



Bankura University

B.A.(Programme) History

CBCS w.e.f. 2022

**CBCS SYLLABUS**

*for*

**B.A IN HISTORY (PROGRAMME)**

*(w.e.f. 2022)*



**BANKURA UNIVERSITY**

**BANKURA**

**WEST BENGAL**

**PIN 722155**



## CBCS SYLLABUS

For

**B.A IN HISTORY (PROGRAMME)**

(w.e.f. 2022)

**Three-year B.A. (Programme) in History  
(6 Semesters)**

### Programme Objectives:

- To provide students with a basic understanding of the methodologies employed in history writing.
- To give students and understanding of the historian's archive.
- To provide students with the opportunity to focus on an unbiased understanding of the past.
- To provide a well-resourced learning environment for historical research.

### Programme Specific Objectives:

- To help in understanding the existing social, political, religious and economic conditions of the people of the Indian subcontinent as well as in other parts of the world.
- To study the relationship between the past and the present as lively dialogue.
- Developing practical skills, helpful in the study and understanding of historical events.
- Inculcate an interest in the study of history and activities relating to historical research so that they can visit places of historical interest, play active roles in organizations and associations which work for the dissemination of historical knowledge and contribute to society at large.

### Programme Outcome:

The students who complete three years of full-time study of an undergraduate programme in History will be awarded a Bachelor's degree. Some of the desirable learning outcomes which they should be able to demonstrate on completion of a Bachelor's degree will include the following:

The students will acquire knowledge in the fields of social sciences, literature and humanities which will make them sensitive and sensible human beings. They will be acquainted with the social, economic, historical, geographical, political, ideological and philosophical traditions and thinking. The program also empowers the graduates to appear for various competitive examinations. With a clear understanding of the past, they will evolve as responsible citizens.

### Evaluation:

Each course is evaluated on 50 marks divided in the following manner:

Internal Assessment- 10 marks.

2 marks x 5= 10 marks (short descriptive answers within 50 words).

5 marks x 4= 20 marks (within 100 words).

10 marks x 1= 10 marks (within 500 words).



**SEMESTER I**

Course Code	Course Title	Credit	Marks			No. of Hours		
			I.A.	ESE	Total	Lec.	Tu.	Pr.
APHST 101C- IA	History of Ancient India (Prehistoric Times to Fall of the Gupta Empire)	6	10	40	50	05	01	-
102 C-2A	Discipline-2	6	10	40	50	05	01	-
ACP103C- MIL-1	MIL-1 (Bengali/Sanskrit/Santali)	6	10	40	50	05	01	-
ACSH P 104AEC C-1	Environmental Studies	4	10	40	50	4	-	
<b>Total in Semester - I</b>		<b>22</b>	<b>40</b>	<b>160</b>	<b>200</b>	<b>19</b>	<b>03</b>	

**SEMESTER –II**

Course Code	Course Title	Credit	Marks			No. of Hours		
			I.A.	ESE	Total	Lec.	Tu.	Pr.
APHS T 201C -IB	History of Medieval India: 1206-1707	6	10	40	50	05	01	
202 C-2B	Discipline-2	6	10	40	50	05	01	
ACP 203C-E- 1	English-1	6	10	40	50	05	01	
ACSH P 204AE CC-2	English/MIL	2	10	40	50	2	-	
<b>Total in Semester - II</b>		<b>20</b>	<b>40</b>	<b>160</b>	<b>200</b>	<b>17</b>	<b>03</b>	

**SEMESTER III**

Course Code	Course Title	Credit	Marks			No. of Hours		
			I.A.	ESE	Total	Lec.	Tu.	Pr.
APHST 301C /- 1C	History of Modern India (1757-1947)	6	10	40	50	05	01	
302C-2C	Discipline-2	6	10	40	50	05	01	
ACP 303C - MIL- 2	MIL-2 (Bengali/Sanskrit/Santali)	6	10	40	50	05	01	
APHST 305SEC- 1	Historical Tourism: Theory & Practice	2	10	40	50	2	-	
<b>Total in Semester - III</b>		<b>20</b>	<b>40</b>	<b>160</b>	<b>200</b>	<b>17</b>	<b>3</b>	

**SEMESTER – IV**

Course Code	Course Title	Credit	Marks			No. of Hours		
			I.A.	ESE	Total	Lec.	Tu.	Pr.
APHST 401C- 1D	Making of Postcolonial India 1947-1977	6	10	40	50	05	01	
402C- 2D	Discipline-2	6	10	40	50	05	01	
APCP 403C- E-2	ENG-2	6	10	40	50	05	01	
APHST 405SEC- 2	Museum & Archives in India.	2	10	40	50	2	-	
<b>Total in Semester - IV</b>		<b>20</b>	<b>40</b>	<b>160</b>	<b>200</b>	<b>17</b>	<b>3</b>	

**SEMESTER – V**

Course Code	Course Title	Credit	Marks			No. of Hours		
			I.A.	ESE	Total	Lec.	Tu.	Pr.
APHST 501DSE - 1A	History of Modern Europe (c. 1870 to c. 1945)	6	10	40	50	05	01	
502DSE - 2A	Discipline-2	6	10	40	50	05	01	
APHS T 503GE- 1	Women's Studies in India. (For Other Disciplines)	6	10	40	50	05	01	
APHST 504SEC- 3	Documentation & Visual Culture.	2	10	40	50	2		
<b>Total in Semester – V</b>		<b>20</b>	<b>40</b>	<b>160</b>	<b>200</b>	<b>17</b>	<b>3</b>	

**SEMESTER – VI**

Course Code	Course Title	Credit	Marks			No. of Hours		
			I.A.	ESE	Total	Lec.	Tu.	Pr.
APHST 601DSE - 1B	History of South-West Bengal (1740-1947)	6	10	40	50	05	01	
602DSE - 2B	Discipline-2	6	10	40	50	05	01	
APHST 603GE- 2	Gender and Education in India (For other Disciplines)	6	10	40	50	05	01	
APHST 604SEC- 4	An Introduction to Archaeology.	2	10	40	50			60
<b>Total in Semester – VI</b>		<b>20</b>	<b>40</b>	<b>160</b>	<b>200</b>	<b>225</b>	<b>45</b>	<b>60</b>

AP= Arts Programme / Pass, ACP= Arts Commerce Pass, ACSHP= Arts Commerce Science Honours Pass, HST= History, C= Core Course, E= English, MIL= Modern Indian Language, AECC= Ability Enhancement Compulsory, SEC= Skill Enhancement Course, GE= Generic Elective, DSE= Discipline Specific Elective, IA= Internal Assessment, ESE= End-Semester Examination, Lec.= Lecture, Tu.= Tutorial, and Pr.=Practical



**Bankura University**  
**Syllabus**  
**B.A. Programme in History**

**Structure**

**SEM -I**

1. Core Course in English/Modern Indian Language I (MIL-I)
2. DSC IA- History of Ancient India (Prehistoric Times to Fall of the Gupta Empire)
3. DSC IIA:- From Some Other Discipline.
4. AECC (Ability Enhancement Core Course)- Environmental Studies

**SEM-II**

1. Core Course in Modern Indian Language (MIL)/ English-I
2. DSC IB-History of Medieval India: 1206-1707
3. DSC IIB:- From Some Other Discipline.
4. AECC (Ability Enhancement Core Course)- Environmental Studies

**SEM-III**

1. Core Course in English/Modern Indian Language I (MIL-II)
2. DSC IC- History of Modern India (1757-1947)
3. DSC IIC:- From Some Other Discipline.
4. Skill Enhancement Course I- Historical Tourism: Theory & Practice

**SEM-IV**

1. Core Course in Modern Indian Language (MIL)/ English-II
2. DSC ID- Making of Postcolonial India, 1947-1977
3. DSC IID:- From Some Other Discipline.
4. Skill Enhancement Course II- Museum & Archives in India.

**SEM-V**

1. DSE IA (Discipline Specific Elective)- History of Modern Europe (c. 1870 to c. 1945)
2. DSE IIA (Discipline Specific Elective) - From Some Other Discipline.
3. Generic Elective I (Inter-Disciplinary):- Women's Studies in India.
4. Skill Enhancement Course III- Documentation & Visual Culture.

**SEM-VI**

1. DSE IB (Discipline Specific Elective)- History of South-West Bengal (1740-1947)
2. DSE IIB (Discipline Specific Elective)- From Some Other Discipline.
3. Generic Elective II (Inter-Disciplinary):- Gender and Education in India.
4. Skill Enhancement Course IV- An Introduction to Archaeology.





