



**Vidyasagar University**  
**Midnapore-721102, West Bengal**

**SYLLABUS FOR POST-GRADUATE PROGRAMME**  
**IN**  
**HISTORY**



**[w.e.f.2025-26]**

## Preamble

The Post-Graduate (M.A.) programmed in History department conducts a variety of courses with inputs on social and economic history, environmental history, history of science, history of gender, regional history and general political, diplomatic and military history. This pedagogy equips students with knowledge and the ability to teach these subjects in schools, colleges and universities, to handle responsibilities as administrators and to work in NGOs and the media. The courses also impart citizenship education, a general skill which enables individuals to understand social and economic systems, the functioning of public institutions and political and social culture. To enhance academic flexibility, the syllabus includes several elective papers, enabling students to select courses that align with their interests and career aspirations. Additionally, students may opt for a MOOC course through SWAYAM, thereby gaining access to a wide range of learning opportunities beyond the department. Furthermore, courses on the Indian Knowledge System (IKS) and the Life and Philosophy of Vidyasagar have been included to foster holistic academic development and broaden intellectual horizons. The syllabus emphasizes also the requirements of national-level competitive examinations such as UGC-NET, and state-level examinations such as SET. From the academic session 2025–26, both the one-year and two-year M. A. programmed in History have been introduced, with the syllabus designed in line with the guidelines of the National Education Policy (NEP) 2020.

The Department of History started functioning as a full-fledged Post Graduate Department in 1989. The thrust area of the department is modern history. The history of South-West Bengal is a noteworthy area of focus in accordance with the contemporary trend of the study of Local History. The department provides scope to the students for higher studies. Ph.D. programme was introduced since its inception. The M. Phil. course was conducted from 2015-2021. The CBCS curriculum in PG level was introduced in 2018. Our students are sincere, hard-working and receptive. The female ratio is higher than the male. Some of our students are first-generation learners. Some of our students are also proficient in extra-curricular activities. Many of the Alumni of this department are absorbed in various academic institutions and in several other government sectors. *Vidyasagar University Journal of History* is a peer-reviewed and previously UGC- CARE enlisted journal, which has been published regularly since 2012. In the years 2024-25 and 2025-26, this journal received financial assistance from ICSSR. The department is enriched with ICT-enabled smart classrooms, virtual classrooms, and a departmental library, supported by a team of highly qualified faculty members. The Dept also presently runs three research projects funded by reputed agencies like ICSSR, ICPR and INSA. The Dept. also conducted a research collaboration programmed with Nottingham Trent University, UK.

**Thrust Areas:** Modern Indian Political History, Bengal Politics, Gender and Religion, History of India, History of the World, History of Europe, Industrial Revolution, Historiography, Historical

Method, History of Bengal, Environmental History, Adivasi History, History of Medicine, History of Disasters, Military History of India

## PROGRAMME OUTLINES

	<b>Type of Program</b>	This is a regular mode M. A. programme based on the guidelines of NEP 2020.
<b>1</b>	<b>Duration and Eligibility Criteria</b>	The department offers two types of M.A. programme in History  Students who have completed a 3-year Honors degree in History are eligible for admission to the two-year M.A. programme, While those who have completed a 4-year Honors degree in History (with or without research) are eligible for admission to the one-year M.A. programme.
<b>2</b>	<b>Intake capacity</b>	The current intake capacity of the programme is 142 students. Admission is carried out in accordance with the prevailing government norms, and the reservation rules for EWS, OBC, SC, ST, PWD, and other applicable categories are strictly followed.
<b>3</b>	<b>Admission procedure</b>	Admission is based primarily on the marks obtained in the Undergraduate (UG) programme or in the Higher Secondary (HS) examination, as applicable. The Admission Committee oversees the entire admission process, ensuring that all rules and regulations are properly followed.
<b>4</b>	<b>Evaluation Process</b>	<ul style="list-style-type: none"> <li>• The students will be assessed through a combination of continuous evaluation and end-semester examination. <b>Continuous Evaluation (CE)</b> carries <b>20% weightage</b>, while the <b>End-Semester Examination</b> accounts for <b>80%</b> of the total marks.</li> <li>• Two CEs will be conducted for each paper/course, and the average of these two will determine the final CE marks. The CEs may be conducted in diverse formats such as multiple-choice questions (MCQs), open-book examinations, take-home exercises, case studies, assignments, or small projects.</li> <li>• The end-semester examination will comprise short-answer, medium-answer, and long-answer type questions to evaluate the students' understanding and analytical skills comprehensively.</li> </ul>
<b>5</b>	<b>Teaching Methods</b>	To achieve the intended learning outcomes, the following teaching-learning methods will be employed: <ul style="list-style-type: none"> <li>• <b>Lecture-based Learning</b> – Structured delivery of core concepts through classroom lectures.</li> <li>• <b>Group Learning</b> – Collaborative discussions and group activities to promote teamwork and idea-sharing.</li> <li>• <b>Individual Learning</b> – Independent study and self-paced learning to strengthen conceptual clarity.</li> <li>• <b>Technology-based Learning</b> – Use of digital tools, software, and online resources to support interactive learning.</li> <li>• <b>Peer Teaching</b> – Students explaining concepts to peers, encouraging active participation and reinforcement of knowledge.</li> <li>• <b>Problem-solving Approach</b> – Learning through real-world problems, case studies, and exercises to develop analytical and critical thinking skills.</li> </ul>
<b>6</b>	<b>Special Instructions</b>	To align the syllabus with the National Education Policy (NEP) 2020, several general courses such as Indian Knowledge System (IKS), Intellectual Property Rights (IPR), Research Methodology and Ethics, Social Service/Community Engagement, Internship/Industry Visit or

		Industry-related Project, Field Visit, Research Project, and Life and Philosophy of Vidyasagar have been made compulsory. Alongside these, a set of core courses has been included to strengthen subject foundations. The syllabus also offers elective papers to provide flexibility and choice.
7	<b>Research Projects</b>	The research project will be distributed by the mentor to the students in the fourth semester and it will be evaluated in final semester.

## Program Outcomes (POs)

On successful completion of the M.A in History programmed, the students will be able to	
d	<b>Knowledge and teaching ability and administrative responsibility:</b> The pedagogy equips students with knowledge and ability to teach these subjects in schools, colleges and universities, to handle responsibilities as administrators and to work in NGOs and the media.
PO2	<b>Skill of understanding the past for decision making:</b> This course will help to understand past events which have wrought the difficult problems with which we deal in our present time. It will help to get insight and will help us to take decisions which will shape our future.
PO3	<b>Impart Citizenship Education:</b> The courses also impart citizenship education, a general skill which enables individuals to understand social and economic systems, the functioning of public institutions and political and social culture.
PO4	<b>Research Skills:</b> Demonstrate research skills through independent inquiry, data collection, analysis, interpretation, and dissemination of findings.
PO5	<b>Interdisciplinary Integration:</b> Some of the courses are designed with interdisciplinary integration.
PO6	<b>Communication Skills:</b> Communicate ideas, and research findings effectively through written, oral, and digital formats.
PO7	<b>Teamwork and Collaboration:</b> Work effectively both independently and collaboratively in academic, professional, and research environments.
PO8	<b>Ethics and Knowledge Systems:</b> Recognize ethical principles, professional responsibilities, and the significance of Indian Knowledge Systems (IKS) and cultural heritage in the development of the discipline.
PO9	<b>Lifelong Learning:</b> Engage in lifelong learning to stay updated with emerging areas in history.
PO10	<b>Employability and Entrepreneurship:</b> Demonstrate employability and entrepreneurship skills by applying knowledge in teaching, research and innovation.

## Programme Specific Outcomes (PSOs)

After the successful completion of the M.A. in History programme, the students are Expected to:
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PSO1	Apply advanced ideas, concepts from analysis to theoretical and practical problems.
PSO2	History is a fundamental and dynamic discipline. We could not know all about the past because we are continuously raising new questions, and in this way, our questions help to look at the past in new ways.
PSO3	Conduct independent research hand projects in the areas like oral history, history of science, technology, medicine, environment, military history, history of disaster, cultural history, political philosophy, gender and religion, etc.
PSO4	Appreciate the historical development of the discipline, including Indian Knowledge Systems, and apply historical knowledge in socially relevant, ethical, and interdisciplinary contexts.

## PG History Syllabus 2025

<b>Curriculum and Credit Framework 2024 for PG Programs History, Vidyasagar University (based on NEP 2020)</b>			
<b>PG 1<sup>st</sup> Year</b>			
Sem	Course	Credit	Marks
I	HISC401X0 : <b>History and Historiography</b>	4	50
	HISC402X0 : <b>State and Economy in Colonial India</b>	4	50
	HISC403X0: <b>Research Methodology and Ethics</b>	4	50
	HISE404A0: <b>War, Society, and Politics in Europe (1789-1914)</b>	4	50
	HISE405A0 <b>History of Disasters in Southwest Bengal: 19<sup>th</sup> and 20<sup>th</sup> Centuries/ HISE405B0 : Anti-Colonial Resistance in India</b>	4	50
	HISO406VC : <b>Indian Knowledge System (IKS)</b>	2	25
	HISO407NC: Vidyasagar: Life and Philosophy	Compulsory non-Credit course	
<b>Total</b>		<b>22</b>	<b>275</b>
II	HISC451X0: <b>History of the Modern World</b>	4	50
	HISE452A0: <b>Environmental History of India in the Anthropocene Age</b>	4	50
	HISE453A0: <b>Socio-Religious Reform Movements in Colonial India/ HISE453B0: Culture in Bengal, 19<sup>th</sup> &amp; 20<sup>th</sup> Centuries</b>	4	50
	HISE454A0: <b>Military History of India/ HISE454B0: Politics and Society in Post-Partition Bengal</b>	4	50
	HISC455X0: <b>South –West Bengal -19<sup>th</sup> and 20<sup>th</sup> Centuries</b>	4	50
	HISC456X9: <b>Field Visit / Industry Visit /Case Study / Hands-on Practical/Skill Enhanced Course</b>	2	25
	<b>Total</b>		<b>22</b>
<b>Total: 1st Year of PG</b>		<b>44</b>	<b>550</b>
<b>PG 2<sup>nd</sup> Year</b>			
Sem	Course	Credit	Marks
	HISO501X0 <b>MOOCs</b>	4	50
	HISC502X0: <b>Industrial Revolution: The English Experience</b>	4	50
	HISC503X0: <b>A Brief Introduction to the History of</b>	4	50

III	<b>Medicine</b>		
	HISE504A0 <b>Social History of Colonial India/</b> HISE503B0: <b>Religion and Ecology in Early India</b>	4	50
	HISC505X0: <b>The Global Indian Migration and</b> <b>Diaspora</b>	4	50
	HISC506X9: Social Service/Community Engagement	2	25
	<b>Total</b>	<b>22</b>	<b>275</b>
IV	HISE551A0: <b>Social History of Science, Technology,</b> <b>and Medicine in India: Colonial Period/</b> HISE551B0 <b>:Adivasi History in Colonial Bengal</b>	4	50
	HISE552X0 : <b>History of Constitutional Development</b> <b>in Modern India/ Global History of Pandemic</b>	4	50
	HISC553X0: <b>Research Project/Dissertation</b>	8	100
	HISC554 X0: <b>Internship/Capstone Project/</b> <b>Applied Field or Industry Project/ Innovation&amp;</b> <b>Incubation/Entrepreneurship/</b> <b>Start-up Proposal or Practice</b>	4	50
	HISO555X0 <b>Intellectual Property Rights (IPR)/</b> <b>Skill Enhanced Course</b>	2	25
	<b>Total</b>	<b>22</b>	<b>275</b>
	<b>Total: Two years of PG</b>	<b>44</b>	<b>550</b>

## SEMESTER 1

### HISC401X0: History and Historiography

Lectures: 50

**Course Outcome:** This course enables students to improve the skills needed to become successful professional historians. It enlightens students to the various ways in which historians understand the development of the academic discipline of history and enriches them with the forms of writing that have been most prevalent in the recent past. This course familiarizes students with recent historiographic trends and practices.

Unit - I: What is History? Events and interpretations - Philosophy of History – Enlightenment Historiography – Empiricism – Positivism – Idealist view of history.

Unit – II: History writing and different versions of the Idea of Progress – T. B. Macaulay and the Idea of Liberty – Karl Marx and the principle of equality – G.M. Trevelyan and the Literacy and Social History. Development of economic and social history in the early twentieth century – Maurice Dobb and the Rise of Capitalism – R. H. Tawney and the Gentry Thesis – G. Lefevbre and A. Soboul and the French Revolution.

Unit – III: Social History as History of Movements – Seventeenth-century crisis, English Revolution and Christopher Hill. Social History as history of classes – Eric J. Hobsbawm and the Age of Capital, E. P. Thompson and the working class, Raphael Samuel and the History of the People, Emergence of new social history. Micro-history and oral history – Expanding the horizon of history writing. The Annales School

and the concept of Total History.

Unit – IV: Debates in Indian History – Historiography of feudalism in India, Eighteenth century crisis in India, Indian Awakening in the Nineteenth Century, Indian Nationalism, Partition of India. Modern Indian History with socio-economic perspective – peasantry and working classes, caste, tribe, gender, environment, science and technology.

Suggested Reading:

1. Ernest Breisach: *Historiography*.
2. Arthur Marwick: *The Nature of History*.
3. E.H.Carr: *What is History?*
4. Beverley Southgate: *History: What and Why*.
5. H.W.Kaye: *British Marxist Historians*.
6. Ken Morrison: *Marx, Durkheim, Weber*.
7. Peter Geyl: *Debates with Historians*.
8. P.Lambert and P.Schofield(eds): *Making History*.
9. Mary Fulbrook: *Historical Theory*.
10. M.C. Lemon: *Philosophy of History*.
11. David Cannadine (ed): *What is History Now?*
12. G.R.Elton: *The Practice of History*.
13. E.Sreedharan: *A Textbook of Historiography*.
14. Sumit Sarkar: *Writing Social History*.
15. Ronald Inden: *Imagining India*.
16. Bandopadhyay, Sekhar: *Plassey to Partition and After*
17. Adam Budd: *The Modern Historiography Reader-Western Sources*.
18. Mark T.Gilderhus: *History and Historians*.
19. GeorgG.Iggers and Edward Wang: *Global History of Modern Historiography*.
20. Shashi Bhushan Upadhyay: *Historiography in the Modern World*
21. Amales Tripathi: *Itihas o Aitihāsik*

### **HISC402X0: State and Economy in Colonial India**

**Course Outcome:** This course deals with the structure and policies of British colonial rule in India; it especially focuses upon colonial polity and economy, which replaced traditional Indian polity and economy in a relatively short span of time. The British tended to overlook society on the subcontinent, but they certainly meant to bring about crucial changes in the political and economic spheres to extract the maximum advantage of their rule in India. A reading of the course ought to enable students to gain a comprehensive knowledge of British colonial rule and economy; this is important because post-independence, India decided to continue with the structure of polity and economy introduced by the British, though the new policies taken were

divested of the harmful intent of colonialism.

Lectures: 50

UNIT I: The colonial state: brief overview of British expansion in India – British Parliament and the East India Company – structure of administration: police, judiciary, bureaucracy, army.

UNIT II: The colonial ideology: Orientalist and Utilitarian phases; paternalist attitude – white racism – divide and rule policy – social- cultural policies and their impact (education, tribe, caste etc.).

UNIT III: The colonial economy and its impact (1): changing pattern of English trade – land revenue settlements – commercialization of agriculture.

UNIT IV: The colonial economy and its impact (2): decline of traditional handicrafts – emergence of modern industries and colonial industrial policy – impact of railways.

