



# Vidyasagar University

Midnapore-721102, West Bengal

## SYLLABUS FOR POST-GRADUATE PROGRAMME IN HISTORY



[w.e.f. 2025-26]

## Preamble

The Post-Graduate (M.A.) programme 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 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, 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. programmes 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. History of South-West Bengal is noteworthy area of focus in accordance with the contemporary trend of study of Local History. The department provides scope to the students for higher studies. Ph. D. programme was introduced since inception. 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. Female ratio is higher than 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 peer-reviewed and previously UGC- CARE enlisted journal, which has been published regularly since 2012. Last year 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 research collaboration programme 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>	<p>The department offers two types of M.A. programmes in History</p> <p>Students who have completed a 3-year Honours degree in History are eligible for admission to the two-year M.A. programme, While those who have completed a 4-year Honours degree in History (with or without research) are eligible for admission to the one-year M.A. programme.</p>
<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>	<p>To achieve the intended learning outcomes, the following teaching-learning methods will be employed:</p> <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.
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## Program Outcomes (POs)

On successful completion of the M.A in History programme, the students will be able to	
PO1	<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, 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 M.A.in History programme, the students are Expected to:	
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 and 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 (Draft)

Curriculum and Credit Framework 2024 for PG Programs History, Vidyasagar University (based on NEP 2020)							
UG4 <sup>th</sup> Year				PG1 <sup>st</sup> Year			
Sem	Course	Credit	Marks	Sem	Course	Credit	Marks
VII	Major 14	4	75	I	DSC1(Major14) <b>History and Historiography</b>	4	50
	Major 15	4	75		DSC2(Major15) <b>State and Economy Colonial India</b>	4	50
	Research Methodology and Ethics	4	75		DSC3: <b>Research Methodology and Ethics</b>	4	50
	Major (Elect.)-3	4	75		DSE1(Major Elect.3) <b>War, Society, and Politics in Europe (1789-1914)</b>	4	50
	Minor-7(Discipline-I)	4	75		DSE2: <b>History of Disasters in Southwest Bengal: 19<sup>th</sup> and 20<sup>th</sup> Centuries/ Anti-Colonial Resistance in India</b>	4	50
					IKS: Indian Knowledge System (IKS)	2	25
					VLP- Vidyasagar: Life and Philosophy	Compulsory non-Credit course	
	<b>Total</b>	<b>20</b>	<b>375</b>		<b>Total</b>	<b>22</b>	<b>275</b>
VIII	Major-16	4	75	II	DSC4(Major16) <b>History of the Modern World</b>	4	50
	Major(Elect.)-4	4	75		DSE3(MajorElect.4) : <b>Environmental History of India in the Anthropocene Age</b>	4	50
	Major(Elect.)-5ORResearch	4	75		DSE4(MajorElect.5): <b>Socio-Religious Reform Movements in Colonial India/ Culture in Bengal, 19<sup>th</sup> &amp; 20<sup>th</sup> Centuries</b>	4	50
	Major(Elect.)-6ORResearch	4	75		DSE5(MajorElect.6): <b>Military History of India: Ancient to Modern Times</b>	4	50
	Minor-7(Discipline-II)	4	75		DSC4: <b>South –West Bengal -19<sup>th</sup> and 20<sup>th</sup> Centuries / Politics and Society in Post-Partition Bengal</b>	4	50
	<b>Total</b>	<b>20</b>	<b>375</b>		Field Visit / Industry Visit /Case Study / Hands-onPractical/SkillEnhancedCourse	2	25
	<b>Total:4thYearofUG</b>	<b>40</b>	<b>750</b>		<b>Total</b>	<b>22</b>	<b>275</b>
					<b>Total:1stYearof PG</b>	<b>44</b>	<b>550</b>
					<b>PG2ndYear</b>		
				<b>Sem</b>	<b>Course</b>	<b>Credit</b>	<b>Marks</b>
				III	DSC5: <b>Industrial Revolution: The English Experience</b>	4	50
					DSC6: <b>A Brief Introduction to the History of Medicine</b>	4	50
					DSC7: <b>Social History of Colonial India/ Religion and Ecology in Early India</b>	4	50
					DSC8: <b>The Global Indian Migration and Diaspora</b>	4	50

