

# **CURRICULUM FRAMEWORK**

**For**  
**M.A. History**  
**Postgraduate Programme**

**2023**



**DEPARTMENT OF HISTORY**  
**B.J.B. AUTONOMOUS COLLEGE**  
**BHUBANESWAR – 751014**

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# **1. About the M.A. History Programme**

The M.A History Programme of the B.J.B. Autonomous College has been designed with learning objectives and outcomes and aims at offering a general framework within which postgraduate History teaching will be organised. It serves the goals of responding to the needs of students to grow as competent, self-reflective learners with relevant academic and professional skills and to prepare them as contributors to the growing discipline as per the local, regional, national, and global need. The programme has been designed with the objective to develop in-depth knowledge of students in frontier areas of history and methods, so that they are able to use the knowledge to study the changing and growing aspects in the subjects. The course has a strong focus on theoretical, applied, practical and scientific research skills and trains students to meet personal, local, regional, national, and global needs. This framework is intended to help maintaining the standards of teaching, its periodic review against graduate and post graduate attributes, qualification descriptors, program learning outcomes and course level learning outcomes. It is viewed in the spirit of innovation in teaching-learning process and adopted according to local conditions, regional priorities, national and global needs along with the availability of the expertise.

Looking at the diversity and complexity of the subject and diversified students' background along with subject dynamism, the curriculum is developed considering various aspects such as: -

- i.** Entry level expectations of students coming from various colleges, universities and institutions and their socio-economic background.
- ii.** General expectations from a post graduate programme.
- iii.** The changing profile of the post graduate students under rapidly changing and innovation in the concerned and allied subject.

Keeping the above aspect in mind the proposed outcome-based curriculum, has been adapted to the local, regional, and linguistic diversities with the changing academic scenario and conditions. Further, the learning outcome has been framed with a projected scope based on the extent of academic facilities available (e.g., availability of faculty and their expertise, resources, and opportunities for field training).

## **2. Nature and Extent of the Programme**

The M.A. History Programme is of two years duration. Each year is divided into two semesters. The total numbers of semester are four. The teaching and

learning in the B.A. History Programme will involve theory classes (lectures) and tutorial classes.

The curriculum will be taught through formal lectures with the aid of power-point presentations, audio and video tools and other teaching aids can be used as and when required. There are additional requirements in certain courses for documentaries, cinema, field and archival work, visits to museums and project work, which can be taken care along with regular teaching and tutorials.

### **3. Postgraduate Attributes in History**

On completion of the course students are expected to have acquired the skills of critical thinking, rational enquiry, effective communication, and exploring the relationship between the past and the present while remaining sensitive to the larger historiographical debates that is important in the study of human society and knowledge of the archives used by different historians in their research. The attributes expected from the graduates of B.A. History Programme are:

1. Knowledge of our History and Heritage through which significant developments in the history of the Indian subcontinent from earliest times up to the period after independence, and recent past.
2. Familiarity with the History and the process of development in other parts of the world as well as certain other societies, during the same era.
3. Ability to carefully read a complex historical narrative, evaluates its deployment of evidence, and understand its argument as well as critically analyse the same.
4. Ability to identify patterns of change and continuity with regards to issues of contemporary significance over long durations as well as across diverse geo-cultural zones.
5. Sensitivity to different socio-cultural issues and their acquaintance with the historical developments.
6. Respect for National ethos, human values, and ideals constitutional values.
7. Capability to assume leadership roles and apply the above-mentioned analytical abilities in various other non-familiar contexts.
8. Develop respect for our Heritage and culture and understand the strength of diversity of our country.
9. Possess skills of the academy in using information from varied sources, displaying analytical ability, knowledge of context and ability to marshal evidence into a coherent argument.

10. Possess the knowledge of the academy and its demands for referencing and display of independent reasoning.
11. Know the dangers of plagiarism.

#### **4. Qualification Descriptors for the M.A. Degree Programme in History**

Upon successful completion of the course, the students receive a M.A. degree in History. M.A. History graduates of this department are expected to branch out into different paths seeking spheres of knowledge and domains of professional work that they find fulfilling. They will be able to demonstrate knowledge of major historical work and the ability to provide an overview of scholarly debates relating to History. This will establish a platform over which the student can pursue higher studies in History. It is expected that besides the skills specific to the discipline, these wider life skills of argumentation and communication, attitudes and temperaments, and general values inherent in a discipline that studies human beings in their social context, in all its complexity, ultimately enable learners to live rich, productive, and meaningful lives. The list below provides a synoptic overview of possible career paths provided by an undergraduate training in history:

1. Administrative Assignments
2. Foreign Assignments for building International Relations
3. Journalism and Media
4. Policy Making and Governance
5. Public Life and People's Representation
6. Social Work and Social Cause
7. Archives, Museum & Archaeological research
8. Teaching and Research

#### **5. Programme Learning Outcomes (PLOs)**

The Programme Learning Outcomes (PLOs) of the B.J.B. Autonomous College focus on various aspects of knowledge and skills that prepare students for further study, employment, and citizenship. Therefore, the M.A. History PG programme of the B.J.B. Autonomous College has been designed with the objective to develop in-depth knowledge of students in frontier areas of concerned subject and seeks to achieve the following:

- PLO1.** To learn a basic narrative of historical events in a specific region of the world in a specific time frame.
- PLO2.** To articulate factual & contextual knowledge of specific places & times, to make careful comparisons (across time, space & culture).
- PLO3.** Promote the skills required like critical thinking and objective understanding for becoming a scientific historian.
- PLO4.** To provide the students with ample opportunities to build their careers.
- PLO5.** To enable the students to develop their skills related to competitive examinations.
- PLO6.** To make the student select a career in historical research.
- PLO7.** Recognize their own multiple identities, experiences, and biases and how these affect their ability to perceive past.
- PLO8.** Actively seek, evaluate, and, when appropriate, incorporate feedback.
- PLO9.** Evaluate and reflect on their actions and modify as necessary.

## 6. COURSE MAPPING

Semester	Paper Code	Paper Name	Programme Learning Outcome (PLO)								
			1	2	3	4	5	6	7	8	9
I	C-1.1.1	Historical Theories and Methods			✓		✓	✓	✓	✓	✓
	C-1.1.2	Ancient Societies and Medieval World (Part I)	✓	✓	✓	✓	✓	✓		✓	✓
	C-1.1.3	Ancient Societies and Medieval World (Part II)	✓	✓	✓	✓	✓	✓		✓	✓
	C-1.1.4	Cultural Heritage of India	✓	✓	✓		✓	✓	✓	✓	✓
	C-1.1.5	History of Odisha – Part I (from early times to 1568)	✓	✓	✓	✓	✓	✓	✓	✓	✓
II	C-1.2.6	Modern World (c. 1500-1900)	✓	✓	✓	✓	✓	✓		✓	✓
	C-1.2.7	20 <sup>th</sup> Century World – Part I (1900-1945)	✓	✓	✓	✓	✓	✓		✓	
	C-1.2.8	History of Odisha – Part II (1568-1948)	✓	✓	✓	✓	✓	✓	✓	✓	✓
	C-1.2.9	History of China and Japan	✓	✓	✓	✓	✓	✓		✓	
	C-1.2.10	Major Trends in Indian Historiography			✓		✓	✓	✓	✓	✓
III	C-2.3.11	History of Science and Technology in India	✓	✓	✓		✓	✓		✓	
	C-2.3.12	History of Odisha – Part III (Cultural Strands)	✓	✓	✓	✓	✓	✓	✓	✓	✓
	S-2.3.13	Constitutional History of India (1757-1947)	✓	✓	✓	✓	✓	✓		✓	
	S-2.3.14	Nationalist Movement in India	✓	✓	✓	✓	✓	✓	✓	✓	✓
	S-2.3.15	Economic History of India (1757-1947)	✓	✓	✓	✓	✓	✓	✓	✓	
IV	C-2.4.16	20 <sup>th</sup> Century World – Part II (1945-2000)	✓	✓	✓	✓	✓	✓		✓	
	C-2.4.17	Environmental History of India	✓	✓		✓	✓			✓	✓
	S-2.4.18	Socio-Cultural History of India (1757-1947)	✓	✓	✓	✓	✓	✓	✓	✓	✓
	S-2.4.19	India since Independence (1947-2000)	✓	✓	✓	✓	✓	✓	✓	✓	✓

