PG Programme in History
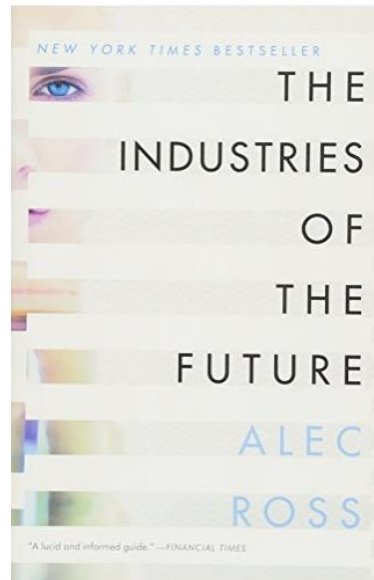# 2023-24

OUTCOME BASED CURRICULLUM

School of History, GM University

Credit: 88 Credits, Year: Two Years

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–barrelled 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.

Programmes	Year of Establishment	Sanctioned Strength
B.A. HISTORY	1944	48 (HONROUS)+10 (B.ED)
M.A. HISTORY	1964	78
M. Phil	1984	Discontinuedfrom2022
Ph.D.	2020-21	08*

*As per the availability of the Supervisor.

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.

Association
Name of Association: **Constructing the Past (Facebook Page, You Tube Page)**
Motto of Association**- History makes and unmakes Identity**
Name of Outreach Forum **– Constructing the Past** (Cultural Heritage and Historical tradition)
Motto of OUTREACH – **Public Archaeology** *i.e.,* **Make People aware of local, regional and National heritage**
Strategies: Excavations and Explorations, Heritage Walk and Talk, Writing, Debate
Course Outline and Scheme of Examination

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. Through completion of a combination of courses, students become familiar with the political processes and structures, society and culture, political ideas and institutions, historical thought and historiography, economy and society in India and world.

2. Students will be able to understand the background of the religions, customs, institutions and administration etc. and construct original historical arguments based on primary or secondary source material. They will be able ability to identify and describe the contours and stakes of conversations among historians within the defined historiographical fields.

3. By analyzing relationship between the past and the present students will understand the social, political, religious and economic conditions of the people. She/he will be capable of leading and participate in discussion/debates and develop interests in the study of history and activities relating to history.

4. Students can participate in archaeological excavations, visits places of historical interests, archeological sites, museums and archives, read historical maps, charts and write articles on historical topics.

5. The programme will help to impart moral and environmental education along with building critical ability through competing interpretations and multiple narratives of the past, offer multi-causal explanations of major historical developments based on contextualized analysis of interrelated political, social, economic, cultural and intellectual processes.

MAPPING OF PROGRAMS PECIFIC OBJECTIVES (PSOS)

WITH PROGRAM OUTCOMES (POS)

0– No-relation 1-Low-relation 2-Medium-relation 3–High-relation

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	Total
PSO1	1	3	1	1	2	1	1	1	1	1	13
PSO2	1	2	1	1	3	3	2	3	2	2	20
PSO3	1	1	3	1	1	1	1	3	1	3	16
PSO4	2	2	1	1	3	3	2	1	2	2	19
Total	5	8	6	4	9	8	6	8	6	8	68

MATCHINGINDICATOR

Matching Percentage	Level Indicator
>71	3
51-70	2
<50	1

COURSES AND IT SCORRES	PONDING COLOUR SPECIFICATIONS	
Employability	Entrepreneurship	Skill Development

Part-I: Semester-I

Paper Code	Paper/Title	Mid Term	Assignment	End Term	Total Marks	Duration (Hrs)	Credit Hours
HIS-101	MAJOR DEVELOPMENTS IN ANCIENT INDIA	20	10	70	100	40	4
HIS-102	INDIANCIVILISATION (ANCIENT PERIOD)	20	10	70	100	40	4
HIS-103	ARCHAEOLOGICAL THEORY AND METHODS	20	10	70	100	40	4
HIS-104	MODERRN WORLD (1500-1848)	20	10	70	100	40	4
HIS-105	MODERN WORLD II (19TH & EARLY 20TH CENTURY)	20	10	70	100	40	4
Total					**500**		**20**

Part-I: Semester-II

Paper Code	Paper/Title	Mid Term	Assignment	End Term	Total Marks	Duration (Hrs)	Credit Hours
HIS-201	UNDERSTANDING EARLY MEDIEVAL INDIA	20	10	70	100	40	4
HIS-202	STATE FORMATION IN MEDIEVAL INDIA (1200-1526)	20	10	70	100	40	4
HIS-203	MUGHUL INDIA	20	10	70	100	40	4
HIS-204	MODERN WORLD (20th CENTURY	20	10	70	100	40	4
HIS-205	ODISHA: THE MAKING OF A REGION (EARLY BEGINNINGS TO THE GAJAPATIS)	20	10	70	100	40	4
DSE Papers*							
HIS-206 A	WOMEN: INDIAN HISTORY 'OR'	20	10	70	100	40	4
HIS-206 B	WOMEN: INDIAN HISTORY	20	10	70	100	40	4
Total					**600**		**24**

*Discipline Specific Elective Paper. Any one paper can be opted by students of this Department.

Part- II: Semester-III

Paper Code	Paper/Title	Mid Term	Assignment	End Term	Total Marks	Duration (Hrs)	Credit Hours
HIS-301	ODISHA: MAKING OF A REGION- II (1568-1948)	20	10	70	100	40	4
HIS-302	CULTURAL HISTORY OF ODISHA	20	10	70	100	40	4
HIS-303	COLONIAL STATE- EXPANSION, ORGANIZATION AND STRUCTURE (1757- 1947)	20	10	70	100	40	4
HIS-304	COLONIAL ECONOMY	20	10	70	100	40	4
HIS-305	NATIONAL RESPONSES TO COLONIAL RULE	20	10	70	100	40	4
IDSE Papers**							
HIS-306 A	WOMEN INDIAN HISTORY 'OR'	20	10	70	100	40	4
HIS-306 B	LAW AND SOCIETY IN COLONIAL INDIA	20	10	70	100	40	4
Total					**600**		**24**

Part-II: Semester-IV

Paper Code	Paper/Title	Mid Term	Assignment	End Term	Total Marks	Duration (Hrs)	Credit Hours
HIS-401	INDIAN HISTORIOGRAPHY	20	10	70	100	40	4
HIS-402	CONCEPT OF HISTORIOGRAPHY & RESEARCH METHODOLOGY	20	10	70	100	40	4
HIS-403	SOCIO CULTURAL HISTORY OF MODERN INDIA	20	10	70	100	40	4
HIS-404	EPIGRAPHY AND NUMISMATIC	20	10	70	100	40	4
HIS-405	DISSERTATION/ PROJECT WORK REPORT AND VIVA VOCE (NON-PRACTICAL PAPERS)			100	100	40	4
Total					**500**		**20**
22 Papers	**Grand Total**				**2200**		**88**

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Semester	Paper	Name of the Course	Credit/Mark
Semester I	HIS -101	MAJOR DEVELOPMENTS IN ANCIENT INDIA	4/(20 Mid sem+80 end semester)
	HIS -102	INDIANCIVILISATION (ANCIENT PERIOD)	4/(20 Mid sem+80 end semester)
	HIS -103	ARCHAEOLOGICAL THEORY AND METHODS	4/(20 Mid sem+80 end semester)
	HIS -104	MODERRN WORLD (1500-1848)	4/(20 Mid sem+80 end semester)
	HIS -105	MODERN WORLD II (19TH& EARLY 20TH CENTURY)	4/(20 Mid sem+80 end semester)
Semester II (DSE only one paper is offered	HIS -201	UNDERSTANDING EARLY MEDIEVAL INDIA	4/(20 Mid sem+80 end semester)
	HIS -202	STATE FORMATION IN MEDIEVAL INDIA (1200-1526)	4/(20 Mid sem+80 end semester)
	HIS -203	MUGHUL INDIA	4/(20 Mid sem+80 end semester)
	HIS -204	MODERN WORLD (20th century)	4/(20 Mid sem+80 end semester)
	HIS -205	ODISHA: THE MAKING OF A REGION (EARLY BEGINNINGS TO THE GAJAPATIS)	4/(20 Mid sem+80 end semester)
	HIS -206 (DSE)	WOMEN: INDIAN HISTORY	4/(20 Mid sem+80 end semester)
Semester III Only one IDSE Paper is offered to PG students other than history	HIS -301	ODISHA: MAKING OF A REGION- II (1568-1948)	4/(20 Mid sem+80 end semester)
	HIS -302	CULTURAL HISTORY OF ODISHA	4/(20 Mid sem+80 end semester)
	HIS -303	COLONIAL STATE-EXPANSION, ORGANIZATION AND STRUCTURE (1757- 1947)	4/(20 Mid sem+80 end semester)
	HIS -304	COLONIAL ECONOMY	4/(20 Mid sem+80 end semester)
	HIS -305	NATIONAL RESPONSES TO	4/(20 Mid

		COLONIAL RULE	sem+80 end semester)
	HIS -306 A(IDSE)	WOMEN INDIAN HISTORY **OR**	4/(20 Mid sem+80 end semester)
	HIS -306 B(IDSE)	LAW AND SOCIETY IN COLONIAL INDIA	4/(20 Mid sem+80 end semester)
Semester IV	HIS -401	INDIAN HISTORIOGRAPHY	4/(20 Mid sem+80 end semester)
	HIS -402	CONCEPT OF HISTORIOGRAPHY & RESEARCH METHODOLOGY	4/(20 Mid sem+80 end semester)
	HIS -403	SOCIO CULTURAL HISTORY OF MODERN INDIA	4/(20 Mid sem+80 end semester)
	HIS -404	EPIGRAPHY AND NUMISMATIC	4/(20 Mid sem+80 end semester)
	HIS -405	DISSERTATION	4/(50+50 Viva)

MAPPING COURSE WITH PROGRAMME SPECIFIC OUTCOMES (PSO) AND PROGRAMME OUTCOMES IN POST GRADUATE IN COMMERCE

Paper Codes	Course Titles	Programme Specific Outcome (PSOs)				Programme Outcomes (POs)									
		PSO1	PSO2	PSO3	PSO4	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
HIS-101	MAJOR DEVELOPMENTS IN ANCIENT INDIA	√	√	√	√	√	√	√		√	√				√
HIS-102	INDIANCIVILISATION (ANCIENT PERIOD)	√	√	√	√	√	√	√	√			√			√
HIS-103	ARCHAEOLOGICAL THEORY AND METHODS	√	√	√	√	√	√	√				√	√		√
HIS-104	MODERRN WORLD (1500-1848)	√	√	√	√	√	√	√				√		√	√
HIS-105	MODERN WORLD II (19TH & EARLY 20TH CENTURY)	√	√	√	√	√	√	√				√	√	√	√
HIS-201	UNDERSTANDING EARLY MEDIEVAL INDIA	√	√	√	√	√	√	√		√	√				√
HIS-202	STATE FORMATION IN MEDIEVAL INDIA (1200-1526)	√	√	√	√	√	√	√	√					√	√
HIS-203	MUGHUL INDIA	√	√	√	√	√	√	√	√					√	√
HIS-204	MODERN WORLD (20th CENTURY	√	√	√	√	√	√	√	√						√
HIS-205	ODISHA: THE MAKING OF A REGION (EARLY BEGINNINGS TO THE GAJAPATIS)	√	√	√	√	√	√	√		√			√		
HIS-206 A	WOMEN: INDIAN HISTORY 'OR'	√	√	√	√	√	√	√			√	√	√		
HIS-206 B	WOMEN: INDIAN HISTORY	√	√	√	√	√	√	√		√	√				√
HIS-301	ODISHA: MAKING OF A REGION- II (1568-1948)	√	√	√	√	√	√	√	√						√
HIS-302	CULTURAL HISTORY OF ODISHA	√	√	√	√	√	√	√	√	√					
HIS-303	COLONIAL STATE-EXPANSION, ORGANIZATION AND STRUCTURE (1757- 1947)	√	√	√	√	√	√	√			√		√		√
HIS-304	COLONIAL ECONOMY	√	√	√	√	√	√	√	√		√		√		
HIS-305	NATIONAL RESPONSES TO COLONIAL RULE	√	√	√	√	√	√	√				√	√		√

