

# DEPARTMENT OF HISTORY

**PARVATIBAI CHOWGULE COLLEGE OF ARTS AND SCIENCE**

**AUTONOMOUS**

## 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	-	<b>HIS-I.GEC</b> Culture and Heritage of Goa	-	-
II	<b>HIS I.I.C-3</b> History of Goa from 1961 to the Present	<b>HIS I.I.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 from 1206 to 1526	-	<b>HIS.E-1</b> History of South India from Earliest Times to C. 1250	<b>HIS.E-2</b> World Civilizations: Mesopotamia, Egypt, Greece and Rome (Earliest Times To 500 A.D.)	<b>HIS.E-3</b> Introduction to Archaeology	<b>HIS.E-4</b> Socio-Economic 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> History of the Marathas	<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 1757 to 1857	-	<b>HIS.E-9</b> History of Modern China and Japan (1894-2000)	<b>HIS.E-10</b> World Revolutions	<b>HIS.E-11</b> Introduction to Constitution of India	<b>HIS.E-12</b> Introduction to Historical Method and Indian Historiography

VI	<b>HIS VI.C-8</b> Indian National Movement from 1857 to 1947	-	<b>HIS.E-13</b> History of USA (1861-2000)	<b>HIS.E-14</b> India After Independence (1947 – 2000)	<b>HIS.E-15</b> Introduction to History of West Asia (1900-2000)	<b>HIS.E-16</b> History of Modern Europe (1800 – 2000)
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## **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:

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.

**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

#### **REFERENCES:**

1. Bhatt, S. C., ed., (2006). *Land and People of Indian States and Union Territories*. Vol. 7. Delhi: Kalpaz Publications.
2. Cabral, R. (2013). *Primary Education in Goa: An Historical Perspective*. New Delhi: India Concept Publishing Company.
3. Correia, L. de. A. (2006). *Goa through the Mists of History from 10000 B.C.- A.D. 1958*. Panaji: Maureen Publishers Pvt. Ltd.
4. De Mendonça, D. (2002). *Conversions and Citizenry: Goa under Portugal – 1510-1610*. New Delhi. Concept Publishing Company.
5. De Souza, T. R. (1979). *Medieval Goa: A Socio- Economic History*. Saligao-Goa: Goa 1556.
6. De Souza, T.R., ed., (1990). *Goa Through the Ages: Economic History*. Vol II. New Delhi: Goa 1556.
7. Gune, V.T., ed., (1971). *The Gazetteer of the Union Territory of Goa, Daman and Diu: District Gazetteer, Part I*. Panaji-Goa: Government Press.
8. Kamat, P. P. (1999). *Farar Far: Popular Resistance to Colonial Hegemony in Goa, 1510-1961*. Panaji: Institute Menezes Braganza.
9. Kamat, P.P. (2009). *Goa: Its Tryst with Trade*. Panaji: Goa Chamber Of Commerce and Industry.
10. Mhamai, S.K., ed., (2002). *Goa: Educational Institutions through the Ages*. Panaji: Directorate of Archives and Archaeology, Government of Goa.
11. Mitragotri, V. R. (1999). *Socio-Cultural History of Goa: From Bhojas to Vijayanagar*. Panjim: Institute of Menezes Braganza.
12. Moraes, G.M. (1989). *Kadamba Kula*. New Delhi: Asian Educational Services.
13. Priolkar, A.K. (1961). *The Goa Inquisition*. Panaji: RajhaunsVitaran.
14. Shastri, B.S. (2000). *Goa-Kanara Portuguese Relations 1498-1763*. New Delhi: Concept Publishing Company Pvt. Ltd.
15. Shirodkar, P.P. (1988). *Goa's Struggle for Freedom*. Bardez-Goa: 'Vatsalya'.

16. Xavier, P.D. (1993). *Goa: A Social History (1510-1640)*. Panaji-Goa: RajhaunsVitaran.

**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:

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.

