

**Learning Outcome based Curriculum Framework (LOCF)**

**For**

**Choice Based Credit System (CBCS)**

**Syllabus**

**B.A. (Program) in History**

**w.e.f. Academic Session 2020-21**



**Kazi Nazrul University**  
**Asansol, Paschim Bardhaman**  
**West Bengal 713340**

## **Preamble**

The objective of any programme at a Higher Education Institution is to create for its students a sound foundation for their character development which directly contributes to the well-being of a nation. Kazi Nazrul University envisions all its programmes in the spirit of its “motto” which is to inspire the youth to show steadfastness and devotion in a fearless pursuit of truth. The LOCF aims at preparing young minds for constructive and productive character development by honing their creative and humanistic skills for their own betterment as well as for the greater good of the society. In order to provide an opportunity to students to discover a method of thinking which will help them realise their true potential, the University offers a Learning Outcome-based Curriculum Framework (LOCF) for all its Under Graduate programmes.

The LOCF approach is intended to provide focused, outcome-based syllabi at the undergraduate level with an agenda to structure the teaching-learning experiences in a more student-centric manner by making the courses flexible and by offering students more choices. The LOCF approach has been adopted to strengthen the teacher- learner interaction as students engage themselves in programmes of their choice and learn to realize their inner calling. As the Under- Graduate Programmes focus on ‘preparing minds’, they will create individuals who will have intellectual prowess, interactive competence, courage to lead the world and also compassion and empathy for fellow human beings. The LOCF thus aims at strengthening not merely students’ employability skills but also at imparting to them vital life-skills required to lead a happy personal and social life.

Each programme vividly elaborates its nature and promises the outcomes that are to be accomplished by studying the courses. The programmes also state the attributes that they offer to inculcate at the graduation level. The graduate attributes encompass values related to students’ well-being, emotional stability, critical thinking etc. intermingled with a sense of social justice and harmony. In short, each programme prepares students for employability, sustainability and life-long learning. The new curriculum will empower students to innovate and also inspire them to convert their innovations into real business models for the country’s economic and social prosperity. The proposed LOCF offers better understanding of the business world and aims at building students’ entrepreneurial skills by giving them hands-on training. The Kazi Nazrul University hopes the LOCF approach of the programme will motivate students to transition from being passive knowledge-seekers to becoming active and aware knowledge-creators.

# B.A Program in History

**Total Credit: 132**

**Total Marks: 1200**

There will be six semesters in the three-year B.A Program in History. The curriculum consists of 12 Core Courses (C) of which 4 core courses are to be taken from Discipline 1 (the **program in the subject** selected by the candidate); 4 core courses are to be taken from Discipline 2 (any subject other than Discipline 1) and 4 core courses are to be taken from AECC-Core. Apart from these, 2 Generic Elective courses (GE) [to be taken from the pool of Generic Elective courses], 2 Ability Enhancement Compulsory Courses (AECC-Elective), 4 Skill Enhancement courses (SEC) (from the **program in the subject** selected by the candidate) and 2 Discipline Specific Elective courses (DSE) from Discipline-1 and 2 such courses from Discipline-2 are to be taken. Each paper is of 50 marks. L stands for Lecture Hour, T for Tutorial Hour and P for Practical Hour.

## B.A Program in History: 1<sup>st</sup> Semester

Course Code	Course Title	Course type	(L-T-P)	Credit	Marks
BAPHISC101	Ancient India	C-1	5 - I - 0	6	50
BAPHISC101	<b>Discipline-2(Core 1)</b>	<b>C-2</b>		<b>6</b>	<b>50</b>
MILCB101 MILCE101 MILCH101 MILCU101	MIL-I	AECC-1(Core)	5 - I - 0	6	50
AEE101	Environment Studies	AECC-1(Elective)	4 - 0 - 0	4	50
<b>SEMESTER TOTAL:</b>				<b>22</b>	<b>200</b>

## B.A Program in History: 2<sup>nd</sup> Semester

Course Code	Course Title	Course type	(L-T-P)	Credit	Marks
BAPHISC201	Medieval India	C-3	5 - I - 0	6	50
BAPHISC201	<b>Discipline-2(Core 3)</b>	<b>C-4</b>		<b>6</b>	<b>50</b>
ENGLC201	English-I	AECC-2(Core)	5 - I - 0	6	50
AECCE201 AECCEB201 AECCH201 AECCEU201	English/MIL	AECC-2(Elective)	4 - 0 - 0	4	50
<b>SEMESTER TOTAL:</b>				<b>22</b>	<b>200</b>

## B.A Program in History: 3<sup>rd</sup> Semester

Course Code	Course Title	Course type	(L-T-P)	Credit	Marks
BAPHISC301	Colonial India: Economy and Society	C-5	5 - I - 0	6	50
BAPHISC301	<b>Discipline-2(Core 5)</b>	<b>C-6</b>		<b>6</b>	<b>50</b>
<b>SEMESTER TOTAL:</b>					
BAPHISSE301	Literature and Colonial Bengal	SEC- 1	4 - 0 - 0	4	50
MILCB301	MIL-II	AECC-3 (Core)	5 - I - 0	6	50

## B.A Program in History: 4<sup>th</sup> Semester

Course Code	Course Title	Course type	(L-T-P)	Credit	Marks
BAPHISC401	National Movements in India: 1885-1947 CE	C-7	5 - I - 0	6	50
BAPHISC401	<b>Discipline-2(Core 7)</b>	<b>C-8</b>		<b>6</b>	<b>50</b>
BAPHISSE401	Indian Foreign Policy: 1947-1998 CE	SEC- 2	4 - 0 - 0	4	50
ENGLC401	English-II	AECC-4(Core)	5 - I - 0	6	50
<b>SEMESTER TOTAL:</b>				<b>22</b>	<b>200</b>

### B.A Program in History: 5<sup>th</sup>Semester

Course Code	Course Title	Course type	(L-T-P)	Credit	Marks
BAPHISDSE501 BAPHISDSE502	DSE ( Any one from Discipline 1 and any one from Discipline 2)	DSE- 1		6	50
	<b>DSE Discipline 1</b>	DSE- 2		6	50
BAPHISDSE501	Renaissance and Reformation in the West		5 - I - 0		
BAPHISDSE502	Europe in the Eighteenth Century		5 - I - 0		
	<b>DSE Discipline 2</b>				
BAPHISDSE501	<b>1.</b>				
BAPHISDSE502	<b>2.</b>				
BAPHISGE501	<b>GE</b>	GE- 1	5 - 1 - 0	6	50
	Life and thought of Rabindranath Tagore				
	<b>SEC</b>				
BAPHISSE501	Archaeology and Museum Making in Colonial India	SEC- 3	4 - 0 - 0	4	50
<b>SEMESTER</b>			<b>TOTAL:</b>	<b>22</b>	<b>200</b>

