

# **Learning Outcomes-Based Curriculum Framework**

## **BA PROGRAMME IN HISTORY**

### **1. Introduction**

The B.A programme in History aims at enabling the students to analyse primary sources, secondary sources, oral history and develop a spirit of critical inquiry and historical research. Thereby facilitating a critical understanding of the past and applying what they learned to their present. It further facilitates and helps the students to acquire the foundation to pursue higher education to become teachers, historians, archaeologists, academicians and to take up careers in allied fields like journalism, tourism, Civil Services and Law.

The department of History, is one of the oldest departments of the college, established in 1962. The department also focuses on greater aims like: Preparing its students for responsible citizenship, academic excellence and instilling in them human values, intellectual inquiry and respect for diversity.

### **2. Objective/Aim of BA/BSc Programme**

The Department of History offers a wide array of courses in history of Goa, ranging from regional history to world from earliest times to the present, focusing on the political, socio-cultural and economic transitions over the years. Some of the unique courses offered by the department which are not offered in any other college in Goa are: Archaeological Studies, Study of Constitution of India, History of South India, History of West Asia, Medieval Europe, Historical Method and Historiography, and World Civilizations.

The courses are designed to enable students to make a comparative study of the past and present societies and cultures. They will develop students' ability to conduct research. Furthermore, they will be able to analyze historical knowledge and evidence and formulate their opinions orally and in writing.

To facilitate the academic growth of the students, the faculty takes pride in taking seriously its responsibility to teach the courses offered by the department. The faculty does so by completing its portion through the number of lectures assigned to each paper. Furthermore, special attention is given to students who come with their difficulties. The faculty orients the students to make use of the library resources and guides the students to derive the benefits of CLAAP (Chowgules

Learn Anytime Any Place). Students are encouraged to develop their writing skills by making use of the guidance from the Writing Centre at the college.

We aim to prepare our students for analyzing and disseminating historical knowledge and skills through internships at Goa State Museum, Panaji and Xavier's Centre of Historical Research, Porvorim.

In order to fulfill our mission, at all levels, the curriculum emphasizes discussions, debates, and comparative analysis through group discussions, assignments and field studies.

History students will be able to pursue higher education to become teachers, curators, historians, archaeologists and academicians. They will also be able to pursue careers in allied fields like journalism, tourism, civil service and law.

Students who wish to join the department are preferably required to have studied history at the higher secondary level. After joining the department, students will be expected to make use of the resources offered by the college such as the library resources, CLAAP (Chowgules Learn Anytime Any Place), the Writing Centre.

The courses offered by the history department are meant specifically for students who have an interest and appreciation for discovering the past.

### **3. Overview of Department- about faculty, infrastructure, activities, progression highlights.**

- The faculty of the department is specialized in History of Goa, India and the World.  
Ms. Sarita Naik Tari, Associate Professor and Head of Department- has an expertise of teaching History for the past 30 years.  
Ms. Vanessa Barros Colaço- Asst. Professor, has been teaching History for the past 10 years.  
Noel Goes- Asst. Professor, has been a part of our department for the last 2 years.

#### **Department Activities**

- The Department of History believes in putting into practice what we teach and also uses various methods to facilitate learning.
- **Teaching and learning history:** Take place through various other means such as Lectures, presentations, demonstrations, class discussions, Google classroom/ CLAAP, debates, documentaries, seminars, guest lectures.
- **Learning history by doing:** We believe that one of the best ways to learn history is through experience. Hence the department conducts heritage walks, demonstrations, street plays, folk dances, field trips to museums and historical sites in Goa and study tours outside the state

- **The History Forum:** Provides a platform for the students to promote different aspects of History in various ways. Student representatives are elected to the forum every year and they take charge of activities for the academic year.
- **‘Chronicle’:** Students contribute to the Department’s newsletter- ‘Chronicle’. The newsletter highlights student participation in events, activities of the department and the achievements of the students and faculty.
- **Other activities:**The faculty and students organize and commemorate state/national days, students are provided with opportunities through internship, which further enhances their process of learning history and gives them an exposure and experience in the field of history. Hands-on experience through street plays, folk dances, demonstrations and traditional food displays also showcase students’ talents and display various aspects of history and culture.

#### 4. Graduate Attributes:

On completion of this program, the students are expected to acquire the following qualities, skills and understandings :

- Ability to analyze primary sources, secondary sources, oral history and develop a spirit of critical inquiry and historical research.
- Ability to communicate proficiently (oral and written) through debates, seminars and symposia.
- Ability to work in teams spirit through group discussions, group assignment writing, presentations, documentaries and visits to historical sites.
- Apply appropriate IT tools efficiently and preparing presentations, documentaries, assignment submissions, online resources.
- Appreciate the diverse nature of Goan, Indian and World heritage and culture.
- Greater respect for human values of respect and tolerance for diverse cultures, ethics and constitutional values.

#### 5. Qualification descriptors:

Department of History offers Single Major and Double Major options. In Single Major structure 8 core compulsory and 12 electives are offered. In the Double Major structure 8 core Compulsory and 2 electives are offered.

#### 6. Programme Specific Outcomes(PSO)

Programme Specific Outcomes	Short Title of the Programme Specific Outcomes (PSOs)	Description of the Programme Specific Outcomes
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<b>(PSOs)</b>		<b>Graduates will be able to:</b>
PO-1	Use of Technology	Apply appropriate IT tools efficiently and preparing presentations, documentaries, assignment submissions, online resources.
PO-2	Environment and Sustainability	Analyse and find solutions for heritage preservation.
PO-3	Heritage Preservation	Appreciate the diverse nature of Goan heritage and culture and take measures for its preservation.
PO-4	Ethics and Values	Inculcate human values of respect and tolerance for diverse cultures. Adopt professional ethics.
PO-5	Communication	Communicate proficiently (oral and written) through debates, seminars and symposia.
PO-6	Research Aptitude	Analyse primary sources, secondary sources, oral history and develop a spirit of critical inquiry and historical research.
PO-7	Life Skills	Acquire the foundation to pursue higher education to become teachers, historians, archaeologists, academicians and to take up careers in allied fields like journalism, tourism, Civil Services and law

## 7. Programme Learning Outcomes(PLOs)

- Apply appropriate IT tools efficiently and preparing presentations, documentaries, assignment submissions, online resources.
- Analyse and find solutions for heritage preservation.
- Appreciate the diverse nature of Goan heritage and culture and take measures for its preservation.
- Inculcate human values of respect and tolerance for diverse cultures. Adopt professional ethics.
- Communicate proficiently (oral and written) through debates, seminars and symposia.

- Analyse primary sources, secondary sources, oral history and develop a spirit of critical inquiry and historical research.
- Acquire the foundation to pursue higher education to become teachers, historians, archaeologists, academicians and to take up careers in allied fields like journalism, tourism, Civil Services and law

## 8. Course Structure:

SEM	CORE COMPULSORY		CORE ELECTIVE			
	I	<b>HIS- I.C-1</b> History of Goa from Earliest Times to 1961	<b>HIS- I.C-2</b> History of India from Earliest Times to 3 <sup>rd</sup> Century CE	-	-	-
II	<b>HIS II.C-3</b> History of Goa from 1961 to the Present	<b>HIS II.C-4</b> History of India from 4 <sup>th</sup> Century to 1206 CE	-	-	-	-
III	<b>HIS III.C-5</b> History of Medieval India	-	<b>HIS.E-1</b> History of South India From	<b>HIS.E-2</b> History of the Marathas	<b>HIS.E-3</b> Introduction to	<b>HIS.E-4</b> Socio-Economic

	from 1206 to 1526		Earliest Times to C. 1250		Archaeology	History of Europe (c.800 A.D.-1700)
IV	<b>HIS IV.C-6</b> History of Medieval India from 1526 to 1707	-	<b>HIS.E-5</b> Goan Heritage and Culture	<b>HIS.E-6</b> World Civilisations: Egypt, Persia, Greece and Rome (Earliest Times to 500 CE)	<b>HIS.E-7</b> Indian Archaeology	<b>HIS.E-8</b> Western Civilisation (Renaissance to French Revolution)
V	<b>HIS V.C-7</b> History of India from 1707 to 1856	-	<b>HIS.E-9</b> History of Modern China and Japan (1839-1949)	<b>HIS.E-10</b> World Revolutions	<b>HIS.E-11</b> Introduction to the Constitution of India	<b>HIS.E-12</b> Introduction to Historical Method and Indian Historiography

VI	<b>HIS VI.C-8</b> India National Movement from 1857 to 1947	-	<b>HIS.E-13</b> History of USA (1776 – 1963)	<b>HIS.E-14</b> India After Independence (1947 – 1996)	<b>HIS.E-15</b> Introduction to History of West Asia (1900-2000)	<b>HIS.E-16</b> History of Modern Europe (1815 – 1945)

## 9. Course Description: Brief description of each course.

### 1. HIS-I.C-1 History of Goa From Earliest times to 1961

The course deals with History of Goa from prehistoric times to liberation of Goa. The course highlights Mhadei Kushavati culture, early dynasties of Goa, Coming of Portuguese, and resistance to colonial rule by natives and ends with operation Vijay liberating Goa from 450 years of colonial rule. The course will enable students to examine the contribution of early dynasties and impact of Portuguese rule on the socio-cultural profile of Goa. The students will be able to analyse the course of colonial rule and the struggle of natives to attain freedom from colonial rule.

### 2. HIS-I. C-2 HISTORY OF INDIA FROM EARLIEST TIMES TO 3<sup>RD</sup> CENTURY CE

This course covers India's ancient past from pre-historic times to the Sangam Age. The course focuses on significant advances during the Harappan Civilisation, developments from the Vedic Age to Pre-Mauryan Period, Mauryan Age, the influence of Indo- Greeks, Kushanas, Satavahanas and the process of cultural development during the Sangam Age.

This course will enable the students to identify the unique characteristics of various historical periods of early India, appreciate the contributions of various dynasties to the cultural development of early India, explain the transition from pre-state to state society and examine the forces that led to the emergence of new ideas and philosophies.

### **3. HIS-II.C-3 History of Goa from 1961 to the Present**

The course deals with History of Goa from 1961 to Present. The course highlights transfer of powers from colonial rule to democratic setup which begins with military rule. The course also highlights the first general election of Goa, Opinion Poll, Rule of MGP and Congress, Coalition politics and various social, political and environmental issues after liberation. The course will enable students to discuss the transition in Goa from military rule to civilian administration and examine issues, problems and political development in post- colonial Goa.

### **4. HIS-II C-4 History of India From 4<sup>th</sup> Century to 1206 CE**

This course covers India's history from the 4<sup>th</sup> century until the Ghurid and Ghaznavid invasions. This course is designed to enable the students to analyze the significant historical changes and emerging political patterns of the time. It focuses on the political, economic, social and cultural changes and influences during the reign of various dynasties of the period in Indian history.

This course will enable the students to identify the unique characteristics of various dynasties, appreciate their contributions to the historical and cultural development of India, examine impact on Indian polity and society and assess the cultural expansion of India in Southeast Asia.

## **10.Course Learning Objectives (CLOs):**

### **1. Course title: History of Goa from Earliest times to 1961**

1. Develop an understanding of the major events in the history of Goa.
2. Comprehend the forces that have influenced the political, social, economic and cultural changes in Goa.
3. Appreciate the contribution of various rulers to Goa's rich heritage.

### **2. Course Title: History Of India From Earliest Times To 3<sup>rd</sup> Century CE**

1. Formulate an understanding of the forces that have contributed towards social, economic, cultural and political developments in early India.
2. Develop an understanding of achievements of major rulers of the period.



### **3. Course Title: History Of Goa From 1961 to the Present**

1. Develop an understanding of transition from colonial rule to self-rule.
2. Analyse the contribution of various governments to the political structure of Goa.

### **4. Course Title: History Of India From 4<sup>th</sup> Century To 1206 CE**

1. Formulate an understanding of the forces that have contributed towards social, economic, cultural and political developments during Gupta and Post-Gupta period.
2. Develop an understanding of achievements of major rulers of the period.

## **11.Course Learning Outcomes**

### **1. Course title: History of Goa from Earliest times to 1961**

**Course Learning Outcomes: At the end of the course the student will be able to:**

- CLO1 : Assess the contribution of major rulers to the political history of early Goa.
- CLO2. Identify the colonial impact on Goa's socio-cultural profile.
- CLO3. Discuss the nature of local resistance to Portuguese colonialism in Goa.
- CLO4: Examine the major developments in the field of trade and commerce.
- CLO5: Compare and contrast Goa's history and culture with rest of India.

