

**KALINGA INSTITUTE OF SOCIAL SCIENCES (KISS)
(Deemed to be University)**



Syllabus

**For
MASTER OF ARTS
in
HISTORY
(Academic Session-2021-2023)**

**SCHOOL OF TRIBAL CULTURE PHILOSOPHY AND ECO
SPIRITUALISM (STCPE)**

**Higher Education Campus
KISS Campus - 3, Bhubaneswar, Odisha-751024**

**KALINGA INSTITUTE OF SOCIAL SCIENCES (KISS)
Deemed to be University, Bhubaneswar, Odisha (India)**



M.A. History Syllabus (Academic Session: 2021-2023)

M.A. History Syllabus Under Choice Based Credit System (CBCS) (Two-Year Semester Scheme)

PROGRAMME DETAILS

**Name of the Programme: Master of Arts in History (M.A.)
Under the
School of Tribal Culture, Philosophy and Eco-spiritualism (STCPE)**

Duration of the Programme : 2 years divided into 4 semesters

Vision-

The History Department aims to make the students aware about the past and its legacies through teaching, research and extension activities in Indian history in the context of world history. We think that only a critical understanding of the past will enable the students to understand the present and help them look towards the future.

Mission-

1. The Department seeks to transform the students into citizens who are critically informed about the past and its consequences for the present.
2. The Department aims to promote studies in history, society and culture of India and world.
3. The department wants to empower students to cope with the challenges of globalization by instilling in them a life-long passion for learning about the past.
4. We believe that knowledge about the interconnections between the global, national, regional and local history will equip the students to face the challenges with confidence.

Programme Outcomes-

1. Acquire adequate conceptual base of history and better understanding of history and its forces.
2. Conduct research in terms of form of formality hypothesis and development frames of interaction with other social science and attain certain level of interdisciplinary approach.
3. Attain the knowledge of various aspects of Ancient World Civilization.
4. Understanding the history of the medieval and modern world.
5. Understanding the political, social, religious, economic and institutional bases of Ancient and Medieval India.
6. Attain the knowledge of ancient and medieval arts and architectures of India.
7. Understand the different aspects of Modern Indian History.

8. Understanding of Indian Tribal Culture, Philosophy and Eco-spiritualism.
9. To conduct analytical studies on traditional faiths and beliefs of the Tribals
10. To highlight the forms of Tribal Visual and Performing Art
11. Getting the knowledge of technical and skill education.
12. Offering interdisciplinary course on applied areas of Social Sciences.
13. Students will learn the general course of human history in multiple areas of the world.
14. Students will learn to understand the world contextually, that is, to interpret human experiences and the meanings people have given them in relationship to the place and time in which they occurred.
15. Students will learn to understand, analyze, and evaluate both evidence and arguments.
16. Students will learn to explain how and why important events happen and change over time occurs.
17. Students will learn to create knowledge and communicate it to others both orally and in writing.
18. Pass out students can work in the field of academic institutions, administrative services, tourism management, cultural resource management and heritage management.

Programme Specific Outcomes

1. Understand the Historical materials efficiently and effectively integrate.
2. Use of Historical sources to accomplish a specific purpose.
3. Understand the culture, ethical, social, legal and economic issues of the history.
4. Attain the knowledge of various aspects of Indian history and culture of Ancient, Medieval and Modern periods.
5. Six Tribal special papers are provided in this program for the understanding of students in the aspects of social, political, economic, religious beliefs & practices of the tribals of India.
6. To study on various aspects of rich Tribal culture, Philosophy and eco-spiritualism.
7. To produce knowledgeable and skilled students who can know the various aspects history of India as well as world and to defend their distinct ethno-cultural heritage by promoting and preserving their culture, philosophy, customs, art, architecture, tradition, history, language, literature cultural heritage and to make every possible effort to uplift and sustain their cultural entity.
8. Understand the technological knowledge for study.
9. Five subject elective papers are provided in this program for the benefits of students in the academic selection.
10. Career Orientation and Skill Development papers are included in this PG program to acquire specific Skill education on tailoring, preparing distillery water, preparation of feline. Making of candle, carpentry, art and craft, fishery, pickle making, etc.
11. Students will demonstrate knowledge of the chronology, narrative, major events, personalities and turning points of the history of the United States, Europe, and at least one non-Western area.
12. Students will offer multi-causal explanations of major historical developments based on a contextualized analysis of interrelated political, social, economic, cultural and intellectual processes.

13. Students will correctly extract evidence from primary sources by analyzing and evaluating them in relation to their cultural and historical context (avoiding anachronism, ethnocentrism, and ethnomorphism) and use that evidence to build and support an argument.
14. Students will evaluate secondary historical sources by analyzing them in relation to the evidence that supports them, their theoretical frameworks, and other secondary historical literature.
15. Students will write an original research paper that locates and synthesizes relevant primary and secondary sources and has a clear, coherent and plausible argument, logical structure, correct grammar and proper references (footnotes and bibliography).
16. Students will present orally their research or a summary of another's research in an organized, coherent, and compelling fashion.

KISS Deemed to be University, Bhubaneswar was established on 25th August, 2017 and it provides seven innovative Schools. The School of Tribal Culture, Philosophy and Eco-spiritualism is one these schools in which Department of History is running. The Department of History will offer two years M.A. course on History and Culture Studies. KISS Deemed to be University is first tribal institute in India which is offering interdisciplinary course on applied areas of Social Sciences. The subject is covering various aspects of history, cultural issues and Philosophy of Tribals in Social and Cultural Anthropology, Archaeology, and Cultural Studies. Syllabus covers history and the indigenous / tribal culture around the world, Social, religious, economic, political, ecological and environmental issues are taken into consideration to grasp insight of indigenous life, livelihood, and contemporary situation.

From the very beginning Students of History under the school of Tribal Culture, Philosophy and Eco-Spiritualism will be exposed to fieldwork research methodology so that they can do research and writings independently. The Department of History aims at grooming students to cope up with new and broad emerging academic environment where alternative viewpoints and new knowledge is required and appreciated for policy research, and development both at national and international levels. Students from this Department may be absorbed in central and state institutes and international institutes of similar backgrounds. They will be well equipped for empirical research and research related policy making. Students interested in administrative services will be benefitted from the papers offered in this course.

Programme Pedagogy

1. This PG programme has been designed in such a way to make use of different teaching methods by properly sequencing and organizing the course contents.
2. For this programme the Instructional design depends on the subject matter to be taught and the understanding of diverse needs of different learners attending the courses.
3. The faculties adopt an effective pedagogy in this programme which can lead to both academic achievement and social- cum-emotional development.
4. It provides enough opportunity to the students to acquire knowledge on general ability to contribute to the society with proper acquisition of programme specific skills.

Eligibility & Seats

- The candidates seeking admission in to M.A. in History under the School of Tribal Culture, Philosophy and Eco-spiritualism course must have a Bachelor's degree from any University.
- Number of seats for admission into M.A. in History is 16.

Attendance

In view of the special nature of the course it is desirable that the candidates shall be permitted to appear for the University examination at the end of the each semester only if he /she puts in at least 75 per cent attendance to achieve the benefits of the course.

Semester Details-

The M.A. History syllabus structure shall comprise of four semesters containing 110 credit courses. Students who will take admission in Department of History under the School of Tribal Culture, Philosophy and Eco-spiritualism have to take five core course papers, one Specialization paper and one non-credit paper in the first semester course and five core course papers, two Special / Specialization papers and one non credit paper course in the second semester. In the third semester, students have to take two core course papers, one MOOCs paper, two subject elective papers, two Specialization papers and one non credit paper courses. In the fourth semester, students have to take one core course paper, three subject elective papers including dissertation paper, one Specialization paper and one non credit paper course. In the 3rd and 4th semesters vary according to the Ancient/Medieval subject elective papers. For Semesters 3 and 4, courses are divided into Core , Elective and Specialization.

SYSTEM OF EVALUATION AND AWARD OF DEGREE

1. A seven point grading system on a base of 10 shall be followed for grading of the students of Masters of Arts in History course operated and governed under semester system. Categorization of these grades and their correlation shall be as below :

Qualification	Grade	Score on 100	Point
Outstanding	O	90 to 100	10
Excellent	E	80 to 89	9
Very Good	A	70 to 79	8
Good	B	60 to 69	7
Fair	C	50 to 59	6
Below average	D	40 to 49	5
Failed	F	Below 40	2

2. **Credit Point** = CREDIT X POINT for each course item.
3. **CREDIT INDEX (CI)** = \sum CREDIT POINT of all course items in a semester.

4. Semester Grade Point Average : SGPA = $CI / \sum \text{CREDITS}$ (for a semester)
5. Cumulative Grade Point Average : CGPA = $[\sum \text{CI of all previous semesters up to current semester}] / [\sum \text{Credits of all previous semesters up to current semester}]$

P.G. History Revised Syllabus

Proposed distribution of Credits for Master's Degree in History

POST GRADUATION COURSE FOR NON-PRACTICAL SUBJECT- HISTORY

Course Structure

FIRST SEMESTER

Paper Code	Paper Name	Marks	Weekly Contact			Credit
			L	T	P	
HI- 4001	Indian Historiography	100	3	1	0	4
HI- 4003	Ancient World Civilizations	100	3	1	0	4
HI- 4005	Cultural Heritage of India	100	3	1	0	4
HI- 4007	Socio-Economic History of India (Early Times to 1200 CE)	100	3	1	0	4
HI-4009	World History (1500 CE-1900 CE)	100	3	1	0	4
Paper-I	Special Paper –I Tribal Culture, Philosophy and Eco-spiritualism (TCPE)					
TC-4051	Tribal Culture in India : Transition and Change	100	3	1	0	4
Total						24

SECOND SEMESTER

Paper Code	Paper Name	Marks	Weekly Contact			Credit
			L	T	P	

HI- 4002	Historical Theories and Methods	100	3	1	0	4
HI- 4004	History of China and Japan	100	3	1	0	4
HI- 4006	History of Early Medieval India (700 to 1206 CE)	100	3	1	0	4
HI- 4008	Twentieth Century World (1900 CE-1945 CE)	100	3	1	0	4
HI- 4010	Nationalist Movements in India	100	3	1	0	4
Paper-II	Special Paper –II Tribal Culture, Philosophy and Eco-spiritualism (TCPE)					
TC-4052	World View Among the Tribals	100	3	1	0	4
Paper-III	Special Paper –III Tribal Culture, Philosophy and Eco-spiritualism (TCPE)					
TC-4054	Tribal Art of India	100	3	1	0	4
Total						28

THIRD SEMESTER

Paper Code	Paper Name	Marks	Weekly Contact			Credit
			L	T	P	
HI-5001	Social, Cultural and Economic History of India (1757 CE.-1947 CE.)	100	3	1	0	4
HI-5003	Twentieth Century World (1945 CE-2000 CE)	100	3	1	0	4
TC-5021	Massive Open Online Courses (MOOCs) (Choose any one course from the following sources)	50	0	2	0	2

	NPTEL Online Courses URL: https://ntpe.ac.in/course.html Swayam Courses URL: https://swayam.gov.in/explorer M.O.O. Courses URL:https://www.mooc.org/#_course-categories KIIT LMS URL: https://.....					
Subject Elective Paper-I	SEP(Subject Elective Paper) Choose any one					
HI-5031 (SEP -I)	Group-A Political and Administrative History of India (Early Times to 1200 CE) –I	100	3	1	0	4
	Group-B Political and Cultural History of India (1200-1526 CE)- Part I	100	3	1	0	4
Subject Elective Paper-II	SEP(Subject Elective Paper) Choose any one					
HI-5033 (SEP -II)	Group-A Political and Administrative History of India (Early Times to 1200 CE) – II	100	3	1	0	4
	Group-B Political and Cultural History of India (1200 CE - 1526 CE)- Part II	100	3	1	0	4
Paper-IV	Special Paper –IV Tribal Culture, Philosophy and Eco-spiritualism (TCPE)					
TC -5051	Tribal Movements in India With Special Reference to Odisha	100	3	1	0	4
Paper-V	Special Paper –V					

	Tribal Culture, Philosophy and Eco-spiritualism (TCPE)					
TC -5053	Theme Based Movies and Museum Visit	100	3	1	0	4
TC-5081	Internship	50	0	0	4	2
TC-5083	Students Innovative Presentation	50	0	2	0	2
Total						30

FOURTH SEMESTER

Paper Code	Paper Name	Marks	Weekly Contact			Credit
			L	T	P	
HI-5002	Political and Cultural History of Odisha	100	3	1	0	4
Subject Elective Paper-III	SEP (Subject Elective Paper) Choose any one					
HI-5032 (SEP -III)	Group-A History of India; Religion, Literature, Art and Architecture (Early Times to 1200 CE) –I	100	3	1	0	4
	Group-B Political and Cultural History of India (1526 – 1750 CE)–I	100	3	1	0	4
Subject Elective Paper-IV	SEP (Subject Elective Paper) Choose any one					
HI-5034 (SEP -IV)	Group-A History of India; Religion, Literature, Art and Architecture (Early Times to 1200 CE) –II	100	3	1	0	4
	Group-B Socio-Cultural History of India (1526-1750 CE) - Part II	100	3	1	0	4
HI-5092	Field Works and Dissertation	200	0	0	16	8

Paper-VI	Special Paper-VI Tribal Culture, Philosophy and Eco-spiritualism (TCPE)					
TC -5052	Tribal Eco-spiritualism	100	3	1	0	4
HI-5036	(Open Elective Paper) Application of History in Tourism	100	3	1	0	4
HI-	(Value Added Course) The Radical Philosophy of Bhima Bhoi: Ideas and Issues	100	0	0	0	0
Total						28

Grand Total Credit= 110

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

Specialization / Special Paper: Tribal Culture, Philosophy and Eco-spiritualism
(TCPE)

Subject Elective Paper

Group A – Ancient Indian History
Group B – Medieval Indian History

Open Elective Paper

Application of History in Tourism
(For the students of other Departments)

M.A. History Syllabus

Under

Choice Based Credit System

FIRST SEMESTER

Indian Historiography

HI-4001

Credit -4

Objective-

This paper will provide ideas to students about the study of the writings of history of different historical texts of India. The value of Vedas, Puranas and different secular texts should reach at the students. The study of Historiography and different Schools of Thought will help the students to gain knowledge about the writing methods of different historians of modern India.

