

**PARVATIBAI CHOWGULE COLLEGE OF ARTS AND SCIENCE  
(AUTONOMOUS)**

**DEPARTMENT OF HISTORY**

**COURSE STRUCTURE  
THREE YEARS B.A. DEGREE COURSE IN HISTORY**

<b>SEMESTER</b>	<b>CORE COMPULSORY</b>		<b>CORE ELECTIVE</b>					
I	<b>HIS- I.C-1</b> History of Goa: Political History From Earliest Times to 1987 - I.	<b>HIS- I.C-2</b> World Civilizations : Persia, India, Greece and Rome. (Earliest times to 500 A.D.)-I	-	-	-	-		
II	<b>HIS II.C-3</b> History of Goa: Economic, Social and Cultural History From Earliest Times to 1987 - II	<b>HIS II.C-4</b> World Civilizations : Egypt, Mesopotamia, China and Maya. (Earliest times to 1500 AD)- II	-	-	-	-		
III	<b>HIS III.C-5</b> Ancient India From Vedic Age to 1206 A.D.	-	<b>HIS.E-1</b> History of South India From Earliest Times to C. 1250	<b>HIS.E-2</b> History of the Marathas	<b>HIS.E-3</b> Introduction to Archaeology	<b>HIS.E-4</b> Socio-Economic History of Europe (c.800 A.D.-1700)	<b>HIS.E-5</b> Portuguese Language A1.1	
IV	<b>HIS IV.C-6</b> Medieval India: Political and Administrative	-	<b>HIS.E-6</b> Goan Heritage and Culture	<b>HIS.E-7</b> Medieval India: Economy, Society and	<b>HIS.E-8</b> Indian Archaeology	<b>HIS.E-9</b> World History (Renaissance to French	<b>HIS.E-10</b> Portuguese Language A1.2	

	History(1206-1757 A.D.)			Culture (1206-1757 A.D.)		Revolution)	
V	HIS V.C-7 History of India from 1757 to 1857	-	HIS.E-11 History of Modern China and Japan (1839-1949)	HIS.E-12 World Revolutions	HIS.E-13 Introduction to Constitution of India	HIS.E-14 Introduction to Historical Method and Indian Historiography	
VI	HIS VI.C-8 Indian National Movement from 1857 to 1947	-	HIS.E-15 History of USA (1776 – 1963)	HIS.E-16 India After Independence (1947 – 1996)	HIS.E-17 Introduction to History of West Asia (1900-2000)	HIS.E-18 History of Modern Europe (1815 – 1945)	

**Parvatibai Chowgule College of Arts & Science (Autonomous)**

**Margao – Goa**

**SYLLABUS FOR FIRST YEAR BACHELOR OF ARTS (F.Y.B.A) IN HISTORY**

**SEMESTER I**

**Course Title: HISTORY OF GOA: POLITICAL HISTORY FROM EARLIEST TIMES TO 1987-I**

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

**Marks: 100**

**Credits: 4**

**Duration: 60 hours**

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

1. Develop an understanding of the major historical events in the history of Goa.
2. Critically evaluate the response of the Goans to the colonial rule.
3. Analyse the contribution of various governments to the political structure of Goa since Liberation.

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

1. Identify the unique characteristics of various historical periods and analyse the change over time.
2. Compare and contrast the political structure and policies of various governments in Goa.
3. Develop critical thinking skills through debates, discussions and assignment writing.

**COURSE CONTENT:**

**Unit 1: Goa upto 1510 A.D.**

**(15 hours)**

- 1.1. Sources for the study of History of Goa.
- 1.2. Early Dynasties

1.3. Kadambas

1.4. Goa from 1352 to 1510

**Unit 2: Goa from 1510 to 1910**

**(15 hours)**

2.1. Portuguese conquest of Goa: Old Conquests, New Conquests.

2.2. Nature of Portuguese administrative system: civil, military, judicial, revenue.

2.3. Pombaline Reforms

2.4. Reaction to the Portuguese rule: Khola, Cuncolim, Mateus de Castro, Pinto Conspiracy, Rane Revolts.

**Unit 3: Goa from 1910-1961**

**(15 hours)**

3.1. Republican administration.

3.2. Salazarist dictatorship

3.3. Satyagraha Movements

3.4. Operation Vijay and Liberation of Goa

**Unit 4: Goa from 1961 to 1987**

**(15 hours)**

4.1. Military rule to Democracy

4.2. Government and politics (1963-1979)

4.3. Government and politics (1979 – 1987)

4.4. Opinion poll, Language issue and Statehood

**REFERENCE BOOKS:**

1. Ali, B. Sheikh, ed. *Goa Wins Freedom Reflections and Reminiscences*. Taleigao-Goa: Goa University Publication, 1986.
2. Bhandari, Romesh. *Goa*. New Delhi: The Lotus Collection, 1999.
3. Bhatt, S. C, ed. *Land and People of Indian States and Union Territories*. Vol. 7. Delhi: Kalpaz Publications, 2006.

4. Borges, Charles J. and Others, ed. *Goa and Portugal: History and Development*. New Delhi: Concept Publishing Company Pvt. Ltd., 2000.
5. Boxer, C.R. *The Portuguese Seaborne Empire 1415-1825*. London: Hutchinson, 1969.
6. Correia, Luis de Assis. *Goa through the mists of History from 10000 B.C.-A.D. 1958*. Panaji: Maureen Publishers Pvt. Ltd., 2006.
7. Cunha, T.B. *Goa's Freedom Struggle*. Bombay: Dr. T.B. Cunha Memorial Committee, 1961.
8. Dhume, Anant Ramakrishna Sinai. *The Cultural History of Goa; From 10000 B.C.-1352 A.D.* Panaji- Goa: Broadway Book Centre, 1986.
9. Esteves, Sarto. *Politics and Political Leadership in Goa*. New Delhi: Sterling, 1986.
10. Fernandes, Aureliano. *Cabinet Government in Goa*. New Delhi: Sterling, 1986.
11. Gantzer, Hugh, *Discovering Goa*, New Delhi: Media Trans-asia India Ltd., 2006.
12. Gomes, Olivinho J.F. *Village Goa: A Study of Goan Social Structure and Change*. New Delhi: S. Chand And Company Ltd., 1996.
13. Gomes, Olivinho J.F. *Goa*. New Delhi: National Book Trust, 2002.
14. Gune, V.T, ed. *The Gazetteer of the Union Territory of Goa, Daman and Diu: District Gazetteer*. Part I. Goa: Panaji Government Press, 1971.
15. Hall, Maurice. *Window on Goa: A History and Guide*. London: Quiller Press, 1992.
16. Kamat, Pratima P. *Farar Far: Popular Resistance to Colonial Hegemony in Goa, 1510-1961*. Panaji: Institute Menezes Braganza, 1999.
17. Kamat, Pratima P. *Goa: Its tryst with trade*. Panaji: Goa Chamber Of Commerce And Industry, 2009.
18. Larsen, Karin. *Faces of Goa*. New Delhi: Gyan Publishing House, 1998.
19. Malekandathil, Pius and Remy Dias, eds. *Goa in the 20th Century- History and Culture*. Panaji: Institute Of Menezes Braganza, 2008.
20. Mendonca, Delio, de. *Conversions and Citizenry: Goa under Portugal- 1510-1610*. New Delhi: Concept Publishing Company Pvt. Ltd., 2002.
21. Mhamai, S. K, ed. *Goa in the Indian Sub-Continent*. Panaji: Government of Goa, 2001.
22. Mitragotri, V. R. *Socio-Cultural History of Goa: From Bhojas to Vijayanagar*. Panjim: M.V. Naik Institute of Menezes Braganza, 1999.
23. Moraes G.M. *Kadamba Kula*. New Delhi: Asian Educational Services, 1989.

24. Narayan, Rajan. *Triumph of Secularism: Battle of the Opinion Poll in Goa*. Vasco da Gama-Goa: Goa Publications Pvt. Ltd., 2011.
25. Newman, Robert S. *Of Umbrellas, Goddesses and Dreams: Essays on Goan Culture and Society*. Mapusa: The Other India Press, 2001.
26. Priolkar, A.K. *The Goa Inquisition*. Panaji: Rajhauns Vitaran, 1961.
27. Sa, Cabral e, ed. *Redefining Horizons Goa: Four Decades of Freedom*. Panaji: Directorate of Information and Publicity Government of Goa, 2002.
28. Shastry, B.S. *Goa-Kanara Portuguese Relations 1498-1763*. New Delhi: Concept Publishing Company Pvt. Ltd., 2000.
29. Shirodkar, P.P. *Goa's Struggle for Freedom*. Bardez-Goa: 'Vatsalya', 1988.
30. Souza, Teotonio R. de. *Medieval Goa: A Socio- Economic History*. Saligao-Goa: Goa 1556, 1979.
31. Souza, Teotonio R. de, ed. *Goa through the Ages: Economic History*. Vol. II. New Delhi: Concept Publishing Company Pvt. Ltd., 1990.

