

The University of Burdwan



**SYLLABUS FOR 3-YEAR DEGREE/4-YEAR MAJOR
IN
HISTORY
UNDER CURRICULUM AND CREDIT FRAMEWORK FOR
UNDERGRADUATE PROGRAMMES (CCFUP) AS PER NEP,
2020
WITH EFFECT FROM 2023-24**

DEPARTMENT OF HISTORY ■ THE UNIVERSITY OF BURDWAN

NAAC ACCREDITED 'A' GRADE UNIVERSITY

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COURSE STRUCTURE UNDER CCFUP (AS PER NEP 2020) FOR B.A. IN HISTORY
Semester-wise Distribution of Credits and Marks (SEM-I)

SEMESTER	COURSE TYPE	COURSE NAME	CREDIT	MARKS				DISTRIBUTION OF CREDIT			LECT HOURS
				IA	ESE (TH)	ESE (PR)	TOTAL	LECT	TUTO	PR	
I	MAJOR/DS COURSE Course Code: HIST 1011	THE IDEA OF BHARAT/ HISTORY OF INDIA (FROM EARLIEST TIMES TO 6 th CENTURY B.C.E)	4	15	60	0	75	3	1	0	60
	MINOR COURSE # Course Code: HIST 1021	ANCIENT INDIAN HISTORY (FROM PRE- HISTORY TO 550 C.E.)	4	15	60	0	75	3	1	0	60
	MULTIDISCIPLINARY COURSE# Course Code: HIST 1031	HISTORY OF INDIA (1757-1857)	3	10	40	0	50	2	1	0	45
	ABILITY ENHANCEMENT COURSE(AEC)	L ₁ -MIL ARABIC/ BENGALI/ HINDI/ SANSKRIT/ SANTALI/ URDU OR EQUVLNT. COURSE FROM SWAYAM OR UGC RECOGNIZED OTHERS	2	10	40	0	50	2	0	0	40
	SKILL ENHANCEMENT COURSE (SEC) Course Code: HIST 1051	UNDERSTANDING INDIAN HERITAGE	3	10	40	0	50	2	1	0	45
	VALUE ADDED COURSE(VAC)	ENVIRONMENTAL SCIENCE/EDUCATION	4	20	60	20	100	3	1	1	60
	TOTAL		20				400				

** IA- INTERNAL ASSESSMENT, ESE-END SEMESTER EXAMINATION, TUTO-TUTORIAL, LECT- LECTURE, TH-THEOR,
PR- PRACTICAL #

STUDENTS OPTED HISTORY AS MAJOR SUBJECT (4 YR HONS. COURSE/ 3YR DEGREE COURSE) WILL STUDY ANY
DISCIPLINE OTHER THAN HISTORY AS SPECIFIED BY THE UNIVERSITY/AS PER NEP STRUCTURE IN THEIR MINOR AND
MULTIDISCIPLINARY COURSES.

COURSE STRUCTURE UNDER CCFUP (AS PER NEP 2020) FOR B.A. IN HISTORY
Semester-wise Distribution of Credits and Marks (SEM-II)

SEMESTER	COURSE TYPE	COURSE NAME	CREDIT	MARKS				DISTRIBUTION OF CREDIT			LECT HOURS
				IA	ESE (TH)	ESE (PR)	TOTAL	LECT	TUTO	PR	
II	MAJOR/DS COURSE Course Code: HIST 2011	HISTORY OF ANCIENT WORLD CIVILIZATION	4	15	60	0	75	3	1	0	60
	MINOR COURSE # Course Code: HIST 2021	HISTORY OF INDIA (550 CE to 1206 CE)	4	15	60	0	75	3	1	0	60
	MULTIDISCIPLINARY COURSE# Course Code: HIST 2031	HISTORY OF INDIA (1858-1947)	3	10	40	0	50	2	1	0	45
	ABILITY ENHANCEMENT COURSE(AEC)	L ₂ -1- ENGLISH OR EQUVLNT. COURSE FROM SWAYAM OR UGC RECOGNIZED OTHERS L ₂ -1- ENGLISH OR EQUVLNT. COURSE FROM SWAYAM OR	2	10	40	0	50	2	0	0	40
	SKILL ENHANCEMENT COURSE (SEC) Course Code: HIST 2051	ARCHIVES AND MUSEUMS	3	10	40	0	50	2	1	0	45
	VALUE ADDED COURSE(VAC)	TO BE DECIDED BY THE UNIVERSITY	4	20	60	20	100	3	1	1	60
Skill based vocational course (addl. 4 Cr) during summer term for 8 weeks, who will exit the programme after securing 40 cr.											
	TOTAL		20				400				