### B.A Program in History: 6<sup>th</sup>Semester

Course Code	Course Title	Course type	(L-T-P)	Credit	Marks
	DSE ( Any one from Discipline 1 and any one from Discipline 2 )	<b>DSE- 3</b>		6	50
	<b>Discipline 1</b>	<b>DSE- 4</b>		6	50
BAPHISDSE601	Modern Europe: 1789-1914 CE		5 - I - 0		
BAPHISDSE602	Post-World War II Politics		5 - I - 0		
	<b>Discipline 2</b>				
BAPHISDSE601	<b>1.</b>				
BAPHISDSE602	<b>2.</b>				
BAPHISGE601	<b>GE</b>	GE- 2	5 - 1 - 0	6	50
	Visual and Per formative Culture in Modern Bengal: 1795-1947 CE				
			5 - I - 0		
	<b>SEC</b>		5 - I - 0		
BAPHISSE601	Colonial Science in India: Institutions and Practices	SEC-4	4 - 0 - 0	4	50
<b>SEMESTER</b>			<b>TOTAL:</b>	<b>22</b>	<b>200</b>

**B.A. (Program) in History****SEMESTER-I****Course Name: Ancient India****Course Code: BAPHISC101**

<b>Course Type: Core (Theoretical)</b>	<b>Course Details: CC-1</b>		<b>L-T-P: 5-1-0</b>		
<b>Credit:06</b>	<b>Full Marks: 50</b>	<b>CA Marks</b>		<b>ESE Marks</b>	
		<b>Practical</b>	<b>Theoretical</b>	<b>Practical</b>	<b>Theoretical</b>
			<b>10</b>		<b>40</b>

**Course Learning Outcomes:**

After the completion of course, the students will have ability to:

1. Know in detail about the Harappan civilization, the Vedic age and later Vedic age and the formation of states and its structure.
2. Know about the details of Ancient Town planning, the Vedic Literature, Society, Economy and Polity, and they will gain knowledge to differentiate between the early and later Vedic ages.
3. Learn in detail about the Mauryan Empire, the Gupta Empire and the Indian scenario after the Guptas.

**Content/ Syllabus: Unit wise course content distribution****UNIT 1**

Harappan Civilization: Features & Town Planning, Decline

**UNIT- 2**

Vedic Age: Corpus of Vedic Literature, Society, Economy and Polity in Early & Later Vedic Period

**UNIT- 3**

State Formation in Early India: Mahajanapadas

**UNIT- 4**

Mauryan Empire: Chandragupta Maurya to Asoka: Polity, Administration, Society, Culture and Mauryan decline

**UNIT-5**

Gupta Empire: Chandragupta I to Skandagupta: Polity, Administration, Society, Culture and Downfall

**UNIT-6**

North India till 7th century: The Maukharis of Kanauj—The Maitrakas of Valabhi (Saurashtra)—The Pushyabhutis of Thanesar—Gauda under Sasanka—Gauda-Kanyakubja struggle

**UNIT-7**

The Deccan and South India between 6th and 8th century: The Chalukyas of Badami—The Pallavas of Kanchi—Chalukya-Pallava struggle

**References/Suggested Readings:**

1. Allchin, Bridget and Raymond, *The Rise of Civilization in India and Pakistan*.
2. Basham, A.L., *The Wonder that was India*.
3. Bhattacharjee, Sukumari, *Women and Society in Ancient India*.
4. Chakrabarty, Ranabir, *Exploring Early India upto A.D. 1300*.
5. Habib, Irfan, *People's History of India, Vol. I (Prehistory)*
6. — *People's History of India, Vol. II (The Indus Civilization)*

7. Habib, Irfan and Vijay Kumar Thakur, *People's History of India, Vol. III (The Vedic Age)*.
8. Habib, Irfan and Vivekananda Jha, *People's History of India, Vol. IV (Mauryan India)*
9. Jha, D.N., *Ancient India in Historical Outline*
10. —, *Ancient India: An Introduction*.
11. Kochhar, R., *The Vedic People*.
12. Kosambi, D.D., *An Introduction to the Study of Indian History*.
13. Kulke, H., *The State in India (1000-1700)*.
14. Lahiri, Nayanjyot, *The Decline and Fall of the Indus Civilization*.
15. Ratnagar, Shireen, *The End of the Great Harappan Tradition*.
16. Sastri, K.A. Nilakantha, *A History of South India from Pre-historic Times to the Fall of Vijaynagar* (with an introduction by R. Champakalakshmi and an epilogue by P.M. Rajan Gurukkal), OUP, 2009.
17. Sharma, R.S., *India's Ancient Past*.
18. Singh, Upinder, *A History of Ancient and Early Medieval India*. Thapar, Romila, *From Lineage to State*.
19. Thapar, Romila, *Early India: From the Origins to A.D. 1300*.
20. Thapar, Romila, *The Mauryas Revisited*.
21. Romila, Thapar, *Asoka and the Decline of the Mauryas*.
22. Ranabir Chakraborty, *Bharat Itihas Adiparba*
23. Anjan Goswamy, *Bharat Anusandhan*, Vol. 1, New central Book agency Pvt. Ltd., Kolkata
24. Sunil Chattopadhyay, *Prachin Bharater Itihas*, Pachim Banga Rajya Pustak Parsad, Kolkata
25. Romila Thapar, *Bharatbarsher Itihas, Pratham Khand*, Orient longman publication, 1980
26. Dilip Kumar Gangopadhyay, *Bharat Itihas Sandhane*, vol 1, 2, Sahityalok, Kolkata 2011.
27. D. N. Jha, *Early India: A Concise History, Adi Bharat: Ekti Sankshipta Itihas* (translated by Dr. Gourisankar De; Progressive Publishers, 2008)

**AECC-1(Core): MIL-1: Marks: 50**

Ability-Enhancement Compulsory Course Common Syllabus to be provided shortly

**AECC-2(Elective): Environmental Studies: Marks: 50**

Ability-Enhancement Compulsory Course Common Syllabus to be provided shortly

**SEMESTER-II**

**Course Name: Medieval India**

### Course Code: BAPHISC102

Course Type: Core (Theoretical)	Course Details: CC-2		L-T-P: 5-1-0		
Credit:06	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
			10		40

### **Course Learning Outcomes:**

After the completion of course, the students will have ability to:

1. The period from 712 AD to 1707 AD in the history of India marks the Medieval Period and students of the history will get knowledge in details and understands the importance. India saw the arrival of Muslims at this time. Initially the Arabians came and controlled the Sindh Province. Later on Turkish and Mughals following the example of the Arabians laid their steps in India. Muslims ventured into India with the aim of acquiring India's wealth, but under Md. Ghori's leadership the Turkish started to dominate and rule India.
2. The reign of Qutubuddin Aibek from 1206 marks the start of Sultanate period. Later in the year 1527, Mughal warrior, Babar, defeated Ibrahim Lodi and established the Mughal dynasty in India.
3. Emperor Akbar was the greatest ruler of this dynasty and under whose leadership Mughals expanded their control all over India.
4. The students will learn in detail how the Delhi Sultanate and the Mughal rule had a great impact on Indian culture, society, socio-economic structure and politics as well. Developments and synthesis of Hindu-Muslim culture was the greatest contribution of this period. India has seen few renowned preachers during this period as a result of the Sufi and Bhakti Movement. Not only had that, during this period Art and architecture flourished at its zenith. Indo-Muslim style was its one of the impacts.

