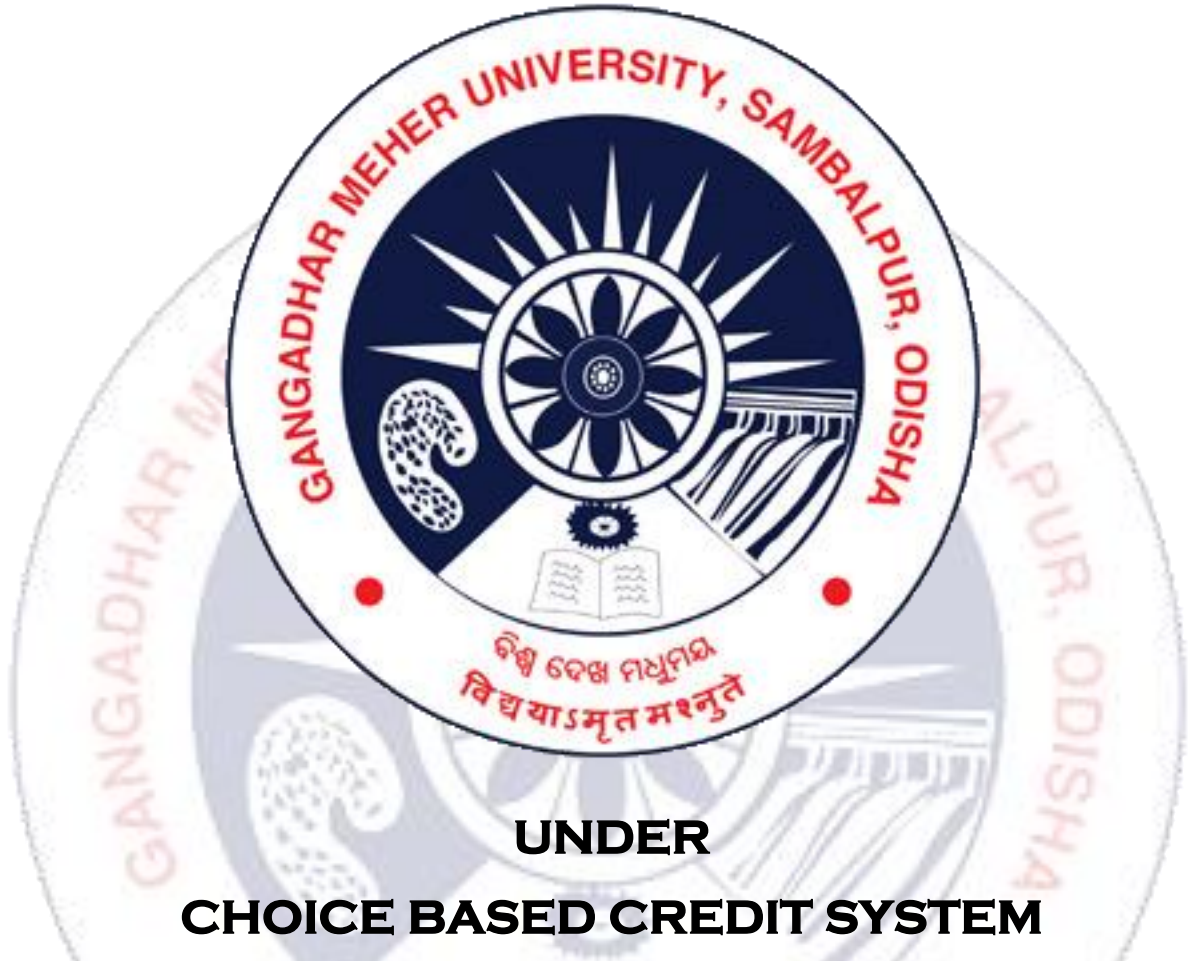


**SYLLABUS FOR UNDERGRADUATE
COURSE IN HISTORY 2023-24**

(BACHELOR OF ARTS EXAMINATION)



UNDER

CHOICE BASED CREDIT SYSTEM

**SCHOOL OF HISTORY
GANGADHAR MEHER UNIVERSITY
AMRUTA VIHAR
SAMBALPUR
ODISHA**

ABOUT THE SCHOOL

The Dept. of History came into existence in 1944 catering to the academic needs of the U.G. and P.G. students of this region in particular and of Odisha in general. After the transformation of G.M. College into G. M. University in 2015, the Department also got its new identity as School of History and presently offers U.G., P.G., M.Phil and Ph.D courses with 48, 78, 08 and 16 seats respectively. It is now a premier institution of Historical research and learning in India. The Department offers a basket of varied and challenging courses for its undergraduate (integrated) and graduate programmes. It has constantly espoused a double-barreled pedagogic effort in which core courses cutting across all historical periodizations are offered for enhancing a general disciplinary proficiency in Indian history, alongside a broad overview of world history. A large clutch of highly specialized, theme-oriented courses, on the other hand, offer students the opportunity to choose/pursue their own specializations/research interests. The Department is endowed with outstanding faculty members, committed to innovative pedagogic practices and with cutting-edge research interests in History. As meticulous, inventive and engaging supervisors, they enable the research scholars to bring out the best in their individual research work. The encouraging learning environment, rigorous coursework, field visit and reputed faculties ensures a steady flow of young scholars from across the country year after year to the Department. The students are taught to locate contemporary issues within specific historical contexts to grasp the nature of the present and to envision a future informed by the past. Such an intellectual orientation, the Department hopes, will provide students with historically informed capacities for thoughtful judgment and decision-making in their everyday lives as well. The Department has been consistently widening its research agenda in line with the emergent themes and paradigms, with a focus largely on India and with a growing interdisciplinary orientation. According to the Objective of the University much emphasis is given on local history, culture, art, architecture, tradition, customs, economic activities, beliefs, technologies and resources in the course content. In the process of teaching ancient Indian coins and inscriptions, emphasis is placed on the allusions to various tribal clans and organizations. Fieldwork and Practical's are an essential component of the Postgraduate Curriculum. Students receive field training while pursuing their education. In order to analyze the material remains and artefacts that have been uncovered, students do their fieldwork among live populations. For a deeper comprehension of ancient civilization, students are introduced to all the theoretical and practical facets of

comparing data from ethnography and archaeology, including the use of ethnographic analogies and archaeological ethnography. School of History carried out Archaeological Excavation in Barapali Asurgarh, District Baragarh (Odisha) during the Field Season 2021–22, in accordance with the Departmental Proposal for Archaeological Excavation that was approved by the Standing Committee of Central Advisory Board of Archaeology, Archaeological Survey of India, Government of India.

VISION OF THE SCHOOL

The School of History envisions to make it a centre of excellence at the national level by adopting critical pedagogy of the disciplines of History (sic) in order to make students understand and practice at higher research the goal that construction of past emerges from the concerns of the present and that disciplinary practices of history are multidimensional and multidisciplinary. School of History would strive continuously not only to create good histories and good historians but create future citizens who understand the way the past is intimately linked to our present and future.

MISSION

The mission of the school 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 to 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. Students will be able to compete in various competitive examinations in which history is an integral part; participate in excavation and exploration of new sites and help foster sub-regional and regional identities and enhance the heritage value of the region through outreach programme.

PROGRAMME OBJECTIVES (POS)

PO-1: Disciplinary Knowledge: Acquaint with the deeper and multi- disciplinary knowledge, aware about recent innovations in the academic field

PO-2: Critical Thinking: Able to critically analyze, synthesis and evaluate the theories, their development and application context.

PO-3: To develop problem solving innovative thinking with robust communication and academic writing skills

PO-4: Research Aptitude: Scientific and research thought and abilities not only to carry out independent research but also disseminate

PO-5: Individual and Team work: Acquire the competency to work responsibly as an

individual or as a member or leader of the group in multi-disciplinary environments

PO-6: Life-Long Learning: Aptitude to apply knowledge and skills that are necessary for participating in learning activities throughout life.

PO-7: Ethics: Capability to identify and apply ethical issues related to one's work, avoid unethical behaviour such as fabrication of data, committing plagiarism and unbiased truthful actions in all aspects of work.

PO-8: Investigation of Problems: Ability of critical thinking, analytical reasoning and research based knowledge including design of experiments, analysis and interpretation of data to provide conclusions.

PROGRAMME SPECIFIC OUTCOMES (PSOs)

1. The students will familiarize themselves with India's ancient, mediaeval, and contemporary history. Their study will involve a comprehensive examination of human development, archaeological findings, global civilizations, various ruling dynasties, diverse orthodox and heterodox religious groups, the formation of states, and the process of democratization in colonial-era India.
2. The students will gain knowledge of the socio-economic and political frameworks that were present in India during the ancient, mediaeval, and modern eras. This includes understanding agrarian relationships, trade and commerce, urbanization, merchant guilds, as well as art and architecture.
3. The students will gain knowledge about European politics during the 18th century, including the French Revolution and the American Revolution. This will enable them to understand the shift from mediaeval to modern times, which had a global impact, particularly in Europe.
4. The students will gain acquaintance with a diverse range of materials, encompassing written, oral, visual, and archaeological, that enable them to recreate history. The content would also include components such as historical facts, causation, and objectivity.
5. By enrolling in this program, students will acquire the skills to actively engage in archaeological expeditions, visit significant historical sites, and analyse historical maps and charts.

