

SYLLABUS FOR POST-GRADUATE

PROGRAMME IN HISTORY

(Master of Arts Examination)

Under

CHOICE BASED CREDIT SYSTEM (CBCS)

With

LEARNING BASED OUTCOMES

2023-24,2024-25

PG DEPARTMENT OF HISTORY

M.P.C. AUTONOMOUS COLLEGE

TAKHATPUR, BARIPAD-757003

FIRST SEMESTER

Course Code	Titles of the Paper	Credit	Mid Sem	End Sem	FM
C.C.-101	ANCIENT CIVILIZATIONS	04	20	80	100
C.C.-102	HISTORIOGRAPHY	04	20	80	100
C.C.-103	WORLD HISTORY (1500-1900)	04	20	80	100
C.C.-104	TWENTIETH CENTURY WORLD (1900-1945)	04	20	80	100
C.C.-105	TWENTIETH CENTURY WORLD (1945-2000)	04	20	80	100

SECOND SEMESTER

Course Code	Titles of the Paper	Credit	Mid Sem	End Sem	FM
C.C-201	MEDIEVAL SOCIETIES	04	20	80	100
C.C-202	CULTURAL HERITAGE OF INDIA	04	20	80	100
C.C-203	HISTORY OF FAR EAST	04	20	80	100
C.C-204	INDIAN HISTORIOGRAPY	04	20	80	100
C.C-205	HISTORY OF SCIENCE AND TECHNOLOGY IN INDIA	04	20	80	100

THIRD SEMESTER

Course Code	Titles of the Paper	Credit	Mid Sem	End Sem	FM
C.C-301	APPLICATION OF HISTORY IN TOURISM	04	20	80	100
C.C-302	RESEARCH METHODOLOGY	04	20	80	100
C.C-303	CULTURAL HISTORY OF ODISHA	04	20	80	100
C.C-304	CONSTITUTIONAL AND ADMINISTRATIVE HISTORY OF INDIA (1757-1947)	04	20	80	100
C.C-305	OPEN ELECTIVE COURSE(OEC) HISTORY OF INDIA (EARLY TIMES TO 1750)	04	20	80	100

FOURTH SEMESTER

Course Code	Titles of the Paper	Credit	Mid Sem	End Sem	FM
C.C-401	NATIONALIST MOVEMENT IN INDIA	04	20	80	100
C.C-402	ECONOMIC HISTORY OF INDIA(1757-1947)	04	20	80	100
C.C-403	SOCIO-CULTURAL HISTORY OF INDIA (1757-1947)	04	20	80	100
C.C-404	INDIA SINCE INDEPENDENCE	04	20	80	100
C.C-405	DESSERTATION/PROJECT WORK	04	25(VIVA-VOCE)	75(PROJECT WORK)	100

SEMESTER – I
C. C. – 101
Ancient Civilizations

Objectives:

The paper highlights the evolution of earth, species and their habitats. It also deals with the knowledge of metals and specialization of craft making. It also throws light on various world civilizations viz. Egyptian Civilization, Sumerian Civilization, Babylonian Civilization, Harappan Civilization etc. It deals with the characteristics of the Rigvedic Civilization, Later Vedic Civilization and Technological Developments in China, Polity and Culture of Greek Civilization and Republic and Culture of Roman Civilization.

Unit – I

1. Evolution of the Earth and origin of Species
2. Paleolithic Phases: Hunters and gatherers, Tools
3. Neolithic Phases: Food Production – Agricultural Settlements, knowledge of metals, Craft Specialization

Unit – II

1. Egyptian Civilization: Political Development, Art and Architecture , Religion, Literature
2. Sumerian Civilization: Society, Art and Architecture, Religion
3. Babylonian Civilization: Law Codes, Administration , Religion

Unit – III

1. Harappan Civilization : Origin , Extent , Characteristics, Decline
2. Rig Vedic Civilization : Social and Political institutions, Religion and Philosophical ideas
3. Later Vedic Civilization : Literature – Puranas , Samhitas, Changes brought in social, religious and political order, Varnashrama

Unit – IV

1. Chinese Civilization: Polity, Society, Technological Development
2. Greek Civilization: Polity, Society and Culture
3. Roman Civilization: Roman Republic , Society and Culture

Learning Outcomes:

At the end of the course the students will be able to trace the origin of the group of people known as the first modern humans and identify the time and place in which people lived. They will be able to discuss and define the technological development during Neolithic Age, identify specific examples of Egyptian, Sumerian, Babylonian, Harappan and the Vedic civilization of India and their art of writing, architecture and literature etc.. They will be able to describe the impact of these elements on human culture.

Books/References

1. H.A. Davies – An outline History of the World
2. H.S. Baghela – World Civilizations
3. J.E. Swain – A History of world Civilizations
4. Burns, Ralph, Lerner, Meacham – World Civilizations (Vol. A B C)
5. R.L. Greaves – Civilizations of the World
6. Rakesh Sharma – Ancient and Medieval Societies, Delhi 2020
7. Harihar Panda- History of World Civilizations
8. Manoj Sharma- World Civilizations
9. R.S.Sharma – India’s Ancient Past
10. Chittaranjan Satpathy – History of India
11. Srivastav and Majumdar – World Civilizations

SEMESTER – I

C. C – 102

Historiography

Objectives:

The paper deals with the definition, nature, scope and importance of historical methods and the traditional history writings viz. Greco-Roman Traditions, Medieval understanding, Modern Historiography, Theories and Approaches of History. It also analyses the historicity of sources, materials and its use.

