity Movement: Roads, Railways, Canals, and Ports - internal and external trade - Money and Banking System

\*A. GHOSH & S. PANDEY - 10 CLASSES  
 T-I, A-I

**DSE-2-A History of China and Japan**

**Unit I. History of China**  
 Imperialism and China during the 19th century  
 (a) Chinese feudalism: Gentry, bureaucracy and peasantry; the Confucian value system; Sinocentrism; the Canton commercial system.  
 (b) The transformation of China into an informal colony; the Opium Wars; the Unequal Treaties; the scramble for concessions; Finance Imperialism; the Open Door policy.  
 (c) Agrarian and Popular Movements: Taiping and Yi Ho Tuan.  
 (d) Attempts at Self-Strengthening (Tzu-chiang): Reforms of 1860- 95; 1898; and 1901-08.

P.K. KUNDU - 4 CLASSES

**Unit II**  
 The Emergence of Nationalism in China  
 (a) The Revolution of 1911: Causes, nature and significance; the social composition of the Revolution; Sun Yat-sen and his contribution; the formation of the Republic; Yuan Shih Kai; Warlordism.  
 (b) May Fourth Movement of 1919: Nature and significance

**Unit III.**  
 History of China (C.199-1949)  
 (i) Nationalism & Communism in China (1921-1937) (a) Formation of CCP; and the Guomintang (National Party of KMT)  
 (b) The First United Front (ii) The Communist Movement (1938-1949) (iii) The Jiangxi Period and the rise of Mao Tse Tun

P.K. KUNDU - 4 CLASSES

**History of Japan**  
**Unit IV** Japan (c.1868-1945) (i) Transition from feudalism to capitalism: (a) Crisis of Tokugawa Bakuhan system (b) Meiji Restoration :Its nature and Significance (c) Political Reorganization (d) Military Reforms (e) Social, cultural and educational reforms (bunmeikaika) (f) Financial reforms and educational development in the 'Meiji'era (G) Meiji Constitution (ii) Japanese Imperialism (a) China (b) Manchuria (c) Korea (iii) Democracy and Militarism/Fascism (a) Popular/People's Rights Movement (b) Nature of political parties (c) Rise of Militarism-Nature and significance (d) Second World War; American occupation (e) Post-War Changes II Emergence of Modern Korea (a) The old order and Institutional Decay: Joseon Korea (b) Korea's interactions with the western powers and Korea's unequal treaties with Japan (c) Attempts at social, political and economic reforms in Korea (d) Japan's colonization: March First Movement and the growth of Korean nationalism; in situational transformation 1910-1945 (e) Post-War Changes

P.K. KUNDU - OR 4 CLASSE  
 T-I, A-I

### Unit I

#### History of North Bengal (1200-1947 AD)

Primary sources and historiography

- i. Literary sources
- ii. Archaeological sources
- iii. Literature
- iv. Foreign travellers' accounts and European Factory Records

### Unit II

Medieval North Bengal

Sultanate and Mughal expansion; Polity, Economy, Society and Culture in North Bengal. theory of kingship, state and regional identities and regional state building process, Evolution of Institutional Structure and System of Government

Agrarian economy; Trade and Commerce, Industries, production Technology and Monetary System Religion, Society and Culture; Sufism and Vaishnavism, Dynamics, Conflict and conciliation towards the growth of composite culture, Literature, Architecture

### Unit III

Modern North Bengal

Conquest and expansion of British rule in North Bengal; Polity, Economy, Society and Culture Colonial Penetration, Rise and Growth of Towns, Hill stations and Process of Urbanization

Expansion of economy: commercialization of agriculture, plantation economy, trade and commerce, control over the forest resources, Land Revenue System of North Bengal. Demographic changes till the end of colonial rule, Business Communities

The anti-colonial movement in the districts of North Bengal, Swadeshi Movement, Quit India Movement. Peasant movements with special reference to Sannyasi-Fakir, Indigo, Santhal, Freedom Struggle in North Bengal.

## Semester VI

### DSE-3-A Contemporary World (1945-1990)

#### Unit I Impact of the Second World War on the International System

- i. Origins of the Cold War and the division of Europe - The Emergence of the American and the Soviet spheres of influence - the system of military and economic alliances.
- ii. The Decline of European Imperialism - Decolonization - National movements of Asia and Africa - the emergence of the Third World - impact of the cold War on the Third World - alternatives to the cold war-non-alignment.
- iii. Bipolar World and the regional conflicts - the European scene - 'Hungary, Czechoslovakia, Poland and Asian theatre and Latin America - Vietnam, Korea and Cuba.

strategies of the Third world.  
ii. Economic integration - West Europe and Eastern European Experiences other than attempts like OPEC.

**Unit III From Bipolarism to Unipolarism**  
Glasnost and Perestroika in Soviet Union - the emergence of the Russian Federation; the impact of Glasnost on Eastern Europe - German reunification - impact on Asia with special emphasis on Afghanistan a new kind of American intervention, USA as a global policeman.

S. BISWAS & K.M. MANDAL - 10 CLASSES  
OR

**DSE-3-B Gender and Education**

- Unit I.** Basic Concepts & Theories: -Defining Gender, Patriarchy: Ideology & Practice - Relationship between Gender, Caste, Class, Religion & Politics
- Unit II.** Emergence of Women Studies in India
- Unit III.** Gender & Social History: Family & Marriage, Women's Question in the 19th century - Women's Movement in Colonial & Post Colonial India
- Unit IV.** Gender, Law & Politics: Political participation - Violence against women & Preventive Laws. Gender, Development & Culture: Issues of labour & Health - Access to resources - Gender audit

**DSE-4-A Contemporary World (1990-till date)**

- Unit I** Globalization - Impact on the Third World - information revolution, question of Technology transfer and development - revival of economic liberalism- in the developed world, the role of International credit, implications for changes in the development strategies in the Third World with special reference to India,

P.K. KUNDU - 10 CLASSES  
OR

**DSE-4-B History of south-East Asia (20<sup>th</sup> Century)**

- Unit I** Migration: Indian and Chinese Labour and Capital
- Unit II.** Movements of Resistance and the making of new identities [a] Peasant resistance. [b] Radicalism and the Origins of the Vietnamese Revolution, 1920- 1946. [c] Indonesian Revolution, 1945-1949.
- Unit III.** Emergence of Modern Nations and States [a] The Union of Burma (Myanmar), 1948-1962. [b] Indonesia, the Sukarno Era, 1949-1965. [c] Cambodia under Norodom Sihanouk, 1955-1970.

**SEC-1 Understanding Indian Heritage**

- 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



- ment, antiquity, smuggling, conflict.
- Unit IV. Evolution of Heritage Legislation and the Institutional Framework. Conventions and Act-- national and international heritage-related government departments, museums, regulatory bodies etc. Conservation Initiatives
- Unit V. Challenges facing Tangible and Intangible Heritage: Development, antiquity smuggling, conflict (to be examined through specific case studies)
- Unit VI. Heritage and Travel: Viewing Heritage Sites The relationship between cultural heritage, landscape and travel

P.K. KUNDU - 10 CLASSES

**SEC-2 Project (Related to Honours- Educational Tour, Term-paper, and Seminar etc.)**

NB: it is depended on the respective teacher/department of the colleges

P.K. KUNDU

**Semester I**

**GE-1: History of India: Pre-history- 6<sup>th</sup> Century BC**

- Unit I: Geographical Background**  
Physiographic; major routes of communication; environment, Peoples and languages.
- Unit II: Survey of sources and approaches to ancient Indian history.**  
Sources; Literature; Archaeology; Epigraphy; Numismatics.
- Unit III: Prehistory**  
Paleolithic culture - sequence and geographical distribution; topographic and climatic changes; evolution and uses of stone industries and other technological developments.  
Mesolithic culture - regional and chronological distribution; new developments in technology and economy; rock art.  
Food production - concept of the Neolithic. Understanding the complexities of its beginnings.
- Unit IV: Proto-history**  
Growth of Chalcolithic village societies from Baluchistan to Gujarat.  
The Harappan civilization - origin, distribution, morphology of major sites (Mohenjodaro, Harappa, Kalibangan, Lothal, Dholavira). Agrarian base, craft production and trade, religious beliefs and practices, art and architecture, and script. The problem of urban decline and the late Harappan cultures.  
Neolithic -Chalcolithic cultures in non-Harappan India.
- Unit V: Background to the emergence of early historic India**  
The Aryans, the Aryan problem, original homeland. Spread of the Aryans & Epics - Ramayana & Mahavarata.  
Society with special reference to Verna system and position of women.  
Iron Age culture with special reference to painted Grey Ware and Northern Black Polished Ware cultures. Megaliths.

A. GHOSH - 10 CLASSES

**Semester II**

**GE-2: History of India: 6<sup>th</sup> Century BC- Post Mauryas**

- ment, antiquity, smuggling, conflict. (to be examined through specific case studies)
- Unit IV. Evolution of Heritage Legislation and the Institutional Framework. Conventions and Act-- national and international heritage-related government departments, museums, regulatory bodies etc. Conservation Initiatives
  - Unit V. Challenges facing Tangible and Intangible Heritage: Development, antiquity smuggling, conflict (to be examined through specific case studies)
  - Unit VI. Heritage and Travel: Viewing Heritage Sites The relationship between cultural heritage, landscape and travel

P.K. KUNDU - 10 CLASSES

**SEC-2 Project (Related to Honours- Educational Tour, Term-paper, and Seminar etc.)**

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P.K. KUNDU

**Semester I**

**GE-1: History of India: Pre-history- 6<sup>th</sup> Century BC**

- Unit I: Geographical Background**  
Physiographic; major routes of communication; environment, Peoples and languages.
- Unit II: Survey of sources and approaches to ancient Indian history.**  
Sources; Literature; Archaeology; Epigraphy; Numismatics.
- Unit III: Prehistory**  
Paleolithic culture - sequence and geographical distribution; topographic and climatic changes; evolution and uses of stone industries and other technological developments.  
Mesolithic culture - regional and chronological distribution; new developments in technology and economy; rock art.  
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The Harappan civilization - origin, distribution, morphology of major sites (Mohenjodaro, Harappa, Kalibangan, Lothal, Dholavira). Agrarian base, craft production and trade, religious beliefs and practices, art and architecture, and script. The problem of urban decline and the late Harappan cultures.  
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Society with special reference to Verna system and position of women.  
Iron Age culture with special reference to painted Grey Ware and Northern Black Polished Ware cultures. Megaliths.

A. GHOSH - 10 CLASSES

**Semester II**

**GE-2: History of India: 6<sup>th</sup> Century BC- Post Mauryas**

- b. Jainism, Buddhism, Ajivikas and other systems.
- c. Expansion of settlements and urbanization.
- d. Social structure.

**Unit II:**

**Mahajanapadas to Empire**

- c. Sixteen Mahajanapadas, Growth of Magadhan imperialism.
- d. Craft production, trade and coinage.

**Unit III:**

**The Mauryan Empire**

Empire - its nature and bases; political and cultural relations with special reference to Sri Lanka and West Asia; Ashoka's dharma- its nature and propagation; society and economy; art and architecture are to be studied in detail.

**Unit IV:**

**Post-Mauryan developments (c. 200 BC- c. 300 AD)**

- c. Invasions and their impact: Bactrian Greeks; Scythians; Kushanas.
- f. Polity, Economy, Society, Religion and Culture.
- g. Polity: Post Mauryan politics with special reference to the Kushanas and Satavahans; Tamil Chieftaincies Chera, Chola, Pandya
- h. Economy: Land grants and agricultural expansion; urban growth; craft production; trade and trade routes; coinage and currency; Indo-Roman trade.
- i. Society: peasantization of tribes; assimilation of incoming people.
- j. Religion: spread of Jainism and Buddhism: emergence of Mahayana Buddhism; Vaisnava and Saiva forms of worship.
- k. Culture : art and architecture; sculpture; literature;
- l. Sangam Age: Society, language and literature, Megaliths, Tamilagam.

S. PANDEY - 10 CLASSES

### Semester III

#### GE-3 History of India: Gupta Empire- 1200 AD

##### Unit I: Age of the Guptas

State and administrative institutions.  
Social and economic change with special reference to urban patterns; Agrarian structure; land grants; coinage and currency system; trade.  
Cultural developments : art; architecture; sculpture; painting; literature; religion; Sanskrit theatre  
Culture Contracts with Central Asia.  
Maukharis, Vakatakas, Sasanka and later Guptas.

##### Unit II: Post-Gupta period

Harshavardhana: political system and administrative institutions.  
Peninsular India: Chalukyas, Pallavas; polity, society and economy. Culture developments with special reference to art and religion.

P. K. KUNDU - 5 CLASSES

### Semester IV

#### GE-4 History of India: 1200 AD - 1556 AD

##### Unit I a. Sultanate:-

- i. Historiography and Sources.
  - ii. Political Structure: 1200-1290, 1290-1450, and 1450-1550.
  - iii. Ruling elites; central structure and military organization; iqta; territorial changes; Mongol Threat; relations with rural intermediaries; legitimation of political authority; theories of Kingship; symbols and rituals of sovereignty; relations with autonomous chieftains;
  - iv. Sufis, Bhaktas and political authority.
- b. Society and economy in north India**
- i. Environmental context; agricultural production; technology.
  - ii. Rural society: revenue system.
  - iii. Urbanization, technology and agricultural production.
  - iv. Monetization, market regulations; and trade.
- c. Religion and Culture:**
- i. Sufism: doctrines Silsilas; and practices.
  - ii. Bhakti movements: Nathpanthis; Kabir; Nanak; and the Sant tradition.
  - iii. Sultanate architecture.
  - iv. Literature: Persian and indigenous.