### **Content/ Syllabus: Unit wise course content distribution**

#### **UNIT-1**

Early Medieval North and South India: The Palas— Struggle over Kanauj in the 8th-9th century— South India under the Cholas—the Senas of Bengal

#### **UNIT-2**

Arab conquest of Sindh: Nature and Impact: Causes and Consequence of Early Turkish Invention: Muhmud of Ghazni and Shihib-ud-din of Ghur

#### **UNIT-3**

Establishment and Consolidation of the Sultanate: Qutb-ud-din Aibak to Firuz Shah Tughluq: Polity, Economy and Culture,

#### **UNIT-4**

Emergence of Regional power: Vijaynagar and Bahamani Kingdom, Husain Shahi and Ilyas Shahi dynasty

#### **UNIT-5**

Mughal imperialism: Establishment and Consolidation-Great Mughals; Polity, Economy and Culture

#### **UNIT-6**

Socio-Cultural Syncretism: Bhakti and Sufi movements

### **References/ Suggested Readings**

1. Ahmed, Bashir, Akbar, *The Mughal Emperor*.
2. Chandra, Satish, *A History of Medieval India*.
3. Habib, Irfan, *Medieval India: The Study of a Civilization*.
4. —, *Economic History of Medieval India: A Survey*.

5. —, *The Agrarian System of Mughal India, 1556-1707*.
6. Habibullah, A.B.M., *The Foundation of Muslim Rule in India*.
7. Hasan, A.Mahdi, *The Tughlaq Dynasty*.
8. Hasan, S. Nurul, *Thoughts on Agrarian Relations in Mughal India*.
9. Jackson, Peter, *The Delhi Sultanate: A Political and Military History*.
10. Kulke, H. (ed.), *The State in India (1000-1700)*.
11. Kumar, Sunil, *The Emergence of the Sultanate of Delhi*.
12. Raychaudhuri, T.K and Habib, I. (ed.), *The Cambridge Economic History of India, Vol. I*.
13. Stein, Burton, *Vijayanagara*.
14. Alam, Muzaffar and Subhramanyam, Sanjoy (eds.), *The Mughal State, 1526-1750*.
15. Ali, M. Athar, *Mughal India, Studies in Polity, Ideas, Society and Culture*.
16. —, *The Mughal Nobility under Aurangzeb*.
17. Richards, J.F., *The Mughal Empire*.
18. Tripathi, R.P., *The Rise and fall of Mughal India*.
19. —, *Some Aspects of Muslim Administration*.
20. Goswamy, Anjan, *Bharat Anusandhan*, Vol. 2, New central Book agency Pvt. Ltd., Kolkata
21. Tarafdar, Momtazur Rahman, *Husain Shahi Bengal 1494-1538 A.D.- A Socio-Political Study*, Asiatic Society of Pakistan (January 1, 1965)
22. Habibullah, A.B. M., *Bharate Muslim Sashaner Pratistha: 1206-1290*, Progressive Publishers, Kolkata, 2007. (Bengali Translation)
23. Ashraf, K. M., *Hindusthaner Jana-Jiban O Jiban-Charja*, Pal Publishers, Kolkata, 1980. (Bengali Translation)
24. Chandra, Satish. *Madhyajuger Bharat, Pratham Khanda*, Paschimbanga Rajya PustakParsad, Kolkata, 1984 (Reprint 2000). (Translated by Baidyanath Basu)
25. —, *Madhyajuger Bharat, Dwitiya Khanda*, Paschimbanga Rajya PustakParsad, Kolkata, 2014. (Translated by Saubhik Bandyopadhyay)
26. Habib, Irfan, *Madhyajuger Bharat: Ekti Sabhyatar Paath*, National Book Trust, New Delhi, 2010 (4th Reprint 2018). (Translated by Shouvik Mukhopadhyay)
27. Karim, Abdul, *Banglar Itihas, Sultani Amal*
28. Mukhopadhyay, Sukhamay, *Banglar Itihaser Dusho Bachar, Swdhin Sultander Amal*
29. Aniruddha Ray, *The Sultanate of Delhi (1206–1526): Polity, Economy, Society and Culture*, Manohar, 2019
30. —, *Madhyajuger Bharater Itihas. Sultani Amal*, Orient Blackswan
31. —, *Madhyajuger Bharatiya Shahar*, Ananda Publisher Pub., Kolkata

### **SEMESTER-III**

**Course Name: Colonial India: Economy and**



## Society Course Code: BAPHISC301

Course Type: Core (Theoretical)	Course Details: CC-3		L-T-P: 5-1-0		
Credit:06	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
			10		40

### **Content/Syllabus: Unit wise course content distribution**

#### **UNIT-1**

Colonial State institutions and ideologies: Colonial Economic interests, Company's Commerce, Mercantilism to Free trade, Deindustrialisation and Drain of Wealth.

#### **UNIT-2**

Land Settlements and agricultural change—Commercialisation of Agriculture

#### **UNIT-3**

Modern Industrialisation—Long-term Constraints

#### **UNIT-4**

Census and Caste—Colonial ethnology—Sanskritisation, Westernisation and Social reform—Brahma Samaj & Parthana Samaj

#### **UNIT-5**

Reformism and Revivalism: The Arya Samaj and Ramkrishna Vivekananda Movement.

#### **UNIT-6**

Islamic reform in India: The Reformers and the Orthodox

### **References/ Suggested Readings**

1. Tirthankar Roy, *Economic History of India, 1857-1947*
2. K. N. Raj ed, *Essays on the Commercialization of Indian Agriculture*
3. Sekhar Bandyopadhyay, *Caste, Culture and Hegemony: Social Dominance in Colonial Bengal*
4. Thomas R. Trautmann, *Aryans and British India*
5. Mushirul Hasan, *Writing India: Colonial Ethnography in the Nineteenth Century*
6. G. S. Ghurye, *Caste and Race in India*
7. Dipankar Gupta, *Caste in Question: Identity or Hierarchy*
8. Nicholas B. Dirks, *Caste of Mind: Colonialism and the Making of Modern India*
9. Shri Ram Maheswari, *The Census Administration under the Raj and After*
10. C. A. Bayly, *Indian Society and the Making of the British Empire*
11. Douglas M. Peers, *India under Colonial Rule, 1700-1885*
12. B.R. Tomlinson, *The Economy of Modern India, 1860-1970*
13. Gurilym Beckerlegge, *The Ramkrishna Mission: The Making of Modern Hindu Movement*
14. Jayasree Mukherjee, *The Ramkrishna-Vivekananda Movement: Impact on Indian Society and Politics, 1893-1922*
15. Neilesh Bose, *Recasting the Region: Language, Culture and Islam in Colonial Bengal*
16. Shireen Maswood, Amit Dey and Ritwika Biswas eds, *Between Tradition and Modernity: Aspects of Islam in South Asia*
17. Barbara D. Metcalf, *Islam in South Asia in Practice*
18. —, *Islamic Revival in British India: Deoband 1860-1900*

19. Kenneth W. Jones, *Socio-Religious Reform Movements in British India, Part3, Vol.1*
20. H. O. Pearson, *Islamic Reform and Revival in Nineteenth Century India.*
21. Sekhar Bandyopadhyay, *Palashi Theke Partition O Tarpor: Adhunik Bharater Itihas*, Orient Blackswan, 2015. (Bengali Translation)
22. Tirthankar Roy, *East India Company O Bharater Arthanaitik Itihas*, Ananda, 2013.
23. Sabyasachi Bhattacharya, *Ouponobeshik Bharater Arthaniti, 1850-1947*, Ananda Pub

**SEMESTER- III**  
**SKILL ENHANCEMENT COURSE**  
**Course Name: Literature and History in Colonial Bengal**  
**Course Code: BAPHISSEC301**

Course Type: Core (Theoretical)	Course Details: CC-2		L-T-P: 5-1-0		
Credit:06	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
			<b>10</b>		<b>40</b>

**Course Learning Outcomes:**

After the completion of course, the students will have ability to:

1. Understand the importance of inter-disciplinary study, which incorporates themes on literature and history.
2. Origin of a new genre of literature in Bengal and some other parts of India
3. Know about Bankim Chandra Chattopadhyay's idea of nationalism; Rabindranath Tagore's idea of nationalism and universalism; Saratachandra Chattaopadhyay's idea of Indian women in public space; Satinath Bhaduri's notion of the role of the subaltern in the context of the Gandhian Movement etc.
4. Take preparations for competitive examinations and assess the significance of this study for future research and higher studies.

