COURSES OF STUDIES
UNDER GRADUATE PROGRAMME
BASED ON NEP-2020
(SEMESTER SYSTEM)
SESSION-2025-26



PG DEPARTMENT OF HISTORY
GOVT AUTONOMOUS COLLEGE ROURKELA

COURSE STRUCTURE FOR U.G.STUDENTS (NEP TYPE SYLLABUS)

Semester	Course	Course Name	Credit	Total marks			
				E.S	M.S	C.E.M-20 S.T-10 A.M-05 A.M-05	F.M
Semester- I	CORE-I (MAJOR)	**PAPER-I**-HISTORY OF INDIA(FROM PREHISTORY TO VEDIC AGE)	4	60	20	10+5 +5=20	100
		PAPER-II- SOCIAL FORMATIONS AND CULTURAL PATTERN OF ANCIENT WORLD	4	60	20	10+5 +5=20	100
	CORE-II (MINOR-I)	PAPER-I-HISTORY OF INDIA(FROM PREHISTORY TO VEDIC AGE)	4	60	20	10+5 +5=20	100
	MDC-I	HISTORY OF EDUCATION IN MODERN INDIA	3	60	20	10+5 +5=20	100
	AEC	ABILITY ENHANCEMENT COURSE ODIA/HINDI/SANSKRIT/URDU	4				100
	SEC	NA					
	VAC-I	ENVIROMENTAL STUDIES AND DISASTER MANAGEMENT	3				100
Semester- **II**	CORE-I (MAJOR)	**PAPER-III**-HISTORY OF INDIA-II(FROM STATE FORMATION TO EARLY MEDIEVAL-600BCE-750CE)	4	60	20	10+5+5=20	100
		PAPER-IV- SOCIAL FORMATIONS AND CULTURAL PATTERNS OF THE MEDIEVAL WORLD	4	60	20	10+5+5=20	100
	CORE-II (MINOR-I)	NIL					
	CORE-III (MINOR-II)	PAPER-I-HISTORY OF INDIA(FROM PREHISTORY TO VEDIC AGE)	4	60	20	10+5 +5=20	100
	MDC-II	HISTORY OF EDUCATION IN MODERN INDIA	3	60	20	10+5 +5=20	100
	AEC	ENGLISH-COMPULSORY	4				100
	SEC-I		3				100
	VAC	NIL					
Semester- III	CORE-I (MAJOR)	**PAPER-V**-HISTORY OF INDIA (CIRCA 750-1206)	4	60	20	10+5+5=20	100
		PAPER-VI- RISE OF THE MODERN WEST-I	4	60	20	10+5+5=20	100
		PAPER-VII- HISTORY OF INDIA (CIRCA 1206-1526)	4	60	20	10+5+5=20	100
	CORE-II (MINOR-I)	PAPER-II-SOCIAL FORMATIONS AND CULTURAL PATTERN OF ANCIENT WORLD	4	60	20	10+5 +5=20	100
	CORE-III (MINOR-II)	NIL					
	MDC-III	HISTORY OF EDUCATION IN MODERN INDIA	3	60	20	10+5 +5=20	100

	AEC	NIL					
	SEC	NIL					
	VAC-II	ETHICS & VALUE	3				100
Semester- IV	CORE-I (MAJOR)	**PAPER-VIII**- RISE OF MODERN WEST-II	4	60	20	10+5 +5=20	100
		PAPER-IX- HISTORY OF INDIA-MUGHAL INDIA (1526-1750)	4	60	20	10+5+5=20	100
		PAPER-X-HISTORICAL THEORIES AND METHOD	4	60	20	10+5+5=20	100
	CORE-II (MINOR-I)	NIL					
	CORE-III (MINOR-II)	PAPER-II-SOCIAL FORMATIONS AND CULTURAL PATTERN OF ANCIENT WORLD	4	60	20	10+5 +5=20	100
	MDC	NIL					
			4				100
Semester- V	CORE-I (MAJOR)	**PAPER-XI**- HISTORY OF MODERN EUROPE-I (1780-1880)	4	60	20	10+5+5=20	100
		PAPER-XII- HISTORY OF INDIA(1750-1857)	4	60	20	10+5+5=20	100
		PAPER-XIII- HISTORY OF INDIA(1857-1950)	4	60	20	10+5+5=20	100
	CORE-II (MINOR-I)	PAPER-III-HISTORY OF INDIA-II(FROM STATE FORMATION TO EARLY MEDIEVAL-600BCE-750CE)	4	60	20	10+5+5=20	100
	CORE-III (MINOR-II)	NIL					
	MDC	NIL					
	AEC	NIL					
	SEC		4				100
	VAC		3				100
Semester- VI	CORE-I (MAJOR)	**PAPER-XIV**-HISTORY AND CULTURE OF ODISHA-I(THE MAKING OF A REGION FROM EARLY TO 1568AD)	4	60	20	10+5+5=20	100
		PAPER-XV-HISTORY OF ORISSA-I:MAKING OF REGION(AFGHAN RULE TO POST INDEPENDENCE PERIOD)	4	60	20	10+5+5=20	100
	CORE-II (MINOR-I)	NIL					
	CORE-III (MINOR-II)	PAPER-III-HISTORY OF INDIA-II(FROM STATE FORMATION TO EARLY MEDIEVAL-600BCE-750CE)	4	60	20	10+5 +5=20	100
	MDC	NIL					
	AEC	NIL					
	SEC		4				100
	VAC		4				100
Semester- VII	CORE-I (MAJOR)	**PAPER-XVI**-HISTORY OF MODERN EUROPE-II(1880-1939)					
		PAPER-XVII-HISTORY OF MODERN CHINA, 18^{TH} CE. TO 20^{TH} CE					
		PAPER-XVIII-EVALUATION OF MODERN POLITICAL THOUGHT IN INDIA					

		PAPER-XIX-BASIC PRINCIPLES AND METHODS IN ARCHAEOLOGY					
	CORE-II (MINOR-I)	PAPER-IV-SOCIAL FORMATIONS AND CULTURAL PATTERNS OF THE MEDIEVAL WORLD					
	CORE-III (MINOR-II)	NIL					
	MDC	NIL					
	AEC	NIL					
	SEC	NIL					
	VAC	NIL					
Semester- VIII	CORE-I (MAJOR)	**PAPER-XX**- ART AND ARCHITECTURE IN INDIA (UP TO MEDIEVAL)					
		PAPER-XXI-SHORT HISTORY OF CONTEMPORARY POPULAR CULTURES: CINEMA & TV,SPORTS AND CUISINE					
		PAPER-XXII-TRIBES OF ODISHA THROUGH AGES					
		PAPER-XXIII-READING HISTORICAL ESSAYS AND WRITING					
	CORE-II (MINOR-I)	PAPER-V-HISTORY OF INDIA-III (CIRCA 750-1206)					
	CORE-III	NIL					
	MDC	NIL					
	AEC	NIL					
	SEC	NIL					

Programme Objectives & Outcomes

Past is before us all. Individual, family, villages, communities, regions, nations and humanity have all sense of their past. Hence, there are many claimants of and contestation of the past. In the face of such multiple claimants of the past, such as by tradition and myth of a community regarding certain notions of past, how does one foster historical thinking? Historical Thinking involves thinking about the issues of historical significance, continuity and change, progress and decline, and evidence thereof. Historical thinking involves asking relevant questions about past, discovering new sources or reanalysing the existing sources/evidence following historical methods

The UG Programmes are organised to provide the greatest flexibility to its students, with multiple entry and exit option. There are Core papers that provide the fundamental knowledge in the discipline of historyand in the studyof the Historyof India, Odisha and the World. The programme is otherwise envisaged to provide a large amount of choices so that students can tailor their education on the basis of their interests. These provide not just skills in history but also vital skills in other disciplines. The programs are interdisciplinary keeping in mind that specialization in History is the key to access cognate skills from other disciplines. There are Skill Enhancement Courses, Multi-Disciplinary courses, Ability Enhancement Courses, etc which would facilitate over all knowledgee and skill development of candidates.

Nature and Extent of the Programme

The programmes are designed in a very flexible manner with the option of multiple entry and exits. This flexibility makes the program one year certificate, two year diploma, three year degree with two majors, three year degree with One Major and two Minors, four year program with Honours with research and four year program without research. These flexibilities in Programs have been given later in the structure. Each semester is for the duration of sixteen weeks. In this syllabus, reference to important books along with link to video resources is given. Students are advised to go the web site of E Pathsala, Consortium of education Communication (CEC), and SWAYAM Portals to see excellent video materials.

Programme Objectives: Four Year Courses (PO)

PO 1: The Four Year History syllabus at Higher education of Odisha aims at the discipline of History which in struts students on how to read and process in form on people, societies cultures, events and places which are removed from our time and space. Knowledge of this past is critical in understanding the ways in which the present world is connected and responds to its history in sometimes overt and at other times more complex ways that is missed by most people.

PO2: The program aims to develop a historical thinkingthatgoesbeyondthelinearnarrative of past and set it anchored to right historical thinking by developing critical analysis of the sources and their interpretation of the past.

PO 3: The Program provides information about different aspects of the past to students, to teach them how to use,analyse and interpretationof evidence, instruct them on how historians research, frame an argument and debate details which have bearing on the present.

PO 4: The program aims to develop local history by encouraging students to constructhistory of the locality by encouraging students to explore different dimensions of the past by collecting evidence from land officials, temples, archaeological sites, etc.

Program Outcomes (PO)

PO 1:After the completion of the four year program, students are expected to have acquired the skills of critical thinking, rational enquiry, effective communication, and exploring the relationship between past, present and historiography.

PO 2: The students will be able to know that history is a knowledge discipline and not rote memorisation of dates and events. It will enhance student's ability to carefully read acomplex historical narrative by a historian in his historical writing, evaluate the use of evidence by the historians and possible selective use of evidence. In short, they are expected to construct historical narrative and formulate arguments based on a historiographical engagement

PO 3: Develop skill and knowledge of deciphering the primary sources, such as recognition of script, potteries, land records through their internship

PO 4: Develop responsible citizenry which respects gender concerns, human values and correct historical thinking and transmit them to society through community engagements

PO 5: The program enhances the Capability of students to assume leadership roles and apply the above mentioned analytical abilities in various other non-familiar contexts.

PO6: Students will have the cognate skills such as reasoning, analysis and critical thinking

PO 7: Students will develop skill of picking up disparate sets of information from local sources and internet and weave a coherent argument with a view to reveal identifiable patterns of continuity and changes.

Graduate Attributes of History Program and Employment Opportunities

Uponsuccessfulcompletionwiththeabovementionedprogrammeoutcomesforthestudents, students will have attributes such as the ability to collect data from various data-mining sites, such as museum, archive, newspaper, material artefacts; analyse and process evidence and constructnarrativeofaparticularaspectofpast.Suchskillswillopenupcareeropportunities in the following field

1.Museum,2.Archives,3.ResearchInstitution,4.Academic5.Journalism6.Development Studies 7. Archaeology 8.Archive9.Cultural Institutions10. International

Semester-I

MAJ-I (CORE-I -P-I)

History of India-I (From Prehistory to Vedic Age)

(E.S-60+M.S-20+S.T-10+A.M-05+A.M-05=100)

Course Objectives

- What were the major changes in Indian history and how did they come about?
- What were the particular institutions and cultural elements in Indian society which may be considered different from those in other societies?
- Students will acquire knowledge regarding the early life and socio-cultural status of the people of ancient India. They can gather knowledge about the society, culture, religion and political history of Ancient India. They will learn about trade and urbanization of ancient civilization, like Harappan Civilization, Vedic civilizations etc
- Students will be oriented to appreciate the changes and continuity in ancient India and also learn about how various sourceswhich are corroborated in order to construct the history of Ancient India

Course Outcomes

- Describe the antiquity of India's past and methods of construction of past
- Describe the different sources which are scientifically corroborated to construct the past
- Describe the beginning of farming communities and scientific methods which have come up in recent years
- Understand the Vedic roots of Indic civilization

Unit-I: Reconstructing Ancient Indian History

1. Early Indian notions of History
2. Sources of Historical WritingsandtheHistoriographyconcernedwiththis Period
3. Historical Geography (MajorHarappanSitesandSixteenMahajanapadas).

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

1. PaleolithicCultures:Upper,MiddleandLower;ToolTypologiesinThreePhases, Distribution of Sites, Subsistence Pattern

2. MesolithicCulture:DistributionofSites,Tooltypologies,SubsistencePattern, Evidence of Foraging
3. Neolithic:ZonesofEarlyFarmingCulturesofIndianSubcontinent(AshMoundsites of South India, Eastern India, Vindyan Fringe, North-Western India), Crops, Subsistence Pattern, Habitation Structure

Unit-III: The Harappan Civilization

1. Origin and nature; Harappa as Saraswati-Sindhucivilisation: Settlement Patterns andTownPlanning(StudyofHarappa,Mohenjodaro,Kalibangan,Dholaviraand Lothal
2. EconomicLife:Agriculture,CraftProductionsandTrade(ExternalandInternal)
3. SocialandPoliticalOrganization;ReligiousBeliefsandPractices;Art

Unit-IV: Cultures in Transition

1. EarlyVedicAge:Sources,Geography,Society,Polity,economyReligionand Literature
2. LaterVedicAge:SocialStratification(VarnaandGender),Polity,Religion,and Culture; Philosophy of Upanishads
3. Non-HarappanChalcolithicCulturesandMegaliths:Malwa,Kayatha,Ahar,OCP, Eastern India, Megaliths in South India

Unit I:

The unit aims to familiarise the prehistoric cultures of the Indian subcontinent. There were several changes happening as part of evolution of human being: Tool typo-technology, gene mutation resulting in changes in biological changes, migration and human colonisation. The unit also acquaints students about the emergence of early farming communities in various agro-climatic regions of India from seventh millennium BC onwards covering the early farming settlements in Deccan, Central and eastern India.Students will be encouraged to list various tools of different prehistoric periods by visiting internet based sites of various museums such as Smithsonian, US. Odisha is quite rich in prehistoric rock art and sites. Students will be encouraged to visit these sites, if possible.

Unit II:

Thisunitmakespeopleappreciatethathistoryissource-basedenterpriseofknowingthepast and hence, it requires acquaintance and masteryof the useand analysis of various sources of the past. Questions such as what kinds of sources used in the historical narrative, issues of authorialintention,suchaswhyAsokawroteinedictswhathewrote, authenticityofsources and use of selective sources in construction are made acquaintance to the students. Further, the students are encouraged to appreciate the differences between India's Ithihasa Purana tradition and modern historical tradition.It is also important to understand that when we study history, national political boundary should not come in the way of understanding a historical region.

Unit III:

The Harappan was the first urban civilisation of the Indian subcontinent. How was a civilisationdifferentfromculture?StudentswillbeaskedtodomappointingoftheHarappan sites and internet search to understand the social differentiation, urban character and other features of the Harappan civilisation. At the end of this unit, students shall be familiar with various aspects of Harappan Civilization as well as the contested ways of looking at the Harappan Civilisation and its attributes, such as the recent nomenclature of Saraswati-Sindhu civilisation given to the Harappan civilisation.

Unit IV:

At the end of this unit, students will be able to understand that diffusion of agriculture anduseofmetaltechnologyhadwidevariationsintheIndianSub-continent.Italsomakespeople understand the ways the Vedic culture, which in many ways, shaped Indian civilisation.

SuggestedReadingList:

- ✓ *BDChattopadhyaya, A Surveyof HistoricalGeographyofAncient India,Delhi, 1991*
- ✓ *B.Subba Rao, Personalityof India, Varoda, 1958.*
- ✓ *BDChattopadhyaya, TheConcept ofBharatavarsha andOther Essays,Delhi, 2017*
- ✓ *D.K.Bhattacharya,AnOutlineofIndia'sPrehistoryR.S.Sharma,MaterialCulture and Social Formations in Ancient India, 1983.*
- ✓ *UpinderSingh,a Historyof Ancientand EarlyMedieval India.*
- ✓ *V.N.Mishra, PrehistoricColonisation ofSouthAsia Free download*

- ✓ *https://www.ias.ac.in/article/fulltext/jbsc/026/04/0491-0531#:~:text=Human%20colonization%20in%20India%20encompasses,stone%2C%20bronze%20and%20iron%20ages*
- ✓ *BridgetandRaymondAllchin,.(TheRiseofCivilizationinIndiaandPakistan. Cambridge: Cambridge University Press, Part III. Pp. 229- 346, 1982.*
- ✓ *TonyJoseph,EarlyIndians,TheStoryofOurAncestorsandWhereWeCameFrom, Delhi, Juggernaut Publciation.*
- ✓ *RomilaThapar,EarlyIndia:FromBeginningto1300CE,DelhiPenguin,different editions*
- ✓ *A.L.Basham,The Wonderthatwas India,Vol.1,Delhi,Penguin,Different editions*
- ✓ *RomilaThapar:Culturalpast,Delhi, OUP.2004edition,Section1 only.*
- ✓ *R.S.Sharma,MaterialCultureandSocialFormationinAncientIndia,Delhi, Macmillan.*
- ✓ *TheVedic Age,Vol 1,Bharatiya Vidya Bhawan*
- ✓ *Sreedharan,E.,ATextbookofHistoriography,500BCTOAD2000,Hyderabad: Orient Blackswan, Reprint 2009*

InternetResources

UnitI:https://www.youtube.com/watch?v=WDUJkeFw-R4

UnitII:D.K. Bhattacharysin E Pathsala:

AnthP03M15.LowerpalaeolithiccultureofIndia https://www.youtube.com/watch?v=i_PpS70gXPo,

Anth P03 M10. Mesolithic cultural chronology, https://www.youtube.com/watch?v=NRf30FRNX_Q
UnitIII:Harappa|TheAncientIndusCivilizationin https://www.harappa.com/.Thisisan excellent site developed by Mark Kenoyer, a noted expert on the Harappan Civilsiation.

UnitIV:https://www.khanacademy.org/humanities/world-history/world-history-beginnings/ancient-india/v/introduction-to-the-vedic-period

Activitiestodo

- ✓ *ReadAsoka'sMajorRockEdictsandSpecialRockedictatDhauli.ReadAsokan Brahmi alphabet from internet.*

- ✓ *Documentvarioustemplesand otherbuildingsinyour village.Preparea listing.*
- ✓ *TakephysicalmapofIndiaandplotthedistributionofthesitesofLowerPalaeolithic age to the Harappan civilisations*
- ✓ *GroupingofstudentsandpresentationandDiscussionondifferentUrbanCivic Amenities of Culture of the Harappans*

Semester-I

MAJ (CORE-1-P-II)

Social Formations and Cultural Pattern of Ancient World

(E.S-60+M.S-20+S.T-10+A.M-05+A.M-05=100)

Course Objectives

- Students will be able to understand the evolution of human society & how the society of agricultural and animal husbandry had begun in ancient times.
- Theyalsolearnhowthehumansocietyhadtransformedfromnomadictocivilized society in ancient history of the World.
- TheycanacquireknowledgeabouttheAncientGreekpolities,societyandcultural life.

Course Outcome

- Critical understandingon theinterdisciplinaryin understandingtheevolution ofhomo sapiens
- DevelopteamspirittomakegrouppresentationonMigration,evolution,tool technology
- Skillin developingprehistoric tool technology
- Developappreciationoftheglobalheritage
- Appreciate the difference between Senatorial democracy andpopular democracy ofRome and Greece respectively

Unit-I: Evolution of Man

- Evolutionof Man: From Hominoid to Homo Sapiens
- Paleolithic Cultures: Lower, Middle and Upper Paleolithic Cultures, Tool typologies and technologies, Migration of Homo Sapiens and Colonisation
- Mesolithic Cultures,ToolTypology,Foraging,RockArt,Religion,

Unit-II: Neolithic Culture:

- Food Production:Major Sites in Fertile Crescent,FoodProduction,HabitationStructure, Pottery, Neolithic Revolution
- Development of Agriculture:Early DomesticatedPlantsinFertileCrescent,China, India
- Animal Husbandry: Archaeological Evidence of Animal domestication, Characteristics of Domesticated Animals

Unit-III: Bronze Age Civilizations

- Egypt: (Natural and Cultural Settings, Major Developments in Old Kingdom, Middle Kingdome and New Kingdom, Society, economy, Religion, Art and Temple Architecture
- Mesopotamia: Developments in Sumerian, Babylonian and Assyrian periods: Natural andCulturalSetting,CulturalDevelopmentsfromUbaidperiodtoemergenceofUruk as a state, religion, society, economy and cultures ofSumer; Developments in Imperial Ur, Code of Hammurabi, and Babylonian expansion, Introduction of Ironand Neo-Assyrian Empire
- China (Shang): Pre Shang Culture, Oracle Bones, Major Developments, Chinese Society

Unit-IV: Ancient Greece:

- Athens and Sparta: Natural & Cultural Setting of Ancient Greece,Development of Polis, Evolution of Oligarchic Spartan State, its Intuitionalstructure, and society;
- Polity,Economy & Society: Evolution of Athenian Democracy from Solon to Peloponnesian War), Athenian Economy
- Culture:Literature,Religion,ArtandArchitecture, Science

Unit I:

The unit aims at making students understand the interplay of environment, biology, gene in the evolution of human beings from hominoid to homonins.It aims to make students categorise different tools based on typo-technological classification. The unit adopts a multi-displinary approach to understand human evolution and culture.

Unit II

This unit familiarises the archaeobotanical and archaeozoological evidence of agriculture and domestication of animals in different regions of the world and diversities in crop production. The beginning of agriculture accelerated numerous other changes in human culture- growthof village settlements, more evidence of organised religions, technological changes such as pottery making. The paper would emphasise on understanding

Unit III

This unit makes people acquaint with the emergence of state and civilisation in few river valley civilisations of the world. It looks at patterns of similarities and changes in this civilisation so far as nature and ideology of kingship, religion is concerned. It looked at interrelation between religion and organisation of economic activities in these complex cultures.

Unit IV

Theunit looks at variousaspects ofAncient Greeceas it is considered to havesignificantlyto intellectual thought of the west. The paper looks at the evolution of city states of Ancient Greece and different trajectories of growth of various form of polities such oligarchy inSparta and Democracy in Greece. It also examines Greek contribution in Mathematics, art, architecture and literature.

SuggestedText Books:

- ✓ *BrianFagan and NadiaDurraniPeople of Earth,London,Routledge, 2019*
- ✓ *BrianFagan&ChrisScarre,AncientCivilisation,LondonRoutledge, 2016*
- ✓ *AmarFarooqui,EarlySocialFormation,Delhi,Different editions*
- ✓ *AlexCastor,BetweenTwoRivers:TheHistoryofAncientMesopotamia,2006,The Teaching Company*
- ✓ *Historyof Mankind Series, UNESCO*
- ✓ *V.GordonChilde,What HappenedinHistory?,1942/2003edition*
- ✓ *Bisman Basu, TheStory of Man*
- ✓ *H.Neil&M.C.Willam,A WorldofHistory, Oxford,NewYork, 1907.*
- ✓ *H.R.Hall, Ancient HistoryoftheNear East, 1932.*
- ✓ *H.S.Baghela, WorldofCivilization*
- ✓ *Wenke,R.J.andD.Olzewski.(2007).PatternsinPrehistory:Humankind'sFirstThree Million Years. New York: Oxford University Press, pp. 228-268*
- ✓ *Whitehouse,R.(1977).TheFirstCivilizations,Oxford:Phaidon,Chapters3,4,5,pp 33-115.*
- ✓ *Chang,K.C.(1987).ShangCivilization.NewHaven,Conn:YaleUniversity Press, pp.263-288.*
- ✓ *Feng,Li.(2013). EarlyChina, Cambridge:CambridgeUniversityPress,pp. 1-111.*

InternetResources

- ✓ *D.K.Bhattacharya, Archaeology,EPathshala*
- ✓ *https://www.youtube.com/playlist?list=PL_NvvTU1Eq82GxCQfFRnRqRctB6hizSP8*
- ✓ *Homo Sapien Migration out of Africa: https://www.youtube.com/watch?v=IcdRkeTb6gM*
- ✓ *Humanevolution:https://www.youtube.com/watch?v=DZv8VyIQ7YU*
- ✓ *ToolTechnology: https://www.youtube.com/watch?v=dJ7bxvdJiGg&t=194s*
- ✓ *Origin of Egyptian Civilisation (Chicago) : https://www.youtube.com/watch?v=GEWGy6gP1jw*
- ✓ *EgyptianCivilisation: https://www.youtube.com/watch?v=CskfvgEItPA*

ActivitiestoDo

1. Studentsshouldvisitvirtuallyvariousmuseumsoftheworld,suchasSmithsonian Museum, British Museum, Met Museum, to see various tools, artefacts
2. Visitvirtuallytwoimportantsitesofprehistoricsites:GoebekliTepe,CattleHyouyk in Turkey
3. PlotdifferentsitesofFertile Crescentinaphysical mapoftheMiddle East
4. FormsGroups(forstudentsofnon-deltaicOdisha)toexplorenearbynullahsectionto discover tool
5. Arrangetalksofexpertsoflocalcollegesanduniversities

Semester-I

MIN (CORE-II -P-I)

History of India-I (From Prehistory to Vedic Age)

(E.S-60+M.S-20+S.T-10+A.M-05+A.M-05=100)

Course Objectives

- What were the major changes in Indian history and how did they come about?
- What were the particular institutions and cultural elements in Indian society which may be considered different from those in other societies?
- Students will acquire knowledge regarding the early life and socio-cultural status of the people of ancient India. They can gather knowledge about the society, culture, religion and political history of Ancient India. They will learn about trade and urbanization of ancient civilization, like Harappa Civilization, Vedic civilizations etc
- Students will be oriented to appreciate the changes and continuity in ancient India and also learn about how various sources which are corroborated in order to construct the history of Ancient India

Course Outcomes

- Describe the antiquity of India' spa stand methods of construction of past
- Describe the different sources which are scientifically corroborated to construct the past
- Describe the beginning of farming communities and scientific methods which have come up in recent years
- Understand the Vedic roots of Indic civilisation

Unit-I: Reconstructing Ancient Indian History

1. Early Indian notions of History
2. Sources of Historical Writings and the Historiography concerned with this Period
3. Historical Geography (Major Harappa Sites and Sixteen Mahajanapadas).

