

ASANSOL GIRLS' COLLEGE

Department of History

Programme Specific Outcome (PSO) and Course Outcome (CO)

Programme Specific Outcome (PSO):

The Programme enables the students

PSO1: To develop a sound and objective understanding of the political, economic and societal development through the ages, from the ancient to the contemporary times.

PSO2: To not just confine themselves to the study of History, but to the study of historian as well so as to form a clear idea of the perspective from which the events have been described by a particular historian.

PSO3: To study events happening around the world and its impact on our country and human lives in general.

PSO4: To connect the past with the present and understand how a particular happening/ problem of the present has its root in the past.

COURSE OUTCOME (CO)

Semester	Unit and Topic	Unit specific CO
Semester – I <u>Early History of India : Proto History to 6 th Century BCE</u> (Major and Minor)	Unit 1. Understanding early India	Students shall get an idea on: CO1: Historical theories and interpretations about the Indian past. CO2: The concept of ‘Bharatvarsha’ and ‘India’. CO3: Understanding the sources. CO4: Neolithic to Chalcolithic period in Ancient India. CO5: Vedic Age CO6: Sodasa Mahajanapadas
	Unit 2 Ideas and institutions in early India	CO7: Varna and Jati in ancient India. CO8: Cults, doctrines in ancient India. CO9: Aspects of economy in the age of Buddha. CO10: Science and technology in ancient India.
	Unit 3 Empire Building in India	CO11: From the sixteen Mahajanapadas to the rise of Magadha. CO12: Role of iron in urbanisation. CO13: The Empire Building Process.

	<p>Unit 4</p> <p>Formation of Mauryan Empire</p>	<p>CO14: Rise of the Mauryan empire.</p> <p>CO15: The Mauryan kings with special emphasis on Ashoka.</p> <p>CO16: Ashokandhamma in state policy.</p> <p>CO17: Mauryan Administration.</p> <p>CO18: Decline of the Mauryan Empire.</p> <p>CO19: The Socio-economic life of the Mauryan period.</p>
	<p>Unit 5</p> <p>Post-Mauryan Empire</p>	<p>CO20: Political history of the Sungas and the Kanvas, the Indo Greeks, the Kushanas and the Satavahanas.</p> <p>CO21: The Socio-Economic Condition of the Period.</p>
	<p>Unit 6</p> <p>Imperial Guptas</p>	<p>CO22: Rise of the imperial Guptas.</p> <p>CO23: Concept of the Classical Age..</p> <p>CO24: Socio-cultural and economic conditions of the period.</p> <p>CO25: Decline of the Gupta power.</p>
<p><u>Exploring Early Medieval Bengal : c.600 to c.1200 CE (MDC-1)</u></p>	<p>Unit 1</p> <p>Outlines of Political History</p>	<p>Students shall get a clear idea on:</p> <p>CO1: The Political Context of Bengal .</p> <p>CO2: The Changing Political Dynamics of Bengal.</p>

	<p>Unit 2</p> <p>Glimpses of Social History</p>	<p>CO3: The shaping of the social fabric.</p> <p>CO4: The intermixture of various peoples and their customs.</p> <p>CO5: The Varna-Jati and its peculiar case in Bengal</p>
	<p>Unit 3</p> <p>Religio-Cultural History: Select Themes</p>	<p>CO6: The spread of Brahmanism in Bengal.</p> <p>CO7: The assimilation of brahmanical and non-brahmanical ideas.</p> <p>CO8: The making of the Bengal Puranas.</p> <p>CO9: The Changing face of Buddhism.</p> <p>CO10: Infusion of Tantric Ideas into the various faiths.</p> <p>CO11: Confrontation and coexistence of various beliefs.</p>
	<p>Unit 4</p> <p>The Economic Life</p>	<p>CO12: The various means of livelihood of the people of Bengal.</p> <p>CO13: Traditional methods used in agriculture.</p> <p>CO14: Use of technology in agriculture.</p> <p>CO15: Economic History of Bengal-Inland and Foreign Trade and Development of Agrarian technology in ancient Bengal.</p>

<p style="text-align: center;"><u>Archaeology and Museum Making in Colonial India</u> (Skill Enhancement Course) (BAHHISSE101)</p>	<p>Unit 1</p> <p>Development of Archaeology as a distinct discipline and events leading to the formation of the Archaeological Survey of India.</p>	<p>Students shall develop an understanding on:</p> <p>CO1: the impact of Orientalism , Anglicanism and Nationalism on the development and growth of archaeology.</p> <p>CO2: the way archaeology created a discordant meaning for different groups.</p> <p>CO3: the repository of resources opened up by archaeological studies.</p>
	<p>Unit 2</p> <p>Role of Curzon-Marshall in conservation ; a few major sites of archaeological excavations and creation of heritage sites</p>	<p>CO4: The events leading up to the need for conservation of sites, monuments , artifacts and the passing of the Ancient Monuments Preservation Act in 1904.</p> <p>CO5: the history of excavations in some major sites and understanding the need to conserve such heritage.</p>
	<p>Unit 3</p> <p>The role of local historians in creating archaeological knowledge by locating and undertaking an in-depth study of local sites, monuments and artifacts.</p>	<p>CO6: Work done at local levels by seasoned as well as amateur historians in unraveling the history of their respective localities.</p> <p>CO7: Relation between the creation of such local history and the rising tide of nationalism</p>

	<p>Unit 4</p> <p>Archaeology emerging as a determinant force in museum making; the museum movement around the subcontinent</p>	<p>CO8: The role of archaeology in museum making.</p> <p>CO9: The reflection of nationalist ethos in museum making</p>
	<p>Unit 5</p> <p>A visit to a museum/heritage site/ historical place</p>	<p>CO10: Appreciation of the culture and heritage of the land.</p>

Semester	Unit and Topic	Unit specific CO
<p>Semester III Honours</p> <p><u>The Delhi Sultanate: 1206-1526 CE</u></p> <p><u>CC-5</u></p> <p><u>(BAHHISC301)</u></p>	<p>Unit 1</p> <p>Interpreting the Delhi Sultanate–Sources of Medieval History of India–A Survey of sources:</p> <p>Literary and Archaeological.</p>	<p>Students shall develop an understanding on:</p> <p>CO1: Arab conquest of Sindh.</p> <p>CO2: the Delhi Sultanate — foundation and development from the thirteenth through the fifteenth century — the theories of kingship under Turkish rule</p>
	<p>Unit 2</p> <p>Foundation, Consolidation and Challenges to the Delhi Sultanate:</p>	<p>CO3: Political History of India from Qutb-ud-din Aibak to Firuz Shah Tughluq.</p> <p>CO4: The Changing Power Dynamics.</p>

