

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



**(Effective from Session 2024-25)
(Batch: 2024-2027)**



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

COURSE AT A GLANCE (NEP-UG)

SUBJECT: HISTORY

ACADEMIC SESSION: **2024-27**

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 th - 20 th 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 (From Pre-History to Vedic Age)		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

CORE COURSE II/ III

Minor (Paper-I) SEMESTER- I/II

History of India: From Prehistory to Vedic Age

Core I

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 civilization 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 civilization. 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 civilization given to the Harappan civilization.

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 Subcontinent. It also makes people understand the ways the Vedic culture, which in many ways, shaped Indian civilization.

Suggested Reading List:

- ✓ BD Chattopadhyaya, *A Survey of Historical Geography of Ancient India*, Delhi, 1991 ✓ B. Subba Rao, *Personality of India*, Varoda, 1958.
- ✓ BD Chattopadhyaya, *The Concept of Bharatavarsha and Other Essays*, Delhi, 2017
- ✓ D.K. Bhattacharya, *An Outline of India's Prehistory* R. S. Sharma, *Material Culture and Social Formations in Ancient India*, 1983.
- ✓ Upinder Singh, *a History of Ancient and Early Medieval India*.
- ✓ V.N. Mishra, *Prehistoric Colonisation of South Asia* Free download
- ✓ <https://www.ias.ac.in/article/fulltext/jbsc/026/04/0491-0531#:~:text=Human%20colonization%20in%20India%20encompasses,stone%2C%20bronze%20and%20iron%20ages>
- ✓ Bridget and Raymond Allchin, *(The Rise of Civilization in India and Pakistan*. Cambridge: Cambridge University Press, Part III. Pp. 229- 346, 1982.
- ✓ Tony Joseph, *Early Indians, The Story of Our Ancestors and Where We Came From*, Delhi, Juggernaut Publication.
- ✓ Romila Thapar, *Early India: From Beginning to 1300 CE*, Delhi Penguin, different editions
- ✓ A.L. Basham, *The Wonder that was India*, Vol.1, Delhi, Penguin, Different editions ✓ Romila Thapar: *Cultural past*, Delhi, OUP. 2004 edition, Section 1 only.
- ✓ R.S.Sharma, *Material Culture and Social Formation in Ancient India*, Delhi, Macmillan.
- ✓ *The Vedic Age*, Vol 1, Bharatiya Vidya Bhawan
- ✓ Sreedharan, E., *A Textbook of Historiography, 500 BC TO AD 2000*, Hyderabad: Orient Blackswan, Reprint 2009

Internet Resources

Unit I: <https://www.youtube.com/watch?v=WDUJkeFw-R4>

Unit II: D.K. Bhattacharys in E Pathsala:

Anth P03 M15. Lower palaeolithic culture of India https://www.youtube.com/watch?v=i_PpS70gXPo,

Anth P03 M10. Mesolithic cultural chronology, https://www.youtube.com/watch?v=NRf30FRNX_Q

Unit III: Harappa | The Ancient Indus Civilization in <https://www.harappa.com/>. This is an excellent site developed by Mark Kenoyer, a noted expert on the Harappan Civilisation.

Unit IV: <https://www.khanacademy.org/humanities/world-history/world-historybeginnings/ancient-india/v/introduction-to-the-vedic-period>

Activities to do

- ✓ *Read Asoka's Major Rock Edicts and Special Rock edict at Dhauli. Read Asokan Brahmi alphabet from internet.*
- ✓ *Document various temples and other buildings in your village. Prepare a listing.*
- ✓ *Take physical map of India and plot the distribution of the sites of Lower Palaeolithic age to the Harappan civilisations*
- ✓ *Grouping of students and presentation and Discussion on different Urban Civic Amenities of Culture of the Harappans.*

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_zolVWXo&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