Course Code	Course Name														
HIS-306 A	WOMEN INDIAN HISTORY 'OR'	√	√	√	√	√	√	√		√	√				
HIS-306 B	LAW AND SOCIETY IN COLONIAL INDIA	√	√	√	√	√	√		√	√	√		√		√
HIS-401	INDIAN HISTORIOGRAPHY	√	√	√	√	√	√	√					√	√		√
HIS-402	CONCEPT OF HISTORIOGRAPHY & RESEARCH METHODOLOGY	√	√	√	√	√	√	√					√			√
HIS-403	SOCIO CULTURAL HISTORY OF MODERN INDIA	√	√	√	√	√	√	√		√		√	√	√		√
HIS-404	EPIGRAPHY AND NUMISMATIC	√	√	√	√	√	√	√	√							√
HIS-405	DISSERTATION/ PROJECT WORK REPORT AND VIVA VOCE (NON-PRACTICAL PAPERS)	√	√	√	√		√	√	√		√					

PAPER- 101

MAJOR DEVELOPMENTS IN ANCIENT INDIA

Course Objectives:

The course is essentially designed to introduce students of history to the fundamentals of prehistory, prehistoric tool technology and the role of Palaeo-Environment within which prehistoric cultures evolved. The course will also explore some of the major themes of our human past, beginning from evolution of early hominids to the origins of agriculture and animal domestication. The student is acquainted with the cultural features of the Neolithic and Chalcolithic phases. They will learn about the origin of the Indian civilization, trade and urbanizations of ancient civilization, like Harappan civilization, Vedic civilizations, later Vedic civilizations etc.

Unit-I: Pre Historic Antecedents
1. Paleo-Environment in Pleistocene Epoch and Human Evolution
2. Site distribution, Tool Typology & Technology from Lower Paleolithic to Neolithic,
3. Pastoralism and Sedantism: Archaeological evidence from Mesolithic and Neolithic sites of India, including the evidence of emergence of art and religion

Unit-II: Proto History: Harappa and Culture in Transition
1. Origin and geographical Scope, Three Phases: Early, Mature and Late: Anticipation of Mature Phase and relapse to village Culture in the Post Urban Phase
2. Major Features of Mature Phase: Homogeneity and diversity in Two Planning: Selected sites: Dholavira, Mohenjodaro, Kalibangan, Rakhigarhi, Lothal, Banawali; Town planning, Art and Craft Specialization; Trade: Internal and contact with Persian Gulf, Iran, Mesopotamia and Central Asia: Lapis Lazuli Trade,Decline of Mature Phase and Post Harappan late regional culture: Copper Hoard and Chalcolithic culture of Malwa, Deccan and Rajsathan and Gangetic Plain
3. Vedic Age and the Megalithic Culture : From Gopati to Bhupati (Changing economy and polity in Vedic Age); From Jana to Janapada (emergence of territorial identity); from Jana to Varna (Changing society in Vedic age); Megalith Types

Unit-III: Early Historical Developments (6th century to 3rd century AD)

1. Emergence of territorial State (Mahajanpada, MagadhanSupremacy, urbanism: its archaeological and literary correlates.

2. Creation of Empire: Asoka's Dhamma, Mauryan administration, economy.

3. Changing Societies in early historical period: Varna and *Jatis*: *Sutra* and *Smriti* literature on *varnas, jatis*, women, education, untouchability; alternative social Ordering in Buddhistsources: emergence of new classes: Nagarikas(Sramanas, Sresti, Sarthavaha, Ganika).

Unit-IV: New elements in India

1. New elements in India: Greeks, Scythians, Parthians and Kushanas;

2. Changes in economy

3. Trade, integration with wider Silk trade

	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 FOR STUDY:

1. Stuart Pigot-Prehistoric India

2. V.Gordon Childe, Man Makes Himself.

3. Sankalia, H.D., 1974 Pre and Protohistory in India and Pakistan, Deccan College, Pune

4. B.Subarao- The Personality of India

5. D.P .Agrawal, The Archaeology of India, Curzon Press, London,1982.

6. B .Allchin., and R. Allchin, The Rise of Civilization in India and Pakistan, C.U.P. Cambridge,1982

7. N.R Banerjee,1965 The Iron Age in India, MunishiramManoharlal, New Delhi.

8. N.R Dhavalikar, 1990 First Farmers of the Deccan, Ravish Publishers, Pune.

9. Ghosh, A., (ed.) 1988 An Encyclopedia of Indian Archaeology, 2 vols, MunishiramManoharlal, New Delhi.

10. G.L Possehl,.1993 Harappan Civilization – A Recent Perspective, Oxford and IBH .New Delhi

11. Rajesh Kochchar, 2000 The Vedic People: Their History and Geography, Orient Longman, New Delhi

12. B.K. Thapar, 1985 Recent Archaeological Discoveries in India, UNESCO, Paris.

13. A.L. Basham, *The Wonder that was India* Oxford: New Delhi.

14. Mazumdar, R.C.1982. Ancient India

15. Sharma, R.S. 2005. Aspects of Political Ideas and Institutions in Ancient India. Delhi

16. Romila Thapar, 2002. The Penguin History of Early India (From the Origins to 1000A.D). Delhi.

17. RajanGurukkal, Social Formations of Early South India, New Delhi: OUP, 2010

Course Outcome	CO Statement
CO1	To understand the Human Evolution-Hominid origins & 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
CO2	It could give better idea of Origin and geographical Scope of Harappan civilization, major features of Mature Phase and Post Harappan late regional culture: Copper Hoard and Chalcolithic culture of Malwa, Deccan and Rajasthan and Gangetic Plain, Vedic Age and the Megalithic Culture
CO3	To know Mahajanpada, MagadhanSupermacy, urbanism: its archaeological and literary correlates, Asoka's Dhamma, Mauryan administration, economy, Changing Societies in early historical period, changes in economy, trade, integration with wider Silk trade
CO4	It could give better idea to students about Literature, Astronomy, art and iconography of Classical age, Cultural expansion, temples, Forms of Siva, Sakti, Visnu, emergence of Kshetra and Kshetramahatmya (pilgrimage), Transition to Early Medieval: Land grants: agrahara, Brahmadeya, proliferation of jatis,

PAPER-102
INDIAN CIVILISATION (ANCIENT PERIOD)

Course Objectives (Cos)

1. Understand the built-in heritage of India and different traditions, such as rock cut, structural, etc.

2. Appreciate the technical specificitiesand differences of Indian Temple Art and Architecture across the major regions of India

3. Evaluate the similarities and differences between Indian art and architectural tradition across different regions

4. Analyse the text and context relations of Indian art and architecture

5. Understand and appreciate the dynamic and diverse religious tradition of ancient India

6. Understand the footprints of the Indic tradition in the Southeast Asia and changing historiography of India's cultural influence in Southeast Asia from the days of the Greater India tradition of

UNIT-I:

1. Rise of heterodoxies: Background, Rise and spread of Jainism and Buddhism
2. Indian Art: Representational Theories: Ananand Coomaraswamy, Fergusson and Burgess, Recent Advances

UNIT-II

1. Mauryan and Sunga Art and architecture: Pillar, cave, Buddhist art and architecture: Bodh Gaya, Sanchi,
2. Gandhara, Mathura and Amravati school of Art.
3. Culture during Gupta Age-Art, Architecture and literature

UNIT-III

1. Sangam Age –Tinnai. Literature, Polity. Society and economy
2. Evolution of Indian Temple Architecture: Nagara, Vesara, Dravida, Kalinga
3. Important Specimen: Sanchi, Dasavatara, Khajuraho, Lingaraja, MahaballipuramRathas, Brihadesvara, Kalisahnath temple, Durga temple Meguti, Hoyalasala

UNIT-IV

1. India's cultural expansion in south East Asia
2. Consolidation of state societies in South India: Pallava, Chalukaya
3. Cholas

	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 FOR STUDY:

1. K. N. Sastri -Age of Nandas and Mauryas.
2. B. M. Barua -Asoka and his inscription
3. N. R. Rai - Sunga Art
4. Bharatiya Vidya Bhavan Series - Vol. II, III.
5. Krishna Deva, 1969 Temples of North India, National Book Trust, India, New Delhi.
6. Michael W. Meister and Dhaky, M.A., 1983 Encyclopedia of Indian Temple Architecture : South India Lower DravidaDesa, American Institute of Indian Studies, Oxford University Press, Delhi
7. Saraswathi, S.K., 1957 A Survey of Indian Sculpture, MunishiramManoharlal, New Delhi.

8. Srinivasan, K.R., 1972. Temples of South India. National Book Trust, India, New Delhi.

Course Specific Outcomes (CO)

At the end of the course, the students will be able to have the following competencies and outcomes.

Level in Bloom's taxonomy	Descriptions	Competencies	Course Specific Outcomes
K1: (information) recall, recognize, name	Know the three types of templearchitecture, temple style in India	Basic Knowledge for competitive Examination	Remember, recall, retrieve, the name, place, temples, important personage
K2: Understand	Understand the technical specificities and differences between various temple styles as well various elements in the process of evolution	Technical knowledge	Understand, analyse, differentiate
K.3: Apply	Use drawing, sketches to illustarte these differences and identify various classic temples in their regions	Team Building Competencies	Construct, measure and draw plan
K.4, 5: Analyse and Evaluate	Analyse the symbolic, technical and other context of Indian Art	Critical Thinking	Probing questions, establishing linkages beyond the apparent and common sense
K6: New Ideas	Was Indian architecture an cosmological; was the symbolic elements more important in Indian art in contrast to technical aspect; understand the historiography of Indian art and architecture from the standpoint of western scholarship which emphasized and evaluated Indian art from western perspective of proportion, symmetry	Critical Aptitude Competencies	Critical reading, aesthetic appreciation, evaluate and revise creative products

PAPER-103:
ARCHAEOLOGICAL THEORY AND METHODS

Course Objective:

The course is aimed at introducing students of ancient history to the theory and methods of archaeology, its methods and the multidisciplinary approaches to the study of past societies and their historical development paper based on published ethnographic accounts and fieldwork of a preliminary nature. To familiarize students with the concept of Archaeology

and also to acquainted with the basic principles and methodology within the subject. The course is designed to make students appreciate the basic relationship of archaeology with Social and Natural sciences and to familiarize the techniques of exploration and excavations; post excavation analysis and interpretation of data and learn how to prepare the reports.

Unit I: Definition, Scope and Evolution of Archaeology as a discipline

1. Archaeology: Definition, Nature and scope; Kinds of Archaeology, Its relations with allied disciplines, such as Natural Science and Social Science: Is Archaeology a Science or Art?