Unit – I

1. Definition, Nature, Scope, Object and Value of History
2. History and Auxiliary Sciences: Archaeology, Geography, Anthropology, Sociology
3. History and Other disciplines: Economics, Philosophy, Politics

Unit – II

1. Greco – Roman Traditions: Herodotus, Thucydides, Polybius, Livy and Tacitus
2. Medieval Tradition: Western – St. Augustine, Arabic – Ibn Khaldun

Unit – III

1. Modern Historiography: Positivist / Scientific – Vico, Comte, Ranke
2. Theories of History: Hegel, Toynbee, Collingwood

Unit – IV

Approaches to History: Colonial, Nationalist , Marxist , Subaltern.

Books/References

1. B. Sheik Ali – History : Its Theory And Methods
2. E.H. Carr- What is History
3. R.G. Collingwood – The Idea of History
4. E. Shreedharan – A text book of Historiography
5. Webster – An introduction to History and Methods

6. N. Subramaniam – Historiography
7. K. Rajayan – History: Its Theory and Methods
8. Surjeet Book Depot - Historiography
9. K.L. Khurana – Concepts and Methods of Historiography
10. Tej Ram Sharma – Historiography

Learning Outcomes:

The paper outcomes with the theoretical understanding of History and different aspects of Historiography, It educates the academicians on different traditional historical writings and the relation of History with other auxiliary sciences.

SEMESTER – I

C. C. – 103

World History (1500 – 1900)

Objectives:

The paper deals with the transition of socio-religious condition from the medieval orthodoxy to the modern Renaissance. Consequently, the American Revolution and French Revolution led the emergence of the era of revolution and the rise of Napoleon Bonaparte. The paper also deals with the rise of Nationalism in Italy and Germany as well as the Democratic Parliamentary Reforms. It also analyses the Industrial Revolution in Europe, rise of Capitalism, Socialism and Imperialism.

Unit – I

1. Renaissance
2. Reformation in Europe
3. American Revolution (1776) and Constitution : Its nature and significance

Unit – II

1. French Revolution: Causes and Impact
2. Era of Napoleon: Rise, Achievements and Failure
3. July Revolution of 1830, February Revolution of 1848

Unit – III

1. State Building in Germany and Italy
2. British Democratic Policies: Parliamentary Reforms of 1832, 1867 and 1911
3. Industrial Revolution in England: Causes and Impact

Unit – IV

1. Growth of Capitalism, Rise of Socialism and Working Class Movements
2. Imperialism and Colonialism: England and Germany
3. Colonial Expansion: Exploitation of New World, Trans – Atlantic Slave Trade

Learning Outcomes:

The paper resulted with the emergence of revolutionary movements, notion of nationalism and liberation all over Europe. It highlights the parliamentary reforms and the scientific revolution of the time. It enlightened the era of revival of old antiquity along with modern trend of Capitalism, Socialism and Imperialism.

Books/References

1. H. A. Fisher – History of Modern Europe
2. Will Durant – The Story of Civilizations (Vol. I&II)
3. F. Rice – The Foundation of Early Modern Europe
4. David Thomson – Europe since Napoleon
5. A. J. Toynbee – Study of History
6. K. L. Khurana – World History
7. V. D. Mahajan – History of Modern Europe
8. S. P. Nanada – History of Modern world
9. C. D. Hazen – Modern Europe upto 1945

SEMESTER – I
C. C. – 104
Twentieth Century World (1900 – 1945)

Objectives:

The paper deals with the period from First world war to second world war. It includes the Paris Peace Conference, League of Nations and several security conference. It discusses Economic Depression, New Deal, economic and political aspects of Russian Revolution, rise of Totalitarianism and National and foreign policies of different countries. It deals with the Problem of Disarmament and Policy of Appeasement which led to another world war.

Unit – I

1. First World War: Origin, Nature , Consequences
2. Paris Peace Settlement: Treaty of Versailles
3. League of Nations: Organization, Function, Achievements and Failure

Unit – II

1. Search for Security: Washington Conference, Locarno Pact, Kellogg – Briand Pact
2. Economic Depression and New Deal
3. Rise of Totalitarianism: Fascism in Italy and Nazism in Germany

Unit – III

1. Rise of Nationalism, Vietnam War
2. Rise of Arab World, Palestine Problem
3. Foreign Policy: USA, UK , USSR

Unit – IV

1. Problem of Disarmament
2. Spanish Civil War: Causes, Impact on Europe
3. The Second World War: Origin , Course , Consequences

Learning Outcomes:

The paper deals with the political and diplomatic changes in the two world war era. Academicians get the privilege to know about economic evolution, political and diplomatic

upheaval of the time. The era of Non-Armament and the Policy of appeasement is also known to the readers.