Mapping of Program Specific Objectives (PSOs) with Program Outcomes (POs)

0–Norelation 1–Lowrelation 2–Mediumrelation 3–Highrelation

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	Total
PSO1	1	3	1	1	2	1	1	1	11
PSO2	1	2	1	1	3	3	2	3	16
PSO3	1	1	3	1	1	1	1	3	12
PSO4	2	2	1	1	3	3	2	1	15
Total	5	8	6	4	8	8	6	8	62

Course Structure of U.G. History Honours				
Semester	Course	Course Name	Credit	Total marks
Semester- I	AECC-I	AECC-I	4	100
	C 1	History of India-I	6	100
	C 2	Social Formations and Cultural Patterns of the Ancient World	6	100
	GE-I	History of India-I (Early Times to 1750)	6	100
Semester- II	AECC-II	AECC-II	4	100
	C 3	History of India-II	6	100
	C 4	Social Formations and Cultural Patterns of the Medieval World	6	100
	GE-II-	History of India – II (1750-1950)	6	100
Semester- III	C 5	History of India- III(c.750-1206)	6	100
	C 6	Rise of Modern West-I	6	100
	C 7	History of India- IV(c.1206-1526)	6	100
	GE-III-	Rise of the Modern West – I	6	100
	SEC-I	SEC-I	4	100
Semester-IV	C 8	Rise of Modern West-II	6	100
	C 9	History of India- V(c.1526-1750)	6	100
	C 10	Historical Theories and Methods	6	100
	SEC-II	SEC-II- Museology and Archives	4	100

	GE-IV	Rise of the Modern West – II	6	100
Semester- V	C 11	History of Modern Europe-I(c.1780-1880)	6	100
	C 12	History of India- VII(1750-1857)	6	100
	DSE-I	History and Culture of Odisha - I	6	100
	DSE-II	History and Culture of Odisha - II	6	100
Semester- VI	C 13	History of India- VIII(C.1857-1950)	6	100
	C 14	History of Modern Europe-II(1880-1939)	6	100
	DSE-III	History and Culture of Odisha- III	6	100
	DSE-IV	Project Report	6	100
Total			148	2600

(Appropriate colours are indicated by Red for Employability, Green for Entrepreneurship, and Blue for Skill Development. Please refer to the UG and PG syllabi for more information.)

Core Paper I HISTORY OF INDIA- I

COURSE OBJECTIVE:

Students of history will acquire knowledge regarding the primitive life and cultural status of the people of ancient India. They can gather knowledge about the society, culture, religion and political history of ancient India as well. Students will acquire knowledge regarding the early life and socio-cultural status of the people of ancient India. They can gather knowledge about the society, culture, religion and political history of Ancient India. They will learn about trade and urbanization of ancient civilization, like Harappan Civilization, Vedic civilizations etc. Students will be oriented to appreciate the changes and continuity in ancient India and also learn about how various sources which are corroborated in order to construct the history of Ancient India

Unit-I: Reconstructing Ancient Indian History

1. Early Indian notions of History
2. Sources of Historical Writings
3. Historical Geography (Major Harappa Sites and Sixteen Mahajanapadas).

Unit-II: Pre-historic Hunter-Gatherers and Food Production

1. Paleolithic Culture: Upper, Middle and Lower; Tool making habit
2. Mesolithic Culture: New developments in Technology and Economy;
3. Neolithic and Chalcolithic Settlements
4. Food Production : Beginning of Agriculture

Unit-III: The Harappan Civilization

1. Origins; Settlement Patterns and Town Planning;
2. Economic Life: Agriculture, Craft Productions and Trade;

3. Social and Political Organization; Religious Beliefs and Practices; Art;

Unit-IV: Cultures in Transition

1. Early Vedic Age: Society, Polity, Religion and Literature
2. Later Vedic Age: Social Stratification (Varna and Gender), Polity, Religion, and Culture

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3		1		1	2	3	1	3	2	2	3
CO2	3	3		1		1	2	3	1	3	2	1	3
CO3	3	3		1		1	3	3	1	2	3	1	3
CO4	3	3		1		1	2	2	1	3	2	1	3
	3	3		1		1	2	3	1	3	2	1	3

Reading List:

1. R. S. Sharma, Material Culture and Social Formations in Ancient India, 1983.
2. Upinder Singh, A History of Ancient and Early Medieval India.

Suggested Reading:

1. Romila Thapar, Early India: From Beginning to 1300 CE, Penguin.
2. A.L. Basham, The Wonder that was India, Vol.1
3. B. Fagan, Digging from the Earth
4. H.D. Sankhalia, Prehistory of India.
5. B.R. Alchin, The Birth of Indian Civilization.

COURSE OUTCOMES:

Course Outcome	CO Statement
CO1	Describe the antiquity of India’s past and methods of construction of past. Describe the different sources which are scientifically corroborated to construct the past.
CO2	To understand the early human dispersals; lithic technology and tool typology of Palaeolithic, Mesolithic and Neolithic period. Archaeological evidence from Mesolithic and Neolithic sites of India, including the evidence of emergence of art and religion. Describe the antiquity of India’s past and methods of construction of past
CO3	Describe the beginning of farming communities and scientific methods which have come up in recent years
CO4	Understand the Vedic roots of Indic civilization

Core Paper II

SOCIAL FORMATIONS AND CULTURAL PATTERNS OF THE ANCIENT WORLD

COURSE OBJECTIVE:

It is an introductory paper which introduce about the process of Human Evolution. It will familiarize the students about the Pre-History Period, living style of people, tools and technology used by them and how the Hunting Gathering society turned into the food producing society. Further it will introduce students about the ancient civilizations i.e. Egypt, Mesopotamia (Sumerian and Babylonia), China and their contributions to this world. It will also provide brief idea about how Ancient Greece played an important role in Political, cultural, economic and social aspects of world.

Unit-I:

1. Evolution of Man;
2. Paleolithic Cultures
3. Mesolithic Cultures.

Unit-II: Neolithic Culture:

1. Food Production
2. Development of Agriculture
3. Animal Husbandry

Unit-III: Bronze Age Civilizations

1. Egypt
2. Mesopotamia (Sumeria & Babylonia)
3. China (Shang)

Unit-IV: Ancient Greece:

1. Athens and Sparta
2. Politics, Economic
3. Culture

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3		1		1	2	3	1	3	2	2	3
CO2	3	3		1		1	2	3	1	3	2	1	3
CO3	3	3		1		1	3	3	1	2	3	1	3
CO4	3	3		1		1	2	2	1	3	2	1	3
	3	3		1		1	2	3	1	3	2	1	3

Reading List:

1. Burns and Ralph. World Civilizations, Vol. A.
2. V. Gordon Childe, What Happened in History?

Suggested Reading:

1. G. Clark, World Prehistory: A New Perspective.
2. Bisman Basu, The Story of Man
3. H.Neil & M.C.Willam, A World of History, Oxford, New York, 1907.
4. H.R. Hall, Ancient History of the Near East, 1932.
5. H.S. Baghela, World of Civilization

COURSE OUTCOMES:

Course Outcome	CO Statement
CO1	To understand Evolution of Man, Pre-Historic period i.e. Paleolithic Cultures, Mesolithic Culture, Settlement Pattern, Subsistence Pattern, Stone tools and the Material used, Religion and belief, Important sites of these cultures
CO2	To understand Neolithic Culture, Transition from Hunting Gathering to Agriculture, Food production, Development of Agriculture, Animal Husbandry
CO3	To understand Bronze Age Civilizations i.e. Egypt, Mesopotamia (Sumeria and Babylonia), China (Shang), Their contributions to world in the field of culture, polity, economy, art and architecture, trade and commerce and their decline

CO4	To understand Ancient Greece, Rise of city states of Athens and Sparta, Evolution of Democracy, economic condition, and development of culture i.e. art and architecture, painting, literature.
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**Core Paper III
HISTORY OF INDIA-II (300BCE-750CE)**

COURSE OBJECTIVES:

On completion of the course the students shall be able to:

The course is essentially designed to introduce students of history to the fundamentals of ancient Indian economy, society, changing the gaze of political formations, also highlighting the issues of early medieval economy, agrarian condition, land grants, peasants, tribalization to peasantaization, early form of state formation, beginning of feudal mindset, proliferation of caste, marriage, property right, political outstanding by Maurya, Kushan, Satvahana and Chola during circa 300 BCE to CE 300; further the Guptas and post-Gupta era controlled by Pallava, Chalukyas and Vardhan dynasties, additionally also objectives of this paper to highlights religion, culture, philosophy and societal observance in the way of Brahmanical tradition, *Dharma, Varnashram, Purusharthas*, origin of heterodoxies ideas in 6th CBC like Buddhism and Jainism, as well as issues will be addressed on art, architecture of Mauryan and Gupta of India which reveals some new narration will be evolved. The course will also explore some of the major themes of our past, including its society, culture, economy, and all-round development from 300 BCE to 750 CE. The student is acquainted with the cultural features of the above-mentioned time line and various phases of history. They will learn about the ancient Indian history, their economy, society, and stable political conditions at the time, including in the early medieval periods various agencies, the emergence of other petty kingdoms, and later on the development of their art and culture.

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

1. Expansion of Agrarian Economy: Production relations.
2. Urban growth: Trade & Commerce
3. Social stratification: Class, Varna, Jati, Gender

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

1. The Mauryan Empire: Chandragupta Maurya and Asoka-Conquest and Administration
2. Post-Mauryan Polities: Kushanas, and Satavahanas
3. The Cholas

Unit-III: Towards Early Medieval India [circa CE fourth century to CE 750]:

1. Gupta Age: Agrarian Expansion, Land Grants, Graded Land Rights and Peasantry.
2. Varna, Proliferation of Jatis: changing norms of marriage and property.
3. The Nature of Polities: The Gupta Empire
4. Post- Gupta Polities -Pallavas, Chalukyas, and Vardhanas

Unit-IV: Religion, Culture, Philosophy and Society

1. Consolidation of the Brahmanical Tradition: Dharma, Varnashram, Purusharthas,
2. Buddhism: Hinayan and Mahayana

3. Jainism: It's major Principles

4. Development of Art and Architecture: Mauryan, and Gupta

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3		1		1	2	3	1	3	2	2	3
CO2	3	3		1		1	2	3	1	3	2	1	3
CO3	3	3		1		1	3	3	1	2	3	1	3
CO4	3	3		1		1	2	2	1	3	2	1	3
	3	3		1		1	2	3	1	3	2	1	3

Reading List:

1. D. D. Kosambi, An Introduction to the Study of Indian History, 1975.
2. A. L. Basham, Wonder That Was India, Rupa.

Suggested Reading:

1. Romila Thapar, Early India: From the Origins to 1300, 2002.
2. Dharma Kumar and Irfan Habib, Cambridge Economic History of India, vol-I.
3. Romila Thapar, Ancient India.
4. K.M. Ashraf, Life and Condition of the People of Hindustan.
5. D.N. Jha (ed.), Feudal Social Formation in Early India.

