

Department copy
(New)

CHOICE – BASED CREDIT SYSTEM (CBCS)

SYLLABUS OF M.A.

2022-2023

DEPARTMENT OF HISTORY



SHAILABALA WOMEN'S AUTONOMOUS COLLEGE

CUTTACK

SL NO	HC- HARD CORE	14 X 100	1400	SEMESTER	CREDITS	TOTAL MARKS
1	CE-CORE ELECTIVE	4 X 100	400	SEMESTER-I	23	450
2	OE- OPEN ELECTIVE	1 X 50	50	SEMESTER-II	29	550
3	AC-ALLIED CORE	2 X 50	100	SEMESTER-III	28	550
4	FI- FIELD INTERNSHIP	1 X 50	50	SEMESTER-IV	23	450
5	TOTAL MARKS		2000	TOTAL	103	2000

SUMMARY

INSTRUCTION TO THE BOARD OF STUDIES:

1. Program out come for each program/ discipline/subject must be given.
2. Each paper /course must have objectives and learning outcomes
3. Each theory paper must have five (5) UNITS .
4. Each Unit must have three (03) Components.
5. Each practical paper must include minimum eight(8) Experiments/tests.

POST GRADUATE SEMESTER-I
HISTORY--- HARD CORE- HC- 101 (PAPER-1)
ANCIENT CIVILIZATION

UNIT-I

1. Evolution of the earth and origin of Species.
2. Influence of Geography on Indian History
3. Underlying fundamental unity in diversity of India

UNIT-II

1. Paleolithic phase-Hunter Gatherers, Tool Making Habits.
2. Neolithic Phase-Food Production, Societies and village settlements.
3. Egyptian Civilization- Political Developments, Religion.

UNIT-III

1. Sumerian Civilization-Society, Architecture.
2. Babylonian Civilization-Code of Law, Administration, Education.
3. Greek Civilization- Beginning of Democracy, Society.

UNIT-IV

1. Roman Civilization-Origin, Establishment of Republic.
2. Chinese Civilization- Innovations, Religion, Economy.
3. Harappan Civilization- Town Planning, Religion, Decline.

UNIT-V

1. Indus valley- Art, Architecture, Numismatic and Epigraphy
2. Rig Vedic Civilization-Origin, Religious life, Political organizations.
3. Later vedic Civilization - Later vedas, society and women Education.

Reading Materials.

1. J.N SWAIN, World Civilizations.
2. H. S. Baghela World Civilizations
3. W.w. Witch, World Civilization
4. H. PANDA World History
5. S.Chand, World History



POST GRADUATE SEMESTER-I
HISTORY-HARD CORE-HC -102 (PAPER-II)
WORLD HISTORY

UNIT-I Great Revolutions.

1. Renaissance and reformation I Europe—Enlightment by Kant and Rousseau.
2. The Beginning of American Revolutions of 1776, Formation of Constitution, Abolition of Slavery.
3. The Beginning of French Revolution of 1789, Causes and effects.

UNIT-II

1. Napoleon Bonaparte-Achievements.
2. Nationalism- German Nationalism, Italian Nationalism.
3. European Revolution- July Revolution 1830 and February Revolution 1848.

UNIT-III

1. British Politics for Democracy- Reforms of 1832,1867,1911.
2. Industrialization in England- Causes and impact on English Society
3. Industrialization-- In Germany, USA

UNIT-IV

1. Growth of Capitalism -Rise of socialization, Growth of working Class Movement.
2. Nationalism - Germany and Italy.
3. Imperialism – England and France

UNIT- V

1. The Colonialism and Exploitation by Britain- Asian Country- India
2. The Growth of Imperialism and Colonialism by- France , Spain in India
3. Imperialism and free trade by Britain with Asian Countries- India and CHINA

Reading Materials

1. A. Wesley Rohen et, al, The Round of Mankind, Health Culture, Boston 1952.
2. C.A. Fitcher, History of Modern Europe.
3. C.M.D Ketelbey, History of Modern times since 1789, 2009.
4. David Thomson, Europe Since Napoleon, Pelican ooks,1985.
5. Edward Mac Nall Buss et, al, Western Civilization Their History and their Culture, In New York,1963.
6. Edward Mac Nall Buss et, al, World Civilizations, Vols, A,B,C, Gayal Sarab, New Delhi.
7. F. Rice, The foundation of the Early Modern Europe.
8. Toynbee, A.J. A Study of the early History 12 Volumes.



POST GRADUATE SEMESTER-I
HISTORY—HARD CORE-- HC-103(PAPER-3)
TWENTIETH CENTURY WORLD –(1900-1945)

UNIT-I

1. The First World War- Causes and Consequences.
2. Paris Peace Conference-personalities and Wilsonian 14 points.
3. League of Nations-Achievements and Failure

UNIT-II

1. France Search for Security- Washington Conference, Locarno pact.
2. The problems of Reparation-Proposals of Dawes and Young Plan.
3. The Russian Revolution- Causes and Consequences.