\*NB: C – Core Paper; S – Specialisation Paper.

## 7. Programme Structure and Evaluation Scheme

The programme consists of twenty (20) papers (including one dissertation). Each core, specialisation paper and the dissertation will have maximum of 100 marks with 4 credits. The distribution of marks for assessment and evaluation is follows:

- i. 30 marks will be assessed and evaluated by a mid-semester examination.
- ii. 70 marks will be assessed and evaluated by the end-semester examination.

The duration of the end-semester examination of each paper will be 3 hours.

## 8. Semester Schedule; Credit and Mark Distribution

The course shall spread over 4 semesters with each semester having five papers as follows:

Semester	Paper Code	Paper Name	Credit	Total Marks (Mid+End)
<b>I</b>	<b>C-1.1.1</b>	Historical Theories and Methods	4	100(30+70)
	<b>C-1.1.2</b>	Ancient Societies and Medieval World (Part I)	4	100(30+70)
	<b>C-1.1.3</b>	Ancient Societies and Medieval World (Part II)	4	100(30+70)
	<b>C-1.1.4</b>	Cultural Heritage of India	4	100(30+70)
	<b>C-1.1.5</b>	History of Odisha – Part I (from early times to 1568)	4	100(30+70)
	<b>Total</b>			<b>20</b>
<b>II</b>	<b>C-1.2.6</b>	Modern World (c. 1500-1900)	4	100(30+70)
	<b>C-1.2.7</b>	20 <sup>th</sup> Century World – Part I (1900-1945)	4	100(30+70)
	<b>C-1.2.8</b>	History of Odisha – Part II (1568-1948)	4	100(30+70)
	<b>C-1.2.9</b>	History of China and Japan	4	100(30+70)
	<b>C-1.2.10</b>	Major Trends in Indian Historiography	4	100(30+70)
	<b>Total</b>			<b>20</b>



<b>III</b>	<b>C-2.3.11</b>	History of Science and Technology in India	4	100(30+70)
	<b>C-2.3.12</b>	History of Odisha – Part III (Cultural Strands)	4	100(30+70)
	<b>S-2.3.13</b>	Constitutional History of India (1757-1947)	4	100(30+70)
	<b>S-2.3.14</b>	Nationalist Movement in India	4	100(30+70)
	<b>S-2.3.15</b>	Economic History of India (1757-1947)	4	100(30+70)
	<b>Total</b>			<b>20</b>
<b>IV</b>	<b>C-2.4.16</b>	20 <sup>th</sup> Century World – Part II (1945-2000)	4	100(30+70)
	<b>C-2.4.17</b>	Environmental History of India	4	100(30+70)
	<b>S-2.4.18</b>	Socio-Cultural History of India (1757-1947)	4	100(30+70)
	<b>S-2.4.19</b>	India since Independence (1947-2000)	4	100(30+70)
	<b>D-2.4.20</b>	Dissertation	4	100(30+70)
	<b>Total</b>			<b>20</b>
<b>Grand Total</b>			<b>80</b>	<b>2000</b>

**\*NB: C – Core Paper; S – Specialisation Paper; D – Dissertation.**

## 9. Detailed Syllabus

### SEMESTER – I

#### Paper: C-1.1.1

#### Historical Theories and Method

**Objectives:** This paper deals with the meaning, scope and importance of historical methods and the traditional history writings, i.e., Greco-Roman traditions, Medieval understanding, Scientific history, Total history. The section also deals with the preliminary ideas in the proposed area of research, explanation and presentation in history and the generalisations in history writing.

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

1. Definition, Nature, Scope, Objective and Value of History
2. History and its Auxiliary Sciences – Archaeology, Geography, Anthropology
3. History and its Allied Disciplines – Philosophy, Politics, Literature

#### Unit-II: Ancient and Medieval Historical Writings

1. Greek Traditions – Herodotus, Thucydides
2. Roman Historians – Livy, Tacitus
3. Medieval Understanding: Western – St. Augustine, Arabic – Ibn Khaldun

#### Unit-III: Modern Historical Writings

1. Scientific History – Ranke, Collingwood, Marx
2. Total History – Marc Bloch, Lucian Febver, Fernand Braudel

#### Unit-IV: Historical Methods

1. Causation in History
2. Objectivity and Bias in History
3. Generalisation in History

**Learning Outcomes:** The paper examines the methodological understanding of history in a specific manner. It acquits the students on different traditional historical writings and scientific history writings. It exposes the ideas of research area, representation in history and the challenges of writing in history.

**Reading List:**

1. B. Sheik Ali, *History: Its Theory & Methods*.
2. E. H. Carr, *What is History?*
3. E. Sreedharan, *A Textbook of Historiography*, Orient Longman.
4. G. T. Reiner, *History: Its Purpose and Method*.
5. J. B. Bury, *The Ancient Greek History & Progress in History*.
6. K. Rajayyan, *History: Its Theory & Method*.
7. M. Aymard and H. Mukhia (eds.) *French Studies in History* vols. I & II, Orient Longman, 1989.
8. Marc Bloch, *The Historians Craft*.
9. N. Subramanian, *Historiography*.
10. R.G. Collingwood, *The Idea of History*.
11. Romila Thapar, *Past and Prejudice*, NBT, New Delhi, 1975.
12. S. Manickam, *History and Historical Methods*.
13. Webster, *An Introduction to History and Method*.

**Paper: C-1.1.2****Ancient Societies and Medieval World (Part I)**

**Objectives:** This paper deals with the evolution of human society, and transformation of ancient civilizations viz., Egypt, Mesopotamia, Greece, and Rome. It also highlights the democratic and republican form of government of Greek and Roman Civilization respectively.

**Unit-I: Egyptian Civilisation**

1. Geography
2. Polity
3. Culture

**Unit-II: Mesopotamian Civilisation**

1. Sumerian – Society, Art and architecture, Religion, Scientific innovations
2. Babylonian – Administration, Law codes, Religion, Education
3. Assyrian – Geography, Polity and Culture

**Unit-III: Ancient Greece**

1. Athenian Democracy
2. Society
3. Culture

#### **Unit-IV: Ancient Rome**

1. Roman Republic, Empire
2. Society
3. Agriculture, Trade and Commerce

**Learning Outcomes:** Student will acquire knowledge about the evolution of human society, and transformation of ancient civilisations like Egypt Mesopotamia, Greece, and Roman. They can acquire knowledge about the origin, features, nature, and class composition of various societies. They can compare to each and other among the several societies of the world.

