



NETAJI SUBHAS OPEN UNIVERSITY

School of Social Sciences

DD 26, Sector I, Salt Lake, Kolkata – 700064

Website: www.wbnsou.ac.in

Under Graduate Degree Programme

Honours in History (HHI)

CBCS Syllabus

Programme Objectives

The programme objectives for the undergraduate History learners can be elucidated as follows:

- To democratize education in keeping with the ODL philosophy and to 'reach the unreached' learners irrespective of their age, gender, caste and religion as per the motto of NSOU.
- To promote self-learning amongst the undergraduate History learners with a vision of obtaining knowledge of past and enlighten them on the present with an eye on the future.
- To guide learners to grasp facts and acquire knowledge through the recent historiographical debates, arguments and theories while identifying the patterns of change and continuity in history.
- To requisite information about different castes, classes, societies and heritage through significant developments in the history of the Indian subcontinent as well as the world from earliest times up to the period after independence, and recent past.
- To render services for the development of the State in particular, and the Nation in general, in order to sensitize the learners towards a humanistic, democratic and socially viable ecosystem.
- To break the stereotypes of History learning and create interest amongst students to cultivate essential knowledge of History with greater flexibility for multi-disciplinary approach to learning.
- To develop logical and rationale respect for national ideals, constitutional values, socio-cultural issues, global peace and understanding by projecting plural features of historical understandings.

Programme Learning Outcomes

At the end of the programme, it is expected that the History undergraduate learners will be able to:

- Acquire a full range of essential skills and abilities imbibing a 'Learning Outcome-based Curriculum Framework' (LOCF) envisioned to provide a vast scope for history learning in a more learner-centric manner for strengthening the student's experiences as they engage themselves in the programme of their choice in the ODL mode.
- Develop the skills of critical thinking, rational enquiry, effective communication, and exploring the relationship between the past and the



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present while remaining sensitive to the larger historiographical debates that are important in the study of human society.

- Learn about socio-economic, cultural and political history in a non-biased way and connect with other Social Science disciplines to enrich the understanding of History.
- Be prepared for future foray into higher studies and historical research.
- Be trained to use the knowledge gained during the programme for future employment opportunities.
- Promote ideals of national integration, gender equality, social harmony as well as international peace and order for a more humane and progressive Indian and global society serving the highest goals of mankind.

Details of Course component and its distribution

Programme Component	SEM	No. of Courses	Credit per Course	Marks per Course	Marks per Course	
					TEE	Assignment
Core Course (CC)	I to VI	14	6	70	50	20
Discipline Specific Elective Course (DSEC)	V and VI	04	6	70	50	20
Generic Elective Course (GEC)	I, II, III and IV	04	6	70	50	20
Ability Enhancement Course (AECC)	I and II	02	2	70	50	20
Skill Enhancement Course (SEC)	III and IV	02	2	60	50	10

Note: For practical courses, there is no assignment mark, full marks will be evaluated in Term-End Examination (TEE) only.



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Programme component and semester wise distribution of courses

	SEM-I	SEM-II	SEM-III	SEM-IV	SEM-V	SEM-VI
Core Course	CC-01, 02	CC-03, 04	CC-05, 06, 07	CC-08, 09, 10	CC-11, 12	CC-13, 14
Generic Elective	GE-01	GE-02	GE-03	GE-04	--	--
Discipline Specific	--	--	--	--	DSE-01, 02	DSE-03, 04
Ability Enhancement Compulsory Course	AECC-01	AECC-02	--	--	--	--
Skill Enhancement Course	--	-	SE-01	SEC-02	--	--
Total No. of Course	4	4	5	5	4	4
Total Credits	20	20	26	26	24	24

Course component wise division of credit points under CBCS system

Programme Components	No. of Courses	Total Credit	Total Marks
Core Course (CC)	14	14x6 credit = 84	14x70 = 980
Generic Elective Course (GEC)	4	4x6 credit = 24	4x70 = 280
Discipline Specific Elective Course (DSEC)	4	4x6 credit = 24	4x70 = 280
Ability Enhancement Course (AECC)	2	2x2 credit = 4	2x70 = 140
Skill Enhancement Course (SEC)	2	2x2 credit = 4	2x60 = 120

Examination Pattern under CBCS system

University holds semester-wise Term-End examination according to the following pattern. A learner will only be allowed to appear in backlog course(s) of EVEN semester in the next EVEN semester. Similarly, a learner will only be allowed to appear in backlog course(s) of ODD semester in the next ODD semester.



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Year	Semester	Courses
1 st Year	1st Semester (ODD Semester)	CC-01, CC-02, GE-01, AECC-01
	2nd Semester (EVEN Semester)	CC-03, CC-04, GE-02, AECC-02
2 nd Year	3rd Semester (ODD Semester)	CC-05, CC-06, CC-07, GE-03, SE-01
	4th Semester (EVEN Semester)	CC-08, CC-09, CC-10, GE-04, SE-02
3 rd Year	5th Semester (ODD Semester)	CC-11, CC-12, DS-01, DS-02
	6th Semester (EVEN Semester)	CC-13, CC-14, DS-03, DS-04

Credit wise examination duration in Term-End Examination

Credit	Course Type	Total Marks	Assignment Marks	Term-End Marks	Duration of Term-End Examination
Course having 6 Credits	Theory	70	20	50	2 hours
Course having 2 Credits	Theory	60	10	50	2 hours

Duration of Examination of each course: 2 hours;

Assignment will be conducted through digital platform on MCQ

Evaluation System: Internal assessment: 30%; Term-end Examinations: 70%

Programme Structure

HHI: B.A. in History (Hons.)

SEM	CODE	Course Name	Theory / Prac.	Credit	Study Hours	TE Full Marks	Assig. Full Marks	Total Marks	Pass Marks 30%	
1 st Year	I	CC-HI-01	HISTORY OF INDIA- I	Theory	6	180	50	20	70	21
		CC-HI-02	SOCIAL FORMATIONS AND CULTURAL	Theory	6	180	50	20	70	21



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2 nd Year	II		PATTERNS OF THE ANCIENT WORLD								
		GE-01: # Refer Table below	Theory	6	180	50	20	70	21		
		AE-BG-11	* Bengali	Theory	2	60	50	20	70	21	
		AE-EG-12	* English								
	CC-HI-03	HISTORY OF INDIA II	Theory	6	180	50	20	70	21		
	CC-HI-04	SOCIAL FORMATIONS AND CULTURAL PATTERNS OF THE MEDIEVAL WORLD	Theory	6	180	50	20	70	21		
	GE-02: # Refer Table below	Theory	6	180	50	20	70	21			
	AE-ES-21	Environmental Studies	Theory	2	60	50	20	70	21		
	2 nd Year	III	CC-HI-05	HISTORY OF INDIA III (c. 750 -1206)	Theory	6	180	50	20	70	21
			CC-HI-06	RISE OF THE MODERN WEST- I	Theory	6	180	50	20	70	21
			CC-HI-07	HISTORY OF INDIA IV (c.1206 - 1550)	Theory	6	180	50	20	70	21
			GE-03: # Refer Table below	Theory	6	180	50	20	70	21	
			SE-HI-11	ICT in Education	Theory	2	60	50	10	60	18
		IV	CC-HI-08	RISE OF THE MODERN WEST – II	Theory	6	180	50	20	70	21
CC-HI-09			HISTORY OF INDIA V (c. 1550 - 1605)	Theory	6	180	50	20	70	21	
CC-HI-10			HISTORY OF INDIA VI (c. 1605 - 1750s)	Theory	6	180	50	20	70	21	
GE-04: # Refer Table below			Theory	6	180	50	20	70	21		
SE-HI-21			Reading and Reflecting on Text	Theory	2	60	50	10	60	18	
3 rd Year	V	CC-HI-11	HISTORY OF MODERN EUROPE - I (c. 1780-1939)	Theory	6	180	50	20	70	21	
		CC-HI-12	HISTORY OF INDIA VII (c. 1750 - 1857)	Theory	6	180	50	20	70	21	
		DS-HI-11	HISTORY OF USSR - I (1917-1964)	Theory	6	180	50	20	70	21	
		DS-HI-21	HISTORY OF USSR - II (1917-1964)	Theory	6	180	50	20	70	21	
	VI	CC-HI-13	HISTORY OF INDIA VIII (c. 1857 - 1950)	Theory	6	180	50	20	70	21	
		CC-HI-14	HISTORY OF MODERN EUROPE II (c. 1780 - 1939)	Theory	6	180	50	20	70	21	



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	DS-HI-31	HISTORY OF SOUTH EAST ASIA (19th and 20th CENTURIES)	Theory	6	180	50	20	70	21
	DS-HI-41	¥ HISTORY OF EAST ASIA - I (1840-1950)	Theory	6	180	50	20	70	21
	DS-HI-42	¥ HISTORY OF EAST ASIA – II (1868-1945)							
TOTAL				140				1800	

GE combination list

Subject	SEM-I: GE-01	SEM-II: GE-02	SEM-III: GE-03	SEM-IV: GE-04
Political Science	GE-PS-11: Nationalism in India	GE-PS-21: Feminism: Theory and Practice	GE-PS-31: Gandhi and the Contemporary World	GE-PS-41: Understanding Ambedkar
				GE-PS-42: United Nations and Global Conflicts
Sociology	GE-SO-11: Indian Society	GE-SO-21: Population and Society	GE-SO-31: Gender and Violence	GE-SO-41: Sociology of Social Movements
				GE-SO-42: Rethinking Development
Bengali	GE-BG-11: বাংলার সমাজ ও সাংস্কৃতিক পতরচয়	GE-BG-21: বাংলার সাহিত্যের ইতিহাস (আধুনিক যুগ)	GE-BG-31: ভাষা, ছন্দ ও অলঙ্কার	GE-BG-41: আধুনিক বাংলা সাহিত্য: নির্বাচিত পাঠ

* Learners have to choose any one from AE-BG-11: Bengali or AE-EG-12: English as Ability Enhancement Compulsory Course 1

Learners have to choose any one subject from GE combination list, accordingly group courses of GE-1, 2, 3 & 4 will be fixed for Semester-I, II, III & IV. If there is 2 option available for GE course 4 in Semester IV, candidate have to choose any one option.

¥ Learners have to choose any one for Discipline Specific course 4 learner have to choose one course from DS-HI-41: HISTORY OF EAST ASIA - I (1840-1950) or DS-HI-42: HISTORY OF EAST ASIA – II (1868-1945).



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DETAILED SYLLABUS

CORE COURSES

CC-HI- 01: HISTORY OF INDIA- I

Course Objectives

The course objectives for the undergraduate History learners can be elucidated as follows:

- To assist the UG learners to get an idea about the various theories of Charles Darwin, V. Gordon Childe, T. H. Huxley, A. J. Toynbee on Evolution and Growth of Civilisation.
- To understand the definition and Scope of archeology, different archeological methods, scientific excavations and theories and paradigms of archaeology.
- To get familiar with the evolution of human body and its transformation from ape to modern man and scientific explanations related to fossils taphonomy.
- To make a survey of the Chalcolithic people and their culture, to get a brief idea of the Bronze ages in various parts of the globe, i. e. Europe, Egypt, Mesopotamia and China.
- To trace a rough idea about the discovery of iron and the early manufacturing process about it.
- To study the agrarian economy of Ancient Greek civilisation, indicate the existence of the institution of slavery in Greece, taxation system and currency.
- To get a thorough knowledge about the origin of Athens and expansion of its hegemony in Greek peninsula, story of Persian invasions, of Greece, Hellenic literature and philosophy, sports and games and also rise of Polis in ancient Greece (Athens and Sparta).

Course Learning Outcomes

At the end of the course, it is expected that the History undergraduate learners will be able to:

- Understand the theory on Evolution and growth of civilisation with special reference to Palaeolithic, Mesolithic and Neolithic cultural patterns of the ancient world, beginning of agriculture and animal husbandry.



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- Get an overview of the Chalcolithic culture citing examples of Sumerian, Egyptian, Chinese and Eastern Mediterranean civilisation.
- Have a knowledge of the debate on the advent of iron and its implication, that indicates a big leap in human history
- Acquire a transparent picture of the evolution of mankind in Indian Subcontinent; transition from food gathering to food producing stage Critically analyze the basic features of Harappan Culture.
- Understand the nature of the institution of slavery in ancient Greece as well as having an idea regarding the agrarian economy, urbanisation and tread, craft production, taxation system and currency.
- Have a broad idea of the rise of Polis in ancient Greece, rise of the Athenian empire, Greco Persian Wars and Peloponnesian war and getting a thorough idea about Hellenic culture.

CC-HI-01: HISTORY OF INDIA- I

Module I: Reconstructing Ancient Indian History

Unit – 1: Early Indian notions of History

Unit – 2: Sources and tools of historical reconstruction.

Unit– 3: Historical interpretations (with special reference to gender, environment, technology, and regions).

Module II: Pre-historic hunter-gatherers

Unit – 4: Palaeolithic cultures- sequence and distribution

Unit – 5: Stone industries and other technological developments

Unit– 6: Mesolithic cultures- regional and chronological distribution

Unit – 7: New developments in technology and economy; rock art

Module III: The advent of food production

Unit – 8: The Neolithic Age and the Beginnings of Food Production

Unit –9: Understanding the regional and chronological distribution of the Neolithic and Chalcolithic cultures

Unit –10: Subsistence, and patterns of exchange

Module IV: The Harappan civilization

Unit – 11: Origins; settlement patterns and town planning;

Unit – 12: agrarian base; craft productions

Unit – 13: Trade

Unit– 14: Social and political organization

Unit – 15: Religious beliefs and practices; art

Unit – 16: The problem of urban decline

Unit – 17 The late/post-Harappan traditions.



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Module V: Cultures in transition

Unit – 18: North India (circa 1500 BCE-300 B CE)- Settlement patterns, technological and economic developments; social stratification; political relations; religion and philosophy; the Aryan Problem.

Unit – 19: Central India and the Deccan (circa 1000 BCE – circa 300 BCE)

Unit – 20: Tamilakam (circa 300 BCE to circa CE 300)

References and Suggested Readings

R.S. Sharma, *India's Ancient Past*, New Delhi, OUP, 2007.

R. S. Sharma, *Material Culture and Social Formations in Ancient India*, 1983.

R.S. Sharma, *Looking for the Aryas*, Delhi, Orient Longman Publishers, 1995

D. P. Agrawal, *The Archaeology of India*, 1985.

Bridget & F. Raymond Allchin, *The Rise of Civilization in India and Pakistan*, 1983.

