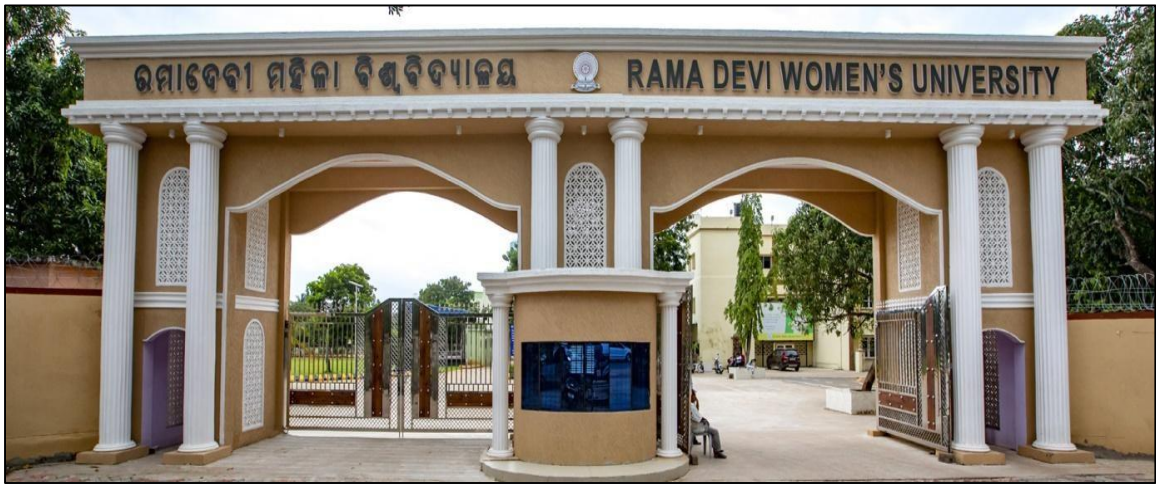


# DEPARTMENT OF HISTORY

## SYLLABUS OF UG PROGRAMME (B.A.)



**RAMA DEVI WOMEN'S UNIVERSITY**  
Vidya Vihar, Bhubaneswar-751022, Odisha  
Website: <https://rdwu.ac.in>

# DEPARTMENT OF HISTORY

## Syllabus of U.G Programme



**RAMA DEVI WOMEN'S UNIVERSITY**  
**Vidya Vihar, Bhubaneswar-751022**

*Mou Fenki*  
*12.10.23*  
Controller of Examinations  
R.D. Women's University  
Bhubaneswar

## RDWU U.G. SYLLABUS STRUCTURE

Semester-I								
Sl. No.	Nature of Course	Course Code	Paper Title	Units	Credit	Marks		
						Mid-Sem.	End-Sem.	Total
01	Ability Enhancement Compulsory Course	AECC-I	Environmental Studies and Disaster Management	4	4	20	80	100
02	Core	C 1	History of India-I	4	6	20	80	100
03	Core	C 2	Social Formation and Cultural Patterns of Ancient World	4	6	20	80	100
04	Generic Elective	GE-I	History of India-I (Early times to 1750 AD)	4	6	20	80	100
	<b>Total</b>				<b>22</b>	<b>80</b>	<b>320</b>	<b>400</b>

Semester-II								
Sl. No.	Nature of Course	Course Code	Paper Title	Units	Credit	Marks		
						Mid-Sem.	End-Sem.	Total
01	Ability Enhancement Compulsory Course	AECC-II	MIL – Alternative English	4	4	20	80	100
02	Core	C 3	History of India-II	4	6	20	80	100
03	Core	C 4	Social Formation and Cultural Patterns of Medieval World	4	6	20	80	100
04	Generic Elective	GE-II	History of India-II (1750 AD -1950 AD)	4	6	20	80	100
	<b>Total</b>				<b>22</b>	<b>80</b>	<b>320</b>	<b>400</b>

Semester-III								
Sl. No.	Nature of Course	Course Code	Paper Title	Units	Credit	Marks		
						Mid-Sem.	End-Sem.	Total
01	Core	C 5	History of India-III (750 AD -1206 AD)	4	6	20	80	100
02	Core	C 6	Rise of the Modern West-I	4	6	20	80	100
03	Core	C 7	History of India-IV (1206 AD -1526 AD)	4	6	20	80	100
04	Generic Elective	GE-III	Rise of the Modern West-I	4	6	20	80	100
05	Skill Enhancement Course	SEC-I	Communicative English	4	4	20	80	100
	<b>Total</b>				<b>28</b>	<b>100</b>	<b>400</b>	<b>500</b>

Semester-IV								
Sl. No.	Nature of Course	Course Code	Paper Title	Units	Credit	Marks		
						Mid-Sem.	End-Sem.	Total
01	Core	C 8	Rise of the Modern West-II	4	6	20	80	100
02	Core	C 9	History of India-V (1526 AD -1750 AD)	4	6	20	80	100
03	Core	C 10	Historical Theories and Methods	4	6	20	80	100
04	Generic Elective	GE-IV	Rise of the Modern West-II	4	6	20	80	100
05	Skill Enhancement Course	SEC-II	Quantitative Aptitude and Logical Reasoning	8	4	20	80	100
	<b>Total</b>				<b>28</b>	<b>100</b>	<b>400</b>	<b>500</b>

Semester-V								
Sl. No.	Nature of Course	Course Code	Paper Title	Units	Credit	Marks		
						Mid-Sem.	End-Sem.	Total
01	Core	C 11	History of Modern Europe-I (1780 AD -1880 AD)	4	6	20	80	100
02	Core	C 12	History of India-VII (1750 AD -1857 AD)	4	6	20	80	100
03	Discipline Specific Elective	DSE-I	History and Culture of Odisha-I	4	6	20	80	100
04	Discipline Specific Elective	DSE-II	History and Culture of Odisha-II	4	6	20	80	100
	<b>Total</b>				<b>24</b>	<b>80</b>	<b>320</b>	<b>400</b>

Semester-VI								
Sl. No.	Nature of Course	Course Code	Paper Title	Units	Credit	Marks		
						Mid-Sem.	End-Sem.	Total
01	Core	C 13	History of India-VIII (1857AD -1950 AD)	4	6	20	80	100
02	Core	C 14	History of Modern Europe-II (1880 AD - 1939 AD)	4	6	20	80	100
03	Discipline Specific Elective	DSE-III	History and Culture of Odisha-III	4	6	20	80	100
04	Project Report/ Discipline Specific Elective	Project Report/ DSE-IV	Project Report*/ History of Contemporary Odisha (1947-1980)**	4	6	20	80	100
	<b>Total</b>				<b>24</b>	<b>80</b>	<b>320</b>	<b>400</b>

\*Project Report: Viva + Report = 100 marks (20 marks + 80 marks).

