

## MA History Syllabus (2021-22)

### Choice Based Credit System

The course is comprised of twenty papers, each carrying 100 marks. The duration of examination of each paper will be 3 hours. There will be Mid-Semester examinations carrying 30 marks and the End Semester will have 70 marks in each paper. The course shall spread over 4 Semesters with each Semester having five papers as follows:

#### FIRST SEMESTER

Papers	Title of the Papers	Marks
<b>First Semester</b>		
HIST-C-01	Ancient Civilisations	100
HIST-C-02	World History (1500-1900)	100
HIST-C-03	Twentieth Century World (1900-1945)-I	100
HIST-C-04	Twentieth Century World (1945-2000)-II	100
HIST-C/AE/FE-05	Historical Theories and Methods	100
<b>Second Semester</b>		
Hist-C-06	Medieval Societies	100
Hist-C-07	Cultural Heritage of India	100
Hist-C-08	History of China & Japan	100
Hist-C/AE/FE-09	Indian Historiography	100
Hist-C/AE/FE-10	History of Science and Technology in India	100
<b>Third Semester</b>		
Hist-C/AE/FE-11	Cultural Heritage of Odisha	100
Hist-C/AE/FE-12	Social Emancipation Movements in India/ History of Peasant and Labour Movements in India.	100
Hist-CE-13	<b>Group A/B/C/D Special Paper</b> A. Political and Administrative History of India(Early Times to 1200 AD)-I B. Political and Administrative History of India (1200-1526 )-I	

	C. Constitutional History of India(1757-1947)	
	D. History of Odisha (Early Times to 1118 AD)	100
Hist-CE-14	<b>Group A/B/C/D Special Paper</b> A. Political and Administrative History of India (Early Times to 1200 AD)-II B. Political and Administrative History of India (1200-1707) -II C. Nationalist Movement in India D. History of Odisha,(1118-1500 AD)	100
Hist-CE-15	<b>Group A/B/C/D Special Paper</b> A. Socio-Economic History of India (Early Times to 1200 AD) B. Political and Cultural History of India (1526-1750 AD) C. Economic History of India (1757-1947 AD) D. History of Odisha (15th-16th Century)	100
	<b>Fourth Semester</b>	
Hist-C-16	Application of History in Tourism	100
Hist-C-17	Environmental History of India/Women in Indian History /	100
Hist-CE-18	<b>Group A/B/C/D Special Paper</b> A. History of India: Religion, Literature, Art and Architecture (Early Times to 1200 AD)-I B. Socio-Cultural History of India (1206-1707 AD) C. Socio-Cultural History of India (1757-1947 AD) D. Odisha in 16 <sup>th</sup> - 19 <sup>th</sup> Century	100
Hist-CE-19	<b>Group A/B/C/D Special Paper</b> A. History of India: Religion,	100

	Literature, Art and Architecture (Early Times to 1200 AD)-II	
	B. Socio-Cultural History of India (1526-1707 AD)	
	C. India since Independence (1947-2000AD)	
	D. History of Odisha (1866-1966)	
Hist-CE-20	<b>(Project with Viva Voce)</b>	100
	<b>Group A/B/C/D Special Paper</b>	
	<b>Project with viva voce on respective special papers</b>	
	<b>Project – 70 Marks</b>	
	<b>Viva Voce – 30 Marks</b>	
	<b>Group A – Ancient Indian History</b>	
	<b>Group B - Medieval Indian History</b>	
	<b>Group C – Modern Indian History</b>	
	<b>Group D – History of Odisha</b>	Total 80 Credits

## **M.A. History Syllabus**

### **Choice Based Credit System**

#### **First Semester**

#### **Hist-C-01**

#### **Objectives:**

The paper highlights the evolution of earth, species and their occupational habitats. It also discusses the knowledge of metals and specialization of craft making. The section deals with the political development, societal norms and cultural upheaval of Egyptian Civilization, Sumerian civilization, Babylonian Civilization, Harappan Civilization, Rig Vedic and Later Vedic Civilization. It also highlight the democratic and republican form of government of Greek and Roman Civilization as well the scientific and technological innovation of Chinese Civilization.

## **Ancient Civilizations**

### **Unit-I**

1. Evolution of the Earth & Origin of Species
2. Paleolithic Phase- Hunters & Gatherers, Tool Making Habit
3. Neolithic Phase– Food Production- Agrarian Settlements, Knowledge of Metals, Division of Labour and Craft Specialisation

### **Unit-II**

1. Egyptian Civilization: Political Developments, Art & Architecture, Religion
2. Sumerian Civilization: Society, Art & Architecture, Religion, Innovations
3. Babylonian Civilization: Law Codes, Administration, Religion, Education

### **Unit-III**

1. Harappan Civilization: Origin, Extent, Characteristics & Causes of Decline
2. Rig Vedic Civilization: Evolution of Social & Political Institutions, Religious & Philosophical Ideas
3. Later Vedic Civilization: Changing Socio-Economic and Political Orders, Culture and Literature

### **Unit-IV**

1. Greek Civilisation: Athenian Democracy, Society and Culture
2. Roman Civilisation: Establishment of Republic, Society and Culture
3. Chinese Civilisation: Polity, Society, Science-Innovations Technological Developments

### **Learning Outcomes:**

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

They will be able to trace the origin of the group of people known as the first modern humans whose name means “most intelligent people” and identify the time and place in which these people lived. Discuss and define technological advancements during the Neolithic Age. Identify specific examples of Harappan, Mesopotamian, Egyptian, and Hittite architecture, writing, and literature. Describe the impact of these elements and what it communicates about these cultures. Describe the characteristics and time period of the International Bronze Age, identify the geographic regions or zones of power outlining its economic and diplomatic network and discuss significant social, economic, and political developments in these zones.

### **Reading List:**

1. H.A. Davies, *An Outline History of the World*, London, 1969.
2. H.Neil & M.C.Willam, *A World of History*, Oxford, New York, 1907.
3. H.R. Hall, *Ancient History of the Near East*, 1932.
4. H.S.Baghela, *World of Civilization*
5. Hewick, *The Story of Mankind*
6. J.E.Swain, *A History of World Civilization*

7. L. Doleposte, *Mesopotamian Civilisation*.
8. Moret, *The Nile and Egyptian Civilisation*.
9. R.L.Greaves *et al*, *Civilizations of the World*.
10. T.Dhanakoty & N.Subramanian, *Man and his works: An Introduction to Universal History*, Chennai, The National Publishing Company, 1956.
11. V.Gorden Childe, *What happened in History*, Penguin, 1967.

**Hist-C-02**  
**World History (1500-1900)**

**Objectives:**

The paper deals with transition of socio-religious atmosphere from the medieval orthodoxy to the modern renaissance and enlightenment days. Consequently, the American Revolution and French Revolution led the emergence of the era of revolution and the rise of Napoleon Bonaparte. The rise of nationalism in Italy and Germany as well as the democratic parliamentary reforms were discussed in the paper. The paper also analyses industrial revolution in Europe, the rise of capitalism, socialism, imperialism and free trade system.

**Unit-I**

1. Renaissance and Reformation in Europe.
2. Major Ideas of Enlightenment.
3. American Revolution (1776) and Constitution: Its Nature and Significance- Abolition of Slavery.
4. French Revolution: Causes, Impact and Limitation.

**Unit-II**

1. Era of Napoleon: Rise, Achievements and Failure.
2. Congressional System.
3. Nineteenth Century European Revolution: July Revolution (1830), February Revolution (1848).
4. Nationalism: State Building in Germany and Italy.

**Unit-III**

1. British Democratic Politics: Parliamentary Reforms of 1832, 1867 and 1911.
2. Industrial Revolution in England: Causes and Impact on Society.
3. Industrialisation in Germany and U.S.A.
4. Growth of Capitalism, Rise of Socialism and Working Class Movements.

**Unit-IV**

1. Imperialism and Colonialism: English and German.

2. Colonial System: Exploitation of New World, Trans –Atlantic Slave Trade, Tributes from Asian Conquests.
3. Imperialism and Free Trade: The New Imperialism.

**Learning Outcome:**

The paper resulted with the emergence of revolutionary movements, notion of nationalism and liberation all over Europe. It highlights the parliamentary reform and the scientific revolution of the time. It enlightened the era of revive of old antiquity along with modern trend of capitalism, socialism, imperialism.

**Reading List:**

1. A .Wesley Rohem, et al, *The Record of Mankind*, Health and Company, Boston, 1952.
2. A.J. Toynbee, *A Study of History (12 volumes)*
3. C.A Fisher, *History of Modern Europe*.
4. CMD Ketelbey, *History of Modern Times since 1789*, OUP, 2009.
5. David Thomson, *Europe since Napoleon*, Pelican Books, 1985.
6. Dhanakoty & N.Subramanian - *Man and his works: An introduction to Universal History*, Chennai, The National Publishing Company, 1956.
7. Edward Mac Nall et al, *Western Civilization – Their History and their Culture*, W.W.Norton & Company, Inc New York, 1963.
8. F. Rice, *The Foundation of Early Modern Europe*.
9. Israel Smith Clare, *The Standard History of the World, 10 Volumes*, Standard Historical Society, Cincinnati, 1931
10. J.E. Swain, *A History of World Civilization*, Eurasia Publishing House Pvt. Ltd., New Delhi, 1994.
11. Maurice Dobb, *Transition from Feudalism to Capitalism*.
12. T.W. Wallbank, & Bailey, N.M. *Civilization: Past and Present*.
13. Will Durant, *The Story of Civilization*, (vol. I & II)

**Hist-C-03**

**Twentieth Century World (1900-1945)-I**

**Objectives:**

The paper highlights the period from First World War to Second World War. It includes the Paris Peace Conference, League of nation and several security conferences. It discusses economic depression and Ne Deal, economic and political aspects of Russian Revolution, rise of totalitarianism and nationalism and foreign policies of different countries. It deals with the problem of disarmament and policy of appeasement, which led to another world war.

**Unit-I**

1. First World War-Origin, Nature, Events and Consequences.
2. Paris Peace Conference and Peace Settlement.
3. League of Nations: Organisation, Function, Achievements and Failure.

### **Unit-II**

1. Crisis in Capitalism: Depression and New Deal.
2. The Making of the Russian Revolution: Establishment of Socialist State in Russia: It's Economic and Political Aspects: Response and Reaction in the West.
3. Rise of Totalitarianism-Fascism in Italy (b) Nazism in Germany.

### **Unit-III**

1. Rise of Nationalism in Indo-China and Indonesia.
2. Rise of Arab World: Problem of Palestine
3. Foreign Policy – (a) U.S.A (b) U.S.S.R. (C) U.K.

### **Unit-IV**

1. Problem of Disarmament: Impact on Europe.
2. Policy of Appeasement of France and England
3. The Second World War: Origin, Course, and Consequences.

### **Learning Outcomes:**

The paper outcomes with the political and diplomatic changes in the two world war era. Academicians get the privilege to know about economic evolution, political and diplomatic upheaval of the time. The era of non-armament and the policy of appeasement is also known to the readers.

### **Reading List:**

1. A.K. Sen, *International Relations since 1919*, S.Chand & Co., Ltd, New Delhi, 1993.
2. C.D. Hazen, *Modern Europe up to 1945*.
3. C.D.M. Ketelby, *A History of Modern Times*.
4. C.P. Schleicher *International Relation*, New Delhi, 1963.
5. E.H.Carr, *International Relations between the Two World Wars, 1919-1939*, New York, 1966.
6. F. Rice, *The Foundations of Early Modern Europe*.
7. Garden Green Wood, *The Modern World –A History of Our Times*.
8. K.B. Keswani, *International Relations in Modern World (1990-1995)*.
9. Nerman Lowe, *Mastering Modern World History*.
10. Palmer and Parkins, *International Relations*, Calcutta, 1970.
11. S.P. Nanda, *History of Modern World*, New Delhi, 1998.
12. W.C. Langsam and O.H.S.C. Mitchell, *The World since 1919*.

## Hist-C-04

### Objectives:

The paper basically deals with the organizations of post-World War era, i.e., UNO and NATO, and discusses revival of western European and eastern European relationship through different plans and pacts. The section also deals with the DÉTENTE, SALT-I, SALT II, Globalization and the disintegration of USSR. It also analyses the issues of West Asia, regional security alliances and India's Foreign policy.

### Twentieth Century World (1945-2000)-II

#### Unit-I

1. UNO: Formation, Structure and Objectives
2. UNO and major crises: Congo, Cyprus, Arab-Israel Conflict
3. Human Rights

#### Unit-II

1. The Cold War: Background and Super Power Rivalry (1945-1985)
2. Revival of Western Europe: Marshall Plan and Truman Doctrine
3. NATO- Structure, Objectives and Implications; Warsaw Pact and Eastern Europe

#### Unit-III

1. The Cold War and International Crisis- (i) Berlin, (ii) Cuba (iii) Korea
2. Détente, 1969-79; SALTs & STARTs
3. Reforms of Gorbachev and Disintegration of the USSR

#### Unit- IV

1. Regional Security Alliances: NAM, ASEAN, SAARC
2. India's Foreign Policy: Sino-Indian Relations, Indo-Soviet Relations, Indo-USA Relation, Indo-Pak Relation
3. Globalisation-Its Economic and Political Implications

### Learning Outcome:

The paper resulted with the awareness of organizing different associations in the global level. It highlights the political and diplomatic relationship between European and non-European nations. It deals with the foreign policies and regional security alliances.

### Reading List:

1. A.G. Hopkins, *Globalization in World History*, W. W. Norton & Company, 2002.
2. Daniel R. Brower, *The World in the Twentieth Century*

3. K. B Keswani, *International Relations in Modern World, (1900-2000)*.
4. Melvin Lefler, *For the Soul of Mankind, The United States, The Soviet Union and the Cold War*, Bonus Publishers, 2007.
5. N.C.Chatterjee, *History of Middle East*.
6. Norman Lowe, *Mastering Modern World History*
7. P.M.H. Bell, *The World Since 1945: An International History*, London, 2001.
8. Palmer and Parkins, *International Affairs*.
9. Peter Lane, *Europe since 1945*.
10. Peter N. Stearns, *Globalization in World History*, Routledge, 2009.
11. Peter V. Lonsmans, *World Politics since 1945*.
12. V.P. Dutt, *India's Foreign Policy*, New Delhi: Vani Educational Books, 1984.

### **Hist-C/AE/FE-05**

#### **Objectives:**

The paper deals with the meaning, scope and importance of historical methods and the traditional history writings i.e., Greco Roman Traditions, Medieval understanding, scientific history, total history. It also analyses the historicity of source materials and its use. The section also deals with the preliminary ideas in the proposed area of research, explanation and presentation in history and the challenges to History writing.

