



NIMAPARA AUTONOMOUS COLLEGE, NIMAPARA, PURI

ନିମାପଡ଼ା ସ୍ୱାୟତ୍ତାନ୍ତର ମହାବିଦ୍ୟାଳୟ, ନିମାପଡ଼ା, ପୁରୀ

HISTORY SYLLABUS NEP-2020

With Multiple Entry /Exit Option

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1. **Structure and Regulation.....**
2. **Core Courses (4 Credits each).....**
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(3 courses to be chosen from *baskets of Multidisciplinary* for Semester-I/II/III with 3 credits each)
4. **Ability Enhancement Courses.....**
(Odia and English are the compulsory courses under Semester-I/II respectively with 4 Credits each)
5. **Skill Enhancement Courses (SEC).....**
(3 courses to be chosen from *baskets of SEC* for Semester-I/II/III respectively with 3 credits each)
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 - b. *3 courses to be chosen from baskets of VAC for Semester-III/V/VI with 3 credits each*
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(Students may choose vocational courses after 2nd Semester and 4th Semester for Certificate Course or Diploma Course respectively with 4 credit each opt for exit)

Four Undergraduate Programmes in History

Programme Objectives & Outcomes

Past is before us all. Individual, family, villages, communities, regions, nations and humanity have all sense of their past. Hence, there are many claimants of and contestation of the past. In the face of such multiple claimants of the past, such as by tradition and myth of a community regarding certain notions of past, how does one foster historical thinking? Historical Thinking involves thinking about the issues of historical significance, continuity and change, progress and decline, and evidence thereof. Historical thinking involves asking relevant questions about past, discovering new sources or reanalysing the existing sources/evidence following historical methods

The UG Programmes are organised to provide the greatest flexibility to its students, with multiple entry and exit option. There are Core papers that provide the fundamental knowledge in the discipline of history and in the study of the History of India, Odisha and the World. The programme is otherwise envisaged to provide a large amount of choices so that students can tailor their education on the basis of their interests. These provide not just skills in history but also vital skills in other disciplines. The programs are interdisciplinary keeping in mind that specialisation in History is the key to access cognate skills from other disciplines. There are Skill Enhancement Courses, Multi-Disciplinary courses, Ability Enhancement Courses, etc which would facilitate overall knowledge and skill development of candidates.

Nature and Extent of the Programme

The programmes are designed in a very flexible manner with the option of multiple entry and exits. This flexibility makes the program one year certificate, two year diploma, three year degree with two majors, three year degree with One Major and two Minors, four year program with Honours with research and four year program without research. These flexibilities in Programs have been given later in the structure. Each semester is for the duration of sixteen weeks. In this syllabus, reference to important books along with link to video resources is given. Students are advised to go the website of E Pathsala, Consortium of education Communication (CEC), SWAYAM Portals to see excellent video materials.

Programme Objectives: Four Year Courses (PO)

PO 1: The Four Year History syllabus at Higher education of Odisha aims at the discipline of History which instructs students on how to read and process information on people, societies, cultures, events and places which are removed from our time and space. Knowledge of this past is critical in understanding the ways in which the present world is connected and

responds to its history in sometimes overt and at other times more complex ways that is missed by most people.

PO 2: The program aims to develop a historical thinking that goes beyond the linear narrative of past and set it anchored to right historical thinking by developing critical analysis of the sources and their interpretation of the past.

PO 3: The Program provides information about different aspects of the past to students, to teach them how to use, analyse and interpretation of evidence, instruct them on how historians research, frame an argument and debate details which have bearing on the present.

PO 4: The program aims to develop local history by encouraging students to construct history of the locality by encouraging students to explore different dimensions of the past by collecting evidence from land officials, temples, archaeological sites, etc.

Program Outcomes (PO)

PO 1: After the completion of the four year program, students are expected to have acquired the skills of critical thinking, rational enquiry, effective communication, and exploring the relationship between past, present and historiography.

PO 2: The students will be able to know that history is a knowledge discipline and not rote memorisation of dates and events. It will enhance student's ability to carefully read a complex historical narrative by a historian in his historical writing, evaluate the use of evidence by the historians and possible selective use of evidence. In short, they are expected to construct historical narrative and formulate arguments based on a historiographical engagement

PO 3: Develop skill and knowledge of deciphering the primary sources, such as recognition of script, potteries, land records through their internship

PO 4: Develop responsible citizenry which respects gender concerns, human values and correct historical thinking and transmit them to society through community engagements

PO 5: The program enhances the Capability of students to assume leadership roles and apply the above mentioned analytical abilities in various other non-familiar contexts.

PO 6: Students will have the cognate skills such as reasoning, analysis and critical thinking

PO 7: Students will develop skill of picking up disparate sets of information from local sources and internet and weave a coherent argument with a view to reveal identifiable patterns of continuity and changes.

Graduate Attributes of History Program and Employment Opportunities

Upon successful completion with the above mentioned programme outcomes for the students, students will have attributes such as the ability to collect data from various data-mining sites, such as museum, archive, newspaper, material artefacts; analyse and process evidence and construct narrative of a particular aspect of past. Such skills will open up career opportunities in the following field

1. Museum, 2. Archives, 3. Research Institution, 4. Academic 5. Journalism 6. Development Studies 7. Archaeology 8. Archive 9. Cultural Institutions 10. International

Semester-I

Core I History of India- I (From Prehistory to Vedic Age)

Course Objectives

- What were the major changes in Indian history and how did they come about?
- What were the particular institutions and cultural elements in Indian society which may be considered different from those in other societies?
- Students will acquire knowledge regarding the early life and socio-cultural status of the people of ancient India. They can gather knowledge about the society, culture, religion and political history of Ancient India. They will learn about trade and urbanization of ancient civilization, like Harappan Civilization, Vedic civilizations etc
- Students will be oriented to appreciate the changes and continuity in ancient India and also learn about how various sources which are corroborated in order to construct the history of Ancient India

Course Outcomes

- Describe the antiquity of India's past and methods of construction of past
- Describe the different sources which are scientifically corroborated to construct the past
- Describe the beginning of farming communities and scientific methods which have come up in recent years
- Understand the Vedic roots of Indic civilisation

Unit-I: Reconstructing Ancient Indian History

1. Early Indian notions of History
2. Sources of Historical Writings and the Historiography concerned with this Period
3. Historical Geography (Major Harappan Sites and Sixteen Mahajanapadas).

Unit-II: Pre-historic Hunter-Gatherers and Food Production

1. Paleolithic Cultures: Upper, Middle and Lower; Tool Typologies in Three Phases, Distribution of Sites, Subsistence Pattern
2. Mesolithic Culture: Distribution of Sites, Tool typologies, Subsistence Pattern, Evidence of Foraging

3. Neolithic: Zones of Early Farming Cultures of Indian Subcontinent (Ash Mound sites of South India, Eastern India, Vindyan Fringe, North-Western India), Crops, Subsistence Pattern, Habitation Structure

Unit-III: The Harappan Civilization

1. Origin and nature; Harappa as Saraswati-Sindhu civilisation: Settlement Patterns and Town Planning (Study of Harappa, Mohenjodaro, Kalibangan, Dholavira and Lothal
2. Economic Life: Agriculture, Craft Productions and Trade (External and Internal)
3. Social and Political Organization; Religious Beliefs and Practices; Art

Unit-IV: Cultures in Transition

1. Early Vedic Age: Sources, Geography, Society, Polity, economy Religion and Literature
2. Later Vedic Age: Social Stratification (Varna and Gender), Polity, Religion, and Culture; Philosophy of Upanishads
3. Non-Harappan Chalcolithic Cultures and Megaliths: Malwa, Kayatha, Ahar, OCP, Eastern India, Megaliths in South India

Unit I:

The unit aims to familiarise the prehistoric cultures of the Indian subcontinent. There were several changes happening as part of evolution of human being: Tool typo-technology, gene mutation resulting in changes in biological changes, migration and human colonisation. The unit also acquaints students about the emergence of early farming communities in various agro-climatic regions of India from seventh millennium BC onwards covering the early farming settlements in Deccan, Central and eastern India. Students will be encouraged to list various tools of different prehistoric periods by visiting internet based sites of various museums such as Smithsonian, US. Odisha is quite rich in prehistoric rock art and sites. Students will be encouraged to visit these sites, if possible.

Unit II:

This unit makes people appreciate that history is source-based enterprise of knowing the past and hence, it requires acquaintance and mastery of the use and analysis of various sources of the past. Questions such as what kinds of sources used in the historical narrative, issues of

authorial intention, such as why Asoka wrote in edicts what he wrote, authenticity of sources and use of selective sources in construction are made acquaintance to the students. Further, the students are encouraged to appreciate the differences between India's Ithihasa Purana tradition and modern historical tradition. It is also important to understand that when we study history, national political boundary should not come in the way of understanding a historical region.

Unit III:

The Harappan was the first urban civilisation of the Indian subcontinent. How was a civilisation different from culture? Students will be asked to do map pointing of the Harappan sites and internet search to understand the social differentiation, urban character and other features of the Harappan civilisation. At the end of this unit, students shall be familiar with various aspects of Harappan Civilization as well as the contested ways of looking at the Harappan Civilisation and its attributes, such as the recent nomenclature of Saraswati-Sindhu civilisation given to the Harappan civilisation.

Unit IV:

At the end of this unit, students will be able to understand that diffusion of agriculture and use of metal technology had wide variations in the Indian Sub-continent. It also makes people understand the ways the Vedic culture, which in many ways, shaped Indian civilisation.

Suggested Reading List:

- ✓ *BD Chattopadhyaya, A Survey of Historical Geography of Ancient India, Delhi, 1991*
- ✓ *B. Subba Rao, Personality of India, Varoda, 1958.*
- ✓ *BD Chattopadhyaya, The Concept of Bharatavarsha and Other Essays, Delhi, 2017*
- ✓ *D.K. Bhattacharya, An Outline of India's Prehistory R. S. Sharma, Material Culture and Social Formations in Ancient India, 1983.*
- ✓ *Upinder Singh, a History of Ancient and Early Medieval India.*
- ✓ *V.N. Mishra, Prehistoric Colonisation of South Asia Free download*
- ✓ <https://www.ias.ac.in/article/fulltext/jbsc/026/04/0491-0531#:~:text=Human%20colonization%20in%20India%20encompasses,stone%2C%20bronze%20and%20iron%20ages>
- ✓ *Bridget and Raymond Allchin, (The Rise of Civilization in India and Pakistan. Cambridge: Cambridge University Press, Part III. Pp. 229- 346, 1982.*

- ✓ Tony Joseph, *Early Indians, The Story of Our Ancestors and Where We Came From*, Delhi, Juggernaut Publication.
- ✓ Romila Thapar, *Early India: From Beginning to 1300 CE*, Delhi Penguin, different editions
- ✓ A.L. Basham, *The Wonder that was India, Vol.1*, Delhi, Penguin, Different editions
- ✓ Romila Thapar: *Cultural past*, Delhi, OUP. 2004 edition, Section 1 only.
- ✓ R.S.Sharma, *Material Culture and Social Formation in Ancient India*, Delhi, Macmillan.
- ✓ *The Vedic Age, Vol 1*, Bharatiya Vidya Bhawan
- ✓ Sreedharan, E., *A Textbook of Historiography, 500 BC TO AD 2000*, Hyderabad: Orient Blackswan, Reprint 2009

Internet Resources

Unit I: <https://www.youtube.com/watch?v=WDUJkeFw-R4>

Unit II: D.K. Bhattacharyas in E Pathshala:

Anth P03 M15. Lower palaeolithic culture of India

https://www.youtube.com/watch?v=i_PpS70gXPo,

Anth P03 M10. Mesolithic cultural chronology,

https://www.youtube.com/watch?v=NRf30FRNX_Q

Unit III: Harappa | The Ancient Indus Civilization in <https://www.harappa.com/>. This is an excellent site developed by Mark Kenoyer, a noted expert on the Harappan Civilisation.

Unit IV:

<https://www.khanacademy.org/humanities/world-history/world-history-beginnings/ancient-india/v/introduction-to-the-vedic-period>

Activities to do

- ✓ Read Asoka's Major Rock Edicts and Special Rock edict at Dhauili. Read Asokan Brahmi alphabet from internet.
- ✓ Document various temples and other buildings in your village. Prepare a listing.
- ✓ Take physical map of India and plot the distribution of the sites of Lower Palaeolithic age to the Harappan civilisations

- ✓ *Grouping of students and presentation and Discussion on different Urban Civic Amenities of Culture of the Harappans*

Core II Social Formations and Cultural Pattern of Ancient World

Course Objectives

- Students will be able to understand the evolution of human society & how the society of agricultural and animal husbandry had begun in ancient times.
- They also learn how the human society had transformed from nomadic to civilized society in ancient history of the World.
- They can acquire knowledge about the Ancient Greek polities, society and cultural life.

Course Outcome

- Critical understanding on the interdisciplinary in understanding the evolution of homo sapiens
- Develop team spirit to make group presentation on Migration, evolution, tool technology
- Skill in developing prehistoric tool technology
- Develop appreciation of the global heritage
- Appreciate the difference between Senatorial democracy and popular democracy of Rome and Greece respectively

Unit-I: Evolution of Man

- Evolution of Man: From Hominoid to Homo Sapiens
- Paleolithic Cultures: Lower, Middle and Upper Paleolithic Cultures, Tool typologies and technologies, Migration of Homo Sapiens and Colonisation
- Mesolithic Cultures, Tool Typology, Foraging, Rock Art, Religion,

Unit-II: Neolithic Culture:

- Food Production : Major Sites in Fertile Crescent, Food Production, Habitation Structure, Pottery, Neolithic Revolution
- Development of Agriculture: Early Domesticated Plants in Fertile Crescent, China, India
- Animal Husbandry: Archaeological Evidence of Animal domestication, Characteristics of Domesticated Animals

Unit-III: Bronze Age Civilizations

- Egypt: (Natural and Cultural Settings, Major Developments in Old Kingdom, Middle Kingdom and New Kingdom, Society, economy, Religion, Art and Temple Architecture)
- Mesopotamia: Developments in Sumerian, Babylonian and Assyrian periods: Natural and Cultural Setting, Cultural Developments from Ubaid period to emergence of Uruk as a state, religion, society, economy and cultures of Sumer; Developments in Imperial Ur, Code of Hammurabi, and Babylonian expansion, Introduction of Iron and Neo-Assyrian Empire
- China (Shang): Pre Shang Culture, Oracle Bones, Major Developments, Chinese Society

Unit-IV: Ancient Greece:

- Athens and Sparta: Natural & Cultural Setting of Ancient Greece, Development of Polis, Evolution of Oligarchic Spartan State, its Institutional structure, and society;
- Polity, Economy & Society: Evolution of Athenian Democracy from Solon to Peloponnesian War), Athenian Economy
- Culture: Literature, Religion, Art and Architecture, Science

Unit I:

The unit aims at making students understand the interplay of environment, biology, gene in the evolution of human beings from hominoid to homonins. It aims to make students categorise different tools based on typo-technological classification. The unit adopts a multi-disciplinary approach to understand human evolution and culture.

Unit II

This unit familiarises the archaeobotanical and archaeozoological evidence of agriculture and domestication of animals in different regions of the world and diversities in crop production. The beginning of agriculture accelerated numerous other changes in human culture- growth of village settlements, more evidence of organised religions, technological changes such as pottery making. The paper would emphasise on understanding

Unit III

This unit makes people acquaint with the emergence of state and civilisation in few river valley civilisations of the world. It looks at patterns of similarities and changes in this civilisation so far as nature and ideology of kingship, religion is concerned. It looked at interrelation between religion and organisation of economic activities in these complex cultures.

Unit IV

The unit looks at various aspects of Ancient Greece as it is considered to have significantly to intellectual thought of the west. The paper looks at the evolution of city states of Ancient Greece and different trajectories of growth of various form of polities such oligarchy in Sparta and Democracy in Greece. It also examines Greek contribution in Mathematics, art, architecture and literature.

