

**3 Yr. Degree Course  
(Minor)  
based on NEP-2020  
HISTORY**



**(Effective from Session 2025-26)  
(Batch: 2025-2028)**



**SAMBALPUR UNIVERSITY**  
**JYOTI-VIHAR, BURLA, SAMBALPUR, ODISHA-768019**

## COURSE AT A GLANCE (NEP-UG)

SUBJECT: HISTORY

ACADEMIC SESSION: **2025-28**

### CORE-I COURSE

Course Number	Semester	Course Title	Type of Paper P-Practical NP-Non-practical	Credit Hour	Maximum Weightage of Marks
Paper-I	I	HISTORY OF INDIA ( FROM VEDIC AGE)		4	100
Paper-II		SOCIAL FORMATION AND CULTURAL PATTERN OF A.W.		4	100
Paper-III	II	HISTORY OF INDIA - II (600 B.C.E- 750 C.E.)		4	100
Paper-IV		SOCIAL FORMATION AND CULTURAL F. OF THE M. WORLD		4	100
Paper-V	III	HISTORY OF INDIA -II (750-1206)		4	100
Paper-VI		RISE OF MODERN WEST - I		4	100
Paper-VII		HISTORY OF INDIA (1206-1526)		4	100
Paper-VIII	IV	RISE OF MODERN WEST II		4	100
Paper-IX		HISTORY OF INDIA (1526-1750)		4	100
Paper-X		HISTORICAL THEORIES AND METHODS		4	100
Paper-XI	V	HISTORY OF MODERN EUROPE (1780-1880)		4	100
Paper-XII		HISTORY OF INDIA (C.1750-1857)		4	100
Paper-XIII		HISTORY OF INDIA ( 1857-1950)		4	100
Paper-XIV	VI	HISTORY AND CULTURE OF ODISHA -I		4	100
Paper-XV		HISTORY OF ORISSA : MAKING OF A REGION		4	100
Paper-XVI	VII	HISTORY OF MODERN EUROPE(C.1880-1939)		4	100
Paper-XVII		HISTORY OF MODERN CHINA (18 <sup>th</sup> - 20 <sup>th</sup> cent.)		4	100
Paper-XVIII		EVOLUTION OF MODERN POLITICAL THOUGHTS IN INDIA		4	100

Paper-XIX		BASIC PRINCIPLES AND METHODS OF ARCHEOLOGY		4	100
Paper-XX	VIII	ART AND ARCH. IN INDIA ( UPTO- MEDIVAL)		4	100
Paper-XXI		A SHORT HISTORY OF CONTEMPERY CULTURE		4	100
Paper-XXII		TRIBES OF ODISHA THROUGH AGES		4	100
Paper-XXIII		READING HISTORICAL EASSY AND WRITINGS		4	100

### CORE-II/CORE-III COURSE

Course Number	Semester  Core-II/ Core-III	Course Title	Type of Paper  P-Practical  NP-Non-practical	Credit Hour	Maximum Weightage of Marks
Paper-I	I/II	HISTORY OF INDIA-600BC- 750 BC		4	100
Paper-II	III/IV	HISTORY OF INDIA (C.1750-1857)		4	100
Paper-III	V/VI	HISTORY OF INDIA (C.1857-1950)		4	100
Paper-IV	VII	HISTORY OF ORISSA-I MAKING OF REGION		4	100
Paper-V	VIII	HISTORY OF MODERN EUROPE( C.1880-1939)		4	100

## **CORE COURSE II/ III**

### **Minor (Paper-I) SEMESTER- I/II**

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

##### **Course Objectives**

- Understand the process of state formation and 2<sup>nd</sup> 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 Politics - Pallavas, Chalukyas, and Vardhanas