### **Historical Theories and Methods**

#### **Unit-I: Meaning, Scope and Importance of History**

1. Definition, Nature, Scope, Object and Value of History
2. History, Science and Morality
3. History and its Auxiliary Sciences – Archaeology, Geography, Anthropology, Sociology.
4. History and its Allied Disciplines- Economics, Philosophy, Politics and Literature.

#### **Unit-II: Traditions of Historical Writing-1**

1. Greco- Roman Traditions- Herodotus, Thucydides, Polibius, Livy and Tacitus
2. Medieval Understanding: Western- St. Augustine; Arabic— Ibn Khaldun

#### **Unit-III: Traditions of Historical Writing-2**

1. Scientific History: Ranke, Croce, Collingwood, Comte and Marx
2. Total History: Marc Bloch, Lucian Febver, Fernand Braudel

#### **Unit-IV: Historical Methods**

1. Historical Criticism: Examination of Sources
2. Causation in History

3. Objectivity and Bias in History
4. Distortion as a Challenge to History

**Learning Outcomes:**

The paper outcomes with the methodological understanding of history in a specific manner. It make academicians educate on different traditional historical writings and scientific history writings. It exposes the ideas of research area, representation in history and the challenges of writing in history.

**Reading List:**

1. B.Sheik Ali, *History:Its Theory & Methods*.
2. E.H.Carr, *What is History?*
3. E.Shreedharan, *A Textbook of Historiography*, Orient Longman.
4. G.T.Reiner, *History: Its Purpose and Method*.
5. J.B.Bury, *The Ancient Greek History & Progress in History*
6. K.Rajayyan, *History: it's Theory & Method*
7. M.Aymard and H.Mukhia (eds.) *French Studies in History*, vols. I &II, Orient Longman, 1989.
8. Marc Bloch, *The Historians Craft*.
9. N.Subramanian, *Historiography*
10. R.G. Collingwood, *The Idea of History*, OUP, Oxford, 1994.
11. Romila Thapar, *Past and Prejudice*, NBT, New Delhi, 1975.
12. S.Manickam, *History and Historical Methods*.
13. John C. B. Webster, *Studying History*, Macmillian India Ltd, New Delhi, 1997.

**Second Semester**

**Hist-C-06**

**Objective:**

The Paper deals with the moral and philosophical ideas of the medieval religions, i.e., Confucianism, Taoism, Zoroastrianism, Mithraism, Judaism and Christianity and its impact on human societies. It also highlights the economic expansion of the feudal states. It discusses the agrarian structure and relation including trade, commerce, industrial and urban development.

**Medieval Societies**

### **Unit-I: Feudalism**

1. Transition from antiquity to Feudalism
2. State formation in Western Europe
3. Feudal societies: Manor, Landlord, Serf, Peasant, Knight
4. The crisis of feudalism

### **Unit-II: Economic System**

1. Agriculture
2. Process of production
3. Technological changes
4. Commerce and Urbanization

### **Unit-III: Society**

1. Socio-Cultural Institutions
2. Life of Women
3. Church and its Socio-Economic Role
4. The Papacy

### **Unit-IV: Religious Development**

1. Confucianism and Taoism
2. Zoroastrianism and Mithraism
3. Judaism
4. Islam

### **Learning Outcome:**

The paper highlights the philosophy and theology of Medieval European and Asian religions and their contribution towards societal and economic expansion. The agricultural and commercial relation is also emphasized throughout the paper. It educates scholars on the evolution and development of medieval urban sectors.

### **Reading List:**

1. A.J. Toynbee, *A Study of History* (12 volumes)
2. A. Wesley Rohm, *et al: The Record of Mankind*, Heath and Company, Boston, 1952.
3. Abbas, *Civilization in Islam*, Reference Press, New Delhi, 2005.
4. Edward MacNall, *Western Civilization – Their History and their Culture*, W.W. Norton & Company, Inc New York, 1963.
5. Eric Hobsbawm, *Age of Empire*
6. Israel Smith Clare, *The Standard History of the World*, 10 Volumes, Standard Historical Society, Cincinnati, 1931
7. J.E. Swain, *A History of World Civilization*, Eurasia Publishing House Pvt., Ltd., New Delhi, 1994.
8. Marc Bloch, *Feudal Society*, Vol-I, Vol-II, London, 1952.
9. Marc Bloch, *Land and work in Medieval Europe*

10. M.M. Posten, *Medieval Economy and Society*
11. R. Coulborne, *Feudalism in History*
12. T.W. Wallbank & N.M. Bailey, *Civilization –Past and Present.*
13. Will Durant, *The Story of Civilization* (vols. I & II)

### **Hist-C-07**

#### **Objective:**

The paper cultural heritage discusses the sources to construct the historicity throughout the era. It highlights the evolution of epic literatures and religious movements. The paper focused temple architecture, religious trends, education, folklores and performing arts. Also it deals with the cultural contribution of the religious reform movement, Mahima Dharma and philosophies of Modern India.

### **Cultural Heritage of India**

#### **Unit-I**

1. Sources- Archaeological, Literary and Foreign Accounts.
2. First Urbanisation – Harappan Culture.
3. Vedic Age-Development of Literature and Religion.

#### **Unit-II**

1. Religious Movements-Jainism and Buddhism
2. Mauryan Empire-Culture, Development of Stupa and Chaitya, Asoka and his Dhamma.
3. Gupta Age- Society and Culture –Religious Trends, Style of Temple Architecture, Art, Literature-Kalidasa and his Works.
4. Sangam Age-Culture, Religion, & Literature.

#### **Unit-III**

1. Delhi Sultanate-Indo-Islamic Culture, Literature, Art and Architecture, Sufi Movement and Bhakti Movement-Impact on Society.
2. Mughal Age-Cultural Development, Religion; *Din-i- Ilahi*, Impact on Society.
3. Medieval Art and Architecture –Qutab-Minar, Taj Mahal, & Red Fort.

#### **Unit-IV**

1. Socio-Religious Movements-Brahmo Samaj, Arya Samaj, Theosophical Society.
2. Mahima Dharma-Its Impact on Society.
3. Philosophy of Sri Ramakrushna Paramahansa & Swami Vivekananda.

**Learning Outcomes:**

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

They will know about the richness of the Indian culture during the ancient period. They can understand the basic concepts associated with the different aspects of socio-cultural life of the above mentioned period and also know the Hindu religious movements, customs, traditions, languages, literature, art and architecture. They will be able to know how culture of Hindu society influenced that of the other contemporary civilizations. They will be able to analyze the emergence of the Mauryan and Gupta empires during the “classical age” in India Identify and analyze the Buddhist and Vedic (Hindu) faiths.

**Reading List:**

1. A.L.Basham (ed), *Cultural History of India*, OUP, New Delhi, 2011.
2. B.R. Alchin, *The Birth of Indian Civilization*, 1968
3. *Cultural Heritage of India*, Bharatiya Vidyabhaban Series, Vol-1-IV.
4. Dilip M.Menon, *Cultural History of Modern India*, 2012
5. J. Auboyer, *Daily Life in Ancient India*, 1965
6. J. Dora, *Sakta Monuments of Orissa: A Study of Art, Architecture and Iconography*, Bharatiya Kala Prakasan, New Delhi, 2010.
7. Meenakshi Kanna, *Cultural History of Medieval India*, Social Science Press, 2007
8. Romila Thapar, *Ancient Indian Social History*, Orient Longman Pvt.,Ltd.,2010
9. Romila Thapar, *The Cultural Past*, OUP.
10. *The History and Culture of the Indian People*, vol. I-II, Bharatiya Vidya Bharan Series, Mumbai.
11. Satish Chandra, *Medieval India*, Vols. I-II, Har-Anand Publications, Neaw Delhi.

**HIST-C-08****Objective:**

The History of China and Japan deals with the political, social and economic affairs of China along with different diplomatic treaties to rule over Asian continent. It deals with the features of European interaction with China and Japan during world wars. It also discusses the growth of communism, the establishment of People’s Republic of China. It also evaluated Cultural Revolution of China and constitutional movement of Japan.

## History of China & Japan

### Unit-I

1. Political, Social and Economic Condition of China under the Manchus
2. European Interaction with China, Opium Wars
3. First Sino-Japanese War; Boxer Rebellion; Nationalist Movement and Proclamation of the Republic; Career and Achievements of Sun Yat Sen

### Unit-II

1. Achievements and Failures of Kuomintang Government under Chiang Kai Shek, Manchurian Crisis, 1931
2. Birth and Growth of Communism in China, Cooperation and Conflict between the Communists and Kuomintang, 1921-1945, Sino-Japanese War, 1937; Civil War, 1945-49 and establishment of People's Republic of China.
3. Cultural Revolution, 1966-68; Foreign Policy of the People's Republic of China.

### Unit-III

1. The Opening of Japan-Perry and Harris Mission, The Restoration of the Meiji and Reforms of Meiji Era, The Constitutional Movement and the Constitution of 1889
2. Anglo-Japanese Alliance (1902), Russo-Japanese War (1904-05) and Treaty of Portsmouth; Japanese hegemony in Far East before the First World War and Occupation of Korea.
3. Japan and First World War, Japan in Paris Peace Conference.

### Unit-IV

1. Political and Economic Development of Japan, 1895-1939; Constitutional Government and Development of Political Parties, Industrial Growth, Agricultural Development, Foreign Trade.
2. Japan's Foreign Policy, 1919-1939, Japan and Second World War, 1939-1945
3. Post War Japan – Japan under American Occupation (1945-51), Democratisation, Demilitarisation, Socio-Economic Reforms; Economic Progress of Japan, 1951-1980.

### Learning Outcome:

The paper educate the students about the Chinese and Japanese historical scenario. The political, social and economic lifestyle and the diplomatic treaties are also the outcome of the paper. The revolution of cultural institutions are also analyzed in the paper.

### Reading List:

1. A.K, Singh, *History of Far East in Modern Times*.
2. Amlan Dutt, *A Century of Economic Development of Russia and Japan*.
3. Chitoshi Yanaga, *Japan since Parry*.
4. Elerthard Wolfram, *A History of China*.
5. Harold M Vinake, *History of the Far East in Modern Times*
6. Harsh V. Pant, *The Rise of China*.

7. James Murdock, *History of Japan*.
8. K.S, Latourette, *A Short History of China*.
9. S.L.Roy, *A History of the Far East*.
10. Y. Immanuel Hsu, *The Rise of Modern China*

### **HIST-C/AE/FE-09**

#### **Objective:**

The paper deals with the religious and secular literary sources of writing Ancient Indian History. It also discusses medieval literary sources to construct the socio-economic and political development under Islamic rule. It also explains the nineteenth and twentieth century understanding of Marxist, colonial, nationalist and subaltern school. It discusses the writings of contemporary historians and their way of depiction of the recent historical trends.

### **Indian Historiography**

#### **Unit-I: Ancient Literature**

1. The Vedas & Puranas
2. Jaina & Buddhist Texts
3. *Harshacharita* of Bana
4. Kalhana's *Rajatarangini*

#### **Unit-II: Medieval Texts**

1. Alberuni's *Kitab-ul-Hind*
2. Zia-ud-Din Barani and Didactic History
3. Baburnama
4. Abul Fazl's *Ain-i-Akbari*

#### **Unit-III: Nineteenth and Twentieth Century Understanding**

1. Colonial School
2. Nationalist School
3. Marxist School
4. Subaltern School

#### **Unit-IV: Contemporary Writings**

1. D.D. Kosambi
2. Romila Thapar

3. Irfan Habib
4. Bipan Chandra

**Learning Outcome:**

The paper highlights the Indian historiographical trend and the sources vividly. It discusses understanding and approaches of Indian history writings. The paper educate the history students on the contemporary developments on the Indian history writings.

**Reading List:**

1. B. Sheik Ali, *History: Its Theory and Methods*, Macmillan.
2. C.H. Philip (ed.), *Historians of India, Pakistan and Ceylon*, London, 1962
3. E.Sreedharan, *A Textbook of Historiography: 500 BC to A.D 2000*, Orient Longman Pvt., Ltd., 2004.
4. Harbans Mukhia, *Historians and Historiography during the Reign of Akbar*, Vikash, New Delhi, 1976.
5. K.A.Nizami, *On History and Historians of Medieval India*, New Delhi, 1983
6. R.C.Majumdar, & A.L.Srivastava, *Historiography*, Delhi.1975
7. Ranajit Guha, *Subaltern Studies, 10 Vols.*
8. Romila Thapar, *History and Beyond*, OUP, 2000, Ch, VI.
9. S.A.Khan, *History and Historians of British India.*
10. S.P.Sen, *Historians and Historiography of Modern India.*
11. V. Narayan Rao, *Text and Tradition in South India, Permanent Black* with Ashoka University.

**HIST-C/AE/FE-10**

**Objective:**

The paper is basically deals with the development of science and technology throughout the historical era. It discusses the sources and development of astronomy, agricultural, textile and mining technology. It also brief the response of Indians towards scientific knowledge. It also shows the pioneer and contribution of Indian scientists. Adding to that the paper shows the postcolonial evolution of nuclear energy and defense researches in India.

**History of Science and Technology in India**

**Unit-I: Science and Technology in Ancient India: The Beginning**

1. Origin and Development of Technology in Pre-Historic and Proto-Historic Period
2. Science and Technology in Vedic and Later Vedic Times.
3. Development in Astronomy-Contributions of Aryabhata, Varahamihira and Bhaskara-I.

#### **Unit-II: Development of Science and Technology in Medieval India**

1. Growth of Agricultural Technology.
2. Development of Textile Technology.
3. Development of Mining and Metallurgy.

#### **Unit-III: Science and Technology in Colonial India**

1. Early European Scientists in Colonial India- Surveyors, Botanists, Doctors under the Company's Service.
2. Indian Response to new Scientific Knowledge.
3. Pioneer Indian Scientists and their Contribution – J.C. Bose, P.C.Ray, C.V. Raman, Pathani Samanta.

#### **Unit- IV: Science and Technology in Post-Colonial India**

1. Development of Agriculture and Food Technology
2. Nuclear Energy in India.
3. Defence Researches in India.

#### **Learning Outcome:**

The paper analyses the technological innovations in India throughout the ear. It make people educate the technology on astronomy, agricultural, textile and mining. It educate the Indians response towards scientific knowledge, postcolonial evolution of nuclear energy.

