गोंय विद्यापीठ
ताळगांव पठार,
गोंय – ४०३ २०६
फोन : +९१-८६६९६०९०४८

ATMANIRBHAR BHARAT
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(Accredited by NAAC)

GU/Acad –PG/BoS -NEP/2024/136 Date: 28.05.2024

Ref: GU/Acad –PG/BoS -NEP/2023/102/16 dated 16.06.2023

CIRCULAR

In supersession to the above referred Circular, the Syllabus of Semester III to VIII of the **Bachelor of Arts in History** Programme approved by the Standing Committee of the Academic Council in its meeting held on 06th, 07th and 21st March 2024 is enclosed. The syllabus of Semester I and II approved earlier is also attached.

The Dean/ Vice-Deans of the D.D. Kosambi School of Social Sciences and Behavioural Studies and Principals of the Affiliated Colleges offering the **Bachelor of Arts in History** Programme are requested to take note of the above and bring the contents of the Circular to the notice of all concerned.

(Ashwin Lawande)
Assistant Registrar – Academic-PG

To,

The Principals of Affiliated Colleges offering the Bachelor of Arts in History Programme.

Copy to:

1. The Director, Directorate of Higher Education, Govt. of Goa
2. The Dean, D.D. Kosambi School of Social Sciences and Behavioural Studies, Goa University.
3. The Vice-Deans, D.D. Kosambi School of Social Sciences and Behavioural Studies, Goa University.
4. The Chairperson, BOS in History.
5. The Controller of Examinations, Goa University.
6. The Assistant Registrar, UG Examinations, Goa University.
7. Directorate of Internal Quality Assurance, Goa University for uploading the Syllabus on the University website.

Programme Structure for Semester I to VIII Under Graduate Programme- History										
Semester	**Major -Core**	**Minor**	**MC**	**AEC**	**SEC**	**I**	**D**	**VAC**	**Total Credits**	**Exit**
I	**HIS-100 History of Goa (From Early Times to Liberation) (4)**	**HIS-111 Resistance to Colonial rule in Goa (4)**	**HIS-131 Indigenous Heritage of Goa (3)**		**HIS-141 Introduction to Archaeology (1T+2P)**					
II		**HIS-112 Goa Since Liberation (4)**	**HIS-132 Women in Goan History (3)**		**HIS-142 Introduction to Museology (1T+2P)**					
III	**HIS-200 History of Ancient India from Earliest Times to 8th Century CE (4)** **HIS-201 History of South India (4th -16th century) (4)**	**HIS-211 History of Food in India (4)**	**HIS-231 History of Ecology and Environment in India (3)**		**HIS-241 History, Feature Writing and Journalism (1T+2P)**					

IV	**HIS-202** **History of India (1206-1707 CE)** **(4)** **HIS-203** **History of the Marathas (1630 to 1818 CE)** **(4)** **HIS-204** **India's Struggle for Freedom (1857-1947)** **(4)** **HIS-205** **Ancient Civilizations: Egypt and Greece (Earliest Times to 500 CE)** **(2)**	**HIS-221** **Heritage Tourism in India (VET)** **(3T+1P)**								

V	**HIS-300** **Rise of the Modern West** **(4)** **HIS-301** **World Revolutions** **(4)** **HIS-302** **India Since Independence** **(4)** **HIS-303** **Historical Method** **(4)**	**HIS-321** **Indian Culture and Heritage** **(3T+1P)**								
VI	**HIS-304** **Modern Europe (1815-1945)** **(4)** **HIS-305** **Contemporary world** **(4)**	**HIS-322** **Studying Films Representing History** **(VET)** **(3T+1P)**								

	HIS-306 **History of USA (1861-1963)** **(4)** **HIS-307** **(Project)** **(4)**									
VII	**HIS-400** **Debates in Indian History (up to 18th century)** **(4)** **HIS-401** **Issues and Debates in Goan History** **(4)** ***HIS-402** **"Doing History": An Introduction to Historical Methods** **(4)** **(Research Methodology Course)**	**HIS-411** **Imperialism, Nationalism and Decolonisation in Africa** **(4)**								

	HIS-403 Early Modern Europe (1300–1750) (4)									
VIII	**HIS-404 Indian National Movement (1857-1947) (4)** **HIS-405 Imperialism, Nationalism and Decolonization in Asia (4)** **HIS-406 History and Theory (4)** **HIS-407 India and the Indian Ocean World (4)**	**HIS – 412 History of Food in India(4)**								

List of Exit Courses along with the syllabus shall be provided separately.

Semester I & II
Name of the Programme : B.A. History
Course Code : HIS 100
Title of the Course : History of Goa (From Early Times to Liberation)
Number of Credits : 04
Effective from AY : 2024-25

Pre-requisites for the course	Nil	
Course Objectives	This course intends to: ● Provide knowledge about Goa's history ● Know about the various dynasties that ruled Goa ● Understand the impact of Portuguese rule in Goa	
Content		**No. of hours**
	Unit I Early Goa a. Sources: Archaeological, Literary and Oral b. Pre-historic Sites: Kushavati and Mhadei c. Gaunkari	**15**
	Unit II **Dynasties: administration and cultural contribution** a. Bhojas b. Kadambas c. Vijayanagara and Adil Shahi	**15**
	Unit III Portuguese rule in Goa a. Conquest of Goa, New Conquests b. Religious Policies of the Portuguese c. Struggle for Liberation (1946-61)	**15**
	Unit IV Impact of Portuguese rule a. Education and Language b. Food, Dress and Architecture c. Uniform Civil Code	**15**
Pedagogy	Lectures/Field Trips//Presentations/Group Discussions Note: Field Trips will be part of this course	
References/ Readings	1 Boxer, C. R. *The Portuguese Seaborne Empire 1415-1825*. London: Hutchinson, 1969. 2 Costa, Anthony da. *The Christianization of the Goa Islands 1510-1567.* Bombay: Heras Institute, 1965. 3 D' Souza, B. G. *Goan Society in Transition: A Study in Social Change.* Bombay: Popular Prakashan, 1975. 4 Fonseca, J. N. da. *An Historical and Archaeological Sketch of the City of Goa*, Reprint. New Delhi: Asian Educational Services, 1986. 5 Gune, V. T., ed. *Gazetteer of Goa, Daman and Diu. Vol. I.* Panaji:	

	Gazetteer Department, 1979. 6 Kamat, Varsha. *Resurgent Goa Goan Society from 1900-1961.* Panaji: Broadway Publishing House, 2018. 7 Mendes, Sushila. Luis de Menezes Bragança *Nationalism, Secularism And Free-Thought in Portuguese Goa.* Panaji: Directorate of Art & Culture, 2014. 8 Mitragotri, V. R. *Socio-Cultural History of Goa from Bhojas to Vijayanagar.* Panaji: Institute Menezes Braganza, 1999. 9 Moraes, George. *The Kadamba Kula*. New Delhi: Asian Educational Services, 1989. 10 Pereira, Antonio. *The Makers of Konkani Literature.* Pilar: Xavierian Press, 1982. 11 Pinto, Celsa, *Concise History of Goa*. Saligão: Goa 1556, 2023. 12 Priolkar, A. K. *The Goa Inquisition*. Bombay: A. K. Priolkar, 1961. 13 Rao, R. P. *Portuguese Rule in Goa 1510-1961*. New York: Asian Publishing House, 1963. 14 Shastry, B. S., ed. *Socio-Economic Aspects of Portuguese Colonialism in Goa: 19th and 20th Centuries.* Belgaum: Yarbal Offset Printers, 1991. 15 Sakhardande, Prajal. *Goa Gold Goa Silver: Her History Her Heritage (from earliest times to 2019.* Panaji: Broadway Publishing House, 2019. 16 Shastry, B. S., ed. *Goan Society Through the Ages*. New Delhi: Asian Publication Services, 1987. 17 Souza, T. R. de, ed. *Essays in Goan History*. New Delhi: Concept Publishing Company, 1989. 18 Souza, T. R. de. *Medieval Goa: A Socio-Economic History.* Panaji: Broadway Book Centre, 2009. 19 Srinivasan, Sheela, *Goa: A Social History, 1640-1750.* Panjim: Rajhauns Sankalpana Pvt. Ltd. 20 Varde, P. S. *History of Education in Goa from 1510 to the Present Day.* Panaji: Goa Vidya Pratishthan, 1977. 21 Xavier, P.D. *A Social History of Goa, 1510-1640.* Panjim: Rajhauns Vitaran, 2010.
Course Outcomes	1. Identify the sources for the history of Goa 2. Explain the politico-administrative, socio-cultural history of the region 3. Outline the impact and legacy of Portuguese colonialism 4. Develop thinking through debates, discussions, assignments, field trips, guest lectures and role play

Name of the Programme : **B.A. History**
Course Code : **HIS-111**
Title of the Course : **Resistance to Colonial rule in Goa**
Number of Credits : **04**
Effective from AY : **2024-25**

Pre-requisites for the Course:	Nil	
Course Objectives:	This course intends to: 1. Acquaint students with the local history of Goa. 2. Learn indigenous responses to colonial challenges since the16th century 3. Appreciate the contribution of the leaders towards the freedom struggle.	
Content:		**No. of hours**
	Unit I Resistance to Colonial Hegemony in Goa a. Cuncolim Revolt b. Pinto Revolt of 1787	**15**
	Unit II Rane Revolts a. Dipaji Rane b. Dada Rane	**15**
	Unit III Struggle for Freedom a. Contribution of T.B. Cunha b. 18th June and Satyagraha movements, Armed Resistance	**15**
	Unit IV Transfer of Power a. Goa Question b. Operation Vijay and Liberation	**15**
Pedagogy:	Lectures/Field Trips/ Presentations/Group Discussions Field Trip is a part of the course	
References/ Readings:	1. Ali, B. Sheikh, ed. *Goa Wins Freedom Reflections and* 2. *Reminiscences.* Panaji: Goa University Publication, 1986. 3. Boxer, C. R. *The Portuguese Seaborne Empire 1415- 1825.* London: Hutchinson, 1969. 4. Costa, Anthony da. *The Christianisation of the Goa Islands 1510-1567.* Bombay: Heras Institute, 1965. 5. Cunha, T. B. *Goa's Freedom Struggle.* Bombay: Dr. T. B. Cunha Memorial Committee, 1961. 6. de Souza, T. R., ed. *Essays in Goan History.* New Delhi: Concept Publishing Co., 1989. 7. de Souza, T. R., ed. *Goa Through the Ages: Economic History. Vol. II.* New Delhi: Concept Publishing Co. 1990. 8. de Souza, T. R., *Medieval Goa*. New Delhi: Concept Publishing Co., 1979. 9. D' Souza, B.G. *Goan Society in Transition: A Study in Social Change.* Bombay: Popular Prakashan, 1975. 10. Esteves, Sarto. *Politics and Political Leadership in Goa.* New Delhi: Sterling, 1986.	

	11. Fernandes, Aureliano. *Cabinet Government in Goa, 1961-93.* Panaji: Maureen & Camvet Publishers, 1997. 12. Fonseca, Jose Nicolau da. *An Historical and Archaeological Sketch of the City of Goa.* New Delhi: 1975. 13. Gune, V.T., *The Gazetteer of the union Territory of Goa, Daman and Diu: District Gazetteer, Part I.* Goa. Panaji: Government Press, 1971. 14. Moraes, G.M. *Kadamba Kula*. New Delhi: Asian Educational Services, 1989. 14. 15. Pereira, Antonio, *The Makers of Konkani Literature*. Pilar: Xaverian Press, 1982. 16. Kamat, Pratima, *Farar Far: Popular Resistance to Colonial Hegemony in Goa, 1510-1961.* Panaji: Institute Menezes Braganza, 1999. 17. Mitragotri, V.R., *Socio-Cultural History of Goa from Bhojas to Vijayanagar.* Panaji: Institute Menezes Braganza, 1999. 18. Pereira, Gerald, *An Outline of Pre-Portuguese History of Goa.* Panaji: Diario da Noite Press, 1973. 19. Priolkar, A.K. *The Goa Inquisition*. Bombay: Bombay University Press, 1961. 20. Pissurlencar, P.S.S., *The Portuguese and the Marathas*. Translated by P.R. Kakodkar. Bombay: State Board for Literature and Culture, Govt. of Maharashtra, 1975. 21. Pinto, Celsa, *Concise History of Goa*. Saligão: Goa 1556, 2023. 20. 22. Rao, R. P. *Portuguese Rule in Goa 1510-1961*. Mumbai: Asia Publishing House, 1963. 23. Rubinoff, Arthur G. *The Construction of a Political Community: Integration and Identity in Goa.* New Delhi: Sage Publications, 1998. 24. Saksena, R. N. Goa: *Into the Mainstream.* New Delhi: Abhinav Publications, 1974. 25. Shastry, B. S., ed. *Socio-Economic Aspects of Portuguese* 26. *Colonialism in Goa 19th and 20th Centuries*. Belgaum: Yerbal, 3 1990. 27. Shastry, B. S., ed. *Goan Society Through the Ages.* New Delhi: Asian Publication Services, 1987. 28. Shirodkar, P. P. *Goa's Struggle for Freedom*. New Delhi: South Asia Books, 1988.
Course Outcomes:	This Course will enable students to: 1. Discuss the nature of local resistance to Portuguese colonialism in Goa. 2. Summarise the efforts of the freedom fighters to free Goa from the Portuguese rule. 3. Evaluate the transition from colonial rule to self-rule 4. Gain knowledge on Goa through discussions, assignments, presentations, field trips, guest lectures and role play.

Name of the Programme : **B.A. History**
Course Code : **HIS-112^**
Title of the Course : **Goa Since Liberation**
Number of Credits : **04**
Effective from AY : **2024 – 25**

Pre-requisites for the course	Nil	
Course Objectives	• Understand Goa's transition from colonialism to democracy • Know the main political events since 1961 • Acquire in-depth knowledge of the socio-economic issues in Goa • Obtain specific information regarding the issues such as mining	
Content:		**No. of hours**
	UNIT I a. Integration: Military Rule and the Transition to Democracy b. Government and Politics (1963-1979)	**15**
	Unit II a. Government and Politics (1980-1990) b. Coalition Politics	**15**
	Unit III Socio-Economic Conditions a. Agriculture and Tenancy Reforms b. Mining; Tourism c. Developments in Education	**15**
	Unit IV Issues and Movements a. *Bailancho Saad*, Nylon 6,6, Konkan Railway b. Heritage Movement, Mhadei Issue, c. Goa *Bachao Abhiyan*, Anti-SEZ Movement.	**15**
Pedagogy	Lectures/Field Trips/ Presentations/Group Discussions	
References/ Readings	1. Alvares, Claude, ed. *Unwanted Guest-Goan v/s Dupont.* Mapusa: The Other India Press, 1991. 2. Alvares, Claude. *Fish, Curry and Rice: A Citizen's Report On The Goan Environment*. Ma- pusa: The Other India Book Press, 2001. 3. Angle, P. *Goa: An Economic Review.* Bombay: Goa Hindu Association, 1983. Angle, P. *Goa: Concepts and Misconcepts.* Bombay: The Hindu Association, 1994. 4. Cabral e Sa, Mario, ed. *Redefining Horizons Goa: Four Decades of Freedom.* Panaji: Direc- torate of 5. Information and Publicity, Government of Goa, 2002. 6. Dantas, Norman, ed. *Transforming of Goa.* Mapusa: The Other India Press, 1999. 7. D'Souza, B. G. *Goon Society in Transition A Study in Social Change.* Bombay: Popular Prakashan, 1975. 8. *Economic Survey 2002-2003.* Panaji: Directorate of Planning, Statistics and Evaluation, Government 9. of Goa, 2003. 10. Esteves, Sarto. *Goa and Its Future.* Bombay: Manaktalas, 1966. 11. Esteves, Sarto. *Politics and Political Leadership in Goa.* New Delhi:	

	Sterling, 1986. 12. Fernandes, Aureliano. *Cabinet Government in Goa, 1961-93.* Mapusa: Other India Book- store, 13. 1997. 14. Gune V.T. ed. *Gazetteer of Goa, Daman and Diu.* Vol. I. Panaji: Gazetteer Department, 1979. 15. Newman, Robert S. *Of Umbrellas, Goddesses and Dreams: Essays on Goan Culture and So- ciety*. 16. Mapusa : The Other India Press, 2001. 17. Priolkar, A. K. *Goa Rediscovered.* Bombay: Bhatkar Book International, 1967. 18. Robinson, Rowena. *Conversion, Continuity and Change: Lived Christianity in Southern Goa.* New 19. Delhi: Sage, 1998. 20. Rubinoff, Arthur G. *The Construction of a Political Community: Integration and Identity in Goa.* New Delhi: Sage Publications, 1998. 21. Saksena, R. N. *Goa: Into the Mainstream.* New Delhi: Abhinav Publications, 1974. 22. Sousa, T. R. de, ed. *Indo-Portuguese History: Old Issues, New Questions.* New Delhi: Concept, 1985. 23. *Techno-Economic Survey of Goa, Daman and Diu.* New Delhi: NCAER, 1964.
Course Outcomes	1. List the main events and issues in the post-Liberation period. 2. Recollect the contributions and achievements of the government. 3. Analyse the socio-economic and politico-administrative conditions in Goa since 1961.

^ The course will be offered as a minor course in semester II for Single Major and Double Major BA Honours, History.