### **2. Course Title: History Of India From Earliest Times To 3<sup>rd</sup> Century CE**

**Course Learning Outcome: At the end of the course the students will be able to:**

- CLO1: Identify the important periods and analyse the sources of India's early history.
- CLO2: Discuss the characteristic features and legacy the Harappan Civilisation.
- CLO3: Explain the basic beliefs and traditions of the Vedic Age and the forces that led to the emergence of heterodox sects.

CLO4 Assess the impact of Persian and Macedonian invasions on Indian polity and society

CLO5: Examine the contributions of various dynasties to the cultural developments of early India.

### **3. Course Title: History Of Goa From 1961 to the Present**

**Course Learning Outcomes:** At the end of the course the student will be able to:

CLO1: Discuss the transition in Goa from military rule to civilian administration.

CLO2 Identify the issues and problems in post- colonial Goa.

CLO3. Examine the political developments in Goa since liberation.

CLO4. Highlight the major development in fields of education, women and child development.

CLO5. Assess the major economic developments in post- colonial Goa.

### **4.Course Title: History Of India From 4<sup>th</sup> Century To 1206 C**

CLO1: Discuss the important political developments during the Gupta period.

CLO2: Assess the contributions of the Guptas to the field of administration, society, economy, religion, art, architecture, literature and science.

CLO3: Analyse the political developments in the Deccan and South India.

CLO4: Examine the cultural expansion of India in Southeast Asia.

CLO5: Assess the contribution of the Rajputs to polity, society and culture.

CLO6: Evaluate the impact of Arab, Ghaznavid and Ghurid invasions on Indian polity and society.

## **11. Teaching-Learning-Evaluation Pedagogies**

- Lecture method
- ICT supplemented teaching
- Case studies
- Group discussions

- Google classroom/ CLAAP
- Debates
- Documentaries
- Seminars
- Guest lectures
- Field based studies
- Projects
- Heritage walks
- Demonstrations
- Street plays
- Folk dances
- Field trips: museums, historical sites in Goa
- Study tours outside the state

#### **MODES OF ASSESSMENT**

- Multiple Choice Questions (MCQ)
- Individual assignments
- Group assignments
- Written tests
- Assignments
- Video presentations
- Documentaries
- Demonstrations

**Graded assessment of all papers is broadly carried out in two forms:**

a) There is an end of semester (theory) examination which covers the entire syllabus, duration-02 hours. The end of semester examination comprises 60% of the final grade.

b) The second assessment is through continuous assessments which is carried out throughout the term and comprises 40% of the final grade.

## **12. Course Syllabus.**

### **SEMESTER I**

**Course title: History of Goa from Earliest times to 1961**

**Course Code: HIS-I. C-1**

**Marks: 100**

**Credits: 4**

**Duration:** 60 hours

Pre-requisites Courses: None

**Course Learning Objectives:** This course will enable the student to:

4. Develop an understanding of the major events in the history of Goa.
5. Comprehend the forces that have influenced the political, social, economic and cultural changes in Goa.
6. Appreciate the contribution of various rulers to Goa's rich heritage.

**Course Learning Outcomes:** At the end of the course the student will be able to:

CLO1 : Assess the contribution of major rulers to the political history of early Goa.

CLO2. Identify the colonial impact on Goa's socio-cultural profile.

CLO3. Discuss the nature of local resistance to Portuguese colonialism in Goa.

CLO4: Examine the major developments in the field of trade and commerce.

CLO5: Compare and contrast Goa's history and culture with rest of India.

### **COURSE CONTENT:**

- 1. Unit 1:Early Goa (15 hours)**
  - 1.1. Pre-History: Dudhsagar – Kushavati - Mhadei River Valley Culture
  - 1.2. Early Dynasties, Kadambas
  - 1.3. Goa under Bahamani, Vijaynagara and Adilshahi rule
  - 1.4. Trade and Commerce, Gaunkari, Art and Architecture
  
- 2. Unit 2: Goa under Portuguese rule – I (15 hours)**
  - 2.1. Portuguese conquest of Goa: Old Conquests, New Conquests
  - 2.2. Administration under Absolute Monarchy
  - 2.3. Pombaline Reforms
  - 2.4. Constitutional Period, Republican Administration
  
- 3. Unit 3: Goa under Portuguese rule – II (15 hours)**
  - 3.1. Religious policy of the Portuguese

- 3.2. Reaction to the Portuguese rule: Khola, Cuncolim, Mateus de Castro, Pinto Conspiracy, Rane Revolts, Military Mutinies
- 3.3. Salazarist dictatorship, Satyagraha Movements
- 3.4. Operation Vijay

#### 4. Unit 4: Colonial Impact

(15 hours)

- 4.1. Trade and Commerce, Anglo- Portuguese Treaty , *Comunidades*
- 4.2. Social Structure, Uniform Civil Code
- 4.3. Centres of Learning and forms of knowledge, Aspects of Culture
- 4.4. Art and Architecture

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**Course Title: History Of India From Earliest Times To 3<sup>rd</sup> Century CE**

**Course Code: HIS-I. C-2**

**Marks: 100**

**Credits: 4**

**Duration: 60 hours**

**Pre-requisites Courses: None**

**Course Learning Objectives:** This course will enable the students to:

3. Formulate an understanding of the forces that have contributed towards social, economic, cultural and political developments in early India.
4. Develop an understanding of achievements of major rulers of the period.

**Course Learning Outcome:** At the end of the course the students will be able to:

CLO1: Identify the important periods and analyse the sources of India's early history.

CLO2: Discuss the characteristic features and legacy the Harappan Civilisation.

CLO3: Explain the basic beliefs and traditions of the Vedic Age and the forces that led to the emergence of heterodox sects.

CLO4 Assess the impact of Persian and Macedonian invasions on Indian polity and society

CLO5: Examine the contributions of various dynasties to the cultural developments of early India.

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## **COURSE CONTENT**

**Unit 1: Pre – History and Harappan Civilisation**

**(15 hours)**

- 1.1. Sources for the study of Ancient India
- 1.2. Paleolithic, Mesolithic, Neolithic sites and features
- 1.3. Harappan Civilisation: Origin and distribution, Major sites, Town Planning,

Trade and Commerce, Craft Production, Religion and Society

**Unit 2: Vedic Age to Pre-Mauryan Period**

**(15 hours)**

- 2.1. Vedic Age
- 2.2. Emergence of Jainism and Buddhism
- 2.3. State Formation: Mahajanapadas, Rise of Magadha
- 2.4. Persian and Macedonian invasions and Impact

**Unit3: Mauryan Age**

**(15 hours)**

- 3.1. Emergence of Mauryan Empire: Chandragupta, Ashoka
- 3.2. Administration, Policy of *Dhamma*
- 3.3. Society, Economy, Art and Architecture
- 3.4. Decline of Mauryas

**Unit4: Indo- Greeks, Kushanas, Satavahanas and Sangam Age**

**(15 hours)**

- 4.1. Indo- Greeks, Kushanas, Satavahanas
- 4.2. Art, Architecture and Religion
- 4.3. Sangam Age: Literature and Polity

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## **SEMESTER II**

**Course Title: History Of Goa From 1961 to the Present**

**Course Code:** HIS-II. C-3

**Marks:** 100

**Credits:** 4

**Duration:** 60 hours

**Pre –requisite:**None

**Course Learning Objectives:** This course will enable the student to:

3. Develop an understanding of transition from colonial rule to self-rule.
4. Analyse the contribution of various governments to the political structure of Goa.

**Course Learning Outcomes:** At the end of the course the student will be able to:

- CLO1: Discuss the transition in Goa from military rule to civilian administration.
- CLO2 Identify the issues and problems in post- colonial Goa.
- CLO3. Examine the political developments in Goa since liberation.
- CLO4. Highlight the major development in fields of education, women and child development.
- CLO5. Assess the major economic developments in post- colonial Goa.

## **COURSE CONTENT**

**Unit 1: Transition from Military rule to Democracy (15 hours)**

- 1.1. Goa under Military rule
- 1.2. Emergence of regional political parties



- 1.3. Goa under MGP rule (1963-1979)
- 1.4. Opinion Poll

**Unit 2: Government and Politics from 1980 onwards (15 hours)**

- 2.1. Establishment of Congress Government
- 2.2. Coalition Politics
- 2.3. Statehood for Goa
- 2.4. Language Issue

**Unit 3: Socio- Economic Aspects (15 hours)**

- 3.1. Growth of Education
- 3.2. Tenancy Reforms
- 3.3. Mining and Tourism
- 3.4. Women and Child Development

**4. Unit 4: Social Issues and Civil Movements (15 hours)**

- 4.1. Students' Agitations
- 4.2. Ramponkar Movement- Tripartite Struggle
- 4.3. Environmental Concerns and Issues- Goa Bachao Abhiyan, Mhadei Issue
- 4.4. Liberalisation Privatisation Globalisation and its impact- SEZs and Regional Plans

**REFERENCES:**

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**Course Title: History Of India From 4<sup>th</sup> Century To 1206 CE**

**Course Code:** HIS-II C-4

**Marks:** 100

**Credits:** 4

**Duration:** 60 hours

**Pre- requisite:** None

**Course Learning Objectives:** This course will enable the students to:

3. Formulate an understanding of the forces that have contributed towards social, economic, cultural and political developments during Gupta and Post-Gupta period.
4. Develop an understanding of achievements of major rulers of the period.

**Course Learning Outcomes:** At the end of the course the students will be able to:

CLO1: Discuss the important political developments during the Gupta period.

CLO2: Assess the contributions of the Guptas to the field of administration, society, economy, religion, art, architecture, literature and science.

CLO3: Analyse the political developments in the Deccan and South India.

CLO4: Examine the cultural expansion of India in Southeast Asia.

CLO5: Assess the contribution of the Rajputs to polity, society and culture.

CLO6: Evaluate the impact of Arab, Ghaznavid and Ghurid invasions on Indian polity and society.

### **COURSE CONTENT:**

#### **Unit 1: Gupta and Post Gupta Age: I (10 hours)**

- 1.1. Rise of Guptas and Chandragupta I
- 1.2 Important Rulers: Samudragupta, Chandragupta II
- 1.3 Decline of Guptas and rise of Harshavardhana

#### **Unit 2: Gupta and Post Gupta age: II (20 hours)**

- 2.1 Administration
- 4.2 Society, Economy
- 4.3 Religion, Art and Architecture
- 4.4 Literature and Science

#### **Unit3: Deccan and the South (20 hours)**

- 3.1 Chalukyas – Pulakeshi II
- 3.2 Pallavas- Mahendravarman -I
- 3.3 Hoysalas, Rashtrakutas, Cholas
- 3.4 Cultural developments, Extension of Indian Culture in South and South East Asia

#### **Unit 4: Rajputs, Arabs, Ghaznavids and Ghurids (10 hours)**

- 4.1 Rajputs: Polity, Society and Culture
- 4.2 Arab invasions and Impact
- 4.3 Ghaznavid and Ghurid invasions and impact

### **REFERENCES:**

1. Basham, A. L. (2004). *The Wonder that was India*. 3<sup>rd</sup> ed. London: Picador.
2. Dutt, R.C. (2011). *A History of Civilisation in Ancient India*. Vol. II. Jaipur: Arihant Publishing House.
3. Kapur, K. (2010). *Portraits of a Nation: History of Ancient India*. New Delhi: Sterling Publishers Pvt. Ltd.
4. Kulke, H. and Rothermund, D. (2016). *A History of India*. London: Routledge
5. Majumdar, R.C. (1986). *Suvarnadvipa: Ancient Indian Colonies in the Far East*. Vol. I & Vol. II. New Delhi: Gian Publishing House.

6. Majumdar, R.C. (1977). *Ancient India*. Delhi: Motilal Banarsidas Publications
7. Majumdar, R.C., ed., (2015). *The History and Culture of the Indian People*. VolIII. 6<sup>th</sup> ed. Mumbai: Bharatiya Vidhya Bhavan.
8. Majumdar, R.C., ed., (2009). *The History and Culture of the Indian People*. VolIV. 5<sup>th</sup> ed. Mumbai: Bharatiya Vidhya Bhavan.
9. Majumdar, R.C., ed., (2001). *The History and Culture of the Indian People*. VolV. 5<sup>th</sup> ed. Mumbai: Bharatiya Vidhya Bhavan.
10. Sharma, R. S. (2005). *Aspects of Political Ideas and Institutions in Ancient India*. New Delhi: Motilal Banarsidas.
11. Sharma, R.S. (2007). *India's Ancient Past*. New Delhi: Oxford University Press.
12. Singh, U. (2008). *A History of Ancient And Early Medieval India: From the Stone Age to the 12<sup>th</sup> century*. Delhi: Pearson Education India.
13. Singh, U. (2012). *Rethinking Early Medieval India: A Reader*. New Delhi: Oxford University Press.
14. Thapar, R. (2015). *The Penguin History of Early India: From the Origins to AD 1300*. U.K: Penguin.
15. Thapar, R. (2010). *Ancient Indian Social History: Some Interpretations*. 2<sup>nd</sup> ed. New Delhi: Orient Blackswan.