#### **Reading List:**

1. A.K. Biswas, *Science in India*; Calcutta 1969.
2. A.K. Bag, *Science and Civilization in India*, Navrang Publication, New Delhi, 1985
3. B.R. Nanda (ed), *Science and Technology in India*, Vikas Publishing House Pvt Ltd. New Delhi, 1977.
4. D.M. Bose , *A Concise History of Science in India*, INSA, New Delhi,1971. (ed et. al)
5. David Arnold, *Science, Technology and Medicine in Colonial India, The New Cambridge History of India Series*, OUP, Cambridge, 1999.
6. Debiprasad Chattopadhyaya ,*History of Science and Technology in India*, Firma KLM, Calcutta, 1991.
7. Deepak Kumar, *Science and the Raj*, Delhi: Oxford UP, 1995.
8. Irfan Habib, *Technology in Medieval India: C.650-1750*, Tulika Books, New Delhi, 2008.
9. Irfan Habib, *Medieval India:The Story of A Civilization*, NBT..

10. Kalpana Rajaram, *Science and Technology in India*, Spectrum India, New Delhi, 1993.
11. O.P Jeggi, *History of Science and Technology*.
12. S. N. Sen, *Scientific and Technical Education in India*, INSA, New Delhi, 1991.
13. Satya Prakash, *Founders of Science in Ancient India*, The Research Institute of Ancient Scientific Studies, New Delhi, 1965.
14. Verghese Jayaraj, *History of Science and Technology*.

### **Third Semester**

### **HIST-C/AE/FE-11**

### **Cultural Heritage of Odisha**

#### **Objective:**

The course basically describes the importance of cultural heritage, its meaning as well as specification. Different types of heritage are included here to clear the understanding regarding heritage. Buddhist stupas, chaityas as well as the sculpture of Jaina art is very prominent regarding culture of India. Apart from it religion is also included especially the regional development of different cults like Saiva and Vaishnava, yogini cult which is very important in Odisha region. Temple style as well as Jagannath cult is also dealt here including Mahima Dhama. In culture literature is also very important as well as festival, art and education.

### **Cultural Heritage of Odisha**

#### **Unit-I**

1. Cultural Heritage: It's Meaning, Nature and Classification.
2. Buddhist Stupas and Chaityas: Ashokan Art, Architecture at Ratnagiri.
3. Rock-cut Sculptures: Jain Sculpture at Khandagiri and Udayagiri.

#### **Unit-II**

1. Saiva and Vaishnava Heritage in Odisha.
2. Sakti Culture in Odisha.
3. Evolution of Kalingan Style of Temple Architecture: Muktesvar, Vaital, Lingaraj, Sun Temple, Konark.

#### **Unit-III**

1. The Cult of Jagannath: Origin and Development and Philosophy.
2. Mahima Dharma: Principles and Development, Its Impact on Socio-Cultural Life.

3. Sarala Mahabharata and Panchasakha Literature.

#### **Unit-IV**

1. Fairs and Festivals: Hindu, and Tribals
2. Terracotta Art and Crafts
3. Modern Odia Literature: Radhanath Roy, Phakir Mohan Senapati and Gangadhar Meher

#### **Learning Outcome:**

The paper educate the cultural norms of Odisha along with the meaning and categorization of the heritages. It highlights the Buddhist, Jain arts and Architectures in Odisha. The Hindu Cults and their temple architectures in Odisha is also discussed. It make students enlightened important festivity, artistic nature, education, cultural identity and tourism potential of Odisha.

#### **Reading List:**

1. A Easchmann, H. Kulke and G. C. Tripathy (eds), *The Cult of Jagannatha and The Regional Traditions of Odisha*, Manohar, New Delhi, 1978.
2. B.K. Mallik, *Paradigms of Dissent and Protest: Social Movements in Eastn India (1400-1700)*, Manohar, New Delhi, 2004.
3. J. Dora, *Sakta Monuments of Orissa: A Study of Art, Architecture and Iconography*, Delhi, 2009.
4. K.C. Mishra, *The Cult of Jagannatha*,
5. M. Manasingha, *History of Oriya Literature*, Sahitya Akademi, New Delhi.
6. M.N. Das (ed), *Sidelights on History and Culture of Orissa*, Vidyapuri, 1977.
7. N.K. Bose, *Canons of Orissan Architecture*
8. N.K. Sahu, *Buddhism in Orissa*, Utkal University, 1965.
9. P.K. Mishra et al(eds), *Comprehensive History and Culture of Orissa*, Vol-I Pt. II, Kaveri Publication, New Delhi.
10. S. Pradhan, *Rock Art in Orissa*.
11. T. E. Donaldson ,*Hindu Temple Art of Orissa*.
12. Vidya Dehejia, *Early Stone Temples of Orissa*.

### **HIST-C/AE/FE-12**

#### **Objectives:**

The course deals with the emancipation movements as well as changing of society. Different types of movements were in course which is important from the point of view of emancipation history of India. From Buddha, Bhakti movement, theories of slavery etc were important. There were different philosophers also like Jyotiba Phule, Bhima Bhoi, Periyar etc. different

movements which shows the anger of people like tribal revolt etc. depressed class and their emergence also deals here.

## **Social Emancipation Movements in India**

### **Unit-I: Historical Background**

1. Buddha's humanitarian Synthesis of Mind and Matter
2. Social Dimensions of Medieval Mukti Movements- Kabir, Sri Chaitanya, Balaram Dasa and Achyutananda Dasa.
3. Impact of the Ideologies of American Revolution (1776) and French Revolution (1789) and Abolition of Slavery in U.S.A. (1865).
4. Global Theory of Slavery and Oppression – Theories of Rousseau's "Chained Man" , Marx's "Alienated Man" and Ambedkar's "Broken Man".

### **Unit-II: Dynamics of Social Radicalism**

1. Jotiba Phule: His Ideology and Programmes – *Satyasodhak Samaj*.
2. Bhima Bhoi's Ideology and Programme- His Writings and Perspectives of Social Protest.
3. Tribal Resistance Movements: Santhal Revolts of 1855, Khond uprising of Ghumsar(1836-56), Munda rebellion of 1899.
4. Periyar and the Self-Respect Movement in the South.

### **Unit-III: Nationalist Power Politics and the Excluded Masses**

1. The Human Rights Movement in the Early 20th Century: The Mahad Satyagraha (1927).
2. Demand of 'Political Right' for the Depressed Classes – Gandhi and Ambedkar.
3. Gandhian Ideology and Programmes for Eradication of Untouchability.
4. Constitutional Safeguards for the Scheduled Castes and the Scheduled Tribes; Backward Classes and Women.

### **Unit-IV: The Depressed Classes in India after Independence**

1. The Hindu Code Bill (1954) and the Women's Empowerment.
2. Emergence of the *Navayan* or the Neo-Buddhism.
3. Backward Castes and Tribes in Post -Colonial Electoral Politics.
4. The Dalit Movements: Issues and Programmes

### **Learning Outcome:**

The paper highlights the emancipating nature of the society in India. The portion enlightened the scholars about the theology and ideology of Indian reformers like Phule, Periyar and Ambedkar etc. It emancipated people from caste and gender discrimination, religious orthodoxy and advocated women education.

### **Reading List:**

1. A.C.Pradhan, *The Emergence of the Depressed Classes*, Book land International, Bhubaneswar, 1968.
2. A.K.Dhan, *Birsa Munda*, Publication Division, New Delhi, 2006.
3. B.K.Mallik, *Paradigms of Dissent and Protest: Social Movements in Eastern India (1400-1700)*, Manohar New Delhi, 2004.
4. B.R.Mani, *De-Brahminising History: Dominance and Resistance in Indian Society*, Manohar, New Delhi, First Published 2005.
5. Dhananjaya Keer, *Dr Ambedkar: Life and Mission*, Popular Prakashan, Bombay, Reprinted 1981.
6. Elenor Zelliott, *From Untouchables to Dalits: The Movement of Ambedkar*, Manohar, New Delhi.
7. Eva Maria Hardtmann, *The Dalit Movement in India: Local Practice, Global Connections*, OUP, 2009.
8. Gail Omvealt, *Dalits and the Democratic Revolution*, Sage Publications, New Delhi, 1994.
9. Kumar Suresh Singh, *Birsa Munda and his Movements (1874-1901)*.
10. Sudha Pai, *Dalit Assertion*, OUP, 2013.
11. Sumit Sarkar, *Modern India (1885-1947)*, Mac Millan, Delhi, First Published 1983.
12. S.K. Thorat and N. Kumar, *B. R. Ambedkar: Prospectives on Social Exclusion & Inclusive Policies*, OUP, 2011.
13. Verinder Grover (ed). *Bhimrao Ramji Ambedkar: A Biography of His Vision and Ideas*, Deep & Deep Publications, Delhi, 1998.
14. W.N.Kuber, *Dr.Ambedkar-A Critical study*, PPH, New Delhi, First Reprint 1979.

**OR**

**HIST-C/AE/FE-12**

### **History of Peasant and Labour Movements in India**

#### **Unit-I**

1. Condition of Agriculture & Agriculturist on the eve of British Conquest of India.
2. British and the exploitation of the Peasantry– Pauperisation & Depeasantization, Natural Calamities & its impact, British efforts for improvement of Irrigation system, Land revenue, Illegal extractions & British administrative apparatus versus the peasantry.
3. Landless Labour, Marginal Farmers & Tribal Farmers, Forest Laws of British, Periodic Settlement & woes of the Peasantry, Zamindari and ryotwari tenants.

#### **Unit-II**

1. Peasant Unrest in early part of British rule- Forms, Content & results.

2. Pabna, Indigo revolt, Deccan riots, Moplah rebellion.
3. Movement during Gandhian era- Peasant and National Movement-Ecology, Interaction and Popular Participation, Working Class Movement.

### **Unit-III**

1. Beginning of Industrialisation, formation of Working Class Movement in Europe.
2. Industrial development in India and Beginning of the Capitalist Class and Working Class.
3. Early Trade union activities in India – Formation of individual trade unions, Bombay Workers strike in 1908.
4. October Revolution & Trade union Movement in India, Efforts to unite Workers & Peasants in radical Political Organisation – Bombay, Calcutta, Madras & Kanpur.

### **Unit-IV**

1. Formation of AITUC & Labour Movement in 1920 Great Economic Depression & its impact, Meerut Conspiracy Case, Left in Trade Union Movement.
2. Split in AITUC & Formation of RTUC, Formation of Trade Union affiliations to Congress.
3. Trade Union Movement before and during Second World War.
4. Communist & Congress conflict in trade union movement, Trade Union Movement from 1945-1947.

### **Reading List:**

1. A.R.Desai, *Social Background of Indian Nationalism*.
2. Sumit Sarkar, *Modern India, 1885-1947*, Mac Millan, Delhi, 1983.
3. D. N. Dhanagare, *Peasant Movement in India*.
4. K.B.Panikar, *An Outline of the History of the AITUC*.
5. R. Vlyanovsky and Others, *Industrial Revolution and Social Progress in India*.
6. R. Vlyanovsky, *Agrarian India between the World Wars*.
7. R.P.Dutt, *India Today*.
8. S. Choudhary, *Peasants and Workers Movement in India.(1905-1929)*
9. Shirin Mehta, *The Peasantry and Nationalism*.
10. Shiva Chandra Jha, *The Indian Trade Union Movement*.
11. Sukomal Sen, *Working Class in India*.
12. Sunil Sen., *Peasant Movement in India*.

### **Special Paper: Group-A**

#### **HIST-CE-13**

### **Objectives:**

This paper is designed to familiarize students with important political and administrative developments in ancient history. This is helping them to construct original historical arguments based on primary source material research. The aim of the course is to educate students about the major changes in political, social, religious, economic and cultural fields occurred during this

time. The objective of this course is to educate students with the political philosophy and processes prevalent during this period. This paper will be able to students for Identify the administration of Guptas, Rajaputs other ancient dynasties, their contribution to Indian history.

**A. Political and Administrative History of India  
(Early Times to 1200AD)- I**

**Unit-I**

1. Sources of Ancient Indian History;
  - a) Archaeological
  - b) Literary
  - c) Foreign Accounts
2. Stone Age – Palaeolithic and Mesolithic
3. Bronze Age- First Urbanisation – Harappan Civilization – Origin, Extent, Major sites, Characteristic features, Causes of decline.

**Unit-II**

1. Rg Vedic Age- the Origin of Aryans, Extent, Political Condition.
2. Later Vedic Civilization – Political condition.
3. Pre- Mauryan Period-Iron Age-Sixteen Mahajanapadas, Republics, and Growth of Magadhan Imperialism.

**Unit-III**

1. Foreign invasion and rules-Indo-Bactrian, Indo-Parthians-Sakas and Kusanas.
2. The Age of Mauryas; Sources, Rise of Chandragupta Maurya, Administration, Political Condition.
3. Ashok the Great- Extent, Political Condition, Administration, Decline of the Mauryan Empire.

**Unit-IV**

1. Gupta Age – Sources, Rise, Extent, Administration, Political Condition, fall of the Gupta Empire.
2. Emergence of the Rajputs: Pratiharas, Chandellas, Rajput Polity and Administration.
3. Rashtrakutas, Palas, Senas – Their Role in History, Polity and Administration.

**Learning Outcomes:**

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

Students will distinguish between primary and secondary sources and identify and evaluate evidence. Students will demonstrate in discussion and written work their understanding of different peoples and cultures in past environments and of how those cultures changed over the course of the centuries. Students will produce their own historical analysis of documents and develop the ability to think critically and historically when discussing the past. Students will be able to indicate multiple cultures (Greek, Shaka, Hun etc) of Ancient India. Students will be able to illustrate the development of empire. Students will be able to explain our heritage through cultural aspects of Ancient India.

### **Reading List:**

1. A.L. Basham, *The Wonder that was India*, New York, Grow Press, 1954.
2. D.D. Kosambi, *The Culture and Civilization of Ancient India: In Historical outline* New Delhi; Vikas 1971. 5th Print.
3. George Eddosy, *Urbanization in Early Historic India*.
4. K.A. Nilakantha Sastri, *The Colas*, South Indian History.
5. R.C. Majumdar (ed) *History and Culture of Indian people*. Bombay, Bharatiya Vidya Bhavan 1960.
6. R.S. Sharma, *Aspects of Political Ideas and Institutions in Ancient India*.
7. R.S. Sharma, *Indian Feudalism*, New Delhi, Orient Longman, 1978.
8. R.S. Sharma, *Material Culture and Social Formation in Ancient India*, Mac Milan, 1983.
9. Romila Thapar, *The Mauryan India*.
10. Romila Thapar, *A History of India*, vol. I, Penguin.
11. *The Cultural Heritage of India*, vol. I-VI, The Ramakrishna Mission, Kolkata.

