

NETAJI SUBHAS OPEN UNIVERSITY

School of Social Sciences

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

Website: www.wbnsou.ac.in

Post Graduate History (PGHI) Syllabus

Programme Objectives:

Open and Distance Learning envisions reaching out to the unreached so as to spread Higher Education to all sections and classes of learners without discrimination, in commensuration with the ideal of attaining social justice as a core objective of the study of Social Sciences. The present PG History course of NSOU is designed in keeping with the philosophy of ODL in general and the mission of NSOU in particular to ensure that no learner keen to pursue a post-graduation in History is denied the same.

At the Masters level the study of History entails an in-depth analysis of historical interpretations of events as well as a thematic understanding of historical paradigms. The PG programme pedagogy will also introduce the methodological tools that are used in History writing as a stepping stone for doctoral research in case the learner decides to take up the same after completing the PostGraduate level.

The course objective is to remain updated with the regulations and goals of Higher education specified by the State and Centre governments. To percolate the educating mission of NSOU to the poorest, marginalized and remotest areas of the state, the programme is conducted in the regional Bengali language. The learners who are not comfortable with English, have the liberty to write their examinations in Bengali, which is the preferred by maximum number of learners.

To cater to the increasing pressure of employability demands of an ever-increasing population, many of whom choose to enroll in History, the programme is designed to provide opportunities to learners who hope to seek employment as research scholars, school or college teachers, administrators, journalists or other professionals.

Expected Programme Outcomes:

At the end of the programme it is expected that the learner will derive a critical and comprehensive understanding of the political developments in India, Europe and the rest of the world as well as analyse the social and economic thematic debates and discussions relevant in the discipline.

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The programme is expected to generate original thinking and research ability among the learners. The introduction of the knowledge of historiography is expected to polish the learners' grasp of the finer aspects of history writing which is an interesting aspect of study at the PG level. The programme is also aimed at developing a multi-disciplinary approach to historical studies encompassing the entire gamut of social sciences.

The programme is formulated to benefit learners for further research and employability in careers, applying a better and deeper understanding of history to sensitize local, national and international academia and industry and for furthering human civilization based on the ideals of social justice, liberty and equality.

Graduate Attributes:

The PG History programme seeks to develop holistic graduate attributes for learners from their experience of learning in NSOU. Some of these graduate attributes can be listed as follows:

- Inculcate self-learning and life-long learning habits instilled by the ODL mode of NSOU
- Place emphasis on original and innovative thinking as the root philosophy of higher learning
- Develop the capacity to grasp the core discipline with an open and analytical mind and remain updated with new developments in the field of social science for a multidisciplinary approach to studying History
- Sharpen the intellect for focus on academic research relevant to contemporary needs and demands of society and polity
- A sensitization to ethical employability for achieving incorruptible and just social ends for all, especially the down-trodden
- The ability to apply theoretical knowledge to real-life situations to alleviate problems that plague humanity
- Develop in the learners a keen interest in regional development and harmony, national unity and integration and a sense of belonging to an inclusive global society of peace and progress

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Course Duration: Two Years

Syllabus:

PGHI-I: History of India, 1526 – 1757

PGHI-II: History of India, 1757 – 1885

PGHI-III: History of India, 1885 - 1964

PGHI-IV: Historiography

PGHI- V: History of Europe, 1789 – 1945

PGHI-VI: World Politics Since 1945

Special Papers

Group A

PGHI-VIIA: Social History of India (19th and 20th Centuries) PGHI-VIIIA:

Economic History of India (19th and 20th Centuries)Group B

PGHI-VII B: Social History of India (5th to 13th Centuries)

PGHI-VIII B: Economic History of India (5th to 13th Centuries)

(The University offers Special Papers in PGHI Course. Paper VII and Paper VIII are marked as special papers.

There are two groups: Paper VIIA and Paper VIIIA & Paper VIIB and Paper VIIB. The learners will opt either for Group A or Group B as special papers.)

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Syllabus of Post Graduate History (PGHI) in detail:

Course/Paper – I: History of India, 1526 – 1757

Course Objectives:

The objective of this course is to present to the students a detailed historical analysis of the entire gamut of Indian history from the establishment of Mughal empire by Babur (1526), its decline, and the battle of Plassey (1757) in Bengal which gave a foothold to the English East India Company to set on a course of British colonization of India.

