



Mahatma Gandhi University

Syllabus

M.A. in History

Based on NEP 2020

PG Curricular Structure for 2 Year PG Programmes (3+2)

**Faculty of Arts
(School of Social Sciences)**

**Department of History
MAHATMA GANDHI UNIVERSITY
Purba Medinipur-721628
West Bengal, India**

[w.e.f. Academic Session: 2027-2028]

PREAMBLE:

The M.A. in History programme is designed in accordance with the broad vision of National Education Policy (NEP) 2020, with the objective of providing learners with a comprehensive, multidisciplinary, research-oriented and value-based understanding of the past and its continuing relevance to the present. The programme seeks to develop historical consciousness through a critical engagement with diverse sources, historiographical traditions, and social, political, economic, cultural, environmental and intellectual developments in India and the wider world.

The curriculum provides students with opportunities to study Indian history from ancient to contemporary times, regional history with special emphasis on Bengal and Medinipur, Western historiography, political thought, socio-religious reform movements, constitutional development, gender and women's history, environmental history, science and technology, economic history, sports history and contemporary global developments.

The programme places particular emphasis on research methodology and ethics, including formulation of research problems, use and evaluation of primary and secondary sources, digital archives and databases, oral history, fieldwork, historical writing, documentation, citation and prevention of plagiarism.

In keeping with the multidisciplinary and holistic orientation of NEP 2020, the programme also incorporates Indian Knowledge System (IKS), Intellectual Property Rights, skill-based learning, community engagement, environmental consciousness, MOOCs/SWAYAM, field visits, practice teaching and dissertation/academic projects.

The programme therefore aims to produce historically informed, intellectually independent, ethically responsible, socially sensitive and professionally competent graduates who can critically interpret the past, engage with contemporary issues and contribute meaningfully to society, education, research, culture and public life.

PROGRAMME EDUCATIONAL OBJECTIVES (PEOs):

PEO 1 – Advanced Historical Knowledge: Develop advanced and comprehensive knowledge of Indian, regional, national and global history, with an understanding of major historical processes, institutions, ideas and cultural transformations.

PEO 2 – Critical and Analytical Thinking: Develop critical and analytical abilities to interpret historical events, processes and sources from multiple perspectives and historiographical traditions.

PEO 3 – Research Competence: Acquire competence in historical research, including identification of research problems, formulation of research questions, collection and evaluation of sources, fieldwork, documentation, academic writing and ethical research practices.

PEO 4 – Multidisciplinary Learning: Integrate historical knowledge with interdisciplinary perspectives drawn from political science, economics, sociology, culture, gender studies, environmental studies, science and technology and other related disciplines.

PEO 5 – Values and Heritage: Develop awareness and appreciation of India's diverse cultural heritage, indigenous knowledge traditions, constitutional values, social justice, environmental responsibility and the principles of inclusion and diversity.

PEO 6 – Professional Preparation: Prepare graduates for higher studies, research, teaching, public service, heritage and cultural institutions, museums, archives, libraries, media, civil society and other professional fields requiring historical and analytical competencies.

PEO 7 – Lifelong Learning: Encourage lifelong learning, intellectual curiosity, creativity, digital literacy and responsible engagement with contemporary social and global challenges.

PROGRAMME OUTCOMES (POs):

PO 1 – Advanced Knowledge of History: Demonstrate advanced knowledge and understanding of major historical periods, themes, events, institutions and processes in Indian and world history.

PO 2 – Historical Thinking: Critically analyse historical developments by identifying chronology, causation, continuity, change, context, comparison and historical significance.

PO 3 – Historiographical Understanding: Evaluate different schools, approaches and interpretations of history, including nationalist, Marxist, subaltern, feminist, postcolonial and other historiographical perspectives.

PO 4 – Research Competence: Formulate research questions and undertake systematic historical research using appropriate primary, secondary, oral, visual, material and digital sources.

PO 5 – Source Criticism: Assess the authenticity, reliability, relevance and limitations of historical evidence and distinguish between evidence, interpretation, argument and historical bias.

PO 6 – Research Ethics: Apply ethical principles in academic and historical research, including appropriate citation, documentation, academic integrity, avoidance of plagiarism and responsible use of information.

PO 7 – Communication Skills: Communicate historical arguments and research findings effectively through academic writing, presentations, seminars, discussions, teaching and other appropriate forms of communication.

PO 8 – Digital and Technological Competence: Use digital archives, databases, online scholarly resources, MOOCs/SWAYAM and appropriate digital tools for learning, research and dissemination of historical knowledge.

PO 9 – Multidisciplinary Perspective: Apply interdisciplinary approaches to understand historical problems relating to society, economy, politics, gender, environment, science, technology, culture and human development.

PO 10 – Indian Knowledge and Cultural Heritage: Demonstrate informed appreciation of Indian knowledge traditions, cultural heritage, intellectual traditions, art, literature, science, environment and social institutions.

PO 11 – Social and Constitutional Values: Demonstrate sensitivity towards diversity, equality, gender justice, social justice, democratic values, constitutional principles, human rights and inclusive social development.

PO 12 – Professional and Lifelong Learning: Demonstrate the ability to pursue higher education, research, teaching and diverse professional opportunities while continuing to learn and adapt to changing academic, technological and societal requirements.

PROGRAMME SPECIFIC OUTCOMES (PSOs):

PSO 1 – Indian and Regional Historical Knowledge: Demonstrate advanced understanding of the political, social, economic, cultural and intellectual history of India, with particular knowledge of Bengal and the historical experiences of Medinipur.

PSO 2 – Critical Interpretation of Historical Sources: Critically examine literary, archaeological, epigraphic, archival, oral, visual, material and digital sources and use them for constructing historically grounded interpretations.

PSO 3 – Historiographical Analysis: Compare and critically evaluate Indian and Western traditions of historical writing and apply appropriate historiographical approaches to historical problems.

PSO 4 – Historical Research and Fieldwork: Design and undertake independent historical research through appropriate methodologies, field visits, archival work, case studies, source analysis and academic projects.

PSO 5 – Thematic and Interdisciplinary History: Analyse history through themes such as economy, polity, gender, environment, science and technology, religion, culture, sports, constitutional development and social reform.

PSO 6 – Indian Knowledge System and Heritage: Interpret Indian knowledge traditions and cultural heritage in their historical contexts and recognise their relevance to contemporary intellectual, social, environmental and cultural concerns.

PSO 7 – Teaching and Knowledge Dissemination: Apply historical knowledge and pedagogical skills in classroom teaching, academic presentations, public history and other forms of knowledge dissemination.

PSO 8 – Regional Heritage and Community Engagement: Document and interpret local and regional history, heritage and community memory and connect historical scholarship with contemporary society and community concerns.

PSO 9 – Independent Historical Scholarship: Produce an academically sound dissertation, research paper or academic project demonstrating independent enquiry, evidence-based argumentation, appropriate documentation and research ethics.

PROGRAMME GRADUATE ATTRIBUTES (PGAs):

PGA 1 – Historical Consciousness: A deep and informed understanding of the relationship between past, present and future and the ability to interpret contemporary society through historical perspectives.

PGA 2 – Critical Thinker: The ability to question assumptions, identify historical bias, compare interpretations and construct reasoned, evidence-based arguments.

PGA 3 – Researcher: The ability to independently identify research problems, investigate sources, analyse evidence and produce scholarly historical work.

PGA 4 – Ethical Academic: Commitment to academic integrity, responsible scholarship, proper attribution, research ethics and avoidance of plagiarism.

PGA 5 – Culturally Sensitive Citizen: Respect for India's plural cultural traditions, diverse communities, languages, religions, regional identities and heritage.

PGA 6 – Socially Responsible Individual: Sensitivity towards gender equality, social justice, marginalised communities, human rights, environmental sustainability and inclusive development.

PGA 7 – Effective Communicator: Ability to communicate ideas clearly and effectively through writing, speaking, teaching, presentations, seminars and digital platforms.

PGA 8 – Digitally Competent Learner: Ability to responsibly use digital archives, databases, online resources and emerging technologies for historical learning and research.

PGA 9 – Multidisciplinary Thinker: Ability to connect historical knowledge with insights from social sciences, humanities, economics, political studies, environmental studies, science and technology and cultural studies.

PGA 10 – Heritage Conscious Professional: Ability to recognise, document, preserve and communicate historical and cultural heritage at local, regional, national and global levels.

PGA 11 – Innovative and Lifelong Learner: Willingness to acquire new knowledge, adopt new methodologies and technologies and engage in continuous intellectual and professional development.

PGA 12 – Democratic and Responsible Citizen: Commitment to constitutional values, democracy, equality, fraternity, secularism, social harmony, peace and responsible participation in society.

SEMESTER WISE SYLLABUS DISTRIBUTION AS PER NEP 2020

1st Year of PG Curricular Structure for 2 Year PG Programmes (3+2)

Sem	Course Type	Course Code & Level	Name of the Course	Credits (L-T-P)	IA	End Sem. Exams	Full Marks
I	Major/Core Course	PG2 HIST 1011 (400-499)	Interrogating Indian History	4 (3-1-0)	10	40	50
	Major/Core Course	PG2 HIST 1012 (400-499)	State and Society in Ancient India	4 (3-1-0)	10	40	50
	Major/Core Course	PG2 HIST 1013 (400-499)	Research Methodology and Ethics	4 (3-1-0)	10	40	50
	Major/Core Course	PG2 HIST 1014 (400-499)	A: Science, Technology and Medicine in Colonial India-	4 (3-1-0)	10	40	50
			B: Constitutional Development and Political institutions in Modern India	4 (3-1-0)	10	40	50
	Minor Course	PG2 HIST 1021 (300-399)	History of Bengal	4 (3-1-0)	10	40	50
	Skill Enhancement Course	PG2 HIST 1041 (400-499)	Intellectual Property Rights (IPR)	2 (1-1-0)	05	20	25
1st Semester of PG				22			275
II	Major/Core Course	PG2 HIST 2011 (400-499)	Western Historiography: Concept, Method and Tools	4 (3-1-0)	10	40	50
	Major/Core Course	PG2 HIST 2012 (400-499)	The Western Political Thought	4 (3-1-0)	10	40	50
	Major/Core Course	PG2 HIST 2013 (400-499)	Socio Religious Reform Movements in Colonial India	4 (3-1-0)	10	40	50
	Major/Core Course	PG2 HIST 2014 (400-499)	A: Science and Technology in Post Colonial India	4 (3-1-0)	10	40	50
			B: Gender Studies and Women's History in Modern India	4 (3-1-0)	10	40	50
	Minor Course	PG2 HIST 2021 (300-399)	History of Modern Bengal(1757-1950)	4 (3-1-0)	10	40	50
	Skill Enhancement Course	PG2 HIST 2041 (400-499)	Case Study/ Industrial Visit/ Hands on Practical	2 (0-0-2)	---	25	25
2nd Semester of PG				22			275
Total: 1st Year of PG				44			550

2nd Year of PG Curricular Structure for 2 Year PG Programmes (3+2)

Structure 1 (Level 6.5): Course Work

SEM	Course Type	Course Code & Level	Name of the Course	Credits (L-T-P)	IA	End Sem. Exam	Full Marks
III	Major/Core Course	PG2 HIST 3011 (500-599)	History of Ideas in 19 th century and 20 th century	4 (3-1-0)	10	40	50
	Major/Core Course	PG2 HIST 3012 (500-599)	Ecology and Environment in Indian History	4 (3-1-0)	10	40	50
	Major/Core Course	PG2 HIST 3013 (500-599)	Special Paper: A. Economic Thought in India B. Eighteen Century India: Later Mughal and Sikh History C. Historical perspective on Sports and Games	4 (3-1-0)	10	40	50
	Major/Core Course	PG2 HIST 3014 (500-599)	Special Paper: A. Agrarian History of Colonial India B. Eighteen Century India: Maharashtra and Awadh C. Sports Colonialism and Nationalism in Modern India	4 (3-1-0)	10	40	50
	Major/Core Course	PG2 HIST 3015 (500-599)	A. Constitutional Development and political Institutions in Modern India B. Gender Studies' and Women's History in Modern India C. Cultural Heritage of Bengal D. MOOC/SWAYAM Course	4 (3-1-0)	10	40	50
	VAC Course	PG2 HIST 3041 (500-599)	Indian Knowledge System (IKS)	2 (1-1-0)	05	20	25
	Compulsory Course	Non-credit Course	Mahatma Gandhi: Life & Philosophy	The Credits and Grades of this course shall be excluded from the calculation of SGPA and CGPA			
3rd Semester of PG				22			275
IV	Major/Core Course	PG2 HIST 4011 (500-599)	Post-Colonial Indian History	4 (3-1-0)	10	40	50
	Major/Core Course	PG2 HIST 4012 (500-599)	Special Paper: A. Economic History of India: Trade, Commerce and Industry B. Eighteen Century India: Mysore and Hyderabad C. Sports Society and Culture	4 (3-1-0)	10	40	50
	Major/Core Course	PG2 HIST 4013 (500-599)	Special Paper: A. Economic History of Bengal B. Eighteen Century India: Bengal C. Themes in Modern Sports History	4 (3-1-0)	10	40	50

Major/Core Course	PG2 HIST 4014 (500-599)	A. History And Freedom Movement in Medinipur. B.MOOC/SWAYAM Course	4 (3-1-0)	10	40	50
Community Service	PG2 HIST 4041 (500-599)	Community engagement/Internship	2 (0-0-2)	---	25	25
Research Thesis/ Project	PG2 HIST 4032 (500-599)	Dissertation & Field Visit	4 (0-0-4)	----	50	50
4th Semester of PG			22			275
Total: 2nd Year of PG			44			550

Structure 2 (Level 6.5): Course Work + Research

SEM	Course Type	Course Code & Level	Name of the Course	Credits (L-T-P)	IA	End Sem. Exam	Full Marks
III	Major/Core Course	PG2 HIST 3011 (500-599)	History of Ideas in 19 th and 20 th century	4 (3-1-0)	10	40	50
	Major/Core Course	PG2 HIST 3012 (500-599)	Ecology and Environment in Indian History	4 (3-1-0)	10	40	50
	Major/Core Course	PG2 HIST 3013 (500-599)	Special Paper: A. Economic Thought in India B. Eighteen Century India: Later Mughal and Sikh History C. Historical Perspective on Sports and Games	4 (3-1-0)	10	40	50
	Major/Core Course	PG2 HIST 3014 (500-599)	Special Paper: A. Agrarian History of Colonial India B. Eighteen Century India: Maharashtra and Awadh C. Sports, Colonialism and Nationalism in Modern India	4 (3-1-0)	10	40	50
	Major/Core Course	PG2 HIST 3015 (500-599)	E. Constitutional Development and political Institutions in Modern India F. Gender Studies' and Women's History in Modern India G. Cultural Heritage of Bengal H. MOOC/SWAYAM Course	4 (3-1-0)	10	40	50
	VAC Course	PG2 HIST 3016 (500-599)	Indian Knowledge System (IKS)	2 (1-1-0)	05	20	25
	Compulsory Course	Non-Credit Course	Mahatma Gandhi: Life & Philosophy	The Credits and Grades of this course shall be excluded from the calculation of SGPA and CGPA			
3rd Semester of PG				22			275
IV	Research thesis/Project	PG4 HIST 4031 (500-599)	Dissertation/ academic project	20 (0-0-22)	---	250	250
	Community Service	PG2 HIST 4041 (500-599)	Community engagement/Internship	2 (0-0-2)	---	25	25

	Total 4th Semester	22		275
	Total 2nd year of PG	44		550

****¹Compulsory Course:** The Credits and Grades of this course shall be excluded from the calculation of SGPA and CGPA

##Students satisfying the following criteria will be eligible to undertake this course in fourth semester (**Structure 2: Course work + Research**):

- (i) Minimum CGPA of 7.5 in PG (Upto Semester III)
- (ii) Minimum attendance of 80% in PG (Upto Semester III)

The final decision will be taken by the Department subject to availability and feasibility of the courses.

Structure 3 (Level 6.5): Research

Sem	Course Type	Course Code & Level	Name of the Course	Credits (L-T-P)	IA	End Sem. Exam	Full Marks
III	VAC Course	PG2 HIST 3016 (500-599)	Indian Knowledge System (IKS)	2	5	20	25
	Research Thesis/Project	PG4 HIST 3031 (500-599)	Dissertation/ academic project	20	---	250	250
	Compulsory Course	Non-credit Course	Mahatma Gandhi: Life & Philosophy	The Credits and Grades of this course shall be excluded from the calculation of SGPA and CGPA			
3rdSem PG				22			275
Sem	Course Type	Course Code & Level	Name of the Course	Credits (L-T-P)	IA	End Sem. Exam	Full Marks
IV	Research Thesis/Project	PG4 HIST 4031 (500-599)	Dissertation/ academic project	20	----	250	250
	Community Service	PG2 HIST 4041 (500-599)	Community engagement/Internship	2 (0-0-2)	---	25	25
Total 4th Semester				22			275
Total 2nd year of PG				44			550

****¹Compulsory Course:** The Credits and Grades of this course shall be excluded from the calculation of SGPA and CGPA

##Students satisfying the following criteria shall be eligible to undertake this course (**Structure 3: Research**):

- (i) Minimum CGPA of 7.5 in PG (Upto Semester II)
- (ii) Minimum attendance of 80% in PG (Upto Semester II)

The final decision will be taken by the Department subject to availability and feasibility of the courses.

Semester 1

Interrogating Indian History

Full Marks:50

Credit:4

Interrogating Indian History

Course Objectives

1. Develop an advanced understanding of Indian historical traditions from the earliest times to the nineteenth century and their changing forms of historical consciousness.
2. Examine medieval Indian historical traditions through court histories, biographies, autobiographies, travel accounts, vernacular writings, regional histories and local traditions.
3. Introduce students to major approaches to Indian history, including British/colonial, nationalist, Marxist and subaltern interpretations.
4. Enable critical engagement with major debates in Indian historiography, including Indian feudalism, eighteenth-century India, the Revolt/Mutiny, Partition and recent thematic approaches.
5. Develop the ability to relate historical interpretation to social, economic, cultural, gender, environmental, scientific and technological dimensions of Indian history.

Course Learning Outcomes (CLOs)

1. Identify and explain major forms of historical consciousness and historical writing in India.
2. Critically compare different historical traditions and historiographical approaches to Indian history.
3. Interpret selected literary, travel, biographical, vernacular and other historical narratives in their contexts.
4. Assess competing interpretations of major debates in Indian historiography using evidence-based reasoning.
5. Construct coherent historical arguments on selected Indian historical themes while recognising bias, context and changing interpretations.

Unit I

Evolution of Indian Historical Tradition from the earliest times to the nineteenth century: Indian sense of the past-the meaning of historical consciousness-the Indian perceptions-the expressions of historical consciousness in the Vedic texts-the Buddhist and Jaina texts-the Itihasapurana tradition-epics, genealogies-the early medieval expressions-the historical biographies-Harshacharita and Rajatarangini.

Unit 2

Historical traditions of medieval India Historical Consciousness in the accounts of Travellers, Traders and Geographers Attempts at legitimisation of the new polity-The Court Historians-Biographies and

Autobiographies- Gazetteers and Letters Vernacular writings and Romances of India-MangalKabyas of the East-Historical works under Vijayanagara-Regional Histories and Local traditions-Some Histories of Medieval India-Sultanate Period-Barani, Isami, Amir Khusru-Mughal Period-AbulFazl, Badauni-Travel Accounts of Ibn Batuta, Bernier, and Manucci

Unit 3

Approaches to History: British attitude towards India-William Jones, James Mill, Todd-WW Hunter Moreland-V. Smith and others-Nationalist Approach-J.N. Sarkar, R.C. Majumdar, N.K. Sinha and others Marxist Approach-D.D. Kosambi, Irfan Habib, Romila Thapar and others-Subaltern Approach.

Unit 4

Debate on Indian History: Indian feudalism, eighteenth century India, writings on Mutiny and partition Modern Indian History with socio-economic perspective –Peasantry and working classes, caste, tribe, gender, environment , science and technology, Recent Trends in the writing of Indian History.

Suggested Reading :

B. Sheikh Ali, History: Its Theory and Method, New Delhi.
E. Sreedharan, A Text Book Of Historiography, Orient Longman, 2004.
Irfan Habib, Essays in History: Towards a Marxist Interpretation, New Delhi, 1995.
Jagadish Narayan Sarkar, History of History Writing in Medieval India, Calcutta, 1973.
James Mill, The History Of British India, London, 1840—1848.
JavedMajeed, Ungoverned Imaginings, New Delhi.
Partha Chatterjee and Raziuddin Aquil, History in the Vernacular.
R.C.Majumdar, Historiography in Modern India, Bombay, 1970.
RanajitGuha, An Indian Historiography Of India, Calcutta 1986.
RomilaThapar, Interpreting Early India, New Delhi, 1992.
S.B. Chowdhury, Theories Of Indian Mutiny, Calcutta 1965.
S.N.Mukherjee, Sir William Jones: A study in 18th Century British Attitudes to India, Cambridge 1968.
S.P.Sen, Historians and Historiography in Modern India, Calcutta1973.
Subodh Mukhopadhyay, Historians and Historiography in Modern India.
Sumit Sarkar, Writing Social History, New Delhi, 1997

State and Society in Ancient India Full Marks:50 Credit:4

State and Society in Ancient India:

Course Objectives

1. Understand the genesis and evolution of political concepts and institutions in ancient and early medieval India.
2. Examine kingship, theories of property, family, varna, law and governance through literary, epigraphic and normative sources.

3. Analyse the development of ancient Indian polity from Vedic and post-Vedic formations through the Mauryan, post-Mauryan and Gupta phases.
4. Study major social and religious transformations, including caste, untouchability, slavery, the position of women, Buddhism, Jainism and later devotional traditions.
5. Assess the structure of early medieval states, including chieftaincies, feudatories and changing political-economic relationships.