Suggested Text Books:

- ✓ *Brian Fagan and Nadia Durrani People of Earth, London, Routledge, 2019*
- ✓ *Brian Fagan & Chris Scarre, Ancient Civilisation, London Routledge, 2016*
- ✓ *Amar Farooqui, Early Social Formation, Delhi, Different editions*
- ✓ *Alex Castor, Between Two Rivers: The History of Ancient Mesopotamia, 2006, The Teaching Company*
- ✓ *History of Mankind Series, UNESCO*
- ✓ *V. Gordon Childe, What Happened in History?, 1942/2003 edition*
- ✓ *Bisman Basu, The Story of Man*
- ✓ *H.Neil&M.C.Willam, A World of History, Oxford, New York, 1907.*
- ✓ *H.R. Hall, Ancient History of the Near East, 1932.*
- ✓ *H.S. Baghela, World of Civilization*
- ✓ *Wenke, R.J. and D. Olzewski. (2007).Patterns in Prehistory: Humankind's First Three Million Years. New York: Oxford University Press, pp. 228-268*
- ✓ *Whitehouse, R. (1977). The First Civilizations, Oxford: Phaidon, Chapters 3, 4, 5, pp 33-115.*

- ✓ Chang, K.C. (1987). *Shang Civilization*. New Haven, Conn: Yale University Press, pp. 263-288.
- ✓ Feng, Li. (2013). *Early China*, Cambridge: Cambridge University Press, pp. 1-111.

Internet Resources

- ✓ D.K. Bhattacharya, *Archaeology, E Pathshala*
- ✓ https://www.youtube.com/playlist?list=PL_NvTUIEq82GxCQfFRnRqRctB6hizSP8
- ✓ *Homo Sapien Migration out of Africa:*
<https://www.youtube.com/watch?v=IcdRkeTb6gM>
- ✓ *Human evolution:* <https://www.youtube.com/watch?v=DZv8VyIQ7YU>
- ✓ *Tool Technology:* <https://www.youtube.com/watch?v=dJ7bxvdJiGg&t=194s>
- ✓ *Origin of Egyptian Civilisation (Chicago) :*
<https://www.youtube.com/watch?v=GEWGy6gPljw>
- ✓ *Egyptian Civilisation:* <https://www.youtube.com/watch?v=CskfvgEIIPA>

Activities to Do

Students should visit virtually various museums of the world, such as Smithsonian Museum, British Museum, Met Museum, to see various tools, artefacts

Visit virtually two important sites of prehistoric sites: Goebekli Tepe, Cattle Hyouyk in Turkey

Plot different sites of Fertile Crescent in a physical map of the Middle East

Forms Groups (for students of non-deltaic Odisha) to explore nearby nullah section to discover tool

Arrange talks of experts of local colleges and universities

Semester II

Core III History of India-II: From State formation to early medieval (c.600BCE-c.750CE)

Course Objectives

- Understand the process of state formation and 2nd urbanism in the period of Buddha
- Analyse the relation of socio-economic changes in early historical period and rise of heterodoxy religions such as Buddhism, Jainism, Ajivakas, Lokayat
- To make students appreciate the emergence of Asokan empire and Critically understand socio-economic and political changes ushered by them

- Understand the emergence of state system in the Deccan and Odisha in the post Mauryan period
- Understand the expanding cultural arc of India by analysing the influence of India in Southeast Asia
- Make students appreciate the changes and excellences in various spheres in the Gupta period
- Understand the changes and continuities between ancient India and the beginning of early medieval, especially the beginning of Samanta system

Course Outcomes

- Students will be able to understand the linkages between social, political, economic and cultural processes of early Historical Development
- They will be able to appreciate the context and the structure of the Mauryan empire and the policy of Asoka in a multicultural past of India
- Able to identify various Indo Greek and Kushana Coins
- Students will be able to understand the nature of Puranic religion and how Puranic-agamic religion created a sacred geography of India

Unit-I: Economy and Society (circa 600 BCE to circa CE 300):

1. Urban growth: Material conditions such as agricultural expansion, Janapada nivesa, Sixteen Mahajanapada, Urban centres: Trade & Commerce, Organisation of Production (Srenis), Trade Routes
2. Social stratification: Class, Varna, Jati, Gender
3. Buddhism and Jainism: Material milieu of Heterodoxies , Social Significance, Buddhist Sects,, Major Principles of Jainism,

Unit-II: Changing Political Formations (circa 300 BCE to circa CE 300):

1. The Mauryan Empire: Asoka's Policy of Dhamma, Reading Asokan inscriptions, Administration, economy, Decline
2. Post-Mauryan Polities: Kushanas, and Satavahanas and Sangam in deep South
3. Indic Cultural Arc: India's contact with China, Central Asia and Southeast Asia; Silk route and expansion of Buddhism

Unit-III: The Guptas:

1. Political Developments: Expansion, Fragmentation and Huna Invasion from Samudra Gupta to Skanda Gupta
2. Literary and Scientific Developments during the Guptas; education in Nalanda
3. Development of Puranic Religions: Temples, Tirthas, Hindu pantheon

Unit-IV: Towards Early Medieval India [circa CE fourth century to CE 750]:

1. Agrarian Expansion, Land Grants, Graded Land Rights and
2. Peasantry.
3. Varna, Proliferation of Jatis: changing norms of marriage and property.
4. Post- Gupta Polities - Pallavas, Chalukyas, and Vardhanas

Suggested Text Books:

- ✓ *Upinder Singh, A History of Ancient and Early Medieval India: From the Stone Age, Delhi, Pearson, 2008.*
to the 12th Century. Delhi: Pearson Longman. (More relevant parts are Chapters 6, 7 and 8) (Also available in Hindi)
- ✓ *D. D. Kosambi, An Introduction to the Study of Indian History, 1975.*
- ✓ *Romila Thapar, (2012). Asoka and the Decline of the Mauryas. Delhi: Oxford University Press. PP. 119-227*
- ✓ *Romila Thapar, The Mauryas Revisited, Calcutta, 1986.*
- ✓ *Allchin, F. R. (et al.)(1995).The Archaeology of Early Historic South Asia: The Emergence of Cities and States. Cambridge: Cambridge University Press. Chapter 6 (pp.73-98) & Chapter 10 (pp. 185- 221).*
- ✓ *A. L. Basham, Wonder That Was India, Rupa.*
- ✓ *Aswini. Agarwal: The Guptas, Delhi*
- ✓ *H.P.Ray, The Winds of Change, Delhi, OUP. 1994*
- ✓ *R.S. Sharma, Indian Feudalism, Delhi, Macmillan, various edition*
- ✓ *, B. D. Chattopadhyaya (1994).The Making of Early Medieval India, Delhi: Oxford University Press. (Introduction, pp. 1-37.)*
- ✓ *Age of Imperial Unity, Bharatiya Vidya Bhawan Series, Vol 2.*

- ✓ *Suvira Jaiswal, (1998). Caste: Origin, Function and Dimensions of Change, Delhi: Manohar. (pp.1-131.)*
- ✓ *R. S Sharma, (1990). Sudras in Ancient India: A Social History of the Lower Order Down to circa. A. D. 600. Delhi: Motilal Banarsidas. (pp. 90-254)*
- ✓ *A.S Altekar, Education in Ancient India, Delhi*

Internet resources

- ✓ *Society and economy under the Mauryas by Ranabir Chakravarti*
<https://www.youtube.com/watch?v=0PZxqlmoXkA&app=desktop>
- ✓ *Kushana Coins: Arti Gupta.* <https://www.youtube.com/watch?v=iR4Y4tlUPbw>
- ✓ *Science and Technology in the Gupta period.*
<https://www.youtube.com/watch?v=NFOQt9TjNLM>
- ✓ *Nalanda University in BBC* <https://www.youtube.com/watch?v=O67m2k70JLA>
- ✓ *The Silk Road: Khan Academy*
<https://www.khanacademy.org/humanities/world-history/ancient-medieval/silk-road/v/early-silk-road>
- ✓ *Sangam Age (CEC)*
https://www.youtube.com/watch?v=HkPxVkK7TtU&list=PLNsppmbLKJ8KB9BAen_zBGCEpD2KEaMgiY&index=119

Activities

- ✓ *Group Discussion on the similarities and difference between Vedic Religion and Puranic Religion*
- ✓ *Visit www.sacredtexts.com and read Aganna Sutta. Prepare a report on the origin and nature of state as given in Aganna Sutta*
- ✓ *Identify different Buddhist sites along the Silk Route up to China from Internet*

Core IV Social Formations and Cultural Patterns of the Medieval World

Course Objectives

- The Course seeks to develop a historical understanding of the major developments in some parts of the Ancient and Medieval world.
- The Course provides a scope for understanding the subject of slavery in its varied dimensions in the Ancient world. One of the objectives of the course is to highlight the interconnectedness of Greek and Roman religion, culture and society. We discuss the medieval world in the Course by analysing the nature of European 'feudal' society and economy of the 8th to the 14th centuries.
- Explores the process of emergence of Christendom and Papacy and the 2nd Order
- The objective of paper is to the making of the three orders in Medieval Europe. By studying how the European social world shaped into an intricate structure comprising powerful institutions like monarchy and the Church.
- The Course provides a scope to understand the medieval economy of Western Europe, particularly through its agrarian dimensions and relatively newer labour systems like serfdom.
- And finally, the Course allows an undergraduate student to reflect on questions related to the emergence and spread of Islam. An enquiry into the role that it played in the transformation of a tribal identity to a Caliphal State in West Asia from the 7th to the 9th centuries widens the quest for 'training' students to understand the long-term historical processes.

Course Outcomes

- Upon completion of this course the student shall be able to: Identify the main historical developments in Ancient Greece and Rome.
- Gain an understanding of the restructuring of state and society from tribe-based polities to those based on territorial identity and citizenship.
- Trace the emergence and institutionalization of social hierarchies and marginalization of dissent.
- Explain the trends in the medieval economy.
- Analyse the rise of Islam and the move towards state formation in West Asia.

- Understand the role of religion and other cultural practices in community organisation.

Unit-I: Polity and Economy in Ancient Rome

1. Polity, Society and economy in Ancient Rome
2. Expansion and Crisis, -Rise and fall of Julius Caesar, Augustus Caesar, Political Expansion, Crisis of roman empire
3. Cultural Developments: literature: Vigil, Ovid, Seneca, Histories: Livy, Tacitus; Art and Architecture

Unit-II: Economic Developments in Europe from 7th to 14th Centuries:

1. Feudalism- Major Debates, Origin, Forms, Structure, Two Phases of Feudalism & its Decline
2. Agricultural Production in Two Phases of Feudalism
3. Towns and Trade

Unit-III: Religion and Culture in Medieval Europe:

1. Medieval Church: Expansion of Christianity, Early Bishopries, Papacy at Rome, Schism in Church- Ecumenical Councils and Great Schism between Eastern and Western Church of 1054
2. Monastic Communities: Benedictine, Dominicans, Franciscan order, Anchoress; Monasteries and Education & Health
3. Papacy: Growth of Papacy from St. Peter to Avignon Papacy

Unit-IV: Societies in Central Islamic Lands:

1. The Tribal background, Rise of Islam; Major pillars of Islam, expansion of Islam
2. Religious Developments: the Origins of Shariah, Ummah, Islamic Jurisprudence, Sufism,
3. Cultural Developments in Islamic World: Tradition of Historiography,

Unit I:

This unit makes students understand the differences between the democratic forms of polity of Greek versus the roman Republican form of Government. It makes people critically analyse how the Republican institutions emerged as a checks and balances between not only

institutions such as Plebeian council and Senate but as largely emerged out of the assertions of certain social groups. It also examines the shortcomings of the republican institutions and circumstances leading to the emergence of empire and rule of Caesars. Students are also acquainted with the slave mode of production and the crisis in it.

Unit II:

Christianity found its social support base from the poor and proletariat population of the Roman Empire. However, apart from the social base of Christianity which promised them a Kingdom of Heaven, the paper makes students understand that the spread of Christendom was also due to institution of Church. However, like other religion Christendom developed schism and split spread over many ecumenical types of council. Further it also explains how the See of Rome became *primus parus* status among other bishoprics and became the seat of Pope. The Unit also looks at the politics-religious role of Pope as well.

Unit III:

This Unit will provide a detailed understanding of European feudalism and shifts in medieval society and economy. It deals with debates on the origin of Feudalism in order to make students appreciate that there exists no divergence of opinion on the forms and structures of Feudalism. Was it a strictly legalistic, militaristic relation between lord and vassals or it is mode of production characterised by serfdom of peasants or was it characterised by Chain of Dependencies? These debates on the origin as well the forms of feudalism are dealt in this unit

Unit IV

Apart from Unit II, Unit IV also deals with another Abrahmic religion, i.e Christianity. Rather than treating it as an imminent religion, the rise and Islam has been explained in terms of historical contingencies of time. Further, the unit deals with key concepts such as contractual origin of the State of Medina, the fusion of religious & political authority in the institution of Caliphate, the notion of Umma and Sultanates in the Islamic Caliphate, and the attitude of Islamic states towards non-Muslim

Suggested Text Books:

- ✓ *Perry Anderson, Passages from Antiquity to Feudalism.*
- ✓ *Marc Bloch, Feudal Society, 2 Vols, Londo, various editions*
- ✓ *Gorges Duby, Rise of Three Orders, Chicago, University of Chicago Press, 1982*

- ✓ Roger Collins, *Keepers of the Keys of Heaven: A History of Papacy*, New York, 2009.
- ✓ Marshall G.S Hodgson, *Ventures of Islam (Three Vols)*, Chicago, 1977

Reference Reading:

- ✓ J. Barrowclough, *The Medieval Papacy*.
- ✓ *Cambridge History of Islam*, 2 Vol.
- ✓ Will Durant, *The Story of Civilization (vols. I & II)*.
- ✓ T.W. Wallbank & N.M. Bailey, *Civilization –Past and Present*.
- ✓ R. Coulborne, *Feudalism in History*,

Internet Resources

- ✓ **Monasticism:**

<https://study.com/academy/lesson/video/monasticism-from-st-benedict-to-cluny.html>

- ✓ **Eastern and Western Schism-** <https://www.youtube.com/watch?v=trMsytBdawc>

https://www.youtube.com/watch?v=xecErbCeMW4&list=PLWfA8zVqI9oOysfzI_tM71h6fDQ0W235S&index=2

- ✓ **Feudalism as socio-economic order**

https://www.youtube.com/watch?v=xecErbCeMW4&list=PLWfA8zVqI9oOysfzI_tM71h6fDQ0W235S&index=2

- ✓ **Transition from Feudalism to Capitalism:**

https://www.youtube.com/watch?v=DZiMgGEqBFc&list=PLWfA8zVqI9oOysfzI_tM71h6fDQ0W235S

Activities to do

1. Group Discussion on whether Features of Feudalism in Europe are found in India during medieval period.
2. Recreate the life of Monks
3. Watch BBC documentary on Crusades together and discuss in the class room in debate mode whether cultural/civilisational clash between Islam and western Christianity goes back to Crusade time.

Semester III

Core V

History of India-III (circa 750 -1206)

Course Objectives

- They can acquire knowledge about the society, economy and culture in early medieval India and can gather knowledge towards the Arabs Conquest of Northern part of India from this paper.
- Knowledge about the religious and Cultural changing scenarios especially impact Bhakti cult and Tantricism.
- With its focus on multiple historiographical approaches to various issues of historical significance during this period, the course will also apprise students of the divergent ways in which historians approach, read and interpret their sources.
- The paper debates about urban decay and emergence of new kind of cities in early medieval

Course Outcomes

- Understand the new periodisation and its basis
- critical analysis of the relation between political realm and religious realm
- interrelation between economy, society, polity and culture in the making of vernacular region
- Debates the emergence of medieval social order, including condition of peasantry
- Discusses the nature of brahmanical social order and relations with law books which reinforced an andro-centric brahmanical social order
- Explain, in an interconnected manner, the processes of state formation, agrarian expansion, proliferation of caste and urban as well as commercial processes.
- Discuss the major currents of development in the cultural sphere, namely bhakti movement, Puranic Hinduism, Tantricism, architecture and art as well as the emergence of a number 'regional' languages.

