



**BANKURA UNIVERSITY**

**FYGP in HISTORY**

**LOCF w.e.f 2023**

**LOCF SYLLABUS**

*For*

**NEP SYLLABUS**

**IN**

**HISTORY**



**BANKURA UNIVERSITY**

**BANKURA**

**WEST BENGAL**

**722155**



## **Draft Course Structure and Syllabus of**

### **B.A. Four Year Undergraduate Programme in History (LOCF)**

COURSE: BA (Honours) Four year Undergraduate Programme in History

There are a total of fourteen history core courses that students are required to take across eight semesters. All the core courses are compulsory under the four year undergraduate programme. In addition to core courses in history, a student of B.A. (Hons.) History will choose ten Discipline Specific Elective (DSE) Courses, eight Minor Stream courses, three Multidisciplinary course, three Skill Enhancement course (SEC) four Ability Enhancement Course (AEC) and two Value Addition courses (VAC).

The Discipline Specific Elective (DSE) Courses are offered in the last four semesters of the 4- year

Under-Graduate Programme namely the fifth, sixth, seventh and eighth Semester. One such course will be selected by a student for each of these semesters from a set of courses.

The Minor Stream courses which are meant for students of other departments are being offered from 1st semester through 8th semester The students are required to take eight Minor Stream courses during the whole programme, one per semester running through 1st semester to 8th semester.

### ***Contents***

### **Course Structure of the Four Years Under Graduate Programme (FYUGP)**



**Detailed syllabus of the Discipline Specific Core (DSC) Courses**

**Detailed syllabus of the B.A. Minor Stream Courses**

**Detailed syllabus of the B.A. Multidisciplinary Courses**

**Detailed syllabus of the B.A. Skill Enhancement Courses (SEC)**

**Detailed syllabus of the B.A. Value Addition Courses (VAC)**

**Course Structure of the B.A. (Honours) Programme**

**Course Structure of the UG degree Programmes with Single Major (History)**

### Semester-I

Course Code	Course Title	Credit	Marks			No. of Hours		
			I.A.	ESE	Total	Lec.	Tu	Pr.
A/HIS/101/MJC-1	Idea of Bharatvarsha	4	10	40	50	3	1	-
A/HIS/102/MN-1	Idea of Bharatvarsha	4	10	40	50	3	1	-
A/HIS/103/MD-1	Idea of Bharatvarsha	3	10	40	50	2	1	-
A/HIS/104/SEC-1	Understanding Popular Culture	3	10	40	50	2	1	-
ACS/105/AEC-1	Compulsory English: Literature and Communication	2	10	40	50	2	-	-
ACS/106/VAC-1	Environmental Studies	4	10	40	50	3	1	-
Total in Semester - I		20		240	300	15	5	



## Semester-II

Course Code	Course Title	Credit	Marks			No. of Hours		
			I.A.	ESE	Total	Lec.	Tu	Pr.
A/HIS/201/MJC-2	History of World Civilizations (Earliest Times to Early Medieval Times)	4	10	40	50	3	1	-
A/HIS/202/MN-2	History of World Civilizations (Earliest Times to Early Medieval Times)	4	10	40	50	3	1	-
A/HIS/203/MD-2	History of World Civilizations (Earliest Times to Early Medieval Times)	3	10	40	50	2	1	-
A/HIS/204/SEC-2	Art Appreciation: An Introduction to Indian Art	4	10	40	50	2	1	-
ACS/205/AEC-2	MIL-1 (Santali, Sanskrit, and Bengali)	2	10	40	50	2		
ACS/206/VAC-2	Any one of the following a. Health and Wellness b. Understanding India: Indian Philosophical Traditions and Value Systems c. Basics of Indian Constitution d. Arts and Crafts of Bengal e. Historical Tourism in West Bengal.	4	10	40	50	3	1	-
Total in Semester - II		20		240	300	15	5	



## **BANKURA UNIVERSITY**

### **Detailed Syllabus**

#### **Semester- I**

#### **DSC1 (Major)**

#### **A/HIS/101/MJC-1: Idea of Bharatvarsha**

#### **Idea of Bharatvarsha**

**Learning Objectives:** Students will be introduced to the manner in which diverse aspects of ancient Indian history have been recovered from a rich variety of sources, archaeological, literary, numismatic, epigraphist. Students will become familiar with the tools required for studying history and explore the diverse histories and regional variations in the Indian subcontinent and also study various facets of ancient India- social, cultural, political, environmental concerns. This course, with an interdisciplinary approach, will help students' trace elements of continuity and changes in processes spanning over several millennia.

**Learning Outcomes:** Students will acquire knowledge regarding the primitive life and cultural status of the people of ancient India. They can gather knowledge about the society, culture, religion and political history of ancient India. They will also acquire the knowledge of changing socio- cultural scenarios of India.