	<p>Unit 3</p> <p>Emergence of regional States</p>	<p>CO5: the emergence of regional powers like Vijaynagar and Bahamani Kingdoms, Husain Shahi and IlyasShahi dynasty.</p> <p>CO6: The power politics between the centre and the state.</p>
	<p>Unit 4</p> <p>Society and Economy – Monetization, Market, Growth of Urban centers -- Trade and Commerce, Indian Ocean trade.</p>	<p>CO7: Social and economic life of the period.</p> <p>CO8: Factors leading to the growth of the urban centres.</p> <p>CO9: Trade and Commerce with special reference to Indian system.</p> <p>CO10: Iqta system and its significance</p>
	<p>Unit 5</p> <p>Religion, Society and Culture</p>	<p>CO11: Sufism and Bhakti movements</p> <p>CO12: Religious Syncretism</p> <p>CO13: Contemporary Social life.</p> <p>CO14: Cultural life with particular focus on Art and Architecture of the period.</p>

<p><u>The Feudal Society in Europe</u></p> <p><u>CC-6</u></p>	<p>Unit 1</p> <p>Muhammad and Charlemagne</p>	<p>Students shall gain an understanding on:</p> <p>CO1: Rise of Islam as a major force in Mediterranean Sea Trade.</p> <p>CO2: Importance of coronation of Charlemagne in European history.</p> <p>CO3. Carolingian Renaissance.</p> <p>CO4: Treaty of Verdun, dissolution of the Carolingian Empire and its far reaching impact on the history of Europe.</p>
	<p>Unit 2</p> <p>Europe besieged</p>	<p>CO5: The invasion of Norseman, Magyars, Arabs and Saracens.</p> <p>CO6: The way European society was affected by these invasions.</p>
	<p>Unit 3</p> <p>Feudal Society and Economy (c.800-c.1100)</p>	<p>CO7: Feudalism, its economy and society.</p> <p>CO8: Emergence of towns.</p> <p>CO9: Trade and Commerce</p>
	<p>Unit 4</p> <p>Emergence of National Kingship</p>	<p>CO10: Factors leading to the emergence of National Kingship in Germany and France.</p>

	<p>Unit 5 Religion and Culture</p>	<p>CO11: Changes in the field of religion and culture.</p> <p>CO12: Monastic movements with particular focus on Clunaic reforms.</p> <p>CO13: Crusades and its far reaching consequences.</p> <p>CO14: Twelfth Century Renaissance</p>
<p><u>The Mughal Empire: 1526-1707 CE</u> <u>CC-7</u> <u>(BAHHISC303)</u></p>	<p>Unit 1 Sources and Historiography</p>	<p>Students shall develop a sound understanding on:</p> <p>CO1: History and historiography of medieval India.</p> <p>CO2: The various chronicles shedding light on the extant socio-political conditions.</p>
	<p>Unit 2 Establishment of Mughal rule in India.</p>	<p>CO3: The role of Babur in the establishment of Mughal rule in India.</p>
	<p>Unit 3 Formation and Consolidation of Imperial Authority in 16th-17th Century</p>	<p>CO4: The campaigns and conquests leading to the consolidation of the Mughal power.</p> <p>CO5: Evolution of administrative institutions.</p> <p>CO6: Revolts and resistance signalling a crisis in the empire</p>

	Unit 4 Expansion and Integration	CO7: Mughal expansion of power CO8: The Rajput policy. CO9: Incorporation of the Rajputs and other indigenous groups in Mughal nobility.
	Unit 5 Rural Society and Economy	CO10: Land rights and land revenue of the period. CO11: Zamindars and peasants. CO12: Agricultural Production. CO13: Trade routes
	Unit 6 Religion and Culture	CO14: Religious Tolerance and Sulh-i-Kul, Din-i-Ilahi. CO15: Sufi mysticism. CO16: Mughal painting CO17: Mughal architecture
<u>Archaeology and Museum Making</u> <u>in Colonial India</u> <u>SEC-1</u> <u>(BAHHSSE301)</u>	Unit 1 Development of Archaeology as a distinct discipline and events leading to the formation of the Archaeological Survey of India.	Students shall develop an understanding on: CO1: the impact of Orientalism , Anglicanism and Nationalism on the development and growth of archaeology. CO2: the way archaeology created a discordant meaning for different groups. CO3: the repository of resources opened up by archaeological studies.

<p><u>Perspectives on</u> <u>Economic</u> <u>Planning in</u> <u>India:</u> <u>1930s-1990s</u></p>	<p>Unit 2</p> <p>Role of Curzon-Marshall in conservation ; a few major sites of archaeological excavations and creation of heritage sites</p>	<p>CO4: The events leading up to the need for conservation of sites, monuments , artifacts and the passing of the Ancient Monuments Preservation Act in 1904.</p> <p>CO5: the history of excavations in some major sites and understanding the need to conserve such heritage.</p>
	<p>Unit 3</p> <p>The role of local historians in creating archaeological knowledge by locating and undertaking an in-depth study of local sites, monuments and artifacts.</p>	<p>CO6: Work done at local levels by seasoned as well as amateur historians in unraveling the history of their respective localities.</p> <p>CO7: Relation between the creation of such local history and the rising tide of nationalism.</p>
	<p>Unit 4</p> <p>Archaeology emerging as a determinant force in museum making; the museum movement around the subcontinent.</p>	<p>CO8: The role of archaeology in museum making.</p> <p>CO9: The reflection of nationalist ethos in museum making.</p>
	<p>Unit 5</p> <p>A visit to a museum/heritage site/ historical place</p>	<p>CO10: The role of archaeology in museum making.</p> <p>CO11: The reflection of nationalist ethos in museum making.</p>
	<p>Unit 1</p> <p>Concept of National Planning</p>	<p>Students shall get an idea on:</p> <p>CO1: Importance of National Planning Committee</p> <p>CO2: Impact of Soviet Planning</p>