Suggested Reading:

1. Bandopadhyay, Sekhar (ed.): Bengal: Rethinking History. Delhi, 2001
2. Bandopadhyay, Sekhar: Plassey to Partition and After/ Palashi Theke Partition. New Delhi, 2004
3. Banerjee, A. C.: Constitutional History of India. 1977
4. Bhattacharya, Sabyasachi (ed.): The Contested Terrain. Hyderabad, 1998
5. Bhattacharya, Sabyasachi (ed.): Approaches to History. Delhi, 2011
6. Bhattacharya, Sabyasachi: Ouponibeshik Bharater Arthaniti. Calcutta, 1989
7. Bose, N. S.: Racism, Struggle for Equality, and Indian Nationalism. Calcutta, 1981
8. Bose, Sugata & Jalal, Ayesha: Modern South Asia. Delhi, 1997
9. Bose, Sugata: Peasant Labour and Colonial Capital. Cambridge, 1993
10. Chattopadhyay, Basudeb: Crime and Control in Early Colonial India. Calcutta, 2000
11. Desika Char, S. V.: Readings in Constitutional History of India. Delhi, 1983
12. Fisher, M. H.(ed.): The Politics of British Annexation in India. Delhi, 1996
13. Ghosh, S. C.: The History of Education in Modern India. Delhi, 2002
14. Guha, Ranajit: A Rule of Property in Bengal. Hyderabad, 1982
15. Karashima, Noboru: A Concise History of South India. Delhi, 2014
16. Kerr, Ian J. (ed.): Railways in Modern India. New Delhi, 2001
17. Kumar, Dharma (ed.): The Cambridge Economic History of India (Volume 2). Cambridge, 1982
18. Marshall, Peter J.: East Indian Fortunes. Oxford and New York, 1996
19. Metcalf, T. R.: Ideologies of the Raj. Cambridge, 1995
20. Ray, R. K. (ed.): Entrepreneurship and Industry in India. Delhi, 1994
21. Roy, Tirthankar: The East India Company. New Delhi, 2012
22. Roy, Tirthankar: The Economic History of India. New Delhi, 2011
23. Sarkar, Sumit: Modern India/Adhunik Bharat. Delhi, 1983
24. Sarkar, Sumit: Modern Times. Ranikhet, 2014
25. Singha, Radhika: A Despotism of Law. Delhi, 1998

26. Stein, Burton (ed.): The Making of Agrarian Policy in British India. Delhi, 1992
27. Subramanian, Laxmi: History of India, 1707-1857. Hyderabad, 2010
28. Tomlinson, B. R.: The Economy of Modern India. Cambridge, 2013

## **HISC403X0: Research Methodology and Research Ethics**

**Course Outcome:** The course on Research Methodology in History aims to offer students a comprehensive understanding of the importance of historical research. It is designed to develop their knowledge on different historical sources including oral history, visual artefacts, and digital data. By introducing students to various methodological tools, this course intends to train them with the necessary skills to deal with interdisciplinary research questions. In addition to familiarizing students with essential research resources, this course desires to increase their analytical clarity, ethical commitment to research, and encourage them to cultivate original ideas. It would help them to contribute profoundly to scholarly debates and discussions.

### **Unit I: Basic concepts of Research Methodology**

Definition of Research Methodology- Distinction between Method and Methodology-Different kinds of Research: 'Hypotheses Testing' Strategy and 'Questioning Sources' Strategy

Historical Sources: Primary and Secondary Sources, Evaluating Sources, Documentary sources, observation and interview

Finding Library Resources: Computer Literacy; Use of e-books; e-Journal & JSTOR

Style of Referencing-sources, quoting sources, and abbreviation

Bibliography: MLA and APA Formats

Punctuation, Proofreading and Diacritical marking

Writing a Term Paper

Reviewing Articles and Books

Writing a good Research Proposal

### **Unit II: Methodological Approaches to research**

Research Design in a specific theme

Formulating research questions

Comparative vs. contextual approaches

Intersectionality as a lens

Ethnography, participant observation, fieldwork

In-depth interviews and life histories  
Textual/discourse analysis of scriptures, rituals, media  
Quantitative Methods in research: Digital & Emerging Methods  
Visual methods (photography, film, performance studies)  
Critical Issues in Research Practice: Gender, class, race, and religious identity of the researcher  
Applications and Case Studies

### **Unit III: Philosophy and Ethics**

Introduction to philosophy: Definition, nature and scope, concept, branches  
Ethics: Definition, moral philosophy, nature of moral judgements and reactions, different branches of ethics, research ethics.  
Ethics with respect to research  
Intellectual honesty and research integrity

### **Unit IV**

#### **Publication Ethics**

Publication ethics: definition, introduction and importance  
Best practices/standards setting initiatives and guidelines: COPE (Committee of Publication Ethics), WAME (World Association of Medical Editors), etc.  
Conflicts of interest  
Publication misconduct: definition  
Open access publications and initiatives  
Suggested Reading:

- Bird A (2006) *Philosophy of Science*. Routledge.
- Burke, P. (1992) *History and social theory*, Cambridge, Polity Press.
- Homan, R.(1991) *The ethics of social research*, London, Longman.
- Humphries, S. (1984) *The handbook of oral history: recording life stories*, London, Inter Action Imprint.
- Marwick, A (1989) *The nature of history*, London, Macmillan.
- MacIntyre, Alasdair (1967) *A Short History of Ethics*, London.
- Thompson, P. (1988) *The voice of the past: oral history*, Oxford, Oxford University Press.
- P. Chaddah, (2018): *Ethics in Competitive Research: Do not get scooped; do not get plagiarised*, ISBN:978-9387480865
- National Academy of Sciences, National Academy of Engineering and Institute of Medicine. (2009). *On Being a Scientist: A Guide to Responsible Conduct in Research: Third Edition*. National Academies Press.

- Resnik, D. B. (2011). What is ethics in research & why is it important. *National Institute of Environmental Health Sciences*, 1-10. Retrieved from <https://www.niehs.nih.gov/research/resources/bioethics/whatis/index.cfm>
- Beall, J. (2012). Predatory publishers are corrupting open access; *Nature*, 489(7415), 179-179. <https://doi.org/10.1038/489179a>
- Indian National Science Academy (INSA), Ethics in Science Education, Research and Governance (2019).
- Oliver Paul: *The Student's Guide to Research Ethics*, Open University Press, McGraw-Hill
- H. Martyn and Anna Trainanou: *Ethics in Qualitative Research: Controversies and Contexts*, Sage, New Delhi.

### **HISE404A0: War, Society, and Politics in Europe (1789-1914)**

**Course Outcome:** This course will cover such themes as industrialization, state- and nation-building, social upheavals and transformation, and the emergence of liberalism, conservatism, and socialism as the predominant political ideologies. Through taking this course, students will have an understanding of the basic chronology and themes of nineteenth-century European history. They will demonstrate the ability to understand and analyze difficult primary sources within the historical context. This course will prepare the students for UPSC and other Competitive Examinations.

Lectures: 50

UNIT I: The French Revolution: crisis of the ancient regime, intellectual currents, participation of social classes – The Napoleonic wars – The war of the Third Coalition – Napoleon and the Road to Waterloo – Restoration and Revolution, 1815-49 – The Riddle of Napoleon: Jomini and Clausewitz – Improving the ‘means of destruction’: key changes in weapons technology, 1815-49 – Growth of democracy in Britain – Liberalism in England, Irish problem: its socio-economic and political aspects – Countdown to the revolutions of 1848.

Unit II: Napoleon III and the militarization of Europe, 1848-66 – Neo-absolutism, Napoleon III’s second empire, 1852-70 – The Franco-Austrian War of 1859 – The rise of Prussia and Italy, 1861-6: Bismarck’s wars and Bismarck’s foreign policy – The Austro-Prussian War – A revolution in naval warfare? The sea battle of Lissa in 1866 – The unification of Italy, 1866-70.

UNIT III: The Paris Commune – New weapons and the ‘new imperialism’ 1877-1905 – The Boer War, 1899-1902 – Russia during the 19th Century: Tsarist Russia and the socio-political aspects – The Russo-Turkish War – The Crimean War, the Congress of Berlin – Russia, Japan, and the scramble for China, 1894-1904, The Russo-Japanese War: the naval battle of Tsushima, May 1905 – War and society intersect: the Russian Revolution of 1905.

UNIT IV: The Eastern Crisis: nature of the crisis – Sea power and popular navalism, 1890–1914 – Early

challenges to Britain, France and the *jeune école* – New Imperialism – The Spanish American War, 1898 – ‘Fleet policy’ and the Anglo-German naval race, 1898-1912 – The Balkan Wars and after, 1912-14 – War plans and armaments: The Schlieffen plan, Austro Hungarian war plans – French, British, and Russian war plans – The European arms race, 1911-14.

### **Suggested Readings:**

1. Addington, Larry H., *The Patterns of War since the Eighteenth Century*, Indiana University Press, 1984.
2. Bartlett, C. J., *The Global Conflict: The International Rivalry of the Great Powers, 1880– 1990*, Longman, 1994.
3. Bertaud, Jean-Paul, *The Army of the French Revolution*, trans. R. R. Palmer, Princeton University Press, 1988
4. Chandler, David G. *The Campaigns of Napoleon*, Macmillan, 1966
5. Bury, J. I. T. *France, 1814-1940*, Routledge, 1985.
6. Fisher, H. A. L., *A History of Europe, Vol. 2*, Fontana Library, 1969.
7. Hill, Christopher, *From Reformation to Industrial Revolution*, Penguin, 1970.
8. Hill, Christopher, *Lenin and the Russian Revolution*, Penguin, 1978.
9. Joll, James, *Europe since 1870: An International History*, Penguin Books, 1990.
10. Langer, W. L., *European Alliances and Alignments: 1871-1990*, Greenwood Press, 1977.
11. Lefebvre, Georges, *Coming of the French Revolution*, Princeton, 1947.
12. Taylor, A. J. P., *The Struggle for Mastery in Europe*, OUP, 1955
13. Thompson, David, *Europe Since Napoleon*, Longmans, 1957.
14. Bergeron L., *France Under Napoleon*, Princeton, 1981.
15. Hobsbawm, E. J., *The Age of Revolution, 1789-1848*, Weidenfeld & Nicolson, 1962. 16. Hobsbawm, E. J., *The Age of Capital, 1848-1875*, Weidenfeld & Nicolson, 1975.
17. Hobsbawm, E. J., *The Age of Empire, 1875-1914*, Weidenfeld & Nicolson, 1987.
18. Hobsbawm, E. J., *The Age of Extremes: The Short Twentieth Century 1914-1991*, Michael Joseph, 1994.
19. Di Scala, Spencer M., *Italy: From Revolution to Republic, 1700 to the Present*, Westview, 1998.
20. Ketelbey, C. D. M. *A History of Modern Times from 1789*, OUP, 1973.
21. Blanning, T. C. W., *Europe – 18th Century: History, Europe 1688-1815*, Oxford University Press, 2000.

## **HISE405A0: HISTORY OF DISASTERS IN SOUTHWEST BENGAL: 19<sup>TH</sup> AND 20<sup>TH</sup> CENTURIES**

Lectures: 50

**Course Outcome:** 'History of Disasters in South-West Bengal: 19th and 20th Centuries. At the end of the course, it is expected that learners will develop a critical and comprehensive understanding of natural disasters in South-West Bengal, as well as analyses the debate concerning the extent to which the disastrous impact could have been avoidable, and the extent to which the government is to be blamed.

UNIT I: Situating Southwest Bengal and its physical aspects — interactions of the geographical disparities with population — natural disaster propensity of this area — history and historiography of natural disasters in Southwest Bengal.

UNIT II: Impact of disasters upon human society and traditional rural economy — gender dimensions of disasters — profits from disasters — underlying tensions in rural society — relation between scarcity and crime — migration — response of the Indian society towards sufferers.

UNIT III: The colonial response — rescue and relief — recovery and reconstruction — the epidemic control policy — the crisis: natural or man-made — rise of anti-British feelings.

UNIT IV: Looking at the future — self-protection mechanism — disaster mitigation policy by the state — proposed remedial measures — reluctance to solve the issue.

**Suggested Reading:**

1. Amartya Sen, 1981, *Poverty and Famines: An Essay on Entitlement and Deprivation*, Clarendon Press, Oxford.
2. Arabinda Samanta, 2003, *PraktikBiparjay O Manush*, Dey's Publishing: Calcutta.  
— 2017, *Living with Epidemics in Colonial Bengal, 1818—1945*, Manohar: New Delhi  
— 1997, 'Cyclone Hazards and Community Response in Coastal West Bengal', *Economic and Political Weekly*, 32(38): 2424-28
3. Asok Mitra, 1991, *Towards Independence, 1940-1947: Memoirs of an Indian Civil Servant*, Bombay Popular Prakashan
4. Benjamin Kingsbury, 2019, *An Imperial Disaster: The Bengal Cyclone of 1876*, India: Speaking Tiger
5. Bidyut Chakrabarty, 1997, *Local Politics, and Indian Nationalism: Midnapur, 1919-1944* Manohar: New Delhi.
6. Birendra Kumar Bhattacharya et al., 1985, *West Bengal District Gazetteers: Puruliya*, West Bengal District Gazetteers: Calcutta.
7. B. M. Bhatia, 1991 (Third Revised Edition), *Famines in India*, Konark Publishers Pvt. Ltd: Delhi.
8. Richard H. Grove, Vinita Damodaran, and Satpal Sangwan (eds.), 1997, *Nature and the Orient: The Environmental History of South and Southeast Asia*, OUP: New Delhi

9. H. Coupland, 1911, Bengal District Gazetteers: Manbhum, Calcutta: Bengal Secretariat Book Depot.
10. Hitesranjan Sanyal, 1993, Swarajer Pathe (Bengali), Papyrus.  
— 1988, 'The Quit India Movement in Medinipur District,' in Gyanendra Pandey, ed., The Indian Nation in 1942, KP Bagchi&Company: Calcutta/New Delhi
11. Janam Mukherjee, 2015, Hungry Bengal: War, Famine, Riots and the end of Empire, HarperCollins Publishers: India.
12. Jogeschandra Bosu, 1328 B.S., MedinipurerItihas (Bengali), Contai: Midnapore (District).
13. L.S.S. O'Malley, 1995, (Reprint), Bengal District Gazetteers: Midnapore, Calcutta: West Bengal District Gazetteers  
— 1908, Bankura, Calcutta: The West Bengal Secretariat Book Depot.
14. Madhusree Mukerjee, 2018, CHURCHILL'S SECRET WAR: The British Empire and the Ravaging of India during World War II, PENGUIN BOOKS: INDIA
15. Malabika Chakrabarti, 2004, The Famine of 1896-1897 in Bengal: Availability or Entitlement Crisis?, Orient Longman.
16. Nirmal Kumar Mahato, 2011, 'Environmental Change and Chronic Famine in Manbhum, Bengal District, 1860-1910', Global Environment, 6: 68-94.  
— 2020, Sorrow Songs of the Woods, Primus Books: Delhi.
17. Paul R. Greenough, 2018, (Reprint), Prosperity And Misery In Modern Bengal: The Famine of 1943-1944, Oxford University Press.
18. Ranjan Chakrabarti, ed., 2020, Critical Themes in Environmental History of India, SAGE Publications: New Delhi/ California/ London / Singapore  
— 2022, Climate, Calamity and the Wild: An Environmental History of the Bengal Delta, c.1737—1947, Primus Books: Delhi.
19. Rohan D'Souza, 2016 (Paperbacks), Drowned and Dammed: Colonial Capitalism and Flood Control in Eastern India, Oxford University Press.
20. Sajal Nag, (ed.), 2017, Playing with Nature:History and Politics of Environment in North-East India, Manohar.  
— 2017, Force of Nature: Essays on History and Politics of Environment, Manohar.
21. Shyamaprasad De, 2019, 'The 1864 Cyclone and Its Aftermath in Midnapore District: A Historical Analysis of a Disaster, Vidyasagar University Journal of History, Vol. VIII: 84-102.  
— 2022, 'The 1942 Cyclone and the Colonial Administration: A Story of Imperial Revenge against the Rebellious Midnapore', Journal of People's HISTORY and CULTURE, 8(2): 114-

123.

