



# GOVERNMENT GENERAL DEGREE COLLEGE, CHAPRA

OFFICE OF THE PRINCIPAL  
HIGHER EDUCATION DEPARTMENT  
GOVERNMENT OF WEST BENGAL  
AFFILIATED TO THE UNIVERSITY OF KALYANI

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ESTD : 2013

## DEPARTMENT OF HISTORY

### Teaching Plan 2022-2023 [UG-History (Programme Course)]

1<sup>st</sup>, 3<sup>rd</sup>, 5<sup>th</sup> Semesters

| Semester                 | Paper/Course   | Unit/Module  | Teacher    | No. of lectures | To be completed by    |
|--------------------------|--|--|------------|-----------------|-----------------------|
| 1 <sup>st</sup> Semester | HISP-CC-T-1:<br>History of India from the Earliest times to the Early Medieval Period. | <b>Unit-1:</b> Sources and interpretation – broad survey of paleolithic, mesolithic and neolithic cultures – the Harappan Civilisation – journey from the Vedic state to the 16 Mahajanapadas –from the age of the Vedas to the age of Jainism and Buddhism. | Ajoy Ghosh | 10              | 1 <sup>st</sup> month |
|                          |  | <b>Unit-2:</b> The Maurya rule in Magadha - Asoka's Dhamma and administration - The post-Maurya India of the Kushanas, Satavahanas and Tamil powers, Splits in Jainism and Buddhism -Vaishnavism, Saivism  | Ajoy Ghosh | 10              | 2 <sup>nd</sup> month |
|                          |  | Class Test   |            |                 |                       |
|                          |  | <b>Unit-3:</b> Age of the Guptas; consolidation of Magadhan empire; debates on golden age, Brahminical revival and growth of feudalism;  | Ajoy Ghosh | 10              | 3 <sup>rd</sup> month |

|                     |   |   |            |    |                       |
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|                     |   | decline of the Gupta power and beginning of political decentralization of India; assessing Harshavardhana as the last great emperor.  |            |    |                       |
|                     |   | <b>Unit-4:</b> From centralized to decentralized India - The Rajputs of North India - Palas and Senas in Bengal - Kingdoms of the South – The Pallavas, Rashtrakutas, Chalukyas and Cholas –changes in Polity, Society, Economy, Religion and Culture - towards transition.   | Ajoy Ghosh | 10 | 4 <sup>th</sup> month |
|                     |   | Class Test  |            |    |                       |
|                     |   | Revision and preparation for university exam  |            |    | 5 <sup>th</sup> month |
| <b>3rd Semester</b> | HISP-CC-T-3:<br>History of Modern India till Independence . | <b>Unit-1:</b> Expansion and Consolidation of British Rule with special reference to Bengal, Maharashtra, Mysore, Punjab and Awadh; colonial state and development of its administration – orientalism and utilitarianism - land revenue settlements and results thereof.   | Ajoy Ghosh | 10 | 1 <sup>st</sup> month |
|                     |   | <b>Unit-2:</b> Exploitation and resistance – de-peasantization and de-industrialization - drain of wealth-famines in India - resistance from the tribes and peasants till the Revolt of 1857 - analysing therevolt and its aftermath – colonial policy of further exploitation through railways and industrial network. | Ajoy Ghosh | 10 | 2 <sup>nd</sup> month |
|                     |   | Class Test  |            |    |                       |
|                     |   | <b>Unit-3:</b> The cultural revolution of the nineteenth century; critique of Young Bengal Movement, Bengal Renaissance, social and religious reforms; colonisation of education; the women's question.   | Ajoy Ghosh | 10 | 3 <sup>rd</sup> month |
|                     |   | <b>Unit-4:</b> Interpreting Indian nationalism – swadeshi movement  | Ajoy Ghosh | 10 | 4 <sup>th</sup> month |

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|                     |  | and different phases of the nationalist struggle - role of Gandhi, Tagore, Subhas Bose, Nehru and Jinnah; workers' and peasants' movements – religious polarisation of national politics – partition and independence (1947).  |            |    |                       |
|                     |  | Class Test   |            |    |                       |
|                     |  | Revision and preparation for university exam   |            |    | 5 <sup>th</sup> month |
| <b>3rd Semester</b> | HISP-SEC-T1(A): Understanding Heritage, Art and architecture of India. | <b>Unit-1:</b> Defining heritage – an overview of cultural and built heritage of India – notions of art and craft.   | Ajoy Ghosh | 06 | 1 <sup>st</sup> month |
|                     |  | <b>Unit-2:</b> Pre-colonial Indian Art and Architecture – early illustrated manuscripts and mural painting traditions – nearly medieval sculpture, style and iconography – numismatic art –miniature painting, Mughal, Rajasthani and Pahari - early Indian architecture, stupa, cave and temple – the Mughals - Indo-Persian architecture, fort, palace and mosque. | Ajoy Ghosh | 10 | 2 <sup>nd</sup> month |
|                     |  | Class Test   |            |    |                       |
|                     |  | <b>Unit-3:</b> The colonial period – western influences on Indian Art and architecture – changes in the post-colonial period.  | Ajoy Ghosh | 06 | 3 <sup>rd</sup> month |
|                     |  | <b>Unit-4:</b> The Bengal School of art and architecture – Birbhum, Bankura and Bishnupur Gharana– Art Movements – Santiniketan style - Progressive Artists' Group – major artists and their works – popular art forms – folk art traditions.  | Ajoy Ghosh | 10 | 4 <sup>th</sup> month |
|                     |  | Class Test   |            |    |                       |
|                     |  | Revision and preparation for university exam   |            |    | 5 <sup>th</sup> month |

