**Teaching Plan**

**Session 2024-25**

**Department of History**



**Saheed Anurup Chandra Mahavidyalaya**

**Burul, South 24 Parganas, 743318**

**Academic Session 2024-25**

**Odd Semester: I, III, V**

**July to December - Four (Honours) Year B.A.**

**Semester 1:**

1. **Course Code: CC 1 HIS-H/ History of India from Earliest Times to circa 300 BCE**

**Teachers Name**: Debashis Bera & Goutam Mondal

**Learning Objectives:**

This course aims to provide an extensive and deeper understanding of early Indian history. Students will learn about the diverse aspects of ancient Indian history through various sources, including archaeological, literary, numismatic, and epigraphic evidence. The course will cover:

* Familiarization with tools required for historical study.
* Exploration of diverse histories and regional variations in the Indian subcontinent.
* Examination of social, cultural, political, and environmental facets of ancient India.
* Tracing elements of continuity and change over several millennia, from prehistoric times up to 300 BCE.
* Understanding historiography and how historians interpret ancient India based on various perspectives.
1. **Course Code: HIS -SEC –1 Museum and Archives**

**Teachers Name**: Gopal Deb Kantha

**Learning Objectives:**

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

**Course Outline:**

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| **Month** | **Week** | **Course** | **Topic** | **Teachers** |
| **July** | **1** | CC\_1/Mod -1 | **Reconstructing Ancient Indian History:****a) Early Indian notions of history and the idea of Bharat** | DB |
| CC-1/Mod- 1 | **b) Sources and tools of historical reconstruction** | GM |
| Sec-1/Mod-1 |  | GDK |
| Sec-1/Mod-1 |  **Laws related to contract and consumer rights** | GDK |
| **2** | CC\_1/Mod -1 | **Historical interpretations (with special reference to gender, environment, technology.** | DB |
| CC-1/Mod- 1 | **Hunter-gatherers and the advent of food products** | GM |
| Sec-1/Mod-1 | **Definition and history of development (with special reference to India)** | GDK |
| Sec-1/Mod-1 |  **Laws related to contract and consumer rights** | GDK |
| **3** | CC\_1/Mod -2 | 1. **Paleolithic cultures- sequence and distribution; stone industries and other technological developments.**
 | DB |
| CC-1/Mod- 2 |  **b) Mesolithic cultures – regional and chronological distribution; new developments in technology and economy; rock art.** | GM |
| Sec-1/Mod-1 | **II. Types of archives and museums: Understanding the traditions of** | GDK |
| Sec-1/Mod-2 |  **curatorial care, preventive conservation, chemical preservation and restoration** | GDK |
| **4** | CC\_1/Mod -2 | **c) Neolithic and Chalcolithic cultures: distribution and subsistence pattern** | DB |
| CC-1/Mod- 2 | **The Harappan civilization: social and political organization;**  | GM |
| Sec-1/Mod-1 | **III. Museum Presentation and Exhibition:** | GDK |
| Sec-1/Mod-2 |  **III. Museum Presentation and Exhibition:** | GDK |

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| **Month** | **Week** | **Course** | **Topic** | **Teachers** |
| **AUGUST** | **1** | CC\_1/Mod -3 | **Origins** | DB |
| CC-1/Mod- 3 | **settlement patterns and town planning** | GM |
| Sec-1/Mod-1 |  **preservation in India Collection policies,**  | GDK |
| Sec-1/Mod-2 | **Laws on cybercrime** | GDK |
| **2** | CC\_1/Mod -3 | **agrarian base** | DB |
| CC-1/Mod- 3 | **craft productions and trade** | GM |
| Sec-1/Mod-1 | **exploration, excavation, purchase, gift and bequests, loans and deposits,** | GDK |
| Sec-1/Mod-2 | **exchanges, treasure trove confiscation and others. Documentation: accessioning,** | GDK |
| **3** | CC\_1/Mod -3 |  **religious beliefs and practices; art; the problem of urban** | DB |
| CC-1/Mod- 3 |  **decline and the late/post-Harappan traditions.** | GM |
| Sec-1/Mod-1 | **exchanges, treasure trove confiscation and others. Documentation: accessioning,** | GDK |
| Sec-1/Mod-2 | **exchanges, treasure trove confiscation and others. Documentation: accessioning,** | GDK |
| **4** | CC\_1/Mod -4 |  **Settlement patterns, technological and economic developments; social stratification; political relations; religion and philosophy; the Aryan problem.** | DB |
| CC-1/Mod- 4 |  **a) North India (circa 1500 BCE – 300 BCE)** | GM |
| Sec-1/Mod-1 | **ethics and procedures Collection: field indexing, cataloguing, digital documentation and de-accessioning Preservation:** | GDK |
| Sec-1/Mod-2 | **ethics and procedures Collection: field indexing, cataloguing, digital documentation and de-accessioning Preservation:** | GDK |