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

1. Palaeolithic Cultures: Upper, Middle and Lower; Tool Typologies in Three Phases, Distribution of Sites, Subsistence Pattern
2. Mesolithic Culture: Distribution of Sites, Tool typologies, Subsistence Pattern, Evidence of Foraging
3. Neolithic: Zones of Early Farming Cultures of Indian Subcontinent (Ash Mound sites of South India, Eastern India, Vindyan Fringe, North-Western India), Crops,

Subsistence Pattern, Habitation Structure

Unit-III: The Harappan Civilization

1. Origin and nature; Harappa as Saraswati-Sindhu civilisation: Settlement Patterns and Town Panning(Study of Harappa, Mohenjodaro, Kalibangan, Dholavira and Lothal
2. Economic Life: Agriculture ,Craft Productions and Trade (External and Internal)
3. Social and Political Organization; Religious Beliefs and Practices; Art

Unit-IV: Cultures in Transition

1. Early Vedic Age: Sources, Geography, Society, Polity, economy Religion and Literature
2. Later Vedic Age: Social Stratification (Varna and Gender),Polity,Religion,and Culture; Philosophy of Upanishads
3. Non-Harappan Chalcolithic Cultures and Megaliths: Malwa, Kayatha, Ahar, OCP,Eastern India, Megaliths in South India

Unit I:

The unit aims to familiarise the prehistoric cultures of the Indian subcontinent. There were several changes happening as part of evolution of human being: Tool typo-technology, gene mutation resulting in changes in biological changes, migration and human colonisation. The unit also acquaints students about the emergence of early farming communities in various agro-climatic regions of India from seventh millennium BC onwards covering the early farming settlements in Deccan, Central and eastern India.Students will be encouraged to list various tools of different prehistoric periods by visiting internet based sites of various museums such as Smithsonian, US. Odisha is quite rich in prehistoric rock art and sites. Students will be encouraged to visit these sites, if possible.

Unit II:

This unitmakespeopleappreciatethathistoryissource-basedenterpriseofknowingthepast and hence, it requires acquaintance and masteryof the useand analysis of various sources of the past. Questions such as what kinds of sources used in the historical narrative, issues of authorialintention,suchaswhyAsokawroteinedictswhathewrote, authenticityofsources and use of selective sources in construction are made acquaintance to the students. Further, the students are encouraged to appreciate the differences between India's Ithihasa Purana tradition and modern historical tradition.It is also important to understand that when we study history, national political boundary should not come in the way of understanding a historical region.

Unit III:

The Harappan was the first urban civilisation of the Indian subcontinent. How was a civilisationdifferentfromculture?StudentswillbeaskedtodomappointingoftheHarappan sites and internet search to understand the social differentiation, urban character and other features of the Harappan civilisation. At the end of this unit, students shall be familiar with various aspects of Harappan Civilization as well as the contested ways of looking at the Harappan Civilisation and its attributes, such as the recent nomenclature of Saraswati-Sindhu civilisation given to the Harappan civilisation.

Unit IV:

At the end of this unit, students will be able to understand that diffusion of agriculture anduseofmetaltechnologyhadwidevariationsintheIndianSub-continent.Italsomakespeople understand the ways the Vedic culture, which in many ways, shaped Indian civilisation.

Suggested Reading List:

- ✓ *BD Chattopadhyaya, A Surveyof HistoricalGeographyofAncient India,Delhi, 1991*

- ✓ *B.Subba Rao, Personalityof India, Varoda, 1958.*
- ✓ *BDChattopadhyaya, TheConcept ofBharatavarsha andOther Essays,Delhi, 2017*
- ✓ *D.K.Bhattacharya,AnOutlineofIndia'sPrehistoryR.S.Sharma,MaterialCulture and Social Formations in Ancient India, 1983.*
- ✓ *UpinderSingh,a Historyof Ancientand EarlyMedieval India.*
- ✓ *V.N.Mishra, PrehistoricColonisation ofSouthAsia Free download*
- ✓ *https://www.ias.ac.in/article/fulltext/jbsc/026/04/0491-0531#:~:text=Human%20colonization%20in%20India%20encompasses,stone%2C%20bronze%20and%20iron%20ages*
- ✓ *BridgetandRaymondAllchin,.(TheRiseofCivilizationinIndiaandPakistan. Cambridge: Cambridge University Press, Part III. Pp. 229- 346, 1982.*
- ✓ *TonyJoseph,EarlyIndians,TheStoryofOurAncestorsandWhereWeCameFrom, Delhi, Juggernaut Publciation.*
- ✓ *RomilaThapar,EarlyIndia:FromBeginningto1300CE,DelhiPenguin,different editions*
- ✓ *A.L.Basham,The Wonderthatwas India,Vol.1,Delhi,Penguin,Different editions*
- ✓ *RomilaThapar:Culturalpast,Delhi, OUP.2004edition,Section1 only.*
- ✓ *R.S.Sharma,MaterialCultureandSocialFormationinAncientIndia,Delhi, Macmillan.*
- ✓ *TheVedic Age,Vol 1,Bharatiya Vidya Bhawan*
- ✓ *Sreedharan,E.,ATextbookofHistoriography,500BCTOAD2000,Hyderabad: Orient Blackswan, Reprint 2009*

Internet Resources

Unit I:https://www.youtube.com/watch?v=WDUJkeFw-R4
Unit II:D.K. Bhattacharysin E Pathsala: AnthP03M15.LowerpalaeolithiccultureofIndia https://www.youtube.com/watch?v=i_PpS70gXPo, Anth P03 M10. Mesolithic cultural chronology, https://www.youtube.com/watch?v=NRf30FRNX_Q
Unit III: Harappa|TheAncientIndusCivilizationin https://www.harappa.com/.Thisisan excellent site developed by Mark Kenoyer, a noted expert on the Harappan Civilsiation.
Unit IV: https://www.khanacademy.org/humanities/world-history/world-history-beginnings/ancient-india/v/introduction-to-the-vedic-period

Activities to do

- ✓ *ReadAsoka'sMajorRockEdictsandSpecialRockedictatDhauli.ReadAsokan Brahmi alphabet from internet.*
- ✓ *Documentvarioustemplesand otherbuildingsinyour village.Preparea listing.*
- ✓ *TakephysicalmapofIndiaandplotthedistributionofthesitesofLowerPalaeolithic age to the Harappan civilisations*
- ✓ *GroupingofstudentsandpresentationandDiscussionondifferentUrbanCivic Amenities of Culture of the Harappans*

Semester-I

MDC-I

History of Education in modern India

(E.S-60+M.S-20+S.T-10+A.M-05+A.M-05=100)

Course Objective:

- To get general awareness on education in India over centuries and to understand its evolution.
- To understand what it meant 'to be educated' in the pre-modern India, and how the terms
- To understand and get a general awareness about the establishment of modern schools and universities, and how shaping of these institutions, ideas, and practices made India "modern."

Course Outcome:

- Students will learn about the different policies and practices that reshaped the conception of modern education.
- Students will get to appreciate the evolution of educational practices from Early India to Modern India.
- Students will learn and grasp the diversities of educational practices and how they were made uniform with the advent of colonialism and its reshaping forces.

Unit I: Pre Colonial education, Western Challenge Western Encounter and Educational Challenges

1. Educational activities of East India company (1600-1765),
2. Educational Policy of the East India Company (1765-1813),
3. Danish Mission (1706-92), Work of Serampore Trio and others in Bengal (1758-1813),
4. Indigenous education in early 19th century: Reports of Madras, Bombay and Bengal presidencies.

Unit II: Before and After Macaulay:

1. Private educational enterprise by British Officials and non-officials (1813 – 53)
2. Private Indian enterprise in education (1813-53), Macaulay's Minutes on Education (1835) & its main recommendations,

3. Wood's Despatch (1854) and its significance,
4. Understanding ideological and administrative influences on Education

Unit III: Education between Command, Commissions and National Alternatives

1. Indian Education Commission (1882-83) & its main recommendations; Indian Universities Commission(1902),
2. Calcutta University Commission (1917-19) & it's critical appraisal
3. Zakir Husain Committee Report (1938) &Nai Talim,
4. Post-war educational developments (Sergeant Plan, 1944).

Unit IV: Education in Contemporary India: Issues in the foundation of Aided and autonomous educational institutions and Politics

1. Establishment of IITs and IIMs,
2. Growth of Indian Universities,
3. Kothari Commission Report and NEP of 1986
4. NEP 2020

Unit I: Students will learn about the pre-colonial education models, and how the Western encounter changed the face of education. Basically, they will be equipped to think and know what is "modern" about the "Modern Education".

Unit II: Students will learn about the impact of TB Macaulay and his legacy for education in India. By closely reading different Minutes on Education, students will be able to adjudge the impact and influence of Macaulay on education.

Unit III: Students will learn how different commissions and committees shape educational policies and curriculum design. They will grasp the political and historical context under which educational policies are made and changed, and what rationale justify such moves.

Unit IV: Students will learn about education in contemporary India, and how different institutions of national importance came into being. What is the role of education in making India developed, and how are we dealing with the issues of equity and fairness in education historically.

Select Readings:

- ✓ Dharampal (ed.), The Beautiful Tree: Indigenous Education in the Eighteenth Century, Biblia Impex,New Delhi, 1983.

- ✓ J.P. Naik and Syed Nurullah, A Students' History of Education in India, (1800-1973), Macmillan India Ltd, Delhi, First Published 1945, Sixth Revised Edition 1974, Reprinted 2004.
- ✓ Joseph Dibona, (ed.), One Teacher One School, Biblia Impex, New Delhi, 1983.
- ✓ Mahatma Gandhi, Educational Reconstruction, Wardha, Hindustani Talimi Sangh, 1938.
- ✓ Mushirul Hasan (ed.), Knowledge, Power and Politics: Educational Institutions in India, Roli Books,

1998.

- ✓ Sabyasachi Bhattacharya, Joseph Bara and Chinna Rao Yagati (ed.), Educating the Nation: Documents

on the Discourse of National Education in India (1880-1920), Kanishka, 2003.

- ✓ Sabyasachi Bhattacharya, Joseph Bara and Chinna Rao Yagati (eds.), Development of Women's Education in India: A Collection of Documents (From 1850 to 1920), Kanishka, New Delhi, 2001.
- ✓ William Hunter, Report of the Indian Education Commission, Superintendent of Government Printing,

Calcutta, 1884. 9. Michael Dodson, Orientalism, Empire, and National Culture: India, 1770-1880. (Basingstoke & New York: Palgrave Macmillan, 2007) (New Delhi: Foundation Books, 2009)

- ✓ Agrawal, J.C. (1984). Landmarks in the History of Modern Indian Education: New Delhi: Vikas

Publishing House, Pvt. Ltd

- ✓ Rao, Parimala V, Beyond Macaulay, 1780-1860, Routledge, 2020
- ✓ Ghosh, Suresh Chandra, The History of Education in Modern India, 1757-2012, Orient Blackswan,

2000.

Singh, Sahana, The Educational Heritage of Ancient India, 2017.

- ✓ Aldrich, Richard, An Introduction to the History of Education, London, Hodder and Stoughton, 1982

- ✓ Bell, Andrew, An Analysis of the Experiment in Education, Made at Egmore, Near Madras, London,T.Bensley, 1807
- ✓ Carnoy, Martin, Education as Cultural Imperialism, New York, Longman, 1974
- ✓ Kopf, David, British Orientalism and Bengal Renaissance: The Dynamics of Indian Modernisation 1773–1835, Berkley, University of California Press, 1960.
- ✓ Kumar, Krishna, Political Agenda of Education: A Study of Colonialist and Nationalist Ideas, New Delhi, Sage Publication, 1991
- ✓ Kumar, Nita, Lessons from Schools, History of Education in Banaras, New Delhi, Sage Publication,2000.
- ✓ Majumdar, Bhagaban Prasad, First Fruits of English Education: 1817–1857, Calcutta, Bookland, 1972
- ✓ Metcalf, Thomas R., Ideologies of the Raj, Cambridge, Cambridge University Press, 1995
- ✓ Paranjape, M.R. (ed.), A Source Book of Modern Indian Education, Bombay, Pal-grave Macmillan,1938.
- ✓ Trevelyan, Charles E., On the Education of the People of India, London, Longman, Orme, Brown, Green and Longmans, 1838.

Internet Resources

1. Parimala V Rao, Colonial State and Indigenous Vernacular Schools.https://www.youtube.com/watch?v=k7f4Xzc-Oe4

Activities to Do

1. Students will collect and compile all the reports of various education commissions and committees since 1947.

Students will collect and compile the profiles of prominent educationists and policy makers in the field ofeducation.

Semester-II

MAJ(CORE-I,P-III)

History of India-II (From state formation to early medieval-600BCE-750CE)

(E.S-60+M.S-20+S.T-10+A.M-05+A.M-05=100)

Course Objectives

- Understand the process of state formation and 2nd urbanism in the period of Buddha
- Analyze the relation of socio-economic changes in early historical period and rise of heterodoxy religions such as Buddhism, Jainism, Ajivakas, Lokayat
- To make students appreciate the emergence of Asokan empire and Critically understand socio-economic and political changes ushered by them
- UnderstandtheemergenceofstatesystemintheDeccanandOdishainthepost Mauryan period
- Understand the expanding cultural arc of India by analysing the influence of India in Southeast Asia
- Make students appreciate the changes and excellences in various spheres in the Gupta period
- Understand the changes and continuities between ancient India and the beginning of early medieval, especially the beginning of Samanta system

Course Outcomes

- Students will be able to understand the linkages between social, political, economic and cultural processes of early Historical Development
- They will be able to appreciate the context and the structure of the Mauryan empire and the policy of Asoka in a multicultural past of India
- Able to identify various Indo Greek and Kushana Coins
- Students will be able to understand the nature of Puranic religion and how Puranic-agamic religion created a sacred geography of India

Unit-I:Economy and Society (circa600BCEtocircaCE300):

1. Urbangrowth:Materialconditionssuchasagriculturalexpansion,Janapadanivesa, Sixteen Mahajanapada, Urban centres:Trade & Commerce, Organisation of Production (Srenis), Trade Routes
2. Socialstratification:Class,Varna,Jati,Gender

3. BuddhismandJainism:MaterialmilieuofHeterodoxies,SocialSignificance, Buddhist Sects,, Major Principles of Jainism,

Unit-II: Changing Political Formations(circa300BCEtocircaCE300):

1. TheMauryanEmpire:Asoka'sPolicyofDhamma,ReadingAsokaninscriptions, Administration, economy, Decline
2. Post-Mauryan Polities :Kushanas and Satavahanas and Sangam in deep South
3. Indic Cultural Arc: India's contact with China, Central Asia and South east Asia; Silk route and expansion of Buddhism

Unit-III: The Guptas:

1. PoliticalDevelopments:Expansion,FragmentationandHunaInvasionfromSamudra Gupta to Skanda Gupta

2. Literary and Scientific Developments during the Guptas; education in Nalanda

3. Development of Puranic Religions: Temples, Tirthas, Hindu pantheon

Unit-IV: Towards Early Medieval India[circaCEfourthcenturytoCE750]:

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

SuggestedText Books:

- ✓ *UpinderSingh,.AHistoryofAncientandEarlyMedievalIndia:FromtheStoneAge, Delhi, Pearsonn, 2008.*
  tothe12thCentury.Delhi:PearsonLongman.(MorerelevantpartsareChapters6,7 and 8) (Also available in Hindi)
- ✓ *D.D. Kosambi,An Introduction totheStudy ofIndian History, 1975.*
- ✓ *RomilaThapar,.(2012).AsokaandtheDeclineoftheMauryas.Delhi:Oxford University Press. PP. 119-227*
- ✓ *RomilaThapar,.TheMauryasRevisited,Calcutta,1986.*
- ✓ *Allchin,F.R.(etal.)(1995).TheArchaeologyofEarlyHistoricSouthAsia:The Emergence*

ofCitiesandStates.Cambridge:CambridgeUniversityPress.Chapter6(pp.73-98) & Chapter 10 (pp. 185- 221).

- ✓ *A.L.Basham, WonderThatWasIndia,Rupa.*
- ✓ *Aswini.Agarwal:TheGuptas, Delhi*
- ✓ *H.P.Ray,TheWindsofChange,Delhi,OUP.1994*
- ✓ *R.S.Sharma,IndianFeudalism,Delhi,Macmillan,various edition*
- ✓ *,B.D.Chattopadhyaya(1994).TheMakingofEarlyMedievalIndia,Delhi:Oxford University Press. (Introduction, pp. 1-37.)*
- ✓ *Ageof ImperialUnity, BharatiyaVidya BhawanSeries, Vol 2.*
- ✓ *SuviraJaiswal,.(1998).Caste:Origin,FunctionandDimensionsofChange,Delhi: Manohar. (pp.1-131.)*
- ✓ *R.SSharma,.(1990).SudrasinAncientIndia:ASocialHistoryoftheLowerOrder Down to circa.A.D.600.Delhi: MotilalBanarsidas.(pp.90-254)*
- ✓ *A.SAltekar,EeducationinAncientIndia, Delhi*

Internetresources

- ✓ ***SocietyandeconomyundertheMauryasbyRanabirChakravarti*** ***https://www.youtube.com/watch?v=0PZxqlmoXkA&app=desktop***
- ✓ ***KushanaCoins:ArtiGupta.https://www.youtube.com/watch?v=iR4Y4tlUPbw***
- ✓ ***Science and Technology in the Gupta period.*** ***https://www.youtube.com/watch?v=NFOQt9TjNLM***
- ✓ ***NalandaUniversityinBBChttps://www.youtube.com/watch?v=O67m2k70JLA***
- ✓ ***TheSilkRoad:KhanAcademyhttps://www.khanacademy.org/humanities/world-history/ancient-medieval/silk-road/v/early-silk-road***
- ✓ ***Sangam Age (CEC)*** ***https://www.youtube.com/watch?v=HkPxVkK7TtU&list=PLNsppmbLKJ8KB9BAenzBGCEpD2KEaMqiY&index=119***

Activities

- ✓ *GroupDiscussiononthesimilaritiesanddifferencebetweenVedicReligionand Puranic Religion*
- ✓ *Visitwww.sacredtexts.comandreadAggannaSutta.Preparareportontheorgin and nature of state as given in Aganna Sutta*
- ✓ *IdentifydifferentBuddhist sitesalongthe SilkRouteup toChinafrom Internet*

Semester-II

MAJ (CORE-I -P-IV)

Social Formations and Cultural Patterns of the Medieval World

(E.S-60+M.S-20+S.T-10+A.M-05+A.M-05=100)

Course Objectives

- The Course seeks to develop a historical understanding of the major developments in some parts of the Ancient and Medieval world.
- The Course provides a scope for understanding the subject of slavery in its varied dimensions in the Ancient world. One of the objectives of the course is to highlightthe interconnectedness of Greek and Roman religion, culture and society. We discuss the medieval world in the Course by analyzing the nature of European 'feudal' society and economy of the 8th to the 14th centuries.
- Explores the process of emergence of Christendom and Papacy and the2nd Order
- The objective of paper is to the making of the three orders in Medieval Europe. By studying how the European social world shaped into an intricate structure comprising powerful institutions like monarchy and the Church.
- TheCourseprovidesascopetounderstandthemedievaleconomyofWesternEurope, particularly through its agrarian dimensions and relatively newer labour systems like serfdom.
- And finally, the Course allows an undergraduate student to reflect on questions related to the emergence and spread of Islam. An enquiry into the role that it played in the transformation of a tribal identity to a Caliphal State in West Asia from the 7th to the 9th centuries widens the quest for 'training' students to understand the long-term historical processes.

Course Outcomes

- Uponcompletionofthiscoursethestudentshallbeableto:Identifythemain historical developments in Ancient Greece and Rome.
- Gainanunderstandingoftherestructuringofstateandsocietyfromtribe-basedpolities to those based on territorial identity and citizenship.
- Trace the emergence and institutionalization of social hierarchies and marginalization of dissent.
- Explain the trends in the medieval economy.

- Analyses the rise of Islam and the move towards state formation in West Asia.
- Understand the role of religion and other cultural practices in community organisation

Unit-I: Polity and Economy in Ancient Rome

1. Polity, Society and economy in Ancient Rome
2. ExpansionandCrisis,-RiseandfallofJuliusCaesar,AugustusCaesar,Political Expansion, Crisis of roman empire
3. CulturalDevelopments:literature:Vigil,Ovid,Seneca,Histories:Livy,Tacitus;Art and Architecture

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

1. Feudalism-Major Debates,Origin,Forms,Structure,TwoPhases of Feudalism & its Decline
2. Agricultural Production inTwo Phases of Feudalism
3. Towns and Trade

Unit-III: Religion and Culture in Medieval Europe:

1. Medieval Church: Expansion of Christianity, Early Bishopries, Papacy at Rome, Schismin Church- Ecumenical Councils and Greta Schism between Eastern and Western Church of 1054
2. Monastic Communities: Benedictine, Dominicans, Franciscanorder, Anchoress; Monasteries and Education & Health
3. Papacy: Growth of Papacy from St. Peterto Aving on Papacy

Unit-IV: Societies in Central Islamic Lands:

1. The Tribal background,Riseof Islam;Major pillars of Islam,expansion of Islam
2. Religious Developments:the Origins of Shariah,Ummah,IslamicJurisprudence, Sufism,
3. Cultural Developments in IslamicWorld:Tarik Tardition of Historiography,

Unit I:

This unit makes students understand the differences between the democratic forms of polity of Greek versus the roman Republican form of Government. It makes people critically analyse how the Republican institutions emerged as a checks and balances between not only institutionssuchasPlebeiancouncilandSenatebutaslargelyemergedoutoftheassertions of certain social groups. It also examines the shortcomings of the republican institutions and circumstances leading to the emergence of empire and rule of Caesars. Studnets are also acquainted with the slave mode of production and the crisis in it.

Unit II:

Christianity found its social support base from the poor and proletariat population of the Roman Empire. However, apart from the social base of Christianitywhich promised them a Kingdom of Heaven, the paper makes students understand that the spread of Christendom was also due to institution of Church. However, like other religion Christendom developed schismandsplitspreadovermanyecumenicaltypesofcouncil.Furtheritalsoexplainshow theSeasofRomebecameprimusparusstatusamongotherbisopriesandbecametheseatof Pope. The Unit also looks at the politics-religious role of Pope as well.

Unit III:

ThisUnitwillprovideadetailedunderstandingofEuropeanfeudalismandshiftsinmedieval society and economy. It deals with debates on the origin of Feudalism in order to make students appreciate that there exists no divergence of opinion on the forms and structures of Feudalism. Was it a strictly legalistic, militaristic relation between lord and vassals or it is mode of production characterised byserfdom of peasants or was it characterised byChain of Dependencies? These debates on the origin as well the forms of feudalism are dealt in this unit

Unit IV

Apart from Unit II, Unit IV also deals with another Abrahmic religion, i,e Christianity.Ratherthantreatingit as an imminent religion, the riseand Islam has been

explained in terms of historical contingencies of time. Further, the unit deals with key concepts such as contractual origin of the State of Medina, the fusion of religious & political authority in the institution of Caliphate, the notion of Umma and Sultanates in the Islamic Caliphate, and the attitude of Islamic states towards non-Muslim

SuggestedText Books:

- ✓ *PerryAnderson,Passages fromAntiquityto Feudalism.*
- ✓ *MarcBloch, Feudal Society, 2Vols, Londo,various editions*
- ✓ *GorgesDuby,Riseof ThreeOrders,Chicago, Universityof ChicagoPress, 1982*
- ✓ *RogerCollins, Keepersof theKeysof Heaven:A Historyof Papacy,NewYork, 2009.*

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- ✓ *PerryAnderson,Passages fromAntiquityto Feudalism.*
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- ✓ *GorgesDuby,Riseof ThreeOrders,Chicago, Universityof ChicagoPress, 1982*
- ✓ *RogerCollins, Keepersof theKeysof Heaven:A Historyof Papacy,NewYork, 2009.*
- ✓ *MarshallG.SHodgson,Ventures ofIslam(ThreeVols),Chicago, 1977*

ReferenceReading:

- ✓ *J.Barrawclough,TheMedieval Papacy.*
- ✓ *CambridgeHistoryof Islam, 2 Vol.*
- ✓ *WillDurant,TheStoryof Civilization(vols.I&II).*
- ✓ *T.W. Wallbank&N.M.Bailey,Civilization–PastandPresent.*
- ✓ *R.Coulborne,Feudalismin History,*
- ✓

Internet Resources

- ✓ ***Monasticism:***

  https://study.com/academy/lesson/video/monasticism-from-st-benedict-to-cluny.html

- ✓ ***EasternandWesternSchism-https://www.youtube.com/watch?v=trMsytBdawc***

  https://www.youtube.com/watch?v=xecErbCeMW4&list=PLWfA8zVqI9oOysfzI_tM71h6fDQ0W235S&index=2

- ✓ ***Feudalism as socio-economic order***

  https://www.youtube.com/watch?v=xecErbCeMW4&list=PLWfA8zVqI9oOysfzI_tM71h6f

DQ0W235S&index=2

- ✓ ***Transition from Feudalism to Capitalism:*** ***https://www.youtube.com/watch?v=DZiMqGEqBFc&list=PLWfA8zVqI9oOysfzI_tM71h6fDQ0W235S***

Activities to do

1. GroupDiscussiononwhetherFeaturesofFeudalisminEuropearefoundinIndiaduring medieval period.

2. Re create the life of Monks

3. Watch BBC documentary on Crusades together and discuss in the class room in debate modewhethercultural/civilisationalclashbetweenIslamandwesternChristianitygoesback to Crusade time.