#### **Course Contents:**

Unit 1: Bharat: land and its people, synonyms of the term 'Bharat', unity in diversity.

Unit 2: Sources of Ancient Indian history: Literary and Archaeological



Unit 3: The Indian sense of the past: the problem of chronology, connotation of *Itihasa*.

Unit 4: Ancient Indian cultural traditions: evolution of language and script – Pali, Prakrit, Sanskrit, Tamil, Brahmi and Kharosthi; salient features of Indian art and architecture; painting – rock and cave painting – Bhimbetka and Gudahandi; craft, trade and industry, inland and maritime trade.

Unit 5: Concepts of science and ethics: Indian numeral system and Mathematics, health consciousness, Ayurveda and Yoga; Indian notions of environmental conservation and ethics (With references to Upanishada, Mahabharata and Kautilya's Arthashastra); Indian perception of Dharma and Darshan; The concept of Vasudhaiva Kutumbakam – man, family, society, world polity and governance.

### ***Suggested Readings:***

1. A.L Basham: The Wonder that was India, Rupa, Delhi 1994
2. A.S Altekar, Education in Ancient India, Nand Kishore & Bros, Varanasi 1944
3. Balbir Singh Sihag: Kautilya: The true founder of Economics, Vitasta Publishing Pvt. Ltd, Delhi, 2014
4. B.D. Chattopadhyaya, The Concept of Bharatvarsha & Oth Essays (PB), Permanent Black, 2021
5. Dharampal: The Beautiful Tree, Other India press, Delhi 1995
6. E. Sreedharan, A textbook of Historiography, Orient Black Swan, New Delhi, 2013
7. Faith Robertson Elliott: Gender Family and Society, St. Martin press, New York, 1996
8. G. Arrhenius: Evolution for space
9. Radha Kumud Mookerji: Indian Shipping, Pub. South Asia Books, 1999
10. Ram Sharan Sharma: Aspects of Political Ideas and Institutions in Ancient India, Motilal Banarsidass Publishers, 2021
11. Thomas Maurice: Indian Antiquities, Pub. T. Maurice, 1806, London
12. Will Durant: The Story of civilization, five communication, US, Jan. 1993 (11 Vol)
13. Zekuthial Ginshurg: New light on our Numerals.



14.R.K Mookherjee: The Fundamental Unity of India

***Suggested Digital platforms/ web links for reading:***

<https://asi.nic.in/en/rock-shelters-of-bhimbetka-more-detail/>

<http://www.mptourism.com/tourist-places/bhimbetka-caves-rock-shelters.html>

<https://whc.unesco.org/en/list/925/>

<https://odisha.gov.in/odisha-tourism/paintings>

<https://kalahandi.nic.in/history/>

<https://www.egyankosh.ac.in/bitstream/123456789/67766/1/Unit-1.pdf>

<https://egyankosh.ac.in/bitstream/123456789/63520/2/Unit-2.pdf>



A/HIS/102/MN-1: Idea of Bharatvarsha

**(Minor)**  
**Idea of Bharatvarsha**

**Learning Objectives:** Students will be introduced to the manner in which diverse aspects of ancient Indian history have been recovered from a rich variety of sources, archaeological, literary, numismatic, epigraphist. Students will become familiar with the tools required for studying history and explore the diverse histories and regional variations in the Indian subcontinent and also study various facets of ancient India- social, cultural, political, environmental concerns. This course, with an interdisciplinary approach, will help students' trace elements of continuity and changes in processes spanning over several millennia.

**Learning Outcomes:** Students will acquire knowledge regarding the primitive life and cultural status of the people of ancient India. They can gather knowledge about the society, culture, religion and political history of ancient India. They will also acquire the knowledge of changing socio- cultural scenarios of India.

**Course Contents:**

Unit 1: Bharat: land and its people, synonyms of the term 'Bharat', unity in diversity.

Unit 2: Sources of Ancient Indian history: Literary and Archaeological

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Unit 4: Ancient Indian cultural traditions: evolution of language and script – Pali, Prakrit, Sanskrit, Tamil, Brahmi and Kharosthi; salient features of Indian art and architecture; painting – rock and cave painting – Bhimbetka and Gudahandi; craft, trade and industry, inland and maritime trade.

Unit 5: Concepts of science and ethics: Indian numeral system and Mathematics, health consciousness, Ayurveda and Yoga; Indian notions of environmental conservation and ethics (With references to Upanishada, Mahabharata and Kautilya's Arthashastra); Indian perception of Dharma and Darshan; The concept of Vasudhaiva Kutumbakam – man, family, society, world polity and governance.





