



CIRCULAR

Ref. No.: GU/Acad –PG/BoS -NEP/2025-26/244 dated 14.07.2025

In supersession to the above referred Circular, the structure and syllabus of Semester III and IV of the **Master of Arts in History** Programme approved by the Standing Committee of the Academic Council in its meeting held 24th & 25th November 2025 is attached.

The Syllabus of Semester I and II approved earlier by the Standing Committee of the Academic Council in its meeting held on 24th & 25th June 2025 is also attached.

The Dean & Vice-Dean (Academic) of the D.D. Kosambi School of Social Sciences and Behavioural Studies are requested to take note of the above and bring the contents of the Circular to the notice of all concerned.

(Ashwin V. Lawande)
Deputy Registrar – Academic

To,

1. The Dean, D.D. Kosambi School of Social Sciences and Behavioural Studies, Goa University.
2. The Vice-Dean (Academic), D.D. Kosambi School of Social Sciences and Behavioural Studies, Goa University.

Copy to:

1. Chairperson, BoS in History, Goa University.
2. Programme Director, M.A. History, Goa University.
3. Controller of Examinations, Goa University.
4. Assistant Registrar Examinations (PG), Goa University.
5. Directorate of Internal Quality Assurance, Goa University for uploading the Syllabus on the University website.

GOA UNIVERSITY
MASTER OF ARTS IN HISTORY
(Effective from the Academic Year 2025-2026)

ABOUT THE PROGRAMME (MA in History)

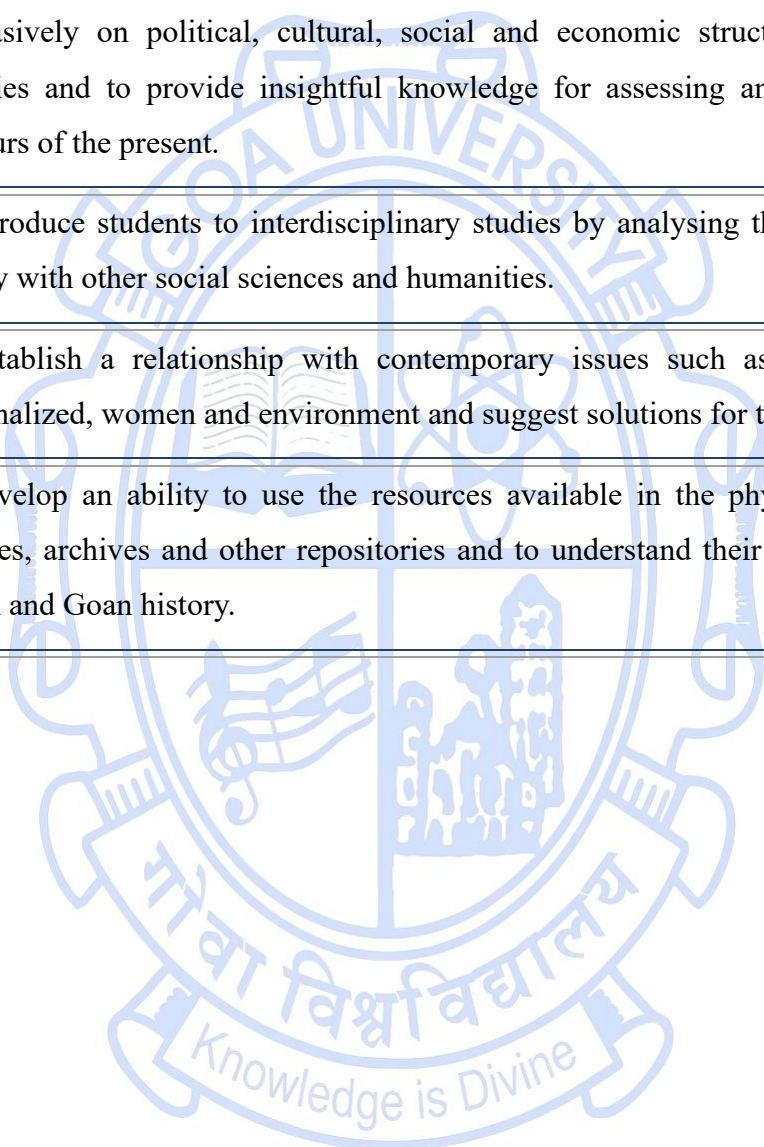
The programme offers a wide range of optional courses on emerging and innovative areas as well as issues of current relevance, such as Oral History, Maritime History, Trade and Urbanisation in India, Heritage Tourism, Post-Colonial Goa and Environmental History of India. It endeavours to make students competent in understanding historical developments at the regional, national and international levels within an interdisciplinary analytical framework. The compulsory courses deal with the foundational aspects of historical study and include courses in Indian History, Asian History and in European and Goan History, in addition to courses on Theories of History and Historical Method.

