



KAZI NAZRUL UNIVERSITY
Asansol, Paschim Bardhaman,
W.B. India

Master of Arts
IN
HISTORY

Effective from the Year 2016-2017

Revised Syllabus as per Choice Based Credit System (C.B.C.S)

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CBCS SYLLABUS IN M. A. IN HISTORY,
DEPARTMENT OF HISTORY

1. Affiliation:

The proposed programme shall be governed by the Department of History, Faculty of Arts, Kazi Nazrul University, West Bengal. In its endeavor to widen the horizons of the Social Sciences, the course of History was designed to train the students with the bent of mind in the historical sectors. Apart from different competitive examinations like civil services the students will have the avenues of different interdisciplinary research and can groom themselves as teachers for future students from grass root level to the higher degree. Currently the department has strength of 260 students. There are 5 permanent faculties in the department (1 professor and 1 Associate Professor and 3 Assistant Professors)

2. Preamble:

The purpose of a Learning Outcome-based Curriculum Framework (LOCF) is to change the paradigm of higher education from a teacher-centric to learner-centric curriculum. It is hoped that this paradigmatic change will bring about a significant improvement in the quality of higher education and make the learners both competent and confident to face the challenges of a modern competitive world. The philosophy of this new curriculum framework is pragmatism, to realize that it is not enough for institutions of higher learning to produce good humans and responsible citizens of the country but also to produce employed graduates and postgraduates. After all, it is not prudent to expect an unemployed youth to cherish values like humanity and responsibility towards the nation; he/she first needs to have a productive employment to nourish such values. LOCF seeks to make higher education in India learner-centric so that graduates and postgraduates not only have a more holistic understanding of their subject but also be able to better serve the humanity with dignity and honour, which can be expected only if they are able to secure productive employment after completing their higher education degrees.

3. Introduction to Learning Outcome Based Curriculum Framework (LOCF) in Kazi Nazrul University:

Two year Post-Graduate programs in Kazi Nazrul University have been designed as a base for research and application of knowledge. The syllabus and curricula of the post graduate programmes have been developed following the UGC LOCF guidelines and through rigorous academic exercises after consulting eminent academic experts and feedback received from various stakeholders of the University. These two-year programs will enable the students to enhance their learning after under-graduate course and to join the workforce in their respective fields. Kazi Nazrul University has an aim to develop the future generation learners sensitive towards the developmental challenges of the nation with special emphasis on the local developmental needs. The University also aims to foster this future generation of learners with a systematic understanding of global development need. The learning outcome-based curricula of different disciplines reflect the national as well as global sustainable needs listed below in the respective programme and course specific outcomes:

National needs:

- Promote Right to education
- Inculcate ethical and professional values
- Increase national and international visibility;
- leverage institutional strengths through strategic partnerships;
- enlarge the academic community within which to benchmark their activities;
- mobilise internal intellectual resources;
- add important, contemporary learning outcomes to student experience;
- Develop stronger research groups.
- Encourage multidisciplinary
- Promote Cross cultural exchanges
- Preservation of traditional knowledge
- Creating human resource for Economic growth
- Promotion of scientific mind-set and critical thinking

Sustainable development needs:

- Help to eradicate poverty
- Ensuring meal for all
- Promoting good health and well being
- Promoting quality education
- Promoting gender equality

- Initiatives for clean water and sanitization
- Programmes to reduce inequalities
- Develop sustainable cities and communities
- promote decent work and economic growth
- initiate industry-academia collaboration for innovative research
- encourage responsible consumer behaviour
- encourage pro-environment awareness

4. Program Outcomes (PO)s

The overall program outcomes of the LOCF at PG level are to:

- Help formulate postgraduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes that are expected to be demonstrated by the holder of a Master's degree;
- Enable prospective students, parents, employers and others to understand the nature and level of learning outcomes (knowledge, skills, attitudes and values) or attributes a graduate/postgraduate should be capable of demonstrating on successful completion of MA/M Sc/ M.Com/ MBA
- Maintain national standards and international comparability of standards to ensure global competitiveness, and to facilitate postgraduate mobility; and
- Provide higher education institutions and their stake holders an important point of reference for setting and assessing standards.

5. Postgraduate Attributes

The postgraduate attributes reflect the particular quality and feature or characteristics of an individual, including the knowledge, skills, attitudes and values that are expected to be acquired by a postgraduate through studies at the higher education institution (HEI) such as a college or university. Such attributes include capabilities that help strengthen one's abilities for widening current knowledge base and skills, gaining new knowledge and skills, undertaking future studies and performing well in a chosen career and playing a constructive role as responsible citizen of the country. The Attributes define the characteristics of a student's university degree programme(s), and describe a set of characteristics/competencies that are designed to be transferable beyond the particular disciplinary area and programme contexts in which they have been developed. Such attributes are fostered through meaningful

learning experiences made available through the curriculum, the total college/university experiences and a process of critical and reflective thinking.

The learning outcomes-based curriculum framework is based on the premise that every student is unique. Each student has his/her own characteristics in terms of previous learning levels and experiences, life experiences, learning styles and approaches to future career-related actions. The quality, depth and breadth of the learning experiences made available to the students while at the college/University help develop their characteristic attributes. The postgraduate attributes reflect both disciplinary knowledge and understanding and generic/global skills and competencies that all students in different academic fields of study should acquire/attain and demonstrate. Some of the desirable attributes which a postgraduate student should demonstrate will include the following:

- **Disciplinary Knowledge:** Demonstrate comprehensive knowledge and understanding of one or more disciplines that form a part of a programme of study, and knowledge and skills acquired from interaction with educators and peer group throughout the programme of study.
- **Communication Skills:** Express thoughts and ideas effectively in writing and orally, communicate with others using appropriate media, confidently share one's views and express herself/himself, demonstrate the ability to listen carefully, read and write analytically, and present complex information in a clear and concise manner to different groups.
- **Critical Thinking:** Apply analytic thought to a body of knowledge, analyse and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence, identify relevant assumptions or implications, formulate coherent arguments, critically evaluate practices, policies and theories by following scientific approach to knowledge development.
- **Problem Solving:** Demonstrate capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of non-familiar problems, rather than replicate curriculum content knowledge and apply one's learning to real life situations.
- **Analytical Reasoning:** Demonstrate the ability to evaluate the reliability and relevance of evidence, identify logical flaws and holes in the arguments of others, analyse and synthesize data from a variety of sources, draw valid conclusions and support them with evidence and examples, and addressing opposing viewpoints.

- **Research-related Skills:** Demonstrate a sense of inquiry and capability for asking relevant/appropriate questions, problematising, synthesizing and articulating, demonstrate the ability to recognize cause-and-effect relationships, define problems, formulate hypotheses, test hypotheses, analyse, interpret and draw conclusions from data, establish hypotheses, predict cause-and-effect relationships, plan, execute and report the results of an experiment or investigation.
- **Collaboration/Cooperation/Team work:** Demonstrate ability to work effectively and respectfully with diverse teams, facilitate cooperative or coordinated effort on the part of a group, and act together as a group or a team in the interests of a common cause and work efficiently as a member of a team.
- **Scientific Reasoning using Quantitative/Qualitative Data:** Demonstrate the ability to understand cause-and-effect relationships, define problems, apply scientific principles, analyse, interpret and draw conclusions from quantitative/qualitative data, and critically evaluate ideas, evidence and experiences from an open-minded and reasoned perspective.
- **Reflective Thinking:** Demonstrate critical sensibility to lived experiences, with self-awareness and reflexivity of both self and society.
- **Information/Digital Literacy:** Demonstrate capability to use ICT in a variety of learning situations, demonstrate ability to access, evaluate, and use a variety of relevant information sources and to use appropriate software for analysis of data.
- **Self-Directed Learning:** Demonstrate ability to work independently, identify appropriate resources required for a project, and manage a project through to completion.
- **Multicultural Competence:** Demonstrate knowledge of the values and beliefs of multiple cultures and a global perspective, effectively engage in a multicultural society, and interact respectfully with diverse groups.
- **Moral and Ethical Awareness/Reasoning:** Demonstrate the ability to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work. Demonstrate the ability to identify ethical issues related to one's work, avoid unethical behaviour such as fabrication, falsification or misrepresentation of data or committing plagiarism, not adhering to intellectual property rights, appreciate

environmental and sustainability issues, and adopt objective, unbiased and truthful actions in all aspects of work.

- **Community Engagement:** Demonstrate responsible behaviour and ability to engage in the intellectual life of the educational institution, and participate in community and civic affairs.
- **Leadership Readiness/Qualities:** Demonstrate capability for mapping out where one needs to go to "win" as a team or an organization, and set direction, formulate an inspiring vision, build a team who can help achieve the vision, motivate and inspire team members to engage with that vision, and use management skills to guide people to the right destination, in a smooth and efficient way.
- **Lifelong Learning:** Demonstrate the ability to acquire knowledge and skills, including 'learning how to learn' that are necessary for participating in learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing trades and demands of work place through knowledge/skill development/reskilling.

6. Program Specific outcomes (PSO)s

The discipline of History deals with the past in order to understand the meaning and dynamics of the relationship between cause and effect in the overall development of human societies. Its key feature is its broad range of inquiry, as it is as much concerned with wide perspectives, general explanations, and fundamental questions. The fostering of vibrant and healthy critical debate between differing perspectives, interpretations, and representations of aspects of the past is the major concern for the students of history. A critical evaluation of sources and evidence of the past, whether written documentation or oral record needs to be taken into account before interpretation of a particular event of history is made. Thus the student should have a clear understanding of the representation of the past through clear narrative, explanation, and analysis. The courses designed by the faculties have the liberty of flexible incorporation and reading materials are available in the central library or are circulated by the respective faculties of the courses.

Program Specific outcomes (PSO)s:

Global Needs	C101	C102	C103	C104	C105	C201	C202	C203	C204	C301	C302	C303	C401	C402	MJE301	MJE302	MJE401	MJE402	MJE403	MJE404	MIE201	MIE301
Systems thinking competency			√	√		√	√	√										√				√
Anticipatory competency						√												√			√	
Normative competency									√					√	√	√				√		
Strategic competency			√	√			√				√						√					
Transdisciplinary collaboration competency	√	√							√	√		√	√	√	√	√	√	√	√	√	√	√
Critical thinking competency	√	√			√							√	√	√	√	√	√	√	√	√	√	√
Creativity competency		√			√							√										
Self-awareness competency	√											√		√	√	√			√			

7. Vision:

To prepare competent scholars of History who would excel in knowledge, orientation and practice of History, with high ethical standards and social relevance.

8. Objective of the Course:

The syllabus is broadly divided into 4 semesters, in which the Semester I & II consists of 5 papers each, and semester III & IV consists of 6 papers each. Two minor elective papers have been offered in II & III Semester. The main objective of the syllabus of the Department of History is twofold: firstly, to introduce 'History', as a subject in a more interesting and lively manner, and secondly, to inspire the minds of the students to pursue historical research and further studies with an aim to explore the uncharted terrain of history and society.

The History syllabus intends to offer a deeper and thorough understanding of different branches of History with an interdisciplinary approach. The syllabus includes social, cultural, political, economic, environmental aspects of studying history. The syllabus also offers a course on Historiography and Historical Methods to train the students about the process of historical writing and methodology which will subsequently help them in forming research ideas. The syllabus outlines the importance of local history of the region where the University is situated. Apart from these, it also comprises of the history of Industrial Revolution, Modern West and International Relations. Intellectual History of India and Western Political Thought serves as the most important elements of History of Thought. The unique and most practical objective of the syllabus is to guide the students with specializations which would help them in their higher education and research oriented studies. Thus the Fourth semester syllabus is formed with this objective where six papers are offered based on specific specializations.

9. Structure of the Course:

The entire CBCS syllabus of the Department of History, Kazi Nazrul University has been distributed within its 4 semester duration courses. In this syllabus the number of total courses is 22, among which 14 courses are named as Core Courses (C). Apart from this, there are two minor elective papers (MIE) which are prescribed for the second and third semester students who would opt for any courses from any other disciplines that are being taught in this University. There are also six major elective papers (MJE) which have been offered in third and four semesters. The two minor elective courses are made with 4 credits each, and the rest

of the twenty papers carry 5 credits each. Thus the CBCS syllabus of History (M. A) Consists of 108 credits. For a detail reference about the credit, code and courses of History kindly see the Curriculum of History (M. A).

10.Principal Kept in Mind while Drafting the Course:

The main guiding principle for drafting the syllabus was the introduction of History as a subject of socio-political-cultural-economic transformation which has influenced a great section of human society over a considerable period of time. Another most important principle was to utilize the subject as a vehicle or medium for generating scientific orientation of thought to consider the human past from an objective point of view. Hence, the existing syllabus of History promises to investigate the historical transformation from the interdisciplinary perspectives. A number of objectives were there at the back of the mind while formulating the syllabus of the discipline of History in accordance with the CBCS pattern as prescribed by the UGC. The important points taken in to account may be summarized as follows:-

1. Offering learning opportunities to orient the students towards a proper understanding of History. Study of the complexities of human society, culture and behavior were also taken in to consideration.
2. Proper understanding of historiography was also focused upon since without having proper knowledge of the past research it is difficult to proceed with the new ones.
3. Imparting knowledge of basic Historical concepts and methods, and developing ability to appreciate the challenges in field settings.
4. Apart from national history, the regional studies were given equal importance thus the emphasis of the syllabus was on the preparation of a total historical module which will cater the sentiments of locality, province and nation.
5. A healthy interface between society, culture and academic pursuit in the discipline of History was also kept at the back of the mind.
6. Finally while trying to produce an all comprehensive syllabus for the post graduate course we tried our best to take in to consideration the interdisciplinary aspect which in present day is considered as a very important aspect while analyzing the past events.

11. Programme Structure:

[1] Semester-I: This semester has five courses. All the courses are Core papers (C) And carry 5 credits each. There are total 25 credits in this semester.

[2] Semester-II: This semester has five courses, of which four are Core courses (C) And only one course is minor elective paper (MIE) which is to be chosen from other disciplines. The minor course is of 4 credits and the rest of the courses are of 5 credits each. There are total 24 credits in this semester.