— 2024, 'Disaster, society, and administration: the Midnapore and Burdwan Cyclone of 1874 in Bengal, India', *Theoretical and Applied Climatology*, 155: 3437-3447.

22. Srimanjari, 2009, *Through War and Famine: Bengal 1939—45*, Orient BlackSwan

23. Syed Rashed Ali, 2008, *Midnapore District: Company, Raiyats & Zamindars, 1760-1885*, K. P. Bagchi & Company: Kolkata.

24. Tirthankar Roy, 2012, *Natural Disasters and Indian History*, Oxford University Press.

25. W.W. Hunter, 1997, (Reprint), *Statistical Account of the District of Midnapur*, Calcutta: West Bengal District Gazetteers.

## **HISE405B0: ANTI-COLONIAL RESISTANCE IN INDIA**

**Course Outcome:**As a historical event anticolonial movement in India are the struggle against the British imperial rule, which led to independence in 1947. The course discusses in detail the problems, predicaments and possibilities envisaged in this struggle. De-colonisation in India stimulated further movements in other Asian countries and in the princely states of India. The approach of teaching this course is politico-economic with emphasis on post-partition refugee problems, planning and development.

UNIT I: Context of anti-colonial Adivasi/Tribe and Peasant protests – Historians and Historiography of the Revolt of 1857

UNIT II: Foundation of the Congress- Historiography of Indian Nationalism

UNIT III: Organized politics and anti-colonial resistance – Congress and the educated social groups – Boycott and Swadeshi movements –Radical Trends

UNIT III: Swaraj Party-Labour Movement-Nehru Report- Purna Swaraj-Civil Disobedience

UNIT IV: Non-Brahman and 'Untouchable Movements'- Left-wing politics- Quit India Movement-Netaji and Azad Hind Fauj- Rebel of Royal Indian Navy-Tebhaga Movement

Suggested Reading:

1. Baker, C. J.: *An Indian Rural Economy: The Tamilnad Countryside*
2. Bose, S.: *Agrarian Bengal: Economy, Social Structure and Politics, 1919-1947*
3. Bose, S.: *Peasant Labour and Colonial Capital: Rural Bengal Since 1770*
4. Brass, P. R.: *The Politics of India Since Independence*
5. Chakrabarty, D.: *Rethinking Working-Class History: Bengal, 1890-1940*
6. Chakrabarty, H.: *Political Protest in Bengal: Boycott and Terrorism, 1905-18*

7. Chandra, B. et al. (ed.): *India After Independence*
8. Chandra, B.: *Essays on Contemporary India*
9. Chatterjee, P.: *Nationalist Thought and the Colonial World: A Derivative Discourse?*
10. Chaudhuri, S. B.: *Civil Disturbances during British Rule in India, 1765-1857*
11. Dutt, R. C.: *Economic History of India (Volume 2)*
12. Gopal, S.: *British Policy in India, 1858-1905*
13. Guha, R.: *Elementary Aspects of Peasant Insurgency in Colonial India*
14. Guha, R.: *India After Gandhi*
15. Hardiman, D. (ed.): *Peasant Resistance in India 1858-1914*
16. Hasan, M.: *Nationalism and Communal Politics in India 1916-1928* 29. Jeffrey, R. (ed.): *People, Princes, and Paramount Power. Society and Politics in the Indian Princely States*
17. Jalal, A.: *The Sole Spokesman: Jinnah, the Muslim League and the Demand for Pakistan*
18. Karlekar, H.: *Independent India. The First Fifty Years*
19. Kaul, J. M.: *Problems of National Integration*
20. Kothari, R.: *Politics in India*
21. Kumaramangalam, S. M.: *India's Language Crisis*
22. Metcalf, T.: *The Aftermath of Revolt: India 1857-1870*
23. Mukherjee, R.: *Awadh in Revolt: A Study of Popular Resistance*
24. Murshid, T.: *The Sacred and the Secular*
25. Namboodiripad, E. M. S.: *Economics and Politics of India's Socialist Pattern*
26. Nanda, B.R.: *Gandhi: Pan-Islamism, Imperialism and Nationalism in India*
27. Naoroji, D.: *Poverty and Un-British Rule in India*
28. Page, D.: *Prelude to Partition: The Indian Muslims and the Imperial System of Control 1920-1932*
29. Pande, B. N.: *A Centenary History of the Indian National Congress, (Volume IV)*
30. Sarkar, S.: *Modern India, 1885-1947*
31. Sen, S.N.: *Eighteen Fifty-Seven*
32. Stokes, E.: *The Peasant and the Raj: Studies in Agrarian Society and Peasant Rebellion in Colonial India*
33. Banerjee-Dube, Ishita, *A History of Modern India, Cambridge University Press, 2014.*

**HISO406VC: IKS(IndianKnowledgeSystem)Marks–25(20+5) Credit 02**

**Course Objective:** This course aims to provide a comprehensive and interdisciplinary overview of ancient Indian knowledge systems. It will explore the genesis of Indian civilization, from the Indus Valley to the Vedic period, and examine the development of its intellectual and philosophical frameworks. The course will also delve into the structure of ancient Indian society, politics, and economy, including concepts of governance and public administration. Furthermore, it will highlight significant contributions in literature and scholarship, covering a wide range of thinkers and their works in grammar, philosophy, medicine, environment and health.

#### Unit I: Bhartiya Civilization and Development of Knowledge System

Genesis of the land, Antiquity of Indus Valley civilization, Various Aspects of Vedic Civilization Knowledge Framework and Classification, The Vedic Corpus, Traditional Knowledge System The Vedas, Main Schools of Philosophy (Astika and Nstika Schools), Core values-Dharma, Artha, Kama and Moksha, Sadharan Dharma and Vishesh Dharma, Philosophy of Karma.

#### Unit II: Society, Politics and Economics:

Concept and the development of ancient society, Culture, rituals and religion of the then society Governance and Public Administration- concept of Kingship with duties and responsibilities of a King

Indian Economy-taxation, savings, expenditure

#### Unit III: Literature, and Scholars

Tensive application in language, Literature, Life and works of Agastya, Lopamudra, Ghoṣa, Valmiki, Patanjali, Vedavyasa, Yajnavalkya, Gargi, Maitreyi, Boudhayan, Caraka, Sushrut, Jivaka, Nagarjuna, Kanada, Patanjali, Kauṭilya, Paṇini, Thiruvalluvar, Aryabhata, Varahamihir, Adisankaracharya, Bhaskaracharya, Madhavacharya.

#### Unit IV: Life, Environment, and Health

Ethnic Studies, Agriculture, Ecology and Environment, Relation between man and environment, Ayurveda, Integrated Approach to Healthcare, Yoga, etc.

#### Suggested Readings:

Chauhan, Bhag Chand. *IKS: The Indian Knowledge System of Bharata*. India: Garuda Prakashan Pvt. Ltd. 2023.

History of Science in India, by, et al. National Academy of Sciences, India and Raha, Sibaji. *History of Science in India - Physics, Mathematics & Statistics* Volume-1, Part-I, Part-II, Volume VIII Kolkata: The Ramkrishna Mission Institute of Culture, (2014).

Suggested Reading:

Pujari, R. M., Pradeep Kolhe, and N. R. Kumar. *Pride of India: A Glimpse into India's Scientific Heritage*. Sanskrita Bharati, 2006.

Verma, Keshav Dev. *Vedic Physics: Towards Unification of Quantum Mechanics and General Relativity*. Vol. 13. Motilal Banarsidass, 2012.

Soni, Suresh. *India's Glorious Scientific Tradition*, Ocean Books Pvt. Ltd, 2010.

### **HISO407NC:VLP(Vidyasagar'sLifeandPhilosophy)Non-creditCourse**

**CourseObjective:** This course aims to provide a comprehensive understanding of the life and philosophy of Ishwar Chandra Vidyasagar, a key figure of the Bengal Renaissance. It will trace his journey from birth and lineage to his transformation into "Vidyasagar" (ocean of learning). The course will delve into his pivotal role in Indian education, examining his reforms as a teacher, writer, and planner, as well as his efforts to modernize the system. It will also explore his relentless work in women's emancipation, focusing on his campaigns for widow remarriage and his opposition to child marriage. Furthermore, the course will highlight his immense philanthropy and analyze his unique position as a figure who bridged tradition and modernity. Finally, it will discuss the enduring relevance of his thoughts and values for contemporary society.

<b>Unit</b>	<b>Content</b>	<b>Credit</b>
1	<b>Early Life and Education:</b>	
1a.	Birth and Lineage	
1b.	A Journey from Ishwar Chandra BondopadhyatoIshwar Chandra Vidyasagar	
2	<b>Vidyasagar and Indian Education:</b>	
2a.	The then Indian education system	
2b.	Vidyasagarian plan for reformation of Indian education- Vidyasagar as teacher, Vidyasagar as writer, planner, and	

	reformer of Indian education.	
3.	<b>Vidyasagar and Women's Emancipation:</b>	
3a.	Introduction of widow remarriage	
3b.	Struggle to stop child marriage	
4.	<b>Vidyasagar: Traditions and Modernity:</b> Tradition, Modernity and Vidyasagar as a Traditional modernizer	
6.	<b>Relevance of Vidyasagarian thoughts and values:</b>	
6a.	Vidyasagar and the then Society of Bengal	
6b.	Lesson for future generations	
	Total Credit	00

### Suggested Reading:

- Tripathi, Amalesh. *Vidyasagar: The Traditional Moderniser*. Cambridge University Press, 2011
- Hatcher, Brian A(Trans). *Vidyasagar: The Life and After Life of Eminent Indian*, Routledge, New Delhi, 2014
- Sen, Asok. Iswar Chandra *Vidyasagar and His Elusive Milestone*, Riddhi-Indian, 28 Beniatola Lane, Cal-9
- Ghosh, Binoy. *Vidyasagar O Bangali Samaj*, Kolkata: Bengal Publishers Private Ltd. Bengali year, 1364
- Mitra, Indra. *Karunasagar Vidyasagar*, Kolkata: Ananda Publishers Pvt. Ltd, 1969.
- Samanta, Amiyakumar. *Prasanga Vidyasagar* Kolkata: Progressive publishers, 2012.
- Sen, Amiya P. *Vidyasagar: Reflections on a Notable Life*, Orient Blackswan.

## SEMESTER II

### HISC451X0:History of the Modern World

**Course Outcome:**This course introduces key themes in the history of modern world and also critically analyzes the nature of the changing political relations among the different nations since the pre-World War I period. The emphasis is laid on the study of rise of totalitarian ideologies such as Nazism, Fascism and Militarism and also the transformation of West Asia and Southeast Asia. Through this course, students will examine the political, diplomatic, intellectual, social and economic themes within world history.

**UNIT I:** The First World War: historical background; factors that precipitated; nature and impact – Peace Settlement: Fourteen Points of Woodrow Wilson and Paris Peace Conference – some Issues arising out of the War: quest for security; problem of disarmament; problem of reparation – the Great Depression: causes and consequences.

**UNIT II:** Italy and Germany between the Wars; domestic and foreign affairs – politics and ideologies of Fascism & Nazism – France and Great Britain between the Wars – emergence of America & Soviet Russia as world powers – Civil War in Spain – The Munich Crisis – origin and nature of World War II.

**UNIT III:** Impact of the Peace Pact of 1919 on West Asia; Mandate system in Middle East – rise of Mustafa Kamal Pasha & the modernization of Turkey – Arab nationalism after World War I; role of Saudi Arab – rise of nationalism in Egypt: Anglo-Egyptian relations.

**UNIT IV:** Far East: Japan's Supremacy in East Asia; China after the World War I – Southeast Asia: Colonial rule, growth of Nationalism and Modernization.

### Suggested Readings:

1. Bennis, F. L.: *Europe since 1919*
2. Blanning, T, C. W. (ed.): *The Oxford Illustrated History of Modern Europe*
3. Briggs, A. & P. C.: *Modern Europe, 1789-Present*
4. Bullock, A.: *Hitler – A Study in Tyranny*
5. Carr, E. H.: *International Relations between the Two World Wars, 1919-1939*

6. Chakrabarti, R.: *A History of the Modern World: An Outline*
7. Chickering, R., S. F. & B. Greiner, (eds.): *A World at Total War: Global Conflict and the Politics of Destruction, 1937-1945*
8. Clavin, P.: *The Great Depression in Europe, 1929-1939*
9. Dickinson, Frederick, R., *World War I and the Triumph of a New Japan*
10. Fisher, S. N.: *The Middle East: A History*
11. Gathorne-Hardy, G. M.: *A Short History of International Affairs, 1920-1938*
12. Hall, D. G. E.: *A History of South-East Asia*
13. Hsu, I. C. Y.: *The Rise of Modern China*
14. Joll, J.: *Europe since 1870*
15. Joll, J. & G. M.: *The Origins of the First World War*
16. Keylor, W. R.: *The Twentieth Century World – An International History*
17. Langsam, W. C.: *The World since 1919*
18. Lenczowski, G.: *The Middle East in World Affairs*
19. Nish, I.: *Japanese Foreign Policy in the Interwar Period*
20. Payne, S. G.: *A History of Fascism, 1914-1945*
21. Payne, S. G.: *The Spanish Civil War*
22. Tarling, Nicholas (ed.). *The Cambridge History of Southeast Asia, the Nineteenth and Twentieth Centuries, Volume 2*
23. Taylor, A. J. P.: *The Struggle for Mastery in Europe, 1848-1918*
24. Taylor, A. J. P.: *The Origins of the Second World War*
25. Thomson, D.: *Europe since Napoleon*

## HISE452A0: Environmental History of India in the Anthropocene Age

**Course Outcome:** Teaching Environmental history of India is to introduce to the students the rich research literature on varying works on forest and forest policies, wildlife conservation and conflicts, tribal right and sustenance, the binary discourse of displacement and protests on one hand and development on the other, as also the debates on ecology and equity.

Unit I: The concept of Anthropocene- in Indian Context -Historiography of environmental history- The relationship among environmental history, climate history, animal history and environmental humanities

Unit II: Arrival of the British and cataloguing of landscape and eco-system ii. History of Forest, Water and Wildlife iii. Colonial Deforestation, Timber Trade, Wildlife destruction iv. Making of Gardens: Tea, Jute and Rubber plantation

Unit III: Colonial Policies on Environment: Environmental Change, Famines, and Migration ii. Colonial Flood Control and Disaster management

Unit IV: Colonial Conservation of Ideas on Environment; Indigenous Perception of Environment. ii. Borderland Environment

### Suggested Readings:

1. Chakrabarty, Dipesh, *Climate of History in Planetary Age*, New Delhi, Primus Books.
2. Chakrabarti, Ranjan, *Situating Environmental History*, New Delhi, 2007.
3. Chakrabarti, Ranjan, *Does Environmental History Matter?* Kolkata, 2006
4. Chakrabarti, Ranjan, *Critical Themes in Environmental History of India*, ICHR & Sage, 2021.
5. Damodaran, Vinita, Gender, 'Forests and Famine in 19th-Century Chotanagpur', *Indian Journal of Gender Studies*, Vol. 9, No-2, 2002.
6. Ghosh, Mili, *The Shattered Earth: Histories of Climate, Catastrophe and the Wilderness*, New Delhi: Primus Books, 2024.
7. Gunnell Cederölf, and K Sivaramkrishnan (eds.) *Ecological Nationalism: Nature, Livelihood, and Identities in South Asia*, Permanent Black, New Delhi, 2005.
8. Damodaran, Vinita, Colonial Construction of the 'Tribe' in India: The Case of Chotanagpur, *The Indian Historical Review*, Vol.-XXXIII, 2006.
9. Richard H. Grove, Vinita Damodaran and Satpal Sangwan, (eds.) *Nature and the Orient: An Environmental History of South and South East Asia*, OUP, New Delhi, 1998.
10. Fisher, Michael H., *An Environmental History of India*, CUP, 2018.
11. Iqbal, Iftexhar, *The Bengal Delta: Ecology, State, and Social Change 1840-1943*, Basingstoke: Palgrave

Macmillan, 2010.