***Suggested Readings:***

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3. Balbir Singh Sihag: Kautilya: The true founder of Economics, Vitasta Publishing Pvt. Ltd, Delhi, 2014
4. B.D. Chattopadhyaya, The Concept of Bharatvarsha & Oth Essays (PB), Permanent Black,2021
5. Dharampal: The Beautiful Tree, Other India press, Delhi 1995
6. Faith Robertson Elliott: Gender Family and Society, St. Martin press, New York, 1996
7. E. Sreedharan, A textbook of Historiography, Orient Black Swan, New Delhi, 2013
  
8. G. Arrhenius: Evolution for space
9. Radha Kumud Mookerji: Indian Shipping, Pub. South Asia Books, 1999
10. Ram Sharan Sharma: Aspects of Political Ideas and Institutions in Ancient India, Motilal Banarsidass Publishers,2021
11. Thomas Maurice: Indian Antiquities, Pub. T. Maurice, 1806, London
12. Will Durant: The Story of civilization, five communication, US, Jan. 1993(11 Vol)
13. Zekuthial Ginshurg: New light on our Numerals.
14. R.K Mookherjee: The Fundamental Unity of India

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<https://asi.nic.in/en/rock-shelters-of-bhimbetka-more-detail/>

<http://www.mptourism.com/tourist-places/bhimbetka-caves-rock-shelters.html>

<https://whc.unesco.org/en/list/925/>

<https://odisha.gov.in/odisha-tourism/paintings>

<https://kalahandi.nic.in/history/>



<https://www.egyankosh.ac.in/bitstream/123456789/67766/1/Unit-1.pdf>

<https://egyankosh.ac.in/bitstream/123456789/63520/2/Unit-2.pdf>

A/HIS/103/MD-1: Idea of Bharatvarsha

**(Multidisciplinary)**

**Idea of Bharatvarsha**

**Learning Objectives:** Students will be introduced to the manner in which diverse aspects of ancient Indian history have been recovered from a rich variety of sources, archaeological, literary, numismatic, epigraphist. Students will become familiar with the tools required for studying history and explore the diverse histories and regional variations in the Indian subcontinent and also study various facets of ancient India- social, cultural, political, environmental concerns. This course, with an interdisciplinary approach, will help students' trace elements of continuity and changes in processes spanning over several millennia.

**Learning Outcomes:** Students will acquire knowledge regarding the primitive life and cultural status of the people of ancient India. They can gather knowledge about the society, culture, religion and political history of ancient India. They will also acquire the knowledge of changing socio- cultural scenarios of India.

**Course Contents:**

Unit 1: Bharat: land and its people, synonyms of the term 'Bharat', unity in diversity.

Unit 2: Sources of Ancient Indian history: Literary and Archaeological

Unit 3: The Indian sense of the past: the problem of chronology, connotation of *Itihasa*.

Unit 4: Ancient Indian cultural traditions: evolution of language and script – Pali, Prakrit, Sanskrit, Tamil, Brahmi and Kharosthi; salient features of Indian art and architecture.



Unit 5: Concepts of science and ethics: Indian numeral system and Mathematics, health consciousness, Ayurveda and Yoga.

***Suggested Readings:***

1. A.L Basham: The Wonder that was India, Rupa, Delhi 1994
2. A.S Altekar, Education in Ancient India, Nand Kishore & Bros, Varanasi 1944
3. Balbir Singh Sihag: Kautilya: The true founder of Economics, Vitasta Publishing Pvt. Ltd, Delhi, 2014
4. B.D. Chattopadhyaya, The Concept of Bharatvarsha & Oth Essays (PB), Permanent Black,2021
5. Dharampal: The Beautiful Tree, Other India press, Delhi 1995
6. E. Sreedharan, A textbook of Historiography, Orient Black Swan, New Delhi, 2013
  
7. Faith Robertson Elliott: Gender Family and Society, St. Martin press, New York, 1996
8. G. Arrhenius: Evolution for space
9. Radha Kumud Mookerji: Indian Shipping, Pub. South Asia Books, 1999
10. Ram Sharan Sharma: Aspects of Political Ideas and Institutions in Ancient India, Motilal Banarsidass Publishers,2021
11. Thomas Maurice: Indian Antiquities, Pub. T. Maurice, 1806, London
12. Will Durant: The Story of civilization, five communication, US, Jan. 1993(11 Vol)
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14. R.K Mookherjee: The Fundamental Unity of India

***Suggested Digital platforms/ web links for reading:***

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<http://www.mptourism.com/tourist-places/bhimbetka-caves-rock-shelters.html>

<https://whc.unesco.org/en/list/925/>

<https://odisha.gov.in/odisha-tourism/paintings>

<https://kalahandi.nic.in/history/>

<https://www.egyankosh.ac.in/bitstream/123456789/67766/1/Unit-1.pdf>

<https://egyankosh.ac.in/bitstream/123456789/63520/2/Unit-2.pdf>

## **A/HIS/104/SEC-1: Understanding Popular Culture**

### **Understanding Popular Culture**

**Learning Objectives:** This course is designed to introduce students to a variety of critical approaches used in the study of popular culture. Although this course will draw on their familiarity with popular culture, the course will approach the subject from a scholarly perspective. The overall objective is to explore how popular culture, in all its various forms, not only reflects the world around us but also how it influences the way we perceive the world. Every day we are exposed to thousands of images, sounds and experiences that we understand as natural. The course will examine a wide range of subjects (such as film, television, music, advertising and the internet) using a wide range of critical approaches (such as genre theory, gender studies, semiotics, and political economy), so we can better understand how contemporary Indian culture shapes our lives.