2. History of Archaeology in India and World context: Artifact as culture: Pitt Rivers, Sir William Flinders Petrie, V. Gordon Childe,Marxist Archaeology; New World Archaeology: David Leonard Clarke, Lewis Roberts Binford, Colin Renfrew, Post-Processual Archaeology: Ian Hodder,Bruce Graham Trigger,Michael Brian SchifferDevelopment in India: Cunningham, Marshall, Wheeler and Post-Independent Developments: H.DSankalia, Allchin &Alchin, S. R. Rao, A. Ghosh, K.Paddayya, B.B Lal

Unit II:Archaeological Exploration:

1. Methods and Techniques of Exploration: Topo-sheet Study, Map study, Various Survey Techniques: Village to village, Foot survey, Triangulation Method, Ariel photography,

2. Technology in exploration: Geophysical Prospecting, Google Earth; Site Catchment Analysis, Crop mark and other methods

3. Documentation of Exploration finding: Plan drawing, photography, classification of findings, cataloguing of antiquities and photographs, Report Writing

UNIT III: Methods & Principles of Excavation:

1. Selection site, clearance, laying of trench

2. Excavation types: Horizontal and Vertical, Underwater; Methods: Harris Matrix and Baulk Method; Principles of Excavations: Law of Superposition, layering, stratigraphy

3. Handling of archaeological artifacts during and after excavation: Trench sheet, notebook, daily diary, procedure of collection of organic objects, photographs of objects in contexts, recording of objects in three dimensions, conservation of retrieved objects.

Unit IV: Dating Methods and Conservation

1: Relative Dating Methods: Seriation, Stratigraphy, Varve Analysis

2. Absolute Dating: C ^{14} and AMS (Accelerated Mass Spectrometry), Stable Isotope Analysis, TL dating, Potassium- Argon, Uranium-Thorium, Dendrochronology

3. Conservation: Retrieved structure and Antiquities

	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

Primary Study Materials:

1. Barker, Philip 1977, Techniques of Archaeological Excavation, Universe Books, New York
2. Colin Renfrew 2000, Archaeology: Theories Methods and Practices, Thames and Hudson, London.
3. Clive Gamble, 2001, Archaeology: The Basics, Routledge, London.
4. Dancey, W.S., 1981, Archaeological Field Methods: An Introduction, Burgess, Minneapolis
5. Rajan K., 2002, Archaeology: Principles and Methods, ManooPathippakam, Thanjavur
6. Raman, K.V., 1986, Principles and Methods of Archaeology, Parthajan Publications, Madras
7. DilipK.Chakrabati, 1999 India: An Archaeological History, Oxford University, Press, New Delhi
8. Dilip K. Chakrabarti 1988 A History of Indian Archaeology from the beginning to 1947, Munshiram Manohar Lal, New Delhi
9. Ghosh, A., An Encyclopedia of Indian Archaeology, ICHR, New Delhi

Course Outcome	CO Statement
CO1	Familiarize the aim, scope, and evolution of Archaeology, Understand the history of World and Indian Archaeology, Identify the relationship between archaeology and other disciplines
CO2	Understand the data retrieval techniques in archaeology i.e. various methods of explorations, handling of archaeological artifacts during documentation of Exploration finding.
CO3	To know the various methods of Methods & Principles of Excavation, handling of archaeological artifacts during and after excavation, conservation of retrieved objects.
CO4	Evaluate the dating methods in Archaeology, Relative and absolute dating, Structural and Chemical Conservation in Indian archaeology

Paper-104
MODERN WORLD (1500-1848)

Course Objective:

In Europe, renaissance ushered in the coming of modern Age. Burckhardt calls Renaissance as the discovery of man and reason. Along with humanism, individualism, rationalism,

modernity also the coming of capital: mercantile, agricultural, industrial and financial capital. Capitalism was a global system with its dynamics. These developments led to the growth of nation state and ideology of nationalism. The paper indents to make students understand the intertwined history of idea, capital and ideologies of nationalism and nation state.

UNIT-I: Modernity in Europe

1. Renaissance – Transition to Modernity, Basic features: Humanism, Rationalism, Scientificsm, Art, Architecture, Science, Emergence of a New Man

2. Reformation/Protestant: Protestant and Catholic; Impact of Reformation/protests on different aspects of Life: Papacy, national monarchy, Jesuit missionary, society

3. Growth of Parliamentary institutions in England: Monarchy-Parliament tussle, Growth of representative government, franchise issues (up to 1832)

UNIT II: Imperialism: Conceptual and Historical Investigation

1. Colonialism, Mercantilism and Imperialism: Major Issues
2. Spanish Experience
3. French and English empire

UNIT III: French Revolution and Napoleonic Age

1. Historiography of French Revolution

2. French Revolution and its course: Conditions and Developments

3. Napoleon Age: Empire and Reforms

UNIT-IV: Post Napoleonic Europe

1. Statusquo and Balance of power: Metternich system
2. Revolutions of 1848 - Causes and Effects
3. Major trends: Science, Demography, Working Class and women Issues

	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

Study Materials:

1. Peggy saari (ed) Renaissance and Reformation: Primary Sources, Thomson-Gale: New York.
2. Burckhardt, Jacob The Civilization of the Renaissance in Italy, 1950, New York
3. DESAN SUZANNE, "THE ROLE OF WOMEN IN RELIGIOUS RIOTS DURING THE FRENCH REVOLUTION." EIGHTEENTH CENTURY

STUDIES 22 (SPRING, 1989), 451-68. IN JSTOR (HTTPS://WWW.JSTOR.ORG/STABLE/2738896)

4. Lefebvre, Georges; *'The Coming of the French Revolution';* Princeton, 1947.

5. Soboul, A; *'The French Revolution(1787-99)'*-2 vols.; London, 1974.

6. Furet, F; *'The French Revolution, 1779-1814';* Oxford, 1996.

7. David Thomson, *Europe since Napoleon*, Penguin Books, Longmans, 1957.

8. Napoleon I (Emperor of the French) & Somerset De Chair, *Napoleon on Napoleon: An Autobiography of the Emperor*, Sterling Publishing, Cassell/Portland, 1992.

9. Harold John Grimm, *The Reformation Era: 1500-1650*, Macmillan, New York, 1954.

10. Georges Lefebvre, *The French Revolution: From its Origins to 1793*, Routledge and Kegan Paul, London, 1957.

11. H. Morse Stephens, *Revolutionary Europe: 1789-1815*, Rivingtons, 1897, (Revised Edition by Create Space Independent Publishing Platform, 2014).

12. Eric Hobsbawm, *The Age of Revolution: 1789-1848*, Weidenfeld & Nicolson, London, 1962.

13. Eric Hobsbawm, *The Age of Capital: 1848-1875,* Weidenfeld& Nicolson, London, 1975.

14. Eric Hobsbawm, *The Age of Empire: 1875-1914,* Weidenfeld & Nicolson, London, 1987.

15. Eric Hobsbawm &Chris Wrigley, *Industry and Empire: The Birth of the Industrial Revolution,* The New Press, New York/ Canada, 1999.

Course Outcomes

Course Outcome	CO Statement
CO1	To understand the Renaissance, Reformation Movement in Germany and England, Parliamentary institution in England.
CO2	To examine about the French Revolution and its aftermath.
CO3	To Illustrate about the Era of Napoleon, his foreign policy, Congress of Vienna-concert of Europe.
CO4	To learn about Metternich System, Movements for Democracy in 1830 and 1848, American War of Independence. To enable the students to know about the happenings around the world.

PAPER-105

MODERN WORLD II (19TH& EARLY 20TH CENTURY)

Course Objective: This course will bring a comprehensive understanding about the 19th and 20th century international politics based on the ideas of imperialism, democracy, nationalism, modernity, new means and forces of production, right to self determination, scientific and technological revolutions etc. Secondly it will focus on the disturbances in the Balance of Power in Europe which resulted in the World Wars and subsequent attempts to institutionalise the principle of peaceful coexistence by the powerful countries.

UNIT-I

1. Industrial Revolution in Europe: Capitalism as a global system; Working class, technological innovation, Political philosophy: Democracy, Utilitarianism, Rational Choice financial capitalism and institutions: banking, Insurance, Accounting, Stock Exchange

2. Rise of Democratic Ideas and Nationalism in Europe**:** Italy & Germany

3. Imperialism in late 19[th]century: Views of **Rosa Luxemberg, Lenin, Hobson**, scramble for Africa, Balkan Crisis, Asian Powers: Japanese Imperialism

UNIT-III: Early 20th century

 1. World War I and Emergence of US as a Superpower

2. New Political arrangement and Architecture: Paris Peace Conference, Treaty systems, Collective security under the League and bilateral and multilateral treaties

 3. Japanese tryst with Modernity: Meji Restoration and trajectory of Japanese Development

 UNIT-IV: Crisis

1. Crisis in Capitalism: Depression and reconfiguration of Capitalist economy: US, Germany and English Experience

2 Rise of Totalitarianism: USSR, Nazism, Fascism

    2. World War II: Debates on causes,, course 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

Text Book:

1. Eric Hobsbawm Age of Extremes - 1914-1991

2. Hannah Arendt., *The Origins of Totalitarianism*, Penguin, U.K., 2017.
3. Eric Hobsbawm, *The Age of Capital: 1848-1875,*Weidenfeld& Nicolson, London, 1975.
4. Eric Hobsbawm, *The Age of Empire: 1875-1914,* Weidenfeld & Nicolson, London, 1987.
5. Iben Stein *Todaysism*
6. AJP Taylor, Origin of 2nd world War, OUP
7. Bullock, Alan. *Hitler, A Study in Tyranny*
8. Robert C. Allen, *The British Industrial Revolution in Global Perspective*, Cambridge University Press, 2009.

9. Paul W. Schroeder, *The Nineteenth Century System: Balance of Power or Political Equilibrium?* Review of International Studies, Vol. 15, No. 2, Cambridge University Press, p. 135-153, 1989 .

10. Inis L. Claude Jr., *The Balance of Power Revisited*, Review of International Studies, Vol. 15, No. 2, Cambridge University Press, pp. 77-85, 1989.

11. Arthur Banks, *A Military Atlas of the First World War*, Barnsley, Leo Cooper reprinted by Pen & Sword, 2001.

12. Annika Mombauer, *The Origins of the First World War: Diplomatic and Military Documents*, Manchester University Press, 2013.

13. David Stevenson, *The First. World War and International Politics*, Oxford University Press, 1988.

14. Spencer Tucker (Ed), *The Encyclopaedia of World War I: A Political, Social, and Military History* (5 vol.) 2005, eBook.com.

15. John F. V. Keiger, *The Search for Security: French Foreign Policy, 1871–1907*, Springer, 1983.

16. Kennedy, Paul; 'The Rise and Fall of the Great Power'; London, 1988.

17. C. Howard Ellis, *The Origin Structure and Working of the League of Nations*, Franklin Classics Trade Press, 2015.

18. Leland M. Goodrich, *From League of Nations to United Nations*, International Organization, Vol. 1, No. 1, University of Wisconsin Press, pp. 3-21, 1947

19. Andrew Gavin Marshall & Michel Chossudovsky, *The Global Economic Crisis: The Great Depression of the XXI Century*, Global Research Publishers, 2012.