A. L. Basham, *The Wonder that Was India*, 1971.

D. K. Chakrabarti, *The Archaeology of Ancient Indian Cities*, 1997, Paperback.

D. K. Chakrabarti, *The Oxford Companion to Indian Archaeology*, New Delhi, 2006.

H. C. Raychaudhuri, *Political History of Ancient India*, Rev. ed. With Commentary by B. N. Mukherjee, 1996

K. A. N. Sastri, ed., *History of South India*, OUP, 1966.

Upinder Singh, *A History of Ancient and Early Medieval India*, 2008. Romila Thapar, *Early India from the Beginnings to 1300*, London, 2002. Irfan Habib, *A People's History-Vol. -1, PreHistory*, 2001,

----Vol.-2, *Indus Civilization: Including Other Copper Age Cultures and the History of Language Change till 155 B.C.*, 2002

Uma Chakravarti, *The Social Dimensions of Early Buddhism*. 1997. Rajan Gururukul, *Social Formations of Early South India*, 2010.

R. Champakalakshmi, *Trade. Ideology and urbanization: South India 300 BC-AD1300*, 1996.



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CC-HI-02: SOCIAL FORMATIONS AND CULTURAL PATTERNS OF THE ANCIENT WORLD

Course Objectives

The course objectives for the undergraduate History learners can be elucidated as follows:

- To assist the UG learners to get an idea about the various theories of Charles Darwin, V. Gordon Childe, T. H. Huxley, A. J. Toynbee on Evolution and Growth of Civilisation.
- To understand the definition and Scope of archeology, different archeological methods, scientific excavations and theories and paradigms of archaeology.
- To get familiar with the evolution of human body and its transformation from ape to modern man and scientific explanations related to fossils taphonomy.
- To make a survey of the Chalcolithic people and their culture, to get a brief idea of the Bronze ages in various parts of the globe, i. e. Europe, Egypt, Mesopotamia and China.
- To trace a rough idea about the discovery of iron and the early manufacturing process about it.
- To study the agrarian economy of Ancient Greek civilisation, indicate the existence of the institution of slavery in Greece, taxation system and currency.
- To get a thorough knowledge about the origin of Athens and expansion of its hegemony in Greek peninsula, story of Persian invasions, of Greece, Hellenic literature and philosophy, sports and games and also rise of Polis.

Course Learning Outcomes

At the end of the course, it is expected that the History undergraduate learners will be able to:

- Understand the Theory on Evolution and growth of civilisation with special reference to Paleolithic, Mesolithic and Neolithic cultural patterns of the ancient world, beginning of agriculture and animal husbandry.
- Get an overview of the Chalcolithic culture citing examples of Sumerian, Egyptian, Chinese and Eastern Mediterranean civilisation.
- Have a knowledge of the debate on the advent of iron and its implication, that indicates a big leap in human history.
- Get a transparent picture of the evolution of mankind in Indian Subcontinent; transition from food gathering to food producing stage



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- Understand the nature of the institution of slavery in ancient Greece as well as have an idea regarding the agrarian economy, urbanisation and trade, craft production, taxation system and currency.
- Have a broad idea of the rise of Polis in ancient Greece, rise of the Athenian empire, Greco Persian Wars and Peloponnesian war and getting a thorough idea about Hellenic culture.

CC-HI-02: SOCIAL FORMATIONS AND CULTURAL PATTERNS OF THE ANCIENT WORLD

Module I: Evolution of humankind

- Unit – 1: Theories on Evolution and Growth of civilizations – i) Charles Darwin,
ii) Thomas Henry Huxley, iii) Arnold Toynbee, iv) V. Gordon Childe
- Unit – 2: Growth of Archaeological Studies.
- Unit – 3: Evolution of Human body and mind – From ape to modern man.
- Unit – 4: Palaeolithic Culture
- Unit – 5: Mesolithic culture.

Module II: Food production

- Unit – 6: Neolithic cultures – Beginnings of agriculture and animal husbandry.

Module III: Bronze Age Civilizations

- Unit – 7: A survey of Chalcolithic cultures
- Unit – 8: Mesopotamia (up to the Akkadian Empire)
- Unit – 9: Egypt (Old Kingdom)
- Unit – 10: Any one of the following – (i) China (Shang); ii) Eastern Mediterranean (Minoan & Mycenaean), (iii) Mesamerica – Maya, Aztec, Inca – Economy, Social stratification, State structure, Religion.

Module IV: Nomadic groups in Central and West Asia and Europe

- Unit – 11: Debate on the advent of iron and its implications
- Unit – 12: Iron age civilizations – Hittites and Etruscans



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Module V: Slave society in ancient Greece

Unit – 13: Agrarian economy

Unit – 14: Urbanization and Trade

Module VI: Polis in ancient Greece

Unit – 15: Athens

Unit – 16: Sparta

Unit- 17: Wars in Hellenic world – Greco-Persian War and Peloponnesian War

Unit – 18: Hellenic Literature and Philosophy

Unit -19: Greek Sports – Olympic

Unit – 20: Rise of Macedon and Hellenistic culture

References and Suggested Readings

Burns and Ralph. *World Civilizations. Cambridge History of Africa, Vol. I.*

V. Gordon Childe, *What Happened in History.*

G. Clark, *World Prehistory: A New Perspective.*

B. Fagan, *People of the Earth.*

Amar Farooqui, *Early Social Formations.*

M. I. Finley, *The Ancient Economy.* Jacquetta Hawkes, *First Civilizations.*

G. Roux, *Ancient Iraq.*

Bai Shaoyi, *An Outline History of China.*

H. W. F. Saggs, *The Greatness that was Babylon.*

B. Trigger, *Ancient Egypt: A Social History.*

UNESCO Series: *History of Mankind, Vols. I – III./ or New ed. History of Humanity.*

R. J. Wenke, *Patterns in Prehistory.*

G. E. M. Ste Croix, *Class Struggles in the Ancient Greek World.*

J. D. Bernal, *Science in History, Vol. I.*

V. Gordon Childe, *Social Evolution.*

Glyn Daniel, *First Civilizations.*

R. Hauser, *A Social History of Art, Vol. I.*



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CC-HI-03: HISTORY OF INDIA II

Course Objectives:

The course objectives for the undergraduate History learners can be elucidated as follows :

- To become acquainted with the Economy and Society (c. 300 BCE to c. 300 CE), of North India, Central India and the Deccan
- To learn about the changing political formations (c. 300 BCE to c. 300 CE), rise of Mauryan Empire to post Mauryan politics with special reference to the Kushanas and the Satavahanas, growth and development of economy and society
- To understand the political development during Gupta and post Gupta period with special reference to Pallavas, Chalukyas and Vardhanas.
- To identify the basic chief features of early medieval Indian society.
- To create an overview of the religion, philosophy and society (c. 300 BCE to c. 300 CE), by referring to Brahmanical tradition, theistic cults and tantricism.
- To acquire the knowledge of cultural developments (c.300 BCE to c. 300 CE) with special reference to literary, scientific and technical activities, as well as development of art and architecture from Maurya to post Gupta period.

Course Learning Outcomes

At the end of the course, it is expected that the History UG Learners will be able to:

- Comprehend the socio-economic development of the concerned period.
- Analyse the changing patterns of historical development from the Maurya to post Gupta period.
- Picture the religion, philosophy and society of the concerned period.
- Understand the growth of literature of the related period.
- Examine the proliferation of jatis
- Understand the art, architecture and forms of patronage in the period



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CC-HI-03: HISTORY OF INDIA II

Module I: Economy and Society (circa 300 BCE to circa CE 300)

Unit – 1: Expansion of agrarian economy: production relations.

Unit – 2: Urban growth: north India, central India and the Deccan; craft Production: trade and trade routes; coinage.

Unit – 3: Social stratification: class, Varna, jati, untouchability; gender; marriage and property relations

Module II: Changing political formations (circa 300 BCE to circa CE 300)

Unit – 4: The Mauryan Empire

Unit – 5: Post-Mauryan Polities with special reference to the Kushanas and the Satavahanas; Gana-Sanghas.

Module III: Towards early medieval India (circa CE fourth century to CE 750)

Unit – 6: Agrarian expansion: land grants, changing production relations

Unit – 7: Graded Land rights and peasantry.

Unit – 8: The problem of urban decline: patterns of trade, currency, and urban Settlements.

Unit – 9: Varna, proliferation of jatis: changing norms of marriage and property.

Unit – 10: The nature of polities: the Gupta empire and its contemporaries

Unit – 11: Post-Gupta politics –Pallavas, Chalukyas, and Vardhanas

Module IV: Religion, philosophy and society (circa 300 BCE – CE 750)

Unit – 12: Consolidation of the Brahmanical tradition: Dharma, Varnashram, Purusharthas, Samskaras.

Unit – 13: Theistic cults (from circa second century BC): Mahayana; the Puranic tradition.

Unit – 14: The beginnings of Tantricism

Module V: Cultural developments (circa 300 BCE – CE 750)

Unit – 15: A brief survey of Sanskrit, Pali, Prakrit and Tamil literature.

Unit – 16: Scientific and technical treatises

Unit – 17: Art and architecture & forms and patronage: Mauryan Period

Unit – 18: Art and architecture & forms and patronage: Post-Mauryan Period

Unit – 19: Art and architecture & forms and patronage: Gupta Period

Unit – 20: Art and architecture & forms and patronage: Post-Gupta

References and Suggested Readings



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- B. D. Chattopadhyaya, *The Making of Early Medieval India*, 1994.
- D. P. Chattopadhyaya, *History of Science and Technology in Ancient India*, 1986.
- D. D. Kosambi, *An Introduction to the Study of Indian History*, 1975.
- S. K. Maity, *Economic Life in Northern India in the Gupta Period*, 1970.
- B. P. Sahu (ed), *Land System and Rural Society in Early India*, 1997.
- K. A. N. Sastri, *A History of South India*.
- R. S. Sharma, *Indian Feudalism*, 1980.
- R.S.Sharma, *Urban Decay in India,c.300-C1000*, Delhi, Munshiram Manohar Lal,1987
- Romila Thapar, *Asoka and the Decline of the Mauryas*, 1997.
- Susan Huntington, *The Art of Ancient India: Buddhist, Hindu, and Jain*, New York, 1985.
- N. N. Bhattacharya, *Ancient Indian Rituals and Their Social Contents*, 2nd ed., 1996.
- J. C. Harle, *The Art and Architecture of the Indian Subcontinent*, 1987.
- P. L. Gupta, *Coins*, 4th ed., 1996.
- Kesavan Veluthat, *The Early Medieval in South India*, New Delhi, 2009
- H. P. Ray, *Winds of Change*, 1994.
- Romila Thapar, *Early India: From the Origins to 1300*, 2002.



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CC-HI-04: SOCIAL FORMATIONS AND CULTURAL PATTERNS OF THE MEDIEVAL WORLD

The course objectives for the undergraduate History learners can be elucidated as follows :

- To give the learners a clear picture of administrative history of Roman Republic, Principate and Empire, unification of Italy under Rome, agrarian economy and urbanization.
- To have a broad overview of the Roman Republic with social reference to the class conflict between Patrician and Plebian, condition of the slaves and position of women.
- To make an inquiry into the religion and culture in ancient Rome, eclectic nature of Roman religion, Roman literature and culture.
- To examine the crises of the Roman Empire, Constantine and his reforms, decline of the Empire in the West.
- To create an overview of the rise of feudalism, its decline and organisation of production, towns and trade, technological developments.
- To get familiar to the struggle between Empire and Papacy as well as monasticism.

Course Learning Outcomes

At the end of the course, it is expected that the History undergraduate learners will be able to:

- Comprehend the Roman Republic, its administrative history, Italian unification, agrarian economy and urbanization.
- The nature of Roman Republic and religion and culture in ancient Rome.
- The economic developments in Europe from the 7th to the 14th centuries.
- The religion and culture in medieval Europe.



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CC-HI-04 : SOCIAL FORMATIONS AND CULTURAL PATTERNS OF THE MEDIEVAL WORLD

Module I: Roman Republic

Unit – 1: Brief administrative history of Rome – Republic, Principate and Empire

Unit – 2: Unification of Italy under Rome

Unit – 3: Agrarian economy

Unit – 4: Urbanization and trade

Module II: The Roman Society

Unit – 5: Patrician – Plebeian conflict

Unit – 6: Slave society in ancient Rome: Condition of the Slaves

Unit – 7: Condition of Women

Module III: Religion and culture in Ancient Rome

Unit – 8: Eclectic nature of Roman religion

Unit – 9: Roman Literature

Unit – 10: Roman art and architecture

Module IV: Crises of the Roman Empire

Unit – 11: The Third century crisis

Unit – 12: Constantine and his reforms

Unit – 13: End of the Empire in the West

Unit – 14: Causes of the Decline

Module V: Economic developments in Europe from the 7th to the 14th centuries

Unit – 15: The 10th century crisis and rise of Feudalism

Unit – 16: Organization of production, towns and trade, technological developments.

Unit – 17: Crisis of feudalism.

Module VI: Religion and culture in medieval Europe

Unit – 18: Christianity – Church and the Papacy

Unit – 19: Monasticism

References and Suggested Readings

Perry Anderson, Passages from Antiquity to Feudalism. Marc Bloch, Feudal Society, 2 Vols.

Cambridge History of Islam, 2 Vols.



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Website: www.wbnsou.ac.in

Georges Duby, The Early Growth of the European Economy. Fontana, Economic History of Europe, Vol. I (relevant chapters).

P. K. Hitti, History of the Arabs.

P. Garnsey and Saller, The Roman Empire.

S. Ameer Ali, The Spirit of Islam.

J. Barrowclough, The Medieval Papacy. Encyclopaedia of Islam, 1st ed., 4 vols.

M. G. S. Hodgson, The Venture of Islam.



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CC-HI-05

HISTORY OF INDIA III (C. 750-1206 CE)

Course Objectives

The Course Objectives for the undergraduate History learners can be elucidated as follows :

- To identify the geographical sources, texts, numismatics, to be acquainted with the Indian feudalism (with special reference to the views of different historians) and the origin of the Rajputs and the nature of the state.
- To study the evolution of political structures of the Rashtrakutas, Palas, Pratiharas, Rajputs and Cholas.
- To analyse the agrarian structure and social change with special reference to crop producing peasants, proliferation castes, status of the untouchables and the position of the tribes as peasants in accordance with the Varna order.
- To get an overview of international trade, maritime trade, forms of exchange, process of urbanization merchant guilds of South India.
- To make a survey on the growth and development of the popular religious cults, i.e. Bhakti, Tantricism, Puranic traditions, Buddhism and Jainism, development of regional language and literature, evolution of regional art and architecture and their styles.