	Unit 2 India during 1950s	CO3: Food Shortage and Agricultural Reforms. C2: Planning in the 1950s
	Unit 3 Relation between Planning Commission and industrial policy	CO4: Development of Heavy Industries. CO5: Government policies towards the industries.
	Unit 4 India during 1970s	CO6: Food Shortage and Agrarian Reforms . C07: Different ideas on improvement of productivity in the agrarian sector
	Unit 5 The Era of Reform (1980s)	CO8: The impact of liberalization on Indian economy
<u><i>Socialist Thought: Origins and Development in the 19th Century</i></u> <u>GEC-3</u> <u>(BAHHISGE 301)</u>	Unit 1 Early Modern Foundations – Proto socialist ideas among the Anabaptists during the reformation– the radical fringe in the English Revolution: the Diggers – the ideas of Gerard Winstanley – Thomas More’s Utopia – Rousseau and the discourse on inequality	Students shall develop an idea on: C1: The history of origins and developments of socialist thought during the nineteenth century. C2: The multi-various dimensions of the development of socialist thought in 19 th century

	<p>Unit 2</p> <p>Utopian Socialists in the 19th century: Industrialization and the working class – early Trade Union movement – ideas of David Owen, Saint Simon, Charles Fourier and Proudhon – Cooperative Socialism.</p>	<p>CO1: The various ideas pertaining to socialism.</p> <p>CO2: Role of Industries and workers in the development of socialist ideas.</p>
	<p>Unit 3</p> <p>Marxism – Frederick Engels and scientific socialism - the foundations of Marxism – Marx’s critique of capitalism – Communist manifesto and the Theory of Revolution – Lenin and further development of the revolutionary ideology: the party and the state</p>	<p>CO3: The ideas of Marx and his critique of Capitalism.</p> <p>CO4: The Theory of Revolution.</p> <p>CO5: Role of Lenin in furthering the revolutionary ideology.</p>
	<p>Unit 4</p> <p>John Stuart Mill and the idea of the cooperative– individualism and the social justice – the development of Fabian thought and democratic socialism</p>	<p>CO6: The questions about inequality and social justice.</p> <p>CO7: Ways to improve human life and progress of the human society.</p>

Semester	Unit and Topic	Unit specific CO
Semester-III Program <u>Colonial India: Economy and Society</u> <u>CC-3</u> (BAPHISC301)	Unit 1 Colonial State Institutions and Ideologies	Students shall get an idea on: CO1: The establishment and rule of the East India Company in Bengal and rest of the subcontinent. CO2: The transfer of power from the Company to the Crown CO3: The transition from mercantilism to free trade
	Unit 2 Land Settlements, agricultural change and commercialization of agriculture	CO4: The various land experiments conducted by the East India Company to maximize revenue. CO5: The Permanent, Ryotwari and Mahalwari Settlements. CO6: Commercialization of agriculture and its effects on the peasants. CO7: The various views on 'deindustrialization'
	Unit 3 Modern Industrialisation and long time Constraints	CO8: The factors leading to the growth of modern industries. CO9: The role of Indian entrepreneurs. CO10: The problems faced by them

	<p>Unit 4</p> <p>Census and Caste and the reflection of colonial ethnology, Concept of Sanskritisation; Westernisation and Social Reform Movements.</p>	<p>CO11: The social mobility of pre-colonial times.</p> <p>CO12: Endeavour of colonial officials to give the peoples fixed identities through census through their perception of ethnology.</p> <p>CO13: Social intermixture and assimilation.</p> <p>CO14: Spread of Western Education and ideas</p> <p>CO15: Social Reforms and questioning the age old ideas and customs.</p>
	<p>Unit 5</p> <p>Reformism and Revivalism</p>	<p>CO16: Background of the conflict between reformism and revivalism.</p> <p>CO17: Hindu revivalism seeking justification for past customs and beliefs in brahmanical texts and countering reformism backed by Western knowledge.</p> <p>CO18. The Ramakrishna-Vivekananda Tradition and AryaSamaj Movement and the way they gave hope to millions disillusioned Indians</p>
	<p>Unit 6</p> <p>Islamic Reforms and Orthodox resistance</p>	<p>CO19: Reform Movements among the Muslims.</p> <p>CO20: The role of Syed Ahmad Khan and Aligarh Movement.</p> <p>CO21: The Conservative Resistance and Islamic Revivalism.</p>
<p><u>Literature and History in Colonial Bengal</u></p>	<p>Unit 1</p> <p>History and Literature</p>	<p>The students shall get an idea on:</p> <p>CO1: Relation Between literature and History.</p> <p>CO2: Concept of Novel.</p>

	Unit 2 Looking at the past through literature	CO3: Concept of 'mythic time' and 'historical time'. CO4: Points of convergence and divergence in 'Itihasa' and 'History'. CO5: Literature as a means of constructing the past.
	Unit 3 Power and Patriotism.	CO6: Nationalism as reflected in Bankim Chandra Chattopadhyay's <i>Anandamath</i> . CO7: Rabindranath Tagore's Nationalism and Universalism in <i>GhoreBaire</i> and <i>CharAdhyay</i> .
	Unit 4 Sarat Chandra Chattopadhyay and the Indian Women of Early 20 th Century.	CO8: Sarat Chandra Chattopadhyay's idea of women in public space through his novels <i>Charitraheen</i> and <i>PatherDabi</i> .
	Unit 5 Narratives of Suffering— Economic and Caste discrimination	CO9: Social condition of pre-independent Bengal as gleaned from TarashankarBandopadhyay's <i>Ganadevata</i> and <i>Hansuli Banker Upakatha</i> .
	Unit 6 SatinathBhaduri and the Gandhian Movement.	CO10: Gandhian movement through SatinathBhaduri's novel <i>DhoraiCharitManas</i>

Semester	Unit and Topic	Unit specific CO
Semester IV Honours <u><i>Renaissance and Reformation in Europe:</i></u> <u><i>15th-16th Century</i></u>	Unit 1 Political and Social background, political system in early modern Europe, collapse of feudalism and the changing economic life in the 15 th and 16 th century, commerce and navigation, monarchies and city states, features of the early modern state, the printing revolution.	Students shall get an idea on: CO1. Political, Social, Economic and Religious Condition of the early modern Europe. CO2. Breakdown of feudalism and the emergence of a new economic order. CO3. Role of navigation in the new economic order. CO4: Role of monarchy and the new city states. CO5: Role of printing press in disseminating renaissance ideas
	Unit 2 Italian city states, the merchants, the church and the social context of the renaissance; origins of humanism, rediscovery of the classics, the impact of humanism on art, education and thought; Machiavelli and the idea of a modern state; Renaissance science and the emergence of a secular culture	CO6: Backdrop of renaissance. CO7: Meaning of humanism. CO8: The role of the classics in shaping humanistic ideas. CO9: Emergence of new art forms. CO10 The significance of new humanistic education.