Course Outcome-

1. To understand about Indian Historiography
2. To know about the writings of Historical works of Ancient India
3. To get familiarized with medieval Indian historical writings.
4. To know about Indian Colonial Historiography

Course content-

Unit-I: Ancient Literature

- 1 The Vedas and Puranas.
- 2 Jaina and Buddhist Texts.

Unit-II: Historical Works

1. Harshacharita of Bana
2. Rajatarangini of Kalhana

Unit-III: Medieval Texts

- 1 Alberuni's, *Kitab-ul-Hind*, Zia-ud-Din Barani and Didactic History.
- 2 *Baburnama*, AbulFazl, *Ain-i-Akbari*.

Unit-IV: Modern Indian Historiography

- 1 Colonial School: Orientalists, Anglicism and Evangelical

2. James Mills, Macaulay, Vincent Smith.
3. Nationalist School, Marxist School, Subaltern School.
4. R. C. Majumdar, J. N. Sarkar, D.D. Kosambi, R.S. Sharma, Bipan Chandra

Suggested Readings-

1. Majumdar, R.K. and Srivastava, A.N.,(1975). *Historiography*, Delhi.
2. Sen. S.P. , (1973). *Historians and Historiography of Modern India*, Calcutta.
3. Sreedharan,T., (2004). *A Textbook of Historiography*, (500 BC to CE 2000), Orient Longman Pvt., Ltd..
4. Hasan Mohibbul, ed., (1968). *Historians of Medieval India*, Meenakshi Prakashan, Meerut.
5. Philip, C. H. , ed. , (1962). *Historians of India, Pakistan and Cylone*, London.
6. Nigami, K.A., (1983). *On History and Historians of Medieval India*, Munshiram Mondala, New Delhi.
7. Magumdar, R.C. , (1973). *History of History Writing in Medieval India*, Calcutta.
8. Barnes, H.E. , (1962). *A History of Historical Writing*, New York.
9. Geoffrey Barowclough, (1979). *Main Trends in History*, New York.
10. Herbert Butterfield, (1966). *Man on His Past:The Study of History of Historical Writing*, Boston.
11. Acton Lord,(1960). *Lectures on Modern History*, London.
12. Carr, E.H. , (1969). *What is History*, London.
13. Sastri,Nilakantha, N.K. and Ramanna, A.S., (1856). *Historical Method in Relation to Indian History*, Madras.
14. Shotwell James T., (1939). *Introduction to the History of History*, (2 Volumes), Columbia.
15. Tikekar S.R. , (1964). *On Historiography*, Bombay.
16. Bajaj, Satish K. , (2001). *Recent Trends in Historiography*, Anmol Publications Pvt. Ltd., New Delhi.
17. Philips, C.H. ed. [1961] 1967. *Historians of India, Pakistan and Ceylon*. London: Oxford University Press. Pulleybank,
18. Warder, A.K., (1972). *An Introduction to Indian historiography*. Bombay: Popular Prakashan.
19. Keith, A.B.,(1970)., *The Religion and Philosophy of the Veda and Upanishads*, Indian Reprint.
20. Kosambi, D.D.,(1956)., *An Introduction to the Study of Indian History*, Poona, Popular Prakashan .
21. Guha,Ranjit, (1999)., *Elementary Aspects of Peasant Insurgency*, Duke University Press, Durham/ London.
22. Hardy Peter.,(1997)., *Historians of Medieval India*, New Delhi, Munshiram Manoharlal Publishers.
23. Momigliano, Arnaldo, (1990)., *The Classical Foundations of Modern Historiography*, Berkeley, University of California Press.

Ancient World Civilizations

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-

1. To familiarize with Stone age culture, Egyptian, Mesopotamian, Chinese, Harappan, Greek and Roman civilizations
2. To know about the political Structure and society of Ancient Rome , Conflicts in social order and expansion of Republican Rome , Julius Caesar and his wars

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.

Suggested Readings-

1. Sharma,Manoj.,(2005). *History of World Civilization*, Anmol Publications Pvt. Ltd., New Delhi.
2. Davies,H.A.,(1969). *An Outline History of the World*, London.
3. Dhanakoty,T&Subramanian,N.,(1956). *Man and his works, An introduction to Universal History*, The National Publishing Company; Chennai.
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.
5. Neil.H. Willam.M.C., (1907). *A World of History*, Oxford, New York.
6. G. Sjoberg,(1960). *The Preindustrial City: Past and Present*, New York: Free Press.
7. Jones,AHM.,(1984). *The Greek City from Alexander to Justinian*, London: Clarendon Press.
8. Redman, C.,(1978). *The Rise of Civilisation* (San Francisco).
9. Hammond,M.,(1972). *The City in the Ancient World* (Harvard).
10. Sjoberg, G.,(1960). *The Preindustrial City: Past and Present*, New York: Free Press.
11. 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.
12. Parkins,Helen M.,(1997). *Roman Urbanism: Beyond The Consumer City*, Routledge.
13. 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.
14. Wheatley,Paul.(1971). *Pivot of the Four Quarters: A Preliminary Enquiry into the Origins and Character of the Ancient Chinese City*, Edinburgh University Press.
15. Cotterell, Arthur., (2008). *Imperial Capitals of China: A Dynastic History of Celestial Empire*.
16. Redman, C., (1978). *The Rise of Civilisation* (San Francisco).
17. Hammond, M., (1972). *The City in the Ancient World* (Harvard).

Cultural Heritage of India

HI-4005

Credit-4

Objective-

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

Course Outcome-

1. Understand the developments in the devotional cults of North India
2. Gain knowledge about the nature of the Sufi movement
3. To acquire the Knowledge about the Vedic Civilization
4. to acquaint learners with the impact of Indian culture in different countries of the world.
5. to enable learners to appreciate the composite nature of Indian culture.
6. to develop among learners a feeling of love and a sense of belonging towards the nation.
7. to acquaint learners with the contributions of our ancestors in the areas of religion, philosophy, science, arts, education, languages and literature.
8. to enable learners to appreciate the underlying unity amidst diversity in all aspects of India's culture.

Course content-

Unit-I

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

Unit-II

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

Unit-III

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

Unit-IV

1. Delhi Sultanate-Indo-Islamic Culture; Art, Literature, Sufi Movement and its Impact on Society.
2. Mughal Age-Cultural Development,; Art and Architecture, Religion; *Din-i-ilahi*, Impact on Society.
3. Religious Movements: Medieval Bhakti Movements-Kabir, Nanak, and Sri Chaitanya

Suggested Readings-

1. "Apparajita Priccha" of Bhubanadeva, ed., (1980). Gaekwad Oriental Series, Baroda.
2. "Silpa Prakāṣa" of Rama Chandra Kauyācāra,(1966). Translated and Annotated by Alice Borner and Sadāshiva Ratha Sharma, Leiden..
3. A.L. Basham , ed., (2007). *Cultural History of India*, OUP.
4. Abidi, S.A. H., (1992). *Sufism in India*, Vishwa Prakasan; New Delhi.
5. Acharya, P.K., ed. ,(1932). "Manassra",. London. Vide *Hindu Architecture in India*, London.
6. Banerjee, R.D., (1933). *Eastern Indian School of Medieval Sculptures*, Delhi.
7. Basam, A.L., (1968). *The Wonder That was India* (A Survey of the History and Culture of the Indian Sub-continent before the coming of the Muslims); Third Edition, New York..
8. Bose, N.K., ed., ,(1920-24). "Isana Siva Gurudeva Padhati"Ed. T.S.S.,Trivendrum..
9. Brown, Percy,(1965). *Indian Architecture (Buddhist and Hindu Periods)*, Bombay.
10. Dora,J., (2009). *Sakta Monuments of Orissa, A Study of Art, Architecture and Iconography*,Bharatiya Kala Prakasan, New Delhi.
11. Fergusson, James, (1910). *A History of Indian And Eastern Architecture*, Vols. I & II , London. (Delhi Reprint:2006).
12. Havel, E.B., (1915). *The Ancient and Medieval Architecture of India*, London.
13. Khurana, K. L. (1993). *Medieval India*, Lakshmi Narain Agrawal;Agra.
14. Kramisch, Stella, (1946). *The Hindu Temples*, Two Volumes, Calcutta.
15. Lunia, B.N. , (2002). *Evolution of Indian Culture*, Lakshmi Narain Agrawal, Agra.
16. Meenakshi Kanna, (2007). *Cultural History Of Medieval India*, Social Science Press.
17. Meheta, J. L.,(2001). *Advanced Study in the History of Medieval India*, Vol.I.II & III, Sterling Publishers Pvt. Ltd., Delhi.
18. Romila , Thaper, *The Cultural Past*, OUP, New Delhi.
19. Singhania, Nitin, (2018). *Indian Art and Culture*, Second Edition, Mc Graw Hill Education (India) Pvt. Ltd., Channi,.
20. Thaper, Romila, (2010). *Ancient Indian Social History: Some Interpretations*, Orient Longman Pvt., Ltd.

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

HI -4007

Credit-4

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 Outcome-

1. To provide knowledge with regard to the social life of the people of Harappan and Vedic Civilization.

2. To give 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.
3. To explore the agrarian and urban economy, caste system and social Change, feudalism, proliferation of castes, untouchability, family and marriage system 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.
- 3 Pre-Mauryan-Society, Economy, Rise of Urban Centres, Trade route introduction of Coinage.

Unit-II

- 1 Mauryan Period-Society, Economy Trade and Commerce, Maritime Activities
- 2 Post-Mauryan Period-Society, Growth of Urban Centres, Economy and Coinage.
- 3 The Guild System in Ancient India.

Unit-III

- 1 Gupta Period-Agrarian Economy, Trade and Commerce, Feudalism, Occupations, Society, Caste System and Social Change.
- 2 Post-Gupta Period-Social Structure and Institutions – Caste System-Untouchability, Position of Women Social Change.

Unit-IV

1. Economy, land System, Agrarian Relation, Trade and Commerce Economic and Social Development in South India, Guild System and Urban Decay.
2. General Review of Economic life – Agrarian and Urban Economy, Trade, Feudalism, Proliferation of Castes, Untouchability, family and marriage.

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.
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15. Possehl, G., (1999). *Indus Age: The Beginnings*, Oxford and IBH; Delhi.
16. Prasad, L., (1997). *Studies in Ancient and Medieval India*, Cosmos Bookhive Pvt. Ltd., New Delhi.
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. Sharma, R.S.,(1978). *Indian Feudalism*, Orient Longman; New Delhi.
21. Sharma, R.S.,(1983). *Aspects of Political Ideas and Institutions in Ancient India*, Mac Millan, New Delhi.
22. Sharma, R.S., (1983). *Material Culture and Social Formation in Ancient India*, Macmillan.
23. Snkalia, H. D. , (1963). *The Pre-History and Proto-History of India and Pakistan*, Bombay.
24. Thapar Romila. (1978). *A History of India , Vol I*, Orient Longman; New Delhi.
25. Thapar, Romila , (Third Edition-1999). *Asoka and the Decline of the Mauryas*, Oxford University Press; New Delhi.

World History (1500 CE-1900 CE)

HI-4009

Credit -4

Objective-

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

Course Outcome-

1. To get familiarized with Renaissance and Reformation in Europe
2. To know about American War of Independence and its significance
3. To know about the French Revolution of 1789 CE
4. To get acquainted with July Revolution (1830), February Revolution (1848)
5. To know about Industrial Revolution in England: Causes and it's Impact on Society

Course content-

Unit-I

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

Unit-II

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

Unit-III

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

Unit-IV

1. Industrial Revolution in England: Causes and it's Impact on Society, Growth of Capitalism, Rise of Socialism and Working Class Movements.
2. Imperialism and Colonialism: English and German.

Suggested Readings-

1. Rao, B.V. , (2014). *History of the Modern World*, Sterling Publisher, New Delhi.
2. Reddy, Krishna, (2018). *World History*, McGraw Hill Education (India) Pvt. Ltd., Chennai.
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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.)*, Lakshmi Narain Agrawal, Agra.
8. Maiti, P., (2012). *A HISTORY OF EUROPE (1789-1919)*, Shreedhar Prakasani, Kolkata.
9. Rao, B.V., (2017). *World History (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.

Special Paper –I (TCPE)

Tribal Culture in India: Transition and Change

Credit -4

Objective:

This paper will offer an opportunity to have an understanding of different components of tribal culture. Students will be required to have an understanding of their own religion and the difference between religion and magic. They should differentiate between religion, magic and science.