Firstly, the course discusses the establishment of the Mughal dynasty by Babur, its consolidation by the subsequent rulers, especially Akbar and the establishment of an absolute monarchy.

Secondly, the course enumerates the crisis of Mughal absolutism, Mughal political and military administration and the condition of Mughal society, economy.

Thirdly, the decline of Mughal empire and its historiography, and the subsequent rise of the regional powers along with foreign invasions which hastened Mughal decline, is discussed in details.

Fourthly, the course contemplates on the significance of the settling of English traders in Bengal, internal and international trade of the region and the resultant Anglo-French rivalry.

Course Learning Outcomes:

The learners will have an understanding of the following points from the Course/Paper I:

- The causes and effects of the First Battle of Panipat (1526 CE)
- The establishment of the Mughal Empire on a strong footing after the Second Battle of Panipat(1556 CE) by Akbar
- Important features of Mughal land revenue system and trade
- Jagirdari and Mansabdari system and its impact
- Historiography of decline of the Mughal empire
- Mughal society and urbanization phase
- The English and French traders in India
- Conflict between English East India Company and Nawab Siraj-ud-daula of Bengal on the eve of the Battle of Plassey (1757)

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Paper – I: History of India, 1526 – 1757

Module – 1

Unit – 1: The formation of the Mughal Empire

Unit – 2: Process of Mughal expansion

Unit – 3: The nature of Mughal absolutism

Unit – 4: The emperor and the ruling class

Module – 2

Unit – 1: The Crisis of the Mughal Absolutism

Unit – 2: The Jagirdari Crisis

Unit – 3: The Mughal Society and Economy

Unit – 4: The Mughal Urbanization

Module – 3

Unit – 1: The Decline of the Mughal Empire

Unit – 2: The Rise of the Regional Powers

Unit – 3: The Foreign Invasion

Unit – 4: Historiography of the Mughal Decline

Module – 4

Unit – 1: The Expanding English Presence in 18th Century India and the Structure of the India's International Economy

Unit – 2: The Company and the Indian Traders

Unit – 3: The Background of the Battle of Plassey and the Anglo-French Conflict

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Course/Paper – II: History of India, 1757 – 1885

Course Objectives:

This course intends to give the learners a perception about how the British captured political and economic power from Indian regional rulers till the first awakenings of anti- colonial nationalist feelings among the Indians.

Firstly, the objective is to ensure that the learners understand how the British took control of Bengal administration and land revenue between 1757 and 1772 and then colonized other parts of India in the eighteenth century.

Secondly, the students are expected to acquire knowledge about the resistance to British colonization in the form of peasant revolts and the Great Revolt which shook the very foundations of the British empire and prompted the British Parliament to take over the reins from East India Company.

Thirdly, the course teaches the learners about the adverse impact of the colonial rule on Indian economy.

Fourthly, the course wants to show the attitude of the British masters towards their Indian subjects regarding education, social reform, media, art, industry and the growth of nationalism.

Course Learning Outcomes:

The learners will have an understanding of the following points from the Course/Paper II:

- Impact of Battle of Plassey and Buxar(1764 CE) in the history of India
- Land revenue settlements introduced by the British
- Tribal and peasant revolts
- Expansion of British political power in India
- Significance of Revolt of 1857CE
- Changing trends in Indian trade and industry under British rule and its adverse impact on Indian economy
- Drain of Wealth
- De-industrialisation
- Introduction of Western education and its impact
- Growth of public opinion and role of media, art , literature

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Paper – II: History of India, 1757 – 1885

Module – 1

Unit – 1: Political System in the Second Half of the 18th Century Unit

– 2: Consolidation of the British Power in Bengal (1757 – 1772)

Unit – 3: Company’s Territorial Expansion in Western and Southern India

Unit – 4: Early Resistance to the British Colonial Rule; the Revolt of 1857

Module – 2

Unit – 1: Land Revenue Settlements

Unit – 2: Peasant and Tribal Movements with reference to Indigo

Uprising, Pabna Revolt, Deccan Riots, Santhal and Munda Revolts.