**Learning Outcomes:** The course shows the connection between popular culture and other parts of our cultural domain; improves communication skills by reading about, writing about, and discussing popular culture. It helps in understanding the role of popular culture and the way it reflects and influences society.

### **Course Contents:**

Unit 1: Introduction: defining culture, folk culture and popular culture and understanding it historically.

Unit 2: Calendar Art: definition, contribution of Raja Ravi Varma; Photography: History of Photography in India, Raja Deendayal's contribution to Indian Photography.

Unit 3: Performing art: Theatre – genesis of theatre in Bengal; music; folk tales, folk dance – Alkap, Ghambhira, Chhau, Rana Pa Nritya; songs: Tusu, Bhadu, Jhumur, Jari gan ,Sari gan Nautanki, Jatra, Puppetry.

Unit 4: The audio-visual: role of Radio Television and documentary films in promoting popular culture ;Social media and its impact on popular culture. Cinema – Hindi – some award winning Hindi films and directors – Hiralal Sen, Dadasaheb Phalke, Bimal Roy, Shyam Benegal ; Bengali – some award winning Bengali films of Satyajit Ray, Mrinal Sen Tarun Mazumdar, Tapan Sinha, Ritwik Ghatak and Arundhuti Debi.

Unit 5: Fairs: Kumbha Mela, Pushkar Mela, The Urs of Ajmer, Rath Yatra, Ganga Sagar mela, Joydeber mela, Jalpesh mela Ras mela, Bhai Khan pিরer mela; Festivals with special emphasis on tribal festivals: Dusshera, Holi, Baisakhi, Onam, Pongal, Eid- Ul-Fitr, Navroz, Dusshera, Onam, Pongal , Sohray,Baha Parab; Rituals: Types of Rituals – an introduction, nature worship, domestic worship, samskara, Nabanna, Rohin Parab ,Kumari Puja, Shab-e-Barat, Halloween, Pitri Tarpan

### ***Suggested Readings:***

1. Sumanta Banerjee, The Parlour and the Street – Elite and Popular Culture in Nineteenth Century Calcutta. Kolkata: Seagull Books, 2019
2. W. Dissayanayake and K.M.Gokul Singh ,Popular Culture in a Globalised India, Trentham,2019
3. V.Lal, Ashis Nandy, Fingerprinting Popular Culture: The Myth and the Iconic in Indian Cinema, Oxford ,2006



4. A.Rajadhyaksha and P.Willemen, Encyclopaedia of Indian Cinema, Routledge 2012.
5. A. Deshpande, Class, Power and Consciousness in Indian Cinema and Television, Primus, 2014
6. Sukhbilas Barma, 'Indian Folk Music' Global Vision Publishing House, 2004.
7. Dinesh Chandra Sen 'The Folk - Literature of Bengal'. Gyan Publishing House, 2006.
8. K. Moti Gokulsing, Wimal Dissanayake, Indian Popular Cinema: A Narrative of Cultural Change, Trentham Book, 2004.
9. John Storey, Cultural theory and popular culture: An introduction, Routledge, 2021.
10. Patricia Oberoi, Freedom and Destiny: Gender, Family and Popular Culture in India, OUP, 2009.
11. Christopher Pinney, Camera Indica: The Social Life of Indian Photographs, The University of Chicago Press, 1998.
12. Pankaj Rag, Dhuno Ki Yatra, Rajkamal Prakashan, 2006 (Hindi).
13. A.K. Ramanujan, Folktales from India A Selection of Oral Tales from Twenty-two Languages, Penguin Books, 2008 (Only Introduction).
14. V. Ramaswamy, 'Women and the 'Domestic' in Tamil Folk Songs' in Kumkum Sangari and Uma Chakravarti, eds., From Myths to Markets: Essays on Gender, Indian Institute of Advanced Study; Manohar Publishers and Distributors, 1999.
15. Lata Singh, (ed.), Theatre in Colonial India: Playhouse of Power, OUP, 2009