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| <b>5<sup>th</sup><br/>Semester</b> | HISP-DSE-T-1:<br>History of China from Tradition to Revolution. | <b>Unit-1:</b> Traditional China – sino-centrism - society - social groups and classes - confucian value system - closed Chinese economy - the canton trade.  | Jaydeb Mandal | 06 | 1 <sup>st</sup> month |
|                                    |   | <b>Unit-2:</b> Confronting the foreigners - Opium Wars - treaties with imperialist powers - foreigners's struggle for concessions in China - China as an 'informal colony' – increasing western pressure -the open-door policy - transformation of China from a feudal society to a semi-colonial and semifeudal society.   | Jaydeb Mandal | 10 | 2 <sup>nd</sup> month |
|                                    |   | Class Test  |               |    |                       |
|                                    |   | <b>Unit-3:</b> The People's response – from Taiping to Boxer - self – strengthening movement and reforms 1860 -1898 and 1901-1908 - revolution of 1911 – from nationalism to comprador-ship, Sun Yat Sen to Yuan-Shi-Kai - Warlordism since 1916 - revolt of the Chinese working class, the May Fourth Movement.  | Jaydeb Mandal | 06 | 3 <sup>rd</sup> month |
|                                    |   | <b>Unit-4:</b> Development of Chinese industrial economy and growth of the Chinese proletariat -spread of communism among the proletariat in between the world wars - Chiang Kai Shek, Kuomintang and the united front - break with the front and the mature phase of Chinese communist movement under Mao Tse Tung - the Long March and the Communist Revolution of China. | Jaydeb Mandal | 10 | 4 <sup>th</sup> month |
|                                    |   | Class Test  |               |    |                       |
|                                    |   | Revision and preparation for university exam  |               |    | 5 <sup>th</sup> month |
| <b>5<sup>th</sup><br/>Semester</b> | HISP-SEC-T-3(B):<br>Studies in Museum and                       | <b>Unit-1:</b> Origin, meaning, definition and purpose of Museum-development of museum in the global context-museum   | Jaydeb Mandal | 06 | 1 <sup>st</sup> month |

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|  | Archaeology. | development in India-changing role and social relevance of museum-function of a museum-classification of museum according to collection, scope and management.  |               |    |                       |
|  |              | <b>Unit-2:</b> Organization of museum-ethics for acquisition and procedure of collection-documentation, accession, indexing, cataloguing and digitization-presentation and exhibition in house and out house-communicative education and outreach activities-curator al care, scientific preservation, protection and vigilance-museum publication and library-museum and tourism.  | Jaydeb Mandal | 10 | 2 <sup>nd</sup> month |
|  |              | Class Test  |               |    |                       |
|  |              | <b>Unit-3:</b> Definition of archaeology and ethno - archaeology-importance of archaeology for historical research-types of archaeology-prehistoric, historic, rural-urban and underwater archaeology-history of Indian archaeology-important archaeological sites of India Bhimbetka, Anegundi, Brahmagiri, Lothal, Dholavira, Kalibangan, Rakhigarhi, Adichanallur, Hallur, Sanchi, Khajurabo, Ajanta, Udayagiri-Khandgiri and Mogalmari. | Jaydeb Mandal | 06 | 3 <sup>rd</sup> month |

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|                          |   | <b>Unit-4 :</b> Methods of archaeological exploration and site discoveries- horizontal and vertical excavation, concept of stratigraphy and stratification-dating methods and techniques-dendrochronology, radio carbon dating, thermoluminescence dating electron spin resonance dating optically stimulate microscopy dating, fission track dating great scholars of archaeology- Alexander Cunningham, John Hubert Marshall, Mortimer Wheeler Rakhaldas Bandyopadhyay, Days Ram Sahni, D.R. Bhandarkar, H. D. Sankalia, B.B. Lal, M. K. Dhavalikar, R.S.Bisht, Debala Mitra and Shereen Ratnagar. | Jaydeb Mandal | 10 | 4 <sup>th</sup> month |
|                          |   | Class Test   |               |    |                       |
|                          |   | Revision and preparation for university exam   |               |    | 5 <sup>th</sup> Month |
| 5 <sup>th</sup> Semester | HISP-GE-T-3: History of India from the Earliest times to the Early Medieval Period. | <b>Unit-1:</b> Sources and interpretation – broad survey of paleolithic, mesolithic and neolithic cultures – the Harappan Civilisation – journey from the Vedic state to the 16 Mahajanapadas –from the age of the Vedas to the age of Jainism and Buddhism.   | Arunava Sinha | 10 | 1 <sup>st</sup> month |
|                          |   | <b>Unit-2:</b> The Maurya rule in Magadha - Asoka's Dhamma and administration - The post-Maurya India of the Kushanas, Satavahanas and Tamil powers, Splits in Jainism and Buddhism - Vaishnavism, Saivism.  | Arunava Sinha | 10 | 2 <sup>nd</sup> month |
|                          |   | Class Test   |               |    |                       |

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|--|--|--|---------------|----|-----------------------|
|  |  | <b>Unit-3:</b> Age of the Guptas; consolidation of Magadhan empire; debates on golden age, brahminical revival and growth of feudalism ; decline of the Gupta power and beginning of political decentralization of India ; assessing Harshavardhana as the last great emperor. | Arunava Sinha | 10 | 3 <sup>rd</sup> month |
|  |  | <b>Unit-4:</b> From centralized to decentralized India - The Rajputs of North India - Palas and Senasins Bengal - Kingdoms of the South – The Pallavas, Rashtrakutas, Chalukyas and Cholas –changes in Polity, Society, Economy, Religion and Culture - towards transition.    | Arunava Sinha | 10 | 4 <sup>th</sup> month |
|  |  | Class Test   |               |    |                       |
|  |  | Revision and preparation for university exam   |               |    | 5 <sup>th</sup> month |