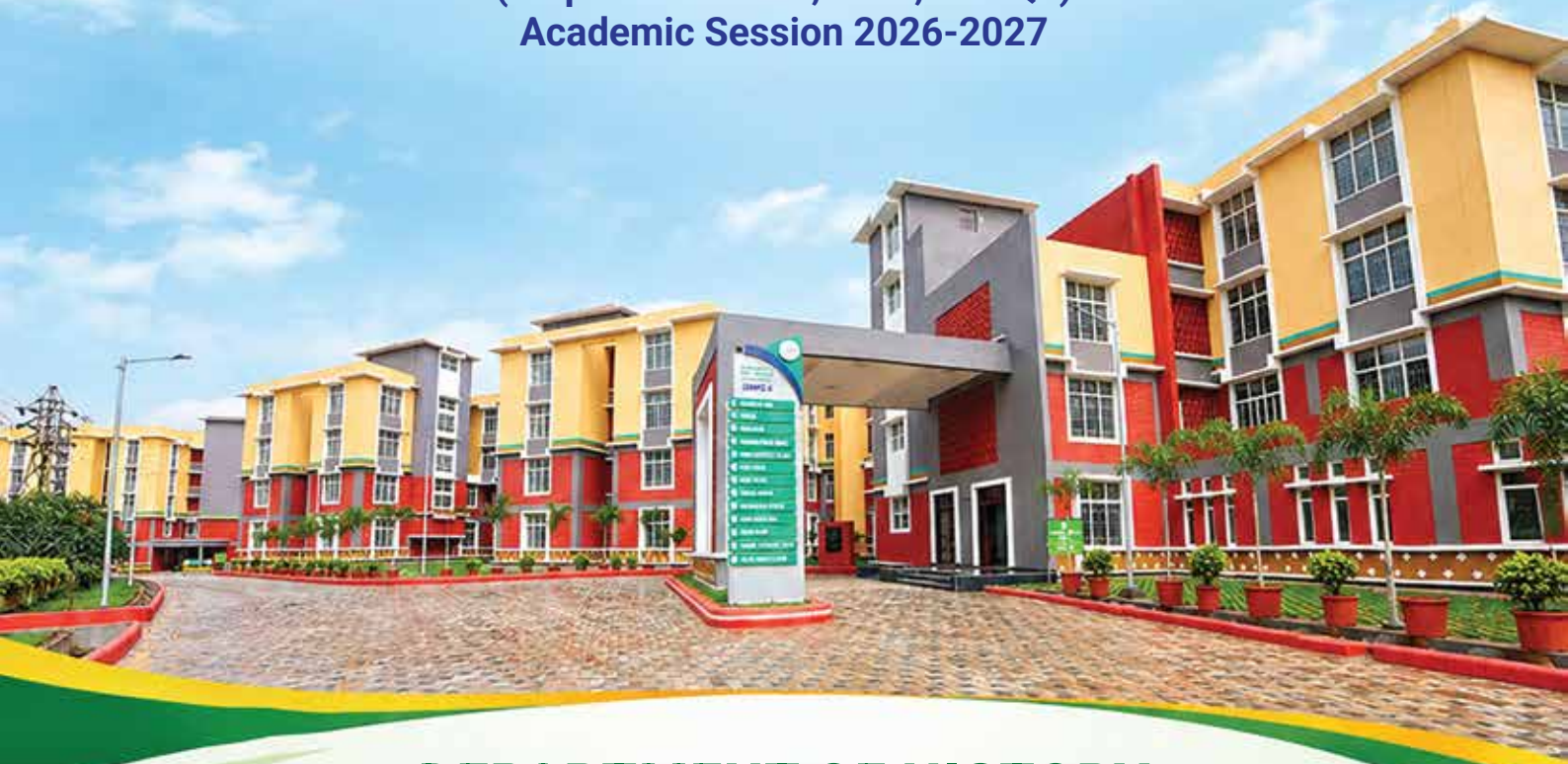
KISS

KALINGA INSTITUTE OF SOCIAL SCIENCES

CURRICULUM AND CREDIT FRAMEWORK FOR POSTGRADUATE PROGRAMME

MASTER OF ARTS IN HISTORY

(As per NEP-2020, NCrF, NHEQF)
Academic Session 2026-2027



DEPARTMENT OF HISTORY

SCHOOL OF TRIBAL CULTURE, PHILOSOPHY AND ECO-SPIRITUALISM

KALINGA INSTITUTE OF SOCIAL SCIENCES (KISS)
DEEMED TO BE UNIVERSITY

Higher Education Campus, KISS Campus-3, Bhubaneswar, Odisha, 751024
https://university.kiss.ac.in | https://kiss.ac.in

About the School

The School of Tribal Culture, Philosophy and Eco-Spiritualism, KISS Deemed to be University, established in 2017, addresses emerging academic, developmental, and societal needs through interdisciplinary and multidisciplinary programmes. The School strives to meet local, regional, national and global standards while advancing tribal resource management, indigenous knowledge systems, and sustainable development.

About the Department

The Department of History, under the School of Tribal Culture, Philosophy and Eco-Spiritualism, KISS Deemed to be University, established in 2017, addresses emerging academic, developmental and societal needs through interdisciplinary and multidisciplinary programmes. The Department strives to meet local, regional, national and global standards while advancing tribal resource management, indigenous knowledge systems and sustainable development.

Vision & Mission of the School

Vision

To emerge as an internationally acclaimed School recognized for excellence in teaching, research, consultancy, outreach, skill development and social entrepreneurship, while promoting tribal cultural heritage and its diversity.

Mission

- To foster all-round development through multi-faceted education.
- To focus on sustainable resource management through innovative courses.
- To engage with communities to promote entrepreneurship and leadership.
- To manage resources effectively to create employment and self-employment opportunities.
- To recognize, commemorate and celebrate indigenous cultural memories of the empowering icons and processes.

Programme Overview

Programme Title: M. A. in History

Programme Type: Postgraduate

Programme Description

The Two-Year Post-Graduate Programme in History at KISS Deemed to be University is designed in accordance with the National Education Policy (NEP) 2020. This programme consists of four semesters with a total 19 papers, including 11 Core Papers/Courses, 4 Special Papers, 3 Tribal Papers and 1 Field Work and Dissertation Paper with 20 Credits. The total credits for the programme are 90.

The M.A. History programme is designed to provide students with a comprehensive understanding of Indian history, world history and diverse historiographical traditions. It places special emphasis on the study of tribal societies, indigenous knowledge systems and the rich historical and cultural heritage of Odisha, fostering critical thinking, research skills and a deeper appreciation of historical processes.

Process of Curriculum Development

The curriculum has been developed following the standard KISS-DU curriculum development protocol:

1. Formation of Syllabus Committee with domain experts.
2. Consultation with stakeholders (students, alumni, employers, community).
3. Review and approval by School faculty.
4. Vetting by Board of Studies (BoS) with external experts.
5. Final approval by Academic Council.
6. Integration of NEP-2020, CBCS, NCrF, and NHEQF guidelines.

Eligibility for Admissions with No. of Seats

As per the admission guidelines and brochure of the KISS Deemed to be University.

Examination Pattern: As per NEP 2020

The medium of examination is English which will be reflected in their final grade sheet/certificate. Provided that for a language subject answers are to be in that language. Sanskrit may be written in Odia script but language has to be Sanskrit.

Duration of the Examinations-Mid Semester & End Semester:

Duration of examination for all term End examination shall be for 2.5 hours and for all Mid Term examination for 1 hour irrespective of full marks in the course/subjects and irrespective of credit. The practical examinations shall be of 2 hours duration.

Each School shall have a designated faculty as Examination Coordinator to be decided by the Vice Chancellor in addition to the Controller of Examinations of the University.

Continuous Evaluation and Mid Semester Examination:

a) Mid semester examination will be of 1-hour duration for 20/10 marks (20 for subjects having no practical and 10 for subject with practical papers). There shall be no pass mark in Mid Semester examination.

b) The Mid-Semester Examination shall be conducted and valued by the Faculty who are teaching the corresponding paper. A student who fails to appear in a Mid-Semester Examination **will be allowed one more chance to** take the same examination before appearing the concerned term-end examination. There will be no provision to re-appear in the Mid-Semester Examination for improvement.

c) For subjects with practical there will be a Mid-Semester practical examination carrying 10 marks.

d) The University authority of the valuation zones will preserve the answer Script of the End Semester examination for 06 months from the date of publication of result for reference.

e) A student has to appear the mid semester examination positively. Absence in the mid semester examination will be considered as fail however the candidate may be allowed to appear the mid semester examination before commencement of the concerned Term-End examination under special case duly considered by the HoD (for the ***candidates who represent the University or State for Inter- University or inter-state competitions in Games and Sports or attending different recognized National level camps/any critical medical case duly certified by the designated medical officer).***

Distribution of Marks in End Semester and Continuous Evaluation:

(Irrespective of credit in a course/Paper)

Course Type	Maximum Marks	Semester-End theory Mark	Continues Evaluation Marks /Sessional	Mid Semester theory Mark	Semester-End and Practical mark	Mid Semester Practical Mark
Without Practical	**100**	**60**	**20**	**20**	**----**	**--**
With Practical	**100**	**50**	**10**	**10**	**20**	**10**
Thesis/ Dissertation/ Seminar/ Field Work	**100**	**------**	**-------**	**-------**	**-------**	**-------**

The **modes of evaluation** of **Thesis/ Dissertation/ Seminar/Field Work** shall be as follows:

Literature Review
Synopsis Presentation
Field Work / Data Collection and Data Analysis
Findings and Conclusions
Presentation and Viva-Voce

Distribution of Sessional Marks:(Continuous Evaluation)

Course Type	Maximum Mark	Mid Semester	Attendance	Surprise Test/Quiz/Viva	Assignment/ Presentation
Without Practical	**40**	**20**	**Above 95%- 5 Marks 85%-94%- 4 Marks**	**10**	**05**
With Practical	**30**	(Theory 10 + Practical 10)=20		**05**	**Nil**

			75%-84%- **3 Marks**		

Examination Question Pattern of End Term Examination and Mark Distribution:

The evaluation process may cover summative and formative aspects and assess understanding applications, articulation, program and course outcome.

Question Pattern		**With Practical**	**Without Practical**
Part-I –Objective	**Answer in MCQ/ in one word/in one sentence as directed**	**1x5=5**	**1x6=6**
Part-II- Very Short Type	**Answer within 50 words. Answer any 3 out of 5 questions (with practical) and Answer any 5 out of 7 question (without practical)**	**2x3=6**	**2x5=10**
Part-III- Short Type	**Answer within 250 words Answer any 3 out of 5 questions (with practical) and Answer any 4 out of 6 question (without practical)**	**5x3=15**	**5x4=20**
Part-IV- Long Type	**Answer within 800 words. Answer any 3 out of 5 questions**	**8x3=24**	**8x3=24**
Total		**50**	**60**
For Practical Paper		**One Major Experiment -10**	---------

		Record-05 Viva voce-05	

Examination Question Pattern of Mid Semester Examination and Mark Distribution

Question Pattern		**With Practical**	**Without Practical**
Part-I –Objective	**Answer in MCQ/ in one word/in one sentence as directed**	**1x3=3**	**1x6=6**
Part-II- Very Short Type	**Answer within 50 words. Answer any 1out of 2 questions (with practical) and Answer any 2 out of 3 question (without practical)**	**2x1=2**	**2x2=4**
Part-III- Short Type	**Answer within 250 words Answer any 1 out of 2 questions (with practical) and Answer any 2 out of 3 question (without practical)**	**5x1=5**	**5x2=10**
Total		**10**	**20**
For Practical Paper		**One Major Experiment -5 Record-02 Viva voce-03**	**---------**

Award of Degree:

A Degree certificate under the official seal of the university and signed by the Vice-Chancellor shall be presented at the Convocation or in absentia to each of the successful students of particular degree. The Controller of Examinations shall issue the mark/grade sheet of each semester to the candidates in the sheet of each semester to the candidates in the prescribed format.

Programme Educational Objectives (PEOs)-

School / Department of Tribal Culture, Philosophy and Eco-spiritualism under KISS Deemed to be University offers two years Post Graduate Programme of History.

PEO1. From the very beginning, students of the programme of History under the school of Tribal Culture, Philosophy and Eco-spiritualism will be exposed to fieldwork, research methodology, so that the students can do research and write independently.

PEO2. To equip students with good academic environment to demonstrate high levels of communication skills, creativity, critical thinking, responsibility, team work and leadership in their career.

PEO3. The Programme of History aims at grooming students to cope up with new and broad emerging academic environment where alternative viewpoints and new knowledge is required and appreciated for policy research, and development both at national and international levels.

PEO4. The faculty members of this programme must be high qualified and dedicated for the development of students.

PEO5. Students interested in administrative services and competitive exams will be benefitted from the papers offered in this programme (History).

Programme Outcomes-

PO1. Moral & Ethical Values: To know the moral and ethical codes of different philosophers and political thinkers of past, in which a student of this programme can learn some valuable ethical ideas for building of his career. To recognize different value systems including your own understanding the moral dimensions of your decisions,

PO2. Disciplinary Knowledge: To acquire knowledge about the history, culture, philosophy and political organizations of ancient, medieval and modern India as well as world.

Attain the knowledge of ancient and medieval arts and architectures of India. The students can get the knowledge of technical and skill education.

PO3. Communication Skills: For the effective communication, the programme will provide a Communicative English paper for students to speak, read, write and listen clearly in person, and through electronic media in English and in one Indian Language i.e. Odia, and make meaning of the world by connecting people, ideas, books, media and technology.

PO4. Critical Thinking, Problem solving & Analytical reasoning: To demonstrate a critical aptitude and reflexive thinking to systematically analyze the existing scholarship and expand critical questions and the knowledge base in the field of studying historical data using digital resources. Students will learn to understand, analyze, and evaluate both evidence and arguments. Students of history will learn to explain how and why important events happened and changed over time occur.

PO5. Indian Knowledge Systems (IKS): To develop a comprehensive understanding of India's rich knowledge traditions by studying ancient, medieval and modern intellectual, philosophical, cultural, scientific, literary and indigenous knowledge systems. Students will appreciate the contributions of Indian civilization, including tribal knowledge, folk traditions, ethical values and sustainable practices and apply these insights to contemporary social, cultural, and environmental contexts while fostering respect for India's diverse heritage.

PO6. Research-Related Skills: Ability to search for location of historical sites, extract, organise, evaluate, and use of new finding data that is relevant to a particular topic of history. To identify the research gaps and developments in various aspects of history and tribal culture studies.

PO7. Cooperation/Teamwork: To communicate ideas and information effectively to a range of audiences for a variety of purposes and contribute in a positive and collaborative manner to achieve common goals.

PO8. Digital Literacy: Capability to use various technical ICT tools (Data analytics) for exploring, analysing, and using the information for study on historical research works.

PO9. Experiential & Life-long learning: To acquire the ability to engage in independent and life-long learning in the broadest context on socio-cultural changes. Students are expected to gain knowledge and learn new skills and acquire the capability of self paced and self directed learning throughout life resulting in personal development and career advancement. Students would seek hands-on learning to perform in the real world by acquiring knowledge, skills and attitude.

PO10. Leadership Qualities: Students are expected to have the qualities like high integrity, accountable for actions, sense of empathy, humanity, flexibility, positivity, influencing and a vision. They are expected to engage in professional behaviour and have the potential to take leadership roles in their preferred occupations / careers and communities.

PO11. Professional & Decision-making Skills: Students are expected to exhibit skills that would demonstrate what they are capable of contributing to their job role and fulfil duties of the position they would seek. To make the ability of students to achieve professional integrity and professional behaviour, as well as the skills and attitudes, which are very necessary to plan for one's career to stay in the current world. Students are also expected to show proficiency in choosing between two or more alternatives and be able to defend with right points of contact involved in the suitable situation.

PO12. Environment Awareness and Sustainability: To make students aware about environment, nature and their sustainability**.** Study of the paper on Tribal eco-spiritualism will certainly able to understand the issues of environment and would endeavour for their long-term solutions.

Programme Specific Outcomes (PSOs)

These outcomes are specific to a programme in addition to the POs

PSO1. To acquire adequate conceptual base of history and better understanding of history and its forces.

PSO2. To conduct research in terms of form of formality hypothesis and development frames of interaction with other social science and attain certain level of interdisciplinary approach.

PSO3. To demonstrate the social, political, economic, religious beliefs & practices of the tribals of India. In fact, six tribal special papers are provided in this program for the understanding of students in various aspects of tribal culture.

PSO4. To produce knowledgeable and skilled students who can know the various aspects history of India as well as world and to defend their distinct ethno-cultural heritage by promoting and preserving their culture, philosophy, customs, art, architecture, tradition, history, language, literature cultural heritage and to make every possible effort to uplift and sustain their cultural entity.

PSO5. To acquire knowledge of students through Seminars, students will present orally their research or a summary of another's research in an organized, coherent, and compelling fashion. Also to organize national seminar/workshop and symposium to enrich the research and teaching of the programme.

M.A. History Revised Syllabus

Proposed distribution of Credits for Master's Degree in History As per NEP-2020

SUBJECT- HISTORY

Course Structure

FIRST SEMESTER

Paper Code	Paper Name	Credit			Total Credits
		L	T	P	
HI40001	Ancient World Civilizations	3	1	0	4
HI40003	Indian Historiography	3	1	0	4
HI40005	History of India (1750-1857 CE)	3	1	0	4
HI40007	History of Modern Odisha	3	1	0	4
HI40009	World History (1500 -1900 CE)	3	1	0	4

TC40051	Tribal Culture in India: Transition and Change	3	1	0	4
				Total	**24**

SECOND SEMESTER

Paper Code	Paper Name	Credit			Total Credits
		L	T	P	
HI40002	History of India (1857-1950 CE)	3	1	0	4
HI40004	Political and Cultural History of Odisha	3	1	0	4
AH40032	**Special Paper-I (Choice any one)** **A. Ancient India** Political and Administrative History of India (Early Times to 1200 CE)	3	1	0	4
MH40032	**B. Medieval India** History of Early Medieval India (700-1206 CE)				
AH40034	**Special Paper-II (Choice any one)** **A. Ancient India** Cultural Heritage of India	3	1	0	4

MH40034	**B. Medieval India** Political and Cultural History of India (1200-1526 CE)				
HI40006	Artificial Intelligence in History	3	0	1	4
TC40052	Tribal Movements in India with Special Reference to Odisha	3	1	0	4
				Total	**24**
Students who exit at the end of 1st year shall be awarded a Postgraduate Diploma					

THIRD SEMESTER

Paper Code	Paper Name	Credit			Total Credits
		L	T	P	
RM50001	Research Methodology	3	1	0	4
CA50005	Computer Application and Data Analysis	3	0	1	4
RE50003	Research and Publication Ethics	2	0	0	2
AH50031	**Special Paper-III (Choice any one)** **A. Ancient India** History of India: Religion, Literature, Art and Architecture (Early Times to 1200 CE) –I	3	1	0	4
MH50031	**B. Medieval India** Political and Cultural History of India (1526–1750 CE)				

AH50033	**Special Paper-IV (Choice any one)** **A. Ancient India** History of India: Religion, Literature, Art and Architecture (Early Times to 1200 CE) –II	3	1	0	4
MH50033	**A. Medieval India** Socio-Cultural History of India (1526-1750 CE)				
TC50051	Tribal Eco-Spiritualism	3	1	0	4
				Total	**22**

FOURTH SEMESTER

Paper Code	Paper Name	Credit			Total Credits
		L	T	P	
FD50082	Fieldwork and Dissertation	0	0	20	20
				Total	**20**

Grand Total Credit= 90

- **One Credit= 1 hour for Theory Classes**
- **One Credit= 2 hours for practical Classes**

M.A. History Syllabus

As Per NEP-2020

FIRST SEMESTER

Ancient World Civilizations

Code: HI40001

Credit -4

Objective-

This paper will explore the glorious history of the ancient World since the Barbarian Age to the formation of social and political organizations which put the foundation of modern society. It will give knowledge to students about new inventions in the field of agriculture, science and technology, medicine, art and architecture. The paper will provide ideas with regard the marvellous collections on ancient literature for the future generation.

Course Outcome-

CO-1. To understand the Stone age culture, Egyptian, Mesopotamian, Chinese, Harappan, Greek and Roman civilizations
CO-2. To evaluate the political Structure and society of Ancient Rome, Conflicts in social order and expansion of Republican Rome, Julius Caesar and his wars
CO-3. To describe the Classical period in Greece, Transition from Monarchy to democracy.
CO-4. To discuss the religion, art and architecture and literature of Greek Civilization.
CO-5. To indicate the characteristics of Harappan civilization of ancient India.

Course content-

Unit-I

1. Origin of Mankind- different stages of human origin and development.
2. Stone Age Cultures-: Paleolithic, Mesolithic and Neolithic: Tool technology and subsistence pattern. Hunters & Gatherers,

Unit-II

1. Egyptian Civilization: Political Developments, Art & Architecture, Religion.
2. Mesopotamian Civilization: Sumerian Civilization: Society, Art & Architecture, Religion, Innovations, Babylonian Civilization: Law Codes, Administration, Religion, Education; Assyrian Civilization: Polity, Society and Religion.

Unit-III

1. Chinese Civilization: Polity, Society, Science-Innovations & Technological Developments.
2. Harappan Civilization: Origin, Extent, Characteristics & Causes of Decline.

Unit-IV

1. Ancient Greece: Geographical features. The Early Greek Civilization; Classical period in Greece: Social Formation, Transition from Monarchy to democracy; Features of Direct democracy; economy, religion, art and architecture and literature.

3. Ancient Rome: The Roman Expansion, Political Structure and society, Conflicts in social order and expansion of Republican Rome; Roman slavery.

Course Outcomes (COs)

Code	Course Outcome	Bloom's Level
CO1	Understand the Stone age culture, Egyptian, Mesopotamian, Chinese, Harappan, Greek and Roman civilizations.	Remember
CO2	Evaluate the political Structure and society of Ancient Rome, Conflicts in social order and expansion of Republican Rome, Julius Caesar and his wars.	Evaluate
CO3	Describe the Classical period in Greece, Transition from Monarchy to democracy.	Understand
CO4	Discuss the religion, art and architecture and literature of Greek Civilization.	Understand
CO5	Indicate the characteristics of Harappan civilization of ancient India.	Understand

CO–PO Attainment Matrix (1–3 Mapping)

(Referencing the Programme Outcomes (POs) from the "History Two-year PG programme Common Preamble")

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	2	3	1	2	2	2	1	1	2	1	1	2	3	2	1	2	1
CO2	2	3	1	3	3	2	1	1	2	2	2	2	3	3	1	2	1
CO3	2	3	2	3	2	2	2	2	2	2	2	3	3	2	1	2	2
CO4	2	3	1	2	2	2	1	1	2	1	1	2	3	2	1	3	1

CO5	2	3	1	2	2	2	1	1	2	1	1	2	3	2	1	2	1
Average	2.0	3.0	1.2	2.4	2.2	2.0	1.2	1.2	2.0	1.4	1.4	2.2	3.0	2.2	1.0	2.2	1.2

Mapping Scale

Scale	Interpretation
1	Low Correlation (Slight/Indirect relationship)
2	Medium Correlation (Moderate/Reinforcing relationship)
3	High Correlation (Direct/Substantial relationship)

Cross-Cutting Integration

Cross-cutting Issue	Level	Integration Focus
Human Values	Very High	Study of ancient civilizations fosters understanding of cultural heritage and moral values as outlined in PSO4. The course emphasizes the philosophical and religious traditions (Egyptian, Greek, Roman, Chinese, Indian) which shaped early human notions of society, law, and ethics.
Gender	Medium	Historical interpretations with special reference to gender in ancient societies (e.g., Roman society, Greek social structure). The course materials examine the role and status of women in classical civilizations.
Environment & Sustainability	Medium	Understanding the relationship between early human societies (Hunter-Gatherers, Agricultural Revolution) and their environment. Study of ecological factors in the rise and decline of ancient civilizations (e.g., Harappan decline).
Professional Ethics	Low	Introduction to sources and tools of historical reconstruction (archaeology, numismatics, literary analysis) instills ethical practices in handling and interpreting historical evidence, aligning with research integrity (PO1).

SDG Mapping

SDG No.	SDG Title	Contribution

SDG No.	SDG Title	Contribution
SDG 4	Quality Education	Provides foundational knowledge of ancient world history, contributing to historical literacy and global cultural education.
SDG 5	Gender Equality	Historical interpretations with special reference to gender in ancient Greece and Rome allow for gender analysis of early power structures and social hierarchies.
SDG 11	Sustainable Cities & Communities	Study of ancient urban planning (Harappan, Egyptian, Mesopotamian, Chinese, Greek and Roman cities) helps understand ancient urban sustainability, infrastructure, and heritage protection.
SDG 16	Peace, Justice and Strong Institutions	Analysis of early state formation, political relations (e.g., Roman Republic, Greek Democracy), legal codes (e.g., Babylonian Law), and social stratification provides insights into the evolution of governance and institutional frameworks.

Text Books:

1. Davies, H.A., (1969). *An Outline History of the World*, London.
2. Neil.H. Willam.M.C., (1907). *A World of History*, Oxford, New York.
3. Sharma, Manoj., (2005). *History of World Civilization*, Anmol Publications Pvt. Ltd., New Delhi.
4. Swain,J.E., (1947). *A History of World Civilization*. Muhlenberg College, Mc Grow Hill Book Company, Inc., New York, now in India Published by Eurasia Publishing House Pvt. Ltd., New Delhi.