**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 of 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.

## **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

## **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. I & 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. Majumdar, R.C. (1977). *Ancient India*. Delhi: Motilal Banarsidas Publications.
5. Majumdar, R.C., ed., (2015). *The History and Culture of the Indian People*. Vol. I. 8<sup>th</sup> ed. Mumbai: Bharatiya Vidhya Bhavan.
6. Majumdar, R.C., ed., (2001). *The History and Culture of the Indian People*. Vol. II. 7<sup>th</sup> ed. Mumbai: Bharatiya Vidhya Bhavan.
7. Sharma, R. S. (2005). *Aspects of Political Ideas and Institutions in Ancient India*. New Delhi: Motilal Banarsidas.
8. Sharma, R.S. (2007). *India's Ancient Past*. New Delhi: Oxford University Press.
9. 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.
10. Thapar, R. (2015). *The Penguin History of Early India: From the Origins to AD 1300*. U.K: Penguin.
11. Thapar, R. (2010). *Ancient Indian Social History: Some Interpretations*. 2<sup>nd</sup> ed. New Delhi: Orient Blackswan.

**Course Title: CULTURE AND HERITAGE OF GOA**

**Course Code: HIS.GEC 1**

**Marks: 100**

**Credits: 4**

**Duration: 60 hours**

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

1. Explore how various influences have shaped Goan culture in the past and present.
2. Analyse the myriad aspects of Goa's rich culture and heritage

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

CLO1: Discuss the historical background of Goa and its contribution in shaping the culture and heritage of Goa

CLO2: Assess the colonial impact on Goa's socio-political profile

CLO3: Identify themes, issues and problems pertaining to culture and heritage of Goa.

CLO4: Examine the various aspects of the tangible and intangible heritage of Goa

CLO5: Appreciate the diverse nature of heritage and culture of Goa

## **COURSE CONTENT:**

### **Unit 1: Historical Background(15 Hours)**

1.1 Meaning and Scope of Goan Heritage and Culture; Sources

1.2 Goa up to 1510

1.3 Portuguese Era from 1510 – 1961

1.4 Goa since Liberation; Statehood

### **Unit 2: Socio-Political Institutions (15 Hours)**

2.1 Gaunkari and Comunidade System

2.2 Lusitanisation of Goan Culture

2.3 Status of Women

2.4 Portuguese Civil Code of 1867

### **Unit 3: Intangible Heritage (15 Hours)**

3.1 Language and linguistic traditions

3.2 Music, Dance and Drama

3.3 Rituals, Festivals, Folk Deities, Folk Medicine

3.4 Food and Dress



## **Unit 4: Tangible Heritage (15 Hours)**

- 4.1 Sub-Ghat, Riverine and Coastal, Sacred Groves, Khazans
- 4.2 Art and Architecture
- 4.3 Artisanal activities
- 4.4 Promotion of Heritage Tourism

## **REFERENCES**

1. Alvares, C, ed. (2002). Fish, Curry and Rice A Sourcebook on Goa, its Ecology and Life-style. Mapusa: The Goa Foundation.
2. Almeida, J.C. (2013). Goa: Administration and Economy before and after 1962. Panjim: Broadway
3. De Mendonça, D. (2002). Conversions and Citizenry: Goa under Portugal – 1510-1610. New Delhi. Concept Publishing Company.
4. Gomes, O. (2005). Goa. New Delhi: National Book Trust.
5. Gune V.T., ed. (1979). Gazetteer of Goa, Daman and Diu. Vol. I. Panaji: Gazetteer Department.
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). Of Umbrellas, Goddesses and Dreams: Essays on Goan Culture and Society. Mapusa: The Other India Press.
8. Phaldesai, P. (2004). Kaleidoscopic Goa: A Cultural Atlas. Panaji: Vasant Rao Dempo Education and Research Foundation.
9. Priolkar, A.K. (1961). The Goa Inquisition. Panaji: Rajhauns Vitaran.
10. Pereira, J. (2002). Churches of Goa. New Delhi: Oxford University Press.
11. Rodricks, W. (2012). Moda Goa: History and Styles. Uttar Pradesh: Harper and Collins.
12. Sinha, A. (2002). Goa Indica. A Critical Portrait of Postcolonial Goa. Delhi: Promilla Publications.

## **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:

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.