#### **Reading List:**

1. H. A. Davies, *An Outline History of the World*, London, 1969.
2. H. Neil & M. C. Willam, *A World of History*, Oxford, New York, 1907.
3. H. R. Hall, *Ancient History of the Near East*, 1932.
4. J. E. Swain: *A History of World Civilization*, McGraw Book, New York, 1938, reprint, S. Chand, New Delhi, 2000.
5. Will Durant, *Story of Civilization* (first 3 volumes).
6. L. Doleposte, *Mesopotamian Civilisation*.
7. Moret, *The Nile and Egyptian Civilisation*.
8. R. L. Greaves et al, *Civilizations of the World*.
9. T. Dhanakoty & N. Subramanian, *Man and his works: An Introduction to Universal History*, Chennai, The National Publishing Company, 1956.
10. V. Gordon Childe, *What happened in History*, Penguin, 1967.

#### **Paper: C-1.1.3**

#### **Ancient Societies and Medieval World (Part II)**

**Objectives:** The course paper deals with the decline of Roman Empire, Byzantium empire, evolution of Christianity, origin and growth of Islam and origin and growth of Feudal society in Western Europe.

#### **Unit-I: Late Roman Empire**

1. Social Structure
2. Economy
3. Decline

#### **Unit-II: Religion and Culture in Medieval Europe**

1. Medieval Church

2. Monastic Orders
3. Spread of Christianity

### **Unit-III: Societies in Central Islamic Lands**

1. Background to the Rise of Islam
2. Teachings of Prophet Muhammad
3. Spread of Islam

### **Unit-IV: Feudalism in Europe**

1. Origins of Feudalism
2. Forms and Structures of Feudalism
3. Feudalism – Phases and Decline

**Learning Outcomes:** Students will develop knowledge about the world of Byzantium. They will also understand the origins of Christianity and causes behind its spread in Europe. Students will learn about the rise of Islam in Arabia, reasons behind the success and spread of Islamic spread and fusion of religious and political authority in Caliphate and the challenges to it. The paper will also make the students learn about the origin and growth of Feudal society in Western Europe.

### **Reading List:**

1. Georges Duby, *The Early Growth of the European Economy: Warriors and Peasants from the Seventh to the Twelfth Century* (Ithaca,1974).
2. Georges Duby, *The Three Orders: Feudal Society Imagined* (Chicago: University of Chicago Press, 1980).
3. J. E. Swain: *A History of World Civilization*, McGraw Book, New York, 1938, reprint, S. Chand, New Delhi, 2000.
4. Marc Bloch, *Feudal Society*, 2 vols. (Chicago,1961).
5. Marc Bloch, *Land and work in Medieval Europe*.
6. Maurice Dobb, *Studies in the Development of Capitalism*.
7. M. M. Posten, *Medieval Economy and Society*.
8. Rodney Hilton, ed. *The Transition from Feudalism to Capitalism*.
9. *The Cambridge History of Islam*. Cambridge University Press, Cambridge. 2010 (relevant volumes).
10. *The Cambridge History of Christianity*. Cambridge University Press, Cambridge. 2008-10 (relevant volumes).
11. Will Durant, *The Story of Civilization* (relevant volumes).

**Paper: C-1.1.4**  
**Cultural Heritage of India**

**Objectives:** The paper Cultural Heritage of India discusses the sources to construct the historicity throughout the era. It highlights the evolution of epic literatures and religious movements. The paper focused temple architecture, religious trends, education, folklores and performing arts.

**Unit-I: Concept of Bharatvarsha**

1. Understanding of Bharatvarsha
2. Physical Features
3. Unity in Diversity

**Unit-II**

1. Harappan Culture
2. Culture of the Vedic Age
3. Sangam Age: Sangam Literature, Society and Culture

**Unit-III**

1. Religious Movements – Jainism and Buddhism
2. Mauryan Empire – Culture, Development of Stupa and Chaitya, Asoka and his Dhamma
3. Gupta Age – Society and Culture, Style of Temple Architecture, Art, Literature, Development of Science and Technology.

**Unit-IV**

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

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

to analyse the emergence of the Mauryan and Gupta empires during the “classical age” in India and identify and analyse the Buddhist and Vedic (Hindu) faiths. They will also learn about the religious conditions of the medieval period and the prevalent art and architecture of this period as well.

### **Reading List:**

1. A. L. Basham (ed), *Cultural History of India*, OUP, New Delhi, 2011.
2. B.R. Alchin, *The Birth of Indian Civilization*, 1968.
3. *The Cultural Heritage of India*, The Ramakrishna Mission Institute of Culture, Vol. I-VI.
4. Dilip M. Menon, *Cultural History of Modern India*, 2012.
5. J. Auboyer, *Daily Life in Ancient India*, 1965.
6. Meenakshi Kanna, *Cultural History of Medieval India*, Social Science Press, 2007.
7. Radha Kumud Mukerji, *The Fundamental Unity of India*.
8. Romila Thapar, *Ancient Indian Social History*, Orient Longman Pvt. Ltd., 2010.
9. Romila Thapar, *The Cultural Past*, OUP.
10. *The History and Culture of the Indian People*, vol. I-VII, Bharatiya Vidya Bhavan Series, Mumbai.
11. Satish Chandra, *Medieval India*, Vols. I-II, Har-Anand Publications, New Delhi.

### **Paper: C-1.1.5**

#### **History of Odisha – Part I (from early times to 1568)**

**Objectives:** This paper discusses the study of sources for the reconstruction of early Odisha history. The aim is to graph the historical geography of Ancient Odishan territories. It also explains Kalinga war and the Mauryan administration. The paper also deals with the career and achievements of Kharavela and the contribution of other regional dynasties. It highlights the political administration, economy, and cultural significance of Sailodbhavas, Bhaumakaras and Somavamsis. Lastly, it explains the expansion of the regional kingdom of Kalinga under the Imperial Gangas and Suryavamsi Gajapatis and its subsequent decline.

#### **Unit-I**

1. Sources of history of Odisha
2. Prehistoric Culture of Odisha
3. Historical Geography - Kalinga, Utkala, Kosala, Kongoda

## Unit-II

1. Mauryan rule in Odisha – Kalinga War and Mauryan Administration
2. Chedi rule in Odisha – Military and Cultural achievements of Kharavela
3. Minor Dynasties – Matharas, Early Gangas; Hiuen Tsang's account of Odisha

## Unit-III

1. Sailodbhavas of Kongoda Mandala
2. Bhaumakaras of Tosali – Achievement of women rulers
3. Somavamsis of Dakshina Kosala – Origin & growth, Achievements of Yayati I and Yayati II

## Unit-IV

1. Imperial Gangas – Achievements of Anantavarman Chodaganga Deba and Narasimha Deba I
2. Suryavamsi Gajapatis – Achievements of Kapilendra Deba, Purushottama Deba and Prataprudra Deba
3. Downfall of the medieval Odishan Empire

**Learning Outcomes:** The paper highlights the geographical identity of ancient Odisha and the socio-cultural history of the time. It educates the students about the historical narration of Kalingan War and political atmosphere of the era of Kharavela. The Somavamsis and the Bhaumakaras also contributed to the administrative, economy, and cultural milieu of Odisha. It also educates the students about the Ganga dynasty. The paper analyses the political history of Suryavamsis and factors that led to the decline of the medieval regional kingdom of Odisha.