[3] Semester-III: This semester has total six courses, of which three are core courses, one minor elective course and two major elective courses. The minor course is of 4 credits and the rest of the courses are of 5 credits each. There are total 29 credits in this semester.

[4] Semester IV: This semester has total six courses, of which two are core courses of 5 credits each and the rest four courses are major elective courses of 5 credits each. There is total 30 credits in this semester.

12. Eligibility of Admission:

The required Eligibility Criteria for Admission to PG in History is Honours Graduate in the Concerned Subject.

N.B: *The Program Graduates with at least 60% of marks may apply online for admission in the subjects given below. In this case, the candidate will be offered admission only when seats remain vacant after completion of admission process for Honours candidates in both the categories.* BENGALI, ENGLISH, EDUCATION, **HISTORY**, HINDI, POLITICAL SCIENCE, PHILOSOPHY, URDU, COMMERCE, CHEMISTRY, GEOGRAPHY, MATHEMATICS, PHYSICS, ZOOLOGY FOR GEOINFORMATICS Program in Physics/Mathematics /Chemistry/ Bio Science/ Geology/ Computer Science may apply.

13. Assessment of Student's Performance and Scheme of Examination:

So far the assessment of the students are concerned, the assessment method has been broadly divided into two major sections – internal assessment or continuous evaluation and the end-semester examination. The internal examination has been conducted for 10 marks of each paper during the functioning period of the respective semester. The mode of internal assessment is MCQ, / short-notes/viva-voce/term paper/ presentation etc. The end-semester examination has been conducted after the completion of the syllabus for 40 marks each courses of the respective semester as sit-down test. Students should answer three broad

category questions carrying 10 marks each (3X10=30) from six questions and two short-type answer carrying 5 marks each (2X5=10) from four questions.

14. Pass Percentage and Promotion Criteria:

Pass mark in any course in any semester is 40% of the full marks of the course for all P.G courses. In case of courses having theoretical and practical parts a minimum of 20% is to be scored each in theoretical and practical parts by the candidates. If a candidate secures qualifying grade (Grade P and above) in a course he/she will be declared to have cleared the said course. Marks obtained in the continuous assessment of a course will be clubbed with the marks obtained in the respective End Semester examination before awarding the grade point. If a candidate fails to clear a particular course, he/she will have to clear the course within stipulated number of chances. The continuous assessment marks will be retained for the next examination(s) with valid chances.

15. Course Content:

SEMESTER-I

KAZI NAZRUL UNIVERSITY

Department of History

COURSE CODE: MAHISTC101

**COURSE NAME: SOCIAL HISTORY OF BENGAL: 19th & 20th CENTURY
PERSPECTIVES**

(Core Paper)

Full Marks-50

(40 marks for written examination and 10 marks for Internal Assessment)

(To be covered in minimum 5 Lectures/Week)

Course Specific Learning Outcome:

The present paper is solely intended to highlight the history of the phase of colonial Intervention of undivided Bengal. The paper is concerned with the change of Socio-Economic position of Bengal due to colonial intervention. The course aims at studying the interrelatedness between society and history of modern Bengal during the nineteenth and twentieth century. The course intends to bring out new ideas for studying the social history of modern Bengal within the broader range of reciprocal development between community, consciousness and history. The present course would also like to offer a close understanding of social responses to the historical development of Bengali society and identity.

Unit-1:

The Company's State in Bengal-the Early Agrarian Policy and Permanent Settlement-The emergence of a new class of Landowners-The social foundation of the Bhadralks.

Unit-2:

Entrepreneur in Bengal in the Early 19th Century- Impact of Colonial trade on Bengali colonial entrepreneurs—the Baniyas and the Gomostas—Entrepreneurship in the age of Partnership with special reference to Ramdulal Dey and Dwarakanath Tagore--Crisis of Bengali Entrepreneurship and its subsequent Collapse-- European Domination of Bengal Trade and Industry--Arrival of Modern Industrial Enterprise in early 20th Century and the Emergence of working Class--The Trade union Movement—Swadeshi enterprise in the early twentieth century.

Unit-3:

Pre colonial Urban Formation—Dhaka, Murshidabad and Hooghly—The Rise of Calcutta-- The Urban map of 19th Bengal--The urban Formations: Small District towns, Mining Towns, Railway Towns-- Reflections of urban Life in 19th Century Literature.

Unit-4:

The rural world: -Bengal Peasant Life --The tribal communities--The Agrarian Resistance in 19th Century Bengal--Radicalism and Modern Agrarian Protests—rural protests with special reference to Burdwan, Midnapur, 24 Parganas and Dinajpur – Tebhaga Movement

Unit-5:

Caste and Religion: Religious Syncretism—Religious Sects and Popular Cults--Village Fairs--rural Syncretism Culture-The caste Movements: with Special Reference to Sadgop, Mahishya, Ugrakshatriya, Namasudra and Rajbanshi.

Reading Lists:

1. C. A. Bayly, *Indian Society and the Making of the British Empire Cambridge, 1988.*
2. C. E. Buckl and Bengal under the Lieutenant-Governors (London) 1901.
3. Sir James Bourdillon, *The Partition of Bengal*, (London: Society of Arts) 1905.
4. P.J. Marshall, *Bengal, the British Bridgehead 1740-1828 (Cambridge) 1987.*
5. Ratnalekha Ray, *Change in Bengal agrarian society, c1760-1850*, Manohar, 1979.

6. Indrajit Ray, *Bengal Industries and the British Industrial Revolution (1757-1857)*, Rutledge 2011
7. Tithi Bhattacharya, *The Sentinels of Culture: Class, Education and the Colonial Intellectual in Bengal*, (New York: Oxford University Press, 2007).
8. H.R.Ghoshal, *Economic Transition in the Bengal Presidency (1793-1833)*, Firma Mukhopadhyay, Calcutta, 1966.
9. D.B. Mitra, *Cotton Weavers of Bengal, 1757-1833*, Firma Calcutta, 1978.
10. B. Kling Blair, *Partner in Empire: Dwarkanath Tagore and the Age of Enterprise in Eastern India*, University of California Press, 1976
11. Rajnarayan Chandavarkar, *The Origins of Industrial Capitalism in India: Business Strategies and the working Classes in Bombay, 1900-1940*, CUP, 1996
12. Nirban Basu, *The working class movement: a study of jute mills of Bengal, 1937-47*, K.P. Bagchi & Co., 1994
13. S.A. Dange, *Origins of Trade Union Movement in India*, New Delhi, 1973.
14. A. Bhattacharyya, *Swadeshi Enterprise in Bengal 1900-1920*, Calcutta, 1986.
15. Amit Bhattacharyya, *Swadeshi Enterprise in Bengal: The Second Phase, 1921-47*, Calcutta: Bookland Private Ltd., 1995.
16. Om Prakash, *European Commercial Enterprise in Pre-Colonial India, Volume 2*, CUP, 1998.
17. Ashis Sarkar, *Urban System, Urban Growth, and Urbanisation in the 20th Century West Bengal*, New Academic Publishers, 1998.
18. Kuruvila Zachariah, Rajat Kanta Ray, *Mind, Body, and Society: Life and Mentality in Colonial Bengal*, Oxford University Press, 1995.
19. Rev. Lál Behári Day, *Bengal Peasant Life*, Macmillan, 1878.
20. Hitesh Ranjan Sanyal, *Social Mobility in Bengal*, Calcutta: Papyrus, 1981.
21. Sekhar Bandyopadhyaya, *Caste, Protest And Identity In Colonial India*, Oxford University Press, 2011
22. Swaraj Basu, *Dynamics of a caste movement: the Rajbansis of North Bengal, 1910-1947*, Manohar, 2003 -
23. Asok Majumdar, *Peasant protest in Indian politics: Tebhaga movement in Bengal*, NIB Publishers, 01-Sep-1993.
24. Ghanshyam Shah, *Social Movements in India: A Review of Literature*, New Delhi, 2004
25. David Hardiman, *Peasant resistance in India, 1858-1914*, Oxford University Press, 1992.

SEMESTER-I

KAZI NAZRUL UNIVERSITY

Department of History

COURSE CODE: MAHISTC102

COURSE NAME: CULTURAL HISTORY OF MODERN BENGAL: 19th & 20th CENTURY

(Core Paper) Full Marks-50

(40 marks for written examination and 10 marks for Internal Assessment)

(To be covered in minimum 5 Lectures/Week)

Course Specific Learning Outcome:

This paper is very innovative and fascinating as it highlights the History of indigenous response to colonial intrusion into cultural aspect of India. This paper deals with the interdisciplinary aspect of cultural studies with the discipline of History. With the advent of colonial rule Bengal witnessed a transformation of the psyche of the subjects which was itself a part of colonial policy. Thus the people of Bengal developed an identity of their own as far as cultural bent of mind was concerned. This paper will quench the thirst of the students regarding the socio-cultural history of Bengal during the colonial regime.

Unit 1:

The British Impact on Education— the Traditional System: Sanskrit learning and elementary system—British Orientalism—Spread of Western Education and its Impact—Medical, Technical and other Branches of Scientific Education and Institutions.

Unit-2:

Socio-Religious Reform Movements—Social Reforms from Sati to Widow Remarriage, Brahmo Movement—Rammohan Roy, Debendranath Tagore, Keshab Chandra Sen—Derozio and Young Bengal, Iswar Chandra Vidyasagar, Akshay Kumar Dutta, Bhudev Mukhopadhyay—Ramakrishna- Vivekananda Movement—Popular Religious Sects—Ideological Dimensions,

Unit-3:

Gender and Domesticity—The Emergence of the Bhadramahila—New Ideas of Family and Domesticity—Emergence of Women's Organizations—Social Reforms—Age of Consent Bill Debates - Women's Writings.

Unit-4:

The Literary World – The rise of the Novel: Bankim Chandra—Rabindranath up to Kallol Yug—Press and Public Opinion—Vernacular Newspapers and their impact.

Unit-5:

Cultural History of Bengal—Theatre, Music, Art and Film - Physical culture and Sports—
Formation of Cultural Organizations and the modern public spheres – Art Institutions – the
Sports Associations and Clubs.

Reading List:

1. Sumit Sarkar, *Writing Social History*, OUP, 1997.
2. Ram Nath Sharma, Rajendra Kumar Sharma, *History of Education in India*, Atlantic publishers, 2000
3. Edward W. Said, *Orientalism*, London, 1995 (reprint).
4. H. Butterfield, *The Origins of Modern Science: 1300-1800*. New York, Macmillan. 1957.
5. Kenneth W. Jones, *Socio-Religious Reform Movements in British India*, Cambridge Univ. Press, 1989
6. David Arnold, *Science Technology and Medicine in colonial India*, Cambridge University Press, 2000.
7. S.Sarkar, *Quest For Technical Knowledge: Bengal In The Nineteenth Century* , Monohar Publishers, 2012.
8. Abhijit Banerjee, *19th Century Bengal Society and Christian, Missionaries* , Minerva Associates; 1997
9. Tapan Raychoudhury, *Europe Reconsidered: Perceptions of the West in Nineteenth-century Bengal*, OUP, 1 Sep 1988
10. Paromesh Acharya, *Deshaja Sikhar Dhara*, Anushtup, 2001.
11. M. Borthswick, *Changing Role of Women in Bengal 1849-1905*, Princeton, 1984.
12. Amitava Chattopadhyay (ed), *Itihase Jana Sanskriti: Porishare Unish Bish Shatak*, Gangchil, January, 2016.
13. Sonia Nishant Amin, *The World of Muslim Women in colonial Bengal 1876-1939*, Netherlands, 1996
14. Barun Sengupta, : Pala Badaler Pala, Kolkata: Ananda Publishers, 1982
15. A. F. Salahuddin Ahmed, *Social Ideas and Social Change in Bengal 1818-1835*, Netherlands , 1965
16. 16. John Dacosta, *Remarks on the Vernacular Press Law of India, or Act ix of 1878*, London, W.H.Allen and Co, 1878.

17. Sailen Debnath, *Essays on cultural history of North Bengal*, Siliguri, West Bengal : N.L. Publishers, in association with National Library, 2008
18. Kamala Dasgupta, *Swadhinata Sangrame Banglar Nari*, Basudhara, BS 1370.
19. Koushik Sanyal, '*Nabin Basur Theatre*, Anustup; Boimela Kolkata, 2008;2.
20. Brajendra nath Bandyopadhyay, *Bangiya Natyashalar Itihaas*, ,Bangiya Sahitya Parishat, Sravan, Kolkata1405.
21. Suresh Chandra Samajpati, (Ed.), *Bankim – Prasanga*, Nabapatra Prakashan;1982;
22. Abinash Chandra Gangopadhyay, Swapan Mazumdar ed., *Girish Chandra*, Deys 2011.
23. Judith E. Walsh, *Domesticity in Colonial India: What Women Learned when Men Gave Them Advice*, UK, 2004.
24. Supriya Chaudhuri and Sajni Mukherji (eds.), *Literature and Gender: Essays for Jasodhara Bagchi*, New Delhi, 2004.
25. Geraldine Forbes, *Women in Modern India*, Cambridge University Press, New Delhi, 2008.
26. Partha Chatterjee, *Nation and Its Fragments: Colonial and Post Histories*, Princeton University Press, 1993.
27. Bipasha Raha and Subhayu Chattopadhyay eds *Mapping the Path to Maturity: A connected History of Bengal and North- East*, Manohar, 2018.
28. Amitava Chatterjee, (Ed.), *People at Play: Sport, Culture and Nationalism*, Kolkata: Setu Prakashani, 2013.
29. Sudit Krishna Kumar and Suvabrata Sarkar (ed), *Contextualizing the Body: An Indian Experience*, Manohar Books, 2020.
30. Amitava Chatterjee (ed), *Historicizing Gendered Modernity's in India*, Primus Books, New Delhi, 2020.