## Semester-II

Course Code	Course Title	Credit	Marks			No. of Hours		
			I.A.	ESE	Total	Lec.	Tu	Pr.
A/HIS/201/MJC-2	History of World Civilizations (Earliest Times to Early Medieval Times)	4	10	40	50	3	1	-
A/HIS/202/MN-2	History of World Civilizations (Earliest Times to Early Medieval Times)	4	10	40	50	3	1	-
A/HIS/203/MD-2	History of World Civilizations (Earliest Times to Early Medieval Times)	3	10	40	50	2	1	-
A/HIS/204/SEC-2	Art Appreciation: An Introduction to Indian Art	4	10	40	50	2	1	-
ACS/205/AEC-2	MIL-1 (Santali, Sanskrit, and Bengali)	2	10	40	50	2		
ACS/206/VAC-2	Any one of the following  a. Health and Wellness b. Understanding India: Indian Philosophical Traditions and Value Systems c. Basics of Indian Constitution d. Arts and Crafts of Bengal e. Historical Tourism in West Bengal.	4	10	40	50	3	1	-
Total in Semester - II		20		240	300	15	5	



## **A/HIS/201/MJC-2: History of World Civilizations (Earliest Times to Early Medieval Times**

### **(Major)**

#### **History of World Civilizations (Earliest Times to Early Medieval Times)**

**Learning Objectives:** This course aims to introduce students to the significant developments in world history that have shaped the complexity of human civilization. To begin with, it offers a historical survey of human evolution. The course content is premised on the understanding that the pace and nature of change differed in different parts of the ancient world.

**Learning Outcomes:** Students will acquire knowledge about the evolution of human society, and transformation of ancient civilizations like Mesopotamia, Greece, Rome, and Medieval Europe. They would acquire knowledge about the origin, features, nature and class composition of various societies. They can make a comparative study of different ancient societies of the world.

#### **Course Contents:**

Unit 1: Classical Greece: Polis, Athenian democracy, war with Sparta, Greek drama and sports.

Unit 2: The Roman Empire: Rise and Evolution, Roman republic and Roman law.

Unit 3: Mesopotamian Civilization: Sumer and Babylon – society and culture.

Unit 4: Early medieval world: Rise and spread of Christianity.

Unit 5: The Barbarian invasion and the fall of western empire; Birth and expansion of Islam and its impact, The Arab civilization and its contribution, Crusades.

Unit 6: Rise and growth of European feudalism.





### ***Suggested Readings:***

1. Arnold J Toynbee: A study of History, Vol I to XII, 1934-1961, Reprint; OUP USA, 1988
2. Childe, V.G.: What happened in History, Penguin Pub, 1967.
3. Durrant Will: an age of Faith, 1950, reprint 1980.
4. Durrant Will: Our Oriental Heritage: The Story of Civilization, II Volume.
5. Frankfort Henri: The Birth of Civilization to the Near East, Indiana Uni, Press, 1951.
6. Nicholas, David: The Evolution of the Medieval World, Society, Government and thought in Europe, 312-1500, Routledge, 1992.
7. Swain J.E: A History of World Civilization, McGraw Book, New York, 1938, reprint, S. Chand, New Delhi 2000.
8. Trever, A. Albert: History of Ancient Civilization Harcourt, Brace, 1936.
9. Wells, H.G: The Outline of History, George Newness Revised Edition 1971.
10. Sharma, Manoj: History of World Civilization, Anmol Pub, New Delhi, 2005
11. Marc Bloch, Feudal Society, Vol. I & II, Goodreads, 1964
12. Philip K. Hitti, History of The Arabs: From the Earliest Times to the Present, Red Globe Press
13. Sunil Chattopadhyay, Prachin Yuger Greecer Itihas, Paschim Banga Rajya Pustak Parsad, 2017.
14. Bimal Chandra Betal, Prachin Biswa: Greek Sabhyatar Itihas, Progressive Publishers, 2019.
15. Supratim Das, Greece Anusondhan: Prachin juger tin dosok, Progressive Publishers, 1999.
16. Sujata Bhadra and Kunal Chattopadhyay, Prachin Greecer Somaj Sonskriti, Progressive Publishers.



## **A/HIS/202/MN-2: History of World Civilizations (Earliest Times to Early Medieval Times)**

**(Minor)**

### **History of World Civilizations (Earliest Times to Early Medieval Times)**

**Learning Objectives:** This course aims to introduce students to the significant developments in world history that have shaped the complexity of human civilization. To begin with, it offers a historical survey of human evolution. The course content is premised on the understanding that the pace and nature of change differed in different parts of the ancient world.

**Learning Outcomes:** Students will acquire knowledge about the evolution of human society, and transformation of ancient civilizations like Mesopotamia, Greece, Rome, and Medieval Europe. They would acquire knowledge about the origin, features, nature and class composition of various societies. They can make a comparative study of different ancient societies of the world.