\*\* DSE-IV: Mid-Sem. + End Sem. = 100 marks (20 marks + 80 marks).

## Summary

Core	14 X 100	1400
Generic Elective	4 X 100	400
Discipline Specific Elective/ Project	4 X 100	400
Skill Enhancement Course	2 X 100	200
Ability Enhancement Compulsory Course	2 X 100	200
<b>Total</b>		<b>2600</b>

## Summary

Semester	Credits	Total Marks
Semester-I	22	400
Semester-II	22	400
Semester-III	28	500
Semester-IV	28	500
Semester-V	24	400
Semester-VI	24	400
<b>Total</b>	<b>148</b>	<b>2600</b>

## Program Offered: B.A. (Hons.)

### Program Outcomes (POs):

1. The student would be in the position to attend various competitive exams in pursuit of job opportunities.
2. Expand the knowledge and understanding of the past, and reflect on the diversity of past human experiences.
3. With the program's completion, the student would grasp the different paradigms of history, its need, and prospects for the future.
4. The divergent courses taught in history would help the student community to revisit their past glory and to preserve it for generations to come.
5. Understand the evolution of human history and the interconnectedness of various cultures and civilizations.
6. Cultivate a broad range of skills that are highly valued by employers, such as the ability to think critically, assess evidence of many kinds, and express ideas with precision. These skills can be transferred to many different careers or provide a grounding for further academic study.
7. The courses on the contemporary history of India and the world help the students to understand global relations and perspectives.
8. They will be able to analyze and evaluate the evidence in its historical and cultural context and use that evidence to build and support an argument.
9. Explain distinctions between different historical periods, places, actors, events, and

forces by using disciplinary categories of analysis and academic language.

10. The courses in historiography and historical methods are intended to familiarize the students with approaches to historical studies with a focus on prominent historians and on the development of historical writing in modern India.

### **Program Specific Outcomes (PSOs):**

1. Understand factual and conceptual aspects of historical changes in multiple areas of the world.
2. Think contextually and critically about the past to understand human experiences.
3. Analyze why and how historical events take place based on the verification of pieces of evidence and arguments.
4. Design and write research papers based on primary and secondary sources.
5. Make logical oral presentations of factual and theoretical knowledge of historical events and changes.
6. Develop rational, humanitarian, democratic, and secular outlooks based on historical knowledge and contemporary societal, economic and political issues.

### **Semester-I**

#### **C 1: History of India-I**

### **Course Outcome (COs):**

On Completion of this course;

1. Student will have a brief idea about the different sources and changing interpretations of Ancient Indian History.
2. Student will have a fair knowledge about the Pre-History.
3. Student will have a ideas about the Harappan Civilization.
4. Student will have a fair knowledge about the Early Vedic Age and Later Vedic Age.

#### **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:**

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

#### **Mapping Of Course Outcomes (COs) With the Program Outcomes (POs)**

POs/COs	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	5	4	5	4	5	5	5	5	2	5
CO 2	4	5	2	5	4	2	4	5	4	4
CO 3	4	5	2	5	4	4	4	2	2	2
CO 4	5	5	4	2	2	5	4	2	4	5

### **C 2: Social Formation and Cultural Patterns of Ancient World**

#### **Course Outcome (COs):**

On Completion of this course;

1. Student will have an idea of evolution of man and its surroundings.
2. Student will have an idea of the early practice of agriculture and domestication of animals.



3. Student will have an idea of the contemporary of Indian civilisation to world civilisation.
4. Student will have an idea of the administration and culture of ancient Greece.

#### **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:**

1. G. Clark, World Prehistory: A New Perspective.
2. Bisman Basu, The Story of Man
3. H.Neil & M.C.Willam, A World of History, Oxford, New York, 1907.
4. H.R. Hall, Ancient History of the Near East, 1932.
5. H.S. Baghela, World of Civilization

## Mapping Of Course Outcomes (COs) With the Program Outcomes (POs)

POs/COs	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	4	4	5	2	2	2	5	4	2	4
CO 2	4	2	2	2	5	5	5	4	4	2
CO 3	4	2	5	2	4	4	5	4	2	5
CO 4	5	4	5	4	5	2	5	5	2	2

## AECC-I: Environmental Studies and Disaster Management

### Course Outcome (COs):

On Completion of this course;

1. Students understand about problems of environmental pollution and Impact of pollution on human and ecosystem and control measures.
2. Students will learn about increase in population growth and understand the issues of use of resources in proper manner leading to sustainable development.
3. Learn about causes and impacts of Disasters and Case studies of National and Global disasters and risk reduction approaches of Disasters with safety issues in mitigating Industrial disasters.
4. Basic idea about the mode of transmission and course of some communicable and non-communicable diseases and knowledge on the Importance and methods of prevention of epidemics and pandemics

### Unit-I (Environment)

**The Environment:** The Atmosphere, Lithosphere, Hydrosphere, Biosphere (01 period)

**Ecosystem:** Energy flow in the ecosystem (01 period)

**Biogeochemical Cycle:** Water Cycle, Carbon Cycle, Nitrogen Cycle (02 periods)

**Pollution:** Water Pollution, Air Pollution, Soil Pollution, Radiation Pollution, Industrial Pollution, Light Pollution, Sound Pollution (05 periods)

**Environmental Laws** (Water Act 1974, Air Act 1981, The Wildlife Protection Act 1972, The Environment Protection Act 1986), The Forest Conservation Act 1980 (04 periods)

### Unit-II (Climate Change & Sustainable Development)

**Population Ecology:** Individuals, Species, Population, Community (01 period)

Human Population Growth, Population Control Methods (01 period)

Urbanization and its effect on society (01 period)

**Climate Change:** Causes, effect, Global Warming, Carbon footprint and environmental protection (05 periods)

**Steps taken towards sustainable development:** Ban of single-use plastics, Automobile Scrapping Policy, Promotion of Electrical Vehicles(03 periods)