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| **Month** | **Week** | **Course** | **Topic** | **Teachers** |
| **September &****October****( Puja vacation)** | **1** | CC\_1/Mod -4 | **b) Central India and the Deccan (circa 1000 BCE – circa 300 BCE)** | DB |
| CC-1/Mod- 4 | **c) Tamilakam (circa 300 BCE to circa CE 300)** | GM |
| Sec-1/Mod-1 |  **Children and adolescents Museums,**  | GDK |
| Sec-1/Mod-2 | **Archives and Society:**  | GDK |
| **2** | CC\_1/Mod -4 | **c) Tamilakam (circa 300 BCE to circa CE 300)** | DB |
| CC-1/Mod- 4 | **c) Tamilakam (circa 300 BCE to circa CE 300)** | GM |
| Sec-1/Mod-1 |  **Outreach activities** | GDK |
| Sec-1/Mod-2 | **Outreach activities** | GDK |
| **3** | CC\_1/Mod -4 | **c) Tamilakam (circa 300 BCE to circa CE 300)** | DB |
| CC-1/Mod- 4 | **c) Tamilakam (circa 300 BCE to circa CE 300)** | GM |
| Sec-1/Mod-1 | **Outreach activities** | GDK |
| Sec-1/Mod-2 | **Outreach activities** | GDK |
| **4** | CC\_1/Mod -4 | **Settlement patterns,**  | DB |
| CC-1/Mod- 4 | **technological and economic developments;**  | GM |
| Sec-1/Mod-1 | **Outreach activities** | GDK |
| Sec-1/Mod-2 | **Outreach activities** | GDK |
| **Month** | **Week** | **Course** | **Topic** | **Teachers** |
| **November** | **1** | CC\_1/Mod -4 | **Equality (interrelationships) social stratification;**  | DB |
| CC-1/Mod- 4 | **political relations;**  | GM |
| Sec-1/Mod-1 | **Labour laws (Overview)** | GDK |
| Sec-1/Mod-2 |  **human rights** | GDK |
| **2** | CC\_1/Mod -4 | **religion and philosophy;**  | DB |
| CC-1/Mod- 4 | **the Aryan problem.** | GM |
| Sec-1/Mod-1 |  **(Education and communication** | GDK |
| Sec-1/Mod-2 | **(Education and communication** | GDK |
| **3** | CC\_1/Mod -3 | **Special Class of** **Power and Authority** | DB |
| CC-1/Mod- 3 | **Special Class of**  **Rawls** | GM |
| Sec-1/Mod-1 |  **(Education and communication** | GDK |
| Sec-1/Mod-2 | **(Education and communication** | GDK |
| **4** | CC\_1/Mod -2 | **Special Class of Sovereignty** | DB |
| CC-1/Mod- 2 | **Special Class of Freedom.** | GM |
| Sec-1/Mod-1 | **Types of archives and museums:** | GDK |
| Sec-1/Mod-2 |  | GDK |
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| Sec-1/Mod-2 | **Special Class of Laws related to contract and consumer rights** |  GDK |

**Semester III**

**Course Code: CC-3: History of India C 300 BCE to C 750 CE**

**Teachers Name**: Debashis Bera

**Learning Objectives:**

This paper focusses on the formation of polity, society, economy and religion of ancient

India tracing the growth of empires from the Mauryas, to the Kushanas, the

Satavahanas the Guptas, and also the post- Gupta polities such as the Pallavas,

Chalukyas, and Vardhanas.