### **Special Paper: Group-B**

#### **HIST-CE-13**

### **Objective:**

This course forms the first part in the study of Medieval Indian History. The chief objective of this course is to acquaint students with the political, socio-economic and cultural history of Medieval India during the Sultanate period.

### **B. Political and Administrative History of India (1200-1526)-I**

#### **Unit-I**

Sources: A.-Literary Sources

- a. *Tarikh-i-Firuz Sahi*
- b. *Fatwa-i-Jahandari*

c. Foreign Travelers' Account- *Al Beruni (Tarikh-ul-Hind)* and *Ibn Batuta*

B. Archaeological Sources

**Unit-II**

1. Foundation of Delhi Sultanate
2. Iltutmish and Balban-Theory of Kingship
3. Alauddin Khilji-Conquests and Administration, Agrarian and Economic Measures

**Unit-III**

1. Muhammad-bin-Tughlaq: His Major Projects and Agrarian Reforms, Causes of Failure
2. Firuz Tughlaq- Agrarian Measures and Public Work
3. Nature of the State during Sultanate Period

**Unit-IV**

1. Society, Culture and Art in Sultanate Times
2. The Vijaynagar Empire-Administration and Cultural Development
3. Rise and fall of the Bahamani Empire

**Learning Outcome:**

After the completion of the course the students will have a fair understanding of various sources for reconstructing history of Delhi Sultanate as well as works and measures of important Delhi Sultans.

**Reading List:**

1. A.Mahadi Hussain, *The Tughlag Dynasty*.
2. ABM Habibullah, *The Foundation of Muslim Rule in India*.
3. H.K.Sherwani, *History of Medieval Deccan*.
4. J.L.Mehta, *Advanced Study in Medieval India*, Vols. I-III, Sterling, New Delhi, 1992.
5. K.A.Nilakhantha Shastri, *A History of South India*.
6. K.S.Lal, *History of the Khaljis*.
7. R.P. Tripathy, *Some Aspects of Muslim Administration in India*.
8. R.S.Sharma, *Early Medieval Indian Society*, Orient Blackswan, 2001.
9. S.B.P Nigam, *Nobility under the Sultans of Delhi*.
10. S.Subramanyam, *Money and the Market in India (1100-1700)*.
11. Satish Chandra, *Medieval India*, Vol.I, Har Anand, New Delhi.

**Special Paper: Group-C**

## HIST-CE-13

### Objective:

The paper deal with the evolvement of constitution in India through different acts, i.e. Regulating Act, Pitt's India Act, Government of India Act and Indian Council's Acts. The Morley Minto reforms and Montague Chelmsford Act made a major contribution towards the development of constitutional history of India. The Round Table conferences, Commissions and plans also boosted up the growth of constitution. The Government of India Act and The Indian Independence Act was the repercussion of the above activities. The idea of federalism, separation of power and amending procedures are the outcome of the post Independent India.

### C. Constitutional History of India

#### Unit-I

1. Regulating Act of 1773 and its Amendment
2. Pitt's India Act of 1784
3. Government of India Act of 1858 and Proclamation of Queen Victoria
4. Indian Council's Act of 1861

#### Unit-II

1. Indian Council's Act of 1892
2. Morley-Minto Reforms of 1909
3. Montague-Chelmsford Reforms of 1919
4. Simon Commission and Nehru Report

#### Unit-III

1. Round Table Conferences
2. Government of India Act of 1935
3. Cripps Mission, the Wavell Plan, the Cabinet Mission
4. Indian Independence Act of 1947

#### Unit-IV

1. Making of the Constituent Assembly
2. Federalism
3. Separation of Powers (Executive, Legislature and Judiciary)
4. Amending Procedure

### Learning Outcome:

The paper deal with the evolution of constitution of in India under British era. The major reforms are the highlights of the paper and scholars get idea of federalism, separation of power and its

consequence in post Independent India. It also educate on the different conferences, commissions and plans to boost up the constitution.

### **Reading List:**

1. A.C.Banerjee, *The Constitutional History of India (Vol-I) 1600-1858*.
2. A.C.Banerjee, *The Constitutional History of India. (Vol-II) 1858-1919*.
3. B.B.Mishra, *Central Administration of the East India Company, (1773-1834)*
4. B.B.Mishra, *The Administrative History of India (1834-1946)*.
5. B.B.Mishra, *The Judicial Administration of the East India Company in Bengal*.
6. G.N.Singh, *Indian Constitutional and National Development*.
7. H. Tinkar, *The Foundation of Local Self- Govt. in India, Pakistan and Burma*.
8. J.K.Mittal, *Constituent Assembly of India*.
9. L.N.Srivastav, *A Simple Book of Constitutional Development and Indian Constitution*.
10. M.V.Pylee, *Constitutional History of Modern India (1600-2010)*, S. Chand & Co., New Delhi, 2011.
11. S.R.Bakshi, *British Administrative Policy in India*.
12. Shiv Kumar Choube, *Constituent Assembly of India*.
13. Vishnoo Bhagaban, *Indian Freedom Movement and Constitutional Acts*.

### **Special Paper: Group-D**

#### **Objective:**

The paper discusses the study of sources for the reconstruction of early Odisha history. The aim is to graph the historical geography of Ancient Odishan territories. It also explains Kalinga war and its socio cultural implications. The section also deals with the career and achievements of Kharavela and the contribution of other regional dynasties. This highlights the political administration, economy and cultural significance of Bhaumakaras and Somavamsis.

### **HIST-CE-13**

#### **D. History of Odisha (Early Times to 1118 AD)**

##### **Unit-I**

1. Sources of Study: Inscriptions, Copper Plates, Literature, Foreign Accounts and Coins
2. Historical Geography: Kalinga, Tosali, Utkal, Odra, Kangoda & Kosala

## **Unit-II**

1. Kalinga War-Causes & Consequences
2. The Mahameghavahanas: Career & Achievements of Kharavela
3. Rise of Regional Dynasties: Sailodbhavas & Early Gangas

## **Unit-III**

1. Hiuen Tsang's Account of Ancient Odisha
2. The Bhauma-Karas: Origin, Chronology, Administration & State Formation
3. The Somavamsis: Origin & Development, Achievements of Yayati I &II, Transition in State Formation

## **Unit-IV**

1. Art, Architecture and Literature
2. Society & Economy
3. Status of Women

### **Learning Outcome:**

The paper highlights the geographical identity of ancient Odisha and educate people the socio-cultural history of the time. It educate the historical narration of Kalingan War and political atmosphere of the era of Kharavela. The Somavamsis and the Bhaumakaras also contributed to the administrative, economy and cultural significance.

### **Reading List:**

1. A.P. Sah, *Life in Medieval Orissa*.
2. A.C. Pradhan, *A Study of History of Orissa*
3. H. K.Mahatab, *History of Orissa*.
4. K.C Panigrahi, *History of Orissa*.,Kitab Mahal, Cuttack.
5. K.C. Mishra, *The Cult of Jagannatha*.
6. M.N. Das(ed), *Sidelights on History and Culture of Orissa*, Vidyapuri, Cuttack, 1977.
6. N.K.Sahu, *Kharavela*.
7. N.K.Sahu, *Utkal University History of Orissa*.
8. R. D Banarjee, *History of Orissa, 2 vols*.
9. U.K. Subuddhi, *The Bhaumakaras of Odisha*, Punthi Pustak.
10. Bina Kumari Sarma, *The Somavanshis of Odisha*, Punthi Pustak.

### **Special Paper Group-A**

## HIST-CE-14

### Objective:

This paper forms the second part of political and administrative history of ancient India, and it included history from Iranian & Macedonia invasions to the Muslim invasion in 12th century. The aim of the course is to educate students about the major changes in political, social, religious, economic and cultural fields occurred during this time. The objective of this course is to familiarize students with the political philosophy and processes prevalent during this period. The main objectives of the paper to study the political history of the south India from early times to 12th century AD. The paper discuss the transitions of societies, emergence of state, its evolution into structured forms, the dynastic rules associated social and economic changes. Intend to include regional history, especially, the Deccan and south for the confluence of cultures and polities.

### Political and Administrative History of India

#### (Early Times to 1200 AD)-II

#### Unit-I

1. Iranian and Macedonian Invasions and Second Urbanisation.
2. Chola Empire, Local Self Government, Features of Indian Village System, Political Condition.
3. Dynasties in Northern and Southern India (Post- Maurya Period)Sungas-Kanvas-Satavahanas and Kharavela.

#### Unit-II

1. Later Guptas, Pushyabhutis, Maukharis and Chalukyas of Badami
2. Pallavas-Polity and Administration
3. Sangam Age- Political Condition, Administration.

#### Unit-III

1. Guptas - Chandragupta-I, Samudragupta, Chandragupta-II, Polity and Administration.
2. Later Rulers Guptas- Pushyabhutis, Harshavardhan- Political Condition and Administration.
3. Somavamsi Period- Political Condition, Administration.

#### Unit-IV

1. Pandyas- Political Condition, contact with outside World.
2. Imperial Gangas- Political condition and Administration.

3. Advent of the Arabs in Sind.

### **Learning Outcomes:**

After the completion of the course, Students will be able to:-

Students will be able to examine institutional basis of Ancient India. They will come to know, how the clashes between the native and foreign forces arose and finally absorbed and gave birth to a new culture popularly known as the 'composite culture'. Students will be able to analyze perceptions, limitations and range of sources of Ancient India. Students will be able to explain Political and Social Ideas and Institutions of Ancient India. Know how to define the development of political institutions in India during ancient period. Students will be able to explain emergence of States in Ancient India. Students will know about the political, social, cultural changes during the early times to 12th century.

### **Reading List:**

1. D.D. Kosambi, *The Culture and Civilizations: Ancient India in Historical Outline*.
2. D.K. Ganguly, *The Imperial Guptas and Their Times*.
3. K.A.N. Sastri, *A History of South India*.
4. B.D. Chattopadhyaya, *The Making of Early Medieval India*, OUP.
5. R.C. Majumdar, *The Classical Age*.
6. R.K. Mookerjee, *Chandragupta Maurya and His Times*.
7. R.S. Sharma, *Aspects of Political Ideas and Institutions in Ancient India*.
8. Romila Thapar, *Early India*, Penguin.

## **Special Paper Group-B**

### **HIST-CE-14**

### **Objective:**

This course forms the second part for the study of Medieval Indian History and it extends from the history of the Delhi Sultanate towards the advent of Mughals and the establishment of Mughal rule on Indian soil. This paper intends to give an idea of the changing Political scenarios that occurred with the fall of Delhi Sultanate and establishment of Mughal Empire.

## **Political and Administrative History of India (1200-1707)-II**

### **Unit-I : State and Regions**

1. State and Regional Identities, Rise of Provincial Dynasties-Bengal and Odisha
2. State and Rural Society: The Iqta System, Zamindars and Peasants.
3. Decline of the Sultanate

## **Unit-II: Institutional Structure and Foreign Contacts during Sultanate Period**

1. The Ulema and Nobility: Composition, Character and Role
2. The Civil, Judicial, and Military Administration
3. Foreign Contacts: Al Beruni and Ibn Batuta

## **Unit-III: Advent of the Mughals**

1. India on the eve of Babar's Invasion, Foundation of Mughal Empire.
2. Humayun and His Problems, Revival of Afghan power – Sher Shah's Administration.
3. Administration under Akbar- Jagirdari and Mansabdari Systems.

## **Unit-IV Centre-State Relations**

1. Religious and Social Outlook: Theory of *Sulh-i-kul* and Religious Policy of Akbar.
2. Mughal - Rajput Relations.
3. Mughal - Sikh Relations.

### **Learning Outcome:**

After the completion of the course, the students will have a comprehensive understanding on the relations between State and regional powers, the Institutional and administrative structure during the Sultanate period, causes responsible for the decline of the Delhi Sultanate and establishment of Mughal empire, works and measures of important Mughal rulers with special reference to Akbar.

### **Reading List:**

1. A.Appadorai, *Economic condition in Southern India (1000-1500)*, vols.I-II, Madras, 1963.
2. A.L.Srivastava, *Akbar, the Great*.
3. S. Nurul Hassan, *Religion, State and Society in Medieval India*, OUP, 2008.
4. Burton Stein, *Peasant, State and Society in Medieval South India*, OUP, 1980.
5. Irfan Habib, *Akbar's India*, OUP.
6. Irfan Habib, *Medieval India: The Story of Civilization*, NBT.
7. J.L.Meheta, *Advanced Study of Medieval India*, vol.I-II, Sterling.
8. K.R.Qanungo, *Sher Shah and his Times*.
9. M.Athar Ali, *The Mughal Nobility under Aurangzeb*, OUP, New Delhi.
10. Mohibul Hasan, *Babur: The Founder of Mughal Empire*
11. S.Nurul Hassan, *Thoughts on Agrarian Relations in Mughal India*.
12. Satish Chandra, *Medieval India (1526-1748)*, Har Anand.

**Special Paper Group-C**  
**HIST-CE-14**

**Objective:**

The paper highlights the British Imperialism and the opposing conceptualization of Indian Nationalism and consciousness in 19th Century India. It deals with the emergence Indian National Congress, along with swadeshi movement and revolutionary nationalism. The revolt of 1857 inflamed the Home Rule Movement and the Gandhian led movements in the 20th century. The paper also analyses the rise of peasant and tribal movements, the emergence of Indian capitalist class and the communal groups like Muslim League and Hindu Mahasabha. It also deals with the two nation theory of partition and Independence of India.

**Nationalist Movement in India**

**Unit-I**

1. British Imperialism in India- A Theoretical Perspective
2. Historiography of Indian Nationalism: Conceptual Debates
3. The Revolt of 1857: Causes, Nature and Results
4. Growth of National Consciousness

**Unit-II**

1. Formation of Indian National Congress: Programme and work of Early Nationalists
2. Partition of Bengal and Swadeshi Movement
3. Revolutionary Nationalism
4. Home Rule Movement

**Unit-III**

1. The rise of 'Gandhian' Politics
2. Non-Cooperation and Civil Disobedience Movements
3. Peasant and Tribal Movements
4. Indian Capitalist Class and their role in Indian National Movement

**Unit-IV**

1. Quit India Movement
2. Subash Bose and INA
3. Communal Rift: Muslim League and Hindu Mahasabha
4. Two-Nation Theory: Partition and Independence

**Learning Outcome:**

The paper outcome the concept of nationalism and consciousness of 19th Century India under British Imperialism. It highlights the contribution of INC and other revolutionary organizations to propagate the notion of nationalism. It enlighten the scholars the capitalist class and communal group's contribution towards the theory of partition and independence of India.