### **SEMESTER III**

**Course Title: History Of Medieval India From 1206 to 1526**

**Course Code:**HIS-III. C-5

**Marks:** 100

**Credits:** 4

**Duration:** 60 hours

**Pre- requisite Courses:** None

**Course Learning Objectives:** This course will enable the student to:

1. Acquire an understanding of the major political developments of medieval India.
2. Study the contribution of medieval dynasties to the economic, social and cultural development of India.

**Course Learning Outcomes:** At the end of the course the student will be able to:

CLO1: Examine the conditions that led to the foundation of Delhi Sultanate, Vijayanagar Empire and the Bahamani Sultanate.

CLO2: Describe the nature of conflict among the medieval rulers for the domination of India.

CLO3: Assess the salient features of administrative system of medieval rulers.

CLO4: Identify significant changes in the social, cultural and religious fields.

CLO5: Outline the economic progress in medieval India.

### **COURSE CONTENT:**

#### **Unit 1: The Delhi Sultanate (15 hours)**

- 1.1. Foundation and consolidation: Qutubuddin -Aibak, Iltutmish, Razia and Balban
- 1.2. Expansion: Allauddin Khilji, Mohammad Bin Tughlaq
- 1.3. Lodis and the decline
- 1.4. Administrative system: Central, Provincial, Local, Judicial, Military, Revenue

#### **Unit 2: Deccan and the South (15 hours)**

- 1.1. Vijayanagara: Harihara and Bukka, Krishnadevaraya
- 1.2. Bahamani: Hasan Gangu, Mahmud Gawan, Emergence of Shahi Kingdoms
- 1.3. Administration under Vijayanagara and Bahamani: Central, Provincial, Revenue, Local, Judicial, Military

#### **Unit 3: Economy (15 hours)**

- 1.1 Rural Economy: Agriculture, Land tenure, Irrigation networks, Crops
- 1.2 Urban Economy: Crafts, Craft Organisation
- 1.3 Trade and Commerce: Centres of trade, Trade items, Trade route, Trade organisation
- 1.4 Coins and Currency

#### **Unit 4: Society, Religion and Culture (15 hours)**

- 4.1 Social Structure: Social groups, Social practices, Status of women
- 4.2 Sufism, Bhakti
- 4.3 Centres of Education, Literature- Sanskrit, Persian, Kannada, Telugu
- 4.4 Art and Architecture- Delhi Sultanate, Vijayanagara and Bahamani

### **REFERENCES:**

1. Chandra, S. (2005). *Medieval India: From Sultanate to the Mughals*. Vol. I. New Delhi: Har-Anand Publications Pvt. Ltd.
2. Chitnis, K.N. (1979). *Socio-Economic Aspects of Medieval India*. Poona: R. K. Chitnis.
3. Chopra, P. N., Puri, B.N. and Das, M.N., (1974). *A Social, Cultural and Economic History of India*. Vol. II. Delhi: Macmillan India.
4. Chopra, P.N., Puri, B.N., Das, M.N., and Pradhan, A.C., (2003). *A Comprehensive History of India: Medieval India*. New Delhi: Sterling Publishers Private Limited.
5. Eaton, R M. (2005). *A Social History of the Deccan 1300-1761*. Cambridge University Press.
6. Habib, I. (2001). *Economic History of Medieval India: A Survey 1200-1500*. New Delhi: Tulika Books.
7. Kulke, H. and Rothermund, D. (2004). *A History of India*. U.K: Psychology Press.
8. Majumdar, R.C., ed., (1960). *The History and Culture of Indian People*. Vol VI Bombay: Bharatiya Vidya Bhavan.
9. Mehta, J.L. (1984). *Advanced Study in the History of Medieval India*, Vol.1. New Delhi: Sterling Publishers Pvt. Ltd.
10. Nurul, H.S. (2005). *Religion, State, and Society in Medieval India*. New Delhi: Oxford University Press.
11. Rizvi, S.A.A.(1987). *The Wonder that was India, 1200-1700 (part II)*. New Delhi: Rupa and CO.
12. Sewell, R. (2006). *A Forgotten Empire Vijayanagar*. London: Elibron Classics.
13. Srivastava A. L.(1974). *The Sultanate of Delhi (711 – 1526 A.D)*. Agra: S. L Agarwala.

**Paper Title: History Of South India From Earliest Times to C. 1250**

**Paper Code: HIS III.E-1**

**Marks: 100**

**Credits: 4**

**Course duration: 60 Hrs**

**Pre- requisite Courses: None**

**Course Learning Objectives:** This course will enable the student to:

1. Develop an understanding of the political, economic, social, cultural and intellectual history of South India.
2. Evaluate the contribution of various south Indian dynasties to art, architecture, economy and culture.

**Course Learning Outcomes:** At the end of the course the student will be able to:

CLO1: Identify the various sources for the study of South India and describe their role in reconstruction of history of this period.

CLO2: Analyse the process of rise and fall of different dynasties of South India.

CLO3: Explain the social structure and the cultural achievements of the period.

CLO4: Evaluate the major developments in the fields of agriculture, industry, trade and commerce.

CLO5: Compare the trends of the South Indian dynasties.

**COURSE CONTENT:**

**5. Unit I: Introduction**

**(8 Lectures)**

5.1. Topography

## 5.2. Sources

6. **Unit II: Political History** (16 Lectures)  
6.1. Sangam age: Cholas and Pallavas  
6.2. Satavahanas, Kadambas, Chalukyas, Rashtrakutas and Hoysalas
7. **Unit III: Economic History** (18 Lectures)  
7.1. Agriculture  
7.2. Craft production  
7.3. Trade
8. **Unit IV: Society and Culture** (18 Lectures)  
8.1. The Varna System  
8.2. Religions  
8.3. Literature, art and architecture

### **Essential books:**

1. Karashima, Noboru. *A Concise History of South India: Issues and Interpretation*. New Delhi: Oxford University Press, 2014.
2. Majumdar, R.C, ed. *History and Culture of Indian People. Vol. VI, VII*. Mumbai: Bharatiya Vidya Bhavan. 2006.
3. Sastri, K.A.N. *A History of South Indian History from the earliest Times to the fall of the Vijayanagaras*. New Delhi: Oxford University Press. 1971.
4. Sharma, R.S. *History of Ancient India*. New Delhi: Oxford University Press, 2007.
5. Stein, Burton. *A History of India*. New Delhi. Oxford University Press, 2002
6. Thapar, Romila. *Early India from the Origins to AD 1300*. Berkeley: University of California Press, 2002

### **Additional books**

1. Adiga, Malini. *The Making of Southern Karnataka: Society, Polity and Culture in the Early Medieval Period*. Karnataka, India: Orient BlackSwan, 2006.
2. Altekar, A. S. *The Rashtrakutas and their Times*. Poona: Oriental Book Company, 1967.
3. Basavaraja, K. R. *History and Culture of Karnataka: Early Times to Unification*. Karnataka: Chalukya Publication, 1984.
4. Champakalakahmi, R. *Trade, Ideology and Urbanization: South India 200 B.C. to 1300 A.D.* Delhi: OUP, 1996.
5. Derrett, John Duncan Martin. *The Hoysalas: A Medieval Indian Royal Family*. Delhi: OUP, 1957.



6. Desai. P. B. *A History of Karnataka: From Pre-history to Unification*. Dharwad:KannadaResearch Institute, Karnataka University, 1970.
7. Kosambi, D. D. *An Introduction to the Study of Indian History*. Mumbai: Popular Prakashan, 1975.
8. Kulke, Hermann and Dietmar Rothermund. *A History of India*. U.K: Psychology Press, 2004.
9. Moraes, George. *The Kadamba Kula: A History of Ancient and Medieval Karnataka*. Bombay: B.X. Furtado, 1931.
10. Stein, Burton. *Peasants, State and Society in Medieval South India*. Delhi: OUP, 1980.
11. Veluthat, Kesavan. *The Early Medieval in South India*. New Delhi: Oxford University Press, 2010
12. Yazdani, G.,ed. *The Early History of the Deccan*. London: Oxford University Press, 1960.

**Paper Title: History Of The Marathas**

**Paper Code: HIS-III.E-2**

**Marks: 100**

**Credits: 4**

**Course Duration: 60 Hrs.**

**Pre- requisite Courses: None**

**Course Learning Objectives:** This course will enable the student to:

1. Develop an understanding of the various forces that led to the rise of the Marathas and role played by Shivaji as founder of *Swarajya*.
2. Assess the role of Peshwas in the expansion of the Maratha power.
3. Evaluate the contribution of Marathas to the socio-economic and cultural aspects.

**Course Learning outcome:**At the end of the course the student will be able to:

CLO1: Analyse the factors that led to the rise of the Marathas and highlight the role of Shivaji in the establishment of Swaraj.

CLO2: Examine the nature of Maratha relations with Adil Shah of Bijapur, Mughals, Nizam of Hyderabad, Portuguese and the English.

CLO3: Discuss Maratha expansion in the North under the leadership of Peshwas

CLO4: Analyse the social structure and the cultural achievements of the period.

CLO5: Highlight major developments in the fields of agriculture, industry, trade and commerce.

### **COURSE CONTENT:**

#### **1. Unit I: Rise of the Marathas**

**(15 Hours)**

- 1.1. Establishment of Swarajya: Factors leading to the rise of the Marathas, relations with Adilshah of Bijapur, Mughals and the Portuguese, coronation
- 1.2. Maratha- Mughal conflict: Sambhaji, Rajaram, Tarabai
- 1.3. Maratha administration: Civil, military, judicial and revenue

#### **2. Unit II: Expansion and consolidation of the Maratha power under the Peshwas**

**(15 Hours)**

- 2.1. Balaji Vishwanath
- 2.2. Bajirao I
- 2.3. Balaji Bajirao - Third battle of Panipat

#### **3. Unit III: Revival and decline of the Maratha Power**

**(15 Hours)**

- 3.1. Madhav Rao I
- 3.2. Barabhai Council, Bajirao II
- 3.3. Factors leading to the decline of the Marathas

#### **4. Unit IV: Socio-Economic and Cultural developments**

**(15 Hours)**

- 4.1. Society: Religion, gender and caste
- 4.2. Economy: Agriculture, industries, trade and commerce
- 4.3. Culture: Learning, literature, art and architecture

### **Essential References:**

1. Chitnis, K.N. *Socio-Economic Aspects of Medieval India*. Pune: Atlantic Publishers and Distributers, 2002.
2. Chitnis, KN. *Glimpses of Medieval Indian Ideas and Institutions*. Poona: 1981.
3. Gordon, Stewart. *The New Cambridge History of India. II.4: The Marathas 1600-1818*. New York: CUP, 1993.
4. Kulkarni, A.R. *Maharashtra in the Age of Shivaji*. Poona: Deshmukh and Co., 1969.
5. Kulkarni, A. R. *Marathas and the Maratha Country*. 3 Vols. New Delhi: Books & Books, 1996.  
Vol. I: *Medieval Maharashtra*  
Vol. II: *Maratha Country*  
Vol. III: *The Marathas(1600-1648)*
6. Majumdar, R.C, ed. *The History and Culture of the Indian People*. Vol. VIII. Bombay: Bharatiya Vidya Bhavan, 1977.
7. Nilkant, S. *History of the Great Maratha Empire*. Dehradun (India): Rishabh Publishers & Distributors, 1992.
8. Sarkar, Jadunath. *The House of Shivaji*. Bombay: Orient Longman, 1978.

#### **Additional References**

1. Duff, Grant J.A *History of the Marathas*. Vol. I& II. New Delhi: Cosmo Publications, 1999.
2. Pagdi, S.M. *Chatrapati Shivaji*. Poona: Continental Prakashan, 1974.
3. Ranade, M.G. *Rise of the Maratha Power*. New Delhi: Publication Division, Govt. of India, 1974.
4. Sardesai, G.S. *New History of Marathas*. 3 Vols. Bombay: Phoenix Publications, 1968.  
Vol. I: *Shivaji and His Times (1600-1700)*, Third Impression, 1971  
Vol. II: *The Expansion of the Maratha Power, (1707-1772)*, 1958.  
Vol. III: *Sunset Over Maharashtra, (1772-1848)*. Second Impression, 1968.
5. Sen, S.N. *Administrative System of the Marathas*. Calcutta: R.P. Bagchi, 1976.
6. Sen, S.N. *Military System of the Marathas*. Bombay: Orient Longmans, 1958.