Name of the Programme : **B.A. History**
Course Code : **HIS-131**
Title of the Course : **Indigenous Heritage of Goa**
Number of Credits : **03**
Effective from AY : **2023-24**

Pre-requisites for the course	Nil	
Course Objectives	This course intends to make students: • Acquire knowledge on the indigenous communities of Goa and their habitats. • Understand the socio-cultural and religious practices of the indigenous community. • Identify the sustainable management practices of the indigenous communities of Goa.	
		No. of Hours
Content:	**Unit I** Indigenous Heritage a. Meaning b. Indigenous identity: Kunbis, Gavdas, Velip, Kharvis, Dhangars/Gouvllis	**09**
	Unit II Traditions and Practices a. Medical Practices (Vaids, Bone-setters, Midwives) b. Pastoral and Agrarian Practices - Animal Husbandry, Kumeri, Food Habits c. Religious Practices: Nature Worship, Village Protector, Shamanistic and other ritualistic practices	**12**
	Unit III Cultural and Social Representations a. The Maand b. Folk Music, Stories, Dance and Drama c. Impact of colonization and modernization	**12**
	Unit IV Concern for Indigenous Heritage a. Social Justice and Concern: The GAKUVED (Federation of Gawda, Kunbi, Velip and Dangar Communities) b. Forest Rights Act c. Assignment on Indigenous Heritage (Audio or Video or Documentation)	**12**
Pedagogy	Lectures/Field Trips/ Self Study/ Presentations/ Group Discussions	
References/ Readings	1. Alvares, Claude, ed. Fish Curry Rice. A Source book on Goa, Its Ecology and life style. Goa: A Goa Foundation Publication, 1993. 2. Cabral e Sa, Mario, Wind of Fire: the Music and Musicians of Goa, Promilla & Co. Pub. 2020. 3. Dhume, Anant. The Cultural History of Goa From 10000BC-1352 AD. Panaji: Broadway Publishers, 1985.	

	4. Gune, V. T., ed. Gazetteer of Goa, Daman and Diu. Panaji: Gazetteer Department, 1979. 5. G. S. Ghurye. The Scheduled Tribes. Bombay: Popular Prakashan, 1963. 6. Henn, Alexander. Hindu–Catholic Engagements in Goa: Religion, Colonialism and Modernity. Hyderabad: Orient Blackswan, 2016. 7. Jackson, A.M. T., and Enthoven, R. E. Folklore of the Konkan. Delhi: Cosmos Publication, 1976. 8. Khedekar, Vinayak Vishnu. Eco-Culture Goa Paradigm. Panaji: Broadway Publishing House, 2013. 9. Kedekar, Vinayak Vishnu. Goa Sanskrutibandh. Pune: Padmagandha Prakashan, 2012. 10. Kedekar, Vinayak Vishnu. Goa Lagnakhyan, Pune: Padmagandha Prakashan, 2012 11. Kerkar, Rajendra. Natural Heritage of Goa. Panaji: Broadway Publishing House, 2016. 12. Laidlaw, Zoe. Indigenous Communities and Settler Colonialism: Land Holding, Loss and Survival in an Inter-connected World (Cambridge Imperial and Post-Colonial Studies Series). London: Palgrave Macmillan, 2014. 13. Mitragotri, V. R. Socio-Cultural History of Goa from Bhojas to Vijaynagar. Panaji: M. V. Naik Publishers, 1999. 14. Phaldessai, Pandurang. Goa: Folklore Studies. Panaji: Broadway Publishers, 2011. 15. Robinson, Rowena. Boundaries of Religion: Essays on Christianity, Ethnic Conflict and Violence. Oxford: Oxford University Press, 2013.
Course Outcomes	This course will enable the students to: 1. Understand the role of indigenous communities in Goan history and their habitat. 2. Develop an understanding of the contributions of the indigenous communities to Goan culture and spread their knowledge to the future generation. 3. Summarize the struggles and challenges confronting the indigenous communities of Goa in modern times. 4. Develop knowledge through discussions, assignments, debates, brain storming, study tours, guest lectures etc.

Name of the Programme : **B.A. History**
Course Code : **HIS-132**
Title of the Course : **Women in Goan History**
Number of Credits : **03**
Effective from AY : **2023-24**

Pre-requisites for the course	Nil	
Course Objectives	This course intends to: ● Impart knowledge about the evolution of Goan women ● Analyse about the role of women in different religions ● Comprehend the contribution of Goan Women.	
		No. of Hours
Content	**Unit I** Women and Society a. Women and Education b. Women and Health-Urban / Rural	**09**
	Unit II Women Empowerment a. Legislation: Uniform Civil Code and Rights of Women b. Women and Labour Laws	**12**
	Unit III Women and Mass media a. Women and Theatre b. Women and folk culture	**12**
	Unit IV Biographies of some Women a. Victoria Fernandes b. Shashikala Kakodkar	**12**
Pedagogy	Lectures/Field Trips/ Self Study/Presentations/Group Discussions	
References/ Readings	**Essential Reading:** Gracias Fatima da Silva. Kaleidoscope of Women in Goa. **Suggested Readings** 1. Desouza Shaila (ed) Women's Health in Goa- A Holistic Approach, New Delhi: Concept Publishing Company,2006. 2. Dicholkar, M.L. (ed) Role of women in Goa Through the Ages and Symposium Coins and Currency in Goa(seminar papers) Panaji: Directorate of Archives and Archaeology, 2008. 3. Fernandes, Aureliano. Cabinet Government in Goa, 1961-93. Mapusa: Other India Bookstore, 1997. 4. Kamat, Varsha. Resurgent Goa Goan Society from 1900-1961. Panaji: Broadway Publishing House, 2018. 5. Pinto, Celsa, Concise History of Goa, Saligão: Goa 1556, 2023. 6. Sakhardande, Prajal. Goa Gold Goa Silver: Her History Her Heritage (from earliest times to 2019. Panaji: Broadway Publishing House, 2019. 7. Shastry, B. S., ed. Goan Society Through the Ages. New Delhi: Asian Publication Services, 1987. 8. Souza, T. R. de, ed. Essays in Goan History. New Delhi: Concept Publishing Company, 1989. 9. Souza, T. R. de, ed. Goa Through the Ages. Vol. II. An Economic History. New Delhi: Con- cept Publishing Company, 1990.	

	10. Varde, P. S. History of Education in Goa from 1510 to the Present Day. Panaji: Goa Vidya Pratishthan, 1977.
Course Outcomes	1. Perceive the women's position in the field of Education, Health and Employment. 2. Analyse the role of women in the freedom movement. 3. Evaluate the portrayal of women in the media, stereotyping and its effects. 4. Comprehend the attempts taken in the world forums for the promotion of women's rights as human rights

Name of the Programme : **B.A. History**
Course Code : **HIS 141**
Title of the Course : **Introduction to Archaeology**
Number of Credits : **1T+2P**
Effective from AY : **2024-25**

Pre-requisites for the course	Nil	
Course Objectives	This course intends to: ● Highlight the basics of Archaeology and its practice ● Explain the developments in Archaeology ● Analyze the development of Archaeology in India ● Evaluate contribution of leading archaeologists	
		No. of Hours
Content	**Unit I** a. Definition, scope and classification. b. Principles of Archaeology c. Functions of an Archaeologist	**7**
	Unit II a. Development of Archaeology in India b. Archaeology in India: Asiatic Society in Calcutta (Jones, Princep) c. Role of Cunningham, Fleet, Marshall, Wheeler	**8**
	Unit III (Practicals) Journal Work and Field Work 1. Plot rivers in Goa on map 2. Sketch of any 2 stone tools found in Goa. 3. Mark the Pre-historic sites in Goa using State/taluka maps 4. Sketch any two pre-historic engravings found in Goa 5. Study the Iconography of any two ancient/medieval sculptures of Goa and write a detailed report. 6. Mark the sites protected by Dept of Archaeology of Goa state on map. 7. Mark the protected sites in Goa by ASI 8. Mark any 4 protected sites of pre-historic importance in India by ASI 9. Mark any 4 protected sites in Karnataka and Maharashtra each by ASI on the map. 10. List the UNESCO cultural sites in India under World Heritage List. 11. Interview any archaeologist/researcher who has worked or working using archaeology as the primary source. Write a detailed report of his/her findings/methodology. 12. Identity any two heritage sites of your area and write a detailed report of its features. The sites should not be notified as Protected Monument/Site by Dept. of Archaeology or ASI.	**60**

	13. Visit any two archaeological site protected by the Dept of archaeology in Goa and write a report. 14. Visit any two archaeological sites protected by the ASI in Goa and write a report. 15. Visit any two non-protected sites of archaeological importance in your taluka/area and highlight the archaeological importance in a report Note: Practical Number 11,12,13,14 and 15 will be of 6 hours each. Rest of the practicals will be for 3 hours each. A separate journal to be maintained for the 60 hours journal work according to the discretion of the teacher teaching the course.	
Pedagogy	Lectures/Field Trips/Presentations/Group Discussions	
References/ Readings	1. Alexander, John. *The Directing of Archaeological Excavations.* London: John Baker, 1970. 2. Binford, L. R. *An ArchaeologicalPerspective*. New York: Seminar Press, 1972. 3. Chakrabarti, Dilip K. *India An Archaeological History*. Delhi: Oxford University Press, 2013. 4. Childe, Gordon. *What Happened in History*. New York: Peregrine Books 1985. 5. Childe, Gordon. *Piecing Together the Past: The Interpretation of Archaeological Data.* London: Routledge & Kegan Paul 1956. 6. Chopra, P. N. *India Pre-Historic and Proto- Historic Periods.* Delhi: Publication Division, Ministry of Information & Broadcasting Government of India, 1990. 7. Crawford, O. G. S. *Archaeology in the Field*. London: Frederick A. Praeger, 1959. 8. Dowman, Elizabeth A. *Conservation in Field Archaeology.* London: Methuen London, 1970. 9. Heizer, R. F. *A Guide to Archaeological Field Methods*. Palo Alto,CA: Mayfield Publishing Co., 1975. 10. Jowkousky, Martha. *A Complete Manual of Field Archaeology.* New Jersey: Prentice Hall, 1980. 11. Kenyon, K. N. *Beginnings in Archaeology.* New York: PraegerPublishers, 1970.	
Course Outcomes	The course will enable students to: 1. Examine the fundamentals of Archaeology 2. Assess the importance of archaeology for understanding history 3. Evaluate the role of archaeologist 4. Analyze the need for conservation and preservation of historical artefacts	

Name of the Programme : **B.A. History**
Course Code : **HIS 142**
Title of the Course : **Introduction to Museology**
Number of Credits : **1+2**
Effective from AY : **2024-25**

Pre-requisites for the course	Nil	
Course Objectives	This course intends to: ● Learn the basics of Museology and its practice ● Understand the developments in Museology ● Appreciate the role of leading Museums in the field of preservation	
		No. of Hours
Content	**Unit I** a. Museology: Definition, History of Museum b. Museography: Methods of Classification c. Functions of a Museum	**15**
	Unit II (Practical) a. Exploring and identifying the Artefacts b. Collection Policies, Ethics and Procedures c. Documentation of Artefacts	**30**
	Unit III (Practical) Practical No 1 Listing the Museums in Goa- types of artefacts they house, inception, authority maintaining them, future plans Practical No 2 Visiting a museum and writing a general report- can include first-hand information like short description of archaeological artefacts preserved in the museum along with its period, importance of the artefacts, no of galleries etc Practical No 3 Case study of curation of any one museum- Types of galleries, display, lighting color schemes Practical No 4 Writing a report on acquisition policy of any one museum Practical No 5 and 6 and 7 Case study of any three artefacts at the museum- identification, types of deterioration, preventive measures, problems encountered by the museum authorities (all three artefacts should be from different galleries. Eg. Coin, sculpture, terracotta object) Practical No 8 Preparing criteria for accession register and entering the above	**30**

	two artefacts in the accession register Practical No 9 Types of labels in a Museum- criteria, visibility along with the student's suggestion. Practical No 10 Case study of conservation practices/measures at any museum Practical No 11 Case study of any one online virtual museum- importance, types of artefacts, Practical No 12 Study of problems encountered by Museum authorities regarding funds, visitors etc and solutions Practical No 13 Photo documentation of any one gallery of any museum Practical No 14 Interview a curator/museum attendant/Director or any authority of any one museum in Goa- His Role Practical No 15 Report on problems encountered by the authority in acquiring artefacts	
Pedagogy	Lectures/Field Trips/Presentations/Group Discussions	
References/ Readings	1. Agarwal, O. P. *Essentials of Conservation and Museology.* Delhi: Sundeep Prakashan, 2006. 2. Agarwal, Usha. *Directory of Museums in India*. Delhi: Sundeep Prakashan 2003. 3. Agarwal, V. S. *Museums Studies.* Varanasi: Prithvi Prakashan, 1973. 4. Ambrose, Timothy, and Crispin Paine. *Museum Basics.* Third Edition. NewYork: Routledge, 2012. 5. Bhatnagar, Anupama. *Museum, Museology and New Museology*. Delhi: Sundeep Prakashan 1999. 6. Chakrabarti, Lalima Dhar. M*anaging Museums: A Study of the National Museum.* New Delhi, Sundeep Prakashan, 2007. 7. Glaser, Jane R. *Museums: A Place to Work: Planning Museum Careers.* London: Rutledge, 1996. 8. Guha-Thakurta, Tapati. *Monuments, Objects, Histories: Institutions of Art in Colonial and Postcolonial India.* New York: Columbia University Press, 2004. 9. Punja, Shobita. *Museums of India.* New Delhi: Penguin Books India, 1998. 10. Ripley, Sidney Dillon. *The Sacred Grove: Essays on Museums.*	

	California: Smithsonian Institution Press, 1969. 11. *The Remarkable Sculptures in the Goa State Museum.* Panaji: Directorate of Museums, Government of Goa, 2006. 12. Roy, Dilip Kumar. *Museology: Some Cute Points.* Delhi: Gyan Books, 2006.
Course Outcomes	1. The course will enable students to: 2. Understand the fundamentals of Museology 3. Acquire knowledge of Museology for understanding history 4. Appreciate the need for conservation and preservation of historical artefacts

Semester III
Name of the Program : B.A. History
Course Code : HIS 200
Title of the Course : History of India (From Earliest Times to 8th century C. E.)
Number of Credits : 04
Effective from AY : 2024 – 25

Pre-Requisites for the Course	Nil	
Objectives	This course intends to : • Appreciate historiography, prehistory and proto history of India • Explain the socio-religious formation, rise of heterogeneous thoughts and urbanisation in early India. • Assess the development of Mauryan State • Evaluate the development of classical age of India	
Content		**No. of Hours**
	Unit I 1.1 Sources 1.2 Palaeolithic, Mesolithic and Neolithic Cultures: Salient Features and Major Sites 1.3 Harappan Culture: Major Sites, Town Planning, Religion, Script, Decline.	**15**
	Unit II 2.1 Early and Later Vedic Culture: Polity, Economy and Society 2.2 Second Urbanisation in the Gangetic Valley in the 6th Century BCE, Rise of Mahajanapadas 2.3 Jainism and Buddhism: Doctrines, Main Sects	**15**
	Unit III 3.1 Mauryan Empire: Chandragupta Maurya, Ashoka 3.2 Mauryan State: Administration, Art and Architecture 3.3 Satavahanas: Gautamiputra Satakarni	**15**
	Unit IV 4.1 Gupta Empire: Samudragupta, Chandragupta II 4.2 Gupta Contributions to Religion, Literature, Sciences, Art and Architecture 4.3 Harshavardhana: Contributions to Religion and Literature	**15**
Pedagogy	Lectures/ Study Tours/Field Trips/ Presentations/ Group Discussions	
References/ Readings	1. Basham, A. L. *The Wonder That was India: A Survey of the Culture of the Indian Sub-Continent Before the Coming of the Muslims*. London: Sidgwick and Jackson, 1954. 2. Jha, D.N. *Ancient India An Introductory Outline*. New Delhi: People's Publishing House, 1977. 3. Kosambi, D. D. *An Introduction to the Study of Indian History*. Bombay: Popular Prakashan, 1985. 4. Raychaudhari, H.C. *Political History of Ancient India.* Calcutta: Univ of Calcutta, 1927.	