Unit – 3: Drain of Wealth; Deindustrialization and Deindustrialization Debate

Unit – 4: Railways and the Indian Economy; Development of Modern Industries

Module – 3

Unit – 1: Early Attitudes towards India – Utilitarianism, Evangelicalism, Orientalism

Unit – 2: Westernization and Indian Response

Unit – 3: Reorganization of Colonial State after 1857

Unit – 4: State and Social Reform

Module – 4

Unit – 1: Social Background of Modern Nationalism in India

Unit – 2: The Growth of Public Sphere – the Press, Art and Literature

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Unit – 3: Liberalism and Nationalism – the Economic Critique of British Rule

Unit – 4: Provincial Politics and the Pre-Congress Era

Course/Paper – III: History of India, 1885 – 1964

Course Objectives:

This course intends to convey to the learners a distinct understanding of the entire period from the establishment of the first pan India political association, INC in 1885 to the ultimate attainment of Indian independence and establishment of the first Indian government under Nehru till his demise in 1964.

Firstly, the goal is to educate the students about the raging debates on Indian nationalism, its development in the early phase under Indian National Congress and the circumstances leading to the growth of communal politics.

Secondly, the course enables a detailed study of the factors behind the rise of Gandhi, the popularity of Gandhian movements and the role of the Indian economic forces in Congress politics.

Thirdly, the course analyses for the learners the other nationalist movements like the struggle of independence in the princely states, the intensity of the Left and the popular movements of 1940s leading to independence.

Fourthly, the course determines the role of Nehru in introducing political reforms, social and economic justice in independent India and focusses on his foreign policy also.

Course Learning Outcomes:

The learners will have an understanding of the following points from the Course/Paper III:

- Historiography of Indian Nationalism
- Hindu Revivalism
- Moderate and Extremist Congress
- Mass movements led by Gandhi
- Growth of Left politics
- Subhas Chandra Bose and INA
- Jinnah and Muslim Communalism
- Independence and Partition of India
- The Constitution of India, social justice and economic planning in Independent India
- India's foreign policy under Nehru and relations with neighbours and world

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Paper – III: History of India, 1885 – 1964

Module – 1

Unit – 1: The Indian Nationalism

Unit – 2: The Nature of the Early Congress

Unit – 3: The Rise and Spread of Communalism

Unit – 4: The Indian National Movement: the Changing Situation

Module – 2

Unit – 1: The Impact of the First World War on the Indian Economy, Society and Politics

Unit – 2: Gandhi and the Emergence of the Mass Politics

Unit – 3: The Congress – Non-cooperation Movement and the Civil Disobedience Movement

Unit – 4: The Indian National Congress and the Indian Capitalist Class

Module – 3

Unit – 1: The Development of Nationalist Politics

Unit – 2: The Rise of the Leftist Politics; The Struggle for Independence in the Princely States

Unit – 3: The Quit India Movement – 1942 in Indian History

Unit – 4: The Popular Movements during the 1940s; India towards Independence and Partition

Module – 4

Unit – 1: India in 1947

Unit – 2: India under Jawaharlal Nehru

Unit – 3: The Economy of Independent India and Movement for Social Justice

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Unit – 4: India in the World Politics (1947 – 64)

Course/Paper – IV: Historiography

Course Objectives:

Firstly, this course intends the students to understand the different discourses of history writing and analysis or historiography which is essential for a history student at the post graduate level.

Secondly, the course aims to help the learners understand the meaning of History, its nature and scope as a social science and the contributions of western historians from classical times to the present.

Thirdly, this course highlights the trends in historical writings on India.

Course Learning Outcomes: The learners will have an understanding of the following points from the Course/Paper IV:

- History as a discipline: its nature and scope
- Sources of History
- Classical History
- Objective History of Ranke
- Modern and enlightenment History-Montesquieu, Voltaire and others
- Historiography of the French Revolution
- The idea of progress in History
- Marxist History
- Growth of political, social, economic and cultural History in the West
- History from below
- Writings of British and American Historians
- Indian Historical study: problems and debates
- Oriental, Utilitarian and Marxist approaches to Indian History
- History of Indian nationalism
- Trends in Indian feudalism

Paper – IV: Historiography

Module – 1

Unit – 1: What is History? Fact and Interpretation – the Nature of Historical Evidence – Historical

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Evidence and Historical Imagination – Approaches to History and the Emergence of and Social Sciences Specializations – National History and Local History – Economic and Social History – History

Unit – 2: History Writing in Pre-Modern Times – Features of Classical Historiography – History and Statecraft in Early Modern Europe – History in the Age of Enlightenment – Montesquieu, Voltaire, Vico and the Encyclopaedists – Harder and Gibbon