**Course Title: WORLD CIVILIZATIONS: PERSIA, INDIA, GREECE AND ROME. (EARLIEST TIMES TO 500A.D.)- I**

**Course Code:** HIS-1.C-2

**Marks:** 100

**Credits:** 4

**Duration:** 60 Hours

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

1. Define major world civilizations and comprehend their developments and contributions.
2. Explore the rise and fall of major empires in the world.

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

1. Understand the significance and contributions of the major world civilizations and their cultural influences.
2. Formulate their ideas and interpretations of the past through assignments and presentations.
3. Develop critical thinking skills by engaging in discussions and arguments.

**COURSE CONTENT:**

**Unit 1: Persian Civilization.**

**(15 Hours)**

- 1.1. Location
- 1.2. Main Rulers: Cyrus the Great, Darius the Great and Xerxes-I
- 1.3. Science, Religion, Literature, Art and Architecture.

**Unit 2: Harappan Civilization.**

**(15 Hours)**

- 2.1. Location
- 2.2. Economy: Craft Production, Trade and Commerce

2.3. Society, Religion, Town Planning and Script.

**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.

**Unit 4: Roman Civilization.**

**(15 Hours)**

4.1. Location

4.2. Main Rulers: Julius Caesar, Augustus Caesar

4.3. Law, Religion, Literature, Art and Architecture

**REFERENCE BOOKS:**

1. Allchin, Bridget and Raymond. *The Rise of Civilization in India and Pakistan*. Cambridge: Cambridge University Press, 1982.
2. Bahn, Paul, ed. *A complete illustrated world encyclopedia of Archaeology*. London: Hermes House, 2008.
3. Beatty, J.L. and Johnson, O.A. *Heritage of Western Civilization*. New Jersey: Prentice-Hall, 1966.
4. Boardman, Griffin, and Murray, eds. *The Oxford History of the Classical World, Vol. I: Greece and the Hellenistic World*. Oxford: Oxford University Press, 1986.
5. Boardman, Griffin, and Murray, eds. *The Oxford History of the Classical World, Vol. II: The Roman World*. Oxford: Oxford University Press, 1986.
6. Breasted J. H. *A Brief history of the World, Ancient Times*. London: Ginn and Company, 1947.
7. Brinton, Crane & others. *Civilization in the West*. New Jersey: Prentice-Hall, 1960.



8. Buddha, Prakash. *Studies in Indian History & Civilization*. California: University of California, 1962.
9. Burns, Edward McNall and Ralph Philip Lee. *World Civilisation, From Ancient to Contemporary*, Vol. I. New York: Norton, 1969.
10. Burns, Edward McNall. *Western Civilizations: Their History and their Cultures*. New York: W.W. Norton, 1963.
11. Cantor, N.F. *Western civilization*. Vol. I. Glenview: Scott, Foresman, 1969.
12. Cantor, N.F. *Western civilization*. Vol. II. Glenview: Scott, Foresman, 1969.
13. Childe, Gordon V. *The Dawn of European Civilization*. New York: Routledge, 1996.
14. Davies, H.A, *An Outline of the History of the World*. London: Oxford University Press, 1959.
15. Durant, Will and Ariel. *The Story of Civilization, Our Oriental Heritage*. Vol.1. New York: Simon and Schuster, 1935.
16. Durant, Will and Ariel. *Life of Greece*, New York: Simon and Schuster, 1939.
17. Durant, Will and Ariel. *The Story of Civilization, Caesar and Christ*. New York: Simon and Schuster, 1944.
18. Gibbon, Edward. *Decline and Fall of the Roman Empire*. London: Strahan & Cadell, 1960.
19. Hayes, C.J.H. *History of the Western Civilization*. New York: The Macmillan Company, 1962.
20. Kosambi, D.D. *Culture and Civilization of Ancient India in historical outline*. New Delhi: Vikas Publishing House Pvt. Ltd., 1997.
21. Possehl, G.L, ed. *Harappan Civilization*. New Delhi: Vikas Publishing House Pvt. Ltd., 1979.

22. Rodgers, Nigel. *A complete history and wars of Ancient Greece*. London: Hermes House, 2009.
23. Rodgers, Nigel. *Ancient Rome*. London: Hermes House, 2010.
24. Schneider, Hermann. *History of World Civilization*. Vol.I. London: George Routledge and Sons , 1931.
25. Schneider, Hermann. *History of World Civilization*. Vol.II. London: George Routledge and Sons , 1931.
26. Sharmad, H.C, ed. *Encyclopedia of World Civilizations, Vol.I: Ancient and Modern Civilizations*. New Delhi: Dharam Singh publications, 2008.
27. Singhal, D.P. *India and World Civilization*. Vol. I. Michigan: Michigan State Univ Pr. *Publication*, 1969.
28. Singhal, D.P. *India and World Civilization*. Vol. II. Michigan: Michigan State Univ Pr. *Publication*, 1969.
29. Storm, Rachel. *Legends and Myths of India, Egypt, China and Japan*. Lorenz books, 2008.
30. Swain, J.E. *History of World Civilization*. New Delhi: Eurasia publishing house, 1983.
31. Wolf, J. B. *Emergence of European Civilization*. New York: Harper and Row,1962.

**Course Title: HISTORY OF GOA: ECONOMIC, SOCIAL AND CULTURAL HISTORY FROM EARLIEST TIMES TO 1987 - II**

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

**Marks:** 100

**Credits:** 4

**Duration:** 60 Hours

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

1. Formulate an understanding of the forces that have influenced the social, economic and cultural changes in Goa through the ages.
2. Appreciate Goa's rich and unique heritage.
3. Analyze the progress that Goa has made since liberation.

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

1. Identify colonial impact on Goa's economic and socio-cultural profile.
2. Understand the diverse characteristics of Goa's heritage.
3. Develop critical thinking skills through debates, discussions, assignment writing and field work.

**COURSE CONTENT**

**Unit 1 : Society**

**(15 Hours)**

- 1.1. Early settlers, Tribes
- 1.2. Caste, Religion
- 1.3. Lusitanisation

**Unit 2: Economy**

**(15 Hours)**

- 2.1. Trade and Commerce.

2.2. Transition from *Gaunkari to Comunidade*

2.3. Economic progress since Liberation: industry, tenancy reforms, tourism, mining and urbanization.

### **Unit 3: Culture**

**(15 Hours)**

3.1. Food, Dance and Music, Festivals.

3.2. Pre-historic rock art and historical monuments.

3.3. Heritage conservation: Role of Government and NGOs

### **Unit 4: Human Development**

**(15 Hours)**

4.1. Education, Language and Literature

4.2. Health

4.3. Status of Women

4.4. Demography and Migration.

### **REFERENCE BOOKS:**

1. Abreu, Savio and Rudolf E. Heredia, eds. *Goa 2011: Reviewing and Recovering Fifty Years*. New Delhi: Concept Publishing Company Pvt. Ltd., 2014.
2. Alvares, Claude. *Fish, Curry and Rice: A Citizen's Report on the Goan Environment*. Mapusa: The Other India Book Press, 2001.
3. Bhandari, Romesh. *Goa*. New Delhi: The Lotus Collection, 1999.
4. Bhatt, S. C, ed. *Land and People of Indian States and Union Territories*. Vol. 7. Delhi: Kalpaz Publications, 2006.
5. Borges, Charles J. and Helmut Feldmann, ed. *Goa and Portugal: Their Cultural Links*. New Delhi: Concept Publishing Company Pvt. Ltd., 1997.
6. Borges, Charles J. and Others, ed. *Goa and Portugal: History and Development*. New Delhi: Concept Publishing Company Pvt. Ltd., 2000.
7. Carita, Halder. *Palaces of Goa*. Portugal: Cartago London, 1997.
8. Correia, Luis de Assis. *Goa through the mists of History from 10000 B.C.-A.D. 1958*. Panaji: Maureen Publishers Pvt. Ltd., 2006.

