KISS

KALINGA INSTITUTE OF SOCIAL SCIENCES

CURRICULUM AND CREDIT FRAMEWORK FOR UNDERGRADUATE PROGRAMME

BACHELOR OF ARTS IN HISTORY

(As per NEP-2020, NCrF, NHEQF)

Academic Session 2024-2025



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: Bachelor of Arts in History

Programme Type: Undergraduate (Honours)

Programme Description

The Four-Year Undergraduate Programme in History at KISS Deemed to be University is designed in accordance with the National Education Policy (NEP) 2020. The programme consists of eight semesters with a total of 55 papers, including 24 Major Courses, 16 Minor Courses, 03 Multidisciplinary Courses (MDC), 04 Ability Enhancement Courses (AEC), 03 Skill Enhancement Courses (SEC), 04 Value Added Courses (VAC), Internship, and Research Project/Dissertation. The total credits for the programme are 162 (Single Major) and 194 (Double Major).

The programme aims to provide students with a comprehensive understanding of India's historical trajectory, world history and historiographical traditions, with special emphasis on tribal culture, indigenous knowledge systems, and the history of Odisha.

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.

Definitions of Components

Component	Definition
Ability Enhancement Courses (AEC)	Courses enhancing competency in a Modern Indian Language (MIL) and in the English language with special emphasis on language and communication skills.
Academic Bank of Credits (ABC)	A UGC initiative to facilitate academic mobility of students with the freedom to study across HEIs with an appropriate credit transfer mechanism.
Academic Year	Two consecutive semesters constitute one academic year.

Component	Definition
Choice Based	Students select courses from prescribed courses i.e., Major, Minor, Multidisciplinary, AEC, SEC, VAC, Summer Internship/Lab/Research.
Major	The subject of main focus.
Credit Based Semester System (CBSS)	The requirement for awarding a degree/diploma/certificate is prescribed in terms of number of credits to be earned.
Credit	One credit is equivalent to one hour of lecture or tutorials or two hours of practical work/field work per week in a semester.
Minor Course	Helps a student to gain a broader understanding beyond the major discipline. Offered only if a minimum of 10 students opt for the subject.
Multidisciplinary	Courses that a student can opt from other disciplines to broaden intellectual experience.
Skill Enhancement Courses (SEC)	Courses aiming at imparting practical skills, hands-on training, soft skills, etc., to enhance employability.
Summer Internship	Experiential exposure of 6-8 weeks duration after the fourth semester, followed by a project report and viva-voce during the fifth semester.
Research	Provided in the Eighth semester (for students securing 7.5 CGPA or above) involving application of knowledge in exploring/critical analysis/solving issues.
Value Added Courses (VAC)	Courses enabling students to acquire and demonstrate knowledge and understanding of contemporary society.

NCrF-Aligned Components (National Credit Framework)

Operational Definition of Credit (NCrF Standard)

"1 Credit = 30 Notional Learning Hours."

A standard 4-credit course = 120 Notional Learning Hours.

NCrF-Compliant Course Engagement Table

Component	Operational Definition	Hours (Example for 4-credit course)
Face-to-Face Lectures	Concept delivery, interactive instruction	45
Tutorials / Labs / Field	Hands-on practice, experimentation	30
Independent Self-Study	Pre-reading, journal review	20
Continuous Assessment	Assignments, quizzes, mid-term	12
Final Semester Exam Preparation	Revision, project completion	13
Total Notional Hours	**Must equal 30 hours × credits**	**120**

MOOC Courses (SWAYAM and SWAYAM Plus)

According to UGC guidelines, Higher Education Institutions (HEIs) are permitted to allow students to take up to 40% of their total courses in a semester through the national MOOC platform, SWAYAM (or SWAYAM Plus for industry-aligned courses). Credits earned via SWAYAM are mapped directly against the appropriate NHEQF academic level and digitally stored in the student's Academic Bank of Credits (ABC).

NCrF Category Wise Credit Distribution (UGC CCFUP Compatible) (for UG Programme)

Semester	Discipline Specific courses- core		Minor		MDC/IDC		AEC		SEC/ Internship/Dissertation		VAC		Grand Total Credits
	No. Of Papers	Total Credits	No. Of Papers	Total Credits	No. Of Papers	Total Credits	No. Of Papers	Total Credits	No. Of Papers	Total Credits	No. Of Papers	Total Credit	
I	1	4	1	4	1	3	1	2	1	3	1	4	20
II	1	4	1	4	1	3	1	2	1	3	2	4	20
III	2	8	1	4	1	3	1	2	1	3			20
IV	4	14	1	4			1	2					20
V	4	16	1	4					1	2			22
VI	4	16	1	4									20
VII	4	16	1	4									20
VIII	1	4	1	4					1	12			20
Total Credits for the Course		80		32		9		8		23		12	162

These exit awards correspond to progressive NHEQF / NSQF levels and are fully NCrF-compliant for credit accumulation, mobility and re-entry through the Academic Bank of Credits.

Skill Enhancement Courses (SEC), Multidisciplinary Courses (MDC), value-added courses and internships are creditised as per NCrF, recognising vocational, experiential and community-based learning alongside academic coursework. These courses are designed at appropriate NSQF levels, with clear competency descriptors and notional hours.

Eligibility for Admissions with No. of Seats

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

Examination Pattern

The medium of examination is English which will be reflected in the 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

- **End Semester Examination:** 2.5 hours
- **Mid Semester Examination:** 1 hour
- **Practical Examination:** 2 hours

The School of Tribal Culture, Philosophy and Eco-Spiritualism shallhaveadesignatedfaculty as Examination Coordinator has been decided by the Vice Chancellor in addition to the Controller of Examinations of theUniversity.

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 subjects 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 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 for 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 shall preserve the answer scripts of the End Semester examination for **12 months** from the date of publication of result for reference.

e) A student has to appear for the mid semester examination positively. Absence will be considered as fail; however, the candidate may be allowed to appear before commencement of the concerned Term-End examination under special case duly considered by the Programme Head.

Distribution of Marks in End Semester and Continuous Evaluation

(Irrespective of credit in a course/Paper)

CourseType	MaximumMarks	Semester-EndtheoryMark	ContinuesEvaluationMarks /Sessional	MidSemester theoryMark	Sem End

Without Practical	**100**	**60**	**20**	**20**	**----**
With Practical	**100**	**50**	**10**	**10**	**20**
Only Practical	**100**	**------**	**-------**	**-------**	**60**

DistributionofSessional Marks:

CourseType	MaximumMark	MidSemester	Attendance	SurpriseTest/Quiz/Viva
WithoutPractical	**40**	**20**	**Above 95%-5 Marks** **85%-94%-4 Marks** **75%-84%-3 Marks**	**10**
WithPractical	**30**	(Theory10+ Practical10)=20		**05**
Only Practical	**40**	Practical30		**5**

Examination Question Pattern of End Term Examination

Theevaluationprocessmaycoversummativeandformativeaspectsand assessunderstandingapplications, articulation,programandcourseoutcome.

QuestionPattern		WithPractical	WithoutPractical
Part-I–Objective	**AnswerinMCQ/ in one word/in one sentence as directed**	**1x5=5**	**1x6=6**
Part-II-VeryShortType	**Answer within 50words. Answerany3 out of 5 questions (with practical) and Answer any 5 out of 7 question (without practical)**	**2x3=6**	**2x5=10**
Part-III-ShortType	**Answer within 250words Answerany3 out of 5 questions (with practical) and Answer any 4 out of 6 question (without practical)**	**5x3=15**	**5x4=20**
Part-IV-LongType	**Answer within 800words. Answerany3outof5 questions**	**8x3=24**	**8x3=24**

Total		**50**	**60**
ForPracticalPaper		**One MajorExperiment-10 Record- 05 Vivavoce-05**	---

Examination Question Pattern of Mid Semester Examination

QuestionPattern		**WithPractical**	**WithoutPractical**
Part-I–Objective	**AnswerinMCQ/ in one word/in one sentence as directed**	**1x3=3**	**1x6=6**
Part-II-VeryShortType	**Answer within 50words. Answerany1out of 2 questions (with practical) and Answer any 2 out of 3 question (without practical)**	**2x1=2**	**2x2=4**
Part-III-ShortType	**Answer within 250words Answerany1 out of 2 questions (with practical) and Answer any 2 out of 3 question (without practical)**	**5x1=5**	**5x2=10**
Total		**10**	**20**
ForPracticalPaper		**One MajorExperiment-5 Record- 02 Vivavoce-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.

Duration and Types of Courses and Process of Multiple Entry and Exit

NHEQF-Aligned Components (National Higher Education Qualifications Framework)

1. NHEQF Level Mapping for Multi-Entry / Multi-Exit

"This programme is structured according to the multi-entry, multi-exit parameters defined by UGC. The progressive qualification bands map directly onto the National Higher Education Qualifications Framework (NHEQF)."

Insert the following table:

Milestone / Year Completed	**Exit Award**	**NHEQF Level**	**Standard Credit Range**
Year 1 (Sem I–II)	UG Certificate	Level 4.5	~40 + 4 credits in work based vocational courses offered during summer term or internship / Apprenticeship in addition to 6 credits from skill-based courses earned during first and second semester.
Year 2 (Sem III–IV)	UG Diploma	Level 5.0	~80 + 4 credit in skill based vocational courses offered during first year or second year summer term
Year 3 (Sem V–VI)	UG Degree (3-Year)	Level 5.5	~120
Year 4 (Sem VII–VIII) **Year 1(Sem I-II)**	UG Honours / Honours with Research Post-Graduate Diploma	Level 6.0	~160
Year 2(Sem III-V)	Master's degree (e.g. M.A., M.Com., M.Sc., etc.)	Level 6.5	80 Credits
	Doctoral Degree	Level 8.0	Credits for coursework and, a thesis and published work

Programme Educational Objectives (PEO)

PEO1: Enable students to build successful careers in public/private sectors, entrepreneurship, or community development.

PEO2: Promote interdisciplinary and multidisciplinary learning and research.

PEO3: Develop entrepreneurial, analytical, and problem-solving skills.

PEO4: Prepare students for higher education, professional certifications, and research.

PEO5: Foster lifelong learning, ethical conduct, and social responsibility.

NHEQF-Aligned Programme Educational Objectives (PEOs)

Programme Outcomes (POs)

PO Code	Description
PO1	**Moral & Ethical Values:** Recognize ethical codes from historical and philosophical traditions; understand the moral dimensions of decisions.
PO2	**Disciplinary Knowledge:** Acquire knowledge of history, culture, philosophy, and political organizations of ancient, medieval and modern India as well as the world.
PO3	**Communication Skills:** Communicate clearly in English and one Indian language (Odia) through written, spoken, and electronic media.
PO4	**Critical Thinking Problem Solving & Analytical Reasoning:** Demonstrate critical aptitude to systematically analyze historical scholarship, evaluate evidence and arguments, and explain how and why events changed over time. Study past events with historical criticism; develop skills for interdisciplinary understanding of contemporary history and culture.
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:** Search, extract, organize, evaluate, and use historical data relevant to a particular topic; identify research gaps in history and tribal

PO Code	Description
	culture studies.
PO7	**Cooperation/Teamwork:** Communicate ideas effectively and contribute collaboratively to achieve common goals.
PO8	**Digital Literacy:** Use ICT tools (data analytics) for exploring, analyzing, and using information for historical research.
PO9	**Experiential & Life-long Learning:** Engage in independent and continuous learning; develop self-paced learning capabilities for personal and career advancement.
PO10	**Leadership Qualities:** Demonstrate integrity, accountability, empathy, flexibility, positivity, and vision; take leadership roles in careers and communities.
PO11	**Professional & Decision-Making Skills:** Exhibit professional integrity and behaviour; show proficiency in choosing between alternatives and defending decisions.
PO12	**Environment Awareness and Sustainability:** Understand environmental issues and sustainability; study tribal eco-spiritualism for long-term environmental solutions.

Programme Specific Outcomes (PSO)

(Each Department will define 3–5 PSOs relevant to their discipline.)

PSO Code	**Description**
PSO 1	**Comprehensive Understanding of India's Historical Trajectory:** Students will demonstrate a deep and nuanced understanding of India's political, social, economic, and cultural history from prehistoric times to the contemporary period.

PSO Code	Description
PSO 2	**Critical Engagement with World History and Comparative Civilizations:** Students will acquire a broad knowledge of world history and analyse social formations, cultural patterns, political systems, and economic transformations across different temporal and spatial contexts.
PSO 3	**Historiographical Awareness and Research Competence:** Students will develop a critical understanding of major historiographical traditions and acquire foundational research skills, including the ability to identify, evaluate, and interpret primary and secondary sources.

PSO 4:Systematic Study of History of particular period: Evaluate the political, economic, social, cultural and environmental dimensions of historical change and appreciate the role of heritage, archaeology and cultural aspects of different regions.

PSO5: Historical Communication, Ethics, and Employability: Students will effectively communicate historical knowledge through academic writing, presentations and digital platforms; apply ethical principles in historical research and interpretation; and demonstrate professional skills required for careers in teaching, research, archives, museums, heritage management, civil services, media and related fields.

Course Structure – Semester-wise

SEMESTER -I

Course Category	Course Code	COURSE TITLE	CREDIT			TOTAL CREDITS
			L	T	P	
Core Course (Major) Paper-I	HI10001 (C-1)	History of India-I (Prehistory to 300 BCE)	3	1	0	4
Minor Course Paper-I	HI12001 (M-1)	Socio-Economic History of India (Early Times to 1200 CE)	3	1	0	4
Multidisciplinary Course(MDC) Paper-I	HI13001 (MD-1)	Indian Society and Culture	2	1	0	3
Ability Enhancement Courses (AEC)-I (Choose any one)	AE14001 (Odia)	Modern Indian Language (Odia)	2	0	0	2
	AE14003 (Hindi)	Modern Indian Language (Hindi)	2	0	0	2
	AE14005 (Sanskrit)	Modern Indian Language (Sanskrit)	2	0	0	2
	AE14007 (Santali)	Modern Indian Language (Santali)	2	0	0	2
	AE14009 (English)	Alternative English	2	0	0	2
Skill Enhancement Course (SEC)-I	CS15001 (SE-1)	Information Technology and Communication	2	0	1	3
Value Added Courses(VAC)-I For All	VA16201	Environment Education and Disaster Management	3	0	1	4
						TOTAL-20

Note: The courses of SWAYAM platform are followed.

SEMESTER-II

Course Category	Course Code	COURSE TITLE	CREDIT			TOTAL CREDITS
			L	T	P	

Core Course (Major) Paper-II	HI10002 (C-2)	History of India-II (300 BCE-750 CE)	3	1	0	4
Minor Course Paper-II	HI12002 (M-2)	Making of Contemporary India	3	1	0	4
Multidisciplinary Course (MDC) Paper -II	HI13002 (MD-2)	Introduction to Culture and Heritage ofOdisha	2	1	0	3
Ability Enhancement Courses (AEC)-II Common paper for all UG Students (Choose any one)	AE14002 Odia	Translation Studies (Odia)	2	0	0	2
	AE14004 Hindi	Translation Studies (Hindi)	2	0	0	2
	AE14006 Sanskrit	Translation Studies (Sanskrit)	2	0	0	2
	AE14008 Santali	Translation Studies (Santali)	2	0	0	2
	AE14010 English	Translation Studies (English)	2	0	0	2
Skill Enhancement Course (SEC)-II	HI15002 (SE-2)	Artificial Intelligence and The Historian's Toolkit	2	0	1	3
Value Added Courses (VA)-II	VA16102	Indian Art and Architecture	2	0	0	2
Value Added Courses (VA)-III	VA16406	Yoga: Theory and Application	2	0	0	2
						TOTAL-20
Exit Point: Bachelor's Degree with a UG certificate after completing 1 year (First and Second semesters) of study in the chosen fields of study.....						

Note: The courses of SWAYAM platform are followed.

SEMESTER – III

Course Category	Course Code	COURSE TITLE	CREDIT			TOTAL CREDITS
			L	T	P	
Core Course (Major) Paper-III	HI20001 (C-3)	History of India-III (750-1206 CE)	3	1	0	4
Core Course (Major) Paper-IV	HI20003 (C-4)	Social Formations and Cultural Patterns of the Ancient World	3	1	0	4
Minor Course Paper-III	HI22001 (M-3)	Issues in Contemporary World	3	1	0	4
Multidisciplinary Course Paper-III	HI23001 (MD-3)	Tribal Movements in Odisha	2	1	0	3
Ability Enhancement Courses (AEC)-III	AE24001	Communicative English	2	0	0	2
Skill Enhancement Courses (SEC)-II	HI25001	Application of History in Tourism	2	1	0	3
						TOTAL-20

Note: The courses of SWAYAM platform are also followed.

SEMESTER – IV

Course	Course	COURSE TITLE	CREDIT	TOTYAL

Category	Code		L	T	P	CREDITS
Core Course (Major) Paper-V	HI20002 (C-5)	Social Formations and Cultural Patterns of the Medieval World	3	1	0	4
Major Paper-VI	HI20004 (C-6)	History of India-IV (1206-1526 CE)	3	1	0	4
Major Paper-VII	HI20006 (C-7)	Rise of Modern West - I	3	1	0	4
Major Paper-VIII Course Based Presentation	HI20082 (C-8)	Mastering Academic Presentations	2	0	0	2
Minor Course Paper-IV	HI22002 (M-4)	Social, Cultural and Economic History of India (1757-1947 CE)	3	1	0	4
Ability Enhancement Courses (AEC)-IV	AE24002	Professional Communication (Common for all students)	2	0	0	2
						TOTAL-20
Exit Point: Bachelor's Degree with a UG diploma after 2 years (4 semesters) of study						

Note: The courses of SWAYAM platform are followed.

SEMESTER – V (Single Major)

Course Category	Course Code	COURSE TITLE	CREDIT			TOTAL CREDITS
			L	T	P	
Core Course (Major) Paper-IX	HI30001	Ancient History of Odisha	3	1	0	4
Major Paper-X	HI30003	History of India-V (1550-1605 CE)	3	1	0	4

Major Paper-XI	HI30005	Some Aspects of European History (1780-1939 CE)	3	1	0	4
Major Paper-XII	HI30007	Rise of Modern West - 1I	3	1	0	4
Minor Paper-V	HI32001	History of Modern Europe(1780-1939 CE)	3	1	0	4
Internship	IP37081	Internship	0	0	2	2
						TOTAL-22

Or

SEMESTER – V (Double Major)

Course Category	**Course Code**	**COURSE TITLE**	**CREDIT**			**TOTAL CREDITS**
			L	**T**	**P**	
Core Course (Major) Paper-IX	HI30001	Ancient History of Odisha	3	1	0	4
Major Paper-X	HI30003	History of India-V (1550-1605 CE)	3	1	0	4
Major Paper-XI	HI30005	Some Aspects of European History(1780-1939 CE)	3	1	0	4
Major Paper-XII	HI30007	Rise of Modern West - II	3	1	0	4
Minor Paper-V (DM)	HI32001	History of Modern Europe (1780-1939 CE)	3	1	0	4
Minor Paper-VI (DM)	HI32003	Introduction to Indian Freedom Struggle	3	1	0	4
Minor Paper-VII (DM)	HI32005	Twentieth Century World (1900-1945 CE)	3	1	0	4
Minor Paper-VIII	HI32007	History of Southeast Asia - The 20th	3	1	0	4

(DM)		Century				
Internship	IP37081	Internship	0	0	2	2
						TOTAL-34

SEMESTER – VI (Single Major)

Course Category	**Course Code**	**COURSE TITLE**	**CREDIT**			**TOTAL CREDITS**
			L	**T**	**P**	
Core Course Major Paper-XIII	HI30002	History of India-VI (1605-1750 CE)	3	1	0	4
Major Paper-XIV	HI30004	Medieval History of Odisha	3	1	0	4
Major Paper-XV	HI30006	Makers of Modern India	3	1	0	4
Major Paper-XVI	HI30008	A Short History of Popular Cultures in Modern and Contemporary India: Cinema, Music, Television, Sports and Cuisine	3	1	0	4
Minor Paper-IX	HI32002	Indigenous people and Global Challenges	3	1	0	4
						TOTAL-20
Exit Point: Bachelor's Degree after 3-year (6 semesters) programme of study						

Three Years Grand Total Credit= 122

Or

SEMESTER – VI (Double Major)

Course Category	Course Code	COURSE TITLE	CREDIT			TOTAL CREDITS
			L	T	P	
Core Course Major Paper-XIII	HI30002	History of India-VI (1605-1750)	3	1	0	4
Major Paper-XIV	HI30004	Medieval History of Odisha	3	1	0	4
Major Paper-XV	HI30006	Makers of Modern India	3	1	0	4
Major Paper-XVI	HI30008	A Short History of Popular Cultures in Modern and Contemporary India: Cinema, Music, Television, Sports and Cuisine	3	1	0	4
Minor Paper-IX	HI32002	Indigenous People and Global Challenges	3	1	0	4
Minor Paper-X (DM)	HI32004	Tribal Movement in Colonial and Post Colonial India	3	1	0	4
Minor Paper-XI (DM)	HI32006	Archival Theory and Practice	3	1	0	4
Minor Paper-XII (DM)	HI32008	Tribal Cultural Heritage and Entrepreneurship	3	1	0	4
						TOTAL-32
Exit Point: Bachelor's Degree after 3-year (6 semesters) programme of study						

Three Years Grand Total Credit= 122

SEMESTER – VII (Single Major)

(Without Research / With Research)

Course Category	Course Code	COURSE TITLE	CREDIT			TOTAL CREDITS
			L	T	P	
Core Course Major Paper-XVII	HI40001	Ancient World Civilizations	3	1	0	4
Major Paper-XVIII	HM40003	Historical Theories and Methods	3	1	0	4
Major Paper-XIX	HI40005	History of India(1750-1857 CE)	3	1	0	4
Major Paper-XX	HI40007	History of Modern Odisha	3	1	0	4
Minor Paper-XIII	HI42001	Environmental Issues in India	3	1	0	4
						TOTAL-20
Note: The courses of SWAYAM platform are followed.						

Or

SEMESTER – VII (Double Major)

(Without Research /With Research)

Course Category	Course Code	COURSE TITLE	CREDIT			TOTAL CREDITS
			L	T	P	
Core Course Major Paper-XVII	HI40001	Ancient World Civilizations	3	1	0	4
Major Paper-XVIII	HM40003	Historical Theories and Methods	3	1	0	4
Major Paper-XIX	HI40005	History of India(1750-1857 CE)	3	1	0	4

Major Paper-XX	HI40007	History of Modern Odisha	3	1	0	4
Minor Paper-XIII	HI42001	Environmental Issues in India	3	1	0	4
Minor Paper-XIV	HI42003	Tribal Women in Colonial and Post Colonial India	3	1	0	4
						TOTAL-24
Note: The courses of SWAYAM platform are also followed.						

SEMESTER – VIII (Single Major)

(Without Research)

Course Category	**Course Code**	**COURSE TITLE**	**CREDIT**			**TOTAL CREDITS**
			L	**T**	**P**	
Core Course (Major) Paper- XXI	HI40002	History of India (1857-1950 CE)	3	1	0	4
Major Paper-XXII	HI40004	Political and Cultural History of Odisha	3	1	0	4
Major Paper-XXIII	MS40006	Museum Studies	3	1	0	4
Major Paper-XXIV	HI40008	Women Studies in India	3	1	0	4
Minor Paper-XV	HI42002	Nationalist Movements in India	3	1	0	4
						TOTAL-20
The student can choose Research Project/ Dissertation paper or the last three major papers from the Semester-VIII as per his/her choice.						
Exit Point: Bachelor's Degree with a 4-year bachelor's degree (honours) after eight semesters programme of study. If the student completes a rigorous research project in their major area(s) of study in the 4th year of a bachelor's degree (honours with research).						

SEMESTER – VIII (Single Major)

(With Research)

Course Category	Course Code	COURSE TITLE	CREDIT			CREDITS
			L	T	P	
Core Course(Major) Major Paper-XXI	HI40002	History of India (1857-1950 CE)	3	1	0	4
Minor Paper-XV	HI42002	Nationalist Movements in India	3	1	0	4
Dissertation	RD40082	Research and Dissertation	0	0	12	12
						TOTAL-20
The student can choose Research Project/ Dissertation paper or the last three major papers from the Semester-VIII as per his/her choice. **Eligible:7.5 CGPA**						
Exit Point: Bachelor's Degree with a 4-year bachelor's degree (honours) after eight semesters programme of study. If the student completes a rigorous research project in their major area(s) of study in the 4th year of a bachelor's degree (honours with research).						

Note: The courses of SWAYAM platform are followed.

SEMESTER – VIII (Double Major)

(Without Research)

Course Category	Course Code	COURSE TITLE	CREDIT			TOTAL CREDITS
			L	T	P	
Core Course(Major) Paper- XX	HI40002	History of India (1857-1950 CE)	3	1	0	4
Major Paper-XXII	HI40004	Political and Cultural History of Odisha	3	1	0	4
Major Paper-XXIII	MS40006	Museum Studies	3	1	0	4

Major Paper-XXIV	HI40008	Women Studies in India	3	1	0	4
Minor Paper-XV	HI42002	Nationalist Movements in India	3	1	0	4
Minor Paper-XVI	HI42004	Society and Economy of Modern Europe: 15th-18th Century CE	3	1	0	4
						TOTAL-24
The student can choose Research Project/ Dissertation paper or the last three major papers from the Semester-VIII as per his/her choice.						
Exit Point: Bachelor's Degree with a 4-year bachelor's degree (honours) after eight semesters programme of study. If the student completes a rigorous research project in their major area(s) of study in the 4th year of a bachelor's degree (honours with research).						

SEMESTER – VIII (Double Major)

(With Research)

Course Category	**Course Code**	**COURSE TITLE**	**CREDIT**			**TOTAL CREDITS**
			L	**T**	**P**	
Core Course (Major) Major Paper-XXI	HI40002	History of India (1857-1950 CE)	3	1	0	4
Minor Paper-XV	HI42002	Nationalist Movements in India	3	1	0	4
Minor Paper-XVI	HI42004	Society and Economy of Modern Europe: 15th -18th Century CE	3	1	0	4
Dissertation	RD40082	Research and Dissertation	0	0	12	12
						TOTAL-24
The student can choose Research Project/ Dissertation paper or the last three major papers from the Semester-VIII as per his/her choice.						
Exit Point: Bachelor's Degree with a 4-year bachelor's degree (honours) after eight semesters programme of study. If the student completes a rigorous research						

project in their major area(s) of study in the 4th year of a bachelor's degree (honours with research).

Note: The courses of SWAYAM platform are also followed.

Total Credits: For Single Major Course-162 Credits and Double Major Course -194 Credits

Detailed Four Years UG Syllabus

(The detailed syllabus for each paper, including course objectives, unit-wise content, course outcomes, and suggested readings, remains exactly as provided in the original KISS-DU Four-Year UG History Syllabus document. The content for each paper has not been altered; only the format and arrangement have been revised to align with the Curriculum Contents template.)

Courses (Semester-wise)

SEMESTER -I

HISTORY OF INDIA- I (Prehistoryto 300 BCE)

Nature of the Course: Major Course
Credit: 4
Code: HI10001

Objective-

The objective of the paper is to provide an extensive and deeper understanding of early Indian history to students. They will be introduced to the manner in which diverse aspects of ancient Indian history have been recovered from a rich variety of sources, archaeological, literary, numismatic, epigraphist. Students will become familiar with the tools required for studying history and explore the diverse histories and regional variations in the Indian subcontinent and also study various facets of ancient India- social, cultural, political, environmental concerns. This course will help students' trace elements of continuity and changes in processes spanning over several millennia, from pre-historic times up to the 300 BCE. This paper will help the students to understand the history of India's earliest hominid ancestors along with the cultural transitions that happened in due course of time.

Course Content-

UNIT-I

Reconstructing Ancient Indian History

1. Early Indian notions of History
2. Sources and tools of historical reconstruction.

3. Historical interpretations (with special reference to gender, environment, technology, and regions).

UNIT-II

Prehistoric hunter-gatherers

1. Palaeolithic cultures- sequence and distribution; stone industries and other technological developments**.**
2. Mesolithic cultures- regional and chronological distribution; new developments in technology and economy; rock art.

UNIT-III

The advent of food production

1. Understanding the regional and chronological distribution of the
2. Neolithic and Chalcolithic cultures: subsistence, and patterns of Exchange

UNIT-IV

The Harappan Civilization

1. Origins; settlement patterns and town planning; agrarian base; craft productions and trade; social and political organization;
2. Religious beliefs and practices; art; the problem of urban decline and the late/post-Harappan traditions.

UNIT-V

Cultures in Transition

1. Settlement patterns, technological and economic developments; social stratification; political relations; religion and philosophy; the Aryan Problem.
2. North India (circa 1500 BCE-300 BCE), Central India and the Deccan (circa 1000 BCE - circa 300 BCE)

Course Outcome-

Course Outcomes (COs)

Code	Course Outcome	Bloom's Level
CO1	Understand the prehistory and sources of Indian prehistory, including the tools and methods of historical reconstruction.	Remember
CO2	Explain the prehistoric period and cultures, including the distribution of sites, tools and technologies, and economic and socio-cultural developments.	Understand
CO3	Analyze the Harappan culture and civilization of ancient India, including its urban planning, trade, and religious prarctices.	Analyze
CO4	Describe the Vedic period and the process of state formation in Early India.	Understand
CO5	Evaluate the settlement patterns, technological and economic developments, social stratification, political relations, religion, and philosophy of the Indian subcontinent.	Evaluate

CO–PO Attainment Matrix (1–3 Mapping)

(Referencing the Programme Outcomes (POs) from the "History Four year UG 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	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 early Indian notions of history, religious beliefs (Harappan, Vedic), and philosophical traditions fosters understanding of cultural heritage and moral values as outlined in PSO4.
Gender	Medium	Historical interpretations with special reference to gender (Unit I) and study of social stratification, marriage, and position of women in early Indian society (Unit V).
Environment & Sustainability	Medium	Understanding the relationship between prehistoric hunter-gatherers and their environment; ecological factors in the decline of the Harappan civilization.
Professional Ethics	Low	Introduction to sources and tools of historical reconstruction (epigraphy, numismatics, archaeology) instills ethical practices in handling and interpreting historical evidence.

SDG Mapping

SDG No.	SDG Title	Contribution
SDG 4	Quality Education	Provides foundational knowledge of ancient Indian history, contributing to historical literacy and cultural education.
SDG 5	Gender Equality	Historical interpretations with special reference to gender (Unit I) and study of women's position in Vedic society (Unit V) allow for gender analysis of early power structures.
SDG 11	Sustainable Cities & Communities	Study of Harappan town planning and urban settlements helps understand ancient urban sustainability and heritage protection.

SDG 16	Peace, Justice and Strong Institutions	Analysis of early state formation, political relations, and social stratification provides insights into the evolution of governance and institutional frameworks.

Text Books

1. Jain, V.K., (2006). *Prehistory and Protohistory of India-An Appraisal*, DK Print world.
2. Khurana, K.L. (2004). *Political and Cultural History of India*, Lalshmi Narain Agrawal; Agra.
3. Koasambi, D.D*.,* (1971). *The Culture and Civilization of Ancient India*: In Historical outline, Vikas; New Delhi. 5ht Print.
4. Kosambi, D.D., (1968). *An Introduction to the Study of Indian History*, Bombay.
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.
8. Majumdar, R. C., Raychaudhri , H. C. and DattaKalikinkar, (Reprint-2013). *An Advanced History of India,* Macmillan Publishers India Ltd., Delhi.
9. Prasad, L., (1997). *Studies in Ancient and Medieval India*, Cosmos Book hive Pvt. Ltd., New Delhi.
10. Rao, B.K. and Rao, Gururaja, (1972).*The Megalithic Culture in South India*, Mysore.
11. Raychaudhuri, H.C., (2006). *Political History of Ancient India*, Oxford University Press, New Delhi, Seventh Edition.
12. Raychoudhary, S.C., (1984).*Social, Cultural and Economic History of India (Ancient Times*), Surjeet Publications; Delhi.

Suggested Readings-

1. Agrawal, D.P. and Chakrabarti, D.K., (1979). *Essays in Indian Protohistory*. B.R. Publishing Corporation; New Delhi.
2. Basham, A.L. (1954). *The Wonder That was India*, Grows Press, New York.
3. Basham, A.L. (1970). *Aspects of Ancient Indian Culture*. Asia Publication; Delhi.
4. Bongard-Levin, J.M., (1986). *Ancient India: a Complex Study*, Delhi.
5. Chakrabarti, D. K., (1988). *A History of Indian Archaeology from the beginning to 1947.*MunshiramManoharlal Publishers Pvt. Ltd.; New Delhi.

6. Chakrabarti, D.K.,(1997).*The Archaeology of Ancient Indian Cities*, Paperback.
7. Chakrabarti, D.K.,(2006). *The Oxford Companion to Indian Archaeology*, New Delhi.
8. Chakrabarti, R., (2013). *Exploring Early India*, Macmillan.
9. Dixit, K.N., and Hajarika, M., (2012). *The Neolithic Cultures of North east India and Adjoining Regions: A Comparative Study*.
10. Gupta, P.L. and Hardekar, T.R., (1985). *Ancient Indian Silver Punch-Marked Coins.*
11. Gurukkal, Rajan, (2010). *Social Formations of Early South India*.
12. Habib, Irfan (2001). *A People's History*-Vol. -1, Pre History.
13. Habib, Irfan,(2002). *Indus Civilization: Including Other Copper Age Cultures and the History of Language Change till 155 B.C*., 2002
14. Mabbet, I.W., (1980). *Truth, Myth and Politics in Ancient India,* Oxford University Press, New Delhi.
15. Possehl, G., (1999). *Indus Age: The Beginnings*, Oxford and IBH; Delhi.
16. Roy, Kumkum, (1994). *Emergence of Monarchy in North India*, Oxford University Press,New Delhi.
17. Sahoo, A. And Behera, H.K., (2019). *History of India-I,* Himalaya Publishing House, Mumbai.
18. Sankalia, H.D., (1963). *The Pre-history and Proto-history of India and Pakistan*, Bombay.
19. Sastri, K.A.N.,ed. , (1966). *History of South India*, OUP.
20. Satapathy, C.R. and Mahatana, B., (2017). *History of India-I,* Kalyani Publishers, New Delhi.
21. Sharma, R.S*,*(1978). *Indian Feudalism*, Orient Longman; New Delhi.
22. Sharma, R.S., (2007). *India's Ancient Past,* New Delhi, OUP.
23. Sharma, R.S.,(1983). *Aspects of Political Ideas and Institutions in Ancient India*, Mac Millan, New Delhi.
24. Sharma, R.S.,(1983). *Material Culture and Social Formation in Ancient India*, Macmillan.
25. Sharma, R.S.,(1995). *Looking for the Aryans*, Orient Longman Publishers, Delhi.
26. Singh, Upinder, (2008). *A History of Ancient and Early Medieval India*.
27. Singh, V and Basanta, P.K., (2014). *Understanding Indian History and the Geographical Setting and Pre-historic Cultures of India*.
28. Snkalia, H. D., (1963). *The Pre-History and Proto-History of India and Pakistan,* Bombay.

Socio-Economic History of India (Early Times to 1200 CE)

Nature of the Course: Minor Course

Minor Paper-I
Credit: 4
Code:HI12001

Objective-

This paper will provide some ideas to students on different aspects of the social life like caste system, marriage, position of women of ancient India. It will be helpful for the students to know with regard to the economic activities like rise of agrarian and urban economy, urban centres, trade routes, trade and commerce, guild system, coinages of ancient India.

Course Content-

UNIT-I

1 Harappan Society and Economy.
2 Vedic Society and Pastoral Economy, Origin of Caste System, Marriage, Position of Women.

UNIT-II

1 Pre-Mauryan-Society, Economy, Rise of Urban Centres, Trade route introduction of Coinage.
2 Mauryan Period-Society, Economy Trade and Commerce, Maritime Activities

UNIT-III

1 Post-Mauryan Period-Society, Growth of Urban Centres, Economy and Coinage and The Guild System in Ancient India.
2 Gupta Period-Agrarian Economy, Trade and Commerce, Feudalism, Occupations, Society, Caste System and Social Change.

UNIT-IV

1 Post-Gupta Period-Social Structure and Institutions – Caste System-Untouchability, Position of Women Social Change.
2 Economy, land System, Agrarian Relation, Trade and Commerce Economic and Social Development in South India, Guild System and Urban Decay.

UNIT-V

1. General Review of Economic life – Agrarian and Urban Economy, Trade, Feudalism
2. Proliferation of Castes, Untouchability, family and marriage.

Course Outcomes (COs)

Code	Course Outcome	Bloom's Level
CO1	To describe knowledge with regard to the social life of the people of Harappan and Vedic Civilization.	Remember
CO2	To explain an idea about the trade and commerce, maritime activities, growth of urban centres, coinage, and guild System of the Maurya and Post-Mauryan periods in ancient India.	Understand
CO3	To understand the prevalent of trade and commerce, feudalism, occupations, society, caste system and social change during the Gupta period of ancient India.	Understand
CO4	To evaluate the agrarian and urban economy systems of ancient India.	Evaluate
CO5	To outline the social change, feudalism, proliferation of castes, untouchability and marriage system of ancient India.	Understand

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

(Referencing the Programme Outcomes (POs) from the "History Four-year UG 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	1	1	1	2	1	1	2	3	2	1	2	1
CO2	1	3	1	2	3	1	1	1	2	1	2	2	3	2	1	2	1
CO3	2	3	1	3	3	2	1	1	2	1	2	3	3	2	2	3	1
CO4	2	3	2	3	3	2	1	2	2	1	2	3	3	3	2	3	1
CO5	2	3	1	3	2	1	1	1	2	1	1	3	3	2	1	2	1
Average	1.8	3.0	1.2	2.6	2.6	1.4	1.0	1.2	2.0	1.0	1.6	2.6	3.0	2.2	1.4	2.4	1.0

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 social structures (caste system, marriage, family) and position of women across different periods fosters an understanding of the evolution of ethical codes and moral dimensions in Indian society as outlined in PSO4.
Gender	High	The course consistently examines the position of women in society from the Harappan and Vedic periods through the post-Gupta era, allowing for a critical analysis of changing gender dynamics and social norms.
Environment & Sustainability	Low	Understanding economic activities like agrarian expansion, trade routes (including maritime trade), and the pastoral economy provides insights into the historical relationship between human societies and their natural environment.
Professional Ethics	Low	Analysis of the guild system, trade practices, and coinage introduces students to early forms of professional organization, occupational ethics, and economic transaction standards.

SDG Mapping

SDG No.	SDG Title	Contribution
SDG 4	Quality Education	Provides foundational knowledge of India's socio-economic history, promoting historical literacy and a deeper understanding of societal structures.

SDG No.	SDG Title	Contribution
SDG 5	Gender Equality	The continuous focus on the "Position of Women" across units allows for a detailed analysis of gender roles, patriarchal structures, and social change, directly contributing to understanding gender equality issues.
SDG 8	Decent Work and Economic Growth	The detailed study of economic activities (trade, commerce, maritime activities, guild systems, agrarian and urban economies) illuminates the historical foundations of economic growth, employment systems, and occupational structures.
SDG 10	Reduced Inequalities	The examination of the caste system, class stratification, untouchability, and feudalism directly addresses historical forms of social and economic inequality, providing context for understanding present-day disparities.

Text Books

1. Mahajan, V. D., (1997). *ANCIENT INDIA, S.* Chand & Company Ltd.;New Delhi.
2. Maiti, P. , (1993). STUDIES IN ANCIENT INDIA, Shreedhar Prakasani; Calcutta.
3. Majumdar R.C., ed., (1960). *History and Culture of Indian People*, Relevant Vol. I-V. Bharatiya Vidya Bhavan; Bombay.
4. Majumdar, R. C., Raychaudhri , H. C. and DattaKalikinkar, (Reprint-2013). *An Advanced History of India,* Macmillan Publishers India Ltd., Delhi.
5. Khurana, K.L. (2004). *Political and Cultural History of India*, Lalshmi Narain Agrawal; Agra,.
6. Koasambi, D.D*.,* (1971). *The Culture and Civilization of Ancient India*: In Historical outline, Vikas; New Delhi. 5ht Print.
7. Kosambi, D.D., (1968). *An Introduction to the Study of Indian History*, Bombay,
8. Mabbet, I.W., (1980). *Truth, Myth and Politics in Ancient India,* Oxford University Press, New Delhi.

Suggested Readings-

1. Agrawal, D.P. and Chakrabarti, D.K., (1979). *Essays in Indian Protohistory*. B.R. Publishing Corporation; New Delhi.
2. Basham, A.L. (1954). *The Wonder That was India*, Grows Press,; New York.
3. Basham, A.L. (1970). *Aspects of Ancient Indian Culture*. Asia Publication; Delhi.
4. Bongard-Levin, J.M.,(1986). *Ancient India: a Complex Study*, Delhi.
5. Chakrabarti, D. K. , (1988). *A History of Indian Archaeology from the beginning to 1947.*MunshiramManoharlal Publishers Pvt. Ltd.; New Delhi.
6. Gupta, P.L. and Hardekar, T.R., (1985). *Ancient Indian Silver Punch-Marked Coins.*
7. Possehl, G., (1999). *Indus Age: The Beginnings*, Oxford and IBH; Delhi.

8. Prasad, L., (1997). *Studies in Ancient and Medieval India*, Cosmos Bookhive Pvt. Ltd., New Delhi.
9. Raychaudhuri, H.C., (2006). *Political History of Ancient India*, Oxford University Press, New Delhi, Seventh Edition.
10. Raychoudhary, S.C., (1984). *Social, Cultural and Economic History of India* (*Ancient Times*), Surjeet Publications; Delhi.
11. Roy, Kumkum, (1994). Emergence of Monarchy in North India, Oxford University Press,New Delhi.
12. Sharma, R.S.,(1978). *Indian Feudalism*, Orient Longman; New Delhi.
13. Sharma, R.S.,(1983). *Aspects of Political Ideas and Institutions in Ancient India*, Mac Millan, New Delhi.
14. Sharma, R.S., (1983). *Material Culture and Social Formation in Ancient India*, Macmillan.
15. Snkalia, H. D. , (1963). *The Pre-History and Proto-History of India and Pakistan,* Bombay.
16. Thapar Romila. (1978). A *History of India ,* Vol I, Orient Longman; New Delhi.
17. Thapar, Romila , (Third Edition-1999). *Asoka and the Decline of the Mauryas*, Oxford University Press; New Delhi.

Indian Society and Culture

Nature of the Course: Multidisciplinary Course (MDC)

Credit: 3

Code: HI13001

Objective-

The objective of this paper is to provide an extensive and deeper understanding of different aspects of Indian Society and Culture to students. This course includes society, art and architecture, religion and philosophy of India. This paper will also offer ideas to students on role of women and social change in modern India.Students will develop an understanding of societal and cultural dimensions of the dynamic nature of society and the environment in which they will live and work as scientists, engineers and entrepreneurs. More specifically, they will get an appreciation of howsocietal and cultural issues interface with technology, science and business in the context of overall development of the country.

Course content-

UNIT-I

a. Historical Moorings of Indian Society
b. Introduction to Culture inIndia; Languages and Literature in India

UNIT-II

a. Social Stratification in India

b. Religions and Religious Communities in India

c. Impact of Buddhism, Jainism, Islam and Christianity on Indian Society

UNIT-III

a. Six Traditional Philosophical Systems in India
b. *Socio-Religious Reform Movement* sunder Raja Ram Mohan Roy, Sir Syed Ahmed Khan, Jyotiba Phule, Dayananda Saraswati and Vivekananda

UNIT-IV

a. Scheduled Tribes, Scheduled Castes and Other Backward Classes: Concept, Problems and Developments

b. Indian Style of Temple Architecture: Nagara, Dravida, Veshara and Kalinga Style

c. Mughal Art and Architecture

UNIT-V

a. Women and Society in India

b. Social Change in Modern India: Impact of modernization and industrialization

c. Culture Change and its Impact on Indian Society

Course Outcome: -

Code	Course Outcome	Bloom's Level
CO1	Describe the social life, including marriage and the position of women, of the people of Harappan and Vedic Civilization.	Understand
CO2	Explain the trade and commerce, maritime activities, growth of urban centres, coinage, and guild system of the Maurya and Post-Mauryan periods in ancient India.	Understand
CO3	Analyze the prevalent trade and commerce, feudalism, occupations, society, caste system and social change during the Gupta period of ancient India.	Analyze
CO4	Evaluate the agrarian and urban economy systems, trade networks, and feudal structures of ancient India.	Evaluate
CO5	Outline the social change, feudalism, proliferation of castes, untouchability and marriage system of ancient India.	Understand

CO-PO Attainment Matrix (1-3 Mapping)

(Referencing the Programme Outcomes (POs) from the "History Four year UG 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	1	1	1	2	1	1	2	3	2	1	2	1
CO2	1	3	1	2	3	1	1	1	2	1	2	2	3	2	1	2	1
CO3	2	3	1	3	3	2	1	1	2	1	2	3	3	2	2	3	1
CO4	2	3	2	3	3	2	1	2	2	1	2	3	3	3	2	3	1
CO5	2	3	1	3	2	1	1	1	2	1	1	3	3	2	1	2	1
Average	**1.8**	**3.0**	**1.2**	**2.6**	**2.6**	**1.4**	**1.0**	**1.2**	**2.0**	**1.0**	**1.6**	**2.6**	**3.0**	**2.2**	**1.4**	**2.4**	**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	Very High	Study of social structures (caste system, marriage, family) and position of women across different periods fosters an understanding of the evolution of ethical codes and moral dimensions in Indian society as outlined in PSO4.
Gender	High	The course consistently examines the position of women in society from the Harappan and Vedic periods through the post-Gupta era, allowing for a critical analysis of changing gender dynamics and social norms.

Cross-cutting Issue	Level	Integration Focus
Environment & Sustainability	Low	Understanding economic activities like agrarian expansion, trade routes (including maritime trade), and the pastoral economy provides insights into the historical relationship between human societies and their natural environment.
Professional Ethics	Low	Analysis of the guild system, trade practices, and coinage introduces students to early forms of professional organization, occupational ethics, and economic transaction standards.

SDG Mapping

SDG No.	SDG Title	Contribution
SDG 4	Quality Education	Provides foundational knowledge of India's socio-economic history, promoting historical literacy and a deeper understanding of societal structures.
SDG 5	Gender Equality	The continuous focus on the "Position of Women" across units allows for a detailed analysis of gender roles, patriarchal structures, and social change, directly contributing to understanding gender equality issues.
SDG 8	Decent Work and Economic Growth	The detailed study of economic activities (trade, commerce, maritime activities, guild systems, agrarian and urban economies) illuminates the historical foundations of economic growth, employment systems, and occupational structures.
SDG 10	Reduced Inequalities	The examination of the caste system, class stratification, untouchability, and feudalism directly addresses historical forms of social and economic inequality, providing context for understanding present-day disparities.

Text Books

1. Baig, Tara Ali, (1990). *Women in India*, Publication Divisions (Government of India), New Delhi.
2. Beitelle, Andre, (1965). *Caste, Class and Power:Changing Patterns of Social Stratification*, The Regents of University of California, Berkeley.

3. Beitelle, Andre, (1994). *The Backward Classes in Contemporary India*, Oxford University Press, Delhi.
4. Bhowmik, K.L., (1971). *Tribal India: A Profile in Indian Ethnology*, World Press, Calcutta.
5. Brown, P. , (1999). *Indian Architecture (Buddhist and Hindu)* Vol. I:, Mumbai.
6. Brown, Percy, (1944). *Indian Architecture (Islamic Period),* Bombay.
7. Vidyarthi, L. P. & Rai, B. K. , (Reprinted 1985). *The Tribal Culture of India*, Concept Publishing Company; New Delhi.

Suggested Readings-

1. Anderson, J.D.(1993). *The People of India*, Cambridge
2. Appduari, A., (1997).*Modernity at Large: Cultural Dimensions of Globalization*, Oxford University Press,Delhi.
3. Dasgupta, S.N. & De, S.K. Eds. (1962), *A History of Sanskrit Literature,* Calcutta.
4. Desai, A.R., ed. (1994). *Rural Sociology in India*, Popular Prakashan, Bombay.
5. Hasnain, Nadeem, (2015). *Indian Society and Culture: Continuity and Change,* Jawahar Publishers & Distributors, New Delhi.
6. Hasnain, Naddem, (2016). *TRIBAL INDIA*, PALKA PRAKASHAN, Delhi.
7. Havel, E.B., (1915). *The Ancient and Medieval Architecture of India*, London.
8. Macdonell, AA. , (1971). *A History of Sanskrit Literature*, Delhi.
9. Majumdar, R.C. ed., (1953). *History and Culture of the Indian People,* Vols. 1 and 2. Bharatiya Vidya Bhavan; Bombay.
10. Radhakrishnan, S., *The Cultural Heritage of India*, Vol-I, II and IV.
11. Rowland, B., (1970). TheArt *and Architecture of India*, Buddhist, Hindu, Jain, Penguin.

Ability Enhancement Courses (AEC)-I
(Choose any one)

Modern Indian Languages (Odia/Hindi/Sanskrit, Santali and English)

Modern Indian Language Odia
Code: -AE14001 (Refers to Department of Odia, SCTLL)

Modern Indian Language Hindi
Code: -AE14003 (Refers to Department of Hindi, SCTLL)

Modern Indian Language Sanskrit
Code: -AE14005 (Refers to Department of Sanskrit, SCTLL)

Modern Indian Language Santali
Code: -AE14007 (Refers to Department of Santali, SCTLL)

AEC I
Alternative English
Course Code: -AE14009

Course Objectives:

- Develop critical reading and analytical skills through the study of prose, poetry, and short fiction.
- Understand myriad literary forms, themes, and stylistic features of English literature of different
  cultural and historical contexts.

- Enhance appreciation of literary texts by examining human core values, ethics, social issues, and
  aesthetic expression.
- Sharpen English language proficiency through the study and practice of grammar, vocabulary, comprehension, and writing skills.
- Refine communication skills, enabling students to express ideas effectively in both written and
  spoken English.

Course Outcomes:

Analyze and interpret prose, poetry, and short fiction by identifying their themes, literary techniques,

and cultural significance.

- Evaluate the ideas and perspectives presented in literary texts and relate them to contemporary
  social, ethical, and human concerns.
- Demonstrate an understanding of major literary forms, including essays, short stories, sonnets,
  and modern poetry.
- Apply the rules of English grammar, including tenses, articles, prepositions, subject–verb agreement,
  and sentence transformations, in effective communication.
- Develop proficiency in reading comprehension, précis writing, and coherent written expression
  for academic and professional contexts.

Course Contents:

Unit:I Prose

- Francis Bacon- *Of Studies, Of Truth*
- A. P. J. Abdul Kalam – *My Vision for India*

Unit II: Short Fiction

- O. Henry – *The Gift of the Magi*
- *Mahasweta Devi* – ***Draupadi*** (translated by Gayatri Chakravorty Spivak)

Unit III: Poetry

- William Shakespeare – *Sonnet 116, 138*
- Jayanta Mahapatra – *Hunger*

Unit IV: Language and Communication Skills

- Tenses, Articles, Prepositions, Subject–Verb Agreement Transformation of Sentences (Active–Passive, Direct–Indirect) Comprehension and Precis Writing

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1	3	3	2	3	2	2	1	2	2	1	2	2
CO2	3	3	3	3	3	2	2	2	2	1	2	3
CO3	2	3	3	3	3	3	2	3	3	2	3	3
CO4	2	3	2	3	3	2	2	2	3	2	3	3
CO5	2	3	3	3	2	2	2	2	2	3	2	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	3	2	2	2	2
CO2	3	2	3	3	2

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO3	3	3	3	3	3
CO4	3	3	2	3	3
CO5	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	High	Ethical communication, academic integrity, and values reflected in texts such as A. P. J. Abdul Kalam's writings
Gender	Medium–High	Representation of gender, marginalization, and identity in Draupadi
Human Values	High	Compassion, sacrifice, morality, patriotism, and empathy reflected in works by O. Henry and Jayanta Mahapatra
Environment & Sustainability	Medium	Social awareness, human survival, poverty, and ecological sensitivity reflected in literary texts

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Enhances literary competence, grammar, communication, and critical thinking skills
SDG 5	Gender Equality	Encourages critical engagement with gender representation and women's experiences
SDG 8	Decent Work & Economic Growth	Strengthens language proficiency and professional communication skills
SDG 10	Reduced Inequalities	Promotes empathy, inclusion, and understanding of marginalized communities

SDG No.	SDG Title	Nature of Contribution
SDG 16	Peace, Justice & Strong Institutions	Encourages ethical values, cultural awareness, and responsible communication

Recommended Text Books

- Bacon, Francis. *Essays of Francis Bacon* (Oxford World's Classics or Penguin Classics), 1625.
- Kalam, A. P. J. Abdul. *Wings of Fire* and *My Vision for India: Ideas for the New Millennium.* (Universities Press / Penguin India),1999.
- O. Henry. *The Gift of the Magi and Other Stories.* (Signet Classics / Dover Publications), 1906.

Suggested Readings-

- Devi, Mahasweta. *Breast Stories.* Translated by Gayatri Chakravorty Spivak. (Seagull Books, Kolkata), 2002.
- Mahapatra, Jayanta. *A Rain of Rites: Poems.* (Oxford University Press / Harper Collins India),1976**.**
- Shakespeare, William. *Sonnets.* (Edited by Katherine Duncan-Jones, Arden Shakespeare Series / Oxford University Press),1997.
- Ram, M. & Singh, K. *English Language and Communication Skills: A Practical Approach.* (PHI Learning / Cambridge India), 2012.
- Iyengar, K. R. Srinivasa. *Indian Writing in English.* (Sterling Publishers / Asia Publishing House),1962.
- Parija, Ratnaprava. Communicative English (REST Publisher, Tamil Nadu), 2018.
- Murphy, Raymond. *English Grammar in Use.* (Cambridge University Press),1985.

Skill Enhancement Courses (SEC)-I

Information Technology and Communication

Code: CS15001

Credit-03

Course Objectives:

1. To make them aware about the basics of computers and its evolution.
2. Provide knowledge of different units of computer like processing unit, I/O units, and storage unit.
3. Learn about number systems and softwares.
4. Gain knowledge of networking concepts, data communication, internet etc.

Course Outcomes:

Upon successful completion of this course, students will be able to:

- CO1 (Knowledge/Remember): Recall and describe the fundamental concepts of Information Technology, including computer hardware, software, operating systems, databases, computer networks, and information systems.
- CO2 (Understanding): Explain and interpret the principles of number systems, data representation, binary arithmetic, logic gates, and digital data processing.
- CO3 (Application): Apply the concepts of computer networks, Internet technologies, intranets, extranets, communication systems, and productivity software to solve basic computing and communication problems.
- CO4 (Analysis): Analyze and compare different communication technologies, network architectures, information systems, and IT infrastructure to identify appropriate solutions for organizational and personal computing needs.
- CO5 (Synthesis/Evaluation): Design, evaluate, and demonstrate the effective use of Information Technology tools, communication systems, and digital resources to

enhance information management, collaboration, productivity, and decision-making in diverse application domains.

CO-PO-PSO Mapping

(Rate correlations: 1 - Weakly Mapped, 2 - Moderately Mapped, 3 - Strongly Mapped, "_" - No Correlation).

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
CO1	3	-	-	-	-	-	-	-	-	-	-	-	2	-	-	-
CO2	-	3	-	-	-	-	-	-	-	-	-	-	2	-	-	-
CO3	-	-	3	-	-	-	-	-	-	-	-	-	2	-	-	-
CO4	-	-	-	-	-	-	-	-	-	-	-	-	2	-	-	-
CO5	-	-	3	-	-	-	-	-	-	-	-	-	-	-	-	2

Course Duration: 34 hours

Course Contents-

Unit I: Introduction to Information Technology [9 Classroom Contact Hours]

What is Computer, Evolution and Types of Computer, Basic Applications of Computer, Components of Computer System, Functional Unit of Computer, Input/Output Devices, Computer Memory: Types of memory, RAM, ROM, Registers, Concepts of Hardware and Software, Computer Languages.

Unit II: Computer Number Systems [8 Classroom Contact Hours]

Introduction to number system: Binary, Octal, Decimal, Hexadecimal (characteristics of each number system), Conversion from one number system to other Complements of number systems and arithmetic operations, Computer codes (BCD, EBCDIC, ASCII, Code, Gray code, Excess-3 code and Unicode)

Unit III: Software Concept [7 Classroom Contact Hours]

Software, Types of software: System software, Application Software, Utility Software, System software: Operating System, Needs for OS, Functions of OS, Language processors (Assembler, Interpreter, Compiler), Application Software: General purpose application (word processor, spreadsheet package, presentation software). Specific purpose application software (Payroll systems, HRMS-Human Resource Management System), Utility Software: Compression tools, Disk Defragmenter, Antivirus

Unit IV: Introduction to Computer Network [10 Classroom Contact Hours]

Data Communication: Definition, Types of data and communication modes- simplex, half duplex, full duplex, Topology, Network: LAN, MAN, WAN, PAN, Internet Architecture: Introduction, History, Internet Architecture Components, Internet Application, Internet open issues, Intranets, Extranets, Websites,

Total Practical / Lab Experiments: [22 Contact Hours]

1. Perform basic computer operations, file and folder management, and operating system configuration.
2. Create professional documents using a word processing tool with formatting, tables, images, references, and mail merge.
3. Design spreadsheets using formulas, functions, charts, conditional formatting, and PivotTables for data analysis.
4. Develop effective multimedia presentations using presentation software with animations, transitions, hyperlinks, and multimedia elements.
5. Create online forms and conduct surveys using cloud-based collaboration tools such as Google Forms or Microsoft Forms.
6. Configure and use cloud storage and collaboration platforms for file sharing, document editing, and team collaboration.

7. Perform internet-based information retrieval using advanced search techniques and evaluate the credibility of online resources.
8. Configure and use email services, video conferencing, instant messaging, and collaborative communication tools for professional communication.
9. Demonstrate cybersecurity practices by implementing password management, encryption, antivirus tools, phishing awareness, and safe internet usage.
10. Develop a mini project integrating office productivity tools, cloud services, digital communication platforms, and internet resources to solve a real-world problem.

- **Textbooks:**

1. Sinha, P. K. , Computer Fundamentals, BPB Publications
2. Curtin P. G., Foley K., Sen. Morin G, Information Technology

SDG Mapping for this Course

SDG	**Title**	**Contribution**
SDG 4	Quality Education	Foundational digital and communication literacy
SDG 5	Gender Equality	Safer, empowering online participation
SDG 8	Decent Work and Economic Growth	ICT skills for employability
SDG 10	Reduced Inequalities	Bridging digital divides (rural/tribal learners)
SDG 16	Peace, Justice & Institutions	Responsible online citizenship, e-governance use

Value Added Courses-I

Environment Education and Disaster Management

Nature of Course: VAC

Credit: 4

Code: VA16201

Marks: 100 **Lectures: 45**

Practical: 30

Learning Objectives: The objective is to make students aware about the environmental functions and issues.

Pedagogy: Lectures, Power Point Presentation, Industrial Visit/Practical, Assignments, Case discussion, Projects and Seminars

Course Contents:

Unit I: Humans and the Environment (4 Lectures)

The man-environment interactions: Human as hunger-gatherers; Origin of agriculture; Great ancient civilizations and the environment; Industrial revolution and its impact on the environment; Population growth and natural resource exploitation; Concept of sustainable development, Sustainable Development Goals (SDGs).

Unit II: Natural Resources and Sustainable Development (8 Lectures)

Overview of natural resources, renewable and non-renewable resources. Biotic resources: Major type of biotic resources-forests, grassland, wetlands, wildlife. Water resources: Types of water resources-fresh water and marine; Availability and use of water resources; Environmental impact of over-exploitation, issues and challenges; Conflicts over water.Soil and mineral resources: Energy resources: Renewable and non-renewable sources of energy; non-conventional energy sources-solar, wind, tidal, hydro, geothermal, biomass, hydrogen and fuel cells; Implications of energy use on the environment.

Unit III: Conservation of Biodiversity and Ecosystems (6 Lectures)

Biodiversity as a natural resource; Biodiversity in India and the world; Biodiversity hotspots; Endangered species, red data book. Threats to biodiversity and ecosystems: Commercial exploitation of species; Invasive species. Major conservation policies: in-situ conservation approaches; Major protected areas; National and International initiatives for biodiversity

conservation; the role of traditional knowledge, community-based conservation. Land use and Land cover change: deforestation, desertification, urbanization, Loss of Biodiversity and it's impact.

Unit IV: Environmental Pollution (8 Lectures)

Environmental issues at local, regional, and global levels. Air, noise, water, soil, thermal and radioactive pollution. Point sources and non-point sources of pollution.

Air pollution: Sources of air pollution; Primary and secondary pollutants; particulate matter and sulphur dioxide; Volatile Organic compounds (VOCs), Polycyclic aromatic hydrocarbons (PAHs) and Persistent organic pollutants (POPs); acid rain; smog, Ozone hole. National Ambient Air Quality Standards.

Water pollution: Sources of water pollution; River, lake and marine pollution, groundwater pollution; water quality, Water quality parameters and standards; adverse health impacts of water pollution on human and aquatic life.

Soil pollution: Soil pollutants and their sources; Solid waste and their recycling. Noise pollution: Definition of noise; Unit of measurement of noise pollution; Mineral exploitation; Environmental problems due to extraction of minerals and use; Degradation of soil quality and impact on agriculture productivity.

Noise pollution; Noise standards; adverse impact of noise on human health.

Thermal and Radioactive pollution: Sources and impact on human health and ecosystems.

Unit V: Climate Change: Impacts, Adaptation and Mitigation (5 Lectures)

Understanding climate change, Projections of global climate change with reference to temperature, rainfall, climate variability and extreme events; Climate change projections for the Indian sub-continent.

Impacts of climate change on ocean and land systems; Sea level rise, changes in marine and costal ecosystems; Impacts on forests and natural ecosystem; Impacts on animal species, agriculture, health, urban infrastructure; Climate-resilient development; Indigenous knowledge for adaption to climate change.

Mitigation of climate change: Green House Gas (GHG) Reduction vs. sink enhancement; Concept of carbon intensity, energy intensity and carbon neutrality; Energy efficiency measures; Renewable energy sources; Carbon capture and storage.

Unit VI: Environmental Management (6 Lectures)

Introduction to environmental laws and regulations: Constitutional provisions- Article 48A, Article 51A (g) and other environmental rights, Environmental legislations on the forest, wildlife and pollution control. Environmental audit and impact assessment; Waste Management- Concept of 3R (Reduce, Recycle and Recycle) and sustainability.

