**Department of History**

**Sarat Centenary College**

**Academic Calendar and Plan (2023-24)**

**UG Programme in History (Honours with Research)**

**CCFUP (NEP 2020)**

Learning Outcome: Through this course, students will get to know about the lifestyle, culture, religion and language of ancient India. They will be able to find various types of events in the past life of ancient India. They will also acquire the knowledge of changing socio-cultural scenarios of India.

**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 (Paper-1)**

**Subject: History (Major)**

Paper 1 –History of India (From Earliest times up to 6th Century BCE)

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

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

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

**Unit-1**- Meaning of History, Origin of the name Bharat, Concept of India or Bharat Fundamental unity of India, Indian concept of time, space, scope and sources.

**Unit-2-** A broad survey of Paleolithic, Mesolithic and Neolithic cultures.

**Unit-3-** Harrappan Civilization: Origin, extent, main features, Religion, Relationship with other civilizations of the world, decline.

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

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

**Unit-4**- Vedic and Later Vedic Age: Coming of the Aryans and Aryan debate, Vedic economy, polity, society and religion, Science and technology, Environmental conservation, Health consciousness- yoga and naturopathy, Indian numerical system and Mathematics, Evolution of language.

**Unit-5**- Indian economic thoughts, Concept of land, forest and agriculture, Industry, Trade.

**Unit-6**- Religious protest movement- Jainisim and Buddhism.

**Semester – I (Paper-1 SEC)**

**SKILL ENHANCEMENT COURSE**

Paper-I/Sem-I History (Hons)

Understanding Indian Heritage (3 credits, Total 50 marks (Theory 40 + Internal 10)

**Learning Outcome: Students will get to understand the different facets of Indian heritage and their significance. They also understand about the legal and institutional frameworks for heritage protection in India as the challenges facing it.**

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

**Name of the Teachers**- Sasim Gangopadhaya, Arabindu Sardar

**Unit-1**- Defining Heritage

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

**UNIT- II:** Constitution of Heritage in Colonial India and Evolution of Heritage Legislation:

Institutionalization and commodification of Indian Heritage: Collections, exhibitions, museums and monumentalization-Case study of the Great Exhibition, London; Indian Museum, Kolkata; Conventions and Acts—national Heritage-related government departments, museums, regulatory bodies etc. Conservation Initiatives in India to protect the endangered heritage sites, Laws for Antiquities in India.

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

**Name of the Teachers**- Sasim Gangopadhaya, Arabindu Sardar,

**UNIT- III: Tourism: Promoting Indian Heritage**

Viewing Heritage Sites, The relationship between tourism and heritage, Guide Books and Travel literature as a tool for heritage marketing, Eco-Tourism in India-Commercializing nature, Exhibiting culture- Heritage Walks and Tours, palaces, heritage festivals

**UNIT- IV: UNESCO World Heritage Sites in India: Selected Case Studies**

Ajanta, Ellora & Elephanta Caves, Agra Fort, Taj Mahal, Fatehpur Sikri, Red Fort Complex, Qutb Minar and its Monuments, Khajuraho Group of Monuments, Group of Monuments at Hampi, Group of Monuments at Mahabalipuram, Sun Temple, Konârak, Great Living Chola Temples, The Jantar Mantar, Jaipur, Sundarbans National Park, Mountain Railways of India, Visva-Bharati, Santiniketan, Archaeological Site of Nalanda Mahavihara at Nalanda, Bihar.

**Semester – I (Paper-1)**

**Subject: History (Minor)**

Paper 1 – Ancient Indian History up to 550 CE

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

**Learning Outcome: The course aims to provide the fundamental knowledge of different aspects of Ancient Indian.**

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

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

**Unit-1**- Sources and approaches of Ancient Indian History.

**Unit-2**- Harappan Civilization: origin, extent, features and decline.

**Unit-3**- Vedic Civilization: Vedic economy, polity, society and religion. Religious protest

Movements- Jainism and Buddhism

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

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

**Unit-4**- Rise of an Empire Centered on Magadha: Sixteen Mahajanpadas. Emergence of Mauryan Empire- Chandragupta, Ashoka, administration and fall of the Maurayas.