Unit –I: Studying Early Medieval India: Political Structures

1. Sources of early medieval and Debates on early Medieval
2. Evolution of Political structures: Rajputs, Tripartite Struggle and Cholas
3. Legitimization of Kingship; Brahmanas and Temples, Tirthas and Courtly culture

4. Issues of Islam Rule: Arab conquest of Sindh

Unit-II: Social and Economic Processes:

1. Agricultural Expansion: forest-dwellers, peasants and landlords
2. Proliferation of Castes: Varna Jatis, Peasantisation of tribes.
3. Trade and Commerce: Urban Centres, Inter-regional Trade, Maritime Trade and Forms of Exchange, Ayyavole, Manigramam Guilds

Unit-III: Religious & Cultural Developments:

1. Puranic Traditions & Vajrayana Buddhism
2. Islamic Intellectual Traditions: Al-Biruni
3. Regional Languages and Literature

Unit IV: Cultural Strands: Art, Architecture and religion

1. Evolution of Regional styles: Kalingan and Dravidian style of Temple Architecture
2. Tantric Saiva and Sakta Tradition: Kashmir Saivism
3. Bhaktism and Issue of Monism and Dualism: Alvars & Nayanars of South India; Sankara, Ramanuja, Madhava

Unit I:

The early medieval period is nowadays considered to be a distinct period in the periodisation of the Indian History. It was during this period that vernacular regions like Karnataka, Andhra, Odisha, Banga emerged as distinct cultural zones. The unit deals with Feudalism Model, Integrative Model and Segmentary Model of R.S. Sharma, Hermann Kule & B.D Chattopadhyaya and Burton Stein respectively. It tries to make students aware that Arab Invasion of Sindh did not mark a rupture from ancient India; rather changes in the social, economic and political sphere started emerging from the post Gupta period, the process of which was further accelerated in this period.

Unit II:

This unit looks at the proliferation of Jatis, the tribe and caste continuum, peasantisation of tribes and variation in caste systems within the framework of Chaturvana in India as a result of the spread of brahmanical-Puranic religion.

Suggested Text Books:

- ✓ B.D. Chattopadhyaya, *The Making of Early Medieval India*, Delhi: OUP, 1994
- ✓ R.S. Sharma and K.M. Shrimali, (eds), *Comprehensive History of India*, Vol. IV (A& B).
- ✓ D.N. Jha, (2000). 'Introduction', *The Feudal Order: State, Society and Ideology in Early Medieval India*, (ed.), D.N.Jha, Delhi: Manohar, pp. 1-60.
- ✓ Hermann Kulke, and Rothmund (eds) , *State in India (1000-1700)*, Delhi, OUP, 1997
- ✓ Derryl N. Maclean *Religion and Society in Arab Sind*. Leiden: E.J.Brill. (Chapter II: 'Conquest and Conversion', pp. 22-82, 1989
- ✓ K. A. Nilakantha Sastri, *The Colas*, Delhi, OUP,
- ✓ Hermann Kulke,, Kesavapany & Sakhuja, (Eds.) (2009). *Nagapattinam to Suvarnavdipa: Reflections on the Chola Naval Expeditions to Southeast Asia*, Singapore: Institute of Southeast Asian Studies.
- ✓ R. Champakalakshmi (1996). 'From Devotion and Dissent to Dominance: The Bhakti of the Tamil Alvars and Nayanars', in *Tradition, Dissent and Ideology*, ed. R. Champakalakshmi & S. Gopal, pp. 135-63. New Delhi: Oxford University Press.
- ✓ H. Kulke and B. P. Sahu, (2018). *History of Precolonial India: Issues and Debates*, Delhi: Oxford University Press, Part II.
- ✓ M.G.S. Narayanan, and K. Veluthat. (2000). 'Bhakti Movement in South India', in *The Feudal Order: State, Society and Ideology in Early Medieval India*, ed. D.N. Jha, pp. 385-410.
- ✓ , R.C. Majumdar ed. *History and Culture of the Indian People: The Struggle for Empire*. Bombay: Bharatiya Vidya Bhawan. Relevant part is Chapter XV ('Language and Literature'), pp. 297-397.
- ✓ Vijay Nath, *Puranas and Acculturation: A Historico-Anthropological Perspective*, New Delhi, 2001.
- ✓ Manu Devadevan, *A Prehistory of Hinduism*, Delhi, De Gruyter

Internet Resources

1. Shiva Mantramarga: <https://www.youtube.com/watch?v=QusnazlA1RU>
2. Introduction to esoteric Buddhism: https://www.youtube.com/watch?v=5T2se0-_EWc

3. India- A Sacred Geography by Diana Eck:

<https://www.youtube.com/watch?v=JcMMDaFzyEU>

4. Purushottamakshetramahatmya of Skanda Purana:

<https://www.youtube.com/watch?v=oSn2c3ywpKg>

5. Feudalism :

<https://www.youtube.com/watch?v=PjMVQr4Qcaw&list=PLNsppmbLKJ8KB9BAenzBGCEpD2KEaMgiY&index=67>

Activities

1. Visit an old temple of your locality, document various activities of the temple; Identify economic, social, religious, political and cultural dimension of temple. Identify the major festivals of the temple and catchment of pilgrims. Prepare a report of the temple in the class room
2. Visit, if possible, the Buddhist Site of Diamond Triangle of Odisha. Try to answer why there were so many Buddha, Bodhisattva , gods and goddesses in Vajrayana Buddhism.

Core VI

RISE OF THE MODERN WEST – I

Course Objectives:

- The focus of the course is on transition from feudalism to capitalism in Europe.
- The paper familiarises the student with important transitions and transformations in the economy, polity, and socio-cultural life from late medieval period to 1600 in various parts of Europe.
- The course shall critically examine the dynamics of economic and political power within Europe, and contact with the New World. The processes by which Europe's economy benefited from colonial expansion and exploitation of indigenous and slave labour will be explained.
- Students shall also engage with continuities and changes in intellectual and artistic realms; the social and economic milieu which influenced developments in religion;
- Will understand the emergence of nation state in the aftermath of 100 year religious War

Course Outcomes

- Upon completion of this course the student shall be able to: Outline important changes that took place in Europe from the medieval period.
- Acquire an integrated approach to the study of economic, social, political and cultural developments in Europe.
- Explain the processes by which major transitions occurred in Europe's economy, state forms, social structure and cultural life. Examine elements of early modernity in these spheres.
- Critically analyse linkages between Europe's state system and trade and empire.
- Understand the historically contingent nature of nation state in history and its locus in the Western Europe

Unit-I: Transition from Feudalism to Capitalism:

1. The problems of Transition: Economic Expansion, Industrial production
2. Trade and Commerce
3. Urban Development, Town Life

Unit-II: Early Colonial Expansion:

1. Motives, Voyages and Explorations.
2. The Conquests of America
3. Mining and Plantation, the African Slaves.

Unit-III: Renaissance and Reformation:

1. Its Social Roots Spread of Humanism in Europe.
2. The Renaissance: Art, Architecture, Sculpture, Painting and Literature
3. Origins and Spread of Reformation Movements.
4. Emergence of European State system: Spain, France, England, Russia

Unit-IV: Economic Developments of the Sixteenth Century:

1. Shift of economic balance from the Mediterranean to the Atlantic.
2. Commercial Revolution- Causes and Nature
3. Growth of Industries and its Impact

Unit I:

The unit makes students acquaint with debates on the decline of Feudalism in order to make students aware of the different perspectives of historians on past. The geographical discovery also brings in the issue of euro-centrism in our syllabus. Long before the European discovery of the New World and India, Arab and Viking traders traded with India in South East Asia. What is novel about geographical discovery was the colonialism of the European and destruction of indigenous people and civilisation in the New World. White Colonialism and Modernity of Europe are conjoint twins of the European project.

Unit II:

Renaissance marked the discovery of man and reason. Renaissance opened up a new world which was different from medieval Europe. The unit also makes students understand the European project of modern nation state was marred by religious wars, persecution and long period of blood which partially ended with the treat of Westphalia of 1648.

Unit III: This unit deals with different avatars of capitalism. Starting with mercantile and commercial capital, Europe slowly went to industrial capital. In the process, new financial institutions such as Bank of England, Shareholding Company, ledger account, etc emerged. The unit also acquaints with mercantilism as a school of thought and how it was challenged by Adam Smith and Ricardo.

Unit IV

As a result of the Atlantic route, theatre of commercial activities shifted from the Mediterranean to Atlantic. Empires such as Portuguese and Spanish empire emerged but later it was French, Dutch and English who controlled the Atlantic route. With the colonisation of the New World, triangular slave trade emerged. Colonialism provided capital and market so crucial for the start of the Industrial Revolution

Suggested Text Books:

1. John Merriman, A History of Modern Europe: From Renaissance to the Present Day, New York, 2010
2. Meenakshi Phukan, Rise of the Modern West: Social and Economic History of Early Modern Europe, Trinity Press
3. Arvind Sinha, Europe in transition: From Feudalism to Industrialisation, Delhi Manohar, 2016.
4. Charles A. Nauert, Humanism and the Culture of the Renaissance (1996).

5. Harry Miskimin, The Economy of Later Renaissance Europe: 1460 -1600.
6. Fernand Braudel, The Wheels of Commerce, London, 1983 (Civilisation and Capitalism 1500-1800)

Internet Video Resources

1. Feudalism to Capitalism Transition Debate:

<https://www.youtube.com/watch?v=zBgfykmeimw>

2. Renaissance from CEC: <https://www.youtube.com/watch?v=DA519OihJTo&t=142s>

3. Reformation and War of religions:

<https://www.youtube.com/watch?v=ZKcKZlRMaqY>

4. The Age of Discovery: A Complete Overview:

<https://www.youtube.com/watch?v=5wG6XBbD8-g>

Activities

1. Visit the British Parliament Website and prepare a report on the important events on the road to Democracy,
2. Group Discussion on European discovery, colonialism and underdevelopment of India
3. Plot on a map areas which were colonized by Europe's different colonial powers

Core VII

History of India (c.1206 - 1526)

Course Objectives:

- This course seeks to engage students in an analytical understanding of the varied perspectives from which historians study the three centuries between the thirteenth and the fifteenth centuries. It provides them with a basic understanding of the political, economic and socio-cultural processes of the time especially with reference to Rajput polities, Gujarat sultanate, Vijayanagara state as well as the Delhi Sultanate. Sufism and major trends in bhakti 'movement' are explained to the students.
- Learners are also encouraged to engage with diverse corpus of sources available to historians for the period under study.

- The objective of the course is to understand the nature of sources and nature of historical construction by analyzing tarikh tradition and historical construction by colonial, Marxist and nationalist historians

Course Outcomes

- On completion of this course, the students shall be able to: Discuss different kinds of sources available for writing histories of various aspects of life during the thirteenth to the fifteenth centuries.
- Critically evaluate the multiple perspectives from which historians have studied the politics, cultural developments and economic trends in India during the period of study.
- Appreciate the ways in which technological changes, commercial developments and challenges to patriarchy by certain women shaped the times.
- Critically evaluate the way uncritical acceptance of a particular genre of historical sources would lead to a linear flat historical construction

Unit-I: Sultanate: Political Structures

1. Survey of Sources: (a) Persian Tarikh Tradition, (b) Vernacular Histories; (c) Epigraphy.
2. Consolidation of the Sultanate of Delhi: Balban, AlauddinKhaljis and MahammadbinTughluqs.
3. Theories of kingship: The Ruling Elites: Ulema, Sufis and the Imperial Monuments (art and architecture)

Unit-II: Emergence of Regional Powers

1. Bahamanis, Vijayanagar and Odisha.
2. Regional Art, Architecture and Literature in Vijayanagar and Odisha

Unit-III: Society and Economy:

1. Iqta and the Revenue-free Grants.
2. Agricultural production, Technology.
3. Market Regulations, Growth of Urban Centres.
4. Trade and Commerce, Indian Overseas Trade.

Unit-IV: Religion, Society and Culture:

1. Sufi Silsilas: Chishtis and Suhrawardis; doctrines and practices, Social roles

2. Bhakti Movements and Monotheistic Traditions: Kabir, Nanak, Ravidas and Sri Chaitanya.
3. Social Impact of the Bhakti Tradition: Rise of Liberal Thought, Ideology of Equality and Gender Relations

Unit I:

This course seeks to engage students in an analytical understanding of the varied perspectives from which historians study the three centuries between the thirteenth and the fifteenth centuries. It provides them with a basic understanding of the political, economic and socio-cultural processes, such as the emergence of Sultanate, Regional states, south Indian polity with the emergence of Vijayanagara, vernacular polity in Odisha, etc. Questions such as did the Muslims rule mark the beginning of Islamic rule in India will be debated. However, the rule seems to have not only ushered political Islam, it also introduced new historical sources in Arabic, Persian and vernacular sources. Students will be acquainted with the *tarikh*. *Malfuzat* tradition of historical writing as well as to vernacular sources such as *Kaifiyat*, *Buruzi*, *Bhaktiaksyana* tradition of tradition available at the vernacular level.

Unit II:

It deals with diverse and heterogeneous political developments in different geographies of India.

Unit III:

This unit will apprise students of the economic, ecological and technological changes during **this period and explore the inter-linkages between them.**

Unit IV:

This unit is chiefly focussed on the religio-cultural sphere with regard especially to Sufi and Bhakti doctrines and practices, but also with regard to gender and cross-confessional interactions.

Suggested Books:

- ✓ *Satish Chandra, Medieval India, Vol. I, Har Anand Publications, New Delhi.*
- ✓ *Sunil Kumar, The emergence of Delhi Sultanate, Ranikhet, Permanent Black, 2010*

- ✓ Talbot, Cynthia. (2001). *Precolonial India in Practice*, Delhi: Oxford University Press.
See especially, 'Introduction: Medieval India, a history in transition', pp. 1-17 and
'Conclusion: Toward a New Model of Medieval India', pp. 208-215
- ✓ Muzaffar Alam, *The Languages of Political Islam in India*, Ranikhet, Permanent Black., pp. 1-98.
- ✓ Carl W. Ernst, (1992). *Eternal Garden: Mysticism, History and Politics at a South Asian Sufi Center*. Albany: State University of New York Press, 1992. Read Chapter 4
'The Textual Formation of Oral Teachings in the Early Chishtī Order', pp. 62-84.
- ✓ J.L. Mehta, *An Advanced Study of the History of Medieval India*, Vol.I.
- ✓ Irfan Habib, *Medieval India: The Study of a Civilization*, NBT, New Delhi.
- ✓ <http://www.vijayanagara.org/default.html> for the valuable website on excavations, survey and restoration work in Hampi, the capital of Vijayanagara.
- ✓ Krishna Sharma *Bhakti and the Bhakti Movement: A New Perspective*. Delhi: Munshiram Manoharlal. ,2002, Pl read 'Chapter I: Towards a New Perspective', pp. 1-38.