	<p>Unit 3</p> <p>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 and Catholic/counter reformation</p>	<p>CO11: The causes of reformation.</p> <p>CO12: Role of Martin Luther.</p> <p>CO13: The spread of reformation in France, Switzerland and England.</p> <p>CO14: The uniqueness and significance of the English reformation.</p> <p>CO15. Radical reformation with particular emphasis on the role of the Anabaptists.</p> <p>CO16. Counter reformation</p>
<p><i><u>The French Revolution and Napoleon Bonaparte</u></i></p>	<p>Unit 1</p> <p>Historiography of the French Revolution.</p>	<p>Students shall get an idea on:</p> <p>CO1: Researches on French Revolution.</p>
	<p>Unit 2</p> <p>Crisis of the Ancient Regime.</p>	<p>CO2: The condition of Europe in general and France in particular in the pre-revolutionary time.</p> <p>CO3: The reasons for the crisis</p>
	<p>Unit 3</p> <p>Intellectual Impetus and Socio-economic background.</p>	<p>CO4: The political, social and economic causes of French Revolution.</p> <p>CO5: The role of the philosophers, physiocrats and other intellectuals.</p>

	<p>Unit 4</p> <p>Phases of the French Revolution: 1788-99</p>	<p>CO6: The various stages of French Revolution.</p> <p>CO7: The political dynamics.</p>
	<p>Unit 5</p> <p>Rise and Fall of Napoleon Bonaparte; Impact of the French Revolution outside France; Restoration of the Old Order</p>	<p>CO8: The debate on Napoleon being the child of the Revolution.</p> <p>CO9: Factors hastening his fall.</p> <p>CO10: The return of the conservative force and restoration of the Old order in Europe</p>
<p><u>Nineteenth Century Revolutions in Europe</u> <u>CC-10</u> <u>(BAHHISC403)</u></p>	<p>Unit 1</p> <p>The Greek War of Independence; the Revolution of 1830 in France; the Revolutions of 1848</p>	<p>Students shall get an idea on:</p> <p>CO1: The Greek War of Independence against the Ottoman Empire.</p> <p>CO2: The end of 'Metternich system' and the revolutions of 1830 and 1848 in France.</p>

	<p>Unit 2</p> <p>The Second Empire in France and Louis Napoleon; Unification movements in Italy and Germany; the Third Republic in France and the Paris Commune.</p>	<p>CO3: Louis Napoleon and the Second Empire in France.</p> <p>CO4: Events leading to the formation of the Third Republic in France.</p> <p>CO5: Significance of the Paris Commune.</p> <p>CO6: German and Italian nationalism leading to their respective unification movements</p>
	<p>Unit 3</p> <p>Russia: Tsarist autocracy and reforms; Russia: Emergence of the revolutionary movements; The Eastern Question- the Crimean War, the Treaty of Paris- Balkan nationalism.</p>	<p>CO7: Russia under the Tsar.</p> <p>CO8: The outbreak of revolutionary movements in Russia.</p> <p>CO9: The meaning of the Eastern question and its consequences.</p> <p>CO10: Nationalism in the Balkan states and the role of the big powers.</p>

	<p>Unit 4</p> <p>Society and Economy in Nineteenth Century Europe: Industrial Revolution in Britain; Difference in the industrialisation process between England and the continental powers- France, Germany and Russia; Emergence of the working class and its movements; the impact of ideology: Louis Blanc.</p>	<p>CO11: Changing nature of the European economy.</p> <p>CO12: Industrialisation and the emergence of the working class.</p> <p>CO13: The impact of ideology on working class movements.</p>
	<p>Unit 5</p> <p>Nationalism in Eastern and South-eastern Europe: Czech, Hungarian and Serbian</p>	<p>CO14: Nationalism in eastern and south-eastern Europe and its repercussions on world history.</p>
<p><u>The Making of Indian Foreign Policy: 1947-1998 CE</u> <u>SEC-2</u> <u>(BAHHISSE401)</u></p>	<p>Unit 1</p> <p>Historical Factors in India's foreign policy priorities – pan-Asianism.</p>	<p>Students shall get an idea on:</p> <p>CO1: The trajectories of the making of Indian foreign policy during the post independent period</p>
	<p>Unit 2</p> <p>The State India and the Third World – Non-alignment – Regional Cooperation.</p>	<p>CO2: India's stand during the Cold War period.</p> <p>CO3: India's policies and strategies.</p>

	<p>Unit 3</p> <p>India and South Asia: Relationship with the Neighbours.</p>	<p>CO4: India's position among her neighbours.</p> <p>CO5: Factors governing India's relationship with her neighbours.</p> <p>CO6: Policies taken by India in maintaining cordial relationship with her neighbours.</p> <p>CO7: Occasional strains and tensions.</p>
	<p>Unit 4</p> <p>India and the Great Powers – (a) United States (b) Soviet Union (c) China</p>	<p>CO8: India's dealing with the great powers.</p> <p>CO9: Factors governing India's policies while dealing with the great powers.</p>
	<p>Unit 5</p> <p>India and Globalisation – Economic Diplomacy – The Look East Policy and the European Union</p>	<p>CO10: Impact of globalisation on Indian economy.</p> <p>CO11: India's relation with the European Union.</p>
	<p>Unit 6</p> <p>India's Nuclear Policy</p>	<p>CO12: Shaping of India's Nuclear Policy.</p> <p>CO13: Successes and setbacks.</p>

<u>Science and Empire: 1784-1947 CE</u> <u>GEC-4</u> <u>(BAHHISGE401)</u>	<p>Unit 1</p> <p>History and Development of Science</p>	<p>Students shall get a clear idea on:</p> <p>CO1: History and Development of Science under the Colonial Empire.</p> <p>CO2: Perspectives and Recent Historical Debates/ Discourse/ Trajectories</p>
	<p>Unit 2</p> <p>Science and Colonial Empire</p>	<p>CO3: Different Colonial Experiments in India.</p> <p>CO4: Fundamental Research in Science in India</p>
	<p>Unit 3</p> <p>Colonial Science in India.</p>	<p>CO5: Indian and Western Interaction in the realm of Science.</p> <p>CO6: Role of Institutions in promoting scientific knowledge (Botanical Garden, Medical Colleges, Calcutta School of Tropical Medicine, Bose Institute, Indian Institute of Science etc.)</p>