##### Unit II: Regions

- i. Historiographical issues: sources: regional chronicles; bardic narratives; Sufi and Bhakti texts; and travelogues.
  - ii. Societies and Political Formations: A Regional Perspective:-
  - d. Bengal: Bengal under the Delhi Sultans -- emergence as an independent Kingdom - the rule of the Illius Sahi dynasty and the Hussain Sahi dynasty with special reference to society, economic and culture of the region.
- c. Vijayanagar & Bahamani.**
- i. Vaisnabism in Bengal
  - ii. Trade and urbanization with special reference to South India.
  - iii. Indian Ocean Trade.
  - d. Religion, Culture and Regional Identities: Regional art and architectural forms; regional literature. (Eastern India).

S. BISWAS - 10 CLASSES

General

### Semester I

#### DC-1: History of India: Pre-history-6<sup>th</sup> Century BC

- Unit I:** **Geographical Background**  
Physiography; major routes of communication; environment, Peoples and languages.
- Unit II:** **Survey of sources and approaches to ancient Indian history.**  
Sources; Literature; Archaeology; Epigraphy; Numismatics.
- Unit III:** **Prehistory**
- Paleolithic culture - sequence and geographical distribution; topographic and climatic changes; evolution and uses of stone industries and other technological developments.
  - Mesolithic culture - regional and chronological distribution; new developments in technology and economy; rock art.
  - Food production - concept of the Neolithic. Understanding the complexities of its beginnings.
- Unit IV:** **Protohistory**
- Growth of Chalcolithic village societies from Baluchistan to Gujarat.
  - The Harappan civilization - origin, distribution, morphology of major sites (Mohenjodaro, Harappa, Kalibangan, Lothal, Dholavira). Agrarian base, craft production and trade, religious beliefs and practices, art and architecture, and script. The problem of urban decline and the late Harappan cultures.
  - Neolithic -Chalcolithic cultures in non-Harappan India.
- Unit V:** **Background to the emergence of early historic India**
- The Aryans, the Aryan problem, original homeland. Spread of the Aryans & Epics - Ramayana & Mahavarata.
  - Society with special reference to Verna system and position of women.
  - Iron Age culture with special reference to painted Grey Ware and Northern Black Polished Ware cultures. Megaliths.

A. GHOSH

### Semester II

#### DC-2: History of India: 6<sup>th</sup> Century BC- Post Mauryas

- Unit I:**
- Material and ideological background.
  - Jainism, Buddhism, Ajivikas and other systems.
  - Expansion of settlements and urbanization.
  - Social structure.
- Unit II:** **Mahajanapadas to Empire**
- Sixteen Mahajanapadas, Growth of Magadhan imperialism.
  - Craft production, trade and coinage.
- Unit III:** **The Mauryan Empire**  
Empire - its nature and bases; political and cultural relations with special reference to Sri Lanka and West Asia; Ashoka's dhamma- its nature and propagation; society and economy;

**DSE-2-A SEMESTER VI  
History of India: 1760 AD- 1857 AD**

**Unit I: Understanding Modern India**  
Concepts, terminologies and approaches.

**Unit II: Expansion and consolidation of British Rule with special reference to**

- a. Bengal: Growth of English power in Bengal.
- b. Mysore: The Mysore challenge: Hyder Ali & Tipu Sultan.
- c. Marathas: rise & fall of the Marathas.
- d. Punjab: The Sikh challenge: Ranjit Singh - First Anglo Sikh war  
Annexation of Punjab king down.
- e. Awadh: Anglo Awadh relation - leading to annexation.

**Unit III: Colonial State and its Ideology.**

- a. Orientation.
- b. Utilitarianism, Evangelicalism.
- c. Classical political thought in, relation to India; theory of rent; laissez fair and colonial paternalism.
- d. Colonial state's attitude to social institution such as cast, tribe and communities; relation to India; theory of rent

**Unit IV: Rural Economy**

- a. Palaeolithic culture - sequence and geographical distribution; topographic and climatic changes; evolution
- iii. The rural agrarian social structure.
- iv. Land revenue settlements.
- v. Commercialization of agriculture.
- vi. De-industrialization.
- vii. Peasants and landless labour.
- viii. Rural credit and indebtedness.
- ix. Changing rural landscape and environment; the issues concerning 'forestry'. And an environment view of rural change.
- x. The tribal dimension: the changing economy and society of the tribal world. Popular resistance to the British rule -- The Chuars. The Pinderies, the Santals, and the early resistance.

**Unit V: Indian Awakening: Bengal**

- a. Bramho Samaj Movement-Rammohan Roy, Keshabh Chandra Sen
- b. De-rozio & Young Bengal
- c. Ishwar Chandra Vidyasagar.
- d. Bengal Renaissance: its problem and debates

**Unit VI: Cultural Changes and Social and Religious Reforms Movements**

- a. Rise of Modern education and Press.
- b. Rise of the new intelligentsia and its social composition.

- c. Socio-Religious revivalists/ reform movements. Bramho Samaj, Prarthona Samaj, Arya Samaj, Satya Sadbok Samaj, Theosophical Society, Wahabi, Faraizi, and New Hindu movements, Ramakrishna Mission.
- d. Women: Changing position and attitudes.
- e. Sanskritization; Caste movements; Brahmanical and depressed classes.

OR

**DSE-2-B History of India: 1947 AD – Till Date**

Unit I:

**India 1947 -**

- a. Displaced persons and rehabilitation.
- b. Agrarian reforms.
- c. Integration of the Princely States.
- d. Framing of the constitution.
- e. Situating India in the global context.
- f. Nehruji's Era
- g. Planning Commission
- h. Linguistic State formation

S: PANDEY - 10 CLASSES

**Skill Enhancement Course (SEC)**

**Semester-III**

**SEC-I Understanding Indian Heritage**

**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

**Unit III.** Challenges facing Tangible and Intangible Heritage Development, antiquity smuggling, conflict

(to be examined through specific case studies)

**Unit IV.** Evolution of Heritage Legislation and the Institutional Framework: Conventions and Acts—

national and international Heritage-related government departments, museums, regulatory bodies

etc. Conservation Initiatives

**Unit V.** Challenges facing Tangible and Intangible Heritage: Development, antiquity smuggling, conflict

(to be examined through specific case studies)

**Unit VI.** Heritage and Travel: Viewing Heritage Sites The relationship between cultural heritage,

landscape and travel

P.K. KUNDU - 5 CLASSES

**SEC-2** Project (Related to Honours- Educational Tour, Term-paper, and Seminar etc.)

**Semester-V**

NB: it is depended on the respective teacher/department of the colleges

**Semester V**

**GE-1: History of India: Pre-history- 6<sup>th</sup> Century BC**

- Unit I: Geographical Background**  
Physiographic; major routes of communication; environment, Peoples and languages.
- Unit II: Survey of sources and approaches to ancient Indian history.**  
Sources; Literature; Archaeology; Epigraphy; Numismatics.
- Unit III: Prehistory**  
Paleolithic culture - sequence and geographical distribution; topographic and climatic changes; evolution and uses of stone industries and other technological developments.  
Mesolithic culture - regional and chronological distribution; new developments in technology and economy; rock art.  
Food production - concept of the Neolithic. Understanding the complexities of its beginnings.
- Unit IV: Proto-history**  
Growth of Chalcolithic village societies from Baluchistan to Gujarat.  
The Harappan civilization - origin, distribution, morphology of major sites (Mohenjodaro, Harappa, Kalibangan, Lothal, Dholavira). Agrarian base, craft production and trade, religious beliefs and practices, art and architecture, and script. The problem of urban decline and the late Harappan cultures.  
Neolithic -Chalcolithic cultures in non-Harappan India.
- Unit V: Background to the emergence of early historic India**  
The Aryans, the Aryan problem, original homeland. Spread of the Aryans & Epics - Ramayana & Mahavarata.  
Society with special reference to Verna system and position of women.  
Iron Age culture with special reference to painted Grey Ware and Northern Black Polished Ware cultures. Megaliths.

S. BISWAS

**Semester VI**

**GE-2: History of India: 6<sup>th</sup> Century BC- Post Mauryas**

**Chronology of Paleolithic Age in India**

**STUDY MATERIALS**



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## **Sources of Ancient Indian History**

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The French Revolution

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Globalization

Paleolithic Age in India can be studied into three phases:

**1. Lower Paleolithic** extended to B. C. In India its sites were discovered in Punjab, Kashmir, UP, Rajasthan etc. **2. Upper Paleolithic** extended from Upper Paleolithic (40,000–8000 BC). In India its sites were discovered in Andhra Pradesh, Karnataka, Central Madhya Pradesh, Maharashtra, southern Uttar Pradesh, and South Bihar Plateau.

**Characteristics of Paleolithic Age**

During the Paleolithic period the man was a hunter and food gatherer. The human being used to use simple chipped and chopped type stone tools for hunting and other purposes.

The people were not aware of neither agriculture nor home construction hence the life was not properly settled. It has been traced that people survived consumed roots of trees and fruits and lived in caves and hills. The

Paleolithic man was a hunter and food gatherer.

**1. Lower Paleolithic Age** mainly spread in Western Europe and Africa and early human lived a nomadic lifestyle. No specific human group was the carrier of Lower Paleolithic period, but many scholars believe that this era was a contribution of Neanderthal-like Palaenanthropic men (Third stage of hominid evolution)

**2. Middle Paleolithic Age** was mainly associated with early form of man, Neanderthal, whose remains are often found in caves with evidence of the use of fire. He got his name from the valley of Neander (Germany).

**Neanderthal** was hunter of prehistoric time. The Middle Paleolithic man was scavenger but few evidences of hunting and gathering were traced. The dead were painted before burial.

**3. Upper Paleolithic Age** was characterized by the appearance of new flint industries and Homo Sapiens (Modern type men) in world context. This was the last part of the Paleolithic Age which gave rise to the Upper Paleolithic culture.

This period covered approximately 1/10th time of the total Paleolithic Period but in short span of time, the primitive man made greatest cultural progress. The culture has been referred as the Osteodontokeratic culture, i.e. tools made up of bone, teeth, and horns.

### **Tools of Paleolithic Age**

Tools have been discovered from Chhota Nagpur Plateau, Kurnool, and Andhra Pradesh and are nearly 100,000 B.C. old.

**1. Lower Paleolithic:** Population preferred to live near the water source because the stone tools are abundant near the river valleys. In this era, the first stone tool fabrication started (including the earliest stone tools found today) and was called Oldowan tradition which refers to a pattern of stone-tool manufacturing by Hominid (Homo habilis). Splintered stones called eoliths have been considered the earliest tools.

These tools were made from large and small scrapers, hammer stones, choppers, awls, etc. Hand axes and cleavers were the typical tools of these early hunters and food-gatherers. Tools used in Lower Paleolithic era were mainly cleavers, choppers, and hand axes. These tools were

mainly used for cutting, digging, and skinning the prey. These tools were found from **Belan Valley of Mirzapur (U.P.), Didwana in Rajasthan, Narmada Valley, and from Bhimbetka (near Bhopal, M.P.)**.

**2. The Middle Paleolithic Period:** Tools of this age was majorly dependent on flakes which were used to make bores, points, and scrapers etc. A crude pebble industry is also noticed in this period. Stones found were very small and were called microliths. Stone tools of this period are of the flake tradition. For example, use of needles to sew furs and skins which were used as body coverings.

**3. Upper Paleolithic Age:** Tools of this age was majorly large flake blades, scrapers, and burins. The lifestyle of this man was not different from that of Neanderthal and Homo erectus; the tools used were still crude and unsophisticated during early period of this age.

There are evidences of appearance of bone artifacts and the first form of art for the first time in Africa. From artifacts, the first evidence of fishing is also seen in places such as Blombos Cave in South Africa. The use of polished fine cutting edge tools and mortars and pestles used for grinding grain also came into existence.

The Paleolithic people primarily used hand-axes as weapons which were used for hunting as well as for protection. This contained the core tool culture including the tools made by chipping the stone to form a cutting edge.

#### Community life during Paleolithic Age

The Paleolithic people were entirely dependent on weapons and tools made from stone as they lived close to the hilly areas, caves, rivers, and rock shelters. The early Stone Age man was a nomad and had no knowledge of house building and agriculture. Hence he had no community life and lived in hills and caves.

#### Indian sites of Old Stone Age (Palaeolithic Age)

Lower Palaeolithic	<ol style="list-style-type: none"><li>1. Valley of Sohan in Punjab (now in Pakistan)</li><li>2. Kashmir and Thar Desert</li><li>3. Belan Valley in Mirzapur district, UP</li><li>4. Bidwana in Rajasthan</li></ol>
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	5. Narmada Valley
Middle Palaeolithic	1. Narmada River Valley 2. Tungabhadra River Valley
Upper Palaeolithic	1. Andra Pradesh 2. Karnataka 3. Central MP 4. Maharashtra 5. Southern UP 6. South Bihar Plateau

### The Mesolithic Age

The Mesolithic Age, also known as Middle Stone Age, was the second part of the Stone Age. In India, it spanned from 9,000 B.C. to 4,000 B.C. This age is characterized by the appearance of Microliths (small bladed stone tools). The Mesolithic Age was a transitional phase between the Paleolithic Age and the Neolithic Age. The people of this age lived on hunting, fishing, and food gathering; later on they also domesticated animals.