**Brief idea on Sustainable Development Goals (SDGs),** Agenda 21 of Rio Earth Summit (02 periods)

### **Unit-III (Disaster Management**

**Disaster Management:** Types of disasters (Natural and Man-made) and their causes and effect) (02 periods)

**Vulnerability Assessment and Risk Analysis:** Vulnerability to various disasters (Flood, Cyclone, Earthquake, Heat waves and Lightning) (02 periods)

**Institutional Framework:** Institutional arrangements for disaster management (National Disaster Management Authority (NDMA), State Disaster Management Authority (SDMA), District Disaster

Management Authority (DDMA), National Disaster Response Force (NDRF) and Odisha Disaster Rapid Action Force (ODRAF) (02 periods)

**Preparedness Measures:** Disaster Management Cycle, Early Warning System, Pre-Disaster and Post-Disaster Preparedness, Strengthening of SDMA and DDMA, Community Preparedness, Stakeholder participation, Corporate Social Responsibility (CSR) (05 periods)

**Survival Skills:** Survival skills adopted during and after disaster (Flood,

### **Unit-IV (Public Health Management)**

**Brief idea on Epidemics and Pandemics** (01 period)

**Non-communicable diseases** with special reference to Cardiovascular diseases, Cancer, Diabetes, Hypertension and Obesity and their prevention (02 periods) Communicable diseases with special reference to Covid-19, Flu, Hepatitis, AIDS and Tuberculosis and their transmission (02 periods)

**Dynamics of Disease Transmission:** Mode of transmission (Direct/Indirect), Events after infection: Immunity (Active vrs Passive, Innate vrs Acquired, Herd Immunity), Incubation Period (02 periods) **Prevention of Epidemics/Pandemics Diseases:** Preventing Measures (Quarantine, Sanitization, Personal Protective measures such as Hand washing and use of protective devices, Vaccination); Control Measures (Surveillance, Isolation, Contact Tracing) (03 Periods)

**Life Style management** (Diet, Physical Exercise, Yoga and sleeping habit) (02 periods)

**Role of Different Sectors in Managing Health Disaster:** Role of Government (Centre and State), Community, Civil Society, Student mass, NGOs (01 period)

**Books Recommended:**

1. Asthana DK and Asthana M: A Text Book of Environmental Studies, S. Chand, New Delhi
2. Bharucha E: A Text Book of Environmental Studies, New Delhi:UGC
3. Dash MC and Mishra PC: Man and Environment, McMillan,London
4. Disaster Management and Mitigation Plan,2013 of Dept. of Health & Family Welfare, Govt. of Odisha\*
5. Mishra DD: Fundamental Concepts in Environmental Studies, S. Chand, New Delhi
6. National Policy on Disaster Management,2009\*
7. National Disaster Management Plan,2019\*
8. Odum EP: Fundamentals of Ecology, Natraj Publications
9. State Disaster Management Plan, 2019 of Government of Odisha\* Standard Operating Procedure (SOP) issued by Govt. of India and Govt. Of Odisha on Public Health Managements in the websites: [www.mohfw.gov.in](http://www.mohfw.gov.in) and [health.odisha.gov.in](http://health.odisha.gov.in)\*
10. The Disaster Management Act, 2005 of Government of India\* [Note: Star (\*) marked References, published by the State as well as Central Government are available in the open sources]

**Mapping Of Course Outcomes (COs) With the Program Outcomes (POs)**

POs/COs	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	5	4	5	4	5	4	2	4	2	2
CO 2	4	2	4	2	5	4	2	2	4	5
CO 3	4	4	5	4	2	4	5	5	2	4
CO 4	5	4	2	5	4	2	4	4	2	2

**GE-I: History of India-I (Early times to 1750 AD)**

## **Course Outcome (COs):**

On Completion of this course;

1. Student will have an idea about the different sources and changing interpretations of Ancient Indian History, and Culture.
2. Student will have an idea about the administration of Harsha, Maurya and Gupta.
3. Student will have an idea about the early medieval society, culture and economy.
4. Student will have an idea about the advent of the Mughals.

### **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 : Zabti, 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 Thappar, The Early India

### **Reference Reading:**

1. Irfan Habib, Medieval India, NBT, New Delhi
2. R.S. Sharma, India's Ancient Past

3. S.A.A. Rizvi, Wonder that was India, Vol.II, Rupa
4. Cultural Heritage of India, Bharatiya Vidyabhaban Series, Vol-1-IV
5. A.L. Basheon (ed), Cultural History of India, OUP, New Delhi, 2011

### **Mapping Of Course Outcomes (COs) With the Program Outcomes (POs)**

<b>POs/COs</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PO 9</b>	<b>PO 10</b>
<b>CO 1</b>	4	5	4	5	4	2	2	4	4	2
<b>CO 2</b>	4	4	5	5	2	4	2	4	2	5
<b>CO 3</b>	5	4	5	4	5	4	2	2	4	5
<b>CO 4</b>	5	4	5	4	2	5	4	2	4	2

### **Semester-II**

#### **C 3: History of India-II (300 BCE to 750 CE)**

#### **Course Outcome (COs):**

On Completion of this course;

1. Student will have an idea about the Society and Economy of the Ancient India.
2. Student will have an idea about the changing of Political Formations.
3. Student will have an idea about the early medieval India.
4. Student will have an idea about the Religion, Culture, Philosophy and Society.

#### **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
3. The Cholas

#### **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 - Pallavas, Chalukyas, and Vardhanas

## Unit-IV: Religion, Culture, Philosophy and Society

1. Consolidation of the Brahmanical Tradition: Dharma, Varnashram, Purusharthas,
2. Buddhism: Hinayan and Mahayana
3. Jainism: It's 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:

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

### Mapping Of Course Outcomes (COs) With the Program Outcomes (POs)

POs/COs	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	5	4	4	4	2	5	4	5	4	2
CO 2	4	2	5	4	2	4	5	5	4	5
CO 3	4	5	4	5	4	2	2	4	4	2
CO 4	5	4	4	5	4	2	5	4	2	4

## C 4: Social Formation and Cultural Patterns of Medieval World

### Course Outcome (COs):

On Completion of this course;

1. Student will have an idea about the Polity and Economy of Ancient Rome.
2. Student will have an idea about the economic developments in Europe from 7<sup>th</sup> to 14<sup>th</sup> centuries.
3. Student will have an idea about the religion and culture in Medieval Europe.
4. Student will have an idea about the societies in central Islamic lands.