### **Suggested Text Books:**

- ✓ Upinder Singh,. *A History of Ancient and Early Medieval India: From the Stone Age, Delhi, Pearson, 2008. to the 12th Century. Delhi: Pearson Longman. (More relevant parts are Chapters 6, 7 and 8) (Also available in Hindi)*
- ✓ D. D. Kosambi, *An Introduction to the Study of Indian History*, 1975.
- ✓ Romila Thapar,. (2012). *Asoka and the Decline of the Mauryas. Delhi: Oxford University Press. PP. 119-227*
- ✓ Romila Thapar,. *The Mauryas Revisited, Calcutta, 1986.*
- ✓ Allchin, F. R. (et al.)(1995). *The Archaeology of Early Historic South Asia: The Emergence of Cities and States. Cambridge: Cambridge University Press. Chapter 6 (pp.73-98) & Chapter 10 (pp. 185- 221).*
- ✓ A. L. Basham, *Wonder That Was India*, Rupa.
- ✓ Aswini. Agarwal: *The Guptas*, Delhi
- ✓ H.P.Ray, *The Winds of Change*, Delhi, OUP. 1994
- ✓ R.S. Sharma, *Indian Feudalism*, Delhi, Macmillan, various edition
- ✓ , B. D. Chattopadhyaya (1994). *The Making of Early Medieval India, Delhi: Oxford University Press. (Introduction, pp. 1-37.)*
- ✓ *Age of Imperial Unity, Bharatiya Vidya Bhawan Series, Vol 2.*
- ✓ Suvira Jaiswal,. (1998). *Caste: Origin, Function and Dimensions of Change, Delhi: Manohar. (pp.1-131.)*
- ✓ R. S Sharma,. (1990). *Sudras in Ancient India: A Social History of the Lower Order Down to circa. A. D. 600.Delhi: Motilal Banarsidas. (pp. 90-254)*
- ✓ A.S Altekar, *Eeducation in Ancient India*, Delhi

### **Internet resources**

- ✓ *Society and economy under the Mauryas* by Ranabir Chakravarti  
<https://www.youtube.com/watch?v=0PZxqlmoXkA&app=desktop> □ *Kushana Coins: Arti Gupta.* <https://www.youtube.com/watch?v=iR4Y4tlUPbw> □ *Science and Technology in the Gupta period.*  
<https://www.youtube.com/watch?v=NFOQt9TjNLM>
- ✓ *Nalanda University in BBC* <https://www.youtube.com/watch?v=O67m2k70JLA>
- ✓ *The Silk Road: Khan Academy* <https://www.khanacademy.org/humanities/world-history/ancientmedieval/silk-road/v/early-silk-road>
- ✓ *Sangam* Age (CEC)  
<https://www.youtube.com/watch?v=HkPxVkK7TtU&list=PLNsppmbLKJ8KB9BAenzBGCEpD2KEaMgiY&index=119>

### Activities

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

## **Minor (Paper-II)**

### **SEMESTER-III/IV**

## **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.

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

- ✓ *Dharma Kumar and Tapan Raychaudhuri, (ed.), The Cambridge Economic History of India, Vol. II.*
- ✓ *Bipan Chandra, K.N. Panikkar, Mridula Mukherjee, Sucheta Mahajan and Aditya Mukherjee, India's Struggle for Independence,,Delhi,*
- ✓ *Sumit Sarkar, Modern India (1885-1947), Delhi, Macmillan, various edition*
- ✓ *,Isita Banerjee Dubey, Modern India, Delhi, Cambridge University Press, 2019*
- ✓ *. Bandyopadhyay, (2017). From Plassey to Partition and After: A History of Modern India, New Delhi: Orient Blackswan, 2nd edition (Chapter 7, "Many Voices of a Nation").*
- ✓ *Metcalf, Barbara D and Thomas R. (2002). A Concise History of India. Cambridge: Cambridge University Press,*

#### **Reference Reading:**

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



✓ **Minor (Paper-III)**

**SEMESTER-V/VI**

**History of India (c. 1857 - 1950)**

**Course Objectives:**

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

**Course Outcome**

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

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

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

**Unit-II: Nationalism: Trends up to 1919:**

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

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

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

### **Unit-IV: Communalism and Partition:**

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

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

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

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

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

### **Suggested Text Books:**

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

### **Reference Reading:**

- ✓ McLane, J.R. (1977). *Indian Nationalism and the Early Congress*. Princeton: Princeton University Press, pp.3-21; 89-178
- ✓ Hardiman, David. (2005). *Gandhi in his time and ours*. Delhi, Orient Blackswan, pp.1-81; 109-184.
- ✓ Bandyopadhyay, Sekhar. (Ed.) (2009). *Nationalist Movement in India: A Reader*. New Delhi: Oxford University Press, pp. 55-155.
- ✓ A. R. Desai, *Social Background of Indian Nationalism*, Popular, Bombay.