SEMESTER-I
KAZI NAZRUL UNIVERSITY
Department of History
COURSE CODE: MAHISTC103
COURSE NAME: MODERN INDIA: 1857-1914
(Core Paper)
Full Marks-50
(40 marks for written examination and 10 marks for Internal Assessment)
(To be covered in minimum 5 Lectures/Week)

Course Specific Learning Outcome:

This paper runs from the second half of the nineteenth century till early twentieth century. The chronological sequence is interwoven with the thematic threads. It begins with the detail of indigenous resistance of the soldiers against the colonial power in India during the last phase of the company's rule. The history evolved out of this is political with a mixture of social and economic tinge in it. Starting from the "First War of Indian Independence" it touches upon the annexation policies. The issues of regional resistance are also taken in to consideration. The politics of associations and early nationalism are dealt exhaustively in this paper. Caste and community consciousness in the early phases of nationalism is also dealt here in this particular paper.

Unit 1:

India in 1857: Causes of 1857, nature of 1857—interpretations of the events—the reactions of the State—the world of the native insurgence—new histories of the Revolt.

Unit-2:

The colonial state : Aftermath of Revolt - ideological foundations and changing strategic imperatives— Impact of the revolt of 1857: British policy towards princely states and landed aristocracy, British power and its frontiers – North-West, Afghanistan, Burma, Tibet, Nepal. Strategies of imperial control : the colonial political economy – changes in agrarian economy, drain theory, trade and industry, impact on society and politics –modern education and the rise of the middle class – modern industrialization and the working class.

Unit-3:

Impact of colonial rule on tribal and peasant societies - popular resistance movements against colonial rule; environment and forestry: Traditional resistance movements.

Unit – 4:

Emergence of Nationalism/Early Nationalism; formation of nationalist public opinion; Emergence of organized nationalism: Reform Movements and their contribution to nationalism- Economic Nationalism – Foundation of the Congress - The Moderates and the Extremists - The partition of Bengal and The Swadeshi Movement,

Unit – 5:

Community and Caste Consciousness: Go-rakshini Movement and Urdu-Nagari Controversy. The foundation of Muslim league-The women's question and the Construction of gender in nationalist ideology-women in mainstream nationalism-radical and left politics,

Reading List:

1. Chandra, Bipan, et. al., India's Struggle for Independence, New Delhi, 1989.
2. Chandra, Bipan, et. Al., India after Independence, New Delhi, 2000
3. Banerjee, Sekhar, From Plassey to Partition, Orient Longman, Delhi, 2004.
4. Brown, Judith: Gandhi's Rise to Power, Cambridge, 1972.
5. Desai, A. R. : Social Background to Indian Nationalism, Bombay, 1982
6. Sarkar Sumit: Modern India 1885 to 1947, New Delhi, 1983
7. Sarkar, Sumit, Swadeshi Movement in Bengal 1903-8, New Delhi, 1973
8. Sarkar, Sumit, A Critique of Colonial India, Calcutta, 1997
9. Sen, S.N, An Advanced History of Modern India, Macmillan, Kolkata, 2010.
10. Bandyopadhyay, Sekhar, Nationalist Movement in India: A Reader, OUP, 2009.
11. Bayly, C A., Indian Society and Making of the British Empire.
12. Brown, Judith, Gandhi and Civil Disobedience.
13. Chatterjee, Jaya, Bengal Divided: Hindu Communalism and Partition 1932-1947, O.U.P, 1994,
14. Dutta, R.P., India Today.
15. Gallagher, J., Johnson, G., Seal, A., Locality, Province and Nation.
16. Hutchins, F., Illusion of Permanence.
17. Joshi, P.C., Rammohun and the Forces of Modernisation in India.
18. McLane, J.R., Indian Nationalism and Early Congress.
19. Ravinder Kumar, Social History of Modern India.
20. Raychoudhuri, Tapan, (ed.) Indian Economy in the 19th Century: A Symposium.

21. Majumder, R.C. History of Freedom Movement in India, vol.1, Calcutta 1971
22. Chand, Tara. History of Freedom Movement in India, vol.2, Calcutta 1974
23. Sinha, N.K., (ed.) History of Bengal 1757-1905.
24. Stokes, Eric, Peasants and the Raj: Studies in Agrarian Society and Peasant Rebellion in Colonial India, Cambridge, 1978.
25. Stokes, Eric, The English Utilitarians in India, Oxford, 1959.
26. Tripathi, Amal, The Extremist Challenge, Calcutta, 1967
27. Gandhi, M.K., An Autobiography: The Story of My Experiment with Truth, London, 1966
28. Nehru, Jawaharlal, An Autobiography, Bombay, 1962.

SEMESTER-I

KAZI NAZRUL UNIVERSITY

Department of History

COURSE CODE: MAHISTC104

COURSE NAME: MODERN INDIA: (1914-1947)

(Core Paper)

Full Marks-50

(40 marks for written examination and 10 marks for Internal Assessment)

(To be covered in minimum 5 Lectures/Week)

Course Specific Learning Outcome:

The paper follows the fortune of Indian nationalism especially examining the contradictions and contestations. This paper also deals in details about the articulation of nationalist politics of high and popular, leaders like Gandhi, Subhas Chandra Bose; Jinnah has also be analyzed within the scope of this paper. The groups who considered themselves as left out were also taken in to consideration. The inevitability of partition is also addressed here along with the historiography.

Unit-1:

Impact of World War I on Indian economy – revolutionary activities in Bengal, Punjab and Maharashtra – limitations, lessons and impact – Indian revolutionaries abroad: Ghadar movement, Home Rule League, Working Class Movement, Freedom Struggle in Assam, Orissa, Tamil Nadu.

Unit-2:

Mainstream Nationalism – Gandhi’s rise to power 1915-1929—“Politics of limitation”—Charisma or skilful use of “contractor”? Rowlatt Satyagraha cases of failure: Analysis of Montagu – Chelmsford reforms; Its defects, Congress reaction to reforms; Non-cooperation: The All India movement, regional variations, limitations of Gandhian technique, peasant movements in UP, Bengal and Malabar, Chaurichaura, Bardoli – a betrayal? Liberal politics, Civil Disobedience movement: Background, Character, regional variations, limitations; Gandhi – Irwin pact, Reforms of 1935 – Congress in power in provinces.

Unit-3:

Revolutionary and Left movements: Revolutionary nationalism the facts of left in Indian politics – forms of protest movements: labour, peasant, tribal, students’ movements – Netaji Subhas Chandra Bose and the INA, socialist, left- wing politics – Communists and Socialists.

Unit-4:

Caste Consciousness and Caste Movements: Growth of Dalit Consciousness; Dalit associations and movements, regional case studies, Phule, Narayan Guru, Ramaswami Naiker and Ambedkar: Women in mainstream nationalism.

Unit-5:

Communalism and the road to freedom—The Second World War and the Quit India Movement – the turbulent 40s—the prelude to partition– Post War popular upsurges, constitutional negotiations, communal riots 1945-1947.

Unit-6:

The Partition of India—the nature of the transfer of power— historiography of the partition— Migration and Resettlement

Reading List:

1. Chandra, Bipan, et. al., India’s Struggle for Independence, New Delhi, 1989
2. Chandra, Bipan, et. Al., India after Independence, New Delhi, 2000
3. Banerjee, Sekhar, From Plassey to Partition, Orient Longman, Delhi, 2004.
4. Brown, Judith: Gandhi’s Rise to Power. Cambridge, 1972.
5. Desai, A. R.: Social Background to Indian Nationalism, Bombay, 1982
6. Sarkar Sumit: Modern India 1885 to 1947, New Delhi, 1983

7. Sarkar, Sumit, Swadeshi Movement in Bengal 1903-8, New Delhi, 1973
8. Sarkar, Sumit, A Critique of Colonial India, Calcutta, 1997
9. Sen, S.N, An Advanced History of Modern India, Macmillan, Kolkata, 2010.
10. Bandyopadhyay, Sekhar, Nationalist Movement in India: A Reader, OUP, 2009.
11. Bayly, C A., Indian Society and Making of the British Empire.
12. Brown, Judith, Gandhi and Civil Disobedience.
13. Chatterjee, Jaya, Bengal Divided: Hindu Communalism and Partition 1932-1947, O.U.P, 1994,
14. Dutta, R.P., India Today.
15. Gallagher, J., Johnson, G., Seal, A., Locality, Province and Nation.
16. Hutchins, F., Illusion of Permanence.
17. Joshi, P.C., Rammohun and the Forces of Modernisation in India.
18. McLane, J.R., Indian Nationalism and Early Congress.
19. Ravinder Kumar, Social History of Modern India.
20. Raychoudhuri, Tapan, (ed.) Indian Economy in the 19th Century: A Symposium.
21. Majumder, R.C. History of Freedom Movement in India, vol.1, Calcutta 1971
22. Chand, Tara. History of Freedom Movement in India, vol.2, Calcutta 1974
23. Sinha, N.K., (ed.) History of Bengal 1757-1905.
24. Stokes, Eric, Peasants and the Raj: Studies in Agrarian Society and Peasant Rebellion in Colonial
India, Cambridge, 1978
25. Stokes, Eric, The English Utilitarians in India. Oxford, 1959
26. Tripathi, Amal, The Extremist Challenge, Calcutta, 1967,
27. Gandhi, M. K., 27. Gandhi, M. K, An Autobiography: The Story of My Experiment with
Truth, London, 1966
28. Nehru, Jawaharlal, An Autobiography, Bombay, 1962.

SEMESTER-I

KAZI NAZRUL UNIVERSITY

Department of History

COURSE CODE: MAHISTC105

COURSE NAME: HISTORIOGRAPHY & HISTORICAL METHODS (Core Paper)

Full Marks-50

(40 marks for written examination and 10 marks for Internal Assessment)

(To be covered in minimum 5 Lectures/Week)

Course Specific Learning Outcome:

The present paper wishes to highlight the study of Historiography and the scope of History. The comprehensiveness of the syllabus helps to understand the historical methods that give the subject knowledge an elaborate outline. It has strictly required for the students who are pursuing History at Masters Level.

Unit 1:

Nature and Scope of History—Annals and Chronicles—Memories and History—Livy, Tacitus, Barani, Ferista, Ibn Khaldun—Scientific Histories,

Unit 2:

Towards Scientific History—Gibbon, Ranke, Lord Acton

Unit 3:

History and Other Social Sciences—History and Anthropology, History and Sociology, History and Economics, History and Philosophy, History and Geography, History and Political Science, History and Linguistics, History and Literature, Economic History as a discipline,

Unit 4:

Forms of Social History—Trevelyan, British Marxist—Annals School,

Unit 5:

The New Social History and Cultural History—E. P. Thompson—Post Thompsonian Labour History—History Workshop—G. S. Jones

Unit 6:

Feminism and Women History—Cultural History—J. Scott- Roger Chartier and Lyn Hunt

Reading List

1. R. G. Collingwood, *The Idea of History*, New York, 1946.
2. R. S. Agarwal, *Important Guidelines on Research Methodology*, Delhi, 1983.

3. Tacques Barzun and F. Henry Graff, *The Modern Researcher*, Third Edition, New York, 1977.
4. Richard Brown and W. Christopher Daniels, *Learning of History*, London, 1986.
5. Herbert Butterfield, *The Whig Interpretation of History*, New York, 1965.
6. E. H. Carr, *What is History?*, Penguin, England, 1965.
7. Debiprasad Chattopadhyay (ed.), *History and Society*, Calcutta, 1978.
8. G. Kitson Clark, *Guide for Research Students Working on Historical Subjects*, Cambridge, 1972.
9. Devahuti, *Problems of Indian Historiography*, Delhi, 1979.
10. G. R. Elton, *The Practice of History*, London, 1967.
11. Patrick Gardiner, *The Philosophy of History*, Oxford University Press, London, 1974.
12. Louis Gottschalk, *Understanding History*, New York, Second Edition, 1969.
13. Sidney Hook (ed.), *Essays in Social History and Philosophy and History (A Symposium)*, Oxford, 1974.
14. George G. Eggers, *New Directions in European Historiography*, 1984.
15. Keith Jenkins, *Rethinking History*, London, 1991.
16. Arthur Marwick, *The Nature of History*, London, 1976.
17. C. Behan McCullagh, *The Truth of History*, London, 1998.
18. R. P. Misra, *Research Methodology: A Handbook*, New Delhi, 1989.
19. Allan Nevins, *The Gateway to History*, Bombay, 1968.
20. Walter T. K. Nugent, *Creative History*, New York, 1967.
21. Karl P. Popper, *Objective Knowledge: An Evolutionary Approach*, Oxford University Press, 1986.
22. Busnagi Rajannan, *Fundamentals of Research*, Hyderabad, 1968.
23. Tej Ram Sharma, *The Concept of History*, Delhi, 1987.
24. ----- *Research Methodology in History*, Concept Publishing, New Delhi, 2001.
25. Fritz Stern (ed.), *The Varieties of History: From Voltaire to the Present*, London, 1956.
26. Romila Thapar, *Times as a Metaphor of History: Early India*, Delhi, 1996.
27. Max Weber, *The Methodology of the Social Sciences*, New Work, 1949.
28. John C. B. Webster, *An Introduction to History*, Delhi, 1977.
29. William H. Dray, *Philosophy of History*, Prentice-Hall, 1964.
30. E. P. Thompson, *The Making of English Working Class*, Vintage Books, 1963.
31. W. H. Walsh, *Philosophy of History: An Introduction*, New York, 1960.

32. Joan Tumblety (ed.), *Memory and History: Understanding Memory as Source and Subject*, Routledge, 2013.
33. Marie-Noëlle Bourguet, Lucette Valensi, Nathan Wachtel (eds.), *Between Memory and History*, London, 1990.
34. Jaclyn Jeffrey, Glenace Ecklund Edwall (eds.), *Memory and History: Essays on Recalling and Interpreting Experience*, University Press of America, 1994.
35. Bell Hooks, *Feminist Theory: From Margin to Center*, Pluto Press, London, 2000.
36. Marianne Hirsch and Evellin Fox Keller (eds.), *Conflicts in Feminism*, New York and London, 1990.
37. Neeru Tandon, *Feminism: A Paradigm Shift*, New Delhi, 2008.