UNIT-III

1. The foreign policy of United States Of America.
2. The foreign policy of Russia between two world wars.
3. The foreign policy of United Kingdom.

UNIT-IV

1. The rise of Nationalism-Indo-China,
2. The rise of Nationalism-India-Pakistan
3. The rise of Nationalism-Indonesia.

UNIT-V

1. New Economic policy of Lenin.
2. Appeasement policy of England
3. Problems of Disarmament.

Reading Materials

1. K.L. Khurana, World History
2. K.B.Keswani, iNternational Relations
3. J.A. Toynbee, A study of the history, VOL-XII

POST GRADUATE SEMESTER-I
HISTORY-HARD CORE---HC--104 (PAPER- 4)
TWENTIETH CENTURY WORLD-1945-2000

UNIT-I

1. UNO- Formation, Objectives, Structures
2. UNO- Human Rights, Achievements .
3. Role of UNO for Kashmir, Korea.

UNIT-II

1. Cold war between two Super powers-1945-2000.
2. Problems of Afghanistan, Berlin, Cuba.
3. Rivals of western Europe- Truman Doctrine, Marshall plan

UNIT-III

1. Formation of NATO- Objectives, Structure.
2. Disarmament Conferences-SALT-I(1972) , SALT- II(1979), START-I, START-II.
3. PACT- Warsaw Pact and Objectives.

UNIT-IV

1. Reforms of Michael Gorbachev and disintegration of Soviet Union.
2. Regional Security alliances-ASEAN, SAARC
3. Indian Foreign policy with USA, China, Russia.

UNIT--V

1. IPKF—Indian peace keeping force - Her role under UNO
2. Indian in World affairs -- India and Non Alignment Movement
3. India -- Afganistan Relations.

Reading Materials

1. K. B Keswani, International Relations
2. K. L. Khurana, World History
3. P.Maity, History of the world

Semester-I

Course Type: ALLIED CORE

Course Code: AC-101

Course Title: **COMPUTER APPLICATIONS IN TEACHING LEARNING**

(Compulsory Course for All PG students)

Credits: 03	Marks: 50	Mid-Sem 10+ Pract. 10 = 20 marks	End Sem: 30	Total Hours: 45
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Course Objectives:

1. To provide basic knowledge to students on computer applications essential for teaching learning in higher education.
2. To make the students understand the e-learning and its applications.
3. To impart knowledge to students on Trends in Teaching Learning Practices.

Course Learning Outcomes (CLOs):

At the end of the course, the students will be able to:

CLO1: Learn basis of Basics of MS Windows. (Remembering)

CLO2: Demonstrate basic understanding of computer applications with reference to MSs| Windows, MS excel and MS PowerPoint. (Applying)

CLO3: Generate spreadsheets, charts and presentations. (Creating)

CLO4: Design personal, academic and business documents using MS office. (Creating)

CLO5: Model the modes of development of self-learning materials and prepare different types of instructional material. (Applying)

CLO6: Explain different OERS, MOOCs available for effective learning. (Understanding)

CLO7: Develop learners' e-portfolios. (Creating)

CLO8: Classify various e-resources for effective learning. (Analyzing)

CLO9: Describe the concept of artificial intelligence and its applications in teaching learning.

(Understanding)

CLO10: determine similarity index of the various documents like dissertations, theses etc through plagiarism testing software. (Evaluating)

Course Contents

Unit-I: Basics of Computer Applications (CLO1, CLO2, CLO3, and CLO4) 15 Hours

- Basics of MS Windows: Desktop, Recycle bin, My Computer, Documents, Pictures, Music, Videos, Task Bar and Control Panel. MS-Word and its features: Creating, Editing, Formatting and Printing of Documents, Inserting, Word Art, Page Numbers, Mail Merge.
- MS-Excel and its features: Creating a new worksheet, selecting cells, Entering and editing Text, Numbers, Inserting Rows/Columns, changing widths and heights of rows and columns, Formulae, referencing cells, changing of font sizes and colors.
- MS-PowerPoint and its features: Creating, Inserting and Deleting Slides of a Presentation. Adding Pictures, Inserting Objects, Audio, Video, Custom Animation and Hyperlinking of documents.

Unit-II: E-learning and its applications (CLO5, CLO2, CLO3) 15 Hours

- Concept of e-learning, Approaches to e-learning: Offline, Online, Synchronous, Asynchronous, Blended learning and Mobile Learning. Security concerns related to interactive contents: Viewing, disabling and managing interactive content; securing the computer from viruses and other internet attacks.
- Creating and Sharing: (i) G-Suite: Gmail, Drive, Calendar, Meet, Chat, Doc, Sheet, Slides (ii) Surveying: Survey Monkey, Google Forms, online spreadsheets (ii) Google Classroom: conducting classes, assessment and evaluation.
- Development of Self-Learning Materials (SLM) and e-content: Concept and its purposes, Conventional Teaching versus SLMs & e-content, Types of SLMs and e-content, Process of Developing SLMs and e-content, Content Organization, Integrating video and audio into SLMs.

