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

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<thead>
<tr>
<th>Papers</th>
<th>Title of the Papers</th>
<th>Marks</th>
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<tbody>
<tr>
<td>HIST-C-01</td>
<td>Ancient Civilisations</td>
<td>100</td>
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<tr>
<td>HIST-C-02</td>
<td>World History (1500-1900)</td>
<td>100</td>
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<tr>
<td>HIST-C-03</td>
<td>Twentieth Century World (1900-1945)-I</td>
<td>100</td>
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<td>HIST-C-04</td>
<td>Twentieth Century World (1945-2000)-II</td>
<td>100</td>
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<tr>
<td>HIST-C/AE/FE-05</td>
<td>Historical Theories and Methods</td>
<td>100</td>
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SECOND SEMESTER

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<th>Papers</th>
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<tr>
<td>Hist-C-06</td>
<td>Medieval Societies</td>
<td>100</td>
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<tr>
<td>Hist-C-07</td>
<td>Cultural Heritage of India</td>
<td>100</td>
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<tr>
<td>Hist-C-08</td>
<td>History of China &amp; Japan</td>
<td>100</td>
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<tr>
<td>Hist-C/AE/FE-09</td>
<td>Indian Historiography</td>
<td>100</td>
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<tr>
<td>Hist-C/AE/FE-10</td>
<td>History of Science and Technology in India</td>
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THIRD SEMESTER

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<th>Papers</th>
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<tr>
<td>Hist-C/AE/FE-11</td>
<td>Cultural Heritage of Odisha</td>
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<td>Hist-C/AE/FE-12</td>
<td>Social Emancipation Movements in India/</td>
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<td>History of Peasant and Labour Movements in</td>
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<td>India.</td>
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<td>Hist-CE-13</td>
<td><strong>Group A/B/C/D Special Paper</strong></td>
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<td></td>
<td>A. Political and Administrative History of</td>
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<td>India(Early Times to 1200 AD)-I</td>
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<td>B. Political and Administrative History of</td>
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<td>India (1200-1526 )-I</td>
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</table>
C. Constitutional History of India (1757-1947)
D. History of Odisha (Early Times to 1118 AD) 100

Hist-CE-14  Group A/B/C/D Special Paper
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  Group A/B/C/D Special Paper
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

Fourth Semester

Hist-C-16  Application of History in Tourism 100
Hist-C-17  Environmental History of India/Women in Indian History / 100

Hist-CE-18  Group A/B/C/D Special Paper 100
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 16th- 19th Century

Hist-CE-19  100

Group A/B/C/D Special Paper
A. History of India: Religion,
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
3. Babylonian Civilization: Law Codes, Administration, Religion, Education

Unit-III
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

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:
4. H.S.Baghela, World of Civilization
5. Hewick, The Story of Mankind
6. J.E.Swain, A History of World Civilization
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.

Unit-II
1. Era of Napoleon: Rise, Achievements and Failure.
2. Congressional System.
4. Nationalism: State Building in Germany and Italy.

Unit-III
3. Industrialisation in Germany and U.S.A.

Unit-IV
1. Imperialism and Colonialism: English and German.

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:
2. A.J. Toynbee, A Study of History (12 volumes)
3. C.A Fisher, History of Modern Europe.
11. Maurice Dobb, Transition from Feudalism to Capitalism.

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

**Unit-II**
1. Crisis in Capitalism: Depression and New Deal.
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**
2. Policy of Appeasement of France and England

**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 ear of non-armament and the policy of appeasement is also known to the readers.

**Reading List:**
2. C.D. Hazen, *Modern Europe up to 1945*.
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:
5. N.C. Chatterjee, *History of Middle East.*
9. Peter Lane, *Europe since 1945.*

**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.

**Unit-II: Traditions of Historical Writing-1**
1. Greco- Roman Traditions- Herodotus, Thucydides, Polibius, Livy andTacitus
2. Medieval Understanding: Western- St. Augustine; Arabic— IbnKhaldun

**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:**

2. E.H.Carr, *What is History?*
5. J.B.Bury, *The Ancient Greek History & Progress in History*
6. K.Rajayyan, *History: it’s Theory & Method*
9. N.Subramanian, *Historiography*
12. S.Manickam, *History and Historical Methods*.