Internet resources

1. Foundation of Delhi Sultanate (Rajyasabha TV) :

<https://www.youtube.com/watch?v=TJOsomraCaM&t=211s>

2. Bhakti Movement: <https://www.youtube.com/watch?v=gTJnn-HBoVQ>

3. Vijayanagar: <http://www.vijayanagara.org/default.html>

4. Sultanate Architecture, History

<https://www.youtube.com/watch?v=iCtRzw5mSKQ>

5. Sufism: <https://www.youtube.com/watch?v=3dSdSGvhjBw>

6. Technology in Medieval India:

Activities to Do

1. Read the life history of women Bhakti saints Like Mira Bai. How did they defy Patriarchy?
2. Collect some information on medieval women Bhakti saints of Odisha and their life stories

Semester-IV

Core VIII

Rise of the Modern West– II

Course Objectives

- The paper is oriented to make students understand the making of modern Europe and growth of institutions in Western Europe in its march towards modernity.
- This paper offers an in-depth historical analysis of economic, political and social transformations in Europe during the 17th and 18th centuries. Scientific and secular trends in history, important political shifts, modern scientific views, and intellectual developments of the 17th and 18th centuries will be analysed closely.
- The paper will trace the development of socio-economic and technological forces which went into the making of the Industrial Revolution in late 18th century Britain.
- The role of trade and empire, colonial networks, and slavery will be examined to emphasize their contribution to industrial capitalism.
- The course paper deals with the divergence debate will further help draw parallels and subsequent differences between Europe and Asia, and broaden our understanding of early modern Europe.

Course Outcome

- Upon completion of this course the student shall be able to: Explain major economic, social, political and intellectual developments in Europe during the 17th and 18th centuries.
- Contextualize elements of modernity in these realms.
- Discuss the features of Europe's economy and origins of the Industrial Revolution.
- Analyse the relationship between trade, empire, and slavery and industrial capitalism.
- Examine the divergence debate i.e the trajectory of History of western Europe and Asia and Africa

Unit-I: The English Revolution and European Politics in the 18th century:

1. Background: Socio-Economic and Political Crisis in 17th Century Europe.
2. Major Issues-Political and Intellectual Currents;
3. Parliamentary Monarchy;

4. Patterns of Absolutism in Europe

Unit-II: Rise of Modern Science

1. Development of Science from Renaissance to the 17th century
2. Impact of Modern Science on European society

Unit-III: Mercantilism and European Economy

1. Origin and spread of Mercantilism
2. Impact of Mercantilism on European economy
3. Agricultural and Scientific Background to the Industrial Revolution

Unit-IV: The American Revolution

1. Political currents
2. Socio-Economic Issues
3. Significance of the American Revolution

Unit I:

The Unit seeks to engage students about the shift in political power from privileged landowning and clergy class to bourgeoisie class in 17th and 18th century England. The composition of Parliament before the Glorious Revolution was dominated by old political elite whereas there had been tectonic shifts in economy and society. The Glorious Revolution of 1688 was the outcome. However, in many states of Europe, absolute monarchy was the norm.

Unit II:

The unit deals with the emergence of new world view call scientific outlook. This world view of science, based on Newtonian revolution of gravity, mechanics and calculus, created philosophical anxiety in Europe as it challenged the notion of Authority of God. The unit deals with major scientific discoveries, its impact, its philosophical basis and debates around the issue of reason and new Method of Francis Bacon

Unit III:

This unit deals with the history of chartered share holding company anchored in the principle of mercantilism. This led to monopoly mercantilism. The unit also deals with the agricultural

evolution which inaugurated scientific animal husbandry and agriculture in England leading to the Industrial revolution.

Unit IV:

Student will also learn about American Revolution, its nature and limits in the backdrop of colonisation of America and its diverse demography.

Suggested Reading

- ✓ *Meenakshi Phukan, Rise of the Modern West: Social and Economic History of Early Modern Europe, Trinity Press*
- ✓ *Arvind Sinha, Europe in transition: From Feudalism to Industrialisation, Delhi Manohar, 2016.*
- ✓ *Marcus Hellyer, (Ed.) The Scientific Revolution. The Essential Readings. Oxford: Blackwell Publishers Limited, 2003.*
- ✓ *Henry, John. (2008). The Scientific Revolution and the Origin of Modern Science. London: Palgrave.*
- ✓ *Immanuel Wallerstein, The Modern World System, Vol. II, Mercantilism and the Consolidation of the European World Economy, 1600-1750. New York: Academic Press, 1980.*
- ✓ *G. Parker, and L.M. Smith, (Eds.). The General Crisis of the Seventeenth Century. London: Routledge, 1997. (Introduction, Chapters: 2, 4, 5 & 7). For political, climate and other crisis,*
- ✓ *E. Foner, Give Me Liberty! An American History. Vol. I. New York: W.W. Norton & Co. 2nd ed. , 2007.*

Reference Reading:

- ✓ *Harry Miskimin, The Economy of Later Renaissance Europe: 1460 - 1600.*
- ✓ *C.A Fisher, History of Modern Europe.*
- ✓ *F. Rice, The Foundation of Early Modern Europe*
- ✓ *David Thomson, Europe since Napoleon, Pelican Books, 1985*

- ✓ Swain, J.E., *A History of World Civilization*, Eurasia Publishing House Pvt. Ltd., New Delhi, 1994

Internet Resources

1. Newton and Locke: Foundations of the Enlightenment (The Philosophers: Thinkers of the Enlightenment) <https://www.youtube.com/watch?v=eqZ69I6l-I4>
2. *Glorius Revolution*: <https://www.youtube.com/watch?v=eqZ69I6l-I4>

Activities to do

Go to the website of Parliament of UK. <https://www.parliament.uk/about/living-heritage/evolutionofparliament/>. Prepare a report on the evolution of Parliament.

Core IX HISTORY OF INDIA-Mughal India (c. 1526 - 1750)

Course Objectives:

- The course intend to engage students into a critical discussion of political, institutional and cultural processes that led to the establishment and consolidation of the Mughal state in India.
- The students would familiarise themselves with the nature and variety of sources as well as the diverse and uneven ways in which historians have treated and interpreted them
- The Paper makes students appreciate students on the political, fiscal, revenue and other measures of the Mughals that led to stable political entity called Mughal empire
- The paper deals with in other geographies of the Indian subcontinent that were not ruled by the Mughals in the sixteenth century

Course Outcomes:

- Upon completion of this course the student shall be able to: Critically evaluate major sources available in Persian and vernacular languages for the period under study
- Compare, discuss and examine the varied scholarly perspectives on the issues of the establishment, consolidation and nature of the Mughal state.

- Explain the changes and continuities in agrarian relations, land revenue regimes, Bhakti and Sufi traditions
- Discuss how different means such as visual culture was used to articulate authority by the rulers
- Discern the nuances of the process of state formation in the areas beyond the direct control of the Mughal state.

Unit-I: Establishment of Mughal Rule:

1. India on the eve of advent of the Mughals
2. Military Technology: Fire Arms, gun powder
3. Sher Shah: Administrative and Revenue Reforms

Unit-II: Consolidation of Mughal Rule:

1. Incorporation of Rajputs and other Indigenous Groups in Mughal Nobility
2. Evolution of Administrative Institutions: zabti, mansab, jagir, madad-i-maash
3. Emergence of the Marathas; Shivaji; Expansion under the Peshwas

Unit-III: Society and Economy:

1. Land rights and Revenue system: Zamindars and Peasants
2. Trade Routes and patterns of Internal Commerce; overseas trade
3. Urban Centres, Craft and Technology

Unit-IV: Cultural Ideals:

1. Religious tolerance and sulh-i-kul; Sufi mystical and Intellectual Interventions
2. Art and Architecture
3. Mughal and Rajput Paintings: Themes and Perspectives

Unit I:

This unit seeks to engage students with the circumstances leading to Mughal rule in Delhi and the new military technology the Mughals brought to India. It also makes students appreciate various administrative and infrastructural initiatives of Sher Shah Suri.

Unit II:

This unit seeks to locate the contribution of the Mughals. They brought about a political unity and stability by keeping a strict vigil on the northwest from which numerous foreign invasions were directed against India earlier. They brought revenue reforms by introducing Jarib system of Todarmal. Mughal mints ensured genuine currency in the Mughal Empire. Further, the Mansabdari system was military administrative structure which ensured position and status in the Mughal administration. The Mughals also pursued an inclusivity policy by including Hindu elements in the ruling nobility. Their inclusive policy is reflected not only in polity and administration but also in art, architecture and painting. The Policy of Sulh-i-Kul of Akabar was a bold attempt to bring about a unity of religions.

Unit III:

The unit seeks to highlight the economy of the Mughal Empire by focusing on trade, technology and agrarian structure. It seeks to make students aware of the structural strain in the Mughal economy by pointing out the difference between Jama (Expected income) and Hasil (realisation of revenue)

Unit IV:

This unit focuses on the cultural landscape of India in the Mughal times.

Suggested Text Books:

- ✓ *Meena Bhargava, Understanding Mughal India, Delhi, Orient Blackswan, 2019.*
- ✓ *Irfan Habib, Agrarian System of Mughal India, 1526-1707., Delhi, OUP, 1999 Edition*
- ✓ *Irfan Habib,. (2008). Technology in Medieval India. c. 650-1750. New Delhi: Tulika(Also available in Hindi).*
- ✓ *Satish Chandra, Medieval India, vol.2, HarAnand Publications, New Delhi.*
- ✓ *Muzaffar Alam, and S Subrahmanyam Writing the Mughal World: Studies in Political Culture, Delhi: Permanent Black, 2014.*
- ✓ *Aquil, Raziuddin and Kaushik Roy (2012)- Warfare, Religion and Society in Indian History, Delhi: Manohar publishers and Distributors*
- ✓ *S.Nurul Hassan, Thoughts on Agrarian Relations in Mughal India,*
- ✓ *Ishwari Prasad, Life and Times of Humayun.*
- ✓ *Athar Ali Apparatus of Empire, Aligarh,*
- ✓ *Ebba Koch: Mughal Art and Architecture, 2002, Delhi, OUP*

- ✓ Meena Bhargava: *The Decline of Mughal Empire, (Debates on Indian History)*, Delhi, 2014
- ✓ Audrey Truschke *Culture of Encounter: Sanskrit in Mughal Court*

Internet Resources

1. Red Fort: <https://www.youtube.com/watch?v=BUAxqsvoc6k>
2. Fatehpur Sikri: <https://www.youtube.com/watch?v=mqY4Xpzt1L4>
3. Mansabdari system (CEC): <https://www.youtube.com/watch?v=9CTF0smmfVg>
4. E Pathshala
5. Crossing Borders by Ebba Koch: <https://www.youtube.com/watch?v=xyxECiy-ytQ>
6. How India discovered Vasco Da Gama' by Historian Dr Sanjay Subrahmanyam: <https://www.youtube.com/watch?v=DDy211XVUZ0>

Activities to Do

1. Make a virtual tour of Fatehpur Sikri and find out typical features of Mughul Architecture, such as Bulbous dome, slender minarets, recessed arch, open hall, etc.
2. A class room discussion on Akbar's vision of India
3. Discover Persian words in your land and court records- such as Khata, Jama, Bahi, Muqdamas, Munshiff, Amin, etc

Core X

Historical Theories & Methods

Course Objectives

- It explains the major interpretive frameworks that guide modern historical writings and identify the key elements of major contemporary theories of History.
- Students will learn to evaluate the similarities and differences between historical theories and identify the central issues and problems that a particular historical theory addresses.
- Students will also learn the use of appropriate analytical language in discussing historical interpretations and can formulate interpretation in historical narratives.

Course Outcomes

- Cognitive competence by understanding the theoretical underpinning of historical construction

- Analyse the changing discourse of history
- Critical aptitude about the nature and authenticity of sources
- Understand how historical theories shaped historical narrative in different periods
- Appreciate the evolution of the discipline of history as Humanities Subject to that of a Social science discipline to integration of archaeo-metric and other natural sciences in the construction of past

Unit-I: Meaning and Scope of History

1. Definition, Nature and Scope of History.
2. Object and Value of History.
3. History, Science and Morality.

Unit-II: Traditions of Historical Writing

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

Unit-III: History as Interdisciplinary Practice

1. History and Archaeology, History and Anthropology.
2. History and Psychology, History and Literature.
3. History and Political Science, History and Sociology

Unit-IV: Historical Methods

1. Sources of History: Written, Oral. Visual & Archaeological.
2. Historical facts.
3. Historical Causation.
4. Historical Objectivity

Unit I:

This unit deals with the nature of history as a knowledge discipline and its expanding scope in 20th century. Question such as whether it is a science or art, finality in history, difference between historical methods and scientific methods, nature of sources will be discussed.

Unit II:

This unit deals with the ancient Greco-Roman conception of history. It seeks to bring out difference between modern historiography and ancient and medieval notion of history.

Unit III:

The third unit deals with history's relation with other social sciences and how the development of sociology has changed the historical writing. Further it deals with the way methods of physical sciences are used in historical research

Unit IV:

It seeks to engage with students on historical causation and how historical causation is different from causation in natural sciences. It deals with the difference between evidence and historical facts and issues of objectivity in historical writing

Suggested Text Books:

1. B. Sheik Ali, *History: Its Theory and Method*, Macmillan, Reprinted, 1996.
2. E. H. Carr, *What is History?*, Penguin Books, Reprinted, 1983.
3. R.G. Collingwood, *The Idea of History*, OUP, Delhi,
4. E. Sreedharan, *A Text Book of Historiography*, Orient Longman, Reprinted, 2004.
5. Goldstein: *historical Knowing*

Reference Reading: Marc Bloch, *The Historian's Craft*.

1. G.T.Reiner, *History: Its Purpose and Method*.
2. K.Rajan, *History: it's Theory & Method*

Internet resources

1. Historical Causation: <https://www.youtube.com/watch?v=mOrWbLvbmGU>
2. Historical Objectivity: <https://www.youtube.com/watch?v=FVm3eNMmCMY>
3. Historiography (history of Historical writing):
<https://www.youtube.com/watch?v=XKRgibRw-Bw>

Activities

1. Construct history of your class room
2. Construct the history of your local area
3. Group discussion on the nature of historical evidence

Semester-V

Core XI History of Modern Europe- I (c. 1780-1880)

Course Objective:

- They will learn about the French Revolution and its impact of European countries. Unity and power Makes people to strength which has showed in the French revolution in 1789.
- It shall also trace the patterns and outcomes of social upheaval throughout Europe in the first half of 19th century.
- The debates on the development and impact of industrial capitalism shall be discussed.
- The birth of new social movements, political ideas and structures shall be contextualised within developing capitalism of the nineteenth century.
- The paper intends to explore the relation between Capitalism and Imperialism and imperial conflict and discusses theories such as theory of Lenin, Hobson and Rosa Luxemburg
- Students will know about alternative to Capitalism such as Socialism, Nihilism, anarchism

Course Outcomes

- At the end of the course students will be able to identify what is meant by the French Revolution.
- Trace short-term and long-term repercussions of revolutionary regimes and Empire-building by France.
- Understand ideological alternatives to the ideology of capitalism and
- Delineate diverse patterns of industrialization in Europe and assess the social impact of capitalist industrialization.
- Students will analyse the debates on Capitalism, development theories and conflict
- Analyse patterns of resistance to industrial capital and the emerging political assertions by new social classes

Unit-I: The French Revolution (1789):

1. Socio, Religious, Economic and Political Conditions
2. Intellectual Currents.
3. Role of the Middle Classes

Unit-II: Revolution and its European Repercussions:

1. National Constituent Assembly
2. National Legislative Assembly
3. Napoleonic Consolidation- Reform and Empire

Unit-III: Restoration and Revolution: c. 1815 - 1848

1. Congress of Vienna Restoration of old Hierarchies
2. Revolutionary and Radical Movements- A) July Revolution (1830) and B) February Revolution (1848)

Unit-IV: Socio-Economic Transformation and Remaking of States (Late 18th Century to Late 19th Century)

1. Process of Capitalist Development: Agrarian and Industrial Revolutions in England and German States.
2. Evolution of Social Classes: Land Owners, Peasantry: Bourgeoisie and Proletariat
3. Popular Movements and the Formation of National Identities in Germany and Italy, Ireland

Unit I:

This paper shall provide a critical overview of the French Revolution, and acquaint the students with the repercussions of the revolution, both within and beyond France.

Unit II:

This unit deals with the making of the democratic nation-state of France through the upheavals and violence that France saw after the fall of Bastille.

