



VIKRAM DEB AUTONOMOUS COLLEGE
JEYPORE, KORAPUT, ODISHA

COURSE OF STUDIES
OF
BACHELOR DEGREE ARTS
UNDER CBCS

Subject: **HISTORY**

WITH AFFECT FROM 21-22 ADMISSION BATCH

Published by

VIKRAM DEB AUTONOMOUS COLLEGE
JEYPORE, KORAPUT, ODISHA
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COURSE STRUCTURE

First Semester

<u>Course Opted</u>	<u>Course Name</u>	<u>CreditsMarks</u>	
AECC-I	AECC-I	4	100
C 1	History of India-I	6	100
C 2	Social Formations and Cultural Patterns of the Ancient World	6	100
GE-I	History of India-I (Early Times to 1750)	6	100
Total Credit- 22		Total Marks- 400	

Second Semester

<u>Course Opted</u>	<u>Course Name</u>	<u>CreditsMarks</u>	
AECC-II	AECC-II	4	100
C 3	History of India-II	6	100
C 4	Social Formations and Cultural Patterns of the Medieval World	6	100
GE-II	History of India – II (1750-1950)	6	100
Total Credit- 22		Total Marks- 400	

Third Semester

<u>Course Opted</u>	<u>Course Name</u>	<u>CreditsMarks</u>	
C 5	History of India-III (c.750-1206)	6	100
C 6	Rise of Modern West-I	6	100
C 7	History of India-IV (c.1206-1526)	6	100
GE-I	History of India-I (Early Times to 1750)	6	100
SEC-I	SEC-I	4	100
Total Credit- 28		Total Marks- 500	

Fourth Semester

<u>Course Opted</u>	<u>Course Name</u>	<u>CreditsMarks</u>	
C 8	Rise of Modern West-II	6	100
C 9	History of India-V (c.1526-1750)	6	100
C 10	Historical Theories and Methods	6	100
SEC-II	SEC-II	4	100
GE-II	History of India – II (1750-1950)	6	100

Total Credit- 28**Total Marks- 500****Fifth Semester**

<u>Course Opted</u>	<u>Course Name</u>	<u>CreditsMarks</u>	
C 11	History of Modern Europe-I(c.1780-1880)	6	100
C 12	History of India-VII (1750-1857)	6	100
DSE-I	History and Culture of Odisha - I	6	100
DSE-II	History and Culture of Odisha - II	6	100

Total Credit- 24**Total Marks- 400****Sixth Semester**

<u>Course Opted</u>	<u>Course Name</u>	<u>CreditsMarks</u>	
C 13	History of India-VIII (C.1857-1950)	6	100
C 14	History of Modern Europe-II(1880-1939)	6	100
DSE-III	History and Culture of Odisha- III	6	100
DSE-IV	Project Report	6	100

Total Credit- 24**Total Marks- 400****Semester – 1st to 6thSemester****Total Credit- 148****Total Marks- 2600**

HISTORY

HONOURS PAPERS:

Core course – 14 papers

Discipline Specific Elective – 4 papers

Generic Elective for non History students – 4 papers. In case University offers 2 subjects as GE, then paper 1 and 2 will be the GE papers.

Marks per paper – Mid term: 20 Marks, End term: 80 Marks Total – 100 marks

Credit per paper – 6

Teaching hours per paper – 50 hours (Theory) + 10 hours (Tutorial)

Programme Outcome

On completion of this course, the students will be able to

1. Understand the academic honesty and integrity.
2. Understand the basic skills that historians use in writing.
3. Understand the basic tools of historical analysis.
4. Students will distinguish primary and secondary sources and identify and evaluate evidences.
5. 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.
6. Students will be able to know language, race, gender, socio-political-economic and religion condition over time and space.
7. Students will produce their own historical analysis of documents and develop the ability to think critically and historically when discussing the past.
8. Develop practical skills helpful in the study and understanding of historical events such as
 - a) Draw historical maps, charts and diagrams
 - b) Prepare historical models, tools etc.
9. Develop interests in the study of history culture, archaeology and activities relating to historical studies such as
 - a) Collect ancient art objects, old coins and historical materials.
 - b) Participate in historical drama and historical occasions.
 - c) Visit places of historical interests, archaeological sites, monuments museums and archives.

Programme specific outcome:

Being a subject of social science, history has its own value in society and human life. It helps the students to develop their ethical and social value. They could gather knowledge about the heritage and tradition of their own country and the others.

There is huge potentiality in future of a history student. Various options are opened to history students to choose their career. First of all, history is a subject from primary education level to higher study, so they can engage themselves in teaching profession in primary, secondary, colleges and universities. History is also helpful for those who are preparing for UPSC, OPSC, SSC, OSSC examinations. A history student may choose his or her career in Archaeology, Art history and Cultural studies. They may get job in Museum, Archaeological Survey of India, State Archaeology departments, District Culture Office and District Tourist Office.