9. Cunha, Gerard. da. *Houses of Goa*. Bardez-Goa: Architecture Autonomous, 1999.
10. Dhume, Anant Ramakrishna Sinai. *The Cultural History of Goa; From 10000 B.C.- 1352 A.D.* Panaji- Goa: Broadway Book Centre, 1986.
11. Fernandes, Aureliano. *Cabinet Government in Goa*. New Delhi: Sterling, 1986.
12. Gantzer, Hugh, *Discovering Goa*, New Delhi: Media Trans-asia India Ltd., 2006.
13. Gomes, Olivinho J.F. *Village Goa: A Study of Goan Social Structure and Change*. New Delhi: S. Chand And Company Ltd., 1996.
14. Gomes, Olivinho J.F. *Goa*. New Delhi: National Book Trust, 2002.
15. Gune, V.T, ed. *The Gazetteer of the Union Territory of Goa, Daman and Diu: District Gazetteer, Part I*. Goa: Panaji Government Press, 1971.
16. Hall, Maurice. *Window on Goa: A History and Guide*. London: Quiller Press, 1992.
17. Issar, T. P, *Goa Dourada: The Indo- Portuguese Bouuquet*,
18. Kamat, Pratima P. *Farar Far: Popular Resistance to Colonial Hegemony in Goa, 1510- 1961*. Panaji: Institute Menezes Braganza, 1999.
19. Kamat, Pratima P. *Goa: Its tryst with trade*. Panaji: Goa Chamber Of Commerce and Industry, 2009.
20. Larsen, Karin. *Faces of Goa*. New Delhi: Gyan Publishing House, 1998.
21. Lobo, Patrick. J. *Magnificent Monuments of Old Goa*.
22. Mathew, K.S., Souza, Teotonio R. De, Malekandathil, Pius. *The Portuguese and the Socio-Cultural Changes in India*. Kerala: Institute for Research in Social Sciences and Humanities, MESHAR, 2001.
23. Mendonca, Delio, de. *Conversions and Citizenry: Goa under Portugal- 1510-1610*. New Delhi: Concept Publishing Company Pvt. Ltd., 2002.
24. Mhamai, S.K, ed. *Goa: Educational Institutions through the Ages*. Panaji: Government of Goa, 2002.
25. Moraes G.M. *Kadamba Kula*. New Delhi: Asian Educational Services, 1989.
26. Newman, Robert S. *Of Umbrellas, Goddesses and Dreams: Essays on Goan Culture and Society*. Mapusa: The Other India Press, 2001.
27. Pandit, Heta. *In and around Old Goa*. Mumbai-India: Marg Publications, 2004.
28. Pereira, Jose. *Churches of Goa*. New Delhi: Oxford University Press, 2002.

29. Pereira, Jose, Micael Martins and Antonio Da Costa, *Song of Goa Crown of Mandos*. Saligao-Goa: Broadway Publishing House, 2010.
30. Pinto, Celsa, *Goa Images and Perceptions: Studies in Goan History*. Panaji: Rajhauns Vitaran, 1996.
31. Phaldesai, Pandurang. *Kaleidoscope Goa: A Cultural Atlas*. Panaji: Vasanttrao Dempo Education and Research Foundation, 2004.
32. Priolkar, A.K. *The Goa Inquisition*. Panaji: Rajhauns Vitaran, 1961.
33. Malekandathil, Pius and Remy Dias, eds. *Goa in the 20th Century- History and Culture*. Panaji: Institute Of Menezes Braganza, 2008.
34. Malgonkar, Manohar. *Inside Goa*. Bardez-Goa: Architecture Autonomous, 1982.
35. Mhamai, S. K, ed. *Goa in the Indian Sub-Continent*. Panaji: Government of Goa, 2001.
36. Mitragotri, V. R. *Socio-Cultural History of Goa: From Bhojas to Vijayanagar*. Panjim: M.V. Naik Institute of Menezes Braganza, 1999.
37. Narayan, Rajan. *Triumph of Secularism: Battle of the Opinion Poll in Goa*. Vasco da Gama-Goa: Goa Publications Pvt. Ltd., 2011.
38. Rodricks, Wendell. *Moda Goa: History and Styles*. Uttar Pradesh- India: Harper and Collins, 2012.
39. Sa, Cabral e, ed. *Redefining Horizons Goa: Four Decades of Freedom*. Panaji: Directorate of Information and Publicity Government of Goa, 2002.
40. Shastry, B.S. *Goa-Kanara Portuguese Relations 1498-1763*. New Delhi: Concept Publishing Company Pvt. Ltd., 2000.
41. Shirodkar, P.P, ed. *Goa: Cultural Trends*. Panaji: Government of Goa, 2001.
42. Silva, Fatima Gracias, da. *Health and Hygiene in Colonial Goa 1510-1961*. New Delhi: Concept Publishing Company Pvt. Ltd.,1994.
43. Silva, Fatima Gracias, da. *Cozinha De Goa: History and Tradition of Goan Food*. New Delhi: Concept Publishing Company Pvt. Ltd.
44. Souza, Teotonio R. de. *Medieval Goa: A Socio- Economic History*. Saligao-Goa: Goa 1556, 1979.
45. Souza, Teotonio R. de, ed. *Goa through the Ages: Economic History* .Vol. II. New Delhi: Concept Publishing Company Pvt. Ltd., 1990.
46. Xavier, P.D. *Goa: A Social History (1510-1640)*. Panaji-Goa: Rajhauns Vitaran, 1993.

**Course Title: WORLD CIVILIZATIONS: EGYPT, MESOPOTAMIA, CHINA AND MAYA. (EARLIEST TIMES TO 1500 AD)- II**

**Course Code:** HIS-2.C-4

**Marks:** 100

**Credits:** 4

**Duration:** 60 hours

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

1. Define major world civilizations and comprehend their developments and contributions.
2. Explore the rise and fall of major empires in the world.

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

1. Understand the significance and contributions of the major world civilizations and their cultural influences.
2. Formulate their ideas and interpretations of the past through assignments and presentations.
3. Develop critical thinking skills by engaging in discussions and arguments.

**COURSE CONTENT:**

**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.

**Unit 2: Mesopotamian Civilization.**

**(15 Hours)**

2.1. Location

2.2. Main Rulers: Gilgamesh, Sargon of Akkad

2.3. Religion, Science, Script, Hammurabi's Code, Art and Architecture.

**Unit 3: Chinese Civilization.**

**(15 hours)**

3.1. Location

3.2. Main Dynasties- Chin: Shih Hwang- Ti, Han: Wu- Ti.

3.3. Economy, Science, Philosophy, Art and Architecture.

**Unit 4: Mayan Civilization.**

**(15 Hours)**

4.1. Location

4.2. Polity

4.3. Society, Religion, Economy, Science, Art and Architecture

**REFERENCE BOOKS:**

1. Bahn, Paul, ed. *A complete illustrated world encyclopedia of Archaeology*. London: Hermes House, 2008.
2. Beatty, J.L. and Johnson, O.A. *Heritage of Western Civilization*. New Jersey: Prentice-Hall, 1966.
3. Boardman, Griffin, and Murray, eds. *The Oxford History of the Classical World, Vol. I: Greece and the Hellenistic World*. Oxford: Oxford University Press, 1986.
4. Breasted J. H. *A Brief history of the World, Ancient Times*. London: Ginn and Company, 1947.
5. Brinton, Crane & others. *Civilization in the West*. New Jersey: Prentice-Hall, 1960.



6. Burns, Edward McNall and Ralph Philip Lee. *World Civilisation, From Ancient to Contemporary*, Vol. I. New York: Norton, 1969.
7. Burns, Edward McNall, *Western Civilization: Their History and their Culture*, New York, 1963.
8. Cantor, N.F. *Western civilization*. Vol. I. Glenview: Scott, Foresman, 1969.
9. Cantor, N.F. *Western civilization*. Vol. II. Glenview: Scott, Foresman, 1969.
10. Childe, Gordon V. *The Dawn of European Civilization*. New York: Routledge, 1996.
11. Davies, H.A, *An Outline of the History of the World*. London: Oxford University Press, 1959.
12. Durant, Will and Ariel. *The story of civilization, Our Oriental Heritage*. Vol.1. New York: Simon and Schuster, 1935.
13. Hayes, C.J.H, *History of the Western Civilization*. New York: The Macmillan Company, 1962.
14. Oaks, Lorna and Lucia Gahlin. *Ancient Egypt*. London: Hermes House, 2002.
15. Phillip, Charles. *A lost history of Aztec and Maya*. London: Hermes House, 2013.
16. Rodgers, Nigel. *Ancient Rome*. London: Hermes House, 2010.
17. Schneider, Hermann. *History of World Civilization*. Vol.I. London: George Routledge and Sons , 1931.
18. Schneider, Hermann. *History of World Civilization*. Vol.II. London: George Routledge and Sons , 1931.
19. Sharmad, H.C, ed. *Encyclopedia of World Civilizations*. Vol.I: Ancient and Modern Civilizations. New Delhi: Dharam Singh publications, 2008.
20. Singhal, D.P. *India and World Civilization*. Vol. I. Michigan: Michigan State Univ Pr. Publication, 1969.

21. Singhal, D.P. *India and World Civilization*. Vol. II. Michigan: Michigan State Univ Pr. *Publication*, 1969.
22. Storm, Rachel. *Legends and Myths of India, Egypt, China and Japan*. Lorenz books, 2008.
23. Swain, J.E. *History of World Civilization*. New Delhi: Eurasia publishing house, 1983.

## **SEMESTER III**

### **CORE PAPER**

**Course Title:** **ANCIENT INDIA FROM VEDIC AGE TO 1206 A.D.**

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

**Marks:** 100

**Credits:** 4

**Duration:** 60 hours

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

1. Understand and analyse the course of Ancient Indian history.
2. Evaluate the contributions made by the significant ruling dynasties of ancient India.

