

Post Graduate History Syllabus

Programme Objective:

- In general, as ODL is concerned, our main objective is to democratize education as a resource and provide every citizen, irrespective of gender, caste and creed, easy and affordable access to quality education in general and in the paradigm of Social sciences, in particular. The basic philosophy of our aim is to “Reach the Unreached”.
- The teaching-learning process of History is closely related to the study of past not simply for the past alone; it aims to understand the present also in a critical manner. The mission and objective of the programme is to motivate the prospective learners to get acquainted with the latest findings as well as research methodology of history as a discipline. It aims to cater the growing demands of the learners not only for those who want to be a teachers or researchers, but also to those who intend to be administrators, journalists or even professionals.
- The relevance of the present programme, that is, M.A. in History, is suited with the NSOU’s mission and goal. The course is designed in such a way so that it can offer updated knowledge in the subject following the latest regulations of all the appropriate statutory bodies of government (both state and union). In order to spread the study of history in an optimum level, the programme is conducted in Bengali language though the learners have the liberty to write either in Bengali or in English in the examinations.

Expected Programme Outcome:

- The Programme is designed with an understanding of certain expected outcome. The basic components of the syllabus offer an updated and equitable distribution of knowledge about past in a synchronous manner. Therefore, it is expected that learners will get a critical and thorough knowledge about the general methodology and perspectives of history in detail.
- The Programme also aims to develop the research ability of the learners. It will help them to get acquainted with the research methodology, the historiographical questions and use of evidences in the broader understanding of history.
- The syllabus is formulated in such a way that it would enhance the both the skills and knowledge of the learners in practical sense of the term. It will further equip the learners in terms of employability, skill enhancement and general competency. It would cater the needs of both the professional world and academic sphere.

Graduate Attributes

Some of the Graduate Attributes comprising of the skills, personal qualities and understanding which all students will have the opportunity to develop through their experience at NSOU are: -

- An intellectual curiosity in the pursuit of knowledge.
- An understanding and respect for the values, principles and methods of the university, cutting across disciplinary boundaries.
- Articulation of complex ideas as per the needs and capacities of particular audiences.
- A robust multi-disciplinary approach to learning that will facilitate further strengthening of the academic community at large.
- A strong sense of ethical, social and global responsibilities.
- Productive utilization of disciplinary knowledge to contribute to the academia and society at large.
- Engagement with the scholarly community and civil society at large, for the development and achievement of broader academic and social ends.

Curriculum DesignCourse Duration: **Two Years****Detailed Syllabus:**

Paper	Title of the Paper
PGHI-I	History of India, 1526 – 1757
PGHI-II	History of India, 1757 – 1885
PGHI-III	History of India, 1885 - 1964
PGHI-IV	Historiography
PGHI- V	History of Europe, 1789 – 1945
PGHI-VI	World Politics Since 1945
Special Papers	
PGHI-VII A	Social History of India (19th and 20th Centuries)
PGHI-VIII A	Economic History of India (19th and 20th Centuries)
PGHI-VII B	Social History of India (5th to 13th Centuries)
PGHI-VIII B	Economic History of India (5th to 13th Centuries)

(The University offers Special Papers in PGHI Course. Paper VII and Paper VIII are marked as special papers. There are two groups: Paper VIIA and Paper VIIIA & Paper VIIB and Paper VIIIB. The learners will opt either for Group A or Group B as special papers.)

Syllabus of Post Graduate History**Paper – I**



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History of India, 1526 – 1757

Module – 1

Unit – 1: The formation of the Mughal Empire

Unit – 2: Process of Mughal expansion

Unit – 3: The nature of Mughal absolutism

Unit – 4: The emperor and the ruling class

Module – 2

Unit – 1: The Crisis of the Mughal Absolutism

Unit – 2: The Jagirdari Crisis

Unit – 3: The Mughal Society and Economy

Unit – 4: The Mughal Urbanization

Module – 3

Unit – 1: The Decline of the Mughal Empire

Unit – 2: The Rise of the Regional Powers

Unit – 3: The Foreign Invasion

Unit – 4: Historiography of the Mughal Decline

Module – 4

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

Unit – 2: The Company and the Indian Traders

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

Paper - II

History of India, 1757 – 1885

Module – 1

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

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

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

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

Module – 2

Unit – 1: Land Revenue Settlements

Unit – 2: Peasant and Tribal Movements with reference to Indigo Uprising, Pabna Revolt, Deccan Riots, Santhal and Munda Revolts.