- ✓ *Brown, Judith. (1972). Gandhi's Rise to Power. Indian Politics 1915-1922. New York: Cambridge University Press (Chapters 3,4,5,6,7,9).*

#### Internet Videos

1. Foundation of the Congress

[https://www.youtube.com/watch?v=gT9\\_zoIVWxo&t=41s](https://www.youtube.com/watch?v=gT9_zoIVWxo&t=41s)

2. Mahatma Gandhi and Mass Nationalism

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

3. *Militant-Nationalism*

<https://www.youtube.com/watch?v=cPf77YPQtE&list=PLNsppmbLKJ8KB9BAenzBGCEpD2KEaMgiY&index=3>

#### **Activities to do**

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

## **Minor (Paper-IV)**

### **SEMESTER-VII (With/Without Research)**

#### **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 19<sup>th</sup> 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 19<sup>th</sup> 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 15<sup>th</sup> to 18<sup>th</sup> century

**Unit II:**

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

**Unit III:**

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

**Unit IV:**

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

**Suggested Reading List:**

- ✓ *P.K. Mishra & J.K. Samal, A Comprehensive History and Culture of Orissa- Vol. I & II*
- ✓ *K.M. Patra, Freedom Struggle in Odisha.*
- ✓ *J.K.Samal, Orissa under the British Crown.*
- ✓ *3.K.M.Patra, Orissa State Legislature & Freedom Struggle.*
- ✓ *A.C. Pradhan, A Study of the History of Odisha, Panchasheel.*
- ✓ *B.K. Mallik, Paradigm of Dissent and Protest :- Social Movements in Eastern India*
- ✓ *Chaudhury, Pradipta (1991) "Peasants and British Rule in Orissa", Social Scientist, Vol. 19, No. 8/9 (Aug. - Sep., 1991), pp.28-56.*
- ✓ *Mohanty, Nivedita (1982.) Oriya **nationalism**: quest for a united Orissa, 1866-1936, New Delhi: Manohar,*
- ✓ *Mohanty, Sachidananda ( ) Social Reform Movements in Orissa, Study of Sailabala Das, Delhi:*
- ✓ *Mohapatra, Bishnu N (2001) "Social Connectedness and Fragility of Social Capital: View from an Orissa Village", Economic and Political Weekly, Vol. 36, No. 8 (Feb. 24 - Mar. 2, 2001), pp.665-672*
- ✓ *Mubayi, Yaaminey. 2004. Altar of Power. The Temple and the State in the Land of Jagannatha, Delhi: Manohar.*
- ✓ *Nanda, CP (2008) Vocalising Silence: Political protest in Orissa-1930-42, Delhi: Sage.*