COURSE OUTCOMES:

Course Outcome	CO Statement
CO1	It could give a better idea of economy and society (circa 300 BCE to circa CE 300) and other perspectives like the expansion of the agrarian economy, production relations, urban growth, trade and commerce, social stratification, class, <i>Varna</i> , <i>Jati</i> , and gender.
CO2	To understand the changing political formations (circa 300 BCE to circa 300 CE) and other perspectives of the Mauryan Empire, the role of Chandragupta Maurya and Asoka in their conquest, administration, and state-craft This part of the study could give more information on post-Mauryan polities such as Kushanas, Satavahanas, and Cholas.
CO3	It could give students a better idea of Early Medieval India (circa CE fourth century to CE 750); further, it could give the Gupta Age its agrarian expansion, land grants, granted land rights, and peasantry. To understand the <i>Varna</i> , the proliferation of <i>Jatis</i> , changing norms of marriage and property, the nature of polities, and the Gupta Empire, This part is about studies on post-Gupta polities of petty kingdoms that emerged in India, such as Pallavas, Chalukyas, and Vardhanas.
CO4	To know the various ideas (circa 300 BCE to CE 750) of religion, culture, philosophy, and society, it could be given other ideas like consolidation of the Brahmanical tradition, <i>Dharma</i> , <i>Varnashram</i> , and <i>Purusharthas</i> . origin of heterodox religions such as Buddhism and its various branches, Hinayan and Mahayana, as well as Jainism and its major principles. In this part, students could learn about the development of art and architecture in the Mauryan and Gupta eras.

Core Paper IV

SOCIAL FORMATIONS AND CULTURAL PATTERNS OF THE MEDIEVAL WORLD

COURSE OBJECTIVE:

The course is essentially designed to presents a new understanding of the early medieval period of world history, highlighting the complex and multilinear nature of its historical processes. This paper major historiographical debates and also moves beyond them, throwing light on many important aspects of the social, economic, political, religious and cultural history of the medieval world. It discusses: theoretical frameworks, namely the feudalism and political processes.

Unit-I: Polity and Economy in Ancient Rome

1. Polity and Empire in Ancient Rome
2. Crises of the Roman Empire-Rise and fall of Julius Caesar
3. Agrarian Economy
4. Urbanization and Trade

Unit-II: Economic Developments in Europe from 7th to 14th Centuries:

1. Agricultural Production
2. Towns and Trade,
3. Feudalism- Origin, Growth and Decline

Unit-III: Religion and Culture in Medieval Europe:

1. Medieval Church,
2. Monastic Communities
3. Papacy

Unit-IV: Societies in Central Islamic Lands:

1. The Tribal background, Rise of Islam; Rise of Sultanates
2. Religious Developments: The Origins of Shariah

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3		1		1	2	3	1	3	2	2	3
CO2	3	3		1		1	2	3	1	3	2	1	3
CO3	3	3		1		1	3	3	1	2	3	1	3
CO4	3	3		1		1	2	2	1	3	2	1	3
	3	3		1		1	2	3	1	3	2	1	3

Reading List:

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

Suggested Reading:

1. J. Barrowclough, The Medieval Papacy.
2. Cambridge History of Islam, 2 Vol.
3. Will Durant, The Story of Civilization (vols. I & II).
4. T.W. Wallbank & N.M. Bailey, Civilization –Past and Present.
5. R. Coulborne, Feudalism in History.

COURSE OUTCOMES:

After completion of the course, the students will be able to

Course Outcome	CO Statement
CO1	Understand the Polity and Economy of Ancient Rome.
CO2	Examine the Economic developments in Europe from 7 th to 14 th century AD.
CO3	Analyse the culture and religion of Medieval Europe.
CO4	Illustrate about the socio-religious conditions of Islamic Lands.

Core Paper V
HISTORY OF INDIA-III (c. 750 -1206)

COURSE OBJECTIVES:

On completion of the course, the students shall be able to:

Essentially, the course aims to introduce history students to the basic principles of early mediaeval Indian political system, with particular references drawn from literary and archaeological data. This section of the study aims to examine the development of the political framework in Rajput and southern Indian politics, the establishment of theories that legitimise kingship, the influence of the Brahmin caste, and the significance of temples. The Arab conquest of Sindh could be highlighted in this section. The course is structured in a way that allows students to focus on the agrarian structure and social changes that occurred between 750 and 1206. Topics covered include various forms of agrarian expansion, clearing forests, crops, the roles of peasants and landlords, caste systems, and the peasantization of tribes. Interregional trade, maritime trade, modes of exchange, the rise of urbanisation, and the emergence of a merchant guild in the southern section of the Indian peninsula were all featured in the course's trade and commerce component. Notable figures in the region's religious and cultural history include those associated with Jainism, the Purna tradition, Buddhism, and the Islamic intellectual tradition of Al-Biruni. Other notable figures include the development of regional literary and linguistic traditions, the rise of regional art forms like Kalingana and the Dravidian school of art, and the expansion of regional languages.

Unit –I: Studying Early Medieval India: Political Structures

1. Sources: Literary and Archaeology
2. Evolution of Political structures: Rajputs and Cholas
3. Legitimization of Kingship; Brahmanas and Temples
4. Arab conquest of Sindh: Causes and Impact

Unit-II: Agrarian Structure and Social Change:

1. Agricultural Expansion; Crops
2. Landlords and Peasants
3. Proliferation of Castes
4. Peasantization of Tribes

Unit-III: Trade and Commerce:

1. Inter-regional Trade

2. Maritime Trade and Forms of Exchange
3. Process of Urbanization
4. Merchant Guilds of South India

Unit-IV: Religious and Cultural Developments:

1. Puranic Traditions; Buddhism and Jainism
2. Islamic Intellectual Traditions: Al-Biruni
3. Regional Languages and Literature
4. Art and Architecture: Evolution of Regional styles: Kalingan and Dravidian style of Temple Architecture

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3		1		1	2	3	1	3	2	2	3
CO2	3	3		1		1	2	3	1	3	2	1	3
CO3	3	3		1		1	3	3	1	2	3	1	3
CO4	3	3		1		1	2	2	1	3	2	1	3
	3	3		1		1	2	3	1	3	2	1	3

Reading List:

1. B.D. Chattopadhyaya, The Making of Early Medieval India.
2. R.S. Sharma and K.M. Shrimali, (eds), Comprehensive History of India, Vol. IV (A & B).

Suggested Reading:

1. Satish Chandra, Medieval India, Vol. I, Har Anand.
2. D. D. Koasambi, The Culture and Civilization of Ancient India: In Historical outline New Delhi; Vikas 1971.5th Print.
3. K. A. Nilakantha Sastri, The Colas, South Indian History.
4. Mittal, Socio-Cultural History of India.
5. R.C.Majumdar (ed) History and Culture of Indian people. Bombay; Bharatiya Vidya Bhavan 1960.Relevant Vol.

COURSE OUTCOMES:

Course Outcome	CO Statement
CO1	It may provide a clearer understanding of the political structures of early mediaeval India through the study of literary and archaeological sources. It will also highlight some significant issues, such as the evolution of political structures like the Rajput and Chola families; fundamental concepts regarding the legitimacy of theories of kingship; the function of Brahmanas and temples as agencies; and the causes and effects of the Arab conquest of Sindh.
CO2	The development of new crop varieties, the increase in the number of landlords and peasants in the early medieval India, the spread of castes, the birth of new forms of writing, and the peasantization of new genres are all important factors to consider when trying making sense of the agrarian structure and social change that occurred during this time.

CO3	Students may gain a greater understanding of the commercial activities and interregional commerce that took place in early mediaeval India through the use of river routes, sea trade and exchange, and the urbanisation movement.
CO4	In order to be familiar with Al-Biruni's Islamic Intellectual Traditions, one must be knowledgeable of his many theories regarding religious and cultural evolution, including the Puranic traditions, new Buddhist and Jain texts, and other similar works. As an example, students could study the development of regional styles like Kalingan and Dravidian temple building, as well as becoming fluent in the regional languages and literature.

Core Paper VI
RISE OF THE MODERN WEST – I

COURSE OBJECTIVES:

This paper focused on the major developments in Western Europe such as social, economic, political and intellectual between the fourteenth and sixteenth centuries. It emphasizes the role of trade and commerce and the rise of urbanization and Town life to bring forward new factors which contributed to decline of Feudalism. It familiarizes the students the process by which European economy benefited from colonial expansion as well as exploitation of indigenous slave. It will give information regarding the economic and social factors which contributed to the processes of Renaissance and Reformation, the ideas, values and institutions associated with Renaissance and Reformation, the art and culture of this period and the emergence of state system in Spain, France, England and Russia. This paper also focuses on how the commercial revolution and growth of industries help the economy to develop in 16th century.

Unit-I: Transition from feudalism to capitalism:

1. The problems of Transition: Economic Expansion, Industrial production
2. Trade and Commerce
3. Urban Development, Town Life

Unit-II: Early Colonial Expansion:

1. Motives, Voyages and Explorations.
2. The Conquests of America
3. Mining and Plantation, the African Slaves.

Unit-III: Renaissance and Reformation:

1. Its Social Roots Spread of Humanism in Europe.
2. The Renaissance: Art, Architecture, Sculpture, Painting and Literature
3. Origins and Spread of Reformation Movements.
4. Emergence of European State system: Spain, France, England, Russia

Unit-IV: Economic Developments of the Sixteenth Century:

1. Shift of economic balance from the Mediterranean to the Atlantic.
2. Commercial Revolution- Causes and Nature
3. Growth of Industries and its Impact

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
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CO1	3	3		1		1	2	3	1	3	2	2	3
CO2	3	3		1		1	2	3	1	3	2	1	3
CO3	3	3		1		1	3	3	1	2	3	1	3
CO4	3	3		1		1	2	2	1	3	2	1	3
	3	3		1		1	2	3	1	3	2	1	3

Reading List:

1. Charles A. Nauert, Humanism and the Culture of the Renaissance (1996).
2. Harry Miskimin, The Economy of Later Renaissance Europe: 1460 û1600.

Suggested Reading:

1. Meenaxi Phukan, Rise of the Modern West: Social and Economic History of Early Modern Europe.
2. F. Rice, The Foundation of Early Modern Europe.
3. Toynbee, A.J, A Study of History (12 volumes).
4. Maurice Dobb, Transition from Feudalism to Capitalism.
5. Wallbank, T.W. & Bailey, N.M. Civilization: Past and Present.