Books/References

1. A. K. Sen - International Relations Since 1919
2. K. B. Keswani – International Relations in Modern World
3. E. H. Carr – International Relations between the two World Wars
4. Garden Green Wood – The Modern World – A History of our Times
5. S. P. Nanda – Modern World
6. U. Sharma – International Relations
7. K .L. Khurana – World History
8. P. Calvecoressi – World Politics Since 1945

SEMESTER – I

C. C. – 105

Twentieth Century World (1945 – 2000)

Objectives:

The paper deals with the organization of post-world war era like the UNO and NATO. It discusses the revival of Western European and Eastern European relationship through different plans and pacts. The paper also deals with the DÉTENTE, SALT-I, SALT-II, Globalization and the disintegration of USSR. It also analyses the issues of West Asia Regional Security Alliances and India's Foreign Policy.

Unit – I

1. UNO: Formation, Objectives, Structure
2. UNO: Major Crisis – Congo, Cyprus, Korea

Unit – II

1. Cold War : Origin , Phases , Effects
2. Post war Europe : Marshall plan and Truman Doctrine , NATO – Structure , Objectives
3. Soviet Union & Eastern Europe : Warsaw Pact , Soviet Intervention in Hungary (1956) and Czechoslovakia (1968)

Unit – III

1. Berlin Crisis , Cuba Crisis
2. Détente (1969 – 79) : SALT – I and SALT – II
3. Reforms of Gorbachev and Disintegration of the USSR

Unit – IV

1. Issues of West Asia : Arab – Israel Conflict , Palestine Problems and PLO
2. Regional Security Alliance : Non – Aligned Movement, ASEAN , SAARC
3. Globalization : Economic and Political Implications

Learning Outcomes:

The paper highlights the philosophy and theology of Christianity and their contribution towards societal and economic expansion. It also resulted with agricultural and commercial relations. It educates the students on the evolution and development of Medieval Urban Centers.

Books/References

1. Daniel R. Brower – The World in Twentieth Century
2. K. B. Keswani – International Relations in Modern World
3. P. M. Bell – The World since 1945: An International History
4. N. C. Chatterjee – History of Middle East
5. Norman Lowe – Mastering World History
6. Peter Lane – Europe Since 1945
7. Peter V. Lonsmans – World Politics since 1945

SEMESTER – II
C. C. - 201
Medieval Societies

Objectives:

The paper deals with the crisis of Roman Empire, achievements of Julius Caesar including the moral and philosophical ideas of the medieval religions such as Christianity and Islam and its impact on human societies. It also highlights the Economic Expansion in Europe during High Ages. It discusses the agrarian structure and relation including trade and commerce and development of towns and cities.

Unit – I

1. Teachings, Essence and Impact of Confucianism on Chinese Society
2. Teachings, Essence and Impact of Taoism on Chinese Society
3. Zoroastrianism and Mithraism: Impact on Eastern and Western thinking

Unit –II

1. Christianity – Teachings and causes of Spread
2. Medieval Church - Monastic Community, the Papacy
3. Crusades – Causes and Consequences

Unit – III

1. Islam – Rise, Teachings and causes of Spread
2. Islamic Society – Contributions, Legacy
3. Bhakti Movement in India – Role of Kabir, Nanak and Sri Chaitanya

Unit – IV

1. Feudalism – Origin, Growth, Features and Decline
2. Economic Expansion during High Middle Ages in Europe
3. Trade and Commerce, Industrial Production, Urban Development and Town Life

Learning Outcomes:

The paper highlights the philosophy and theology of Christianity and their contribution towards societal and economic expansion. It also resulted with agricultural and commercial relations. It educates the students on the evolution and development of Medieval Urban Centers.

Books/References

1. M. M. Posten – Medieval Economy and Society
2. J. E. Swain – A History of World Civilizations
3. Abbas – Civilization in Islam
4. Will Durant – The story of Civilizations (Vol. I&II)
5. Srivastav and Majumdar – World Civilizations
6. Manoj Sharma – World Civilizations
7. Vikash Bhattacharjee – World Civilizations
8. V. D. Mahajan – Medieval India

SEMESTER – II
C. C. - 202
Cultural Heritage of India

Objectives:

The paper deals with the sources to construct the historicity throughout the era. It highlights the evolution of epic literatures and religious movements. The paper has focused on temple architecture, religious trends, education, folklores and performing arts. It also deals with the cultural contribution of the religious reform movements and philosophies of modern India.