Unit – 3: Ranke and the Berlin Revolution in Historiography – Ranke and Objective History – History as it really was – History as a Past Politics – Ranke’s Vision of Universal History

Unit – 4: History and the Idea of Progress in 19th Century Europe – Macaulay, Acton and the Age of Improvement – Jules Michelle and the French Revolution – Marx and Historical Materialism

Module – 2

Unit – 1: Marxism and Emergence of Economic and Social History – Trevelyan and the Writings of Social History of Politics – the New History Movement in United States of America

Unit – 2: Maurice Dobb and the Rise of Capitalism – R. H. Tawny and the English Revolution- Religion and Capitalism in England

Unit – 3: Social History as History of Structures and Mentalities – the Annales’ School

Unit – 4: Social History as the History of Classes – British Marxist Historians – Christopher Hill, Eric J. Hobs Eric Hobsbawm and E. P. Thompson – New Social History – History from Below

Module – 3

Unit – 1: Emergence of Historical consciousness in 19th Century India – Orientalism and the Rediscovery of Indian History – James Mill’s History of India and the Theory of Oriental Despotism

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Unit – 2: The Indian Encounter with Past in the 19th Century

Unit – 3: Nationalism and the Writing of Indian History – the Indian Search for a Golden Past – the Economic Critique of British Colonial Rule and the Economic History of India – Marxist View of Indian History and the Problem of Periodisation

Unit – 4: Debates in Indian History: the Indian Feudalism – 18th Century in Indian History

Course/Paper – V: History of Europe, 1789 – 1945

Course Objectives:

The course aims to provide a thorough study of that phase of European history which is termed 'modern' from the beginning of the great path-breaking French Revolution (1789) to the end of the Second World War (1945).

Firstly, the course discusses the causes and significance of the French Revolution and its impact on the Napoleonic era.

Secondly, the course deliberates on the trends in bourgeois democratic revolution

Thirdly, a watershed in European history, the Industrial Revolution along with agricultural and demographic revolution is discussed in details.

Fourthly, the course analyses the rise of new nationalist feelings in Europe unleashed by the French Revolution and the collapse of old empires.

Fifthly, the course disseminates to the students an understanding of the growth of new political and economic forces between the First and the Second world Wars and its subsequent effect on world politics.

Expected Course Outcomes: The learners will have an understanding of the following points from the Course/Paper V:

- Significance of the French Revolution as a turning point in European history
- Napoleonic era
- Revolutions of 1830 and 1848
- Nationalist movements and the Unification of Germany and Italy
- Industrial Revolution in England and the Continent
- Causes and impact of the First World War
- The forces of Nazism, Fascism, Socialism in Europe
- Factors leading to Second World War
- Bi polarization of the world due to Cold War between the Super Powers

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Paper – V: History of Europe, 1789 – 1945

Module – 1: French Revolution and Napoleon

Unit – 1: Condition (Economic, Social and Political) of France before 1789. Contribution of the Philosophers in the Revolution of 1789 – Factors leading to the Revolution

Unit – 2: The Process and Different Phases of the Revolution of 1789

Unit – 3: Impact of the French Revolution on the Contemporary Society, Politics and Culture

Unit – 4: Rise of Napoleon – Internal and Foreign Policy of Napoleon. Fall of Napoleon

Module – 2: Bourgeois Democratic Revolution and Unification of Europe Unit – 1: The European Experience of Bourgeois Democratic Revolution (Major Countries)

Unit – 2: The Impact of Bourgeois Democratic Revolution on the European Politics

Unit – 3: United Germany under the leadership of Bismarck

Unit – 4: The Industrial Revolution in Germany – The End of the Age of Bismarck – German Foreign Policy under the leadership of Kaiser William II

Module – 3: Industrial Revolution in Europe

Unit – 1: Industrial Revolution in Europe: Definition and Continuity

Unit – 2: The Causes of the Industrial Revolution. Why did it first take place in England?