** IA- INTERNAL ASSESMENENT, ESE-END SEMESTER EXAMINATION, TUTO-TUTORIAL, LECT- LECTURE, TH-THEOR, PR- PRACTICAL

STUDENTS OPTED HISTORY AS MAJOR SUBJECT (4 YR HONS. COURSE/ 3YR DEGREE COURSE) WILL STUDY ANY DISCIPLINE OTHER THAN HISTORY AS SPECIFIED BY THE UNIVERSITY/AS PER NEP STRUCTURE IN THEIR MINOR AND MULTIDISCIPLINARY COURSES.

SEMESTER-WISE MODULES FOR THE FOUR YEAR UNDERGRADUATE PROGRAM (B.A.) IN HISTORY (MAJOR) AS PER NEP 2020

THE UNIVERSITY OF BURDWAN

SEM	MAJOR/ HONS COURSE	MINOR COURSE	MULTIDISCIPLINARY COURSE	ABILITY ENHANCEMENT COURSE (AEC)	SKILL ENCASHMENT COURSE (SEC)	VALUE ADDED COURSE (VAC)	TOTAL
1	PAPER 1 THE IDEA OF BHARAT OR HISTORY OF INDIA (FROM EARLIEST TIMES TO 6 TH CENTURY B.C.E. F.M. 75	ANCIENT INDIAN HISTORY (FROM PRE HISTORY TO 550 CE) F.M. 75 FOR [STUDENTS WHO HAVE MAJOR SUBJECT OTHER THAN HISTORY]	HISTORY OF INDIA(1757-1857) F.M. 50 [FOR STUDENTS WHO HAVE MAJOR SUBJECT OTHER THAN HISTORY]	L ₁ 1-MIL ARABIC/ BENGALI/ HINDI/ SANSKRIT/ SANTALI/ URDU OR EQUVLNT. COURSE FROM SWAYAM OR UGC RECOGNIZED OTHERS F.M. 50	UNDERSTANDING INDIAN HERITAGE F.M. 50	ENVS F.M. 100	400
2	PAPER 2 HISTORY OF ANCIENT WORLD CIVILIZATION F.M. 75	HISTORY OF INDIA (550 CE TO 1206 CE) F.M. 75 [FOR STUDENTS WHO HAVE MAJOR SUBJECT OTHER THAN HISTORY]	HISTORY OF INDIA (1858 C E- 1947 C E) F.M. 50 [FOR STUDENTS WHO HAVE MAJOR SUBJECT OTHER THAN HISTORY]	L ₂ 1- ENGLISH OR EQUVLNT. COURSE FROM SWAYAM OR UGC RECOGNIZED OTHERS F.M. 50	ARCHIVES AND MUSEUMS F.M. 50	TO BE DECIDED BY THE UNIVERSITY	400

[SKILL BASED VOCATIONAL COURSE (ADDL. 4 CR) DURING SUMMER TERM FOR 8 WEEKS, WHO WILL EXIT THE PROGRAMME AFTER SECURING 40 CR.]