Unit –I

1. Sources – Archaeological, Literary and Foreign Accounts
2. Vedic Age – Society, Polity, Literature and Religion
3. Religious Movements – Jainism, Buddhism : Impact on Society and Religion

Unit – II

1. Mauryan Empire – Ashoka and his Dhamma, Development Stupa and Chaitya , Culture
2. Gupta Age - Society, Culture, Art and Literature
3. Culture of the Sangam Age

Unit – III

1. Indo – Islamic Culture – Literature, Art and Architecture, Sufi and Bhakti Movement, Impact on Society
2. Mughal Age – Cultural Development, Religion: Din-i-Ilahi
3. Medieval Art and Architecture – Taj Mahal, Red Fort, Fatehpur Sikri

Unit – IV

1. Socio – Religious Reform Movements: Brahmo Samaj , Arya Samaj , Theosophical Society
2. Philosophy of Ramakrishna Paramhansa and Swami Vivekananda
3. Growth of Modern Education

Learning Outcomes:

The paper educates the students about the richness of the Indian culture during the ancient period. It focused the basic concepts associated with different aspects of socio-cultural life of the above mentioned period and also to know the Hindu religious movements, customs, traditions, languages, literature, art and architecture. It also focused on the culture of Hindu society and its influence on other contemporary civilizations. It also analyses the emergence of the Mauryan and Gupta empires during the Classical Age in India. Students will be able to identify and analyse the Buddhist and Vedic (Hindu) faiths.

Books/References

1. A. L. Basham(ed) – Cultural History of India
2. B. R. Alchin – The birth of Indian Civilization
3. Cultural Heritage of India-Bharatiya Vidya Bhavan Series (Vol. I & II)
4. Romila Thapar – Ancient Indian Social History
5. Satish Chandra – Medieval India (Vol. I & II)
6. Dillip M. Menon – Cultural History of Modern India
7. V. D. Mahajan – Ancient India
8. J. L. Mehta – Medieval India

SEMESTER – II
C. C. - 203
History of Far East

Objectives:

The History of Far East deals with the Political, Social and Economic affairs of China and Japan along with different diplomatic treaties to rule over Asian Continent. It focuses on the features of European interaction and relation with China and Japan during the World Wars. It also deals with the growth of Communism and the establishment of People's Republic of China. It also evaluates Cultural Revolution of China and constitutional movement of Japan.

Unit – I

1. Political , Social and Economic Condition of China Under the Manchus
2. European Interaction with China : Opium Trade , First Opium War and Treaty of Nanking , Second Opium War – Treaty of Tientsin , Taiping Rebellion
3. First Sino – Japanese War and Treaty of Shimonoseki , Hundred Days Reform , Boxer Movement , Career and Achievements of Sun - Yat – Sen

Unit – II

1. China and the First World War , Failure of the Kuomintang Government under Chiang - Kai – Shek , Manchurian Crisis
2. Birth and Growth of Communism in China, Conflict between Communists and Kuomintang 1921 – 1945, Sino –Japanese War-1937, Civil War -1945 – 49
3. Foreign Policy of the People’s Republic of China

Unit – III

1. Opening of Japan – Meiji Restoration Reforms of Meiji Era , Constitution of 1889
2. Anglo - Japanese Alliance 1902, Russo – Japanese War-1904 -05, Treaty of Ports Mouth, Japanese Hegemony in Far East and occupation of Korea

3. Japan and First World War- Japan in Paris Peace Conference

Unit – IV

1. Political and Economic Development of Japan (1895 – 1939) , Constitutional Government , Economic Development – Industrial Growth , Agricultural Development, Foreign Trade
2. Japan and Second World War (1939 – 1945) and Surrender of Japan
3. Post war Japan , Japan under American occupation, Democratization , Demilitarization , Socio – Economic reforms

Learning Outcomes:

The Paper educates the students about the historical scenario of China and Japan. The paper also resulted with the Political, Social and Economic lifestyle and the diplomatic treaties. The revolution of cultural institutions are also analysed in the paper.

Books/References

1. S. L. Roy – A History of the Far East
2. Harold M. Vinacke – History of the Far East in modern times
3. Harsh V. Pant – The Rise of China
4. James Murdock – History of Japan
5. A. K. Singh – History of Far East in modern times

SEMESTER – II
C. C. - 204
Indian Historiography

Objectives:

The paper deals with the religious and secular literary sources of writing Ancient Indian History. It also discusses medieval literary sources to construct the socioeconomic and political development under Islamic rule. It also explains the Nineteenth and Twentieth century understanding of Colonial and Nationalist schools. It discusses the writings of contemporary historians and their way of depiction of the recent historical trends.

Unit – I

Ancient Historiography

1. Jaina and Budhhist Texts
2. Harshacharita of Banabhatta
3. Rajatarangini of Kalhana

Unit – II

Medieval Historiography

1. Kitab-ul -Hind of Alberuni
2. Zia-ud-Din Barani and Didactic History
3. Baburnama , Ain-i-Akbari

Unit – III

19th – 20th Century Historiography

1. R. G. Bhandarkar
2. K. M. Panikar
3. Jadunath Sarkar
4. R. C. Majumdar

Unit –IV

Contemporary Historiography

1. D. D. Kosambi
2. RomilaThapar
3. Irfan Habib
4. Bipan Chandra

Learning Outcomes:

After the completion of the paper the students will be able to understand the Indian historiographical trends and the sources vividly. It discusses the understanding and approaches of Indian History writings. The paper educates the students on the contemporary developments on the Indian History writings.