	5. Mirashi V. V. *The History and Inscriptions of The Satavahanas and The Western Kshatrapas.* Bombay: Maharashtra State Board for Literature and Culture 1981. 6. Majumdar, R. C. *Classical Accounts of India*. Calcutta: Firma K. L. Mukhopadhyay, 1960. 7. Sen, Shailendranath. *Ancient Indian History and Civilisation.* 2nd Edn. New Delhi: New Age International Publishers, 1999. 8. Sen, Shailendranath, ed. *The History and Culture of the Indian People*. Vol. II. Bombay: Bharatiya Vidya Bhavan, 1960. 9. Singh, Upinder. *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century.* Chennai: Pearson India, 2009. 10. Tripathi Ramshankar. *History of Ancient India.* Delhi: Motilal Banarsidas, 1967.
Course Outcomes	1. Understand the prehistoric and protohistoric cultures of India 2. Estimate the developments of society in the 6th cent BCE. 3. Construct the formation of Mauryan state and contributions of Satavahanas 4. Analyse the socio-religious and scientific contributions of the Guptas

Name of the Program : **B.A. History**
Course Code : **HIS 201**
Title of the Course : **History of South India (4th -16th century)**
Number of Credits : **04**
Effective from AY : **2024 – 25**

Pre-requisites for the course	Nil	
Course Objectives	• Highlight the important features of dynasties of South India • Explain the administration and trade under important rulers • Analyse the socio-cultural and religious contributions of the South Indian kings • Evaluate the rise and fall of the south Indian dynasties	
		No. of Hours
Content	**Unit I** 1.1 Pallavas of Kanchi- Mahendravarman, Early Kadambas of Banvasi –Mayura Varma 1.2 Chalukyas of Badami- Pulakeshi II 1.3 Art and architecture	**15**
	Unit II 2.1 Rashtrakutas- Amoghavarsha Nripatunga 2.2 Imperial Cholas- Rajaraja-I, Rajendra I 2.3 Administration - Nadus, Art and Architecture	**15**
	Unit III 3.1 Chalukyas of Kalyani - Vikramaditya VI 3.2 Hoysalas- Vishnuvardhana 3.3 Administration, Art and Architecture, Trade: Ayyavole 500	**15**
	Unit IV 4.1 Vijayanagara Empire- Krishnadevaraya 4.2 Administration, Trade, Art and Architecture 4.3 Vijayanagara-Portuguese Relations	**15**
Pedagogy	Lectures/ Study Tours/Field Trips/ Presentations/ Group Discussions	
References/ Readings	1. Abraham, Meera. *Two Medieval Merchant Guilds of South India.* Delhi: Manohar Publisher, 1988. 2. Altekar, A.S. *State And Government in Ancient India.* Banaras: Motilal Banarsidas Publishers, 1949. 3. Champaklakshmi, R. *Trade Ideology and Urbanisation.* OUP India, 1999 4. Gopalan, R. *History of the Pallavas of Kanchi.* Madras,1928. 5. Majumdar, R. C. (ed). *The History and Culture of the Indian People. The Struggle For Empire, Vol -5*. Bharatiya Vidya Bhavan,1984. 6. Noboru, Karishma. *A Concise History of South India*. Oxford University Press, 2014. 7. Ramanayya, Venkat N. *Studies in the History of the Third Dynasty of Vijayanagara*. New Delhi: Gyan Publishing House, 2009. 8. Ramanayya, Venkat N. *Vijayanagara and Origin of the City and Empire.*	

	New Delhi: Gyan Publishing House, 2020. 9. Sastri, K A. Nilakantha. *The Colas*. University of Madras, 2013. 10. Sastri, K A. Nilakantha. *A History of South India: From Prehistoric Times to the Fall of Vijayanagara*. Oxford India Paperbacks, 1997.
Course Outcomes	1. Examine the political and cultural achievements of dynasties of South India 2. Analyse the polity and administration under South Indian kings 3. Evaluate the trade and economy of South India 4. Asses the development of art and architecture during Vijayanagara rule

Name of the Programme : **B. A. History**
Course Code : **HIS 211**
Title of the Course : **History of Food Culture in India**
Number of Credits : **4**
Effective from AY : **2024 – 25**

Pre-requisites for the course	Nil	
Course Objectives	This course intends to: • Describe evolution of food in India • Discuss the eating habits and culinary practices • Analyse the different historical texts on food • Learn about the regional cuisines	
		No. of Hours
Content	**Unit I Subsistence Systems from Harappan to Vedic Times** 1.1 Harappan Civilization 1.2 Vedic Age 1.3 Therapeutic Diets	**15**
	Unit II Food ways 2.1 Jain and Buddhist Influence 2.2 Temple and Festival foods 2.3 Indo-European	**15**
	Unit III Historical Texts and Food 3.1 *Mãnasollãsa* 3.2 *Shivatatvaratnakara* 3.3 *Bhojanakutuhala*	**15**
	Unit IV Regional Cuisines 4.1 Tamil Nadu 4.2 Bengal 4.3 Goa	**15**
Pedagogy	Lectures/Study Tour/Visual Presentations/Assignments/Test/ Quiz	
References/ Readings	1. Achaya, K. T. *Indian Food, A Historical Companion.* New Delhi: Oxford University Press, 1998. 2. Achaya, K. T. *A Historical Dictionary of Indian Food.* New Delhi: Oxford University Press, 2002. 3. Ashraf, K. M. *Life and Conditions of the People of Hindustan.* New Delhi: Munshiram Manoharlal, 1970. 2nd ed. 4. Chakravarty, Indira. *Saga of Indian Food: A Historical and Cultural Survey.* New Delhi: Sterling Publishers, 1972. 5. Costa, Maria de Lourdes Bravo da. *Foods, Festivals and Observances.* Merces: L&L, 2007. 6. Gracias, Fatima da Silva. *Cozinha de Goa: History and Traditions of Goan Food.* Saligao: Goa, 1556 and Broadway Publishers, 2011. 7. Khare, R. S. *The Hindu Hearth and Home.* Mumbai: Vikas Publishing House Ltd, 1976. 8. Majumdar, R. C. ed. *The History and Culture of the Indian People.* Vol. II. Bombay: Bharatiya Vidya Bhavan, 1960.	

	9. Prakash, Om. *Food and Drinks in Ancient India*. Delhi: Munshi Ram Manohar, 1961. 10. Sen, Collen Taylor. *Curry, A Global History.* London: Reaktion Books, 2009.
Course outcomes	1. Understand the evolution of food history 2. Gain knowledge of religious and regional influences on food 3. Develop understanding of documenting food history 4. Appreciate regional cuisines and variations

Name of the Programme : **B.A History**
Course Code : **HIS 231**
Title of the Course : **History of Ecology and Environment in India**
Number of Credits : **03**
Effective from AY : **2024 – 25**

Pre-requisites for the Course	Nil	
Course Objectives	• To acquaint students with the history of human-environment interface. • To examine the ecological and environmental changes through the ages. • To analyse the struggles to protect ecology and environment	
		No. of Hours
Content	**Unit I Introduction** 1.1. Definition and Scope: Ecology, Eco-System, Environment 1.2. Sustainable Development: Meaning and Significance	**6**
	Unit II Human-Nature Interaction 2.1. Hunting-Gathering, Nomadic Pastoral Society, Development of Agricultural Society 2.2. Beliefs and Practices: Role of religion and culture in environmental conservation 2.3. State and Ecology in Pre-colonial period	**15**
	Unit III Colonialism and Transformation of Nature 3.1. Forest Acts; Changing Land Use Patterns 3.2. Deforestation: Railways and Mining 3.3. Development of Hill Stations	**12**
	Unit IV Environmental Movements 4.1. Chipko 4.2. Appiko	**12**
Pedagogy	**Lectures/Field Trips/Presentations/Group Discussions**	
References/ Readings	1. Alvares, Claude (Ed.*). Fish Curry and Rice, A sourcebook on Goa, its ecology and life-style.* Goa: The Goa Foundation, Revised 4th edition, 2002. 2. Arnold, David, and Ramachandra Guha (Eds.*). Nature, Culture, Imperialism, Essays on the Environmental History of South Asia.* Delhi, OUP, 1996. 3. Fernandes, W. and Menon, G. *Tribal Women and Forest Economy : Deforestation, Exploitation and Status Change.* New Delhi: Indian Social Institute, 1987. 4. Gadgil, Madhav and Ramachandra Guha. *The Use and Abuse of Nature (incorporating This Fissured Land An Ecological History of India and Ecology and Equity)*, (Omnibus edition). New Delhi: OUP, Fifth Impression, 2008. 5. Gadgil, M.& Guha, R. *This Fissured Land: An Ecological History of India*. USA: Univ.of California Press. 1993 6. Guha, Ranajit, (Ed.), *Subaltern Studies*, Vol. I. Delhi: OUP, 1982. 7. Guha, Sumit, *Environment and Ethnicity in India 1200-1991.*	

	Cambridge: CUP, 1999. 8. Hughes, Donald , *What is Environmental History?.* Cambridge: Polity Press. 2006. 9. Joseph, Benny, *Environmental Studies.* New Delhi: Tata McGraw-Hill Pubg. Co., 2nd edn., 2009. 10. Noronha, Ligia and others (Eds.). *Coastal Tourism, Environmment, and Sustainable Local Development.* New Delhi, TERI, 2002. 11. Ranjan Chakrabarti, (Ed.). *Situating Environmental History.* New Delhi, Manohar Publishers, 2007.
Course Outcomes	1. Identify key developments in environmental history 2. Identify the range of approaches of environmental history 3. Describe and explain how the environment has shaped history and how humankind has shaped the environment 4. Describe and assess the history of movements to protect and conserve the environment

Name of the Programme : **B.A. History**
Course Code : **HIS 241**
Title of the Course : **History, Feature Writing and Journalism (SEC)**
Number of credits : **03 (01 T + 02 P)**
Effective from AY : **2024-25**

Pre-requisites for the Course	Nil	
Course Objectives	• Acquire knowledge of Features • Understand the Scope and Stages in Feature Writing • Analyse writing Features by applying Journalism ethics • Develop different types of Features related to History writing	
		No. of Hours
Content	**Unit I Introduction to Feature Writing** 1.1. Meaning and Characteristics: Features, Freelancing, Blogging 1.2. Types of History Features 1.3. Stages in developing a Feature: Ideas, Research	**7**
	Unit II Journalism: Practice and Ethics 2.1. Developing a Feature Story 2.2. Reviewing the article: theme, style, clarity, relevance 2.3. Research and Ethics: Credibility, Plagiarism and Libel	**8**
	Unit III Practical Components 1. Introduction to types of creative writing and identifying themes of interest 2. Reading sessions 3. Interactive sessions/workshops with feature writers 4. Maintain record of articles, synopsis, reports of workshops and interface session.	**60**
Pedagogy	Lectures/Field Trips/Presentations/Group Discussions	
References/ Readings	1. Aggarval, Virbala and V.S.Gupta. *Handbook of Journalism and Mass Communication*. New Delhi: Concept Publishing House, 2009. 2. Choudhary, R. *Journalism Ethics*. Delhi: Anmol Publishers, 2010. 3. Kamath, M. V. *Professional Journalism*. Noida: Vikas Publishing House, 1980. 4. Rao, Raghuvendra, Meera, N. *Feature Writing*. New Delhi: PHI Learning Pvt. Ltd. 2012. 5. Wheeler, Sharon. *Feature Writing for Journalists*. London: Routledge Publishers, 2009.	
Course Outcomes	1. Identify different types of Features 2. Understand techniques and guidelines for Feature Writing 3. Identify areas of interest and strengths in writing 4. Develop skills for writing Features	

Semester IV
Name of the Programme : B.A. History
Course Code : HIS 202
Title of the Course : History of India (1206-1707 CE)
Number of Credits : 04
Effective from AY : 2024-25

Pre-requisites for the course	Nil	
Course Objectives	• Understand the sources and the history of the Delhi Sultanate • Examine the administrative system of the medieval period • Interpret the contribution of the Mughals and Sher Shah • Evaluate the socio-religious aspects of medieval India	
		No. of Hours
Content	**Unit I Delhi Sultanate** 1.1. Sources: Persian, Indian and European 1.2. Invasion of Muhammad Ghori, Foundation of Delhi Sultanate: The Slave dynasty: Qutb-ud-din Aibak, Iltutmish, Raziya Sultan and Balban 1.3. The Khilji and Tughluq dynasties : Alau-ud-din Khilji and Mohammad-bin Tughluq	**15**
	Unit II The Mughal Empire 2.1. Foundation: Babur and Humayun, Sur Interlude 2.2. Consolidation and Expansion: Akbar, Aurangzeb 2.3. Downfall of the Mughal Empire	**15**
	Unit III Administration and Economy 3.1. Administration: Central and Provincial; Mansabdari System 3.2. Economy: Industry, Trade and Commerce 3.3. Agriculture: Akbar's Land Revenue Reforms	**15**
	Unit IV Society and Culture 4.1. Social Stratification, Position of Women, Slavery, Education 4.2. Art and Architecture 4.3. The Bhakti Movement and Sufism	**15**
Pedagogy	Lectures/Field Trips/Presentations/Group Discussions	
References/ Readings	1. Alam, Muzaffar, and Sanjay Subrahmanyam (eds.) *The Mughal State,* Delhi: O.U.P. 1998 2. Banerjee, Anil Chandra, *A New History of Medieval India,* New Delhi:S. Chand & Company Ltd.,1986 3. Chopra, P.N., *Some Aspects of Social Life during the Mughal Age* (1526-1707) Jaipur: Sterling Publishers, 1963. 4. Habib, Irfan, *Agrarian System of Mughal India*, Bombay: Asia Publishing House,1963. 5. Kulke, Herman (ed)., *The State in India* 1000-1700. Delhi: OUP, 1995. 6. Majumdar, R.C.(ed.), *History and Culture of the Indian People*,Vol. no.VII, *The Mughal Empire*, Bombay: Bharatiya Vidhya Bhavan, 1984. 7. Majumdar, R.C., et.al., *An Advanced History of India*. London: Macmillan India Limited,1960.	

	8. Mehta, J.L., *Advanced Study in the History of Medieval India*, Vol. 2. *The Moghul Empire*: 1526 – 1707, New Delhi: Sterling Publishers Pvt. Ltd.,1984. 9. Sharma,L.P., *History of Medieval India*(1000-1740 A.D.)New Delhi: Konark Publishers ,2010. 10. Srivastava, A. L., *The Mughal Empire*, 1526 – 1803. Agra: Agrawal & Co.,1969.
Course Outcomes	1. Understanding important sources for reconstructing the history of medieval India 2. Examine the rule and administration of medieval dynasties 3. Comprehend the relationship between the state and society 4. Analyse socio-cultural dynamics of the medieval period

Name of the Programme : **B.A. History**
Course Code : **HIS 203**
Title of the Course : **History of the Marathas (1630 to 1818 CE)**
Number of credits : **04**
Effective from AY : **2024-25**

Prerequisites for the course	Nil	
Course Objectives	• Appreciate historiography of Marathas • Comprehend the factors that led to the foundation of Maratha Swarajya • Analyse the role of the Peshwas in the expansion of the Maratha power • Evaluate the contribution of the Marathas to the socio-economic and cultural aspects	
		No. of hours
Content	**Unit I Rise of the Maratha Power** 1.1. Marathi Sources: Sabhasad *Bakhar*, Chitnis *Bakhar*, Jedhe *Shakavali*, *Adnyapatra*; and Foreign Sources 1.2. Foundation of *Swarajya*: Factors 1.3. Career and Conquests of Shivaji, Civil and Military Administration	**15**
	Unit II The Mughal-Maratha Conflict 2.1. Sambhaji 2.2. Rajaram 2.3. Tarabai	**15**
	Unit III The Peshwas and Maratha Confederacy 3.1. Balaji Vishwanath and Baji Rao I 3.2. Third Battle of Panipat – Causes and Consequences 3.3. Madhav Rao I, Nana Phadnavis and Barabhai Council, Downfall of Marathas	**15**
	Unit IV Socio-Economic and Cultural Developments 4.1. Society: Social structure, Position of women, Slavery 4.2. Economy: Agriculture, Industry, Trade and Commerce 4.3. Culture: Learning, Architecture	**15**
Pedagogy	Lectures/Visual presentation, Role play, Critical analysis/ Assignments/ Tests/ Quiz.	
References/ Readings	1. Apte, B. K., ed. *Chatrapati: Shivaji's Coronation Tercentenary Commemoration Volume*. 2. Bombay: University of Bombay, 1974-75. 3. Chitnis, K. N. *Socio-Economic Aspects of Medieval India.* Poona: Atlantic Publishers, 2002. 4. Chitnis, K. N. *Glimpses of Medieval Indian Ideas and Institutions*. IInd Edition. Poona: R. K. Chitnis,1981. 5. Fukazawa, A-Hiroshi. *The Medieval Deccan: Peasants, Social Systems and States.* 6. *Sixteenth to Eighteenth Centuries*. Noida: OUP, 2002.	

	7. Kulkarni A. R. *Maharashtra in the Age of Shivaji*. Poona: Deshmukh and Co., 1969. 8. Kulkarni, A. R. *Maratha Historiography.* New Delhi: Manohar Publishers, 2006. 9. Pagdi, S. M. *Eighteenth Century Deccan*. Bombay: Popular Prakashan, 1963. 10. Ranade, M. G. *Rise of the Maratha Power*. New Delhi: Publication Division, Govt. of India, 1974. 11. Sardessai, G. S. *Main Currents of Maratha History*. Bombay: K. B. Dhavale, 1949.
Course Outcomes	1. Discuss the historiography of Marathas, establishment of *Swarajya* by Shivaji, and the administration laid down by him. 2. Analyse the Maratha-Mughal conflict. 3. Examine the expansion of the Marathas under the Peshwas. 4. Evaluate the Socio-economic and cultural achievements of the Marathas

Name of the Programme : **B.A. History**
Course Code : **HIS 204**
Title of the Course : **India's Struggle for Freedom (1857-1947)**
Number of Credits : **04**
Effective from AY : **2024-25**

Prerequisites for the course	Nil	
Course Objectives	● Comprehend the socio–economic and political factors that led to the rise of Indian nationalism ● Examine the key events that influenced the formation of various political associations ● Analyse the phases of nationalism ● Evaluate the developments that led to the transfer of power	
		No. of Hours
Content	**Unit I Growth of Nationalism and Reform Movements** 1.1. Revolt of 1857: Causes and Consequences 1.2. Causes for the Rise of Nationalism 1.3. Socio–Religious Reform Movements in the 19th Century	**15**
	Unit II The Early Phase of National Movement 2.1 Early Political Associations, Foundation of Indian National Congress 2.2 Moderate Phase, Causes for the Rise of Extremism 2.3 Partition of Bengal and its Impact	**15**
	Unit III The Changing Phase of Nationalism 3.1 Revolutionaries: Chandrashekhar Azad and Bhagat Singh 3.2 Home Rule Movement –Role of Tilak and Annie Besant 3.3 Non-Cooperation Movement and Civil Disobedience Movement	**15**
	Unit IV Towards Freedom 4.1 Quit India Movement: Causes and Impact. 4.2 Subhash Chandra Bose: Azad Hind Fauz 4.3 Transfer of Power: Cabinet Mission Plan, Mountbatten Plan and Indian Independence Act	**15**
Pedagogy	Lectures/Field Trips/Presentations/Group Discussions	
References/ Readings	1. Bandopadhyaya, Shekar. *From Plassey to Partition*. New Delhi: Orient Lomgman,2004. 2. Brown, Judith M. *Gandhi's Rise to Power, Indian Politics 1915-1922*. Cambridge University Press. 1972. 3. Chhabra G.S.,ed. *Advanced Study in the History of Modern India*. 2 Vols. New Delhi: Sterling Publ.Pvt.Ltd.,1987. 4. Chand, Tara. *History of the Freedom Movement in India*. 4 Vols. New Delhi: Govt of India, 1983. 5. Chandra, Bipin et al. *India's Struggle for Independence*. New Delhi: Penguin Books,1989. 6. Chopra P.N. B. N. Puri and M.N. Das. *A Social, Cultural and Economic*	