Weblinks:

http://www.youtube.com/watch?v=ccNilnpvbJg

http://americainclass.org/sources/becomingmodern/prosperity/text4/politicalcartoonscrash.pdf

Course Outcomes

Course Outcome	CO Statement
CO1	In this Unit students will understand the origin, meaning, forms, techniques and circumstances leading to Imperialism which begun by the end of 15th century following the discovery of the new world by the European navigators. Further the relation between the scientific inventions and the ideological revolutions in the form of Renaissance, Reformation and Enlightenment and the strengthening of the imperialism and the rise of nationalism will be established in this unit.
CO2	To understand the development of national consciousness in Europe and the formation of independent nation states of Germany and Italy. Further it will focus on the impact of creation of new nation states over European politics and the resultant disturbances in Balance of Power.
CO3	To understand how the disturbances in Balance of Power led to the outbreak of the First World War, the peace attempts and the Reparation Plans such as Dawes plan, Young Plan etc.
CO4	This unit will focus on the security plans of France following the first world war and the establishment of the League of Nations and its achievements. Further it will make the students understand about one of the economic crisis in the form of The Great Depression of 1929

	and how it affected the world.

SEMESTER II

PAPER-201

UNDERSTANDING EARLY MEDIEVAL INDIA

Course Objective: The course is essentially designed to presents a new understanding of the early medieval period of Indian 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, and cultural history of the pre-Sultanate and non-Sultanate early medieval. It brings together a careful selection of readings, including seminal essays as well as recent writing. Comprehensive and thought-provoking, it discusses: theoretical frameworks, namely the feudalism, segmentary state, and integrative/processual models; political processes, including the interaction between states and forest tribes; village and city life, with a focus on agrarian structure, urban patterns, trade, varna, jati, and gender; religion, art, and culture, within and beyond regional frameworks; histories of language, literature, ideas, attitudes, and emotions. In doing so, it raises new questions, suggests new approaches, and opens up possibilities for future research.

Unit I: Towards Early Medieval

1. Transition to Early Medieval: Major Features: Land grants and agricultural expansion,

evidence of trade and contact, regional polities, Peasantisation of tribe and proliferation of

Jatis, temple building

2. Emergence of Regional formations: Bengal, Odisha, Rajputs, Deccan

3. States in Tamilham: Land grant, Nadu, Politcal Ideology , Alavar and Nayanar Bhakti

Unit II: Understanding Early Medieval: Major Historiographcial Strands

1. Indian Feudalism of R.S. Sharma, Segmentary Model of Burton Stein

2. Integrative Model of Hermann Kulke and B.D Chatopadhyaya

 3. Sheldon Pollock, KesavanVeluthat

Unit III: Society and Culture

1. Societies in early Medieval: Women, castes, untouchability

2. Sacred Geographies: Religious centres, KshetraMahatmyas, Temples and its functions

3. Rise of Tantras: Saiva and Buddhist

Unit IV: Economy in Early Medieval

1. Urban Decay Debate and Land grant economy

2. Trade and Commerce, Guild

3. Rise of Arab in Indian Ocean

	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

References

Sharma, Ram Sharan. 1965. *Indian Feudalism: c. 300–1200*. Calcutta: University of Calcutta.

———. 1983. *Material Culture and Social Formation in Ancient India*. Delhi: Macmillan.

———. 1987. *Urban Decay in India: c.300–c.1000*. New Delhi: MunshiramManoharlal.

———. 2003. The Kali age: a period of social crisis. In Ram Sharan Sharma, *Early Medieval Indian Society: A Study in Feudalisation*, rev. edn. Kolkata: Orient Longman.

———. 2005. *Aspects of Political Ideas and Institutions in Ancient India*, 5th rev. edn. Delhi: Motilal Banarsidass.

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Sircar, D.C. 1966. *Land System and Feudalism in Ancient India*. Calcutta: University of Calcutta.

Stein, Burton. 1980. *Peasant State and Society in Medieval South India*. New Delhi: Oxford University Press.

Veluthat, Kesavan 2009a. *The Early Medieval in South India*. New Delhi: Oxford University Press.

Pollock, Sheldon. 2007. *The Language of the Gods in the World of Men: Sanskrit, Culture and Power in Premodern South Asia*. New Delhi: Permanent Black.

Sahu, B.P. 2013. *The Changing Gaze: Regions and the Constructions of Early India*. New Delhi: Oxford University Press.

Stein, Burton. 1980. *Peasant State and Society in Medieval South India*. New Delhi: Oxford University Press.

Course outcome: Students will learn and analyze about the transition from historic centuries to the early medieval. They'll be able to delineate changes in the realm of polity and culture; puranic religion; the growth of vernacular languages and newer forms of art and architecture.

PAPER-202

STATE FORMATION IN MEDIEVAL INDIA
(1200-1526)

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:

1. **Islamic & Indian Antecedent:**
   a. Emergence of the concept of State in the Islamic Societies
   b. Political Idea of Almavardi and Nizamul Mulk Tusi
   c. Indian Political System with special reference to Indian Feudalism

2. **Indo-Persian Historiography in Medieval India:**

Minhaj-us-Siraj, Amir Khusrau, Iban-i- Batuta, Ziauddin Barani, Shams Siraj Afif, Malfuz Literature.

Unit-II:

1. **Process of Conquests and Expansion:**
   a. Ghorid conquest and role of Turkish element; Achievements of Aibak, Iltutmish and Balban, Causes and impact of the Turkish conquest
   b. Khaljis and Tughlaqs- Conquest of Deccan States, Expansion of the Sultanate.
   c. Disintegration of Sultanate and Rise of the regional Kingdoms- Bahmanies, Jaunpur, Gujrat, Malwa and Bengal.

2. **Institutionalized Formation:**
   a. Concept of Kingship: Iltutmish to Balban; Khaljis, Tughlaqs and Lodi's Concept of Kingship.
   b. Nobility- Social Composition and Organization.
   c. Administration.
   d. Central Administration and the administration of the *Wilayats*; Powers and the duties of *Wazir*.

Unit-III: Economy:

1. *Iqta* and Revenue Free Grants.
2. Agrarian economy and Revenue Administration.
3. Growth of Urban Centres, Trade and Commerce.

Unit- IV: Social Process in the Formation of State:

1. *Madarsas*, Mosques, *Khanqahs*. Concept of *Tasawwuf* and *Silsilahs*, Sufis, Relation with State; Impact on Society.
2. *Bhakti* Movement- Various Traditions, *Nirgun&SagunaBhakti*, Monotheistic Movement.
3. Indo-Islamic Architecture during Sultanate.

	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 Materials:

1. *Encyclopedia of Islam* (relevant articles from the new edition)
2. Alam, Muzaffar, *The Languages of Political Islam,* (Delhi: Permanent Black, 2004).
3. Chattopadhyaya, B.D., *The Making of Early Medieval India*, (Delhi: Oxford University Press, 1997 reprint).
4. Deyell, John, *Living without Silver: The Monetary History of Early Medieval North India,* (Delhi: Oxford University Press, 1990).
5. Eaton, Richard, ed., *India's Islamic Traditions, 711-1750,* (Delhi: Oxford University Press, 2003).
6. Flood, Finbarr B. *Objects of Translation: Material Culture and Medieval "Hindu-Muslim" Encounter,* (Delhi: Permanent Black, 2009).
7. Habib, Irfan and Tapan Raychaudhury, ed., *The Cambridge Economic History of India*, vol. 1, Cambridge University Press.
8. Habib, Irfan, *Essays in Indian History: Towards a Marxist Perspective*, (New Delhi: Tulika,1995),
9. Hardy, Peter, *Historians of Medieval India: Studies in Indo-Muslim Historical Writing,*(London: Luzac and Company Ltd., 1966 reprint).
10. Jackson, Peter, *The Delhi Sultanate: a Political and Military History*, (Cambridge: University Press, 1999).
11. Kumar, Sunil, *Emergence of the Delhi Sultanate*, (Delhi: Permanent Black, 2007)
12. Lawrence, Bruce and David Gilmartin, eds., *Beyond Turk and Hindu: Rethinking Islamicate Identities in Islamicate South Asia,* (Gainesville: University of Florida Press, 2000)
13. Nizami, K.A. ed., *Politics and Society during the Early Medieval Period: Collected Writings of Mohammad Habib*, (New Delhi: People Publishing House, 1974), 2 vols.
14. E.G. Brown: *A literary History of Persia* (Cambridge, 1951), vols. III & IV.
15. K.A. Nizami (ed.): *Politics and Society during the Early Medieval period being the Collected Works of Prof. Mohammad Habib* (reprint; New Delhi: 1992), 2 volumes.
16. K.A. Nizami : *Religion and Politics in India during the thirteen century* (Aligarh, 1961)
17. S.A.A. Rizvi : *Muslim Revivalist Movements in Northern India in the Sixteenth and Seventeenth Centuries* (reprint. New Delhi: 1993)
18. C. Vaudeville : *A Weaver named Kabir* (New Delhi, 1991)
19. Ahmad, Aziz. 1991. *Studies in Islamic Culture in the Indian Environment*, paperback New Delhi: Oxford University Press.
20. Alam, Muzaffar. 2004. *The Languages of Political Islam in India, c. 1200-1800*. New Delhi: Permanent Black.
21. Aquil, Raziuddin. 2009. *Sufism, Culture and Politics: Afghans and Islam in Medieval North India*, reprint. New Delhi: Oxford University Press.
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23. Eaton, Richard M. ed. 2003. *India's Islamic Traditions, 711-1750*. New Delhi: Oxford University Press.
24. Ernst, Carl W. and Bruce B. Lawrence. 2002. *Sufi Martyrs of Love: The Chishti Order in South Asia and Beyond*. New York: Palgrave Macmillan.
25. Kolff, Dirk H.A. 1990. *Naukar, Rajput and Sepoy: The Ethnohistory of Military Labour Markets in Hindustan, 1450 – 1850*. Cambridge: Cambridge University Press.
26. Halim, Abdul. 1974. *History of the Lodi Sultans of Delhi and Agra*, reprint. Delhi: Idarah-i Adabiyat-i Delli.
27. Rizvi, S.A.A. 1978. *A History of Sufism in India, Vol. I, Early Sufism and its History in India to 1600 A.D*. Delhi: Munshiram Manoharlal.
28. Siddiqui, I.H. 1969. *Some Aspects of Afghan Despotism in India*. Aligarh: Three Men.
29. Jos Gommans, *Mughal Warfare: Indian Frontiers and Highroads to Empire, 1500-1700* (New York: Routledge: 2002)

30. Iqtidar Alam Khan, *Gunpowder and Firearms* (New Delhi: Oxford University Press, 2004)
31. Stewart Gordon, 'Robes of Honor: A 'tranactional' Kingly Ceremony', *IESHR,* 33 (1996)
32. Irfan Habib, *Agrarian System of Mughal India* (New Delhi, 1999)
33. M. Athar Ali, *Mughal Nobility under Aurangzeb* (New Delhi: 1997)
34. M. Athar Ali, *Medieval India: Essays in the History of India, 1200-1750* (New Delhi: 1999)
35. Farhat Hasan, *State and Locality in Mughal India: Power Relations in Western India, 1572-1730* (Cambridge, 2004)
36. J.F Richards, *Mughal Administration in Golkunda* (New Delhi, 1975)
37. Muzaffar Alam and Sanjay Subramaniam (eds.), *The Mughal State* (New Delhi, 1998)
38. C.A. Bayly, *Rulers, Townsmen and Bazaars: North India in the Age of British Expansion* (Cambridge, 1983)
39. Muzaffar Alam, *Mughal Imperial Decline in North India* (New Delhi: 1986)
40. Seema Alavi (ed.), *The Eighteenth Century in India* (New Delhi: 2008)
41. Hitti P.K., History of the Arab, 1966.
42. Sharif M.M., History of Muslim Philosophy, 2 Vols, 1961.
43. Richard Maxwell Eaton, Rise of Islam and the Bengal Froniter-1204-1760, 1994.
44. Simon Digby, War Elephant and Horses under the early Sultans of Delhi, 1971.
45. K.M. Ashraf, Life and Condition of the People of the Hindustan, 1970.
46. H.K. Sherwani, Early Muslim Political Thought and Administration, 1981.
47. I.H. Qureshi, Administration of the Sultans of Delhi, 1942.
48. S.B.P. Nigam, Nobility under the Sultans of Delhi, 1968.
49. Mohibbul Hasan, Historians of Medeivl in India, 1968.
50. S. Athar Abbas Rizivi, History of Sufism in India, Vol.I, 1978.

