

**DEPARTMENT OF HISTORY
SARBATI DEVI WOMEN'S COLLEGE, RAJGANGPUR
PO, CO, PSO- NEP-2020**

Semester-I

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

Course Objectives

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

Course Outcomes

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

Unit-I: Reconstructing Ancient Indian History

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

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

1. Paleolithic Cultures: Upper, Middle and Lower; Tool Typologies in Three Phases, Distribution of Sites, Subsistence Pattern
2. Mesolithic Culture: Distribution of Sites, Tool typologies, Subsistence Pattern, Evidence of Foraging
3. Neolithic: Zones of Early Farming Cultures of Indian Subcontinent (Ash Mound sites of South India, Eastern India, Vindyan Fringe, North-Western India), Crops, Subsistence Pattern, Habitation Structure

Unit-III: The Harappan Civilization

1. Origin and nature; Harappa as Saraswati-Sindhu civilisation: Settlement Patterns and Town Planning (Study of Harappa, Mohenjodaro, Kalibangan, Dholavira and Lothal

2. Economic Life: Agriculture, Craft Productions and Trade (External and Internal)

3. Social and Political Organization; Religious Beliefs and Practices; Art

Unit-IV: Cultures in Transition

1. Early Vedic Age: Sources, Geography, Society, Polity, economy Religion and Literature

2. Later Vedic Age: Social Stratification (Varna and Gender), Polity, Religion, and Culture; Philosophy of Upanishads

3. Non-Harappan Chalcolithic Cultures and Megaliths: Malwa, Kayatha, Ahar, OCP, Eastern India, Megaliths in South India

Unit I:

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

Unit II:

This unit makes people appreciate that history is source-based enterprise of knowing the past and hence, it requires acquaintance and mastery of the use and analysis of various sources of the past. Questions such as what kinds of sources used in the historical narrative, issues of authorial intention, such as why Asoka wrote in edicts what he wrote, authenticity of sources and use of selective sources in construction are made acquaintance to the students. Further, the students are encouraged to appreciate the differences between India's Ithihasa Purana tradition and modern historical tradition. It is also important to understand that when we study history, national political boundary should not come in the way of understanding a historical region.

Unit III:

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

Unit IV:

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

Core II

Social Formations and Cultural Pattern of Ancient World

Course Objectives

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

Course Outcome

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

Unit-I: Evolution of Man

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

Unit-II: Neolithic Culture:

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

Unit-III: Bronze Age Civilizations

- ☐ Egypt: (Natural and Cultural Settings, Major Developments in Old Kingdom, Middle Kingdom and New Kingdom, Society, economy, Religion, Art and Temple Architecture

☐ Mesopotamia: Developments in Sumerian, Babylonian and Assyrian periods: Natural and Cultural Setting, Cultural Developments from Ubaid period to emergence of Uruk as a state, religion, society, economy and cultures of Sumer; Developments in Imperial Ur, Code of Hammurabi, and Babylonian expansion, Introduction of Iron and Neo-Assyrian Empire

☐ China (Shang): Pre Shang Culture, Oracle Bones, Major Developments, Chinese Society

Unit-IV: Ancient Greece:

☐ Athens and Sparta: Natural & Cultural Setting of Ancient Greece, Development of Polis, Evolution of Oligarchic Spartan State, its Institutional structure, and society;

☐ Polity, Economy & Society: Evolution of Athenian Democracy from Solon to Peloponnesian War), Athenian Economy

☐ Culture: Literature, Religion, Art and Architecture, Science

Unit I:

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

Unit II

This unit familiarises the archaeobotanical and archaeozoological evidence of agriculture and domestication of animals in different regions of the world and diversities in crop production. The beginning of agriculture accelerated numerous

other changes in human culture- growth of village settlements, more evidence of organised religions, technological changes such as pottery making. The paper would emphasise on understanding

Unit III

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

Unit IV

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

Semester II

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

Course Objectives

☐ Understand the process of state formation and 2nd urbanism in the period of Buddha

- ☐ Analyse the relation of socio-economic changes in early historical period and rise of heterodox religions such as Buddhism, Jainism, Ajivakas, Lokayat
- ☐ To make students appreciate the emergence of Asokan empire and Critically understand socio-economic and political changes ushered by them
- ☐ Understand the emergence of state system in the Deccan and Odisha in the post Mauryan period
- ☐ Understand the expanding cultural arc of India by analysing the influence of India in Southeast Asia
- ☐ Make students appreciate the changes and excellences in various spheres in the Gupta period
- ☐ Understand the changes and continuities between ancient India and the beginning of early medieval, especially the beginning of Samanta system

Course Outcomes

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

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

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

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

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

Unit-III: The Guptas:

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

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

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

Core IV Social Formations and Cultural Patterns of the Medieval World

Course Objectives

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

Course Outcomes

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

Unit-I: Polity and Economy in Ancient Rome

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

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

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

Unit-III: Religion and Culture in Medieval Europe:

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

Unit-IV: Societies in Central Islamic Lands:

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

Unit I:

This unit makes students understand the differences between the democratic forms of polity of Greek versus the roman Republican form of Government. It makes people critically analyse how the Republican institutions emerged as a checks and balances between not only institutions such as Plebeian council and Senate but as largely emerged out of the assertions of certain social groups. It also examines the shortcomings of the republican institutions and circumstances leading to the emergence of empire and rule of Caesars. Students are also acquainted with the slave mode of production and the crisis in it.