Unit-III : Trends in Teaching Learning Practices (CLO6, CLO7, CLO8, CLO9, CLO10) 15 Hours

- Open Education Resources: Creative Common, Massive Open Online Courses creating learners' E-portfolios; Accessing Online Repositories, Online Libraries and E-Resources.
- Artificial Intelligence: Concept and its applications in teaching learning practices, Introduction to SPSS and R, Latex.
- Plagiarism: Regulations, similarity index of the various documents like dissertations, theses etc. through plagiarism testing software (Mendeley, Zotero).

Transaction Mode

Workshop, ICT-Lab Learning, Lecture Method, Seminar, team teaching, tutoring, peer group discussion, mobile teaching, self-learning, Collaborative learning, Cooperative learning

Book and Materials Recommended

(Any other Books and Materials may be followed)

- Creating learning materials for open and distance learning: A Handbook for Authors and Instructional Designers (2005). Commonwealth of Learning. Vancouver, Canada. Excel 2020 in easy steps-Michael Price-TMH publications.
- Foundations of Self-Learning Materials. http://wikieducator.org/Session_3.
- Garrison, D.R. and Anderson, T. (2003). e-learning in the 21st century: a framework for research and practice. London: Routledge.
- Haas, K.B. and Packer, H.Q. (1990). Preparation and use of audio-visual aids, 3rd Edition, Prentice Hall, Inc.
- Jayaram, K and Dorababu, K.K. (2015). Self learning materials in distance education system. International Journal of Current Research. Vol. 7, issue, 10, pp.21929-21934.
- Minnick, D.R. (1989). A guide to creating Self Learning Materials. International Rice Research Institute Los Baños, Laguna, Philippines.
- MS Office 2007 in a Nutshell-Sanj_y Saxena-Vikas Publishing House.
- Murthy, CRK and Santosh Panda (2002). Report of the workshop on strategies for revision of self-learning materials, IGNOU, New Delhi. (Unpublished)
- Oreyet.al. (2009). Educational media and technology. New York: Springer Science Business Media.
- Rana, S. (1994). Open Learning in India, Commonwealth Publishers, New Delhi.
- Roblyer, M.D. (2008). Integrating educational technology into teaching. New Delhi: Pearson.
- Rowntree, Derek (1986). Teaching through self-instruction, Kogan Page, London/Nichola Pub. Comp. New York.
- Senapaty, H.K. (2009). ICT integrated learning materials on basic school subjects from constructivist perspectives. Bhubaneswar: Regional Institute of Education, NCERT.

UNESCO (2005). How ICT can create new, open learning environments: Information and communication technologies in schools: A handbook for teachers. Paris: UNESCO.

UNESCO (2008). Capacity building for ICT integration in education.

Retrieved from, <http://portal.unesco>.

UNESCO (2008). ICT Competency standards for teachers: Policy Framework. Retrieved from <http://portal.unesco>.

Working in Microsoft Office Ron Mansfield - TMH.

POST GRADUATE - SEMESTER--II
HISTORY-HARD CORE---HC--201
CULTURAL HERITAGE OF INDIA

UNIT-I

1. SOURCES- Archaeological, Literary, Foreign Accounts.
2. First Urbanization- Harappan Culture.
3. Vedic Age- Literature, Religion.

UNIT--II

1. Later Vedic Age—Literatures, Religion and Society
4. Epic literature- Ramayana, Mahabharata.
5. Purana- Literatures and Religious Values.

UNIT-III

1. The Second Urbanization- Cultural life with Jainism and Buddhism.
2. Mauryan Empire-Cultural Life, Ashoka's Dhamma and Propagation in Asia.
3. Gupta Age- Developments of Literatures, Science, Technology.

UNIT-IV

1. Sangam Age- Literature and Architecture.
2. Delhi Sultanate- Sufi Movement, Bhakti Movement.
3. Mughal Age-Taj Mahal, Red Fort, Qutub Minar.

UNIT-V

1. Socio- religious Movements- Brahma Samaja, Theosophical Society.
2. Swami Vivekananda and Ramakrishna Paramahansa.
3. Aligarh Movement and Syed Ahmed Khan.

Reading Materials

1. A.L Basheon (ed), cultural History of India,OUP, New Delhi 2011.
2. Allchew.B.R, The birth of Indian Civilization 1968
3. Auboy E.J, Daily life in Ancient India, 1965.
4. The cultural Heritage of India. Bhartiya Vidyabhusana series, Volume-- 1 - IV
5. J. Dora, Sakta Movement of odisha, A study of Art, Architecture and iconography, Bharatiya Kala Prakarana, New Delhi -2010
6. Meenakshi Karana, Cultural Heritage of Medieval India, Social science, Press-2007.
7. Romila Thapper, The Cultural past.
8. Rpmila Thapper, Ancient- Indian Social History, Orient Long pvt. Ltd 2010.
9. The History of Culture Of Indian People, vol.i ii Bharatiya Vidya Bhusan seris, Mumbai.