**Course Title: Introduction To Archaeology**

**Course Code: HIS-III. E-3**

**Marks: 100**

**Credits:** 4

**Duration:** 60 hours

**Pre- Requisite Courses:** None

**Course Learning Objectives:** This course will enable the student to:

1. Understand the theoretical issues involved in the study of archaeology.
2. Gain knowledge of 'Field Archaeology' by focussing on the methods involved in the collection, analysis and interpretation of archaeological records.

**Course Learning Outcome:** A successful completion of this course will enable the student to:

CLO1: Define theoretical aspects of archaeological studies.

CLO2: Demonstrate skills in exploration and excavation.

COL3: Analyse the archaeological records.

COL4: Classify archaeological records.

CLO5: Examine the development of Indian archaeology.

## **COURSE CONTENT**

**Unit 1: Definition, Aim and Scope of Archaeology** **(15 Hours)**

- 1.1. Definition and aims
- 1.2. History and development of Archaeology in Europe
- 1.3. Development of Archaeology in India

**Unit 2: Methods in Archaeology** **(15 Hours)**

- 2.1. Exploration
- 2.2. Excavation

**Unit 3: Archaeological Records** **(15 Hours)**

- 3.1. Archaeological site
- 3.2. Documentation Methods
- 3.3. Usefulness of material remains in reconstructing the past

## Unit 4: Types of Indian Archaeology

(15 Hours)

- 4.1. Pre-historic Archaeology
- 4.2. Proto-historic Archaeology
- 4.3. Historic Archaeology

### **REFERENCES:**

1. Binford, L.R. (1983). *In Pursuit of the Past: Decoding the Archaeological Record*. London: Thames and Hudson.
2. Childe, V.G. (1956). *Piecing Together the Past: The Interpretation of Archaeological Data*. London: Routledge and Kegan Paul.
3. Fagan, B. (1988). *In the Beginning: An Introduction to Archaeology*. Glenview (Illinois): Scott, Foresman and Company.
4. Hodder, I. (1986). *Reading the Past: Current Approaches to Interpretation in Archaeology*. 2nd ed. Cambridge: Cambridge University Press.
5. Renfrew, C. and Bahn, P. (1991). *Archaeology: Theories and Methods and Practice*. London: Thames and Hudson.
6. Sankalia, H. D. (1974). *Prehistory and Protohistory of India and Pakistan*. Pune: Deccan College.
7. Rajan, K. (2002). *Archaeology: Principles and Methods*. Thanjavur: Pathippakam Publication
8. Chakrabarty, D. K. (1988). *A History of Indian Archaeology: From Beginning to 1947*. Delhi: Munshiram Manoharlal.
9. Dhavalikar, M.K. (1997). *Historical Archaeology of India*. New Delhi: Books and Books.
10. Paddayya, K. (2002). *Recent Studies in Indian Archaeology*. Delhi: Munshiram Manoharlal Pvt. Ltd.
11. Wheeler, R.E.M. (1961). *Archaeology from the Earth*. London: Penguin Books.
12. Raman, K.V. (1991). *Principles and Methods in Archaeology*. Madras: Parthajan Publication.

**Paper Title: Socio-Economic History of Europe (C. 800 A.D. -1700 )**

**Paper Code: HIS III.E-4**

**Marks: 100**

**Credits: 4**

**Course duration: 60 Hrs**

**Prerequisite Courses: None**

**Course Learning Objectives:** This course will enable the student to:

1. Understand and analyse the course of the history of Europe.
2. Analyze the major socio-economic events that transformed Europe.

**Learning outcome:** At the end of the course the student will be able to: CO1: Define the meaning and outline the key features of feudalism.

CLO2: Examine the fundamental religious beliefs and movements in Europe.

CLO3: Analyse the events in the fifteenth century that led to changes in Europe.

CLO4: Identify the major economic forces that have shaped the developments in Europe.

CLO5: Explain the socio-economic transformations that led Europe towards a global economy.

## **COURSE CONTENT:**

### **UNIT 1: Feudalism**

**(10 Hours)**

- 1.1 Feudalism- Origin and features
- 1.2 Manorialism
- 1.3 Slavery and serfdom

### **UNIT 2: Religion**

**(15 Hours)**

- 2.1 Cluniac Reform Movements, Investiture Contest
- 2.2 Crusades and their impact
- 2.3 Twelfth century renaissance

### **UNIT 3: Socio-economic Transition**

**(18 Hours)**

- 3.1 Fifteenth century crisis
- 3.2 Black Death and urban decay

- 3.3 Decline of feudalism
- 3.4 Emergence of towns, trade and commerce

**UNIT 4: Socio-economic Transformation**

**(17 Hours)**

- 1.1 Black slavery and slave trade
- 4.2 Price Revolution
- 4.3 Towards a global economy-origins of Capitalism and Mercantilism

**Essential Books:**

1. Burns, Edward McNall and Philip Lee Ralph. *World Civilizations From Ancient to Contemporary. Vol.I.* New York: Norton and Company, 1969.
2. Cambridge Medieval History. Vol. VIII. *Close of the Middle Ages.* Cambridge: Cambridge University Press, 1936.
3. Durant, Will. *The Story of Civilization. Volume IV: The Age of Faith.* New York: Simon & Schuster, 1950.
4. Fisher, H.A.L. *History of Europe. Vol. I: From Earliest times to 1713.* London: Fontana Press, 1969.
5. Hayes, C. J. H. and Moon, P. T. *Ancient and Medieval History.* Cambridge: The Macmillan Company, 1929.
6. Phukan, M. *Rise of the Modern West: Social and Economic History of Modern Europe.* Cambridge: The Macmillan Company, 1998.

**Additional Books:**

1. Becker, C.L. & Cooper, K.S. *Modern history: Europe since 1600.* London: Burke Publishing, 1970.
2. Bury, J.B. et al. *Cambridge Medieval History. Vol. V: Contest of Empire and Papacy.* New York: The Macmillan Company, 1926.
3. Rich, E. E, C.H. Wilson, ed. *The Cambridge Economic History of Europe. Vols. IV: The Economy of Expanding Europe in the Sixteenth and seventeenth Centuries.* New York: CUP, 1967.
4. Thompson, J.W., E.N. Janson. *An Introduction to Medieval Europe.* New York: W. W. Norton & company, inc., 1937.
5. Wolf, J B. *Emergence of European civilization.* New York: Harper & Brothers Publishers, 1962.

**SEMESTER IV**

**Course Title: History Of Medieval India From 1526 To 1707**

**Course Code:** HIS IV.C-6

**Marks:** 100

**Credits:** 4

**Duration:** 60 hours

**Pre-Requisite Courses:** None

**Course Learning Objectives:** This course will enable the student to:

1. Acquire an understanding of the major political developments of later medieval India.
2. Understand the contribution of later medieval dynasties to the economic, social and cultural development of India.

**Course Learning Outcomes:** At the end of the course the student will be able to:

CLO1 : Examine the conditions that led to the foundation of Mughal Empire and the Maratha Kingdom

CLO 2: Describe the nature of conflict among the rulers for the domination of India.

CLO3 : Assess the salient features of administrative systems of the Mughals and Marathas

CLO4 : Identify significant changes in the social, cultural and religious fields of the period.

CLO 5: Outline the economic progress of India during the period under study.

### **COURSE CONTENT:**

#### **Unit 1: The Mughals**

**(20 hours)**

1.1.Foundation and struggle: Babur, Humayun, Suri interlude

1.2.Expansion and consolidation: Akbar, Jahangir, Shah Jahan

1.3.Decline of the Mughal empire: Aurangzeb

1.4.Administrative system: Central, Provincial, Local, Judicial, Mansabdari system

#### **Unit 2: Marathas**

**(10 hours)**

2.1 Rise of Marathas: Factors, role of Shivaji

2.2 Maratha War of Independence



### 2.3 Administration- Central, Provincial, Local, Military and Judicial

#### **Unit 3: Economy**

**(15 hours)**

- 3.1.Rural Economy: Agriculture, Land tenure, Irrigation networks, Crops
- 3.2.Urban Economy: Crafts, tax on crafts, Land tax
- 3.3.Trade and Commerce: Centres of trade, Trade items, Trade route, Trade organisation
- 3.4.Coins and Currency

#### **Unit 4: Society and Culture**

**(15 hours)**

- 4.1.Social Structure: Socio-religious groups, Social stratification, Social practices, Status of Women
- 4.2.Centre of Education, Literature- Persian, Arabic, Marathi
- 4.3.Art and Architecture: Paintings, Important monuments, Forts

#### **REFERENCES**

1. Chitnis, K.N. (2002).*Socio-Economic Aspects of Medieval India*. Pune: Atlantic Publishers and Distributors.
2. Chopra, P. N., Puri, B.N. and Das, M.N., (1974). *A Social, Cultural and Economic History of India*. Vol. II. Delhi: Macmillan India.
3. Chopra, P.N., Puri, B.N., Das, M.N., and Pradhan, A.C., (2003). *A Comprehensive History of India: Medieval India*. New Delhi: Sterling Publishers Private Limited.
4. Eaton, R.M. (2005).*A Social History of the Deccan 1300-1761*.U.K: Cambridge University Press.
5. Habib, I. (2001). *Economic History of Medieval India: A Survey 1200-1500*. New Delhi: Tulika Books.
6. Hasan, S.N. (2005). *Religion, State, and Society in Medieval India*. New Delhi: Oxford University Press.
7. Jadunath, S. (1973). *Shivaji and His Times*. New Delhi: Longmans, Green and Company.
8. Kulkarni, A. R. (1996). *Marathas and the Maratha Country*. Vol. III. New Delhi: Books & Books.
9. Kulkarni, A. R. (1996).*Marathas and the Maratha Country*. Vol.III. New Delhi: Books & Books.
10. Kulke, H. and Rothermund, D. (2004). *A History of India*. U.K: Psychology Press.
11. Majumdar, R.C., ed., (1974).*The History and Culture of Indian People*. Vol VII. Bombay: Bharatiya Vidya Bhavan.

12. Majumdar, R.C., ed., (1977). *The History and Culture of Indian People*. Vol VIII. Bombay: Bharatiya Vidya Bhavan.
13. Mehta, J.L. (1984). *Advanced Study in the History of Medieval India*. Vol.2. New Delhi: Sterling Publishers Pvt. Ltd.
14. Rizvi, S.A.A. (1987). *The Wonder that was India, 1200-1700 (part II)*. New Delhi: Rupa and CO.
15. Sharma, S. R. (1999). *Mughal Empire in India*. 3 Vols. Agra: Atlantic Publishers and Distributors.
16. Srivastava, A.L. (1969). *The Mughal Empire, 1526-1803*. Agra: Agrawal & Co.

**Course Title: Goan Heritage and Culture**

**Course Code: HIS.E-5**

**Marks: 100**

**Credits: 4**

**Duration: 60 hours**

**Prerequisite Courses: None**

**Course Learning Objectives:** This course will enable the students to:

1. Understand and analyse the myriad aspects of Goa's rich cultural heritage.
2. Explore how various influences have shaped Goan culture in the past and present.
3. Analyse various themes, issues and problems of the past and present.

**Course Learning Outcomes:** At the end of the course the students will be able to:

CLO1: Discuss various concepts of culture with examples.

CLO2: Analyse the debate on Goa *Dourada* and Goa *Indica*.

CLO3. Identify themes, issues and problems pertaining to Goan heritage and culture.

CLO4. Examine the numerous influences and transformations that have shaped the culture and heritage of Goa.

CLO5. Demonstrate various folk dances and music of Goa.

## CONTENT

### **Unit 1: Conceptualizing Goan culture and heritage (15 hours)**

- 1.1 Meaning and scope
- 1.2 Sources
- 1.3 Goa Dourada
- 1.4 Goa Indica

### **Unit 2: Material Culture (15 hours)**

- 2.1 Natural Heritage: Salt pans, sacred groves, khazans
- 2.2 Archeology, art and architecture
- 2.3 Artisanal activities
- 2.4 Fishing, mining and tourism

### **Unit 3: Cultural Expressions (15 Hours)**

- 3. 1 Literary and oral traditions
- 3.2 Dance, drama and music
- 3.3 Rituals and ceremonies, festivals, folk deities
- 3.4 Food and dress

### **Unit 4: Preservation and Conservation (15 Hours)**

- 4.1 Legislations
- 4.2 Department of Archives and Archeology, Museums
- 4.3 Role of Non-Government Organisations
- 4.4 Heritage movements

## REFERENCES

- 1. Alvares, C, ed. (2002).*Fish, Curry and Rice A Sourcebook on Goa, its Ecology and Life-style*. Mapusa: The Goa Foundation.