**Detailed Syllabus**  
**B.A. History Programme**

**SEM 1**

**1. Core Course in English/Modern Indian Language I (MIL-I)**

**DSC IA- History of Ancient India (Prehistoric Times to Fall of the Gupta Empire)**

**Objectives:**

This course critically introduces the notions of prehistory, proto-history and deals with the major political events till the fall of Gupta Empire. It aims at giving a fair idea about the different sources and the changing interpretations of ancient Indian history.

**Outcome:**

After completing this course students are expected to have a fair understanding of the sources for studying ancient Indian history. They will be able to comprehend the changes in social, political, economic and cultural scenario during this period.

**Evaluation:**

Internal Assessment- 10 marks.

2 marks x 5= 10 marks (short descriptive answers within 50 words).

5 marks x 4= 20 marks (within 100 words).

10 marks x 1= 10 marks (within 500 words).

**Module-I:** Sources of Ancient Indian History (up to Gupta era)- Archaeological and Literary, Epigraphy, Numismatics; Geographical characteristics of India; Evolution and uses of stone industries and other technological developments.

Concept of the Paleolithic, Mesolithic Neolithic, Chalcolithic Culture; Understanding the Complexities of its beginning.

**Module-II:** Proto history: Harappan Civilisation- Origin, antiquity, extent, general features, decline-Neolithic-Chalcolithic Cultures in non-Harappan India.

**Module-III:** Vedic Civilisation- a. Original homeland of the Aryans; Vedic literature; transition from pastoralist to agrarian society. Expansion of Aryans; Aryan Polity, Society; *Varna system* and position of Women; Economy; Religion.

**Module IV:** State formation in Early India- Mahajanapadas; Rise of Magadha; Religious Protest Movements; Mauryan Imperialism- Polity, Society, Administration; Asokan 'Dhamma'; Art & Architecture; Mauryan Decline.



**Module-V:** Northern India after the Mauryas: Sungas; Rise of Regional Powers; Satavahanas; Saka Satrapas; Pahalavas; Kusanas-Polity, Economy, Religion, Indo-Roman Trade.

**Module-VI:** Post Mauryan Developments (c. 200 B.C. – c. 300 A.D.)- Bactrian Greeks; Tamil Chieftaincies- Chera, Chola, Pandya, Sangam Age- Polity, Economy, Society, Religion and Culture; Land grants and Agricultural Expansion; Urban Growth; Craft Production; Trade and trade Routes; Coinage and Currency.

**Module-VII:** Age of the Imperial Guptas: From Chandragupta I to Skandagupta Administration; Economy; Society; Religion; Art & Architecture; Gupta Decline; Vakatakas; Kadambas.

### Suggested Readings:-

Agrawal, D.P., *The Archaeology of India*, Select Book Service, 2021.

Allchin, Bridget and Raymond, *The Rise of Civilization in India and Pakistan*, Cambridge University Press, 1982.

Basham, A.L., *The Wonder that was India*, Picador, 2004.

Bhattacharjee, Sukumari, *Women and Society in Ancient India*, Basumati Corporation, 1994.

Chakrabarti, D.K., *The Archaeology of Ancient Indian Cities*, OUP India, 1998.

Chakrabarti, D.K., *The Oxford Companion to Indian Archaeology*, Oxford, 2006

Chakrabarty, Ranabir, *Exploring Early India up to A.D. 1300*, Primus Books, 2016.

Champakalakshmi, R., *Trade, Ideology and urbanization: South India 300 BC- AD 1300*, Oxford India, 1996.

Chakravarti, Uma, *The Social Dimensions of Early Buddhism*. Munshiram Manoharlal, 1997.

Chattopadhyaya, B.D., *The Making of Early Medieval India*, Oxford, 2012.

Gurukkal, Rajan, *Social Formations of Early South India*, Oxford, 2010.

Habib, Irfan (General Editor), *A Peoples History of India*. (a) Vol. I –Pre History.

(b) Vol. II –The Indus Civilization.

(c) Vol. III -- The Vedic Age.

(d) Vol. IV –The Mauryas.

Jha, D.N., *Ancient India in Historical Outline*, Manohar, 4<sup>th</sup> Edition, 2020.

Jha, D.N., *Early India: a Concise History*, Manohar, 2005.

Kosambi, D.D., *An Introduction to the Study of Indian History*, Sage Pub., 2016.



Majumdar, R.C. (ed.), *The History of Bengal*, Vol. 1 & 2, B.R. Pub., 2017.

Raychaudhuri, H.C., *Political History of Ancient India*, Rev. ed. With Commentary by B. N. Mukherjee, 1996.

Sastri, K.A.N (ed)., *History of South India*, OUP, 1966.

Sharma, R.S., *Indian Feudalism*, Laxmi Pub., Third Edition, 2019

Sharma, R.S., *India's Ancient Past*, New Delhi, Oxford India, 2006

Sharma, R.S., *Material Culture and Social Formations in Ancient India*, Macmillan, 2007.

Sharma, R.S., *Looking for the Aryans*, Delhi, Orient BlackSwan, 1995.

Singh, Upinder, *A History of Ancient and Early Medieval India*, Pearson, 2008.

Thapar, Romila, *Early India from the Origins to 1300*, London, 2002

**SEM-II****1. DSC IB- History of Medieval India, 1206-1707****Objectives:**

This course deals with the history of India during the Sultanate and the Mughal periods, focusing on the complex and dynamic political, economic and social changes which became an integral part of the ideological basis of cultural integration and assimilation.

**Outcome:**

The course will help the students to come to terms with the major developments during the Turko-Afghan and Mughal periods and will also focus on the growth of the regional powers during this time.

**Evaluation:**

Internal Assessment- 10 marks.

2 marks x 5= 10 marks (short descriptive answers within 50 words).

5 marks x 4= 20 marks (within 100 words).

10 marks x 1= 10 marks (within 500 words).

**Module-I:** Delhi Sultanate: Historiography and Sources; Ziauddin Barani, Amir Khasrau, Ibn Batuta, Establishment and Consolidation of the Sultanate- Slave Dynasty: Qutb-ud-din Aibek; Iltutmish, Razia; Balban: theory of Kingship, Khaljis: Khalji Revolution, Allauddin Khalji, policy of expansion, Rationing and Marketing system, Deccan policy, Theocratic state Policy, Tughluqs: Mahammad bin Tughlaq : his economic and political experiments and Firoz Shah Tughlaq.

**Module-II:** Disintegration of the Delhi Sultanate; Administrative system and Military Organizations of Delhi Sultanate; Iqta System; Mongol Threat and Impact of Timur's Invasion; The rise of Bhakti movement and Sufism, The Lodis and the Battle of Panipat.

**Module-III:** Provincial Kingdoms: a. Bengal under the Delhi Sultanate- The Rule of the Ilias Shahi Dynasty and the Hussain Shahi Dynasty with special reference to society, economy and culture of the Bengal. b. South India: Vijaynagar: Krishnadev Roy : Society, Economy and Culture, and Bahamani ( Mamud Gawan ), Battle of talikota.

**Module IV:** The Mughals; Historiography and sources; The coming of the Mughals: Foundation of Mughal Empire by Babur, Humayun struggle for empire, The Afghan threat and Rise of Sher Shah, Administrative reforms of Sher shah, Akbar : nature of his conquests, Rajput Policy of Akbar, Mansabdari System, Jagir System Religious Policy (Din-I-Ilahi), Revenue System ( Zabt sytem ), Consolidation of South India, Jahangir, Nurjahan Zunta and politics of Mughal court, Shajahan and his expansionist policy, Debate on Golden Age, Aurangzeb- tradition and the break in the policy of expansionism, Religious Policy, Deccan Crisis, Disintegration of Mughal Empire.



**Module V:** The rise of the Marathas (Shivaji), Administrative reforms, conflict with the Mughals, Revenue system (Chauth and Sardeshai ).

**Module VI:** Society, Economy and Culture in North India:- Agricultural Production; Technology; Revenue System. Trade (Internal and Overseas), Urbanization; Agrarian Revolt and Resistance (Jat, Bundela, Satnami etc), Art, Architecture and Paintings.

**Suggested Readings:**

R.S. Sharma and K.M. Shrimali, eds, *Comprehensive History of India*, Vol. IV (A & B), Manohar, 2008.