	<p>Unit 4</p> <p>Indian Response and Resistance</p>	<p>CO7: Indians playing a role in the promotion of fundamental science.</p> <p>CO8: Ideas of Mahatma Gandhi and Jawaharlal Nehru in the development of science.</p>
	<p>Unit 5</p> <p>Scientific Activities under the Empire</p>	<p>CO9: Social, political and cultural implications and historical debates.</p>
<p><u>Visual and Performative Culture in Modern Bengal: 1795-1955 CE</u></p> <p><u>GEC-4</u></p> <p><u>(BAHHISGE403)</u></p>	<p>Unit 1</p> <p>Definition of Visual and Performative Culture</p>	<p>Students shall get an idea on:</p> <p>CO1: The meaning of visual and performative culture.</p> <p>CO2: The concept of hybridity.</p>
	<p>Unit 2</p> <p>The domain of the marginalized and the middle class.</p>	<p>CO3: The culture of the people who migrated to Calcutta in search of livelihood.</p> <p>CO4: The culture of the emerging middle class.</p> <p>CO5: The role of the 'babus; in defining the cultural space of Bengal.</p> <p>CO6. The changing forms of public entertainment as reflected in art, cinema and drama</p>

	<p>Unit 3</p> <p>The Theatre Culture Sites, Jatra Culture predating and Coinciding with Theatre Culture.</p>	<p>CO7: The Jatra and Theatre Culture Sites.</p> <p>CO8: The evolution of Theatre from GerasimLebadev and the IPTA movement.</p>
	<p>Unit 4</p> <p>Physical Culture movement in Bengal.</p>	<p>CO9: Indigenous and Western forms of Physical Culture.</p> <p>CO10: Background on the popularity of cricket and football</p>
	<p>Unit 5</p> <p>New Space of performing art</p>	<p>CO11: Various types of performing arts likekabigan, toppa , Khemta to modern forms of Swadeshisangeet, Ganasangeet and Rabindrasangeet</p>

<p style="text-align: center;">Semester-IV Program</p> <p style="text-align: center;"><u>National Movements in India: 1885-1947 CE</u></p> <p style="text-align: center;"><u>CC-4</u></p> <p style="text-align: center;"><u>(BAPHISC401)</u></p>	<p style="text-align: center;">Unit 1</p> <p style="text-align: center;">Early Nationalism</p>	<p>Students shall get a clear idea on:</p> <p>CO1: Emergence of Nationalism in India and its historiography.</p> <p>CO2: Economic Nationalism</p> <p>CO3: Cultural Nationalism</p> <p>CO4: Rise of Indian National Congress- Moderates and Extremists</p> <p>CO5: Partition Movement in 1905- Swadeshi and Atma Shakti.</p> <p>CO6: Revolutionary Movements.</p>
	<p style="text-align: center;">Unit 2</p> <p style="text-align: center;">Gandhian Nationalism</p>	<p>CO7: Significance of Gandhian Ideology in Indian History.</p> <p>CO8: : Gandhi's Rise to power</p> <p>CO9: Gandhian Mass Movements—Non Cooperation, Civil Disobedience, Quit India Movement</p>
	<p style="text-align: center;">Unit 3</p> <p style="text-align: center;">Other Currents in Nationalism</p>	<p>CO10: Ambedkar and Dalit Movements</p> <p>CO11 Left Movements- Role of Peasants and Workers.</p> <p>CO12: Role of INA in Freedom Struggle.</p>

	<p>Unit 4 Roots of Communalism</p>	<p>CO13: Communal Award. CO14: Demand for Pakistan: Pakistan Movement CO15: From Cripps Mission to Cabinet Mission Plan CO16: Partition, Communal Riots and Independence.</p>
<p><u>Indian Foreign Policy: 1947-1998 CE</u> <u>SEC-2</u> <u>(BAPHISSEC401)</u></p>	<p>Unit 1 Historical Factors in India's foreign policy priorities – pan-Asianism.</p>	<p>Students shall get an idea on: CO1: The trajectories of the making of Indian foreign policy during the post independent period</p>
	<p>Unit 2 The State India and the Third World – Non-alignment – Regional Cooperation.</p>	<p>CO2: India's stand during the Cold War period. CO3: India's policies and strategies.</p>
	<p>Unit 3 India and South Asia: Relationship with the Neighbours.</p>	<p>CO4: India's position among her neighbours. CO5: Factors governing India's relationship with her neighbours. CO6: Policies taken by India in maintaining cordial relationship with her neighbours. CO7: Occasional strains and tensions.</p>

	<p>Unit 4</p> <p>India and the Great Powers – (a) United States (b) Soviet Union (c) China</p>	<p>CO8: India’s dealing with the great powers.</p> <p>CO9: Factors governing India’s policies while dealing with the great powers.</p>
	<p>Unit 5</p> <p>India and Globalisation – Economic Diplomacy – The Look East Policy and the European Union</p>	<p>CO10: Impact of globalisation on Indian economy.</p> <p>CO11: India’s relation with the European Union.</p>
	<p>Unit 6</p> <p>India’s Nuclear Policy</p>	<p>CO12: Shaping of India’s Nuclear Policy.</p> <p>CO13: Successes and setbacks.</p>

Semester	Unit and Topic	Unit specific CO
<p>Semester V (Honours)</p> <p><u>Colonial Impact on Indian Economy and Society: 1757-1900 CE</u></p> <p><u>C-II</u></p> <p><u>(BAHHISC501)</u></p>	<p>Unit 1</p> <p>Colonial State Institutions and Ideologies</p>	<p>Students shall get an idea on:</p> <p>CO1: The establishment and rule of the East India Company in Bengal and rest of the subcontinent.</p> <p>CO2: The transfer of power from the Company to the Crown</p> <p>CO3: The transition from mercantilism to free trade</p>

	<p>Unit 2</p> <p>Land Settlements, agricultural change and commercialization of agriculture</p>	<p>CO4: The various land experiments conducted by the East India Company to maximize revenue.</p> <p>CO5: The Permanent, Ryotwari and Mahalwari Settlements.</p> <p>CO6: Commercialization of agriculture and its effects on the peasants.</p> <p>CO7: The various views on 'deindustrialization'</p>
	<p>Unit 3</p> <p>Modern Industrialisation and long time Constraints</p>	<p>CO8: The factors leading to the growth of modern industries.</p> <p>CO9: The role of Indian entrepreneurs.</p> <p>CO10: The problems faced by them</p>