### Important Facts related to the Mesolithic Age

1. In India, it spanned around 9,000 B.C. to 4,000 B.C. This age was a transitional phase between the Paleolithic Age and the Neolithic Age.
2. The people of this age lived on hunting, fishing, and food gathering initially but later on they also domesticated animals.
3. The characteristic tools of this age were Microliths.
4. The people of this age practised painting. The paintings depicted birds, animals, and human beings. A considerable number of painted rock shelters have been found in Bhimbetka, Madhya Pradesh.

5. Mesolithic sites have been found in Rajasthan, south of the river Krishna, central and eastern parts of India, and also in southern Uttar Pradesh

6. Bagor in Rajasthan and Adamgarh in Madhya Pradesh are examples of Mesolithic sites in India.

#### Chronology of Mesolithic Age

1. In North/Western Europe, the Mesolithic lasted from 10,000 to 4,000 BC.

#### The Neolithic Age: Know about the Origin, Characteristics & Neolithic Sites

The Neolithic Age, which means New Stone Age, was the last and third part of the Stone Age. In India, it spanned from around 7,000 B.C. to 1,000 B.C. The Neolithic Age is mainly characterized by the development of settled agriculture and the use of tools and weapons made of polished stones. The major crops grown during this period were ragi, horse gram, cotton, rice, wheat, and barley. Pottery first appeared at this age.

#### Important points related to the Neolithic Age

1. The time span of the Neolithic Age in India was around 7,000 B.C. to 1,000 B.C.

2. The Neolithic Age was preceded by Mesolithic Age (9,000 B.C. to 4,000 B.C.) and succeeded by Chalcolithic Age (c.2100 to 700 B.C.).

3. The major crops grown were **ragi, horse gram, cotton, rice, wheat, and barley**. The people of this age domesticated **cattle, sheep, and goats**. They resided in pits near a lakeside and had a hunting and fishing economy.

4. The people used microlithic blades in addition to **tools made of polished stones as well as bones**. They used **axes, adzes, chisels, and celts**.

5. **Pottery first appeared** in this age and included **grey ware, black burnished ware, and mat-impressed ware**.

6. The Neolithic Age is significant for its **Megalithic**

### **Architecture.**

7. The people of this period lived in circular or rectangular houses which were made from mud and reed. At some places, they lived in mud-brick houses.

8. They had common rights over property and led a settled life.

9. The Neolithic settlements have been found in the North-Western part (Such as Kashmir), Southern part (Karnataka, Tamil Nadu, and Andhra Pradesh), North Eastern frontier (Meghalaya), and Eastern part (Bihar and Odisha) of India.

10. Some of the important Neolithic settlements are Mehrgarh (located in Baluchistan, Pakistan), Burzahom (Kashmir), Gufkral (Kashmir), Chirand (Bihar), and Utnur (Andhra Pradesh).

11. The oldest Neolithic settlement in the Indian Subcontinent was Mehrgarh which is located in Baluchistan, a province of Pakistan.

12. **Jarf el Ahmar and Tell Abu Hureyra** (both in Syria) were the major Neolithic sites in Asia.

The Neolithic Age was succeeded by the Chalcolithic Age (c.2100 to 700 B.C.) which saw the use of copper; the first metal to be used at the end of the Neolithic Age.

### **Origin of Neolithic Age**

The Neolithic Age started in 9,000 B.C. in the world context but in the Indian context, it was varying from 7,000 B.C. to 1,000 B.C. In South India, the Neolithic settlements are generally considered to be around 2,500 B.C. old while the Neolithic sites discovered on the northern spurs of the Vindhyas are not older than 5,000 B.C. Some Neolithic sites found in parts of Eastern India and South India are only 1,000 B.C. old.

### **Characteristics of Neolithic Age**

The Neolithic Age saw a man turning into a food producer from a food gatherer. It also witnessed the use of pottery for the first time. People used microlithic blades in addition to tools made of polished stone. The use of metal was unknown.

**1. Agriculture:** The people of the Neolithic Age cultivated ragi, horse gram, cotton, rice, wheat, and barley and hence were termed as food producers. They domesticated cattle, sheep, and goats.

**2. Tools:** The people used microlithic blades in addition to tools made of polished stones. They used stone hoes and digging sticks for digging the ground. The ring stones of 1-1/2 kg of weight were fixed at the ends of these digging sticks. They also used tools and weapons made of bone; found in Burzahom (Kashmir) and Chirand (Bihar).

**3. Weapons:** The people primarily used axes as weapons. The North-western part of the Neolithic settlement used rectangular axes having curved cutting edges. The Southern part used axes with oval sides and pointed butt while polished stone axes with rectangular butt and shouldered hoes were used in the north-eastern part.

**4. Housing:** The people of the Neolithic Age lived in rectangular or circular houses which were made of mud and reed. The people of Mehrgarh lived in mud-brick houses while pit-dwelling is reported from Burzahom, the Neolithic site found in Kashmir.

**5. Pottery:** With the advent of Agriculture, people were required to store their food grains as well as to do cooking, arrange for drinking water, and eat the finished product. That's why pottery first appeared in the Neolithic Age. The pottery of the period was classified under grey ware, black-burnished ware, and mat-impressed ware.

**6. Architecture:** The Neolithic Age is significant for its Megalithic Architecture.

**7. Technology:** In the initial stage of the Neolithic Age, hand-made pottery was made but later on the foot-wheels were used to make pots.

**8. Community Life:** Neolithic people had common rights over property. They led a settled life.

The Neolithic people did not live far away from the hilly areas. They habited mainly the hilly river valleys, rock shelters, and the slopes of the hills since they were entirely dependent on weapons and tools made from stone. They inhabited northern spurs of the Vindhyas, Kashmir, South India, Eastern India, Meghalaya (north-eastern frontier of India), and Mirzapur and Allahabad districts of Uttar Pradesh. Some of the important Neolithic settlements are Mehrgarh (located in Baluchistan, Pakistan), Burzahom (Kashmir), Gufkral (Kashmir), Chirand (Bihar), and Utnur (Andhra Pradesh). Jarf el Ahmar and Tell Abu Hureyra (both in Syria) were the major Neolithic sites in Asia.



Early Vedic Period or Rig Vedic Period (1500 BC – 1000 BC)

Initially, the Aryans lived in the land known as “Sapta Sindhu” (Land of the Seven Rivers). These seven rivers were: Sindhu (Indus), Vipash (Beas), Vitasta (Jhelum), Parushni (Ravi), Asikni (Chenab), Shutudri (Satluj) and Saraswati.

Political structure:

Monarchical form of government with a king known as Rajan.

Patriarchal families. Jana was the largest social unit in Rig Vedic times.

Social grouping: kula (family) – grama – visu – jana.

Tribal assemblies were called Sabhas and Samitis. Examples of tribal kingdoms: Bharatas, Matsyas, Yadus and Purus.

Social structure:

Women enjoyed a respectable position. They were allowed to take part in Sabhas and Samitis. There were women poets too (Apala, Lopamudra, Viswavara and Ghosa).

Cattle especially cows became very important.

Monogamy was practised but polygamy was observed among royalty and noble families.

There was no child marriage.

Social distinctions existed but were not rigid and hereditary.

Economic structure:

They were pastoral and cattle-rearing people.

They practised agriculture.

They had horse chariots.

Rivers were used for transport.

Cotton and woollen fabrics were spun and used.

Initially, trade was conducted through the barter system but later on, coins called ‘nishka’ were in use.

Religion:

They worshipped natural forces like earth, fire, wind, rain, thunder, etc. by personifying them into deities.

Indra (thunder) was the most important deity. Other deities were Prithvi (earth), Agni (fire), Varuna (rain) and Vayu (wind).

Female deities were Ushas and Aditi.

There were no temples and no idol worship.

## Vedic and Later Vedic Age

Asoka's Dhamma: Characteristics of Ashoka's Dhamma

Dhamma emphasised toleration and general behaviour.

Dhamma emphasised that servants should be treated with consideration, and elders should be treated with respect.

Ashoka's Dhamma argued for tolerance of various religious groups in an effort to foster harmony.

Dhamma also laid stress on non-violence. Non-violence was to be practised by giving up war (dhamma-vijaya) and conquests and also as a restraint on the killing of animals.

Dhamma also included practising certain welfare measures, like planting trees, digging of wells, education and health facilities for all etc.

Inappropriate rituals like sacrifices were attacked by Ashoka's Dhamma.

Nature of Ashoka's Dhamma

The nature of Ashoka's Dhamma has been an issue of intense controversy and debate amongst scholars. As discussed above, some scholars claim that Ashoka's Dhamma had a definite Buddhist core. Let's discuss the viewpoint of some scholars on the issue:

Romila Thapar- Historian Romila Thapar has underlined the political reasons behind the propagation of Dhamma. According to her, there need be no connection between Buddhism and Ashoka's Dhamma. Dhamma was an ideological weapon by Ashoka to consolidate his far-flung heterogeneous empire.

Another theory claims that Ashoka's Dhamma was the original Buddhist doctrine, with certain doctrinal modifications applied to Buddhism subsequently. This line of thought is derived from several Buddhist writings. Ashoka is thought to have made a profound change during the Kalinga war, choosing to convert to Buddhism out of regret for the suffering and devastation caused by war.

However, the nature of Ashoka's Dhamma was not strong and versatile enough to sustain after his death. Yet, as long as Ashoka was alive, he made all possible attempts to spread Dhamma around the world.

## Literature during Gupta Period

Sanskrit language and literature reached the level of classical excellence after centuries of evolution and lavish royal patronage. Sanskrit was the Guptas' court language. The Puranas existed in the form of bardic literature long before the Guptas, and they were finally compiled and given their current form during the Gupta period.

During this time, various Smritis, or verse-written law books, were also compiled. This is when Yajnavalkya, Narada, Katyayana, and Brihaspati wrote their Smritis. By the fourth century A.D., the two great epics, the Ramayana and the Mahabharata, were almost finished.

The Gupta period is notable for its secular literature production. The most well-known Sanskrit poet of the period is Kalidasa, who lived in the court of Chandragupta II. Kalidasa's most important works included the Abhijnanashakuntalam (considered one of the world's best hundred literary works), Ritusamhara, Malavikagnimitra, Kumarasambhava, Meghaduta, Raghuvamsha, and Vikrama Urvashiyam. Mrichcbhakatika, or the Little Clay Cart, was written by Shudraka.

Vishakadatta wrote the Mudrarakshasa, which is about the cunning Chanakya's schemes. Another of his plays, Devichandraguptam, has only been preserved in fragments.

During the Gupta period, Sanskrit grammar based on Panini and Patanjali was also developed. This period is notable for the compilation of the Amarakosha by Amarasimha, a luminary in Chandragupta II's court. Chandragomia, a Buddhist scholar from Bengal, wrote a grammar book called Chandravakyakaranam.

Buddhist and Jaina literature in Sanskrit was also written during the Gupta period. The most notable writers were the Gupta period Buddhist scholars Arya Deva, Arya Asanga, and Vasubandhu.

Siddhasena Divakara established logic among the Jainas. Many Prakrit forms evolved during the Gupta period, including Suraseni, which was spoken in Mathura and its surroundings, Ardhamagadhi, which was spoken in Oudh and Bundelkhand, Magadhi in Bihar, and Maharashtra in Berar.

## Science and Technology

### Science and Technology During Gupta period

In A.D. 499, Aryabhata was the first astronomer to pose the more fundamental astronomical problems. It was largely due to his efforts that astronomy was recognised as a distinct discipline from mathematics.

He calculated pi ( $\pi$ ) to be 3.1416 and the length of the solar year to be 365.3586805 days, both of which are remarkably close to recent estimates.

He believed that the earth was a sphere that rotated on its axis, and that eclipses were caused by the earth's shadow falling on the moon. He is also the author of Aryabhattiyam, which deals with algebra, arithmetic, and geometry.

Varahamihira, who lived near the end of the fifth century, wrote several treatises on astronomy and horoscopy.

His Panchasiddhantika addresses five schools of astronomy, two of which reflect a thorough understanding of Greek astronomy. His other major works include the Laghu-Jataka, BrihatJataka, and Brihat Samhita.

Palakalpya's Hastayurveda, or veterinary science, attests to the advances made in medical science during the Gupta period. During this time, the Navanitakam, a medical work that is a manual of recipes, formulas, and prescriptions, was compiled.