Unit II:

Christianity found its social support base from the poor and proletariat population of the Roman Empire. However, apart from the social base of Christianity which promised them a Kingdom of Heaven, the paper makes students understand that the spread of Christendom was also due to institution of Church. However, like other religion Christendom developed schism and split spread over many ecumenical types of council. Further it also explains how the Seas of Rome became

primus parus status among other bisopries and became the seat of Pope. The Unit also looks at the politics-religious role of Pope as well.

Unit III:

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

Unit IV

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

Semester III

Core V History of India-III (circa 750 -1206)

Course Objectives

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

Course Outcomes

- ☐ Understand the new periodisation and its basis
- ☐ critical analysis of the relation between political realm and religious realm
- ☐ interrelation between economy, society, polity and culture in the making of vernacular region
- ☐ Debates the emergence of medieval social order, including condition of peasantry
- ☐ Discusses the nature of brahmanical social order and relations with law books which reinforced an andro-centric brahmanical social order

❑ Explain, in an interconnected manner, the processes of state formation, agrarian expansion, proliferation of caste and urban as well as commercial processes.

❑ Discuss the major currents of development in the cultural sphere, namely bhakti movement, Puranic Hinduism, Tantricism, architecture and art as well as the emergence of a number 'regional' languages.

Unit –I: Studying Early Medieval India: Political Structures

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

Unit-II: Social and Economic Processes:

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

Unit-III: Religious & Cultural Developments:

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

Unit IV: Cultural Strands: Art, Architecture and religion

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

Unit I:

The early medieval period is nowadays considered to be a distinct period in the periodisation of the Indian History. It was during this period that vernacular regions like Karnataka, Andhra, Odisha, Banga emerged as distinct cultural zones. The unit deals with Feudalism Model, Integrative Model and Segmentary Model of R.S. Sharma, Hermann Kule & B.D Chattopadhyaya and Burton Stein respectively. It tries to make students aware that Arab Invasion of Sindh did not mark a rupture from

ancient India; rather changes in the social, economic and political sphere started emerging from the post Gupta period, the process of which was further accelerated in this period.

Unit II:

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

Core VI RISE OF THE MODERN WEST – I

Course Objectives:

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

Course Outcomes

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

Unit-I: Transition from Feudalism to Capitalism:

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

Unit-II: Early Colonial Expansion:

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

Unit-III: Renaissance and Reformation:

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

Unit-IV: Economic Developments of the Sixteenth Century:

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

Unit I:

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

Unit II:

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

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

Unit IV

As a result of the Atlantic route, theatre of commercial activities shifted from the Mediterranean to Atlantic. Empires such as Portuguese and Spanish empire emerged but later it was French, Dutch

and English who controlled the Atlantic route. With the colonisation of the New World, triangular slave trade emerged. Colonialism provided capital and market so crucial for the start of the Industrial Revolution

Core VII History of India (c.1206 - 1526)

Course Objectives:

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

Course Outcomes

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

Unit-I: Sultanate: Political Structures

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

Unit-II: Emergence of Regional Powers

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

Unit-III: Society and Economy:

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

Unit-IV: Religion, Society and Culture:

1. Sufi Silsilas: Chishtis and Suhrawardis; doctrines and practices, Social roles
2. Bhakti Movements and Monotheistic Traditions: Kabir, Nanak, Ravidas and Sri Chaitanya.
3. Social Impact of the Bhakti Tradition: Rise of Liberal Thought, Ideology of Equality and Gender Relations

Unit I:

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

Unit II:

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

Unit III:

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

Unit IV:

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

Semester-IV

Core VIII Rise of the Modern West– II

Course Objectives

☐ The paper is oriented to make students understand the making of modern Europe and growth of institutions in Western Europe in its march towards modernity.

☐ This paper offers an in-depth historical analysis of economic, political and social transformations in Europe during the 17th and 18th centuries. Scientific and secular trends in history, important political shifts, modern scientific

views, and intellectual developments of the 17th and 18th centuries will be analysed closely.