POST GRADUATE SEMESTER--II
HISTORY—HARD CORE---HC--202
CULTURAL HERITAGE OF ODISHA

UNIT-I

1. The meaning , Nature and classification of Cultural Heritage.
2. Heritage Of Buddhism and Jainism
3. Heritage of Saivism and Vaishnavism

UNIT-II

1. The cult of Jagannath -Origin and Development
2. Mahima Dharma- Impact on socio-cultural life
3. Panchasakha and their Literature

UNIT-III

1. Sarala Mahabharata
2. Modern odian Literature- Fakir Mohan Senapati, Gangadhar Meher
3. Rock cut sculpture in Odisha- Khandagiri and Udayagiri

UNIT-IV

1. Temples of upper Mahanadi valley- 64 Yogini temple of Ranipur Jharial Bolangir, and Samleswari temple of Sambalpur.
2. Fair and Festivals- Blijatara, Dhanujatara
3. Performing Art and music---- Paika dance and Odissi dance and Tribal dances.

UNIT-V

1. Evolution of Kalingan style- Sun temple of Konark
2. Jagannatha temple- Architecture
3. Asokan art and architecture at Ratnagiri

Reading Materials

1. A.B. Mohanty, Mandalapanji
2. Dora, asakta amaovements of Odisha study of Art,Architcture and Iconography,Delhi 2009
3. K.C. Jagannath culture.
4. M.Manasingha, History of Odia literature,Sahitya academy, New delhi
5. M.N. Das(ed),Slides lights on History and culture of Orisa.
6. N.K. Bose, Cannons of Orissa Architecture
7. N.K.Sahu, Buddhim in Orissa
8. P.K.Mishra(ed)Comprehensive history and culture of Orissa,VOL-I,PT.II
9. S.PRADHAN,Rock art in Odisha
- 10.T.E. Donaldson, Hindu emple Art of Odisha

POST GRADUATE SEMESTER--II
HISTORY- HARD CORE—HC--203
TRAVEL AND TOURISM MANAGEMENT

UNIT- 1

1. The meaning, Definition and types of tourism.
2. Religious Importance- Puri and Badrinath.
3. Archaeological Importance- Taj Mahal and Ajanta caves

UNIT- II

1. Historical importance- Kainga war 261 BC, Nalanda university.
2. Importance of Museum- New Delhi and state Museum Bhubaneswar
3. Importance of cave paintings- Khandagiri and Udayagiri,

UNIT--III

1. Importance as Tourist place- Wagah Boarder parade, and Chilika Lake..
2. Important historic Buildings-, Red fort and Agra fort.
- 3 . Indo-Islamic Importance- Qutub Minar, Ibadat Khanna of Akbarl.

UNIT-IV

1. Fairs and festivals under tourism- Ratha yatra of Puri, Eid of ISLAM, Kumba mela.
2. Festivals of south relates tourism- Pongal, Jalikattu and Naripuja
3. Sea beaches under tourism – Puri, Marine Drive, Goa sea beach.

UNIT- V

1. Policy, planning and motive of the Government
2. Tourist activities, Organizations and their Promotions
3. Travel Agencies and Managements.

READING LIST –

1. Duglus Fosters, Travel and Tourism management.
2. Fletuni at,ex- Tourism Principles and practice copper 1993
3. K.C Panigrahi, Archaeological remains in Bhubaneswar
4. M.P. Beilaruah , fairs and festivals of India(5 volumes)
5. Negi, Travel Agency and tour Operation- Concepts and Principles
6. Ram Acharya, Tourism and cultural Heritage of India 1986(Jajpur)
7. S.Puaja, Great Movements of India
8. Sethi, Nature and Scope of Tourism
9. Y.D Sharma, Delhi and it's Neighborhoods

POST GRADUATE SEMESTER-II
HISTORY---HARD CORE- HC-204
RELIGION, LITERATURE ART AND ARCHTECTURE(Early to 1200 AD)

UNIT-I

1. The Religious values- Vedas and Puranas
2. Religious VALUES on society by—Vedanta and MIMANSA
3. Epic Literature –Ramayana and Mahabharata

UNIT-II

1. Religious Movements—Jainism and Buddhism
2. Rise of Svetambara, Digambar
3. Literary imoortances – Puranas and Bhagabata Geeta

UNIT-III

1. Harappan Religion and their dead disposal systems.
2. Mohenjo-Daro Engineering skills of house building systems
3. The Great Bath- religious importance and technological outlets.