Semester-I

CURRICULUM & CREDIT FRAMEWORK

FOR

UG Programme in History

Subject: History (Major)

Paper 1 -The Idea of Bharat

Learning Outcome: Through this course, students will get to know about the lifestyle, culture, religion and language of ancient India. They will be able to find various types of events in the past life of ancient India. They will also acquire the knowledge of changing socio-cultural scenarios of India.

Unit	Topic	LH
Unit 1	<ul style="list-style-type: none">• Concept of India or Bharat• Indian concept of time, space, scope and sources	12
Unit 2	<ul style="list-style-type: none">• Heritage of Indian Civilization: The glory of Indian Literature- Veda, Vedanta, Upanishads, Epics, Puran• Salient features of Indian Art and Culture• Educational system	12
Unit 3	<ul style="list-style-type: none">• Indian perception of Dharma and Darshan• The concept of Vasudhaiva Kutambakam: Man, Family & Society	12
Unit 4	<ul style="list-style-type: none">• Science and Technology in Ancient India, Environmental conservation, Health consciousness- yoga and naturopathy, Indian numerical system and Mathematics	12
Unit 5	<ul style="list-style-type: none">• Indian Economic thoughts• Concept of land, forest and agriculture• Industry, Trade & Commerce	12

Suggested Readings:

- A.L. Basham- *The Wonder that was India*
A.S. Altekar- *Education in Ancient India.*
Faith Robertson Elliott - *Gender Family and Society*
G. Arrhenius – *Evolution for Space*
R.K. Mookherjee – *The Fundamental Unity of India*
Radha Kumud Mookherjee- *Indian Education System.*
Srinivas, M.N- *Social Change in Modern India.*
Will Durant- *The Story of Civilization*
Singh Y- *Modernization of Indian Tradition.*
Sinha Gaurab: *Prajithasiko Vaidik Jug er Bharat*

OR

Subject: History (Major)

Paper 1 –History of India (From Earliest times up to 6th Century BCE)

Learning Outcome: Through this course, students will get to know about the lifestyle, culture, religion and language of ancient India. They will be able to find various types of events in the past life of ancient India. They will also acquire the knowledge of changing socio-cultural scenarios of India.

Unit	Topic	LH
Unit 1	<ul style="list-style-type: none">• Meaning of History• Origin of the name Bharat• Concept of India or Bharat• Fundamental unity of India• Indian concept of time, space, scope and sources	12
Unit 2	<ul style="list-style-type: none">• A broad survey of Paleolithic, Mesolithic and Neolithic cultures	12
Unit 3	<ul style="list-style-type: none">• Harrappan Civilization: Origin, extent, main features, Religion, Relationship with other civilizations of the world, decline	12
Unit 4	<ul style="list-style-type: none">• Vedic and Later Vedic Age: Coming of the Aryans and Aryan debate• Vedic economy, polity, society and religion, Science and technology, Environmental conservation, Health consciousness- yoga and naturopathy, Indian numerical system and Mathematics• Evolution of language• Indian economic thoughts• Concept of land, forest and agriculture• Industry, Trade & Commerce	12
Unit 5	<ul style="list-style-type: none">• Religious protest movement- Jainism and Buddhism	12

Suggested Readings:-

A.L. Basham- *The Wonder that was India*

A.S. Altekar- *Education in Ancient India.*

Faith Robertson Elliott - *Gender Family and Society*

G. Arrhenius – *Evolution for Space*

R.K. Mookherjee – *The Fundamental Unity of India*

Radhika Kumud Mookherjee- *Indian Education System.*

Srinivas , M.N- *Social Change in Modern India.*

Will Durant- *The Story of Civilization*

Singh Y- *Modernization of Indian Tradition.*

Sinha Gaurab: *Prajithasik'o Vaidik Jug er Bharat*

Carr, E.H. *What is History*

History and Culture of the Indian People, Vol-I & II, Bharatiya Vidya Bhavana

Chattopadhyay, Bhaskar, *Bharater Artha-Samajik O Rashtriya Byabostha: Prachin Jug*

Chattopadhyay, Bhaskar, *Bharater Sanskriti: Prachin Jug*

Semester-I
CURRICULUM & CREDIT FRAME WORK

FOR

UG Programme in History

Subject: History (Minor)

Paper 1 – Ancient Indian History up to 550 CE

Learning Outcome: The course aims to provide the fundamental knowledge of different aspects of Ancient Indian History.