	History of India. 3Vols. Madras: Macmillian India Press,1994. 7. Dubey, Ishita-Banerjee. *A History of Modern India*. New Delhi: Cambridge University Press, 2014. 8. Majumdar, R.C. and H.C. Raychaudhuri, et al. *An Advanced History of India*, 3rd Edn., London: Macmillan, 1967. 9. Majumdar, R. C. *History of the Freedom Movement in India*. 3 Vols. Calcutta: Firma L.K. Mukhopadhyay,1962-63. 10. Sarkar, Sumit. *Modern India 1885-1947*. Madras: Macmillan Press.1987. 11. Seal, Anil. *Emergence of Indian Nationalism: Competition and Collaboration in the Later Nineteenth Century*. London: Cambridge University Press.2007.
Course Outcomes	1. Understand the major events of India's struggle for freedom 2. Analyse the role of early associations in the freedom struggle 3. Evaluate the strategies employed by the leaders in the freedom struggle 4. Develop an understanding of the process of transfer of power

Name of the Programme : **B. A. History**
Course Code : **HIS 205**
Title of the Course : **Ancient Civilisations: Egypt and Greece (Earliest Times to 500 CE)**
No. of Credits : **02**
Effective from AY : **2024-25**

Prerequisites for the course	Nil	
Course Objectives	• Understand the development of the early human civilisations • Evaluate the progress of science, literature, art, architecture and script in the ancient world.	
		No. of Hours
Content	**Unit I Egyptian Civilisation** 1.1. Location, Main Pharaohs: Hatshepsut, Akhenaton, Tutankhamen, Rameses II 1.2. Contribution to: Science, Religion, Art and Architecture, Script	**15**
	Unit II Hellenic Civilisation 2.1. Location, Athenian Democracy; Spartan Militarism 2.2. Contribution to: Science, Religion, Philosophy, Literature, Art and Architecture	**15**
Pedagogy	Lectures/ Tutorials/Seminars/Role Play/Assignment-based Discussions	
References/ Readings	1. Auerbach, Patrick. *Ancient Egypt: A Guide to the Gods, Pharaohs, Dynasties, and Traditions of Ancient Egypt*. Kindle Edition. Asin, 2015. 2. Black, Antony. *A World History of Ancient Political Thought: Its Significance and Consequences*. Oxford, UK: OUP, 2016. 3. Breasted, J. H. *A Brief History of Egypt from the Earliest Times to the Persian Conquest.* Create Space Independent Publishing Platform, 2015. 4. Cartledge, P., ed. *Ancient Greece: A Very Short History*. New York: OUP, 2011. 5. Cartledge, P. A. *The Spartans: The World of the Warrior-Heroes of Ancient Greece*. Reprint Edition. New York: Vintage, 2004. 6. Childe, G. V. *The Dawn of the European Civilization*. London: Routledge Publishers, 2013. 7. D' Cruz, E. *A Survey of World Civilisation*. Bombay: Lalvani, 1970. 8. Durant, W. and Ariel Durant. *The Life of Greece: History of Civilisation.* New York: Fine Communications, 1997. 9. Finley, M. L., ed. *The Legacy of Greece: A New Appraisal.* New York: OUP, 1981. 10. Grant, Michael. *The Classical Greeks: History of Civilization*. New Jersey: Prentice Hall & IBD, 1989. 11. Hansen, Dale. *Egyptian Mythology: Tales of Egyptian Gods, Goddesses,*	

	Pharaohs, & the Legacy of Ancient Egypt. Atlanta, GA: Cascade Publishing, 2019.
Course Outcomes	1. Understand the significance of the world's ancient civilisations. 2. Analyse the trends in the early world civilisations.

Name of the Programme : B.A. History
Course Code : HIS 221
Title of the Course : Heritage Tourism in India
Number of Credits : 04 (3T+1P)
Effective from AY : 2024-25

Prerequisites for the course	Nil	
Course Objectives	• Highlight the concept of Heritage Tourism • Analyse the Cultural Heritage of India • Comprehend the significance of tourism destinations • Evaluate the impact of Heritage Tourism on society	
		No. of Hours
Content	**Unit I Introduction to Heritage Tourism** 1.1 Definition of Heritage Tourism 1.2 Significance of Heritage Tourism 1.3 Types of Heritage Tourism	**15**
	Unit II Cultural Heritage of India 2.1. Art and Architecture: Fatehpur Sikri, Jaipur, Hampi 2.2. Music and Dance forms: Hindustani and Carnatic music; Bharatanatyam, Kathak 2.3. Feasts and Festivals: Pushkar mela of Rajasthan, Holi, Onam, Hornbill festival of Nagaland	**15**
	Unit III Tourism Destinations 3.1. UNESCO World Heritage Sites: Ajanta and Ellora, Sun Temple of Konark, Bhimbetka 3.2. Sites of Spiritual Tourism: Tirupati, Meenakshi temple of Madurai	**15**
	Unit IV Practical Component a) Field visits and onsite presentations b) Developing Heritage Tourism Packages and Itineraries c) Preparing Report on Heritage Tourism and its Impact	**30**
Pedagogy	Lectures/Field Trips/Presentations/Group Discussions	
References/ Readings	1. Bhatia, A. K. *Tourism: Principles and Practices*. New Delhi: Sterling Publishers, 1990. 2. Blakely, E. *Planning local Economic Development.* Newbury Park: Sage Publications, 1989. 3. Bochner, S. (ed.). *Cultures in Contact: Studies in cross-cultural interaction*. Oxford: Pergamon Press, 1982. 4. Boissevain, J. (ed.). *Coping with Tourists. Providence*, RI: Berghahn Books, 1996. 5. Boniface, Priscilla. *Heritage and Tourism in the Global Village*. London: Routledge, 1993. 6. Burkart, J. A and Medlik, S. *Tourism: Past, Present and Future*. London: Heinemann Professional, 1981. 7. Burns, Peter M. *An Introduction to Tourism and Anthropology.* London: Routledge Publishers, 1999.	

	8. Clifford, J. *The Predicament of Culture*. Cambridge, MA: Harvard University Press, 1988. 9. Cooper, C. *Progress in Tourism, Recreation and Hospitality.* New Delhi: CBS, 1992. 10. Edenson, Tim. *Tourists at the Taj: Performing and Meaning at a Symbolic Site.* London: Routledge, 1998.
Course Outcomes	1. Comprehend Heritage Tourism and its significance 2. Locate Tourism destinations of India 3. Analyze the impact of Heritage Tourism 4. Design Heritage Tourism plan and itinerary

Semester V
Name of the Programme : B. A. History
Course Code : HIS 300
Title of the Course : Rise of the Modern West
No. of Credits : 04
Effective from AY : 2024-25

Prerequisites for the Course	Nil	
Course Objectives	• Acquaint students with motives of geographical exploration, key voyages and early colonisation • Understand changes following Renaissance, Reformation and Counter-Reformation • Evaluate the key aspects of Absolute Monarchy • Analyze the shift from an agrarian to an industrial economy	
		No. of Hours
Content	**Unit I Europe in the 15th Century** 1.1. European Expansion: Motives 1.2. Explorations: Prince Henry the Navigator, Christopher Columbus, Amerigo Vespucci, Vasco da Gama	**15**
	Unit II The Renaissance 2.1. Causes and Characteristics 2.2. Impact on: Languages and Literature; Science; Art and Architecture	**15**
	Unit III The Reformation 3.1. Causes and Consequences, Martin Luther, Huldrych Zwingly and John Calvin 3.2. Counter Reformation: Council of Trent, Society of Jesus, Inquisition	**15**
	Unit IV Europe in the 17th and 18th Centuries 4.1. Absolutist Monarchy: Louis XIV 4.2. Industrial Revolution – Causes and Consequences	**15**
Pedagogy	Lectures, Tutorials, Seminars, Panel Discussions, Assignments	

References/ Readings	1. Gordon, B., John Stevenson and Mark Greengrass, eds. *The Swiss Reformation.* Manchester: Manchester University Press, 2003. 2. Haskin, H. H. *Studies in Medieval Culture.* Oxford: OUP, 1929. 3. Lenard, P. *Great Men of Science: A History of Scientific Progress*. New York: Macmillan, 1933. 4. MacCulloch, Diarmaid. *The Reformation: A History*. London: Penguin Books, 2005. 5. Morison, Samuel E. *The Great Explorers: The European Discovery of America*. New York: OUP, 1986. 6. Nicholls, David. *God and Government In an 'Age of Reason'.* London: Routledge, 1995. 7. Phukan, Meenaxi. *Rise of the Modern West*. New Delhi: Trinity Press Pvt Ltd., 2012. 8. Scott, H. M. *Enlightened Absolutism: Reform and Reformers in Later Eighteenth-Century Europe.* London: Palgrave, 1990. 9. Schwartzwald, J. L. *The Rise of the Nation-State in Europe: Absolutism, Enlightenment and Revolution, 1603– 1815.* Jefferson, NC: McFarland, 2017. 10. Sinha, Arvind. *Europe in Transition from Feudalism to Industrialization.* First Edition. New Delhi: Manohar Publishers and Distributors, 2010.
Course Outcomes	1. Understand the transition of the world from the Medieval to the Modern times 2. Analyse Renaissance and its Significance 3. Evaluate the impact of Reformation and Counter-Reformation 4. Analyse the nature of Royal Absolutism and Industrial Revolution

Name of the Programme : **B. A. History**
Course Code : **HIS 301**
Title of the Course : **World Revolutions**
No. of Credits : **04**
Effective from AY : **2024-25**

Prerequisites for the Course	**Nil**	
Course Objectives	1. Understand the decisive events of world history 2. Analyse the revolutions that have transformed world history 3. Comprehend socialism and its implementation in Russia 4. Evaluate the outcomes of world revolutions	
		No. of Hours
Content	**Unit I The Century of Revolution in England** 1.1. The Stuarts: James I and Charles I 1.2. Oliver Cromwell, Charles II 1.3. Glorious Revolution - Consequences	**15**
	Unit II The American War of Independence 2.1. Causes 2.2. Main Events: Boston Tea Party, Philadelphia Congress, Declaration of Independence, Rights of Man 2.3. Consequences	**15**
	Unit III The French Revolution 3.1. Causes 3.2. Main Events: Summoning of the Estates General, Tennis Court Oath, Fall of Bastille, Achievements of the National Assembly (1789-91), Reign of Terror and Consequences 3.3. Rise of Napoleon, Concordat, Coronation	**15**
	Unit IV The Russian Revolutions 4.1. The Menshevik Revolution (1917): Causes and Consequences 4.2. Lenin and April Thesis 4.3. The Bolshevik Revolution (1917): Causes and Consequences	**15**
Pedagogy	Lectures, Tutorials, Seminars, Panel Discussions, Assignments	
References/ Readings	1 Blair, Worden. *The English Civil Wars: 1640-1660*. London: Phoenix, 2009. 2 Carr, Edward. *The Bolshevik Revolution (1917-1923)*. Vol. II. New York: The Macmillan Co., 1952. 3 Dukes, Paul. *October and the World: Perspectives on the Russian Revolution*. New York: St. Martin's Press, 1979. 4 Figes, Orlando. *A People's Tragedy: The Russian Revolution: 1891-*	

	1924. Reprint Edition. London: Penguin Books, 1998. 5 Fiske, John. *The American Revolution*. Los Angeles: HardPress Publishing, 2016. 6 Gaunt, Peter. *The English Civil Wars 1642–1660*. 3rd Edition. London: Phoenix, 2010. 7 Hill, Christopher. *God's Englishman: Oliver Cromwell and the English Revolution*. London: Penguin Books, 1970. 8 Hayes, C. *History of Western Civilisation*. New York: The Macmillan Company, 1962. 9 Page, Stanley W. *Lenin and World Revolution*. New York: New York University Press, 1959. 10 Thompson, J. M. *The French Revolution*. 5th Edition. Oxford, NY: Basil Blackwell, 1955.
Course Outcomes	1. Understand the evolution of Parliamentary Form of Government 2. Evaluate the themes of World Revolutions 3. Comprehend the Challenges to Colonial Hegemony 4. Analyse the Impact of World Revolutions on the Colonial World

Name of the Programme : B.A. History
Course Code : HIS 302
Title of the Course : India Since Independence (1947-2000)
Number of Credits : 04
Effective from AY : 2024-25

Prerequisites for the course	Nil	
Course Objectives	• Examine the building of Independent India with regard to its domestic policy • Understand India's Foreign Policy vis a vis NAM and wars fought post-Independence • Analyze the challenges faced by India in the late 20th century and beyond.	
		No. of Hours
Content	**Unit I Establishment of the Republic** 1.1. Integration of Princely States - Junagadh, Hyderabad, Kashmir 1.2. Features of the Constitution 1.3. Nehru's Domestic and Foreign Policy: Five Year Plans, India's Role in NAM	**15**
	Unit II Consolidation and Growth 2.1. Lal Bahadur Shastri - Domestic and Foreign Policy 2.2. Indira Gandhi - Domestic Policy and Emergency, Janata Party 2.3. Indo-Pak Wars - 1965, 1971	**15**
	Unit III Late 20th Century Challenges 3.1. Rajiv Gandhi - Domestic Policy; Educational Policy, 73rd and 74th Constitutional Amendments 3.2. New Economic Policy (1991) 3.3. India towards Nuclear Power – Pokhran II, Kargil War 1999	**15**
	Unit IV Social and Environmental Movements 4.1 Narmada Bachao Andolan 4.2 Green Revolution 4.3 Gender and Dalit Movements	**15**
Pedagogy	Lectures/Field Trips/Presentations//Visual presentation, Group Discussions/Critical analysis/Assignments/Tests/Quiz	
References/ Readings	1. Appadorai, A. *Contemporary India: Essays in Domestic and Foreign Policy*. New Delhi: South Asia Books,1989. 2. Basu, D. D. *Introduction to the Constitution of India. XXIst Edition*. New Delhi: Lexis Nexis, 2018. 3. 2013.Benevalensky. *Non-Aligned Movement: From Belgrade to Delh*i. New Delhi: Vikas Publishing House, 1997. 4. Brass, Paul R. *Politics of India Since Independence.* New York: Cambridge University Press, 1992. 5. Chandra, Bipin and others. *India After Independence*. New Delhi: Penguin, 1999.	

	6. Dutt, V. P. *India's Foreign Policy*. New Delhi: Vikas Publishing House, 1984. 7. Nanda, B. R., ed. *Indian Foreign Policy: The Nehru Years*. New Delhi: Sage Publications, 1986. 8. Prasad, Bimal, ed. *India's Foreign Policy: Studies in Continuity and Change*. New Delhi: Vikas Publisher, 1979. 9. Pylee, M. V. *India's Constitution*. New Delhi: Chand and Co, 1994. 10. Rao, M. S. A. *Social Movements in India.* Vols. 1 & 2. New Delhi: Manohar Publishers, 1979. 11. Robb, Peter. *Dalit Movements and the Meaning of Labour in India*. New Delhl: Oxford University Press, 1993.
Course Outcomes	1. Develop an understanding of Independent India's domestic issues 2. Analyze the post-independence foreign policy of India 3. Make an appraisal of the late twentieth century challenges faced by successive governments of India 4. Evaluate the challenges faced by India and the key social and environmental issues

Name of the Programme : **B. A. History**
Course Code : **HIS 303**
Title of the Course : **Historical Method**
No. of Credits : **02**
Effective from AY : **2024-25**

Prerquisites for the course	Nil	
Course Objectives	• Understanding the different stages of conducting research • Learning the skill of differentiating sources and gauging their authenticity • Acquiring the knowledge of developing research design	
		No. of Hours
Content	**Unit I: Introduction to Research** 1.1 Research: Meaning & Types - Qualitative & Quantitative 1.2 Research Process: Selection of Topic, Research Questions, Hypothesis, Research Design 1.3 Sources for History: Primary, Secondary, Oral, Ethnographic, Archaeological, Web resources and Journal Databases	**15**
	Unit II: Writing History 2.1 Evidence, Perspective & Interpretation 2.2 Research Ethics References and Bibliography: Chicago	**15**
Pedagogy	Lectures/ Tutorials/ Assignment-based Discussions/ Synergic Learning through visits to Goa Archives & Public & Private Museums	
References/ Readings	1. Blau, Adrian. "Uncertainty and the History of Ideas." *History and Theory*, 50 (October 2011): 358-372. 2. Cajani, Luigi. "Periodisation" in Bentley, Jerry H., ed., *The Oxford Handbook of World History.* Oxford: OUP, 2011. 3. Gangadharan, A. "The Problem of Periodisation in History." *Proceedings of the Indian History Congress*, 69 (2008), 862-871. 4. Elton, Geoffrey R. *The Practice of History*. Second Edition. Hoboken, NJ: Wiley-Blackwell, 2001. 5. Hamilton, A. (2022). "On Certainty on the Foundations of History as a Discipline." *Topoi*, 41(5), 979-985. 6. Hampson, Norman. "Subjectivity and Objectivity in History." *Journal of the British Society for Phenomenology*, 7 (3) (1976): 184-188. 7. Kaal, Harm and Jelle van Lottum. "Applied History: Past, Present, and Future." *Journal of Applied History*.	
Course Outcomes	1. Understand the various tools and techniques of research 2. Undertake textual analysis and source criticism	

	3. Analyse basic framework of the process of research 4. Evaluate methods of quantitative data collection

Name of the Programme : **B.A History**
Course Code : **HIS 321**
Title of the Course : **Indian Culture and Heritage**
Number of Credits : **04 (3T+1P)**
Effective from AY : **2024-25**

Pre-requisite for the course	Nil	
Objectives	• Describe the distinct culture and heritage of India • Discuss spiritualism and the reform movements in India. • Interpret the contribution to literature, science, art and architecture and education.	
		No. of Hours
Content	**Unit I Introduction to Culture and Heritage** 1.1 Culture and Heritage: Meaning and Significance 1.2 Influence of Geography on Indian Culture 1.3 Unity in Diversity	**15**
	Unit II Literature, Art and Architecture 2.1. Epics, Jatakas, Arthasastra 2.2. Nationalist Literature: Swami Vivekananda and Rabindranath Tagore 2.3. Indo-European Architecture	**15**
	Unit III Education 3.1. Gurukul System 3.2. Takshashila and Nalanda Universities 3.3. Muqtabs and Madrasah	**15**
	Unit IV Practical Component 4.1. Documentation of any two heritage sites: House, Fort, Temple, Church, or Cave, highlighting the features/characteristics, archaeological importance, history 4.2. Design and develop a heritage walk or heritage field trip in a village/town/city covering important heritage structures. 4.3. Interview an architect/artist 4.4. Document the making of any one local handicraft: brass lamp making, terracotta works, clay idol making, basket weaving, etc.	**30**
Pedagogy	Lectures/ Presentations/ Group Discussions/ Experiential Learning	
References/ Readings	1. Bandyopadhyay, Pranab. *Indian Culture and Heritage.* Calcutta: Book Club, 1991. 2. Chopra J. K. *Indian Heritage and Culture*. Noida: Bookland, 2013. 3. Kabir, Humayun. *The Indian Heritage* 1946. Delhi: Gyan Books Pvt. Ltd., 1946. 4. Mazumdar, Nogendranath, *A History of Education in Ancient India*. Chennai: Notion Press, 2017. 5. Sen, Sanjay. *Introduction to Culture and Heritage of Ancient India*. Assam: Ashok Publication, 2023.	