Semester-II

MIN-II (CORE-III, P-I)

History of India-I (From Prehistory to Vedic Age)

(E.S-60+M.S-20+S.T-10+A.M-05+A.M-05=100)

Course Objectives

- What were the major changes in Indian history and how did they come about?
- What were the particular institutions and cultural elements in Indian society which may be considered different from those in other societies?
- Students will acquire knowledge regarding the early life and socio-cultural status of the people of ancient India. They can gather knowledge about the society, culture, religion and political history of Ancient India. They will learn about trade and urbanization of ancient civilization, like Harappa Civilization, Vedic civilizations etc
- Students will be oriented to appreciate the changes and continuity in ancient India and also learn about how various sources which are corroborated in order to construct the history of Ancient India

Course Outcomes

- Describe the antiquity of India' spa stand methods of construction of past
- Describe the different sources which are scientifically corroborated to construct the past
- Describe the beginning of farming communities and scientific methods which have come up in recent years
- Understand the Vedic roots of Indic civilization

Unit-I: Reconstructing Ancient Indian History

1. Early Indian notions of History
2. Sources of Historical Writings and the Historiography concerned with this Period
3. Historical Geography (Major Harappa Sites and Sixteen Mahajanapadas).

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

2. Palaeolithic Cultures: Upper, Middle and Lower; Tool Typologies in Three Phases, Distribution of Sites, Subsistence Pattern
3. Mesolithic Culture: Distribution of Sites, Tool typologies, Subsistence Pattern, Evidence of Foraging
4. Neolithic: Zones of Early Farming Cultures of Indian Subcontinent (Ash Mound sites of South India, Eastern India, Vindyan Fringe, North-Western India), Crops, Subsistence Pattern, Habitation Structure

Unit-III: The Harappan Civilization

1. Origin and nature; Harappa as Saraswati-Sindhu civilisation: Settlement Patterns and Town Panning(Study of Harappa, Mohenjodaro, Kalibangan, Dholavira and Lothal
2. Economic Life: Agriculture ,Craft Productions and Trade (External and Internal)
3. Social and Political Organization; Religious Beliefs and Practices; Art

Unit-IV: Cultures in Transition

1. Early Vedic Age: Sources, Geography, Society, Polity, economy Religion and Literature
2. Later Vedic Age: Social Stratification (Varna and Gender),Polity,Religion,and Culture; Philosophy of Upanishads
3. Non-Harappan Chalcolithic Cultures and Megaliths: Malwa, Kayatha, Ahar, OCP,Eastern India, Megaliths in South India

Unit I:

The unit aims to familiarise the prehistoric cultures of the Indian subcontinent. There were several changes happening as part of evolution of human being: Tool typo-technology, gene mutation resulting in changes in biological changes, migration and human colonisation. The unit also acquaints students about the emergence of early farming communities in various agro-climatic regions of India from seventh millennium BC onwards covering the early farming settlements in Deccan, Central and eastern India.Students will be encouraged to list various tools of different prehistoric periods by visiting internet based sites of various museums such as Smithsonian, US. Odisha is quite rich in prehistoric rock art and sites. Students will be encouraged to visit these sites, if possible.

Unit II:

This unitmakespeopleappreciatethathistoryissource-basedenterpriseofknowingthepast and hence, it requires acquaintance and masteryof the useand analysis of various sources of the past. Questions such as what kinds of sources used in the historical narrative, issues of authorialintention,suchaswhyAsokawroteinedictswhathewrote, authenticityofsources and use of selective sources in construction are made acquaintance to the students. Further, the students are encouraged to appreciate the differences between India's Ithihasa Purana tradition and modern historical tradition.It is also important to understand that when we study history, national political boundary should not come in the way of understanding a historical region.

Unit III:

The Harappan was the first urban civilisation of the Indian subcontinent. How was a civilisationdifferentfromculture?StudentswillbeaskedtodomappointingoftheHarappan sites and internet search to understand the social differentiation, urban character and other features of the Harappan civilisation. At the end of this unit, students shall be familiar with various aspects of Harappan Civilization as well as the contested ways of looking at the Harappan Civilisation and its attributes, such as the recent nomenclature of Saraswati-Sindhu civilisation given to the Harappan civilisation.

Unit IV:

At the end of this unit, students will be able to understand that diffusion of agriculture anduseofmetaltechnologyhadwidevariationsintheIndianSub-continent.Italsomakespeople understand the ways the Vedic culture, which in many ways, shaped Indian civilisation.

Suggested Reading List:

- ✓ *BD Chattopadhyaya, A Surveyof HistoricalGeographyofAncient India,Delhi, 1991*
- ✓ *B.Subba Rao, Personalityof India, Varoda, 1958.*
- ✓ *BDChattopadhyaya, TheConcept ofBharatavarsha andOther Essays,Delhi, 2017*
- ✓ *D.K.BhattacharyaAnOutlineofIndia'sPrehistoryR.S.Sharma,MaterialCulture and Social Formations in Ancient India, 1983.*
- ✓ *UpinderSingh,a Historyof Ancientand EarlyMedieval India.*
- ✓ *V.N.Mishra, PrehistoricColonisation ofSouthAsia Free download*
- ✓ *https://www.ias.ac.in/article/fulltext/jbsc/026/04/0491-0531#:~:text=Human%20colonization%20in%20India%20encompasses,stone%2C%20bronze%20and%20iron%20ages*
- ✓ *BridgetandRaymondAllchin,.(TheRiseofCivilizationinIndiaandPakistan. Cambridge: Cambridge University Press, Part III. Pp. 229- 346, 1982.*
- ✓ *TonyJoseph,EarlyIndians,TheStoryofOurAncestorsandWhereWeCameFrom, Delhi, Juggernaut Publciation.*
- ✓ *RomilaThapar,EarlyIndia:FromBeginningto1300CE,DelhiPenguin,different editions*
- ✓ *A.L.Basham,The Wonderthatwas India,Vol.1,Delhi,Penguin,Different editions*

- ✓ *RomilaThapar:Culturalpast,Delhi, OUP.2004edition,Section1 only.*
- ✓ *R.S.Sharma,MaterialCultureandSocialFormationinAncientIndia,Delhi, Macmillan.*
- ✓ *TheVedic Age,Vol 1,Bharatiya Vidya Bhawan*
- ✓ *Sreedharan,E.,ATextbookofHistoriography,500BCTOAD2000,Hyderabad: Orient Blackswan, Reprint 2009*

Internet Resources

Unit I:https://www.youtube.com/watch?v=WDUJkeFw-R4
Unit II:D.K. Bhattacharysin E Pathsala:
AnthP03M15.LowerpalaeolithiccultureofIndia https://www.youtube.com/watch?v=i_PpS70gXPo,
Anth P03 M10. Mesolithic cultural chronology,
https://www.youtube.com/watch?v=NRf30FRNX_Q
Unit III: Harappa|TheAncientIndusCivilizationin https://www.harappa.com/.Thisisan excellent site developed by Mark Kenoyer, a noted expert on the Harappan Civilsiation.
Unit IV: https://www.khanacademy.org/humanities/world-history/world-history-beginnings/ancient-india/v/introduction-to-the-vedic-period

Activities to do

- ✓ *ReadAsoka'sMajorRockEdictsandSpecialRockedictatDhauli.ReadAsokan Brahmi alphabet from internet.*
- ✓ *Documentvarioustemplesand otherbuildingsinyour village.Preparea listing.*
- ✓ *TakephysicalmapofIndiaandplotthedistributionofthesitesofLowerPalaeolithic age to the Harappan civilisations*
- ✓ *GroupingofstudentsandpresentationandDiscussionondifferentUrbanCivic Amenities of Culture of the Harappans*

Semester-II

MDC-II

History of Education in modern India

(E.S-60+M.S-20+S.T-10+A.M-05+A.M-05=100)

Course Objective:

- To get general awareness on education in India over centuries and to understand its evolution.
- To understand what it meant 'to be educated' in the pre-modern India, and how the terms
- To understand and get a general awareness about the establishment of modern schools and universities, and how shaping of these institutions, ideas, and practices made India "modern."

Course Outcome:

- Students will learn about the different policies and practices that reshaped the conception of modern education.
- Students will get to appreciate the evolution of educational practices from Early India to Modern India.
- Students will learn and grasp the diversities of educational practices and how they were made uniform with the advent of colonialism and its reshaping forces.

Unit I: Pre Colonial education, Western Challenge Western Encounter and Educational Challenges

1. Educational activities of East India company (1600-1765),
2. Educational Policy of the East India Company (1765-1813),
3. Danish Mission (1706-92), Work of Serampore Trio and others in Bengal (1758-1813),
4. Indigenous education in early 19th century: Reports of Madras, Bombay and Bengal presidencies.

Unit II: Before and After Macaulay:

1. Private educational enterprise by British Officials and non-officials (1813 – 53)
2. Private Indian enterprise in education (1813-53), Macaulay's Minutes on Education (1835) & its main recommendations,

3. Wood's Despatch (1854) and its significance,
4. Understanding ideological and administrative influences on Education

Unit III: Education between Command, Commissions and National Alternatives

1. Indian Education Commission (1882-83) & its main recommendations; Indian Universities Commission(1902),
2. Calcutta University Commission (1917-19) & it's critical appraisal
3. Zakir Husain Committee Report (1938) &Nai Talim,
4. Post-war educational developments (Sergeant Plan, 1944).

Unit IV: Education in Contemporary India: Issues in the foundation of Aided and autonomous educational institutions and Politics

1. Establishment of IITs and IIMs,
2. Growth of Indian Universities,
3. Kothari Commission Report and NEP of 1986
4. NEP 2020

Unit I: Students will learn about the pre-colonial education models, and how the Western encounter changed the face of education. Basically, they will be equipped to think and know what is "modern" about the "Modern Education".

Unit II: Students will learn about the impact of TB Macaulay and his legacy for education in India. By closely reading different Minutes on Education, students will be able to adjudge the impact and influence of Macaulay on education.

Unit III: Students will learn how different commissions and committees shape educational policies and curriculum design. They will grasp the political and historical context under which educational policies are made and changed, and what rationale justify such moves.

Unit IV: Students will learn about education in contemporary India, and how different institutions of national importance came into being. What is the role of education in making India developed, and how are we dealing with the issues of equity and fairness in education historically.

Select Readings:

- ✓ Dharampal (ed.), The Beautiful Tree: Indigenous Education in the Eighteenth Century, Biblia Impex,New Delhi, 1983.

- ✓ J.P. Naik and Syed Nurullah, A Students' History of Education in India, (1800-1973), Macmillan India Ltd, Delhi, First Published 1945, Sixth Revised Edition 1974, Reprinted 2004.
- ✓ Joseph Dibona, (ed.), One Teacher One School, Biblia Impex, New Delhi, 1983.
- ✓ Mahatma Gandhi, Educational Reconstruction, Wardha, Hindustani Talimi Sangh, 1938.
- ✓ Mushirul Hasan (ed.), Knowledge, Power and Politics: Educational Institutions in India, Roli Books,

1998.

- ✓ Sabyasachi Bhattacharya, Joseph Bara and Chinna Rao Yagati (ed.), Educating the Nation: Documents

on the Discourse of National Education in India (1880-1920), Kanishka, 2003.

- ✓ Sabyasachi Bhattacharya, Joseph Bara and Chinna Rao Yagati (eds.), Development of Women's Education in India: A Collection of Documents (From 1850 to 1920), Kanishka, New Delhi, 2001.
- ✓ William Hunter, Report of the Indian Education Commission, Superintendent of Government Printing,

Calcutta, 1884. 9. Michael Dodson, Orientalism, Empire, and National Culture: India, 1770-1880. (Basingstoke & New York: Palgrave Macmillan, 2007) (New Delhi: Foundation Books, 2009)

- ✓ Agrawal, J.C. (1984). Landmarks in the History of Modern Indian Education: New Delhi: Vikas

Publishing House, Pvt. Ltd

- ✓ Rao, Parimala V, Beyond Macaulay, 1780-1860, Routledge, 2020
- ✓ Ghosh, Suresh Chandra, The History of Education in Modern India, 1757-2012, Orient Blackswan,

2000.

Singh, Sahana, The Educational Heritage of Ancient India, 2017.

- ✓ Aldrich, Richard, An Introduction to the History of Education, London, Hodder and Stoughton, 1982

- ✓ Bell, Andrew, An Analysis of the Experiment in Education, Made at Egmore, Near Madras, London,T.Bensley, 1807
- ✓ Carnoy, Martin, Education as Cultural Imperialism, New York, Longman, 1974
- ✓ Kopf, David, British Orientalism and Bengal Renaissance: The Dynamics of Indian Modernisation 1773–1835, Berkley, University of California Press, 1960.
- ✓ Kumar, Krishna, Political Agenda of Education: A Study of Colonialist and Nationalist Ideas, New Delhi, Sage Publication, 1991
- ✓ Kumar, Nita, Lessons from Schools, History of Education in Banaras, New Delhi, Sage Publication,2000.
- ✓ Majumdar, Bhagaban Prasad, First Fruits of English Education: 1817–1857, Calcutta, Bookland, 1972
- ✓ Metcalf, Thomas R., Ideologies of the Raj, Cambridge, Cambridge University Press, 1995
- ✓ Paranjape, M.R. (ed.), A Source Book of Modern Indian Education, Bombay, Pal-grave Macmillan,1938.
- ✓ Trevelyan, Charles E., On the Education of the People of India, London, Longman, Orme, Brown, Green and Longmans, 1838.

Internet Resources

1. Parimala V Rao, Colonial State and Indigenous Vernacular Schools.https://www.youtube.com/watch?v=k7f4Xzc-Oe4

Activities to Do

5. Students will collect and compile all the reports of various education commissions and committees since 1947.

Students will collect and compile the profiles of prominent educationists and policy makers in the field ofeducation.

Semester-III

MAJ (CORE-I ,-P-V)

History of India-III (circa750-1206)

(E.S-60+M.S-20+S.T-10+A.M-05+A.M-05=100)

Course Objective:

- They can acquire knowledge about the society, economy and culture in early medieval India and can gather knowledge towards the Arabs Conquest of Northern part of India from this paper.
- Knowledge about the religious and Cultural changing scenarios especially impact Bhakti cult and Tantricism.
- With its focus on multiple historiographical approaches to various issues of historical significance during this period, the course will also apprise students of the divergent ways in which historians approach, read and interpret their sources.
- The paper debates about urban decay and emergence of new kind of cities in early medieval

Course Outcomes

- Understandthe newperiodisation andits basis
- criticalanalysisoftherelationbetweenpoliticalrealmandreligiousrealm
    - interrelationbetweeneconomy,society,polityandcultureinthemakingofvernacular region
- Debatestheemergenceofmedievalsocialorder,includingconditionofpeasantry
    - Discusses the nature of brahmanical social order and relations with law books which reinforced an andro-centric brahmanical social order
    - Explain, in an interconnected manner, the processes of state formation, agrarian expansion, proliferation of caste and urban as well as commercial processes.
    - Discuss the major currents of development in the cultural sphere, namely bhakti movement, Puranic Hinduism, Tantricism, architecture and art as well as the emergence of a number ‘regional’ languages.

Unit–I: Studying Early Medieval India: Political Structures

1. Sources of early medieval and Debates on early Medieval
2. Evolution of Political structures: Rajputs,Tripartite Struggle and Cholas
3. Legitimization of Kingship; Brahmanas and Temples,Tirthas and Courtly culture
4. Issues of Islam Rule:Arab conquest of Sindh

Unit-II: Social and Economic Processes:

1. Agricultural Expansion:forest-dwellers,peasants and land lords
2. Proliferation of Castes: Varna Jatis, Peasantisationof tribes.
3. Trade and Commerce: Urban Centres,Inter-regional Trade,Maritime Trade and Forms of Exchange, Ayyavole, Manigrama Guilds

Unit-III: Religious &Cultural Developments:

1. Puranic Traditions & Vajrayana Buddhism
2. Islamic Intellectual Traditions: Al-Biruni
3. Regional Languages and Literature

UnitIV: Cultural Strands: Art, Architecture and religion

1. Evolution of Regional styles: Kalingan and Dravidian style of Temple Architecture
2. Tantric Saiva and Sakta Tradition: Kashmir Saivim
3. Bhaktism and Issue of Monism and Dualism: Alvars & Nayanars of South India; Sankara, Ramanuja, Madhava

Unit I:

The early medieval period is nowadays considered to be a distinct period in the periodisation of the Indian History. It was during this period that vernacular regions like Karnataka, Andhra, Odisha, Banga emerged as distinct cultural zones. The unit deals with Feudalism Model, Integrative Model and Segmentary Model of R.S. Sharma, Hermann Kule & B.D Chattopadhyaya and Burton Stein respectively. It tries to make students aware that Arab Invasion of Sindh did not mark a rupture from ancient India; rather changes in the social, economic and political sphere started emerging from the post Gupta period, the process of which was further accelerated in this period.

Unit II:

This unit looks at the proliferation of Jatis, the tribe and caste continuum, peasantisation of tribesandvariationincastesystemswithintheframeworkofChaturvanainIndiaasaresult of the spread of brahmanical-Puranic religion.

SuggestedText Books:

- ✓ *B.D.Chattopadhyaya,TheMakingofEarlyMedievalIndia,Delhi:OUP,1994*
- ✓ *R.S.SharmaandK.M.Shrimali,(eds),ComprehensiveHistoryofIndia,Vol.IV(A&B).*
- ✓ *D.N.Jha,(2000).'Introduction',TheFeudalOrder:State,SocietyandIdeologyin Early MedievalIndia, (ed.),D.N.Jha,Delhi:Manohar, pp.1-60.*
- ✓ *HermannKulke,andRothermund(eds),StateinIndia(1000-1700),Delhi,OUP, 1997*
- ✓ *DerrylN.MacleanReligionandSocietyinArabSind.Leiden:E.J.Brill.(ChapterII: 'Conquest and Conversion', pp. 22-82,1989*
- ✓ *K.A.NilakanthaSastri,TheColas,Delhi, OUP,*
- ✓ *Hermann Kulke,, Kesavapany & Sakhuja, (Eds.) (2009). Nagapattinam to Suvarnadvipa:ReflectionsontheCholaNavalExpeditionstoSoutheastAsia, Singapore: Institute of Southeast Asian Studies.*
- ✓ *R.Champakalakshmi(1996). 'FromDevotionandDissenttoDominance:TheBhakti of the Tamil Alvars and Nayanars', in Tradition, Dissent and Ideology, ed. R. Champakalakshmi & S. Gopal, pp. 135-63. New Delhi: Oxford University Press.*
- ✓ *H.KulkeandB.P.Sahu,(2018).HistoryofPrecolonialIndia:IssuesandDebates, Delhi: Oxford University Press, Part II.*
- ✓ *M.G.S.Narayanan,andK.Veluthat.(2000). 'BhaktiMovementinSouthIndia',inThe Feudal*

Order: State, Society and Ideology in Early Medieval India, ed. D.N. Jha, pp. 385-410.

- ✓ *, R.C. Majumdar ed. History and Culture of the Indian People: The Struggle for Empire.Bombay:BharatiyaVidyaBhawan.RelevantpartisChapterXV('Language and Literature'), pp. 297-397.*
- ✓ *VijayNath,PuranasandAcculturation:AHistorico-AnthropologicalPerspective, New Delhi, 2001.*
- ✓ *ManuDevadevan, A Prehistory ofHinduism, Delhi, De Gryueter*

InternetResources

1. ShivaMantramarga:https://www.youtube.com/watch?v=QusnazlA1RU

2. IntroductiontoesotericBuddhism: https://www.youtube.com/watch?v=5T2se0-_EWc
3. India- A Sacred Geography by Diana Eck: https://www.youtube.com/watch?v=JcMMDaFzyEU
4. PurushottamakshetramahatmyaofSkandaPurana: https://www.youtube.com/watch?v=oSn2c3ywpKg
5. Feudalism : https://www.youtube.com/watch?v=PjMVQr4Qcaw&list=PLNsppmbLKJ8KB9BAenzBGCEpD2KEaMgiY&index=67

Activities

1. Visit an old temple of your locality, document various activities of the temple; Identify economic, social, religious, political and cultural dimension of temple. Identify the major festivalsofthetempleandcatchmentofpilgrims.Preparereportofthetempleintheclass room

Visit,ifpossible,theBuddhistSiteofDiamondTriangleofOdisha.Trytoanswerwhy there were so many Buddha, Bodhisattva , gods and goddesses in Vajrayana Buddhism

Semester-III

MAJ (CORE-I ,-P-VI)

RISE OFTHE MODERNWEST– I

(E.S-60+M.S-20+S.T-10+A.M-05+A.M-05=100)

Course Objectives:

- The focus of the course is on transition from feudalism to capitalism in Europe.
- The paper familiarizes the student with important transitions and transformations in the economy, polity, and socio-cultural life from late medieval period to 1600 in various parts of Europe.
- The course shall critically examine the dynamics of economic and political power within Europe, and contact with the New World. The processes by which Europe's economy benefited from colonial expansion and exploitation of indigenous and slave labour will be explained.
- Students shall also engage with continuities and changes in intellectual and artistic realms; the social and economic milieu which influenced developments in religion;
- Willunderstandtheemergenceofnationstateintheaftermathof100 year religious War

Course Outcomes

- Upon completion of this course the student shall be able to: Outline important changes that took place in Europe from the medieval period.
- Acquire an integrated approach to the study of economic, social, political and cultural developments in Europe.
- Explain the processes by which major transitions occurred in Europe's economy, state forms, social structure and cultural life. Examine elements of early modernity in these spheres.
- CriticallyanalyselinkagesbetweenEurope'sstate systemandtradeandempire.
- Understand the historically contingent nature of nation state in history and its locus in the Western Europe

Unit-I: Transition from Feudalism to Capitalism:

1. The problemsofTransition:EconomicExpansion, Industrialproduction
2. TradeandCommerce
3. UrbanDevelopment,Town Life

Unit-II: Early Colonial Expansion:

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

Unit-III: Renaissance and Reformation:

1. Its Social Roots Spread of Humanismin Europe.
2. TheRenaissance:Art,Architecture,Sculpture,PaintingandLiterature
3. Origins and Spread of Reformation Movements.
4. EmergenceofEuropean Statesystem: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

Unit I:

The unit makes students acquaint with debates on the decline of Feudalism in order to make students aware of the different perspectives of historians on past. The geographical discovery also brings in the issue of euro-centrism in our syllabus. Long before the European discovery of the New World and India, Arab and Viking traders traded with India in South East Asia. What is novel about geographical discovery was the colonialism of the European and destruction of indigenous people and civilisation in the New World. White Colonialism and Modernity of Europe are conjoint twins of the European project.

Unit II:

Renaissance marked the discovery of man and reason. Renaissance opened up a new world which was different from medieval Europe. The unit also makes students understand the European project of modern nation state was marred by religious wars, persecution and long period of blood which partially ended with the treat of Westphalia of 1648.

Unit III: This unit deals with different avatars of capitalism. Starting with mercantile and commercial capital, Europe slowly went to industrial capital. In the process, new financial institutions such as Bank of England, Shareholding Company, ledger account, etc emerged. The unit also acquaints with mercantilism as a school of thought and how it was challenged by Adam Smith and Ricardo.