12. Jalia, Anu, *Forest of Tigers: People, Politics and Environment in the Sundarbans*, New Delhi, Routledge, 2011.

13. Mahato, Nirmal Kumar, 'Environmental Change and Chronic Famine in Manbhum, Bengal District, 1860-1910', *Global Environment*, 6, 2011.

14. Mahato, Nirmal Kumar, *Sorrow Songs of Woods: Adivasi-Nature Relationship in the Anthropocene in Manbhum*, Primus, New Delhi, 2020.

15. Saikia, Arupjyoti, *Forests and Ecological History of Assam, 1826-2000*, OUP, 2011.

16. Sivaramakrishnan, K., 'A Limited Forest Conservancy in South West Bengal, 1864-1912', *Journal of Asian Studies*, Vol. 56(1), 1997.

17. Sivaramakrishnan, K., Science, 'Environment and Empire History: Comparative Perspectives from Forests in Colonial India,' *Environment and History*, Vol. 14,1, 2008.

18. Rangarajan Mahesh and Sivaramakrishnan, K (ed.) *India's Environmental History: Colonialism, Modernity, and the Nation*, Permanent Black, Ranekhet, 2013.

19. Roy, Anuradha, *Rethinking Human-Animal Relationship: Reading Stories from Bengali Literature*, Primus Books, 2023.

20. Kumar, Deepak, Vinita Damodaran and Rohon D' Souza, (eds), *The British Empire and the Natural World: Environmental Encounters in South Asia*, New Delhi, 2011.

## HISE453A0: Socio-Religious Reform Movements in Colonial India

**Course Outcome:** This Course studies the background, causes, and emergence of different types of social and religious reform movements in India from the early nineteenth to the mid twentieth centuries. It discusses the existence of different religions, issues related to caste, and class in colonial India. On one hand, it studies the revivalist and reformist outlooks among the Indian reformers, while on the other, it looks at the colonial intervention in issues of reforms. An important aspect of this Course is that it traces the path of some of the significant social and religious reforms of the time from its inception to the Act.

UNIT I: Orientalists, Utilitarians and the Bengal Renaissance – debates on 'Renaissance,' reform and social Change – the evolution of socio-religious reform movements – the difference between social and religious movements – the debate over strategies - Vidyasagar and Rammohan Roy.

UNIT II: Reform or Revival – definitions and debates – Hindu shastras and social reform – religion as the basis of social reform – Hindu- Brahmo relations – Prarthana Samaj and Arya Samaj - Vedanta and revitalization of

Indian life: Ramkrishna, Vivekananda and the Ramkrishna Mission - response to the movement in press and literature: a review of the work of Bhudeb Mukhopadhyay, Bankim Chandra Chattopadhyay, Nabin Chandra Sen, and Akshay Chandra UNIT III: Nationalism, modernity, and Muslim identity in India before 1947: Islamic reformers and their movements in India - educational movements, faith, and revival movements – Syed Ahmed Khan and the Aligarh Movement, Wahabi Movement, Deoband Movement.

UNIT IV: Muslim women, reform and patronage: a study of Nawab Sultan Jahan Begam of Bhopal – issues on caste and education: Begam Rokeya Sakhawat Hossein and Sarala Debi – issues on widow remarriage and Sati – orthodox Hinduism and the Age of Consent Bill.

### Suggested Readings

1. Ahmad, Q.: *The Wahabi Movement in India*.
2. Ahmed, F. A. S.: *Social Ideas and Social Change in Bengal, 1818 – 1835*.
3. Ghai, K. R.: *Suddhi Movement in India*.
4. O’Hanlon, R.: *Caste, Conflict and Ideology*.
5. Heimsath, H. C.: *Indian Nationalism and Hindu Social Reform*.
6. Hurley, L. S.: *Muslim Women, Reform and Princely Patronage Nawab Sultan Jahan Begum of Bhopal*.
7. Jaffrelot, C.: *The Hindu Nationalist Movement and Indian Politics: 1925 to the 1990s*.
8. Jones, W. K.: *The New Cambridge History of India Socio-Religious Reform Movements in British India*.
9. Kopf, D. and Joarder, S.: (eds.) *Reflections on the Bengal Renaissance*.
10. Kopf, D.: *British Orientalism and the Bengal Renaissance: The Dynamics of Indian Modernization 1773 – 1835*.
11. Kopf, D.: *The Brahma Samaj and the Shaping of the Modern Indian Mind*.
12. Metcalf, D. B.: *Islamic Contestations Essays on Muslims in Indian and Pakistan*.

13. Metcalf, D. B.: *Islamic Revival in British India: Deoband 1860 – 1900*.
14. Mullatti, L.: *The Bhakti Movement and the Status of Women*.  
Nizami, A. T.: *Muslim Political Thought and Activity in India during the First Half of the 19th Century*.
15. Reetz, D.: *Islam in the Public Sphere Religious Groups in India 1900 – 1947*.
16. Sarkar, S.: *Bibliographical Survey of Social Reform Movements in the Eighteenth and Nineteenth Centuries*.
17. Sarkar, S.: *On Bengal Renaissance*.
18. Sarkar, T.: *Hindu Wife, Hindu Nation Community, Religion and Cultural Nationalism*.
19. Sarkar, T.: *Rebels, Wives, Saints Designing Selves and Nations in Colonial Times*.
20. Sen, P. A.: *Explorations in Modern Bengal c.1800 – 1900 Essays on Religion, History and Culture*.
21. Sen, P. A.: *Social and Religious Reform. The Hindus of British India*.
22. Sen, P. S. (ed.): *Social and Religious Reform Movements in the Nineteenth and Twentieth Centuries*.
23. Sharma, K.: *Bhakti and the Bhakti Movement: A New Perspective*

### **HISE453BO: Culture in Bengal, 19<sup>th</sup>& 20<sup>th</sup> Centuries**

**Course Outcome:** This course deals with the intellectually stimulating concept of popular culture that pervades the syllabuses of the social sciences and the humanities nowadays. The close relation of society and culture goes without saying; however, industrialization, urbanization, post-World War II Americanism, mass consumerism and so on have irrevocably changed the traditional cultural landscape and ushered in a distinct ‘popular’ culture. And, while this process began first in the West, colonial rule, globalization, and a greater impact of such forces as the market and the media have made possible the proliferation of a popular culture in India too. A reading of the course ought to enable students to identify

‘popular’ aspects contemporary Bengali culture, the situation and the forces that brought them about, and their impact upon society at large.

Unit I: Defining culture: the relationship between society and culture; elements of power and contestation – traditional cultural landscape; elite, mass, and folk cultures – religious, tribal, class, gender, and regional cultural distinctions – the making of a ‘new’ ‘Bengali’ culture in colonial times and a ‘popular’ culture recently – political, social, and economic ideals, thought, and agenda in modern Bengal.

Unit II: Festivities: traditional Bengali social and religious rites among various communities – emergence of modern festivals like the Baaroyaari Durga puja – modern social festivals like book fairs, literary fests, celebration of birthdays of eminent personalities like Rabindranath Tagore and Subhas Chandra Bose.

Unit III: Performing arts, literature, entertainment, and public opinion: traditional Bengali performing arts like the Jatra – the modern theatre, films, radio and television – music, Rabindra Sangit, Bangla Band, etc. – the evolution of a modern Bengali language, literature, and reading culture – news media, public opinion, political culture.

Unit IV: Culinary, sartorial, and physical culture: traditional Bengali food, and feasts and fasts; the modern emphasis on nutrition, health, and a ‘national’ cuisine – the evolution of a regional attire in Bengal and the modern way of ‘respectable’ dressing – the culture of the akhra, Bratachari movement, football, cricket and so on.

### **Suggested Readings:**

1. Anisuzzaman: *Muslim- manas o Bangla Sahitya*. Dhaka, 2012
2. Bandyopadhyay, Kausik: *Scoring Off the Field*. Delhi, 2016
3. Banerjee, Himani: *Inventing Subjects*. London, 2002
4. Banerjee, Sumanta: *The Parlour and the Streets*. Calcutta, 1989
5. Baumer, Rachel M. (ed.): *Aspects of Bengali History and Society*. New Delhi, 1976

6. Bhatia, Nandi (ed.): *Modern Indian Theatre*. New Delhi, 2009
7. Bhattacharya, Sabyasachi: *The Defining Moments of Bengal*. New Delhi, 2014
8. Bhattacharya, Tithi: *The Sentinels of Culture*. Recherche, 2005
9. Biswas, Adrish and Acharya, Anil (eds.): *BangalirBattala*. Calcutta, 2013
10. Chaudhuri, Sukanta (ed.): *Calcutta. The Living City*. 2 volumes. Calcutta, 1990
11. Chatterjee, Partha et al. (eds), *New Cultural Histories of India*, New Delhi, 2014
12. Freedman, Paul, Chaplin, Joyce E. and Albala, Ken (eds.): *Food in Time and Place. AHA Companion to Food History*. Oakland, 2014
13. Ghosh, Anindita: *Power in Print*. New Delhi, 2006
14. Ghosh, Benoy: *BanglarLokosamskrtirSamajtattva*. Calcutta, 1979
15. Ghosh, Benoy: *Paschimbanger Samskrti*. Calcutta, 1950
16. Gohain, Hiren: *The Idea of Popular Culture in the Early Nineteenth Century Bengal*. Calcutta, 1991
17. Gooptu, Sarmistha: *Bengali Cinema*. New Delhi, 2010
18. Guha-Thakurta, Tapati: *In the Name of the Goddess*. Delhi, 2015
19. Hunt Lyn (ed.). *The New Cultural History*, Barkley, 1989
20. Lal, Ananda: *The Oxford Companion to Indian Theatre*. Calcutta, 2004
21. Murshid, Ghulam: *Hajar Bachharer Bangali Samskrti*. Dhaka. 2005
22. Nicholas, Ralph W.: *Thirteen Festivals*. Delhi, 2016
23. Ray, Niharranjan: *BangalirItihas. Adiparba*. Calcutta, 2009
24. Ray, Rajat K: *Exploring Emotional History*. Delhi, 2007

25. Roychaudhuri, Tapan: *Bengal under Akbar and Jehangir*. Delhi, 1969
26. Roychaudhuri, Tapan: *Perceptions, Emotions, Sensibilities*. New Delhi, 2005
27. Roychaudhuri, Tapan: *PrabandhaSangraha*. Calcutta, 2009
28. Sanyal, Hiteshranjan: *BanglarKirtanerItihas*. Calcutta, 1989
29. Sen, Kshitimohan: *Hinduism*. Delhi, reprint, 2005
30. Sen, Prabodhchandra: *BanglarItihas Sadhana*. Calcutta, reprint, 1997
31. Som, Reba: *Rabindranath Tagore*. Gurgaon, 2017
32. Storey, John: *Cultural Theory and Popular Culture. An Introduction*. 5th edition, Harlow, 2009
33. Tagore, Rabindranath: *Shiksha*, Calcutta, 1908
34. Taylor Sen, Colleen: *Feasts and Fasts. A History of Food in India*. London, 2015

## HISE454A0: **Military History of India**

**Course Outcome:** This course covers all major aspects of the military history of India, including the organizational and operational aspects. It examines the role of the military from ancient times to the getting of India's independence. The course enables the students to gain insight into ancient Indian military and strategic thought, including Kautilya's *Artha shastra*, the Mandala theory, and the six-fold policy. The course analyses key battles, such as the Battle of Hydaspes, Tarain, and Panipat, and various colonial-era engagements, understanding the factors leading to victory or defeat, which helps the students to have a diverse range of knowledge that will make them updated too for various defence-related jobs. This course will help the students to opt for Indian military service through UPSC.

**UNIT I:** Definition and Historiography of the Indian Military History – Military organization and the art of warfare of the Vedic, Epic and Puranic period – Comparative study of Indo-Greek art of warfare and Military organization with special reference to Alexander’s invasion of India and the battle of Hydaspes (326 B.C.) – Kautilya's Philosophy of war – Military Organization / System of the Mauryas, Guptas, Chalukyas, and Harsh Bardhan – The battle of Somnath (1025 A.D.) and the fall of the Hindu Military System.

**UNIT II:** Rajput Military organization / System and the mode of fighting with reference to the first and Second battle of Tarain – Campaigns of Alauddin Khilji: Mongol invasions – Babar’s invasion of India: Introduction of new elements in the art of fighting with particular references to the first battle of Panipat and the battle of Kanwah – Sher Shah's battles with Humayun – Military Organization of the Mughal Army under Akbar – The second battle of Panipat and the Battle of Haldighat, Central Asian campaign of Shajahan and the Military Organization of Aurangzeb – The causes of the decline of Mughal Military System

**UNIT III:** The Maratha and the Sikh Military System: Military organization of the Marathas under Shivaji, causes of the downfall of the Marathas, Rise of Sikhism and its philosophy – Sikh military under Guru Govind Singh and Maharaja Ranjeet Singh, Anglo-Sikh wars, Causes of the decline of the Sikh Military System

**UNIT IV:** The Military organization of the East India Company – The battle of Plassey, the battle of Buxar – The British Military operations in the eighteenth and nineteenth century: Anglo-Mysore wars, Anglo-Maratha wars – 1857 Indian Mutiny: reorganization and reforms of Army in India under the British Crown – Rise of the Presidency Armies, Indianization of the Army – Indian Army in World War I and World War II – INA and Netaji Subhas Chandra Bose – Indian Naval Mutiny – Division of the armed forces between India and Pakistan – Nationalization of the Army.

**Suggested Readings:**

1. J. N. Sarkar, *Military History of India*, Bombay: Orient Longmans, 1960.
2. S. G. Singh, *A Military History of Ancient India*, New Delhi: Vision Books, 2000.
3. P. C. Chakravarti, *The Art of War in Ancient India*, New Delhi: Low Price Publication, 1941.

4. P. Sensarma, *Military Wisdom in the Puranas*, Calcutt: Darbari, 1979.
5. S. Gordon, *Military system of Marathas 1600-1818*, London: Cambridge University Press, 1993.
6. K. Roy, *The Armed Forces of Independent India*, New Delhi: Manohar Publishers and Distributors, 2010.
7. K. Roy, *Military Manpower, Armies and Warfare in South Asia*, London: Routledge, 2015.
8. S. N. Sen, *Administrative System of the Marathas*, New Delhi: Indian Books, 2002.
9. J. N. Sarkar, *Shivaji and His Times*, New Delhi: Orient Longman, 1973.
10. B. N. Majumdar, *Study of Indian Military History*, University of Michigan: Army Educational Stores, 1963.
11. B. N. Majumdar, *Military System of The Sikhs*, New Delhi: Army Educational Store, 1965.
12. F. S. Bajwa, *Military System of the Sikhs during 1799-1849*, Delhi: Motilal Banarsidass, 1964.
13. G. S. Sandhu, *A Military History of Ancient India*, New Delhi: Vision Books, 2000.
14. J. F. C. Fuller, *Generalship of Alexander the Great*, London: Eyre and Spottiswoode Pub., 1958.
15. J. Manohar, *The Art of War in Medieval India*, New Delhi: Munshiram Manohar Lal Pub., 1984.
16. J. D. Grant, *History of Marathas*, New Delhi: Associate Publishing House, 1971.
17. K. P. Kangley, *Kautilya's Arthasastra*, Part I, Bombay: University of Bombay, 1972.
18. K. K. Thapiyal, S. N. Misra, *Select Battles in Indian History: From Earliest Times To 2000 A.D.*, Vol. I & II, Delhi: Agam Kala Prakashan, 2002.
19. M. B. Deopujari, *Shivaji and the Maratha Art of War*, Nagpur: Vidarbha Samshodan Mandal, 1973.
20. P. Jackson, *Delhi Sultanate: A Political and Military History*, UK: Cambridge University Press, 2003.
21. R. Nath, *Military Leadership in India: Vedic period to Indo-Pak Wars*, New Delhi:

Lancer Publication, 1990.