**Course Code: CC-4: Social Formations and Cultural Patterns of the Medieval World other than India**

**Teachers Name**: Gopal Deb Kantha & Goutam Mondal

**Learning Objectives:**

This course seeks to understand the transition of Ancient Europe int the medieval world. It therefore looks at the crisis caused by the decline of Roman Empire, the rise of religious organizations such as the Church and Monastery, the Carolingian and 12th century renaissance, and the rise of Universities and Towns. It addresses the ushering of Feudalism and its breakdown and finally deals with the crisis of Judaism and Christianity facing the advent of Islam and the counter attack, Crusades.

**Course Code: SEC –3 Sem -3 Understanding Popular Culture of Bengal**

**Teachers Name**: Swarup Kumar Das

**Learning Objectives:**

This paper seeks to provide an opportunity to the students to explore the various facets

of popular culture within their region in different genres such as the performing arts,

audio-visual entertainments that would provide them with a better understanding of the

cultural diversity of Bengal.

**Course Outline:**

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| **Month** | **Week** | **Course** | **Topic** | **Teachers** |
| **July** | **1** | CC\_3/Mod -1 |  **Normative** | DB |
| CC-4/Mod- 1 | **Politics in India: nature and trends** | GDK |
| CC-4/Mod-2 | **Election Commission: composition, functions, role** | GM |
| Sec-3/Mod-1 |  **Members of Parliament: Powers** | SKD |
| **2** | CC\_3/Mod -1 | **Legal‐** | KR |
| CC-4/Mod- 1 | **Party system: features and trends** | GDK |
| CC-4Mod-2 |  **role. Electoral reforms** | GM |
| Sec-3/Mod-1 |  **Functions and Privileges** | SKD |
| **3** | CC\_3/Mod -1 | **Institutional** | DB |
| CC-4/Mod- 1 |  **Party system: features and trends** | GDK |
| CC-4/Mod2 |  **role. Electoral reforms** | GM |
| Sec-3/Mod-1 |  **Functions and Privileges** | NP |
| **4** | CC\_3/Mod -1 | **Empirical** | KR |
| CC-4/Mod- 1 | **major national political parties in India** | GDK |
| Cc--4/Mod-2 |  **Federal institutions** | GM |
| Sec-3/Mod-1 | **Rural and urban local self‐governmen** | SKD |

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| **Month** | **Week** | **Course** | **Topic** | **Teachers** |
| **AUGUST** | **1** | CC\_3/Mod -1 | **Behavioural** **Systems Analysis** | DB |
| CC-4/Mod- 1 | **ideologies and programmes** | GDK |
| CC-4\_/Mod-2 |  **Inter‐governmental forums** | GM |
| Sec-3/Mod-1 | **functionaries, functions and responsibilities** | SKD |
| **2** | CC\_3/Mod -1 |  **Structural Functionalism** | KR |
| CC-4/Mod- 1 |  **Rise of state‐centric political parties: Overview** | GDK |
| CC-4/Mod-2 |  **Interstate Council** | GM |
| Sec-3/Mod-2 |  **Conversion of bill to law‐‐ procedure** | SKD |
| **3** | CC\_3/Mod -1 |  **Liberalism** | DB |
| CC-/Mod- 1 |  **Rise of state‐centric political parties: Overview** | GDK |
| CC-4/Mod-2 |  **Interstate Council** | GM |
| Sec-3/Mod-2 |  **role of standing committees in reviewing a bill, legislative consultants, framing of rules and regulations** | SKD |
| **4** | CC\_3/Mod -1 | **Social Welfarism; Neo‐Liberalism** | KR |
| CC-4/Mod- 1 |  **Major political parties in West Bengal** | GDK |
| CC-4/Mod-2 |  **Zonal Councils** | GM |
| Sec-3/Mod-2 | **Committees: Types, objectives and functions** | SKD |