Unit – 3: Agricultural, Transport and Demographic Revolution

Unit – 4: The Long-term Effects of the Industrial Revolution

Module – 4: Nationalism and Formation of Nationalist States in Europe

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Unit – 1: Rise of Nationalism in Europe

Unit – 2: Unification Movement in Italy

Unit – 3: Unification Movement in Germany

Unit – 4: The decline of Empire through the Rise of Nationalism

Module – 5: Europe between 1914 and 1945

Unit – 1: Background of the World War I

Unit – 2: The Peace Efforts in Europe after the World War I

Unit – 3: The Socialist Movement in Europe

Unit – 4: Rise of Nazism and Fascism in Europe

Unit – 5: World War II, the Rise of Super Powers and the Beginning of the Cold War

Course/Paper – VI: World Politics Since 1945

Course Objectives:

Firstly the objective is to give the students an estimate of the politics of the Cold War

Secondly, the course aims to discuss the importance of NAM as the foreign policy of India

Thirdly, the learners can identify the origin and growth of the Communist movement in China and Soviet Union and the growth of the New World Order

Fourthly, the students can get an in-depth analysis of decolonization and disarmament

Course Learning Outcomes:

At the end of the course the learning outcomes will be to:

- Learn the development of world politics in the most recent historical trajectory.
- Understand the growth of conflict and contradiction in the modern world.

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- Realize the various aspects of the question of international politics and its philosophy.

Course/Paper – VI: World Politics Since 1945

Module – 1: Aftermath of the War

Unit – 1: Background of Cold War

Unit – 2: Europe in transition - Formation of European Union.

Unit – 3: Cold War in the Third World (Korean Crisis, Vietnam War, Arab-Israel Conflict)

Unit – 4: NAM and its impact on World Politics

Module – 2: Unit – 1: Birth of Communist China and Sino-Soviet Relation

Unit – 2: United States of America, Cuba and Chili.

Unit – 3: The Anti-Colonial Movement in Africa – Algeria and Congo Crisis.

Module – 3: Decolonization and Disarmament

Unit – 1: Debate on Concept and Application

Unit–2: Various Phases of Disarmament – Nuclear Rearmament, Anti-nuclear World

Unit – 3: UNO as a Peacekeeping Body. Evaluation of its Success and Failures

Unit – 4: Apartheid – Origin of the Concept, its impact on World Politics, America and South Africa

Module – 4: The New World Order

Unit – 1: Collapse of the Soviet Union, Gorbachev Years. The End of Cold War towards a Unipolar World

Unit – 2: Globalization and its Impact

Unit – 3: India and South Asia – Nepal, Bhutan, Bangladesh, Pakistan and Sri Lanka

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Unit – 4: Indian Foreign Policy after the Cold War

- a) Economic Diplomacy
- b) Look East Policies
- c) Nuclear Policies Armament and its Impact

SPECIAL PAPERS

(The University offers two Special Papers to the learners of post graduate history course. The learners will have to opt either for Group – A of Paper – VII and Paper – VIII or for Group – B of Paper – VII and Paper – VIII.)

Group - A

Course/Paper VII A: Social History of India (19th and 20th Centuries)

Course Objectives:

Firstly, the course will show the importance of the gender question to the learners
Secondly, the course intends to show the growing significance of Environmental History
Thirdly, the goal is to make the students aware of the health concepts and science of India in the 19th and 20th century
Fourthly, the learners will know about the artistic proliferations of the period
Fifthly, the course will make the students aware of the social, religious and educational movements of the period

Course Learning Outcomes:

At the end of the course the learning outcomes will be to:

- Learn the general aspects of the social history of India in 19th and 20th centuries.
- Understand the continuity and changes in the social structure of India during the period under review.
- Realize the philosophy and ideology of the transformation of India in 19th and 20th centuries.

Paper VII A: Social History of India (19th and 20th Centuries)

Module – 1: Gender

Unit – 1: Aspects of Gender Question in India

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Unit – 2: Prostitute and Her Clientele in 19th Century Bengal

Unit – 3: Women Education in India

Unit – 4: Women’s Suffrage Movement in India – a Survey

Module – 2

Unit – I: Environmental History

Unit – II: Environmental History

Unit – III: Science

Unit – IV: Medicine and Public Health

Module – 3

Unit – I: Literature

Unit – II: Film and Theatre

Unit – III: Art

Unit – IV: Sports

Module – 4

Unit – I: Disorder and Violence in Rural Society

Unit – II: Law and Court

Unit – III: Police

Unit – IV: Prison

Module – 5

Unit – I: Religious Reform Movements

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Unit – II: Social Reform Movements

Unit – III: Caste Movements

Unit – IV: Educational Reforms

Course/Paper VIII A: Economic History of India (19th and 20th Centuries)

Course Objectives:

Firstly the students will learn about the various aspects of the colonial revenue settlements and the consequent

Secondly, the goal is to make the students aware of the working class movement

Thirdly, the course will emphasize the diversities of internal trade in the period

Course Learning Outcomes:

At the end of the course the learning outcomes will be to:

- Learn the development of the Indian economy under colonial rule.
- Understand the changes and continuity of the economic structure under colonial conditions.
- Realize the impact of colonial rule on the Indian economy.