Course Learning Outcomes (CLOs)

1. Explain major political concepts and institutions of ancient India using appropriate historical terminology.
2. Compare the political structures of Vedic, Mauryan, post-Mauryan, Gupta and early medieval formations.
3. Analyse ancient Indian social institutions and religious transformations using literary and epigraphic evidence.
4. Evaluate the historical significance of caste, gender, slavery, religious change and agrarian relations in ancient Indian society.
5. Develop evidence-based interpretations of state formation and social change in ancient and early medieval India.

Unit I: Genesis of Political Concepts and Institutions

Genesis of political concepts and institutions; origin and evolution of kingship; the divine concept of kingship; theories of property, family, and *varna*; political, social, and legal concepts in the *Dharmashastras* and *Smritis*, the epics, *Arthashastra*, *Amarakosha*, *Brihat Samhita*, *Krishni-Parashara*, and *Vrikshayurveda*; and agrarian society in the early medieval period in the light of epigraphic and literary texts.

Unit II: Government and Polity in Ancient India

Government of the multitude; Vedic and post-Vedic *Gana-Rashtras*; stages in ancient Indian polity; the Mauryan phase as a centralized bureaucratic interlude; the post-Mauryan phase marked by divinity and decentralisation; the Gupta phase as a proto-feudal polity; and political developments with special reference to the Pratiharas, Palas, Rashtrakutas, Cholas, and other contemporary dynasties.

Unit III: Social Institutions and Religious Transformations

Crystallization of social institutions and religious transformations; the religious ferment and the worldview of the Upanishads, Buddhism, and Jainism; caste, untouchability, slavery, and the position of women; and the growth of Bhagavatism, Vaishnavism, Shaivism, and Tantrism.

Unit IV: Structure of the Early Medieval State

Structure of polity in early medieval India; chieftaincies and feudatories; political and economic changes; and the bases of the early medieval state system.

Suggested Readings

1. Basham, A. L. *History and Doctrine of the Ajivikas*. New Delhi, 1951.
2. Altekar, A. S. *State and Government in Ancient India*. Delhi: MotilalBanarsidass, 1941.
3. Allchin, B., and Raymond Allchin. *The Rise of Civilization in India and Pakistan*. Cambridge, 1982.
4. Allchin, B., and Raymond Allchin. *Origins of a Civilization: The Prehistory and Early Archaeology of South Asia*. New Delhi, 1997.
5. Baden-Powell, B. H. *The Indian Village Community*. London, 1896.
6. Gokhale, B. G. *New Lights on Buddhism*. Bombay, 1997.
7. Prasad, Beni. *Theory of Government in Ancient India*. Allahabad, 1974.
8. Chattopadhyaya, Brajadulal. *The Making of Early Medieval India*. Delhi, 1997.
9. Mukhopadhyay, Bratindranath. *Saktir Rup: Bharat O Madhya Asiay*. Kolkata, 1990.
10. Sircar, D. C. *Studies in the Religious Life of Ancient and Medieval India*. Delhi, 1971.

11. Kosambi, D. D. *An Introduction to the Study of Indian History*. Bombay, 1956.
12. Chakrabarti, Haripada. *Vedic India: Political and Legal Institutions in Vedic Literature*. Calcutta, 1981.
13. Chakraborty, Haripada. *Asceticism in Ancient India: Brahmanical, Buddhist, Jaina and Ajivika Societies*. Calcutta, 1973.
14. Gonda, J. *Ancient Indian Kingship from a Religious Point of View*. Leiden, 1966.
15. Heesterman, J. C. *The Ancient Indian Royal Consecration*. The Hague, 1957.
16. Jayaswal, K. P. *Hindoo Polity*. Calcutta: Butterworth and Co., 1924.
17. Bandopadhyaya, N. C. *Development of Hindu Polity and Political Theories*.
18. Majumdar, R. C. *Corporate Life in Ancient India*. Calcutta, 1919.
19. Sharma, R. S. *Sudras in Ancient India*. Delhi, 1958.
20. Sharma, R. S. *Aspects of Political Ideas and Institutions in Ancient India*. Delhi: MotilalBanarsidass, 1959.
21. Sharma, R. S. *Social Changes in Early Medieval India*. Delhi, 1969.
22. Sharma, R. S. *Origin of the State in India*. Bombay, 1989.
23. Mukherji, R. K. *Local Government in Ancient India*. Delhi: MotilalBanarsidass, 1958.
24. Thapar, Romila. *From Lineage to State*. Bombay: Oxford University Press, 1984.
25. Thapar, Romila. *Asoka and the Decline of the Mauryas*. Delhi, 1963.
26. Thapar, Romila. *Interpreting Early India*. Delhi, 199

Research Methodology and Ethics

Full Marks:50

Credit:4

Research Methods and Ethics in Historical Research

Course Objectives

1. Understand the meaning, scope and nature of history and its relationship with allied disciplines, theory, objectivity and subjectivity.
2. Develop competence in identifying historical research problems, framing research questions and planning research projects.
3. Introduce students to primary and secondary sources, digital archives, databases, oral history, material culture, texts and fieldwork.
4. Develop skills in evaluating the authenticity, reliability, relevance and limitations of historical sources.
5. Develop ethical and scholarly practices in historical writing, citation, documentation, bibliography and prevention of plagiarism.

Course Learning Outcomes (CLOs)

1. Formulate a clear historical research problem, research questions and a feasible project plan.
2. Distinguish between primary and secondary sources and assess their authenticity, reliability and relevance.
3. Use appropriate digital, oral, material and textual sources for a small-scale historical enquiry.
4. Prepare a properly structured historical research paper with footnotes/endnotes and bibliography.
5. Apply academic integrity, responsible citation and anti-plagiarism principles throughout historical research.

Unit I: Meaning, Scope, and Nature of History

Meaning of history; scope and nature of history; history and allied disciplines; objectivity and subjectivity in history; and the importance of theory in historical research.

Unit II: Research in History

Meaning of historical research; identification and design of research problems; research questions and project planning; and formulation of a research proposal for a case study, including the statement of research questions.

Unit III: Sources and Techniques in Historical Research

Primary and secondary sources; digital archives and databases; evaluation of the authenticity and reliability of sources; oral history, material culture, and texts; and fieldwork in historical studies.

Unit IV: Historical Writing and Documentation

Structure of a historical research paper; citation styles commonly used in history; preparation of footnotes, endnotes, and bibliography; and methods of avoiding plagiarism.

**Science, Technology and
Medicine in Colonial India**
Full Marks:50
Credit:4

Science and Technology in Colonial India:

Course Objectives

1. Examine the role of science, technology and medicine in the colonial process and critically assess diffusionist interpretations.
2. Study pre-colonial Indian traditions of astronomy, mathematics, chemistry and medicine, including Ayurveda and Unani.
3. Understand colonial scientific policies and the establishment of scientific institutions and survey organisations in India.
4. Analyse Indian responses to Western science and the relationship between scientific knowledge and Indian nationalism.
5. Examine the historical development of public health, epidemic disease control, medical institutions, pharmacy and laboratory medicine in colonial India.

Course Learning Outcomes (CLOs)

1. Explain major features of Indian scientific and technological traditions before and during colonial rule.
2. Evaluate the interaction between colonial scientific institutions and Indian knowledge traditions.
3. Analyse the contributions of selected Indian scientists and scientific communities to modern Indian science.
4. Interpret historical responses to epidemics, public health policies and the development of medical services.
5. Critically assess the social, political and nationalist dimensions of science and technology in colonial India.

UNIT-1 The role and place of Science technology medicine in the colonial process; Science in the colonies Diffusions model and its critique.

Pre-colonial Indian Astronomy, Mathematics, Chemistry, Medicine – Ayurveda &Unani.

UNIT -2East India companies Scientific policies early European Scientists: Surveyors, Botanist, doctors, Army Engineers; Establishment of scientific Institutions and Survey Organization – Asiatic Society, Geological Survey of India, Botanical survey of India, Zoological survey of India.

UNIT – 3 Western Science and Indian response to new scientific knowledge. Science and Indian nationalism – Madhusudan Gupta, S.C.GoodeveChuckerbutty, PromathNath Bose, MahendraLalSircar, P.C.Ray, J.C. Bose, MeghnadShaha, SatyendraNath Bose, Shanti SwarupBhathnagar, Parasanta Chandra Mahalanobis, Homi J. Bhabha.

UNIT -4Aspects of Public Health (How Public Was the Public Health?); Prevention of Epidemic Diseases – Comparative Perspectives of Malaria, Smallpox, Cholera, Plague, and Tuberculosis; Insanity and Asylums; Development of Health Services – Primary Healthcare Centres, Dispensaries, and Hospitals; Progress of Pharmacy and Pharmaceutical Industry; Concept of Tropical Medicine and Hygiene; Bacteriology, Virology, and Laboratory Medicine; Medical Research.

Suggested Readings:

1. Alvares C. Homo Faber. Technology and Culture in India, China and the West, 1979.
2. Anderson, R.S. Building Scientific Institutions in India, Mcsill University Press, 1976.
3. Arnold David, The New Cambridge History of India. Vol. III; Chap-5; Science, Technology and Medicine in Colonial India, OUP, 2000.
4. Arnold David, Colonizing the Body : State, Medicine and Epidemic Disease in Nineteenth Century India, Barkley, 1966.
5. BasuAparajito (ed.); BharaterItihaseBijnan O Prajukti, Kolkata; (in Bengali).
6. Bernal J.D. The Social Function of Science, Rouledge, London, 1939.
7. Biswas A.K. Science in India, Kolkata, 1969.
8. Chakravorty, Pratik, Western Science in Modern India :Metropolitan Methods, Colonial Practices, Kolkata 2004.
9. DasguptaSubrata, Jagadish Chandra Bose and the Indian Response to West, 1999.
10. Dharmpal, Indian Science and Technology in the Eighteenth Century Delhi, 1971.
11. Dhruv Raina and S. Irfan Habib, Domesticating Modern Science : A Social History of Science and culture in Colonial India, 2004.
12. Gaillard J. V.V. Krishna and R. Waast, Scientific Communities in the Developing Countries, 1997.
13. Goonatilake, S. Aborted Discovery : science and Creativity in the Third World, 1984.
14. Grover R. et. Al (Eds.), Nature and Orient, OUP, 1998.
15. Headrick D.R. The Tentacles of Progress, OUP, New York, 1988.
16. BasuAparajita, Chemical Science in Colonial India. K.P. Bagchi and Company, Kolkata.
17. Hoodboy Pervez, Islam and Science, Technology and Development, 1991.
18. Harrison Mark, Public Health in British India : Anglo Indian Preventive Medicine 1859-1914, OUP.
19. Inkstem, Ian, Science and Technology in History, McMillan, 1991.
20. Kumar Deepak (Ed.), Science and Empire, 1990.
21. Kumar Deepak, Science and the Raj, 1995.
22. Laurduswamy J., Science and National Consciousness in Bengal : 1870-1930, Longman, 2004.
23. Morehouse, W (Ed.), Science and Human Conditions in India and Pakistan, New York, 1968.
24. PalitChittabrata, Amit Bhattacharya, Science Technology and Medicine and Environment in India.
25. Roy Macleod & Deepak Kumar, Technology and the Raj.
26. SatpalSangwan, Science, Technology and Colonization.
27. George Basalla, The evolution of Technology.
28. J. D. Bernal, Science and Industry in the 19th century.
29. D.R. Headrick, The Tools of Empire: technology and European Imperialism in the 19th century.
30. S.N. Sen, Scientific and Technical education in India

Constitutional Development and Political Institutions in Modern India

Course Objectives

1. Trace constitutional development in India from Company rule and British parliamentary control to the establishment of the Republic.
2. Examine major constitutional reforms and representative institutions from the Regulating Act and Charter Acts through the Indian Councils Acts.
3. Analyse constitutional reforms, nationalism, dyarchy, the Nehru Report, communal representation, the Round Table Conferences and the Government of India Act, 1935.
4. Study the making of the Constitution, including the Constituent Assembly, Fundamental Rights, Directive Principles, federalism and the Preamble.
5. Examine post-independence constitutional democracy, federalism, electoral politics, amendments, Emergency, Panchayati Raj, social justice and contemporary challenges.

Course Learning Outcomes (CLOs)

1. Explain the major stages and instruments of constitutional development under Company and Crown rule.
2. Analyse the relationship between constitutional reforms, representative institutions and Indian nationalism.
3. Evaluate major debates and processes involved in Constitution-making and the establishment of the Republic.
4. Assess the working of parliamentary democracy, federalism, constitutional institutions and social-justice provisions after 1950.
5. Critically discuss major challenges to Indian constitutionalism and democratic institutions using historical evidence.

UNIT I: Constitutional Foundations under Company Rule

- East India Company and British Parliamentary control.
- Regulating Act, 1773.
- Pitt's India Act, 1784.
- Charter Acts of 1793, 1813, 1833 and 1853.
- Centralisation and administrative development.

Core Theme: *Company Rule and the beginning of constitutional development.*

UNIT II: Crown Rule and Representative Institutions

- Government of India Act, 1858 and Queen's Proclamation.
- Indian Councils Acts, 1861 and 1892.
- Local Self-Government: Lord Mayo and Lord Ripon.
- Indian Councils Act, 1909.
- Separate electorates and representative politics.

Core Theme: *Colonial administration and the growth of representation.*

UNIT III: Constitutional Reforms and Nationalism

- Montagu Declaration, 1917.
- Government of India Act, 1919 and Dyarchy.
- Simon Commission and Indian response.
- Nehru Report and Jinnah's Fourteen Points.
- Round Table Conferences and Communal Award.

- Poona Pact, 1932.
- Government of India Act, 1935 and Provincial Autonomy.

Core Theme: *Constitutional reform, nationalism and the demand for self-government.*

UNIT IV: Independence and Constitution-Making

- August Offer, 1940.
- Cripps Mission, 1942.
- Wavell Plan and Cabinet Mission Plan.
- Constituent Assembly: formation and major debates.
- Indian Independence Act, 1947 and Partition.
- Making of the Constitution.
- Fundamental Rights, Directive Principles and Federalism.
- Preamble and salient features of the Constitution.

Core Theme: *From colonial constitutionalism to the Republic.*

UNIT V: Constitutional Democracy in Post-Independent India

- Constitution and parliamentary democracy after 1950.
- Reorganisation of States and Indian federalism.
- Electoral politics and development of political institutions.
- Centre–State relations and constitutional amendments.
- Emergency, 1975–77 and constitutional democracy.
- Panchayati Raj and the 73rd–74th Amendments.
- Social justice, reservation and affirmative action.
- Constitutional institutions: Parliament, Supreme Court and Election Commission.
- Contemporary challenges to Indian constitutionalism and democracy.

Core Theme: *Constitution, democracy and political transformation in post-independent India.*

- Constitutional History of India (1600–1935) – A. B. Keith
- Landmarks in Indian Constitutional and National Development – Gurmukh Nihal Singh
- The Indian Constitution: Cornerstone of a Nation – Granville Austin
- Working a Democratic Republic: A History of the Indian Experience – Granville Austin
- India After Gandhi: The History of the World's Largest Democracy – Ramachandra Guha
- Constitutional Development in India – C. H. Alexandrowicz
- The Framing of India's Constitution (Select Documents & Study) – B. Shiva Rao

Minor course History of Bengal Full Marks:50 Credit:4

Life and Culture in Ancient Bengal:

Course Objectives

1. Understand the historical geography, early inhabitants and cultural formation of ancient Bengal.
2. Examine the religious traditions of Bengal, including Brahmanism, Jainism, Buddhism, Vaishnavism, Tantrism and Sufi-Bhakti interactions.
3. Study the development of iconography, architecture, sculpture and terracotta traditions from early Bengal through the Pala-Sena period.
4. Trace the emergence of Bengali language and literature and the development of music, dance and folk traditions.

5. Analyse political Islam, accommodation and assimilation, social stratification, education and the interaction of literary and cultural traditions in Bengal.

Course Learning Outcomes (CLOs)

1. Locate and explain the major historical regions of ancient Bengal, including Varendra, Vanga, Samatata and Harikela.
2. Interpret religious, artistic and architectural developments as evidence of Bengal's cultural history.
3. Explain the development of Bengali language, literature, music, dance and folk traditions.
4. Analyse processes of accommodation, assimilation and cultural interaction in medieval Bengal.
5. Construct historically grounded accounts of Bengal's social and cultural transformations using literary, archaeological and material evidence.

Unit I : Historical Geography of ancient Bengal—epics and early archaeological tradition---geographic distinctions with references to Varendra, Anga, Vanga, Samatata and Harikela---earliest inhabitants-- Aryanization of Bengal; Rise of different castes and communities in Bengal--- Life of women.

Unit II: Religious Thoughts and Practices – Brahmanical, Jainism , Buddhism, and Vaisnavism; Spread of Tantrism; Iconography: Vaisnava, Saiva, Sakta, Surya, Jaina and Buddhist images. Architecture and Sculpture: Stupa, Monastic and temple architecture—terracotta art--- Sculpture: Kushana Affiliation, the Gupta Idiom, Paharpur, Pala and Sena Sculpture

Unit III: Pre Bengali Sanskrit literature The rise and development of Bengali language and literature—different forms of music and dance origin of Folk traditions of Bengal.

Unit IV :Political Islam in Bengal---Accommodation and Assimilation---the study of the Religion and Eclecticism -Sufi and Bhakti traditions; Islamic Architecture and Temple Architecture Language and Literature (VaishnavPadabali,Mangal kavyas,Anubadsahitya, jibanisahitya, punthisahitya,pranaysahitya, kavi-gaanandothers)---stratification and dynamism of social classes Education system

Suggested Reading:

- I.E.Pargiter, Ancient Indian Historical Traditions, reprint, Delhi, 1972.
-----, The Purana Text of the Dynasties of the Kali Age, oxford, 1913. Romila Thapar, Past as Present, New Delhi, -----, The Past Before Us: Historical Traditions of Early North India, Ranikhet, 2013.
-----, The Past and Prejudice, Delhi, 1975.
-----, A History of India, Vol.I, Baltimore, 1966.
-----, Ancient Indian Social History: Some interpretations, New Delhi, 2010.
A.K.Warder, An Introduction to Indian Historiography, Bombay, 1972.
S.KrinshnasamyAiyangar, The Beginning of South Indian History, Madras, 1918.
H.E. Barnes, A History of Historical Writings, New York, 1963.
A.L.Basham, Wonder That was India, London, 1969.
E.H.Carr, What is History, 1977.
K.A.NilakantaSastri, Sangam Literature, Madras, 1972.
S.P.Sen (ed.), Historical Biography in Indian Literature, Calcutta, 1979.
D.Devahuti (ed.), Bias in Indian Historiography, Delhi, 1980.
V.R.R.Dikshitar, Studies in Tamil Literature and History, London, 1930

U.N.Ghosal, History and Historians of Ancient India in the Modern Age: in Indo-Asian Culture, IX, 1961.

J.C.Jain, Life in Ancient India as depicted in the Jaina Canon and Commentaries, Delhi, 1984. G.P.Singh, Early Indian Historical Tradition and Archaeology, Delhi, 1994.

R.C.Majumdar (ed.), The Vedic Age, Bombay, 1965.

Majumdar, R C, The History of Bengal (Vol-1 and 2), N V Publications

B.C.Law, A History of Pali Literature, 2 Vols. Delhi, 1983.

D.D.Kosambi, Introduction to the Study of Indian History, Bombay, 1975.

N.S.Pathak, Ancient Historians of India, Bombay, 1966.

J.Gonda, History of Indian Literature, Vol.III, Wiesbaden, 1973.

B.C.Law, A Manual of Buddhist Historical Tradition, Calcutta, 1941.

Bury, J.B: The Ancient Greek Historians, New York, 1909.

Barnes, H.E: A History of Historical Writing, New York,

Sarkar Jadunath, The History of Bengal (Muslim Period), JanakiPrakashan

R.S.Sharma Indian Feudalism (circa 300 -1200).

B.D.Chattopadhyaya ,TheMaking of Early Medieval India.

R.S.Sharma and K.M.Shrimali(ed.),ComprehensiveHistoryofIndia,Vol.IV(A&B).

MohammadHabibandK.A.Nizami(ed.),ComprehensiveHistoryofIndia,

Vol.V,TheDelhiSultanateHermannKulke(ed.),TheStateinIndia(AD1000

-AD1700)

R.C.Majumdar(ed.),

TheDelhiSultanate.SatishChandra,MedievalIndiaI.PeterJ

ackson,TheDelhi Sultanate.

CatherineAsherandCynthiaTalbot,IndiaBeforeEurope.

TapanRaychaudhuriandIrfanHabib(eds.),CambridgeEconomicHistoryofIndia,Vol.

I.K.A.Nizami,ReligionandPoliticsintheThirteenthCentury.

W.H.McLeod,KarineSchomer,etal,Eds,TheSants.

S.A.A. Rizvi, AHistoryofSufisminIndia, Vol. I.MohibulHasan, Historiansof Medieval

India

SEC– Intellectual Property Rights(IPR) Full Marks:25 Credit:2
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Intellectual Property Rights(IPR)

Course Objectives

1. Understand the meaning, nature, historical development and importance of intellectual property rights.
2. Introduce major forms of IPR and the roles of international organisations such as WIPO and WTO.
3. Examine copyright, patents, trademarks, geographical indications and traditional knowledge within relevant Indian frameworks.
4. Develop awareness of infringement, fair use, digital piracy, cyber ethics and plagiarism through practical case studies.
5. Understand IPR issues in digital media, online education, research, social media and AI-generated content.

Course Learning Outcomes (CLOs)

1. Identify and distinguish major categories of intellectual property rights.

2. Explain basic principles of copyright, patents, trademarks, geographical indications and traditional knowledge.
3. Apply fair-use, infringement and academic-integrity concepts to relevant historical, academic and media cases.
4. Recognise plagiarism, digital piracy and cyber-ethical risks in academic and online environments.
5. Demonstrate responsible use and attribution of intellectual and digital resources in study and research.