Course Outcome	CO Statement
CO1	This unit will discuss the Emergence of the concept of State in the Islamic Societies, Political Idea of Almavardi, Nizamul Mulk Tusi and Indian Political System with special reference to Indian Feudalism. The other section of this unit will highlighted the Indo-Persian histographical tradition by various scholars about Delhi Sultanate and the process of state formation in medieval period.
CO2	This unit covered two important sections which is based on process of conquest and expansion of Delhi Sultanate from Ghorid to consolidation of Sulatan rule in all over India. This unit also highlighted on the development institutionalized formation such as theory of Kingship, Nobility, various method of administrative process and decentralization of power among courtly members.
CO3	To demonstrate the economic life, introduce of various agrarian policy, agrarian economy, revenue administration, growth of urban centers, and various activities of trade and commerce.
CO4	This unit will sketch the social process such as education system, religious system. This unit also highlighted the concept of Sufi and

	Bhakti, and their relationship with state and society. Last section of this unit also mostly highlighted the Indo-Islamic architecture.

PAPER 203

MUGHUL INDIA
(1526-1707)

Course Objective:

Mughul India was territorially one of the largest empires of India stretching from Afghanistan to Deccan. The Mughuls came from central Asia but stayed on in India. It made political, monetary, fiscal, and administrative unification of India. The policies they adopted had far reaching consequences. The paper has been designed with the objectives of appreciating the Mughul rules in India, including their nuanced relations with the subject population. The objectives of the paper are to make students acquaint the structure, institutions of Mughul India d well as acquaint students.

UNIT-I: Establishment of Mughul

1. **Establishment of Mughul Empire in North India and Its significance:** Babur's conquest of Hindustan and his contribution, Humayun's struggle for empire, his difficulties, and relations with Bahadur Shah, Sher Shah and Kamran, Mughul theory of Kingship.

2. **Rise of Surs and founding of the second Afghan Empire:** Stages of Sher Shah Suris rise to power, the Sur administration.

3. **Consolidation of Mughul rule (1556-1605):** Akbar's Period of Regency, his struggle with nobility, relations with the *Ulema* and landed aristocracy, administrative reforms; Growth and development of Akbar's religious policy, theories and debates.

UNIT-II: Expansion of the Mughul Empire

1. Akabar's Conquests of Malwa, Rajputana, Gujarat, Bengal, Khandesh and Ahmad Nagar.

2. Political development under Jahangir and Shahjahan: Issues involved in accession of Jahangir, role of Nurjahan's family, character and composition of nobility, war of Succession.

3. Political development under Aurangzeb: Problems at the time of accession, eastward expansion, nature of resistance to Mughul expansion and rule in Assam, *Jat*, *Sikh* and *Satnami*revolts; Aurangzeb's attitude towards religion, his concept of sovereignty, Rather rebellion- causes and effects.

UNIT-III: Mughul in the North West frontiers and Deccan:

a. Determinants of Akbar's policy towards the north-west frontier, conquests of Afghan, Kashmir, Baluchistan and Sindh, problems of keeping peace in the frontier region (1582-1707)

b. **Mughul policy toward the Deccan:** The Deccan Problem: Akbar's policy towards the Deccan kingdoms, phases of conquests of the Deccan under the Mughuls, Rise of the Marathas, impact of Deccan and the fortunes of the Mughul Empire.

c. **Mughal Administration:** Central Structure, provincial administration, army, *Jagirdari* and *Mansabdari* system; Theories of the decline of Mughul Empire.

UNIT-IV: Indo-Islamic Culture, Art, Architecture and Technological Changes:

1. Indo-Islamic Architecture during Mughul Period; The growth of cities and towns, urban life and regional shifts in urbanization.

2. Mughul Miniature and Paintings; Regional Painting tradition: Insertion of new trend *Phari*.

3. Sciences and Technological Development in Mughul Period.

	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 Materials:

1. Satish Chandra., *History of Medieval India*, Vol. I, Orient Blackswan, Hyderabad, 2007.
2. Satish Chandra., *Medieval India: From Sultanate to the Mughals*, Vol. II, Har-Anand Publications, Har-Anand Publications, New Delhi, 2005.
3. S. C. Ray Choudry., *History of Mughal India from 1526 to 1807 AD*, Surjeet Publications, New Delhi, 2007.
4. Shailesh Chandra., *Medieval India 1200 to 1800*, Alfa Publications, New Delhi, 2009.
5. Meena Bhargava., Understanding Mughal India: Sixteenth to Eighteenth Centuries, Orient Black Swan, New Delhi, 2010.
6. _____., The Decline of the Mughal Empire (Debates in Indian History), OUP, New Delhi, 2014.
7. _____., Exploring Medieval India 16-18 Centuries: Vol. 1,Orient Black Swan, New Delhi, 2010.
8. _____., Exploring Medieval India 16-18 Centuries: Vol. 2, OrientBlack Swan, New Delhi, 2010.
9. Irfan Habib., *Medieval India: The Study of a Civilization,* NBT, New Delhi, 2008.
10. _____., *The Agrarian System of Mughal India, 1556-1707,* 2nd Revised ed., OUP, New Delhi, 1999.
11. _____., *An Atlas of the Mughal Empire*, OUP, Delhi, 1982.
12. _____., *Essays in Indian History: Towards a Marxist Perception*, Tulika Books, New Delhi, 1995.
13. _____., *Exploring Medieval Gender History*, Indian History Congress Monograph., Calcutta, 2000.

14. _____., *Medieval Technology: Exchanges between India and the Islamic World*, Aligarh, Viveka Publication, Aligarh, 1985.

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18. Mohamad Habib., *Politics and Society during the Early Medieval Period,* ed. K.A. Nizami, Vol. I, CUP, New Delhi, 2008.

19. Hans Raj., *Advanced History of India*, Surjeet Publications, New Delhi, 2010.

20. John Clark Makshman., *History of India*, Akansha Publishers, New Delhi, 2005.
21. *AlBeruni's India*, NBT, New Delhi.
22. E. B. Havel., *Indian Architecture*, John Murray, London, 1927.

Course Outcome	CO Statement
CO1	This unit will cover two sections; it's critically analyzing the establishment and consolidation of Mughul empire, along with discussion the theory of Kingship.
CO2	This unit will cover the expansion and military achievement of Mughul rulers.
CO3	This unit will cover the achievements of Mughul in North-Western frontiers and Deccan region, rise and resistances of Maratha and Mughul administration in throughout India.
CO4	This unit elaborates the Indo-Islamic art, architecture, growth of cities, towns, urban life and urbanization. Second section will deals on the Mughal miniature, painting, and regional paginating tradition special references to *Phari* and development of science and technology in this period.

PAPER-204

MODERN WORLD (20TH CENTURY)

Course Objective:

This course intends to focus on the important historical events in the post Word War Period. This covers the Cold War, UN, decolonisation, development and underdevelopment, collapse of communism, environment and earth summit and contemporary concern for writing history from planetary rather than anthropocene perspective

Unit – 1: Post War Configuration of the World

1. Cold War and Block System: NATO, Warshaw Pact

2. American hegemony: Breton Wood and World Bank, Rise of American MNCs

3. Decolonisation in Asia and Africa: Study of Indo-China, Congo

Unit –II: Technological Advancement in Military and non-Military Fields

1. Nuclear and Ballistic and anti-Ballistic Technologies, IRBM, ICBM, Fission, Fusion technologies, CTBT and NPT regime

2. Energy Security: Search for alternatives to Fossil Fuels

3. Technological Disruption: The Internet Revolution and a New Order

Unit – III: Theory of Development and Underdevelopment

1. Classical theory: Adam Smith, Ricardo and Malthus

2. Schumpeter's Theory of Capitalistic Development through Innovations

3. Underdevelopment: Vicious Circles of Poverty, Methods to Break the Vicious Circle, The Big Push Theory, Theory of Critical Minimum Effort, Low-Level Equilibrium Trap Theory, Theory of Social Dualism, Theory of Technological Dualism Lewis's Model, Ranis and Fei Model

Unit- IV: Collapse of USSR and Technology led Globalisation

1. Collapse of Communist Bloc and **Nature of the Emerging world order**

2. Globalisation: Its Economic and Social Effects

3. Limits of Anthropocene: Earth Summit, Climate Change Talks

	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

Text Book:

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4. A. C. Roy., *International Relation since 1919*, World Press Pvt. Ltd., Kolkata, 2002.

5. E.H Hobsbawm. Age of Capital, Age of Revolution, Age of Extremes

5. John Allen., *Cause & Effect: World War II*, Reference point pr. Inc. U.S.A., 2015.

6. RumkiBasu., *The United Nations: Structure & Functions of An International Organisation*, Sterling Publications Private Limited (Revised Edition), New Delhi, 2019.

7. Archie Brown., *The Rise & Fall of Communism*, Random House, U.K., 2010.

8. Stephen A. Resnick, Richard D. Wolff., *Class Theory and History Capitalism and Communism in the USSR*, Routledge, 2002.

9. Odd Arne Westad., *The Cold War: A World History*, Basic Books, New York, (Reprint edition) 2019.

10. Melvyn P. Leffler., *For the Soul of Mankind: The United States, the Soviet Union and the Cold War*, Hill and Wang, U.S.A., 2008.

11. Lorenz M. Lüthi., *The Sino-Soviet Split: Cold War in the Communist World*, Princeton University Press, U.S.A., 2008.

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13. Robert Bickers., *The Scramble for China: Foreign Devils in the Qing Empire*, 1832-1914, Penguin, U.K. Reprint Edition, 2012.

12. Remco Raben, Els Bogaerts., *Beyond Empire and Nation; The Decolonization of African and Asian societies*, 1930s-1960s, Brill Academic Pub, 2013.

13. Anthony Sampson., *Mandela: The Authorized Biography*, Vintage, U.S.A., 2000.

14. Sandipani Dash, *Regional Resurgence in Africa: Prospects and Challenges of African Union*, VIJ Books, India, 2017.

Course Outcome	CO Statement
CO1	To understand the rise of totalitarian politics in Italy and Germany, the causes and consequences of World War II and the attempt to establish peace, harmony and mutual understanding among nations through the establishment of United nations Organization.
CO2	To understand the ideological battle that captured the world since the rise of communism. In this students will learn about the division of the world into two ideological hemispheres such as the capitalist world and the communist world and its repercussions in the form of cold war from 1945 to 1990 with its effects on international politics.
CO3	To know about the two communist countries such as China and Soviet Russia and the points of differences in the nature of communism practised in these countries. Later students will learn about the Sino-Soviet rift. Further this unit will also brought Africa into focus and the colonial rivalry among European nations over Africa.