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| **Month** | **Week** | **Course** | **Topic** | **Teachers** |
| **September, October (Puja Vacation)** | **1** | CC\_3/Mod -1 |  **Postcolonial; Feminist** | DB |
| CC-4/Mod- 1 |  **Major political parties in West Bengal** | GDK |
| CC-4 Mod-2 |  **Zonal Councils** | GM |
| Sec-3/Mod-2 |  **Role of committees in reviewing government** | SKD |
| **2** | CC\_3/Mod -1 | **Social Welfarism; Neo‐Liberalism** | DB |
| CC-4/Mod- 1 |  **ideologies and programmes** | GDK |
| CC-4/Mod-2 |  **composition, function,** | GM |
| Sec-3/Mod-2 | **finances, policy, programmes and legislation** | SKD |
| **3** | CC\_3/Mod -1 |  **Marxian approach‐‐‐ Dialectical Materialism and Historical Materialism** | DB |
| CC-4/Mod-1 | **Interest groups** | GDK |
| CC-4/Mod-2 | **role; Finance Commission.** | GM |
| Sec-3/Mod-2 | **finances, policy, programmes and legislation.** | SKD |
| **4** | CC\_3/Mod -1 |  **Marxian approach‐‐‐ Dialectical Materialism and Historical Materialism** | DB |
| CC-4/Mod- 1 |  **role of business groups** | GDK |
| CC-4/Mod2 |  **Civil Service: evolution** | GM |
| Sec-3/Mod-2 | **finances, policy, programmes and legislation.** | SKD |
| **Month** | **Week** | **Course** | **Topic** | **Teachers** |
| **November** | **1** | CC\_3/Mod -11 |  **Marxian approach‐‐‐ Dialectical Materialism and Historical Materialism** | DB |
| CC-4/Mod- 1 |  **working class, peasants.** | GDK |
| CC-4/Mod-2 | **role; Generalist versus Specialist debate** | GM |
| Sec-3/Mod-2 | **finances, policy, programmes and legislation.** | SKD |
| **2** | CC\_3/Mod -11 |  **Key ideas: State (with Relative Autonomy)** | DB |
| CC-4/Mod- 2 |  **working class, peasants** | GDK |
| CC-4/Mod-1 | **role; Generalist versus Specialist debate** | GM |
| Sec-3/Mod-2 | **finances, policy, programmes and legislation.** | SKD |
| **3** | CC\_3/Mod -11 | **Class and Class Struggle; Surplus Value; Alienation** | DB |
| CC-4/Mod- 2 | **working class, peasants** | GDK |
| CC-4/Mod-1 | **role; Generalist versus Specialist debate** | GM |
| Sec-3/Mod-2 | **finances, policy, programmes and legislation.** | SKD |
| **4** | CC\_3/Mod -1 |  **Party‐‐‐ Democratic Centralism** | DB |
| CC-4/Mod- 2 | **working class, peasants** | GDK |
| CC-4/Mod-1 |  **Neutrality issue** | GM |
| Sec-3/Mod-2 | **Special Class of** **Rural and urban local self‐government: functionaries, functions and responsibilities** | SKD |
| **Month** | **Week** | **Course** | **Topic** | **Teachers** |
| **December** | **1** | CC\_3/Mod -11 | **Lenin‐Rosa Luxemburg debate; Revolution** | DB |
| CC-4/Mod- 2 | **Special Class of**  **Politics in India: nature and trends** | GDK |
| CC-4/Mod-1 | **Special Class of**  **Election Commission** | GM |
| Sec-3/Mod-2 | **Special Class of** **Rural and urban local self‐government: functionaries, functions and responsibilities** | SKD |
| **2** | CC\_3/Mod -1 | **Lenin and Mao. Hegemony** | DB |
| CC-4/Mod- 2 | **Special Class of**  **Politics in India: nature and trends** | GDK |
| CC-4/Mod-1 | **Special Class of**  **Election Commission** | GM |
| Sec-3/Mod-2 | **Special Class of** **Rural and urban local self‐government: functionaries, functions and responsibilities** | SKD |
| **3** | CC\_3/Mod -11 | **Civil Society: Gramsci** | DB |
| CC-4/Mod- 2 | **Special Class of Interest groups** | GDK |
| Cc-4/Mod-1 | **Special Class of Electoral reforms** | GM |
| Sec-3/Mod-2 | **Special Class of** **Rural and urban local self‐government: functionaries, functions and responsibilities** | SKD |
| **4** | CC-3//Mod -1 | **Holiday** |  |
| CC-4/Mod- 2 | **Holiday** |  |
| Cc-4/Mod-1 | **Holiday** |  |