### **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
3. Agrarian Economy
4. Urbanization and Trade

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

1. Agricultural Production
2. Towns and Trade,
3. Feudalism- Origin, Growth and Decline

### **Unit-III: Religion and Culture in Medieval Europe:**

1. Medieval Church,
2. Monastic Communities
3. Papacy

### **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:**

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

### **Mapping Of Course Outcomes (COs) With the Program Outcomes (POs)**

POs/COs	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	4	5	4	2	4	2	4	5	4	5
CO 2	5	4	2	4	4	5	5	2	4	2
CO 3	4	2	2	2	4	4	4	5	4	4
CO 4	5	4	5	5	4	4	2	2	4	4

### **AECC-II: MIL – Alternative English, Odia, Hindi**



### **Course Outcome (COs):**

On Completion of this course;

1. demonstrate high-level proficiency in writing and speaking English.
2. employ effectively the language of their discipline.
3. develop skills in organizing and expressing ideas and viewpoints with clarity and coherence in writing and speech.
4. formulate and defend original arguments.
5. enumerate skills in narration, description, and argumentation.
6. ascertain insight into different cultures.
7. gain good knowledge that includes understanding recent developments in language and literature.
8. to develop an acumen for a better understanding of the diversity of human experiences.
9. acquire an openness to new ideas, perspectives, and ways of thinking.
10. enhance literary and critical thinking.

### **MIL (ALTERNATIVE ENGLISH)**

#### **UNIT 1: Short Story**

1. Jim Corbett-The Fight between Leopards
2. Dash Benhur- The Bicycle
3. Dinanath Pathy- George V High School
4. Alexander Baron- The Man who knew too much
5. Will f Jenkins- Uneasy Homecoming

#### **UNIT 2: Prose**

1. Mahatma Gandhi- The way to Equal Distribution
2. S Radhakrishnan- A Call to Youth
3. C V Raman-Water- The Elixir of Life
4. Harold Nicolson- An Educated Person
5. Claire Needell Hollander- No Learning without Feeling

#### **UNIT 3:**

1. Comprehension of a passage and answering the questions

#### **UNIT 4:**

1. Language exercises-test of vocabulary, usage and grammar

#### **Text Books**

All Stories and Prose pieces

#### **Reference Books**

1. The JJ'idening Arc: A Selection of Prose and Stories, Ed. A R Parhi, S Decpika, P Jani, KitabBhavan, Bhubaneswar.
  2. A Communicative Grammar of English, Geoffrey Leech.
  3. A University Grammar of English. Randolph Quirk and Sidney Greenbaum
  4. Developing Reading Skills. F. Grellet. Cambridge: Cambridge University Press, 1981.
- UGHonours/Pass Syllabus in English

**MIL (S<sup>?</sup>)**

**64IdI64IdAΩ6 AIC9I I – S<sup>?</sup> (AECC)**

QIO -୧ | **Course – 1** : 64IdI64Id fIG6^K, 61G^ ଓ AI A

୧A ଏକକ : 64IdI64Id6 Q6^BI I, fIG6^KI, Q6^Q6 ଓ କI66BG

୨ୟ ଏକକ : QI IGକI6, BI d କଠI

୩ୟ ଏକକ : QNIG6 Q6^BI I, Q6^Q6 ଓ QNIG æG^

୪u ଏକକ : ଓ<sup>?</sup> BI I6 6ଫAଠI, 6ଫIdV^6 G^6Iକ6d | (6GIG d^ - QIGd GG^G fldV^, ff^ dG fldV^, Q୫^dG fldV^, QAIQdG fldV^, 66G ଓ 6^B ^dG fldV^, 6Iକ 6^GG^G fldV^, QAIu66IKକ d6IdV^, G ଯା GG^G fldV^, d6 Q^64IdIୱକ ଓ 6Q ^G fldV^

**QnIR6 Q6I (QIO -୧ | Course – 1)**

୧. 64IdI64Id AΩ କ AIGBI I (ଓ<sup>?</sup>) QIAft 6^6b^ GI6Iୟd, QG GI6Iୟd କ 6 I6,କdକ |

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**MIL (HINDI)**

**UNIT-1**

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**UNIT-**

**II**

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**UNIT-III**

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**Mapping Of Course Outcomes (COs) With the Program Outcomes (POs)**

POs/COs	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	4	5	5	4	2	4	2	2	4	4
CO 2	5	5	4	4	4	2	2	2	4	5
CO 3	4	5	2	4	2	5	4	2	4	2
CO 4	4	5	4	5	4	2	2	4	2	5
CO 5	5	4	2	2	2	4	5	4	2	2
CO 6	2	4	2	4	2	2	5	4	2	4
CO 7	4	2	4	5	5	4	2	4	2	5
CO 8	2	4	2	4	5	4	2	4	5	2
CO 9	5	4	2	4	5	5	4	4	2	4
CO 10	4	4	5	4	2	4	2	2	5	4

## **GE-II: History of India-II (1750 AD to 1950)**

### **Course Outcome (COs):**

On Completion of this course;

1. Student will have an idea about the foundation and expansion of British rule in India.
2. Student will have an idea about the consolidation of British rule and the response of the Indians towards the rule.
3. Student will have an idea about the social and cultural policy.
4. Student will have an idea about the Indian national movements.

### **Unit – I Foundation and Expansion of British Rule**

1. Battle of Plessey (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: Brahma 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:

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

### Mapping Of Course Outcomes (COs) With the Program Outcomes (POs)

POs/COs	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	5	4	4	2	2	4	5	4	2	5
CO 2	4	5	2	4	2	5	4	2	4	2
CO 3	5	4	2	4	2	2	2	5	4	4
CO 4	4	2	4	5	5	2	2	4	5	5

## Semester-III

### C 5: History of India-III (750 AD to 1206 AD)

#### Course Outcome (COs):

On Completion of this course;

1. Student will have a brief idea about the political structure of early medieval India.
2. Student will have a fair knowledge about the agrarian structure and social changes in early medieval period.
3. Student will have a ideas about the trade and commerce of early medieval society.
4. Students will have a fair knowledge about early medieval India's religious and cultural development dia.

#### 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. Shrimali, (eds), Comprehensive History of India, Vol. IV (A & B).

### **Reference Reading:**

1. Satish Chandra, Medieval India, Vol. I, Har Anand.
2. D. D. Koasambi, The Culture and Civilization of Ancient India: In Historical outline New Delhi; Vikas 1971.5th Print.
3. K. A. Nilakantha Sastri, The Colas, South Indian History.
4. Mittal, Socio-Cultural History of India.
5. R.C.Majumdar (ed) History and Culture of Indian people. Bombay; Bharatiya Vidya Bhavan 1960.Relevant Vol.