**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:**

1. Abreu, S., and Rudolf E. H.,eds.,(2014). *Goa 2011: Reviewing and Recovering Fifty Years*. New Delhi: Concept Publishing Company Pvt. Ltd.
2. Almeida, J.C.(2013).*Goa: Administration and Economy before and after 1962*.Panjim: Broadway.
3. Alvares, C. (2001). *Fish, Curry and Rice: A Citizen's Report on the Goan Environment*. Mapusa. The Other India Book Press.
4. Angle, P. (1983). *Goa: An Economic Review*. Bombay: Goa Hindu Association.
5. Esteves, S. (1986). *Politics and Political Leadership in Goa*. New Delhi: Sterling.

6. Fernandes, A. (1986). *Cabinet Government in Goa*. New Delhi: Sterling.
7. Gune, V.T., ed., (1971). *The Gazetteer of the Union Territory of Goa, Daman and Diu: District Gazetteer*, Part I. Panaji-Goa: Government Press.
8. Malekandathil, P. and Dias, R., eds., (2008). *Goa in the 20th Century- History and Culture*. Panaji: Institute Of Menezes Braganza.
9. Narayan, R. (2011). *Triumph of Secularism: Battle of the Opinion Poll in Goa*. Vasco da Gama-Goa: Goa Publications Pvt. Ltd.
10. Parabo. P.D.(2015). *India First Democratic Revolution: Dayanand Bandodkar and the Rise of Bahujan in Goa*. New Delhi: Orient Blackswan.
11. Cabral e Sá, M., ed., (2002). *Redefining Horizons: Goa, Four Decades of Freedom*. Panaji: Directorate of Information and Publicity Government of Goa.
12. Saksena, R.N. (1974). *Goa: Into the Mainstream*. New Delhi: Abhinav Publications.

**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:

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.

**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
- 2.2 Society, Economy
- 2.3 Religion, Art and Architecture
- 2.4 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*. Vol III. 6<sup>th</sup> ed. Mumbai: Bharatiya Vidhya Bhavan.
8. Majumdar, R.C., ed., (2009). *The History and Culture of the Indian People*. Vol IV. 5<sup>th</sup> ed. Mumbai: Bharatiya Vidhya Bhavan.
9. Majumdar, R.C., ed., (2001). *The History and Culture of the Indian People*. Vol IV. 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 Vijayanagar 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.

**Course Title: History of South India From Earliest Times To C. 1250**

**Course Code: HIS.E-1**

**Marks: 100**

**Credits: 4**

**Pre-requisites: None**

**Duration: 60 hours**

**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 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 the 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 religion, literature, trade and commerce.

CLO5: Compare the distinguishing trends in South and North Indian society and culture.

## **COURSE CONTENT:**

### **Unit 1**

**(15 hours)**

1.1 Sources for the study of South India

1.2 Sangam Age-Meaning and Significance

1.3 Satvahanas - Gautamiputra

1.4 Pallavas- Mahendravarman I, Narasimhavarman I, Art and Architecture, Pallava- Chalukyan conflicts

### **Unit 2**

**(15 hours)**

2.1 Kadambas of Banavasi

2.2 Western Gangas

2.3 Chalukya of Badami, Architecture

2.4 Chola- Expansion of Chola Power :Rajaraja I, Rajendra Chola, Chola Administration, Sculpture and Architecture

### **Unit 3 (15 Hours)**

- 3.1 Rashtrakutas of Manyaketa –Krishna I, Amoghavarsha , Architecture
- 3.2 Chalukya of Vengi- Vijayaditya II and Vijayaditya III, Chalukya of Kalyani-Tailapa
- 3.3 Hoysalas of Dwarasamudra-Vishnuvardhana ,Ballala II, Architecture
- 3.4 Influence of Indian culture in South East Asia

**Unit 4:**

**(15 Hours)**

- 4.1 Agriculture, Brahamadeya –Devadaya System
- 4.2 Guild System, Craft Production and Trade
- 4.3 Dravidian Literature
- 4.4 Socio-Religious developments- Varna system, Christianity, Islam, Bhakti Movement,