Suggested Readings-

1. Dhanakoty,T & Subramanian, N., (1956). *Man, and his works, An introduction to Universal History*, The National Publishing Company; Chennai.
2. G. Sjoberg, (1960). *The Preindustrial City: Past and Present*, New York: Free Press.
3. Jones, AHM., (1984). *The Greek City from Alexander to Justinian*, London: Clarendon Press.
4. Redman, C., (1978). *The Rise of Civilisation* (San Francisco).
5. Hammond, M., (1972). *The City in the Ancient World* (Harvard).

6. Sjoberg, G., (1960). *The Preindustrial City: Past and Present*, New York: Free Press.
7. Finley, MI(1982). *'The Ancient City: From Fustel de Coulanges to Max Weber and beyond' in Brent D. Shaw and Richard Saller, eds., Economy and Society in Ancient Greece,* NY.
8. Parkins, Helen M., (1997). *Roman Urbanism: Beyond The Consumer City*, Routledge.
9. Huskinson,. J, (1992 ed., 2000). *Experiencing Rome: Culture, Identity & Power in Roman Empire,* Nicholas Tarling, ed., The Cambridge History of Southeast Asia, Vol. I, CUP.
10. Wheatley,Paul.(1971). *Pivot of the Four Quarters: A Preliminary Enquiry into the Origins and Character of the Ancient Chinese City,* Edinburgh University Press.
11. Cotterell, Arthur., (2008). *Imperial Capitals of China: A Dynastic History of Celestial Empire.*
12. Redman, C., (1978). *The Rise of Civilisation* (San Francisco).
13. Hammond, M., (1972). *The City in the Ancient World* (Harvard).

Indian Historiography

Code: HI40003
Credit -4

Objective-

This paper will provide ideas to students about the study of the writings of history of different historical texts of India. The value of Vedas, Puranas and different secular texts should reach

at the students. The study of Historiography and different Schools of Thought will help the students to gain knowledge about the writing methods of different historians of modern India.

Course Outcome-

CO-1. To understand about Indian Historiography
CO-2. To analyze the writings of Historical works of Ancient India
CO-3. To articulate with the medieval Indian historical writings.
CO-4. To evaluate the Indian Colonial Historiography
CO-5. To explain the research methods used/adopted by the historians of India.

Course content-

UNIT-I

Ancient Literature

1 The Vedas and Puranas.

2 Jaina and Buddhist Texts.

UNIT-II

Historical Works

1. Arthasatra of Kautilya, Harshacharita of Bana
2. Rajatarangini of Kalhana, Prithviraj Raso of Chand Bardai

UNIT-III

Medieval Texts

1 Alberuni's, *Kitab-ul-Hind,* Zia-ud-Din Barani and Didactic History.

2 *Baburnama,* AbulFazl, *Ain-i-Akbari.*

UNIT-IV

Modern Historiography

1. Colonial School: Orientalists, Anglicism and Evangelical
2. James Mills, Macaulay, Vincent Smith.
3. Nationalist School, Marxist School, Subaltern School.
4. R. C. Majumdar, J. N. Sarkar, D.D. Kosambi, R.S. Sharma, Bipan Chandra

Course Outcomes (COs)

Code	Course Outcome	Bloom's Level

Code	Course Outcome	Bloom's Level
CO1	Understand about Indian Historiography.	Understand
CO2	Analyze the writings of Historical works of Ancient India.	Analyze
CO3	Articulate with the medieval Indian historical writings.	Understand
CO4	Evaluate the Indian Colonial Historiography.	Evaluate
CO5	Explain the research methods used/adopted by the historians of India.	Understand

CO–PO Attainment Matrix (1–3 Mapping)

(Referencing the Programme Outcomes (POs) from the "History Two year PG programme Common Preamble")

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	3	2	2	1	1	2	1	1	2	3	2	1	3	1
CO2	2	3	2	3	3	3	1	2	2	1	2	2	3	3	1	3	2
CO3	2	3	2	2	2	2	1	1	2	1	1	2	3	2	1	3	1
CO4	3	3	2	3	3	3	1	2	2	2	2	3	3	3	1	3	2
CO5	3	3	2	3	3	3	2	2	3	2	2	3	3	3	1	3	2
Average	2.6	3.0	2.0	2.8	2.6	2.6	1.2	1.6	2.2	1.4	1.6	2.4	3.0	2.6	1.0	3.0	1.6

Mapping Scale

Scale	Interpretation
1	Low Correlation (Slight/Indirect relationship)
2	Medium Correlation (Moderate/Reinforcing relationship)
3	High Correlation (Direct/Substantial relationship)

Cross-Cutting Integration

Cross-cutting Issue	Level	Integration Focus
Human Values	Very High	Study of Indian historiographical traditions from ancient to modern times fosters understanding of cultural heritage, ethical codes, and moral values as outlined in PO1 and PSO4. The course examines how different schools of thought (Orientalist, Nationalist, Marxist, Subaltern) have shaped the understanding of India's past.
Gender	Medium	Critical evaluation of historical writings allows for analysis of how gender has been represented (or marginalized) in traditional historiography. Modern historiographical approaches (Subaltern, Marxist) often incorporate gender as a category of analysis.
Environment & Sustainability	Low	Study of regional historiography and the writings of historians like D.D. Kosambi includes analysis of environmental and ecological factors in historical interpretation.
Professional Ethics	High	The course directly addresses research methods, source criticism, and ethical practices in historical reconstruction. Examination of colonial and nationalist historiographies provides insights into bias, objectivity, and intellectual integrity in history writing (aligned with PO1 and Research Ethics).

SDG Mapping

SDG No.	SDG Title	Contribution
SDG 4	Quality Education	Provides foundational knowledge of Indian historiography, contributing to historical literacy, critical thinking, and understanding of how historical knowledge is constructed.
SDG 5	Gender Equality	Critical evaluation of historiographical traditions allows for gender analysis of historical writings and understanding how gender has been represented in different historical narratives.
SDG 16	Peace, Justice and Strong Institutions	Analysis of different historiographical schools (Colonial, Nationalist, Marxist, Subaltern) provides insights into how historical narratives shape national identity, justice, and institutional frameworks. The course examines the relationship between history writing and power structures.

SDG No.	SDG Title	Contribution
SDG 9	Industry, Innovation and Infrastructure	The study of historiographical methods and research tools (epigraphy, numismatics, archaeology) relates to innovation in historical research methodologies and the infrastructure of knowledge production.

Text Books-

1. Hasan Mohibbul, ed., (1968). *Historians of Medieval India*, Meenakshi Prakashan, Meerut.
2. Majumdar, R.C. , (1973). *History of History Writing in Medieval India*, Calcutta.
3. Majumdar, R.K. and Srivastava, A.N., (1975). *Historiography,* Delhi.
4. Sen. S.P. , (1973). *Historians and Historiography of Modern India*, Calcutta.
5. Sreedharan,T., (2004). *A Textbook of Historiography*, (500 BC to CE 2000), Orient Longman Pvt., Ltd..

Suggested Readings-

1. Acton Lord,(1960). *Lectures on Modern History*, London.
2. Bajaj, Satish K., (2001). *Recent Trends in Historiography*, Anmol Publications Pvt. Ltd., New Delhi.
3. Barnes, H.E. , (1962). *A History of Historical Writing*, New York.
4. Carr, E.H. , (1969). *What is History*, London.
5. Geoffrey Barowclough, (1979). *Main Trends in History*, New York.
6. Guha, Ranjit, (1999)., *Elementary Aspects of Peasant Insurgency,* Duke University Press, Durham/ London.
7. Hardy Peter., (1997)., *Historians of Medieval India,* New Delhi, Munshiram Manoharlal Publishers.
8. Herbert Butterfield, (1966). *Man on His Past:The Study of History of Historical Writing*, Boston.
9. Keith, A.B., (1970)., *The Religion and Philosophy of the Veda and Upanishads*, Indian Reprint.
10. Kosambi, D.D., (1956)., *An Introduction to the Study of Indian History*, Poona, Popular Prakashan.
11. Momigliano, Arnoldo, (1990)., *The Classical Foundations of Modern Historiography,* Berkeley, University of California Press.
12. Nigami, K.A., (1983). *On History and Historians of Medieval India*, Munshiram Mondala, New Delhi.
13. Philip, C. H. , ed. , (1962). *Historians of India, Pakistan and Cylone*, London.
14. Philips, C.H. ed. [1961] 1967. *Historians of India, Pakistan and Ceylon.* London: Oxford University Press. Pulleybank,
15. Sastri,Nilakantha, N.K. and Ramanna, A.S., (1856). *Historical Method in Relation to Indian History*, Madras.
16. Shotwell James T., (1939). *Introduction to the History of History*, (2 Volumes), Columbia.
17. Tikekar S.R., (1964). *On Historiography*, Bombay.
18. Warder, A.K., (1972). *An Introduction to Indian historiography.* Bombay: Popular Prakashan.

History of India (1750-1857 CE)

Code: HI40005

Credit -4

Objective-The paper highlights about India during 18th century towards the; Society, Economy, Polity. It discusses the Expansion and Consolidation of colonial Power towards Mercantilism, foreign trade and early forms of exactions from Bengal. The Colonial State and Ideology, the Arms of the colonial state: army, police, lawand Ideologies of the Raj and racial attitudes, were discussed in this section of study. The paper also deals with the Trade and Industry: Deindustrialization, Trade and fiscal policy, Drain of Wealth, Growth of modern industry.

Course content-

UNIT-I

India in the mid-18th Century; Society, Economy, Polity

Expansion and Consolidation of colonial Power:

a. Mercantilism, foreign trade and early forms of exactions from Bengal.

b. Dynamics of expansion, with special reference to Bengal, Mysore, Western India, Awadh, Punjab, and Sindh.

UNIT-II

Colonial State and Ideology:

a. Arms of the colonial state: army, police, law.

b. Ideologies of the Raj and racial attitudes.

c. Education: indigenous and modern.

UNIT-III

Rural Economy and Society:

a. Land revenue systems and forest policy.

b. Commercialization and indebtedness.

c. Rural society: change and continuity.

d. Famines, Pastoral economy and shifting cultivation.

UNIT-IV

a. Trade and Industry: Deindustrialization, Trade and fiscal policy, Drain of Wealth, Growth of modern industry

b. Popular Resistance: Santhal uprising (185-7); Indigo rebellion (1860); Pabna agrarian Leagues (1873); Deccan riots (1875), and Uprising of 1857

Course Outcome: -

Course Outcomes (COs)

Code	Course Outcome	Bloom's Level
CO1	Understand the concept of Expansion and Consolidation of colonial Power of India in the mid-18th Century.	Understand
CO2	Develop an understanding about the Dynamics of expansion, with special reference to Bengal, Mysore, Western India, Awadh, Punjab, and Sindh.	Understand
CO3	Highlight the Ideologies of the Raj and racial attitudes and educational system of indigenous and modern.	Understand
CO4	Understand the economic system of land revenue system and about the Famines, Pastoral economy and shifting cultivation.	Understand
CO5	Acquire knowledge about the Popular Resistance: Santhal uprising (1855-57); Indigo rebellion (1860); Pabna agrarian Leagues (1873); Deccan riots (1875), and Uprising of 1857.	Remember

CO–PO Attainment Matrix (1–3 Mapping)

(Referencing the Programme Outcomes (POs) from the "History Two year PG programme Common Preamble")

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	3	3	2	1	1	2	2	2	3	3	3	1	2	1
CO2	2	3	2	3	3	2	1	1	2	2	2	2	3	3	1	2	1
CO3	3	3	2	3	2	2	1	2	2	2	2	3	3	2	1	3	2
CO4	2	3	2	2	3	3	1	1	2	1	2	3	3	3	1	3	1

CO5	2	3	2	3	3	3	2	2	2	2	2	3	3	3	2	3	2
Average	2.4	3.0	2.0	2.8	2.8	2.4	1.2	1.4	2.0	1.8	2.0	2.8	3.0	2.8	1.2	2.6	1.4

Mapping Scale

Scale	Interpretation
1	Low Correlation (Slight/Indirect relationship)
2	Medium Correlation (Moderate/Reinforcing relationship)
3	High Correlation (Direct/Substantial relationship)

Cross-Cutting Integration

Cross-cutting Issue	Level	Integration Focus
Human Values	High	Study of colonial ideologies, racial attitudes, and resistance movements fosters understanding of moral values, justice, and human dignity as outlined in PO1. The course examines the ethical dimensions of colonial rule and the struggle for rights and identity.
Gender	Medium	Analysis of social changes during colonial period, including the position of women in rural and urban society. Study of reform movements and their impact on gender relations in 19th century India.
Environment & Sustainability	Medium	Understanding the relationship between colonial forest policies, land revenue systems, and ecological changes. Study of famines, pastoral economy, shifting cultivation, and their environmental implications.
Professional Ethics	Medium	Examination of colonial administrative structures (army, police, law) provides insights into governance ethics. Study of economic policies (drain of wealth, deindustrialization) raises questions about economic justice and professional integrity in policy-making.

SDG Mapping

SDG No.	SDG Title	Contribution

SDG No.	SDG Title	Contribution
SDG 1	No Poverty	Study of famines, rural indebtedness, and economic exploitation during colonial rule provides historical context for understanding poverty and economic inequality.
SDG 4	Quality Education	Examination of indigenous and modern education systems during colonial period contributes to understanding the evolution of educational institutions and policies in India.
SDG 8	Decent Work and Economic Growth	Analysis of deindustrialization, trade policies, drain of wealth, and growth of modern industry provides insights into historical economic transformations and their impact on livelihoods.
SDG 10	Reduced Inequalities	Study of colonial economic policies, commercialization, indebtedness, and social stratification helps understand the historical roots of economic and social inequalities.
SDG 16	Peace, Justice and Strong Institutions	Analysis of colonial state structures (army, police, law), popular resistance movements (Santhal uprising, 1857 Revolt, Deccan riots), and ideologies of the Raj provides insights into governance, justice, and institutional evolution.

Text Books:

1. Agarwal, R.C., (1974*). Constitutional Development and National Movement*, S.S. Chand & Company, New Delhi, K. Rajayyan (1981). *History of Freedom Struggle in India*, Madurai Publishing house, Madurai.
2. Alam M., (1986), *The Crisis of Empire in Mughal North India: Awadh and the* Punjab, Oxford India Press.
3. Alavi. S., (1995), *The Sepoys and the Company: Tradition and Transition in Northern India, 1770-1830,* Oxford University Press. Delhi.
4. Barnett. R., (2002), *Rethinking Early Modern India,* Manohar, New Delhi,.
5. Bayly. C.A., (1989),*Imperial Meridian: The British Empire and the World 1780-1830,* Longman.
6. Bayly. C.A., (1994), *Imperial Meridian. The British Empire & the World,* Cambridge,

7. Bayly. C.A., (1996), *Empire and Information. Intelligence gathering and Social Communication in India 1780-1870,* Delhi.
8. Chakravarty , Suhash, (1989). *The Raj Syndrome: A Study in Imperial Perceptions*.
9. G. Venkatesan , (1985). *The History of Freedom Struggle in India*, Coimbatore.
10. Grover , B.L. , & Grover, S. , (2002).*A New Look At Modern Indian History*, S Chand & Company Ltd, New Delhi.

Suggested Readings-

1. Guha, Ranajit (1983). *Elementary Aspects of Peasant Insurgency in Colonial India* .
2. Gupta, R.C. , (1983). *Indian Freedom Movement and Thought 1930-1947*, Sterling Publishers New Delhi.
3. Habib. Irfan, (2009), *Class, Caste and Colony: India from Mughal Period to British Raj,* Delhi.
4. Hasan. Farhat, (2004), *State and Locality in Mughal India: Power relations in Western India, 1572-1730*, Cambridge.
5. Kennedy P., (1987),*The Rise and Fall of the Great Powers: Economic Change and Military Conflict from 1500 to 2000,* Vintage Books; New York.
6. Lal Bahadur, (1983).*Indian Freedom Movement and Thought 1919-1929*, Sterling Publishres, New Delhi.
7. Lawson. P., (1993), *The East India Company: A History*, Longmans; London.
8. Majumdhar, R.C., (1962).*History of Freedom Movement in India* 3 Vols, Calcutta.
9. Malcolm J, (1970), *Political History of British India from 1784 to 1823*, Associated Pub. House; New Delhi.
10. Metcalf T.R.,(1995), *Ideologies of the Raj: The New Cambridge History of India, III.4,* Cambridge University Press.
11. Muzaffar. Alam, (1993), *Crisis of Empire in Mughal India: Awadh & Punjab 1707-1730,* Delhi.
12. Peers D., (2006), India under Colonial Rule 1700-1885, Pearson Longmans; Harlow and London.
13. Raychoudhary, S. C. , (2000). *History of Modern India*, Surjeet Publication, Delhi.
14. Ward J. M., (1976), *Colonial Self-Government: The British Experience 1759-1856*, University of Toronto Press; Toronto.

History of Modern Odisha

Code: HI40007

Credit -4

Objective-This paper will provide knowledge to the students regarding the British occupation of Odisha and their administration. Its another objective is to give students information regarding different uprisings of the Odia people against the oppressive measures of the Britishers. To give idea about the Great famine of 1866 and its horrible consequences and simultaneously the steps taken by the British Government to develop education. It also aimed at focusing on the growth of Socio-Political consciousness, the language controversy, the fight for Odia Identity and the amalgamation of different Odia speaking regions towards the formation of Separate Odia Province.

Course Content-

UNIT-I

1. British Occupation of Odisha, Early British Administration & its Economic Impact- Land Revenue, Agriculture, Industry, Trade & Commerce.
2. Early Resistance Movement – Khurda uprising of 1804-05 & Paik Rebellion of 1817.
3. Odisha during the Movement of 1857 – Role of Surendra Sai & Chandan Hazuri.

UNIT-II

1. Natural Calamities in Odisha, Famine of 1866; Causes & Effects.
2. Socio-Cultural Changes in 19th Century Odisha.

UNIT-III

1 Odia Movement: Growth of Socio-Political Consciousness, Modern Education, press & Journalism & Public Associations in the 19th Century Odisha.
2 Utkal Sammilani (1903-1920).
3 Emergence of Nationalist Leadership & Beginnings of Nationalist Movement – Non-Cooperation Movement and Civil Disobedience Movement.

UNIT-IV

1 Creation of Odisha as a Separate Province, 1936.
2. Non-Congress & Congress Ministries (1937-50).
3. Quit India Movement, Prajamandal Movement & Merger of Princely States following Independence.

Course Outcome: -

Course Outcomes (COs)

Code	Course Outcome	Bloom's Level
CO1	Analyze the advancement and occupation of Odisha by the Britishers.	Analyze
CO2	Gain knowledge about the economic crisis of 1866 and its impact on Odisha.	Understand
CO3	Acquire knowledge regarding the growth of Education, press and formation of different Socio-political associations.	Understand
CO4	Gain knowledge about different nationalist movements and formation of separate Odia province.	Understand
CO5	Gain knowledge regarding eminent personalities of Odisha and their relentless contribution towards the betterment of Odisha.	Remember

CO–PO Attainment Matrix (1–3 Mapping)

(Referencing the Programme Outcomes (POs) from the "History Two year PG programme Common Preamble")

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	3	3	2	1	1	2	2	2	3	3	2	1	3	2
CO2	2	3	2	2	3	2	1	1	2	1	2	3	3	2	1	3	1
CO3	2	3	3	2	2	2	2	2	2	2	2	2	3	2	1	3	2
CO4	3	3	3	3	3	2	2	2	3	3	2	3	3	3	1	3	2
CO5	3	3	3	2	2	2	2	2	3	3	2	2	3	2	1	3	2
Average	2.4	3.0	2.6	2.4	2.6	2.0	1.6	1.6	2.4	2.2	2.0	2.6	3.0	2.2	1.0	3.0	1.8

Mapping Scale

Scale	Interpretation
1	Low Correlation (Slight/Indirect relationship)

Scale	Interpretation
2	Medium Correlation (Moderate/Reinforcing relationship)
3	High Correlation (Direct/Substantial relationship)

Cross-Cutting Integration

Cross-cutting Issue	Level	Integration Focus
Human Values	Very High	Study of resistance movements (Paik Rebellion, Khurda uprising, Quit India Movement) and the fight for Odia identity fosters understanding of moral values, justice, patriotism, and cultural heritage as outlined in PSO4. The course examines the sacrifice of eminent personalities like Surendra Sai for the betterment of Odisha.
Gender	Medium	Analysis of socio-cultural changes in 19th century Odisha includes study of social reform movements and their impact on gender relations, position of women, and family structures in Odia society.
Environment & Sustainability	High	Understanding the relationship between natural calamities (Famine of 1866), colonial forest policies, land revenue systems, and ecological changes in Odisha. Study of the causes and effects of famines provides insights into environmental management and sustainability.
Professional Ethics	Medium	Examination of British administrative structures, land revenue systems, and colonial governance provides insights into administrative ethics. Study of press, journalism, and public associations in 19th century Odisha raises questions about freedom of expression and professional integrity.

SDG Mapping

SDG No.	SDG Title	Contribution
SDG 1	No Poverty	Study of the Great Famine of 1866, its causes and devastating effects, provides historical context for

SDG No.	SDG Title	Contribution
		understanding poverty, food insecurity, and the importance of disaster management.
SDG 2	Zero Hunger	Analysis of famines in Odisha during colonial rule contributes to understanding the historical roots of hunger and the importance of agricultural sustainability and food security.
SDG 4	Quality Education	Examination of the growth of modern education, press, journalism, and public associations in 19th century Odisha contributes to understanding the evolution of educational institutions and the role of education in social transformation.
SDG 9	Industry, Innovation and Infrastructure	Study of British administration's impact on land revenue, agriculture, industry, trade, and commerce in Odisha provides insights into historical economic transformations and infrastructure development.
SDG 16	Peace, Justice and Strong Institutions	Analysis of colonial administration, resistance movements (Paik Rebellion, Khurda uprising, Quit India Movement, Prajamandal Movement), the formation of Odisha province (1936), and merger of princely states provides insights into governance, justice, and institutional evolution.

Text Books:

1. Banerji, R.D., (2006). *History of Orissa –From the Earliest Times to the British Period*, New Age Publications; Cuttack.
2. Bose, N.K., (1932). *Canons of Orissan Architecture,* Calcutta.
3. Mishra, P.K. & Samal, J.K., eds., (1997). *Comprehensive History and Culture of Orissa,* Two Volumes, Kaveri Books; New Delhi.
4. Donaldson, T.E., (1985 & 1986). *Hindu Temple Art of Orissa*+, Vols. I, II and III, Leiden.

Suggested Readings-

1. Das, M.N.(ed.), (1977). *Side Lights On History and Culture of Orissa,* Cuttack.
2. Dehejia, Vidya,(1979). *Early Stone Temples of Orissa,* New Delhi.
3. Deva, Krishna, (1969). *Temples of North India*, New Delhi.
4. Dhaky, M.A., (1977). *The Indian Temple Forms,* New Delhi.
5. Donaldson, T.E., (2000). *Tantra And Çäkta Art of Orissa,* Vol.I and II, New Delhi.
6. Easchman, A. et al (eds)(1978.). *Thecult of Jaganatha and regional Tradition of Orissa*, Manohar, New Delhi.
7. Easchman, A. , et al , eds., (1978) *Thecult of Jagannatha and Regional Tradition of Orissa*, Manohar, New Delhi.
8. Mallik, B.K. , *Paradigms of Dissent and Protest: Social Movement in Eastern India(c1400 – 1700 AD)*, Monahar, New Delhi.
9. Mishra, Binayak, (1986). *Indian Culture and Cult of Jagannatha*, Calcutta.
10. Mishra, K.C., (1971). *The Cult of Jagannatha,* Calcutta.
11. Mishra, P.K. (Ed.), *Comprehensive History and Culture of Orissa*. Vols I Pt. II.
12. Mohanty,A.B., ed., (1932, Reprint-2001). *Madlapnji* Prachi Samiti; Cuttack, Reprinted at Orissa Sahitya Akademi; Bhubaneswar.
13. Panda, Harihar, (Reprint-2014). *History of Odisha,* Kitab Mahal;Cuttack.
14. Panigrahi, K.C., (1995). *History of Orissa (Hindu Period),* Kitab Mahal;Cuttack.
15. Patnaik, H.S. and Parida , A.N. , eds., (1996). *Aspects of Socio-Cultural Life Early and MedievalOrissa*, Bhubaneswar.
16. Pradhan, A.C., (2012). *A Study of History of Odisha*, Panchashila Publishers and Book Sellers;Bhubaneswar.
17. Sahu, N.K. , (1958). *Buddhism in Orissa*. Utkal University; Bhubaneswar.
18. Sahu, N.K., Mishra, P.K. & Sahu. J.K., (1981). *History of Orissa*, Cuttack.
19. Sahu, N.K., (1964). *History of Orissa*, Vol. II, Utkal University; Bhubaneswar

World History (1500-1900 CE)

Code: HI40009

Credit -4

Objective-

The paper aims to acquaint the students with renaissance and religious reforms, political revolutions and new economic trends / ideas of the different countries of the world. It will identify major discoveries, inventions, and scientific achievements, and assess their impact on society.

Course content-

UNIT-I

1. Renaissance and Reformation in Europe.
2. American War of Independence (1776) and Constitution: Its Nature and Significance- Abolition of Slavery.