SEMESTER-II

KAZI NAZRUL UNIVERSITY

Department of History

PG – CBCS Syllabus

COURSE CODE: MAHISTMIE201

COURSE NAME: SELECT THEMES IN THE HISTORY OF EARLY MODERN EUROPE

(Minor Elective)

Full Marks: 50

(40 marks for written examination and 10 marks for Internal Assessment)

(To be covered in minimum 4 lectures/ Week)

Course Specific Learning Outcome:

The paper covers the transition in early modern Europe. Holistic attempts have been made to touch upon the various issues starting from Renaissance and Reformation in early modern Europe. The transition from medieval to modern times was a historical process extending over centuries and was not dependent upon any single event but was an admixture of complex political, social, economic and cultural force. All these developments strained the social and political fabric of each state and resulted in warfare, rebellion, as well as displays of religious intolerance.

Unit-1:

Renaissance, Humanism and the Rediscovery of the Classics – the impact of humanism on Europe: Secularisation of social attitudes – renaissance art – humanism and political theory with special reference to Machiavelli and Thomas More.

Unit-2:

Reformation, Iconoclasm and Secularisation – Luther and Calvin – reformation in national contexts – political theory of the reformation: Luther and princely authority – the French religious wars and conception of a modern state – Bodin, Hotman and Mornay.

Unit-3:

The early modern state – the crown and its officials – the military revolution

Unit-4:

Absolutism and its crisis in seventeenth century England with special emphasis on the political ideas of the English revolution–Hobbes and absolutism: John Locke and liberalism.

Unit-5:

The scientific revolution and its cultural impact – the origins of the enlightenment – the radical enlightenment, the English and the Dutch context of the seventeenth century – the French enlightenment: the elite and popular dimensions – enlightenment political theory with special reference to Montesquieu and Rousseau – liberal political economy: David Hume and Adam Smith.

Reading List:

1. Philip Benedict and Myron P. Gutmann eds., *Early Modern Europe: From Crisis to Stability*, University of Delaware Press, Newark, 2005
2. Bard Thompson, *Humanists and Reformers: A History of the Renaissance and Reformation*, William B. Eerdmans Publishing, Cambridge, 1996
3. Jil Kraye ed., *The Cambridge Companion to Renaissance Humanism*, Cambridge University press, Cambridge, 1996
4. William Caferro, ed., *The Routledge History of the Renaissance*, Routledge, London, 2017
5. Quentin Skinner, *From Humanism to Hobbes: Studies in Rhetoric and Politics*, Cambridge University Press, Cambridge, 2018.
6. Quentin Skinner, *The Foundations of Modern Political Thought, Vol.1: The Renaissance*, Cambridge University Press, Cambridge, 1978
7. Quentin Skinner, *The Foundations of Modern Political Thought, Vol. 2: The Age of Reformation*, Cambridge University Press, Cambridge, 1980
8. Heinz Schilling, 'The Reformation and the Rise of the Early Modern State,' in *Luther and the Modern State in Germany*, ed., James D. Tracy, Sixteenth Century Essays and Studies, Vol. 7, 1986, pp. 21-30

9. Jeremy Black, *Kings, Nobles and Commoners: States and Societies in Early Modern Europe*, I.B. Tauris, London, 2004
10. Heinz Schilling, *Early Modern European Civilization and its Political and Cultural Dynamism*, University Press of New England, Hanover/ London, 2008
11. Brian M. Downing, *The Military Revolution and Political Change: Origins of Democracy and Autocracy in Early Modern Europe*, Princeton University Press, Princeton, 1953.
12. Geoffrey Parker, *The Military Revolution: Military Innovation and the Rise of the West, 1500-1800*, Cambridge University Press, Cambridge, 2003 (Seventh printing).
13. Michael S. Kimmel, *Absolutism and its Discontents: State and Society in Seventeenth Century France and England*, Transaction Books, USA, 1988.
14. Wolfgang Muller et. al., *The Church in the Age of Absolutism and Enlightenment*, Crossroad, New York, 1970
15. C. B. Macpherson, *The Political Theory of Possessive Individualism: Hobbes to Locke*, Oxford University Press, London, 2011
16. John Gray, *Liberalism: Essays in Political Philosophy*, Routledge, New York, 1989, 2010
17. Margaret J. Osler ed., *Rethinking Scientific Revolution*, Cambridge University Press, Cambridge, 2000
18. Daniel Brewer ed., *The Cambridge Companion to the French Enlightenment*, Cambridge University Press, Cambridge, 2014
19. Maurice William Cranston, *Philosophers and Pamphleteers: Political Theorists of the Enlightenment*, Oxford University Press, London, 1986
20. Dennis C. Rasmussen, *The Infidel and the Professor: David Hume, Adam Smith, and the Friendship that Shaped Modern Thought*, Princeton University Press, Princeton, 2017.

SEMESTER-II

KAZI NAZRUL UNIVERSITY
Department of History
COURSE CODE: MAHISTC201
COURSE NAME: THE MUGHAL STATE
(CORE PAPER)
Full Marks: 50

(40 marks for written examination and 10 marks for Internal Assessment)
(To be covered in minimum 5 lectures/week)

Course Specific Learning Outcome:

The present paper wishes to highlight the history of socio-economic aspect of Mughal India. The present course has been designed to analyze the historical significance of Mughal rule in India, and its contribution to the larger historical context. The approach, however, remains modern to study Mughal history, with an inclination towards connecting the passage of time from medieval to modern. The course intends to bring out new discourses of political, social and cultural intercourse from sixteenth to eighteenth century and thereby to offer a valuable insight to draw the historical continuation over the time.

Unit-1:

Foundation and consolidation of the Mughal empire – Imperial expansion and administrative institutions: Mansab and Jagir – the empire in the seventeenth century: Changes in Mansab and Jagir systems: composition of the Mughal nobility – Mughal expansion in the Deccan.

Unit-2:

The Mughal economy: Agriculture and the Peasantry – the village community – Zamindars, Peasants and social stratification – Peasant resistance in Mughal India: the non-agrarian sector – artisanal production and the commercial economy – urban centers in Mughal India: the impact of European trade on the modern economy.

Unit-3:

Ideological foundations of Mughal absolutism – State and religion – the nature of the Mughal state – centralised bureaucratic empire and local interests.

Unit-4:

The crisis of the empire and interpretations of Mughal decline - crisis of the aristocracy, jagirdari crisis and agrarian crisis,

Unit-5:

The eighteenth century crisis and historians – the rise of the successor states in the eighteenth century and the persistence of the Mughal tradition

Suggested Readings:

1. Muzaffar Alam and Sanjay Subrahmanyam eds., *The Mughal State, 1526-1750*, Oxford University Press, New Delhi, 2000
2. Muzaffar Alam and Sanjay Subrahmanyam, *Writing the Mughal World: Studies on Culture and Politics*, Columbia University Press, New York, 2012
3. Munis D. Faruqi, *The Princes of the Mughal Empire, 1504-1719*, Cambridge University Press, New York, 2012
4. Annemarie Schimmel, *The Empire of the Great Mughals: History, Art and Culture*, Reaktion Books, London, 2004.
5. Catherine Asher, *Architecture of Mughal India*, Part 1, Vol. 4, Cambridge University Press, Cambridge, 1992.
6. Satish Chandra, *Medieval India: From Sultanat to the Mughals: Mughal Empire, (1526-1748)*, Part-II, Har-Anand, New Delhi, 1999
7. Jos Gommans, *Mughal Warfare: Indian Frontiers and Highroads to Empire 1500-1700*, Routledge, London, 2002
8. M. Athar Ali, *Mughal India: Studies in Polity, Ideas, Society and Culture*, Oxford University Press, New Delhi, 2008
9. Jadunath Sarkar, *Fall of the Mughal Empire*, 4 Vols, Orient Longman, New Delhi, 1999 (Reprint.)
10. M. Athar Ali, *The Mughal Nobility under Aurangzeb*, Oxford University Press, New Delhi, 2001
11. Shireen Moosvi, *The Economy of the Mughal Empire, C. 1596: A Statistical Study*, Oxford University Press, New Delhi, 2016.
12. Muzaffar Alam, *The languages of Political Islam in India c. 1200-1800*, Permanent Black, Ranikhet, 2004
13. Tapan Raychaudhuri and Irfan Habib eds., *The Cambridge Economic History of India*, Vol. 1: c. 1200-c.1750, Orient Longman, New Delhi, 1982
14. Satish Chandra, *Parties and Politics at the Mughal Court, 1707-1740*, Oxford University Press, New Delhi, 2004
15. Satish Chandra, *Historiography, Religion, and State in Medieval India*, Har-Anand, New Delhi, 1996

16. Satish Chandra, *Essays on Medieval Indian History*, Oxford University Press, New Delhi, 2005
17. Meena Bhargava, *Exploring Medieval India: Politics, Economy, Religion*, Orient BlackSwan, New Delhi, 2010
18. Audrey Truschke, *Aurangzeb: The Man and the Myth*, Penguin, New Delhi, 2018
19. Irfan Habib, *The Agrarian System of Mughal India 1556-1707*, Oxford University Press, New Delhi, 2012 (3rd Edn.)
20. Seema Alavi ed., *The Eighteenth Century in India*, Oxford University Press, New Delhi, 2008.

SEMESTER-II

KAZI NAZRUL UNIVERSITY

Department of History

PG – CBCS Syllabus

COURSE CODE: MAHISTC202

COURSE NAME: NATIONALISM AND STATE FORMATION IN CENTURY EUROPE

(CORE PAPER)

Full Marks: 50

(40 marks for written examination and 10 marks for Internal Assessment)

(To be covered in minimum 5 lectures /week)

Course Specific Learning Outcome:

The present paper highlights the development of political history of Europe. They are able to know about the Nation, state, concept of liberalism, situation of Europe after French Revolution etc. They are able to understand Britain constitution, several revolutions like 1917 Russian, Cause of First World War and his impact etc.

Unit-1:

French Revolution and the rise of Nationalism in Europe – Nation, citizenship and liberalism: Nationalism and cultural identity, race, language and religion - liberalism and political mobilisation in France, 1830 and 1848 – the national and liberal movements in nineteenth century Europe: Greece, Italy, Germany and Eastern Europe – the challenges against the Austro-Hungarian empire.

21.

Unit-2:

Britain and Parliamentary system – Constitutional reforms and the suffrage question – development of the party system – nationalism, imperialism and consolidation of the British

state

22.

Unit-3:

The French state after Napoleon – constitutional monarchy and Guizotism Bonapartism and Napoleon-III – France under the Second Empire: The Third Republic and French Liberalism – the Left and the Right under the Third Republic.

Unit-4:

The German empire in 1871 – Bismarkism, the tariff of 1879 and containment of liberalism and socialism – the German state under Wilhelm – II: alliance between the middle classes and the rural conservatives: *Summlungs politik*.

Unit-5:

The Russian autocracy and reformism in the 19th century – the Great reforms and the emancipation of the Serfs – state and economy in late imperial Russia – the revolution of 1905 and the constitutional movement.

Unit-6:

Nationalism, Imperialism and the context of the First World War

Unit-7:

Russian Revolution in 1917 – Ideology, Nationalism and State

Suggested Readings

1. E. J. Habsbawm, *Nations and Nationalism since 1780*, Cambridge University Press, 1992.
2. E. J. Habsbawm, *The Age of Revolution: Europe, 1789-1848*, Vintage, 1996.
3. E. J. Habsbawm, *The Age of Empire, 1875 – 1914*, Little, Brown Book, 1989.
4. E. J. Habsbawm, *The Age of Capital, 1848-1875*, Weidenfeld & Nicolson, 1995.
5. E.J. Habsbawm, *The Age of Extremes, 1914-1991*, Little, Brown Book, 1995.
6. Hannah Arendt, *The Origins of Totalitarianism*, Harcourt, 1973.
7. Antony Giddens, *Capitalism and Modern Social Theory: An Analysis of the Writings of Marx, Durkheim, and Max Webber*, Cambridge University Press, 1973.
8. A. J. P. Taylor, *Struggle for Mastery over Europe, 1848-1914*, Oxford University Press; 1980.
9. David Thomson, *Europe Since Napoleon*, Penguin Books, 1990.
10. John Keegan, *The First World War*, Vintage, 2000.
11. S. B. Fay, *The Origins of the World War, vol. I.*, Ishi Press, 2010.
12. E.H. Carr, *International Relations between the two World Wars, 1919-1939*, Palgrave Macmillan, 1985.
13. W. C. Langer, *The World since 1919*, New York, 1954.

14. W. C. Langer, *Rise of Modern Europe, 18 volume Set*, Harper & Row, 1936.
15. E. H. Carr, *The Bolshevik Revolution, 1917-1923*, W. W. Norton & Company, 1985.
16. E.H. Carr, *History of Soviet Russia, 14 volumes set*, Palgrave Macmillan, 1978.

SEMESTER-II

KAZI NAZRUL UNIVERSITY

Department of History

PG – CBCS Syllabus

COURSE CODE: MAHISTC203

**COURSE NAME: INDUSTRIAL REVOLUTION AND INDUSTRIALIZATION IN
MODERN WORLD**

(Core Paper)

Full Marks: 50

(40 marks for written examination and 10 marks for Internal Assessment)

(To be covered in minimum 5 lectures/ week)

Course Specific Learning Outcome:

Industrial Revolution was by Arnold Toynbee in his lectures and public addresses in the 1880s. The main objective It is generally agreed that the first systematic and elaborate study of the Industrial of study of this particular paper on Industrial Revolution and industrialization is to bring out the fact that the revolution in England was a product of the combined pressure and opportunities emanating from growing overseas demand for English manufactures and the radical transformation of the consumption habits of all classes in England and other parts of Europe. Thanks to the growth of colonies which actually catered the need of raw materials for the hungry machines. Proto-industrialization process took off from the period of transformation in the European economic scenario. Thus this paper brings out the triad relationship between technological innovation, economy and society. Apart from English industrialization it also makes a detail study of the continental countries like Russia, Germany and France. The case of Asian industrialization of Japan and China is also elaborated in the paper.

Unit-1:

The Industrial Revolution in England, -Changing Agricultural Industrial Production in the 18th Century. Role of Technical innovation, Role of Home and Foreign demand Consumerism and Consumption. Banking and Finance.

Unit-2:

Industrial Transformation in Europe- Cases of France Germany and Russia.