**Content/syllabus: Unit wise course content distribution**

**UNIT-1**

History and Literature: An Overview, Novel as a new literary genre

**UNIT-2**

Looking at the past through literature: Ramesh Chandra Dutta, Akshay Kumar Maitreya,

**UNIT-3**

Power and Patriotism: Bankim's Nationalism: 'Bande Mataram', *Anandamath*, Tagore's Nationalism and Universalism: His Novels: *Ghare Baire* and *Char Adhyay*: Difference of Perspective between Bankim and Tagore

**UNIT-4**

Sarat Chandra Chattopadhyay and the Indian Women of Early 20th Century: Some reflections in the novels *Charitraheen* and *Pather Dabi*

**UNIT-5**

Narratives of Suffering - Economic and Caste discrimination: Tarashankar and the Social milieu in the pre-independent Bengal with special reference to *Ganadevata* and *Hansuli Banker Upakatha*

**UNIT-5**

SatinathBhaduri& the Gandhian Movement: *DhoraiCharit Manas*.

### **References/ Suggested Readings**

1. Ashin Dasgupta, *Itihas O Sahitya*, AnandaPublisher, Kolkata,
2. ArabindaSamanta, *Itihas O Sahitya SahityerItihas*, Progressive Publisher, Kolkata
3. Meenakshi Mukhopadhyay, *UpanyaseAtitItihas O Kalpaitihas*, ThemaBooks, Kolkata,
4. Priyadarsee Chakraborty ed., *History in Literature, Literature AsHistory, The Issue Revisited*, Levant Books, Kolkata
  
5. *RabindraRachanabali*
6. Yan Watt, *Rise of the Novel*
7. Sisir Kumar Das, *History of Indian Literature: 1911-1956, Struggle for Freedom :TriumphandTragedy*
8. *SatinathBhadurirNirbachitaRachanabali*
9. *Sarat Sahitya Samagra*, Vols1&2
10. Tarasankar Bandyopadhyay, *HansuliBankerUpakatha*,
11. TarasankarBandyopadhyay, *Ganadevata*
12. Priyadarsee Chakraborty ed., *Itihas O Sahitya: MukhomukhiAynay*, Ashadeep, Kolkata.
13. Manas Kumar Santra (ed.), *PrasangaTarasankar*, Progressive Publisher, Kolkata.
14. Uma Dasgupta ( ed.), *PrabandhaSamagra: Ashin Dasgupta*, Ananda Publishers, 2000,
15. Bhudeb Chaudhuri, *Rabindra Upanyas: ItihaserPrekshite*, Deys publishing, kolkata, 2016.
16. Meenakshi Mukhopadhyay (ed.), *Early Novels in India*, Sahitya Akademi, 2002

### **SEMESTER-IV**

**Course Name: National Movements in India: 1885-1947 CE**

## Course Code: BAPHISC401

Course Type: Core (Theoretical)	Course Details: CC-4		L-T-P: 5-1-0		
Credit:06	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
			10		40

### **Course Learning Outcomes:**

After the completion of course, the students will have ability to:

1. Historiography of Indian Nationalism and its origin.
2. Gandhian mass movement in Indian Nationalism.
3. Other nationalistic movements.
4. Riots of communalism and the partition of India.

### **Content/Syllabus: Unit wise course content distribution**

#### **UNIT-1**

**Early Nationalism:** Emergence of Nationalism in India and its historiography-Economic Nationalism and Cultural Nationalism-Rise of Indian National Congress-Moderates and Extremist-Anti-Partition Movement in 1905-Swadeshi and Atma Shakti, Revolutionary Movements

#### **UNIT-2**

**Gandhian Nationalism:** Gandhi's Rise to power-Rowlatt and Khilafat- Gandhian Mass Movements—Non Cooperation, Civil Disobedience, Quit India Movement

#### **UNIT-3**

**Other Currents in Nationalism:** Ambedkar and Dalit Movements- Left Movements-Peasants and Workers- Role of INA in Freedom Struggle

#### **UNIT-4**

**Roots of Communalism:** Communal Award-Demand for Pakistan: Pakistan Movement from Cripps Mission to Cabinet Mission Plan- Partition, Communal Riots and Independence.

### **References/ Suggested Readings**

1. Bipan Chandra and others, *India's Struggle for Independence*.
2. Sumit Sarkar, *Modern India, 1885-1947*.
3. Bipan Chandra, *Nationalism and Colonialism in Modern India*.
4. Sekhar Bandyopadhyay, *Plassey to Partition and After*.
5. Christopher Jaffrelot, *The Hindu Nationalist Movement and Indian Politics 1925 to the 1990s*, London, 1996.
6. Ayesha Jalal, *The Sole Spokesman: Jinnah, the Muslim League and the Demand for Pakistan*
7. Joya Chatterjee, *Bengal Divided: Hindu Communalism and Partition, 1932-1947*.
8. Ramchandra Guha, *Makers of Modern Asia*.
9. Ishita Banerjee-Dube, *A History of Modern India*.
10. Samar Kumar Mallick, *Adhunik Bharater Dersho Bachar*.
11. Sumit Sarkar, *Adhunik Bharat* (Bengali Translation)
12. Bipan Chandra, *Bharater Swadhinata Sangram* (Bengali Translation).
13. A. R. Desai, *Social Background of Indian Nationalism*
14. — *Bharatiya Jatiyata bader Samajik Prekshapat* (Bengali Translation)
15. Sumit Sarkar, *Beyond Nationalist Frames: Relocating Postmodernism, Hindutva, History*, Orient Blackswan, 2004

**SEMESTER- IV**  
**SKILL ENHANCEMENT COURSE**  
**Course Name: Indian Foreign Policy: 1947-1998 CE**  
**Course Code: BAPHISSEC401**

Course Type: SE ( Theoretical)	Course Details: SEC-2		L-T-P: 5-1-0		
Credit:04	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
			<b>10</b>		<b>40</b>

**Course Learning Outcomes:**

1. After the completion of course, the students will have ability to:
2. Understand the trajectories of the making of Indian foreign policy during the post-independent period
3. Trace the aspects of transformation of Indian foreign policy with the interdisciplinary aspects of international relations
4. Take preparations for civil-service examinations and assess the significance of this study for further research and higher studies.