Course Outcome-

1. To get familiarized with traditional marriage systems of indigenous people of India
2. To know about the main features of family and classification of tribal family
3. To know about the meaning and types of Kinship in Indian society.
4. To get acquainted with hunting and food Gathering, pastoralism, shifting cultivation animal husbandry and agriculture and peasantry
5. To know about changes in the socio-cultural life of tribals due to the impact of Globalization, westernization, modernization, industrialization

Course Content-

Unit – I

1. Family; Family as an Association, Distinctive Features of Family, Classification of Tribal Family, Functions of Tribal Family
2. Marriage; Concept and Forms of Marriage, Ways of Acquiring Mates, Status of Women in Tribal Society,

Unit-II

1. Kinship: Meaning of Kinship, Types of Kinship , Kinship Usages, Rules of Descent and its Importance
2. Culture as a tool of Adaptation, Various Modes of Human Adaptation in Pre-state Societies; Hunting and Food Gathering, Pastoralism, Shifting Cultivation, Animal Husbandry, Agriculture and Peasantry

Unit - III

1. Religion and Magic, Religion as a system of Rituals and Beliefs, Fetishism, Animism, Totemism, Magic-Meaning and Types of Magic, White Magic and Black Magic
2. Difference Between Religion and Magic

Unit-IV

1. Acculturation, Tribal Welfare and Development, The Process of Acculturation
2. Changes in Culture of Tribes; Socio-cultural Process of Change (Globalisation, Westernization, Modernization, Industrialization), Plans, Programs and their Implementation

Suggested Readings-

1. Bhandal, A. C. , (201). *Tribal Culture*, New Delhi.
2. Ray Chaudhury, H. C., (1972). *Political History of Ancient India*, Calcutta.
3. Ray, D.N. , (2011). *Tribes and Tribal Life-Study and Evaluation*, New Delhi.
4. Verma , R.C. , (2002). *Indian Tribes; Through the ages*, New Delhi.
5. Vidyarthi, L. P. & Rai, B. K. ,(Reprinted-1985). *The Tribal Culture of India*, Concept Publishing Company; New Delhi.
6. Bailey, F.G., (1960). *Tribe, Caste and Nation*, Manchester University Press.
7. Bose, N. K., (2004). *Tribal Life in India*, National Book Trust, New Delhi, New Edition.
8. Hasnain, Nadeem, (2015). *Indian Society and Culture (Continuity and Change)*, Jawahar Publishers and Distributors, New Delhi.
9. Bailey, F.G., (1960.). *Tribe, Caste and Nation: A Study of Political Activity and Political Change in Highland Orissa*, Manchester University Press; Manchester.
10. Bhowmik, K.L., (1971). *Tribal India: A Profile in Indian Ethnology*, World Press; Calcutta.
11. Dube, S.C. , (1977). *Tribal Heritage of India*, Vikash Publishing House Pvt. Ltd., Delhi.
12. Sarkar, R. M., (2008). *Primitive Tribal Groups in India (Tradition, Development and Transformation)*, Serials Publications, New Delhi.
13. Schrire, C. , ed., (1984), *Past and Present in Hunting-Gathering Studies*, Academic Press Inc; New York.
14. Murdock, G.P. , (1949). *Social Structure*, Collier Macmillan; New York.
15. Sarkar, Amitabh, (1993). *Toto Society and Change: A Sub Himlayan Tribe of West Bengal*, Firma KLM Pvt.Ltd., Calcutta.
16. Bhowmick, P.K., (1994). *Primitive Tribal Groups in Eastern India: Welfare and Evaluation*, Gyan Publishing House; New Delhi.
17. Pfeffer, Georg and Behera, D.K. *Contemporary Society: Tribal Studies, Volume I to VII*. Concept Publishing Company; New Delhi.
18. Bose, N.K., (1967). “ Some Methods of Studying Social Change”, in *Man in India*, Vol.47. No.3, Ranchi.
19. Rao, V.K.R.V., (1966). “ Social Change and Tribal Society, in *Journal of Social Research*, Vol.IX, No.2,
20. Srinivas, M.N., (1966).*Social Change in Modern India*, Allied Publishers; Bombay,
21. Vidyarthi, L.P., (1968). “Culture Change in the Tribes of Modern India”, Presidential Address to the Anthropological and Archaeology Section of the 55th Session of the Indian Science Congress 1968, also printed in *Journal of Social Research*, Vol.XI, No.4.
22. Vidyarthi, L.P., (1970).*Socio-Cultural Implication of Industrialization in A Case Study of Tribal Research*, Ranchi.
23. Sachchidananda, (1964). *Culture Change in Tribal Bihar*, Book land Pvt. Ltd.; Calcutta.
24. Ghurye , G. S., (1959). *The Scheduled Tribes*, Popular Book Deport,

SECOND SEMESTER

Historical Theories and Methods

HI-4002

Credit-4

Objective-

This paper will offer an opportunity to the students regarding research methods and to carry out their research work. The students will have a proper understanding of making a research proposal and writing thesis.

Course Outcome-

1. To get familiarized with Nature and Scope of History
2. To get acquainted with Archaeology, Geography, Anthropology, Economics, Sociology, Political Science and literature
3. To know about Greco-Roman Traditions of historical writings.
4. To know about historical source material, primary and secondary sources,
5. To know about Selection a Research topics
6. Explain the Modern European Traditions of History Writing like Positivist, Marxist and Annals traditions.
7. Understand the recent developments in the conception of history
8. Know the relationship of history with its allied disciplines
9. Critically comprehend new approaches adopted by historians
10. Know the new tools used by historians to write history

Course content--

Unit-I:

1. Definition, Nature, Scope, Object and Value of History.
2. History and other allied discipline-Archaeology, Geography, Anthropology, Economics, Sociology, 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. Historical Source Material, Primary and Secondary Sources, Historical Criticism: Examination of Sources.
2. Collection and Selection of 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,

Suggested Readings-

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. Bhattacharya, 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.
11. Carr, E.H. , (Reprinted 1983). *What is History*, Penguin Books.
12. Collingwood, R.G. , (1969) . *The Ideas in History*, London.
13. Ghosh, B. N. , (1982). *Scientific Methods and Social Research*, Sterling Publishers Pvt Ltd, New Delhi.
14. Gopal, M.H. , (1964). *An Introduction to Research Procedure in Social Sciences*, Asia Publishing House.
15. *Guide to Historiography*,(2015). Jai Publishing House, Cuttack.
16. Hillway, T. , (1964). *Introduction to Research*, 2nd Edition, Houghton Mifflin , Boston.
17. Johnson, E. , (1951). *The Research Report: A Guide for the Beginners*, Ronald Press, New York.
18. Popper, Karl , (1986). *The Poverty of Historicism*, Routledge.
19. Kothari, C.R. , (2006). *Research Methodology*, New Age International Pvt. Ltd., New Delhi.
20. Krentz, Edgar, (1975).*The Historical- Critical Method*, London.
21. Leonard, S. and Anselm, L.S. , (1973). *Field Research*, Prentice Hall Inc. New Jersey..
22. Leonard, S. and Anselm, L.S. , (1973). *Field Research*, Prentice Hall Inc. New Jersey.
23. Manikchand, S., *THEORY OF HISTORY& METHOD OF RESEARCH*, Paduman Publisher;, Madurai,
24. Maxwell , A. E. , (1961). *Analyzing Qualitative Data*, John Wiley and Sons; New York.

25. Maxwell , A. E. ,(1961). *Analyzing Qualitative Data*, John Wiley and Sons; New York.
26. Nilakantha Satri, K.A. and Ramana, H.S., (1956). *Historical Method in Relation to Indian History*, Madras.
27. Raj, Hans , (2002). *Theory and Practice in Social Research*, Surjeet Publications, Delhi.
28. Shafer, R.J. , (1969). *A Guide to Historical Method*, University of Wisconsin.
29. Sharma, B.A. V. , *et al*, (1983). *Research Methods in Social Sciences*, Sterling Publishers Pvt. Ltd., New Delhi.
30. Sharma, B.A. V., *et al* , (1983). *Research Methods in Social Sciences*, Sterling Publishers Pvt. Ltd., New Delhi.
31. Sharma, Tejram, *Research Methodology in History*, New Delhi.
32. Shreedharan, E., (Reprint- 2004). *A Textbook of Historiography (500 BC to CE Orient Longman*.
33. Thapar, Romila, (1975). *Past and Prejudice*, NBJ, New Delhi.
34. Thapar, Romila, (1979). *Ancient Indian Social History: Some Interpret Orient Longman..*
35. Thapar, Romila, *Mukhia, Harbans and Chandra, Bipan* (1984). *Communication and the Writing of Indian History*.
36. Thomas, David, (1970). *The Aims of History*, London.
37. Thomson, R.P. Alstair, ed. (1998), *The Oral History B Routledge*, London & New York.
38. Tondon, B.C. , (1979). *Research Methodology in Social Sciences*, Chaitanya Publishing House; Allahabad.
39. Vinod Chandra , S.S. and Hareendaran, S. Ananda, (2018). *Research Methodology*, Pearson India Education Services Pvt. Ltd. Taramani; Chennai.
40. Webster, John C.B., (1977). *An Introduction to History*, Mac Millan, Delhi.
41. Whitney, F. L., (1950). *The Elements of Research*, 3rd Edition, Prentice Hall ; New York,
42. Young, P.V. , (3rd Edition-1960). *Scientific Social Surveys and Social Research* , Prentice Hall; New York,.
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51. Gopal, M.H. , (1864). *An Introduction to Research Procedure in Social Sciences*, Asia Publishing House.
52. Hillway, T. , (1964). *Introduction to Research*, Houghton Mifflin , Boston, 2nd Edition..
53. Johnson, E.,(1951). *The Research Report: A Guide for the Beginners*, Ronald Press, New York.
54. Leonard, S. and Anselm, L.S. , (1973). *Field Research*, Prentice Hall Inc. New Jersey.
55. Whitney, F. L. ,(1950). *The Elements of Research*, 3rd Edition, Prentice Hall ; New York,

56. Maxwell , A. E. , (1961). *Analyzing Qualitative Data*, John Wiley and Sons; New York.
57. Sharma, B.A. V. , *et al*, (1983). *Research Methods in Social Sciences*, Sterling Publishers Pvt. Ltd., New Delhi.
58. Tondon, B.C. ,(1979). *Research Methodology in Social Sciences*, Chaitanya Publishing House; Allahabad.

History of China and Japan

HI-4004

Credit -4

Objective-

This paper will offer an opportunity to the students with regard to the political, social and economic history of the people of China and Japan. The students will have a proper understanding of the modern history of China and Japan in the Far East.

Course Outcome-

1. To get familiarized with European Interaction with China
2. To get acquainted with -Japanese War-Treaty of Shimonoseki; Hundred Days Reform, Boxer Rebellion; Nationalist Movement and Proclamation the Republic
3. To know about Birth and Growth of Communism in China, Chinese Civil War
4. To get acquainted with Anglo-Japanese Alliance (1902), Causes of the Russo-Japanese War
5. To know about Opening of Japan-Perry and Harris Mission, the Restoration of the Meiji and Reforms in Japan
6. To get familiarized with the Political and Economic Development of Japan, 1895-1939
7. To know about Japan's Foreign Policy, 1919-45.

Course content-

Unit-I

1. Land and People of China, Rise of the Manchus, European Interaction with China, Opium Trade, First Opium War-Treaty of Nanking and Bogue, Second Opium War-Treaties of Trientsin .
2. First Sino-Japanese War-Treaty of Shimonoseki; Hundred Days Reform, Boxer Rebellion; Nationalist Movement and Proclamation the Republic; Career and Achievements of Sun Yat Sen, China and First World War

Unit-II

1. Birth and Growth of Communism in China, Chinese Civil War, Manchurian Crisis, 1931, Establishment of People's Republic China.

2. Land and People of Japan, Opening of Japan-Perry and Harris Mission, The Restoration of the Meiji and Reforms in Japan.
3. Anglo-Japanese Alliance (1902), Causes of the Russo-Japanese War (1904-05)-result, Japanese hegemony in Far East before the First World War and Occupation of Korea.

Unit-III

1. Japan and First World War – War Diplomacy, London Declaration, Shantung Ultimatum, Japan in Paris Peace Conference, Japan and the Washington Conference.
2. Political and Economic Development of Japan, 1895-1939; Economic Development, Industrial Growth, Agricultural Development, Foreign Trade.

Unit-IV

1. Japan's Foreign Policy, 1919-1939, Japan and Second World War, 1939-1945, Defeat and Surrender of Japan.
2. Post War Japan – Japan under American Occupation (1945-51), Democratization, Demilitarization, Socio-Economic Reforms.

Suggested Readings-

1. Singh, A.K., (2000). *History of Far East in Modern Times*, Surjeet Publications, Delhi.
2. Tiwari, A., (2012). *The History of China and Japan (From 1840-1949)*, Dorling Kindersley (India) Pvt. Ltd.
3. David, M. D., (2006). *The Making of Modern China*, Himalaya Publishing House, Mumbai.
4. Van Slyke, L.P. ed., (1852). *The Chinese Communist Movement (A Report of the US War Department)*.
5. Key, John, (2009). *China: A History*, Harper Press; United Kingdom.
6. SARAO, K. T. S., ed., (2018). *MODERN HISTORY OF CHINA (1840-1949)*, SURJEET PUBLICATIONS, Delhi.
7. Meyer W. Milton, (2016). *History of the Far East*, Barnes & Noble, USA.
8. Vinacke Harold M, (1950). *A History Of The Far East In Modern Times*, Appleton-Century-Crofts, Inc, New York.
9. Herold, M. Vinake, (1967). *History of Far East in Modern Times*.
10. Michael, F. H. and Tayler, G.E., (1964). *The Far East in the Modern World*.

History of Early Medieval India (700 to 1206 CE)

HI-4006

Credit-04

Objectives-

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

Course Outcome

1. To provide Knowledge regarding the social, political and economic history of Early Medieval period.
2. To give idea about the rise of regional powers like the Rastrakutas, Palas,Pratiharas and the valiant Rajputs.
3. To explore the social changes with the advent of Muslims and their impact on economic and political ground.

Course Content

Unit-I

1. Historical geography Sources: texts, epigraphic and numismatic data Debates on Indian feudalism, rise of the Rajputs and the nature of the state
2. Arab conquest of Sindh: nature and impact of the new set-up; Ismailidawah
3. Causes and consequences of early Turkish invasions: Mahmud of Ghazna; Shahab-ud-Din of Ghur

Unit-II.