Unit VII: Environmental Treaties and Legislation (8 Lectures)

Major International Environmental Agreements: UN Conference on Human Environment 1972, Convention on Biological Diversity (CBD); Cartagena Protocol on Biosafety; Nagoya Protocol on Access and Benefit-sharing ; Convention on International Trade in Endangered Species of Wild Flora and Fauna(CITES); Ramsar Convention on Wetlands of International Importance; United Nations Convention to Combat Desertification (UNCCD); Vienna Convention for the Protection of the Ozone Layer; Montreal Protocol on Substances that Deplete the Ozone Layer and the Kigali Amendment; Basel Convention on the Control of Trans boundary Movements of Hazardous Wastes and their Disposal; Rotterdam Convention on the Prior Informed Consent Procedure for Certain Hazardous Chemicals and Pesticides in International Trade; Stockholm Convention on Persistent Organic Pollutants; Minamata Convention on Mercury; United Nations Framework Convention on Climate Change (UNFCCC); Kyoto Protocol; Paris Agreement; India's status as a party to major conventions

Major Indian Environmental Legislations: The Wild Life (Protection) Act, 1972; The Water (Prevention and Control of Pollution) Act, 1974; The Forest (Conservation) Act, 1980; The Air(Prevention and Control of Pollution) Act, 1981 The Environment (Protection) Act, 1986; The Biological Diversity Act, 2002; The Scheduled Tribes and Other Traditional Forest Dwellers (Recognition of Forest Rights) Act, 2006; Noise Pollution (Regulation and Control) Rules, 2000; Industry-specific environmental standards; Waste management rules, National Green Tribunal.

Major International organizations and initiatives: United Nations Environment Programme (UNEP), International Union for Conservation of Nature (IUCN), World Commission on Environment and Development (WCED), United Nations Educational, Scientific and Cultural Organization (UNESCO), Intergovernmental Panel on Climate Change (IPCC), and Man and the Biosphere (MAB) programme.

Unit VIII: Disaster Management (30 Practical)

Concept of Hazards, Disasters, Natural and man-made hazards, Types of hazards, Concept of disaster management, Vulnerability and risk. Nature and characteristics of hazards: Flood, Cyclone, Drought, and Earthquake. Man made hazards – Industrial and Fire.

Disaster management cycle, Pre disaster management, during disaster management, Post Disaster review and management, Preventing, mitigation, preparedness, Adaptation. Disaster Management Plan at National Level, State Level, District Level and Community Level.

Course Outcomes (COs)

Code	Course Outcome	Bloom's Level
CO1	Students will develop a comprehensive understanding of the complex interactions between humans and the environment, tracing historical developments, analyzing contemporary challenges, and exploring sustainable solutions.	Understand
CO2	Students will be able to critically analyze the impact of human activities on natural resources, biodiversity, ecosystems, and the climate, evaluating the effectiveness of conservation efforts and mitigation strategies.	Analyze
CO3	Students will gain an interdisciplinary perspective by integrating knowledge from fields such as ecology, geography, sociology, economics, and policy studies to address environmental issues holistically.	Analyze
CO4	Students will cultivate problem-solving skills by applying scientific principles, analytical tools, and ethical considerations to devise innovative solutions for environmental challenges at local, regional, and global scales.	Apply
CO5	Students will develop the capacity for active engagement and advocacy in environmental stewardship, recognizing their role as responsible global citizens and agents of positive change in promoting sustainability and resilience.	Create

CO-PO Attainment Matrix (1-3 Mapping)

(Referencing the Programme Outcomes (POs) from the "History Four year UG Programme Common Preamble")

CO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PSO	PSO	PSO	PSO	PSO

	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5
CO1	2	2	1	3	3	1	2	1	3	2	1	3	1	2	1	3	2
CO2	2	3	1	3	3	2	2	2	3	2	2	3	2	2	2	3	2
CO3	2	3	1	3	3	1	2	1	3	2	1	3	2	2	1	3	1
CO4	3	2	1	3	3	2	3	2	3	3	2	3	1	2	2	3	2
CO5	3	2	2	3	2	1	3	1	3	3	2	3	1	2	1	3	2
Average	2.4	2.4	1.2	3.0	2.8	1.4	2.4	1.4	3.0	2.4	1.6	3.0	1.4	2.0	1.4	3.0	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
Human Values	High	Study of sustainable development, environmental ethics, and the moral responsibility towards nature fosters understanding of ethical values and the interdependence of humans and the environment.
Gender	Low	While not a primary focus, the course acknowledges differential impacts of environmental degradation and climate change on vulnerable populations, including women, and the role of traditional knowledge.
Environment & Sustainability	Very High	The entire course is dedicated to understanding environmental issues, natural resource management, biodiversity conservation, climate change, and sustainable practices, directly aligning with PO12 on Environment Awareness and Sustainability.

Cross-cutting Issue	Level	Integration Focus
Professional Ethics	Medium	Introduction to environmental laws, regulations, and impact assessment (Unit VI & VII) instills ethical practices in environmental management, conservation, and disaster response.

SDG Mapping

SDG No.	SDG Title	Contribution
SDG 4	Quality Education	Provides foundational knowledge of environmental science, sustainable development, and disaster management, contributing to holistic and quality education.
SDG 6	Clean Water and Sanitation	Study of water resources, pollution, and management (Unit II & IV) directly contributes to understanding challenges related to clean water access and sanitation.
SDG 7	Affordable and Clean Energy	Overview of renewable and non-renewable energy sources (Unit II) provides insights into the transition towards affordable and clean energy.
SDG 11	Sustainable Cities & Communities	Study of urbanization, waste management (3R), and disaster management plans (Unit VI & VIII) helps understand urban sustainability, resilience, and heritage protection.
SDG 13	Climate Action	The dedicated unit on Climate Change (Unit V) covers impacts, adaptation, and mitigation, directly contributing to climate action goals.
SDG 15	Life on Land	Study of biodiversity, ecosystems, forests, wildlife, and conservation policies (Unit III & VII) directly contributes to protecting and restoring life on land.

Text Books

1. Singh, J.S., Singh, S.P. and Gupta, S.R. 2014. *Ecology, Environmental Science and Conservation*. S. Chand Publishing, New Delhi.
2. Das, M.C. *Text Book of Ecology*, Tata Mc Graw Hills, New Delhi.

3. Krishnamurthy, K.V.(2003) Textbook of Biodiversity, Science Publishers, Plymouth, UK

4. Kanchi Kohli and Manju Menon (2021) Development of Environment Laws in India, Cambridge University Press.

Suggested Readings-

1. Central Pollution Control Board Web page for various pollution standards. https://cpcb.nic.in/standards/

2. Chiras, D. D and Reganolds, J.P. (2010) . Natural Resource Conservation : Management for a Sustainable Future. 10th edition, Upper Saddle River, N.J. Benjamin/Cummins/Person.

3. Fisher, Michael H. (2018) An Environmental History of India-Form Earliest Times to the Twenty-First Century, Cambridge University Press.

4. Harris, France (2012) Global Environmental Issues, 2nd Edition. Wiley-Blackwell.

5. John W. Twidell and Anthony D. (2015). Renewable Energy Sources, 3rd Edition, Weir Publisher (ELBS)

6. Ministry of Environment, Forest and Climate Change (2019) A Handbook on International Environment Conventions & Programmes.
7. https://moef.govt.in/wp-content/uploads/2020/02/convention-V-16-CURVE-web.pdf

8. Rajagopalan, R. (2011). Environmental Studies: From Crisis to Cure. India: Oxford University Press.

9. Annual Reports of Ministry of Env., Forests and Climate Change, Govt of India, New Delhi

Note: Latest edition of the text books should be used.

SEMESTER-II

History of India-II (300 BCE-750 CE)

Nature of the Course: Major Course
Major Paper-II

Code: HI10002

Credit-4

Objective-

The objective of this paper is to comprehend the political development of India from the Mauryan to the Gupta dynasties, the two most important dynasties in the early history of the Indian subcontinent. It will cover the period from 300 BCE to 750 CE, during which various native and foreign dynasties ruled the nation. This paper will focus on the formation of polity, society, economy and religion of anccient India tracing the growth of empires from the Mauryas, to the Kushanas, the Satavahanas the Guptas, and also the post- Gupta polities such as the Pallavas, Chalukyas, and Vardhanas.

Course content-

UNIT-I

Economy and Society (circa 300 BCE to circa CE 300)

1. Expansion of agrarian economy: production relations.
2. Urban growth: north India, central India and the Deccan; craft Production: trade and trade routes; coinage.
3. Social stratification: class, Varna, jati, untouchability; gender; marriage and property relations

UNIT-II

Changing political formations (circa 300 BCE to circa CE 300):

1. The Mauryan Empire

2. Post-Mauryan Polities with special reference to the Kushanasand the Satavahanas; Gana-Sanghas.

UNIT-III

Towards early medieval India [circa CE fourth century to CE 750]

1. Agrarian expansion: land grants, changing production relations;graded Land rights and peasantry.
2. The problem of urban decline: patterns of trade, currency, and urban Settlements.
3. Varna, proliferation of jatis: changing norms of marriage and property.
4. The nature of polities: the Gupta empire and its contemporaries: post-Gupta polities -Pallavas, Chalukyas, and Vardhanas

UNIT-IV

Religion, philosophy and society (circa 300 BCE- CE 750)

1. Consolidation of the brahmanical tradition: dharma,Varnashram, Purusharthas, samskaras.
2. Theistic cults (from circa second century BC): Mahayana; the Puranic tradition.
3. The beginnings of Tantricism

UNIT-V

Cultural developments (circa 300 BCE to CE 750)

1. A brief survey of Sanskrit, Pali, Prakrit and Tamil literature;Tamilakam (circa 300 BCE to circa CE 300), Scientific and technical treatises
2. Art and architecture & forms and patronage; Mauryan, post-Mauryan, Gupta, post-Gupta

Course Outcomes (COs)

Code	Course Outcome	Bloom's Level
CO1	After the completion of the course, the students will have a very good understanding about the social and economic history of India from the Mauryan to the Gupta period.	Understand
CO2	The students will be acquainted with the changing political formations of the period concerned.	Understand
CO3	It will provide ideas to students on agrarian policy, trade, urbanism, polity, jati, and socio-cultural developments of India up to 750 CE.	Analyze
CO4	The students will be informed on religion, philosophy and society of India from 300 BCE to CE 750.	Understand
CO5	The course will provide good ideas to students on ancient Indian literatures, arts and architectures from circa 300 BCE to 750 CE.	Analyze

CO-PO Attainment Matrix (1–3 Mapping)

(Referencing the Programme Outcomes (POs) from the "History Four year UG 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	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 the consolidation of the brahmanical tradition (dharma, Varnashram, Purusharthas), theistic cults (Mahayana, Puranic tradition), and beginnings of Tantricism fosters understanding of cultural heritage and moral values as outlined in PSO4.
Gender	Medium	Analysis of social stratification (class, Varna, jati, untouchability), changing norms of marriage and property relations, and gender dynamics (Unit I & III).
Environment & Sustainability	Low	Understanding the expansion of agrarian economy and its relation to land rights and peasantry; ecological factors in urban growth and decline.
Professional Ethics	Low	Introduction to the use of diverse sources (literary, epigraphic, numismatic) for reconstructing history, instilling ethical practices in handling and interpreting historical evidence.

SDG Mapping

SDG No.	SDG Title	Contribution
SDG 4	Quality Education	Provides foundational knowledge of early Indian history (c. 300 BCE – 750 CE), contributing to historical literacy and

SDG No.	SDG Title	Contribution
		cultural education.
SDG 5	Gender Equality	Analysis of social stratification, gender relations, marriage, and property norms (Unit I & III) allows for gender analysis of early power structures.
SDG 11	Sustainable Cities & Communities	Study of urban growth, urban decline, and craft production helps understand ancient urban sustainability and heritage protection.
SDG 16	Peace, Justice and Strong Institutions	Analysis of changing political formations (Mauryan, Kushana, Satavahana, Gupta, Pallava, Chalukya, Vardhana) provides insights into the evolution of governance and institutional frameworks.

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. Bhattacharya, N. N., (1996). *Ancient Indian Rituals and Their Social Contents*, 2nd ed.
4. Bongard-Levin, J.M., (1986). *Ancient India: a Complex Study*, Delhi.
5. Chakrabarti, D. K., (1988). *A History of Indian Archaeology from the beginning to 1947.*MunshiramManoharlal Publishers Pvt. Ltd.; New Delhi.
6. Chakrabarti, D.K., (1997). *The Archaeology of Ancient Indian Cities*, Paperback.
7. Chakrabarti, D.K., (2006). *The Oxford Companion to Indian Archaeology*, New Delhi.
8. Chakrabarti, R., (2013). *Exploring Early India*, Macmillan.
9. Chattopadhyaya, B. D., (1994). *The Making of Early Medieval India*.
10. Dixit, K.N., and Hajarika, M., (2012). *The Neolithic Cultures of North east India and Adjoining Regions: A Comparative Study*.
11. Gupta, P.L. and Hardekar, T.R., (1985). *Ancient Indian Silver Punch-Marked Coins.*
12. Gurukkal, Rajan, (2010). *Social Formations of Early South India*.
13. Habib, Irfan (2001). *A People's History*-Vol. -1, Pre History.

14. Habib, Irfan,(2002). *Indus Civilization: Including Other Copper Age Cultures and the History of Language Change till 155 B.C*., 2002.
15. Thapar Romila. (1978). A *History of India, Vol*I, Orient Longman; New Delhi.
16. Thapar, Romila, (2002). *Early India from the Beginnings to 1300*, Penguin.
17. Thapar, Romila, (Third Edition-1999). *Asoka and the Decline of the Mauryas*, Oxford University Press; New Delhi.

Suggested Readings-

1. Agrawal, D.P. and Chakrabarti, D.K., (1979). *Essays in Indian Protohistory*. B.R. Publishing Corporation; New Delhi.
2. Harle, J. C., (1987). *The Art and Architecture of the Indian Subcontinent*.
3. Huntington, Susan, (1985). *The Art of Ancient India: Buddhist, Hindu, and Jain*, New York.
4. Jain, V.K., (2006). *Prehistory and Protohistory of India-An Appraisal*, DK Print world.
5. Khurana, K.L. (2004). *Political and Cultural History of India*, Lalshmi Narain Agrawal; Agra.
6. Koasambi, D.D*.,* (1971). *The Culture and Civilization of Ancient India*: In Historical outline, Vikas; New Delhi. 5ht Print.
7. Kosambi, D.D., (1968). *An Introduction to the Study of Indian History*, Bombay,
8. Mabbet, I.W., (1980). *Truth, Myth and Politics in Ancient India,* Oxford University Press, New Delhi.
9. Mahajan, V. D., (1997). *ANCIENT INDIA, S.* Chand & Company Ltd.; New Delhi.
10. Maiti, P., (1993). STUDIES IN ANCIENT INDIA, Shreedhar Prakasani; Calcutta.
11. Maity, S. K., (1970). *Economic Life in Northern India in the Gupta Period*.
12. Majumdar R.C., ed., (1960). *History and Culture of Indian People*, Relevant Vol. I-V. Bharatiya Vidya Bhavan; Bombay.
13. Majumdar, R. C., Raychaudhuri, H. C. and DattaKalikinkar, (Reprint-2013). *An Advanced History of India,* Macmillan Publishers India Ltd., Delhi.
14. Possehl, G., (1999). *Indus Age: The Beginnings*, Oxford and IBH; Delhi.
15. Prasad, L., (1997). *Studies in Ancient and Medieval India*, Cosmos Bookhive Pvt. Ltd., New Delhi.
16. Rao, B.K. and Rao, Gururaja, (1972).*The Megalithic Culture in South India*, Mysore.
17. Raychaudhuri, H.C., (2006). *Political History of Ancient India*, Oxford University Press, New Delhi, Seventh Edition.

18. Raychoudhary, S.C., (1984).*Social, Cultural and Economic History of India* (*Ancient Times*), Surjeet Publications; Delhi.
19. Roy, Kumkum, (1994). *Emergence of Monarchy in North India*, Oxford University Press,New Delhi.
20. Sahoo, A. And Behera, H.K., (2019). *History of India-I,* Himalaya Publishing House, Mumbai.
21. Sahu, B. P. (ed), (1997).*Land System and Rural Society in Early India.*
22. Sankalia, H.D., (1963). *The Pre-history and Proto-history of India and Pakistan*, Bombay.
23. Sastri, K.A.N.,ed. , (1966). *History of South India*, OUP.
24. Satapathy, C.R. and Mahatana, B., (2017). *History of India-I,* Kalyani Publishers, New Delhi.
25. Sharma, R.S*.,*(1978). *Indian Feudalism*, Orient Longman; New Delhi.
26. Sharma, R.S. , (2007). *India's Ancient Past,* New Delhi, OUP.
27. Sharma, R.S.,(1983). *Aspects of Political Ideas and Institutions in Ancient India*, Mac Millan, New Delhi.
28. Sharma, R.S*.,*(1983). *Material Culture and Social Formation in Ancient India*, Macmillan.
29. Sharma, R.S.,(1995). *Looking for the Aryans*, Orient Longman Publishers, Delhi.
30. Singh, Upinder, (2008). *A History of Ancient and Early Medieval India*.
31. Singh, V and Basanta, P.K., (2014). *Understanding Indian History and the Geographical Setting and Pre-historic Cultures of India*.
32. Snkalia, H. D. , (1963). *The Pre-History and Proto-History of India and Pakistan,* Bombay.
33. Thapar, Romila, (2002). *Early India from the Beginnings to 1300*, London

Making of Contemporary India

Nature of the Course: Minor Course
Minor Paper-II
Credit: 4
Code: HI12002

Objectives-

1: To understand the historical context and key events leading to India's independence and the formation of the new republic. This objective focuses on acquiring knowledge about the political, social, and economic factors that shaped India's path to independence.

2: To analyse the processes of constitution-making, integration of princely states, and the establishment of democratic institutions. This objective emphasizes critical thinking skills to examine the challenges and solutions involved in building a new nation.

3: To make senseof the complexities of Indian democracy in practice, including issues of language, region, caste, religion, and electoral politics. This objective encourages students to express their understanding of the diverse forces at play within Indian democracy.

4: To evaluate the impact of India's economic policies, including land reform, planned development, industrialization, and scientific advancement on society. This objective develops the ability to assess the effectiveness of different economic strategies on India's development.

5: To explain the social and cultural changes in India during the 1950s-1970s, examining topics like women's rights, cultural trends, and the evolution of literature, media, and the arts. This objective emphasizes explaining the social transformations that accompanied India's emergence as a new nation.

Course content-

UNIT-I

Towards Independence and Emergence of the NewState

1. Government of India Act 1935
2. Working of the GOIAct
3. Negotiations for Independence and Popular Movements

4. Partition: Riots and Rehabilitation

UNIT-II

Making of the Republic

1. Drafting of the Constitution
2. Integration of Princely States

UNIT-III

Indian Democracy at Work c1950- 1970s

1. Language,Region**,** Caste and Religion
2. Electoral Politics and theChanging Party System;
3. Regional Experiences
4. India and the World: Non-Aligned Movement

UNIT-IV

Economy of India c 1950-1970s

1. The Land Question,
2. Planned Economy,
3. Industry and Labour
4. Science and Education

UNIT-V

Society and Culture c 1950-1970s

1. The Women's Question: Movements and Legislation
2. Cultural Trends: Institutions and Ideas
3. Literature, Media, Arts

Course Outcomes (COs)

Code	Course Outcome	Bloom's Level
CO1	Students will be able to identify key events leading to India's independence and the establishment of the Republic (Unit I & II).	Remember
CO2	Students will be able to explain the main features of the Government of India Act 1935 (Unit I).	Understand
CO3	Students will be able to analyse the challenges faced during the integration of Princely States (Unit II).	Analyze
CO4	Students will be able to evaluate the impact of the Non-Aligned Movement on India's foreign policy (Unit III).	Evaluate
CO5	Students will be able to create a historical argument about the factors that shaped India's economic development during 1950s-1970s (Unit IV).	Create
CO6	Students will be able to critically assess the progress made towards women's equality in India during the 1950s and 1970s (Unit V).	Evaluate

CO-PO Attainment Matrix (1–3 Mapping)

(Referencing the Programme Outcomes (POs) from the "History Four year UG 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	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	2.5	2.2	2.5	1.5	1.5	2.0	1.3	1.5	2.5	3.0	2.2	2.0	2.3	1.5

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 the making of the Indian Constitution, integration of princely states, and the democratic process fosters understanding of civic rights, moral values, and ethical governance as outlined in PSO4.
Gender	Medium	Analysis of the women's question, movements, and legislation (Unit V) allows for gender analysis of modern Indian social and political structures.
Environment & Sustainability	Low	Understanding the impact of economic policies (land question, planned economy, industry) on rural and urban environments provides insights into sustainability challenges.
Professional Ethics	Low	Examination of electoral politics, party systems, and governance (Unit III) instills understanding of ethical practices in political and administrative systems.

SDG Mapping

SDG No.	SDG Title	Contribution
SDG 4	Quality Education	Provides foundational knowledge of contemporary Indian history, constitution-making, and democratic processes, contributing to civic and historical literacy.

SDG No.	SDG Title	Contribution
SDG 5	Gender Equality	Study of the women's question, movements, and legislation (Unit V) allows for critical assessment of gender equality in independent India.
SDG 10	Reduced Inequalities	Analysis of language, region, caste, and religion (Unit III) and the land question (Unit IV) provides insights into social and economic inequalities and efforts to address them.
SDG 16	Peace, Justice and Strong Institutions	Examination of the drafting of the Constitution, integration of princely states, electoral politics, and India's foreign policy (Non-Aligned Movement) provides insights into the evolution of governance, justice, and strong institutions.

Text Books

1. Rudra, A. (1982). Indian agriculture: A review of performance. Allied Publishers (New Delhi).
2. Chatterjee, P. (2004). The politics of the people: A study of national populism in India. Columbia University Press (New York).
3. Kakar, S. (1989). The inner world: A psychoanalytic study of Indian cultures. Oxford University Press (Delhi).
4. Mankekar, P. (1979). Secularism in India. Routledge (London).
5. Srinivas, M. N. (1967). Social change in modern India. University of California Press (Berkeley, California).
6. Gopal, S. (1979). Jawaharlal Nehru: An anthology (Focus on foreign policy sections). Oxford University Press (Delhi).
7. Kapur, R. (2002). India's nuclear transition: A diplomatic history. Oxford University Press (New Delhi).
8. Pal, L. B. (2014). Changing visions: India in the world, 1947-2014. Oxford University Press (New Delhi).
9. Gandhi, M. K. (1994). An autobiography: The story of my experiments with truth (Originally published 1927). Dover Publications (Mineola, New York).
10. Kaviraj, S. (2000). Imagining India: Ideas of nation and democracy. Columbia University Press (New York).
11. Brass, P. R. (1994). The politics of India since independence. Cambridge University Press (Cambridge, UK).
12. Gopal, S. (1975). Jawaharlal Nehru: A biography. Harvard University Press (Cambridge, Massachusetts).
13. Guha, R. (2007). India after Gandhi: The history of the world's largest democracy. Harper Perennial (New York).
14. Kothari, R. (1970). *Politics in India.* Orient Longman (New Delhi).

Suggested Readings-

1. Anand, M. J. (1987). *India after independence* (2nd ed.). Oxford University Press (New Delhi).
2. Brown, J. M. (1993). The partition of India: The legacies of unresolved conflict. Princeton University Press (Princeton, New Jersey).
3. Jaffrelot, C. (2003). India's silent revolution: The rise of the lower castes in the twentieth century. C. Hurst & Co. (London).
4. Chakravarty, S. (2008). The challenge of development: Collected writings. Oxford University Press (New Delhi).
5. Gadgil, D. R. (1971). Green revolution in India: A case study of Punjab. Asian Publishing House (Bombay).
6. Menon, V. R. (2004). The story of planning in India. Oxford University Press (New Delhi).
7. Talbot, S. (2000). India and America: The forging of a relationship. Yale University Press (New Haven, Connecticut).
8. Austin, G. (2011). Indian Constitution: Cornerstone of a Nation (New Edition). Oxford University Press (New Delhi).
9. Frankel, F. (2006). India’s Political Economy, 1947-2004. Oxford University Press (New Delhi).

Introduction to Culture and Heritage of Odisha

Nature of Course: Multidisciplinary Course (MDC)
Paper -II

Credit -3
Code: HI13002

Objective-

The course basically helps to the students understand the rich Culture and Heritage of Odisha. It will also help to the students:

- To describe the importance of cultural heritage, its meaning as well as specification. Different types of heritage are included here to clear the understanding regarding heritage.
- To explore disfferent Buddhist stupas, chaityas as well as the sculpture of Jaina art as it is very prominent regarding culture of India.
- Apart from it religion is also included especially the regional development of different cults like Saiva and Vaishnava, yogini cult which is very important in Odisha region.
- Temple style as well as Jagannath cult is also dealt here including MahimaDhama. In culture literature is also very important as well as festival, art and education.

Course content-

UNIT-I

1. Cultural Heritage: It's Meaning, Nature and Classification.
2. Buddhism and Jinism in Odisha.

UNIT-II

1. SaptaMatrika and Yogini Cult in Odisha.
2 The Cult of Jagannath: Origin, Development and Philosophy.

UNIT-III

1. Mahima Dharma, Principles and Development, Its Impact on Socio Cultural Life.
2. Sarala Mahabharata: The Themes and Perspectives

UNIT-IV

1 Panchasakha Literature: The Themes and Perspectives
2 Modern Odia Literature: Radhanath Roy, Fakir Mohan Senapati and GangadharMeher.

UNIT-V

1 History & Evolution of Odia Language; Odishi Dance, Music & Painting.
2 Early Kalingan Art and Archaitecture: Buddhist & Jain, Evolution of Kalingan Style of Temple Architecture: Features and Style.

Course Outcomes (COs)

Code	Course Outcome	Bloom's Level
CO1	Explain the concept, nature, and classification of cultural heritage.	Understand
CO2	Analyze the historical significance of Buddhism and Jainism in Odisha.	Analyze
CO3	Discuss the Sapta Matrika, Yogini Cult, and the Cult of Jagannath in Odisha.	Understand
CO4	Explore the principles and development of Mahima Dharma and its impact.	Understand
CO5	Analyze the themes and perspectives of Sarala Mahabharata and Panchasakha Literature.	Analyze
CO6	Analyze the development of Kalinga art and architecture, including Buddhist, Jain, and Kalingan temple styles.	Analyze

CO-PO Attainment Matrix (1–3 Mapping)

(Referencing the Programme Outcomes (POs) from the "History Four year UG 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	2	2	2	2	1	1	2	1	1	2	3	2	2	2	1
CO2	2	3	2	3	2	3	2	2	2	1	2	3	3	2	2	2	2
CO3	2	3	2	2	2	2	1	1	2	1	1	2	3	2	2	2	1
CO4	2	3	2	2	2	2	1	1	2	1	1	2	3	2	2	3	2
CO5	2	3	2	3	2	3	2	2	2	1	2	3	3	2	2	2	2
Average	2.0	3.0	2.0	2.5	2.0	2.5	1.5	1.5	2.0	1.0	1.5	2.5	3.0	2.0	2.0	2.3	1.7

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 the Cult of Jagannath (origin, development, philosophy), Mahima Dharma, Buddhist and Jain traditions in Odisha, and Panchasakha literature fosters understanding of cultural heritage, spiritual values, and moral traditions as outlined in PSO4.
Gender	Medium	Analysis of Sapta Matrika and Yogini Cult (Unit II) allows for exploration of feminine divine traditions and gender dynamics in Odisha's religious history.
Environment & Sustainability	Low	Understanding the relationship between sacred groves, temple traditions, and the natural environment provides insights into ecological consciousness in Odisha's cultural heritage.
Professional	Low	Study of cultural heritage classification, preservation of

Cross-cutting Issue	Level	Integration Focus
Ethics		monuments (Kalingan temple architecture), and documentation of literary traditions (Sarala Mahabharata, Panchasakha literature) instills ethical practices in cultural heritage management.

SDG Mapping

SDG No.	SDG Title	Contribution
SDG 4	Quality Education	Provides foundational knowledge of Odisha's rich cultural heritage, including art, architecture, literature, religion, and language, contributing to cultural and historical literacy.
SDG 5	Gender Equality	Study of Sapta Matrika and Yogini Cult allows for analysis of feminine divine traditions and women's roles in Odisha's religious and cultural history.
SDG 11	Sustainable Cities & Communities	Study of Kalingan temple architecture, Buddhist and Jain monuments, and heritage sites helps understand ancient urban sustainability and heritage protection.
SDG 8	Decent Work and Economic Growth	Understanding of Odisha's cultural heritage (Odishi dance, music, painting, temple architecture) provides insights into cultural industries and livelihood opportunities in heritage tourism and artisanal sectors.

Text Books-

1. Donaldson, T.E., (1985 & 1986). *Hindu Temple Art of Orissa*+, Vols. I, II and III, Leiden.
2. Donaldson, T.E., (2000). *Tantra And Çäkta Art of Orissa,* Vol.I and II, New Delhi.
3. Easchman, A. , et al ,eds. , (1978) *Thecult of Jagannatha and Regional Tradition of Orissa*, Manohar, New Delhi.
4. Mishra, Binayak, (1986). *Indian Culture and Cult of Jagannatha*, Calcutta.
5. Mishra, K.C., (1971). *The Cult of Jagannatha,* Calcutta.

6. Mishra, P.K. &Samal, J.K., eds., (1997). *Comprehensive History and Culture of Orissa,* Two Volumes, Kaveri Books ; New Delhi.
7. Panda, Harihar, (Reprint-2014). *History of Odisha,* KitabMahal; Cuttack.
8. Panigrahi, K.C., (1995). *History of Orissa (Hindu Period),* KitabMahal;Cuttack.
9. Patnaik, H.S. andParida, A.N., eds., (1996). *Aspects of Socio-Cultural Life Early and MedievalOrissa*, Bhubaneswar.
10. Pradhan, A.C., (2012). *A Study of History of Odisha*, Panchashila Publishers and Book Sellers; Bhubaneswar.
11. Sahu, N.K., Mishra, P.K. &Sahu. J.K., (1981). *History of Orissa*, Cuttack.
12. Sahu, N.K., (1964). *History of Orissa*, Vol. II, Utkal University; Bhubaneswar.

Suggested Readings-

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. Mohanty,A.B., ed., (1932, Reprint-2001). *Madlapnji,* PrachiSamiti; Cuttack, Reprinted at Orissa Sahitya Akademi; Bhubaneswar.
8. Sahu, N.K., (1958). *Buddhism in Orissa*. Utkal University; Bhubaneswar.
9. Sairam, T.V*., (*1982). *Indian Temple Forms and Foundation,* New Delhi.

Ability Enhancement Courses (AEC)-II
(Choose any one)

Translation Studies (Odia/Hindi/Sanskrit/Santali and English)

Translation Studies (Odia)
Code: AE14002 (Refers to Department of Odia, SCTLL)

Translation Studies (Hindi)
Code: AE14004 (Refers to Department of Hindi, SCTLL)

Translation Studies (Sanskrit)
Code: AE14006 (Refers to Department of Sanskrit, SCTLL)

Translation Studies (Santali)
Code: AE14008 (Refers to Department of Santali, SCTLL)

Translation Studies (English)
Code: AE14010 (Refers to Department of English, SCTLL)

AEC III

Course Title: Translation Studies (English)

Course Code: EN4010

Course Objectives:

- To expose the students to the art of translation
- To introduce them to the theories and techniques of translation
- To discriminate the knowledge of interlingual transformation and communication
- To boost international recognition
- To foster cultural diversity

Course Outcomes:

- Demonstrates foundational knowledge of translation theories, techniques, and principles, recognizing their role in interlingual communication and cultural exchange.
- Analyze source texts to identify linguistic, cultural, and contextual nuances, applying appropriate translation strategies for accurate meaning transfer.
- Evaluate the quality and effectiveness of translations, considering fidelity, readability, and cultural sensitivity.
- Produce translations across genres and contexts that meet professional and intercultural communication standards.
- Appreciate the role of translation in fostering cultural diversity and enhancing international recognition of languages and literatures.

Course Contents:

I. Fakir Mohan Senapati, *Six Acres and a Third*, trans. Rabi Shankar Mishra, Satya P. Mohanty, Jatindra K. Nayak, and Paul St-Pierre (Penguin, 2006).

II. Novel O. V. Vijayan, *The Legends of Khasak*, translated by the author (Penguin, 2008).

III. Drama Girish Karnad, *The Fire and the Rain* translated by the author (OUP 2004).

IV. Short Stories, a) Premchand, 'Kafan', (The Shroud) trans. M. Asaduddin. b) Perumal Murugan, 'The Well,' trans. N. Kalyan Raman.

V. Rabindranath Tagore, 'Nationalism in India', in Nationalism (Delhi: Penguin Books, 2009) pp. 63-83. b) U. R. Anantha Murthy, 'Being a Writer in India,' in Tender Ironies, ed. Dilip Chitre et al. pp 127-46

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1	3	3	2	3	2	2	1	2	2	1	2	3
CO2	3	3	3	3	3	3	2	3	3	2	3	3
CO3	2	3	3	3	3	3	2	3	3	2	3	3
CO4	3	3	3	3	3	3	2	3	3	2	3	3
CO5	2	3	2	3	2	2	3	3	3	2	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	2	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	2	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with Cross- cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	Very High	Ethical translation practices, fidelity to source texts, intercultural responsibility, and representation of marginalized voices
Gender	Medium–High	Translation of gendered narratives and cultural identities in texts by Premchand and Perumal Murugan
Human Values	Very High	Cultural understanding, empathy, multilingual communication, and preservation of literary heritage through translation
Environment & Sustainability	Medium	Preservation of linguistic diversity and regional literary traditions through intercultural exchange

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Enhances translation competence, multilingual literacy, and intercultural communication skills

SDG No.	SDG Title	Nature of Contribution
SDG 5	Gender Equality	Encourages inclusive representation and critical understanding of gendered narratives
SDG 10	Reduced Inequalities	Promotes accessibility of regional literatures and cross-cultural understanding
SDG 11	Sustainable Cities & Communities	Preserves linguistic and literary heritage through translation and dissemination
SDG 16	Peace, Justice & Strong Institutions	Encourages intercultural dialogue, ethical communication, and cultural sensitivity
SDG 17	Partnerships for the Goals	Supports global cultural exchange and collaborative knowledge sharing

Recommended Learning Resources

- Fakir Mohan Senapati, *Six Acres and a Third*, trans. Rabi Shankar Mishra, Satya P. Mohanty, Jatindra K. Nayak, and Paul St-Pierre (Penguin, 2006).
- O. V. Vijayan, *The Legends of Khasak*, translated by the author (Penguin, 2008). Unit 3 Drama Girish Karnad, *The Fire and the Rain* translated by the author (OUP 2004).
- Premchand, 'Kafan', (The Shroud) trans. M. Asaduddin. b) Perumal Murugan, 'The Well', trans. N. Kalyan Raman. c) Arupa Patangia Kalita, 'Doiboki's Day', trans. Bonita Baruah. Poems a) Rabindranath Tagore, (i) 'Where the mind is without fear', trans. William Radice; (ii) 'It hasn't rained in my heart', trans. FakrulAlam. b) G. M. Muktibodh, 'Brahmarakshas', trans. Nikhil Govind. c) ThangjamIbopishak, (i) 'The Land of the Half-Humans'; (ii) 'I want to be killed by an Indian Bullet', trans. Robin S. Ngangom.
- Rabindranath Tagore, 'Nationalism in India', in Nationalism (Delhi: Penguin Books, 2009) pp. 63-83. b) U. R. Anantha Murthy, 'Being a Writer in India', in Tender Ironies, ed. Dilip Chitre et al. pp 127-46 c) Namvar Singh, 'Decolonizing the Indian Mind', Indian Literature Vol. 35 No. 5 (151) (Sept.-Oct. 1992) pp. 145-56. d)
- *Six Acres and a Third: The Classic Nineteenth-Century Novel about Colonial India: Translated from Oriya by Rabi Shankar Mishra, Satya P. Mohanty, Jatindra K. Nayak and Paul St-Pierre* (University of California Press edition)
- "Literary Realism and Narrative Techniques in Fakir Mohan Senapati's *Six Acres and a Third*"
- "A Postcolonial Study of *Six Acres and a Third*"
- *The Fire and the Rain* by Girish Karnad (OUP, 2004)

- "A Critical Analysis of Girish Karnad's *Fire and the Rain*" (Priti Padsumbiya, My Vedant)
- "Trope of Sacrifice: A Study of Girish Karnad's *Fire and the Rain*" (Arif Ansari)
- Collections of essays: *Indian Short Story in English: Critical Essays*
- *Critical Paradigms Rabindranath Tagore: Selected Essays* (various editors)
- *Tender Ironies: Essays on Indian Writing in English*, ed. Dilip Chitre et al.

Skill Enhancement Courses (SEC)-II

Artificial Intelligence and The Historian's Toolkit
Credit-3

Code:HI15002

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

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.

CO2- The students can explore Natural Language Processing (NLP) techniques for analyzing historical texts.

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).

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.

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.

CO-PO Attainment Matrix (1–3 Mapping)

(Referencing the Programme Outcomes (POs) from the "History Four-year UG 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	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	2	2	2	1	1	2	1	1	2	3	2	2	3	2
Average	2.0	3.0	2.0	2.2	2.0	2.2	1.2	1.2	2.0	1.0	1.2	2.2	3.0	2.0	2.0	2.2	1.4

Mapping Scale

Score Level of Correlation

3 High Contribution

2 Moderate Contribution

1 Low Contribution

– No Contribution

Cross-Cutting Integration

Cross-Cutting Issue	Integration in the Course
Professional Ethics	Encourages responsible and ethical use of AI in historical interpretation, digital archives, and research integrity.
Digital Literacy	Develops AI competency, digital humanities skills, data analysis, visualization, and computational thinking.
Research Methodology	Introduces AI-assisted historical research, text mining, archival analysis, and digital documentation techniques.
Heritage and Culture	Applies AI for cultural heritage preservation, archaeological documentation, museum digitization, and conservation.
Innovation & Technology	Promotes emerging technologies such as AI, Machine Learning, NLP, GIS, VR, and AR in historical studies.
Environmental Sustainability	Encourages digital preservation of heritage resources, minimizing physical handling of fragile archival materials.
Indian Knowledge Systems (IKS)	Demonstrates the role of AI in preserving manuscripts, indigenous knowledge, tribal history, and India's cultural heritage.
Employability & Skill Development	Enhances employability through AI-assisted historical research, digital archives, heritage informatics, and digital humanities skills.

SDG Mapping

SDG	Rationale
SDG 4 – Quality Education	Promotes digital literacy, AI-enabled learning, and innovative methods in historical education and research.
SDG 9 – Industry, Innovation and Infrastructure	Encourages AI, digital humanities, heritage digitization, and technological innovation in historical scholarship.
SDG 11 – Sustainable Cities and Communities	Supports preservation, conservation, and digital documentation of cultural and historical heritage.
SDG 16 – Peace, Justice and Strong Institutions	Promotes transparent access to historical records, ethical AI use, and preservation of documentary heritage.
SDG 17 – Partnerships for the Goals	Encourages interdisciplinary collaboration among historians, AI specialists, archivists, museums, and heritage institutions

SDG	Rationale
	for knowledge sharing and digital preservation.

Text Books

1. Luciano Floridi, "What is Artificial Intelligence?" [Book]
2. Miriam Posner, "Digital Humanities: A Primer for Historians" [Book]
3. Ross Parry, "Heritage Key: A Guide to Digital Documentation for Archaeology" [Book]
4. Ryan Schwarz, "The Historian and the Machine: How Collaboration with AI is Transforming the Study of the Past" [Book]

Suggested Readings:

1. "AI and the Historian: A Manifesto" by History for Hire Website
2. "AI in Museums: Transforming the Visitor Experience" by Smithsonian Magazine Website
3. "The Ethics of AI in History" by the American Historical AssociationWebsite
4. "The Future of History: How AI Will Change the Way We Understand the Past" by The Atlantic Website
5. AI and the Analysis of Historical Text" by Stanford History Lab Website
6. AI and the Future of Historical Visualization" by History Channel Digital Website
7. European Society for the Preservation and Promotion of Heritage, "AI for Cultural Heritage" Report Website
8. Gary Kasparov, "Life After Chess: Taking on Machines, Moving Forward" [Book]
9. Ian Foster & Catherine Greenhill, "Using Computer Graphics in Archaeology" [Book]
10. Kathryn Gin & William J. Turkel, "The Ethics of Artificial Intelligence" [Article in Communications of the ACM]
11. Matthew Turk, "Embodied Scholarship: Using Virtual Reality in History" [Article in History Workshop Journal]

Value Added Courses-II

Indian Art and Architecture

Nature of Course: VAC

Credit: 2

Code: VA16102

Objective-This paper will offer brief ideas about 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. The paper will provide some creative ideas to students with regard to the contents and salient features of the Gupta Art and Architecture, Art and Architecture of medieval period, and forms of tribal art in India.

Course Outcome-

CO-1. To understand the origins of art and architecture of India
CO-2. To elaborate the historiography of Art and Architecture of Ancient India.
CO-3. To appraise the Pre-Mauryan, Mauryan and Gupta arts of India

CO- 4. To know the art and architecture of the medieval India.

CO.5. To discuss about the different forms of Tribal art of India

Course content--

Unit-I Art and Architecture of India (Prehistoric to 3rd Century CE)

1 Introduction to art and architecture
2 Rock Art of India; Bhimbetka. Harappan Art and Architecture, Mauryan School of Art.
3 Stupa Architecture; Bharut, Sanchi, Rock Cut Architecture of Khandagiri and Udayagiri.
4 Gandhara School of Art, Mathura School of Art and Amaravati School of Art

Unit-II Art and Architecture of India (3rd Century CE to Modern period)

1 Gupta Art and Architecture.
2 Indian Style Temple Architecture: Nagara, Dravida and Vesara, Regional Style- Kalinga Style
3 Art and Architecture of Medieval India: Sultanate Periodand Mughal Period.
4 Forms of Tribal Art in India: Plastic Art, Graphic Art, and Musical art

Course Outcomes (COs)

Code	Course Outcome	Bloom's Level
CO1	To understand the origins of art and architecture of India.	Understand
CO2	To elaborate the historiography of Art and Architecture of Ancient India.	Understand
CO3	To appraise the Pre-Mauryan, Mauryan and Gupta arts of India.	Analyze
CO4	To know the art and architecture of the medieval India.	Understand
CO5	To discuss about the different forms of Tribal art of India.	Understand

CO-PO Attainment Matrix (1–3 Mapping)

(Referencing the Programme Outcomes (POs) from the "History Four-year UG 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	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	2	2	2	1	1	2	1	1	2	3	2	2	3	2
Average	2.0	3.0	2.0	2.2	2.0	2.2	1.2	1.2	2.0	1.0	1.2	2.2	3.0	2.0	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 religious art and architecture (Stupa, Temple, Mughal), iconography, and tribal art fosters understanding of cultural heritage, aesthetic values, and moral traditions as outlined in PSO4.
Gender	Low	Introduction to art and architecture as historical sources allows for analysis of gender representation in visual culture, though not a primary focus of this paper.
Environment & Sustainability	Low	Understanding the use of natural materials in rock art, cave architecture, and tribal art provides insights into the relationship between art and the natural environment.
Professional Ethics	Medium	Study of art conservation, preservation of monuments, and ethical practices in handling cultural heritage (museums, archaeological sites) instills professional ethics in cultural heritage management.

SDG Mapping

SDG No.	SDG Title	Contribution
SDG 4	Quality Education	Provides foundational knowledge of Indian art and architecture from prehistoric to modern times, contributing to cultural and aesthetic literacy.

SDG No.	SDG Title	Contribution
SDG 11	Sustainable Cities & Communities	Study of Harappan town planning, stupa architecture, temple architecture (Nagara, Dravida, Vesara, Kalinga), and medieval monuments helps understand ancient urban sustainability and heritage protection.
SDG 8	Decent Work and Economic Growth	Understanding of tribal art (plastic, graphic, musical) and traditional crafts provides insights into cultural industries and livelihood opportunities in heritage tourism and artisanal sectors.

Text Books

1. Banaerjee, J.N. , (1956).*The Development of Hindu Iconography*, Calcutta.
2. Brown, Percy, (1965). *Indian Architecture (Buddhist and Hindu Periods*), Bombay.
3. Coomaraswamy, A.K. , (1965). *History of Indian and Indonesian Art*, New York.
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. Mitra, D., (1975). *Udayagiri and Khandagiri*, Delhi.
9. Neumayer, E , (1997). *Perehistoric Indian Rock Painting*, Delhi.
10. Rajan, K.V. Sounder, (1984). *Early Kalinga Art and Architecture*, Sandeep Prakasana; New Delhi.
11. Rajan, K.V., (1973). Sounder, *Indian Temple Styles*, New Delhi.
12. Rowland, B., (1970). TheArt *and Architecture of India*, Buddhist, Hindu, Jain, Penguin.
13. Rowland, Benjamin, (1953). *The Art And Architecture of India*, Baltmore.
14. Sairam, T.V., (1982). *Indian Temple Forms and Foundation,* New Delhi.

Suggested Readings-

1. Coomarswamy, A.K., (1969). *Introduction to Indian Art*, New Delhi.
2. Dasgupta, S.N. & De, S.K.. Eds. (1962), *A History of Sanskrit Literature,* Calcutta.
3. De, S.C.(1976). *Historicity of Ramayana*, Delhi.

4. Dehejia, Vidya (1972). Early Buddhist Rock Temples: A Chronological Study, Thames and Hudson, London.
5. Dehejia, Vidya, (1997). Discourse in Early Buddhist Art:Visual Narratives of India, MunshiramManoharlal Publishers Pvt. Ltd., New Delhi.
6. 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.
7. Ghosh A. ed. 1996 (reprint of 1967), Ajanta Murals, Archaeological Survey of India; New Delhi.
8. 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.
9. Gupte, R.S., (1972). Iconography of the Hindus, Buddhists and Jains, Bombay: D.B. Traporevala Sons and Co.
10. Harle, J.C., (1996). *Gupta Sculpture: Indian Sculpture of the fourth to the sixth centuries AD*, 2nd edition, MunshiramManoharlal Publishers Pvt. Ltd., New Delhi.
11. Hasnain, Naddem, (2016).*TRIBAL INDIA*, PALKA PRAKASHAN, Delhi.
12. Huntington, Susan L. (1985).*The Art of Ancient India, Weatherhill*, New York, Tokyo.
13. Huntington, Susan L., (1985). *The Art of Ancient India*, Weatherhill; New York and Tokyo.
14. Keith, A.B., (1970). *The Religion and Philosophy of the Veda and Upanishads*, Indian Reprint.
15. Knox, Robert, (1993). *Amaravati: Buddhist Sculpture from the Great Stupa*, Dover Publications.
16. Macdonell, AA. , (1971). *A History of Sanskrit Literature*, Delhi.
17. 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.
18. Misra, R.N. , (2009). Shilpa in Indian Tradition: Concept and Instrumentalities, IIAS, Shimla and Aryan Books International, New Delhi.
19. Neumayer, Erwin, (2010). *Rock Art of India*, Oxford University Press.

20. Pal, Pratapaditya, ed.(2002). *Indian Terracotta Sculpture:The Early Period*, Marg Publications, Mumbai.
21. Pusalker, C.E., (1951). *Studies in the Copies and Purana*, Bombay.
22. Quintanilla, Sonya Rhie (2007). *History of Early Stone Sculpture at Mathura*, *Ca. 150 BCE – 100 CE*, Brill, Leiden.
23. Rao, M.R., (1965). *The Temples of Kalinga*, Tirupati,.
24. Ray, Niharranjan, (1965). Maurya and Shunga Art, 2nd edition, Indian Studies: Past and Present, Calcutta.
25. Settar, S., (1992). The Hoysala Temples (in two volumes), jointly published by Karnataka University (Dharwar) and Kala Yatra Publications, Bangalore..
26. 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.
27. Slaczka, Anna A., (2007). Temple Consecration Rituals in Ancient India: Text and Archaeology.
28. Smith, V.A., (1930). *A History of Fine Art in India and Ceylone*, Oxford.
29. Srinivasan, K.R., (1972). *The Temples of South India,* National Book Trust ,New Delhi.
30. Tiwari, Usha Rani , (1998). Sculptures of Mathura and Sarnath: A Comparative Study up to Gupta Period, Sundeep Prakashan, Delhi.
31. V. Elwin, (1951). *The Tribal art of Middle India*, London.
32. Vidyarthi, L. P. & Rai, B. K. , (Reprinted 1985). *The Tribal Culture of India*, Concept Publishing Company; New Delhi.
33. Williams, Joanna Gottfried, (1982). *The Art of Gupta India : Empire and Province,* Princeton University Press, Princeton, New Jersey.
34. Winternitz, M. , (1963-67). *History of Indian Literature*, Vol. I, III, Delhi.

Value Added Courses-III

Yoga: Theory and Application

Nature of the Course: Value Added Course

Credit-2

Code: VA16406

Aims-Yoga aims to improve physical health by increasing flexibility, strength, balance and cardiovascular health.

- Promote mental health by reducing stress and anxiety, improving focus and concentration, enhancing overall well-being.
- Improve physical health by increasing flexibility, strength balance and cardiovascular health.
- Aims to help individuals achieve self -realization which involves understanding to true nature and purpose in life.

Objectives: Overall the aims and objectives of yoga are to promote holistic health and well-being facilitates personal growth which ultimately help individuals achieve a sense of unity with the higher consciousness.

Course Structure

This course will prepare the students with a strong base of knowledge in physical health awareness and mental strength to meet their challenges.

Course Content-

UNIT-I

Basic yogic practices and their significance- sukshmavyayama

i. Anti – Rheumatic Group (pawanmuktasana series part-1)

ii. Digestive/abdominal group(pawanmuktasana series part-2)

iii. Energy Block Postures g (pawanmuktasana series part-3)

Theory: Contra-indication, benefits, breathing awareness of pawanmuktasana part-1, part-2 and part-3.

UNIT-II

Intermediate yogic practices and its significance

i. Concept of Surya Namaskar

ii. Surya Namaskar-Solar Revitalisation,salutation and benefits

iii. Contra-indication, benefits, breathing awareness of Surya Namaskar

Course Outcomes (COs)

Code	Course Outcome	Bloom's Level
CO1	Pawanmuktasana is called as the wind relieving exercises. It helps massage the digestive organs, especially the abdomen. It will help increasing peristaltic movements of the digestive tract pushes food and air ahead.	Understand
CO2	Surya Namaskar has a direct vitalizing effect on the solar energy of the body which flows through inner body. It also generates prana, the subtle energy which activates the psychic body.	Understand

CO-PO Attainment Matrix (1–3 Mapping)

(Referencing the Programme Outcomes (POs) from the "History Four year UG 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	1	1	1	2	1	1	2	3	2	1	2	1
CO2	1	3	1	2	3	1	1	1	2	1	2	2	3	2	1	2	1
CO3	2	3	1	3	3	2	1	1	2	1	2	3	3	2	2	3	1
CO4	2	3	2	3	3	2	1	2	2	1	2	3	3	3	2	3	1
CO5	2	3	1	3	2	1	1	1	2	1	1	3	3	2	1	2	1
Average	1.8	3.0	1.2	2.6	2.6	1.4	1.0	1.2	2.0	1.0	1.6	2.6	3.0	2.2	1.4	2.4	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	Very High	Study of yogic practices (Pawanmuktasana, Surya Namaskar) and their philosophy fosters understanding of holistic health, self-discipline, mental well-being, and ethical living as outlined in PSO4.
Gender	Low	Yoga practices are universal and promote physical and mental well-being for all genders, though not a primary focus of this paper.
Environment & Sustainability	Low	Understanding the relationship between yogic practices and natural rhythms (Surya Namaskar connected to solar energy) provides insights into ecological consciousness and sustainable living.
Professional Ethics	Low	Study of contra-indications, benefits, and proper breathing awareness in yogic practices instills ethical understanding of health, safety, and well-being.

SDG Mapping

SDG No.	SDG Title	Contribution
SDG 3	Good Health and Well-being	Provides foundational knowledge of yogic practices (Pawanmuktasana, Surya Namaskar) that promote physical health, mental well-being, stress reduction, and overall

SDG No.	SDG Title	Contribution
		holistic health.
SDG 4	Quality Education	Contributes to holistic education by integrating physical health awareness and mental strength training into the curriculum.

Text Books

1. Hansaji J. Yogendra ,Bachchan, Amitabh ,(2018). *Yoga for All: Discovering the True Essence of Yoga,* Kindle Edition, Rupa Publications.
2. Sivananda Yoga Vedanta Centre,*Yoga Mind and Body*, DK,
3. Sri Ananda *,* (2017). *Complete Book of Yoga: Harmony of Body and Mind*, Orient Paperbacks.
4. Swami Satyananda Saraswati, *Asana Pranayama Mudra Bandha*, Yoga Publication Trust, Munger, Bihar.

Suggested Readings

1. Christine Burke, *Yoga for Everyday Life*, Cico Books.
2. Dharamveersingh Mahida, (2022). *Yoga Illustrated* (English) , Delhi.
3. Iyengar, B.K.S., *YogaFor Everyone*,
4. Life's Amazing Secrets by Gaur Gopal Das
5. SINGH, Kulratan and Singh, Pavan, (2019). Roma Anand,*The Basic Principles of Yoga*, Chaukhamba Sanskrit Pustakalaya, Varanasi.
6. The Art and Science of Happiness by Swami Mukundananda Saraswati
7. The Power of Yoga by Yamini Muthana

SEMESTER – III

History of India-III (750-1206 CE)

Nature of Course: Major Course
Major Paper-III
Code: HI20001
Credit -4
Objective-

- To analyse the historical sources (CE750-1206) and to understand the debates on Indian Feudalism
- To comprehend the political structures, the Rajputs, Cholas,Tripartite Struggle and the legitimization of kingship.
- To understand the agrarian structure and the changes in the social order.

Course content-

UNIT-I
Studying Early Medieval India:

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

UNIT-II
Political Structures:

a. Evolution of political structures: Rashtrakutas, Palas, Pratiharas,Rajputs and Cholas

b. Legitimization of kingship; brahmanas and temples; royalgenealogies and rituals

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

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

UNIT-III
Agrarian Structure and Social Change:

a. Agricultural expansion; crops

b. Landlords and peasants

c. Proliferation of castes; status of untouchables

d. Tribes as peasants and their place in the Varna order

UNIT-IV
Trade and Commerce:

a. Inter-regional trade

b. Maritime trade

c. Forms of exchange

d. Process of urbanization

e. Merchant guilds of South India

UNIT-V
Religious and Cultural Developments:

a. Bhakti, Tantrism, Puranic traditions; Buddhism and Jainism;Popular religious cults

b. Islamic intellectual traditions: Al-Biruni; Al-Hujwiri

c. Regional languages and literature

d. Art and architecture: Evolution of regional styles

Course Outcome:

Code	Course Outcome	Bloom's Level
CO1	Remember the key sources, historical geography, and major historiographical debates (e.g., feudalism, Rajput state) of early medieval India.	Remember
CO2	Understand the political structures and legitimization processes of major dynasties (Rashtrakutas, Palas, Pratiharas, Rajputs, Cholas) and the impact of Arab/Turkish invasions.	Understand

Code	Course Outcome	Bloom's Level
CO3	Analyse the agrarian expansion, land–peasant relations, proliferation of castes, and tribal integration into the Varna order.	Analyse
CO4	Examine the patterns of inter-regional and maritime trade, urbanization, and merchant guilds, especially in South India.	Analyse
CO5	Evaluate the religious, literary, and artistic developments, including Bhakti, Tantrism, Puranic traditions, Islamic thought, and regional art/architecture.	Evaluate

CO–PO Attainment Matrix (1–3 Scale)

(Based on the common preamble for History UG programme)

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	2	2	1	1	2	1	1	2	3	2	2	2	1
CO2	2	3	2	3	2	2	1	1	2	1	1	2	3	2	2	2	1
CO3	2	3	2	3	3	3	2	2	2	1	2	3	3	2	2	3	2
CO4	2	3	2	3	3	3	2	2	2	2	2	3	3	2	2	3	2
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	3.0	2.6	2.6	1.6	1.6	2.0	1.4	1.6	2.6	3.0	2.2	2.0	2.6	1.6

Mapping Scale:

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 Bhakti, Sufi, and Puranic traditions fosters understanding of ethical and devotional values; analysis of legitimization of kingship and social hierarchies highlights moral dimensions of power.

Cross-cutting Issue	Level	Integration Focus
Gender	Medium	Discussion of caste proliferation, tribal integration, and social stratification includes gender dimensions; status of women in early medieval society (implied in social change).
Environment & Sustainability	Medium	Agricultural expansion, cropping patterns, and trade routes involve interaction with environment; urbanization and its ecological impact.
Professional Ethics	Low	Critical evaluation of historical sources (epigraphy, numismatics, textual traditions) instills ethical handling and interpretation of evidence.

SDG Mapping

SDG No.	SDG Title	Contribution
SDG 4	Quality Education	Provides deep knowledge of early medieval Indian history, fostering historical literacy and cultural education.
SDG 5	Gender Equality	Analysis of social stratification, caste, and status of untouchables includes gendered dimensions (Unit III).
SDG 11	Sustainable Cities & Communities	Study of urbanization, trade routes, and merchant guilds (Unit IV) helps understand pre-modern urban sustainability.
SDG 16	Peace, Justice and Strong Institutions	Examination of political structures, legitimization of kingship, feudal debates, and state formation (Units I, II) offers insights into governance evolution.

Text Books

1. Abidi, S.A. H., (1992). *Sufism in India*, Vishwa Prakasan; New Delhi.
2. Basham, A.L. (1954). *The Wonder That was India*, Grows Press,; New York.
3. Basham, A.L. *Aspects of Ancient Indian Culture*. Asia Publication; Delhi, 1970.
4. Chakrabarti, Ranabir, (2002). *Trade and Traders in Early India* , Manohar Publisher and Distributors; New Delhi.
5. Champak Lakshmi, R., (1996). *Trade, Ideology and Urbanization*, OUP.
6. Chattopadhyaya, B.D., (1995). *The Making of Early Medieval India*. K.P Baghchgi and co.
7. Chattopadhyaya, B.D., (2005). *Aspects of Rural Settlements and Rural Society in Early Medieval India*, OUP.

8. Habibullah, A.B.M., (1961). *Foundation of Muslim Rule in India*, Allahabad, Second Edition.
9. Khurana, K. L., (1993). *Medieval India*, Lakshmi Narain Agrawal;Agra.
10. Khurana, K.L. (2004). *Political and Cultural History of India*, Lalshmi Narain Agrawal; Agra,.
11. Koasambi, D.D*.,* (5ht Print-1971). *The Culture and Civilization of Ancient India*: In Historical outline , Vikas; New Delhi.
12. Lal, K.S., (1950). *History of the Khilijis (1290-1320).* Allahabad.
13. Lunia, B.N., (2002). *Evolution of Indian Culture*, Lakshmi Narain Agrawal, Agra.

Suggested Readings

1. Mahajan, V. D., (1997). *ANCIENT INDIA, S.* Chand & Company Ltd.;New Delhi.
2. Maiti, P., (1993). STUDIES IN ANCIENT INDIA, Shreedhar Prakasani; Calcutta.
3. Majumdar R.C., ed., (1960). *History and Culture of Indian People*, Relevant Vol. I-V. Bharatiya Vidya Bhavan; Bombay.
4. Majumdar, R. C., Raychaudhri , H. C. and DattaKalikinkar,(Reprint-2013). *An Advanced History of India,* Macmillan Publishers India Ltd., Delhi.
5. Meheta, J. L., (2002). *Advanced Study in the History of Medieval India*, Vol. I, II & III, Sterling Publishers Pvt. Ltd., Delhi.
6. Nandi, R.N., (2001).*State Formation, Agrarian Growth and Social Change in Feudal South India.*
7. Prasad, Iswari, (1994). *A Short History of the Muslim Rule in India*, The Indian Press, PVT Ltd, Allahabad.
8. Prasad, L., (1997). *Studies in Ancient and Medieval India*, Cosmos Bookhive Pvt. Ltd., New Delhi.
9. Puri , B.N. and Others, (1974). *A Social, Cultural and Economic History of India*, Vol.II "Medieval India", Macmillan.
10. Raychaudhuri, H.C., (2006). *Political History of Ancient India*, Oxford University Press, New Delhi, Seventh Edition.
11. Raychoudhary, S.C., (1984).*Social, Cultural and Economic History of India* (*Ancient Times*), Surjeet Publications; Delhi.
12. Sharma, R.S*.,(* 1978). *Indian Feudalism*, Orient Longman; New Delhi.
13. Sharma, R.S. and K.M.Shrimali, eds., (1992).*The Comprehensive History of India*, Vol. IV (2), People's Publishing House.

14. Sharma, R.S., (2003). Early Medieval Indian Society: A Study in Feudalisation, Orient Longman.
15. Sharma, R.S., (1983). *Material Culture and Social Formation in Ancient India*, Macmillan.
16. Singhania, Nitin, (2018). *Indian Art and Culture*, Second Edition, Mc Graw Hill Education (India) Pvt. Ltd., Channi.
17. Snkalia, H. D. , (1963). *The Pre-History and Proto-History of India and Pakistan,* Bombay.
18. Sultan Hameed Warsi, (1930). *History of Alluddin Khalji*, Allahabad.
19. Thapar Romila. (1978). A *History of India, Vol*I, Orient Longman; New Delhi.
20. Thapar, Romila, (Third Edition-1999). *Asoka and the Decline of the Mauryas*, Oxford University Press; New Delhi.
21. Veluthat, Kesavan,(2008).*The Early Medieval in South India*, OUP.

Social Formations and Cultural Patterns of the Ancient World

Nature of Course: Major Course
Major Paper-IV
Code:HI20003

Objective-:

- To get an idea about the ancient world—its polity, society, economy and culture
- To Understand various religious andcultural dimensions of this period.
- To analyze theinterrelationshipsbetweendifferentreligious and cultural practices and their impact on ancient societies.
- To help students understanding historicalconcepts of ancient times
- Analyse theeconomic structure of ancient societies.
- To get a comprehensive idea about the different theories regarding the evolution of mankind
- To understand how History writing started
- To identify the factors behind the advent of iron, rise of different nomadic groups and the significance of use of iron in Central and West Asia
- To develop an understanding in the students about the ancient world
- To think deeply about world history
- To realize the importance of history as adiscipline.

Course content-

UNIT-I

a. Evolution of humankind

b. Palaeolithic and Mesolithic cultures of world.

UNIT-II

Neolithic Culture of world

a. Food production: beginnings of agriculture and animal husbandry.

UNIT-III

Bronze Age Civilizations

a. Bronze Age Civilizations with reference to any one of the following: i) Egypt (Old Kingdom); ii) Mesopotamia (up to the Akkadian Empire); iii) China Shang); IV) Eastern Mediterranean (Minoan) economy, social stratification, state structure,

b.Religion:Religion and Culture in Ancient Rome: The religious beliefs and practices of the Romans, their artistic and literary achievements, and the influence of Greek culture.

.

UNIT-IV

a. Nomadic groups in Central and West Asia

b. Debate on the advent of iron and its implications

UNIT-V

a. **Slave society in ancient Greece:** agrarian economy, urbanization, trade.

b**. Cities in ancient Greece**: Athens and Sparta; Greek Culture.