Unit IV

As a result of the Atlantic route, theatre of commercial activities shifted from the MediterraneantoAtlantic.EmpiressuchasPortugueseandSpanishempireemergedbutlater it was French, Dutch and English who controlled the Atlantic route. With the colonisation of the New World, triangular slave trade emerged. Colonialism provided capital and market so crucial for the start of the Industrial Revolution

SuggestedText Books:

1. JohnMerriman,AHistoryofModernEurope:FromRenaissancetothePresentDay, New York, 2010
2. MeenakshiPhukan,RiseoftheModernWest:Socialand EconomicHistoryofEarly Modern Europe, Trinity Press
3. ArvindSinha,Europeintransition:FromFeudalismtoIndustrialisation,Delhi Manohar, 2016.
4. CharlesA.Nauert,Humanism andtheCultureoftheRenaissance(1996).
5. HarryMiskimin, TheEconomyofLater RenaissanceEurope: 1460-1600.
6. FernandBraudel,TheWheelsofCommerce,London,1983(Civilisationand Capitalism 1500-1800)

InternetVideoResources

1. Feudalism to Capitalism Transition Debate:

https://www.youtube.com/watch?v=zBgfykmeimw

2. RenaissancefromCEC: https://www.youtube.com/watch?v=DA519OihJTo&t=142s

3. Reformation and War of religions:

https://www.youtube.com/watch?v=ZKcKZlRMaqY

4. The Age of Discovery: A Complete Overview:
https://www.youtube.com/watch?v=5wG6XBbD8-g

Activities

1. VisittheBritishParliamentWebsiteandpreparereportontheimportanteventsonthe road to Democracy,

2. GroupDiscussiononEuropeandiscovery,colonialismandunderdevelopmentof India

3. PlotonamapareaswhichwerecolonizedbyEurope'sdifferentcolonial powers

Semester-III

MAJ (CORE-I ,-P-VII)

History of India (c.1206-1526)

(E.S-60+M.S-20+S.T-10+A.M-05+A.M-05=100)

Course Objectives:

- This course seeks to engage students in an analytical understanding of the varied perspectives from which historians study the three centuries between the thirteenth and the fifteenth centuries. It provides them with a basic understanding of thepolitical, economic and socio-cultural processes of the time especially with reference to Rajput polities, Gujarat sultanate, Vijayanagarastateas well as the Delhi Sultanate. Sufism and major trends in bhakti 'movement' are explained to the students.
- Learners are also encouraged to engage with diverse corpus of sources available to historians for the period under study.
- The objective of the course is to understand the nature of sources and nature of historical construction by analyzing tarikh tradition and historical construction by colonial, Marxist and nationalist historians

Course Outcomes

- On completion of this course, the students shall be able to: Discuss different kinds of sources availableforwritinghistoriesofvarious aspectsoflifeduringthethirteenthto the fifteenth centuries.
- Critically evaluate the multiple perspectives from which historians have studied the politics, cultural developments and economic trends in India during the period of study.
- Appreciate the ways in which technological changes, commercial developments and challenges to patriarchy by certain women shaped the times.
- Critically evaluate the way uncritical acceptance of a particular genre of historical sources would lead to a linear flat historical construction

Unit-I: Sultanate: Political Structures

1. Survey of Sources:(a)PersianTarikhTradition,(b)VernacularHistories;(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(art and architecture)

Unit-II: Emergence of Regional Powers

1. Bahamanis,Vijayanagar and Odisha.
2. Regional Art,Architecture and LiteratureinVijayanagar and Odisha

Unit-III: Society and Economy:

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

Unit-IV:Religion, Society and Culture:

1. SufiSilsilas:ChishtisandSuhrawardis;doctrinesandpractices,Socialroles
2. BhaktiMovementsandMonotheisticTraditions:Kabir,Nanak,RavidasandSriChaitanya.
3. Social Impact of the Bhakti Tradition: Rise of Liberal Thought, Ideology of Equality and Gender Relations

Unit I:

His course seeks to engage students in ananalytical understanding of the varied perspectives from which historians study the three centuries between the thirteenth and the fifteenth centuries. It provides them with a basic understanding of the political, economic and socio-cultural processes, such as the emergence of Sultanate, Regional states, south Indian polity with the emergence of Vijayanagara, vernacular polityin Odisha, etc.Question such as did the Muslims rule mark the beginning of Islamic rule in India will be debated. However, the ruleseems to havenot onlyushered political Islam, it also introduced new historical sources in Arabic, Persian and vernacular sources. Students will be acquainted with the tarikh. MalfuzattraditionofhistoricalwritingaswellastovernacularsourcessuchKaifiyat,Buruzi, Bhaktiaksyana tradition of tradition available at the vernacular level.

Unit II:

It deals with diverse and he terogeneouspolitical developments in different geographies of India.

Unit III:

Thisunitwillapprisestudentsoftheeconomic,ecological andtechnologicalchangesduring **thisperiodandexploretheinter-linkagesbetweenthem. Unit**

IV:

Thisunitischieflyfocussedonthereligio-culturalspherewithregardespeciallytoSufiand Bhakti doctrines and practices, but also with regard to gender and cross-confessional interactions.

SuggestedBooks:

- ✓ *SatishChandra,MedievalIndia, Vol.I,Har AnandPublications,New Delhi.*
- ✓ *SunilKumar,TheemergenceofDelhiSultanate,Ranikhet,PermanentBlack,2010*
- ✓ *Talbot, Cynthia. (2001).Precolonial India in Practice, Delhi: Oxford University Press.Seeespecially,'Introduction:MedievalIndia,ahistoryintransition',pp.1-17 and 'Conclusion: Toward a New Model of Medieval India', pp. 208-215*
- ✓ *MuzaffarAlam,'TheLanguagesofPoliticalIslaminIndia,Ranikhet,Permanent Black., pp. 1-98.*
- ✓ *Carl W. Ernst, (1992).Eternal Garden: Mysticism, History and Politics at a South AsianSufiCenter.Albany:StateUniversityofNewYorkPress,1992.ReadChapter4 'The Textual Formation of Oral Teachings in the Early Chishtī Order', pp. 62-84.*
- ✓ *J.L.Mehta,AnAdvancedStudyoftheHistoryofMevievalIndia, Vol.I.*
- ✓ *IrfanHabib,MedievalIndia: TheStudy ofaCivilization, NBT,New Delhi.*
- ✓ *http://www.vijayanagara.org/default.htmlforthevaluablewebsiteonexcavations, survey and restoration work in Hampi, the capital of Vijayanagara.*
- ✓ *Krishna SharmaBhakti and the Bhakti Movement: A New Perspective. Delhi: MunshiramManoharlal.,2002,Plread'ChapterI:TowardsaNewPerspective',pp. 1-38.*

Internetresources

1. Foundation of Delhi Sultanate (Rajyasabha TV) :
https://www.youtube.com/watch?v=TJOsomraCaM&t=211s

2. BhaktiMovement:https://www.youtube.com/watch?v=gTJnn-HBoVQ

3. Viajyanagar:http://www.vijayanagara.org/default.html

4. SultanateArchitecture, Historyhttps://www.youtube.com/watch?v=iCtRzw5mSKQ

5. Sufism:https://www.youtube.com/watch?v=3dSdSGvhjBw

6. Technologyin MedievalIndia:

ActivitiestoDo

1. ReadthelifehistoryofwomenBhaktisaints LikeMiraBhai.Howdidtheydefy Patriarchy?

2. Collectsomeinformationonmedieval women Bhaktisaintsof Odishaandtheirlife stories

Semester-III

MIN-1(CORE-1I ,P-II)

Social Formations and Cultural Pattern of Ancient World

(E.S-60+M.S-20+S.T-10+A.M-05+A.M-05=100)

Course Objectives

- Students will be able to understand the evolution of human society & how the society of agricultural and animal husbandry had begun in ancient times.
- Theyalsolearnhowthehumansocietyhadtransformedfromnomadictocivilized society in ancient history of the World.
- TheycanacquireknowledgeabouttheAncientGreekpolities, society and cultural life.

Course Outcome

- Critical understandingon theinterdisciplinaryin understandingtheevolution ofhomo sapiens
- DevelopteamspirittomakegrouppresentationonMigration,evolution,tool technology
- Skillin developingprehistoric tool technology
- Developappreciationoftheglobalheritage
- Appreciate the difference between Senatorial democracy andpopular democracy ofRome and Greece respectively

Unit-I: Evolution of Man

- Evolution of Man: From Hominoid to Homo Sapiens
- Paleolithic Cultures: Lower, Middle and Upper Paleolithic Cultures, Tool typologies and technologies, Migration of Homo Sapiens and Colonization
- Mesolithic Cultures, Tool Typology, Foraging, Rock Art, Religion,

Unit-II: Neolithic Culture:

- FoodProduction:MajorSitesinFertileCrescent,FoodProduction,HabitationStructure, Pottery, Neolithic Revolution
- DevelopmentofAgriculture:Early DomesticatedPlantsinFertileCrescent,China, India
- Animal Husbandry: Archaeological Evidence of Animal domestication, Characteristics of Domesticated Animals

Unit-III: Bronze Age Civilizations

- Egypt: (Natural and Cultural Settings, Major Developments in Old Kingdom, Middle Kingdome and New Kingdom, Society, economy, Religion, Art and Temple Architecture
- Mesopotamia: Developments in Sumerian, Babylonian and Assyrian periods: Natural andCulturalSetting,CulturalDevelopmentsfromUbaidperiodtoemergenceofUruk as a state, religion, society, economy and cultures ofSumer; Developments in Imperial Ur, Code of Hammurabi, and Babylonian expansion, Introduction of Ironand Neo-Assyrian Empire
- China (Shang): Pre Shang Culture, Oracle Bones, Major Developments, Chinese Society

Unit-IV: Ancient Greece:

- AthensandSparta:Natural&CulturalSettingofAncientGreece,Developmentof Polis, Evolution of Oligarchic Spartan State, its Intuitionalstructure, and society;
- Polity,Economy&Society:EvolutionofAthenianDemocracyfromSolonto Peloponnesian War), Athenian Economy
- Culture:Literature,Religion,ArtandArchitecture, Science

Unit I:

The unit aims at making students understand the interplay of environment, biology, gene in the evolution of human beings from hominoid to homonins.It aims to make students categorise different tools based on typo-technological classification. The unit adopts a multi-displinary approach to understand human evolution and culture.

Unit II

This unit familiarises the archaeobotanical and archaeozoological evidence of agriculture and domestication of animals in different regions of the world and diversities in crop production. The beginning of agriculture accelerated numerous other changes in human culture- growthof village settlements, more evidence of organised religions, technological changes such as pottery making. The paper would emphasise on understanding

Unit III

This unit makes people acquaint with the emergence of state and civilisation in few river valley civilisations of the world. It looks at patterns of similarities and changes in this civilisation so far as nature and ideology of kingship, religion is concerned. It looked at interrelation between religion and organisation of economic activities in these complex cultures.

Unit IV

Theunit looks at variousaspects ofAncient Greeceas it is considered to havesignificantlyto intellectual thought of the west. The paper looks at the evolution of city states of Ancient Greece and different trajectories of growth of various form of polities such oligarchy inSparta and Democracy in Greece. It also examines Greek contribution in Mathematics, art, architecture and literature.

SuggestedText Books:

- ✓ *BrianFagan and NadiaDurraniPeople of Earth,London,Routledge, 2019*
- ✓ *BrianFagan&ChrisScarre,AncientCivilisation,LondonRoutledge, 2016*
- ✓ *AmarFarooqui,EarlySocialFormation,Delhi,Different editions*
- ✓ *AlexCastor,BetweenTwoRivers:TheHistoryofAncientMesopotamia,2006,The Teaching Company*
- ✓ *Historyof Mankind Series, UNESCO*
- ✓ *V.GordonChilde,What HappenedinHistory?,1942/2003edition*
- ✓ *Bisman Basu, TheStory of Man*
- ✓ *H.Neil&M.C.Willam,A WorldofHistory, Oxford,NewYork, 1907.*
- ✓ *H.R.Hall, Ancient HistoryoftheNear East, 1932.*
- ✓ *H.S.Baghela, WorldofCivilization*
- ✓ *Wenke,R.J.andD.Olzewski.(2007).PatternsinPrehistory:Humankind'sFirstThree Million Years. New York: Oxford University Press, pp. 228-268*
- ✓ *Whitehouse,R.(1977).TheFirstCivilizations,Oxford:Phaidon,Chapters3,4,5,pp 33-115.*
- ✓ *Chang,K.C.(1987).ShangCivilization.NewHaven,Conn:YaleUniversity Press, pp.263-288.*
- ✓ *Feng,Li.(2013). EarlyChina, Cambridge:CambridgeUniversityPress,pp. 1-111.*

InternetResources

- ✓ *D.K.Bhattacharya, Archaeology,EPathshala*
- ✓ *https://www.youtube.com/playlist?list=PL_NvvTU1Eq82GxCQfFRnRqRctB6hizSP8*
- ✓ *Homo Sapien Migration out of Africa: https://www.youtube.com/watch?v=IcdRkeTb6gM*
- ✓ *Humanevolution:https://www.youtube.com/watch?v=DZv8VyIQ7YU*
- ✓ *ToolTechnology: https://www.youtube.com/watch?v=dJ7bxvdJiGg&t=194s*
- ✓ *Origin of Egyptian Civilisation (Chicago) : https://www.youtube.com/watch?v=GEWGy6gP1jw*
- ✓ *EgyptianCivilisation: https://www.youtube.com/watch?v=CskfvgEItPA*

ActivitiestoDo

6. Studentsshouldvisitvirtuallyvariousmuseumsoftheworld,suchasSmithsonian Museum, British Museum, Met Museum, to see various tools, artefacts
7. Visitvirtuallytwoimportantsitesofprehistoricsites:GoebekliTepe,CattleHyouyk in Turkey
8. PlotdifferentsitesofFertile Crescentinaphysical mapoftheMiddle East
9. FormsGroups(forstudentsofnon-deltaicOdisha)toexplorenearbynullahsectionto discover tool
10. Arrangetalksofexpertsoflocalcollegesanduniversities

Semester-III

MDC-III

History of Education in modern India

(E.S-60+M.S-20+S.T-10+A.M-05+A.M-05=100)

Course Objective:

- To get general awareness on education in India over centuries and to understand its evolution.
- To understand what it meant 'to be educated' in the pre-modern India, and how the terms
- To understand and get a general awareness about the establishment of modern schools and universities, and how shaping of these institutions, ideas, and practices made India "modern."

Course Outcome:

- Students will learn about the different policies and practices that reshaped the conception of modern education.
- Students will get to appreciate the evolution of educational practices from Early India to Modern India.
- Students will learn and grasp the diversities of educational practices and how they were made uniform with the advent of colonialism and its reshaping forces.

Unit I: Pre Colonial education, Western Challenge Western Encounter and Educational Challenges

1. Educational activities of East India company (1600-1765),
2. Educational Policy of the East India Company (1765-1813),
3. Danish Mission (1706-92), Work of Serampore Trio and others in Bengal (1758-1813),
4. Indigenous education in early 19th century: Reports of Madras, Bombay and Bengal presidencies.

Unit II: Before and After Macaulay:

1. Private educational enterprise by British Officials and non-officials (1813 – 53)
2. Private Indian enterprise in education (1813-53), Macaulay's Minutes on Education (1835) & its main recommendations,

3. Wood's Despatch (1854) and its significance,
4. Understanding ideological and administrative influences on Education

Unit III: Education between Command, Commissions and National Alternatives

1. Indian Education Commission (1882-83) & its main recommendations; Indian Universities Commission(1902),
2. Calcutta University Commission (1917-19) & it's critical appraisal
3. Zakir Husain Committee Report (1938) &Nai Talim,
4. Post-war educational developments (Sergeant Plan, 1944).

Unit IV: Education in Contemporary India: Issues in the foundation of Aided and autonomous educational institutions and Politics

1. Establishment of IITs and IIMs,
2. Growth of Indian Universities,
3. Kothari Commission Report and NEP of 1986
4. NEP 2020

Unit I: Students will learn about the pre-colonial education models, and how the Western encounter changed the face of education. Basically, they will be equipped to think and know what is "modern" about the "Modern Education".

Unit II: Students will learn about the impact of TB Macaulay and his legacy for education in India. By closely reading different Minutes on Education, students will be able to adjudge the impact and influence of Macaulay on education.

Unit III: Students will learn how different commissions and committees shape educational policies and curriculum design. They will grasp the political and historical context under which educational policies are made and changed, and what rationale justify such moves.

Unit IV: Students will learn about education in contemporary India, and how different institutions of national importance came into being. What is the role of education in making India developed, and how are we dealing with the issues of equity and fairness in education historically.

Select Readings:

- ✓ Dharampal (ed.), The Beautiful Tree: Indigenous Education in the Eighteenth Century, Biblia Impex,New Delhi, 1983.

- ✓ J.P. Naik and Syed Nurullah, A Students' History of Education in India, (1800-1973), Macmillan India Ltd, Delhi, First Published 1945, Sixth Revised Edition 1974, Reprinted 2004.
- ✓ Joseph Dibona, (ed.), One Teacher One School, Biblia Impex, New Delhi, 1983.
- ✓ Mahatma Gandhi, Educational Reconstruction, Wardha, Hindustani Talimi Sangh, 1938.
- ✓ Mushirul Hasan (ed.), Knowledge, Power and Politics: Educational Institutions in India, Roli Books,

1998.

- ✓ Sabyasachi Bhattacharya, Joseph Bara and Chinna Rao Yagati (ed.), Educating the Nation: Documents

on the Discourse of National Education in India (1880-1920), Kanishka, 2003.

- ✓ Sabyasachi Bhattacharya, Joseph Bara and Chinna Rao Yagati (eds.), Development of Women's Education in India: A Collection of Documents (From 1850 to 1920), Kanishka, New Delhi, 2001.
- ✓ William Hunter, Report of the Indian Education Commission, Superintendent of Government Printing,

Calcutta, 1884. 9. Michael Dodson, Orientalism, Empire, and National Culture: India, 1770-1880. (Basingstoke & New York: Palgrave Macmillan, 2007) (New Delhi: Foundation Books, 2009)

- ✓ Agrawal, J.C. (1984). Landmarks in the History of Modern Indian Education: New Delhi: Vikas

Publishing House, Pvt. Ltd

- ✓ Rao, Parimala V, Beyond Macaulay, 1780-1860, Routledge, 2020
- ✓ Ghosh, Suresh Chandra, The History of Education in Modern India, 1757-2012, Orient Blackswan,

2000.

Singh, Sahana, The Educational Heritage of Ancient India, 2017.

- ✓ Aldrich, Richard, An Introduction to the History of Education, London, Hodder and Stoughton, 1982

- ✓ Bell, Andrew, An Analysis of the Experiment in Education, Made at Egmore, Near Madras, London,T.Bensley, 1807
- ✓ Carnoy, Martin, Education as Cultural Imperialism, New York, Longman, 1974
- ✓ Kopf, David, British Orientalism and Bengal Renaissance: The Dynamics of Indian Modernisation 1773–1835, Berkley, University of California Press, 1960.
- ✓ Kumar, Krishna, Political Agenda of Education: A Study of Colonialist and Nationalist Ideas, New Delhi, Sage Publication, 1991
- ✓ Kumar, Nita, Lessons from Schools, History of Education in Banaras, New Delhi, Sage Publication,2000.
- ✓ Majumdar, Bhagaban Prasad, First Fruits of English Education: 1817–1857, Calcutta, Bookland, 1972
- ✓ Metcalf, Thomas R., Ideologies of the Raj, Cambridge, Cambridge University Press, 1995
- ✓ Paranjape, M.R. (ed.), A Source Book of Modern Indian Education, Bombay, Pal-grave Macmillan,1938.
- ✓ Trevelyan, Charles E., On the Education of the People of India, London, Longman, Orme, Brown, Green and Longmans, 1838.

Internet Resources

1. Parimala V Rao, Colonial State and Indigenous Vernacular Schools.https://www.youtube.com/watch?v=k7f4Xzc-Oe4

Activities to Do

6. Students will collect and compile all the reports of various education commissions and committees since 1947.

Students will collect and compile the profiles of prominent educationists and policy makers in the field of education.

Semester-IV

MAJ (CORE-I ,P-VIII)

Rise of the Modern West–II

(E.S-60+M.S-20+S.T-10+A.M-05+A.M-05=100)

Course Objectives

- The paper is oriented to make students understand the making of modern Europe and growth of institutions in Western Europe in its march towards modernity.
- This paper offers an in-depth historical analysis of economic, political and social transformations in Europe during the 17th and 18th centuries. Scientific and secular trends in history, important political shifts, modern scientific views, and intellectual developments of the 17th and 18th centuries will be analysed closely.
- The paper will trace the development of socio-economic and technological forces which went into the making of the Industrial Revolution in late 18th century Britain.
- The role of trade and empire, colonial networks, and slavery will be examined to emphasize their contribution to industrial capitalism.
- The course paper deals with the divergencede bate will further help draw parallels and subsequent differences between Europe and Asia, and broaden our understanding of early modern Europe.

Course Outcome

- Upon completion of this course the student shall be able to: Explain major economic, social, political and intellectual developments in Europe during the 17th and 18th centuries.
- Contextualizeelements of modernityin theserealms.
- DiscussthefeaturesofEurope'seconomyandoriginsoftheIndustrial Revolution.
- Analysetherelationshipbetweentrade,empire,andslaveryandindustrialcapitalism.
- Examinethedivergencedebatei.ethetrajectoryofHistoryofwesternEuropeand Asia and Africa

Unit-I: The English Revolution and European Politicsin the18th century:

1. Background: Socio-Economic and Political Crisisin17th Century Europe.
2. Major Issues-Political and Intellectual Currents;
3. Parliamentary Monarchy;
4. Patterns of Absolutismin Europe

Unit-II: Rise of Modern Science

1. Development of Science from Renaissance to the 17thcentury
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

Unit I:

The Unit seeks to engage students about the shift in political power from privileged landowning and clergy class to bourgeoisie class in 17^{th} and 18^{th} century England. The composition of Parliament before the Glorious Revolution was dominated by old political elite whereas there had been tectonic shifts in economyand society. The Glorious Revolution of 1688 was the outcome. However, in many states of Europe, absolute monarchy was the norm.

Unit II:

Theunitdealswiththeemergenceofnewworld viewcallscientificoutlook.Thisworldview of science, based on Newtonian revolution of gravity, mechanics and calculus, created philosophical anxiety in Europe as it challenged the notion of Authority of God. The unit deals with major scientific discoveries, its impact, its philosophical basis and debates around the issue of reason and new Method of Francis Bacon

Unit III:

This unit deals withthehistoryofchartered share holdingcompanyanchored in theprinciple of mercantilism. This led to monopolymercantilism. The unit also deals with the agricultural evolution which inaugurated scientific animal husbandry and agriculture in England leading to the Industrial revolution.

Unit IV:

Student will also learn about American Revolution, its nature and limits in the backdrop of colonisation of America and its diverse demography.

SuggestedReading

- ✓ *MeenakshiPhukan,RiseoftheModernWest:SocialandEconomicHistoryofEarly Modern Europe, Trinity Press*
- ✓ *ArvindSinha,Europeintransition:FromFeudalismtoIndustrialisation,Delhi Manohar, 2016.*
- ✓ *MarcusHellyer,(Ed.)TheScientificRevolution.TheEssentialReadings.Oxford: Blackwell Publishers Limited, 2003.*
- ✓ *Henry,John.(2008).TheScientificRevolutionandtheOriginofModernScience. London: Palgrave.*
- ✓ *Immanuel Wallerstein, The Modern World System, Vol. II, Mercantilism and the Consolidation of the European World Economy, 1600-1750. New York: Academic Press, 1980.*
- ✓ *G. Parker, and L.M. Smith, (Eds.). The General Crisis of the Seventeenth Century. London: Routledge, 1997. (Introduction, Chapters: 2, 4, 5 &7). For political, climate and other crisis,*
- ✓ *E. Foner, Give Me Liberty! An American History. Vol. I. New York: W.W. Norton & Co. 2nd ed. , 2007.*

ReferenceReading:

- ✓ *HarryMiskimin, TheEconomyof Later RenaissanceEurope: 1460-1600.*
- ✓ *C.AFisher,Historyof Modern Europe.*
- ✓ *F.Rice,TheFoundationof EarlyModern Europe*
- ✓ *DavidThomson,EuropesinceNapoleon,PelicanBooks, 1985*
- ✓ *Swain,J.E.,AHistoryofWorldCivilization,EurasiaPublishingHousePvt.Ltd.,New Delhi, 1994*

InternetResources

1. Newtonand Locke: FoundationsoftheEnlightenment(ThePhilosophers: Thinkersof the Enlightenment) https://www.youtube.com/watch?v=eqZ69I6l-I4
2. ***GloriusRevolution:https://www.youtube.com/watch?v=eqZ69I6l-I4***

Activitiestodo

1. **Go to the website of Parliament of UK. https://www.parliament.uk/about/living-heritage/evolutionofparliament/. Prepare a report on the evolution ofParliament.**

Semester-IV

MAJ (CORE-I ,P-IX)

HISTORY OF INDIA-MUGHAL INDIA (c.1526-1750)

(E.S-60+M.S-20+S.T-10+A.M-05+A.M-05=100)

Course Objectives:

- The course intend to engage students into a critical discussion of political,institutional and cultural processes that led to the establishment and consolidation of the Mughal state in India.
- The students would familiarise themselves with the nature and variety of sources as well as the diverse and uneven ways in which historians have treated and interpreted them
- The Paper makes students appreciate students on the political, fiscal, revenue and other measures of the Mughals that led to stable political entitycalled Mughal empire
- The paper deals with in other geographies of the Indian subcontinent that were not ruled by the Mughals in the sixteenth century

Course Outcomes:

- Upon completion of this course the student shall be able to: Critically evaluate major sources available in Persian and vernacular languages for the period under study
- Compare, discuss and examine the varied scholarly perspectives on the issues of the establishment, consolidation and nature of the Mughal state.
- Explain the changes and continuities in agrarian relations,land revenue regimes, Bhakti and Sufi traditions
- Discuss how different means such as visual culturewas used to articulate authorityby the rulers
- Discern the nuancesof the processof stateformation inthe areasbeyond the direct control of the Mughal state.

Unit-I: Establishment of Mughal Rule:

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

Unit-II: Consolidation of Mughal Rule:

1. Incorporation of Rajputs and other Indigenous Groupsin 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

Unit I:
This unit seeks to engage students with the circumstances leading to Mughal rule in Delhi and the new military technology the Mughals brought to India. It also makes students appreciate various administrative and infraststutcural initiatives of Sher Shah Suri.

Unit II:

This unit seeks to locatethecontributionoftheMughals.Theybroughtaboutapoliticalunity and stability by keeping a strict vigil on the northwest from which numerous foreign invasions were directed against India earlier. They brought revenue reforms by introducing Jarib system of Todarmal. Mughal mints ensured genuine currency in the Mughal Empire.
Further, the Mansabdari system was militaryadministrative structure which ensured position and status in the Mughal administration. The Mughals also pursued an inclusivity policy by includingHinduelementsintherulingnobility.Theirinclusivepolicyisreflectednotonlyin polity and administration but also in art, architecture and painting. The Policy of Sulh-i-Kul of Akabar was a bold attempt to bring about a unity of religions.