### **Reading List:**

1. A.R.Desai, *Social Background of Indian Nationalism*, 1977.
2. Aditya Mukherjee, *Imperialism, Nationalism and Making of Indian Capitalist Class*.
3. Bipan Chandra, *Communalism in Modern India*, Vikas Publishing House, Delhi, 1984.
4. Bipan Chandra, *India's Struggle for Independence*.
5. Bipan Chandra, *Modern India*.
6. Bipan Chandra, *Nationalism and Colonialism in Modern India*.
7. Eric Stokes, *The Peasant and the Raj*.
8. J. R. McLane, *Indian Nationalism and the Early Congress*, Princeton, N.J.: Princeton University Press,
9. Rakhahari Chattergi, *Working Class and the Nationalist Movement in India: The Critical Years*, New Delhi, 1984.
10. Ranajit Guha, *Elementary Aspects of Peasant Insurgency in Colonial India*, Oxford University Press, Delhi 1982, and PB editions.
11. Sekhar Bandyopadhyay, *Nationalist Movement in India: A Reader*, New Delhi, Oxford University Press, 2009.
12. Sumit Sarkar, *Modern India 1885-1947*, Delhi: Macmillan,1983.
13. Sumit Sarkar, *The Swadeshi Movement in Bengal*, Permanent Black, New Delhi, 1973.

## **Special Paper Group-D**

### **HIST-CE-14**

#### **Objective:**

The paper is dealing with the historicity of medieval Odishan society, politics and cultural value. Mostly it explains the time period of Ganga dynasty. There is also an evolution of religious life and sacred literatures and its impact on society. There is also a revelation and characterization of new style of architecture named Kalingan style of architecture.

### **History of Odisha (1118-1500 AD)**

#### **Unit-I**

1. Ananta Varman Chodaganga Deva: Socio-Political and Cultural activities.

2. Anangabhimha Deva–III: Career & Achievements.
3. Narasimha Deva-I: Political Condition and Cultural Development.

### **Unit-II**

1. Ganga Administration.
2. Society & Economy during the Ganga Rule.
3. Cultural Significance of the Ganga Period.

### **Unit-III**

1. Religious Life-
  - a) Jainism& Buddhism.
  - b) Saivism & Saktism.
  - c) Vaishnavism

### **Unit-IV**

1. Growth of the Cult of Lord Jagannath – Impact on Society.
2. Growth of Kalingan Style of Temple Architecture.
3. Jaydeva's *Gita Govinda*.

### **Learning Outcome:**

The paper deals with the cultural and political value of Medieval Odisha. It educate scholars about the Ganga dynasty, evolution of religious life and literary value and its repercussion on society. It also highlights on the new kind of architectural style named Kalingan style of architecture.

### **Reading List:**

1. A.P. Sah, Life in Medieval Orissa.
2. A. C. Pradhan, *A Study of History of Orissa*.
3. K.S. Behera, *Temples of Odisha*.
4. H. K. Mahtab, *History of Orissa*.
5. K.C Panigrahi, *History of Orissa*, Kitab Mahal, Cuttack.
6. K.C. Mishra, *The Cult of Jagannatha*.
7. M.N. Das, *Sidelights on History and Culture of Orissa*.
8. A. Easchmann et al(eds). *The Cult of Jagannath and the Regional Traditions of Orissa*, Mahohar, New Delhi, 1978.
9. J. Dora, *Sakta Monuments of Orissa: A Study of Art, Architecture and Iconography*, Delhi, 2009.
10. N.K.Sahu, *Utkal University History of Orissa*.

11. R. D Banarjee, *History of Orissa*, 2 Vols.
12. R. Subba Rao, *History of the Eastern Gangas*.
13. S. N Rajguru, *The History of The Gangas*.

### **Third Semester**

### **Special Paper Group-A**

### **HIST-CE-15**

#### **Objective:**

This paper is an introduction to studies in past societies and the development of economy. The paper is designed to familiarize students with the Socio-Economic History of India History of Early India ranging from early period up to 1200 A.D. The course on Early Indian social and economic history covers different aspects of Indian social system and different stages in the economy, myth of the origin of chaturvarna system and proliferation of various new castes and communities. The prime objectives of the course to make student to understand the major division between caste, class and kin-based society and the growth of urban based industrial economy and rural based agrarian economy. the paper also covers all the economic aspects and coinage and currency commencing from the Indus Valley times to the establishment of the Delhi Sultante.

### **Socio-Economic History of India (Early Times to 1200 AD)**

#### **Unit-I**

1. Harappan Society and Economy.
2. Vedic Society and Pastoral Economy, Origin of Caste System, Marriage, Position of Women.
3. Pre-Mauryan- Society, Economy, Rise of Urban Centres, Trade routes, introduction of Coinage.

#### **Unit-II**

1. Mauryan Period- Society, Economy, Trade and Commerce, Maritime Activities.
2. Post-Mauryan Period- Society, Growth of Urban Centres, Economy and Coinage.
3. The Guild System in Ancient India,

#### **Unit-III**

1. Gupta Period- Agrarian Economy, Trade and Commerce, Feudalism, Occupations, Society, Caste System and Social Change.
2. Post-Gupta Period-Social Structure and Institutions – Caste System-Untouchability, position of Women, Social Change.
3. Economy, land System, Agrarian Relation, Trade and Commerce, Economic and Social Development in South India, Guild System and Urban Decay.

#### **Unit-IV**

1. Chola and Pandyas-Society and Economy, Trade and Commerce, Maritime Activities.
2. Society and Economy in Regional States of India –Kadambas,Gangas, Pallavas, Chalukyas.
3. General Review of Economic life – Agrarian and Urban Economy, Trade, Feudalism, Proliferation of Castes, Untouchability, family and marriage.

#### **Learning Outcomes:**

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

Student will be able to understand the importance of our glorious past. They will know about the social order in vogue during Indus and Vedic civilization. Know about the influence of Buddhism, Jainism and other sects on the people. Student able to understand various term, Key concept related to Economic History of India.Student will be able to understand the change & continuity of Indian Economics system From Ancient to colonial period.They can understand importance of the term of Economy is very import Factor to Continued Historical Processes. They will write and present their own view Related topic on Economics history of India.They can understand the contemporary economical issues of the society.Student will understand the nature of social and cultural changes.

#### **Reading List:**

1. A. L. Basham, *Wonder that Was India*, Rupa & Co., New Delhi.
2. D.N. Jha (ed.), *Feudal Social Formation in Early India*.
3. Dharma Kumar and Irfan Habib, *Cambridge Economic History of India*, vol-I.
4. K.M. Ashraf, *Life and Condition of the People of Hindustan*.
5. R.S. Sharma, *Aspects of Ancient Indian Political Ideas and Institutions*, Delhi, 1959.
6. R.S. Sharma, *Indian Society: Historical Probing*, Delhi, 1974.
7. Romila Thapar, *Early India*, Penguin.
8. K.A. Nilakantha Sastri, *A History of South India*, OUP.
9. Burton Stein, *A History of India*, OUP.
10. Burton Stein, *Peasant, State and Society in Medieval South India*, OUP.

#### **Special Paper Group-B**

#### **HIST-CE-15**

#### **Objectives:**

This paper aims to introduce the students with the political and cultural history of Medieval India with special references to the Maratha and Mughal empire. It also aims at imparting information on major sources for the reconstruction of Mughal and Maratha History.

#### **Political and Cultural History of India (1526-1750)**

#### **Unit-I: Sources**

1. Literary Sources
  - a. Baburnama
  - b. Ain-i-Akbari, Abul Fazl : A Thinker and Historian
  - c. Tuzuk-i-Jahangir
  - d. Muntakhab-ul-Lubab.
2. Foreign Travelers' Accounts: Francois Bernier
3. Archaeological Sources: Monuments and Sculptures.

#### **Unit-II: Institutional Structure and Regional Identities**

1. The Mughal Nobility: Composition and Character.
2. The State, the Zamindars and Village Administration.
3. Opposition and Revolts: Role of Jats, Satnamis, Afghans and Sikhs.

#### **Unit-III: Crisis of the Empire**

1. Rise of the Marathas: Sivaji and the Mughal- Maratha Relations.
2. Aurangzeb and the Deccan States.
3. Rise of Bengal, Awadh and Nizam's Deccan.

#### **Unit-IV: Advent of the Europeans and Fall of the Mughal Empire**

1. The Portuguese Colonial Enterprises: Its Political and Economic Consequences.
2. Later Mughals and Decline of the Mughal Empire
3. Eighteenth century crisis

#### **Learning Outcome:**

The students will have a clear understanding on different literary and archeological sources as well as accounts of foreign travellers . They will get to know about Institutional structure of Mughal empire and the circumstances in which the Mughal Empire declined. It also sheds light on the advent of Europeans on Indian soil.

#### **Reading List:**

1. Indu Banga, *Ports and their hinterlands in India (1700-1950)*, New Delhi, 1992.
2. Irfan Habib, *Agrarian System of Mughal India*, OUP.
3. M.Athar Ali, *Mughal Nobility under Aurangzeb*.
4. Muzaffar Alam, *The Crisis of Empire in Mughal North India*, OUP, New Delhi, 1986.
5. M. Alam & S. Subramanyam (eds), *The Mughal State (1526-1750)*, OUP.
6. Omprakash, *Economic History of India*.
7. S.A.A.Rizvi, *Wonder that was India*, Vol.II, Rupa & Co., New Delhi, 2000.
8. Satish Chandra, *Medieval India (1526-1748)*, Har Anand.
9. Satish Chandra, *Medieval India: Society Jagirdari Crisis and the Village*.

10. Satish Chandra, *Parties & Politics at the Mughal Court*.
11. Seema Alavi (ed). *The Eighteenth Century in India*, OUP, 2010.

**Special Paper Group-C**  
**HIST-CE-15**

**Objective:**

The paper deals with different approaches of economic history, Indian agricultural policies and British land revenue system towards Indian subcontinent. The depeasantization, deindustrialization, rise of working class movement, transportation facilities and commercialization of agriculture are the consequence of British economic policies. The debate of drain of wealth, free trade and development of Banking system are also a part of the paper.

**Economic History of India (1757-1947)**

**Unit-I**

1. Issues and problems of Indian Economic History – Different Approaches
2. Agricultural Policy under the British—Problems of Indian Agriculture
3. British Land Revenue System—Permanent Settlement, Ryotwari Settlement and Mahalwari Settlement.
4. De-Peasantisation

**Unit-II**

1. Commercialization of Agriculture
2. Famine
3. Irrigation
4. Cooperative Movement in British India

**Unit –III**

1. Drain of Wealth- A Debate
2. Imperialism of Free Trade.
3. Internal and External Trade
4. Development of Banking system

**Unit-IV**

1. De-industrialization
2. Growth of Modern Industries

3. Development of Transport System: Railways, Road, and Shipping
4. Labour Issues and Working class movement

**Outcome:**

The paper elucidate different approaches the economic history of British India in 18th Century to 29th Century. The theory of depeasantization, deindustrialization, working class movements are studies in the paper. It also educated the modern form of financing system, free trade and drainage of wealth from the colonies to colonialist states.

**Reading List:**

1. A.I.Levkevsky, *The Development of Capitalism in India*.
2. Amiya Bagchi, *Colonialism and Indian Economy*.
3. B.R.Tomlinson, *The Economy of Modern India, 1860-1970*, Cambridge, 1993.
4. Claude Markovits, *The Global World of the Indian Merchants 1750-1947*.
5. D.R.Gadgil, *Industrial Revolution in India*.
6. David Arnold, *Famine: Social Crisis & Historical Change*, Oxford: Blackwell. 1988.
7. Dharma Kumar ed., *The Cambridge Economic History of India*, ii (Orient Longmans, Delhi 1984).
8. Rajat, K. Ray, *Industrialization in India: Growth and Conflict in the Private Corporate Sector, 1914-47*, Delhi, 1985.
9. Ranajit Guha, *A Rule of Property in Bengal: An Essay on the Idea of Permanent Settlement*
10. Tapan Raychaudhuri and Irfan Habib (eds.) *Cambridge Economic History of India, Vol. I*, S. Chand, Delhi, 1984.
11. Thomas Metcalf, *Land, Landlords and the Raj*.
12. Tirthankar Roy, *The Economic History of India: 1857-1947*, OUP, New Delhi, 2002.

**HIST-CE-15**

**Objective:**

The section of syllabus is discussing the late medieval and modern Odisha history. It deals with the Suryavamsi ruler's career, achievement, culture, administration, socio-economic condition of the time. The portion characterized with the disintegration of medieval empires. It also sketched the evolution and growth of Odia literature. The paper discusses the Panchasakhas and Bhakti movement, the impact of Sri Chaitanya's

faith. It also picturize the political condition of Medieval Odisha on the eve of Afghan Conquest.

### **Special Paper Group-D**

#### **History of Odisha (15<sup>th</sup> – 16<sup>th</sup> Century)**

##### **Unit-I**

1. Rise of regional Dynasties
2. Sources of Medieval Odisha
3. Kapilendra Deva, Purusottama Deva and Prataparudra Deva: Careers & Achievements.

##### **Unit-II**

1. Suryavamsi Administration.
2. Socio-Economic Condition of Odisha during Gajapati Rule.
3. Cultural Significance of the Suryavamsi Period.

##### **Unit-III**

1. Bhoi's and Chalukyas-An Estimate.
2. Decline and Disintegration of Odishan Empire.
3. Evolution and Growth of Odia Literature: Sarala Das.

##### **Unit-IV**

1. Sri Chaitanya's Faith & Its impact
2. Panchasakhas & Bhakti Movement.
3. Odisha on the eve of Afghan Conquest.

##### **Learning Outcome:**

The paper analyses the political history of Suryavamsis and the political, administrative, socio-economic condition of Odisha under their rule. The revival of Odia literature, Bhakti movement, Panchasakhas and Bhakti movements also narrated in this portion. It also educate about early medieval political condition of Odisha.

##### **Reading List:**

1. A.K. Deb, *Bhakti Movement in Orissa*.
2. A.P. Sah, *Life in Medieval Orissa*.
3. B.K. Mallik, *Paradigms of Dissent and Protest: Social Movements in Eastern India (cAD 1400-1700)*, Manohar, New Delhi, 2004.
4. B.K. Mallik, etal (eds) *Odia Identity*, Page Maker Publications, Bhubaneswar, 2021.
5. K.C. Panigrahi, *Hisotry of Orissa*, Kitab Mahal, Cuttack.