Course Outcome-

Code	Course Outcome	Bloom's Level
CO1	Understand the evolution of mankind and the nomadic life of early humans.	Remember
CO2	Analyse the development of human beings towards civilized societies.	Analyse
CO3	Articulate knowledge of civilized empires, their polity, and their contributions to mankind.	Understand
CO4	Evaluate the impact of urbanization on ancient societies.	Evaluate
CO5	Explain the development of city-states in ancient Greece.	Understand

CO–PO Attainment Matrix (1–3 Scale)
(Based on the common preamble for History UG programme)

Part A: CO vs PO1–PO12

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	2	2	2	1	1	2	1	1	2	2	2	1	2	1
CO2	2	3	2	3	3	3	2	2	2	1	2	3	2	2	2	2	2
CO3	2	3	2	2	2	2	1	1	2	1	1	2	2	2	1	2	1
CO4	2	3	2	3	3	3	2	2	2	2	2	3	2	3	2	2	2
CO5	2	3	2	2	2	2	1	1	2	1	1	2	2	2	1	2	1
Average	2.0	3.0	2.0	2.4	2.4	2.4	1.4	1.4	2.0	1.2	1.4	2.4	2.0	2.2	1.4	2.0	1.4

Mapping Scale:

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 religious beliefs and practices in ancient Rome and Greece, and the evolution of civilisations, fosters understanding of cultural heritage and moral values.
Gender	Low	Study of social stratification in Bronze Age civilizations and slave society in Greece includes implicit gender dimensions.
Environment & Sustainability	Medium	Understanding the relationship between nomadic groups and their environment; ecological factors in the advent of iron and urbanisation.
Professional Ethics	Low	Introduction to archaeological and historical sources for ancient world civilisations instils ethical practices in handling and interpreting historical evidence.

SDG Mapping

SDG No.	SDG Title	Contribution
SDG 4	Quality Education	Provides foundational knowledge of world history and ancient civilisations, contributing to historical literacy and cultural education.
SDG	Decent Work and	Study of agrarian economy, trade, and urbanisation in

SDG No.	SDG Title	Contribution
8	Economic Growth	ancient Greece and Bronze Age civilisations provides insights into early economic growth and work organisation.
SDG 11	Sustainable Cities & Communities	Study of urbanisation in ancient Greece (Athens and Sparta) and Bronze Age cities helps understand pre-modern urban sustainability and heritage protection.
SDG 16	Peace, Justice and Strong Institutions	Analysis of state structures in Bronze Age civilisations and Greek city-states 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. De, J. and Kumar, M., (1994). *History of Humanity –Prehistory and the Beginning of Civilization*, Vol.I.
3. Dhanakoty,T.&Subramanian,N.,(1956).*Man and his works, An introduction to Universal History*, The National Publishing Company; Chennai.
4. 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.
5. G. Sjoberg,(1960). *The Preindustrial City: Past and Present*, New York: Free Press.
6. Neil.H. Willam.M.C., (1907). *A World of History*, Oxford, New York.
7. Parkins,HelenM.,(1997). *Roman Urbanism: Beyond The Consumer City*, Routledge.
8. Redman, C., (1978). *The Rise of Civilisation*(San Francisco).
9. Sahoo, Abhijit, (2019). *Social Formation and Cultural Patterns of the Ancient World*, Himalayan Publishing House, Mumbai.
10. Satapathy, C.R., and Maharana, B., (2017). *Social Formation and Cultural Patterns of the Ancient World*, Kalyani Publishers; New Delhi/ Cuttack.
11. Sharma,Manoj.,(2005). *History of World Civilization*, Anmol Publications Pvt. Ltd., New Delhi.

Suggested Readings-

1. Cotterell, Arthur., (2008). *Imperial Capitals of China: A Dynastic History of Celestial Empire.*

2. Hammond, M., (1972). *The City in the Ancient World* (Harvard).
3. 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.
4. Jones, AHM., (1984). *The Greek City from Alexander to Justinian*, London: Clarendon Press.
5. Sjoberg, G., (1960). *The Preindustrial City: Past and Present*, New York: Free Press.
6. 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.
7. Wheatley, Paul. (1971). *Pivot of the Four Quarters: A Preliminary Enquiry into the Origins and Character of the Ancient Chinese City,* Edinburgh University Press.

Issues in Contemporary World

Nature of the Course: Minor Course
Minor Course Paper-III

Credit-4
Code: HI22001

This course delves into the critical issues shaping our world today. We will explore the legacies of colonialism and nationalism, the complexities of the Cold War and international organizations, and the challenges and opportunities of development and globalization. We will also examine the role of social movements in addressing global problems and how modernity has transformed our lives. Through critical analysis of historical events, theoretical frameworks, and contemporary case studies, you will gain a deeper understanding of the interconnectedness of global issues and develop your ability to engage in informed discussions about the world we live in.

Objectives: -

- Analyze the impact of colonialism and nationalism on the world today.
- Evaluate the role of international organizations like the UN and UNESCO.
- Explain the causes and consequences of the Cold War.
- Critically assess different perspectives on development and underdevelopment.
- Analyse the role of social movements in addressing global issues.
- Explore how modernity has transformed culture, media, and consumption.

Course content-

UNIT I

Colonialism, Nationalism, and Social Transformation (Classes 1-6)

Defining colonialism and its impact on societies, economies, and cultures.

(Readings: Excerpts from "Orientalism" by Edward Said, a postcolonial theorist; Case studies: The British Raj in India, French colonialism in Africa.)

Nationalism - its rise, motivations, and different forms (Readings: "The Idea of Nationalism" by Ernest Gellner; Class discussion: Nationalism vs. patriotism, decolonization movements.)

Social transformations after World War II: demographic shifts, rise of welfare states, decolonization and the emergence of new nations (Readings: "The Postwar Moment" by Tony Judt focusing on Europe, Film: "The Battle of Algiers" depicting the Algerian War of Independence)

UNIT-II

The Cold War and International Organizations (Classes 6-12)

The origins and character of the Cold War: ideological and geopolitical divisions (Readings: "The Cold War: A History" by John Lewis Gaddis; Primary source analysis: The Truman Doctrine, The Marshall Plan)

The United Nations (UN) and its role in maintaining peace and security (Readings: The UN Charter (selected sections); Class debate: The effectiveness of the UN in addressing global crises)

UNESCO and its mission to promote education, science, and culture (Readings: UNESCO's Constitution (selected sections) Research project: Choose a UNESCO program and analyse its impact.

UNIT-III

Development and Underdevelopment (Classes 13-18)

Defining development and underdevelopment: economic, social, and political indicators (Readings: "The End of Poverty?" by Jeffrey Sachs (critiques offered); Data analysis: World Bank data on development indicators for different regions)

Modernization theory vs. dependency theory: explanations for global inequalities. (Readings: Excerpts from "The Stages of Economic Growth" by Walt Rostow (modernization theory) and "The Development of Underdevelopment" by Andre Gunder Frank (dependency theory)

Globalization: historical trends, contemporary processes, and its impact on development (Readings: "Globalization: A Very Short Introduction" by Manfred Steger; Case study: The impact of globalization on a specific industry (e.g., garment industry)

UNIT-IV

Social Movements and Global Issues (Classes 19-22)

Social movements in the North and the South: ecological, feminist, and human rights movements

(Readings: "This is an Uprising: How Nonviolent Resistance Shaped the 20th Century" by Erica Chenoweth and Maria Stephan; Class presentations: Case studies of specific social movements)

Environmental challenges: climate change, sustainability, and social justice movements (Readings: Scientific reports on climate change by the Intergovernmental Panel on Climate Change (IPCC); Group project: Develop a proposal for addressing an environmental issue in your community)

UNIT-V

Modernity and Cultural Transformation

Defining modernity: it's core ideas, impact on societies, and critiques (Readings: Excerpts from "The Protestant Ethic and the Spirit of Capitalism" by Max Weber; Discussion)

Course Outcomes:

Code	Course Outcome	Bloom's Level
CO1	Critically evaluate the impact of historical and contemporary events on the political, economic, and social structures of the world today.	Evaluate
CO2	Assess the effectiveness of different approaches to global challenges, considering various perspectives and potential solutions.	Evaluate
CO3	Apply theoretical frameworks to analyze real-world case studies of development, social movements, and cultural transformations.	Apply
CO4	Develop innovative solutions to address pressing global issues through research projects and group proposals.	Create
CO5	Construct well-reasoned arguments supporting analysis of complex issues, considering counterarguments and ethical implications.	Create

CO-PO Attainment Matrix (1-3 Mapping)

(Referencing the Programme Outcomes (POs) from the "History Four year UG 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	3	2	2	3	3	1	1	1	2	2	1	3	2	2	1	2	2
CO2	2	2	2	3	2	1	1	1	2	2	1	2	2	2	1	2	2
CO3	2	2	2	3	2	1	1	1	2	2	1	2	2	2	1	2	2
CO4	2	2	2	3	2	1	1	1	2	2	1	3	2	2	1	2	2
CO5	2	2	2	3	2	1	1	1	2	2	1	3	2	2	1	2	2
Average	2.2	2.0	2.0	3.0	2.2	1.0	1.0	1.0	2.0	2.0	1.0	2.6	2.0	2.0	1.0	2.0	2.0

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	Very High	Analyzing nationalism, decolonization movements, and human rights philosophies fosters understanding of cultural heritage and ethical governance.
Gender	Medium	Study of social movements includes feminist movements; analysis of social transformation includes gender relations and the rise of welfare states.
Environment & Sustainability	High	Direct focus on environmental challenges (climate change, sustainability) and ecological social movements in Unit IV.
Professional Ethics	Medium	Evaluating the role of international organizations (UN, UNESCO) and analyzing development policies instills ethical practices in global governance and policy interpretation.

SDG Mapping

SDG No.	SDG Title	Contribution
SDG 4	Quality Education	Analysis of UNESCO's mission promotes historical literacy and global cultural education.
SDG 5	Gender Equality	Study of feminist social movements and gender analysis in social transformation (Unit I & IV) allows for gender analysis of modern power structures.
SDG 10	Reduced Inequalities	Direct analysis of development vs. underdevelopment, dependency theory, and global inequalities (Unit III).
SDG 13	Climate Action	Direct focus on environmental challenges, climate change, and sustainability movements (Unit IV).
SDG 16	Peace, Justice and Strong Institutions	Analysis of the Cold War, the UN's role in peacekeeping, and the evolution of international organizations provides insights

SDG No.	SDG Title	Contribution
		into modern governance.
SDG 17	Partnerships for the Goals	Evaluation of international organizations (UN, UNESCO) and globalization trends highlights the need for global partnership.

Text Books

1. Said, E. W. (1978). Orientalism. Pantheon Books. New York, NY. (**Note:** Excerpts to be assigned by instructor)
2. Gellner, E. (1998). The idea of nationalism. Nationalism and modernity (pp. 3-22). Athlone Press. London, England.
3. Judt, T. (2005). The postwar moment: History of Europe since the 1970s. Penguin Books. New York, NY. (**Note:** Focus on Europe)
4. Pontecorvo, G. (Director). (1966). The Battle of Algiers [Film]. Rizzoli Films. (**Note:** Depicts the Algerian War of Independence)
5. Gaddis, J. L. (2005). The Cold War: A history. Penguin Books. New York, NY.
6. Steger, M. B. (2009). Globalization: A very short introduction. Oxford University Press. Oxford, England.

Suggested Readings-

1. The United Nations. (1945). Charter of the United Nations [Online]. Available from https://www.un.org/en/about-us/un-charter/full-text (**Note:** Select sections)
2. The Truman Doctrine (1947) [Source to be provided by instructor]
3. The Marshall Plan (1948) [Source to be provided by instructor]
4. The United Nations Educational, Scientific and Cultural Organization. (1945). Constitution of the United Nations Educational, Scientific and Cultural Organization [Online]. Available from https://www.unesco.org/en/legal-affairs/constitution (**Note:** Select sections)
5. Sachs, J. D. (2005). The end of poverty? Is there a road to a better life for all?. Penguin Books. New York, NY. (**Note:** Including critiques offered)
6. Rostow, W. W. (1960). The stages of economic growth: A non-communist manifesto. Cambridge University Press. Cambridge, England. (**Excerpts on Modernization Theory**)
7. Frank, A. G. (1967). The development of underdevelopment. Monthly Review Press. New York, NY. (**Excerpts on Dependency Theory**)
8. World Bank. (2024). World Development Indicators [Database]. Available from https://data.worldbank.org/ (**Focus on specific regions assigned by instructor**)
9. Chenoweth, E., & Stephan, M. (2011). This is an uprising: How nonviolent resistance shaped the 20th century. PublicAffairs. New York, NY.
10. Case studies of specific social movements (material to be provided by students)
11. Intergovernmental Panel on Climate Change (IPCC). (2021-2022). Climate Change 2021: The Physical Science Basis [Online]. Available from https://www.ipcc.ch/ (**Select reports)

12. Develop a proposal for addressing an environmental issue in your community (materials to be provided by instructor)
13. Weber, M. (2002). The Protestant ethic and the spirit of capitalism (P. Baehr, Trans.). Penguin Books. New York, NY. (**Excerpts to be assigned by the instructor)

Tribal Movements in Odisha

Nature of Course: Multidisciplinary Course
Paper-III

Code:HI23001
Credit -4

Objective-

The main objective of this paper is to provide ideas to students with regard to the role played by some tribal people of Odisha in freedom struggle. The paper will also create a sense of harmony among the tribal students for their mother land. This paper will help to students to search contemporary tribal movements in resisting authoritarian power.

Course Content-

UNIT-I

1. Tribal Unrest in 19th and 20th Centuries; Nature and Characteristics
2. Ghumsur Rebellion under Dora Bisoi (1837 CE)

UNIT-II

1. Kandha Rebellion under Chakara Bisoi (1846 CE)
2. Santal Uprising of 1855 CE
3. Tribal Revolt in Keonjhar under Ratna Nayak (1868 CE)

UNIT-III

1. Kalahandi Rebellion of 1882 CE.
2. Revolt in Keonjhar under Dharani Nayak (1891 CE)

UNIT-IV

1. Rebellion Under Birsha Munda (1900 CE)
2. Munda Uprising in Gangpur under Nirmal Munda (1939 CE)

UNIT-V

1. Freedom Movement in Koraput under the tribal leader Laxman Naik
2. Nayagarh Uprising under Kandha Youth KastiDakua (1942 CE)

Course Outcome-

Course Outcomes (COs)

Code	Course Outcome	Bloom's Level
CO1	The students will be well acquainted with the nature and characteristics of Tribal unrest of the 19th and 20th Centuries and Ghumsur rebellion under Dora Bisoi.	Understand
CO2	The students will understand the role of Chakara Bisoi in Kandha rebellion, nature of the Santal Uprising and the role of Ratna Nayak in Tribal revolt of Keonjhar.	Understand
CO3	They will know the thoughts of tribals in Kalahandi rebellion of 1882 CE and the role of Dharani Nayak in the revolt of Keonjhar.	Understand
CO4	The students can analyze the significant role played by Birsa Munda in the Rebellion of 1900 CE against British imperialism and can also know the features of Munda uprising of Gangpur under Nirmal Munda.	Analyze
CO5	The students can understand the role of Laxman Naik in the Freedom Movement of Koraput and the Nayagarh uprising under Kasti Dakua.	Understand

CO-PO Attainment Matrix (1-3 Mapping)

(Referencing the Programme Outcomes (POs) from the "History Four year UG 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	2	1	2	2	1	2	1	2	2	1	3	2	1	1	3	2
CO2	2	2	1	2	2	1	2	1	2	2	1	3	2	1	1	3	2
CO3	2	2	1	2	2	1	2	1	2	2	1	3	2	1	1	3	2
CO4	3	2	2	3	3	2	3	1	3	3	2	3	2	1	1	3	2
CO5	2	2	1	2	2	1	2	1	2	2	1	3	2	1	1	3	2
Average	2.2	2.0	1.2	2.2	2.2	1.2	2.2	1.0	2.2	2.2	1.2	3.0	2.0	1.0	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 tribal resistance against colonial oppression, leadership of figures like Birsa Munda and Laxman Naik, and the sacrifice for freedom fosters understanding of moral values, justice, and patriotism as outlined in PSO4.
Gender	Low	While not a primary focus, tribal movements involved participation of tribal women; the course mentions tribal society and leadership which can be contextualized for gender roles.
Environment & Sustainability	Medium	Tribal movements in Odisha were closely linked to forest rights, land alienation, and the protection of natural resources, highlighting the relationship between tribal communities and their environment.
Professional Ethics	Low	Study of historical resistance movements, documentation of tribal uprisings, and analysis of colonial policies instills ethical practices in handling and interpreting historical evidence of marginalized communities.

SDG Mapping

SDG No.	SDG Title	Contribution
SDG 4	Quality Education	Provides foundational knowledge of tribal history and freedom struggle in Odisha, contributing to historical literacy and inclusive cultural education.
SDG 10	Reduced Inequalities	Study of tribal movements against colonial oppression, land alienation, and social injustice helps understand the struggles of marginalized communities for equality and rights.
SDG 16	Peace, Justice and Strong Institutions	Analysis of tribal resistance movements, leadership, and the fight against authoritarian power provides insights into the evolution of justice, governance, and institutional frameworks in colonial India.

Text Books

1. Datta, K.K., (1940). *The Santal Insurrection of 1855-57*. University of Calcutta; Calcutta.
2. Dhanagare, D.N., (1983). *Peasant Movements in India, 1920-1950*,Oxford University Press; Delhi.
3. Furer-Haimendorf, C. Von, (1982). *Tribes of India: The Struggle for Survival.* Oxford University Publication; Delhi.
4. Gail Omvealt, (1994). *Dalits and the Democratic Revolution*, Sage Publications, New Delhi'.
5. 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.
6. 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.
7. Maltby, T. J. , (1916). *The Ganjam District Manual*, Reprint Madras.
8. Mishra, P.K. , (1983). *Political Unrest in Orissa in the 19th century,* Calcutta.
9. Panda, H., (2014). *History of Odisha*, Kitab Mahal;Cuttack.
10. Patnaik, Jagannath , (1992). *Biplabi Dharanidhar*, Bhubabaneswar.
11. Patnaik, Jagannath , (2002).*OdissareSwadhinata Sangram*, Cuttack.

Suggested Readings-

1. Behera, D. , (1983). *Freedom Movement in the State of Ghumsar in Orissa*, Calcutta.
2. Bose, N.K.,(1975). *The Structure of Hindu Society*, Tr. By Andre Betllte, Orient Longman Ltd. New Delhi.
3. Patnaik, Jagannath ,(1988). *Feudatory States of Odisha,* 2 Vols., Allahabad.
4. Patnaik, Nihar Ranjan, (1992). *Histiry and Culture of Khond Tribes*, New Delhi.
5. Patnaik, Nihar Ranjan, (1992). *Lakshman Naik: A study in Tribal Patriotism* Bhubaneswar.
6. Patnaik, Nihar Ranjan, (1996). *Biplabi Nirmal Munda*, Bhubaneswar.
7. Patnaik, Nihar Ranjan, (2007). *Comprehensive History of Morden Orissa*, Cuttack.
8. Patnaik, Nihar Ranjan, (2008). *Hidden Treasures of Tribal Patriotism*, Delhi.
9. Patnaik, Nihar Ranjan, (2009). *Revitalised Orissa: Identity, Independence, Integration,* Delhi.
10. Patnaik, Nihar Ranjan, ed.,(2006), *Glory of Indian Tribes: A Focus on Orissa,* Delhi.

11. Patnaik, Nityananda,(2005). *Primitive Tribes of Odisha and their Development Strategies*, New Delhi.
12. Patnaik,NiharRanjan,(1990). *SwadhinataAndolanare Odissara Adivasi O Lakshman Naik*, Bhubaneswar.
13. Pradhan, A.C.,(1986). *The Emergence of the Depressed Classes, Bookland International*, Bhubaneswar.
14. Sahu, N.K., Mishra, P.K. & Sahu. J.K., (1981). *History of Orissa*, Cuttack.
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.

Ability Enhancement Courses (AEC)-III

Communicative English

Code: AE24001
Credit: 02

Course Objectives:

- Understand the concepts, principles, types, and importance of communication in academic, social, and professional contexts.
- Develop effective verbal and non-verbal communication skills by understanding communication processes, barriers, and strategies for successful interaction.
- Improve reading, listening, speaking, and writing skills through comprehension exercises, group discussions, presentations, and language practice.
- Acquire professional writing skills by preparing CVs, résumés, summaries, notes, compositions, and other functional documents.
- Build confidence, interpersonal skills, critical thinking, and employability through effective communication and collaborative learning activities.

Course Outcomes:

- Explain the concepts, types, functions, and barriers of communication and apply appropriate communication strategies in different contexts.

- Demonstrate effective listening, speaking, pronunciation, presentation, and interpersonal communication skills with confidence and clarity.
- Apply appropriate reading strategies and produce coherent, well-organized academic, professional, and creative written texts.
- Prepare professional documents such as business letters, emails, resumes/CVs, cover letters, and statements of purpose using appropriate formats and language.
- Exhibit job readiness skills through effective participation in interviews, group discussions, presentations, and professional digital communication practices.

Course Contents:

Unit I: Foundations of Communicative English	(i) Nature, Scope and Importance of Communicative English (ii) Process and Elements of Communication (iii) Types of Communication: Verbal, Non-verbal, Written and Digital (iv) Barriers to Communication and Strategies for Effective Communication
Unit II: Listening and Speaking Skills	(i) Active Listening: Principles, Techniques and Listening Comprehension (ii) Pronunciation, Stress, Intonation and Fluency (iii) Speaking Skills: Conversation, Public Speaking and Presentation Skills (iv) Group Discussion, Debate, Interview and Interpersonal Communication
Unit III: Reading and Writing Skills	(i) Reading Skills: Skimming, Scanning, Intensive and Extensive Reading (ii) Reading Comprehension and Critical Interpretation (iii) Writing Skills: Paragraph, Essay, Report and Email V (iv) Creative and Academic Writing: Summarising, Note-making and Paragraph Writing
Unit V: Professional Communication and Employability Skills	(i) Professional and Business Communication: Letters, Emails and Official Correspondence (ii) Resume/CV Writing, Cover Letter and Statement of Purpose (iii) Interview Skills, Group Discussion and Presentation Techniques (iv) Digital Etiquette and Career Readiness

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2	3	3	3	3	2	2	3	2	2	2	3
CO2	2	3	3	3	3	3	2	3	2	2	3	3
CO3	2	3	3	3	3	3	2	3	3	2	3	3
C04	3	3	3	3	2	2	2	1	2	3	2	3
CO5	2	2	2	3	3	3	3	3	2	2	2	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	3	2
CO2	3	2	3	3	2
CO3	3	3	3	3	3
CO4	3	3	2	3	3
CO5	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	High	Ethical communication, professional integrity, responsible messaging, workplace communication standards
Gender	Medium–High	Gender-sensitive communication, inclusive language, representation in professional interactions
Human Values	High	Respect, clarity, empathy, interpersonal communication, teamwork and collaboration

Cross-cutting Issue	Level of Integration	Illustrative Components
Environment & Sustainability	Medium	Digital communication practices, responsible use of media, reducing communication barriers

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	Quality Education	Develops communication competence, language proficiency, and employability skills
SDG 5	Gender Equality	Promotes inclusive and gender-sensitive communication
SDG 8	Decent Work & Economic Growth	Enhances professional communication for workplace readiness
SDG 9	Industry, Innovation & Infrastructure	Encourages digital communication and modern workplace tools
SDG 16	Peace, Justice & Strong Institutions	Promotes ethical communication, transparency, and responsible discourse

Text Books

- A. Ganeshan & P. Lovely Viniliya Pual: *Communicative English*, Charulata Publications, 2020.
- Clampitt, Phillip G. *Communicating for Managerial Effectiveness*. Sage Publications, 2012.
- Adler, Ronald B., and George Rodman. *Understanding Human Communication*. Oxford University Press, 2015.

Suggested Readings

- Peters, Robert. *English Reading Comprehension Skills for Business*. Cambridge University Press, 2018.
- Rao, P.K. *Business Communication*. Himalaya Publishing, 2017.
- Adler, Ronald B., *Communicating at Work: Principles and Practices for Business and the Professions*. McGraw-Hill, 2012.
- Locker, Kitty O., and Donna Kaczmarek. *Business Communication: Building Critical Skills*. McGraw-Hill, 2016.

Skill Enhancement Courses (SEC)-III

Application of History in Tourism

Nature of the Course: Skill Enhancement Courses
Course Code: HI25001

Credit: 3

Objective-

1. To provide knowledge regarding exploration of architectural fine arts of different historical places.
2. To know the enthralling fairs and festivals as well as to feel the mesmerizing beauty of nature.
3. To know about different historical and cultural sites of India.
4. To provide the ideas of cultural development of India through tourism.

Course Outcome-

CO-1. To understand the empirical history, better employment opportunity for the students interested in making career in the field of Tourism.

CO-2. To extend the knowledge about the planning and management of tourism.

CO-3. To explain different historical places, museums and their utility.

CO-4. To provide job opportunities for students in tourism offices of different places/districts.

CO-5. To explore the important National Monuments like Taj mahal, Red Fort, Caves at Khandagiri and Udayagiri.

Course Content--

Unit-I

1. Concept, Definition and Characteristics of Tourism, Types of Tourism, Policy and Planning in Tourism, Tourism Organization and Promotion.
2. Historical Sites of National Importance (a) Dhauli (b) Ayodhya (c) Mahabaliapuram.

Unit-II

1. Archaeological Sites of National Importance (a) Sarnath (b) Sisupalagarh (c) Hampi, Monuments of National Importance (a) Tajmahal (b) Red Fort (c) Caves at Khandagiri and Udayagiri.
2. Architecture of National Importance (a) Ajanta (b) Sun Temple at Konark (c) Sanchi Stupa.

Unit-III

1. Museums of National Importance (a) Indian Museum, Kolkata (b) National Museum, New Delhi (c) Salarjung Museum, Hyderabad.
2. Religious Centres of National Importance: Four Dham (a) Puri (b) Rameswaram (c) Dwarika (d) Badrinath.

Course Outcomes (COs)

Code	Course Outcome	Bloom's Level
CO1	Understand the empirical history for better employment opportunity for students interested in making a career in the field of Tourism.	Understand
CO2	Extend knowledge about the planning and management of tourism.	Understand
CO3	Explain different historical places, museums and their utility.	Understand
CO4	Identify job opportunities for students in tourism offices of different places/districts.	Apply
CO5	Explore important National Monuments like Taj Mahal, Red Fort,	Apply

Code	Course Outcome	Bloom's Level
	and Caves at Khandagiri and Udayagiri.	

CO-PO Attainment Matrix (1-3 Mapping)

(Referencing the Programme Outcomes (POs) from the "History Four year UG 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	2	2	2	1	2	2	2	2	2	2	3	2	1	2	1
CO2	2	2	2	2	2	2	2	2	2	3	2	2	2	2	1	2	1
CO3	1	3	3	1	1	2	1	2	2	2	1	3	3	2	1	2	1
CO4	2	2	2	2	2	1	2	2	2	2	2	2	2	2	1	2	1
CO5	1	3	2	1	1	1	1	2	2	2	1	3	3	2	1	2	1
Average	1.6	2.6	2.2	1.6	1.6	1.4	1.6	2.0	2.0	2.2	1.6	2.4	2.6	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
Human Values	High	Exploration of historical sites, monuments, and religious centres fosters appreciation of cultural heritage, architectural excellence, and moral values embedded in India's diverse traditions.

Cross-cutting Issue	Level	Integration Focus
Gender	Low	While not a primary focus, the course on tourism provides equal employment opportunities for all genders in the tourism sector.
Environment & Sustainability	Medium	Understanding heritage sites, monuments, and their conservation raises awareness about sustainable tourism practices and the need to preserve cultural and natural environments.
Professional Ethics	High	Study of tourism policy, planning, organization, and promotion instills ethical practices in handling historical evidence, monument conservation, and responsible tourism management.

SDG Mapping

SDG No.	SDG Title	Contribution
SDG 4	Quality Education	Provides foundational knowledge of historical sites, monuments, and museums, contributing to historical literacy and cultural education through tourism.
SDG 8	Decent Work and Economic Growth	Enhances employability in the tourism sector, providing job opportunities in tourism offices, heritage management, and related fields.
SDG 9	Industry, Innovation and Infrastructure	Promotes tourism infrastructure development and the innovative use of historical sites for sustainable tourism.
SDG 11	Sustainable Cities and Communities	Study of historical sites, monuments, and museums helps understand heritage protection, conservation, and sustainable tourism practices in urban and rural communities.

Text Books

1. Acharya,Ram, (1986). *Tourism and Cultural Heritage of India,* Jaipur.

2. Basham, A.L., (1954). *The Wonder That was India*, Grows Press,; New York.
3. Fletcher Et. Al, (1993). *Tourism Principles and Practice Copper*,
4. Panigrahi K.C., (1961). *Archaeological Remains in Bhubaneswar.,* Orient Longman's Press ;Bombay
5. Punja S, (1994). *Great Monuments of India*.,Odyssey Publications; Hong Kong.
6. Swarajya, Prakash Gupta, Krishna Lal, Mahua Bhattacharyya, (2002).*Cultural Tourism in India: Museums, Monuments & Arts: Theory and Practice*, D.K. Printworld, New Delhi.

Suggested Readings-

1. Agrawal, D.P., (1982). *The Archaeology of India*, London
2. Dora,J(2009). *Sakta Monuments of Orissa, A Study of Art, Architecture and Inconography,*Bharatiya Kala Prakasan, New Delhi.
3. Khurana,K.L., (1993).*Medieval India*, Lakshmi Narain Agrawal;Agra.
4. Lunia,B.N., (2002). *Evolution of Indian Culture*, Lakshmi Narain Agrawal, Agra.
5. Meheta, J.L., (2001). *Advanced Study in the History of Medieval India*, Vol.I.II& III, Sterling Publishers Pvt. Ltd., Delhi.
6. Sarkar, H.B., (1966).*Studies in Early Buddhist Architecture,* London.
7. Singhania Nitin , (2018). *Indian Art and Culture*, Second Edition, Mc Graw Hill Education (India) Pvt. Ltd., Chennai.

SEMESTER – IV

Social Formations and Cultural Patterns of the Medieval

World
Nature of Course: Major Course
Major Paper-V

HI20002

Credit -4

This course explores the social structures and cultural expressions of various societies during the medieval period. We will delve into diverse regions, examining the Roman world, Europe, and the Islamic world. Through this comparative approach, students will gain a deeper understanding of the political, economic, and religious forces that shaped these civilizations.

Course Objectives: -

- Analyze the development and characteristics of social structures in the Roman world, Medieval Europe, and the Islamic world, including the impact of factors like slavery, feudalism, and the concept of Ummah.
- Evaluate the influence of religion (Christianity and Islam) on the cultural, political, and social spheres of these civilizations. Explore how these religions shaped art, literature, education, and societal values.
- Compare and contrast economic systems across the medieval world, examining the role of agriculture, trade, urbanization, and technological advancements in each region. Analyze the factors that led to economic prosperity and decline.
- Develop critical thinking skills by engaging with primary sources like chronicles, legal documents, and religious texts. Learn to analyze the context, purpose, and limitations of these sources to understand the medieval world.
- Synthesize your understanding of the interconnectedness of social formations and cultural patterns across the medieval period. Consider the long-term legacies of these societies on the development of the modern world.

Course Content:

UNIT 1

Foundations of the Medieval World

- The Roman Republic, Empire, and Slave Society: We will explore the political and social structures of the Roman Republic and Empire, including the role of slavery in its economy. We will discuss the development of agriculture, urbanization, and trade.
- The Crisis of the Roman Empire: We will analyze the factors that led to the decline of the Roman Empire, including political instability, economic issues, and social unrest.

UNIT 2:

The Rise of Christianity and Medieval Europe

- Religion and Culture in Medieval Europe: This section focuses on the rise of Christianity, its impact on society and culture, and the development of monasticism. We will also discuss the role of the Church in shaping medieval education and thought.
- Economic Developments in Europe: We will explore the transition from Roman economic structures to the feudal system, examining the organization of production, the rise of towns and trade, and technological advancements. We will also analyze the factors that led to the "Crisis of Feudalism" in the late Middle Ages.

UNIT 3:

The Islamic World

- Social and Political Formation: This section explores the tribal background of Islam, the concept of Ummah (community), the rise of the Caliphate, and the subsequent emergence of Sultanates.
- Religious Developments: We will examine the origins of Sharia (Islamic law), the theological debates during the Mihna period, and the rise of Sufism (mystical Islam).
- Urbanization and Trade: This section focuses on the development of Islamic cities, the flourishing of trade along major trade routes, and the cultural exchange that resulted from this economic interaction.

UNIT 4:

Primary Sources and Historiography

- Engaging with Primary Sources: This section will equip you with the skills to critically analyze primary sources, like chronicles, legal documents, and religious texts, to understand the medieval world directly.

- Theories and Debates in Medieval History: We will explore different historical interpretations of the medieval period, considering diverse perspectives and ongoing scholarly debates.

UNIT 5:

Conclusion and Course Review

- Synthesis and Legacy: In this final section, we will bring all the strands together, analyzing the interconnectedness of social formations and cultural patterns across the medieval world. We will also discuss the enduring legacy of medieval societies on the modern world.

Course Outcomes (COs)

Code	Course Outcome	Bloom's Level
CO1	Identify key characteristics of social structures and cultural expressions in the Roman world, Medieval Europe, and the Islamic world.	Remember
CO2	Explain the development and decline of the Roman Empire, the impact of Christianity on Europe, and the rise of Islamic law and institutions.	Understand
CO3	Apply critical thinking skills to analyze primary sources from the medieval period, including chronicles, legal documents, and religious texts.	Apply
CO4	Analyze the strengths and weaknesses of various historical interpretations of the medieval period and identify the interconnectedness of political, economic, and social factors.	Analyze
CO5	Evaluate the long-term legacies of medieval societies in the modern world and synthesize arguments about major turning points and continuities.	Evaluate

CO-PO Attainment Matrix (1–3 Mapping)

(Referencing the Programme Outcomes (POs) from the "History Four year UG 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	1	1	1	2	1	1	2	3	3	1	2	1
CO2	2	3	2	2	2	1	1	1	2	1	1	2	3	3	2	2	1
CO3	2	2	1	3	3	3	1	2	2	1	2	1	2	2	3	2	1
CO4	2	3	1	3	3	2	1	2	2	1	2	2	2	3	3	2	1
CO5	3	3	2	3	3	2	2	2	3	2	2	3	3	3	3	3	2
Average	2.2	2.8	1.4	2.6	2.6	1.8	1.2	1.6	2.2	1.2	1.6	2.0	2.6	2.8	2.4	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	High	Study of religious developments (Christianity, Islam), legal systems (Sharia), and philosophical traditions fosters understanding of diverse cultural heritage and moral values as outlined in PSO4.
Gender	Low	Analysis of social structures includes examination of class and slavery, but with limited direct focus on gender dynamics in these societies, as per the provided content.
Environment & Sustainability	Low	Understanding the relationship between economic developments (agriculture, trade) and the environment in the medieval world; ecological factors in the rise and

Cross-cutting Issue	Level	Integration Focus
		decline of empires.
Professional Ethics	Medium	Introduction to the analysis of primary sources (chronicles, legal documents) and historiography instills ethical practices in handling, interpreting, and debating historical evidence.

SDG Mapping

SDG No.	SDG Title	Contribution
SDG 4	Quality Education	Provides foundational knowledge of world history, contributing to global historical literacy and cultural education.
SDG 5	Gender Equality	Offers limited direct engagement. Analysis of social hierarchies can be used to explore patriarchal structures, though not a primary focus.
SDG 11	Sustainable Cities & Communities	Study of urban development, trade, and settlement patterns in Roman, European, and Islamic cities helps understand historical urban sustainability and heritage protection.
SDG 16	Peace, Justice and Strong Institutions	Analysis of state formations (Roman Republic, Caliphate, Sultanates, feudal monarchies), legal systems (Roman law, Sharia), political relations, and social stratification provides insights into the evolution of governance and institutional frameworks.

1. Knowledge (Remembering):

- Students will be able to identify key characteristics of social structures and cultural expressions in the Roman world, Medieval Europe, and the Islamic world (Sections 1-3).

2. Comprehension (Understanding):

- Students will explain the development and decline of the Roman Empire, analyzing the contributing factors (Section 1).They will interpret the impact of Christianity on European society and culture (Section 2).Students will describe the rise and significance of Islamic law and institutions (Section 3).

3. Application (Applying):

- Students will apply critical thinking skills to analyze primary sources from the medieval period, including chronicles, legal documents, and religious texts (Section 4).They will use their knowledge to compare and contrast social formations and cultural patterns across different regions (Section 1-3).

4.Analysis (Analyzing):

- Students will analyze the strengths and weaknesses of various historical interpretations of the medieval period (Section 4).They will identify the interconnectedness of political, economic, and social factors in shaping medieval societies (Sections 1-3).

5.Synthesis (Evaluating):

- Students will evaluate the long-term legacies of medieval societies in the modern world (Section 5).They will synthesize their understanding to propose arguments about the major turning points and continuities in the medieval world (Sections 1-5).

Text Books

1. Garnsey, P., & Saller, R. (2014). The Roman empire: Economy, society and culture (2nd ed.). Bloomsbury Academic. (Examines Roman social structures, economic systems, and cultural development)
2. Harris, W. V. (1979). War and imperialism in republican Rome, 327-70 B.C. Oxford University Press. (Focuses on Roman political structures and their impact on society)
3. Duncan-Jones, R. (2000). The economy of the Roman empire: Quantitative studies. Cambridge University Press. (Analyzes Roman economic systems, including slavery)
4. Beard, M. (2007). SPQR: A history of ancient Rome. Liveright Publishing Corporation. (Provides a general overview of the Roman world, including religion and culture)

5. Le Goff, J. (2000). Medieval civilization (Arthur Goldhammer, Trans.). Penguin Books. (Offers a broad analysis of social and cultural life in medieval Europe)
6. Ward, C. (2001. Europe 1000-1500 (2nd ed.). Pearson Education Limited. (Examines the rise of feudalism, economic changes, and the later Middle Ages)
7. Whalen, B. E. (2014). The medieval papacy. Palgrave Macmillan. (Focuses on the role of the Church in shaping medieval Europe)

9. Robinson, C. F. (2010). The new Cambridge history of Islam, Vol. 1. Cambridge University Press. (Provides a comprehensive overview of the early Islamic world)

Suggested Readings-

1. Lewis, B. (2002). The Arabs in history. Oxford University Press. (Explores the social and political formation of Arab societies)
2. Turner, B. S. (2006). The Cambridge companion to the Middle East. Cambridge University Press. (Includes chapters on Islamic law, development of cities, and trade)
3. Brown, J. (2009). Islam: A very short introduction. Oxford University Press. (Offers a concise introduction to Islamic beliefs and practices)
4. Evans, G. (1998). The cultural material of the Middle Ages: Documentary evidence. Blackwell Publishing. (Provides examples and guidance for analyzing primary sources)
5. Ward, P. (2001. Channels of belief: Religion in medieval Europe. Pearson Education Limited. (Includes primary source excerpts related to religious beliefs and practices)
6. Abulafia, R. (2006). The formation of the Islamic world, Cambridge University Press. (Collection of primary sources from the Islamic world)
7. Rosenwein, B. H. (2009). A short history of the Middle Ages (6th ed.). W. W. Norton & Company. (Includes excerpts from primary sources alongside historical analysis)
8. Strayer, J. R. (1996). Ways of the world: A brief global history (Vol. 1). Bedford/St. Martin's. (Provides a comparative perspective on different civilizations during the medieval period)
9. McNeill, W. H. (1995). The shape of the past: Vol. 1. Approaching the past (2nd ed.). Oxford University Press. (Considers the long-term legacies of medieval societies)
10. Black, J. (2012). After Rome: The transformation of the Roman world, 400-800. Oxford University Press. (Analyzes the transition from the Roman world to the medieval period)
11. Phillips, J. (2000. The medieval expansion of Europe (2nd ed.). Oxford University Press. (Examines the impact of medieval societies on subsequent historical periods)
12. McManners, J. (2010). The Oxford illustrated history of Christianity. Oxford University Press. (Explores the rise and impact of Christianity throughout Europe)

Nature of the Course: Major Course
Major Paper-VI

Code: HI20004

Credit -4

Objective-

- Classify and understand the historical sources for the period
- Assess the political development of the Delhi Sultanate and the provincial dynasties and the theories of kingship.
- Understand the major socio-economic changes in the fields of agriculture, revenue systems, technology, trade and monetization.
- Comprehend the rise of Sufism and the Bhakti movement.
- Appreciate the growth of literature, art and architecture

Course content-

UNIT-I

Interpreting the Delhi Sultanate:

Survey of sources: Persian tarikh tradition; vernacular histories; epigraphy

UNIT-II

Sultanate Political Structures:

a. Foundation, expansion and consolidation of the Sultanate ofDelhi; The Khaljis and the Tughluqs; Mongol threat and Timur's invasion; The Lodis: Conquest of Bahlul and Sikandar; Ibrahim Lodi and the battle of Panipat

b. Theories of kingship;Ruling elites; Sufis, ulama and the political authority; imperial monuments and coinage

UNIT-III

Provincial dynasties: Political Structures and Art & literature

a. Emergence of provincial dynasties: Bahamanis, Vijayanagar,Gujarat, Malwa, Jaunpur and Bengal

b. Consolidation of regional identities; regional art, architectureand literature

UNIT-IV

Society and Economy:

a. Iqta and the revenue-free grants

b. Agricultural production; technology

c. Changes in rural society; revenue systems

d. Monetization; market regulations; growth of urban centers; trade and commerce; Indian Ocean trade

UNIT-V

Religion, Society and Culture:

a. Sufi silsilas: Chishtis and Suhrawardis; doctrines and practices;social roles

b. Bhakti movements and monotheistic traditions in South andNorth India; Women Bhaktas;Nathpanthis; Kabir, Nanak and the Sant tradition

c. Sufi literature: malfuzat; premakhayans

Course Outcome: -

Course Outcomes (COs)

Code	Course Outcome	Bloom's Level
CO1	Remember the key sources (Persian *tarikh*, vernacular histories, epigraphy), political structures, and major dynasties of the Delhi Sultanate period.	Remember
CO2	Explain the socio-economic changes in agriculture, revenue systems, technology, trade, and monetization during the Sultanate period.	Understand
CO3	Apply critical analysis to interpret historical sources and assess the political developments, theories of kingship, and the emergence of provincial dynasties.	Apply
CO4	Analyze the rise of Sufi and Bhakti movements, their doctrines, practices, and social roles, as well as the growth of art, architecture, and literature.	Analyze
CO5	Evaluate the relationship between political structures, economic	Evaluate

Code	Course Outcome	Bloom's Level
	changes, and cultural developments in shaping the society of the Sultanate period.	

CO-PO Attainment Matrix (1–3 Mapping)

(Referencing the Programme Outcomes (POs) from the "History Four year UG 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	2	2	1
CO2	2	3	2	2	3	2	1	1	2	1	2	2	3	2	2	2	1
CO3	2	3	2	3	3	3	1	2	2	1	2	2	3	2	3	2	1
CO4	3	3	2	3	2	2	1	2	2	2	2	3	3	3	3	3	2
CO5	3	3	2	3	3	2	2	2	3	2	2	3	3	3	3	3	2
Average	2.4	3.0	1.8	2.6	2.6	2.2	1.2	1.6	2.2	1.4	1.8	2.4	3.0	2.4	2.6	2.4	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 Sufi and Bhakti movements, their emphasis on syncretism, devotion, and social harmony, fosters understanding of moral values, cultural heritage, and

Cross-cutting Issue	Level	Integration Focus
		inclusive traditions as outlined in PSO4.
Gender	Medium	Study of the position of women Bhaktas (e.g., Mirabai) and the roles of women in Sufi traditions provides insights into gender dynamics in medieval Indian society.
Environment & Sustainability	Low	Understanding the relationship between agricultural expansion, technology, and the environment; the impact of market regulations and trade on resource use.
Professional Ethics	Low	Introduction to the critical analysis of Persian and vernacular sources, epigraphy, and numismatics instills ethical practices in handling, interpreting, and cross-referencing historical evidence.

SDG Mapping

SDG No.	SDG Title	Contribution
SDG 4	Quality Education	Provides foundational knowledge of medieval Indian history, contributing to historical literacy and cultural education from the 13th to the 16th century.
SDG 5	Gender Equality	Study of the involvement of women in the Bhakti movement and their social roles allows for gender analysis of medieval power structures and social norms.
SDG 11	Sustainable Cities & Communities	Study of the growth of urban centers, market regulations, and trade networks helps understand medieval urban sustainability and the protection of heritage sites from the period.
SDG 16	Peace, Justice and Strong Institutions	Analysis of the political structures of the Delhi Sultanate and provincial dynasties, theories of kingship, and administrative systems (like the *Iqta*) provides insights into the evolution of governance and institutional frameworks in medieval India.

Text Books

1. Chattopadhyaya, B.D., (2005). *Aspects of Rural Settlements and Rural Society in Early Medieval India*, OUP.

2. Habibullah, A.B.M. , (1961). *Foundation of Muslim Rule in India*, Allahabad, Second Edition.
3. Khurana, K. L. , (1993). *Medieval India*, Lakshmi Narain Agrawal;Agra.
4. Lal, K.S. , (1950). *History of the Khilijis (1290-1320).* Allahabad.
5. Lunia, B.N. , (2002). *Evolution of Indian Culture*, Lakshmi Narain Agrawal, Agra.
6. Meheta, J. L., (2002). *Advanced Study in the History of Medieval India*, Vol. I, II & III, Sterling Publishers Pvt. Ltd., Delhi.
7. Nandi, R.N., (2001).State Formation, Agrarian Growth and Social Change in Feudal South India.
8. Prasad, Iswari, (1994). *A Short History of the Muslim Rule in India*, The Indian Press, PVT Ltd, Allahabad.
9. Puri , B.N. and Others,(1974). *A Social, Cultural and Economic History of India*, Vol.II "Medieval India", Macmillan.

Suggested Readings

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. Sharma, R.S. and K.M.Shrimali, eds., (1992). *The Comprehensive History of India*, Vol. IV (2), People's Publishing House.
6. Sharma, R.S., (2003). Early Medieval Indian Society: A Study in Feudalisation, Orient Longman.
7. Singhania, Nitin, (2018). *Indian Art and Culture*, Second Edition, Mc Graw Hill Education (India) Pvt. Ltd., Channi.
8. Sultan Hameed Warsi, (1930). *History of Alluddin Khalji*, Allahabad.
9. Veluthat, Kesavan,(2008).*The Early Medieval in South India*, OUP.

Rise of the Modern West-I

Nature of Course: Major Course
Major Paper-VII

Code: HI20006
Credit -4

Objective- The objective of this paper is to explain the transition of Europe from feudalism to capitalism and to illustrate the various forces that saw the culmination of this process. It will also provide knowledge about thegeographical discoveries, **Renaissance, Reformation,economicdevelopmentsandfinallythe emergenceofthenational monarchies in Europe.**

Course content-

UNIT-I

Transition from feudalism to capitalism: problems and theories.

UNIT-II
Early colonial expansion: motives, voyages and explorations; the conquests of the Americas: beginning of the era of colonization; mining and plantation; the African slaves.

UNIT-III
Renaissance: its social roots, city-states of Italy; spread of humanism in Europe; Art.

Origins, course and results of the European Reformation in the 16th century.

UNIT-IV
Economic developments of the sixteenth century: Shift of economic balance from the Mediterranean to the Atlantic; Commercial Revolution; Influx of American silver and the Price Revolution.

UNIT-V
Development of national monarchy

Emergence of European state system: Spain; France; England; Russia.

Course Outcomes (COs)

Code	Course Outcome	Bloom's Level
CO1	Remember the different problems and theories associated with the transition from feudalism to capitalism in Europe.	Remember
CO2	Explain the motives behind early colonial expansion, voyages of exploration, and the beginning of the era of colonization in the Americas.	Understand
CO3	Understand the features of the Renaissance, the condition of Italian city-states, and the causes and results of the European Reformation in the 16th century.	Understand
CO4	Analyze the economic developments of the 16th century, including the shift in economic balance, the Commercial Revolution, and the influx of American silver leading to the Price Revolution.	Analyze
CO5	Evaluate the process of development of national monarchies and the emergence of the European state system in Spain, France, England, and Russia.	Evaluate

CO-PO Attainment Matrix (1–3 Mapping)

(Referencing the Programme Outcomes (POs) from the "History Four year UG 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	2	2	2	2	1	1	2	1	1	2	3	3	2	2	1
CO2	2	3	2	2	3	2	1	1	2	1	2	2	3	3	2	2	1
CO3	3	3	2	3	2	2	1	2	2	2	2	3	3	3	3	3	2
CO4	2	3	2	3	3	2	1	2	2	1	2	3	3	3	2	2	1
CO5	3	3	2	3	3	1	2	2	3	2	2	3	3	3	2	3	2
Average	2.4	3.0	2.0	2.6	2.6	1.8	1.2	1.6	2.2	1.4	1.8	2.6	3.0	3.0	2.2	2.4	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 Renaissance humanism, the religious dimensions of the Reformation, and the moral questions arising from colonialism and the slave trade fosters understanding of ethical values, cultural heritage, and philosophical traditions.
Gender	Low	The course offers limited direct engagement with gender, though the social structures of feudalism and the emergence of new economic systems can be analyzed for their differential impact on men and women.
Environment & Sustainability	Low	Understanding the relationship between geographical discoveries, colonial expansion, and the exploitation of natural resources (mining, plantation) in the Americas.
Professional Ethics	Low	Introduction to the analysis of historical theories and economic systems instills ethical practices in interpreting and evaluating historical evidence and debates.

SDG Mapping

SDG No.	SDG Title	Contribution
SDG 4	Quality Education	Provides foundational knowledge of early modern European history, contributing to global historical literacy and understanding of the rise of the West.
SDG 5	Gender Equality	Offers limited direct engagement. Analysis of social and economic transformations can be used to explore patriarchal structures, though not a primary focus.
SDG 10	Reduced Inequalities	Study of the transition from feudalism to capitalism, the rise of new social classes, and the beginning of colonial exploitation

SDG No.	SDG Title	Contribution
		provides insights into the historical roots of global economic inequalities.

Text Books

1. Carlo M. Cipolla, (1993). *Before the Industrial Revolution, European Society and Economy. 1000 -1700.*, 3rd Edition.
2. Carlo M. Cipolla, *Fontana Economic History of Europe*, Vols. II and III.
3. Chaurasia, Radhe Shyam,(2002). *History of Europe* (4 Volumes), Atlantic Publication.
4. Chaurasia, Radhey Shyam , (2001). *History of Western Political Thought*(2 Volumes), Atlantic Publication.
5. Choudhury, Prem S., (2011). *History of Europe*, Kunal Books.
6. Davis Ralph,(1973). *The Rise of the Atlantic Economics*, Cornell University Press.
7. Dey, Manak Kumar,(2017). *Rise of Modern West(Part-I),* Wisdom Press, Delhi.

Suggested Readings-

1. Dobb Maurice, (1947). *Studies in the Development of Capitalism*, International Publishers.
2. Driesen, I.H. Vanden, (2003).*Filling in the Gaps: Five Essays on Labour History of Western Astrailia*, Atlantic Publication.
3. Fisher, H.A.L ., (1938), *History of Europe (relevant portion only),* London, Eyre and Spottiswoode.
4. Gottlieb, Anthony, (2000).*The Dream of Reason: A History of Western Philosophy From the Greeks to the Renaissance*, W.W. Norton.
5. Hale John, R., (2000). *Renaissance Europe 1480-1520(Blackwell Classic Histories of Europe),* Wiley-Blackwell; Second Edition.
6. Hayes C.J.H: (1936). *A Cultural and Political History of Europe* 1500-1830, Vol. I, London, Macmillan.
7. Hilton Rodney, *Transition from Feudalism to Capitalism.*
8. Kapoor, B.L., (2006).*Cultural History of Western Himalayas*, Shubhi Publication.

9. Masih, Y., (2016). A *Critical History of Western Philosophy: Greek, Medieval and Modern,* Motilal Banarasidas.
10. Mitter, Partha, (2013*). Much Maligned Monsters: History of European Reactions to Indian Art*, Oxford University Press.
11. Phukan Meenaxi,(2013). *Rise of the Modern West: Social and Economic History of Early Modern Europe,* Laxmi Publications.
12. Rabb Theodore K.,(1975). The Struggle for Stability in Early Modern Europe, Oxford University Press.
13. Rout, K.C., (2003). *History of Europe (1789-1919),*Anmol
14. Scammell V.,(2003). *The First Imperial Age: European Overseas expansion, 1400-1715*, Routledge.
15. Singh, Adhiraj,(2012). *Cultural Economic and Political History of Europe*, Alfa Publication.
16. Southgate, George W., (2004). *A Book of Modern European History 1789-1945*, Aravali Books.
17. Stevens, Graham, (2005). *The Russellian Origins of Analytical Philosophy: Bertrand Russell and the Unity of the Proposition* , Routledge.
18. Trivedi, Abha, (2007). *Glimpses of European History(1450-1945): A Dictionary Model*, Sarup and Sons.

Course Based Presentation

Nature of Course: Major Course
Major Paper-VIII

Course Title: Mastering Academic Presentations

Code: HI20082

Credits: 2

Total Sessions: 21 (1 hour each)

Course Objectives:

- Remove the fear of presentations from students' minds.
- Develop a clear and confident approach to academic presentations.
- Equip students with practical skills in organizing, designing, and delivering presentations.

Unit 1: Fundamentals of Academic Presentations (10 Sessions)

Session 1: Introduction to Academic Presentations

- **Skill**: Understanding the purpose and structure of academic presentations.
- **Reference**: Video – "How to Give an Academic Presentation" (YouTube).

Session 2: Research and Content Organization

- **Skill**: Identifying and organizing key content for presentations.
- **Reference**: Article – "Research Skills: Organizing Your Research" by Purdue OWL.

Session 3: Designing Effective Slides

- **Skill**: Creating clear and visually appealing slides.
- **Reference**: Slide deck – "Slide Design Best Practices" by SlideShare.

Session 4: Crafting a Strong Opening

- **Skill**: Engaging the audience from the start.

- **Reference**: TED Talk – "The Power of a Strong Opening" by Nancy Duarte.

Session 5: Building Cohesive Narratives

- **Skill**: Developing a smooth narrative flow in presentations.
- **Reference**: Book – *Resonate: Present Visual Stories that Transform Audiences* by Nancy Duarte.

Session 6: Incorporating Visual Aids

- **Skill**: Using visuals effectively to support key points.
- **Reference**: Video – "Using Visual Aids in Presentations" by Toastmasters International.

Session 7: Mastering Data Presentation

- **Skill**: Presenting data clearly and effectively.
- **Reference**: Article – "How to Present Data Effectively" by Harvard Business Review.

Session 8: Practicing Verbal Communication

- **Skill**: Enhancing speech clarity and confidence.
- **Reference**: Book – *Talk Like TED: The 9 Public-Speaking Secrets of the World's Top Minds* by Carmine Gallo.

Session 9: Handling Q&A Sessions

- **Skill**: Answering questions confidently and maintaining control.
- **Reference**: Video – "How to Handle Q&A Sessions" by Simon Sinek.

Session 10: Overcoming Presentation Anxiety

- **Skill**: Techniques to manage and reduce presentation anxiety.
- **Reference**: Article – "Overcoming Presentation Anxiety" by *Psychology Today*.

Unit 2: Advanced Techniques and Practical Application (11 Sessions)

Session 11: Engaging the Audience

- **Skill**: Using techniques to interact with and engage the audience.
- **Reference**: Video – "Audience Engagement Strategies" by HubSpot.

Session 12: Using Body Language Effectively

- **Skill**: Improving non-verbal communication through body language.
- **Reference**: TED Talk – "Your Body Language May Shape Who You Are" by Amy Cuddy.

Session 13: Voice Modulation and Control

- **Skill**: Using voice effectively for emphasis and clarity.
- **Reference**: Audio – "Voice Control Techniques for Presenters" by *The Public Speaker Podcast*.

Session 14: Timing and Pacing

- **Skill**: Managing the timing and pacing of the presentation.
- **Reference**: Article – "The Art of Timing in Presentations" by *Forbes*.

Session 15: Storytelling in Presentations

- **Skill**: Incorporating storytelling to make presentations more compelling.
- **Reference**: Book – *Storytelling with Data: A Data Visualization Guide for Business Professionals* by Cole Nussbaumer Knaflic.

Session 16: Interactive Elements

- **Skill**: Using interactive tools such as polls and quizzes to engage the audience.
- **Reference**: Video – "Interactive Presentation Techniques" by EdTech.

Session 17: Rehearsing Effectively

- **Skill**: Best practices for rehearsing academic presentations.
- **Reference**: Video – "Effective Presentation Rehearsal Techniques" by Stanford eCorner.

Session 18: Using Technology and Tools

- **Skill**: Leveraging technology and presentation tools for maximum impact.
- **Reference**: Webinar – "Mastering Presentation Tools" by LinkedIn Learning.

Session 19: Peer Review and Feedback

- **Skill**: Giving and receiving constructive feedback from peers.
- **Reference**: Article – "The Value of Peer Feedback" by *Edutopia*.

Session 20: Final Presentation Preparation

- **Skill**: Integrating all skills to prepare for the final presentation.
- **Reference**: Checklist – "Final Presentation Preparation Checklist" by *Presentation Experts*.

Session 21: Final Presentation and Evaluation

- **Skill**: Delivering a polished final presentation and receiving evaluation.
- **Reference**: Evaluation Rubric – "Academic Presentation Evaluation Rubric" by your institution.

Assessment:

- **Formative Assessment**: Continuous evaluation through peer reviews, rehearsal feedback, and participation.
- **Summative Assessment**: Final academic presentation evaluated using a detailed rubric.

Course Outcomes (COs)

Code	Course Outcome	Bloom's Level
CO1	Remember the key principles and structures of effective academic presentations, including slide design, verbal communication, and body language techniques.	Remember
CO2	Explain the importance of research organization, audience engagement, storytelling, and the use of visual aids in academic presentations.	Understand
CO3	Apply various techniques for managing presentation anxiety, handling Q&A sessions, using technology tools, and incorporating interactive elements.	Apply
CO4	Analyze the effectiveness of different presentation strategies, including voice modulation, timing, pacing, and the use of feedback for self-improvement.	Analyze
CO5	Create and deliver a polished academic presentation by integrating all skills learned, including research organization, slide design, verbal/non-verbal communication, and audience engagement.	Create

CO-PO Attainment Matrix (1–3 Mapping)

(Referencing the Programme Outcomes (POs) from the "History Four year UG 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	1	2	3	2	1	1	2	2	2	2	2	1	2	1	2	1	1
CO2	1	2	3	2	1	1	2	2	2	2	2	1	2	1	2	1	1
CO3	2	2	3	3	2	2	3	3	3	3	3	1	2	1	2	2	1
CO4	2	2	3	3	2	2	3	2	3	3	3	1	2	1	3	2	1
CO5	2	3	3	3	3	2	3	3	3	3	3	2	3	2	3	3	2
Average	1.6	2.2	3.0	2.6	1.8	1.6	2.6	2.4	2.6	2.6	2.6	1.2	2.2	1.2	2.4	1.8	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	Medium	Emphasis on ethical communication, respectful audience engagement, and constructive peer feedback fosters moral values and professional integrity as outlined in PO1 and PSO4.
Gender	Low	The course content is universally applicable, though examples and case studies can be used to highlight inclusive and unbiased presentation practices.
Environment & Sustainability	Low	Focus on digital presentations and online tools can reduce paper usage, contributing to sustainable practices in academic settings.

Cross-cutting Issue	Level	Integration Focus
Professional Ethics	High	Instruction on proper use of sources, handling of data, giving credit, and ethical feedback mechanisms instills strong professional ethics and integrity in academic work.

SDG Mapping

SDG No.	SDG Title	Contribution
SDG 4	Quality Education	Equips students with essential academic presentation skills, enhancing their ability to communicate research effectively and contributing to quality higher education.
SDG 5	Gender Equality	Encourages inclusive and unbiased presentation practices, providing equal opportunity for all students to develop and demonstrate communication skills.
SDG 8	Decent Work and Economic Growth	Develops transferable professional skills (communication, leadership, teamwork, digital literacy) that enhance employability and career advancement.
SDG 9	Industry, Innovation and Infrastructure	Promotes the use of technology, digital tools, and innovative presentation techniques, fostering digital literacy and technological adaptability.

Text Books

1. Nussbaumer Knaflic, C. (2015). *Storytelling with Data: A Data Visualization Guide for Business Professionals*. Wiley

Suggested Readings-

1. Duarte, N. (2010). *Resonate: Present Visual Stories that Transform Audiences*. Wiley.
2. Gallo, C. (2014). *Talk Like TED: The 9 Public-Speaking Secrets of the World's Top Minds*. St. Martin's Press.

Social, Cultural and Economic History of India (1757-1947 CE)

Nature of Course: Minor Course
Minor Paper-IV
Code: HI22002

Credits: 4

Course Description

This course offers a comprehensive and interdisciplinary exploration of the social, cultural, and economic transformations that shaped India under colonial rule from the Battle of Plassey to Independence. Moving beyond a conventional political narrative, the course integrates the history of ideas, economic thought, and socio-cultural movements to examine how colonial rule reconfigured Indian society while simultaneously generating the conditions for nationalist consciousness and anti-colonial resistance. Students will engage with key historiographical debates concerning the period, paying special attention to questions of caste, class, gender, ecology, and labour that have animated recent scholarship. The course emphasizes the disciplinary kinship between socio-cultural history, economic history and intellectual history, recognizing that ideas shape history as much as historical events determine political economy.

Objectives-

Upon completion of this course, students will be able to:

1. To evaluate the competing British understandings of Indian society-Orientalist, Evangelical and Utilitarianand assess how these frameworks shaped colonial governance and policies.
2. To discuss the processes and consequences of British social policies, including the abolition of infanticide and sati, the removal of caste rigidity and the emancipation and upliftment of women, situating these changes within broader debates on colonial intervention and reform.
3. To assess the contributions of key figures and movements of the Indian Renaissanceincluding Raja Rammohan Ray, Swami Dayananda, Sayyid Ahmad Khan, Jyotiba Phule, and othersand analyse their role in shaping modern Indian identity and anti-colonial nationalism.
4. To evaluate the processes of deindustrialization, the ruin of indigenous industriesand the growth of modern industry under colonialism, including plantation economies, factory production and mining, using relevant historiographical debates on the colonial economy.
5. To classify and compare the Permanent Settlement, Ryotwari Settlementand Mahalwari Settlementand assess their differential impacts on agrarian relations, commercialization of agricultureand rural society. Further, to integrate socio-cultural, economic and intellectual historical approaches to understand the complex and layered nature of colonial modernity and its enduring legacies in contemporary India.