Unit-3:

Debates on the Industrial Revolution: Phyllis Deane, N. Crafts and M. Berg.

Unit-4:

Debates on the Industrial Revolution: W.W. Rostow, A. Gerschenkron, The ideas of Proto Industrialization.

Unit-5:

The Industrial Revolution in a Comparative Perspective,- The Soviet Experiment, The case of Japan. Kenneth Pomeranz and China's Economic History,

Suggested Readings:

1. Phyllis Deane, *The First Industrial Revolution*, Cambridge, 1967
2. E.J.Hobsbawm, *Industry and Empire* , The New Press, 1999.
3. R. M. Hartwell, (ed.), *The Causes of the Industrial Revolution*, London, 1967.
4. T. S. Ashton, *The Industrial Revolution*, London, 1948.
5. H. L. Beales, *The Industrial Revolution, 1752–1850*, London, 1958.
6. W. Beveridge, *Prices and Wages in England from the Twelfth to the Nineteenth Century*, London, 1939.
7. P. Burke, *Economy and Society in Early Modern Europe*, New York, 1972.
8. C. M. Cipolla (ed.), *The Economic Decline of Empires*, London, 1970.
9. D. C. Coleman, *The Economy of England, 1450–1750*, Oxford, 1977.
10. R. Davis, *A Commercial Revolution: English Overseas Trade in the Seventeenth and Eighteenth Centuries*, London, 1967.
11. R. Davis, *The Rise of the Atlantic Economies*, London, 1973.
12. W. Abel, *Agricultural Fluctuations in Europe: From the Thirteenth to the Twentieth Century's*, London, Methuen, 1980.
13. M. Berg, *The Age of Manufactures: Industry, Innovation and Work in Britain, 1700–1820*, Oxford, Blackwell in association with Fontana, 1985.
14. D. C. Coleman, 'Proto-industrialization: a concept too many', *Economic History Review*, 2nd ser., 36, 1983, pp. 435–48.
15. Fredrick Engels, *The Condition of the Working Class in England* (translated and edited by W.O. Henderson and W.H.Chaloner), Oxford, Blackwell, 1971.
16. E. J. Hobsbawm, *Labouring Men: Studies in the History of Labour*, London, Weidenfeld & Nicolson, 1964.

17. Joyce Burnette, *Gender, Work and Wages in Industrial Revolution Britain*, Cambridge University Press, Cambridge, 2008.
18. Robert C. Allen, *Farm to Factory: A Reinterpretation of the Soviet Industrial Revolution*, Princeton University Press, 2009.
19. Stephen Andors, *China's Industrial Revolution: politics, Planning, and Management, 1949 to Present*, The Pantheon Asia Library, 1977.
20. W. W. Rostow, *The Stages of Economic Growth: A Non-Communist Manifesto*, Cambridge University Press, 1960.
21. John Rule, *The Labouring Classes in Early Industrial England*, London: Longman, 1986.

SEMESTER-II

KAZI NAZRUL UNIVERSITY

Department of History

PG – CBCS Syllabus

COURSE CODE: MAHISTC204

COURSE NAME: ECONOMIC HISTORY OF INDIA, 1757-1947

(Core Paper)

Full Marks: 50

(40 marks for written examination and 10 marks for Internal Assessment)

(To be covered in minimum 5 lectures /week)

Course Specific Learning Outcome:

A steady framing of the history of economic growth and processes of Colonial India is developed through this paper providing an insight of the economic change during the colonial period. The syllabus ranges over a wide spectrum of British Economic policies with significant emphasis on the process of economic debacle that India faced during British rule. The syllabus is oriented to make the candidate strong enough to understand the economic policies of British India along with the understanding of several economic measures that a dependent colony is forced to accept. The paper is very research oriented and helps the candidates to pursue research and later on to be absorbed in major economic policy framing trends of the Nation.

Unit-1:

Features of colonial economic domination in India – Colonial Economic Impact: The Nationalist and Revisionist Historiography

Unit-2:

The Agrarian Economy: The revenue settlements – commercialization of agriculture – rural indebtedness and rural credit - forms of agricultural labour – Tribals and pastoralists – forests and wastes in late colonial India.

Unit-3:

Foreign trade and balance of payments in colonial India - drain of wealth and beyond – deindustrialization and traditional industries – the railways and their far-reaching consequences - banking and currency.

Unit-4:

Growth of large scale industry, plantations and mining – jute mills and markets – iron and steel industry with special reference to TISCO – cotton industry

Unit-5:

Emergence of factory labour– Tea plantation and plantation labour - mines and mine workers.

Unit-6:

Demography and national income – price movements and fluctuations in economic activity - standard of living,

Suggested Readings:

1. Dharma Kumar, (ed.), *The Cambridge Economic History of India, Vol. II: c. 1757-2003*, Orient Blackswan, New Delhi, 2008.
2. Roy, Tirthankar., *The Economic History of India, 1857- 1947*, Oxford University Press, New Delhi, Second Edition, 2009.
3. Romesh Dutt, *The Economic History of India under Early British Rule: From the Rise of the British Power in 1757 to the Accession of Queen Victoria In 1837*, Volume I, Kegan Paul, Great Britain, 1902.
4. Romesh Dutt, *The Economic History of India In the Victorian Age: From the Accession of Queen Victoria In 1837 to the Commencement of the Twentieth Century*, Kegan Paul, Great Britain, 1904.
5. Ratnalekha Ray, *Change in Bengal Agrarian Society c. 1760-1850*, New Delhi, Manohar, 1979.
6. Amiya Kumar Bagchi and Arun Bandopadhyay (eds.), *Documents on Economic History of British Rule in India, 1858-1947: Eastern India in the Late Nineteenth Century, Part I: 1860s-1870s*, Manohar, New Delhi, 2009.
7. Sen, Amartya., *Poverty and famines: an Essay on Entitlement and Deprivation*, New York, 1981.

8. Malavika Chakrabarty, 2004. *Famine of 1896-97 in Bengal: The Availability or Entitlement Crisis*, Orient Blackswan, New Delhi, 2004.
9. Sugata Bose *The New Cambridge History of India III: 2; Peasant Labour and Colonial Capital: Rural Bengal since 1770*, Cambridge University Press, 1993.
10. B. M. Bhatia, *Famines in India: A Study in Some Aspects of the Economic History of India with Special Reference to Food Problem, 1860-1990*, 3rd Edition, Delhi, 1991.
11. George Blyn, *Agricultural Trends in India, 1890-1947*, Philadelphia, 1966.
12. Mike Davis, *Late Victorian Holocausts: El Nino Famines and the Making of the Third World*, Verso, London, 2001.
13. Paul R.Greenough, *Prosperity and Misery in Modern Bengal: The Famine of 1943-1944*, New York, 1982.
14. K. N. Raj, et al. (eds.), *Essays on the Commercialization of Indian Agriculture*, Delhi, 1985.
15. B. R. Tomlinson, *The Political Economy of the Raj 1914-1947*, Cambridge University Press, Cambridge, 1979.
16. Srimanjari, *Through War and Famine: Bengal, 1939-45*, Orient Blackswan, New Delhi, 2009.
17. Daniel Thorner and Alice Thorner., *Land and Labour in India*, Asia Publishing House, Delhi, 1965.
18. Ranajit Guha, *A Rule of Property For Bengal: An Essay on the Idea of Permanent Settlement*, Orient Longman.
19. Ritika Prasad, *Tracks of change: railways and everyday life in colonial India*, Cambridge University Press, New Delhi, 2015.
20. Rajat K. Roy, *Entrepreneurship and Industry in India: 1800-1947*, Oxford University Press, New Delhi, 1992.

SEMESTER-III

KAZI NAZRUL UNIVERSITY

Department of History

COURSE CODE: MAHISTC301

**COURSE NAME: INTERNATIONAL RELATIONS BETWEEN THE TWO WORLD
WARS**

(Core Paper)

Full Marks: 50

(40 marks for written examination and 10 marks for Internal Assessment)

(To be covered in minimum 5 lectures /Week)

Course Specific Learning Outcome:

The paper is fascinating in the sense that the interwar period has been remarkable for socio-economic and political developments, so its historical study is interesting to study.

Employability/ skill enhancement

Unit 1:

The Relation between the Major Powers in the World since 1914-Origins and Causes of the First World War: War Aims, Strategies and peace-making from Paris to Versailles Settlement of 1919-The Post-War Reconstruction-The League of Nations-Illusion of a New World Order-Peace and Security beyond the League: The Locarno Treaty, the Kellogg Briand Pact.

Unit 2:

Dawn of a New European Order-The Reparation Issue and its Impact on International Relations-The Great Depression and its International Repercussions-European Dictatorships: Origins of Fascism in Italy and Nazism in Germany-The Rise of Hitler and the coming of war in Europe-Impact on world Politics.

Unit 3:

Socialism and After-Consolidation of Soviet Power in One Country-Soviet Foreign Policy-The Russian Revolution and Communist Party-Role of Russia in inter-war periods.

Unit 4:

The US and international order in the inter-war period-US Foreign Policy: It's response to the World orders-US and its role to War and Diplomacy.

Unit 5:

Middle East in inter-war period-Ottoman Empire and end of the First World War-Arab and Jewish Nationalism in Palestine in the inter-war period- -Far East in the inter-war period-Anglo-Japanese relation after the First World War-Japanese overseas expansion since 1931-Far Eastern Crisis from Manchuria to Pearl Harbour-South Asia (mainly India) in between the inter-war period- Inter-war period and its impact on Politics, Society and Economy and Foreign policy formulation since 1947 and beyond.

Suggested Reading

1. Eric Hobsbawm,- '*The Age Of Extremes,1914-1991*' , Little, Brown Book group:1995.
2. E. H. Carr- *International relations between the two world wars, 1919-1939; The Twenty Years Crisis, 1919-1939* ,Macmillan, 1947.
3. Zara Steiner -*The lights that failed: European International history, 1919-1933*;Oxford, Oxford University Press, 2005
4. Martin Kitchen- *Europe between the wars: A Political History* : Routledge:London:2013.
5. Charles Loch Mowat- *Britain between the wars: 1918-1940*; University of Chicago Press,1955
6. Ruth Henig- *Versailles and After: 1919-1933*; Routledge, 1984.
7. Clive Emsley, Arthur Marwick, Wendy Simpson- *War, peace and social change in twentieth century Europe; Total war and historical change: Europe, 1914-1955* :Open Univ Pr (March 1, 2001)
8. Charles S. Maier -*Recasting Bourgeois Europe: stabilization in France, Germany and Italy in the decade after World War One* :Princeton University Press;2015.
9. N. Crafts and P. Fearon -*The Great Depression of the 1930s* :OUP,2013.
10. J. Stevenson & C. Cook -*Britain in the Depression: society and politics, 1929-1939*; Rutledge, 2006.
11. E.H. Carr- *The Russian Revolution: from Lenin to Stalin, 1917-1929* ;Palgrave, Macmillan,1979.
12. David Stuart Lane- *Politics and Society in the USSR* ;M. Robertson; 2nd edition (1978).
13. Leonard Schapiro -*The Communist Party of the Soviet Union; Totalitarianism*; Macmillan, 1972.
14. Roger Griffin -*Fascism; The Nature of Fascism; Modernism and Fascism: the sense of a beginning under Mussolini and Hitler* ,Palgrave;Macmillan;2007.

15. Kevin Passmore- *Fascism: a very short introduction* Carl Cohen *Communism and Fascism and Democracy: the theoretical foundations* :Oxford;2003.
16. Ian Kershaw- *Stalinism and Nazism: dictatorships in comparison* ;Cambridge University Press, 1997.
17. Peter Yearwood- *Guarantee of peace: the League of Nations in British policy, 1914-1925*; OUP Oxford, 2009.
18. Patricia Clavin -*Securing the world economy: the reinvention of the League of Nations, 1920-1946*; Oxford University Press, 2016.
19. David Elliott -*New worlds: Russian art and society, 1900-1937* ;Thames and Hudson, 1986
20. David Bordwell- *The Cinema of Eisenstein* ; Harvard University Press, 1993
21. F. Fischer- *From Kaiserreich to Third Reich: elements of continuity in German history, 1871-1945*; Allen & Unwin (November 1, 1986)
22. Robert Boyce and Edmond Robertson- *Paths to war: new essays on the origins of the Second World War*; Macmillan, 1989.

SEMESTER-III

KAZI NAZRUL UNIVERSITY

Department of History

Course Code: MAHISTC302

Course Name: The World Since 1945

(Core Paper)

Full Marks: 50

(40 marks for written examination and 10 marks for Internal Assessment)

(To be covered in minimum 5 lectures/ Week)

Course Specific Learning Outcome:

The paper is fascinating in the sense that the post second world war phase has a history of diverse economic and political developments. The syllabus is innovative as it defines The changing pattern of International Relations during the post World War II phases. The syllabus proves helpful to the candidate in developing an insight into the major trends of world relations thus helping them to undertake research in major domains of International and Economic Relations that affected world after 1954.

Unit 1:

Cold war and the emergence of a bi-polar world – the major events in Cold war history and the historiography of the cold war- the east-west divide Europe – Sovietisation of Eastern Europe.

Unit 2:

The Communist relations in China- implications for World Politics – The New cold war,

Unit 3:

Detente, integration of Western Europe and the European Union- Desalinization and the Communist Block;

Unit 4:

The Third World: The Vietnam war- The Arab- Israeli Conflict- the Iranian revolution –the USA and Latin America- Algeria and Congo.

Unit 5:

The Collapse of the Soviet Union– Gorbachev, Perestroika and glasnost – impact on Europe,

Unit 6:

The international Order and the United Nations – The global Economic order: IMF and WTO – the impact of globalization.

Suggested Readings:

1. Eric Arnesen- “No ‘Graver Danger’: Black Anti-Communism, The Communist Party, and the Race Question,” *Labor: Studies in Working-Class History of the Americas* (Winter 2006): 3 (4): 13-52 with responses by Martha Biondi and Eric Arnesen’s reply.
2. Andrew Bacevich- *The Limits of Power: The End of American Exceptionalism* (2008).
3. Robert Dean- *Imperial Brotherhood: Gender and the Making of Cold War Foreign Policy*, University of Massachusetts Press, 2003.
4. Mary Dudziak-*Cold War Civil Rights: Race and the Image of American Democracy*, Princeton University Press, 2002.
5. John L. Gaddis-*The United States and the Origins of the Cold War*, Columbia University Press, 2000.
6. John L. Gaddis- *Strategies of Containment*, Oxford University Press, 2005.
7. John Haynes, Harvey Klehr, and Fridrikh Igorevich Firsov-*The Secret World of American Communism*, Yale University Press, 1995.