Unit I: Introduction to Intellectual Property Rights

Meaning and nature of Intellectual Property

Historical development of IPR

Objectives and importance of IPR

Types of Intellectual Property Rights

International organizations and treaties related to IPR

Key Organizations

World Intellectual Property Organization

World Trade Organization

Unit II: Copyright, Patents and Trademarks

Copyright: meaning, scope, and ownership

Fair use and infringement

Patent: concept and registration process

Trademark and brand identity

Geographical Indications and traditional knowledge

Indian Copyright Act and Patent framework

Case Studies

Copyright issues in films, music, and literature

Plagiarism in academic writing

Trademark disputes in media and business

Unit III: IPR in Digital Media and Academia

Digital piracy and cyber ethics

Open-access resources and Creative Commons

IPR in online education and research

Academic integrity and plagiarism prevention

IPR challenges in social media and AI-generated content

Semester: II

Semester: II Western Historiography: Concept, Method and Tools Full Marks:50 Credit:4
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Concept, Method and Western Historiography

Course Objectives

1. Understand the nature, scope and philosophical foundations of history, including objectivity, bias, empiricism, positivism, historicism and determinism.
 2. Trace the development of Western historical writing from the Greco-Roman and medieval traditions through the Renaissance, Reformation and Enlightenment.
 3. Examine major nineteenth- and twentieth-century traditions, including positivist, Marxist, social and Annales historiography.
 4. Study the contributions and methodological positions of major historians and schools of historical thought.
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5. Develop methodological competence in the use of oral, visual and documentary sources and in the collection, selection and transmission of historical evidence.

Course Learning Outcomes (CLOs)

1. Explain major concepts and philosophical positions in Western historiography.
2. Compare the methods and assumptions of major Western historiographical traditions.
3. Evaluate the contributions of selected historians such as Ranke, Marx, Bloch, Febvre and Braudel.
4. Analyse how sources, evidence, disciplines and research methods shape historical interpretation.
5. Apply historiographical concepts to critically assess a historical argument or source-based problem.

UNIT I: What is History: Nature and scope of History; Problem of objectivity and Bias in History; Philosophy of History – Empiricism – Positivism –Historical Determinism—Historicism: Idea of Progress in History.

UNIT II: Emergence of Western Historical Tradition (Greco-Roman Era): History Writing during the Medieval Period: Church historiography –Nature of Medieval Historiography – Impact of Renaissance and Reformation on History writing – Rationalist Historiography – Voltaire, Gibbon and Robinson--Philosophy of Romanticism- Rousseau and Herder.

UNIT III: Tradition of History Writing in the 19th & 20th Centuries: Philosophy of Positivism – Neibuhr, Ranke, Comte, Buckle. Marxist Historical Tradition – Karl Marx, Christopher Hill, E.P. Thompson &Hobsbawm; Development of economic and social history in the early twentieth century – Maurice Dobb and the Rise of Capitalism ; Annals School – Marc Bloch, Lucien Febvre and FernandBraudel--- Emergence of new social history.

UNIT IV: Research and Research Methodology in History-- Importance of Sources in History- Oral evidence and incorporating Visual Sources into written History-- Collection and selection of data, Evidence and its Transmission,--History and Science/History and Other Disciplines.

SUGGESTED READING

R.G. Collingwood, The Idea of History
E.H. Carr, What is History

Charies Delzell (ed), The future of History
 Cario M. Cipolla, Between History and Economics
 Immanuel Wallerstein, Open the Social Sciences
 Thomas S.Kuhn, The Structure of Scientific Revolutions
 Davis, Back and Maclean, Oral History
 FerdiandBraudel, On History
 Partha Nath Mukherjee, Methodology in Social Research
 A.K.Warder, An Introduction to Indian Historiography
 Peter Hardy, Historians of Medieval India
 K. A. Nizami, History and Historians in Medieval India
 S.K. Bajaj, Recent Trends in Historiography
 E.P. Thompson Poverty of Theory and other essays
 Karl Pauper, Poverty of Historicism

Semester: II

The Western Political Thought

Full Marks:50

Credit:4

The Western Political Thought:

Course Objectives

1. Introduce major political ideas from classical Greek thought to modern political theory.
2. Examine Plato's ideas of justice, the ideal state and philosopher-king and Aristotle's views on citizenship, government and revolution.
3. Study medieval and Renaissance political thought through Augustine, Aquinas, Machiavelli and Bodin.
4. Analyse social contract and liberal thought in Hobbes, Locke and Rousseau.
5. Evaluate modern political ideas of Bentham, J. S. Mill, Marx and Gramsci concerning law, liberty, class, ideology, state and hegemony.

Course Learning Outcomes (CLOs)

1. Explain key concepts in major traditions of Western political thought.
2. Compare classical, medieval, Renaissance, social-contract and modern political theories.
3. Analyse the political arguments of Hobbes, Locke, Rousseau, Bentham, Mill, Marx and Gramsci.
4. Relate political concepts such as sovereignty, liberty, social contract, class and hegemony to their historical contexts.
5. Construct reasoned comparative arguments on major debates in Western political thought.

Unit I: Classical Political Thought

Plato: Justice, Ideal State, Philosopher King and Education

Aristotle: State, Citizenship, Classification of Governments and Revolution

Augustine: State, Church and the City of God

Unit II: Medieval and Renaissance Political Thought

Thomas Aquinas: Natural Law, State and Church

Niccolò Machiavelli: Statecraft, Political Realism, Virtù and Power

Jean Bodin: Sovereignty and the Modern State

Unit III: Social Contract and Liberal Political Thought

Thomas Hobbes: State of Nature, Social Contract and Absolute Sovereignty

John Locke: Natural Rights, Social Contract, Limited Government and Right to Resistance

Jean-Jacques Rousseau: Social Contract, General Will and Popular Sovereignty

Unit IV: Modern Political Thought

Jeremy Bentham: Utilitarianism and Theory of Law

J. S. Mill: Liberty, Individuality and Representative Government

Karl Marx: Class Struggle, State, Ideology and Revolution

Antonio Gramsci: Hegemony, Civil Society and Intellectuals

Bibliography

George H. Sabine, A History of Political Theory.

George H. Sabine and Thomas L. Thorson, A History of Political Theory.

C. L. Wayper, Political Thought.

William Ebenstein, Great Political Thinkers: Plato to the Present.

Subrata Mukherjee and Sushila Ramaswamy, A History of Political Thought: Plato to Marx.

S. P. Verma, Modern Political Theory.

Brian R. Nelson, Western Political Thought: From Socrates to the Age of Ideology.

Janet Coleman, A History of Political Thought: From Ancient Greece to Early Christianity.

John Plamenatz, Man and Society: A Critical Examination of Some Important Social and Political Theories from Machiavelli to Marx.

Quentin Skinner, The Foundations of Modern Political Thought.

Semester: II Socio Religious Movement in colonial India Full Marks:50 Credit:4
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Socio Religious Movement in Colonial in India

Course Objectives

1. Examine colonial modernity, Orientalism-Anglicism debates, Western education, print culture and intellectual awakening.
2. Study major Hindu reform movements and debates on sati, widow remarriage, women's education, caste and untouchability.
3. Examine reform movements among Muslims, Sikhs, Parsis and Indian Christians, including the Aligarh, Wahabi and Singh Sabha movements.
4. Analyse the intersections of caste, gender, social justice, reform, revivalism and nationalism through figures such as Phule, Ambedkar, Pandita Ramabai and Vivekananda.
5. Evaluate the achievements, limitations and historiographical interpretations of socio-religious reform movements in colonial India.

Course Learning Outcomes (CLOs)

1. Identify the major socio-religious reform movements and their historical contexts.
2. Explain the contributions of key reformers and the issues addressed by their movements.
3. Analyse reform debates concerning caste, gender, education, religion and social justice.
4. Compare reformist and revivalist approaches and assess their relationship with Indian nationalism.
5. Critically evaluate nationalist, Marxist and subaltern interpretations of socio-religious reform movements.

Unit I: Colonial Modernity and Intellectual Awakening

- Colonial rule, Orientalism vs. Anglicism debate
- Western education, print culture, and the emergence of a new intelligentsia

- Christian missionary critique and indigenous responses
- Historiographical debates on the “Indian Renaissance”

Key Figures:

- Raja Rammohan Roy
- Henry Louis Vivian Derozio

Unit II: Reform within Hindu Society

- Brahmo Samaj: ideology and social reforms
- Arya Samaj: Vedic revivalism and reform
- Abolition of Sati, Widow Remarriage, Women’s Education
- Caste reform and anti-untouchability movements

Key Figures:

- Ishwar Chandra Vidyasagar
- Swami Dayananda Saraswati

Unit III: Reform Movements among Muslims, Sikhs and Others

- Aligarh Movement and educational reform
- Wahabi Movement
- Singh Sabha Movement
- Reform initiatives among Parsis and Indian Christians

Key Figure:

- Sir Syed Ahmad Khan

Unit IV: Caste, Gender and Nationalism

- Dalit assertion and social justice movements
- Women’s reform movements and debates on patriarchy
- Reform and the emergence of Indian nationalism
- Reform versus revivalism: ideological contestations

Key Figures:

- Jyotirao Phule
- B. R. Ambedkar
- Pandita Ramabai
- Swami Vivekananda

Unit V: Reform, Nationalism, and Historiography

- Reform movements and the growth of Indian nationalism
- Relationship between reform and revivalism
- Role of reformers in political mobilization
- Marxist, nationalist, and subaltern interpretations
- Critical assessment of reform movements: limits and achievements

Selected Readings

- *Socio-Religious Reform Movements in British India* — Kenneth W. Jones
A comprehensive scholarly study of Christian, Hindu, Muslim, Sikh and Zoroastrian reform movements under colonial rule.
- *Socio-Religious Reform Movements in British Colonial India (Various authors/edited volumes)* — Covers reformers and movements in the 19th century colonial context.
- *Recasting Women: Essays in Colonial History* — Kumkum Sangari & Sudesh Vaid (eds.)
A classic collection exploring gender, patriarchy, law, religion and reform in colonial India.
- *Islamic Revival in British India: Deoband, 1860–1900* — Barbara D. Metcalf
An important work on Muslim reformist and revivalist responses in colonial north India.
- *The History of Doing: An Illustrated Account of Movements for Women’s Rights and Feminism*

in India 1800–1990 — *Radha Kumar*

Tracks women's social reform as part of broader socio-religious movements.

- *India as a Secular State* — *Donald E. Smith*

A classic study of secularism and religion's role in Indian political and social life (useful contextual reading).

- *Annihilation of Caste* — *B. R. Ambedkar*

Not a reform movement history book per se, but a foundational critique of caste and a major reformist text in modern Indian history (important for social reform context). (*Widely referenced in Ambedkar studies*)

- *Who Were the Shudras?* — *B. R. Ambedkar*

A key work on caste identity, social reform and Indian society. (*Often paired with the above for reform context*)

- *The Rise and Fall of the Hindu Woman* — *B. R. Ambedkar*

Focuses on women's condition and reform debates, relevant to gender aspects of socio-religious reform. (*Recommended primary source*)

- *India's Struggle for Independence* — *Bipan Chandra*

A broader political history that contains excellent chapters on reform movements and their connection to nationalism. (*Good background text*)

Science, Technology in Post Colonial India

Full Marks:50

Credit:4

Science, Technology and Medicine-II

Course Objectives

1. Examine science and technology in post-colonial India and their relationship with nation-building, planning, democracy and development.
2. Analyse technological change and social transformation through the Green Revolution, industrialisation, information technology and communication technologies.
3. Explore ethical issues in scientific research, nuclear energy, biotechnology, genetic engineering, environmental movements and sustainable development.
4. Study public understanding of science, scientific literacy, science and media, gender and science, and the social dimensions of technological change.
5. Develop critical awareness of artificial intelligence, digital governance, data ethics and future challenges of science and technology in India.

Course Learning Outcomes (CLOs)

1. Explain major policies and institutions shaping science and technology in post-independence India.
2. Analyse the social and economic effects of technological change, including inequality and access.
3. Evaluate ethical and environmental issues associated with modern scientific and technological developments.
4. Critically discuss the relationship among science, media, gender, public accountability and scientific literacy.
5. Assess contemporary issues such as AI, digital governance and data ethics from a historical and societal perspective.

UNIT I: Science, Technology and Nation-Building in Post-Colonial India

Science and technology in the making of modern India.
Scientific policy and planning after independence.
The vision of Jawaharlal Nehru and scientific temper.
Development of scientific institutions and research organizations.
Science, democracy, and development.

UNIT II: Technological Change and Social Transformation

Green Revolution and agricultural modernization.
Industrialization and technological development.
Information Technology Revolution and the digital age.
Communication technologies and social change.
Technology, inequality, and access.

UNIT III: Science, Ethics and Environmental Challenges

Ethical dimensions of scientific research.
Nuclear energy and ethical debates.
Biotechnology, genetic engineering, and bioethics.
Environmental movements and sustainable development.
Science, risk, and public accountability.

UNIT IV: Science, Society and Contemporary India

Public understanding of science and scientific literacy.
Science, media, and popular culture.
Gender and science.
Artificial Intelligence, digital governance, and data ethics.
Future challenges of science and technology in India.

Suggested Readings:

- 1) Science, Hegemony and Violence: A Requiem for Modernity -Ashis Nandy
- 2) The Violence of the Green Revolution: Third World Agriculture, Ecology and Politics -Vandana Shiva
- 3) Staying Alive: Women, Ecology and Development -Vandana Shiva
- 4) Science, Technology and Society: A Social Perspective -Shiv Visvanathan
- 5) India's Scientific Enterprise -Deepak Kumar
- 6) Science and the Raj: A Study of British India -Deepak Kumar
- 7) Planning Democracy: Modern India's Quest for Development -Nikhil Menon
- 8) Environmentalism: A Global History- Ramachandra Guha
- 9) The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya -Ramachandra Guha
- 10) Modernity at Large: Cultural Dimensions of Globalization -Arjun Appadurai
- 11) India Connected: Mapping the Impact of New Media -Ravi Sundaram
- 12) The Social Life of Information -John Seely Brown and Paul Duguid
- 13) The Age of Surveillance Capitalism -Shoshana Zuboff
- 14) Science, Technology and Society in India- Satpal Sangwan and Balram Singh (Editors)
- 15) Social History of Science in Colonial India-Deepak Kumar (Editor)

Semester: II
Gender Studies and Women's History in Modern India
Full Marks:50
Credit:4

Gender Studies and Women's History in Modern India

Course Objectives

1. Introduce concepts of sex, gender, patriarchy and major feminist theories and approaches to women's history.
2. Examine nineteenth-century social reform concerning sati, widow remarriage, women's education and caste-based gender inequalities.
3. Analyse women's participation in Swadeshi, Non-Cooperation, Civil Disobedience, Quit India and other nationalist activities.
4. Study women, law, labour, the state and the gendered impact of Partition and post-independence legal reforms.
5. Examine contemporary feminist movements, Dalit feminism, gender and sexuality, LGBTQ+ movements, political representation and media.

Course Learning Outcomes (CLOs)

1. Distinguish key concepts in gender studies and explain major feminist approaches to history.
2. Analyse women's experiences and agency in social reform and nationalist movements.
3. Evaluate the relationship between gender, caste, labour, law, nationalism and the state.
4. Interpret selected sources such as autobiographies, memoirs, legal records and print culture for women's history.
5. Critically assess contemporary gender politics and feminist movements in historical perspective.

Unit I: Gender – Concepts, Theory and Method

- Sex and Gender: Conceptual distinctions
- Patriarchy: Structure and ideology
- Feminist theories: Liberal, Marxist, Radical, Socialist, Dalit, Postcolonial
- Feminist historiography in India
- Sources for Women's History: autobiographies, memoirs, legal records, print culture
- Colonial construction of the "Woman Question"

Unit II: Women and Social Reform in 19th Century India

- Abolition of Sati (1829)
- Widow Remarriage debates
- Women's education and missionary initiatives
- Reform initiatives of **Raja Rammohan Roy**
- Contribution of **Ishwar Chandra Vidyasagar**
- Role of **Jyotirao Phule** and **Savitribai Phule**
- Reform and caste-based gender inequalities

Unit III: Women and Nationalism (1905–1947)

- Women in the Swadeshi Movement
- Participation in Non-Cooperation, Civil Disobedience, and Quit India Movements
- Role of **Sarojini Naidu**
- Revolutionary women and militant nationalism
- Women's organizations: All India Women's Conference
- Gendered imagery in nationalist discourse (Mother India/Bharat Mata)

- Emergency of Women's Organizations in Colonial India
- Contribution of women in Ecological Movements

Unit IV: Women, Law, Labour and the State

- Age of Consent Act (1891)
- Child Marriage Restraint Act (1929)
- Hindu Code Bill debates and role of **B. R. Ambedkar**
- Women in industrial, plantation, and agrarian labour
- Gendered impact of Partition
- Constitutional provisions and post-independence legal reforms
- Preventive Acts: Minimum Wage Act-1948, Dowry Prohibition Act-1961, Equal Remuneration Act-1976, Family Courts Act-1986, Immoral Traffic Prevention Act-1986, PNDT Act-1994,

Unit V: Contemporary Feminist Movements and Gender Politics

- Emergence of autonomous women's movements (1970s onwards)
- Anti-dowry, anti-rape and Shah Bano debates
- Dalit feminism
- Protection of Women from Domestic Violence Act-2005, POW, CEDAW
- The Protection of Children from Sexual Offences Act (POCSO), The Prohibition of Child Marriage Act- 2006
- Gender, sexuality and LGBTQ+ movements in India
- Women in Panchayati Raj institutions and parliamentary politics
- Representation of women in media and popular culture

Important books

1. *Women in Modern India* — Geraldine Forbes
2. *Recasting Women: Essays in Colonial History* — Kumkum Sangari & Sudesh Vaid (eds.)
3. *Women and Social Reform in Modern India: A Reader* — Sumit Sarkar & Tanika Sarkar (eds.)
4. *The History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India 1800–1990* — Radha Kumar
5. *Gendering Caste: Through a Feminist Lens* — Uma Chakravarti
6. *Women Writing in India (Vol. I & II)* — Susie Tharu & K. Lalita (eds.)
- i
8. *Women Against Social Evil* — Malavika Karlekar
9. *Castes of Mind: Colonialism and the Making of Modern India* — Nicholas B. Dirks
10. *Annihilation of Caste* — B. R. Ambedkar

Minor course History of Modern Bengal Full Marks:50 Credit:4
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History of Modern Bengal

Course Objectives

1. Trace the rise of British power in Bengal from Plassey to Buxar and examine the colonial transformation of agriculture, trade and industry.
2. Analyse the Partition of Bengal, Swadeshi Movement, rise of extremism and changing communal and political responses.

3. Examine Gandhian nationalism, the Swaraj Party, left politics and the emergence of major political organisations in Bengal.
4. Study peasant, labour, caste and women's participation in Bengal politics between 1920 and 1946, including communal tensions and post-war upsurges.
5. Assess the roles of Subhas Chandra Bose, Shyama Prasad Mukherjee and other political forces in the freedom movement, partition and creation of West Bengal.

Course Learning Outcomes (CLOs)

1. Explain the major stages of British political and economic expansion in Bengal from Plassey to the early twentieth century.
2. Analyse the causes, course and consequences of the Partition of Bengal and the Swadeshi Movement.
3. Compare major ideological and political trends in Bengal nationalism, including Gandhian, left, communal and regional currents.
4. Evaluate the participation of peasants, workers, caste groups and women in Bengal's political history.
5. Assess the historical processes leading to freedom, Partition, the creation of West Bengal and East Pakistan using evidence-based arguments.

Unit :I. The rise of British power in Bengal from the battle of Plassey to Buxar---Colonial economy: - Agriculture, trade and industry

II. Partition of Bengal 1905 and Swadeshi Movement (1905-08); Rise of Extremism in Bengal-- Birth of Muslim League, and the Hindu response.

III. Gandhian nationalism after 1919--- Swaraj party; the beginnings of Left politics in the 1920s; Rise of KrishakPraja Party, Hindu Mahasabha and Muslim League in Bengal politics.

IV. Different Trends in Bengal Politics: Peasant, Labour, Caste and Women (1920—1946)

V. Subhash Chandra Bose and the Congress--- Quit India Movement in Bengal-- Post war upsurges ; Communal Riots 1946

VI. Role of The Shyamaprasad Mukharjee in Bengal Politic, Contribution to the Creation of West Bengal, Demand for the preservation of Hindu majority area of Bengal.

VII. Freedom and Partition---Birth of West Bengal and East Pakistan.

Suggested Reading:

Bayly C.A., Indian Society and the Making of the British Empire Cambridge University Press, 1995

Choudhary Sushil, Prelude to Empire: Plassey Revolution of 1757. Delhi: Manohar, 2000.

Ghosh, Suresh Chandra. The History of Education in Modern India, 1757 - 2012 Delhi: Orient Blackswan , Edition 4, 2013

Guha, Ranajit . Elementary Aspects of Peasant Insurgency in Colonial India. New Delhi: Oxford University Press, 1983.

Islam, Sirajul ed. History of Bangladesh 1704-1971 (Vols. I, II & III) Dhaka: Asiatic Society of Bangladesh, 1997

Bhattacharya Sabyasachi , The Defining Moments in Bengal 1920–1947 New Delhi: Oxford University Press, 2014.

Mohanta Rahul Kumar, Birendranath Sasmal and Provincial Politics in Colonial Bengal (1905-1934), Abhijeet Publications, New Delhi, 2020.

Brown Judith, Gandhi's rise to Power, 1915-22. Cambridge University Press, 1974

Brown Judith, Gandhi: A Prisoner of Hope. Yale University Press, 1991

Chandra Bipan, Panikkar K.N., Mukherjee Mridula, Mahajan Sucheta and Mukherjee Aditya,

India's, Struggles for Independence.