☐ The paper will trace the development of socio-economic and technological forces which went into the making of the Industrial Revolution in late 18th century Britain.

☐ The role of trade and empire, colonial networks, and slavery will be examined to emphasize their contribution to industrial capitalism.

☐ The course paper deals with the divergence debate will further help draw parallels and subsequent differences between Europe and Asia, and broaden our understanding of early modern Europe.

Course Outcome

☐ Upon completion of this course the student shall be able to: Explain major economic, social, political and intellectual developments in Europe during the 17th and 18th centuries.

☐ Contextualize elements of modernity in these realms.

☐ Discuss the features of Europe's economy and origins of the Industrial Revolution.

☐ Analyse the relationship between trade, empire, and slavery and industrial capitalism.

☐ Examine the divergence debate i.e the trajectory of History of western Europe and Asia and Africa

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

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

Unit-II: Rise of Modern Science

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

Unit-III: Mercantilism and European Economy

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

Unit-IV: The American Revolution

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

Unit I:

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

Unit II:

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

Unit III:

This unit deals with the history of chartered share holding company anchored in the principle of mercantilism. This led to monopoly mercantilism. The unit also deals with the agricultural evolution which inaugurated scientific animal husbandry and agriculture in England leading to the Industrial revolution.

Unit IV:

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

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

Course Objectives:

☐ The course intend to engage students into a critical discussion of political, institutional and cultural processes that led to the establishment and consolidation of the Mughal state in India.

- ❑ The students would familiarise themselves with the nature and variety of sources as well as the diverse and uneven ways in which historians have treated and interpreted them
- ❑ The Paper makes students appreciate students on the political, fiscal, revenue and other measures of the Mughals that led to stable political entity called Mughal empire
- ❑ The paper deals with in other geographies of the Indian subcontinent that were not ruled by the Mughals in the sixteenth century

Course Outcomes:

- ❑ Upon completion of this course the student shall be able to: Critically evaluate major sources available in Persian and vernacular languages for the period under study
- ❑ Compare, discuss and examine the varied scholarly perspectives on the issues of the establishment, consolidation and nature of the Mughal state.
- ❑ Explain the changes and continuities in agrarian relations, land revenue regimes, Bhakti and Sufi traditions
- ❑ Discuss how different means such as visual culture was used to articulate authority by the rulers
- ❑ Discern the nuances of the process of state formation in the areas beyond the direct control of the Mughal state.

Unit-I: Establishment of Mughal Rule:

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

Unit-II: Consolidation of Mughal Rule:

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

Unit-III: Society and Economy:

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

Unit-IV: Cultural Ideals:

1. Religious tolerance and sulh-i-kul; Sufi mystical and Intellectual Interventions

2. Art and Architecture

3. Mughal and Rajput Paintings: Themes and Perspectives

Unit I:

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

Unit II:

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

Unit III:

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

Unit IV:

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

Core X

Historical Theories & Methods

Course Objectives

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

Course Outcomes

- ☐ Cognitive competence by understanding the theoretical underpinning of historical construction
- ☐ Analyse the changing discourse of history

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

Unit-I: Meaning and Scope of History

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

Unit-II: Traditions of Historical Writing

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

Unit-III: History as Interdisciplinary Practice

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

Unit-IV: Historical Methods

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

Unit I:

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

Unit II:

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

Unit III:

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

Unit IV:

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

Semester-V

Core XI

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

Course Objective:

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

Course Outcomes

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

Unit-I: The French Revolution (1789):

1. Socio, Religious, Economic and Political Conditions
2. Intellectual Currents.

3. Role of the Middle Classes

Unit-II: Revolution and its European Repercussions:

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

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

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

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

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

Unit I:

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

Unit II:

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

Unit III:

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

Unit IV:

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

Core XII

HISTORY OF INDIA (c. 1750 - 1857)

Course Objectives:

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

Course Outcomes

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

Unit-I: Expansion and Consolidation of Colonial Power:

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

Unit-II: Colonial State and Ideology:

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

Unit-III: Economy and Society:

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

Unit-IV: Popular Resistance:

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

Unit I & II:

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

Unit III:

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

Unit IV:

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

Core XIII**History of India (c. 1857 - 1950)****Course Objectives:**

☐ Students can acquire vast knowledge on local rebellion and movements like the Indigo rebellion, the Deccan Riots, the growth of the new middle class; the age of associations, the Aligarh movement, the Arya and the Prarthana Samaj aftermath of 1857.

☐ They will learn the real historiography of Indian Nationalism; Birth of Indian National Congress, The Moderates and the Extremists, Partition of Bengal, the Swadeshi movement in Bengal in 1905.

☐ They can acquire knowledge how to rise of Gandhi's power in Indian politics and his activities towards the freedom like, Rowlatt Satyagraha, Khilafat and Non-cooperation movement, The Swarajya party, Poona Pact, Civil Disobedience Movement, Quit India Movement.