Course Learning Outcomes

At the end of the course, it is expected that the History undergraduate learners will be able to understand:

- Understand the early medieval India, debates on feudalism and rise of Rajputs.
- Analyse the political trajectory of early medieval India under the Palas, Pratiharas and Cholas, Islamic invasion, Arab conquest of Sindh, nature and impact of the new set up, causes and consequences of early Turkish invasion.
- Discuss the basic features of agrarian structure and social change.
- Get an Overview of trade and commerce of the concerned period.
- Examine the religious and cultural developments of early medieval India.

CC-HI-05: HISTORY OF INDIA III (c. 750 -1206)

Module I: Studying Early Medieval India

Unit-1: Historical geography Sources: texts, epigraphic and numismatic data

Unit -2: Debates on Indian feudalism,

Unit -3: Rise of the Rajputs and the nature of the state



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Module II: Political Structures

Unit-4: Evolution of political structures: Rashtrakutas, Palas, Pratiharas, Rajputs and Cholas

Unit-5: Legitimization of kingship; brahmanas and temples; royal genealogies and rituals

Unit-6: Arab conquest of Sindh: nature and impact of the new set-up; Ismaili dawah

Unit 7: Causes and consequences of early Turkish invasions: Mahmud of Ghazna; Shahab-ud-Din of Ghur

Module III: Agrarian Structure and Social Change

Unit – 8: Agricultural expansion; crops

Unit – 9: Landlords and peasants

Unit – 10: Proliferation of castes; status of untouchables

Unit – 11: Tribes as peasants and their place in the Varna order

Module IV: Trade and Commerce

Unit -12: Inter-regional trade

Unit – 13: Maritime trade

Unit -14: Forms of exchange

Unit – 15: Process of urbanization

Unit – 16: Merchant guilds of South India

Module V: Religious and Cultural Developments

Unit – 17: Bhakti, Tantrism, Puranic traditions; Buddhism and Jainism; Popular religious cults

Unit – 18: Islamic intellectual traditions: Al-Biruni; Al-Hujwiri

Unit – 19: Regional languages and literature

Unit – 20: Art and architecture: Evolution of regional styles

References and Suggested Readings

R.S. Sharma, *Indian Feudalism* (circa 300 – 1200).

B.D. Chattopadhyaya, *The Making of Early Medieval India*.

R.S. Sharma and K.M. Shrimali, eds, *Comprehensive History of India, Vol. IV (A & B)*.

Mohammad Habib and K.A. Nizami, eds, *Comprehensive History of India, Vol. V, The Delhi Sultanate*

Hermann Kulke, ed., *The State in India (AD 1000 – AD 1700)*.

N. Karashima, *South Indian History and Society (Studies from Inscriptions, AD 850 -1800)*

Derryl N. Maclean, *Religion and Society in Arab Sindh. Irfan Habib, Medieval India: The Study of a Civilization*.

Richard Davis *Lives of Indian Images*.

Romila Thapar, *Somanatha: The Many Voices of a History*.



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John S. Deyell, *Living Without Silver: The Monetary History of Early Medieval North India.*

Vijaya Ramaswamy, *Walking Naked: Women, Society, and Spirituality in South India.*

Burton Stein, *Peasant State and Society in Medieval South India.* R. Champakalakshmi, *Trade, Ideology and Urbanization: South India, 300 BC to 1300 AD.*

Al. Beruni's India, NBT edition.

Ali Hujwiri, *Kashful Mahjoob*, tr. R.Nicholson.

S C Mishra, *Rise of Muslim Communities in Gujarat.* J. Schwartzberg, *Historical Atlas of South Asia*



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CC-HI-o6: RISE OF THE MODERN WEST – I

Course Learning Objectives

The course objectives for the undergraduate History learners can be elucidated as follows:

- To analyse the historiography of transition from feudalism to capitalism
- To understand the compulsions of early colonial expansion
- To discuss the different contours of Renaissance and Humanism
- To develop an interest in origin, course and results of the European Reformation in the 16th century
- To study the economic developments of the sixteenth century
- To examine the emergence of European state system

Course Learning Outcomes

At the end of the course, it is expected that the History undergraduate learners will be able to:

- Review the problems and theories of the debate on transition from feudalism to capitalism
- Understand the beginnings of the era of colonization
- Discuss the social roots and meaning of Renaissance
- Understand the spread of Humanism in Europe
- Elucidate the reformation movements inside and outside Germany
- Examine the commercial and price revolution in the sixteenth century
- Reflect upon the emergence of Spain, France, England and Russia in Europe in this period

CC-HI-o6 : RISE OF THE MODERN WEST – I

Module I: Transition from feudalism to capitalism

Unit-1: Problems and theories with special reference to the Historiography of the Transition Debates

Module II: Early colonial expansion

Unit - 2: Motives, voyages and explorations

Unit - 3: The conquests of the Americas: beginning of the era of colonization; mining and plantation; the African slaves.

Module III: Renaissance

Unit - 4: Meaning of Renaissance

Unit - 5: Its social root



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- Unit – 6: City-states of Italy
- Unit – 7: Spread of humanism in Europe
- Unit – 8: Art
- Unit – 9: The Historians in the Age of Renaissance

Module IV: Origins, course and results of the European Reformation in the 16th century

- Unit – 10: Origins
- Unit – 11: Course (I): Martin Luther and the German Reformation
- Unit – 12: Course (II): Reformation Movement Outside of Germany
- Unit – 13: The Radical Reformation
- Unit – 14: The Catholic Reformations
- Unit – 15: Results

Module V: Economic developments of the sixteenth century

- Unit – 16: The Economic Condition of 16th Century: General Aspects (Rural and Urban)
- Unit – 17: Shift of economic balance from the Mediterranean to the Atlantic
- Unit – 18: Commercial Revolution
- Unit – 19: Influx of American silver and the Price Revolution

Module VI: Emergence of European state system

- Unit 20: Spain
- Unit – 21: France
- Unit – 22: England
- Unit – 23: Russia

References and Suggested Reading

- T.S. Aston and C. H. E. Philpin (eds.), *The Brenner Debate*
- H. Butterfield, *The Origins of Modern Science*.
- Carlo M. Cipolla, *Fontana Economic History of Europe, Vols. II and III*. Carlo M. Cipolla, *Before the Industrial Revolution, European Society and Economy. 1000 -1700*. 3rd ed. (1993)
- D. C. Coleman (ed.), *Revisions in Mercantilism*. Ralph Davis, *The Rise of the Atlantic Economics*.
- Maurice Dobb, *Studies in the Development of Capitalism*.
- J. R. Hale, *Renaissance Europe*.



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- R. Hall, *From Galileo to Newton*.
Christopher Hill, *A Century of Revolutions*.
Rodney Hilton, *Transition from Feudalism to Capitalism*.
H. G. Koenigsberger and G. L. Mosse, *Europe in the Sixteenth Century*. Stephen J. Lee, *Aspects of European History, 1494-1789*.
G. Parker, *Europe in Crisis. 1598- 1648*.
G. Parker and L. M. Smith, *General Crisis of the Seventeenth Century*.
J. H. Parry, *The Age of Reconnaissance*.
Meenaxi Phukan, *Rise of the Modern West: Social and Economic History of Early Modern Europe*.
V. Poliensiky, *War and Society in Europe, 1618 – 48*.
Theodore K. Rabb, *The Struggle for Stability in Early Modern Europe*.
V. Scammell, *The First Imperial Age: European Overseas Expansion, 1400 – 1715*.
Jan de Vries, *Economy of Europe in an Age of Crisis 1600 to 1750*.
M. S. Anderson, *Europe in the Eighteenth Century*. Perry Anderson, *The Lineages of the Absolutist State*. Stuart Andrews, *Eighteenth Century Europe*.
B. H. Slicher von Bath, *The Agrarian History of Western Europe. AD. 500 – 1850*. *The Cambridge Economic History of Europe. Vol. I – VI*.
James B. Collins, *The State in Early Modern France: New Approaches to European History*.
G. R. Elton, *Reformation Europe, 1517 to 1559*.
M. P. Gilmore, *The World of Humanism, 1453 -1517*.
Peter Kriedte, *Peasants, Landlords and Merchant Capitalists*.
J. Lynch, *Spain under the Hapsburgs*. Peter Mathias, *First Industrial Revolution*.
Harry Miskimin, *The Economy of Later Renaissance Europe: 1460 to 1600*. Charles A. Nauert, *Humanism and the Culture of the Renaissance (1996)*. *The New Cambridge Modern History of Europe, Vols. I -VII*.
L. W. Owie, *Seventeenth Century Europe*.
D. H. Pennington, *Seventeenth Century Europe*.
F. Rice, *The Foundations of Early Modern Europe*.



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CC-HI-07: HISTORY OF INDIA IV (c.1206 – 1550)

Course Learning Objectives

The course objectives for the undergraduate History learners can be elucidated as follows:

- To interpret the sources of Delhi Sultanate
- To study the foundation, expansion and consolidation of the Sultanate of Delhi
- To understand the emergence of provincial dynasties and Regional Identities
- To know about the society and economy of the Sultanate period
- To assess the religion, society and culture of the period

Course Learning Outcomes

At the end of the course, it is expected that the History undergraduate learners will be able to:

- Survey the sources of Delhi Sultanate
- Understand the expansion of political structures till the first battle of Panipat
- Discuss the consolidation of regional identities
- Acquire a clear idea about the Iqta system
- Gain knowledge about Sufi silsilas and Bhakti movements

CC-HI-07: HISTORY OF INDIA IV (c.1206 – 1550)

Module I: Interpreting the Delhi Sultanate

Unit – 1: Survey of sources: Persian 19arikh tradition; vernacular histories; epigraphy

Module II: Sultanate Political Structures

Unit – 2: Foundation, expansion and consolidation of the Sultanate of Delhi; The Khaljis and the Tughluqs

Unit – 3: Mongol threat and Timur's invasion; The Lodis: Conquest of Bahlul and Sikandar;

Unit – 4: Ibrahim Lodi and the battle of Panipat

Unit – 5: Theories of kingship

Unit – 6: Ruling elites; Sufis, ulama and the political authority;

Unit – 7: Imperial monuments and coinage

Module III: Emergence of provincial dynasties and Regional Identities

Unit – 8: Bahamanis

Unit – 9: Vijayanagar

Unit – 10: Gujarat

Unit – 11: Malwa

Unit – 12: Jaunpur

Unit – 13: Bengal



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Unit – 14: Consolidation of regional identities; regional art, architecture and literature

Module IV: Society and Economy

Unit – 15: Iqta and the revenue-free grants

Unit – 16: Agricultural production; technology

Unit – 17: Changes in rural society; revenue systems

Unit – 18: Monetization; market regulations; growth of urban centers; trade and commerce; Indian Ocean trade

Module V: Religion, Society and Culture

Unit – 19: Sufi silsilas: Chishtis and Suhrawardis; doctrines and practices; social roles

Unit – 20: Bhakti movements and monotheistic traditions in South and North India; Women Bhaktas; Nathpanthis; Kabir, Nanak and the Sant tradition

Unit: 21: Sufi literature: malfuzat; premakhayans

References and Suggested Readings

Mohammad Habib and K.A. Nizami, eds, *Comprehensive History of India, Vol. V, The Delhi Sultanate.*

Satish Chandra, *Medieval India I.* Peter Jackson, *The Delhi Sultanate.*

Catherine Asher and Cynthia Talbot, *India Before Europe.*

Tapan Raychaudhuri and Irfan Habib, eds, *Cambridge Economic History of India, Vol. I.*

K.A. Nizami, *Religion and Politics in the Thirteenth Century.*

W.H. McLeod, Karine Schomer, et al, Eds, *The Sants.*

S.A.A. Rizvi, *A History of Sufism in India, Vol. I.*

Mohibul Hasan, *Historians of Medieval India.*

Cynthia Talbot, *Pre-colonial India in Practice.*

Simon Digby, *War Horses and Elephants in the Delhi Sultanate.*

I.H. Siddiqui, *Afghan Despotism.*

Burton Stein, *New Cambridge History of India: Vijayanagara.*

Richard M. Eaton, ed., *India's Islamic Traditions.*

Vijaya Ramaswamy, *Walking Naked: Women, Society, and Spirituality in South India.*

Sheldon Pollock, *Languages of the Gods in the World of Men.*

Pushpa Prasad, *Sanskrit Inscriptions of the Delhi Sultanate.*

Andre Wink, *Al-Hind, Vols. I-III.*



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CC-HI-o8: RISE OF THE MODERN WEST – II

Course Objectives:

The course objectives for the undergraduate History learners can be elucidated as follows:

- To understand the 17th century European crisis
- To analyse the major issues in the English revolution
- To be able to discuss the rise of modern science
- To acquire a clear idea of the Mercantilism and European economics of the 17th and 18th centuries
- To assess the European political developments of the 18th century
- To survey the conditions leading to the American Revolution
- To understand the prelude to the Industrial revolution

Course Learning Outcomes

At the end of the course, it is expected that the History undergraduate learners will be able to:

- Analyse the nature and extent of the 17th century European crisis
- Examine the fermentation of ideas during the Revolution of 1688 and their consequences
- Understand the social context of modern science
- Discuss the theory of mercantilism in details
- Identify the growth of parliamentary monarchy and patterns of absolutism in Europe
- Understand the origins of the American Revolution
- Interpret the causal origin of the Industrial Revolution

CC-HI-o8: RISE OF THE MODERN WEST – II

Module I: 17th century European crisis

Unit – 1: Decline of the Mediterranean Economy

Unit – 2: Decline of Spain

Unit – 3: Decline of Italy

Unit – 4: Nature and the extent of the Crisis: Economic, social and political dimensions

Unit – 5: The Thirty Years War

Module II: The English Revolution

Unit – 6: Major issues

Unit – 7: Fermentation of Ideas: political and intellectual currents

Unit – 8: Commonwealth and Protectorate

Unit – 9: Restoration of 1660



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- Unit – 10: Socio-Economic Changes
- Unit – 11: The Revolution of 1688
- Unit – 12: Consequences
- Unit – 13: Intellectual and Cultural Trends

Module III: Rise of modern science in relation to European society from the Renaissance to the 17th century

- Unit – 14: Origins
- Unit – 15: Social Context of the Modern Science
- Unit – 16: Major Developments
- Unit – 17: The Formulation of Scientific Method
- Unit – 18: Science and Religion

Module IV: Mercantilism and European economics: 17th and 18th centuries

- Unit – 19: Origins
- Unit – 20: The Theory of Mercantilism
- Unit – 21: (a) Mercantilism in Action; (b) Rejection of Mercantilism

Module V: European politics in the 18th century

- Unit – 22: (a) Parliamentary monarchy; (b) Patterns of Absolutism in Europe

Module VI: Political and economic issues in the American Revolution

- Unit – 23: Understanding the American Revolution – Political and Economic issues