Course Content

Unit I: British Perceptions and Interventions

1. British Understanding of Indian Society

- Orientalist interpretations: The discovery of ancient Indian civilization and its textual traditions
- Evangelical critiques: The moral imperative for colonial intervention and Christian mission
- Utilitarian visions: Benthamite rationalism and the project of legal and social reform

2. Agents of Change: Missionaries, Education, and the Press

- Activities of Christian missionaries: Conversion, education, and social service
- Growth of Modern Education: The Macaulay Minute and the establishment of Western education
- The rise of the Press: Vernacular and English newspapers as spaces of debate and nationalist consciousness

Unit II: Social Policy and Social Change

1. Social Policy and Social Change under Colonial Rule

(a) Emancipation and Upliftment of Women

- Abolition of Sati (1829)
- The Widow Remarriage Act (1856)
- The Age of Consent Act (1891)
- Role of Ishwar Chandra Vidyasagar in social reform and women's education

(b) Abolition of Infanticide and Human Sacrifice

- Colonial legislation against female infanticide
- The suppression of human sacrifice (Meriah sacrifice) in tribal regions

(c) Removal of Caste Rigidity and Untouchability

- British policy towards caste: Legislation, census classification, and administrative interventions
- Popular movements against caste discrimination: The Satyashodhak Samaj, Self-Respect Movement, and other anti-caste struggles

2. Colonial Land Settlements and Rural Transformation

(a) British Land Systems

- Permanent Settlement: Objectives, operations, effects, and official critiques
- Ryotwari Settlement: Evolution, regional variations, and impact on peasantry
- Mahalwari Settlement: The intermediate tenure system and its consequences

(b) Agrarian Change and Ecological Consequences

- Commercialization of agriculture and the shift to cash crops
- Famine and Irrigation: Colonial policy, ecological changes, and the politics of famine
- The impact of colonial control over forests on rural society and tribal communities

Unit III: Renaissance and Socio-Religious Reform Movements

1. The Meaning and Nature of Indian Renaissance

- Interpretations of the "Renaissance": The encounter with modernity and the search for identity
- The interplay of tradition and reform: Continuity and change in Indian social thought

2. Major Reform Movements

(a) The Brahmo Movement

- Raja Rammohan Ray and the founding of the Brahmo Samaj (1828)
- Brahmo Movement after Rammohan: Debendra Nath Tagore and Keshab Chandra Sen
- The Brahmo Samaj and its contributions to social reform, women's education, and intellectual life

(b) The Arya Samaj

- Swami Dayananda and the founding of the Arya Samaj (1875)
- The principles of the Arya Samaj: Vedic revivalism and social reform
- Contributions to education, the Shuddhi movement, and Hindu identity

(c) The Aligarh Movement

- Sayyid Ahmad Khan and the founding of the Aligarh Movement
- The Muhammadan Anglo-Oriental College and the promotion of modern education among Muslims
- The movement's engagement with colonialism and its vision for Muslim identity in India

(d) Reform Movements among the Depressed Classes

- Jyotiba Phule and the Satyashodhak Samaj (1873)
- Anti-caste critiques of Brahminical hierarchy and the construction of a non-Brahmin identity
- Contributions to education, social justice, and the empowerment of lower castes

Unit IV: Economic Transformation and its Social Consequences

1. Deindustrialization and the Ruin of Indigenous Industries

(a) The Decline of Traditional Handicraft Industry

- The impact of British industrial capitalism on Indian artisans and handicraft production
- The debate on de-industrialization: Regional variations and scholarly interpretations
- The transition of handicraft industry under colonialism: Capital and labour in handicraft production

(b) Growth of Modern Industry

- Plantation economies: Tea, coffee, and indigo plantations
- Factory industries: The rise of cotton, jute, iron, and steel industries
- Conditions before the emergence of modern industry; impediments to growth and the nationalist critique

(c) Mining: Coal, Iron, Gold and Petroleum

- The expansion of mining under colonial rule
- Labour conditions and the social composition of industrial labour
- The emergence of organized labour movements

2. The Fiscal System and Infrastructure

- The shift from direct to indirect taxation: Tariff and excise policies
- Monetary policies and credit systems
- Railways and their impact: Unification of the Indian market, commercialization of agriculture, and ecological consequences.

Course Outcomes (COs)

Course Outcomes (COs)

Upon successful completion of this course, students will be able to:

CO1: Explain the major British perceptions of Indian society and evaluate the impact of colonial interventions in education, missionary activities, the press, and social policies on Indian society.

CO2: Analyze the transformation of Indian society under colonial rule, including land revenue systems, agrarian change, caste, gender, tribal communities, and ecological consequences.

CO3: Assess the role of the Indian Renaissance and major socio-religious reform movements in promoting social change, religious reform, education, and the emergence of modern Indian identity and nationalism.

CO4: Evaluate the economic transformation of colonial India by examining deindustrialization, growth of modern industries, plantation economy, mining, labour, fiscal policies, and transport infrastructure.

CO5: Integrate social, cultural, economic, and intellectual perspectives to critically interpret colonial modernity, historiographical debates, and the long-term legacy of British rule in contemporary India.

CO–PO & PSO Attainment Matrix (1–3 Mapping)

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	2	2	2	1	1	2	2	1	2	3	2	2	1	1
CO2	2	3	3	2	2	3	2	1	2	2	2	2	3	3	2	2	2
CO3	3	3	2	3	3	2	2	2	2	3	2	3	3	2	3	2	2
CO4	2	3	3	2	2	3	2	2	2	2	3	2	3	3	2	2	3
CO5	3	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3
Average	2.40	3.00	2.60	2.40	2.40	2.60	2.00	1.60	2.20	2.40	2.20	2.40	3.00	2.60	2.40	2.00	2.20

Mapping Scale

Score	Level	Description
3	High	Course outcome strongly contributes to the Programme Outcome/PSO.
2	Moderate	Course outcome moderately contributes to the Programme Outcome/PSO.
1	Low	Course outcome has a limited contribution to the Programme Outcome/PSO.
–	No Mapping	No significant relationship.

Cross-Cutting Integration

Cross-Cutting Issue	Integration in the Course
Professional Ethics	Examines ethical dimensions of colonial governance, social reform, and human rights including abolition of sati, caste discrimination, and gender justice.
Gender	Studies women's emancipation, widow remarriage, women's education, Age of Consent Act, and contributions of social reformers towards gender equality.
Environment & Sustainability	Explores commercialization of agriculture, famines, irrigation, forest policies, ecological transformations, and environmental consequences of colonial economic policies.
Human Values &	Emphasizes equality, social reform, anti-caste movements, tribal rights,

Cross-Cutting Issue	Integration in the Course
Social Justice	labour welfare, and inclusive social development.
Constitutional & Democratic Values	Encourages understanding of equality, secularism, social justice, freedom of expression through the press, and emergence of democratic consciousness during colonial rule.
Indian Knowledge Systems (IKS)	Discusses Orientalist scholarship, indigenous traditions, Indian intellectual thought, and socio-religious reform movements that reinterpreted Indian knowledge systems.

SDG Mapping

SDG	Rationale
SDG 4 – Quality Education	Promotes understanding of educational reforms, intellectual movements, and the spread of modern education during colonial India.
SDG 5 – Gender Equality	Examines women's education, abolition of sati, widow remarriage, legal reforms, and women's empowerment.
SDG 8 – Decent Work and Economic Growth	Studies industrialization, labour history, plantations, mining, and economic transformation under colonial rule.
SDG 10 – Reduced Inequalities	Focuses on caste reform, social justice, anti-untouchability movements, and upliftment of marginalized communities.
SDG 11 – Sustainable Cities and Communities	Explores preservation of cultural heritage, social transformation, and impacts of colonial urbanization and infrastructure.
SDG 13 – Climate Action	Discusses ecological consequences of colonial agriculture, forest policies, irrigation, and environmental degradation.
SDG 16 – Peace, Justice and Strong Institutions	Encourages understanding of legal reforms, governance, rights, public institutions, and the evolution of democratic consciousness in colonial India.

Recommended Textbooks

1. Bandyopadhyay, Sekhar**.** *From Plassey to Partition and After: A History of Modern India*. 2nd ed. New Delhi: Orient BlackSwan, 2015.
2. Banerjee-Dube, Ishita**.** *A History of Modern India*. New Delhi: Cambridge University Press, 2015.
3. Metcalf, Thomas R. *Ideologies of the Raj: The New Cambridge History of India, III.4*. Cambridge: Cambridge University Press, 1995.
4. Sarkar, Sumit**.** *Modern India, 1885-1947*. Delhi: Macmillan, 1983.

Suggested Readings

1. Alam, Muzaffar. *The Crisis of Empire in Mughal North India: Awadh and the Punjab, 1707-1748*. Delhi: Oxford University Press, 1986.
2. Alavi, Seema. *The Sepoys and the Company: Tradition and Transition in Northern India, 1770-1830*. Delhi: Oxford University Press, 1995.
3. Banerjee-Dube, Ishita. *Religion, Law and Power: Tales of Time in Eastern India, 1860-2000*. London: Anthem Press, 2009.
4. Barnett, Richard. *Rethinking Early Modern India*. New Delhi: Manohar, 2002.
5. Bayly, C. A. *Empire and Information: Intelligence Gathering and Social Communication in India, 1780-1870*. Cambridge: Cambridge University Press, 1996.
6. Grover, B. L., and S. Grover. *A New Look at Modern Indian History*. New Delhi: S Chand & Company, 2002.
7. Habib, Irfan. *Class, Caste and Colony: India from Mughal Period to British Raj*. Delhi: Tulika Books, 2009.
8. Hasan, Farhat. *State and Locality in Mughal India: Power Relations in Western India, 1572-1730*. Cambridge: Cambridge University Press, 2004.
9. Kennedy, Paul. *The Rise and Fall of the Great Powers: Economic Change and Military Conflict from 1500 to 2000*. New York: Vintage Books, 1987.
10. Lal Bahadur. *Indian Freedom Movement and Thought, 1919-1929*. New Delhi: Sterling Publishers, 1983.
11. Lawson, Philip. *The East India Company: A History*. London: Longmans, 1993.
12. Majumdhar, R. C. *History of Freedom Movement in India*. 3 Vols. Calcutta, 1962.
13. Malcolm, John. *Political History of British India from 1784 to 1823*. New Delhi: Associated Pub. House, 1970.
14. Peers, Douglas. *India under Colonial Rule, 1700-1885*. Harlow: Pearson Longmans, 2006.
15. Rajayyan, K. *History of Freedom Struggle in India*. Madurai: Madurai Publishing House, 1981.
16. Venkatesan, G. *The History of Freedom Struggle in India*. Coimbatore, 1985.
17. Ward, J. M. *Colonial Self-Government: The British Experience, 1759-1856*. Toronto: University of Toronto Press, 1976.

Ability Enhancement Courses (AEC)-IV
Professional Communication

Code: AE24002
Credit-02

Course Objectives:

- Understand the fundamental principles of the writing process and the conventions of academic and professional writing.
- Develop the ability to summarize and paraphrase texts accurately using their own words while maintaining the original meaning.
- Enhance critical thinking skills through the synthesis, analysis, interpretation, and evaluation of ideas and information.
- Learn to structure coherent and logical arguments with effective introductions, supporting points, and conclusions.
- Apply professional communication skills to produce clear, organized, ethical, and audience-appropriate written communication.

Course Outcomes:

- Explain and apply the fundamental principles of the writing process and conventions of academic writing.
- Summarize and paraphrase academic and professional texts accurately, clearly, and ethically in their own words.
- Demonstrate critical thinking through the synthesis, analysis, interpretation, and evaluation of information and arguments.
- Construct well-organized arguments with effective introductions, logical development of ideas, appropriate transitions, and meaningful conclusions.
- Produce coherent, concise, grammatically appropriate, and audience-oriented written communication for academic and professional purposes.

Course Contents:

Unit I: Fundamentals of Professional Communication

- Nature, Scope, and Importance of Professional Communication.
- Principles and Barriers of Effective Communication.
- Verbal and Non-verbal Communication Skills.
- Listening Skills and Professional Etiquette.

Unit II: Written Professional Communication

- Business Letters and Official Correspondence.
- Email Writing and Digital Communication Etiquette.
- Report Writing, Memos, and Notices.
- Résumé/CV, Cover Letter, and Job Application Writing.

Unit III: Oral Communication and Presentation Skills

- Public Speaking and Presentation Techniques.
- Group Discussion and Team Communication.
- Interview Skills and Professional Interaction.
- Meeting Management and Minute Writing.

Unit IV: Workplace Communication and Employability Skills

- Workplace Ethics and Cross-cultural Communication.
- Leadership, Teamwork, and Conflict Resolution.
- Negotiation and Interpersonal Communication Skills.
- Professional Networking and Career Development Skills.

Course Outcomes - Programme Outcomes Mapping of Paper

CO ↓ / PO →	**PO1**	**PO2**	**PO3**	**PO4**	**PO5**	**PO6**	**PO7**	**PO8**	**PO9**	**PO10**	**PO11**	**PO12**
CO1	2	3	3	3	3	2	2	3	2	2	2	3
CO2	2	3	3	3	3	3	2	3	2	2	3	3
CO3	2	3	3	3	3	3	2	3	3	2	3	3
CO4	3	3	3	3	2	1	1	1	2	3	1	3
CO5	3	2	2	2	2	1	1	1	2	3	2	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Course Outcomes – Programme Specific Outcomes (PSOs) Mapping of Paper

CO ↓ / PSO →	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**
CO1	3	2	2	3	2
CO2	3	2	3	3	2

CO ↓ / PSO →	PSO1	PSO2	PSO3	PSO4	PSO5
CO3	3	3	3	3	3
CO4	3	3	2	3	2
CO5	3	3	3	3	3

1 = Weakly Mapped (Low), 2 = Moderately Mapped (Medium),

3 = Strongly Mapped (High), "–" = There is No correlation

Mapping with Cross-cutting Issues

Cross-cutting Issue	Level of Integration	Illustrative Components
Professional Ethics	High	Ethical business communication, academic integrity, plagiarism avoidance, transparency in reporting
Gender	Medium–High	Inclusive language, gender-sensitive communication in professional settings
Human Values	High	Clarity, respect, professionalism, teamwork, effective interpersonal communication
Environment & Sustainability	Medium	Digital communication practices, responsible information sharing, reducing communication barriers

SDG Mapping for this Course

SDG No.	SDG Title	Nature of Contribution
SDG 4	**Quality Education**	Develops advanced writing, analytical, and communication skills
SDG 5	**Gender Equality**	Encourages inclusive and equitable communication practices
SDG 8	**Decent Work & Economic Growth**	Enhances employability through professional communication skills
SDG 9	**Industry, Innovation &**	Promotes digital and organizational

SDG No.	SDG Title	Nature of Contribution
	Infrastructure	communication competence
SDG 16	**Peace, Justice & Strong Institutions**	Supports ethical communication, accountability, and transparency

Text Books

- Liz Hamp-Lyons and Ben Heasley, *Study writing: A Course in Writing Skills for Academic Purposes* (Cambridge: CUP, 2006).
- Renu Gupta, *A Course in Academic Writing* (New Delhi: Orient Black Swan, 2010).
- Ilona Leki, *Academic Writing: Exploring Processes and Strategies* (New York: CUP,
- 2nd edn., 1998).
- Gerald Graff and Cathy Birkenstein, *They Say/I Say: The Moves That Matter in Academic Writing* (New York: Norton, 2009).

Suggested Readings

- Graff, Gerald, and Cathy Birkenstein. *They Say / I Say: The Moves That Matter in Academic Writing*. 4th Edition, W.W. Norton, 2018.
- Cottrell, Stella. *The Study Skills Handbook*. 5th Edition, Macmillan, 2019.
- Purdue Online Writing Lab (OWL). *Paraphrasing and Summarizing*. Purdue University, 2020.
- Paul, Richard, and Linda Elder. *Critical Thinking: Tools for Taking Charge of Your Learning and Your Life*. 2nd Edition, Pearson, 2012.
- Kirkman, Thomas W. *Academic Argument: Writing, Reading, and Thinking Critically*. Longman, 2013.

SEMESTER – V (Single Major)

Ancient History of Odisha

Nature of the Course: Major Course
Major Paper-IX

Code: HI30001

Credit -4

Objective-The paper discusses the study of sources for the reconstruction of early Odisha history. The aim is to graph the historical geography of Ancient Odishan territories. It also explains Kalinga war and its socio cultural implications. The section also deals with the career and achievements of Kharavela and the contribution of other regional dynasties. This highlights the political administration, economy and cultural significance of Bhaumakaras and Somavamsis.

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.

UNIT-II

1. Kalinga War-Causes & Consequences.
2. The Mahameghavahanas: Career & Achievements of Kharavela.

UNIT-III

1. Rise of Regional Dynasties: Matharas, Sailodbhavas& Early Gangas.
2. Hiuen Tsang's Account of Ancient Odisha.
3.

UNIT-IV

1. The Bhauma Karas: Origin, Chronology, Administration & State Formation.
2. The Somavamsis: Origin & Development, Achievements of Yayati-I & II Transition in State Formation.

UNIT-V

1. Administrative Systems under Bhaumakara & Somavamsi Rules.
2. Society & Economy during the Bhaumakara & Somavamsi Periods Cultural Significance of Bhaumakara & Somavamsi Periods.

Course Outcomes (COs)

Code	Course Outcome	Bloom's Level
CO1	The paper highlights the geographical identity of ancient Odisha and the socio-cultural history of the time.	Understand
CO2	It educates the students about the historical narration of Kalingan War and political atmosphere of the era of Kharavela.	Understand
CO3	Highlighted the Rise of Regional Dynasties: Matharas, Sailodbhavas & Early Gangas.	Understand
CO4	Analysis of The Bhaumakaras and the Somavamsis Origin & Development, Achievements of Yayati-I & II Transition in State Formation.	Analyze
CO5	The Bhaumakaras and the Somavamsis also contributed to the administrative, economy and cultural significance.	Analyze

CO-PO Attainment Matrix (1–3 Mapping)

(Referencing the Programme Outcomes (POs) from the "History Four year UG 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	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	2	2	2	1	1	2	1	1	2	3	2	2	2	1
CO4	2	3	2	3	2	3	2	2	2	1	2	3	3	2	2	2	2
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 ancient Odisha's historical geography, the Kalinga War and its socio-cultural implications, the career and achievements of Kharavela, and the contributions of regional dynasties fosters understanding of regional cultural heritage and moral values as outlined in PSO4.
Gender	Low	Analysis of society and economy during the Bhaumakara and Somavamsi periods allows for some exploration of gender dynamics, though not a primary focus of this paper.
Environment & Sustainability	Low	Understanding the historical geography of ancient Odishan territories and the relationship between settlement patterns and the natural environment provides insights into ecological factors in regional history.
Professional	Medium	Introduction to sources of study (inscriptions, copper plates, literature, foreign accounts, material remains, coins,

Cross-cutting Issue	Level	Integration Focus
Ethics		museum and archival 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 ancient Odisha's history, including political, administrative, economic, and cultural dimensions, contributing to regional historical literacy and cultural education.
SDG 11	Sustainable Cities & Communities	Study of historical geography, administrative systems under Bhaumakara and Somavamsi rules, and cultural significance of these periods helps understand ancient regional urban sustainability and heritage protection.
SDG 16	Peace, Justice and Strong Institutions	Analysis of the Kalinga War (causes and consequences), rise of regional dynasties (Matharas, Sailodbhavas, Early Gangas, Bhaumakaras, Somavamsis), and state formation provides insights into the evolution of governance and institutional frameworks in ancient Odisha.

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 Sakta Art of Orissa,* Vol.I and II, New Delhi.
9. Panda, Harihar, (Reprint-2014). *History of Odisha,* Kitab Mahal; Cuttack.
10. Panigrahi, K.C., (1995). *History of Orissa (Hindu Period),* Kitab Mahal; Cuttack.
11. Patnaik, H.S. and Parida, A.N., eds., (1996). *Aspects of Socio-Cultural Life Early and Medieval Orissa*, Bhubaneswar.
12. Pradhan, A.C., (2012). *A Study of History of Odisha*, Panchashila Publishers and Book Sellers;Bhubaneswar.

Suggested Readings-

1. Easchman, A., etal,eds., (1978) *The Cult of Jagannatha and Regional Tradition of Orissa*, Manohar, New Delhi.
2. Mishra, Binayak, (1986). *Indian Culture and Cult of Jagannatha*, Calcutta.
3. Mishra, K.C., (1971). *The Cult of Jagannatha,* Calcutta.
4. Mishra, P.K. & Samal, J.K., eds., (1997). *Comprehensive History and Culture of Orissa,* Two Volumes, Kaveri Books; New Delhi.
5. Mohanty,A.B., ed., (1932, Reprint-2001). *Madlapnji* Prachi Samiti; Cuttack, Reprinted at Orissa Sahitya Akademi; Bhubaneswar.
6. Sahu, N.K., (1958). *Buddhism in Orissa*. Utkal University; Bhubaneswar.
7. Sahu, N.K., Mishra, P.K. & Sahu. J.K., (1981). *History of Orissa*, Cuttack.
8. Sahu, N.K., (1964). *History of Orissa*, Vol. II, Utkal University; Bhubaneswar.
9. Sairam, T.V.*,(*1982). *Indian Temple Forms and Foundation,* New Delhi.

History of India-V (1550-1605 CE)

Nature of Course: Major Course
Major Paper-X
Code:HI30003

Credit -4

Objective-The objective of this paper is to have a comprehensive knowledge about the polity-society- economy of India during the medieval period. The course will help the students to understand the chronological history of India from the Turkish invasion to the advent of the British rule. This paper will also see the developments in the major religious trends of the time and also give an idea of the art, architecture and culture of medieval India.

Course content-
UNIT-I

Sources and Historiography

a. Persian literary culture; translations; Vernacular literary traditions

b. Modern Interpretations

UNIT-II

Establishment of Mughal Rule

a. India on the eve of Babur's invasion

b. Fire arms, military technology and warfare

c. Humayun's struggle for empire

d. Sher Shah and his administrative and revenue reforms

UNIT-III

Consolidation and Expansion of Mughal rule under Akbar

a. Campaigns and conquests: tactics and technology

b. Evolution of administrative institutions: zabt, mansab, jagir, madad-i-maash

c. Revolts and resistance

d. Incorporation of Rajputs and other indigenous groups in Mughal nobility

e. North-West frontier, Gujarat and the Deccan and Conquest of Bengal

UNIT-IV

Rural Society and Economy:

a. Land rights and revenue system; Zamindars and peasants; rural tensions

b. Extension of agriculture; agricultural production; crop patterns

c. Trade routes and patterns of internal commerce; overseas trade; rise of Surat

UNIT-V

Political and Religious Ideals:

a. Inclusive political ideas: theory and practice

b. Religious tolerance and sulh-i-kul; Sufi mystical and intellectual interventions

c. Pressure from the Ulema

Course Outcomes (COs)

Code	Course Outcome	Bloom's Level
CO1	Remember the key sources and modern historiographical interpretations for studying Mughal India (c. 1550-1605 CE).	Remember
CO2	Understand the political and military circumstances leading to the establishment of Mughal rule, including the roles of Babur, Humayun, and Sher Shah.	Understand
CO3	Analyze the process of consolidation and expansion of the Mughal Empire under Akbar, including its administrative, military, and diplomatic dimensions.	Analyze
CO4	Explain the structure of rural society and economy, including agrarian relations, trade networks, and commercialization.	Understand

Code	Course Outcome	Bloom's Level
CO5	Evaluate the political and religious ideals of the Mughal state under Akbar, including the policy of sulh-i-kul and its interaction with orthodox elements.	Evaluate

CO-PO Attainment Matrix (Part 1: Programme Outcomes 1-12)

(Referencing the Programme Outcomes (POs) from the "History Four year UG 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	1	3	1	2	2	1
CO2	2	3	1	2	2	2	1	1	2	1	1	2	3	1	2	2	1
CO3	2	3	1	3	3	2	2	1	2	2	2	2	3	2	2	2	2
CO4	2	3	1	2	3	2	1	1	2	1	2	3	3	1	2	3	2
CO5	3	3	2	3	3	2	2	1	2	2	3	2	3	2	3	3	2
Average	2.2	3.0	1.2	2.4	2.6	2.0	1.4	1.0	2.0	1.4	1.8	2.0	3.0	1.4	2.2	2.4	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

Cross-cutting Issue	Level	Integration Focus
Human Values	High	Study of Akbar's policy of religious tolerance (sulh-i-kul) and inclusive political ideals fosters understanding of moral and ethical governance, cultural heritage, and pluralism as outlined in PSO4.
Gender	Low	While not a central theme, the socio-religious context allows for discussion of gender dynamics within the Mughal nobility and rural society, which can be a reference point for historical interpretations of gender.
Environment & Sustainability	Low	Brief mention of agricultural expansion and crop patterns offers scope to discuss environmental changes and resource management in the medieval period.
Professional Ethics	Medium	Introduction to the critical evaluation of Persian literary culture, translations, and modern interpretations (Unit I) instills ethical practices in handling and interpreting diverse historical evidence.

SDG Mapping

SDG No.	SDG Title	Contribution
SDG 4	Quality Education	Provides foundational knowledge of medieval Indian history, polity, and economy, contributing to historical literacy and a nuanced understanding of the subcontinent's past.
SDG 5	Gender Equality	Analysis of social structures (Unit IV) and political ideals (Unit V) allows for a limited but important gender analysis of power, social stratification, and reform movements in early modern India.
SDG 10	Reduced Inequalities	Study of the incorporation of Rajputs and other indigenous groups into the Mughal nobility, as well as rural tensions (Unit IV), helps in understanding the historical processes of social inclusion and stratification.

SDG No.	SDG Title	Contribution
SDG 16	Peace, Justice and Strong Institutions	Analysis of the evolution of administrative institutions (mansab, jagir), state formation, political relations, and the policy of sulh-i-kul (Unit III & V) provides insights into the development of governance and institutional frameworks for justice and peace.

Text Books-

1. Chandra, Satish*, Essays on Medieval Indian History*, Oxford University Press, New Delhi 2004.
2. Chandra, Satish, *Medieval India from Sultanate to Moghal* Part I,1206 to 1526, Har-Anand Publications New Delhi 1975.
3. Indu Banga*, Posts and Their Hinterlands in India* (1700-1950), New Delhi, 1992.
4. Irfan Habib, *Agrarian System of Mughal India*, OUP.
5. Krishna Sharma, *Bhakti and the Bhakti Movement: A New Perspective*, *Munshiram Manohrlal*, New Delhi, 1978.
6. Luniya, B.*: Indian History and Culture*, New Delhi, 1980.
7. M. Ather Ali, *Mughal Nobility under Aurngazeb*.
8. Mahajan, V.D: *History of Delhi Sultanate*, Sultan Chand, New Delhi, 2000.

Suggested Readings-

1. Basanta Kumar Mallick*, Paradigous of Dissent and Pratest*: *Social Movements in EasternIndian (cAD 1400-1700),* Manohar, New Delhi, 2004.
2. Majumdar R.C. *An Advanced History of India Macmeillan India*.
3. Omprakash, *Economic History of India*.
4. Rizvi S.A. *The Wonder that was India* Vol. II Penguin Books New Delhi, 2000.
5. Sathyanathaiyer R*., A Political and Cultural History of India* Vol. I, S. Viswanathan Printers and Publishers Chennai.
6. Satish Chandra, *Medieval India: Society Jagirdari Crisis and the Village*.
7. Satish Chandra*, Parties & Polities at the Mughal Court*.
8. T. Raejchowally& I. Habib (ed) *Cambridge Economic History of India*, Vol. I.

9. Tarachand, *Influence of Islam on Indian Culture,* 2000.
10. A. Easchman, H. Kulka & G.C. Tripathy (eds) *The cult of Jaganaatha and the Regional Tradionof Orissa, Menohar*, New Delhi, 1978.

Some Aspects of European History (1780-1939 CE)

Nature of Paper: Major Course

Major Paper-XI

Code: HI30005
Credit -4

Objective-

- To develop an understanding of the genesis, nature and consequences of the french Revolution.
- To analyse the Napoleonic Era and the Unification of Italy and Germany.
- To understand the rise of international conflicts culminating in the First World War, the rise of Fascist Movement in Italy and Germany and the subsequent World War II.

Course Content-

UNIT-I

The French Revolution: Genesis Nature & Consequences

UNIT-II

Napoleonic Era and aftermath.

Revolutions of 1830 & 1848.

UNIT-III

Unification of Italy & Germany.

Social and Economic Changes.

UNIT-IV

Imperialist Conflicts: World War-I

Rise of Fascism and Nazism.

UNIT-V

Origin of World War-II

Course Outcomes (COs)

Code	Course Outcome	Bloom's Level
CO1	Remember the key events, timelines, and personalities associated with modern European history from c. 1780-1939 CE.	Remember
CO2	Understand the genesis, nature, and consequences of the French Revolution, the Napoleonic Era, and the Revolutions of 1830 and 1848.	Understand
CO3	Analyze the processes of Unification in Italy and Germany, and the socio-economic changes in 19th-century Europe.	Analyze
CO4	Explain the imperialist conflicts leading to World War I and the rise of Fascism and Nazism in Europe.	Understand
CO5	Evaluate the causes and contributory factors leading to the outbreak of World War II, and assess the consequences of imperialist rivalries.	Evaluate

CO-PO Attainment Matrix (Part 1: Programme Outcomes 1-12)

(Referencing the Programme Outcomes (POs) from the "History Four year UG 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	1	1	1	2	1	1	1	3	2	1	2	1
CO2	2	3	1	3	2	1	1	1	2	1	1	2	3	2	2	2	1
CO3	2	3	1	3	3	2	1	1	2	2	2	2	3	3	2	2	1
CO4	3	3	1	3	3	2	2	1	2	2	2	2	3	3	2	3	2
CO5	3	3	2	3	3	2	2	1	2	2	3	2	3	3	3	3	2
Average	2.4	3.0	1.2	2.8	2.6	1.6	1.4	1.0	2.0	1.6	1.8	1.8	3.0	2.6	2.0	2.4	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 the ideological foundations of the French Revolution (Liberty, Equality, Fraternity), the rise of Fascism/Nazism, and the consequences of World Wars fosters critical reflection on moral values, human rights, and ethical governance as outlined in PSO4.
Gender	Low	While not a central theme, the course allows for discussion of gender roles and social changes during the Industrial Revolution and the World Wars, providing reference points for historical interpretations of gender.
Environment & Sustainability	Low	Study of industrialization and imperialist conflicts offers scope to discuss the environmental degradation and resource competition that accompanied these processes.
Professional Ethics	Medium	The critical evaluation of different historical interpretations of revolutions, unification movements, and world wars (Unit I-V) instills ethical practices in handling and interpreting diverse political and ideological evidence.

SDG Mapping

SDG No.	SDG Title	Contribution
SDG 4	Quality Education	Provides foundational knowledge of modern European political history, revolutions, and world wars, contributing to global historical literacy and a nuanced understanding of the modern world order.
SDG 5	Gender Equality	Analysis of social and economic changes (Unit III) and the impact of world wars allows for a limited but important gender analysis of labor, social roles, and political participation during periods of upheaval.
SDG 10	Reduced Inequalities	Study of the rise of Fascism and Nazism (Unit IV), based on racial and ideological hierarchies, helps in understanding the historical roots of extreme inequality and discrimination.
SDG 16	Peace, Justice and Strong Institutions	Analysis of the causes and consequences of World War I and World War II (Unit IV & V), the failure of international diplomacy, and the rise of authoritarian regimes provides critical insights into the importance of peace, justice, and strong international institutions for preventing conflict.

Text Books-

1. Rao, B.V. , (2014). *History of the Modern World*, Sterling Publisher, New Delhi.
2. Reddy, Krishna, (2018). *World History*, McGrow Hill Education (India) Pvt. Ltd., Chennai.
3. Mac Nall, Edward,(1963). *Their History and Their Culture*, W.W.Norton& Company, Inc , New York,.
4. Israel Smith Clare, (1931). *The Standard History of the World*, 10 Volumes, Standard Historical Society, Cincinnati.
5. Swain, J.E., (1994). *A History of World Civilization*, Eurasia Publishing House Pvt. Ltd., New Delhi.
6. Wesley Rohem, A et al, (1952). *The Record of Mankind*, Health and Company Boston.

7. Khuran, K.L. and Sharma, R. C., (1984). *A Simple History of Modern Europe (1789-1880 A.D.),* Lakhsmi Narain Agrawal, Agra.
8. Maiti, P., (2012). *A HISTORY OF EUROPE (1789-1919)*, Shreedhar Prakasani, Kolkata.

Suggested Readings-

1. Rao, B.V., (2017). *WorldHistory (From Early Times to 2011)* Sterling Publisher, New Delhi.
2. Colin Heywood,(1995). *The Development of the French Economy, 1750-1914*, CUP,.
3. Lynn Hunt, (1984). *Politics, Culture and Class in the French Revolution*, University of California Press.
4. Francois Furet, (1992). *Revolutionary France (1770-1880),* Blackwell.
5. Malcolm Corooke (ed., (2002). *Revolutionary France: 1788-1880,* OUP.
6. Hobsbawm, E.J. , (1996).*The Age of Extremes, 1914 - 1991*, New York:Vintage.
7. Porter, Andrew, (1994). *European Imperialism*, 18760 -1914.

Rise of the Modern West-II

Nature of Course: Major Course

Major Paper-XII

Code:HI30007

Credit -4

Objective-The objective of this paper is to explain the 17th century European crisis in economic, social and political dimensions. This paper will provide the issues of the English revolution and give ideas on the rise of modern science in relation to European society from the Renaissance to the 17th century. It will alsoprovide the knowledge on system of Mercantilism and European Economy of17th and 18th centuries and European politics along with the issues of the American Revolution.

Course Content-

UNIT-I

a. 17th century European crisis: economic, social and political dimensions.

UNIT-II

a. The English Revolution: major issues; political and intellectual currents.

UNIT-III

a. Rise of modern science in relation to European society from the Renaissance to the 17th century.

UNIT-IV

a. Mercantilism and European Economics;17th and 18thcenturies

b. European politics in the 18th century: parliamentary monarchy; patterns of Absolutism in Europe.

UNIT-V

a. Political and Economic issues in the American Revolution

b. Preludes to the Industrial Revolution

Course Outcomes (COs)

Code	Course Outcome	Bloom's Level
CO1	Analyze the economic, social and political dimensions of the 17th century European crisis.	Analyze
CO2	Understand the political and intellectual issues of the English Revolution.	Understand
CO3	Explain the rise of modern science in relation to European society from the Renaissance to the 17th century.	Understand
CO4	Analyze the features of European mercantilism, economy and polity of the 17th and 18th centuries.	Analyze
CO5	Evaluate the political and economic issues in the American Revolution and identify the preludes to the Industrial Revolution in England.	Evaluate

CO-PO Attainment Matrix (Part 1: Programme Outcomes 1-12)

(Referencing the Programme Outcomes (POs) from the "History Four year UG 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	3	3	2	1	1	2	2	2	2	3	3	2	2	2
CO2	2	3	1	3	2	2	2	1	2	2	2	2	3	3	2	2	1
CO3	2	3	1	3	2	1	1	1	2	1	1	2	3	3	2	2	1
CO4	2	3	1	3	3	2	1	1	2	2	2	3	3	3	2	2	2
CO5	3	3	2	3	3	2	2	1	2	2	3	3	3	3	3	3	2
Average	2.2	3.0	1.2	3.0	2.6	1.8	1.4	1.0	2.0	1.8	2.0	2.4	3.0	3.0	2.2	2.2	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	High	Study of the English Revolution, the rise of modern science, the American Revolution, and the preludes to the Industrial Revolution fosters critical reflection on political rights, scientific temper, liberty, and ethical governance as outlined in PSO4.
Gender	Low	While not a central theme, the course allows for discussion of gender roles and social changes during the 17th and 18th century crises and revolutions, providing reference points for historical interpretations of gender.
Environment & Sustainability	Low	Study of mercantilism, economic policies, and pre-industrial developments offers scope to discuss the environmental and resource dimensions of early modern economic systems.
Professional Ethics	Medium	The critical evaluation of different historical interpretations of revolutions, political systems, and economic policies (Unit I-V) instills ethical practices in handling and interpreting diverse political and ideological evidence.

SDG Mapping

SDG No.	SDG Title	Contribution
SDG 4	Quality Education	Provides foundational knowledge of early modern European political, economic, and intellectual history, contributing to global historical literacy and a nuanced understanding of the roots of modern Western civilization.

SDG No.	SDG Title	Contribution
SDG 5	Gender Equality	Analysis of social dimensions of the 17th century crisis and revolutionary movements allows for a limited but important gender analysis of social roles and political participation during periods of upheaval.
SDG 8	Decent Work and Economic Growth	Study of mercantilism, European economics, and the preludes to the Industrial Revolution (Unit IV & V) helps understand the historical foundations of modern economic systems and the transition to industrial capitalism.
SDG 9	Industry, Innovation and Infrastructure	Analysis of the rise of modern science (Unit III) and pre-industrial developments (Unit V) provides critical insights into the historical roots of technological innovation and scientific infrastructure.
SDG 16	Peace, Justice and Strong Institutions	Analysis of the English Revolution, patterns of absolutism versus parliamentary monarchy, and the American Revolution (Unit II, IV & V) provides critical insights into the evolution of governance, political institutions, and the struggle for political rights and justice.

Text Books-

1. Burke, Peter, (1987), The Renaissance. Humanities Press International.
2. Butterfield H., (1959). *The Origins of Modern Science***,** The Macmillan Company.
3. Camerson, Euan (ed., (2001). *Early Modern Europe: An Oxford History*, Oxford University Press.
4. Chaurasia, Radhe Shyam, (2002). *History of Europe* (4 Volumes), Atlantic Publication.
5. Chaurasia, Radhey Shyam, (2001). *History of Western Political Thought* (2 Volumes), Atlantic Publication.
6. Phukan Meenaxi, (2013). *Rise of the Modern West: Social and Economic History of Early Modern Europe.* Laxmi Publications.

Suggested Readings-

1. Anderson M.S, (1961). *Europe in the Eighteenth Century Holt,* Rinehart and Winston,
2. Anderson, Perry,(1979). *The lineages of the Absolutist States*, Verso.

3. Aston, T.H. and Philipin,C.H.E. , eds., (2005). *The Brenner Debate: Agrarian Class Structure and Economic Development in Pre-Industrial Europe,* Cambridge University Press.
4. Choudhury, Prem S., (2011). *History of Europe*, Kunal Books.
5. Cipolla Carlo M., (1994). Before the Industrial Revolution, European Society and Economy, 1000-1700, W. W. Norton & Company; 3rd edition
6. Cipolla Carlo M.,(; 1978). *Fontana Economic History of Europe*, Vols. II and III Collins/ Fontana Books.
7. Coleman D.C .ed.,(1969). Revisions in Mercantilism Methuen & Co.
8. Davis Ralph, (1973). *The Rise of the Atlantic Economics*. Cornell University Press.
9. Dobb Maurice, (1947). *Studies in the Development of Capitalism*, International Publishers.
10. Driesen, I.H. Vanden, (2003).*Filling in the Gaps: Five Essays on Labour History of Western Astrailia*, Atlantic Publication.
11. Dunn Rechard S.,(2004). *The Age of Religious Wars, 1559-1715*, W.W.Norton& Company.
12. Elton, G.R.,(1999). *Reformation Europe*, 1517-1559 , Wiley.
13. Gilmore, M.P., (1952). *The World of Humanism*, 1453-1517 New York.
14. Gottlieb, Anthony, (2000).*The Dream of Reason: A History of Western Philosophy From the Greeks to the Renaissance*, W.W. Norton.
15. Hilton, Rodney, (2006).*Transition from feudalism to Capitalism*, Aakar Books.
16. Kapoor, B.L., (2006).*Cultural History of Western Himalayas*, Shubhi Publication.
17. Koenigsberger, H.G and Mosse, G.L., (1961). *Europe in the Sixteenth Century*, Longmans.
18. Masih, Y., (2016). A *Critical History of Western Philosophy: Greek, Medieval and Modern,* Motilal Banarasidas.
19. Mitter, Partha, (2013*). Much Maligned Monsters: History of European Reactions to Indian Art*, Oxford University Press.
20. Parker G.,(1980). *Europe in Crisis, 1598-1648 Ithaca*, N.Y. : Cornell University Press.
21. Poliensky.V, (2008). War and Society in Europe, 1618-48 Cambridge University Press.
22. Rabb Theodore K.,(1975). *The Struggle for Stability in Early Modern Europe*. Oxford University Press.

23. Rout, K.C., (2003). *History of Europe (1789-1919),* Anmol
24. Scammell V.,(2003). *The First Imperial Age: European Overseas expansion, 1400-1715.* Routledge.
25. Singh, Adhiraj,(2012). *Cultural Economic and Political History of Europe*, Alfa Publication.
26. Southgate, George W., (2004). *A Book of Modern European History 1789-1945*, Aravali Books.
27. Stevens, Graham, (2005). *The Russellian Origins of Analytical Philosophy: Bertrand Russell and the Unity of the Proposition*, Routledge.
28. Trivedi, Abha, (2007). *Glimpses of European History (1450-1945): A Dictionary Model*, Sarup and Sons.
29. Vries Jan de, (1976). *Economy of Europe in an Age of Crisis 1600-1750*, New York: Cambridge University Press.

History of Modern Europe (1780-1939 CE)

Nature of the Course: Minor Course
Minor Paper-V

Code: HI32001

Credit -4

Objective-

- Get an overview of the history of modern Europe from 1780- 1939
- Understanding the major events of the period such as the French Revolution, Industrial Revolution and the two World Wars, their causes and impact on Europe.
- Analyzing various trends of continuity and of change in European society
- Understanding the emergence of ideas such as capitalism, socialism, nationalism, liberalism and their impact.

Course content-

UNIT-I

The French Revolution and its European repercussions:

a. Crisis of Ancient Regime

b. Intellectual currents.

c.Social classes and emerging gender relations.

d. Phases of the French Revolution 1789 - 99.

UNIT-II

Restoration and Revolution: c. 1815 -1848:

a. Art and Culture of French Revolution.

b. Napoleonic consolidation - reform and empire.

c. Forces of conservatism & restoration of old hierarchies.

UNIT-III

Revolutionary movements of France: c. 1815 - 1848:

a. Forces of conservatism & restoration of old hierarchies.

b. Social, Political and intellectual currents.

c. Revolutionary and Radical movements, 1830 - 1848.

UNIT-IV

Capitalist Industrialization and Social and Economic Transformation (Late 18thcentury to AD 1914)

a. Process of capitalist development in industry and agriculture: case Studies of Britain, France, the German States and Russia.

b. Evolution and Differentiation of social classes: Bourgeoisie, Proletariat, land owning classes and peasantry.

c. Changing trends in demography and urban patterns.

d. Family, gender and process of industrialization.

UNIT-V

Varieties of Nationalism and the Remaking of States in the 19th and 20thCenturies.

a. Intellectual currents, popular movements and the formation of National identities in Germany, Italy, Ireland and the Balkans.

b. Specificities of economic development, political and administrative Reorganization - Italy; Germany.

Course Outcomes (COs)

Code	Course Outcome	Bloom's Level
CO1	Understand the concept of revolution and the conservative forces that helped in the restoration of old order vis-à-vis the revolutionary tendencies in Europe.	Understand

Code	Course Outcome	Bloom's Level
CO2	Explain the intellectual, social, and political currents of the French Revolution, the Napoleonic Era, and the Revolutions of 1830 and 1848.	Understand
CO3	Analyze the process of capitalist industrialization and its impact on social classes, demography, urban patterns, family, and gender in 19th-century Europe.	Analyze
CO4	Analyze the varied concepts of nationalism and the remaking of states in Germany, Italy, Ireland, and the Balkans during the 19th and 20th centuries.	Analyze
CO5	Evaluate the specificities of economic development, political and administrative reorganization in Italy and Germany during the process of national unification.	Evaluate

CO-PO Attainment Matrix (Part 1: Programme Outcomes 1-12)

(Referencing the Programme Outcomes (POs) from the "History Four year UG 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	3	2	1	1	1	2	1	1	2	3	3	2	2	1
CO2	2	3	1	3	2	1	1	1	2	1	1	2	3	3	2	2	1
CO3	2	3	1	3	3	2	2	1	2	2	2	3	3	3	2	3	2
CO4	2	3	1	3	3	2	2	1	2	2	2	2	3	3	2	2	2
CO5	2	3	1	3	3	2	2	1	2	2	2	2	3	3	2	2	2
Average	2.0	3.0	1.0	3.0	2.6	1.6	1.6	1.0	2.0	1.6	1.6	2.2	3.0	3.0	2.0	2.2	1.6

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	High	Study of the ideological foundations of the French Revolution (Liberty, Equality, Fraternity), the rise of nationalism, and the impact of industrialization and world wars fosters critical reflection on moral values, human rights, and ethical governance as outlined in PSO4.
Gender	Medium	The course explicitly includes the study of emerging gender relations in the French Revolution (Unit I) and the impact of industrialization on family and gender (Unit IV), allowing for substantive gender analysis of modern European society.
Environment & Sustainability	Low	Study of industrialization and urbanization (Unit IV) offers scope to discuss the environmental degradation and resource consumption that accompanied these processes.
Professional Ethics	Medium	The critical evaluation of different historical interpretations of revolutions, nationalism, and industrialization (Unit I-V) instills ethical practices in handling and interpreting diverse political and ideological evidence.

SDG Mapping

SDG No.	SDG Title	Contribution
SDG 4	Quality Education	Provides foundational knowledge of modern European political, social, and economic history, contributing to global historical literacy and a nuanced understanding of the modern world order.

SDG No.	SDG Title	Contribution
SDG 5	Gender Equality	Analysis of emerging gender relations during the French Revolution (Unit I) and the impact of industrialization on family and gender (Unit IV) provides critical insights into the historical roots of gender roles and inequalities.
SDG 8	Decent Work and Economic Growth	Study of capitalist industrialization, the evolution of social classes (Bourgeoisie, Proletariat), and economic development in Britain, France, Germany, and Russia (Unit IV) helps understand the historical foundations of modern economic systems and labor relations.
SDG 10	Reduced Inequalities	Analysis of social class differentiation, the rise of socialism and working-class movements (Unit IV), and the politics of inclusion/exclusion in nationalist movements (Unit V) helps understand the historical roots of social and economic inequalities.
SDG 16	Peace, Justice and Strong Institutions	Analysis of the French Revolution, the rise of nationalism, the remaking of states (Unit V), and the causes of World Wars provides critical insights into the importance of peace, justice, and strong institutions for preventing conflict.

Text Books-

1. Rout, K.C., (2003). *History of Europe (1789-1919),* Anmol
2. Reddy, Krishna, (2018). *World History*, McGrow Hill Education (India) Pvt. Ltd., Chennai.
3. Rao, B.V., (2017). *World History (From Early Times to 2011)* Sterling Publisher, New Delhi.
4. Rao, B.V., (2014). *History of the Modern World*, Sterling Publisher, New Delhi.
5. Phukan Meenaxi, (2012). *Rise of Modern West*, Trinity Press Pvt. Ltd.
6. Mitter, Partha, (2013*). Much Maligned Monsters: History of European Reactions to Indian Art*, Oxford University Press.

Suggested Readings-

1. Trivedi, Abha, (2007). *Glimpses of European History(1450-1945): A Dictionary Model*, Sarup and Sons.

2. Southgate, George W., (2004). *A Book of Modern European History 1789-1945*, Aravali Books.
3. Singh, Adhiraj,(2012). *Cultural Economic and Political History of Europe*, Alfa Publication.
4. Scamell, V., *The First Imperial age: European overseas Expansion 1475-171.*
5. Masih, Y., (2016). A *Critical History of Western Philosophy: Greek, Medieval and Modern,* Motilal Banarasidas.
6. Khuran, K.L. and Sharma, R. C., (1984). *A Simple History of Modern Europe (1789-1880 A.D.),* Lakhsmi Narain Agrawal, Agra.
7. Kapoor, B.L., (2006).*Cultural History of Western Himalayas*, Shubhi Publication.
8. Israel Smith Clare, (1931). *The Standard History of the World*, 10 Volumes, Standard Historical Society, Cincinnati.
9. Hilton Rodney, (2006). The *Transition from Feudalism to Capitalism,* Akkar Books ; Delhi.
10. Hayes C.J.H: (1936). *A Cultural and Political History of Europe* 1500-1830, Vol. I, London, Macmillan.
11. Hale John, R., (2000). *Renaissance Europe 1480-1520(Blackwell Classic Histories of Europe),* Wiley-Blackwell; Second Edition.
12. Gottlieb, Anthony, (2000).*The Dream of Reason: A History of Western Philosophy From the Greeks to the Renaissance*, W.W. Norton.
13. Fisher, H.A.L ., (1938), *History of Europe (relevant portion only),* London, Eyre and Spottiswoode.
14. Elton, G. R., (1999). *Reformation Europe 1517-1559*, Wiley.
15. Dey, Manak Kumar,(2017). *Rise of Modern West(Part-I),* Wisdom Press, Delhi.
16. Davis , Ralph, (1973). *The Rise of the Atlantic Economies*, New York.
17. Colin Heywood,(1995). *The Development of the French Economy, 1750-1914*, CUP,.
18. Choudhury, Prem S., (2011). *History of Europe*, Kunal Books.
19. Chaurasia, Radhey Shyam , (2001). *History of Western Political Thought*(2 Volumes), Atlantic Publication.
20. Chaurasia, Radhe Shyam,(2002). *History of Europe* (4 Volumes), Atlantic Publication.
21. Carlo M. Cipolla, *Fontana Economic History of Europe*, Vols. II and III.
22. Carlo M. Cipolla, (1993). *Before the Industrial Revolution, European Society and Economy. 1000 -1700.*, 3rd Edition.

Internship /Project/ Community Outreach/Dissertation

Internship

Nature of the Course: Internship
Code: IP37081

Credit-02

Objectives of Internship:

- To promote attitudes in the student towards professional self-development and increasing self-esteem
- To assist students develop knowledge and skills in the practice of all the methods of social work
- To incorporate the class room learning with organizational/agency practice through hands-on experience
- To expand skills of the students in troubleshooting in areas of service delivery through organization /agency.

At the end of the 4th Semester of 4 years B.A./ B.Sc. Anthropology Programme, the students are expected to go for 15 to 30 days internship and submit report after completion of internship to the department. Mode of Internship will be Offline/Online/Hybrid Mode (as decided by the Department/ as per the institutional guidelines).

Suggested Internship Areas

Students may undertake internships in:

- Government Departments
- NGOs and Voluntary Organizations

- Research Institutes
- Educational Institutions
- CSR Projects
- Panchayati Raj Institutions
- Tribal Development Agencies
- Health and Nutrition Projects
- Museums and Archives
- Cultural Organizations
- Heritage and Tourism Organizations
- Media and Documentation Centres
- Corporate Social Responsibility (CSR) Units
- International Organizations
- Start-ups and Social Enterprises

Nature of the Organization/Agency (To be visited by students)

The organization/ Agency can be Government or Non-Government Organization (NGO). If it is an NGO, it must be registered organization. The students will have to get prior permission from University for such internship.

Students will have to join internship in organization related to subject domain under Social Work discipline and study the organization and its programmes. The internship report should contain the following basic components:

1. Location and background of the organization/agency
2. Objectives, programme and activities (during current calendar/financial year)
3. Administrative structure of the organization /agency
4. Major contributions of the organization/agency to the society
5. Problems/issues addressed by the organization/agency

6. Students' contribution (details of activities) for the organization/agency
7. Summary including learning points
8. Reference/s

Following appendices to be attached:

1. List of Executive/Administration/Management committee of the organization/agency

2. List of contacts (Name and address)

3. List of document shared to the intern

4. Photographs (relevant to intern's activities in the organization/agency

5. Map of the district where the organization is located (show location in the map, Google map can be used)

6. Address, website, e-mail and phone number of the organization/agency

7. A certificate from the authorized signatory of the organization for completion of internship with dates.

Course Outcomes (COs)

Code	Course Outcome	Bloom's Level
CO1	Gain first-hand experience working as a historian with primary materials in a professional setting.	Apply
CO2	Gain exposure to areas of the discipline such as Public History, Oral History, and Tribal Culture and Philosophy.	Understand
CO3	Share ideas and engage with scholars and professionals in the field of history and cultural heritage.	Apply

Code	Course Outcome	Bloom's Level
CO4	Deal with various aspects of Tribal Heritage and Indology through practical engagement.	Analyze
CO5	Access and utilize different Museums and Archival data to understand indigenous literature and reconstruct history.	Evaluate

CO-PO Attainment Matrix (Part 1: Programme Outcomes 1-12)

(Referencing the Programme Outcomes (POs) from the "History Four year UG 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	2	3	3	3	2	2	3	2	2	2	3	2	3	3	2
CO2	2	3	2	2	2	3	2	2	3	2	2	3	3	2	3	3	2
CO3	2	2	3	2	2	2	3	2	3	3	2	2	2	2	2	3	2
CO4	2	3	1	2	2	3	2	2	3	2	2	3	3	2	3	3	3
CO5	2	3	2	3	3	3	2	3	3	2	3	3	3	2	3	3	3
Average	2.0	2.8	2.0	2.4	2.4	2.8	2.2	2.2	3.0	2.2	2.2	2.6	2.8	2.0	2.8	3.0	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

Cross-cutting Issue	Level	Integration Focus
Human Values	High	Working with primary materials and engaging with tribal heritage fosters ethical responsibility, cultural sensitivity, and respect for diverse historical narratives as outlined in PSO4.
Gender	Medium	Internship opportunities may involve studying gender dynamics in historical contexts, oral histories of women, or working with collections related to women's history, providing practical engagement with gender analysis.
Environment & Sustainability	Low	Internships in National Parks or eco-museums allow students to explore the relationship between human societies and their environment, as well as sustainability in heritage preservation.
Professional Ethics	Very High	The internship directly instills professional ethics through handling of primary materials, archival records, and museum artifacts, emphasizing integrity, accountability, and responsible stewardship of cultural heritage.

SDG Mapping

SDG No.	SDG Title	Contribution
SDG 4	Quality Education	Provides experiential learning opportunities that complement classroom education, developing practical skills in historical research, documentation, and heritage management.
SDG 5	Gender Equality	Internship experiences may include engagement with gender-focused collections, oral histories of women, or organizations working on gender issues in historical contexts.
SDG 8	Decent Work and Economic Growth	Prepares students for careers in public history, museums, archives, and cultural institutions, contributing to the cultural and creative economy.
SDG 11	Sustainable Cities & Communities	Engagement with Tribal Museums, Historical Museums, and National Parks contributes to the protection and safeguarding of cultural and natural heritage, which is essential for

SDG No.	SDG Title	Contribution
		sustainable communities.
SDG 16	Peace, Justice and Strong Institutions	Working with archival records and historical documentation strengthens institutional memory, transparency, and accountability, contributing to the development of strong and just institutions.
SDG 17	Partnerships for the Goals	The internship model requires partnerships between the university and external organizations (museums, archives, historical societies), fostering collaborative networks for knowledge sharing and capacity building.

SEMESTER – V (Double Major)

Ancient History of Odisha

Nature of the Course: Major Course
Major Paper-IX

Code: HI30001

Credit -4

Objective-The paper discusses the study of sources for the reconstruction of early Odisha history. The aim is to graph the historical geography of Ancient Odishan territories. It also explains Kalinga war and its socio-cultural implications. The section also deals with the career and achievements of Kharavela and the contribution of other regional dynasties. This highlights the political administration, economy and cultural significance of Bhaumakaras and Somavamsis.

Course Content-

UNIT-I

3. Sources of Study: Inscriptions, Copper Plates, Literature, Foreign Accounts, Material Remains, Coins, Museum &Archival Records.
4. Historical Geography: Kalinga, Tosali, Utkal, Odra, Kangoda& Kosala.

UNIT-II

3. Kalinga War-Causes & Consequences.
4. The Mahameghavahanas: Career & Achievements of Kharavela.

UNIT-III

4. Rise of Regional Dynasties: Matharas, Sailodbhavas& Early Gangas.
5. Hiuen Tsang's Account of Ancient Odisha.

UNIT-IV

1. The Bhauma Karas: Origin, Chronology, Administration & State Formation.
2. The Somavamsis: Origin & Development, Achievements of Yayati-I & II Transition in State Formation.

UNIT-V

3. Administrative Systems under Bhaumakara&Somavamsi Rules.
4. Society & Economy during the Bhaumakara&Somavamsi Periods Cultural Significance of Bhaumakara&Somavamsi Periods.

Course Outcome: -

CO1-The paper highlights the geographical identity of ancient Odisha and the socio-cultural history of the time.

CO 2- It educates the students about the historical narration of Kalingan War and political atmosphere of the era of Kharavela.

CO 3- Highlighted the Rise of Regional Dynasties: Matharas, Sailodbhavas& Early Gangas

CO4- Analysis of The Bhaumakaras and the SomavamsisOrigin& Development, Achievements of Yayati-I & II Transition in State Formation.

CO5 -The Bhaumakaras and the Somavamsis also contributed to the administrative, economy and cultural significance.

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.

Suggested Readings-

1. Donaldson, T.E., (2000). *Tantra And Sakta Art of Orissa,*Vol.I and II, New Delhi.
2. Easchman, A. , et al ,eds. , (1978) *Thecult of Jagannatha and Regional Tradition of Orissa*, Manohar, New Delhi.
3. Mishra, Binayak, (1986). *Indian Culture and Cult of Jagannatha*, Calcutta.
4. Mishra, K.C., (1971). *The Cult of Jagannatha,* Calcutta.
5. Mishra, P.K. & Samal, J.K. , eds., (1997). *Comprehensive History And Culture of Orissa,* Two Volumes, Kaveri Books ; New Delhi.
6. Mohanty,A.B., ed., (1932, Reprint-2001). *Madlapnji* Prachi Samiti; Cuttack, Reprinted at Orissa Sahitya Akademi; Bhubaneswar.
7. Panda, Harihar, (Reprint-2014). *History of Odisha,* Kitab Mahal;Cuttack.
8. Panigrahi, K.C., (1995). *History of Orissa (Hindu Period),* Kitab Mahal;Cuttack.
9. Patnaik, H.S. and Parida ,A.N. , eds., (1996). *Aspects of Socio-Cultural Life Early and MedievalOrissa*, Bhubaneswar.
10. Pradhan, A.C., (2012). *A Study of History of Odisha*, Panchashila Publishers and Book Sellers;Bhubaneswar.
11. Sahu, N.K. , (1958). *Buddhism in Orissa*. Utkal University; Bhubaneswar.
12. Sahu, N.K., Mishra, P.K. & Sahu. J.K., (1981). *History of Orissa*, Cuttack.
13. Sahu, N.K., (1964). *History of Orissa*, Vol. II, Utkal University; Bhubaneswar.
14. Sairam, T.V.,*(*1982). *Indian Temple Forms and Foundation,* New Delhi.

History of India-V (1550-1605 CE)

Nature of Course: Major Course
Major Paper-X
Code: HI30003

Credit -4

Objective-The objective of this paper is to have a comprehensive knowledge about the polity-society- economy of India during the medieval period. The course will help the students to understand the chronological history of India from the Turkish invasion to the advent of the British rule. This paper will also see the developments in the major religious trends of the time and also give an idea of the art, architecture and culture of medieval India.

Course content-
UNIT-I

Sources and Historiography

a. Persian literary culture; translations; Vernacular literarytraditions

b. Modern Interpretations

UNIT-II

Establishment of Mughal Rule

a. India on the eve of Babur's invasion

b. Fire arms, military technology and warfare

c. Humayun's struggle for empire

d. Sher Shah and his administrative and revenue reforms

UNIT-III

Consolidation and Expansion of Mughal rule under Akbar

a. Campaigns and conquests: tactics and technology

b. Evolution of administrative institutions: zabt, mansab, jagir,madad-i-maash

c. Revolts and resistance

d. Incorporation of Rajputs and other indigenous groups in Mughalnobility

e. North-West frontier, Gujarat and the Deccan and Conquest of Bengal

UNIT-IV

Rural Society and Economy:

a. Land rights and revenue system; Zamindars and peasants; ruraltensions

b. Extension of agriculture; agricultural production; crop patterns

c. Trade routes and patterns of internal commerce; overseastrade; rise of Surat

UNIT-V

Political and Religious Ideals:

a. Inclusive political ideas: theory and practice

b. Religious tolerance and sulh-i-kul; Sufi mystical and intellectual interventions

c. Pressure from the Ulema

Course Outcome: -

CO1- The student will have an understanding of the history of medieval India.

CO2- The students will have knowledge on the sources of medieval India.

CO3-The student will have knowledge about the political history and dynastic chronology of the Mughal period.

CO4-This paper will also give an understanding of socio-religious developments of medieval period.

CO5- The student will have knowledge regarding impact of Islam on Indian Society.

Text Books-

1. Chandra, Satish, *Essays on Medieval Indian History*, Oxford university Press, New Delhi 2004.
2. Chandra, Satish, *Medieval India from Sultanate to Moghal* Part I,1206 to 1526, Har-Anand Publications New Delhi 1975.

3. Luniya, B.*: Indian History and Culture*, New Delhi, 1980.
4. M. Ather Ali, *Mughal Nobility under Aurngazeb*.
5. Mahajan, V.D: *History of Delhi Sultanate*, Sultan Chand, New Delhi, 2000.
6. Majumdar R.C. *An Advanced History of India Macmeillan India*.
7. Omprakash, *Economic History of India*.
8. Rizvi S.A. *The Wonder that was India* Vol. II Penguin Books New Delhi, 2000.

Suggested Readings-

1. Basanta Kumar Mallick*, Paradigous of Dissent and Pratest*: *Social Movements in EasternIndian (cAD 1400-1700),* Manohar, New Delhi, 2004.
2. Easchman, H.Kulka& G.C. Tripathy (eds) *The cult of Jaganaatha and the Regional Tradionof Orissa, Menohar*, New Delhi, 1978.
3. Indu Banga*, Posts and Their Hinterlands in India* (1700-1950), New Delhi, 1992.
4. Irfan Habib, *Agrarian System of Mughal India*, OUP.
5. Krishna Sharma, *Bhakti and the Bhakti Movement: A New Perspective*, *Munshiram Manohrlal*, New Delhi, 1978
6. Sathyanathaiyer R*., A Political and Cultural History of India* Vol. I, S. Viswanathan Printers and Publishers Chennai.
7. Satish Chandra, *Medieval India: Society Jagirdari Crisis and the Village*.
8. Satish Chandra*, Parties & Polities at the Mughal Court*.
9. T. Raejchowally& I. Habib (ed) *Cambridge Economic History of India*, Vol. I.
10. Tarachand, *Influence of Islam on Indian Culture,* 2000.

Some Aspects of European History (1780-1939 CE)

Nature of Paper: Major Course

Major Paper-XI

HI30005
Credit -4

Objective-

- To develop an understanding of the genesis, nature and consequences of the french Revolution.
- To analyse the Napoleonic Era and the Unification of Italy and Germany.
- To understand the rise of international conflicts culminating in the First World War, the rise of Fascist Movement in Italy and Germany and the subsequent World War II.

Course Content-

UNIT-I

The French Revolution: Genesis Nature & Consequences

UNIT-II

Napoleonic Era and aftermath.