UNIT-IV

1. Hatigumpha Inscriptions -- Literary Description
2. Ashokan Art and Literary Description
3. Importance of SANCHI and Bharut

UNIT- V

1. Gandhara School of Art and Literatures
2. Mathura School of Art and Literatures
3. Amaravati school of Arts and Literatures

Reading List-

1. A.A. Macdonell , A History of Sanskrit Literature.....1971
2. A.D. Pusalkar Studies in the Copies and PURANA, Bombay 1951
3. A.K. Kumaraswamy, History of Indian and Indonesian Art 1965, New York
4. Warder, Indian Buddhism
5. A.L. Bhasam A.L(ed) Cultural History of India
6. B.Rowland , The Art architecture of India, Buddhist, Hindu and Jain,1970, Penguine
7. C. Sivaramamurti , Mahabalipuram
8. D. Mitra, Udayagiri and Khandagiri, 1975
9. D. Mitra, 1980, Delhi, Ajanta
10. Dr. S Radhakrishnan, The Cultural Heritage of India, Vol-I, II, IV.
11. E. Neumayer, Pre- historic Indian Rock and Paintings, Delhi 1997
12. J.N. Banerjee, The development of Hindi Iconography , Kolkata 1956
13. K.S. Behera , Konark: The Heritage of mankind
14. Krishna Deva, The temple of North India
15. M. Wintesity, History of Indian Literature, Vol-I, II, III, Delhi 1963-67
16. P.C. Brown , Indian Architecture(Buddhist and Hindu) Vol- I : Mumbai- 1999

POST GRADUATE- SEMESTER-II
CORE ELECTIVE—CE--201
POLITICAL AND ADMINISTRATIVE HISTORY OF INDIA
(1200 A.D-- 1526 AD)

UNIT- I

1. Literary sources- Tarikh-i-Firoz Sahi, Fatwah-i-jahandari,
2. Foreign Travel Accounts- Al Beruni, Tarikh-i- Hind, Ibn Battuta.
3. Advent of Ghori- Invasion, Causes of Success, consolidate of Sultanate

UNIT- II

1. Iltutmish – Theory of kingship and Administration
2. Ghiasuddin Balban-Theory of Kingship and Administration
3. Allaudin Khalji- Agrarian and Economic Measurements.

UNIT- III

1. Muhammad bin Tughlaq – His Major projects, Reforms and failures
2. Firoz shah Tughlaq- Agrarian measures and Public works
3. Firoz shah Tughlag- Military Administration

Unit-IV

1. Society, Culture and art during sultanate period.
2. Education, science, and medicine during Sultanate period.
3. Sprayed of Education during Sultanate period

UNIT-V

1. The Vijaya Nagara Empire-Administration.
2. The Vijaya Nagara Empire- Cultural and Education Developments
3. The rise and fall of Bahamani kingdom

Reading List:

1. L.Bhasam, The Wonder that was India, New York,1954
2. D.D Koshambi, The culture and civilization of Ancient India, A critical Outline, New Delhi 1971
3. R.S Sharma, Indian Feudalism, New Delhi, Orient Longman,1978.
4. The Cultural Heritage of india, Vol-1-VI, Ramakrishna Mission, Kolkata
5. Romila Thapper, A History of India Vol-1, Penguin Publisher.

POST GRADUATE SEMESTER—II
HISTORY—OPEN ELECTIVE—OE—201
OPEN FOR OTHER PG STUDENTS

CERTIFICATE COURSE
HISTORICAL APPLICATION AND TOURISM
POSTGRADUATION COURSE.
FULL MARKS- 50

Unit-1 (1). Characteristics of Tourism :- Definition, types and purpose of Tourism.

(2). Site of National Importance—Barabati fort Cuttack

(3). Site of National importance---Sisupalgarh

Unit-2(1).Importance of Museum- Orissa state Museum Bhubaneswar

(2).Importance of Museum- Orissa state Maritime Museum Cuttack

(3).Importance of Museum-Netaji Subhas Chandra Bose Museum Cuttack

Unit-3.(1). Temples of India—Sun temple Konark

(2). Heritage of Orissa—Lalitagiri and Ratnagiri- jajpur.

(3). Important Monuments- Khandagiri and Udaigiri

Unit-4(1).Importance of religious place- Kadam – E- Rasool of Cuttack

(2). Importance of Tourist Place- Mangalajodi of khorda

(3). Importance of festival- Balijatara of Cuttack

POST GRADUATE SEMESTER--III
HISTORY - HARD CORE- HC-301
RESEARCH METHODOLOGY

UNIT-I

1. Historical Sources - Ancient India, Medieval India
2. Sources of Modern India
3. Sources of Odisha History

UNIT-II

1. Historical Research
2. Historical sources of Data collection
3. Historical facts and evidences

UNIT-III

1. Principle of Historical Imagination and observation
2. Historicism
3. Historical Objectivity and Subjectivity in History

UNIT-IV

1. Choosing of Subject
2. Chronology and Dating
3. History as Science

UNIT-V

1. Causation in History
2. Relation of History with- Archaeology, Anthropology, Geography and Political science
3. Notes, Footnotes, Preparation of Synopsis, Review of literature Reference and Bibliography

Reading list :