Books/References

1. C. H. Philip (Ed)-Historians of India, Pakistan, Ceylon
2. E. Shreedharan – A Text Book of Historiography
3. R. C. Majumdar & A. L. Srivastav -Historiography
4. S. P. Sen -Historians and Historiography of Modern India
5. S. A. Khan -History and Historians of British India
6. Surjeet Book Depot – Historiography
7. K. L. Khurana – Concepts and Methods of Historiography

SEMESTER – II

C. C. - 205

History of Science and Technology in India

Objectives:

The paper deals with the development of Science and Technology throughout the historical era. It discusses the sources and development of Astronomy, Agriculture, Textile and Mining Technology. It also highlights the response of Indians towards Scientific Knowledge. It also shows the contribution of Indian scientists. It also adds the post Colonial evolution of Nuclear energy and Defence Researches in India.

Unit – I

Ancient India

1. Origin and development of Technology
2. Growth of Agricultural Technology
3. Development of Science and Astronomy – Aryabhata , Varahamihira

Unit – II

Medieval India

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

Unit – III

Colonial India

1. Early European Scientists in Colonial India – Surveyors, Botanists and Doctors under the East India Company
2. Indian Response to Scientific Knowledge
3. Contribution of J. C. Bose, P. C. Ray and C. V. Raman

Unit – IV

Post Colonial India

1. Development of Agriculture and food technology
2. Nuclear Energy In India
3. Defence Researches in India

Learning Outcomes:

The paper educates the students regarding the technological innovations in India throughout the year. It analyses the technology on astronomy, agriculture, textile and mining. It educates the Indian response towards scientific knowledge and post-Colonial evolution of Nuclear energy.

Books/References

1. A. K. Biswas – Science in India
2. B. R. Nanda(ed) – Science and Technology in India
3. D. M. Bose – Concise History of Science in India
4. Debiprasad Chattopadhyay – History of Science and Technology in India
5. S. N. Sen – Scientific and Technical education in India
6. Deepak Kumar – Science and the Raj

SEMESTER – III

C. C. - 301

Application of History in Tourism

Objectives:

The paper deals with the importance of tourism as well as its association with the historical aspects of tourism. Different types of historical sites, events, archaeological sites, monuments, architecture and museums of national importance were chosen. It gives importance to the cultural aspect of tourism like religious centers, tourist places, fairs and festivals. It also deals with the policy planning, organization and management of tourism.

Unit – I

1. Concept, Definition and Characteristics of Tourism, Types of Tourism
2. Historical sites of National importance: Dhauri, Ayodhya and Mahabalipuram
3. Archaeological sites of National importance: Saranath, Sisupalgarh and Hampi

Unit – II

1. Monuments of National importance: Taj Mahal, Red Fort, Caves of Khandagiri and Udaygiri
2. Architecture of National importance: Ajanta, Konark and Sanchi Stupa
3. Museums of National importance: National Museum New Delhi, Salarjung Museum Hyderabad and Indian Museum Calcutta

Unit – III

1. Religious Centers of National importance: Puri, Rameswram, Dwarka and Badrinath
2. Tourist Places of National importance: Mount Abu, Amritsar and New Delhi
3. Fairs and Festivals: Kumbha Mela, Ratha Yatra and Dhanu Yatra

Unit – IV

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

4. Visiting Historical Sites

Learning Outcomes:

The paper is based on the importance of tourism and relates the historicity of events, sites, monuments, museums and architectural values. It educates the students about the religious centers and the related fairs and festivals. It also analyses the policy, planning, functional aspects and management of the tourist places. Visiting different historical sites has been also focused.

Books/References

1. Ram Acharya – Tourism and Cultural Heritage of India
2. S. Puja – Great Monuments of India
3. Negi – Travel Agency and Tour operation: Concepts and Principles
4. Sethi – Nature and Scope of Tourism
5. M. P. Beibaruah – Fairs and Festivals of India
6. Rhode, Biswal – Tourism and Management

SEMESTER – III

C. C. – 302

Constitutional and Administrative History of India (1757 – 1947)

Objectives:

The paper aims to introduce the students with the constitutional and administrative History of India with special references to Regulating Act of 1773, Pitt's India Act of 1784 and Proclamation of Queen Victoria. It also deals with Morley-Minto Reform Act of 1909, Montague-Chemsford Act of 1919 and Indian Independence Act of 1947. It also aims at Central Legislature, Provincial Legislature and Salient features of Indian Constitution.

Unit – I

1. Regulating Act, 1773
2. Pitt's India Act, 1784
3. Govt. of India Act, 1858 and Proclamation of Queen Victoria

Unit – II

1. Indian Council Act, 1892
2. Morley Minto Reform Act, 1909
3. Montague Chemsford Act, 1919

Unit – III

1. Simon Commission, Nehru Report
2. Govt. of India Act, 1935
3. Indian Independence Act, 1947

Unit – IV

1. Growth of Central Legislature
2. Growth of Provincial Legislature
3. Salient Features of Indian Constitution

Learning Outcomes:

After the completion of the course students will be able to understand the evolution of the Constitutional History of India under the British era. They will get to know about different Reform Acts of India, Indian Independence Act of India as well as the salient features of Indian constitution.