COURSE OUTCOMES:

Course Outcomes	CO statement
CO1	To understand the transition from feudalism to capitalism, Development of town and urban centers and trade and commerce.
CO2	To understand colonial expansion through voyages and exploration, economic activities like mining and plantation on conquered land.
CO3	To understand causes of Renaissance and Reformation, development of Art, Architecture, Sculpture, Painting, Literature, state system of Spain, France, England, Russia.
CO4	To understand the economic developments of 16 th century, Causes and nature of commercial revolution and the growth of industries and its impact.

Core Paper VII HISTORY OF INDIA IV (c.1206 - 1526)

COURSE OBJECTIVE:

The main objectives of this paper to understand the Sultanate India their political establishment, social structure, outstanding performance in the field of art and architecture. It will enhance the idea of Indo-Persian historiographical tradition of Delhi Sultanate and the process of state formation in medieval period, with this the narration of religious outfit, origin of two reformative movements Sufism and *Bhakti*, and the Indo-Islamic Architecture during this period.

Unit-I: Sultanate: Political Structures

1. Survey of Sources: (a) Persian Tarikh Tradition, (b) Vernacular Histories; (c) Epigraphy
2. Consolidation of the Sultanate of Delhi: Balban, Alauddin Khaljis and Mahammad-bin Tughluqs.
3. Theories of kingship: The Ruling Elites: Ulema, Sufis and the Imperial Monuments

Unit-II: Emergence of Regional Identities

1. Bahamanis, Vijayanagar and Odisha.
2. Regional Art, Architecture and Literature in Vijayanagar and Odisha

Unit-III: Society and Economy:

1. Iqta and the Revenue-free Grants.
2. Agricultural production, Technology.
3. Market Regulations, Growth of Urban Centers.
4. Trade and Commerce, Indian Overseas Trade.

Unit-IV: Religion, Society and Culture:

1. Sufi Silsilas: Chishtis and Suhrawardis; doctrines and practices, Social roles
2. Bhakti Movements and Monotheistic Traditions: Kabir, Nanak, Ravidas and Sri Chaitanya.
3. Social Impact of the Bhakti Tradition: Rise of Liberal Thought, Ideology of Equality and Gender Relations

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3		1		1	2	3	1	3	2	2	3
CO2	3	3		1		1	2	3	1	3	2	1	3
CO3	3	3		1		1	3	3	1	2	3	1	3
CO4	3	3		1		1	2	2	1	3	2	1	3
	3	3		1		1	2	3	1	3	2	1	3

Reading List:

1. Satish Chandra, Medieval India, Vol. I, Har Anand Publications, New Delhi.
2. J.L. Mehta, An Advanced Study of the History of Medieval India, Vol.I.

Suggested Reading:

1. Irfan Habib, Medieval India: The Study of a Civilization, NBT, New Delhi.
2. ABM Habibullah, The Foundation of Muslim Rule in India

COURSE OUTCOMES:

After completion of the course, the students will be able to

Course Outcome	CO Statement
CO1	Understand the sources and political structure of sultanate period.
CO2	Examine the theories of emergence of regional kingdoms and their development in art and architecture.
CO3	Analyse the society and economic condition of the sultanate period.
CO4	Illustrate about the socio-religious conditions of the sultanate period.

Core Paper VIII
RISE OF MODERN WEST - II

COURSE OBJECTIVE:

This course objective allows the students to gain clarity on their scope of their learning and provide knowledge on socio-economy and political crisis in the 17th Century of Europe, rise of modern science mercantilism and American Revolution. It is also focus on the transitional phase from medieval age to modern times which occur in Europe.

Unit-I: The English Revolution and European politics in the 18th century:

1. Background: Socio-Economic and Political Crisis in 17th Century Europe.
2. Major Issues-Political and Intellectual Currents;
3. Parliamentary Monarchy;

4. Patterns of Absolutism in Europe

Unit-II: Rise of Modern Science

1. Development of Science from Renaissance to the 17th century
2. Impact of Modern Science on European society

Unit-III: Mercantilism and European Economics

1. Origin and spread of Mercantilism
2. Impact of Mercantilism on European economy
3. Agricultural and Scientific Background to the Industrial Revolution

Unit-IV: The American Revolution

1. Political currents
2. Socio-Economic Issues
3. Significance of the American Revolution

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3		1		1	2	3	1	3	2	2	3
CO2	3	3		1		1	2	3	1	3	2	1	3
CO3	3	3		1		1	3	3	1	2	3	1	3
CO4	3	3		1		1	2	2	1	3	2	1	3
	3	3		1		1	2	3	1	3	2	1	3

Reading List:

1. H. Butterfield, The Origins of Modern Science.
2. Meenaxi Phukan, Rise of the Modern West: Social and Economic History of Early Modern Europe.

Suggested Reading:

1. Harry Miskimin, The Economy of Later Renaissance Europe: 1460 - 1600.
2. C.A Fisher, History of Modern Europe.
3. F. Rice, The Foundation of Early Modern Europe
4. David Thomson, Europe since Napoleon, Pelican Books, 1985
5. Swain, J.E., A History of World Civilization, Eurasia Publishing House Pvt. Ltd., New Delhi, 1994

COURSE OUTCOMES:

Course Outcome	CO Statement
CO1	In this unit student will know about the English revolution and European politics in the 18 th Century, socio-economy and political crises in 17 th century Europe.
CO2	To understand the development of science from renaissance to the 17 th century and impact of modern science.
CO3	They should know about the origin and spread of mercantilism and industrial revolution.
CO4	After the end of this unit students should learn the political,

	socio-economy issues and significant of the American revolution.
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Core Paper IX
HISTORY OF INDIA V (c. 1526 – 1750)

COURSE OBJECTIVE:

The objective of this course concerning to understand of the later medieval period of Indian history from 1525 A.D to 1750 A.D and Mughal history, highlighting the complex and multilinear nature of the Mughal rule in India. The student should learn the foundation of Mughal rule in India and their administration institution: zabti, mansab, jagir, madad-i-Maash, the emergence of the Marathas; Shivaji expansion under the Peshwa, urban centers craft and technology.

Unit-I: Establishment of Mughal rule:

1. India on the eve of advent of the Mughals
2. Military Technology: Fire Arms,
3. Sher Shah: Administrative and Revenue Reforms

Unit-II: Consolidation of Mughal rule:

1. Incorporation of Rajputs and other Indigenous Groups in Mughal Nobility
2. Evolution of Administrative Institutions: zabti, mansab, jagir, madad-i-maash
3. Emergence of the Marathas; Shivaji; Expansion under the Peshwas

Unit-III: Society and Economy:

1. Land rights and Revenue system: Zamindars and Peasants
2. Trade Routes and patterns of Internal Commerce; overseas trade
3. Urban Centres, Craft and Technology

Unit-IV: Cultural ideals:

1. Religious tolerance and sulh-i-kul; Sufi mystical and Intellectual Interventions
2. Art and Architecture
3. Mughal and Rajput Paintings: Themes and Perspectives

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3		1		1	2	3	1	3	2	2	3
CO2	3	3		1		1	2	3	1	3	2	1	3
CO3	3	3		1		1	3	3	1	2	3	1	3
CO4	3	3		1		1	2	2	1	3	2	1	3
	3	3		1		1	2	3	1	3	2	1	3

Reading List:

1. J.L. Mehta, An Advanced Study of the History of Medieval India, Vol.II.
2. Satish Chandra, Medieval India, vol.2, Har Anand Publications, New Delhi.

Suggested Reading:

1. Irfan Habib, Agrarian System of Mughal India, 1526-1707.

2. A.B.Pandey, Later Medieval Period.
3. R.P.Tripathi, Rise and Fall of the Mughal Empire
4. S.Nurul Hassan, Thoughts on Agrarian Relations in Mughal India.
5. Ishwari Prasad, Life and Times of Humayun.

COURSE OUTCOMES:

Course Outcome	CO Statement
CO1	In this unit, the students will learn the foundation of the Mughal rule in India and military technology: fire arms
CO2	This unit focuses on the evolution of administrative institution consolidation of Mughal rule in India and the Maratha empire expansion under peshwas.
CO3	To understand land rights and revenue system, trade routes and patterns of internal commerce.
CO4	After the study of this unit the students should know the religious tolerance, Sufi mystical and Mughal and Rajput paintings.

Core Paper X HISTORICAL THEORIES & METHODS

COURSE OBJECTIVES:

On completion of the course, the students shall be able to:

The objective of the course is to offer students of history a clear understanding of historical ideas and the specific methodologies used in the study of the historiographical genre. History writing should incorporate several ideas to understand the variety standardisation philosophy and develop proficiency in historical narrative. This section of the study emphasised the significance and extent of history in order to elucidate the definition, essence, objectives, and value of history, as well as its significant connection with science and morality. This article explored the traditions of historical writing rooted in ancient Greek, Roman, and Western perspectives. It also examined the importance of history and its interdisciplinary collaboration with related topics including archaeology, anthropology, psychology, literature, and political science. This course aims to establish a connection between the significance of historical methodologies in reconstructing our history using diverse sources, including written, oral, visual, and archaeological sources. Additionally, it emphasises the relevance of historical facts, causation, and objectivity.

Unit-I: Meaning and Scope of History

1. Definition, Nature and Scope of History.
2. Object and Value of History.
3. History, Science and Morality.

Unit-II: Traditions of Historical Writing

1. Ancient Greek Traditions – Herodotus, Thucydides
2. Ancient Roman Traditions - Polybius, Livy and Tacitus
3. Medieval Understanding: Western – St. Augustine, Arabic – Ibn Khaldun.

Unit-III: History as Interdisciplinary Practice

1. History and Archaeology, History and Anthropology.
2. History and Psychology, History and Literature.
3. History and Political Science

Unit-IV: Historical Methods

1. Sources of History: Written, Oral, Visual & Archaeological.
2. Historical facts.
3. Historical Causation.
4. Historical Objectivity

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3		1		1	2	3	1	3	2	2	3
CO2	3	3		1		1	2	3	1	3	2	1	3
CO3	3	3		1		1	3	3	1	2	3	1	3
CO4	3	3		1		1	2	2	1	3	2	1	3
	3	3		1		1	2	3	1	3	2	1	3

Reading List:

1. B. Sheik Ali, History: Its Theory and Method, Macmillan, Reprinted, 1996.
2. E. H. Carr, What is History? , Penguin Books, Reprinted, 1983.