Early Medieval Period: Indian History:

The critics of R.S. Sharma's feudalism theory have cited plenty of literary sources to prove the existence of brisk commercial transactions during the Gupta times. Gupta inscriptions from north Bengal in Pundravardhana and Gupta seals from Vaishali in north Bihar frequently refer to caravan traders. There are references to an active role played by merchants and also references to riverine trade in deltaic Bengal during the 5th-6th centuries CE. The Chinese, Arab and Persian travellers' accounts describe the conditions of trade, both by land and by sea, besides the details of economic life of different cities, ports and kingdoms. Al-Beruni, the famous 11th century CE Arab traveller from Central Asia, describes the existing trade-routes in northern India. Chinese- Buddhist pilgrim- travellers Fa Hsien (who travelled in India from 399 to 415 CE) and Huien Tsang describe the premier ports in the Gangetic delta, as also the direct sea-borne contacts between Bengal and China through Sri Lanka and Southeast Asia and which reflect regular mercantile cultural, political and military contacts between the Indian sub continent and its neighbouring areas. John S. Deyell arguing against Sharma's thesis on the paucity of coins, opines that in the period between 750-1000 CE there was a significant circulation of coins in western, northern and north-western parts of India and between 1000 and 1200 CE there were also some qualitative changes in the metallic content of coins (Deyell, 1990). The model of Indian feudalism has been challenged by both B. D. Chattopadhyaya and Ranabir Chakravarti who find presence of trade, market-places and traders during this period. They argue that Indian villages always lacked two significant items of daily use, salt and iron which were procured from outside through trade. Numismatic, epigraphic and to a certain extent archaeological data adequately show the prevalence of different types of merchants, various levels of market places and exchange centres. They argue that the land grant economy aided in agricultural expansion and there by led to a growth in rural economy. As a result, local and regional trade centres formed vital linkages between the markets of urban centres. These trade centres were called mandapikas in north India, penthas in Deccan and nagarams in extreme south. Mandapika was probably derived from the word mandi in Hindi and mandai in Marathi (Chattopadhyaya 1994). B D Chattopadhyaya, in his book The Making of Early Medieval

India (1994), criticises Sharma's thesis that decline in foreign trade led to a decline of urban centres on the ground that a decline in foreign trade may not necessarily imply a decline in internal trade and consequently a decline of urban centres. Further, he argues that after 1000 CE India did witness the crystallization of new networks of exchange, the formation of trade guilds and a new phase of money production and circulation. Ranabir Chakravarti in *Trade and Traders in Early Indian Society* (2002) questions the stereotyped image of early Indian commerce merely in terms of trade of luxuries and draws the attention to transactions in daily necessities. V. K Jain in *Trade and Traders in Western India* states that there was a change in the nature of Indian products exported overseas. Before 11th century CE Indian exports consisted mainly of luxury articles, such as textiles, silk and fine muslin but later it also included sugar, buckram, flaxen, cotton fabrics, tanned leather, leather goods, swords and spears and also cereals. Chakravarti further cites the re-emergence of markets as reflected in the holding of weekly hattas or rural fairs which became nodal exchange centres. The rural markets or hattas closely correspond to the addas in eastern Deccan and santes in western and central Deccan. They were periodically held on certain days of a week. It can be presumed that they had a direct link with the rural hinterland that supplied exchangeable agricultural and artisanal produce (Chakravarti, 2010). This phase of urbanization, therefore, happened due to agrarian expansion and increased craft production which went beyond the confines of temples or monasteries. Deccan too witnessed the beginning of a new type of market centre known as pentha, as suggested by epigraphic and literary sources. Chakravarti argues, on the basis of *Yashastilakachampu* by Somadevasuri, that pentha was divided into many well-laid out chambers, had large storage areas for merchandise and was provided with drinking places, feeding house, assembly hall with seats and streets or shops. Merchants from different areas flocked there. It was marked by ditches, ramparts, fortification and moat (Chakravarti, 2010). These markets could reach out to both rural hinterland and large urban market areas. Besides penthas, there were nagarams and mandapikas that acted as middle-range commercial centres in their respective regions. There are also several inscriptional and literary references to various kinds of merchants, such as vaidehaka (petty traders), banjara (hawker), sarthavaha (caravan merchant), shreshthin (very rich merchant), vadduvyavahari (senior merchant) and nauvittaka (ship-owing merchants) (Chakravarti, 2010). Thus it can be argued that between 300-900 CE, some towns did decline but this urban decay was not manifested in the subcontinent as a whole. The role of long distance trade as a prime mover of urban development and decay can be emphasized only to some degree. The cities of the early medieval period were different from those of early historical period. The key determinant factors were decidedly different from the second urbanization of the Ganga valley

The Pala Empire was a Buddhist supreme power in ancient India. The kingdom was focused around present-day Bangladesh and eastern India. The Palas had introduced a time of soundness and thriving in the Bengal-Bihar area. They were the supporters of the *Mahayana*

*and Vajrayana schools of Buddhism.* They have made numerous extraordinary temples and works of art, which also included the Somapura Mahavihara. The prestigious universities of Nalanda and Vikramashila prospered under their support. The business and social impact of the Palas came to far and wide, with exchange systems and scholarly contacts traversing over the Himalayas to South-east Asia. The Arabs recorded them as the most considerate rulers in India.

*Dharmapala:* He was the Pala ruler who defeated by the Pratihara ruler Vatsaraja. Later, the Rashtrakuta ruler Dhruva defeated Dharmapala as well as Vatsaraja. After Dhruva left for the Deccan area, Dharmapala assembled a forceful domain in the northern India. He crushed Indrayudha of Kannauj, and introduced his own particular chosen one Chakrayudha on the throne of Kannauj. A few other littler states in North India likewise recognized his suzerainty. Before long, his extension was checked by Vatsaraja's child Nagabhata II, who vanquished Kannauj and headed out Chakrayudha. Nagabhata II then progressed up to Munger and defeated Dharmapala in a battle. Dharmapala was compelled to surrender and to look for organization together with the Rashtrakuta emperor Govinda III, who then interceded by attacking northern India and vanquishing Nagabhata II. Dharmapala picked up control over North India after Govinda III left for the Deccan. He revived the title *Paramesvara Paramabhataraka Maharajadhiraja*. Dharmapala was succeeded by his son named Devapala.

*Devpala:* He is viewed as the most powerful Pala king. His endeavors brought about the intrusion of Pragjyotisha where the lord submitted without giving a battle and the Utkala whose ruler fled from his capital city. The engravings of his successors additionally guarantee a few other regional triumphs by him, however these are profoundly misrepresented. After the death of Devapala, the Pala Empire slowly began breaking down. Vigrahapala, who was Devapala's nephew, relinquished the throne after a brief rule, and turned into a parsimonious. Vigrahapala's son and successor Narayanapala turned out to be a weak ruler.

Effect of Arab Conquest : From the ancient times, India was famous as the fanatical land and was called golden sparrow. Its wealth and huge population always attracted foreigners. Although the Arabs did not rule for a very long time yet they are called the bridge connectors for India and rest of the world, mainly Europe. Arab's were conquering the world, starting from Syria, Palestine, Egypt and Persia while India was struggling with the unstable kingdom of Hindu's. Harshvardan was the last Hindu emperor and his death brought political instability in India. Islam had already set their foot in India by then. So Arabs's decided to enter into Sind, one of the prosperous states of India at that time. As a result, an Islamic region of Sind was established and today also it is one of the main Islamic centres. *Religious Changes:* Islam was established in Sind and Multan. The attempt failed as Rajput's had a strong position in North. Initially, after the death of Muhammad bin Qasim, the Khalifah were shaken and the Islamic propagation was declined. The alliances made by Muhammad Bin Qasim proved to be

fruitful in later invasion of Islamic rulers. The views on Islam were changed as Arabs were not cruel. No extra taxes were imposed on Hindus for believing in Hinduism which won their hearts and they embraced the Arabs with the open arms.

**Political and Social impact on India:** The poor management of the Hindu rulers and their weak army strengths were in front of the world which developed the interest of Arabs to occupy the entire India. The Arabs opened the way of communication with the other Islamic regions and thus the direct trade and business with the Islamic countries started (should be added or not). The Sind area which was considered to be tribal before Arab invasion became economically strong and civilized. The law and order of the Arabs changed the social status of the region. The Arabs were great politicians. They believed in winning the mind of people rather than acquiring land. The social reforms took place during this time as the peaceful administration was set whereas other parts of India were highly disturbed. The disunity of Hindu Rajas proved to be the bigger spring bolt to bring the change in the area. The common people were fed up with internal fights and they had no respect for the Rajput's empire.

*Economical and cultural developments:* The Arabs adopted the policy of toleration and allowed Hindus to follow their religion. The Arabs adopted the rich rituals of Brahmins and gained knowledge in the areas of Astrology, Medicine and Arthashastra. Many of the Sanskrit words were added in Arab dictionaries. The small areas were converted in cities. The Arabs did town planning according to the crop of that particular area and set up business accordingly. This improved the economical conditions of the Sind Region. For trade horses and camels were brought from other areas which later on became a mean of carrying goods from Sind to other countries.

**The settlement of Arabs:** Many of the Arab soldiers married Sindhi women and got settled in Sind. This increased the population of the region. The Arabs started treating Sind as their own land and tried to develop the area in all the spheres. The good buildings and planning of cities left a significant impact on the Indian culture which was reflected later on. The Arabs were great poets. They believed in the development of new languages which gave birth to Sindhi language (a mixture of Arab and Sanskrit language). The poetry written in Sindhi is famous till date. It given birth too many famous poets. The great Quran was translated in Arabian language.

Delhi Sultanate:

<https://gourmaha.org/uploads/academic/notice/1521.pdf>

Sufi Movement in India: A Detailed Summary

The term Sufi derived from Arabic word Safa which has two distinct meaning - One who wear woollen clothes; and Symbolises purity and sacredness. The Sufi Mysticism is associated with the liberal interpretation of Quran called Tarikat. Shariat is the conservative interpretation of Quran. It is believes that Haq (God) and Khalaq (Soul) are the same.

### Cultural Development during Mughal Era

Mughal ruler such as Babur, Humayun, Akbar and Jahangir were known to spread cultural development in our country. The maximum works in this field was done during Mughal rule. Mughal rulers were fond of culture; therefore all were in the support of spreading education. The Mughal traditions highly influenced the palaces and forts of many regional and local kingdoms.

### Architectural Developments during Mughal Era:

In the field of architecture, Mughal period was proved out to be a period of glory, as during this period many formal gardens with running water has been laid out.

Architectural development by various Mughal Emperors was as follows:

**Babur:** He was very loving about the gardens; therefore he laid out many gardens in the neighbourhood of Agra and Lahore. Some of the examples of Mughal garden, developed during the rule of Babur were Nishal Bagh in Kashmir, the Shalimar at Lahore, the Pinjore garden in the Punjab, and these gardens are still survived to this day.

**Akbar:** Akbar was the first Mughal ruler, during whose rule; the construction went on a huge scale. His constructions included a series the most famous fort at Agra and Massive Red fort, which had many magnificent gates.

**Jahangir:** During his rule the Mughal architecture reached on its climax and the practice of putting up marble in the entire building and decorating the walls with floral designs semi-precious stones, became famous. This method of decoration is called pietra dura, which became even more popular under Shah Jahan who used it on a large scale, during the construction of Taj Mahal, which was regarded as a jewel of the builder art.

**Shah Jahan:** All the architectural form, which was developed by Mughals, came together in a pleasant manner during the construction of The Taj Mahal. Humayun's tomb which was built at Delhi just before the beginning of Akbar's reign, had an enormous dome of marbles, and can be considered as a ancestor of the Taj Mahal. Another feature of this building was the double dome.



**Aurangzeb:** As Aurangzeb was money minded ruler, not many buildings were constructed during his reign. In the eighteenth and early nineteenth century, a Mughal architectural tradition was based on a mixture of Hindu and Turko-Iranian forms and decorative designs.

Thus, one can say that the Mughal traditions highly influenced the palaces and forts of many regional and local kingdoms.

### Administration During Delhi Sultanate

The Delhi Sultanate was further divided into smaller provinces for it was convenient for the ministers to help them in the administration. They were called IQTAS.

### Iqta System

- The Iqtadari was a unique type of land distribution and the administrative system that evolved during the sultanate of Iltutmish.
- Under this system, the entire empire was very evenly divided into several large and small tracts of land, called the Iqtas.
- These plots of land were assigned to the various nobles, officers, and soldiers for the purpose of easy and flawless administration and revenue collection.
- The Iqtas were transferable, i.e., the holders of Iqtas-Iqtadars-were transferred from one region to another every three to four years.
- The holders of small Iqtas were individual troopers. They had no administrative responsibilities.
- Muhammad of Ghur in 1206 A.D. the able king was the first to introduce the Iqta system in India, but it was Iltutmish who gave it an institutional form. The Iqtadari system witnessed numerous changes during the Sultanate period. Initially, Iqta was a revenue-yielding piece of land that was assigned in lieu of salary. However, during Firuz Shah Tughlaq's reign, in the year 1351 A,D, it became hereditary.

### Local Administration

- Local administration was vague and undefined and basically a traditional system.
  - The provinces in this period were divided into 6 parts headed by shiqda
  - The main functions were to maintain law and order and protect people against the oppression of zamindars and had to perform military obligations.
  - The Shiqs were further divided into Parganas and had different officials some of which were-
1. Amil- officers who collected land revenue and other taxes
  2. Mushrif
  3. Hazamdars- treasurers who kept the finances in control.
  4. Qazi-Civil officials, who maintained developmental records.