	6. Sevea, Iqbal Singh. *The Political Philosophy on Muhammad Iqbal. Islam and Nationalism in Late Colonial India*. New Delhi: Cambridge University Press, 2012. 7. Tomory, Edith. *History of Fine Arts in India & the West*. Chennai: Orient Black Swan, 1989. 8. Thapar, Romila. *Indian Cultures as Heritage: Contemporary Past.* London: Seagull Books, 2021.
Course Outcomes	1. Define and trace the history of Indian culture and heritage 2. Explain the different aspects Indian spiritualism and the reform movements in India 3. Analyze the significance of the contributions of the ancient Indians in field of literature, science, art and architecture 4. Evaluate the developments in education in ancient India

Semester VI
Name of the Programme : B.A. History
Course Code : HIS 304
Title of the Course : Modern Europe (1815-1945)
Number of Credits : 04
Effective from AY : 2024-25

Pre-requisite for the course	Nil	
Course Objectives	• Comprehend the Age of Reaction in European history • Analyze how Europe's History helps to explain current challenges and developments • Discuss momentous developments that led to the making of the modern state	
		No. of Hours
Content	**Unit I Age of Reaction** 1.1. Congress of Vienna- Principles, Evaluation 1.2. Age of Metternich – Metternich System- Features 1.3. The Revolutions of 1830 and 1848- Impact	**15**
	Unit II The New Nation States 2.1. Unification of Germany: Zollverein, Frankfurt Parliament 2.2. Bismarck: Domestic and Foreign Policy up to 1871 2.3. Unification of Italy: Mazzini, Garibaldi and Cavour	**15**
	Unit III Empires, Alliances and Global Conflict 3.1. New Imperialism: Forms, Causes and Consequences 3.2. World War I – Causes and Consequences 3.3. League of Nations	**15**
	Unit IV Rise of Dictatorships 4.1. Nazism, Hitler: Rise to Power, Domestic Policy 4.2. Fascism, Mussolini: Rise to Power, Domestic Policy 4.3. World War II: Causes and Consequences	**15**
Pedagogy	Lectures/Visual presentation, Role play, Critical analysis/ Assignments/ Tests/Quiz.	
References/ Readings	1. Albrecht-Carrie, R. *Diplomatic History of Europe since the Congress of Vienna*. New York: Doubleday & Co., 1965. 2. Bhandari, D. R. *History of European Political Philosophy.* Bangalore: Print & Publishing Co., 1963. 3. Blanning, T. C. W. *The Oxford History of Modern Europe.* Oxford: OUP, 2000. 4. Chapman, Tim. *The Congress of Vienna*. London: Routledge, 1998. 5. Clough, S. B. et al., eds. *Economic History of Europe: Twentieth Century.* London: Palgrave Macmillan, 1968. 6. Esdaile, Charles. *Napoleon's Wars: An International History 1803-1815.* New York: Penguin Group, 2009. 7. Fisher, H. A. L. *History of Europe from the Ancient Greeks to the 1930s.* London: Edward Arnold & Co. 1935.	

	8. Gokhale, B. K. *Modern Europe 1848-1960*. Pune: Himalaya Publishing House, 1987. 9. Hanson, V. D. *The Second World Wars: How the First Global Conflict Was Fought and Won.* New York: Basic Books, 2017. 10. Hobsbawn, Eric. *The Age of Empire: 1875-1914.* London: Abacus, 1994. 11. Mason, David. *A Concise History of Modern Europe.* Hyderabad: Orient Blackswan, 2012. 12. Rao, B. V. *History of Modern Europe*. New Delhi: Sterling Publishers Pvt. Ltd., 2012.
Course Outcomes	1. Acquire familiarity with historical developments of Europe in the post Napoleonic era 2. Analyse path breaking events in European history 3. Understand the role of the key personalities in shaping their nations destinies 4. Assess the evolution of international peacemaking organisations and their conflict resolution processes.

Name of the Programme : **B.A. History**
Course Code : **HIS 305**
Title of the Course : **Contemporary World**
Number of credits : **04**
Effective from AY : **2024-2025**

Pre-requisites for the course	Nil	
Course Objectives	• Gather knowledge on the post-World War II scenario, peace building activities of world leaders and ideological struggles after 1945. • Comprehend globalization of trade and commerce. • Review the collapse of Communism. • Identify causes that promoted New-Age Terrorism.	
		No. of Hours
Content:	**Unit I World Order Since 1945** 1.1. UNO – Establishment, Main Organs: General Assembly, Security Council, WHO 1.2. Role of the UNO in Global Peace and Security: Suez Canal Crisis, Cuban Missile Crisis 1.3. Cold War: Origin, Bi-Polar Competition, NATO, Warsaw Pact	**15**
	Unit II Role of Global and Regional Organizations 2.1. Monetary Organisations (IMF, World Bank) International Trade (WTO) 2.2. Nuclear Non-Proliferation and Disarmament (NPT &CTBT) 2.3. ASEAN, SAARC, European Union	**15**
	Unit III Post-Cold War International Developments 3.1. Disintegration of the Soviet Union 3.2. New-Age Terrorism: Meaning and Techniques of Operation 3.3. US-led Interventions in Afghanistan (2001) and Iraq (2003)	**15**
	Unit IV Global Concerns 4.1. Refugees and Migration: Meaning, causes and impact 4.2. Global Warming and Climate Change: Meaning and causes 4.3. Rio Earth Summit (1992) and Copenhagen Summit (2009)	**15**
Pedagogy	Lectures/Visual presentations/Assignments/Presentations/Tests/ Quizes/ Documentaries	
References/ Readings	1. Bollyn, Christopher L. *The War on Terror*. Hoffman Estates, IL: Chistopher Bollyn Publishers, 2017. 2. Buzan, Barry, and Richard Little. *International Systems in World History: Remaking the Study of International Relations*. New York: OUP, 2000. 3. Chakraborty, Bimal. *The United Nations and the Third World -Shifting*	

	Paradigms. USA:Tata McGraw-Hill Pub. Co.1997. 4. Chandra, Prakash, and Arora Prem. *Comparative Politics and International Relations.* Gurgaon: Cosmos Bookhive, 2016. 5. Chatterjee. Partha. *Arms, Alliances and Stability: The Development of the Structure of International Politics.* Hoboken, NJ: Wiley Publishers, 1975. 6. Clunan, Anne, Peter R. Lavoy, et al. *Terrorism, War, or Disease? Unraveling the Use of Biological Weapons*. Redwood, CA: Stanford University Press, 2008. 7. Elmers, Ralf. *Cooperative Security and the Balance of Power in ASEAN and the ARF.* London: Routlege, 2003. 8. Gosh, Amitabh. *The Unthinkable in Climate Change: A View from Asia on Literature and Politics.* Berlin: Heinrich Boll Stiftung Foundation, 2016. 9. Ghosh, S. Partha. *Co-operation and Conflict in South Asia*. New Delhi: Manohar Publishers and Distributors, 2005.
Course Outcomes	1. Recognize the importance of peace initiatives and summarise the causes of nuclear rivalry after 1945. 2. Appreciate the importance of international trade and commerce in the 20th century. 3. Appreciate the significance of nuclear non-proliferation initiatives. 4. Design a plan to promote environmental sustainability.

Name of the Programme : **B.A. History**
Course Code : **HIS-306**
Title of the Course : **History of U.S.A. (1861-1963)**
Number of Credits : **04**
Effective from AY : **2024- 25**

Pre- requisites for the course	Nil	
Course Objectives	• Trace the divisive forces leading to sectionalism in the USA • Understand the factors that led to the emergence of the USA as a superpower • Analyse the diplomacy of the USA and her involvement in major world events • Assess the contribution of USA's leaders towards the cause of social justice	
		No. of Hours
Content	**Unit I Civil War and Reconstruction Phase** 1.1 Causes and Consequences of Civil War 1.2 Role of Abraham Lincoln 1.3 Reconstruction: Problems, Plans, Legacy	**15**
	Unit II USA as a Global Power 2.1 Advances in Agriculture and Industry (1860- 1900) 2.2 Foreign Policy: William McKinley and Theodore Roosevelt 2.3 Woodrow Wilson and World War I	**15**
	Unit III Great Depression and New Deal 3.1 The Great Depression: Causes and consequences 3.2 Role of Herbert Hoover 3.3 The New Deal: Meaning, Measures, Impact	**15**
	Unit IV Civil Rights Movement 4.1 Civil Rights Movement: Contribution of Harry Truman and Dwight Eisenhower 4.2 Measures of John Kennedy 4.3 Contribution of Martin Luther King Jr.	**15**
Pedagogy	Lectures/Visual presentation, Critical analysis/Assignments/Tests/Quiz.	
References/ Readings	1. Barck, O. T. and Blake N. H. *Since 1900: A History of the United States in Our Times.* New York: OUP, 1965. 2. Beard, C. A. and Beard M. R. *A New Basic History of the United States.* New York: Doubleday and Co., 1960. 3. Dalal, B. P. *Glimpses of American History: Up to 1900.* Vol. I Bombay: Vora and Co. Pvt. Ltd., 1975. 4. Dalal, B. P. *Glimpses of American History: George Washington to Ronald Reagan.* Vol II. Bombay: Vora and Co. Pvt. Ltd., 1990. 5. Gaikwad, D. S. *Civil Rights Movement in America.* New Delhi: Deep and Deep Publications, 1987. 6. Lenz, L. *Power and Policy: America's First Steps to Super Power, 1899-*	

	1922. New York: Algora Publishing, 2008. 7. Masur, L. P. *The Civil War: A Concise History.* New York: Oxford University Press, 2011. 8. Moser, J. E. *The Great Depression and the New Deal: A Concise History*. Ohio: Ashbrook Centre, 2017. 9. Parks, H. B. *The United States of America: A History.* New York: Knopf, 1968. 10. Rauchway, E. *The Great Depression and the New Deal*. New York: Oxford University Press, 2008.
Course Outcomes	1. Identify the factors that led to a divided nation and 2. Analyse the role of the USA in world politics 3. Understand the efforts of USA to revive the economy and society after the Great Depression 4. Appreciate the contribution of American leaders to promote social justice

Name of the Programme : **B.A. History**
Course Code : **HIS- 322**
Title of the Course : **Studying Films Representing History (VET)**
Number of credits : **04 (3T+1P)**
Effective from AY : **2024-25**

Pre-requisites for the course	NIL	
Course Objectives	• Comprehend film history and culture • Communicate history through films • Identify and analyze themes of history through films • Enhance learning experience through visual art form	
		No. of Hours
Content:	**Unit I Introduction to Films** 1.1 Role of Lumière brothers in filmmaking 1.2 The beginning of Indian film tradition- Dadasaheb Phalke; Silent to the sound eras of the Indian film industry 1.3 Understanding the theatre and multiplex culture in India	**15**
	Unit II Biopics and Nation Making 2.1. Manikarnika: The Queen of Jhansi 2.2. The Legend of Bhagat Singh 2.3. Dr. Babasaheb Ambedkar	**15**
	Unit III Films and World History 3.1 Elizabeth I: The Golden Age of England 3.2 Gandhi: The Prophet of Non-Violence and Peace 3.3 Fidler on the Roof: Tradition versus Modernity	**15**
	Unit IV Practical Component 4.1 Movie Review: Two Movies-One each from Unit II and Unit III Stages: Introduction, Plot, Analysis, Fact versus Fiction 4.2 Production of a five to 15 minutes documentary based on field work. 4.3 Workshop on Film making and Production	**30**
Pedagogy	Lectures/Assignments/Presentations/Tests/Role Play/Documentaries	
References/ Readings	1. Baskaran Theodore, S. *History Through the Lens: Perspectives on South Indian Cinema.* Hyderabad: Orient Blackswan Private Limited, 2018. 2. Chakravarty, Sumita S. *National Identity in Indian Popular Cinema, 1947-1987*. Texas: University of Texas Press, 2011. 3. Goldman, William. *Adventures in the Screen Trade: A Personal View of Hollywood and Screenwriting*. UK: Abacus Publishers, 1996. 4. Mukherjee, Dabashree. *Bombay Hustle: Making Movies in a Colonial City.* New York: Columbia University Press, 2020. 5. Saran, Renu. *History of Indian Cinema* New Delhi: Diamond Pockets Books Pvt Lted., 2014. 6. Primerano, Francesco. *120 Years of Cinema by Lumière Brother in 50 Shades of Grey*. India: Youcanprint Self-Publishing; Abridged ed. Edition, 2015. EBook format. 7. Raheja, Dinesh, & Jitendra Kothari. *Indian Cinema - The Bollywood*	

	Saga. New Delhi: Jain Book Agency, 2009. Reference Films 1. Gandhi (1982) Dir.- Richard Attenborough. 2. Elizabeth (1998) Dir-Shekar Kapur 3. Manikarnika (2019) Dir. Honey Trehan 4. The Legend of Bhagat Singh (2002) Dir. Rajkumar Santoshi 5. Dr. Babasaheb Ambedkar (2000) Dir. Jabbar Patel 6. Fidler on the Roof (1971) Dir.Norman Jewinson
Course Outcomes	1. Recognize the basic concepts of a films as the plot, sounds, storyline, silver screen and editing 2. Summarize the theme of the film under study/review 3. Critique the film's message to the public 4. Apply the acquired knowledge to documentary- making and demonstrate the ability to work collectively

Semester VII
Name of the Programme : B.A. History
Course Code : HIS-400
Title of the Course : Debates in Indian History (up to 18th century)
Number of Credits : 04
Effective from AY : 2024-25

Prerequisites for the course	Nil	
Course Objectives	It aims to provide information to the students concerning the issues such as the nature of Harappan civilization, nature of state in ancient and medieval India, and debates such as Indo-Aryan, feudalism, early medieval urbanization, segmentary state in south India, and vernacularisation debate.	
		No. of Hours
Content	**Unit I. Early India: Harappan and Indo-Aryan Debate** 1.1. Harappan Civilization: Indian and non-Indian origin; nature of state and society; Pasupati debate; Harappan and Saraswati civilization. 1.2. Indo-Aryan Debate: (i). Standard view: Theories of original homeland of the Aryans; T.R. Trautmann, R.S. Sharma; the horse problem. (ii). Alternative view: Aryans as indigenous people; Invasion vs. migration. B.B. Lal.	**13**
	Unit II From Ancient to Medieval: Continuity or Change? 2.1. The Mauryan State Debate. 2.2. The Gupta and Post-Gupta phase: R.S. Sharma: Indian Feudalism thesis 2.3. Alternative view: D.C. Sarcar and Harbans Mukhia 2.4. Alternative view: B.D. Chattopadhyaya and Hermann Kulke 2.5. Urban decay debate 2.6. Kali age crisis 2.7. Feudalism debate in Karnataka: R.N. Nandi, Y. Dayma.	**17**
	Unit III The Medieval State 3.1. South Indian state as Segmentary State; Herman Kulke. N. Karashima: Chola and Vijayanagara. Subbarayalu: the Chola State. Feudalism: Kesavan Veluthat. 3.2. Delhi Sultanate: Theocratic or secular? 3.3. The Mughal state (i). Oriental Despotism and Asiatic Mode of Production (ii). Centralization: Irfan Habib and Athar Ali (iii). Decentralization: C.A. Bayly and Revisionist historiography (iv). Decline of the Mughals and 18th century debate	**17**
	Unit IV Vernacularisation debate 4.1. Death of Sanskrit	**13**