UNIT-II

1. The French Revolution of 1789 CE: It's Causes, Course, Impact and Limitation.
2. Era of Napoleon: Rise, Achievements and Failure

UNIT-III

1. Congressional System.
2. Nineteenth Century European Revolution: July Revolution (1830), February Revolution (1848).

UNIT-IV

1. Industrial Revolution in England: Causes and it's Impact on Society,
2. Growth of Capitalism, Rise of Socialism and Working-Class Movements.
3. Imperialism and Colonialism: Characteristic Features
4. The Role of England and Germany as Imperial and Colonial countries

Course Outcome-

Course Outcomes (COs)

Code	Course Outcome	Bloom's Level

Code	Course Outcome	Bloom's Level
CO1	Analyze the Renaissance and Reformation in Europe.	Analyze
CO2	Understand the American War of Independence and its significance.	Understand
CO3	Explain the French Revolution of 1789 CE and generalize the July Revolution (1830), and February Revolution (1848).	Understand
CO4	Describe the Industrial Revolution in England: Causes and its Impact on Society.	Understand
CO5	Make out the ideas of imperialism and colonialism adopted by England and Germany.	Understand

CO–PO Attainment Matrix (1–3 Mapping)

(Referencing the Programme Outcomes (POs) from the "History Two year PG programme Common Preamble")

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	3	2	2	1	1	2	2	2	3	3	2	1	3	2
CO2	3	3	2	3	2	2	2	1	2	2	2	3	3	2	1	3	2
CO3	2	3	2	3	3	2	1	1	2	2	2	3	3	2	1	3	2
CO4	2	3	2	3	3	2	1	1	2	2	2	3	3	3	1	3	2
CO5	3	3	2	3	3	2	1	2	2	2	2	3	3	3	1	3	2
Average	2.4	3.0	2.0	3.0	2.6	2.0	1.2	1.2	2.0	2.0	2.0	3.0	3.0	2.4	1.0	3.0	2.0

Mapping Scale

Scale	Interpretation
1	Low Correlation (Slight/Indirect relationship)
2	Medium Correlation (Moderate/Reinforcing relationship)
3	High Correlation (Direct/Substantial relationship)

Cross-Cutting Integration

Cross-cutting Issue	Level	Integration Focus
Human Values	Very High	Study of Renaissance humanism, Reformation, Enlightenment ideals, the French Revolution's declaration of rights, and the American Constitution fosters understanding of human dignity, liberty, equality, and democratic values as outlined in PO1 and PSO4. The course examines the moral and ethical dimensions of political revolutions and social movements.
Gender	Medium	Analysis of social changes during the Industrial Revolution, including the position of women in the workforce, the rise of working-class movements, and early feminist ideas. Study of the Abolition of Slavery movement and its connections to gender equality and human rights.
Environment & Sustainability	Medium	Understanding the environmental impact of the Industrial Revolution, including urbanization, pollution, and resource exploitation. Study of the relationship between capitalism, imperialism, and ecological changes. This provides insights into historical roots of environmental challenges.
Professional Ethics	Medium	Examination of imperial and colonial policies of England and Germany raises questions about economic justice, governance ethics, and the moral responsibilities of industrial and colonial powers. Study of the rise of socialism and working-class movements provides insights into labor rights and professional ethics.

SDG Mapping

SDG No.	SDG Title	Contribution
SDG 1	No Poverty	Study of the Industrial Revolution, rise of capitalism, working class movements, and socialism provides historical context for understanding economic inequality, poverty, and the evolution of labor rights and social welfare systems.
SDG 4	Quality Education	Examination of the Renaissance, Reformation, and Enlightenment contributes to understanding the evolution of educational institutions, scientific thinking, and the role of knowledge in social transformation.

SDG No.	SDG Title	Contribution
SDG 5	Gender Equality	Analysis of social changes during revolutionary and industrial periods allows for gender analysis of early power structures, the position of women in society, and the emergence of movements for women's rights.
SDG 8	Decent Work and Economic Growth	Study of the Industrial Revolution, growth of capitalism, rise of socialism, and working-class movements provides insights into the historical evolution of labor conditions, economic growth, and the struggle for decent work.
SDG 10	Reduced Inequalities	Analysis of the French Revolution's declaration of rights, American Constitution, Abolition of Slavery, and socialist movements helps understand the historical roots of struggles against social and economic inequalities.
SDG 16	Peace, Justice and Strong Institutions	Analysis of political revolutions (American, French), congressional system, European revolutions (1830, 1848), and imperial/colonial policies provides insights into the evolution of governance, justice, democracy, and institutional frameworks.

Text Books:

1. Colin Heywood, (1995). *The Development of the French Economy, 1750-1914*, CUP.
2. Francois Furet, (1992). *Revolutionary France (1770-1880),* Blackwell.
3. Israel Smith Clare, (1931). *The Standard History of the World*, 10 Volumes, Standard Historical Society, Cincinnati.
4. Khuran, K.L. and Sharma, R. C., (1984). *A Simple History of Modern Europe (1789-1880 A.D.),* Lakhsmi Narain Agrawal, Agra.
5. Lynn Hunt, (1984). *Politics, Culture and Class in the French Revolution*, University of California Press.

Suggested Readings-

1. Mac Nall, Edward, (1963). *Their History and Their Culture*, W.W. Norton & Company, Inc, New York,
2. Maiti, P., (2012). *A HISTORY OF EUROPE (1789-1919)*, Shreedhar Prakasani, Kolkata.

3. Malcolm Corooke (ed., (2002). *Revolutionary France: 1788-1880,* OUP.
4. Rao, B.V., (2014). *History of the Modern World*, Sterling Publisher, New Delhi.
5. Rao, B.V., (2017). *World History (From Early Times to 2011)* Sterling Publisher, New Delhi.
6. Rao, B.V., (2014). *History of Modern Europe (AD 1739-2013),* Sterling Publishers, New Delhi.
7. Reddy, Krishna, (2018). *World History*, McGrow Hill Education (India) Pvt. Ltd., Chennai.
8. Swain, J.E., (1994). *A History of World Civilization*, Eurasia Publishing House Pvt. Ltd., New Delhi.
9. Wesley Rohem, A et al, (1952). *The Record of Mankind*, Health and Company Boston.

Tribal Paper-I

Tribal Culture in India: Transition and Change

Code: TC40051

Credit -4

Objective:

This paper will offer an opportunity to have an understanding of different components of tribal culture. Students will be required to have an understanding of their own religion and the difference between religion and magic. They should differentiate between religion, magic and science. This course will also expose the students to acquaint with their cultural life through the art, music, and performing arts of the tribal people of India. Further, it will also provide some ideas to the students with regard to different types of tribal festivals and dances in India.

Course Outcome-

CO-1. To understand the tribal culture of India, the main features of tribal family and types of Kinship in Indian society

CO-2. To understand the forms of Indian tribal art and the material culture of indigenous peoples of India through their visual art.

CO-3. To discuss about the different types of Tribal paintings, Tribal music, festivals and tribal dance forms of different states of India

CO-4. To discuss the hunting and food Gathering, pastoralism, shifting cultivation animal husbandry and agriculture and peasantry

CO-5. To identify the changes in the socio-cultural life of tribals due to the impact of globalization, westernization, modernization, industrialization

Course Content-

UNIT – I

1. Meaning and Definition of tribe, Characteristic Features of Indian Tribal Culture
2. Family; Family as an Association, Distinctive Features of Family, Classification of Tribal Family
3. Marriage; Concept and Forms of Marriage, Ways of Acquiring Mates, Status of Women in Tribal Society

UNIT - II

1. Meaning of tribal Art, Introduction to tribal Visual and Performing Arts in India
2. Forms of Indian Tribal Arts, Tribal Art and History
3. Tribal Paintings of India, Tribal Paintings in Odisha: Saura, Gond and Santals

UNIT - III

1. Tribal Music: Vocal and Instruments
2. Tribal Performing art; Tribal Dance Forms, Tribal Dances of Odisha: Santal, Saura, Kondha, Paraja, Kisan & Oraon
3. Tribal Festivals- Types of Tribal Festivals in India: Tribal Festivals of North Eastern parts of India, Tribal Festivals of Odisha

UNIT – IV

1. Culture as a tool of Adaptation, Various Modes of Human Adaptation in Pre-state Societies; Hunting and Food Gathering, Pastoralism, Shifting Cultivation, Animal Husbandry, Agriculture and Peasantry
2. Religion and Magic, Religion as a system of Rituals and Beliefs, Fetishism, Animism, Totemism, Magic-Meaning and Types of Magic, White Magic and Black Magic

3. Changes in Culture of Tribes; Socio-cultural Process of Change (Globalisation, Westernization, Modernization, Industrialization), Plans, Programs and their Implementation

Course Outcomes (COs)

Code	Course Outcome	Bloom's Level
CO1	Understand the tribal culture of India, the main features of tribal family and types of Kinship in Indian society.	Understand
CO2	Understand the forms of Indian tribal art and the material culture of indigenous peoples of India through their visual art.	Understand
CO3	Discuss about the different types of Tribal paintings, Tribal music, festivals and tribal dance forms of different states of India.	Understand
CO4	Discuss the hunting and food gathering, pastoralism, shifting cultivation, animal husbandry, agriculture and peasantry.	Understand
CO5	Identify the changes in the socio-cultural life of tribals due to the impact of globalization, westernization, modernization, industrialization.	Understand

CO–PO Attainment Matrix (1–3 Mapping)

(Referencing the Programme Outcomes (POs) from the "History Two year PG programme Common Preamble")

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	2	2	2	2	1	2	1	1	3	3	2	3	3	2
CO2	2	3	3	2	2	2	2	2	2	2	1	2	3	2	3	3	2
CO3	2	3	3	2	2	2	3	2	3	2	2	2	3	2	3	3	3
CO4	2	3	2	2	3	3	2	1	2	2	2	3	3	3	3	3	2
CO5	3	3	2	3	3	3	2	2	3	3	2	3	3	3	3	3	2
Average	2.4	3.0	2.4	2.2	2.4	2.4	2.2	1.6	2.4	2.0	1.6	2.6	3.0	2.4	3.0	3.0	2.2

Mapping Scale

Scale	Interpretation

Scale	Interpretation
1	Low Correlation (Slight/Indirect relationship)
2	Medium Correlation (Moderate/Reinforcing relationship)
3	High Correlation (Direct/Substantial relationship)

Cross-Cutting Integration

Cross-cutting Issue	Level	Integration Focus
Human Values	Very High	Study of tribal culture, family structures, marriage systems, religion, magic, and beliefs fosters understanding of diverse cultural heritage, moral values, and indigenous worldviews as outlined in PSO3 and PSO4. The course emphasizes respect for tribal traditions and cultural diversity.
Gender	High	Analysis of status of women in tribal society, forms of marriage, and kinship patterns provides insights into gender relations in indigenous communities. The course examines the role and position of women in tribal family structures.
Environment & Sustainability	Very High	Understanding the relationship between tribal communities and their environment through modes of adaptation (hunting-gathering, pastoralism, shifting cultivation, agriculture). Study of indigenous techniques of forest conservation and sustainable living provides insights into traditional ecological knowledge and environmental stewardship.
Professional Ethics	Medium	Examination of welfare programs, plans, and their implementation for tribal development raises questions about development ethics, policy-making integrity, and the ethical responsibilities of state and civil society toward indigenous communities.

SDG Mapping

SDG No.	SDG Title	Contribution
SDG 1	No Poverty	Study of tribal economic life, hunting-gathering, pastoralism, shifting cultivation, and agriculture provides historical context for understanding poverty and economic marginalization of tribal communities.

SDG No.	SDG Title	Contribution
SDG 4	Quality Education	Examination of tribal culture, art, music, dance, and festivals contributes to preserving indigenous knowledge systems and promoting culturally relevant education for tribal communities.
SDG 5	Gender Equality	Analysis of status of women in tribal society, forms of marriage, and kinship patterns allows for gender analysis of indigenous power structures and women's roles in tribal communities.
SDG 8	Decent Work and Economic Growth	Study of various modes of livelihood (hunting-gathering, pastoralism, shifting cultivation, agriculture, animal husbandry) provides insights into traditional economic practices and their transformation under modernization.
SDG 10	Reduced Inequalities	Analysis of socio-cultural changes in tribal life due to globalization, westernization, modernization, and industrialization helps understand the challenges of inequality and the importance of inclusive development.
SDG 11	Sustainable Cities & Communities	Study of tribal settlement patterns, traditional knowledge, and community structures contributes to understanding sustainable community development and the protection of indigenous cultural heritage.
SDG 15	Life on Land	Examination of tribal relationship with forests, water, animals, and nature provides insights into traditional conservation practices, biodiversity protection, and sustainable use of terrestrial ecosystems.

Text Books:

1. Ray Chaudhury, H. C., (1972). *Political History of Ancient India,* Calcutta.
2. Ray, D.N., (2011). *Tribes and Tribal Life-Study and Evaluation*, New Delhi.
3. Verma, R.C., (2002). *Indian Tribes; Through the ages*, New Delhi.
4. Vidyarthi, L. P. & Rai, B. K., (Reprinted-1985). *The Tribal Culture of India*, Concept Publishing Company; New Delhi.
5. Bailley, F.G., (1960). *Tribe, Caste and Nation*, Manchester University Press.

Suggested Readings-

6. Bose, N. K., (2004). *Tribal Life in India*, National Book Trust, New Delhi, New Edition.
7. Hasnain, Nadeem, (2015). *Indian Society and Culture (Continuity and Change),* Jawahar Publishers and Distributors, New Delhi.
8. Bailey, F.G., (1960.). *Tribe, Caste and Nation: A Study of Political Activity and Political Change in Highland Orissa*, Manchester University Press; Manchester.
9. Bhowmik, K.L., (1971). *Tribal India: A Profile in Indian Ethnology*, World Press; Calcutta.
10. Dube, S.C., (1977). *Tribal Heritage of India,* Vikash Publishing House Pvt. Ltd., Delhi.
11. Sarkar, R. M., (2008). *Primitive Tribal Groups in India (Tradition, Development and Transformation)*, Serials Publications, New Delhi.
12. Schrire, C. , ed., (1984), *Past and Present in Hunting-Gathering Studies*, Academic Press Inc; New York.
13. Murdock, G.P. , (1949). *Social Structure*, Collier Macmillan; New York.
14. Sarkar, Amitabh, (1993). *Toto Society and Change: A Sub Himlayan Tribe of West Bengal,* Firma KLM Pvt.Ltd., Calcutta.
15. Bhowmick, P.K., (1994). *Primitive Tribal Groups in Eastern India: Welfare and Evaluation*, Gyan Publishing House; New Delhi.
16. Pfeffer, Georg and Behera, D.K. *Contemporary Society: Tribal Studies, Volume I to VII.* Concept Publishing Company; New Delhi.
17. Bose, N.K., (1967). " Some Methods of Studying Social Change", in *Man in India*, Vol.47. No.3, Ranchi.
18. Rao, V.K.R.V., (1966). " Social Change and Tribal Society", in *Journal of Social Research,* Vol.IX, No.2,
19. Srinivas, M.N., (1966).*Social Change in Modern India*, Allied Publishers; Bombay,
20. Vidyarthi, L.P., (1968). "Culture Change in the Tribes of Modern India", Presidential Address to the Anthropological and Archaeology

Section of the 55th Session of the Indian Science Congress 1968, also printed in *Journal of Social Research,* Vol.XI, No.4.

21. Vidyarthi, L.P., (1970).*Socio-Cultural Implication of Industrialization in A Case Study of Tribal Research,* Ranchi.
22. Sachchidananda, (1964). *Culture Change in Tribal Bihar,* Book land Pvt. Ltd.; Calcutta.
23. Ghurye , G. S., (1959). *The Scheduled Tribes*, Popular Book Deport
24. V. Elwin, (1951). *The Tribal art of Middle India*, London.
25. Culshaw, W.J. , (2013). *Tribal Heritage: A Study of the Santals,* New Delhi.
26. Pegu, Namita, (2016). *Tribal Culture in Ethnographic Museum*, B.R. Publishing Corporation, Delhi.
27. Ota, A.B., (2009). *Tribal Dance of Orissa,* Academy of Tribal Language and Culture; Bhubaneswar.
28. Bhagaban Sahu , (2015). *Folk Life and Culture of Odisha,* Kaveri Books; New Delhi.
29. Vidyarthi, L. P. & Rai, B. K. , (Reprinted 1985). *The Tribal Culture of India*, Concept Publishing Company; New Delhi.
30. Hasnain, Naddem, (2016).*TRIBAL INDIA*, PALKA PRAKASHAN, Delhi.
31. Mahapatra , L. K. , (1997). "Tribal Cultures and Regional Society in Orissa" , in Santosh Kumar Sethi & Susmit Pani (eds.), *Tribal Culture of Orissa*.
32. Denis Dutton, (1993). "Tribal Art and Artifact", *Journal of Aesthetics and Art Criticism*, 51(1):13–21, Winter
33. Prakash, Om , *Cultural History of India* , New Age International Publishers Pvt., Delhi.
34. Mahapatra, L.K., (1996)."Tribal Heritage of Indian Civilization" , in *Banaja, Adivasi Exhibition Souvenir*. Academy of Tribal Dialects and Culture, Government of Orissa, Bhubaneswar.
35. Charu Smita, Gupta, *Indian Folk and Tribal Paintings* , Roli Books Pvt Ltd,
36. https://www.holidify.com/pages/tribal-art-of-india-4497.html

SECOND SEMESTER

History of India (1857-1950 CE)

Code: HI40002

Credit -4

Objective-

- This paper explores the transformation of Indian society in the 19th and early 20th centuries, focusing on cultural changes, social and religious reform movements, and the rise of Indian nationalism. After read this:
- Students will be able to explain how the printing press impacted the spread of ideas and social discourse in 19th century India.
- Students will be able to identify the factors that led to the rise of Indian nationalism and the formation of the Indian National Congress (INC).
- Students will be able to critically examine Mahatma Gandhi's philosophy of Satyagraha and its impact on the Indian independence movement.
- Students will be able to evaluate the goals, strategies, and outcomes of Gandhi's Non-Cooperation Movement and Civil Disobedience Movement.
- Students will be able to evaluate the rise of communal ideologies and the activities of organizations like the RSS, Hindu Mahasabha, and the Muslim League.
- Students will be able to explain the process of creating the Indian constitution, the challenges of integrating princely states, and the significance of these events in the formation of a new independent nation.

Course content-

UNIT-I

Cultures changes and Social and Religious Reform Movements:

a. The advent of printing and its implications

b. Reform and Revival: Brahmo Samaj, Prarthna Samaj, and Ramakrishna and Vivekananda, Arya Samaj, Aligarh Movements.

c. Cast: Sanskritising and anti-Brahminical trends

UNIT-II

Nationalism: Trends up to 1919:

a. Political ideology and organizations, formation of INC

b. Moderates and extremists.

c. Swedish movement

d. Revolutionaries

UNIT-III

Gandhian Nationalism after 1919: Ideas and Movements:

a. Mahatma Gandhi: his Perspectives and Methods

b. Impact of the First World War

c. Rowlett Satyagraha and Jallianwala Bagh

d. Non- Cooperative and Civil Disobedience

e. Provincial Autonomy, Quit India and INA

UNIT-IV

Nationalism and Social Groups: Interfaces:

a. Landlords, Professionals and Middle Classes

b. Peasants, Tribal, Labour,Dalits, Women, Business groups

c. Communal Ideologies and practices, RSS, Hindu Maha Sabha, Muslim League.

Independence and Partition: Negotiations for independence, and partition, Popular movements**,** Partition riots**,**

Emergence of a New State: Making of the Constitution, Integration of princely states

Course Outcome:

Course Outcomes (COs)

Code	Course Outcome	Bloom's Level
CO1	Apply historical thinking skills to analyze primary and secondary sources.	Apply
CO2	Develop a nuanced understanding of social change and its impact on a nation.	Understand

Code	Course Outcome	Bloom's Level
CO3	Evaluate the motivations and ideologies of different actors in historical events.	Evaluate
CO4	Analyze the complexities of nationalism and its relationship with social identities.	Analyze
CO5	Articulate clear and well-supported arguments in written and oral communication.	Create

CO–PO Attainment Matrix (1–3 Mapping)

(Referencing the Programme Outcomes (POs) from the "M.A. History Syllabus" Common Preamble)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	3	3	3	2	2	2	2	2	2	3	3	2	3	2
CO2	3	3	2	3	3	2	2	2	2	2	2	3	3	3	2	3	2
CO3	3	3	2	3	3	3	2	2	2	2	2	3	3	3	2	3	2
CO4	3	3	3	3	3	2	3	2	2	3	3	2	3	3	2	3	2
CO5	2	3	3	3	2	2	3	2	3	3	3	2	3	3	2	3	3
Average	2.6	3.0	2.4	3.0	2.8	2.4	2.4	2.0	2.2	2.4	2.4	2.4	3.0	3.0	2.0	3.0	2.2

Mapping Scale

Scale	Interpretation
1	Low Correlation (Slight/Indirect relationship)
2	Medium Correlation (Moderate/Reinforcing relationship)
3	High Correlation (Direct/Substantial relationship)

Cross-Cutting Integration

Cross-cutting Issue	Level	Integration Focus
Human Values	Very High	Study of social and religious reform movements, nationalist leaders, and their philosophies fosters understanding of moral and ethical values, cultural heritage, and nation-

Cross-cutting Issue	Level	Integration Focus
		building as outlined in PSO4.
Gender	High	Analysis of the role of women in the independence movement, women's movements, and social reform regarding women's education and rights.
Environment & Sustainability	Low	Understanding the environmental impact of colonial policies, industrialization, and development projects in modern India.
Professional Ethics	Medium	Evaluation of historical sources (autobiographies, speeches, government documents, newspapers, legal records) instills ethical practices in handling and interpreting historical evidence.

SDG Mapping

SDG No.	SDG Title	Contribution
SDG 4	Quality Education	Provides foundational knowledge of modern Indian history and the freedom struggle, contributing to historical literacy and civic education.
SDG 5	Gender Equality	Analysis of women's roles in the independence movement, social reform movements for women's rights, and their contributions to modern India allows for gender analysis of power structures and social change.
SDG 10	Reduced Inequalities	Study of social reformers, anti-caste movements, and the fight against untouchability and discrimination provides insights into structural inequalities and social justice movements.
SDG 16	Peace, Justice and Strong Institutions	Analysis of the freedom struggle, constitutional debates, partition, and nation-building provides insights into governance, justice, institutional frameworks, and the challenges of maintaining peace during political transition.

Text Books:

1. Ward J. M., (1976), *Colonial Self-Government: The British Experience 1759-1856*, University of Toronto Press; Toronto.
2. Venkatesan, G. , (1985). *The History of Freedom Struggle in India*, Coimbatore.

3. Seal, Anil. (1971). *The Emergence of Indian Nationalism*, Cambridge University Press; Cambridge.
4. Sarkar, Sumit. (1973). *TheSwadeshi Movement in Bengal*, Permanent Black; Delhi.
5. Raychoudhary, S. C. , (2000). *History of Modern India*, Surjeet Publication, Delhi.
6. Ray, Rajat, (1984).*Social Conflict and Political Unrest in Bengal, 1875-1927*, Oxford University Press; Delhi.
7. Peers D., (2006), *India under Colonial Rule 1700-1885*, Pearson Longmans; Harlow and London.

Suggested Readings-

1. McLane, J. R., (1977). *Indian Nationalism and the Early Congress*, Princeton, N.J.: Princeton University Press.
2. Malcolm J, (1970), *Political History of British India from 1784 to 1823*, Associated Pub. House; New Delhi.
3. Majumdhar, R.C., (1962).*History of Freedom Movement in India* 3 Vols, Calcutta.
4. Legg, Stephen, (2007). *Spaces of Colonialism: elhi's Ur an Governmentalities*, Oxford University Press; Oxford.
5. Lawson. P., (1993), *The East India Company: A History*, Longmans; London.
6. LalBahadur, (1983).*Indian Freedom Movement and Thought 1919-1929*, Sterling Publishres, New Delhi.
7. K. Rajayyan (1981). *History of Freedom Struggle in India*, Madurai Publishing house; Madurai.
8. Gupta, R.C., (1983). *Indian Freedom Movement and Thought 1930-1947*, Sterling Publishers; New Delhi.
9. Grover , B.L. , & Grover, S. , (2002).*A New Look At Modern Indian History*, S Chand & Company Ltd, New Delhi.
10. G. Venkatesan , (1985). *The History of Freedom Struggle in India*, Coimbatore.
11. Ehrlich, Joshua, (2018). 'The Crisis of Liberal Reform in India: Public opinion, pyrotechnics, and the Charter Act of 1833' in *Modern Asian Studies* , Volume 52, Issue 6, pp. 2013-2055.
12. Bhattacharya, Sabyasachi, (2005). *The Financial Foundations of the British Raj: Ideas and Interests in the Reconstruction of Indian Public Finance 1858-1872*. Orient Longman; Hyderabad.

13. Bayly. C.A., (1996), *Empire and Information. Intelligence gathering and Social Communication in India 1780-1870,* Delhi.
14. Bayly. C.A., (1994), *Imperial Meridian. The British Empire & the World,* Cambridge.
15. Bayly, C.A., (1975).*The Local roots of Indian Politics: Allahabad, 1880-1920*, Clarendon Press; Oxford.
16. Barnett. R., (2002), *Rethinking Early Modern India,*Manohar, New Delhi,.
17. Alavi, Seema (1995). *The Sepoys and the Company: Tradition and Transition in Northern India, 1770-1830,* Oxford University Press; Oxford.
18. Agarwal, R.C., (1974*). Constitutional Development and National Movement*, S.S. Chand & Company, New Delhi.

Political and Cultural History of Odisha

Code: HI40004

Credit -4

Objective-

This paper will give some preliminary ideas to students about the sources of different dynasties, geographical location of ancient kingdoms, political achievements of rulers and cultural life of the people of Odisha in Eastern India. The main objective of this paper is to make the students aware about their birth land and its mysterious facts, variety in culture and religion. The paper will create a sense of unity and integrity among the students for the mother land.

Course Content-

UNIT-I

1. Sources of Study: Inscriptions, Copper Plates, Literature, Foreign Accounts, Material Remains, Coins, Museum & Archival Records.
2. Historical Geography: Kalinga, Tosali, Utkal, Odra, Kangoda & Kosala.
3. Kalinga War: Causes & Consequences. The Mahameghavahanas: Career & Achievements of Kharavela.