1. Agricultural expansion; crops, Landlords and Peasant
2. Proliferation of castes; status of untouchables, Tribes as peasants and their place in the Varna order

Unit-III

1. Trade and Commerce: Inter-regional trade, Maritime trade and Forms of exchange
2. Process of urbanization, Merchant guilds of South India

UNIT-IV

1. Religious and Cultural Developments: Islamic intellectual traditions: Al-Biruni; Al-Hujwiri, Regional languages and literature
2. Art and architecture: Evolution of regional styles

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. Chattopadhyaya, B.D., (2005). *Aspects of Rural Settlements and Rural Society in Early Medieval India*, OUP.
6. Habibullah, A.B.M. , (1961). *Foundation of Muslim Rule in India*, Allahabad, Second Edition.
7. Khurana, K. L. , (1993). *Medieval India*, Lakshmi Narain Agrawal;Agra.
8. Lal, K.S. , (1950). *History of the Khilijis (1290-1320)*. Allahabad.
9. Lunia, B.N. , (2002). *Evolution of Indian Culture*, Lakshmi Narain Agrawal, 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. Singhanian, Nitin, (2018). *Indian Art and Culture*, Second Edition, Mc Graw Hill Education (India) Pvt. Ltd., Channi.
17. Sultan Hameed Warsi, (1930). *History of Alluddin Khalji*, Allahabad.
18. Veluthat, Kesavan,(2008). *The Early Medieval in South India*, OUP.

Twentieth Century World (1900 CE-1945 CE)

HI -4008

Credit -4

Objective-

1. To know about the origin, nature and results of the First World War.
2. To adequate with different treaty systems.
3. To introduce with Global economy.
4. To know and deals with totalitarianism.

Course Outcome-

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. 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.

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

2. Foreign Policy of France and Germany, Problem of Disarmament, Policy of Appeasement, Spanish Civil War: Causes, Nature and Impact on Europe.
3. The Second World War: Origin, Course, Nature and Consequences.

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. Morgenthau, 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.
11. Wrist Q., (1955). *The Study of International Relations*, Appleton-Century Crafts, New York.

Nationalist Movement in India

HI-4010

Credit -4

Objective-

1. To get familiarized with Colonial rule and its impact.
2. To get acquainted with Pre- Gandhian and Gandhian Phase.
3. To know about Movements outside the Indian National Congress.
4. To get acquainted with freedom struggle in India.
5. To know about Mahatma Gandhi's ideas, strategies and programmes.

Course Outcome-

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. It seeks to enable students 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. The student would be introduced to some of the debates on Indian nationalism like civil rebellion, peasant resistance, and popular mobilization. Responses of various social classes would be analyzed, providing an opportunity to understand society, politics and the state in colonial India.

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, Non-Cooperation and Khilafat Movements.
2. Civil Disobedience Movement and Quit India Movement.

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. Lal Bahadur, (1983). *Indian Freedom Movement and Thought 1919-1929*, Sterling Publishres, New Delhi.
15. Legg, Stephen, (2007). *Spaces of Colonialism: elhi's Ur an Governmentalities*, Oxford University Press; Oxford.
16. Majumdar, 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). *The Swadeshi Movement in Bengal*, Permanent Black; Delhi.
23. Seal, Anil. (1971). *The Emergence of Indian Nationalism*, Cambridge University Press; Cambridge.

Special Paper-II (TCPE)

World View Among the Tribals

TC- 4052

Credit -4

Objective-

This paper will offer an opportunity to the students to understand the philosophic world view among the tribals. The paper will help to the students to know the traditional belief systems practised by the tribal people of the different states of India. It also helps the students to know about the description and understanding of tribal world as well as tribal myths and philosophy.

Course Outcome-

1. To get familiarized with general characteristic features geographical and demographic distribution of tribal people of the world.
2. To know about the way of life and ethical living of the tribals.
3. To know with regard to the rites and rituals, traditions and myths, omens & wisdoms of the tribals.
4. To get acquainted with the belief system of the tribals.

Course Content

Unit-I : Tribes and Tribal people

General characteristics, geographical and demographic distribution,
Evolution of concepts: Tribe, Adivasi, the indigenous and autochthonous, the Scheduled tribes from historical, social and political perspectives
The tribal way of life and ethical living

Unit –II: Tribal Hermeneutics and Epistemology

Tribal in relation to nature, human beings, the universe, the supreme being and mysteries and realities
Rites and rituals, traditions and myths, proverbs, riddles, omens & wisdoms
Belief system- supreme being, sense of sacred and non sacred, Deities and spirits and the universe, benevolent and malevolent spirits; totem, myths and omen

Unit-III: The Tribal Worldview

Description and understanding of Tribal world
Creation, time-space, unity-harmony and balance
Norms, values and worldview

Unit-IV: Tribal Myths and Philosophy

Meaning of myth
Relation between myth and philosophy
Interpretation and analysis of myth

Suggested Readings-

1. W.A. Longchar, (1995). *The Traditional Tribal World View and Modernity*, Jorhat: Eastern Theological College , Assam.
2. Bose, Nirmal Kumar, (2014). *Tribal Life In India*, National Book Trust, Fifth Edition.
3. Elwin, Verrier, (1949). *MYTHS OF MIDDLE INDIA*, Oxford University Press; Madras.
4. Rich , David, (2019). *Myths of the Tribe*, Rich World Books;
5. Tripathy, Biyotkesh, Basa Kishor K , (2005) *Tribal Myths & Legends of Orissa: The Story of Origins*, Indira Gandhi Rashtriya Manav Sangrahalaya, Bhopal
6. Elwin, Verrier , (1954).*Tribal Myths of Orissa*, Oxford University Press, London.
7. Joy, Rimai,(2019).*TRIBAL RELIGION: Continuity and Change among the Tangkhul Naga*, Rawat Publications; JAIPUR.
8. Bhattacharjee Somenath , (2015). *Religious Belief, Rituals of The Karbi Tribal Group in Northeast India*, LAP Lambert Academic Publishing.

9. Chatterjee , Subhasish , (2018). “Belief of Tribal’s in Supernatural Power and Its Relation with Religious Life [With Special Reference to Indian Tribal Society]”, in https://www.researchgate.net/publication/326894231_Belief_of_Tribal's_in_Supernatural_Power_and_Its_Relation_with_Religious_Life_With_Special_Reference_to_Indian_Tribal_Society (Internet Source)
10. Bose Nirmal Kumar, (1977). *Tribal Life in India*, National Book Trust, New Delhi.
11. Codrington, R. H. (1891). *The Melanesians*. Oxford: Clarendon.
12. Marett, R. (1899). *Preanimistic Religion*. Folk-Lore, 2, 1-28.
13. Marett, R. (1909). *The Threshold of Religion*. Methuen: London.
14. Mutharayappa, R., (1994). Factors Affecting Fertility Among Tribals. *Man and Development*. Dec.. 16(4).
15. Yas, N.N. , (1967). Customs and Traditions of Some Indian Tribes, Vikas Publishing House, New Delhi.
16. Tylor, E. B. (1871). *Primitive Culture*. London.
17. Verma, P., (1960). Socio-Cultural Organisations of Tribals. Metro Publishers, Rajasthan..
18. Kerketta, Vijay Kumar,(2018). “The Santhal’s belief system- An indication to their deeper dimension”, in *IJEDR*, Vol- 6, issue 1.
19. Vidyarthi, Lalita Prasad and Rai, Binay Kumar , (1977). *The Tribal Culture of India*, Concept Publishing Company,;New Delhi.
20. <http://nldongre.com/Magzin/75.pdf>
21. http://shodhganga.inflibnet.ac.in/bitstream/10603/67892/8/08_chapter%203.pdf
22. <http://www.yourarticlelibrary.com/society/essay-on-the-totem-tribal-society-india/4414>
23. https://en.wikipedia.org/wiki/%C3%89mile_Durkheim
24. *shodhganga.inflibnet.ac.in*
25. <http://www.beliefnet.com/faiths/hinduism/2003/02/hindu-rituals-for-death-and-grief.aspx>
26. <http://www.yourarticlelibrary.com/society/essay-on-the-totem-tribal-society-india/4414>

Special Paper-III (TCPE)

Tribal Art of India

TC-4054

Credit-4

Objective:

This paper will expose the students to acquaint with their cultural life through the Art, 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.

Course Outcome-

1. To get familiarized with the forms of Indian tribal art.
2. To know about the material culture of indigenous peoples of India through their visual art.
3. To know about the different types of Tribal Paintings of India
4. To get acquainted with Indian Tribal Music and instruments
5. To know about tribal dance forms of different states of India.
6. To gain knowledge about the traditional Tribal festivals of India.

Course Content-

Unit - I

1. Meaning of tribal Art, Introduction to tribal Visual and Performing Arts in India
2. Forms of Indian Tribal Arts, Tribal Art and History

Unit – II

1. Tribal Paintings of India
2. Tribal Paintings in Odisha-Saura, Gond, Santals, Juanga, Dongaria Kondha, Bonda, Paraja, Oran, Kisan, etc

Unit - III

1. Tribal Music: Vocal and Instruments
2. Indian Tribal Musical Instruments, Instruments of Santal, Saora, Kondh, Paraja Tribe of Undivided Koraput, Oraon & Kisan of Odisha.

Unit - IV

1. Tribal Performing art; Tribal Dance Forms, Tribal Dances of Odisha: Santal, Saura, Kondha, Paraja, Kisan & Oraon
2. Tribal Festivals- Types of Tribal Festivals in India: Tribal Festivals of North Eastern parts of India, Tribal Festivals of Odisha
3. Tribal Museum Organizations for Promoting Tribal Arts.

Suggested Readings-

1. V. Elwin, (1951). *The Tribal art of Middle India*, London.
2. Culshaw, W.J. , (2013). *Tribal Heritage: A Study of the Santals*, New Delhi.
3. Pegu, Namita, (2016). *Tribal Culture in Ethnographic Museum*, B.R. Publishing Corporation, Delhi.
4. Ota, A.B., (2009). *Tribal Dance of Orissa*, Academy of Tribal Language and Culture; Bhubaneswar.
5. Bhagaban Sahu , (2015). *Folk Life and Culture of Odisha*, Kaveri Books; New Delhi.

6. Vidyarathi, L. P. & Rai, B. K. , (Reprinted 1985). *The Tribal Culture of India*, Concept Publishing Company; New Delhi.
7. Mahapatra , L. K. , (1997). “Tribal Cultures and Regional Society in Orissa” , in Santosh Kumar Sethi & Susmit Pani (eds.), *Tribal Culture of Orissa*.
8. Denis Dutton, (1993). “Tribal Art and Artifact”, *Journal of Aesthetics and Art Criticism*, 51(1):13–21, Winter
9. Prakash, Om , *Cultural History of India* , New Age International Publishers Pvt., Delhi.
10. Mahapatra, L.K., (1996).“Tribal Heritage of Indian Civilization” , in *Banaja, Adivasi Exhibition Souvenir*. Academy of Tribal Dialects and Culture, Government of Orissa, Bhubaneswar.
11. Charu Smita, Gupta, *Indian Folk and Tribal Paintings* , Roli Books Pvt Ltd,
12. <https://www.holidify.com/pages/tribal-art-of-india-4497.html>

THIRD SEMESTER

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

His- 5001

Credit-4

Objective-

This course attempts to explore select empirical studies of the history of social and culture within the broad framework of the history of economic thought. While paying special attention to the nationalism of India, it includes the nationalist thought among the Indians. The course will underline the disciplinary kinship of socio cultural history with economic history as well as the history of ideas. Ideas shape history as much as historical events determine political economy.

Course Outcome-

1. To get familiarized with the British understanding of Indian society.
2. To get acquainted with some British social policy and social Changes.
3. To know about Colonial Impact on caste and class struggle.
4. To understand the contribution of the modern pioneers in Indian Renaissance.

Course content--

Unit-I

1. British understanding of Indian Society: Orientalists, Evangelicals and Utilitarian's.
2. Activities of Christian Missionaries, Growth of Modern Education and Press.

Unit-II

- 1 Social Policy and Social Change:
 - (a) Emancipation and Upliftment of Women: Role of Ishwar Chandra Vidyasaga.
 - (b) Abolition of Infanticide and human Sacrifice.
 - (c) Removal of Caste rigidity and untouchability- British Policy and Popular Movements.

Unit-III

1. Renaissance and Socio-religious Reform Movement.
 - a. The Meaning and Nature of Indian Renaissance.
 - b. Raja Rammohan Ray and Brahmo Samaj; Brahmo Movement after Rammohan-Debendra Nath Tagore and Keshab Chandra Sen.
 - c. Swami Dayananda and AryaSamaj.
 - d. Sayyid Ahmad Khan and Aligarh Movement.
 - e. Reform Movements among the Depressed Classes; Jyotiba Phule and Satya Sodhak Samaj.

Unit-IV:

1. Deindustrialization and Ruin of Indigenous Industries.
 - a. Growth of Modern Industry – Plantation.
 - b. Factory – Cotton, Jute, Steel and Iron.
 - c. Mining – Coal, Iron, Gold and Petroleum.
2. British Land System – Permanent Settlement, Ryotwari Settlement and Mahalwari Settlement.
3. Commercialization of Agriculture, Famine and Irrigation.

Suggested Readings-

1. Alam M., (1986), *The Crisis of Empire in Mughal North India: Awadh and the Punjab*, Oxford India Press.
2. Alavi. S., (1995), *The Sepoys and the Company: Tradition and Transition in Northern India, 1770-1830*, Oxford University Press. Delhi.
3. Barnett. R., (2002), *Rethinking Early Modern India*, Manohar, New Delhi,.
4. Bayly. C.A., (1994), *Imperial Meridian. The British Empire & the World*, Cambridge, Metcalf T.R.,(1995), *Ideologies of the Raj: The New Cambridge History of India, III.4*, Cambridge University Press.
5. Bayly. C.A., (1996), *Empire and Information. Intelligence gathering and Social Communication in India 1780-1870*, Delhi.
6. Bayly. C.A., (1989), *Imperial Meridian: The British Empire and the World 1780-1830*, Longman.
7. Habib. Irfan, (2009), *Class, Caste and Colony: India from Mughal Period to British Raj*, Delhi.