Unit III:

The unit seeks to highlight the economy of the Mughal Empire by focusing on trade, technology and agrarian structure.It seeks to make students aware of the structural strainin the Mughal economy view pointing out the difference between Jama (Expected income) and Hasil (realisation of revenue)

Unit IV: This unit focuses on the cultural landscape of India in the Mughal times

SuggestedText Books:

- ✓ *MeenaBhargava,UnderstandingMughalIndia,Delhi,OrientBalckswan,2019.*
- ✓ *IrfanHabib,Agrarian SystemofMughal India, 1526-1707.,Delhi, OUP, 1999 Edition*
- ✓ *IrfanHabib,.(2008).TechnologyinMedievalIndia.c.650-1750.NewDelhi: Tulika(Also available in Hindi).*
- ✓ *SatishChandra,MedievalIndia,vol.2,HarAnandPublications,New Delhi.*
- ✓ *MuzaffarAlam,andSSubrahmanyamWritingtheMughalWorld:StudiesinPolitical Culture, Delhi: Permanent Black, 2014.*
- ✓ *Aquil,RaziuddinandKaushikRoy(2012)-Warfare,ReligionandSocietyinIndian History, Delhi: Manohar publishers and Distributors*
- ✓ *S.NurulHassan,ThoughtsonAgrarianRelationsinMughal India,*
- ✓ *Ishwari Prasad, LifeandTimes of Humayun.*
- ✓ *AtharAliApparatusofEmpire, Aligarh,*
- ✓ *EbbaKoch:MughalArt andArchitecture,2002, Delhi, OUP*
- ✓ *MeenaBhargava:TheDeclineofMughalEmpire,(DebatesonIndianHistory),Delhi, 2014*
- ✓ *AudreyTruschkeCulture of Encounter:Sanskrit inMughal Court*

InternetResources

1. RedFort:https://www.youtube.com/watch?v=BUAxqsvoc6k
2. FatehpurSikri: https://www.youtube.com/watch?v=mqY4Xpzr1L4
3. Mansabdarisystem(CEC):https://www.youtube.com/watch?v=9CTF0smmfVg
4. E Pathshala
5. CrossingBorders byEbbaKoch:https://www.youtube.com/watch?v=xyxECiy-ytQ
6. HowIndiadiscoveredVascoDaGama'byHistorianDrSanjaySubrahmanyam: https://www.youtube.com/watch?v=DDy211XVUZ0

ActivitiestoDo

1. Make a virtual tour of Fatehpur Sikri and find out typical features of Mughul Architecture,suchasBulbousdome,slenderminarets,recessedarch,openhall,etc.
2. AclassroomdiscussiononAkbar'svisionof India
3. DiscoverPersianwordsinyourlandandcourtrecords-suchasKhata,Jama,Bahi, Muqdamas, Munshiff, Amin, etc

Semester-IV

MAJ(CORE-I ,P-X)

Historical Theories & Methods

(E.S-60+M.S-20+S.T-10+A.M-05+A.M-05=100)

Course Objectives

- It explains the major interpretive frameworks that guide modern historical writings and identify the key elements of major contemporary theories of History.
- Students will learn to evaluate the similarities and differences between historical theories and identifythe central issues and problems that a particular historical theory addresses.
- Students will also learn the use of appropriate analytical language in discussing historical interpretations and can formulate interpretation in historical narratives.

Course Outcomes

- Cognitive competence by understanding the theoretical under pinningof historical construction
- Analyse the changing discourse of history
- Critical aptitude about the nature and authenticity of sources
- Understand how historical theories shaped historical narrative in different periods
- Appreciate the evolution of the discipline of history as Humanities Subject to that of a Social science discipline to integration of archaeo-metric and other natural sciences in the construction of past

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, History and Sociology

Unit-IV: Historical Methods

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

Unit I:

This unit deals with the nature of history as aknowledge disciplineandits expanding scope in20th century.Question such as whether it is a science or art, finality in history,difference between historical methods and scientific methods, nature of sources will be discussed.

Unit II:

This unit deals with the ancient Greco-Roman conception of history. I tseeks to bringout difference between modern historiography and ancient and medieval notion of history.

Unit III:

The third unit deals with history's relation with other social sciences and how the development of sociology has changed the historical writing.Further it deals with the way methods of physical sciences are used in historical research

Unit IV:

It seeks to engage with students on historical causation and how historical causation is different from causation in natural sciences.It deals with the difference between evidence and historical facts and issues of objectivity in historical writing

SuggestedText Books:

1. B.SheikAli,*History:Its TheoryandMethod*,Macmillan,Reprinted,1996.
2. E.H.Carr,*WhatisHistory?* ,PenguinBooks,Reprinted, 1983.
3. R.G.Collingwood, *TheIdea ofHistory*, OUP,Delhi,
4. E.Sreedharan,ATextBookofHistoriography,OrientLongman,Reprinted,2004.
5. Goldstein:historical Knowing

ReferenceReading:

1. MarcBloch,TheHistorian's Craft.
2. G.T.Reiner,History: Its Purposeand Method.
3. K.Rajan,History:it'sTheory&Method

Internetresources

1. Historical Causation: https://www.youtube.com/watch?v=mOrWbLvbmgU
2. Historical Objectivity:https://www.youtube.com/watch?v=FVm3eNMmCMY
3. Historiography (history of Historical writing): https://www.youtube.com/watch?v=XKRgibRw-Bw

Activities

1. Construct history of your classroom
2. Constructthehistoryofyourlocalarea
3. Groupdiscussiononthe natureofhistorical evidence

Semester-IV

MIN-II(CORE-1II ,P-II)

Social Formations and Cultural Pattern of Ancient World

(E.S-60+M.S-20+S.T-10+A.M-05+A.M-05=100)

Course Objectives

- Students will be able to understand the evolution of human society & how the society of agricultural and animal husbandry had begun in ancient times.
- Theyalsolearnhowthehumansocietyhadtransformedfromnomadictocivilized society in ancient history of the World.
- TheycanacquireknowledgeabouttheAncientGreekpolities, society and cultural life.

Course Outcome

- Critical understandingon theinterdisciplinaryin understandingtheevolution ofhomo sapiens
- DevelopteamspirittomakegrouppresentationonMigration,evolution,tool technology
- Skillin developingprehistoric tool technology
- Developappreciationoftheglobalheritage
- Appreciate the difference between Senatorial democracy andpopular democracy ofRome and Greece respectively

Unit-I: Evolution of Man

- Evolution of Man: From Hominoid to Homo Sapiens
- Paleolithic Cultures: Lower, Middle and Upper Paleolithic Cultures, Tool typologies and technologies, Migration of Homo Sapiens and Colonization
- Mesolithic Cultures, Tool Typology, Foraging, Rock Art, Religion,

Unit-II: Neolithic Culture:

- Food Production:Major Sitesin Fertile Crescent, Food Production, Habitation Structure, Pottery, Neolithic Revolution
- Development of Agriculture:Early Domesticated Plants in Fertile Crescent,China, India
- Animal Husbandry: Archaeological Evidence of Animal domestication, Characteristics of Domesticated Animals

Unit-III: Bronze Age Civilizations

- Egypt: (Natural and Cultural Settings, Major Developments in Old Kingdom, Middle Kingdome and New Kingdom, Society, economy, Religion, Art and Temple Architecture
- Mesopotamia: Developments in Sumerian, Babylonian and Assyrian periods: Natural and Cultural Setting,Cultural Developments from Ubaid period to emergence of Uruk as a state, religion, society, economy and cultures of Sumer; Developments in Imperial Ur, Code of Hammurabi, and Babylonian expansion, Introduction of Ironand Neo-Assyrian Empire
- China (Shang): Pre Shang Culture, Oracle Bones, Major Developments, Chinese Society

Unit-IV:Ancient Greece:

- Athens and Sparta:Natural & Cultural Setting of Ancient Greece, Developmentof Polis, Evolution of Oligarchic Spartan State, its Intuitional structure, and society;
- Polity, Economy & Society:Evolution of Athenian Democracy from Solonto Peloponnesian War), Athenian Economy
- Culture:Literature,Religion,Art and Architecture, Science

Unit I:

The unit aims at making students understand the interplay of environment, biology, gene in the evolution of human beings from hominoid to homonins.It aims to make students categorise different tools based on typo-technological classification. The unit adopts a multi-displinary approach to understand human evolution and culture.

Unit II

This unit familiarises the archaeobotanical and archaeozoological evidence of agriculture and domestication of animals in different regions of the world and diversities in crop production. The beginning of agriculture accelerated numerous other changes in human culture- growthof village settlements, more evidence of organised religions, technological changes such as pottery making. The paper would emphasise on understanding

Unit III

This unit makes people acquaint with the emergence of state and civilisation in few river valley civilisations of the world. It looks at patterns of similarities and changes in this civilisation so far as nature and ideology of kingship, religion is concerned. It looked at interrelation between religion and organisation of economic activities in these complex cultures.

Unit IV

Theunit looks at variousaspects ofAncient Greeceas it is considered to havesignificantlyto intellectual thought of the west. The paper looks at the evolution of city states of Ancient Greece and different trajectories of growth of various form of polities such oligarchy inSparta and Democracy in Greece. It also examines Greek contribution in Mathematics, art, architecture and literature.

SuggestedText Books:

- ✓ *BrianFagan and NadiaDurraniPeople of Earth,London,Routledge, 2019*
- ✓ *BrianFagan&ChrisScarre,AncientCivilisation,LondonRoutledge, 2016*
- ✓ *AmarFarooqui,EarlySocialFormation,Delhi,Different editions*
- ✓ *AlexCastor,BetweenTwoRivers:TheHistoryofAncientMesopotamia,2006,The Teaching Company*
- ✓ *Historyof Mankind Series, UNESCO*
- ✓ *V.GordonChilde,What HappenedinHistory?,1942/2003edition*
- ✓ *Bisman Basu, TheStory of Man*
- ✓ *H.Neil&M.C.Willam,A WorldofHistory, Oxford,NewYork, 1907.*
- ✓ *H.R.Hall, Ancient HistoryoftheNear East, 1932.*
- ✓ *H.S.Baghela, WorldofCivilization*
- ✓ *Wenke,R.J.andD.Olzewski.(2007).PatternsinPrehistory:Humankind'sFirstThree Million Years. New York: Oxford University Press, pp. 228-268*
- ✓ *Whitehouse,R.(1977).TheFirstCivilizations,Oxford:Phaidon,Chapters3,4,5,pp 33-115.*
- ✓ *Chang,K.C.(1987).ShangCivilization.NewHaven,Conn:YaleUniversity Press, pp.263-288.*
- ✓ *Feng,Li.(2013). EarlyChina, Cambridge:CambridgeUniversityPress,pp. 1-111.*

InternetResources

- ✓ *D.K.Bhattacharya, Archaeology,EPathshala*
- ✓ *https://www.youtube.com/playlist?list=PL_NvvTU1Eq82GxCQfFRnRqRctB6hizSP8*
- ✓ *Homo Sapien Migration out of Africa: https://www.youtube.com/watch?v=IcdRkeTb6gM*
- ✓ *Humanevolution:https://www.youtube.com/watch?v=DZv8VyIQ7YU*
- ✓ *ToolTechnology: https://www.youtube.com/watch?v=dJ7bxvdJiGg&t=194s*
- ✓ *Origin of Egyptian Civilisation (Chicago) : https://www.youtube.com/watch?v=GEWGy6gP1jw*
- ✓ *EgyptianCivilisation: https://www.youtube.com/watch?v=CskfvgEItPA*

Activities to Do

11. Studentsshouldvisitvirtuallyvariousmuseumsoftheworld,suchasSmithsonian Museum, British Museum, Met Museum, to see various tools, artefacts
12. Visitvirtuallytwoimportantsitesofprehistoricsites:GoebekliTepe,CattleHyouyk in Turkey
13. PlotdifferentsitesofFertile Crescentinaphysical mapoftheMiddle East
14. FormsGroups(forstudentsofnon-deltaicOdisha)toexplorenearbynullahsectionto discover tool
15. Arrangetalksofexpertsoflocalcollegesanduniversities

Semester-V

MAJ(CORE-I ,P-XI)

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

(E.S-60+M.S-20+S.T-10+A.M-05+A.M-05=100)

Course Objective:

- They will learn about the French Revolution and its impact of European countries. UnityandpowerMakespeopletostrengthwhich hasshowedintheFrench revolution in 1789.
- It shall also trace the patterns and outcomes of social upheaval throughout Europe in the first half of 19th century.
- The debates on the development and impact of industrial capitalism shall bediscussed.
- The birth of new social movements, political ideas and structures shall be contextualised within developing capitalism of the nineteenth century.
- The paper intends to explore the relation between Capitalism and Imperialism and imperial conflict and discusses theories such as theory of Lenin, Hobson and Rosa Luxemburg
- Students will know about alternative to Capitalism such as Socialism, Nihilism, anarchism

Course Outcomes

- At the end of the course students will be able to identify what is meant by the French Revolution.
- Trace short-term and long-term repercussions of revolutionary regimes and Empire-building by France.
- Understandideologicalalternativestotheideologyof capitalismand
- Delineate diverse patterns of industrialization in Europe and assess the social impact of capitalist industrialization.
- Studentswillanalysethe debatesonCapitalism,developmenttheoriesandconflict
- Analysepatternsofresistancetoindustrialcapitalandtheemergingpolitical assertions by new social classes

Unit-I:The French Revolution(1789):

1. Socio, Religious, Economic and Political Conditions
2. Intellectua lCurrents.
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)andB)February Revolution (1848)

Unit-IV:Socio-Economic Transformation and Remaking of States (Late18thCentury to Late 19th Century)

1. Process of Capitalist Development: Agrarian andIndustrial 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

Unit I:

This paper shall provide acritical overview of the French Revolution,and acquaintthe students with the repercussions of the revolution, both within and beyond France.

Unit II:

This unit deals with the making of the democraticnation-stateof France throughtheup heavens and violence that France saw after the fall of Bastille.

Unit III:

This unit locates the continuous struggle between forces of status quo versus forces of change ushered in by the French Revolution. The status quoits wanted to go back to the days of the Absolute monarchieswhileforcesofchangeswereresentedbytheideaofnationalism, and democracy.

Unit IV:

At the end of this unit students will be expected to demonstrate an understanding of the transformations of the political systems, social and economic in nineteenth centuryEurope. Asacasestudyoffruitionoftheideologyofnationalism,ittakesuptheissueofItalianand German unification

SuggestedText Books:

- ✓ *DavidThomson, Europe sinceNapoleon, Delhi,Penguin, various editions*
- ✓ *FrancoisFuret,TheFrenchRevolution1770-1814.Oxford:Blackwell,pp.3-100and 211-66. , (1988).*
- ✓ *T.S.Hamerow,Restoration,RevolutionandReaction:EconomicsandPoliticsin Germany [1815 - 1871].*
- ✓ *Anthony Wood, Historyof Europe,1815 to1960, 1983.*
- ✓ *Best,Geoffrey(Ed.);'ThePermanentRevolution,TheFrenchRevolutionandits Legacy, 1789-1989'; London, 1988.*

ReferenceReading:

- ✓ *E.J.Hobsbawm,NationsandNationalism,AgeofRevolution,AgeofCapitaandAge of Empire*
- ✓ *A.WesleyRohem,The RecordofMankind,Health andCompany,Boston, 1952.*
- ✓ *CMDKetelbey,HistoryofModern Timessince1789,OUP, 2009.*
- ✓ *DavidThomson,EuropesinceNapoleon,PelicanBooks, 1985.*
- ✓ *EdwardMacNallBurnsetal,WorldCivilizations,vols.A,B,C,GoyalSaab,New Delhi.*

InternetResources

1. FrenchRevolution:https://www.youtube.com/watch?v=ywJkQhm9j0A

2. Historiographyof French Revolution:https://www.youtube.com/watch?v=ywJkQhm9j0A

3. Germanunification:https://www.youtube.com/watch?v=ywJkQhm9j0A

4. UnificationofItaly(CEC):https://www.youtube.com/watch?v=y0ztWqv1uVs

Activities;

1. Preparereport onthe historiographyofFrenchRevolution

2. GroupDiscussion on the noveltyof nation-stateand ideologyofnationalism

3. Groupsdiscussion on the question whydid veryoften revolution end in dictatorship?

Semester-V

MAJ(CORE-I ,P-XII)

HISTORY OF INDIA (c. 1750 -1857)

(E.S-60+M.S-20+S.T-10+A.M-05+A.M-05=100)

Course Objectives:

- Students of historywill learn how to raise regional powers in India after the downfall of the Mughal Empire and in the course of time how to rise of the Company'sabsolute power in India.
- They can understand about the colonial nature of state during 200 years rule of the British power in this land.
- They can gather knowledge about how the Indian society, politics, religion and economy had changed during the Company's rule in India.
- They will understand how the company's economic exploitation made Indian revolutionary against the British rule.
- ThatultimatelypavedthebackgroundoftheGreat Revoltof 1857.

Course Outcomes

- Appreciate the relationbetweencapitalismandcolonialisminthecontextofa colonial country like India
- Understand the domestic political economic and foreign policythat operated from the standpoint of the British Imperialism
- Analyse the discourses of Development by the Raj and the incidental benefits of such development on national consciousness
- CriticallyexaminesthecoerciveandhegemonicbasisoftheRaj
- Studentswill beable todevelop teamto discussonthe natureof1857 Revolt

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
3. Expanding frontiers:Foreign Policy of British India

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 andMahalwari.
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

Unit I &II:

This unit will discuss the structure and apparatus of governability by the Imperial British Power. The unit also looks at the way the EEC rule brought about fundamental transformation in peasants relation with the land and how it brought about the notion of individualism and eminent domain in then sphere of propertyand natural resources. It deals withconsolidationofColonialstatethroughlaw,judiciary,army,police.Theunitalsodeals withtheemergenceofcartographicBritishIndiawithemphasisonextendingIndia'snatural frontier which led to war with Afghanistan and frontier extension in the north-eastern India.

Unit III:

ThisunitengageswiththeissueofdisruptionandchangethatBritishpoliciesbroughtabout in India's economy. Students will be acquainted with debates regardingthe linkage between British policy, and famine, deindustrialisation debate and changes in Indian society brought about by the colonial rule.

Unit IV:

thefundamentalchangesbroughtaboutbycolonialpoliciesdispossessedmanyIndians. Many sections of India rose in protest against the British rule. These revolts vary from restoration to millenarianism. The unit discusses forms and nature of these protests.

SuggestedText Books:

- ✓ *DharmaKumarandTapanRaychaudhuri,(ed.).,TheCambridgeEconomicHistory of India, Vol. II.*

- ✓ *BipanChandra,K.N.Panikkar,MridulaMukherjee,SuchetaMahajanandAditya Mukherjee, India's Struggle for Independence,,Delhi,*
- ✓ *SumitSarkar,ModernIndia(1885-1947),Delhi,Macmillan,variousedition*
- ✓ *,IsitaBanerjeeDubey,ModernIndia, Delhi,CambridgeUniversityPress,2019*
- ✓ *.Bandyopadhyay,(2017).FromPlasseytoPartitionandAfter:AHistoryofModern India, New Delhi: Orient Blackswan, 2nd edition (Chapter 7, "Many Voices of a Nation").*
- ✓ *Metcalfe,BarbaraDandThomasR.(2002).AConciseHistoryofIndia.Cambridge: Cambridge University Press,*

ReferenceReading:

- ✓ *P.J.MarshallTheNewCambridgeHistoryofIndia-BengalTheBritishBridgehead, Cambridge, Cambridge University Press, 2008.*
- ✓ *R.Vlyanovsky, AgrarianIndiabetweentheWorldWars.*
- ✓ *G.Kaushal,EconomicHistoryof India,1757-1956*

Semester-V

MAJ(CORE-I ,P-XIII)

HISTORY OF INDIA (C.1857- 1950)

(E.S-60+M.S-20+S.T-10+A.M-05+A.M-05=100)

Course Objectives:

- Students can acquire vast knowledge on local rebellion and movements like theIndigo rebellion, the Deccan Riots, the growth of the new middle class; the age of associations, the Aligarh movement, the Arya and the Prarthana Samaj aftermath of 1857.
- TheywilllearntherealhistoriographyofIndianNationalism;BirthofIndianNational Congress, The Moderates and the Extremists, Partition of Bengal, the Swadeshi movement in Bengal in 1905.
- They can acquire knowledge how to rise of Gandhi's power in Indian politics and his activities towards the freedom like, Rowlatt Satyagraha, Khilafat and Non-cooperation movement, The Swarajya party, Poona Pact, Civil Disobedience Movement, Quit India Movement.
- They also learn how to raise communal politics and opposition politics on the eve of the Freedom movement in India and aftermath of partition in India
- The paper deals with the making of independence and Constitution making in search of an equalitarian democratic society

Course Outcome

- After successful completion of the course, the students will be able to: Identify how different regional, religious, linguistic and gender identities developed in the late 19th and early 20th centuries.
- Outline the social and economic facets of colonial India and their influence on the national movement.
- Explainthevarioustrendsofanti-colonialstrugglesincolonialIndia.
- Analysethecomplex developmentsleadingto communalviolenceandPartition.
- Discuss the negotiations for independence, the key debates on the Constitution and need for socio-economic restructuring soon after independence

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

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

Unit-II: Nationalism: Trends upto 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, QuitIndia,
3. Subhas Chandra Bose and INA
4. Nationalism and Social Groups:Peasants,Tribes, Dalits andWomen

Unit-IV: Communalism and Partition:

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

UnitI:Thisunitlooksatthedifferentformsofresponsestocolonialencounterby various sections of India, including the rise of nationalism in literature

Unit II: This unit engages with the early forms of National movements in India

UnitIII:ThisunitthefundamentaltransformationinNationalMovementwiththe coming of Gandhi. This unit deals with how Gandhi's politics represented a new model for mobilizing different social groups in the national movement.

UnitIV:ItdealswitheventsleadingtopartitionoftheBritishIndiaandconstitution making

SuggestedText Books:

- ✓ *SumitSarkar,Modern India,1885-1947,Delhi, Macmillan,various edition*
- ✓ *BipanChandra,K.N.Panikkar,MridulaMukherjee,SuchetaMahajanandAditya Mukherjee, India's, Struggle for Independence, Penguin.*
- ✓ *Jones,KennethSocio-ReligiousReformMovementsinBritishIndia.NewDelhi: Cambridge University Press, 1994.*
- ✓ *O'Hanlon,Rosalind.(2002).Caste,ConflictandIdeology:MahatmaJyotiraoPhule and Low Caste*

  Protestin 19thCentury Western India.Ranikhet:PermanentBlack, pp. 3-11.