2. Gomes, O. (2005). *Goa*. New Delhi: National Book Trust.
3. Gune, V.T., ed. (1979). *Gazetteer of Goa, Daman and Diu*. Vol. I. Panaji: Gazetteer Department.
4. Kerkar, R. (2016). *Natural heritage of Goa*. Panjim, Goa: Broadway Publishing House.
5. Khedekar, V. (2013). *Eco-culture Goa Paradigm*. Broadway Publishing House.
6. Mitragotri, V. R. (1999). *Socio-Cultural History of Goa: From Bhojas to Vijayanagar*. Panjim: M.V. Naik. Institute of Menezes Braganza.
7. Newman, R. S. (2001). *Umbrellas, Goddesses and Dreams: Essays on Goan Culture and Society*. Mapusa: The Other India Press.
8. Pereira A. B. de Bragan a., Couto, M., Pereira A. B. de Bragan a. (2008). *Ethnography of Goa, Daman and Diu*. New Delhi: Penguin, Viking.
9. Phaldessai, P. (2011). *Goa: Folklore Studies*. Goa 1556: Goa.
10. Phaldessai, P. (2004). *Kaleidoscopic Goa: A Cultural Atlas*. Panaji: Vasant Rao Dempo Education and Research Foundation
11. Pereira, J, M, Martins, and A, da Costa. (2011) *Undra Muja Mama Folk Songs of Goa: An Anthology of DulPods*. Goa: Goa.
12. Pereira, J. (2002) *Churches of Goa*. New Delhi: Oxford University Press .
13. Silva, F.G,da. (1994) *Cozinha da Goa: History and Tradition of Goan Food*. New Delhi: Concept Publishing Company Pvt. Ltd.
14. Shirodkar, P. P. (1988). *Goa: cultural trends*. Goa: Government of Goa.
15. Sinha, A. (2002) *Goa Indica. A Critical Portrait of Pos tcolonial Goa*. Delhi: Promilla Publications.

**Paper Title: World Civilizations: Egypt, Persia, Greece And Rome**

**(Earliest Times To 500a.D.)**

**Paper Code: HIS-E.6**

**Marks: 100**

**Credits: 4**

**Duration: 60 hours**

**Pre-requisite Courses: None**

**COURSE CONTENT:**

- 1. Unit 1: Egyptian Civilization. (15 Hours)**
  - 1.1. Location
  - 1.2. Main Pharaohs: Hatshepsut, Akhenaton, Tutankhamen, Rameses-II,
  - 1.3. Religion, Science, Script, Art and Architecture.
  
- 2. Unit 2: Persian Civilization. . (15 Hours)**
  - 2.1. Location
  - 2.2. Main Rulers: Cyrus the Great, Darius the Great and Xerxes-I
  - 2.3. Science, Religion, Literature, Art and Architecture.
  
- 3. Unit 3: Greek Civilization. . (15 Hours)**
  - 3.1. Location
  - 3.2. Athenian Democracy and Spartan Militarism
  - 3.3. Philosophy, Religion, Science, Literature, Art and Architecture.
  
- 4. Unit 4: Roman Civilization. . (15 Hours)**

4.1. Location

4.2. Main Rulers: Julius Caesar, Augustus Caesar

4.3. Contribution to: Law, Religion, Literature, Art and Architecture

**Reference:**

1. Bahn, P. ed. (2008). *A complete illustrated world encyclopedia of Archaeology*. London: Hermes House.
2. Boardman, M. ed. (1986). *The Oxford History of the Classical World, Vol. I: Greece and the Hellenistic World*. Oxford University Press.
3. Burns, M, Ralph, P.(1969). *World Civilization, From Ancient to Contemporary, Vol.I*. New York: Norton.
4. Burns, E (1963). *Western Civilization: Their History and their Culture*. New York.
5. Durant, W, Ariel (1939). *Life of Greece*. New York: Simon and Schuster.
6. Durant, W, Ariel (1944). *The Story of Civilization, Caesar and Christ*. New York: Simon and Schuster.
7. Gibbon, E. (2001). *Decline and fall of the Roman Empire*. London: Electric Book Co
8. Rodgers, N. (2010). *Ancient Rome*, London, Hermes House.
9. Sharmad, H.C. ed. (2008). *Encyclopedia of World Civilizations, Vol.I: Ancient and Modern Civilizations*. New Delhi: Dharam Singh publications.

**Course Title: Indian Archaeology**

**Course Code: HIS IV. E – 7**

**Marks: 100**

**Credits: 4**

**Duration: 60 hours**

**Pre-Requisite Courses: None**

**Course Learning Objectives:** this course shall enable the students to

1. Understand the initial stages of archaeology in India.
2. Gain Knowledge of Pre-historic, Proto-historic and Historical archaeology in India.
3. Identify the scope of Epigraphy and Numismatics as sources of archaeological studies.

**Course Learning Outcomes:** At the end of the course the student will be able to:

CLO 1: Define the concepts associated with the archaeological studies.

CLO 2: Discuss pre-historic, proto-historic and historic findings in India.

CLO 3: Describe the salient features of the rich archaeological heritage of India.

CLO 4: Explain the significance of archaeological sources for the study of history of India.

CLO 5: Assess the contributions of Indian dynasties to the archaeological heritage of India.

**COURSE CONTENT:**

**Unit 1: Development of Archaeology in India** (15 hours)

- 1.1 Antiquarian Phase
- 1.2 Path breaking discoveries

**Unit 2: Pre-historic and Proto-historic Archaeology** (15 hours)

- 2.1 Pre-historic Age – Isampur, Attirampakkam, Bhimbetka
- 2.2 Proto-historic Age – Mehargarh, Harappa
- 2.3 Chalcolithic and Megalithic Age – Daimabad, Ahar, Jorwe, Brahmagiri

**Unit 3: Historical Archaeology of India** (15 hours)

- 3.1 Early India – Hastinapur, Arikamedu
- 3.2 Early Medieval India – Banavasi, Chandor
- 3.3 Medieval India – Hampi, Daulatabad

**Unit 4: Indian Epigraphy and Numismatics** (15 hours)

- 4.1 Epigraphy: Scope, Origin of writing, Writing Material, James Princep, B.L.Rice, J.F. Fleet
- 4.2 Numismatics: Scope, Origin of coins, Types of coins

**REFERENCES**

1. Agarwal, D. P. (1984). *The Archaeology of India*. New Delhi: Select book Service Syndicate.
2. Bhattacharya, D. K. (1987). *Prehistoric Archaeology: A Comparative Study of Human Succession*. Delhi: Hindustan Publishing Corporation.
3. Buhler, G. (2009). *Indian Palaeography; Indian Studies Past and Present*. Montana (USA): Kessinger Publishing.
4. Chakrabarty, D. K. (1988). *A History of Indian Archaeology: From Beginning to 1947*. Delhi: MunshiramManoharlal
5. Cunningham, A. (1996). *Coins of Ancient India: From the Earliest Times Down to the Seventh Century A.D.* New Delhi: Asian Educational Services.



6. Dhavalikar, M.K. (1997). *Indian Proto-history*. New Delhi: Books & Books.
7. Dhavalikar, M.K. (1997). *Historical Archaeology of India*. New Delhi: Books and Books.
8. Hodder, I. (1986). *Reading the Past: Current Approaches to Interpretation in Archaeology*. 2nd ed. Cambridge: Cambridge University Press.
9. Paddayya, K. (2002). *Recent Studies in Indian Archaeology*. Delhi: Munshiram Manoharlal Pvt. Ltd.
10. Rajan, K. (2002). *Archaeology: Principles and Methods*. Thanjavur: Pathippakam Publication.
11. Sankalia, H. D. (1974). *Prehistory and Protohistory of India and Pakistan*. Pune: Deccan College.
12. Wheeler, R.E.M. (1961). *Archaeology from the Earth*. London: Penguin Books.

**Paper Title: Western Civilization (Renaissance to French Revolution)**

**Paper Code:** HIS IV.E-8

**Marks:** 100

**Credits:** 4

**Pre-requisite Courses:** None

**Course Duration:** 60 Hrs

**Course Learning Objectives:** This course will enable the student to:

1. Understand and analyze the significant aspects of Europe's political, social and cultural history from the Renaissance to the French Revolution.

Course Learning Outcome: At the end of the course the students will be able to

CLO1: Define the meaning of the Renaissance and analyse its significance in Europe.

CLO2: Examine the forces that led to the Reformation in Europe and assess its impact on society.

CLO3: Identify the major political, economic, social and cultural forces that have shaped the developments in Europe.

CLO4: Compare the English and the French Revolutions.

CLO5: Assess the impact of the English and the French Revolutions.

**COURSE CONTENT:**

**UNIT1:Renaissance (15 Hours)**

1.1 Meaning, Italian humanism

1.2 Revival of antiquity

1.3 Visual art

**UNIT 2: Reformation (15 Hours)**

2.1 Origin

2.2 Martin Luther, Ulrich Zwingli, John Calvin

2.3 Counter-reformation

**UNIT 3: The Glorious Revolution (15 Hours)**

3.1 Introduction- Tudors and Stuarts

3.2 Charles-I and the Civil War

3.3 The Glorious Revolution, its significance

**UNIT 4: The French Revolution (15 Hours)**

4.1 Ancien Regime

4.2 Factors, Main events

4.3 Rise of Napoleon Bonaparte

**Essential Books:**

1. Elton, G. R. *Reformation Europe, 1517-1559*. New York: Harper & Row, 1963.

2. Fisher, H.A.L. *History of Europe. Vol. I: From Earliest times to 1713*. London: Fontana Press,1969.

3. Gilmore, M. P. *The World of Humanism, 1453-1517*. New York: Harper, 1952.

4. Hale, J. R. *Renaissance Europe*. New York: Harper & Row, 1972.

5. Hill, Christopher. *A Century of Revolutions*. New York: W. W. Norton, 1982.

6. Phukan, M. *Rise of the Modern West: Social and Economic History of Modern Europe*. Macmillan, 1998.
7. Rice, F. *The Foundations of Early Modern Europe*. London: Weidenfield and Nicolson, 1970.
8. Sinha, Arvind. *Europe in Transition: From Feudalism to Industrialization*. New Delhi: Manohar Publishers & Distributors, 2010.

**Additional Books:**

1. Anderson, M. S. *Europe in the Eighteenth Century*. London: Longmans, 1976.
2. Anderson, Perry. *The Lineages of the Absolutist State*. London: New Left Books, 1974.
3. Becker, C.L. & Cooper, K.S. *Modern History: Europe since 1600*. London: Burke Publishing, 1970.
4. Bury, J.B. et al. *Cambridge Medieval History. Vol. V: Contest of Empire and Papacy*. New York: The Macmillan Company, 1926.
5. Bury, J. B. *Cambridge Medieval History. Vol. VIII. Close of the Middle Ages*. Edited by C.W. Previte-Orton and Z. N. Brooke. Cambridge: Cambridge University Press, 1936.
6. Davies, Norman. *Europe: A History*. Oxford: Oxford University Press, 1996.
7. Durant, Will. *The Story of Civilization. Volume IV: The Age of Faith*. New York: Simon & Schuster, 1950.
8. Durant, Will. *The Story of Civilization. Volume V: The Renaissance: A History of Civilization in Italy from 1304-1576*. New York: Simon & Schuster, 1980.
9. Durant, Will. *The Story of Civilization. Volume VI: The Reformation*. New York: Simon & Schuster, 2011.
10. Koenigsberger, H. G. and Mosse, G. L. *Europe in the Sixteenth Century*. London: Longman, 1971.

## **SEMESTER V**

**Course Title: History of India from 1707 to 1856 Course**

**Code:** HIS V.C-7

**Marks:** 100

**Credits:** 4

**Duration:** 60 Hours

**Prerequisite Courses:** None

**Course Learning Objectives:** This course will enable the students to:

1. Examine the establishment of British power in India and analyse the nature of its expansion and consolidation.
2. Outline the impact of colonial policies on India's polity, economy and society.

CLO1: Analyse the nature of British expansion in India.

CLO2: Explain the role of British administrative policies in consolidating its hold over India.

CLO3: Examine the British economic policy and highlight its impact on Indian economy.

CLO4: Assess the role of western education and socio-religious reforms movements in the national awakening among the Indians.

CLO5: Discuss the emergence of new social classes.

