

# **COURSES OF STUDIES**

**FOR**

**THREE YEAR DEGREE**

**COURSE IN**

**ARTS HONOURS**

**DEPARTMENT OF HISTORY**

**Choice Based Credit System (CBCS)**

First & Second Semester Examination –2023-24

Third & Fourth Semester Examination –2024-25

Fifth & Sixth Semester Examination –2025-26



**GOVERNMENT AUTONOMOUS COLLEGE, PHULBANI,**

**KANDHAMAL**

**PROGRAMME OUTCOMES:**

After successful completion of B.A. three-year-degree course (honours) in History, a student is expected to achieve the following outcomes.

- a) Critical approach to the study of history as a discipline by acquiring ability to distinguish between fact and fiction with the understanding that there is no one historical truth.
- b) Understanding the theories and history of historical writing.
- c) Developing perspectives on historical inquiry to understand different values and beliefs that shaped and affected the lives of the multiple cultures in the past.
- d) Recognition of continuity and change, sequence of historical events across every civilization and any given period of time.
- e) Understanding the concept of cause and effect to identify chains of events and developments, both in short term and long term. This concept aims to identify, examine and analyse the reasons why events have occurred and the resulting consequences or outcomes.
- f) Developing a range of historical skills, essential for the process of historical inquiry.
- g) Understanding the origin and purpose or usefulness of primary and secondary sources and production of well researched work using both sources.

**PROGRAMME SPECIFIC OUTCOMES:**

1. To provide the students with an insight to some current problems and to give an understanding of various issues relating to history.
2. To help develop a positive attitude to challenges arising in life and help adapt oneself to the changes taking place in all walks of life.
3. To imbibe awareness to the students to help out challenges with the problems faced by individuals or community and make the world a better place to live in.
4. Develop an understanding of the process of conducting a research project in the field of history.

**DISTRIBUTION OF MARKS**

<b>Paper with Practical</b>	
<b>Mid Sem (15 Marks)</b>	
Two questions to be answered carrying 1 mark each	2X1 mark = 2 marks
Two questions to be answered carrying 1.5 marks each	2X1.5 marks = 3 marks
Two questions to be answered carrying 2 marks each	2X2 marks = 4 marks
One question to be answered carrying 6 marks each	1X6 marks = 6 marks
<b>End Sem (60 Marks)</b>	
Eight questions to be answered carrying 1 mark each	8X1 mark = 8 marks
Eight questions to be answered carrying 1.5 marks each	8X1.5 marks = 12 marks
Eight questions to be answered carrying 2 marks each	8X2 marks = 16 marks
Four questions to be answered carrying 6 marks each	4X6 marks = 24 marks
<b>Paper without Practical</b>	
<b>Mid Sem (20 Marks)</b>	
Three questions to be answered carrying 1 mark each	3X1 mark = 3 marks
Two questions to be answered carrying 2 marks each	2X2 marks = 4 marks
Two questions to be answered carrying 3 marks each	2X3 marks = 6 marks
One question to be answered carrying 7 marks each	1X7 marks = 7 marks
<b>End Sem (80 Marks)</b>	
Twelve questions to be answered carrying 1 mark each	12X1 mark = 12 marks
Eight questions to be answered carrying 2 marks each	8X2 marks = 16 marks
Eight questions to be answered carrying 3 marks each	8X3 marks = 24 marks
Four questions to be answered carrying 7 marks each	4X7 marks = 28 marks

### SYLLABI FOR CBCS COURSE

Sem	CORE COURSE (14)	Ability Enhancement Compulsory Course (AECC)(2)	Ability Enhancement Elective Course (AEEC)(2) (Skill Based)	Elective: Discipline Specific DSE(4)	Elective: Generic (GE) (4)
I	CORE-I	AECC- IAECC-III(EV-I)			GE-IA
	CORE-II				
II	CORE-III	AECC- IIAECC-III(EV-II)			GE-1B
	CORE-IV				
III	CORE-V	AECC-III(EV-III)	SEC-I		GE-2A
	CORE-VI				
	CORE-VII				
IV	CORE-VIII	AECC-III(EV-IV)	SEC-II		GE-2B
	CORE-IX				
	CORE-X				
V	CORE-XI	AECC-III(EV-V)		DSE-I	
	CORE-XII			DSE-II	
VI	CORE-XIII	AECC-III(EV-VI)		DSE-III	
	CORE-XIV			DSE-IV /Project	

## YEAR & SEMESTER-WISE PAPERS & CREDITS AT A GLANCE

Three-Year (6-Semester) CBCS Programme (B.A.Hons) (History Department)				
Yr.	Sl.No.	Course Structure	Code	Credit Points
FIRST YEAR	<b>SEMESTER-I</b>			
	1	History of India –I	C-1.1	6
	2	Social Formations and Cultural Patterns of the Ancient World	C-1.2	6
	3	History of India –I (Early Times to 1750)	GE-1.3	6
	4			
	5	Ethics & Values (Unit-I)	AECC-1.5	1
	<b>SEMESTER-II</b>			
	6	History of India –II (c.300- 750)	C-2.1	6
	7	Social Formations and Cultural Patterns of the Medieval World	C-2.2	6
	8			
9				
10	Ethics & Values (Unit-II)	AECC-2.5	1	
SECOND YEAR	<b>SEMESTER-III</b>			
	11	History of India –III (c.750-1206)	C-3.1	6
	12	Rise of Modern West – I	C-3.2	6
	13	History of India –IV (c.1206-1526)	C-3.3	6
	14	History of India –II (c.1750-1950)	GE-3.4	6
	15			
	16	Ethics & Values (Unit-III)	AECC-3.6	1
	<b>SEMESTER-IV</b>			
	17	Rise of Modern West – II	C-4.1	6
	18	History of India –V (c.1526-1750)	C-4.2	6
	19	Historical Theories and Methods	C-4.3	6
	20			
21				
22	Ethics & Values (Unit-IV)	AECC-4.6	1	
FINAL YEAR	<b>SEMESTER-V</b>			
	23	History of Modern Europe –I (c.1780-1880)	C-5.1	6
	24	History of India –VI (c.1750- 1857)	C-5.2	6
	25	History and Culture of Odisha-I	DSE-5.3	6
	26	History and Culture of Odisha-II	DSE-5.4	6
	27	Ethics & Values (Unit-V)	AECC-5.5	1
	<b>SEMESTER-VI</b>			
	28	History of India – VII (c.1857-1950)	C-6.1	6
	29	History of Modern Europe – II (c.1880- 1939)	C-6.2	6
	30	History and Culture of Odisha-III	DSE-6.3	6
31	Project Work /Field Work and Research Methodology	DSE-6.4	6	
32	Ethics & Values (Unit-VI)	AECC-6.5	1	