**Unit-5**- Post Mauyan period: Satvahana, Kushanas, Indo- Roman trade Age of the Guptas: Development of the Gupta Empire, Art, Literature and Administration.

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**Semester – II**

**Subject: History (Major / Hons)**

Paper 2 – History of World Civilization (From Earliest times to Pre-medieval Europe)

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

**Learning Outcome:** Through this course students will acquire knowledge about the evolution of human society and transformation of ancient civilizations like Mesopotamia, Egypt, China, Greece, Roman and early Medieval Europe. They are acquiring knowledge about the origin, features, nature and class composition of various societies. They can compare to each and other among the several societies of the world.

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

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

**Unit-1- History of Early World Civilization: Egypt and Mesopotamia.**

**Egyption Civilization :** Political development , Art, Architecture and

Religion

**Mesopotamia Civilization:** Sumerian, Babylonian and Assyrian: society, religion, Architecture, administration and education.

**Unit-2- History of Early World civilization: China and Persian.**

Chinese civilization: Polity, Society, Science and Technology

Persian Civilization: Political, Social and Economic condition.

**Unit-3- Classical Greece :**

Age of Homer: Evolution of Classical Greece Athens, Sparta Greece : Persian War and the

Pelponnesian War.

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

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

**Unit-4-** The Periclean Age in Greece, Growth of State and society, development of Science, Art and Philosophy**.**

**Unit-5-** Rise of Christianity and Islam and their Consequence Rise and growth of Christianity. The fall of Western Empire, Rise of Islam and its Impact, Contribution of the Arab Civilization Crusades and their Impact on Europe.

**Unit-6-** Religion and Society in Pre- Medieval Europe.

**Paper-II/Sem-II**

**Achieves and Museums.**

**SKILL ENHANCEMENT COURSE**

(3 credits, Total 50 marks (Theory 40 + Internal 10)

**Learning outcome:** Students will learn how to maintain documentary, visual and material remains of the past either in house or Institutions. It helps them to understand the importance and significance of such institutions to build the history of India.

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

**Name of the Teacher**- Arabindu Sardar

**UNIT I**

I. Definition of Archives and allied terms like Manuscripts, Documents, Records, Library.

II. Physical forms of Archival Materials like Clay tablets, Stone inscriptions, Metal Plates, Palm leaves and Paper records, Photographs, Cartographic Records Film, Video tapes and other electronic records.

**UNIT II**

Types of Archives. History of Archives. History of Setting up of Archives in India with some specific example like National Archives, New Delhi and any regional example of the local archive.

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

**Name of the Teacher**- Arabindu Sardar

**UNIT III**

Definition of Museum. Aims, Functions, History of Museum. History of setting up Museum in India with special reference to Indian Museum, Calcutta, National Museum.

**UNIT IV**

Types of Museums and Emergence of New Museums and allied institutions. Material Collection, Conservation, Preservation and their policy.

**Subject : HISTORY (Minor)**

**Paper – II: HISTORY OF INDIA ( From 550 C.E to 1206 C.E)**

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

**Learning Outcome:** From this course students will learn and analyse about the transition from historic centuries upto the Early Medieval india. They will be able to delineate changes in the realm of polity and culture; Puranic religion; the growth of vernacular languages and newer forms of art and architecture.

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

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

**Unit-1- Emergence of New Powers and the Age of Decentralisation:**

Decline of the Gupta Power and the emergence of new powers in the 2nd half of the 6th Century C.E Pushyabhuti Dynasty and Kanyakubja – State, Society and Culture during the period of Harsha. Maukharis of Kanauj Sasanka, the King of Gauda – Political achievements and administration.