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

1. Understand the significance and contributions of the major dynasties of ancient India.
2. Formulate their ideas and interpretations of the past through assignments and presentations.
3. Assess the contributions of the ancient Indian dynasties and evaluate the impact of their rule on Indian history.

### **COURSE CONTENT:**

#### **Unit 1: Vedic and Post Vedic Period**

**(15 hours)**

- 1.1 Vedic Age- society, economy, religion
- 1.2 Emergence of heterodox religions and their impact
- 1.3 Polity, Mahajanapadas and State formation

**Unit 2: The Mauryan Empire**

**(15 hours)**

2.1 Emergence

2.2 Mauryan administration- policy of *dhamma*

2.3 Society and economy

**Unit 3: Post-Mauryan India**

**(20 hours)**

3.1 The Indo-Greeks; Sangam polity

3.2 Samundragupta, Chandragupta-II

3.3 Economy, society, religion

3.4 Learning and literature, science, art and architecture

**Unit 4: Post-Gupta Period**

**(10 hours)**

4.1 Harshavardhana, Rajputs, Arab invasions

4.2 Society and economy

**ESSENTIAL BOOKS:**

1. Basham, A.L. *The Wonder that was India*. London: Sidgwick & Jackson, 1954.
2. Majumdar, R.C. *Ancient India*. Delhi: Motilal Banarsidass Publ., 1977.
3. Majumdar, R. and others. *An Advanced History of India*. London: Macmillan and Co. Ltd., 1960.
4. Sharma, R.S. *India's Ancient Past*. New Delhi: Oxford University Press, 2005.
5. Singh, Upinder. *A History of Ancient and Early Medieval India: From the Stone Age to the 12<sup>th</sup> Century*. Delhi: Pearson Education India, 2008.

6. Thapar, Romila. *Early India from the Origins to AD 1300*. Berkeley: University of California Press, 2002.

**ADDITIONAL BOOKS:**

1. Dutt, R.C., *Ancient India. 2000 B.C-800 AD*. London: Longmans, Green & Co., 1893.
2. Gokhale, B.G. *Ancient India: History and culture*. Bombay: Asia Publishing House, 1952.
3. Kosambi, D. D. *The Culture and Civilization of Ancient India in Historical Outline*. London: Routledge and K. Paul, 1965.
4. Rapson, Edward James. *The Cambridge History of India: Ancient India (Vol. 1)*. Cambridge University Press, 1922.
5. Sharma, R S. *Aspects of Political Ideas and Institutions in Ancient India*. New Delhi: MotilalBanarsidass, 2005.
6. Thapar, Romila. *Ancient Indian social history: Some interpretations*. New Delhi: Orient Blackswan, 1978.

## **ELECTIVE PAPERS**

**Course Title:** **HISTORY OF SOUTH INDIA FROM EARLIEST TIMES TO C. 1250**

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

**Marks:** 100

**Credits:** 4

**Duration:** 60 Hours

**Course 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.

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

1. Analyse the process of rise and fall of different dynasties of south India.
2. Appreciate the contribution of the south Indian dynasties to the cultural history of India.
3. Develop critical thinking skills through debates, discussions and assignment writing.

### **COURSE CONTENT:**

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

**(8 hours)**

1.1 Topography

1.2 Sources

#### **Unit 2: Political History**

**(16 hours)**

2.1 Sangam age: Cholas and Pallavas

2.2 Satavahanas, Kadambas, Chalukyas, Rashtrakutas and Hoysalas

**Unit 3: Economic History**

**(18 Hours)**

3.1 Agriculture

3.2 Craft production

3.4 Trade

**Unit 4: Society and Culture**

**(18Hours)**

4.1 The VarnaSystem

4.2 Religions

4.3 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: BharatiyaVidhyaBhavan. 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: Kannada Research 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.



**Course Title:** HISTORY OF THE MARATHAS

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

**Marks:** 100

**Credits:** 4

**Duration:** 60 hours

**Course 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.

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

1. Understand the forces behind the power conflicts in the western and central India during the 17<sup>th</sup> and the 18<sup>th</sup> centuries.
2. Analyse the role played by the rulers in consolidating the Maratha power.
3. Appreciate Maratha contribution to culture.
4. Develop critical thinking skills through debates, discussions and assignment writing.

## **COURSE CONTENT:**

### **Unit 1: 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

**Unit 2: 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

**Unit 3: 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

**Unit 4: 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

**Course 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.

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

1. Acquire basic knowledge about the theoretical aspects of archaeological studies.
2. To be aware of significance of archaeology as a discipline and take up further studies in field archaeology.
3. Develop critical thinking skills through debates, discussions, assignment writing and visits to archaeological sites.

## **COURSE CONTENT**

### **Unit 1: Definition, Aim and Scope of Archaeology**

**(15 Hours)**

- 1.1 Definition and aims
- 1.2 Relation of Archaeology with natural and social sciences
- 1.3 History and development of Archaeology in Europe and America

### **Unit 2: Methods in Archaeology**

**(15 Hours)**

- 2.1 Exploration

2.2 Excavation

2.3 Dating Techniques

**Unit 3: Archaeological Records**

**(15 Hours)**

3.1 Archaeological site

3.2 Types of records

3.3 Usefulness of records in reconstructing the past

**Unit 4: History and development of Indian Archaeology**

**(15 Hours)**

4.1 Pre-history

4.2 Proto-history

4.3 Historical period

**ESSENTIAL BOOKS:**

1. Binford, L.R. *In Pursuit of the Past: Decoding the Archaeological Record*. London: Thames and Hudson, 1983.
2. Childe, V.G. *Piecing Together the Past: The Interpretation of Archaeological Data*. London: Routledge and Kegan Paul, 1956.
3. Fagan, B. *In the Beginning: An Introduction to Archaeology*. Glenview (Illinois): Scott, Foresman and Company, 1988.
4. Hodder, I. *Reading the Past: Current Approaches to Interpretation in Archaeology*. 2nd ed. Cambridge: Cambridge University Press, 1986.
5. Renfrew, C. and P. Bahn. *Archaeology: Theories and Methods and Practice*. London: Thames and Hudson, 1991.
6. Sankalia, H. D. *Prehistory and Protohistory of India and Pakistan*. Pune: Deccan College, 1974.

7. Wheeler, R.E.M. *Archaeology from the Earth*. London: Penguin Books, 1961.

**ADDITIONAL BOOKS:**

1. Chakrabarty, D. K. *A History of Indian Archaeology: From Beginning to 1947*. Delhi: Munshiram Manoharlal, 1988.
2. Dhavalikar, M.K. *Historical Archaeology of India*. New Delhi: Books and Books, 1997.
3. Paddayya, K. *Recent Studies in Indian Archaeology*. Delhi: Munshiram Manoharlal Pvt. Ltd., 2002.
4. Rajan, K. *Archaeology: Principles and Methods*. Thanjavur: Pathippakam Publication, 2002.
5. Raman, K.V. *Principles and Methods in Archaeology*. Madras: Parthajan Publication, 1991.

**Course Title: SOCIO-ECONOMIC HISTORY OF EUROPE (C. 800 A.D. -1700 )**

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

**Marks:** 100

**Credits:** 4

**Duration:** 60 hours

**Course 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:

1. Interpret the socio-economic transformation in Europe.
2. Formulate their ideas and interpretations through assignments and presentations.

**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****(18Hours)**

- 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)**

- 4.1 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. Jonson. *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.

**Course Title: PORTUGUESE LANGUAGE A1.1**

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

**Marks: 100**

**Credits: 4**

**Duration: 60 Hours**

**Course Objectives:**

1. To acquire oral and written competence in Portuguese in everyday situations.
2. To acquire the basics of phonology, morphology and lexicon.
3. To prepare students to experience the culture of the Portuguese country in the context of language immersion.

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

1. Establish basic social contact by using everyday expressions like: greetings; farewells, thank you, etc;
2. To be able to introduce himself/herself and others;
3. Ask and answer simple questions in areas such as: eating and drinking, directions and shopping;
4. To initiate and respond to simple statements in areas of immediate need: making appointments, leisure activities and plans.

**COURSE CONTENT:**

**Unit 1:**

**(10 Hours)**

Competências: Apresentar(-se), cumprimentar, despedir-se, dar informações de carácter pessoal.

Vocabulário: Nome, morada, estado civil, nacionalidades, países/cidades, profissões, números (até 20), adjetivos.

Gramática: Pronomes pessoais, Ser/ser de, artigos definidos e indefinidos, frases afirmativas/ interrogativas, interrogativos, preposições.

**Unit 2:****(10 Hours)**

Competências: localizar, descrever lugares, pedir informações sobre lugares, reservar um quarto no hotel.

Vocabulário: cidade, lojas, casa, mobília, escola, hotel, números (até 100)

Gramática: ser/estar, presente do indicativo: verbos em -ar, artigos indefinidos, verbo haver, preposições, locuções de lugar, adjetivos, interrogativos, demonstrativos.