Revolutions of 1830 & 1848.

UNIT-III

Unification of Italy & Germany.

Social and Economic Changes.

UNIT-IV

Imperialist Conflicts: World War-I

Rise of Fascism and Nazism.

UNIT-V

Origin of World War-II

Course Outcome: -

CO1-The students will gain knowledge regarding Modern European History.

CO2- It will develop a critical understanding of important events, revolutions and their impact on Europe.

CO3- The Paper will make the students understanding the Social and Economic changes that took place in Europe in the 19th and 20th centuries.

CO4- The students will grasp knowledge regarding the significance of industrialization in Europe and its impact on World economy.

CO5- The paper will comprehend the essence of bewildered imperialistic rivalries leading to the World Wars and consequent crisis.

Text Books

1. Rao, B.V., (2014). *History of the Modern World*, Sterling Publisher, New Delhi.
2. Reddy, Krishna, (2018). *World History*, McGrow Hill Education (India) Pvt. Ltd., Chennai.
3. Swain, J.E., (1994). *A History of World Civilization*, Eurasia Publishing House Pvt. Ltd., New Delhi.
4. Khuran, K.L. and Sharma, R. C., (1984). *A Simple History of Modern Europe (1789-1880 A.D.),* Lakhsmi Narain Agrawal, Agra.
5. Maiti, P., (2012). *A HISTORY OF EUROPE (1789-1919)*, Shreedhar Prakasani, Kolkata.
6. Rao, B.V., (2017). *World History (From Early Times to 2011)* Sterling Publisher, New Delhi.

Suggested Readings-

1. Rao, B.V., (2014). *History of the Modern World*, Sterling Publisher, New Delhi.
2. Reddy, Krishna, (2018). *World History*, McGrow Hill Education (India) Pvt. Ltd., Chennai.

3. Mac Nall, Edward, (1963). *Their History and Their Culture*, W.W.Norton& Company, Inc, New York,
4. Israel Smith Clare, (1931). *The Standard History of the World*, 10 Volumes, Standard Historical Society, Cincinnati.
5. Swain, J.E., (1994). *A History of World Civilization*, Eurasia Publishing House Pvt. Ltd., New Delhi.
6. Wesley Rohem, A et al, (1952). *The Record of Mankind*, Health and Company Boston.
7. Khuran, K.L. and Sharma, R. C., (1984). *A Simple History of Modern Europe (1789-1880 A.D.),* Lakhsmi Narain Agrawal, Agra.
8. Maiti, P., (2012). *A HISTORY OF EUROPE (1789-1919)*, Shreedhar Prakasani, Kolkata.
9. Rao, B.V., (2017). *WorldHistory (From Early Times to 2011)* Sterling Publisher, New Delhi.
10. Colin Heywood,(1995). *The Development of the French Economy, 1750-1914*, CUP,.
11. Lynn Hunt, (1984). *Politics, Culture and Class in the French Revolution*, University of California Press.
12. Francois Furet, (1992). *Revolutionary France (1770-1880),* Blackwell.
13. Malcolm Corooke (ed., (2002). *Revolutionary France: 1788-1880,* OUP.
14. Hobsbawm, E.J. , (1996).*The Age of Extremes, 1914 - 1991*, New York:Vintage.
15. Porter, Andrew, (1994). *European Imperialism*, 18760 -1914.

Rise of the Modern West-II

Nature of Course: Major Course

Major Paper-XII

HI30007

Credit -4

Objective-The objective of this paper is to explain the 17th century European crisis in economic, social and political dimensions. This paper will provide the issues of the English revolution and give ideas on the rise of modern science in relation to European society from the Renaissance to the 17th century. It will also provide the knowledge on system of Mercantilism and European Economy of17th and 18th centuries and European politics along with the issues of the American Revolution.

Course Content-

UNIT-I

a. 17th century European crisis: economic, social and political dimensions.

UNIT-II

a. The English Revolution: major issues; political and intellectual currents.

UNIT-III

a. Rise of modern science in relation to European society from the Renaissance to the 17th century.

UNIT-IV

a. Mercantilism and European Economics;17th and 18thcenturies

b. European politics in the 18th century: parliamentary monarchy; patterns of Absolutism in Europe.

UNIT-V

a. Political and Economic issues in the American Revolution

b. Preludes to the Industrial Revolution

Course Outcome

CO1-1 To analyse the economic, social and political dimensions of the 17th century European crisis.

CO1-2 To know the political and intellectual issues of the English Revolutions.

CO1-3To understand the rise of modern science in relation to European society from the Renaissance to the 17th century.

CO1-4 To explain the features of European mercantilism, economy and polity of the 17th and 18^{th}centuries

CO1-5 To focus on the political and economic issues in the American Revolution and also on the Industrial Revolution of England

Text Books

1. Butterfield H., (1959). *The Origins of Modern Science***,** The Macmillan Company.
2. Camerson, Euan (ed., (2001). *Early Modern Europe: An Oxford History*, Oxford University Press.
3. Chaurasia, Radhe Shyam, (2002). *History of Europe* (4 Volumes), Atlantic Publication.
4. Chaurasia, Radhey Shyam, (2001). *History of Western Political Thought* (2 Volumes), Atlantic Publication.
5. Choudhury, Prem S., (2011). *History of Europe*, Kunal Books.
6. Cipolla Carlo M., (1994). Before the Industrial Revolution, European Society and Economy, 1000-1700, W. W. Norton & Company; 3rd edition

Suggested Readings-

1. Anderson M.S, (1961). *Europe in the Eighteenth Century Holt,* Rinehart and Winston,
2. Anderson, Perry,(1979). *The lineages of the Absolutist States*, Verso.
3. Aston, T.H. and PhilipinC.H.E., eds., (2005). *The Brenner Debate: Agrarian Class Structure and Economic Development in Pre-Industrial Europe,* Cambridge University Press.
4. Burke, Peter, The Renaissance . Humanities Press International, 1987

5. Butterfield H., (1959). *The Origins of Modern Science*, The Macmillan Company.
6. Camerson, Euan (ed.,(2001). *Early Modern Europe: An Oxford History*, Oxford University Press.
7. Chaurasia, Radhe Shyam,(2002). *History of Europe* (4 Volumes), Atlantic Publication.
8. Chaurasia, Radhey Shyam , (2001). *History of Western Political Thought*(2 Volumes), Atlantic Publication.
9. Choudhury, Prem S., (2011). *History of Europe*, Kunal Books.
10. Cipolla Carlo M., (1994). Before the Industrial Revolution, European Society and Economy, 1000-1700, W. W. Norton & Company; 3rd edition
11. Cipolla Carlo M., (1978). *Fontana Economic History of Europe*, Vols. II and III Collins/ Fontana Books.
12. Coleman D.C.ed., (1969). Revisions in Mercantilism Methuen & Co.
13. Davis Ralph, (1973). *The Rise of the Atlantic Economics*. Cornell University Press.
14. Dobb Maurice, (1947). *Studies in the Development of Capitalism*, International Publishers.
15. Driesen, I.H. Vanden, (2003).*Filling in the Gaps: Five Essays on Labour History of Western Astrailia*, Atlantic Publication.
16. Dunn Rechard S.,(2004). *The Age of Religious Wars, 1559-1715*, W.W.Norton& Company.
17. Elton, G.R., (1999). *Reformation Europe*, 1517-1559, Wiley.
18. Gilmore, M.P., (1952). *The World of Humanism*, 1453-1517 New York.
19. Gottlieb, Anthony, (2000).*The Dream of Reason: A History of Western Philosophy From the Greeks to the Renaissance*, W.W. Norton.
20. Hilton, Rodney, (2006).*Transition from feudalism to Capitalism*, Aakar Books.
21. Kapoor, B.L., (2006).*Cultural History of Western Himalayas*, Shubhi Publication.
22. Koenigsberger, H.G and Mosse, G.L., (1961). *Europe in the Sixteenth Century*, Longmans.
23. Masih, Y., (2016). A *Critical History of Western Philosophy: Greek, Medieval and Modern,* Motilal Banarasidas.

24. Mitter, Partha, (2013*). Much Maligned Monsters: History of European Reactions to Indian Art*, Oxford University Press.
25. Parker G.,(1980). *Europe in Crisis, 1598-1648 Ithaca*, N.Y.: Cornell University Press.
26. Phukan Meenaxi, (2013). *Rise of the Modern West: Social and Economic History of Early Modern Europe.* Laxmi Publications.
27. Poliensky.V, (2008). War and Society in Europe, 1618-48 Cambridge University Press.
28. Rabb Theodore K.,(1975). *The Struggle for Stability in Early Modern Europe*. Oxford University Press.
29. Rout, K.C., (2003). *History of Europe (1789-1919),* Anmol
30. Scammell V.,(2003). *The First Imperial Age: European Overseas expansion, 1400-1715.* Routledge.
31. Singh, Adhiraj, (2012). *Cultural Economic and Political History of Europe*, Alfa Publication.
32. Southgate, George W., (2004). *A Book of Modern European History 1789-1945*, Aravali Books.
33. Stevens, Graham, (2005). *The Russellian Origins of Analytical Philosophy: Bertrand Russell and the Unity of the Proposition*, Routledge.
34. Trivedi, Abha, (2007). *Glimpses of European History (1450-1945): A Dictionary Model*, Sarup and Sons.
35. Vries Jan de, (1976). *Economy of Europe in an Age of Crisis 1600-1750*, New York: Cambridge University Press.

History of Modern Europe (1780-1939 CE)

Nature of the Course: Minor Course
Minor Paper-V

Code: HI32001

Credit -4

Objective-

- Get an overview of the history of modern Europe from 1780- 1939
- Understanding the major events of the period such as the French Revolution, Industrial Revolution and the two World Wars, their causes and impact on Europe.
- Analyzing various trends of continuity and of change in European society
- Understanding the emergence of ideas such as capitalism, socialism, nationalism, liberalism and their impact.

Course content-

UNIT-I

The French Revolution and its European repercussions:

a. Crisis of Ancient Regime

b. Intellectual currents.

c.Social classes and emerging gender relations.

d. Phases of the French Revolution 1789 - 99.

UNIT-II

Restoration and Revolution: c. 1815 -1848:

a. Art and Culture of French Revolution.

b. Napoleonic consolidation - reform and empire.

c. Forces of conservatism & restoration of old hierarchies.

UNIT-III

Revolutionary movements of France: c. 1815 - 1848:

a. Forces of conservatism & restoration of old hierarchies.

b. Social, Political and intellectual currents.

c. Revolutionary and Radical movements, 1830 - 1848.

UNIT-IV

Capitalist Industrialization and Social and Economic Transformation (Late 18thcentury to AD 1914)

a. Process of capitalist development in industry and agriculture: case Studies of Britain, France, the German States and Russia.

b. Evolution and Differentiation of social classes: Bourgeoisie, Proletariat, land owning classes and peasantry.

c. Changing trends in demography and urban patterns.

d. Family, gender and process of industrialization.

UNIT-V

Varieties of Nationalism and the Remaking of States in the 19th and 20thCenturies.

a. Intellectual currents, popular movements and the formation of National identities in Germany, Italy, Ireland and the Balkans.

b. Specificities of economic development, political and administrative Reorganization - Italy; Germany.

Course Outcome: -

CO1-To understand the concept of revolution and develop an idea about the conservative forces that helped in the restoration of old order vis a vis the revolutionary tendencies in Europe

CO2- To develop an understanding about the forces of conservatism & restoration of old hierarchies.

CO3-To highlight the Revolutionary movements of France: c. 1815 – 1848

CO4- To understand the transformation of socioeconomic patterns of Europe and helped in modernisation

CO5- To acquire knowledge about the varied concepts of Nationalism and the Remaking of States in the 19th and 20th Centuries and specificities of economic development, political and administrative Reorganization - Italy; Germany.

Text Books

1. Rout, K.C., (2003). *History of Europe (1789-1919),* Anmol
2. Reddy, Krishna, (2018). *World History*, McGrow Hill Education (India) Pvt. Ltd., Chennai.
3. Rao, B.V., (2017). *world History (From Early Times to 2011)* Sterling Publisher, New Delhi.
4. Rao, B.V. , (2014). *History of the Modern World*, Sterling Publisher, New Delhi.
5. Phukan Meenaxi, (2012). *Rise of Modern West*, Trinity Press Pvt. Ltd
6. Trivedi, Abha, (2007). *Glimpses of European History (1450-1945): A Dictionary Model*, Sarup and Sons.
7. Southgate, George W., (2004). *A Book of Modern European History 1789-1945*, Aravali Books.
8. Singh, Adhiraj, (2012). *Cultural Economic and Political History of Europe*, Alfa Publication.

Suggested Readings-

1. Trivedi, Abha, (2007). *Glimpses of European History (1450-1945): A Dictionary Model*, Sarup and Sons.
2. Southgate, George W., (2004). *A Book of Modern European History 1789-1945*, Aravali Books.
3. Singh, Adhiraj, (2012). *Cultural Economic and Political History of Europe*, Alfa Publication.
4. Scamell, V., *The First Imperial age: European overseas Expansion 1475-171.*
5. Rout, K.C., (2003). *History of Europe (1789-1919),* Anmol
6. Reddy, Krishna, (2018). *World History*, McGrow Hill Education (India) Pvt. Ltd., Chennai.
7. Rao, B.V., (2017). *WorldHistory (From Early Times to 2011)* Sterling Publisher, New Delhi.
8. Rao, B.V. , (2014). *History of the Modern World*, Sterling Publisher, New Delhi.

9. Phukan Meenaxi, (2012). *Rise of Modern West*, Trinity Press Pvt. Ltd.
10. Mitter, Partha, (2013*). Much Maligned Monsters: History of European Reactions to Indian Art*, Oxford University Press.
11. Masih, Y., (2016). A *Critical History of Western Philosophy: Greek, Medieval and Modern,* Motilal Banarasidas.
12. Khuran, K.L. and Sharma, R. C., (1984). *A Simple History of Modern Europe (1789-1880 A.D.),* Lakhsmi Narain Agrawal, Agra.
13. Kapoor, B.L., (2006). *Cultural History of Western Himalayas*, Shubhi Publication.
14. Israel Smith Clare, (1931). *The Standard History of the World*, 10 Volumes, Standard Historical Society, Cincinnati.
15. Hilton Rodney, (2006). The *Transition from Feudalism to Capitalism,* Akkar Books ; Delhi.
16. Hayes C.J.H: (1936). *A Cultural and Political History of Europe* 1500-1830, Vol. I, London, Macmillan.
17. Hale John, R.,(2000). *Renaissance Europe 1480-1520(Blackwell Classic Histories of Europe),* Wiley-Blackwell; Second Edition.
18. Gottlieb, Anthony, (2000).*The Dream of Reason: A History of Western Philosophy From the Greeks to the Renaissance*, W.W. Norton.
19. Fisher, H.A.L ., (1938), *History of Europe (relevant portion only),* London, Eyre and Spottiswoode.
20. Elton, G. R., (1999). *Reformation Europe 1517-1559*, Wiley.
21. Dey, Manak Kumar,(2017). *Rise of Modern West(Part-I),* Wisdom Press, Delhi.
22. Davis , Ralph, (1973). *The Rise of the Atlantic Economies*, New York.
23. Colin Heywood,(1995). *The Development of the French Economy, 1750-1914*, CUP,.
24. Choudhury, Prem S., (2011). *History of Europe*, Kunal Books.
25. Chaurasia, Radhey Shyam , (2001). *History of Western Political Thought*(2 Volumes), Atlantic Publication.
26. Chaurasia, Radhe Shyam,(2002). *History of Europe* (4 Volumes), Atlantic Publication.
27. Carlo M. Cipolla, *Fontana Economic History of Europe*, Vols. II and III.
28. Carlo M. Cipolla, (1993). *Before the Industrial Revolution, European Society and Economy. 1000 -1700.*, 3rd Edition.
29. Anderson, M.S.,(2003). *The Ascendancy of Europe: 1815-1914* , 3rd Edition.

Introduction to Indian Freedom Struggle
Nature of Course: Minor Course
Minor Paper-VI

Code: HI32003

Credit -4

Objective-

This paper aims to provide students with a comprehensive understanding of the British colonial experience in India and its impact on the rise of Indian nationalism. Students will:

- Analyze the theoretical underpinnings of British imperialism and its various stages in India.
- Examine the administrative and policy changes implemented by the British Raj and their effects on Indian society.
- Explore different conceptual debates surrounding nationalism in the colonial context.
- Gain insights into the growth of national consciousness and the early Indian National Congress.

Course content--

UNIT-I

1. British Imperialism in India a Theoretical Perspective, Stages of Colonialism and Changes in Administrative Structure and Policies, effects of Colonialism.
2. Approaches to Nationalism: Conceptual debates.

UNIT-II

1. Peasant and Tribal Movements in 18th and 19th Centuries.
2. Growth of National Consciousness. Early Congress: Its Ideology and Performance.

UNIT-III

1. The Revolt of 1857: Causes Nature and Results, Political Associations before 1885.

2. Rise and growth of Extremism and Extremists in Action, Revolutionary Terrorism (Early Phase till 1918), Swadeshi Movement in Bengal, Extremist-Moderate Conflict and the Surat Split, 1907

UNIT-IV

1. Home Rule Movement and Ghadar Movement, Non-Cooperation and Khilafat Movements.
2. Civil Disobedience Movement: causes, courses and its impact

UNIT-V

1. Quit India Movement: causes, courses and its consequence
2. Mountbatten Plan for India's Freedom

Course Outcome-

CO-1: After read this paper the student will be able to examine the diverse historiographical interpretations of the nationalist movement in India and to look at how the resistance of the period c.1857-1947, and its results, can be situated in the longer history of anti-colonial struggles, especially during the nineteenth and early twentieth century.

CO-2: To understand some of the problems that the long-term impact of colonial historiography has had on writings on the nationalist struggle, and acquaint them with approaches that have more recently tried to broaden historical enquiry regarding the movements.

CO-3: The student would be introduced to some of the debates on Indian nationalism like civil rebellion, peasant resistance, and popular mobilization.

CO-4. This paper will help to examine the responses of various social classes would be analyzed, providing an opportunity to understand society, politics and the state in colonial India.

CO-5. To enumerate the features of Home Rule Movement, Ghadar Movement, Non-Cooperation and Khilafat Movements, Civil Disobedience Movement and Quit India Movement of India.

Text Books:

1. Majumdhar, R.C., , (1962). *History of Freedom Movement in India* 3 Vols, Calcutta.
2. McLane, J. R., (1977). *Indian Nationalism and the Early Congress*, Princeton, N.J.: Princeton University Press.

3. Raj, K. N., (Ed.) (1985). *Essays on the Commercialization of Indian Agriculture*. Oxford University Press; Delhi.
4. Ray, Rajat K., (1992). *Entrepreneurship and Industry in India, 1800-194.* Oxford University Press; Delhi.
5. Ray, Rajat, (1984). *Social Conflict and Political Unrest in Bengal, 1875-1927*, Oxford University Press; Delhi.
6. Raychoudhary, S. C., (2000). *History of Modern India*, Surjeet Publication, Delhi.
7. Sarkar, Sumit. (1973). *TheSwadeshi Movement in Bengal*, Permanent Black; Delhi.
8. Seal, Anil. (1971). *The Emergence of Indian Nationalism*, Cambridge University Press; Cambridge.

Suggested Readings-

1. Agarwal, R.C., (1974*). Constitutional Development and National Movement*, S.S. Chand & Company, New Delhi.
2. K. Rajayyan (1981). *History of Freedom Struggle in India*, Madurai Publishing house; Madurai.
3. Alavi, Seema (1995). *The Sepoys and the Company: Tradition and Transition in Northern India, 1770-1830,* Oxford University Press; Oxford.
4. Bayly, C. A. , (1996). *Empire and Information*, Cambridge: Cambridge University Press.
5. Bayly, C.A., (1975).*The Local roots of Indian Politics: Allahabad, 1880-1920*, Clarendon Press; Oxford.
6. 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.
7. Breman, Jan, (1985). *Of Peasants, Migrants, and Paupers: Rural Labour Circulation and Capitalist Production in West India*. Oxford University Press; Delhi.
8. Dirks, Nicholas, (1987). *The Hollow Crown: Ethnohistory of an Indian Kingdom*, Cambridge University Press; Cambridge.
9. 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.
10. Epstein, Simon , (1982). 'District Officers in Decline: The Erosion of British Authority in the Bombay Countryside, 1919-47', *Modern Asian Studies*, Volume 16, Number 3, pp. 493-518.
11. Venkatesan, G. , (1985). *The History of Freedom Struggle in India*, Coimbatore.

12. Grover ,B.L. ,& Grover, S. , (2002).*A New Look At Modern Indian History*, S Chand & Company Ltd, New Delhi.
13. Gupta, R.C., (1983). *Indian Freedom Movement and Thought 1930-1947*, Sterling Publishers; New Delhi.
14. LalBahadur, (1983).*Indian Freedom Movement and Thought 1919-1929*, Sterling Publishres, New Delhi.
15. Legg, Stephen, (2007). *Spaces of Colonialism: elhi's Ur anGovernmentalities*, Oxford University Press; Oxford.
16. Majumdhar, R.C., , (1962).*History of Freedom Movement in India* 3 Vols, Calcutta.
17. McLane, J. R., (1977). *Indian Nationalism and the Early Congress*, Princeton, N.J.: Princeton University Press.
18. Raj, K. N., (Ed.) (1985). *Essays on the Commercialization of Indian Agriculture*. Oxford University Press; Delhi.
19. Ray, Rajat K., (1992). *Entrepreneurship and Industry in India, 1800-194.* Oxford University Press ; Delhi.
20. Ray, Rajat, (1984).*Social Conflict and Political Unrest in Bengal, 1875-1927*, Oxford University Press; Delhi .
21. Raychoudhary, S. C. , (2000). *History of Modern India*, Surjeet Publication, Delhi.
22. Sarkar, Sumit. (1973). *TheSwadeshi Movement in Bengal*, Permanent Black; Delhi.
23. Seal, Anil. (1971). *The Emergence of Indian Nationalism*, Cambridge University Press; Cambridge.

Twentieth Century World (1900-1945 CE)

Nature of Course: Minor Course

Minor Paper-VII

Code: HI32005
Credit -4

Objective-

1. To discuss the origin, nature and results of the First World War.
2. To understand the different treaty systems.
3. To construct the Global economy.
4. To explain the totalitarianism.

Course content-

UNIT-I

1. First World War-Origin, Nature, Courses and Consequences.
2. Paris Peace Conference and Treaty System.
3. League of Nations: Function, Achievements and Failure.

UNIT-II

1. Global Economy: Depression and New Deal.
2. Shifting of World Economy from Europe to America
3. Economic and Industrial revival in Europe: Dawes and Young Plan.

UNIT-III

1. The Making of the Russian Revolution: Establishment of Socialist State in Russia It's Economic and Political Aspects: Response and Reaction in the West of Russian Revolution.
2. Rise of Totalitarianism- (a) Fascism in Italy (b) Nazism in Germany.

UNIT-IV

1. Foreign Policy of France and Germany, Problem of Disarmament, Policy of Appeasement.

2. Spanish Civil War: Causes, Nature and Impact on Europe.

UNIT-V

1. The Second World War: Origin, Course, Nature and Consequences.

Course Outcome-

CO-1: After read this paper the student will be able to know about the key features of the important events taking place with the beginning of the World War I and the subsequent peace and security attempts made at the international level to stop such war in future.

CO-2. After going through this paper the student will be able to learn: the causes, course, nature and consequences of the First World War, the details of the Paris Peace Conference convened soon after the War, about the formation, functions, achievements and failure of a World Organisation (League of Nations) and about the security attempts made to make the world safe and protected for peaceful co-existence.

CO-3 After a detail analysis of this paper the student will able to understand about different issues related to economic crises, new-deal and daws and young plan.

CO-4 After a thorough study of the paper student will able to understand regarding a new concept known as totalitarianism in Europe during the post-World War.

CO-5. To understand the foreign policy of France and Germany, Problem of Disarmament for maintaining World peace.

Text Books:

1. Carr.E.H., (1966). *Interantional Relation Between the Two World Wars*, 1919 – 1939, New York.
2. Dev. I.A., (2017). *History of the World, Form the Late Nineteenth to the Early Twenty-First Century,* Orient Black Swan, PVT; Hydrabad.

3. Malotra. V. K., (2007). *International Relations*, Anmol Publications PVT Ltd., New Delhi.
4. Moon P.T., (1926). *Imperialism and World Politics, The Macmillan Company,* New York.
5. Morgentheau, Hans.J., (1973). Politics among Nations, *The Struggle for Power and Peace*, New York.
6. Roy. A. C., (1994). *International Relations Since 1919,* The World Press PVT Ltd., Calcutta.
7. Schleicher, C.P. , (1963). *International Relations*, New Delhi.
8. Schuman, F., *International Politics*, 6th Ed, (1958). McGRaw Hill Book Company, New York.
9. Sen. A.K., (1993). *International Relations Since 1919*, S. Chand & Co., Ltd, New Delhi.
10. Sharma. U., (1993). *International Relations (From 1914 to Present Day),* Lakshmi Narain Agrawal, Agra.

Suggested Readings-

1. Carr.E.H., (1966). *Interantional Relation Between the Two World Wars*, 1919 – 1939, New York.
2. Dev. I.A., (2017). *History of the World, Form the Late Nineteenth to the Early Twenty-First Century,* Orient Black Swan, PVT; Hydrabad.
3. Malotra. V. K., (2007). *International Relations*, Anmol Publications PVT Ltd., New Delhi.
4. Moon P.T., (1926). *Imperialism and World Politics, The Macmillan Company,* New York.
5. Morgentheau, Hans.J., (1973). Politics among Nations, *The Struggle for Power and Peace*, New York.
6. Roy. A. C., (1994). *International Relations Since 1919,* The World Press PVT Ltd., Calcutta.
7. Schleicher, C.P. , (1963). *International Relations*, New Delhi.
8. Schuman, F., *International Politics*, 6th Ed, (1958). McGRaw Hill Book Company, New York.
9. Sen. A.K., (1993). *International Relations Since 1919*, S. Chand & Co., Ltd, New Delhi.

HISTORY OF SOUTHEAST ASIA-THE 20th CENTURY

Nature of Course: Minor Course

Minor Paper-VIII

Code: HI32007

Credit -4

Objective-

The objective of this course is to focus on the history of Southeast Asia of the twentieth century. This paper will provide some ideas to students on the attitude and struggle of people of the Southeast Asia states before and after their independence. It will also give a brief account of the foreign policies of independent states/countries like Burma (Myanmar), Indonesia, Cambodia, Siam or Thailand, Malaya (Malaysia) and Philippines to students for the enrichment of their knowledge on the history of Southeast Asia.

Course Content-

UNIT-I

a. Concept of South-East Asia

b. Migration: Indian and Chinese, Labour and Capital

UNIT-II

Movements of Resistance and the making of new identities

a. Peasant resistance.

b. Radicalism and the Origins of the Vietnamese Revolution, 1920-1946.

c. Indonesian Revolution, 1945-1949.

UNIT-III

Emergence of Modern Nations and States

a. The Union of Burma (Myanmar), 1948-1962.

b. Indonesia, the Sukarno Era, 1949-1965.

c. Cambodia under Norodom Sihanouk, 1955-1970.

UNIT-IV

Emergence of Other Nations

a. Siam or Thailand

b. Malaya (Malaysia)

c. The Philippines

UNIT-V

a. Foreign Policy of Independent Burma (Myanmar), Indonesia, Cambodia, Siam or Thailand, Malaya and The Philippines

Course Outcome-

CO-1. The students will acquaint with the concept of South-East Asia and also learnt emigration of Indian and Chinese people in South-East Asia.

CO-2. The students will know the movements of resistance and revolutionary attitude of people of Vietnam and Indonesia against the colonial rule and their administrative system in the Southeast Asia

CO-3. They will understand the emergence of modern Nations and States of Burma, Indonesia and Cambodia in the South-East Asia.

CO-4. The students can study the emergence of other nations like Siam or Thailand, Malaya(Malaysia) and The Philippines ofSouth-East Asia.

CO-5. The students will also learn the foreign policy of new states like Burma (Myanmar), Indonesia, Cambodia, Siam or Thailand, Malaya and Philippines of South-East Asia.

Text Books

1. Cotterell, Arthur, (2014). *A History of South East Asia*, Marshall Cavendish International Asia Pvt. Ltd.
2. Hall, D. G. E.,(1970). *A History of South-East Asia*, Macmillan.
3. Hart, G. ed., *Agrarian Transformations: Local Processes and the State in South-east Asia*.
4. Kemp, J. ed., (1989). *Peasants and Cities, Cities and Peasants: Rethinking Southeast. Asian Models*.Overveen, Netherlands: ACASEA.

5. Legge, J. D. , (2008). *The Writing of Southeast Asian History*, Edited by Nicholas Tarling, Cambridge University Press.
6. Osborne ,Milton E.,(2013). *Southeast Asia: An Introductory History*, Allen & Unwin.
7. Reid, Anthony, (2015).*A History of Southeast Asia: Critical Crossroads*, John Wiley & Sons.
8. Singh, A.K., (2000). *History of Far East in Modern Times*, Surjeet Publications, Delhi.

Suggested Readings-

1. Church, Peter , (2017). *A Short History of South-East Asia*, John Wiley & Sons.
2. Cotterell, Arthur, (2014). *A History of South East Asia*, Marshall Cavendish International Asia Pvt. Ltd.
3. Hall, D. G. E., (1970). *A History of South-East Asia*, Macmillan.
4. Hart, G. ed., *Agrarian Transformations: Local Processes and the State in South-east Asia*.
5. Kemp, J. ed., (1989).*Peasants and Cities, Cities and Peasants: Rethinking Southeast. Asian Models*.Overveen, Netherlands: ACASEA.
6. Legge, J. D. , (2008). *The Writing of Southeast Asian History*, Edited by Nicholas Tarling, Cambridge University Press.
7. Osborne ,Milton E. ,(2013).*Southeast Asia: An Introductory History*, Allen & Unwin.
8. Reid, Anthony , (2015).*A History of Southeast Asia: Critical Crossroads*, John Wiley & Sons.
9. Singh, A.K., (2000). *History of Far East in Modern Times*, Surjeet Publications, Delhi.
10. Tiwari, A., (2012). *The History of China and Japan* (From 1840-1949), Dorling Kindersley (India) Pvt. Ltd.
11. Yeung, Y.M. &Lo ,C.P. ,eds. (1976).*Changing South-East Asian cities : readings on urbanization*, Singapore : O.U.P.

Course Title: Internship

Nature of the Course: Internship
Code: HI37081
Credit-02

Code	Course Title	Credit	L-T-P
IP37081	Internship	2	0-0-2

Course Objectives:

The internship provides students with practical exposure to professional work environments by applying academic knowledge to real-world problems. It develops technical competence, problem-solving ability, communication, teamwork, ethical practices, and project management skills while fostering industry readiness, professional responsibility, lifelong learning, and experiential understanding of organizational practices.

Course Outcomes:

Upon successful completion of this course, students will be able to:

- CO1 (Knowledge/Remember): Recall and describe the organizational structure, professional practices, workplace ethics, safety regulations, and operational procedures followed in the internship organization.
- CO2 (Understanding): Explain and interpret industry requirements, project workflows, organizational processes, professional responsibilities, and the application of theoretical concepts in real-world environments.
- CO3 (Application): Apply domain knowledge, technical skills, modern tools, and problem-solving techniques to complete assigned tasks and projects effectively in a professional setting.
- CO4 (Analysis): Analyze real-world problems, evaluate alternative solutions, interpret project outcomes, and recommend appropriate improvements based on technical and organizational requirements.
- CO5 (Synthesis/Evaluation): Demonstrate professional competence by planning, executing, documenting, and presenting internship work while exhibiting effective communication, teamwork, ethical conduct, project management, and lifelong learning skills.

CO-PO-PSO Mapping

(Rate correlations: 1 - Weakly Mapped, 2 - Moderately Mapped, 3 - Strongly Mapped, "_" - No Correlation).

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
CO1	2	1	-	-	1	-	2	3	1	2	-	-	2	1	-	-
CO2	2	2	1	1	2	2	2	3	2	2	2	2	2	2	1	-
CO3	2	3	3	2	–	2	2	2	3	2	3	2	2	3	2	2
CO4	2	3	2	–	–	3	2	2	2	3	3	2	3	2	2	2
CO5	2	3	3	–	3	3	3	3	3	3	3	3	3	3	3	3

Course Duration: 38 hours

Total Practical / Lab Experiments: [38 Lab Contact Hours]

1. **Internship Orientation and Workplace Induction**

- Introduction to the organization
- Workplace policies, ethics, and safety guidelines
- Understanding organizational structure and work culture

2. **Technical Skill Development**

- Training on organization-specific software, tools, or technologies
- Familiarization with development environments, databases, cloud platforms, or hardware (as applicable)

3. **Assignment and Task Execution**

- Participation in project-related activities
- Requirement analysis and task planning
- Problem identification and solution implementation
- Testing and validation of assigned work

4. **Documentation and Reporting**

- Maintenance of daily work diary/logbook
- Weekly progress reports

- Preparation of technical documentation

5. **Professional Skills Development**

- Team collaboration
- Technical communication
- Time management
- Professional ethics and workplace responsibility

6. **Project Demonstration**

- Presentation of completed work
- Demonstration of developed solution or assigned tasks
- Interaction with industry/faculty mentor

7. **Internship Report and Viva Voce**

- Submission of internship report
- Seminar presentation
- Viva voce examination

Suggested Assessment Scheme

Component	Weightage (%)
Industry/Supervisor Evaluation	30
Faculty Mentor Evaluation	20
Daily Logbook and Attendance	15
Internship Report	20
Presentation and Viva Voce	15

SDG Mapping for this Course

SDG	Title	Contribution
SDG 4	Quality Education	Experiential learning
SDG 8	Decent Work and Economic Growth	Work-readiness, industry exposure
SDG 9	Industry, Innovation and Infra	Understanding real-world systems
SDG 10	Reduced Inequalities	Application in tribal/rural/NGO contexts

SEMESTER – VI (Single Major)

History of India-VI (1605-1750 CE)

Nature of the Course: Major course
Major Paper-XIII

Code: HI30002

Credit -4

Objective-

This paper aims to equip students with the necessary tools and knowledge to critically analyze the Mughal Empire in India. Students will be exposed to various primary sources, including Persian and vernacular literary works, histories, memoirs, and travelogues. By familiarizing themselves with these sources, students will gain a deeper understanding of the perspectives and methodologies used to study Mughal history.

- Identify and differentiate between different types of primary sources used in the study of Mughal history (Persian vs. vernacular literature, histories, memoirs, travelogues).
- Evaluate the strengths and limitations of each source type for understanding the Mughal era.
- Analyze how different sources can provide contrasting or complementary viewpoints on historical events.
- Practice critical reading skills to extract relevant information and identify potential biases in primary sources.

Course Content-

UNIT-I

Sources: Persian and vernacular literary cultures, histories, memoirs and travelogues

UNIT-II

Political Culture under Jahangir and Shah Jahan:

a. Extension of Mughal rule; changes in man sab and jagirsystems;imperial culture

b. Orthodoxy and syncretism - Naqshbandi Sufis, Miyan Mir, DaraShukoh, Sarmad

UNIT-III

Mughal Empire under Aurangzeb:

a. State and religion under Aurangzeb; issues in the war ofsuccession; policies regarding Religious groups and institutions

b. Conquests and limits of expansion

c. Beginning of the crisis: contemporary perceptions; agrarian andjagir crises; revolts

UNIT-IV

Visual Culture: Paintings and Architecture

Patterns of Regional Politics:

a. Rajput political culture and state formation

b. Deccan kingdoms; emergence of the Marathas; Shiva; xpansionunder the Peshwas

c. Mughal decline; emergence of successor states

d. Interpreting eighteenth century India: recent debates

UNIT-V

Trade and Commerce:

a. Crafts and technologies; Monetary system

b. Markets; transportation; urban centres

c. Indian Ocean trade network

Course Outcomes (COs)

Code	Course Outcome	Bloom's Level
CO1	Analyze the political, social, cultural, and economic landscape of Mughal India.	Analyze

Code	Course Outcome	Bloom's Level
CO2	Evaluate the role of various religious groups and institutions within the Mughal Empire.	Evaluate
CO3	Critically assess primary sources to construct a nuanced understanding of Mughal history.	Analyze
CO4	Analyze the development of Mughal art and architecture, and their connection to broader cultural trends.	Analyze
CO5	Explain the factors that contributed to the rise and decline of the Mughal empire.	Understand
CO6	Engage in informed discussions and debates about the legacy of the Mughal Empire in India.	Evaluate

CO–PO Attainment Matrix (1–3 Mapping)

(Referencing the Programme Outcomes (POs) from the "History Four Year UG 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	2	3	2	2	1	2	2	1	2	2	3	2	2	2	1
CO2	2	3	2	3	2	2	1	2	2	1	2	2	3	2	2	2	1
CO3	2	3	2	3	2	3	1	2	2	1	2	3	3	2	2	2	1
CO4	2	3	2	3	2	2	1	2	2	1	2	2	3	2	2	2	1
CO5	2	3	2	3	2	2	1	2	2	1	2	2	3	2	2	2	1
Average	2	3	2	3	2	3	1	2	2	1	2	3	3	2	2	2	1

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	High	Study of syncretism, religious tolerance, and cultural synthesis under Mughal rulers fosters understanding of moral and ethical values.
Gender	Medium	Analysis of gender relations in Mughal court and society; women in politics and culture (e.g., Nur Jahan, Jahanara).
Environment & Sustainability	Low	Understanding agrarian crises and environmental factors in Mughal decline.
Professional Ethics	Medium	Evaluation of primary sources (memoirs, court chronicles) instills ethical practices in historical interpretation.

SDG Mapping

SDG No.	SDG Title	Contribution
SDG 4	Quality Education	Provides advanced knowledge of Mughal history, contributing to historical literacy and cultural education.
SDG 5	Gender Equality	Analysis of women's roles in Mughal politics and society allows for gender analysis of early modern power structures.
SDG 11	Sustainable Cities & Communities	Study of Mughal urban centres, architecture, and town planning helps understand heritage protection and urban sustainability.
SDG	Peace, Justice and Strong	Analysis of Mughal administration, political relations, and

SDG No.	SDG Title	Contribution
16	Institutions	decline provides insights into governance and institutional evolution.

Text Books

1. Chattopadhyaya, B.D., (1995).*The Making of Early Medieval India*. K.P Baghchgi and co.
2. Chattopadhyaya, B.D., (2005). *Aspects of Rural Settlements and Rural Society in Early Medieval India*, OUP.
3. Habibullah, A.B.M., (1961). *Foundation of Muslim Rule in India*, Allahabad, Second Edition.
4. Khurana, K. L., (1993). *Medieval India*, Lakshmi NarainAgrawal;Agra.
5. Lal, K.S., (1950). *History of the Khilijis(1290-1320).* Allahabad.
6. Lunia, B.N., (2002). *Evolution of Indian Culture*, Lakshmi NarainAgrawal, Agra.

Suggested Readings-

1. Abidi, S.A. H., (1992). *Sufism in India*, VishwaPrakasan; 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 NarainAgrawal;Agra.
8. Lal, K.S. , (1950). *History of the Khilijis(1290-1320).* Allahabad.
9. Lunia, B.N., (2002). *Evolution of Indian Culture*, Lakshmi NarainAgrawal, Agra.

10. Meheta, J. L., (2002). *Advanced Study in the History of Medieval India*, Vol. I, II & III, Sterling Publishers Pvt. Ltd., Delhi.
11. Nandi, R.N., (2001).State Formation, Agrarian Growth and Social Change in Feudal South India.
12. Prasad, Iswari, (1994). *A Short History of the Muslim Rule in India*, The Indian Press, PVT Ltd, Allahabad.
13. Puri , B.N. and Others,(1974). *A Social, Cultural and Economic History of India*, Vol.II "Medieval India", Macmillan.
14. Sharma, R.S. and K.M.Shrimali, eds., (1992).*The Comprehensive History of India*, Vol. IV (2), People's Publishing House.
15. Sharma, R.S., (2003). Early Medieval Indian Society: A Study in Feudalisation, Orient Longman.
16. Singhania, Nitin, (2018). *Indian Art and Culture*, Second Edition, McGraw Hill Education (India) Pvt. Ltd., Channi.
17. Sultan HameedWarsi, (1930). *History of AlluddinKhalji*, Allahabad.
18. Veluthat, Kesavan,(2008).*The Early Medieval in South India*, OUP.

Medieval History of Odisha

Nature of the Course:Major course

Major Paper-XIV

Code:HI30004

Credit -4

Objective-

- To provide knowledge regarding the Ganga administration, different Ganga rulers and Society under the Ganga rulers.
- To give idea about different Gajapati rulers and the Socio-economic condition during their rule.
- To provide information about the era of Panchasakha and the impact of Bhakti Saints like Sri Chaitanya.
- To give knowledge regarding disintegration of Odissan Empire and the rule of alien powers like the Nawabs, Afghans, Mughals.
- To give knowledge regarding impact of alien rule on Social life of Odisha.
- To provide knowledge about the Maratha occupation of Odisha.

Course Content-

UNIT-I

1. Ganga Rule in Odisha
2. Career & Achievements of Ananta Varman ChodagangaDeva,Anangabhima Deva-III, Narasimha Deva-I.
3. Ganga Administration.
4. Society &Culture during the Ganga Period.

UNIT-II

1. Gajapati Rule in Odisha
2. Career & Achievements of Kapilendra Deva, Purusottama Deva, and Prataparadra Deva.

3. Gajapati Administration, Socio-Economic Condition during the Gajapati Rule.
4. Cultural Significance of the Gajapati Rule: Sri Chitanya's Faith & Its impact on Odisha, Panchasakhas& Bhakti Movement in Odisha

UNIT-III

1 Bhoi Rule in Odisha
2 Decline & Disintegration of Odishan Empire.

UNIT-IV

1. Afghan conquest of Medieval Odisha.
2. Mughal Possession of Odisha.
3. Odisha under Mughal Administration-Akbar, Jahangir, Shahjahan & Aurangzeb.

UNIT-V

1. Socio-Economic Condition in Odisha during Afghan, Mughal Rule.
2. Maratha Occupation of Odisha, Maratha Administration in Odisha

Course Outcomes (COs)

Code	Course Outcome	Bloom's Level
CO1	This paper will be helpful in providing information regarding the administration of the Ganga, Gajapati, and Bhoi rulers.	Understand
CO2	The students will gain knowledge about the cultural impact of Chaitanya's faith and the Panchasakhas on the social life of Odisha.	Understand
CO3	The students will be aware of the causes of the disintegration of Odisha due to Afghan and Mughal rule.	Understand
CO4	The paper will be helpful in providing information about the administration of different Mughal rulers.	Understand
CO5	The students will be informed about the occupation of Odisha by the Marathas and their administration.	Understand

CO–PO Attainment Matrix (1–3 Mapping)

(Referencing the Programme Outcomes (POs) from the "History Four Year UG 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	2	2	2	2	1	1	2	1	1	2	3	2	2	3	1
CO2	2	3	2	2	2	2	1	1	2	1	1	2	3	2	2	3	1
CO3	2	3	2	3	2	2	1	1	2	1	1	2	3	2	2	3	1
CO4	2	3	2	2	2	2	1	1	2	1	1	2	3	2	2	3	1
CO5	2	3	2	2	2	2	1	1	2	1	1	2	3	2	2	3	1
Average	2.0	3.0	2.0	2.2	2.0	2.0	1.0	1.0	2.0	1.0	1.0	2.0	3.0	2.0	2.0	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	High	Study of the Bhakti movement, Sri Chaitanya's faith, and the Panchasakha literature fosters understanding of moral and ethical values, religious tolerance, and cultural heritage as outlined in PSO4.
Gender	Medium	Analysis of the position of women in medieval Odishan society, marriage customs, and social stratification during the Ganga, Gajapati, and Mughal periods.
Environment & Sustainability	Low	Understanding the agrarian economy, land revenue systems, and the environmental impact of Afghan, Mughal, and Maratha rule in Odisha.
Professional Ethics	Medium	Evaluation of historical sources (inscriptions, copper plates, chronicles, 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 Odishan history, contributing to historical literacy and cultural education.
SDG 5	Gender Equality	Analysis of gender relations, marriage customs, and the position of women in medieval Odishan society allows for gender analysis of early power structures.
SDG 11	Sustainable Cities & Communities	Study of medieval Odishan urban centres, temple towns, architecture (Kalingan style), and heritage protection helps understand urban sustainability.
SDG 16	Peace, Justice and Strong Institutions	Analysis of Ganga, Gajapati, Mughal, and Maratha administration, political relations, and state formation provides insights into the evolution of governance and institutional frameworks.

Text Books:

1. Donaldson, T.E., (2000). *Tantra And Çäkta Art of Orissa,* Vol.I and II, New Delhi.
2. Easchman, A., etal, eds., (1978) *Thecult of Jagannatha and Regional Tradition of Orissa*, Manohar, New Delhi.
3. Mishra, Binayak, (1986). *Indian Culture and Cult of Jagannatha*, Calcutta.
4. Mishra, K.C., (1971). *The Cult of Jagannatha,* Calcutta.
5. Mishra, P.K. & Samal, J.K., eds., (1997). *Comprehensive History and Culture of Orissa,* Two Volumes, Kaveri Books; New Delhi.
6. Panda, Harihar, (Reprint-2014). *History of Odisha,* Kitab Mahal;Cuttack.
7. Panigrahi, K.C., (1995). *History of Orissa (Hindu Period),* Kitab Mahal;Cuttack.
8. Patnaik, H.S. and Parida,A.N., eds., (1996). *Aspects of Socio-Cultural Life Early and MedievalOrissa*, Bhubaneswar.
9. Pradhan, A.C., (2012). *A Study of History of Odisha*, Panchashila Publishers and Book Sellers;Bhubaneswar.
10. Sahu, N.K., (1958). *Buddhism in Orissa*. Utkal University; Bhubaneswar

Suggested Readings-

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.
10. Mishra, Binayak, (1986). *Indian Culture and Cult of Jagannatha*, Calcutta.
11. Mishra, K.C., (1971). *The Cult of Jagannatha,* Calcutta.
12. Mishra, P.K. & Samal, J.K. , eds., (1997). *Comprehensive History And Culture of Orissa,* Two Volumes, Kaveri Books; New Delhi.
13. Mohanty,A.B., ed., (1932, Reprint-2001). *Madlapnji* Prachi Samiti; Cuttack, Reprinted at Orissa Sahitya Akademi; Bhubaneswar.
14. Panda, Harihar, (Reprint-2014). *History of Odisha,* Kitab Mahal;Cuttack.
15. Panigrahi, K.C., (1995). *History of Orissa (Hindu Period),* Kitab Mahal;Cuttack.
16. Patnaik, H.S. and Parida ,A.N. , eds., (1996). *Aspects of Socio-Cultural Life Early and MedievalOrissa*, Bhubaneswar.
17. Pradhan, A.C., (2012). *A Study of History of Odisha*, Panchashila Publishers and Book Sellers;Bhubaneswar.
18. Sahu, N.K. , (1958). *Buddhism in Orissa*. Utkal University; Bhubaneswar.
19. Sahu, N.K., (1964). *History of Orissa*, Vol. II, Utkal University; Bhubaneswar.
20. Sahu, N.K., Mishra, P.K. & Sahu. J.K., (1981). *History of Orissa*, Cuttack.
21. Sairam, T.V.*,(*1982). *Indian Temple Forms and Foundation,* New Delhi.
22. J. Dora, *Sakta Monuments of Orissa A Study of Art, Architecture and Iconography*.
23. P.K. Mishra(Ed), *Comprehensive History and Culture of Orissa*. Vols I Pt. II.
24. A. Easchman et al (eds) *Thecult of Jaganatha and regional Tradition of Orissa*, Manohar, New Deldi, 1978.
25. B.K. Mallik, *Paradigms of Dissent and Protest: Social Movement in Eastern India(c1400 – 1700 AD)*, Monahar, New Delhi.

Makers of Modern India

Nature of Course: Major Course
Major Paper-XV

Code:HI30006
Credit -4

Course Description:

This course will explore the lives and contributions of key individuals who shaped modern India (18th century onwards). Students will examine the social, political, and economic contexts in which these figures emerged, analyze their ideas and actions, and assess their lasting impact on the nation.

Objectives: -

- Identify and analyze the contributions of prominent figures in modern India's history.
- Understand the diverse ideologies and movements that shaped modern India.
- Develop critical thinking skills by evaluating historical sources and perspectives.
- Improve communication skills through discussions, presentations, and written assignments.

Course content-

UNIT-I

Introduction to Modern India

a. Defining "Modern India": Chronological boundaries and key characteristics.
b. Understanding colonialism: The rise of British power in India and its impact on society.

UNIT-II

Social and Religious Reformers

a. Raja Ram Mohan Roy: The BrahmoSamaj and social reform movements.
b. Swami Vivekananda: Hindu revivalism and nationalism.
c. JyotiraoPhule and SavitribaiPhule: Fighting for Dalit rights and women's education.

d. Sister Nivedita: Education and empowerment of women in colonial India.

UNIT-III

Leaders of the Indian National Congress

a. DadabhaiNaoroji: Drain theory and economic critique of British rule.
b. BalGangadharTilak: Swaraj and the concept of 'militant nationalism'.
c. Gopal Krishna Gokhale: Moderate nationalism and social reform.
d. Mohandas Karamchand Gandhi: Non-violent resistance movement and Satyagraha.

UNIT-IV

Revolutionaries and Other Political Figures

a. MangalPandey and the Sepoy Mutiny (1857): Challenges to British rule.
b. Subhash Chandra Bose: Indian National Army (INA) and Indian nationalism during World War II.
c. Muhammad Ali Jinnah: The rise of Muslim nationalism and the partition of India.

UNIT-V

Women in Modern India

a. Sarojini Naidu: Role of women in the independence movement.
b. Indira Gandhi: First female Prime Minister of India.
c. Mother Teresa: Social and humanitarian work in India.
d. Women's movements and contributions to modern India.

Course Outcomes (COs)

Code	Course Outcome	Bloom's Level
CO1	Analyze the social, political, and economic factors that shaped Modern India.	Analyze
CO2	Evaluate the contributions of key figures to the development of Modern India.	Evaluate
CO3	Critically assess the successes and challenges of nation-building in post-colonial India.	Analyze

Code	Course Outcome	Bloom's Level
CO4	Engage in informed discussions and debates about the trajectory and future of Modern India.	Evaluate
CO5	Understand the role of women in the independence movement and their contributions to modern India.	Understand

CO–PO Attainment Matrix (1–3 Mapping)

(Referencing the Programme Outcomes (POs) from the "History Four Year UG 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	2	3	3	2	2	2	2	2	2	2	3	3	2	3	2
CO2	3	3	2	3	3	3	2	2	2	2	2	3	3	3	3	3	2
CO3	3	3	2	3	3	3	2	2	2	2	2	3	3	3	3	3	2
CO4	3	3	3	3	3	2	3	2	3	3	3	2	3	3	2	3	2
CO5	2	3	2	2	2	2	2	1	2	2	2	2	3	3	2	3	2
Average	2.6	3.0	2.2	2.8	2.8	2.4	2.2	1.8	2.2	2.2	2.2	2.4	3.0	3.0	2.4	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 social and religious reform movements, nationalist leaders, and their philosophies fosters understanding of moral and ethical values, cultural heritage, and nation-building as outlined in PSO4.
Gender	High	Analysis of the role of women in the independence movement, women's movements, and contributions of women leaders like Sarojini Naidu and Indira Gandhi.
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) 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 its makers, contributing to historical literacy and civic education.
SDG 5	Gender Equality	Analysis of women's roles in the independence movement and their contributions to modern India allows for gender analysis of power structures and social change.
SDG 10	Reduced Inequalities	Study of social reformers (Phule, Ambedkar, etc.) and their fight against caste 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, and institutional frameworks.

Text Books-

1. G. Venkatesan , (1985). *The History of Freedom Struggle in India*, Coimbatore.
2. Grover ,B.L. ,& Grover, S. , (2002).*A New Look At Modern Indian History*, S Chand & Company Ltd, New Delhi.
3. Gupta, R.C., (1983). *Indian Freedom Movement and Thought 1930-1947*, Sterling Publishers; New Delhi.
4. K. Rajayyan (1981). *History of Freedom Struggle in India*, Madurai Publishing house; Madurai.
5. LalBahadur, (1983).*Indian Freedom Movement and Thought 1919-1929*, Sterling Publishres, New Delhi.
6. Lawson. P., (1993), *The East India Company: A History*, Longmans; London.
7. Legg, Stephen, (2007). *Spaces of Colonialism: elhi's Ur anGovernmentalities*, Oxford University Press; Oxford.
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. McLane, J. R., (1977). *Indian Nationalism and the Early Congress*, Princeton, N.J.: Princeton University Press.
11. Peers D., (2006), *India under Colonial Rule 1700-1885*, Pearson Longmans; Harlow and London.
12. Ray, Rajat, (1984).*Social Conflict and Political Unrest in Bengal, 1875-1927*, Oxford University Press; Delhi.
13. Raychoudhary, S. C. , (2000). *History of Modern India*, Surjeet Publication, Delhi.

Suggested Readings-

1. Agarwal, R.C., (1974*). Constitutional Development and National Movement*, S.S. Chand & Company, New Delhi.
2. Alavi, Seema (1995). *The Sepoys and the Company: Tradition and Transition in Northern India, 1770-1830,* Oxford University Press; Oxford.
3. Barnett. R., (2002), *Rethinking Early Modern India,*Manohar, New Delhi,.

4. Bayly, C.A., (1975).*The Local roots of Indian Politics: Allahabad, 1880-1920*, Clarendon Press; Oxford.
5. Bayly. C.A., (1994), *Imperial Meridian. The British Empire & the World,* Cambridge.
6. Bayly. C.A., (1996), *Empire and Information. Intelligence gathering and Social Communication in India 1780-1870,* Delhi.
7. 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.
8. 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.
9. Sarkar, Sumit. (1973). *TheSwadeshi Movement in Bengal*, Permanent Black; Delhi.
10. Seal, Anil. (1971). *The Emergence of Indian Nationalism*, Cambridge University Press; Cambridge.
11. Venkatesan, G. , (1985). *The History of Freedom Struggle in India*, Coimbatore.
12. Ward J. M., (1976), *Colonial Self-Government: The British Experience 1759-1856*, University of Toronto Press; Toronto.

A Short History of Popular Cultures in Modern and Contemporary India: Cinema, Music, Television, Sports and Cuisine

Nature of Course: Major Course
Major Paper-XVI

Code:HI30008

Credit -4

Course Description

Popular culture refers to the aesthetic products created and circulated by profit-seeking firms, individual artists, and communities operating within global and local entertainment markets. Today, the average person spends nearly ten hours engaging with platforms such as the IPL, Premier League, Netflix, Facebook, and Instagram on their smartphone. The ubiquity of mass media and popular culture presents a fascinating terrain for understanding contemporary society. This course examines two dominant theoretical perspectives on popular culture. **Critical theorists** (drawing from Marx and conflict theory) argue that the mass media functions as an industry designed to indoctrinate and subordinate audiences into passive acceptance of capitalist modes of consumption. Conversely, **functionalists** contend that popular culture serves as a social glue, binding members of social groups together and creating solidarity and cohesion.

The course introduces students to the making of five significant popular cultures in modern and contemporary India: Hindustani cinema, popular music, television and new media, sports (cricket and hockey), and cuisine. By situating these cultural forms within India's colonial past and postcolonial present, the course traces how leisure, style, ideology, and identity have been shaped by big business, technological change, social movements, and globalisation.

Course Objectives

Upon completion of this course, students will be able to:

1. **Trace** the changing worldviews of Hindustani cinema over seventy-five years of India's colonial and postcolonial history.
2. **Analyse** the emergence and transformation of popular music traditions in colonial and contemporary India, from gramophone era recordings to streaming platforms.

3. **Explain** the rise of cricket as a national passion and the decline and revival of hockey as a sporting heritage.
4. **Evaluate** the role of big business, mass media, and globalisation in shaping contemporary popular cultures, including food habits, leisure practices, and style.
5. **Critically assess** the impact of new media (Web 2.0 platforms such as Facebook, Instagram, and streaming services) on selfhood, sociality, and political discourse.
6. **Understand** the displacement of indigenous culinary practices by globalised junk food and the cultural hybridism that characterises contemporary Indian cuisine.

Course Outcomes

On successful completion of this course, students will be able to:

CO1	Understand the role of big business and corporate capital in the making of popular cultures in modern India
CO2	Analyse the changing tropes, ideologies, and representations in Bollywood cinema from the colonial period to the present
CO3	Trace the evolution of popular music in India, including film music, independent music, and contemporary digital genres
CO4	Relate changing styles, food habits, and notions of leisure to the growth of mass media and globalised popular culture
CO5	Correlate and explain the impact of new media on human societies, including identity formation, political mobilisation, and social fragmentation
CO6	Evaluate the interplay between colonial legacies, postcolonial nation-building, and contemporary globalisation in shaping India's popular cultures

Course Structure

The course is divided into **five units**, organised thematically and chronologically to trace the development of popular cultures from colonial India to the digital present.

Unit I: Hindustani Cinema in Colonial and Postcolonial India

This unit examines the evolution of Hindustani (Hindi/Urdu) cinema from its origins in the colonial period to its current globalised form. It explores how cinema has reflected and shaped discourses on nation, communalism, gender, caste, and class.

Topics

i. Early Cinema: Origins and Social Context

- Early filmmakers and their social backgrounds
- Form and content of early Hindustani cinema
- Evolution of cinematic language, ideology, and the idea of the nation

ii. Hindustani Cinema in the Late 1960s and 1970s: New Waves and Radical Challenges

- The New Wave cinema movement
- Changing representations of gender, class, and caste
- Impact of left movements: the Naxalbari uprising and women's movements
- New directors and their thematic concerns
- Growing challenges to hegemonic commercial cinema

iii. Liberalisation, Globalisation and the NRI Life-World in Hindustani Cinema

- Economic liberalisation (1991) and its impact on film production and content
- The rise of the Non-Resident Indian (NRI) as protagonist and target audience
- Crossover cinema and the international film festival circuit

iv. Contemporary Hindustani Cinema: Social, Political and Cultural Contours

- Continuation and transformation of new wave aesthetics (e.g., Anurag Kashyap, Zoya Akhtar)
- Streaming platforms and the reconfiguration of film production and distribution
- Political cinema in an age of censorship and digital dissent

Unit II: Popular Music in Colonial and Postcolonial India

This unit introduces students to the history of popular music in India, from the gramophone era to contemporary streaming platforms. It examines the relationship between technology, commerce, and musical taste, and explores how music has mediated identity, community, and politics.

Topics

i. The Gramophone Era and Early Popular Music (c. 1900–1947)

- The arrival of recorded sound and the birth of a music industry
- Gramophone companies and the commodification of regional and classical traditions
- The rise of the playback singer and the film song as India's first mass popular music
- Janaki Bakhle's *Two Men and Music*: Nationalism, modernity, and the making of Hindustani classical music as a canon

ii. Film Music as National Popular Culture (1947–1990s)

- The dominance of the Hindi film song: Composers, lyricists, and playback singers
- Regional film music industries (Tamil, Telugu, Bengali, Bhojpuri)
- The cassette revolution and the democratisation of music production and distribution
- Music as a site of syncretic and secular national culture

iii. Carnatic Music and the Politics of Tradition

- Lakshmi Subramanian's work on Carnatic music: From temple to concert hall
- The construction of classical music as "high culture" and its relationship to popular music
- Caste, class, and access in the making of musical publics

iv. Contemporary Popular Music: Indi-pop, Fusion, and Digital Cultures

- The rise of Indi-pop in the 1990s (Colonial Cousins, Euphoria, Indian Ocean)
- Fusion music: Bridging classical, folk, rock, and electronic genres
- Music streaming platforms (Spotify, JioSaavn, YouTube) and algorithmic curation
- The Punjabi music industry and the globalisation of regional sounds
- Independent artists and the struggle for visibility in a digital marketplace

Essential Readings for Unit II

- Bakhle, Janaki. (2005). *Two Men and Music: Nationalism in the Making of an Indian Classical Tradition*. New Delhi: Permanent Black.
- Subramanian, Lakshmi. (2006). *From the Tanjore Court to the Madras Music Academy: A Social History of Music in South India*. New Delhi: Oxford University Press.
- Manuel, Peter. (1993). *Cassette Culture: Popular Music and Technology in North India*. Chicago: University of Chicago Press.
- Morcom, Anna. (2007). *Hindi Film Songs and the Cinema*. Aldershot: Ashgate.
- Booth, Gregory D. (2008). *Behind the Curtain: Making Music in Mumbai's Film Studios*. New York: Oxford University Press.
- Greene, Paul D. and Porcello, Thomas (eds.). (2005). *Wired for Sound: Engineering and Technologies in Sonic Cultures*. Middletown: Wesleyan University Press.

Unit III: Television and New Media in Web 2.0 and the Making of Popular Culture

This unit examines the role of television and digital media in shaping popular culture, public opinion, and political discourse in contemporary India.

Topics

i. The Early Days: Doordarshan and Chitramala

- State-controlled broadcasting and the shaping of a national audience
- Early television programming and its cultural impact

ii. Ramayana, Mahabharata, and the Making of a Hindu Nation

- The televised epics as nation-building projects
- Pangs of Partition: Traumas, memories, and televisual representation
- Arvind Rajagopal's *Politics After Television*: Hindu nationalism and the reshaping of the public sphere

iii. Web 2.0: Facebook, Instagram, and the Narcissistic Self

- The rise of social media platforms and user-generated content
- Algorithms, attention economy, and the curation of identity
- Influencers, self-branding, and the commodification of everyday life

- Social media and political mobilisation: From hashtag activism to disinformation

Unit IV: Sports Culture – From Akhada to IPL

This unit traces the history of sports in India from pre-colonial physical cultures to contemporary commodified mega-events. It explores how sports have mediated masculinity, nationalism, and regional identity.

Topics

i. Sports in the Pre-Colonial Period

- Akhadas in Hindu monasteries: Physical culture, discipline, and spirituality
- Chaturang and other traditional sports (polo, wrestling, martial arts)

ii. From Gentlemen's Game to National Passion: Cricket, Football, and Hockey

- Colonial origins of modern sports in India
- Cricket as a tool of colonial acculturation and its appropriation by Indians
- Football in Bengal, Kerala, and Goa: Regional passions and working-class solidarities

iii. Hockey: Origin, Golden Years, Decline, and Revival

- The origins of hockey in India
- The golden years of Indian hockey (1928–1964)
- Decline and the search for revival
- The role of Odisha in sponsoring and rejuvenating Indian hockey
- Ashis Nandy's *The Tao of Cricket*: On the cultural psychology of India's game

Unit V: Cuisine – From Paratha to Pizza – Understanding Regional, National, and Cultural Hybridism through Food

This unit examines the multiple ways in which regional cuisines have marked cultural and social diversity and how these have been appropriated in the process of nation-making and globalisation.