Hiren Chakrabarty, Political Protest In Bengal : Boycott and Terrorism 1905- 1918 Papyrus, Calcutta

Das Suranjan, Communal Riots in Bengal 1905-47, Oxford University Press, OUP 1991, 1993

Sarkar Sumit, Modern India, 1885-1947. Macmillan Publishers India Publication, 2000

Sarkar Sumit, The Swadeshi Movement in Bengal 1903-1908 New Delhi: People's Publishing House, 1973

Tripathi Amallesh, The Extremist Challenge: India between 1890 and 1910 Orient Longmans, 1967.

Mohanta Rahul Kumar, Remembering Hem Chandra Kanungo, Rudra Publishers, New Delhi, 2021.

Mohanta Rahul Kumar, Exploring Local History, Prateek Books, New Delhi, 2022.

Case study/Industrial visit/ Hands on practical

25

3rd Semester

Semester: 3

History of Ideas in 19th and 20th
century

Full Marks:50

Credit:4

History of Ideas in 19th and 20th century:

Course Objectives

1. Examine the major intellectual, social and political ideas that shaped nineteenth-century India.
2. Trace the development of new forms of intellectual discourse in the context of colonialism, modern education and social change.
3. Analyse the ideas of major nineteenth-century Indian thinkers and reformers in relation to society, religion, politics and nationalism.
4. Explore debates on modernity, tradition, reform, identity and the changing understanding of Indian society.
5. Develop a critical historical perspective on the relationship between intellectual ideas and wider social and political transformations.

Course Learning Outcomes (CLOs)

1. Identify and explain major nineteenth-century intellectual currents and their historical contexts.
2. Analyse the ideas of important nineteenth-century Indian thinkers using appropriate historical evidence.
3. Compare different responses to colonial modernity, social reform, religion and nationalism.
4. Evaluate the relationship between intellectual developments and social and political change in nineteenth-century India.
5. Construct coherent, evidence-based interpretations of selected nineteenth-century intellectual debates.

Unit 1: a) Impact of Western Ideas and the Emergence of a Colonial Intelligentsia: Orientalists, Utilitarians and the Bengal Renaissance-Rammohan Roy, IswarchandraVidyasagar, Swami Vivekananda and the Ramkrishna Mission –a review of the ideas of Bhudeb Mukhopadhyay, Keshab Chandra Sen, Bankim Chandra Chattopadhyay, Nabin Chandra Sen, Akshay Chandra Dutta, M.G.Ranade and Dayananda Saraswati

Unit 2

Nationalism, modernity formation : Sir Syed Ahmed Khan and the Aligarh Movement , Pandita Ramabai and RokeyaSakhawat Hossain-B.G.Tilak, G.K.Gokhle, Bipin Chandra Pal-Revolutionary Ideology of VsudevBalwantPhadke-Hindutva ideology of VD Savarkar, MS Gowalkar, ideas of Mohammed Iqbal, Mohammed Ali Jinnah, Communist ideology of MN Roy, EMS Namboodiripad, Socialist ideology Rammanohar Lohia, Jayaprakash Narayan

Unit 3

Caste and the nation :JyotibaPhule , Savitri Bai Phule:Sree Narayan Guru, E.V.Ramaswamy Naicker, Dr.B.R.Ambedkar and others.

Unit 4

Theory of Nation, Nationalism and Human Unity:Aurobindo Ghosh, Rabindranath Tagore, Mahatma Gandhi, Jawaharlal Nehru, Vinoba Bhave and others.

SUGGESTED READING

Ahmed, A. F. S.: Social Ideas and Social Change in Bengal, 1818-1835
Appadorai, A., Documents on Political Thought in Modern India (Volumes 1 & 2)
Basu, A.: The Growth of Education and Political Development in India, 1898-1920
Chakravarti, U.: Rewriting History: Life and Times of Pandita Ramabai
Chatterjee, P.: Nationalist Thought & the Colonial World: A Derivative Discourse
Chousalkar, A.: Indian Idea of Political Resistance: Aurobindo, Tilak, Gandhi and Ambedkar
Deshpande, G. P. (ed.): Selected Writings of JotiraoPhule.
Gopal, S.: Jawaharlal Nehru: A Biography
Gore, M. S.: The Social Context of an Ideology: Ambedkar's Political and Social Thought
Guha, R.: India after Gandhi: The History of the World's Largest Democracy
Guha, R. (ed.): Makers of Modern India
Hameed, S. S.: Maulana Azad, Islam and the Indian National Movement
Hardiman, David: Gandhi: In His Time and Ours
Heehs, P.: Situating Sri Aurobindo: A Reader
Jalal, A.: The Sole Spokesman: Jinnah, the Muslim League and the Demand for Pakistan
Jones, K. W.: Socio-Religious Reform Movements in British India
Jordans, J. T. F.: Dayananda Saraswati: Essays on His Life and Ideas.
Joshi, V. C. (ed.): RammohunRoy and the Process of Modernization in India
Kaviraj, S.: The Unhappy Consciousness: Bankimchandra Chattopadhyaya and the formation of Discourse in India
Kosambi, M. (ed.): Pandita Ramabai through Her Own Words: Selected Works
Majumder, B. B.: History of Indian Social and Political Ideas: From Rammohan to Dayananda
Nanda, B. R.: Gokhale: The Indian Moderates and the British Raj
Sarkar, S.: Writing Social History
Savarkar, V. D.: Hindu Rashtra Darshan
Tripathi, A.: Vidyasagar: The Traditional Modernizer

Semester: 3 Ecology and Environmental History Full Marks:50 Credit:4

Ecology and Environment in Indian History

1. Introduce the concepts, scope, approaches, sources and methods of ecological and environmental history.
2. Examine environmental consciousness in ancient India through urban planning, drainage, watershed management, waste management and resource use.
3. Study environmental relationships and resource exploitation in medieval India, including Mughal approaches to economic and ecological development.
4. Analyse European expansion, ecological imperialism and colonial exploitation of forests, wildlife and natural resources.
5. Examine postcolonial environmental policies and major environmental movements, including Chipko, Narmada Bachao and Silent Valley, with attention to women and environment.

Course Learning Outcomes (CLOs)

1. Explain key concepts and methodological approaches in ecological and environmental history.
2. Analyse historical evidence concerning human–environment relationships in ancient and medieval India.
3. Evaluate the ecological consequences of European expansion and colonial resource policies.
4. Interpret major environmental movements as responses to development, displacement, resource exploitation and ecological change.
5. Construct evidence-based historical arguments connecting environmental change, society, economy, gender and political action.

Unit I: Scope of Ecology Basic concept of Ecology, Approaches to Ecology; Ecology in Hindu , Buddha and Jaina Religious tradition-What is environmental History? Sources and Methods, Historiography ; indigenous knowledge system

Unit II: Environment consciousness in ancient India: Indus Valley civilization; planned urbanization, drainage system, watershed management, waste management Forest and wild life management in Maurya and Gupta period small scale industries based on natural resources in ancient India.

Unit III: Environmental consciousness in Medieval India. Exploration of natural resources for economic development in early Medieval India, exploration of natural resources for sustainable economic and ecological development in Mughal period

Unit IV: European Expansion, Ecological imperialism ---exchange of flora and fauna, animals etc Colonial

Selected Readings

economic policy and exploitation of natural resources - Forest Policies (colonial and postcolonial period) – Wildlife; Development discourse Chipko Movement, Narmada Bachao Movement, Silent Valley Movement and others women and environment

Suggested Reading :

Arnold, D. & Guha, R.: Nature Culture and Imperialism: Essays on the Environmental History of South Asia
Baviskar, A.: Waterscapes, The Cultural Politics of a Natural Resources

Cederlof, G. & Sivaramakrishnan, K. (eds.): Ecological Nationalism: Nature, Livelihoods and Identities in South Asia

Chakrabarti Ranjan, :Situating Environmental History.

Chakrabarti Ranjan, :Does Environmental History Matter?: Shikar, Subsistence, Sustenance, and the Sciences
D'souza, R. (ed.): Environment, Technology and Development. Critical and Subversive Essays

Brown, Brian Edward. —Toward a Buddhist Ecological Cosmology, I in Worldviews and Ecology: Religion, Philosophy, and the Environment, edited by Mary Evelyn Tucker and John A. Grim, 124-37. Maryknoll, NY: Orbis Books, 1994.

Chapple, Christopher Key, Jainism and Ecology: Non-Violence in the Web of Life, Delhi: Motilal Banarsidass Publishers Pvt.Ltd., 2006.

Chapple, Christopher Key, Hinduism and Ecology: The Intersection of Earth, Sky and Water, Harvard: Harvard University Press, 2000

Chakrabarti, Ranjan, Critical Themes in Environmental History of India, Sage & ICHR, 2020.

Special Paper:
Economic Thought in India
Full Marks:50
Credit:4

Economic Thought in India

Course Objectives

1. Introduce the significance, sources and development of Indian economic thought from ancient to modern times.
2. Examine economic ideas and practices in ancient India, including Kautilya's views on treasury, public finance, land and pricing.
3. Study economic thought and fiscal practices in the medieval period, including Islamic canons, monetary policy, price control and famine policy.
4. Analyse the economic ideas of Dadabhai Naoroji, M. G. Ranade and Gokhale concerning colonialism, poverty, industrialisation, agriculture, railways and education.
5. Examine the economic ideas of Gandhi and Ambedkar concerning technology, industrialisation, production, banking and agricultural reform.

Course Learning Outcomes (CLOs)

1. Identify major sources and themes in the history of Indian economic thought.
2. Explain important economic ideas associated with Kautilya and medieval Indian fiscal and economic practices.
3. Analyse the Drain Theory and the economic arguments of Naoroji, Ranade and Gokhale.

4. Compare Gandhian and Ambedkarite approaches to industrialisation, technology, banking and agricultural reform.
5. Critically evaluate changing economic ideas in relation to the historical conditions of ancient, medieval and modern India.

Unit-1

Importance of Indian Economic Thought, Development of Indian Economic Thought, Economic Thought in Ancient India, Sources of Information, Sources of information

Unit-2

Economic thought of and pricing policy, Kautilya's view on the treasury and public finance of the state, Land system; Economic idea of Valluvar; Buddhism and the economic enterprise, prices and taxation and pricing policy, the land system; Economic thought in the Muslim period, Islamic canons and fiscal policy, monetary policy, price control, Famine policy.

Unit-3

Dadabhai Naoroji and the drain theory, what is the drain, criticisms; Ranade and the economic development, poverty and industrialization, agrarian policy, Railway investment, methodology of economics, Gokhale and the economics of education.

Unit-4

Swadeshi movement of Gandhi, Economic thoughts of Mahatma Gandhi on Technology, Industrialization and the scale of production; Economic thought of Ambedkar on Banking system, Industrialization, and Agricultural reforms;

Or

Special Paper: Eighteenth Century India: Later Mughal and Sikh History Full Marks:50 Credit:4

Eighteenth Century India:

Course Objectives

1. Examine the political, social, economic and cultural history of eighteenth-century India with particular attention to the Later Mughals and Sikh history.
2. Analyse the decline and disintegration of the Mughal Empire and the emergence of regional powers.
3. Study debates between traditional and revisionist interpretations of eighteenth-century India, including questions of change and continuity.
4. Examine Mughal agrarian structure, the jagirdari crisis, trade, industry, social life, religion, art, architecture and historical writing.
5. Trace the rise of the Sikh community and political power from the Khalsa and Misl period to Ranjit Singh and the development of Sikh institutions.

Course Learning Outcomes (CLOs)

1. Explain the major causes and processes associated with Mughal decline and the emergence of regional powers.
2. Analyse eighteenth-century political, agrarian, commercial and social transformations using historical evidence.
3. Compare traditional and revisionist historiographical interpretations of eighteenth-century India.
4. Interpret the social, cultural and religious life of later Mughal and Sikh societies.
5. Assess the emergence of Sikh political power and its administrative, economic and social structures.

Later Mughal & Sikh History

Unit-I

Later Mughal Rulers and their achievements- Disintegration of the Mughal Empire – Causes of Its decline – Emergence of Regional Powers-Traditional and Revisionist Historiography of the Eighteenth Century India-Change or Continuity? Decline of the Mughal Aristocracy – Parties and Politics at the Mughal Court- Invasion of Nadir Shah-Crisis in the Mughal Jagirdari System-Agrarian Structure and Agrarian Revolt- Trade & Industry- Later Mughal Relations with the East India Company

Unit – II

Society with special reference to Social division, Social Customs, Festivals, Fairs and Pilgrimages, position of women, Social Evils– Urban life- Rural Conditions– Religious matrix –Later Mughal Art, Architecture, Sculpture, Literature& Historical Writings , Music and Paintings.

Unit – III

Rise of the Punjab as Regional Power- Historical Perspective – the North West evolution of the Sikh Community – Rise of the Sikh as a Community – Birth of the Khalsa – Sikh's Confrontation with the Mughals –Foreign Invasion in the Punjab – Banda Bahadur's achievements – Misl Politics – Sikh political, Economic and Military Organization in the Misl Period- Rise of Ranjit Singh and his politics.

Unit – IV

Economic Conditions– Cultural life of the Punjab - Sikh Administration - Social Structure – Religious matrix – Eighteenth century Sikh Institutions and Organizations

Suggested Books

1. M. Athar Ali – The Mughal Nobility under Aurangzeb
2. Satish Chandra – Parties and Politics at the Mughal Court
3. Anil Saxena – Later Mughals
4. Irfan Habib – The Agrarian System of Mughal India
4. W.H. Moreland - The Agrarian System of Mughal India
5. Tapan Roychoudhuri and Irfan Habib (ed) – Cambridge Economic History of India, Vol-I
6. R.P. Tripathi – Some Aspects of Muslim Administration
7. I.H. Qureshi – The Administration of the Mughal Empire
8. Mujaffar Alam & Sanjay Subhramanyam – The Mughal State
9. K.M. Asraf – Life & Conditions of the people of Hindustan
10. Athar Ali – Mughal India: Studies in Polity, Ideas, Society & Culture
11. Satish Chandra- Medieval India: Society, the Jagirdari Crisis and the Village
12. Sri Ram Sharma – Mughal Empire in India: A Systematic study
13. Sri Ram Sharma – The Religious Policy of the Mughal Emperors
14. William Irvine- The Latter Mughals
15. J. Sidney Owen -The Fall of the Mughal Empire

16. E.S. Holden- The Mughal Emperors of Hindustan
17. Jadunath Sarkar -The Mughal Administration
18. Niccolò Manucci-Storia del Mogor or Mogul India

Or

Special Paper:
Historical Perspective on Sports
and Games
Full Marks:50
Credit:4

Historical Perspectives on Sports and Games

Course Objectives

1. Introduce sports history as a field for understanding society, culture, politics and institutions.
2. Examine the development of organised sporting practices and institutions within changing historical contexts.
3. Analyse the relationship between sport, community, identity, class, gender and regional cultures.
4. Explore the role of sport in colonial and nationalist contexts, including questions of representation and institutional development.
5. Develop skills for using sporting records, newspapers, institutional sources and cultural evidence in historical enquiry.

Course Learning Outcomes (CLOs)

1. Explain the historical significance of sport as a social and cultural institution.
2. Identify and interpret historical sources relevant to the study of sport.
3. Analyse relationships between sport and social categories such as class, gender, community and region.
4. Evaluate the role of sport in processes of identity formation and political or cultural mobilisation.
5. Develop evidence-based historical interpretations of selected sporting practices or institutions.

Unit 1:

Concept and Definition of Sports in History

Sports as Cultural Practice

Sources for Writing Sports History (archival, oral, visual)

Unit 2:

Sports in Ancient Civilizations

Greek Olympics and Roman Games

Unit 3:

Sports in Medieval Societies

Royal patronage of hunting, wrestling, polo and martial games

Sports and court culture in Asian and European societies

Unit 4:

Emergence of Modern Sports in the 18th–19th Centuries

Institutionalization and codification of games

Development of clubs, associations and sports rules

or

Agrarian History of Colonial India Full Marks:50 Credit:4

Economic History-II :

Course Objectives

1. Examine major themes and transformations in the economic history of modern and colonial India.
2. Analyse colonial economic policies and their effects on agriculture, industry, trade, taxation and labour.
3. Study the relationship between economic change, colonialism, poverty and regional development.
4. Examine the economic dimensions of nationalism, industrialisation and state policy.
5. Develop a critical understanding of different interpretations of India's economic transformation under colonial and postcolonial conditions.

Course Learning Outcomes (CLOs)

1. Explain major features of India's colonial economic structure and policy.
2. Analyse the effects of colonial policies on agriculture, industry, trade and labour.
3. Interpret quantitative and qualitative evidence relevant to economic history.
4. Compare competing explanations of colonial economic change, poverty and development.
5. Construct evidence-based arguments about major economic transformations in modern India.

AGRARIAN HISTORY OF COLONIAL INDIA

Unit-1

Different trends towards Agrarian Historiography of Colonial India—Change or Continuity: a debate.

Rural Agrarian Structure—the new land systems and reshufflings in the agrarian power structure.

Unit–2

Agricultural production—major influences changing Agricultural production—ecology and environment, demography, Commercialization of agriculture—Co existence of stagnation and gestation --impact upon the peasantry—regional variations.

Social framework of peasant production—control over land and credit, rise of an affluent peasants stratum and the process of peasant differentiations-rise and growth of agricultural laborers.

Unit–3

Beyond peasant village: changing economic and social organizations with the tribal world. Irrigation systems and agricultural science and technology-constraints and developments.

Unit–4

Impact of global economy—price movements, Impact of great depression on the rural economy, Famines and peasant society.

Peasant reactions against the colonialism—elements of peasant rebellions; peasant movements in colonial India.

1. More. Arson, (1976). Mechanism and Rulers of Gujrat: The Response to the Portuguese in the Sixteenth Century. Cambridge University Press.

2. A. K. Bagchi, (1972). Private Investment in India, 1900 – 1939. Cambridge University Press.

3. A. K. Bagchi, History of State Bank in India. In 3 vols. Oxford University Press.

4. C. A. Baker, (1984). An Indian Rural Economy, 1880 – 1955. Oxford University Press.

Prajananda. Banerjee, (1975). Calcutta and its Hinterland: A Study of Economic History Of India, 1833 – 1900. Calcutta.

- Sumanta. Banerjee, The Parlour and The Streets: Elite and Popular Culture in the Nineteenth Century.
- D. Bandopadhyay, (2007). Land, Labour and Government. Calcutta.
- Himadri. Banerjee, (1982). Agrarian Society of the Punjab, 1849 – 1901. New Delhi.
- Tarasankar. Banerjee, (ed.). (1986). Indian Historical Research. Calcutta.
- Indu. Banga, (ed.). (2005). The City in Modern India. New Delhi.
- C. A. Bayly, (1983). Rulers, Townsmen and Bazaars: North Indian Society in the age of British Expansion, 1770-1870. Cambridge University Press.
- B. M. Bhatiya, (1967). Famines in India, 1860 – 1965, A Study in Some Aspects of the Economic History of India.
- Sabyasachi. Bhattacharya, (2005). Financial Foundation of the British Raj.
- Amit. Bhattacharyya, (1988). Swadeshi Enterprise in Bengal, 1900- 1920. Vol. 1.
- Amit. Bhattacharyya, (2007). Swadeshi Enterprise in Bengal, 1920- 1947. Vol. 2.

- Kling Blair- PARTNER IN EMPIRE; Dwarkanath Tagore & the Age of Enterprise in Eastern India. Calcutta.
- George.Blyn,(1966).AgriculturalTrendsinIndia,1891-1947. *Philadelphia*.
- Sugata. Bose, (1986). AGRARIAN BENGAL; Economy, social structure and politics, 1919-1947. Cambridge University Press.
- Sugata. Bose, (1993). Peasant Labour and Colonial Capital; Rural Bengal Since 1770. The New Cambridge History of India, vol. 3.2, Cambridge University Press.
- James K. Boyce, (1987). Agrarian Impasse in Bengal. Oxford University Press.
- Jan. Breman, (1979). Patronage and Exploitation Changing Agrarian Relations in South Gujarat. New Delhi.
- I. J. Catanach, (1970). Rural Credit in Western India, 1875 - 1930. Berkely.
- Rajnarayan. Chandavarkar, (1994). The Origins of Industrial Capitalism in India; Business strategies & the working classes in Bombay, 1900- 1940. Cambridge University Press.
- Sushil. Chaudhury, (1995). From Prosperity to Decline; eighteenth century Bengal. Manohar.
- Bipan. Chandra, (1960). The Rise and Growth of Economic Nationalism in India. New Delhi.
- Neil. Charlsworth, Peasant and Imperial Rule; Agriculture and Agrarian Society in the Bombay Presidency, 1850 – 1935.
- Partha. Chattopadhyay,(1984).Bengal:LandQuestion,1920–1947. *Calcutta*.
- Choudhuri, BinayBhusan. (2008). Peasant History of Late Pre-Colonial and Colonial India, in Chattopadhyay D. P. (ed.) History of Science, Philosophy and Culture in Indian Civilisation, vol. 3, Part. 2. (2008).
- Choudhuri, K. N. (1978). The Trading World of Asia and the English East India Company, 1600 – 1760. Cambridge University Press.
- Dasgupta, Ashin. (2004). India and the Indian Ocean World: Trade and Politics. Oxford University Press.
- Dasgupta, Ranajit. (1992). Economy, Society and Politics in Bengal, Jalpaiguri, 1860 – 1947. Oxford University Press.
- Desai, Megnad. et. al. (ed.). (1984). Agrarian Power and Agricultural Productivity in South India. Oxford University Press.
- Dutt, R. C. (1901). The Economic History of India under Early British Rule, 1757 – 1837. Government of India Publication.
- Dutt, R. C. (1901). The Economic History of India in the Victorian Age, 1837 – 1900. Government of India Publication.
- Dutta, Rajat Kanta. (2000). Society, Economy and Market: Commercialization in Rural Bengal, 1760 - 1800. Manohar.
- Frykenberg, Robert Eric. (1965). Guntur District, 1748 – 1848: A History of Local Influence and Cntral Authority in South India. OxfordUniversity Press.
- Frykenberg, Robert Eric. (ed.). (1979). Land Control and Social Structure in Indian History. Manohar.
- Gordon, Stewart. (1994). Marathas, Marauders, and State Formation in Eighteenth Century India. Oxford University Press.
- Ghosal, H. R. (1966). Economic Transition in Bengal Presidency,1793 – 1837.