8. Kelly Lytle Hernandez, *Migra!: A History of the U.S. Border Patrol*. 1st ed. University of California Press, 2010.
9. Daniel Horowitz- *Betty Friedan and the Making of the Feminine Mystique: The American Left, the Cold War, and Modern Feminism*, University of Massachusetts Press, 1998.
10. Michael Hunt-*Ideology and U.S. Foreign Policy*, Yale University Press, 1987
11. Christina Klein-*Cold War Orientalism: Asia in the Middlebrow Imagination, 1945-1961*, University of California Press, 2003.
12. Walter LaFeber- *America, Russia and the Cold War*, McGraw-Hill, 2008.
13. Melvyn Leffler-*For the Soul of Mankind: The United States, the Soviet Union, and the Cold War*, Hill and Wang, 2008.
14. David Oshinsky- *A Conspiracy So Immense: The World of Joe McCarthy*, Free Press, 1993.
15. Richard Gid- *Powers, Not Without Honor: The History of American Anticommunism*, Yale University Press, 1998.

SEMESTER-III

KAZI NAZRUL UNIVERSITY

Department of History

COURSE CODE: MAHISTMIE301

COURSE NAME: CONTEMPORARY HISTORY OF INDIA

(Minor Elective Paper)

Full Marks: 50

(40 marks for written examination and 10 marks for Internal Assessment)

(To be covered in minimum 4 lectures/ Week)

Course Specific Learning Outcome:

The history of contemporary or post independent India gives an insight into the struggle of the leaders of Post- Independent India to achieve new economic and political goals beginning with the pain and suffering of Partition, the newly born nation the paper explores the distinct visions and conflicting ideologies that shaped the Indian constitution. The questions of justice, equality, development and modernity are taken into consideration. Debates on secularism and numerous caste issues in Independent India are further taken into

consideration. Problems and possibilities of democratic ideals along with the black era of emergency have also been highlighted in this paper.

Unit 1:

What is Contemporary History? Phases in the Political transition in India after Independence,

Unit 2:

The Indian state after independence-Writing the Constitutions-integration of the princely states-Nehru and the formation of a planned economy-Agriculture and Land Reform-the drive for industrialization- Linguistic reorganization of the provinces,

Unit 3:

India after Nehru-Indira Gandhi and the Congress-Collapse of the Congress system-the Emergency: The context and impact-the Janata government and experiments with coalition politics.

Unit 4:

Communal and Caste mobilization since the 1980s and 1990s: Liberation and the Indian state

Unit 5:

India in world politics: Non-alignment-conflict with Pakistan and China-India and Soviet Union- the emergence of India and her neighbors: SAARC-Foreign policy in an age of globalization: the Look east policy.

Suggested Readings

1. Jawaharlal Nehru-Discovery Of India;Meridian Books,1946.
2. Dominique Lapierre and Larry Collins-Freedom at Midnight, 1975.
3. Amartya Sen-The Argumentative Indian,Allen Lane,2005
4. Ramchandra Guha-India after Gandhi: The History Of World's Largest Democracy; Harper Collins, 2007.
5. Shashi Tharoor-The Great Indian Novel; Viking Press, 2007.
6. Bipan Chandra- India After Independence ; PRHI, 2008
7. K. Bhatia : The Ordeal of Nationhood
8. R Kothari.: Politics inIndia
9. A.Vanaik: The Painful Transition. Bourgeois Democracy in India
10. P. R.Brass: The Politics of India Since Independence
11. B. Chandra,,: Essays on Contemporary India
12. U.Baxi&B.Parekh (eds.): Crisis and Change in ContemporaryIndia

13. B. Jalan: The Indian Economy : Problems and Prospects
14. Karlekar, H.: Independent India. The First Fifty Years
15. A. Sen: The Argumentative Indian: Writings on Indian History, Culture and Identity
16. S. M .Kumaramangalam.: India's Language Crisis
17. J. M.Kaul.: Problems of National Integration
18. Nirmal Kumar Bose: - 'Change in Tribal Culture Before and After Independence', Man in India, Vol. 44, No. 1. (II) 'Integration of Tribes in Andhra Pradesh', Man in India, Vol. 44, No. 2
19. B. Prasad.: Gandhi, Nehru and J.P. Studies in Leadership
20. E. M. S. Namboodiripad: Economics and Politics of India's Socialist Pattern
21. B. N. Pande.: A Centenary History of the Indian National Congress, (Volume-VI)
22. K .Subrahmanyam.: Evolution of Indian Defence Policy(1947-1964)
23. B. R .Nanda.: Indian Foreign Policy: The Nehru Years.

SEMESTER-III

KAZI NAZRUL UNIVERSITY

Department of History

COURSE CODE- MAHISTC303

COURSE NAME: THE LOCAL HISTORY OF SOUTH WEST BENGAL IN MODERN TIMES

(Core Paper)

Full Marks: 50

(40 marks for written examination and 10 marks for Internal Assessment)

(To be covered in minimum 5 lectures/ Week)

Course Specific Learning Outcome:

Local History refers to a range of historical writings focusing on specific geographically small areas. In most of the cases these studies were done by non-professional historians. The main aim of these studies was to focus on the importance of that particular locality

Unit-1:

Methodological issues in the study of local history: folklore, legends and archaeology as elements in the historical imagination of the local communities – local history as micro-history, 'national history localized', national history on a smaller canvas – local history as history of local communities: relationship with urban history and history of space – local history in England: Victorian county history – local history writing in Bengal in the late

nineteenth and the early twentieth century with special emphasis on the historical accounts of the South west Bengal districts.

Unit-2:

Introducing the region: the land and the people, physical environment and material culture – a brief overview of the region in ancient and medieval times – colonial rule and the evolution of modern administrative divisions – administrative boundaries and cultural boundaries: the population, caste groups and communities – religion and local cults – temples, fairs and festivals – syncretised religious culture.

Unit-3:

Economic change in south west Bengal – agrarian change and reclamation of land: forests and the forest dwellers – colonial trade and the development of markets: the railways and their impact on the local society – modern industries with special emphasis on steel and mining: the emergence of new urban centres – old towns and the new towns – railway towns - the new district towns and the mining towns.

Unit-4:

Modern education and social change – an account of major educational institutions in the districts – national education and Shantiniketan Ashram: Municipalities and public health – epidemic diseases and colonial health policies.

Unit-5:

Early nationalism: local elites and the Congress – the revolutionary movements – the Congress and the mass movements (1921-1942): Congress leadership in the districts: district leaders and the Congress organization in post-independence West Bengal – peasant radicalism and trade unionism, continuity and change.

Suggested Readings

1. David Hey -*The Oxford Companion to Family and Local History*. New York: Oxford University Press, 2010.
2. Carol Kammen, Amy Wilson, - *Encyclopaedia of Local History, 2nd ed.* Lanham, MD: Alta Mira Press, 2012,
3. Baden Powell : *Land Systems in British India*
4. G. Bajpai : *Agrarian Urban Economy and Social Change*
5. C. J. Baker: *An Indian Rural Economy*
6. G. Blyn: *Agricultural Trends in India*

7. S. Bose: *Agrarian Bengal*
8. S. Bose: *Peasant Labour and Colonial Capital*
9. J. Breman: *Patronage and Exploitation.*
10. N. Charlesworth: *British Rule and the Indian Economy*
11. P. Chatterjee: *Bengal, The Land Question 1920-1947*
12. R. Frykenburg : *Land Control and Social Structure in Indian History*
13. S. Islam: *Bengal Land Tenure*
14. D. Kumar (ed.): *Cambridge Economic History of India (Volume 2)*
15. G. Prakash: *The World of the Rural Labourer in Colonial India*
16. R. Ray: *Change in Bengal Agrarian Society*
17. T. R. Metcalf: *Land, Landlords, and the British Raj.*

SEMESTER-III

KAZI NAZRUL UNIVERSITY

Department of History

Course Code- MAHISTMJE301

**Course Name: INDIAN INTELLECTUAL TRADITIONS: 19th and 20th CENTURIES
(Major Elective Paper)**

Full Marks: 50

(40 marks for written examination and 10 marks for Internal Assessment)

(To be covered in minimum 5 lectures/ Week)

Course Specific Learning Outcome:

The intellectual history and development of other social movements got a steady stand with the study of the history of this period. The present course deals with the Indian intellectual traditions from the nineteenth century to the twentieth century. The course, which can be also regarded as Indian political thought, provides a platform for the students to develop the ideas of critical thinking and learning through exploring new ideas and trends for historical research. As it is evident from the title of the course, studying the ‘intellectual traditions’ would bring out new framework to understand the history of our socio-political and cultural heritage through the study of the life and thought of several social, cultural and political leaders who have influenced our historical past and the present.

Unit-1:

The Making of a liberal tradition and a creative engagement with the west-Ideologies of social reform in the nineteenth century – Rammohan Roy and Brahma Samaj – M.G.

Ranade and Prarthana Samaj-Dayananda and the Arya Samaj-The conservative critique of westernization-Vivekananda, modernization and practical Vedanta.

Unit-2:

Linearism and Nationalism – vision of a Liberal Political Order: Ranade and Gokhle -
Linearism and the Nationalist vision of India’s economic mobilization- State and Society in
Tagore’s nationalism -Tagore’s critique on internationalism.

Unit-3:

Gandhi – the critique of civil society and individualism – Non violence and Satyagraha:
The context and implications-Community and Individuality in Gandhi’s thought.

Unit-4:

Islamic modernism – Syed Ahmed Khan and Ijtehad – The reforms: the vision of a pure
Islam and the dialogue with the Sufi tradition-Deoband and nationalism – Maulana Azad:
Modernity, Nationalism and Islam.

Unit-5:

Caste and Ideology: Jyotiba Phule, Narayan Guru, Ramaswamy Naikar, B. R. Ambedkar,
Liberation and abolition of caste;

Unit-6:

Nehru and a new liberalism: Socialism with Democracy:

Unit-7:

Nationalism and the Women’s question – Women and Gender in nationalist ideology – clash
of ideas The Hindu Code Bill,

Suggested Readings

1. R. Ahmed: The Bengal Muslims
2. K. Bandopadhyay: Scoring Off the Field
3. S. Bandopadhyay: Plassey to Partition (Palashi theke Partition)
4. S. Bandopadhyay: Bengal: Rethinking History
5. S. Bandopadhyay: Caste, Politics and the Raj
6. S. Bandopadhyay : Caste, Culture and Hegemony
7. S. Bandopadhyay: Caste, Protest and Identity in Colonial India
8. I. Banga: The City in Indian History
9. S. Bhattacharya : Approaches to History
10. S. Bose. & Jalal, A.: Modern South Asia
11. S. C. Dube: Indian Society

12. G. Forbes: Women in Modern India
13. D. Gupta : Social Stratification
14. K. Jones.: Socio-Religious Movements in British India
15. P. Kolenda : Caste in Contemporary India
16. A. Lal.: The Oxford Companion to Indian Theatre
17. B. B .Misra: The Indian Middle Classes
18. B .Ray: From the Seams of History.
19. R.K .Ray: Entrepreneurship and Industry in India
20. H. Sanyal: Social Mobility in Bengal.
21. P. Sinha: Calcutta in Urban History.
22. M. N. Srinivas : Social Change in Modern India
23. R. Thapar : History of Early India
24. J. Walsh: Growing Up in British India
25. S. Basu: Does Class Matter?

SEMESTER-III

KAZI NAZRUL UNIVERSITY

Department of History

COURSE CODE: MAHISTMJE302

COURSE NAME: HISTORY OF WESTERN POLITICAL THOUGHT

(Major Elective Paper)

Full Marks: 50

(40 marks for written examination and 10 marks for Internal Assessment)

(To be covered in minimum 5 lectures/ Week)

Course Specific Learning Outcome:

The development of political insights of the western world forms the main part of the study of this paper. The present course intends to offer an in-depth discussion on the historical development of western political thought during the nineteenth and twentieth century. As political thought is crucial to obtain knowledge about the emergence of thought, this course highlights the multifaceted aspects of western political thoughts. While focusing on the life and works of several prominent western social and political thinkers, the course intends to bring out new approaches to understand intellectual legacies of the west through the study of several important political ideologies.

Unit 1:

Nature of Political Thought: Problems of Interpretation and the Approach in the study of political thought.

Unit 2:

Aristotle: The Question of Ethics and Politics- Niccolo Machiavelli and the Republican Tradition

Unit 3:

Hobbes, Locke and Rousseau

Unit 4:

J. Bentham, J.S. Mill and Isaiah Berlin

Unit 5:

Hegel, Marx and Bodin

Unit 6:

Liberal, Marxist, Socialist and other traditions in the Twentieth Century

Select Readings:

1. P. Doyle, *A History of Political Thought*, Jonathan Cape, London, 1933
2. B. Russell, *A History of Western Philosophy*, Allen and Unwin, London, 1961
3. W. L. Davidson, *The Stoic Creed*, Edinburgh University Press, Edinburgh, 1907
4. J. W. Allen, *A History of Political Thought in the 16th Century*, Methuen & Co., London, 1961
5. R. H. Tawney, *Religion and the Rise of Capitalism*, Penguin, Middlesex, 1964
6. S. Avineri, *Hegel's Theory of the Modern State*, Cambridge University Press, Cambridge, 1972
7. C.D. Broad, *Five Types of Ethical Theory*, Trubner & Co., London, 1959
8. C. B. Macpherson, *Life and Times of Liberal Democracy*, Oxford University Press, Oxford, 1977
9. S. Hook, *From Hegel to Marx*, Ann Arbor, New York, 1950
10. Amal Kumar Mukhopadhyay, *Western Political Thought*, K. P. Bagchi, Kolkata, 1990
11. Shefali Jha, *Western Political Thought: From Plato to Marx*, Pearson, New Delhi, 2010
12. J. S. McClelland, Dr J S McClelland, *A History of Western Political Thought*, Routledge, London, 2015.