UNIT-II

1. Rise of Regional Dynasties: Matharas, Sailodbhavas & Early Gangas. Hiuen Tsang's Account of Ancient Odisha.
2. The Bhauma Karas: Origin, Chronology, Administration.
3. The Somavamsis: Origin & Development, Achievements of Yayati-I & Yayati-II.

UNIT-III

1. The Gangas- Career and Achievements of Ananta Varman Chodaganga Deva, Anangabhima Deva-III and Narasimha Deva-I, Ganga Administration, Cultural Significance of Ganga Period.
2. Buddhism and Jainism in Odisha., Saktism : Sapta Matrika and Yogini Cult in Odisha.
3. The Cult of Jagannath: Origin, Development and Philosophy, Panchasakha Literature: The Themes and Perspectives.

UNIT-IV

1. Sarala Mahabharata: The Themes and Perspectives
2. Mahima Dharma, Principles, Its Impact on Socio -cultural life of people
3. Early Kalingan Art and Architecture: Buddhist & Jaina, Evolution of Kalinga Style of Temple Architecture: Features and Style.

Course Outcomes-

Course Outcomes (COs)

Code	Course Outcome	Bloom's Level
CO1	To understand the historical geography and political achievements of rulers of Odisha.	Understand
CO2	To discuss about the Buddhism and Jainism, and Sakti cult in Odisha.	Understand
CO3	To explain some mysterious idea about the most hidden myths and true stories about the Cult of Jagannath.	Analyze
CO4	To analyze the themes and perspectives of Sarala Mahabharata.	Analyze
CO5	To identify the principles of Mahima Dharma and its impact on life of Odishan people.	Evaluate

CO–PO Attainment Matrix (1–3 Mapping)

(Referencing the Programme Outcomes (POs) from the "History PG Common Preamble"

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	2	2	2	1	1	2	1	1	2	3	2	2	2	1
CO2	2	3	2	2	2	2	1	1	2	1	1	2	3	2	2	2	1
CO3	2	3	2	3	2	3	2	2	2	1	2	3	3	2	2	2	2
CO4	2	3	2	2	2	2	1	1	2	1	1	2	3	2	2	2	1
CO5	2	3	2	3	3	3	2	2	2	2	2	3	3	3	2	3	2
Average	2.0	3.0	2.0	2.4	2.2	2.4	1.4	1.4	2.0	1.2	1.4	2.4	3.0	2.2	2.0	2.2	1.4

Mapping Scale

Scale	Interpretation
1	Low Correlation (Slight/Indirect relationship)
2	Medium Correlation (Moderate/Reinforcing relationship)
3	High Correlation (Direct/Substantial relationship)

Cross-Cutting Integration

Cross-cutting Issue	Level	Integration Focus
Human Values	Very High	Study of regional dynasties, the Cult of Jagannath, and Panchasakha philosophy fosters understanding of cultural heritage and moral values of Odisha, as outlined in PSO4.
Gender	Medium	The paper allows for analysis of socio-cultural life and the principles of Mahima Dharma, providing scope to study gender dynamics and social stratification in medieval Odisha.
Environment & Sustainability	Low	Understanding the geographical boundaries (Kalinga, Utkal, etc.) and the settlement patterns of early dynasties provides context for human-environment interaction.
Professional Ethics	Low	Introduction to sources such as inscriptions, copper plates, and archival records (Unit I) instills ethical practices in handling and interpreting historical evidence.

SDG Mapping

SDG No.	SDG Title	Contribution
SDG 4	Quality Education	Provides foundational knowledge of Odisha's political and cultural history, contributing to regional historical literacy and cultural education.
SDG 5	Gender Equality	Study of Mahima Dharma and socio-cultural aspects allows for analysis of gender roles and social structures in early Odisha.
SDG 11	Sustainable Cities & Communities	Study of early Kalingan temple architecture and ancient urban centers (Tosali, Kangoda) helps understand heritage protection and ancient urban planning.
SDG 16	Peace, Justice and Strong Institutions	Analysis of the administration of dynasties (Bhauma Karas, Gangas) and the evolution of state formation in Odisha provides insights into institutional frameworks.

Text Books:

1) Banerji, R.D., (2006). *History of Orissa –From the Earliest Times to the British Period*, New Age Publications; Cuttack.
2) Bose, N.K., (1932). *Canons of Orissan Architecture,* Calcutta.
3) Das, M.N. (ed.), (1977). *Side Lights on History and Culture of Orissa,* Cuttack.
4) Dehejia, Vidya, (1979). *Early Stone Temples of Orissa,* New Delhi.
5) Deva, Krishna, (1969). *Temples of North India*, New Delhi.
6) Dhaky, M.A., (1977). *The Indian Temple Forms,* New Delhi.
7) Donaldson, T.E., (1985 & 1986). *Hindu Temple Art of Orissa*+, Vols. I, II and III, Leiden.
8) Donaldson, T.E., (2000). *Tantra And Çäkta Art of Orissa,* Vol.I and II, New Delhi.
9) Easchman, A., et al, eds., (1978) *Thecult of Jagannatha and Regional Tradition of Orissa*, Manohar, New Delhi.

Suggested Readings-

1) Mishra, Binayak, (1986). *Indian Culture and Cult of Jagannatha*, Calcutta.
2) Mishra, K.C., (1971). *The Cult of Jagannatha,* Calcutta.

3) Mishra, P.K. & Samal, J.K., eds., (1997). *Comprehensive History and Culture of Orissa,* Two Volumes, Kaveri Books; New Delhi.
4) Mohanty,A.B., ed., (1932, Reprint-2001). *Madlapnji* Prachi Samiti; Cuttack, Reprinted at Orissa Sahitya Akademi; Bhubaneswar.
5) Panda, Harihar, (Reprint-2014). *History of Odisha,* Kitab Mahal;Cuttack.
6) Panigrahi, K.C., (1995). *History of Orissa (Hindu Period),* Kitab Mahal;Cuttack.
7) Patnaik, H.S. and Parida , A.N. , eds., (1996). *Aspects of Socio-Cultural Life Early and MedievalOrissa*, Bhubaneswar.
8) Pradhan, A.C., (2012). *A Study of History of Odisha*, Panchashila Publishers and Book Sellers;Bhubaneswar.
9) Sahu, N.K. , (1958). *Buddhism in Orissa*. Utkal University; Bhubaneswar.
10) Sahu, N.K., (1964). *History of Orissa*, Vol. II, Utkal University; Bhubaneswar.
11) Sahu, N.K., Mishra, P.K. & Sahu. J.K., (1981). *History of Orissa*, Cuttack.
12) Sairam, T.V.*,(*1982). *Indian Temple Forms and Foundation,* New Delhi.

Special Paper-I (Choice any one)

A. Ancient India

Political and Administrative History of India (Early Times to 1200 CE)

Code: AH40032
Credit -4
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Objective-

This paper will offer the knowledge of prehistory, protohistory and important political events till 1200 BCE of India to the students. The course also intends to give a brief idea about the different sources and the changing interpretations of ancient Indian history. Further the paper will provide some ideas regarding the administrative systems of ancient India.

Course Outcome-

CO-1. To analyze the tools /materials of Archaeology, Epigraphy and Numismatics for the writing of ancient Indian history.

CO-2. To discuss the literary sources for the history of Ancient India
CO-3. To understand the advantages and limitations of using foreign sources.
CO-4. To understand the sources of the history of Bronze Age, Vedic Age, Age-Sixteen Mahajanapadas , Indo-Bactrian, Indo-Parthians-Sakas and Kusanas, Mauryas, Nandas, Guptas, Pratiharas and Chandellas.
CO-5. To define the administrative system of different dynasties of Ancient India.

Course content-

Unit-I

1. Sources of Ancient Indian History;
    a) Archaeological
    b) Literary
    c) Foreign Accounts
    d) Modern Writings on Ancient India.
2. Stone Age Culture– Palaeolithic Age, Mesolithic Age, Neolithic Age, Chalcolithic Age and Megalithic Culture

Unit-II

1. Bronze Age – First Urbanization – Harappan Civilization – Origin Extent, Major sites, Characteristic features, Causes of decline, Survival and Continuity.
2. Vedic Age –the Origin of Aryans, Extent, Early Vedic Civilization: Political Condition. Later Vedic Civilization: Political condition, Age of Sutras, Epic Age , Age of Dharma Sastras.

Unit-III

1. Pre-Mauryan Period-Iron Age-Sixteen Mahajanapadas, Republic and Growth of Magadhan Imperialism.
2. The Age of Mauryas; Sources, Rise of Chandragupta Maurya, Bindusara, and Asoka: Administration, Political Condition, Administration, Decline of the Mauryan Empire.
3. Foreign Invasion and Rules-Indo-Bactrian, Indo-Parthians-Sakas and Kusanas.

Unit-IV

1 Gupta Age –Sources, Rise, Extent, Administration, Political Condition, fall of the Gupta Empire, Huna invasion.
2 Emergence of the Rajputs: Pratiharas, Chandellas, Rajput Polity and Administration, Rashtrakutas, Palas, Senas-Their Role in History, Polity and Administration.

Course Outcomes (COs)

Code	Course Outcome	Bloom's Level
CO1	Analyze the tools and materials of Archaeology, Epigraphy, and	Analyze

Code	Course Outcome	Bloom's Level
	Numismatics for the writing of ancient Indian history.	
CO2	Discuss the literary sources, including foreign accounts, and understand their advantages and limitations for the study of Ancient India.	Understand
CO3	Explain the sources and key features of the Bronze Age (Harappan), the Vedic Age, and the Age of the Sixteen Mahajanapadas.	Understand
CO4	Examine the political and administrative history of the Mauryas, Guptas, and foreign invaders like the Kusanas.	Analyze
CO5	Define the administrative systems of the Rajput dynasties, including the Pratiharas, Chandellas, Palas, and Senas.	Understand

CO-PO Attainment Matrix (1–3 Mapping)

Correlation Scale: 1: Low, 2: Medium, 3: High
(Referencing the Programme Outcomes (POs) from the "History Four year UG programme Common Preamble" for HI10001, adapted for PG outcomes from the M.A. syllabus)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	3	2	2	1	2	2	1	1	1	3	2	1	2	2
CO2	2	3	3	2	2	2	1	1	2	1	1	1	3	2	1	2	2
CO3	2	3	2	2	2	2	1	1	2	1	1	1	3	2	2	2	1
CO4	3	3	2	3	3	3	1	2	2	2	2	1	3	3	2	3	2
CO5	2	3	2	2	2	2	1	1	2	1	1	1	3	2	2	2	1
Average	2.2	3.0	2.2	2.4	2.2	2.2	1.0	1.4	2.0	1.2	1.2	1.0	3.0	2.2	1.6	2.2	1.6

Mapping Scale

Scale	Interpretation
1	Low Correlation (Slight/Indirect relationship)
2	Medium Correlation (Moderate/Reinforcing relationship)

Scale	Interpretation
3	High Correlation (Direct/Substantial relationship)

Cross-Cutting Integration

Cross-cutting Issue	Level	Integration Focus
Human Values	High	The study of early Indian notions of history (Unit I), the moral codes in the Dharma Sastras (Unit II), and the state ideologies from the Mauryan to the Gupta period provide a deep understanding of the evolution of cultural heritage and ethical governance.
Gender	Medium	Analyzing the political condition in the Vedic Age and later periods allows for a study of early social stratification and the position of women in society as reflected in contemporary texts and administrative structures.
Environment & Sustainability	Low	Understanding the geographical extent of the Harappan Civilization and the ecological factors contributing to its decline (Unit II) helps students analyze the relationship between early urban centers and their environment.
Professional Ethics	Medium	The introduction to sources of history, including Archaeology, Epigraphy, and Numismatics (Unit I), instills ethical practices in the handling, preservation, and interpretation of historical evidence.

SDG Mapping

SDG No.	SDG Title	Contribution
SDG 4	Quality Education	Provides foundational knowledge of ancient Indian political and administrative systems, contributing to historical literacy and an understanding of the evolution of governance structures.
SDG 11	Sustainable Cities & Communities	The study of Harappan town planning, urban settlements, and the historical management of cities helps in understanding ancient urban sustainability and heritage protection.
SDG 16	Peace, Justice and Strong Institutions	The analysis of state formation, from the Mahajanapadas to the Mauryan and Gupta empires, provides deep insights into the evolution of governance, administrative institutions, and justice systems in a historical context.

SDG No.	SDG Title	Contribution
SDG 5	Gender Equality	The study of social institutions through texts like the Dharma Sastras (Unit II) allows for a historical analysis of gender relations and social structures, providing a long-term perspective on gender equality issues.

Text Books:

1. Basham, A.L. (1954). *The Wonder That was India*, Grows Press, New York.
2. Basham, A.L. (1970). *Aspects of Ancient Indian Culture*. Asia Publication; Delhi.
3. Khurana, K.L. (2004). *Political and Cultural History of India*, Lalshmi Narain Agrawal; Agra.
4. Koasambi, D.D*.,* (1971). *The Culture and Civilization of Ancient India*: In Historical outline, Vikas; New Delhi. 5ht Print.
5. Mahajan, V. D. , (1997). *ANCIENT INDIA, S.* Chand & Company Ltd.;New Delhi.
6. Maiti, P., (1993). STUDIES IN ANCIENT INDIA, Shreedhar Prakasani; Calcutta.
7. Majumdar R.C., ed., (1960). *History and Culture of Indian People*, Relevant Vol. I-V. Bharatiya Vidya Bhavan; Bombay.

Suggested Readings-

1. Majumdar, R. C., Raychaudhri, H. C. and Datta Kalikinkar, (Reprint-2013). *An Advanced History of India,* Macmillan Publishers India Ltd., Delhi.
2. Prasad, L., (1997). *Studies in Ancient and Medieval India*, Cosmos Bookhive Pvt. Ltd., New Delhi.
3. Raychaudhuri, H.C., (2006). *Political History of Ancient India*, Oxford University Press, New Delhi, Seventh Edition.
4. Raychoudhary, S.C., (1984). *Social, Cultural and Economic History of India (Ancient Times*), Surjeet Publications; Delhi.
5. Sharma, R.S*.,* (1978). *Indian Feudalism*, Orient Longman; New Delhi.
6. Sharma, R.S*.,*(1983). *Material Culture and Social Formation in Ancient India*, Macmillan.
7. Snkalia, H. D. , (1963). *The Pre-History and Proto-History of India and Pakistan,* Bombay.
8. Thapar Romila. (1978). A *History of India ,* Vol I, Orient Longman; New Delhi.
9. Thapar, Romila , (Third Edition-1999). *Asoka and the Decline of the Mauryas*, Oxford University Press; New Delhi.
10. Agrawal, D.P. and Chakrabarti, D.K., (1979). *Essays in Indian Protohistory*. B.R. Publishing Corporation; New Delhi.

11. Chakrabarti, D. K. , (1988). *A History of Indian Archaeology from the beginning to 1947.* Munshiram Manoharlal Publishers Pvt. Ltd.; New Delhi.
12. Possehl, G., (1999). *Indus Age: The Beginnings*, Oxford and IBH; Delhi.
13. Bongard-Levin, J.M.,(1986). *Ancient India: a Complex Study*, Delhi.
14. Kosambi, D.D.,(1968). *An Introduction to the Study of Indian History* , Bombay,
15. Mabbet, I.W., (1980). *Truth, Myth and Politics in Ancient India,* Oxford University Press, New Delhi.
16. Roy, Kumkum, (1994). Emergence of Monarchy in North India, Oxford University Press,New Delhi.
17. Sharma, R.S.,(1983). *Aspects of Political Ideas and Institutions in Ancient India*, Mac Millan, New Delhi.
18. Gupta, P.L. and Hardekar, T.R.,(1985). *Ancient Indian Silver Punch-Marked Coins.*
19. Rao, B.K. and Rao, Gururaja , (1972).*The Megalithic Culture in South India*, Mysore.

Or

B. Medieval India

History of Early Medieval India (700 -1206 CE)

Code: MH40032

Credit-04

Objectives-

The students will get the idea about the gloomy era that followed the aftermath of the Gupta Age. It will be helpful for them to know the decentralized political condition of India after the Gupta age. The study of advent of Muslims, their destructive attitude towards the Indian society as well as their impact on agriculture, art and architecture, literature, the caste system and status of women will provide a complete canvas of the early medieval society.

Course Outcome

CO-1. To understand the social, political and economic history of Early Medieval period.

CO-2. To evaluate the rise of regional powers like the Rastrakutas, Palas,Pratiharas and the valiant Rajputs.

CO-3. To elaborate the social changes with the advent of Muslims and their impact on economic and political ground.

CO-4. To discuss the religious and cultural developments of early medieval India.

CO-5. To explain the evolution of regional styles of art and architecture of medieval India.

Course Content

Unit-I

1. Historical geography Sources: texts, epigraphic and numismatic data Debates on Indian feudalism, rise of the Rajputs and the nature of the state

2. Arab conquest of Sindh: nature and impact of the new set-up; Ismailidawah

3. Causes and consequences of early Turkish invasions: Mahmud of Ghazna; Shahab-ud-Din of Ghur

Unit-II.

1. Agricultural expansion; crops, Landlords and Peasant

2. Proliferation of castes; status of untouchables, Tribes as peasants and their place in the Varna order

Unit-III

1. Trade and Commerce: Inter-regional trade, Maritime trade and Forms of exchange

2. Process of urbanization, Merchant guilds of South India

UNIT-IV

1. Religious and Cultural Developments: Islamic intellectual traditions: Al-Biruni; Al-Hujwiri, Regional languages and literature

2. Art and architecture: Evolution of regional styles

Course Outcomes (COs)

Code	Course Outcome	Bloom's Level
CO1	To understand the social, political, and economic history of the Early Medieval period.	Understand
CO2	To evaluate the rise of regional powers like the Rashtrakutas, Palas, Pratiharas, and the valiant Rajputs.	Evaluate
CO3	To elaborate on the social changes with the advent of Muslims and their impact on economic and political ground.	Understand
CO4	To discuss the religious and cultural developments of early medieval	Understand

Code	Course Outcome	Bloom's Level
	India.	
CO5	To explain the evolution of regional styles of art and architecture of medieval India.	Understand

CO–PO Attainment Matrix (1–3 Mapping)

(Referencing the Programme Outcomes (POs) from the "M.A. History Syllabus" Common Preamble)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	3	3	2	1	1	2	1	1	2	3	3	2	2	1
CO2	2	3	2	3	3	2	1	1	2	1	1	2	3	3	2	2	1
CO3	2	3	2	3	3	2	1	1	2	1	1	2	3	3	2	2	1
CO4	3	3	2	3	2	2	1	2	2	1	1	2	3	3	2	2	1
CO5	3	3	2	3	2	2	1	2	2	1	1	2	3	3	2	2	1
Average	2.4	3.0	2.0	3.0	2.6	2.0	1.0	1.4	2.0	1.0	1.0	2.0	3.0	3.0	2.0	2.0	1.0

Mapping Scale

Scale	Interpretation
1	Low Correlation (Slight/Indirect relationship)
2	Medium Correlation (Moderate/Reinforcing relationship)
3	High Correlation (Direct/Substantial relationship)

Cross-Cutting Integration

Cross-cutting Issue	Level	Integration Focus
Human Values	High	Study of the rise of Rajputs, Islamic invasions, and the interaction between different religious and cultural traditions

Cross-cutting Issue	Level	Integration Focus
		fosters understanding of moral and ethical values, cultural synthesis, and religious tolerance.
Gender	Medium	Analysis of the position of women in early medieval Indian society, changes in marriage customs, and the status of women during the period of Turkish invasions.
Environment & Sustainability	Low	Understanding the agrarian expansion, crop patterns, and the environmental impact of agricultural and economic changes in early medieval India.
Professional Ethics	Medium	Evaluation of historical sources (epigraphic, numismatic, literary, and foreign accounts) instills ethical practices in handling and interpreting historical evidence.

SDG Mapping

SDG	Level	Course Integration
SDG 4 – Quality Education	**High**	Develops historical knowledge, critical thinking, source analysis, and understanding of early medieval India's political, social, economic, and cultural transformations.
SDG 5 – Gender Equality	**Medium**	Examines the status of women, changing gender roles, marriage customs, and women's position in early medieval society.
SDG 8 – Decent Work and Economic Growth	**Medium**	Studies agricultural expansion, trade and commerce, merchant guilds, maritime trade, and economic institutions that contributed to regional economic development.
SDG 10 – Reduced Inequalities	**High**	Analyzes the caste system, untouchability, tribal integration into the Varna order, and social stratification to understand historical inequalities and inclusion.
SDG 11 – Sustainable Cities and Communities	**Medium**	Explores the process of urbanization, development of regional kingdoms, historical towns, and preservation of medieval cultural heritage.
SDG 16 – Peace, Justice and Strong Institutions	**High**	Examines state formation, regional powers, political institutions, Arab and Turkish invasions, governance, and the interaction of diverse religious and cultural communities.
SDG 17 – Partnerships	**Low**	Highlights cultural exchanges through Arab contacts,

SDG	Level	Course Integration
for the Goals		maritime trade, intellectual interactions (e.g., Al-Biruni), and regional connections that facilitated knowledge sharing.

Text Books:

1. Abidi, S.A. H., (1992). *Sufism in India*, Vishwa Prakasan; New Delhi.
2. Chakrabarti, Ranabir, (2002).*Trade and Traders in Early India* , Manohar Publisher and Distributors; New Delhi.
3. Champakalakshmi, R., (1996). *Trade, Ideology and Urbanization*,OUP.
4. Chattopadhyaya, B.D., (1995).*The Making of Early Medieval India*. K.P Baghchgi and co.
5. Chattopadhyaya, B.D., (2005). *Aspects of Rural Settlements and Rural Society in Early Medieval India*, OUP.
6. Habibullah, A.B.M. , (1961). *Foundation of Muslim Rule in India*, Allahabad, Second Edition.
7. Khurana, K. L. , (1993). *Medieval India*, Lakshmi Narain Agrawal;Agra.
8. Lal, K.S. , (1950). *History of the Khilijis (1290-1320).* Allahabad.

Suggested Readings

1. Lunia, B.N. , (2002). *Evolution of Indian Culture*, Lakshmi Narain Agrawal, Agra.
2. Meheta, J. L., (2002). *Advanced Study in the History of Medieval India*, Vol. I, II & III, Sterling Publishers Pvt. Ltd., Delhi.
3. Nandi, R.N., (2001).State Formation, Agrarian Growth and Social Change in Feudal South India.
4. Prasad, Iswari, (1994). *A Short History of the Muslim Rule in India*, The Indian Press, PVT Ltd, Allahabad.
5. Puri , B.N. and Others,(1974). *A Social, Cultural and Economic History of India*, Vol.II "Medieval India", Macmillan.
6. Sharma, R.S. and K.M.Shrimali, eds., (1992).*The Comprehensive History of India*, Vol. IV (2), People's Publishing House.
7. Sharma, R.S., (2003). Early Medieval Indian Society: A Study in Feudalisation, Orient Longman.

8. Singhania, Nitin, (2018). *Indian Art and Culture*, Second Edition, Mc Graw Hill Education (India) Pvt. Ltd., Channi.
9. Sultan Hameed Warsi, (1930). *History of Alluddin Khalji*, Allahabad.
10. Veluthat, Kesavan,(2008).*The Early Medieval in South India*, OUP.

Special Paper-II (Choice any one)

A. Ancient India

Cultural Heritage of India

Code: AH40034
Credit-4

Objective-

This paper will provide the ideas of preservation and promotion to the students with regard to the living culture of the indigenous tribes and communities of different states of India. It will also remind the students for preservation and promotion of the ancient monuments and historical sites as monuments of our glorious past. Cultural heritage will give students a sense of unity and belonging within a group and allows them to better understand previous generations and the history of their community. The paper will offer an idea to students with regard to various aspects of the culture and heritage of India.

Course Outcome-

CO-1. To understand the developments in the devotional cults of North India
CO-2. To analyze the nature of the Sufi movement
CO-3. To articulate the impact of Indian culture in different countries of the world.
CO-4. To create knowledge for learners to appreciate the underlying unity amidst diversity in all aspects of India's culture.
CO-5. To interpret and develop among learners a feeling of love and a sense of belonging towards the nation.

Course content-

Unit-I

1. Sources-Archaeological, Literary and Foreign Accounts.

2. Rig Vedic Civilization: Evolution of Social & Political Institutions, Religious & Philosophical Ideas. Later Vedic Civilization: Later Vedas, Puranas, Samhitas, Changes brought in Social & Political Order-Rituals & Practices, *Varnashrama dharma,* Economic condition.

Unit-II

1. Sixth Century B.C.-Religious Movements-Jainism and Buddhism, Second Urbanization-its Cultural life.
2. Mauryan Empire-Culture, Art and Architecture, Asoka and his Dhamma, Contacts with the outside world.

Unit-III

1. Gupta Age-Society and Culture-Religious Trends, Style of Temple Architecture, Art, Literature-Kalidasa and his Works, Development of Science and Technology, Spread of Indian culture abroad.
2. Sangam Age-Culture-Religion, Literature.

Unit-IV

1. Delhi Sultanate-Indo-Islamic Culture; Art, Literature, Sufi Movement and its Impact on Society.

2. Mughal Age-Cultural Development, Art and Architecture, Religion; *Din-i-ilahi*, Impact on Society.

~~3.~~ Religious Movements: Medieval Bhakti Movements-Kabir, Nanak, and Sri Chaitanya

Course Outcomes (COs)

Code	Course Outcome	Bloom's Level
CO1	To understand the developments in the devotional cults of North India.	Understand
CO2	To analyze the nature of the Sufi movement.	Analyze
CO3	To articulate the impact of Indian culture in different countries of the world.	Understand
CO4	To create knowledge for learners to appreciate the underlying unity amidst diversity in all aspects of India's culture.	Apply
CO5	To interpret and develop among learners a feeling of love and a sense	Evaluate

Code	Course Outcome	Bloom's Level
	of belonging towards the nation.	