Core Paper I

HISTORY OF INDIA- I

Unit-I: Reconstructing Ancient Indian History

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

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

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

Unit-III: The Harappan Civilization

1. Origins; Settlement Patterns and Town Planning
2. Economic Life: Agriculture, Craft Productions and Trade
3. Social and Political Organization; Religious Beliefs and Practices; Art

Unit-IV: Cultures in Transition

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

Suggested Text Books:

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

Reference Reading:

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

Course Learning Outcome – The following are the learning outcome of this paper

1. To know about the concept and meaning of history, sources of ancient indian history.
2. Revealed the subsistence economy and early food producing communities of India during the prehistoric period.
3. Speaks about the socio-political and religious condition of the Harappan period.
4. Discuss the socio-economic political and religious condition of the Vedic age.

Core Paper II

SOCIAL FORMATIONS AND CULTURAL PATTERNS OF THE ANCIENT WORLD

Unit-I:

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

Unit-II: Neolithic Culture:

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

Unit-III: Bronze Age Civilizations

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

Unit-IV: Ancient Greece:

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

Suggested Text Books:

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

Reference Reading:

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

Course Learning Outcome –

1. Comprehensive account on the origin and evolution of man on this planet from Australopithecus to Homo sapiens.
2. Interpreting the prehistoric culture (from Palaeolithic to Neolithic) in world context.
3. Explaining the ancient civilizations of the world relating to the socioeconomic, polity and over all art and architecture.

Core Paper III

HISTORY OF INDIA-II (300BCE-750CE)

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

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

Unit-II: Changing Political Formations (circa 300 BCE to circa CE 300):

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

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

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

Unit-IV: Religion, Culture, Philosophy and Society

1. Consolidation of the Brahmanical Tradition: Dharma, Varnashram, Purusharthas,
2. Buddhism: Hinayan and Mahayana
3. Jainism: It's major Principles
4. Development of Art and Architecture: Mauryan, and Gupta

Suggested Text Books:

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

Reference Reading:

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

Course Learning Outcome –

1. Critically analyse the agrartan economy growth of urban centres and class specialization in ancient India.

2. Discussing the rise of Magadhan imperialism under the mauryan emperors particularly during the time of Chandragupta Maurya and Ashoka.
3. Explaining the political expansion of the rulers of northern, southern and Deccan during the Post-Mauryan period.
4. To know about the socio-cultural and philosophy of ancient India from 300 BC to 750 AD.

Core Paper IV

SOCIAL FORMATIONS AND CULTURAL PATTERNS OF THE MEDIEVAL WORLD

Unit-I: Polity and Economy in Ancient Rome

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

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

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

Unit-III: Religion and Culture in Medieval Europe:

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

Unit-IV: Societies in Central Islamic Lands:

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

Suggested Text Books:

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

Reference Reading:

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

Course Learning Outcome –

1. Comprehensive studies on the concept and nature of feudalism in medieval world.
2. Political and economic condition of the Roman civilization under Julius Caesar.
3. To discuss about the religious establishments of medieval Europe.
4. Thrown light on the growth of Islamic culture and rise of sultanate in Central Asia.

Core Paper V

HISTORY OF INDIA-III (c. 750 -1206)

Unit –I: Studying Early Medieval India: Political Structures

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

Unit-II: Agrarian Structure and Social Change:

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

Unit-III: Trade and Commerce:

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

Unit-IV: Religious and Cultural Developments:

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

Suggested Text Books:

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

Reference Reading:

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

Course Learning Outcome –

1. Highlighting the history of early medieval India (750 AD to 1206 AD) under the Rajput and chola emperors.
2. Outlining the early invasion to India under Mohammad-Bin-Kasim in 712 AD.
3. Retrieving the agrarian structure, social change and trade and commerce in early medieval India.
4. Defining the religious, cultural establishments of early medieval India by outlining onKalingan and Dravidian style of temple architecture.

Core Paper VI

RISE OF THE MODERN WEST - I

Unit-I: Transition from Feudalism to Capitalism:

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

Unit-II: Early Colonial Expansion:

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

Unit-III: Renaissance and Reformation:

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

Unit-IV: Economic Developments of the Sixteenth Century:

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

Suggested Text Books:

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

Reference Reading:

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

Course Learning Outcome –

1. Validating transition from feudalism to capitalism in European context.
2. The early colonial expansion through voyages undertaken by the Spanish, Dutch, portugese and Britain.
3. Linking the renaissance and reformation movement in Europe.
4. Understanding the economic development of Europe in 16th century AD.