- ✓ *Chandra, Bipan. (1966). The Rise and Growth of Economic Nationalism in India: EconomicPoliciesofIndianNationalLeadership,1880–1905.NewDelhi:People's Publishing House (Introduction).*
- ✓ *BipanChandra,et.al.India'sStruggleforIndependence,Delhi,Pensguin,Various editions.*

ReferenceReading:

- ✓ *McLane,J.R.(1977).IndianNationalismandtheEarlyCongress.Princeton: Princeton University Press, pp.3-21; 89-178*
- ✓ *Hardiman,David.(2005).Gandhiinhistimeandours.Delhi,OrientBlackswan, pp.1-81; 109-184.*
- ✓ *Bandyopadhyay,Sekhar.(Ed.)(2009).NationalistMovementinIndia:AReader.New Delhi: Oxford University Press, pp. 55-155.*
- ✓ *A.R.Desai, SocialBackgroundof IndianNationalism,Popular, Bombay.*
- ✓ *Brown,Judith.(1972).Gandhi'sRisetoPower.IndianPolitics1915-1922.New York: Cambridge University Press (Chapters 3,4,5,6,7,9).*

InternetVideos

1. FoundationoftheCongress https://www.youtube.com/watch?v=gT9_zolVWXo&t=41s

2. Mahatma Gandhi and Mass Nationalism
https://www.youtube.com/watch?v=VjzboxNy8nw&t=774s

***3. MilitantNationalism*https://www.youtube.com/watch?v=cPf77YP-QtE&list=PLNsppmbLKJ8KB9BAenzBGCEpD2KEaMqiY&index=3**

Activitiestodo

1. Theclassshouldbeencouragedwatchthe filmTraumasandhorrorsof partition.
2. Studentsshould beencouraged toread HindSwaraj of Gandhiand a writeanessayon it.
3. Findoutthe unsungheroesinyourdistrictandpreparereport

Semester-V

MIN-I (CORE-II ,P-III)

History of India-II (From state formation to early medieval-600BCE-750CE)

(E.S-60+M.S-20+S.T-10+A.M-05+A.M-05=100)

Course Objectives

- Understand the process of state formation and 2nd urbanism in the period of Buddha
- Analyze the relation of socio-economic changes in early historical period and rise of heterodoxy religions such as Buddhism, Jainism, Ajivakas, Lokayat
- To make students appreciate the emergence of Asokan empire and Critically understand socio-economic and political changes ushered by them
- UnderstandtheemergenceofstatesystemintheDeccanandOdishainthepost Mauryan period
- Understand the expanding cultural arc of India by analysing the influence of India in Southeast Asia
- Make students appreciate the changes and excellences in various spheres in the Gupta period
- Understand the changes and continuities between ancient India and the beginning of early medieval, especially the beginning of Samanta system

Course Outcomes

- Students will be able to understand the linkages between social, political, economic and cultural processes of early Historical Development
- They will be able to appreciate the context and the structure of the Mauryan empire and the policy of Asoka in a multicultural past of India
- Able to identify various Indo Greek and Kushana Coins
- Students will be able to understand the nature of Puranic religion and how Puranic-agamic religion created a sacred geography of India

Unit-I:Economy and Society (circa600BCEtocircaCE300):

1. Urban growth: Material conditions such as agricultural expansion, Janapadanivesa, Sixteen Mahajanapada, Urban centres:Trade & Commerce, Organisation of Production (Srenis), Trade Routes
2. Social stratification:Class,Varna,Jati,Gender

3. Buddhism and Jainism:Material milieu of Heterodoxies,Social Significance, Buddhist Sects,, Major Principles of Jainism,

Unit-II: Changing Political Formations (circa300BCEtocircaCE300):

1. The Mauryan Empire:Asoka's Policy of Dhamma,ReadingAsokan inscriptions, Administration, economy, Decline
2. Post-Mauryan Polities :Kushanas and Satavahanas and Sangam in deep South
3. Indic Cultural Arc: India's contact with China, Central Asia and South east Asia; Silk route and expansion of Buddhism

Unit-III: The Guptas:

1. Political Developments:Expansion,Fragmentation and Huna Invasion from Samudra Gupta to Skanda Gupta
2. Literary and Scientific Developments during the Guptas; education in Nalanda
3. Development of Puranic Religions: Temples, Tirthas, Hindu pantheon

Unit-IV: Towards Early Medieval India [circaCEfourthcenturytoCE750]:

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

SuggestedText Books:

1. UpinderSingh,.AHistoryofAncientandEarlyMedievalIndia:FromtheStoneAge, Delhi, Pearsonn, 2008.

tothe12thCentury.Delhi:PearsonLongman.(MorerelevantpartsareChapters6,7 and 8) (Also available in Hindi)

2. *D.D. Kosambi,An Introduction totheStudy ofIndian History, 1975.*
3. *RomilaThapar,.(2012).AsokaandtheDeclineoftheMauryas.Delhi:Oxford University Press. PP. 119-227*
4. *RomilaThapar,.TheMauryasRevisited,Calcutta,1986.*
5. *Allchin,F.R.(etal.)(1995).TheArchaeologyofEarlyHistoricSouthAsia:The Emergence ofCitiesandStates.Cambridge:CambridgeUniversityPress.Chapter6(pp.73-98) & Chapter 10 (pp. 185- 221).*
6. *.L.Basham, WonderThatWasIndia,Rupa.Aswini.Agarwal:TheGuptas, Delhi*
7. *H.P.Ray,TheWindsofChange,Delhi,OUP.1994*
8. *R.S.Sharma,IndianFeudalism,Delhi,Macmillan,various edition*
9. *. B.D.Chattopadhyaya(1994).TheMakingofEarlyMedievalIndia,Delhi:Oxford University Press. (Introduction, pp. 1-37.)*

Internet resources

a. ***SocietyandeconomyundertheMauryasbyRanabirChakravarti*** ***https://www.youtube.com/watch?v=0PZxqlmoXkA&app=desktop***
b. ***KushanaCoins:ArtiGupta.https://www.youtube.com/watch?v=iR4Y4tlUPbw***
c. ***Science and Technology in the Gupta period.*** ***https://www.youtube.com/watch?v=NFOQt9TjNLM***
d. ***NalandaUniversityinBBChttps://www.youtube.com/watch?v=O67m2k70JLA***
e. ***TheSilkRoad:KhanAcademyhttps://www.khanacademy.org/humanities/world-history/ancient-medieval/silk-road/v/early-silk-road***
f. ***Sangam Age (CEC)*** ***https://www.youtube.com/watch?v=HkPxVkK7TtU&list=PLNsppmbLKJ8KB9BAenzBGCEpD2KEaMqiY&index=119***

Activities

a. *GroupDiscussiononthesimilaritiesanddifferencebetweenVedicReligionand Puranic Religion*
b. *Visitwww.sacredtexts.comandreadAggannaSutta.Preparereportontheorgin and nature of state as given in Aganna Sutta*
c. *IdentifydifferentBuddhist sitesalongthe SilkRouteup toChinafrom Internet*

Semester-VI

MAJ(CORE-I ,P-XIV)

History and Culture of Odisha-I

(The Making of a Region from Early Times to 1568)

(E.S-60+M.S-20+S.T-10+A.M-05+A.M-05=100)

Course Objectives:

- This paper aims at making students familiar with the major currents of political and socio-economic history of pre-colonial Odisha.
- The students will understand the significance of different ruling dynasties of ancient Odisha and the process of making of a region andstate formation in ancient andearly medieval Odisha
- This course paper will also make the students familiar with the political and administrative history of the Afghans, Mughals and the Marathas in Odisha.

Course Outcomes:

- Thestudentswillbeabletoappreciatetheprocessofstateformationinpre-colonial Odisha
- Theywilldevelop criticalunderstandingof processofmakingofregional traditions.
- Theywill beable totracethe evolutionof Odiascript and language.

Unit-I: Locating Odisha as a Region

1. Historical Geography: Kalinga,Utkal,Kosala,Odra
2. Early Developments**:**Mauryan intervention and Kharavela(significanceof Kalinga Warand Understanding Hatigumpha Inscription).
3. Rise of Loca lStates:Matharas,Eastern Gangas, Sailodbhavas

Unit-II:Towards Regional States

1. Bhaumakaras and Somavamsis:Landgrants,Political Developments,Social formations: Occupational Groups under Bhaumakaras and Somavamsis
2. Imperial Gangas:Career andAchievements of Chodagangadeva and Narasimhadeva,
3. Emergence and Evolutionof Kalinga Temple Architecture:Major Specimens of (Satrughneswara, Parsurameswara, Muketsvara, Lingaraja, Vaital, Hypetheral Temples of 64 Yoginis of Ranipur-Jharial and Hirapur)

Unit-III:Imperial Gajapatis:Apogee and Decline

1. Kapilendradeva'sachievements,Setbacks toKapilendra's Odisha rajya from Bengal and South during the period of Purushottama and Prataparudra,
2. Administration and Culture under the Gajapatis
3. Historical events leading to the Decline of Hindu Kingdom of Odisha

UnitIV:Religion, Art and Architecture

1. Buddhism and Jainism in Odisha,Their art and architecture
2. Saiva-Sakta Religion:Origin and Growth,Iconographic forms of Durga and Siva, Saptmatrkas
3. Vaisnava Religion:Origin and Growth,Forms of Visnu, Dasavatarasets and Cult of Jagannath

Unit I:

This unit acquaints students with the formation of distinct historica and cultural region called Odisha over centuries. In the dynamic formation of Odisha as historical regions, many sub regionssuchKangoda, Kalinga, Odra andKosala cametogetherover timetoformtheregion. This unit deals with early developments, such the Mauryan intervention and subsequent state formation under Kharavela.

Unit II:

This unit captures the formation of local and sub-regional entities such Kosala, Kangoda, Kalinga from 6^{th} century CE. It also deals with the way regional kingdom emerged under the Gangas and Gajapatis. Before that the Somavasmis integrated Koasala and Utkala together

Unit III:

UnitIIIdealswiththeconsolidationofahistorical regionundertheGajapatis

Unit IV:

This unit acquaints students with the way religions and sacred geography shaped Odisha as a historical region

SuggestedReadingList:

- ✓ *K.C. Panigrahi, HistoryofOdisha, Kitab Mahal.*
- ✓ *N.KSahu,Mishra &Sahu,HistoryofOdisha.*
- ✓ *S.K. Panda, Political andCultural Historyof Odisha.*
- ✓ *A. C Pradhan, A Studyof History of Orissa*
- ✓ *Tripathy, KB (1962) Evolution of Oriya Language and Script, Bhubaneswar: Sahitya Academy*
- ✓ *R. DBanarjee, Historyof Orissa, 2 vols.*
- ✓ *Acharya,Paramanand ()EssaysinHistory,Culture,ArchaeologyofOrissa,*

- ✓ *KishorBasa,,Mohanty,Pradeep(ed)(2000)ArchaeologyofOrissa, Delhi:Pratibha*
- ✓ *Kulke, H. (1982) 'Fragmentation and Segmentation versus Integration: reflections on the Concept of Indian Feudalism and the Segmentary State in Indian History'. Studies in History, Vol. IV, No. 2, 1982, pp.257-63.*
- ✓ *UpinderSingh, King, Brahamana and temples, Delhi, 1994.*
- ✓ *BhairabiPrasad Sahu,Changing Gaze,Delhi, OUP,2013 Sahu*
- ✓ *Bhairabi, P. Sahu 'Authority and Patronage in Early Orissa', in K. K Basa and P. Mohanty (eds) Archaeology of Orissa, vol. 1:431-440, Delhi, Pratibha Prakashan 2000.*
- ✓ *SatyanarayanRajaguru,OdisharaSansrutikaItihasa,Cuttack,Grantha Mandira*
- ✓ *Sahu,N.K BuddhisminOrissa,Bhubaneswar: UtkalUniversity, 1958*
- ✓ *T.E Donaldson,.Hindu TempleArt ofOrissa.3 Vols, Leiden:Brill, 1987.*
- ✓ *T.EDonaldson,.TheIconographyofVaisnavaImagesinOrissa.NewDelhi:India D.K.Printworld(P)Ltd., 2001.*
- ✓ *T.EDonaldson,.IconographyoftheBuddhistSculptureofOrissa.2Vols. (VolumeI: Text;*
- ✓ *Volume II: Plates), New Delhi: India Indira Gandhi National Centre for the Arts inAssociation with Abhinav Publications, 2001.*
- ✓ *T.EDonaldson,..TantraandSaktaArtofOrissa.NewDelhi: IndiaD.K.Printworld (P)Ltd.,2002.*
- ✓ *T.EDonaldson,. Siva-ParvatiandAlliedImages:TheirIconographyandBody Language. 2*
- ✓ *Vols,NewDelhi:IndiaD.K.Printworld(P)Ltd,2007.*
- ✓ *K.C.Panigrahi, ArcaheologcialRemains ofBhubaneswar, Calcutta,Longman, 1961.*
- ✓ *RameshPrashad Mohpatra,Jaina MonumentsofOrissa,Delhi, 1984.*
- ✓ *SubrataKumarAcharya, palaeographyof Inscriptionsof Orissa,*

InternetResources:

1. Kharavela by Subrata Kumar Acharya (E Pathshala): https://www.youtube.com/watch?v=zRAAOt2Q--U
2. Shaping of Daksina Kosala by Bhairabi Prasad Sahu: https://www.youtube.com/watch?v=blG1iPvotqA&t=971s
3. Changing narrative and shifting terrain of early medieval India: https://www.youtube.com/watch?v=Ofy8VAPi9n4

4. Tribal Deities at Princely Courts: The Feudatory Rajas ofOrissa, https://www.youtube.com/watch?v=2jzmm6kVrN4

Activitiestodo

1. VisitBhubaneswar,ifpossible,tounderstandtheevolutionofKalingaTemple Architecture from 6^{th} -13^{th} century

Semester-VI

MAJ (CORE-I ,P-XV)

History of Orissa-I: The Making of a Region

(Afghan Rule to Post Independence Period)

(E.S-60+M.S-20+S.T-10+A.M-05+A.M-05=100)

Course Objectives:

- Thiswill also help students to understand and assess the nature, causes and impactoftheseveralresistancemovementsinthe19th centuryOdishawitha special reference to the Paik rebellion of 1817.
- Thepaperwillcriticallyevaluatetheprocessthroughwhich Odianationalism emerged in late 19th century leading to the formation of a separate state on linguistic basis.
- It also focuses on the forms and agencies of colonial capitalism in changing the pre-colonialsocialorderinOdishaaswellaspoliticalarithmeticduringcolonial period.

UnitI: Afghan to Maratha Occupation of Odisha (1568-1803)

1. Afghan, Mughal and Maratha Occupation of Odisha: Events,Administration and Impact
2. Emergence of Garjat States: Case of Sambalpur and Mayurbhanj
3. Evolution of Odia literature (Panchasakh as and Riti Yuga)

Unit II:

1. British Occupation and Early Colonial Administration:Land Revenue,Salt Policy, Currency Policy, Jail and Police Administration.
2. Nature, form, Limitations and causes of Resistance Movements: Ghumsar Rebellion,Paik rebellion,Keonjhar Uprisings.Revolt of 1857 and Surendra Sai
3. Famine of 1866–Causes,Consequences and significance

Unit III:

1. Growth of Press,Education, Language Movement and Odia Nationalism

2. Nationalist Politics in Odisha (Non-cooperation,CivilDisobedience and Quit .India movements in Odisha) Developments leadingto Formation of a separate Province of Orissa

3. Prajamandal Movement and Merger of Princely States

UnitIV:Odisha after Independence

1. Political Developments from1952 to 1977
2. Economic and Industrial Development in Post Independent Odisha
3. Social Development in Post Independent Odisha:Education,women empowerment:policies and Programme.

Unit I:

ThisunitacquaintsutheshiftinpoliticalpowerwiththecomingoftheAfghans,Moghuls and Marathas. This also deals with the developments in Odia literature from 15th to 18thcentury

Unit II:

The unit seeks to explain the structural changes brought about in Odisha after the British occupationsofOdishain1803.Itdealswithvariousformsofresistanceindifferentformsto these structural changes

Unit III:

ThisunitengagesstudentswiththequestforaunitedOdishaandriseofOdiaconsciousness. It also sees how both the aspirations- that of united Orissa province and struggle against colonialruleunder Gandhianleadershipmerged. ItalsodealswiththeGarjatstatesandtheir unification after Independence leading to a united Odisha state.

Unit IV:

TheunitseekstoexplainthechallengesofabackwardregionlikeOdishaandgovernance measures taken in the first quarter of Post-Independence period

SuggestedReadingList:

- ✓ *P.K.Mishra &J.K.Samal,AComprehensiveHistoryandCultureofOrissa-Vol.I &II*
- ✓ *K.M.Patra, Freedom Struggle in Odisha.*
- ✓ *J.K.Samal,Orissa underthe British Crown.*
- ✓ *3.K.M.Patra,OrissaStateLegislature&FreedomStruggle.*
- ✓ *A.C.Pradhan, A Studyof theHistoryof Odisha, Panchasheel.*
- ✓ *B.K.Mallik, Paradigm of Dissent and Protest:-Social Movements in Eastern India*

- ✓ *Chaudhury,Pradipta(1991)"PeasantsandBritishRuleinOrissa",Social Scientist, Vol. 19, No. 8/9 (Aug. - Sep., 1991), pp.28-56.*
- ✓ *Mohanty,Nivedita(1982.)Oriya**nationalism:**questforaunitedOrissa,1866-1936, New Delhi: Manohar,*
- ✓ *Mohanty,Sachidananda()SocialReformMovementsinOrissa,Studyof Sailabala Das,Delhi:*
- ✓ *Mohapatra, Bishnu N (2001) "Social Connectedness and Fragility of Social Capital:ViewfromanOrissaVillage",EconomicandPoliticalWeekly,Vol.36, No. 8 (Feb. 24 - Mar. 2, 2001), pp.665-672*
- ✓ *Mubayi, Yaaminey. 2004. Altar of Power. The Temple and the State in the Land of Jagannatha, Delhi:Manohar.*
- ✓ *Nanda,CP(2008)VocalisingSilence:PoliticalprotestinOrissa-1930-42,Delhi: Sage.*
- ✓ *PatiBiswamoy(1992)"OfMovements,CompromisesandRetreats:Orissa, 1936-1939", Social Scientist, Vol. 20, No. 5/6 (May - Jun., 1992), pp.64-88*
- ✓ *PatiBiswamoy(1999)"OriyaIntellectualsThenandNow"Economicand Political Weekly, Vol. 34, No. 19 (May 8-14, 1999), p.1093*
- ✓ *Pati, Biswamoy (1998)Siting the Body: Perspectives on Health and Medicine in Colonial Orissa Author(s): Social Scientist, Vol. 26, No. 11/12 (Nov. - Dec., 1998), pp.3-26.*
- ✓ *Pati, Biswamoy (1999) "The Dialectics of Retreat: Orissa, 1943-1950," Social Scientist, Vol. 27, No. 7/8 (Jul. - Aug., 1999), pp.75-112.*
- ✓ *Pati, Biswamoy () "High'-'Low' Dialectic: Peasant in Oriya Literature" Economic and Political Weekly, Vol. 24, No. 14 (Apr. 8, 1989), pp.747-75*
- ✓ *Pati, Biswamoy (1992) "Dialectics of Transition: Orissa, 1943-50", Economic and Political Weekly, Vol. 27, No. 7 (Feb. 15, 1992), pp.353-364*
- ✓ *Pati, Biswamoy (Jul. 1983), "Peasants, Tribals and the National Movement in Orissa (1921-1936)" Social Scientist, Vol. 11, No. 7, pp.25-49.*
- ✓ *Pati,Biswamoy"AutonomousEnclaving",EconomicandPoliticalWeekly,Vol.25,No. 42/43 (Oct. 20-27, 1990), p. 2388.*
- ✓ *Pati,Biswamoy"Koraput:PerceptionsinaChangingSociety"Economicand Political Weekly, Vol. 25, No. 18/19 (May 5-12, 1990), pp.986-988*
- ✓ *Patra,K.M:FreedomMovementinOrissa,*

- ✓ *Pattnaik,NR(ed.)ComprehensiveHistoryofOrissa*
- ✓ *Pradhan, Prasant Kumar, (1998) Gandhians' rise to power : national movement, power politics & independence, 1920-47 AD, New Delhi : Commonwealth Publishers,*
- ✓ *Samal, J () Orissa under the British Crown,CalcuttaSinha, Surjit (1977) Kshatrisation . In MN Das (ed.), Sidelights on the History and Culture ofOrissa,*

InternetResources

1. Merger of princely states of Odisha:
https://www.youtube.com/watch?v=OCpBRgGnksQn

2. MergerofPrincelyStates(PublicationDivision):
https://www.youtube.com/watch?v=Zp2om49-RS4

Activitiesto read

1. Findoutthesequenceofmergerofvariousprincelystates withOdishaProvincein 1947 and 1948.

2. Discussintheclassroomthelifeandtimesofaprominentfreedomfighterofyour locality. Prepare jointly a report

3. Group Discussion

Semester-VI

MIN-II (CORE-III ,P-III)

History of India-II (From state formation to early medieval-600BCE-750CE)

(E.S-60+M.S-20+S.T-10+A.M-05+A.M-05=100)

Course Objectives

- Understand the process of state formation and 2nd urbanism in the period of Buddha
- Analyze the relation of socio-economic changes in early historical period and rise of heterodoxy religions such as Buddhism, Jainism, Ajivakas, Lokayat
- To make students appreciate the emergence of Asokan empire and Critically understand socio-economic and political changes ushered by them
- UnderstandtheemergenceofstatesystemintheDeccanandOdishainthepost Mauryan period
- Understand the expanding cultural arc of India by analysing the influence of India in Southeast Asia
- Make students appreciate the changes and excellences in various spheres in the Gupta period
- Understand the changes and continuities between ancient India and the beginning of early medieval, especially the beginning of Samanta system

Course Outcomes

- Students will be able to understand the linkages between social, political, economic and cultural processes of early Historical Development
- They will be able to appreciate the context and the structure of the Mauryan empire and the policy of Asoka in a multicultural past of India
- Able to identify various Indo Greek and Kushana Coins
- Students will be able to understand the nature of Puranic religion and how Puranic-agamic religion created a sacred geography of India

Unit-I: Economy and Society (circa 600BCE to circa CE300):

1. Urban growth:Material conditions such as agricultural expansion, Janapadanivesa, Sixteen Mahajanapada, Urban centres:Trade & Commerce, Organisation of Production (Srenis), Trade Routes
2. Social stratification:Class,Varna,Jati,Gender

3. Buddhism and Jainism:Material milieu of Heterodoxies,Social Significance, Buddhist Sects,, Major Principles of Jainism,

Unit-II: Changing Political Formations (circa300BCEtocircaCE300):

1. The Mauryan Empire:Asoka's Policy of Dhamma,Reading Asokan inscriptions, Administration, economy, Decline
2. Post-Mauryan Polities :Kushanas and Satavahanas and Sangam in deep South
3. Indic Cultural Arc: India's contact with China, Central Asia and South east Asia; Silk route and expansion of Buddhism

Unit-III: The Guptas:

1. Political Developments: Expansion,Fragmentation and Huna Invasion from Samudra Gupta to Skanda Gupta
2. Literary and Scientific Developments during the Guptas; education in Nalanda
3. Development of Puranic Religions: Temples, Tirthas, Hindu pantheon

Unit-IV: Towards Early Medieval India [circaCEfourthcenturytoCE750]:

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

Suggested Text Books:

1. UpinderSingh,. AHistory of Ancient and Early Medieval India: From theS tone Age, Delhi, Pearsonn, 2008. *tothe12thCentury.Delhi:PearsonLongman.(MorerelevantpartsareChapters6,7 and 8) (Also available in Hindi)*
2. *D.D. Kosambi,An Introduction totheStudy ofIndian History, 1975.*
3. *RomilaThapar,.(2012).AsokaandtheDeclineoftheMauryas.Delhi:Oxford University Press. PP. 119-227*
4. *RomilaThapar,.TheMauryasRevisited,Calcutta,1986.*
5. *Allchin,F.R.(etal.)(1995).TheArchaeologyofEarlyHistoricSouthAsia:The Emergence ofCitiesandStates.Cambridge:CambridgeUniversityPress.Chapter6(pp.73-98) & Chapter 10 (pp. 185- 221).*
6. *.L.Basham, WonderThatWasIndia,Rupa.Aswini.Agarwal:TheGuptas, Delhi*
7. *H.P.Ray,TheWindsofChange,Delhi,OUP.1994*
8. *R.S.Sharma,IndianFeudalism,Delhi,Macmillan,various edition*
9. *B.D.Chattopadhyaya(1994).TheMakingofEarlyMedievalIndia,Delhi:Oxford University Press. (Introduction, pp. 1-37.)*

Internet resources

a. ***SocietyandeconomyundertheMauryasbyRanabirChakravarti*** ***https://www.youtube.com/watch?v=0PZxqlmoXkA&app=desktop***

b. ***KushanaCoins:ArtiGupta.https://www.youtube.com/watch?v=iR4Y4tlUPbw***

c. ***Science and Technology in the Gupta period.*** ***https://www.youtube.com/watch?v=NFOQt9TjNLM***

d. ***NalandaUniversityinBBChttps://www.youtube.com/watch?v=O67m2k70JLA***

e. ***TheSilkRoad:KhanAcademyhttps://www.khanacademy.org/humanities/world-history/ancient-medieval/silk-road/v/early-silk-road***

f. ***Sangam Age (CEC)*** ***https://www.youtube.com/watch?v=HkPxVkK7TtU&list=PLNsppmbLKJ8KB9BAenzBGCEpD2KEaMgiY&index=119***

Activities

g. *GroupDiscussiononthesimilaritiesanddifferencebetweenVedicReligionand Puranic Religion*

h. *Visitwww.sacredtexts.comandreadAggannaSutta.Preparereportontheorgin and nature of state as given in Aganna Sutta*

i. *IdentifydifferentBuddhist sitesalongthe SilkRouteup toChinafrom Internet*

Semester-VII

MAJ(CORE-I,P-XVI)

History of Modern EuropeII (c.1880-1939)

(E.S-60+M.S-20+S.T-10+A.M-05+A.M-05=100)

Course Objectives:

- Students will learn about the post-war developments of Social, Political andEconomic scenarios of the World and decolonization and the emergence of the Third world.
- They will learn about changing world political scenarios and emerging trends in culture, media and Revolution among European countries.
- Itdealswiththenatureandimpactof Imperialismbetweenthetwo wars
- ItdealswithriseofTotalitarianregimes
- Thepaperdealswith newmovementsinart andliteraturesuchas existentialism

Course Outcome

- Uponcompletionofthiscoursethestudentshallbeableto:Tracevarietiesof nationalists and the processes by which new nation-states were carved out.
- DiscussthepeculiaritiesofthedisintegrationoflargeempiresandremakingofEurope's map.
- Deliberate onthe meaningofimperialismand the manifestationsofimperialistrivalry and expansion in the 19th and early 20th century.
- Analysetheconflictbetweenradicalandconservativeforces, and the gradual consolidation of ultra-nationalist and authoritarian regimes in Europe.
- Contextualisemajorcurrentsintheintellectualsphereandarts

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

1. The truggle for Parliamentary Democracy and CivilLiberties 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 Feudalismin Russia and Experiments in Socialism:

1. Emancipation of Serfs
2. Revolutions of 1905; the Bolshevik Revolutionof 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 circa1850:Major Intellectual Trends:

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

Unit I:

At the end of this rubric the student will be familiar with the economic, social and political issues that democratic industrialised England faced in 19th century. Further, in contrast to Capitalism,thinkers began to search for alternative socio-economic system,which resultedin the rise of Socialism, nihilism, anti-property thinking.