CO–PO Attainment Matrix (1–3 Mapping)

(Referencing the Programme Outcomes (POs) from the "History PG Common Preamble"

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	2	2	2	1	1	2	1	1	2	3	2	2	3	1
CO2	2	3	2	3	3	2	1	1	2	1	2	2	3	2	2	3	1
CO3	2	3	2	2	2	2	2	2	2	1	1	3	3	3	2	3	2
CO4	2	3	2	3	2	2	2	1	2	2	1	3	3	2	2	3	2
CO5	2	3	2	2	2	2	2	1	2	2	2	3	3	2	2	3	2
Average	2.0	3.0	2.0	2.4	2.2	2.0	1.6	1.2	2.0	1.4	1.4	2.6	3.0	2.2	2.0	3.0	1.6

Mapping Scale

Scale	Interpretation
1	Low Correlation (Slight/Indirect relationship)
2	Medium Correlation (Moderate/Reinforcing relationship)
3	High Correlation (Direct/Substantial relationship)

Cross-Cutting Integration

Cross-cutting Issue	Level	Integration Focus
Human Values	Very High	Study of Vedic philosophy, Bhakti movements, and Sufi traditions fosters understanding of cultural heritage, moral

Cross-cutting Issue	Level	Integration Focus
		values, and religious harmony as outlined in PSO4.
Gender	Medium	Analysis of social institutions (Varnashrama dharma) and cultural life allows for examination of gender roles in different periods of Indian history.
Environment & Sustainability	Low	Study of Mauryan and Gupta art and architecture provides insights into ancient sustainable practices in construction and urban planning.
Professional Ethics	Medium	Introduction to archaeological, literary, and foreign sources (Unit I) instills ethical practices in handling and interpreting cultural heritage materials.

SDG Mapping

SDG No.	SDG Title	Contribution
SDG 4	Quality Education	Provides foundational knowledge of India's cultural heritage, contributing to historical literacy, cultural education, and appreciation of diversity.
SDG 5	Gender Equality	Study of social structures in Vedic and later periods allows for gender analysis of early Indian society and power structures.
SDG 11	Sustainable Cities & Communities	Study of Mauryan, Gupta, and Mughal art and architecture helps understand heritage protection, urban planning, and cultural preservation.
SDG 16	Peace, Justice and Strong Institutions	Analysis of Asoka's Dhamma, Mughal Din-i-ilahi, and Bhakti movements provides insights into the evolution of governance, religious tolerance, and institutional frameworks for social harmony.

Text Books:

1. Acharya, P.K., ed.,(1932). “Manassra”, London. Vide *Hindu Architecture in India,* London.
2. Banerjee, R.D., (1933). *Eastern Indian School of Medieval Sculptures,* Delhi.
3. Basam, A.L., (1968). *The Wonder That was India* (A Survey of the History and Culture of the Indian Sub-continent before the coming of the Muslims)*;* Third Edition, New York..
4. Bose, N.K., ed., ”,(1920-24). “Isana Siva Gurudeva Padhati”Ed. T.S.S.,Trivendrum.

5. Brown, Percy,(1965). *Indian Architecture (Buddhist and Hindu Periods*), Bombay.
6. "Apparajita Priccha" of Bhubanadeva, ed., (1980). Gaekwad Oriental Series, Baroda.
7. "Silpa Prakäça" of Rama Chandra Kauÿacära, (1966). Translated and annotated by Alice Borner and Sadäshiva Ratha Sharma, Leiden.
8. A.L. Basham, ed., (2007). *Cultural History of India*, OUP.
9. Abidi, S.A. H., (1992). *Sufism in India*, Vishwa Prakasan; New Delhi.

Suggested Readings-

1. Dora, J., (2009). *Sakta Monuments of Orissa, A Study of Art, Architecture and Inconography,* Bharatiya Kala Prakasan, New Delhi.
2. Fergusson, James, (1910). *A History of Indian and Eastern Architecture,* Vols. I & II, London. (Delhi Reprint:2006).
3. Havel, E.B., (1915). *The Ancient and Medieval Architecture of India*, London.
4. Khurana, K. L. (1993). *Medieval India*, Lakshmi Narain Agrawal;Agra.
5. Kramisch, Stella, (1946). *The Hindu Temples*, Two Volumes, Calcutta.
6. Lunia, B.N., (2002). *Evolution of Indian Culture*, Lakshmi Narain Agrawal, Agra.
7. Meenakshi Kanna, (2007). *Cultural History of Medieval India*, Social Science Press.
8. Meheta, J. L., (2001). *Advanced Study in the History of Medieval India*, Vol.I.II & III, Sterling Publishers Pvt. Ltd., Delhi.
9. Romila, Thaper, *The Cultural Past*, OUP, New Delhi.
10. Singhania, Nitin, (2018). *Indian Art and Culture*, Second Edition, Mc Graw Hill Education (India) Pvt. Ltd., Channi,.
11. Thaper, Romila, (2010). *Ancient Indian Social History: Some Interpretations*, Orient Longman Pvt., Ltd.

Or

B. Medieval India

Political and Cultural History of India (1200-1526 CE)

Code: MH40034
Credit -4

Objective-

This paper will acquaint the students with the political and cultural History of India from 1200 CE - 1526 CE. It will be very fruitful for the students aspiring for civil exams.

Course Outcome-

CO-1. To understand the civil, military and economic policies of the Sultanate period.

CO-2. To classify the Mongol disturbances and rise of provincial governments.

CO-3. To estimate the religious policies of the Muslim rulers.

CO-4. To explain the administrative and religious policy of the Mughal rulers of India.

CO-5. To illustrate the theory of Sulhi-i-Kul and Religion policy of Akbar, Mughal-Sikh Relations.

Course content--

Unit-I

1. State and Regional Identities, Rise of Provincial Dynasties- Bengal and Odisha.
2. State and Rural Society: The Iqta System, Zamindars and Peasants.
3. Decline of the Sultanate-Political, Administrative and Economic Causes, Mongol Problem.

Unit-II

1. The Ulema and Nobility: Composition, Character and Role
2. The Civil, Judicial, Fiscal and Military Administration
3. Foreign Contacts: Al Beruni and Ibn Batuta

Unit-III

1. Political Condition of India on the eve of Babar's Invasion, Foundation of Mughal Empire.
2. Humayun and His Problems, Revival of the Afghan power- Sher Shah's Administration.

Unit-IV

1. Administration under Akbar-Jagirdari and Mansabdari System, Mughal- Rajput Relations.
2. Religious and Social Outlook: Theory of Sulhi- i-Kul and Religion policy of Akbar, Mughal – Sikh Relations.

Course Outcomes (COs)

Code	Course Outcome	Bloom's Level
CO1	To understand the civil, military and economic policies of the Sultanate period.	Understand
CO2	To classify the Mongol disturbances and the rise of provincial governments.	Understand
CO3	To estimate the religious policies of the Muslim rulers.	Evaluate

Code	Course Outcome	Bloom's Level
CO4	To explain the administrative and religious policy of the Mughal rulers of India.	Understand
CO5	To illustrate the theory of Sulh-i-Kul and the religious policy of Akbar, and Mughal-Sikh relations.	Understand

CO–PO Attainment Matrix (1–3 Mapping)

(Referencing the Programme Outcomes (POs) from the "M.A. History Syllabus" Common Preamble)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	3	3	2	1	1	2	1	1	2	3	3	2	2	1
CO2	2	3	2	3	3	2	1	1	2	1	1	2	3	3	2	2	1
CO3	3	3	2	3	2	2	1	1	2	1	1	2	3	3	2	2	1
CO4	2	3	2	3	3	2	1	1	2	1	1	2	3	3	2	2	1
CO5	3	3	2	3	2	2	1	1	2	1	1	2	3	3	2	2	1
Average	2.4	3.0	2.0	3.0	2.6	2.0	1.0	1.0	2.0	1.0	1.0	2.0	3.0	3.0	2.0	2.0	1.0

Mapping Scale

Scale	Interpretation
1	Low Correlation (Slight/Indirect relationship)
2	Medium Correlation (Moderate/Reinforcing relationship)
3	High Correlation (Direct/Substantial relationship)

Cross-Cutting Integration

Cross-cutting Issue	Level	Integration Focus

Cross-cutting Issue	Level	Integration Focus
Human Values	High	Study of the interaction between different religious and cultural traditions during the Sultanate and Mughal periods, including the theory of Sulh-i-Kul, fosters understanding of moral and ethical values, cultural synthesis, and religious tolerance.
Gender	Medium	Analysis of the position of women in medieval Indian society, social stratification, and the impact of Islamic and Mughal rule on gender relations.
Environment & Sustainability	Low	Understanding the agrarian economy, land revenue systems (Iqta, Jagirdari), and the environmental impact of administrative and economic changes in medieval India.
Professional Ethics	Medium	Evaluation of historical sources (literary, epigraphic, numismatic, and foreign accounts) instills ethical practices in handling and interpreting historical evidence.

SDG Mapping

SDG No.	SDG Title	Contribution
SDG 4	Quality Education	Provides foundational knowledge of medieval Indian political and cultural history, contributing to historical literacy and cultural education.
SDG 5	Gender Equality	Analysis of social hierarchies, caste system, and the position of women in medieval society allows for gender analysis of power structures.
SDG 8	Decent Work and Economic Growth	Study of trade, commerce, administrative systems (Iqta, Mansabdari), and agricultural expansion provides insights into economic systems and livelihoods in medieval India.
SDG 16	Peace, Justice and Strong Institutions	Analysis of state formation, political relations, administrative institutions, and religious policies provides insights into governance, conflict resolution, and institutional frameworks.

Text Books:

1. Blochmann, H., (1973). *The Ain –i- Akbari of Abdul Fazl Allami*, Vol.I, Calcutta.
2. Chandra, Satish, (2004). *Essays on Medieval Indian History*, Oxford University Press, New Delhi.
3. Chandra, Satish, (1975). *Medieval India from Sultanate to Moghal* Part I,1206 to 1526, Har-Anand Publications; New Delhi.
4. Day, U.N., (1959). *Administrative System of the Delhi Sultanate*, Kitab Mahal,
5. Easchman, A., Kulka, H. & Tripathy, G.C., eds., (1978) *The cult of Jaganaatha and the Regional Tradion of Orissa, Menohar*, New Delhi.
6. Jaffer, S. M., (Reprint-1974). *The Mughal Empire from Babur to Aurangzeb*, Delhi.
7. Luniya, B.N., (1980). *Indian History and Culture*, New Delhi.

Suggested Readings-

1. Mahajan, V.D., (2000). *History of Delhi Sultanate*, Sultan Chand, New Delhi.
2. Majumdar R.C., *An Advanced History of India Macmeillan India*.
3. Mallick, B. K., (2004). *Paradigous of Dissent and Pratest*: *Social Movements in Eastern Indian (cAD 1400-1700),* Manohar, New Delhi.
4. Meheta, J. L., (2002). *Advanced Study in the History of Medieval India*, Vol. I, II & III, Sterling Publishers Pvt. Ltd., Delhi.
5. Rashid, A., (1969). *Society and Culture in Medieval India*, Calcutta.
6. Raychoudhury, M.L., (1941). *The Din-i-Ilahi or the Religion of Akbar*, University of Calcutta.
7. Rizvi S.A. *The Wonder that was India* Vol. II Penguin Books New Delhi 2000.
8. Sarkar, J.N., (1925). *History of Aurangzeb*, 5 Volumes, Calcutta.
9. Sathyanathaiyer R., *A Political and Cultural History of India* Vol. I, S. Viswanathan Printers and Publishers; Chennai.
10. Shah, K.T., (1932). *The Splendors That Was India*, Bombay.
11. Sharma Krishna, (1978). *Bhakti and the Bhakti Movement: A New Perspective*, *Munshiram Manohrlal*, New Delhi.
12. Sharma, R.S., (2001). *Early Medieval Indian Society: A Study Feudalization*, Orient Blackswan.

Artificial Intelligence in History

Code: HI40006
Credit-04

Objective: - This course explores the burgeoning field of artificial intelligence (AI) and its impact on historical research, analysis, and heritage preservation. We will delve into how AI tools are transforming how historians approach the past, from analyzing vast datasets to creating immersive historical experiences.

UNIT 1

Introduction to AI and History

UNIT 2

AI for Text Analysis and Historical Data

UNIT 3

AI and Historical Visualization

UNIT 4

AI and Heritage Preservation

UNIT 5

The Future of AI and History

Course Outcome
Course Outcomes (COs)

Code	Course Outcome	Bloom's Level
CO1	The students will get knowledge about artificial intelligence and its core subfields and will understand the potential and limitations of AI in historical research.	Understand
CO2	The students can explore Natural Language Processing (NLP) techniques for analyzing historical texts.	Apply
CO3	The students can create interactive historical maps and timelines and use the potentiality of Virtual Reality (VR) and Augmented Reality (AR) after learning Artificial Intelligence (AI).	Create

Code	Course Outcome	Bloom's Level
CO4	It will help the students in analyzing how AI is used for historical site documentation, digital preservation as well as in detecting damages in ancient cultural heritage.	Analyze
CO5	It will help the students to analyze the role of AI in democratising access to historical knowledge and enhance the ability to implement AI for the future of historical scholarship.	Evaluate

CO--PO Attainment Matrix (1--3 Mapping)

(Referencing the Programme Outcomes (POs) from the "History PG Common Preamble"

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	2	2	3	2	3	3	1	2	2	3	3	2	3	3
CO2	2	3	2	3	3	3	2	3	3	1	2	2	3	3	2	3	3
CO3	2	3	2	3	3	3	2	3	3	2	3	3	3	3	2	3	3
CO4	2	3	2	2	2	3	2	3	3	1	2	3	3	3	2	3	3
CO5	2	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3
Average	2.0	3.0	2.0	2.6	2.6	3.0	2.2	3.0	3.0	1.4	2.4	2.6	3.0	3.0	2.2	3.0	3.0

Mapping Scale

Scale	Interpretation
1	Low Correlation (Slight/Indirect relationship)
2	Medium Correlation (Moderate/Reinforcing relationship)
3	High Correlation (Direct/Substantial relationship)

Cross-Cutting Integration

Cross-cutting Issue	Level	Integration Focus
Human Values	Medium	Application of AI in historical research raises ethical questions about data interpretation, bias, and representation of cultural heritage as outlined in PSO4.

Cross-cutting Issue	Level	Integration Focus
Gender	Low	AI text analysis can be used to identify gender patterns and representation in historical documents, contributing to gender-aware historical research.
Environment & Sustainability	Medium	AI applications for monitoring and preserving cultural heritage sites contribute to sustainable heritage management (PO12).
Professional Ethics	High	Introduction to ethical practices in handling historical data, avoiding algorithmic bias, and ensuring transparency in AI-assisted historical research.

SDG Mapping

SDG No.	SDG Title	Contribution
SDG 4	Quality Education	Provides foundational knowledge of AI applications in history, contributing to digital literacy and innovative historical education methods.
SDG 9	Industry, Innovation and Infrastructure	Study of AI tools for historical visualization, VR/AR applications, and digital preservation fosters innovation in heritage management.
SDG 11	Sustainable Cities & Communities	AI applications for historical site documentation, damage detection, and digital preservation contribute to protecting cultural heritage.
SDG 16	Peace, Justice and Strong Institutions	Analysis of AI's role in democratising access to historical knowledge supports transparent and inclusive institutional frameworks for heritage preservation.

Text Books:

1. Luciano Floridi, "What is Artificial Intelligence?"
2. Miriam Posner, "Digital Humanities: A Primer for Historians"
3. Gary Kasparov, "Life After Chess: Taking on Machines, Moving Forward"
4. Ian Foster & Catherine Greenhill, "Using Computer Graphics in Archaeology"

Suggested Readings:

1. Kathryn Gin & William J. Turkel, "The Ethics of Artificial Intelligence" [Article in Communications of the ACM]
2. "The Ethics of AI in History" by the American Historical Association Website
3. Ryan Schwarz, "The Historian and the Machine: How Collaboration with AI is Transforming the Study of the Past" [Book]
4. AI and the Analysis of Historical Text" by Stanford History Lab Website
5. Matthew Turk, "Embodied Scholarship: Using Virtual Reality in History" [Article in History Workshop Journal]
6. AI and the Future of Historical Visualization" by History Channel Digital Website
7. Ross Parry, "Heritage Key: A Guide to Digital Documentation for Archaeology" [Book]
8. European Society for the Preservation and Promotion of Heritage, "AI for Cultural Heritage" Report Website
9. "AI in Museums: Transforming the Visitor Experience" by Smithsonian Magazine Website
10. "The Future of History: How AI Will Change the Way We Understand the Past" by The Atlantic Website
11. "AI and the Historian: A Manifesto" by History for Hire Website

Tribal Paper-II

Tribal Movements in India with Special Reference to Odisha

Code: TC40052
Credit-4

Objective

The paper will provide an understanding about the tribal movements of India. This paper will help to students to explore contemporary tribal movements in resisting authoritarian domination and power.

Course Outcome-

CO-1. To estimate the characteristics, stages and classification of tribal movements of India.
CO-2. To analyze Munda uprising, Kol insurrection, Santal rebellion; Rampa uprising and Bhagat movements of India.
CO-3. To describe the basic themes of Naga movement, Khasi movement, Bodo movement and Jharkhand movement
CO-4. To understand the features of the Ol-Chiki movement, Chipko movement, Save silent valley movement, Devi movement of Gujarat, Kandha and Bhuyan uprisings of Odisha.
CO-5. To identify changes in the social, economic and political life of Tribals.

Course Content

Unit-I:

1. Movement: Meaning, origin and characteristics; Stages of movement; Classification of movements.
2. Munda uprising, Kol insurrection, Santal rebellion; Rampa uprising between 1839-1924, Bhagat movements

Unit-II:

1. Naga movement of Nagaland, Khasi movement, Bodo movement, Rebellion of Birsa Munda
2. Ol-Chiki movement, Chipko movement, Save silent valley movement, Narmada bachaoandolan, Devi movement of Gujurat.

Unit –III:

1. Tribes of Odisha, Features of Tribal Communities, Distribution of Major Tribes in Odisha
2. British Social reforms and Legislation, Kandha Rebellions under Dora Bisoyee and Chakra Bisoyee, Bhuyan uprising- Ratna Meli, Dharani Meli.

Unit –IV:

1. Changes in socio-economic and political life of Tribals; Impact of Industrialization and Urbanization
2. Tribal Movements against mega "development" projects in Odisha

Course Outcomes (COs)

Code	Course Outcome	Bloom's Level
CO1	To estimate the characteristics, stages and classification of tribal movements of India.	Evaluate
CO2	To analyze Munda uprising, Kol insurrection, Santal rebellion; Rampa uprising and Bhagat movements of India.	Analyze
CO3	To describe the basic themes of Naga movement, Khasi movement, Bodo movement and Jharkhand movement.	Understand
CO4	To understand the features of the Ol-Chiki movement, Chipko movement, Save silent valley movement, Devi movement of Gujurat, Kandha and Bhuyan uprisings of Odisha.	Understand
CO5	To identify changes in the social, economic and political life of Tribals.	Analyze

CO–PO Attainment Matrix (1–3 Mapping)

(Referencing the Programme Outcomes (POs) from the "History PG Common Preamble"

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	3	3	3	2	1	2	2	2	3	3	2	3	3	2
CO2	2	3	2	3	3	3	1	1	2	1	2	2	3	2	3	3	2
CO3	2	3	2	2	2	2	2	1	2	1	1	3	3	2	3	3	2
CO4	2	3	2	2	2	2	2	1	2	1	1	3	3	2	3	3	2
CO5	2	3	2	3	3	3	2	1	2	2	2	3	3	3	3	3	3
Average	2.0	3.0	2.0	2.6	2.6	2.6	1.8	1.0	2.0	1.4	1.6	2.8	3.0	2.2	3.0	3.0	2.2

Mapping Scale

Scale	Interpretation
1	Low Correlation (Slight/Indirect relationship)
2	Medium Correlation (Moderate/Reinforcing relationship)
3	High Correlation (Direct/Substantial relationship)

Cross-Cutting Integration

Cross-cutting Issue	Level	Integration Focus
Human Values	Very High	Study of tribal resistance movements and their leaders fosters understanding of justice, dignity, and cultural identity as outlined in PSO4.
Gender	Medium	Analysis of socio-economic changes in tribal life allows for examination of gender roles and women's participation in movements.
Environment & Sustainability	High	Study of movements like Chipko, Save Silent Valley, and mega-development project resistance highlights tribal

Cross-cutting Issue	Level	Integration Focus
		communities' role in environmental conservation and sustainable living (PSO3, PO12).
Professional Ethics	Low	Examination of British legislation and administrative policies provides insights into ethical issues of governance and legal frameworks.

SDG Mapping

SDG No.	SDG Title	Contribution
SDG 4	Quality Education	Provides foundational knowledge of tribal movements and their historical context, contributing to historical literacy and understanding of indigenous struggles.
SDG 5	Gender Equality	Study of socio-economic changes in tribal communities allows for gender analysis of participation in resistance movements and leadership roles.
SDG 10	Reduced Inequalities	Analysis of tribal movements against mega-development projects and oppressive legislation highlights struggles for equality and justice (PSO3).
SDG 11	Sustainable Cities & Communities	Study of tribal resistance against mega-development projects provides insights into community rights and heritage protection.
SDG 13	Climate Action	Understanding tribal ecological movements (Chipko, Save Silent Valley) links environmental activism to climate justice (PO12).
SDG 16	Peace, Justice and Strong Institutions	Analysis of tribal uprisings, British legislation, and contemporary movements provides insights into the evolution of governance, justice, and institutional frameworks.

Text Books:

1. Dhanajaya Keer, (Reprinted 1981). *Ambedkar: Life and Mission,* Popular Prakashan, Bombay.
2. Gail Omvealt, (1994). *Dalits and the Democratic Revolution*, Sge Publications, New Delhi'.
3. SumitSarkar, (1983). *Modern India* (1885 - 1947), Mac Millam, Delhi.
4. Mani, B.R. and Sing Debrahmini, (2005). *History: Dominance and Resistance in Indian Society*, Mandhar, New Delhi.

5. Panda, H., (2014). *History of Odisha*, Kitab Mahal; Cuttack.
6. Hota, A.B., Mohanty, S.C., Sahoo, T. and Mohanty, B.N., (2008). *Primitive Tribal in Orissa,* Scheduled Castes & Scheduled Tribes Research and Training Institute, CRPF Square, Bhubaneswar.
7. Patnaik, Nityananda, (2005). *Primitive Tribes of Odisha and their Development Strategies*, New Delhi.

Suggested Readings-

1. Hota, A.B. and Mohantym, S.C., eds., (2015). *Particularly Vulnerable Tribal Groups (PVTGs) of Odisha,*Vol.I, Scheduled Castes & Scheduled Tribes Research and Training Institute, CRPF Square; Bhubaneswar.
2. Patnaik, Nihar Ranjan, ed.., (2006), *Glory of Indian Tribes: A Focus on Orissa,* Delhi.
3. Furer-Haimendorf, C. Von, (1982). *Tribes of India: The Struggle for Survival.* Oxford University Publication; Delhi.
4. Basu, S., (1994). *Jharkhand Movement*. Indian Institute of Advanced Study; Simla.
5. Bodding, P.O., (1921). "The Kharwar movement among the Santals", *Man in India*, 1(3): 222-232, Jharkhand.
6. Baviskar, Amita, (1995). *In the Valley of the river: Tribal conflicts over development in the Narmada valley*, Oxford University Press; New Delhi.
7. Das, J.C. and Nagi, R.S., (1983). "The Chipko Movement", in K.S. Singh (ed) *Tribal Movements in India*, Vol-II, Manohar Publications; Delhi.
8. Das, Victor, (1990). "Jharkhand Movement: From realism to Mystification", *Economic and Political Weekly*, 25(30): 1624-1626
9. Datta, P., (1995). "Gorkhaland and Bodo Movements etc.", in LalanTiwari (ed) *Issues in Indian Politics*, pp. 1-216. Mittal Publications; New Delhi.
10. Datta, K.K., (1940). *The Santal Insurrection of 1855-57*. University of Calcutta; Calcutta.
11. Dhanagare, D.N., (1983). *Peasant Movements in India, 1920-1950*. Oxford University Press; Delhi.
12. Misra, Udayan, (1974). "The Naga question", *Economic and Political Weekly* 9(39), September 28.
13. Scott, James (1985). *The Weapons of the Weak: Everyday Forms of Peasant Resistance.* Yale University Press; New Haven.
14. Scott, James C., (1976). *The Moral Economy of the Peasant: Rebellion and Subsistence in Southeast Asia*. Yale University Press; New Haven.
15. Shah, Ghanshyam, (2004). *Social Movements in India: A Review of Literature.* Sage Publications; New Delhi.
16. Singh, K.S., (1983). *Tribal Movements in India*, Vol-I & II. Manohar Publications., Delhi.
17. Singh, Rajendra, (2001). *Social Movements, Old and New: A Post-modernist Critique*. ND: Sage.

THIRD SEMESTER

Research Methodology

Code: RM50001

Course Outcomes:

On the completion of this course students should be able to:

CO1- Know the formulation of research problems and plan for their structural study.

CO2- Understand the scope of collection of relevant data and their interpretations

CO3- Learn the use of various statistical analysis for decision making.

CO4- Learn different quantitative methods, statistical techniques and qualitative methods to collect and analyze the data.