**Notes:**

- C- Core Course
- GE- Generic Elective Course
- DSE- Discipline Specific Elective Course
- AECC- Ability Enhancement Compulsory Course
- SECC- Skill Enhancement Compulsory Course (Skill Based)
- For a 6 credit course, the total teaching hours are: Minimum-50 Hours, Maximum-65 Hours

## SEMESTER-I

### C-1.1: HISTORY OF INDIA-I

Full Marks – 100  
Mid Sem – 20/1hr  
End Sem – 80/3hrs

#### UNIT-I: Reconstructing Ancient Indian History

1. Early Indian notions of History
2. Sources of Historical Writings
3. Historical Geography (Major Harappan Sites and Sixteen Mahajanapadas).

#### UNIT-II: Pre-historic Hunter-Gatherers and Food Production

1. Paleolithic Culture: Upper, Middle and Lower; Tool making habit
2. Mesolithic Culture: New developments in Technology and Economy
3. Neolithic and Chalcolithic Settlements
4. Food Production : Beginning of Agriculture

#### UNIT-III: The Harappan Civilization

1. Origins; Settlement Patterns and Town Planning
2. Economic Life: Agriculture, Craft Productions and Trade
3. Social and Political Organization; Religious Beliefs and Practices; Art

#### UNIT-IV: Cultures in Transition

1. Early Vedic Age: Society, Polity, Religion and Literature
2. Later Vedic Age: Social Stratification (Varna and Gender), Polity, Religion, and Culture

#### Suggested Text Books:

1. R. S. Sharma, Material Culture and Social Formations in Ancient India, 1983.
2. Upinder Singh, A History of Ancient and Early Medieval India.

#### Reference Reading:

- ❖ Romila Thapar, Early India: From Beginning to 1300 CE, Penguin.
- ❖ A.L. Basham, The Wonder that was India, Vol. 1
- ❖ B. Fagan, Digging from the Earth
- ❖ H.D. Sankharia, Prehistory of India.
- ❖ B.R. Alchin, The Birth of Indian Civilization.

#### Course outcome:

- The student will learn reconstructing of Ancient Indian history through various sources and the historical geography of India.
- Pre-historic and proto-historic cultures and their importance in Historical point of view.
- How the aspects of the Harappan civilization influence with present time.
- The Aryan problem: political relations, cultural achievements, religious and philosophical developments.
- Technological and economic developments of particular period.
- How social stratification came into vogue.

### C-1.2 : SOCIAL FORMATIONS AND CULTURAL PATTERNS OF THE ANCIENT WORLD

Full Marks – 100  
Mid Sem – 20/1hr  
End Sem – 80/3hrs

#### UNIT-I:

1. Evolution of Man
2. Paleolithic Cultures
3. Mesolithic Cultures

#### UNIT-II: Neolithic Culture:

1. Food Production
2. Development of Agriculture
3. Animal Husbandry

#### UNIT-III: Bronze Age Civilizations

1. Egypt
2. Mesopotamia (Sumeria & Babylonia)
3. China (Shang)

**UNIT– IV: Ancient Greece:**

1. Athens and Sparta
2. Politics, Economic
3. Culture

**Suggested Text Books:**

1. Burns and Ralph, World Civilizations, Vol. A.
2. V. Gordon Childe, What Happened in History? Reference Reading:  
❖ G. Clark, World Prehistory: A New Perspective.  
❖ Bismar 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

Course outcome:

- The student will know the evolution of humankind.
- To know Paleolithic, Mesolithic and Neolithic cultures of world and their importance to shape the history.
- To gain insight knowledge on Bronze Age civilization in Mesopotamia and their importance in the history.
- Know the advent of Iron and how iron shape the life and culture of people.
- Understand the development of the Greek civilization and their role in the shaping of the constitution.

**GE-1.3: HISTORY OF INDIA–I (EARLY TIME TO 1750)**

**Full Marks – 100**  
**Mid Sem – 20/1hr**  
**End Sem – 80/3hrs**

**UNIT–I: Reconstructing Ancient Indian History**

1. Sources of Historical Writings.
2. Vedic Age: Society, Polity and Culture
3. Buddhism and Jainism: Principles and Impact

**UNIT– II: Polity and Administration**

1. The Mauryan Empire: Conquest and Administration
2. Gupta Society : Land Grants, Peasantry and beginning of Feudal Society
3. Gupta Polity : Conquests and Administration
4. Harshavardhan: Achievements

**UNIT– III: Early Medieval Society, Economy and Culture**

1. Post Gupta Trade and Commerce
2. Delhi Sultanate: Conquests and Administration
3. Bhakti and Sufi Movements in India
4. Development of Regional Language and Literature