## Reading List:

1. Acharya, Paramanand, *Essays in History, Culture, Archaeology of Orissa*.
2. A. P. Sah, *Life in Medieval Orissa*.
3. A. C. Pradhan, *A Study of History of Orissa*.
4. A. Easchmann et al(eds). *The Cult of Jagannath and the Regional Traditions of Orissa*, Mahohar, New Delhi, 1978.
5. Basa, Kishor and Mohanty, Pradeep (ed) (2000) *Archaeology of Orissa, Delhi: Pratibha Prakashan*. 2 Vols.
6. Bina Kumari Sarma, *The Somavanshis of Odisha*, Punthi Pustak.
7. Das, M. N. (ed) (1977) *Sidelights on History and Culture of Orissa*, Cuttack: Vidyapuri
8. N. K. Sahu, *Kharavela*.



9. N. K. Sahu, *Utkal University History of Orissa*.
10. P. Mukherjee, *The History of the Gajapati Kings of Orissa*, Kitab Mahal, Cuttack.
11. Panda, Shishir Kumar (1991). *Medieval Orissa: A Socio-Economic Study*, Delhi Mittal.
12. Panda, Shishir Kumar (1995). *The state and statecraft in medieval Orissa under the later eastern Gangas (A.D. 1038-1434)*, Calcutta: K. P. Bagchi
13. R. D. Banarjee, *History of Orissa*, 2 Vols.
14. S. N. Rajguru, *The History of The Gangas*, 2 Vols.
15. U. K. Subuddhi, *The Bhaumakaras of Odisha*, Punthi Pustak.

## **SEMESTER – II**

**Paper: C-1.2.6**

**Modern World (c. 1500-1900)**

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

### **Unit-I**

1. Renaissance and Reformation in Europe
2. Major ideas of Enlightenment
3. American Revolution (1776) and making of the US Constitution – Its causes and significance, Abolition of Slavery

### **Unit-II**

1. French Revolution (1789) – Causes and Impact
2. Era of Napoleon – Rise, Achievements and Fall
3. Congressional System

### Unit-III

1. Nineteenth Century European Revolution – July Revolution (1830), February Revolution (1848)
2. Nationalism – State Building in Germany and Italy.
3. British Democratic Politics – Parliamentary Reforms of 1832, 1867, 1911

### Unit-IV

1. Industrial Revolution in England and Germany
2. Growth of Capitalism, Rise of Socialism and Working-Class Movements
3. Imperialism and Colonialism – English and German

**Learning Outcomes:** The paper will help students learn the causes that resulted in 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 also highlights the ideas of enlightenment and the of revival of old antiquity along with modern trend of capitalism, socialism, imperialism.

### Reading List:

1. C. A. Fisher, *History of Modern Europe*.
2. C. M. D. Ketelbey, *History of Modern Times since 1789*, OUP, 2009.
3. David Thomson, *Europe since Napoleon*, Pelican Books, 1985.
4. Edward Mac Nall et al, *Western Civilization – Their History and their Culture*, W. W. Norton & Company, Inc New York, 1963.
5. F. Rice, *The Foundation of Early Modern Europe*.
6. Hill, Christopher, *A Century of Revolutions*.
7. Hilton, Rodney, *Transition from Feudalism to Capitalism*.
8. Hobsbawm, Eric J. (1990). *Nations and Nationalism since 1780: Programme, Myth, Reality*. Cambridge: Cambridge University Press.
9. Hobsbawm, Eric J. (1990). *Age of Revolution, Age of Capital, Age of Imperialism*, Delhi: Rupa & Co.
10. Kaushik, R. P. *Significant Themes in American History*.
11. Maurice Dobb, *Transition from Feudalism to Capitalism*.
12. Phukan, Meenaxi. *Rise of the Modern West: Social and Economic History of Early Modern Europe*. Trinity Press Pvt. Ltd. 2012
13. Seaman LCB (1980/1955), *From Vienna to Versailles*, Delhi: BI publications
14. Sinha, Arvind. *Europe In Transition: From Feudalism to Industrialization*. Manohar: New Delhi. 2016.

15. Thompson, EJ (1963) *The Making of English Working Class*, London: Vintage Books.
16. Will Durant, *The Story of Civilization* (relevant volumes).

**Paper: C-1.2.7**

**20<sup>th</sup> Century World – Part I (1900-1945)**

**Objectives:** The paper highlights the period from First World War to Second World War. It includes the Paris Peace Conference, League of nation and several security conferences. It discusses economic depression and New Deal, economic and political aspects of Russian Revolution, rise of Totalitarianism and Nationalism and foreign policies of different countries. It deals with the problem of disarmament and policy of appeasement, which led to another world war. It also highlights the role of USA in the Second World War.

**Unit-I**

1. First World War – Causes and Consequences
2. Paris Peace Conference and Peace Settlement
3. League of Nations – Organisation, Function, Achievements and Failure

**Unit-II**

1. Crisis in Capitalism – Great Depression of 1929 and New Deal
2. The Russian Revolution – Establishment of Socialist State in Russia: Its Economic and Political Aspects, Response and Reaction in the West
3. Rise of Totalitarianism – (a) Fascism in Italy (b) Nazism in Germany

**Unit-III**

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

**Unit-IV**

1. Problem of Disarmament – Impact on Europe
2. The Second World War – Causes and Consequences
3. Role of USA in the Second World War

**Learning Outcomes:** The paper helps students learn about the political and diplomatic changes in the two world wars. Academicians get the privilege to know about economic evolution, political and diplomatic upheaval of the time. The era of non-armament and the policy of appeasement is also known to the readers.

**Reading List:**

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

**Paper: C-1.2.8**

**History of Odisha – Part II (1568-1948)**

**Objectives:** This paper deals with the history of Odisha under Afghans and Mughals and their socio-economic condition and administration. Subsequently it discusses the Maratha and British occupation of Odisha and its economic impact towards society. It also explains the anti-British resistance movements in Odisha. Further, the paper discusses the calamities and cultural changes under British rule in the 19<sup>th</sup> century. It highlights the growth of socio-political consciousness and the rise of public associations in Odisha to make people aware of the glory of past Odisha. It also reflects the national movements in Odisha through the Provincial Congress Committee of Odisha. Lastly, it deals with the creation of separate Odisha Province and the rise of Prajamandal Movement.