**REFERENCES:**

1. Adiga, M. (2006). *The Making of Southern Karnataka: Society, Polity and Culture in the Early Medieval Period, AD 400-1030*. Hyderabad: Orient BlackSwan.
2. Avari, B. (2016). *India: The Ancient Past: A History of the Indian Subcontinent from c. 7000 BCE to CE 1200*. 2nd ed. New York: Routledge.
3. Chakravarti, R. (2016). *Exploring Early India: up to c. AD 1300*. 3rd ed. New Delhi: Primus Books.
4. Karashima, N. ed. (2014). *A Concise History of South India: Issues and Interpretation*. New Delhi: Oxford University Press.
5. Majumdar, R. C. ed. (2006). *History and Culture of the Indian People*. Volume: II. Mumbai: Bharatiya Vidya Bhavan.
6. Sastri, K. A. N. (1997). *A History of South India: From Prehistoric Times to the Fall of Vijayanagar*. 4th ed. New Delhi: Oxford University Press.
7. Sharma, R. S. (2006). *India's Ancient Past*. New Delhi: Oxford University Press.
8. Singh, U. (2009). *A History of Ancient and Early Medieval India: From the Stone Age to the 12<sup>th</sup> Century*. Noida: Pearson.
9. Stein, B. (2002). *A History of India*. New Delhi: Oxford University Press.

10. Thapar, R. (2003). *The Penguin History of Early India: From the Origins to AD 1300*. Gurgaon: Penguin Books.

**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 focusing 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 sites

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: MunshiramManoharlal 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 Postcolonial Goa*. Delhi: Promilla Publications.

**Course Title: World Civilizations: Mesopotamia, Egypt, Greece And Rome**

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

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

**Marks: 100**

**Credits: 4**

**Pre-requisite Courses: None**

**Duration: 60 hours**

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

3. Develop an understanding of achievements of major rulers of the civilizations.
4. Comprehend the development of religious beliefs and traditions that shaped cultures.
5. Formulate an understanding of the origin, development and achievements of world civilizations and analyze the forces that have contributed to the same.

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

CLO1 Analyze the influence of landscape, religion and traditions on the development of civilizations.

CLO2: Examine the creation and evolution of government throughout the history of Mesopotamian, Egyptian, Greek and Roman civilizations.

CLO3: Compare and contrast the political, religious, economic, and social institutions of the Mesopotamian, Egyptian, Greek and Roman civilizations.

CLO4: Identify the unique accomplishments of Mesopotamian, Egyptian, Greek and Roman civilizations.

CLO5: Analyze the contributions of Mesopotamian, Egyptian, Greek and Roman civilizations to world culture.

### **COURSE CONTENT:**

#### **Unit 1: Mesopotamian Civilization**

**(15 Hours)**

1.1 Influence of landscape, religion and traditions on Mesopotamian culture

1.2 Prominent rulers: Gilgamesh, Sargon of Akkad

1.3 Science, Script, Hammurabi's Code, Art and Architecture

#### **Unit 2: Egyptian Civilization**

**(15 Hours)**

2.1 Influence of landscape, religion and traditions on Egyptian culture

2.2 Prominent Pharaohs: Hatshepsut, Akhenaton, Tutankhamen, Rameses-II

2.3 Science, Script, Art and Architecture

#### **Unit 3: Greek Civilization**

**(15 Hours)**

3.1 Influence of landscape, religion and traditions on Greek culture

3.2 Athenian Democracy and Spartan Militarism

3.3 Philosophy, Science, Literature, Art and Architecture

#### **Unit 4: Roman Civilization**

**(15 Hours)**

4.1 Influence of landscape, religion and traditions on Roman culture

4.2 Well-known rulers: Julius Caesar, Augustus Caesar

4.3 Law, Literature, Art and Architecture

## **REFERENCES:**

1. Bahn, P. G., ed. (2008). *A Complete Illustrated World Encyclopedia of Archaeology*. London: Hermes House.
2. Bertman, S. (2003). *Handbook to Life in Ancient Mesopotamia*. New York: Infobase Publishing.
3. Kinsey, B. ed. (2011). *Ancient Egypt and the Near East: An Illustrated History*. New York: Marshall Cavendish.
4. Kinsey, B. ed. (2011). *Ancient Greece: An Illustrated History*. New York: Marshall Cavendish.
5. Kriwaczek, P. (2010). *Babylon: Mesopotamia and the Birth of Civilization*. London: Atlantic Books.
6. Oaks, L. and Gahlin L. (2002). *Ancient Egypt*. London: Hermes House.
7. Rodgers, N. (2010). *Ancient Rome*. London: Hermes House.
8. Rodgers, N. (2014). *The Complete Illustrated Encyclopedia of Ancient Greece*. London: Hermes House.
9. Roux, G. (1992). *Ancient Iraq*. 3rd ed. London: Penguin Books.