22. S. T. Das, *Indian Military- Its History & Development*, Delhi: Sagar Publications, 1969.

23. S. D. Singh, *Ancient Indian Warfare: With Special Reference to the Vedic Period*, Leiden: Brill, 1965.

## SEM-II

### HISE454B0: POLITICS AND SOCIETY IN POST-PARTITION BENGAL

**Course Outcome:** This course aims to enable students of History to gain a deep understanding of the political and social changes in Bengal after the partition of 1947. By the end of the course, students will learn the necessary methodology to engage critically with Partition historiography. Through this course, they will attain the essential academic dexterity to assess the long-term effects of post-partition migration, refugee rehabilitation, and resettlement on the region. They will also learn how freedom and Partition altered the economic life, electoral politics, and communal relations of this region. At the end of this course, students are expected to develop critical ability to interpret changing views of caste, gender, and ethnicity in post-Partition Bengal. They will critically examine the political visibility of marginalized communities, the Naxalite movement, the Emergency, and the effects of the Bangladesh War on regional politics. By engaging with civil society, protest literature, media, student movements, and mass politics, students will learn how to place post-Partition Bengal within the larger context of post-colonial Indian history.

Lectures: 50

Unit I: a) Partition historiography; Impact of the Partition-- creation of borderlands-- migration of population, refugee rehabilitation and resettlement b) The Business world and partition: Hindu and Muslim perspectives—the arrival of freedom and the election of 1952

Unit II: Political Transformations in a ‘Problem Province’--- Bidhan Chandra Roy and the reconstruction of West Bengal; The rise of the opposition in West Bengal-- different implications---Rise and growth of leftist politics— Major Governmental Policies on Agriculture(Operation Barga). Communism in the refugee city-- the rise of the Hindu Right.

Unit III: Changing perceptions about caste and ethnic politics---rise of the Marginal

communities—trans-gender communities, refugees and minorities; Different dimensions of the Naxalite Movement---Emergency and the transition in West Bengal politics; The Bangladesh War and its impact.

Unit IV: From ‘Party Society’ to ‘Peoples Society’---Different dimensions of agitations; the Civil Society in Post-colonial Bengal—public intellectuals; Rise of a new genre of ‘protest literature’—little magazine movements; Press and Media.the nature of the students’ movements in West Bengal---Challenges and limitations of Leftist politics—the shifting patterns of ‘mass’ politics.

Suggested Reading:

1. Bandyopadhyay, Sekhar (ed), *Bengal: Rethinking History. Essays in Historiography*, New Delhi, Monohar, 2001  
---Caste, Culture, and Hegemony: Social Dominance in Colonial Bengal, New Delhi, Sage, 2004
2. Butalia, U, *The Other Side of Violence: Voices from the Partition of India*, Delhi, Penguin, 1998.
3. Chakrabourty, B, *The Partition of Bengal and Assam, 1932-47*, Routledge, London, 2004
4. Chakrabourty, S, *With Dr B.C Roy and Other Chief Ministers*, Calcutta, Benson’s, 1974
5. Chandra, B, Mukherjee,M. and Mukherjee, A. *Indian After Independence, 1947-2000*, New Delhi, Penguin, 1999
6. Chatterjee, Joya, *The Spoils of Partition: Bengal and India, 1947-1967*,Cambridge University Press, 2007
7. Duara, P. *Decolonization, Perspectives from Now and Then*, London, Routledge, 2004
8. Ghosh, G.K. and Sukla Ghosh, *Legends of Origin of the Castes and Tribes of Eastern India*, Calcutta, Firm KLM, Pvt. Ltd., 2000.
9. Jaffrelot, Christophe, *India’s Silent Revolution: Rise of the Low Castes in North India Politics*, Delhi, Permanent Black, 2003.

10. Karkhanis, S. *Indian Politics and the Role of the State*, New Delhi, Vikas, 1981
11. Mallik, Ross, *Development, Ethnicity and Human Rights in South Asia*, New Delhi, 1998.
12. Masani, M.R., *The Communist Party of India: A Short History*, London, 1954
13. Mendelsohn, Oliver, and Marika Vicziany, *The Untouchables: Subordination, Poverty and the State in Modern India (Contemporary South Asia)*, Cambridge University Press, 1998.
14. Oberoi P, *Exile and Belonging, Refugees and State Policy in South Asia*, New Delhi, OUP, 2006
15. Ray, R, *The Naxalites and Their Ideology*, Delhi, OUP, 1998
16. Samadda, P. *Reflection on Partition in the East*, New Delhi, Vikas, 1997
17. Sengupta, N, *Bengal Divided: The Unmaking of a Nation, 1905-1971*, New Delhi, Penguin, 2007
18. Sengupta P, *The Congress Party in West Bengal, A Study of Factionalism, 1947-86*, Calcutta, Minerva Associates, 1988
19. Van Schendel, W. *The Bengal Borderland, Beyond State and Nation in South Asia*, London, Anthem, 2005
20. Weiner, M, *Party Politics in India: The Development of a Multi Party System*, PUP, 1957

## SEM-II

### HISC455X0:: SOUTH WEST BENGAL - 19TH AND 20TH CENTURIES

Lectures: 50

**Course Outcome:** The course provides a basic understanding of regional history of South-West Bengal during the colonial period, especially of 19th and 20th centuries. Crucial aspects of this region with detailed analysis are dealt with. It aims at developing comprehensive knowledge of regional political, economic, social, cultural and environmental aspects with varied local dimensions. Emphasis is laid on

promoting critical approach among the students to the study of South-West Bengal, which also enables them to proceed towards further research works on this particular region.

UNITI: South-West Bengal in Colonial period: impact of western education and ideas–growth of western educated local intelligentsia– new educational institutions and response of indigenous elites – emergence of modern professions – social consequences of westernization – newspapers and periodical journals.

UNITII: Emergence of modern politics– rise of local leadership–Swadeshi militant nationalism– Non-Cooperation mobilization–Civil Disobedience Movement – second phase of the revolutionary politics – Quit India movement.

UNITIII: Emergence of left-wing politics condition of the working class and peasants; their mobilization–students’ response to radicalism.

UNITIV: Condition of women, tribes and castes– Utkal Brahmins of Midnapur–ecology and environment; natural disasters; the Famine of 1943 and its impact on local society.

### **Suggested Reading:**

1. Hunter, W. W.: *A Statistical Account of Bengal (volume 3)*
2. Hunter, W. W.: *Annals of Rural Bengal*
3. O’Malley, L. S. S.: *Bengal District Gazetteer, Midnapore.*
4. Price, J. C.: *Notes on the History of Midnapore*
5. Majumdar, R. C.: *History of the Freedom Movement in India (Volumes 1 & 2)*
6. Samanta, A. (ed.): *Terrorism in Bengal (6 volumes)*
7. Chatterjee, P. K. (ed.): *Midnapore’s Tryst with Struggle*
8. Das, B. S.: *Changing Profile in Frontier Bengal*
9. Barui, B. C.: *Salt Industry in Bengal*

10. Chakraborty, B.: Local Politics and Indian Nationalism, Midnapur, 1919 – 1944
11. Panda, C.: *Decline of the Bengal Zamindars*
12. Risley, H. H.: *The Tribes and Castes in Bengal (Volumes 1 & 2)*
13. Greenough, P.: *Prosperity and Misery in Modern Bengal – The Famine of 1943 – 1944*
14. Bhowmick, S. P.: *History of the Bengal Nagpur Railway Working Class Movement with special reference to Kharagpur*
15. Pal, R.: *Women of Midnapore in Indian Freedom Struggle*
16. Sanyal, H. R.: *Swarajer Pathe*
17. Basu, J. C.: *MedinipurerItihas*
18. Chaudhuri, R. M.: *BankurajanerItihas Sanskriti*
19. Roy, P. & Das, B. S. (eds.): *Medinipur: Itihas O SanskritirBibartan*, Volumes 1-5
20. Bhattacharyya, T.: *Medinipur, Bankura, Purulia* (3 books)
21. Bhowmick, S. P.: *History of the Bengal Nagpur Railway Working Class Movement with special reference to Kharagpur*
22. Pal, R.: *Women of Midnapore in Indian Freedom Struggle*
23. Sanyal, H. R.: *Swarajer Pathe*
24. Basu, J. C.: *MedinipurerItihas*
25. Chaudhuri, R. M.: *BankurajanerItihas Sanskriti*
26. Roy, P. & Das, B. S. (eds.): *Medinipur: Itihas O SanskritirBibartan*, Volumes 1-5
27. Bhattacharyya, T.: *Medinipur, Bankura, Purulia* (3 books)

## Sem -II

### HISC456X9: Field Visit

Marks – 25, Credit – 2

(20 Marks for Field visit and 05 Marks for Report writing)

**Course Outcome:** This paper aims to familiarize students with research beyond traditional classroom settings by encouraging visits to historical sites and communities. This methodology enables students to collect data through direct observation and interaction. Students and researchers will gain hands-on experience, deepening their understanding of historical contexts. The approach adopts a mixed-method perspective, drawing insights from archaeology, anthropology, and geography to provide a comprehensive view of history.

Visits to places, such as historical sites like Karnagarh, Gopegarh and other villages related to historical research are contemplated.

## SEMESTER III

### HISC502X0: INDUSTRIAL REVOLUTION: THE ENGLISH EXPERIENCE

Lectures: 50

**Course Outcome:** This course details the nature of the First Industrial Revolution. It provides a strong knowledge of the historical debates relating to the revolution and evaluates the changes in the fields of socio-economic life, technology and government institutions. A reading of the Industrial Revolution is essential for students of world history, as well as for those seeking to know more about the global implications of the socio-economic events of modern times.

UNIT I:- Defining the Industrial Revolution– validity of the concept of ‘Industrial Revolution’– why did the Industrial Revolution first occur in England? – Chronology of the British Industrial Revolution.

UNIT II: Demographic Revolution – Agricultural Revolution; Enclosures in Britain – Commercial Revolution - Transport Revolution.

UNIT III: England: The 18<sup>th</sup> century background –the adoption of Free Trade–role played by labor, capital, banks, and government–the role of technology and science in the Industrial Revolution – the concept of a leading sector – Cotton Industry & Iron Industry.

UNIT IV: Legislation and human dimensions–changes in the occupational structure–conditions of work– social attitude–women and child labour – Factory Acts – labour organizations – standards of living.

Suggested Reading:

1. Ashton, T. S.: *Iron and Steel in the Industrial Revolution*
2. Bhattacharya, H.: *Britaine Shipabiplab O Tarpar*

3. Chambers, J. D. and Mingay, G. E.: *The Agricultural Revolution, 1750-1880*
4. Chapman, S. D.: *The Cotton Industry in the Industrial Revolution*
5. Cipolla, Carlo M.: *The Industrial Revolution, 1700-1914 (The Fontana Economic History of Europe.)*
6. Clapham, J. H.: *An Economic History of Modern Britain (Volume 1)*
7. Deane, P.: *The First Industrial Revolution*
8. Deane, P. & Cole, W. A.: *British Economic Growth, 1688-1959*
9. Flinn, M. W.: *Origins of the Industrial Revolution*
10. Habakkuk, H. J.: *Population Growth and Economic Development since 1750*
11. Habakkuk, H. J. and M. M. Postan, (eds.): *The Cambridge Economic History of Europe (Volume 6)*
11. Hammond, J. L., and B.: *The Village Labourer, 1760-1832.*
12. Hartwell, R. M. (ed.): *The Causes of the Industrial Revolution in England*
13. Hobsbawm, E. J.: *Industry and Empire: From 1750 to the Present Day*
14. Hyde, C. K.: *Technological Change in the British Iron Industry, 1700-1870*
15. Jackman, W. T.: *The Development of Transportation in Modern England*
16. Landes, D.: *Unbound Prometheus: Technological Change and Industrial Development in Western Europe from 1750*
17. Mantoux, Paul: *The Industrial Revolution in the Eighteenth Century*
18. Mathias, P.: *The First Industrial Nation: The Economic History of Britain, 1700-1914*
19. Mingay, G. E.: *Enclosure and the Small Farmer in the Age of the Industrial Revolution*
20. Nef, J.: 'The Progress of Technology and the Growth of Large-scale Industry in Great Britain, 1540-1640.'. Reprinted in Carus- Wilson (ed.): *Essays in Economic History (Volume 1)*
21. Rostow, W. W.: *The Stages of Economic Growth*

22. Schumpeter, E. B.: *English Overseas Trade Statistics*, 1697-1808
23. Taylor, A. J.: *Laissez-faire and State Intervention in Nineteenth-century Britain*
24. Thompson, E.: *The Making of the English Working Class*

## **HISC503X: A BRIEF INTRODUCTION TO THE HISTORY OF MEDICINE**

### Lecture 50

**Course Outcome:** This Course intends to provide an overview on history of medicine as a discipline by stating how society, economics, politics, history, law, medicine, and culture shape the definition of the history of medicine. It defines the relevance of the history of medicine as a discipline, and the methods of researching in the history of medicine. It then discusses the three medical systems prevalent in India: Ayurveda, Unani and Siddha, along with the origin of the Western medical system. It discusses the historical, social, and cultural perspectives of understanding a disease. The Course ends with a discussion on therapeutics, particularly on the usage and application of drugs as a treatment and the emergence of the history of pharmacy as a separate area of research within the history of medicine.

**UNIT I:** Antiquity to Classical Era 1000 BC to 800 CE: Ayurveda; Greek Medicine; Roman Medicine; Chinese Medicine

**UNIT II:** Middle Ages: 800 CE – 1500 CE: Arab Islamic Medical Tradition; Debates in Ayurveda and Unani; Renaissance Medicine; Islam and Medicine

**UNIT III:** Modern Times: 1500 CE – 1900 CE: Medicine in the Age of Enlightenment; Diseases and Trade Routes; Imperialism and Medicine

**UNIT IV:** Twentieth Century: 1900 CE – 2000 CE: Public Health; War and Medicine; Drugs and Pharmaceutical Companies

### **Suggested Readings:**

1. M S Valiathan, *The Legacy of Caraka*. Hyderabad: Orient Longman, 2003
2. M S Valiathan, *The Legacy of Susruta*. Hyderabad: Orient Blackswan, 2007
3. Vivian Nutton, *Ancient Medicine*. Oxon: Routledge, 2004

4. Maarten Bode, *Taking Traditional Knowledge to the Market: The Modern Image of the Ayurvedic and Unani Industry 1980 – 2000*. Hyderabad: Orient Longman, 2008
5. Anna Winterbottom & Facil Tesfaye (eds), *Histories of Medicine and Healing in the Indian Ocean World* Vols. 1 & 2. UK: Palgrave Macmillan, 2016
6. W F Bynum & Roy Porter (eds) *William Hunter and the Eighteenth-Century Medical World*
7. Roy Porter, *The Cambridge History of Medicine*
8. Harold J Cook, *Matters of Exchange: Commerce: Medicine and Science in the Age of Empire*. Hyderabad: Orient Longman, 2008
9. Mark Harrison, Margaret Jones, and Helen Sweet (eds) *From Western Medicine to Global Medicine*. New Delhi: Orient Blackswan, 2009
10. Pratik Chakrabarti, *Materials and Medicine: Trade, Conquest and Therapeutics in the Eighteenth Century*. Manchester: Manchester University Press, 2010.
11. Richard Taylor, 'Medical Imperialism'. In: *Medicine Out of Control*. Palgrave, London, 1979
12. Schreier, H. & Berger, L, 'On medical imperialism', *Lancet*, 1:1161, 1974
13. Roger Cooter and John Pickstone (eds), *Companion to Medicine in the Twentieth Century*. London & New York: Routledge, 2003
14. Jeremy A Greene, *Prescribing by Numbers: Drugs and the Definition of Disease*. Baltimore: Johns Hopkins University Press, 2007
15. Jeremy A Greene, *Generic: The Unbranding of Modern Medicine*. Baltimore: Johns Hopkins University Press, 2014

### SEM- III

#### **HISE504A0: SOCIAL HISTORY OF COLONIAL INDIA**

Lectures: 50

**Course Outcome:** This course deals with the relatively new and intellectually demanding sub-discipline of Social History. It discusses in detail certain crucial aspects of Indian society during British rule, viz., caste,

tribe, labour, family, and urbanization and urbanism. A certain degree of continuity, despite changes, characterized Indian society up to the 18th century; thereafter, western colonial rule ushered in new era with revenue extraction measures, domination in trade, technological innovations, and the rule of law – all which could not but impact upon, and bring about changes in, Indian society as well. A reading of the course ought to enable students to know the basic features of Indian society, the impact of colonial rule upon them, and how it continues to impinge upon contemporary life in India.