1. B. Sheikh Ali, History it's theory and methods.
2. E.H. Carr What is History
3. E. Shreedharan, A Book Of Historiography, Orient Longman
4. K. Rajayayas, History it's theory and methods
5. R.G. Collingwood, The ideas of History
6. Romila Thapper, Past and Prejudice. NBT, New Delhi

POST GRADUATE SEMESTER--III
HISTORY- HARD CORE---HC--302
HISTORICAL THEORIES AND METHODS

UNIT-I

1. Meaning, Nature and scope of History
2. Relation of history with Sociology, Psychology, Ethics and literature.
3. History deals with Science and Morality

UNIT-II

1. Traditions of Historical writings- Greco- Romano
2. Historical Theories of Historians- Herodotus- Thucydides.
3. Medieval Understanding- St. Augustine(western), Ibn Khaldums (Arabic)

UNIT- III

1. Approaches of History- Marxist, Nationalist
2. Subaltern School of History and post modernist attitude of History
3. Scientific Historians- Ranke, Croce , Carl Marx

UNIT- IV

1. Primary and Secondary sources
2. English Historians- John Locke, George , Winston Churchill, R.G. Collingwood
3. Collection and Selection of facts and evidences

UNIT V

1. Examination and presentation objectivity and Bias in History
2. Recent Historical writings in the proposed areas of research
3. Challenges in History.

READING LIST

1. B.Sheikh Alli- History it's theory and Methods
2. E.H. Carr, What is History
3. E.shreedaran, A text book of Historiography
4. G.TReiner, History it's purposes and Methods
5. J.B. Burry, The Ancient and Greek History
6. More Bloch , The Historian Crafts
7. N. Subramanian, Historiography
8. S,Masickam, History and Historical Methods.

POST GRADUATE- SEMESTER- III
HISTORY HARD CORE -- HC—303
SOCIAL EMANCIPATION MOVEMENT IN INDIA.

UNIT-I

1. Social reformation--Gautama Buddha ideas for Emancipation
2. Social reformation-- Mahavira jina ideas for Emancipation.
3. Social Reformation in Medieval period- Kabir , Nanak, Sri Chaitanya

UNIT-II

1. Abolition of Slavery in USA and it's impact
2. Global theory of Slavery and oppression- Rousseau's chained Man, Marx's Alienated man, Ambedkar's Broken man
3. Bhima Bhoi's Ideology and program- His writings and social protest.

UNIT-III

1. Tribal Resistance Movement-Birsa Munda, Buxi Jagabandhu
2. Human rights movement in early 20th century A.D. The Mahad Satyagraha 1927
3. Demand for political Rights for Depressed classes- M.K. Gandhi and Ambedkar.

UNIT- IV

1. Gandhian Ideology and Program for eradication of Untouchability
2. Social Democracy as a vision of the Nation- State socialism,
3. Constitutional safeguards for the Scheduled castes and Scheduled tribes

UNIT-V

1. Dalit Movements and Gender issues.
2. The Dipressed classes in India after Independence. Tribal Forest and Land r+Orights
3. The Hindu code bill 1954 and struggle for Women's empowerment, 1947-1990.

Reading List:

1. A.C. Pradhan, The Emergence of the Depressed classes
2. Brookeland International, Bhubaneswar 1968
3. A.K. Dhar, Birasa Munda Publication Division, New Delhi-2006
4. B.C. Roy et al,(eds), Freedom struggle in Odisha. Vol. I Orissa state Archive BBSR,2004
5. B.K. Mani, De- Brahminising in history, Dominance and Resistance in Indian History
6. B.K. Mallik, Paradigms of Dissent and social protest movement in Eastern, India (1400-1700) Manohar New Delhi.
7. Chandra Bharil, Social and political ideas of B.R. Ambedkar Jaipur,1977.

POST GRADUATE -SEMESTER-III
HISTORY CORE ELECTIVE—CE--301
NATIONAL MOVEMENT IN INDIA

UNIT-I.

1. British Imperialism in India- Stages of Colonialism, Changes in Administration,
2. Effects of Colonialism- Social, Economic and Religion
3. Peasants and Tribal movements in 18th and 19th century

UNIT-II

1. The Revolt of 1857 causes.
2. The Revolt of 1857- Effects On Administration
3. The growth of National Consciousness

UNIT-III

1. Political associations before 1885
2. Moderates aims and Objectives
3. Rise and Growth of Extremism and rise of Rise of Revolutionary Terrorism till 1918

UNIT-IV

1. National Political Issues
2. Extremist and Moderate conflict on Political Ideologies
3. Home rule Movement and Gadar Movement

UNIT-V

1. Non- cooperation Movement and Khilafat Movement
2. Civil Disobedience Movement and Quit India Movement
3. The role of Jawahar LaL Nehru and Sardar Patel for Prime-Minister.