**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 emphasizes throughout the paper. It educate scholars on the evolution and development medieval urban sectors.

Reading List:
1. A.J.Toynbee, A Study of History (12 volumes)
5. Eric Hobsbawm, Age of Empire
9. Mark Bloch, Land and work in Medieval Europe
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- Archæological, 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.
4. Sangam Age-Culture, Religion, & Literature.

Unit-III
2. Mughal Age-Cultural Development, Religion; Din-i- Ilahi, Impact on Society.

Unit-IV
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:
4. Dilip M.Menon, Cultural History of Modern India, 2012
5. J. Auboyer, Daily Life in Ancient India, 1965
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.

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
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

Unit-IV
2. Japan’s Foreign Policy, 1919-1939, Japan and Second World War, 1939-1945

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:
3. Chitoshi Yanaga, *Japan since Parry*.
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:
5. K.A. Nizami, On History and Historians of Medieval India, New Delhi, 1983
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*.

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

Unit-II: Development of Science and Technology in Medieval India
1. Growth of Agricultural Technology.
2. Development of Textile Technology.

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.

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 era. It makes 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:
2. A.K. Bag, Science and Civilization in India, Navrang Publication, New Delhi, 1985
4. D.M. Bose, A Concise History of Science in India, INSA, New Delhi,1971. (ed et. al)
9. Irfan Habib, Medieval India: The Story of A Civilization, NBT.
11. O.P Jeggi, *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**


**Unit-II**

1. Saiva and Vaishnava Heritage in Odisha.
2. Sakti Culture in Odisha.

**Unit-III**


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:

7. N.K. Bose, *Canons of Orissan Architecture*
10. S. Pradhan,*Rock Art in Orissa*.
11. T. E. Donaldson *Hindu Temple Art 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
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**
4. Periyar and the Self-Respect Movement in the South.

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

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.

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
2. Split in AITUC & Formation of RTUC, Formation of Trade Union affiliations to Congress.
3. Trade Union Movement before and during Second World War.

Reading List:
1. A.R.Desai, Social Background of Indian Nationalism.
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)
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

Unit-II
1. Rg Vedic Age- the Origin of Aryans, Extent, Political Condition.
2. Later Vedic Civilization – Political condition.

Unit-III
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:**

3. George Eddosy, *Urbanization in Early Historic India*.
9. Romila Thapar, *The Mauryan India*.

**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. Alaauddin 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.
5. K.A.Nilakhantha Shastri, A History of South India.
7. R.P. Tripathy, Some Aspects of Muslim Administration in India.
10. S.Subramanyam, Money and the Market in India (1100-1700).

Special Paper: Group-C
Objective:
The paper deals with the evolution 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

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 deals 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:
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*.
7. H. Tinker, *The Foundation of Local Self- Govt. in India, Pakistan and Burma*.
8. J.K. Mittal, *Constituent Assembly of India*.
11. S.R. Bakshi, *British Administrative Policy in India*.
12. Shiv Kumar Choube, *Constituent Assembly of India*.

**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

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
7. N.K. Sahu, Kharavela.
8. N.K. Sahu, Utkal University History of Orissa.

Special Paper Group-A
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.
3. Dynasties in Northern and Southern India (Post- Maurya Period)Sungas-Kanvas-Satavahanas and Kharavela.

Unit-II
1. Later Guptas, Pushyabhutis, Maukharies and Chalukyas of Badami
2. Pallavas-Policy and Administration
3. Sangam Age- Political Condition, Administration.

Unit-III
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:**

4. B.D. Chattopadhyaya, *The Making of Early Medieval India*, OUP.
5. R.C. Majumdar, *The Classical Age*.

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
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.

**Unit-IV Centre-State Relations**

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:**

2. A.L.Srivastava, *Akbar, the Great*.
5. Irfan Habib, *Akbar’s India*, OUP.
8. K.R.Qanungo, *Sher Shah and his Times*.
10. Mohibul Hasan, *Babur: The Founder of Mughal Empire*
11. S.Nurul Hassan, *Thoughts on Agrarian Relations in Mughal India*.
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:**
4. Bipan Chandra, *India’s Struggle for Independence*.
5. Bipan Chandra, *Modern India*.
6. Bipan Chandra, *Nationalism and Colonialism in Modern India*.