5. Shiqdar-Criminal official and lawmakers.
6. Kotwal-Police head under shiqdar.
7. Faujdar-Military official in charge of the fort along with their adjoining territories.
8. Amin- Officers in charge of measuring land and allocating their usage'.
9. Qanungo-Maintained previous records of produce and assessment.
10. Patwari-Village record keeper

Lands were also classified into three categories namely **iqta land, khalisa land, and inam land**. Iqta lands were the lands assigned to officials as iqtas instead of payment of their services. On the other hand khalisa land were under the direct control of the Sultan. The revenue collected from it were spent for the maintenance of royal court and royal household. And last is inam land that was assigned or granted to religious leaders or religious institutions.

Hence we can decipher that the establishment and expansion of the Delhi Sultanate led to the evolution of a powerful and efficient administrative system. At its zenith, the authority of Delhi Sultans had extended as far south as Madurai. They are even today remembered for their very systematic administrative capabilities. Although the Delhi Sultanate had disintegrated, their administrative system made a powerful impact on the Indian provincial kingdoms and later on the Mughal system of administration.

### Mughal Paintings

Mughal painting echoes an elite mixture of Indian, Persian and Islamic styles. The Mughal paintings are developed during the rule of Mughal Emperors in India (16th to 19th century). The themes of the Mughal paintings orbited around the battles, court scenes, receptions, legendary stories, hunting scenes, wildlife, portraits, etc.

### History

The earliest example of the Mughal style is the Tutinama ('Tales of a Parrot') Painting. Indian Mughal paintings emerged during the rule of Mughal Emperor, Humayun (1530-1540). When he returned to India from the outcast, he additionally brought along two eminent Persian artists, Mir-Sayyid Ali and Abd-us-samad. Mughal paintings of India advanced as well as flourished under the reign of Mughal Emperors, Akbar, Jahangir and Shah Jahan.

### Growth of Mughal Painting

#### Akbar

Mughal painting has advanced largely in the reign of Akbar

The paintings are usually based on tales and epics like the Mahabharata, Ramayana and Persian epics.

It also started demonstrating an enriched naturalism, with animal tales, landscape, portraits, etc.

Akbar established a separate department for painting. He started the concept of Karkhana.

Indian painters were also present in karkhana. That's why there is Indian influence in the paintings.

Famous painters of that time are Dashwant, Baswan and Kesu. Most of the paintings during Akbar's reign were miniature paintings.

## **Jahangir**

Mughal Emperor Jahangir ruled from 1605 to 1627

He stretched great support to several art forms, specifically paintings.

This era has seen enhancement in brushwork, along with the usage of much lighter and subdued colors.

The main themes of this era's paintings were revolved around the events from the life of Jahangir's, along with portraits, birds, flowers, animals, etc.

He also started the portrait paintings. Decoration of margins started from his time. He also has his own workshop for painting.

One of the famous painters of that time was Ustad Mansoor. And famous paintings of that time are zebra, Turkey, and Maulana-do-Pyaza.

## **Shah Jahan**

The elegance and modification of the Jahangir period were seen at the time of Shah Jahan also.

The themes were musical parties, lovers on terraces and gardens, ascetics gathered around a fire, etc.

## **Decline**

The trend that was seen amid the season of Shah Jahan was also found under the reign of Aurangzeb. Be that as it may, the Aurangzeb did not pay too much attention to the development of the Mughal paintings.

The period of Muhammad Shah did experience a short revitalization of the Mughal paintings.

With the onset of Shah Alam II, the art almost became non-existent and alternative school of painting, recognized as Rajput paintings, started developing.

**Chhatrapati Shivaji Maharaj Biography:** Chhatrapati Shivaji Maharaj was brave and had an immaculate personality in Indian history. Shivaji Maharaj was the warrior king and famous for his bravery, tactics and administrative skills. He always focussed on Swarajya and Maratha

heritage. He was the descendant of the 96 Maratha Clans well known as 'Kshatriyas' or brave fighters.

Ahead of his 392nd birth anniversary of Chhatrapati Shivaji Maharaj, a new statue will be unveiled at the Kranti Chowk in Aurangabad. Maharashtra Chief Minister Uddhav Thackeray will attend the unveiling of the statue of Chhatrapati Shivaji Maharaj on February 18 at midnight. His son and Maharashtra cabinet minister Aditya Thackeray and Aurangabad district guardian minister Subhash Desai will also attend the event. The statue carved by Pune-based sculptor Deepak Thopate will be placed on an elevated foundation.

### Shivaji's administration

Shivaji's administration was largely influenced by Deccan administrative practices. He appointed eight ministers who were called 'Astapradhan' who assisted him in the administrative helm of affairs.

1. **Peshwa** was the most important minister who looked after the finance and general administration.
2. **Senapati (sari-i-naubat)** was one of the leading Marathas chiefs who were basically posted of \_\_\_\_\_ honour.
3. The \_\_\_\_\_ **Majumdar** was \_\_\_\_\_ an \_\_\_\_\_ accountant.
4. The **Wakenavis** is one who looks after the intelligence, post and household affairs.
5. The **Surnavis or chitnis** assist the king with his correspondence.
6. The **Dabir** was the master of ceremonies and helps the king in his dealing with foreign affairs.
7. The **Nayyadish and Pundit** were in charge of justice and charitable grants.
8. He levies the tax on the land which was one-fourth of the land revenue i.e. **Chauth or Chauthai**.
9. He was not only proved to be an able general, a skilful tactician, and a shrewd diplomat, he also laid the foundation of a strong state by curbing the power of the **Deshmukh**.

Hence, the rise of Marathas was due to economic, social, political and institutional factors. To that extent, Shivaji was a popular king who represented the assertion of popular will in the area against Mughal encroachment. Although, Marathas were ancient tribes but 17<sup>th</sup> century gave them space to declare themselves as ruler.

The Great Revolt of 1857: The Revolt of 1857 was a major upheaval against the British Rule in which the disgruntled princes, disconnected sepoys and disillusioned elements participated. However, it is important to note that right from the inception of the East India Company there had been several resistance from divergent sections in different parts of the sub-continent. This resistance offered by different tribal groups, peasant and religious factions remained localized and ill-organized. There were

series of civil disturbances and local uprising which were scattered, localised and mostly violent. Most of these movements arose due to popular discontent with the British rule, but some of them were owing to the individual grievances. For about 100 years the people of India had witnessed the enormous looting and plunder of wealth from India to Britain. The displeased rulers and feudal lords tried to recover their lost ground with the support of their revenue policy, which had created a class of exploitative intermediaries. The Tribals rebelled in resentment against disturbances and dislocation caused by their exploitation by non-tribals. There were also non-violent religio-political uprisings and disturbances against the British East India Company. The Sanyasi and Faquir rebellions in Bengal, the Wahabi movement, the Kukka movement in Punjab etc. belong to this category. Thus the revolt of 1857 was not sudden, but the culmination of growing discontent. In certain cases the British could put down these uprisings easily, in other cases the struggle was prolonged resulting in heavy casualties. These disturbances and uprisings, though they did not succeed in uprooting the British power from India, became the precursors of the major Revolt of 1857. The revolt started as a mutiny of sepoys of the East India Company's army on 10 May 1857 in the cantonment of the town of Meerut. Thereafter it spread to the upper Gangetic plain and central India in the form of mutinies of the sepoy and civilian rebellions. Major conflict zones were confined to present Uttar Pradesh, northern Madhya Pradesh and Delhi region. The historians have divergent opinions regarding the nature of the uprising. The British considered it just a 'Military Revolt' which had neither the leadership of any of the Indian leaders, nor the cooperation of the people. The Indian patriots considered it as a National War of Independence. As a whole, there are the following main views regarding the nature and character of the Revolt of 1857 A.D. (1) A Military Revolt (2) An Attempt for establishing the Mughal Power (3) Aristocratic Reaction (4) A Peasant Reaction (5) A National Revolution (6) A racial struggle for supremacy between Black and White (7) A struggle between Oriental and Occidental Civilization and Culture (8) A National War of Independence

Swadeshi Movement was started against partition and got formal proclamation of the movement on August 7, 1905 at a meeting held at the Calcutta Town Hall. It was suggested by *Krishan Kumar Mitra's journal Sanjivani* in AD 1905. In this movement, Swadeshi leaders appealed to Indians for boycotting of government service, courts, schools and colleges and of foreign goods, promotion of Swadeshi goods, promotion of National Education through the establishment of national schools and colleges. Hence, it was not only political but an economic movement as well. The Swadeshi Movement was a great success. In Bengal, even the landlords joined the movement. The women and students took to picketing. Students refused to use books made of foreign paper. Many leaders were imprisoned and deported like *Bal Gangadhar Tilak, Lala Lajpat Rai, Bipin Chandra Pal and Aurobindo Ghosh*. Many Indians lost their jobs and students who took part in the movement were not allowed to enter college and school premises. During the movement, singing *Vande Mataram* was treated as seditious. This was the first instance in which the use of indigenous goods was taken into account.

QUIT INDIA MOVEMENT: One of the major milestones in the freedom struggle of our nation was the Quit India movement which lasted from the year of 1942 till 1945, when it tapered off gradually during various widespread factors. Launched by the father of our nation, Mahatma Gandhi, this

movement saw public participation like none other movement which had taken place in our country till that point of time. The entire nation of India echoed with the cries of “Kareenge ya Mareenge”, which translates to “Do or Die”. As the last large-scale movement before India was granted independence from the British, this movement surely served as an important stepping stone to that success, as well as acted as a catalyst for the same. Several important events which had been happening in the late 1930’s had already ignited the initial sparks for a nationwide movement. The most important of these events were the Cripps Mission. It was a mission which was sent to India in the year of 1942, and was headed by Sir Stafford Cripps, along with two other members. The aim of it was to receive complete support and cooperation of the Indian’s in the Second World War, which the Indian leaders were sceptical to offer earlier. In exchange for the same, the mission guaranteed self-governmental rights to Indian citizens immediately after the termination of the said war. However, the Cripps Mission was a major failure, and it further aggravated the Indians who were already discontent with the British action in the country and also regarding the issue about India’s participation in the world war. Other factors were the constant and hostile resistance offered by the Muslim League, headed by Mohammed Ali Jinnah, to the workings of the mainstream political upheavals taking place in India, mainly dominated by the Indian National Congress. The Day of Deliverance, as declared by the Muslim League, had taken place on the 22nd of October, 1939, and was especially disastrous. Simultaneously, the demand for India’s independence was becoming more prominent outside India as well, owing to the change of parties in the British Parliament, as well as certain revolutionary activities which were being conducted outside the nation at that time by Subhash Chandra Bose and others. The immediate reason for the movement to be launched was the complete rejection by the British government of the eleven points put forward by Gandhi. The movement began from the call for complete civil disobedience made at the Wardha Conference of Congress, on 14th of July, 1942. Although this decision did not get the complete support from all the Congress leaders, it was still decided to be executed, and so began the Quit Indian Movement, from the 8th of August, 1942. After the launch of this movement, all the important Congress leaders were immediately arrested by the police. It was a very calculated move by the British and was aimed at depriving the movement of any strong leadership. It must be mentioned here that this move did succeed, the youth of the country soon took things in their hands and led the movement from the front. In areas all over the India, local uprising went out of control. Such areas include Satara in Maharashtra, Tamluk in West Bengal, and Talcher in Odisha. In several parts, parallel government was set up. One of the most important leaders of this movement was Khan Abdul Gafar Khan (Bacha Khan) from the north-west frontier provinces. He was also called the Frontier Gandhi. Other leaders included Jayaprakash Narayan, Usha Mehta, Rashbehari Bose, Matangini Hazra, and many more. The women participation in this movement was indeed noteworthy. Chittu Pande was another Gandhian leader who helped in the setting up of a parallel government in Balia, Uttar Pradesh. The insurgences in Balia continued to become quite violent. Several nationalist radio stations were set up within and outside India as well. It is also interesting to note that the slogan ‘Quit India’ was not coined by Gandhi himself, which seems to be the popular belief. It was actually coined by the socialist Congress leader named Yusuf Meherally. Subhash Chandra Bose set up the Azad Hind Fauj, or the INA (Indian national army) to aid India’s freedom struggle. However, his ideas of struggle were never properly materialised, because of his astonishing disappearance after boarding a flight. The movement was opposed by parties such as the Muslim League and the Hindu Mahasabha, as well as the princely states and some prominent

Congress leaders as well. The Communist Party of India also opposed the movement, mainly owing to global reasons. The Muslim league opposed the movement due the apprehension of Hindu dominance over other religions if the British had left India in its current state. The main reason for the decline of the movement was the violent turn it had taken, as it fundamentally went against the Gandhian principle of nonviolence. Therefore, the course of the movement did not adhere to its initial plan, which was one of its major shortcomings. Other than this, the movement also lacked a strong central leadership as most of the leaders were already in jail. Also, the British police adopted very extreme measures to deal with the insurgents, which also repressed the movement to some extent. However, this movement made the British realise that the Indian could not be suppressed for a very long time anymore and there was an urgent need for the granting of Indian independence. This movement was also brought into global attention by the media and therefore, there was a considerable amount of pressure on the British government from other influential nations as well to grant the same. It can be thus said that the Quit India Movement was indeed a legendary movement organised and executed by the Indian's and it did contribute largely to gain independence for our country