**Content/ Syllabus: Unit wise course content distribution**

**UNIT-1**

Historical Factors in India's foreign policy priorities – pan-Asianism

**UNIT-2**

The State India and the Third World – Non-alignment – Regional Cooperation

**UNIT-3**

India and South Asia: Relationship with the Neighbours

**UNIT-4**

India and the Great Powers – (a) United States (b) Soviet Union (c) China

**UNIT-5**

India and Globalisation – Economic Diplomacy – The Look East Policy and the European Union

**UNIT-6**

India's Nuclear Policy

**References/ Suggested Readings**

1. A. Appadorai, *Domestic Roots of India's Foreign Policy 1947-1972*, New York: Oxford University Press, 1981
2. A. K. Damodaran and U. S. Bajpai (ed.), *Indian Foreign Policy: The Indira Gandhi Years*, Stosius Inc/Advent Books Division, 1990
3. Jayantanuja Bandyopadhyay, *The Making of Indian Foreign Policy*, Allied Publishers, 2003.
4. Verinder Grover (ed.), *International Relations and Foreign Policy of India*, New Delhi: Deep & Deep Publications, 1992.
5. Linda Racioppi, *Soviet Policy Towards South Asia since 1970*, Cambridge University Press, 2008.
6. Raphaëlle Khan, MéliSSa Levaillant, *Theorizing Indian Foreign Policy*, Routledge, 2017
7. C. Raja Mohan, David Malone, Srinath Raghavan (eds.), *The Oxford Handbook of Indian Foreign Policy*, Oxford University Press, 2015.

8. Anil Wadhwa, Arvind Gupta, *India's Foreign Policy: Surviving in a Turbulent World*, Sage Publication, 2020.
9. Harsh V. Pant, *Indian Foreign Policy: An Overview*, Manchester University Press, 2016.

## **SEMESTER-V**

### **DISCIPLINE SPECIFIC ELECTIVE**

**Course Name: Renaissance and Reformation in the West**

**Course Code: BAPHISDSE501**

Course Type: DSE (Theoretical)	Course Details: DSE-1		L-T-P: 5-1-0		
Credit:06	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
			<b>10</b>		<b>40</b>

### **Course Learning Outcomes:**

After the completion of course, the students may have ability to:

1. Understand the political system in early modern Europe collapse of feudalism and the changing economic life in the 15th and 16th century.
2. The students will be able to know about renaissance and the origins of humanism – The impact of humanism on art, education and political thought.
3. They will get to know about Martin Luther and the reformation.
4. Understand about renaissance science and the emergence of a secular culture.

### **Content/syllabus: Unit wise course content distribution**

#### **UNIT-1**

The 15th-16th Century Background to Renaissance and Reformation Movement: Navigation, commerce, banking, and city states—the printing revolution.

#### **UNIT-2**

Italian city states, the merchants, the church and the social context of the renaissance – origins of humanism—rediscovery of the classes—the impact of humanism on art, education and political thought—Machiavelli and the idea of a modern state—Renaissance science and the emergence of a secular culture

#### **UNIT-3**

The background to the reformation—intellectual and popular anti-clericalism – Martin Luther and the reformation—reformation in the national context: France, Switzerland and England—the distinctiveness of the English reformation—Radical reformation: The Anabaptists-Catholic/Counter-reformation

### **References/ Suggested Readings**

1. William Roscoe Estep, *Renaissance and Reformation*
2. G.R. Elton, *Reformation Europe: 1517-1559*
3. E.F. Rice and A. Grafton, *The Foundations of Early Modern Europe: 1460-1559*
4. E.E. Rich and C.H. Wilson, *The Cambridge Economic History of Europe, Vol. IV*
5. Bard Thompson, *Humanists and Reformers: A History of the Renaissance and Reformation*
6. Jo Eldridge Carmey, *Renaissance and Reformation, 1500-1620: A Biographical Dictionary*
7. David L. Morse and William M. Thompson eds., *History of Political Ideas, Vol V*

*(Renaissance and Reformation)*

8. James A. Patrick ed., *Renaissance and Reformation, Vol.1*
9. Steven E. Ozment, *Religion and Culture in the Renaissance and Reformation*
10. Jonathan W. Zophy, *A Short History of Renaissance and Reformation Europe*
11. Dorothy Mills, *Renaissance and Reformation Times*
12. Tom Monaghan, *Renaissance, Reformation and the Age of Discovery, 1450-1700*
13. William Gilbert, *The Renaissance and the Reformation*
14. Charles G. Nauert, *Humanism and the Culture of Renaissance Europe*
15. Norman F. Cantor and Michael S. Werthman, *Renaissance, Reformation and Absolutism: 1450-1650*
16. Lisa Mullins, *Science in the Renaissance*
17. Marie Boas Hall, *The Scientific Renaissance 1450-1630*
18. Vickey Herold, *Science during the Renaissance*
19. Aldo Altamore and Giobvanni Antonini, *Galileo and the Renaissance Scientific Discourse*
20. Stephen Pumfrey, Paolo L. Rossi, *Science, Culture and Popular Belief in Renaissance Europe.*
21. John Merriman, *A History of Modern Europe: From the Renaissance to the Present*
22. Chakravorty, Bhaskar, Chakraborty, Subhasranjan, Chattopadhyay, Kinshuk, *Europe-e Yugantar*, Nababharati, 2007.

**Course Name: Europe in the Eighteenth Century**  
**Course Code: BAPHISDSE502**

<b>Course Type: DSE ( Theoretical)</b>	<b>Course Details: DSE-2</b>		<b>L-T-P: 5-1-0</b>		
<b>Credit:06</b>	<b>Full Marks: 50</b>	<b>CA Marks</b>		<b>ESE Marks</b>	
		<b>Practical</b>	<b>Theoretical</b>	<b>Practical</b>	<b>Theoretical</b>
			<b>10</b>		<b>40</b>



## **Course Learning Outcomes:**

After the completion of course, the students may have ability to:

1. The students will be able to know about the political system in 18th century Europe.
2. Understand about the overseas empires and the Trading companies.
3. They will get to know about–Enlightened Despotism, society and economy, agriculture and commerce, scientific revolution and the idea of progress.
4. Take preparations for competitive examinations.

## **Content/syllabus: Unit wise course content distribution**

### **UNIT–1**

Political system in 18th century Europe: The empires, monarchies and republics- the holy roman empire and the Russian empire-Constitutional monarchy in Britain-the monarchial order in Spain, Prussia, Scandinavian countries, Poland and France-the republican order in the United Provinces, Switzerland, and Venice.