☐ They also learn how to raise communal politics and opposition politics on the eve of the Freedom movement in India and aftermath of partition in India

☐ The paper deals with the making of independence and Constitution making in search of an equalitarian democratic society

Course Outcome

☐ After successful completion of the course, the students will be able to: Identify how different regional, religious, linguistic and gender identities developed in the late 19th and early 20th centuries.

☐ Outline the social and economic facets of colonial India and their influence on the national movement.

☐ Explain the various trends of anti-colonial struggles in colonial India.

☐ Analyse the complex developments leading to communal violence and Partition.

☐ Discuss the negotiations for independence, the key debates on the Constitution and need for socio-economic restructuring soon after independence

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

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

Unit-II: Nationalism: Trends up to 1919:

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

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

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

Unit-IV: Communalism and Partition:

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

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

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

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

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

Semester-VI

Core XIV

History and Culture of Odisha-I

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

Course Objectives:

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

Course Outcomes:

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

Unit-I: Locating Odisha as a Region

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

Unit-II: Towards Regional States

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

Unit-III: Imperial Gajapatis: Apogee and Decline

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

Unit IV: Religion, Art and Architecture

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

Unit I:

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

Unit II:

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

Unit III:

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

Unit IV:

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

Core XV

History of Orissa-I: The Making of a Region

(Afghan Rule to Post Independence Period)

Course Objectives:

☐ This will also help students to understand and assess the nature, causes and impact of the several resistance movements in the 19th century Odisha with a special reference to the Paik rebellion of 1817.

☐ The paper will critically evaluate the process through which Odia nationalism emerged in late 19th century leading to the formation of a separate state on linguistic basis.

☐ It also focuses on the forms and agencies of colonial capitalism in changing the pre-colonial social order in Odisha as well as political arithmetic during colonial period.

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

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

Unit II:

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

Unit III:

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

Unit IV: Odisha after Independence

1. Political Developments from 1952 to 1977

2. Economic and Industrial Development in Post Independent Odisha

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

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

Unit II:

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

Unit III:

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

Unit IV:

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

Multi-Disciplinary Course - SEMESTER-I

Paper-IV: History of Education in Modern India (History)

Course Objective:

- To get general awareness on education in India over centuries and to understand its evolution.
- To understand what it meant 'to be educated' in the pre-modern India, and how the terms
- To understand and get a general awareness about the establishment of modern schools and universities, and how shaping of these institutions, ideas, and practices made India "modern."

Course Outcome:

- Students will learn about the different policies and practices that reshaped the conception of modern education.
- Students will get to appreciate the evolution of educational practices from Early India to Modern India.
- Students will learn and grasp the diversities of educational practices and how they were made uniform with the advent of colonialism and its reshaping forces.

Unit I: Pre Colonial education, Western Challenge Western Encounter and Educational Challenges

Educational activities of East India company (1600-1765), Educational Policy of the East India Company (1765-1813), Danish Mission (1706-92), Work of Serampore Trio and others in Bengal (1758-1813), Indigenous education in early 19th century: Reports of Madras, Bombay and Bengal presidencies.

Unit II: Before and After Macaulay:

- Private educational enterprise by British Officials and non-officials (1813 – 53), Private Indian enterprise in education (1813-53), Macaulay's Minutes on Education (1835) & its main recommendations,
- Wood's Despatch (1854) and its significance,
- Understanding ideological and administrative influences on Education

Unit III: Education between Command, Commissions and National Alternatives

- Indian Education Commission (1882-83) & its main recommendations; Indian Universities Commission (1902), Calcutta University Commission (1917-19) & its critical appraisal
- Zakir Husain Committee Report (1938) & Nai Talim,

- Post-war educational developments (Sergeant Plan, 1944).

Unit IV: Education in Contemporary India: Issues in the foundation of Aided and autonomous educational institutions and Politics

- Establishment of IITs and IIMs, Growth of Indian Universities,
- Kothari Commission Report and NEP of 1986
- NEP 2020

Unit I: Students will learn about the pre-colonial education models, and how the Western encounter changed the face of education. Basically, they will be equipped to think and know what is “modern” about the “Modern Education”.

Unit II: Students will learn about the impact of TB Macaulay and his legacy for education in India. By closely reading different Minutes on Education, students will be able to adjudge the impact and influence of Macaulay on education.

Unit III: Students will learn how different commissions and committees shape educational policies and curriculum design. They will grasp the political and historical context under which educational policies are made and changed, and what rationale justify such moves.

Unit IV: Students will learn about education in contemporary India, and how different institutions of national importance came into being. What is the role of education in making India developed, and how are we dealing with the issues of equity and fairness in education historically.