### **Mapping Of Course Outcomes (COs) With the Program Outcomes (POs)**

POs/COs	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	4	2	5	4	2	2	5	4	2	4
CO 2	5	2	2	2	4	4	4	5	4	2
CO 3	2	2	2	4	5	4	5	4	4	2
CO 4	5	4	5	5	4	2	2	4	2	2

## **C 6: Rise of the Modern West-I**

### **Course Outcome (COs):**

On Completion of this course;

1. Student will have a brief idea about the transition from feudalism to capitalism.
2. Student will have a fair knowledge about the expansion of early colonies.
3. Student will have a ideas about the renaissance and reformation.
4. Student will have a fair knowledge about the economic development of the sixteenth century.

### **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

### **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 û1600.

## Reference Reading:

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

### Mapping Of Course Outcomes (COs) With the Program Outcomes (POs)

POs/COs	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	5	5	5	4	2	2	4	4	5	4
CO 2	5	4	2	4	2	5	4	2	2	4
CO 3	5	5	5	4	4	4	2	4	2	2
CO 4	5	4	4	5	5	4	4	2	2	5

### C 7: History of India-IV (1206 Ad to 1526 AD)

#### Course Outcome (COs):

On Completion of this course;

1. Student will have an idea of the political structure of the sultanate period.
2. Student will have an idea of the emergence of the regional powers and kingdoms.
3. Student will have an idea of the society and economy of the sultanate period.
4. Student will have an idea of religion, society and culture of the sultanate period.

#### **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 Khaljis and Mahammadbin 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.



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 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:**

1. Irfan Habib, Medieval India: The Study of a Civilization, NBT, New Delhi.
2. ABM Habibullah, The Foundation of Muslim Rule in India.
3. SBP Nigam, Nobility under the Sultans of Delhi.
4. R.P. Tripathy, Some Aspects of Muslim Administration in India.
5. R.S.Sharma, Early Medieval Indian Society: Orient Blackswan 2001.

### **Mapping Of Course Outcomes (COs) With the Program Outcomes (POs)**

POs/COs	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	4	2	4	5	4	5	4	5	4	2
CO 2	5	5	5	4	4	4	2	4	5	4
CO 3	5	4	2	4	2	5	4	4	2	2
CO 4	5	5	4	2	5	4	2	4	2	5

### **SEC-I: Communicative English**

### **Course Outcome (COs):**

On Completion of this course;

1. enhance their ability to build and enrich their communication skills

2. be able to build up the four primary skills in students in the academic as well as in the wider domains of use like public offices.
3. acquire analytical and comprehension reading skills
4. identify basic principles of communication
5. build speaking and listening skills
6. learn beyond the conventional syllabus and be prepared to meet challenges while seeking a job
7. be able to synthesize knowledge and use it creatively to better understand and improvise themselves
8. be able to communicate effectively through written reports, presentations, and discussions
9. develop a neutral accent and improve general standard of pronunciation
10. speak globally intelligible English

### **UNIT 1: Introduction**

1. What is communication?
2. Types of communication (Horizontal, Vertical, Interpersonal, Grapevine),  
(iii) Uses of Communication, Inter-cultural communication, Communication today  
(iv) Distinct features of Indianisation, alternative texts of language learning, global English and English in the print and electronic media in India.

### **UNIT 2: The Four Skills and Prospect of new material in language learning**

3. listening-Passive and active, Speaking effective, intelligibility and clarity
4. Methods and techniques of reading such as skimming, scanning and searching for Information, Reading to understand the literal, metaphorical and suggested meaning  
(iii) identifying the tone (admirable, accusatory, Ironical, sympathetic, evasive, indecisive, ambiguous, neutral etc.) of the writer and view-points.  
  
(iv) Cohesive and Coherent writing

### **UNIT 3: Grammatical and Composition Skills**

- (i) Doing exercises like filling in the blanks, correcting errors, choosing correct forms out of alternative choices, joining clauses, rewriting sentences as directed, and replacing indicated sections with single words / opposites / synonyms, choosing to use correct punctuation marks, getting to understand and use formal and informal styles, learning to understand the usages of officialise, sexism, racism, jargon.
- (ii) Learning to understand information structure of the sentence such as topic-focus relationship; strategies of schematization, postponement, emphasis, structural compression (deletion of redundant parts, nominalization, cleft and pseudo-cleft sentences, elliptical structures etc.), Logical Connectors between sentences,

Methods of developing a paragraph, structure of an essay and methods of developing an essay.

#### UNIT 4: Exercises in Written Communication

- (i) Precisewriting
- (ii) Note taking skills
- (iii) Writing reports
- (iv) Guidelines and essentials of official correspondence for making enquiries, complaints and replies
- (v) Making representations; writing letters of application for jobs; writing CV, writing letters to the editor and social appeals in the form of letters/pamphlets.

#### Reference Books.

1. Ways of Reading: Advanced reading Skills for Students of English Literature. Martin Montgomery et al. London: Routledge, 2007.
2. Applying ( communication Theory)' /Or Professional Life: A Practical Introduction. Dainton and Zellely, <http://tsime.uz.ac.zw/claroline/backends/download.php?url—>
3. Literature and the art of Communication, Cambridge University Press.  
and. Orient Black Swan (writing and granunar exercises at the end of lessons are recommended) From Remapping An AnthologyU0r Degree Classes. C Writing

#### Mapping Of Course Outcomes (COs) With the Program Outcomes (POs)

POs/COs	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	4	4	2	5	4	2	5	4	4	2
CO 2	5	5	4	2	4	2	4	5	4	5
CO 3	4	5	5	5	4	4	2	2	4	5
CO 4	5	4	5	4	5	5	5	4	4	5
CO 5	5	5	5	4	4	2	2	2	2	2
CO 6	5	4	2	4	4	5	5	5	2	5
CO 7	5	4	5	5	5	5	4	2	2	5
CO 8	5	4	4	2	2	5	2	5	4	2
CO 9	4	5	5	5	4	4	4	2	2	2
CO 10	4	4	4	2	2	2	5	4	2	5

#### GE-III: Rise of the Modern West-I

#### Course Outcome (COs):

On Completion of this course;

1. Student will have a brief idea about the transition from feudalism to capitalism.
2. Student will have a fair knowledge about the expansion of early colonies.
3. Student will have a ideas about the renaissance and reformation.
4. Student will have a fair knowledge about the economic development of the sixteenth century.