Reading List-

1. Amal Kumar Mishra, The Raj, Nationalists and reforms, Bhubaneswar, 2007
2. C.R. Desai, Social Background of Indian Nationalism
3. A.K. Patnaik, The Soviet and the Indian Revolutionary Movement 1917-1929
4. Bipin Chandra, Communalism in Modern India
5. Bipin Chandra, Indian National Movement.
6. Bipin Chandra, India's Struggle for Independence
7. Bipin Chandra, Essays on Colonialism
8. Bipin Chandra, Modern India
9. Bipin Chandra, Nationalism and Colonialism in Modern India
10. E. Strokes, the peasants and the Raj
11. J.C. Johari, History of Indian National Congress
12. Jin Masselos, Indian Nationalism- A History
13. J. H. Brown, Gandhi's rise to power in Indian Politics(1915-1922)
14. R.P. Dutta, India Today
15. P.C. Johari, 1857-Rebellion: A Symposium
16. S. Gopal, British Policy in India

POST GRADUATE-SEMESTER-III
HISTORY-CORE ELECTIVE—CE--302
WOMEN IN INDIAN HISTORY

UNIT-I

1. Meaning and definition of Feminism
2. Historical prospective- Women in Ancient period
3. Historical Prospective – Medieval women

UNIT-II

1. Modern Women- Primary, Secondary and In Higher education
2. Role of women in Religion- Hinduism, Islam, and Christianity
3. Role of Orissan Women for Indian Independence

UNIT-III

1. Women and Law -Ancient Period
2. Women and Law-Medieval Period
3. Women and Law-Modern period

UNIT-IV

4. Women in Politics- After Indian Independence
5. Women in Military- For Indian Independence
6. Women in Modern Science and Technology till 2021.

UNIT- V

1. Sorojini Naidu - Nightingale of India and Lata mangeskar(singer)
2. Indira Gandhi - Blue Star Operation
3. Role of Orissan women in Games and Sports till 2021.

Reading List:

1. A.S. Altekar, The position of women in Hindu Civilization, Banaras, 1965.
2. Ajan Kant, Women and the Law, Banaras.
3. Dr. Aruna Asaf Ali, The Resurgence of Indian Women.
4. B.R. Nanda, Indian Women from Purdah to Modernism.
5. Mohandas Karamchand Gandhi, Women and Social Injustice, 1945.

POST GRADUATE SEMESTER-III
HISTORY- FIELD INTERNSHIP- FI—201

COURSE-

POST GRADUATE-SEMESTER-IV
HISTORY - HARD CORE- HC-401
INDIA SINCE INDEPENDENCE- 1947 - 2000

UNIT-I

1. Indian Independence Act-1947
2. The role of Sardar Patel- After Independence
3. Nehru Era - Five years Plan, Foreign and Domestic policy.

UNIT-II

1. Nehru- Foreign and Domestic policy
2. The First term of Indira
3. Abolition of Zamindari system, Privy Purse and Bank Nationalization.

UNIT-III

1. Lal Bahadur Shastri and Tashkent Agreement(1964 -1980)
2. The J.P Movement and Emergency-Indian Democracy Tested
3. Morarji Desai and Janata Party Experiment(1977- 1980)

UNIT-IV

1. Economic reforms since-1991
2. Land Reforms- Ceilings and Bhoodan Movement
3. Agricultural Growth and Green Revolution

UNIT- V

1. Rajive Gandhi- ~~foreign policy~~ foreign policy, Information and Technology, LTTE.
2. Chandra sekhar Govt, P.V Narasimha Govt.
3. Atal Bhari Bajpeyi and Kargil war

Reading List:

1. India since Independence, Mrudula Mukherji , Aditya Mukherji, Bipin Chandra , New Delhi.
2. L. Laxmikant, Indian Polity, New Delhi.
3. Bipin Chandra, Mrudula Mukherjee, India After Independence, 1947-2000

POST GRADUATE- SEMESTER-IV
HISTORY- HARD CORE- HC-402
HISTORY OF ENVIRONMENT AND ENVIRONMENT MOVEMENT.

UNIT-I

1. Concept, definition and the importance of the environment Movement.
2. Human settlement within Environment,
3. Hunting Gathering and food production, formation of society

UNIT-II

1. Indus valley Environment- Pastoralism and Agriculture, Decline of Indus by Environment.
2. Environment pollution- Air pollution , Water pollutions, Noise pollution
3. Nuclear pollution, Industrial pollution

UNIT-III

1. Climate Change- Deforestation, Glacier movement, Nuclear Test.
2. Population Growth, land scape and Soil Conservation
3. International Summits, Conferences, Protocols adopted by the world Organizations.

UNIT-IV

1. Programs under taken by Governments – India, Israel, USA , Britain
2. National River valley projects of India Under National river conservation plans and Rain Water irrigations.
3. Role of Hirakud Dam for Orissa

UNIT-V

1. Environment Movement in India- Chipko Movement, Lanjigarh Niyamagiri Movement, Social forestry (Samajika Bana Prakalpa in orissa.)
2. The roll of State pollution Control Board and Centre pollution control Board (ORISSA)
3. The roll of Orissa forest department for the protections of wild animals.