- Ghosh, Suniti Kumar. (1985). *The Indian Big Bourgeoisie*. Calcutta.
- 41. Guha, Ranajit. (1963). *A Rule of Property of Bengal*.
- Guha, Sumit. (1983). *The Agrarian Economy of Bombay Deccan, 1818 – 1941*. Oxford University Press. Bombay.
- Gupta, Narayani. (1981). *Delhi Between Two Empires, 1803-1931*. Oxford University Press.
- Gupta, Ranjan. *Economic Life in a Bengal District, Birbhum: 1770 – 1857*.
- Habib, Irfan and Roychoudhuri, Tapan (ed.) (1982). *The Cambridge Economic History of India, vol. 1, 1200 – 1750*. Orient Longman Limited.
- Habib, Irfan. (2006). *Indian Economy; 1858-1914*. Tulika. 47. Haynes, Douglas E. (2012). *Small Town Capitalism in Western India*. Cambridge University Press.
- Hossain, Hamida. (1988). *The Company Weavers of Bengal*. Oxford University Press.
- Islam, Sirajul. (1979). *Permanent Settlement in Bengal: A Study of Its Operation, 1793 – 1819*. Dacca.
- Kenneth, Gillion. (1968). *Ahmedabad: A Study in Indian Urban History*.
- 51. Kulke, Hermann. (ed.). (1995). *- The State in India, 1000-1700*. Oxford University Press.

Or

Special Paper: Eighteen Century India: Maharashtra and Awadh Full Marks: 50 Credit: 4
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Course Objectives

1. Deepen the study of eighteenth-century India through political, economic, social and cultural transformations.
2. Examine regional state formation, changing political authority and the restructuring of older Mughal institutions.
3. Analyse agrarian relations, trade, commerce and the interaction between Indian states and European trading companies.
4. Study social and cultural life, including communities, religious institutions, art, literature and regional traditions.
5. Develop comparative historical perspectives on continuity, change and regional diversity in eighteenth-century India.

Course Learning Outcomes (CLOs)

1. Analyse regional political developments and changing structures of authority in eighteenth-century India.
2. Evaluate transformations in agrarian, commercial and economic relations.
3. Interpret social, religious and cultural evidence from different eighteenth-century regions.
4. Compare regional experiences of political and economic change.
5. Assess the historical significance of eighteenth-century transitions for the emergence of new political formations.

Maharashtra and Awadh

Unit– I

Political Condition of Maharashtra at Rajaram's death – Tarabai and Aurangzeb in War and in diplomacy – Impact of Aurangzeb's War on the Deccan – The Maratha Civil war and the Imperial court politics (1700 – 1714) – Maratha Expansion under the Peswas – Philosophy of Hindu-Padapadsahi - Abdali's invasion and the defeat of the Marathas – Third Battle of Panipat- the Marathas under Peswa Madhab Rao – First Anglo-Maratha War - Treaty of Salbai – Marathas before the Second Anglo-Maratha War

Unit – II

Economy of 18th century Maharashtra with special reference to Forts, System of Slavery, Land and Land Revenue System, Industrial Organization including various sides of Rural Industries, Balutedari System, and Socio-Economic and Cultural life of the people in Eighteenth Century Maharashtra

Unit – III

Growth of Awadh as a New Subedari – Rule of the Nawabs – Sadat Khan Burhan-ul-Mulk- Safdar Jang , His dealings with the native powers-Shuja -ud-Daula's rise to power and Role in Mughal Politics- Awadh's Relation with the British between 1757-1800- Nature of Nawabi Politics

Unit – IV

Social Life of Awadh – Economic Conditions with special reference to Land Revenue System, Zamindari Settlement, Jagirdari system, Agriculture, Industrial Growth – Administrative developments – Cultural Developments

Suggested Books

1. Brij Kishore – Tarabai and Her times
2. Jadunath Sarkar – History of Aurangzeb
3. Rajaram V. Nadkarni – Rise and Fall of the Maratha Power
4. Jadunath Sarkar- History of the Marathas
5. Grand Duff – History of the Marathas
6. G.S. Sardesai – New History of the Marathas
7. K.A. Acharya – Maratha- Rajput Relations from 1720-1795
8. S.N.Sen – Administrative System of the Marathas
9. Stuart Gordon – The New Cambridge History of India, the Marathas 1630-1818
10. Stuart Gordon – Marathas, Marauders and State Formations in 18th Century India
11. Hiroshi Fukazawa – The Medieval Deccan: Peasants, Social System and States 16th to 18th Century
12. Sardesai – Social Life in Maharashtra under the Peswas
13. Tapan Roychoudhuri and Irfan Habib(ed) – Cambridge Economic History of India, Vol-I
14. C. Bayly - Indian Society and the making of the British Empire, The New Cambridge History of India
15. G.S Sardesai – New History of the Marathas, Vol-3
16. G.S Sardesai – Main Currents in Maratha History
17. Muzaffar Alam - Crisis of Empire in Mughal North India: Awadh and the Punjab 1707-1748

Or

Special Paper: Sports Colonialism and Nationalism in Modern India Full Marks:50 Credit:4
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Sports History-II:

Course Objectives

1. Examine major developments in sports history and their relationship with modern institutions and society.
2. Analyse sport in relation to nationalism, colonialism, mass culture, media and public identity.
3. Study changing participation and representation in sport with particular attention to gender, class, community and region.
4. Explore institutionalisation, professionalisation and commercialisation of sport in modern contexts.
5. Develop advanced historical approaches to sporting archives, newspapers, oral histories, images and other cultural sources.

Course Learning Outcomes (CLOs)

1. Explain major historical processes shaping modern sports institutions and practices.
2. Analyse the relationship between sport, nationalism, media, commerce and mass culture.
3. Evaluate issues of gender, class, community and representation in sporting history.
4. Use diverse primary and secondary sources to investigate a sports-history problem.
5. Produce a critical, evidence-based historical account of a selected sporting development or institution.

Sports, Colonialism and Nationalism

Unit 1:

Sports and the Expansion of Empire

Colonial diffusion of sports

Sports as a tool of cultural dominance

Unit 2:

Introduction of Western Sports in Colonial India

Cricket, Football, Hockey and Colonial Society

Clubs, race and class divisions

Unit 3:

Sports and National Identity

Anti-colonial nationalism and sports movements

Indigenous games and revival movements

Unit 4:

Sports, Community and Identity

Sports and communal identities

Regional sports cultures in India

Constitutional Development and Political Institutions in Modern India

Full Marks:50

Credit:4

Constitutional Development and Political Institutions in Modern India

Course Objectives

1. Trace constitutional development in India from Company rule to the post-independence democratic state.
2. Examine major constitutional reforms, representative institutions and political developments under colonial rule.
3. Analyse the making of the Constitution and the evolution of parliamentary democracy, federalism and political institutions after independence.
4. Study constitutional amendments, electoral politics, Centre–State relations, Panchayati Raj and institutions such as Parliament, Supreme Court and Election Commission.
5. Develop a critical understanding of contemporary challenges to Indian constitutionalism, democracy and social justice.

Course Learning Outcomes (CLOs)

1. Explain the major stages of constitutional development from Company rule to the Republic.
2. Analyse the relationship between constitutional reforms and the growth of Indian nationalism and representative politics.
3. Evaluate the institutional structure and functioning of the Indian Constitution after independence.
4. Assess developments in federalism, electoral politics, local self-government and constitutional institutions.
5. Critically discuss contemporary constitutional and democratic challenges using historical evidence.

UNIT I: Constitutional Foundations under Company Rule

- East India Company and British Parliamentary control.

- Regulating Act, 1773.
- Pitt's India Act, 1784.
- Charter Acts of 1793, 1813, 1833 and 1853.
- Centralisation and administrative development.

Core Theme: *Company Rule and the beginning of constitutional development.*

UNIT II: Crown Rule and Representative Institutions

- Government of India Act, 1858 and Queen's Proclamation.
- Indian Councils Acts, 1861 and 1892.
- Local Self-Government: Lord Mayo and Lord Ripon.
- Indian Councils Act, 1909.
- Separate electorates and representative politics.

Core Theme: *Colonial administration and the growth of representation.*

UNIT III: Constitutional Reforms and Nationalism

- Montagu Declaration, 1917.
- Government of India Act, 1919 and Dyarchy.
- Simon Commission and Indian response.
- Nehru Report and Jinnah's Fourteen Points.
- Round Table Conferences and Communal Award.
- Poona Pact, 1932.
- Government of India Act, 1935 and Provincial Autonomy.

Core Theme: *Constitutional reform, nationalism and the demand for self-government.*

UNIT IV: Independence and Constitution-Making

- August Offer, 1940.
- Cripps Mission, 1942.
- Wavell Plan and Cabinet Mission Plan.
- Constituent Assembly: formation and major debates.
- Indian Independence Act, 1947 and Partition.
- Making of the Constitution.
- Fundamental Rights, Directive Principles and Federalism.
- Preamble and salient features of the Constitution.

Core Theme: *From colonial constitutionalism to the Republic.*

UNIT V: Constitutional Democracy in Post-Independent India

- Constitution and parliamentary democracy after 1950.
- Reorganisation of States and Indian federalism.
- Electoral politics and development of political institutions.
- Centre-State relations and constitutional amendments.
- Emergency, 1975–77 and constitutional democracy.
- Panchayati Raj and the 73rd–74th Amendments.
- Social justice, reservation and affirmative action.
- Constitutional institutions: Parliament, Supreme Court and Election Commission.
- Contemporary challenges to Indian constitutionalism and democracy.

Core Theme: *Constitution, democracy and political transformation in post-independent India.*

- **Constitutional History of India (1600–1935)** – A. B. Keith
- **Landmarks in Indian Constitutional and National Development** – Gurmukh Nihal Singh
- **The Indian Constitution: Cornerstone of a Nation** – Granville Austin
- **Working a Democratic Republic: A History of the Indian Experience** – Granville Austin
- **India After Gandhi: The History of the World's Largest Democracy** – Ramachandra Guha
- **Constitutional Development in India** – C. H. Alexandrowicz
- **The Framing of India's Constitution (Select Documents & Study)** – B. Shiva Rao

Semester: III

Gender Studies and Women's History in Modern India

Full Marks:50

Credit:4

Gender Studies and Women's History in Modern India

Course Objectives

6. Introduce concepts of sex, gender, patriarchy and major feminist theories and approaches to women's history.
7. Examine nineteenth-century social reform concerning sati, widow remarriage, women's education and caste-based gender inequalities.
8. Analyse women's participation in Swadeshi, Non-Cooperation, Civil Disobedience, Quit India and other nationalist activities.
9. Study women, law, labour, the state and the gendered impact of Partition and post-independence legal reforms.
10. Examine contemporary feminist movements, Dalit feminism, gender and sexuality, LGBTQ+ movements, political representation and media.

Course Learning Outcomes (CLOs)

6. Distinguish key concepts in gender studies and explain major feminist approaches to history.
7. Analyse women's experiences and agency in social reform and nationalist movements.
8. Evaluate the relationship between gender, caste, labour, law, nationalism and the state.
9. Interpret selected sources such as autobiographies, memoirs, legal records and print culture for women's history.
10. Critically assess contemporary gender politics and feminist movements in historical perspective.

Unit I: Gender – Concepts, Theory and Method

- Sex and Gender: Conceptual distinctions
- Patriarchy: Structure and ideology
- Feminist theories: Liberal, Marxist, Radical, Socialist, Dalit, Postcolonial
- Feminist historiography in India
- Sources for Women's History: autobiographies, memoirs, legal records, print culture
- Colonial construction of the "Woman Question"

Unit II: Women and Social Reform in 19th Century India

- Abolition of Sati (1829)
- Widow Remarriage debates
- Women's education and missionary initiatives
- Reform initiatives of **Raja Rammohan Roy**
- Contribution of **Ishwar Chandra Vidyasagar**
- Role of **Jyotirao Phule** and **Savitribai Phule**
- Reform and caste-based gender inequalities

Unit III: Women and Nationalism (1905–1947)

- Women in the Swadeshi Movement
- Participation in Non-Cooperation, Civil Disobedience, and Quit India Movements
- Role of **Sarojini Naidu**
- Revolutionary women and militant nationalism

- Women's organizations: All India Women's Conference
- Gendered imagery in nationalist discourse (Mother India/Bharat Mata)
- Emergency of Women's Organizations in Colonial India
- Contribution of women in Ecological Movements

Unit IV: Women, Law, Labour and the State

- Age of Consent Act (1891)
- Child Marriage Restraint Act (1929)
- Hindu Code Bill debates and role of **B. R. Ambedkar**
- Women in industrial, plantation, and agrarian labour
- Gendered impact of Partition
- Constitutional provisions and post-independence legal reforms
- Preventive Acts: Minimum Wage Act-1948, Dowry Prohibition Act-1961, Equal Remuneration Act-1976, Family Courts Act-1986, Immoral Traffic Prevention Act-1986, PNDT Act-1994,

Unit V: Contemporary Feminist Movements and Gender Politics

- Emergence of autonomous women's movements (1970s onwards)
- Anti-dowry, anti-rape and Shah Bano debates
- Dalit feminism
- Protection of Women from Domestic Violence Act-2005, POW, CEDAW
- The Protection of Children from Sexual Offences Act (POCSO), The Prohibition of Child Marriage Act- 2006
- Gender, sexuality and LGBTQ+ movements in India
- Women in Panchayati Raj institutions and parliamentary politics
- Representation of women in media and popular culture

Important books

1. *Women in Modern India* — Geraldine Forbes
2. *Recasting Women: Essays in Colonial History* — Kumkum Sangari & Sudesh Vaid (eds.)
3. *Women and Social Reform in Modern India: A Reader* — Sumit Sarkar & Tanika Sarkar (eds.)
4. *The History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India 1800–1990* — Radha Kumar
5. *Gendering Caste: Through a Feminist Lens* — Uma Chakravarti
6. *Women Writing in India (Vol. I & II)* — Susie Tharu & K. Lalita (eds.)
7. *Women's Movements in India* — Uma Chakravarti
8. *Women Against Social Evil* — Malavika Karlekar
9. *Castes of Mind: Colonialism and the Making of Modern India* — Nicholas B. Dirks
10. *Annihilation of Caste* — B. R. Ambedkar

Cultural Heritage of Bengal Full Marks:50 Credit:4
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Cultural Heritage of Bengal:

Course Objectives

1. Introduce the concept, sources and historical development of Bengal's tangible and intangible cultural heritage.
2. Examine ancient heritage sites such as Chandraketugarh, Mahasthangarh and Paharpur and their Buddhist, Jain and Brahmanical traditions.
3. Study medieval heritage including Gaur, Pandua, Adina, Bishnupur, terracotta architecture, Vaishnavism, Sufi and syncretic traditions.
4. Explore colonial and modern heritage, including Kolkata, the Bengal Renaissance, literature, Santiniketan and folk traditions.
5. Analyse heritage, nationalism, Partition, memory, conservation, UNESCO and heritage tourism, including Midnapore and Tamluk as freedom-movement heritage sites.

Course Learning Outcomes (CLOs)

1. Identify major sites, traditions and forms of tangible and intangible cultural heritage in Bengal.
2. Interpret archaeological, architectural, literary and folk sources as evidence of Bengal's cultural history.
3. Analyse the historical interaction of religious, regional, colonial and modern cultural traditions.
4. Evaluate the relationship between heritage, nationalism, Partition, memory and cultural identity.
5. Develop heritage-sensitive approaches to documentation, conservation, interpretation and responsible heritage tourism.

Unit I: Ancient Heritage

- 1.1 Concept and sources of cultural heritage
- 1.2 Chandraketugarh, Mahasthangarh and Paharpur
- 1.3 Buddhist, Jain and Brahmanical traditions

Unit II: Medieval Heritage

- 2.1 Gaur, Pandua and Adina Mosque
- 2.2 Bishnupur and terracotta temple architecture
- 2.3 Vaishnavism, Sufi and syncretic traditions

Unit III: Colonial and Modern Heritage

- 3.1 Colonial Kolkata: Victoria Memorial, Writers' Building and St. John's Church
- 3.2 Bengal Renaissance, Bengali literature and Santiniketan
- 3.3 Baul, Jatra, Patachitra and folk traditions

Unit IV: Heritage, Nationalism and Conservation

- 4.1 Cultural heritage and nationalism: Swadeshi and freedom movement
- 4.2 Partition, memory and cultural identity
- 4.3 Heritage conservation, UNESCO and heritage tourism
- 4.4 Midnapore and Tamluk as sites of freedom-movement heritage

Bibliography

Niharranjan Ray, *BangalirItihas: Adi Parba*.
 R. C. Majumdar (ed.), *History of Bengal*.
 Dineshchandra Sen, *The Folk Literature of Bengal*.
 Sukumar Sen, *History of Bengali Literature*.
 Richard M. Eaton, *The Rise of Islam and the Bengal Frontier*.
 David J. McCutcheon, *Late Mediaeval Temples of Bengal*.
 Tapati Guha-Thakurta, *Monuments, Objects, Histories*.
 UNESCO, publications on World Heritage and Intangible Cultural Heritage.

MOOC/SWAYAM Course:

Unit I:

Introduction to Cinema Studies

Definition and evolution of cinema

History of world cinema

Indian cinema: major phases and movements

Cinema as art, literature, and communication

Introduction to film appreciation

Suggested Films

Pather Panchali

Bicycle Thieves

Rashomon

Unit II:

Film Language and Techniques

Narrative structure in cinema

Mise-en-scène

Cinematography

Editing and montage

Sound, music, and lighting

Acting and characterization

Key Thinkers

Sergei Eisenstein

André Bazin

Satyajit Ray

Unit III:

Cinema, Society and Culture

Cinema and ideology

Gender representation in films

Caste, class, and identity in Indian cinema

Political cinema and resistance

Adaptation: literature to film

Popular culture and media influence

Suggested Films

Meghe Dhaka Tara

Mother India

The Great Dictator

Unit IV:

SWAYAM and Digital Learning in Humanities

Introduction to SWAYAM and MOOCs

Digital pedagogy and online education

Using SWAYAM for interdisciplinary learning

Film studies courses available on SWAYAM

E-learning, blended learning, and virtual classrooms

Academic ethics and digital research methods

Practical Component

Students shall complete at least one SWAYAM module/course related to cinema, media, literature, or cultural studies and submit a reflective report.

Indian Knowledge System

Full Marks:25

Credit:2

Indian Knowledge System:

Course Objectives

1. Introduce major concepts of Indian knowledge traditions and their relationship with history, culture and society.
2. Examine Indian concepts of Bharatavarsha, time and space, Itihasa, literature, language, script, Dharma and Darshana.
3. Study Indian traditions of art, culture, polity, governance, science, environment, health and mathematics.
4. Explore Indian economic traditions through Kautilya's Arthashastra, land tenure, agriculture, trade and related knowledge systems.
5. Develop an informed and critical appreciation of the diversity, continuity and historical context of Indian knowledge traditions.

Course Learning Outcomes (CLOs)

1. Explain major concepts and sources associated with Indian knowledge traditions.
2. Interpret selected literary, linguistic, artistic, scientific, environmental and philosophical traditions in historical context.
3. Describe important contributions in ancient Indian mathematics, astronomy, medicine, environmental thought and governance.
4. Analyse the relationship between knowledge systems, society, economy, culture and historical change.
5. Evaluate Indian knowledge traditions critically and contextually rather than treating them as isolated or ahistorical claims.

Understanding Indian History and Culture

Students will acquire knowledge regarding the primitive life and cultural conditions of the people of ancient India. They will gain an understanding of the society, culture, religion, and political history of ancient India. Students will also develop knowledge of the changing socio-cultural scenarios of India through different historical phases.

Unit I: Concept of India

1. Concept of *Bharatavarsha* and its evolution.

2. Indian concepts of time and space: history and *Itihasa*; history and myth.
3. Ancient Indian literature: the Vedas, Vedangas, Upanishads, Epics, Jain and Buddhist literature, *Smritis*, and *Puranas*.
4. South Indian literature: Sangam literature and other literary traditions.

Unit II: Indian Knowledge Tradition, Art, Culture, and Dharma

5. Evolution of language and script: Brahmi, Kharosthi, Pali, Prakrit, Sanskrit, Tamil, and others.
6. Salient features of Indian art and culture.
7. Indian perceptions of *Dharma* and *Darshana*; the concept of *VasudhaivaKutumbakam*.
8. Polity and governance: *Janapada* and *Gram Swarajya*.

Unit III: Science, Environment, and Medical Science

9. Science and technology in ancient India: achievements in astronomy, alchemy, and related fields.
10. Environmental conservation: Indian concepts and the man–nature relationship.
11. Health and wellness in ancient India: Ayurveda, Yoga, and Naturopathy.
12. Indian numeral system and mathematics.

Unit IV: Indian Economic Traditions

13. Indian economic thought: Kautilya's *Arthashastra* and its aftermath.
14. Concepts of land tenure and agriculture.
15. Trade and commerce.

Maritime trade

VAE- <u>Mahatma Gandhi Life and Philosophy</u>
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Gandhi's Life and Thought:

Course Objectives

1. Introduce the major phases of Gandhi's life and the historical contexts that shaped his political and ethical thought.
2. Examine Gandhi's ideas of truth, non-violence, swaraj, satyagraha, social reform and constructive work.
3. Analyse Gandhi's interventions in Indian nationalism and major mass movements.
4. Study Gandhi's views on religion, caste, untouchability, village society, economy, education and communal harmony.
5. Encourage critical assessment of Gandhi's legacy, including debates and critiques surrounding his political and social thought.