Module VII: Preludes to the Industrial Revolution

- Unit – 24: Causal Origin of Industrial Revolution

References and Suggested Readings

- T.S. Aston and C.H.E. Philpin (eds.), *The Brenner Debate*.
- H. Butterfield, *The Origins of Modern Science*.
- Carlo M. Cipolla, *Fontana Economic History of Europe, Vols. II and III*.
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- Maurice Dobb, *Studies in the Development of Capitalism*.
- J.R. Hale, *Renaissance Europe*.
- R. Hall, *From Galileo to Newton*.
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Stephen J. Lee, *Aspects of European History, 1494 – 1789*.
G. Parker, *Europe in Crisis, 1598 – 1648*.
G. Parker and L.M. Smith, *General Crisis of the Seventeenth Century*.
J.H. Parry, *The Age of Reconnaissance*.
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Theodore K. Rabb, *The Struggle for Stability in Early Modern Europe*.
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Jan de Vries, *Economy of Europe in an Age of Crisis, 1600 to 1750*.
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Perry Anderson, *The Lineages of the Absolutist State*.
Stuart Andrews, *Eighteenth Century Europe*.
B. H. Slicher von Bath, *The Agrarian History of Western Europe. AD. 500 – 1850*.
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G. R. Elton, *Reformation Europe, 1517 to 1559*.
M. P. Gilmore, *The World of Humanism. 1453 to 1517*.
Peter Kriedte, *Peasants, Landlords and Merchant Capitalists*.
J. Lynch, *Spain under the Hapsburgs*.
Peter Mathias, *First Industrial Revolution*.
Harry Miskimin, *The Economy of Later Renaissance Europe: 1460 to 1600*.
Charles A. Nauert, *Humanism and the Culture of the Renaissance (1996)*.
The New Cambridge Modern History of Europe, Vols. I – VII.
L. W. Owie, *Seventeenth Century Europe*.
D. H. Pennington, *Seventeenth Century Europe*.
F. Rice, *The Foundations of Early Modern Europe*



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CC-HI-09: HISTORY OF INDIA V (c.1550-1605)

Course Objectives

The course objectives for the undergraduate History learners can be elucidated as follows:

- To understand the transformation of statecraft, if any during the first 100 years of the Mughals in India.
- To study the transformation of political and social life of the Mughals.
- To understand the process of Indianisation of the empire.
- To assess the contribution of Akbar in creation of a secular administration.

Course Learning Outcomes

At the end of the course, it is expected that the History undergraduate learners will be able to:

- Review the sources and historiography of the Mughal period
- Analyse how the Mughals were able to impose their statecraft through political, economic as well as social assimilation during that period
- Discuss the consolidation of Mughal rule under Akbar
- Understand the attempts at incorporation of Rajputs and other indigenous groups in Mughal nobility
- Discuss inclusive religious theories and ideals of Mughal state especially under Akbar

CC-HI-09 : HISTORY OF INDIA V (c. 1550 – 1605)

Module I: Sources and Historiography

Unit – 1: Persian literary culture; translations;

Unit – 2: Vernacular literary traditions

Unit – 3: Modern Interpretations

Module II: Establishment of Mughal rule

Unit – 4: India on the eve of Babur's invasion

Unit – 5: Fire arms, military technology and warfare

Unit – 6: Humayun's struggle for empire

Unit – 7: Sher Shah and his administrative and revenue reforms

Module III: Consolidation of Mughal rule under Akbar

Unit – 8: Campaigns and conquests: tactics and technology

Unit –9: Evolution of administrative institutions: zabt, mansab, jagir, madad-i-maash

Unit – 10: Revolts and resistance

Module IV: Expansion and Integration



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Unit – 11: Incorporation of Rajputs and other indigenous groups in Mughal nobility

Unit – 12: North-West frontier, Gujarat and the Deccan

Unit – 13: Conquest of Bengal

Module V: Rural Society and Economy

Unit – 14: Land Rights and Revenue System: Zamindars and Peasants

Unit – 15: Rural Tensions

Unit – 16: Extension of Agriculture and; Agricultural Production; Crop Patterns

Unit – 17: Trade Routes and Patterns of Internal Commerce

Unit – 18: Overseas Trade; Rise of Surat

Module VI: Political and religious ideals

Unit – 19: Inclusive political ideas: theory and practice

Unit – 20: Religious tolerance and sulh-i-kul; Sufi mystical and intellectual interventions

Unit – 21: Pressure from the ulama

References and Suggested Readings

M. Athar Ali, *The Apparatus of Empire, Awards of Ranks, Offices and Titles to the Mughal Nobility, 1574–1658*

M. Athar Ali, *The Mughal Nobility under Aurangzeb.*

Muzaffar Alam and Sanjay Subramanian, eds, *The Mughal State, 1526 – 1750.*

J.F. Richards, *The Mughal Empire.*

Satish Chandra, *Essays on Medieval Indian History.* Irfan Habib, ed., *Akbar and His India*

Irfan Habib, *Agrarian System of Mughal India, 1526 to 1707.*

S. Nurul Hasan, *Religion, State, and Society in Medieval India.*

Harbans Mukhia, *The Mughals of India*

Harbans Mukhia, *Perspectives on Medieval History*

Hermann Kulke, ed., *The State in India, 1000–1700*

Burton Stein, *A History of India*

R. P. Tripathi, *Some Aspects of Muslim Administration*

R. P. Tripathi, *Rise and Fall of the Mughal Empire*



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CC-HI-10: History of India VII (c. 1605-1750s)

Course Objectives

The course objectives for the undergraduate History learners can be elucidated as follows:

- To assess the continuity in the Mughal administration.
- To assess the efforts of the Mughals towards territorial expansion and results
- To assess the changes in Mansabdari system and their effects.
- To assess the role of the Emperors in religious affairs.
- To assess the effects of the rise of regional powers
- To assess the stages of the Mughal decline.

Course Learning Outcomes

At the end of the course, it is expected that the History undergraduate learners will be able to:

- Understand that though the Mughals gathered strength they failed to combat some regional forces
- Understand that the Mughals also failed to keep the administration in proper order which ultimately led to its decline and intrusion of foreign elements.
- Gain knowledge about the political culture under Jahngir and Shah Jahan
- Assess the condition of Mughal empire under Aurangzeb
- Get an idea of the Mughal paintings and architecture
- Interpret the pattern of regional politics under Rajputs and Marathas
- Develop an interest in the trade network of the Mughal period

CC-HI-10: HISTORY OF INDIA VI (c. 1605 – 1750s)

Module I: Sources

Unit – 1: Persian and vernacular literary cultures, histories, memoirs and travelogues

Module II: Political Culture under Jahangir and Shah Jahan

Unit – 2: Extension of Mughal rule;

Unit – 3: Changes in mansab and jagir systems

Unit – 4: Imperial culture

Unit – 5: Orthodoxy and syncretism - Naqshbandi Sufis, Miyan Mir, Dara Shukoh, Sarmad



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Module III: Mughal Empire under Aurangzeb

Unit – 6: State and religion under Aurangzeb

Unit – 7: Issues in the war of succession

Unit – 8: Policies regarding Religious groups and institutions

Unit – 9: Conquests and limits of expansion

Unit – 10: Beginning of the crisis: contemporary perceptions

Unit – 11: Agrarian and jagir crises; revolts

Module IV: Visual Culture: Paintings and Architecture

Unit 12: Paintings

Unit 13: Architecture

Module V: Patterns of Regional Politics

Unit – 14: Rajput political culture and state formation

Unit – 15: Deccan kingdoms; emergence of the Marathas; Shivaji;

Unit – 16: Expansion under the Peshwas

Unit – 17: Mughal decline

Unit – 18: Emergence of successor states

Unit – 19: Interpreting eighteenth century India: recent debates

Module VI: Trade and Commerce

Unit – 20: Crafts and technologies

Unit – 21: Monetary system

Unit – 22: Markets; transportation; urban centres

Unit – 23: Indian Ocean trade network

References and Suggested Readings

M. Athar Ali, *The Mughal Nobility under Aurangzeb*.

Muzaffar Alam and Sanjay Subramanian, eds, *The Mughal State, 1526 - 1750*.

J.F. Richards, *The Mughal Empire*.

Satish Chandra, *Essays on Medieval Indian History*.

Irfan Habib, *Agrarian System of Mughal India, 1526 to 1707*.

Ashin Dasgupta, *Indian Merchants and the Decline of Surat, 1700 - 1750*.

Stewart Gordon, *The Marathas 1600 - 1818*.

Ebba Koch, *Mughal Art and Imperial Ideology*.

S.A.A. Rizvi, *Muslim Revivalist Movements in Northern India*.

S. Nurul Hasan, *Religion, State, and Society in Medieval India*.

S. Arsatnam, *Maritime India in the Seventeenth Century*.

Muzaffar Alam, *The Crisis of Empire in Mughal North India*.

Catherine Asher, *Architecture of Mughal India*

Jadu Nath Sarkar, *Fall of the Mughal Empire*, 4 vols

Jadu Nath Sarkar, *History of Aurangzeb Based Upon Original Sources*, 5 vols



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CC-HI-11: HISTORY OF MODERN EUROPE (c.1789-1939)

Course Objectives

The course objectives for the undergraduate History learners can be elucidated as follows:

- To understand the metamorphosis in Europe in political, economic and social.
- To assess the rise and decline of Napoleon Bonaparte.
- To assess the failure of the Metternich System and Unification Movements in Germany and Italy.
- To understand the history for struggle for mastery in Europe
- To assess the changes in status quo in the late 19th and early 20th centuries.
- To understand and assess the reasons and effects of the World War I.
- To understand the history of the rise of Fascism.

Course Learning Outcomes

At the end of the course, it is expected that the History undergraduate learners will be able to:

- Know in details about Modern Europe beginning with the French Revolution
- Understand the nature of revolutionary changes and their respective effects in Europe and also outside
- Define the process of industrialization in Europe
- Assess the formation of different national identities in Europe
- Analyse the growth in imperialist aspirations leading to militarisation
- Elucidate the factors consequent of which the world witnessed a Great War
- Discuss the rise of Fascism leading to another World War

CC-HI-11: History of Modern Europe- I (c. 1780-1939)

Module I: The French Revolution and its European repercussions

Unit – 1: Crisis of Ancien Regime

Unit – 2: Intellectual currents.

Unit – 3: Social classes and emerging gender relations.

Unit – 4: Phases of the French Revolution 1789 - 99.

Unit – 5: Art and Culture of French Revolution.

Unit – 6: Napoleonic consolidation - reform and empire.

Module II: Restoration and Revolution: c. 1815 - 1848



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Unit – 7: Forces of conservatism & restoration of old hierarchies.

Unit – 8: Social, Political and intellectual currents.

Unit – 9: Revolutionary and Radical movements, 1830 - 1848.

Module III: Capitalist Industrialization and Social and Economic Transformation (Late 18th century to AD 1914)

Unit – 10: Process of capitalist development in industry and agriculture: Case Studies

Unit – 11: Britain

Unit – 12: France

Unit – 13: The German States

Unit – 14: Russia

Unit- 15: Evolution and Differentiation of social classes: Bourgeoisie, Proletariat, land owning classes and peasantry.

Unit – 16: Changing trends in demography and urban patterns.

Unit – 17: Family, gender and process of industrialization

Module – IV: Varieties of Nationalism and the Remaking of States in the 19th and 20th Centuries: Intellectual currents, popular movements and the formation of National identities

Unit – 18: Germany

Unit- 19: Italy

Unit – 20: Ireland

Unit – 21: The Balkans

Module – V: Varieties of Nationalism and the Remaking of States in the 19th and 20th Centuries: Specificities of economic development, political and administrative reorganization

Unit – 22: Italy

Unit – 23: Germany

References and Suggested Readings

Ranjan Chakrabarti, *A History of the Modern World*

C.M. Cipolla, *Fontana Economic History of Europe, Volume III: The Industrial Revolution.*

Norman Davies, *Europe.*

J. Evans, *The Foundations of a Modern State in 19th Century Europe.*

T.S. Hamerow, *Restoration, Revolution and Reaction: Economics and Politics in Germany, 1815 - 1871.*

E.J. Hobsbawn, *The Age of Revolution.*

Lynn Hunt, *Politics, Culture and Class in the French Revolution.*

James Joll, *Europe Since 1870.*

David Landes, *Prometheus Unbound.*



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George Lefebvre, *Coming of the French Revolution*.

George Lichtheim, *A Short History of Socialism*.

Peter Mathias, *First Industrial Revolution*.

Alec Nove, *An Economic History of the USSR*.

Andrew Porter, *European Imperialism, 18760 to 1914*.

Anthony Wood, *History of Europe, 1815 to 1960*.

Stuart Woolf, *History of Italy, 1700 to 1860*.



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CC-HI-12: HISTORY OF INDIA VII (c. 1750-1857)

Course Objectives

The course objectives for the undergraduate History learners can be elucidated as follows:

- To understand the growth of foreign trading companies
- To assess the effects of the battle of Palasi (Plassey) and subsequent battles.
- To review the rise and failure of the Marathas
- To study the nature of regional states and their contributions.
- To understand the efforts of the English Company in enforcing a new administrative order.
- To assess the importance of the 18th century
- To trace the history of early resistances.
- To assess the importance and effects of the "Bengal Renaissance"
- To assess the causes and character of the Revolt of 1857

Course Learning Outcomes

At the end of the course, it is expected that the History undergraduate learners will be able to:

- Understand the stages of colonisation political, economic and cultural of India
- Gain knowledge about the ideology of the colonial state
- Discuss the changes in the rural economy and society as a result of imperialism
- Analyse the process of de-industrialization and 'drain of wealth'
- Assess the reasons for failure of indigenous elements to combat though resistance in various levels were there.

CC-HI-12: HISTORY OF INDIA VII (c. 1750 - 1857)

Module – I: India in the mid-18th Century

Unit- 1: Society

Unit - 2: Economy

Unit - 3: Polity

Module II: Expansion and Consolidation of colonial Power

Unit - 4: Mercantilism, foreign trade and early forms of exactions from Bengal.

Unit - 5: Dynamics of expansion, with special reference to Bengal, Mysore, Western India, Awadh, Punjab, and Sindh

Module III: Colonial State and Ideology

Unit - 6: Arms of the colonial state: army, police, law.

Unit - 7: Ideologies of the Raj and racial attitudes.



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Unit – 8: Education: indigenous and modern

Module IV: Rural Economy and Society

Unit – 9: Land revenue systems

Unit – 10: Forest policy

Unit – 11: Commercialization and indebtedness

Unit – 12: Rural society: change and continuity

Unit – 13: Famines

Unit – 14: Pastoral economy and shifting cultivation

Module V: Trade and Industry

Unit – 15: De industrialization

Unit – 16: Trade and fiscal policy

Unit – 17: Drain of Wealth

Unit – 18: Growth of modern industry

Module – VI: Popular Resistance

Unit – 19: Santhal uprising (185-7); Indigo rebellion (1860); Pabna agrarian Leagues (1873); Deccan riots (1875)

Unit – 20: Uprising of 1857

References and Suggested Readings

Sumit Sarkar, *Modern India 1885-1947*.