Mohammad Habib and K.A. Nizami, eds, *Comprehensive History of India*, Vol. V, *The Delhi Sultanate*, People's Pub., 1993.

Hermann Kulke, (ed.), *The State in India (AD 1000 - AD 1700)*, OUP, 1995.

N. Karashima, *South Indian History and Society (Studies from Inscriptions, AD 850 - 1800)*, OUP, 1984.

Derryl N. Maclean, *Religion and Society in Arab Sindh*, Brill, 1989.

Irfan Habib, *Medieval India: The Study of a Civilization*, National Book Trust, 2008.

Richard Davis, *Lives of Indian Images*, Motilal Banarsidaas, 2<sup>nd</sup> edn., 1999.

Romila Thapar, *Somanatha: The Many Voices of a History*, Penguin India, 2008.

John S. Deyell, *Living Without Silver: The Monetary History of Early Medieval North India*, OUP, 1999.

Vijaya Ramaswamy, *Walking Naked: Women, Society, and Spirituality in South India*, Indian Institute of Advanced Study, 2007.

Burton Stein, *Peasant, State and Society in Medieval South India*, Oxford, 1995.

R. Champakalakshmi, *Trade, Ideology and Urbanization: South India, 300 BC to 1300 AD.*, OUP, 1999.

Al. Beruni's *India*, NBT edition., Ali Hujwiri, Kashful Mahjoob, tr. R.Nicholson.

S C Mishra, *Rise of Muslim Communities in Gujarat*, Munshiram Manoharlal, 1995.

J. Schwartzberg, *Historical Atlas of South Asia*.

Satish Chandra, *Medieval India*, Orient BlackSwan, 2007.

Peter Jackson, *The Delhi Sultanate*, Cambridge University Press, 2003.

Catherine Asher and Cynthia Talbot, *India Before Europe*, Cambridge University Press, 2008.

Tapan Raychaudhuri and Irfan Habib, eds, *Cambridge Economic History of India*, Vol.



- I., Cambridge University Press, 1982.
- K.A. Nizami, Religion and Politics in the Thirteenth Century, OUP, 2002.
- S.A.A. Rizvi, A History of Sufism in India, Vol. I.,
- Mohibul Hasan, Historians of Medieval India. Aakar Books, 2018.
- Simon Digby, War Horse and Elephants in the Delhi Sultanate, Orient Monographs, 1973.
- I.H. Siddiqui, Some Aspects of Afghan Despotism, Three Men Pub., 1969.
- Burton Stein, New Cambridge History of India: Vijayanagara, Cambridge University Press.
- Richard M. Eaton, ed., India's Islamic Traditions 711-1750, OUP, 2006.
- Sheldon Pollock, Languages of the Gods in the World of Men.
- Pushpa Prasad, Sanskrit Inscriptions of the Delhi Sultanate, UOC Press, 2006.
- Andre Wink, Al-Hind, Vols. I-III, Primus Book, 2015.
- Ali, M.A: *The Apparatus of Empire: Awards of ranks offices and Titles to the Mughal Nobility 1574-1658*, Agra, 1985.

#### **Suggested Readings for the Mughals:**

- Alam, Muzaffar, The Crisis of Empire in Mughal North India, OUP, 2001.
- Alam, Muzaffar and Sanjay Subramanian, eds, The Mughal State, 1526 - 1750.
- Ali, Athar, M: *The Mughal Nobility under Aurangzeb*, OUP, Delhi, 1997.
- Arsaratnam, S., Maritime India in the Seventeenth Century, OUP, 1996.
- Asher, Catherine, Architecture of Mughal India, Cambridge University Press, 2011.
- Aziz Abdul : *The Mansabdari System and the Mughal Army*, London, 1945.
- Beach, Milo, Mughal and Rajput Paintings, Cambridge University Press, 1992.
- Chandra, Satish, Parties and Politics at the Mughal Court, Har-Anand Pub. Pvt. Ltd., 2017.
- Dasgupta, Ashin, Indian Merchants and the Decline of Surat, 1700 –1750, South Asia Books, 1994.
- Dirk Kolff, H.A. : *Naukas, Rajput and Sepoy – The Ethno-history of the Military LabourMarket in Hindustan 1450-1850*, Cambridge, 1990.
- Eaton R M: *The Rise of Islam and the Bengal Frontier, 1204-1760*, University of California Press, California, 1994.
- Eaton, R M ed. : *India's Islamic Traditions*, Oxford, 2006.
- Farhat Hasan, *State and Locality in Mughal India: Power Relations in Western*



- India, c. 1572-1730* (Cambridge, 2005), chapter V.
- Frykenberg R E ed.: *Delhi Through Ages, Selected Essays in Urban History, Culture and Society*.
- Gavin Hambly (ed.), *Women, Patronage and Self-representation in Islamic Societies*, State University of New York Press, Albany, 2000.
- Gordon, Stewart, *The Marathas 1600 – 1818*, Cambridge University Press, 1993.
- Habib, Irfan, *Agrarian System of Mughal India, 1556-1707*, OUP, 2013.
- Habib, Irfan : *An Atlas of the Mughal Empire. Political and Economic Maps with Detailed Notes, Bibliography and Index*, OUP, New Delhi, 1982.
- Habib, Irfan : *Medieval India I Researches in the History of India 1200-1750*, Oxford, Bombay, 1992.
- Hamid Qalandar : *Khair-ul-Majalis*, ed. by K.A.Nizami, Aligarh, 1959.
- Hasan, S. Nurul, *Religion, State, and Society in Medieval India*, Oxford, 2008.
- Husain, Iqbal, *Ruhela Cheiftancies in 18th Century India*, OUP, 1994.
- Isami, : *Futuh-us-Salatin* ed by A.S. Usha, Madras, 1948.
- Khan Iqtidar Alam, 'The Middle Classes in the Mughal Empire' , Presidential Address to the Medieval Section, *Proceedings of the Indian History Congress*, 36th Session, Aligarh, 1975, pp.113-41.
- Koch, Ebba, *Mughal Art and Imperial Ideology*, OUP, 2001.
- Malik, Z.U., *The Reign of Muhammad Shah*, Asia Publishing House, 1977.
- Minhaj-i Siraj al-Jazjani : *Tabaqat-i-Nasiri* ed by Abdul Hai Habibi, Kabul, 1342.
- Mukhia, Harbans, *The Mughals of India*, Wiley India Pvt. Ltd., 2008.
- Naqvi H K : *Agricultural, Industrial and Urban Dynamism under the Sultans of Delhi*.
- Nigam, S.B.P. : *Nobility under the Sultans of Delhi* New Delhi, 1967.
- Paul Jackson, S.J. : *The way of a Sufi : Sharafuddin Maneri*, Idazah-i-Adabiyat-i-Delhi, Delhi, 1987.
- Qanungo, K.R., *Dara Shikoh*, M.C. Sarkar & Sons., 1935.
- Raychaudhuri, Tapan: *Bengal under Akbar and Jahangir: An Introductory Study in Social History*, Munshiram Manoharlal Pub., Delhi, 1966.
- Richards, J.F., *Mughal Administration in Golconda*, OUP, 1975.
- Rizvi, S.A.A., *Muslim Revivalist Movements in Northern India*, Munshiram Manoharlal Pub., 1993.
- Sarkar, J.N.(ed) : *The History of Bengal : Muslim Period 1200-1757*, B.R. Pub., Patna, 1977.



Shams Siraj Afif : *Tarikh-i-Firoz Shahi*, ed. by Walayat Hussain, Calcutta 1891.

Siddiqui, I.H. : ‘The Afghans and Their Emergence in India as Ruling Elite during the Sultanate period’, *Central Asiatic Journal* Wiesbaden, 1982, Vol-26, Nos. 3-4.

Siddiqui, I.H. : ‘The Afghans and Their Emergence in India as Ruling Elite during the Sultanate period’, *Central Asiatic Journal* Wiesbaden, 1982, Vol-26, Nos. 3-4.

Siddiqui, I.H. : ‘The Nobility under the Khalji Sultans’ *Islamic Culture* Hyderabad, 1963.

Srivastava, A.L. : *The Sultanate of Delhi 711-1526*, Agra, 1959.

Wink, Andrew, *Land and Sovereignty in India*, Cambridge University Press, 2007.

Ziauddin Barani, *Tarik-i-Firuz Shahi*, Calcutta, 1862.