**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: MunshiramManoharlal 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 Outcomes:** 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: OreintBlackSwan.
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 (1894- 2000)**

**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 political changes that determined the course of China's history in the nineteenth and twentieth centuries.
2. . Analyze the emergence of Japan as an imperial nation, destruction, reconstruction and resurgence of Japan.

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

CLO1: Discuss the emergence of Nationalism and Communism in China.

CLO2: Explain the factors that led to the rise of Mao Zedong and the creation of the People's Republic of China.

CLO3: Identify the forces that led to the emergence of Japan as an imperial power.

CLO4: Examine the destruction, reconstruction and resurgence of Japan.

**Course Content:**

**Unit 1: Nationalism and Rise of Communism in China**

**15 Hours)**

1.1 Open Door Policy, Emergence of Nationalism, Boxer Uprising, Contribution of Dr. Sun

1.2 Yat Sen, Revolution of 1911

1.2 Formation of Republic, Yuan Shi Kai, Warlordism, May 4th Movement

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

**Unit 2: Rise of China as a World Power (1949-2000) (15 Hours)**

2.1 People's Republic of China: Era of Mao Zedong and Zhou Enlai, Great Leap Forward, Cultural Revolution of 1966.

2.2 Deng Xiao Ping, Special Economic Zones, Globalisation

2.3 China's relations with USA, USSR and India

**Unit 3: Emergence of Japan as an Imperial Power (15 Hours)**

3.1 Sino-Japanese War (1894-95), Russo-Japanese War (1904-05), Manchurian Crisis of 1931-32

3.2 Second Sino-Japanese War (1937-45), World War II

3.3 American Occupation, Demilitarization, Mac Arthur's Constitution

**Unit 4: Reconstruction and Rise of Japan as a World Power (1952-2000) (15 Hours)**

4.1 Democratization, Socio-economic reforms

4.2 Economic resurgence of Japan, Domestic issues and settlements

4.3 Japan's Foreign Policy

**REFERENCES:**

1. Huffman, J. L. (2010). Japan in World History. New York: Oxford University Press.

2. Jansen, M. B. (2002). The Making of Modern Japan. Cambridge, MA: Harvard University Press.

3. Morton, W. S. and Olenik, J. K. (2004). Japan: Its History and Culture. 4th ed. New York: McGraw Hill Education.

4. Mühlhahn, K. (2019). Making China Modern: From The Great Qing To Xi Jinping. Cambridge, MA: Harvard University Press.

5. Rao, B.V. (2005). History of Asia: From early times to 2000 AD. New Delhi: New Dawn Press Group. 6. Tipton, E. K. (2016). Modern Japan: A Social and Political History. 3rd ed. London: Routledge.
7. Vogel, E. F. (2019). China and Japan: Facing History. Cambridge, MA: Harvard University Press.
8. Wasserstrom, J. N. (2016). The Oxford Illustrated History of Modern China. New York: Oxford University Press.
9. Wright, D. C. (2011). The History of China. 2nd ed. Santa Barbara, California: Greenwood, an imprint of ABC-Clio.

**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-11**

**Marks: 100**

**Credits: 4**

**Pre- requisite Courses: None**

**Duration: 60**

**Course Learning Objectives:**

This course will enable the students to

1. To introduce the students to the Constitution of India, highlighting its salient features.
2. To familiarize 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:**

CO1 :Discuss the role of the Constitution and its salient features in preserving unity and diversity of India.

CO2 :Summarise the process of making of the Indian Constitution.

CO3 :Analyse the fundamental rights, fundamental duties and directive principles

CO4: Discuss the structure of the Union legislative, executive and judiciary.