6. K.N. Mohapatra, *Khurda Itihas*
7. N.K.Jit, *The Agrarian Life and Economy of Orissa.*
8. P. Mukharjee, *The History of the Gajapati Kings of Orissa*, Kitab Mahal,Cuttack.
9. P. Mukharjee, *The History of Vaishnavism in Orissa.*
10. P.K. Mishra, *The Political History of Orissa.*
11. R. R. Misha, *Cultural History of Orissa.*
12. R. Subramanyam, *The Suryavamshi Gajapatris of Orissa.*

### **Fourth Semester**

### **HIST-C-16**

#### **Objective:**

The papers describes the importance of tourism as well as its linkage with the historical aspects of tourism. Different types of historical sites, events, archeological sites, monuments, architecture, and museums of national importance were chosen. In addition to importance were also given to cultural aspect of tourism like religious centres, tourist places, fairs and festivals which is important. Then at the end it deals with the policy, planning, organization, functional aspect of management of tourism.

### **Application of History in Tourism**

#### **Unit-I**

1. Concept, Definition and Characteristics of Tourism, Types of Tourism.
2. Historical Sites of National Importance (a) Dhauli (b) Ayodhya (c)Mahabalipuram.
3. Historical Events of National Importance (a) Kalinga War (b) Dandi March.
4. Archaeological Sites of National Importance (a) Sisupalagarh (b) Hampi

#### **Unit-II**

1. Monuments of National Importance (a) Taj Mahal (b) Caves at Khandagiri and Udayagiri.
2. Architectures of National Importance (a) Sun Temple at Konark (b) Sanchi Stupa.
3. Museums of National Importance (a) Indian Museum, Kolkata.(b)National Museum, New Delhi (c) Salarjung Museum, Hyderabad

#### **Unit-III**

1. Religious Centres of National Importance: (a) Puri and (b) Dwarka.
2. Tourist places of National Importance (a) Amritsar (c) New Delhi.
3. Fairs and Festivals of National Importance (a) Kumbhamela (b) RathaYatra

## **Unit-IV**

1. Policy and Planning in Tourism.
2. Tourism Organisation and Promotion.
3. Travel Agencies and Travel Management.

### **Learning Outcome:**

The paper is basically based on the importance of tourism and relates the historicity of events, sites, monuments, museums and architectural value. It educate the religious centers and the related fairs and festivals. It also analyses the policy, planning, functional aspects and managements of the tourist places.

### **Reading List:**

1. Duglas Foster, *Travel and Tourism Management*
2. Fletcher et. Al, *Tourism Principles and Practice Copper*, 1993.
3. K.C. Panigrahi, *Archaeological Remains in Bhubaneswar*
4. M.P. Beibaruah, *Fairs and Festivals of India (5 Volumes)*
5. Negi, *Travel Agency and Tour Operation: Concepts and Principles*.
6. Ram Acharya ,*Tourism and Cultural Heritage of India*, 1986, Jaipur
7. S. Punja, *Great Monuments of India*
8. Sethi, *Nature and Scope of Tourism*.
9. Y.D. Sharma, *Delhi and its Neighbourhood*.

## **HIST-C-17**

### **Objective:**

The newly coming topic which relates the environment as well as historical aspect of environment. The paper attempts to link the environment and early societies like Indus Valley. Also it deals with the conditions prior to British rule and after that. The changing condition of environment, pollution. The serious issue of climate change as well as their impact and need of conservation of environment. Different important movements in India were discussed here like Narmda Bachao, Chilika, Chipko etc.

### **Environmental History of India**

#### **Unit-I**

1. Understanding of Environment: An Introduction

2. Environment and Early Societies
3. The Natural Environment and the Indus Valley Civilization

### **Unit-II**

1. Environment, Religion and Society: Reflections in Literature
2. Ecology and State in Pre-colonial India: Animal-human relations
3. Colonizing Nature: Forest and Wildlife

### **Unit-III**

1. Geographical Zones: Mountains, Forest, Rivers, and Seas
2. Environmental Pollution: Pollutants and Source of Pollutants
3. Climate Change: Deforestation and Forest Degradation, Global Warming

### **Unit-IV**

1. Environmental Conflict and Issue of Conservation
2. Narmada Bachao Movement, Chilika Movement
3. Chipko Movement, Anti-Posco Movement

### **Learning Outcome:**

The paper educate the evolution of environment and the historical aspect of the emergence of civilizations. How the environment is evolved in different phases and specifically in pre British period is analyzed in the paper. The environmental movements and its repercussions are also contributed to the paper. The provisions of British India and climatic changes were also discussed in the paper.

### **Reading list:**

1. Arun Agrawal, *Environmentality*, Oxford University Press, 2005.
2. David Arnold and Ramachandra Guha, eds., *Nature, Culture and Imperialism: Essays on the Environmental History of South Asia*, New Delhi: OUP, 1995.
3. David Arnold(ed.), *Nature, Culture and Imperialism*, OUP, 1996
4. Erach Bharucha, *Textbook of Environmental Studies*, University Press, Hyderabad, 2013.
5. Richard Grove, Vinita Damodaran and Satpal Sangwan, eds. *Nature and the Orient: The Environmental History of South and Southeast Asia*, Delhi: OUP, 1998.
6. I.G. Simmons, *Environmental History: A Concise Introduction*, Cambridge: Blackwell, 1993.
7. Irfan Habib, *Man and Environment*, Tulika, New Delhi, 2013.
8. Laeeq Futehally, *Our Environment*, NBT, New Delhi, 1988.

9. M. Rangarajan and K. Sivaramkrishan, *India's Environmental History*, Volumes 1 and 2, Permanent Black, Delhi, 2011.
10. Mahesh Rangarajan and K.Sivaramakrishnan, *India's Environmental History (Colonialism, Modernity and the Nation)*.
11. Ramachandra Guha, and Madhav Gadgil, *The Fissured Land: An Ecological History of India*, Delhi: OUP, 1992.
12. Ranjan Chakrabarti(ed), *Situating Environmental History*, New Delhi, Manohar, 2007.
13. Sumit Guha, *Environment and Ethnicity in India, 1200- 1991*, Cambridge: Cambridge University Press, 1999.

**OR**

### **HIST-C-17**

#### **Women in Indian History**

##### **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.

##### **Reading List:**

1. A.S.Altekar, *The Position of Women – In Hindu Civilization*, Motilal Banarasidas Publishers, Banaras, 1956.
2. Aajam, Kant, *Women and the Law*, Motilal Banarasidas Publishers, Banaras.
3. Aparna Basu, *Role of Women in India's Struggle for Freedom*, New Delhi, 1976.
5. B.R.Nanda, *Indian Women from Purdha to Modernity*.

6. Bambs Oline, *Faces of Feminism – A Study of feminism as a Social Movement*.
8. C.Chakrapani. & S.Vijayakumar, *Changing status and role of women in Indian Society*, M.D.Publications, New Delhi, 1994.
9. C.S.Lakshmi, *Women in Society*, Vikas Publishing House, New Delhi, 1984.
10. D.Janaki, *Women's Issues*, Dhana Publications, Chennai, 2001.
14. Pratima Asthra, *The Women's Movement in India*, New Delhi, 1974.
15. R.Latha Kumar, *Women in Politics, Participation and Governance*, Authar Press, New Delhi, 1998.

### **Special Paper Group-A**

#### **HIST-CE-18**

#### **Objective:**

This course introduces the students how India's society, religions and culture undergoes a sea change during the Ancient Period. This course aims to acquainting students with cultural background, development in Languages, Literature and Arts and Architecture in Early India. It makes them clear that Indian culture is an amalgamation of several cultures. Further, it helps to inculcate the social and moral values among the students. The course covers ancient religious architectures- rock cut and structural, temples, sculptures and the literature on painting from different regions of India from the given period. The course aims to introduce the students to ancient India art, related major sites and structures.

### **History of India**

#### **Religions, Literature, Art and Architecture**

#### **(Early Times to 1200 A.D.)-I**

#### **Unit-I**

1. The Vedas, Religious Value, Vedanta and Mimansa.
2. Epic Literature – The Ramayana and the Mahabharata- Cultural life; Philosophy of Bhagabata Gita
3. The Puranas,- Salient Features, Classification, Religious and Cultural Importance.

#### **Unit-II**

1. Religious Movements during Sixth Century B.C. – Jainism and Buddhism- Principles, Philosophy and Impact on Socio- Cultural life.
2. Rise of Mahayana Buddhism.
3. Bhagavatism- Ramanuja, Sankaracharya

#### **Unit-III**

1. Harappan Art and Architecture, Town Planning.
2. Contribution of Ashokan School of Art.
3. Stupa Architecture; Bharut and Sanchi.

#### **Unit-IV**

1. Rock Cut Architecture; Khandagiri and Udayagiri.
2. Rock Cut Architecture at Ajanta Cave No. 1 and 10.
3. Art of Amaravati and Nagarjunkonda

#### **Learning Outcomes:**

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

They will be able to know about the richness of the Indian culture during the ancient period. They will understand the basic concepts associated with the different aspects of socio-cultural life of the above mentioned period. They will understand the Hindu religious movements, customs, traditions, languages, literature, art and architecture. They get to know how culture of Hindu society influenced that of the other contemporary civilizations

#### **Reading List:**

1. A. Macdonell, *A History of Sanskrit Literature*, Delhi, 1971.
2. A.D. Pusalker, *Studies in the Copies and Purana*, Bombay, 1951.
3. A.K. Warder, *India Buddhism*.
4. A.L.Bhasam (ed.), *Cultural History of India*, OUP.
5. A. Rowland, *The Art and Architecture of India, Buddhist, Hindu, Jain*, 1970, Penguin.
6. Debala. Mitra, *Udayagiri and Khandagiri, Delhi*, 1975
7. M. Winternitz, *History of Indian Literature*, vol-I-III, Delhi, 1963-67.
8. Suvira Jaiswal, *The Origin and Development of Vaisnavism*
9. S.C. De, *Historicity of Ramayana*, Delhi, 1976.
10. V. Narayan Rao, *Text and Tradition in South India, Permanent Black* with Ashoka University.

#### **Special Paper Group-B**

#### **Hist-CE-18**

#### **Objective:**

**The main purpose of this course is to understand the social stratification in urban and rural society in Medieval India. It provides insights into the composite Indo-Islamic culture and also sheds light on the development of Bhakti and Sufi movements.**

#### **Socio- Cultural History of India (1206-1707AD)**

### **Unit-I: Stratification of the Urban and Rural Society**

- 1) Caste System and Slavery, Condition of Women and Devadasi Tradition.
- 2) Rural Society: Petty Chieftains, Village Officials, Peasants and Artisans.
- 3) Urban Society: The Ruling Classes, The Mercantile and Professional Classes, Rural-Urban Relationship.
- 4) Forms of Dominance and Resistance: Land Control, Patriarchy and Rise of the Religious Groups.

### **Unit-II: Bhakti and Sufi Movements: Patriarchy and Gender Relations**

- 1) Movements and Cults: Jagannath Cult in Odisha; Vaishnavite Movement in Eastern India: Sri Chaitanya and Panchasakhas
- 2) Sufism: Its Origin and Orders, Beliefs and Practices, The Leading Sufi Saints
- 3) Bhakti Movements: Role of Kabir, Nanak, Dadu, Tulsi Das, Namadev and Meera-Their Teachings and Practices

### **Unit-III: Composite Culture-1**

- 1) Evolution of Indo-Islamic Architecture (Sultanate Period).
- 2) Evolution of Indo-Islamic Architecture (Mughal Period).
- 3) Growth of Vijaynagar and Bahamani Architecture
- 4) Mughal and Rajput Paintings- Themes and Perspectives

### **Unit-IV: Composite Culture-2**

- 1) System of Education and its Motivation
- 2) Persian Literature: Role of Amir Khusrau, Ziyauddin Barani and Dara Sikho
- 3) Regional Literary Traditions: Hindi, Odia, Bengali
- 4) Mutual Interaction and influence on Socio-Religious Ideas

### **Learning Outcome:**

After completion of the course students will be able to understand the concept of caste system, slavery, patriarchy, gender relation, Indo-Islamic architecture and literature etc.

### **Reading List:**

1. A. Easchman, H.Kulke & G.C.Tripathy(eds) *The Cult of Jagannath and the Regional Tradition of Orissa*, Manohar, New Delhi,1978.
2. B. Luniya, *Indian History and Culture*, New Delhi, 1980.
3. Basanta Kumar Mallik, *Paradigm of Dissent and Protest: Social Movements in Eastern Indian (1400-1700)*, Manohar, New Delhi, 2004.
4. Irfan Habib, *Agrarian system of Muhgal India*, OUP.
5. Krishna Sharma, *Bhakti and the Bhakti Movement: A New Perspective*, Munshiram Manoharlal, New Delhi, 1978.

6. R. Sathyanathaiyer, *A Political and Cultural History of India* Vol.1, S.Viswanathan Printers and Publishers, Chennai.
7. R.C. Majumdar, *An Advanced History of India*, Macmillan, India.
8. S.A.A. Rizvi, *The Wonder that was India*, Vol.II, Penguin Books, New Delhi, 2000.
9. Satish Chandra, *Medieval India: Society, Jagirdari Crisis and Villages*, MacMillan.
10. Satish Chandra, *Medieval India (pts. I & II)* Har-Anand publications New Delhi 1975.
11. Tarachand, *Influence of Islam on Indian Culture*, 2000.
12. M. Winternitz, *History of Indian Literature, Vols.I-III*.
13. C. Sivaram Murthi, *Indian Painting*, NBT, 1970.

**Special Paper Group-C**  
**HIST-CE-18**

**Objective:**

The paper highlights Orientalism and Colonial tradition of Indian history towards the politics and language. It discusses the spread of missionary activities and the colonial response towards Indian press, education and health policies. The social movements, the question on women and the opposition against human sacrifice were discussed in this section of study. The paper also deals with the caste discourses and the anti-caste movements of India under British era.