Unit III:

This unit locates the continuous struggle between forces of status quo versus forces of change ushered in by the French Revolution. The status quoists wanted to go back to the days of the Absolute monarchies while forces of changes were resented by the idea of nationalism, and democracy.

Unit IV:

At the end of this unit students will be expected to demonstrate an understanding of the transformations of the political systems, social and economic in nineteenth century Europe. As a case study of fruition of the ideology of nationalism, it takes up the issue of Italian and German unification

Suggested Text Books:

- ✓ *David Thomson, Europe since Napoleon, Delhi, Penguin, various editions*
- ✓ *Francois Furet, The French Revolution 1770-1814. Oxford: Blackwell, pp.3-100 and 211-66. , (1988).*
- ✓ *T.S. Hamerow, Restoration, Revolution and Reaction: Economics and Politics in Germany [1815 - 1871].*
- ✓ *Anthony Wood, History of Europe, 1815 to 1960, 1983.*
- ✓ *Best, Geoffrey (Ed.); 'The Permanent Revolution, The French Revolution and its Legacy, 1789-1989'; London, 1988.*

Reference Reading:

- ✓ *E.J. Hobsbawm, Nations and Nationalism, Age of Revolution, Age of Capital and Age of Empire*
- ✓ *A. Wesley Rohm, The Record of Mankind, Heath and Company, Boston, 1952.*
- ✓ *CMD Ketelbey, History of Modern Times since 1789, OUP, 2009.*
- ✓ *David Thomson, Europe since Napoleon, Pelican Books, 1985.*
- ✓ *Edward Mac Nall Burns et al, World Civilizations, vols. A,B,C, Goyal Saab, New Delhi.*

Internet Resources

1. French Revolution: <https://www.youtube.com/watch?v=ywJkQhm9j0A>
2. Historiography of French Revolution: <https://www.youtube.com/watch?v=ywJkQhm9j0A>
3. German unification: <https://www.youtube.com/watch?v=ywJkQhm9j0A>
4. Unification of Italy (CEC): <https://www.youtube.com/watch?v=y0ztWqv1uVs>

Activities;

1. Prepare a report on the historiography of French Revolution
2. Group Discussion on the novelty of nation-state and ideology of nationalism
3. Groups discussion on the question why did very often revolution end in dictatorship?

Course Objectives:

- Students of history will learn how to raise regional powers in India after the downfall of the Mughal Empire and in the course of time how to rise of the Company's absolute power in India.
- They can understand about the colonial nature of state during 200 years rule of the British power in this land.
- They can gather knowledge about how the Indian society, politics, religion and economy had changed during the Company's rule in India.
- They will understand how the company's economic exploitation made Indian revolutionary against the British rule.
- That ultimately paved the background of the Great Revolt of 1857.

Course Outcomes

- Appreciate the relation between capitalism and colonialism in the context of a colonial country like India
- Understand the domestic political economic and foreign policy that operated from the standpoint of the British Imperialism
- Analyse the discourses of Development by the Raj and the incidental benefits of such development on national consciousness
- Critically examines the coercive and hegemonic basis of the Raj
- Students will be able to develop team to discuss on the nature of 1857 Revolt

Unit-I: Expansion and Consolidation of Colonial Power:

1. Foreign Trade and Early forms of Economic Exploitations in Bengal
2. Dynamics of Expansion, with special reference to Bengal, Mysore and Odisha
3. Expanding frontiers: Foreign Policy of British India

Unit-II: Colonial State and Ideology:

1. Arms of the Colonial state: army, Police, Law
2. Imperial Ideology: Orientalism and Utilitarianism
3. Education: Indigenous and Modern.

Unit-III: Economy and Society:

1. Land revenue systems- Permanent, Ryotwari and Mahalwari.
2. Commercialization of Agriculture- Consequences
3. Drain of Wealth- Causes and Consequences

4. Growth of Modern Industry

Unit-IV: Popular Resistance:

1. Santhal Uprising (1856-57)
2. Indigo Rebellion (1860)
3. Movement of 1857- Causes and Consequences

Unit I & II:

This unit will discuss the structure and apparatus of governability by the Imperial British Power. The unit also looks at the way the EEC rule brought about fundamental transformation in peasants relation with the land and how it brought about the notion of individualism and eminent domain in then sphere of property and natural resources. It deals with consolidation of Colonial state through law, judiciary, army, police. The unit also deals with the emergence of cartographic British India with emphasis on extending India's natural frontier which led to war with Afghanistan and frontier extension in the north-eastern India.

Unit III:

This unit engages with the issue of disruption and change that British policies brought about in India's economy. Students will be acquainted with debates regarding the linkage between British policy, and famine, deindustrialisation debate and changes in Indian society brought about by the colonial rule.

Unit IV:

the fundamental changes brought about by colonial policies dispossessed many Indians. Many sections of India rose in protest against the British rule. These revolts vary from restoration to millenarianism. The unit discusses forms and nature of these protests.

Suggested Text Books:

- ✓ *Dharma Kumar and Tapan Raychaudhuri, (ed.), The Cambridge Economic History of India, Vol. II.*
- ✓ *Bipan Chandra, K.N. Panikkar, Mridula Mukherjee, Sucheta Mahajan and Aditya Mukherjee, India's Struggle for Independence,,Delhi,*
- ✓ *Sumit Sarkar, Modern India (1885-1947), Delhi, Macmillan, various edition*

- ✓ ,Isita Banerjee Dubey, *Modern India*, Delhi, Cambridge University Press, 2019
- ✓ . Bandyopadhyay, (2017). *From Plassey to Partition and After: A History of Modern India*, New Delhi: Orient Blackswan, 2nd edition (Chapter 7, “Many Voices of a Nation”).
- ✓ Metcalfe, Barbara D and Thomas R. (2002). *A Concise History of India*. Cambridge: Cambridge University Press,

Reference Reading:

- ✓ P.J. Marshall *The New Cambridge History of India- Bengal The British Bridgehead*, Cambridge, Cambridge University Press, 2008.
- ✓ R. Vlyanovsky, *Agrarian India between the World Wars*.
- ✓ G.Kaushal, *Economic History of India, 1757-1956*

Core XIII History of India (c. 1857 - 1950)

Course Objectives:

- Students can acquire vast knowledge on local rebellion and movements like the Indigo rebellion, the Deccan Riots, the growth of the new middle class; the age of associations, the Aligarh movement, the Arya and the Prarthana Samaj aftermath of 1857.
- They will learn the real historiography of Indian Nationalism; Birth of Indian National Congress, The Moderates and the Extremists, Partition of Bengal, the Swadeshi movement in Bengal in 1905.
- They can acquire knowledge how to rise of Gandhi’s power in Indian politics and his activities towards the freedom like, Rowlatt Satyagraha, Khilafat and Non-cooperation movement, The Swarajya party, Poona Pact, Civil Disobedience Movement, Quit India Movement.
- They also learn how to raise communal politics and opposition politics on the eve of the Freedom movement in India and aftermath of partition in India
- The paper deals with the making of independence and Constitution making in search of an equalitarian democratic society

Course Outcome

- After successful completion of the course, the students will be able to: Identify how different regional, religious, linguistic and gender identities developed in the late 19th and early 20th centuries.
- Outline the social and economic facets of colonial India and their influence on the national movement.
- Explain the various trends of anti-colonial struggles in colonial India.
- Analyse the complex developments leading to communal violence and Partition.
- Discuss the negotiations for independence, the key debates on the Constitution and need for socio-economic restructuring soon after independence

Unit-I: Cultural Changes, Socio and Religious Reform Movements:

1. The advent of Printing and its Implications
2. Reform and Revival: Brahmo Samaj, Arya Samaj, Aligarh Movement.
3. Emancipation of Women, Sanskritization and Anti-Caste Movements

Unit-II: Nationalism: Trends up to 1919:

1. Political Ideology and Organizations, Formation of INC
2. Moderates and Extremists.
3. Swedish Movement
4. Revolutionaries

Unit-III: Gandhian Nationalism after 1919: Ideas and Movements:

1. Mahatma Gandhi: His Perspectives and Methods
2. Non- Cooperation, Civil Disobedience, Quit India,
3. Subhas Chandra Bose and INA
4. Nationalism and Social Groups: Peasants, Tribes, Dalits and Women

Unit-IV: Communalism and Partition:

1. Ideologies and Practices, Muslim League
2. Hindu Maha Sabha
3. Partition and Independence
4. Making of the Constitution

Unit I: This unit looks at the different forms of responses to colonial encounter by various sections of India, including the rise of nationalism in literature

Unit II: This unit engages with the early forms of National movements in India

Unit III: This unit the fundamental transformation in National Movement with the coming of Gandhi. This unit deals with how Gandhi's politics represented a new model for mobilizing different social groups in the national movement.

Unit IV: It deals with events leading to partition of the British India and constitution making

Suggested Text Books:

- ✓ *Sumit Sarkar, Modern India, 1885-1947, Delhi, Macmillan, various edition*
- ✓ *Bipan Chandra, K.N. Panikkar, Mridula Mukherjee, Sucheta Mahajan and Aditya Mukherjee, India's, Struggle for Independence, Penguin.*
- ✓ *Jones, Kenneth Socio-Religious Reform Movements in British India. New Delhi: Cambridge University Press, 1994.*
- ✓ *O'Hanlon, Rosalind. (2002). Caste, Conflict and Ideology: Mahatma Jyotirao Phule and Low Caste Protest in 19th Century Western India. Ranikhet: Permanent Black, pp. 3-11.*
- ✓ *Chandra, Bipan. (1966). The Rise and Growth of Economic Nationalism in India: Economic Policies of Indian National Leadership, 1880–1905. New Delhi: People's Publishing House (Introduction).*
- ✓ *Bipan Chandra, et. al. India's Struggle for Independence, Delhi, Penguin, Various editions.*

Reference Reading:

- ✓ *McLane, J.R. (1977). Indian Nationalism and the Early Congress. Princeton: Princeton University Press, pp.3-21; 89-178*
- ✓ *Hardiman, David. (2005). Gandhi in his time and ours. Delhi, Orient Blackswan, pp.1-81; 109-184.*
- ✓ *Bandyopadhyay, Sekhar. (Ed.) (2009). Nationalist Movement in India: A Reader. New Delhi: Oxford University Press, pp. 55-155.*
- ✓ *A. R. Desai, Social Background of Indian Nationalism, Popular, Bombay.*
- ✓ *Brown, Judith. (1972). Gandhi's Rise to Power. Indian Politics 1915-1922. New York: Cambridge University Press (Chapters 3,4,5,6,7,9).*

Internet Videos

1. Foundation of the Congress https://www.youtube.com/watch?v=gT9_zoIVWXo&t=41s

2. Mahatma Gandhi and Mass Nationalism

<https://www.youtube.com/watch?v=VjzboxNy8nw&t=774s>

3. *Militant Nationalism*

<https://www.youtube.com/watch?v=cPf77YP-QtE&list=PLNsppmbLKJ8KB9BAenzBGCEpD2KEaMgiY&index=3>

Activities to do

1. The class should be encouraged watch the film Traumas and horrors of partition.
2. Students should be encouraged to read Hind Swaraj of Gandhi and a write an essay on it.
3. Find out the unsung heroes in your district and prepare a report

Semester-VI

Core XIV

History and Culture of Odisha-I

(The Making of a Region from Early Times to 1568)

Course Objectives:

- This paper aims at making students familiar with the major currents of political and socio-economic history of pre-colonial Odisha.
- The students will understand the significance of different ruling dynasties of ancient Odisha and the process of making of a region and state formation in ancient and early medieval Odisha
- This course paper will also make the students familiar with the political and administrative history of the Afghans, Mughals and the Marathas in Odisha.

Course Outcomes:

- The students will be able to appreciate the process of state formation in pre-colonial Odisha
- They will develop critical understanding of process of making of regional traditions.
- They will be able to trace the evolution of Odia script and language.

Unit-I: Locating Odisha as a Region

1. Historical Geography: Kalinga, Utkal, Kosala, Odra
2. Early Developments: Mauryan intervention and Kharavela (significance of Kalinga War and Understanding Hatigumpha Inscription).
3. Rise of Local States: Matharas, Eastern Gangas, Sailodbhavas

Unit-II: Towards Regional States

1. Bhaumakaras and Somavamsis: Land grants, Political Developments, Social formations: Occupational Groups under Bhaumakaras and Somavamsis
2. Imperial Gangas: Career and Achievements of Chodagangadeva and Narasimhadeva,
3. Emergence and Evolution of Kalinga Temple Architecture: Major Specimens of (Satrugneswara, Parsurameswara, Muketswara, Lingaraja, Vaital, Hypetheral Temples of 64 Yoginis of Ranipur-Jharial and Hirapur)

Unit-III: Imperial Gajapatis: Apogee and Decline

1. Kapilendradeva's achievements, Setbacks to Kapilendra's Odisharajya from Bengal and South during the period of Purushottama and Prataparudra,
2. Administration and Culture under the Gajapatis
3. Historical events leading to the Decline of Hindu Kingdom of Odisha

Unit IV: Religion, Art and Architecture

1. Buddhism and Jainism in Odisha, Their art and architecture
2. Saiva-Sakta Religion: Origin and Growth, Iconographic forms of Durga and Siva, Saptmatrkas
3. Vaisnava Religion: Origin and Growth, Forms of Visnu, Dasavatara sets and Cult of Jagannath

Unit I:

This unit acquaints students with the formation of distinct historical and cultural region called Odisha over centuries. In the dynamic formation of Odisha as historical regions, many sub regions such as Kalinga, Odra and Kosala came together over time to form the region. This unit deals with early developments, such as the Mauryan intervention and subsequent state formation under Kharavela.