**UNIT– IV: India on the Eve of the Advent of the Mughals**

1. Sher Shah : Administration and Reforms
2. Mughal Administrative Institutions: Zabt, Mansab and Jagir
3. Religious Tolerance Sulh-i-Kul
4. Mughal Art and Architecture

**Suggested Text Books:**

1. Upinder Singh, History of Ancient & Early Medieval India.
2. Romila Thapar, The Early India

**Reference Reading:**

- ❖ Irfan Habib, Medieval India, NBT, New Delhi
- ❖ R. S. Sharma, India's Ancient Past
- ❖ S. A. A. Rizvi, Wonder that was India, Vol. II, Rupa
- ❖ Cultural Heritage of India, Bharatiya Vidyabhan Series, Vol-1-IV
- ❖ A. L. Basheon (ed), Cultural History of India, OUP, New Delhi, 2011

Course outcome:

- The student will learn reconstructing of Ancient Indian history through various sources and the historical geography of India.
- The Aryan problem: political relations, cultural achievements, religious and philosophical developments in the period
- Technological and economic developments of particular period.
- Economy, socio-cultural and religious life in the Mauryan, Gupta and early Medieval period.
- Religion and cultural patterns in Medieval India.

- Contribution of Mughal in the field of Indian polity, society, economy and religion.

## **AECC-1.5(EV-I):ETHICS&VALUES**

### **UNIT-I:Issues Relating to Women**

*End Sem – 25 Marks*

*Full Marks – 25 Marks*



### 1.1 Introduction:

General introduction on Ethics and Values, Gender equality as an essential precursor to social progress, the present scenario, Desirable gender related values

### 1.2 Women and Family:

Pre-natal sex selection, Gendered practices in the family, Gender based division of labour in the family, Marriage and women, Marriage and women's consent, Child marriage, Practice of dowry, Women and family violence

### 1.3 Women and Work:

Women's work: The Invisible hands, Exploitation of women at work, Gender Stereotyping at work, Glass Ceiling, Women and pay gap, Sexual Harassment of women at work, Working women and role conflict

### 1.4 Women, Community and Society:

Violence against women in public spaces, Gender sensitive language and communication, Gendered language, Sexist Language, Gender neutral language, Women and property Rights, Women's property Rights in Indian Laws, The functionality of Women's Property Rights

## SEMESTER-II

### C-2.1: HISTORY OF INDIA-II (300 BCE-750 CE)

Full Marks – 100  
Mid Sem – 20/1hr  
End Sem – 80/3hrs

#### UNIT – I: Economy and Society (circa 300 BCE to circa CE 300):

1. Expansion of Agrarian Economy: Production relations.
2. Urban growth: Trade & Commerce
3. Social stratification: Class, Varna, Jati, Gender

#### UNIT – II: Changing Political Formations (circa 300 BCE to circa CE 300):

1. The Mauryan Empire: Chandragupta Maurya and Asoka - Conquest and Administration
2. Post-Mauryan Polities: Kushanas, and Satavahanas

#### UNIT – III: Towards Early Medieval India [circa CE fourth century to CE 750]:

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

#### UNIT – IV: Religion, Culture, Philosophy and Society

1. Consolidation of the Brahmanical Tradition: Dharma, Varnashram, Purusharthas,
2. Buddhism: Hinayan and Mahayana
3. Jainism: Its major Principles
4. Development of Art and Architecture: Mauryan, and Gupta

#### Suggested Text Books:

1. D. D. Kosambi, An Introduction to the Study of Indian History, 1975.
2. A. L. Basham, Wonder That Was India, Rupa.

#### Reference Reading:

- ❖ Romila Thapar, Early India: From the Origin to 1300, 2002.
- ❖ Dharma Kumar and Irfan Habib, Cambridge Economic History of India, vol-I.
- ❖ Romila Thapar, Ancient India.
- ❖ K. M. Ashraf, Life and Condition of the People of Hindustan.
- ❖ D. N. Jha (ed.), Feudal Social Formation in Early India.

#### Course outcome:

The student will have the knowledge of following specific area

- Changing political formations from time to time.
- Economy, socio-cultural and religious life in the Mauryan period.
- Economy, socio-cultural and religious life in the post-Mauryan

- Economy, socio-cultural and religious life in the early Medieval India.
- Development of art and architecture in India
- Principle of Jainism and Buddhism.

## **C-2.2 : SOCIAL FORMATIONS AND CULTURAL PATTERNS OF THE MEDIEVAL WORLD**

**Full Marks – 100**  
**Mid Sem – 20/1hr**  
**End Sem – 80/3hrs**

### **UNIT– I: Polity and Economy in Ancient Rome**

1. Polity and Empire in Ancient Rome
2. Crises of the Roman Empire–Rise and fall of Julius Caesar

### **UNIT– II: Economic Developments in Europe from 7th to 14th Centuries:**

1. Feudalism–Origin, Growth and Decline

### **UNIT– III: Religion and Culture in Medieval Europe:**

1. Medieval Church,
2. Monastic Communities

### **UNIT– IV: Societies in Central Islamic Lands:**

1. The Tribal background, Rise of Islam; Rise of Sultanates
2. Religious Developments: the Origins of Shariah

#### **Suggested Text Books:**

1. Perry Anderson, Passages from Antiquity to Feudalism.
2. Marc Bloch, Feudal Society, 2 Vols.

#### **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.

#### **Course outcome**

The student will learn various aspects like

- The Roman Republic and Empire
- Economic development in medieval European society
- Religion and culture in medieval Europe.
- Societies of central Islamic lands.