**Unit 3:****(10 Hours)**

Competências: perguntar e dizer as horas, pedir no café/restaurante e noutras lojas, falar de ações da vida quotidiana, falar de ações que decorrem no momento, expressar preferência.

Vocabulário: horas, partes do dia, dias da semana, refeições, comidas e bebidas, a ementa, na papelaria, números (101-1000).

Gramática: Presente do indicativo dos verbos regulares, verbos reflexos, interrogativos, preposições de tempo, advérbios, estar a + infinitivo.

**Unit 4:****(10 Hours)**

Competências: Convidar / aceitar / recusar, pedir desculpa, falar de atividades do tempo livre, concordar/discordar, escrever uma carta

Vocabulário: ações do dia a dia, meios de transporte, passatempos, convites, países/cidades, ao telefone.

Gramática: Presente do indicativo dos verbos irregulares, há/desde, preposições de movimento, pronomes pessoais de complemento indireto, ter de, ir + infinitivo.

**Unit 5:****(10 Hours)**

Competências: fazer planos, falar de passatempos e das férias, sugerir, falar sobre o tempo, aconselhar, comparar países e hábitos.

Vocabulário: meses, estações do ano, épocas festivas, o tempo, vestuário, cores, férias,

tempos livres e passatempos, ordinais.

Gramática: Presente do indicativo dos verbos irregulares, preposições de tempo, com + pronome, comparativos e superlativos, possessivos.

#### **Unit 6:**

**(10 Hours)**

Competências: fazer compras, perguntar preços, pedir artigos em lojas, ir ao médico, descrever pessoas, aconselhar e dar instruções.

Vocabulário: nos correios/ no pronto a vestir / no banco / na farmácia / no médico, especialidades médicas, sintomas, a família, preços, telefone, descrições físicas e psicológicas.

Gramática: Presente do indicativo dos verbos irregulares, precisar de/ dever, imperativo, demonstrativos, para/ por.

#### **ESSENTIAL BOOKS:**

- Coimbra, Olga Mata & Coimbra, Isabel (2011) *Gramática Ativa I*, Lisboa: Lidel.
- Tavares, Ana (2004) *Português XXI*. Caderno de Exercícios 1. Nível A1, Lisboa: Lidel.
- Tavares, Ana (2004) *Português XXI*. Livro do Aluno 1. Nível A1, Lisboa: Lidel.

## **SEMESTER IV**

### **CORE PAPER**

**Course Title:** **MEDIEVAL INDIA: POLITICAL AND ADMINISTRATIVE HISTORY (1206-1757 A.D.)**

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

**Marks:** 100

**Credits:** 4

**Duration:** 60 hours

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

1. Acquire an understanding of the major political developments of medieval India.
2. Study continuity and change in the administrative system of the period.

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

1. Analyse the forces behind the rise and fall of various dynasties.
2. Assess the contribution of major dynasties to the political history of India.
3. Develop critical thinking skills through debates, discussions and assignment writing.

### **COURSE CONTENT:**

#### **Unit 1: The Delhi Sultanate**

**(15 Hours)**

- 1.1. Foundation and consolidation: QutubuddinAibak, Iltutmish, Razia and Balban
- 1.2. Expansion and decline: AllauddinKhilji, Mohammad Bin Tughlaq, Lodhis
- 1.3. Administrative system of the Delhi Sultanate

#### **Unit 2: The Mughals**

**(20 Hours)**

- 2.1. Foundation and struggle: Babur, Humayun, Suri interlude
- 2.2. Expansion and consolidation: Akbar, Jahangir, Shah Jahan
- 2.3. Aurangzeb, the decline of the Mughal empire

2.4. Administrative system of the Mughals: Central and provincial, Mansabdari system

**Unit 3: Peninsular India**

**(15 Hours)**

3.1. Emergence of provincial dynasties: Hoysalas, Bahamani and Vijayanagara

3.2. Rise of the Marathas: Factors, role of Shivaji

3.3. Administration

**Unit 4: Advent of Europeans**

**(10 Hours)**

4.1. Portuguese, Dutch, French, English: Trade and politics

4.2. Anglo-French rivalry

4.3. Battle of Plassey

**ESSENTIAL BOOKS:**

1. Chandra, Satish. *Medieval India: From Sultanate to the Mughals*. Vol. I & II. New Delhi: Har-Anand Publications Pvt. Ltd., 2005

2. Kulkarni, A. R. *Marathas and the Maratha Country*. Vol.III. New Delhi: Books & Books, 1996.

3. Majumdar, R. C. and others. *An Advanced History of India*. Delhi: Macmillan India, 1973.

4. Majumdar, R.C, ed. *The History and Culture of Indian People*. Bombay: Bharatiya Vidya Bhavan.

Vol. VI: *Delhi Sultanate (1300-1526)*, 1960

Vol. VII: *Mughal Empire (1526-1707)*, 1974

Vol. VIII: *Maratha Supremacy (1707-1818)*, 1977

5. Mehta, J.L. *Advanced Study in the History of Medieval India*, Vol.1 & 2. New Delhi: Sterling Publishers Pvt. Ltd, 1984.

6. Richards, J. F. *The New Cambridge History of India: The Mughal Empire*. Cambridge University Press, 1995.

7. Srivastava, A. L. *The Sultanate of Delhi (711 – 1526 A.D)*. Agra: S. L Agarwala, 1974.

8. Srivastava, A.L. *The Mughal Empire, 1526-1803*. Agra: Agrawal & Co., 1969.

**ADDITIONAL BOOKS:**

1. Chopra, P.N. and others. *A Comprehensive History of India: Medieval India*. New Delhi: Sterling Publishers Private Limited, 2003.
2. Kulke, Hermann and Dietmar Rothermund. *A History of India*. U.K: Psychology Press, 2004.
3. Nurul Hasan, S. *Religion, State, and Society in Medieval India*. New Delhi: Oxford University Press, 2005.
4. Pearson, M. N. *The New Cambridge History of India: The Portuguese in India*. Cambridge University Press, 2006.
5. Sarkar, Jadunath. *Shivaji and His Times*. New Delhi: Longmans, Green and Company, 1973.
6. Sharma, S. R. *Mughal Empire in India*. 3 Vols. Agra: Atlantic Publishers and Distributors, 1999.
7. Stein, Burton. *Peasants, State and Society in Medieval South India*. Delhi: OUP, 1980.

## **ELECTIVE PAPERS**

**Course Title:** GOAN HERITAGE AND CULTURE

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

**Marks:** 100

**Credits:** 4

**Duration:** 60 hours

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

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

1. Examine the numerous influences and transformations that have taken place in Goa.
2. Appreciate the diverse nature of Goan heritage.
3. Identify themes, issues and problems pertaining to Goan heritage and culture.
4. Formulate ideas and interpretations through assignments and presentations.

### **COURSE CONTENT:**

**Unit 1: Conceptualizing Goan culture and heritage** **(10 Hours)**

1.1 Meaning and scope

1.2 Sources

1.3 Significance

**Unit 2: Political Culture and Heritage** **(14 Hours)**

2.1 *Goa Indica*

2.2 *Goa Dourada*



2.3 Portuguese Civil Code of 1867 and its significance

**Unit 3: Culture of the Mind: Intellectual Tradition**

**(18 Hours)**

3.1 Literary and linguistic traditions; Art, Archaeology and Architecture; Music and Dance

3.2 Religion and Society: Rituals and Ceremonies; Festivals, Folk Deities

3.3 Popular culture: Folklore; Food and Dress

**Unit 4: Material Culture**

**(18 Hours)**

4.1 Natural Heritage: Sub-Ghat, Riverine and Coastal, Sacred Groves

4.2 The Dudhsagar-Kushavati-Mhadei Culture and Heritage

4.3 Traditional knowledge system: Folk Medicine; *Gaunkari-Communidade*; Salt pans and Khazans; Artisanal activities

4.4 Mining and Tourism

**ESSENTIAL BOOKS:**

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

2. Gomes, Olivinho. *Goa*. New Delhi: National Book Trust, 2005.

3. Gune V.T., ed. *Gazetteer of Goa, Daman and Diu*. Vol. I. Panaji: Gazetteer Department, 1979.

4. Mitragotri, V. R. *Socio-Cultural History of Goa: From Bhojas to Vijayanagar*. Panjim: M.V. Naik. Institute of Menezes Braganza, 1999.

5. Newman, Robert S. *Of Umbrellas, Goddesses and Dreams: Essays on Goan Culture and Society*. Mapusa: The Other India Press, 2001.

6. Phaldesai, Pandurang. *Kaleidoscopic Goa: A Cultural Atlas*. Panaji: Vasant Rao Dempo Education and Research Foundation, 2004.