Unit II:

At the end of this rubric the student will be familiar with the economic, social and political issues that troubled the Tsarist regime in Russia in the nineteenth century. She/he will developanunderstandingofpopularmovementsandthepoliticalascendancyofthesocialists eventually leading to the revolutions in the early 20th century.. It also deals with socialist programmes under Lenin and Stalin in the form for Five Year Plan and Nationalisation of Resources

UnitIII:

Attheendoftheseunits, studentswillbeabletounderstandtheshortcomingsofthePost war internationalpoliticalarchitectureinkedatParisPeaceConference.Theywillalsounderstand the limits to which a capitalist economy can be given a free rein. Students will explore the nature of totalitarian regime. The student will be expected to demonstrate a familiarity with the historiographical debates and discussion associated with the rise and development of the fascist/Nazi state in Italy and Germany eventually leading to the outbreak of the Second World War.

Unit IV:

Attheendofthisunit,Students will be acquainted with the broads ocialand cultural changes of 20th centuries, such as expansion of literacy, mass culture. Students will also understand theintellectualclimateof20thcentury,especiallytheevolutionarybiologyofCharlesDarwin and the role of unconscious in shaping human Behaviour (Freud) decisively changed our understanding of man and his behaviour, However, the crisis of capitalism, two world wars seriouslydented faith in capitalism, hence, there were new isms such as Absurdism emerged in the post war period.

SuggestedText Books:

- ✓ *C.M.Cipolla,FontanaEconomicHistoryofEurope,VolumeIIthePresent(1981). I: The Industrial Revolution.*
- ✓ *WilliamKeylor,theTwentiethCenturyWorld,anInternationalHistory,London, OUP, 1996.*
- ✓ *Carr.E.H.,InternationalRelationsbetweentheTwoWorldWars,1919-1939,New*
    - *York, 1966.*
- ✓ *FrankMcDonoughTheOriginsoftheFirstandtheSecondWorld War.Cambridge: Cambridge University Press, 1997.*
- ✓ *JamesA.Winders,EuropeanCulturesince1848.NewYork:Palgrave, 2001.*
- ✓ *Bayly,C.A.TheBirthoftheModernWorld,1780-1914.Oxford:Blackwell Publishing, 2004, pp. 199-244.*
- ✓ *IbenStein,Today'sism*
- ✓ *Wood,Alan.(2003).theOriginsoftheRussianRevolution1861-1917.Londonand New York: Routledge.*

Internetresources

- ✓ ***ParliamentofUK tosee1832ReformAct***
- ✓ ***GermanyandItalianUnification: https://www.youtube.com/watch?v=KSjDe9_jZk8***

- ✓ *HannahArendt's"TheOriginsofTotalitarianism"htt ps://www.youtube.com/watch?v=WAxl6BhiSzc*

- ✓ *TheGreatDepression-https://www.youtube.com/watch?v=x4F5gIWS_Is*

Activitiestodo

1. WatchthemovieHolocaust and discussion onthenatureof anti-Semitism of Nazism

2. Discussabout varioustheories regardingthe CapitalistCrisisin 1930s.

3. FindoutwhyOccupyWallStreetMovementoccurred in2011.Whydiditpeteroutsoon? Have a peer group discussion.

Semester-VII

MAJ(CORE-I ,P-XVII)

History of ModernChina, 18th Century to the 20th Century

(E.S-60+M.S-20+S.T-10+A.M-05+A.M-05=100)

Course Objectives:

- Thecourseintends toaid student's inlearningabout themodern historyofChina.
- It is important to understand the contemporary society, polity, and history of modern China as the country rises as an economic superpower.
- Byintroducing the political and social historyof China, student would be equipped to learncomparativehistoriesand how Indian andChineseexperienceofanti-imperialist struggle and nation-making.
- The course intends to introduce the students to formulations of World Capitalism and how it shaped and structured the "third world."

Course Outcomes:

- StudentswouldlearnabouttheriseofChinaasaneconomicsuperpowerandwhat India can learn and be careful about.
- Studentswouldlearn;thebasicsofcomparativehistoryandwouldbeableto contextualise the two Asian giants, viz. India and China together.
- Students would learn how Communism is a form of totalitarianism when it is put topractice in word as it happened it Mao's China.

UnitI: **China's confrontation with External and Internal Crises**

1. Introduction: Land,Politics and Culture; The OpiumWars and the Unequal Treaty System
2. Taiping Rebellion, and other Agrarian and popular movements.
3. Qing Restoration, Self-Strengthening; Hundred Days Reform;Expansion of Foreign Powers and "Scramble for Concessions;" Boxer Rebellion.

UnitII: Search for New Solutions

1. Revolution of 1911;
2. SunYat Sen and his Contribution;
3. The May Fourth Movement and its Significance

UnitIII: Nationalism and Revolution

1. Rise of Communist party and KMT; Establishment of First United front:1924-27;
2. Chiang Kai Shek and KMT; The Nanjing Decade 1928-37; Mao Zedong and CPC:
3. Growth of Revolution from the Countryside 1927-1935; Second Sino-Japanese War and Success of Communist Revolution 1937-49

UnitIV: Establishment of Communist State and its Challenges

1. Transition to Socialism and Factional Conflicts; Great Leap Forward; Cultural
2. Revolution 1966-76; Transition from Maoto
3. Deng Xiaping, Opening of China, Socialism with Chinese Characteristics, Rise of China.

SuggestedReadings:

- ✓ *Dikötter, Frank. The Age of Openness: China Before Mao, (University of Hong Kong Press: 2008)*
- ✓ *Dikötter,Frank,TheTragedyofLiberation:AHistoryoftheChineseRevolution, 1945–1957 (University of Hong Kong Press: 2012)*
- ✓ *Fenby,Jonathan,ThePenguinHistoryofModernChina:TheFallandRiseofa Great Power, 1850 to the Present, Penguin, 2019*
- ✓ *Johnson,Ian,Wasserstorm,JefferyN,TheOxfordIllustratedHistoryofModern China, Oxford University Press, 2016.*

UnitI:AftertheendofUnitI,studentswillbeabletounderstandtheinternalcrisisand external control to which China was subjected to

Unit II: The unit seeks to engage with the rise of nationalism and nationalist leadership under Sun-Yat Sen

UnitIII:thisunitmakesstudentsunderstandtheorganisation,ideology,strategyand leadership of Chinese Communist party and their successful seizure of Power

Unit IV: It deals with the communist regime in the first thirty years and its experiment withcapitalism since late 1970s

Semester-VII

MAJ (CORE-I, P-XVIII)

Evolution of Modern Political Thought in India

(E.S-60+M.S-20+S.T-10+A.M-05+A.M-05=100)

Course Objectives:

- The course intends to introduce students to major political ideas and ideologies in India. Moreover, they are to be provided with the understanding of evolution of the state, its reshaping and changing nature through a "close reading" of key thinkers and thoughts.
- Studying the evolution of political thoughts would equip students to appreciate the complex foregrounding of concepts such as equality, fraternity, and justice.
- Students would be equipped to understand the complex and layered structures of freedom struggle and thus they would be able to appreciate the process of nation-making.

Course Outcomes:

- Students would learn about the nature of political thought and ideologies and could then appreciate the fervour and diversities in Indian democracy.
- Students would learn the basics of intellectual history and how to read key historical texts with context.
- Students would learn and grasp the layered complexities of the nation-state and the kind of accommodations and adjustments any nation-state makes to manufacture citizenry and ideals.

UnitI: Encounter with the West

1. Early Nationalist Responses: Ram Mohan Roy, Bankim Chandra Chattopadhyay, Dayananda Saraswati
2. Reading Traditions with a Dissent: Jotirao Phule, Ramabai.
3. Economic Critique of Colonialism: Dadabhi Naoroji, MGRanade, Gopalkrishna Gokhale.

UnitII: Revolutionary Action and Civilisational Thinking

1. Aurobindo Ghose and *Bhawani Mandir*,
2. Sachhindranath Sanyaland *Bandi Jeevan*
3. Revolutionaries: Ghadar Party, Hindustan Socialist Republic Association

UnitIII: Nation and Nationalism

1. RabindranathTagore: A Life in Creative Unity,Nationalism
2. Mahatma Gandhi: Hind Swaraj,India of My Dreams
3. BR Ambedkar: Castes and Untouchability in Hindu Society, Annihilation of Caste

UnitIV: Communists and Socialists

1. M.N.Roy: From Marxism to Radical Humanism, Critique of Gandhian Thought and Action, Radical Humanism

2. Ram Manohar Lohia:Life in Indigenous Evolution,Main Currents of Lohia'sPolitical and Social Thought, Political Thought of Lohia, Critique of Western Ideologies, New Socialism, Model of Political System for India; Social Thoughts of Lohia; Lohia as an Internationalist.

3. DeendayalUpadhyay:IndigenousSocialism,IntegralHumanism

Unit I:

Students will learn how the cultural interaction with the West through Colonialism evoked different responses in the Indian intelligentsia. These responses to the Western cultural interactions were not limited only to the intelligentsia but were widespread to different subaltern groups as well. But since this paper concerns itself with modern political thought, the Unit I will begin with historically locating these responses with early nationalists, and emphasis the plurality of the responses through Raja Rammohan Roy, Bankim Chandra Chattopadhyay, and Dayanand Saraswati.

Unit II:

Students will learn how opposition to the Western domination was first manifested as an economic critique of Colonialism. Students will read about Dadabhai Naoroji, MG Ranade, and Gopal Krishna Gokhale, and their seminal contribution to the political underpinnings of colonialism and economic exploitation of the colonies.

Unit III:

Students will learn about the pluralityof understanding about the conception and formulation of nation and nationalism. Through the political thoughts of Tagore, Ambedkar, and Gandhi, studentswillbeintroducedaboutthediversityofviewonnationalismandhowitwas

imagined as an anti-colonial force despite the reservations of these three thinkers on xenophobia.

Unit: IV:

Students will learn about the two streams of political thought that are usually considered alien, i.e. Communism and Socialism, but with a slant difference. This unit will bridge thegap for them to understand that how Indian political thinkers made these alien ideologies "Indian" and connected them to the movements of the grassroots.

Suggested Readings:

- ✓ *Bhattacharya,KrishnaChandra.1984.'SwarajinIdeas',IndianPhilosophical Quarterly,XI(4[October]): 385–86.*
- ✓ *Chakrabarty Bidyut and Pandey, Rajendra Kumar, Modern Indian Political Thought, Text and Context, Sage India: 2009*
- ✓ *Chatterjee, Partha. 1986. Nationalist Thought and the Colonial World: A Derivative Discourse? New Delhi: Oxford University Press.*
- ✓ *Panthan Thomas, and Deutsch, Kenneth L. (eds), Political Thought in Modern India. New Delhi: Sage Publications.*

ReferenceReadings:

- ✓ *Anderson,Benedict. 1983. Imagined Communities.London:Verso*
- ✓ *Chakrabarty, Bidyut (ed.). 2004. Social and Political Thought in Modern India. New Delhi: Indira Gandhi National Open University (IGNOU).*
- ✓ *Chatterjee, Partha. 1994. The Nation and its Fragments: Colonial and Postcolonial Histories. New Delhi: Oxford University Press.*
- ✓ *Habib,Irfan.1995. EssaysinIndian History.NewDelhi: Tulika.*
- ✓ *———.1980.'Barani'sTheoryoftheHistoryoftheDelhiSultanate',Indian Historical Review, VII (1–2): 113–15.*

- ✓ *Kangle,R.P.1972.TheKautilyaArthasastra.NewDelhi:Motilal Banarasidas.*
- ✓ *KrishnaRao, M.V.1958. Studiesin Kautilya.NewDelhi: MunshiramManoharlal.*
- ✓ *Oommen,T.K.1990.StateandSocietyinIndia:StudiesinNation-building.New Delhi:Sage Publications.*
- ✓ *Raychaudhuri, Tapan. 1999. Perceptions, Emotions, Sensibilities: Essays on India's Colonial Past and Post-colonial Experiences. New Delhi: Oxford University Press.*
- ✓ *Taylor, Charles. 1998. 'The Dynamics of Democratic Exclusion', Journal of Democracy, 9(4[October]): 144.*
- ✓ *O'Hanlon, Rosalind. 1985. Caste Conflict and Ideology: Mahatma Jyotirao Phule andLow Caste Protest in Nineteenth Century Western India. Cambridge: Cambridge University Press*
- ✓ *Tripathy, Amales. 1967. The Extremist Challenge: India between 1890 and 1910. Calcutta:Orient Longman.*

InternetResources:

1. Introduction to Modern Indian Political Thought: A Course by NPTEL, IIT Guwahati (On Youtube).
https://www.youtube.com/watch?v=jKL4GTxLA6A&list=PLwdnzlV3ogoV46yMV5bv2Z6CljgHA6zBI

Activitiestodo

1. Reading extracts of seminal essays like 'Annihilation of Caste', 'Bhawani Mandir', 'Bandi Jivan', etc.

2. Debatinghowcertainpolicies ofthestate shouldbecategorised politically.

3. Collecting newspaper reports on different birth anniversaries of different political ideologues and leaders and analysing the contents of the essay and corresponding them with historical narratives on these leaders.

Semester-VII

MAJ(CORE-I ,P-XIX)

Basic Principles and Methods in Archaeology

(E.S-60+M.S-20+S.T-10+A.M-05+A.M-05=100)

Course Objective:

Basic Principles and Methods of Archaeology is a lecture series that introduces Third semester students to key concepts and practical approaches in archaeology, highlighting their applicationsininterpretingthehuman past. Thedefinitionaimsand scope ofarchaeologyand its development as a discipline is introduced to the students. The nature of the archaeological record and the unique role of science in archaeology is explained. The course also provides understanding cultural development and diversity from human origin to civilization development. Legislation related to archaeology and the role of archaeology in heritage management is also discussed in this course.

Course Outcome:

On the successful completion of Introduction to Archaeology students will develop a strong foundation on the basic understanding of the nature, development and value of archaeologyas a discipline.

UnitI: Introduction to Archaeology

1. Definition and scope of archaeology
2. Relationship of archaeology with History,Anthropology and Natural sciences
3. History of archaeology in world and Indian context

Unit-II: Field Methods & Techniques of Data Retrieval

1. Principles,Methods,andTechniquesof Exploration
2. Principles,Methods,andTechniquesof Excavation
3. Stratigraphy:Site formation process and reconstruction of cultural sequences.
4. Archaeological Recording: 3Dmeasurement, Photography, Planand Section Drawings.

Unit-III: Dating Methods in Archaeology

1. Relative and Absolute Dating Methods
2. Relative Dating:Seriation
3. Absolute Dating: Archaeometric methods such as Carbondating, Potassium Argon, Thermo-luminescence

Unit-IV: Data Analysis, Report Writing and Publication

1. Archaeological data analysis: Stone Tools, Ceramics, Human Remains, Floral & Faunal remains and Metal Objects.
2. Report Writing and Publication, Preparation of text, Drawing, Archaeological Photography, and Preparation of manuscripts and proof reading.

Unit I:

Archaeology is the study of material remains dug out during scientific excavation. Materiality of material remains has emerged as important area of research in the construction of past. Large chunk of human past is unwritten and even when writing appeared, there were many cultures which did not have written records. Further, there are many writing systems, which were not decipher. This unit seeks to explain that archaeology as a discipline is important in the construction of past. This unit introduces students to this discipline and explains whyin American universities Archaeologyis part of Anthropology whereas in India Archaeology is offered by Department of Ancient Indian History and Culture. Material remains of the past warrants an understanding of not only human behaviour but also how human beings adapted with the environment. Hence this unit seeks to locate archaeology's intimaterelations with geology, fluvial studies, botanyand zoologyand top ofit with Physics and Chemistry,

Unit II:

Unit II seeks to make people understand basics methods of exploration and discovery of archaeological sites through field survey, Google earth and various methods of during exploration. Further the unit deals with methods of excavations, such as laying of trench, baulk methods versus Harrimatrix methods of excavation and scientific recordingof artefacts and structures encountered during excavations

Unit III:

At the end of this unit, students are expected to know various archaeometric methods of measuring the date of archaeological materials.

Unit IV:

This unit makes students understand and acquire skills on various aspects of post excavation analysis, such as pottery identification, analysis, report writing

RecommendedBooks

- ✓ *AgrawalD.P:ArchaeologyinIndia,CopenHagenScandinavianInstituteofAsian Studies, 1982.*

- ✓ *Aiken,M.J:SciencebasedDating inArchaeology,London,Longmans, 1990.*
- ✓ *BaskerP:Techniquesof ArchaeologicalExcavation,London,Batsford, 1982.*
- ✓ *Chakrabarti D.K: Theoretical Perspectives in Indian Archaeology, MunshiramManoharlal, 1989. Ghosh A: Encyclopaedia of Indian Archaeology 2008,*
- ✓ *Chakrabarti,D.K.1988.AHistoryofIndianArchaeology:FromtheBeginningto 1947. New Delhi: MunshiramManoharlal.*
- ✓ *Childe, V.G. 1956. Piecing Together the Past: The Interpretation of ArchaeologicalData. London: Routledge and Kegan Paul.*
- ✓ *Clarke,D.L.AnalyticalArchaeology,London,1978.*
- ✓ *Daniel,Glyn,E.1981.AShortHistoryofArchaeology.London:Thamesand Hudson.*
- ✓ *Fagan, B. and C. De Corse 2005. In the Beginning: An Introduction to Archaeology (Eleventh Edition). New Jersey: Pearson Prentice Hall*
- ✓ *Hester,T.R.:Field methodsin Archaeology,California, 1975.*
- ✓ *RajanK.:Archaeology, Principles andMethods,Tanjavur, 2002.*
- ✓ *RajanK.:UnderstandingArchaeology:FieldMethods,TheoriesandPractices,Tanjavur, 2016.*
- ✓ *RamanK.V.:Principles andMethodsin Archaeology,Madras 1976.*
- ✓ *Renfrew, C., and P. Bahn 2012. Archaeology: Theories and Methods and Practice.London: Thames and Hudson.*
- ✓ *Srivastava, K. M, NewEra of Indian Archaeology, New Delhi: Cosmo Publication,1882.*
- ✓ *SriMortimerWheeler,Archaeologyfrom theEarth,London, 1954*

InternetResources

- ✓ D.K Bhattacharya's course on Archaeology in E Pathshala https://www.youtube.com/playlist?list=PL_NvvTU1Eq82GxCQfFRnRqRctB6hizSP8
- ✓ Sharma Centre for Heritage Education (Prof Shanti Pappu): https://www.youtube.com/@sharmacentreforheritageedu5327

Activitiestodo

1. Make a trench layout of 2x2 m in the nearbyemptyarea and scientificallydig out, find out different layers, prepare field note, and a final report

2. Visit an archaeological site, if possible and participate in the excavation (Contact ASI or university 3).

Semester-VII

MIN-I(CORE-II ,P-IV)

Social Formations and Cultural Patterns of the Medieval World

(E.S-60+M.S-20+S.T-10+A.M-05+A.M-05=100)

Course Objectives

- The Course seeks to develop a historical understanding of the major developments in some parts of the Ancient and Medieval world.
- The Course provides a scope for understanding the subject of slavery in its varied dimensions in the Ancient world. One of the objectives of the course is to highlightthe interconnectedness of Greek and Roman religion, culture and society. We discuss the medieval world in the Course by analyzing the nature of European 'feudal' society and economy of the 8th to the 14th centuries.
- Explores the process of emergence of Christendom and Papacy and the2nd Order
- The objective of paper is to the making of the three orders in Medieval Europe. By studying how the European social world shaped into an intricate structure comprising powerful institutions like monarchy and the Church.
- TheCourseprovidesascopetounderstandthemedievaleconomyofWesternEurope, particularly through its agrarian dimensions and relatively newer labour systems like serfdom.
- And finally, the Course allows an undergraduate student to reflect on questions related to the emergence and spread of Islam. An enquiry into the role that it played in the transformation of a tribal identity to a Caliphal State in West Asia from the 7th to the 9th centuries widens the quest for 'training' students to understand the long-term historical processes.

Course Outcomes

- Uponcompletionofthiscoursethestudentshallbeableto:Identifythemain historical developments in Ancient Greece and Rome.
- Gainanunderstandingoftherestructuringofstateandsocietyfromtribe-basedpolities to those based on territorial identity and citizenship.
- Trace the emergence and institutionalization of social hierarchies and marginalization of dissent.
- Explain the trends in the medieval economy.

- Analyses the rise of Islam and the move towards state formation in West Asia.
- Understand the role of religion and other cultural practices in community organisation

Unit-I: Polity and Economy in Ancient Rome

4. Polity, Society and economy in Ancient Rome
5. Expansion and Crisis,-Rise and fall of Julius Caesar, Augustus Caesar,Political Expansion, Crisis of roman empire
6. Cultural Developments: literature:Vigil,Ovid,Seneca,Histories:Livy,Tacitus;Art and Architecture

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

4. Feudalism-Major Debates,Origin,Forms,Structure,Two Phases of Feudalism & its Decline
5. Agricultural Productionin Two Phases of Feudalism
6. Towns and Trade

Unit-III: Religion and Culture in Medieval Europe:

4. Medieval Church: Expansion of Christianity, Early Bishopries, Papacy at Rome, Schismin Church- Ecumenical Councils and Greta Schism between Eastern and Western Church of 1054
5. Monastic Communities: Benedictine, Dominicans, Franciscan order,Anchoress; Monasteries and Education & Health
6. Papacy: Growth of Papacy from St. Peter to Aving on Papacy

Unit-IV: Societies in Central Islamic Lands:

4. The Tribal background, Riseof Islam;Majorpillarsof Islam,expansionof Islam
5. ReligiousDevelopments:theOriginsofShariah,Ummah,IslamicJurisprudence, Sufism,
6. CulturalDevelopmentsin IslamicWorld:TarikTarditionofHistoriography,

Unit I:

This unit makes students understand the differences between the democratic forms of polity of Greek versus the roman Republican form of Government. It makes people critically analyse how the Republican institutions emerged as a checks and balances between not only institutionssuchasPlebeiancouncilandSenatebutaslargelyemergedoutoftheassertions of certain social groups. It also examines the shortcomings of the republican institutions and circumstances leading to the emergence of empire and rule of Caesars. Studnets are also acquainted with the slave mode of production and the crisis in it.

Unit II:

Christianity found its social support base from the poor and proletariat population of the Roman Empire. However, apart from the social base of Christianitywhich promised them a Kingdom of Heaven, the paper makes students understand that the spread of Christendom was also due to institution of Church. However, like other religion Christendom developed schismandsplitspreadovermanyecumenicaltypesofcouncil.Furtheritalsoexplainshow theSeasofRomebecameprimusparusstatusamongotherbisopriesandbecametheseatof Pope. The Unit also looks at the politics-religious role of Pope as well.

Unit III:

This Unit will provide a detailed understanding of European feudalism and shifts in medieval society and economy. It deals with debates on the origin of Feudalism in order to make students appreciate that there exists no divergence of opinion on the forms and structures of Feudalism. Was it a strictly legalistic, militaristic relation between lord and vassals or it is mode of production characterised byserfdom of peasants or was it characterised byChain of Dependencies? These debates on the origin as well the forms of feudalism are dealt in this unit

Unit IV

Apart from Unit II, Unit IV also deals with another Abrahmic religion, i,e Christianity.Ratherthantreatingit as an imminent religion, the riseand Islam has been explained in terms of historical contingencies of time. Further, the unit deals with key

concepts such as contractual origin of the State of Medina, the fusion of religious & political authority in the institution of Caliphate, the notion of Umma and Sultanates in the Islamic Caliphate, and the attitude of Islamic states towards non-Muslim

SuggestedText Books:

- ✓ *PerryAnderson,Passages fromAntiquityto Feudalism.*
- ✓ *MarcBloch, Feudal Society, 2Vols, Londo,various editions*
- ✓ *GorgesDuby,Riseof ThreeOrders,Chicago, Universityof ChicagoPress, 1982*
- ✓ *RogerCollins, Keepersof theKeysof Heaven:A Historyof Papacy,NewYork, 2009.*

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- ✓ *GorgesDuby,Riseof ThreeOrders,Chicago, Universityof ChicagoPress, 1982*
- ✓ *RogerCollins, Keepersof theKeysof Heaven:A Historyof Papacy,NewYork, 2009.*
- ✓ *MarshallG.SHodgson,Ventures ofIslam(ThreeVols),Chicago, 1977*

ReferenceReading:

- ✓ *J.Barrawclough,TheMedieval Papacy.*
- ✓ *CambridgeHistoryof Islam, 2 Vol.*
- ✓ *WillDurant,TheStoryof Civilization(vols.I&II).*
- ✓ *T.W. Wallbank&N.M.Bailey,Civilization–PastandPresent.*
- ✓ *R.Coulborne,Feudalismin History,*
- ✓

Internet Resources

- ✓ ***Monasticism:***

  https://study.com/academy/lesson/video/monasticism-from-st-benedict-to-cluny.html

- ✓ ***EasternandWesternSchism-https://www.youtube.com/watch?v=trMsytBdawc***

  https://www.youtube.com/watch?v=xecErbCeMW4&list=PLWfA8zVqI9oOysfzI_tM71h6fDQ0W235S&index=2

- ✓ ***Feudalism as socio-economic order***
  https://www.youtube.com/watch?v=xecErbCeMW4&list=PLWfA8zVqI9oOysfzI_tM71h6fDQ0W235S&index=2
- ✓ ***Transition from Feudalism to Capitalism:***

https://www.youtube.com/watch?v=DZiMqGEqBFc&list=PLWfA8zVqI9oOysfzI_tM71h6fDQ0W235S

Activities to do

4. GroupDiscussiononwhetherFeaturesofFeudalisminEuropearefoundinIndiaduring medieval period.

5. Re create the life of Monks

6. Watch BBC documentary on Crusades together and discuss in the class room in debate modewhethercultural/civilisationalclashbetweenIslamandwesternChristianitygoesback to Crusade time.