## **AECC-2.5 (EV-II) : ETHICS & VALUES**

### **UNIT-II: Values and Good Citizenship**

**End Sem – 25 Marks**  
**Full Marks – 25 Marks**

#### **2.1 Indian Constitution:**

Salient Values of Preamble: Sovereign, Socialist, Secular, Democratic, Republic, Justice, Liberty, Equality and Fraternity

**2.2 Patriotism:**

Patriotic value and ingredients of nation building, Concept of Good citizenship, Emotional connection with the country, Duties of citizens and Qualities of good citizens

**2.3 Volunteerism:**

Concept of facets of Volunteerism and Leadership, Building a better society through Volunteerism, Blood Donation, Social Work, Helping the Aged, Environmental Protection

**2.4 Work Ethics:**

Punctuality, Cleanliness, Law abidingness, Rational Thinking and Scientific Temper

## SEMESTER-III

### C-3.1: HISTORY OF INDIA-III (c.750-1206)

Full Marks – 100  
Mid Sem – 20/1hr  
End Sem – 80/3hrs

**UNIT-I: Studying Early Medieval India: Political Structures**

1. Sources: Literary and Archaeology
2. Evolution of Political structures: Rajputs and Cholas
3. Legitimization of Kingship; Brahmanas and Temples
4. Arab conquest of Sindh: Causes and Impact

**UNIT-II: Agrarian Structure and Social Change:**

1. Agricultural Expansion; Crops
2. Landlords and Peasants
3. Proliferation of Castes
4. Peasantization of Tribes

**UNIT-III: Trade and Commerce:**

1. Inter-regional Trade
2. Maritime Trade and Forms of Exchange
3. Process of Urbanization
4. Merchant Guilds of South India

**UNIT-IV: Religious and Cultural Developments:**

1. Puranic Traditions; Buddhism and Jainism
2. Islamic Intellectual Traditions: Al-Biruni
3. Regional Languages and Literature
4. Art and Architecture: Evolution of Regional styles: Kalingan and Dravidian style of Temple Architecture

**Suggested Text Books:**

1. B.D. Chattopadhyaya, The Making of Early Medieval India.
2. R.S. Sharma and K.M. Shrivastava, (eds), Comprehensive History of India, Vol. IV (A & B).

**Reference Reading:**

- ❖ Satish Chandra, Medieval India, Vol. I, Har Anand.
- ❖ D.D. Koasambi, The Culture and Civilization of Ancient India: In Historical Outline New Delhi; Vikas 1971. 5th Print.
- ❖ K.A. Nilakantha Sastri, The Cholas, South Indian History.
- ❖ Mittal, Socio-Cultural History of India.
- ❖ R.C. Majumdar (ed) History and Culture of Indian People. Bombay; Bharatiya Vidya Bhavan 1960. Relevant Vol.

**Course outcome:**

- The student will know the sources of studying early Medieval India.
- The debate on Indian feudalism.
- The evolution of political structures in early medieval India.
- Arab and Turkish conquests.
- Economic structures and social changes, religious and cultural developments, evolution of regional literature, art and architecture.

## C-3.2: RISE OF THE MODERN WEST-I

Full Marks – 100  
Mid Sem – 20/1hr  
End Sem – 80/3hrs

### 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 States 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

### Suggested Text Books:

1. Charles A. Nauert, Humanism and the Culture of the Renaissance (1996).
2. Harry Miskimin, The Economy of Later Renaissance Europe: 1460-1600.

### Reference Reading:

- ❖ Meenaxi Phukan, Rise of the Modern West: Social and Economic History of Early Modern Europe.
- ❖ F. Rice, The Foundation of Early Modern Europe.
- ❖ Toynbee, A.J. A Study of History (12 volumes).
- ❖ Maurice Dobb, Transition from Feudalism to Capitalism.
- ❖ Wallbank, T.W. & Bailey, N.M. Civilization: Past and Present.

### Course outcome:

- The student will get to know issues related to transition from feudalism to capitalism.
- Early colonial expansion.
- Economic developments and crises.
- Emergence of European state system and
- The facets of the Renaissance and the Reformation.

### **C-3.3: HISTORY OF INDIA IV (c.1206-1526)**

**Full Marks – 100**  
**Mid Sem – 20/1hr**  
**End Sem – 80/3hrs**

#### **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, Alauddin Khalji and Mahammad bin Tughluqs.
3. Theories of kingship: The Ruling Elites: Ulema, Sufis and the Imperial Monuments

#### **UNIT– II: Emergence of Regional Identities**

1. Bahamanis, 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 Centers.
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

#### **Suggested Text Books:**

1. Satish Chandra, Medieval India, Vol. I, Har Anand Publications, New Delhi.
2. J.L. Mehta, An Advanced Study of the History of Medieval India, Vol. I.

#### **Reference Reading:**

- ❖ Irfan Habib, Medieval India: The Study of a Civilization, NBT, New Delhi.
- ❖ ABM Habibullah, The Foundation of Muslim Rule in India.
- ❖ SBPNigam, Nobility under the Sultans of Delhi.
- ❖ R.P. Tripathy, Some Aspects of Muslim Administration in India.
- ❖ R.S. Sharma, Early Medieval Indian Society: Orient Blackswan 2001.

#### **Course outcome:**

- The student will learn the different sources for studying the Delhi Sultanate.
- Political structure, society and economy of the Delhi Sultanate.
- Regional political structures.
- Religion and cultural patterns in Medieval India.
- Religious reform movement in the form of Bhakti movement and Sufism.