Paper VIII A: Economic History of India (19th and 20th Centuries)

Module – 1

Unit – I: Revenue Settlements

Unit – II: Commercial Agriculture in India

Unit – III: Rural Structure

Unit – IV: Peasant Movements

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Module – 2

Unit – I: Industrial Development

Unit – II: Imperialism and Industrial Development

Unit – III: Swadeshi Industrial Development

Unit – IV: Business and Politics

Module – 3

Unit – I: Historiography of the Indian Working Class

Unit – II: Emergence and Formation of Indian Working Class

Unit – III: Changing Condition of the Indian Working Class

Unit – IV: The Working-Class Movements

Module – 4

Unit – I: Internal Trade of India with Special Reference to Bengal

Unit – II: Foreign Trade of India (1757 – 1858)

Unit – III: Foreign Trade of India (1858 – 1947)

Unit – IV: Population, Occupational Structure and Urbanization

Group - B

Course/Paper VII B: Social History of India (5th to 13th Centuries)

Course Objectives:

Firstly, the course objective is to discuss the formation of social-political structure of the period

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Secondly, the regional variations in state and society in Vijaynagar and Bengal etc will also be analysed

Thirdly, the literature, technology, science of the period will also be highlighted

Fourthly, the objective of the course is to provide an indepth analysis of the syncretic religious culture of the times

Course Learning Outcomes:

At the end of the course the learning outcomes will be to:

- Learn the societal development of India in its early medieval era.
- Understand the changes and continuity of the Indian society, culture and religion in the period under review.
- Appreciate the India's religious assimilation and birth of symbiotic culture.

Paper VII B: Social History of India (5th to 13th Centuries)

Module – 1

Unit – I: Formation of Social-Political Structure

Unit – II: The Theory of Sultanate

Unit – III: Unitary/Centralized State Formation

Unit – IV: State and Society

Module – 2

Unit – I: Regional Patterns of State Formation

Unit – II: Societies in Rajputana – The Bhai-Bant System

Unit – III: Vijayanagara – Segmentary State

Unit – IV: Bengal

Module – 3

Unit – I: Growth of Regional Literature

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Unit – II: Liberal Arts, Technology and Science

Unit – III: Astronomy, Ayurveda, Rasayana.

Unit – IV: New Developments

Module – 4

Unit – I: Social, Economic and Religious Traits of Assimilation

Unit – II: Philosophy – Bhakti Cult and Sufism

Unit – III: Hindu – Muslim Synthesis

Unit – IV: Assimilation of Cultures

Course/Paper VIII B: Economic History of India (5th to 13th Centuries)

Course Objectives:

Firstly, the learners will get an insight of the feudal economy of the period

Secondly, the course will highlight the agrarian economy in the period

Thirdly the course intends to deal with the issues related to trade

Fourthly, the learners will learn about the concept of feudalism from above and below

Course Learning Outcomes:

At the end of the course the learning outcomes will be to:

- Learn the Indian economic development in the early medieval era.
- Understand the fundamental transformation of the agrarian economy and agrarian social structure.
- Appreciate the basic debate of feudalism in the context of agrarian economy

Paper VIII B: Economic History of India (5th to 13th Centuries)

Module – 1

Unit – I: Early Medieval Period

Unit – II: Causative Factors

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Unit – III: Debates and Historiography

Module – 2

Unit – I: The Agrarian Structure

Unit – II: The Feudal Economy

Unit – III: Growth and Diversities

Unit – IV: The Iqtadari System

Module – 3

Unit – I: Nature of Trade (Trade, Merchants and Market Centres)

Unit – II: Urban Development and Proliferation of Guilds and Crafts

Unit – III: Agriculture

Module – 4

Unit – I: Economy of Vijayanagara

Unit – II: Bengal and Bhamain Kingdom

Unit – III: Foreign Trade

Unit – IV: Feudalism from Above and Below