Semester-VIII

MAJ (CORE-I ,P-XX)

Art and Architecture in India (Upto Medieval)

(E.S-60+M.S-20+S.T-10+A.M-05+A.M-05=100)

Unit-I

1. Harappan Art & Architecture: Town planning, Bronze and Terracotta Art
2. Mauryan Art & Architecture: Rock-cutCaves, Monolithic Pillars and Stupas.
3. Sunga Art & Architecture: Stupa, Caityagriha andVihara.

Unit-II

1. Buddhist Architecture at Bharut and Sanchi.
2. Stupas a tAmaravati and Nagarjuni konda.
3. Kushana Art:Gandhara and Mathura School of Art

Unit-III

1. Rock-cut Cave Architecture of Western India, Ajanta and Ellora Caves.
2. Rock-cut Cave Architecture of Eastern India, Khandagiri andUdayagiri Caves.

Unit-IV

1. Evolution of Temple architecture of Gupta period.
2. Temple Architecture of Southern India (Chalukya,Pallavaand Chola)
3. Temples of Central India: Khajuraho.

Unit I:

After the end of this unit students will be able to know about the diversities and homogeneity in the Harappan town planning. Further, students will be able to see continuities of the Harappan life worlds into present time through the study of Harappa, which shows Yogic postures and asana

Unit II:

The students will be able to know about the technical and aesthetic aspects of Buddhist art of India and variations in them, including understanding the Buddhist art form evolved out of osmosis of different cultural tradition.

Unit III:

The third units make students understand the rich rock cult tradition of Indian art and architecture, especially of Elora, Khandagiri and Udayagiri

Unit IV:

TempleasanarchitecturalformhasvariationsacrossvariousregionsofIndia.Thisunit makes students understand these regional temple styles, its art, architecture and sculptures.

RecommendedBooks

- ✓ *P.Brown;IndianArchitecture(BuddhistandHinduPeriod),Mumbai,1997.*
- ✓ *EdithTomory;AHistoryof fine art,In India andthewest,Chennai, 2009.*
- ✓ *V.Dehejia;Indian Art,London, 1997.*
- ✓ *R.Craven;IndianArt, London, 1997.*
- ✓ *S.P.Gupta;ElementsofIndian Art, New Delhi, 2002.*
- ✓ *A.N.Parida;EarlyTemples ofOrissa, NewDelhi, 1999.*
- ✓ *K.S.Behera;TemplesofOrissa, Bhubaneswar,1993.*
- ✓ *N.S.Ramaswami; IndianMonuments, NewDelhi, 1979.*
- ✓ *Johnand Susant HuntingonArt of India,Leiden, E.JBrill, 1984*
- ✓ *T.E.Donaldson,Hindu TempleArt ofOdisha, Threevols, Leeiden*
- ✓ *CSivaramamurti.(IndianBronzes,Bombay: MargPublications1962).*
- ✓ *GeorgeMichell,(1977).TheHinduTemple:AnIntroductiontoitsMeaningandForms, New Delhi, B.I Publications*

InternetResources

1. GandharaandMathuraArt:https://www.youtube.com/watch?v=T050xO4VcUk
2. Amaravatiart:https://www.youtube.com/watch?v=GHDcxlApMpU
3. AjantaArt:https://www.youtube.com/shorts/i5hYCt7J1UM?feature=share
4. Nagara, Vesara, Dravida and Kalinga style: https://www.youtube.com/watch?v=tSHUzCkAuzI

Activitiesto

1. Study tour to Bhubaneswar to see temples, Khandagiri-Udayagiri rock cut monument and Dhauli Stupa and Asokan edicts

2. Visittoold templeofyour localityand reportonits artand architecture

Semester-VIII

MAJ(CORE-I,P-XXI)

A Short History of Contemporary Popular Cultures: Cinema &TV, Sports andCuisine

(E.S-60+M.S-20+S.T-10+A.M-05+A.M-05=100)

Popular culture refers to the aesthetic products created and sold by profit-seeking firms operating in the global entertainment market. **Today, average man spends about 10 hours watchingIPL, Premierleagueor new media like Net flix, Facebook, Instagram in his/her smart phone.** The ubiquity (that is, it is everywhere) of the mass media and our popular culture is a fascinating area of understanding and grasping. The perspective of the culture creators (for profit mass media companies, individual, filmmakers and artists) and the ctand change popular culture. Critical Theorists (who take their cue from Marx and conflict theory) say that the mass media is an industry and designed to indoctrinate and subordinate the masses (audiences) into passivity and acceptance of the capitalist mode of consumption through our popular culture consumption. On the other hand, the functionalists say that popular culture is the social glue that binds together members of that social group and creates feeling of solidarity and group cohesion. The Paper introduces to the making of four important popular cultures: Hindustani Film, New Media, Cricket and Hockey and food

Course Objectives

- The PaperdealswiththechangingworldviewsofBollywoodfilmover75yearsof India
- Itexplorestheriseof CricketasaNational Passion
- Thepapermakesstudentsappreciatetheroleofmassmediaontheirperceptionof leisure, style and ideology
- ItalsoexploresthedisplacementofindigenousfoodandemergenceofJunk food
- It explores the role of big business in the growth of popular cultures and their visible forms
- Onthecompletion ofthis coursestudentswill be able

Course Outcomes

- Tounderstand theroleof Big Businessinthe makingofpopular culture
- ToanalysethechangingtropesofBollywood cinema

- To relate the changing style, food habit and notion of leisure as a result of the popular cultures
- Tocorrelateandexplaintheimpactofnew media onhuman societies

UnitI: Hindustani cinema in colonial and post-colonial period:

i. Early film makers and their social background; form and content of early cinema; Evolution, ideology, culture and nation, Communalism and nationalism in the Post Hindustani cinema
ii. Hindustani cinema in the late 1960s: New wave cinema; Changing representations of gender, class and caste; impact of left movements like the Naxalbari uprising, and women's movements; New directors and their concerns; Growing challenges to hegemonic commercial cinema.
iii. Liberalisation and Globalisation and NRIL I few orld in Hindustani Cinema:
iv. Social, political and cultural contours of Hindustani cinema in the age ofglobalization; continuation of the new wave cinema; rising influence of the NRIs and crossover cinema

UnitII: Television & New Media in web 2.0 and making of Popular Culture

i. Chitramala
ii. Ramayana and Mahabharata: Making of a Hindu Nation, Pangs of Partition: Traumas
iii. Web2.0:Facebook,Instagram,aNarcissistic Self:

UnitIII: Sports Culture: From Akhadato IPL

i. Sports in pre Colonial Period:Akhadas in Hindu monasteries,Chaturang (Poloand other sports)
ii. From Gentlemen's Game to National Passion: Colonial Sports:Cricket,Football and Hockey
iii. Hockey:Hockey and its origin,GoldenYears of Indian Hockey,Decline and revival and Role Odisha

UnitIV:Cuisine: From paratha to Pizza: understanding regional, national and Cultural hybridism through Food

This unit will examine the multiple ways in which regional cuisineshave marked cultural and social diversity and the ways in which these have been appropriated in the process of Nation making

i. FoodandThought:AyurvedaonTypologiesoffood,FoodandItsrelationwith human thought and health
ii. Making of Regional Food Traditions: Landscape ecology and Food, Temple PrasadamandRegionalFoodCulture:StudyofJagananthTemples56Bhogas,
iii. MakingofNationalFoodCultureandglobalFood:Pizza,JunkFoodandFood MNCs in India

References

Cinemaand Internet

DissanayakeW.andK.M.GokulSingh,(1998).IndianPopularCinema,ANarrativeof Cultural Change. New Delhi : Orient Longman,

Fiske, John. (2001). Television Culture: Popular Pleasures and Politics. London: Routledge.(This edition published in the Taylor & Francis e-Library, 2001) Chap. 1, pp. 1-20

Spracklen, Karl. (2015). Digital Leisure, the Internet and Popular Culture: Communities and identities in a Digital Age. London: Palgrave Macmillan, pp. 1-52.

RanganathanMaya&UshaMRodrigues.(2010).IndianMediainaGlobalised World,Sage Publications India Pvt. Ltd.

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Vasudevan,Ravi(ed.),2000.*MakingMeaninginIndianCinema*.NewDelhi:OUP Raymond

Williams, *The Country and the City*, London: Chatto & Windus, 1973.

Rajagopal,Arvind.(2001).PoliticsAfterTelevision:HinduNationalismandtheReshaping of the Public in India. Cambridge: Cambridge University Press.

Kapur,Geeta.(2000).WhenwasModernism:EssaysonContemporaryCulturalPractice in

India. New Delhi: Tulika.

Dwyer,Rachel.(2002).CinemaIndia:TheVisualCultureofHinduFilm.NewJersey: Rutgers University Press.

RanganathanMaya&UshaMRodrigues.(2010).IndianMediainaGlobalisedWorld, Sage Publications India Pvt. Ltd

Sports:

Sen,Ronojoy(2015)NationatPlay:AHistoryofSportinIndia(ContemporaryAsiainthe World), Columbia University Press.

Gopal,MeenaandPadmaPrakash(2022)*SportsStudiesInIndia:ExpandingtheField*,Delhi: Oxford University Press.

Guha,Ramachandra;Vaidyanathan,T.G.(1994).AnIndianCricketOmnibus.India:OxfordUniversity Press.ISBN978-0-19-563427-3.

Guha,Ramachandra(2001).ThePicadorBookofCricket.India:PanMacmillan.ISBN978-0-330-39613-4.

Guha,Ramachandra(2004).ACornerofaForeignField:AnIndianhistoryofaBritish sport. Picador. ISBN978-0-330-49117-4.

Guha,Ramachandra(2005).TheStatesofIndianCricket:AnecdotalHistories.Permanent Black. ISBN 978-81-7824-108-1.

AnIndiancricketcentury(Editor,worksofSujitMukherjee,2002)

Gidén,Carl;Houda,Patrick;Martel,Jean-Patrice(2014).OntheOriginofHockey. Createspace. ISBN9780993799808.

Podnieks,Andrew;Szemberg,Szymon(2007). WorldofHockey:Celebratingacenturyofthe IIHF. Fenn Publishing. ISBN9781551683072.

Internetre sources

On Origin of Hockey:
https://archive.ph/20130418105313/http://www.eng.umu.se/e3ht02/camilla/history.htm

Food

Inglis,DavidandGimlinDebra(eds.)(2009).TheGlobalisationofFood.NewYork:Berg Publishers.

Appadurai,Arjun.(1988).'HowtoMakeaNationalCuisine:CookbooksinContemporary India', Comparative Studies in Society and History, Vol. 30, No. 1, pp. 3-24.

Ray,Utsa.(2014).*CulinaryCultureinColonialIndia:ACosmopolitanPlatterandthe Middle Class*, Cambridge: Cambridge University Press.

Bourdieu,P.1984.*Distinction:ASocialCritiqueoftheJudgementofTaste*.Boston,MA: Harvard University Press.

Semester-VIII

MAJ(CORE-I ,P-XXII)

Tribes of Odisha through Ages

(E.S-60+M.S-20+S.T-10+A.M-05+A.M-05=100)

UnitI: Defining Tribes of Odisha

1. Tribes of Odisha: Definition, Economic, social, linguistic, cultural, political Characteristics
2. Colonial Classification: Tribe versus caste, Primitive tribes,vulnerabletribe,Criminal Tribe
3. Tribes of Odisha:No.ofTribes,Demography and Distribution,Theirlinguistic diversities; Austro, Indo-Aryan and Dravidian

UnitII: Tribes in PreColonial Odisha

1. Situating Tribes in Early Historical and Early medieval Odisha:PreMauryas, Mauryas to Mandala States of early medieval Odisha,
2. Peasantisation of tribes and Proliferation ofS udracaste in early Medieval Odisha; Integration of tribal cults in Brahmanical religion: Case of Jagnnath Cult
3. Feudatory States of Odisha:Model of Kshatriyaisation of Rulers with tribal background: Case Studies of Mayurbhanj, Dhenkanal, Bonai, Keonjhar

UnitIII: Colonial Intervention in tribalLifeworlds:

1. Unquiet Forests and Hills:Diverse Contexts of triba lresistance-Colonial revenue settlements, Forest Policies , Modern timber Industryand Railways,Cultural reform
2. Study of tribal resistance: Khonds of Ghumsar,BirsaMunda,LaxmanNayak, Dharani Nayak
3. Educating Tribes through Modern Education and Health:Christian Missionaries in tribal hinterland of Odisha, Dharani Penu and Small Pox

UnitIV: Tribes of Odisha in Post Independence Period:

1. Nehruvian Era(FivePrinciples):Equality,Constitutional Protections, Affirmative Action, Tribal Sub Plan
2. Approaches to Tribes:Assimilation(Ghurye),Isolation(Elvin)andIntegration

Approach

3. Development and Tribal Displacement: Study of Niyamgiri,Gandhamardanand Kalinganagar

References:

- ✓ *Encycopaediaon theTribeofOdisha, SCST RI*
- ✓ *K.SureshSing*
- ✓ *Pati,Biswamoy(2015)theDiversitiesofTribalResistanceinColonialOrissa,1840s- 1890s Survival, Interrogation and Contests, Economic and Political Weekly,*
- ✓ *Panda,Shishir (1997)SITUATING TRIBALSIN EARLYHISTORYOFORISSA, Proceedingsof theIndianHistoryCongress, Vol.58 (1997), pp.132-138.*
- ✓ *Pati,Biswamoy.SouthAsiafromtheMargins:EchoesofOrissa(1800-2000), Machester University Press.*
- ✓ *Report of the Scheduled Areas and Scheduled Tribes Commission 1960-1961 (ChairmanU.NDhebar),NewDelhi,ManagerofPublications,Vols.IandII,1961.*
- ✓ *Pati,BiswamoyTribalsandDalits in Orissa: Towardsa Social History ofExclusion, c.1800–1950,Delhi:OUP*

Semester-VIII

MAJ(CORE-I ,P-XXIII)

Reading Historical Essays and Writings

(E.S-60+M.S-20+S.T-10+A.M-05+A.M-05=100)

Course Objectives:-

1. The course paper aims at familiarizing students with some of the popular Historicalwritings and essays by historians, social scientists and public intellectuals.
2. Tomakestudents distinguishbetweendifferentgenresofhistorical writings.

Course outcomes:-

1. Studentswillbeabletoappreciatethenatureandformsofhistoricalwritingson various aspects of the discipline of history.
2. Thestudentwilllearntoorganizetheirwritingscenteringaroundafewarguments while deliberating on a theme.

Unit-I:-Understanding History as a discipline

1. History, Science and morality : E.H.Carr.
2. Myth and Reality: D.D.Kosambi
3. The many Worlds of Indian History:Sumit Sarkar
4. Contemporary politicsand theRewriting of History in India-Romila Thapar
5. The lessons of History:Will Durant and Ariel Durant

Unit-II:-Ideology, Faithand Religion

1- Hindutva or Hind Swaraj:U.R. Anantamurthy

2- Why Iam an Atheist :Bhagat Singh

3- Three Hundred Ramayans: A.K. Ramanujam

4- Reading Freud'sFuture of anIllusion in Goa by Sudhir Kakakr

5- The Doctor and the saint:Arundhati Roy

Unit-III:-Politics, Nationalism and Modernity

1- TheNehruvian Political system and it safter math :Rajni Kothari

2- Indian National Movement:The long term dynamics: Bipin Chandra

3- The idea of Provincializing Europe: Dipesh Chakrabarty

4- Ram Mohan Royand the Break with the past: Sumit Sarkar

5- Re inventing Gandhi:S hiv Viswanathan

Unit-IV:-Visionsand Visionaries

1-Out sider within:The worlds of Verrier Elwin:RamachandraGuha

2-Why Socialism :AlbertEinstein

3-TheArgumentative Indian:AmartyaSen

4- TagoreandourTimes: JawaharlalNehru

5- TheUncolonizedmind:A Post-Colonial ViewofIndia andtheWest:Ashis Nandy

SuggestedReadingList:

- ✓ *E.H.Carr- WhatisHistory,1961, Penguin Books*
- ✓ *D.D.Kosambi -Myth and Reality*
- ✓ *SumitSarkar- WritingsocialHistory,OUP,1977*
- ✓ *RomilaThapar -Indian societyandthesecular, ThreeEssayscollective,2016*
- ✓ *TheLessonsofHistory- WillandArielDurant,Simon and ,1968,USA*
- ✓ *The Centenary Book of Tagore, - Sukamal Ghose, Modern India Press, Calcutta,1961*
- ✓ *IndiaDissents,3000yearsofdifferencedoubtandArgument,Ed.AshokVajpeyi, Speaking Tiger, 2017*
- ✓ *Indiansocietyand thesecular-RomilaThaper,ThreeEssays collective,2016*
- ✓ *Madand Divine :Spirit and Psychein themoernworld : Sudhir Kakkar*
- ✓ *TheRamachandra Guha Omnibus, R.C.Guha, OUP,2013*
- ✓ *EmpireNation:ParthaChatterjee,PermanentBlack,2010*
- ✓ *ProvincializingEurope: DipeshChakraborty, 2000*
- ✓ *DebatingGandhi :Ed A. Raghurama Raju,OUP,2006*
- ✓ *Annihilationof caste :B.R. Ambedkar*
- ✓ *BhagatSinghReader :Chaman Lal*
- ✓ *HistoryasitHappened:SelectedArticlesfromMonthlyReview(1949-1998), Compiled by B.S Ortiz and T.D Gupta, Cornerstone Publication, 2006.*

UnitI:

The students will learn to closely read some of the significant essays and readings in History and appreciate how as a discipline it engages with the past. The unit will also inculcate the habit of reading in students and they will be trained to appreciate the seminal essays in the discipline.

UnitII:

Students will read some seminal essays on contesting nature of religion, ideology, and what seem to be partisan aspects of history writing.

UnitIII:

With this unit students will learn to read closely some of the seminal contributions in the perspectives to understand the modern nation-state.

UnitIV:

This unit will introduce essays on the interdisciplinary nature of the discipline by asking students to engage with contributions from Anthropology and Psychology and thereby appreciating the aspects of different milieu of the inquiries regarding the past.

InternetResources

1. Canwereadhistoricaltextsmeaningfully?https://stanforddaily.com/2021/04/05/opinion-can-we-read-historical-texts-meaningfully/
2. On the Reading of Historical Texts
https://journals.sagepub.com/doi/10.3102/00028312028003495
3. What is the Benefit of Reading History Books?
https://popularhistorybooks.com/2021/11/19/whats-the-benefit-of-reading-history-books/**Activities to Do**

1. Collectiveand personalreadingofthetextsand discussions.

2. Teacherwillmakeclose readinggroupswheretheywillguidestudentstoworktogetheron atextinsmallgroups.Studentswillalsobe asked towriteshortsummaries ofallthereadings and do short reviews of each essay and readings.

Semester-VIII

MIN-III(CORE-II ,P-V)

History of India-III (circa750-1206)

(E.S-60+M.S-20+S.T-10+A.M-05+A.M-05=100)

Course Objective:

- They can acquire knowledge about the society, economy and culture in early medieval India and can gather knowledge towards the Arabs Conquest of Northern part of India from this paper.
- Knowledge about the religious and Cultural changing scenarios especially impact Bhakti cult and Tantricism.
- With its focus on multiple historiographical approaches to various issues of historical significance during this period, the course will also apprise students of the divergent ways in which historians approach, read and interpret their sources.
- The paper debates about urban decay and emergence of new kind of cities in early medieval

Course Outcomes

- Understandthe newperiodisation andits basis
- criticalanalysisoftherelationbetweenpoliticalrealmandreligiousrealm
    - interrelationbetweeneconomy,society,polityandcultureinthemakingofvernacular region
- Debatestheemergenceofmedievalsocialorder,includingconditionofpeasantry
    - Discusses the nature of brahmanical social order and relations with law books which reinforced an andro-centric brahmanical social order
    - Explain, in an interconnected manner, the processes of state formation, agrarian expansion, proliferation of caste and urban as well as commercial processes.
    - Discuss the major currents of development in the cultural sphere, namely bhakti movement, Puranic Hinduism, Tantricism, architecture and art as well as the emergence of a number ‘regional’ languages.

Unit–I:Studying EarlyMedieval India:Political Structures

5. Sources of early medieval and Debates on early Medieval
6. Evolution of Political structures:Rajputs,TripartiteStruggleandCholas
7. Legitimization of Kingship;BrahmanasandTemples,TirthasandCourtlyculture
8. Issues of Islam Rule:Arab conquestofSindh

Unit-II: SocialandEconomicProcesses:

4. AgriculturalExpansion:forest-dwellers,peasantsand landlords
5. ProliferationofCastes: VarnaJatis, Peasantisation of tribes.
6. TradeandCommerce:UrbanCentres,Inter-regionalTrade,Maritime Trade and Forms of Exchange, Ayyavole, Manigrama Guilds

Unit-III:Religious & Cultural Developments:

4. PuranicTraditions&Vajrayana Buddhism
5. IslamicIntellectualTraditions:Al-Biruni
6. Regional Languages and Literature

UnitIV:Cultural Strands:Art,Architecture and religion

4. Evolution of Regionalstyles :Kalingan andDravidian style of TempleArchitecture
5. TantricSaiva and SaktaTradition:KashmirSaivim
6. Bhaktism and Issue of Monism and Dualism:Alvars&Nayanars of SouthIndia; Sankara, Ramanuja, Madhava

Unit I:

The early medieval period is nowadays considered to be a distinct period in the periodisation of the Indian History. It was during this period that vernacular regions like Karnataka, Andhra, Odisha, Banga emerged as distinct cultural zones. The unit deals with Feudalism Model, Integrative Model and Segmentary Model of R.S. Sharma, Hermann Kule & B.D Chattopadhyaya and Burton Stein respectively. It tries to make students aware that Arab Invasion of Sindh did not mark a rupture from ancient India; rather changes in the social, economic and political sphere started emerging from the post Gupta period, the process of which was further accelerated in this period.

Unit II:

This unit looks at the proliferation of Jatis, the tribe and caste continuum, peasantisation of tribesandvariationincastesystemswithintheframeworkofChaturvanainIndiaasaresult of the spread of brahmanical-Puranic religion.

SuggestedText Books:

- ✓ *B.D.Chattopadhyaya,TheMakingofEarlyMedievalIndia,Delhi:OUP,1994*
- ✓ *R.S.SharmaandK.M.Shrimali,(eds),ComprehensiveHistoryofIndia,Vol.IV(A&B).*
- ✓ *D.N.Jha,(2000).'Introduction',TheFeudalOrder:State,SocietyandIdeologyin Early MedievalIndia, (ed.),D.N.Jha,Delhi:Manohar, pp.1-60.*
- ✓ *HermannKulke,andRothermund(eds),StateinIndia(1000-1700),Delhi,OUP, 1997*
- ✓ *DerrylN.MacleanReligionandSocietyinArabSind.Leiden:E.J.Brill.(ChapterII: 'Conquest and Conversion', pp. 22-82,1989*
- ✓ *K.A.NilakanthaSastri,TheColas,Delhi, OUP,*
- ✓ *Hermann Kulke,, Kesavapany & Sakhuja, (Eds.) (2009). Nagapattinam to Suvarnadvipa:ReflectionsontheCholaNavalExpeditionstoSoutheastAsia, Singapore: Institute of Southeast Asian Studies.*
- ✓ *R.Champakalakshmi(1996).'FromDevotionandDissenttoDominance:TheBhakti of the Tamil Alvars and Nayanars', in Tradition, Dissent and Ideology, ed. R. Champakalakshmi & S. Gopal, pp. 135-63. New Delhi: Oxford University Press.*
- ✓ *H.KulkeandB.P.Sahu,(2018).HistoryofPrecolonialIndia:IssuesandDebates, Delhi: Oxford University Press, Part II.*
- ✓ *M.G.S.Narayanan,andK.Veluthat.(2000).'BhaktiMovementinSouthIndia',inThe Feudal*

Order: State, Society and Ideology in Early Medieval India, ed. D.N. Jha, pp. 385-410.

- ✓ *, R.C. Majumdar ed. History and Culture of the Indian People: The Struggle for Empire.Bombay:BharatiyaVidyaBhawan.RelevantpartisChapterXV('Language and Literature'), pp. 297-397.*
- ✓ *VijayNath,PuranasandAcculturation:AHistorico-AnthropologicalPerspective, New Delhi, 2001.*
- ✓ *ManuDevadevan, A Prehistory ofHinduism, Delhi, De Gryueter*

InternetResources

6. ShivaMantramarga:https://www.youtube.com/watch?v=QusnazlA1RU

7. IntroductiontoesotericBuddhism: https://www.youtube.com/watch?v=5T2se0-_EWc
8. India- A Sacred Geography by Diana Eck: https://www.youtube.com/watch?v=JcMMDaFzyEU
9. PurushottamakshetramahatmyaofSkandaPurana: https://www.youtube.com/watch?v=oSn2c3ywpKg
10. Feudalism : https://www.youtube.com/watch?v=PjMVQr4Qcaw&list=PLNsppmbLKJ8KB9BAenzBGCEpD2KEaMgiY&index=67

Activities

2. Visit an old temple of your locality, document various activities of the temple; Identify economic, social, religious, political and cultural dimension of temple. Identify the major festivalsofthetempleandcatchmentofpilgrims.Preparereportofthetempleintheclass room

Visit,ifpossible,theBuddhistSiteofDiamondTriangleofOdisha.Trytoanswerwhy there were so many Buddha, Bodhisattva , gods and goddesses in Vajrayana Buddhism