PAPER – 205: ODISHA: THE MAKING OF A REGION (EARLY BEGINNING TO THE GAJAPATIS)

Course Objectives

The objective of the course paper is to shift the historical enquiry from dynastic history to broad development in polity, economy and society as well archaeological researches and advances in recent years. The objective is to make students appreciate that region; subregions are not immanent, primordial category, but historically formed and evolved.

COURSE THEMES

Unit I: Early Beginning

1.Pre and Proto history of Odisha: Paleoenvironment, Sites, Tools, Farming and domestication

2. Prehistoric Rock Art of Odisha

3. Early Developments: Mauryan intervention and Kharavela

Unit II: Local state Formation and Agricultural expansion: mechanism and structure

1. Local Polities in different historical geographies

2. Nature of land grants, land tenure, land measures

3. Trade and commerce, taxation.

Unit III: Facets of Society

1. Brahmana beneficiaries of land grants and their categories, immigrant Brahmanas of Odisha.

2. Proliferation of castes and sub-castes, position of woman, education and learning

3. Language and Literature: Development of Script, language and literature

Unit IV: Polity: State formation in Odisha: Subregional and regional Polity

1. Bhaumakara and Somavamsis: Moves towards Subregional polities

2. Ganga and Gajapatis: Political Consolidation and Expansion,

3. Cult of Jagannatha and the Integration model of Kulke and B.P.Sahu

	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

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KK Chakrabarti and GL Badam (ed) River Valley Cultures of India, Bhopal: Indira
Gandhi Rashtriya Manav Sanghrahalaya.
4. Das, MN (ed) (1977) Sidelights on History and Culture of Orissa, Cuttack: Vidyapuri
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GL Badam (ed) River Valley Cultures of India, Bhopal: Indira Gandhi Rashtriya
Manav Sanghrahalaya.
10. Mohanty, Prafulla (2003) State Formations in Orissa, Calcutta: PunthiPusthak.

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12. Panda, Shishir Kumar (1995). The state and statecraft in medieval Orissa under the later eastern Gangas (A.D. 1038-1434) Calcutta : K.P. Bagchi

13. Panigrahi, KC (1981)History of Orissa, Cuttack, Kitab Mahal

14. Panigrahi, KC (1981) Archaeological Remains in Bhubaneswar,

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Course Outcome

Course Outcome	CO Statement
CO1	Understand the multidisciplinary nature of archaeological advances in archaeology of Odisha
CO2	Appreciate the nature of early state in Peninsular Odisha
CO3	Develop critical understanding of the intertwined processes in early medieval Odisha
CO4	Understand the temporal and sacral juxtaposition in the cult of Jagannath

PAPER 206 C (IDSE STUDENTS)

WOMEN IN INDIAN HISTORY

Course Objective:

To renders the background for understanding about the position of women in Indian history through the ages. To makes them imbibe the value of their heroic qualities, as well as narrate the real issues happen with the women. Here we can provide information about women their position in society not as a reproductive system; they are not only play the role of as wife or mother or always as subordinate. How women can perform their activities in overall way will the part of the studies.

Unit-I
1. Women in India – A Historical Perspective – Ancient, Medieval and Modern period.
2. Education of Women – Primary, Secondary, Higher Education.
3. Role of Women in Religion– Brahmanism, Buddhism, Islam and Christianity.

Unit-II

1. Women in Household Works and Professions.
2. Women in Political Life, Ancient, Medieval and Modern India.
3. Women in Indian Culture- Literature, Art, Dance and Music.

Unit-III
1. Meaning and Definition of Feminism.
2. Liberal and Radical Feminism.
3. Post Modern Feminism.

Unit-IV
1. Women and Law – Customary Legal Status of Women in Ancient, Medieval, Colonial, and Post-Independence period, Property Rights and Personal Law.
2. Reform Movements and Women – Bhakti Movement, Brahmo Samaj, Arya Samaj,Theosophical Society and Self Respect Movement.
3. Women's Organisation and Movements in Post-Independence India.

	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

Primary Reading Materials

1. A. S. Altekar., *The Position of Women – In Hindu Civilization,* Motilal Banarasidas Publishers, Banaras, 1956.
2. Kiran Pawar., *Women in Indian History: Social, Economic, Political and Cultural Perspectives*, ICHR-Vision & Venture Ltd., New Delhi, 1996.
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7. Ira Mukhoty., *Heroines: Powerful Indian Women of Myth & History*, Aleph Book Company, New York, 2017.
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9. Archana Garodia Gupta., *The Women Who Ruled India: Leaders, Warriors, Icons, Hachette India*, New Delhi, 2019.
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2. Kavita Chauhan., *The Position of Women in Ancient Indian Buddhism: A Historical Analysis*, Eastern Book Linkers, New Delhi, 2018.
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8. Aruna Asaf Ali., *The Resurgence of Indian Women,* Radiant Publishers, New Delhi, 1991.
9. B. R. Nanda, *Indian Women from Purdha to Modernity,* Vikas Publishing House, New Delhi, 1990.
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11. David Bouchier., *The Feminist Challenge: The Movement for Women's Liberation in Britain,* Macmillan, London, 1983.
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Course Outcome	CO Statement
CO1	To Examine the position of women in historical time frame, their education condition, religious affiliation and its activities.
CO2	To Interpret the role of Women in household work and professions, their political and cultural life, in ancient, medieval and modern India.
CO3	It will Illustrate the meaning and definition of Feminism, and other branches of feminism.
CO4	It will highlight the context of Women and law, Property Rights and Personal Law, their participation in reform movement, and post-independence activities.

Third Semester

PAPER -301

ODISHA: MAKING OF A REGION (1568-1948)

Course Objectives

This course is designed to give information on Odisha History since 1568 to 1948. Students will be taught about the political condition during Mughal, Maratha and British rule in Odisha especially emergence of state societies in hitherto peripheral regions of India.

Unit - I
1. Odisha under the Mughals and Martahas.,
2. Gajapati and Moghul, Maratha Relations
3. Emergence of Garjats: Chauhans of Sambalpur, Relations with the British

Unit – II: British Occupation, Consolidation and Resistance
1. British occupation of Odisha:Revenue and Administrative Structure in colonial Odisha and Garjat states
2. Resistance movements – Paik rébellion, Jai Rajguru, GhumsurRébellion. Surendra Sai, Ratna Naik. Dharani Naik of Keonjhar.

Unit – III: Modern Political Association and Consciousness
1. Famine of 1866
2. Growth of Oriya Nationalism - Movement for creation of Odisha as a separate province, Role of M. S. Das, H. K Mahatab and Krushana Chandra Gajapati.

Unit – IV
1.Freedom Movement in Odisha- Non-Co-Operation, Civil Disobedience and Quit India Movement.
2. Role of Women of Odisha in Freedom Struggle.
3. Merger of Princely States with Odisha Province.

	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

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Course Outcome

On successful completion of the course the students will be able to appreciate the following:

CO1:-To Analyse the political condition during Mughal and Maratha rule in Odisha.

CO2:-To Illustrate about the British occupation of Odisha, British Administration and Resistance Movements.

CO3:- To evaluate the Famine of 1866, Growth of Odia Nationalism for separate province and role of Madhusudan Das, Gopabandhu Das and KrushnachandraGajapati.

CO4:-To know about Freedom Movements of Odisha, role of Women in the freedom movements and merger of princely states with Odisha province with this it's expected that students would get the information on movements, agitations, struggles for Odisha province as well as India.

Paper-302:
CULTURAL HISTORY OF ODISHA

Course Objective:

The course is aimed at introducing students of historical geography of ancient Odisha and emergence of local, regions and subregions. The course will also cover various sources and various religious art and architecture. They will learn about the temple architecture and

various cults of Odisha. The students will get the knowledge of evolution of Oriya script, language, literature and cultural contacts of Odisha with other countries.

Unit – I
1. Emergence of local, subregions, and regions in Odisha: A study of Historical Geography of Odisha:
2. Jainism and Buddhism in Odisha: Its growth in Odisha: Study of literary and inscriptional evidence 3. Jain & Buddhist Art and Architecture: Caves, Stupas, Viharas, Caityas, temples, Icons

Unit – II
1. Kalinga Temple Architecture: Origin and Evolution (Laksmaneswar Group, Parsurameswar, Muktewsar, Lingaraj, Sun Temple)
2. Saivism in Odisha: Growth of Saivism, Important Forms of Siva, Saktism in Odisha and Important Forms of Goddess, including the emergence of autochthonous deities as Istadevis: Samaleswari, Banadurga of Banei and Pataneswari
3. Vaishnavism in Odisha, Growth and Important Forms of Vishnu) and Emeregnce Jagannath cult as a Regional Deity

Unit - III
1. Evolution of Oriya Script and Language
2. Encounter with Colonialism: Brahmo Movement, Mahima Cult
3. Cultural contact of Odisha with South East Asia

Unit –IV
1.Contribution of Islam to Odishan culture
2. Tribal Cults in Western Odisha.
3.Growth of Odia Literature: Sarala Mahabharata, Pancha-Sakha Literature

	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 FOR STUDY:

1. R. P. Mahapatra - Jaina Antiquities of Orissa: Udayagir&Khandagir Caves.

2. N. K. Sahu - Buddhism in Odisha.

3. L. K. Panda - Saivism in Odisha.

4. K. C. Panigrahi - Archaeological Remains at Bhubaneswar; History of Odisha; Odisha:

Monuments special in Odisha.

5. P. Mukheriee - History of Medieval Vaisnavism in Odisha: History of Chaitanaya faith in

Odisha; Lalitagiri, Uadaigiri, Ratnagiri.

6. K. C. Mishra - Cult of Jagannath.

7. Donald Son - History of temple at in Odisha (all volumes).

8. R. C. Majumdar - Hindu colonies in the Far East.

9. N. R. Pattanaik - Religious History of Odisha.

10. M. N Das (ed) - New sielights on Odisha.

11. P. K. Mishra & J. K Samal (ed) - Comprehensive History and culture of Odisha.

12. H. Panda: Indian Culture (Odisha culture Portion)

13. Dr. D. B. Mishra - Concise History of Odisha.

14. KS Behera,Temples of Orissa, Bhubaneswar: Sahitya Academy

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17. H.Kulke, Kings and Cults, Delhi: Manohar

18. UmakantMishra,Vajrayana Buddhism: Study in Social Iconography, Delhi: Pratibha

19. Debala Mitra, Bhubaneswar, Delhi: ASI

20. Debala Mitra, Khandagiri and Udaygiri, Delhi: ASI

21. N.K. Bose, Canons of Orissan Architecture

22. M.N. Das (ed), Sidelights on History and Culture of Orissa.

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Course Outcome	CO Statement
CO1	To familiarize students with the cultural history of Odisha. To familiar students with the various religious art and architecture.
CO2	To make students understand the temple architecture and various cults in Odisha. To know emergence of autochthonous deities.
CO3	To enable students understand different levels of trade, exchange mechanism, forms of transactions, maritime relations.
CO4	To familiarize students of contribution of Islam to Odishan culture and tribal culture of western Odisha. evolution of Oriya script and language and growth of Odia literature

PAPER -303

COLONIAL STATE-EXPANSION, ORGANIZATION AND STRUCTURE (1757- 1947)

Course Objectives

This course will discuss the organization, functioning and evolution of the colonial statein 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: Expansion and Consolidation of British Power

1. Expansion of British powers: Bengal, Mysore, Maharashtra, Punjab and Sindh

2. Extension of British Paramountcy through administrative policies: Ring Fence,

Subsidiary Alliances and Doctrine of Lapse

3. Foreign Policy: Tibet, Afghanistan, Nepal

Unit II: Colonial Institutions:

1. Army, Police, Civil services, Judiciary

2. Education: Education system on the eve of Colonialism, Debates: Orientalism

vs Occidentalism, Maculay minutes, Woods despatch-1854, Hunter Commission;

critique of colonial education system

3. Colonial laws social reforms and control: Criminal tribes, Sati, Consent Bill,

Unit III: Transport & Communication:

1. Railway, Road, inland waterways, Postal andtelegraph

2. Transport as Pathway of Empire

3. Colonial Irrigation and its problems

Unit IV: Characteristics of Colonial State and Responses

1. Specificities of Colonial India: Ideologies of the Raj and its Ambivalence: Various Acts, 1892, 1909, 1919, 1935 Act

2. Early Political response to colonialism, Political response to colonial structure and policies: Early Tribal, peasants and other forms of protests.