Unit	Topic	LH
Unit 1	Sources and approaches of Ancient Indian History	12
Unit 2	Harappan Civilization: origin, extent, features and decline	12
Unit 3	Vedic Civilization: Vedic economy, polity, society and religion. Religious protest Movements- Jainism and Buddhism	12
Unit 4	Rise of an Empire centered on Magadha: Sixteen Mahajanpadas Emergence of Mauryan Empire- Chandragupta, Ashoka, administration and fall of the Maurayas	12
Unit 5	Post Mauryan period: Satvahana, Kushanas, Indo-Roman trade Age of the Guptas: Development of the Gupta Empire, Art, Literature and Administration	12

Suggested Readings:

Altekar, A.S. – Education in Ancient India
Agrawal, D.P. – The Archaeology of India
Basham, A.L. – The Wonder that was India
Chakraborty, D.K. – Archaeology of Ancient Indian Cities
Jha, D. N. - Ancient India in Historical Outline
Sharma, R.S- India's Ancient Past
Thapar, Romila-Ashoka and the Decline of the Mauryas
Thapar, Romila-History of Early India.
Tripathy, R.S- History of Ancient India.
Smith, V.A – Early History of India
Mookherjee, R.K- The Fundamental Unity of India
Mookherjee, Radha Kumud- Indian Education System
Majumdar, R.C – Ancient India

CURRICULUM & CREDIT FRAME WORK

FOR

UG Programme in History

Subject: History (Multi/ Interdisciplinary Course)

Paper 1 – History of India (1757 to 1857)

Learning Outcome: The main objective of this course is to know the history of how the English East India Company became the ruler of India. This course aims to reassess how they ruled our country for one hundred years. Furthermore, it also seeks to revisit the history of how native Indians revolted against them.

Unit	Topic	LH
Unit 1	Rise of the English East India Company: Battle of Plassey, Buxar and Grant of Dewani.	09
Unit 2	Regional States: Anglo-Maratha relations, Anglo- Mysore relations, Anglo- Sikh relations	09
Unit 3	Economic Policy: Drain of Wealth, Deindustrialization, Permanent Settlement and its impact	09
Unit 4	Socio Religious Reform Movement- Rammohan Roy, Young Bengal, Vidyasagar	09
Unit 5	Peasant and Tribal revolts : Wahabi Movement, Santal Movement 1857 Revolt: causes and consequences and nature	09

Suggested Reading:

Desai, A.R. – Peasant Struggle in India

Bagchi, Amiya- Private Investments in India

Chandra Bipan, Panikar K.N, Mukherjee Mridula, Mahajan Sucheta and Mukherjee Aditya – India's Struggle for Independence

Chandra, Bipan- Rise and Growth of Economic Nationalism in India

Dutt, R.P- India Today

Bandyopadhyay, Sekhar – From Plassey to Partition

SKILL ENHANCEMENT COURSE

Paper-I/Sem-I History

Understanding Indian Heritage

Learning Outcome: Students will get to understand the different facets of Indian heritage and their significance. They also understand about the legal and institutional frameworks for heritage protection in India as the challenges facing it.