Unit II:

This unit captures the formation of local and sub-regional entities such as Kosala, Kangoda, Kalinga from 6th century CE. It also deals with the way regional kingdom emerged under the Gangas and Gajapatis. Before that the Somavamsis integrated Kosala and Utkala together

Unit III:

Unit III deals with the consolidation of a historical region under the Gajapatis

Unit IV:

This unit acquaints students with the way religions and sacred geography shaped Odisha as a historical region

Suggested Reading List:

- ✓ K.C. Panigrahi, *History of Odisha, Kitab Mahal.*
- ✓ N.K Sahu, Mishra & Sahu, *History of Odisha.*
- ✓ S.K. Panda, *Political and Cultural History of Odisha.*
- ✓ A. C Pradhan, *A Study of History of Orissa*
- ✓ Tripathy, KB (1962) *Evolution of Oriya Language and Script, Bhubaneswar: Sahitya Academy*
- ✓ R. D Banarjee, *History of Orissa, 2 vols.*
- ✓ Acharya, Paramanand () *Essays in History, Culture, Archaeology of Orissa,*
- ✓ Kishor Basa,, Mohanty, Pradeep (ed)(2000) *Archaeology of Orissa, Delhi: Pratibha*
- ✓ Kulke, H. (1982) 'Fragmentation and Segmentation versus Integration: reflections on the Concept of Indian Feudalism and the Segmentary State in Indian History'. *Studies in History, Vol. IV, No. 2, 1982, pp.257-63.*
- ✓ Upinder Singh, King, *Brahamana and temples, Delhi, 1994.*
- ✓ Bhairabi Prasad Sahu, *Changing Gaze, Delhi, OUP, 2013 Sahu*
- ✓ Bhairabi, P. Sahu 'Authority and Patronage in Early Orissa', in K. K Basa and P. Mohanty (eds) *Archaeology of Orissa, vol. 1: 431-440, Delhi, Pratibha Prakashan 2000.*
- ✓ Satyanarayan Rajaguru, *Odishara Sansrutika Itihasa, Cuttack, Grantha Mandira*
- ✓ Sahu, N.K *Buddhism in Orissa, Bhubaneswar: Utkal University, 1958*
- ✓ T. E Donaldson,. *Hindu Temple Art of Orissa. 3 Vols, Leiden: Brill, 1987.*

- ✓ T. E Donaldson,. *The Iconography of Vaisnava Images in Orissa*. New Delhi: India D.K. Printworld (P) Ltd., 2001.
- ✓ T. E Donaldson,. *Iconography of the Buddhist Sculpture of Orissa*. 2 Vols. (Volume I: Text;
- ✓ Volume II: Plates), New Delhi: India Indira Gandhi National Centre for the Arts in Association with Abhinav Publications, 2001.
- ✓ T. E Donaldson,. . *Tantra and Sakta Art of Orissa*. New Delhi: India D.K. Printworld (P) Ltd., 2002.
- ✓ T. E Donaldson,. *Siva-Parvati and Allied Images: Their Iconography and Body Language*. 2
- ✓ Vols, New Delhi: India D.K. Printworld (P) Ltd, 2007.
- ✓ K.C. Panigrahi, *Arcaheologcial Remains of Bhubaneswar*, Calcutta, Longman, 1961.
- ✓ Ramesh Prashad Mohpatra, *Jaina Monuments of Orissa*, Delhi, 1984.
- ✓ Subrata Kumar Acharya, *palaeography of Inscriptions of Orissa*,

Internet Resources:

1. Kharavela by Subrata Kumar Acharya (E Pathshala):
<https://www.youtube.com/watch?v=zRAAOt2Q--U>
2. Shaping of Daksina Kosala by Bhairabi Prasad Sahu:
<https://www.youtube.com/watch?v=blG1iPvotqA&t=971s>
3. Changing narrative and shifting terrain of early medieval India:
<https://www.youtube.com/watch?v=Ofy8VAPi9n4>
4. Tribal Deities at Princely Courts: The Feudatory Rajas of Orissa,
<https://www.youtube.com/watch?v=2jzmm6kVrN4>

Activities to do

1. Visit Bhubaneswar, if possible, to understand the evolution of Kalinga Temple Architecture from 6th -13th century

Core XV

History of Orissa-I: The Making of a Region

(Afghan Rule to Post Independence Period)

Course Objectives:

- This will also help students to understand and assess the nature, causes and impact of the several resistance movements in the 19th century Odisha with a special reference to the Paik rebellion of 1817.
- The paper will critically evaluate the process through which Odia nationalism emerged in late 19th century leading to the formation of a separate state on linguistic basis.
- It also focuses on the forms and agencies of colonial capitalism in changing the pre-colonial social order in Odisha as well as political arithmetic during colonial period.

Unit I: Afghan to Maratha Occupation of Odisha (1568-1803)

1. Afghan, Mughal and Maratha Occupation of Odisha: Events, Administration and Impact
2. Emergence of Garjat States: Case of Sambalpur and Mayurbhanj
3. Evolution of Odia literature (Panchasakhas and Riti Yuga)

Unit II:

1. British Occupation and Early Colonial Administration: Land Revenue, Salt Policy, Currency Policy, Jail and Police Administration.
2. Nature, form, Limitations and causes of Resistance Movements: Ghumsar Rebellion, Paik rebellion, Keonjhar Uprisings. Revolt of 1857 and Surendra Sai
3. Famine of 1866 – Causes, Consequences and significance

Unit III:

1. Growth of Press, Education, Language Movement and Odia Nationalism
2. Nationalist Politics in Odisha (Non-cooperation, Civil Disobedience and Quit India movements in Odisha)Developments leading to Formation of a separate Province of Orissa
3. Prajamandal Movement and Merger of Princely States

Unit IV: Odisha after Independence

1. Political Developments from 1952 to 1977

2. Economic and Industrial Development in Post Independent Odisha

3. Social Development in Post Independent Odisha: Education, women empowerment: policies and Programme.

Unit I:

This unit acquaints u the shift in political power with the coming of the Afghans, Moghuls and Marathas. This also deals with the developments in Odia literature from 15th to 18th century

Unit II:

The unit seeks to explain the structural changes brought about in Odisha after the British occupations of Odisha in 1803. It deals with various forms of resistance in different forms to these structural changes

Unit III:

This unit engages students with the quest for a united Odisha and rise of Odia consciousness. It also sees how both the aspirations- that of united Orissa province and struggle against colonial rule under Gandhian leadership merged. It also deals with the Garjat states and their unification after Independence leading to a united Odisha state.

Unit IV:

The unit seeks to explain the challenges of a backward region like Odisha and governance measures taken in the first quarter of Post-Independence period

Suggested Reading List:

- ✓ *P.K. Mishra & J.K. Samal, A Comprehensive History and Culture of Orissa- Vol. I & II*
- ✓ *K.M. Patra, Freedom Struggle in Odisha.*
- ✓ *J.K.Samal, Orissa under the British Crown.*
- ✓ *3.K.M.Patra, Orissa State Legislature & Freedom Struggle.*
- ✓ *A.C. Pradhan, A Study of the History of Odisha, Panchasheel.*

- ✓ B.K. Mallik, *Paradigm of Dissent and Protest :- Social Movements in Eastern India*
- ✓ Chaudhury, Pradipta (1991) "Peasants and British Rule in Orissa", *Social Scientist*, Vol. 19, No. 8/9 (Aug. - Sep., 1991), pp.28-56.
- ✓ Mohanty, Nivedita (1982.) *Oriya nationalism: quest for a united Orissa, 1866-1936*, New Delhi: Manohar;
- ✓ Mohanty, Sachidananda () *Social Reform Movements in Orissa*, Study of Sailabala Das, Delhi:
- ✓ Mohapatra, Bishnu N (2001) "Social Connectedness and Fragility of Social Capital: View from an Orissa Village", *Economic and Political Weekly*, Vol. 36, No. 8 (Feb. 24 - Mar. 2, 2001), pp.665-672
- ✓ Mubayi, Yaaminey. 2004. *Altar of Power. The Temple and the State in the Land of Jagannatha*, Delhi: Manohar.
- ✓ Nanda, CP (2008) *Vocalising Silence: Political protest in Orissa-1930-42*, Delhi: Sage.
- ✓ Pati Biswamoy (1992) "Of Movements, Compromises and Retreats: Orissa, 1936- 1939", *Social Scientist*, Vol. 20, No. 5/6 (May - Jun., 1992), pp.64-88
- ✓ Pati Biswamoy (1999) "Oriya Intellectuals Then and Now" *Economic and Political Weekly*, Vol. 34, No. 19 (May 8-14, 1999), p.1093
- ✓ Pati, Biswamoy (1998) *Siting the Body: Perspectives on Health and Medicine in Colonial Orissa* Author(s): *Social Scientist*, Vol. 26, No. 11/12 (Nov. - Dec., 1998), pp.3-26.
- ✓ Pati, Biswamoy (1999) "The Dialectics of Retreat: Orissa, 1943-1950," *Social Scientist*, Vol. 27, No. 7/8 (Jul. - Aug., 1999), pp.75-112.
- ✓ Pati, Biswamoy () "High'-'Low' Dialectic: Peasant in Oriya Literature" *Economic and Political Weekly*, Vol. 24, No. 14 (Apr. 8, 1989), pp.747-75
- ✓ Pati, Biswamoy (1992) "Dialectics of Transition: Orissa, 1943-50", *Economic and Political Weekly*, Vol. 27, No. 7 (Feb. 15, 1992), pp.353-364
- ✓ Pati, Biswamoy (Jul. 1983), "Peasants, Tribals and the National Movement in Orissa (1921-1936)" *Social Scientist*, Vol. 11, No. 7, pp.25-49.
- ✓ Pati, Biswamoy "Autonomous Enclaving", *Economic and Political Weekly*, Vol.25, No. 42/43 (Oct. 20-27, 1990), p. 2388.
- ✓ Pati, Biswamoy "Koraput: Perceptions in a Changing Society" *Economic and Political Weekly*, Vol. 25, No. 18/19 (May 5-12, 1990), pp.986-988

- ✓ *Patra, K. M: Freedom Movement in Orissa,*
- ✓ *Pattnaik, J () Feudatory States in Orissa,*
- ✓ *Pattnaik, NR (ed.) Comprehensive History of Orissa*
- ✓ *Pradhan, Prasant Kumar, (1998) Gandhians' rise to power : national movement, power politics & independence, 1920-47 AD, New Delhi : Commonwealth Publishers,*
- ✓ *Samal, J () Orissa under the British Crown, Calcutta Sinha, Surjit (1977) Kshatrisation . In MN Das (ed.), Sidelights on the History and Culture of Orissa,*

Internet Resources

1. Merger of princely states of Odisha:
<https://www.youtube.com/watch?v=OCpBRgGnksQn>
2. Merger of Princely States (Publication Division):
<https://www.youtube.com/watch?v=Zp2om49-RS4>

Activities to read

1. Find out the sequence of merger of various princely states with Odisha Province in 1947 and 1948.
2. Discuss in the classroom the life and times of a prominent freedom fighter of your locality. Prepare jointly a report
3. Group Discussion

Semester-VII

Core XVI History of Modern Europe II (c. 1880 - 1939)

Course Objectives:

- Students will learn about the post-war developments of Social, Political and Economic scenarios of the World and decolonization and the emergence of the Third world.
- They will learn about changing world political scenarios and emerging trends in culture, media and Revolution among European countries.
- It deals with the nature and impact of Imperialism between the two wars
- It deals with rise of Totalitarian regimes
- The paper deals with new movements in art and literature such as existentialism

Course Outcome

- Upon completion of this course the student shall be able to: Trace varieties of nationalists and the processes by which new nation-states were carved out.
- Discuss the peculiarities of the disintegration of large empires and remaking of Europe's map.
- Deliberate on the meaning of imperialism and the manifestations of imperialist rivalry and expansion in the 19th and early 20th century.
- Analyse the conflict between radical and conservative forces, and the gradual consolidation of ultra-nationalist and authoritarian regimes in Europe.
- Contextualise major currents in the intellectual sphere and arts

Unit-I: Liberal Democracy, Working Class Movements and Socialism in the 19th and 20th Centuries:

1. The Struggle for Parliamentary Democracy and Civil Liberties in Britain.
2. Forms of Protest during early Capitalism: Food Riots in France and England: Luddites and Chartism.
3. Early Socialist Thought; Marxian Socialism

Unit-II: The Crisis of Feudalism in Russia and Experiments in Socialism:

1. Emancipation of Serfs
2. Revolutions of 1905; the Bolshevik Revolution of 1917.
3. Programme of Socialist Construction.

Unit-III: Imperialism, War and Crisis: c. 1880-1939

1. Growth of Militarism; Power Blocks and Alliances: Expansion of European Empires–First World War (1914 – 1918)
2. Fascism and Nazism.
3. The Spanish Civil War.
4. Origins of the Second World War.

Unit-IV: Intellectual Developments since circa 1850: Major Intellectual Trends:

1. Mass Education and Extension of Literacy.
2. Institutionalization of Disciplines: History, Sociology and Anthropology.
3. Darwin and Freud.

Unit I:

At the end of this rubric the student will be familiar with the economic, social and political issues that democratic industrialised England faced in 19th century. Further, in contrast to Capitalism, thinkers began to search for alternative socio-economic system, which resulted in the rise of Socialism, nihilism, anti-property thinking.

Unit II:

At the end of this rubric the student will be familiar with the economic, social and political issues that troubled the Tsarist regime in Russia in the nineteenth century. She/he will develop an understanding of popular movements and the political ascendancy of the socialists eventually leading to the revolutions in the early 20th century.. It also deals with socialist programmes under Lenin and Stalin in the form for Five Year Plan and Nationalisation of Resources

Unit III:

At the end of these units, students will be able to understand the shortcomings of the Post war international political architecture inked at Paris Peace Conference. They will also understand the limits to which a capitalist economy can be given a free rein. Students will explore the nature of totalitarian regime. The student will be expected to demonstrate a familiarity with the historiographical debates and discussion associated with the rise and development of the fascist/Nazi state in Italy and Germany eventually leading to the outbreak of the Second World War.

Unit IV:

At the end of this unit, Students will be acquainted with the broad social and cultural changes of 20th centuries, such as expansion of literacy, mass culture. Students will also understand the intellectual climate of 20th century, especially the evolutionary biology of Charles Darwin and the role of unconscious in shaping human Behaviour (Freud) decisively changed our understanding of man and his behaviour, However, the crisis of capitalism, two world wars seriously dented faith in capitalism, hence, there were new isms such as Absurdism emerged in the post war period.

Suggested Text Books:

- ✓ *C.M. Cipolla, Fontana Economic History of Europe, Volume II the Present (1981). I: The Industrial Revolution.*
- ✓ *William Keylor, the Twentieth Century World, an International History, London, OUP, 1996.*
- ✓ *Carr.E.H., International Relations between the Two World Wars, 1919-1939, New York, 1966.*
- ✓ *Frank McDonough The Origins of the First and the Second World War. Cambridge: Cambridge University Press, 1997.*
- ✓ *James A. Winders, European Culture since 1848. New York: Palgrave, 2001.*
- ✓ *Bayly, C.A. The Birth of the Modern World, 1780-1914. Oxford: Blackwell Publishing, 2004, pp. 199-244.*
- ✓ *Iben Stein, Today's ism*
- ✓ *Wood, Alan. (2003). the Origins of the Russian Revolution 1861-1917. London and New York: Routledge.*

Internet resources

- ✓ **Parliament of UK to see 1832 Reform Act**
- ✓ **Germany and Italian Unification:** https://www.youtube.com/watch?v=KSjDe9_jZk8
- ✓ **Hannah Arendt's "The Origins of Totalitarianism"**
<https://www.youtube.com/watch?v=WAx16BhiSzC>
- ✓ **The Great Depression -** https://www.youtube.com/watch?v=x4F5gIWS_Is

Activities to do

1. Watch the movie Holocaust and discussion on the nature of anti-Semitism of Nazism

2. Discuss about various theories regarding the Capitalist Crisis in 1930s.
3. Find out why Occupy Wall Street Movement occurred in 2011. Why did it peter out soon?
Have a peer group discussion.

Core XVII History of Modern China, 18th Century to the 20th Century

Course Objectives:

- The course intends to aid students in learning about the modern history of China.
- It is important to understand the contemporary society, polity, and history of modern China as the country rises as an economic superpower.
- By introducing the political and social history of China, student would be equipped to learn comparative histories and how Indian and Chinese experience of anti-imperialist struggle and nation-making.
- The course intends to introduce the students to formulations of World Capitalism and how it shaped and structured the “third world.”

Course Outcomes:

- Students would learn about the rise of China as an economic superpower and what India can learn and be careful about.
- Students would learn; the basics of comparative history and would be able to contextualise the two Asian giants, viz. India and China together.
- Students would learn how Communism is a form of totalitarianism when it is put to practice in word as it happened in Mao's China.

Unit I: China's confrontation with External and Internal Crises

Introduction: Land, Politics and Culture; The Opium Wars and the Unequal Treaty System, Taiping Rebellion, and other Agrarian and popular movements.

Qing Restoration, Self-Strengthening; Hundred Days Reform; Expansion of Foreign Powers and “Scramble for Concessions;” Boxer Rebellion.

Unit II: Search for New Solutions

Revolution of 1911; Sun Yat Sen and his Contribution; The May Fourth Movement and its Significance

Unit III: Nationalism and Revolution

Rise of Communist party and KMT; Establishment of First United front: 1924-27; Chiang Kai Shek and KMT; The Nanjing Decade 1928-37; Mao Zedong and CPC: Growth of Revolution from the Countryside 1927-1935; Second Sino-Japanese War and Success of Communist Revolution 1937-49

Unit IV: Establishment of Communist State and its Challenges

Transition to Socialism and Factional Conflicts; Great Leap Forward; Cultural Revolution 1966-76; Transition from Mao to Deng Xiaoping, Opening of China, Socialism with Chinese Characteristics, Rise of China.