7. Souza, T. R. de, ed. *Indo-Portuguese History: Old Issues, New Questions*. New Delhi: Concept Publishing Co., 1985.

### **ADDITIONAL BOOKS:**

1. D'Souza, B.G. *Goan Society in Transition*. Bombay: Popular Prakashan, 1975.
2. Kamat, Pratima. *'Tarini' and 'Tar-Vir': The Unique Boat Deities of Goa*. Panaji: GOINCARH, 2008.
3. Kamat, Pratima. *Goa: Its Tryst with Trade*. Panaji: GCCI, 2009.
4. Larsen, Karin. *Faces of Goa*. New Delhi: Gyan Publishing House, 1998.
5. Lourenço, José. *The Parish Churches of Goa: A Study of Façade Architecture*. Margao: Amazing Goa Publications, 2005.
6. Pandit, Heta. *In And Around Old Goa*. Mumbai-India: Marg Publications, 2004.
7. Parobo, Parag, D. *India's First Democratic Revolution: Dayanand Bandodkar and the Rise of the Bahujan in Goa*. Hyderabad: Orient Blackswan Pvt. Ltd., 2015.
8. Pereira, José, Micael Martins, and António da Costa. *Song of Goa: Crown of Mandos*. Goa: Goa, 1556 and Broadway Publishing House, 2010.
9. Pereira, Jose, Micael Martins, and Antonio da Costa. *Undra Muja Mama Folk Songs of Goa: An Anthology of Dulpods*. Goa: Goa 1556, 2011.
10. Pereira, Jose. *Churches of Goa*. New Delhi: Oxford University Press, 2002.
11. Perez, Rosa Maria. *The Tulsi and the Cross: Anthropology and the Colonial Encounter in Goa*. Hyderabad: Orient Blackswan Private Limited, 2012.
12. Rodricks, Wendell. *Moda Goa: History and Styles*. Uttar Pradesh: Harper and Collins, 2012.
13. Shirodkar, P.P. *Goa: Cultural Trends: Seminar Papers*. Goa: Directorate of Archives, Archaeology and Museum, Government of Goa, 1988.
14. Silva, Fatima Gracias,da. *Cozinha da Goa: History and Tradition of Goan Food*. New Delhi: Concept Publishing Company Pvt. Ltd., 1994.
15. Sinha, Arun. *Goa Indica. A Critical Portrait of Postcolonial Goa*. Delhi: Promilla Publications, 2002.
16. Souza, T.R. de. *Goa to Me*. New Delhi: Concept Publishing Company, 1994.

**Course Title: MEDIEVAL INDIA: ECONOMY, SOCIETY AND CULTURE (1206-1757)**

**Course Code:** HIS IV.E-7

**Marks:** 100

**Credits:** 4

**Duration:** 60 hours

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

1. Analyse the correlation between culture, economy and society of medieval India.
2. Understand the contribution of the medieval dynasties to the economic, social and cultural development of India.
3. Comprehend the trends of continuity and change that took place in India during the medieval period in the field of society, economy and culture.

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

1. Acknowledge the contribution of the different dynasties to the socio-economic and cultural fabric of India.
2. Develop a critical appreciation of evolution of India's diverse cultural heritage.
3. Gain critical thinking skills through debates, discussions and assignment writing.

**COURSE CONTENT:**

**Unit 1: Society**

**(15 Hours)**

1.1 Social structure

1.2 Status of women

1.3 Slavery

**Unit 2: Economy**

**(15 Hours)**

2.1 Agriculture and Industry

2.2 Trade, commerce, monetary system and urbanization

2.3 State Revenue Policy

**Unit 3: Religion**

**(15 Hours)**

3.1 Bhakti: Vaishnavism, Shaivism, Shaktism, Veershaivism

3.2 Islam, Sufism

3.3 Jainism, Christianity, Zoroastrianism, Sikhism

**Unit 4: Culture**

**(15 Hours)**

4.1 Food, dress, festivals

4.2 Art and architecture

4.3 Education, learning and literature

**ESSENTIAL BOOKS:**

1. Chitnis, K.N. *Socio-Economic Aspects of Medieval India*, Poona: R. K. Chitnis, 1979.
2. Majumdar, R.C., ed. *The History and Culture of Indian People*. Bombay: Bharatiya Vidya Bhavan.  
Vol. VI: *Delhi Sultanate (1300-1526)*, 1960  
Vol. VII: *Mughal Empire (1526-1707)*, 1974  
Vol. VIII: *Maratha Supremacy (1707-1818)*, 1977
3. Rizvi, S.A.A. *The Wonder that was India, 1200-1700 (part II)*. New Delhi: Rupa and CO., 1987.
4. Srivastava, A. L. *The Sultanate of Delhi (711 – 1526 AD)*.Agra: S. L Agarwala 1974.
5. Srivastava, A.L. *The Mughal Empire, 1526-1803*. Agra: Agrawal & Co., 1969.

**ADDITIONAL BOOKS:**

1. Chopra, P. N. and others. *A Social, Cultural and Economic History of India*. Vol. II. Delhi: Macmillan India, 1974.

2. Eaton, Richard M. *A Social History of the Deccan 1300-1761*. Cambridge University Press, 2005.
3. Habib, Irfan. *Economic History of Medieval India: A Survey 1200-1500*. New Delhi: Tulika Books, 2001.
4. Kulkarni, A. R. *Marathas and the Maratha Country*. Vol.III. New Delhi: Books & Books, 1996.
5. Lunia, B.N. *Life and Culture in Medieval India*. Indore: Kamal Prakashan, 1978.
6. Mehta, J.L. *Advanced Study in the History of Medieval India*. Vol.2: *The Mongol Empire: 1526-1707*. New Delhi: Sterling Publishers Pvt. Ltd., 1984.
7. Prakash, Om. *Bullion for Goods: European and Indian Merchants in the Indian Ocean Trade, 1500-1800*. New Delhi: Manohar, 2004.
8. Raychaudhuri, Tapan and Irfan Habib, eds. *Cambridge Economic History of India*. Vol. I. c. 1200-c. 1750. Cambridge University Press, 1982.
9. Subrahmanyam, Sanjay. *The Political Economy of Commerce: Southern India 1500-1650*. Cambridge University Press, 2002.

**Course Title:** INDIAN ARCHAEOLOGY

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

**Marks:** 100

**Credits:** 4

**Duration:** 60 hours

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

1. Understand the initial stages of archaeology in India.
2. Gain knowledge of pre-historic, proto-historic and historical sites in India.
3. Identify the scope of epigraphy and numismatics as sources of archaeological studies.

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

1. Appreciate the rich archaeological heritage of India.
2. Acknowledge the significance of archaeological sources for the study of history of India.
3. Assess the contributions of the ancient Indian dynasties and evaluate the impact of their rule on Indian history.

**COURSE CONTENT:**

**Unit 1: Development of Archaeology in India**

**(15 Hours)**

**1.1** Antiquarian Phase

**1.2** Path breaking discoveries

**1.3** Formation of ASI and Provincial units

**1.4** Development in the 20th century

**Unit 2: Pre-historic and Proto-historic Archaeology**

**(15 Hours)**

**2.1** Pre-historic Age- Isampur, Attirampakkam, Bhimbetka

**2.2** Proto-historic Age- Harappa, Inamgao, Gilund

2.3 Megalithic Age- Mahurjhari, Brahmagiri

2.4 Chalcolithic Age – Daimabad, Ahar, Jorwe

**Unit 3: Historical Archaeology of India**

**(15 Hours)**

3.1 Early India- Hastinapur, Shirshupalgarh, Arikamedu and Taxila

3.2 Early Medieval India- Banavasi, Halashi

3.3 Medieval India- Hampi, Daulatabad

**Unit 4: Indian Epigraphy and Numismatics**

**(15 Hours)**

4.1 Epigraphy: scope, origin of writing, writing materials

4.2 Numismatics: scope, origin of coins, types of coins

**ESSENTIAL BOOKS:**

1. Agarwal, D. P. *The Archaeology of India*. New Delhi: Select book Service Syndicate, 1984.
2. Bhandarkar, D.R. *Ancient Indian Numismatics*. Carmichael lectures, Calcutta: Calcutta.
3. Chakrabarty, D. K. *A History of Indian Archaeology: From Beginning to 1947*. Delhi: Munshiram Manoharlal, 1988.
4. Dhavalikar, M.K. *Indian Proto-history*. New Delhi: Books & Books, 1997.
5. Hodder, I. *Reading the Past: Current Approaches to Interpretation in Archaeology*. 2nd ed. Cambridge: Cambridge University Press, 1986.
6. Paddayya, K. *Recent Studies in Indian Archaeology*. Delhi: Munshiram Manoharlal Pvt. Ltd., 2002.
7. Sankalia, H. D. *Prehistory and Protohistory of India and Pakistan*. Pune: Deccan College, 1974.

**ADDITIONAL REFERENCES:**

1. Bhattacharya, D. K. *Prehistoric Archaeology: A Comparative Study of Human Succession*. Delhi: Hindustan Publishing Corporation, 1987.