**Unit-I**

1. Afghan-Mughal Conflict, Mughal Rule in Odisha
2. Maratha rule in Odisha – their Administration

### 3. British Conquest and Administration of Odisha

#### Unit-II

1. Socio-Economic impact of the British rule in Odisha
2. Resistance Movements against the British – Khurda Rising (1804), Paika Rebellion (1817), Khond Rebellion of Ghumasar, Rebellion of Surendra Sai (1857)
3. Odisha Famine of 1866

#### Unit-III

1. Odia Movement – Growth of Socio-Political Consciousness, Modern Education, Growth of Press
2. Language Issues
3. Formation of separate province of Odisha

#### Unit-IV

1. National Movements in Odisha – Non-Cooperation Movement, Civil Disobedience Movement and Quit India Movement
2. Prajamandal Movement – Issues and Merger of Princely States
3. Makers of Modern Odisha – Madhusudan Das, Gopabandhu Das Maharaja Sri Krushna Chandra Gajapati Narayana Deba

**Learning Outcomes:** The paper is dealing with the political relationship between Afghans and Mughals in Odisha. The socio-economic condition is also discussed. The Maratha and British occupation in Odisha and their administrative and economic effect in Odisha is also explained. It also makes students aware of the anti-British resistance movements in Orissa. Further, it highlights the socio-political changes in the 19<sup>th</sup> century British Odisha. It educates the academicians on the emergence of public forums and revolutionary movements against the British autocracy which raised the nationalistic sentiment to create a separate Odisha province and later the Prajamandal Movements.

#### Reading List:

1. A. C. Pradhan & A. K. Patnaik (eds.), *People's Movement in Orissa*, Dept. of History, Utkal University.
2. A. C. Pradhan, *Sidelights on Freedom Struggle in Orissa*.
3. A. K. Mishra, *The Raj, Nationalists & Reforms*, Elite Publication, Bhubaneswar, 2007.
4. B. C Ray, *Foundation of British Orissa*.
5. B. C. Ray, *Orissa under the Marathas*, Punthi Pustak.

6. B. C. Ray, *Orissa under the Mughals*, Punthi Pustak.
7. *History of The Freedom Movement in Orissa*. 1957. 4 Volumes.
8. J. K. Baral, *Orissa under the British Crown*.
9. J. K. Samal, *Administrative History of Orissa*.
10. K. M. Patra, *Orissa under East India Company*.
11. K. M. Patra, *Orissa State Legislature and Freedom Struggle*.
12. L. E. D. Cobden Ramsay, *Feudatory States of Orissa*.
13. N. R. Pattnaik, *Social History of Nineteenth Century Orissa*.
14. Nivedita Mohanty, *The Quest for Oriya Nationalism*.
15. P. K. Mishra, *Political Unrest in Orissa*, Punthi Pustak, Kolkata.
16. Purusattom Kar, *Indian National Congress and Orissa*.

### **Paper: C-1.2.9**

### **History of China and Japan**

**Objectives:** The paper History of China and Japan deals with the political, social, and economic affairs of China along with different diplomatic treaties with European powers who ruled over the Asian continent. It deals with the features of European interaction with China and Japan during world wars. It also discusses the growth of communism and the establishment of People's Republic of China. Lastly, it elucidates the role of Japan in the Second World War.

#### **Unit-I**

1. European interaction with China – Canton Commercial System, Open Door Policy
2. Taiping Rebellion (1850-1864); First Sino-Japanese War (1894-95); Boxer Rebellion (1899-1901); Chinese Revolution of 1911
3. Nationalist movement and Proclamation of the Republic of China; Career and Achievements of Sun Yat Sen

#### **Unit-II**

1. Achievements and Failures of Kuomintang Government under Chiang Kai Shek; Manchurian Crisis of 1931
2. Birth and Growth of Communism in China; Cooperation and Conflict between the Communists and Kuomintang (1921-1945), Second Sino-Japanese War (1937-45)
3. Civil War in China (1945-49) and establishment of the People's Republic of China

### **Unit-III**

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

### **Unit-IV**

1. Japan (1895-1939) - Industrial Growth, Agricultural Development, Foreign Trade
2. Japan's Foreign Policy – 1919-1939
3. Japan and Second World War – 1939-1945

**Learning Outcomes:** The paper educates the students about the Chinese and Japanese historical scenario. The political, social, and economic lifestyle and the diplomatic treaties are also the outcome of the paper. Lastly, Japan's historical developments leading up to its involvement in the Second World War is elucidated.

### **Reading List:**

1. A. K. Singh, *History of Far East in Modern Times*.
2. Amlan Dutt, *A Century of Economic Development of Russia and Japan*.
3. Chitoshi Yanaga, *Japan since Perry*.
4. Elerthard Wolfram, *A History of China*.
5. Harold M Vinake, *History of the Far East in Modern Times*.
6. Harsh V. Pant, *The Rise of China*.
7. James Murdock, *History of Japan*.
8. K.S, Latourette, *A Short History of China*.
9. S. L. Roy, *A History of the Far East*.
10. Y. Immanuel Hsu, *The Rise of Modern China*.

### **Paper: C-1.2.10**

#### **Major Trends in Indian Historiography**

**Objectives:** This paper deals with the religious and secular literary sources of writing Ancient Indian History. It also discusses medieval literary sources to construct the socio-economic and political development under Islamic rule. It also

explains the nineteenth and twentieth century understanding of Marxist, Colonial, Nationalist and Subaltern schools of historiography.

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

1. The Vedas and Puranas
2. Jaina and Buddhist Texts
3. *Harshacharita* of Bana and Kalhana's *Rajtarangini*

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

1. Alberuni's *Kitab al-Hind*
2. Ziauddin Barani's *Tarikh-i-Firoz Shahi*
3. *Baburnama* and Abul Fazl's *Ain-i-Akbari*

### **Unit-III: Colonial and Nationalist Understandings**

1.
  - a. Characteristics of Colonial Historiography
  - b. Review of the works of James Mill and W. W. Hunter
2.
  - a. Nature and focus on Nationalist Historians, Comparison of Colonial Historiography with Nationalist Historiography
  - b. Review of works of R. C. Majumdar and Sir Jadunath Sarkar

### **Unit-IV: Marxist and Subaltern Schools**

1.
  - a. Marxist interpretations of Indian History
  - b. Review of works of D. D. Kosambi and R. S. Sharma
2.
  - a. Subaltern School of Historiography – Concept and Nature
  - b. Review of works of Ramchandra Guha and Dipesh Chakrabarty

**Learning Outcomes:** The paper highlights the Indian historiographical trend and the sources vividly. It discusses understanding and approaches of Indian history writings. The paper educates the students on the contemporary developments on the Indian history writings.

### **Reading List:**

1. B. Sheik Ali, *History: Its Theory and Methods*, Macmillan.
2. C. H. Philip (ed.), *Historians of India, Pakistan and Ceylon*, London, 1962.



3. E. Sreedharan, *A Textbook of Historiography: 500 BC to A.D 2000*, Orient Longman Pvt., Ltd., 2004.
4. Harbans Mukhia, *Historians and Historiography during the Reign of Akbar*, Vikash, New Delhi, 1976.
5. K. A. Nizami, *On History and Historians of Medieval India*, New Delhi, 1983.
6. Pathak, V. S. *Ancient Historians of India: A Study in Historical Biographies*. Asia Publishing House. 1966.
7. R. C. Majumdar, & A. L. Srivastava, *Historiography*, Delhi, 1975.
8. Ranajit Guha, *Subaltern Studies*, 10 Vols.
9. Romila Thapar, *History and Beyond*, OUP, 2000, Ch, VI.
10. S. A. Khan, *History and Historians of British India*.
11. S.P. Sen, *Historians and Historiography of Modern India*.
12. V. Narayan Rao, *Text and Tradition in South India*, Permanent Black with Ashoka University.

## **SEMESTER-III**

### **Paper: C-2.3.11**

#### **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, agricultural and textile technology. It also shows the pioneering contributions of Indian scientists. Adding to that the paper shows the postcolonial evolution of nuclear energy and defence researches in India.