UNIT I: A changing discipline: what is social history: ‘From Social History to History of Society’ and beyond; the post-modern challenge; from social history to cultural history – Orientalist, Utilitarian, and Nationalist perceptions of Indian society – a brief overview of aspects of post-colonial Indian society.

UNIT II: Communities in society: Caste: traditional features; colonial sociology and new mobility movements; lower caste aspirations and the national movement – Labour: consciousness, conditions of work, and the making of a working class; capital and labour; organization and protest; labour and the national movement – the new Hindu and Muslim middle class: emergence, composition, professions, aspirations, contradictions, lifestyle; the concept of thebhadrak/ Bhadra Mahila.

UNIT III: Family and childhood: a brief discussion on patriarchy and gender; traditional society, kinship, and family structure and household functions; changes in structure and norms during colonial rule – traditional ideas of childhood and attitude towards children; a ‘new’ idea of childhood and experience of childhood in the colonial period; traditional and modern children’s literature.

UNIT IV: The city and its inhabitants: traditional cities; urbanization and urbanism in colonial India; the metropolises and the mofussils – emergence of a new middle class; other classes in the city; their attributes and sensibilities, and relations – different aspects of elite and popular culture in the city.

#### Suggested Readings:

1. Bandyopadhyay, Sekhar (ed.): *Rethinking History*. Delhi, 2001
2. Bandyopadhyay, Sekhar: *Caste, Politics and the Raj*. Calcutta, 1990

3. Bandyopadhyay, Sekhar and Dasgupta, Abhijit (eds.): *Jati, Barna o Bangali Samaj*. Calcutta, 1998
4. Banerjee, Sumanta: *The Parlour and the Streets*. Calcutta, 1989
5. Banga, Indu: *The City in Indian History*. Delhi, 2005
6. Baumer, Rachel M. (ed.): *Aspects of Bengali History and Society*. New Delhi, 1976
7. Bayly, Susan: *Caste, Society, and Politics in India*. Cambridge, 1999
8. Burke, Peter: *History and Social Theory*. Ithaca, 1992
9. Chakrabarty, Dipesh: *Rethinking Working-Class History*. Princeton, 2000
10. Chatterjee, Indrani: *Unfamiliar Relations*. Delhi, 2004
11. Chatterjee, Partha: *The Nation and its Fragments*. Delhi, 1995
12. Dasgupta, Uma: *Rise of an Indian Public*. Calcutta, 1997
13. Dass, Manishita: *Outside the Lettered City*. New York, 2015
14. Dube Chatterjee, Ishita (ed.): *Caste in History*. Delhi, 2008
15. Forbes, Geraldine: *Women in Modern India*. Cambridge, 1996
16. Joshi, Sanjay (ed.): *The Middle Class in Colonial India*. Delhi, 2010
17. Kakar, Sudhir: *The Inner World*. Delhi, 1978
18. Macrauld, Donald M. and Taylor, Avram: *Social Theory and Social History*, New York, 2016
19. Murshid, Golam: *Hajar Bachharer Bangali Samskrti*. Dhaka, 2006
20. Ray, Niharranjan: *BangalirItihas. Adi Parva*. Calcutta, 2009
21. Roychaudhuri, Tapan: *Bengal under Akbar and Jehangir*. Delhi, 1969
22. Roychaudhuri, Tapan: *Perceptions, Emotions, Sensibilities*. New Delhi, 2005

23. Roychaudhuri, Tapan: *PrabandhaSangraha*. Calcutta, 2009
24. Sabyasachi Bhattacharya (ed.): *Approaches to History*. Delhi, 2011
25. Sanyal, Hiteshranjan: *Social Mobility in Bengal*. Calcutta, 1981
26. Sarkar, Sumit: *Modern Times*. Ranikhet, 2014
27. Sarkar, Sumit: *Writing Social History*. Delhi, 1997
28. Schendel, Willem van and Ball, Elen (ed.): *BanglarBahujati*. Calcutta, 1998
29. Sen, Prabodhchandra: *BanglarItihas-sadhana*. Calcutta, 1953
30. Stone, Lawrence: *The Past and Present Revisited*. London 1987
31. Walsh, Judith: *Growing up in British India*. Teaneck, 1993.

### **SEM- III**

#### **HISE503B0: RELIGION AND ECOLOGY IN EARLY INDIA**

Lectures 50

#### **Course Outcome:**

This course focuses on the relationship between religions and ecology in historical perspective. The students will learn about how religious beliefs are intimately connected with local ecology. They will also learn about the role of religious traditions in growing environmental awareness. This course will further focus on the indigenous ecological knowledge, their eco-cosmology and interpretation of their traditions regarding modern environmental issues. This field of religion and ecology is actually a part of the emerging field of environmental humanities.

Unit-I: Ecology, Religion, Sources and methodology; Ecology and Hindu Religious tradition  
Hindu worldview on Nature; Aspects of Nature in Hindu Tradition- Mother Earth in Hindu  
Culture- Forests in Classical Texts; Classical Paradigms of Kings as Protectors of the Earth-  
Environmental Management during the Age of Empires (500 BC-AD 300)

Unit-II; Ecology and Buddhist Traditions: The Concept of Buddhist Ecology-Buddhist  
Environmentalism

Unit-III; Ecology and Jainism; Ecology and Jain Worldview; Jain Environmental Ethics; Teachings of Tirthankara Mahavir on Ecology and Environment

Unit-IV: Ecology and Tribal/ Adivasi Religious Practices; Adivasi Worldview about nature; Adi Dharam: a way of life based on entangled life of nature, ancestor and human, and a symbiosis between human, plants and animal kingdom; Environmental Ethics of the Adivasis

### Suggested Readings:

1. Abraham, Ralph. "Orphism: The Ancient Roots of Green Buddhism." In *Dharma Gaia: A Harvest of Essays in Buddhism and Ecology*, ed. Allan Hunt Badiner, 39–49. Berkeley, Calif.: Parallax Press, 1990.
2. Badiner, Allan Hunt, ed. *Dharma Gaia: A Harvest of Essays in Buddhism and Ecology*. Berkeley, Calif.: Parallax Press, 1990.
3. Balsys, Bodo. *Ahimsa: Buddhism and the Vegetarian Ideal*. New Delhi: MunshiramManoharlal Publications, 2004.
4. Batchelor, Martine and Kerry Brown, eds., *Buddhism and Ecology*, London: Cassell, 1992.
5. Bhowmik, Shruhid Kumar, *Aranyak Darshan o SaotaliEsoponishad, Mechheda*: Marangburu Press, 1991.
6. Bilimoria, Purushottama. "Buddha, fifth century BCE." In *Fifty Key Thinkers on the Environment*, ed. Joy A. Palmer, 1-7. New York: Routledge, 2001.
7. Brown, Brian Edward. "Toward a Buddhist Ecological Cosmology," in *Worldviews and Ecology: Religion, Philosophy, and the Environment*, edited by Mary Evelyn Tucker and John A. Grim, 124-37. Maryknoll, NY: Orbis Books, 1994.
8. Chapple, Christopher Key, *Jainism and Ecology: Non-Violence in the Web of Life*, Delhi: Motilal Banarsidass Publishers Pvt. Ltd., 2006.
9. Chapple, Christopher Key, *Hinduism and Ecology: The Intersection of Earth, Sky and Water*, Havard: Havard University Press, 2000
10. Chakrabarti, Ranjan, *Critical Themes in Environmental History of India*, Sage & ICHR, 2020
11. Dwivedi, O. P., and B. N. Tiwari. *Environmental Crisis and Hindu Religion*. New Delhi: Gitanjali, 1987

12. Hembrom, Ruby, *We come from the Geese*, Kolkata: Adivani, 2013.
13. Ives, Christopher, “Buddhism: A Mixed Dharmic Bag: Debates about Buddhism and Ecology” in Willis J. Jenkins, Mary Evelyn Tucker, John Grim, eds., *Routledge Handbook of Religion and Ecology*, Routledge, 2017.
14. Munda, Ram Dayal, *Adi-dharam. Religious beliefs of the Adivasis of India*, Kolkata: Adivani, 2014.
15. Padmaja Sen, Padmaja, *Changing Tribal Life: A Socio-Ecological Perspective*, New Delhi: Concept Pub, 2003
16. Tagore, Rabindranath. ‘*Topovan*’ in *Siksha*, Kolkata: Bisva-Bharati Granthan Bibhag, 1315 (Bengali Year)
17. 16. Gupta, Subhendu, *PrachinBharateParibesh Chinta*, Kolkata: Sahitya Sangsad, 2012.

### **HISC505X0: THE GLOBAL INDIAN MIGRATION AND DIASPORA**

**Course Outcome:** Though this course Students will be taught how themes like migration and diaspora are being conceptualized, categorized, and historically shaped as they move through space and time. Here they will learn about national and cross-border migration. They will receive guidance to develop critical gaze to inquire how diaspora is configured by geopolitics, borders, citizenships, rights or refugee reality. This course will guide the students to follow the different trajectories of the Indian diaspora. Students also learn about historical contexts of indentured labour, new trading networks, and transnational labour mobility. Through the exploration of culture and community life, students will learn about how diasporic identity is constructed and negotiated in a host country. This course will not only address questions like race, gender, religion and language but also about global perception about Indian philosophy, literature, especially Ramayana then Mahabharata. The course will also help students to know about the role of the Indian state, foreign policy, and social movements in moulding modern Indian global

Lectures: 50

UnitI: a) Definition and Types of Migration b) Patterns of Migration c) Domestic and Global Migration d) Definition and Types of Diasporas; Patterns of Diaspora e) Geo-politics of Diaspora; State, Nation, Border, Environment, Frontier, Citizenship, Rights and Refugees—

asylum, ghetto Harlem.

Unit II: The Origins of the modern Indian Diaspora: Migrations in pre-colonial time, Migration during the indenture Period - Indentured Labour; Trade Diaspora; Displacement, Migration in the contemporary period – Trans-nationalism ---Indian Diaspora across continents: USA, UK, Africa, Canada, West Asia, Pacific countries and others.

Unit III: Culture and Community in Diaspora: A) Cultural Identity, Race, Gender, Religion, Spread of Indian Philosophy, Language and Literature—Ramayana & Mahabharata; Diaspora  
B) Struggle against Racism, Sexism and Lesbophobia; Ethno-nationalism, Cultural Pluralism and Ethnic Politics  
C) Indian Cinema-- Transnational media networking-- Music, Folk Arts and Cultural Migration.

Unit IV: Diaspora — then Politics of the Nation – State, and Long –Distance Nationalism; Civil Society, Social Movements and Development Process--foreign policy; Indian state and the South Asians across continents—modern global Indian history.

### Suggested Readings:

1. Tinker, Hugh. *A New System of Slavery: The Export of Indian Labour Overseas (1830-1950)*, Oxford University Press, Oxford, 1974.
2. Tinker. Hugh, *Separate and Unequal; India: The Indians in the British Commonwealth (1920-1950)*, London, 1976.
3. Cohen, Robin. *Global Diaspora: An Introduction*, Routledge, 2008.
4. Judith Brown, *Global South Asians: Introducing the Modern Diaspora* (Cambridge University Press, 2006).
5. Stephane Dufoix, *Diasporas*, trans. William Rodamor (Berkeley: University of California Press, 2008)
6. *South Asians Overseas: Migration and Ethnicity*, ed. Colin Clarke, Ceri Peach and Steven Vertovec (Cambridge: Cambridge UP, 1990).
7. Selections from Brij V.Lal, ed., *The Encyclopedia of the Indian Diaspora Singapore: Editions Didier Millet*, in association with National University of Singapore, 2006.
8. Marina Carter and Khal Torabully, *Coolitude: An Anthology of the Indian Labour Diaspora* (South Asian Anthem Studies, 2002).
9. Vinay Lal, *The Other Indians: A Cultural and Political History of South Asians in America* (Delhi: Harper Collins; Los Angeles: University of California/Asian American Studies Center

Press, 2008).

10. Sheffer, Gabriel. *Diaspora Politics: At Home Abroad*, CUP, 2003.
11. Jayaram, N. *The Indian Diaspora: The Dynamics of Migration*, Sage, 2004.
12. Bhana, Surendra. *Indentured Indian emigrants at Natal, 1860-1902*, New Delhi, Promila & Co, 1991.
13. Carter, Marina. *Voices from the indentured experiences of Indian migrants in the British Empire*, London, Leicester University Press. 1996.
14. Laxmi Narayan Kadekar, et al. *The India Diaspora: Historical and Contemporary context*, New Delhi, Rawat Publication. 2009.
15. Lal, BV. *Encyclopedia of Indian Diaspora. Fimian Lacpatia, Les Indien de La Réunion: La Vie et Social*, St. Denis Dyonisus, 1982.
16. Reis, M. "Theorising Diaspora: perspectives of classical and contemporary Diaspora", *International Migration*, Vol. 42(2)2004.
17. Cohen, R. "Diaspora and the nation-state: From victim to a challenger," *International Affairs* Vol. 72(3)1944.

### **Sem -III**

#### **HISC506X9:MOOC**

#### **Marks – 50 Credit:04**

Every year, the Department of History will select the MOOC Course from the online platform for students of this department. Each student must enroll in the course and prepare himself/ herself for the final semester examination organised by the Vidyasagar University. The course will carry 04 credits.

#### **SS (Social Service/ Community Engagement) Marks – 25, Credit – 2**

The goal is to equip History students with the practical skills necessary for effective community engagement. This curriculum aims to foster a deeper understanding of social justice, responsibility, and the role of history in addressing contemporary issues. Students will critically analyse the contemporary social problems topics, apply historical experience

to community service, and gain hands-on experience in planning and executing community projects that promote social change and well-being.

## SEMESTER IV

### **HISE551A0: SOCIAL HISTORY OF SCIENCE, TECHNOLOGY AND MEDICINE IN INDIA: COLONIAL PERIOD**

Lectures: 50

**Course Outcome:** This course intends to emphasize on the spread of Western science in colonial India with multi-dimensional aspects and endeavors. It enables the students to understand the nature of science-related explorations, science studies and research activities by government and non-government initiatives, which were going on in varied forms during this period. It ought to enable students to study the introduction of western medicine in colonial India, and also about the indigenous system of medicine, which prevailed here since long before the colonial period. New technological aspects and applications in colonial India are also dealt with special attention. This course aims to make the students realize the nature and evolution of science, technology and medicine in colonial India, which inspires them to further study and research on these new emerging fields of history.

UNIT I: Colonial Science – considerations of the colonial power underpinning scientific and technological initiatives of British India – British surveys in India as colonial forms of knowledge – technology and the colonial project of India’s development – Departments of Irrigation, Agriculture, Public Works, Railways – role of Asiatic Society of Bengal.

UNIT II: Western medicine in an Indian environment – colonial government, public health, and state medicine – the emergence of the study of tropical diseases – underpinnings of colonial power in epidemiology in colonial India – the role of scientific education and technical institutions – government and private colleges – engineering and medical colleges – involvement of women in science education and medicine.

UNIT III: Nationalist science as a counter-discourse of colonial science; claim of an ancient ‘national’ scientific tradition for India; the search for ‘scientific’ texts from ‘antiquity’ –

Nationalist medicine: Ayurveda, Unani, nationalist adoption of Homoeopathy.