8. Hasan. Farhat, (2004), *State and Locality in Mughal India: Power relations in Western India, 1572-1730*, Cambridge.
9. Kennedy P., (1987), *The Rise and Fall of the Great Powers: Economic Change and Military Conflict from 1500 to 2000*, Vintage Books; New York.
10. Lawson. P., (1993), *The East India Company: A History*, Longmans; London.
11. Malcolm J, (1970), *Political History of British India from 1784 to 1823*, Associated Pub. House; New Delhi.
12. Muzaffar. Alam, (1993), *Crisis of Empire in Mughal India: Awadh & Punjab 1707-1730*, Delhi.
13. Peers D., (2006), *India under Colonial Rule 1700-1885*, Pearson Longmans; Harlow and London.
14. Ward J. M., (1976), *Colonial Self-Government: The British Experience 1759-1856*, University of Toronto Press; Toronto.
15. 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.
16. G. Venkatesan , (1985). *The History of Freedom Struggle in India*, Coimbatore.
17. Grover , B.L. , & Grover, S. , (2002). *A New Look At Modern Indian History*, S Chand & Company Ltd, New Delhi.
18. Lal Bahadur, (1983). *Indian Freedom Movement and Thought 1919-1929*, Sterling Publishres, New Delhi.
19. Majumdhara, R.C., (1962). *History of Freedom Movement in India 3 Vols*, Calcutta.
20. Gupta, R.C. , (1983). *Indian Freedom Movement and Thought 1930-1947*, Sterling Publishers New Delhi.
21. Raychoudhary, S. C. , (2000). *History of Modern India*, Surjeet Publication, Delhi.

Twentieth Century World (1945 CE-2000 CE)

HI-5003

Credit-4

Objective-

1. To know about the formation, objectives and structure of UNO

2. To know about Cold War and super power rivalry with global issues.
3. To adequate with disarmament problems.

Course Outcome-

This paper will examine global issues in the contemporary world, focusing mainly on the post World War II period, from the dropping of the atomic bombs on Japan in August 1945, to the complex, high-tech, evolving world of today. It will examine some of the important political, economic, social, and cultural changes of the second half of the twentieth century and how these changes have shaped the world we live in today.

Course content--

Unit-I

1. UNO (a) Formation, (b) Objectives (c) Structure (d) Human Rights.
2. The Achievements and Failures of UNO. Role in the following Crisis:
 - (a) Kashmir (b) Congo (c) Cyprus (d) Korea.

Unit-II

1. The Cold War (a) Background (b) Super Power Rivalry (1945-1980)-
 - (i) Berlin, (ii) Crisis of Indo-China, (iii) Suez Crisis, (iv) Cuban Crisis (v) Afghan Crisis.
2. Problem of Disarmament:
 - a. Disarmament Conferences (1946-1972), (b) SALT- I, 1972, (c) SALT-II, 1979, (d) START-I & START-II.

Unit-III

- The United States and Western Europe.
- (b) Revival of Western Europe-Marshall Plan, Truman Doctrine.
 - (c) Formation of NATO-Its Structure, Objectives and Implications.
2. The Soviet Union and Eastern Europe.
 - (a) The Warsaw Pact and its Objectives.
 - (b) Soviet Intervention in Hungary, 1956 and Czechoslovakia, 1968.
 - (c) Reforms of Gorbachev and Collapse of the Soviet Russia.

Unit-IV

1. Regional Security Alliances (i) ASEAN, (ii) SAARC
2. Arab-Israel Conflict (1947-1978), b. Palestine Problem and PLO, c. The Iran Revolution, 1978-79.
3. India's Foreign Policy, (a) Indo – Pak Relations, (b). Sino-Indian Relations, (c). Indo-Soviet Relations,(d). Indo-USA Relation, (e) India and Non-Alignment.

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, Hyderabad.
3. Fursenko Aleksandr and Naftali Timothy,(1997) '*One Hell of a Gamble*': *The Secret History of the Cuban Missile Crisis*, John Murray; London.
4. Gaddis.John Lewis, (1997). *We Now Know, Rethinking the Cold War History*, OUP.
5. Garthoff. Raymon, (1994). *The Great Transition: American Soviet Relations and the End of the Cold War*, Brookingsv.
6. George C. Herring, (2001). *America's Longest War: The United States and Vietnam, 1950-1975*, McGraw Hill; New York.
7. Lefler. Melvin, (2007). *For the Soul of Mankind, The United States, The Soviet Union and the Cold War*, Bonus Publishers.
8. Luthi. Lorenz, (2008). *The Sino-Soviet Split: Cold War in the Communist World*, Princeton University Press; Princeton,.
9. Malotra. V. K., (2007). *International Relations*, Anmol Publications PVT Ltd., New Delhi.
10. Moon P.T., (1926). *Imperialism and World Politics*, The Macmillan Company, New York.
11. Morgenthau, Hans.J, (1973). *Politics among Nations, The Struggle for Power and Peace*, New York.
12. Roy. A. C., (1994). *International Relations Since 1919*, The World Press PVT Ltd., Calcutta,.
13. Schleicher, C.P., (1963), *International Relations*, New Delhi.
14. Schuman, F., (6th Ed, 1958). *International Politics*, McGRAW Hill Book Company, New York.
15. Sen. A.K., (1993). *International Relations Since 1919*, S. Chand & Co., Ltd, New Delhi.
16. Sharma. U., (1993). *International Relations (From 1914 to Present Day)*, Lakshmi Narain Agrawal, Agra.
17. Westad. Odd Arne, (2007). *The Global Cold War, Third World Interventions and the Making of Our Times*, CUP.
18. Wrist Q., (1955), *The Study of International Relations*, Appleton – Century Crafts, New York.

Massive Open Online Courses (MOOCs)

MOOCs Paper-

TC-5021

KIIT LMS

URL: https://.....

Subject Elective Paper-I
Group-A
Political and Administrative History of India
(Early Times to 1200 CE)- I

HI-5031

Credit -4

Objective-

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

Course Outcome-

1. Gain knowledge about tools like Archaeology, Epigraphy and Numismatics
2. Know the religious literary sources for the history of Ancient India
3. Understand the advantages and limitations of using foreign sources.
4. Understand the transition from hunting to civilization
5. To provide an understanding about the sources of the history of Bronze Age , Vedic Age , Age-Sixteen Mahajanapadas , Indo-Bactrian, Indo-Parthians-Sakas and Kusanas, Mauryas, Guptas , Pratiharas and Chandellas.
6. To highlight the Political history of Ancient India.
7. To know about the Administrative system of different dynasties of Ancient India.

Course content-

Unit-I

1. Sources of Ancient Indian History;
 - a) Archaeological
 - b) Literary
 - c) Foreign Accounts

- d) Modern Writings on Ancient India.
2. Stone Age Culture– Palaeolithic Age, Mesolithic Age, Neolithic Age , Chalcolithic Age and Megalithic Culture

Unit-II

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

Unit-III

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

Unit-IV

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

Suggested Readings-

1. Basham, A.L. (1954). *The Wonder That was India*, Grows Press,; New York.
2. Basham, A.L. (1970). *Aspects of Ancient Indian Culture*. Asia Publication; Delhi.
3. Khurana, K.L. (2004). *Political and Cultural History of India*, Lalshmi Narain Agrawal; Agra.
4. Koasambi, D.D., (1971). *The Culture and Civilization of Ancient India: In Historical outline* , Vikas; New Delhi. 5ht Print.
5. Mahajan, V. D. , (1997). *ANCIENT INDIA*, S. Chand & Company Ltd.;New Delhi.
6. Maiti, P. , (1993). *STUDIES IN ANCIENT INDIA*, Shreedhar Prakasani; Calcutta.
7. Majumdar R.C., ed., (1960). *History and Culture of Indian People*, Relevant Vol. I-V. Bharatiya Vidya Bhavan ; Bombay.
8. Majumdar, R. C., Raychaudhri , H. C. and Datta Kalikinkar,(Reprint-2013). *An Advanced History of India*, Macmillan Publishers India Ltd., Delhi.
9. Prasad, L., (1997). *Studies in Ancient and Medieval India*, Cosmos Bookhive Pvt. Ltd., New Delhi.

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.,(1983). *Material Culture and Social Formation in Ancient India*, Macmillan.
14. Snkalia, H. D. , (1963). *The Pre-History and Proto-History of India and Pakistan*, Bombay.
15. Thapar Romila. (1978). *A History of India , Vol I*, Orient Longman; New Delhi.
16. Thapar, Romila , (Third Edition-1999). *Asoka and the Decline of the Mauryas*, Oxford University Press; New Delhi.
17. Agrawal, D.P. and Chakrabarti, D.K., (1979). *Essays in Indian Protohistory*. B.R. Publishing Corporation; New Delhi.
18. Chakrabarti, D. K. , (1988). *A History of Indian Archaeology from the beginning to 1947*. Munshiram Manoharlal Publishers Pvt. Ltd.; New Delhi.
19. Possehl, G., (1999). *Indus Age: The Beginnings*, Oxford and IBH; Delhi.
20. Bongard-Levin, J.M.,(1986). *Ancient India: a Complex Study*, Delhi.
21. Kosambi, D.D.,(1968). *An Introduction to the Study of Indian History* , Bombay,
22. Mabbet, I.W., (1980). *Truth, Myth and Politics in Ancient India*, Oxford University Press, New Delhi.
23. Roy, Kumkum, (1994). *Emergence of Monarchy in North India*, Oxford University Press,New Delhi.
24. Sharma, R.S.,(1983). *Aspects of Political Ideas and Institutions in Ancient India*, Mac Millan, New Delhi.
25. Gupta, P.L. and Hardekar, T.R.,(1985). *Ancient Indian Silver Punch-Marked Coins*.
26. Rao, B.K. and Rao, Gururaja , (1972).*The Megalithic Culture in South India*, Mysore.

Group-B

Political and Cultural History of India (1200-1526)- Part I

HI-5031
Credit -4

Objective-

This paper will aware the students with regard to the Islamic culture and its impact on Indian society. The study of administration of different Sultans will give them good idea about the medieval Political Structure.

Course Outcome-

1. To give information about the political condition of the early medieval period.
2. To give knowledge of the theory of Kingship adopted by different Muslim ruler
3. To provide knowledge regarding the building of beautiful forts and monuments that bear testimony of Indo- Islamic culture.
4. To give glimpses of Sultanate rule through different medieval literary sources.

Course content--

Unit-I

1. Sources
2. Literary Sources
 - a. Tarikh-i-Firuz Sahi
 - b. Fatwa-i-Jahandari
 - c. Foreign Travellers' Account-AI Beruni (Tarikh-ul-Hind) and Ibn Batuta.
3. Archaeological Sources

Unit-II

1. The Ghorian Invasion- Factors behind Ghorian Success, Foundation of Delhi Sultanate
2. Iltutmish and Balban: Administration and Theory of Kingship.

Unit-III

1. Alauddin Khiliji-Conquests and Administration, Agrarian and Economics Measures.
2. Mahammad-bin-Tughlaq: His Major Projects and Agrarian Reforms, Causes of Failure.

Unit-IV

- 1 Firuz Tughlaq- Agrarian measures and Public Work, The Lodis- Theory of Kingship
2. The Vijaynagar Empire-Administration,Society, Culture and Art in Vijaynagar Empire, Literary Tradition and Provincial Architecture

Suggested Readings-

19. Prasad, Iswari, (1994). *A Short History of the Muslim Rule in India*, The Indian Press, PVT Ltd, Allahabad.
20. Lunia, B.N. , (2002). *Evolution of Indian Culture*, Lakshmi Narain Agrawal, Agra.
21. Singhanian, Nitin, (2018). *Indian Art and Culture*, Second Edition, Mc Graw Hill Education (India) Pvt. Ltd., Channi.
22. Khurana, K. L. , (1993). *Medieval India*, Lakshmi Narain Agrawal;Agra.

23. Meheta, J. L., (2002). *Advanced Study in the History of Medieval India*, Vol. I, II & III, Sterling Publishers Pvt. Ltd., Delhi.
24. Abidi, S.A. H., (1992). *Sufism in India*, Vishwa Prakasan; New Delhi.
25. Habibullah, A.B.M. , (1961). *Foundation of Muslim Rule in India*, Allahabad, Second Edition.
26. Srivastava, A. L., *Medieval Indian Culture*,
27. Lal, K.S. , (1950). *History of the Khilijis (1290-1320)*. Allahabad.
28. Puri , B.N. and Others,(1974). *A Social, Cultural and Economic History of India*, Vol.II “Medieval India“, Macmillan.
29. Sultan Hameed Warsi, (1930). *History of Alluddin Khalji*, Allahabad.
30. Chattopadhyaya, B.D., *Aspects of Rural Settlements and Rural Society in Early Medieval India*,OUP,2005
31. Chattopadhyaya, B.D.,(1995). *The Making of Early Medieval India*. K.P Baghchgi and co..
32. Sharma, R.S. and K.M.Shrimali, eds., (1992).*The Comprehensive History of India*, Vol. IV (2), People’s Publishing House.
33. Sharma, R.S., (2003). *Early Medieval Indian Society: A Study in Feudalisation*, Orient Longman.
34. Veluthat, Kesavan,(1993). *Political Structure of Early Medieval South India*, Orient Longman.

Subject Elective Paper-II

Group-A

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

HI-5033
Credit -4

Objective-

The main objective of this paper is to understand the political and administrative history of India from 550 BCE to the middle of 12th Century CE. The chronology of the paper starts from the Iranian invasions up to the Chola period. This paper will provide brief ideas with regard to the political and administrative systems of different dynasties of ancient India.

Course Outcome-

1. To familiarize with Iranian and Macedonian Invasions
2. To know about different dynasties of Northern and Southern India
3. To provide an understanding about the political conditions in ancient India
4. Clarify the causes for the second urbanisations

Course content-

Unit-I

- 1 Iranian and Macedonian Invasions and Second Urbanization.
- 2 Dynasties in Northern and Southern India (Post-Maurya Period) Sungas-Kanvas-Satavahanas ,

Unit-II

- 1 Kharavela of Kalinga ; Political Condition.
- 2 Sangam Age-Political Condition, Administration.