Indian National Congress: The Indian National Congress was founded in December 1885, but the idea of an anti-British Indian nationalist organisation dates back to the 1850s. The Congress Party approved relatively modest reform resolutions over its first several decades, though many inside the organisation were becoming radicalised by the rising poverty that accompanied British imperialism. In the early twentieth century, some party members began to support a swadeshi strategy, which called on Indians to reject imported British goods in favour of Indian-made items. By 1917, Home Rule wing, founded the year before through Bal Gangadhar Tilak and Annie Besant, had begun to wield substantial power by appealing to India's many social groups. Indian National Congress, or Congress Party, Broadly based political party of India, founded in 1885. The Congress Party was a moderate reform party until 1917, when it was taken over by its "extremist" Home Rule wing. In the 1920s and '30s, under Mohandas K. Gandhi, it promoted noncooperation to protest the feebleness of the constitutional reforms of 1919. During World War II, the party announced that India would not support the war until granted complete independence. In 1947 an Indian independence bill became law, and in 1950 the constitution took effect. Jawaharlal Nehru dominated the party from 1951 to 1964. The Indian National Congress formed most of India's governments from 1947 to 1996, but at the end of the 20th century, its support plummeted. After several years out of power, it returned to government in 2004. Moderates believed in the sense of justice and traditions of liberalism of the British. They, therefore, undertook petition and appeals to get sanctioned their demands. They also undertook public meetings and writing extensively in Indian newspapers, journals and pamphlets. Although, the moderates put forth various demands and adopted all legal and constitutional strategies to get them passed, they could not succeed in getting them passed. Later critics have pointed out that the Moderates did not achieve much success. Leaders like Lala Lajpat Rai and other Extremist Congress members were very critical about strategies and programme of the moderates. They criticized the programme of the Moderates as 'political mendicancy'. The Moderates were sympathetic towards the people of the country but could not keep close contact with them. They did not realize that a prolonged struggle against imperialism could be waged through a mass movement

only. They apprehended that if they led a mass movement, the British Government would easily break the congress. The Moderates, therefore, did not organize a mass movement on a large scale.

Rise of Gandhi: With the arrival of Mahatma Gandhi in the Indian Independence struggle, there have been led, many significant movements which are important : The famous satyagraha movement includes – Champaran Satyagraha, Ahmedabad Mill Strike and Kheda Satyagraha. M K Gandhi returned from South Africa (where he had lived for more than 20 years) to India in 1915. There he had led a peaceful agitation against the discrimination meted out to Indians and had emerged as a respected leader. It was in South Africa that he developed his brand of Satyagraha. In India, he first used this tool against the British government at Champaran in Bihar.

#### Champaran Satyagraha (1917)

The first civil disobedience movement by Gandhi in the freedom struggle.

Persuaded by Rajkumar Shukla, an indigo cultivator, Gandhi went to Champaran in Bihar to investigate the conditions of the farmers there.

The farmers were suffering under heavy taxes and an exploitative system. They were forced to grow indigo by the British planters under the tinkathia system.

Gandhi arrived in Champaran to investigate the matter but was not permitted by the British authorities to do so.

He was asked to leave the place but he refused.

He was able to gather support from the farmers and masses.

When he appeared in court in response to a summons, almost 2000 locals accompanied him.

The case against him was dropped and he was allowed to conduct the inquiry.

After peaceful protests against the planters and landlords led by Gandhi, the government agreed to abolish the exploitative tinkathia system.

The peasants also received a part of the money extracted from them as compensation.

Champaran struggle is called the first experiment on Satyagraha by Gandhi and later Ahmedabad Mill Strike and Kheda Satyagraha occurred.

It was during this time that Gandhi was given the names 'Bapu' and 'Mahatma' by the people.

#### Kheda Satyagraha (1918)

1918 was a year of failed crops in the Kheda district of Gujarat due to droughts.

As per law, the farmers were entitled to remission if the produce was less than a quarter of the normal output.



But the government refused any remission from paying land revenue.

Sardar Vallabhbhai Patel, under Gandhi's guidance, led the farmers in protest against the collection of taxes in the wake of the famine.

People from all castes and ethnicities of the district lend their support to the movement.

The protest was peaceful and people showed remarkable courage even in the face of adversities like confiscation of personal property and arrest.

Finally, the authorities gave in and gave some concessions to the farmers.

Ahmedabad Mill Strike (1918)

Gandhi used Satyagraha and hunger strike for the first time during an industrial dispute between the owners and workers of a cotton mill in Ahmedabad.

The owners wanted to withdraw the plague bonus to the workers while the workers were demanding a hike of 35% in their wages.

During the peaceful strike led by Gandhi, he underwent a hunger strike.

The Ahmedabad Mill strike was successful and the workers were granted the wage hike they wanted.

In all these movements, Gandhi was able to involve the masses including farmers, artisans and even the so-called lower castes. This was a change from the previous movements when the participation was limited to the upper and the middle classes. Gandhiji's contribution to the freedom movement of India has no parallels in the contemporary Indian history. He held the reins of the National Movement from 1919 to 1947 and during this period he was the supreme leader of the Indian people. He adopted noble means of non-violence and Satyagraha to fight the war for freedom. He showed new path to Indian politics. National movements became mass movements under his leadership. Through the weapons of Non-cooperation and Civil Disobedience, he fought the mighty British Empire. During these agitations, the Indian people exhibited matchless zeal, vigour and patience. It was under his leadership that ultimately India became free. He deserves to be called as, 'the father of the Nation'.

Netaji Subhash Chandra Bose: Netaji's Contribution in Indian Freedom Struggle  
Subhas Chandra Bose was one of India's greatest freedom fighter. As far as the history of India's independence struggle against the British is concerned Subhas Chandra Bose will always remain a key figure. A go-getter right from the start, Bose decided to chart his own path towards India's independence in spite of knowing how hard it was going to be. He revived the Indian National Army, popularly known as 'Azad Hind Fauj' in 1943 which was initially formed in 1942 by Rash Behari Bose. The assault by the INA, no matter how short-lived it was, was an important factor that eventually contributed to the British decision to stop their operations and shift back to their own land. This, in the end, did pave the way for India's independence. Subhas Chandra Bose said to the Army, "We have a grim fight ahead us for the enemy is powerful, unscrupulous

and ruthless. In this final march to freedom, you will have to face hunger, privation, forced marches and death. Only when you pass this test will freedom be yours." INA carried out many fights and struggles to bring about freedom in the Indian domain. All these were only possible because of the highly intelligence of Subhas Chandra Bose. He espoused concrete economic planning and showed the way himself. It also needs to be remembered that it was he who encouraged Indian women to play an important role in the activities for the freedom of India. A women's regiment of Azad Hind Fauj was formed, which was under the command of Captain Lakshmi Swaminathan. It was called the Rani Jhansi regiment. The Azad Hind Fauj became the symbol of unity and heroism to the people of India. Bose motivated the troops with his fiery speeches. His famous quote is, "Give me blood, and I shall give you freedom!"

Rise of Modern Europe:

## The Scientific Revolution

The scientific revolution was the emergence of modern science during the early modern period, when developments in mathematics, physics, astronomy, biology (including human anatomy), and chemistry transformed societal views about nature. The scientific revolution began in Europe toward the end of the Renaissance period, and continued through the late 18th century, influencing the intellectual social movement known as the Enlightenment. While its dates are disputed, the publication in 1543 of Nicolaus Copernicus's *De revolutionibus orbium coelestium* (*On the Revolutions of the Heavenly Spheres*) is often cited as marking the beginning of the scientific revolution.

The scientific revolution was built upon the foundation of ancient Greek learning and science in the Middle Ages, as it had been elaborated and further developed by Roman/Byzantine science and medieval Islamic science. The Aristotelian tradition was still an important intellectual framework in the 17th century, although by that time natural philosophers had moved away from much of it. Key scientific ideas dating back to classical antiquity had changed drastically over the years, and in many cases been discredited. The ideas that remained (for example, Aristotle's cosmology, which placed the Earth at the center of a spherical hierarchic cosmos, or the Ptolemaic model of planetary motion) were transformed fundamentally during the scientific revolution.

The change to the medieval idea of science occurred for four reasons:

Seventeenth century scientists and philosophers were able to collaborate with members of the mathematical and astronomical communities to effect advances in all fields.

Scientists realized the inadequacy of medieval experimental methods for their work and so felt the need to devise new methods (some of which we use today).

Academics had access to a legacy of European, Greek, and Middle Eastern scientific philosophy that they could use as a starting point (either by disproving or building on the theorems).

Institutions (for example, the British Royal Society) helped validate science as a field by providing an outlet for the publication of scientists' work.

Under the scientific method that was defined and applied in the 17th century, natural and artificial circumstances were abandoned, and a research tradition of systematic experimentation was slowly accepted throughout the scientific community. The philosophy of using an inductive approach to nature (to abandon assumption and to attempt to simply observe with an open mind) was in strict contrast with the earlier, Aristotelian approach of deduction, by which analysis of known facts produced further understanding. In practice, many scientists and philosophers believed that a healthy mix of both was needed—the willingness to both question assumptions, and to interpret observations assumed to have some degree of validity.

During the scientific revolution, changing perceptions about the role of the scientist in respect to nature, the value of evidence, experimental or observed, led towards a scientific methodology in which empiricism played a large, but not absolute, role. The term British empiricism came into use to describe philosophical differences perceived between two of its founders—Francis Bacon, described as empiricist, and René Descartes, who was described as a rationalist. Bacon's works established and popularized inductive methodologies for scientific inquiry, often called the Baconian method, or sometimes simply the scientific method. His demand for a planned procedure of investigating all things natural marked a new turn in the rhetorical and theoretical framework for science, much of which still surrounds conceptions of proper methodology today. Correspondingly, Descartes distinguished between the knowledge that could be attained by reason alone (rationalist approach), as, for example, in mathematics, and the knowledge that required experience of the world, as in physics.

**Glorious Revolution:** The term Glorious Revolution refers to the series of events in 1688-89 which culminated in the exile of King James II and the accession to the throne of William and Mary. It has also been seen as a watershed in the development of the constitution and especially of the role of Parliament. The Glorious Revolution led to the establishment of an English nation that limited the power

of the king and provided protections for English subjects. In October 1689, the same year that William and Mary took the throne, the 1689 Bill of Rights established a constitutional monarchy.

**Geographical discoveries** have led to the discovery of the southern coasts of Africa and nearby areas by the year 1488, which led only to the expansion in terms of geographical discoveries but has also resulted in the discovery of native culture and their anthropological aspects. However, it has led to their severe exploitation that stretched for the next 500 years.

By 1499, Vasco Da Gama had discovered sea route to India and had successfully established Portuguese colonies, initially aimed for trade purposes however carried on to measures of acquisition and land control. Whose cultural impact is still prevalent in Goa

During the period of 1519-1522, Magellan had successfully completed a voyage across the world.

These explorations and **geographical discoveries** had led to an amalgam of different cultures and the influence were significantly prominent in the trade practices as well as other resultant affairs of progressive measures.

The geographical discoveries have led to the outlining of the modern map as is available to us and has led to gathering knowledge of the flora and fauna of the regions and helped us become accustomed to the culture and customs of different cultures.

Importance of Geographical discoveries

The **geographical discoveries** have had a severe socio-economic impact upon the people of the native community as well as the ones who had conducted the explorations.

European countries had developed new agricultural methods and got acquainted with crops like tomatoes, potatoes, and maize.

These discoveries have led to exploration in the field of knowledge as well, It expanded the domain of knowledge of botany and ethnography.

It has led to the discovery of new trade routes and established a form of new standardized commerce that applicable throughout the continents

**Geographical discoveries** have impacted upon the livelihood of the people, concerning their food habits, fashion along with other aspects of day to day lives

The discoveries have had a vehement impact upon the livelihood of the native communities although it has made accustomed and resulted in reformative measures regarding modern developmental measures.

Discoveries have led to the rise in educational reforms in the societies and cultural enrichment of people.

The discovery of geographical regions has led to several archaeological buildings and old artefacts that have further aided in the course of enlightenment regarding the long lost civilization and the associated cultures that had further shaped our history.

#### MOTIVES OF VOYAGES AND EXPANSION BY THE IBERIAN STATES (PORTUGAL AND SPAIN):

In the fifteenth century Europe entered into an age of international trade and subsequently commercial activity. The era was marked by full swing maritime activities as well as geographical discoveries by the Iberian peninsula, that led to the findings of the western Hemisphere and significant expansion in America, Asia and Africa. It was the Portuguese and the Spain who pioneered the discovery of new sea routes, encouraged voyages and formed early colonial empires in fifteenth and early sixteenth century.

The Italian Renaissance began the opening phase of the Renaissance, a period of great cultural change and achievement in Europe that spanned the period from the end of the fourteenth century to about 1600, marking the transition between Medieval and Early Modern Europe.

The word *renaissance* in French, (*rinascimento* in Italian) literally means "rebirth," and the era is best known for the renewed interest in the culture of classical antiquity following the period that Renaissance humanists labeled the Dark Ages. However, the use of term *renaissance* is modern, not coming into currency in the nineteenth century, in the work of historians such as Jacob Burckhardt.