**Unit-2- Decentralisation and emergence Regional Powers:**

North-Western India: Dynasties of Kashmir – Arab invasion of Sindh – Shahi dynasty of Punjab – Their Political and Cultural achievements. North-Eastern India : Anarchy in Bengal after Sasanka – The Palas – The Senas – Dynasties of Kalinga – their Political and Cultural achievements.

**Unit-3- Emergence of Regional Powers in Central and Northern India :**

Origin of the Rajputs : Various theories – Pratiharas –Gahadavalas – Chahamana – Chandella – Kalachuri – Paramara– their political and cultural achievements.

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

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

**Unit-4-** Regional Powers of the Deccan and South India:

Chalukyas of Vatapi – Origin – History – Art and Archtecture Rashtrakutas of Manyakheta – History – interference in North Indian politics – Religion – Art and architecture Pallavas of Kanchi – History – Art and Architecture Cholas of Tanjore – History – Administration – Art and Architecture.

**Unit-5- Decline of Rajputs and north India until 1206 CE:**

Tripartite Struggle Fall of Rajput Power and the coming of the Arabs and Turks

**Unit-6- Culture of Pre-Medieval India**

Society and Religion till 12th century Architecture, Sculpture and paintings till 1206 CE

 **Semester – III (CBCS)**

Honours Core Paper-V (6 credits, Total 75 marks (Theory 60 + Internal 15)

**HISTORY OF INDIA III** (circa 1206 CE–circa 1525 CE)

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

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

**Unit-1-Sources for studying/Interpreting the Delhi Sultanate**

Survey of sources: Persian tarikh tradition; vernacular histories; epigraphy.

**Unit-2-Sultanate Political Structures**

Foundation, expansion and consolidation of the Sultanate of Delhi; The Khaljis and the Tughluqs; Mongol threat and Timur’s invasion; The Lodis: Conquest of Bahlul and Sikandar; Ibrahim Lodi and the battle of Panipat Theories of kingship; Ruling elites; Sufis, ulama and the political authority; imperial monuments and coinage.

**Unit-3-Regional Political structures**

Emergence of provincial dynasties: Bahamanis, Vijayanagar and Bengal Consolidation of regional identities; regional art, architecture and literature.

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

Name of the Teachers: Arabindu Sardar, Manab Ghosh

**Unit**-4- **Sultanate Society and Economy-1**

Iqta and the revenue-free grants Agricultural production;

**Unit-5-Sultanate Society and Economy-2**

Changes in rural society; revenue systems, Monetization; market regulations; growth of urban centers; trade and commerce; Indian Ocean trade

**Unit-6-Religion and Culture**

Sufi Silsilas: Chishtis and Suhrawardis; doctrines and practices; social roles Bhakti movements and monotheistic traditions in South and North India;Women Bhaktas;Nathpanthis; Kabir, Nanak and the Sant Tradition.

**Semester - III**

**Honours Core Paper-VI**

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

Paper Title-RISE OF THE MODERN WEST – I (15th& 16th centuries)

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

Teacher Name-Sasim Gangopadhaya

**Unit-1**- Transition from feudalism to capitalism, Problems, Transition and transition Theories.

**Unit-2**- Early colonial expansion: motives, voyages and explorations; the conquests of the Americas: beginning of the era of colonization; mining and plantation; the African slaves.

**Unit-3**-Renaissance: its social roots, city-states of Italy; spread of humanism in Europe; Art.

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

Teacher Name**-** Sasim Gangopadhaya

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| **Unit-4-** Origins, course and results of the European Reformation in the 16th century. |

**Unit-5**- Economic developments of the sixteenth century: Shift of economic balance from the Mediterranean to the Atlantic; Commercial Revolution; Influx of American silver and the

Price Revolution.

**Unit-6-** Emergence of European state system: Spain; France; England**;**

**Semester - III**

**Honours Core Paper VII**

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

**HISTORY OF INDIA IV (1526 – 1757 CE)**

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

**Teachers-** Moumita Chakraborty, Papiya Chakraborty, Chaitali Sickly.

**Unit-1- Sources and Historiography**

Persian literary culture; translations Literature in regional languages.