Course Learning Outcomes (CLOs)

1. Outline major phases and turning points in Gandhi's life and political career.
2. Explain key concepts such as satyagraha, ahimsa, swaraj and constructive programme.
3. Analyse Gandhi's role in major phases of the Indian national movement.
4. Evaluate Gandhi's ideas on social reform, caste, economy, education and communal harmony.
5. Critically assess Gandhi's historical legacy through multiple perspectives and evidence.

Unit I: Evolution of Gandhian Thought

Evolution of Gandhian thought based on Indian traditions, including the Upanishads, the *Bhagavad Gita*, Buddhism, Jainism, and Islam; and the influences on Gandhi's political thought with special reference to Tolstoy, Ruskin, Thoreau, Emerson, and Marx.

Unit II: Ahimsa and Gandhian Political Ideals

Features of *Ahimsa* with special reference to Gandhi; the emergence of Gandhi in the Indian political scene; Gandhi's views on the relationship between religion and politics; and his political ideals, including democracy, communism, *Swaraj*, *Gram Swaraj*, *Ram Rajya*, and *Satyagraha*.

Unit III: Gandhian Economic Thought

Background and evolution of Gandhian economic thought; Gandhi's views on Western industrial civilization; principles underlying the Gandhian plan, including labour-capital relations, ownership of property, and trusteeship; village self-sufficiency; the Gandhian concept of rural reconstruction; and the importance of Gandhian economic thought.

Unit IV: Gandhian Social Thought and Contemporary Relevance

Salient features of Gandhi's social thought; Gandhi's work for Harijans and Girijans; communal harmony; national integration; social justice; social reconstruction; and the relevance of Gandhian social thought and Gandhian philosophy in the contemporary world.

Selected Readings

1. Gandhi, M. K. *Hind Swaraj*. Navjivan, Ahmedabad, 1938.
2. Gandhi, M. K. *Satyagraha in South Africa*. Navjivan, Ahmedabad, 1928.
3. Gandhi, M. K. *In Search of the Supreme* (Vol. III). Navjivan, Ahmedabad, 1940.
4. Gandhi, M. K. *Sarvodaya*. Navjivan, Ahmedabad, 1957.
5. Gandhi, M. K. *An Autobiography: The Story of My Experiments with Truth*. Navjivan, Ahmedabad, 1957.
6. Bose, N. K. (ed.). *Selections from Gandhi*. Navjivan, Ahmedabad, 1957.
7. Iyer, Raghavan (ed.). *The Moral and Political Writings of Mahatma Gandhi* (Vols. I, II, III). Clarendon Press, Oxford.

4th Semester

Semester: IV
Post Colonial Indian History
Full Marks:50
Credit:4

Post Colonial Indian History

Course Objectives

1. Examine major political, constitutional, economic, social and cultural developments in India since independence.
2. Study Partition and the refugee problem, constitutional evolution, integration of princely states, linguistic reorganisation and developments in literature, theatre, art and cinema.
3. Analyse the making and evolution of India's foreign policy and nuclear policy.
4. Examine the Indian economy from the Nehruvian era through land reforms, the Green Revolution, globalisation and economic reforms since 1991.
5. Analyse crises of national unity, separatist and insurgent movements, communalism, caste, secularism, fundamentalism and the Indian diaspora.

Course Learning Outcomes (CLOs)

1. Explain major political and constitutional developments in India after 1947.
2. Analyse the historical consequences of Partition, refugee movements, state integration and linguistic reorganisation.
3. Evaluate the evolution of India's foreign and nuclear policies in their historical context.
4. Assess major economic transformations from the Nehruvian period to post-1991 reforms.
5. Critically interpret postcolonial conflicts involving regionalism, caste, communalism, secularism, insurgency and national integration.

India Since Independence

Unit-I.

- Partition of India and the refugee problem ---- evolution of the constitution – integration of the princely states– linguistic reorganization of the states -- trends in literature theatre, art and cinema

Unit-II - The making of India's foreign policy – patterns of evolution – India's nuclear policy

Unit-III.- Indian economy: Nehruvian legacy and the post-Nehru era – land reforms and the Green Revolution – globalization and economic reforms since 1991

Unit-IV.- Crises of national unity: separatist and secessionist movements and insurgencies against the State – cases of Punjab, Kashmir, the Northeast, and West Bengal

Unit-V. - Communalism and caste in post-colonial Indian politics and society – secularism, fundamentalism and the Indian state; global Indian diaspora

Suggested Reading

Ramachandra Guha, India after Gandhi: The History of the World's Largest Democracy

Bipan Chandra, Mridula Mukherjee and Aditya Mukherjee, India since Independence

Paul R. Brass, The Politics of India since Independence

Bidyut Chakraborty, Indian Politics and Society since Independence: Events, Processes and Ideology

F.R. Frankel, India's Political Economy: 1947 – 2004

Partha Chatterjee, ed. State and Politics in India

Prafulla K. Chakraborty, The Marginal Men: The Refugees and Left Political Syndrome in West Bengal.

Joya Chatterji, Spoils of the Partition

D.A. Low and Howard Brasted, eds. Freedom, Trauma and Continuities: Northern India and Independence.

Partha Chatterjee, ed. Wages of Freedom: Fifty Years of the Indian Nation State

JayantnujaBandyopadhyay, The Making of India's Foreign Policy

V.P. Dutt, India's Foreign Policy since Independence

Jayanta Kumar Ray, ed. Aspects of India's International Relations: 1700 – 2000 Atish Sinha and

MadhupMohta, eds. Indian Foreign Policy 31

Christophe Jaffrelot, The Hindu Nationalist Movement and Indian Politics: 1925 to the 1990s

Rajni Kothari, ed. Caste in Indian Politics

Jayanta Kumar Ray, ed. Interpreting the Indian Diaspora: Lessons from History and contemporary Politics

Jayanta Kumar Ray, India's Foreign Relations, 1947-2007

Special Paper:
Economic History of India
:Trade,Commerce and
Industry
Full Marks:50
Credit 4

Economic History of India:Trade,Commerce and Industry

Course Objectives

1. Examine changes in India's trading economy in the eighteenth century and the conflict between indigenous commerce and the East India Company.
2. Study debates on de-industrialisation, colonial fiscal policy, taxation, tariffs and the effects of the Great Depression on Indian industry.
3. Trace the development of banking in colonial India, including commercial banking, the Imperial Bank and the Reserve Bank of India.
4. Analyse national income estimates, transport and communication services, railways and the economic and political motivations behind railway development.
5. Examine the emergence of modern industry, Swadeshi enterprise, business communities, labour legislation, trade unions and industrial investment.

Course Learning Outcomes (CLOs)

1. Explain major transformations in India's trade, commerce and fiscal structures under colonial rule.
2. Evaluate the de-industrialisation debate and the effects of colonial fiscal and tariff policies.
3. Analyse the development of banking, railways, transport and communication in colonial India.
4. Interpret the growth of modern industries, Swadeshi enterprise and Indian business communities.
5. Assess the emergence of industrial labour, labour legislation, trade unions and private investment.

ECONOMIC HISTORY OF INDIA TRADE-COMMERCE & INDUSTRY

Unit–1

Changes in the Trading Economy of India in the Eighteenth Century Overview indigenous Trade and Commerce and Conflict with East India Company—The De-Industrialization Debate—History of Banking in India(Bengal-Bombay-Madras)—Rise and Fall of the Agency Houses.

TheFiscalpolicyofBritishIndianGovernmentfrom1858to1914—TheRevenues& Shifting in Tariff policies and the structure of Taxation in the Post First World War period(1914-47)—Great Economic Depression and Indian Industry.

Unit–2

Banking Development in Colonial India—Origins and growth of Commercial Banking— Emergence of Imperial Bank Of India—Short history of the Reserve Bank of India—Growth of Banking Capital.

National Income after 1858—Divergent estimates for National Income: Agriculture-Industry-Services—Development in Transport and Communication Services—Coming of Railways and its Network—Economic & political Compulsions behind the Introduction of Railways—Impact.

Unit–3

The emergence of the Modern Industrial Sector—Case Studies of Cotton-Textile-Iron-Steel-Jute-Coal-Mining & others—Gen in India (1900-1964)—Business Communities and their Characters—Swadeshi Enterprise and Beginning of Swadeshi Technology, Swadeshi Entrepreneurship.

Unit–4

Labour Legislation—factory of Legislations & Acts-Emergence of The Industrial Labour Force in India—Trade Unions and Movement

Rise of Tata House—Growth of Private Investment

Select Reading

1. A.K. Bagchi, Private Investment in India, 1900-1939 (CUP)
2. A.K. Bagchi, The evolution of the State Bank of India, 1800-1876 (OUP)
3. Amit Bhattacharya-Swadeshi enterprise of Bengal (1900-1920)
4. Amit Bhattacharya, Swadeshi enterprise of Bengal (1920-1947)
5. K.N. Choudhuri (ed), The Economic Development of India Under the East India Company, 1814-1858 (OUP)
6. Chitabrata Palit, Growth of industry and Commerce in Bengal.

Or

Special Paper: Eighteen Century India: Mysore and Hyderabad Full Marks: 50 Credit: 4
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Course Objectives

1. Examine the rise of Mysore and Hyderabad as important regional powers in eighteenth-century India.
2. Study Haidar Ali and Tipu Sultan, Mysore's relations with neighbouring powers and the Anglo-Mysore Wars.
3. Analyse Mysore's administration, agriculture, textile industry, trade, sericulture, military technology, religion and cultural life.
4. Examine the emergence and political development of Hyderabad under the Asaf Jahi dynasty and the Nizams.
5. Study the social, economic, administrative and cultural structures of eighteenth-century Hyderabad.

Course Learning Outcomes (CLOs)

1. Explain the political rise and historical significance of Mysore and Hyderabad.
2. Analyse Haidar Ali's and Tipu Sultan's state policies and relations with the British and regional powers.
3. Evaluate Mysore's economic, social, cultural and technological development.
4. Interpret the political and administrative structure of Hyderabad under the Nizams.
5. Compare the regional state formation and institutional development of Mysore and Hyderabad.

Mysore and Hyderabad

Unit-I

Rise of Mysore as an anti-imperialist Force – Autonomy : advances and reversals – Mysore under Absolute Monarchy-Mysorean invasion of Malabar – Mysore as a center for Indigenous Industry in the early 18th Century – Puppet Monarchy- Rise of Haidar Ali to power- Haidar's Relations with the neighboring Regional forces, Marathas and Nizam, & the British – First and Second Anglo-Mysore Wars-Resistance and Protest Movement – Rise of Tipu Sultan to power – Tipu's State Policy with special reference to foreign policy –Tipu Sultan and The East India Company-the Grand Finale at Seringapatnum–Third Anglo Mysore War-Fourth Anglo Mysore War- fall of Mysore –British Rule in Mysore-Comparative Study of Hyder's success and Tipu's defeat at the hands of the British.

Unit-II

Political Decline of Mysore – Was it simply due to the lack of modernization?– Administration-Agriculture & Textile industry, Agricultural Production, Revenue System, Industrial Manufacture, Trade, Sericulture- Religious faiths – Christianity, Hinduism, & Islam- Social Structure – Mysore as a center of Art and Culture in Southern India-Music – Literature- Architecture –Military Technology.

Unit-III

Mughal Rule in Hyderabad- Growth of Hyderabad as a political unit- Beginning of AsafJahi dynasty -Chin Qulich Khan Asaf Jah I& Nizam Ali Khan – the Nizams and the Native & Foreign Powers – Nature of Politics in Hyderabad – Development of Political System in Hyderabad with special reference to Financial & Military Groups- Composition of the Nobility.

Unit-IV

Social Life in Hyderabad– Economic Conditions with special reference to Land Revenue System, Mansabdari System- Jagirdari system, Agriculture, Industrial Growth – Structure of Administration – Cultural Developments including Court Culture- Arts, Literature, Architecture –Religious orders.

Suggested Books

1. K.M. Panikkar – A History of Kerala 1498-1801
2. I.Habib (ed) – Resistance & Modernisation under Haidar Ali &Tipu Sultan
3. C.K. Kareem – Kerala under Haidar Ali &Tipu Sultan
4. M.H. Khan – History of Tipu Sultan
5. Dharma Kumar – Land & Caste in South India
6. Leonard Karen – the Social History of an Indian Caste: the Kayasthas of Hyderabad
7. David Ludden – Peasant History in South India
8. Mencher. Joan. P – Agriculture & Social structure in Tamilnadu: Past Origins, Peasant Transformation
9. Neil Stephen – A history of Christianity in India Vol-II
10. N.K. Shastri – A History of South India
11. Sudderland, Lucy S. – The English East India Company in 18th Century Politics
12. Brittle, Kate – Tipu Sultan's Search for Legitimacy: Islam & Kingship in a Hindu Domain
13. Buchanan, F – A Journey from Madras through the Countries of Mysore Canara, & Malabar, Vol-I, II, III
14. Dharma Kumar (ed) – Cambridge Economic History of India, Vol-I, II

Or

Special Paper: Sports, Society and Culture Full Marks:50 Credit:4

Sports History-III:

Course Objectives

1. Examine sports as a social and cultural institution through the categories of class, caste and urban culture.
2. Study the history of women in sports and introduce feminist perspectives on sports.
3. Analyse the relationship between sports, media, popular culture, journalism and broadcasting.
4. Examine the commercialisation of sports and the growth of sports as an industry.
5. Study sports and globalisation through international competitions, athlete migration and global sports culture.

Course Learning Outcomes (CLOs)

1. Explain how class, caste and urban culture shape participation in sport.
2. Analyse women's experiences in sports history using gender-sensitive approaches.
3. Evaluate the influence of journalism, broadcasting and popular culture on sport.
4. Assess the historical processes of commercialisation and professionalisation of sport.
5. Interpret global sporting developments through migration, international competitions and cultural exchange.

Sports, Society and Culture

Unit 1:

Sports and Social Stratification

Class, caste and participation in sports

Sports and urban culture

Unit 2:

Gender and Sports

Women in sports history

Feminist perspectives on sports

Unit 3:

Sports, Media and Popular Culture

Sports journalism and broadcasting

Commercialization of sports

Unit 4:

Sports and Globalization

International sporting competitions

Migration of athletes and global sports culture

Special Paper: Economic History of Bengal Full Marks:50 Credit:4
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Economic History of Bengal

Course Objectives

1. Introduce the sources, scope and historiography of Bengal's economic history, including debates on the eighteenth-century transition.
2. Examine the agrarian structure, land revenue, zamindars, peasants, trade, ports, river networks and merchant communities in pre-colonial Bengal.
3. Analyse Bengal's economy under early colonial rule, including Plassey, the Diwani, Permanent Settlement, agrarian crisis, traditional industries and colonial trade.
4. Study nineteenth-century commercialisation of agriculture, indigo, jute, peasant movements, rural credit and the development of Calcutta, jute and plantation economies.
5. Examine twentieth-century economic change, including nationalist economic critique, labour movements, the Bengal Famine, Partition and postcolonial land reforms, agrarian change and industrial debates.

Course Learning Outcomes (CLOs)

1. Identify and evaluate major sources and historiographical approaches in Bengal's economic history.
2. Analyse pre-colonial agrarian, commercial and trading structures in Bengal.
3. Evaluate the economic consequences of Plassey, Diwani, Permanent Settlement and colonial trade.
4. Interpret nineteenth-century agrarian and urban-industrial transformations using historical evidence.
5. Assess twentieth-century economic change in Bengal from the Famine and Partition to postcolonial land and industrial developments.

Unit I: Sources and Historiography of Bengal's Economic History

- Nature and scope of economic history
- Sources: archival records, revenue documents, travel accounts, company records
- Historiography of Bengal's economic history
- Debates on the 18th century transition in Bengal

Unit II: Economy of Bengal in the Pre-Colonial Period

- Agrarian structure under the Sultanate and Mughal rule
- Land revenue system and agrarian relations
- Role of zamindars and peasants
- Trade and commerce in medieval Bengal
- Ports, river trade and commercial networks
- Role of merchant communities

Unit III: Bengal Economy under Early Colonial Rule (1757–1857)

- Impact of Plassey (1757) and the Diwani (1765)
- Permanent Settlement (1793) and the Zamindari system
- Agrarian crisis and peasant condition
- Decline of traditional industries such as textiles
- Growth of colonial trade and export economy

Unit IV: Agrarian and Rural Economy in the 19th Century

- Commercialization of agriculture
- Indigo cultivation and Indigo revolt
- Jute cultivation and global market integration
- Peasant movements and agrarian unrest
- Rural credit and role of moneylenders

Unit V: Urban Economy and Industrial Development

- Growth of Calcutta as a colonial commercial center
- Development of markets and trading communities
- Rise of the jute industry
- Tea plantations and plantation economy
- Transport and communication: railways and ports

Unit VI: Economic Changes in the 20th Century

- Nationalist critique of colonial economy
- Industrialization and labour movements
- Impact of the Bengal Famine of 1943
- Partition of Bengal (1947) and economic consequences

Unit VII: Post-Colonial Economic Developments

- Land reforms in West Bengal
- Agrarian changes and Green Revolution
- Industrial decline and revival debates
- Contemporary economic trends in Bengal

Suggested Readings

- Binay Bhushan Chaudhuri – Growth of Commercial Agriculture in Bengal
- Sugata Bose – Agrarian Bengal

- Tirthankar Roy – Economic History of India
- R. C. Dutt – Economic History of India
- Om Prakash – European Commercial Enterprise in Pre-Colonial India
- Ratnalekha Ray – Change in Bengal Agrarian Society
- Amalendu Guha – Planter Raj to Swaraj

Or

Special Paper: Eighteen Century India :Bengal Full Marks:50 Credit:4
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Eighteen Century India–IV:

Course Objectives

1. Examine the disintegration of Mughal rule in Bengal and the rise of regional authority under the Nawabs.
2. Study MurshidQuli Khan, Sujauddin, Sarfaraz Khan, Alivardi Khan and Siraj-ud-Daulah in relation to regional politics and the East India Company.
3. Analyse the significance of Plassey, Buxar, the consolidation of British power, the transfer of Diwani and Bengal's role as a British bridgehead.
4. Examine the eighteenth-century crisis of Bengal's economy, including Company private trade, the 1770 famine, land revenue, the early drain of wealth and decline of weaving.
5. Study Nawabi and early colonial administration, constitutional changes, social life, women's position, religion, education and cultural life in Bengal.

Course Learning Outcomes (CLOs)

1. Explain the political transition from Mughal rule to Nawabi authority and British dominance in Bengal.
2. Analyse the causes and significance of Plassey, Buxar, the Diwani and the consolidation of Company power.
3. Evaluate the economic impact of Company trade, revenue policies, famine, drain of wealth and industrial decline.
4. Interpret administrative, social, religious, educational and cultural changes in eighteenth-century Bengal.
5. Construct evidence-based explanations of Bengal's transformation into a major base of British expansion.

Bengal

Unit– I

The Mughal Rule in Bengal- Its disintegration – Bengal under MurshidQuili Khan, Sujauddin, Sarfaraj Khan, and Alivardi Khan – Maratha Invasion – SirajUd-Daula and his relation with the English East India Company leading to the Battle of Palassey and its significance- Consolidation of the English Power in Bengal – Mir Qasim and the English East India Company – the battle of Buxur and its significance – the fate of Bengal? A debate – the transfer of Dewani and the Dyarchy –Bengal as the British Bridgehead of British Expansion.

Unit– II

Crisis in Bengal Economy in the 18th Century – the expanding English presence in Bengal – the question of English private trade and the conflict with the Nawabs of Bengal – the East

India Company's intrusion into the domain of internal trade- Company's foreign trade – the Famine of 1770-Land Revenue System under the Nawabs and the British– Pallasey Plunder – The early Drain of Wealth – Decline of the Weaving Industry.

Unit– III

Administration of Bengal under the Nawabs - Laws and Orders - the Company and the State - Emergence of a Framework of Colonial Governance – the intervention by the English government – Administrative Changes in Bengal under the British - the pattern of constitutional reform – the Regulating Act – the Pitt's India Act –Cornwallis Code - The Charter Acts – Significance of British Hegemony in Bengal

Unit– IV

Social life with special reference to women position in Society –Religion with special reference to the emergence of the Karta Bhajas, Matuyas& the influence of Vaishnavism-Urban & Rural Life - Education System with special reference to the establishment of Fort William College- Impact of the West- Cultural life in Bengal under the Nawabs and the British.

Suggested Books

1. N.K.Shinha(ed.), History of Bengal 1757-1905.
2. P.J. Marshall, East India Fortunes: The British in Bengal in the Eighteenth Century.
3. P.J. Marshall, Bengal: The British Bridgehead. 4. Abdul Mahed Khan, Muhammad Reza Khan and the Transition in Bengal.
5. N.K. Singha (ed.), (1) The History of Bengal (2)Economic History of Bengal (in three volumes).
6. John Mclane, Land and Local Kingship in Eighteenth Century Bengal.
7. Eric Stokes, The English Utilitarians in India.
8. A.C.Banarjee, A Constitutional History of India.
9. Nandalal Chatterji, Mir Qasim of Bengal
11. Sugata Bose, Peasant Labour and Colonial Capital : Rural Bengal Since 1770.
12. Sumanta Banerjee, The parlour and The Streets : Elite and Popular Culture in Nineteenth Century Calcutta.
13. Nemai Sadhan Bose, Indian Awakening and Bengal.
14. Partha Chatterjee, Bengal 1920-47, Vol. 1. Land Question.
15. B.B. kling, partners in Empire : Dwarakanath Tagore and the Age of Enterprise in eastern India.
16. David Kopf, British Orientalism and the Bengal Renaissance.
17. D. Kopf, Brahmo Samaj and the shaping of Modern Indian Mind.
18. Amitabha Mukherjee, Reform and Regeneration of Bengal 1734-1828.
19. Edward Said, Orientalist

Or

Special Paper: Themes in Modern Sports History Full Marks:50 Credit:4

Course Objectives

1. Examine the history of major global sporting events and the development of the Olympic movement and international competitions.
2. Analyse relationships between sport and politics, including diplomacy, boycotts, international relations and ideological conflicts.
3. Study the sports economy and industry through sponsorship, marketing, sports management and sports tourism.
4. Examine sports heritage, memory and the development of sports museums.
5. Explore the preservation of sporting heritage and the use of oral history to document athletes and sporting communities.