Books/References

1. A. C. Banarjee – The Constitutional History of India (Vol. I & II)
2. G. N. Singh – Indian Constitutional and National Development
3. L. N. Srivastav – A simple Book of Constitutional Development and Indian Constitution
4. M. V. Pylee – Constitutional Development of India
5. S. R. Bakshi – British Administrative Policy in India

SEMESTER – III
C. C. - 303
Cultural History of Odisha

Objectives:

The paper deals with the historicity of Odishan society and cultural value. Mostly it explains the growth and impact of Jainism, Buddhism, Saivism and Shaktism in Odisha. There is also an evolution of religious life and its impact on society. The paper also reveals the characteristics of the new style of architecture named Kalingan style of architecture. It also deals with the maritime activities of Odisha, spread of English education and Odia Movement.

Unit – I

1. Growth and Impact of Jainism and Buddhism in Odisha
2. Growth of Saivism and Saktism in Odisha

Unit – II

1. Jaina Art and Architecture – Udaygiri and Khandagiri
2. Buddhist Art – Dhauri , Ratnagiri and Lalitgiri
3. Temple Architecture – Jagannath Temple and Lingaraj Temple

Unit – III

1. Mahima Cult and Jagannath Culture in Odisha
2. Islam and its impact on Odisha
3. Bhakti Movement in Odisha

Unit – IV

1. Maritime Activities – Contact with South East Asia
2. Spread of English Education
3. Odia Movement – Madhusudan Das , Gopabandhu Das

Learning Outcomes:

The paper educates the students about the growth and impact of Jainism, Buddhism, Saivism and Shaktism in Odisha. It also highlights the Kalingan style of temple architecture. It also educates the students with maritime activities, spread of English education and Odia Movement in Odisha.

Books/References

1. P. K. Mishra(Ed) – Comprehensive History and Culture of Odisha
2. Vidya Dehejia – Early Stone Temples of Odisha
3. M. N. Das(Ed) – Sidelights of History and Culture of Odisha
4. K. C. Mishra – The Cult of Jagannath
5. J. K. Samal – Odisha under the British Crown

SEMESTER – III
C. C. - 304
Research Methodology

Objectives:

The paper deals with the Sources of Historical writings such as Primary and Secondary Sources, Objectivity and Bias in History, critical methods of Historical Research. The paper also focuses on the selection of a topic, preparation of Synopsis, Research problem, Objectives, Review of Literature and concluding remarks. It also highlights the Grouping of Facts, collection of Data, Historical Criticism, Analysis and interpretation and Causation in History. The paper also gives thorough idea on Qualitative and Quantitative Research, Foot notes, References and Bibliography.

Unit – I

1. Sources of Historical writings – Primary and Secondary Sources
2. Objectivity and Bias in History
3. Critical Methods of Historical Research

Unit – II

1. Selection of a Topic
2. Preparation of Synopsis – Research Problems, Objectives, Review of Literature, Hypothesis , Concluding remarks
3. Grouping of Facts

Unit – III

1. Collection and Selection of Data
2. Historical Criticism, Analysis and interpretation
3. Causation in History

Unit – IV

1. Qualitative and Quantitative Research
2. Foot notes and References

3. Bibliography

Learning Outcomes :

The paper outcomes with the methodological understanding of History in a specific manner. The students will be able to understand the Historical writings such as Primary and Secondary Sources, Objectivity and Bias in History, preparation of Synopsis, Research problems, Review of Literature and concluding remarks. It also educates the students on Grouping of Facts, Collection of Data, Historical Criticism, Analysis and Interpretation and Causation in History. It exposes the idea of research area, representation in History and the challenges of writing History.

Books/References

1. B. Sheikh Ali – History : Its Theory and Methods
2. E. H. Carr – What is History
3. E. Shreedharan – A Text Book of Historiography.
4. Webster – An introduction to History and Methods
5. G.T. Renier – History : Its Purpose and Methods
6. S. K. Bajaj – Research Methodology in History
7. S. Dasgupta – Methodology of Social Sciences Research
8. K. A. Chitnis – Research Methodology in History
9. R. K. Majumdar - Research Methodology in History
10. Surjeet Book Depot – Historiography
11. K. L. Khurana–Concepts and Methods of Historiography

SEMESTER – III

OEC – 305

History of India – I (Early Times to 1750)

Objectives:

The paper is designed to familiarise the students with the reconstruction of Ancient Indian History. It helps them to construct original historical agreements based on primary source materials. The aim of the course is to educate the students about the society, polity and administration of ancient India. It focuses on early medieval Society, Economy and Culture. It also educates the students with economy, religion and culture of India and to identify the administrations of the Mauryans, the Guptas and the Mughals. The Mughal art and architecture are also focused.

Unit – I : Reconstructing Ancient Indian History

1. Sources of Ancient Indian History
2. Vedic Age: Society, Polity and Culture
3. Buddhism and Jainism: Principles and impact

Unit – II : Polity and Administration

1. The Mauryan Empire: Conquest and Administration
2. Gupta Society and Culture
3. Gupta polity : Conquest and Administration – Samudra Gupta

Unit – III : Early Medieval Society, Economy and Religious Ideas

1. Society
2. Trade and Commerce -700 C.E.-1200 C.E.
3. Bhakti Movements in India: Kabir, Nanak, Sri Chaytanya

Unit – IV : India under the Mughals

1. Mughal Administrative Institutions : Zabti, Mansab and Jagir
2. Religious Tolerance: Sulh- i-kul
3. Mughal Art and Architecture

Learning Outcomes:

After the completion of the course the students will be able to understand different sources of ancient Indian History. The students will produce their own historical analysis of documents and develop the ability to think critically and historically when discussing the past. They will be able to understand the major changes in Political, Social, Economic, Religion and Cultural fields of India.