	4.2. Sheldon Pollock thesis: Vernacularisation; Daud Ali; Manu Devadevan 4.3. Alternative views: B.D. Chattopadhyaya	
Pedagogy	lectures/ tutorials/assignments/self-study	
References/ Readings	1. Ali, D. *Courtly Culture and Political Life in Early Medieval India*. Cambridge: Cambridge University Press, 2014. 2. Ali, M. A. "The Mughal polity - a critique of revisionist approaches." *Modern Asian Studies* 27, no. 4 (1993): 699-710. 3. Champakalakshmi, R. *Trade, Ideology and Urbanization: South India 300 B.C. to A.D. 1300*. Delhi: Oxford University Press, 1996. 4. Chattopadhyaya, B. D. *Making of Early Medieval India*. Delhi: Oxford University Press, 2006. 5. Chaudhury, T. and I. Habib, eds. *Cambridge Economic History of India, Vol. I c. 1200 - c. 1750*. Cambridge: Cambridge University Press, 1982. 6. Karashima, N. *Ancient to Medieval: South Indian Society in Transition*. Delhi: Oxford University Press, 2011. 7. Karashima, N. *A Concise History of South India: Issues and Interpretations*. Delhi: Oxford University Press, 2014. 8. Kulke, H. *The State in India, 1000-1700*. Delhi: Oxford University Press, 1998. 9. Lal, B. B. "Rigvedic Aryans: The debate must go on." *East and West* 48, nos. 3–4 (December 1998): 439–48. 10. Mukhia, H. *The Feudalism Debate*. Delhi: Manohar, 2000. 11. Ollett, A. *Language of the Snakes: Prakrit, Sanskrit and the Language Order of Pre-Modern India*. Oakland: University of California Press, 2017. 12. Pollock, S. *The Language of the Gods in the World of Men: Sanskrit, Culture and Power in Pre-Modern India*. Berkeley, CA: University of California Press, 2009. 13. Possehl, G. L. *The Indus Civilization: A Contemporary Perspective*. New Delhi: Vistar Publications, 2006. 14. Prakash, O. *The New Cambridge History of India*, *II. 5: European Commercial Enterprise in Pre-Colonial India*. Cambridge: Cambridge University Press, 1998. 15. Roy, T. *A Business History of India: Enterprise and Emergence of Capitalism from 1700*. Cambridge: Cambridge University Press, 2018. 16. Sahu, B. P. *Interrogating Political Systems: Integrative Processes and States in Pre-Modern India*. New Delhi: Manohar, 2015. 17. Sahu, B. P. and Kesavan Veluthat, eds. *History and Theory: The Study of State, Institutions and Making of History*. Hyderabad: Orient Blackswan, 2019. 18. Sharma, R. S. *Indian Feudalism*. Delhi: MacMillan, 1981. 19. Stein, B. *Peasant, State and Society in Medieval South India*. Delhi: Oxford University Press, 1985. 20. Stein, B. *The New Cambridge History of India: Vijayanagara*. New York: Cambridge University Press, 1989. 21. Subbarayalu, Y. *South India under the Cholas*. Delhi: Oxford University	

	Press, 2014. 22. Sullivan, H. P. "A re-examination of the religion of the Indus Civilization." *History of Religions* 4, no. 1 (1964): 115–25. 23. Thakur, V. K. "The essence of feudal economy and the perspective of third urbanisation in India." *Indian Anthropologist* 16, no. 2 (December 1986): 175–84. 24. Trautmann, T. R. *The Aryan Debate*. New Delhi: Oxford University Press, 2005. 25. Veluthat, K. *The Political Structure of Early Medieval South India*. New Delhi: Orient Longman, 1993.
Course Outcomes	Upon successful completion of this course, the student will be able to: 1. Identify and assess the importance of sources for the study of the history of pre modern India 2. Think critically about the themes and issues in Indian history 3. Identify and analyse the principal debates in Indian history. 4. Acquire competencies to conduct historical research related to the history of India.

Name of the Programme : **B.A. History**
Course Code : **HIS-401**
Title of the Course : **Issues and Debates in Goan History**
Number of Credits : **04**
Effective from AY : **2024-25**

Prerequisites for the course:	None	
Course Objectives	The course endeavours to equip the students with an in-depth understanding of the dominant politico-administrative, economic, and socio-cultural themes and issues pertaining to the history of Goa. It intends to: • provide a brief geo-political and ethno-historical introduction to Goa along with a socio-cultural profile of its society up to 1510. • assess the impact of the politico-administrative and economic changes introduced by the Portuguese and review the local reaction to the same. • critically examine the colonial policies of acculturation and their contribution to the structuring of the Goan identity. • present a gender audit of the colonial contacts • review the main issues affecting postcolonial Goa.	
		No. of Hours
Content	**Unit I From Pre-historic times to 1510 C.E.** 1.1. Sources for the study of history of Goa: Archaeological, Literary, Oral. 1.2. Etymological roots. The land and its people. The *Gaunkari* system and the *Khazan* ecosystems. 1.3. The Dudhsagar-Kushavati-Mhadei Material Culture: Problems of Dating and Identification. 1.4. Political History of Goa (4th to 15th C.E.): Administration, Statecraft. Maritime Trade. 1.5. Religion and Society, Cultural Developments.	**15**
	Unit II. Colonisation of Goa 2.1. Portuguese Conquest: Motives, Phases. 2.2. Colonial State: Principles, Policies, and a. Institutions. 2.3. Colonial Construction of Goa: a. Christianisation and Lusitanisation: b. Denationalisation or Syncretism? 2.4. Economic policies and structures. a. Indigenous inputs to colonial commerce. 2.5. Anglo-Portuguese Treaty of 1878. 2.6. Remittance-based economy. Mining. Goan Diaspora. 2.7. Impact of colonialism on society, language, a. literature and education.	**15**

	b. Codification of Family Laws. c. Status of women.	
	Unit III. Local Resistance to Liberation 3.1. Resistance to Conversion Policy: Mhall a. Pai, Colla, Assolna, Velim, Cuncolim. 3.2. Priestly Protests. 3.3. Rane Revolts. Military Mutinies. 3.4. Constitutionalism. Liberalism. 3.5. Nationalism. 3.6. Struggle towards Freedom, 1946-1961: 3.7. Causes, Role of Satyagraha, Armed 3.8. Resistance, Role of Women. 3.9. Operation Vijay.	**15**
	Unit IV. Goa since 1961 4.1. Issues of Integration. 4.2. Role of Regional and National Parties. 4.3. Merger issue. 4.4. Language politics. 4.5. Dilemma of Development. 4.6. Goan identity. 4.7. Image of Goa and its Bollywood representation.	**15**
Pedagogy	Lecture method/project-based learning/collaborative learning/visits to archives, museums/fieldwork	
References/ Readings	1. Alvares, Claude, ed. *Fish, Curry and Rice: A Citizen's Report on the Goan Environment*. Mapusa: The Other India Book Press, 2001. 2. Angle, P. *Goa: Concepts and Misconcepts*. Bombay: The Hindu Association, 1994. 3. Axelrod, Paul, and Michelle A. Fuerch. "Flight of the Deities: Hindu Resistance in Portuguese Goa." *Modern Asian Studies* 30, no. 2 (May 1996): 387–421. 4. Boxer, C. R. "A Glimpse of the Goa Archives." *Bulletin of the School of Oriental and African Studies* 14, no. 2 (June 1952): 299–324. 5. Bragança Cunha, Tristão. *Goa's Freedom Struggle*. Bombay: T.B. Cunha Memorial Committee,1961. 6. Bragança Pereira, A. B. de. *Ethnography of Goa, Daman and Diu*. Translated by Maria Aurora Couto. New Delhi: Penguin, 2008. 7. Dantas, Norman. *The Transforming of Goa*. Mapusa: The Other India Press, 1999. 8. da Silva Gracias, Fatima. *Kaleidoscope of Women in Goa, 1510-1961*. New Delhi: Concept Publishing Company, 1996. 9. de Souza, Teotonio R. "Is There One Goan Identity, Several or None?" *Lusotopie* 7, no. 1 (2000): 487-495. 10. de Souza, Teotonio R. *Goa to Me*. New Delhi: Concept Publishing Company, 1994. 11. de Souza, Teotonio R. *Medieval Goa: A Socio-Economic History*.	

	Panaji: Goa 1556 and Broadway Book Centre, 2009. 12. de Souza, Teotonio R. *Goa Through the Ages. Vol. II: An Economic History*. New Delhi: Concept Publishing Company, 1990. 13. Frenz, Margret. "Global Goans. Migration Movements and Identity in a Historical Perspective." *Lusotopie* 15, no. 1 (2008): 183–202. 14. Kamat, Pratima. *Farar Far: Popular Resistance to Colonial Hegemony in Goa, 1510-1961*. Panaji: Institute Menezes Braganza, 1999. 15. Kamat, Pratima. *'Tarini' and 'Tar-Vir': The Unique Boat Deities of Goa*. Panaji: GOINCARH, 2008. 16. Kamat, Pratima. *Goa: Its Tryst with Trade*. Panaji: GCCI, 2009. 17. Kamat, Pratima. "The Petroglyphs of Pansaimol, Goa." *History Today*, no. 6 (2005-06): 75-80. 18. Kamat, Pratima. "From conversion to the civil code: Gender and the colonial state in Goa, 1510-1961." *Indian Historical Review* 27, no. 2 (July 2000): 61-86. 19. Moraes, George. *The Kadamba Kula.* Bombay: B. X. Furtado and Sons, 1931. 20. Parobo, Parag. *India's First Democratic Revolution: Dayanand Bandodkar and the Rise of Bahujan in Goa*. New Delhi: Orient BlackSwan, 2015. 21. Pereira, Gerald. *An Outline of Pre-Portuguese History of Goa*. Vasco da Gama: Gerald Pereira, 1973. 22. Pinto, Celsa. *Trade and Finance in Portuguese India*. New Delhi: Concept Publishing Company, 1986. 23. Pinto, Celsa. *A Revolt of the Natives of Goa, 1787: The Forgotten Martyrs*. Panaji: Broadway Book Centre, 2013. 24. Shastry, B. S. *Socio-Economic Aspects of Portuguese Colonialism in Goa: 19th and 20th centuries*. Belgaum: Yarbal Printers, 1990. 25. Xavier, P. D. *Goa: A Social History, 1510-1640*. Panaji: Rajhauns Vitaran, 2010.
Course Outcomes	Upon successful completion of this course, the student will be able to: 1. Identify and assess the importance of sources for the study of the history of Goa. 2. Think critically about the themes and issues in Goan history through the ages. 3. Identify and analyse the principal debates in Goan history. 4. Acquire competencies to conduct historical research related to the history of Goa.

Name of the Programme : **B.A. History**
Course Code : **HIS-402**
Title of the Course : **"Doing History": An Introduction to Historical Methods**
Number of Credits : **04**
Effective from AY : **2024-25**

Prerequisites for the course	Nil	
Course Objectives	• "Doing History" aims to introduce the students to the discipline of history and how to "do" history, that is, to the methods of historical research, and familiarise them with the tools and techniques used by historians to study the past. • It is intended to introduce students to the basics of doing research in the discipline of history, and to the process of writing history, including the selection of a research topic, the techniques of historical research, the use of primary and secondary sources, historical criticism, analysis and synthesis. • The overall objective of this course is, therefore, to provide the student with the requisite information, skills, and tools needed to do research in the discipline of history.	
		No. of Hours
Content	**Unit I. Conceptualising History** 1.1 Carr's perception of history 1.2 Varieties of History 1.3 History and other disciplines 1.4 History: art or science? 1.5 Causation in history 1.6 Objectivity in historical research and writing 1.7 Certainty in history	**15**
	Unit II. Beginning Research 2.1 Main stages in doing research in history 2.2 Basic research skills in 'doing' history 2.3 Selecting a research topic 2.4 Formulating research questions 2.5 Preparing a research outline 2.6 Ethics of doing research in history	**10**
	Unit III. Sources and Resources 3.1 Secondary and Primary 3.2 How to use Archival Sources 3.3 Textual analysis 3.4 Literature, maps, sculptures: as history 3.5 History and material evidence 3.6 Doing history in a museum. Public history 3.7 Oral History. Interviewing techniques and best practices; Ethnohistorical sources. Historical "memory" versus historical evidence 3.8 Quantification in history	**20**

	3.9 Online resources for 'doing' history.	
	Unit IV. Interrogating Evidence and Writing History 4.1 Evaluating authenticity and credibility of sources 4.2 Making notes 4.3 Writing a research paper in history 4.4 Citing sources: Footnotes, Bibliography	**15**
Pedagogy	Lecture method/project-based learning/collaborative learning/ /hands-on learning through visits to archives, museums	
References/ Readings	1. Abbott, Mary, ed. *History Skills: A Student's Handbook*. Second edition. Abingdon: Routledge, 2009. 2. Arnold, John H. *History: A Very Short Introduction*. New York: Oxford University Press, 2000. 3. Bloch, Marc. *The Historian's Craft*. Introduction by Joseph R. Strayer. Translated from the French by Peter Putnam. New York: Alfred A. Knopf, 1953. 4. Brien, James. "The Role of Causation in History." *History in the Making*, 2.1 (2013): 72-81. 5. Carr, E. H. *What is History?* With a new introduction by Richard J. Evans. 40th anniversary edition. Basingstoke: Palgrave, 2001. 6. Claus, Peter and John Marriott. *History: An Introduction to Theory, Method and Practice*. Second edition. Abingdon: Routledge, 2017. 7. Collingwood. R. G. *The Idea of History*. Revised edition. Oxford: Oxford University Press, 1994. 8. Donnelly, Mark and Claire Norton. *Doing History*. Abingdon: Routledge, 2011. 9. Elton, G. R. *The Practice of History*. Oxford: Blackwell, 2002. 10. Evans, Richard J. *In Defence of History*. London: Granta Books, 1997. 11. Flick, Uwe. *The SAGE Handbook of Qualitative Data Analysis*. London: SAGE Publications Ltd, 2014. 12. Garraghan, Gilbert J. *A Guide to Historical Method*. New York: Fordham University Press, 1946. 13. Gottschalk, Louis. *Understanding History: A Primer of Historical Method*. New York: Alfred A. Knopf, 1950. 14. Heehs, Peter. "Myth, History and Theory." *History and Theory* 33, no. 1 (1994): 1-19. 15. Howell, Martha and Walter Prevenier. *From Reliable Sources: An Introduction to Historical Methods*. Ithaca: Cornell University Press, 2001. 16. Jenkins, Keith. *At the Limits of History*: *Essays on Theory and Practice*. Abingdon: Routledge, 2009. 17. Loughran, Tracey, ed. *A Practical Guide to Studying History- Skills and Approaches*. London: Bloomsbury, 2017. 18. Marwick, Arthur. *The New Nature of History Knowledge, Evidence, Language.* Basingstoke: Palgrave, 2001. 19. McDowell, W. H. *Historical Research: A Guide*. Abingdon: Routledge, 2002. 20. Munslow, Alun, ed. *The Routledge Companion* ***to*** *Historical Studies****.***	

	Abingdon: Routledge, 2006. 21. Perks, Robert and Alistair Thompson, eds. *The Oral History Reader*. London: Routledge, 2006. 22. Shafer, R. J. *A Guide to Historical Method*. Illinois: The Dorsey Press, 1974. 23. Southgate, Beverley. *History: What and Why? Ancient, Modern and Postmodern Perspectives*. Second edition. London: Routledge, 2001. 24. Tosh, John. *The Pursuit of History: Aims, Methods and New Directions in the Study of History*. Sixth edition. Abingdon: Routledge, 2015. 25. Vansina, Jan. *Oral Tradition as History*. Oxford: Oxford University Press, 1985.
Course Outcomes	Upon the successful completion of this course, the student will be able to: 1. assess the importance of studying the past and presenting conclusions informed by historical research; 2. distinguish between and appraise primary and secondary historical sources; 3. articulate the process of developing research questions, conducting historical research, and presenting findings in an original manner; 4. identify the challenges of conducting historical research and the differences between quantitative and qualitative methodologies; 5. conduct historical research using non-textual and cultural sources; and 6. write a research paper in the discipline of history.