**Unit-2-Establishment of Mughal rule**

Babur’s invasion of India - Struggle for Empire in North India –significance of Babar and Humayun’s reign - Significance of Afghan despotism and rise of Sher Shah to power, His administrative and revenue reforms`

**Unit-3 Akbar &Consolidation of Mughal Empire**

Akbar’s Conquests - his Rajput Policy & administrative and religious reforms, Reign of Jahangir, Nurjahan- her role in imperial politics; The Mughals and the North Western frontier and central Asia.Making of a new imperial system and administration, the Mughal nobility, Mansab and Jagir.

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

**Teachers-** Moumita Chakraborty, Papiya Chakraborty, Chaitali Sickly

**Unit-4-Mughal Empire under Aurangazeb**

State and religion under Aurangzeb; issues in the war of success ion; policies regarding Religious groups and Institutions -Conquests and limits of expansion - Beginning of the crisis: contemporary perceptions; agrarian and Jagir crises; revolts. Inland and ocean trade network.

**Unit-5-**Mughal Art, Architecture & Painting

**Unit-6- Patterns of Regional Politics**

Rajput political culture and state formation -Rise of Maratha power under Shivaji, &expansion under the Peshwas - emergence of regional powers – case studies of Maharashtra, Awadh and Bengal; Bengal Nawabs and the rise of the English East India Company in Bengal. Debate of the 18th Century on the decline of the Mughal Empire;

**Semester – IV**

**Honours Core Paper- VIII**

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

**Paper-RISE OF THE MODERN WEST II (17th& 18th centuries)**

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

Teacher Name-Sasim Gangopadhaya

**Unit-1-** 17th century European crisis: economic, social and politicaldimensions

**Unit-2**- The English Revolution: major issues; political and intellectual currents

**Unit-3**- Rise of modern science in relation to European society from the Renaissance to the 17th century.

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

Teacher Name-Sasim Gangopadhaya

**Unit-4**- Mercantilism and European economics; 17th and 18thcenturies.

**Unit-5**- European politics in the 18th century: parliamentary monarchy; patterns of Absolutism in Europe.

**Unit-6-** Prelude to the Industrial Revolution.

**Semester – IV**

**Honours Core Course Paper-IX**

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

**HISTORY OF INDIA V (c. 1757- 1857)**

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

**Teachers-** Moumita Chakraborty, Papiya Chakraborty, Chaitali Sickly

**Unit-1-Foundations of Company’s Rule**

Early contestations between the Dutch, French and the British East India Company Bengal Nawabs and the battle of Plassey, Buxar and the grant of Dewani, Anglo Mysore; Anglo Maratha and Anglo Sikh relations.The Subsidiary alliance and the Doctrine of Lapse.

**Unit-2-Legitimization of Company’s rule in India**

Regulating Act; Pitt’s India Act; Charter Acts of 1813, 1833 and 1853 Administrative, Military, Police and Educational Reforms

**Unit-3- Rural Economy and Society**

Land revenue systems, Permanent settlement, Rayatwari and Mahalwari Commercialization of agriculture and indebtedness. Rural society: change and continuity, Famines.

**2nd Module (April to June)
Teachers-** Moumita Chakraborty, Papiya Chakraborty, Chaitali Sickly

**Unit-4-Trade and Industry** De industrialization Trade and fiscal policy drain of Wealth

Growth of modern industry.

**Unit-5-Renaissance and Reforms**

Bengal Renaissance and Socio-religious Reforms: Rammohan Roy (Brahma Samaj), Young Bengal, Vidyasagar and Others Educational Reforms initiated by the Company.

**Unit-6- Popular Resistance**

Santhal uprising (1856-7); Sanyasi Uprising, Kol Bhumij uprisisng, Wahabi Faraizi and Santhal Uprising Revolt of 1857: causes and nature.