CO5- Adopt methodologies to build hypotheses and test them with appropriate methods.

CO-PO- PSO Mapping

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4
CO1	3	2	1	1	1	2	1	2	1	–	2	1	2	1	–	2
CO2	2	3	2	2	2	2	2	2	1	1	2	1	2	2	1	2
CO3	2	3	2	3	3	2	2	3	2	1	3	1	3	3	1	3
CO4	2	2	3	3	2	2	2	2	1	2	3	2	3	2	2	2
CO5	2	3	2	3	3	2	2	2	2	2	3	2	3	3	2	2
Average	2.2	2.6	2.0	2.4	2.2	2.0	1.8	2.2	1.4	1.2	2.6	1.4	2.6	2.2	1.2	2.2

1 – Weakly Mapped (Low)

2 – Moderately Mapped (Medium)

3 – Strongly Mapped (High)

– – No Correlation

Course Inputs:

UNIT-I INTRODUCTION TO RESEARCH (12 Lectures)

Meaning of Research, Philosophy of Research, Motivation of Research, Importance and Scope of Research, Scientific Research Methods and its Application to Social Phenomenon Introduction to various aspects of research methods, Types of Research.

UNIT-II RESEARCH DESIGN AND DATA COLLECTION (12 Lectures)

Research Design: Meaning, Need and features of a good design. Types of Research Design. Literature Review and its Importance, Steps in the Process of Research, write a Research Proposal, Write qualitative research for publication/communication Sources and Methods of

Data Collection

UNIT-III RESEARCH PROBLEM AND TYPES (12 Lectures)

Research Problem, Research objectives and its Formulation, Fundamental research questions, Research Variables, Measurement and Scaling: Measurement in Research, Measurement Scales, Source of Error in Measurement, Test of sound Measurement: Reliability and Validity. Qualitative Research, Ethnographic Study, Observation, Case Study Method, Interviewing, Schedule, Mail Survey Method, Action Research: PRA and RRA, Focused Group discussion (FGD)

UNIT-IV STATISTICS (12 Lectures)

Descriptive Statistics: Frequency Distribution, Relative, Percentage and Cumulative Frequency Distribution, Graph and Diagrams: Two Variables Graphs, Bar Diagrams, Pie Diagram, Pictorial Diagrams. Measures of Central Tendency: Mean, Mode, Median, Measures of Variability: Range, Standard Deviation, Coefficient of Variation, Normal Distribution: Basic Concept only, Standard Scores Correlation: Correlation Coefficient and its properties, Linear Regression: Regression coefficients, Line of Regressions, Relation between Regression Coefficients and Correlation Coefficient., Rank Correlation Coefficient, Biserial Correlation Coefficient, Coefficient of Determination

UNIT-V SAMPLING (12 Lectures)

Sampling: Need for Sampling, Methods of Probability Sampling and Non probability Sampling. Sampling and Non sampling Error

Hypotheses: Concept of Population, Sample, Parameter and Statistic, Concept of Hypothesis, Types of Hypotheses, Formulation of Hypothesis, Procedure of Testing of Hypothesis, Test of Significance, One- tailed and Two-tailed Test, Testing of Single Mean and Difference of Means, Parametric and Non parametric Test, Variable Ananlyis.

Report Writing: Objective, Purpose of Report, Type of Reports, Report Writing Process, Guidelines for Effective Report Writing.

Recommended Learning Resources

Suggested Readings:

1. Creswell, John W (2009) Research design: qualitative, quantitative, and mixed methods approaches

2. Creswell, John W (2013) Qualitative inquiry and research design: choosing among five approaches

3. Garett, Henry, E Statistics in Psychology and Education - David Heley and Co.

4. Huberman, A. Michael (2002) Qualitative researcher's companion

5. Maxwell, Joseph (2005) Qualitative research design: an interactive approach

6. W.J. Goode and P. K. Hatt (1952) Methods in Social Research. Mc Graw Hill Co.

Reference Materials & Digital Resources:

1. Kothari, C.R. Research Methodology, Methods and Techniques -Wiley Eastern Limited - New Delhi

2. Ahuja, R (2010), Research Methods, Rawat Publication, Jaipur.

3. Sondhi N, Chawla D.(2nd Edition), Research Methodology, Vikas Publication.

Swayam Link- https://onlinecourses.swayam2.ac.in/nou24_cm17/preview

SDG Mapping with this course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Development of research and analytical skills
SDG 9	Industry, Innovation and Infrastructure	Research for innovation and problem-solving
SDG 12	Responsible Consumption and Production	Research for sustainable practices
SDG 16	Peace, Justice and Strong Institutions	Ethical research and evidence-based policy-making

Course Title: Computer Application and Data Analysis

Code: CA50005

Credit -4

Course Objectives: The objective of this course is to increase knowledge and requisite skills of participants on the use of SPSS and to enable the scholars make the most of this powerful software package while allowing them to work independently with SPSS on their own data and provide a solid foundation for advanced data analysis work. Increase the proficiency of scholars on the use of Basic computer Applications and SPSS.

Course Outcome-

CO1 (Knowledge/Remember): Recall and describe the fundamental concepts of computer hardware, software, operating systems, and basic computer applications.

CO2 (Understanding): Explain and interpret the features and applications of MS Office packages and various analytical and research software tools used for data organization, documentation, and presentation.

CO3 (Application): Apply appropriate computer applications and statistical methods to formulate research hypotheses, organize data, and perform basic computational tasks.

CO4 (Analysis): Analyze research data using statistical software such as SPSS and interpret the results to support evidence-based decision-making and problem-solving.

CO5 (Synthesis/Evaluation): Design, implement, and evaluate data analysis workflows by integrating computer applications, MS Office tools, and SPSS to prepare professional reports and support research and organizational decision-making.

Course Duration: 45 hours

Course Syllabus

Unit I: Computer Basic and Computer Fundamental [8 Classroom Contact Hours]

Hardware and Software, Functional units comprising a typical computer configuration: input/output, fixed and removable data storage, internal storage, control and arithmetic/logic unit. The concepts relating to execution speed, data access times, storage capacities and similar comparative aspects of hardware performance.

Operating Systems: Windows, Linux etc. Application software, role and functions of commonly available applications

Computer Network Concept- Data communication and network terminology, IP address and its significance, Internet, Multimedia, WWW, FTP, E-mail, and Web pages. Concept of VPNs. Concept of Network security and management.

Unit II: Microsoft word [9 Classroom Contact Hours]

Creating and editing documents, formatting text and paragraph, formatting documents, creating and formatting tables, illustration documents with graphics. Creating a web page, mail merge and document merging, working with styles and templates, developing multi-page documents, integrating word with other applications, exploring advance graphics, building forms. working with charts and diagrams

Unit III: Microsoft Excel [9 Classroom Contact Hours]

Building and editing worksheets, formatting a worksheet, working with charts, working with formulas and functions, managing workbooks and preparing them for the web, automating worksheet tasks with macros, using lists, analyzing list data, enhancing charts and worksheets Using analysis tools, analyzing data with pivot tables, exchanging data with other programs.

Unit IV: Microsoft PowerPoint [9 Classroom Contact Hours]

Creating a presentation with Microsoft PowerPoint, modifying a presentation, inserting

objects into presentation, finishing a presentation, working with advanced tools and masters, enhancing charts, inserting illustration, objects and media clips, using advanced features.

Unit V: Statistical Analysis [10 Classroom Contact Hours]

The analysis will be done with the help of SPSS, and other statistical packages.

The syllabus includes the following topics: Descriptive Analysis: Mean, Median, Mode, Standard Deviation, Correlation. Regression Analysis, t- test, chi-square test, R-Square test, Factor Analysis, ANOVA, NVIVO, SPSS., JAMOVI, AMOS.

Total Practical / Lab Experiments: [30 Lab Contact Hours]

1. Create and format a table in Word with at least 5 rows × 5 columns; apply borders, shading, and sorting.
2. Perform a Mail Merge: prepare a personalized invitation letter using an Excel data source (name, address).
3. Build a student mark sheet with fields (Name, Roll, Subject Marks). Apply formulas for Total, Average, Percentage, and Grade.
4. Format the worksheet (merge cells, adjust column width, borders, number formatting). Apply conditional formatting (highlight marks <40 in red).
5. Create different charts (bar, pie, line) for student performance or sales data. Enhance charts with titles, legends, and labels.
6. Demonstrate formulas and functions:

   SUM, AVERAGE, MAX, MIN, COUNT, IF
7. Create a PowerPoint presentation (minimum 8 slides) on “Emerging Technologies in Computing.” Include title slide, content slides, conclusion, and references.
8. Create a PowerPoint presentation (minimum 10 slides) on “Emerging Trends in Computer Science.” Include:
   1. Slide designs, transitions, and animations
   2. Insert images, charts, and SmartArt
   3. Add audio or video clips
9. Input a dataset of student scores into SPSS. Perform Descriptive Statistics: Mean, Median, Mode, Standard Deviation, and Correlation. Generate graphs (histogram, scatter plot).

10. Using SPSS, perform Hypothesis Testing:

- t-test for comparing two groups
- Chi-square test for categorical data
- ANOVA for comparing more than two groups
- Report R-square and regression results with interpretations

CO-PO Attainment Matrix (1–3 Mapping)

(Referencing the Programme Outcomes (POs) from the "History Two Year PG Common Preamble". Please replace these hypothetical values with official mapping.)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	1	2	1	1	2	2	1	3	2	1	2	2	2	2	1	1	1
CO2	1	2	2	2	2	3	2	3	3	2	2	1	2	2	1	2	2
CO3	1	2	2	2	3	3	2	3	3	2	3	2	2	3	1	2	2
CO4	1	2	3	2	2	2	2	3	3	2	2	1	2	2	1	2	2
CO5	1	2	1	3	3	3	2	3	3	2	3	2	2	3	1	2	2
Average	1.0	2.0	1.8	2.0	2.4	2.6	1.8	3.0	2.8	1.8	2.4	1.6	2.0	2.4	1.0	1.8	1.8

Mapping Scale

Scale	Interpretation
1	Low Correlation (Slight/Indirect relationship)
2	Medium Correlation (Moderate/Reinforcing relationship)
3	High Correlation (Direct/Substantial relationship)

Cross-Cutting Integration

Cross-cutting Issue	Level	Integration Focus
Digital Literacy	Very High	The entire paper is dedicated to building digital literacy through hands-on training in Word, Excel, PowerPoint, and SPSS,

Cross-cutting Issue	Level	Integration Focus
		directly supporting PO8 (Digital Literacy).
Data Analysis & Research Skills	High	Unit V on Statistical Analysis using SPSS directly enhances research-related skills (PO6) and problem-solving abilities (PO5) for historical data interpretation.
Experiential & Life-long Learning	High	Practical, hands-on sessions in computer applications promote experiential learning and equip students with transferable digital skills for life-long learning (PO9).
Communication Skills	Medium	Training in Word (report writing) and PowerPoint (presentations) enhances students' ability to communicate ideas effectively in written and oral formats (PO3).
Professional Ethics	Low	Basic understanding of network security and data management introduces foundational concepts of professional integrity in handling digital information.

SDG Mapping

SDG	Rationale
SDG 4: Quality Education	The course enhances students' digital literacy by developing fundamental computer skills, data handling abilities, and analytical competencies essential for lifelong learning and quality education.
SDG 9: Industry, Innovation and Infrastructure	The course promotes data-driven innovation by equipping students with computational tools, statistical techniques, and analytical methods for solving real-world problems and supporting technological advancement.
SDG 10: Reduced Inequalities	The course emphasizes ethical data analysis and unbiased interpretation of information, enabling students to make fair, inclusive, and evidence-based decisions that contribute to reducing inequalities.

SDG	Rationale
SDG 17: Partnerships for the Goals	The course develops students' ability to collect, analyze, and communicate data effectively, facilitating collaboration among institutions, industries, and policymakers for informed decision-making and sustainable development.

- **Text Books:**

1. Hari Shankar Asthana, Braj Bhushan, Statistics for Social Sciences (With SPSS Applications, PHI Publication.
2. Jesus Salcedo, Keith Mccormick, SPSS Statistics for Dummies, 3rd Edition (Paperback), Wiley Publication.
3. Sabine Landau and Brian S. Everitt, A Handbook of Statistical Analysis Using SPSS

Reference Materials & Digital Resources:

1. Goel, Computer Fundamentals, Pearson Education, 2010.
2. K. Kalyanaraman, Hareesh N. Ramanathan, P.N. Harikumar, Statistical Methods for Research: A Step by Step Approach Using IBM SPSS, Atlantic Publication
3. R. Panneerselvam, Research Methodology, 2nd Edition, PHI Publication.

Swayam Link-

1. https://onlinecourses.swayam2.ac.in/nou24_cm16/preview
2. https://onlinecourses.nptel.ac.in/noc24_mg70/preview

Research and Publication Ethics

Code: RE50003

Credits:02

Objectives: -

This course has focusing on basics of philosophy of science and ethics, research integrity, publication ethics, Hands on sessions are designed to identify research misconduct and

predatory publications. Indexing and citation databases, open access publications, research metrics (citation, hi-index, impact factor etc.) and plagiarism tools will be taught in this course.

Course Content-

Unit: I- Philosophy and Ethics

1. Introduction of philosophy: Definition, nature and scope, concept, branches
2. Ethics: Definition, moral philosophy, nature of moral judgments and reactions.

Unit: II- Scientific Conduct:

1. Ethichs with respect to science and research,
2. Intellectual honesty and research Integrity
3. Scientific Misconducts: Falsification, Fabrication and Plagiarism (FFP)
4. Redundant Publications: duplicate and overlapping publications, salami slicing
5. Selective Reporting and misrepresentation of data

Unit: III- Publication Ethics

1. Publication Ethics: Definition, introduction and importance
2. Best practices/standards setting initiatives and guidelines: COPE, WAME etc.
3. Conflicts of interest
4. Publication misconduct: definition, concepts, problems that lead to unethical behaviour and vice versa, types
5. Violation of publication ethics, authorship and contributor ship
6. Identification of publication, misconduct, complaints and appeals
7. Predatory publishers and journals Practice

Unit-IV- Open Access Publishing:

1. Open access Publications and Initiatives
2. SHERPA/RoMEO online resource to check publisher copyright and self-achieving policies
3. Software tools to indentify predatory publications developed by SPPU
4. Journal finder/journal suggestion tools viz. JANE, Elsevier Journal finder, Springer journal suggester, etc.

Unit: V- Publication Misconduct:

A. Group Discussions
   1. Subject specific ethical issues, FFP, authorship
   2. Conflicts of interest
   3. Complaints and appeals: examples and fraud from India and Abroad

B. Software tools:
   1. Use of plagiarism software like Turnitin, Urkund and other open-source software tools

Unit: VI-Data Bases and Research Metrics

A. Databases
   1. Indexing Databases
   2. Citation Databases: Web of Science, Scopus etc.

B. Research Metrics
   1. Impact factor of journal as per Journal Citation Report, SNIP, SJR, IPP, Cite Score Metrics: h-index, g index, I 10 index, altmetrics

Course Outcomes (COs)

Code	Course Outcome	Bloom's Level
CO1	Understand the fundamentals of philosophy, ethics, and their application to scientific research and publication.	Understand
CO2	Identify and explain the principles of intellectual honesty, research integrity, and various forms of scientific misconduct (FFP, redundant publications, selective reporting).	Understand
CO3	Analyze the ethical issues in publication including conflicts of interest, authorship disputes, and predatory publishing, and apply guidelines from COPE and WAME.	Analyze
CO4	Evaluate open access publishing models and use online tools (SHERPA/RoMEO, JANE, etc.) for identifying appropriate journals and checking copyright policies.	Evaluate
CO5	Apply plagiarism detection software (Turnitin, Urkund) and understand research metrics (impact factor, h-index, i10 index, altmetrics) for responsible research evaluation.	Apply

CO-PO Attainment Matrix (1–3 Mapping)

(Referencing the Programme Outcomes (POs) from the "History Two Year PG Common Preamble". Please replace these hypothetical values with official mapping.)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	3	2	2	1	1	2	2	2	2	2	2	1	2	1
CO2	3	2	2	3	3	3	2	2	2	2	3	2	2	3	1	2	2

CO3	3	2	2	3	3	3	2	2	2	2	3	2	2	3	1	3	2
CO4	2	2	2	2	2	3	2	3	3	2	3	2	2	3	1	2	2
CO5	2	2	1	2	2	3	2	3	3	2	3	2	2	3	1	2	2
Average	2.6	2.0	1.8	2.6	2.4	2.8	1.8	2.2	2.4	2.0	2.8	2.0	2.0	2.8	1.0	2.2	1.8

Mapping Scale

Scale	Interpretation
1	Low Correlation (Slight/Indirect relationship)
2	Medium Correlation (Moderate/Reinforcing relationship)
3	High Correlation (Direct/Substantial relationship)

Cross-Cutting Integration

Cross-cutting Issue	Level	Integration Focus
Professional & Research Ethics	Very High	The entire paper is dedicated to understanding and applying ethical principles in research and publication, directly addressing PO1 (Moral & Ethical Values) and PO11 (Professional & Decision-making Skills).
Academic Integrity	Very High	Detailed coverage of plagiarism, falsification, fabrication, redundant publications, and authorship issues forms the core of academic integrity training.
Digital & Information Literacy	High	Hands-on training with plagiarism detection software (Turnitin, Urkund), journal finders (JANE), and understanding citation databases (Web of Science, Scopus) builds digital literacy (PO8).
Life-long Learning	Medium	Understanding research metrics and publication ethics equips students with skills necessary for continuous professional development in academia (PO9).
Human Values	Medium	The study of moral philosophy, ethical decision-making, and responsible conduct of research fosters a strong value system aligned with PSO4.

SDG Mapping

SDG No.	SDG Title	Contribution
SDG 4	Quality Education	Promotes ethical research practices and integrity in academic publishing, contributing to quality higher education and responsible knowledge production.
SDG 16	Peace, Justice and Strong Institutions	By teaching transparency, accountability, and ethical conduct in research, the course supports the development of strong and just academic institutions.
SDG 9	Industry, Innovation and Infrastructure	Understanding research metrics and ethical publishing supports innovation by ensuring that research is conducted and disseminated with integrity and proper attribution.

Text Books:

1. Bryman A. Social Research Methods. Oxford: Oxford University Press 2004.
2. Burris S, Welsh J. Regulatory paradox: a review of enforcement letters issued by the Office for Human Research Protection. Northwestern University Law Review 2007; 101:643–86.
3. Chaney E, Rabuck LG, Uman J, et al. Human subjects protection issues in QUERI implemen-tation research: QUERI series. Implementation Science 2008; 3:10.
4. Coleman CH and Bouësseau M-C (2008) How do we know that research ethics committees are really working? The neglected role of outcomes assessment in research ethics review. BMC Medical Ethics 9: 6.
5. Dawson A, Yentis SM. Contesting the science/ethics distinction in the review of clinical research. Journal of Medical Ethics 2007; 33:165–7.
6. Dawson A. A messy business: qualitative research and ethical. Clinical Ethics 2006; 1.
7. De Vries R, DeBruin D a, Goodgame A. Ethics review of social, behavioral and economic research: where should we go from here? Ethics & Behavior 2004; 14:351–68.

Suggested Readings

1. Dingwall R (2006) confronting the anti-democrats: The unethical nature of ethical regulation in social science. Medical Sociology online 1: 51–58.

2. Dziak K, Anderson R, Sevick MA, et al. IRBs and Multisite Studies Variations among Institutional Review Board Reviews in a Multisite Health Services Research Study. Health Services Research 2005; 40:279–90.
3. Fauriel I, Moutel G, Duchange N, et al. Improving protection for research subjects in France: analysis of regional ethics committees. Regulatory toxicology and pharmacology, 2004:40:312–8.
4. Greene SM, Geiger AM. A review finds that multicenter studies face substantial challenges but strategies exist to achieve Institutional Review Board approval. Journal of Clinical Epidemiology 2006; 59:784–90.
5. Hunter D. Bad Science Equals Poor, Not Necessarily Bad, Ethics. In: Gunning J, Holm S, eds. Ethics, Law and Society: Volume 3. Aldershot: Ashgate 2007. 61–72.
6. Israel M and Hay I (2006) Research Ethics for Social Scientists. Thousand Oaks: SAGE Publications. at UNIV OF OTTAWA LIBRARY on June 18, 2012rea.sagepub. com Downloaded from
7. *(11) (PDF) Social science and ethics review: A question of practice not principle*. Available from: https://www.researchgate.net/publication/227138449_Social_science_and_ethics_review_A_question_of_practice_not_principle [accessed May 22 2020].
8. Diener, E., & Crandall, R. (1978). Ethics in social and behavioral research. Chicago: University of Chicago Press.
9. Fox, R. M., & DeMarco, J. P. (1990). Moral reasoning: A philosophic approach to applied ethics. New York: Holt, Rinehart & Winston.
10. Frankena, W. (1963). Ethics. Englewood Cliffs, NJ: Prentice Hall.
11. Gilligan, C. (1982). In a different voice. Cambridge, MA: Harvard University Press.
12. Hare, R. (1981). The philosophical basis of psychiatric ethics. In Edited by: S. Block & P. Chodoff (Eds.), Psychiatric ethics (pp. 31–45). Oxford, UK: Oxford University Press.
13. Hobbes, T. (1994). Leviathan (Edited by: E. Curley, Ed.). Indianapolis, IN: Hackett. (Original work published 1651)
14. Kant, I. (1964). Groundwork of the metaphysics of morals (Edited by: H. J.Patton, Trans.). New York: Harper & Row. (Original work published 1781)
15. Katz, J. (1972). Experimentation with human beings. New York: Russell Sage Foundation.
16. Kershaw, D., & Fair, J. (1976). New Jersey income-maintenance experiment. NewYork: Academic Press.
17. Kimmel, A. J. (1988). Ethics and values in applied social research. Newbury Park, CA: Sage.
18. Kimmel, A. J. (1996). Ethical issues in behavioral research. Cambridge, MA: Blackwell.

19. Kitchener, K. S. (1984). Intuition, critical evaluation and ethical principles: The foundations for ethical decisions in counseling. Counseling Psychologist, 12, 43–55. http://dx.doi.org/10.1177/0011000084123005
20. Kitchener, K. S. (2000). Foundations of ethical practice, research, and teaching in psychology. Mahwah, NJ: Lawrence Erlbaum.
21. Kitchener, R. (2008). Moral philosophy. In Edited by: W. A.Darity (Ed.), International encyclopedia of the social sciences (2nd ed.). New York: MacMillan.
22. Macklin, R. (1982). Refusal of psychiatric treatment: Autonomy, competence, and paternalism. In Edited by: R. B.Edwards (Ed.), Psychiatry and ethics (pp. 331–390). Buffalo, NY: Prometheus.
23. Milgram, S. (1974). Obedience to authority: An experimental view. New York: Harper & Row.
24. Mill, J. S. (1979). Utilitarianism (Edited by: G. Sher, Ed.). Indianapolis, IN: Hackett. (Original work published 1861)
25. Noddings, N. (1984). Caring. Berkeley: University of California Press.
26. Rawls, J. (1971). A theory of justice. Cambridge MA: Harvard University Press.
27. Resnik, D. B. (1998). The ethics of science. London: Routledge.
28. Rest, J. (1983). Morality. In Edited by: J. Flavell & E. Markham (Eds.), Manual of child psychology: Vol. 4. Cognitive development (pp. 520–629). New York: Wiley.
29. Reynolds, P. D. (1979). Ethical dilemmas and social science research. San Francisco: Jossey-Bass.
30. Reynolds, P. D. (1982). Ethics and social science research. Englewood Cliffs, NJ: Prentice Hall.

Special Paper-III (Choice any one)

A.Ancient India

History of India: Religion, Literature, Art and Architecture (Early Times to 1200 CE) –I

Code: AH50031
Credit-4

Objective-

This paper will offer brief ideas about religions, literatures, art and architecture of ancient India to the students. The paper is also essential for students to know the contents and salient features of the four Vedas, philosophy of Bhagabata Gita, Ramayana and the Mahabharata. Further, the students can know the subject matters of rock Art of Bhimbetka. Harappan art and architecture, Mauryan Art, stupa architecture, Gandhara art, Mathura art, Amaravati art, and different styles of temple architecture of India.

Course Outcome-

CO-1. To understand the religions and literatures of Ancient India.
CO-2. To describe the origins of art and architecture of India
CO-3. To elaborate the historiography of Art and Architecture of Ancient India.
CO-4. To explain the influence of Greco-Roman creative ideas on Indian Art

CO.5. To appraise the Gandhara, Mathura and Amaravati School of Art.

Course content--

Unit-I

1. The Vedas, Classification, Religious Value, Vedanta and Mimansa.
2. Epic Literature – The Ramayana and the Mahabharata – Cultural life, Philosophy of Bhagabata Gita.
3. The Puranas - Salient Features, Classification, Religious and Cultural Importance.

Unit-II

1 Religious Movements during Sixth Century B.C.–Jainism and Buddhism- Principles, Philosophy and Impact on Socio- Cultural life. Features of Mahayana Buddhism.
2 Bhagavatism- Ramanuja, Shankaracharya.

Unit-III

1 Rock Art of India; Bhimbetka.
2 Harappan Art and Architecture, Mauryan School of Art.
3 Stupa Architecture; Bharut, Sanchi, and Rock Cut Architecture of Khandagiri and Udayagiri.