Suggested Readings:

- ✓ *Dikötter, Frank. The Age of Openness: China Before Mao, (University of Hong Kong Press: 2008)*
- ✓ *Dikötter, Frank, The Tragedy of Liberation: A History of the Chinese Revolution, 1945–1957 (University of Hong Kong Press: 2012)*
- ✓ *Fenby, Jonathan, The Penguin History of Modern China: The Fall and Rise of a Great Power, 1850 to the Present, Penguin, 2019*
- ✓ *Johnson, Ian, Wasserstorm, Jeffery N, The Oxford Illustrated History of Modern China, Oxford University Press, 2016.*

Unit I: After the end of Unit I , students will be able to understand the internal crisis and external control to which China was subjected to

Unit II: The unit seeks to engage with the rise of nationalism and nationalist leadership under Sun-Yat Sen

Unit III: this unit makes students understand the organisation, ideology, strategy and leadership of Chinese Communist party and their successful seizure of Power

Unit IV: It deals with the communist regime in the first thirty years and its experiment with capitalism since late 1970s

Readings:

- ✓ *Jean Chesneaux, China from the Opium Wars to the 1911 Revolution. Pantheon Books, 1976*
- ✓ -----*China from the 1911 Revolution to Liberation. Random House, 1977*

- ✓ -----China: The People's Republic 1949-76. Pantheon Book, 1979
- ✓ J.K. Fairbank (with Merle Goldman), *China: A New History*. Harvard University Press, 1992
- ✓ Immanuel Y. Hsu, *The Rise of Modern China*, OUP, 1995 (5th Ed)
- ✓ Maurice J. Meisner, *Mao's China*, W. W. Norton & Co., 1999 (2nd Ed)
- ✓ Ranbir Vohra, *China's Path to Modernization: A Historical Review from 1800 to the Present*. Prentice-Hall, 2000

Internet Resources

1. Remembering Sun Yat-sen: https://www.youtube.com/watch?v=g5c5_CxYN-E
2. Communist seizure of power: <https://www.youtube.com/watch?v=xRxFqtex-k>
3. Cultural Revolution: <https://www.youtube.com/watch?v=8jEMIFCaI04>
4. China's Success Story: https://www.youtube.com/watch?v=7UdCt_Rsevk

Activities to do

1. Arrange a Group discussion on how China emerged as a super power?

Core XVIII Evolution of Modern Political Thought in India

Course Objectives:

- The course intends to introduce students to major political ideas and ideologies in India. Moreover, they are to be provided with the understanding of evolution of the state, its reshaping and changing nature through a “close reading” of key thinkers and thoughts.
- Studying the evolution of political thoughts would equip students to appreciate the complex foregrounding of concepts such as equality, fraternity, and justice.
- Students would be equipped to understand the complex and layered structures of freedom struggle and thus they would be able to appreciate the process of nation-making.

Course Outcomes:

- Students would learn about the nature of political thought and ideologies and could then appreciate the fervour and diversities in Indian democracy.
- Students would learn the basics of intellectual history and how to read key historical texts with context.
- Students would learn and grasp the layered complexities of the nation-state and the kind of accommodations and adjustments any nation-state makes to manufacture citizenry and ideals.

Unit I: Encounter with the West

1. Early Nationalist Responses: Ram Mohan Roy, Bankim Chandra Chattopadhyay, Dayananda Saraswati
2. Reading Traditions with a Dissent: Jotirao Phule, Ramabai.
3. Economic Critique of Colonialism: Dadabhi Naoroji, MG Ranade, Gopalkrishna Gokhale.

Unit II: Revolutionary Action and Civilisational Thinking

1. Aurobindo Ghose and *Bhawani Mandir*,
2. Sachhindranath Sanyal and *Bandi Jeevan*
3. Revolutionaries: Ghadar Party, Hindustan Socialist Republic Association

Unit III: Nation and Nationalism

1. Rabindranath Tagore: A Life in Creative Unity, Nationalism
2. Mahatma Gandhi: Hind Swaraj, India of My Dreams
3. BR Ambedkar: Castes and Untouchability in Hindu Society, Annihilation of Caste

Unit IV: Communists and Socialists

1. M.N. Roy: From Marxism to Radical Humanism, Critique of Gandhian Thought and Action, Radical Humanism
2. Ram Manohar Lohia: Life in Indigenous Evolution, Main Currents of Lohia's Political and Social Thought, Political Thought of Lohia, Critique of Western Ideologies, New Socialism, Model of Political System for India; Social Thoughts of Lohia; Lohia as an Internationalist.
3. Deendayal Upadhyay: Indigenous Socialism, Integral Humanism

Unit I:

Students will learn how the cultural interaction with the West through Colonialism evoked different responses in the Indian intelligentsia. These responses to the Western cultural interactions were not limited only to the intelligentsia but were widespread to different subaltern groups as well. But since this paper concerns itself with modern political thought, the Unit I will begin with historically locating these responses with early nationalists, and emphasis the plurality of the responses through Raja Rammohan Roy, Bankim Chandra Chattopadhyay, and Dayanand Saraswati.

Unit II:

Students will learn how opposition to the Western domination was first manifested as an economic critique of Colonialism. Students will read about Dadabhai Naoroji, MG Ranade, and Gopal Krishna Gokhale, and their seminal contribution to the political underpinnings of colonialism and economic exploitation of the colonies.

Unit III:

Students will learn about the plurality of understanding about the conception and formulation of nation and nationalism. Through the political thoughts of Tagore, Ambedkar, and Gandhi, students will be introduced about the diversity of view on nationalism and how it was imagined as an anti-colonial force despite the reservations of these three thinkers on xenophobia.

Unit: IV:

Students will learn about the two streams of political thought that are usually considered alien, i.e. Communism and Socialism, but with a slant difference. This unit will bridge the gap for them to understand that how Indian political thinkers made these alien ideologies “Indian” and connected them to the movements of the grassroots.

Suggested Readings:

- ✓ *Bhattacharya, Krishna Chandra. 1984. 'Swaraj in Ideas', Indian Philosophical Quarterly, XI(4[October]): 385–86.*
- ✓ *Chakrabarty Bidyut and Pandey, Rajendra Kumar, Modern Indian Political Thought, Text and Context, Sage India: 2009*
- ✓ *Chatterjee, Partha. 1986. Nationalist Thought and the Colonial World: A Derivative Discourse? New Delhi: Oxford University Press.*

- ✓ Panthan Thomas, and Deutsch, Kenneth L. (eds), *Political Thought in Modern India*. New Delhi: Sage Publications.

Reference Readings:

- ✓ Anderson, Benedict. 1983. *Imagined Communities*. London: Verso
- ✓ Chakrabarty, Bidyut (ed.). 2004. *Social and Political Thought in Modern India*. New Delhi: Indira Gandhi National Open University (IGNOU).
- ✓ Chatterjee, Partha. 1994. *The Nation and its Fragments: Colonial and Postcolonial Histories*. New Delhi: Oxford University Press.
- ✓ Habib, Irfan. 1995. *Essays in Indian History*. New Delhi: Tulika.
- ✓ ———. 1980. 'Barani's Theory of the History of the Delhi Sultanate', *Indian Historical Review*, VII (1–2): 113–15.
- ✓ Kangle, R.P. 1972. *The Kautilya Arthashastra*. New Delhi: Motilal Banarasidas.
- ✓ Krishna Rao, M.V. 1958. *Studies in Kautilya*. New Delhi: Munshiram Manoharlal.
- ✓ Oommen, T.K. 1990. *State and Society in India: Studies in Nation-building*. New Delhi: Sage Publications.
- ✓ Raychaudhuri, Tapan. 1999. *Perceptions, Emotions, Sensibilities: Essays on India's Colonial Past and Post-colonial Experiences*. New Delhi: Oxford University Press.
- ✓ Taylor, Charles. 1998. 'The Dynamics of Democratic Exclusion', *Journal of Democracy*, 9(4[October]): 144.
- ✓ O'Hanlon, Rosalind. 1985. *Caste Conflict and Ideology: Mahatma Jyotirao Phule and Low Caste Protest in Nineteenth Century Western India*. Cambridge: Cambridge University Press
- ✓ Tripathy, Amal. 1967. *The Extremist Challenge: India between 1890 and 1910*. Calcutta: Orient Longman.

Internet Resources:

1. Introduction to Modern Indian Political Thought: A Course by NPTEL, IIT Guwahati (On Youtube).

<https://www.youtube.com/watch?v=jKL4GTxLA6A&list=PLwdnzlV3ogoV46yMV5bv2Z6CljgHA6zBI>

Activities to do

1. Reading extracts of seminal essays like ‘Annihilation of Caste’, ‘Bhawani Mandir’, ‘Bandi Jivan’, etc.
2. Debating how certain policies of the state should be categorised politically.
3. Collecting newspaper reports on different birth anniversaries of different political ideologues and leaders and analysing the contents of the essay and corresponding them with historical narratives on these leaders.

Core XIX Basic Principles and Methods in Archaeology

Course Objective:

Basic Principles and Methods of Archaeology is a lecture series that introduces Third semester students to key concepts and practical approaches in archaeology, highlighting their applications in interpreting the human past. The definition aims and scope of archaeology and its development as a discipline is introduced to the students. The nature of the archaeological record and the unique role of science in archaeology is explained. The course also provides understanding cultural development and diversity from human origin to civilization development. Legislation related to archaeology and the role of archaeology in heritage management is also discussed in this course.

Course Outcome:

On the successful completion of Introduction to Archaeology students will develop a strong foundation on the basic understanding of the nature, development and value of archaeology as a discipline.

Unit I: Introduction to Archaeology

1. Definition and scope of archaeology
2. Relationship of archaeology with History, Anthropology and Natural sciences
3. History of archaeology in world and Indian context

Unit- II: Field Methods & Techniques of Data Retrieval

1. Principles, Methods, and Techniques of Exploration
2. Principles, Methods, and Techniques of Excavation
3. Stratigraphy: Site formation process and reconstruction of cultural sequences.

4. Archaeological Recording: 3D measurement, Photography, Plan and Section Drawings.

Unit-III: Dating Methods in Archaeology

1. Relative and Absolute Dating Methods
2. Relative Dating: Seriation
3. Absolute Dating: Archaeometric methods such as Carbon dating, Potassium Argon, Thermo-luminescence

Unit- IV: Data Analysis, Report Writing and Publication

1. Archaeological data analysis: Stone Tools, Ceramics, Human Remains, Floral & Faunal remains and Metal Objects.
2. Report Writing and Publication, Preparation of text, Drawing, Archaeological Photography, and Preparation of manuscripts and proof reading.

Unit I:

Archaeology is the study of material remains dug out during scientific excavation. Materiality of material remains has emerged as important area of research in the construction of past. Large chunk of human past is unwritten and even when writing appeared, there were many cultures which did not have written records. Further, there are many writing systems, which were not deciphered. This unit seeks to explain that archaeology as a discipline is important in the construction of past. This unit introduces students to this discipline and explains why in American universities Archaeology is part of Anthropology whereas in India Archaeology is offered by Department of Ancient Indian History and Culture. Material remains of the past warrants an understanding of not only human behaviour but also how human beings adapted with the environment. Hence this unit seeks to locate archaeology's intimate relations with geology, fluvial studies, botany and zoology and top of it with Physics and Chemistry,

Unit II;

Unit II seeks to make people understand basic methods of exploration and discovery of archaeological sites through field survey, Google earth and various methods of during exploration. Further the unit deals with methods of excavations, such as laying of trench, bulk methods versus Harris matrix methods of excavation and scientific recording of artefacts and structures encountered during excavations

Unit III:

At the end of this unit, students are expected to know various archaeometric methods of measuring the date of archaeological materials.

Unit IV:

This unit makes students understand and acquire skills on various aspects of post excavation analysis, such as pottery identification, analysis, report writing

Recommended Books

- ✓ Agrawal D.P: *Archaeology in India*, Copen Hagen Scandinavian Institute of Asian Studies, 1982.
- ✓ Aiken, M.J: *Science based Dating in Archaeology*, London, Longmans, 1990.
- ✓ Basker P: *Techniques of Archaeological Excavation*, London, Batsford, 1982.
- ✓ Chakrabarti D.K: *Theoretical Perspectives in Indian Archaeology*, MunshiramManoharlal, 1989. Ghosh A: *Encyclopaedia of Indian Archaeology* 2008,
- ✓ Chakrabarti, D.K. 1988. *A History of Indian Archaeology: From the Beginning to 1947*. New Delhi: MunshiramManoharlal.
- ✓ Childe, V.G. 1956. *Piecing Together the Past: The Interpretation of Archaeological Data*. London: Routledge and Kegan Paul.
- ✓ Clarke, D.L. *Analytical Archaeology*, London, 1978.
- ✓ Daniel, Glyn, E. 1981. *A Short History of Archaeology*. London : Thames and Hudson.
- ✓ Fagan, B. and C. De Corse 2005. *In the Beginning: An Introduction to Archaeology* (Eleventh Edition). New Jersey: Pearson Prentice Hall
- ✓ Hester, T.R.: *Field methods in Archaeology*, California, 1975.
- ✓ Rajan K.: *Archaeology, Principles and Methods*, Tanjavur, 2002.
- ✓ Rajan K.: *Understanding Archaeology: Field Methods, Theories and Practices*, Tanjavur, 2016.
- ✓ Raman K.V.: *Principles and Methods in Archaeology*, Madras 1976.
- ✓ Renfrew, C., and P. Bahn 2012. *Archaeology: Theories and Methods and Practice*. London: Thames and Hudson.
- ✓ Srivastava, K. M, *New Era of Indian Archaeology*, New Delhi: Cosmo Publication, 1882.
- ✓ Sri Mortimer Wheeler, *Archaeology from the Earth*, London, 1954

Internet Resources

- ✓ D.K Bhattacharya's course on Archaeology in E Pathshala

https://www.youtube.com/playlist?list=PL_NvvTU1Eq82GxCQfFRnRqRctB6hizSP8

- ✓ Sharma Centre for Heritage Education (Prof Shanti Pappu):

<https://www.youtube.com/@sharmacentreforheritageedu5327>

Activities to do

1. Make a trench layout of 2x2 m in the nearby empty area and scientifically dig out, find out different layers, prepare field note, and a final report
2. Visit an archaeological site, if possible and participate in the excavation (Contact ASI or university 3).

Semester VIII

Core XX Art and Architecture in India (Up to Medieval)

Unit- I

1. Harappan Art & Architecture: Town planning, Bronze and Terracotta Art
2. Mauryan Art & Architecture: Rock-cut Caves, Monolithic Pillars and Stupas.
3. Sunga Art & Architecture: Stupa, Caityagriha and Vihara.

Unit- II

1. Buddhist Architecture at Bharut and Sanchi.
2. Stupas at Amaravati and Nagarjunikonda.
3. Kushana Art: Gandhara and Mathura School of Art

Unit- III

1. Rock-cut Cave Architecture of Western India, Ajanta and Ellora Caves.
2. Rock-cut Cave Architecture of Eastern India, Khandagiri and Udayagiri Caves.

Unit- IV

1. Evolution of Temple architecture of Gupta period.
2. Temple Architecture of Southern India (Chalukya, Pallava and Chola)
3. Temples of Central India: Khajuraho.

Unit I:

After the end of this unit students will be able to know about the diversities and homogeneity in the Harappan town planning. Further, students will be able to see continuities of the Harappan life worlds into present time through the study of Harappa, which shows Yogic postures and asana

Unit II:

The students will be able to know about the technical and aesthetic aspects of Buddhist art of India and variations in them, including understanding the Buddhist art form evolved out of osmosis of different cultural tradition.

Unit III:

The third units make students understand the rich rock cult tradition of Indian art and architecture, especially of Elora, Khandagiri and Udayagiri

Unit IV:

Temple as an architectural form has variations across various regions of India. This unit makes students understand these regional temple styles, its art, architecture and sculptures.