Name of the Programme : **B.A. History**
Course Code : **HIS-403**
Title of the Course : **Early Modern Europe (1300–1750)**
Number of Credits : **04**
Academic Year : **2024-2025**

Prerequisites for the course:	Nil	
Course Objectives	The European history from the fourteenth to eighteenth centuries is a crucial phase in the history of the modern world. The course aims to provide a comprehensive understanding of European history from the Renaissance to the beginning of the Industrial Revolution. The objective is to analyse the major developments that influenced the making of modern Europe and shaped the modern world, particularly the European colonies in the Americas, Africa, and Asia.	
		No. of Hours
Content	**Unit I. 'Renato', Explorations, Colonial Empires and Economies of Europe** 1.1. Renaissance – Special conditions in Italy and the role of Florence – Major Thinkers - Humanism – Art and Literature – The Old Faith – The Reformation Challenge – Counter-Reformation. 1.2. Explorations - Portugal takes the lead – Spain and the Americas – Commercial Revolution – Price Revolution – Crisis of the Seventeenth Century.	**20**
	Unit II. The Rise of Absolutism 2.1. Origins of Absolutism – Louis XIV 2.2. Mercantilism: Ideas and Practice – 2.3. Nature of Absolutist States – English Revolution – Glorious Revolution.	**16**
	Unit III. The Age of Reason 3.1. Old beliefs and rise of modern science from the Renaissance to the seventeenth century – Leading Scientists – Causes for the Age of Enlightenment – 3.2. Enlightenment and its impact on society, politics and religion – Important Philosophers – Art and Literature. Enlightened Absolute Monarchs.	**12**
	Unit IV. Transition 4.1. Agrarian Revolution – Enclosure – Crop Rotation – Mechanisation. 4.2. Industrial Revolution –Transportation – Living and working conditions. 4.3. From Feudalism to Capitalism.	**12**
Pedagogy	Lectures (traditional, problem-based, discussion-based); tutorials; assignment-based; seminars; cooperative learning	
References/ Readings	1. Allen, R. C. "Why the industrial revolution was British: commerce, induced invention, and the scientific revolution." *The Economic*	

	History Review 62, no. 2 (2011): 357- 84. 2. Armstrong, Alastair. *The European Reformation, 1500–1610*. Oxford: Heinemann, 2002. 3. Bonney, Richard. *The European Dynastic States 1494–1600*. Oxford: Oxford University Press, 1991. 4. Boxer, Charles R. *The Portuguese Seaborne Empire*. New York: Alfred A. Knopf, 1969. 5. Cameron, Euan, ed. *Early Modern Europe: An Oxford History*. New Delhi: Oxford University Press, 2001. 6. Cipolla, Carlo M. *Before the Industrial Revolution: European Society and Economy 1000–1700*. 3rd ed. New York: Routledge, 1993. 7. Davies, Norman. *Europe: A History*. New York: Oxford University, 1996. 8. Dear, Peter. *Revolutionising the Sciences: European Knowledge and its Ambitions, 1500–1700*. Basingstoke: Palgrave, 2001. 9. Elliott, J. H. "A Europe of Composite Monarchies." *Past & Present* 137, no. 1 (November 1992): 48-71. 10. Elton, G. R. *Reformation Europe, 1517-1559*. Oxford: Blackwell Publishers, 1999. 11. Gilmore, Myron Piper. *The World of Humanism, 1453-1517*. New York: Harper and Row, 1952. 12. Henry, John. *The Scientific Revolution and the Origins of Modern Science*. London: Palgrave– Macmillan, 1997. 13. Kumin, Beat, ed. *The European World, 1500–1800: An Introduction to Early Modern History*. New York: Routledge, 2009. 14. O'Connell, Marvin R. *The Counter Reformation, 1559-1610*. New York: Harper & Row, 1974. 15. Overton, Mark. *Agricultural Revolution in England: The Transformation of Agrarian Economy, 1500–1850*. Cambridge: Cambridge University Press, 1996. 16. Phukan, Meenaxi. *Rise of the Modern West: Social and Economic History of the Early Modern Europe*. New Delhi: Macmillan, 1998. 17. Scammel, G V. *The First Imperial Age: European Overseas Expansion, 1400-1715*. New York: Routledge, 1997. 18. Sinha, Arvind. *Europe in Transition: From Feudalism to Industrialisation*. New Delhi: Manohar, 2017. 19. Treasure, Geoffery. *The Making of Modern Europe, 1648–1780*. New York: Routledge, 2003. 20. Wiesner–Hanks, Merry E. *Early Modern Europe, 1450–1789*. Cambridge: Cambridge University Press, 2006.
Course Outcomes	• Understand how historians have interpreted and explained the transformation of Europe from feudalism to capitalism. • Relate the history of early modern Europe to the questions of cultural, social, political and economic changes. • Recognise the theoretical and empirical approaches that historians take to study the history of early modern Europe. • Identify key processes and debates in early modern European history.

Name of the Programme : **B.A. History**
Course Code : **HIS-411**
Title of the Course : **Imperialism, Nationalism and Decolonisation in Africa**
Number of Credits : **04**
Effective from AY : **2024-25**

Pre-requisites for the course:	Nil	
Course Objectives	• Analyse the genesis of the ideology of empire and recipient colonial society in the context of ruler and ruled relation. • Understand the process of decolonization in British, French and Portuguese Africa. • Comprehend how African people tackled the issue of colonisation leading to the rise of nation-states.	
	•	**No. of Hours**
Content	**Unit I Imperialism and Colonialism**: 1.1. Theories of imperialism- Economic and political, forms and stages of imperialism. 1.2. Colonialism: Meaning, motives, mechanism and expansion in Africa. 1.3. Modes of colonial control- its manifestations and legitimization.	**15**
	Unit II Establishment of Colonial Control in Africa: 2.1. European colonialism. Colonial governments (British, French and Portuguese) as system of power - political subjugation, administrative apparatus, colonialism and economy. 2.2. Plantations and colonial policies, foreign investments and local economy. 2.3. Social challenges- idea of race, racial domination *vis-à-vis* "colonial consciousness"- Apartheid.	**15**
	Unit III Nationalist ideology in Africa: 3.1. African identity and "Cultural Consciousness"-Frantz Fanon and "Colonial Consciousness." 3.2. Idea of Nationalism and "National Consciousness" views of Anthony Smith. 3.3. Pan-Africanism and its impact on the National Movement in Africa.	**15**
	Unit IV Decolonisation Struggle: 4.1. Understanding Decolonisation; Nationalist stirrings and struggle for freedom. 4.2. Role of leaders. Political parties: aims, objectives and challenges. 4.3. Influence of international events - End of British- French rule in Africa, Liberation of Portuguese Africa.	**15**
Pedagogy	lectures/tutorials/seminar-presentation/book review/movie review	
References/	1. Anderson, Benedict. *Imagined Communities: Reflections on the Origin*	

Readings	*and Spread of Nationalism*. London: Verso, 1983. 2. Bannerjee, Brojendra Nath. *Apartheid: Crime against Humanity*. New Delhi: B. R. Publishing Corporation, 1987. 3. Boahen, A. Adu. *African Perspectives on Colonialism*. Baltimore, London and Accra: Johns Hopkins University Press, James Currey and Sankofa, 1989. 4. Bulmer, Martin, and John Solomos, eds. *Nationalism and National Identities*. London: Routledge, 2014. 5. Duffy, James. *Portugal in Africa*. Cambridge, Massachusetts: Harvard University Press, 1962. 6. Efimov, Dmitri. *World War II and the Destinies of Asian and African People*. New Delhi: Sterling Publishers, 1985. 7. Elies, Olawale. *Government and Policies in Africa*. New Delhi: Asia Publishing House, 1963. 8. Fanon, Frantz. *The Wretched of the Earth*. Translated by Constance Farringdon. Harmondsworth: Penguin, 1982. 9. Gellner, Ernest. *Encounters with Nationalism*. Oxford: Blackwell Publishers, 1997. 10. Gunter, John. *Inside Africa*. London: Hamish Hamilton, 1955. 11. Hallete, Robin. *Africa Since 1875*. New Delhi: Surjeet Publications, 1989. 12. Hardgreaves, J. D. *Decolonisation in Africa*. London: Longman, 1988. 13. Hobsbawm, E. J. *Nation and Nationalism since 1780: Programme, Myth and Reality*. Cambridge: Cambridge University Press, 1990. 14. Hyam, Ronald. *Understanding the British Empire*. Cambridge: Cambridge University Press, 2010. 15. Mackenzie, John. *The Participation of Africa 1880-1900 and the European Imperialism in the Nineteenth Century*. London: Methuen and Company, 1983. 16. Maddox, Gregory, ed. *Conquest and Resistance to Colonialism in Africa*. Abingdon: Routledge, 2019. 17. Maya, D. *Narrating Colonialism: Post-Colonial Images of the British in Indian English Fiction*. New Delhi: Prestige Books, 1997. 18. Meredith, Martin. *Diamonds, Gold and War*. London: Simon and Schuster, 2007. 19. Nandy, Ashis. *The Intimate Enemy: Loss and Recovery of Self under Colonialism*. New Delhi: Oxford University Press, 1983. 20. Smith, Anthony. *State and Nation in the Third World: The Western State and African Nationalism*. Sussex: Sussex Wheetsheef Books, 1983. 21. Smith, Anthony. *The Ethnic Origins of Nation.* Oxford: Oxford Basil Blackwell, 1989.
Course Outcomes	• Analyse African response to imperial conquest and colonial rule. • Learn to put African nationalism into historical context. • Understand African history from African perspective and learn how political independence was regained by Africans. • Train the students to apply the concepts in actual research situation.

Semester VIII
Name of the Programme : B.A. History
Course Code : HIS-404
Title of the Course : Indian National Movement (1857-1947)
Number of Credits : 4
Effective from AY : 2024- 2025

Prerequisites for the course	Nil	
Course Objectives	• To enable students to comprehend the nature, dynamics and significance of the Indian National Movement. • To analyze the technique of satyagraha, policy of constructive work, and ideologies like democracy, secularism and socialism involved in the national struggle for independence. • To discuss the issues and problems, myths and realities connected with the Indian National Movement. • To enable students to understand the historiographical trends in the study of Indian National Movement.	
		No. of Hours
Content	**Unit I Revolt of 1857, British Empire and Nationalism** 1.1 Perceptions on the Revolt of 1857 – 1.2 Administrative Changes after 1857. 1.3 Consequences of the British- Domination on India - Administrative and Economic Unification – Modern Education – Press - Religious and Social Reform 1.4 Contradictions of Colonial Rule – Early Associations – Birth of the Indian National Congress: Myth of Safety Valve and the Reality.	**20**
	Unit II Early Nationalism (1885-1905) 2.1. Congress Programme of Constitutional, Administrative, and Economic Reforms – Economic Ideology – Methods of Political Work – Attitude of the Government.	**10**
	Unit III Nationalist Movement (1905 – 1935) 3.1. Growth of Militant Nationalism – Partition of Bengal – Swadeshi and Boycott Movements –Role of Revolutionaries– Muslim League - Hindu Mahasabha 3.2. Beginnings of Communal Politics – World War I – Home Rule Leagues 3.3. Emergence of M.K. Gandhi – Rowlatt *Satyagraha* – *Khilafat* and Non-Cooperation Movements – Swarajist Politics - Simon Boycott – Dominion Status to *Purna Swaraj* – Civil Disobedience Movements- 3.4. B.R. Ambedkar and Depressed Classes Rights.	**20**
	Unit IV Towards Freedom (1935-1947) 4.1. Congress Ministries – Growth of Socialist Ideas – Growth of Communalism 4.2. Subhash Chandra Bose and INA	**10**

	4.3. Quit India Movement – Demand for Pakistan – RIN Revolt – Transfer of Power.	
Pedagogy	lectures/ tutorials/assignments/seminars	
References/ Readings	1. Bandyopadhyay, Sekhar. *From Plassey to Partition: A History of Modern India.* New Delhi: Orient Longman, 2004. 2. Bandyopadhyay, Sekhar, ed. 1857: *Essays from Economic and Political Weekly.* New Delhi: Orient Longman, 2008. 3. Banerjee-Dube, Ishita. *A History of Modern India.* New Delhi: Cambridge University Press, 2015. 4. Bhattacharya, Sabyasachi, ed. *Rethinking 1857*. New Delhi: Orient Longman, 2007. 5. Brown, Judith M. *Gandhi's Rise to Power: Indian Politics 1915-1922*, Cambridge: CUP, 1972. 6. Chandra, Bipan. *Nationalism and Colonialism in Modern India.* New Delhi: Orient Longman, 1979. 7. Chandra, Bipan. *Rise and Growth of Economic Nationalism in Modern India.* New Delhi: People's Publishing House, 1982. 8. Chandra, Bipan and others. *India's Struggle for Independence.* New Delhi: Penguin Books, 1989. 9. Dalrymple, William. *The Last Mughal. The Fall of a Dynasty*. Delhi, 1857. New York: Alfred A. Knopf, 2007. 10. Desai, A.R. *Social Background of Indian Nationalism.* Bombay: Popular Prakashan, 1982. 11. Dutt, R.P. *India To-Day.* Calcutta: Manisha Granthalaya, 1986. 12. Gallaghar, John, Gordon Johnson and Anil Seal, eds. *Locality, Province and Nation: Essays in Indian Politics 1870-1940.* Cambridge: CUP, 1973. 13. Gordon, Johnson. *Provincial Politics and Indian Nationalism: Bombay and the Indian National Congress 1880-1915.* Cambridge: Cambridge University Press, 1973. 14. Gupta, Manmathnath. *History of the Indian Revolutionary Movement.* Bombay: Somaiya Publications, 1972. 15. Jalal, Ayesha. *The Sole Spokesman: Jinnah, the Muslim League and the Demand for Pakistan.* Cambridge: CUP,1985. 16. Jones, Kenneth W. *Socio-Religious Reform Movements in British India*, Cambridge: CUP, 1994. 17. Minault, Gail. *The Khilafat Movement: Religious Symbolism and Political Mobilization in India.*Delhi: OUP, 1982. 18. Mukherjee, Rudrangshu. *The Year of Blood: Essays on the Revolt of 1857.* New York: Routledge, 2018. 19. Panikkar, K.N, ed. *National and Left Movements in India.* New Delhi: Vikas Publication, 1980. 20. Pati, Biswamoy, ed. *The 1857 Rebellion*. New Delhi: Oxford University Press, 2007. 21. Roy, Tirthankar. *The Economic History of India* 1857-1947. New Delhi: OUP, 2000. 22. Sarkar, Sumit. *Modern India 1885-1947.* New Delhi: Macmillan, 1983.	

	23. Seal, Anil. *The Emergence of Indian Nationalism.* Cambridge: CUP, 1968. 24. Sisson, Richard, and Stanley A. Wolpert, eds. *Congress and Indian Nationalism: The Pre-independence Phase.* Berkeley: University of California Press, 1988. 25. Shakir, Moin. *Khilafat to Partition – A Study of Major Political Trends among Indian Muslims during 1919-1941.*Delhi: Ajanta Publications, 1983.
Course Outcomes	1. Students will be able to analyze the contradictions of British colonialism in India and the reasons for the emergence and growth of nationalism. 2. Understand the long-term strategy and ideological dimensions of Indian National Movement. 3. Comprehend the concepts of *satyagraha*, *ahimsa*, mass movement and their significance. 4. Appreciate the ideas of freedom, parliamentary democracy, secularism and socialism.

Name of the Programme : **B.A. History**
Course Code : **HIS-405**
Title of the Course : **Imperialism, Nationalism and Decolonisation in Asia**
Number of Credits : **04**
Effective from AY : **2024-25**

Prerequisites for thecourse	Nil	
Course Objectives	• To critically examine the concepts of Imperialism, Nationalism, Decolonisation and Neo-colonialism. • To analyze the modes and manifestations of colonialism in India, China, Japan, Indonesia, Indo-China and Burma and the nationalist responses in these countries. • Study and analyze theories as well as rise of nationalism and national movements.	
		No. of Hours
Content	**Unit I Perceptions on Imperialism and Colonialism** 1.1. J. A. Hobson and Imperialism. Theory of Underdevelopment: Paul Baran – A.G. Frank – Samir Amin. 1.2. Modern World System Theory: Immanuel Wallerstein.	**15**
	Unit II Manifestations of Colonialism and its functioning 2.1. Colony-Protectorate – Spheres of Influence. Neo-colonialism 2.2. The Colonial Experience: Cases of India, China, Japan, Indo-China, Indonesia and Burma.	**15**
	Unit III Theorising Nation and Nationalism 3.1. Meaning. Factors for the Genesis of Nationalism. 3.2. Theories of Nationalism: Benedict Anderson, Ernest Gellner. Anthony D. Smith and Partha Chatterjee.	**15**
	Unit IV National Movements and De-colonisation 4.1. India, China, Japan, Vietnam and Indonesia and Burma. 4.2. Concept of De-colonisation and Neo-colonialism and its impact.	**15**
Pedagogy	Lectures/ tutorials/assignments/seminars	
References/ Readings	1. Amin, Samir. *Imperialism and Unequal Development* New York: Monthly Review Press, 1977. 2. Anderson, Benedict. *Imagined Communities: Reflections on the Origin and Spread of* Nationalism. London: Verso, 1991. 3. Bandopadhyaya, Sekhar. *Decolonization in South Asia*. London: Routledge, 2009. 4. Baran, Paul, *The Political Economy of* Growth. New Delhi: People's Publishing House, 1958. 5. Beasley, W. C. *Modern Japan: Aspects of History, Literature and Society*. California: University of California Press, 1975. 6. Braudel, Fernand. *The Perspectives of Capitalism*. 3vols. Berkeley, CA: University of California Press, 1992.	

7. Cady, J. F. *South East Asia: Its Historical Development* New York: Mcgraw Hill Book Co., 1964.
8. Chandra, Bipan. *The Rise and Growth of Economic Nationalism in Modern* India. New Delhi: People's Publishing House, 1965.
9. Chandra, Bipan. *Nationalism and Colonialism in Modern India*. New Delhi, Orient Longman, 1979.
10. Chatterjee, Partha. *The Nation and its Fragments: Colonial and Postcolonial Histories*. Princeton, NJ: Princeton University Press, 1993.
11. Clyde, P. H, and B. F. Beers, *The Far East: A History of Western Impacts and Eastern Responses, 1830-1975*. New Delhi: Prentice Hall, 1977.
12. Dobb, Maurice. *Studies in the Development of Capitalism*.London: Routledge and Kegan Paul, 1963.
13. Edwardes, Michael. *Asia in the European Age 1498-1955.* New Delhi: Asia Publishing House, 1961.
14. Fieldhouse, D. K. *Colonialism: An Introduction (1870-1945)*. London: Weidenfeld and Nicolson, 1981.
15. Frank, A. G. *Dependent Accumulation and Underdevelopment*. Basingstoke: Palgrave Macmillan, 1978.
16. Furnivall, J. S. *Colonial Policy and Practice: A Comparative Study of Burma and Netherlands India*. New York: New York University Press, 1956.
17. Furnivall, J. S. *Netherlands India, A Study of Plural Economy*. New York, Macmillan, 1944.
18. Gellner, Ernest. *Encounters with Nationalism*. Oxford: Basil Blackwell, 1983.
19. Hobson, A. J. *Imperialism: A Study*. London: George Allen &Unwin Ltd., 1961.
20. Hsu, Immanuel C.Y. *The Rise of Modern China.* NewYork: Oxford University Press, 1990.
21. Lawrence, Paul. *Nationalism: History and Theory*. London: Routledge, 2004.
22. Panikkar, K. M. *Asia and Western Dominance: A Survey of the Vasco da Gama Epoch of Asian History, 1498-1945.* London: Allen and Unwin, 1947.
23. Rothermund, Dietmar. *The Routledge Companion to Decolonization*. New York: Routledge, 2006.
24. Smith Anthony D. *The Ethnic Origins of Nations*. Oxford: Basil Blackwell, 1986.
25. Wallerstein, Immanuel. *The Modern World System*, 3vols. New York: Academic Press, 1974.