Ranjan Chakrabarti, *A New History of Modern India: An Outline*.

Sekhar Bandyopadhyay, *From Plassey to Partition*, Orient Longman, 2004.

C. A. Bayly, *Indian Society and the Making of the British Empire*, *New Cambridge History of India*.

Bipan Chandra, *Rise and Growth of Economic Nationalism in India*.

Suhash Chakravarty, *The Raj Syndrome: A Study in Imperial Perceptions*, 1989.

J.S. Grewal, *The Sikhs of the Punjab*, *New Cambridge History of India*

Ranajit Guha, ed., *A Subaltern Studies Reader*.

Dharma Kumar and Tapan Raychaudhuri, eds., *The Cambridge Economic History of India, Vol. II*.

P.J. Marshall, Bengal: *The British Bridgehead*, *New Cambridge History of India*.

R.C. Majumdar, ed., *History and Culture of Indian People, Vols. IX and X. British Paramountcy and Indian Renaissance*.

Rajat K. Ray, ed., *Entrepreneurship and Industry in India, 1800- 1947*, *Oxford in India Readings*.

Eric Stokes, *The English Utilitarians and India*

Bipan Chandra, K.N. Panikkar, Mridula Mukherjee, Sucheta Mahajan and Aditya Mukherjee, *India's Struggles for Independence*.

A.R. Desai, *Peasant Struggles in India*.

R.P. Dutt, *India Today*



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CC-HI-13: HISTORY OF INDIA VIII (c.1857-1950)

Course Objectives

The course objectives for the undergraduate History learners can be elucidated as follows:

- To understand the changes in administration.
- To assess the process of industrialisation/de-industrialisation in India
- To trace the history of the growth of middle class and their activities.
- To study the history of freedom struggle in different forms.
- To examine the history of growth in education, literature, paintings and performing arts including cinema
- To understand the history of formative years after liberation.

Course Learning Outcomes

At the end of the course, it is expected that the History undergraduate learners will be able to:

- Analyse the process of industrialisation in India with an emphasis on Swadeshi ventures
- Understand the growth in modern thinking which led to social and religious reforms along with cultural rejuvenation
- Assess the factors formulating the agenda for freedom movement.
- Examine the growth of Gandhian politics
- Elucidate on the interfaces between various social groups and nationalism
- Understand the emphasis on the achievement of freedom and its immediate consequences.

CC-HI-13: HISTORY OF INDIA VIII (c. 1857 - 1950)

Module I: Cultural Changes and Social and Religious Reform Movements

Unit – 1: The advent of printing and its implications

Unit – 2: Reform and Revival: Brahmo Samaj, Prarthna Samaj, and Ramakrishna and Vivekananda, Arya Samaj, Wahabi, Deoband, Aligarh and Singh Sabha Movements.

Unit – 3: Debates around gender

Unit –4: Making of religious and linguistic identities

Unit – 5: Caste: Sanskritising and anti Brahminical trends

Module II: Nationalism: Trends up to 1919

Unit – 6: Political ideology and organizations, formation of INC

Unit – 7: Moderates and extremists.



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Unit – 8: Swadeshi movement

Unit – 9: Revolutionaries

Module III: Gandhian nationalism after 1919: Ideas and Movements

Unit – 10: Mahatma Gandhi: his Perspectives and Methods

Unit – 11: Impact of the First World War

Unit – 12: Rowlett Satyagraha and Jallianwala Bagh

Unit – 13: Non- Cooperative and Civil Disobedience

Unit – 14: Provincial Autonomy, Quit India and INA

Unit – 15: Left wing movements

Unit – 16: Princely India: States people movements

Unit – 17: Nationalism and Culture: literature and art

Module IV: Nationalism and Social Groups: Interfaces

Unit – 18: Landlords, Professionals and Middle Classes

Unit – 19: (a) Peasants, (b) Tribal/Indigenous Communities and (c) Labour

Unit – 20: (a) Dalits, (b) Women and (c) Business Groups

Module V: Independence and Partition

Unit – 21: Negotiations for independence, and partition

Unit – 22: (a) Popular movements, (b) Partition riots

Unit – 23: Emergence of a New State: (a) Making of the Constitution (b) Integration of princely states, (c) Land reform and beginnings of planning

References and Suggested Readings

Sumit Sarkar, *Modern India 1885-1947*.

Ranjan Chakrabarti, *A New History of Modern India: An Outline*.

Sekhar Bandyopadhyay, *From Plassey to Partition*, Orient Longman, 2004.

Judith Brown, *Gandhi's rise to Power, 1915-22*.

Paul Brass, *The Politics of India Since Independence*.

Bipan Chandra, *Nationalism and Colonialism in Modern India*.

Bipan Chandra, *Rise and Growth of Economic Nationalism in India*.

Mohandas K. Gandhi, *An Autobiography or The Story of My Experiments with Truth*.

Ranajit Guha, ed., *A Subaltern Studies Reader*.

Peter Hardy, *Muslims of British India*.

Mushirul Hasan, ed., *India's Partition, Oxford in India Readings*.

D.A. Low, ed., *Congress and the Raj*.

John R. McLane, *Indian Nationalism and the Early Congress*.

Jawaharlal Nehru, *An Autobiography*.

Gyanendra Pandey, *The Construction of Communalism in colonial north India*.

Sumit Sarkar, *Modern India, 1885-1947*.

Anil Seal, *The Emergence of Indian Nationalism. Competition and Collaboration in the Later Nineteenth Century*



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Eleanor Zelliot, *From Untouchable to Dalit: Essays on the Ambedkar Movement.*

A.R. Desai, *Social Background of Indian Nationalism.*

A.R. Desai, *Peasant Struggles in India.*

Francine Frankel, *India's Political Economy, 1947-77.*

Suranjan Das, *Interrogating Politics & Society: Twentieth-Century Indian Subcontinent*

Suranjan Das ed., *Gandhi and the Champaran Satyagraha Select Readings*



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CC-HI-14: HISTORY OF MODERN EUROPE II (c.1780-1939)

Course Objectives

The course objectives for the undergraduate History learners can be elucidated as follows:

- To critically analyse the beginnings of parliamentary democracy and civil rights in Europe
- To present the development of working class movements and early socialism in the 19th and 20th centuries
- To understand the crisis of feudalism in Russia and early programmes of socialist construction
- To ascertain power blocks and alliances leading to the First World War (1914-1918)
- To determine the origins of the Second World war (1939-1945)
- To contextualize the cultural and intellectual developments in Europe

Course Learning Outcomes

At the end of the course, it is expected that the History undergraduate learners will be able to:

- Understand the development of liberal democracy, working class movements and socialism in the 19th and 20th centuries.
- Critically analyse the Russian revolutions of 1905 and 1917
- Learn about the crises of imperialism and wars from 1880 to 1939
- Examine the growth and development of Nazism and Fascism in Europe
- Discuss the major intellectual trends and making of cultural ideologies in Europe since 1850

CC-HI-14: HISTORY OF MODERN EUROPE II (c. 1780 - 1939)

Module 1: Liberal Democracy, Working Class Movements and Socialism in the 19th and 20th Centuries

Unit – 1: The struggle for parliamentary democracy and civil liberties in Britain.

Unit – 2: Forms of protest during early capitalism: food riots in France and England: Luddites and Chartism.

Unit – 3: Early socialist thought; Marxian Socialism û the First and the Second International.

Unit – 4: German Social Democracy, Politics and Culture.

Unit –5: Christian Democracy as a political and ideological force in western and central Europe



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Module 2: The Crisis of Feudalism in Russia and Experiments in Socialism

Unit – 6: Emancipation of serfs.

Unit – 7: Russian Populism and Social Democracy.

Unit – 8: Revolutions of 1905; the Bolshevik Revolution of 1917.

Unit – 9: Programme of Socialist Construction

Module 3: Imperialism, War, and Crisis: c. 1880-1939

Unit – 10: Theories and mechanisms of imperialism; growth of Militarism; Power blocks and alliances: expansion of European empires - War of 1914 - 1918

Unit – 11: The post 1919 World Order: economic crises, the Great Depression and Recovery.

Unit – 12: Fascism and Nazism.

Unit – 13: The Spanish Civil War.

Unit – 14: Origins of the Second World War.

Module 4: Cultural and Intellectual Developments since circa 1850

Unit – 15: Changing contexts: (a) Notions of Culture (b) Creation of a New public sphere and mass media (c) Mass education and extension of literacy.

Unit – 16: Creation of new cultural forms: from Romanticism to Abstract Art.

Unit – 17: Major intellectual trends:

Unit – 18: Institutionalization of disciplines history Sociology and Anthropology.

Unit – 19: Darwin and Freud.

Unit – 20: Culture and the making of ideologies: Constructions of Race, Class and Gender, ideologies of Empire

References and Suggested Readings

Ranjan Chakrabarti, *A History of the Modern World*

G. Barrowclough, *An Introduction to Contemporary History*.

Maurice Dobb, *Soviet Economic Development Since 1917*.

M. Perrot and G. Duby [eds.]: *A History of Women in the West*, Volumes 4 and 5.

H.J. Hanham, *Nineteenth Century Constitution, 1815 to 1914*.

E.J. Hobsbawm, *Nations and Nationalism*.

Charles and Barbara Jelavich, *Establishment of the Balkan National States, 1840 to 1920*.

James Joll, *Origins of the First World War*.

Jaon B. Landes, *Women and the Public Sphere in the Age of the French Revolution*.

Colin Licas, *The French Revolution and the Making of Modern Political Culture, Volume 2*.

Nicholas Mansergh, *The Irish Question, 1840 - 1921*.



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- K.O. Morgan, *Oxford Illustrated History of Britain, Volume 3, 1789 - 1983*.
R.P. Morgan, *German Social Democracy and the First International*.
N.V. Riasanovsky, *A History of Russia*.
J.M. Robert, *Europe 1880 - 1985*.
J.J. Roth (ed.), *World War I: A Turning Point in Modern History*.
Albert Soboul, *History of the French Revolution* (in two volumes).
E.P. Thompson: *Making of the English Working Class*.
Michel Vovelle, *Fall of the French Monarchy*.
H. Seton Watson, *The Russian Empire*.
T.S. Hamerow, *Restoration, Revolution and Reaction: Economics and Politics in Germany, 1815 - 1871*.
E.J. Hobsbawn, *The Age of Revolution*.
Lynn Hunt, *Politics, Culture and Class in the French Revolution*.
James Joll, *Europe Since 1870*.
David Landes, *Promctheus Unbound*.
George Lefebvre, *Coming of the French Revolution*.
George Lichtheim, *A Short History of Socialism*.



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GENERIC ELECTIVE COURSES

GE-HI-11: EASTERN INDIA (WITH SPECIAL REFERENCE TO BENGAL): EARLIEST TO 1203/1204

Course Learning Objectives

The course objectives for the undergraduate History learners can be elucidated as follows:

- To identify the geography, regional subdivision and population structure of Ancient Bengal
- To study the political developments in early Bengal
- To analyse the growth and development of Bengal in Gupta and post-Gupta period
- To learn about the rulers of the Pala and Sena dynasty in Bengal
- To get an overview of Bengal administration, society and culture in the ancient period

Course Learning Outcomes

At the end of the course, it is expected that the History undergraduate learners will be able to:

- Understand the ecological, regional patterns and demography of ancient Bengal and eastern India
- Discuss the historical development of early Bengal from pre-Gupta rule to post-Gupta rule
- Identify the political trajectory of Bengal under the Pala dynasty
- Examine the origin and growth of the Sena dynasty
- Elucidate the basic features of administrative structure in eastern India
- Critically analyse the society and economy of eastern India till 1203/04

GE-HI-11: EASTERN INDIA (WITH SPECIAL REFERENCE TO BENGAL): EARLIEST TO 1203/1204)

Module I: Ancient Bengal: Geography, Regional Subdivision and Population Structure

Unit 1: Eastern India: Geography (Landscape, River System and Ecological Pattern)

Unit 2: The Regional Subdivisions of Ancient Bengal (Gauda, Vanga, Samatata, Harikela, Chandradvipa, Vangala, Pundra and Varendri, Tamralipta, Pundravardhana-bhukti, Vardhamana-bhukti, Kankagrama-bhukti) and Physical Connectivity



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Unit 3: The Population Structure (Understanding Population Studies, Caste and Population, The Bengalis in the Indian Population Structure, Language, Material Culture and the Bengalis)

Module II: Early History of Bengal up to 320 CE

Unit 4: Bengal in the Classical Literature; Gangaridai

Unit 5: Bengal before the Gupta Rule; Bengal under the Guptas

Module III: Bengal during the Guptas and Post-Gupta

Unit 6: Independent Kingdoms in Bengal

Unit 7: The Kingdom of Samatata or Vanga

Unit 8: Rise of Gauda

Unit 9: Sasanka

Module IV: The Pala Empire

Unit 10: Condition of Bengal before the Formation of Pala Empire: Political Disintegration and Social Instability

Unit 11: The Origin and the Early History of Palas

Unit 12: The Pala Empire: Dharmapala (c. 770-810 CE), Debapala (c. 810-850 CE)

Unit 13: The Decline and Fall of the Pala Empire

Unit 14: Minor Independent Kingdoms during the Pala Period: I. The Chandras; II. The Varmans

Module V: The Senas

Unit 15: The Origin of the Sena Kings

Unit 16: The Sena Kings: I. Samantasena, II. Hemantasena, III. Vijayasena, IV. Vallalsena, V. Lakshmanasena

Unit 17: The Successors of the Lakshmanasena

Module VI: Administration, Economy, Society

Unit 18: Overview of the Administration: Basic Features and Evolution

Unit 19: The Condition of Economy and Social Formation

Unit 20: Bengali Society: I. Literature; II. Cultural Pattern; III. Religious Tradition

References and Suggested Readings

R. C. Majumdar (ed.), *History of Bengal, Vol I, Hindu Period*, B. R. Publications, 1943

A. Bhattacharyya, *Historical Geography of Ancient and Early Medieval Bengal*, Calcutta: Sanskrit Pustak Bhandar, 1977.

A. Maitreya, *Gauda Lekhamala* (Rajshahi)



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Website: www.wbnsou.ac.in

Barry.M.Morrison, *Political Centers and Cultural Region in Early Bengal*, Arizona: University of Arizona Press, 1970.