**Semester V**

1. **Course Code**: **CC-11: History of Modern Europe (c.1780 – 1939)**

**Teachers Name**: Gopal Deb Kantha. Goutam Mondal

1. **Course Code**: **CC-12: History of India (c 1750s – 1857)**

**Teachers Name**: Swarup Kumar Das

1. **Course Code**: **DSE-A-1 SEM -5: History of Bengal (c.1757-1905)**

**Teachers Name**: Debashis Bera

1. **Course Code**: **DSE-B-1 SEM -5: History of Modern East Asia – I China (c.1840 – 1949)**

**Teachers Name**: Karabi Roy

**Course Outline:**

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| Month | Week | Course | Topic | Teachers |
| **JULY** | 1 | CC-11/Mod-1 |  Crisis of *ancien regime* | GDK |
| CC-11/Mod-2 | Intellectual currents | GM |
| CC-12/Mod-1 | Mercantilism, foreign trade and early forms of exactions from Bengal | SD |
| CC-12/Mod-2 | Dynamics of expansion, with special reference to Bengal, Mysore, Western India, Awadh,Punjab and Sindh | SD |
| DSE-A1/Mod-1 | Groundings | DB |
| DSE-A1/Mod-2 | Movements and Issues | DB |
| DSE-B2/Mod-1 | Development Process since Independence | KR |
| DSE-B2/Mod-2 | Social Movements | KR |
| 2 | CC-11/Mod-1 |  Social classes and emerging gender relations. | GDK |
| CC-11/Mod-2 | Phases of the French Revolution | GM |
| CC-12/Mod-1 | Arms of the colonial state : army, police, law | SD |
| CC-12/Mod-2 |  Ideologies of the Raj and racial attitudes. | SD |
| DSE-A1/Mod-1 | Patriarchy | DB |
| DSE-A1/Mod-2 | History of the Women’s Movement in India | DB |
| DSE-B2/Mod-1 | State and planning | KR |
| DSE-B2/Mod-2 | New Social movements | KR |
| 3 | CC-11/Mod-1 |  Art and Culture of French Revolution | GDK |
| CC-11/Mod-2 | Scientific Socialism: basic characteristics. | GM |
| CC-12/Mod-1 | Education : indigenous and modern. | SD |
| CC-12/Mod-2 | Land revenue systems and forest policy | SD |
| DSE-A1/Mod-1 | Patriarchy | DB |
| DSE-A1/Mod-2 | History of the Women’s Movement in India | DB |
| DSE-B2/Mod-1 | Liberalization and reforms | KR |
| DSE-B2/Mod-2 | New Social movements | KR |
| 4 | CC-11/Mod-1 |  Napoleonic consolidation – reform and empire. | GDK |
| CC-11/Mod-2 | Scientific Socialism: basic characteristics. | GM |
| CC-12/Mod-1 | Commercialization and indebtedness | SD |
| CC-12/Mod-2 | Rural society : change and continuity. | SD |
| DSE-A1/Mod-1 | Sex-Gender Debates | DB |
|  |  | DSE-A1/Mod-2 | History of the Women’s Movement in India | DB |
| DSE-B2/Mod-1 | Liberalization and reforms | KR |
| DSE-B2/Mod-2 | New Social movements | KR |
| Month | Week | Course | Topic | Teachers |
| **AUGUST** | 1 | CC-11/Mod-1 | Napoleonic consolidation – reform and empire. | GDK |
| CC-11/Mod-2 | Scientific Socialism: basic characteristics. | GM |
| CC-12/Mod-1 | Famines. | SD |
| CC-12/Mod-2 | Pastoral economy and shifting cultivation | SD |
| DSE-A1/Mod-1 | Sex-Gender Debates | DB |
| DSE-A1/Mod-2 | History of the Women’s Movement in India | DB |
| DSE-B2/Mod-1 | Industrial Development Strategy and its Impact on the Social Structure | KR |
| DSE-B2/Mod-2 | Approaches to the study of social movements: | KR |
| 2 | CC-11/Mod-1 | Napoleonic consolidation – reform and empire. | GDK |
| CC-11/Mod-2 | Scientific Socialism: basic characteristics. | GM |
| CC-12/Mod-1 | De industrialization | SD |
| CC-12/Mod-2 | Trade and fiscal policy | SD |
| DSE-A1/Mod-1 |  Public and Private | DB |
| DSE-A1/Mod-2 | Violence against women | DB |
| DSE-B2/Mod-1 |  Mixed economy | KR |
| DSE-B2/Mod-2 | Marxist theory | KR |
| 3 | CC-11/Mod-1 | Forces of conservatism and restoration of old hierarchies. | GDK |
| CC-11/Mod-2 |  Social, Political and intellectual currents. | GM |
| CC-12/Mod-1 | Drain of Wealth | SD |
| CC-12/Mod-2 |  Growth of modern industry | SD |
| DSE-A1/Mod-1 | Power | DB |
| DSE-A1/Mod-2 | Violence against women | DB |
| DSE-B2/Mod-1 | privatization, the impact on organized | KR |
| DSE-B2/Mod-2 | Gandhian theory | KR |
| 4 | CC-11/Mod-1 |  Revolutionary and Radical movements, 1830 -1848 | GDK |
| CC-11/Mod-2 | Process of capitalist development in industry and agriculture: case studies of Britain, France, the German States and Russia | GM |
| CC-12/Mod-1 | Santhal uprising (1857); Indigo rebellion (1860); Pabna Agrarian Leagues (1873); Deccan riots(1875) | SD |
| CC-12/Mod-2 | Uprising of 1857 | SD |
| DSE-A1/Mod-1 | Feminism | DB |
|  |  | DSE-A1/Mod-2 | Work and Labour | DB |
| DSE-B2/Mod-1 | unorganized labour | KR |
| DSE-B2/Mod-2 | Resource Mobilisation theory | KR |