	<p>Unit 4</p> <p>Census and Caste and the reflection of colonial ethnology, Concept of Sanskritisation; Westernisation and Social Reform Movements.</p>	<p>CO11: The social mobility of pre-colonial times.</p> <p>CO12: Endeavour of colonial officials to give the peoples fixed identities through census through their perception of ethnology.</p> <p>CO13: Social intermixture and assimilation.</p> <p>CO14: Spread of Western Education and ideas</p> <p>CO15: Social Reforms and questioning the age old ideas and customs.</p>
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	<p>Unit 5</p> <p>Reformism and Revivalism</p>	<p>CO16: Background of the conflict between reformism and revivalism.</p> <p>CO17: Hindu revivalism seeking justification for past customs and beliefs in brahmanical texts and countering reformism backed by Western knowledge.</p> <p>CO18. The Ramakrishna-Vivekananda Tradition and AryaSamaj Movement and the way they gave hope to millions disillusioned Indians</p>
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	<p>Unit 6</p> <p>Islamic Reforms and Orthodox resistance</p>	<p>CO19. Reform Movements among the Muslims.</p> <p>CO20: The role of Syed Ahmad Khan and Aligarh Movement.</p> <p>CO21. The Conservative Resistance and Islamic Revivalism.</p>
<p><u>Peasant and Tribal Uprisings in Colonial India: 19th Century</u></p> <p><u>C-12</u></p> <p><u>(BAHHISC502)</u></p>	<p>Unit 1</p> <p>The early colonial rule and revenue operations, revenue demands and settlements – “restorative rebellions” – peasant-landlord combination against colonial rule in north and south India.</p>	<p>Students shall develop an understanding on:</p> <p>CO1: the early colonial rule, revenue operations, revenue demands, and several settlement systems</p>

	<p>Unit 2</p> <p>Peasant movements in Bengal and Malabar – religious appeal for the liberation of a region or an ethnic group under a new form of government</p>	<p>CO2: The peasant movements in Bengal, Malabar and the religious appeal for the liberation of a region or an ethnic group under a new form of government</p>
	<p>Unit 3</p> <p>Tribal movements in pre-1857 western and eastern India – Ho, Tamar, (1820-1832), Kol and Bhumij (1825-1835) revolts, Kherwar movement of the Santhals (1833), Santhal Revolt (1855), Bhil revolt (1819-1840), Kolis (1824-1848), Khasis (1829-30), Koyas (1840-1858), Konds (1846-1855)</p>	<p>CO3: The various tribal movements in pre-1857 western and eastern India.</p>

	<p>Unit 4</p> <p>Tribal movements- Naikdas of PanchMahal (1858-59), Bokta risings of 1858-95, millenarian movements of the Mundas (1895-1900), KuchNagas of Kacchar (1882</p>	<p>CO4: The reasons for tribal movents.</p> <p>CO5: Displacement of tribes and subversion of tribal laws by colonial laws.</p> <p>CO6: Significance of tribal movements</p>
	<p>Unit 5</p> <p>Peasant movements in late 19th century; conflict between landlords and tenants; resistance to taxation; emergence of substantial peasantry; the role of moneylenders and struggle against them.</p>	<p>CO7: Conflict between the landlords and tenants.</p> <p>CO8: Reasons for peasants' resistance to taxation.</p> <p>CO9: The role of moneylenders in the peasants' Movements</p>
	<p>Unit 6</p> <p>Views of historians on peasant movements</p>	<p>CO10: Extant researches on the history of peasant movements.</p> <p>CO11: Perception of peasant movements by different groups of historians.</p>

Modern Transformation of Japan : c 1850-1945 CE

DSE

(BAHHISDSE502)

	Unit 1 Political History of Japan :Pre-Meiji Period	Students shall get a clear idea on: CO1: Tokugawa Shogunate and its importance.
	Unit 2 Meiji Restoration	CO2: Causes, Nature of this Restoration.
	Unit 3 Popular and Democratic Movements	CO3: Satsuma Rebellion
	Unit 4 Emergence of Japan as an Imperial Power	CO4: Sino-Japanese War (1894-'95); Anglo-Japanese Alliance (1902); the Russo-Japanese War (1904-05)
	Unit 5 Japan through the two World Wars	CO5: Japan from Pearl Harbour to Hiroshima and Nagasaki.

Modern Transformation of China: 1839-1949 CE

DSE

(BAHHISDSE503)

	<p>Unit 1 Pre-colonial China</p>	<p>Students shall get a clear idea on: CO1: Pre- colonial traditional Chinese society.</p>
	<p>Unit 2 Foreign Contact and Anglo-Chinese Relations.</p>	<p>CO2: Ways in which British and other European powers made inroads. CO3: The Canton Trade and its collapse. CO4: Opium Wars</p>
	<p>Unit 3 Rebellion in China</p>	<p>CO5: Taiping Rebellion CO6: Tung-chih Restoration and the Self- strengthening movement</p>
	<p>Unit 4 Reform and Restoration in China</p>	<p>CO7: People's revolt. CO8: Reforms of the Manchu dynasty during the last half of the 19th century and the first half of the 20th Century</p>

	<p>Unit 5</p> <p>Formation of People's Republic of China</p>	<p>CO9: Foundation of the CCP</p> <p>CO10: Conflict between KMT and CCP.</p> <p>CO11. Events leading to the formation of the People's Republic of China.</p>
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Semester	Unit and Topic	Unit Specific CO
<p style="text-align: center;">Semester-V (Program) <u><i>Renaissance and Reformation in the West</i></u> <u><i>DSE-I</i></u> <u><i>(BAPHISDSE501)</i></u></p>	<p>Unit 1 The 15th-16th Century Background to Renaissance and Reformation Movement: Navigation, commerce, banking, and city states; the printing revolution</p>	<p>Students shall get an idea on:</p> <p>CO1: Political, Social, Economic and Religious Condition of the early modern Europe.</p> <p>CO2: Breakdown of feudalism and the emergence of a new economic order.</p> <p>CO3: Role of navigation in the new economic order.</p> <p>CO4: Role of monarchy and the new city states.</p> <p>CO5: Role of printing press in disseminating renaissance ideas</p>