### **GE-3.4: HISTORY OF INDIA II (1750-1950)**

**Full Marks – 100**  
**Mid Sem – 20/1hr**  
**End Sem – 80/3hrs**

#### **UNIT– I: Foundation and Expansion of British Rule**

1. Battle of Plassey (1757) and Conquest of Bengal
2. Conquest of Mysore and Maharashtra
3. Expansion through Diplomacy: Subsidiary Alliance and Doctrine of Lapse

#### **UNIT– II: Consolidation of British Rule and Indian Responses**

1. Peasant & Tribal Resistance against British Rule: Sanyasi Rebellion (1763); Kondh Rebellion in Ghumusar, Santal Rebellion
2. Revolt of 1857: Nature and Significance
3. Land Revenue Settlements: Permanent Settlement, Ryotwari and Mahalwari Settlement

#### **UNIT– III: Social and Cultural Policies**

1. Socio-Religious Reform Movements: Brahmo Samaj, Arya Samaj, Theosophical Society, Aligarh Movement.
2. Growth of Press and Education
3. Issues of Caste and Gender: Jyotiba Phule - Women Question and Issues, Depressed Class.

#### **UNIT– IV: Indian National Movement**

1. Politics of Moderates and Extremists (1885-1920)
2. Gandhian Mass Movements (Non-Cooperation, Civil Disobedience and Quit India Movements), (1920-1940)
3. Communal Politics and Partition
4. Making of the Democratic Constitution

#### **Suggested Text Books:**

1. A.R. Desai, Social Background of Indian Nationalism, Popular, Mumbai

2. Priyadarshi Kar, Comprehensive History of Modern India.

**Reference Reading:**

- ❖ Sumit Sarkar, Modern India : 1885-1947, MacMillan.
- ❖ B.R. Mani, Debrahminising History: Dominance and Resistance in Indian Society, Manohar, New Delhi, First Published 2005.
- ❖ Chandra Bharil, Social and Political Ideas of B.R. Ambedkar, Aalekh Publishers, Jaipur, 1977.
- ❖ Sumit Sarkar, Modern India (1885-1947), MacMillan, Delhi, First Published 1983.
- ❖ Hirendra N. Mukherjee, Gandhi, Ambedkar and the Extirpation of Untouchability, PPT, New Delhi.

Course outcome:

- Students will acquire knowledge about the British rule in India.
- They can understand how the society, politics, religion and economy was affected by British administration.
- It also educates the students about growth of education under British rule.
- It also makes the student aware about the anti-resistance movements and freedom struggle in India.

**AECC-3.6(EV-III): ETHICS & VALUES**  
**UNIT-III: Issues of Drug, Tobacco and Alcohol Addiction**

*End Sem – 25 Marks*  
*Full Marks – 25 Marks*

**3.1 Extent of the Problem:**

Extent of Drug and Tobacco addiction and alcoholism in India, Myths associated with them, Health hazards associated with them and how they have become silent killers

**3.2 Socio-economic impact:**

Socio-economic impact of Drug and Tobacco addiction and alcoholism: Loss of physical and mental strength, Loss of character, Loss of family ties and relationship, Loss of earning and livelihood potentials, Loss of societal respect and dignity etc

**3.3 Law to Address this Problem:**

Silent features of social legislations such as NDPS Act, 1985 and COTPA Act, 2003, Mechanism and Government Schemes for prevention, deaddiction and rehabilitation

**3.4 Role of Stake -holders:**

Provision of Tobacco free campus and role of students, Role of students in their family and immediate surroundings, Role of NGOs and other agencies

**SEMESTER-IV**

**C-4.1: RISE OF THE MODERN WEST-II**

**Full Marks – 100**  
**Mid Sem – 20/1hr**  
**End Sem – 80/3hrs**

**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

**Suggested Text Books:**

1. H. Butterfield, The Origins of Modern Science.
2. Meenaxi Phukan, Rise of the Modern West: Social and Economic History of Early Modern Europe.

**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

Course outcome

- The student will get to know the evolution of 17<sup>th</sup> and 18<sup>th</sup> century European economic, social and political scenario.
- Intellectual currents.
- Emergence of modern science.
- Rise and growth of mercantilism.
- The issues involved in the American Revolution.

**C-4.2: HISTORY OF INDIA-V (c.1526- 1750)**

**Full Marks – 100**  
**Mid Sem – 20/1hr**  
**End Sem – 80/3hrs**

**UNIT– I: Establishment of Mughal Rule:**

1. India on the eve of advent of the Mughals
2. Military Technology: Fire Arms,
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. Trade Routes and patterns of Internal Commerce; over-sea trade
2. 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

**Suggested Text Books:**

1. J.L. Mehta, An Advanced Study of the History of Medieval India, Vol. II.
2. Satish Chandra, Medieval India, vol. 2, Har Anand Publications, New Delhi.

**Reference Reading:**

- ❖ Irfan Habib, Agrarian System of Mughal India, 1526-1707.
- ❖ A. B. Pandey, Later Medieval Period.
- ❖ R. P. Tripathi, Rise and Fall of the Mughal Empire
- ❖ S. Nurul Hassan, Thought on Agrarian Relations in Mughal India.
- ❖ Ishwari Prasad, Life and Times of Humayun.

Course outcome

- The student will know the sources of studying Mughal India.
- Political structure, society and economy of the Mughal period.
- Regional political structures in Medieval India.
- Religion and cultural achievements in Medieval India.

**C-4.3: HISTORICAL THEORIES & METHODS**

**Full Marks – 100**  
**Mid Sem – 20/1hr**  
**End Sem – 80/3hrs**



**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

**UNIT– IV: Historical Methods**

1. Sources of History: Written, Oral, Visual & Archaeological.
2. Historical facts.

3. Historical Causation.
4. Historical Objectivity

**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.

**Reference Reading:**

- ❖ E. Sreedharan, A Text Book of Historiography, Orient Longman, Reprinted, 2004.
- ❖ Marc Bloch, The Historians Craft.
- ❖ R. G. Collingwood, The Idea of History
- ❖ G. T. Reiner, History: Its Purpose and Method.
- ❖ K. Rajayyan, History: its Theory & Method

Course outcome

- Students will learn the meaning, objective, nature and scope of history.
- Tradition of history writing in Greek, Rome and Western World.
- History and its relationship with other discipline.
- Historical methods.