### **Course Content**

**Unit I**

(15 Hours)

1.1 Later Mughals and the Decline of Mughal Empire

1.2 Expansion of Marathas under the Peshwas: Bajirao-I, Balaji Vishwanath, Madhavrao-I

1.3 Establishment of British rule : Carnatic Wars, Battle of Plassey, Battle of Buxar

## **Unit II**

(15 Hours)

2.1 Dual government in Bengal

2.2 Regulating Act of 1773

2.3 Consolidation of British Power:, Anglo-Mysore Wars, Anglo-Maratha Wars, Anglo-Sikh Wars

## **Unit III**

(15 Hours)

3.1 British Commercial Policy: Phases

3.2 British Revenue Policy: Permanent settlement, Ryotwari System, Mahalwari system

3.3 Impact of British economic policies on Indian economy

## **Unit IV**

(15 Hours)

4.1 Introduction of Western Education: Macaulay's Minutes, Wood's Dispatch

4.2 Socio-Religious Reform Movements: Contributions and impact

4.3 Rise of new social classes

## **REFERENCES**

1. Bandyopadhyay, S. (2015) *From Plassey to Partition and After: A History of Modern India*. 2<sup>nd</sup> edn. Hyderabad: Orient BlackSwan.
2. Banerjee-Dube, I. (2015) *A History of Modern India*. New Delhi: Cambridge University Press.
3. Chandra, B. (2009) *History of Modern India*. Hyderabad: Oreint BlackSwan.
4. Chopra, P.N., Puri, B., Das, M. and Pradhan, A. eds.(2003). *A comprehensive History of modern India*. New Delhi: Sterling Publishers Pvt. Ltd
5. Farooqui, A. (2014) *The Establishment of British Rule, 1757 – 1813*. New Delhi: Tulika Books.

6. Farooqui, S. A. (2011) *A Comprehensive History of Medieval India: From the Twelfth to the mid- Eighteenth Century*. New Delhi: Pearson.
7. Ghosh, S. C. (2013) *The History of Education in Modern India 1757 – 2012*. Hyderabad: Orient BlackSwan.
8. Habib, I. (2017) *Indian Economy Under Early British Rule 1757 – 1857*. New Delhi: Tulika Books.
9. Kulke, H and Dietmar R (2004) *A History of India*. U.K: Psychology press.
10. Peers, D. M. (2006) *India under Colonial Rule 1700 – 1885*. New York: Routledge.
11. Roy, T. (2012) *The East India Company: The World's Most Powerful Corporation*. New Delhi: Penguin Books.
12. Subramanian, L. (2010) *History of India 1707 – 1857*. Hyderabad: Orient BlackSwan

#### ONLINE REFERNCES

1. Akhtar, A. (2016, December). *Plassey Plot in 1757*. Available at [https://www.researchgate.net/publication/325486848\\_Plassey\\_Plot\\_in\\_1757\\_English\\_Enimity\\_Marwari\\_Moneybags\\_French\\_Friendship\\_Nawabs](https://www.researchgate.net/publication/325486848_Plassey_Plot_in_1757_English_Enimity_Marwari_Moneybags_French_Friendship_Nawabs)
2. Ali, A., Hussain, M. & Akbar, M., (2018). *Anglo-Sikh Wars and its Consequences in the Punjab: A Case Study of Lahore and Multan*. Journal of Social Sciences. Available at: <https://pdfs.semanticscholar.org/ff74/f668be15e8d1c38f9b94e80dc55cfc863779.pdf>
3. Kumar, N., (2016). *Economic Impact of British colonial rule on Indian Agriculture: A Review*. International Research Journal of Social Science, 05. Available at: <http://www.isca.in/IJSS/Archive/v5/i2/10.ISCA-IRJSS-2015-199.pdf>
4. Talukdar, M., (2018). *A HISTORICAL PERSPECTIVE OF THE SOCIO- RELIGIOUS REFORM MOVEMENTS IN PRE- INDEPENDENT INDIA*. Available at: [https://www.researchgate.net/publication/322759970\\_A\\_HISTORICAL\\_PERSPECTIVE\\_OF\\_THE\\_SOCIO-\\_RELIGIOUS\\_REFORM\\_MOVEMENTS\\_IN\\_PRE-\\_INDEPENDENT\\_INDIA](https://www.researchgate.net/publication/322759970_A_HISTORICAL_PERSPECTIVE_OF_THE_SOCIO-_RELIGIOUS_REFORM_MOVEMENTS_IN_PRE-_INDEPENDENT_INDIA)

5. Singh, Ankit., (2018). *The Revolt of 1857- The First War of Independence*. International Journal of Trend in scientific research and development. Available at. [https://www.academia.edu/37528481/The\\_Revolt\\_of\\_1857\\_-  
The\\_First\\_War\\_of\\_Independence](https://www.academia.edu/37528481/The_Revolt_of_1857_-_The_First_War_of_Independence).

**Paper Title: History of Modern China and Japan (1839- 1949)**

**Paper Code: HIS V.E-9**

**Marks: 100**

**Credits: 4**

**Pre- requisite Courses: None**

**Duration - 60 Hours**

**Course Objective:** This course will enable the student to:

1. Understand the Chinese response to the western imperialism and the rise and growth of nationalism and the triumph of communism in China.
2. Study the main events in the history of Japan that contributed to her rise as an Asiatic power.

**Course Learning Outcomes:** At the end the course the students will be able to:

CLO1: Discuss the circumstances that led to imperialism in China.

CLO2: Explain the factors that led to the emergence of nationalism in China.

CLO3: Assess the factors that led to the opening of Japan to the West.

CLO4: Examine the transition of Japan from feudalism to capitalism.

CLO5: Identify the forces that led to the rise of Japan as an imperial power.

**Course Content:**

**Unit 1: Imperialism in China and Reaction**

**(15 Hours)**

**1.1 The Opium Wars, Scramble for concessions, Open Door policy**

1.2 Emergence of nationalism in China- Boxer Rebellion, Revolution of 1911- Causes and significance, Dr. Sun Yat Sen and his contribution

**Unit 2: Nationalism and Rise of Communism in China (15 Hours)**

2.1 Formation of Republic, Yuan Shi Kai, Warlordism, May 4<sup>th</sup> Movement

2.2 Foundation of CCP and KMT, Rise of Mao Zedong, United Front, Revolution of 1949

**Unit 3: Japan: Transition from Feudalism to Capitalism (15 Hours)**

3.1 Opening of Japan to the West, Meiji Restoration, Meiji Constitution

3.2 Socio-cultural reforms, Educational reforms, Financial reforms, development in the Meiji Era

**Unit 4: Emergence of Japan as an imperial power (15 Hours)**

4.1 Sino-Japanese War, Russo-Japanese War, Manchurian Crisis of 1931-32

4.2 Second Sino-Japanese War, World War II, American Occupation

**Basic References:**

1. Clyde P.H. and Beers B.F. *The East: A History of Western Impact and Eastern Response 1830-1965*. 6<sup>th</sup> ed. New Delhi: Prentice Hall of India, 1976.
2. Hsu, Immanuel C.Y. *The Rise Modern China*. London: O.U.P., 2000.
3. Latourette, K.S. *The History of Japan*. New York: American Institute of Pacific Relations, 1962.
4. Mason, R. H. P. *A History of Japan*. U.S.A.: Tuttle Publishing, 1997.
5. Menton, Linda K. *The Rise of Modern Japan*. Honolulu: University of Hawaii Press, 2003.
6. Vinacke, Harold M. *History of the Far East*. New York: Appleton-Century-Crofts, 1959.

**Additional References:**



1. Bailey, Paul. *Postwar Japan: 1945 to the Present*. Hoboken, New Jersey:Blackwell, 1996.
2. James, L. McClain. *Japan: A Modern History*. New York: W W Norton & Company, 2002.
3. Latourette, K.S. *A Short History of the Far East*. 3<sup>rd</sup> ed. New York: Macmillan and Co., 1957.
4. Perez, Louis G. *A History of Japan*. London: Greenwood Press, 1998.
5. Totman, Conrad. *A History of Japan*. Hoboken, New Jersey: John Wiley & Sons, 2014.

**Paper Title:** World Revolutions

**Paper Code:** HIS V.E- 10

**Marks:** 100

**Credits:** 4

**Pre- requisite Course:** None

**Duration:** 60

**Course Learning Objectives:** This course will enable the student to:

1. Understand the significant aspects of the English, American, French and Russian revolutions and analyze how these transformations have shaped the world we live in today.

**Course Learning outcomes:** At the end of the course the student will be able to:

- CLO1: Identify the periods of transition and transformation in world history.
- CLO2: Discuss the major forces that led to the world revolutions.
- CLO3: Analyse the goals and ideals of the revolutionaries and compare how they functioned.
- CLO4: Evaluate the connections between revolutionary ideologies and revolutionary events.

CLO5: Assess the impact and the major legacies of the revolutions

**COURSE CONTENT:**

**Unit 1: The Glorious Revolution**

**(15 Hours)**

1.1 Historical background: *Magna Carta*, Growth of parliament

1.2 Rise of Stuart dynasty, Conflict with parliament

1.3 The Glorious Revolution, Significance

**Unit 2: The American Revolution**

**(15 Hours)**

1.1 The formation of colonies

1.2 Events leading to the Declaration of Independence

1.3 The American Revolution, Significance

**Unit 3: The French Revolution**

**(15 Hours)**

3.1 The *Ancien* regime, Causes of the revolution

3.2 Main events of French Revolution and its significance

3.3 Rise of Napoleon Bonaparte

**Unit 4: The Russian Revolution**

**(15 Hours)**

4.1 Revolt of 1905, February-March Revolution, Causes and consequences

4.2 Role of Lenin - April Theses, July Crisis.

4.3 October-November Revolution and its impact on Russia and the world

**Basic References:**

1. Carr, E.H. *The Bolshevik Revolution 1917-1923*. USA: W. W. Norton & Company, 1985.
2. Durant, Will and Ariel. *The Story of Civilization*. Volume X: *Rousseau and Revolution*. New York: Simon & Schuster, 1967.
3. Goodwin, A., ed. *New Cambridge Modern History*. Vol. VIII: *American and French Revolutions 1763-93*. Cambridge University Press, 1968.
4. Trevelyan, G.M. *The English Revolution 1688-1689*. USA: Oxford University Press, 1965.

**Additional References:**

1. Becker, C.L. & Cooper, K.S. *Modern History: Europe since 1600*. London:Burke Publishing, 1970.
2. Fisher, H. A. L. **History of Europe. Vol. I: From Earliest Times to 1713**.London: Fontana Press, 1969.
3. Parkes, Henry Bamford. *The United States of America: A History*. New York: Knopf, 1953.
4. Phukan, M. *Rise of the Modern West: Social and Economic History of Modern Europe*. Macmillan, 1998.
5. Sinha, Arvind. *Europe in Transition: From Feudalism to Industrialization*. New Delhi: Manohar Publishers & Distributors, 2010.
6. Toynbee, Arnold J. *The Impact of the Russian Revolution 1917-1967: The Influence of Bolshevism on the World Outside Russia*. London: Oxford University Press, 1967.

**Paper Title: Introduction to Constitution of India**

**Paper Code: HIS V. E-13**

**Marks: 100**

**Credits: 4**

**Pre- requisite Courses: None**

**Duration: 60**

**Course Learning Objectives:**

1. To introduce the students to the Constitution of India, highlighting its salient features.
2. To familiarise the students with their fundamental rights and fundamental duties.
3. To provide knowledge of functioning of the chief organs of the government.

**Course Learning Outcome:** At the end of the course the student will be able to:

CLO1 : Discuss the role of the Constitution and its salient features in preserving unity and diversity of India.

CLO2: Summarise the process of making of the Indian Constitution.

CLO3 : Analyse the fundamental rights, fundamental duties and directive principles.

CLO4 : Discuss the structure of the Union legislature, executive and judiciary.

CLO5 : Examine the structure of state and local governance in India.

### **Course Content**

#### **Unit 1: Introduction**

**(15 Hours)**

1.1 Making of the Indian Constitution, Preamble and salient features

1.2 Fundamental Rights, Fundamental Duties and Directive Principles of State Policy

#### **Unit 2: Union Executive and Legislature**

**(15 Hours)**

2.1 President, Prime Minister, Council of Ministers

2.2 Indian Parliament and important legislations

#### **Unit 3: Judiciary**

**(15 Hours)**

3.1 Composition of Supreme Court, High Courts

3.2 Jurisdiction and functions, Judicial Review, PIL

#### **Unit 4: State Government**

**(15 Hours)**

4.1 Governor, Chief Minister, State Legislature

4.2 Local self Government- 73<sup>rd</sup> and 74<sup>th</sup> Amendments

### **Basic References:**

1. Austin, G. *The Indian Constitution: Corner Stone of a Nation*. Oxford University Press, 1996.
2. Basu, D. D. *An Introduction to the Constitution of India*. New Delhi: Prentice Hall, 1995.
3. Pylee, M.V. *An Introduction to the Constitution of India*. New Delhi: Vikas, 1996.

