**Department of History**

**Sarat Centenary College**

**Academic Calendar and Plan (2019-20)**

Distribution of Syllabus into modules and Units of **B.A General Course** in History (CBCS)

**Semester-1**

Orientation Programme 1st Week of July-General outlines on the emergence of History as an academic discipline and its scope & importance along with brief introduction programme

**Semester - I**

History General Core Courses

Paper-1 History of India (From Earliest Times up to 300 CE)

(6 credits, Total 75 marks (Theory 60 + Internal 15)

**1st Module (July to September)**

**Name of the Teachers**- Arabindu Sardar, Manab Ghosh, Moumita Chakraborty, Papiya Chakraborty, Chaitali Sickly

**Unit-1**-Sources; Prehistory and Proto-historic cultures

Sources & Interpretation - A broad survey of Palaeolithic, Mesolithic and Neolithic Cultures, Bronze age civilization - Harappan Civilization - Origin, Extent, dominant features& decline.

**Unit-2**-The Vedic Period

Polity, Society, Economy and Religion, Iron age with reference to PGW &Megaliths.

**Unit-3**- Jainism and Buddhism Causes, Doctrines, Spread, Decline and Contributions.

**2nd Module (October to December)**

**Name of the Teachers**-Arabindu Sardar, Manab Ghosh, Moumita Chakraborty, Papiya Chakraborty, Chaitali Sickly

**Unit-4**-Rise of Magadha

Emergence and growth of the Magadhan Empire Conditions for the rise of Mahajanpadas and the Causes of Magadha’s success; The Iranian and Macedonian Invasion

**Unit-5**-The Mauryan Empire, State and Administration of the Mauryas, Economy, Ashoka’s Dhamma, Art & Architecture.

**Unit-6**- Post Mauryan Period

The Satvahana Phase: Aspects of Political History, Material Culture, and Administration & Religion The Sangam Age: Samgam Literature, The three Early Kingdoms, Society & the Tamil language The age of Sakas and Kushanas: Parthians & Kushanas, Aspects of Polity, Society, Religion, Arts &Crafts, Coins, Commerce and Towns.

**Semester - II**

History General Core Courses

Paper– I B History of India (300 to 1206 CE)

(6 credits, Total 75 marks (Theory 60 + Internal 15)

**1st Module (January to March)**

**Name of the Teachers**- Arabindu Sardar, Manab Ghosh, Moumita Chakraborty, Papiya Chakraborty, Chaitali Sickly

**Unit-1-** The Rise & Growth of the Guptas

Administration, Society, Economy, Religion, Art, Literature, and Science &Technology.

**Unit-2**- Harsha & His Times

Harsha’s Kingdom, Sasanka, Administration,Buddhism&Nalanda

**Unit-3**- Towards Early Medieval: North India - Palas, Senas, Pratiharas and the rise of Rajputs.

**2nd Module (April to June)**

**Name of the Teachers**-Arabindu Sardar, Manab Ghosh, Moumita Chakraborty, Papiya Chakraborty, Chaitali Sickly

**Unit-4**-Towards Early Medieval: South India

Chalukyas, Pallavas, Rashtrakutas, and the Cholas

**Unit-5**- Society, Economy and Culture in Early Medieval: The Feudalism debate

Changes in Society, Economy and Culture

**Unit-6**- Arrival of Islam in India-Arab conquest of Sindh Struggle for power in Northern India &establishment of Sultanate.

**Semester - III**

History General Core Courses

Paper – I C HISTORY OF INDIA FROM 1206-1707

(6 credits, Total 75 marks (Theory 60 + Internal 15)

**1st Module (July to September)**

**Name of the Teachers**-Arabindu Sardar, Manab Ghosh, Moumita Chakraborty, Papiya Chakraborty, Chaitali Sickly

**Unit-1-** Political History of the Delhi Sultanate

Foundation, Expansion and Consolidation of the Delhi Sultanate—Ilbari Turks, Khaljis and the Tughlaqs Nature of the State, nobility and the Ulema, Economic reforms

**Unit-2-** Regional Political Formations Bengal Vijaynagar and the Bahamani Kingdoms

**Unit-3**- Mughal ascendency till the time of Akbar (1605 CE) Babar; Mughal- Afgan conflict, Akbar.

**2nd Module (October to December)**

**Name of the Teachers**-Arabindu Sardar, Manab Ghosh, Moumita Chakraborty, Papiya Chakraborty, Chaitali Sickly

**Unit-4-** Mughal Power in the post Akbar Era (1606-1707 CE) Mughal Empire from Jahangir to Aurangzeb.

**Unit-5**- Economy and Society revenue administration from iqta, jagi and mansabdari*.* Inland and oceanic trade.

**Unit-6-** Religion, Art and Architecture

Religion;-Sufism, and Bhakti movement Art---painting, sculpture and architecture literature—Persian and regional.