Suggested Reading:

1. E. Sreedharan, A Text Book of Historiography, Orient Longman, Reprinted, 2004.
2. Marc Bloch, The Historians Craft.
3. R.G. Collingwood, The Idea of History
4. G.T. Reiner, History: Its Purpose and Method.
5. K. Rajayyan, History: it's Theory & Method

COURSE OUTCOMES:

Course Outcome	CO Statement
CO1	It can enhance comprehension of the significance, definition, characteristics, extent, purpose, and importance of history, with particular emphasis on scientific examination and its connection to the fundamental principles of science and ethics within the discipline.
CO2	To be familiar with the historical writing traditions from various global perspectives, such as the Greek and Roman traditions, which drew from the works of Herodotus, Thucydides, Polybius, Livy, and Tacitus; to be aware of the mediaeval understanding, which centred on the works of Western scholars like St. Augustine; and the deeper Arabic intellectual tradition written by Ibn Khaldun.
CO3	By studying history as an interdisciplinary practise, students may acquire a deeper grasp of its connections to various academic disciplines, such as political science, literature, psychology, anthropology, and archaeology.

CO4	Through a variety of sources, including written, oral, visual, and archaeological, students can examine the historical techniques used to reconstruct our history. The objective of the outcome may encompass elements such as historical facts, causation, and objectivity.
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SEC II MUSEOLOGY AND ARCHIVES

COURSE OBJECTIVES:

This exceptional chance allows students to comprehend the intricacies of museum operations and attains by thoroughly examining a wide range of subjects. The all-encompassing curriculum, which encompasses various subjects such as museology, collection management, archiving and documentation, museum management, art history, conservation principles, exhibition design, and visitor engagement and outreach, will equip students with a comprehensive understanding of all facets of museology and Achieves.

Unit-I

1. Definition, Scope and History of Museums in India.
2. Types of Museums.
3. Functions of Museum, Collection, Documentation and Interpretation.

Unit-II

1. Museum and its Management – Staff, Insurance and Security.
2. Conservation, Preservation.
3. Museum Exhibition, Museum and Public Relations

Unit-III

1. Definition, Scope and History of Archives in India.
2. Difference between Museum and Archive.
3. Functions of Archive

Unit-IV

1. Archive Collection, Documentation and Interpretation.
2. Archive and Public Relations – Types of Visitors and Their Behaviours.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3		1		1	2	3	1	3	2	2	3
CO2	3	3		1		1	2	3	1	3	2	1	3
CO3	3	3		1		1	3	3	1	2	3	1	3
CO4	3	3		1		1	2	2	1	3	2	1	3
	3	3		1		1	2	3	1	3	2	1	3

BOOKS RECOMMENDED

1. Museums in India : S.K. Markhan.
2. Museum Registration Method: D.H. Dudley and Irma-It-al Bezold.
3. Fundamentals of Museology: M.L. Nigam.

4. Care and Preservation of Museum Objects: O.P. Agrawala.
5. Handbook of Museum Techniques: A. Ayappa and S. Satyamurtti (Eds.).
6. Conservation of Antiquities and Works of Art: H.J. Plenderleith and A.E.A. Warner.
7. Experiencing History through Archive: S. Sengupta
8. Archiving the Raj: History of Archival police of the Govt .of India with selected documents 1858-1947: Sabayachi Bhattachya, Delhi, Oxford University Press.

COURSE OUTCOMES:

Course Outcome	CO Statement
CO1	Students will get the knowledge of definition, Scope and History of Museums in India. They will get the idea of types, collection and interpretation of museum study.
CO2	Students will explore the knowledge of museum and its Management – Staff, Insurance and Security. They will get the knowledge of conservation, preservation and exhibition,
CO3	Students will get the knowledge of definition, Scope and History Archives in India. They will get the idea of functions of Archives.
CO4	They will get the information of documentation and interpretation

Core Paper XI History of Modern Europe- I (c. 1780-1880)

COURSE OBJECTIVES:

The aim of this course is to introduce students the history of French Revolution and its succeeding events the students will be able to engage with one of the most transformative periods in Indian history. This paper will help them understand the rise of Nationalism, democratic ideas among people. The students will be able to learn about the causes and consequences of political revolutions as well as challenges and opportunities it brings. Through studying industrial revolution, the student can be informed about the process of changing production process and the positive as well as the negative impacts of this rapid innovation.

Unit-I: The French Revolution (1789):

1. Socio, Religious, Economic and Political Conditions
2. Intellectual Currents.
3. Role of the Middle Classes

Unit-II: Revolution and its European Repercussions:

1. National Constituent Assembly
2. National Legislative Assembly
3. Napoleonic Consolidation- Reform and Empire

Unit-III: Restoration and Revolution: c. 1815 - 1848:

1. Congress of Vienna Restoration of old Hierarchies
2. Revolutionary and Radical Movements-
 - A) July Revolution (1830) and
 - B) February Revolution (1848)

Unit-IV: Socio-Economic Transformation and Remaking of States (Late 18th Century to Late 19th Century)

1. Process of Capitalist Development: Agrarian and Industrial Revolutions in England and German States.
2. Evolution of Social Classes: Land Owners, Peasantry: Bourgeoisie and Proletariat
3. Popular Movements and the Formation of National Identities in Germany and Italy, Ireland

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3		1		1	2	3	1	3	2	2	3
CO2	3	3		1		1	2	3	1	3	2	1	3
CO3	3	3		1		1	3	3	1	2	3	1	3
CO4	3	3		1		1	2	2	1	3	2	1	3
	3	3		1		1	2	3	1	3	2	1	3

Reading List:

1. T.S. Hamerow, Restoration, Revolution and Reaction: Economics and Politics in Germany [1815 - 1871].
2. Anthony Wood, History of Europe, 1815 to 1960 (1983).

Suggested Reading:

1. E.J. Hobsbawm, Nations and Nationalism.
2. A .Wesley Rohem, The Record of Mankind, Health and Company, Boston, 1952.
3. CMD Ketelbey, History of Modern Times since 1789, OUP, 2009.
4. David Thomson, Europe since Napoleon, Pelican Books, 1985.
5. Edward Mac Nall Burns et al, World Civilizations, vols. A,B,C,Goyal Saab, New Delhi.

COURSE OUTCOMES:

Course Outcome	CO Statement
CO1	By studying French Revolution and its succeeding events the students will be able to engage with one of the most transformative periods in Indian history.
CO2	This paper will help them understand the rise of Nationalism, democratic ideas among people.
CO3	The students will be able to learn about the causes and consequences of political revolutions as well as challenges and opportunities it brings.
CO4	Through studying industrial revolution, the student can be informed about the process of changing production process and the positive as well as the negative impacts of this rapid innovation.

CORE-XII

(HISTORY OF INDIA VII -c.1750-1857)

COURSE OBJECTIVE:

This paper emphasizes on expansion and consolidation of British power through foreign trade and various forms of economic exploitations started in Bengal. It focuses on the judicial system introduced by the colonial power and the imperial ideology of Orientalism and Utilitarianism. It will make students to understand various economic system introduced by colonial power in India *i.e.* Permanent, ryotwari and mahalwari. It will give information regarding how the commercialization of Agriculture affected the economy of India and also about the causes and consequences of Drain of Wealth. This paper will help students to understand about the popular resistance by the people of India against the colonial power.

Unit-I: Expansion and Consolidation of Colonial Power:

1. Foreign Trade and Early forms of Economic Exploitations in Bengal
2. Dynamics of Expansion, with special reference to Bengal, Mysore and Odisha

Unit-II: Colonial State and Ideology:

1. Arms of the Colonial state: army, Police, Law.
2. Imperial Ideology: Orientalism and Utilitarianism
3. Education: Indigenous and Modern.

Unit-III: Economy and Society:

1. Land revenue systems- Permanent, Ryotwari and Mahalwari.
2. Commercialization of Agriculture- Consequences
3. Drain of Wealth- Causes and Consequences
4. Growth of Modern Industry

Unit-IV: Popular Resistance:

1. Santhal Uprising (1856-57)
2. Indigo Rebellion (1860)
3. Movement of 1857- Causes and Consequences

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3		1		1	2	3	1	3	2	2	3
CO2	3	3		1		1	2	3	1	3	2	1	3
CO3	3	3		1		1	3	3	1	2	3	1	3
CO4	3	3		1		1	2	2	1	3	2	1	3
	3	3		1		1	2	3	1	3	2	1	3

Reading List:

1. Dharma Kumar and Tapan Raychaudhuri, (ed.), The Cambridge Economic History of India, Vol. II.
2. Bipan Chandra, K.N. Panikkar, Mridula Mukherjee, Sucheta Mahajan and Aditya Mukherjee, India's Struggle for Independence.

Suggested Reading:

1. Sumit Sarkar, Modern India (1885-1947), Mac Milan.
2. A.R.Desai, Social Background of Indian Nationalism

3. R. Vlyanovsky, Agrarian India between the World Wars.
4. Sekhar Bondhapadhaya, From Plessey to Partition.
5. G.Kaushal, Economic History of India, 1757-1956

COURSE OUTCOMES:

Course Outcome	CO Statement
CO1	To understand foreign trade of colonial power and economic exploitations in Bengal and Expansion of colonial power in Bengal, Mysore and Odisha
CO2	To understand the army, police and law of colonial power, imperial ideology of Orientalism and Utilitarianism, Indigenous and modern education system introduced by colonial power
CO3	To understand various land revenue system (permanent, ryotwari and mahalwari) introduced by British, Commercialization of agriculture and its consequences, causes and consequences of Drain of Wealth and growth of modern industries
CO4	To understand Santhal uprising(1856-57), Indigo Rebellion (1860) and the causes and consequences of movement of 1857 against the Colonial Power

**Core Paper XIII:
HISTORY OF INDIA VIII (c. 1857 - 1950)**

COURSE OBJECTIVE:

The course is essentially designed to introduce students of history socio-religious reform movements the students will be able to trace the development of the sense of nationalism and democratization of society in India from the colonial period. They will be able to learn about the rise of national organizations and changes occurred in it through the British period. They will be able to understand the role of Gandhi in national movement and transforming it into a mass movement. They will be able to critically analyze the idea of partition, its preceding and following events.