UNIT- I: Defining Heritage (Lecture Hours: 10)

Meaning of 'antiquity', 'archaeological site', 'tangible heritage', 'intangible heritage' and 'art treasure'

UNIT- II: Constitution of Heritage in Colonial India and Evolution of Heritage Legislation (Lecture Hours: 10)

Institutionalization and commodification of Indian Heritage: Collections, exhibitions, museums and monumentalization-Case study of the Great Exhibition, London; Indian Museum, Kolkata; Conventions and Acts—national Heritage-related government departments, museums, regulatory bodies etc. Conservation Initiatives in India to protect the endangered heritage sites, Laws for Antiquities in India

UNIT- III: Tourism: Promoting Indian Heritage (Lecture Hours: 12)

Viewing Heritage Sites, The relationship between tourism and heritage, Guide Books and Travel literature as a tool for heritage marketing, Eco-Tourism in India-Commercializing nature, Exhibiting culture-Heritage Walks and Tours, palaces, heritage festivals

UNIT- IV: UNESCO World Heritage Sites in India: Selected Case Studies (Lecture Hours: 13)

Ajanta, Ellora & Elephanta Caves, Agra Fort, Taj Mahal, Fatehpur Sikri, Red Fort Complex, Qutb Minar and its Monuments, Khajuraho Group of Monuments, Group of Monuments at Hampi, Group of Monuments at Mahabalipuram, Sun Temple, Konârak, Great Living Chola Temples, The Jantar Mantar, Jaipur, Sundarbans National Park, Mountain Railways of India, Visva-Bharati, Santiniketan, Archaeological Site of Nalanda Mahavihara at Nalanda, Bihar

Suggested Readings:

David Lowenthal, *Possessed By The Past: The Heritage Crusade and The Spoils of History*, Cambridge, 2010 Layton, R. P. Stone and J. Thomas, *Destruction and Conservation of Cultural Property*. London: Rutledge, 2001

Lahiri, N, *Marshaling the Past - Ancient India and its Modern Histories*. Ranikhet: Permanent Black, 2012, Chapters 4 and 5.

S.S. Biswas, *Protecting the Cultural Heritage (National Legislations and International Conventions)*. New Delhi: INTACH, 1999.

Acts, Charters and Conventions are available on the UNESCO and ASI websites (www.unesco.org; www.asi.nic.in)

Suman Mukherjee, *Journeys in to the Past: Historical and Heritage Tourism in Bengal*, New Delhi, New Academic Publishers, 2018

Sinha, Gaurab & Chakraborty, *Saptarshi, Aitihya Adhyan*, Kolkata, Ashadip, 2021.

Semester-II
CURRICULUM & CREDIT FRAMEWORK
FOR
UG Programme in History

Subject: History (Major)

Paper 2 – History of Ancient World Civilization

Learning Outcome: Through this course students will acquire knowledge about the evolution of human society and transformation of ancient civilizations like Mesopotamia, Egypt, China, Greece, Roman and early Medieval Europe. They are acquiring knowledge about the origin, features, nature and class composition of various societies. They can compare to each and other among the several societies of the world.

Unit	Topic	LH
Unit 1	History of Early World Civilization: Egypt Egyptian Civilization: Political development, Economy, Art, Architecture, Religion and Society	12
Unit 2	History of Early World Civilization: Mesopotamia Mesopotamia Civilization: Sumerian, Babylonian, Assyrian and Akkadian: Polity, Society, Economy, Religion, Architecture, Administration and Education	12
Unit 3	History of Early World civilization: China Chinese civilization : Polity, Economy, Society, Science and Technology and Culture	12
Unit 4	History of Early World civilization: Persian Persian Civilization : Political, Social and Economic condition	12
Unit 5	Classical Greece: Age of Homer: Evolution of Classical Greece Athens, Sparta Greece : Persian War and the Peloponnesian War The Periclean Age in Greece, Growth of State and Society, Economy, Art, Culture, Literature, Drama, Sports and Philosophy	12

Suggested Readings:

Childe, V.G – What Happened in History

Durrant, Will- Our Oriental Heritage: the Story of Civilization

Shaoyi Bai- An Outline History of China

Trigger – Ancient Egypt : A Social History

Swain J.E – A History of World Civilization

Frankfort Henri- The Birth of Civilization in the Near East.