Books/References:

1. Upendra Singh - History of Ancient and Early Medieval India
2. Romila Thapar - The Early India
3. Irfan Habib - Medieval India
4. R. S. Sharma - India's Ancient Past
5. S. A. A. Rizvi, Wonder that was India, Vol. II, Rupa
6. C. Satpathy-History of India
7. J. L. Mehta -History of Medieval India
8. A. L. Basham (Ed)-Cultural History of India
9. V. D. Mahajan – Ancient India

SEMESTER – IV

C. C. - 401

Nationalist Movement in India

Objectives:

The paper highlights the British Imperialism and the opposing conceptualization of Indian Nationalism and consciousness in 19th century India. It deals with the emergence of the Indian National Congress along with Swadeshi movement and Revolutionary Nationalism. The Revolt of 1857 inflamed the Home Rule Movement and the Gandhian era led movements in 20th century. The paper also analyses the rise of peasant and tribal movements, the emergence of Indian Capitalist classes and the Communal groups like Muslim League and Hindu Mahasabha. It also deals with the Two Nation Theory and Partition and Independence of India.

Unit – I

1. British Imperialism in India: Stages and effects of Colonialism
2. The Revolt of 1857 : Causes , Nature and Consequences
3. Growth of National Consciousness

Unit – II

1. Formation of Indian National Congress and work of early Nationalists
2. Partition of Bengal and Swadeshi Movement
3. Rise of Extremism , Revolutionary Phases

Unit – III

1. Rise of Gandhian Politics – Champaran , Kheda , Ahmedabad and Rowlat Satyagraha
2. Non-Cooperation movement Civil Disobedience movement and Quit India Movement – Nature , Programme , and impact
3. Subash Bose and the INA

Unit – IV

1. Peasant and Tribal Movements – Indigo Rebellion , Santhal Movement

2. Communal Rift – Muslim League , Hindu Mahasabha
3. Two Nation Theory –Partition and Independence

Learning Outcomes:

The paper outlines the concept of Nationalism and consciousness of 19th century India under British Imperialism. It highlights the contribution of INC and other revolutionary organizations to propagate the notion of Nationalism. It enlightens the students about the Capitalists classes and contribution of the communal groups towards the theory of Partition and Independence of India.

Books/References

1. A. R. Desai – Social Background of Indian Nationalism
2. Bipan Chandra – India's Struggle for Independence
3. Sumit Sarkar – Modern India 1885-1947
4. Rakhahan Chatterjee – Working Class and the National Movement
5. S. P. Nanda – Modern India
6. B. L. Grover- A New Look into Modern India
7. K. L. Khurana – Modern Indian History
8. Bipan Chandra – Communalism in Modern India

SEMESTER – IV
C. C. - 402
Economic History of India

Objectives:

The paper deals with different approaches of economic history, Indian agricultural policies and British Land Revenue system towards Indian subcontinent. The de-peasantization, de-industrialization, rise of working-class movements, transportation facilities and commercialization of agriculture are the consequences of the British economic policies. The debate of Drain of Wealth, Free Trade and development of Banking System are also a part of the paper.

Unit – I

1. Economic condition of India on the eve of the British Rule
2. Agricultural Policy under the British and its impact – Urbanization of Indian Economy and Commercialization of Agriculture
3. De-peasantization

Unit – II

1. British Land Revenue System –Permanent Settlement, Ryotwari Settlement and Mahalwari Settlement
2. British Commercial Policy and its effect
3. Drain of Wealth

Unit – III

1. Famines in India and the British Policy
2. Development of means of Transport and Communication
3. Development of Modern Indian Industries

Unit – IV

1. Trade Policy and its impact on Indian Economy
2. Internal and External Trade

3. Banking and Credit System

Learning Outcomes:

The paper elucidates different approaches of the economic history of British India in 18th and 19th century. Theory of de-peasantization, de-industrialization and working class movements are studied in the paper. It also educates the students about the modern form of Banking System, Free Trade and Drainage of Wealth from the colonies to the colonialist states.

Books/References

1. Amiya Bagchi – Colonialism and Indian Economy
2. Dharma Kumar(Ed) – The Cambridge Economic History of India
3. Tirthankar Roy – The Economic History of India (1857 – 1947)
4. B. Chatterjee – Trade, Tariffs and Empire : Lancashire and British Policy in India (1919-1939) Oxford University Press – 1992
5. D. Peers – India under Colonial Rule 1700 – 1885
6. S. P. Nanda – Economic History of India
7. H. C. Roychoudhury – Economic History of India
8. Chopra, Puri, Das - Economic History of India (Vol. II)

SEMESTER – IV

C. C. - 403

Socio-cultural History of India (1757 – 1947)

Objectives:

The paper highlights the condition of Indian society on the eve of the British rule with special references to Caste system, Untouchability, Status of women, Polygamy and Human Sacrifice. It discusses the activities of the Christian Missionaries the Colonial response towards Indian Press, awakening among the Muslims and Socio-Religious Reform Movements in India. The paper also deals with Social Legislations during 19th and 20th century, development of language and literature, Lower caste movement and the Non-Brahmin movements under the British era.