B.N.Mukherjee, *Coins and Currency System of Early Bengal*, Calcutta, Progressive Publishers, 2000.

....., *Coastal and Overseas Trade in Pre-Gupta Vanga and Kalinga*.

B.C.Sen, *Some Historical Aspects of the Inscriptions of Bengal*, Calcutta 1942

D.C.Sircar, *Epigraphic Discoveries In East Pakistan*, Calcutta,1973

....., *Pal-Purba Yuger Vangshanucharita*, Calcutta,1985

....., *Pal-Sen Yuger Vangshanucharita*, Calcutta,1982

Niharranjan Ray, *Bangalir Itihas, Adi Parba* (in Bengali), 3rd revised edition, Calcutta: Paschimvanga Niraksharata Durikaran Samiti, 1980

R.C.Majumder, *History of Ancient Bengal*, Calcutta, G.Bharadwaj and Co., 1971.

Rakhaldas Bandyopadhyaya, *Bangalar Itihas*: first edition, Calcutta

Ranabir Chakravarti, 'Maritime Trade and Voyages in Ancient Bengal', in *Trade and Traders in Early Indian Society*, New Delhi, Manohar



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GE-HI-21: EASTERN INDIA (WITH SPECIAL REFERENCE TO BENGAL): EARLIEST TO 1203/04 - 1757

Course Learning Objectives

The course objectives for the undergraduate History learners can be elucidated as follows:

- To examine the political consequences of advent of Islam in eastern India from c.1203/04 to 1757
- To identify the political developments in eastern India after Mughal conquest
- To showcase the development of Bengal as a regional power till 1757
- To study the economy and society of medieval Bengal
- To learn about the religion and culture of medieval Bengal

Course Learning Outcomes

At the end of the course, it is expected that the History undergraduate learners will be able to:

- Analyse the political development of Bengal under the Muslim rulers of Bengal
- Discuss the Mughal conquest of Bihar and Bengal and its impact
- Understand the development of Nawabi Bengal as a regional power from Murshid Quli Khan to Siraj-ud-daulah
- Gain knowledge about the significance of Battle of Plassey (1757)
- Acquire an overview of the medieval agrarian structure and development of trade and urbanization in Bengal
- Elucidate Bengal society and literature in the period under review
- Understand the growth of different religious strands within Hinduism and Islam
- Discuss the flowering of a composite culture in medieval Bengal

GE-HI-21: EASTERN INDIA (WITH SPECIAL REFERENCE TO BENGAL): 1203/1204-1757

Module I: Eastern India: Political Development (1201-1575)

Unit 1: Advent of Islam in Eastern India

Unit 2: Bengal under the Mamluks (1227-87)

Unit 3: Bengal under Ilyas Shahi Dynasty

Unit 4: Bengal under Husain Shahi Dynasty Unit 5: Afghan Rule in Bengal

Module II: Eastern India: Political Development (1575 - 1757)

Unit 6: Mughal Conquest of Bihar and Bengal

Unit 7: Bengal under Jahangir and Shah Jahan

Unit 8: Bengal under Aurangzeb



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Unit 9: The Rise of Murshid Quli Khan

Unit 10: The Development of Nawabi Bengal as a Regional Power

Unit 11: Bengal under Siraj-ud-daulah

Unit 12: The Battle of Plassey (1757): Impact

Module III: Medieval Bengal: Economy and Society

Unit 13: The Medieval Agrarian Structure: Evolution of the Zamindar Class and Talukdari System; Peasant Society and Process of Peasantization

Unit 14: The Economy: Indigenous Trade and the Role of the Foreign Companies

Unit 15: Urbanization in Medieval Bengal

Unit 16: Society and Literature: An Overview

Module IV: Medieval Eastern India: Religion and Culture

Unit 17: Religious Traditions

Unit 18: Sufism in Bengal

Unit 19: Rise and Growth of Vaishnavism: The Bhakti Cult Unit 20: The Jagannatha Cult: Formation, Features and Impact

References and Suggested Readings

Jadunath Sarkar (ed.), *A History of Bengal, Muslim Period, Vol II*

R M Eaton, *The Rise of Islam and the Bengal Frontier*

Tapan Raychaudhuri, *Bengal under Akbar and Jahangir: An Introductory Study in Social History*

Asim Roy, *The Islamic Syncretistic Tradition in Bengal*

Anjali Chatterjee, *Bengal in the Reign of Aurangzeb, 1658-1707*

Kalikinkar Datta, *Alivardi and His Times*

Atul Chandra Roy, *History of Bengal: Mughal Period, 1526-1765*

Sirajul Islam, *History of Bangladesh, 1704-1971, Vol 1,2, and 3*

Suniti Kumar Chatterjee, *The Origin and Development of Bengali Language, Vol1,2 and 3*

গোলাম মুরশিদ, *হাজার বছরের বাঙালি সংস্কৃতি*

কালীপ্রসন্ন বন্দ্যোপাধ্যায়, *মধ্যযুগে বাংলা*

আবদুল করিম, *বাংলার ইতিহাস, সুলতানী আমল*



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DD 26, Sector I, Salt Lake, Kolkata – 700064

Website: www.wbnsou.ac.in

GE-HI-31: EASTERN INDIA (WITH SPECIAL REFERNCE TO BENGAL): 1757-1947

Course Objectives

The course objectives for the undergraduate History learners can be elucidated as follows:

- To acquire knowledge about the ecology and demography of eastern India especially Bengal
- To understand the formation of the colonial state
- To learn about colonial agrarian social structure and trade
- To analyse the social and cultural developments in Bengal in the 19th and 20th centuries
- To identify the various approaches to political challenge to imperialism
- To showcase the growth of working-class and peasant movements
- To delve into the development of caste consciousness and the gender question

Course Learning Outcomes

At the end of the course, it is expected that the History undergraduate learners will be able to:

- Analyse the ecological and demographical factors shaping the history of eastern India from 1757 to 1947
- Discuss the changing structures of agrarian social structure, trade and industry under colonial rule in eastern India
- Elucidate the spread of English education and the rise of the middle class in colonial Bengal
- Understand the impact of socio-religious movements and the Bengal renaissance
- Develop nationalist feelings by tracing the growth of nationalist consciousness and nationalism
- Analyse the institutional, revolutionary and subaltern approaches challenging colonialism
- Debate about 'different nationalisms' within the developing nation-state
- Reflect on the forging of class consciousness among the working-class and the peasants
- Understand the struggle of the depressed classes which was taking a political shape gradually
- Define the struggle for equality and liberation by the women of eastern India



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GE-HI-31: EASTERN INDIA (WITH SPECIAL REFERENCE TO BENGAL): 1757-1947

Module 1: Ecology and Demography

Unit 1: Ecology and Demography

Module II: Transition towards Colonialism and Foundation of Colonial State

Unit 2: Consolidation of Colonial Rule

Module III: Colonialism and the Economy

Unit 3: Colonialism and Agrarian Social Structure

Unit 4: Colonialism, Trade and Industry

Module IV: Social and Cultural Development

Unit 5: The Spread of English Education

Unit 6: The Rise of Middle Class

Unit 7: Socio-Religious Reform Movements

Unit 8: The Bengal Renaissance: Issues and Interpretations

Module V: Political Development: Colonialism Challenged

Unit 9: Growth of Nationalist Consciousness and Nationalism

Unit 10: Colonialism Challenged – The Institutional Approach

Unit 11: Colonialism Challenged – The Revolutionary Approach

Unit 12: Colonialism Challenged – The Subaltern Approach

Module VI: Political Development: The Other Sides

Unit 13: Communalism or 'Different Nationalisms'? The Debate

Unit 14: The Forging of Class Consciousness I: Trade Union Movement and Working-Class Consciousness

Unit 15: The Forging of Class Consciousness II: Krishak Sabha and Peasant Movements

Unit 16: The Caste Question and Politics of Depressed Social Classes: The Alternative Vision

Unit 17: The Women Movement and Gender Question: Struggle for Equality and Liberation

Module VII: Towards the End of Colonialism

Unit 18: Society at Crossroads and Crisis: War and Famine

Unit 19: The Communal Politics in Late Colonial Bengal

Unit 20: Partition and Independence: A New Society?



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References and Suggested Readings

Ranjan Chakrabarti, *Dictionary of Historical Places: Bengal 1757-1947*

Ranjan Chakrabarti,

Climate, Calamity and the Wild: An Environmental History of the Bengal Delta, c.1737-1947

Sirajul Islam, *History of Bangladesh, 1704-1971*, Vol 1,2,and 3

Sugata Bose: *Peasant Labour and Colonial Capital: Rural Bengal since 1770*

Sugata Bose, *Agrarian Bengal, 1919-1947*

Ratnalekha Ray, *Change in Bengal Agrarian Society*, Manohar, 1979

Joya Chatterjee, *Bengal Divided: Hindu Communalism and Partition, 1932-1947*

Joya Chatterjee, *The Spoils of Partition: Bengal and India, 1947-1967*

Sabyasachi Bhattacharya, *The Defining Moments in Bengal, 1920-1947*

Rafiuddin Ahmed, *The Bengal Muslims, 1871-1906, A Quest for Identity*

Sekhar Bandyopadhyay, *Caste, Politics and Raj: Bengal, 1872-1937*

Sekhar Bandyopadhyay, *Caste, Culture and Hegemony: Social Dominance in Bengal*

Sekhar Bandyopadhyay (ed.), *Bengal: Rethinking History: Essays in Historiography*

Meredith Borthwick, *The Changing Roles of Women in Bengal, 1844-1905*

Partha Chatterjee, *Bengal: The Land Question, 1920-47*

J.H. Broomfield, *Elite Conflict in Plural Society: Twentieth Century Bengal*

Nilesh Bose, *Recasting the Region: Language, Culture and Islam in Colonial Bengal*

Leonard A. Gordon, *Bengal: The Nationalist Movement, 1876-1940*

Harun-or Rashid, *The Foreshadowing of Bangladesh: Bengal Muslim League and Muslim Politics, 1936-47*

Sumit Sarkar, *The Swadeshi Movement in Bengal, 1903-8*

Shila Sen, *Muslim Politics in Bengal, 1937-47*

Dipesh Chakrabarty, *Rethinking Working-Class History: Bengal, 1890-1940*



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GE-HI-41: MAKING OF CONTEMPORARY INDIA

Course Objectives

The course objectives for the undergraduate History learners can be elucidated as follows:

- To give an overview of the historical evolution of contemporary India especially from the late colonial era to the decade of the 1970s.
- To make a critical understanding of the modern India's transition from the colonialism to post-colonialism.
- To understand the politico-economic formation of an independent democratic nation state from the yoke of British colonialism.
- To explore the fundamental ideas behind the framing of the Indian constitution, the democratic ethos of the newly liberated nation and different facets of the society, economy and culture of India during the period under review.
- To analyse the historiographical issues will also be dealt in a comprehensive manner in the present course.

Course Learning Outcomes

At the end of the course, it is expected that the History undergraduate learners will be able to:

- The process of decolonization of India in the late colonial period.
- The framing and adoption of the Indian constitution.
- The process of the consolidation of the Indian nation after 1947.
- The functioning of the democracy and its long-term impact on the Indian political development.
- The evolution of economy, society and culture of the Indian nation-state between the decades of 1950s and 1970s.

GE-HI-41: MAKING OF CONTEMPORARY INDIA

Module I: Towards Independence and Emergence of the New State

Unit 1: Government of India Act 1935; Working of the GOI Act

Unit 2: Negotiations for Independence and Popular Movements

Unit 3: Partition: Riots and Rehabilitation

Module II: Making of the Republic: The Constituent Assembly



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Unit 4: Drafting of the Constitution: Framing of Indian Constitution - Constituent Assembly – Draft Committee Report – declaration of Indian Constitution, Indian Constitution- Basic Features and Institutions

Unit 5: The Initial Years: Process of National Consolidation and Integration of the Indian States – Role of Sardar Patel – Kashmir issue-Indo – Pak War of 1948

Module 3: Indian Democracy at Work c. 1950- 1970s

Unit 6: The Language Question: Movements for re-mapping India on linguistic lines – Formation of State Reorganisation Commission and After -- Movement against Bengal-Bihar Merger Proposal (1956) -- Currents and cross-currents on the issue of National Language/Languages for India

Unit 7: Waves of Democratic Movements: -- Food Movements (1959-1966)– Agrarian Unrest and the Outbreak of Naxalite Movement (1967 Onwards) -- Railway Strikes (1974) –Civil Rights movements (1974-75)

Unit 8: Region and Regional Identity Formation: Movements for autonomy and Statehood –Trends toward Separatism and Growing Insurgencies – Second round of State Reorganisation in North East India -- Birth of ‘Seven Sisters’ –Growing upsurge of regional political forces and emergence of regional political parties.

Unit 9: Caste in Indian Democracy –Colonial-post colonial continuum – Caste and Politics in Post-colonial India – Caste-based polarizations in different regions -- Formation of ‘Dalit’ identity

Unit 10: Religion in Indian Democracy: Communal Politics and Hindu-Muslim Relations in Independent India

Unit 11: Electoral Politics and the Changing Party System: Developments since Fourth General Election –Gradual disintegration of one-party dominance and beginning of coalition experiments – ‘United Front’ experiments in West Bengal – Emergence of ‘Parliamentary Communism’ – Rise of Regional Political Parties – Coalition era in Indian Politics

Unit 12: Nation in Crisis: Proclamation of Emergency and its consequences; Fall of the Congress in 1977 and the Reorientation of the Indian Politics – 42nd and 44th Constitutional Amendments and Aftermaths

Unit 13: Regional Experiences: India and the World -- Nonaligned movement – India and her Neighbours – Indo-China Border Conflict (1962) -- Indo-Pak rivalry over ‘Kashmir’ Issue -- India’s Role in the ‘Liberation War of Bangladesh’ -- Indo- Nepal Treaty (1950) and its multifarious consequences.