Unit-III

1. Gupta Period-Chandragupta-I, Samudragupta, Chandragupta-II, Polity and Administration.
2. Later Guptas, Pushyabhutis- Harshavardhan- Political Condition and Administration, Maukharis and Chalukyas of Badami- Political Condition

Unit-IV

1. Chola Empire: Political Condition, Administration, Local Self Government, Features of Indian Village System,
2. Pandyas-Political Condition, Administration, Contact with outside World.

Suggested Readings-

1. Raychaudhuri, H.C. , (2006). *Political History of Ancient India*, Oxford University Press, New Delhi, Seventh Edition.
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. Koasambi, D.D., (5th Print-1971). *The Culture and Civilization of Ancient India: In Historical outline* , Vikas; New Delhi.
5. Sharma, R.S.,(1983). *Material Culture and Social Formation in Ancient India*, Macmillan.
6. Sharma, R.S.,(1978). *Indian Feudalism*, Orient Longman; New Delhi.
7. Majumdar R.C., ed., (1960). *History and Culture of Indian People*, Relevant Vol. I-V. Bharatiya Vidya Bhavan ; Bombay.
8. Thapar Romila. (1978). *A History of India* , Vol I, Orient Longman; New Delhi.
9. Maiti, P. , (1993). *STUDIES IN ANCIENT INDIA*, Shreedhar Prakasani; Calcutta.
10. Majumdar, R. C., Raychaudhri , H. C. and Datta Kalikinkar,(Reprint-2013). *An Advanced History of India*, Macmillan Publishers India Ltd., Delhi.
11. Snkalia, H. D. , (1963). *The Pre-History and Proto-History of India and Pakistan*, Bombay.
12. Mahajan, V. D. , (1997). *ANCIENT INDIA*, S. Chand & Company Ltd.;New Delhi.
13. Khurana, K.L. (2004). *Political and Cultural History of India*, Lalshmi Narain Agrawal; Agra,.
14. Raychoudhary, S.C., (1984).*Social, Cultural and Economic History of India (Ancient Times)*, Surjeet Publications; Delhi.
15. Prasad, L., (1997). *Studies in Ancient and Medieval India*, Cosmos Bookhive Pvt. Ltd., New Delhi.
16. Thapar, Romila , (Third Edition-1999). *Asoka and the Decline of the Mauryas*, Oxford University Press; New Delhi.

Group-B

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

HIS -5033

Credit -4

Objective-

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

Course Outcome-

1. To provide glimpses of civil, military and economic policies of the Sultanate period.
2. To gain the information of the Mongol disturbances and rise of provincial governments.
3. To give knowledge about religious policies of the Muslim rulers.
4. To know the administrative and religious policy of the Mughal rulers of India.

Course content--

Unit-I

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

Unit-II

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

Unit-III

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

Unit-IV

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

Suggested Readings-

1. Blochmann, H. , (1973). *The Ain -i- Akbari of Abdul Fazl Allami*, Vol.I, Calcutta.

2. Chandra, Satish, (2004). *Essays on Medieval Indian History*, Oxford University Press, New Delhi.
3. Chandra, Satish, (1975). *Medieval India from Sultanate to Moghal Part I, 1206 to 1526*, Har-Anand Publications ;New Delhi.
4. Day, U.N. , (1959). *Administrative System of the Delhi Sultanate*, Kitab Mahal,.
5. Easchman, A. , Kulka , H. & Tripathy, G.C. , eds., (1978) *The cult of Jaganaatha and the Regional Tradion of Orissa, Menohar*, New Delhi.
6. Jaffer, S. M. , (Reprint-1974). *The Mughal Empire from Babur to Aurangzeb*, Delhi .
7. Luniya, B.N. , (1980). *Indian History and Culture*, New Delhi.
8. Mahajan, V.D., (2000). *History of Delhi Sultanate*, Sultan Chand, New Delhi.
9. Majumdar R.C. , *An Advanced History of India Macmeillan India*.
10. Mallick, B. K., (2004). *Paradigous of Dissent and Pratest: Social Movements in Eastern Indian (cAD 1400-1700)*, Manohar, New Delhi.
11. Meheta, J. L. , (2002). *Advanced Study in the History of Medieval India*, Vol. I, II & III, Sterling Publishers Pvt. Ltd., Delhi.
12. Rashid, A. , (1969). *Society and Culture in Medieval India*, Calcutta.
13. Raychoudhury, M.L. , (1941). *The Din-i-Ilahi or the Religion of Akbar*, University of Calcutta.
14. Rizvi S.A. *The Wonder that was India Vol. II* Penguin Books New Delhi 2000.
15. Sarkar, J.N. , (1925). *History of Aurangzeb*, 5 Volumes, Calcutta.
16. Sathyanathaiyer R., *A Political and Cultural History of India Vol. I*, S. Viswanathan Printers and Publishers ; Chennai.
17. Shah, K.T. ,(1932). *The Splendors That Was India*, Bombay.
18. Sharma Krishna, (1978). *Bhakti and the Bhakti Movement: A New Perspective*, Munshiram Manohrlal, New Delhi.
19. Sharma, R.S.,(2001). *Early Medieval Indian Society: A Study Feudalization*, Orient Blackswan.

Special Paper –IV (TCPE)

Tribal Movements in India with Special Reference to Odisha

TC -5051

Credit -4

Objective

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

Course Outcome-

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

Course Content

Unit-I:

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

Unit-II:

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

Unit –III:

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

Unit –IV:

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

Suggested Readings-

1. Dhanajaya Keer, (Reprinted 1981). *Ambedkar: Life and Mission*, Popular Prakashan, Bombay.

2. Gail Omvealt, (1994). *Dalits and the Democratic Revolution*, Sge Publications, New Delhi’.
3. SumitSarkar, (1983). *Modern India (1885 - 1947)*, Mac Millam, Delhi.
4. Mani, B.R. and Sing Debrahmini, (2005). *History: Dominance and Resistance in Indian Society*, Mandhar, New Delhi.
5. Panda, H., (2014). *History of Odisha*, Kitab Mahal;Cuttack.
6. Hota, A.B. , Mohanty, S.C. , Sahoo, T. and Mohanty, B.N.,(2008). *Primitive Tribal in Orissa*, Scheduled Castes & Scheduled Tribes Research and Training Institute, CRPF Square, Bhubaneswar.
7. Patnaik, Nityananda ,(2005). *Primitive Tribes of Odisha and their Development Strategies*, New Delhi.
8. 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.
9. Patnaik, Nihar Ranjan, ed.,(2006), *Glory of Indian Tribes: A Focus on Orissa*, Delhi.
10. Furer-Haimendorf, C. Von, (1982). *Tribes of India: The Struggle for Survival*. Oxford University Publication; Delhi.
11. Basu, S., (1994). *Jharkhand Movement*. Indian Institute of Advanced Study; Simla.
12. Boddington, P.O., (1921). “The Kharwar movement among the Santals”, *Man in India*, 1(3): 222-232 , Jharkhand.
13. Baviskar, Amita , (1995). *In the Valley of the river: Tribal conflicts over development in the Narmada valley*, Oxford University Press; New Delhi.
14. Das, J.C. and Nagi, R.S. , (1983). “The Chipko Movement”, in K.S. Singh (ed) *Tribal Movements in India*, Vol-II, Manohar Publications; Delhi.
15. Das, Victor, (1990). “Jharkhand Movement: From realism to Mystification”, *Economic and Political Weekly*, 25(30): 1624-1626
16. Datta, P., (1995). “Gorkhaland and Bodo Movements etc.”, in LalanTiwari (ed) *Issues in Indian Politics*, pp. 1-216. Mittal Publications; New Delhi.
17. Datta, K.K., (1940). *The Santal Insurrection of 1855-57*. University of Calcutta; Calcutta.
18. Dhanagare, D.N., (1983). *Peasant Movements in India, 1920-1950*. Oxford University Press; Delhi.
19. Misra, Udayan, (1974). “The Naga question”, *Economic and Political Weekly* 9(39), September 28.
20. Scott, James (1985). *The Weapons of the Weak: Everyday Forms of Peasant Resistance*. Yale University Press; New Haven.
21. Scott, James C., (1976). *The Moral Economy of the Peasant: Rebellion and Subsistence in Southeast Asia*. Yale University Press; New Haven.
22. Shah, Ghanshyam, (2004). *Social Movements in India: A Review of Literature*. Sage Publications; New Delhi.
23. Singh, K.S., (1983). *Tribal Movements in India*, Vol-I & II. Manohar Publications., Delhi.
24. Singh, Rajendra, (2001). *Social Movements, Old and New: A Post-modernist Critique*. ND: Sage.

Special Paper –V (TCPE)

Theme Based Movies and Museum Visit

TC -5053
Credit-04

Internship

TC-5081
Credit-02

Students Innovative Presentation

TC-5083
Credit-02

FOURTH SEMESTER

Political and Cultural History of Odisha

HI- 5002
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 Outcome-

- To know the historical geography and political achievements of rulers of Odisha.
- To know about the Buddhism and Jainism, and Sakti cult in Odisha.
- To gain some mysterious idea about the most hidden myths and true stories about the Cult of Jagannath.
- To acquaint with the themes and perspectives of Sarala Mahabharata.
- To get the principles of Mahima Dharma and its Impact on life of Odishan people.
- To know about the Kalinga Style of temple architecture of Odisha

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.

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) *The cult 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 Medieval Orissa*, 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.

**Subject Elective Paper-III
(Choose any one)**

Group-A

**History of India:
Religions, Literature, Art and Architecture
(Early Times to 1200 CE) - I**

HI-5032

Credit-4

Objective-

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

Course Outcome-

1. To familiarize with religions and literatures of Ancient India.
2. Know about the origins of art and architecture of India
3. To know about Historiography of Art and Architecture of Ancient India.
4. To know about Influence of Greco-Roman Art and Architecture.
5. To know about Gandhara, Mathura and Amaravati School of Art.

Course content--

Unit-I

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

Unit-II

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

Unit-III

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

Unit-IV

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

Suggested Readings-

1. Brown, P. , (1999). *Indian Architecture (Buddhist and Hindu)* Vol. I:, Mumbai.
2. Mitra, D., (1975). *Udayagiri and Khandagiri*, Delhi.
3. Neumayer, E , (1997). *Perehistoric Indian Rock Painting*, Delhi.
4. Rowland, B., (1970). *The Art and Architecture of India*, Buddhist, Hindu, Jain, Penguin.
5. Coomaraswamy, A.K. , (1965). *History of Indian and Indonesian Art*, New York.
6. Banaerjee, J.N. , (1956). *The Development of Hindu Iconography*, Calcutta.
7. Radhakrishnan, S., *The Cultural Heritage of India*, Vol-I, II and IV.
8. Pusalker, C.E., (1951). *Studies in the Copies and Purana*, Bombay.
9. Winternitz, M. , (1963-67). *History of Indian Literature*, Vol. I, III, Delhi.
10. De, S.C.(1976). *Historicity of Ramayana*, Delhi.
11. Macdonell, AA. , (1971). *A History of Sanskrit Literature*, Delhi.
12. Coomarswamy, A.K., (1969). *Introduction to Indian Art*, New Delhi.
13. Brown, Percy, (1965). *Indian Architecture (Buddhist and Hindu Periods)*, Bombay.
14. Das, M., (1970). *Temples of India*, Bombay.
15. Deva, Krishna, (1969). *Temples of North India*, New Delhi.
16. Havel, E.B., (1915). *The Ancient and Medieval Architecture of India*, London.
17. Kramisch, Stella, (1946). *The Hindu Temples*, Two Volumes, Calcutta.
18. Rajan, K.V., (1973). *Sounder, Indian Temple Styles*, New Delhi.
19. Rajan, K.V. Sounder,(1984). *Early Kalinga Art and Architecture*, Sandeep Prakasana; New Delhi.
20. Rowland, Benjamin, (1953). *The Art And Architecture of India*, Baltimore.

21. Sairam, T.V., (1982). *Indian Temple Forms and Foundation*, New Delhi.
22. Smith, V.A., (1930). *A History of Fine Art in India and Ceylone*, Oxford.
23. Srinivasan, K.R., (1972). *The Temples of South India*, National Book Trust ,New Delhi.
24. Rao, M.R., (1965). *The Temples of Kalinga*, Tirupati,.
25. Dasgupta, S.N. & De, S.K.. Eds. (1962), *A History of Sanskrit Literature*, Calcutta.
26. Dehejia, Vidya, (1997). *Discourse in Early Buddhist Art: Visual Narratives of India*, Munshiram Manoharlal Publishers Pvt. Ltd., New Delhi.
27. Dehejia, Vidya (1972). *Early Buddhist Rock Temples: A Chronological Study*, Thames and Hudson, London.
28. 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 Architecture*, 3 Vols., Bharatiya Jnanapith, New Delhi.
29. 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.
30. Harle, J.C., (1996). *Gupta Sculpture: Indian Sculpture of the fourth to the sixth centuries AD*, 2nd edition, Munshiram Manoharlal Publishers Pvt. Ltd., New Delhi.
31. Huntington, Susan L. (1985). *The Art of Ancient India*, Weatherhill, New York, Tokyo.
32. 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.
33. Misra, R.N. , (2009). *Shilpa in Indian Tradition: Concept and Instrumentalities*, IAS, Shimla and Aryan Books International, New Delhi.
34. Pal, Pratapaditya, ed.(2002). *Indian Terracotta Sculpture: The Early Period*, Marg Publications, Mumbai.
35. Quintanilla, Sonya Rhie (2007). *History of Early Stone Sculpture at Mathura, Ca. 150 BCE – 100 CE*, Brill, Leiden.
36. Ray, Niharranjan, (1965). *Maurya and Shunga Art*, 2nd edition, Indian Studies: Past and Present, Calcutta.
37. Settar, S., (1992). *The Hoysala Temples* (in two volumes), jointly published by Karnataka University (Dharwar) and Kala Yatra Publications, Bangalore..
38. 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.
39. Slaczk, Anna A., (2007). *Temple Consecration Rituals in Ancient India: Text and Archaeology*.
40. Tiwari, Usha Rani , (1998). *Sculptures of Mathura and Sarnath: A Comparative Study up to Gupta Period*, Sundeep Prakashan, Delhi.
41. Williams, Joanna Gottfried, (1982). *The Art of Gupta India : Empire and Province*, Princeton University Press, Princeton, New Jersey.
42. Ghosh A. ed. 1996 (reprint of 1967), *Ajanta Murals*, Archaeological Survey of India; New Delhi.
43. Gupte, R.S., (1972). *Iconography of the Hindus, Buddhists and Jains*, Bombay: D.B. Traporevala Sons and Co.
44. Huntington, Susan L., (1985). *The Art of Ancient India*, Weatherhill; New York and Tokyo.
45. Knox, Robert, (1993). *Amaravati: Buddhist Sculpture from the Great Stupa*, Dover Publications.
46. Neumayer, Erwin,, (2010). *Rock Art of India*, Oxford University Press.