Unit-IV

1. Gandhara School of Art, Mathura School of Art and Amaravati School of Art
2. Indian Style Temple Architecture: Nagara, Dravida and Vesara , Regional Style Temple Architecture- Kalinga Style

Course Outcomes (COs)

Code	Course Outcome	Bloom's Level

Code	Course Outcome	Bloom's Level
CO1	Understand the religions and literatures of Ancient India, including the Vedas, Epics, and Puranas.	Understand
CO2	Explain the principles, philosophy, and impact of Jainism, Buddhism, and Bhagavatism on ancient Indian society.	Understand
CO3	Describe the origins and development of art and architecture in India from the Rock Art period to the Mauryan and Stupa architecture.	Understand
CO4	Analyze the distinctive features of the Gandhara, Mathura, and Amaravati Schools of Art.	Analyze
CO5	Appraise the Nagara, Dravida, Vesara, and Kalinga styles of temple architecture in India.	Evaluate

CO-PO Attainment Matrix (1–3 Mapping)

(Referencing the Programme Outcomes (POs) from the "History Two Year PG Common Preamble". Please replace these hypothetical values with official mapping.

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	1	2	1	2	1	1	2	1	1	2	3	2	2	3	1
CO2	2	3	1	2	1	2	1	1	2	1	1	2	3	2	2	3	1
CO3	2	3	1	2	1	2	1	1	2	1	1	2	3	2	1	3	1
CO4	2	3	1	3	2	2	1	1	2	1	1	2	3	2	1	3	1
CO5	2	3	1	3	2	2	1	1	2	1	1	2	3	2	2	3	1
Average	2.0	3.0	1.0	2.4	1.4	2.0	1.0	1.0	2.0	1.0	1.0	2.0	3.0	2.0	1.6	3.0	1.0

Mapping Scale

Scale	Interpretation
1	Low Correlation (Slight/Indirect relationship)
2	Medium Correlation (Moderate/Reinforcing relationship)
3	High Correlation (Direct/Substantial relationship)

Cross-Cutting Integration

Cross-cutting Issue	Level	Integration Focus
Human Values & Cultural Heritage	Very High	Study of Vedas, Epics, Puranas, Jainism, Buddhism, and Bhagavatism fosters understanding of India's philosophical traditions and moral values, directly supporting PSO4.
Religious Pluralism & Ethics	High	Comparative study of Jainism, Buddhism, and Bhagavatism promotes understanding of diverse religious traditions and their ethical frameworks.
Art & Architectural Heritage	Very High	Detailed study of Rock Art, Harappan, Mauryan, Stupa architecture, Gandhara, Mathura, Amaravati schools, and temple architectural styles (Nagara, Dravida, Vesara, Kalinga) preserves and promotes India's artistic heritage.
Gender & Social Inclusion	Low	While not a primary focus, the study of religious movements and philosophical texts can include analysis of the position of women in ancient religious traditions.
Environment & Sustainability	Low	Study of rock art and cave architecture (Bhimbetka, Khandagiri-Udayagiri) provides insights into ancient human-environment interactions.

SDG Mapping

SDG No.	SDG Title	Contribution
SDG 4	Quality Education	Provides comprehensive knowledge of India's ancient religious, literary, artistic, and architectural heritage, contributing to cultural and historical literacy.
SDG 11	Sustainable Cities & Communities	Study of ancient temple architecture, stupas, and rock-cut caves promotes understanding of heritage protection and preservation of cultural sites.
SDG 16	Peace, Justice and Strong Institutions	Study of ancient philosophical traditions (Vedanta, Buddhism, Jainism) promotes values of peace, non-violence, and justice, contributing to peaceful and inclusive societies.

Text Books:

1. Brown, P., (1999). *Indian Architecture (Buddhist and Hindu)* Vol. I:, Mumbai.

2. Mitra, D., (1975). *Udayagiri and Khandagiri*, Delhi.
3. Neumayer, E, (1997). *Perehistoric Indian Rock Painting*, Delhi.
4. Rowland, B., (1970). The *Art and Architecture of India*, Buddhist, Hindu, Jain, Penguin.
5. Coomaraswamy, A.K., (1965). *History of Indian and Indonesian Art*, New York.
6. Banaerjee, J.N., (1956). *The Development of Hindu Iconography*, Calcutta.
7. Radhakrishnan, S., *The Cultural Heritage of India*, Vol-I, II and IV.
8. Pusalker, C.E., (1951). *Studies in the Copies and Purana*, Bombay.
9. Winternitz, M., (1963-67). *History of Indian Literature*, Vol. I, III, Delhi.
10. De, S.C. (1976). *Historicity of Ramayana*, Delhi.

Suggested Readings-

1. Macdonell, AA. , (1971). *A History of Sanskrit Literature*, Delhi.
2. Coomarswamy, A.K., (1969). *Introduction to Indian Art*, New Delhi.
3. Brown, Percy, (1965). *Indian Architecture (Buddhist and Hindu Periods*), Bombay.
4. Das, M., (1970). *Temples of India*, Bombay.
5. Deva, Krishna, (1969). *Temples of North India*, New Delhi.
6. Havel, E.B., (1915). *The Ancient and Medieval Architecture of India*, London.
7. Kramisch, Stella, (1946). *The Hindu Temples*, Two Volumes, Calcutta.
8. Rajan, K.V., (1973). Sounder, *Indian Temple Styles*, New Delhi.
9. Rajan, K.V. Sounder, (1984). *Early Kalinga Art and Architecture*, Sandeep Prakasana; New Delhi.
10. Rowland, Benjamin, (1953). *The Art and Architecture of India*, Baltmore.
11. Sairam, T.V., (1982). *Indian Temple Forms and Foundation,* New Delhi.
12. Smith, V.A., (1930). *A History of Fine Art in India and Ceylone*, Oxford.
13. Srinivasan, K.R., (1972). *The Temples of South India,* National Book Trust, New Delhi.
14. Rao, M.R., (1965). *The Temples of Kalinga*, Tirupati,
15. Dasgupta, S.N. & De, S.K. Eds. (1962), *A History of Sanskrit Literature,* Calcutta.
16. Dehejia, Vidya, (1997). Discourse in Early Buddhist Art:Visual Narratives of India, Munshiram Manoharlal Publishers Pvt. Ltd., New Delhi.
17. Dehejia, Vidya (1972). Early Buddhist Rock Temples: A Chronological Study, Thames and Hudson, London.

18. Dhaky, M.A., (1974-75). Meister, Michael et al: Encyclopaedia of Indian Temple Architecture, Vol.I (South India) in four parts; Vol.II (North India) in 3 parts so far, American Institute of Indian Studies, New Delhi, 1983 continuing. Ghosh, A.ed., Jaina Art and Archiecture, 3 Vols., Bharatiya Jnanapith, New Delhi.
19. Gupta, S.P., (1980) *The Roots of India Art: A Detailed Study of the Formative (Mauryan and Later Mauryan) Period of Indian Art, 300 BC- 200 BC,* B.R.Publishing Corp., New Delhi.
20. Harle, J.C., (1996). *Gupta Sculpture: Indian Sculpture of the fourth to the sixth centuries AD*, 2nd edition, Munshiram Manoharlal Publishers Pvt. Ltd., New Delhi.
21. Huntington, Susan L. (1985). *The Art of Ancient India, Weatherhill*, New York, Tokyo.
22. Majumdar, et al, eds. (1977). *The History and Culture of the Indian People*, Bharatiya Vidya Bhavan, Bombay, Vols. I-V (Relevant Chapters) Michell, George: *The Hindu Temple: An Introduction to its Meaning and Forms*, Harper and Row, New York.
23. Misra, R.N., (2009). Shilpa in Indian Tradition: Concept and Instrumentalities, IIAS, Shimla and Aryan Books International, New Delhi.
24. Pal, Pratapaditya, ed. (2002). *Indian Terracotta Sculpture: The Early Period*, Marg Publications, Mumbai.
25. Quintanilla, Sonya Rhie (2007). *History of Early Stone Sculpture at Mathura*, *Ca. 150 BCE – 100 CE*, Brill, Leiden.
26. Ray, Niharranjan, (1965). Maurya and Shunga Art, 2nd edition, Indian Studies: Past and Present, Calcutta.
27. Settar, S., (1992). The Hoysala Temples (in two volumes), jointly published by Karnataka University (Dharwar) and Kala Yatra Publications, Bangalore.
28. Shah, Umakant Premanand and Dhaky, M.A., eds., (1975). *Aspects of Jaina Art and Architecture, Gujarat State Committee for the Celebration of 2500 th Anniversary of Bhagavan Mahavira Nirvana*, Ahmedabad.
29. Slaczka, Anna A., (2007). Temple Consecration Rituals in Ancient India: Text and Archaeology.
30. Tiwari, Usha Rani, (1998). Sculptures of Mathura and Sarnath: A Comparative Study up to Gupta Period, Sundeep Prakashan, Delhi.
31. Williams, Joanna Gottfried, (1982). *The Art of Gupta India: Empire and Province,* Princeton University Press, Princeton, New Jersey.
32. Ghosh A. ed. 1996 (reprint of 1967), Ajanta Murals, Archaeological Survey of India; New Delhi.

33. Gupte, R.S., (1972). Iconography of the Hindus, Buddhists and Jains, Bombay: D.B. Traporevala Sons and Co.
34. Huntington, Susan L., (1985). *The Art of Ancient India*, Weatherhill; New York and Tokyo.
35. Knox, Robert, (1993). *Amaravati: Buddhist Sculpture from the Great Stupa*, Dover Publications.
36. Neumayer, Erwin, (2010). *Rock Art of India*, Oxford University Press.
37. Keith, A.B., (1970). *The Religion and Philosophy of the Veda and Upanishads*, Indian Reprint.

Or
B. Medieval India

Political and Cultural History of India (1526-1750 CE)

Code: MH50031
Credit-4

Objective-

This paper will give descriptive, analytical and critical account of the political and military history of the imperial Mughals, which constitutes a glorious era in the annals of Medieval Indian History. It will also give information to students about political unification of India under the stronghold of the Mughals. Students will acquaint with the Rajputs, the Sword arms and the power of regional kingdoms of India.

Course Outcome-

CO-1. To describe the history of medieval India.

CO-2. To recognize contribution of the Khalijis and Tughluqs to Medieval India.

CO-3. To explain the foreign and indigenous sources of history

CO-4. To record contribution of the Mughals, the valiant Marathas,

CO-5. To discuss the salient features of Indo-Persian historiography

Course content--

Unit-I

1. Sources
a. Literary Sources
   i. Babumama
   ii. Ain-i-Akbari, Abul FazI
   iii. Tuzuk-i-Jahangir
   iv. Muntakhab-ul-Lubab.
b. Foreign Travellers' Accounts: Francois Bernier, European Factory Records
c. Maratha Sources – Selections from Peshwa Dafter
d. Archaeological Sources: Monuments and Sculptures.
2. Institutional Structure and Regional Identities

Unit-II

1. The Mughal Nobility: Composition and Character. The State, the Zamindars and Village Administration.
2. Rise of Bengal, Awadh and Nizam's Deccan.

Unit-III

1 Crisis of the Empire: Opposition and Revolts: Role of Jats, Satnamis, Afghans and Sikhs. Aurangzeb and the Deccan States.
2 Rise of the Marathas: Sivaji and the Mughal-Maratha Relations.
3 Advent of the European and fall of the Mughal Empire,

Unit-IV

1 Decline of the Mughal Empire: Its Political Administration and Economic Causes.
2 Later Mughals and the State of Political, Cultural and Economy of India on the eve of the British conquest.

Course Outcomes (COs)

Code	Course Outcome	Bloom's Level
CO1	Describe the literary, foreign, Maratha, and archaeological sources for the study of Medieval Indian history (1526-1750 CE).	Understand

Code	Course Outcome	Bloom's Level
CO2	Explain the composition and character of the Mughal nobility, the role of Zamindars, and the rise of regional powers like Bengal, Awadh, and the Deccan.	Understand
CO3	Analyze the crises of the Mughal Empire, including various revolts (Jats, Satnamis, Afghans, Sikhs) and Aurangzeb's Deccan policies.	Analyze
CO4	Evaluate the rise of the Marathas under Shivaji and the nature of Mughal-Maratha relations, and the advent of European powers.	Evaluate
CO5	Analyze the political, administrative, and economic causes for the decline of the Mughal Empire and the state of India on the eve of British conquest.	Analyze

CO-PO Attainment Matrix (1–3 Mapping)

(Referencing the Programme Outcomes (POs) from the "History Two Year PG Common Preamble". Please replace these hypothetical values with official mapping.)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	1	2	2	2	1	1	2	1	1	2	3	2	1	2	1
CO2	2	3	1	2	2	2	1	1	2	1	1	2	3	2	1	2	1
CO3	2	3	1	3	3	2	1	1	2	1	2	2	3	2	1	2	1
CO4	2	3	1	3	3	2	1	1	2	1	2	2	3	2	1	2	1
CO5	2	3	1	3	3	2	1	1	2	1	2	2	3	2	1	2	1
Average	2.0	3.0	1.0	2.6	2.6	2.0	1.0	1.0	2.0	1.0	1.6	2.0	3.0	2.0	1.0	2.0	1.0

Mapping Scale

Scale	Interpretation
1	Low Correlation (Slight/Indirect relationship)
2	Medium Correlation (Moderate/Reinforcing relationship)
3	High Correlation (Direct/Substantial relationship)

Cross-Cutting Integration

Cross-cutting Issue	Level	Integration Focus
Political & Administrative History	Very High	Detailed study of Mughal nobility, Mansabdari and Jagirdari systems, administration, and state structure provides deep insights into medieval governance and institutional frameworks.
Cultural & Regional Identities	High	Study of regional powers (Bengal, Awadh, Deccan), Maratha rise, and Mughal-Rajput relations fosters understanding of regional identities and their interplay with central authority (PSO3).
Military History & Conflict Studies	High	Analysis of revolts (Jats, Satnamis, Afghans, Sikhs), Deccan wars, and European advent provides understanding of military strategies and conflict dynamics.
Economic History	Medium	Study of economic causes of Mughal decline, Zamindari system, and fiscal administration contributes to understanding medieval economic structures.
Human Values & Ethics	Low	Study of religious policies and cultural syncretism provides limited insights into moral and ethical frameworks of the period.

SDG Mapping

SDG No.	SDG Title	Contribution
SDG 4	Quality Education	Provides comprehensive knowledge of medieval Indian political and cultural history, contributing to historical literacy and understanding of India's pre-colonial past.
SDG 16	Peace, Justice and Strong Institutions	Analysis of Mughal administration, nobility, zamindari system, and causes of decline provides insights into the evolution of governance, state formation, and institutional frameworks.
SDG 11	Sustainable Cities & Communities	Study of Mughal urban centers, architecture, and regional capitals contributes to understanding heritage protection and historical urban sustainability.
SDG 5	Gender Equality	While not a primary focus, the study of social structures can be extended to analyze the position of women in medieval Indian society.

Text Books:

1. Meheta, J. L., (2002). *Advanced Study in the History of Medieval India*, Vol. I, II & III, Sterling Publishers Pvt. Ltd., Delhi.
2. Blochmann, H. , (1973). *The Ain –i- Akbari of Abdul Fazl Allami*, Vol.I, Calcutta.
3. Chandra, Satish,(2004). *Essays on Medieval Indian History*, Oxford University Press, New Delhi.
4. Shah, K.T. ,(1932). *The Splendors That Was India*, Bombay.
5. Jaffer, S. M. , (Reprint-1974). *The Mughal Empire from Babur to Aurangzeb*, Delhi .
6. Raychoudhury, M.L. , (1941). *The Din-i-Ilahi or the Religion of Akbar*, University of Calcutta.
7. Sarkar, J.N. , (1925). *History of Aurangzeb*, 5 Volumes, Calcutta.

Suggested Readings-

1. Chandra, Satish,(1975). *Medieval India from Sultanate to Moghal* Part I,1206 to 1526, Har-Anand Publications ;New Delhi.
2. Majumdar R.C. *An Advanced History of India Macmeillan India*.
3. Rizvi S.A. , (2000). *The Wonder that was India* Vol. II Penguin Books New Delhi.
4. Sathyanathaiyer R*., A Political and Cultural History of India* Vol. I, S. Viswanathan Printers and Publishers; Chennai.
5. Luniya, B.N., (1980). *Indian History and Culture*, New Delhi.
6. Mahajan, V.D., (2000). *History of Delhi Sultanate*, Sultan Chand, New Delhi.

7. Easchman, A., Kulka, H. & Tripathy, G.C., eds., (1978) *The cult of Jaganaatha and the Regional Tradion of Orissa, Menohar*, New Delhi.
8. Tarachand, (2000). *Influence of Islam on Indian Culture.*
9. Sharma Krishna, (1978). *Bhakti and the Bhakti Movement: A New Perspective*, *Munshiram Manohrlal*, New Delhi.
10. Mallick, B. K., (2004). *Paradigous of Dissent and Pratest*: *Social Movements in Eastern Indian (cAD 1400-1700),* Manohar, New Delhi.

Special Paper-IV (Choice any one)

A.Ancient India

History of India: Religions, Literature, Art and Architecture (Early Times to 1200 CE) –II

Code: AH50033
Credit-4

Objective-

This paper will offer brief knowledge about different religious sects of Hinduism existed in ancient India to the students. The students can also know the Literatures of Sangam age and Gupta Age of India. The paper will provide some creative ideas to students with regard to the contents and salient features of the Gupta Art and Architecture, Pallava Art and Architecture of Mahabalipuram, art and Architecture of Kandariya Mahadeva Temple of Khajuraho, Chalukyan Art of Aihole and Badami, Rashtrakuta Art of Ellora and Chola Art and Architecture.

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Course Outcome-

CO-1. To understand the origin and development of Saivism and Vaisnavism in India.
CO-2. To explain the salient features of the art of the Gupta-Vakataka period
CO-3. To identify the classical literary works of the Gupta Age.
CO-4. To discuss the Pallava art and architecture of Mahabalipuram.

CO-5. To elaborate the developments in art and architecture during the Early Chalukya- Rashtrakuta period.

Course content--

Unit-I

1.Origin and Development of Saivism. Origin and Development of Vaisnavism.
2. Sakti Cult -Yogini, Mahisamardini Durga and Saptamatrika Worship.

Unit-II

1 Sangam Age-Religion and Literature.
2 Gupta Age-Religious and Literature – Kalidasa and Banabhatta – Their Works.

Unit-III

1 Gupta Art and Architecture.
2 Pallava Art and Architecture at Mahabalipuram: Mandapas, Rathas, Structural Temples and Bas-Reliefs;

Unit-IV

1. Khajuraho-Kandariya Mahadeva Temple, Chalukyan Art: Aihole, Badami, Rashtrakuta Art: Ellora.
2. Chola Art and Architecture; Brihadesvara temple at Tanjore

Course Outcomes (COs)

Code	Course Outcome	Bloom's Level
CO1	Understand the religions and literatures of Ancient India, including the Vedas, Epics, and Puranas.	Understand
CO2	Explain the principles, philosophy, and impact of Jainism, Buddhism, and Bhagavatism on ancient Indian society.	Understand
CO3	Describe the origins and development of art and architecture in India from the Rock Art period to the Mauryan and Stupa architecture.	Understand
CO4	Analyze the distinctive features of the Gandhara, Mathura, and Amaravati Schools of Art.	Analyze
CO5	Appraise the Nagara, Dravida, Vesara, and Kalinga styles of temple	Evaluate

Code	Course Outcome	Bloom's Level
	architecture in India.	

CO-PO Attainment Matrix (1–3 Mapping)

(Referencing the Programme Outcomes (POs) from the "History Two Year PG Common Preamble". Please replace these hypothetical values with official mapping.)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	1	2	1	2	1	1	2	1	1	2	3	2	2	3	1
CO2	2	3	1	2	1	2	1	1	2	1	1	2	3	2	2	3	1
CO3	2	3	1	2	1	2	1	1	2	1	1	2	3	2	1	3	1
CO4	2	3	1	3	2	2	1	1	2	1	1	2	3	2	1	3	1
CO5	2	3	1	3	2	2	1	1	2	1	1	2	3	2	2	3	1
Average	2.0	3.0	1.0	2.4	1.4	2.0	1.0	1.0	2.0	1.0	1.0	2.0	3.0	2.0	1.6	3.0	1.0

Mapping Scale

Scale	Interpretation
1	Low Correlation (Slight/Indirect relationship)
2	Medium Correlation (Moderate/Reinforcing relationship)
3	High Correlation (Direct/Substantial relationship)

Cross-Cutting Integration

Cross-cutting Issue	Level	Integration Focus
Human Values & Cultural Heritage	Very High	Study of Vedas, Epics, Puranas, Jainism, Buddhism, and Bhagavatism fosters understanding of India's philosophical traditions and moral values, directly supporting PSO4.
Religious Pluralism	High	Comparative study of Jainism, Buddhism, and Bhagavatism

Cross-cutting Issue	Level	Integration Focus
& Ethics		promotes understanding of diverse religious traditions and their ethical frameworks.
Art & Architectural Heritage	Very High	Detailed study of Rock Art, Harappan, Mauryan, Stupa architecture, Gandhara, Mathura, Amaravati schools, and temple architectural styles (Nagara, Dravida, Vesara, Kalinga) preserves and promotes India's artistic heritage.
Gender & Social Inclusion	Low	While not a primary focus, the study of religious movements and philosophical texts can include analysis of the position of women in ancient religious traditions.
Environment & Sustainability	Low	Study of rock art and cave architecture (Bhimbetka, Khandagiri-Udayagiri) provides insights into ancient human-environment interactions.

SDG Mapping

SDG No.	SDG Title	Contribution
SDG 4	Quality Education	Provides comprehensive knowledge of India's ancient religious, literary, artistic, and architectural heritage, contributing to cultural and historical literacy.
SDG 11	Sustainable Cities & Communities	Study of ancient temple architecture, stupas, and rock-cut caves promotes understanding of heritage protection and preservation of cultural sites.
SDG 16	Peace, Justice and Strong Institutions	Study of ancient philosophical traditions (Vedanta, Buddhism, Jainism) promotes values of peace, non-violence, and justice, contributing to peaceful and inclusive societies.

Text Books:

1. Brown, P. , (1999). *Indian Architecture (Buddhist and Hindu)* Vol. I:, Mumbai.
2. Mitra, D., (1975). *Udayagiri and Khandagiri*, Delhi.
3. Neumayer, E , (1997). *Perehistoric Indian Rock Painting*, Delhi.
4. Rowland, B., (1970).The *Art and Architecture of India*, Buddhist, Hindu, Jain, Penguin.
5. Mitra, D., (1980), *Ajanta* , Delhi.
6. Coomaraswamy, A.K. , (1965). *History of Indian and Indonesian Art*, New York.
7. Banaerjee, J.N. , (1956).*The Development of Hindu Iconography*, Calcutta.
8. Radhakrishnan, S., *The Cultural Heritage of India*, Vol-I, II and IV.
9. Pusalker, C.E., (1951). *Studies in the Copies and Purana*, Bombay.
10. Winternitz, M. , (1963-67). *History of Indian Literature*, Vol. I, III, Delhi.
11. De, S.C.(1976). *Historicity of Ramayana*, Delhi.
12. Macdonell, AA. , (1971). *A History of Sanskrit Literature*, Delhi.

Suggested Readings-

1. Coomarswamy, A.K., (1969). *Introduction to Indian Art*, New Delhi.
2. Brown, Percy, (1965). *Indian Architecture (Buddhist and Hindu Periods*), Bombay.
3. Das, M., (1970). *Temples of India*, Bombay.
4. Deva, Krishna, (1969). *Temples of North India*, New Delhi.
5. Havel, E.B., (1915). *The Ancient and Medieval Architecture of India*, London.
6. Kramisch, Stella, (1946). *The Hindu Temples*, Two Volumes, Calcutta.
7. Rajan, K.V., (1973). Sounder, *Indian Temple Styles*, New Delhi.
8. Rajan, K.V. Sounder, (1984). *Early Kalinga Art and Architecture*, Sandeep Prakasana; New Delhi.
9. Rowland, Benjamin, (1953). *The Art and Architecture of India*, Baltmore.
10. Sairam, T.V., (1982). *Indian Temple Forms and Foundation,* New Delhi.
11. Smith, V.A., (1930). *A History of Fine Art in India and Ceylone*, Oxford.
12. Srinivasan, K.R., (1972). *The Temples of South India,* National Book Trust, New Delhi.
13. Rao, M.R., (1965). *The Temples of Kalinga*, Tirupati,
14. Dasgupta, S.N. & De, S.K. Eds. (1962), *A History of Sanskrit Literature,* Calcutta.
15. Erdosy, George, ed. (1997). The Indo-Aryans of Ancient and South Asia : Language, Material Culture and Ethnicity.
16. Jaiswal, Suvira, (1981). *The Origin and Development of Vaishnavism*, 2n Edition.
17. Majumdar, R.C. ed., (1953). *History and Culture of the Indian People,* Vols. 1 and 2. Bharatiya Vidya Bhavan; Bombay.
18. Dhaky, M.A., (1977). *The Indian Temple Forms in Karnata Inscriptions and Architecture,* Abhinav Publications.
19. Dhaky, M.A., (2005). *The Indian Temple Traceries*, D.K. Printworld:New Delhi.
20. Meister, M.W. and M.A. Dhaky, eds., (1983), *Encyclopaedia of Indian Temple Architecture*, Multiple volumes, American Institute of Indian Studies; New Delhi
21. .Rabe, Michael, (2001). *The Great Penance at Mamallapuram: Deciphering a Visual Text,* Institute of Asian Studies; Chennai.
22. Ray, Himanshu Prabha ed., (2009). *Archaeology and Text: The Temple in South Asia*, Oxford University Press.

23. Tadgell, Christopher, (1994). *A History of Architecture in India*, Phaidon Press.

Or

B. Medieval India

Socio-Cultural History of India (1526-1750 CE)

Code: MH50033
Credit-4

Objective-

Instead of political history which concentrated on the study of various battles here effort is being made to devote greater attention to the non-political aspects of history like new social structures influenced by Islamic culture. Attention is given to the era of reformation initiated by different renowned Bhakti and Sufi Saints. To give an introduction to the beautiful assimilation of the Indo-Islamic art and architecture.