**Semester - IV**

History General Core Courses

Paper – I D HISTORY OF INDIA FROM 1707 – 1950

(6 credits, Total 75 marks (Theory 60 + Internal 15)

**1st Module (January to March)**

**Name of the Teachers**-Arabindu Sardar, Manab Ghosh, Moumita Chakraborty, Papiya Chakraborty, Chaitali Sickly

Unit-1-Regional States and rise of the Company’s rule Bengal – Battle of Plassey, Buxar and Dewani Marathas and Anglo Maratha relation Mysore and Anglo Mysore relation Anglo Sikh relations

Unit-2- Land Settlements, peasant and Tribal revolts upto 1857 Permanent settlement and Rayatwari Tribal and Peasant revolts- Wahabi, Fairazi and Santal

Unit-3- Socio- Religious Reform Movements in the 19th Century Rammohan Roy, Young Bengal, Vidyasagar, Arya Samaj, Growth of a new middle class.

**2nd Module (April to June)**

**Name of the Teachers**-Arabindu Sardar, Manab Ghosh, Moumita Chakraborty, Papiya Chakraborty, Chaitali Sickly

**Unit-4**- 1857 and its aftermath Causes and nature of the 1857, Age of associations and the birth of INC

**Unit-5**- Indian National Movement Moderates and Extremists Partition of Bengal and the Swadeshi movement Rise of Gandhi in Indian politics and Gandhian movements. Leftist movements Subhash Chandra Bose and the INA.

**Unit-6-** Partition of India and the establishment of Indian Republic Government of India Act 1935 Cripps Mission, Wavell Plan, Cabinet Mission Communal Politics Partition of India

Constituent Assembly and the birth of the Republic.

**Semester -V**

BA General (Discipline Specific Elective)

Paper –I A SOME ASPECTS OF SOCIETY & ECONOMY OF MODERN EUROPE: 15-18 CENTURY

(6 credits, Total 75 marks (Theory 60 + Internal 15)

**1st Module (July to September)**

**Name of the Teachers**- Arabindu Sardar, Manab Ghosh

**Unit-1**- Political and Economic Structure of the Feudal Era

a. Origins of Feudalism

b. Nature of Feudal Society; Regional Variation

c. Crisis in Feudalism ; Transition debate

**Unit-2-** Renaissance & the Rise of Modern Europe

a. Origins; Reason

b. Renaissance humanism; rediscovery of Classics

c. Italian Renaissance and its Impact

**Unit-3**- European Reformation

a. Background, nature and impact

b. Martin Luther & Protestant Reformation

c. Reformation Movements and European States

**2nd Module (October to December)**

**Name of the Teachers**- Arabindu Sardar, Manab Ghosh

**Unit-4**- European Economy in the 16th Century

a. Economic expansion of Europe in the 16th Century

b. The rise of new marchants

c. Price revolution & Agriculture Revolution

**Unit-5**- Science & Technology

a. Origins of the Modern science

b. Scientific Revolution

c. Origins of Enlightenmen

**Unit-6**- Transition from Feudalism to Capitalism

a. Transition to Capitalism and its debates.

b. Nature of the Capitalism

c. Industrial Revolution in England

**Semester VI**

BA General (Discipline Specific Elective)

Paper –I B SOME ASPECTS OF EUROPEAN HISTORY (1789-1945)

(6 credits, Total 75 marks (Theory 60 + Internal 15)

**1st Module (January to March)**

**Name of the Teachers**- Arabindu Sardar, Manab Ghosh

Unit-1- The French Revolution

a) France before 1789; Socio- Economic and Political background; Birth of new ideas Philosophers and Physiocrats

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|  | b) Progress of the Revolution; The Constituent Assembly; The reign of Terrorc) Impact of French Revolution on Europe |

Unit-2- Napoleon Bonaparte and aftermath

a) Rise of Napoleon

b) Napoleonic reforms; Napoleon and Europe; Fall of Napoleon,

c) Vienna Congress; The concert of Europe; Metternich system

Unit-3-The revolutions of 1830 and 1848 The Democratic and Nationalist Aspirations of Europe

b) Causes, and Impact of July Revolution of 1830 c) The February revolution of 1848-50.