**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.

**Unit-II**
1. Ganga Administration.
2. Society & Economy during the Ganga Rule.

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

**Unit-IV**
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*.
10. N.K. Sahu, *Utkal University History of Orissa*.
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.

Unit-II

3. The Guild System in Ancient India,

Unit-III

Unit-IV
2. Society and Economy in Regional States of India –Kadambas, Gangas, Pallavas, Chalukyas.

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:
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.
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
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:
2. Irfan Habib, *Agrarian System of Mughal India*, OUP.
6. Omprakash, *Economic History of India*.
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
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*.
5. D.R. Gadgil, *Industrial Revolution in India*.

**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 (15th – 16th Century)

Unit-I
1. Rise of regional Dynasties
2. Sources of Medieval Odisha

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.

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.
5. K.C. Panigrahi, Hisotry of Orissa, Kitab Mahal, Cuttack.
Objective:
The papers describe 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 the 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.

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*
3. K.C. Panigrahi, *Archaeological Remains in Bhubaneswar*
4. M.P. Beibaruah, *Fairs and Festivals of India (5 Volumes)*
7. S. Punja, *Great Monuments of India*
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:**

10. Mahesh Rangarajan and K. Sivaramakrishnan, *India’s Environmental History (Colonialism, Modernity and the Nation)*.

**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.

**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**
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:**

44

**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**

2. Rise of Mahayana Buddhism.
3. Bhagavatism- Ramanuja, Sankaracharya

**Unit-III**
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:**
3. A.K. Warder, *India Buddhism*.
4. A.L. Bhasam (ed.), *Cultural History of India*, OUP.
8. Suvira Jaiswal, *The Origin and Development of Vaisnavism*

**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.

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:
2. B. Luniya, Indian History and Culture, New Delhi, 1980.
4. Irfan Habib, Agrarian system of Muhgal India, OUP.

**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, Brahma 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
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:

   


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.
3. Mughal Administration.

Unit-II
1. Socio-Economic Condition in Odisha during Afghan, Mughal, and Maratha Rule.
3. Maratha Administration in Odisha

Unit-III
2. Early British Administration & its Economic Impact–Land Revenue, Agriculture, Industry, Trade & Commerce.

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

**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:**
2. B.C. Ray, *Foundation of British Orissa*.
7. K.M. Patra, *Orissa under East India Company*.
8. N.R. Pattnaik, *Social History of Nineteenth Century 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.

Unit-II
1. Sangam Age- Religion and Literature.
2. Gupta Age- Religions and Literature - Kalidasa and Banabhatta- Their Works.

Unit-III
1. Gandhara School of Art.
2. Mathura School of Art.
4. Provincial School at Mahabalipuram, Mandapas and Rathas;Khajuraho(Kandariya Mahadeva)

Unit-IV
1. Chalukyan Art; Aihole, Badami, Ellora.
2. Kalingan 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:
2. Bhasam A.L (ed.), *Cultural History of India*.
5. Krishna Deva, *Temples of North India*.
7. P. Kumar, *Sakti Cult in Ancient India*
11. S. Jaiswal, *The Origin and Development of Vaisnavism*

**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.

**Unit-3: Growth of Urbanization**
2. Growth of Ports and Trade Centres.
3. Development of Banking, Insurance and Credit System

**Unit-4: Technology and Urban Life**
2. Craft Productions.
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:
6. Om Prakash, *Economic History of India*.
8. S.Subramanyam, *Money and the Market in India (1100-1700)*

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, Bhooadan 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:**

3. B.P. Singh, *India and Economic Policy in Nehru Era*
5. Chittabrata Palit and Surendra Jha, *Situating Tribes in Indian History*
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 19th 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 educate 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*.
8. N.R. Pattnaik, *Social History of Nineteenth Century 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 3rd 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.PHI. 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.
2. Roman Historiography-Polibius, Livy, Tacitus.

Unit-II
2. Foundation of Critical Philosophy-Descartes and Vico.

Unit-III
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. Beneditto Croce.
3. J. A. Toynbee.

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:

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.

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

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

61
**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

**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
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, il0 index, altmetrics

References


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:

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

**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”

INDISCIPLINE OF ANY SORT IS INEXCUSABLE:

Enquiries may be addressed to:

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