**Semester – IV**

Honours Core Course Paper – X, HISTORY OF INDIA VI (1858-1964)

(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 aftermath of 1857**

Queen’s Proclamation; The Indigo rebellion, The Deccan Riots, The growth of the new middle class; the age of associations, The Aligarh movement, The Arya and the Prarthana Samaj

**Unit-2-The early phase of Indian Freedom Movement**

Historiography of Indian Nationalism; Birth of Indian National Congress, The Moderates and the Extremists, Partition of Bengal, the Swadeshi movement, Muslim League, Morle Minto Reforns; Revolutionaries in India and abroad, the Lucknow pact

**Unit-3-The Gandhian era**

Gandhi’s rise to power, Rowlatt Satyagraha, Montagu Chelmsford reforms; Khilafat and Non-co-operation movement, The Swarajya party, Poona Pact, Civil Disobedience Movement, Quit India Movement;

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

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

**Unit-4- Towards freedom**

Government of India Act 1935, The rise of the leftist movements, The Peasant and Working class movements, Cripps Mission, Subhas Bose and INA, RIN mutiny; Wavell Plan, Cabinet Mission; Tebhaga and Telengana movements;

**Unit-5**- **Communal Politics**

Demand for Pakistan; Lahore session of the Muslim League, rise of Hindu Mahasabha and the RSS; Akali Dal, Partition and its consequences.

**Unit-6- The Nehru era**

Internal policy between 1947 to 1964- movements for social justice, the new constitution, integration of the princely states, growth of parliamentary democracy, five years plan; India’s foreign policy – Non alignment, India’s relation with her neighbours.

**Semester –V**

**Honours Core Course- Paper XI**

**HISTORY OF MODERN EUROPE II (1789-1870)**

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

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

**Teachers-** Moumita Chakraborty, Manab Ghosh

**Unit-1-The French Revolution and its European repercussions**

Crisis of Ancien regime ----- Political, social, economic and intellectualbackground (role of Philosophers) of the French Revolution, The revolution in the making – the Aristocratic Revolt and the consolidation of the Third Estate. The Constituent Assembly; Radicalization of the Revolution; the reign of Terror and the Thermedorian reaction; social base of the Revolution- Sans culottes, peasants and women; the directory and its achievements and failures.

**Unit-2-Napoleon Bonaparte and the French Revolution**

Rise of Napoleon; Napoleonic reforms, Napoleonic Empire and Europe

Fall of Napoleon: The Continental System; The Spanish Ulcer; The Moscow campaign.

Assessment of Napoleon: Character of the French Revolution; Impact of French Revolution on Europe and abroad.

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

**Teachers-** Moumita Chakraborty, Manab Ghosh

**Unit-3- Restoration and Revolution (1815-1848)**

Vienna Congress; Concert of Europe; Metternich system, Greek War of Independence, Revolution of 1830 &1848, & their Impact

**Unit-4- Industrialization and socio economic transformation**

Industrial Revolution; Definition and characteristics; Pre Industrial society; Industrial Revolution in Britain; Impact on society, economy and polities. Industrialization in the continents, case study of France, Germany and Russia. Emergence of working class and its movements; early Utopian socialist thoughts.

Unit-5- **Age of Nationalism** Unification of Italy, and Germany Specificities of economic development, political and administrative re organization – Italy and Germany The second Empire in France and Louis Napoleo**n**

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**Unit-6- The Eastern Question**

The Crimean War; Treaty of Paris, Balkan Nationalism.

**Semester –V**

**Honours Core Course, Paper XII STUDYING HISTORY WRITING: INDIAN & WESTERN**

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

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

Teacher Name-Sasim Gangopadhaya

**Unit-1-Time, Space & Human Agency**

Notion of Time and Space in History

**Unit-2- Importance of sources in History**

Written, Oral, Visual and Archaeological Sources - Classification of Primary and Secondary sources – Source criticism and authentication

**Unit-3-Philosophy and Theory of History**

Facts and Interpretation, Philosophy of History, Hypothesis, argumentation and Problematique - Objectivity/Subjectivity in History – Historical Narrative and Generalization.