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

1. Science and Technology in Vedic and Later Vedic Times
2. Development in Astronomy – Contributions of Aryabhata, Varahamihira and Bhaskara-I

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

1. Growth of Agricultural Technology
2. Development of Textile Technology

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

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

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

1. Nuclear Energy in India
2. Defence Researches in India

**Learning Outcomes:** The paper analyses the technological innovations in India throughout the years. It educates the students about the scientific strides made by Indian scientists on astronomy, agricultural, textile and mining. It educates also about the postcolonial evolution of nuclear energy.

#### **Reading List:**

1. A. K. Biswas, *Science in India*, Calcutta 1969.
2. A. K. Bag, *Science and Civilization in India*, Navrang Publication, New Delhi, 1985.
3. A. K. Bag (ed), *History of Technology in India, Vol I - From Antiquity to c. 1200 A.D.* INSA: New Delhi. 1997
4. A. M. Shastri. *India As Seen in The Brhatsamhita of Varahamihira*. Motilal Banarsidass: Delhi. 1969.
5. A. Rahman (ed.), *History of Indian Science, Technology and Culture (AD 1000 – 1800)*. OUP: New Delhi. 1998
6. B. R. Nanda (ed), *Science and Technology in India*, Vikas Publishing House Pvt. Ltd. New Delhi, 1977.
7. C. K. Raju, *Cultural Foundations of Mathematics*. Pearson Longman: New Delhi. 2007
8. D. M. Bose, *A Concise History of Science in India*, INSA: New Delhi, 1971. (Ed et. al)
9. David, Arnold. *Science, Technology and Medicine in Colonial India*, The New Cambridge History of India Series, Cambridge University Press: Cambridge, 1999.
10. Debiprasad Chattopadhyaya. *History of Science and Technology in India – The Beginnings*, Firma KLM, Calcutta, 1991.
11. Deepak Kumar, *Science and the Raj*, Delhi: Oxford UP, 1995
12. Irfan Habib, *Technology in Medieval India: C. 650-1750*, Tulika Books, New Delhi, 2008.

13.S. N. Sen, *Scientific and Technical Education in India*, INSA, New Delhi, 1991.

14. *The Cultural Heritage of India, Vol. VI – Science and Technology*, The Ramakrishna Mission Institute of Culture: Calcutta.

### **Paper: C-2.3.12**

#### **History of Odisha – Part III (Cultural Strands)**

**Objectives:** This paper attempts to map the cultural strands of the making of the cultural region of Odisha. Buddhist stupas, chaityas as well as the sculpture of Jaina art are dealt here. The regional development of different cults like Saiva, Vaishnava and Shakta, evolution and development of the Jagannatha cult and Mahima Dharma are also explained. Further, Kalinga art and architecture is discussed with case studies of select temples. Lastly, it maps the evolution of Odia language and literature and the festivals of Hindus as well as Tribals.

#### **Unit-I**

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

#### **Unit-II**

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

#### **Unit-III**

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

#### **Unit-IV**

1. Fairs and Festivals – Hindu and Tribal
2. Evolution of Odia language
3. Modern Odia Literature – Radhanath Roy and Phakir Mohan Senapati

**Learning Outcomes:** At the end of this paper, the students will have been educated about the cultural norms of Odisha along with the meaning and categorization of heritage. It would also have been highlighted the Buddhist, Jaina art and architectures in Odisha. The Hindu Cults and their temple architectures in

Odisha is also discussed. It makes the students enlightened about important festivals, artistic nature, education, cultural identity, and tourism potential of Odisha.

**Reading List:**

1. A. Easchmann, H. Kulke and G. C. Tripathy (eds), *The Cult of Jagannatha and The Regional Traditions of Odisha*, Manohar, New Delhi, 1978.
2. B. K. Mallik, *Paradigms of Dissent and Protest: Social Movements in Eastern India (1400-1700)*, Manohar, New Delhi, 2004.
3. Debala Mitra: *Khandagiri and Udayagiri*, ASI: Delhi.
4. F. Bringhetti: *Sakti Cult in Orissa*, D K Print world: Delhi, 2001.
5. J. Dora, *Sakta Monuments of Orissa: A Study of Art, Architecture and Iconography*, Delhi, 2009.
6. K. B. Tripathy: *Evolution of Oriya Language and Script*, Bhubaneswar: Sahitya Academy.
7. K. C. Mishra, *The Cult of Jagannatha*.
8. K. S. Behera: *Temples of Orissa*, Bhubaneswar: Sahitya Academy.
9. K. S. Behera: *Konark: Religion, History, and Architecture*, Aryan International: Delhi, 1996
10. L. K. Panda: *Saivism in Orissa*, Sandeep Prakashan: Delhi, 1985
11. M. Manasingh, *History of Oriya Literature*, Sahitya Akademi, New Delhi.
12. M. N. Das (ed), *Sidelights on History and Culture of Orissa*, Vidyapuri, 1977.
13. N. K. Bose, *Canons of Orissan Architecture*
14. N. K. Sahu, *Buddhism in Orissa*, Utkal University, 1965.
15. P. K. Mishra et al(eds), *Comprehensive History and Culture of Orissa, Vol-I Pt. II*, Kaveri Publication, New Delhi.
16. Prabhat Mukherjee: *The History of Medieval Vaishnavism in Orissa*, Asian Educational Services: Delhi, 1981.
17. S. Pradhan, *Rock Art in Orissa*.
18. Thomas Eugene Donaldson: *Hindu Temple Arts of Orissa, 3 vols*, E. J. Brill: Leiden, 1987.
19. Vidya Dehejia: *Early Stone Temples of Orissa*, 1978.

**Paper: S-2.3.13**

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

**Objective:** The paper deals with the evolvement of constitution in India through different acts, i.e., Regulating Act, Pitt's India Act, Government of India Acts, and Indian Council's Acts. The Morley Minto reforms and Montague Chelmsford Act made a major contribution towards the development of constitutional history of India. The Government of India Act of 1935 and The Indian Independence Act

of 1947 was the repercussion of the above activities. The idea of federalism, separation of power and amending procedures are the outcome of the post Independent India.

### **Unit-I**

1. Regulating Act of 1773
2. Pitt's India Act of 1784
3. Government of India Act of 1958 and Proclamation of Queen Victoria

### **Unit-II**

1. Indian Councils' Act of 1861
2. Indian Councils' Act of 1892
3. Morley-Minto Reforms of 1909

### **Unit-III**

1. Montague-Chelmsford Reforms of 1919
2. Government of India Act of 1935
3. Indian Independence Act of 1947

### **Unit-IV**

1. Formation of the Constituent Assembly and making of the Indian Constitution
2. Salient Features of the Indian Constitution
3. Important amendments to the Indian Constitution – 42<sup>nd</sup> Amendment, 44<sup>th</sup> Amendment, 61<sup>st</sup> Amendment, 72<sup>nd</sup> Amendment, 73<sup>rd</sup> Amendment

**Learning Outcomes:** The paper deals with the evolution of constitution of India in the British era. The major reforms are the highlights of the paper and students get to know the concepts of federalism, separation of powers and its consequences in post Independent India. It also educates about the important amendments made to the Indian Constitution since Independence.