2. Buhler, G. *Indian Palaeography; Indian Studies Past and Present*. Montana (USA): Kessinger Publishing, 2009.
3. Cunningham, A. *Coins of Ancient India: From the Earliest Times Down to the Seventh Century A. D.* New Delhi: Asian Educational Services, 1996.
4. Dhavalikar, M.K. *Historical Archaeology of India*. New Delhi: Books and Books, 1997.
5. Jam, K.C. *Pre-history and Proto-history of India*. New Delhi: Again Kala Prakashan, 1979.
6. Rajan, K. *Archaeology: Principles and Methods*. Thanjavur: Pathippakam Publication, 2002.
7. Wheeler, R.E.M. *Archaeology from the Earth*. London: Penguin Books, 1961.



**Course Title: WESTERN CIVILIZATION (RENAISSANCE TO FRENCH REVOLUTION)**

**Course Code:** HIS IV.E-9

**Marks:** 100

**Credits:** 4

**Duration:** 60 hours

**Course 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.

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

1. Examine the transformations that ushered in modern Europe.
2. Formulate ideas and interpretations through assignments and presentations.

**COURSE CONTENT:**

**Unit 1: 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.

**Course Title:** PORTUGUESE LANGUAGE A1.2

**Course Code:** HIS-IV.E-10

**Marks:** 100

**Credits:** 4

**Duration:** 60 hours

**Course Objectives:**

1. To acquire oral and written competence in Portuguese in everyday situations.
2. To acquire the basics of phonology, morphology and lexicon;
3. To prepare students to experience the culture of the Portuguese country in the context of language immersion.

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

1. To socialize effectively using everyday expressions for greeting and address people;
2. To ask and answer questions about personal details and daily life;
3. To write short and simple texts and fill in forms with personal details.

**COURSE CONTENT:**

**Unit 1:**

**(10 Hours)**

Competências: aconselhar, indicar direções, reconhecer instruções, seguir um mapa, descrever uma cidade.

Vocabulário: intruções, publicidade, indicação de direções.

Gramática: imperativo dos verbos irregulares, indefinidos, preposições + pronomes

**Unit 2:**

**(10 Hours)**

Competências: falar de festas populares e de tradições, falar sobre acontecimentos passados, defender pontos de vista, argumentar, desenvolver a compreensão oral

Vocabulário: festas e tradições, hábitos, a tourada, ações relacionadas com o passado,

opiniões.

Gramática: pretérito perfeito simples (ser, estar, ir e ter), P.P.S. dos verbos regulares, advérbios, haver de + infinitivo.

**UNIT 3:** **(10Hours)**

Competências: falar de ações passadas, utilizar expressões de cortesia adequadas, planificar uma festa, enviar convites.

Vocabulário: festas, utensílios domésticos, fórmulas de cortesia, convites.

Gramática: P.P.S. dos verbos irregulares, conseguir/ saber / poder

**UNIT 4:** **(10Hours)**

Competências: escrever uma carta, relatar fatos presentes, passados e futuros, falar de experiências.

Vocabulário: relato de ações no passado, experiências de vida, viagens, relatos biográficos.

Gramática: P.P.S. dos verbos irregulares, pronomes pessoais de complemento direto.

**UNIT 5:** **(10Hours)**

Competências: apresentar características profissionais, falar dos objetivos e dos interesses profissionais, falar da experiência profissional, enfrentar uma entrevista, fazer e responder a inquéritos de rua.

Vocabulário: características profissionais, o Curriculum Vitae, perfil profissional, uma entrevista, inquéritos.

Gramática: andar a + infinitivo, costumar + infinitivo, partícula apassivante, pronomes relativos, advérbios em -mente, pronomes pessoais de complemento direto.

**UNIT 6:** **(10Hours)**

Competências: falar de ações habituais no passado, expressar agrado ou desagrado, analisar as dificuldades de adaptação a uma nova cultura.

Vocabulário: ações habituais no passado, problemas de adaptação a um novo país ou cultura, palavras que podem provocar confusão.

Gramática: pretérito imperfeito: ações habituais no passado, advérbios.

**ESSENTIAL BOOKS:**

- Coimbra, Olga Mata & Coimbra, Isabel (2011) *Gramática Ativa I*, Lisboa: Lidel.
- Tavares, Ana (2004) *Português XXI*. Caderno de Exercícios 1. Nível A1, Lisboa: Lidel.
- Tavares, Ana (2004) *Português XXI*. Livro do Aluno 1. Nível A1, Lisboa: Lidel.

## **SEMESTER V**

**Course Title: HISTORY OF INDIA FROM 1757 TO 1857**

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

**Marks: 100**

**Credits: 4**

**Duration: 60 hours**

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

1. Develop an understanding of the establishment of British power in India and the nature of its expansion and consolidation.
2. Comprehend the impact of colonial policies on India's polity, economy and society.

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

1. Understand the true nature of British colonialism in India.
2. Gain knowledge on the early response of the Indian people to British colonialism.
3. Develop critical thinking skills, through debates, discussions and assignment writing.

### **COURSE CONTENT:**

**Unit 1: India on the eve of 19<sup>th</sup> century (20 Hours)**

**1.1** Decline of Mughal Empire and its impact on Indian polity

**1.2** Rise of British power: Carnatic Wars, Battle of Plassey, Buxar and their impact

**1.3** Anglo-Maratha Wars, Anglo- Mysore Wars, Anglo-Sikh Wars

**Unit 2: Strengthening of English power (10 Hours)**

**2.1** Regulating Act of 1773

**2.2** Administrative and judicial reforms: Law, Police, Army, Indian Civil Service

**Unit 3: Consolidation of English Power in India- Schemes and Strategies (10Hours)**

3.1 Subsidiary Alliance System and Doctrine of Lapse

3.2 Permanent Settlement, Ryotwari and Mahalwari systems

3.3 Introduction of Western Education- Charter Act of 1813, Macaulay's Minute and Woods's Despatch

**Unit 4: Early response to British policies (20 Hours)**

4.1 Socio-Religious Reform Movements: Brahmo Samaj, Prarthana Samaj  
Ramakrishna Mission, Arya Samaj and Social legislations

4.2 Revolt of 1857- Causes, course, consequences and nature

**REFERENCE BOOKS:**

1. Ali, A. M. (1966). *The Passing of Empire: The Mughal Case*. Asia Publishing House, Bombay.
2. Bandyopadhyay, S. (2004). *From Plassey to Partition: A History of Modern India*. Orient Longman, New Delhi.
3. Desai, A. R. (1982). *Social Background of Indian Nationalism*. Popular Prakashan, Bombay.
4. Grover, B. L. (1977). *A New Look on Modern Indian History*. S. Chand Co., Delhi.
5. Guha, R. (1982). *A Rule of Property for Bengal: An Essay on the Idea of Permanent Settlement*. Orient Blackswan, New Delhi.
6. Majumdar, R.C., ed., (1969). *British Paramountcy and Indian Renaissance and Struggle for Freedom (1818-1905)* Vol. IX. Bharatiya Vidya Bhavan, Bombay.
7. Mukherjee, N. (1962). *The Ryotwari System in Madras 1792-1827*. Firma K. L. Mukhopadhyay, Calcutta.
8. Panikkar, K. N. (1995). *Culture, Ideology, Hegemony: Intellectuals and Social Consciousness in Colonial India*. Tulika, New Delhi.
9. Prakash, O. (1988). *The Dutch East India Company and the Economy of Bengal, 1630-1720*. Oxford University Press, Delhi.
10. Sarkar, S. (1983). *Modern India 1885-1947*. Macmillan, New Delhi.
11. Stokes, E. and Bayly C. A. (1986). *The Peasant Armed: The Indian Rebellion of 1857*. Clarendon Press, Oxford.



**Course Title: HISTORY OF MODERN CHINA AND JAPAN (1839- 1949)**

**Course Code: HIS. E-11**

**Marks: 100**

**Credits: 4**

**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.

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

1. Critically analyse the forces which transformed Japan and China into Asiatic powers.
2. Develop critical thinking skills, through debates, discussions and assignment writing.

**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

**ESSENTIAL BOOKS:**

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 BOOKS:**

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.

**Course Title: WORLD REVOLUTIONS**

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

**Marks: 100**

**Credits: 4**

**Duration: 60 hours**

**Course 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.

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

1. Examine the causes and impact of these profound transformations.
2. Formulate ideas and interpretations through assignments and presentations.

**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)**

- 2.1 The formation of colonies
- 2.2 Events leading to the Declaration of Independence
- 2.3 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

### **ESSENTIAL BOOKS:**

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 BOOKS:**

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.

**Course Title: INTRODUCTION TO CONSTITUTION OF INDIA**

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

**Marks: 100**

**Credits: 4**

**Duration: 60 hours**

**Course 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.

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

1. Appreciate the role of the Constitution and its salient features in preserving unity and diversity of India.
2. Understand the legislative process of the government.
3. Understand their responsibilities as enlightened citizens of India and as members of a civil society.
4. Develop critical thinking skills, through debates, discussions and assignment writing.

**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**ESSENTIAL BOOKS:**

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 BOOKS:**

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-14**

**Marks: 100**

**Credits: 4**

**Duration: 60 hours**

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

1. Understand the basic concepts and categories of history.
2. Understand the art of writing history.
3. Understand the different approaches to Indian historiography.