#### **Course Contents:**

Unit 1: Classical Greece: Polis, Athenian democracy, war with Sparta, Greek drama and sports.

Unit 2: The Roman Empire: Rise and Evolution, Roman republic and Roman law.

Unit 3: Mesopotamian Civilization: Sumer and Babylon – society and culture.

Unit 4: Early medieval world: Rise and spread of Christianity.

Unit 5: The Barbarian invasion and the fall of western empire; Birth and expansion of Islam and its impact, The Arab civilization and its contribution, Crusades.

Unit 6: Rise and growth of European feudalism.



### ***Suggested Readings:***

1. Arnold J Toynbee: A study of History, Vol I to XII, 1934-1961, Reprint; OUP USA, 1988
2. Childe, V.G.: What happened in History, Penguin Pub, 1967.
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14. Bimal Chandra Betal, Prachin Biswa: Greek Sabhyatar Itihas, Progressive Publishers, 2019.
15. Supratim Das, Greece Anusondhan: Prachin juger tin dosok, Progressive Publishers, 1999.
16. Sujata Bhadra and Kunal Chattopadhyay, Prachin Greecer Somaj Sonskriti, Progressive Publishers.



## **A/HIS/203/MD-2: History of World Civilizations (Earliest Times to Early Medieval Times)**

**(Multidisciplinary)**

### **History of World Civilizations (Earliest Times to Early Medieval Times)**

**Learning Objectives:** This course aims to introduce students to the significant developments in world history that have shaped the complexity of human civilization. To begin with, it offers a historical survey of human evolution. The course content is premised on the understanding that the pace and nature of change differed in different parts of the ancient world.

**Learning Outcomes:** Students will acquire knowledge about the evolution of human society, and transformation of ancient civilizations like Mesopotamia, Greece, Rome, and Medieval Europe. They would acquire knowledge about the origin, features, nature and class composition of various societies. They can make a comparative study of different ancient societies of the world.

#### **Course Contents:**

Unit 1: Classical Greece: Polis, Athenian democracy, war with Sparta, Greek drama and sports.

Unit 2: The Roman Empire: Rise and Evolution, Roman republic and Roman law.

Unit 3: Mesopotamian Civilization: Sumer and Babylon – society and culture.

Unit 4: Early medieval world: Rise and spread of Christianity.



Unit 5: The Barbarian invasion and the fall of western empire; Birth and expansion of Islam and its impact, The Arab civilization and its contribution, Crusades.

Unit 6: Rise and growth of European feudalism.

***Suggested Readings:***

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5. Frankfort Henri: The Birth of Civilization to the Near East, Indians Uni, Press, 1951.
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15. Supratim Das, Greece Anusondhan: Prachin juger tin dosok, Progressive Publishers, 1999.
16. Sujata Bhadra and Kunal Chattopadhyay, Prachin Greecer Somaj Sonskriti, Progressive Publishers.



## **A/HIS/204/SEC-2: Art Appreciation: an Introduction to Indian Art and Architecture**

### **SEC-2**

#### **Art Appreciation: an Introduction to Indian Art and Architecture**

**Learning Objectives:** This course will enable students to explore the various aspects of Indian art forms and architecture from ancient to contemporary times. The course will also help students to understand historical perspectives of Indian art architectural forms that have evolved over centuries. It will also address the questions of legalities and institutional frameworks for heritage conservation, and finally deal with the issue of heritage tourism.

**Learning Outcomes:** Students will learn about Indian art forms, from ancient to contemporary times, in order to understand and appreciate its diversity and its aesthetic richness. The course will also equip students with the ability to understand art as a medium of cultural expression.

Any one of the following modes: upto 1000 words for one Project/ Book Review -based on syllabus. (The modes and themes and/or topics are be decided and assessed by the concerned faculty of respective colleges.)

or

College may organize Study Tours.



Course title	Course code	Total credits	Contact hours	Assessment weightage (%)				
				Written	Practical/ Demonstration	Laboratory/ Presentation	Project work/ Book Review/ Study Tour	I.A
Art Appreciation: an Introduction to Indian Art and Architecture		<b>04</b>		<b>30</b>			<b>10</b>	<b>10</b>

Unit I: Art

1. Definition, concept: The theories of *Rasa* and *Bhava* in India art; Visual elements of Indian art: colour, form, space, symbols, texture
2. Prehistoric and Harappan art: rock painting and cave painting: Jogimara caves, Amarnath, Madhya Pradesh, figurines and seals of Harappan Culture.
3. Ancient Indian schools of art: Gandhara, Mathura and Amaravati.
4. Mughal painting: illustrations, miniatures.



5. Bengal School of Art: The Bengal School and cultural Nationalism, Abanindranath Tagore, Nandalal Bose, Rabindranath Tagore, Sunayani Devi and Ernest Binfield Havell.