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| Month | Week | Course | Topic | Teachers |
| **SEPTEMBER, OCTOBER (Puja Vacation)** | 1 | CC-11/Mod-1 | Evolution and Differentiation of social classes : Bourgeoisie, proletariat, Land Owning classesand peasantry.Changing trends in demography and urban patterns | GDK |
| CC-11/Mod-2 | Changing trends in demography and urban patterns | GM |
| CC-12/Mod-1 |  Political participation: concept and types | SD |
| CC-12/Mod-2 | Religion and politics: varying perspectives | SD |
| DSE-A1/Mod-1 | Feminism | DB |
| DSE-A1/Mod-2 | Work and Labour | DB |
| DSE-B2/Mod-1 |  | KR |
| DSE-B2/Mod-2 |  | KR |
| 2 | CC-11/Mod-1 | Family, gender and process of industrialization | GDK |
| CC-11/Mod-2 |  Intellectual currents, popular movements and the formation of National identities in Germany, Italy, Ireland and the Balkans. | GM |
| CC-12/Mod-1 |  India in the mid 18th Century;Society, Economy, Polity | SD |
| CC-12/Mod-2 | Mercantilism, foreign trade and early forms of exactions from Bengal,Dynamics of expansion, with special reference to Bengal, Mysore, Western India, Awadh,Punjab and Sindh. | SD |
| DSE-A1/Mod-1 |  Special Class of Public and Private | DB |
| DSE-A1/Mod-2 |  Special Class o Violence against women | DB |
| DSE-B2/Mod-1 | Emergence of the new middle class | KR |
| DSE-B2/Mod-2 | Relative Deprivation theory | KR |
| 3 | CC-11/Mod-1 | Specifications of economic development, political and administrative Reorganization –Italy; Germany. | GDK |
| CC-11/Mod-2 |  Revolutions of 1905; the Bolshevik Revolution of 1917 | GM |
| CC-12/Mod-1 | Arms of the colonial state : army, police, lawIdeologies of the Raj and racial attitudes. | SD |
| CC-12/Mod-2 | Education : indigenous and modern. | SD |
| DSE-A1/Mod-1 |  Family, Community, State | DB |
| DSE-A1/Mod-2 | Work and Labour | DB |
| DSE-B2/Mod-1 | Agrarian Development Strategy | KR |
| DSE-B2/Mod-2 | Globalisation | KR |
| 4 | CC-11/Mod-1 | Programme of Socialist Construction and the Soviet Union during the inter-war period 1918-39. | GDK |
| CC-11/Mod-2 | Theories and mechanisms of imperialism | GM |
| CC-12/Mod-1 | Land revenue systems and forest policyCommercialization and indebtedness | SD |
| CC-12/Mod-2 | Rural society : change and continuity,Famines | SD |
| DSE-A1/Mod-1 |  Family, Community, State | DB |
|  |  | DSE-A1/Mod-2 | Work and Labour | DB |
| DSE-B2/Mod-1 | Agrarian Development Strategy | KR |
| DSE-B2/Mod-2 | Globalisation | KR |