Module 4: Economy Society and Culture c 1950-1970s

Unit 14: The Land Question I: Agrarian Structure of Post-Colonial India

Unit 15: The Land Question II: Agrarian Relations and Class Struggle

Unit 16: The Planned Economy: State and the Political Economy of Development

Unit 17: Industry and Labour: Capital and Trade Union Movements

Unit 18: Science, Education (The Government Policy and Institutional Developments) and Cultural Trends (Institutions and Ideas, Literature, Media, Arts)

Unit 19: The Women’s Question: Movements and Legislation



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Unit 20: The Crisis of Environment and Ecology and the Protest from the Margins



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References and Suggested Readings

Ramchandra Guha, *India after Gandhi: The History of World's Largest Democracy*

Granville Austin, *Indian Constitution: Cornerstone of a Nation*

Francine Frankel, *India's Political Economy, 1947-2004*

Paul Brass, *The Politics of India Since Independence*

Sekhar Bandyopadhyay, *Decolonization in South Asia: Meanings of Freedom in Post-Independence West Bengal, 1947-1952*

Sekhar Bandyopadhyay (ed), *Decolonisation and the Politics of Transition in South Asia*

Pranab Bardhan, *The Political Economy of Development in India*

Dipesh Chakrabarty and Others (Eds.), *From the Colonial to the Postcolonial: India and Pakistan in Transition*

Bipan Chandra and Others: *India after Independence*

Joya Chatterjee, *The Spoils of Partition: Bengal and India, 1947-1967*

G.D. Overstreet and M. Windmiller, *Communism in India*

M. Fisher and J. Bondurant (eds.), *Indian Experience with Democratic Elections*

A.H. Hanson, *The Process of Planning: A Study of India's Five-Year Planning, 1950-1964*

Christophe Jaffrelot, *India's Silent Revolution: The Rise of the Lower Caste in North India*



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GE-HI-42 : ISSUES IN CONTEMPORARY WORLD

Course Objectives

The course objectives for the undergraduate History learners can be elucidated as follows:

- To make a critical review of the historical evolution of the contemporary world since 1945.
- To explore the major issues like colonialism and nationalism, the Cold War, the political economy of development and underdevelopment, globalization, movements of the margins and the cultural transition
- To stimulate the learners to critically rethink about the major concerns of the contemporary world like the social movements, feminism, ecological issues, and the question of human rights, cultural issues, media and emerging trends of consumption.
- To provide an overview of the various debates in global governance, development, and sustainability during the period under review.

Course Outcomes

At the end of the course, it is expected that the History undergraduate learners will be able to:

- Understand the state of the world politics and international relations in post-Second World War era.
- Analyse the Cold War and its impact on the global political relationships.
- Review the communist nations and their policies.
- Examine the role of the non-aligned movement in the international world order.
- Explore development of a multi-dimensional world: the issues of development and underdevelopment, ecological issues and the question of sustainability, the notion of human rights, feminism etc.
- Elucidate the cultural transformation of the modern world; the role of media, culture and consumption in the making of the contemporary world.

GE-HI-42: MAKING OF CONTEMPORARY WORLD

Module I: Colonialism and Nationalism

Unit 1 - Colonialism and Nationalism: Definition and Different Interpretations

Unit 2- Decolonization: Different Theories, Causes, Regional Variation with special importance on Asia and Africa

Unit 3- Impact of Decolonization and Afro-Asian Freedom Movement on International Politics

Unit 4 - Neo-Colonialism: Definition, Characteristics, Several Devices

Module II: Aftermath of the Second World War



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Unit 5 - Cold War - Definition, Different Views regarding the Origins, Characteristics, Background and onset of the Cold War, Initiation of the Cold War

Unit 6 - The Founding of the United Nations: Attempts to the lay of foundation, a synoptic view of the organisation, The Activities of the U.N.O with special emphasis on UNESCO, Comparison between League and U.N.O.

Unit 7- The Emergence of the Third World and the Non-Alignment Movement: Definition and dimension of the Third World, Origin of the Third World, Common Features of the Third World, Impact of the Cold War on the Third World, Role of the Third World in Contemporary World, Policy of the Non-Alignment and its salient features, Brief history of NAM and Contemporary relevance.

Unit 8 - Tensions in the Soviet Bloc: Stalinization and its nature, Sovietization of Eastern Europe, De-Stalinisation and its Impact on Soviet Bloc, The Prague Spring of 1968, Collapse of USSR.

Module III: Perspectives on Development and Underdevelopment

Unit 9 - The World Division: North and South- An overview.

Unit 10 - Globalization: Background, Introduction and Characteristics features, Impact of Globalization upon Third World with special emphasis on India.

Unit 11 - Globalization and Multinational Corporation (MNC), Information Technology, Transfer of Technology- An interrelation.

Unit 12 - Globalization and 'debt trap'-Myth or Reality?

Module IV: Social Movements in the North and the South

Unit 13 - Global environmental debate and the North-South Divide

Unit 14 - Issues in the 20th Century World-Feminist Movement: Ideologies, Various Schools, Women's movement with special emphasis on India.

Unit 15 - A Brief History of Human Rights Movement, The practice of Human Rights Activism and the Role of NGOs, Various kinds of issues relating to Human Rights, Criticism

Module V: Modernity and Cultural Transformation

Unit 16 - Aspects, Meanings and Beginnings of Modernity

Unit 17 - Cultural Themes of Modernity

Unit 18 - Media and Modernity: An interrelation

Unit 19 - Modernity, Urbanism and Modern Consumption

Unit 20 - Is Modernity a Western project- An Overview.

References and Suggested Readings

E.J. Hobsbawm, *The Age of Extremes 1994-1991*, New York, Vintage, 1996.
Norman Lowe, *Mastering Modern World History*, London, Palgrave Macmillan, 1997.



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Peter Calvocoressi, *World Politics Since 1945*, Pearson, 2004.

Wayne C. McWilliams and Harry Piotrowski, *The World Since 1945*, Lynne Rienner Publishers, London, 1997.

C. Rajkumar and K. Chocklingam(ed.), *Human Rights, Justice and Constitutional Empowerment*, New Delhi, OUP, 2007.

David Arnold and Ramchandra Guha (ed.), *Nature, Culture, Imperialism*, New Delhi, OUP, 1995.

Ramchandra Guha, *Environmentalism: A Global History*, New Delhi, OUP, 2000.

A. Giddens, *The Consequences of Modernity*, Cambridge, England, Polity Press, 1990.

Malcolm Waters (ed.), *Modernity: Critical Concepts*, vol.1, Routledge, 1999.

Stuart Hall and others (ed.), *Modernity: An introduction to Modern Societies*, Polity Press, 1995.

Nivedita Menon (ed.), *Gender and Politics in India*, New Delhi, OUP, 1999.

V. Geetha, *Gender*, Calcutta, Stree, 2002.

Radha Kumar, *The History of Doing*, New Delhi, Kali for Women, 1998.

অমিয়কুমার বাগচী (সভাপতি) ও ঈশিতা মুখার্জী এবং অন্যান্য সম্পাদিত, *বিশ্বায়ন ভাবনা-দুর্ভাবনা* (প্রথম ও দ্বিতীয় খন্ড).

রাধারমণ চক্রবর্তী, *সমসাময়িক আন্তর্জাতিক সম্পর্ক*



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DISCIPLINE SPECIFIC ELECTIVES

DS-HI-11: HISTORY OF THE USSR – I (c.1917-1964)

Course Objectives

The course objectives for the undergraduate History learners can be elucidated as follows:

- To study the Russian society, economy before the revolutions
- To analyze the Revolutions of February and October 1917
- To understand the course of the Civil War and War- communism 1918-21
- To learn about the Bolsheviks in Power
- To interpret the debates on the New Economic Policy (NEP)
- To understand the struggle for power in Soviet Russia after Lenin
- To assess the Soviet Foreign Policy 1917 to 1928

Course Learning Outcomes

At the end of the course, it is expected that the History undergraduate learners will be able to:

- Analyze the revolutionary traditions of 1905 and its impact
- Debate over the character of February and October Revolutions
- Discuss the Economic policies 1918 to 1921
- Understand the significance of the establishment of Soviet power
- Elucidate the debates on New Economic Policy
- Assess the collectivization of Soviet Agriculture post-Lenin
- Understand the relationships between Soviet Russia and the World

DS-HI-11: HISTORY OF THE USSR – I (C.1917-1964)

Module I: Russia before the Revolutions

Unit -1 Russian Society and Economy

Unit -2 Revolutionary traditions- Revolution of 1905 and its impact on Russia

Unit -3 First World War and Crisis of the Empire

Module -II: The Revolutions of February and October 1917

Unit -4 The February Revolution of 1917

Unit -5 Dual power

Unit -6 The Provisional Government.

Unit -7 The Crisis of Summer

Unit -8 The October Revolution

Unit -9 Debates over the Character of February and October Revolution

Unit -10 The Establishment of Soviet Power



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Module -III: Civil War and War-Communism 1918-1921

Unit -11 The First Eight Months.

Unit -12 Red and Whites.

Unit -13 Economic Policies

Module -IV: The Bolsheviks in power

Unit -14 The Establishment of Soviet Power.

Unit -15 Nationalities Question.

Module -V: The New Economic Policy (NEP)

Unit -16 Political Debates.

Unit -17 Economy and Society and Culture.

Unit -18 Social Institutions and Gender Relations.

Unit -19 Birth of The Soviet Union.

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Module -VI: Soviet Russia after Lenin

Unit - 20 Struggle for Power.

Unit -21 The Disintegration of The NEP System and the Search for New Solutions:
The Great Debate over Soviet Industrialization.

Unit -22 Collectivization of Soviet Agriculture.

Module-VII: Soviet Russia and The World

Unit -23 Soviet Foreign Policy (1917 -1928).

Unit -24 The Comintern.

References and Suggested Readings

E.H. Carr, *A History of Soviet Russia*, 4 Volumes.

Stephen F. Cohen, *Bukharin and the Bolshevik Revolution: A Political Biography, 1888 - 1938*.

Isaac Deutscher, *Stalin*.

Maurice Dobb, *Soviet Economic Development Since 1917*.

Marc Ferro, *The Russian Revolution of February 1917*.

Sheila Fitzpatrick, *Cultural Revolution in Soviet Russia*.

Arch Getty, *The Origins of the Great Purges*.

Graeme Gill, *Peasants and Government in the Russian Revolution*.

John Keep, *The Last of the Empires: A History of the Soviet Union, 1945 to 1991*.

John Keep, *The Russian Revolution: A Study in Mass Mobilization*.

A. Kollontai, *Selected Writings*.

Moshe Levin, *The Making of the Soviet System*.

Roy & Zhores Medvedev, *Khrushchev: The Years in Power*.

Alec Nove, *An Economic History of the USSR*.

Richard Pipes, *Russia of the Old Regime*.

L.Szamuely, *First Models of Socialist Economic Systems*.



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Trotsky, *The History of the Russian Revolution* (translated by Max Eastman).

A.B. Ulam, *Expansion and Coexistence: A History of Soviet Foreign Policy, 1917 to 67*.

K. Vaidyanathan, *The Formation of the Soviet Control Asian Nationalities*



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DS-HI-21: HISTORY OF THE USSR – II (c.1917-1964)

Course Objectives

The course objectives for the undergraduate History learners can be elucidated as follows:

- To understand how socialism developed in Soviet Russia
- To formulate an idea about 'High Stalinism'
- To assess the role of Russia during the Second World War
- To interpret the developments in the last phase of the Stalin period
- To reflect on the changes in Russia during the Khrushchev period
- To analyse the political, social, economic and cultural changes 1928 to 1964
- To get an idea about the Cold War and the Soviet foreign policy till 1964

Course Learning Outcomes

At the end of the course, it is expected that the History undergraduate learners will be able to:

- Understand the introduction of planned economy from 1928 to 1932
- Discuss the period of terror and economic changes under Stalin
- Elucidate the impact of the Second World War and the Soviet people
- To get a clear idea of De-Stalinisation in the Khrushchev Era
- Analyse the social, economic and cultural changes under the Soviet state
- Define the Cold War and the Russian foreign policy

DS-HI-21 : HISTORY OF THE USSR – II (C.1917-1964)

Module – I: Socialism in one country- Soviet Russia under Stalin (1928-1932)

Unit -1 Introduction of planned economy and the First Five Year Plan (1928 - 1932)

Unit -2 Industrialization

Unit -3 Creation of an urban labour force

Unit -4 Collectivized agriculture.

Module – II: Soviet Russia from 1933 -1938 –High Stalinism

Unit -5 Terror.

Unit -6 Economic progress

a) Industry

b) Agriculture

Module -III: Soviet Russia (1939 - 1945)



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Unit -7 Russia and the Second World War (1939-1941)

Unit -8 Russia against the Axis Powers (1941-1945)

Unit -9 The War and the Soviet People

Module -IV: Soviet Russia under Stalin (1945 - 1953) –The Last Phase

Unit -10 Industrial and Agricultural Reconstruction

Unit -11 Political Culture

Module – V: The Khrushchev Era.

Unit -12 Power Struggle after Stalin and Khrushchev's Victory

Unit -13 De-Stalinization.

Unit -14 Soviet Economy under Khrushchev

a) Industry

b) Agriculture

Unit -15 Khrushchev's Defeat

Module -VI: Political, Social, Economic and Cultural Changes (1928-1964)

Unit -16 Economic and Demographic Changes.

Unit -17 Workers and Industrialization.

Unit -18 Women and the State.

Unit -19 Science, Technology and Modernity.

Unit -20 Soviet Culture

Module -VII: Foreign Policy of Soviet Russia (1928-1964)

Unit -21 Soviet Foreign Policy (1928-1941).

Unit -22 Wartime Diplomacy –Cold War –Sovietization of the Eastern Europe.

Unit-23 Soviet Foreign Policy under Khrushchev.

References and Suggested Readings

E.H. Carr, *A History of Soviet Russia*, 4 Volumes.

Stephen F. Cohen, *Bukharin and the Bolshevik Revolution: A Political Biography, 1888 to 1938*

Isaac Deutscher, *Stalin*.

Maurice Dobb, *Soviet Economic Development Since 1917*.

Marc Ferro, *The Russian Revolution of February 1917*.

Sheila Fitzpatrick, *Cultural Revolution in Soviet Russia*.

Arch Getty, *The Origins of the Great Purges*.

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John Keep, *The Russian Revolution: A Study in Mass Mobilization*.

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Richard Pipes, *Russia of the Old Regime*.

L.Szamuely, *First Models of Socialist Economic Systems*.

Trotsky, *The History of the Russian Revolution* (translated by Max Eastman).

A.B. Ulam, *Expansion and Coexistence: A History of Soviet Foreign Policy, 1917 - 67*.

K. Vaidyanathan, *The Formation of the Soviet Control Asian Nationalities*.



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DS-HI-31 : HISTORY OF SOUTHEAST ASIA (19th & 20th CENTURIES)

Course Objectives

The course objectives for the undergraduate History learners can be elucidated as follows:

- To study the economy and society of Southeast Asia in early 19th century
- To understand the process of colonial control in Southeast Asia
- To analyse the changes in the socio-economic, cultural and educational arena as a consequence of colonial transformation
- To theorise the making of new identities of colonial resistance in Southeast Asia
- To identify the emergence of modern nations and states in Southeast Asia

Course Learning Outcomes

At the end of the course, it is expected that the History undergraduate learners will be able to:

- Discuss the patterns of agriculture, crafts, trade and banking in early 19th century in Southeast Asia
- Understand folk, classical and popular culture of 19th century Southeast Asia
- Rural and urban transformation in the colonial period
- Creation of national culture and growth of education
- Examine Vietnamese Revolution (1920-1946) and Indonesian Revolution (1945-1949) in details
- Elucidate emergence of modern nations of Burma (Myanmar), Indonesia, Cambodia

DSE-HI-31: HISTORY OF SOUTHEAST ASIA - (19th & 20th CENTURIES)

Module-I Economy and Society in early 19th Century

Unit-1 Patterns of Production in agriculture and the crafts.