Course Learning Outcomes (CLOs)

1. Explain the historical development and significance of major global sporting events and the Olympic movement.
2. Analyse how sport has been used in diplomacy, international relations and ideological conflicts.
3. Evaluate the economic dimensions of sport, including sponsorship, marketing and sports tourism.
4. Interpret sports museums, heritage and memory as sources for historical understanding.
5. Use oral-history and heritage approaches to document and preserve sporting experiences and communities.

Paper IV

Themes in Modern Sports History

Unit 1:

History of Major Global Sporting Events

Development of the Olympic movement and international competitions

Unit 2:

Sports and Politics

Diplomacy, boycotts and international relations

Sports and ideological conflicts

Unit 3:

Sports Economy and Industry

Sponsorship, marketing and sports management

Sports tourism

Unit 4:

Heritage, Memory and Sports Museums

Preservation of sports heritage

Oral history of athletes and sporting communities

History And Freedom Movement in Medinipur Full Marks:50 Credit:4
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Syllabus: Freedom Movement in Medinipur

Course Objectives

1. Examine the social, economic and administrative conditions of Medinipur under colonial rule and the origins of resistance.
2. Study early resistance, Indigo disturbances, peasant resistance and the impact of the Swadeshi Movement on Medinipur.
3. Analyse revolutionary nationalism, revolutionary organisations, Khudiram Bose, Prafulla Chaki, Anushilan Samiti and Jugantar.
4. Examine Gandhian movements and mass participation, including Non-Cooperation, Civil Disobedience, Salt Satyagraha, Quit India and the Tamralipta Jatiya Sarkar.
5. Study peasant, tribal, forest and land-related resistance and assess Medinipur's contribution and legacy within the wider national movement.

Course Learning Outcomes (CLOs)

1. Explain the major stages of resistance and nationalist mobilisation in colonial Medinipur.
2. Analyse revolutionary nationalist activities and youth participation in Medinipur.
3. Evaluate the participation of women, students, peasants and local communities in Gandhian movements.
4. Interpret the formation and significance of the Tamralipta Jatiya Sarkar.
5. Assess Medinipur's contribution to the wider Indian freedom movement and its contemporary historical legacy.

Unit I: Early Resistance and the Rise of Nationalism

Medinipur in the colonial period: society, economy and administration

Early resistance against British rule

Indigo disturbances and peasant resistance

Impact of the Swadeshi Movement in Medinipur

Growth of nationalist consciousness

Unit II: Revolutionary Nationalism in Medinipur

Revolutionary organisations and activities

Role of Khudiram Bose

Role of Prafulla Chaki and revolutionary networks
 AnushilanSamiti and Jugantar activities
 Revolutionary nationalism and youth participation
 Unit III: Gandhian Movements and Mass Participation
 Non-Cooperation Movement in Medinipur
 Civil Disobedience Movement and Salt Satyagraha
 Role of women, students and peasants
 Quit India Movement in Medinipur
 Tamralipta Jatiya Sarkar: formation, administration and significance
 Unit IV: Peasant, Tribal and Local Resistance
 Peasant and tribal participation in the freedom movement
 Forest and land-related resistance
 Role of local leaders and revolutionary groups
 Medinipur and the wider national movement
 Legacy of the freedom movement in contemporary Medinipur
 Suggested Bibliography
 Amalendu De, Freedom Movement in Bengal.
 Sumit Sarkar, The Swadeshi Movement in Bengal.
 Sekhar Bandyopadhyay, From Plassey to Partition and After.
 Government of West Bengal, History of the Freedom Movement in Bengal.
 District Gazetteer of Midnapore.

OR

MOOC/SWAYAM COURSE	50
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Community engagement/Internship	25
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Dissertation and Field Visit	50
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Structure 2(Level 6.5):Course Work + Research

History of Ideas in 19th and 20th

Century

Full Marks:50

Credit:4

History of Ideas in 19th and 20th century:

Course Objectives

6. Examine the major intellectual, social and political ideas that shaped nineteenth-century India.
7. Trace the development of new forms of intellectual discourse in the context of colonialism, modern education and social change.
8. Analyse the ideas of major nineteenth-century Indian thinkers and reformers in relation to society, religion, politics and nationalism.
9. Explore debates on modernity, tradition, reform, identity and the changing understanding of Indian society.
10. Develop a critical historical perspective on the relationship between intellectual ideas and wider social and political transformations.

Course Learning Outcomes (CLOs)

6. Identify and explain major nineteenth-century intellectual currents and their historical contexts.
7. Analyse the ideas of important nineteenth-century Indian thinkers using appropriate historical evidence.
8. Compare different responses to colonial modernity, social reform, religion and nationalism.
9. Evaluate the relationship between intellectual developments and social and political change in nineteenth-century India.
10. Construct coherent, evidence-based interpretations of selected nineteenth-century intellectual debates.

Unit 1: a)Impact of Western Ideas and the Emergence of a Colonial Intelligentsia: Orientalists, Utilitarians and the Bengal Renaissance-Rammohan Roy, IswarchandraVidyasagar, Swami Vivekananda and the Ramkrishna Mission –a review of the ideas of Bhudeb Mukhopadhyay, Keshab Chandra Sen, Bankim Chandra Chattopadhyay, Nabin Chandra Sen, Akshay Chandra Dutta, M.G.Ranade and Dayananda Saraswati

Unit 2

Nationalism, modernity formation : Sir Syed Ahmed Khan and the Aligarh Movement , Pandita Ramabai and RokeyaSakhawat Hossain-B.G.Tilak, G.K.Gokhle, Bipin Chandra Pal-Revolutionary Ideology of VsudevBalwantPhadke-Hindutva ideology of VD Savarkar, MS Gowalkar, ideas of Mohammed Iqbal, Mohammed Ali Jinnah, Communist ideology of MN Roy, EMS Namboodiripad, Socialist ideology Rammanohar Lohia, Jayaprakash Narayan

Unit 3

Caste and the nation :JyotibaPhule , Savitri Bai Phule:Sree Narayan Guru, E.V.Ramaswamy Naicker, Dr.B.R.Ambedkar and others.

Unit 4

Theory of Nation, Nationalism and Human Unity: Aurobindo Ghosh, Rabindranath Tagore, Mahatma Gandhi, Jawaharlal Nehru, Vinoba Bhave and others.

SUGGESTED READING

Ahmed, A. F. S.: Social Ideas and Social Change in Bengal, 1818-1835
Appadorai, A., Documents on Political Thought in Modern India (Volumes 1 & 2)
Basu, A.: The Growth of Education and Political Development in India, 1898-1920
Chakravarti, U.: Rewriting History: Life and Times of Pandita Ramabai
Chatterjee, P.: Nationalist Thought & the Colonial World: A Derivative Discourse
Chousalkar, A.: Indian Idea of Political Resistance: Aurobindo, Tilak, Gandhi and Ambedkar
Deshpande, G. P. (ed.): Selected Writings of Jotirao Phule.
Gopal, S.: Jawaharlal Nehru: A Biography
Gore, M. S.: The Social Context of an Ideology: Ambedkar's Political and Social Thought
Guha, R.: India after Gandhi: The History of the World's Largest Democracy
Guha, R. (ed.): Makers of Modern India
Hameed, S. S.: Maulana Azad, Islam and the Indian National Movement
Hardiman, David: Gandhi: In His Time and Ours
Heehs, P.: Situating Sri Aurobindo: A Reader
Jalal, A.: The Sole Spokesman: Jinnah, the Muslim League and the Demand for Pakistan
Jones, K. W.: Socio-Religious Reform Movements in British India
Jordans, J. T. F.: Dayananda Saraswati: Essays on His Life and Ideas.
Joshi, V. C. (ed.): Rammohun Roy and the Process of Modernization in India
Kaviraj, S.: The Unhappy Consciousness: Bankimchandra Chattopadhyaya and the formation of Discourse in India
Kosambi, M. (ed.): Pandita Ramabai through Her Own Words: Selected Works
Majumder, B. B.: History of Indian Social and Political Ideas: From Rammohan to Dayananda
Nanda, B. R.: Gokhale: The Indian Moderates and the British Raj
Sarkar, S.: Writing Social History
Savarkar, V. D.: Hindu Rashtra Darshan
Tripathi, A.: Vidyasagar: The Traditional Modernizer

Semester: 3

Ecology and Environmental
History

Full Marks:50

Credit:4

Ecology and Environment in Indian History

6. Introduce the concepts, scope, approaches, sources and methods of ecological and environmental history.
7. Examine environmental consciousness in ancient India through urban planning, drainage, watershed management, waste management and resource use.
8. Study environmental relationships and resource exploitation in medieval India, including Mughal approaches to economic and ecological development.
9. Analyse European expansion, ecological imperialism and colonial exploitation of forests, wildlife and natural resources.
10. Examine postcolonial environmental policies and major environmental movements, including Chipko, Narmada Bachao and Silent Valley, with attention to women and environment.

Course Learning Outcomes (CLOs)

6. Explain key concepts and methodological approaches in ecological and environmental history.
7. Analyse historical evidence concerning human–environment relationships in ancient and medieval India.
8. Evaluate the ecological consequences of European expansion and colonial resource policies.
9. Interpret major environmental movements as responses to development, displacement, resource exploitation and ecological change.
10. Construct evidence-based historical arguments connecting environmental change, society, economy, gender and political action.

Unit I: Scope of Ecology Basic concept of Ecology, Approaches to Ecology; Ecology in Hindu , Buddha and Jaina Religious tradition-What is environmental History? Sources and Methods, Historiography ; indigenous knowledge system

Unit II: Environment consciousness in ancient India: Indus Valley civilization; planned urbanization, drainage system, watershed management, waste management Forest and wild life management in Maurya and Gupta period small scale industries based on natural resources in ancient India.

Unit III: Environmental consciousness in Medieval India. Exploration of natural resources for economic development in early Medieval India, exploration of natural resources for sustainable economic and ecological development in Mughal period

Unit IV: European Expansion, Ecological imperialism ---exchange of flora and fauna, animals etc Colonial

Selected Readings

economic policy and exploitation of natural resources - Forest Policies (colonial and postcolonial period) – Wildlife; Development discourse Chipko Movement, Narmada Bachao Movement, Silent Valley Movement and others women and environment

Suggested Reading :

Arnold, D. & Guha, R.: Nature Culture and Imperialism: Essays on the Environmental History of South Asia
Baviskar, A.: Waterscapes, The Cultural Politics of a Natural Resources

Cederlof, G. & Sivaramakrishnan, K. (eds.): Ecological Nationalism: Nature, Livelihoods and Identities in South Asia

Chakrabarti Ranjan, .: Situating Environmental History.

Chakrabarti Ranjan, : Does Environmental History Matter?: Shikar, Subsistence, Sustenance, and the Sciences
D'souza, R. (ed.): Environment, Technology and Development. Critical and Subversive Essays

Brown, Brian Edward. —Toward a Buddhist Ecological Cosmology, I in Worldviews and Ecology:

Religion, Philosophy, and the Environment, edited by Mary Evelyn Tucker and John A. Grim, 124-37. Maryknoll, NY: Orbis Books, 1994.

Chapple, Christopher Key, Jainism and Ecology: Non-Violence in the Web of Life, Delhi: Motilal Banarsidass Publishers Pvt.Ltd., 2006.

Chapple, Christopher Key, Hinduism and Ecology: The Intersection of Earth, Sky and Water, Harvard: Harvard University Press, 2000

Chakrabarti, Ranjan, Critical Themes in Environmental History of India, Sage & ICHR, 2020.

Special Paper: Economic Thought in India Full Marks:50 Credit:4
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Economic Thought in India:

Course Objectives

6. Introduce the significance, sources and development of Indian economic thought from ancient to modern times.
7. Examine economic ideas and practices in ancient India, including Kautilya's views on treasury, public finance, land and pricing.
8. Study economic thought and fiscal practices in the medieval period, including Islamic canons, monetary policy, price control and famine policy.
9. Analyse the economic ideas of Dadabhai Naoroji, M. G. Ranade and Gokhale concerning colonialism, poverty, industrialisation, agriculture, railways and education.
10. Examine the economic ideas of Gandhi and Ambedkar concerning technology, industrialisation, production, banking and agricultural reform.

Course Learning Outcomes (CLOs)

6. Identify major sources and themes in the history of Indian economic thought.
7. Explain important economic ideas associated with Kautilya and medieval Indian fiscal and economic practices.
8. Analyse the Drain Theory and the economic arguments of Naoroji, Ranade and Gokhale.
9. Compare Gandhian and Ambedkarite approaches to industrialisation, technology, banking and agricultural reform.
10. Critically evaluate changing economic ideas in relation to the historical conditions of ancient, medieval and modern India.

Unit-1

Importance of Indian Economic Thought, Development of Indian Economic Thought, Economic Thought in Ancient India, Sources of Information, Sources of information

Unit-2

Economic thought of and pricing policy, Kautilya's view on the treasury and public finance of the state, Land system; Economic idea of Valluvar; Buddhism and the economic enterprise, prices and taxation and pricing policy, the land system; Economic thought in the Muslim period, Islamic canons and fiscal policy, monetary policy, price control, Famine policy.

Unit-3

Dadabhai Naoroji and the drain theory, what is the drain, criticisms; Ranade and the economic development, poverty and industrialization, agrarian policy, Railway investment, methodology of economics, Gokhale and the economics of education.

Unit-4

Swadeshi movement of Gandhi, Economic thoughts of Mahatma Gandhi on Technology, Industrialization and the scale of production; Economic thought of Ambedkar on Banking system, Industrialization, and Agricultural reforms;

Or

Special Paper: Eighteenth Century India: Later Mughal and Sikh History Full Marks: 50 Credit: 4

Course Objectives

6. Examine the political, social, economic and cultural history of eighteenth-century India with particular attention to the Later Mughals and Sikh history.
7. Analyse the decline and disintegration of the Mughal Empire and the emergence of regional powers.
8. Study debates between traditional and revisionist interpretations of eighteenth-century India, including questions of change and continuity.
9. Examine Mughal agrarian structure, the jagirdari crisis, trade, industry, social life, religion, art, architecture and historical writing.
10. Trace the rise of the Sikh community and political power from the Khalsa and Misl period to Ranjit Singh and the development of Sikh institutions.

Course Learning Outcomes (CLOs)

6. Explain the major causes and processes associated with Mughal decline and the emergence of regional powers.
7. Analyse eighteenth-century political, agrarian, commercial and social transformations using historical evidence.
8. Compare traditional and revisionist historiographical interpretations of eighteenth-century India.
9. Interpret the social, cultural and religious life of later Mughal and Sikh societies.
10. Assess the emergence of Sikh political power and its administrative, economic and social structures.

Later Mughal & Sikh History

Unit-I

Later Mughal Rulers and their achievements- Disintegration of the Mughal Empire – Causes of its decline – Emergence of Regional Powers-Traditional and Revisionist Historiography of the Eighteenth Century India-Change or Continuity? Decline of the

Mughal Aristocracy – Parties and Politics at the Mughal Court- Invasion of Nadir Shah-Crisis in the Mughal Jagirdari System-Agrarian Structure and Agrarian
Revolt- Trade & Industry- Later Mughal Relations with the East India Company

Unit – II

Society with special reference to Social division, Social Customs, Festivals, Fairs and Pilgrimages, position of women, Social Evils– Urban life- Rural Conditions– Religious matrix –Later Mughal Art, Architecture, Sculpture, Literature& Historical Writings , Music and Paintings.

Unit – III

Rise of the Punjab as Regional Power- Historical Perspective – the North West evolution of the Sikh Community – Rise of the Sikh as a Community – Birth of the Khalsa – Sikh's Confrontation with the Mughals –Foreign Invasion in the Punjab – Banda Bahadur's achievements – Misl Politics – Sikh political, Economic and Military Organization in the Misl Period- Rise of Ranjit Singh and his politics.

Unit – IV

Economic Conditions– Cultural life of the Punjab - Sikh Administration - Social Structure – Religious matrix – Eighteenth century Sikh Institutions and Organizations

Suggested Books

1. M. Athar Ali – The Mughal Nobility under Aurangzeb
2. Satish Chandra – Parties and Politics at the Mughal Court
3. Anil Saxena – Later Mughals
4. Irfan Habib – The Agrarian System of Mughal India
4. W.H.Moreland - The Agrarian System of Mughal India
5. Tapan Roychoudhuri and Irfan Habib (ed) – Cambridge Economic History of India, Vol-I
6. R.P. Tripathi – Some Aspects of Muslim Administration
7. I.H. Qureshi – The Administration of the Mughal Empire
8. Mujaffar Alam & Sanjay Subramanyam – The Mughal State
9. K.M. Asraf – Life & Conditions of the people of Hindustan
10. Athar Ali – Mughal India: Studies in Polity, Ideas, Society & Culture
11. Satish Chandra- Medieval India: Society, the Jagirdari Crisis and the Village
12. Sri Ram Sharma – Mughal Empire in India: A Systematic study
13. Sri Ram Sharma – The Religious Policy of the Mughal Emperors
14. William Irvine- The Latter Mughals
15. J. Sidney Owen -The Fall of the Mughal Empire
16. E.S. Holden- The Mughal Emperors of Hindustan
17. Jadunath Sarkar -The Mughal Administration
18. Niccolo Manucci- Storia do Mogor or Mogul India

Or

Special Paper: Historical Perspective on Sports and Games Full Marks:50 Credit:4
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Historical Perspectives on Sports and Games

Course Objectives

6. Introduce sports history as a field for understanding society, culture, politics and institutions.
7. Examine the development of organised sporting practices and institutions within changing historical contexts.
8. Analyse the relationship between sport, community, identity, class, gender and regional cultures.
9. Explore the role of sport in colonial and nationalist contexts, including questions of representation and institutional development.
10. Develop skills for using sporting records, newspapers, institutional sources and cultural evidence in historical enquiry.

Course Learning Outcomes (CLOs)

6. Explain the historical significance of sport as a social and cultural institution.
7. Identify and interpret historical sources relevant to the study of sport.
8. Analyse relationships between sport and social categories such as class, gender, community and region.
9. Evaluate the role of sport in processes of identity formation and political or cultural mobilisation.
10. Develop evidence-based historical interpretations of selected sporting practices or institutions.

Unit 1:

Concept and Definition of Sports in History

Sports as Cultural Practice

Sources for Writing Sports History (archival, oral, visual)

Unit 2:

Sports in Ancient Civilizations

Greek Olympics and Roman Games

Sports in Ancient India (Vedic and Epic traditions)

Unit 3:

Sports in Medieval Societies

Royal patronage of hunting, wrestling, polo and martial games

Sports and court culture in Asian and European societies

Unit 4:

Emergence of Modern Sports in the 18th–19th Centuries

Institutionalization and codification of games

Development of clubs, associations and sports rules

or

Special Paper: Agrarian History of Colonial India Full Marks:50 Credit:4

Economic History-II :

Course Objectives

6. Examine major themes and transformations in the economic history of modern and colonial India.
7. Analyse colonial economic policies and their effects on agriculture, industry, trade, taxation and labour.
8. Study the relationship between economic change, colonialism, poverty and regional development.
9. Examine the economic dimensions of nationalism, industrialisation and state policy.
10. Develop a critical understanding of different interpretations of India's economic transformation under colonial and postcolonial conditions.

Course Learning Outcomes (CLOs)

6. Explain major features of India's colonial economic structure and policy.
7. Analyse the effects of colonial policies on agriculture, industry, trade and labour.
8. Interpret quantitative and qualitative evidence relevant to economic history.
9. Compare competing explanations of colonial economic change, poverty and development.
10. Construct evidence-based arguments about major economic transformations in modern India.

AGRARIAN HISTORY OF COLONIAL INDIA

Unit-1

Different trends towards Agrarian Historiography of Colonial India—Change or Continuity: a debate.

Rural Agrarian Structure—the new land systems and reshufflings in the agrarian power structure.

Unit-2

Agricultural production—major influences changing Agricultural production—ecology and environment, demography, Commercialization of agriculture—Co existence of stagnation and gestation --impact upon the peasantry—regional variations.

Social framework of peasant production—control over land and credit, rise of an affluent peasants stratum and the process of peasant differentiations-rise and growth of agricultural laborers.

Unit-3

Beyond peasant village: changing economic and social organizations with the tribal world.
Irrigation systems and agricultural science and technology-constraints and developments.

Unit-4

Impact of global economy—price movements, Impact of great depression on the rural economy, Famines and peasant society.

Peasant reactions against the colonialism—elements of peasant rebellions; peasant movements in colonial India.

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4. C. A. Baker, (1984). An Indian Rural Economy, 1880 – 1955. Oxford University Press.

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Or

Special Paper:
Eighteen Century
India:Maharashtra and Awadh
Full Marks:50
Credit:4

Eighteenth Century India II:

Course Objectives

6. Deepen the study of eighteenth-century India through political, economic, social and cultural transformations.
7. Examine regional state formation, changing political authority and the restructuring of older Mughal institutions.
8. Analyse agrarian relations, trade, commerce and the interaction between Indian states and European trading companies.
9. Study social and cultural life, including communities, religious institutions, art, literature and regional traditions.
10. Develop comparative historical perspectives on continuity, change and regional diversity in eighteenth-century India.

Course Learning Outcomes (CLOs)

6. Analyse regional political developments and changing structures of authority in eighteenth-century India.
7. Evaluate transformations in agrarian, commercial and economic relations.
8. Interpret social, religious and cultural evidence from different eighteenth-century regions.
9. Compare regional experiences of political and economic change.
10. Assess the historical significance of eighteenth-century transitions for the emergence of new political formations.