### **Reading List:**

1. A. C. Banerjee, *The Constitutional History of India (Vol-1) 1600-1858*.
2. A. C. Banerjee, *The Constitutional History of India. (Vol-II) 1858-1919*.
3. B. B. Mishra, *Central Administration of the East India Company (1773-1834)*.
4. B. B. Mishra, *The Administrative History of India (1834-1946)*.

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

### **Paper: S-2.3.14**

### **Nationalist Movement in India**

**Objectives:** The paper highlights the British Imperialism and the opposing conceptualisation of Indian Nationalism and consciousness in 19<sup>th</sup> Century India. It deals with the emergence Indian National Congress, along with swadeshi movement and revolutionary nationalism. The revolt of 1857 inflamed the Home Rule Movement and the Gandhian led movements in the 20th century. The paper also analyses the rise of peasant and tribal movements and communal groups like Muslim League. It also deals with the Two-Nation theory, Partition, and Independence of India.

#### **Unit-I**

1. British Imperialism in India – A Theoretical Perspective
2. The Revolt of 1857: Causes, Nature, and Results
3. Growth of National Consciousness

#### **Unit II**

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

#### **Unit-III**

1. The rise of ‘Gandhian’ politics
2. Non-Cooperation and Civil Disobedience Movements

### 3. Peasant and Tribal Movements

#### Unit-IV

1. Quit India Movement
2. Subhash Chandra Bose and the INA
3. Growth of Muslim Communalism – Two-Nation Theory and Partition of India.

**Learning Outcomes:** The paper highlights the concept of nationalism and growth of national consciousness in 19<sup>th</sup> Century India under British Imperialism. It also highlights the contribution of INC and other revolutionary organizations to propagate the notion of nationalism. It enlightens the students about the contribution of communal politics towards the Two-Nation Theory, Partition, and Independence of India.

#### Reading List:

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

## **Paper: S-2.3.15**

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

**Objectives:** The paper deals with different approaches of economic history, Indian agricultural policies, and British land revenue system in the Indian subcontinent. The de-peasantisation, deindustrialization, transportation facilities and commercialisation of agriculture were the consequence of British economic policies. The debate of drain of wealth and development of banking system are also a part of the paper.

#### **Unit-I**

1. Agricultural Policy under the British – Problems of Indian Agriculture
2. British Land Revenue System – Permanent Settlement, Ryotwari Settlement and Mahalwari Settlement
3. De-Peasantisation

#### **Unit-II**

1. Commercialisation of Agriculture
2. Famine
3. Irrigation

#### **Unit-III**

1. Drain of Wealth – A debate
2. Colonial Trade Policy
3. Development of Banking Systems

#### **Unit-IV**

1. De-industrialisation
2. Growth of Modern Industries
3. Development of Transport system – Railways, Road, and Shipping

**Learning Outcomes:** The paper elucidates different approaches to understand the economic history of British India from 18<sup>th</sup> Century to 20<sup>th</sup> Century. The theory of de-peasantisation and deindustrialisation are also studied in the paper. It also educates the modern form of financing system and drain of wealth from the colonies to colonialist states.

#### **Reading List:**

1. A. I. Levkevsky, *The Development of Capitalism in India*.



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

## **SEMESTER-IV**

### **Paper: C-2.4.16**

#### **20<sup>th</sup> Century World – Part II (1945-2000)**

**Objectives:** This paper basically deals with the organizations of post-World War era, i.e., UNO and NATO, and discusses revival of western European and eastern European nations through different plans and pacts. The section also deals with the DÉTENTE, SALT-I, SALT II, Globalisation 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, Structure and Objectives
2. UNO and major crises – Congo, Arab-Israel Conflict
3. Human Rights

## **Unit-II**

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

## **Unit-III**

1. The Cold War and International Crisis- (a) Berlin, (b) Cuba (c) Korea
2. Détente (1969-79); SALT I and SALT II
3. Reforms of Gorbachev and Disintegration of the USSR

## **Unit-IV**

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

**Learning Outcomes:** The paper will help make students aware of organisations and different associations at the global level. It highlights the political and diplomatic relationship between European and non-European nations. Lastly, it deals with the foreign policies and regional security alliances.

## **Reading List:**

1. A. G. Hopkins, *Globalization in World History*, W. W. Norton & Company, 2002.
2. Daniel R. Brower, *The World in the Twentieth Century*.
3. K. B Keswani, *International Relations in Modern World, (1900-2000)*.
4. Melvin Lefler, *For the Soul of Mankind, The United States, The Soviet Union and the Cold War*, Bonus Publishers, 2007.
5. N. C. Chatterjee, *History of Middle East*.
6. Norman Lowe, *Mastering Modern World History*.
7. P. M. H. Bell, *The World Since 1945: An International History*, London, 2001.
8. Palmer and Parkins, *International Affairs*.
9. Peter Lane, *Europe since 1945*.
10. Peter N. Stearns, *Globalization in World History*, Routledge, 2009.
11. Peter V. Lonsmans, *World Politics since 1945*.
12. V. P. Dutt, *India's Foreign Policy*, New Delhi: Vani Educational Books, 1984.

## **Paper: C-2.4.17**

### **Environmental History of India**

**Objectives:** Environmental History is newly emerging topic which relates the environment as well as historical aspect of environment. This paper attempts to link the environment and early societies like Indus Valley. Also, it deals with the conditions prior to British rule and after that. The changing condition of environment and pollution are also addressed. The serious issue of climate change as well as their impact and need of conservation of environment is elucidated. Important Conservation movements in India are discussed here like Narmada Bachao, Chilika and Chipko.

#### **Unit-I**

1. Understanding of Environment – An Introduction
2. Environment and Early Societies
3. The Natural Environment and the Indus Valley Civilization

#### **Unit-II**

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

#### **Unit-III**

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

#### **Unit-IV**

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

**Learning Outcomes:** The paper educates the students about the evolution of environment and the historical aspect of the emergence of civilizations. How the environment evolved in different phases and specifically during the pre-British period is analysed in the paper. The environmental movements and its repercussions are also discussed in the paper. The provisions of British India

which affected India's environment and climatic changes are also discussed in the paper.

**Reading List:**

1. Arun Agrawal, *Environmentality*, Oxford University Press, 2005.
2. David Arnold and Ramachandra Guha, eds., *Nature, Culture and Imperialism: Essays on the Environmental History of South Asia*, New Delhi: OUP, 1995.
3. David Arnold (ed.), *Nature, Culture and Imperialism*, OUP, 1996.
4. Erach Bharucha, *Textbook of Environmental Studies*, University Press, Hyderabad, 2013.
5. Richard Grove, Vinita Damodaran and Satpal Sangwan, eds. *Nature and the Orient: The Environmental History of South and Southeast Asia*, Delhi: OUP, 1998.
6. I. G. Simmons, *Environmental History: A Concise Introduction*, Cambridge: Blackwell, 1993.
7. Irfan Habib, *Man and Environment*, Tulika, New Delhi, 2013.
8. Laeeq Futehally, *Our Environment*, NBT, New Delhi, 1988.
9. M. Rangarajan and K. Sivaramakrishnan, *India's Environmental History, Volumes 1 and 2*, Permanent Black, Delhi, 2011.
10. Mahesh Rangarajan and K. Sivaramakrishnan, *India's Environmental History (Colonialism, Modernity and the Nation)*.
11. Ramachandra Guha, and Madhav Gadgil, *The Fissured Land: An Ecological History of India*, Delhi: OUP, 1992.
12. Ranjan Chakrabarti (ed), *Situating Environmental History*, New Delhi, Manohar, 2007.
13. Sumit Guha, *Environment and Ethnicity in India, 1200- 1991*, Cambridge: Cambridge University Press, 1999.