Topics

i. Food and Thought: Ayurveda on Typologies of Food

- The relationship between food, human thought, and health
- Ayurvedic classifications and the moral economy of eating

ii. Making of Regional Food Traditions

- Landscape ecology and food: How geography shapes culinary practice
- Temple Prasadam and regional food culture
- Case study: The Jagannath Temple's 56 Bhogas (Chhappan Bhog)

iii. Making of National Food Culture and Global Food

- The construction of an "Indian" national cuisine through cookbooks and restaurants
- Pizza, junk food, and the rise of Food MNCs in India
- Cultural hybridism: Indo-Chinese food, fusion cuisines, and the globalised Indian palate
- Arjun Appadurai's "How to Make a National Cuisine": Cookbooks, middle-class taste, and the invention of tradition
- **Course Outcomes (COs)**

Code	Course Outcome	Bloom's Level
CO1	To describe knowledge with regard to the social life of the people of Harappan and Vedic Civilization.	Remember
CO2	To explain an idea about the trade and commerce, maritime activities, growth of urban centres, coinage, and guild System of the Maurya and Post-Mauryan periods in ancient India.	Understand
CO3	To understand the prevalent of trade and commerce, feudalism, occupations, society, caste system and social change during the Gupta period of ancient India.	Understand
CO4	To evaluate the agrarian and urban economy systems of ancient India.	Evaluate
CO5	To outline the social change, feudalism, proliferation of castes, untouchability and marriage system of ancient India.	Understand

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

(Referencing the Programme Outcomes (POs) from the "History Four year UG 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	1	1	1	2	1	1	2	3	2	1	2	1
CO2	1	3	1	2	3	1	1	1	2	1	2	2	3	2	1	2	1
CO3	2	3	1	3	3	2	1	1	2	1	2	3	3	2	2	3	1
CO4	2	3	2	3	3	2	1	2	2	1	2	3	3	3	2	3	1
CO5	2	3	1	3	2	1	1	1	2	1	1	3	3	2	1	2	1
Average	1.8	3.0	1.2	2.6	2.6	1.4	1.0	1.2	2.0	1.0	1.6	2.6	3.0	2.2	1.4	2.4	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	Very High	Study of social structures (caste system, marriage, family) and position of women across different periods fosters an understanding of the evolution of ethical codes and moral dimensions in Indian society as outlined in PSO4.
Gender	High	The course consistently examines the position of women in society from the Harappan and Vedic periods through the post-Gupta era, allowing for a critical analysis of changing gender dynamics and social norms.
Environment &	Low	Understanding economic activities like agrarian expansion,

Cross-cutting Issue	Level	Integration Focus
Sustainability		trade routes (including maritime trade), and the pastoral economy provides insights into the historical relationship between human societies and their natural environment.
Professional Ethics	Low	Analysis of the guild system, trade practices, and coinage introduces students to early forms of professional organization, occupational ethics, and economic transaction standards.

SDG Mapping

SDG No.	SDG Title	Contribution
SDG 4	Quality Education	Provides foundational knowledge of India's socio-economic history, promoting historical literacy and a deeper understanding of societal structures.
SDG 5	Gender Equality	The continuous focus on the "Position of Women" across units allows for a detailed analysis of gender roles, patriarchal structures, and social change, directly contributing to understanding gender equality issues.
SDG 8	Decent Work and Economic Growth	The detailed study of economic activities (trade, commerce, maritime activities, guild systems, agrarian and urban economies) illuminates the historical foundations of economic growth, employment systems, and occupational structures.
SDG 10	Reduced Inequalities	The examination of the caste system, class stratification, untouchability, and feudalism directly addresses historical forms of social and economic inequality, providing context for understanding present-day disparities.

Text Books-

1. Spracklen, Karl. (2015). *Digital Leisure, the Internet and Popular Culture: Communities and Identities in a Digital Age*. London: Palgrave Macmillan, pp. 1-52.
2. Ranganathan, Maya & Usha M. Rodrigues. (2010). *Indian Media in a Globalised World*. New Delhi: Sage Publications.

3. Storey, John. (1996). *Cultural Studies and the Study of Popular Culture: Theories and Methods*. Edinburgh: Edinburgh University Press.
4. Vasudevan, Ravi (ed.). (2000). *Making Meaning in Indian Cinema*. New Delhi: Oxford University Press.
5. Williams, Raymond. (1973). *The Country and the City*. London: Chatto & Windus.
6. Appadurai, Arjun. (1988). "How to Make a National Cuisine: Cookbooks in Contemporary India." *Comparative Studies in Society and History*, Vol. 30, No. 1, pp. 3-24.
7. Ray, Utsa. (2014). *Culinary Culture in Colonial India: A Cosmopolitan Platter and the Middle Class*. Cambridge: Cambridge University Press.
8. Bourdieu, Pierre. (1984). *Distinction: A Social Critique of the Judgement of Taste*. Boston, MA: Harvard University Press.
9. Achaya, K.T. (1998). *A Historical Dictionary of Indian Food*. New Delhi: Oxford University Press.

Suggested Readings-

1. Dissanayake, W. and K.M. Gokul Singh. (1998). *Indian Popular Cinema: A Narrative of Cultural Change*. New Delhi: Orient Longman.
2. Fiske, John. (2001). *Television Culture: Popular Pleasures and Politics*. London: Routledge. (Taylor & Francis e-Library edition), Chap. 1, pp. 1-20.
3. Rajagopal, Arvind. (2001). *Politics After Television: Hindu Nationalism and the Reshaping of the Public in India*. Cambridge: Cambridge University Press.
4. Kapur, Geeta. (2000). *When was Modernism: Essays on Contemporary Cultural Practice in India*. New Delhi: Tulika.
5. Dwyer, Rachel. (2002). *Cinema India: The Visual Culture of Hindu Film*. New Jersey: Rutgers University Press.
6. Bakhle, Janaki. (2005). *Two Men and Music: Nationalism in the Making of an Indian Classical Tradition*. New Delhi: Permanent Black.
7. Subramanian, Lakshmi. (2006). *From the Tanjore Court to the Madras Music Academy: A Social History of Music in South India*. New Delhi: Oxford University Press.
8. Manuel, Peter. (1993). *Cassette Culture: Popular Music and Technology in North India*. Chicago: University of Chicago Press.
9. Morcom, Anna. (2007). *Hindi Film Songs and the Cinema*. Aldershot: Ashgate.
10. Booth, Gregory D. (2008). *Behind the Curtain: Making Music in Mumbai's Film Studios*. New York: Oxford University Press.
11. Greene, Paul D. and Porcello, Thomas (eds.). (2005). *Wired for Sound: Engineering and Technologies in Sonic Cultures*. Middletown: Wesleyan University Press.
12. Weidman, Amanda. (2006). *Singing the Classical, Voicing the Modern: The Postcolonial Politics of Music in South India*. Durham: Duke University Press.
13. Sarrazin, Natalie. (2019). *Indian Popular Music in the Age of Globalisation: Media, Technology, and Identity*. New Delhi: Oxford University Press.

14. Sen, Ronojoy. (2015). *Nation at Play: A History of Sport in India* (Contemporary Asia in the World). New York: Columbia University Press.
15. Gopal, Meena and Padma Prakash (eds.). (2022). *Sports Studies in India: Expanding the Field*. New Delhi: Oxford University Press.
16. Guha, Ramachandra and T.G. Vaidyanathan (eds.). (1994). *An Indian Cricket Omnibus*. New Delhi: Oxford University Press. ISBN 978-0-19-563427-3.
17. Guha, Ramachandra. (2001). *The Picador Book of Cricket*. London: Pan Macmillan. ISBN 978-0-330-39613-4.
18. Guha, Ramachandra. (2004). *A Corner of a Foreign Field: An Indian History of a British Sport*. London: Picador. ISBN 978-0-330-49117-4.
19. Guha, Ramachandra. (2005). *The States of Indian Cricket: Anecdotal Histories*. Permanent Black. ISBN 978-81-7824-108-1.
20. Nandy, Ashis. (1989). *The Tao of Cricket: On Games of Destiny and the Destiny of Games*. New Delhi: Viking.
21. Majumdar, Boria. (2006). *Lost Histories of Indian Cricket: Battles of the Pitch*. London: Routledge.
22. Majumdar, Boria and Kausik Bandyopadhyay. (2006). *Goalless: The Story of a Unique Footballing Nation*. New Delhi: Penguin.
23. Naha, Shouvik (ed.). (2018). *Cricket as a Postcolonial Game*. London: Routledge.
24. Naha, Shouvik. (2023). *The Social World of Indian Football: Players, Clubs, and Communities*. New Delhi: Sage.
25. Gidén, Carl; Houda, Patrick; Martel, Jean-Patrice. (2014). *On the Origin of Hockey*. Createspace. ISBN 9780993799808.
26. Podnieks, Andrew and Szymon Szemberg. (2007). *World of Hockey: Celebrating a Century of the IIHF*. Fenn Publishing. ISBN 9781551683072.
27. Inglis, David and Debra Gimlin (eds.). (2009). *The Globalisation of Food*. New York: Berg Publishers.
28. Gupta, Nilanjana. (2018). *Reading India: Selections from the Economic and Political Weekly – Food and Culture*. New Delhi: Orient BlackSwan.
29. Williams, Raymond. (1973). *The Country and the City*. London: Chatto & Windus.
30. Storey, John. (1996). *Cultural Studies and the Study of Popular Culture: Theories and Methods*. Edinburgh: Edinburgh University Press.
31. Spracklen, Karl. (2015). *Digital Leisure, the Internet and Popular Culture*. London: Palgrave Macmillan.

Internet Resources

- On Origin of Hockey: https://archive.ph/20130418105313/http://www.eng.umu.se/e3ht02/camilla/history.htm
    1. Music streaming analytics: Spotify India Wrapped, JioSaavn Annual Listenership Reports

Indigenous People and Global Challenges

Nature of Course- Minor Course

Minor Paper-IX

Code: HI32002
Credit -4

Objective-

This course explores the historical and contemporary struggles of Indigenous communities worldwide. We will examine themes of colonization, dispossession, cultural resilience, and ongoing movements for self-determination.

Course Structure:

The course will be divided into five units, each with three subunits. Readings will include a mix of academic articles, primary sources, and multimedia resources.

Unit 1: Defining Indigeneity

a. Who are Indigenous Peoples?
b. Global Perspectives
c. Indigenous Rights.

Unit 2: Colonial Encounters and Dispossession

a. The Columbian Exchange
b. Treaties and Land Loss
c. Residential Schools and Cultural Erasure

Unit 3: Indigenous Peoples in India

a. Adivasi Communities
b. Dispossession and Development Projects
c. Contemporary Movements for Adivasi Rights

Unit 4: Cultural Resilience and Identity

a. Language Revitalization –
b. Traditional Ecological Knowledge (TEK)
c. Art, Literature, and Storytelling

Unit 5: Indigenous Movements and the Future

a. Social Movements and Resistance
b. Environmental Justice and Climate Change

Course Outcomes (COs)

Code	Course Outcome	Bloom's Level
CO1	The students will get knowledge about definitions of Indigeneity, including historical continuity, cultural practices, and self-identification.	Remember
CO2	The students can analyze the impact of European colonization on Indigenous societies, focusing on disease, resource extraction, and forced assimilation and will examine how treaties were used to dispossess Indigenous peoples of their land and explore the ongoing fight for land rights.	Analyze
CO3	This unit will encourage the students to explore the diverse tribal populations of India, their history, culture, and traditional ways of life.	Understand
CO4	This topic will help the students to gain knowledge regarding Indigenous languages and the challenges and efforts in language revitalization programs.	Understand
CO5	This topic will encourage the students to analyze historical and contemporary social movements by Indigenous peoples for self-	Analyze

Code	Course Outcome	Bloom's Level
	determination and social justice.	

CO–PO Attainment Matrix (1–3 Mapping)

(Referencing the Programme Outcomes (POs) from the "History Four Year UG 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	2	2	2	2	1	1	2	1	1	3	3	2	2	3	1
CO2	3	3	2	3	3	3	2	2	2	2	2	3	3	3	2	3	2
CO3	2	3	2	2	2	2	2	1	2	1	1	3	3	2	2	3	2
CO4	2	2	2	2	2	2	2	1	2	1	1	3	2	2	2	3	2
CO5	3	3	2	3	3	3	2	2	2	2	2	3	3	3	2	3	2
Average	2.4	2.8	2.0	2.4	2.4	2.4	1.8	1.4	2.0	1.4	1.4	3.0	2.8	2.4	2.0	3.0	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
Human Values	Very High	Study of Indigenous rights, self-determination, cultural resilience, and resistance against colonization fosters understanding of moral and ethical values as outlined in PSO4.

Cross-cutting Issue	Level	Integration Focus
Gender	Medium	Analysis of gender roles in Indigenous societies and the differential impact of colonization on Indigenous women.
Environment & Sustainability	High	Understanding Traditional Ecological Knowledge (TEK), Indigenous relationships with nature, environmental justice, and climate change activism.
Professional Ethics	Medium	Examination of ethical practices in research involving Indigenous communities, ethical sourcing of Indigenous knowledge, and handling of Indigenous cultural heritage.

SDG Mapping

SDG No.	SDG Title	Contribution
SDG 4	Quality Education	Provides foundational knowledge of Indigenous histories and cultures, contributing to inclusive and equitable quality education.
SDG 5	Gender Equality	Analysis of gender dynamics in Indigenous societies and the role of Indigenous women in movements for rights and environmental justice.
SDG 10	Reduced Inequalities	Study of dispossession, marginalization, and ongoing struggles for Indigenous rights allows for analysis of structural inequalities and discrimination.
SDG 13	Climate Action	Understanding Traditional Ecological Knowledge (TEK) and Indigenous-led climate justice movements provides insights into sustainable environmental practices.
SDG 16	Peace, Justice and Strong Institutions	Analysis of treaties, land rights movements, and Indigenous self-determination provides insights into justice, governance, and institutional frameworks.

Suggested Readings-

1. "Indigenous Peoples" by The United Nations (https://social.desa.un.org/issues/indigenous-peoples/indigenous-peoples-at-the-united-nations)
2. "Tribal Peoples for the 21st Century" by Survival International (https://survivalinternational.org/tribes)
3. "State of the World's Indigenous Peoples" by The World Bank (https://www.worldbank.org/en/topic/indigenouspeoples)
4. Bartolomé de las Casas (1552) "A Short Account of the Destruction of the Indies"
5. "Broken Promises: Indigenous Land Rights and Broken Treaties" by Amnesty International (https://www.amnesty.org/en/wp-content/uploads/2022/06/IOR4054812022ENGLISH.pdf)
6. "Indian Boarding Schools: An Overview" by National Museum of the American Indian (Smithsonian Institution) (https://americanindian.si.edu/)
7. "Adivasi: Who are the Indigenous People of India?" by Survival International (https://www.survivalinternational.org/)
8. Fernandes,Walter "Development, Displacement and the Adivasis"
9. "We Are the Earth: Stories from Adivasi Communities Across India" by Adivasi Lives Matter
10. "Why Indigenous Languages Matter" by National Geographic (https://www.nationalgeographic.com/travel/article/is-joy-the-same-in-every-language)
11. "Traditional Ecological Knowledge: Learning from Indigenous Wisdom" by United Nations Educational, Scientific and Cultural Organization (UNESCO) (https://www.cambridge.org/core/books/traditional-ecological-knowledge/85A275CF02E0631B7DD59EC8D4561734)
12. Smith Linda Tuhiwai"Decolonizing the Mind: Indigenous Knowledge and the Liberation of the Spirit"

SEMESTER-VI (Double Major)

History of India-VI (1605-1750 CE)

Nature of the Course: Major course
Major Paper-XIII

Code: HI30002

Credit -4

Objective-

This paper aims to equip students with the necessary tools and knowledge to critically analyze the Mughal Empire in India. Students will be exposed to various primary sources, including Persian and vernacular literary works, histories, memoirs, and travelogues. By familiarizing themselves with these sources, students will gain a deeper understanding of the perspectives and methodologies used to study Mughal history.

- Identify and differentiate between different types of primary sources used in the study of Mughal history (Persian vs. vernacular literature, histories, memoirs, travelogues).
- Evaluate the strengths and limitations of each source type for understanding the Mughal era.
- Analyze how different sources can provide contrasting or complementary viewpoints on historical events.
- Practice critical reading skills to extract relevant information and identify potential biases in primary sources.

Course Content-

UNIT-I

Sources: Persian and vernacular literary cultures,histories, memoirs and travelogues

UNIT-II

Political Culture under Jahangir and Shah Jahan:

a. Extension of Mughal rule; changes in mansab and jagirsystems;imperial culture

b. Orthodoxy and syncretism - Naqshbandi Sufis, Miyan Mir, DaraShukoh, Sarmad

UNIT-III

Mughal Empire under Aurangzeb:

a. State and religion under Aurangzeb; issues in the war ofsuccession; policies regarding Religious groups and institutions

b. Conquests and limits of expansion

c. Beginning of the crisis: contemporary perceptions; agrarian andjagir crises; revolts

UNIT-IV

Visual Culture: Paintings and Architecture

Patterns of Regional Politics:

a. Rajput political culture and state formation

b. Deccan kingdoms; emergence of the Marathas; Shiva; xpansionunder the Peshwas

c. Mughal decline; emergence of successor states

d. Interpreting eighteenth century India: recent debates

UNIT-V

Trade and Commerce:

a. Crafts and technologies; Monetary system

b. Markets; transportation; urban centres

c. Indian Ocean trade network

Course Outcome:

CO1- Analyze the political, social, cultural, and economic landscape of Mughal India.

CO2- Evaluate the role of various religious groups and institutions within the Mughal Empire.

CO3- Critically assesses primary sources to construct a nuanced understanding of Mughal history.

CO4- Analyze the development of Mughal art and architecture, and their connection to broader cultural trends.

CO5- Explain the factors that contributed to the rise and decline of the Mughal empire.

CO6- Engage in informed discussions and debates about the legacy of the Mughal Empire in India.

Text Books-

1. Chattopadhyaya, B.D., (1995).*The Making of Early Medieval India*. K.P Baghchgi and co.
2. Chattopadhyaya, B.D., (2005). *Aspects of Rural Settlements and Rural Society in Early Medieval India*, OUP.
3. Habibullah, A.B.M. ,(1961). *Foundation of Muslim Rule in India*, Allahabad, Second Edition.
4. Khurana, K. L. , (1993). *Medieval India*, Lakshmi NarainAgrawal;Agra.
5. Lal, K.S. , (1950). *History of the Khilijis(1290-1320).* Allahabad.
6. Lunia, B.N. , (2002). *Evolution of Indian Culture*, Lakshmi NarainAgrawal, Agra.
7. Meheta, J. L., (2002). *Advanced Study in the History of Medieval India*, Vol. I, II & III, Sterling Publishers Pvt. Ltd., Delhi.

Suggested Readings-

1. Abidi, S.A. H., (1992). *Sufism in India*, VishwaPrakasan; 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. Nandi, R.N., (2001).State Formation, Agrarian Growth and Social Change in Feudal South India.

5. Prasad, Iswari, (1994). *A Short History of the Muslim Rule in India*, The Indian Press, PVT Ltd, Allahabad.
6. Puri , B.N. and Others,(1974). *A Social, Cultural and Economic History of India*, Vol.II "Medieval India", Macmillan.
7. Sharma, R.S. and K.M.Shrimali, eds., (1992).*The Comprehensive History of India*, Vol. IV (2), People's Publishing House.
8. Sharma, R.S., (2003). Early Medieval Indian Society: A Study in Feudalisation, Orient Longman.
9. Singhania, Nitin, (2018). *Indian Art and Culture*, Second Edition, McGraw Hill Education (India) Pvt. Ltd., Channi.
10. Sultan HameedWarsi, (1930). *History of AlluddinKhalji*, Allahabad.
11. Veluthat, Kesavan,(2008).*The Early Medieval in South India*, OUP.

Medieval History of Odisha

Nature of the Course: Major course

Major Paper-XIV

Code: HI30004

Credit -4

Objective-

- To provide knowledge regarding the Ganga administration, different Ganga rulers and Society under the Ganga rulers.
- To give idea about different Gajapati rulers and the Socio-economic condition during their rule.
- To provide information about the era of Panchasakha and the impact of Bhakti Saints like Sri Chaitanya.
- To give knowledge regarding disintegration of Odissan Empire and the rule of alien powers like the Nawabs, Afghans, Mughals.
- To give knowledge regarding impact of alien rule on social life of Odisha.
- To provide knowledge about the Maratha occupation of Odisha.

Course Content-

UNIT-I

1) Ganga Rule in Odisha
2) Career & Achievements of Ananta Varman ChodagangaDeva ,Anangabhima Deva-III, Narasimha Deva-I.
3) Ganga Administration.
4) Society &Culture during the Ganga Period.

UNIT-II

1) Gajapati Rule in Odisha
2) Career & Achievements of Kapilendra Deva, Purusottama Deva, and Prataparadra Deva.
3) Gajapati Administration, Socio-Economic Condition during the Gajapati Rule.

4) Cultural Significance of the Gajapati Rule: Sri Chitanya's Faith & Its impact on Odisha, Panchasakhas& Bhakti Movement in Odisha

UNIT-III

1) Bhoi Rule in Odisha
2) Decline & Disintegration of Odishan Empire.

UNIT-IV

1. Afghan conquest of Medieval Odisha.
2. Mughal Possession of Odisha.
3. Odisha under Mughal Administration-Akbar, Jahangir, Shahjahan & Aurangzeb.

UNIT-V

1. Socio-Economic Condition in Odisha during Afghan, Mughal Rule.
2. Maratha Occupation of Odisha, Maratha Administration in Odisha

Course Outcome: -

CO1-This paper will be helpful in providing information regarding the administration of the Ganga, Gajapati and Bhoi rulers.

CO2- The students will get knowledge about the cultural impact of Chaitanya's Faith, the Panchasakhas on Social life of Odisha.

CO3- The Students will be aware of the causes of disintegration of Odisha due to Afghan and Mughal rule.

CO4-The paper will be helpful in providing information about administration of different Mughal rulers.

CO5-The students will be informed about the occupation of Odisha by the Marathas and their adminstration.

Text Books-

1. Panda, Harihar, (Reprint-2014). *History of Odisha,* Kitab Mahal;Cuttack.
2. Panigrahi, K.C., (1995). *History of Orissa (Hindu Period),* Kitab Mahal;Cuttack.
3. Patnaik, H.S. and Parida ,A.N. , eds., (1996). *Aspects of Socio-Cultural Life Early and MedievalOrissa*, Bhubaneswar.

4. Pradhan, A.C., (2012). *A Study of History of Odisha*, Panchashila Publishers and Book Sellers;Bhubaneswar.

Suggested Readings-

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.
10. Mishra, Binayak, (1986). *Indian Culture and Cult of Jagannatha*, Calcutta.
11. Mishra, K.C., (1971). *The Cult of Jagannatha,* Calcutta.
12. Mishra, P.K. & Samal, J.K. , eds., (1997). *Comprehensive History And Culture of Orissa,* Two Volumes, Kaveri Books ; New Delhi.
13. Mohanty,A.B., ed., (1932, Reprint-2001). *Madlapnji* Prachi Samiti; Cuttack, Reprinted at Orissa Sahitya Akademi; Bhubaneswar.
14. Sahu, N.K. , (1958). *Buddhism in Orissa*. Utkal University; Bhubaneswar.
15. Sahu, N.K., (1964). *History of Orissa*, Vol. II, Utkal University; Bhubaneswar.
16. Sahu, N.K., Mishra, P.K. & Sahu. J.K., (1981). *History of Orissa*, Cuttack.
17. Sairam, T.V.*,(*1982). *Indian Temple Forms and Foundation,* New Delhi.
18. J. Dora, *Sakta Monuments of Orissa A Study of Art, Architecture and Iconography*.
19. P.K. Mishra(Ed), *Comprehensive History and Culture of Orissa*. Vols I Pt. II.
20. A. Easchman et al (eds) *Thecult of Jaganatha and regional Tradition of Orissa*, Manohar, New Deldi, 1978.
21. B.K. Mallik, *Paradigms of Dissent and Protest: Social Movement in Eastern India(c1400 – 1700 AD)*, Monahar, New Delhi.

Makers of Modern India

Nature of Course: Major Course
Major Paper-XV

Code: HI30006
Credit -4

Course Description:

This course will explore the lives and contributions of key individuals who shaped modern India (18th century onwards). Students will examine the social, political, and economic contexts in which these figures emerged, analyze their ideas and actions, and assess their lasting impact on the nation.

Objectives: -

- Identify and analyze the contributions of prominent figures in modern India's history.
- Understand the diverse ideologies and movements that shaped modern India.
- Develop critical thinking skills by evaluating historical sources and perspectives.
- Improve communication skills through discussions, presentations, and written assignments.

Course content-

UNIT-I

Introduction to Modern India

a. Defining "Modern India": Chronological boundaries and key characteristics.
b. Understanding colonialism: The rise of British power in India and its impact on society.

UNIT-II

Social and Religious Reformers

e. Raja Ram Mohan Roy: The BrahmoSamaj and social reform movements.
f. Swami Vivekananda: Hindu revivalism and nationalism.

g. JyotiraoPhule and SavitribaiPhule: Fighting for Dalit rights and women's education.
h. Sister Nivedita: Education and empowerment of women in colonial India.

UNIT-III

Leaders of the Indian National Congress

e. DadabhaiNaoroji: Drain theory and economic critique of British rule.
f. BalGangadharTilak: Swaraj and the concept of 'militant nationalism'.
g. Gopal Krishna Gokhale: Moderate nationalism and social reform.
h. Mohandas Karamchand Gandhi: Non-violent resistance movement and Satyagraha.

UNIT-IV

Revolutionaries and Other Political Figures

d. MangalPandey and the Sepoy Mutiny (1857): Challenges to British rule.
e. Subhash Chandra Bose: Indian National Army (INA) and Indian nationalism during World War II.
f. Muhammad Ali Jinnah: The rise of Muslim nationalism and the partition of India.

UNIT-V

Women in Modern India

e. Sarojini Naidu: Role of women in the independence movement.
f. Indira Gandhi: First female Prime Minister of India.
g. Mother Teresa: Social and humanitarian work in India.
h. Women's movements and contributions to modern India.

Course Outcome: -

CO1- Analyze the social, political, and economic factors that shaped Modern India.

CO2- Evaluate the contributions of key figures to the development of Modern India.

CO3- Critically assesses the successes and challenges of nation-building in post-colonial India.

CO4- Engage in informed discussions and debates about the trajectory and future of Modern India.

CO5- Understand the role of women in the independence movementandtheir contributions to modern India.

Text Books-

1. G. Venkatesan, (1985). *The History of Freedom Struggle in India*, Coimbatore.
2. Grover, B.L., & Grover, S., (2002). *A New Look at Modern Indian History*, S Chand & Company Ltd, New Delhi.
3. Gupta, R.C., (1983). *Indian Freedom Movement and Thought 1930-1947*, Sterling Publishers; New Delhi.
4. K. Rajayyan (1981). *History of Freedom Struggle in India*, Madurai Publishing house; Madurai.
5. LalBahadur, (1983). *Indian Freedom Movement and Thought 1919-1929*, Sterling Publishres, New Delhi.
6. Lawson. P., (1993), *The East India Company: A History*, Longmans; London.

Suggested Readings-

1. Agarwal, R.C., (1974*). Constitutional Development and National Movement*, S.S. Chand & Company, New Delhi.
2. Alavi, Seema (1995). *The Sepoys and the Company: Tradition and Transition in Northern India, 1770-1830,* Oxford University Press; Oxford.
3. Barnett. R., (2002), *Rethinking Early Modern India,*Manohar, New Delhi,
4. Bayly, C.A., (1975). *The Local roots of Indian Politics: Allahabad, 1880-1920*, Clarendon Press; Oxford.
5. Bayly. C.A., (1994), *Imperial Meridian. The British Empire & the World,* Cambridge.
6. Bayly. C.A., (1996), *Empire and Information. Intelligence gathering and Social Communication in India 1780-1870,* Delhi.
7. 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.

8. 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.
9. Legg, Stephen, (2007). *Spaces of Colonialism: elhi's Ur anGovernmentalities*, Oxford University Press; Oxford.
10. Majumdhar, R.C., (1962).*History of Freedom Movement in India* 3 Vols, Calcutta.
11. Malcolm J, (1970), *Political History of British India from 1784 to 1823*, Associated Pub. House; New Delhi.
12. McLane, J. R., (1977). *Indian Nationalism and the Early Congress*, Princeton, N.J.: Princeton University Press.
13. Peers D., (2006), *India under Colonial Rule 1700-1885*, Pearson Longmans; Harlow and London.
14. Ray, Rajat, (1984).*Social Conflict and Political Unrest in Bengal, 1875-1927*, Oxford University Press; Delhi.
15. Raychoudhary, S. C. , (2000). *History of Modern India*, Surjeet Publication, Delhi.
16. Sarkar, Sumit. (1973). *TheSwadeshi Movement in Bengal*, Permanent Black; Delhi.
17. Seal, Anil. (1971). *The Emergence of Indian Nationalism*, Cambridge University Press; Cambridge.
18. Venkatesan, G. , (1985). *The History of Freedom Struggle in India*, Coimbatore.
19. Ward J. M., (1976), *Colonial Self-Government: The British Experience 1759-1856*, University of Toronto Press; Toronto.

A Short History of Popular Cultures in Modern and Contemporary India: Cinema, Music, Television, Sports and Cuisine

Nature of Course:Major Course
Major Paper-XVI

Code: HI30008

Credit -4

Course Description

Popular culture refers to the aesthetic products created and circulated by profit-seeking firms, individual artists, and communities operating within global and local entertainment markets. Today, the average person spends nearly ten hours engaging with platforms such as the IPL, Premier League, Netflix, Facebook, and Instagram on their smartphone. The ubiquity of mass media and popular culture presents a fascinating terrain for understanding contemporary society. This course examines two dominant theoretical perspectives on popular culture. **Critical theorists** (drawing from Marx and conflict theory) argue that the mass media functions as an industry designed to indoctrinate and subordinate audiences into passive acceptance of capitalist modes of consumption. Conversely, **functionalists** contend that popular culture serves as a social glue, binding members of social groups together and creating solidarity and cohesion.

The course introduces students to the making of five significant popular cultures in modern and contemporary India: Hindustani cinema, popular music, television and new media, sports (cricket and hockey), and cuisine. By situating these cultural forms within India's colonial past and postcolonial present, the course traces how leisure, style, ideology, and identity have been shaped by big business, technological change, social movements, and globalisation.

Course Objectives

Upon completion of this course, students will be able to:

7. **Trace** the changing worldviews of Hindustani cinema over seventy-five years of India's colonial and postcolonial history.
8. **Analyse** the emergence and transformation of popular music traditions in colonial and contemporary India, from gramophone era recordings to streaming platforms.

9. **Explain** the rise of cricket as a national passion and the decline and revival of hockey as a sporting heritage.
10. **Evaluate** the role of big business, mass media, and globalisation in shaping contemporary popular cultures, including food habits, leisure practices, and style.
11. **Critically assess** the impact of new media (Web 2.0 platforms such as Facebook, Instagram, and streaming services) on selfhood, sociality, and political discourse.
12. **Understand** the displacement of indigenous culinary practices by globalised junk food and the cultural hybridism that characterises contemporary Indian cuisine.

Course Outcomes

On successful completion of this course, students will be able to:

CO1	Understand the role of big business and corporate capital in the making of popular cultures in modern India
CO2	Analyse the changing tropes, ideologies, and representations in Bollywood cinema from the colonial period to the present
CO3	Trace the evolution of popular music in India, including film music, independent music, and contemporary digital genres
CO4	Relate changing styles, food habits, and notions of leisure to the growth of mass media and globalised popular culture
CO5	Correlate and explain the impact of new media on human societies, including identity formation, political mobilisation, and social fragmentation
CO6	Evaluate the interplay between colonial legacies, postcolonial nation-building, and contemporary globalisation in shaping India's popular cultures

Course Structure

The course is divided into **five units**, organised thematically and chronologically to trace the development of popular cultures from colonial India to the digital present.

Unit I: Hindustani Cinema in Colonial and Postcolonial India

This unit examines the evolution of Hindustani (Hindi/Urdu) cinema from its origins in the colonial period to its current globalised form. It explores how cinema has reflected and shaped discourses on nation, communalism, gender, caste, and class.

Topics

i. Early Cinema: Origins and Social Context

- Early filmmakers and their social backgrounds
- Form and content of early Hindustani cinema
- Evolution of cinematic language, ideology, and the idea of the nation

ii. Hindustani Cinema in the Late 1960s and 1970s: New Waves and Radical Challenges

- The New Wave cinema movement
- Changing representations of gender, class, and caste
- Impact of left movements: the Naxalbari uprising and women's movements
- New directors and their thematic concerns
- Growing challenges to hegemonic commercial cinema

iii. Liberalisation, Globalisation and the NRI Life-World in Hindustani Cinema

- Economic liberalisation (1991) and its impact on film production and content
- The rise of the Non-Resident Indian (NRI) as protagonist and target audience
- Crossover cinema and the international film festival circuit

iv. Contemporary Hindustani Cinema: Social, Political and Cultural Contours

- Continuation and transformation of new wave aesthetics (e.g., Anurag Kashyap, Zoya Akhtar)
- Streaming platforms and the reconfiguration of film production and distribution
- Political cinema in an age of censorship and digital dissent

Unit II: Popular Music in Colonial and Postcolonial India

This unit introduces students to the history of popular music in India, from the gramophone era to contemporary streaming platforms. It examines the relationship between technology, commerce, and musical taste, and explores how music has mediated identity, community, and politics.

Topics

i. The Gramophone Era and Early Popular Music (c. 1900–1947)

- The arrival of recorded sound and the birth of a music industry
- Gramophone companies and the commodification of regional and classical traditions
- The rise of the playback singer and the film song as India's first mass popular music
- Janaki Bakhle's *Two Men and Music*: Nationalism, modernity, and the making of Hindustani classical music as a canon

ii. Film Music as National Popular Culture (1947–1990s)

- The dominance of the Hindi film song: Composers, lyricists, and playback singers
- Regional film music industries (Tamil, Telugu, Bengali, Bhojpuri)
- The cassette revolution and the democratisation of music production and distribution
- Music as a site of syncretic and secular national culture

iii. Carnatic Music and the Politics of Tradition

- Lakshmi Subramanian's work on Carnatic music: From temple to concert hall
- The construction of classical music as "high culture" and its relationship to popular music
- Caste, class, and access in the making of musical publics

iv. Contemporary Popular Music: Indi-pop, Fusion, and Digital Cultures

- The rise of Indi-pop in the 1990s (Colonial Cousins, Euphoria, Indian Ocean)
- Fusion music: Bridging classical, folk, rock, and electronic genres
- Music streaming platforms (Spotify, JioSaavn, YouTube) and algorithmic curation
- The Punjabi music industry and the globalisation of regional sounds
- Independent artists and the struggle for visibility in a digital marketplace

Unit III: Television and New Media in Web 2.0 and the Making of Popular Culture

This unit examines the role of television and digital media in shaping popular culture, public opinion, and political discourse in contemporary India.

Topics

i. The Early Days: Doordarshan and Chitramala

- State-controlled broadcasting and the shaping of a national audience
- Early television programming and its cultural impact

ii. Ramayana, Mahabharata, and the Making of a Hindu Nation

- The televised epics as nation-building projects
- Pangs of Partition: Traumas, memories, and televisual representation
- Arvind Rajagopal's *Politics After Television*: Hindu nationalism and the reshaping of the public sphere

iii. Web 2.0: Facebook, Instagram, and the Narcissistic Self

- The rise of social media platforms and user-generated content
- Algorithms, attention economy, and the curation of identity
- Influencers, self-branding, and the commodification of everyday life
- Social media and political mobilisation: From hashtag activism to disinformation

Unit IV: Sports Culture – From Akhada to IPL

This unit traces the history of sports in India from pre-colonial physical cultures to contemporary commodified mega-events. It explores how sports have mediated masculinity, nationalism, and regional identity.

Topics

i. Sports in the Pre-Colonial Period

- Akhadas in Hindu monasteries: Physical culture, discipline, and spirituality
- Chaturang and other traditional sports (polo, wrestling, martial arts)

ii. From Gentlemen's Game to National Passion: Cricket, Football, and Hockey

- Colonial origins of modern sports in India
- Cricket as a tool of colonial acculturation and its appropriation by Indians
- Football in Bengal, Kerala, and Goa: Regional passions and working-class solidarities

iii. Hockey: Origin, Golden Years, Decline, and Revival

- The origins of hockey in India
- The golden years of Indian hockey (1928–1964)
- Decline and the search for revival
- The role of Odisha in sponsoring and rejuvenating Indian hockey
- Ashis Nandy's *The Tao of Cricket*: On the cultural psychology of India's game

Unit V: Cuisine – From Paratha to Pizza – Understanding Regional, National, and Cultural Hybridism through Food

This unit examines the multiple ways in which regional cuisines have marked cultural and social diversity and how these have been appropriated in the process of nation-making and globalisation.

Topics

i. Food and Thought: Ayurveda on Typologies of Food

- The relationship between food, human thought, and health
- Ayurvedic classifications and the moral economy of eating

ii. Making of Regional Food Traditions

- Landscape ecology and food: How geography shapes culinary practice
- Temple Prasadam and regional food culture
- Case study: The Jagannath Temple's 56 Bhogas (Chhappan Bhog)

iii. Making of National Food Culture and Global Food

- The construction of an "Indian" national cuisine through cookbooks and restaurants
- Pizza, junk food, and the rise of Food MNCs in India
- Cultural hybridism: Indo-Chinese food, fusion cuisines, and the globalised Indian palate

- Arjun Appadurai's "How to Make a National Cuisine": Cookbooks, middle-class taste, and the invention of tradition

Course Outcomes (COs)

Code	Course Outcome	Bloom's Level
CO1	To describe knowledge with regard to the social life of the people of Harappan and Vedic Civilization.	Remember
CO2	To explain an idea about the trade and commerce, maritime activities, growth of urban centres, coinage, and guild System of the Maurya and Post-Mauryan periods in ancient India.	Understand
CO3	To understand the prevalent of trade and commerce, feudalism, occupations, society, caste system and social change during the Gupta period of ancient India.	Understand
CO4	To evaluate the agrarian and urban economy systems of ancient India.	Evaluate
CO5	To outline the social change, feudalism, proliferation of castes, untouchability and marriage system of ancient India.	Understand

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

(Referencing the Programme Outcomes (POs) from the "History Four year UG 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	1	1	1	2	1	1	2	3	2	1	2	1
CO2	1	3	1	2	3	1	1	1	2	1	2	2	3	2	1	2	1
CO3	2	3	1	3	3	2	1	1	2	1	2	3	3	2	2	3	1
CO4	2	3	2	3	3	2	1	2	2	1	2	3	3	3	2	3	1
CO5	2	3	1	3	2	1	1	1	2	1	1	3	3	2	1	2	1
Average	1.8	3.0	1.2	2.6	2.6	1.4	1.0	1.2	2.0	1.0	1.6	2.6	3.0	2.2	1.4	2.4	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	Very High	Study of social structures (caste system, marriage, family) and position of women across different periods fosters an understanding of the evolution of ethical codes and moral dimensions in Indian society as outlined in PSO4.
Gender	High	The course consistently examines the position of women in society from the Harappan and Vedic periods through the post-Gupta era, allowing for a critical analysis of changing gender dynamics and social norms.
Environment & Sustainability	Low	Understanding economic activities like agrarian expansion, trade routes (including maritime trade), and the pastoral economy provides insights into the historical relationship between human societies and their natural environment.
Professional Ethics	Low	Analysis of the guild system, trade practices, and coinage introduces students to early forms of professional organization, occupational ethics, and economic transaction standards.

SDG Mapping

SDG No.	SDG Title	Contribution

SDG No.	SDG Title	Contribution
SDG 4	Quality Education	Provides foundational knowledge of India's socio-economic history, promoting historical literacy and a deeper understanding of societal structures.
SDG 5	Gender Equality	The continuous focus on the "Position of Women" across units allows for a detailed analysis of gender roles, patriarchal structures, and social change, directly contributing to understanding gender equality issues.
SDG 8	Decent Work and Economic Growth	The detailed study of economic activities (trade, commerce, maritime activities, guild systems, agrarian and urban economies) illuminates the historical foundations of economic growth, employment systems, and occupational structures.
SDG 10	Reduced Inequalities	The examination of the caste system, class stratification, untouchability, and feudalism directly addresses historical forms of social and economic inequality, providing context for understanding present-day disparities.

Text Books-

1. Dissanayake, W. and K.M. Gokul Singh. (1998). *Indian Popular Cinema: A Narrative of Cultural Change*. New Delhi: Orient Longman.
2. Fiske, John. (2001). *Television Culture: Popular Pleasures and Politics*. London: Routledge. (Taylor & Francis e-Library edition), Chap. 1, pp. 1-20.
3. Spracklen, Karl. (2015). *Digital Leisure, the Internet and Popular Culture: Communities and Identities in a Digital Age*. London: Palgrave Macmillan, pp. 1-52.
4. Ranganathan, Maya & Usha M. Rodrigues. (2010). *Indian Media in a Globalised World*. New Delhi: Sage Publications.
5. Weidman, Amanda. (2006). *Singing the Classical, Voicing the Modern: The Postcolonial Politics of Music in South India*. Durham: Duke University Press.
6. Sarrazin, Natalie. (2019). *Indian Popular Music in the Age of Globalisation: Media, Technology, and Identity*. New Delhi: Oxford University Press.
7. Sen, Ronojoy. (2015). *Nation at Play: A History of Sport in India* (Contemporary Asia in the World). New York: Columbia University Press.
8. Gopal, Meena and Padma Prakash (eds.). (2022). *Sports Studies in India: Expanding the Field*. New Delhi: Oxford University Press.
9. Guha, Ramachandra and T.G. Vaidyanathan (eds.). (1994). *An Indian Cricket Omnibus*. New Delhi: Oxford University Press. ISBN 978-0-19-563427-3.

Suggested Readings-

1. Storey, John. (1996). *Cultural Studies and the Study of Popular Culture: Theories and Methods*. Edinburgh: Edinburgh University Press.
2. Vasudevan, Ravi (ed.). (2000). *Making Meaning in Indian Cinema*. New Delhi: Oxford University Press.
3. Williams, Raymond. (1973). *The Country and the City*. London: Chatto & Windus.
4. Rajagopal, Arvind. (2001). *Politics After Television: Hindu Nationalism and the Reshaping of the Public in India*. Cambridge: Cambridge University Press.
5. Kapur, Geeta. (2000). *When was Modernism: Essays on Contemporary Cultural Practice in India*. New Delhi: Tulika.
6. Dwyer, Rachel. (2002). *Cinema India: The Visual Culture of Hindu Film*. New Jersey: Rutgers University Press.
7. Bakhle, Janaki. (2005). *Two Men and Music: Nationalism in the Making of an Indian Classical Tradition*. New Delhi: Permanent Black.
8. Subramanian, Lakshmi. (2006). *From the Tanjore Court to the Madras Music Academy: A Social History of Music in South India*. New Delhi: Oxford University Press.
9. Manuel, Peter. (1993). *Cassette Culture: Popular Music and Technology in North India*. Chicago: University of Chicago Press.
10. Morcom, Anna. (2007). *Hindi Film Songs and the Cinema*. Aldershot: Ashgate.
11. Booth, Gregory D. (2008). *Behind the Curtain: Making Music in Mumbai's Film Studios*. New York: Oxford University Press.
12. Greene, Paul D. and Porcello, Thomas (eds.). (2005). *Wired for Sound: Engineering and Technologies in Sonic Cultures*. Middletown: Wesleyan University Press.
13. Guha, Ramachandra. (2001). *The Picador Book of Cricket*. London: Pan Macmillan. ISBN 978-0-330-39613-4.
14. Guha, Ramachandra. (2004). *A Corner of a Foreign Field: An Indian History of a British Sport*. London: Picador. ISBN 978-0-330-49117-4.
15. Guha, Ramachandra. (2005). *The States of Indian Cricket: Anecdotal Histories*. Permanent Black. ISBN 978-81-7824-108-1.
16. Nandy, Ashis. (1989). *The Tao of Cricket: On Games of Destiny and the Destiny of Games*. New Delhi: Viking.
17. Majumdar, Boria. (2006). *Lost Histories of Indian Cricket: Battles of the Pitch*. London: Routledge.
18. Majumdar, Boria and Kausik Bandyopadhyay. (2006). *Goalless: The Story of a Unique Footballing Nation*. New Delhi: Penguin.
19. Naha, Shouvik (ed.). (2018). *Cricket as a Postcolonial Game*. London: Routledge.
20. Naha, Shouvik. (2023). *The Social World of Indian Football: Players, Clubs, and Communities*. New Delhi: Sage.
21. Gidén, Carl; Houda, Patrick; Martel, Jean-Patrice. (2014). *On the Origin of Hockey*. Createspace. ISBN 9780993799808.
22. Podnieks, Andrew and Szymon Szemberg. (2007). *World of Hockey: Celebrating a Century of the IIHF*. Fenn Publishing. ISBN 9781551683072.

23. Inglis, David and Debra Gimlin (eds.). (2009). *The Globalisation of Food*. New York: Berg Publishers.
24. Appadurai, Arjun. (1988). "How to Make a National Cuisine: Cookbooks in Contemporary India." *Comparative Studies in Society and History*, Vol. 30, No. 1, pp. 3-24.
25. Ray, Utsa. (2014). *Culinary Culture in Colonial India: A Cosmopolitan Platter and the Middle Class*. Cambridge: Cambridge University Press.
26. Bourdieu, Pierre. (1984). *Distinction: A Social Critique of the Judgement of Taste*. Boston, MA: Harvard University Press.
27. Achaya, K.T. (1998). *A Historical Dictionary of Indian Food*. New Delhi: Oxford University Press.
28. Gupta, Nilanjana. (2018). *Reading India: Selections from the Economic and Political Weekly – Food and Culture*. New Delhi: Orient BlackSwan.
29. Williams, Raymond. (1973). *The Country and the City*. London: Chatto & Windus.
30. Storey, John. (1996). *Cultural Studies and the Study of Popular Culture: Theories and Methods*. Edinburgh: Edinburgh University Press.
31. Spracklen, Karl. (2015). *Digital Leisure, the Internet and Popular Culture*. London: Palgrave Macmillan.

Internet Resources

- On Origin of Hockey: https://archive.ph/20130418105313/http://www.eng.umu.se/e3ht02/camilla/history.htm
2. Music streaming analytics: Spotify India Wrapped, JioSaavn Annual Listenership Reports

Indigenous People and Global Challenges

Nature of Course- Minor Course

Minor Paper-IX

HI32002
Credit -4

Objective-
This course explores the historical and contemporary struggles of Indigenous communities worldwide. We will examine themes of colonization, dispossession, cultural resilience, and ongoing movements for self-determination.

Course Structure:

The course will be divided into five units, each with three subunits. Readings will include a mix of academic articles, primary sources, and multimedia resources.

Unit 1: Defining Indigeneity

Subun1: Who are Indigenous Peoples?

Subunit 1.2: Global Perspectives

Subunit 1.3: Indigenous Rights.

Unit 2: Colonial Encounters and Dispossession

Subunit 2.1: The Columbian Exchange –

Subunit 2.2: Treaties and Land Loss –

Subunit 2.3: Residential Schools and Cultural Erasure

Unit 3: Indigenous Peoples in India

Subunit 3.1: Adivasi Communities

Subunit 3.2: Dispossession and Development Projects

Subunit 3.3: Contemporary Movements for Adivasi Rights

Unit 4: Cultural Resilience and Identity

Subunit 4.1: Language Revitalization –

Subunit 4.2: Traditional Ecological Knowledge (TEK)

Subunit 4.3: Art, Literature, and Storytelling

Unit 5: Indigenous Movements and the Future

Subunit 5.1: Social Movements and Resistance

Subunit 5.2: Environmental Justice and Climate Change

Course Outcome-

CO-1. The students will get knowledge about definitions of Indigeneity, including historical continuity, cultural practices, and self-identification.

CO-2. The students can analyze the impact of European colonization on Indigenous societies, focusing on disease, resource extraction, and forced assimilation and will examine how treaties were used to dispossess Indigenous peoples of their land and explore the ongoing fight for land rights.

CO-3. This unit will encourage the students to explore the diverse tribal populations of India, their history, culture, and traditional ways of life.

CO-4. This topic will help the students to gain knowledge regarding Indigenous languages and the challenges and efforts in language revitalization programs.

CO-5. This topic will encourage the students to analyze historical and contemporary social movements by Indigenous peoples for self-determination and social justice.

Suggested Readings-

1. "Indigenous Peoples" by The United Nations (https://social.desa.un.org/issues/indigenous-peoples/indigenous-peoples-at-the-united-nations)
2. "Tribal Peoples for the 21st Century" by Survival International (https://survivalinternational.org/tribes)
3. "State of the World's Indigenous Peoples" by The World Bank (https://www.worldbank.org/en/topic/indigenouspeoples)
4. Bartolomé de las Casas (1552) "A Short Account of the Destruction of the Indies"
5. "Broken Promises: Indigenous Land Rights and Broken Treaties" by Amnesty International (https://www.amnesty.org/en/wp-content/uploads/2022/06/IOR4054812022ENGLISH.pdf)
6. "Indian Boarding Schools: An Overview" by National Museum of the American Indian (Smithsonian Institution) (https://americanindian.si.edu/)
7. "Adivasi: Who are the Indigenous People of India?" by Survival International (https://www.survivalinternational.org/)
8. Fernandes,Walter "Development, Displacement and the Adivasis"
9. "We Are the Earth: Stories from Adivasi Communities Across India" by Adivasi Lives Matter
10. "Why Indigenous Languages Matter" by National Geographic (https://www.nationalgeographic.com/travel/article/is-joy-the-same-in-every-language)
11. "Traditional Ecological Knowledge: Learning from Indigenous Wisdom" by United Nations Educational, Scientific and Cultural Organization (UNESCO) (https://www.cambridge.org/core/books/traditional-ecological-knowledge/85A275CF02E0631B7DD59EC8D4561734)
12. Smith Linda Tuhiwai"Decolonizing the Mind: Indigenous Knowledge and the Liberation of the Spirit"

Tribal Movements in Colonial and Post Colonial India

Nature of Course:Minor Course

Minor Paper-X

Code:HI32004

Credit-04

This undergraduate history course explores the diverse tribal movements that emerged in colonial and postcolonial India, examining their socio-political contexts, causes, and consequences. Through a thematic approach, students will analyze the complexities of tribal resistance, identity formation, and engagement with colonial and postcolonial state structures. The course aims to provide students with a comprehensive understanding of tribal agency, activism, and the ongoing challenges faced by tribal communities in contemporary India.

Objective:

- To provide knowledge regarding different tribal movements in colonial and post-colonial India.
- To examine the socio-political environment of the tribals.
- To provide knowledge about the struggle of the tribals to get their identity in post-colonial period.
- To provide students a comprehensive understanding the issues and challenges faced by tribal communities.

COURSE CONTENT:

UNIT 1:

Colonial Encounters and Tribal Resistance.

- Construction of Tribal Identity: Colonial Perspectives vs. Tribal Self-perception
- Tribal Cultures in Transition: Traditional Practices and Modern Influences.
- Tribal Representation and Cultural Revivalism: Role of Literature, Art, and Media

UNIT 2:

Tribal Identity and Cultural Politics

- Construction of Tribal Identity: Colonial Perspectives vs. Tribal Self-perception
- Tribal Cultures in Transition: Traditional Practices and Modern Influences
- Tribal Representation and Cultural Revivalism: Role of Literature, Art, and Media

UNIT 3:

Land, Resources and Livelihood Struggles

- Land Alienation and Forest Policies: Impact on Tribal Livelihoods
- Resource Extraction and Environmental Degradation: Challenges to Tribal Communities
- Movements for Land Rights and Sustainable Development: Case Studies and Strategies

UNIT 4:

Politics of Inclusion and Exclusion

- Tribal Rights and Constitutional Provisions: PESA, FRA, and Other Legal Frameworks
- Marginalization and Discrimination: Intersectionality of Caste, Class, and Tribal Identity
- Political Mobilization and Representation: Tribal Leadership and Electoral Politics

UNIT 5:

Contemporary Challenges and Future Prospects

- Developmental Paradigms and Tribal Displacement: Critiques of Development Projects
- Globalization and Indigenous Knowledge Systems: Opportunities and Threats
- Towards Empowerment and Social Justice: Strategies for Sustainable Tribal Development

Course Outcome:

CO1-This course offers a comprehensive exploration of tribal movements in India.

CO2- This course will provide students with theoretical frameworks, historical perspectives.

CO3- This course will provide knowledge regarding the complexities of tribal politics, identity, and activism.

CO4- The students will be expert in exploring indigenous at literature and Traditional Ecological Knowledge (TEK).

CO5- This course will enable the students to analyse historical and contemporary social movements for environmental justice and climate change.

Text Books-

1. Das, Arvind N. ,(1991) *Agrarian Revolt in a Tribal Society: Landlords, Peasants, and Naxalites in Orissa, 1942-1952*. Oxford University Press.
2. Rao, Aparna., (2012*) The Naxalite Movement in India: Origin and Failure of the Maoist Revolt*. Routledge
3. Bodding, P. O., (2018),*Studies in Santal Medicine and Connected Folklore, Forgotten Books.*
4. Thapar, Romila.,(2015),The*Past Before Us: Historical Traditions of Early North India*. Harvard University Press.
5. Guha, Ramachandra.,(2000),*The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya.* University of California Press.
6. Gadgil, Madhav, and Ramachandra Guha., (1993), *This Fissured Land: An Ecological History of India.* University of California Press.
7. Shah, Ghanshyam, and Ajay Dandekar., (1996), *The Spaces of the Movement: Tribal Uprisings in India.* Oxford University Press,.
8. Mathur, Shubhra., (2015) *Ecological Conflicts and Livelihood Struggles in India: People, Tigers and Development,* Routledge,.

Suggested Readings:

1. Guha, Ranajit., (1999)*Elementary Aspects of Peasant Insurgency in Colonial India*. Duke University Press.
2. Baxi, Upendra.,(2008) *The Future of Human Rights*. Oxford University Press.
3. Sundar, Nandini,(1996*), Subalterns and Sovereigns: An Anthropological History of Bastar, 1854-2006*. Oxford University Press,.
4. Mehta, Nandini Sundar,(2016) *The Burning Forest: India's War in Bastar*. Juggernaut Books.
5. Roy, Arundhati,(2011), *Walking with the Comrades*. Penguin Books India,
6. Deb, Siddhartha., (2012),*The Beautiful and the Damned: A Portrait of the New India*. Penguin Books India.
7. Jain, Pankaj,(2011*), Dharma and Ecology of Hindu Communities: Sustenance and Sustainability.* Routledge.

Archival Theory and Practice

Nature of Course: Minor Course

Minor Paper-XI

Code:HI32006

Credit-04

Objectives:

This course will explore the history, theory, and practice of archival studies. We will examine

the nature of archives and records, the role of archivists, and the challenges and opportunities

facing the profession in the digital age. Students will gain a critical understanding of archival

principles and practices, including appraisal, arrangement and description, preservation, and

access.

Unit-I:

a. Archives: Definition, Scope, Functions, History, Theory, and Practice of Archival Studies.
b. Relationship with Social Sciences, Physical Sciences, Natural Sciences Museums and Libraries

Unit-II:

a. Origin and development of Archives in India:
b. National Archives
c. Odisha State Archives
d. Archival Administration
e. Different Categories of Records Preserved in Archives.

Unit–III:

a. Archival Laws in India
b. Public Record Act-1993
c. Rules-1997
d. Archival Policy Resolution 1982

Unit-IV:

a. Archival Principles and Practices
b. Record Management System in Government Sectors Universities, Filing System in India
c. Role of Archivists: Challenges and Opportunities in Digital Age.

Unit-V:

a. Preservation and Conservation of Records: Different methods and techniques Acetate Foils,
b. Shiffon Binding, Mending of Records

Course Outcomes:

1. Define key concepts in archival studies, such as archives, records, provenance, and
2. original order.
3. Explain the history and development of the archival profession.
4. Analyze the ethical and legal issues surrounding archives.
5. Describe the principles and practices of archival appraisal, arrangement and
6. description, preservation, and access.
7. Critically evaluate the impact of digital technologies on archival work.
8. Develop research skills relevant to archival studies.
9. Write a clear and concise research paper on a topic related to archival studies.

Text Books-

1. Charlie Arp , (2019). Archival Basics: A Practical Manual for Working withHistorical Collections (American Association for State and Local History), Rowman&amp ;Littlefield ; USA.
2. Laura A. Millar , (2010). Archives: Principles and Practices, Neal Schuman Pub ; 1st edition.
3. Maygene F. Daniels and Timothy Walchm, (1984). A Modern archives reader : basic
4. readings on archival theory and practice , National Archives and Records Service, U.S. General Services Administration.
5. Michael J. Kurtz , (2004). Managing Archival & Manuscript Repositories(ARCHIVAL FUNDAMENTALS SERIES), Publisher : Society of Amer Archivists;Updated edition.
6. Mohit Gupta,(2008). Archives and Records Management, Global India Publications.

Suggested Readings –

1. Sheila Curran Bernard, Kenn Rabin, (2021). Archival Storytelling, Edition: 2nd
2. Edition, Routledge
3. Sue Mc Kemmish , Michael Piggott (Author), Barbara Reed and other, (2005).
4. Archives: Recordkeeping in Society (Topics in Australasian Library and Information
5. Studies), Woodhead Publishing Ltd.
8. Sue Mc Kemmish, (1993). Archival Documents, Providing Accountability Through
6. Recordkeeping, Ancora Press, the University of Michigan.
7. L.J. Bellardo and L.Carlin.(1992), Glossary for Archivists, Manuscript Curators and
8. Records Managers, Chicago: Society of American Archivists.
9. John Seely Brown and Paul Duguid,(2002), The Social Life of Information
10. Cambridge: HBS Press.
11. Randall Jimerson, ed.(2000), Understanding Archives and Manuscripts, Chicago:
12. Society of American Archivists.
13. James O'Toole, (1990), Understanding Archives and Manuscripts, Chicago: Society
14. of American Archivists.
15. ARMA International. (The Association for Information Management Professionals)
16. http://www.arma.org
17. American Society for Information Science and Technology (ASIS)
18. http://www.asis.org/ International Council on Archives (ICA). http://www.ica.org/
19. National Association of Government Archivists and Records Administrators(NAGARA). http://www.nagara.org/
20. Professional Records and Information Services Management (PRISM)
21. http://www.prismintl.org/
22. Society of American Archivists (SAA). http://www.archivists.org
23. Terry Abraham, "Repositories of Primary Sources,"
24. http://www.uidaho.edu/specialcollections/Other.Repositories.html. June 2004.

Tribal Cultural Heritage and Entrepreneurship

Nature of Course: Minor Course

Minor Paper-XII

Code:HI32008

Credit-04

Objectives

This paper will expose the students to acquaint with their cultural life through the Art, crafts, music, and performing art of the tribal people of India. It will also provide some ideas to the students with regard to different types of tribal festivals and dances in India.The paper will focus on the folklore, costume, jewellery and lifestyle of the tribal communities of different regions of India. 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.The prime ambition to study of tribal religion as manifested in its beliefs and practices. This paper will offer an opportunity to have an understanding of different components of tribal culture. This course can provide an overview on different traditional handicrafts and traditional textiles of India and create awareness among students to know about these for their economic subsistence in future.

Course Content

UNIT - I Introduction to Tribal Cultural Heritage

- Meaning of Tribal Cultural heritage**,** Tribal Arts and Tribal Paintings in Odisha and India, Tribal Folklores as story of their Social, Cultural, Economical and Political Life of the Tribals, Tribal Literature, Tribal Marriage systems in India, Tribal Dress and ornaments,
- Tribal Performing arts; Tribal Music, Tribal Songs, Tribal Dance Forms in Odisha and India, Tribal Houses ,Traditional medicinal plants and forest produce of tribal people of Odisha and India.

UNIT – II Religious Life of Tribal Community

- Religious Life of the Tribal people of India; Types of Sprits: Protective spirits, Benevolent spirits, Evil or malevolent spirits,

ancestral spirits, sacred specialists: shaman and priests, sacred performances,

- Tribal Festivals- Types of Tribal Festivals in Odisha, North Eastern parts of India, Religious shrines of tribal communities; Sacred Groves, Jahira*, Thana*, etc.

UNIT - III Indian Traditional Handicrafts

- Indian Handicraft: meaning and significance of craft, Definition of crafts, beauty and use, Classification, Designing in handicraft, regional varieties of handicraft, crafts heritage, crafts and culture, cultural and social needs for crafts, tribal crafts, formation of social groups, empowerments of women artisans. Handicrafts of Odisha
- The Cultural Heritage of Odisha, Patta Paintings, Wall Painting , Stone Carving :- Wood Carving, Toys, Horn Works, Brass and Bell Metal Works Brass Fish, Dhokra, Pottery and Terracotta, Golden Grass and Cane Works, Sarees and Other Fabrics, etc.

UNIT – IV Tribal Handicrafts of India

- Tribal Handicraft**:** tribal handicraft as livelihood option handicraft in Arunachal Pradesh, Rajasthan, Chhattisgarh, Odisha, Uttaranchal, Crafts Traditions, Clay, Stone Work, Metal Crafts, Jewellery, Natural Fibre Weaving, Textile Crafts, Painting, Paper and Paper Crafts, Theatre Crafts, Cane and Bamboo, Wood Craft, Weaving, Woolen based Handicraft, Carpet Making, Wood Carving, Ornaments, Other Crafts, Bell metal handicrafts, Terracotta items, Wood Craft, Carpets (Durries).
- Economics of Handicraft in tribal areas: Tribes of India, Interrelationship of Issues, organisations and Market Mechanisms, Awareness about the development programmes related to handicraft, Tribal Handicraft Economy, Tribal Handicraft as Livelihood option, Government Initiatives Institutions involved for promotion of Handicrafts

UNIT – V Tribal Entrepreneurship

- Entrepreneurship Education Among the Tribal Youth

Course Outcome

CO-1 To analyze the material culture of indigenous peoples of India through their visual art and to describe tribal dance forms of different states of India.

CO-2 To facilitate students to understand the importance of knowledge related to tribal religious beliefs and practices of India.

CO-3 To enable the students differentiate traditional textiles from different parts of the country and to introduce the technique and to learn about the evolution of embroidery, resist dyeing, hand block printing, handloom weaving for value-addition.

CO-4 To make the students understand the origin of technique and design with reference to colours, motifs, layouts of different traditional textiles.

CO-5To assess the physical, geographical, cultural influence on traditional textiles and handicrafts and appreciate their designs.