Core Paper VII

HISTORY OF INDIA IV (c.1206 - 1526)

Unit-I: Sultanate: Political Structures

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

Unit-II: Emergence of Regional Identities

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

Unit-III: Society and Economy:

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

Unit-IV: Religion, Society and Culture:

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

Suggested Text Books:

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

Reference Reading:

1. IrfanHabib, Medieval India: The Study of a Civilization, NBT, New Delhi.
2. ABM Habibullah, The Foundation of Muslim Rule in India.
3. SBP Nigam, Nobility under the Sultans of Delhi.
4. R.P. Tripathy, Some Aspects of Muslim Administration in India.
5. R.S.Sharma, Early Medieval Indian Society: Orient Blackswan 2001.

Course Learning Outcome –

1. Interpreting the sources and history of medieval India in general and Sultanate period in particular.
2. Exemplifying the socio-political and cultural history of Bahamani and Vijaynagarempire in Deccan.
3. Estimating the society and economy of sultanate period.
4. Evaluating the Bhakti and Sufi movement in India with their impact on Indian society.

Core Paper VIII

RISE OF THE MODERN WEST - II

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

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

Unit-II: Rise of Modern Science

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

Unit-III: Mercantilism and European Economy

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

Unit-IV: The American Revolution

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

Suggested Text Books:

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

Reference Reading:

1. Harry Miskimin, The Economy of Later Renaissance Europe: 1460 - 1600.
2. C.A Fisher, History of Modern Europe.
3. F. Rice, The Foundation of Early Modern Europe
4. David Thomson, Europe since Napoleon, Pelican Books, 1985

10

5. Swain, J.E., A History of World Civilization, Eurasia Publishing House Pvt. Ltd., New Delhi, 1994

Course Learning Outcome –

1. Discussing the English revolution and European politics in 18th century in Europe.
2. To know about the development of science and technology in 17th century.
3. Explaining the mercantilism and the American war of independence.

Core Paper IX

HISTORY OF INDIA V (c. 1526 - 1750)

Unit-I: Establishment of Mughal Rule:

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

Unit-II: Consolidation of Mughal Rule:

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

Unit-III: Society and Economy:

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

Unit-IV: Cultural Ideals:

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

Suggested Text Books:

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

Reference Reading:

1. Irfan Habib, Agrarian System of Mughal India, 1526-1707.
2. A.B. Pandey, Later Medieval Period.
3. R.P. Tripathi, Rise and Fall of the Mughal Empire
4. S. Nurul Hassan, Thoughts on Agrarian Relations in Mughal India.
5. Ishwari Prasad, Life and Times of Humayun.

Course Learning Outcome –

1. Estimating the political condition of India prior to the advent of Mughals.
2. Sketching the socio-political-economic and religious condition of medieval India during the time of the Mughals.
3. Retrieving the history of Marathas under Shivaji and Peshwas.
4. Thrown light on the art, architecture and paintings of the Mughal period.

Core Paper X

HISTORICAL THEORIES & METHODS

Unit-I: Meaning and Scope of History

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

Unit-II: Traditions of Historical Writing

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

Unit-III: History as Interdisciplinary Practice

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

Unit-IV: Historical Methods

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

Suggested Text Books:

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

Reference Reading:

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

Course Learning Outcome –

1. Interpreting the meaning, nature and scope of history or historical writings.
2. Highlighting the tradition of historical writings in Greek and Roman civilization.
3. Outlining the relationship of history with other disciplines and historical methods.

Core Paper XI

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

Unit-I: The French Revolution (1789):

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

Unit-II: Revolution and its European Repercussions:

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

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

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

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

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

Suggested Text Books:

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

Reference Reading:

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

Course Learning Outcome –

1. Understanding the causes and effects of the French revolution.
2. Presenting France after the French revolution and Napoleonic consolidation.
3. Discussing restoration and revolution in France from 1815-1848 and the unification of Italy and Germany.

Core Paper XII

HISTORY OF INDIA VII (c. 1750 - 1857)

Unit-I: Expansion and Consolidation of Colonial Power:

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

Unit-II: Colonial State and Ideology:

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

Unit-III: Economy and Society:

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

Unit-IV: Popular Resistance:

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

Suggested Text Books:

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

Reference Reading:

1. Sumit Sarkar, Modern India (1885-1947), Mac Milan.
2. A.R. Desai, Social Background of Indian Nationalism
3. R. V. Kishore, Agrarian India between the World Wars.
4. Sekhar Bondhapadhyay, From Plessey to Partition.
5. G. Kaushal, Economic History of India, 1757-1956

Course Learning Outcome –

1. Locating the expansion, consolidation of British power in India particularly in Bengal, Mysore and Odisha.

2. Identifying the colonial state and ideology, land revenue systems, commercialization of agriculture and the drain of wealth from India to England.
3. Critically evaluating the popular resistance against the British rule in India.