**SEM-III****5. DSC IC- History of Modern India (1757-1947)**

**Objectives:** The course will present the important event of the battle of Plassey and later, the battle of Buxar, which marked the beginning of the transition of English East India Company from being a mere British trading outpost to becoming a political power. The course will move on to the history of the establishment of the Indian National Congress, the announcement of the Partition of Bengal, the Gandhian movements, and the development of different strands of anti-colonial sentiments leading up to the events of 1947.

**Outcome:**

The course gives students a comprehensive idea about the history the Company's attainment of the Diwani of Bengal, Bihar and Orissa, the involvement of the British in governance, the defeat of the Marathas and the crystallization of nationalist sentiments that led to the foundation of Indian National Congress. It sheds light on the development of various forms of struggles for freedom, resulting in the attainment of independence.

**Evaluation:**

Internal Assessment- 10 marks.

2 marks x 5= 10 marks (short descriptive answers within 50 words).

5 marks x 4= 20 marks (within 100 words).

10 marks x 1= 10 marks (within 500 words).

**Module-I:** Understanding Modern India- Concepts; Terminologies and Approaches. English East India Company's Territorial Expansion in India-Plassy Plunder. Diwani, The Colonial States and Its Administration:- Legislations from the Regulating Act to the Queen's Proclamation.

**Module-II:** Colonial Economic and Social Policies-Economic Policies:- Permanent Settlement; Ryotwari and Mahalwari; Social Policies:- Education; Social Reform Movements- Prarthana Samaj, Arya Samaj, Satya Sadhok Samaj, Theosophical Society, Wahabi Movement, Aligarh Movement; Social Legislation.

**Module-III:** Peasant and Tribal Response to Colonial Rule-Santal Rebellion and the Great Revolt of 1857; Early Phase of the Indian Freedom Movement:- Birth of Indian National Congress; Moderates and Extremists; Partition of Bengal and Swadeshi Movement. Muslim League; Morley-Minto Reforms; Lucknow Pact;

**Module-IV:** The Gandhian Era - Gandhi's Advent in Indian Politics and Early Movements-Rowlatt Satyagraha; Montague-Chelmsford Reforms; Khilafat and Non-Cooperation Movement; Swarajya Party; Nehru Report; Civil Disobedience Movement; Communal Award; Quit India Movement; Subhas Chandra Bose and INA.

**Module-V:** Pre-War Political Developments to the Partition:- Government of India Act 1935 and the Working of the Provincial Ministries; Cripps Mission; The Wavell Plan; Cabinet Mission; RIN and Naval Revolt, INA Trials; Demand for Pakistan; Transfer of Power, Partition and Independence.

**Suggested Readings:-**

C. A. Bayly, Indian Society and the Making of the British Empire, New Cambridge History of India, 1990.

Bipan Chandra, Rise and Growth of Economic Nationalism in India, Anamika Publishers & Distributors Pvt.Ltd, 2016.

Suhash Chakravarty, The Raj Syndrome: A Study in Imperial Perceptions, New Century Publications, 2003.

J.S. Grewal, The Sikhs of the Punjab, New Cambridge History of India, 1998.

Ranajit Guha, ed., A Subaltern Studies Reader, OUP, 2000.

Dharma Kumar and Tapan Raychaudhuri, eds., The Cambridge Economic History of India, Vol. II.

P.J. Marshall, Bengal: The British Bridgehead, New Cambridge History of India, 2006.

R.C. Majumdar, ed., History and Culture of Indian People, Vols. IX and X. British Paramountcy and Indian Renaissance, Cambridge, 1996.

Rajat K. Ray, ed., Entrepreneurship and Industry in India, 1800-1947, Oxford In India Readings, 1992.

Eric Stokes, English Utilitarians and India, Hassell Street Press, 2021.

David Arnold and Ramchandra Guha, eds, Nature, Culture and Imperialism, Oxford, 1998.

Amiya Bagchi, Private Investment in India, Cambridge University Press, 2007.

Bipan Chandra, K.N. Panikkar, Mridula Mukherjee, Sucheta Mahajan and Aditya Mukherjee, India's Struggles for Independence, Penguin Random House India, 2016.

A.R. Desai, Peasant Struggles in India, OUP, 1979.

R.P. Dutt, India today, Read Books, 2008.

M.J. Fisher, ed., Politics of Annexation, Oxford in India Readings, 1997.

Ranajit Guha, Elementary Aspects of Peasant Insurgency in Colonial India, OUP, 1983.

P.C. Joshi, Rebellion 1857: A Symposium, People's Publishing House, 1957.

J.Krishnamurti, Women in Colonial India, Oxford India, 1999.

Dadabhai Naroji, Poverty and Un-British Rule in India, Arjun Publishing House, New Edn., 2019.

Judith Brown, Gandhi's rise to Power, 1915-22, Cambridge University Press, 1974.

Paul Brass, The Politics of India Since Independence, OUP, 1990.

Bipan Chandra, Nationalism and Colonialism in Modern India, OUP, 1979.

Bipan Chandra, Rise and Growth of Economic Nationalism in India, Anamika Pub. & Distributors, 2016.

Mohandas K. Gandhi, An Autobiography or The Story of My Experiments with Truth, Fingerprint Pub., 2019.



- Peter Hardy, *Muslims of British India*, Cambridge University Press, 1972.
- Mushirul Hasan, ed., *India's Partition*, Oxford in India Readings, 2000.
- D.A. Low, ed., *Congress and the Raj*, Palgrave Macmillan, 1976
- John R. McLane, *Indian Nationalism and the Early Congress*, Princeton University Press, 2015.
- Jawaharlal Nehru, *An Autobiography*, Penguin, 2004.
- Gyanendra Pandey, *The Construction of Communalism in colonialnorth India*, OUP, 2012.
- Sumit Sarkar, *Modern India, 1885-1947*, Pearson 2014.
- Anil Seal, *Emergence of Indian Nationalism*, Cambridge University Press, 1971.
- Eleanor Zelliot, *From Untouchable to Dalit: Essays on the AmbedkarMovement*, Manohar, 1992.
- Judith Brown, *Gandhi: A Prisoner of Hope*, Yale University Press, 1991.
- A.R. Desai, *Social Background of Indian Nationalism*, Sage, 2016.
- Francine Frankel, *India's Political Economy, 1947-77*, OUP, 2006.
- Ranjit Guha, and G.C. Spivak, eds. *Select Subaltern Studies*.
- Charles Heimsath, *Indian Nationalism and Hindu Social Reform*, Princeton University Press, 2015.
- F. Hutchins, *Illusion of Permanence*, Princeton University Press, 2015.
- V.C. Joshi (ed.), *Rammohan Roy and the process of Modernization in India*, Penguin India, 200.
- J.Krishnamurti, *Women in Colonial India*, OUP, 1919.
- Paul Brass, *The Politics of India Since Independence*, Cambridge: Cambridge University Press, 1994.
- Ram Chandra Guha, *India afterGandhi: The History of the World's Largest Democracy*, New Delhi:Picador, 2007
- Bipan Chandra, et al (ed) *India after Independence*, New Delhi:Penguin Books, 1999



**Skill Enhancement Course I-  
Historical Tourism: Theory & Practice:**

**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.

**Outcome:**

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.

**Evaluation:**

Internal Assessment- 10 marks.

2 marks x 5= 10 marks (short descriptive answers within 50 words).

5 marks x 4= 20 marks (within 100 words).

10 marks x 1= 10 marks (within 500 words).

**Module I.** Defining Heritage, Understanding Built Heritage

**Module II.** Art & Architecture in India: An overview

**Module III.** Ancient Indian Architecture; Stupa Architecture, Temple Architecture etc.

**Module IV.** Indo-Persian Architecture; Forts, Palaces, Mosques

**Module V.** Colonial Architecture, Present day structures

**Module VI.** Field Work: Visit to historical sites & Museums & conducting research

**Module VII.** Modalities of conducting tourism

**Suggested Readings:**

Sunil Kumar, The Present in Delhi's Past, Delhi, Gyan Publishing House, 2002

Peter Howard, Heritage: Management, Interpretation, Identity, and London, 2003

V.S Agarwal, Indian Art, Varanasi, Prithvi Prakasahan, 1972

Percy Brown, Indian Architecture, Bombay, D. B. Taraporevala Sons & Co, 1940

James Harle, The Art & Architecture of the Indian Subcontinent, Harmondsworth, Penguin, 1988

S.K.Bhowmik, Heritage Management: Care, Understanding & Appreciation of Cultural Heritage, Jaipur, 2004.