Text Books:

1. Agarwal, O.P., (1977), *Care and Presentation of Museum projects – II*, NRL
2. Bailey, F.G., (1960.). *Tribe, Caste and Nation: A Study of Political Activity and Political Change in Highland Orissa*, Manchester University Press; Manchester.
3. Bhowmik, K.L., (1971). *Tribal India: A Profile in Indian Ethnology*, World Press; Calcutta.
4. Bose, N. K., (2004). *Tribal Life in India*, National Book Trust, New Delhi, New Edition.
5. Charu Smita, Gupta, *Indian Folk and Tribal Paintings* , Roli Books Pvt Ltd,
6. Chattopadhaya, K.D., (1995), *Handicrafts of India*, Wiley Eastern Limited, New Delhi
7. Das, Shukla, (1992), *Fabric Art- Heritage of India*, Abhinav Publications, New Delhi
8. Denis Dutton, (1993). "Tribal Art and Artifact", *Journal of Aesthetics and Art Criticism*, 51(1):13–21, Winter

Suggested Readings: -

1. Dube, S.C. , (1977). *Tribal Heritage of India,* Vikash Publishing House Pvt. Ltd., Delhi.
2. Eller JD. (2007). *Introducing Anthropology of Religion*. New York: Routledge.
3. Glazier S.D. (1997). *Anthropology of Religion: A Handbook. Westport*, CT: Greenwood Press.
4. Hasnain, Naddem, (2016). *TRIBAL INDIA*, PALKA PRAKASHAN, Delhi. Mahapatra , L. K. , (1997). "Tribal Cultures and Regional Society in Orissa", in Santosh Kumar Sethi & Susmit Pani (eds.), *Tribal Culture of Orissa*.
5. Hasnain, Nadeem, (2015). *Indian Society and Culture (Continuity and Change),* Jawahar Publishers and Distributors, New Delhi.
6. Henrich J. (2002). "Decision-making, cultural transmission, and adaptation in economic anthropology", in: J. Ensminger (Ed.), *Theory in Economic Anthropology* (pp. 251-295). Walnut Creek, CA: Altamira Press.
7. Herskovits, M.J. (1969). *Cultural Anthropology*. New Delhi: IBH Publishing Company.
8. https://www.holidify.com/pages/tribal-art-of-india-4497.html
9. Mahapatra, L.K., (1996)."Tribal Heritage of Indian Civilization", in *Banaja, Adivasi Exhibition Souvenir*. Academy of Tribal Dialects and Culture, Government of Orissa, Bhubaneswar.
10. Pegu, Namita, (2016). *Tribal Culture in Ethnographic Museum*, B.R. Publishing Corporation, Delhi.Ota, A.B., (2009). *Tribal Dance of Orissa,* Academy of Tribal
11. Ray, D.N. , (2011). *Tribes and Tribal Life-Study and Evaluation*, New Delhi.
12. Sarkar, R. M., (2008). *Primitive Tribal Groups in India (Tradition, Development and Transformation)*, Serials Publications, New Delhi.
13. V. Elwin, (1951). *The Tribal art of Middle India*, London.Culshaw, W.J., (2013). *Tribal Heritage: A Study of the Santals,* New Delhi.
14. Verma ,R.C. , (2002). *Indian Tribes; Through the ages*, New Delhi.
15. Vidyarthi, L. P. & Rai, B. K. ,(Reprinted-1985). *The Tribal Culture of India*, Concept Publishing Company; New Delhi.
16. Vidyarthi, L.P. (1976). *Tribal Culture of India*, New Delhi: Concept Publishing Company.

17. Vidyarthi, L.P., (1968). "Culture Change in the Tribes of Modern India", in 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.

SEMESTER – VII (Single Major)

(Without Research/With Research)

Ancient World Civilizations

Nature of Course: Major Course
Major Paper-XVII
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 4	Quality Education	Provides foundational knowledge of ancient world history, contributing to historical literacy and global cultural education.

SDG No.	SDG Title	Contribution
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).

Historical Theories and Methods

Nature of the Course:Major Course
Major Paper-XVIII
Code:HM40003

Credit-4

Objective-

The objective of this paper is to offer an opportunity to the students regarding research methods and to carry out their research work in history. The students will have a proper understanding of making a research proposal and writing thesis on different aspects of history. This paper will provide the ideas of earlier scholars to students with regard to their methods and use of authentic source material for the writing of historical research works.

Course content-

UNIT-I

1. Definition, Nature, Scope, Object and Value of History.
2. History and other allied discipline-Archaeology, Geography, Anthropology, Economics, Sociology, Psychology, Political Science and literature.

UNIT-II

1. Greco-Roman Traditions: Herodotus, Thucydides, Polybius, Livy and Tacitus
2. Medieval Understanding: Western – St. Augustine: Arabic – Ibn Khaldun.
3. Scientific History: Ranke, Croce, Collingwood. Comte and Marx, Total History: The Annalists of France.

UNIT-III

1. Research in History: Time, space and human agency
2. Sources: written, oral, visual, and archaeological, Historical Source Material, Primary and Secondary Sources, Historical Criticism: Examination of Sources.

3. Collection and Selection of Historical Facts and Evidences, and Causation in History.

UNIT-IV

2. Area of the Proposed Research: History within a Boundary and History without a Border- Significance of Regional History, Recent Historical Writings in the Proposed Area of Research.
3. Explanation and Presentation- Objectivity and Bias and Distortion in History. Post-Modernist Critique of History

UNIT-V

1. Representative writings of any two major historians are to be critically evaluated on the parameters of the research methodology with an emphasis on the use of the sources, methodology: For examples; Works of R.C. Majumdar and Jadunath Sarkar
2. Hypothesis, argumentation, interpretation in History and conclusion.

Course Outcomes (COs)

Code	Course Outcome	Bloom's Level
CO1	Understand the nature, scope, and value of history as a discipline, and its relationship with other social sciences and humanities.	Remember
CO2	Explain the major traditions of historical writing, including Greco-Roman, Medieval, Positivist, Marxist, and Annales schools.	Understand
CO3	Analyse the process of historical research, including the identification, criticism, and selection of primary and secondary sources.	Analyse
CO4	Evaluate the concepts of objectivity, bias, causation, and the post-modernist critique of history in the context of historical explanation and presentation.	Evaluate
CO5	Formulate a research approach by evaluating the methodologies of major historians and applying principles of hypothesis and argumentation.	Create

CO-PO Attainment Matrix (1–3 Mapping)

(Referencing the Programme Outcomes (POs) from the "History Four-year UG 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	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	The study of ethical codes from historical and philosophical traditions, analysis of moral dimensions in historical decisions, and evaluation of how historians' values shape their interpretations (PSO1, PSO4).
Gender	Medium	Historical interpretations with special reference to gender, analysing how gender has been represented or omitted in traditional historiography, and evaluating feminist critiques of historical methods (Unit-IV, CO4).
Environment & Sustainability	Low	Understanding the role of environmental factors in historical causation and analysis, and how environmental history has

		emerged as a distinct methodological approach.
Professional Ethics	Very High	Introduction to sources and tools of historical reconstruction (epigraphy, numismatics, archaeology) instils ethical practices in handling and interpreting historical evidence. Emphasis on objectivity, avoiding bias, and responsible scholarship (Unit-III, Unit-IV).

SDG Mapping

SDG No.	SDG Title	Contribution
SDG 4	Quality Education	Provides foundational knowledge of historical theories and research methods, contributing to advanced historical literacy, critical thinking, and the development of research skills essential for higher education.
SDG 5	Gender Equality	Historical interpretations with special reference to gender (Unit-IV) and the study of how women historians and gendered perspectives have challenged traditional historical narratives allow for critical analysis of power structures and inclusive methodologies.
SDG 16	Peace, Justice and Strong Institutions	Analysis of historical causation, objectivity, and bias provides insights into the evolution of governance, institutional frameworks, and the ethical responsibilities of historians in promoting justice and truth.
SDG 17	Partnerships for the Goals	The interdisciplinary nature of historical research (Unit-I) encourages partnerships with other social sciences and humanities, fostering collaborative approaches to understanding complex societal issues.

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. Aymard, Maurice and Mukhia, Harbans , ed. (1989), *French Studies,* Vols I & II, Orient Longman.
5. Bailley, K. D. , (1978). *Methods of Social Research*, New York.
6. Bajaj, S.K. , (1987). History: *It is Philosophy, Theory and Methodology*..
7. Bhattcharya, Bikash ,(2017). *Historical Theories and Methods*, Wisdom Press, New Delhi.
8. Bloch, Marc, *The Historians Craft*, Vintage Book, New York.
9. Brandel, Fernand ,(1980). *On History*, London.
10. Burke, Peter, (1992). *History and Social Theory*, Polity Press.

Suggested Readings-

1. Carr, E.H. , (Reprinted 1983). *What is History*, Penguin Books.
2. Collingwood, R.G. , (1969) .*The Ideas in History*, London.
3. Ghosh, B. N. , (1982). *Scientific Methods and Social Research*, Sterling Publishers Pvt Ltd, New Delhi.
4. Majumdar, R.K. and Srivastav, A.N., (2004). *HISTORIOGRAPHY(Method of History),* SBT Publisher's Distributors, Delhi.
5. Gopal, M.H. , (1864). *An Introduction to Research Procedure in Social Sciences*, Asia Publishing House.
6. *Guide to Historiography*,(2015). Jai Publishing House, Cuttack.
7. Hillway, T. , (1964). *Introduction to Research*, 2nd Edition, HoughtonMifflin , Boston.
8. Johnson, E. , (1951). *The Research Report: A Guide for the Beginners*, Ronald Press, New York.
9. Popper, Karl , (1986). *The Poverty of Historicism*, Routlege.
10. Kothari, C.R. , (2006). *Research Methodology*, New Age International Pvt. Ltd., New Delhi.
11. Krentz, Edgar, (1975).*The Historical- Critical Method*, London.
12. Leonard, S. and Anselm, L.S. , (1973). *Field Research*, Prentice Hall Inc. New Jersey..
13. Leonard, S. and Anselm, L.S. , (1973). *Field Research*, Prentice Hall Inc. New Jersey.
14. Manikchand, S., THEORY *OF HISTORY& METHOD OF RESEARCH*, Paduman Publisher, Madurai,

15. Maxwell , A. E. , (1961). *Analyzing Qualitative Data*, John Wiley and Sons; New York.
16. Maxwell , A. E. ,(1961). *Analyzing Qualitative Data*, John Wiley and Sons; New York.
17. Nilakantha Satri, K.A. and Ramana, H.S., (1956). *Historical Method in Relation to Indian History*, Madras.
18. Raj, Hans ,(2002). *Theory and Practice in Social Research*, Surjeet Publications, Delhi.
19. Shafer, R.J. , (1969). *A Guide to Historical Method,* University of Wisconsin.
20. Sharma, B.A. V. ,*et al,* (1983). *Research Methods in Social Sciences,* Sterling Publishers Pvt. Ltd., New Delhi.
21. Sharma, B.A. V., *et al, ,*(1983). *Research Methods in Social Sciences,* Sterling Publishers Pvt. Ltd., New Delhi.
22. Sharma, Tejram, *Research Methodology in History*, New Delhi.
23. Shreedharan, E., (Reprint- 2004). *A Textbook of Historiography* (500 BC to CE Orient Longman.
24. Thapar, Romila, (1975). *Past and Prejudice*, NBJ, New Delhi.
25. Thapar, Romila, (1979). *Ancient Indian Social History: Some Interpret Orient Longman*..
26. Thapar, Romila, *Mukhia, Harbans and Chandra, Bipan* (1984). *Communication and theWriting of Indian History*.
27. Thomas, David, (1970). *The Aims of History*, London.
28. Thomson, R.P. Alstair, ed. (1998), *The Oral History B Routledge*, London & New York.
29. Tondon, B.C. , (1979). *Research Methodology in Social Sciences*, Chaitanya Publishing House; Allahabad.
30. Vinod Chandra , S.S. and Hareendaran, S. Ananda, (2018). *Research Methodology*, Pearson India Education Services Pvt. Ltd. Taramani; Chennai.
31. Webster, John C.B.,(1977). *An Introduction to History*, Mac Millan, Delhi.
32. Whitney, F. L., (1950). *The Elements of Research*, 3rd Edition, Prentice Hall ; New York,
33. Young, P.V. , (3rd Edition-1960). *Scientific Social Surveys and Social Research* , Prentice Hall; New York,.
34. Raj, Hans ,(2002). *Theory and Practice in Social Research*, Surjeet Publications, Delhi.

35. Young, P.V. , (3rd Edition-1960). *Scientific Social Surveys and Social Research* , Prentice Hall; New York,.
36. Kothari, C.R. , (2006). *Research Methodology*, New Age International Pvt. Ltd., New Delhi.
37. Vinod Chandra , S.S. and Hareendaran, S. Ananda, (2018). *Research Methodology*, Pearson India Education Services Pvt. Ltd. Taramani; Chennai.
38. Ackoff, R.L. , (1961). *The Design of Social Research*, Chicago University Press; Chicago.
39. Allen, T.H. , (1978). *New Methods in Social Science Research*, Praeger Publishers.
40. Bailley, K. D. , (1978). *Methods of Social Research*, New York.
41. Ghosh, B. N. , (1982). *Scientific Methods and Social Research*, Sterling Publishers Pvt Ltd, New Delhi.
42. Gopal, M.H. , (1864). *An Introduction to Research Procedure in Social Sciences*, Asia Publishing House.
43. Hillway, T. , (1964). *Introduction to Research*, Houghton Mifflin , Boston, 2nd Edition..
44. Johnson, E.,(1951). *The Research Report: A Guide for the Beginners*, Ronald Press, New York.
45. Leonard, S. and Anselm, L.S. , (1973). *Field Research*, Prentice Hall Inc. New Jersey.
46. Whitney, F. L. ,(1950). *The Elements of Research*, 3rd Edition, Prentice Hall ; New York,
47. Maxwell , A. E. , (1961). *Analyzing Qualitative Data*, John Wiley and Sons; New York.
48. Sharma, B.A. V. ,*et al,* (1983). *Research Methods in Social Sciences,* Sterling Publishers Pvt. Ltd., New Delhi.
49. Tondon, B.C. ,(1979). *Research Methodology in Social Sciences*, Chaitanya Publishing House; Allahabad.

History of India (1750-1857 CE)

Nature of Course: Major Course

Major Paper-XIX
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 fromBengal. 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	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	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

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 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

SDG No.	SDG Title	Contribution
		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 Publishers, 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

Nature of the Course:Major Course
Major Paper-XX
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	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	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

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 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 understanding poverty, food insecurity, and the importance of disaster management.

SDG No.	SDG Title	Contribution
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

Environmental Issues in India

Nature of the Course: Minor Course
Minor Paper-XIII

Code:HI42001
Credit-4

Objective-

The objective of the course on Environmental Issues in India is to develop awareness about major environmental challenges, including pollution, climate change, biodiversity loss and resource depletion. It aims to help students to understand the relationship between human activities and the environment, explore sustainable solutions and encourage responsible actions for environmental conservation and protection of natural resources in India.

Course content-

UNIT-I

The Importance of Environment

UNIT-II

Geography, Ecology and Cultures in Pre-Colonial India

-Land, Forests, Dams, Water, Pastures, Ecology of Hills and Mountains

UNIT-III

Colonialism and developments in the Environment

-New Regimes of land, Forests, Water and Irrigation

-Resistance: Peasants, Tribals and Pastoralists.

UNIT-IV

Environmental Issues and Movements in Independent India

-Forests, Dams, Displacement, Pollution, Degradation.

UNIT-V

Environmentalconcerns in a Globalizing World

Course Outcomes (COs)

CO Code	Course Outcomes	Bloom's Taxonomy Level
CO1	Understand the importance of the environment and develop awareness about the interrelationship between human societies, natural resources and ecological systems.	L2 – Understand
CO2	Explain the geographical, ecological and cultural dimensions of pre-colonial India, including traditional practices related to land, forests, water, pastures, hills and mountains.	L2 – Understand
CO3	Analyze the impact of colonial policies on environmental resources, including changes in land, forest, water and irrigation systems, and examine the resistance movements of peasants, tribals and pastoral communities.	L4 – Analyze
CO4	Evaluate major environmental issues in independent India, such as deforestation, dams, displacement, pollution and ecological degradation, along with the role of environmental movements in addressing these challenges.	L5 – Evaluate
CO5	Assess contemporary global environmental concerns and the effects of globalization on sustainability, climate change, resource management and environmental governance.	L5 – Evaluate

CO-PO Attainment Matrix (1–3 Mapping)

(Referencing the Programme Outcomes (POs) from the "History Four-year UG 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	2	2	2	2	3	2	2	2	2	1	2	2	2	2	1
CO2	2	3	2	2	2	2	2	2	2	2	2	1	3	2	2	2	1
CO3	3	3	3	2	2	3	2	2	2	2	2	2	3	3	2	2	2
CO4	3	3	3	3	2	3	3	2	2	2	2	2	2	3	2	3	2
CO5	2	2	3	3	3	3	3	3	2	3	2	2	2	2	3	3	2
Average	2.40	2.80	2.60	2.40	2.20	2.60	2.60	2.20	2.00	2.20	2.00	1.60	2.40	2.40	2.20	2.40	1.60

Mapping Scale

Score	Level of Correlation
3	High Correlation
2	Moderate Correlation
1	Low Correlation
–	No Correlation

Cross-Cutting Integration

Cross-Cutting Issue	Integration in the Course
Professional Ethics	Promotes ethical responsibility towards environmental conservation, sustainable use of natural resources, environmental justice and responsible citizenship.
Environment & Sustainability	The central theme of the course, covering environmental history, biodiversity conservation, pollution, climate change, sustainable development and resource management in India.
Indian Knowledge Systems (IKS)	Examines indigenous ecological knowledge, traditional forest management, water conservation practices, community resource management and sustainable lifestyles in pre-colonial India.
Gender	Highlights the role of women in environmental conservation, community participation and environmental movements such as the Chipko Movement and other grassroots initiatives.
Human Values	Develops values of environmental stewardship, social responsibility, respect for biodiversity, ecological balance and intergenerational equity.
Constitutional Values	Emphasizes the constitutional duty to protect and improve the environment (Article 51A(g)), environmental rights, sustainable development and participatory environmental governance.

SDG Mapping for the Course

SDG	Rationale
SDG 6 – Clean Water and Sanitation	Examines historical and contemporary issues related to water resources, irrigation systems and sustainable water management.

SDG	Rationale
SDG 13 – Climate Action	Develops understanding of climate change, environmental degradation and adaptation strategies.
SDG 15 – Life on Land	Promotes conservation of forests, biodiversity, ecosystems and sustainable management of natural resources.
SDG 16 – Peace, Justice and Strong Institutions	Studies environmental governance, people's movements, policy interventions and environmental justice.
SDG 12 – Responsible Consumption and Production	Encourages sustainable utilization of natural resources and environmentally responsible practices.

Text Books

1. Bharucha, E. (2013). *Textbook of Environmental Studies for Undergraduate Courses*. Hyderabad: Universities Press.
2. Cunningham, W. P., & Cunningham, M. A. (2015). *Environmental Science: A Global Concern*. New York: McGraw-Hill Education.
3. Guha, R. (2000). *Environmentalism: A Global History*. New York: Longman.
4. Mishra, R., (2005), *Text Book of Environmental Studies*, Cuttack: Kitab Mahal,
5. Rajagopalan, R. (2011). *Environmental Studies: From Crisis to Cure*. New Delhi: Oxford University Press.
6. Sapru, R.K.(1987). *Environmental Management in India*. New Delhi: Ashish Publishing House.

Suggested Readings

1. Santra, S. C. (2017). *Environmental Science*. New Delhi: New Central Book Agency.
2. Sharma, P. D. (2020). *Ecology and Environment*. Meerut: Rastogi Publications.
3. Guha, R. (1989). *The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya*. Berkeley: University of California Press.
4. Carson, R. (1962). *Silent Spring*. Boston: Houghton Mifflin.
5. Kolbert, E. (2014). *The Sixth Extinction: An Unnatural History*. New York: Henry Holt and Company.
6. Agarwal, Anil et al, (1985). *The State of India's Environment, The SecondCitizens' Report*, Delhi

SEMESTER-VII (Double Major)

(Without Research /With Research)

Ancient World Civilizations

Nature of Course: Major Course
Major Paper-XVII
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

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

Unit-II

3. Egyptian Civilization: Political Developments, Art & Architecture, Religion.

4. Mesopotamian Civilization: Sumerian Civilization: Society, Art & Architecture, Religion, Innovations, Babylonian Civilization: Law Codes, Administration, Religion, Education; Assyrian Civilization: Polity, Society and Religion.

Unit-III

4. Chinese Civilization: Polity, Society, Science-Innovations & Technological Developments.
5. 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.
6. 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 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:

5. Davies,H.A.,(1969). *An Outline History of the World*, London.
6. Neil.H. Willam.M.C., (1907). *A World of History*, Oxford, New York.
7. Sharma,Manoj.,(2005). *History of World Civilization*, Anmol Publications Pvt. Ltd., New Delhi.
8. 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-

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

19. Sjoberg, G., (1960). *The Preindustrial City: Past and Present*, New York: Free Press.
20. 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.
21. Parkins,Helen M., (1997). *Roman Urbanism: Beyond The Consumer City*, Routledge.
22. 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.
23. Wheatley, Paul.(1971). *Pivot of the Four Quarters: A Preliminary Enquiry into the Origins and Character of the Ancient Chinese City,* Edinburgh University Press.
24. Cotterell, Arthur., (2008). *Imperial Capitals of China: A Dynastic History of Celestial Empire.*
25. Redman, C., (1978). *The Rise of Civilisation* (San Francisco).

Hammond, M., (1972). *The City in the Ancient World* (Harvard).

Historical Theories and Methods

Nature of the Course:Major Course
Major Paper-XVIII
Code:HM40003

Credit-4

Objective-

The objective of this paper is to offer an opportunity to the students regarding research methods and to carry out their research work in history. The students will have a proper understanding of making a research proposal and writing thesis on different aspects of history. This paper will provide the ideas of earlier scholars to students with regard to their methods and use of authentic source material for the writing of historical research works.

Course content-

UNIT-I

3. Definition, Nature, Scope, Object and Value of History.
4. History and other allied discipline-Archaeology, Geography, Anthropology, Economics, Sociology, Psychology, Political Science and literature.

UNIT-II

1. Greco-Roman Traditions: Herodotus, Thucydides, Polybius, Livy and Tacitus
2. Medieval Understanding: Western – St. Augustine: Arabic – Ibn Khaldun.
3. Scientific History: Ranke, Croce, Collingwood. Comte and Marx, Total History: The Annalists of France.

UNIT-III

4. Research in History: Time, space and human agency
5. Sources: written, oral, visual, and archaeological, Historical Source Material, Primary and Secondary Sources, Historical Criticism: Examination of Sources.

6. Collection and Selection of Historical Facts and Evidences, and Causation in History.

UNIT-IV

4. Area of the Proposed Research: History within a Boundary and History without a Border- Significance of Regional History, Recent Historical Writings in the Proposed Area of Research.
5. Explanation and Presentation- Objectivity and Bias and Distortion in History. Post-Modernist Critique of History

UNIT-V

1. Representative writings of any two major historians are to be critically evaluated on the parameters of the research methodology with an emphasis on the use of the sources, methodology: For examples; Works of R.C. Majumdar and Jadunath Sarkar
2. Hypothesis, argumentation, interpretation in History and conclusion.

Course Outcomes (COs)

Code	Course Outcome	Bloom's Level
CO1	Understand the nature, scope, and value of history as a discipline, and its relationship with other social sciences and humanities.	Remember
CO2	Explain the major traditions of historical writing, including Greco-Roman, Medieval, Positivist, Marxist, and Annales schools.	Understand
CO3	Analyse the process of historical research, including the identification, criticism, and selection of primary and secondary sources.	Analyse
CO4	Evaluate the concepts of objectivity, bias, causation, and the post-modernist critique of history in the context of historical explanation and presentation.	Evaluate
CO5	Formulate a research approach by evaluating the methodologies of major historians and applying principles of hypothesis and argumentation.	Create

CO-PO Attainment Matrix (1–3 Mapping)

(Referencing the Programme Outcomes (POs) from the "History Four-year UG 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	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	The study of ethical codes from historical and philosophical traditions, analysis of moral dimensions in historical decisions, and evaluation of how historians' values shape their interpretations (PSO1, PSO4).
Gender	Medium	Historical interpretations with special reference to gender, analysing how gender has been represented or omitted in traditional historiography, and evaluating feminist critiques of historical methods (Unit-IV, CO4).
Environment & Sustainability	Low	Understanding the role of environmental factors in historical causation and analysis, and how environmental history has

		emerged as a distinct methodological approach.
Professional Ethics	Very High	Introduction to sources and tools of historical reconstruction (epigraphy, numismatics, archaeology) instils ethical practices in handling and interpreting historical evidence. Emphasis on objectivity, avoiding bias, and responsible scholarship (Unit-III, Unit-IV).

SDG Mapping

SDG No.	SDG Title	Contribution
SDG 4	Quality Education	Provides foundational knowledge of historical theories and research methods, contributing to advanced historical literacy, critical thinking, and the development of research skills essential for higher education.
SDG 5	Gender Equality	Historical interpretations with special reference to gender (Unit-IV) and the study of how women historians and gendered perspectives have challenged traditional historical narratives allow for critical analysis of power structures and inclusive methodologies.
SDG 16	Peace, Justice and Strong Institutions	Analysis of historical causation, objectivity, and bias provides insights into the evolution of governance, institutional frameworks, and the ethical responsibilities of historians in promoting justice and truth.
SDG 17	Partnerships for the Goals	The interdisciplinary nature of historical research (Unit-I) encourages partnerships with other social sciences and humanities, fostering collaborative approaches to understanding complex societal issues.

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. Aymard, Maurice and Mukhia, Harbans , ed. (1989), *French Studies,* Vols I & II, Orient Longman.
5. Bailley, K. D. , (1978). *Methods of Social Research*, New York.
6. Bajaj, S.K. , (1987). History: *It is Philosophy, Theory and Methodology*..
7. Bhattcharya, Bikash ,(2017). *Historical Theories and Methods*, Wisdom Press, New Delhi.
8. Bloch, Marc, *The Historians Craft*, Vintage Book, New York.
9. Brandel, Fernand ,(1980). *On History*, London.
10. Burke, Peter, (1992). *History and Social Theory*, Polity Press.

Suggested Readings-

1. Carr, E.H. , (Reprinted 1983). *What is History*, Penguin Books.
2. Collingwood, R.G. , (1969) .*The Ideas in History*, London.
3. Ghosh, B. N. , (1982). *Scientific Methods and Social Research*, Sterling Publishers Pvt Ltd, New Delhi.
4. Majumdar, R.K. and Srivastav, A.N., (2004). *HISTORIOGRAPHY(Method of History),* SBT Publisher's Distributors, Delhi.
5. Gopal, M.H. , (1864). *An Introduction to Research Procedure in Social Sciences*, Asia Publishing House.
6. *Guide to Historiography*,(2015). Jai Publishing House, Cuttack.
7. Hillway, T. , (1964). *Introduction to Research*, 2nd Edition, HoughtonMifflin , Boston.
8. Johnson, E. , (1951). *The Research Report: A Guide for the Beginners*, Ronald Press, New York.
9. Popper, Karl , (1986). *The Poverty of Historicism*, Routlege.
10. Kothari, C.R. , (2006). *Research Methodology*, New Age International Pvt. Ltd., New Delhi.
11. Krentz, Edgar, (1975).*The Historical- Critical Method*, London.
12. Leonard, S. and Anselm, L.S. , (1973). *Field Research*, Prentice Hall Inc. New Jersey..
13. Leonard, S. and Anselm, L.S. , (1973). *Field Research*, Prentice Hall Inc. New Jersey.

14. Manikchand, S., THEORY *OF HISTORY& METHOD OF RESEARCH*, Paduman Publisher, Madurai,
15. Maxwell , A. E. , (1961). *Analyzing Qualitative Data*, John Wiley and Sons; New York.
16. Maxwell , A. E. ,(1961). *Analyzing Qualitative Data*, John Wiley and Sons; New York.
17. Nilakantha Satri, K.A. and Ramana, H.S., (1956). *Historical Method in Relation to Indian History*, Madras.
18. Raj, Hans ,(2002). *Theory and Practice in Social Research*, Surjeet Publications, Delhi.
19. Shafer, R.J. , (1969). *A Guide to Historical Method,* University of Wisconsin.
20. Sharma, B.A. V. ,*et al,* (1983). *Research Methods in Social Sciences,* Sterling Publishers Pvt. Ltd., New Delhi.
21. Sharma, B.A. V., *et al, ,*(1983). *Research Methods in Social Sciences,* Sterling Publishers Pvt. Ltd., New Delhi.
22. Sharma, Tejram, *Research Methodology in History*, New Delhi.
23. Shreedharan, E., (Reprint- 2004). *A Textbook of Historiography* (500 BC to CE Orient Longman.
24. Thapar, Romila, (1975). *Past and Prejudice*, NBJ, New Delhi.
25. Thapar, Romila, (1979). *Ancient Indian Social History: Some Interpret Orient Longman*..
26. Thapar, Romila, *Mukhia, Harbans and Chandra, Bipan* (1984). *Communication and theWriting of Indian History*.
27. Thomas, David, (1970). *The Aims of History*, London.
28. Thomson, R.P. Alstair, ed. (1998), *The Oral History B Routledge*, London & New York.
29. Tondon, B.C. , (1979). *Research Methodology in Social Sciences*, Chaitanya Publishing House; Allahabad.
30. Vinod Chandra , S.S. and Hareendaran, S. Ananda, (2018). *Research Methodology*, Pearson India Education Services Pvt. Ltd. Taramani; Chennai.
31. Webster, John C.B.,(1977). *An Introduction to History*, Mac Millan, Delhi.
32. Whitney, F. L., (1950). *The Elements of Research*, 3rd Edition, Prentice Hall ; New York,
33. Young, P.V. , (3rd Edition-1960). *Scientific Social Surveys and Social Research* , Prentice Hall; New York,.

34. Raj, Hans ,(2002). *Theory and Practice in Social Research*, Surjeet Publications, Delhi.
35. Young, P.V. , (3rd Edition-1960). *Scientific Social Surveys and Social Research* , Prentice Hall; New York,.
36. Kothari, C.R. , (2006). *Research Methodology*, New Age International Pvt. Ltd., New Delhi.
37. Vinod Chandra , S.S. and Hareendaran, S. Ananda, (2018). *Research Methodology*, Pearson India Education Services Pvt. Ltd. Taramani; Chennai.
38. Ackoff, R.L. , (1961). *The Design of Social Research*, Chicago University Press; Chicago.
39. Allen, T.H. , (1978). *New Methods in Social Science Research*, Praeger Publishers.
40. Bailley, K. D. , (1978). *Methods of Social Research*, New York.
41. Ghosh, B. N. , (1982). *Scientific Methods and Social Research*, Sterling Publishers Pvt Ltd, New Delhi.
42. Gopal, M.H. , (1864). *An Introduction to Research Procedure in Social Sciences*, Asia Publishing House.
43. Hillway, T. , (1964). *Introduction to Research*, Houghton Mifflin , Boston, 2nd Edition..
44. Johnson, E.,(1951). *The Research Report: A Guide for the Beginners*, Ronald Press, New York.
45. Leonard, S. and Anselm, L.S. , (1973). *Field Research*, Prentice Hall Inc. New Jersey.
46. Whitney, F. L. ,(1950). *The Elements of Research*, 3rd Edition, Prentice Hall ; New York,
47. Maxwell , A. E. , (1961). *Analyzing Qualitative Data*, John Wiley and Sons; New York.
48. Sharma, B.A. V. ,*et al,* (1983). *Research Methods in Social Sciences,* Sterling Publishers Pvt. Ltd., New Delhi.
49. Tondon, B.C. ,(1979). *Research Methodology in Social Sciences*, Chaitanya Publishing House; Allahabad.

History of India (1750-1857 CE)

Nature of Course: Major Course

Major Paper-XIX
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 fromBengal. 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	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	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

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 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

SDG No.	SDG Title	Contribution
		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 Publishers, 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.

Nature of the Course:Major Course
Major Paper-XX
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

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

UNIT-II

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

UNIT-III

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

UNIT-IV

2 Creation of Odisha as a Separate Province, 1936.
2. Non-Congress & Congress Ministries (1937-50).
6. 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	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	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)
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	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 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 No.	SDG Title	Contribution
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

Environmental Issues in India

Nature of the Course: Minor Course
Minor Paper-XIII

Code:HI42001
Credit-4

Objective-

The objective of the course on Environmental Issues in India is to develop awareness about major environmental challenges, including pollution, climate change, biodiversity loss and resource depletion. It aims to help students to understand the relationship between human activities and the environment, explore sustainable solutions and encourage responsible actions for environmental conservation and protection of natural resources in India.

Course content-

UNIT-I

The Importance of Environment

UNIT-II

Geography, Ecology and Cultures in Pre-Colonial India

-Land, Forests, Dams, Water, Pastures, Ecology of Hills and Mountains

UNIT-III

Colonialism and developments in the Environment

-New Regimes of land, Forests, Water and Irrigation

-Resistance: Peasants, Tribals and Pastoralists.

UNIT-IV

Environmental Issues and Movements in Independent India

-Forests, Dams, Displacement, Pollution, Degradation.

UNIT-V

Enviornmental concerns in a Globalizing World

Course Outcomes (COs):

CO1: Understand the importance of the environment and develop awareness about the interrelationship between human societies, natural resources and ecological systems.

CO2: Explain the geographical, ecological and cultural dimensions of pre-colonial India, including traditional practices related to land, forests, water, pastures, hills and mountains.

CO3: Analyze the impact of colonial policies on environmental resources, including changes in land, forest, water and irrigation systems and examine the resistance movements of peasants, tribals and pastoral communities.

CO4: Evaluate major environmental issues in independent India, such as deforestation, dams, displacement, pollution and ecological degradation, along with the role of environmental movements in addressing these challenges.

CO5: Develop an understanding of contemporary global environmental concerns and assess the effects of globalization on sustainability, climate change, resource management and environmental governance.

Text Books

1. Bharucha, E. (2013). *Textbook of Environmental Studies for Undergraduate Courses*. Hyderabad: Universities Press.
2. Cunningham, W. P., & Cunningham, M. A. (2015). *Environmental Science: A Global Concern*. New York: McGraw-Hill Education.
3. Guha, R. (2000). *Environmentalism: A Global History*. New York: Longman.
4. Mishra, R., (2005), *Text Book of Environmental Studies*, Cuttack: Kitab Mahal,
5. Rajagopalan, R. (2011). *Environmental Studies: From Crisis to Cure*. New Delhi: Oxford University Press.
6. Sapru, R.K.(1987). *Environmental Management in India*. New Delhi: Ashish Publishing House.

Suggested Readings

1. Santra, S. C. (2017). *Environmental Science*. New Delhi: New Central Book Agency.
2. Sharma, P. D. (2020). *Ecology and Environment*. Meerut: Rastogi Publications.

3. Guha, R. (1989). *The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya*. Berkeley: University of California Press.
4. Carson, R. (1962). *Silent Spring*. Boston: Houghton Mifflin.
5. Kolbert, E. (2014). *The Sixth Extinction: An Unnatural History*. New York: Henry Holt and Company.
6. Agarwal, Anil et al, (1985). *The State of India's Environment, The SecondCitizens' Report*, Delhi

Tribal Women in Colonial and Post Colonial India

Nature of Course: Minor Course
Minor Paper-XIV
Code:HI42003
Credit -4

This undergraduate history course examines the experiences, roles, and contributions of tribal women in colonial and postcolonial India. Through a gender-sensitive approach, students will explore the socio-cultural, economic, and political dynamics that shaped tribal women's lives, identities, and struggles for agency. The course aims to highlight the resilience, diversity, and agency of tribal women while critically analysing the intersecting forces of colonialism, patriarchy, and modernity.

Objectives

- To examine the experiences, roles and contributions of tribal women in colonial and post colonial India.
- To examine the impact of sociocultural, economic and political factors on the life's of tribal women.
- To highlight the resilience diversity aspects of tribal women.
- To critically analyze the impact of colonialism, patriarchy and modernity on tribal women

Course Content-

UNIT-1:

Colonial Encounters and Gendered Experiences

- Pre-colonial Tribal Societies: Gender Roles and Power Dynamics
- Impact of Colonialism on Tribal Women: Displacement, Exploitation, and Resistance
- Colonial Policies and Gendered Exclusion: Land Rights, Education, and Legal Status

UNIT-2:

Agency and Activism: Voices of Tribal Women

- Tribal Women's Participation in Anti-colonial Movements: Leadership and Mobilization

- Resistance and Resilience: Stories of Tribal Women's Protests and Revolts
- Cultural Revivalism and Feminist Discourses: Tribal Women's Contributions to Identity Politics

UNIT 3-

Livelihood Struggles and Economic Empowerment

- Land Rights and Livelihood Challenges: Impact of Development Projects on Tribal Women
- Women in Agriculture and Forest-Based Livelihoods: Contributions and Constraints
- Entrepreneurship and Self-help Initiatives: Economic Empowerment Strategies of Tribal Women

UNIT 4:

Health, Education, and Social Welfare

- Maternal and Child Health: Access, Challenges, and Traditional Practices
- Education and Literacy: Barriers and Opportunities for Tribal Girls and Women
- Social Welfare Schemes and Tribal Women: Implementation, Impact, and Critiques

UNIT 5:

Contemporary Issues and Future Directions

- Gender Violence and Justice: Addressing Issues of Domestic Violence, Trafficking, and Discrimination
- Political Representation and Leadership: Challenges and Achievements of Tribal Women in Governance
- Empowerment and Advocacy: Engaging with NGOs, Movements, and Policy Interventions

Course Outcome-

CO1- The students will able to explainthe social, cultural, and economic structures of pre-colonial tribal societies, focusing on gender roles and power dynamics.

CO2- This course will enable the students to discuss the participation of tribal women in anti-colonial movements, highlighting their leadership and strategies for mobilization.

CO3- The students can critically examine the impact of development projects and land dispossession on tribal women's livelihoods and economic security.

CO4- This course will aware the students regarding the issues andchallenges faced by tribal women in accessing healthcare and education, while acknowledging the role of traditional practices.

CO5- The student can critically evaluate the effectiveness of social welfare schemes and policy interventions in addressing the needs of tribal women.

Text Books:

1. Kumar, A. (1993). History of doing gender. In A. Kumar (Ed.), Gender and politics in India (pp. 1-33). Oxford University Press.
2. Mohanty, C. T. (2003). Under Western eyes: Feminist scholarship and colonial discourses. Gender & Society, 17(2), 200-222.
3. Menon, N. (2007). Seeing like a feminist. Zubaan.
4. Uberoi, P. (1994). Family, kinship, and ideology: Mothers, brothers, and ethnic exclusion in a south Indian kinship system. Oxford University Press.
5. Jeffery, P. (1991). Patriarchy and mothers: Power relations in the Bengali family. Gloucester Press.
6. Jayawardena, K. (1986). Feminism and nationalism in colonial India. Zed Books.

Suggested Readings-

1. Connell, R. W. (2009). Gender and power. Polity. (Chapter 1)
2. Butler, J. (1990). Gender trouble: Feminism and the subversion of identity. Routledge. (Excerpt)
3. Walby, S. (1990). Theorizing patriarchy. New Left Review, I(180), 6–38.
4. Millet, K. (2006). Sexual politics. W. W. Norton & Company. (Excerpt)
5. Crenshaw, K. (1989). Defining intersectionality in context. University of Chicago Law Review, 140(3), 1244-1295.
6. Collins, P. H. (2015). Intersectionality's defining concepts. Race Class Gender, 26(1), 118-129.
7. Ranade, R. (2006). Essay on Indian economics. Routledge. (Selection on women's education)

8. Batliwala, S. (2005). The making of an activist: Reba Chaudhuri and Indian women's movement. Penguin Books. (Excerpts)
9. Fernandes, W. (1997). Indian women's movement: 1970s-1990s. Friedrich Ebert Stiftung. (Selected chapters)
10. Jhala, A., &Omvedt, G. (2009). Women in parliament: Why so few? Economic and Political Weekly, 44(25/26), 42-49.
11. Deshpande, J. (2002). Reservation for women in panchayats: Does it make a difference? Economic and Political Weekly, 37(17), 1731-1737.
12. Kishwar, M. (1992). Organizing for change: A comparative study of violence against women in India. Zed Books. (Excerpts)
13. Rege, S. (2006). Violence and silence: Issues in sexual crimes in India. Orient Blackswan.

SEMESTER – VIII (Single Major)

(Without Research)

History of India (1857-1950 CE)

Nature of Course: Major Course
Major Paper-XXI

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 ReformMovements:

a. The advent of printing and its implications

b. Reform and Revival: BrahmoSamaj, PrarthnaSamaj, andRamakrishna and Vivekananda, AryaSamaj, 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 JallianwalaBagh

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 MahaSabha, Muslim League.

UNIT-V

Independence and Partition

a. Negotiations for independence, and partition

b. Popular movements

c. Partition riots

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

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
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 "History Four Year UG 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	2	3	2	2	1	2	2	1	2	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	3	2	2	2	2	2	2	3	3	2	3	2	2
CO4	2	3	2	3	2	2	1	2	2	1	2	2	3	2	2	2	2
CO5	2	3	3	3	2	2	2	2	3	2	2	2	3	2	3	3	2
Average	2.0	3.0	2.2	2.8	2.2	2.0	1.4	1.8	2.2	1.4	1.8	2.2	3.0	2.0	2.4	2.2	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 social and religious reform movements (Unit I) and Gandhian philosophy (Unit III) fosters understanding of moral values, non-violence, and ethical leadership.
Gender	Medium	Analysis of women's participation in nationalist movements and social reforms (Unit IV) allows gender analysis of colonial and post-colonial power structures.

Cross-cutting Issue	Level	Integration Focus
Professional Ethics	Medium	Examination of constitutional making, integration of princely states, and institutional frameworks (Unit V) instills understanding of governance ethics and decision-making.
Environment & Sustainability	Low	Contextual reference to environmental aspects in popular movements and colonial policies (Units II, IV) provides limited but relevant insights.

SDG Mapping

SDG No.	SDG Title	Contribution
SDG 4	Quality Education	Provides advanced understanding of India's modern history, contributing to historical literacy and critical thinking.
SDG 5	Gender Equality	Study of women's roles in freedom struggle and social reform movements allows for gender analysis of early 20th-century power structures.
SDG 10	Reduced Inequalities	Analysis of social groups (peasants, tribals, Dalits) and communal ideologies (Unit IV) helps understand historical roots of inequality.
SDG 16	Peace, Justice and Strong Institutions	Study of independence negotiations, partition, constitution-making, and integration of princely states provides insights into the evolution of governance and institutional frameworks.

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.
8. McLane, J. R., (1977). *Indian Nationalism and the Early Congress*, Princeton, N.J.: Princeton University Press.

Suggested Readings-

1. Malcolm J, (1970), *Political History of British India from 1784 to 1823*, Associated Pub. House; New Delhi.
2. Majumdhar, R.C., (1962). *History of Freedom Movement in India* 3 Vols, Calcutta.
3. Legg, Stephen, (2007). *Spaces of Colonialism: elhi's Ur anGovernmentalities*, Oxford University Press; Oxford.
4. Lawson. P., (1993), *The East India Company: A History*, Longmans; London.
5. LalBahadur, (1983). *Indian Freedom Movement and Thought 1919-1929*, Sterling Publishres, New Delhi.
6. K. Rajayyan (1981). *History of Freedom Struggle in India*, Madurai Publishing house; Madurai.
7. Gupta, R.C., (1983). *Indian Freedom Movement and Thought 1930-1947*, Sterling Publishers; New Delhi.
8. Grover ,B.L. ,& Grover, S. , (2002).*A New Look At Modern Indian History*, S Chand & Company Ltd, New Delhi.
9. G. Venkatesan, (1985). *The History of Freedom Struggle in India*, Coimbatore.
10. 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.
11. 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.

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

Political and Cultural History of Odisha

Nature of Course- Major Course
Major Paper- XXII
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	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	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

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

SDG No.	SDG Title	Contribution
		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.

Museum Studies

Nature of Course: Major Course
Major Paper- XXIII
Code:MS40006
Credit -4

Objectives-

Theobjectiveofthispaperistointroduceandprovidebasicunderstandinga boutMuseum and Museology as a discipline. Through this paper the students will be exposed to various aspects of museum history-(museum movement in India, particularly), its functioning, types and purpose. It will highlight the role of the museum as an important centre for preservation and dissemination of knowledge. This paper is of particular value to those who are seeking careers as curators, or collectors, researchers and conservators.

Course Content-

UNIT-I-Introduction to Museum

1. Definition and meaning of Museum and Museology.
2. Eco-Museums, Tangible and Intangible Heritage
3. HistoryofmuseumsinIndia-Colonial to postindependence.

UNIT-II Role of Museums in India

1. The role of the "museum," from its historical beginnings to the present, as well as examining the philosophy of museums and their multiform character and purpose.
2. Tribal Museum-Textile and Handicrafts, Agricultural equipment, Art & Craft, etc.

UNIT-III History of Museums and New Museology

1. History of National Museum/Indian Museum/Odisha State Museum/SCST& RTI Museum, Bhubaneswar
2. A briefintroductiontoNewMuseology

UNIT-IVMuseum Management and Museum Marketing and Public Relation

1. **Museum Management-**The principles and strategies of management in museums. It covers aspects such as collection

management, administrative framework, code of ethics, managing exhibitions, visitors' management, mission statement, vision and road map and policy development.

2. **Museum Marketing and Public Relation-** Scope and applicability of Museum marketing and public relations within the context of museums. Methods, principles, techniques and concept of marketing along with the nature of public relation in museum setting, evaluation assessment and improvisation, museum public services and accessibility, and understanding museum as cultural brands

UNIT-V Practical

1. Various functions of a museum- Collection, documentation (manual, digitaland photographic), preventive conservation and exhibition should be taught inconjunctionwith practical/ project.
2. TypesofMuseums:Project

i. Practical/Project: **Visit any one museum** to understand the nature and scope of itscollectionandexhibitiontechniques-NationalMuseum/National Craft Museum and Hastkala Academy/ Odisha State Museum/ SCST&RTI Museum, Bhubaneswar / Odisha Crafts Museum, Kala Bhoomi; Bhubaneswar /group assignments may be designedandassigned on one of thesemuseums)

30hoursforpracticalwithminimum3-5DaysforMuseumvisitandfieldwork.

Course Outcomes (COs)

Code	Course Outcome	Bloom's Level
CO1	Understand museum as a resource centre and develop some understanding about new museums.	Understand
CO2	Understand the historical process of institutionalization of archaeology and culture through museums.	Understand
CO3	Develop insight into the various roles of museum as an organizer, preserver and manager of artifacts.	Analyze
CO4	Know how museum is an effective centre for dissemination of knowledge, information, and space for dialogue, and focus on the applicability of	Evaluate

Code	Course Outcome	Bloom's Level
	museum marketing and public relations.	
CO5	Acquire skills for culture and tourism-based industries: possible employment includes tour guides, archaeology assistants, archivists, jobs in art galleries, museums, auction houses, researchers in NGOs, and culture-based writing and journalism.	Apply

CO-PO Attainment Matrix (1–3 Mapping)
(Referencing the Programme Outcomes (POs) from the "History Four Year UG 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	2	3	3	3	2	2	3	2	2	2	3	2	3	3	2
CO2	2	3	2	3	3	3	2	2	3	2	2	2	3	2	3	3	2
CO3	2	3	2	3	3	3	2	2	3	2	2	2	3	2	3	3	2
CO4	2	3	3	3	3	3	3	3	3	3	3	2	3	2	3	3	3
CO5	2	3	3	3	3	3	3	3	3	3	3	2	3	2	3	3	3
Average	2.0	3.0	2.4	3.0	3.0	3.0	2.4	2.4	3.0	2.4	2.4	2.0	3.0	2.0	3.0	3.0	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	Very High	Study of museums as preservers of cultural heritage fosters respect for diverse traditions, moral values, and collective memory.
Professional Ethics	Very High	Examination of collection management, code of ethics, conservation, and documentation (Units IV, V) instills ethical practices in handling and interpreting cultural artifacts.
Digital Literacy	High	Understanding of digital documentation and ICT tools in museum management (Unit V) promotes digital literacy.
Environment & Sustainability	Medium	Study of eco-museums and tangible/intangible heritage (Unit I) fosters awareness of sustainable heritage preservation.

SDG Mapping

SDG No.	SDG Title	Contribution
SDG 4	Quality Education	Museums serve as centres of lifelong learning and cultural education.
SDG 8	Decent Work and Economic Growth	Provides skills for employment in tourism, cultural industries, and heritage management.
SDG 11	Sustainable Cities & Communities	Study of museum preservation of cultural and natural heritage contributes to sustainable urban and rural communities.
SDG 16	Peace, Justice and Strong Institutions	Museums promote dialogue, cultural understanding, and institutional accountability.

Text Books:

1. Agarwal, O.P., (1977). *Care and Presentation of Museum Projects – II*,

NRL.

2. Aggarwal, O. P., (2006). *Essentials of Conservation and Museology*, Delhi: Sundeep Prakashan.
3. Ambrose, Timothy , (1993). *Museum Basics (Heritage: Care-Preservation Management)*, (shelved 7 times as *museum-studies*), Routledge.
4. Bedekar. V. H, *New Museology, Museum Association of India*, New Delhi
5. Behera , B.K. and Mohanty, S.K. , (2007). *Museology and Museum Management in India*, Bhubaneswar.
6. Bhatnagar, Anupama , (1999). *Museum Museology and New Museology*, Sundeep Prakashan Place of Pub. New Delhi.

Suggested Readings-

1. Burdhan,Anand, (2017),*MuseologicalPedagogy:ColonialPoliticsversusPeople' sMuseography*, Research India Press
2. Burdhan,Anand, (2017).*ColonialMuseum:AnInnerHistory*,ResearchIndia Press,Delhi
3. Caumom, S. , (1958). *Lighting Museum*, New York.
4. Chattopadhaya, K.D. , (1995). *Handicrafts of India*, Wiley Eastern Limited; New Delhi.
5. Choudhary,R.D.,(1988).*MuseumsofIndiaandtheirMaladies*,Calcutta:Agam Prakashan.
6. Das, Shukla , (1992). *Fabric Art- Heritage of India*, Abhinav Publications, New Delhi.
7. Dean,DavidandGary,Edson,(1994).*HandbookforMuseums*,Routledge.
8. Deshpande, M. N. , (1994). *Care of Cultural Heritage*, NMI , New Delhi.
9. Desvaltees,Andre,&FrancasMairesseArrondCown(2010).*KeyConceptinMu seologyICOM,* Paris.
10. Dwivedi ,V.P. , (1980). *Museums and Museology: New Horizons* (Essays in Honour of Dr. Grace Morley on her 80th Birthday), Agam Kala Prakashan, Delhi.
11. Edson, Gary, (1995). *International Directory of Museum Training*, Routledge , London.
12. Hooper-Greenhill, Eilean, (2000). *Museums and the Interpretation of Visual Culture*, Routledge. ISBN- 9780415086332 (ISBN10: 0415086337
13. J. Knell, Simon, (2007). *Museum in the Material World*, Routledge Place

of Pub. United Kingdom, ISBN 978-0415416993

14. Jain , Jyotindra and Aggarwala, Aarti ,(1989). *Museums of India: National Handicrafts and Handlooms Museums,* Mapin, Ahmedabad. ISBN 944142230
15. Jain,Sanjay,(1999),ब्यू§जयमऔरब्यू§जयोल ँज ाएकपhरचय,KanikaPrakashan, NewDelhi
16. Jane Flowers ,Jeffrey ,(2008).*Exhibit Makeovers: A Do-It-Yourself Workbook for Small Museums,* Alta Mira Press. ISBN-9780759109971 (ISBN10: 0759109974)
17. Karp, Ivan, (editor), Mullen Kreamer, Christine, and D. Lavine , Steven , Eds., (1992).*Museums and Communities: The Politics of Public Culture*, Smithsonian Books. ISBN 9781560981893 (ISBN10: 156098189X)
18. Knell, J., Simon, (2004). *Museum and the Future of Collecting,* Ashgate Publishing Place of Pub. England. ISBN 1138452785
19. Lord, Barry, (Editor), (1999). *The Manual of Museum Planning,* Alta Mira Press, September 28. ISBN-9780742504066 (ISBN10: 0742504069
20. Macdonald,S., Ed.,(2010).*ThePoliticsofDisplay:Museums,Science,Culture*, Routledge, London.
21. Macdonald,Sharon,(2006),*ACompaniontoMuseumStudies*,Blackwell,UKandAustralia.
22. Mathur,SaloniandKavitaSingh,(reprint2020),*No-touching,Nospitting,nopraying:The Museums in SouthAsia*, Routledge.
23. Matthews, Geoff , (1991). *Museums and Art Galleries*, Architectural Press , New York. ISBN 978-0750612272
24. Mclean, Fiona, (1997). *Marketing the Museum*, Routledge Place of Pub. London. ISBN 0-415-15293-3
25. Messias Carbonell, Bettina , (2004). *Museum Studies: Anthology of Contexts,* Blackwell Place of Pub. Australia. ISBN 063122825X
26. Michael , A. Fopp, (1997). *Managing Museums and Galleries,*Routledge , London. ISBN 415094968
27. Miles , Roger and Zavala ,Lauro, eds., (1994), *Towards the Museums of the Future*, Routledge, New Delhi. ISBN 415094984
28. Munsuri, Shahida, (2018). *Museums, Museology and New Museology*, India: ReadworthyPressCorporation.
29. Nair,S.N.,(2011).*Bio-DeteriorationofMuseumMaterials*,Calcutta:AgamPrakashan

30. Norris, Linda and Tisdale, Rainey , (2013). *Creativity in Museum Practice*, Routledge. ISBN-9781611323085 (ISBN10: 1611323088)
31. Punja Shobhita, (2014). *Treasure: Chhatrapati Shivaji Maharaj VastuSanghralaya,Mumbai,* Niyogi Books, Delhi.
32. Punja,Shobhita,(2014).*Treasures:SalarJungMuseum*,Hyderabad, NiyogiBooks,Delhi.
33. Roychowdhury,Madhuparna(2015).*DisplayingIndia'sHeritage:Archaeology andtheMuseum Movementin ColonialIndia*,Orient BlackSwan.
34. Sandell, Richard ,(2007). *Museum Management and Marketing*, Routledge Place of Pub. United Kingdom. ISBN 9780415396295
35. Singh, A. P., (1987).*Conservation and Museum Techniques*, Agam Kala Prakashan, Delhi.

Women Studies in India

Nature of Course: Major Course
Major Paper-XXIV
Code:HI40008
Credit -4

This course offers a comprehensive exploration of gender issues in the Indian context. Through a blend of foundational concepts, historical analysis, and contemporary concerns, students will gain a critical understanding of women's experiences in India. The course examines the social construction of gender, the concept of patriarchy, and the intersections of gender with other social identities. It delves into the development of Women's Studies in India, exploring the role of social movements and feminist scholarship. Key topics include family structures, women's movements, political participation, violence against women, and issues of development and access to resources. By critically examining these themes, students will develop a nuanced understanding of the challenges and opportunities facing women in India.

Objectives

1. Deconstructing Gender: The course begin by examining the core concepts of sex and gender, unpacking the social construction of masculinity and femininity. Further, it delves into the concept of gender identity and expression, understanding its complexities and fluidity.

2. Unveiling Patriarchy: The course will critically analyze the concept of patriarchy, the system of male dominance, and its impact on social, economic, and political structures. It explores how patriarchy manifests in everyday life and shapes women's opportunities and limitations.

3. Intersectional Analysis: Moving beyond a singular focus on gender, it will approach the concept of intersectionality. This framework acknowledges how various social locations, such as caste, class, religion, and ethnicity, intersect with gender to create unique experiences for women.

4. Tracing the Roots of Women's Studies: Students are offered an introduction to the history of women's movements in India and their influence on the development of Women's Studies as a field. They get to examine the role of feminist scholarship and the establishment of dedicated academic programs. Additionally, we will explore key debates and challenges faced by Women's Studies in representing the diverse experiences of Indian women.

5. Gender and Social Transformation: Students look into how gender shapes various aspects of Indian society. They examine historical and contemporary family structures, the evolution of women's movements, and the ongoing struggle for gender equality in areas such as law, politics, health, and education.

Course Content-

UNIT- I: Foundations

Defining Gender

Understanding the difference between sex and gender.

Exploring social constructions of masculinity and femininity.

Examining the concept of gender identity and expression.

Patriarchy: Ideology & Practice

Defining and unpacking the concept of patriarchy.

Analyzing the social, economic, and political structures that uphold patriarchy.

Critically examining how patriarchy shapes women's lives.

Intersections of Power

Exploring the interconnectedness of gender with caste, class, religion, and politics.

Understanding how these social locations influence women's experiences.

Examining the concept of intersectionality and its application to women's studies.

UNIT- II: Emergence of Women's Studies in India

Historical Context

Examining the role of women's movements in shaping women's studies.

Analyzing the influence of feminist scholarship on the development of the field.

Discussing the establishment of women's studies centers and programs in India.

Key Debates and Challenges

Exploring different theoretical approaches within women's studies in India.

Discussing the challenges of representing the diverse experiences of Indian women.

Analyzing the role of women's studies in social transformation.

UNIT-III: Gender and Social History

Family and Marriage

Examining historical and contemporary forms of family structures in India.

Analyzing the gendered dynamics of power within families.

Discussing issues related to marriage, dowry, and divorce laws.

Women's Question in the 19th Century

Exploring the emergence of early feminist consciousness in India.

Analyzing social reform movements and their impact on women's lives.

Discussing debates on sati, widowhood, and female education.

Women's Movements in Colonial and Postcolonial India

Examining the role of women's movements in the struggle for independence.

Analyzing the evolution of women's movements in postcolonial India.

Discussing key concerns and achievements of women's movements.

UNIT-IV: Gender, Law & Politics

Political Participation

Examining women's representation in government and decision-making processes.

Analyzing the impact of affirmative action policies for women.

Discussing the challenges of women's political leadership in India.

Violence Against Women and Preventive Laws

Exploring different forms of violence against women in India (domestic violence, sexual assault, etc.).

Analyzing legal frameworks addressing violence against women.

Discussing the effectiveness of laws and the need for social change.

UNIT-V: Gender, Development & Culture

Issues of Labor and Health

Examining the gendered division of labor in India (formal and informal sectors).

Analyzing healthcare disparities affecting women.

Discussing women's access to education, employment, and property rights.

Access to Resources

Exploring gender inequalities in land ownership and control of resources.

Analyzing the impact of economic policies on women's well-being.

Discussing strategies for women's economic empowerment.

Gender Audit

Understanding the concept and purpose of gender audits.

Analyzing how to assess gender inequalities within institutions and policies.

Discussing the application of gender audits for promoting gender justice.

Course Outcomes (COs)

Code	Course Outcome	Bloom's Level
CO1	Define key concepts in Women's Studies in India, including sex, gender, patriarchy, and intersectionality.	Remember
CO2	Explain the social construction of gender, the concept of patriarchy and its impact on women's lives, and the interconnectedness of gender with other social identities.	Understand
CO3	Apply the concept of intersectionality to analyze the experiences of women from diverse backgrounds in India.	Apply
CO4	Critically analyze historical and contemporary issues related to gender in India, such as family structures, women's movements, political participation, and access to resources.	Analyze
CO5	Evaluate the effectiveness of legal frameworks and social movements in addressing gender inequality in India, and propose strategies for promoting gender justice.	Evaluate

CO-PO Attainment Matrix (1–3 Mapping)
(Referencing the Programme Outcomes (POs) from the "History Four Year UG 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	2	2	2	2	2	1	2	1	1	2	3	2	2	3	2

CO2	2	3	2	3	2	2	2	1	2	1	1	2	3	2	2	3	2
CO3	2	3	2	3	3	2	2	2	2	2	2	2	3	2	3	3	2
CO4	2	3	2	3	3	2	2	2	2	2	2	2	3	2	3	3	2
CO5	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3
Average	2.0	3.0	2.2	2.8	2.6	2.2	2.2	1.6	2.2	1.8	1.8	2.2	3.0	2.2	2.6	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
Gender	Very High	The entire course is dedicated to the study of gender, patriarchy, women's movements, and gender justice.
Human Values	Very High	Study of feminist ethics, social reform movements, and gender justice fosters understanding of moral values, equality, and human dignity.
Professional Ethics	High	Examination of legal frameworks, gender audits, and policy interventions instills understanding of professional integrity in gender-related work.
Environment & Sustainability	Low	Contextual reference to development policies and their gendered impact provides limited but relevant insights.

SDG Mapping

SDG No.	SDG Title	Contribution
SDG 4	Quality Education	Provides advanced understanding of gender issues, contributing to inclusive and equitable education.
SDG 5	Gender Equality	Entire course focuses on gender equality, women's empowerment, and elimination of discrimination and violence against women.
SDG 8	Decent Work and Economic Growth	Analysis of gendered division of labour, access to employment and property rights (Unit V) contributes to understanding decent work for women.
SDG 16	Peace, Justice and Strong Institutions	Study of legal frameworks, political participation, and gender audits provides insights into building inclusive and accountable institutions.

Text Books:

1. Connell, R. W. (2009). Gender and power. Polity. (Chapter 1)
2. Butler, J. (1990). Gender trouble: Feminism and the subversion of identity. Routledge. (Excerpt)
3. Walby, S. (1990). Theorizing patriarchy. New Left Review, I(180), 6–38.
4. Millet, K. (2006). Sexual politics. W. W. Norton & Company. (Excerpt)
5. Crenshaw, K. (1989). Defining intersectionality in context. University of Chicago Law Review, 140(3), 1244-1295.
6. Collins, P. H. (2015). Intersectionality's defining concepts. Race Class Gender, 26(1), 118-129.
7. Sen, A. (1988). Moving on from "women in development": A conceptual shift. Journal of International Development, 1(2), 38-51.
8. Kumar, A. (1993). History of doing gender. In A. Kumar (Ed.), Gender and politics in India (pp. 1-33). Oxford University Press.

Suggested Readings-

1. Mohanty, C. T. (2003). Under Western eyes: Feminist scholarship and colonial discourses. Gender & Society, 17(2), 200-222.
2. Menon, N. (2007). Seeing like a feminist. Zubaan. (Chapter 1)
3. Uberoi, P. (1994). Family, kinship, and ideology: Mothers, brothers, and ethnic exclusion in a south Indian kinship system. Oxford University Press. (Chapter 2)
4. Jeffery, P. (1991). Patriarchy and mothers: Power relations in the Bengali family. Gloucester Press. (Chapter 2)
5. Jayawardena, K. (1986). Feminism and nationalism in colonial India. Zed Books. (Chapter 2)
6. Ranade, R. (2006). Essay on Indian economics. Routledge. (Selection on women's education)
7. Batliwala, S. (2005). The making of an activist: Reba Chaudhuri and Indian women's movement. Penguin Books. (Excerpts)
8. Fernandes, W. (1997). Indian women's movement: 1970s-1990s. Friedrich Ebert Stiftung. (Selected chapters)
9. Jhala, A., &Omvedt, G. (2009). Women in parliament: Why so few? Economic and Political Weekly, 44(25/26), 42-49.
10. Deshpande, J. (2002). Reservation for women in panchayats: Does it make a difference? Economic and Political Weekly, 37(17), 1731-1737.
11. Kishwar, M. (1992). Organizing for change: A comparative study of violence against women in India. Zed Books. (Excerpts)
12. Rege, S. (2006). Violence and silence: Issues in sexual crimes in India. OrientBlackswan.