CO5 :Examine the structure of state and local governance in India

## **Course Content**

### **Unit 1: Introduction**

**(15 Hours)**

1.1 Historical background: Charter Acts of 1892,1909,1919,1935

1.2 Making of the Constitution: Role of the Constituent Assembly

1.3 Preamble and salient features

### **Unit 2: Rights and duties**

**(15 Hours)**

2.1 Fundamental Rights

2.2 Fundamental Duties

2.3 Directive Principles of State Policy

### **Unit 3: Union Government**

**(15 Hours)**

3.1 Union Government: Structure of the Union Government and its functions

3.2 Union legislature and Executive: President, Vice President, Parliament, Prime Minister and Cabinet

3.3 Judiciary: Supreme Court of India, Judicial Review, Public Interest Litigation

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

**(15 Hours)**

4.1 State Executive: Governor, State Legislature ,Chief Minister and cabinet

4.2 State Judiciary: High Court and Subordinate Courts.



#### 4.3 Local Self Government: Structure and functions.

##### **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:

1. Review the basic concepts and categories of History.
2. Understand the art of writing History.
3. Debate the different approaches to Indian Historiography.

**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: MunshiramManoharlal.
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.
6. Guha, R. ed. (2012) *Makers of Modern India*. New Delhi: Penguin Books.
7. Mahajan, S. (2000) *Independence and Partition: The Erosion of Colonial Power in India*. New Delhi: Sage Publications.
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>

**Course Title: History of U.S.A (1861-2000)**

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

**Marks: 100**

**Credits: 4**

**Pre-requisite Courses: None**

**Duration: 60 hours**

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

1. Analyze the key events that led to the rise of U.S.A as a global power and comprehend the nature of domestic and foreign policies of USA over 19<sup>th</sup> and 20<sup>th</sup> centuries.
2. Formulate an understanding of the factors that led to development, reforms and progress in USA.

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

CLO1: Analyze the historical background and circumstances that led to the Civil War and its aftermath

CLO2: Identify the factors that led to the Great Depression and assess the impact

CLO3: Examine the impact of Civil Rights Movement and Women's Rights Movement

CLO4: Highlight the imperialist policies that led to the rise of USA as a global power.

CLO5: Discuss the Cold War and the strategy of 'Containment'.

CLO6: Evaluate the key events, domestic and foreign policies of USA from

1960's to the end of the 20<sup>th</sup> century.

**COURSE CONTENT:**

**Unit 1: USA from 1861 to 1901**

**(15 Hours)**

- 1.1 Civil War, Role of Abraham Lincoln
- 1.2 Reconstruction
- 1.3 Policies of William McKinley
- 1.4 Movement for Women's Rights

**Unit 2: USA from 1901 to 1961**

**(15 Hours)**

- 2.1 Theodore Roosevelt, Woodrow Wilson, Great Depression: Causes, Impact
- 2.2 America in the Second World War
- 2.3 Civil Rights Movement- Martin Luther King Jr.
- 2.4 Cold War- Strategy of 'Containment,' Truman Doctrine, Marshall Plan, NATO

**Unit 3: USA from 1961 to 1977**

**(15 Hours)**

- 3.1 John F Kennedy- Bay of Pigs Invasion, Berlin Crisis, Cuban Missile Crisis, Southeast Asia
- 3.2 Lyndon Johnson- 'The Great Society', Vietnam War
- 3.3 Richard Nixon
- 3.4 Gerald Ford-Foreign and domestic affairs



**Unit 4: USA from 1977 to 2000**

**(15 Hours)**

**4.1** Jimmy Carter: Military and foreign affairs, Hostage Crisis

**4.2** Ronald Reagan

**4.3** George Bush (Sr.)

**4.4** Bill Clinton

**REFERENCES:**

1. Carnes, M. C. and Garraty, J. A. (2006). *The American Nation: A History of the United States*. 12th ed. New York: Pearson Longman.
2. Fraser, S. and Gerstle, G. eds. (2005). *Ruling America: A History of Wealth and Power in a Democracy*. Cambridge, MA: Harvard University Press.
3. Keller, M. (2007). *America's Three Regimes: A New Political History*. New York: Oxford University Press.
4. Reeves, T. C. (2000). *Twentieth-Century America: A Brief History*. New York: Oxford University Press.
5. Remini, R. V. (2008). *A Short History of the United States*. New York: HarperCollins.
6. Whitfield, S. J. ed. (2004). *A Companion to 20th-Century America*. Oxford: Blackwell Publishing.
7. Zinn, H. (2003). *A Peoples History of the United States, 1492- Present*. New York: HarperCollins.