4. Sharma, B. K. *Introduction to the Constitution of India*. New Delhi: Prentice Hall, 2002.

**Additional References:**

1. Bhagwan, Vishnoo and Vidya Bhushan. *World Constitutions*. New Delhi: Sterling Publishers, Pvt. Ltd., 1998.
2. Chandra, Bipan and others. *India After Independence*. New Delhi: Viking 1999.
3. Gokhale, B. K. *Constitution of India and Its Working*. Bombay: A. R. Seth & Co., 1972.
4. Krishna Iyer, V. R. *Fundamental Rights and Directive Principles*. New Delhi: Deep and Deep Publications Pvt. Ltd., 1992.
5. Rai, B. C. *The World Constitution: A Comparative Study*. Lucknow: Prakashan Kendra, 2001.
6. Shukla, V. N. *Constitution of India*. Lucknow: Eastern Book Company, 2008.

**Course Title: Introduction To Historical Method And Indian Historiography**

**Course Code: HIS V. E-12**

**Marks: 100**

**Credits: 4**

**Pre –requisite Courses:None**

**Duration: 60 hours**

**Course Learning Objectives:** This course will enable the student to:

**Learning outcome:** At the end of the course the student will be able to:

CO1 Analyse the basic concepts and categories of History.

CO2. Highlight the scope of History and the art of writing History.

CO3. Assess the different approaches to Indian Historiography.

CO4. Identify the basic elements in historical research.

CO5. Examine the different ideologies that have influenced historical writing

**Unit 1: Meaning and Scope of History** (15 Hours)

1.1 What is History? – Definitions

1.2 Nature of History, History and Allied Subjects

**Unit 2: Historical Method** (15 Hours)

2.1 Sources, their Classification and Collection

2.2 Issues of Subjectivity and Objectivity, Analysis of Data, History Writing- Synthesis, References and Bibliography

**Unit 3: Indian Historiography** (15 Hours)

3.1 Historiography: Meaning and Significance

3.2 Approaches to History in Ancient and Medieval India

**Unit 4: Approaches to Indian History** (15 Hours)

4.1 Orientalist, Imperialist and Nationalist schools of thought

4.2 Marxist, Cambridge and Subaltern approaches

**Basic References:**

1. Ali, B. Sheik, B.(1984)*History: Its Theory and Method*. Mumbai: Macmillan India Ltd.
2. Carr, E.H.(1990) *What is History?* New Delhi: Penguin Books.
3. Chitnis, K.N.(2001) *Research Methodology in History*. New Delhi: Atlantic Publishers Ltd.
4. Collingwood, R.G.(1994) *The Idea of History*. USA: O.U.P.
5. Majumdar, R.C.(1970) *Historiography in Modern India*. Bombay: Asia Publishing House.
6. Nizami, K.A.(1983) *On History and Historians of Medieval India*. New Delhi: Munshiram Manoharlal.
7. Pathak, V. S.( 1966) *Ancient Historians of India: A Study in Historical Biographies*. Bombay: Asia Publishing House.
8. Sreedharan, E.(2004) *A Textbook of Historiography 500BC to AD 2000*. New Delhi: Orient Longman,.
9. Raychaudhuri, Tapan. "Indian Nationalism as Animal Politics", in *The Historical Journal*, Vol.22. No.3. pp.747-763.

**Additional References:**

1. Black, Jeremy, Donald M. MacRaild.( 2007) *Studying History*. New York: Palgrave Macmillan.
2. Elton, G.R.( 2002)*The Practice of History*. Oxford: Blackwell Publishers.
3. Gopal, S. and R. Thapar.(1968) *Problems of Historical Writing in India*. New Delhi: India International Center.
4. George G., et, al. (2008) *A Global History of Modern Historiography*. England: Pearson Education.
5. Wader, A. K. (1975) *An Introduction to Indian Historiography*. Bombay: Popular Prakashan.
6. Rajayyan, K. *History in Theory and Method*. Raj Publishers.
7. Munslow, A. (2012). *A history of history*. New York: Routledge.

**Course Title: Indian National Movement (1857 – 1947)**

**Course Code:** HIS V.C-8

**Marks:** 100

**Credits:** 4

**Duration:** 60 Hours

**Prerequisite Courses:** None

**Course Learning Objectives:** This course will enable the students to:

1. Examine the forces which led to the birth of Indian Nationalism.
2. Discuss the course of the Indian National Movement leading to Independence.

3. Appreciate the contribution of nationalist leaders to the freedom struggle and instill values of patriotism towards the nation.

**Course Learning Outcomes:** At the end of the course the students will be able to:

CO1: Analyse the historiography of Indian National Movement.

CO2: Discuss the Revolt of 1857.

CO3: Explain the birth and growth of national consciousness.

CO4: Examine the emergence of communal politics and its impact.

CO5: Highlight major constitutional developments during the colonial era.

### **Course Content**

#### **Unit I (15hours)**

1.1 Historiography of Indian National Movement: Colonial, Nationalist, Marxist and Subaltern

1.2 Revolt of 1857: Causes, course, consequences and nature.

1.3 Rise of Nationalism; Foundation of Indian National Congress, Moderates and Extremists: Ideology and Methods

1.4 Swadeshi and Boycott movements, Foundation of Muslim League.

#### **Unit II (15 hours)**

2.1 Home Rule Leagues: Annie Besant and B.G Tilak, Montague-Chelmsford Reforms

2.2 Revolutionary movements in India and abroad

2.3 Early Satyagraha Movements, Non-Cooperation Movement, Swarajists Movement and Civil Disobedience Movement.

2.4 Tribal, Peasant and Dalit Movements.

#### **Unit III (15 hours)**

3.1 Government of India Act of 1935: Provisions



3.2 Demand for Pakistan

3.3 Quit India Movement

3.4 Azad Hind Fauz

#### **Unit IV**

**(15 hours)**

4.1 Diplomatic Maneuvering: Cripps Proposals, Cabinet Mission Plan, Mountbatten Plan

4.2 Formation of Interim Government

4.3 Indian Independence Act, 1947

4.4 Partition of India and its consequences.

#### **REFERENCES**

1. Bandyopadhyay, S. (2015) *From Plassey to Partition and After: A History of Modern India*. 2<sup>nd</sup> edn. Hyderabad: Orient BlackSwan.
2. Banerjee-Dube, I. (2015) *A History of Modern India*. New Delhi: Cambridge University Press.
3. Chakrabarty, B. and Pandey.R.K. (2009) *Modern Indian Political Thought: Text and Context*. New Delhi: Sage Publications.
4. Chandra, B. (2009) *History of Modern India*. Hyderabad: Orient BlackSwan.
5. Chandra, B. et.al. (1989) *India's Struggle for Independence*. Gurgaon: Penguin Random House.
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8. Metcalf, B. D. and T. R. Metcalf. (2006) *A Concise History of Modern India*. Cambridge: Cambridge University Press.
9. Sarkar, S. (1983) *Modern India 1885 – 1947*. New Delhi: Macmillan.
10. Kulke, H and Dietmar R.(2004) *A History of India*. U.K: Psychology press
11. Sen, S. N. (2017) *An Advanced History of Modern India*. New Delhi: Primus Books.

#### **Journal Articles**

1. Chakrabarty, B. (2016). B.R. Ambedkar: A 'Rebel-Liberal' in the Gandhian Universe. *Indian Historical Review*, [online] Volume 43 (2), pages 289-315. Available at: <https://journals.sagepub.com/doi/pdf/10.1177/0376983616663417>.
2. Habib, S.I. (2007). Shaheed Bhagat Singh and his Revolutionary Inheritance. *Indian Historical Review*. [online] Volume 34 (2), pages 79-94. Available at: <https://journals.sagepub.com/doi/pdf/10.1177/037698360703400205>.
3. Roy, K. (2017). Axis Satellite Armies of World War II: A Case Study of the Azad Hind Fauj, 1942-45. *Indian Historical Review*, [online] Volume 35 (1), pages 144-172. Available at: <https://journals.sagepub.com/doi/pdf/10.1177/037698360803500107>.
4. Singh, M.P. and Bhatia, R.P. (2017). Foundation and Historical Evolution of Indian Constitutionalism. *Indian Historical Review*, [online] Volume 35 (1), pages 173-207. Available at: <https://journals.sagepub.com/doi/abs/10.1177/037698360803500108>.

#### **PhD Theses**

1. Bhat, B. A. (2018). *Impact of Socialist Ideology on the Freedom Struggle of India*. PhD. Jiwaji University. Available at: <https://shodhganga.inflibnet.ac.in/handle/10603/277961>.
2. Qaiser, R. (2005). *Maulana Abul Kalam Azad: A Study of his role in Indian Nationalist Movement, 1919-47*. PhD. Jawaharlal Nehru University. Available at: <https://shodhganga.inflibnet.ac.in/handle/10603/31090>

**Paper Title: History Of U.S.A (1776-1963)**

**Paper Code: HIS. E-15**

**Marks: 100**

**Credits: 4**

**Pre –requisite Course- None**

**Duration:60**

**Course Learning Objectives:** This course will enable the student to:

1. Understand the events that led to the rise and development of U.S.A. as a global power.

**Course Learning outcome:** At the end of the course the student will be able to:

CLO1: Analyse the historical background and circumstances that led to the formation of thirteen colonies in America.

CLO2; Identify the factors that led to the American War of Independence and outline the features of its Constitution.

CLO3: Explain the origin and nature of slavery in North America.

CLO4: Examine the economic, social, and political causes of the Civil War and its impact on American society.

CLO5: Examine the policies that led to the rise of USA as a global power.

## **COURSE CONTENT:**

### **Unit 1: Formation of U.S.A**

**(15 Hours)**

1.1 Historical background- Geographical explorations, Establishment of Thirteen Colonies

1.2 American War of Independence: Causes, course and consequences

1.3 Making of the Constitution: Its features

### **Unit 2: Slavery and the Civil War**

**(15 Hours)**

2.1 Westward Movement, Slave trade

2.2 Civil War: Causes, course and consequences

2.3 Abraham Lincoln, Emancipation Proclamation

### **Unit 3: Economic and Social Reforms**

**(15 Hours)**

3.1 The Great Depression- Causes, impact

3.2 The New Deal

3.3 Civil Rights Movement- Martin Luther King Jr., Movement for Women's Rights

### **Unit 4: Rise of U.S.A as a World Power**

**(15 Hours)**

4.1 Programmes and policies of William Mc Kinley and Theodore Roosevelt

4.2 World War I, Woodrow Wilson and his Fourteen Points

4.3 U. S. A. in World War II

4.4 The Cold War- Strategy of 'Containment,' Truman Doctrine

## **REFERENCES:**

- 1 Bailyn, B., Wood, D., Thomas, J., et.al. (2000). *The Great Republic, A History of the American People*. D. C. Heath & Company, Massachusetts.
- 2 Carnes, M. and Garraty, J. (2006). *The American Nation, A History of the United States*. 12<sup>th</sup>ed. Pearson Longman, New York.
- 3 Current, R., Williams, H. and Freidel, F. (1965). *American History: A Survey*. Random House of Canada, New York.
- 4 Donaid, D., ed., (1965). *The Making of America, 1607- 1763*. Macmillan, New York.
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- 6 Grob, G. and Billias, G., (2000). *Interpretations of American History: Patterns and Perspectives*. Vol.1. The Free Press, New York.
- 7 Morison, S. (1965). *The Oxford History of the American People*. Oxford University Press, New York.
- 8 Parkes, H. (1953). *The United States of America: A History*. Knopf, New York.
- 9 Wade, R., Wilder, H. and Wade, L. (1966). *A History of the United States*. Houghton Mifflin Company, Boston.
- 10 Zinn, H. (2003). *A Peoples History of the United States, 1492- Present*. Harper Collins, New York.

**Paper Title: India After Independence (1947-1996)**

**Paper Code: HIS. E-13**

**Marks: 100**

**Credits: 4**

**Pre –requisite Course- None**

**Duration:60**

**Course Learning Objectives:** This course will enable the students to:

1. Examine the political and constitutional developments in India since independence.
2. Study the role of government in building the social and economic foundations of modern India.
3. Make a study of India's foreign policy with emphasis on her relations with her neighbours.