**Socio-Cultural History of India (1757-1947)**

**Unit-I**

1. Orientalism: Criticism of Orientalism
2. Colonialism and Indian Tradition
3. Politics of Knowledge
4. Politics of Language

**Unit-II**

1. Christian Missionaries and Indian Society
2. Growth of Press and Colonial Response
3. Debates on English Education
4. British Health Policy in India

**Unit- III**

1. Socio- Religious Movements: Arya Samaj, Brahmo Samaj, Ramakrishna Movement and other movements
2. Wahabi Movement, Ahmadiya Movement, Aligarh Movement
3. Women's Question: Sati, Widow Remarriage, Age of Consent Bill
4. Abolition of infanticide and Human Sacrifice

**Unit-IV**

1. Caste as a Historical Category: Concept and Critique

2. Caste in Political Discourse
3. Census and Caste
4. Anti-Caste Movements

**Learning Outcome:**

The paper educated on the Orientalist and colonialist version of India social and cultural trend. It also focused on the politics and language under British rule and how it contributed to their response towards Indian press, education and health policies. It also educate on the existing on the caste discourses and human sacrifices along with women and human sacrifices.

**Reading List:**

1. Alastair Pennycook, *English and the Discourses of Colonialism*, London & New York: Routledge, 1998.  
  
Amitabha Mukherjee, *Reform and Regeneration in Bengal, 1774-1823*, Calcutta : Rabindra Bharati University, 2000.
2. Andre Beteille, *Society and Politics in India: Essays in a Comparative Perspective*, New Delhi: Oxford University Press, 1992.
3. Bernard Cohn, *Colonialism and Its Forms of Knowledge*, Princeton: Princeton University Press, 1996.
4. D.R Nagaraj, *The Flaming Feet and Other Essays The Dalit Movement in India*, Permanent Black, 2010
5. David Kopf, *British Orientalism and Bengal Renaissance*, Berkeley and Los Angeles: University of California Press, 1969.
6. Edward Said, *Orientalism* , New York: Viking, 1978.
7. Gail Omvedt, *Cultural revolt in a Colonial Society: Non-Brahman Movement in Western India*.
8. Gail Omvedt, *Dalits and the Democratic Revolution: Dr. Ambedkar and the Dalit Movement in Colonial India*, New Delhi: Sage Publications, 1994.
9. Gauri Viswanathan, *Masks of Conquest: Literary Study and British Rule in India*, Columbia: Columbia University Press; Twenty-fifth Anniversary edition, 2014.
10. Geraldine Forbes, *Women in Modern India*, Cambridge University Press, Cambridge, 1996.
11. Kenneth Jones, *Social and Religious Movement in Modern India*, New Cambridge History, 1989.
12. Kenneth Ballhatchet, *Race, Sex and Class Under the Raj: Imperial Attitudes and Policies and their Critics, 1793-1905*, New York: St. Martin's Press, 1980.
13. Kumkum Sangari and Sudesh Vaid (eds.), *Recasting Women: Essays in Colonial History*, Kali for Women, New Delhi, 1989.

14. Louis Dumont, *Homo Hierarchicus: The Caste System and its Implications*, New Delhi: Oxford University Press, 1999.
15. M.N. Srinivas, *Caste in Modern India and Other Essays*, Bombay: Asia Publishing House, 1962.
16. Romila Thapar, *Cultural Pasts*, New Delhi: Oxford University Press, 2003.
17. S.C.Ghosh, *The History of Education in Modern India*, Orient Longman, Hyderabad, 1995.
18. Susan Bayly, *Caste, Society and Politics in India from the Eighteenth Century to the Modern Age*, Cambridge University Press, Cambridge, 1999.
19. Susobhan Chandra Sarkar, *On the Bengal Renaissance*, Papyrus, Calcutta, 1971.
20. V. Geetha and S. V. Rajadurai, *Towards a Non-Brahmin Millennium: From Jyothee Thass to Periyar*, Samya, Calcutta, 2008.

**Special Paper Group-D**  
**HIST-CE-18**

**Objectives:**

This paper is dealing with the history of Orissa under Afghanistan and Mughals and their socio-economic condition and administration. Subsequently it discuss the Maratha and British occupation of Orissa and its economic impact towards society. It also explains the anti-British resistance movements in Orissa.

**Odisha in 16th-19th Century**

**Unit-I**

1. Afghan conquest of Medieval Odisha.
2. Mughal Possession of Odisha.
3. Mughal Administration.

**Unit-II**

1. Socio-Economic Condition in Odisha during Afghan, Mughal, and Maratha Rule.
2. Maratha Occupation of Odisha.
3. Maratha Administration in Odisha

**Unit-III**

1. British Occupation of Odisha.
2. Early British Administration & its Economic Impact–Land Revenue, Agriculture, Industry, Trade & Commerce.
3. Early Resistance Movements- Khurda Rising of 1804-05 & Paik Rebellion of 1817.

**Unit-IV**

1. Odisha during the Movement of 1857- Role of Surendra Sai & Chandan Hazuri.

2. Ghumsar Uprising under Dora Bisoi & Kandha Uprising under Chakra Bisoi.
3. Bhuyan Uprising under Ratna Naik & Dharanidhar Naik.

**Learning Outcome:**

The paper is dealing with the political relationship between Afghanistan and Mughals with Odisha. The socio-economic condition is also discussed the Maratha British occupation in Odisha and its administrative and economic effect in Odisha. It also make people aware of the anti-British resistance movements in Orissa.

**Reading List:**

1. A.C. Pradhan & A.K. Patnaik (eds.), *People's Movement in Orissa*, Dept. of History, Utkal University.
2. B.C Ray, *Foundation of British Orissa*.
3. B.C. Ray, *Orissa under the Marathas*, Punthi Pustak.
4. B.C. Ray, *Orissa under the Mughals*, Punthi Pustak.
5. B.C.Ray et al (eds.) *Freedom Struggle in Orissa*, vol. I, Orissa State Archives, Bhubaneswar.
6. J.K.Samal, *Administrative History of Orissa*.
7. K.M. Patra, *Orissa under East India Company*.
8. N.R. Pattnaik, *Social History of Nineteenth Century Orissa*.
9. P.K.Mishra, *Political Unrest in Orissa*.

**Special Paper Group-A**

**HIST-CE-19**

**Objective:**

This is the second paper in this specialization. The paper covers the later phase of Indian art history, when new forms of religions, literature, art and architecture emerged. The paper looks into regional specific art sensibilities and its context in detail. It aims to teach them how development of Saivism, Vaisnavism, and Sakti Cults since early to medieval times. It makes them clear that Indian culture is an amalgamation of several cultures. Further, it helps to inculcate the social and moral values among the students. It provides the students a glimpse of the richness of ancient Hindu art, architecture and literature.

**History of India**

**Religion, Literature, Art and Architecture**

**(Early Times to 1200 AD)-II**

**Unit-I**

1. Origin and Development of Saivism.

2. Origin and Development of Vaisnavism.
3. Sakti Cult – Yogini, Mahisamaradini Durga and Saptamatrika Worship.

### **Unit-II**

1. Sangam Age- Religion and Literature.
2. Gupta Age- Religions and Literature - Kalidasa and Banabhatta- Their Works.
3. Sufi and Bhakti Movements – Origin, their Impact on Socio- Cultural life.

### **Unit-III**

1. Gandhara School of Art.
2. Mathura School of Art.
3. Gupta Art and Architecture.
4. Provincial School at Mahabalipuram, Mandapas and Rathas;Khajuraho(Kandariya Mahadeva)

### **Unit-IV**

1. Chalukyan Art; Aihole, Badami, Ellora.
2. Kalingan Art.
3. Chola Temple Art.
4. Indian Temple Architecture

### **Learning Outcomes:**

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

Appreciate the ancient wisdom of building and art and understand the continuity of the same as heritage. They can know about the richness of the Indian culture during the ancient period and familiar with the sources and the different approaches to the religious history of Ancient India They will understand the basic concepts associated with the different aspects of socio- cultural life of the above mentioned period. They will understand the Hindu religious movements, customs, traditions, languages, literature, art and architecture. They will develop a critical understanding of both the methodologies of archaeology and literature and they will be able use both of the sources effectively.

### **Reading List:**

1. Macdonell, *A History of Sanskrit Literature*, Delhi, 1971.
2. Bhasam A.L (ed.), *Cultural History of India*.
3. J Dora, *Sakta Monuments of Orissa A Study of Art, Architecture and Iconography*.
4. K.S. Behera , *Konark: The Heritage of Mankind*.
5. Krishna Deva, *Temples of North India*.
6. M. Winternitz, *History of Indian Literature vol. I-III*, Delhi, 1963-67.

7. P. Kumar, *Sakti Cult in Ancient India*
8. P.K. Agrawala, *Gupta Temple Architecture*
9. Percy Brown, *Indian Architecture (Buddhist and Hindu)*, vol.1, 1999, Mumbai.
10. R.K. Siddhant Shastri, *Saivism through the Ages*.
11. S. Jaiswal, *The Origin and Development of Vaisnavism*
12. S. Radhakrishnan, *The Cultural Heritage of India, Vol.I, II & IV*

### **Special Paper Group-B**

#### **HIST-CE-19**

#### **Objective:**

This course forms the last part of Medieval Indian History and it deals with the economic and urban life during the Sultanate and Mughal period.

#### **Economic and Urban History of Medieval India**

**(1206-1707 AD)**

#### **Unit-1: Economic Life in Sultanate India**

1. Agricultural Production, and Technological Changes
2. Agro-based Craft Production: Cotton Textiles and Handicrafts
3. Growth of Trade and Commerce: Domestic and Foreign (Maritime) Trade

#### **Unit-2: Economic Life in Mughal India**

1. Agricultural Production, and Land Revenue System.
2. Agrarian Classes and Changing Agrarian Relations.
3. Commerce with Europe: Commercial Enterprises of Portuguese, Dutch, English and French Companies.

#### **Unit-3: Growth of Urbanization**

1. Rise of Urban Centres: Towns and Town Life.
2. Growth of Ports and Trade Centres.
3. Development of Banking, Insurance and Credit System

#### **Unit-4: Technology and Urban Life**

1. *Karkhanas* and Technological Changes: Textile Productions and Growth of Metal Technology.
2. Craft Productions.
3. Growth of Cities, Demographic Changes.
4. Urban Administration.

### **Learning Outcome:**

After the completion of the course, the students will have a fair idea about Agrarian System, land revenue policies, trade and commerce, advancement of technology and growth of Urbanization in Medieval India.

### **Reading List:**

1. B.D.Chattopadhyaya, *The Making of Early Medieval Indian History*, 2011.
2. Irfan Habib, *Agrarian System of Mughal India (1526-1707)*, OUP, New Delhi, 2007.
3. Irfan Habib, *Technology in Medieval India, (C.650-1750)*, Tulika, New Delhi, 2012.
4. Irfan Habib, *The Economic History of Medieval India: A survey*, Tulika, New Delhi, 2004.
5. Jagdish Narain Sarkar, *Economic History of Mughal India*.
6. Om Prakash, *Economic History of India*,
7. S.Nurul Hassan, *Thoughts on Agrarian Relations in Mughal India*, PPH, New Delhi, 2000.
8. S.Surbramanyam, *Money and the Market in India (1100-1700)*
9. Satish Chandra (ed.) *Essays on Medieval Indian Economic History*, Munshiram Manoharlal, New Delhi, 1987.
10. Satish Chandra (ed.), *Religion, State and Society in Medieval India* (Collected Essays of S. Nurul Hassan), OUP, New Delhi, 2008.
11. Satish Chandra, *Medieval India, Pts-I & II, (1206-1748)* Har Anand Publications, New Delhi, 1975.
12. Satish Chandra, *State, Pluralism and the Indian Historiical Tradition*, OUP.
13. T.Raychowdhury & Irfan Hrbib (eds.), *Cambridge Economic History of India*, vol.I, Orient Longman & CUP, 1984.

### **Special Paper Group-C**

#### **HIST-CE-19**

### **Objective:**

The paper deals with the socio-political scenario of India after Independence that includes integration of Princely states, linguistic reorganization of the states and the integration of tribes. The liberalization of economy through five years plan, abolition of zamindari system, Bhoodan Movement and Green revolution are well discussed. The neutral politics and emergency era in India of 1875 led the liberated India to enter into the Commonwealth and UNO. The paper also analyses the issues and challenges of the status of Dalits and the Women in India.

#### **India since Independence (1947 to 2000 A.D.)**

### **Unit-I:**

1. Integration of Princely States
2. Linguistic Reorganisation of the states
3. Integration of tribes

4. Five-Year Plan and Economic Development

**Unit- II:**

1. India and Non-Aligned Movement
2. India-Pakistan Relations, 1947-2000
3. Indira Gandhi and National Emergency in 1875
4. Role of India in Commonwealth and U.N.O.

**Unit- III:**

1. Zamindari Abolition
2. Bhoodan Movement
3. Green Revolution
4. India and Liberalization of Economy

**Unit-IV:**

1. The Dalit Movements- Recent Socio-Political Trends
2. Mandal Commission and its Impact
3. Hindu Code Bill
4. Issue of Women Reservation

**Learning Outcome:**

The paper highlights the post independent socio-political atmosphere which include the linguistic reorganization of states, liberalization of princely states and the tribal movements. The new norms of movements like bhoodan movements, zamindari eradication, and environmental movements are studied in this paper. It discusses the status of Dalits and Women in post-colonial India.

**Reading List:**

1. A. Ramaiah, "Identifying Other Backward Classes", *Economic and Political Weekly*. pp. 1203–1207(6 June 1992).
2. Anupama Rao, *The Caste Question: Dalits and the Politics of Modern India*, Permanent Black, Delhi, 2009.
3. B.P. Singh, *India and Economic Policy in Nehru Era*
4. Bipan Chandra, et al, *India since Independence (1947-2000)*
5. Chittabrata Palit and Surendra Jha, *Situating Tribes in Indian History*
6. Crispin Bates and Subho Basu, *The Politics of Modern India since Independence*, Routledge/Edinburgh, South Asian Studies Series, 2011.
7. Marc Gallanter, *Competing Equalities, Law and the Backward Classes in India*, Delhi, Oxford University Press, 1984.

8. P.N. Dhar, *Emergency and Indira Gandhi's India*, Delhi: Oxford University Press, 2003.
9. Paul Brass, *The Politics of India Since Independence*, NCMHI- IV, Cambridge University Press, 2004.
10. Ramachandra Guha, *India after Gandhi*, Delhi, Picador, 2007
11. Uma Kapila (ed.), *India's Economic Reforms*, New Delhi: Academic Foundation, 1998.
12. V. Ananth Krishan, *India since Independence*

### **Special Paper Group-D**

#### **HIST-CE-19**

#### **Objective:**

The paper discuss the calamities and cultural changes under British rule in 19th century. It highlights the growth of socio-political consciousness and the rise of public associations in Odisha to make people aware of the glory of past Odisha. It also reflects the national movements in Odisha through the provincial congress committee of Orissa. It deals with the creation of separate Orissa Province and the rise of Prajamandal Movement. It also focus the economic and political developmental projects in post-colonial era.