The Italian Renaissance began in Tuscany, centered in the cities of Florence and Siena. It later had a significant impact in Venice, where the remains of ancient Greek culture provided humanist scholars with new texts. The Italian Renaissance peaked in the late-fifteenth century as foreign invasions plunged the region into turmoil. However, the ideas and ideals of the Renaissance spread into the rest of Europe, setting off the Northern Renaissance centered in Fontainebleau and [Antwerp](#), and the English Renaissance.

### **Sculpture and painting**

In painting, the false dawn of Giotto's realism, his fully three-dimensional figures occupying a rational space, and his [humanist](#) interest in expressing the individual personality rather than the iconic images, was followed by a retreat into conservative late-Gothic conventions. The Italian Renaissance in painting began anew, in [Florence](#) and [Tuscany](#), with the frescoes of Masaccio then the panel paintings and frescoes of Piero della Francesca and Paolo Uccello began to enhance the [realism](#) of their work by using new techniques in perspective, thus representing three [dimensions](#) in two-dimensional art more authentically. Piero della Francesca even wrote treatises on scientific perspective.

The creation of credible space allowed artists to also focus on the accurate representation of the human body and on naturalistic landscapes. Masaccio's figures have a plasticity unknown up to that point in time. Compared to the flatness of Gothic painting, his pictures were revolutionary. At the turn of the sixteenth century, especially in Northern Italy, artists also began to use new techniques in the manipulation of light and darkness, such as the tone contrast evident in many of Titian's portraits and the development of sfumato and chiaroscuro by Leonardo da Vinci and Giorgione. The period also saw the first secular (non- [religious](#) themes).

In sculpture, [Donatello's](#) (1386–1466) study of classical sculpture led to his development of classicizing positions (such as the contrapposto pose) and subject matter (like the unsupported nude – his second sculpture of David was the first free-standing bronze nude created in Europe since the Roman Empire.) The progress made by Donatello was influential on all who followed; perhaps the greatest of whom is [Michelangelo](#), whose David of 1500 is also a male nude study. Michelangelo's *David* is more naturalistic than Donatello's and has greater emotional intensity. Both sculptures are standing in *contrapposto*, their weight shifted to one leg.

The period known as the High Renaissance represents the culmination of the goals of the earlier period, namely the accurate representation of figures in space rendered with credible motion and in an appropriately decorous style. The most famous painters from this time period are [Leonardo da Vinci](#), [Raphael](#), and [Michelangelo Buonarroti](#). Their images are among the most widely known works of art in the world. Leonardo's *Last Supper*, Raphael's *School of Athens*, and Michelangelo's *Sistine Chapel Ceiling* are the textbook examples of this period.

## **Architecture**

[St. Peter's Basilica](#). The dome, completed in 1590, was designed by [Michelangelo Buonarroti](#), architect, painter and poet.

In Italy, the Renaissance style, introduced with a revolutionary but incomplete monument in Rimini by [Leone Battista Alberti](#), was developed, however, in [Florence](#). Some of the earliest buildings showing Renaissance characteristics are Filippo Brunelleschi's church of San Lorenzo and the Pazzi Chapel. The interior of *Santo Spirito* expresses a new sense of light, clarity, and spaciousness, which is typical of the early Italian Renaissance. Its architecture reflects the philosophy of [Humanism](#), the enlightenment and clarity of mind as opposed to the darkness and spirituality of the Middle Ages. The revival of classical antiquity can best be illustrated by the Palazzo Rucellai. Here the pilasters follow the superposition of classical orders, with Doric [capitals](#) on the ground floor, Ionic capitals on the *piano nobile* and Corinthian capitals on the uppermost floor.

### Rise Of Mercantilism Theory

The concept of nationality started to take on a unique identity towards the end of the mediaeval ages. It was profoundly influenced by the [Renaissance](#), the abolition of [feudal](#) aristocracy in Western Europe, the advent of the era of geographical exploration, and the reformation that followed.

The sense of national identity helped the nations recognise their unique status as political, religious, and economic entities. A nation that had reached this level of development was equally aware of the existence of other nations and predisposed to seeing them as possible enemies. The country wanted to maintain its independence. Its people's behaviour in all directions must be regulated and controlled.

The needs of the state took precedence over the freedom of action, which was later seen as a [fundamental human right](#). Private interests could not be allowed to trump those that affected the country's well-being.

Without a powerful enough authority to exercise control, it was difficult to steer political and economic activities in the direction of the country that the circumstances of the time seemed to dictate. This authority was monarchical, and the strong dictatorship that ruled most European nations from the 16th through the 18th century supported the development of Mercantilism's core beliefs and ideas.

Industrial Revolution: The Industrial Revolution began in the 18th century in Great Britain. It was only the first stepping-stone to the modern economic growth that is still growing to this day. With this new bustling economic power force Britain was able to become one of the strongest nations. While the nation was changing so was the way that literature was written. The Industrial Revolution led to a variety of new social concerns such as politics and economic issues. With the shift away from nature toward this new mechanical world there came a need to remind the people of the natural world. This is where Romanticism came into play; it was a way to bring back the urban society that was slowly disappearing into cities.

### Causes of the Industrial Revolution:

The Agricultural Revolution: Between 1750 and 1900 Europe's population was dramatically increasing, so it became necessary to change the way that food was being produced, in order to make way for this change. The Enclosure Movement and the Norfolk Crop Rotation were instilled before the Industrial Revolution; they were both involved in the separation of land, and the latter dealt more with developing different sections to plant different crops in order to reduce the draining of the land. The fact that more land was being used and there weren't enough workers it became necessary to create power-driven machines to replace manual labor.

Socioeconomic changes: Prior to the Industrial Revolution, the European economy was based on agriculture. From the aristocrats, to the farmers, they were linked by land and crops. The wealthy land owners would rent land to the farmers who would in turn grow and sell crops. This exchange was an enormous part of how the economy ran. With the changes that came with the Industrial revolution, people began leaving their farms and working in the cities. The new technologies forced people into the factories and a capitalistic sense of living began. The revolution moved economic power away from the aristocratic population and into the bourgeoisie (the middle class).

Cold War: The Cold war is a period of sustained political and military duress and unrest between the Western Superpowers, viz. The USA Of America , and its NATO allies , and the communist world, led by the erstwhile Soviet Union, its satellite states and allies 1947 – 1991. It occurred post the 2nd world war, and was a "mixture of religious crusade in favour of one ideology or the other, and of the most ruthless power politics, striking out for advantage or expansion not only in Europe but all over the world."

### What is Globalization?

Economic "globalization" is a historical process, the result of human innovation and technological progress. It refers to the increasing integration of economies around the world, particularly through the movement of goods, services, and capital across borders. The term sometimes also refers to the movement of people (labor) and knowledge (technology) across international borders. There are also broader cultural, political, and environmental dimensions of globalization.



The term "globalization" began to be used more commonly in the 1980s, reflecting technological advances that made it easier and quicker to complete international transactions—both trade and financial flows. It refers to an extension beyond national borders of the same market forces that have operated for centuries at all levels of human economic activity—village markets, urban industries, or financial centers.

The growth in global markets has helped to promote efficiency through competition and the division of labor—the specialization that allows people and economies to focus on what they do best. Global markets also offer greater opportunity for people to tap into more diversified and larger markets around the world. It means that they can have access to more capital, technology, cheaper imports, and larger export markets. But markets do not necessarily ensure that the benefits of increased efficiency are shared by all. Countries must be prepared to embrace the policies needed, and, in the case of the poorest countries, may need the support of the international community as they do so.

The broad reach of globalization easily extends to daily choices of personal, economic, and political life. For example, greater access to modern technologies, in the world of health care, could make the difference between life and death. In the world of communications, it would facilitate commerce and education, and allow access to independent media. Globalization can also create a framework for cooperation among nations on a range of non-economic issues that have cross-border implications, such as immigration, the environment, and legal issues. At the same time, the influx of foreign goods, services, and capital into a country can create incentives and demands for strengthening the education system, as a country's citizens recognize the competitive challenge before them.

Perhaps more importantly, globalization implies that information and knowledge get dispersed and shared. Innovators—be they in business or government—can draw on ideas that have been successfully implemented in one jurisdiction and tailor them to suit their own jurisdiction. Just as important, they can avoid the ideas that have a clear track record of failure. Joseph Stiglitz, a Nobel laureate and frequent critic of globalization, has nonetheless observed that globalization "has reduced the sense of isolation felt in much of the developing world and has given many people in the developing world access to knowledge well beyond the reach of even the wealthiest in any country a century ago."<sup>3</sup>

## International Trade

A core element of globalization is the expansion of world trade through the elimination or reduction of trade barriers, such as import tariffs. Greater imports offer consumers a wider variety of goods at lower prices, while providing strong incentives for domestic industries to remain competitive. Exports, often a source of economic growth for developing nations, stimulate job creation as industries sell beyond their borders. More generally, trade enhances national competitiveness by driving workers to focus on those vocations where they, and their country, have a competitive advantage. Trade promotes economic resilience and flexibility, as higher imports help to offset adverse domestic supply shocks. Greater openness can also stimulate foreign investment, which would be a source of employment for the local workforce and could bring along new technologies—thus promoting higher productivity.

Restricting international trade—that is, engaging in protectionism—generates adverse consequences for a country that undertakes such a policy. For example, tariffs raise the prices of imported goods, harming consumers, many of which may be poor. Protectionism also tends to reward concentrated, well-organized and politically-connected groups, at the expense of those whose interests may be more diffuse (such as consumers). It also reduces the variety of goods available and generates inefficiency by reducing competition and encouraging resources to flow into protected sectors.

Developing countries can benefit from an expansion in international trade. Ernesto Zedillo, the former president of Mexico, has observed that, "In every case where a poor nation has significantly overcome its poverty, this has been achieved while engaging in production for export markets and opening itself to the influx of foreign goods, investment, and technology."<sup>4</sup> And the trend is clear. In the late 1980s, many developing countries began to dismantle their barriers to international trade, as a result of poor economic performance under protectionist policies and various economic crises. In the 1990s, many former Eastern bloc countries integrated into the global trading system and developing Asia—one of the most closed regions to trade in 1980—progressively dismantled barriers to trade. Overall, while the average tariff rate applied by developing countries is higher than that applied by advanced countries, it has declined significantly over the last several decades.

#### The implications of globalized financial markets

The world's financial markets have experienced a dramatic increase in globalization in recent years. Global capital flows fluctuated between 2 and 6 percent of world GDP during the period 1980-95, but since then they have risen to 14.8 percent of GDP, and in 2006 they totaled \$7.2 trillion, more than tripling since 1995. The most rapid increase has been experienced by advanced economies, but emerging markets and developing countries have also become more financially integrated. As countries have strengthened their capital markets they have attracted more investment capital, which can enable a broader entrepreneurial class to develop, facilitate a more efficient allocation of capital, encourage international risk sharing, and foster economic growth.

Yet there is an energetic debate underway, among leading academics and policy experts, on the precise impact of financial globalization. Some see it as a catalyst for economic growth and stability. Others see it as injecting dangerous—and often costly—volatility into the economies of growing middle-income countries.

A recent paper by the IMF's Research Department takes stock of what is known about the effects of financial globalization.<sup>5</sup> The analysis of the past 30 years of data reveals two main lessons for countries to consider.

First, the findings support the view that countries must carefully weigh the risks and benefits of unfettered capital flows. The evidence points to largely unambiguous gains from financial integration for advanced economies. In emerging and developing countries, certain factors are likely to influence the effect of financial globalization on economic volatility and growth: countries with well-developed financial sectors, strong institutions, sound macroeconomic policies, and substantial trade openness

are more likely to gain from financial liberalization and less likely to risk increased macroeconomic volatility and to experience financial crises. For example, well-developed financial markets help moderate boom-bust cycles that can be triggered by surges and sudden stops in international capital flows, while strong domestic institutions and sound macroeconomic policies help attract "good" capital, such as portfolio equity flows and FDI.

The second lesson to be drawn from the study is that there are also costs associated with being overly cautious about opening to capital flows. These costs include lower international trade, higher investment costs for firms, poorer economic incentives, and additional administrative/monitoring costs. Opening up to foreign investment may encourage changes in the domestic economy that eliminate these distortions and help foster growth.

Looking forward, the main policy lesson that can be drawn from these results is that capital account liberalization should be pursued as part of a broader reform package encompassing a country's macroeconomic policy framework, domestic financial system, and prudential regulation. Moreover, long-term, non-debt-creating flows, such as FDI, should be liberalized before short-term, debt-creating inflows. Countries should still weigh the possible risks involved in opening up to capital flows against the efficiency costs associated with controls, but under certain conditions (such as good institutions, sound domestic and foreign policies, and developed financial markets) the benefits from financial globalization are likely to outweigh the risks.

Globalization, income inequality, and poverty:

As some countries have embraced globalization, and experienced significant income increases, other countries that have rejected globalization, or embraced it only tepidly, have fallen behind. A similar phenomenon is at work within countries—some people have, inevitably, been bigger beneficiaries of globalization than others.

Over the past two decades, income inequality has risen in most regions and countries. At the same time, per capita incomes have risen across virtually all regions for even the poorest segments of population, indicating that the poor are better off in an absolute sense during this phase of globalization, although incomes for the relatively well off have increased at a faster pace. Consumption data from groups of developing countries reveal the striking inequality that exists between the richest and the poorest in populations across different regions.