UNIT IV: Nationalism and the founding of institutions and associations for scientific research – Swadeshi technology: in theory and practice – response to western science: failures and successes – modern scientific outlook and the ‘women question’.

Suggested Reading:

1. Arnold, D.: *The New Cambridge History of India III – 5: Science, Technology and Medicine in Colonial India*
2. Baber, Z.: *The Science of Empire*
3. Chakraborty, P.: *Western Science in Modern India*
4. Kumar, D.: *Science and the Raj*
5. Sangwan, S.: *Science, Technology, and Colonization: An Indian Experience*
6. Bernal, J. D.: *Science in History* (2 volumes)
7. Arnold, D.: *Colonizing the Body – State Medicine and Epidemic Disease in Nineteenth-Century India*
8. Lourdasamy, J.: *Science and National Consciousness in Bengal, 1870-1930*
9. Habib, S. I. & Raina, D. (eds.): *Social History of Science in Colonial India*
10. Harrison, M.: *Public Health in British India*
11. Dasgupta, S.: *Jagadish Chandra Bose and the Indian Response to Western Science*
12. Sarkar, S.: *The Making of Geology in India*
13. Kumar, D. & MacLeod, R. (eds.): *Technology and the Raj*
14. Headrick, Daniel R.: *The Tentacles of Progress – Technology Transfer in the Age of Imperialism, 1850-1940*
15. Prakash, G.: *Another Reason – Science and Imagination in Modern India*
16. Erns, W.: *Mad Tales from the Raj: The European Insane in British India, 1800 – 1858*
17. Roy, K.: *History of Public Health – Colonial Bengal, 1921 – 1947*
18. Bala. P.: *Imperialism and Medicine in Bengal*
19. Rahman, A.: *Science and Technology in Indian Culture*
20. Palit, C. et al: *Science, Technology, Medicine, and Environment in India – In Historical Perspective*

## **HISE551B0: ADIVASI HISTORY IN COLONIAL BENGAL**

### **Lectures 50**

**Course Outcome:** The aim of this course is to chart various aspects of Adivasi histories in colonial Bengal. In modern archives, they are not visible and appear as a category of counter insurgency and polity. This course thus offers an alternative history of the Adivasis, not confining merely on identity question but some of the themes, i.e. land, forest and water cosmologies, their indigenous idea of state and the dynamic of village life etc.

**Unit –I:** Concept of Tribe, Tribe in Indian Civilization and history, The problem of nomenclature: Adivasis, Tribes and Indigenous people, Representation of the Adivasis/ ‘Tribes’: Sanskritik and Colonial Archives: A Critical Survey, Sources for Adivasi History Writing, Historiography of Tribe in India, is there a tribal history? Adivasi Collective Memory and Myth as their own History

**Unit-II:** Broad Trends and Tendencies in Adivasi Studies; The Conflict between Political and Moral Economy Land, Forest and Water Cosmologies, their Perception of Water and their Methods Water Management; Adivasi Economy, Polity and Contours of Culture. Adivasi Medicinal System and Practices; Adivasi Migration; Impact of Colonial Policies on Land, Forests and Water

#### **Unit-III**

Search for a Village as locus of Adivasi socio-cultural life; Pre-colonial, colonial, post-colonial governance, Adivasi Village Republic and Polity; Customary Law; The Concept of Adivasi Governance Identity Assertion of Adivasis and movements for *jal, jungle and jameen*(water, forest, and land) in colonial and contemporary times

**Unit IV:** Adivasis in India: Northern India, Southern India, Eastern India, Southern India. North Eastern India, The Demography of Adivasis in India, Their social and economic Status, Adivasis in Indian politics. ‘Tribes’ and the V and VI Schedule of the Indian constitution

## Suggested Readings:

1. Bhowmik, Shruhid Kumar, *Aranyak Darshan o SaotaliEsoponishad*, Mechheda: Marangburu Press, 1991.
2. Chakrabarti, Ranjan, *Situating Environmental History*, New Delhi: Manohar, 2007.
3. Chattopadhyay, Pradip, *Redefining Tribal Identity: The Changing Identity of the Santhals in South-West Bengal*, New Delhi: Primus, 2014. Dasgupta, Sangeeta, *Reordering Adivasi Worlds*, New Delhi: OUP, 2020.
4. Dasgupta, Sanjukta, *Adivasis and the Raj: Socio-economic Transformation of the Hos, 1820-1932*, Hyderabad: Orient Blackswan, 2011. Dutta, Kalikinkar, *The Santal Insurrection of 1855-57*, Calcutta: Firma K. L. M., 1940.
5. Cederolf, Gunnel and K. Sivarmakrishnan, ed., *Ecological Nationalism: Nature, Livelihood and Identities in South Asia*, New Delhi: Permanent Black, 2006.
6. Hembrom, N., *Austriac Civilization in India*, New Delhi: Privately Published, 2005.
7. Grove, Richard, V. Damodaran and Satpal Sangwan, *Nature and the Orient: The Environmental History of South and Southeast Asia*, New Delhi: 1998.
8. Guha, Ranajit, *Elementary Aspects of Peasants Insurgency in Colonial India*, New Delhi: OUP, 1989.
9. Jha, J.C., *The Kol Insurrection in Chotanagpur*, Calcutta: Thacker, Spink and Co., 1964.
10. Jha, J.C., *The Bhumij Revolt, 1832-33*, New Delhi: Munshiram Manoharlal, 1967.
11. Kabiraj, Narahari, *Santal Village Community and the Santal Rebellion of 1855*, Calcutta: Subarnarekha, 2001.
12. Kresh III, Shepherd, *The Ecological Indian*, New York: W W Norton & Co., 2000.
13. Mahapatra, Sitakanta, *Modernization and Ritual: Identity and Change in Santal Society*, Calcutta, 1986.
14. Mahato, P.P., *Bharater Adivasi o Dalita Samaj*, Kolkata: Sujana, 1995.
15. Mahato, Nirmal Kumar, *Sorrow Songs of Woods: Adivasi- Nature Relationship in the Anthropocene in Manbhum*, New Delhi: Primus, 2020.

16. Nag, Sajal, *Contesting Marginality: Ethnicity, Insurgency and sub-nationalism in North-east India*, New Delhi: Manohar, 2002.
17. Sahlin, Marshal, *Stone Age Economics*, Chicago: Aldines, Atherton Inc., 1992.
18. Samaddar, Ranabir, *Memory, Identity and Power: The Politics in the Jungle Mahals (West Bengal) 1890-1950*, Hyderabad: Orient Longman, 1998, repr. 2013.
19. Sen, Ashoka Kumar, *Indigeneity, Landscape and History: Adivasi Self-fashioning in India*, London and New York: Routledge, 2018.
20. Sen, Ashoka Kumar, *The Making of a Village, The Dynamics of Adivasi Rural Life in India*, Routledge India, 2020.
21. Sen, Suchibrata, *Bharater Adivasi: Samaj, Paribesh o Samgram*, Kolkata: Book Post, 2020.
22. Sen, Suchibrata, *The Santals of Jungle Mahals through the Ages*, Kolkata: Ashadep, 2013.
23. Singh, K. Suresh, *The Dust Storm and the Hanging Mist: A Study of Birsha Munda and His Movement in Chotanagpur, 1874-1901*, Calcutta: Firma K.L. Mukhopadhyay, 1996.
24. Sinha, S. S., *Restless Mother and Turbulent Daughters: Situating Tribes in Gender Studies*, Kolkata: Stree, 2005.
25. Skaria, Ajay, *Hybrid Histories: Forests, Frontiers and Wilderness in Western India*, New Delhi: OUP, 1999.
26. Sunder, Nandini, *Subalterns and Sovereigns: An Anthropological History of Baster, 1854-2006*, New Delhi: OUP, 2007. Sumit Sarkar, *Modern India*, McMillan, 1980.
27. K S Singh, *Tribal Situation in India*, IAS, Shimla, 1970
28. K S Singh, *Tribal Movements in India*, 2 vols, Manohar, reprint 2000

## Sem -IV

### HISE552X0: HISTORY OF CONSTITUTIONAL DEVELOPMENT IN MODERN INDIA

Lectures: 50

**Course Outcome:** The course will teach the evolution of the Indian constitution through the enactment of various acts. This course bears the tune 'Unity in Diversity', as promulgated by Indian Constitution.

Through taking this course, the students will understand the philosophy of Indian constitutions. They will also have the conviction of the various Government of Indian acts, their provision and reforms. This course will be helpful to pursue future Courses on Law. This course will prepare the students for UPSC and other Competitive Examinations too.

UNIT I: Brief outline of the East India Company–East India Company and the Dual System in Bengal–Constitutional development during company’s rule: the era of centralization of power–The Regulation Act of 1773, Pitt's Acts of 1784 and the Charter Acts of 1793, 1813, and 1833.

UNIT II: Evolution of representative governance: Queen’s Proclamation– Government of India Act of 1858– Indian Council Act of 1861– Local Self Government: proposal of Mayo and Ripon and introduction of Local Self-Government (1864-1882) – Indian Council Act of 1892– Administrative policy under Lord Curzon – The Indian Council Act of 1909.

UNIT III: Making responsive governance: Montague Declaration (1917) and Montford Reforms (1919): main provisions, working of diarchy in provinces – Simon Commission – Nehru Report: its salient features – Jinnah’s fourteen Points – The round table conference – Communal Award, Poona Pact – The Government of India Act of 1935: its main provisions – Elections in 1937.

UNIT IV: Towards freedom: August Offer of 1940, Cripps Mission of 1942, C.R. Formula, Wavell’s Plan of 1945, Cabinet Mission Plan of 1946 – Formation of the Constituent Assembly: its debates and deliberations – Attlee’s declaration of 1947 – Mountbatten’s Plan, mechanisms on the Partition and debates on federation States – The Indian Independence Act of 1947 – Promulgation of the Constitution – Public services in India (1858-1947) – Growth of central legislature in India – Growth of provincial legislature in India – Framing of the new Constitution of the Republic of India – Nature of the Indian Constitution – Salient features of Indian Constitution

**Suggested readings:**

1. C. A. Bayly, *Indian Society and Making of the British Empire* (Cambridge University Press, 1990)
2. Tara Chand, *History of the Freedom Movement in India*, Vols. I-IV (Publications Division, Government of India, 1967, 1973)

3. R. Coupland, *India: The Indian Problem, 1833-1935* (Oxford University Press, 1968)
4. S. Gopal, *British Policy in India, 1858-1905* (Oxford University Press, Delhi, (1965)
5. B. B. Majumdar, *Indian Political Associations and the Reform of the Legislature, 1818-1917*, (Firma KLM Private Limited, Calcutta, 1965)
6. R. C. Majumdar, *The History and Culture of the Indian People*, Vol. VIII-X (Bhartiya Vidya Bhawan, Bombay, 1967-77)
7. B. B. Misra, *The Administrative History of India, 1834-1947* (OUP, New Delhi, 1970)
8. V. B. Mishra, *Evolution of the Constitutional History of India, 1773-1947* (Sandeep Prakshan, New Delhi, 1987)
9. Bisheshwar Prasad, *Bondage and Freedom: Freedom, 1858-1947*, Vol. II, (Rajesh Publications, New Delhi, 1979)
10. Hiralal Singh, *The Problems and Policies of the British in India, 1885-1898*, (Asia Publishing House, 1963)
11. R. Cumming, *Political India, 1832- 1932* (S. Chand & Company, New Delhi, 1968)
12. Peter Ronald deSouza, *Contemporary India: Transitions* (Sage Publications, New Delhi, 2000)
13. S. Gopal, *Viceroyalty of Lord Irwin* (Oxford, Delhi, 1957)
14. D. C. Gupta, *Indian National Movement* (Vikas, New Delhi, 1970)
15. Shree Govind Mishra, *Constitutional Development and National Movement in India, 1919-1947* (Jananki Prakashan, Patna, 1978)
16. P. Robb, *The Government of India and Reform Policies towards the Politics and the Constitution, 1916-192* (London, 1976)
17. Gopal Sarvapalli, *British Policy in India (1858-1905)*, (Cambridge Uni. press 1965)
18. Eric Stokes, *The English Utilitarians in India* (OUP, 1959)

## SEM -IV

### HISE552X0: GLOBAL HISTORY OF PANDEMIC

#### Lecture 50

#### Course Outcome:

This Course is particularly relevant in the present situation: COVID 19 Pandemic of the Twenty-first Century. It examines the impact of the pandemic on human history and the consequences on civilization. It explains the reasons for various waves and why public health policies and interventions are necessary. A detailed analysis of Cholera, Spanish Flu, and Ebola patterns is integral to the course; from the nineteenth century to the twenty-first century, it discusses how civilization reacts to Pandemics and whether the lessons learned in history can still be relevant today.

Unit I: Defining disease; differences between endemic, epidemic, and pandemic with examples from each; pattern evolution of a disease from endemic to epidemic, then to a pandemic; change in the trend of the virus or bacteria through different waves; treatments; role of the World Health Organization. An Introductory discussion on COVID Pandemic from the first to the third wave

Unit II: **CHOLERA**: The First Cholera Pandemic occurred in Kolkata, Dhaka, Burma, and Ceylon in 1817 and in Thailand, Indonesia, the Philippines, and Basra in 1821. For the next couple of years, the disease disappeared from most of those places except around the Bay of Bengal as it traveled along trade routes from Arabia to the eastern African and Mediterranean coasts.

Second Cholera Pandemic: Europe and America in 1829; Moscow in 1830, continuing to Finland and Poland; through traders and ports, reached Hamburg and Sutherland in 1831; 1832 in the Western Hemisphere, Canada to the USA; in 1833, it reached Mexico and Cuba.

Third Cholera Pandemic: India, Persia, Europe, United States, Great Britain in 1852

Fourth and Fifth Cholera Pandemic: Naples, Russia, China, and Japan between 1863 to 1881; South America in the 1890s

Sixth Cholera Pandemic: From 1899 to 1923, cholera was lethal in India, Arabia, and along the North African Coast; Mecca in 1902; Russia; certain ports of Western Europe; Italy, Greece, Turkey, and the Balkans; after 1923, cholera receded from most of the world, though endemic cases continued in the Indian subcontinent.

Seventh Cholera Pandemic: Cholera did not spread widely again until 1961 - seventh pandemic spread throughout Asia during the 1960s; during the next decade it spread westward to the Middle East and reached Africa, where cholera had not appeared for 70 years; Africa was badly affected in the 1990s; by 2005 cholera had been reported in nearly 120 countries; Zimbabwe cholera outbreak in 2008 – 09; Haiti Cholera outbreak of 2010 - 11

Unit III: '**SPANISH'FLU**: Spanish Flu did not originate in Spain, there is an absolutely different reason behind this connotation.

*First Wave* early 1918: Outbreak in a military Camp Funston in Kansas, United States 1918, from there to several military camps of US; troop travel led and brought the flu over the Atlantic Ocean; reached France, Germany, Belgium, Luxembourg and Switzerland; continued to spread from there to Eastern Europe and North Africa; reached Japan, Taiwan, Korea; Great Britain; via the Port of Bombay to India; Australia.

*Second Wave* late 1918: naval base in Brest France where military personnel from different countries gathered, bringing the mutated strain of the flu with them; US military camps, first in Boston, then to other Camps; rest of North America, Central America, and South America, including Brazil and the Caribbean region; France; African Continent along the coast, rivers, and railways, along the river Zambezi into Ethiopia; Russia, due to the Russian Civil War and the Trans-Siberian railway it spread throughout Asia, including Iran, India, China, and Japan.

*Third Wave* late 1919: began in Australia, spread to Europe, mainly affecting Siberia, France; and Great Britain; isolated outbreaks in US cities; Mexico.

After the three main waves, a few minor outbreaks occurred. Mitigation measures were remarkably similar to those for Covid-19: face masks, social distancing, and isolation / confinement.