### **History of Odisha (1866-1964)**

#### **Unit-I**

1. Natural Calamities in Odisha, Famine of 1866; Causes & Effects
2. Odia Movement: Growth of Socio-Political Consciousness, Modern Education, Press & Journalism
3. Public Associations in the 19<sup>th</sup> Century Odisha

#### **Unit-II**

1. Utkal Sammilani (1903-1920)
2. Emergence of Nationalist Leadership & Beginnings of Nationalist Movement: Non-Cooperation Movement.
3. Civil Disobedience Movement

#### **Unit-III**

1. Creation of Odisha as a Separate Province, 1936
2. Non-Congress & Congress Ministries (1937-50)
3. Quit India Movement

#### **Unit-IV**

1. Prajamandal Movement & Merger of Princely States
2. Political Developments in Post-independent period
3. Developmental Plans & Projects, 1947-64

#### **Learning Outcome:**

The paper highlights the socio-political changes in the 19th century British Odisha. It educates the academicians on the emergence of public forums and revolutionary movements against the British autocracy. It raised the nationalistic sentiment to create a separate Odisha province and later on the Prajamandal Movements.

**Reading List:**

1. A.C.Pradhan, *Sidelights on Freedom Struggle in Orissa*.
2. A.K.Mishra, *The Raj, Nationalists & Reforms*, Elite Publication, Bhubaneswar, 2007.
3. Nivedita Mohanty, *The Quest for Oriya Nationalism*.
4. H.K.Mahapatra, *Mahatab's first Innings in Power*.
5. J.K.Baral, *Orissa under the British Crown*.
6. K.M.Patra, *Orissa State Legislature and Freedom Struggle*.
7. L.E.D. Cobden Ramsay, *Feudatory States of Orissa*.
8. N.R. Pattnaik, *Social History of Nineteenth Century Orissa*.
9. P.K.Mishra, *Political Unrest in Orissa*, Purthi Pustak, Kolkata.
10. Purusattom Kar, *Indian National Congress and Orissa*.

**Hist-CE-20**

**Project with viva voce on respective special papers**

Group A/B/C/D Special Paper

Project – 70 Marks

Viva Voce – 30 Marks

The students may be allotted topics of their interest in the beginning of 3<sup>rd</sup> semester classes. The students must have to write the project/dissertation not less than 50 pages (typed in double space) based on original research. The students may be allowed to fill up their forms after their submission of the projects assigned to them. The student has to secure fifty percent of marks from the evaluation of the project and fifty percent of the marks in the viva voce test which are compulsory.

## **M.PHIL. IN HISTORY**

The duration of M. Phil. course is one academic year consisting of two Semesters. There are three theory papers and presentation of a Dissertation. Each theory paper will carry 100 marks and the duration of examination is four hours. Each student has to prepare a Dissertation under the supervision of a Faculty Member. One will not be recommended to appear at the Second Semester End Examination, unless he/she submits the Dissertation. The Dissertation will carry 100 marks.

### **FIRST SEMESTER**

#### **PAPER - I**

#### **CONCEPT OF HISTORY**

##### **Unit-I**

1. Greek Historiography-Herodotus and Thucydides.
1. Greek Historiography-Herodotus and Thucydides.
2. Roman Historiography-Polibius, Livy, Tacitus.

##### **Unit-II**

1. Medieval Historiography-Western-St. Augustine, Arabic -Ibn Khaldun.
2. Foundation of Critical Philosophy-Descartes and Vico.

##### **Unit-III**

1. Scientific History-Leopold Von Ranke.
2. Enlightenment Historians-Edward Gibbon, Rousseau.

##### **Unit-IV**

1. Philosophical concept-G.W.F. Hegel.
2. Materialist Concept-Karl Marx.
3. Non-Positivist concept -Dilthey.

## **Unit-V**

1. Oswald Spengler.
2. Benedetto Croce.
3. J. A. Toynbee.
4. R.G. Collingwood.

## **PAPER - II**

### **RESEARCH METHODOLOGY**

#### **Unit-I – Historical Sources**

1. Archival: Government files, official reports, Census, Private papers
2. Non archival: Archaeology, Epigraphy, numismatics, Epigraphs, Sacred and non-sacred texts, Diaries, Memoirs, Autobiographies, Travellers accounts, anthropological works, Folklore, Photographs, Paintings, Oral Narratives
3. Analysis of Secondary sources

#### **Unit-II-Research Methods-1**

1. Selection of the topic
2. Preparation of Synopsis- Research Problems, Objectives, Review of the Literature, Hypothesis, Chapterisation, and Bibliography
3. Collection and selection of facts
4. Classification of facts
5. Historical Criticism

#### **Unit-III- Research Methods-2**

1. Analysis and Interpretation of Facts; Historical Imagination
2. Chronology and Dating
3. Objectivity and Bias in History
4. Causation
5. Generalisation

#### **Unit-IV- Approaches**

1. Quantitative and Qualitative research
2. Interdisciplinary and Multi-disciplinary approach
3. Style and Composition, References, Footnote, Appendices, Glossary and Bibliography.

#### **Reading List:**

1. Carlo Ginzburg, *Clues, Myths and the Historical Method*, John Hopkins University Press, 1992.
2. Christopher Lloyd, *The Structures of History*, Blackwell Press, 1996.
3. E.H. Carr, *What is History?* , Penguin,2008
4. G.J. Renier, *History: Its Purpose and Method*, Allen and Unwin,1961
5. Marc Bloch, *The Historian's Craft*, Manchester University Press,2004
6. Peter Burke, *History and Social Theory*, Cambridge, 1993.
7. Peter Burke, *New Perspectives on Historical Writing*, Polity Press, 1991.
8. Peter Burke, *Varieties of Cultural History*, Polity Press, 1977.
9. R.F. Atkinson, *Knowledge and Explanation in History*, Macmillan, 1978
10. R.G. Collingwood, *The Idea of History*, Hespereides Press,2008
11. R.J. Shafer, *A Guide to Historical Method*, Dorsey Press,1983
12. W.H. Walsh, *Philosophy of History: An Introduction*, Harper and Row,1968

**SECOND SEMESTER**  
**PAPER - III**  
**INDIAN HISTORIOGRAPHY**

**Unit-I Ancient Indian Historiography**

1. Indian Tradition of Historiography-Vedas, Itihasa and Purana.
2. Jaina and Buddhist Historiography.
3. Bana and Kalhana.

**Unit-II Medieval Indian Historiography**

1. Alberuni, Amir Khusrau.
2. Baburnamah, Akbarnamah.

**Unit-III Colonial Historians on India**

1. Western Historians
 

(a) James Mill	(b) Elphinstone
(c) W.W. Hunter	(d) W. H. Moreland
2. Indian Historians
 

(a) R. G. Bhandarkar	(b) Jadunath Sarkar
(c) K. M. Pannikar	(d) R. C. Majumdar

#### **Unit-IV Orissan Historiography**

- (a) A. Sterling                      (b) W.W. Hunter
- (c) R. L. Mitra                      (d) R. D. Banerjee
- (e) Krupasindhu Mishra (f) K. C. Panigrahi

#### **Unit-V Recent Trends in Indian Historiography**

1. (a) D. D. Kosambi              (b) R. S. Sharma  
(c) Irfan Habib                  (d) Bipan Chandra
2. Historiography of National Movement  
(a) Cambridge School      (b) Nationalist School  
(c) Marxist School              (d) Subaltern School

### **Pre Doctoral Course work in History**

The duration of Ph.D. course work in History is one semester only starting from July to December every year. There are four papers carrying 100 marks each and the duration of the examination is three hours.

#### **Paper-I**

#### **Research Methodology**

##### **Unit-I**

1. Historical Sources-Ancient and Medieval India
2. Historical Sources- Modern India and History of Odisha
3. Choice of Subject and preparation of Synopsis: Review of Literature, Formulation of Hypothesis, Chapterization, Footnotes and References, Bibliography.

##### **Unit-II**

1. Area of proposed research: History within a Boundary and History without a Border
2. Significance of Regional History
3. Recent Historical writings in Proposed Area of Research

##### **Unit-III**

1. Preliminary Operation: Understanding Research, Data Collection, Note Taking
2. Analytical Operation- Examination of Sources
3. Historical Fact and Evidence

#### **Unit-IV**

1. Organisation and Interpretation
2. Explanation and Presentation
3. Objectivity and Bias in History

#### **Unit-V**

1. Recent Trends in Indian Historiography: D.D. Kosambi, R.S. Sharma, Romila Thapar, Irfan Habib, Bipan Chandra
2. Approaches to Indian History: Colonial School, Nationalist School, Marxist School, Annales School, Subaltern School
3. Post Modernism in History.

### **Paper-II Research & Publication Ethics (RPE)**

#### **Unit I: PHILOSOPHY AND ETHICS (3 hrs.)**

1. Introduction to philosophy: definition, nature and scope, concept, branches
2. Ethics: definition, moral philosophy, nature of moral judgments and reactions

#### **Unit II: SCIENTIFIC CONDUCT (5hrs.)**

1. Ethics with respect to science and research
2. Intellectual honesty and research integrity
3. misconducts: Falsification, Fabrication, and Plagiarism (FFP)
4. Redundant publications: duplicate and overlapping publications, salami slicing

#### **Unit III: PUBLICATION ETHICS (7 hrs.)**

1. Publication ethics: definition, introduction and importance
2. Best practices / standards setting initiatives and guidelines: COPE, WAME, etc.
3. Conflicts of interest
4. publication misconduct: definition, concept, problems that lead to unethical behavior and vice versa, types.
5. Violation of publication ethics, authorship and contributorship
6. Identification of publication misconduct, complaints and appeals
7. Predatory publishers and journals PRACTICE

#### **Unit IV: OPEN ACCESS PUBLISHING & PUBLICATION MISCONDUCT (6 hrs.)**

1. Open access publications and initiatives
2. SHERPA/RoME0 online resource to check publisher copyright & self-archiving policies

3. Software tool to identify predatory publications developed by SPPU
4. Journal finder / journal suggestion tools viz. JANE, Elsevier Journal Finder, Springer Journal Suggester, etc.
5. Use of plagiarism software like Turnitin, Urkund and other open source software tools

#### **Unit V: DATABASES AND RESEARCH METRICS (7hrs.)**

##### **A. Databases (4 hrs.)**

1. Indexing databases
2. Citation databases: Web of Science, Scopus, etc.

##### **B. Research Metrics (3 hrs.)**

1. Impact Factor of journal as per Journal Citation Report, SNIP, SJR, IPP, Cite Score
2. Metrics: h-index, g index, i10 index, altmetrics

#### **References**

1. Bird, A. (2006). Philosophy of Science. Routledge.
2. MacIntyre, Alasdair (1967) A Short History of Ethics. London.
3. P. Chaddah, (2018) Ethics in Competitive Research: Do not get scooped; do not get plagiarized, ISBN:978- 9387480865
4. National Academy of Sciences, National Academy of Engineering and Institute of Medicine. (2009). On Being a Scientist: A Guide to Responsible Conduct in Research: Third Edition. National Academies Press.
5. Resnik, D. B. (2011). What is ethics in research & why is it important. National Institute of Environmental Health Sciences, 1-10. Retrieved from

#### **Paper-III**

- **Computer Application** Relevant to the subject.

100 marks  
(5 x 20)

#### **Paper-IV**

- Each candidate would be required to prepare a **Review of Literature and Seminar Paper** related to his/her broad topic of research.
- Besides the review of literature and Seminar, the candidate would be required to make a **presentation** before the SRC.

100 marks  
(50 + 50)

**The Ph.D. Course-work structure and assessment scheme is as mentioned below:**

<b>Sl. No.</b>	<b>Paper</b>	<b>Course Title</b>	<b>Credit</b>	<b>Total Marks</b>	<b>Minimum Pass Mark</b>
1.	Paper-I	Research Methodology	04	100 marks (Mid Term-30) (End Term-70)	50%
4.	Paper-III	Research & Publication Ethics (RPE)	04	100 (End Term)	50%
2.	Paper-II	Computer Application Relevant to the subject.	04	100 marks (Mid Term-30) (End Term-70)	50%
3.	Paper-IV	Literature Review and Seminar Presentations	04	100 (End Term)	50%

### **ON HISTORY**

**Herodotus:** It is my duty to repeat what is said, but to believe unreservedly is not, this remark applies to all my work.

**Aristotle :** History deals exclusively with the Unique; Science with the general.

**Voltaire:** History is nothing but a register of crimes, follies and misfortunes of mankind.

**Hegel:** History is not a meaningless chance but a rational process - the realization of the spirit of freedom

**E.H. Carr:** Our view of history reflects our view of society.

**Froude :** History does teach that right and wrong are real distinctions.

**Burckhardt :** History is the break with nature caused by the awakening of conscience.

**Powicke :** The craving for an interpretation of history is so deep-rooted that unless we have a constructive outlook over the past, we are drawn either to mysticism or to cynicism.

**Marx :** “..... they find the birth place of history not in the gross material production on earth, but in the misty cloud formation of heaven”.

**Henry Ford:**History is bunk.

**Will Durant:** “To those of us who study History not merely as a warning reminder of man’s follies and crimes, but also as an encouraging remembrance of generative souls, the past ceases to be a depressing chamber of horrors. It becomes a celestial city, a spacious country of the mind, wherein a

thousand saints, statesmen, scientists, poets, artists, musicians, lovers and philosophers still live and speak, teach and crave and sing.”

**Bismarck :** “The river of History flows at will, and if I put my hand in it, this is because I regard it my duty, not because I think I can change its course.”

**S. Radhakrishnan :** “The meaning of History is to make all men prophets, to establish a kingdom of free spirits.

**A.J. Toynbee :** “While our historical horizon has been expanding vastly in both the space dimension and the time dimension, our historical vision, what we actually do see in contrast to what we now could see if we choose, has been contracting rapidly to the narrow field of what a horse sees between its blinkers or what a U-boat commander sees through his periscope.”

**Walter Bagehot:** “Old things need not be therefore true,  
O brother men, nor yet new;  
Ah still a while the old thought retain,  
And yet consider it again.”

**Hans Kohn:** i) “The great decisions of history are always moral.”

ii) “History implies both continuity and change. The present is an accumulation of the past, but it is always something more than that.”

**Carlyle :** “ History is not only the fittest study;  
but the only study, it is a true epic poem  
and the universal divine scriptures.

**Rousseau :** “Better the perils of liberty than the privileges of servitude”

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## **INDISCIPLINE OF ANY SORT IS INEXCUSABLE:**

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