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

Teacher Name-Sasim Gangopadhaya

**Unit-4- Indian & Western Historiography**

Pre-colonial forms of writing Indian History - Different schools of Indian historiography (Cambridge, Nationalists, Marxists, Subaltern) - Different schools of Western historiography (Rationalist, Romanist, Positivist, Marxist and Annals

**Unit-5-History and other disciplines**

Relationship between History and Science - History and Anthropology - History and Literature etc.

**Unit-6-Research Process in History**

Different stages and steps involved in the process of doing research in History.

**Semester V (Discipline Specific Elective)**

**Paper –I**

**LIFE AND CULTURE IN PRE-COLONIAL BENGAL: Prehistoric times to mid 18th century.**

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

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

**Name of the Teachers: Arabindu Sardar,**

**Unit-1-The land environs and places**

Historical Geography- ancient and medieval divisions.

**Unit-2- People and Society**

Demography and ethnology – earliest inhabitants; Aryanization of Bengal; Rise of different castes and communities of Bengal; Life of the people position of women, dress, foods, games and leisure, conveyance.

**Unit-3- Political development of Bengal-an overview**

Bengal up to Gupta period; Rise of sovereign Bengal; The Muslim invasion and rise of Islam in Bengal up to the rule of the Nawabs.

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

**Name of the Teachers: Arabindu Sardar**

**Unit-4-Economic life in Bengal**

Agriculture, crafts and industries; Trade and commerce; Rise of Calcutta and Murshidabad; Emergence of Zamindari system.

**Unit-5-Religions and art in Bengal**

Spread of Brahmanism and Brahmanic culture; Vaisnavism; Spread of Buddhism and Jainism; Islam and Bengal; Srichaitanya and Bhakti movement, Sufism; Architecture, sculpture and other forms of art; monastic and temple architecture with reference to Paharpur, Bishnupur; terracotta art.

**Unit-6- Literature and traits of regional culture**

a) Pre Bengali Sanskrit literature- kavyas, Jaydeb, UmapatiDhar, Dhoyi

b) The rise and development of Bengali language and literature- Charyapada; Kirtivasa and Kasiram Das, the Mangalkavyas,

c) Origin of Folk traditions of Bengal.

**Semester V (Discipline Specific Elective)**

**Paper –II LIFE AND CULTURE IN COLONIAL BENGAL (1757-1947)**

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

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

**Teachers-** Papiya Chakraborty, Chaitali Sickly

**Unit-1-Establishment of East India Company’s rule in Bengal**

a) Relation between the East India Company and Bengal Nawabs- especially

Sirajudaullah.

b) Battle of Plassy to grant of Diwani, Dual Government, Famine of 1770

c) Experiment s in Revenue Administration and Establishment Permanent Settlement-Social and Economic impact of the Permanent Settlement.

**Unit-2-Changes in Social and Economic life up to 19th Century**

a) The Village community, so called self sufficient Village breaking the said

society; Introduction of money index in place of cast system in social status.

b) Rise and growth of Calcutta and decline of the old urban centers. c) Popular protests in the 19th Century- Sannyasi,Wababi, Faraiji, Indigo Revolts &Pabna uprising.

**Unit-3- Impact of company’s Rule**

a) Western Education- Role of Missionaries; Women’s Education- Medical

Education –Emergence of educated middle class.

b) The Bengal Renaissance –Religious and social Reforms MovementsRammohan Roy, Vidyasagar, Young Bengal, Brahma Samaj, Bankim Chandra Chattopadhyay, Vivekananda; The Muslim and Non- Bengalis in Bengal.

c) De -industrialization and emergence of Labour Force; Impact of Railways.