3. Revolt of 1857: Causes, spread, limitation & significance, Nature of 1857.

	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

References/Readings
1. Bayly, CA (1988) Indian Society and the making of the British Empire, Cambridge: CUP
2. Tomlinson, BR (1979) The Political economy of the Raj-1914-47: The economics
of Decolonisation in India, London:
4. Gopal, S (1965) British policy in India-1858-1905, Delhi: Sage India
5. Seal, Anil () Emergence of Indian Nationalism: Competition and collaboration in
later 19th century, Cambridge: Cambridge University Press..
6. Mishra, BB (1990) The Unification and Division of India, Delhi.
7. — (1983) District Administration and Rural development in India: Policy
objectives and administrative changes in historical perspective, Delhi.
8. Spear, Percival (1980) Oxford History of India, Delhi: Oxford University Press
9. _____() History of India, part 2, Delhi: penguin India.
10. Banerjee, A B() The New History of Modern India (1707-1944)References:
11. A. R. Desai,Social Background of Indian Nationalism, Sixth Edition, Sage publishing,
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13. BipanChandra, Communalism in Modern India, Har-Anand Publications, New Delhi, 2015.

14. BipanChandra, India's Struggle for Independence, India Penguin, 2017.

Course Outcomes

On successful completion of the course the students will be able to

CO1:-understand the way British created a political India

CO2:-Understand the structure, institution and ideology of the Raj

CO3:-Critically appreciate the kind of colonial education introduced by the Britsish and their effect on nation building

CO4:-To critically analyse sources on the 1857 revolt

PAPER -304: COLONIAL ECONOMY

Course Objective:

The course envisages providing a broader perspective on the Indian economy from a historical point of view. The shifts that occurred from time to time in the structure of the Indian economy during the colonial phase and how the country had adjusted to such changes are discussed here. It helps to familiarize the terms like imperialism, colonialism, drain of wealth, land settlements like permanent settlements, zamindari system, economic nationalism etc. which created a mark on Indian economy and society. The legacy of colonialism had a deep influence in molding many economic decisions and structural arrangements since the attainment of freedom. the british rule marked a great impact on the primary, secondary, and even the tertiary sector of the country. the demographic profile along with the hardships caused by famines and their consequences on the economic structure is detailed here. so, this course helps to gain knowledge on the historical dimensions and their interlinkages on the socio-economic and political framework and how all these enabled the indians to adapt to these structural changes.

UNIT-I: Historiography of Colonial economy:

1. Historiographyof Colonial Economy: Aligarh School, Cambridge School, Marxist School, Neo-Classical /NeoCambridge School.

2.Transition during the Mughuls: Eighteenth and early nineteenth centuries

3. Debate regarding potential of capitalist economy in late Mughul India,

Unit – II: Issues of Agriculture and Land in Colonial period:

1. Institutional changes and development in colonial India: Settlements, land tenure

2. Commercialisation of Agriculture: Plantation economy

3. Effects of Colonial Agriculture: Famine, integration to global economy and its impact

Unit – III: Industrial Development:

1. Industry - Traditional & Artisan Industry and its Dysfunction, De-industrialisation debate

2. Industrial growth - Growth of Railways, cement, and other factory based industry- Indian Enterprise foreign Capital, Industrial labour force

3. Pattern of Foreign Trade, Balance of Payment.

Unit – IV: Demography,Disease and Public Health

1. Demographic transition, Publichealth and mobility incolonial India

2. Environment & ecology: Colonial Forest Policies

	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

1. **Course Outcomes**
2. On successful completion of the course the students will be able to
3. **CO1:-**understand the theoretical underpinning in historical writing
4. **CO2:- appreciate the unending dialogue between past and present**
5. **CO3:-**Critically appreciate how theoretical perspectives changed historical writing in different times

Paper 305: National Responses to Colonial Rule

Objectives

The objectives of this paper is to understand

- Growth of nationalism
- Nature of Gandhian Movement
- Response to Colonial Modernity'

Unit - I: Imagining India: Debates:
1. Debates on Indian nationalism: Civic, Cultural, economic Nationalism: Modernity and Nationalism: Gellner, Anderson, Derivation and Innovation.
2. Response to Colonial Modernity: Socio-Religious Reform Movements: Brahmo Samaj, Arya, Samaj, Vivekanda, Gandhi, Nehru and Ambedakar

3. AssociationalPolitics and Critique of Colonial rule, Towards a new Political Consciousness: Moderates Politics

Unit-II: Extremist Phase:
1. Tilak, and Youth and Secret Societies
2. Spiritual Nationalism of Aurobindo
3. Revolutionary Terrorism

Unit III: **Mass Movement under Mahatma Gandhi**

1. Mass Movement and its character: STS paradigm of understanding Gandhian Movement

2. No-cooperation, Civil Disobedience and Quit India Movements

3. Congress's relation with various social groups: Business, Industry, Peasants

Unit IV: Alternative Politics

1. Adi Movement in South

2. Dalit Movements: From Phule to Ambedkar

3. Left and Peasant Movements: Possibilities and Limitations

Unit-V: Towards Transfer of Power and Partition

1. Negotiation: Cripps Mission, Wavell Plan, Cabinet Mission to Mountbatten Plan

2. Growth of Muslim Separatism and Hindu Assertion

3. Partition and New Constitution: Nehruvian Vision

	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

COURSE OUTCOME:

1. At the end of the course students will be able to appreciate different type of nationalism.
2. Understand the nature and role of Gandhi in national movement.
3. To be understand the issues behind extremist movement and revolutionary terrorism.
4. Critically appreciate the ideas of alternative politics, transfer of power, partition and aftermath.

PAPER 306 A (IDSE STUDENTS)
WOMEN IN INDIAN HISTORY

Course Objective:

To renders the background for understanding about the position of women in Indian history through the ages. To makes them imbibe the value of their heroic qualities, as well as narrate the real issues happen with the women. Here we can provide information about women their position in society not as a reproductive system; they are not only play the role of as wife or mother or always as subordinate. How women can perform their activities in overall way will the part of the studies.

Unit-I
1. Women in India – A Historical Perspective – Ancient, Medieval and Modern period.
2. Education of Women – Primary, Secondary, Higher Education.
3. Role of Women in Religion– Brahmanism, Buddhism, Islam and Christianity.

Unit-II
1. Women in Household Works and Professions.
2. Women in Political Life, Ancient, Medieval and Modern India.
3. Women in Indian Culture- Literature, Art, Dance and Music.

Unit-III
1. Meaning and Definition of Feminism.
2. Liberal and Radical Feminism.
3. Post Modern Feminism.

Unit-IV
1. Women and Law – Customary Legal Status of Women in Ancient, Medieval, Colonial, and Post-Independence period, Property Rights and Personal Law.
2. Reform Movements and Women – Bhakti Movement, Brahmo Samaj, Arya Samaj,Theosophical Society and Self Respect Movement.
3. Women's Organisation and Movements in Post-Independence India.

	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

Primary Reading Materials
1. A. S. Altekar., *The Position of Women – In Hindu Civilization,* Motilal Banarasidas Publishers, Banaras, 1956.
2. Kiran Pawar., *Women in Indian History: Social, Economic, Political and Cultural Perspectives*, ICHR-Vision & Venture Ltd., New Delhi, 1996.
3. Sita Anantha Raman., *Women in India: A Social and Cultural History*, Volumes-2, ABC-CLIO, England, 2009.
4. Yugal Joshi., *Women Warriors In Indian History*, Rupa Publication, New Delhi, 2017.
5. Anup Taneja & Aparna Basu., *Breaking Out of Invisibility: Women in Indian History*, ICHR-Northern Book Center, New Delhi, 2002.
6. T.P. Saxena., *Women in Indian History: A Biographical Dictionary*, Kalyani Publisher, New Delhi, 1979.

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9. Archana Garodia Gupta., *The Women Who Ruled India: Leaders, Warriors, Icons, Hachette India*, New Delhi, 2019.
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19. Kalpana Kannabiran., *Women and Law: Critical Feminist Perspectives*, Sage Publications, New Delhi, 2014.
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21. Shalu Nigam., *Women and Domestic Violence Law in India: A Quest for Justice*, Routledge, Taylor & Francis Group, 2020.
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27. Ke Lalita & Susie J. Tharu., *Women Writing in India: The twentieth century*, Vol. 2, Feminist Press at the City University of New York, New York, 1991 & 1993.
28. Susie Hodge., *The Short Story of Women Artists: A Pocket Guide to Key Breakthroughs, Movements, Works and Themes*, Laurence King Publishing, UK, 2020.
29. Katherine Murray Millett., *Sexual Politics*, CUP, New York, 1970.
30. Ian Haydn Smith., *The Short Story of Film: A Pocket Guide to Key Genres, Films, Techniques and Movements*, Laurence King Publishing, UK, 2020.

Course Outcome	CO Statement
CO1	To Examine the position of women in historical time frame, their education condition, religious affiliation and its activities.

CO2	To Interpret the role of Women in household work and professions, their political and cultural life, in ancient, medieval and modern India.
CO3	It will Illustrate the meaning and definition of Feminism, and other branches of feminism.
CO4	It will highlight the context of Women and law, Property Rights and Personal Law, their participation in reform movement, and post-independence activities.

OR

PAPER 306 B (IDSE STUDENTS)
Law and Society in Colonial India

Objectives of the Course

The objective of the course is to show how a new legal language permeated the indigenous literate consciousness through the colonial interface, while at the same time major shifts happened at the level of socio-political structures, most importantly that of land and the notion of property. The course is designed to introduce students to the other side of law which legal formalism often tends to ignore. The tendency to ignore multidimensional aspects of law necessitates theurge to take a fresh look at the establishment of institutions, origins of legal reasoning, and tactics of managing population(s) etc in India. This course will enable the student to examined relationship between state, law and society in India that shaped the social and political lifethe way we experience it today. The course will explore how law in India established and influenced issues of sovereignty, modernity, class, caste, gender and religion. It will provide ahistorical foundation for students interested in substantive topics mentioned above as well as those who are interested in exploring possibilities of legal reform in India.

Unit 1: 1. Why law in history: Significance of doing legal history, Metropolis and the colony: legacy of the empire, Law as a history of colonial ideas in India.