## SEM – 4

**DSC ID- Making of Postcolonial India 1947-1977****Objectives:**

The course provides various perspectives on India's evolving political, economic and cultural situations from 1950-1970s and traces the dynamics of change in contemporary India. The course seeks to familiarize students with the trajectory of growth of the Indian state, politics and economy and the shaping of the Indian public following the country's independence in 1947.

**Outcome:**

Students will be able to comprehend wide ranging topics of compelling contemporary interest in the context of India from the 1950s to the 1970s since various themes and debates of the period have been adequately covered

**Evaluation:**

Internal Assessment- 10 marks.

2 marks x 5= 10 marks (short descriptive answers within 50 words).

5 marks x 4= 20 marks (within 100 words).

10 marks x 1= 10 marks (within 500 words).

**Module I:** Independence and Emergence of New State: Coming of refugees, policy of rehabilitation

**Module II:** Nehruvian Era-1947-1964: Integration of Princely States, The New Constitution; Fundamental Rights and Duties, Growth of Parliamentary Democracy; 5 Years Plan; Formation of States on Linguistic basis, Non- Alignment Movement

**Module III:** Challenge to Congress rule: J.P. Movement in Bihar, Coming of the United Front (1967) in West Bengal, Indira Gandhi and the Emergency

**Module IV:** Society and Culture: Hindu Code Bill, IPTA, and Doordarshan

**Suggested Readings:**

Bipan Chandra, et al (ed) *India after Independence*, New Delhi: Penguin Books, 1999

Appadurai, *Domestic Roots of India's Foreign Policy 1947-1972*, New Delhi, Oxford University Press, 1979

Rajni Kothari, *Politics in India*, New Delhi, Orient Longman, 1970

Joya Chatterji, *The Spoils of Partition: Bengal and India, 1947-67*, Cambridge, Cambridge University Press, 2007

Sunil Khilnani, *The Idea of India*, Penguin Books, New Delhi, 2004

Guha, Ramachandra, *India After Gandhi; The History of the World's Largest Democracy*, India, Harper Collins, 2007 (Ecco Reprint Edition, 2008)

Karlekar, Hiranmay, *Independent India; the First Fifty Years*, India, Oxford University Press, 1999

Paul Brass, *The Politics of India Since Independence*, OUP, 1990.



## **Skill Enhancement Course II- Museum & Archives in India:-**

### **Objectives:**

The course will teach students about the importance of the accumulation of historical records over the course of an individual or organisation's lifetime and the ways of displaying the historical, artistic and cultural resources of a country.

### **Outcome:**

It will help the students to learn about the practice of organizing, preserving and utilizing objects preserved in the archives and museums in a methodical way.

### **Evaluation:**

Internal Assessment- 10 marks.

2 marks x 5= 10 marks (short descriptive answers within 50 words).

5 marks x 4= 20 marks (within 100 words).

10 marks x 1= 10 marks (within 500 words).

**Module I.** Types of archives and museum: 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 documentation: accessioning, indexing, cataloguing, digital documentation and de-accessioning. Preservation: curatorial care, preventive conservation, chemical preservation and restoration.

**Module II.** A Brief Study of Museums and Archives: Louvre Museum, Paris. British Museum, London, Museum of Natural History, New York, Indian Museum, Kolkata, Salar Jung Museum, Hyderabad, Hazarduari Museum, Murshidabad, Acharya Jogesh Chandra Purakirti Bhaban, Bishnupur, The National Archives of India, New Delhi, West Bengal State Archives, Kolkata, The *International Council of Museums*, (ICOM), The International Council on Archives (ICA).

**Module III.** Museums, Archives and Society: Education and Communication, Outreach Activities; Presentation and Exhibition.

### **Suggested Readings:**

Nigam, Mohan Lal, *Fundamentals of Museology*, Hyderabad, Navahind Prakashan, 1966  
Sivaramurti, C., *Directory of Museums in India*, New Delhi, Ministry of Scientific Research & Cultural Affairs, 1959

Ambrose, Timothy & Paine, Crispin, *Museum Basics; The International Handbook*, London, Routledge, 2018

Dean, David & Edson, Gary, *The Handbook for Museums*, London, Routledge, 1<sup>st</sup> Edition, 1994

Gray, Clive & McCall, Vikki, *The Role of Today's Museum*, London, Routledge, 2020

Agarwal, Usha, *Museums of India; A Directory*, New Delhi, Aryan Books International, 2013

Morley Grace, Dwivedi Vinod P. & Pant, G.N., *Museums and Museology: New Horizons; Essays in Honour of Dr. Grace Morley on Her 80<sup>th</sup> Birthday*, New Delhi, Agam Kala Prakashan, 1980

Baxi, Smita J., and Dwivedi Vinod P., *Modern Museums; Organisation and Practice in India*, Abhinav Publications, Delhi, 1973



Dhawan Shashi (Ed.), *Recent Trends in Conservation of Art Heritage*, Agam Kala Prakashan, New Delhi, 1996

Roy Choudhury, Anil, *Art Museum Documentation and Practical Handling*, India, Choudhary and Choudhary, 1963

De Sarkar, Gopi, *Kolkatar Sangrahalay* (Bengali), Kolkata, Information and Public Relation Department, Kolkata Municipal Corporation, 2013

Conservation of Cultural property in India, Annual Journal of IASC, New Delhi

**Archives:**

Ridener, John, *From Folders to Post Modernism: A Concise History of Archival Theory*, California, Litwin Books, LLC, 2009

Basu, Purnendu, *Archives and Records; What Are They?* New Delhi, National Archives of India, 1961

Gupta, Mohit, *Archives and Records Management*, New Delhi, Global India Publications Private Ltd., 2008

Brown, Caroline Ed., *Archives and Recordkeeping; Theory into Practice*, London, Facet Publishing, 2014

Gupta, Madhu, *Archives and Records Management*, Delhi, Sumit Enterprises, 2009

Gracy, Karen F., Ed., *Emerging Trends in Archival Science*, Rowman & Littlefield, Lanham, Maryland, USA, 2018

Millar, Laura, *Archives; Principles and Practices*, London, Facet Publishing, 2010, (Principles and Practice in Records Management and Archives, Series Editor Geoffrey Yeo)





## SEM-V

**DSE IA (Discipline Specific Elective)-  
History of Modern Europe (c. 1870 to c. 1945)****Objectives:**

The purpose of this course is to introduce students to the different historical aspects of Modern Europe. This course broadly deals with various socio-political currents that spread over the continent between the 19th and early 20th centuries. The gradual emergence of 'liberal' and 'modern' ideals in various regions along with working-class movements are critically assessed. The course deals with the concept 'Nationalism' and formation of sovereign states including the 'Bolshevik Revolution' in Tsarist Russia. The spread of imperialism and crisis across regions leading to the devastating First World War are examined. It is followed by a critical analysis of Fascist Italy and Nazi Germany along with different cultural and intellectual developments.

**Outcome:**

Students will understand how ideas and historical events and processes are reciprocal. Students will get a good idea of history of the twentieth century Europe and world and develop a knowledge how the modern world has shaped up.

**Evaluation:**

Internal Assessment- 10 marks.

2 marks x 5= 10 marks (short descriptive answers within 50 words).

5 marks x 4= 20 marks (within 100 words).

10 marks x 1= 10 marks (within 500 words).

**Module I:** Imperial Expansion- Bismarck's Diplomacy and a new balance of Power; Kaiser William II and *Welt politic*; New Course in the German Foreign Policy; the Eastern Question in Late Nineteenth Century and the Balkan Wars (1912-13); Colonial Rivalries and the Outbreak of the First World War.

**Module-II:** The Crisis of Feudalism in Russia and Experiments in Socialism: Emancipation of serfs. Russian Populism and Social Democracy. Revolution of 1905; the Bolshevik Revolution of 1917. Programme of Socialist Construction.

**Module III:** First World War and its Aftermath- Emergence of Two Armed Camps; the Peace Settlement of 1919; the League of Nations.

**Module IV:** Crisis in Europe: Fascism and Nazism- Rise of Fascism in Italy; Rise of Nazism in Germany; World Economic Depression; the Crisis of Inter-War European Order.

**Module V:** Outbreak of the Second World War-Germany's Aggressive Foreign Policy; the War Economy; Spanish Civil War; Mussolini's Foreign Policy and Abyssinian Crisis; Formation of the Rome-Berlin-Tokyo Axis.