Course Outcomes

1. Analyze the main theories and interpretations on colonialism, nationalism, de-colonisation and neo-colonialism.
2. Understand the emergence of the Modern World System and its impact on Asia.
3. Analyze the dynamics and dimensions in the colonial working and nationalist movements.
4. Assess the debates that emerged in this field of study.

Name of the Programme : **B.A. History**
Course Code : **HIS-406**
Title of the Course : **History and Theory**
Number of Credits : **04**
Effective from AY : **2024-25**

Prerequisites for the course:	None	
Course Objectives	The rationale for this course is to draw out the theoretical basis upon which the past has been engaged by the discipline of history and the ways in which knowledge is both pursued and argued. This combines the more philosophical questions of epistemology and leads the way in exploring 'What is History'. Starting from the speculative to critical philosophy of history, historians pose different questions, devise a theoretical context to account for, develop different methods, write different narratives and at times challenge accepted ways of doing history. The course will, in other words, enable students to see how theories developed out of arguments and historical interpretations. At the same time, it will introduce the students to a series of seminal texts by philosophers and historians. It combines theory with practice to illuminate the practical implications of theory for the writing of history.	
		No. of Hours
Content	**Unit I. Idea of history** 1.1 What is philosophy of history? Speculative and Critical Philosophy of history. 1.2 Classical Greek and Roman Historiography: From 'myth' to history. Faith and history.	**13**
	Unit II. On 'progress', 'rationality' and method 2.1. Vico and the question of true knowledge. Enlightenment and the philosophy of history. Hegel's philosophy of history. 2.2. Ranke: historicism, historical method, objectivity and hermeneutics. 2.3. Collingwood: Historical authority and historical imagination. The *Annales* School. Beyond Annales. End of history?	**17**
	Unit III. Marxism and history 3.1. Historical Materialism; Base and superstructure. Gramsci's contribution. 3.2. Thompson and the making of class. Bourdieu and forms of capital.	**16**
	Unit IV. Margins and the writing of history 4.1. Women and philosophy of history: Simone de Beauvoir. Subaltern School. 4.2. Postmodernism and history: objectivity, subjectivity and political engagement; key concepts: deconstruction, power, discourse, emplotment, orientalism	**14**
Pedagogy	Lectures (traditional, problem-based, discussion-based); tutorials; assignment-based; seminars; problem solving-based discussions;	

	cooperative learning; close reading of text.
References/ Readings	1. Arnold, J. H. *History: A Very Short Introduction*. Oxford: Oxford University Press, 2000. 2. Arnold, J. H. "Responses to the Postmodern Challenge; or, what Might History Become?" *European History Quarterly* 37, no, 1 (2007): 109–32. 3. Bentley, Michael. *Modern Historiography: An Introduction*. New York: Routledge, 1999. 4. Bhagwat, Vidyut. *Feminist Social Thought: An Introduction to six key thinkers*. Jaipur: Rawat Publications, 2004. 5. Bourdieu, Pierre. "The Forms of Capital." In *Handbook of Theory and Research for the Sociology of Education*, edited by J. G. Richardson, 241–58. Westport, CT: Greenwood, 1986. 6. Budd, Adam, ed. *The Modern Historiography Reader: Western Sources*. New York: Routledge, 2009. 7. Burns, Robert, and Hugh Rayment-Pickard, eds. *Philosophies of History: From Enlightenment to Postmodernity*. Oxford: Blackwell, 2000. 8. Carr, E. H. *What is History?* Basingstoke: Palgrave, 2001. 9. Chakrabarty, Dipesh. "Subaltern Studies and Postcolonial Historiography." *Nepantla: Views from South* 1, no. 1 (2000): 9–32. 10. Chaturvedi, Vinayak, ed. *Mapping Subaltern Studies and the Postcolonial*. New York: Verso-New Left Review, 2012. 11. Collingwood, R. G. *The Idea of History*. Revised edition. Oxford: Oxford University Press, 1994. 12. de Beauvoir, Simone. *The Second Sex*. Translated and ed. by H. M. Parshley. Harmondsworth, Middlesex: Penguin, 1987. 13. Donnelly, Mark, and Claire Norton. *Doing History*. New York: Routledge, 2011. 14. Evans, R. J. *In Defense of History*. New York: W.W. Norton & Co., 1999. 15. Fukuyama, Francis. "The End of History?" *The National* Interest, no. 16 (Summer 1989): 3–18. 16. Hughes-Warrington, Marnie. *Fifty Key Thinkers on History*. 2nd ed. New York: Routledge, 2008. 17. Lemon, M. C. *Philosophy of History*. London: Routledge, 2003. 18. Marwick, Arthur. *The New Nature of History: Knowledge, Evidence, Language*. Basingstoke: Palgrave, 2001. 19. Munslow, Alan. *The Routledge Companion to Historical Studies*. 2nd ed. New York: Routledge, 2006. 20. Perry, Matt. *Marxism and History*. New York: Palgrave Macmillan, 2002. 21. Sreedharan, E. *A Textbook of Historiography, 500 BC to AD 2000*. New Delhi: Orient Blackswan, 2011. 22. Thompson, Willie. *Postmodernism and History*. New York: Palgrave Macmillan, 2004. 23. Tosh, John. *The Pursuit of History: Aims, Methods and New Directions in the Study of History*. 6th ed. New York: Routledge, 2015. 24. Tucker, Aviezer, ed. *A Companion to the Philosophy of History and Historiography*. Oxford/Boston: Wiley-Blackwell, 2009.
Course	1. A critical awareness of the theories and concepts utilised by

Outcomes	practitioners of history to account for continuity and change in history. 2. Understanding of how theory informs our understanding of history. 3. Substantial understanding of key debates and issues in historical research. 4. To make informed and relevant theoretical and methodological choices for historical research. 5. Strengthening analytical skills relating to historical research. 6. Construct evidence-based arguments by application of theory for 'the present past'.

Name of the Programme : **B.A. History**
Course Code : **HIS-407**
Title of the Course : **India and the Indian Ocean World**
Number of Credits : **04**
Effective from AY : **2024-25**

Prerequisites for the course	Nil	
Course Objectives	The Indian Ocean is by far the 'oldest' sea in history. The movement of people, goods, religions, ideas and technology has profoundly shaped the region and the development of the modern world. This course focuses on the methods of multi–dimensional history by highlighting the intricate relationship between the spatial concepts such as space, time and structure and the role of material culture. It looks at the vast Indian Ocean, as a heuristic concept and as a physical space and aims to present a complex analysis of the historical forces both in the past and the present.	
		No. of Hours
Content	**Unit I. The Early Maritime Contacts** 1.1. Methodology: *Longue durée*; Ethnoarchaeology. Fishing and Sailing communities. 1.2. Maritime networks: Mesopotamia, Indus ports, Persian Gulf. Greco–Roman contacts.	**12**
	Unit II. Faith, Empires and Technology 2.1. Buddhism and maritime activity. Monastery and Guild. Rise of Islam. Impact of Islamic, Persian and Chinese Empires. Developments in early Southeast Asia. 2.2. East Africa. Navigational methods. Boat building traditions. Ports. Craft production and trading commodities.	**18**
	Unit III. Europeans and the Indian Ocean World 3.1. The Portuguese Impact. 3.2. The Dutch Enterprise. 3.3. The British Impact. 3.4. The French Ports. Merchant communities: indigenous and foreign.	**18**
	Unit IV. The Indian Ocean Rim: Geopolitics and Development 4.1. Geo-political, Economic and Strategic significance of the Indian Ocean 4.2. India's strategic, economic and maritime interests in the Indian Ocean 4.3. Global power dynamics and regional powers in Indian Ocean.	**12**
Pedagogy	Lectures (traditional, problem-based, discussion-based); tutorials; assignment-based; seminars; problem solving-based discussions; insight-based peer reviews; cooperative learning.	

References/ Readings	1. Arunachalam, B. *Heritage of Indian Sea Navigation*. Mumbai: Maritime History Society, 2002. 2. Barnes, Ruth, and David Parkin, eds. *Ships and the Development of Maritime Technology on the Indian Ocean*. London: Routledge Curzon, 2016. 3. Bose, Sugata. *A Hundred Horizons*: *The Indian Ocean in the Age of Global Empire*. Cambridge, MA: Harvard University Press, 2006. 4. Chandra, Satish, ed. *The Indian Ocean: Explorations in History, Commerce and Politics*. New Delhi: Sage, 1987. 5. Chandra, Satish B, and Arunachalam and V. Suryanarayan, eds. *The Indian Ocean and its Islands: Strategic, Scientific and Historical Perspectives*. New Delhi: Sage, 1993. 6. Chaudhuri, K. N. *Trade and Civilisation in the Indian Ocean: An Economic History from the Rise of Islam to 1750*. Cambridge: Cambridge University Press, 1985. 7. Das Gupta, Ashin, and M. N. Pearson, eds. *India and the Indian Ocean 1500-1800***.** Calcutta: Oxford University Press, 1987. 8. Kohli, S. N. *Sea Power and the Indian Ocean*: *With Special Reference to India*. New Delhi: Tata McGraw-Hill, 1978. 9. Kulke, Hermann, Kesavapany K, and Vijay Sakhuja, eds. *Nagapattinam to Suvarnadwipa: Reflections on the Chola Naval Expeditions to Southeast Asia*. Singapore: Institute of Southeast Asian Studies, 2009. 10. Malekandathil, Pius. *Maritime India: Trade, Religion, and Polity in the Indian Ocean*. Delhi: Primus Books, 2010. 11. Malekandathil, Pius, ed. *The Indian Ocean in the Making of Early Modern India*. Delhi: Manohar and Routledge, 2017. 12. McPherson, Kenneth. *The Indian Ocean: A History of People and the Sea*. New Delhi: Oxford University Press, 1993. 13. Middleton, John. "Merchants: An Essay in Historical Ethnography". *Journal of Royal Anthropological Institute* 9, no. 3 (2003): 509–26. 14. Panikkar, K. M. *India and the Indian Ocean: An Essay on the Influence of Sea Power*, New York: Macmillan Company, 1945. 15. Pearson, M. N. *The Indian Ocean*. New York: Routledge, 2010. 16. Philips, Andrew, and J. C Sharman. *International Order in Diversity: War, Trade and Rule in the Indian Ocean*. Cambridge: Cambridge University Press, 2015. 17. Ray, Himanshu Prabha. *The Archaeology of Seafaring in Ancient South Asia*. Cambridge: Cambridge, 2003. 18. Ray, Himanshu Prabha. *Coastal Shrines and Transnational Maritime Networks Across India and Southeast Asia*. London and New York: Routledge, 2020. 19. Ray, Himanshu Prabha, ed. *The Archaeology of Knowledge Traditions of the Indian Ocean World*. New York: Routledge, 2021. 20. Risso, Patricia. *Merchants and Faith: Muslim Commerce and Culture in the Indian Ocean*. Boulder: Westview Press, 1995. 21. Roy, Tirthankar. *India in the World Economy- From Antiquity to the*

	Present. New Delhi: Cambridge University Press, 2012. 22. Rumley, Dennis, and Sanjay Chaturvedi, eds. *Geopolitical Orientations, Regionalism and Security in the Indian Ocean*, London: Routledge, 2004. 23. Rumley, Dennis, and Sanjay Chaturvedi, eds. *Energy Security and the Indian Ocean Region*, London: Routledge, 2015. 24. Scammell, Geoffrey V. *The First Imperial Age: European Overseas Expansion 1500-1715*. New York: Routledge, 1991. 25. Tarling, Nicholas, ed. *Cambridge History of Southeast Asia: From Early Times to c. 1500*. New York: Cambridge University Press, 1999.
Course Outcomes	1. Understand major historical forces and dynamics within the Indian Ocean World. 2. Recognise the theoretical and empirical approaches historians take to the study of sea. 3. Recognise the important role of maritime communities and their technologies. 4. Understand the contemporary geo–political significance of the Indian Ocean. 5. Knowledge of the diversity of issues affecting Indian Ocean region. 6. Ability to critically analyse the Indian Ocean in World politics.

Name of the Programme : **B. A. (History)**
Course Code : **HIS-412**
Title of the Course : **Tribal and Peasant Movements in India (1818-1947)**
Number of Credits : **04**
Effective from AY : **2022-23**

Prerequisites for the course	Nil	
Course Objectives	• This Acquainting the students with the nature, magnitude, and significance of tribal and peasant movements in British India. • Examining the historiographical aspects, colonial background to the peasant movements, particularly the nature of colonial revenue policy, its impact on agriculture and the agrarian relations. • Analysing the main issues, forms, phases and consequences of the tribal and peasant movements.	
		No. of hours
Content	**Unit I Introduction** 1.1 Importance and Scope. Historiography. Sources. 1.2 Colonial Revenue Policy and its Impact on Agriculture and Agrarian Relations.	**10**
	Unit II Nature of the Movements 2.1 Issues and Forms. 2.2 Phases and Consequences. 2.3 Role of Women.	**10**
	Unit III Case Studies: Tribal Movements 3.1 Uprising of the Bhils (1818-31) 3.2 Kol Uprising (1831-32) 3.3 The Santal Rebellion (1855-56) 3.4 Birsa Munda Revolt (1895-1901) 3.5 Devi Movement in Gujarat (1922-23) 3.6 The Rampa Rebellion of the Koyas (1922-24)	**20**
	Unit IV Case Studies: Peasant Movements 4.1The Indigo Revolt (1860) 4.2The Pabna Revolt (1873) 4.3 The Deccan Riots (1875) 4.4 The Peasant Movements in Awadh (1920-21) 4.5 The Mapilla Rebellion (1921)The Bardoli Satyagraha (1928)	**20**
Pedagogy	Lectures/ tutorials/assignments/seminars.	
References/ Readings	1. Baden Powell, B. H. *The Land Systems of British India*. New York: Johnson Reprint Corporation, 1972. 2. Bhattacharya, Sabyasachi. ed. *Essays in Modern Indian Economic History*. Delhi: Munshiram Manoharlal, 1987. 3. Dale, Stephen Frederic. *Islamic Society on the South Asian Frontier, The Mappilas of Malabar: 1498-1922*. New York: Oxford University Press, 1980. 4. Dale, Stephen Frederic. *Islamic Society on the South Asian Frontier,*	

The Mappilas of Malabar: 1498-1922. Oxford: Clarendon Press, 1980.
5. Desai, A. R., ed. *Peasant Struggles in India*. New Delhi: Oxford University Press, 1985.
6. Dhanagare, D. N. *Peasant Movements in India 1920-1950.* New Delhi: Oxford University Press, 1983.
7. Dutt, R. C. *The Economic History of British India*. New Delhi: Government of India, 1976.
8. Frykenberg, R. E., ed. *Land Control and Social Structure in Indian History*. New Delhi: Manohar Publications, 1979.
9. Frykenberg, R. E., ed. Land *Tenure and Peasant in South Asia*. Delhi: Orient Longman, 1977.
10. Guha, Sumit. *The Agrarian Economy of the Bombay Deccan, 1818-1941*. Delhi: Oxford University Press, 1985.
11. Guha, Ranajit. *Elementary Aspects of Peasant Insurgency in Colonial India.* New Delhi: Oxford University Press, 1983.
12. Guha, Ranajit, ed. *Subaltern Studies,* Vol. I. New Delhi: Oxford University Press, 1982.
13. Hardiman, David, ed. *The Peasant Resistance in India, 1858-1914*. Delhi: Oxford University Press, 1992.
14. Kumar, Dharma, and Meghnad Desai, eds. *The Cambridge Economic History of India, Vol. 2: (c. 1757 – c. 1970)*. Cambridge: Cambridge University Press, 1983.
15. Kumar, Kapil. *Peasants in Revolt: Tenants, Landlords, Congress and the Raj in Oudh 1886-1922*. New Delhi: Manohar, 1994.
16. Ludden, David, ed. *Agricultural Production and Indian History.* Delhi: Oxford University Press, 1994.
17. Raj, K. N., Neeladri Bhattacharya, Sumit Guha, and Sakti Padhi, eds. *Essays on the Commercialisation of Indian Agriculture.* Delhi: Oxford University Press, 1985.
18. Ray, Ratnalekha. *Change in Bengal Agrarian Society*, *(C. 1760 – 1850)*. New Delhi: Manohar, 1979.
19. Ray, Ratnalekha. *Change in Bengal Agrarian Society*, *c. 1760–1850*. Delhi: Manohar, 1979.
20. Robb, Peter, ed. *Rural India: Land, Power and Society under British Rule*. New Delhi: Oxford University Press, 1993.
21. Rothermund, D. *Government, Landlord and Peasant in India: Agricultural Relations under British Rule, 1865-1935.* Wiesbaden: Franz Steiner Verlag Gmbh, 1978.
22. Saravanan, Velayutham. *Colonialism, Environment and Tribals in South India,1792-1947*. New York: Routledge, 2017.
23. Sarkar, Sumit. *Modern India 1885-1947.* Delhi: Macmillan India Ltd., 1983.
24. Stokes, Eric. *The Peasant and Raj: Studies in Agrarian Society and Peasant Rebellion in Colonial India.* New Delhi: CUP along with S. Chand & Co., 1980.

	25. Stokes, Eric. *The Peasant and Raj: Studies in Agrarian Society and Peasant Rebellion in Colonial India.* New York: Cambridge University Press, 1978
Course Outcomes	1. Understand the nature, scope and importance of tribal and peasant uprisings. 2. Analyse the colonial policies, their impact on agriculture and the agrarian relations. 3. Understand the issues, forms and phases of tribal and peasant uprisings. 4. Comprehend the role of tribal and peasant uprisings in the Indian national movement and thereafter.