OBJECTIVES OF THE PROGRAMME

1. To enable the students to obtain expertise in the field of history and apply this expertise while analysing the historical data.
2. To train the students in identifying the research problem and conducting literature review.
3. To use the research based knowledge and historical method to analyse a specific historical development and arrive at a conclusion.
4. To inculcate an ability in the student to use the IT tools in historical research.
5. To comprehend the importance of the protection of environment and achieve sustainable development.
6. To teach the students concerning the need to respect professional ethics related to history discipline.
7. To encourage the students to participate in the team work as a part of the learning process.
8. To develop communication ability of the students.
9. To encourage the students to pursue historical research as lifelong project.

PROGRAMME SPECIFIC OUTCOMES (PSO)

PSO 1.	To recognize the perspectives on history with a focus at global, national, regional, and local levels.
PSO 2.	To impart knowledge on doing history and research methods.
PSO 3.	To inculcate abilities to evaluate evidence, and to present arguments clearly and persuasively on political, cultural, social and economic structures within past societies and to provide insightful knowledge for assessing and addressing the contours of the present.
PSO 4.	To introduce students to interdisciplinary studies by analysing the relationship of history with other social sciences and humanities.
PSO 5.	To establish a relationship with contemporary issues such as the position of marginalized, women and environment and suggest solutions for the same.
PSO 6.	To develop an ability to use the resources available in the physical and digital libraries, archives and other repositories and to understand their relationship with Indian and Goan history.



PROGRAMME STRUCTURE
Master of Arts in History
Effective from Academic Year 2025-26

Bridge Course			
Sr. No.	Course Code	Title of the Course	Credits
1	<u>HIS-1000</u>	Concepts of History	2 (T)

SEMESTER I				
Discipline Specific Core (DSC) Courses (16 credits)				
Sr. No.	Course Code	Title of the Course	Credits	Level
1	<u>HIS-5000</u>	Debates in Indian History ^	4(T)	400
2	<u>HIS-5001</u>	Issues and Debates in Goan History ^	4(T)	400
3	<u>HIS-5002</u>	History and Theory	4(T)	400
4	<u>HIS-5003</u>	Early Modern Europe (1300–1750)	4(T)	400
Total Credits for DSC Courses in Semester I			16	
Discipline Specific Elective (DSE) Course (4 credits)				
Sr. No.	Course Code	Title of the Course	Credits	Level
1	<u>HIS-5201</u>	Imperialism, Nationalism and Decolonisation in Africa	4(T)	400
2	<u>HIS-5202</u>	Ancient Indian Numismatics ^	4(T)	400
3	<u>HIS-5203</u>	Environmental History of India ^	4(T)	400
Total Credits for DSE Courses in Semester I			4	
Total Credits in Semester I			20	

SEMESTER II				
Discipline Specific Core (DSC) Courses				
Sr. No.	Course Code	Title of the Course	Credits	Level
1	HIS-5004	Indian National Movement (1857-1947)	4(T)	500
2	HIS-5005	Imperialism, Nationalism and Decolonization in Asia	4(T)	500
3	HIS-5006	“Doing History”: An Introduction to Historical Methods	4(T)	500
4	HIS-5007	India and the Indian Ocean World ^	4(T)	500
Total Credits for DSC Courses in Semester II			16	
Discipline Specific Elective (DSE) Course (4 credits)				
Sr. No.	Course Code	Title of the Course	Credits	Level
1	HIS-5204	Aspects of State and Society in India (BCE 600-ACE 600) ^	4(T)	400
2	HIS-5205	Tribal and Peasant Movements in India (1818-1947) ^	4(T)	400
3	HIS-5206	Trade and Urbanization in India (BCE 2500-ACE 1700) ^	4(T)	400
Total Credits for DSE Courses in Semester II			4	
Total Credits in Semester II			20	