**Module VI:** Second World War and the Quest for Peace- Outbreak of the Second World War; Course of the War.

**Suggested Readings:**

Gerald Brennan: *The Spanish Labyrinth: An Account of the Social and Political Background of the Civil War*, Cambridge University Press, 2014.

C.M. Cipolla: *Fontana Economic History of Europe, Volume III: The Industrial Revolution*, Fontana Press, 1973.

Norman Davies, *Europe: A History*, Harper Perennial, 1998.





- J. Evans: *The Foundations of a Modern State in 19th Century Europe*.
- T.S. Hamerow: *Restoration, Revolution, Reaction: Economics and Politics in Germany, 1815-1871*, Princeton University Press, 1966.
- E.J. Hobsbawm: *The Age of Revolution, 1789-1848*, Abacus, 1988.
- Lynn Hunt: *Politics, Culture and Class in the French Revolution*, University of California Press, 2004.
- James Joll, *Europe Since 1870: An International History*, Penguin, 1990.
- David S. Landes, *The Unbound Prometheus: Technological Change and Industrial Development in Western Europe from 1750 to the Present*, Cambridge University Press, 2003.
- Anthony Wood, *Europe, 1815-1960*, Longman, 1985.
- Stuart Woolf: *A History of Italy, 1700-1860*, Routledge, 1991.
- M. Perrot and G. Duby (Ed.): *A History of Women in the West*, Volumes 4,5, Harvard University Press, 1994.
- H.J. Hanham; *Nineteenth Century Constitution, 1815 – 1914*, Cambridge University Press, 1969.
- E.J. Hobsbawm, *Nations and Nationalism since 1780: Programme, Myth, Reality*, Cambridge University Press, 2012.
- Charles and Barbara Jelavich: *The Establishment of the Balkan National States, 1804-1920*, University of Washington Press, 1986.
- Jaon B. Landes: *Women and the Public Sphere in the Age of the French Revolution*, Cornell University Press, 1988.
- Dipak Mukhopadhyay, *Biswa Itihaser Prekkhapote Europe*, vol 1,2,3 , progressive publishers, 2021.
- Nicholas Mansergh: *The Irish Question, 1840 – 1921*, Routledge, 1965.
- K.O. Morgan, *The Oxford Illustrated History of Britain, Volume 3 (1789 –1983)*, OUP, 2009.
- R.P. Morgan, *The German Social Democrats and the First International: 1864–1872*, Cambridge University Press, 1965.
- N.V. Riasanovsky: *A History of Russia*, OUP, 2016.
- Lawrence Stone, *History and the Social Sciences in the Twentieth Century*, Vanderbilt University Press, 1977.
- Lawrence Stone, *The Past and the Present*, Routledge & Kegan Paul Books, 1981.
- H. Seton Watson: *The Russian Empire, 1801-1917*, Clarendon Press, 1988.
- Prafulla Kumar Chakrabarti, *Pharashi Biplab*, Bideshi Sahitya Prakash, Bengali Year 1362.
- Subhas Ranjan Chakrabarti, *Europor Itihas*, Paschim Banga Rajya Pustak Parsad, 1986.
- E.H.Carr, *International Relations between the Two World Wars 1919 -1939*, Macmillan, 1983.
- A. J. P. Taylor, *The Origins of the Second World War*, Penguin, 2001.

**Generic Elective I (Inter-Disciplinary):-  
Women's Studies in India:****Objectives:**

This course will introduce the concepts of gender and sex and therefore, engage with the social constructions of masculinity and femininity. It would also dwell on the way Women's Studies in India has evolved over the years. It addresses issues of intersectional identities of women in India.

**Outcome:**

The course historicizes the concepts of gender to better understand changes in the given social, political, legal and cultural paradigms in India over the years.

**Evaluation:**

Internal Assessment- 10 marks.

2 marks x 5= 10 marks (short descriptive answers within 50 words).

5 marks x 4= 20 marks (within 100 words).

10 marks x 1= 10 marks (within 500 words).

**Module-I:** Basic Concepts & Theories: Defining Gender and Sex; Patriarchy – Ideology & Practice; Relationship between Gender, Caste, Class, Religion & Politics; Masculinity and Femininity; Social Constructions of Gender.

**Module –II:** Emergence of Women's Studies in India: Objectives, Importance and Evolution.

**Module-III:** Gender & Social History: Family & Marriage; Women's Question in the 19th Century; Women's Movement in Colonial & Post-colonial India.

**Module-IV:** Gender, Law & Politics: Constitution of India and Women; Laws of Marriage and Divorce; Property Laws; Violence against Women & Preventive Laws.

**Module-V:** Gender, Development & Culture: Issues of Labour & Health; Access to Resources; Gender Audit.

**Suggested Readings:**

Judith Butler, *Gender Trouble*, London, Routledge, 1990.

Kamla Bhasin, *Understanding Gender*, New Delhi, Kali for Women, 2000.

Kamla Bhasin, *What is Patriarchy?* New Delhi, Kali for Women, 1993.

Madhu Vij et al, *Women's Studies in India: A journey of 25 Years*, Rawat, 2014.

Kumkum Sangari & Sudesh Vaid, *Recasting Women: Essays in Colonial History*, New Delhi, Kali for Women, 1989

Chakraborty, Nirmal & Chakraborty Shachi Eds., *Gender Justice*, Kolkata, R. Cambay & Co. Private Ltd., 2008

Borde, Constance & Malovany-Chevallier, Sheila Trans., Beauvoir, Simone De, *The Second Sex*, New York, Vintage, 2011

Geraldine Forbes, *Women in Modern India*, Cambridge University Press, 1996.

Nivedita Menon, Ed. *Gender and Politics in India*, OUP, 2001.

Ritu Menon and Kamla Bhashin, *Bodies and Boundaries: Women in India's Partition*, New Delhi, Kali for Women, 1998.

Samita Sen, *Women and Labour in Late-colonial India: The Bengal Jute Industry*, CUP, 1999.

Nita Kumar, *The Politics of Gender, Community and Modernity*, OUP, 2006.

Charu Gupta (ed.), *Gendering Colonial India*, Orient Blackswan, 2012.

Anshu Malhotra, *Gender, Caste and Religious Identities*, OUP, 2004.

Liddle, J. and Joshi, R., *Daughters of Independence: Gender, Caste and Class in India*, 1986.

Bharati Ray ed., *Women in India: Colonial and Post-colonial Periods*, Sage, 2005.

Sumit Sarkar and Tanika Sarkar, *Women and Social Reform in Modern India: A Reader*, Volumes I and II, Indiana University Press, 2007

Flavia Agnes, *Law and Gender Inequality: The Politics of Women's Rights in India*, OUP, 2001.

Basabi Chakraborty and Rajashree Basu, *Prasanga Manabividyā* (Bengali), Urbee Prakashan, 2014.

Pulak Chanda, *Naribiswa* (Bengali), Kolkata, Gangchil, 2008.

Mallika Sengupta, *Strilinga Nirman* (Bengali), Ananda, 2014.



### **Skill Enhancement Course III- Documentation & Visual Culture:-**

#### **Objectives:**

This course will enable students learning in developing skills in critical analysis, expository writing, visual-arts practices, and public speaking.

The course has three primary objectives: (1) to develop a critical vocabulary for the analysis and interpretation of visual images; (2) to recognize cultural and historical contexts of the theories and practices of visual studies, including technical, economic, social, philosophical, and military influences and (3) to use these analytical skills in written, oral, and visual responses to visual images and cultures.

#### **Outcome:**

After completion of this course, students will be able to: Comprehend and apply a critical vocabulary for visual literacy; Describe, discuss, and analyze a variety of visual forms and media from different cultural and historical contexts; Describe, discuss, and apply selected theoretical approaches to visual cultures; Apply analytic thinking, critical vocabulary, and creative observation to projects.

#### **Evaluation:**

Internal Assessment- 10 marks.

2 marks x 5= 10 marks (short descriptive answers within 50 words).

5 marks x 4= 20 marks (within 100 words).

10 marks x 1= 10 marks (within 500 words).