### **UNIT – 2**

The Overseas empires and the Trading Companies-Spanish, France, Dutch and English overseas settlement,

### **UNIT – 3**

Enlightened Despotism- Russian under Catherine-Austria and Hungary under Joseph-II-Prussia under Frederick the Great,

### **UNIT-4**

Society and Economy-Agriculture and Commerce-Aristocracy and the Bourgeoisie-the Town and the cities- the Artisans and Peasants- Free Peasants and Serfs,

### **UNIT– 5**

European Enlightenment-Scientific revolution and seventeenth century origins-England and Holland-the nature of God controversy-the France enlightenment-the enlightenment public sphere-the enlightenment critique of old regime-the idea of progress,

## **References/ Suggested Readings**

1. M.S. Anderson, *Europe in the Eighteenth Century*
2. A. Cobban, *History of Modern France, Vol. I*
3. William Doyle, *The old European Order; 1660-1800*
4. Carlo Cipolla, *Before the Industrial Revolution: European Society and Economy, 1000-1700*
5. Carlo Cipolla (ed), *Fontana Economic History of Europe: The Emergence of Industrial Societies,*
6. J.H.Plumb, *England in the Eighteenth Century.*
7. Nicholas Henshall, *The myth of Absolute: Change & Continuity in Early Modern European Monarchy.*
8. Peter Gay, *The Enlightenment: An Interpretation*
9. Paul Hazard, *European Thought in the Eighteenth Century,*
10. Devid Ogg, *Europe of the Ancient Regime* (Fontana History of Europe).

**SEMESTER-V**  
**Generic Elective Paper**  
**Course Name: Life and Thought of Rabindranath Tagore**  
**Course Code: BAPHISGE501**

Course Type: GE (Theoretical)	Course Details: GE-1		L-T-P: 5-1-0		
Credit:06	Full Marks: 50	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
			10		40

**Course Learning Outcomes:**

The students will be able to know in detail about:

1. Recollections of Tagore's childhood.
2. Tagore's concept of westernization of the Indian society.
3. Nationalism and Swadeshi Samaj.
4. Tagore's focus on the building of Shantiniketan Ashrama—his realization after the First World War—differences in the concept of Western and Indian Nationalism.
5. The impact of the Jalianwalabag massacre and Tagore's concept of Universalism.
6. The impact of the Second World War on Tagore's concept of civilization.

**Content/ Syllabus: Unit wise course content distribution**

**UNIT-1**

**Tagore and his *Jeevan Smriti*:** Tagore's experience of growing up—recollections of his childhood—the visit to England as a young man— comparing the East and the West in the context of the larger impact of the westernization on Indian society

**UNIT-2**

**Tagore as a public figure:** Thoughts in *Swadeshi Samaj* essays—Nationalism and Swadeshi—the notion of *Atmashakti*—rural reconstruction and *Samabaya*—the search for a distinctive Indian history and assimilationist civilization: *Bharat Barsher Itihasa* and *Bharat Barsher Itihaser Dhara*—Foundation of Shantiniketan Ashrama

**UNIT-3**

**Tagore on Nationalism:** Winning the Nobel Prize - the experience of the First World War and Tagore's critical mood about western nationalism – the distinction between the Western and Eastern nationalism—Jallianwala Bagh Massacre, renunciation of Knighthood and the return to the engagement of national politics—Tagore and Gandhi

**UNIT-4**

**Tagore's vision of Greater India:** *Java-Yatrir Patra*

**UNIT-5**

**Tagore and the World:** Crisis of civilization – *Sabhyatar Sankat*

**References/ Suggested Readings**

1. Sabyasachi Bhattacharya, *Rabindranath Tagore: An Interpretation*
2. — *Talking Back: The Idea of Civilization in the Indian Nationalist Discourse*
3. — *Sabhyatar Swarup O Bharate Jatiyata badi Chintadhara* (Bengali translation of *Talking Back*)
4. Prabhat Kumar Mukhopadhyay, *Rabindra Jeevani O Rabindra Sahitya Prabeshak*, vols. 1-4
5. Krishna Kripalani, *Rabindranath Tagore: A Biography*
6. Krishna Dutta and Andrew Robinson, *Rabindranath Tagore: The Myriad-Minded Man*

7. SisirKumarDas(ed.),*The English Writings of Rabindranath Tagore*[relevant writings]
8. *Rabindra Rachanabali* (West Bengal Government / Visva-Bharati) [relevant writings]
9. Prasanta Kumar Pal, *Rabi Jivani*, Vols.1-9[relevant sections]

**SEMESTER-V**  
**SKILL ENHANCEMENT COURSE**  
**Course Name: Archaeology and Museum Making in Colonial India**  
**Course Code: BAPHISSEC501**

<b>Course Type: SE (Theoretical)</b>	<b>Course Details: SEC-3</b>		<b>L-T-P: 5-1-0</b>		
<b>Credit:04</b>	Full Marks: <b>50</b>	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
			<b>10</b>		<b>40</b>

**Course and Learning Outcomes:**

After the completion of course, the students will have ability to:

1. The course is solely intended to highlight the history and the origins of the developments of archaeology in Indian in twentieth Century. They will gain knowledge about archaeology.
2. The course aims to studying the history of the Archaeological explorations, excavations and conservation and the creation of heritage sites. They will develop knowledge about the Public archaeology and popularization of archaeological sites and Archaeology in travel writings.
3. Students will also be able to know that how and why Archaeology and the Museum Movement in India started. And how the Indian Museum, the Provincial museums and the local museums are growing up and the Background to the formation of the National Museum

**Content/Syllabus: Unit wise course Distribution**

**UNIT-1**

The development of archaeological knowledge—early archaeological explorations: Establishment of the Archaeological Survey of India: the archaeological mapping by Alexander Cunningham—

**UNIT-2**

Curzon and the new impetus for archaeological conservation: Sir John Marshall and the development of Indian archaeology in the early twentieth century—Archaeology as the new foundation for an authentic history of India—Archaeological explorations, excavations and conservation and the creation of heritage sites—A few major sites of archaeological excavations

**UNIT-3**

Archaeology and culture—Local historians and archaeological knowledge—the culture of collection and valorization of artifacts—Collecting and museum making—the profiles of Nalinikanta Bhattasali, Rajendralal Mitra and Satish Chandra Mitra, and Ramaprasad Chanda,

**UNIT-4**

Archaeology and the Museum Movement in India—the Indian Museum—the Provincial museums, Peshawar Museum, Mathura Museum, and Patna Museum, and the local museums—Background to the formation of the National Museum

**References/ Suggested Readings**

1. Basham, A. L. (ed.), *A Cultural History of India* (Delhi, 1975).
2. Chakrabarty, Dilip, *A History of Indian Archaeology from the Beginning to 1947* (Delhi, 1988).
3. Guha Thakurta, Tapati, *Monuments, Objects, Histories: Institutions of Art in Colonial and Post-Colonial India* (Delhi, 2004).
4. Guha Thakurta, Tapati, 'The Endangered Yakshi: Careers of an Ancient Art Object in Modern India' in Partha Chatterjee and Anjan Ghosh, eds, *History and the Present*, New

Delhi,2002.