Unit-2 Organization of trade and banking.

Unit-3 Cultural expressions: Folk and Classical.

Unit-4 Islam and popular culture

Module-II Colonization and Colonial Transformations

Unit-5 Processes of colonial control and the Informal Empire in Thailand.

Unit-6 Peasant society and agrarian transformations, plantations, forests, mining

Unit-7 Urbanization: Colonial cities in Plural Societies.

Unit-8 Colonial Discourses: Culture

Unit-9 Creation of National Culture



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Unit-10 Oral traditions, literacy and the case of Malay Hikayats

Unit-11 Creation of Perfect Natives

Unit-12 Education

Module-III: Movements of Resistance and the making of new identities

Unit-13 Emergence and phases of nationalism in South-East Asia

Unit-14 Peasant resistance

Unit-15 Radicalism and the Origins of the Vietnamese Revolution, 1920-1946

Unit-16 Indonesian Revolution, 1945-1949

Module-IV: Emergence of Modern Nations and States

Unit-17 The Union of Burma (Myanmar), 1948-1962

Unit-18 Indonesia, the Sukarno Era, 1949-1965.

Unit-19 Cambodia under Norodom Sihanouk, 1955-1970

Unit-20 South-East Asian in contemporary politics after Second World War

References and Suggested Readings

B. Anderson, *Imagined Communities*.

H. Benda, *The Crescent and the Rising Sun*.

Furnivall, *Colonialism and the Plural Society*.

G. Hart, ed., *Agrarian Transformations: Local Processes and the State in South-East Asia*.

J. Kemp, ed., *Peasants and Cities, Cities and Peasants: Rethinking Southeast Asian Models*.

Milton Osborne, *South East Asia: An Introductory History*. Nicholas Tarling, ed., *Cambridge History of South-east Asia, Vol.II*

B. Anderson, *Mythology and the Tolerance of the Javanese*.

C. Van Dijk, *Trousers, Sarongs and Jubbahs*

C. Dobbin, *Islamic Revivalism in a Changing Peasant Economy (1784-1847)*.

Charles F. Keys, *The Golden Peninsula*.

Daniel S. Lev and Ruth T. McVey, eds., *Making Indonesia to Essays on Modern Indonesia*.

Victor Purcell, *The Chinese in Southeast Asia*.

Tongchai Winichakul, *Siam Mapped*.



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DD 26, Sector I, Salt Lake, Kolkata – 700064

Website: www.wbnsou.ac.in

DS-HI-41: HISTORY OF EAST ASIA - I (1840-1950)

Course Objectives

The course objectives for the undergraduate History learners can be elucidated as follows:

- To broadly conceptualize of the historical evolution of the history of East Asia between 1840 and 1950.
- To trace the transformation of China from a feudal country to a socialist republic.
- To learn the profound changes in the realm of society, economy, politics and culture of China during the period under review.
- To highlight the role of imperialism, nationalism and socialism in the making of the modern China as an integral part of the East Asia's history and politics.
- To assess the role of the political parties including the Communist Part of China in the formation of modern China will be also highlighted in the course.

Course Learning Outcomes

At the end of the course, it is expected that the History undergraduate learners will be able to:

- Develop a clear perception and logical understanding of the events, processes and causal development of the history of modern China during the period under review.
- Acquire a focused and articulate idea regarding the interplay of three major forces in the modern history of China, that is, imperialism, nationalism and socialism.
- Get a comprehensive understanding of the decay of feudalism and the rise of a modern China through the trajectory of nationalism and socialism.
- Clearly understand the eventual transition of China towards a communist republic.
- Critically analyze about the historiographical shifts of modern history of China.

DSE-HI-41: HISTORY OF EAST ASIA - I (c. 1840-1950)

Module –I: Imperialism and China during the 19th century

Unit 1: Chinese feudalism: Gentry, bureaucracy and peasantry; the Confucian value system; Sino centrism; the Canton commercial system.

Unit 2: The transformation of China into an informal colony; the Opium Wars

Unit 3: Unequal Treaties; the scramble for concessions; Finance Imperialism; the Open Door policy.

Unit 4: Agrarian and Popular Movements: Taiping and Yi Ho Tuan.

Unit 5: Attempts at Self-Strengthening (Tzu-chiang): Reforms of 1860-95; 1898; and 1901-08.

Module-II: The Emergence of Nationalism in China

Unit 6: Boxer Rebellion and its consequence, failure etc.



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Unit 7: The Revolution of 1911: Causes, nature and significance; the social composition of the Revolution

Unit 8: Sun Yat-sen and his contribution; principles and politics

Unit 9: The formation of the Republic; Yuan Shih Kai; Warlordism (1916-1925)

Unit 10: May Fourth Movement of 1919: origin, nature and significance

Module III: History of China, c1919-1949

Unit 11: Nationalism & Communism in China (1921-1937)

Unit 12: Formation of CCP; and the Kuomintang (National Party of KMT)

Unit 13: The First United Front

Unit 14: Ten years of Nanking Government

Module IV: The Communist Movement (1938-1950)

Unit 15: The Jiangxi Period

Unit 16: The rise of Mao Tse Tung, Communist Party under Mao Tse Tung,

Unit 17: Red Army, Second United Front and Long March

Unit 18: Sino Japan war 1937,

Unit 19: Chinese revolution 1949; ideology, causes and significance

Unit 20: The establishment of People's Republic in China

References and Suggested Readings

George Allen, *A Short Economic History of Japan*.

Jean Chesneaux, et al, *China from Opium War to 1911 Revolution*. Jean Chesneaux, et al, *China from the 1911 Revolution to Liberation*.

Tan Chung, *Triton and Dragon: Studies on the Nineteenth Century China and Imperialisms*.

John K. Fairbank, et al., *East Asia: Modern Transformation*

Y. Immanuel Hsu. *The Rise of Modern China*

Chalmers A Johnson, *Peasant Nationalism and Communist Power: The Emergence of Red China, 1937 - 1945*.

Nathaniel Peffer, *The Far East: A Modern History*.

Victor Purcell, *The Boxer Uprising: A Background Study*.

Kenneth B. Pyle, *The Making of Modern Japan*.

Franz Schuramann and Orville Schell (eds.), *China Readings, 2 Volumes (Imperial China, and Republican China)*

Benjamin I. Schwartz, *Mao and the Rise of Chinese Communism*

Hu Sheng, *Imperialism and Chinese Politics*

Chow Tse tung, *The May Fourth Movement: Intellectual Revolution in Modern, China*.

Mao Tse tung's Selected Writings, National Book Agency, Calcutta.

Mary C. Wright, *China in Revolution: The First Phase, 1900 -1913*.

George M. Beckmann, *Modernization of China and Japan*.



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George M. Beckmann, *The Making of the Meiji Constitution.*

Lucien Bianco, *Origins of the Chinese Revolution, 1915 -1949.*

Jean Chesneaux, *Peasant Revolts in China, 1840 to 1949*

Tan Chung, *China and the Brave New World: A Study of the Origins of the Opium War, 1840 to 42.*

Wolfgang Franke, *A Century of Chinese Revolution.*

John W. Hall, *Japan from Prehistory to Modern Times.*

History of Modern China Series: The Opium War, The Taiping Revolution, The Reform Movement (1898).

M.B. Jansen, *Japan and China: From War to Peace, 1894 to 1972.*

Franz Michael, *The Taiping Rebellion.*

Harold Z. Schifrin, *Sun Yat-Sen and the Origin of the Chinese Revolution*

Ssu Yu-teng and John K. Fairbank, *China's Response to the West*

The Yi Ho Tuan Movement, The Revolution of 1911 (all published by Foreign Language Press Beijing)



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DS-HI-42: HISTORY OF EAST ASIA - II (1868-1945)

Course Objectives

The course objectives for the undergraduate History learners can be elucidated as follows:

- To understand the historical evolution of East Asia between 1868 and 1945 with special reference to the history of Japan and Korea.
- To examine the development of the major dynamics of the history of Japan in the broader context of transition from feudalism to capitalism.
- To aim to analyze the development of fascism in Japan and its impact on the international politics.
- To be acquainted with the historical growth of modern Korea and its interactions with the contemporary powers.
- To understand the post-Second World War changes in the both Japan and Korea.
- To critically address the historiographical issues related to the history of these two countries.

Course Learning Outcomes

At the end of the course, it is expected that the History undergraduate learners will be able to:

- Critically understand the political, social, economic and cultural history of East Asia between 1868 and 1945, especially in the specific context of Japan and Korea.
- Acquire a thorough knowledge regarding the transformation of Japan from a feudal socio-economic and political setup to modern capitalist nation.
- Understand the historical evolution of Japan towards fascism.
- Assess the causal origin of fascism in the Asian context.
- Get a comprehensive knowledge in the history of modern Korea.
- Understand the historical transformation of Korea from old order to modernity in the broader context of the history of East Asia.
- Assess the historiographical issues in the history of Korea.

DS-HI-42: HISTORY OF EAST ASIA - II (c. 1868-1945)

Module-I: Transition from feudalism to capitalism: Japan (c.1868-1945)

Unit 1: Crisis of Tokugawa Bakuhan system

Unit-2: Meiji Restoration: Its nature and Significance

Unit 3: Political Reorganization

Unit 4: Military Reforms

Unit 6: Social, cultural and educational reforms (bunmeikaika)



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Unit 7: Financial reforms and educational development in the 'Meiji' era

Unit 8: Meiji Constitution

Module- II: Japanese Imperialism

Unit 9: China

Unit 10: Manchuria

Unit 11: Korea

Module III: Democracy and Militarism/Fascism

Unit 12: Popular/People's Rights Movement

Unit 13: Nature of political parties

Unit 14: Rise of Militarism-Nature and significance

Unit 15: Second World War; American occupation

Unit 16: Post-War Changes

Module-IV: Emergence of Modern Korea

Unit 17: The old order and Institutional Decay: Joseon Korea

Unit 18: Korea's interactions with the western powers and Korea's unequal treaties with Japan

Unit 19: Attempts at social, political and economic reforms in Korea

Japan's colonization: March First Movement and the growth of Korean nationalism; in situational transformation 1910-1945

Unit 20: Post-War Changes

References and Suggested Readings

George Allen, *A Short Economic History of Japan*.

G. Beasley, *The Modern History of Japan*.

John K. Fairbank, et al., *East Asia: Modern Transformation*

Mikiso Hane, *Modern Japan: A Historical Survey*.

Y. Immanuel Hsu, *The Rise of Modern China*.

Jon Livingstone, et. al., *The Japan Reader (Imperial Japan: 1800 to 1945), Vol-I*

E.H. Norman, *Japan's Emergence as a Modern State*

Nathaniel Peffer, *The Far East: A Modern History*.

Kenneth B. Pyle, *The Making of Modern Japan*.

Chow Tse Tung, *The May Fourth Movement: Intellectual Revolution in Modern, China. 1913*.



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Michael J. Seth, *A concise history of Modern Korea*

Nathaniel Peffer, *The Far East: A Modern History.*

Bruce Cummings, *Korea's place in the Sun: Modern History*

Ramon H. Mayers and Mark R. Peattie (ed.), *The Japanese Colonial Empire, 1895-1945*



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SKILL ENHANCEMENT COURSES

SE-HI-11: ICT IN EDUCATION

Unit I: ICT in Education • ICT in Education: Meaning, Nature and Scope. • Web 1.0 and Web 2.0 • Free and Open-Source Software (FOSS) • Open Educational Resources (OER)

Unit II: Approaches, Stages and Competencies
o Approaches in adoption and use of ICT in education: Emerging, Applying, Infusing, and Transforming.
o Stages of ICT usage: awareness, learning how, understanding how and when, and specializing in the use of ICT tools. • Pedagogical Usages of ICT: supporting work performance, enhancing traditional teaching, facilitating learning and creating innovative learning environments • Teacher Competencies: Integration of Content, Pedagogy and Technology

Unit III: ICT Tools of Computer Software: Application Word Processing, Spreadsheet, Presentation tools
o Web 2.0 Tools: Email, Blogs, Wikis, Social Networking, Social Book Marking, Podcasting, Vodacasting and Concept Map.

L. Koul, *Methodology of Educational Research*

S. K. Mangal, *Statistics in Education and Psychology*

A. K. Singh, *Test, Measurement and Research Methods in Behavioral Sciences*
NCERT (2006), *National Curriculum Framework 2005 Position Paper National Focus Group on Educational Technology.*

Singh, L. C. (Ed.), *Educational Technology for Teachers and Educators.*

UNESCO (2002), *Information and Communication Technology in Education: A Curriculum for Schools and Programme of Teacher Development.*

UNESCO (2008), *Capacity Building for ICT Integration in Education.*

UNESCO (2008), *ICT Competency Standards for Teachers: Policy Framework.*



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SE-HI-21: READING AND REFLECTING ON TEXTS

Unit I: Reflections on Literacy

Unit II: Reflections on Reading Comprehension

Unit III: Skill Development in Responding to Text

Unit IV: Reflecting upon Writing as a Process and Product

Unit V: Practicing Independent Writing

References and Suggested Readings

Aranha, M. (1985). 'Sustained Silent Reading Goes East'. *The Reading Teacher*, 39, 214-217

Pandit, B., Suryawanshi, D. K., & Prakash, M. (2007). *Communicative Language Teaching in English*. Nityanutan Prakashan, Pune.

Summarizing and synthesizing: what's the difference?. [open source]. Ohio State University.

(Retrieved from <http://beyondpenguins.ehe.osu.edu/issue/climate-change-and-the-polar-regions/summarizing-and-synthesizing-whats-the-difference>)

Tovani, C., & Keene, E. O. (2000). *I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers*. Stenhouse Publishers

Wiesendanger, K., Braun, G. & Perry, J. (2009). *Reading Horizons*. The Berkley Electronic Press.

(Retrieved on 10th September, 2017 from http://scholarworks.wmich.edu/cgi/viewcontent.cgi?article=1063&context=reading_horizons)

Writing Guide: Media, communication and Culture. Erasmus school of History, Culture and Communication. Academic year 2015-2016.

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https://www.eshcc.eur.nl/fileadmin/ASSETS/eshccAlgemene_cultuurwetenschappen/writing_guide_Culture_Media_and_Communication.pdf