**AECC-4.6(EV-IV): ETHICS & VALUES**

**UNIT-IV : Ethical Values for Student Life**

*End Sem – 25 Marks*

*Full Marks – 25 Marks*

**4.1 Extent of the Problem:**

Extent of Drug and Tobacco addiction and alcoholism in India, Myths associated with them, Health hazards associated with them and how they have become silent killers

**4.2 Socio-economic impact:**

Socio-economic impact of Drug and Tobacco addiction and alcoholism:

Loss of physical and mental strength, Loss of character, Loss of family ties and relationship, Loss of earning and livelihood potentials, Loss of societal respect and dignity etc

**4.3 Laws to Address this Problem:**

Silent features of social legislations such as NDPS Act, 1985 and COTPA Act, 2003, Mechanism and Government Schemes for prevention, de-addiction and rehabilitation

**4.4 Role of Stake-holders:**

Provision of Tobacco free campus and role of students, Role of students in their family and immediate surroundings, Role of NGOs and other agencies

**SEMESTER-V**

**C-5.1: HISTORY OF MODERN EUROPE- I (c.1780-1880)**

**Full Marks – 100**

**Mid Sem – 20/1hr**

**End Sem – 80/3hrs**

**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. Popular Movements and the Formation of National Identities in Germany and Italy, Ireland

**Suggested Text Books:**

1. T.S. Hamerow, Restoration, Revolution and Reaction: Economics and Politics in Germany [1815 -1871].
2. Anthony Wood, History of Europe, 1815 to 1960 (1983).

**Reference Reading:**

- ❖ E.J. Hobsbawm, Nations and Nationalism.
- ❖ A. Wesley Rohm, The Record of Mankind, Health and Company, Boston, 1952.
- ❖ C.M. Kettleby, History of Modern Times since 1789, OUP, 2009.
- ❖ David Thomson, Europe since Napoleon, Pelican Books, 1985.
- ❖ Edward MacNall Burnsetal, World Civilizations, vols. A, B, C, Goyal Saab, New Delhi.

Course outcome

- The student will get to know the French revolution and rise of Napoleon Bonaparte.
- The revolutions of 1830 and 1848 and its impact over world.
- Industrialization and socio-economic transformation.
- Rise of national identities in Germany, Italy and Ireland.

**C-5.2: HISTORY OF INDIA VII (c.1750-1857)**

**Full Marks – 100**  
**Mid Sem – 20/1hr**  
**End Sem – 80/3hrs**

**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

**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

**Suggested Text Books:**

1. Dharma Kumar and Tapan Raychaudhuri, (ed.), The Cambridge Economic History of India, Vol. II.
2. Bipan Chandra, K.N. Panikkar, Mridula Mukherjee, Sucheta Mahajan and Aditya Mukherjee, India's Struggle for Independence.

**Reference Reading:**

- ❖ Sumit Sarkar, Modern India (1885-1947), MacMillan.
- ❖ A.R. Desai, Social Background of Indian Nationalism
- ❖ R. Vlyanovsky, Agrarian India between the World Wars.
- ❖ Sekhar Bondhapadhaya, From Plessey to Partition.
- ❖ G. Kaushal, Economic History of India, 1757-1956

Course outcome

- The student will learn the process of the establishment of the British colonial Rule in India.
- Colonial state and their ideology.
- Changes in the Indian economy and society under the colonial rule.
- Various popular resistance movements against the British rule.

**DSE-5.3: HISTORY AND CULTURE OF ODISHA - I**

**Full Marks – 100**

**Mid Sem – 20/1hr**

**End Sem – 80/3hrs**

**UNIT– I:**

1. Historical Geography: Kalinga, Utkal, Kosal
2. Kalinga War (261 B.C.) and its Significance.
3. Kharavela – Career and Achievements

**UNIT–II:**

1. Sailodbhavas
2. Bhaumakaras
3. Somavamsis

**UNIT– III:**

1. ImperialGangas
2. SuryavamsiGajapatis
3. Post- Gajapati Politicaldevelopmentsupto1568.

**UNIT– IV:**

1. Socialand CulturalLifeinEarly and MedievalOdisha
2. GrowthandDecay ofUrbanCentres
3. Trade and Commerce
4. Taxationand Land Revenue

**SuggestedTextBooks:**

1. K.C.Panigrahi, HistoryofOdisha, KitabMahal.
2. Sahu, Mishra & Sahu, Historyof Odisha.

**ReferenceReading:**

- ❖ S.K.Panda, Politicaland CulturalHistoryof Odisha.
- ❖ A. CPradhan, AStudyofHistory ofOrissa
- ❖ B.K.Mallik, etal(eds) OdiaIdentity, Page MakerPublications, Bhubaneswar, 2019.
- ❖ R.DBanarjee, History ofOrissa, 2 vols.
- ❖ M.N.Das(ed), SidelightsonHistoryand CultureofOrissa, Vidyapuri, Cuttack, 1977

Course outcome

- The students will understand the historical geography of Odisha.
- Importance of Kalinga war and achievement of Kharavela.
- Dynastic history of Sailodbhava, Bhaumakara, Somavamsis, Gangas and Gajapati.
- Socio-economicand CulturalLifeinEarly and MedievalOdisha

## DSE-5.4:HISTORYANDCULTUREOFODISHA-II

Full Marks – 100  
Mid Sem – 20/1hr  
EndSem–80/3hrs

**UNIT– I:**

1. AfghanConquestandMughalRule inOdisha- Administration
2. Maratharule inOdisha–Administration
3. BritishOccupationand EarlyColonialAdministration:LandRevenue, SaltPolicy.