Unit IV: **EBOLA**: It began with the death of a two-year-old toddler in December 2013 in Meliandou, a small village in south eastern Guinea; West Africa 2013-2014; Escalation of the outbreak and the role of WHO; USA; Spain; Germany, Norway, France, Italy, Switzerland, and the UK

The Course ends by questioning the pattern of past three pandemics with the present COVID Pandemic, and lessons, if at all, learnt from history.

### **Suggested Readings:**

1. Adam Kucharski, *The Rules of Contagion: Why Things Spread and Why they Stop* New York: Basic Books, Hachette Book Group, 2020
2. Chinmay Tumble, *Age of Pandemics (1817 – 1920): How they Shaped India and the World*. New Delhi: Harper Collins, 2020
3. Dorothy H Crawford, *Ebola: Profile of a Killer Virus*. UK: OUP, 2016
4. Dorothy H Crawford, *Viruses: A Very Short Introduction*. UK: OUP, 2018
5. Gabriel Garcia Marquez, *Love in the Time of Cholera*, 1985
6. Mark Honigsbaum, *The Pandemic Century: A History of Global Contagion from the Spanish Flu to Covid -19*.
7. Randall M. Packard, *A History of Global Health: Interventions into the Lives of Other Peoples* Baltimore: Johns Hopkins University Press, 2016
8. Sonia Shah, *Pandemic: Tracking Contagions, from Cholera to Ebola and Beyond*. New York: Sarah Crichton Books, 2016
9. Laura Spinney, *Pale Rider: The Spanish Flu of 1918 And How It Changed The World* UK: Random House.

## Sem -IV

### HISC553X0: Research Project/Dissertation

**Conventional and Non-Conventional Tools of History: Archives, Field Study, and Dissertation**

**Marks 100**

**Credit 08**

Marks Division: Unit I, II and III: 40 Marks; Field Study 40 [40+ 40 = 80] Viva-Voce 20 = 100

Conventional and Non-Conventional Tools of History: Archives, Field Study, and Dissertation

**Course Outcome:** When integrated into the history curriculum, field studies serve as a powerful tool to enhance academic learning and students' connection to the past. The interdisciplinary nature of field studies, which incorporates geography, archaeology, and anthropology, significantly enriches the understanding and appreciation of history. These studies promote contextual understanding, critical thinking, and cultural awareness. By merging oral history with field studies, we gain a deeper understanding of the past, capturing first-hand accounts of historical events and personal perspectives. This approach complements traditional historical methods and contributes to a more nuanced and inclusive historical record. The focus on experiential learning through field studies allows students to directly engage with historical sites, artifacts, and landscapes, thereby increasing student engagement and motivation beyond the confines of the traditional classroom.

Conventional tools of history refer to the methods and resources historians use to study and interpret the past. These tools include:

Primary Sources, the cornerstone of history research, are original documents or physical objects created at the time under study. These include letters, diaries, photographs, official records, and artefacts. They provide a direct link to the past, enhancing the authenticity of historical narratives.

Secondary Sources: Works that interpret or analyse primary sources. These include books, articles, and documentaries created by historians and scholars.

The study of how history has been written and the various interpretations offered over time are crucial tools.

Oral History is collecting and studying historical information using interviews with people who have personal knowledge of past events.

Archaeology studies human history by excavating sites and analyzing artifacts and other physical remains.

**Chronology:** The arrangement of events in their order of occurrence helps us understand the sequence and context of historical events.

**Paleography:** The study of ancient writing systems and the deciphering and dating of historical manuscripts.

These tools help historians construct a coherent narrative of the past, critically examine sources, and provide a deeper understanding of historical events and contexts.

Class Room teaching and Dissertation Writing (Unit I, II and III: 20 Marks):

### UNIT I: Conventional Tools of History

**Primary Source Material:** Oral history provides primary source material, including personal recollections and eyewitness accounts. These narratives can offer new information, clarify existing records, and provide personal insights into historical events.

**Diverse Perspectives:** It captures the voices of individuals who might be overlooked in traditional historical records, such as women, minorities, and other marginalized groups. This helps to create a more inclusive and comprehensive historical record.

**Cultural Preservation:** Oral history preserves cultural heritage, including languages, dialects, and vernacular speech. It ensures that the historical record includes the voices and experiences of diverse communities.

### Methodology

**Interview:** Oral historians use structured interviews to gather detailed and reliable accounts. This involves preparing questions, creating a comfortable environment for the interviewee, and recording the conversation for accuracy.

**Recording and Preservation:** Interviews are recorded (audio or video) and often transcribed. These recordings are preserved in archives, libraries, and museums, making them accessible for future research.

### UNIT II: Non-Conventional Tools of History

Non-conventional historical sources refer to materials and methods beyond traditional documents and artifacts to provide a broader and often more nuanced understanding of the past. These sources can include:

**Oral Histories** are interviews and testimonies from individuals who experienced historical events firsthand. This method captures personal perspectives and memories that might not be recorded in written documents.

**Folklore and Legends:** Stories, myths, and legends passed down through generations can offer insights into cultural values, beliefs, and historical events, even if they are inaccurate.

**Material Culture:** Everyday objects, tools, clothing, and household items that provide information about the daily lives, practices, and social structures of past societies.

**Visual Arts:** Paintings, sculptures, and other forms of visual art that reflect the cultural, political, and social contexts of their time.

**Music and Oral Traditions:** Songs, chants, and oral traditions convey historical narratives, cultural practices, and social values.

**Environmental Evidence:** Data from fields like palaeoclimatology, geology, and biology help reconstruct past environments and understand how human societies interact with their surroundings.

**Digital Archives and Social Media:** Modern digital platforms and archives capture contemporary history and provide new ways to access and analyze historical data.

These non-conventional sources can enrich our understanding of history by providing diverse perspectives and highlighting aspects of the past that traditional sources might overlook.

**Community Histories:** Oral history projects often focus on documenting the experiences of specific communities, capturing their unique stories and contributions to broader historical narratives.

**Social Movements:** It is used to document participants' experiences in social and political movements, providing personal insights into the motivations, challenges, and impacts of these movements.

**Family Histories:** Oral history is also famous for preserving family histories, capturing the stories and memories

of older generations for future descendants; families with a significant impact on the society

### Challenges

**Subjectivity:** Oral history relies on personal memories, which can be subjective and influenced by the passage of time. Historians must critically evaluate these accounts and corroborate them with other sources.

**Ethical Considerations:** It is crucial to ensure the consent and comfort of interviewees. Historians must handle sensitive topics carefully and respect the privacy and wishes of those sharing their stories.

### UNIT III: Oral History

**Personal Narratives:** Oral history gives individuals a voice, allowing them to share their personal stories and perspectives, which can enrich the historical record.

**Diverse Perspectives:** It helps to include diverse viewpoints, especially from marginalized or underrepresented groups.

**Cultural Memory:** Oral histories preserve cultural traditions and memories that might be lost.

**Community Histories:** Documenting the experiences of different communities.

**Social Movements:** Capturing participants' voices in social and political movements.

**Family Histories:** Preserving family stories and genealogies.

### UNIT IV: Field Study (20)

It involves research outside traditional classroom settings, often at historical sites or within communities. This method allows historians to gather data through direct observation and interaction.

**Experiential Learning:** Students and researchers gain hands-on experience, which can deepen their understanding of historical contexts.

Historical events' geographical and cultural settings

**Interdisciplinary Approach:** Field studies often integrate methods from archaeology, anthropology, and geography, providing a comprehensive view of history.

Project/ Dissertation Guidelines: i) A topic may be chosen from the syllabus for the project ii) A topic selected for project should be precise and having specific objectives iii) Project should be written within 4000 words. iv) It may be submitted both in hand written and type format v) Submission of project will be intimated by the Head, Dept of History vi) Not more than 15% plagiarism will be entertained. vii) Students will be allocated in separate groups to individual faculty member

### **Structure of the Project/ Dissertation Paper**

Title of the Project

Acknowledgements

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Bibliography

### **Suggested Readings:**

1. Satyajit Das Gupta (ed.), *Mukher Kathay Itihas*, Kolkata: Firma KL, 1997.
2. Urvashi Butalia, *The Other Side of Silence: Voices from the Partition of India*, New Delhi: Penguin Books, 1998.
3. Jan Vansina, *Oral Tradition as History*, University of Wisconsin Press, 1985.
4. Rustom Bharucha, *Rajasthan: An Oral History - Conversations with Komal Kothari*, New Delhi: Penguin Books, 2003.
5. Leslie Roy Ballard, Thomas L. Charlton et.al, *History of Oral History: Foundations and Methodology*, Altamira Press, 2007.
6. Thomas L. Charlton, Lois E. Myers & Rebecca Sharpless, *Handbook of Oral History*, Rowman Altamira, 2006.
7. Abrams Lynn, *Oral History Theory*, Taylor & Francis Ltd, 2020.
8. Kristina R. Llewellyn & Nicholas Ng-A-Fook, *Oral History and Education: Theories, Dilemmas, and Practices*, Palgrave Studies in Oral History, Palgrave Macmillan; 1st ed. 2017.
9. Alexander Freund & Alistair Thompson, *Oral History and Photography* (Palgrave Studies in Oral History), Palgrave Macmillan; 1st edition, 2011.
10. S. Trower, *Place, Writing, and Voice in Oral History* (Palgrave Studies in Oral History), Palgrave Macmillan, 2011.

11. S. Field, *Oral History, Community, and Displacement: Imagining Memories in Post-Apartheid South Africa*, Palgrave Macmillan, 2011
12. A. Sheftel, & S. Zembrzycki, *Oral History Off the Record: Toward an Ethnography of Practice* (Palgrave Studies in Oral History), Palgrave Macmillan, 2013
13. K. Loh & S. Dobbs (eds.), *Oral History in Southeast Asia: Memories and Fragments* (Palgrave Studies in Oral History), Palgrave Macmillan, 2013.
14. Nancy Tomes, *Oral History in The History Of Medicine*, *Journal of American History* 1991 78(2): 607–617.
15. Vilanova Mercedes, *International Oral History*, *History Workshop Journal* (1995) No. 39, pp. 67–70.
16. Indira Chowdhury, “Speaking of the Past: Perspectives on Oral History.” *Economic and Political Weekly* 49, no. 30 (2014): 39–42.
17. Erin Jessee, “The Limits of Oral History: Ethics and Methodology Amid Highly Politicized Research Settings”, *The Oral History Review*, Vol. 38, No. 2, 2011, pp. 287-307.
18. Ellen D. Swain, “Oral History in the Archives: It’s Documentary Role in the Twenty-First Century.” *The American Archivist* 66, no. 1 (2003): 139–58. <http://www.jstor.org/stable/40294221>.
19. Thomson, Alistair, Michael Frisch, and Paula Hamilton. “The Memory and History Debates: Some International Perspectives.” *Oral History* 22, no. 2 (1994): 33–43.
20. Donald A. Ritchie, *Doing Oral History: A Practical Guide*, OUP USA, 2nd edition, 2005.

## Sem -IV

### HISC554 X0: Internship

Marks – 50, Credit – 4

**Course outcome:** This course will help the students to receive experiential learning through collection of data, direct observation and interaction. Students and researchers will get gain hands-on experience, which can extend their understanding of historical contexts.

(Theory 20, Internship -30)

Internship Theory

Unit I

Introduction and functions of Archives, Museum and library

Types of sources available in the repositories

Unit II

Conservation Methods

Book review

**Suggested Readings:**

Satyajit Das Gupta (ed.), *Mukher Kathay Itihas*, Kolkata: Firma KL, 1997.

Jan Vansina, *Oral Tradition as History*, University of Wisconsin Press, 1985.

Leslie Roy Ballard, Thomas L. Charlton et.al, *History of Oral History: Foundations and Methodology*, Altamira Press, 2007.

Thomas L. Charlton, Lois E. Myers & Rebecca Sharpless, *Handbook of Oral History*, Rowman Altamira, 2006.

Abrams Lynn, *Oral History Theory*, Taylor & Francis Ltd, 2020.

Kristina R. Llewellyn & Nicholas Ng-A-Fook , *Oral History and Education: Theories, Dilemmas, and Practices*, Palgrave Studies in Oral History, Palgrave Macmillan; 1st ed. 2017.

Alexander Freund & Alistair Thompson, *Oral History and Photography (Palgrave Studies in Oral History)*, Palgrave Macmillan; 1st edition, 2011.

S. Trower, *Place, Writing, and Voice in Oral History (Palgrave Studies in Oral History)*, Palgrave Macmillan, 2011.

S. Field, *Oral History, Community, and Displacement: Imagining Memories in PostApartheid South Africa*, Palgrave Macmillan, 2011

A. Sheftel, & S. Zembrzycki, *Oral History Off the Record: Toward an Ethnography of Practice (Palgrave Studies in Oral History)*, Palgrave Macmillan, 2013

Nancy Tomes, *Oral History in The History Of Medicine*, *Journal of American History* 1991 78(2): 607–617.

Indira Chowdhury, “Speaking of the Past: Perspectives on Oral History.” *Economic and Political Weekly* 49, no. 30 (2014): 39–42.

Thomson, Alistair, Michael Frisch, and Paula Hamilton. “The Memory and History Debates: Some International Perspectives.” *Oral History* 22, no. 2 (1994): 33–43.

Donald A. Ritchie, *Doing Oral History: A Practical Guide*, OUP USA, 2nd edition, 2005.

**HISO555X0: Intellectual Property Rights (IPR)/ Skill Enhanced Course** Marks – 25, Credit – 2

IPR (Intellectual Property Rights) Marks – 25 (20+5) Credit 02

**Course Objective:**The objective of this course is to provide a comprehensive understanding of intellectual property rights (IPR). It will cover the core concepts and historical development of IPR, exploring its various forms like patents, copyrights, and trademarks. The course will delve into the philosophical and legal theories underpinning IPR, examining its relationship with human rights, and

analyzing the contemporary challenges and issues that arise, particularly in the cyber world. By the end, students will be equipped with the knowledge to understand the complexities of protecting and managing intellectual creations in a global and digital landscape.

#### Unit I

Intellectual Property Rights: Concept and Issues

Origin and Development of Intellectual Property Rights

Types of Intellectual Property Rights

Theories of Intellectual Property Rights

#### Unit II

Intellectual Property Rights and Human Rights

Intellectual Property Rights in the Cyber World

#### **Suggested Readings:**

Suggested Readings:

Amy L. Landers. *Understanding Patent Law*. Lexis Nexis, 2012.

Ananth Padmanabhan, *Intellectual Property Rights Infringement and Remedies*. Lexis Nexis, 2012

David I. Bainbridge. *Intellectual Property*. Longman. 9th Edition, 2012 David Nimmer, on Copyright. Lexis Nexis, 2010

Jayashree Watal. *Intellectual Property Rights in the WTO and Developing Countries*. Oxford University Press, 2001

Lionel Bently & Brad Sherman. *Intellectual Property Law*. Oxford University Press. 3rd Edition, 2008

Martin J. Adelman et al. *Patent Law in a Nutshell*. West, 2013

N.S. Gopalakrishnan & T.G. Ajitha. *Principles of Intellectual Property*. Eastern Book Company, 2nd Edition, 2014

Neil Weinstock Netanel. *Copyright's Parado*. Oxford University Press, 2008.

P. Narayanan. *Copyright and Industrial Designs*. Third Edition, Eastern Law House, New Delhi, 2007

Paul Goldstein. *International Copyright: Principles, Law, and Practice*. Oxford University Press, 2012

Paul Torremans. *Intellectual Property and Human Rights*. Kluwer Law International, 7, 2008.

Peter Drahos. *A Philosophy of Intellectual Property*. Dartmouth Pub Co, 1996.

Peter Groves. *Sourcebook on Intellectual Property Law*. Routledge-Cavendish, 1997.

Philippe Cullet. *Intellectual Property Protection and Sustainable Development*. Lexis Nexis, 2005.

Susan K Sell. Private Power. Public Law: The Globalization of Intellectual Property Rights. Cambridge University Press, 2003.

W R Cornish. Intellectual Property: Patents Copyright Trademarks and allied rights. Sweet & Maxwell, London, 2010.