5. Kejariwal, O. P., *The Asiatic Society of Bengal and the Discovery of India's Past, 1784-1813*, Delhi,1988
6. Lahiri, Nayanjot, *Marshalling The Past: Ancient India and its Modern Histories*, Permanent Black,2012
7. Roychowdhry, Madhuparna, *Displaying India's Heritage: Archaeology and Museum Movement in Colonial India*, Orient Blackswan Publications, Delhi,2015
8. Singh, Upinder, *The Discovery of Ancient India: Early Archaeologists and the Beginnings of Archaeology*, Delhi,2004

## **SEMESTER-VI**

**Course Name: Modern Europe: 1789-1914 CE**

**Course Code: BAPHISDSE601**

<b>Course Type: DSE ( Theoretical)</b>	<b>Course Details: DSE-3</b>		<b>L-T-P: 5-1-0</b>		
<b>Credit:06</b>	<b>Full Marks: 50</b>	<b>CA Marks</b>		<b>ESE Marks</b>	
		<b>Practical</b>	<b>Theoretical</b>	<b>Practical</b>	<b>Theoretical</b>
			<b>10</b>		<b>40</b>

### **Course Learning Outcomes:**

After the completion of course, the students will be able to:

1. Understand the period between the French revolution and First World War and how the French Revolution brought vast transition in the socio-economic and political structure of France.
2. Develop idea about how Napoleon Bonaparte spread the ideas and ideology of French Revolution on the whole of Europe, which led to the conflict between ideas of progressiveness and ideas of reactions.
3. Get to know about the emergence of nationalism in Europe, with special reference to the unification movements in Italy and Germany.
4. Know the ideas of Liberalism—how New Economic Policy and socialism developed—the battle of ideologies that led to the World War— Changes in modern Europe.

### **Content/ Syllabus: Unit wise course content distribution**

#### **UNIT-1**

The French Revolution and Napoleon: Crisis of Ancien Regime: Socio-Political and Economic Condition, Intellectual Impetus: The Revolution in the making, Phases of the French Revolution: the Aristocratic Revolution, The rise of Napoleon Bonaparte: Napoleonic Empire and Europe, Fall of Napoleon: Continental System, Impact of Napoleon in Europe

#### **UNIT-2**

Restoration and reaction in Europe: Vienna Congress, Metternich Era.

#### **UNIT-3**

Movements of National Aspirations: Unification of Italy, Unification of Germany, The Third Republic and the Paris Commune, The Eastern Question.

#### **UNIT-4**

Causes of the First World War.

### **References/ Suggested Readings**

1. Fisher H.A.L., *History of Europe*.
2. Thomson David, *Europe since Napoleon*.
3. Lipson E., *Europe in the 19<sup>th</sup> and 20<sup>th</sup> Centuries*.

4. Hazen C D, *Europe since 1815*.
5. Ketelby, *History of Modern Times*.
6. Cipolla (ed.), *Fontana Economic History of Europe*.
7. Hobsbawm E.J., *Age of Revolution*
8. —, *Age of Empire*.
9. Roberts J.M., *Europe 1880-1945*.
10. Lefebvre G., *Coming of the French Revolution*.
11. Chakraborty, Prafulla, *Farasi Biplab*.
12. Mukherjee, Dipak, *Biswa Itihaser Prekhsapate Europe* (in three volumes), Kolkata, 2003.
13. Aniruddha Ray & Subhasranjan Chakraborty, *Napoleon O France*, Kolkata, 2005
14. John W. Young and John Kent, *International Relations since 1945: A Global History*
15. Ngaire Woods, *Explaining International Relations since 1945*
16. Wayne C. McWilliams, Hary Piotrowski, *The World Since 1945: A History of International Relations*
17. Tony Judt, *Postwar: A History of Europe since 1945*
18. Peter Calvocoressi, *World Politics since 1945*
19. —, *World Politics, 1945-2000*
20. Geir Lundestad, *East, West, North, South: International Relation Since 1945*
21. M. Nicholson, *International Relations: A Concise Introduction*
22. Edward A. Kolodziej, *Security and International Relations*
23. William R. Keylor, *A World of Nations: The International Order since 1945*
24. —, *The Twentieth Century World and Beyond: An International History since 1900*
25. John Richard Thackrah, *The Routledge Companion to Military Conflict since 1945*
26. Chris Cook and John Stevenson, *The Routledge Companion to World History since 1914*

## SEMESTER-VI

**Course Name: Post-World War II Politics**

**Course Code: BAPHISDSE602**

<b>Course Type: DSE ( Theoretical)</b>	<b>Course Details: DSE-4</b>		<b>L-T-P: 5-1-0</b>		
Credit:06	Full Marks: <b>50</b>	CA Marks		ESE Marks	
		Practical	Theoretical	Practical	Theoretical
			<b>10</b>		<b>40</b>

### **Course Learning Outcomes:**

After the completion of course, the students will be able to:

1. Understand the importance of inter-disciplinary study.
2. Know about the origin of the Cold War, its ideology and emergence of American and Soviet Blocs.
3. Know about economic and military alliances: NATO, SEATO, COMECON and Warsaw Pact.
4. Know about the crisis in East Europe and South-West Asia.
5. Understand about Third world and its ideology, organization: OPEC, SAARC, ASEAN etc.
6. Know how the Soviet bloc collapse and disintegrate.

### **Content/syllabus: Unit wise course content distribution**

#### **UNIT – 1**

A New World Order and the Origin of the Cold War

#### **UNIT- 2**

Cold War—Its Ideology and emergence of American and Soviet Block

#### **UNIT – 3**

Economic and military alliance: NATO, SEATO, COMECON, Warsaw Pact

#### **UNIT – 4**

Crisis in Hungary, Polish question, Suez crisis, Palestine problem, Iran-Iraq conflict, Gulf War of 1990-91, Arab-Israel War

#### **UNIT – 5**

Third World and Its ideology, organizations: OPEC, SAARC, ASEAN

#### **UNIT – 6**

Détente

#### **UNIT – 7**

Collapse of Soviet Bloc: Process of disintegration

### **Reference / Suggested Readings:**

1. Taylor, A.J.P., *Origins of the Second World War*
2. Carr, E. H., *International Relations between the Two World Wars*
3. —, *The Twenty years crisis 1919-1939: An Introduction to the Study of the International Relations.*
4. Calvocoressi. P., *World since 1945*
5. Kaushik. K., *History of Communist Russia, 1917-1991*, New Delhi, Macmillan 2006
6. Williams, W.C., Piotrowski. H., *The World since 1945—A History of the International Relations.*

7. P. Calvocoressi, *World since 1945*
8. K Kaushik, *History of Communist Russia, 1917-1991, New Delhi, Macmillan 2006*
9. W.C. Williams, H. Piotrowski, *The World since 1945—A History of the International Relations*
10. A Briggs, P. Clavin, *Modern Europe 1789 –Present.*
11. Asit Kumar Mandal, *Antarjatik Samparker Ruprekha (1945-2012)*, Sreedhar Prakasani, Kolkata, 2013
12. Pranabkumar Chattopadhyay, *Antarjatik Samparker Itihas*, New Central Book Agency, Kolkata
13. Pranabkumar Chattopadhyay, *Dui Biswajudher Madhyabartikal in Antorjatik Samparka: 1919-1939*, written by E. H. Carr, Book Forum Private Limited, Kolkata. (Translated)

## **SEMESTER-VI**

### **Generic Elective Paper**

**Course Name: Visual and Performative Culture in Bengal: 1795-1947 CE**

**Course Code: BAPHISGE601**

<b>Course Type: GE (Theoretical)</b>	<b>Course Details: GE-2</b>			<b>L-T-P: 5-1-0</b>	
<b>Credit: 06</b>	<b>Full Marks: 50</b>	<b>CA Marks</b>		<b>ESE Marks</b>	
		<b>Practical</b>	<b>Theoretical</b>	<b>Practical</b>	<b>Theoretical</b>
			<b>10</b>		<b>40</b>

### **Course and Learning Outcomes:**

Students will be able to know in detail about:

1. 19<sup>th</sup> and 20<sup>th</sup> century Bengali culture — Emergence of Bengali middle class, modernity, urban, subaltern and folk culture — Modern Indian society and culture.
2. Explain the historical events from different multidimensional approach — cultural and sociological.
3. Understand popular cosmopolitan culture in the context of globalization.
4. Develop knowledge about our cultural heritage, its nature, and transformation.