**Course Title:** India After Independence (1947-2000)

**Course Code:** HIS. E-14

**Marks:** 100

**Credits:** 4

**Pre-requisite Courses:** None

**Duration:** 60 Hours

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

1. Identify the national and international challenges India faced after independence and the strategy employed by young Republic to overcome them.
2. Appreciate the significance of three D's that make India a great nation – Diversity, Democracy and Demography.

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

CLO1: Assess the role of the state in laying the foundations of contemporary India.

CLO2: Examine the rise and fall of various governments.

CLO3: Analyse India's foreign policy with special reference to its relations with the neighbouring states.

CLO4: Explain major trends in socio-economic transformations of post-independence India

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

## **COURSE CONTENT:**

### **Unit 1: Laying the foundation of Contemporary India (1947-1964)**

**(15 Hours)**

- 1.1 Integration and re-organisation of Indian states
- 1.2 Making of Indian Constitution, salient features
- 1.3 Economic developments: Five Year Plans
- 1.4 Main features India's foreign policy

**Unit 2: State and politics (1964-1984)**

**(15 Hours)**

- 2.1 Lal Bahadur Shastri- Domestic Policy
- 2.2 Indira Gandhi: Early Reforms, Emergency
- 2.3 Janata Government, Congress return to power
- 2.4 Foreign Policy, Indo-Pak Wars

**Unit 3: Political, economic and constitutional developments (1984-2000) (15 Hours)**

- 3.1. Political challenges: Rajiv Gandhi, Coalition governments, Rise of the BJP
- 3.2. Economic reforms: Liberalisation, Privatisation, Globalisation
- 3.3. Constitutional reforms: 73<sup>rd</sup> and 74<sup>th</sup> Amendments
- 3.4. Foreign policy, Role in SAARC, Kargil conflict

**Unit 4: Emerging Trends**

**(15 Hours)**

- 4.1 Policy of Reservation
- 4.2 Women and politics
- 4.3 Environmental movements
- 4.4 Developments in education, science and technology

**Course Title: Introduction to History of West Asia (1900-2000)**

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

**Marks:** 100

**Credits:** 4

**Pre-requisite Courses:** None

**Duration:** 60 hours

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

1. Identify the forces that led to the birth of nation states in West Asia
2. Analyze the causes and impact of conflicts in West Asia.

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

CLO1: Explain the nature of European colonial rivalry in West Asia.

CLO2: Discuss the consequences of the fall of Ottoman Empire.

CLO3: Assess the role of leaders and national movements in the modernization of West Asian states.

CLO4: Examine the events leading to the birth of Israel and analyze the nature of its conflicts with the Arab states

CLO5: Highlight the role of oil in the geopolitics of West Asia.

## **COURSE CONTENT:**

### **Unit 1: European colonial rivalries in West Asia (15 Hours)**

1.1 Historical and Geo-political significance of West Asia

1.2 World War I

1.3 Post-war peace settlements

1.4 Mandate System

### **Unit 2: Rise of nationalist movements and birth of independent states (15 Hours)**

2.1 Turkish nationalism: Young Turk Movement, Reforms of Kemal Pasha

2.2 Reforms of Reza Shah Pahalvi in Iran, Rise of nationalism under Mohammad Mossadegh, Iranian Revolution of 1979

2.3 Rise of Zionism, Balfour Declaration, Arab- Jewish conflict in Palestine, Birth of Israel

2.4 Rise of Arab nationalism: Birth of Arab states, Arab League, PLO

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

- 3.1 Arab - Israel wars: Arab - Israel War (1948), Suez Crisis (1956), Six Day War (1967)
- 3.2 Iran - Iraq War (1980-88)
- 3.3 Israeli-Palestinian Crisis (1967-2000)
- 3.4 Palestine - Israel Peace Process

**Unit 4: Oil diplomacy and regional response****(15 Hours)**

- 4.1 Oil explorations
- 4.2 Nationalization of oil companies
- 4.3 OPEC
- 4.4 Gulf War (1990-91)