Unit-I: Cultural Changes, Socio and Religious Reform Movements:

1. The advent of Printing and its Implications
2. Reform and Revival: Brahmo Samaj, Arya Samaj, Aligarh Movement.
3. Emancipation of Women, Sanskritization and Anti-Caste Movements

Unit-II: Nationalism: Trends up to 1919:

1. Political Ideology and Organizations, Formation of INC
2. Moderates and Extremists.
3. Swedish Movement
4. Revolutionaries

Unit-III: Gandhian Nationalism after 1919: Ideas and Movements:

1. Mahatma Gandhi: His Perspectives and Methods
2. Non- Cooperation, Civil Disobedience, Quit India,
3. Subhas Chandra Bose and INA
4. Nationalism and Social Groups: Peasants, Tribes, Dalits and Women

Unit-IV: Communalism and Partition:

1. Ideologies and Practices, Muslim League
2. Hindu Mahasabha
3. Partition and Independence
4. Making of the Constitution

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3		1		1	2	3	1	3	2	2	3
CO2	3	3		1		1	2	3	1	3	2	1	3
CO3	3	3		1		1	3	3	1	2	3	1	3
CO4	3	3		1		1	2	2	1	3	2	1	3
	3	3		1		1	2	3	1	3	2	1	3

Reading List:

1. Sumit Sarkar, Modern India, 1885-1947.
2. Bipan Chandra, K.N. Panikkar, Mridula Mukherjee, Sucheta Mahajan and Aditya Mukherjee, India's, Struggle for Independence, Penguin

Suggested Reading:

1. Sekhar Bandopadhyaya, From Plessey to Partition
2. N.S. Bose, Indian Awakening and Bengal
3. A. R. Desai, Social Background of Indian Nationalism, Popular, Bombay.
4. S.Gopal, British Policy in India, 1858-1905.
5. Bipan Chandra, Indian National Movement.

COURSE OUTCOMES:

Course Outcome	CO Statement
CO1	Through studying socio-religious reform movements the students will be able to trace the development of the sense of nationalism and democratization of society in India from the colonial period.
CO2	They will be able to learn about the rise of national organizations and changes occurred in it through the British period.
CO3	They will be able to understand the role of Gandhi in national movement and transforming it into a mass movement.
CO4	They will be able to critically analyze the idea of partition, its preceding and following events.

Core Paper XIV
HISTORY OF MODERN EUROPE II (c. 1880 - 1939)

COURSE OBJECTIVE:

Through this paper, the pupil will learn about the rise of the two opposing ideologies of capitalism and socialism in modern Europe and the reason behind its rise. They will learn about the events responsible for the occurrence of two Great Wars that was fought between the two power blocks of the world. The students will be able to understand the intellectual development that occurred in 19th century and how it gave new meaning to the study of Social Science.

Unit-I: Liberal Democracy, Working Class Movements and Socialism in the 19th and 20th Centuries:

1. The Struggle for Parliamentary Democracy and Civil Liberties in Britain.
2. Forms of Protest during early Capitalism: Food Riots in France and England: Luddites and Chartism.
3. Early Socialist Thought; Marxian Socialism

Unit-II: The Crisis of Feudalism in Russia and Experiments in Socialism:

1. Emancipation of Serfs
2. Revolutions of 1905; the Bolshevik Revolution of 1917.
3. Programme of Socialist Construction.

Unit-III: Imperialism, War, and Crisis: c. 1880-1939:

1. Growth of Militarism; Power Blocks and Alliances: Expansion of European Empires – First World War (1914 – 1918)
2. Fascism and Nazism.
3. The Spanish Civil War.
4. Origins of the Second World War.

Unit-IV: Intellectual Developments since circa 1850: Major Intellectual Trends:

1. Mass Education and Extension of Literacy.
2. Institutionalization of Disciplines: History, Sociology and Anthropology.
3. Darwin and Freud.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3		1		1	2	3	1	3	2	2	3
CO2	3	3		1		1	2	3	1	3	2	1	3
CO3	3	3		1		1	3	3	1	2	3	1	3
CO4	3	3		1		1	2	2	1	3	2	1	3
	3	3		1		1	2	3	1	3	2	1	3

Reading List:

1. C.M. Cipolla, Fontana Economic History of Europe, Volume II the Present (1981). I : The Industrial Revolution.
2. T.S. Hamerow, Restoration, Revolution and Reaction: Economics and Politics in Germany [1815 - 1871].

Suggested Reading:

1. George Lichtheim, A Short History of Socialism.
2. K.B. Keswani, International Relations in Modern World (1990-1995).
3. C.D.M. Ketelby, A History of Modern Times.
4. Carr.E.H., International Relations between the Two World Wars, 1919-1939, New York, 1966.
5. Garden Green Wood, The Modern World –A History of Our Time.

Course Outcome	CO Statement
CO1	Through this paper, the pupil will learn about the rise of the two opposing ideologies of capitalism and socialism in modern Europe and the reason behind its rise.
CO2	They will learn about the events responsible for the occurrence of two Great Wars that was fought between the two power blocks of the world.

CO3	The students will be able to understand the intellectual development that occurred in 19th century and how it gave new meaning to the study of Social Science.
CO4	They will be able to critically analyze the idea of intellectual developments since circa 1850, and development of major intellectual trends such as Darwin and Freud.

Discipline Specific Elective Paper- II History and Culture of Orissa – I

COURSE OBJECTIVE:

They will be able to understand history and culture of ancient Odisha and will know regional geography of ancient Odisha. The paper deals with local subregional and regional State formations from the Post-Gupta period. The paper deals with the Ganga and Gajapatis and emergence of unified polity and unified cult of Jaganatha. The course offers learning on rise of brahmanical order and transformation of a tribal society. This paper deals with social and cultural life in early and medieval Odisha and growth and decay of urban centers and trade and commerce.

Unit: I

1. Historical Geography: Kalinga, Utkal, Kosal
2. Kalinga War (261 B.C.) and its Significance.
3. Kharavela –Career and Achievements

Unit: II

1. Matharas and Eastern Gangas and Sailodbhavas
2. Bhaumakaras
3. Somavamsis

Unit: III

1. Imperial Gangas
2. Suryavamsi Gajapatis
3. Post- Gajapati Political developments upto 1568.

Unit: IV

1. Social and Cultural Life in Early and Medieval Odisha
2. Growth and Decay of Urban Centres
3. Trade and Commerce
4. Taxation and Land Revenue

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3		1		1	2	3	1	3	2	2	3
CO2	3	3		1		1	2	3	1	3	2	1	3
CO3	3	3		1		1	3	3	1	2	3	1	3
CO4	3	3		1		1	2	2	1	3	2	1	3
	3	3		1		1	2	3	1	3	2	1	3

Reading List:

1. K.C. Panigrahi, History of Odisha, Kitab Mahal.
2. Sahu, Mishra & Sahu, History of Odisha.

Suggested Reading:

1. S.K. Panda, Political and Cultural History of Odisha.
2. A. C Pradhan, A Study of History of Orissa
3. B.K. Mallik, etal (eds) Odia Identity, Page Maker Publications, Bhubaneswar, 2019.
4. R. D Banarjee, History of Orissa, 2 vols.
5. M.N. Das(ed), Sidelights on History and Culture of Orissa, Vidyapuri,Cuttack, 1977.

Course Outcome	CO Statement
CO1	The students will understand the difference between Historical regions and present day administrative regions and early inscriptions of war and political achievements.
CO2	Students will develop teams to discuss and present various archaeological sites of early historical Odisha.
CO3	Students will understand the process of the making of the historical region of Orissa through the intertwined process of land grants, peasant caste, integration of cult
CO4	Students will with social and cultural life in early and medieval Odisha and growth and decay of urban centers and trade and commerce.

**Discipline Specific Elective Paper-II
History and Culture of Orissa –II**

COURSE OBJECTIVES:

On completion of the course, the students shall be able to:

This course will explore the history of certain regions, drawing on historical developments in other parts of India. The exhibition will focus on the Afghan, Mughal, Maratha, and British conquest, rule, and occupation in Odisha from the mid-15th century CE to 1947 CE. It will explore several aspects such as administration, society, economic conditions, stable political conditions, and the actions of other agencies throughout the early colonial period. This course will examine various resistance movements that took place in the 19th century, including the Khurda rising of 1804-05, the *Paik* insurrection of 1817, the Ghumusur uprising, the Keonjhar uprising, and the involvement of Surendra Sai from Sambalpur. This study will examine the occurrence of natural disasters in Odisha, specifically focusing on the Famine of 1866. It will analyse the causes and consequences of this calamity, including its impact on the development of modern education and the expansion of the press and journalism. Additionally, this will examine the socio-cultural transformations that occurred in 19th century Odisha, including the *Odia Bhasha* and identity movement. The aim is to expand students' understanding of the establishment of a distinct province, the development of socio-political organisations, the rise of

public associations during the 19th century, and the significance of Utkal Sammilini (1903–1920). This study will specifically examine the nationalist movements in Odisha, including non-cooperation, civil disobedience, the Quit India Movements in Odisha, and other significant events. These studies will focus on the British interactions with the Princely States of Odisha and the *Prajamandala* Movement, as well as the process of merging the princely states.

Units: I

1. Afghan Conquest and Mughal Rule in Odisha- Administration
2. Maratha rule in Odisha – Administration
3. British Occupation and Early Colonial Administration: Land Revenue, Salt Policy, Jail and Police Administration.

Unit: II

1. Resistance Movements: Ghumsar Rebellion, Paik rebellion, Revolt of 1857 and Surendra Sai, Keonjhar Uprisings.
2. Famine of 1866 – Causes and Consequences
3. Growth of Education and Language Movement

Unit: III

1. Growth of Nationalism
2. Formation of Separate Province of Orissa.
3. Prajamandal Movement

Unit: IV

1. Nationalist Politics in Odisha
2. Quit India Movement
3. Merger of Princely States

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3		1		1	2	3	1	3	2	2	3
CO2	3	3		1		1	2	3	1	3	2	1	3
CO3	3	3		1		1	3	3	1	2	3	1	3
CO4	3	3		1		1	2	2	1	3	2	1	3
	3	3		1		1	2	3	1	3	2	1	3

Reading List:

1. P.K. Mishra & J.K. Samal, A Comprehensive History and Culture of Orissa- Vol. I & II.
2. A. C. Pradhan, Sidelights on Freedom Struggle in Orissa.