Unit – I

1. Indian Society on the eve of British Rule: Caste System , Untouchability , Status of Women – Sati, Female infanticide, Celibacy of widows, Polygamy and Human Sacrifice
2. Activities of Christian Missionaries
3. Growth of Press in modern India

Unit – II

1. Awakening among the Muslims: Aligarh Movement
2. Socio-Religious Reform movements: Arya Samaj, Brahma Samaj, Ramakrishna Mission and Theosophical Society
3. Abolition of Infanticide and Human Sacrifice

Unit – III

1. Social Legislations during 19th and 20th Century
2. Spread of English Education In India
3. Development of Language and Literature : Hindi , Bengali and Odia

Unit – IV

1. Lower Caste Movement – Jyotiba Phule and B. R. Ambedkar

2. Sri Narayan Guru Movement in Kerala
3. Non-Brahmin Movements in Tamilnadu : Periyar, E. V. Ramaswamy

Learning Outcomes:

The paper educates the students about the socio-cultural trends of modern India. It also focuses on Indian society on the eve of British rule. It educates the students on the Indian press, awakening among the Muslims and socio-religious reform movements in India. It also focuses on the existing caste discourses and human sacrifices along with women and human sacrifices.

Books/References

1. Kenneth Jones – Social and Religious Movements in Modern India
2. V. Geetha & S. V. Rajadurai – Towards a Non-Brahmin Millennium
3. Susan Baglay – Caste, Society and Politics in India from the 18th Century to Modern Age
4. S. K. Mitra – Resurgent India
5. D. A. Low – Congress and the Raj
6. Ravindra Kumar – Essays on Social History of Modern India
7. B. L. Grover – A New Look into Modern Indian History
8. S. P. Nanda – History of Modern India
9. Chopra, Puri, Das – Socio-Cultural History of India Vol. III

SEMESTER – IV

C. C. - 404

India Since Independence

Objectives:

The paper deals with the socio-political scenario of India after independence that includes the making of Indian constitution, Integration of Princely states and Linguistic organization of the states. It also deals with India and Non-Aligned movement, Indo-Pak relations, Sino-Indian relations, Zamindari abolition, Bhoodan movement, Nehruvian era and Liberalization of Economy. Mandal commission, Hindu code bill, Women Reservation Bill and Women Empowerment were also discussed in the paper.

Unit – I

1. Making of the Indian Constitution
2. Integration of Princely States
3. Linguistic Reorganization of the States

Unit – II

1. India and Non-Aligned Movement
2. Indo-Pak Relations (1947-1971), Sino-Indian Relations
3. Role of India in the Common Wealth and UNO

Unit – III

1. Land Reforms : Zamindari Abolition , Bhoodan Movement
2. Indian Economy during Nehruvian era
3. Globalization of Indian Economy

Unit – IV

1. Mandal Commission and its impact
2. The Dalit Movements : Recent Socio-Political Trends
3. Indian Women since Independence: Hindu Code Bill, Women Reservation Bill and Dowry agitation

4. Women Empowerment in India since 1947 to Present day

Learning outcomes:

After the completion of the course, the students will be able to understand the Post-Independent socio-political atmosphere which include the making of Indian constitution, Linguistic reorganization of states, Integration of princely states. The Indo-Pak relations, Sino-Indian relations, role of India in the Common wealth and UNO, Zamindari abolition, Bhoodan Movements are studied in this paper. It also discusses about the Mandal commission and its impact and the role of Women in Post-Colonial India.

Books/References

1. Ramchandra Guha – India after Gandhi
2. B. P. Singh – India and Economic Policy in Nehruvian Era
3. Bipan Chandra – India Since Independence (1947 – 2000)
4. Anupama Rao – The Caste Question: Dalits and the Politics of Modern India
5. V. Ananth Krishan – India since Independence

SEMESTER-IV

C. C. – 405

Dissertation/Project work

- A.** Every student shall have to do Project work/Dissertation under the supervision of a teacher (preferably regular) of the department concerned.
 - B.** The dissertation topic and the name of the supervisor shall be assigned to the students by the Head of the Department in consultation with other teachers of the department during the 3rd semester to enable the students to plan and carry out the work and complete the same before the commencement of 4th semester examination.
 - C.** The distribution of marks is as follows:
75 marks for dissertation write-up or project work and 25 marks for presentation and viva voce. However, consolidated marks out of 100 shall be reflected in the mark sheet and that to be submitted to the CoE accordingly.
 - D.** The dissertation must be typed in one side of A4 Size papers and model thesis/write up shall not be less than 5000 words.
 - E.** The thesis/ write up shall be based on the basic standard steps of Research Methodology.
 - F.** The date of the presentation/viva voce shall be notified by the HoD in consultation with CoE.
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