- ✓ Pati Biswamoy (1992) "Of Movements, Compromises and Retreats: Orissa, 1936- 1939", *Social Scientist*, Vol. 20, No. 5/6 (May - Jun., 1992), pp.64-88
- ✓ Pati Biswamoy (1999) "Oriya Intellectuals Then and Now" *Economic and Political Weekly*, Vol. 34, No. 19 (May 8-14, 1999), p.1093
- ✓ Pati, Biswamoy (1998) *Siting the Body: Perspectives on Health and Medicine in Colonial Orissa* Author(s): *Social Scientist*, Vol. 26, No. 11/12 (Nov. - Dec., 1998), pp.3-26.
- ✓ Pati, Biswamoy (1999) "The Dialectics of Retreat: Orissa, 1943-1950," *Social Scientist*, Vol. 27, No. 7/8 (Jul. - Aug., 1999), pp.75-112.
- ✓ Pati, Biswamoy () "High'-'Low' Dialectic: Peasant in Oriya Literature" *Economic and Political Weekly*, Vol. 24, No. 14 (Apr. 8, 1989), pp.747-75
- ✓ Pati, Biswamoy (1992) "Dialectics of Transition: Orissa, 1943-50", *Economic and Political Weekly*, Vol. 27, No. 7 (Feb. 15, 1992), pp.353-364
- ✓ Pati, Biswamoy (Jul. 1983), "Peasants, Tribals and the National Movement in Orissa (1921-1936)" *Social Scientist*, Vol. 11, No. 7, pp.25-49.
- ✓ Pati, Biswamoy "Autonomous Enclaving", *Economic and Political Weekly*, Vol.25, No. 42/43 (Oct. 20-27, 1990), p. 2388.
- ✓ Pati, Biswamoy "Koraput: Perceptions in a Changing Society" *Economic and Political Weekly*, Vol. 25, No. 18/19 (May 5-12, 1990), pp.986-988
- ✓ Patra, K. M: *Freedom Movement in Orissa*,
- ✓ Pattnaik, J () *Feudatory States in Orissa*,
- ✓ Pattnaik, NR (ed.) *Comprehensive History of Orissa*
- ✓ Pradhan, Prasant Kumar, (1998 ) *Gandhians' rise to power : national movement, power politics & independence, 1920-47 AD*, New Delhi : Commonwealth Publishers,
- ✓ Samal, J () *Orissa under the British Crown*, Calcutta Sinha, Surjit (1977) *Kshatrisation* . In MN Das (ed.), *Sidelights on the History and Culture of Orissa*,

### Internet Resources

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

### Activities to read

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

## **Minor (Paper-V)**

### **SEMESTER-VIII (With/Without Research)**

#### **History of Modern Europe II (c. 1880 - 1939)**

##### **Course Objectives:**

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

##### **Course Outcome:**

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

##### **Unit-I: Liberal Democracy, Working Class Movements and Socialism in the 19<sup>th</sup> and 20<sup>th</sup> Centuries:**

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

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

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

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

1. Growth of Militarism; Power Blocks and Alliances: Expansion of European Empires–First World War (1914 – 1918)

2. Fascism and Nazism.
3. The Spanish Civil War.
4. Origins of the Second World War.

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

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

#### **Unit I:**

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

#### **Unit II:**

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

#### **Unit III:**

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

#### **Unit IV:**

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

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

- ✓ *C.M. Cipolla, Fontana Economic History of Europe, Volume II the Present (1981). I: The Industrial Revolution.*
- ✓ *William Keylor, the Twentieth Century World, an International History, London, OUP, 1996.*



- ✓ Carr.E.H., *International Relations between the Two World Wars, 1919-1939*, New York, 1966.
- ✓ Frank McDonough *The Origins of the First and the Second World War*. Cambridge: Cambridge University Press, 1997.
- ✓ James A. Wenders, *European Culture since 1848*. New York: Palgrave, 2001.
- ✓ Bayly, C.A. *The Birth of the Modern World, 1780-1914*. Oxford: Blackwell Publishing, 2004, pp. 199-244. □ Iben Stein, *Today's ism*
- ✓ Wood, Alan. (2003). *the Origins of the Russian Revolution 1861-1917*. London and New York: Routledge.

#### **Internet resources**

- ✓ *Parliament of UK to see 1832 Reform Act* □ *Germany and Italian Unification:*  
[https://www.youtube.com/watch?v=KSjDe9\\_jZk8](https://www.youtube.com/watch?v=KSjDe9_jZk8)
- ✓ *Hannah Arendt's "The Origins of Totalitarianism"*  
<https://www.youtube.com/watch?v=WAXl6BhiSzc>
- ✓ *The Great Depression* - [https://www.youtube.com/watch?v=x4F5gIWS\\_Is](https://www.youtube.com/watch?v=x4F5gIWS_Is)

#### **Activities to do**

1. Watch the movie Holocaust and discussion on the nature of anti-Semitism of Nazism
2. Discuss about various theories regarding the Capitalist Crisis in 1930s.
3. Find out why Occupy Wall Street Movement occurred in 2011. Why did it peter out soon? Have a peer group discussion.