SEMESTER-IV

KAZI NAZRUL UNIVERSITY

Department of History

COURSE CODE: MAHISTC401

COURSE NAME: THEMES IN THE CULTURAL HISTORY OF MODERN INDIA

(Core paper)

Full Marks-50

(40 marks for written examination and 10 marks for Internal Assessment)

(To be covered in minimum 5 Lectures/Week)

Course Specific Learning Outcome:

The diverse cultural facets of Modern India form the main part of the paper. Cultural History happens to be a serious concern for the academicians. Cultural studies have no clear methodology and no clearly defined area of content. The two main features distinguishing it from other perspectives are its emphasis on subjectivity, rather than the supposedly objective positivism associated with the most social enquiry. The aim of the paper is to focus on the different regional language as well as culture of colonial India. Archaeology and public culture along with the museum movements forms an important aspect of this. Visual and per-formative culture of India is also taken into account. The paper highlights on both the high cultures and the low one as well as of the subalterns and the sovereigns.

Unit 1:

Culture and Language in Colonial India-The Hindi Movement-Tamil, Telegu and Oriya Movements;

Unit 2:

History and Nationalism-Fictionalization of History-The Interest in Scientific History and Its Impact on Indian Scholarship (Jadunath Sarkar and others)

Unit 3:

Archaeology and Public Culture-Development of Archaeological Knowledge and the Discovery of Ancient India-Archaeology and Issues of Cultural heritage-The Museum Movement in Colonial India.

Unit 4:

Visual Culture-The Making of the New Indian Art-Development of Art History- Institutions of Art in Colonial India;

Unit 5:

The Culture of Performance- Theatre, Cinema and Sports;

Suggestive Reading Lists:

1. Amitava Chatterjee (Ed), *People at Large: Popular Culture in Modern Bengal*, Kolkata: Setu Prakashani, 2012.
2. Amitava Chatterjee, (Ed.), *People at Play: Sport, Culture and Nationalism*, Kolkata: Setu Prakashani, 2013.
3. Madhuparna Roychowdhury, *Displaying India's Heritage: Archaeology and the Museum Movement in Colonial India*, Orient Blackswan, 2018.
4. Allchin F.R., *A Source book of Indian Archeology*, New Delhi, 1972.
5. Boria Majumdar & Kausik Bandyopadhyay, *A Social History of Indian Football: Striving to Score*, Routledge, London, 2006.
6. Carol Breckenridge, (ed); *Consuming Modernity: Public Culture in a South Asian World*, Oxford University Press, New Delhi, 1995.
7. Christopher Pienny, *Camera Indica: The Social Life of Indian Photographs*, Chicago, 1998.
8. John Storey, *Cultural Theory and Popular Culture*, Pearson, London, 2001.
9. Kavita Singh, (ed.), *The Museum is National' in Geeti Sen: A National Culture*, Sage, New Delhi, 2003.
10. Lata Singh, (ed.), *Theatre in Colonial India: Playhouse of Power*, New Delhi, 2009.
11. M. D. David, *Bombay-The City of Dreams (A History of the First City in India)*, Himalaya Publishing House, Bombay, 1995
12. Mariam Dossal, *Theatre of Conflicts, City of Hope Mumbai 1660 to Present Times*, Oxford University Press, New Delhi, 2010.
13. Oberoi, Patricia, *Freedom and Destiny: Gender, Family and Popular Culture in India*, Delhi, 2009.
14. Pramod K Nayar, *Introduction in Reading Culture: Theory, Praxis and Politics*, Sage Publications, New Delhi, 2006.
15. Pramod K. Nayar, *Cultural Studies: Scope, Aim, Methods in an Introduction to Cultural Studies*, Viva Books, New Delhi, 2008.
16. Rachel Dwyer, *The Religious and the Secular in the Hindi Film in Filming the Gods: Religion and Indian Cinema*, Routledge, London and New York, 2005.
17. Ranjani Mazumdar, *Desiring Women in Bombay Cinema*, Permanent Black, New Delhi, 2007.

18. Sharada Dwivedi & Mehrotra Rahul, *Bombay the Cities Within*, India Book House Pvt. Ltd., Bombay, 1995.
19. Sujata Patel and Alice Thorner, *Bombay: Metaphor for Modern India*, Oxford University Press, New Delhi, 1995.
20. Sumita Chakravarty, *National Identity in Indian Popular Cinema*. 3rd ed. South Asia Books, Columbia, 1998.
21. Valentina Vitali, *Women in Action Films in the 1920s and 1930s in Hindi Action Cinema*, Oxford University Press: New Delhi, 2008.
22. Veena Naregal, *Bollywood and Indian Cinema: Changing Contexts and Articulations of National Cultural Desire*, in Downing J., (ed.) *Sage Handbook of Media Studies*, Sage, New Delhi, 2004.
23. W. Dissanayake, and K. M. Gokul Singh, *Indian Popular Cinema*, Trentham Book, London, 2004.
24. Percy Brown, *Indian Architecture, Bombay*, D.B. Taraporevala Sons & Co, 1940.
25. James Harle, *The Art & Architecture of the Indian Subcontinent*, Harmondsworth, Penguin, 1988
26. S.K. Bhowmik, *Heritage Management: Care, Understanding & Appreciation of Cultural Heritage*, Jaipur, 2004.
27. Amitava Chattopadhyay (ed), *Itihase Jana Sanskriti: Porishare Unish Bish Shatak*, Gangchil, January, 2016.
28. Ranajoy Sen, *Nation at Play: A History of Sport in India*, Penguin, 2015.
29. Dipesh Chakrabarty, *Provincializing Europe*, OUP, 2007.

SEMESTER-IV

KAZI NAZRUL UNIVERSITY

Department of History

COURSE CODE: MAHISTC402

COURSE NAME: GENDER AND MODERNITY

(Core paper)

Full Marks-50

(40 marks for written examination and 10 marks for Internal Assessment)

(To be covered in minimum 5 Lectures/Week)

Course Specific Learning Outcome:

The paper is fascinating in developing knowledge about the **history of Gender** and **modern concepts of Gender studies**. Even this paper underscores how gender, as a category of historical analysis and identity, is central to our imagination and understanding of modernity. The topics unravel the complexities of modernity's relationship to femininity and the cultures of gender construction within myriad rhetoric of colonialism and nationalism in India. The student will be capable to grow the concept and status of Indian women their socio-religious situation. They gained knowledge and could sketch differentiae statute for the western and Indian women perspective.

Employability/ skill enhancement

This course which ranges from colonial to postcolonial period has dealt with the historical understanding of gender and social relations, and thereby intends to equip the students to understand the relationship between gender, society, culture and modernity. Thus the course is formed to enhance the skills of the students so that they can make sense about social issues and also acquire some knowledge to apply for job in the N. G.O.s and several women's organization.

Unit 1:

Gender in Historical Discourse-Colonial Context and Question of Gender Studies in Modern India,

Unit 2:

Women and Social Reforms in Nineteenth Century India-Women and Modern Education

Unit 3:

Class, Caste, Communalism and gender in India-Women and Politics-Women And Labour-Women and Labour Class Movement-Gender and Nationalism-Concept of Mother India-Construction of effeminacy and Masculinity.

Unit 4:

Gender and Domesticity- the Question of Marriage, Dowry and Notion of patriarchy,

Unit 5:

Gender and Cultural Representations-Visual Culture and Literature;

Reading list

1. Geraldine Forbes, *Women in Modern India*, Cambridge University Press, Cambridge, 1996.
2. Amitava Chatterjee (ed), *Historicizing Gendered Modernity's in India*, Primus Books, New Delhi, 2020.
3. Sumit Sarkar and Tanika Sarkar (ed.), *Women and Social Reform, A Reader*, 2 Volumes, Permanent Black, Delhi, 2011.
4. Amitava Chatterjee (ed), *Gender and Modernity*, Setu Prakashani , Kolkata, 2015.
5. Charu Gupta, *Sexuality, Obscenity, Community: Women, Muslims, and the Hindu Public in Colonial India*, Permanent Black, 2001.
6. Bambs Oline, *Faces of Feminism – A Study of feminism as a Social Movement*,
7. Bharati Ray and Aparna Basu (eds.) *From Freedom to Independence: Women and Fifty Years of India's Independence*, Oxford University Press, Delhi, 1999.
8. C.Chakrapani. & S.Vijayakumar, *Changing status and role of women in Indian Society*, M.D.Publications, (p) Ltd., New Delhi, 1994.
9. C.S.Lakshmi, *Women in Society*, Vikas Publishing House (p) Ltd., New Delhi, 1984.
10. D.Janaki, *Women's Issues*, Dhana Publications, Chennai, 2001.
11. Engels, Dagmar, *Beyond Purdah? Women in Bengal, 1890-1939*. New Delhi: Oxford University Press, 1996.
12. Flavia Agnes, *Law and Gender Inequality: The Politics of Women's Rights in India*, Oxford University Press, Delhi, 2000.
13. Lata Mani, *Contentious Traditions: The Debate on Sati in Colonial India*, University of California Press, Los Angeles, 1998.
14. M. Mohanty, *Class, Caste, Gender*, Sage, New Delhi, 2004.
15. Mala Khullar (ed.), *Writing the Women's Movement: A Reader*, Zubaan Books, Delhi, 2005.
16. Neera Desai and Maithreyi Krishnaraj, *Women and Society in India*, Delhi: Ajanta Publications, 1987.
17. Neera Desai, *Women in Modern India*, Vora and Co, Bombay, 1957.
18. Pratima Asthra, *The Women's Movement in India*, New Delhi, 1974.

19. R. Latha Kumar, *Women in Politics, Participation and Governance*, Authar Press, New Delhi, 1998.
20. Radha Kumar, *A History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India, 1800-1990*, Zubaan Books, Delhi, 1993.
21. Raj Pruhti & B. R. Sharma, *Encyclopedia of Women, Society and Culture*, Anmol Publications Pvt.Ltd., New Delhi, 1997.
22. Sabyasachi Bhattacharya, J. Bara, C. R. Yagati and B. M. Sankhdher, (Eds.), *The Development of Women's Education in India 1850-1920*. New Delhi: Kanishka Publishers Distributors, 2001.

SEMESTER-IV

KAZI NAZRUL UNIVERSITY

Department of History

COURSE CODE: MAHISTMJE401

COURSE NAME: THEMES IN URBAN HISTORY OF INDIA

(Major Elective Paper)

Full Marks-50

(40 marks for written examination and 10 marks for Internal Assessment)

(To be covered in minimum 5 Lectures/Week)

Course Specific Learning Outcome:

The paper is concerned with the development of the history of urbanization and also the history of the development of cities in Pre-colonial India. The discourses of Urbanization got a sound footing with the unfurling of this module. Research in Urbanization History, Urban Ecology, and Mining History got a sound footing with the broad understanding of this module.

Unit 1:

Writing Urban History: Class and Space as themes in Urban History of India-Urban History as Local History,

Unit 2:

Pre-colonial Urban Formations-Shajanabad and Lucknow-The Port Cities and India's External Trade under the Mughal Empire-Masulipatnam and Surat,

Unit 3:

Eighteenth Century Urbanization- Was there an urban decline in Eighteenth Century India.

Unit 4:

The Colonial City: Case Studies of Calcutta, Bombay and Madras-The District Towns and the Railway Towns-City Building under Princely Rule-Trivandrum-Bangaluru- The Hill Towns-Simla, Shillong and Darjeeling

Unit 5:

The Industrial Cities-The Mining Towns-Towns in Bengal, Ahmadabad and Kanpur,

Suggested Reading Lists:

1. Doshi, Harish, *Traditional Neighborhood in a Modern City*, Abhinav, New Delhi, 1974.
2. G.W. Forrest, *Cities of India Past & Present*, English Edition, Thomson Press, 1999.
3. Gopi, K.N., *The Process of Urban Fringe Development: A Model*, Delhi, Concept, 1978.
4. H. Carter, *An Introduction to Urban Human Geography*, Arnold Press, 1988.
5. Harish Doshi, *Traditional Neighborhood in a Modern City*, Abhinav, New Delhi, 1974.
6. Indu Banga (ed.), *Ports and their Hinterlands in India 1700-1750*, Delhi, Manohar, 1992.
7. Indu Banga (ed.), *The City in Indian History*, Delhi, Manohar, 2005.
8. J. M. Beshers, *Urban Social Structure*, New York, 1962.
9. K. Anderson and F. Gale, (ed.), *Inventing Places: Studies in cultural geography*, Melbourne, Longman Cheshire, 1992.
10. K.N. Gopi, *The Process of Urban Fringe Development: A Model*, Delhi, Concept, 1978.
11. M. Boddy (ed.), *Urban Transformation and Urban governance: Shaping the Competitive City of the Future*, Policy Press, 2003.
12. M. Castells, *The Informational City: Information Technology, Economic Restructuring and the Urban Regional Press*, London, Blackwell, 1989.
13. R. Champakalakshmi, *Trade, Ideology and Urbanization South India 300 BC to AD 1300*, OIP, 1999.
14. R.E. Dickinson, *City and Region: A Geographical Interpretation*, Routledge, London, 1972,
15. S. Blake, *Shahjahanabad: The Sovereign City in Mughal India 1639-1739*, Cambridge, CUP, 1993.

SEMESTER-IV

KAZI NAZRUL UNIVERSITY

Department of History

COURSE CODE: MAHISTMJE402

COURSE NAME: THEMES IN LABOUR HISTORY OF MODERN INDIA

(Major Elective Paper)

Full Marks-50

(40 marks for written examination and 10 marks for Internal Assessment)

(To be covered in minimum 5 Lectures/Week)

Course Specific Learning Outcome:

The present paper wishes to highlight the development of the history of working class, the evolution of **caste and community systems**. The present course seeks to develop a critical thinking among the students to understand the socio-economic and cultural past of the laborers of India who were engaged in different sectors of industrial production. Labor study, being a special branch of History, appears to be a significant tool to decipher the relationship between economy and society, which had been influenced and affected by the history of capital. Hence, the course would like to offer a fresh new outlook to understand a society's evolution through a critical analysis of Labour, capital and culture.