Recommended Books

- ✓ *P. Brown; Indian Architecture (Buddhist and Hindu Period), Mumbai, 1997.*
- ✓ *Edith Tomory ; A History of fine art, In India and the west, Chennai, 2009.*
- ✓ *V. Dehejia; Indian Art, London, 1997.*
- ✓ *R. Craven; Indian Art, London, 1997.*
- ✓ *S. P. Gupta; Elements of Indian Art, New Delhi, 2002.*
- ✓ *A.N. Parida; Early Temples of Orissa, New Delhi, 1999.*
- ✓ *K.S. Behera ; Temples of Orissa, Bhubaneswar, 1993.*
- ✓ *N.S. Ramaswami ; Indian Monuments, New Delhi, 1979.*
- ✓ *John and Susant Huntingon Art of India, Leiden, E.J Brill, 1984*
- ✓ *T.E. Donaldson, Hindu Temple Art of Odisha, Three vols, Leeiden*
- ✓ *C Sivaramamurti. (Indian Bronzes, Bombay: Marg Publications 1962).*
- ✓ *George Michell, (1977).The Hindu Temple: An Introduction to its Meaning and Forms, New Delhi, B.I Publications*

Internet Resources

1. Gandhara and Mathura Art: <https://www.youtube.com/watch?v=T050xO4VcUk>
2. Amaravati art: <https://www.youtube.com/watch?v=GHDcxlApMpU>
3. Ajanta Art: <https://www.youtube.com/shorts/i5hYCt7J1UM?feature=share>
4. Nagara, Vesara, Dravida and Kalinga style: <https://www.youtube.com/watch?v=tSHUzCkAuzI>

Activities to

1. Study tour to Bhubaneswar to see temples, Khandagiri-Udayagiri rock cut monument and Dhauli Stupa and Asokan edicts

2. Visit to old temple of your locality and report on its art and architecture

Core XXI

A Short History of Contemporary Popular Cultures:

Cinema &TV, Sports and Cuisine

Popular culture refers to the aesthetic products created and sold by profit-seeking firms operating in the global entertainment market. **Today, average man spends about 10 hours watching IPL, Premier league or new media like Netflix, Facebook, Instagram in his/her smart phone.** The ubiquity (that is, it is everywhere) of the mass media and our popular culture is a fascinating area of understanding and grasping. The perspective of the culture creators (for profit mass media companies, individual, filmmakers and artists) and the change popular culture. Critical Theorists (who take their cue from Marx and conflict theory) say that the mass media is an industry and designed to indoctrinate and subordinate the masses (audiences) into passivity and acceptance of the capitalist mode of consumption through our popular culture consumption. On the other hand, the functionalists say that popular culture is the social glue that binds together members of that social group and creates feeling of solidarity and group cohesion. The Paper introduces to the making of four important popular cultures: Hindustani Film, New Media, Cricket and Hockey and food

Course Objectives

- The Paper deals with the changing worldviews of Bollywood film over 75 years of India
- It explores the rise of Cricket as a National Passion
- The paper makes students appreciate the role of mass media on their perception of leisure, style and ideology
- It also explores the displacement of indigenous food and emergence of Junk food
- It explores the role of big business in the growth of popular cultures and their visible forms
- On the completion of this course students will be able

Course Outcomes

- To understand the role of Big Business in the making of popular culture

- To analyse the changing tropes of Bollywood cinema
- To relate the changing style, food habit and notion of leisure as a result of the popular cultures
- To correlate and explain the impact of new media on human societies

Unit I: Hindustani cinema in colonial and post-colonial period:

- Early film makers and their social background; form and content of early cinema; Evolution, ideology, culture and nation, Communalism and nationalism in the Post Hindustani cinema
- Hindustani cinema in the late 1960s: New wave cinema; Changing representations of gender, class and caste; impact of left movements like the Naxalbari uprising, and women's movements; New directors and their concerns; Growing challenges to hegemonic commercial cinema.
- Liberalisation and Globalisation and NRI Life world in Hindustani Cinema:
- Social, political and cultural contours of Hindustani cinema in the age of globalization; continuation of the new wave cinema; rising influence of the NRIs and crossover cinema

Unit II: Television & New Media in web 2.0 and making of Popular Culture

- Chitramala
- Ramayana and Mahabharata: Making of a Hindu Nation, Pangs of Partition: Traumas
- Web 2.0: Facebook, Instagram, a Narcissistic Self:

Unit III: Sports Culture: From Akhada to IPL

- Sports in pre Colonial Period: Akhadas in Hindu monasteries, Chaturang (Polo and other sports)
- From Gentlemen's Game to National Passion: Colonial Sports: Cricket, Football and Hockey
- Hockey: Hockey and its origin, Golden Years of Indian Hockey, Decline and revival and Role Odisha

Unit IV: Cuisine: From paratha to Pizza: understanding regional, national and Cultural hybridism through Food

This unit will examine the multiple ways in which regional cuisines have marked cultural and social diversity and the ways in which these have been appropriated in the process of nation making

- i. Food and Thought: Ayurveda on Typologies of food, Food and Its relation with human thought and health
- ii. Making of Regional Food Traditions: Landscape ecology and Food, Temple Prasadam and Regional Food Culture: Study of Jagananth Temples 56 Bhogas,
- iii. Making of National Food Culture and global Food: Pizza, Junk Food and Food MNCs in India

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Cinema and Internet

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Fiske, John. (2001). Television Culture: Popular Pleasures and Politics. London: Routledge. (This edition published in the Taylor & Francis e-Library, 2001) Chap. 1, pp. 1-20

Spracklen, Karl. (2015). Digital Leisure, the Internet and Popular Culture: Communities and identities in a Digital Age. London: Palgrave Macmillan, pp. 1-52.

Ranganathan Maya & Usha M Rodrigues. (2010). Indian Media in a Globalised World, Sage Publications India Pvt. Ltd.

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Vasudevan, Ravi (ed.), 2000. *Making Meaning in Indian Cinema*. New Delhi: OUP

Raymond Williams, *The Country and the City*, London: Chatto & Windus, 1973.

Rajagopal, Arvind. (2001). Politics After Television: Hindu Nationalism and the Reshaping of the Public in India. Cambridge: Cambridge University Press.

Kapur, Geeta. (2000). When was Modernism: Essays on Contemporary Cultural Practice in India. New Delhi: Tulika.

Dwyer, Rachel. (2002). *Cinema India: The Visual Culture of Hindu Film*. New Jersey: Rutgers University Press.

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Sports:

Sen, Ronojoy (2015) Nation at Play: A History of Sport in India (Contemporary Asia in the World), Columbia University Press.

Gopal, Meena and Padma Prakash(2022) *Sports Studies In India: Expanding the Field*, Delhi: Oxford University Press.

Guha, Ramachandra; Vaidyanathan, T.G. (1994). *An Indian Cricket Omnibus*. India: [Oxford University Press](#). ISBN 978-0-19-563427-3.

Guha, Ramachandra (2001). *The Picador Book of Cricket*. India: Pan Macmillan. ISBN 978-0-330-39613-4.

Guha, Ramachandra (2004). *A Corner of a Foreign Field: An Indian history of a British sport*. Picador. ISBN 978-0-330-49117-4.

Guha, Ramachandra (2005). *The States of Indian Cricket: Anecdotal Histories*. Permanent Black. ISBN 978-81-7824-108-1.

An Indian cricket century (Editor, works of [Sujit Mukherjee](#), 2002)

Gidén, Carl; Houda, Patrick; Martel, Jean-Patrice (2014). *On the Origin of Hockey*. Createspace. ISBN 9780993799808.

Podnieks, Andrew; Szemberg, Szymon (2007). *World of Hockey: Celebrating a century of the IIHF*. Fenn Publishing. ISBN 9781551683072.

Internet resources

On Origin of Hockey:

<https://archive.ph/20130418105313/http://www.eng.umu.se/e3ht02/camilla/history.htm>

Food

Inglis, David and Gimlin Debra (eds.) (2009). *The Globalisation of Food*. New York: Berg Publishers.

Appadurai, Arjun. (1988). 'How to Make a National Cuisine: Cookbooks in Contemporary India', *Comparative Studies in Society and History*, Vol. 30, No. 1, pp. 3-24.

Ray, Utsa. (2014). *Culinary Culture in Colonial India: A Cosmopolitan Platter and the Middle Class*, Cambridge: Cambridge University Press.

Bourdieu, P. 1984. *Distinction: A Social Critique of the Judgement of Taste*. Boston, MA: Harvard University Press.

Core XXII

Tribes of Odisha through Ages

Unit I: Defining Tribes of Odisha

1. Tribes of Odisha: Definition, Economic, social, linguistic, cultural, political Characteristics
2. Colonial Classification: Tribe versus caste, Primitive tribes, vulnerable tribe, Criminal Tribe
3. Tribes of Odisha: No. of Tribes, Demography and Distribution, Their linguistic diversities; Austro, Indo-Aryan and Dravidian

Unit II: Tribes in Pre Colonial Odisha

1. Situating Tribes in Early Historical and Early medieval Odisha: Pre Mauryas, Mauryas to Mandala States of early medieval Odisha,
2. Peasantisation of tribes and Proliferation of Sudra caste in early Medieval Odisha ; Integration of tribal cults in Brahmanical religion: Case of Jagannath Cult
3. Feudatory States of Odisha: Model of Kshatriyaisation of Rulers with tribal background: Case Studies of Mayurbhanj, Dhenkanal, Bonai, Keonjhar

Unit III: Colonial Intervention in tribal Life worlds:

1. Unquiet Forests and Hills: Diverse Contexts of tribal resistance- Colonial revenue settlements, Forest Policies , Modern timber Industry and Railways, Cultural reform
2. Study of tribal resistance: Khonds of Ghumsar, Birsa Munda, Laxman Nayak, Dharani Nayak
3. Educating Tribes through Modern Education and Health: Christian Missionaries in tribal hinterland of Odisha, Dharani Penu and Small Pox

Unit IV: Tribes of Odisha in Post Independence Period:

1. Nehruvian Era (Five Principles) : Equality, Constitutional Protections, Affirmative Action, Tribal Sub Plan
2. Approaches to Tribes: Assimilation (Ghurye) , Isolation (Elvin) and Integration Approach
3. Development and Tribal Displacement: Study of Niyamgiri, Gandhamardan and Kalinganagar

References:

- ✓ *Encycopaedia on the Tribe of Odisha, SCST RI*
- ✓ *K.Suresh Sing*
- ✓ *Pati, Biswamoy (2015) the Diversities of Tribal Resistance in Colonial Orissa, 1840s-1890s Survival, Interrogation and Contests, Economic and Political Weekly,*
- ✓ *Panda, Shishir (1997) SITUATING TRIBALS IN EARLY HISTORY OF ORISSA, Proceedings of the Indian History Congress, Vol. 58 (1997), pp. 132-138.*
- ✓ *Pati, Biswamoy. South Asia from the Margins: Echoes of Orissa (1800-2000), Machester University Press.*
- ✓ *Report of the Scheduled Areas and Scheduled Tribes Commission 1960-1961 (Chairman U.N Dhebar), New Delhi, Manager of Publications, Vols. I and II, 1961.*
- ✓ *Pati, Biswamoy Tribals and Dalits in Orissa: Towards a Social History of Exclusion, c. 1800–1950, Delhi: OUP*

Course Objectives:-

1. The course paper aims at familiarizing students with some of the popular Historical writings and essays by historians, social scientists and public intellectuals.
2. To make students distinguish between different genres of historical writings.

Course outcomes:-

1. Students will be able to appreciate the nature and forms of historical writings on various aspects of the discipline of history.
2. The student will learn to organize their writings centering around a few arguments while deliberating on a theme.

Unit - I: - Understanding History as a discipline

1. History, Science and morality: E.H. Carr.
2. Myth and Reality: D.D. Kosambi
3. The many Worlds of Indian History: Sumit Sarkar
4. Contemporary politics and the Rewriting of History in India - Romila Thapar
5. The lessons of History: Will Durant and Ariel Durant

Unit - II: - Ideology, Faith and Religion

- 1- Hindutva or Hind Swaraj : U.R. Anantamurthy
- 2- Why I am an Atheist : Bhagat Singh
- 3- Three Hundred Ramayans : A.K. Ramanujam
- 4- Reading Freud's Future of an Illusion in Goa by Sudhir Kakakr
- 5- The Doctor and the saint : Arundhati Roy

Unit - III: - Politics, Nationalism and Modernity

- 1- The Nehruvian Political system and its aftermath : Rajni Kothari
- 2- Indian National Movement : The long term dynamics : Bipin Chandra
- 3- The idea of Provincializing Europe : Dipesh Chakrabarty
- 4- Ram Mohan Roy and the Break with the past : Sumit Sarkar
- 5- Reinventing Gandhi : Shiv Viswanathan

Unit - IV:-Visions and Visionaries

- 1- Outsider within : The worlds of Verrier Elwin : Ramachandra Guha
- 2- Why Socialism : Albert Einstein
- 3- The Argumentative Indian : Amartya Sen
- 4- Tagore and our Times : Jawaharlal Nehru
- 5- The Uncolonized mind : A Post-Colonial View of India and the West : Ashis Nandy

Suggested Reading List:

- ✓ *E.H. Carr - What is History, 1961, Penguin Books*
- ✓ *D.D. Kosambi - Myth and Reality*
- ✓ *Sumit Sarkar - Writing social History, OUP, 1977*
- ✓ *Romila Thapar - Indian society and the secular, Three Essays collective, 2016*
- ✓ *The Lessons of History - Will and Ariel Durant, Simon and Schuster, 1968, USA*
- ✓ *The Centenary Book of Tagore, - Sukamal Ghose, Modern India Press, Calcutta, 1961*
- ✓ *India Dissents, 3000 years of difference doubt and Argument, Ed. Ashok Vajpeyi, Speaking Tiger, 2017*
- ✓ *Indian society and the secular - Romila Thaper, Three Essays collective, 2016*
- ✓ *Mad and Divine : Spirit and Psyche in the modern world : Sudhir Kakkar*
- ✓ *The Ramachandra Guha Omnibus, R.C. Guha, OUP, 2013*
- ✓ *Empire Nation : Partha Chatterjee, Permanent Black, 2010*
- ✓ *Provincializing Europe : Dipesh Chakrabarty, 2000*
- ✓ *Debating Gandhi : Ed A. Raghurama Raju, OUP, 2006*
- ✓ *Annihilation of caste : B.R. Ambedkar*
- ✓ *Bhagat Singh Reader : Chaman Lal*
- ✓ *History as it Happened: Selected Articles from Monthly Review (1949-1998), Compiled by B.S Ortiz and T.D Gupta, Cornerstone Publication, 2006.*

Unit I:

The students will learn to closely read some of the significant essays and readings in History and appreciate how as a discipline it engages with the past. The unit will also inculcate the habit of reading in students and they will be trained to appreciate the seminal essays in the discipline.

Unit II:

Students will read some seminal essays on contesting nature of religion, ideology, and what seem to be partisan aspects of history writing.

Unit III:

With this unit students will learn to read closely some of the seminal contributions in the perspectives to understand the modern nation-state.

Unit IV:

This unit will introduce essays on the interdisciplinary nature of the discipline by asking students to engage with contributions from Anthropology and Psychology and thereby appreciating the aspects of different milieu of the inquiries regarding the past.

Internet Resources

1. Can we read historical texts meaningfully?
<https://stanforddaily.com/2021/04/05/opinion-can-we-read-historical-texts-meaningfully/>
2. On the Reading of Historical Texts
<https://journals.sagepub.com/doi/10.3102/00028312028003495>
3. What is the Benefit of Reading History Books?
<https://popularhistorybooks.com/2021/11/19/whats-the-benefit-of-reading-history-books/>

Activities to Do

1. Collective and personal reading of the texts and discussions.
2. Teacher will make close reading groups where they will guide students to work together on a text in small groups. Students will also be asked to write short summaries of all the readings and do short reviews of each essay and readings.