	<p>Unit 2</p> <p>Italian city states, the merchants, the church and the social context of the renaissance; origins of humanism, rediscovery of the classics, the impact of humanism on art, education and thought; Machiavelli and the idea of a modern state; Renaissance science and the emergence of a secular culture</p>	<p>CO6: Backdrop of renaissance.</p> <p>CO7: Meaning of humanism.</p> <p>CO8: The role of the classics in shaping humanistic ideas.</p> <p>CO9: Emergence of new art forms.</p> <p>CO10: The significance of new humanistic education.</p>
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	<p>Unit 3</p> <p>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 and Catholic/counter reformation</p>	<p>CO11: The causes of reformation.</p> <p>CO12: Role of Martin Luther.</p> <p>CO13: The spread of reformation in France, Switzerland and England.</p> <p>CO14: The uniqueness and significance of the English reformation.</p> <p>CO15. Radical reformation with particular emphasis on the role of the Anabaptists.</p> <p>CO16. Counter reformation</p>
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<p style="text-align: center;"><u>Archaeology and Museum Making in Colonial India</u></p> <p style="text-align: center;"><u>SEC-3</u></p> <p style="text-align: center;"><u>(BAPHISSEC501)</u></p>	<p>Unit 1</p> <p>Development of Archaeology as a distinct discipline and events leading to the formation of the Archaeological Survey of India.</p>	<p>Students shall develop an understanding on:</p> <p>CO1: the impact of Orientalism , Anglicanism and Nationalism on the development and growth of archaeology.</p> <p>CO2: the way archaeology created a discordant meaning for different groups.</p> <p>CO3: the repository of resources opened up by archaeological studies.</p>
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	<p>Unit 2</p> <p>Role of Curzon-Marshall in conservation ; a few major sites of archaeological excavations and creation of heritage sites</p>	<p>CO4: The events leading up to the need for conservation of sites, monuments , artifacts and the passing of the Ancient Monuments Preservation Act in 1904.</p> <p>CO5: the history of excavations in some major sites and understanding the need to conserve such heritage.</p>
	<p>Unit 3</p> <p>The role of local historians in creating archaeological knowledge by locating and undertaking an in-depth study of local sites, monuments and artifacts.</p>	<p>CO6: Work done at local levels by seasoned as well as amateur historians in unraveling the history of their respective localities.</p> <p>CO7: Relation between the creation of such local history and the rising tide of nationalism.</p>

	<p>Unit 4</p> <p>Archaeology emerging as a determinant force in museum making; the museum movement around the subcontinent.</p>	<p>CO8: The role of archaeology in museum making.</p> <p>CO9: The reflection of nationalist ethos in museum making.</p>
<p><u>Life and Thought of Rabindranath Tagore</u></p> <p><u>GE-1</u></p> <p><u>(BAPHISGE501)</u></p>	<p>Unit 1</p> <p>Tagore and his Jeevansmriti</p>	<p>Students will get to know about:</p> <p>CO1: Reflections of Tagore's Childhood.</p>
	<p>Unit 2</p> <p>Tagore as public figure</p>	<p>CO2: Tagore's concept of westernization and the Indian Society.</p> <p>CO3: Tagore's thoughts in SwadeshiSamaj essays</p> <p>CO4: Tagore's programme of rural reconstruction.</p> <p>CO5: Foundation of Shantiniketan Ashram</p>

	Unit 3 Tagore on Nationalism	CO6: Tagore's realisation after the first World War. CO7: The differences in the concept of Western and Indian nationalism. CO8: Impact of JallianwalaBa gh Massacre and Tagore's Concept of Universalism
	Unit 4 Tagore's Vision of Greater India	CO9: Tagore's perception of diffusion of South Asian culture in the South-east Asia.
	Unit 5 Tagore and the World	CO10: The impact of the Second World War on Tagore's concept of civilization.

Semester	Unit and Topic	Unit Specific CO
Semester-VI Honours <u>War and Diplomacy: 1914-1945 CE</u> <u>(BAHHISC601)</u>	Unit 1 Through war to peace 1914-1920; revolution and transformation in Russia; the inter-war period.	Students shall get a clear understanding on: CO1: The first world war. CO2. The period between the two world wars. CO3: The Bolshevik Revolution of Russia and the birth of socialism
	Unit 2 Road to another global war; the gathering storms.	CO4: Changes in the structure of power politics in Asia and Latin America during the post first World War period. CO5: Emergence of new theories and ideas like new economic policy, socialism, liberalism, fascism, Nazism. CO6: Contemporary world history

<p style="text-align: center;"><u>Modern Nationalism in India: 1885-1947 CE</u></p> <p style="text-align: center;"><u>CC-14</u></p> <p style="text-align: center;"><u>(BAHHISC602)</u></p>	<p style="text-align: center;">Unit 1</p> <p style="text-align: center;">Early Nationalism</p>	<p>Students shall get a clear idea on:</p> <p>CO1: Emergence of Nationalism in India and its historiography.</p> <p>CO2: Economic Nationalism</p> <p>CO3: Cultural Nationalism</p> <p>CO4: Rise of Indian National Congress- Moderates and Extremists</p> <p>CO5: Partition Movement in 1905- Swadeshi and Atma Shakti.</p> <p>CO6: Revolutionary Movements.</p>
	<p style="text-align: center;">Unit 2</p> <p style="text-align: center;">Gandhian Nationalism</p>	<p>CO7: Significance of Gandhian Ideology in Indian History.</p> <p>CO8: : Gandhi's Rise to power</p> <p>CO9: Gandhian Mass Movements— Non Cooperation, Civil Disobedience, Quit India Movement</p>

	<p>Unit 3</p> <p>Other Currents in Nationalism</p>	<p>CO10: Ambedkar and Dalit Movements</p> <p>CO11 Left Movements- Role of Peasants and Workers.</p> <p>C12: Role of INA in Freedom Struggle.</p>
	<p>Unit 4</p> <p>Roots of Communalism</p>	<p>CO13: Communal Award.</p> <p>CO14: Demand for Pakistan: Pakistan Movement</p> <p>COO15: From Cripps Mission to Cabinet Mission Plan</p> <p>C16: Partition, Communal Riots and Independence.</p>

Russia in Transformation: c.1850-1945 CE

DSE

(BAHHISDSE601)

Unit 1

The Background: The Economic and Social development of Russia in the 19th century – reform of Alexander II – the evolution of serfdom: Industrialization and the working class: the Russian intelligentsia and Slavophil, Westernizers, the Populists and the Social Democrats.

The students shall develop an understanding on:

CO1: Background, socio-economic and political history of Czarist Russia.

CO2: History of world's oldest autocratic feudal country with its backward economy, society and culture.