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

1. Analyse the basic concepts and categories of history.
2. Appreciate the nature and scope of history and the art of writing history.
3. Assess the different approaches to Indian historiography.
4. Formulate ideas and interpretations through assignments and presentations.

**COURSE CONTENT:**

**Unit 1: Meaning and Scope of History**

**(15 Hours)**

1.1 What is History? – Definitions

1.2 Nature and Scope 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,

References and Bibliography

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

3.1 Historiography: Meaning and Trends

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

**ESSENTIAL BOOKS:**

1. Ali, B. Sheik, B. *History: Its Theory and Method*. Mumbai: Macmillan India Ltd., 1984.
2. Carr, E.H. *What is History?* New Delhi: Penguin Books, 1990.
3. Chitnis, K.N. *Research Methodology in History*. New Delhi: Atlantic Publishers Ltd., 2001.
4. Collingwood, R.G. *The Idea of History*. USA: O.U.P., 1994.
5. Majumdar, R.C. *Historiography in Modern India*. Bombay: Asia Publishing House, 1970.
6. Nizami, K.A. *On History and Historians of Medieval India*. New Delhi: Munshiram Manoharlal, 1983.
7. Pathak, V. S. *Ancient Historians of India: A Study in Historical Biographies*. Bombay: Asia Publishing House, 1966.
8. Sreedharan, E. *A Textbook of Historiography 500BC to AD 2000*. New Delhi: Orient Longman, 2004.
9. Raychaudhuri, Tapan. "Indian Nationalism as Animal Politics", in *The Historical Journal*, Vol.22. No.3 (Sept. 1979). pp.747-763.

**ADDITIONAL BOOKS:**

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



## **SEMESTER VI**

**Course Title:** **INDIAN NATIONAL MOVEMENT FROM 1857 TO 1947**

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

**Marks:** 100

**Credits:** 4

**Duration:** 60 hours

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

1. Evaluate the emergence and development of Indian nationalism as a response to British exploitative and discriminatory policies.
2. Assess the contribution of the various national leaders to Indian National Movement.

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

1. Analyse the British policies and ideologies and how they led to the birth of nationalism in India.
2. Appreciate and respect national leaders and imbibe values like patriotism and nationalism.
3. Develop critical thinking skills, through debates, discussions and assignment writing.

### **COURSE CONTENT:**

#### **Unit 1: Early phase upto 1920**

**(15 Hours)**

1.1 Major political developments from 1858 to 1885

1.2 Rise of Indian nationalism, Foundation of Indian National Congress

1.3 Moderate and Extremist phases

1.4 Partition of Bengal, Foundation of Muslim League, Home Rule Leagues

1.5 Montague – Chelmsford Reforms (1919)

#### **Unit 2: Gandhian Phase -I**

**(15 Hours)**

2.1 Ahimsa and Satyagraha

2.2 Non-Cooperation Movement

2.3 Revolutionary movement in India and abroad

2.4 Civil Disobedience Movement; Government of India Act (1935)

**Unit 3: Gandhian Phase -II**

**(15 Hours)**

3.1 World War II and INC response

3.2 August Offer, Cripps' Proposals

3.3 Demand for Pakistan

3.4 Quit India Movement

**Unit 4: Final Phase**

**(15 Hours)**

4.1 Subhash Chandra Bose and the INA

4.2 Diplomatic maneuvering: Wavell Plan, Cabinet Mission Plan, Mountbatten Plan,  
Indian Independence Act

4.3 Partition of India and its aftermath

4.4 Integration of Princely states

**REFERENCE BOOKS:**

1. Ahluwalia, M. M. (1968). *Freedom Struggle in India 1858-1909*. Ranjit Printers and Publishers, Delhi.
2. Bandyopadhyay, S. (2004). *From Plassey to Partition: A History of Modern India*. Orient Longman, New Delhi.
3. Chand, T. (1983). *History of the Freedom Movement in India*. 4 vols. Govt. of India, New Delhi.
4. Chandra, B. (1979). *Nationalism and Colonialism in Modern India*. Orient Longman, New Delhi.
5. Chandra, B., Mukherjee, M. And Mukherjee, A., eds., (1989). *India's Struggle for Independence*. Penguin Books, New Delhi.
6. Chopra, P.N., Puri, B., Das, M. and Pradhan, A., eds., (2005). *A Comprehensive History of Modern India*. Sterling Publishers Pvt. Ltd., New Delhi.
7. Desai, A.R. (1982). *Social Background of Indian Nationalism*. Popular Prakashan, Bombay.

8. Majumdar, R.C., ed., (1969).*British Paramountcy and Indian Renaissance and Struggle for Freedom (1818-1905)* Vol. IX. Bharatiya Vidya Bhavan, Bombay.
9. Pannikar, K.N., ed., (1980).*National and Left Movement in India*. Vikas Publishing House Pvt. Ltd., New Delhi.
10. Sarkar, S. (1983).*Modern India 1885-1947*. Macmillan, New Delhi.
11. Seal, A. (1971).*The Emergence of Indian Nationalism*. Cambridge University Press.

**Course Title: HISTORY OF U.S.A (1776-1963)**

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

**Marks: 100**

**Credits: 4**

**Duration: 60 hours**

**Course 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.

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

1. Examine the events, circumstances, policies and reforms that raised the U.S. to the level of a world power.
2. Formulate ideas and interpretations through assignments and presentations.

**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

#### **REFERENCE BOOKS:**

- 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 Donald, D., ed., (1965). *The Making of America, 1607- 1763*. Macmillan, New York.
- 5 Faulkner, H. (1952). *American Political and Social History*. Appleton-Century-Crofts, New York.
- 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.

**Course Title: INDIA AFTER INDEPENDENCE (1947-1996)**

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

**Marks: 100**

**Credits: 4**

**Duration: 60 hours**

**Course 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.

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

1. Understand the forces that have influenced political, constitutional, economic and social changes in post independent India.
2. Get insights into the national and international challenges India faced after independence and the strategy employed by her to overcome them.
3. Appreciate the three D's that make India a great nation – Diversity, Democracy and Demography.

**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: 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: Objectives and principles

4.2 India- China relations

4.3 India- Pakistan relations

4.4 SAARC: Objectives and principles

### **REFERENCE BOOKS:**

- 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.
- 5 Chaube, S. (2009). *The Making and Working of the Indian Constitution*. National Book Trust, Delhi.
- 6 Damodaran, V. and Kumar, M., eds., (2000). *Post Colonial India: History, Politics, and Culture*. Manohar Publishers, New Delhi.
- 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 Vinaik, A. R. B. (2010). *Understanding Contemporary India*. Orient Black Swan, Hyderabad.

**Course Title: INTRODUCTION TO HISTORY OF WEST ASIA (1900-2000)**

**Course Code: HIS. E-17**

**Marks: 100**

**Credits: 4**

**Duration: 60 hours**

**Course 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:

1. Understand 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 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 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)

3.3 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

**REFERENCE BOOKS:**

- 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.
- 3 Cobban, H. (1984). *The Palestinian Liberation Organization: People, Power and Politics*. Cambridge University Press.
- 4 Goldschmidt, A. and Boum, A. (2015). *A Concise History of the Middle East*. Hachette, U. K.
- 5 Hourani, A. (2013). *A History of Arab Peoples*. Faber & Faber, U. K.
- 6 Kirk, G. E. (2017). *A Short History of the Middle East: From the Rise of Islam to Modern Times*. Routledge, Abingdon, England.
- 7 Ochsenswald, W. and Fisher, S. N. (2010). *The Middle East: A History*. 7<sup>th</sup> ed. McGraw-Hill Education, Pennsylvania.
- 8 Rao, B.V. (2005). *History of Asia: From Early Times to 2000 A.D*. New Dawn Press Inc., U.K.
- 9 Stenford, J.S. (1977). *History of Ottoman Empire and Modern Turki*. Vol I and II. Cambridge University Press, London.
- 10 Yahya, A. and Ricks, T. M. (1986). *Middle East: Past and Present*. Prentice-Hall, New Jersey.

**Course Title: HISTORY OF MODERN EUROPE (1815-1945)**

**Course Code: HIS. E-18**

**Marks: 100**

**Credits: 4**

**Duration: 60 Hours**

**Course 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.

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

1. Examine the significant problems, ideologies and events and explain their consequences.
2. Formulate ideas and interpretations through assignments and presentations.

**COURSE CONTENT:**

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

- 1.1 Fall of Napoleon, Congress of Vienna- 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**

**(15 Hours)**

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, objectives and functions

4.5 Beginnings of Cold War

**REFERENCE BOOKS:**

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.
9. Hazen, C. (1963). *Modern Europe up to 1945*. S. Chand, New Delhi.
10. James, J. (1990). *Europe since 1870: An International History*. 4<sup>th</sup> ed. Penguin Books Ltd., London.