## UNIT II: Architecture

1. Understanding Indian architecture: plan, elevation, section, arch, vault, dome, pillar, capital, stupa.
2. Indus Valley town planning.
3. Rock cut architecture, major styles of temple architecture.
4. Mughal architecture: tomb, fort, garden, chattri.
5. Colonial architecture: British Forts, Churches, High Courts, Universities.
6. Contemporary structures across India: Capital complex, Chandigarh; Lotus Temple, New Delhi; Jawahar Kala Kendra, Jaipur, Rajasthan.

## UNIT III: Project

1. Write up about any local art heritage site and report on its history, features and present condition.





***Suggested Readings:***

1. Agarwal V.S: Indian Art, Varanasi, 1965
2. Archer W.G: Indian Painting for the British, 1770-1880. Oxford University
3. Beach M C: Rajput painting for the British, 1770-1880. Oxford University Press.
4. Brown P: Indian Painting under Mughals, 1550 A.D. to 1750 A.D.
5. Chandra Moti: Studies in Early Indian Painting, Asia Pub. Home
6. Coomarswamy A.K: Transformation of nature in Art, Dover Pub. 1956, Reprint 1995
7. Fergusson, J: History of Indian and Eastern Architecture, Delhi 1999.
8. Goswamy B.N Essence of Indian Art, Asian Art Museum of San Francisco, 1986
9. Kramrisch Stella: Indian Sculpture, Ancient, Classic and Medieval, Motilal Banarasi
10. Majumdar R.C Edited: History and Culture of Indian People (Relevant Volumes and Chapters),  
Bhartiya Vidya Bhawan, Bombay
11. R.S Gupta: Iconography of Hindu, Buddhist and Jain, Advent Book, New Delhi, 1980
12. Rowland, B: Art and Architecture of India, Harmondswarth, 1970
13. Saraswati S.K: A survey of Indian Sculpture, Calcutta, 1957
14. Sivarammurti. C Indian painting, Delhi 1970



## ACS/206/VAC-2: 1. Arts and Crafts of Bengal

### Detailed Syllabus of Value Addition Courses (VAC)

#### 1. Course title: Arts & Crafts of Bengal

**Learning Objectives:** This paper intends to give students a fair idea about Arts and Crafts of West Bengal with special reference to the various folk arts and craft forms. Besides, they will be introduced to the artisans of Bengal. It strives to acquaint them with the growing vocation of handicrafts as an industry in a globalized economy and the applicability of historical knowledge for its growth and expansion.

**Learning Outcomes:** After completing this course students should be able to comprehend the significance of cultural heritage as well as arts and crafts, in the economic development of the nation. They would be able to evaluate the culture and heritage of both West Bengal and India.

#### Course Contents:

Unit 1: Introduction to art and craft of Bengal: Bengal school of art, folk art, textiles, decorative, paper crafts.

Unit 2: Handicrafts of West Bengal: conch shell art, terracotta art form, chhau masks of Charida, dokra art form, bamboo craft, embroidery – Nakshi Kantha.

Unit 3: Clay sculpture and folk painting: object modeling – clay figures of Krishnagar, idol making of Kumartuli (Kolkata), traditional clay pottery of West Bengal, chalchitra, patachitra – Durga Pat of Medinipur, Kalighat Patachitra, mud wall painting (Santal Wall Painting)



Unit 4: Handlooms: Handwoven Silk Baluchari Saree of Bishnupur, Tant saree of Santipur-Fulia (Nadia), Cotton Handloom sectors of Bankura – Cooperative Society, Cluster, Self-help groups, master weavers and individuals.

Course title	Course code	Total credits	Contact hours	Assessment weightage (%)				
				Written	Practical/ Demonstration	Laboratory/ Presentation	Project work/Book Review/ Workshop	Assignment
Arts & Crafts of Bengal		<b>04</b>		<b>30</b>			<b>10</b>	<b>10</b>

Any one of the following modes: upto 1000 words for one Project/ Book Review -based on syllabus.

(The modes and themes and/or topics are be decided and assessed by the concerned faculty of respective colleges.)

or

Colleges may regularly organize workshops for one week or a fortnight where local artists can be invited to interact with the students and teachers. Workshops on art and crafts, pottery, leatherwork and so on can be arranged for students' experiential learning. In these workshops students and teachers from neighboring collegess can also join. Workshops may also be conducted at the artists'