**POST GRADUATE SEMESTER-IV
HISTORY—HARD CORE- HC-403
DISSERTATION WITH SEMINAR PRESENTATION**

IMPORTANT-----

Dissertation- 80 + 20 Seminar presentation=100

Each student has to prepare a dissertation under the supervision of the regular teaching staff. The dissertation will carry 80 marks and each student is required to prepare seminar presentation which will carry 20 marks. Each student has to opt for one among the following as dissertation paper in fourth semester.

1. Socio-Religious, Economic, political and Cultural History of India till the present dates.
2. Socio-Religious, Economic, Political and Cultural History of Odisha till the present dates.
3. Art, Architecture, Scientific, Geographical, Archaeological Excavations and Human Activities Under Odisha till the present dates.

POST GRADUAT- SEMESTER-IV
HISTORY- CORE ELECTIVE- CE-401
POLITICAL AND ADMINISTRATIVE HISTORY OF INDIA
(EARLY TIMES TO 1200 A.D)

UNIT-I

1. Paleolithic age and sources
2. Mesolithic age and sources
3. Bronze Age-Origin and Causes of decline (First Urbanization)

UNIT-II

1. The Vedic Age- Origin, Migration theories
2. Aryans In India - Theories and Settlements
3. Later Vedic Age- Political conditions and settlements

UNIT-III

1. Pre- Mauryan period-(Iron Age)-Sixteen Mahajan padas and existence
2. Gatama Budhha and Mahajanapdas
3. Mahaveera Jina and his role for mahajanapadas

UNIT-IV

1. Mauryan Age-Role of Chandra gupta Maurya for consolidation of power
2. Chandragupta Maurya-- His Administration
3. Chandragupta Maurya as a Religious King

UNIT-V

1. Ashoka's kalinga war- Causes and Comparision of policies
2. Ashokan Administration- Mahamatras
3. Ashoka the Great- Ashoka's fame inside and outside India

Reading List:

1. J.N Patnaik, History of Ancient India, New Delhi.
2. M.N Das, Land Marks in Indian History, New Delhi.
3. Rama Sankar Tripathy, History of Ancient India
4. R, C Majumdar, Ancient India.
5. S.N Sen , Ancient Indian History and Civilization.
6. S. P Sharma, History of Ancient India.

Semester IV
Women & Society
Allied Core (AC-401)
Marks- 50 (15+35), Credit- 3, Time- 1 hour 30 mts.

Objective: This course will highlight the social construction of gender in Indian society and the role of social institutions in the socialization process. Gendered family relations do not occur in vacuum and the course work help trace the reasons of gender inequality and gender discrimination.

Outcome: The students will understand the Social construction of Gender, Gender Roles and Gender stereotyping. The course will enable students to understand Women and Religion and Religious conceptualization of women. It discusses Social Structures, Changing Status of Women in India and Contemporary Debates on Indian women and Empowerment.

Unit I	<p>Social Construction of Gender: Sex and Gender - Nature versus Culture. Equality versus Difference - Gender Roles, Gender stereotyping.</p> <p>Women and Religion: women as repositories of cultural practices and traditions - Sexual division of labour -, Public-Private Dichotomy - Religious conceptualization of women.</p>
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Unit-II	<p>Social Structures : Kinship - Forms of Family and Household - Institutions of Marriage and Divorce, Politics of reproduction, Dowry, Property Rights - Class/Caste: hierarchy, difference and mobility;</p> <p>Contemporary Debates: Indian women: Identity and Illusion - Representation and Issues of marginalised women - Violence, victimhood and agency - Empowerment.</p>
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Unit- III	<p>Changing Status of Women in India: Women in Ancient and PreColonial India - Women in Colonial Period: Women's participation in the freedom movement, and women's organization - Women in Post-Colonial India: Towards Equality Report, Sharamshakti Report</p>
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Books	<ol style="list-style-type: none"> 1. Altekar, A.S. (2005). The Position of Women in Hindu Civilization: From Prehistoric Times to Present Days. Delhi: Motilal Banarsidass. 2. Barnett, Ola, Miller-Perrin, Cindy, L, Perrin, Robin D. (2005). Family Violence across the Lifespan,: An Introduction. Second Edition. New Delhi: Sage Publication. 3. Baruah, S.L. (Ed). (1992). Status of Women in Assam: with special reference to Non-Tribal Societies. New Delhi: Omsons Publications. 4. Beteille, Andre. (1996) Caste, Class and Power: Changing Patterns of Stratification in a Tanjore Village. Delhi: Oxford University Press. 5. Chatterjee, Partha & Jeganathan, Pradeep (Ed). (2000). Community, Gender and Violence, Subaltern Studies XI. New Delhi: Permanent Black. 6. Bhai, Nirmala, Harijan, P. (1986) Women In Independent India. New Delhi: B.R. Publishing Corporation
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