* For advanced learners

^ The courses are related to Indian Knowledge System (IKS)

SEMESTER III				
Research Specific Elective (RSE) Courses (12 credits)				
Sr. No.	Course Code	Title of the Course	Credits	Level
1	<u>HIS-6000</u>	Reading Selected Primary Sources on Goan History	4(T)	500
2	<u>HIS-6001</u>	Aspects of Indian Historiography	4(T)	500
3	<u>HIS-6002</u>	Ancient India through Epigraphy	4(T)	500
4	<u>HIS-6003</u>	Researching History Through Subaltern Studies	4(T)	500
5	<u>HIS-6004</u>	Oral History	4(T)	500
6	<u>HIS-6005</u>	Writing Ordinary Lives: New Perspectives in Historical Research	4(T)	500
Total Credits for RSE Courses in Semester III			12	
Discipline Specific Vocational Elective (DSVE) Courses (8 credits)				
Sr. No.	Course Code	Title of the Course	Credits	Level
1	<u>HIS-6401</u>	History, Heritage and Tourism	4(2T+2P)	500
2	<u>HIS-6402</u>	Museology: Theory and Practice	4(2T+2P)	500
3	<u>HIS-6403</u>	Heritage Monuments of Goa	4(2T+2P)	500
Total Credits for DSVE Courses in Semester III			8	
Total Credits in Semester III			20	

Discipline Specific Dissertation (DSD) (40 Credit Dissertation)				
Sr. No.	Course Code	Title of the Course	Credits	Level
1	HIS-6501	Dissertation	40	500

SEMESTER IV				
Generic Elective (GE) Courses (20 credits)				
Sr. No.	Course Code	Title of the Course	Credits	Level
1	HIS-6201	Economic History of Medieval India	4(T)	500
2	HIS-6202	Archaeology: Principles and Methods	4(T)	500
3	HIS-6203	History of Modern Europe (1789–1991)	4(T)	500
4	HIS-6204	A History of the Indian Diaspora	4(T)	500
5	HIS-6205	Women in Indian Religions	4(T)	500
6	HIS-6206	India Since Independence (1947-2000)	4(T)	500
7	HIS-6207	Constructing Goan Identity	4(T)	500
8	HIS-6208	Manuscriptology and Paleography with Reference to Modi Script	2(T)	500
Total Credits for GE Courses in Semester IV			20	

Discipline Specific Dissertation (DSD)/ Internship (20 Credit Dissertation)				
Sr. No.	Course Code	Title of the Course	Credits	Level
1	HIS-6502	Dissertation	20	500

Blooms Taxonomy Cognitive Levels	
Cognitive Level	Notations
K1	Remembering
K2	Understanding
K3	Applying
K4	Analyzing
K5	Evaluating
K6	Create

BRIDGE COURSE

Title of the Course	Concepts of History		
Course Code	HIS-1000		
Number of Credits	2		
Theory/Practical	Theory		
Effective from AY	2025-26		
New Course	Yes		
Bridge Course/ Value added Course	Bridge Course		
Course for advanced learners	No		
Pre-requisites for the Course:	Nil		
Course Objectives:	It aims to provide basic knowledge in history to the students who do not have history background at the under graduate level		
Course Outcomes:	The students completing this course will be able to:	Mapped to PSO	
	CO 1. Understand the basic concepts of history	PSO1, PSO2	
	CO 2. Understand the basic aspects of historical method	PSO1	
Content:		No of hours	Mapped to CO
Module 1:	Scope and Importance	15	CO1
			Cognitive Level
			K1, K2