Notes: This unit will deal the fundamental understanding of legal history, its origin, necessity and relevance in writing history and explore the nuances of the relationship between the metropolis and the colony)

2. **The Intellectual Origins of the Rule of Law, Locating colonial in the colonial law, The Early Phase of Indian Familiarity with Western Judicial Processes.**

Notes: It will deal with the substitution of trust-oriented commercial practices by Indian merchants with the new concept of the legal contract,the Separation of trade and commerce via secular laws, understanding of legality in secular and spiritual domains, fundamental differences between written and oral cultures, the intellectual debates in England over good governance in the light of the"Enlightened" Eighteenth century Europe as well as the debates over the efficiency of good laws, as opposed to bad laws.

It will also deal with the Myth of the Impartiality of the Rule of Law, the strategies of governance, the mentalities of the governed. The state's construction of legal categories of the "governable" and the "non-governable" which draws from the state's (and the ruling class's) understanding of "crime" and "criminality", together with the State's power to punish, the notions of sovereignty both indigenous and imperial and the Reordering of Indian politico-economic structures around land and land ownership through a new induction of legality, title deeds and a market-based transfer of land.)

Unit-2:

1.The Language of Western Law, Justice and Equity and the Indian Narrative of Freedom.)

2. The new Legal mentalities: Class and Elite Consciousness around the creation of the New Legal Subject Language of law.

3. The empowerment of the marginalized communities.

Notes:

Ambedkar's position on law and social change.(It will deal with the Indian engagement with the western legal language, some representative cases such as the Trial ofNand Kumar and the Mughal Emperor, Bahadur Shah Zafar. Further it will deal with the Political Trials of Indian nationalists, the new Legal mentalities, Class and Elite Consciousness around the creation of the New Legal Subjectand the language of law and the empowerment of the marginalized communities.)

Unit-3 1: Patriarchy and the colonial state.

1.   Gender and colonial Law. (Colonial Law, with its patriarchal language clearly designating women to the domestic sphere, has major overlaps with indigenous ideologies of patriarchy.The death of PhulmoniDasi and the following trial, and Rukmabai's case are important windows to this commonality patriarchy shares across cultures.)

Unit-4
1.   Race, Crime and Justice in Colonial India
2.   Quotidian legality in colonial India
3.   Law and the subjects of law: The personal and the customary in colonial law
4.   Transfer of power and the transfer of law: postcolonial institutions and colonial foundation.

	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

Course Learning Outcomes

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

1. To distil the central story of the rise of modern Westernjuristic principles, and connect it to the larger colonial contexts that rule, influence andconnect the contemporary world of today, confidently using conceptual tools like"equality", "progress and development", "representational /parliamentarian democracy","liberty and freedom".
2. The students are able to make connections to important modern structures ofgovernance, and state apparatus, knowledge systems as they developed in the west andwere subsequently imported to non-Western societies via colonialism.
3. They will understand that there is no one history, but interconnected histories with the rise of a dominant region, there is a projection of a single dominant historicalnarrative – the rise of modern West as the Western intellectuals wove it through the centuries in the realms of law and governance.
4. They will innovatively apply the above analytical categories to the histories of non-Western societies as they passed through the colonial phase.

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Semester IV
Paper – 401
INDIAN HISTORIOGRAPHY

Course Objectives

The paper looks at the difference between memory, whether individual or collective, and the more disciplined approach towards the past that characterizes an awareness of history. All groups have a sense of the past, but they tend to use it to reinforce their own beliefs and sense of identity. Like human memory, collective or social memory can be faulty, distorted by factors such as a sense of tradition or nostalgia, or else a belief in progress through time. Modern professional historians take their cue from nineteenth-century historicism, which taught that the past should be studied on its own terms, 'as it actually was'. However, this more detached approach to the past can put historians in conflict with people who feel their cherished versions of the past are under threat. This paper looks at both ancient Indian notion of past and medieval India and ruptures that modern historical writing located in the European tradition brought about. It discusses colonial, orientalist, nationalist, Marxist, neocolonial and subaltern historiography. The historical writing on Odisha is assessed to make students appreciate trends in the historical writing of Odisha

UNIT-I
1. Indian Notion of time & Chronology
2. Itihasa-Purana Tradition & Historical writing.
3. Ancient Indian secular literature & Historiography.

UNIT-II
1. Ancient Indian Historiography. Vedic Historiography, Buddhist&Jaina Historiography.
2. Bana's Harsha Charita.
3. Kalhan'sRajatarangini.

UNIT-III
1. Historiography in Medieval period –Alberuni, Amir Khusrau, Zi-auddin Barani, Ibn Batuta.
2. Abul Fazal and Badauni.
3. Colonialist Historiography – James Mill, V. Smith.

UNIT-IV
1. Modern Indian Historians – H. C. Ray Choudhury, J. N. Sarkar, R. C. Majumdar.
2. Marxist Historian- D. D. Khosambi, Romila Thapar, Bipan Chandra, R. S Sharma.
3. Historiography of Subaltern School, Odisha Historiography – W.W Hunter, R. D. Banerjee, K.C. Panigrahi& N.K. Sahu.

	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

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Course Outcomes

1. The paper makes students appreciate different way past is interpreted by different historians. The vital difference between notion of past and history will be appreciated by students

2. Students will develop critical aptitude the way historical constructions are made

3. Students will appreciate that there are different constructions of the past, one contesting the other and therefore rather than one history, there are histories

Paper - 402
CONCEPT OF HISTORIOGRAPHY & RESEARCH METHODOLOGY

Course Objectives

Encyclopaedia Britannica introduces historiography as the writing of history, especially the writing of history based on the critical examination of sources, the selection of particular details from the authentic materials in those sources, and the synthesis of those details into a narrative that stands the test of critical examination. The term historiography also refers to the theory and history of historical writing.

UNIT-I
1. Nature and scope of history.
2. Relation of history with other Social Sciences,
3. History as a science or Art.

UNIT-II
1. Theories of history approaches of History and historical objectivity and subjectivity.
2. Bias in history.
3. Requisites of a research scholar.

UNIT-III: Historiographcial Tradition
1. Graeco Roman.
2. Medieval Historiography: Islam(Ibn Khaldun and Christianity (St Simon)
3. Modern historiographcial tradition: Empiricist (Ranke), Positivist

UNIT- IV: Historiographical Tradition

1. Marxist

2. Total History: Annales

3. Structuralist and Post Structuralist Historiography

	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 for Study:

 1. B. Sheikh Ali - History, its theory and method.

2. E. Sreedharan. 2004. A Textbook on Historiography, Delhi: Orient Blackswan

3. E. H. Carr - What is History? Delhi: Penguin

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Course Outcomes

1. After the end of the course students will be able to appreciate the linkage between past and present and appreciate Croce's statement that All history is contemporary history.

2. Students will be able to understand that History is an unending dialogue between the present and the past. This is a view held by E.H. Carr.

3. Students will understand that there are different constructions of the past, one contesting the other and therefore rather than one history, there are histories.

4. The course develops critical approach in students, the role of argument in historical constructions, the constant dialogue between present and the past

5. Students will appreciate that history is not rote learning but a master discipline.

Paper 403
SOCIO CULTURAL HISTORY OF MODERN INDIA

Course Objective

Colonialism brought about rupture in the way self is perceived in pre-colonial time. An individual is born. How is this rupture be viewed in the understanding of self, community, gender roles is the major objectives of the paper. Further, the forms of knowledge that emerged as discourses led to reification of these categories, such as gender role, individual,

etc. The linkage between education as a form of discourse and emergent categories of colonial period constitutes another dimension of the paper.

Unit-1: Self & Society
1. A Pre-colonial location of Self, Society, and Understanding of Change: Modernity VS Tradition, Empire Oriented understanding of Change.
2. Multiple indigenous regional experiences
3. Politics of identities based on Occidental scholarship (Indological& Imperialistic)

Unit-II : Issues of Caste& Gender
   1. Caste in western historiography: A new technology of control
   2. Dynamics of Caste based emergent identities
   3. Theoretical understanding of gender, arrival of women inthe public sphere.

Unit III: The Cultural Shifts
   1. Impact of print on literary forms in the British Presidencies, The emergence of a new vernacular and a new print culture.
   2. Transformed cultural landscapes
   3. Elements of cultural resistance

Unit-IV: New Cultural Perceptions
   1. Impact of education on perceptions of time and space.
   2. New perceptionsof food and behavioural pattern, etiquettes etc.
   3. Gender relations, family, political economy of childhood and master/mistress-servantrelations

	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

Course Outcomes

CLO- Students will be able to appreciate that the subjects of history are not fixed objects of past but dynamic and produced as a result of changing historiography
CLO-2 The students will be able to confidently use conceptual tools like "modernity", "progress and development", "Social equality", "modern education and Women's empowerment", print culture and modern redefinitions of private, personal and public spheres.
CLO-3The students are able to make connections to important modern structures of education, literacy, and knowledge systems as they developed in the west and were subsequently imported to non-Western societies via colonialism.
CLO 4 They will innovatively apply the above analytical categories to the histories of non-Western societies as they passed through the colonial phase.

Reading List

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Sarkar, Sumit, Writing Social History, OUP, Delhi, 1997.

Paper 404
Epigraphy and Numismatic

Objectives

The course is essentially designed to introduce students of history to the fundamentals of epigraphy and numismatic. The main aim of this course is to make students aware of what is study of epigraphy and numismatic, its use as a source for reconstructing the early history of India, its importance, eras used in the epigraphs as well as the beginning of epigraphical study. At the same time some of the inscriptions are taken into account to show their historical importance. Although the study of coins is also incorporated in this course in order to show the students that how coins are used as a source for knowing the history of early India as medieval.

Unit I
Epigraphy as a source of Indian history
Origin and Antiquity of Writing in India, Development of Brahmi and Kharosthi Scripts.
Writing, Languages and Scripts in India
Unit II
Historical Importance of Rock Edicts II, X, XII, XIII; Lumbini inscription of Asoka; Minor rock edict of Bairat; Besnagar Garuda pillar inscription; Hathigumpha inscription of Kharvela, Ushavadata inscription in Nasik cave 10,

Junagadh inscription of Rudradaman, Nasik cave III inscription of Vasishtaputra Pulmavi Year 19; Swat relic casket inscription; Saranath Buddha image inscription, Lucknow museum Jain image inscription of the time of Huviska; Allahabad pillar inscription of Samudragupta; Bhitri inscription of Skandagupta, Aihole pillar inscription of Pulkesin II;

Asanpat Inscription of Satrubhanj, Gwalior inscription of Mihir Bhoja; Khalimpur copper plate of Dharmpala; Sanjan copper plate of Amoghavarsha, Mandsor inscription of

Yeshovaran; Important Odishan Copper Plate Inscriptions, Truvalangad copper plates of Rajendra Chola year 6.

Unit III:

Coins as a source of History

Origin and Antiquity of Coinage in India

Technique/Methods of manufacturing coins

Unit IV

Punch marked coins, inscribed and un-inscribed cast coins. Janpada and tribal coins, Indo-Greek coins

Saka-Kashtrapa, Kushana, Satavahana coinage, Coins of the Imperial Guptas

Roman coins. Brief account of Early Medieval Indian coinage, Odishan coinage

	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

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Course Outcomes

Course Outcome	CO Statement
CO1	To understand the Epigraphy as a source of Indian history, development of scripts in various region
CO2	To understand about the historical Importance of major inscriptions of India to reconstruct our past.
CO3	To understand the numismatic as a source of Indian history and the

	technique/methods of manufacturing coins and study of metallurgy.
CO4	To learn about important coins of India from earliest times to medieval India.

405: Dissertation (100 marks/4 credits)