47. Keith, A.B., (1970). *The Religion and Philosophy of the Veda and Upanishads*, Indian Reprint.

Group-B

Political and Cultural History of India- Part I (1526 A.D.-1750 A.D.)

HI-5032

Credit-4

Objective-

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

Course Outcome-

1. To get familiarized with history of medieval India.
2. To get acquainted with contribution of the Khalijis and Tughluqs to Medieval India.
3. To identify foreign and indigenous sources of history
4. To get acquainted with contribution of the Mughals, the valiant Marathas,
5. To get connected with brave regional Indian Powers.
6. To explain the salient features of Indo-Persian historiography

Course content--

Unit-I

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

Unit-II

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

Unit-III

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

Unit-IV

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

Suggested Readings-

1. Meheta, J. L. , (2002). *Advanced Study in the History of Medieval India*, Vol. I, II & III, Sterling Publishers Pvt. Ltd., Delhi.
2. Blochmann, H. , (1973). *The Ain –i- Akbari of Abdul Fazl Allami*, Vol.I, Calcutta.
3. Chandra, Satish,(2004). *Essays on Medieval Indian History*, Oxford University Press, New Delhi.
4. Shah, K.T. ,(1932). *The Splendors That Was India*, Bombay.
5. Jaffer, S. M. , (Reprint-1974). *The Mughal Empire from Babur to Aurangzeb*, Delhi .
6. Raychoudhury, M.L. , (1941). *The Din-i-Ilahi or the Religion of Akbar*, University of Calcutta.
7. Sarkar, J.N. , (1925). *History of Aurangzeb*, 5 Volumes, Calcutta.
8. Chandra, Satish,(1975). *Medieval India from Sultanate to Moghal Part I,1206 to 1526*, Har-Anand Publications ;New Delhi.
9. Majumdar R.C. *An Advanced History of India Macmeillan India*.
10. Rizvi S.A. , (2000). *The Wonder that was India* Vol. II Penguin Books New Delhi.
11. Sathyanathaiyer R., *A Political and Cultural History of India* Vol. I, S. Viswanathan Printers and Publishers ; Chennai.
12. Luniya, B.N. , (1980). *Indian History and Culture*, New Delhi.
13. Mahajan, V.D., (2000). *History of Delhi Sultanate*, Sultan Chand, New Delhi.
14. Easchman, A. , Kulka , H. & Tripathy, G.C. , eds., (1978) *The cult of Jaganaatha and the Regional Tradion of Orissa, Menohar*, New Delhi.
15. Tarachand, (2000). *Influence of Islam on Indian Culture..*
16. Sharma Krishna, (1978). *Bhakti and the Bhakti Movement: A New Perspective*, Munshiram Manohrlal, New Delhi.
17. Mallick, B. K., (2004). *Paradigous of Dissent and Pratest: Social Movements in Eastern Indian (cAD 1400-1700)*, Manohar, New Delhi.

Subject Elective Paper-IV (Choose any one)

Group-A

History of India:

Religions, Literature, Art and Architecture (Early Times to 1200 CE) –II

HI-5034

Credit-4

Objective-

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

Course Outcome-

1. To know the origin and development of Saivism and Vaisnavism in India.
2. To acuient with the Sakti Cult and Saptamatrika Worship.
3. Explain the salient features of the art of the Gupta-Vakataka period
4. To make out the classical literary works of the Gupta Age.
5. To know the Pallava art and architecture of Mahabalipuram.
6. To know the developments in art and architecture during the Early Chalukya- Rashtrakuta period.

Course content--

Unit-I

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

Unit-II

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

Unit-III

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

Unit-IV

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

Suggested Readings-

1. Brown, P. , (1999). *Indian Architecture (Buddhist and Hindu)* Vol. I:, Mumbai.
2. Mitra, D., (1975). *Udayagiri and Khandagiri*, Delhi.
3. Neumayer, E , (1997). *Prehistoric Indian Rock Painting*, Delhi.
4. Rowland, B., (1970). *The Art and Architecture of India*, Buddhist, Hindu, Jain, Penguin.
5. Mitra, D., (1980), *Ajanta* , Delhi.
6. Coomaraswamy, A.K. , (1965). *History of Indian and Indonesian Art*, New York.
7. Banaerjee, J.N. , (1956). *The Development of Hindu Iconography*, Calcutta.
8. Radhakrishnan, S., *The Cultural Heritage of India*, Vol-I, II and IV.
9. Pusalker, C.E., (1951). *Studies in the Copies and Purana*, Bombay.
10. Winternitz, M. , (1963-67). *History of Indian Literature*, Vol. I, III, Delhi.
11. De, S.C.(1976). *Historicity of Ramayana*, Delhi.
12. Macdonell, AA. , (1971). *A History of Sanskrit Literature*, Delhi.
13. Coomarswamy, A.K., (1969). *Introduction to Indian Art*, New Delhi.
14. Brown, Percy, (1965). *Indian Architecture (Buddhist and Hindu Periods)*, Bombay.
15. Das, M., (1970). *Temples of India*, Bombay.
16. Deva, Krishna, (1969). *Temples of North India*, New Delhi.
17. Havel, E.B., (1915). *The Ancient and Medieval Architecture of India*, London.
18. Kramisch, Stella, (1946). *The Hindu Temples*, Two Volumes, Calcutta.
19. Rajan, K.V., (1973). *Sounder, Indian Temple Styles*, New Delhi.
20. Rajan, K.V. Sounder,(1984). *Early Kalinga Art and Architecture*, Sandeep Prakasana; New Delhi.
21. Rowland, Benjamin, (1953). *The Art And Architecture of India*, Baltimore.
22. Sairam, T.V., (1982). *Indian Temple Forms and Foundation*, New Delhi.
23. Smith, V.A., (1930). *A History of Fine Art in India and Ceylone*, Oxford.
24. Srinivasan, K.R., (1972). *The Temples of South India*, National Book Trust , New Delhi.
25. Rao, M.R., (1965). *The Temples of Kalinga*, Tirupati,.
26. Dasgupta, S.N. & De, S.K.. Eds. (1962), *A History of Sanskrit Literature*, Calcutta.
27. Erdosy, George, ed. (1997). *The Indo-Aryans of Ancient and South Asia : Language, Material Culture and Ethnicity*.
28. Jaiswal, Suvira, (1981). *The Origin and Development of Vaishnavism*, 2n Edition.
29. Majumdar, R.C. ed.,(1953). *History and Culture of the Indian People*, Vols. 1 and 2. Bharatiya Vidya Bhavan; Bombay.
30. Dhaky, M.A., (1977). *The Indian Temple Forms in Karnata Inscriptions and Architecture*, Abhinav Publications.
31. Dhaky, M.A., (2005). *The Indian Temple Traceries*, D.K. Printworld;New Delhi.
32. Meister, M.W. and M.A. Dhaky, eds., (1983), *Encyclopaedia of Indian Temple Architecture*, Multiple volumes, American Institute of Indian Studies; New Delhi
33. .Rabe, Michael, (2001). *The Great Penance at Mamallapuram: Deciphering a Visual Text*, Institute of Asian Studies; Chennai.
34. Ray, Himanshu Prabha ed., (2009). *Archaeology and Text: The Temple in South Asia*, Oxford University Press.
35. Tadgell, Christopher, (1994). *A History of Architecture in India*, Phaidon Press.

Group-B

Socio-Cultural History of India (1526 - 1750 CE) – Part II

His- 5034

Credit-4

Objective-

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

Course Outcome-

1. To get familiarized with Socio-cultural and economic history of medieval India.
2. To get acquainted with Impact of Islam on Indian society.
3. To know about movements and cults in Medieval India.
4. To know about evolution of Indo-Islamic Architecture of Sultanate Period and Mughal period.

Course content-

Unit-I:

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

Unit-II:

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

Unit-III:

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

Unit-IV:

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

Suggested Readings-

1. Chandra, Satish,(2004). *Essays on Medieval Indian History*, Oxford University Press, New Delhi.
2. Chandra, Satish, (1975). *Medieval India from Sultanate to Moghal Part I 1206 to 1526*, Murnad publications New Delhi.
3. Ayyangar, S.K., (1919). *Sources of Vijayanagar History*, Madras University Historical Series-1,,
4. Brown , Percy , (1944). *Indian Architecture (Islamic Period)*, Bombay.
5. Majumdar R.C. *An Advanced History of India Macmeillan India*.
6. Rizvi S.A. , *The Wonder that was India*, Vol. II Penguin Books New Delhi, 2000
7. Sathyanathaiyer. R., *A Political and Cultural History of India*, Vol. I, S.Viswanathan Printers and Publishers; Chennai.
8. Habib and Nizami, (1970). *Delhi Sultanate, Indian History Congress Publications* New Delhi.
9. Luniya, B.N., (1980). *Indian History and Culture*, New Delhi.
10. Mahajan, V.D. , (2000). *History of Delhi Sultanate, Sultan Chand*, New Delhi.
11. Qureshi Ishtiaque Hussain (1980). *Administration under the Delhi Sultanate*, Kitab Bhavan, New Delhi.
12. Meheta, J. L. , (2002). *Advanced Study in the History of Medieval India*, Vol. I, II & III, Sterling Publishers Pvt. Ltd., Delhi.

Field Works and Dissertation

HI-5092

Credit-8

Field work : Each student shall have to undergo training for learning and use of different techniques of scientific data collection during 15 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 department. Student failing to complete the fieldwork in a particular year can only clear the paper by completing field work next year.

Dissertation is to be prepared by the student under the supervision of the concerned teacher. The student is required to submit the dissertation through the supervising teacher to the Head of the Department for its evaluation at least fifteen days in advance of the date notified for examination. The dissertation shall be evaluated by an external examiner in consultation with the internal examiner (the supervising teacher). The candidate shall be awarded grade both by the internal and external examiners on the basis of his / her dissertation, seminar presentation and viva voce. Evaluation pattern will be 50 marks for dissertation, 20 marks for presentation and 30 marks for viva voce.

Special Paper –VI (TCPE)

Tribal Eco-spiritualism

TC- 5052

Credit-4

Objective

This paper will offer a better understanding regarding the concept of Eco Spiritualism or deification of Natural Elements in ancient India or Vedic as well as Tribal Tradition.

Course Outcome-

1. To acquaint the students with components of nature, different aspects of nature, pattern of traditional worship among the tribal people of India.
2. To know the role of seers in ancient India to preserve the environment
3. It will be helpful for the students to gain the knowledge about the influence of nature on Tribal people's life structure.
4. Students will know the commitment of tribals for preservation of nature and their love for forest conservation.

Course Content-

Unit - I

1. Components of Nature, Nature and Science, Nature and Philosophy
2. Nature as defined in Tribal Tradition, Influence of Nature on Tribal People's Life Structure.

Unit-II

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

Unit – III

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

Unit – IV

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

Suggested Readings-

1. Barla, Amrit. (2019). *Contextualizing Religion and Festival in Transition: With Special Reference to Oraon Indigenous Tribe in India*. Available online: https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=amrit+barla+c+ontextuaizing+religgion+and+festival+in+transition&btnG= (accessed on 16 September 2020).
2. Belcher, John R., and Marcela Sarmiento Mellinger. (2016). Integrating spirituality with practice and social justice: The challenge for social work. *Journal of Religion & Spirituality in Social Work: Social Thought* 35: 377–94. Available online: <https://www.tandfonline.com/doi/abs/10.1080/15426432.2016.1229645> (accessed on 12 January 2019).
3. Canda, Edward R., Leola Dyrud Furman, and Hwi-Ja Canda. (2010). *Spiritual Diversity in Social Work Practice: The Heart of Helping*. Oxford: USA Oxford University Press. [[Google Scholar](#)]
4. Chakraverty Madhavadasa, *History of Sanskrit Literature*, Asian Publication Services, East Kailash ; New Delhi-24
5. Chatterjee, Subhasish, and Rahul Sharma, (2018). “Belief of tribal’s in supernatural power and its relation with religious life (with special reference to Indian tribal society”, in *International Journal of Research and Analytical Reviews* 5: 48–55. [[Google Scholar](#)]
6. Chaube, Nandita. (2015). *Spirituality and Human Psyche*. India: Partridge Publishing. [[Google Scholar](#)]
7. Cummings, Charles, (1991). *Eco-Spirituality Toward a Reverent Life*, Paulist Press International, U.S.
8. Dagba, Benjamin I., Leoskali N. Sambe, and Simon A. Shomkegh,(2013). “Totemic beliefs and biodiversity conservation among the Tiv People of Benue State, Nigeria” in *Journal of Natural Sciences Research* 3: 145–49. Available online: <https://oer.uam.edu.ng/read/totemic-beliefs-and-biodiversity-conservation-among-the-tiv-people-of-benue-state-nigeria-1/file.pdf> (accessed on 5 January 2019).
9. Hargrave, Jennings , (2007). *Nature Worship*, Cosimo Classics.
10. Laungani, Pittu, (2005). ‘Hindu spirituality and healing practices’. in *Multicultural Aspects of Counseling Series* 22: 138. [[Google Scholar](#)]
11. Levy, Donald, (1967). “Macrocosm and Microcosm”, in *The Encyclopedia of Philosophy*. Edited by P. Edwards. New York: Macmillan, Vol. 5, pp. 121–25. Available online: https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=%28levy+1967%29+.+macrocosm+and+microcosm.+pdf&btnG= (accessed on 15 September 2019).
12. Mahant, Sushila D., (2015). Indigenous traditional healing care: Belief & practices among Tribals of South Bastar in Chhattisgarh. *IOSR Journal of Humanities and Social Science* 20: 49–54. Available online - <https://www.academia.edu/download/47611180/H020114954.pdf> (accessed on 1 February 2019).
13. Pati, Rabindra Nath, and Jagannatha Dash. , (2002). *Tribal and Indigenous People of INDIA: Problems and Prospects*. New Delhi: APH Publishing. [[Google Scholar](#)]