Trevelyan A. Albert – History of Ancient Civilization

Wells, H.G – The Outline of History.

Mukherjee, Suman: Prachin Visva: Samajik Gathan, Sanskritik Vinyas o Arthanitik Chalchitra (Bangla), Bookpost Publication, Kolkata, 2021

Semester-II
CURRICULUM & CREDIT FRAMEWORK
FOR
UG Programme in History
Subject: HISTORY (Minor)

Paper – II: HISTORY OF INDIA (From 550 C.E to 1206 C.E)

Learning Outcome: From this course students will learn and analyse about the transition from historic centuries upto the Early Medieval india. They will be able to delineate changes in the realm of polity and culture; Puranic religion; the growth of vernacular languages and newer forms of art and architecture.

UNIT	TOPIC	CF
Unit 1	<u>Emergence of New Powers and the Age of Decentralisation :</u> Decline of the Gupta Power and the emergence of new powers in the 2 nd half of the 6 th Century C.E Pushyabhuti Dynasty and Kanyakubja – State, Society and Culture during the period of Harsha. Maukharis of Kanauj Sasanka, the King of Gauda – Political achievements and administration.	12
Unit 2	<u>Decentralisation and emergence Regional Powers:</u> North-Western India: Dynasties of Kashmir – Arab invasion of Sindh – Shahi dynasty of Punjab – Their Political and Cultural achievements. North-Eastern India : Anarchy in Bengal after Sasanka – The Palas – The Senas – Dynasties of Kalinga – their Political and Cultural achievements	12
Unit 3	<u>Emergence of Regional Powers in Central and Northern India :</u> Origin of the Rajputs : Various theories – Pratiharas – Gahadavalas – Chahamana – Chandella – Kalachuri – Paramara – their political and cultural achievements	12
Unit 4	<u>Regional Powers of the Deccan and South India :</u> Chalukyas of Vatapi – Origin – History – Art and Architecture Rashtrakutas of Manyakheta – History – interference in North Indian politics – Religion – Art and architecture Pallavas of Kanchi – History – Art and Architecture Cholas of Tanjore – History – Administration – Art and Architecture	12
Unit 5	<u>Decline of Rajputs and north India until 1206 CE:</u> Tripartite Struggle Fall of Rajput Power and the coming of the Arabs and Turks <u>Culture of Pre-Medieval India</u> Society and Religion till 12 th century Architecture, Sculpture and paintings till 1206 CE	12

Suggested Readings:

- R.C.Majumdar, H.C.Raychaudhuri, K.K.Datta , *An Advanced History of India*
R.C.Majumdar and A.D Puskar (ed.), *The History of Indian People, Vol V & VI*
K.A.Nilganta Sastri, *History of South India (From Pre-historic times to the Fall of Vijaynagar)*, OUP, 1955
A.K.Majumdar, *A Concise History of Ancient India, Vol I (1977) and Vol.II(1980)*, Delhi
B.D.Chattopadhyaya, *The Making of Early Medieval India*, Delhi, 1994
R.S.Sharma, *Early Medieval Indian Society – A study in Feudalisation*, Calcutta, 2001
Romila Thapar, *A History of India, Vol I, Harmondsworth*, 1974
Upinder Singh, *A History of Early Medieval India, From Stone Age to Early Medieval India*
রণবীর চক্রবর্তী, *প্রাচীন ভারতের অর্থনৈতিক ইতিহাসের সন্ধান*
Chattopadhyay, Rupasree: *Gourio Sanskriti Bikha*

Semester-II
CURRICULUM & CREDIT FRAMEWORK
FOR
UG Programme in History

Subject: History (Multi/ Interdisciplinary Course)

Paper 2 – History of India (1858-1947)

Learning outcome: Through this course students will know about the various positive and negative aspects of British rule. Who knows the history of how the British followed the policy of partition and destroyed the dream of a united India of the freedom fighters of India.