Nationalist Movement in India

Nature of Course: Minor Course

Minor Paper- XV
Code: HI42002

Credit -4

Objective-

1. To understand the Colonial rule and its impact.
2. To discuss the Pre- Gandhian andGandhian Phase.
3. To ensure the Movements outside the Indian National Congress.
4. To explain the freedom struggle in India.
5. To identify Mahatma Gandhi's ideas, strategies and programmes.

Course content--

UNIT-I

1. British Imperialism in India a Theoretical Perspective, Stages of Colonialism and Changes in Administrative Structure and Policies, effects of Colonialism.
2. Approaches to Nationalism: Conceptual debates.

UNIT-II

3. Peasant and Tribal Movements in 18th and 19th Centuries.
4. The Revolt of 1857: Causes Nature and Results, Political Associations before 1885.

UNIT-III

3. Growth of National Consciousness. Early Congress: Its Ideology and Performance.
4. Rise and growth of Extremism and Extremists in Action, Revolutionary Terrorism (Early Phase till 1918), Swadeshi Movement in Bengal, Extremist-Moderate Conflict and the Surat Split, 1907

UNIT-IV

1. Home Rule Movement and Ghadar Movement,
2. Non-Cooperation and Khilafat Movements.

UNIT-V

1. Civil Disobedience Movement and Quit India Movement.

Course Outcomes (COs)

Code	Course Outcome	Bloom's Level
CO1	Examine diverse historiographical interpretations of the nationalist movement in India.	Analyze
CO2	Understand the long-term impact of colonial historiography on writings of the nationalist struggle.	Understand
CO3	Identify debates on Indian nationalism such as civil rebellion, peasant resistance, and popular mobilization.	Remember
CO4	Analyze responses of various social classes to provide an understanding of society, politics and the state in colonial India.	Analyze
CO5	Enumerate features of Home Rule Movement, Ghadar Movement, Non-Cooperation, Khilafat, Civil Disobedience and Quit India Movement.	Understand

CO-PO Attainment Matrix (1–3 Mapping)
(Referencing the Programme Outcomes (POs) from the "History Four Year UG 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	2	3	3	2	1	1	2	1	2	2	3	2	3	2	2
CO2	2	3	2	2	2	2	1	1	2	1	1	2	3	2	2	2	1
CO3	2	3	1	2	2	1	1	1	2	1	1	2	3	1	1	2	1
CO4	2	3	2	3	2	3	2	2	2	2	2	2	3	2	2	2	2
CO5	2	3	2	2	2	1	1	1	2	1	1	2	3	2	1	2	1
Average	2.0	3.0	1.8	2.4	2.2	1.8	1.2	1.2	2.0	1.2	1.4	2.0	3.0	1.8	1.8	2.0	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 nationalist ideologies, non-violence (Gandhi), and various movements fosters understanding of moral values and ethical leadership.
Gender	Medium	Analysis of women's participation in nationalist movements (Unit IV) allows gender analysis of anti-colonial struggles.
Professional Ethics	Medium	Examination of colonial administration and nationalist responses (Units I, III) instills understanding of professional integrity and decision-making in governance.
Environment & Sustainability	Low	Contextual reference to peasant and tribal movements provides limited insights into environmental issues.

SDG Mapping

SDG No.	SDG Title	Contribution
SDG 4	Quality Education	Provides foundational understanding of India's freedom struggle, contributing to historical literacy and civic education.

SDG No.	SDG Title	Contribution
SDG 5	Gender Equality	Study of women's roles in nationalist movements allows for gender analysis of early 20th-century power structures.
SDG 10	Reduced Inequalities	Analysis of peasant, tribal, and Dalit participation in movements helps understand the struggle against social and economic inequalities.
SDG 16	Peace, Justice and Strong Institutions	Study of constitutional negotiations, non-violent resistance, and institutional frameworks provides insights into the evolution of governance and justice.

Text Books:

1. Agarwal, R.C., (1974*). Constitutional Development and National Movement*, S.S. Chand & Company, New Delhi.
2. K. Rajayyan (1981). *History of Freedom Struggle in India*, Madurai Publishing house; Madurai.
3. Alavi, Seema (1995). *The Sepoys and the Company: Tradition and Transition in Northern India, 1770-1830,* Oxford University Press; Oxford.
4. Bayly, C. A. , (1996). *Empire and Information*, Cambridge: Cambridge University Press.
5. Bayly, C.A., (1975).*The Local roots of Indian Politics: Allahabad, 1880-1920*, Clarendon Press; Oxford.
6. 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.
7. Breman, Jan, (1985). *Of Peasants, Migrants, and Paupers: Rural Labour Circulation and Capitalist Production in West India*. Oxford University Press; Delhi.

Suggested Readings-

1. Dirks, Nicholas, (1987). *The Hollow Crown: Ethnohistory of an Indian Kingdom*, Cambridge University Press; Cambridge.

2. 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.
3. Epstein, Simon , (1982). 'District Officers in Decline: The Erosion of British Authority in the Bombay Countryside, 1919-47', *Modern Asian Studies*, Volume 16, Number 3, pp. 493-518.
4. Venkatesan, G. , (1985). *The History of Freedom Struggle in India*, Coimbatore.
5. Grover ,B.L. ,& Grover, S. , (2002).*A New Look At Modern Indian History*, S Chand & Company Ltd, New Delhi.
6. Gupta, R.C., (1983). *Indian Freedom Movement and Thought 1930-1947*, Sterling Publishers; New Delhi.
7. LalBahadur, (1983).*Indian Freedom Movement and Thought 1919-1929*, Sterling Publishres, New Delhi.
8. Legg, Stephen, (2007). *Spaces of Colonialism: elhi's Ur anGovernmentalities*, Oxford University Press; Oxford.
9. Majumdhar, R.C., , (1962).*History of Freedom Movement in India* 3 Vols, Calcutta.
10. McLane, J. R., (1977). *Indian Nationalism and the Early Congress*, Princeton, N.J.: Princeton University Press.
11. Raj, K. N., (Ed.) (1985). *Essays on the Commercialization of Indian Agriculture*. Oxford University Press; Delhi.
12. Ray, Rajat K., (1992). *Entrepreneurship and Industry in India, 1800-194.* Oxford University Press ; Delhi.
13. Ray, Rajat, (1984).*Social Conflict and Political Unrest in Bengal, 1875-1927*, Oxford University Press; Delhi .
14. Raychoudhary, S. C. , (2000). *History of Modern India*, Surjeet Publication, Delhi.
15. Sarkar, Sumit. (1973). *TheSwadeshi Movement in Bengal*, Permanent Black; Delhi.
16. Seal, Anil. (1971). *The Emergence of Indian Nationalism*, Cambridge University Press; Cambridge.

SEMESTER – VIII (Single Major)

(With Research)

History of India (1857-1950 CE)

Nature of Course: Major Course
Major Paper-XXI

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 ReformMovements:

a. The advent of printing and its implications

b. Reform and Revival: BrahmoSamaj, PrarthnaSamaj, andRamakrishna and Vivekananda, AryaSamaj, Aligarh Movements.

c.Caste: 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 JallianwalaBagh

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 MahaSabha, Muslim League.

UNIT-V

Independence and Partition

a. Negotiations for independence, and partition

b. Popular movements

c. Partition riots

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

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
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 "History Four Year UG 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	2	3	2	2	1	2	2	1	2	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	3	2	2	2	2	2	2	3	3	2	3	2	2
CO4	2	3	2	3	2	2	1	2	2	1	2	2	3	2	2	2	2
CO5	2	3	3	3	2	2	2	2	3	2	2	2	3	2	3	3	2
Average	2.0	3.0	2.2	2.8	2.2	2.0	1.4	1.8	2.2	1.4	1.8	2.2	3.0	2.0	2.4	2.2	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 social and religious reform movements (Unit I) and Gandhian philosophy (Unit III) fosters understanding of moral values, non-violence, and ethical leadership.
Gender	Medium	Analysis of women's participation in nationalist movements and social reforms (Unit IV) allows gender analysis of colonial and post-colonial power structures.
Professional Ethics	Medium	Examination of constitutional making, integration of princely states, and institutional frameworks (Unit V) instills understanding of governance ethics and decision-making.

Cross-cutting Issue	Level	Integration Focus
Environment & Sustainability	Low	Contextual reference to environmental aspects in popular movements and colonial policies (Units II, IV) provides limited but relevant insights.

SDG Mapping

SDG No.	SDG Title	Contribution
SDG 4	Quality Education	Provides advanced understanding of India's modern history, contributing to historical literacy and critical thinking.
SDG 5	Gender Equality	Study of women's roles in freedom struggle and social reform movements allows for gender analysis of early 20th-century power structures.
SDG 10	Reduced Inequalities	Analysis of social groups (peasants, tribals, Dalits) and communal ideologies (Unit IV) helps understand historical roots of inequality.
SDG 16	Peace, Justice and Strong Institutions	Study of independence negotiations, partition, constitution-making, and integration of princely states provides insights into the evolution of governance and institutional frameworks.

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 anGovernmentalities*, 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.

Nationalist Movement in India

Nature of Course: Minor Course

Minor Paper- XV
Code: HI42002

Credit -4

Objective-

1. To understand the colonial rule and its impact.
2. To discuss the Pre- Gandhian andGandhian Phase.
3. To ensure the Movements outside the Indian National Congress.
4. To explain the freedom struggle in India.
5. To identify Mahatma Gandhi's ideas, strategies and programmes.

Course content--

UNIT-I

1. British Imperialism in India a Theoretical Perspective, Stages of Colonialism and Changes in Administrative Structure and Policies, effects of Colonialism.
2. Approaches to Nationalism: Conceptual debates.

UNIT-II

5. Peasant and Tribal Movements in 18th and 19th Centuries.
6. The Revolt of 1857: Causes Nature and Results, Political Associations before 1885.

UNIT-III

5. Growth of National Consciousness. Early Congress: Its Ideology and Performance.
6. Rise and growth of Extremism and Extremists in Action, Revolutionary Terrorism (Early Phase till 1918), Swadeshi Movement in Bengal, Extremist-Moderate Conflict and the Surat Split, 1907

UNIT-IV

1. Home Rule Movement and Ghadar Movement,
2. Non-Cooperation and Khilafat Movements.

UNIT-V

1. Civil Disobedience Movement and Quit India Movement.

Course Outcomes (COs)

Code	Course Outcome	Bloom's Level
CO1	Examine diverse historiographical interpretations of the nationalist movement in India.	Analyze
CO2	Understand the long-term impact of colonial historiography on writings of the nationalist struggle.	Understand
CO3	Identify debates on Indian nationalism such as civil rebellion, peasant resistance, and popular mobilization.	Remember
CO4	Analyze responses of various social classes to provide an understanding of society, politics and the state in colonial India.	Analyze
CO5	Enumerate features of Home Rule Movement, Ghadar Movement, Non-Cooperation, Khilafat, Civil Disobedience and Quit India Movement.	Understand

CO-PO Attainment Matrix (1–3 Mapping)
(Referencing the Programme Outcomes (POs) from the "History Four Year UG 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	2	3	3	2	1	1	2	1	2	2	2	3	2	3	3
CO2	2	3	2	2	2	2	1	1	2	1	1	2	2	3	2	2	2
CO3	2	3	1	2	2	1	1	1	2	1	1	2	2	3	1	2	2
CO4	2	3	2	3	2	3	2	2	2	2	2	2	2	3	2	3	2
CO5	2	3	2	2	2	1	1	1	2	1	1	2	2	3	2	2	2
Average	2.0	3.0	1.8	2.4	2.2	1.8	1.2	1.2	2.0	1.2	1.4	2.0	2.0	3.0	1.8	2.4	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 nationalist ideologies, non-violence (Gandhi), and various movements fosters understanding of moral values and ethical leadership.
Gender	Medium	Analysis of women's participation in nationalist movements (Unit IV) allows gender analysis of anti-colonial struggles.
Professional Ethics	Medium	Examination of colonial administration and nationalist responses (Units I, III) instills understanding of professional integrity and decision-making in governance.
Environment & Sustainability	Low	Contextual reference to peasant and tribal movements provides limited insights into environmental issues.

SDG Mapping

SDG No.	SDG Title	Contribution
SDG 4	Quality Education	Provides foundational understanding of India's freedom struggle, contributing to historical literacy and civic education.
SDG 5	Gender Equality	Study of women's roles in nationalist movements allows for gender analysis of early 20th-century power structures.
SDG 10	Reduced Inequalities	Analysis of peasant, tribal, and Dalit participation in movements helps understand the struggle against social and economic inequalities.

SDG No.	SDG Title	Contribution
SDG 16	Peace, Justice and Strong Institutions	Study of constitutional negotiations, non-violent resistance, and institutional frameworks provides insights into the evolution of governance and justice.

Text Books:

1. Agarwal, R.C., (1974*). Constitutional Development and National Movement*, S.S. Chand & Company, New Delhi.
2. K. Rajayyan (1981). *History of Freedom Struggle in India*, Madurai Publishing house; Madurai.
3. Alavi, Seema (1995). *The Sepoys and the Company: Tradition and Transition in Northern India, 1770-1830,* Oxford University Press; Oxford.
4. Bayly, C. A., (1996). *Empire and Information*, Cambridge: Cambridge University Press.
5. Bayly, C.A., (1975). *The Local roots of Indian Politics: Allahabad, 1880-1920*, Clarendon Press; Oxford.
6. 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.

Suggested Readings-

1. Breman, Jan, (1985). *Of Peasants, Migrants, and Paupers: Rural Labour Circulation and Capitalist Production in West India*. Oxford University Press; Delhi.
2. Dirks, Nicholas, (1987). *The Hollow Crown: Ethnohistory of an Indian Kingdom*, Cambridge University Press; Cambridge.
3. 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.
4. Epstein, Simon , (1982). 'District Officers in Decline: The Erosion of British Authority in the Bombay Countryside, 1919-47', *Modern Asian Studies*, Volume 16, Number 3, pp. 493-518.
5. Venkatesan, G. , (1985). *The History of Freedom Struggle in India*, Coimbatore.
6. Grover ,B.L. ,& Grover, S. , (2002).*A New Look At Modern Indian History*, S Chand & Company Ltd, New Delhi.

7. Gupta, R.C., (1983). *Indian Freedom Movement and Thought 1930-1947*, Sterling Publishers; New Delhi.
8. LalBahadur, (1983).*Indian Freedom Movement and Thought 1919-1929*, Sterling Publishres, New Delhi.
9. Legg, Stephen, (2007). *Spaces of Colonialism: elhi's Ur anGovernmentalities*, Oxford University Press; Oxford.
10. Majumdhar, R.C., , (1962).*History of Freedom Movement in India* 3 Vols, Calcutta.
11. McLane, J. R., (1977). *Indian Nationalism and the Early Congress*, Princeton, N.J.: Princeton University Press.
12. Raj, K. N., (Ed.) (1985). *Essays on the Commercialization of Indian Agriculture*. Oxford University Press; Delhi.
13. Ray, Rajat K., (1992). *Entrepreneurship and Industry in India, 1800-194.* Oxford University Press ; Delhi.
14. Ray, Rajat, (1984).*Social Conflict and Political Unrest in Bengal, 1875-1927*, Oxford University Press; Delhi .
15. Raychoudhary, S. C. , (2000). *History of Modern India*, Surjeet Publication, Delhi.
16. Sarkar, Sumit. (1973). *TheSwadeshi Movement in Bengal*, Permanent Black; Delhi.
17. Seal, Anil. (1971). *The Emergence of Indian Nationalism*, Cambridge University Press; Cambridge.

Research and Dissertation

Nature of Course: Dissertation
Code: RD40082

Credit-12

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

Course Content-

Field Work and Report Writing: 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.

Research Project /Dissertation: Project /Dissertationis 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. Evaluation pattern will be 50 marks for dissertation, 30 marks for presentation and 20 marks for viva voce.

Viva-voce on Field works and Dissertation include for Evaluation

Dissertation based on 30 day's fieldwork
50 Marks
Seminar Presentation and Field Dairy 30 Marks
Viva voce test on dissertation 20
Marks

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 different aspects of historical research and develop skills in data collection, interpretation and presentation.	Understand
CO2	Explore problems in historical research and gain skill 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 capability for academic writing and publication of research findings.	Create

CO-PO Attainment Matrix (1–3 Mapping)
(Referencing the Programme Outcomes (POs) from the "History Four Year UG 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	2	3	3	3	2	2	3	2	2	2	3	2	3	2	2
CO2	2	3	2	3	3	3	2	3	3	2	2	2	3	2	3	2	2
CO3	2	3	2	3	3	3	2	2	3	2	2	2	3	2	3	2	2
CO4	2	3	2	3	3	3	2	2	3	2	2	2	3	2	3	2	2
CO5	2	3	3	3	3	3	2	3	3	3	3	2	3	3	3	3	3
Average	2.0	3.0	2.2	3.0	3.0	3.0	2.0	2.4	3.0	2.2	2.2	2.0	3.0	2.2	3.0	2.2	2.2

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	Research on historical topics fosters understanding of cultural heritage, ethical responsibility in handling evidence, and respect for diverse perspectives.
Professional Ethics	Very High	Fieldwork and dissertation writing instill ethical practices in data collection, interpretation, and presentation of historical evidence.
Gender	Medium	Students may choose research topics related to gender, allowing analysis of women's roles in history.
Environment & Sustainability	Medium	Research on environmental history, tribal regions, or ecological issues fosters awareness of sustainability.

SDG Mapping

SDG No.	SDG Title	Contribution
SDG 4	Quality Education	Dissertation work enhances research skills, critical thinking, and academic writing, contributing to higher education quality.
SDG 5	Gender Equality	Research topics may include gender studies in history, allowing for deeper gender analysis.
SDG 11	Sustainable Cities & Communities	Research on heritage, historical sites, or urban history contributes to understanding of cultural sustainability.
SDG	Peace, Justice and Strong	Research on governance, institutions, and historical justice

SDG No.	SDG Title	Contribution
16	Institutions	contributes to understanding of institutional frameworks and peace.

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.

Suggested Readings-

1. Johnson, E., (1951). *The Research Report: A Guide for the Beginners*, Ronald Press, New York.
2. Kothari, C.R., (2006). *Research Methodology*, New Age International Pvt. Ltd., New Delhi.
3. Krentz, Edgar, (1975). *The Historical- Critical Method*, London.
4. Leonard, S. and Anselm, L.S., (1973). *Field Research*, Prentice Hall Inc. New Jersey.
5. Manikchand, S., *THEORY OF HISTORY& METHOD OF RESEARCH*, PadumanPublisher;, Madurai,
6. Maxwell , A. E. , (1961). *Analyzing Qualitative Data*, John Wiley and Sons; New York.
7. Nilakantha Satri, K.A. and Ramana, H.S., (1956). *Historical Method in Relation to Indian History*, Madras.
8. Raj, Hans ,(2002). *Theory and Practice in Social Research*, Surjeet Publications, Delhi.
9. Sharma, B.A. V. ,*et al,* (1983). *Research Methods in Social Sciences,* Sterling Publishers Pvt. Ltd., New Delhi.
10. Sharma, Tejram, *Research Methodology in History*, New Delhi.

11. Shreedharan, E., (Reprint- 2004). *A Textbook of Historiography* (500 BC to CE Orient Longman.
12. Tondon, B.C. ,(1979). *Research Methodology in Social Sciences*, Chaitanya Publishing House; Allahabad.
13. Whitney, F. L., (1950). *The Elements of Research*, 3rd Edition, Prentice Hall ; New York,
14. Young, P.V. , (3rd Edition-1960). *Scientific Social Surveys and Social Research* , Prentice Hall; New York.

SEMESTER – VIII (Double Major)

(Without Research)

History of India (1857-1950 CE)

Nature of Course: Major Course
Major Paper-XXI

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 ReformMovements:

a. The advent of printing and its implications

b. Reform and Revival: BrahmoSamaj, PrarthnaSamaj, andRamakrishna and Vivekananda, AryaSamaj, Aligarh Movements.

c.Caste: 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 JallianwalaBagh

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 MahaSabha, Muslim League.

UNIT-V

Independence and Partition

a. Negotiations for independence, and partition

b. Popular movements

c. Partition riots

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

Course Outcome:

CO1-Apply historical thinking skills to analyze primary and secondary sources.

CO2-Develop a nuanced understanding of social change and its impact on a nation.

CO3-Evaluate the motivations and ideologies of different actors in historical events.

C04-Analyze the complexities of nationalism and its relationship with social identities.

CO5-Articulate clear and well-supported arguments in written and oral communication.

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 anGovernmentalities*, 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

Nature of Course- Major Course
Major Paper- XXII
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	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	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)

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 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.

Sairam, T.V.*,(*1982). *Indian Temple Forms and Foundation,* New Delhi.

Museum Studies

Nature of Course:Major Course
Major Paper- XXIII
Code:MS40006
Credit -4

Objectives-

Theobjectiveofthispaperistointroduceandprovidebasicunderstandinga boutMuseum and Museology as a discipline. Through this paper the students will be exposed to various aspects of museum history-(museum movement in India, particularly), its functioning, types and purpose. It will highlight the role of the museum as an important centre for preservation and dissemination of knowledge. This paper is of particular valuetothosewhoareseekingcareersascurators, art collectors,researchersandconservators.

Course Content-

UNIT-I-Introduction to Museum

4. DefinitionandmeaningofMuseumandMuseology.
5. Eco-Museums, Tangible and Intangible Heritage
6. HistoryofmuseumsinIndia-Colonialtopostindependence.

UNIT-II Role of Museums in India

3. The role of the "museum," from its historical beginnings to the present, as well as examining the philosophy of museums and their multiform character and purpose.
4. Tribal Museum-Textile and Handicrafts, Agricultural equipment, Art & Craft, etc.

UNIT-III History of Museums and New Museology

3. Historyof-NationalMuseum/Indian Museum/Odisha State Museum/SCST& RTI Museum, Bhubaneswar
4. AbriefintroductiontoNewMuseology

UNIT-IVMuseum Management and Museum Marketing and Public Relation

3. **Museum Management-**The principles and strategies of management in museums. It covers aspects such as

collection management, administrative framework, code of ethics, managing exhibitions, visitors' management, mission statement, vision and road map and policy development.

4. **Museum Marketing and Public Relation-** Scope and applicability of Museum marketing and public relations within the context of museums. Methods, principles, techniques and concept of marketing along with the nature of public relation in museum setting, evaluation assessment and improvisation, museum public services and accessibility, and understanding museum as cultural brands

UNIT-V Practical

3. Various functions of a museum- Collection, documentation (manual, digital and photographic), preventive conservation and exhibition should be taught in conjunctionwith practical/ project.
4. TypesofMuseums:Project
   ii. Practical/Project: Visit any one museumto understand the nature and scope of itscollectionandexhibitiontechniques-NationalMuseum/National Craft Museum and Hastkala Academy/ Odisha State Museum/ SCST&RTI Museum, Bhubaneswar / Odisha Crafts Museum, Kalabhoomi; Bhubaneswar /group assignments may be designedandassigned on one of thesemuseums)

30hoursforpracticalwithminimum3-5DaysforMuseumvisitandfieldwork.

Course Outcomes

Uponcompletionofthiscoursethestudentshallbe ableto:

CO-1. Understandmuseumasaresourcecenter and alsodevelopsomeunderstandingaboutnewmuseums.
CO-2. Understand the historical process of institutionalization of archaeology andculture through museums.
CO-3. Develop an insight into the various roles of museum an organizer, preserverandmanager of artifacts
CO-4. To know how museum is an effective center for dissemination of knowledge andinformation,andspace fordialogue and to focus on the applicability of Museum

marketing and public relations.

CO-5. A student having studied this course will be skilled in culture and tourismbasedindustries:possibleemploymentincludestourguides,archaeologyassistants,archivist,jobsin artgalleries,museums,auction houses,researchers in NGOs and other institutions, culture and art based writing andjournalism and on social media

Text Books:

1. Agarwal, O.P. , (1977). *Care and Presentation of Museum Projects – II*, NRL.
2. Aggarwal,O.P.,(2006).*EssentialsofConservationandMuseology*,Delhi:SundeepPrakashan.
3. Ambrose ,Timothy , (1993). *Museum Basics (Heritage: Care-Preservation Management)*, (shelved 7 times as *museum-studies*), Routledge.
4. Bedekar.V.H,*NewMuseology,MuseumAssociationofIndia*,NewDelhi
5. Behera , B.K. and Mohanty, S.K. , (2007). *Museology and Museum Management in India*, Bhubaneswar.
6. Bhatnagar, Anupama , (1999). *Museum Museology and New Museology*, Sundeep Prakashan Place of Pub. New Delhi. ISBN 978-8175740860
7. Burdhan,Anand, (2017),*MuseologicalPedagogy:ColonialPoliticsversusPeople'sMuseography*, Research India Press

Suggested Readings-

1. Burdhan,Anand, (2017).*ColonialMuseum:AnInnerHistory*,ResearchIndia Press,Delhi
2. Caumom, S. , (1958). *Lighting Museum*, New York.
3. Chattopadhaya, K.D. , (1995). *Handicrafts of India*, Wiley Eastern Limited; New Delhi.
4. Choudhary,R.D.,(1988).*MuseumsofIndiaandtheirMaladies*,Calcutta:Agam Prakashan.
5. Das, Shukla , (1992). *Fabric Art- Heritage of India*, Abhinav Publications, New Delhi.
6. Dean,DavidandGary,Edson,(1994).*HandbookforMuseums*,Routledge.
7. Deshpande, M. N. , (1994). *Care of Cultural Heritage*, NMI , New Delhi.

8. Desvaltees,Andre,&FrancasMairesseArrondCown(2010).*KeyConceptinMuseologyICOM,* Paris.
9. Dwivedi ,V.P. , (1980). *Museums and Museology: New Horizons* (Essays in Honour of Dr. Grace Morley on her 80th Birthday), Agam Kala Prakashan, Delhi.
10. Edson, Gary, (1995). *International Directory of Museum Training*, Routledge , London.
11. Hooper-Greenhill, Eilean, (2000). *Museums and the Interpretation of Visual Culture*, Routledge. ISBN- 9780415086332 (ISBN10: 0415086337
12. J. Knell, Simon, (2007). *Museum in the Material World*, Routledge Place of Pub. United Kingdom, ISBN 978-0415416993
13. Jain , Jyotindra and Aggarwala, Aarti ,(1989). *Museums of India: National Handicrafts and Handlooms Museums,* Mapin, Ahmedabad. ISBN 944142230
14. Jain,Sanjay,(1999),b्यू$जयमऔरb्यू$जयोल ँज ंएकप hरचय,KanikaPrakashan, NewDelhi
15. Jane Flowers ,Jeffrey ,(2008).*Exhibit Makeovers: A Do-It-Yourself Workbook for Small Museums,* Alta Mira Press. ISBN-9780759109971 (ISBN10: 0759109974)
16. Karp, Ivan, (editor), Mullen Kreamer, Christine, and D. Lavine , Steven , Eds., (1992).*Museums and Communities: The Politics of Public Culture*, Smithsonian Books. ISBN 9781560981893 (ISBN10: 156098189X)
17. Knell, J., Simon, (2004). *Museum and the Future of Collecting,* Ashgate Publishing Place of Pub. England. ISBN 1138452785
18. Lord, Barry, (Editor), (1999). *The Manual of Museum Planning,* Alta Mira Press, September 28. ISBN-9780742504066 (ISBN10: 0742504069
19. Macdonald,S., Ed.,(2010).*ThePoliticsofDisplay:Museums,Science,Culture*, Routledge, London.
20. Macdonald,Sharon,(2006),*ACompaniontoMuseumStudies*,Blackwell,UKandAustralia.
21. Mathur,SaloniandKavitaSingh,(reprint2020),*No-touching,Nospitting,nopraying:The Museums in SouthAsia*, Routledge.
22. Matthews, Geoff , (1991). *Museums and Art Galleries*, Architectural Press , New York. ISBN 978-0750612272
23. Mclean, Fiona, (1997). *Marketing the Museum*, Routledge Place of Pub. London. ISBN 0-415-15293-3

24. Messias Carbonell, Bettina , (2004). *Museum Studies: Anthology of Contexts,* Blackwell Place of Pub. Australia. ISBN 063122825X
25. Michael , A. Fopp, (1997). *Managing Museums and Galleries,*Routledge , London. ISBN 415094968
26. Miles , Roger and Zavala ,Lauro, eds., (1994), *Towards the Museums of the Future*, Routledge, New Delhi. ISBN 415094984
27. Munsuri, Shahida, (2018). *Museums, Museology and New Museology*, India: ReadworthyPressCorporation.
28. Nair,S.N.,(2011).*Bio-DeteriorationofMuseumMaterials*,Calcutta:AgamPrakashan
29. Norris, Linda and Tisdale, Rainey , (2013). *Creativity in Museum Practice*, Routledge. ISBN-9781611323085 (ISBN10: 1611323088)
30. Punja Shobhita, (2014). *Treasure: Chhatrapati Shivaji Maharaj VastuSanghralaya,Mumbai,* Niyogi Books, Delhi.
31. Punja,Shobhita,(2014).*Treasures:SalarJungMuseum*,Hyderabad.NiyogiBooks,Delhi.
32. Roychowdhury,Madhuparna(2015).*DisplayingIndia'sHeritage:Archaeologyandthe Museum Movementin ColonialIndia*,Orient BlackSwan.
33. Sandell, Richard ,(2007). *Museum Management and Marketing*, Routledge Place of Pub. United Kingdom. ISBN 9780415396295
34. Singh, A. P., (1987).*Conservation and Museum Techniques*, Agam Kala Prakashan , Delhi.

Women Studies in India

Nature of Course: Major Course
Major Paper-XXIV
Code:HI40008

Credit -4

This course offers a comprehensive exploration of gender issues in the Indian context. Through a blend of foundational concepts, historical analysis, and contemporary concerns, students will gain a critical understanding of women's experiences in India. The course examines the social construction of gender, the concept of patriarchy, and the intersections of gender with other social identities. It delves into the development of Women's Studies in India, exploring the role of social movements and feminist scholarship. Key topics include family structures, women's movements, political participation, violence against women, and issues of development and access to resources. By critically examining these themes, students will develop a nuanced understanding of the challenges and opportunities facing women in India.

Objectives

1. Deconstructing Gender: Thecoursebegin by examining the core concepts of sex and gender, unpacking the social construction of masculinity and femininity. Further, it delves into the concept of gender identity and expression, understanding its complexities and fluidity.

2. Unveiling Patriarchy: The course will critically analyze the concept of patriarchy, the system of male dominance, and its impact on social, economic, and political structures. It explores how patriarchy manifests in everyday life and shapes women's opportunities and limitations.

3. Intersectional Analysis: Moving beyond a singular focus on gender, it will approach the concept of intersectionality. This framework acknowledges how various social locations, such as caste, class, religion, and ethnicity, intersect with gender to create unique experiences for women.

4. Tracing the Roots of Women's Studies: Students are offered an introduction to the history of women's movements in India and their influence on the development of Women's Studies as a field. They get to examine the role of feminist scholarship and the establishment of dedicated academic programs. Additionally, we will explore key

debates and challenges faced by Women's Studies in representing the diverse experiences of Indian women.

5. Gender and Social Transformation: Students look into how gender shapes various aspects of Indian society. They examine historical and contemporary family structures, the evolution of women's movements, and the ongoing struggle for gender equality in areas such as law, politics, health, and education.

Course Content-

UNIT- I: Foundations

Defining Gender

1. Understanding the difference between sex and gender.
2. Exploring social constructions of masculinity and femininity.
3. Examining the concept of gender identity and expression.

Patriarchy: Ideology & Practice

1. Defining and unpacking the concept of patriarchy.
2. Analyzing the social, economic, and political structures that uphold patriarchy.
3. Critically examining how patriarchy shapes women's lives.

Intersections of Power

1. Exploring the interconnectedness of gender with caste, class, religion, and politics.
2. Understanding how these social locations influence women's experiences.
3. Examining the concept of intersectionality and its application to women's studies.

UNIT- II: Emergence of Women's Studies in India

Historical Context

1. Examining the role of women's movements in shaping women's studies.
2. Analyzing the influence of feminist scholarship on the development of the field.
3. Discussing the establishment of women's studies centers and programs in India.

Key Debates and Challenges

1. Exploring different theoretical approaches within women's studies in India.
2. Discussing the challenges of representing the diverse experiences of Indian women.
3. Analyzing the role of women's studies in social transformation.

UNIT-III: Gender and Social History

Family and Marriage

1. Examining historical and contemporary forms of family structures in India.
2. Analyzing the gendered dynamics of power within families.
3. Discussing issues related to marriage, dowry, and divorce laws.

Women's Question in the 19th Century

1. Exploring the emergence of early feminist consciousness in India.
2. Analyzing social reform movements and their impact on women's lives.
3. Discussing debates on sati, widowhood, and female education.

Women's Movements in Colonial and Postcolonial India

1. Examining the role of women's movements in the struggle for independence.
2. Analyzing the evolution of women's movements in postcolonial India.
3. Discussing key concerns and achievements of women's movements.

UNIT-IV: Gender, Law & Politics

Political Participation

1. Examining women's representation in government and decision-making processes.
2. Analyzing the impact of affirmative action policies for women.
3. Discussing the challenges of women's political leadership in India.

Violence Against Women and Preventive Laws

1. Exploring different forms of violence against women in India (domestic violence, sexual assault, etc.).
2. Analyzing legal frameworks addressing violence against women.

3. Discussing the effectiveness of laws and the need for social change.

UNIT-V: Gender, Development & Culture

Issues of Labor and Health

1. Examining the gendered division of labor in India (formal and informal sectors).
2. Analyzing healthcare disparities affecting women.
3. Discussing women's access to education, employment, and property rights.

Access to Resources

1. Exploring gender inequalities in land ownership and control of resources.
2. Analyzing the impact of economic policies on women's well-being.
3. Discussing strategies for women's economic empowerment.

Gender Audit

1. Understanding the concept and purpose of gender audits.
2. Analyzing how to assess gender inequalities within institutions and policies.
3. Discussing the application of gender audits for promoting gender justice.

Course Outcome-

Bloom's Taxonomy Level	**Course Outcome**
Remembering	Students will be able to define key concepts in Women's Studies in India, including sex, gender, patriarchy, and intersectionality.
Understanding	Students will be able to explain the social construction of gender, the concept of patriarchy and its impact on women's lives, and the interconnectedness of gender with other social identities.
Applying	Students will be able to apply the concept of intersectionality to analyze the experiences of women from diverse backgrounds in India.

Analyzing	Students will be able to critically analyze historical and contemporary issues related to gender in India, such as family structures, women's movements, political participation, and access to resources.
Evaluating	Students will be able to evaluate the effectiveness of legal frameworks and social movements in addressing gender inequality in India. pen_spark
Creating	Students will be able to propose strategies for promoting gender justice in various aspects of Indian society.

Text Books:

1. Connell, R. W. (2009). Gender and power. Polity. (Chapter 1)
2. Butler, J. (1990). Gender trouble: Feminism and the subversion of identity. Routledge. (Excerpt)
3. Walby, S. (1990). Theorizing patriarchy. New Left Review, I(180), 6–38.
4. Millet, K. (2006). Sexual politics. W. W. Norton & Company. (Excerpt)
5. Crenshaw, K. (1989). Defining intersectionality in context. University of Chicago Law Review, 140(3), 1244-1295.
6. Collins, P. H. (2015). Intersectionality's defining concepts. Race Class Gender, 26(1), 118-129.
7. Sen, A. (1988). Moving on from "women in development": A conceptual shift. Journal of International Development, 1(2), 38-51.

Suggested Readings-

1. Kumar, A. (1993). History of doing gender. In A. Kumar (Ed.), Gender and politics in India (pp. 1-33). Oxford University Press.
2. Mohanty, C. T. (2003). Under Western eyes: Feminist scholarship and colonial discourses. Gender & Society, 17(2), 200-222.
3. Menon, N. (2007). Seeing like a feminist. Zubaan. (Chapter 1)
4. Uberoi, P. (1994). Family, kinship, and ideology: Mothers, brothers, and ethnic exclusion in a south Indian kinship system. Oxford University Press. (Chapter 2)
5. Jeffery, P. (1991). Patriarchy and mothers: Power relations in the Bengali family. Gloucester Press. (Chapter 2)
6. Jayawardena, K. (1986). Feminism and nationalism in colonial India. Zed Books. (Chapter 2)
7. Ranade, R. (2006). Essay on Indian economics. Routledge. (Selection on women's education)
8. Batliwala, S. (2005). The making of an activist: Reba Chaudhuri and Indian women's movement. Penguin Books. (Excerpts)
9. Fernandes, W. (1997). Indian women's movement: 1970s-1990s. Friedrich Ebert Stiftung. (Selected chapters)
10. Jhala, A., &Omvedt, G. (2009). Women in parliament: Why so few? Economic and Political Weekly, 44(25/26), 42-49.
11. Deshpande, J. (2002). Reservation for women in panchayats: Does it make a difference? Economic and Political Weekly, 37(17), 1731-1737.

12. Kishwar, M. (1992). Organizing for change: A comparative study of violence against women in India. Zed Books. (Excerpts)
13. Rege, S. (2006). Violence and silence: Issues in sexual crimes in India. OrientBlackswan.

Nationalist Movement in India

Nature of Course: Minor Course

Minor Paper- XV

Code: HI42002
Credit -4

Objective-

1. To understand the Colonial rule and its impact.
2. To discuss the Pre- Gandhian andGandhian Phase.
3. To ensure the Movements outside the Indian National Congress.
4. To explain the freedom struggle in India.
5. To identify Mahatma Gandhi's ideas, strategies and programmes.

Course content--

UNIT-I

1. British Imperialism in India a Theoretical Perspective, Stages of Colonialism and Changes in Administrative Structure and Policies, effects of Colonialism.
2. Approaches to Nationalism: Conceptual debates.

UNIT-II

7. Peasant and Tribal Movements in 18th and 19th Centuries.
8. The Revolt of 1857: Causes Nature and Results, Political Associations before 1885.

UNIT-III

7. Growth of National Consciousness. Early Congress: Its Ideology and Performance.
8. Rise and growth of Extremism and Extremists in Action, Revolutionary Terrorism (Early Phase till 1918), Swadeshi Movement in Bengal, Extremist-Moderate Conflict and the Surat Split, 1907

UNIT-IV

1. Home Rule Movement and Ghadar Movement,
2. Non-Cooperation and Khilafat Movements.

UNIT-V

1. Civil Disobedience Movement and Quit India Movement.

Course Outcome-

CO-1: After read this paper the student will be able to examine the diverse historiographical interpretations of the nationalist movement in India and to look at how the resistance of the period c.1857-1947, and its results, can be situated in the longer history of anti-colonial struggles, especially during the nineteenth and early twentieth century.

CO-2: To understand some of the problems that the long-term impact of colonial historiography has had on writings on the nationalist struggle, and acquaint them with approaches that have more recently tried to broaden historical enquiry regarding the movements.

CO-3: The student would be introduced to some of the debates on Indian nationalism like civil rebellion, peasant resistance, and popular mobilization.

CO-4. This paper will help to examine the responses of various social classes would be analyzed, providing an opportunity to understand society, politics and the state in colonial India.

CO-5. To enumerate the features of Home Rule Movement, Ghadar Movement, Non-Cooperation and Khilafat Movements, Civil Disobedience Movement and Quit India Movement of India.

Text Books:

1. Agarwal, R.C., (1974*). Constitutional Development and National Movement*, S.S. Chand & Company, New Delhi.
2. K. Rajayyan (1981). *History of Freedom Struggle in India*, Madurai Publishing house; Madurai.
3. Alavi, Seema (1995). *The Sepoys and the Company: Tradition and Transition in Northern India, 1770-1830,* Oxford University Press; Oxford.
4. Bayly, C. A. , (1996). *Empire and Information*, Cambridge: Cambridge University Press.
5. Bayly, C.A., (1975).*The Local roots of Indian Politics: Allahabad, 1880-1920*, Clarendon Press; Oxford.

6. 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.
7. Breman, Jan, (1985). *Of Peasants, Migrants, and Paupers: Rural Labour Circulation and Capitalist Production in West India*. Oxford University Press; Delhi.
8. Dirks, Nicholas, (1987). *The Hollow Crown: Ethnohistory of an Indian Kingdom*, Cambridge University Press; Cambridge.
9. 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.

Suggested Readings-

1. Epstein, Simon , (1982). 'District Officers in Decline: The Erosion of British Authority in the Bombay Countryside, 1919-47', *Modern Asian Studies*, Volume 16, Number 3, pp. 493-518.
2. Venkatesan, G. , (1985). *The History of Freedom Struggle in India*, Coimbatore.
3. Grover ,B.L. ,& Grover, S. , (2002).*A New Look At Modern Indian History*, S Chand & Company Ltd, New Delhi.
4. Gupta, R.C., (1983). *Indian Freedom Movement and Thought 1930-1947*, Sterling Publishers; New Delhi.
5. LalBahadur, (1983).*Indian Freedom Movement and Thought 1919-1929*, Sterling Publishres, New Delhi.
6. Legg, Stephen, (2007). *Spaces of Colonialism: elhi's Ur anGovernmentalities*, Oxford University Press; Oxford.
7. Majumdhar, R.C., , (1962).*History of Freedom Movement in India* 3 Vols, Calcutta.
8. McLane, J. R., (1977). *Indian Nationalism and the Early Congress*, Princeton, N.J.: Princeton University Press.
9. Raj, K. N., (Ed.) (1985). *Essays on the Commercialization of Indian Agriculture*. Oxford University Press; Delhi.
10. Ray, Rajat K., (1992). *Entrepreneurship and Industry in India, 1800-194.* Oxford University Press ; Delhi.
11. Ray, Rajat, (1984).*Social Conflict and Political Unrest in Bengal, 1875-1927*, Oxford University Press; Delhi .
12. Raychoudhary, S. C. , (2000). *History of Modern India*, Surjeet Publication, Delhi.

13. Sarkar, Sumit. (1973). *TheSwadeshi Movement in Bengal*, Permanent Black; Delhi.
14. Seal, Anil. (1971). *The Emergence of Indian Nationalism*, Cambridge University Press; Cambridge.

Society and Economy of Modern Europe: 15th -18th Century CE

Nature of Course: Minor Course
Minor Paper-XVI
Code:HI42004

Credit -4

Objective-

The course aims to develop an understanding of the social and economic transformation of Europe from the 15th to 18th century. It examines the Renaissance, Reformation, commercial expansion, mercantilism, agricultural and industrial changes, urbanization and the rise of capitalism, highlighting their impact on modern European society and economy.

Course content-

UNIT-I Historiographical Trends:

1. Renaissance Humanism, Classicism,Critical Use of Sources,Secular Approach, Capitalism, Marxist Historiography
2. National Histories, Scientific Historiographyand Enlightenment Historiography (18th Century)

UNIT-II Feudal Crisis: Main strands

1. Economic Crisis- Declining agricultural productivity, famine, population decline (especially after the Black Death) and falling feudal revenues weakened the feudal economy.
2. Social and Political Crisis:-Peasant revolts, weakening of serfdom, growth of towns and trade, and the rise of centralized monarchies led to the decline of the feudal system.

UNIT-III

1. Renaissance: Origin & Spread, Its Dominant Features
2. European Reformation**:** Genesis, Nature & Impact

UNIT-V

1. Beginning of the era of colonization**:** Background andmotives of colonial countries
2. Mining and plantation; the African slaves during the Early Colonization

UNIT-VI

1. Economic developments of the sixteenth century;Shift of economic balance from the Mediterranean to the Atlantic
2. Transition from Feudalism to Capitalism: Industrial Revolution in England

Course Outcomes (COs):

CO1: Explain the major historiographical trends of modern European history, Renaissance- Humanism/Classicism,Marxist historiography, Enlightenmenthistoriography, and scientific approaches to historicalinterpretation.

CO2: Analyze the economic, social, and political factors behind the crisis of feudalism, including agricultural decline, demographic changes, peasant revolts, urban growth, and the rise of centralized monarchies.

CO3: Evaluate the origin, features, and significance of the Renaissance and Reformation, and assess their influence on European intellectual, religious, social, and political transformations.

CO4: Examine the emergence of European colonization, its motives, economic activities such as mining and plantations, and the role and experiences of African slaves in early colonial expansion.

CO5: Assess the economic developments of sixteenth-century Europe, the shift of economic power from the Mediterranean to the Atlantic, and the transition from feudalism

Text Books:

1. Chaurasia, Radhe Shyam,(2002). *History of Europe* (4 Volumes), Atlantic Publication.
2. Choudhury, Prem S., (2011). *History of Europe*, Kunal Books.
3. Colin Heywood,(1995). *The Development of the French Economy, 1750-1914*, CUP,.
4. Davis Ralph,(1973). *The Rise of the Atlantic Economics*, Cornell University Press.
5. Dey, Manak Kumar,(2017). *Rise of Modern West(Part-I),* Wisdom Press, Delhi.
6. Dobb Maurice, (1947). *Studies in the Development of Capitalism*, International Publishers.

7. Kapoor, B.L., (2006).*Cultural History of Western Himalayas*, Shubhi Publication.
8. Khuran, K.L. and Sharma, R. C., (1984). *A Simple History of Modern Europe (1789-1880 A.D.),* Lakhsmi Narain Agrawal, Agra.
9. Lynn Hunt, (1984). *Politics, Culture and Class in the French Revolution*, University of California Press.
10. Maiti, P., (2012). *A HISTORY OF EUROPE (1789-1919)*, Shreedhar Prakasani, Kolkata.
11. Rao, B.V., (2014). *History of Modern Europe (AD 1739-2013),* Sterling Publishers, New Delhi.
12. Rao, B.V., (2017). *World History (From Early Times to 2011)* Sterling Publisher, New Delhi.

Suggested Readings-

1. Arvind Sinha*, Europe in Transition*, Delhi, 2010
2. Carlo M. Cipolla, (1993). *Before the Industrial Revolution, European Society and Economy. 1000 -1700.*, 3rd Edition.
3. G. R. Elton, *Reformation Europe 1517,1559, Wiley,* 1999
4. Hale John, R.,(2000). *Renaissance Europe 1480-1520(Blackwell Classic Histories of Europe),* Wiley-Blackwell; Second Edition.
5. Hayes C.J.H: (1936). *A Cultural and Political History of Europe* 1500-1830, Vol. I, London, Macmillan.
6. J H Plumb, *The Pelican Book of the Renaissance,* Penguin, 1982
7. Masih, Y., (2016). A *Critical History of Western Philosophy: Greek, Medieval and Modern,* Motilal Banarasidas.
8. Mitter, Partha, (2013*). Much Maligned Monsters: History of European Reactions to Indian Art*, Oxford University Press.
9. P S Gupta, *Aadhunik Paschim Ka Uday*, Delhi
10. Phukan Meenaxi,(2013). *Rise of the Modern West: Social and Economic History of Early Modern Europe,* Laxmi Publications.
11. Rabb Theodore K.,(1975). The Struggle for Stability in Early Modern Europe, Oxford University Press.
12. Ralph Davis, *The Rise of the Atlantic Economies*, New York, 1973
13. Reddy, Krishna, (2018). *World History*, McGrow Hill Education (India) Pvt. Ltd., Chennai.

14. Rout, K.C., (2003). *History of Europe (1789-1919),* Anmol
15. Scammell V.,(2003). *The First Imperial Age: European Overseas expansion, 1400-1715*, Routledge.
16. Singh, Adhiraj,(2012). *Cultural Economic and Political History of Europe*, Alfa Publication.
17. Southgate, George W., (2004). *A Book of Modern European History 1789-1945*, Aravali Books.
18. Trivedi, Abha, (2007). *Glimpses of European History(1450-1945): A Dictionary Model*, Sarup and Sons.

SEMESTER – VIII (Double Major)

(With Research)

History of India-VIII (1857-1950 CE)

Nature of Course: Major Course
Major Paper-XXI

Code:HI-40002

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: BrahmoSamaj, PrarthnaSamaj, and Ramakrishna and Vivekananda, AryaSamaj, Aligarh Movements.

c.Caste: 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 JallianwalaBagh

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 MahaSabha, Muslim League.

UNIT-V

Independence and Partition

a. Negotiations for independence, and partition

b. Popular movements

c. Partition riots

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

Course Outcome:

CO1-Apply historical thinking skills to analyze primary and secondary sources.

CO2-Develop a nuanced understanding of social change and its impact on a nation.

CO3-Evaluate the motivations and ideologies of different actors in historical events.

C04-Analyze the complexities of nationalism and its relationship with social identities.

CO5-Articulate clear and well-supported arguments in written and oral communication.

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.
8. McLane, J. R., (1977). *Indian Nationalism and the Early Congress*, Princeton, N.J.: Princeton University Press.

Suggested Readings-

1. Malcolm J, (1970), *Political History of British India from 1784 to 1823*, Associated Pub. House; New Delhi.
2. Majumdhar, R.C., (1962). *History of Freedom Movement in India* 3 Vols, Calcutta.
3. Legg, Stephen, (2007). *Spaces of Colonialism: elhi's Ur anGovernmentalities*, Oxford University Press; Oxford.
4. Lawson. P., (1993), *The East India Company: A History*, Longmans; London.
5. LalBahadur, (1983).*Indian Freedom Movement and Thought 1919-1929*, Sterling Publishres, New Delhi.
6. K. Rajayyan (1981). *History of Freedom Struggle in India*, Madurai Publishing house; Madurai.
7. Gupta, R.C., (1983). *Indian Freedom Movement and Thought 1930-1947*, Sterling Publishers; New Delhi.
8. Grover ,B.L. ,& Grover, S. , (2002).*A New Look At Modern Indian History*, S Chand & Company Ltd, New Delhi.
9. G. Venkatesan , (1985). *The History of Freedom Struggle in India*, Coimbatore.
10. 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.
11. 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.
12. Bayly. C.A., (1996), *Empire and Information. Intelligence gathering and Social Communication in India 1780-1870,* Delhi.
13. Bayly. C.A., (1994), *Imperial Meridian. The British Empire & the World,* Cambridge.

14. Bayly, C.A., (1975).*The Local roots of Indian Politics: Allahabad, 1880-1920*, Clarendon Press; Oxford.
15. Barnett. R., (2002), *Rethinking Early Modern India,*Manohar, New Delhi,.
16. Alavi, Seema (1995). *The Sepoys and the Company: Tradition and Transition in Northern India, 1770-1830,* Oxford University Press; Oxford.
17. Agarwal, R.C., (1974*). Constitutional Development and National Movement*, S.S. Chand & Company, New Delhi.

Nationalist Movement in India

Nature of Course: Minor Course

Minor Paper- XV
Code: HI42002

Credit -4

Objective-

1. To understand the Colonial rule and its impact.
2. To discuss the Pre- Gandhian and Gandhian Phase.
3. To ensure the Movements outside the Indian National Congress.
4. To explain the freedom struggle in India.
5. To identify Mahatma Gandhi's ideas, strategies and programmes.

Course content--

UNIT-I

1. British Imperialism in India a Theoretical Perspective, Stages of Colonialism and Changes in Administrative Structure and Policies, effects of Colonialism.
2. Approaches to Nationalism: Conceptual debates.

UNIT-II

1) Peasant and Tribal Movements in 18th and 19th Centuries.
2) The Revolt of 1857: Causes Nature and Results, Political Associations before 1885.

UNIT-III

1) Growth of National Consciousness. Early Congress: Its Ideology and Performance.
2) Rise and growth of Extremism and Extremists in Action, Revolutionary Terrorism (Early Phase till 1918), Swadeshi Movement in Bengal, Extremist-Moderate Conflict and the Surat Split, 1907

UNIT-IV

1. Home Rule Movement and Ghadar Movement,
2. Non-Cooperation and Khilafat Movements.

UNIT-V

1. Civil Disobedience Movement and Quit India Movement.

Course Outcome-

CO-1: After read this paper the student will be able to examine the diverse historiographical interpretations of the nationalist movement in India and to look at how the resistance of the period c.1857-1947, and its results, can be situated in the longer history of anti-colonial struggles, especially during the nineteenth and early twentieth century.

CO-2: To understand some of the problems that the long-term impact of colonial historiography has had on writings on the nationalist struggle, and acquaint them with approaches that have more recently tried to broaden historical enquiry regarding the movements.

CO-3: The student would be introduced to some of the debates on Indian nationalism like civil rebellion, peasant resistance, and popular mobilization.

CO-4. This paper will help to examine the responses of various social classes would be analyzed, providing an opportunity to understand society, politics and the state in colonial India.

CO-5. To enumerate the features of Home Rule Movement, Ghadar Movement, Non-Cooperation and Khilafat Movements, Civil Disobedience Movement and Quit India Movement of India.

Text Books:

1. Agarwal, R.C., (1974*). Constitutional Development and National Movement*, S.S. Chand & Company, New Delhi.
2. K. Rajayyan (1981). *History of Freedom Struggle in India*, Madurai Publishing house; Madurai.
3. Alavi, Seema (1995). *The Sepoys and the Company: Tradition and Transition in Northern India, 1770-1830,* Oxford University Press; Oxford.
4. Bayly, C. A. , (1996). *Empire and Information*, Cambridge: Cambridge University Press.
5. Bayly, C.A., (1975).*The Local roots of Indian Politics: Allahabad, 1880-1920*, Clarendon Press; Oxford.

6. 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.
7. Breman, Jan, (1985). *Of Peasants, Migrants, and Paupers: Rural Labour Circulation and Capitalist Production in West India*. Oxford University Press; Delhi.

Suggested Readings-

1. Dirks, Nicholas, (1987). *The Hollow Crown: Ethnohistory of an Indian Kingdom*, Cambridge University Press; Cambridge.
2. 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.
3. Epstein, Simon , (1982). 'District Officers in Decline: The Erosion of British Authority in the Bombay Countryside, 1919-47', *Modern Asian Studies*, Volume 16, Number 3, pp. 493-518.
4. Venkatesan, G. , (1985). *The History of Freedom Struggle in India*, Coimbatore.
5. Grover ,B.L. ,& Grover, S. , (2002).*A New Look At Modern Indian History*, S Chand & Company Ltd, New Delhi.
6. Gupta, R.C., (1983). *Indian Freedom Movement and Thought 1930-1947*, Sterling Publishers; New Delhi.
7. Lal Bahadur, (1983).*Indian Freedom Movement and Thought 1919-1929*, Sterling Publishers, New Delhi.
8. Legg, Stephen, (2007). *Spaces of Colonialism: elhi's Ur an Governmentalities*, Oxford University Press; Oxford.
9. Majumdhar, R.C., , (1962).*History of Freedom Movement in India* 3 Vols, Calcutta.
10. McLane, J. R., (1977). *Indian Nationalism and the Early Congress*, Princeton, N.J.: Princeton University Press.
11. Raj, K. N., (Ed.) (1985). *Essays on the Commercialization of Indian Agriculture*. Oxford University Press; Delhi.
12. Ray, Rajat K., (1992). *Entrepreneurship and Industry in India, 1800-194.* Oxford University Press; Delhi.
13. Ray, Rajat, (1984). *Social Conflict and Political Unrest in Bengal, 1875-1927*, Oxford University Press; Delhi.
14. Raychoudhary, S. C., (2000). *History of Modern India*, Surjeet Publication, Delhi.

Society and Economy of Modern Europe: 15th -18th Century CE

Nature of Course: Minor Course
Minor Paper-XVI
Code:HI42004

Credit -4

Objective-

The course aims to develop an understanding of the social and economic transformation of Europe from the 15th to 18th century. It examines the Renaissance, Reformation, commercial expansion, mercantilism, agricultural and industrial changes, urbanization and the rise of capitalism, highlighting their impact on modern European society and economy.

Course content-

UNIT-I Historiographical Trends:

3. Renaissance Humanism, Classicism,Critical Use of Sources,Secular Approach, Capitalism, Marxist Historiography
4. National Histories, Scientific Historiographyand Enlightenment Historiography (18th Century)

UNIT-II Feudal Crisis: Main strands

3. Economic Crisis- Declining agricultural productivity, famine, population decline (especially after the Black Death) and falling feudal revenues weakened the feudal economy.
4. Social and Political Crisis: -Peasant revolts, weakening of serfdom, growth of towns and trade, and the rise of centralized monarchies led to the decline of the feudal system.

UNIT-III

3. Renaissance: Origin & Spread, Its Dominant Features
4. European Reformation**:** Genesis, Nature & Impact

UNIT-V

3. Beginning of the era of colonization**:** Background andmotives of colonial countries
4. Mining and plantation; the African slaves during the Early Colonization

UNIT-VI

3. Economic developments of the sixteenth century;Shift of economic balance from the Mediterranean to the Atlantic
4. Transition from Feudalism to Capitalism: Industrial Revolution in England

Course Outcomes (COs):

CO1: Explain the major historiographical trends of modern European history, Renaissance- Humanism/Classicism,Marxist historiography, Enlightenmenthistoriography, and scientific approaches to historicalinterpretation.

CO2: Analyze the economic, social, and political factors behind the crisis of feudalism, including agricultural decline, demographic changes, peasant revolts, urban growth, and the rise of centralized monarchies.

CO3: Evaluate the origin, features, and significance of the Renaissance and Reformation, and assess their influence on European intellectual, religious, social, and political transformations.

CO4: Examine the emergence of European colonization, its motives, economic activities such as mining and plantations, and the role and experiences of African slaves in early colonial expansion.

CO5: Assess the economic developments of sixteenth-century Europe, the shift of economic power from the Mediterranean to the Atlantic, and the transition from feudalism

Text Books:

1. Chaurasia, Radhe Shyam, (2002). *History of Europe* (4 Volumes), Atlantic Publication.
2. Choudhury, Prem S., (2011). *History of Europe*, Kunal Books.
3. Colin Heywood, (1995). *The Development of the French Economy, 1750-1914*, CUP,
4. Davis Ralph, (1973). *The Rise of the Atlantic Economics*, Cornell University Press.
5. Dey, Manak Kumar, (2017). *Rise of Modern West (Part-I),* Wisdom Press, Delhi.
6. Dobb Maurice, (1947). *Studies in the Development of Capitalism*, International Publishers.

7. Kapoor, B.L., (2006). *Cultural History of Western Himalayas*, Shubhi Publication.
8. Khuran, K.L. and Sharma, R. C., (1984). *A Simple History of Modern Europe (1789-1880 A.D.),* Lakhsmi Narain Agrawal, Agra.
9. Lynn Hunt, (1984). *Politics, Culture and Class in the French Revolution*, University of California Press.
10. Maiti, P., (2012). *A HISTORY OF EUROPE (1789-1919)*, Shreedhar Prakasani, Kolkata.
11. Rao, B.V., (2014). *History of Modern Europe (AD 1739-2013),* Sterling Publishers, New Delhi.
12. Rao, B.V., (2017). *World History (From Early Times to 2011)* Sterling Publisher, New Delhi.

Suggested Readings-

1. Arvind Sinha*, Europe in Transition*, Delhi, 2010
2. Carlo M. Cipolla, (1993). *Before the Industrial Revolution, European Society and Economy. 1000 -1700.*, 3rd Edition.
3. G. R. Elton, *Reformation Europe 1517,1559, Wiley,* 1999
4. Hale John, R.,(2000). *Renaissance Europe 1480-1520(Blackwell Classic Histories of Europe),* Wiley-Blackwell; Second Edition.
5. Hayes C.J.H: (1936). *A Cultural and Political History of Europe* 1500-1830, Vol. I, London, Macmillan.
6. J H Plumb, *The Pelican Book of the Renaissance,* Penguin, 1982
7. Masih, Y., (2016). A *Critical History of Western Philosophy: Greek, Medieval and Modern,* Motilal Banarasidas.
8. Mitter, Partha, (2013*). Much Maligned Monsters: History of European Reactions to Indian Art*, Oxford University Press.
9. P S Gupta, *Aadhunik Paschim Ka Uday*, Delhi
10. Phukan Meenaxi,(2013). *Rise of the Modern West: Social and Economic History of Early Modern Europe,* Laxmi Publications.
11. Rabb Theodore K.,(1975). The Struggle for Stability in Early Modern Europe, Oxford University Press.
12. Ralph Davis, *The Rise of the Atlantic Economies*, New York, 1973
13. Reddy, Krishna, (2018). *World History*, McGrow Hill Education (India) Pvt. Ltd., Chennai.

14. Rout, K.C., (2003). *History of Europe (1789-1919),*Anmol
15. Scammell V.,(2003). *The First Imperial Age: European Overseas expansion, 1400-1715*, Routledge.
16. Singh, Adhiraj,(2012). *Cultural Economic and Political History of Europe*, Alfa Publication.
17. Southgate, George W., (2004). *A Book of Modern European History 1789-1945*, Aravali Books.
18. Trivedi, Abha, (2007). *Glimpses of European History(1450-1945): A Dictionary Model*, Sarup and Sons.

Research and Dissertation

Nature of Course: Research and Dissertation
Code:RD48092

Credit-12

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

Course Content-

Field Work and Report Writing: 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.

Research Project /Dissertation: Project /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. Evaluation pattern will be 50 marks for dissertation, 30 marks for presentation and 20 marks for viva voce.

Viva-voce on Field works and Dissertation include for Evaluation

Dissertation based on 30 day's fieldwork
50 Marks
Seminar Presentation and Field Dairy 30 Marks
Viva voce test on dissertation 20
Marks

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

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.

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.

Suggested Readings-

1. Johnson, E.,(1951). *The Research Report: A Guide for the Beginners*, Ronald Press, New York.
2. Kothari, C.R., (2006). *Research Methodology*, New Age International Pvt. Ltd., New Delhi.
3. Krentz, Edgar, (1975).*The Historical- Critical Method*, London.
4. Leonard, S. and Anselm, L.S. , (1973). *Field Research*, Prentice Hall Inc. New Jersey.
5. Manikchand, S., *THEORY OF HISTORY& METHOD OF RESEARCH*, PadumanPublisher;, Madurai,
6. Maxwell , A. E. , (1961). *Analyzing Qualitative Data*, John Wiley and Sons; New York.
7. Nilakantha Satri, K.A. and Ramana, H.S., (1956). *Historical Method in Relation to Indian History*, Madras.
8. Raj, Hans ,(2002). *Theory and Practice in Social Research*, Surjeet Publications, Delhi.
9. Sharma, B.A. V. ,*et al,* (1983). *Research Methods in Social Sciences,* Sterling Publishers Pvt. Ltd., New Delhi.
10. Sharma, Tejram, *Research Methodology in History*, New Delhi.
11. Shreedharan, E., (Reprint- 2004). *A Textbook of Historiography* (500 BC to CE Orient Longman.
12. Tondon, B.C. ,(1979). *Research Methodology in Social Sciences*, Chaitanya Publishing House; Allahabad.
13. Whitney, F. L., (1950). *The Elements of Research*, 3rd Edition, Prentice Hall ; New York,
14. Young, P.V. , (3rd Edition-1960). *Scientific Social Surveys and Social Research* , Prentice Hall; New York.

THE END



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