**UNIT–II:**

1. ResistanceMovements:Ghumsar Rebellion, Paik rebellion, Revoltof1857 and SurendraSai.
2. Famineof1866– CausesandConsequences
3. GrowthofEducationandLanguageMovement

**UNIT– III:**

1. Growthof Nationalism
2. Formationof SeparateProvinceof Orissa.
3. PrajamandalMovement

**UNIT– IV:**

1. NationalistPoliticsinOdisha
2. Quit IndiaMovement
3. Merger ofPrincely States

**SuggestedTextBooks:**

1. P.K.Mishra & J.K.Samal, A ComprehensiveHistory and CultureofOrissa- Vol.I & II.
2. A.C.Pradhan, Sidelightson FreedomStruggle inOrissa.

**ReferenceReading:**

- ❖ K.M.Patra, FreedomStrugglein Odisha.
- ❖ J.K.Samal, Orissa undertheBritish Crown.
- ❖ K.M.Patra, Orissa StateLegislature & Freedom Struggle.
- ❖ B.C.Ray, OrissaundertheMughals, PunthiPustak.
- ❖ B.C.Ray, OrissaundertheMarathas, PunthiPustak.

Course outcome

- The student will understand the administration process of Mughal and Maratha in pre-British rule.

- British occupation of Odisha and their rule
- Rise of nationalism in Odisha.
- Creation of separate province of Odisha and merger of princely state.

## AECC-5.5 (EV-V) : ETHICS & VALUES

### UNIT-V: Vulnerable Sections of Society: Understanding their Issues

End Sem – 25 Marks

Full Marks – 25 Marks

#### 5.1 Extent of the Problem:

Extent of Drug and Tobacco addiction and alcoholism in India, Myths associated with them, Health hazards associated with them and how they have become silent killers

#### 5.2 Socio-economic impact:

Socio-economic impact of Drug and Tobacco addiction and alcoholism:

Loss of physical and mental strength, Loss of character, Loss of family ties and relationship, Loss of earning and livelihood potentials, Loss of societal respect and dignity etc

#### 5.3 Law to Address this Problem:

Silent features of social legislations such as NDPS Act, 1985 and COTPA Act, 2003, Mechanism and Government Schemes for prevention, deaddiction and rehabilitation

#### 5.4 Role of Stake -holders:

Provision of Tobacco free campus and role of students, Role of students in their family and immediate surroundings, Role of NGOs and other agencies

## SEMESTER-VI

### C-6.1: HISTORY OF INDIA VIII (c.1857- 1950)

Full Marks – 100

Mid Sem – 20/1hr

End Sem – 80/3hrs

#### 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 upto 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

#### Suggested Text Books:

1. Sumit Sarkar, Modern India, 1885-1947.
2. Bipan Chandra, K.N. Panikkar, Mridula Mukherjee, Sucheta Mahajan and Aditya Mukherjee, India's Struggle for Independence, Penguin



**Reference Reading:**

- ❖ Sekhar Bandopadhyaya, From Plessey to Partition
- ❖ N.S. Bose, Indian Awakening and Bengal
- ❖ A. R. Desai, Social Background of Indian Nationalism, Popular, Bombay.
- ❖ S. Gopal, British Policy in India, 1858-1905.
- ❖ Bipan Chandra, Indian National Movement.

Course outcome

- The student will learn the political, socio-cultural developments in the aftermath of 1857.
- Early phase of Indian nationalism.
- The Gandhian era
- Emergence of various sections of population in political movements.
- Communal politics and Partition of India.

**C-6.2: HISTORY OF MODERN EUROPE II (c.1880-1939)**

**Full Marks – 100**  
**Mid Sem – 20/1hr**  
**End Sem – 80/3hrs**

**UNIT– I: Liberal Democracy, Working Class Movements and Socialism in the 19<sup>th</sup> and 20<sup>th</sup> 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.

**Suggested Text Books:**

1. C.M. Cipolla, Fontana Economic History of Europe, Volume II the Present (1981). I: The Industrial Revolution.
2. T.S. Hamerow, Restoration, Revolution and Reaction: Economics and Politics in Germany [1815 -1871].

**Reference Reading:**

- ❖ George Lichtheim, A Short History of Socialism.
- ❖ K.B. Keswani, International Relations in Modern World (1990-1995).
- ❖ C.D.M. Ketelby, A History of Modern Times.
- ❖ Carr. E.H., International Relations between the Two World Wars, 1919-1939, New York, 1966.
- ❖ Garden Green Wood, The Modern World – A History of Our Times.

Course outcome

- Liberal Democracy, Working Class Movements and Socialism in the 19<sup>th</sup> and 20<sup>th</sup> Centuries
- The Crisis of Feudalism in Russia and Experiments in Socialism.
- Nationalism and imperialism in the 19<sup>th</sup> centuries
- The First World War and aftermath.
- Intellectual Developments since circa 1850: Major Intellectual Trends.

**DSE-6.3: HISTORY AND CULTURE OF ODISHA -III**

**Full Marks – 100**  
**MidSem –20/1hr**  
**EndSem –80/3 hrs**

**UNIT– I:**

1. Buddhism in Odisha
2. Jainism in Odisha
3. Saivism in Odisha

**UNIT–II:**

1. Saktism and Tantricism in Odisha
2. Growth of Vaishnavism in Odisha and Cult of Jagannath
3. Growth of Odia Literature: Sarala Mahabharata
4. Pancha-Sakha Literature

**UNIT– III:**

1. Buddhist Art and Architecture
2. Jaina Art
3. Evolution of Temple Architecture - Parsurameswar, Mukteswar, Lingaraja, Jagannath and Konarka

**UNIT– IV:**

1. Christian Missionaries– Education and Health
2. Mahima Movement and its Impact
3. Neo-Hindu Movements– Brahmo, Arya Samaj.