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

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

Module – 3

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

Unit – 2: Westernization and Indian Response

Unit – 3: Reorganization of Colonial State after 1857

Unit – 4: State and Social Reform

Module – 4

Unit – 1: Social Background of Modern Nationalism in India

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

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

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

Paper – III

History of India, 1885 - 1964

Module – I:

Unit – 1: The Indian Nationalism

Unit – 2: The Nature of the Early Congress

Unit – 3: The Rise and Spread of Communalism

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

Module – 2

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

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

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

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

Module – 3

Unit – 1: The Development of Nationalist Politics

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

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

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

Module – 4

Unit – 1: India in 1947

Unit – 2: India under Jawaharlal Nehru

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

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

Paper – IV

Historiography

Module – 1

Unit – 1: What is History? Fact and Interpretation – the Nature of Historical Evidence – Historical Evidence and Historical Imagination – Approaches to History and the Emergence of Specializations – National History and Local History – Economic and Social History – History and Social Sciences

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

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

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

Module – 2

Unit – 1: Marxism and Emergence of Economic and Social History – Trevelyan and the Writings of Social History of Politics – the New History

Movement in United States of America

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

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

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

Module – 3

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

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

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

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

Paper – V

History of Europe, 1789 – 1945

Module – 1: French Revolution and Napoleon

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

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

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

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

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

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

Unit – 3: United Germany under the leadership of Bismarck

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

Module – 3: Industrial Revolution in Europe

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

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

Unit – 3: Agricultural, Transport and Demographic Revolution

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

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

Unit – 1: Rise of Nationalism in Europe

Unit – 2: Unification Movement in Italy

Unit – 3: Unification Movement in Germany

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

Module – 5: Europe between 1914 and 1945

Unit – 1: Background of the World War I

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

Unit – 3: The Socialist Movement in Europe

Unit – 4: Rise of Nazism and Fascism in Europe

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

Paper - VI

World Politics Since 1945

Module – 1: Aftermath of the War

Unit – 1: Background of Cold War

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

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

Unit – 4: NAM and its impact on World Politics

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

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

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

Module – 3: Decolonization and Disarmament

Unit – 1: Debate on Concept and Application

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

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

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

Module – 4: The New World Order

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

Unit – 2: Globalization and its Impact

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

Pakistan and Sri Lanka

Unit – 4: Indian Foreign Policy after the Cold War

a) Economic Diplomacy

b) Look East Policies

c) Nuclear Policies Armament and its Impact

SPECIAL PAPERS

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

Group - A

PAPER VII A

Social History of India (19th and 20th Centuries)

Module – I: Gender

Unit – 1: Aspects of Gender Question in India

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

Unit – 3: Women Education in India

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

Module – II:

Unit – I: Environmental History

Unit – II: Environmental History

Unit – III: Science

Unit – IV: Medicine and Public Health

Module – III:

Unit – I: Literature

Unit – II: Film and Theatre

Unit – III: Art

Unit – IV: Sports

Module – IV:

Unit – I: Disorder and Violence in Rural Society

Unit – II: Law and Court

Unit – III: Police

Unit – IV: Prison

Module – V:

Unit – I: Religious Reform Movements

Unit – II: Social Reform Movements

Unit – III: Caste Movements

Unit – IV: Educational Reforms

PAPER VIII A

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

Module – I

Unit – I: Revenue Settlements

Unit – II: Commercial Agriculture in India

Unit – III: Rural Structure

Unit – IV: Peasant Movements

Module – II

Unit – I: Industrial Development

Unit – II: Imperialism and Industrial Development

Unit – III: Swadeshi Industrial Development

Unit – IV: Business and Politics

Module – III

Unit – I: Historiography of the Indian Working Class

Unit – II: Emergence and Formation of Indian Working Class

Unit – III: Changing Condition of the Indian Working Class

Unit – IV: The Working Class Movements

Module – IV:

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

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

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

Unit – IV: Population, Occupational Structure and Urbanization

Group - B

PAPER VII B

Social History of India (5th to 13th Centuries)

Module – I:

Unit – I: Formation of Social-Political Structure

Unit – II: The Theory of Sultanate

Unit – III: Unitary/Centralized State Formation

Unit – IV: State and Society

Module – II:

Unit – I: Regional Patterns of State Formation

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

Unit – III: Vijayanagara – Segmentary State

Unit – IV: Bengal

Module – III

Unit – I: Growth of Regional Literature

Unit – II: Liberal Arts, Technology and Science

Unit – III: Astronomy, Ayurveda, Rasayana.

Unit – IV: New Developments

Module – IV

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

Unit – II: Philosophy – Bhakti Cult and Sufism

Unit – III: Hindu – Muslim Synthesis



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Unit – IV: Assimilation of Cultures

PAPER VIII B

Economic History of India (5th to 13th Centuries)

Module – I:

Unit – I: Early Medieval Period

Unit – II: Causative Factors

Unit – III: Debates and Historiography

Module – II:

Unit – I: The Agrarian Structure

Unit – II: The Feudal Economy

Unit – III: Growth and Diversities

Unit – IV: The Iqtadari System

Module – III:

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

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

Unit – III: Agriculture

Module – IV

Unit – I: Economy of Vijayanagara

Unit – II: Bengal and Bhamain Kingdom

Unit – III: Foreign Trade

Unit – IV: Feudalism From Above and Below