					MOOCs	4	50
					Social Service/Community Engagement	2	25
					<b>Total</b>	<b>22</b>	<b>275</b>
				IV	<b>DSC 10: Social History of Science, Technology, and Medicine in India: Colonial Period/ Adivasi History in Colonial Bengal</b>	4	50
					<b>DSC11: History of Constitutional Development in Modern India/ Global History of Pandemic</b>	4	50
					Research Project/Dissertation	8	100
					Internship/Capstone Project/ Applied Field or Industry Project/ Innovation & Incubation/Entrepreneurship/ Start-up Proposal or Practice	4	50
					Intellectual Property Right (IPR)/ Skill Enhanced Course	2	25
					<b>Total</b>	<b>22</b>	<b>275</b>
					<b>Total:2<sup>nd</sup> Year of PG</b>	<b>44</b>	<b>550</b>

## SEMESTER 1

### DSC I: 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 enrich them with the forms of writings that have been most prevalent in 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. Georg G.Iggers and Edward Wang: Global History of Modern Historiography.
20. Shashi Bhushan Upadhyay: Historiography in the Modern World
21. Amal Tripathi: Itihas o Aitihasyik

## **DSC II: State and Economy Colonial India**

Lectures: 50

**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.

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

### **DSCIII: Research Methodology and Research Ethics**

Lectures: 50

**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 artifacts, 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 familiarising 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

### **References:**

- 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 plagiarized*, 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.cfrn>
- 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.

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

Lectures: 50

**Course Outcome:** This course covers the European history from the French Revolution to the beginning of the First World War. The course aims to provide students with an understanding of the major political, social, economic, and ideological transformations that occurred in Europe during this period, enabling them to analyse nationalism, industrialization, imperialism, and new ideologies. Key themes include the influences of the ‘old regime,’ revolts against the state and state reaction, the growth of national consciousness, imperialism, warfare, and preparations for war. Through this course, students will better understand the chronology and themes of European history and simultaneously develop critical thinking skills. This course will prepare the students for civil services and other competitive examinations.

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.

## **DSE II: 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 analyse 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, *Praktik Biparjay 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 & amp; 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., *Medinipurer Itihas (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.

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

Lecture: 50

**Course Outcome:** As a historical event anticolonial movements in India is the struggle against the British imperial rule which led to the 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 countries of Asia and also in the princely states of India

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.

## **IKS (Indian Knowledge System)      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 scholarships, covering a wide range of thinkers and their works in grammar, philosophy, medicine, environment and health.

Unit I : Bhāratiya 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 (*Āstika* and *Nstika* Schools), Core values-Dharma, Artha, Kama and Moksha, Sadharan Dharma and Vishesa 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, Lopāmudrā, Ghoṣā, Vālmīki, Patañjali, Vedavyāsa, Yājñavalkya, Gārgī, Maitreyī, Bodhāyana, Caraka, Suśruta, Jīvaka, Nāgārjuna, Kaṇāda, Patañjali, Kauṭīlya, Pāṇini, Thiruvalluvar, Āryabhaṭa, Varāhamihira, Ādi Śaṅkarācārya, Bhāskarācārya, Mādhavācārya.

Unit IV: Life, Environment, and Health

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

Suggested Texts:

Chauhan, Bhag Chand. *IKS: The Indian Knowledge System of Bhārata*. 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 Ramkrishan Mission Institute of Culture, (2014).

Suggested Reading:

Pujari, R. M., Pradeep Kolhe, and N. R. Kumar. *Pride of India: A Glimpse into In-dia's Scientific Heritage*. Samskrita 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.

## VLP (Vidyasagar's Life and Philosophy) Non-credit Course

**Course Objective:** 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.

Unit	Content	Credit
1	<b>Early Life and Education:</b>	
1a.	Birth and Lineage	
1b.	A Journey from Ishwar Chandra Bondopadhaya to Ishwar 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 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. Bengal 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