**Module I.** Definitions: documentation, visual culture, fieldwork, internship and training, difference between internship and training

**Module II.** Key Concepts: Politics of documentation, pre-colonial and post-colonial contexts of visual culture

**Module III.** Art: the history of Indian art & sculpture in the 20 th century, major artists & sculptors

**Module IV.** Photographs: The history of photography in India, major photographers

**Module V.** Indian Films: the history of Bengali and Hindi films in pre-colonial and post-colonial contexts, Videos and digital formats

#### **Suggested Readings:**

Gayatri Sinha, ed, *Art & Visual Culture in India: 1857-2007*, Mumbai, Marg Publications, 1<sup>st</sup> Edition, 2009

Sinha, Gayatri, *Indian Art; An Overview*, new Delhi, Rupa, 2003

Geeta Kapur, *When was Modernism Introduced; Essays on Contemporary Cultural Practice in India*, Delhi, Delhi, Tulika Publications, 2020,

Cohn, Bernard, "Representing Authority in Victorian India", in *An Anthropologist Among Historians and Other Essays*, Delhi, OUP, 1998

Pinney, Christopher, *Camera Indica; The Social Life of Indian Photographs (Envisioning Asia)*, London, Reaktion Books, 2013

Pinney, Christopher, *Photos of the Gods: The Printed Image and Political Struggle in India*,



London: Reaktion, 2004.

Bannerjee, Shampa (ed.). *New Indian Cinema*. New Delhi: Directorate Film Festivals. (1982)

Binford, Mira Reym (ed.). "Indian Popular Cinema." *Quarterly Review of Film and Video*. Vol. 11, No. 3. Los Angeles. (1989)

Robert Stam, *Film Theory: an introduction*, Oxford: Blackwell Publishers, 2000

André Bazin, *What is Cinema? 2V.*, Berkeley: University of California Press, 2<sup>nd</sup> Edition, 2004

Sharmistha Goptu, *Bengali Cinema: An Other Nation*, New Delhi, Roli Books, 2018

Mitter, Partha, *Indian Art*, oxford, Oxford University Press, 2001

Mitter Partha, *The Triumph of Modernism; India's Artists and the Avant-Garde, 1922-1947*, Oxford, OUP, 2007



## SEM-VI

**DSE IB (Discipline Specific Elective)-****History of South-West Bengal (1740-1947)****Objectives:**

The course presents the varied aspects of the history of South West Bengal from 1740 to 1947. It deals with the way the region has developed a distinct identity in the course of 200 years. The main objective of the course is to help students understand the regional contexts of the various historical events.

**Outcome:**

The course gives a vivid idea of the regional changes evolving the identity of South West Bengal, focusing on a distinct pattern of urbanization and settlement.

**Evaluation:**

Internal Assessment- 10 marks.

2 marks x 5= 10 marks (short descriptive answers within 50 words).

5 marks x 4= 20 marks (within 100 words).

10 marks x 1= 10 marks (within 500 words).

**Module I:** Status of South West Bengal in the Mughal subah of Bengal. Establishment of British rule in South West Bengal.

**Module II:** Agrarian structure of South West Bengal in the colonial times and agrarian revolts.

**Module III:** Religious life—impact of Vaisnavism. South West Bengal as a major centre of Sanskrit learning—temple architecture. Tribes and Castes in a changing world.

**Module IV:** Forms of urbanisation in colonial South West Bengal: Bengal Nagpur Railway and its impact on local society, and on urbanization, immigration and changes in the demographic profile.

**Module V:** Impact of western education and the growth of western educated local intelligentsia: New educational institutions and response of the indigenous elites. Changing position of women.

**Module VI:** Nationalist Politics in the region: Swadeshi, Non-Cooperation and Civil Disobedience Movements— the rise of local leadership in Congress in South West Bengal. Tamralipta Jatiya Sarkar—the Famine of 1943 and its impact on the local society.

**Suggested Readings:**

Sajal Basu, (Ed.), *Satyagraha as Movement*, Sujan, Publications, Kolkata, 2007.

Bangabhusan Bhakta, *Garam Dal*, Bakpratima, Mahisadal, Midnapore, 1999.

Manoranjan Bhoumik, *History, Culture and Antiquities of Tamralipta*, Kolkata, 2001.

Bidyut Chakrabarty, (Translated & Ed.), *Biplabi: A Journal of the 1942 Open Rebellion*, K. P. Bagchi & Co., Kolkata, 2002.

Bidyut Chakrabarty, *Local Politics and Indian Nationalism: Midnapore 1919 – 1944*, Manohar, New Delhi, 1997.

Binod Sankar Das, *Chaning Profile of Frontier Bengal (1751-1833)*, Mittal Publications, 1984.

Narendra Nath Das, *Fight for Freedom in Midnapore (1928 – 1938)*, Medinipur ItihasRachana



- Samiti, Sangat Bazar, Midnapore, 1980.
- Narendra Nath Das, *Midnapore (1905 – 1919): From Partition of Bengal to Jallianwalabag Tragedy*.
- Sankar Kumar Das, *Freedom Movement in Midnapore : Contai: A Case Study (1901-1935)*, Gyan Bharati Publication, Delhi, 2018.
- Chittaranjan Dasgupta, *The Temple-Terracottas of Bishnupur*.
- Binay Jeeban Ghosh, *Murder of British Magistrate*, Basudhara Prakasani, Kolkata, 1962.
- Niranjan Ghosh, *Role of Women in the freedom Movement in Bengal 1919- 1947*, Calcutta, 1988.
- Anil Kumar Jana, *Quit India Movement – A Study of Contai Sub-Division*, Delhi, Date not mentioned.
- Sachindra Kumar Maity, *Freedom Movement in Midnapore*, Vol.- I, Firma KLM, Calcutta, 1975.
- Debabrata Majumdar, *The Hijli Suting Episode (1931): A Case Study Bengal Past and Present*, July–December, 1983.
- R. C. Majumdar, *History of the Freedom Movement in India, Vol.-III*, Firma KLM, Calcutta, 1963.
- David McCtchion, *The Temples of Bankura District*, Terracotta, 2015.
- Swadeshranjan Mondal, *The Cracked Portrait of a Patriot: Deshapran Birendranath Sasmal (1881-1934)*, Institute of Historical Studies, Kolkata, 2012.
- Rina Pal, *Women of Midnapore in the Freedom Movement*, Ratna Prakashan, Calcutta, 1996.
- J. C. Price, *Notes on the History of Midnapore*, Vol. – II, City Book Society, Kolkata, 1876.
- Glyn Richards, *The Philosophy of Gandhi*, Curzon Press Ltd., 1982.
- Amarendranath Roy, *Students Fight for Freedom*, Ananda Bazar Patrika Office, Calcutta, 1967.
- P. K. Roy, *Down Memory Lane: Reminiscence of a Bengali Revolutionary*, Gyan Books, Delhi, 1990.
- Ladly Mohan Roychudhuri (ed.), *The Quit India Movement, 1942 (A Collection of Documents)*, Govt. of West Bengal, 1993.
- Prabhat Kumar Saha, *Some Aspects of Malla Rule in Bishnupur 1590-1806*, Ratnabali, 1995.
- Hitesh Ranjan Sanyal, *Social Mobility in Bengal*, Papyrus, Calcutta, 1981.
- Sumit Sarkar, *The Swadeshi Movement in Bengal 1903-8*, Peoples' Publishing House, Delhi, 1973.
- Tanika Sarkar, *Bengal: The Politics of Protest, 1928 – 1934*, Oxford University Press, Delhi, 1990.