CO3: Russia's agriculture-based economy and its dependence on 'serfdom' and reforms to emancipate the 'serfs'.

Unit 2

Nicholas II and the Revolution of 1905 – Russian constitutionalism and modern politics

CO4: The reign of Nicholas II.

CO5: Events leading to the Revolution of 1905.

CO6: Significance of the Revolution of 1905.

Unit 3

The Revolution of 1917

CO7: Causes and nature of the Bolshevik revolution.

	<p>Unit 4</p> <p>The nature of the Bolshevik State and Soviet Democracy – war communism, the new economic policy and the rise of the planned economy</p>	<p>CO8: Establishment of Soviet Democracy under the leadership of Lenin.</p>
	<p>Unit 5</p> <p>Nationalities and Nationalism in Russia and the Era of Joseph Stalin till 1945</p>	<p>CO9: Soviet Russia under the leadership of Joseph Stalin.</p>
<p><u>International Relations: 1945-1991 CE</u></p> <p><u>DSE</u></p> <p><u>(BAHHISDSE604)</u></p>	<p>Unit 1</p> <p>A New World Order and the Origin of the Cold War</p>	<p>Students shall develop an understanding on:</p> <p>CO1: Situation at the end of the Second World War.</p> <p>CO2: Emergence of opposite ideologies.</p> <p>CO3: Meaning of bipolarism.</p> <p>CO4: The Beginning of Cold War</p>
	<p>Unit 2</p> <p>Cold War: Its Ideology and the Emergence of the American and the Soviet Bloc.</p>	<p>CO5: Ideological Clash between the American and the Soviet Bloc.</p> <p>CO6: Development of intense tension without the outbreak of any actual war.</p> <p>CO7: Meaning of Propaganda War</p>

	<p>Unit 3</p> <p>Economic and Military Alliances</p>	<p>CO8: Attempt by both sides to build their respective sphere of influence.</p> <p>CO9: The various economic and military alliances spearheaded by these two blocs</p>
	<p>Unit 4</p> <p>Crisis in various parts of the world</p>	<p>CO10: Crises in various parts of Eastern Europe, South-east Asia and West Asia.</p> <p>CO11: Factors leading to such situations.</p>
	<p>Unit 5</p> <p>Third World: its Ideology and Organizations.</p>	<p>CO12: Meaning of the Third World</p> <p>CO13: Consolidation of bonds among various third world countries.</p> <p>CO14: Non- aligned movement.</p> <p>CO15: Formation of organizations as a mark of expression of solidarity among the third world countries</p>
	<p>Unit 6</p> <p>Détente</p>	<p>CO16: Meaning of Détente.</p> <p>CO17: Situation leading to Détente</p> <p>CO18: End of Détente</p>

	<p>Unit 7</p> <p>Collapse of the Soviet Bloc</p>	<p>CO19: Events leading to the collapse of the Soviet Union.</p> <p>CO20: Its effect on the world politics</p>
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Semester	Unit and Topic	Unit specific CO
<p>Semester- VI Program</p> <p><u>Modern Europe: 1789-1914 CE</u></p> <p><u>DSE</u></p> <p><u>(BAPHISDSE601)</u></p>	<p>Unit 1</p> <p>The French Revolution and Napoleon</p>	<p>Students shall get a clear idea on:</p> <p>CO1: The condition of Europe in general and France in particular in the pre-revolutionary time.</p> <p>CO2: The political, social and economic causes of French Revolution.</p> <p>CO3: The role of the philosophers, physiocrats and other intellectuals.</p> <p>CO4: The various stages of French Revolution.</p> <p>CO5: The debate on Napoleon being the child of the Revolution.</p> <p>CO6: Factors hastening his fall.</p>

	Unit 2 Restoration and Reaction in Europe	C07: The return of the conservative force and restoration of the Old order in Europe
	Unit 3 Movements of National Aspirations	C08: The triumph of German and Italian nationalism and the German and Italian Unification movements. C09. The disintegration of the Ottoman Empire, the Eastern Question and the development of Balkan nationalism.
	Unit 4 Causes of the First World War	CO10: Factors leading to the First world war. CO11: The inherent political and economic dynamics behind the war.

Colonial Science in India: Institutions and Practices

SEC-4

(BAPHISSEC601)

<p><u>Colonial Science in India: Institutions and Practices</u></p> <p><u>SEC-4</u></p> <p><u>(BAPHISSEC601)</u></p>	<p>Unit 1</p> <p>Science in Colonial India: Problems and Perspectives</p>	<p>Students shall get a clear idea on:</p> <p>CO1: History and Development of Science under the Colonial Empire.</p> <p>CO2: Perspectives and Recent Historical Debates/ Discourse/ Trajectories</p>
	<p>Unit 2</p> <p>Science and Colonial Explorations</p>	<p>CO3: Different Colonial Experiments in India.</p>
	<p>Unit 3</p> <p>Science in Practice</p>	<p>CO4: Role of Institutions in promoting scientific knowledge (Botanical Garden, Geological Survey of India, Medical College, Indian Association for the Cultivation of Science etc.)</p>

	Unit 4 Science and Indigenous Personalities	CO5: Indians playing a role in the promotion of fundamental science. CO6: Scientific developments made by Prafulla Chandra Ray, Jagadish Bose, MahendraLalSarkar, MeghnadSaha, C.V raman etc.
	Unit 5 Colonial Science in India: Science and Indian nationalism	CO6: Intersection of science and nationalism. CO7: Ideas of Mahatma Gandhi and Jawaharlal Nehru regarding the development of science.
<u>Visual and Performative Culture in Bengal: 1795-1947 CE</u> <u>GE-2</u> <u>(BAPHISGE601)</u>	Unit 1 Definition of Visual and Performative Culture	Students shall get an idea on: CO1: The meaning of visual and performative culture. CO2: The concept of hybridity.
	Unit 2 The coming of new form of public entertainment	CO3: The Jatra and Theatre Culture Sites. CO4: The evolution of Theatre from GerasimLebadev and the IPTA movement.

	<p>Unit 3</p> <p>Physical Culture Movement in Bengal</p>	<p>CO5: Indigenous and Western forms of Physical Culture.</p> <p>CO6: Background on the popularity of cricket and football</p>
	<p>Unit 4</p> <p>New space of performing art</p>	<p>CO7: Various types of performing arts like kabigan, toppa ,Khemta to modern forms of Swadeshisangeet.</p>