As discussed in the October 2007 issue of the *World Economic Outlook*, one must keep in mind that there are many sources of inequality. Contrary to popular belief, increased trade globalization is associated with a decline in inequality. The spread of technological advances and increased financial globalization—and foreign direct investment in particular—have instead contributed more to the recent rise in inequality by raising the demand for skilled labor and increasing the returns to skills in both developed and developing countries. Hence, while everyone benefits, those with skills benefit more.

## WTO: Introduction to World Trade Organization for International Business:

The World Trade Organization (WTO) is the only international organization that deals with global rules of trade between nations. It provides a framework for conduct of international trade in goods and services. It lays down the rights and obligations of governments in the set of multilateral agreements.

In addition to goods and services, it also covers a wide range of issues related to international trade, such as protection of intellectual property rights and dispute settlement, and prescribes disciplines for governments in formulation of rules, procedures, and practices in these areas. Moreover, it also imposes discipline at the firm level in certain areas, such as export pricing at unusually low prices.

The basic objective of the rule-based system of international trade under the WTO is to ensure that international markets remain open and their access is not disrupted by the sudden and arbitrary imposition of import restrictions.

Under the Uruguay Round, the national governments of all the member countries have negotiated improved access to the markets of the member countries so as to enable business enterprises to convert trade concessions into new business opportunities.

The emerging legal systems not only confer benefits on manufacturing industries and business enterprises but also create rights in their favour. The WTO also covers areas of interest to international business firms, such as customs valuation, pre-shipment inspection services, and import licensing procedures, wherein the emphasis has been laid on transparency of the procedures so as to restrain their use as non-tariff barriers.

IMF: The IMF is a global organization that works to achieve sustainable growth and prosperity for all of its 190 member countries. It does so by supporting economic policies that promote financial stability and monetary cooperation, which are essential to increase productivity, job creation, and economic

## Non-Aligned Movement (NAM): Introduction:

The NAM is an international forum of 120 developing countries that believe in the idea of non-alignment with the major power blocs. It was established in 1961 in Belgrade, former Yugoslavia under the leadership of the then Indian Prime Minister Pandit Jawaharlal Nehru, President of Egypt Gamal Abdel Nasser and the President of Yugoslavia Josip Broz Tito.

## NAM Objectives

One of the chief objectives of NAM was *“to create an independent path in world politics that would not result in member States becoming pawns in the struggles between the major powers.”*

## NAM Evolution

Most historians agree that the most important antecedent to the formation of the Non-Aligned Movement was the Bandung Conference of 1955.

The Bandung Asian African Conference brought together 29 heads of state/government of the first post-colonial generation of leadership from Africa and Asia.

This gathered Nehru, Nasser, Tito, Kwame Nkrumah of Ghana and Sukarno of Indonesia under one umbrella. They were leaders of international standing and attracted many other countries of Asia and Africa into the NAM.

In this conference, the Ten Principles of Bandung were adopted and these would be the guiding principles of NAM.

The 10 Principles of Bandung are:

Respect for fundamental human rights and of the objectives and principles of the Charter of the United Nations.

Respect for the sovereignty and territorial integrity of all countries.

Recognition of equality among all races and of the equality among all nations, both large and small.

Non-interference of non-intervention into the internal affairs of another country.

Respect the right of every nation to defend itself, either individually or collectively, in conformity with the Charter of the United Nations.

Non-use of collective defence pacts to benefit the specific interests of any of the great powers.

Refraining from acts or threats of aggression and use of force against the territorial integrity or political independence of any nation.

Settlement of all international disputes by peaceful means.

Promotion of mutual interest and cooperation.

Respect for justice and international obligations.

## Relevance of NAM

NAM is not an entirely insignificant organisation today. Although the world today is very different from the bipolar world of the fifties, many issues still haunt us, along with the rise of new problems and

challenges like global terrorism, climate change, economic imbalances, etc. NAM can be a global platform where developing and smaller nations can bring to the fore their grievances and press the international community for reforms.

### Unification of Italy: **Italian Unification**

After the Congress of Vienna, the Italian Peninsula was still divided. The largest region was the Kingdom of the Two Sicilies, which comprised most of southern Italy. This area had been under Spanish and Austrian control before achieving independence.

The kingdom was formed when the Kingdom of Sicily merged with the Kingdom of Naples, which was officially also known as the Kingdom of Sicily. Since both kingdoms were named Sicily, they were collectively known as the "Two Sicilies".

To the north, the Kingdom of Sardinia had been under Spanish and French control. In 1852, Count Cavour became Prime Minister of the state and sought to use political negotiation and conflict to help unify all of Italy. He allied with France and engineered a war with Austria that helped bring more land into the kingdom.

### **German**

### **Unification**

There were over 30 German states that had an alliance known as the German Confederation. While the Austrian Empire usually dominated this confederation, it was the state of Prussia that took the lead in the unification of Germany.

In 1862, the King of Prussia Wilhelm I, selected Otto von Bismarck to be his prime minister. Bismarck had a political philosophy known as "realpolitik." This philosophy is based on practical objectives rather than on ideals and meant that Bismarck was willing to do whatever it took to achieve his goals. Bismarck took control of the government and famously told his Parliament that, "It is not by means of speeches and resolutions that the great issues of the day will be decided... but by blood and iron."

Bismarck initiated a war with Austria known as the Seven Weeks War that brought Prussia more territory. He next helped to engineer a conflict with France over border states in 1870. This conflict became known as the Franco-Prussian War, and the Prussian victory was the final piece to unifying the German state.

The Prussian King Wilhelm I was crowned the Kaiser of the Second Reich (with Charlemagne's Holy Roman Empire being the First Reich). Germany was now united and a large, powerful force in Europe.

### Indian Heritage:

Cultural Heritage of India, one of the world's oldest civilizations, is inherited from tangible and intangible heritage assets. It is an all-embracing confluence of religions, traditions and customs. The richness of Indian art, architecture, classical dance, music, flora, and wildlife, as well as the

ingrained secular mindset of its people, are the highlights of Indian heritage. A trip to a historic site is like taking a stroll through history, with each dynasty that governed Indian lands marking a new turn in the road. Everything from Indian handiwork's elegance to the depth of its silk and cotton fabrics to its ethnic jewelry has been passed down through the generations as a heritage. Every Indian state has its own distinct cuisine, which is a legacy and a component of Indian culture.

## Types of Cultural Heritage

### Tangible Cultural Heritage

Tangible Cultural Heritage refers to actual items created, maintained, and passed down through generations in a civilization.

Artistic productions, constructed heritage like buildings and monuments, and other physical or tangible works of human ingenuity that are endowed with cultural importance in society are all considered to be part of the Unesco category of "tangible cultural heritage."

### Intangible Cultural Heritage

The term "intangible cultural heritage" refers to practices, representations, expressions, knowledge, and skills in addition to tools, objects, artifacts, and cultural settings.

In an effort to highlight the variety of Indian culture that is embodied in its intangible heritage, India has created the National List of Intangible Cultural Heritage (ICH).

It strives to increase national and worldwide awareness of the numerous intangible cultural heritage components from various Indian states and assure their protection.

The initiative, which will go into effect in 2013, intends to strengthen the many cultural manifestations that are essential for the ongoing evolution and interpretation of India's intangible cultural heritage as well as its transfer to subsequent generations.

Intangible Cultural Heritage India also includes the 13 elements of India that are already on the UNESCO Representative List of Humanity's Intangible Cultural Heritage.

### Gaur

The Baroduari or the great golden mosque, the largest of the monuments in Gour, was erected by Sultan Nasrat Shah in 1526 A.D. This mosque is a massive rectangular building of brick. The Dakhil Darwajah, the main gateway to the was probably built in early 15th century . Its four corners are topped with 5-storied high towers. The Chika Mosque, a single domed edifice with Hindu idols featured on the stonework of doors and lintels is in an obliterated condition. Firuz Minar, an impressive monument

stands 26 metre tall. The Tamaltola at Ramkeli – Shri Chaitanya , the great religious reformer of Bengal , arrived here on his way to Vrindavan during the reign of Sultan Hussain Shah . The Lattan Mosque was constructed by Sultan Yusuf Shah in 1475 A.D.

## Pandua

The Eklakhi Mausoleum is the most elegant monument in Pandua (32km from Gour and 20 km from Malda ), built in 1412-15 A.D. Contains a Hindu idol carved on the front door linet. The celebrated Adina Mosque was built by Sikandar Shah, between 1364-1374 A.D. Though partly in ruins, it is the most remarkable existing example of Muslim architecture of that period. The most remarkable feature about this great mosque is the total absence of any entrance gateway. Malda Museum has a collection of stone images and coins and inscriptions retrieved from the ruins of Gour and Pandua. Also worth seeing are Bari Dargah and Qutb Shahi Mosque in Pandua ( built in 1582 A.D. ) and many other historical places there are quite a number of “Beels” . Recent archaeological excavations have unearthed a Buddhist monastery at Jagjivanpur, 41 km from Malda . There are a number of cottage industries in Malda, particularly , the sericulture . Among fruit-bearing trees, the most common is the mango for which the district is famous . The most popular festival in this district is that of Gambhir which is celebrated in the middle of April every year.

Mountain Railways:Heritage : The Darjeeling Himalayan Railway was the first, and is still the most outstanding, example of a hill passenger railway. Opened in 1881, its design applies bold and ingenious engineering solutions to the problem of establishing an effective rail link across a mountainous terrain of great beauty. The construction of the Nilgiri Mountain Railway, a 46-km long metre-gauge single-track railway in Tamil Nadu State was first proposed in 1854, but due to the difficulty of the mountainous location the work only started in 1891 and was completed in 1908. This railway, scaling an elevation of 326 m to 2,203 m, represented the latest technology of the time. The Kalka Shimla Railway, a 96-km long, single track working rail link built in the mid-19th century to provide a service to the highland town of Shimla is emblematic of the technical and material efforts to disenclave mountain populations through the railway. All three railways are still fully operational.

Outstanding Universal Value

## **Brief synthesis**

The Mountain Railway of India consists of three railways: the Darjeeling Himalayan Railway located in the foothills of the Himalayas in West Bengal (Northeast India) having an area of 5.34 ha., the Nilgiri Mountain Railways located in the Nilgiri Hills of Tamil Nadu (South India) having an area of 4.59 ha. and the Kalka Shimla Railway located in the Himalayan foothills of Himachal Pradesh (Northwest India) having an area of 79.06 ha. All three railways are still fully functional and operational.



The Mountain Railways of India are outstanding examples of hill railways. Opened between 1881 and 1908 they applied bold and ingenious engineering solutions to the problem of establishing an effective rail link across a mountainous terrain of great beauty. They are still fully operational as living examples of the engineering enterprise of the late 19th and early 20th centuries.

The Darjeeling Himalayan Railway consists of 88.48 kilometers of 2 feet (0.610 meter) gauge track that connects New Jalpaiguri with Darjeeling, passing through Ghoom at an altitude of 2258 meters. The innovative design includes six zigzag reverses and three loops with a ruling gradient of 1:31. The construction of the Nilgiri Mountain Railway, a 45.88 kilometer long meter-gauge single-track railway was first proposed in 1854, but due to the difficulty of the mountainous location the work only started in 1891 and was completed in 1908. This railway, scaling an elevation of 326 meters to 2,203 meters, represented the latest technology of the time and uses unique rack and pinion traction arrangement to negotiate steep gradient.

The Kalka Shimla Railway, a 96.6 kilometer long, single track working rail link built in the mid-19th century to provide a service to the highland town of Shimla is emblematic of the technical and material efforts to disenclave mountain populations through the railway. The world's highest multi-arc gallery bridge and the world's longest tunnel (at the time of construction) of the KSR were the a testimony to the brilliant engineering skills applied to make this a dream a reality.

These railways are outstanding examples of innovative transportation systems built through difficult terrain, which had great influence on the social and economic development of their respective regions-UNESCO.

**NATIONAL CULTURAL FUND:** The National Culture Fund (NCF) was established as a funding mechanism distinct from the existing sources and patterns of funding for the arts and culture in India. It will enable institutions and individuals to support arts and culture directly as partners with its government.

The National Culture Fund (NCF) was set up by the Government of India as a Trust under the Charitable Endowment Act, 1890 through a Gazette Notification published in the Gazette of India 28th November, 1996. NCF is managed by a Council and an Executive Committee. The Council is chaired by the Hon'ble Minister of Culture and has members representing the corporate and public sector, private foundations and non-profit organizations. The Executive Committee is chaired by the Secretary, Ministry of Culture

The Govt. of India vide their orders in Aug.-Sep.98 notified that the donations to the national Culture Fund will be eligible for tax benefit under section 10 (23C) (iv) and 80 G(2) of the Income Tax Act. The National Culture Fund (NCF) was created as a Trust in November 1996.

The NCF is managed and administered by a council to decide the policies and an Executive Committee – to actualize those policies. The Council is chaired by the Union Minister of Tourism & Culture and has a maximum strength of 24 including both the Chairman and Member Secretary, A team of 19 members represent various fields including corporate sector, private foundations and not-for-profit voluntary organizations. The purpose for this structure is to increase non-government representation in the decision making process.

*Bundu*

*Biswas*