Unit	Topic	LH
Unit 1	The aftermath of 1857: The Indigo rebellion, Aligarh Movement	09
Unit 2	The early phase of Indian National Movement – Birth of Indian National Congress, Congress activity, Swadeshi Movement, Morle Minto reforms	09
Unit 3	The Gandhi Era- Khilafat and Non-Cooperation Movement, Poona Pact, Civil Disobedience Movement, Quit India Movement.	09
Unit 4	Towards Freedom : 1935 Govt. Act, role of leftist movement, Subhas Bose and INA, Cripps Mission, Cabinet Mission	09
Unit 5	Communal Politics : Birth of Muslim League, Demand for Pakistan, rise of Hindu Mahasabha Partition of India- Causes and Effects	09

Suggested Readings:

Sumit Sarkar- Modern India 1885-1947
 K. K. Dutta – Social History of Modern India
 A.R. Desai- Social background of Indian Nationalism
 Tara Chand – History of Freedom Movement in India Vol 3
 Penderal Moon- Divide and Quit
 S.R. Mehrotra - The emergence of Indian National Congress
 Bipan Chandra and Others- Freedom Struggle
 Anita Indar Singh- the Partition of India
 Sekhar Bandyopadhyay- From Plassey to Partition and After
 Ram Chandra Pradhan – Raj to Swaraj

Semester-II
CURRICULUM & CREDIT FRAMEWORK
FOR
UG Programme in History
SKILL ENHANCEMENT COURSE
Paper-II/Sem-II
Archives and Museums

Learning outcome: Students will learn how to maintain documentary, visual and material remains of the past either in house or Institutions. It helps them to understand the importance and significance of such institutions to build the history of India.

UNIT I (Lecture Hours: 10)

I. Definition of Archives and allied terms like Manuscripts, Documents, Records, Library.

II. Physical forms of Archival Materials like Clay tablets, Stone inscriptions, Metal Plates, Palm leaves and Paper records, Photographs, Cartographic Records Film, Video tapes and other electronic records.

UNIT II (Lecture Hours: 10)

I. Types of Archives.

II. History of Archives.

III. History of Setting up of Archives in India with some specific example like National Archives, New Delhi and any regional example of the local archive.

UNIT III (Lecture Hours:12)

I. Definition of Museum.

II. Aims, Functions, History of Museum.

III. History of setting up Museum in India with special reference to Indian Museum, Calcutta, National Museum.

UNIT IV (Lecture Hours: 13)

I. Types of Museum and Emergence of New Museums and allied institutions.

II. Material Collection, Conservation, Preservation and their policies, ethics and procedure.

III. Museum and Society: Exhibitions, Public Relation.

Suggested Readings:

Saloni Mathur : *India by Design : Colonial History and Cultural Display*, University of California, 2007.

Sengupta, S. : *Experiencing History Through Archives*, Delhi : Munshiram Manoharlal, 2004.

Guha, Thakurta, Tapati : *Monuments, Objects, Histories : Institution of Art in Colonial India*, New York, 2004.

Kathpalia, Y.P.: *Conservation and Restoration of Archive Materials*, UNESCO, 1973.

Choudhary, R.D.: *Museums of India and their maladies*, Calcutta: Agam Kala, 1988.

Nair, S.M.: *Bio-Deterioration of Museum Materials*, 2011.

Agrawal, O.P.: *Essentials of Conservation and Museology*, Delhi, 2007.

Guha-Thakurta, Tapti: *The Making of a New Modern Indian Art : Aesthetics and Nationalism in Bengal, 1850-1920*, Cambridge University Press, 1992.

Mitter, Partha: *Indian Art*, Oxford History of Art Series, Oxford University Press, 2001.

Ray Niharranjana: *An Approach to Indian Art*, Calcutta, 1970.

Basu, Purnendu; *Records and Archives, What are they*, National Archive of India, 1960, Vol II, No. 29.