### **Bengali:**

- Radhakrishna Badi, *Tamralipta Jatiya Sarkar*, Smritisoudha, Nimtoudi, Kulbediya, Medinipur, 2000.
- Jogesh Ch., Basu, *Medinipurer Itihas*, Vol.- I, Kalika Press, Kalikata, Bang. San. 1328.
- Shyamaprasad Basu, *Sangrami Jatriyatabad: Medinipur O Manbhum (1900 –1947)*, Dey's Publishing, Kolkata, 2003.
- Sebananda Bharatii, *Tamluker Itihas*, Kalikata, Bang. San. 1319.
- Tarundeve Bhattacharya, *Paschimanga Darsan: Medinipur*, Firma KLM Pvt. Ltd., Kolkata, 2001.
- Shyamapada Bhoumik, *Baichitramay Medinipur*, Vol. – I, Subarnarekha, Kalikata, 1999.
- Satyanarjan Biswas, *Mahishya Andolaner Itihas*, Bangiya Mahishya Samiti, Kolkata, 1395 B. S.
- Srutinath Chakrabarty, *Binsah Shatabdir Tamluk*, Tamluk, Bang. San. 1382.
- Sudin Chattopadhyay & Lakshman Karmakar (Ed.), *Banga Bhangar Birodhi Andolan Satabarsher Bhabna*, Sreejan Prakashani, Kushpata, Ghatal, Paschim Medinipur, 2005.
- Rathindra Mohan Chaudhuri, (a) *Bankurajaner Itihas-sanskriti*, (b) *Atit Bankurar Arthachitra*, (c) *Bankura Parichaya*.
- Kamal Chowdhury, *Medinipurer Itihas (Pratham Parba)*, Dey's Publishing, Kolkata, 2008 (*Pratham Prakash*).
- Banabihari Das, (Ed.), *Soter Trina*, Deshapran Smritiraksha Samiti, Kalighat, Kolkata, 1972.
- Basanta Kumar Das, *Swadhinata Sangrame Medinipur*, Vol.- I, 1980, Vol.- II, 1984, Medinipur





- Swadhinata Sangram Itihas Samiti, Calcutta.
- Binodsankar Das and Pranab Roy (Ed.), *Medinipur Itihas O Sanskritir Bibartan*, Vol. –I 1989, Vol. – II 1998, Vol. – III, Kolkata.
- Dhirendranath Das, *Medinipur Zelar Bhagbanpurer Thanar Swadhinata Sangramer Itihas*, Sriguru Pustakalay: Bhimeswari Bazar, Medinipur, 1391 B.S.
- Harisadhan Das, *Medinipur Darpan*, Medinipur, Bang. San. 1401.
- Harisadhan Das, *Medinipur O Swadhinata*, Medinipur, 1997.
- Manmatha Nath Das, *Patashpurer Sekal – Akal*, Dey's Publishing, Kolkata, 2013.
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- Gourisankar Mahapatra, *Kaler Nirikhe Deshapran Birendranath*, Kanthi, Purba Medinipur, 2003.
- Haripada Maity and Manmath Nath Das, *Swadhinata Sangrmer Itihas*, Bhagbanpur Thana, 1988.
- Pradyot Kr. Maity, *Ananya Medinipur*, Kallol, Kolkata, 2001.
- Haridas Mukhopadhyay O Uma Mukhopadhyay, *Swadeshi Andolan O Banglar Nabayug*, Dey's Publishing, Kolkata, 2004.
- Rashbehari Pal, and Haripada Maity, *Swadhinata Sangrame Medinipur*, Vol. - III, Medinipur Swadhinata Sangram Itihas Samiti, Contai, Medinipur, 1992.
- Pramatha Nath Paul, *Deshpuran Sasmal*, Gandhari Prakashani, Kanthi, Purba Medinipur, ( First Published 1938 ), Reprint 2005.
- Prahalad Kumar Pramanik, *Deshapran Birendranath*, Orient Book Company, Calcutta, 1369 B.S.
- Prahalad Kumar Pramanik, *Swadhinata Sangrame Medinipur*, Kalikata, Bang. San. 1373.
- Trailokya Nath Rakshit, *Tamoluk Itihas*, (2nd Edition), Bang. San. 1393.
- Satayan Sadangi, *Sankrail Thanar Katha*, Medinipur Sanskriti Parisad, Kalikata, 1964.
- Shyamal Sankar Sahu, (Ed.), *Sroter Trina*, Gandhari Prakashani, Kanthi, Purba Medinipur, 2004.
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- Hitesh Rajan Sanyal, *Swarajer Pathe*, Papyrus, Kalikata, 1994.
- Bimal Kumar Shit, (Ed.), *Sroter Trina*, Arpita Prakashani, Kolkata, 2010.
- Bimal Kumar Shit, *Deshapran Birendranath Sasmol O Banglar Jatiyatabadi Andolan*, Arpita Prakashani, Kolkata, 2009.
- Bimal Kumar Shit, *Hemchandra Kanungo: Ekti Jibanalekhay*, Arpita Prakashani, Kolkata, 2013.

**Generic Elective II (Inter-Disciplinary):-****Gender and Education in India: -****Objectives:**

This course aims to understand and examine how education and schooling are deeply 'gendered' constructs and experiences. It uses education and schooling as an entry point to examine questions related to state formation, international institutions, public policies, inequality and labour in colonial and contemporary contexts through the lens of gender. The course has scrutinized the historic denial and unequal access of education to girls and women and the challenges to this inequality, which shaped up in colonial and independent India. Different national and international policy documents and discourses are examined in the course to take note of how state policies, international institutions, different sections of civil society and the intersecting vectors of gender, class, race, caste and ethnicity shape the policies, initiatives, and programmes for education of girls.

**Outcome:**

On successful completion of this course students should be able to: Explain key concepts related to gender and different feminist perspectives on education; Demonstrate familiarity with key policies, issues and debates around gender and education in contemporary India; Examine gendered nature of school curriculum, textbooks, school processes, classrooms, teacher attitudes and peer conversation.

**Evaluation:**

Internal Assessment- 10 marks.

2 marks x 5= 10 marks (short descriptive answers within 50 words).

5 marks x 4= 20 marks (within 100 words).

10 marks x 1= 10 marks (within 500 words).

**Module-I:** Historiographical Trends. Concepts of Sex and Gender, Gender Stereotypes, Gender Bias.

**Module-II:** Education in Early and Medieval Times; Formal & Informal

**Module-III:** Colonial Period: Socio-Religious Reforms; Women & Education for females including Western Medical Education.

**Module-IV:** Role of School and Colleges in Colonial and Post Colonial Period.

**Module-V:** Contours of Female Literacy since 1950.

**Module-VI:** Present Scenario: Education as a Tool of Empowerment.

**Suggested Readings:**

Aparna Basu, Growth of Education and Political Development in India, 1898-1920, 1974

Aparna Basu, Bharati Ray, Women Struggle, A History of the All India Women's Conference, 2002

Ram Nath Sharma Rajender Nath Sharma, History of Education in India, Atlantic Publishers, 1996

Radha Kumar, A History of Doing, 1993

Usha Sharma, Women Education in Modern India, 1995





**Skill Enhancement Course IV-  
An Introduction to Archaeology:**

**Objectives:** The main objective is to introduce the undergraduates to a basic knowledge of archaeology. The paper will make students aware of the definitions of basic concepts, and the techniques involved in the study of archaeology.

**Outcome:**

This paper will help the students understand the important role that archaeology plays in the reconstruction of the past. They will be able to grasp the importance of ancient sites and monuments and human landscapes in a better way.

**Evaluation:**

Internal Assessment- 10 marks.

2 marks x 5= 10 marks (short descriptive answers within 50 words).

5 marks x 4= 20 marks (within 100 words).

10 marks x 1= 10 marks (within 500 words).

**Module-I:** Definition & Components: Historical Sites & Explorations etc.

**Module-II:** Historiographical Trends

**Module-III:** Research Methodologies Part I:

- a) Documentation; b) Codification; c) Classification d) Analysis of Findings and e) Publications

**Module-IV:** Research Methodologies Part II:

- a) Dating Methods: Absolute and Relative Methods,
- b) Role of Natural Sciences in Archaeology
- c) Experimental Archaeology

**Module-V:** Latest Trends in Archaeology:

- a) Ethno-Archaeology and b) Marine Archaeology

**Module-VI:** Field Work & Tools of research



**Suggested Readings:**

John. A. Bintliff, *A Companion to Archaeology*, UK, Wiley-Blackwell, 2004

D.R. Chakrabarti, *A History of Indian Archaeology: From the Beginning to 1947*, New Delhi, Manohar, 1988

M. Hall & WS.W. Silliman, *Historical Archaeology*, USA, Blackwell, 2006

Mathew Johnson, *Archaeological Theory: An Introduction*, UK, Blackwell Publishing, New Edition, 2010

Renfrew Colin & Bahn Paul, *Archaeology, Theories, Methods and Practice*, London, Thames & Hudson, 1991

Atkinson, RJC, *Field Archaeology*, London, Methuen & Co., 1953

Chakraborty, Dilip K., *The Oxford Companion to Indian Archaeology; The Archaeological Foundations of Ancient India*, UK, Oxford University Press, 2006

Wheeler, R.E.M., *Archaeology from the Earth*, Delhi, Munshiram Manoharlal Publishers, Reprint of Clarendon Press 1954 Edition, 2005

Hodder, Ian, *Theory and Practice in Archaeology*, UK, Routledge, 1995

Published Works by ASI