### ***Suggested Readings:***

1. Gupta, C.S. Indian Folk and Tribal Painting, 2008
2. Anup kumar, Indian Folk and Tribal Art
3. Charu Smita Gupta, Indian Folk and Tribal Paintings
4. Kumuda Krovvidi & Shivali Mathur , Indian Folk Art Painting
5. Jasleen Dhamija , Folk Arts & Crafts
6. Desai, Manu Manu
7. Subhasini Aryan, B. N. Aryan, Unknown Masterpieces of Indian Folk and Tribal Art
8. Binoy Kumar Sarkar, The folk element in Hindu Culture: A Contribution to Socio-Religious Studies in Hindu Folk Institutions, London, 2017, Longmans, Green and Co
9. Bikash Chakraborty (ed) Folk, folklore and folkloristics, Interpretation of Society and Folklore
10. Prabhas Sen, Crafts of West Bengal (Living traditions of India)
11. Tarapada Santra, Folk Arts of West Bengal and The Artist Community
12. Nitish Mukherjee, Rang Tulin Mahajibnera- A Selection of Creative Life Stories of Foreign Indian Painter (Bengali), Sahitya Samsad, 2018
13. Dipak Kumar Panda, Shilpa Sanskritir Sandhane Banglar Gram: Anya Chokhe (Bengali)
14. Dipak Kumar Panda, Folk Life and Folk Culture (Bengali)
15. Bhaskar Chattopadhyay, Culture of Bengal Through the Ages- Some Aspects, The University of Burdwan.



16. Sila Basaka, Nakshi Kantha of Bengal, Prabhat Prakashan, 2006
17. Rangankanti Jana, Dhokra Art of West Bengal, Institute of Historical Studies, Kolkata, 2013
18. Saswati Bhattacharya, Potters without a Wheel, Ethnography of the Mritshilpis in Kolkata, Routledge, 2022
19. Sibsankar Jana, Clay-Handicrafts of West Bengal, LAP Lambert Academic Publishing; Annotated edition, 2015

***Suggested Digital platforms/ web links for reading-***

<https://wb.gov.in/our-culture-arts-and-crafts.aspx> [p://www.chitralkha.org/dolls.htm](http://www.chitralkha.org/dolls.htm)

<https://wbmsme.gov.in/handicrafts>

<https://purulia.gov.in/>

<https://www.paschimmedinipur.gov.in/>

<https://purbamedinipur.gov.in/>

<https://bankura.gov.in/>

<https://malda.gov.in/>

<https://murshidabad.gov.in/>



## 1. ACS/206/VAC-2: 2. **Historical Tourism in West Bengal**

### 2. **Course title: Historical Tourism in West Bengal**

**Learning Objectives:** This course exposes students to culture and heritage tourism as a product. The course introduces students to the field of marketing of cultural and heritage tourism. Students examine the ways in which such a product may be sustained and developed to help in the growth of the local and the national economies.

**Learning Outcomes:** After completing this course students should be able to comprehend the importance of cultural heritage and tourism in national development. They would be able to evaluate the culture and heritage of the country. This paper intends to give the students an idea about Historical Tourism in West Bengal with special reference to the archaeological and heritage sites. It aims to acquaint them with the growing vocation of tourism as an industry and the applicability of historical knowledge for its growth and expansion.

#### **Course Contents:**

Unit 1: Theoretical aspects of tourism, elementary geography and bio-diversity of West Bengal, physiographical divisions, water bodies and climatic conditions.

Unit 2: Tourism – concept, meaning, significance and types of tourism.

Unit 3: Ancient archaeological sites and remains – Chandraketugarh, North 24 Parganas; Pandu Rajar Dhibi, Purba Bardhaman, temple of Bahulara, Bankura; Sun Temple, Sonatapal, Bankura, Inscription of Chandra Varman, Susunia Hill, Bankura; Bangarh Mounds, Bangarh (Gangarampur), North Dinajpur; archaeological sites of Mogolmari, Paschim Medinipur.



Unit 5: Architectural pattern: temple architecture of South West Bengal.

Course title	Course code	Total credits	Contact hours	Assessment weightage (%)				
				Written	Practical/ Demonstration	Laboratory/ Presentation	Project work/Book Review/ Study Tour	Assignment
<b>Historical Tourism in West Bengal</b>		<b>04</b>		<b>30</b>			<b>10</b>	<b>10</b>

Any one of the following modes: upto 1000 words for one Project/ Book Review -based on syllabus. (The modes and themes and/or topics are be decided and assessed by the concerned faculty of respective colleges.)

or

Colleges may organize Study Tours.



***Suggested Readings:***

1. Peter Howard, Heritage: Management, Interpretation, Identity, and London, 2003
2. V.S Agarwal, Indian Art, Varanasi, Prithvi Prakasahan, 1972
3. Percy Brown, Indian Architecture, Bombay, D. B. Taraporevala Sons & Co, 1940
4. James Harle, The Art & Architecture of the Indian Subcontinent, Harmondsworth, Penguin, 1988
5. S.K.Bhowmik, Heritage Management: Care, Understanding & Appreciation of Cultural Heritage, Jaipur, 2004.