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

**Teachers-** Papiya Chakraborty, Chaitali Sickly

**Unit-4-Cultural Scenario in 19th Century**

a) Bengali Language and Literature; Printing and Press

b) Visual & performing arts, painting ,Music , Theatre

c) Popular religions –( Sahebdhani, Kartabhaja, Lalansahi, ), Culture- (Yatra,

Kabigan)

d) Science , Technology and Medicine

**Unit-5-Emergence of Nationalism**

a) Swadeshi Movement and impact,

b) Rise of Extremism; Foundation of Muslim League;

c) Gandhian ideology in Bengal,

d) Non- co operation, Civil Disobediences and Quit India Movement in Bengal.

**Unit-6- Changes in the 20th Century**

a) Influence of Nationalism on Literature;

Introduction of popular Utsab and Melas

b) Evolution Theatres in the 20th Century

c) Visions of integration and humanity – Rabindranath, Kazi Nazrul and Sarat Chandra Chattopadhyay

d) Social and cultural impact of the Partition; changing role of Women in Society.

**Semester - VI**

Honours Core Course Paper- XIII HISTORY OF MODERN EUROPE II (1871 – 1945)

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

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

**Name of the Teachers: Arabindu Sardar**

**Unit-1-** Imperial Expansion: Bismarck’s diplomacy and the new balance of power; Kaiser William II and Welt Politik; new course in German foreign policy; the eastern question of the late 19th century, Balkan wars.

**Unit-2-** First World War and its aftermath: Outbreak of the First World War, emergence of the two armed camps; impact of the first world; the Russian revolution, the peace settlements of 1919, the League of nations.

**Unit-3**- Challenges to the new European order: Consolidation and Development of power of the Soviet State, French search for security, Rise of Fascism in Italy and Nazism in Germany, World Economic depression of 1929, the Crisis of the Inter War European Order.

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

**Name of the Teachers: Arabindu Sardar**

**Unit-4-** The Road to 2nd World War; Germany’s aggressive foreign policy; the role of the war economy, Spanish civil war, Mussolini’s foreign policy and Abyssinian crisis, formation of the Rome Berlin Tokyo Axis;

**Unit-5**- Second World War: Outbreak of the 2nd World War and its impact.

**Unit-6**-United Nations Organization: its origin and functions.

**Semester – VI**

 **Honours Core Course Paper– XIV- MAKING OF THE CONTEMPORARY WORLD (1946-2000)**

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

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

Teacher Name-Sasim Gangopadhaya

**Unit-1-Post War Development**

a. An overview of post-war developments Social, Political and

Economic

b. Cold war Politics- ideological clash &power rivalry between

super powers

c. Military and Defense Alliances and Peace Pacts -

Containment of Communism- Marshal Plan- Truman

Doctrine- Warsaw Pact- Military Alliances-NATO; SEATO Bagdad Pact- Cominform, Berlin after 1945- Fall of the

Berlin Wall & German Re-Unification

**Unit-2-Decolonization and the emergence of the Third world**

a. National Movements in Asia & Africa

b. Emergence of the Third World; Non –alignment

c. Third World Organizations-OPEC, ASEAN, SAARC

**Unit-3-Cold War Escalates**

a. War in Korea, Cuban missile crisis, Vietnam problem

b. Palestine Problem; Suez Crisis, Iran- Iraq conflicts, Gulf War

c. Arab- Israel wars- activities of the PLO, Afghan Problem

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

Teacher Name-Sasim Gangopadhaya

Unit-4- **Perspectives on Development and under development**

a. Globalization & its impact on the Third World

b. Liberalization & its impact on Indian economy; Multinational Companies, World Bank, IMF

c. Information Revolution

**Unit-5-Modernity and cultural transformation**

Emerging trends in culture, Media and consumption; Information Revolution

**Unit-5-Changing World**

a. Collapse of Soviet Bloc; Process of disintegrations, Glasnost and Perestroika,

b. American Uni-polarism; USA as a global policeman

c. Current threats confronting the World - Ethnic Clashses & Cross border Terrorism.