**REFERENCES**

1. Chaurasia, R. S. (2005). *History of Middle East*. New Delhi: Atlantic Publishers.
2. Clarke J. I. and Bowen-Jones, H., eds., (2013). *Change and Development in the Middle East*. Abingdon, England: Routledge.
3. Cleveland, W. L. and Bunton, M. (2018). *A History of the Modern Middle East*. 6th ed. New York: Routledge.
4. Gelvin, J. L. (2020). *The Modern Middle East: A History*. 5th ed. New York: Oxford University Press.
5. Goldschmidt, A. Jr. and Davidson, L. (2010). *A Concise History of the Middle East*. 9th ed. Boulder: Westview Press.
6. Hourani, A. (2013). *A History of Arab Peoples*. London: Faber & Faber.
7. Kamrava, M. (2013). *The Modern Middle East: A Political History since the First World War*. 3rd ed. Berkeley: University of California Press.
8. Kirk, G. E. (2017). *A Short History of the Middle East: From the Rise of Islam to Modern Times*. Abingdon, England: Routledge.
9. Ochsenswald, W. and Fisher, S. N. (2010). *The Middle East: A History*. 7th ed. New York: McGraw-Hill Education.

10. Sorenson, D. S. (2018). *An Introduction to the Modern Middle East: History, Religion, Political Economy, Politics*. 2nd ed. New York: Routledge.

**Paper Title: History of Modern Europe (1800-2000)**

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

**Marks:** 100

**Credits:** 4

**Pre-requisite Course:** None

**Duration:** 60 hours

**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
2. Analyze how the changes had a major impact on other parts of the world.

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

CLO1: Identify the main economic, social and political transitions which took place in Europe.

CLO2: Explore the meaning, nature and significance of the Eastern Question.

CLO3: Analyze the factors and circumstances that led to the rise of new nation states in Europe.

CLO4: Explain the circumstances that led to the rise of imperialism and evaluate its various forms.

CLO5: Examine the forces that led to the rise of totalitarian ideologies and regimes.

CLO6: Assess the circumstances, factors and impact of the World Wars.

CLO7: Examine the nature and impact of the Cold War.

## **COURSE CONTENT**

**Unit 1: Reconstruction of Europe**

**(15 Hours)**

**1.1** Rise of Napoleon,

**1.2** Congress of Vienna

1.3 Revolutions of 1830 and 1848

1.4 The Eastern Question

**Unit 2: Birth of Nation States**

**(15 Hours)**

2.1 Italian unification: *Risorgimento*, Mazzini

2.2 Cavour, Garibaldi and Victor Emmanuel II

2.3 German unification: Confederation, *Zollverein*, Frankfurt Parliament

2.4 Bismarck: *Kulturkampf*, Policy of 'Blood and Iron', System of Alliances

**Unit 3: Neo-Imperialism and World War I**

**(15 Hours)**

3.1 Industrial Revolution and its impact on economy

3.2 Neo-Imperialism: Causes and techniques

3.3 World War I: Causes and consequences, Treaty of Versailles

3.4 League of Nations: Achievements and causes for failure

**Unit 4: Totalitarian Regimes, World War II, Cold War**

**(15 Hours)**

4.1 Fascism: Features

4.2 Nazism: Features

4.3 World War II: Causes and consequences, Establishment of U.N.O

4.4 The Cold War, Fall of USSR and Aftermath

**REFERENCES:**

1. Berger, S. ed. (2006). *Companion to Nineteenth Century Europe, 1789-1914*. Oxford: Blackwell Publishing.
2. Blanning, T. C. W. ed. (2000). *The Oxford History of Modern Europe*. Oxford: Oxford University Press.

3. Goffman, D. (2002). *The Ottoman Empire and Early Modern Europe*. Cambridge: Cambridge University Press.
4. Lindemann, A. S. (2013). *A History of Modern Europe: From 1815 to the Present*. Oxford: Wiley-Blackwell.
5. Mason, D. S. (2011). *A Concise History of Modern Europe: Liberty, Equality, Solidarity*. Lanham: Rowman & Littlefield Publishers.
6. Mazower, M. (1999). *Dark Continent: Europe's Twentieth Century*. New York: A.A. Knopf.
7. Merriman, J. (2010). *A History of Modern Europe: From the Renaissance to the Present*. 3rd ed. New York: W.W. Norton & Company.