**2nd Module (April to June)**

**Name of the Teachers**- Arabindu Sardar, Manab Ghosh

**Unit-4**-Age of Nationalism

a) The Cremean War; The Eastern Question; Turkey; Russia’s ambition in the Balkans

b) The second Empire in France and Louis Napoleon

c. Unification of Italy & Germany

**Unit-5**-Europe between 1914-1939

a) Origin of the First World War; Role of different European Powers; Peace of Settlement of 1919; The League of Nations

b) Political and Economic Disorder & Depression, Policy of Appeasement, Spanish Civil War; Munich Pact’ Russo-German Non-Aggression Pact

c) Rise of Fascism in Italy and Nazism in Germany

**Unit-6-**Second world war

a) Origins

b) Failure of disarmament and the League of Nations c) Responsibility of Hitler.

**Semester V**

**BA General (Generic Elective Paper)**

Paper –I -Women’s Studies in India

(6 credits, Total 75 marks (Theory 60 + Internal 15)

**1st Module (July to September)**

**Name of the Teachers**- Manab Ghosh, Moumita Chakraborty, Papiya Chakraborty, Chaitali Sickly

Unit-1-Basic Concepts & Theories

a. Defining Gender

b. Patriarchy: Ideology and Practice

c. Relationship between Gender, Caste, Class Religion & Politics

Unit-2- Emergence of Women Studies in India

a. A Survey from the 1980s

b. Women Studies: Regional Centres; the Core-Periphery discourse

c. Academic connect with Activism

Unit-3-Gender & Social History

a. Family & Marriage

b. Women’s question in the 19th century

c. Women’s movement in Colonial & Post-Colonial India.

**2nd Module (October to December)**

**Name of the Teachers**- Manab Ghosh, Moumita Chakraborty, Papiya Chakraborty, Chaitali Sickly

**Unit-4-** Gender, Law & Politics

a. Political Participation

b. Violence against Women – Preventive laws

**Unit-5-** Gender & Development

a. Issues of Labour& Health

b. Access to resources

c. Gender Audit

**Unit-6-** Gender & Culture

a. Cultural Practices and Gender

b. Interrogating Gender through the lens of culture

c. Regional Cultures and Gender in India.

**Semester VI**

**BA General (Generic Elective Paper)**

Paper –II - Gender & Education in India.

(6 credits, Total 75 marks (Theory 60 + Internal 15)

**1st Module (January to March)**

**Name of the Teachers**- Manab Ghosh, Moumita Chakraborty, Papiya Chakraborty, Chaitali Sickly

**Unit-1**-Historiographical Trends

a. Pre-colonial historiographical trends in women’s education

b. colonial historiographical trends in women’s education

c. Post-colonial historiographical trends in women’s education

**Unit-2**- Education in Early and Medieval Times

a. Women’s Education in Medieval times

b. Regional trends of Women’s education in pre-colonial India

c. Instances of women’s education, obstacles

**Unit-3**- Colonial Period

a. Socio-religious reforms

b. Role of Christian missionaries in spreading female education, recent debates

c. Indigenous initiatives at women’s education.

**2nd Module (April to June)**

**Name of the Teachers**- Manab Ghosh, Moumita Chakraborty, Papiya Chakraborty, Chaitali Sickly

**Unit-4**- Role of Schools and Colleges in colonial and post-colonial period

a. Girls School and Colleges, development towards co-education

b. Expansion of infrastructural facilities in education

c. Technical and vocational education for women

**Unit-5**-Contours of female literacy since 1950

a. Interrogating literacy for women

b. Government policies and Schemes

c. Disparities in Literacy: Region, Community, Social and Eco-factors

**Unit-6**- Present Scenarioa. Education as a tool of Empowerment.

**Skill Enhancement Courses**

**Semester – III B.A General**

**Paper – I Archives and museums in India**

2 Credits, Total marks – 50 (Theory-40, Internal-10)

**1st Module (July to September)**

Teachers Name-Arabindu Sardar, Manab Ghosh

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.

Unit-1-Definition and history of development (with special reference to India)

Unit-2-Types of archives and museums:

Understanding the traditions of preservation in India Collection policies, ethics and procedures Collection: field exploration, excavation, purchase, gift and bequests, loans and deposits, exchanges, treasure trove confiscation and others.