Core Paper XIII

C.C. XIII: HISTORY OF INDIA VIII (c. 1857 - 1950)

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

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

Unit-II: Nationalism: Trends up to 1919:

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

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

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

Unit-IV: Communalism and Partition:

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

Suggested Text Books:

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

Reference Reading:

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

Course Learning Outcome –

1. Assessing the socio-cultural and religious reform movement in India.

2. Discussing the formation of Indian National Congress and its political ideology along with the swadeshi revolutionary movement.
3. Reviewing the Gandhian movement from 1919 to 1942 and the Communalism and the partition of India.

Core Paper XIV

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

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

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

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

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

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

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

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

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

Suggested Text Books:

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

Reference Reading:

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

Course Learning Outcome –

1. Illustrating the Liberal democracy, working class movements and socialism in Europe in the 19th and 20th centuries.

2. Explaining the socialism and Russian Revolution of 1917 and the causes and effects of the 1st and 2nd world war.
3. Displaying the major intellectual developments since 1850.

Discipline Specific Elective Paper-1

History and Culture of Odisha - I

Unit: I

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

Unit: II

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

Unit: III

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

Unit: IV

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

Suggested Text Books:

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

Reference Reading:

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

Course Learning Outcome –

1. Thrown light on the historical geography of Odisha causes and effects of Kalinga War of 261 BC.

2. Demonstrating important rulers and ruling dynasty of Odisha from ancient to medieval period.
3. Explaining socio economic and cultural history of Odisha from ancient to the medieval period.

Discipline Specific Elective Paper-II

History and Culture of Odisha -II

Unit: I

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

Unit: II

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

Unit: III

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

Unit: IV

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

Suggested Text Books:

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

Reference Reading:

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

Course Learning Outcome –

1. Describing the history of late medieval Odisha along with the British occupation and early colonial administration.

2. Pointing out various resistance against the British rule in Odisha and the great famine of 1866.
3. Estimating language movement, prajamandal movement and the freedom movement Odisha from 1919 to 1942 along with the merger of princely states.

Discipline Specific Elective Paper-III

History and Culture of Odisha - III

Unit: I

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

Unit: II

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

Unit: III

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

Unit: IV

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

Suggested Text Books:

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

Reference Reading:

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

Course Learning Outcome –

1. Demonstrating various religions of Odisha, art, architecture sculpture and paintings of Odisha.
2. Retrieving the growth of Odia language and literature and the role of Christian missionaries for the development education.
3. Presenting the Kalingan style of temple architecture.

Discipline Specific Elective Paper-IV (Optional/Project)

History of Contemporary Odisha (1947-1980)

Unit I: Political Developments

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

Unit II: United Political Initiatives

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

Unit III: Economic Development

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

Unit IV: Social Developments and Problems

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

Suggested Text Books:

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

Reference Reading:

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

OR

Project Report

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

Course Learning Outcome –

1. At the beginning of the semester students may be allotted a subject of their choice for project work relating to the history, culture, archaeology and tribal studies of Odisha with 100 marks. They will be guided by the faculty members of the department and before the examination they will have to submit the project report.

Generic Elective Paper I

History of India - I (Early Times to 1750)

Unit – I : Reconstructing Ancient Indian History

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

Unit – II : Polity and Administration

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

Unit – III: Early Medieval Society, Economy and Culture

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

Unit – IV: India on the Eve of the Advent of the Mughals

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

Suggested Text Books:

- 1.Upinder Singh, History of Ancient & Early Medieval India.
2. RomilaThappar, The Early India

Reference Reading:

1. IrfanHabib, Medieval India, NBT, New Delhi
2. R.S. Sharma, India's Ancient Past
3. S.A.A. Rizri, Wonder that was India, Vol.II, Rupa
4. Cultural Heritage of India, BharatiyaVidyabhaban Series, Vol-1-IV
5. A.L. Basheon (ed), Cultural History of India, OUP, New Delhi, 2011

Course Learning Outcome –

1. Describing the history, culture, economy, religion, polity and society of ancient and medieval period from 1500 BC to the decline of the great Mughals in 1707 AD.

Generic Elective Paper II

History of India - II (1750-1950)

Unit – I Foundation and Expansion of British Rule

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

Unit – II Consolidation of British Rule and Indian Responses

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

Unit – III – Social and Cultural Policies

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

Unit – IV – Indian National Movement

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

Suggested Text Books:

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

Reference Reading:

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

Course Learning Outcome –

1. Remembering the foundation, expansion and consolidation of the British rule in India after 1757 AD or battle of Plassey.
2. Social and cultural reforms movements in India.
3. Formation of the Indian National Congress and the stages of Indian freedom movement.