### **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

### **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 û1600.

### **Reference Reading:**

1. Meenaxi Phukan, Rise of the Modern West: Social and Economic History of Early Modern Europe.
2. F. Rice, The Foundation of Early Modern Europe.

3. Toynbee, A.J, A Study of History (12 volumes).
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5. Wallbank, T.W. & Bailey, N.M. Civilization: Past and Present.

### **Mapping Of Course Outcomes (COs) With The Program Outcomes (POs)**

<b>POs/COs</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PO 9</b>	<b>PO 10</b>
<b>CO 1</b>	5	4	4	4	2	2	2	4	5	4
<b>CO 2</b>	5	4	4	2	2	4	5	4	2	2
<b>CO 3</b>	4	2	5	4	4	2	5	4	2	4
<b>CO 4</b>	5	4	2	2	4	4	4	2	4	5

### **Semester-IV**

#### **C 8: Rise of the Modern West-II**

##### **Course Outcome (COs):**

On Completion of this course;

1. Student will have an idea about the English revolution and European politics in the 18<sup>th</sup> century.
2. Student will have an idea about the development of modern sciences.
3. Student will have an idea about the mercantilism and European economy.
4. Student will have an idea about the American revolution.

##### **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:**

1. Harry Miskimin, The Economy of Later Renaissance Europe: 1460 - 1600.
2. C.A Fisher, History of Modern Europe.
3. F. Rice, The Foundation of Early Modern Europe
4. David Thomson, Europe since Napoleon, Pelican Books, 1985
5. Swain, J.E., A History of World Civilization, Eurasia Publishing House Pvt. Ltd., New Delhi, 1994

#### **Mapping Of Course Outcomes (COs) With the Program Outcomes (POs)**

POs/COs	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	4	4	5	2	4	2	4	2	5	2
CO 2	4	5	4	5	2	4	2	5	2	4
CO 3	5	4	2	4	2	4	4	4	2	2
CO 4	5	2	2	4	4	4	2	4	2	5

#### **C 9: History of India-V (1526 AD to 1750 AD)**

#### **Course Outcome (COs):**

On Completion of this course;

1. Student will have a brief idea about the establishment of Mughal rule in India.
2. Student will have a fair knowledge about the consolidation of Mughal rule.
3. Student will have a ideas about the Society and economy.
4. Student will have a fair knowledge about the cultural ideals.

#### **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. 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

#### **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:**

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

#### **Mapping Of Course Outcomes (COs) With the Program Outcomes (POs)**

POs/COs	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	5	5	4	2	4	2	4	4	4	5
CO 2	5	4	4	4	2	4	2	4	2	2
CO 3	5	4	2	4	4	4	2	2	4	5
CO 4	4	4	2	5	4	4	2	4	5	2

## **C 10: Historical Theories and Methods**

### **Course Outcome (COs):**

On Completion of this course;

1. Student will have an idea about the meaning and scope of history.
2. Student will have an idea about the tradition of historical writings.
3. Student will have an idea about the history as an interdisciplinary practice.
4. Student will have an idea about the historical methods adopted for historical writings.

### **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:**

1. E. Sreedharan, A Text Book of Historiography, Orient Longman, Reprinted, 2004.
2. Marc Bloch, The Historians Craft.



3. R.G. Collingwood, The Idea of History
4. G.T.Reiner, History: Its Purpose and Method.
5. K.Rajayyan, History: it's Theory & Method

### **Mapping Of Course Outcomes (COs) With The Program Outcomes (POs)**

<b>POs/COs</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PO 9</b>	<b>PO 10</b>
<b>CO 1</b>	5	4	4	5	4	5	5	4	4	2
<b>CO 2</b>	4	2	2	4	5	4	2	4	4	4
<b>CO 3</b>	5	5	5	4	2	4	2	5	4	5
<b>CO 4</b>	5	4	2	4	2	2	4	4	5	4

## **SEC-II: Quantitative Aptitude and Logical Reasoning**

### **Course Outcome (COs):**

#### **I. QUANTITATIVE APTITUDE & DATA INTERPRETATION**

On Completion of this course;

1. Use their logical thinking and analytical abilities to solve Quantitative aptitude questions from company specific and other competitive tests.
2. Solve questions related to Time and distance and time and work etc. from company specific and other competitive tests.
3. Understand and solve puzzle related questions from specific and other competitive tests.
4. Solve questions related to permutation & combinations and probabilities from company specific and other competitive tests.

#### **II. LOGICAL REASONING**

On Completion of this course;

1. Detect errors of grammar and usage in a given sentence/text and rectify them by making appropriate changes.
2. Solve questions based on critical reasoning.

3. Analyze reading passages and quickly find out the correct responses to questions asked by using reading skills like skimming, scanning, reading between the lines, etc.
4. To use idiomatic expressions in writing and speaking and to solve questions based on them.

### **III. ETHICS AND VALUES**

After reading this paper the students will be able to;

1. **CO1:** have changes in their perceptions and practices towards women and develop proper attitude towards women and value their work and contribution
2. **CO2:** come forward to challenge the unethical treatments against women
3. **CO3:** end gender-based hierarchy and hegemony, remove the feeling that women are counter to men and bring about a complementarity among the hitherto existing gender binary
4. **CO4:** pioneer in creating a gender equal society where the well-being, happiness and security of the women will be well protected & contributing towards a better and happier society.

### **I. QUANTITATIVE APTITUDE & DATA INTERPRETATION**

**Unit - 1:** Whole numbers, Integers, Rational and irrational numbers, Fractions, Square roots and Cube roots, Surds and Indices, Problems on Numbers, Divisibility Steps of Long Division Method for Finding Square Roots:

**Unit -2:** Basic concepts, Different formulae of Percentage, Profit and Loss, Discount, Simple interest, Ratio and Proportion, Mixture

**Unit- 3:** Time and Work, Pipes and Cisterns, Basic concepts of Time, Distance and Speed; relationship among them

**Unit - 4:** Concept of Angles, Different Polygons like triangles, rectangle, square, right angled triangle, Pythagorean Theorem, Perimeter and Area of Triangles, Rectangles, Circles

**Unit - 5:** Raw and Grouped Data, Bar Graphs, Pie charts, Mean, Median and Mode, Events and Sample Space, Probability

### **II. LOGICAL REASONING**

**Unit-1:** Analogy basing on kinds of relationships, Simple Analogy; Pattern and Series of Numbers, Letters, Figures. Coding- Decoding of Numbers, Letters, Symbols (Figures), Blood relations.