**2nd Module (October to December)**

Teachers Name-Arabindu Sardar, Manab Ghosh

Documentation: accessioning, indexing, cataloguing, digital documentation and de-accessioning Preservation: curatorial care, preventive conservation, chemical preservation and restoration.

**Unit-3**-Museum Presentation and Exhibition Museums

**Unit-4-** Museums, Archives and Society: (Education and communication Outreach activities

Skill Enhancement Courses

Semester – IV, **B.A General**

Paper – II-Understanding Heritage

2 Credits, Total marks – 50 (Theory-40, Internal-10)

**1st Module (January to March)**

Teachers Name-Arabindu Sardar, Manab Ghosh

This course will enable students to understand the different facets of heritage and their significance. It highlights the legal and institutional frameworks for heritage protection in India as also the challenges facing it. The implications of the rapidly changing interface between heritage and history will also be examined. The course will be strongly project-based and will require visits to sites and monuments. At least two Projects will be based on visits to Museums/Heritage Sites.

Unit-1- Defining Heritage

Meaning of ‘antiquity’, ‘archaeological site’, ‘tangible heritage’, 'intangible heritage' and ‘art treasure’

Unit-2- 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-3-Challenges facing Tangible and Intangible Heritage

Development, antiquity smuggling, conflict (to be examined through specific case studies)

**2nd Module (April to June)**

Teachers Name-Arabindu Sardar, Manab Ghosh

Unit-4- Evolution of Heritage Legislation and the Institutional Framework:

Conventions and Acts— national and international\_Heritage-related government departments, museums, regulatory bodies etc. Conservation Initiatives Challenges facing Tangible and Intangible Heritage: Development, antiquity smuggling, conflict (to be examined through specific case studies) Heritage and Travel: Viewing Heritage Sites, The relationship between cultural heritage, landscape and travel recent trends.

**Skill Enhancement Courses**

**Semester –V, B.A General**

Paper – III-Understanding Popular Culture

2 Credits, Total marks – 50 (Theory-40, Internal-10)

**1st Module (July to September)**

Teachers Name-Arabindu Sardar,

**Unit-1-** Introduction

a. Defining elite and popular culture

b. Differences in their forms, contents and patterns of presentations

c. Changing traditions of Folk songs, music, literature and dances

**Unit-2-** Visual Expressions

a. Folk Art, Calendar Art, Photography

b. Audio-visual mode of presentation cinema & television

c. Expressions of popular culture in dance, drama, films and painting.

**2nd Module (October to December)**

Teachers Name-Arabindu Sardar

**Unit-3**- Performance and Participations

a. Theatre, music, folk songs and jatra:

b. Identifying themes, functionality, anxieties.

c. Fairs, Festivals and Rituals, Disentangling mythological stories, patronage, regional variations.

**Unit-4-** Popular Culture in a globalized world, the impact of the internet and audio-visual media on popular culture.

**Skill Enhancement Courses**

**Semester – VI, B.A General**

 **Art Appreciation: An Understanding to Indian Art**

2 Credits, Total marks – 50 (Theory-40, Internal-10)

**1st Module (January to March)**

Teachers Name-Arabindu Sardar

The purpose of this course is to introduce students to Indian art, from ancient to contemporary times, in order to understand and appreciate its diversity and its aesthetic richness. The course will equip students with the abilities to understand art as a medium of cultural expression. It will give students direct exposure to Indian art through visuals, and visits to sites and museums.

**Unit-1-**Prehistoric and proto historic art:Rock art; Harappan arts and crafts

**Unit-2** Indian art (c. 600 BCE – 600 CE):

World Heritage Site Managers, UNESCO World Heritage Manuals, Notions of art and craft\_Canons of Indian paintings\_Major developments in stupa, cave, and temple art and architecture Early Indian sculpture: style and iconography Numismatic art.

**2nd Module (April to June)**

Teachers Name-Arabindu Sardar

Unit-3-**Indian Art (c. 600 CE – 1200 CE):** Temple forms and their architectural features\_Early illustrated manuscripts and mural painting traditions early medieval sculpture: style and iconography\_Indian bronzes or metal icons.

Unit-4- **Indian art and architecture (c. 1200 CE – 1800 CE):**

Sultanate and Mughal architecture\_Miniature painting traditions: Mughal, Rajasthani,Pahari Introduction to fort, palace and haveli Architecture.

**Unit-5- Modern and Contemporary Indian art and Architecture:** The Colonial Period Art movements: Bengal School of Art, Progressive Artists Group, etc. Major artists and their artworks popular art forms (folk art traditions)

**--------History General Courses Academic Plan------**