**Semester VI (Discipline Specific Elective)**

**Paper –III History of Modern East Asia-1 (1840-1919)**

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

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

Teachers Name- Papiya Chakraborty, Chaitaly Sickly

**Unit-1-Pre-colonial China**

[a] Nature and structure of the traditional Chinese society.

[b] The peasantry and gentry; Government bureaucracy and central control.

[c] The Confucian value system.

[d] China’s pre-modern economy.

**Unit-2-Anglo Chinese relations till the Opium War**

[a] The Tribute system; the Canton trade and its collapse.

[b] First & Second Opium Wars—the unequal treaties.

[c] Financial Imperialism: Open Door policy.

**Unit-3-Rebellion, Restoration and Nationalism**

[a] The Taiping Rebellion: causes, nature and failure.

[b] Tung- Chih Restoration; the Hundred Days’ Reform and the Self –Strengthening Movement.

[c] Boxer Uprising : causes, nature and failure.

[d]The Revolution of 1911: background and causes, nature and significance; role of Dr Sun Yat- Sen; principles and polities, formation of the Republic; Yuan Shih-kai and warlordism; the rise of the Kuomintang.

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

Teachers Name- Papiya Chakraborty, Chaitaly Sickly

**Unit-4-Pre-MejiJapan**

[a]Tokugawa Shogunate: the feudal society and the government; Shintoism.

 [b] Economic condition.

c) Encounter with the West: the Perry Mission; the opening of the Japan to the west.

[d] The crisis and fall of the Shogunate.

**Unit-5-Meiji Restoration**

[a] Causes and nature of Restoration.

[b] Transformation of Japan: process of modernization.

[c] Meiji Constitution.

**Unit-6-Expansion of Japan up to the First World war**

[a] Sino–Japanese war (1894-95).

[b] The Anglo-Japanese Alliance (1902).

[c] Contest for Korea and the Russo-Japanese war (1904-05).

[d] Japan and the First World War.

**Semester VI (Discipline Specific Elective)**

**Paper –IV History of China and Japan (1919-1939)**

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

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

Teachers Name- Manab Ghosh, Moumita Chakraborty

**Unit-1-Nationalism in China**

[a] Emergence of the Republic and Yuan Shih Kai: Warlordism.

 [b] May 4th Movement: origin, nature and significance.

**Unit-2-The Kuomintang and the Nationalist government**

[a] The rise of the Kuomintang Party: Political crisis in the 1920s; The First United Front [b] Chiang Kai-shek: the KMT-CCP conflict.

[c] Ten Years of Nanking Government.

**Unit-3-The Communist Victory in China**

[a] Background of the foundation of the Communist Party.

[b] CCP under Mao Tse-tung: the making of the Red Army; the Second United Front; Long March.

[c] The Yenan experiment;

[d] The Chinese Revolution (1949): Ideology, causes and significance; the establishment of the Peoples’ Republic of China.

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

Teachers Name- Manab Ghosh, Moumita Chakraborty

**Unit-4- Rise of modern Japan**

[a] Process of modernization: social, military, political and educational; popular and democratic movement;

[b] Rise of Political Parties, abolition of feudalism and economic growth. [c] Industrialization and the role of the state; the Zaibatsu.

**Unit-5- Imperial Japan**

[a] Japan and World war I: Twenty-one Demands.

[b] Washington Conference.

[c] Manchurian crisis: role of the League of Nations.

[d] Failure of the Democratic system and the rise of militarism in the 1930s and the 1940s.

**Unit-6-Japan and World War II**

[a] Japan’s bid for supremacy and defeat.

[b] Post war Japan under General Douglas MacArthur.

**Skill Enhancement Courses**

**Semester - III**

**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

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

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** **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 Honours Courses Academic Plan------**

**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

|  |  |
| --- | --- |
|  | 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------**