**Unit 2:** Logical Statements - Two premise argument, More than two premise argument using Connectives.

**Unit - 3:** Venn Diagrams, Mirror Images, Problems on Cubes and Dices.

### Mapping Of Course Outcomes (COs) With the Program Outcomes (POs)

POs/COs	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	5	4	2	4	4	4	2	5	5	4
CO 2	4	4	5	2	5	2	4	4	5	2
CO 3	5	5	5	4	4	2	2	4	5	4
CO 4	4	5	4	2	5	4	2	4	5	2
CO 5	5	5	5	4	4	4	2	2	2	5
CO 6	4	5	4	5	4	2	5	4	2	4
CO 7	5	4	2	5	4	2	4	5	2	4
CO 8	5	5	4	4	2	2	4	5	4	2

### GE-IV: Rise of the Modern West-II

#### Course Outcome (COs):

On Completion of this course;

1. Student will have an idea about the English revolution and European politics in the 18<sup>th</sup> century.
2. Student will have an idea about the development of modern sciences.
3. Student will have an idea about the mercantilism and European economy.
4. Student will have an idea about the American revolution.

#### **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 Economics**

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:**

1. Harry Miskimin, The Economy of Later Renaissance Europe: 1460 - 1600.
2. C.A Fisher, History of Modern Europe.
3. F. Rice, The Foundation of Early Modern Europe
4. David Thomson, Europe since Napoleon, Pelican Books, 1985
5. Swain, J.E., A History of World Civilization, Eurasia Publishing House Pvt. Ltd., New Delhi, 1994

**Mapping Of Course Outcomes (COs) With the Program Outcomes (POs)**

POs/COs	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	5	4	4	4	5	5	4	2	4	2
CO 2	5	4	2	2	2	4	5	4	2	4
CO 3	4	4	5	4	5	4	2	5	4	2
CO 4	5	4	2	4	5	4	4	2	5	4

## Semester-V

**C 11: History of Modern Europe-I (1780 AD to 1880 AD)**

**Course Outcome (COs):**

On Completion of this course;

1. Student will have a brief idea about the French revolution.
2. Student will have a fair knowledge about the revolution and its European

repercussions.

3. Student will have a ideas about the restoration and revolution c. 1815-1848.
4. Student will have a fair knowledge about the socio-economic transformation and remaking of states in late 18<sup>th</sup> and 19<sup>th</sup> century.

#### **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

#### **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:**

1. E.J. Hobsbawm, Nations and Nationalism.
2. A .Wesley Rohem, The Record of Mankind, Health and Company, Boston, 1952.
3. CMD Ketelbey, History of Modern Times since 1789, OUP, 2009.

4. David Thomson, Europe since Napoleon, Pelican Books, 1985.
5. Edward Mac Nall Burns et al, World Civilizations, vols. A,B,C,Goyal Saab, New Delhi.

#### **Mapping Of Course Outcomes (COs) With The Program Outcomes (POs)**

POs/COs	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	5	4	4	5	4	5	4	5	2	2
CO 2	5	2	4	5	4	4	2	2	4	5
CO 3	4	5	2	4	2	5	4	2	5	4
CO 4	5	5	4	2	5	2	2	4	2	5

### **C 12: History of India-VII (1750 AD to 1857 AD)**

#### **Course Outcome (COs):**

On Completion of this course;

1. Student will have an idea of expansion and consolidation of colonial powers.
2. Student will have an idea of the colonial states and ideologies.
3. Student will have an idea of society and economy during the expansion of colonial power.
4. Student will have an idea of the resistance movement to colonial power.

#### **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

#### **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**

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

#### **Mapping Of Course Outcomes (COs) With the Program Outcomes (POs)**

POs/COs	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	4	5	4	2	4	5	4	2	5	4
CO 2	4	2	2	4	4	5	4	2	4	5
CO 3	5	4	2	4	2	4	4	2	4	2
CO 4	5	4	2	5	4	2	2	2	5	4

#### **DSE-I: History and Culture of Odisha-I**

#### **Course Outcome (COs):**

On Completion of this course;

1. Student will have an idea about the Kalinga War, Historical Geography and Kharavela.
2. Student will have an idea about the emerging dynasties during the 4<sup>th</sup> century BC.
3. Student will have an idea about the Gangas and gajapatis.
4. Student will have an idea about the cultural life of early and medieval odisha.

#### **Units: I**

1. Historical Geography: Kalinga, Utkal, Kosal
2. Kalinga War (261 B.C.) and its Significance.

3.Kharavela –Career and Achievements

**Unit: II**

- 1.Matharas and Eastern Gangas and Sailodbhavas
- 2.Bhaumakaras
- 3.Somavamsis

**Unit: III**

- 1.Imperial Gangas
- 2.Suryavamsi Gajapatis
- 3.Post- Gajapati Political developments upto 1568.

**Unit: IV**

- 1.Social and Cultural Life in Early and Medieval Odisha
- 2.Growth and Decay of Urban Centres
- 3.Trade and Commerce
- 4.Taxation and Land Revenue

**Suggested Text Books:**

- 1.K.C. Panigrahi, History of Odisha, Kitab Mahal.
2. Sahu, Mishra & Sahu, History of Odisha.

**Reference Reading:**

- 1.S.K. Panda, Political and Cultural History of Odisha.
- 2.A. C Pradhan, A Study of History of Orissa
- 3.B.K. Mallik, etal (eds) Odia Identity, Page Maker Publications, Bhubaneswar, 2019.
- 4.R. D Banarjee, History of Orissa, 2 vols.
- 5.M.N. Das(ed), Sidelights on History and Culture of Orissa, Vidyapuri, Cuttack, 1977

**Mapping Of Course Outcomes (COs) With The Program Outcomes (POs)**

POs/COs	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	5	4	5	4	5	4	5	4	5	4
CO 2	4	2	4	2	5	2	5	2	4	2
CO 3	5	4	2	2	2	5	4	2	2	2
CO 4	5	4	2	4	5	5	4	4	2	4



## **DSE-II: History and Culture of Odisha-II**

### **Course Outcome (COs):**

On Completion of this course;

1. Student will have an idea about the Mughal and British conquest of Odisha.
2. Student will have an idea about the resistance movement and famine in odisha.
3. Student will have an idea about the growth of nationalism in odisha.
4. Student will have an idea about nationalistic politics and quit India movement in Odisha.