14. Purkayastha, Nabarun. (2016). Concept of Indian Tribes: An Overview. *International Journal of Advanced Research in Management and Social Sciences* 5: 1–9. Available online: <http://www.indianjournals.com/ijor.aspx?target=ijor:ijarmss&volume=5&issue=2&article=001> (accessed on 4 February 2019).
15. Purshottam, and Vanita Dhingra. (2017). Understanding the Indian tribal life and their issues. *International Journal of Advanced Research* 5: 1588–95. [[Google Scholar](#)]
16. Ritskes, Eric. , (2011). “Chapter Twenty-Six: Indigenous Spirituality and Decolonization: Methodology for the Classroom”, in *Counterpoints* 379: 411–21. [[Google Scholar](#)]
17. Satapathy, Prof Harekrishna, *History of Sanskrit Literature*, Publisher-Kitab Mahal; Cuttack-3
18. Shannal Rowkith and Raisuyah, Bhagwan, (2020). *Honoring Tribal Spirituality in India: An Exploratory Study of Their Beliefs, Rituals and Healing Practices*.<https://sciprofiles.com/profile/1225357> <https://www.mdpi.com/2077-1444/11/11/549/htm>
19. Sharma, Chandradhar, *A Critical Survey of Indian Philosophy*, Motilal Banarasidas; New Delhi.
20. Soubhir, Meenakshi, (2016). *Eco-Cultural Tribal Development* , Aavishkar Publishers, Jaipur.
21. Telengana and Chaubey, *The New Vedic Selection*, Part-I , Bharatiya Vidyaprakashan; Delhi.
22. Upadhyaya, Pandit Baladev, *History of Sanskrit Literature* (Hindi), Varanasi.
23. Muller, Max , (1859). *A History of Ancient Sanskrit Literature*, William and Norgate; London.
24. Walsh, Froma. (2008). “Spirituality, healing, and resilience”. in *Re-Visioning Family Therapy: Race, Culture, and Gender in Clinical Practice*. Edited by McGoldrick Monica and Kenneth V. Hardy. New York: The Guilford Press, pp. 61–75. [[Google Scholar](#)]
25. Wintlernitz , M., (1927). *History of Indian Literature* , University of Calcutta.

Open Elective Paper

Application of History in Tourism

HI-5040
Credit-4.

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 give information about different historical places, museums and their utility.
4. To know about different historical battles that changed the course of history.

Course Outcome-

1. To acquire abundance knowledge of empyreal history, better employment opportunity for the students interested in making career in the field of Tourism.
2. To gain knowledge about the planning and management of tourism.

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) Dhauri (b) Ayodhya (c) Mahabaliapuram.

Unit-II

- 1 Historical Events of National Importance (a) Battles of Panipath (b) Dandi March (c) Kalinga War.
- 2 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.

Unit-III

1. Architecture of National Importance (a) Ajanta (b) Sun Temple at Konark (c) Sanchi Stupa.
2. Museums of National Importance (a) Indian Museum, Kolkata (b) National Museum, New Delhi (c) Salarjung Museum, Hyderabad.

Unit-IV

- 1 Religious Centres of National Importance: Four Dham (a) Puri (b) Rameswaram (c) Dwarika (d) Badrinath.
- 2 Tourist Places of National Importance (a) Mount Abu (b) Amritsar (c) New Delhi (d) Tirupati, Fairs and Festivals of National Importance (a) Kumbhamela. (b) Ratha Yatra (c) Dhanu Yatra, (d) Durga Puja.

Suggested Readings-

1. Acharya,Ram, (1986). *Tourism and Cultural Heritage of India*, Jaipur.
2. Punja S, (1994). *Great Monuments of India*.,Odyssey Publications; Hong Kong.
3. Panigrahi K.C., (1961). *Archaeological Remains in Bhubaneswar*., Orient Longman's Press ;Bombay
4. Basham, A.L., (1954). *The Wonder That was India*, Grows Press,; New York.
5. Fletcher Et. Al, (1993). *Tourism Principles and Practice Copper*,
6. Dora,J(2009). *Sakta Monuments of Orissa, A Study of Art, Architecture and Inconography*,Bharatiya Kala Prakasan, New Delhi.
7. Lunia,B.N., (2002). *Evolution of Indian Culture*, Lakshmi Narain Agrawal, Agra.

8. Singhanian Nitin , (2018). *Indian Art and Culture*, Second Edition, Mc Graw Hill Education (India) Pvt. Ltd., Chennai.
9. Khurana, K.L., (1993). *Medieval India*, Lakshmi Narain Agrawal; Agra.
10. Meheta, J.L., (2001). *Advanced Study in the History of Medieval India*, Vol. I, II & III, Sterling Publishers Pvt. Ltd., Delhi.
11. Agrawal, D.P., (1982). *The Archaeology of India*, London
12. Sarkar, H.B., (1966). *Studies in Early Buddhist Architecture*, London.
13. Swarajya, Prakash Gupta, Krishna Lal, Mahua Bhattacharyya, (2002). *Cultural Tourism in India: Museums, Monuments & Arts: Theory and Practice*, D.K. Printworld, New Delhi.

Value Added Course

Paper:-

The Radical Philosophy of Bhim Bhoi: Ideas and Issues

Objectives-

This paper aims to acquaint the students with Bhim Bhoi, the tribal philosopher of Odisha, who brought a revolution in the social, moral, and religious spheres to establish an ideal society based on equality, justice, liberty and freedom.

Course Outcomes-

The study of the philosophy of Bhima Bhoi shall sensitize the students to the evils of dogmatism, ritualism, caste system, and fundamentalism. This will inspire the students to be a good human beings enriched with love, with a sense of commitment for the upliftment of the downtrodden classes in the human society, environment (flora and fauna), and non human beings.

.Course Contents-

Unit-I

Bhima Bhoi's metaphysics: Sunya, Aleksh Mahima and Ethical disciplines like; Jnana, Karma and Bhakti

Unit-II

Social and humanistic views: revolt against the caste system, religious rituals, human values, spiritual humanism, equal privileges of all for spiritual perfection.

Suggested Readings-

1. Das, Chittaranjan, (1952). *Odishara Mahima Dharma* (Odia), Sahitya Academy; Bhubaneswar.

2. Nepak, Bhagirathi, (1972). *Philosophy of Mahima Dharma*, Bhagirathi Prakasan; Bhubaneswar.
3. Nath, Satrughna, (1990). *Mahima Dharma Dhara*, Dharma Grantha Store; Cuttack.
4. Panigrahi, S.C.,(1998). *Bhima Bhoi and Mahima Dharma*, Utkal University; Bhubaneswar.
5. Patnaik, Tandra, (2016). *God as Sunya: The Philosophy of Mahima Dharma and Bhima Bhoi*, D. K. Printworld, New Delhi.
6. Sahoo, H., (2020). *The Philosophy of Bhima Bhoi and Mahima Dharma*, Kalinga Institute of Social Sciences; Bhubaneswar.
7. Dash,, B. K., (2010). *Bhima Bhoi Granthabali* (Odia), Mass Media Pvt Ltd;
8. Mahapatra, Sitakant, (2020). *Bhima Bhoi* (Marathi) ,Sahitya Akadami; Bhubaneswar.

THE END

KISS, DU PG

Academic Session-2021-2023

Non Credit Papers-

First Semester IT-	IT Skills and Data Analytic
Second Semester CE-	Communicative English

Third Semester CO-	Career Orientation and Skill Development-I
Fourth Semester CO-	Career Orientation and Skill Development-II

First Semester

IT Skills and Data Analytic

Course Code: IT-

Learning Objectives:

The objective of this course is to provide an understanding of computers, computer operating system, and application of relevant software in managerial decision making.

Learning Outcomes:

It shall educate the student for equipping to communicate through net working for exchange of information for decision making.

Pedagogy: Practical

Course Inputs:

UNIT-I

Word Processing: MS Word : Introduction to Word Processing , Introduction to MS Word: features, Creating, Saving and Opening documents in Word, Interface, Toolbars, Ruler, Menus, Keyboard Shortcut. •Editing a Document – Moving, Scrolling in a document, Opening Multi document windows, Editing Text – Selecting, Inserting, deleting, moving text. Previewing documents, Printing documents – Print a document from the standard toolbar, Print a document from the menu, shrinking a document to fit a page, Reduce the number of pages by one. Formatting Documents: Paragraph formats, Aligning Text and Paragraph, Borders and Shading, Headers and Footers, Multiple Columns.

UNIT-II

Worksheet: MS Excel : Worksheet basics , Creating worksheet, entering data into worksheet, heading information, data, text, dates, Cell formatting values, saving & protecting worksheet. Opening and moving around in an existing worksheet .Toolbars and Menus, keyboard shortcuts . Working with single and multiple workbook – coping, renaming, moving, adding and deleting, coping entries and moving between workbooks . Working with formulas & cell referencing. - Autosum - Coping formulas - Absolute & Relative addressing . Working with ranges – creating, editing and selecting ranges, sorting. Formatting of worksheet – Auto format, changing – alignment, character styles, column width, date format, borders and colours, currency signs. Previewing and Printing worksheet – Page setting, Print titles, Adjusting margins, Page break, headers and footers. Graphs and charts – using wizards, various charts type, formatting grid lines and legends, previewing and printing charts.

UNIT-III

Presentation Graphics: MS Power Point : Features and various versions , Creating presentation using Slide master and template in various colour scheme . Working with different views and menus of power point . Working with slides – Make new slide, move, copy, delete, duplicate, lay outing of slide, zoom in or out of a slide. Editing and formatting text: Alignment, editing, inserting, deleting, selecting, formatting of text, find and replace text. Bullets, footer, paragraph formatting, spell checking. Printing presentation – Print slides, notes, handouts and outlines. Inserting Objects – Drawing and inserting objects using Clip Art's pictures and charts. Custom Animation – slide transition effects and other animation effects. Presenting the show – making standalone presentation.

UNIT-IV

Internet and Its Applications: Concept of Internet; Applications of Internet; connecting to internet; World Wide Web; Web Browsing software, Search Engines; Understanding URL; Basics of electronic mail; Getting an email account; Sending and receiving emails; Accessing sent emails;

Using Emails; Document collaboration; Instant Messaging; Netiquettes. Commerce: Definition, e-commerce and its type with benefits, e-business websites and their silent features and Social impacts, e-business challenges Usage and application of information systems.

Suggested Readings-

1. Pelin Aksoy, Laura DeNardis, *Information Technology in Theory*
2. Curtin P.G., Foley K., Sen. Morin G , *Information Technology*
3. Sinha , P. K., *Computer Fundamentals* , BPB Publications

Second Semester

Communicative English

Code CE-

Objective:

- To train and prepare the students to seek and find employment in corporate sectors, media houses, English language teaching institutions and content writing sectors and to guide the students to establish self- employment strategies
- To enable the students to be excellent in speaking and writing
- To impart knowledge, ideas and concepts in the technicalities of proper pronunciation, structure, appropriate use and style of the English Language
- To expose the students to the employment opportunities, challenges and job roles.
- To enable the students to conduct independent surveys, collect and analyze data, prepare and present reports and projects

Outcome: This paper will essentially enable students in enhancing their speaking and writing skills. It will certainly strengthen their ability to write academic papers, essays and summery and will make them confident in public speaking.

Unit-I

Four fundamental skills of English communication: Speaking, Reading, Writing and Listening skills. Corporate communication: intercultural insensitivity, the multicultural workforce, meetings, communicating through visuals.

UnitII:

Technical writing/ report writing/ business proposals/ principles of note making. How to deal with people/dynamics of non verbal communication/ body language/ telephone etiquettes/ communication challenges in Today's workplace, Network etiquettes

Unit III:

Presentation skills. Basic concepts of Group discussion/ preparation, process and categories of Group discussion, overcoming mistakes in a Group discussion. CV writing, Both Functional and Chronological. Writing a Job application letter. Interview skills and techniques, confidence building.

Unit IV:

Business letters, memos, notice, circular, agenda and minutes. Seminars and conferences, correspondence with banks and Media. Drafting of advertisements. Emails/ e-filing, procedures of Filing and file movements. Cross -Cultural communication

Suggested Readings:-

1. Business English, Pearson, 2008
2. Language, *Literature and Creativity*, Orient Blackswan, 2013
3. Das B. and Satpathy I., *Business Communication and Personality Development*, Excel Books, New Delhi
4. John Sealy, *Oxford Guide to Writing and Speaking*, OUP
5. Bovee et al: *Business communication Today* Pearson Education
6. J.K. Das and B.C. Das: *A Millennium Guide to Writing and Speaking*, (Frienes Publishers)
7. Prasad, V. , *Advanced Communication Skills*, Atma Ram Publications, New Delhi.
8. Madhukar, R. K., *Business Communication*, Vikas Pulishing House Pvt. Ltd.,
9. Lakshiminarayana, KR., *English for Technical Communication*, Vols. 1 and SCITECH Publications (India) Pvt. Ltd., T.Nagar, Chenna 600 017
10. Edmund H. Weiss: *Writing Remedies: Practival Exercises for Technical Writing*. Universities Press,