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| Month | Week | Course | Topic | Teachers |
| **NOVEMBER** | 1 | CC-11/Mod-1 | Growth of Militarism;Power blocks and alliances | GDK |
| CC-11/Mod-2 |  Power blocks and alliances | GM |
| CC-12/Mod-1 | Pastoral economy and shifting cultivation | SD |
| CC-12/Mod-2 | De industrialization | SD |
| DSE-A1/Mod-1 | Family | DB |
| DSE-A1/Mod-2 | Visible and Invisible work | DB |
| DSE-B2/Mod-1 |  Agrarian Development Strategy and its Impact on the Social Structure | KR |
| DSE-B2/Mod-2 | Social Movements in India  | KR |
| 2 | CC-11/Mod-1 | Expansion of European empires War of 1914 - 1918 | GDK |
| CC-11/Mod-2 |  War of 1914 - 1918 | GM |
| CC-12/Mod-1 | Trade and fiscal policy | SD |
| CC-12/Mod-2 | Drain of Wealth | SD |
| DSE-A1/Mod-1 | Community | DB |
| DSE-A1/Mod-2 | Reproductive and care work | DB |
| DSE-B2/Mod-1 |  Agrarian Development Strategy and its Impact on the Social Structure | KR |
| DSE-B2/Mod-2 | Social Movements in India  | KR |
| 3 | CC-11/Mod-1 |  Post War Europe: A Diplomatic History | GDK |
| CC-11/Mod-2 | The Great Depression | GM |
| CC-12/Mod-1 | Growth of modern industry | SD |
| CC-12/Mod-2 | Military and politics: conditions and modes of intervention | SD |
| DSE-A1/Mod-1 |  State | DB |
| DSE-A1/Mod-2 | Sex work | DB |
| DSE-B2/Mod-1 | Land Reforms, Green Revolution | KR |
| DSE-B2/Mod-2 | Environmental movements | KR |
| 4 | CC-11/Mod-1 |  Rise of Fascism in Italy and Nazism in Germany | GDK |
| CC-11/Mod-2 | The Spanish Civil War | GM |
| CC-12/Mod-1 | Santhal uprising (1857);  | SD |
| CC-12/Mod-2 |  Indigo rebellion (1860);  | SD |
| DSE-A1/Mod-1 | Community | DB |
|  |  | DSE-A1/Mod-2 | Reproductive and care work | DB |
| DSE-B2/Mod-1 | Land Reforms, Green Revolution | KR |
| DSE-B2/Mod-2 | Environmental movements | KR |

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| Month | Week | Course | Topic | Teachers |
| **DECEMBER** | 1 | CC-11/Mod-1 | Policy of Appeasemen t and Russo German Non-Aggression Pact  | GDK |
| CC-11/Mod-2 | Origins and Course of the Second World War | GM |
| CC-12/Mod-1 | Pabna Agrarian Leagues(1873); Deccan riots (1875) | SD |
| CC-12/Mod-2 | Uprising of 1857 | SD |
| DSE-A1/Mod-1 |  State | DB |
| DSE-A1/Mod-2 | Sex work | DB |
| DSE-B2/Mod-1 |  Agrarian crisis since the 1990s and its impact on farmers | KR |
| DSE-B2/Mod-2 | Tribal movementsInternal Exam | KR |