### **Units: I**

1. Afghan Conquest and Mughal Rule in Odisha- Administration
2. Maratha rule in Odisha – Administration
3. British Occupation and Early Colonial Administration: Land Revenue, Salt Policy, Jail and Police Administration.

### **Unit: II**

1. Resistance Movements: Ghumsar Rebellion, Paik rebellion, Revolt of 1857 and Surendra Sai, Keonjhar Uprisings.
2. Famine of 1866 – Causes and Consequences
3. Growth of Education and Language Movement

### **Unit: III**

1. Growth of Nationalism
2. Formation of Separate Province of Orissa.
3. Prajamandal Movement

### **Unit: IV**

1. Nationalist Politics in Odisha
2. Quit India Movement
3. Merger of Princely States

### **Suggested Text Books:**

1. P.K. Mishra & J.K. Samal, A Comprehensive History and Culture of Orissa- Vol. I & II.
2. A. C. Pradhan, Sidelights on Freedom Struggle in Orissa.

### **Reference Reading:**

1. K.M. Patra, Freedom Struggle in Odisha.
2. J.K. Samal, Orissa under the British Crown.
3. K.M. Patra, Orissa State Legislature & Freedom Struggle.
4. B.C. Ray, Orissa under the Mughals, Punthi Pustak.
5. B.C. Ray, Orissa under the Marathas, Punthi Pustak.

### Mapping Of Course Outcomes (COs) With The Program Outcomes (POs)

POs/COs	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	5	5	5	5	4	4	4	5	5	2
CO 2	4	4	4	5	5	5	2	2	4	2
CO 3	4	5	4	2	5	2	4	5	4	5
CO 4	5	5	4	5	4	2	4	2	5	2

## Semester-VI

### C 13: History of India-VIII (1857 AD to 1950 AD)

#### Course Outcome (COs):

On Completion of this course;

1. Student will have an idea about the cultural changes, socio-religious, and reformation movement in India.
2. Student will have an idea about the nationalism trends up to 1919.
3. Student will have an idea about the Gandhian era.
4. Student will have an idea about the partition.

#### **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

### **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:**

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

### **Mapping Of Course Outcomes (COs) With the Program Outcomes (POs)**

POs/COs	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	5	5	4	2	2	4	2	4	2	5
CO 2	4	5	4	5	4	5	2	4	2	4
CO 3	4	5	5	4	4	4	2	4	2	4
CO 4	5	4	5	4	2	4	4	2	5	2

### **C 14: History of Modern Europe-II (1880 AD to 1939 AD)**

### **Course Outcome (COs):**

On Completion of this course;

1. Student will have an idea about the liberal democracy, working class movement and socialism in 19<sup>th</sup> and 20<sup>th</sup> century.
2. Student will have an idea about the crisis of feudalism in Russia and experiments in

socialism.

3. Student will have an idea about the imperialism, wars and crisis c. 1880-1939
4. Student will have an idea about the major intellectual developments c. 1850.

### **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.

### **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:**

1. George Lichtheim, A Short History of Socialism.
2. K.B. Keswani, International Relations in Modern World (1990-1995).
3. C.D.M. Ketelby, A History of Modern Times.
4. Carr.E.H., International Relations between the Two World Wars, 1919-1939, New

York, 1966.

4. Garden Green Wood, The Modern World –A History of Our Times.

### Mapping Of Course Outcomes (COs) With the Program Outcomes (POs)

POs/COs	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	5	4	5	4	2	2	5	5	4	4
CO 2	4	5	2	2	2	4	2	2	4	4
CO 3	5	4	4	4	2	5	5	4	2	2
CO 4	4	2	4	2	4	2	2	4	5	2

### DSE-III: History and Culture of Odisha-III

#### Course Outcome (COs):

On Completion of this course;

1. Student will have an idea about the religious movements in odisha.
2. Student will have an idea about the religious movements and growth of odia literature.
3. Student will have an idea about the art and architecture of odisha.
4. Student will have an idea about the impact of reformation movements in odisha.

#### **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:**

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

**Mapping Of Course Outcomes (COs) With the Program Outcomes (POs)**

POs/COs	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	5	5	4	2	2	2	4	5	4	2
CO 2	5	4	4	4	2	2	5	4	4	4
CO 3	5	4	2	4	2	2	4	2	5	4
CO 4	4	5	4	2	4	2	4	2	4	5

**DSE-IV/ Project: History of Contemporary Odisha (1947 to 1980)**

**Course Outcome (COs):**

**DSE-IV\*\***

On Completion of this course;

5. Student will have an idea about the political developments in odisha.
6. Student will have an idea about the united political initiatives in odisha.
7. Student will have an idea about the economic developments in odisha.
8. Student will have an idea about the social developments and problems in odisha.

## **Project\***

On Completion of this course;

1. Student will have an idea about the preparation of a report.
2. Student will have an idea about the research methods.
3. Student will have an idea about the subjective analysis.
4. Student will have an idea about the field visit for study.

## **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 and Abolition of Zamindary System
  - b) Biju Patnaik's First Ministry Achievements

## **Unit II: United Political Initiatives**

1. Coalition Politics-Achievements and Challenges
  - a) R.N. Singdeo,
  - b) Sadasiba Tripathy
2. Panchayati Raj Institutions-Its Working and Impacts.
  - a) Rural Stages
  - b) Urban Stages

## **Unit III: Economic Development**

- a) Growth of Industries- Roulkela 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

**OR**

## Project Report

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.

### Mapping Of Course Outcomes (COs) With the Program Outcomes (POs)

POs/COs	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	5	5	5	4	4	2	2	4	5	4
CO 2	4	2	2	2	2	4	4	4	5	4
CO 3	5	5	5	4	4	2	2	4	5	4
CO 4	4	5	4	2	4	2	5	4	2	4
CO 5	4	5	4	5	4	2	5	4	2	4
CO 6	4	4	4	4	4	2	2	2	5	5
CO 7	5	4	4	4	2	2	5	4	5	2
CO 8	5	4	2	5	4	5	4	4	2	2

\*Project Report: Students who have scored above 60% in consecutive semester are allowed to prepare a project report.

\*\* DSE-IV: Students who scored below 60% in consecutive semester are allowed to take this theory paper.