	1.1 “What is history?” 1.2 Objectivity and Bias 1.3 History and auxiliary sciences 1.4 History: Art or Science.			
Module 2:	Research Methodology 2.1 Sources of Indian history: Primary sources – Archaeological and Literary. Secondary sources. 2.2 Criticism in History: Synthesis and Presentation 2.3 Note Taking and Bibliography 2.4 Plagiarism and professional dishonesty.	15	CO3	K2
Pedagogy:	Lectures/Tutorials/Assignments/Self-Study/flipped classroom			
Texts:	<ol style="list-style-type: none"> 1. Carr, E. H. <i>What is History?</i> With a new introduction by Richard J. Evans. 40th anniversary edition. Basingstoke: Palgrave, 2001. 2. Collingwood. R. G. <i>The Idea of History</i>. Revised edition. Oxford: Oxford University Press, 1994. 3. Elton, G. R. <i>The Practice of History</i>. Oxford: Blackwell, 2002. 			
References/ Readings:	<ol style="list-style-type: none"> 1 Berger, Stefan, Heiko Feldner and Kevin Passmore. Eds. <i>Writing History: Theory and Practice</i>. London: Arnold, 2003. 2 Donnelly, Mark and Claire Norton. <i>Doing History</i>. Abingdon: Routledge, 2011. 3 Perry, Matt. <i>Marxism and History</i>. New York: Palgrave Macmillan, 2002. 			

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SEMESTER I

Discipline Specific Core Courses

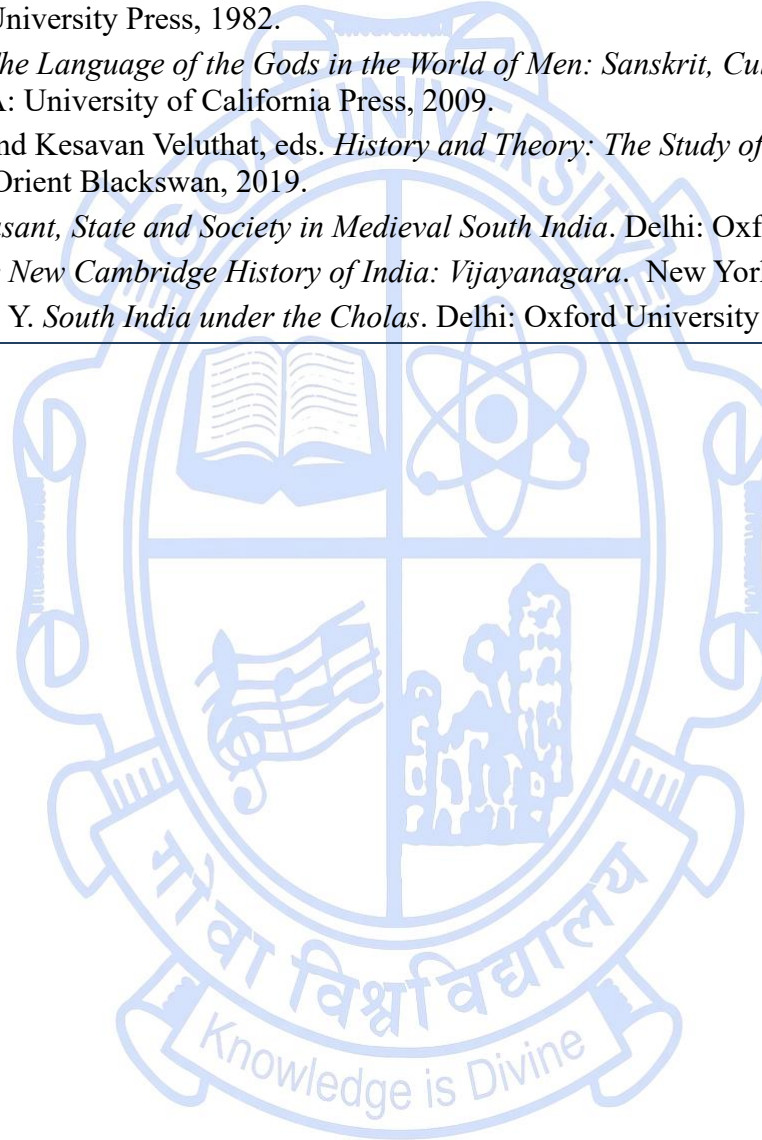
Title of the Course	Debates in Indian History
Course Code	HIS-5000
Number of Credits	04
Theory/Practical	Theory
Level	400
Effective from AY	2025-26
New Course	No
Bridge Course/ Value added Course	No
Course for advanced learners	No