**Suggested Text Books:**

1. A.C. Pradhan, A Study of the History of Odisha, Panchasheel.
2. B.K. Mallik, Paradigm of Dissent and Protest:- Social Movements in Eastern India (1400-1700 AD)

**Reference Reading:**

- ❖ K.S. Behera, Temples of Orissa.
- ❖ P.K. Mishra (ed), Comprehensive History and Culture of Orissa, Vol-I Pt. II.
- ❖ N.K. Bose, Canon of Orissan Architecture
- ❖ M.N. Das (ed), Sidelights on History and Culture of Orissa.
- ❖ N.K. Sahu, Buddhism in Orissa.

**Course outcome**

- The students will understand the rise and growth of Buddhism, Jainism, Saivism, Shaktism and Tantricism in Odisha
- Emergence of Jagannath cult
- Role of Mahima dharma in medieval Odisha
- Art and architecture of Buddhism and Jainism in Odisha
- Evolution of temple architecture in Odisha.

**DSE-6.4: HISTORY OF CONTEMPORARY ODISHA (1947-1980)**

**Full Marks – 100**  
**Mid Sem – 20/1hr**  
**End Sem – 80/3hrs**

**UNIT– I: Political Developments**

1. Second Congress Ministry (1946-1950):
  - a) Integration of Princely States with Odisha
  - b) New Capital
  - c) Hirakud Dam Project
2. Years of Uncertainties (1950-1980)
  - a) Third Congress Ministry
  - b) Biju Patnaik's First Ministry Achievements

**UNIT–II: United Political Initiatives**

1. Panchayati Raj Institutions- Its Working and Impacts.
  - a) Rural Stages
  - b) Urban Stages

**UNIT– III: Economic Development**

- a) Growth of Industries- Rourkela Steel Plant and Odisha Sponge Iron Ltd.
- b) Irrigation and Agricultural Infrastructure
- c) Development in Transport and State Communication- National and State High Ways in Odisha

**UNIT– IV: Social Developments and Problems**

- a) Government Community Development Programmes- Its Impact
- b) Peasant Movements: Causes and Effects
- c) Growth of Art and Craft: Raghunathpur, Pipli and Bargarh

**Suggested Text Books:**

1. Hemant K. Mohapatra, Odisara Etihasha (Odia), Friends Publishers, Cuttack, 2019.
2. Sukadeva Nanda, Coalition Politics in Odisha, Sterling Publishers, Delhi.

**Reference Reading:**

- ❖ Sunit Ghosh, Orissa in Turmoil: A Study in Political Developments, Bookland International, Bhubaneswar, 1991.
- ❖ Basant Das, Odisha Rajanitira Gopan Katha (Odia), Anusandhan Publication, Bhubaneswar, 2001.
- ❖ B.B. Jena & J.K. Baral (eds), Government and Politics in Orissa, Print House (India), Lucknow, 1988.
- ❖ Chittaranjan Das, Nabakrushna Chaudhury, NBT, New Delhi.
- ❖ Dasarathi Bhuyan, Orissa Politics: From 1936 to Contemporary Politics, Mangalam Publishers, New Delhi, 2010.

**Course outcome**

- The students will understand the political development of Odisha from 1946-1980.
- Rise of Panchayatraj system in Odisha
- Economic development of Odisha.

- Social development and problem related to it.

**OR**

## DSE-6.4: DISSERTATION /PROJECTWORK

Full Marks – 100

EndSemProject–100

The Students may be allotted topics of their interest in the beginning of 5th Semester Classes. They may write the Project Reports on local History and Culture, local personalities with their significant contribution to change the Society and economy with historical perspective containing up to 50 double spaced typed pages. The students may consult the sources like local archaeology, manuscripts, community documents, oral traditions, oral narratives, local biographies and family sources for writing the project dissertation. The Teachers will guide the students to complete their Project assignments. The students may be allowed to fill up their forms after their submission of the projects assigned to them. The student has to secure fifty percent of marks from the evaluation of the project and fifty percent of the marks in the viva voce test which are compulsory.

### Course outcome

- The student will understand how to design the project work.
- Able to find out local archaeology, Manuscript, community documents, oral traditions, oral narratives, local biographies.
- Local History and Culture, local personalities

## AECC-6.5(EV-VI): ETHICS & VALUES

### UNIT-VI: Environmental & Techno Ethics

End Sem – 25 Marks

Full Marks – 25 Marks

#### 6.1 Environmental Ethics:

Types of Ecological Values, Environmental Values & Valuing Nature, Equitable use of Resources, Role of Individual in the conservation of resources for future generation, Bio-Ethics-Genetic manipulation in plants and animals for benefits of society and cruelty against animal.

#### 6.2 Promotion of Green Technology:

**Goal of Green Technology:** Reduce recycling, **Renew** (removal of chemicals), **Refuse** and **Responsibility**.

**Green Technology in relation to:** - Energy and Construction.

#### 6.3 Ethics and Technology:

Ethics and Technology with reference to Science, gadget, machine etc. and interaction with each other,

**Agricultural, Industrial, Digital, Globalized Age etc**

#### 6.4 Judicious Use of Technology:

**Judicious use of Mobile Phones, Electrical machines, Plastics, Television, Computers and their harmful effects**

**Ethics and Use of Digital Technology:** Cyberethics- Crimes and Ethical hacking,

**Ethics of social media:** WhatsApp, Facebook, Twitter and others

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