**Paper: S-2.4.18**

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

**Objectives:** This paper highlights Orientalism, Colonial attitude towards Indian traditions and the politics of language. It discusses the spread of missionary activities, the colonial response towards Indian press and growth of English education. The social movements, the question on women and the opposition against human sacrifice are discussed in this section of study. The paper also deals with the caste discourses and the anti-caste movements of India during the British era.

### **Unit-I:**

1. Orientalism – Criticism of Orientalism
2. Colonialism and Indian Tradition
3. Politics of Language

### **Unit-II**

1. Christian Missionaries and Indian Society
2. Growth of Press and Colonial Response
3. Debates on English Education

### **Unit-III**

1. Socio-Religious Movements – Arya Samaj, Brahmo Samaj, Ramakrishna Movement
2. Wahabi Movement, Aligarh Movement
3. Women's Question – Sati, Abolition of infanticide and Widow Remarriage

### **Unit-IV**

1. Caste as a Historical Category – Concept and Critique
2. Caste in Political Discourse
3. Anti-Caste Movements

**Learning Outcomes:** The paper educates about the Orientalist and colonialist version of Indian social and cultural trends. It also focuses on the politics of language under British rule and how it contributed to their response towards Indian press and education policies. It also educates on the existing the caste discourses along with issues of women.

### **Reading List:**

1. Alastair Pennycook: *English and the Discourses of Colonialism*, London & New York: Routledge, 1998.
2. Amitabha Mukherjee: *Reform and Regeneration in Bengal, 1774-1823*, Calcutta: Rabindra Bharati University, 2000.
3. Andre Beteille: *Society and Politics in India: Essays in a Comparative Perspective*, New Delhi: Oxford University Press, 1992.
4. D. R. Nagaraj: *The Flaming Feet and Other Essays: The Dalit Movement in India*, Permanent Black, 2010.
5. David Kopf: *British Orientalism and Bengal Renaissance*, Berkeley and Los Angeles: University of California Press, 1969.
6. Edward Said: *Orientalism*, New York: Viking, 1978.

7. Gail Omvedt: *Cultural revolt in a Colonial Society: Non-Brahman Movement in Western India*.
8. Gail Omvedt: *Dalits and the Democratic Revolution: Dr. Ambedkar and the Dalit Movement in Colonial India*, New Delhi: Sage Publications, 1994.
9. Gauri Viswanathan: *Masks of Conquest: Literary Study and British Rule in India*, Columbia: Columbia University Press; Twenty-fifth Anniversary edition, 2014.
10. Geraldine Forbes: *Women in Modern India*, Cambridge University Press, Cambridge, 1996.
11. Kenneth Jones: *Social and Religious Movement in Modern India*, New Cambridge History, 1989.
12. Kenneth Ballhatchet: *Race, Sex and Class Under the Raj: Imperial Attitudes and Policies and their Critics, 1793-1905*, New York: St. Martin's Press, 1980.
13. Kumkum Sangari and Sudesh Vaid (eds.): *Recasting Women: Essays in Colonial History*, Kali for Women, New Delhi, 1989.
14. Louis Dumont: *Homo Hierarchicus: The Caste System and its Implications*, New Delhi: Oxford University Press, 1999.
15. M. N. Srinivas: *Caste in Modern India and Other Essays*, Bombay: Asia Publishing House, 1962.
16. Meenakshi Jain: *Sati: Evangelicals, Baptist Missionaries and the Changing Colonial Discourse*, Aryan Books International: New Delhi, 2016.
17. S. C. Ghosh: *The History of Education in Modern India*, Orient Longman, Hyderabad, 1995.
18. Susan Bayly: *Caste, Society and Politics in India from the Eighteenth Century to the Modern Age*, Cambridge University Press, Cambridge, 1999.
19. Susobhan Chandra Sarkar, *On the Bengal Renaissance*, Papyrus, Calcutta, 1971.
20. V. Geetha and S. V. Rajadurai, *Towards a Non-Brahmin Millennium: From Jyothee Thass to Periyar*, Samya, Calcutta, 2008.

### **Paper: S-2.4.19**

#### **India Since Independence (1947-2000)**

**Objectives:** This paper deals with the socio-political scenario of India after Independence which includes integration of Princely States and linguistic reorganization of the states. The Five-Year plans, liberalisation of economy in the 1990s, abolition of zamindari system, Bhoodan Movement and Green revolution are well discussed. The neutral politics during the Nehru era and emergency era

in India of 1975 are also elucidated. The liberalisation of Indian economy during the 1990s and its effects are discussed. The paper also analyses the issues and challenges of the status of Dalits and the Women in India.

### **Unit-I**

1. Integration of Princely States
2. Linguistic Reorganisation of the states
3. Five-Year Plans and Economic Development

### **Unit-II**

1. India and Non-Aligned Movement
2. Indira Gandhi and National Emergency in 1975
3. Role of India in Commonwealth and U.N.O.

### **Unit-III**

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

### **Unit-IV**

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

**Learning Outcomes:** The students will develop insight into the ways in which India emerged as a strong and large democracy managing its manifold contradictions. Basic understanding of the objectives outlined above would enable the students to understand the contemporary social dynamics and issues such as the Dalit Movements, Mandal Commission and Women's reservation.

### **Reading List:**

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

7. Marc Gallanter, *Competing Equalities, Law and the Backward Classes in India*, Delhi, Oxford University Press, 1984.
8. P. N. Dhar, *Emergency and Indira Gandhi's India*, Delhi: Oxford University Press, 2003.
9. Paul Brass, *The Politics of India Since Independence*, NCMHI- IV, Cambridge University Press, 2004.
10. Ramachandra Guha, *India after Gandhi*, Delhi, Picador, 2007.
11. Uma Kapila (ed.), *India's Economic Reforms*, New Delhi: Academic Foundation, 1998.
12. V. Ananth Krishan, *India since Independence*.

### **Paper: D-2.4.20**

#### **Dissertation**

**Objectives:** The dissertation paper aims at acquainting students with field research and primary data, develop research questions and appropriate methods to address these questions, learn reference and bibliography and Develop team work to visit field, and finally proceed towards compilation and analysis of data.

**Learning Outcomes:** Upon completion of the dissertation, students will be able to develop critical thinking and problem-solving skills by asking right research questions. They will also be able to develop team spirit in jointly undertaking fieldwork and develop a constructivist approach.

**Programme:** The students will undertake a dissertation, i.e., project with viva voce, from their respective specialisation papers only during the final semester. The students may be allotted topics of their interest in the beginning of 3<sup>rd</sup> semester classes. The students will have to write the project/dissertation within not less than 50 pages (typed in double space) based on original research. The students may be allowed to fill up their forms after their submission of the projects assigned to them. The student has to secure fifty percent of marks from the evaluation of the project and fifty percent of the marks in the viva voce test, both of which are compulsory.

#### **Marks distribution:**

1. Project – 70 marks
2. Viva Voce – 30 marks