**Course Learning outcome:**At the end of the course the students will be able to:

- CLO1: Explain the major political and constitutional developments in post-independent India  
CLO2: Examine the factors leading to the rise and fall of various governments and assess their

contribution.

CLO3: Analyse the salient features of India's foreign policy and discuss the nature of relations with her neighbours.

CLO4: Assess the role of government policies in the economic and social transformations in India.

CLO5: Identify the major achievements in the field of education, science and technology.

## **COURSE CONTENT:**

### **Unit 1: Nehru Era (1947 – 1964) (15 Hours)**

- 1.1 Indian Constitution, Important Legislations
- 1.2 Linguistic Reorganization of States
- 1.3 Integration of Portuguese and French Colonies

### **Unit 2: Political Developments (1966-1996) (15 Hours)**

- 2.1 Lal Bahadur Shastri and Tashkent agreement (1964-1966)
- 2.2 Indira Gandhi, J. P Movement and Emergency (1966-1977)
- 2.3 Janata Government (1977-1979)
- 2.4 Revival of Congress, Coalition Governments (1980-1996)

### **Unit 3: Economy and Society (15 Hours)**

- 3.1 Five Year Plans: Learning Objectives, programmes and achievements
- 3.2 Reservation policy, Social welfare legislations on women and children
- 3.3 Liberalization, Privatization and Globalization
- 3.4 Major strides in education, science and technology

### **Unit 4: Foreign Policy (15 Hours)**

- 4.1 Non Aligned Movement: Learning Objectives and principles
- 4.2 India- China relations
- 4.3 India- Pakistan relations
- 4.4 SAARC: Learning Objectives and principles

## **REFERENCES:**

- 1 Basu, D. (2012). *Introduction to the Constitution of India*. Lexis Nexis, New Delhi.
- 2 Brass, P. (1994). *The Politics of India Since Independence*. Cambridge University Press, Cambridge.
- 3 Chandra, B., Mukherjee, M. and Mukherjee, A., eds., (1999). *India after Independence*. Penguin Books, New Delhi.
- 4 Chatterjee, P., ed., (1994). *State and Politics in India*. OUP, New Delhi.

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- 7 Guha, R. C. (2007). *India after Gandhi: The History of the World's Largest Democracy*. Picador, New Delhi.
- 8 Khilnani, S. (2004). *The Idea of India*. Penguin Books, New Delhi.
- 9 Vинаik, A. R. B. (2010). *Understanding Contemporary India*. Orient Black Swan, Hyderabad.

**Paper Title: Introduction To History of West Asia (1900-2000)**

**Paper Code: HIS. E-15**

**Marks: 100**

**Credits: 4**

**Pre –requisite Course- None**

**Duration:60**

**Course Learning Objectives:** This course will enable the students to:

1. Understand the nature of European colonization in West Asia.
2. To comprehend the circumstances leading to emergence of nationalism in West Asia.
3. To study the major conflicts in West Asia in the Post-Colonial period.

**Learning Outcome:**At the end of the course the students will be able to:

CO1:Explain the events leading to the fall of the Ottoman Empire

CO2: Highlight the forces that led to the rise and growth of national consciousness in West Asia leading to the birth of nation states.

CO3: Examine the events leading to the birth of Israel and the nature of its conflicts with the Arab states.

CO4: Discuss the major conflicts in West Asia in the second half of 20th century.

CO5: Highlight the role of oil in the geopolitics of West Asia.

### **COURSE CONTENT:**

#### **Unit 1: Consolidation of European powers in West Asia (15 Hours)**

1.1 World War I and fall of the Ottoman Empire

1.2 Treaty of Sevres (1920)

1.3 Mandate System

#### **Unit 2: Emergence of Nationalism (15 Hours)**

2.1 Reforms of Kemal Pasha and Turkey

2.2 Independence of Iraq

2.3. Iranian Revolutions of 1952 and 1979

2.4 Zionism- Balfour Declarations (1917), Birth of Israel (1948)

2.5 Establishment of Arab League (1945): Its Learning Objectives and principles

#### **Unit 3: Conflicts in West Asia (15 Hours)**

3.1 Arab- Israel conflict, Foundation of PLO (1964)

3.2 Iran –Iraq Wars (1980-88)

3.5 Gulf War (1990-1991)

#### **Unit 4: Oil politics in West Asia (15 Hours)**

4.1 Crude oil and power politics

4.2 Nationalization of oil companies and balance of power

4.3 OPEC

### **REFERENCES:**

- 1 Clarke J. I. and Bowen-Jones, H., eds., (2013). *Change and development in the Middle East*. Routledge, Abingdon, England.
- 2 Cleveland, W. L. and Bunton, M. (2016). *A History of the Modern Middle East*. Westview Press, U.S.A.

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- 4 Goldschmidt, A. and Boum, A. (2015). *A Concise History of the Middle East*. Hachette, U. K.
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- 8 Rao, B.V. (2005). *History of Asia: From Early Times to 2000 A.D.* New Dawn Press Inc., U.K.
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- 10 Yahya, A. and Ricks, T. M. (1986). *Middle East: Past and Present*. Prentice-Hall, New Jersey.

**Paper Title: History Of Modern Europe (1815-1945)**

**Paper Code: HIS. E-16**

**Marks: 100**

**Credits: 4**

**Pre –requisite Course- None**

**Duration:60**

**Course Learning Objectives:** This course will enable the student to:

1. Understand the political changes that determined the course of European history in the nineteenth and twentieth centuries and analyze how these changes had a major impact on other parts of the world.

**Course Learning outcome:** At the end of the course the student will be able to:



CLO1: Identify the chief features of the Metternich System and its impact on Europe.

CLO2: Analyse the factors and circumstances that led to the rise of new nation states in Europe.

CLO3: Explain the circumstances that led to the rise of imperialism and evaluate its various forms.

CLO4: Examine the forces that led to the rise of totalitarian ideologies and regimes.

CLO5: Assess the circumstances, factors and impact of the World Wars.

## **COURSE CONTENT:**

### **Unit1: Age of Metternich (15 Hours)**

- 1.1 Fall of Napoleon, Congress of Vienna- Learning Objectives, achievements and Metternich System
- 1.2 Greek War of Independence, July Revolution of 1830 and 1848 Revolutions

### **Unit 2: Birth of New Nation States (15 Hours)**

- 2.1 Italian unification- The Carbonari, Mazzini, Cavour, Garibaldi and Victor Emmanuel II
- 2.2 German unification- Zollverein, Frankfurt Parliament, Otto Von Bismarck- Policy of 'blood and iron', System of alliances

### **Unit 3: Rise of Imperialism and World War I (15 Hours)**

- 3.1 Industrial Revolution and its impact on economy- Colonial expansion, scramble for colonies
- 3.2 World War I- Causes and consequences
- 3.3 Treaty of Versailles, Establishment of League of Nations- Structure, organizations achievements and failure

### **Unit 4: Rise of Totalitarian Regimes and World War II (15Hours)**

- 4.1 Fascism- Its features
- 4.2 Nazism- Its features
- 4.3 World War II- Causes and consequences
- 4.4 Establishment of U.N.O: Structure, principles, Learning Objectives and functions
- 4.5 Beginnings of Cold War

## **REFERENCES:**

1. Becker, C. and Cooper, K. (1970). *Modern History: Europe since 1600*. Burke Publishing, London.
2. Berger, S., ed., (2006). *Companion to Nineteenth Century Europe.1789-1914*. Blackwell Publishing, Oxford.
3. Blanning, T. (2000). *The Oxford History of Modern Europe*. Oxford University Press.
4. Craig, G. (1962). *Europe since 1815*. Holt, Rinehart and Winston, New York.
5. Davies, N. (1998). *Europe: A History*. Harper Perennial, New York.
6. **Fisher, H. (1973). *A History of Europe. Vol. II: From the Early 18<sup>th</sup> century to 1935*. Fontana Press, London.**
7. Grant, A. and Temperley, H. (1952). *Europe in the Nineteenth and Twentieth Centuries 1789-1950*. Longmans Green and Co., London.
8. Hayes, C. and Cole, C. (1960). *History of Europe. Volume II: Since 1648*. The Macmillan Company, New York.
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10. James, J. (1990). *Europe since 1870: An International History*. 4<sup>th</sup> ed. Penguin Books Ltd., London.

### 13. Learning Outcome Matrix :

**MATRIX 3** (Course wise)

**MAPPING TEACHING METHODS/PEDAGOGIES TO CLOs AND PLOs**

**PROGRAMME: History**

**Course: History of Goa from earliest times to 1961**

(use  if linked,  if not linked and  if mode not used)

Level of Bloom's Taxonomy (1-6)	T-L-E modes	CLO F1	CL O2	CL O3	CL O4	CL O5	PL O1	PL O2	PL O3	PL O4	PL O5	PL O6	PL O7	PL O8
	Traditional Lecture Method	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Interactive Lecture Method	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Group Discussion	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Debate	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Experiential Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Outdoor Experi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	ments													
	Laboratory Work													
	POGIL													
	Flipped Classroom													
	Field Based studies							✓	✓	✓	✓	✓		
	Problem Based Learning							✓	✓					
	Project based Learning	✓	✓	✓	✓	✓								
<p><b>Blooms Taxonomy: 1-Remembering, 2-Understanding, 3-Applying, 4-Analysing, 5-Evaluating, 6-Creating</b></p>														

**MATRIX 3 (Course wise)**

**MAPPING TEACHING METHODS/PEDAGOGIES TO CLOs AND PLOs**

**PROGRAMME: History**

**Course: History of India from earliest times to 3<sup>rd</sup> century CE**



	Work													
	POGIL													
	Flipped Classroom													
	Field Based studies													
	Problem Based Learning													
	Project based Learning	✓	✓	✓	✓	✓								
<p><b>Blooms Taxonomy: 1-Remembering, 2-Understanding, 3-Applying, 4-Analysing, 5-Evaluating, 6-Creating</b></p>														

<p><b>MATRIX 3 (Course wise)</b></p> <p><b>MAPPING TEACHING METHODS/PEDAGOGIES TO CLOs AND PLOs</b></p> <p><b>PROGRAMME: History</b></p> <p><b>Course: History of Goa from 1961 to present</b></p> <p><i>(use if linked, if not linked and if mode not used)</i></p>														
<b>Level of Blooms Taxonomy</b>	<b>T-L-E modes</b>	<b>CLO F1</b>	<b>CL O2</b>	<b>CL O3</b>	<b>CL O4</b>	<b>CL O5</b>	<b>PL O1</b>	<b>PL O2</b>	<b>PL O3</b>	<b>PL O4</b>	<b>PL O5</b>	<b>PL O6</b>	<b>PL O7</b>	<b>PL O8</b>

(1-6)														
	Traditional Lecture Method	✓	✓	✓	✓	✓	✓			✓	✓	✓		
	Interactive Lecture Method	✓	✓	✓		✓			✓		✓	✓		
	Group Discussion		✓	✓	✓	✓		✓	✓		✓			
	Debate		✓	✓	✓						✓			
	Experiential Learning							✓						
	Outdoor Experiments							✓	✓	✓	✓	✓		
	Laboratory Work													
	POGIL													
	Flipped Classroom													
	Field Based							✓	✓	✓	✓	✓		

	studies														
	Problem Based Learning							✓	✓						
	Project based Learning	✓	✓	✓	✓	✓									
<b>Blooms Taxonomy: 1-Remembering, 2-Understanding, 3-Applying, 4-Analysing, 5-Evaluating, 6-Creating</b>															

<b>MATRIX 3 (Course wise)</b> <b>MAPPING TEACHING METHODS/PEDAGOGIES TO CLOs AND PLOs</b> <b>PROGRAMME: History</b> <b>Course: History of India from 4<sup>th</sup> Century to 1206 CE</b> <i>(use ✓ if linked, ✗ if not linked and / if mode not used)</i>															
Level of Blooms Taxonomy (1-6)	T-L-E modes	CL O1	CL O2	CL O3	CL O4	CL O5	CL O6	PL O1	PL O2	PL O3	PL O4	PL O5	PL O6	PL O7	PL O8
	Traditional Lecture Method	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓		



Interact ive Lecture Method	✓	✓	✓	✓	✓	✓	✓					✓	✓		
Group Discuss ion				✓			✓					✓			
Debate				✓			✓					✓			
Experie ntial Learnin g															
Out- door Experi ments															
Laborat ory Work															
POGIL															
Flipped Classro om															
Field Based studies															
Proble m Based Learnin g									✓						

	Project based Learning	✓	✓	✓	✓	✓	✓									
		<b><i>Blooms Taxonomy: 1-Remembering, 2-Understanding, 3-Applying, 4-Analysing, 5-Evaluating, 6-Creating</i></b>														