Employability/ skill enhancement

This course is offered to develop ideas about industrial production, labour relations and legislations and socio-political behavior of the labourers of different industrial and agricultural sectors. The course intends to generate knowledge to understand about labour problems in a industrial city like Asansol and its surrounding areas as well as the other industries in different parts of India. Students studying this course would apply for placements in several labour organizations and labour institutes in India.

Unit 1:

Labour Historiography-Changing paradigm in Labour Historiography- Capital, Labour, Caste and Community-Differences and Convergences in Industrial Sector

Unit 2:

Rural and Agricultural Labour in India-Land, Production, State, Market, Agrarian Bondage, Forms of Servitude, Issues of Jurisprudence-British Legal Practices-Ethnicity, Migration and Occupation-Agricultural and Industrial Workers;

Unit 3:

Industrialization and Modern Workforce in Colonial India-Factory Workers and Industrial Relationship-Work, Production and Capital in Colonial and Post-Colonial India- Issues in

Working Class Consciousness-Primordial Belonging and the Debate on Working Class-Issues of Nationalism and Trade Union Movements in Colonial and Post-Colonial India.

Unit 4:

Gender and Work-Recruitment, Family, Domesticity, Motherhood, health and Militancy.

Unit 5:

Unorganised Labour in Colonial and Post-Colonial India-a Historical Overview-Interpretation of Bondage-Bondage in terms of Culture (Case studies by Nandini Gooptu, Chitra Joshi, Prabhu Prasad Mahapatra, Ravi Ahuja and Samita Sen

Reading List:

1. A.S. Mathur, and S.J. Mathur, *Trade Union Movement in India*, Allahabad, 1957.
2. Bipan Chandra, *Colonialism and Nationalism in India*, Orient Blackswan Private Ltd., New Delhi, 1979.
3. D.R. Gadgil, *The Industrial Evolution of India in Recent Times 1860-1939*, Read Book Bombay, 2007.
4. Deepika Basu, *The Working Class in Bengal: Formative Years*, K.P. Bagchi & Co. Calcutta, 1993.
5. Dilip Simeon., *The Politics of Labour under Late Colonialism: Workers, Unions and the State in Chota Nagapur, 1928-1939*, Manohar, Delhi, 1995.
6. Dipesh Chakrabarty, *Rethinking Working-Class History: Bengal, 1890–1940*, Princeton, N.J. Princeton University Press, 1989.
7. Dwijendra Tripathi, *The Oxford History of Indian Business*, Oxford University Press, New Delhi, 2004.
8. J.S. Mathur, *Indian Working Class Movement*, Allahabad, 1964.
9. Rajnarayana Chandavarkar, *The Origins of Industrial Capitalism in India: Business Strategies and the Working Classes in Bengal, 1900-1940*, Cambridge University Press, London, 1989.
10. Rakhahari Chattergi, *Working Class and the Nationalist Movement in India: The Critical Years*, New Delhi, 1984.
11. Ranajit Das Gupta, *Labour and Working Class in Eastern India: Studies in Colonial History*, Calcutta, 1994.
12. Richard Newman, *Workers and Unions in Bombay, 1918-1929*, South Asian History Section, Australian National University, 1981.
13. Samita Sen, *Women and Labour in Late Colonial India: The Bengal Jute Industry*, Cambridge University Press, Cambridge, 1999.
14. Sukomal Sen, *Working Class of India: History of Emergence and Movement, 1830-1970*, K.P. Bagchi and Company, Calcutta, 1977.

15. SunilSen, Kumar, *Working Class Movement in India, 1885-1975*, Oxford University Press, New Delhi, 1991.
16. V.B.Karnik, *Indian Trade Unions; A Survey*, Labour Education Service, Bombay, 1960.
17. Vinay Bahl, *The Making of the Indian Working Class: The Case of Tata Iron and Steel Co., 1880-1946*, New Delhi, Sage Publications, 1995.

SEMESTER-IV

KAZI NAZRUL UNIVERSITY

Department of History

COURSE CODE: MAHISTMJE403

**COURSE NAME: THEMES IN SCIENCE, TECH., MEDICINE & ENVIRONMENT
IN MODN. INDIA**

(Major Elective Paper)

Full Marks-50

(40 marks for written examination and 10 marks for Internal Assessment)

(To be covered in minimum 5 Lectures/Week)

Course Specific Learning Outcome:

India had a rich tradition of indigenous medical knowledge and practice. The colonisers initiated the process of institutionalization of the medical facilities in India. Technology was also used by the colonisers for their own interests than the benefits of their subjects. Environmental impositions were also imposed upon the subjects. The present paper is interdisciplinary in nature and wishes to highlight the inputs of Science, Medicine and Environment in History.

Unit 1:

Science as a theme in History-Colonial Science and its Forms-Historical Debates- Growth of Scientific Organization in the Nineteenth Century-The Differences between the imperialist notion of science and development and the nationalist perceptions on development-Swadeshi Enterprises-the history of heavy industries-iron, steel and mechanical engineering sector-Debates in national bodies on science and industries,

Unit 2:

Technology as a theme in History-Imperialism and technology-Colonial and Indigenous notions of technology-Technology and Rural change-institutionalization of technical knowledge in India: Case Studies of IEST (formerly Shibpur B.E. College) and IIT Kharagpur.

Unit 3:

Medicine as a theme in History-Variou forms of Medical knowledge-History of medicine as discipline-Colonialism, Imperialism and the discourse on the tropics-encounter between allopathic and indigenou medicine -Rise and growth of hospitals: Case study of Bengal-medicine and army in colonial India.

Unit 4:

Medicine and Empire-Public health and epidemic diseases-disease and disease control: Comparative perspectives of Malaria, Smallpox, Cholera, Tuberculosis and Plague- Social dimension of health in India-state policy to health and medicine-popular response to health care services of state.

Unit 5:

Environment as a theme in India-Environmental consciousness in India-Environment and Ecology in post-colonial India-emergence of environmental history-state versus people, politics-environmentalism and environmental movements: Case studies of Chipko movement, Narmada *banchao andolan*, silent valley movement-forest and forest policy in India-climate and history-history of drought, flood, earth quake-globalization and its impact on environment in India.

Reading list:

1. Alfred W Crosby, *Ecological Imperialism: The Biological Expansion of Europe, 900-1900*, Cambridge University Press, 1995.
2. Anil Kumar, *Medicine and the Raj*, Sage, New Delhi, 1998.
3. Arun Bandopadhyay (ed.) *Science and Society in Modern India 1750-2000*, Manohar, New Delhi, 2010.
- A. Rahman, (ed.) *History of Indian Science, Technology and Culture, A.D.1000-1800*, OUP, New Delhi, 1999.
4. Biswamoy Pati and Mark Harrison (eds.), *Health, Medicine and Empire*, Orient Longman, Hyderabad, 2001.
5. Cederlof, Gunnel and Sivaramakrishnan, K. (Ed.), *Ecological Nationalisms: Nature, Livelihoods, and Identities in South Asia*, New Delhi: Permanent Black, 2005.
6. Ranjan Chakrabarti (Ed.) *Situating Environmental History*, New Delhi, Manohar, 2007.
7. Chittabrata Palit & Achintya Kumar Dutta, *History of Medicine in India: The Medical Encounter*, Kalpaz Publications, New Delhi, 2005.
8. Chittabrata Palit, *Mahendralal Sircar and the National Science Movement*, Readers Service, 2014.

9. _____ *Scientific Bengal: Science Technology Medicine and Environment under the Raj*, Kalpaz, New Delhi, 2006.
10. D.M. Bose et al (eds.), *Concise History of Science in India*, INSA, New Delhi, 1971.
11. David Arnold, *Colonizing Body: State Medicine and Epidemic Disease in Nineteenth Century India*, University of California Press, Berkeley, 1993.
12. _____, *The New Cambridge History of India. Science, Technology and Medicine in Colonial India*, Cambridge University Press, Cambridge, 1999.
13. Debiprasad Chattopadhyaya, *History of Science and Technology in India*, Farma K.L.M., Calcutta, 1991.
14. Deepak Kumar & Raj Shekar Basu (ed.), *Medical Encounters in British India*, OUP, 2013.
15. Deepak Kumar (ed.) *Technology and the Raj: Western Technology and Technology Transfer in India (1700-1047)*, Sage, New Delhi, 1995.
16. _____ (ed.), *Disease and Medicine in India: A historical Overview*, Tulika Pub., New Delhi, 2001.
17. _____, *Science and the Raj 1875-1905*, New Delhi, Oxford University Press, 1995.
18. Dhruv Raina & S. Irfan Habib, (Eds.), *Situation History of Science: Dialogues with Joseph Needham*, Oxford University Press, New Delhi, 1999.
19. Gadgil, Madhav & Ramachandra Guha, *This Fissured Land: An Ecological History of India*, Oxford, London, 992.
20. Ian Inkstem, *Science and Technology in History*, Macmillan, London, 1991.
21. Kenneth Ballhatchet, *Race, Sex and Class under the Raj, Imperial Attitudes and Policies and their Critics, 1793-1905*, Weidenfeld and Nicolson, London, 1980.
22. Mark Harrison, *Public Health in British India: Anglo-Indian Preventive Medicine, 1859-1914*, Cambridge University Press, Cambridge, 1994.
23. Poonam Bala, *Imperialism and Medicine in Bengal: A Socio-Historical Perspective*, Sage, New Delhi, 1991.
24. Smriti kumar Sarkar , *Technology and Rural Change in Eastern India 1830-1980*, OUP, India, 2014.
25. Uma Dasgupta, *Science and Modern India: An Institutional History, 1784- 1947* (History of Science, Philosophy and culture in India, vol.XV, part 4), Pearson, 2010

SEMESTER-IV

KAZI NAZRUL UNIVERSITY

Department of History

COURSE CODE: MAHISTMJE404

(Major Elective Paper)

Practicing History

Full Marks-50

(40 marks for written examination and 10 marks for Internal Assessment)

(To be covered in minimum 5 Lectures/Week)

Five Special Areas, namely

Course Specific Learning Outcome:

These **special areas** are intended to identify individual student's interest to various branches of History.

[1] Cultural Studies in Bengal:

Special areas Course Specific Learning Outcome:

This paper deals with the several undercurrents of culture of Bengal especially in its colonial days. The paper also reflects particular interdisciplinary relationship between socio-cultural and political history of the concerned period. The perspective of Gender is also considered as crucial here. Numerous sources and immense historical materials make this part of part of Bengal's cultural history really rich which is expected to open up new vistas in the research in this barren arena.

[2] Environment, Ecology and Development in Contemporary South Asia:

Special areas Course Specific Learning Outcome:

This paper intends to develop critical insights among the students to understand the relationship between environment, ecology and development in contemporary South Asia with a special emphasis on India. The course incorporates ecological and environmental disasters that questioned the very notion of development and progress, and thereby proposing a new way to write environmental and ecological history. The course which seeks to offer new insights to examine the issues of Development, displacement and disaster, would also bring out fresh ideas and dialogues between the past and the present.

[3] History of Science, Medicine and epidemic in Colonial Period:

Special areas Course Specific Learning Outcome:

This special paper highlighted the British public health policy, disease, medicine and epidemic in colonial India. The learners are supposed to understand the health scenario between the past and the present. This paper also will teach us how to tackle epidemics as well as pandemics. Besides that the paper also will teach us what measures we have to take during the crisis situation.

[4] Economy and Environment: New Perspective in Modern Ecological Studies:

Special areas Course Specific Learning Outcome:

The paper is thoroughly specialized with significant understanding of the major ecological historical changes that took place during the British rule. The utility of the paper is thoroughly research oriented with significant thrust being given to research in Ecological and Environmental History.

[5] Tribal History:

Special areas Course Specific Learning Outcome:

The basic content of this special paper is to know and understand the socio-economic, political life style, culture, traditions, rituals and life struggle of the Indian Tribes (Indigenous) people. Even the learners will be able to know and understand more about the present identical status of the indigenous people of India. Although the Tribals have made significant contributions to the Indian independence struggle, but they are deprived in many ways by the mainstream societies, even Students will be able to know, how the various development policy make tribal lives miserable in many ways. They will be able to know how their traditional life and tradition, culture, customs and ancient medical practices are being abolished. They will be able to know many unknown things like how deviating from the nature dependent way of life is leading them to the extinction of their existence. The course aims at discussing the above issues with case studies as well as the historiography and sources of studying the tribal situation in India. After completion of this paper, the learners will be able to understand the variety of Tribal communities and their culture, life, and their situation in India, and know about the Tribal development in India from Pre-independence to Present-day. Students will be able to know what types of development programs have initiated for tribal people in India and how Government and non-governmental organizations are working on Tribal development. Even it is most important to the students that after

completion of the course, the new horizons of the research fields will be unveiled in front of them.

[6] Situating Religion in India: Antecedents and Legacy:

Special areas Course Specific Learning Outcome:

The objective of the course is to familiarize the student with the antecedents and legacy of religion in India. The first point is to understand the process of reification of religion that happened in modernity. This is especially true of religions in India. In ancient India, there was in fact no word for 'religion', because religion was a way of life and not a distinct sphere that needed to be earmarked and segregated. Modernity and its concomitant rise of secularism made a distinction between the religious and the secular and gave the status of religion to many faiths that were once considered to be different paths to Reality. One can find a glimpse of the original form of the religious life of Indians in a plethora of sources ranging from texts to archaeological artifacts. For instance, archaeology proves that many so-called different religions co-existed in the same sacred space simultaneously or in successive stages. A prominent example is the case of Bodh Gaya, where, till the Mahabodhi Movement, the Buddhist temple was run by a Hindu priest—a fact that indicates porous identities and peaceful co-existence. On the other hand, the self-conscious differentiation between religions is also a modern fact. For instance, the passing of the Gurudwara Act of 1925 facilitated the birth of Sikhism as a distinct "religion" aided by the colonial machinery of knowledge production through the census. The course aims at discussing the above theoretical issues with case studies as well as the historiography and sources of studying the religions of India.

End