Suggested Reading:

1. K.M. Patra, Freedom Struggle in Odisha.
2. J.K.Samal, Orissa under the British Crown.
3. K.M.Patra, Orissa State Legislature & Freedom Struggle.
4. B.C. Ray, Orissa under the Mughals, Punthi Pustak.
5. B.C. Ray, Orissa under the Marathas, Punthi Pustak.

Course Outcome	CO Statement
CO1	Students will have an understanding of the causes and effects of the Afghan, Mughal, Maratha, and British occupations of Odisha upon completion of this lesson. Comprehend the three external forces that occupied Odisha’s territory and the British subjugation of Puri, the seizure of Cuttack, Sambalpur, and Balasore. Understand the factors that

	led to the British governance of Odisha. Comprehend the process of land revenue settlement and get knowledge about the governance of justice and police administration.
CO2	After studying this lesson, the students will be able to know the causes of the resistance movement in the 19th century. Understand the Khurda rising of 1804-05. Know about the Paik rebellion of 1817; evaluate the causes and results of the Paik rebellion of 1817; the causes of the revolt of Surendra Sai; the British measures to suppress the revolt; the results of the revolt; evaluate the revolt of Surendra Sai against the British Government; the Ghumsar Rising under Dora Bisoi; the Khond Rising under Chakra Bisoi; the Bhuyan Rising under Ratna Naik; and Dharani Dhar Naik. After studying this lesson, the students will be able to know the natural calamities in Odisha during the British period, the famine of 1866 in Odisha, the causes and effects of the famine of 1866 in Odisha, the growth of modern education in Odisha, and such steps taken by the British administrators, as well as the growth of the press in Odisha and the growth of journalism in Odisha.
CO3	Following their study of this lesson, students will be able to identify the reasons behind the social and cultural shifts that occurred in this region throughout the 19th century, as well as the history of the creation of the independent province of Odisha. In order to have a comprehensive understanding of the Odia Bhasha Movement and its impact on the development of socio-political organisations, it is essential to examine the emergence of public associations throughout the 19th century and the subsequent establishment of Utkal Sammilini (1903–1920).
CO4	The lessons learned in this lesson will enable the students to understand the nationalist movements in Odisha, including the non-cooperation, civil disobedience, and Quit India movements. To get insight into the involvement of ordinary individuals in the Quit India movement throughout several regions of Odisha. It provides insights into the non-congress and congress ministries (1937–1947), shedding light on their accomplishments and uncovering the reality of the non-congress ministries in Odisha during the period from 1937 to 1947. The focus could be placed on the British association with the Princely States of Odisha and the progression of the Prajamandal Movement. Ultimately, we acquired knowledge on the amalgamation of the states with Odisha. Consequently, a new epoch commenced in the chronicles of Odisha subsequent to the amalgamation of the indigenous princely states with Odisha.

**Discipline Specific Elective Paper-III
History and Culture of Odisha - III**

COURSE OBJECTIVES:

They will be able to understand the growth, development and various sects of Buddhism in Odisha. This paper also provides the royal patronage of Buddhism by the royal dynasties of Odisha and its impact of Buddhism on the socio-cultural life of the people of Odisha. Students also get knowledge of development of Buddhist art and architecture in Odisha. They will be able to get the idea of growth and development of Jainism in Odisha and Jain art architecture of

Odisha. This paper deals with the growth and development of Saivism in Odisha and its art and architecture. Students also get the information about the Christian Missionaries of various denominations work and Socio-religious reforms of missionaries in Odisha in 19th and 20th century.

Unit: I

1. Buddhism in Odisha
2. Jainism in Odisha
3. Shaivism in Odisha

Unit: II

1. Saktism and Tantricism in Odisha
2. Growth of Vaishnavism in Odisha and Cult of Jagannath
3. Growth of Odia Literature : Sarala Mahabharata
4. Pancha-Sakha Literature

Unit: III

1. Buddhist Art and Architecture
2. Jaina Art
3. Evolution of Temple Architecture -Parsurameswar, Mukteswar, Lingaraja, Jagannath and Konarka

Unit: IV

1. Christian Missionaries – Education and Health
2. Mahima Movement and its Impact
3. Neo-Hindu Movements – Brahmo, Arya Samaj.

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3		1		1	2	3	1	3	2	2	3
CO2	3	3		1		1	2	3	1	3	2	1	3
CO3	3	3		1		1	3	3	1	2	3	1	3
CO4	3	3		1		1	2	2	1	3	2	1	3
	3	3		1		1	2	3	1	3	2	1	3

Reading List:

1. A.C. Pradhan, A Study of the History of Odisha, Panchasheel.
2. B.K. Mallik, Paradigm of Dissent and Protest: - Social Movements in Eastern India (1400-1700 AD)

Suggested Reading:

1. K.S. Behera, Temples of Orissa.
2. P.K. Mishra(ed), Comprehensive History and Culture of Orissa, Vol-I Pt. II.
3. N.K. Bose, Canons of Orissan Architecture
4. M.N. Das (ed), Sidelights on History and Culture of Orissa.
5. N.K. Sahu, Buddhism in Orissa.

Course Outcome	CO Statement
CO1	Students will explore the social context of the continuities of Buddhism as well the strong footing of AtiMarga and Mantra Marga traditions that challenged existing brahmanical social and religious orders

CO2	Students will get the knowledge of sakta cults and Jagannath cult. It will be helpful for the students to know the growth of Odia literature and Panchasakha.
CO3	Students will appreciate the stylistic features of Kalinga temple and also be aware about Buddhist and Jain art.
CO4	Students will get the information about the Christian Missionaries of various denominations work and Socio-religious reforms of missionaries in Odisha in 19th and 20th century.

**Discipline Specific Elective Paper-IV
(Optional/ Project) History of Contemporary Odisha (1947-1980)**

COURSE OBJECTIVES:

This paper will help the students to understand the new political development that occurred in Odisha during the transition as well as the post-independence phase. The students will learn about the making of modern Odisha state. They will know about the infrastructural development projects that were undertaken in post-independence era to boost Odisha's economic growth. They will be able to trace the development in the social fabric of the life of common people of Odisha after independence.

Unit I: Political Developments

1. Second Congress Ministry (1946-1950):
 - a) Integration of Princely States with Odisha
 - b) New Capital
 - c) Hirakud Dam Project
2. Years of Uncertainties (1950-1980)
 - a) Third Congress Ministry and Abolition of Zamindari System
 - b) Biju Patnaik's First Ministry Achievements

Unit II: United Political Initiatives

1. Coalition Politics- Achievements and Challenges
 - a) R.N. Singdeo,
 - b) Sadasiba Tripathy
2. Panchayati Raj Institutions-Its Working and Impacts.
 - a) Rural Stages
 - b) Urban Stages

Unit III: Economic Development

- a) Growth of Industries- Rourkela Steel Plant and Odisha Sponge Iron Ltd.
- b) Irrigation and Agricultural Infrastructure
- c) Development in Transport and State communication- National and State High Ways in Odisha

Unit IV: Social Developments and Problems

- a) Government Community Development Programmes- Its Impact
- b) Peasant Movements: Causes and Effects
- c) Growth of Art and Craft: Raghunathpur, Pipli and Bargarh

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3		1		1	2	3	1	3	2	2	3
CO2	3	3		1		1	2	3	1	3	2	1	3
CO3	3	3		1		1	3	3	1	2	3	1	3
CO4	3	3		1		1	2	2	1	3	2	1	3
	3	3		1		1	2	3	1	3	2	1	3

Reading List:

1. Hemant K. Mohapatra, Odisara Etihasha (Odia), Friends Publishers, Cuttack, 2019.
2. Sukadeva Nanda, Coalition Politics in Odisha, Sterling Publishers, Delhi.

Suggested Reading:

1. Sunit Ghosh, Orissa in Turmoil: A Study in Political Developments, Bookland International, Bhubaneswar, 1991.
2. Basant Das, Odisha Rajanitira Gopan Katha (Odia), Anusandhan Publication, Bhubaneswar, 2001.
3. B.B. Jena & J.K. Baral (eds), Government and Politics in Orissa, Print House (India), Lucknow, 1988.
4. Chittaranjan Das, Nabakrushna Chaudhury, NBT, New Delhi.
5. Dasarathi Bhuyan, Orissa Politics: From 1936 to Contemporary Politics, Mangalam Publishers, New Delhi, 2010.

Course Outcome	CO Statement
CO1	This paper will help the students to understand the new political development that occurred in Odisha during the transition as well as the post-independence phase.
CO2	The students will learn about the making of modern Odisha state.
CO3	They will know about the development projects that were undertaken in post-independence era to boost Odisha's economic growth.
CO4	They will able to trace the development in the social fabric of the life of common people of Odisha after independence.

OR Project Report

The Students may be allotted topics of their interest in the beginning of 5th Semester Classes. They may write the Project Reports on local History and Culture, local personalities with their significant contribution to change the Society and economy with historical perspective containing up to 50 double spaced typed pages. The students may consult the sources like local archaeology, manuscripts, community documents, oral traditions, oral narratives, local biographies and family sources for writing the project dissertation. The Teachers will guide the students to complete their Project assignments. The students may be allowed to fill up their forms after their submission of the projects assigned to them. The student has to secure fifty percent of marks from the evaluation of the project and fifty percent of the marks in the viva voce test which are compulsory.

Generic Elective Paper I

History of India - I (Early Times to 1750)

COURSE OBJECTIVES:

The course is essentially designed to introduce students of GE History to the fundamentals of history with the sources of Ancient Indian History. The course will also explore some of the major themes of our human past, beginning from Vedic Period to Mughal Period. The student will be acquainted with the ancient and medieval phases of Indian History. They will learn about the origin of the Indian civilization, trade and urbanizations of ancient civilization, like Vedic civilizations, later Vedic civilizations etc.