### **Content/ Syllabus: Unit wise course content distribution**

#### **UNIT-1**

Definition of Visual and Performative Culture

#### **UNIT-2**

The coming of new form of public entertainment: Art, cinema, and drama—From Kalighat painting to the Bengal School of Art-The theatre culture sites—from Gerasim Lebedev to IPTA movement: Jatra culture, *shawng* (Pantomime)—Proscenium Theatre—National Theatre—Swadeshi theatre—Swadeshi Jatra—'Nabanna'

#### **UNIT-4**

Physical culture movement in Bengal: Indigenous and western: Hindu Mela, wrestling, *lathi khela* and circus as a form of physical culture in Bengal; cricket and football

#### **UNIT-5**

New space of performing art—the case of Bengali songs and dance—from *kabigan* and *tappa* to *Swadeshi Sangeet*

### **References/ Suggested Readings**

1. Tapati Guha Thakurta, *The Making of a New 'Indian' Art: Artists, Aesthetics and Nationalism in Bengal, c. 1850-1920*, Cambridge University Press, New Delhi, 2007

2. Archana Verma, *Performance and Culture: Narrative, Image and Enactment in India*, Cambridge Scholars Publishing, New Delhi, 2011
3. Gayatri Sinha, *Art and Visual Culture, 1857-2007*, Marg Publications, New Delhi, 2009
4. Catherine B. Asher, Cynthia Talbot, *India before Europe*, Cambridge University Press, New York, 2006
5. Amitava Chatterjee ed., *People at Play: Sport, Culture and Nationalism*, SetuPrakashani, Kolkata
6. — ed., *People at Large: Popular Culture in Modern Bengal*, SetuPrakashani, Kolkata
7. —, 'Exhibiting Masculine Identity through Circus in Colonial Bengal', *Studies in People's History*, Vol. 2, No. 2, 2015
8. —, ed. *Itihase Janasanskriti*, Gangchil, Kolkata.
9. Kaushik Bandyopadhyay, *Khela Jakhon Itihas*, SetuPrakashani, Kolkata.
10. Sumanta Banerjee, *Unish Shataker Kolkata O Saraswatir Itar Santan*, Anustup, Kolkata, 2008
11. Sumanta Banerjee, *The Parlour and the Streets: Elite and Popular Culture in Nineteenth Century Calcutta*, Seagull Books, Calcutta, 1989.
12. Nirmal Bandyopadhyay, *Unish Shataker Bangla Sadharan Rangalay: Itihas, Jatiyatabad, Samajjiban*, SaptarshiPrakashani, Kolkata, 2018
13. Darshan Choudhury, *Gananatya Andolan*, Anustup, Kolkata
14. Ashok Kumar Mishra, *Gananatya Andolan O Nabanna*, Bangiya Sahitya Samsad, Kolkata
15. Aishika Chakraborty, *Kolkatar Nach Samakalin Nagarnritya*, Gangchil, Kolkata
16. Abanindrakrishna Basu, *Bangalir Circus*, Gangchil, Kolkata
17. Kalish Mukhopadhyay, *Bangla Chalachhitrer Itihas, 1897 theke 1947*, Kolkata
18. Sumit Sarkar, *Modern Times: India 1880s-1950s: Environment, Economy, Culture*, Permanent Black, New Delhi, 2014.
19. Sumit Sarkar, *Modern Times: Bharat 1880 er Doshok theke 1950 er Doshok: Paribesh, Artha Byabastha, Sanskriti*, K.P. Bagchi & Co, Kolkata, 2019
20. Ghulam Murshid, *Hajar Bacharer Bangali Sanskriti*, AbasarPrakashan, Dhaka, Bangladesh, 2005.
21. Gurusaday Dutta, *The Bratachari Synthesis*, 3rd ed. Bengal Bratachari Society in Calcutta. 1981.
22. —, *Bratachari-Sakha*, Bengal Bratachari Society in Calcutta, Shraban, 1347BS.
23. Ramananda Chatterjee, *The Bratachari Movement*. Bengal Bratachari Society in Calcutta. 1940.
24. Sharmistha Gooptu, *Bengali Cinema: 'An Other Nation'*, Routledge, 2011
25. Kiranmoy Raha, *Bangla Theatre*, National Book Trust India, New Delhi, 1985
26. Chittabrata Palit, *Kolkatar Kristi*, Evenal Press, Kolkata, 2016
27. Rathin Chakraborty, *Kolkatar Natyacharcha*, Paschim Banga Natya Academy, Calcutta, 1991.
28. Debashish Bandyopadhyay, *Loksanskritir Hathboi*, Dolly Publication, Asansol



**SEMESTER VI**  
**SKILL ENHANCEMENT COURSE**  
**Course Name: Colonial Science in India: Institutions and Practices**  
**Course Code: BAPHISSEC601**

<b>Course Type: SE (Theoretical)</b>	<b>Course Details: SEC-4</b>		<b>L-T-P: 5-1-0</b>		
<b>Credit:04</b>	<b>Full Marks: 50</b>	<b>CA Marks</b>		<b>ESE Marks</b>	
		<b>Practical</b>	<b>Theoretical</b>	<b>Practical</b>	<b>Theoretical</b>
			<b>10</b>		<b>40</b>

**Course Learning Outcomes:**

After the completion of course, the students will have ability to:

1. Know the status of the study of science and scientific institutions in colonial India — problems and perspectives.
2. Understand the relation between science and colonial explorations, science and Orientalism.
3. Develop ideas about some Indigenous scientific personalities and their work, and the intersection of science and nationalism

**Content/ Syllabus: Unit wise course content distribution**

**UNIT-1**

Science in Colonial India: Problems and Perspectives

**UNIT-2**

Science and Colonial Explorations: Science and Orientalism-Early European Scientists: Surveyors, Botanists, Doctors under the East India Company Service

**UNIT-3**

Science in Practice: Botanical Garden, Geological Survey of India, Medical College, Indian Association for the Cultivation of Science.

**UNIT-4**

Science and Indigenous Personality: Prafulla Chandra Ray, Jagadish Bose, Mahendra Lal Sarkar, Maghnad Saha, C.V. Raman- Emergence of National Science

**UNIT-5**

Colonial Science in India: Science and Indian Nationalism-Response and Resistance- Ideas of Mahatma Gandhi and other Indian Nationalists.

**References/ Suggested Readings**

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2. David Arnold, *Science, Technology and Medicine in Colonial India*, Cambridge University Press, Cambridge, 2000
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5. Pratik Chakrabarti, *Western Science in Modern India; Metropolitan Methods, Colonial Practices*, Permanent Black, New Delhi, 2004
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7. Satpal Sanwan, *Science, Technology and Colonisation: An Indian Experience, 1757-1857*, Anamika Prakashan, New Delhi, 1991
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