Course Outcome-

CO-1. To understand the Socio-cultural and economic history of medieval India.

CO-2. To estimate the impact of Islam on Indian society.

CO-3. To elaborate the movements and cults in Medieval India.

CO-4. To discuss about the evolution of Indo-Islamic Architecture of Sultanate Period and Mughal period.

CO-5. To assess the Role of Amir Khusrau, Ziyauddin Barani and Dara Sikho for the development of Persian Literature

Course content-

Unit-I:

1. Caste System and Slavery, Condition of Women and Devadasi Tradition.
2. Rural Society: Petty Chieftains, Village Officials, Peasants and Artisans.
3. Urban Society: The Ruling Classes, The Mercantile and Professional Classes, Rural-urban Relationship.

Unit-II:

1 Rise of the Religious Groups, Movements and Cults: Jagannath Cult in Odisha; Vaishnavite Movement in Eastern India: Sri Chaitanya and Panchasakhas
2 Bhakti Movements: Role of Kabir, Nanak, Dadu, Tulsi Das, Namadev and Meerabai - Their Teachings and Practices.
3 Sufism: Its Origin and Orders, Beliefs and Practices, The Leading Sufi Saints.

Unit-III:

1 Evolution of Indo-Islamic Architecture (Sultanate Period).
2 Evolution of Indo-Islamic Architecture (Mughal Period), Growth of Vijayanagar and Bhamani Architecture.

Unit-IV:

1. Mughal and Rajput Paintings, System of Education and its Motivation.
2. Persian Literature: Role of Amir Khusrau, Ziyauddin Barani and Dara Sikho, Regional Literary Traditions: Hindu, Odia, Bengali.

Course Outcomes (COs)

Code	Course Outcome	Bloom's Level
CO1	Understand the socio-cultural and economic history of medieval India, including caste, slavery, condition of women, and rural-urban society.	Understand
CO2	Estimate the impact of Islam on Indian society and the changes brought by Bhakti and Sufi movements.	Evaluate
CO3	Elaborate the movements and cults in Medieval India, including the Jagannath Cult, Vaishnavite Movement, and the teachings of Bhakti saints.	Understand

Code	Course Outcome	Bloom's Level
CO4	Discuss the evolution of Indo-Islamic Architecture of the Sultanate and Mughal periods, as well as Vijayanagar and Bhamani architecture.	Understand
CO5	Assess the role of Amir Khusrau, Ziyauddin Barani, and Dara Sikho in the development of Persian literature, and analyze regional literary traditions.	Evaluate

CO-PO Attainment Matrix (1–3 Mapping)

(Referencing the Programme Outcomes (POs) from the "History Two Year PG Common Preamble". Please replace these hypothetical values with official mapping.)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	1	2	2	2	1	1	2	1	1	2	3	2	2	2	1
CO2	2	3	1	3	2	2	1	1	2	1	1	2	3	2	2	3	1
CO3	2	3	1	2	2	2	1	1	2	1	1	2	3	2	3	3	1
CO4	2	3	1	2	1	2	1	1	2	1	1	2	3	2	1	3	1
CO5	2	3	2	3	2	2	1	1	2	1	1	2	3	2	2	3	1
Average	2.0	3.0	1.2	2.4	1.8	2.0	1.0	1.0	2.0	1.0	1.0	2.0	3.0	2.0	2.0	2.8	1.0

Mapping Scale

Scale	Interpretation
1	Low Correlation (Slight/Indirect relationship)

Scale	Interpretation
2	Medium Correlation (Moderate/Reinforcing relationship)
3	High Correlation (Direct/Substantial relationship)

Cross-Cutting Integration

Cross-cutting Issue	Level	Integration Focus
Human Values & Religious Pluralism	Very High	Study of Bhakti and Sufi movements, the teachings of Kabir, Nanak, Chaitanya, and Sufi saints promotes understanding of syncretism, tolerance, and moral values as outlined in PSO4.
Gender & Social Inclusion	High	Detailed study of the condition of women, Devadasi tradition, caste system, and slavery in medieval Indian society allows for critical analysis of social hierarchies and gender dynamics.
Cultural & Artistic Heritage	Very High	Study of Indo-Islamic architecture (Sultanate and Mughal), Vijayanagar and Bhamani architecture, and Mughal & Rajput paintings preserves and promotes India's rich syncretic cultural heritage.
Regional & Vernacular Traditions	High	Study of regional literary traditions (Hindi, Odia, Bengali) and the Jagannath Cult in Odisha highlights the importance of regional identities within the broader medieval Indian framework (PSO3).
Education & Learning	Medium	Study of the system of education and its motivation in medieval India provides insights into the intellectual history of the period.

SDG Mapping

SDG No.	SDG Title	Contribution

SDG No.	SDG Title	Contribution
SDG 4	Quality Education	Provides comprehensive knowledge of medieval India's socio-cultural, religious, literary, and artistic heritage, contributing to cultural and historical literacy.
SDG 5	Gender Equality	Analysis of the condition of women and Devadasi tradition in medieval Indian society allows for critical understanding of gender dynamics and historical inequalities.
SDG 10	Reduced Inequalities	Study of caste system, slavery, and rural-urban social stratification provides insights into historical inequalities and their evolution over time.
SDG 11	Sustainable Cities & Communities	Study of Indo-Islamic architecture, Mughal and Rajput paintings, and regional architectural styles promotes understanding of heritage protection and preservation of cultural sites.
SDG 16	Peace, Justice and Strong Institutions	Study of Bhakti and Sufi movements promotes values of peace, tolerance, and syncretism, contributing to peaceful and inclusive societies.

Text Books:

1. Chandra, Satish, (2004). *Essays on Medieval Indian History*, Oxford University Press, New Delhi.
2. Chandra, Satish, (1975). *Medieval India from Sultanate to Moghal* Part I 1206 to 1526, Murnad publications New Delhi.
3. Ayyangar, S.K., (1919). *Sources of Vijayanagar History*, Madras University Historical Series-1,,
4. Brown, Percy, (1944). *Indian Architecture (Islamic Period),* Bombay.
5. Majumdar R.C. *An Advanced History of India Macmeillan India*.
6. Rizvi S.A., *The Wonder that was India*, Vol. II Penguin Books New Delhi, 2000
7. Sathyanathaiyer. R., *A Political and Cultural History of India*, Vol. I, S.Viswanathan Printers and Publishers; Chennai.

Suggested Readings-

8. Habib and Nizami, (1970). *Delhi Sultanate, Indian History Congress Publications* New Delhi.
9. Luniya, B.N., (1980). *Indian History and Culture*, New Delhi.
10. Mahajan, V.D. , (2000). *History of Delhi Sultanate, Sultan Chand*, New Delhi.
11. Qureshi Ishtiaque Hussain (1980). *Administration under the Delhi Sultanate*, Kitab Bhavan, New Delhi.
12. Meheta, J. L. , (2002). *Advanced Study in the History of Medieval India*, Vol. I, II & III, Sterling Publishers Pvt. Ltd., Delhi.

Tribal Eco-Spiritualism

Code: TC50051

Credit-4

Objective-

This paper will offer a better understanding regarding the concept of Eco Spiritualism or deification of Natural Elements in ancient India or Vedic as well as Tribal Tradition. It will help students to know the role of seers in ancient India to preserve the Environment. The paper will also provide wide knowledge with regard to the traditions of tribal nature worship; Tribal attitude to forest, water, God, and animals.

Course Outcome-

CO-1. To classify the components of nature, different aspects of nature, pattern of traditional worship among the tribal people of India.

CO-2. To describe the role of seers in ancient India to preserve the environment

CO-3. It will be helpful for the students to gain the detail knowledge about the influence of nature on Tribal people's life structure.

CO-4. Students will know the commitment of tribals for preservation of nature and their love for forest conservation.

CO-5. To evaluate the relevance of Nature Worship in Contemporary Civilisation

Course Content-

Unit - I

1. Components of Nature, Nature and Science, Nature and Philosophy

2. Nature as defined in Tribal Tradition, Influence of Nature on Tribal People's Life Structure.

Unit-II

1. Concept of Nature as described in the Dravidian Culture, the Ramayana, the Mahabharata, Jainism and Buddhism.
2. Role of Seers in ancient India to preserve the Environment, (ii) System of Gurukula and Ashramas, (iii) Deification of "Water and Fire", (iv) First three mantras from Apa and Agni Suktam, Impact and Outcome of Deification.

Unit – III

1. The Traditions of Tribal Nature Worship; Tribal Attitude to Forest, Tribal Attitude to Water, Tribal Attitude to God, Tirbal Attitude to Animals
2. Relevance of Nature Worship in Contemporary Civilisation

Unit – IV

1. External and Internal Aspects of Nature; their role in polluting / purifying Nature, Vedic view of mind
2. Commitment of Tribals for preservation of Nature; their love for forests and Forest conservation, Indigenous Technique to preserve Nature through deification.

Course Outcomes (COs)

Code	Course Outcome	Bloom's Level
CO1	Classify the components of nature, different aspects of nature, and pattern of traditional worship among the tribal people of India.	Understand
CO2	Describe the role of seers in ancient India to preserve the environment and the system of Gurukula and Ashramas.	Understand
CO3	Gain detailed knowledge about the influence of nature on tribal people's life structure and their attitudes towards forest, water, God, and animals.	Understand
CO4	Know the commitment of tribals for preservation of nature and their love for forest conservation.	Understand
CO5	Evaluate the relevance of Nature Worship in Contemporary Civilisation.	Evaluate

CO-PO Attainment Matrix (1–3 Mapping)

(Referencing the Programme Outcomes (POs) from the "History Two Year PG Common Preamble". Please replace these hypothetical values with official mapping.

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3	PSO4	PSO5

CO1	2	2	2	2	1	2	2	1	2	1	1	3	2	2	3	2	2
CO2	2	2	2	2	1	2	2	1	2	1	1	3	2	2	3	2	2
CO3	2	2	2	2	1	2	2	1	2	1	1	3	2	2	3	2	2
CO4	2	2	2	2	1	2	2	1	2	1	1	3	2	2	3	2	2
CO5	2	2	2	3	2	2	2	1	2	1	1	3	2	2	3	3	2
Average	2.0	2.0	2.0	2.2	1.2	2.0	2.0	1.0	2.0	1.0	1.0	3.0	2.0	2.0	3.0	2.2	2.0

Mapping Scale

Scale	Interpretation
1	Low Correlation (Slight/Indirect relationship)
2	Medium Correlation (Moderate/Reinforcing relationship)
3	High Correlation (Direct/Substantial relationship)

Cross-Cutting Integration

Cross-cutting Issue	Level	Integration Focus
Environment & Sustainability	Very High	The entire paper is dedicated to understanding tribal attitudes towards forest, water, animals, and nature. It covers indigenous techniques for forest conservation and preservation of nature through deification, directly supporting PO12 and SDG 15.
Human Values & Spiritualism	Very High	Study of deification of natural elements (Water and Fire), Vedic view of mind, and tribal nature worship fosters understanding of cultural heritage, moral values, and eco-spiritualism as outlined in PSO4.
Indigenous Knowledge Systems	High	The paper highlights indigenous techniques to preserve nature, tribal attitudes to various natural elements, and the influence of nature on tribal life structure, preserving and promoting traditional ecological knowledge.
Religious Pluralism	Medium	Comparative study of nature concepts in Dravidian culture, Ramayana, Mahabharata, Jainism, Buddhism, and tribal traditions promotes understanding of diverse religious and philosophical perspectives on nature.

Cross-cutting Issue	Level	Integration Focus
Gender & Social Inclusion	Low	While not a primary focus, the study of tribal society can be extended to analyze gender roles in nature worship and conservation practices.

SDG Mapping

SDG No.	SDG Title	Contribution
SDG 15	Life on Land	Directly addresses forest conservation, tribal love for forests, indigenous techniques for nature preservation, and the commitment of tribals to protect biodiversity and terrestrial ecosystems.
SDG 13	Climate Action	Understanding tribal eco-spiritualism and indigenous conservation techniques contributes to climate action by preserving traditional ecological knowledge and sustainable practices.
SDG 4	Quality Education	Provides comprehensive knowledge of tribal eco-spiritualism, indigenous environmental ethics, and traditional conservation practices, contributing to holistic and culturally inclusive education.
SDG 6	Clean Water and Sanitation	Study of tribal attitude to water and deification of "Water" (Apa Suktam) promotes understanding of water conservation and respect for water resources.
SDG 11	Sustainable Cities & Communities	Understanding tribal relationships with nature and their sustainable living practices contributes to building sustainable communities and preserving indigenous cultural heritage.
SDG 12	Responsible Consumption and Production	Tribal attitudes towards nature and sustainable use of forest resources promote responsible consumption and production patterns.

Text Books:

1. Hargrave, Jennings , (2007). *Nature Worship*, Cosimo Classics.
2. Satapathy, Harekrishna, *History of Sanskrit Literature*, Publisher-Kitab Mahal; Cuttack-3
3. Soubhir, Meenakshi, (2016). *Eco-Cultural Tribal Development*, Aavishkar Publishers, Jaipur.

4. Telengana and Chaubey, *The New Vedic Selection*, Part-I, Bharatiya Vidyaprakashan; Delhi.
5. Upadhyaya, Pandit Baladev, *History of Sanskrit Literature* (Hindi), Varanasi.
6. Muller, Max, (1859). *A History of Ancient Sanskrit Literature,* William and Norgate; London.

Suggested Readings-

1. Barla, Amrit. (2019). *Contextualizing Religion and Festival in Transition: With Special Reference to Oraon Indigenous Tribe in India. Available online:* **https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=amrit+barla+contextuaizing+religgion+and+festival+in+transition&btnG=** (accessed on 16 September 2020).
2. Belcher, John R., and Marcela Sarmiento Mellinger. (2016). Integrating spirituality with practice and social justice: The challenge for social work. *Journal of Religion & Spirituality in Social Work: Social Thought* 35: 377–94. Available online: **https://www.tandfonline.com/doi/abs/10.1080/15426432.2016.1229645** (accessed on 12 January 2019).
3. Canda, Edward R., Leola Dyrud Furman, and Hwi-Ja Canda. (2010). *Spiritual Diversity in Social Work Practice: The Heart of Helping*. Oxford: USA Oxford University Press. [**Google Scholar**]
4. Chakraverty Madhavadasa, *History of Sanskrit Literature*, Asian Publication Services, East Kailash ; New Delhi-24
5. Chatterjee, Subhasish, and Rahul Sharma, (2018). "Belief of tribal's in supernatural power and its relation with religious life (with special reference to Indian tribal society", in *International Journal of Research and Analytical Reviews* 5: 48–55. [**Google Scholar**]
6. Chaube, Nandita. (2015). *Spirituality and Human Psyche*. India: Partridge Publishing. [**Google Scholar**]
7. Cummings, Charles, (1991). *Eco-Spirituality Toward a Reverent Life,* Paulist Press International, U.S.
8. Dagba, Benjamin I., Leoskali N. Sambe, and Simon A. Shomkegh,(2013). "Totemic beliefs and biodiversity conservation among the Tiv People of Benue State, Nigeria" in *Journal of Natural Sciences Research* 3: 145–49. Available online: **https://oer.uam.edu.ng/read/totemic-beliefs-and-biodiversity-conservation-among-the-tiv-people-of-benue-state-nigeria-1/file.pdf** (accessed on 5 January 2019).
9. Laungani, Pittu, (2005). 'Hindu spirituality and healing practices'. in *Multicultural Aspects of Counseling Series* 22: 138. [**Google Scholar**]
10. Levy, Donald, (1967). "Macrocosm and Microcosm", in *The Encyclopedia of Philosophy*. Edited by P. Edwards. New York: Macmillan, Vol. 5, pp. 121–25. Available online: **https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=%28levy+1967%29+.+macrocosm+and+microcosm.+pdf&btnG=** (accessed on 15 September 2019).
11. Mahant, Sushila D., (2015). Indigenous traditional healing care: Belief & practices among Tribals of South Bastar in Chhattisgarh. *IOSR Journal of Humanities and Social Scienceis* 20: 49–54. Available online -

https://www.academia.edu/download/47611180/H020114954.pdf (accessed on 1 February 2019).
12. Pati, Rabindra Nath, and Jagannatha Dash. , (2002). *Tribal and Indigenous People of INDIA: Problems and Prospects*. New Delhi: APH Publishing. [Google Scholar]
13. Purkayastha, Nabarun. (2016). Concept of Indian Tribes: An Overview. *International Journal of Advanced Research in Management and Social Sciences* 5: 1–9. Available online: http://www.indianjournals.com/ijor.aspx?target=ijor:ijarmss&volume=5&issue=2&article=001 (accessed on 4 February 2019).
14. Purshottam, and Vanita Dhingra. (2017). Understanding the Indian tribal life and their issues. *International Journal of Advanced Research* 5: 1588–95. [Google Scholar]
15. Ritskes, Eric. , (2011). "Chapter Twenty-Six: Indigenous Spirituality and Decolonization: Methodology for the Classroom", in *Counterpoints* 379: 411–21. [Google Scholar]
16. Shannal Rowkith and Raisuyah, Bhagwan, (2020). *Honoring Tribal Spirituality in India: An Exploratory Study of Their Beliefs, Rituals and Healing Practices*.https://sciprofiles.com/profile/1225357 https://www.mdpi.com/2077-1444/11/11/549/htm
17. Sharma, Chandradhar, *A Critical Survey of Indian Philosophy*, Motilal Banarasidas; New Delhi.
18. Walsh, Froma. (2008). "Spirituality, healing, and resilience". in *Re-Visioning Family Therapy: Race, Culture, and Gender in Clinical Practice*. Edited by McGoldrick Monica and Kenneth V. Hardy. New York: The Guilford Press, pp. 61–75. [Google Scholar]
19. Wintlernitz , M., (1927). *History of Indian Literature*, University of Calcutta.

FOURTH SEMESTER

Fieldwork and Dissertation

Code: HI50082
Credit-20

Course objectives: The aim of this course is to provide a wide-ranging understanding of the historical research work and make students acquainted with various types of data collection. This course also aims to able the students to make data analysis and writing report.

Course Outcomes:

CO 1: The students who successfully complete this course will understand the different aspects of historical research works and develop their skills in various types of data collection, interpretation and presentation.

CO 2: After this course the students will be able to explore the different problems of historical research works and they will gain skill in fieldworks, data analysis and report writing.

CO 3: This course will help the students to interpret different problems / issues faced in their historical research works.

CO 4: The students through this paper assess the data presentation and documentation in an effective way.

CO 5: This paper will help students for developing the capability of academic writing and publication of research findings.

Course Content-

Fieldwork and Report Writing:(600 Practical/Field Visit Hours)

Each student shall have to undergo training for learning and use of different techniques of scientific data collection during 30 days of fieldwork under the supervision of a teacher, as nominated by the Head of the Department in a tribal / rural area. The exact date of commencement of fieldwork shall be announced by the Head of the school/Department. Student failing to complete the fieldwork in a particular year can only clear the paper by completing field work in next year. Dissertation is to be prepared by the student under the supervision of the concerned teacher. The student is required to submit the dissertation through the supervising teacher to the Head of the Department for its evaluation at least fifteen days in advance of the date notified for examination. The dissertation shall be evaluated by an external examiner in consultation with the internal examiner (the supervising teacher). The candidate shall be awarded grade both by the internal and external examiners on the basis of his / her dissertation, seminar presentation and viva voce.

SL No	**Mode of Evaluation**	**Credits**
1	Selection of Research Topic and Synopsis Presentation	4
2	Literature Review and Preparation of Research Tools (Questionnaires and Schedule)	4
3	Fieldwork and Data Collection	4
4	Data Analysis and Report Writing	4
5	Seminar Presentation and Viva voce test on dissertation	4
	TOTAL	20

The Dissertation has to be submitted by the student positively before the end semester examination.

Course Outcomes (COs)

Code	Course Outcome	Bloom's Level
CO1	Understand the different aspects of historical research works and develop skills in various types of data collection, interpretation, and presentation.	Understand
CO2	Explore the different problems of historical research works and gain skills in fieldwork, data analysis, and report writing.	Apply
CO3	Interpret different problems / issues faced in historical research works.	Analyze
CO4	Assess data presentation and documentation in an effective way.	Evaluate
CO5	Develop the capability for academic writing and publication of research findings.	Create

CO--PO Attainment Matrix (1--3 Mapping)

(Referencing the Programme Outcomes (POs) from the provided "History Two-year PG programme Common Preamble" and the KISS PG History syllabus document)

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	2	3	2	3	3	3	2	2	2	1	2	2	3	3	1	2	2
CO2	2	3	2	3	3	3	3	3	3	2	3	3	3	3	2	2	3
CO3	1	2	2	3	3	2	1	1	2	1	2	2	3	3	1	2	2
CO4	1	2	2	3	3	2	1	1	2	1	2	2	3	3	1	2	2
CO5	1	3	3	3	3	2	2	3	3	2	3	3	3	3	1	3	3
Average	1.4	2.6	2.2	3.0	3.0	2.4	1.8	2.0	2.4	1.4	2.4	2.4	3.0	3.0	1.2	2.2	2.4

Mapping Scale

Scale	Interpretation
1	Low Correlation (Slight/Indirect relationship)
2	Medium Correlation (Moderate/Reinforcing relationship)
3	High Correlation (Direct/Substantial relationship)

Cross-Cutting Integration

Cross-cutting Issue	Level	Integration Focus
Human Values	High	The dissertation process involves in-depth study of specific communities (particularly tribal groups as per KISS's focus). This fosters respect for cultural heritage, empathy, and moral values regarding the preservation of history and indigenous

		knowledge systems.
Gender	Medium	Students are encouraged to analyze historical interpretations and social structures with a special reference to gender. Fieldwork provides opportunities to study the roles, status, and contributions of women in historical and contemporary contexts.
Environment & Sustainability	Medium	Fieldwork and research topics related to tribal eco-spiritualism, forest policies, and land rights directly engage with environmental history and sustainability. The course encourages understanding the relationship between human societies and their natural surroundings.
Professional Ethics	Very High	The course explicitly includes a unit on Research and Publication Ethics (RE50003) in the third semester. This instils high standards of intellectual honesty, integrity, and ethical practices in handling sources, avoiding plagiarism, and conducting fieldwork authentically.

SDG Mapping

SDG No.	SDG Title	Contribution
SDG 4	Quality Education	The dissertation process ensures that post-graduate students acquire high-level research and writing skills, contributing to the attainment of quality higher education outcomes.
SDG 5	Gender Equality	Students are encouraged to select research topics that analyze gender dynamics in history or contemporary tribal societies, contributing to academic discourse on women's history and empowerment.
SDG 11	Sustainable Cities & Communities	The course encourages research on local history, heritage protection, tribal settlements, and community structures, contributing to the documentation and preservation of cultural and natural heritage.
SDG 16	Peace, Justice and Strong Institutions	By studying social movements, tribal uprisings, and state formation, students contribute to understanding the evolution of governance, justice systems, and political relations. Research on tribal movements aligns with SDG 16's focus on inclusive societies and strong institutions.

Text Books:

1. Ackoff, R. L. (1961). *The Design of Social Research*, Chicago University Press; Chicago.
2. Ali. B. Sheik, (1981). *History Its Theory & Methods,* 2nd Edition, Macmillan India Ltd, Delhi.
3. Allen, T.H. , (1978.). *New Methods in Social Science Research*, Praeger Publishers.
4. Bailley, K. D. , (1978). *Methods of Social Research*, New York.
5. Bhattcharya, Bikash ,(2017). *Historical Theories and Methods*, Wisdom Press, New Delhi.
6. Bloch, Marc, *The Historians Craft*, Vintage Book, New York..
7. Ghosh, B. N. , (1982). *Scientific Methods and Social Research*, Sterling Publishers Pvt Ltd, New Delhi.
8. Gopal, M.H. , (1864). *An Introduction to Research Procedure in Social Sciences*, Asia Publishing House.

9. Hillway, T. , (1964). *Introduction to Research*, Houghton Mifflin , Boston, 2nd Edition..
10. Johnson, E.,(1951). *The Research Report: A Guide for the Beginners*, Ronald Press, New York.
11. Kothari, C.R. , (2006). *Research Methodology*, New Age International Pvt. Ltd., New Delhi.

Suggested Readings-

1. Krentz, Edgar, (1975).*The Historical- Critical Method*, London.
2. Leonard, S. and Anselm, L.S. , (1973). *Field Research*, Prentice Hall Inc. New Jersey.
3. Manikchand, S., *THEORY OF HISTORY& METHOD OF RESEARCH*, Paduman Publisher;, Madurai,
4. Maxwell , A. E. , (1961). *Analyzing Qualitative Data*, John Wiley and Sons; New York.
5. Nilakantha Satri, K.A. and Ramana, H.S., (1956). *Historical Method in Relation to Indian History*, Madras.
6. Raj, Hans , (2002). *Theory and Practice in Social Research*, Surjeet Publications, Delhi.
7. Sharma, B.A. V. , *et al,* (1983). *Research Methods in Social Sciences,* Sterling Publishers Pvt. Ltd., New Delhi.
8. Sharma, Tejram, *Research Methodology in History*, New Delhi.
9. Shreedharan, E., (Reprint- 2004). *A Textbook of Historiography* (500 BC to CE Orient Longman.
10. Tondon, B.C. ,(1979). *Research Methodology in Social Sciences*, Chaitanya Publishing House; Allahabad.
11. Whitney, F. L., (1950). *The Elements of Research*, 3rd Edition, Prentice Hall ; New York,
12. Young, P.V., (3rd Edition-1960). *Scientific Social Surveys and Social Research* , Prentice Hall; New York.

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