Unit – I: Reconstructing Ancient Indian History

1. Sources of Historical Writings.
2. Vedic Age : Society, Polity and Culture
3. Buddhism and Jainism : Principles and Impact

Unit – II: Polity and Administration

1. The Mauryan Empire : Conquest and Administration
2. Gupta Society : Land Grants, Peasantry and beginning of Feudal Society
3. Gupta Polity : Conquests and Administration
4. Harshavardhan : Achievements

Unit – III: Early Medieval Society, Economy and Culture

1. Post Gupta Trade and Commerce
2. Delhi Sultanate : Conquests and Administration
3. Bhakti and Sufi Movements in India
4. Development of Regional Language and Literature

Unit – IV: India on the eve of the advent of the Mughals

1. Sher Shah : Administration and Reforms
2. Mughal Administrative Institutions : Zabt, Mansab and Jagir
3. Religious Tolerance Sulh-i- Kul
4. Mughal Art and Architecture

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3		1		1	2	3	1	3	2	2	3
CO2	3	3		1		1	2	3	1	3	2	1	3
CO3	3	3		1		1	3	3	1	2	3	1	3
CO4	3	3		1		1	2	2	1	3	2	1	3
	3	3		1		1	2	3	1	3	2	1	3

Reading List:

1. Upindra Singh, History of Ancient & Early Medieval India.
2. Romila Thappar, The Early India

Suggested Reading:

1. Irfan Habib, Medieval India, NBT, New Delhi
2. R.S. Sharma, India's Ancient Past
3. S.A.A. Rizvi, Wonder that was India, Vol.II, Rupa

4. Cultural Heritage of India, Bharatiya Vidyabhaban Series, Vol-1-IV
5. A.L. Basheon (ed), Cultural History of India, OUP, New Delhi, 2011

Course Outcomes

After completion of the course, the students will be able to

Course Outcome	CO Statement
CO1	Understand the source, religious and political structure of Ancient India.
CO2	Examine the theories of emergence of Mauryans, Guptas and Vardhanas with their polity.
CO3	Analyse the society and economic condition of the post gupta period with sultanate period.
CO4	Illustrate about the socio-religious and political conditions during the Mughal period.

Generic Elective Paper II History of India - II (1750-1950)

COURSE OBJECTIVES:

This course will discuss the organization, functioning and evolution of the colonial state in India. It will emphasize on ideas, institutions in colonial India. This course acquaints with the consolidation of British Empire under the English East India Company and Constitutional developments under the company. The paper is structured to provide develop a critical understanding of the colonial modernity that British Raj brought to India. It focuses on revenue, trade commerce and administration in India to debate contested histories of modernity India, especially among nationalist and Neo-Cambridge historians. It will also give the idea about the different uprisings, movements, and revolutions against British Administration.

Unit – I: Foundation and Expansion of British Rule

1. Battle of Plessey (1757) and Conquest of Bengal
2. Conquest of Mysore and Maharashtra
3. Expansion through Diplomacy : Subsidiary Alliance and Doctrine of Lapse

Unit – II: Consolidation of British Rule and Indian Responses

1. Peasant & Tribal Resistance against British Rule: Sanyasi Reballion (1763); Kondh Rebellion in Ghumusar, Santal Rebellion
2. Revolt of 1857 : Nature and Significance
3. Land Revenue Settlements : Permanent Settlement, Ryotwari and Mahalwari Settlement

Unit – III: Social and Cultural Policies

1. Socio-Religious Reform Movements: Brahma Samaj, Arya Samaj, Theosophical Society, Aligarh Movement.
2. Growth of Press and Education
3. Issues of Caste and Gender : Jyotiba Phule- Women Question and Issues, Depressed Class.

Unit – IV: Indian National Movement

1. Politics of Moderates and Extremists (1885-1920)
2. Gandhian Mass Movements (Non-Cooperation, Civil Disobedience and Quit India Movements), (1920-1940)
3. Communal Politics and Partition
4. Making of the Democratic Constitution

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3		1		1	2	3	1	3	2	2	3
CO2	3	3		1		1	2	3	1	3	2	1	3
CO3	3	3		1		1	3	3	1	2	3	1	3
CO4	3	3		1		1	2	2	1	3	2	1	3
	3	3		1		1	2	3	1	3	2	1	3

Reference

1. A.R. Desai, Social Background of Indian Nationalism, Popular, Mumbai
2. Priyadarshi Kar, Comprehensive History of Modern India.

Suggested Reading:

1. Sumit Sarkar, Modern India : 1885-1947, Mac Millon.
2. B.R.Mani, Debrahminising History: Dominance and Resistance in Indian Society, Manohar, New Delhi, First Published 2005.
3. Chandra Bharil, Social and Political Ideas of B.R.Ambedkar, Aalekh Publishers, Jaipur, 1977.
4. Sumit Sarkar, Modern India (1885-1947), Mac Millan, Delhi, First Published 1983.
5. Hirendra N.Mukherjee, Gandhi, Ambedkar and the Extirpation of Untouchability, PPT, New Delhi.

Course Outcomes

After completion of the course, the students will be able to

Course Outcome	CO Statement
CO1	Understand the way how British created a Political India.
CO2	Critically examine the Consolidation of British Rule and Indian Responses against British Raj.
CO3	Analyse the socio-religious and cultural policies of the colonial period.
CO4	Illustrate about the Gandhian Movements against British Raj.

Generic Elective Paper III RISE OF THE MODERN WEST – I

COURSE OBJECTIVES:

This paper focused on the major developments in Western Europe such as social, economic, political and intellectual between the fourteenth and sixteenth centuries. It emphasizes the role of

trade and commerce and the rise of urbanization and Town life to bring forward new factors which contributed to decline of Feudalism. It familiarizes the students the process by which European economy benefited from colonial expansion as well as exploitation of indigenous slave. It will give information regarding the economic and social factors which contributed to the processes of Renaissance and Reformation, the ideas, values and institutions associated with Renaissance and Reformation, the art and culture of this period and the emergence of state system in Spain, France, England and Russia. This paper also focuses on how the commercial revolution and growth of industries help the economy to develop in 16th century.

Unit-I: Transition from feudalism to capitalism:

1. The problems of Transition: Economic Expansion, Industrial production
2. Trade and Commerce
3. Urban Development, Town Life

Unit-II: Early Colonial Expansion:

1. Motives, Voyages and Explorations.
2. The Conquests of America
3. Mining and Plantation, the African Slaves.

Unit-III: Renaissance and Reformation:

1. Its Social Roots Spread of Humanism in Europe.
2. The Renaissance: Art, Architecture, Sculpture, Painting and Literature
3. Origins and Spread of Reformation Movements.
4. Emergence of European State system: Spain, France, England, Russia

Unit-IV: Economic Developments of the Sixteenth Century:

1. Shift of economic balance from the Mediterranean to the Atlantic.
2. Commercial Revolution- Causes and Nature
3. Growth of Industries and its Impact

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3		1		1	2	3	1	3	2	2	3
CO2	3	3		1		1	2	3	1	3	2	1	3
CO3	3	3		1		1	3	3	1	2	3	1	3
CO4	3	3		1		1	2	2	1	3	2	1	3
	3	3		1		1	2	3	1	3	2	1	3

Reading List:

1. Charles A. Nauert, Humanism and the Culture of the Renaissance (1996).
2. Harry Miskimin, The Economy of Later Renaissance Europe: 1460 û1600.

Suggested Reading:

1. Meenaxi Phukan, Rise of the Modern West: Social and Economic History of Early Modern Europe.
2. F. Rice, The Foundation of Early Modern Europe.
3. Toynbee, A.J, A Study of History (12 volumes).
4. Maurice Dobb, Transition from Feudalism to Capitalism.
5. Wallbank, T.W. & Bailey, N.M. Civilization: Past and Present.

Course Outcomes	CO statement
CO1	To understand the transition from feudalism to capitalism, Development of town and urban centers and trade and commerce.
CO2	To understand colonial expansion through voyages and exploration, economic activities like mining and plantation on conquered land.
CO3	To understand causes of Renaissance and Reformation, development of Art, Architecture, Sculpture, Painting, Literature, state system of Spain, France, England, Russia.
CO4	To understand the economic developments of 16 th century, Causes and nature of commercial revolution and the growth of industries and its impact.

Generic Elective Paper IV
G.E. IV: RISE OF THE MODERN WEST - II

COURSE OBJECTIVE:

This course objective allows the students to gain clarity on their scope of their learning and provide knowledge on socio-economy and political crisis in the 17th Century of Europe, rise of modern science mercantilism and American Revolution. It is also focus on the transitional phase from medieval age to modern times which occur in Europe.

Unit-I: The English Revolution and European politics in the 18th century:

1. Background: Socio-Economic and Political Crisis in 17th Century Europe.
2. Major Issues-Political and Intellectual Currents;
3. Parliamentary Monarchy;
4. Patterns of Absolutism in Europe

Unit-II: Rise of Modern Science

1. Development of Science from Renaissance to the 17th century
2. Impact of Modern Science on European society

Unit-III: Mercantilism and European Economics

1. Origin and spread of Mercantilism
2. Impact of Mercantilism on European economy
3. Agricultural and Scientific Background to the Industrial Revolution

Unit-IV: The American Revolution

1. Political currents
2. Socio-Economic Issues
3. Significance of the American Revolution

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3		1		1	2	3	1	3	2	2	3
CO2	3	3		1		1	2	3	1	3	2	1	3
CO3	3	3		1		1	3	3	1	2	3	1	3
CO4	3	3		1		1	2	2	1	3	2	1	3
	3	3		1		1	2	3	1	3	2	1	3

Reading List:

1. H. Butterfield, The Origins of Modern Science.
2. Meenaxi Phukan, Rise of the Modern West: Social and Economic History of Early Modern Europe.

Suggested Reading:

1. Harry Miskimin, The Economy of Later Renaissance Europe: 1460 - 1600.
2. C.A Fisher, History of Modern Europe.
3. F. Rice, The Foundation of Early Modern Europe
4. David Thomson, Europe since Napoleon, Pelican Books, 1985
5. Swain, J.E., A History of World Civilization, Eurasia Publishing House Pvt. Ltd., New Delhi, 1994

Course Outcomes

Course Outcome	CO Statement
CO1	In this unit student will know about the English revolution and European politics in the 18 th Century, socio-economy and political crises in 17 th century Europe.
CO2	To understand the development of science from renaissance to the 17 th century and impact of modern science.
CO3	They should know about the origin and spread of mercantilism and industrial revolution.
CO4	After the end of this unit students should learn the political, socio-economy issues and significant of the American revolution.