Maharashtra and Awadh

Unit– I

Political Condition of Maharashtra at Rajaram's death – Tarabai and Aurangzeb in War and in diplomacy – Impact of Aurangzeb's War on the Deccan – The Maratha Civil war and the Imperial court politics (1700 – 1714) – Maratha Expansion under the Peswas – Philosophy of Hindu-Padapadsahi - Abdali's invasion and the defeat of the Marathas – Third Battle of Panipat- the Marathas under Peswa Madhab Rao – First Anglo-Maratha War - Treaty of Salbai – Marathas before the Second Anglo-Maratha War

Unit – II

Economy of 18th century Maharashtra with special reference to Forts, System of Slavery, Land and Land Revenue System, Industrial Organization including various sides of Rural Industries, Balutedari System, and Socio-Economic and Cultural life of the people in Eighteenth Century Maharashtra

Unit – III

Growth of Awadh as a New Subedari – Rule of the Nawabs – Sadat Khan Burhan-ul-Mulk-Safdar Jang , His dealings with the native powers-Shuja -ud-Daula's rise to power and Role in Mughal Politics- Awadh's Relation with the British between 1757-1800- Nature of Nawabi Politics

Unit – IV

Social Life of Awadh – Economic Conditions with special reference to Land Revenue System, Zamindari Settlement, Jagirdari system, Agriculture, Industrial Growth – Administrative developments – Cultural Developments

Suggested Books

1. Brij Kishore – Tarabai and Her times
2. Jadunath Sarkar – History of Aurangzeb
3. Rajaram V. Nadkarni – Rise and Fall of the Maratha Power
4. Jadunath Sarkar- History of the Marathas
5. Grand Duff – History of the Marathas
6. G.S. Sardesai – New History of the Marathas
7. K.A. Acharya – Maratha- Rajput Relations from 1720-1795
8. S.N.Sen – Administrative System of the Marathas
9. Stuart Gordon – The New Cambridge History of India, the Marathas 1630-1818
10. Stuart Gordon – Marathas, Marauders and State Formations in 18th Century India
11. Hiroshi Fukazawa – The Medieval Deccan: Peasants, Social System and States 16th to 18th Century
12. Sardesai – Social Life in Maharashtra under the Peshwas
13. Tapan Roychoudhuri and Irfan Habib(ed) – Cambridge Economic History of India, Vol-I
14. C. Bayly - Indian Society and the making of the British Empire, The New Cambridge History of India
15. G.S Sardesai – New History of the Marathas, Vol-3
16. G.S Sardesai – Main Currents in Maratha History
17. Muzaffar Alam - Crisis of Empire in Mughal North India: Awadh and the Punjab 1707-1748

Or

Special Paper: Sports Colonialism and Nationalism in Modern India Full Marks:50 Credit:4
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Course Objectives

6. Examine major developments in sports history and their relationship with modern institutions and society.
7. Analyse sport in relation to nationalism, colonialism, mass culture, media and public identity.

8. Study changing participation and representation in sport with particular attention to gender, class, community and region.
9. Explore institutionalisation, professionalisation and commercialisation of sport in modern contexts.
10. Develop advanced historical approaches to sporting archives, newspapers, oral histories, images and other cultural sources.

Course Learning Outcomes (CLOs)

6. Explain major historical processes shaping modern sports institutions and practices.
7. Analyse the relationship between sport, nationalism, media, commerce and mass culture.
8. Evaluate issues of gender, class, community and representation in sporting history.
9. Use diverse primary and secondary sources to investigate a sports-history problem.
10. Produce a critical, evidence-based historical account of a selected sporting development or institution.

Sports, Colonialism and Nationalism

Unit 1:

Sports and the Expansion of Empire

Colonial diffusion of sports

Sports as a tool of cultural dominance

Unit 2:

Introduction of Western Sports in Colonial India

Cricket, Football, Hockey and Colonial Society

Clubs, race and class divisions

Unit 3:

Sports and National Identity

Anti-colonial nationalism and sports movements

Indigenous games and revival movements

Unit 4:

Sports, Community and Identity

Sports and communal identities

Constitutional Development and Political Institutions in Modern India

Full Marks:50

Credit:4

Constitutional Development and Political Institutions in Modern India

Course Objectives

6. Trace constitutional development in India from Company rule to the post-independence democratic state.
7. Examine major constitutional reforms, representative institutions and political developments under colonial rule.
8. Analyse the making of the Constitution and the evolution of parliamentary democracy, federalism and political institutions after independence.
9. Study constitutional amendments, electoral politics, Centre–State relations, Panchayati Raj and institutions such as Parliament, Supreme Court and Election Commission.
10. Develop a critical understanding of contemporary challenges to Indian constitutionalism, democracy and social justice.

Course Learning Outcomes (CLOs)

6. Explain the major stages of constitutional development from Company rule to the Republic.
7. Analyse the relationship between constitutional reforms and the growth of Indian nationalism and representative politics.
8. Evaluate the institutional structure and functioning of the Indian Constitution after independence.
9. Assess developments in federalism, electoral politics, local self-government and constitutional institutions.
10. Critically discuss contemporary constitutional and democratic challenges using historical evidence.

UNIT I: Constitutional Foundations under Company Rule

- East India Company and British Parliamentary control.
- Regulating Act, 1773.
- Pitt's India Act, 1784.
- Charter Acts of 1793, 1813, 1833 and 1853.
- Centralisation and administrative development.

Core Theme: *Company Rule and the beginning of constitutional development.*

UNIT II: Crown Rule and Representative Institutions

- Government of India Act, 1858 and Queen's Proclamation.
- Indian Councils Acts, 1861 and 1892.
- Local Self-Government: Lord Mayo and Lord Ripon.
- Indian Councils Act, 1909.
- Separate electorates and representative politics.

Core Theme: *Colonial administration and the growth of representation.*

UNIT III: Constitutional Reforms and Nationalism

- Montagu Declaration, 1917.
- Government of India Act, 1919 and Dyarchy.
- Simon Commission and Indian response.
- Nehru Report and Jinnah's Fourteen Points.
- Round Table Conferences and Communal Award.
- Poona Pact, 1932.
- Government of India Act, 1935 and Provincial Autonomy.

Core Theme: *Constitutional reform, nationalism and the demand for self-government.*

UNIT IV: Independence and Constitution-Making

- August Offer, 1940.
- Cripps Mission, 1942.
- Wavell Plan and Cabinet Mission Plan.
- Constituent Assembly: formation and major debates.
- Indian Independence Act, 1947 and Partition.
- Making of the Constitution.
- Fundamental Rights, Directive Principles and Federalism.
- Preamble and salient features of the Constitution.

Core Theme: *From colonial constitutionalism to the Republic.*

UNIT V: Constitutional Democracy in Post-Independent India

- Constitution and parliamentary democracy after 1950.
- Reorganisation of States and Indian federalism.
- Electoral politics and development of political institutions.
- Centre-State relations and constitutional amendments.
- Emergency, 1975–77 and constitutional democracy.
- Panchayati Raj and the 73rd–74th Amendments.
- Social justice, reservation and affirmative action.
- Constitutional institutions: Parliament, Supreme Court and Election Commission.
- Contemporary challenges to Indian constitutionalism and democracy.

Core Theme: *Constitution, democracy and political transformation in post-independent India.*

- **Constitutional History of India (1600–1935)** – A. B. Keith
- **Landmarks in Indian Constitutional and National Development** – Gurmukh Nihal Singh
- **The Indian Constitution: Cornerstone of a Nation** – Granville Austin
- **Working a Democratic Republic: A History of the Indian Experience** – Granville Austin
- **India After Gandhi: The History of the World's Largest Democracy** – Ramachandra Guha
- **Constitutional Development in India** – C. H. Alexandrowicz
- **The Framing of India's Constitution (Select Documents & Study)** – B. Shiva Rao

Semester: III

Gender Studies and Women's History in Modern India

Full Marks:50

Credit:4

Gender Studies and Women's History in Modern India

Course Objectives

11. Introduce concepts of sex, gender, patriarchy and major feminist theories and approaches to women's history.

12. Examine nineteenth-century social reform concerning sati, widow remarriage, women's education and caste-based gender inequalities.
13. Analyse women's participation in Swadeshi, Non-Cooperation, Civil Disobedience, Quit India and other nationalist activities.
14. Study women, law, labour, the state and the gendered impact of Partition and post-independence legal reforms.
15. Examine contemporary feminist movements, Dalit feminism, gender and sexuality, LGBTQ+ movements, political representation and media.

Course Learning Outcomes (CLOs)

11. Distinguish key concepts in gender studies and explain major feminist approaches to history.
12. Analyse women's experiences and agency in social reform and nationalist movements.
13. Evaluate the relationship between gender, caste, labour, law, nationalism and the state.
14. Interpret selected sources such as autobiographies, memoirs, legal records and print culture for women's history.
15. Critically assess contemporary gender politics and feminist movements in historical perspective.

Unit I: Gender – Concepts, Theory and Method

- Sex and Gender: Conceptual distinctions
- Patriarchy: Structure and ideology
- Feminist theories: Liberal, Marxist, Radical, Socialist, Dalit, Postcolonial
- Feminist historiography in India
- Sources for Women's History: autobiographies, memoirs, legal records, print culture
- Colonial construction of the "Woman Question"

Unit II: Women and Social Reform in 19th Century India

- Abolition of Sati (1829)
- Widow Remarriage debates
- Women's education and missionary initiatives
- Reform initiatives of **Raja Rammohan Roy**
- Contribution of **Ishwar Chandra Vidyasagar**
- Role of **Jyotirao Phule** and **Savitribai Phule**
- Reform and caste-based gender inequalities

Unit III: Women and Nationalism (1905–1947)

- Women in the Swadeshi Movement
- Participation in Non-Cooperation, Civil Disobedience, and Quit India Movements
- Role of **Sarojini Naidu**
- Revolutionary women and militant nationalism
- Women's organizations: All India Women's Conference
- Gendered imagery in nationalist discourse (Mother India/Bharat Mata)
- Emergency of Women's Organizations in Colonial India
- Contribution of women in Ecological Movements

Unit IV: Women, Law, Labour and the State

- Age of Consent Act (1891)
- Child Marriage Restraint Act (1929)
- Hindu Code Bill debates and role of **B. R. Ambedkar**
- Women in industrial, plantation, and agrarian labour
- Gendered impact of Partition
- Constitutional provisions and post-independence legal reforms
- Preventive Acts: Minimum Wage Act-1948, Dowry Prohibition Act-1961, Equal

Unit V: Contemporary Feminist Movements and Gender Politics

- Emergence of autonomous women's movements (1970s onwards)
- Anti-dowry, anti-rape and Shah Bano debates
- Dalit feminism
- Protection of Women from Domestic Violence Act-2005, POW, CEDAW
- The Protection of Children from Sexual Offences Act (POCSO), The Prohibition of Child Marriage Act- 2006
- Gender, sexuality and LGBTQ+ movements in India
- Women in Panchayati Raj institutions and parliamentary politics
- Representation of women in media and popular culture

Important books

1. *Women in Modern India* — Geraldine Forbes
2. *Recasting Women: Essays in Colonial History* — Kumkum Sangari & Sudesh Vaid (eds.)
3. *Women and Social Reform in Modern India: A Reader* — Sumit Sarkar & Tanika Sarkar (eds.)
4. *The History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India 1800–1990* — Radha Kumar
5. *Gendering Caste: Through a Feminist Lens* — Uma Chakravarti
6. *Women Writing in India (Vol. I & II)* — Susie Tharu & K. Lalita (eds.)
7. *Women Against Social Evil* — Malavika Karlekar
8. *Castes of Mind: Colonialism and the Making of Modern India* — Nicholas B. Dirks
9. *Annihilation of Caste* — B. R. Ambedkar

Cultural Heritage of Bengal

Full Marks:50

Credit:4

Cultural Heritage of Bengal:

Course Objectives

6. Introduce the concept, sources and historical development of Bengal's tangible and intangible cultural heritage.
7. Examine ancient heritage sites such as Chandraketugarh, Mahasthangarh and Paharpur and their Buddhist, Jain and Brahmanical traditions.
8. Study medieval heritage including Gaur, Pandua, Adina, Bishnupur, terracotta architecture, Vaishnavism, Sufi and syncretic traditions.
9. Explore colonial and modern heritage, including Kolkata, the Bengal Renaissance, literature, Santiniketan and folk traditions.
10. Analyse heritage, nationalism, Partition, memory, conservation, UNESCO and heritage tourism, including Midnapore and Tamluk as freedom-movement heritage sites.

Course Learning Outcomes (CLOs)

6. Identify major sites, traditions and forms of tangible and intangible cultural heritage in Bengal.
7. Interpret archaeological, architectural, literary and folk sources as evidence of Bengal's cultural history.
8. Analyse the historical interaction of religious, regional, colonial and modern cultural traditions.
9. Evaluate the relationship between heritage, nationalism, Partition, memory and cultural identity.
10. Develop heritage-sensitive approaches to documentation, conservation, interpretation and responsible heritage tourism.

Unit I: Ancient Heritage

- 1.1 Concept and sources of cultural heritage
- 1.2 Chandraketugarh, Mahasthangarh and Paharpur
- 1.3 Buddhist, Jain and Brahmanical traditions

Unit II: Medieval Heritage

- 2.1 Gaur, Pandua and Adina Mosque
- 2.2 Bishnupur and terracotta temple architecture
- 2.3 Vaishnavism, Sufi and syncretic traditions

Unit III: Colonial and Modern Heritage

- 3.1 Colonial Kolkata: Victoria Memorial, Writers' Building and St. John's Church
- 3.2 Bengal Renaissance, Bengali literature and Santiniketan
- 3.3 Baul, Jatra, Patachitra and folk traditions

Unit IV: Heritage, Nationalism and Conservation

- 4.1 Cultural heritage and nationalism: Swadeshi and freedom movement
- 4.2 Partition, memory and cultural identity
- 4.3 Heritage conservation, UNESCO and heritage tourism
- 4.4 Midnapore and Tamluk as sites of freedom-movement heritage

Bibliography

Niharranjan Ray, *BangalirItihas: Adi Parba*.
 R. C. Majumdar (ed.), *History of Bengal*.
 Dineshchandra Sen, *The Folk Literature of Bengal*.
 Sukumar Sen, *History of Bengali Literature*.
 Richard M. Eaton, *The Rise of Islam and the Bengal Frontier*.
 David J. McCutcheon, *Late Mediaeval Temples of Bengal*.
 Tapati Guha-Thakurta, *Monuments, Objects, Histories*.
 UNESCO, publications on World Heritage and Intangible Cultural Heritage.

MOOC/SWAYAM Course

Full Marks:50

Credit:4

MOOC/SWAYAM Course:

Unit I:

Introduction to Cinema Studies
 Definition and evolution of cinema
 History of world cinema

Indian cinema: major phases and movements
Cinema as art, literature, and communication
Introduction to film appreciation
Suggested Films
Pather Panchali
Bicycle Thieves
Rashomon

Unit II:

Film Language and Techniques
Narrative structure in cinema
Mise-en-scène
Cinematography
Editing and montage
Sound, music, and lighting
Acting and characterization
Key Thinkers
Sergei Eisenstein
André Bazin
Satyajit Ray

Unit III:

Cinema, Society and Culture
Cinema and ideology
Gender representation in films
Caste, class, and identity in Indian cinema
Political cinema and resistance
Adaptation: literature to film
Popular culture and media influence
Suggested Films
Meghe Dhaka Tara
Mother India
The Great Dictator

Unit IV:

SWAYAM and Digital Learning in Humanities
Introduction to SWAYAM and MOOCs
Digital pedagogy and online education
Using SWAYAM for interdisciplinary learning
Film studies courses available on SWAYAM
E-learning, blended learning, and virtual classrooms
Academic ethics and digital research methods
Practical Component
Students shall complete at least one SWAYAM module/course related to cinema, media, literature, or cultural studies and submit a reflective report.

Indian Knowledge System

Full Marks:25

Credit:2

Indian Knowledge System:

Course Objectives

1. Introduce major concepts of Indian knowledge traditions and their relationship with history, culture and society.
2. Examine Indian concepts of Bharatavarsha, time and space, Itihasa, literature, language, script, Dharma and Darshana.
3. Study Indian traditions of art, culture, polity, governance, science, environment, health and mathematics.
4. Explore Indian economic traditions through Kautilya's Arthashastra, land tenure, agriculture, trade and related knowledge systems.
5. Develop an informed and critical appreciation of the diversity, continuity and historical context of Indian knowledge traditions.

Course Learning Outcomes (CLOs)

1. Explain major concepts and sources associated with Indian knowledge traditions.
2. Interpret selected literary, linguistic, artistic, scientific, environmental and philosophical traditions in historical context.
3. Describe important contributions in ancient Indian mathematics, astronomy, medicine, environmental thought and governance.
4. Analyse the relationship between knowledge systems, society, economy, culture and historical change.
5. Evaluate Indian knowledge traditions critically and contextually rather than treating them as isolated or ahistorical claims.

Understanding Indian History and Culture

Students will acquire knowledge regarding the primitive life and cultural conditions of the people of ancient India. They will gain an understanding of the society, culture, religion, and political history of ancient India. Students will also develop knowledge of the changing socio-cultural scenarios of India through different historical phases.

Unit I: Concept of India

1. Concept of *Bharatavarsha* and its evolution.
2. Indian concepts of time and space: history and *Itihasa*; history and myth.
3. Ancient Indian literature: the Vedas, Vedangas, Upanishads, Epics, Jain and Buddhist literature, *Smritis*, and *Puranas*.
4. South Indian literature: Sangam literature and other literary traditions.

Unit II: Indian Knowledge Tradition, Art, Culture, and Dharma

1. Evolution of language and script: Brahmi, Kharosthi, Pali, Prakrit, Sanskrit, Tamil, and others.
2. Salient features of Indian art and culture.
3. Indian perceptions of *Dharma* and *Darshana*; the concept of *Vasudhaiva Kutumbakam*.
4. Polity and governance: *Janapada* and *Gram Swarajya*.

Unit III: Science, Environment, and Medical Science

1. Science and technology in ancient India: achievements in astronomy, alchemy, and related fields.
2. Environmental conservation: Indian concepts and the man–nature relationship.
3. Health and wellness in ancient India: Ayurveda, Yoga, and Naturopathy.
4. Indian numeral system and mathematics.

Unit IV: Indian Economic Traditions

1. Indian economic thought: Kautilya's *Arthashastra* and its aftermath.
2. Concepts of land tenure and agriculture.
3. Trade and commerce.

Maritime trade

VAE_Gandhi's Life and Thought

Gandhi's Life and Thought:

Course Objectives

1. Introduce the major phases of Gandhi's life and the historical contexts that shaped his political and ethical thought.
2. Examine Gandhi's ideas of truth, non-violence, swaraj, satyagraha, social reform and constructive work.
3. Analyse Gandhi's interventions in Indian nationalism and major mass movements.
4. Study Gandhi's views on religion, caste, untouchability, village society, economy, education and communal harmony.
5. Encourage critical assessment of Gandhi's legacy, including debates and critiques surrounding his political and social thought.

Course Learning Outcomes (CLOs)

1. Outline major phases and turning points in Gandhi's life and political career.
2. Explain key concepts such as satyagraha, ahimsa, swaraj and constructive programme.
3. Analyse Gandhi's role in major phases of the Indian national movement.
4. Evaluate Gandhi's ideas on social reform, caste, economy, education and communal harmony.
5. Critically assess Gandhi's historical legacy through multiple perspectives and evidence.

Unit I: Evolution of Gandhian Thought

Evolution of Gandhian thought based on Indian traditions, including the Upanishads, the *Bhagavad Gita*, Buddhism, Jainism, and Islam; and the influences on Gandhi's political thought with special reference to Tolstoy, Ruskin, Thoreau, Emerson, and Marx.

Unit II: Ahimsa and Gandhian Political Ideals

Features of *Ahimsa* with special reference to Gandhi; the emergence of Gandhi in the Indian political scene; Gandhi's views on the relationship between religion and politics; and his political ideals, including democracy, communism, *Swaraj*, *Gram Swaraj*, *Ram Rajya*, and *Satyagraha*.

Unit III: Gandhian Economic Thought

Background and evolution of Gandhian economic thought; Gandhi's views on Western industrial civilization; principles underlying the Gandhian plan, including labour-capital relations, ownership of property, and trusteeship; village self-sufficiency; the Gandhian concept of rural reconstruction; and the importance of Gandhian economic thought.

Unit IV: Gandhian Social Thought and Contemporary Relevance

Salient features of Gandhi's social thought; Gandhi's work for Harijans and Girijans; communal harmony; national integration; social justice; social reconstruction; and the relevance of Gandhian social thought and Gandhian philosophy in the contemporary world.

Selected Readings

1. Gandhi, M. K. *Hind Swaraj*. Navjivan, Ahmedabad, 1938.
2. Gandhi, M. K. *Satyagraha in South Africa*. Navjivan, Ahmedabad, 1928.
3. Gandhi, M. K. *In Search of the Supreme* (Vol. III). Navjivan, Ahmedabad, 1940.
4. Gandhi, M. K. *Sarvodaya*. Navjivan, Ahmedabad, 1957.
5. Gandhi, M. K. *An Autobiography: The Story of My Experiments with Truth*. Navjivan, Ahmedabad, 1957.
6. Bose, N. K. (ed.). *Selections from Gandhi*. Navjivan, Ahmedabad, 1957.
7. Iyer, Raghavan (ed.). *The Moral and Political Writings of Mahatma Gandhi* (Vols. I, II, III). Clarendon Press, Oxford.

Community engagement/Internship
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25

Dissertation/Academic project

250

Structure 3(Level 6.5)- (Research)

Sem	Topic	Marks
III	VAC: Indian Knowledge System	25
	Research thesis and dissertation	250
	Mahatma Gandhi : Life and Philosophy	
		275

Sem	Topic	Marks
IV	Community Engagement	25
	Research thesis and dissertation	250
		275