Pre-requisites for the Course:	Nil	
Course Objectives:	It aims to provide information to the students concerning the issues such as the nature of Harappan civilization, nature of state in ancient and medieval India, and debates such as Indo-Aryan, feudalism, early medieval urbanization, segmentary state in south India, and vernacularisation debate.	
Course Outcomes:	The students completing this course will be able to:	Mapped to PSO
	CO 1. Understand the importance of sources for the study of the history of pre modern India.	PSO1, PSO2
	CO 2. Evaluate the themes and issues in Indian history.	PSO1

	CO 3. Analyse the principal debates in Indian history.		PSO1
	CO 4. Apply the principles of historical research.		PSO3, PSO5, PSO6
Content:		No of hours	Mapped to CO Cognitive Level
Module 1:	Early India 1.1 Harappan Civilization Debate – Standard view; Alternative view.	15	CO1, CO3 K2, K4
	1.2 Indo-Aryan Debate – Standard view; Alternative view.		CO1, CO3 K5
Module 2:	State in Early Medieval India 2.1 The Mauryan State Debate – Standard View; Alternative view.	15	CO2, CO3 K4, K5
	2.2 The Gupta and Post-Gupta State Debate: Standard view; Alternative view.		CO2, CO3 K2, K5
Module 3:	The Medieval State 3.1 The South Indian State Debate – Standard view; Alternative view.	15	CO2, CO3 K2, K5
	3.2 State in North India – Standard view; Alternative view.		CO2, CO3 K2, K5
Module 4:	Vernacularisation debate 4.1 View of Sheldon Pollock	15	CO2, CO3 K4, K5
	4.2 Alternative View		CO2 K4, K5
Pedagogy:	Lectures/Tutorials/Assignments/Field Work/Self-Study/flipped classroom		
Texts:	<ol style="list-style-type: none"> 1. Karashima, N. <i>A Concise History of South India: Issues and Interpretations</i>. Delhi: Oxford University Press, 2014. 2. Kulke, H. <i>The State in India, 1000-1700</i>. Delhi: Oxford University Press, 1998. 3. Sharma, R. S. <i>Indian Feudalism</i>. Delhi: MacMillan, 1981. 4. Trautmann, T. R. <i>The Aryan Debate</i>. New Delhi: Oxford University Press, 2005. 		
References/ Readings:	<ol style="list-style-type: none"> 1. Ali, M. A. "The Mughal polity - a critique of revisionist approaches." <i>Modern Asian Studies</i> 27, no. 4 (1993): 699-710. 2. Chattopadhyaya, B. D. <i>Making of Early Medieval India</i>. Delhi: Oxford University Press, 2006. 		

- 3 Chaudhury, T. and I. Habib, eds. *Cambridge Economic History of India, Vol. I c. 1200 - c. 1750*. Cambridge: Cambridge University Press, 1982.
- 4 Pollock, S. *The Language of the Gods in the World of Men: Sanskrit, Culture and Power in Pre-Modern India*. Berkeley, CA: University of California Press, 2009.
- 5 Sahu, B. P. and Kesavan Veluthat, eds. *History and Theory: The Study of State, Institutions and Making of History*. Hyderabad: Orient Blackswan, 2019.
- 6 Stein, B. *Peasant, State and Society in Medieval South India*. Delhi: Oxford University Press, 1985.
- 7 Stein, B. *The New Cambridge History of India: Vijayanagara*. New York: Cambridge University Press, 1989.
- 8 Subbarayalu, Y. *South India under the Cholas*. Delhi: Oxford University Press, 2014.

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Title of the Course	Issues and Debates in Goan History
Course Code	HIS-5001
Number of Credits	04
Theory/Practical	Theory
Level	400
Effective from AY	2025-26
New Course	No
Bridge Course/ Value added Course	No
Course for advanced learners	No

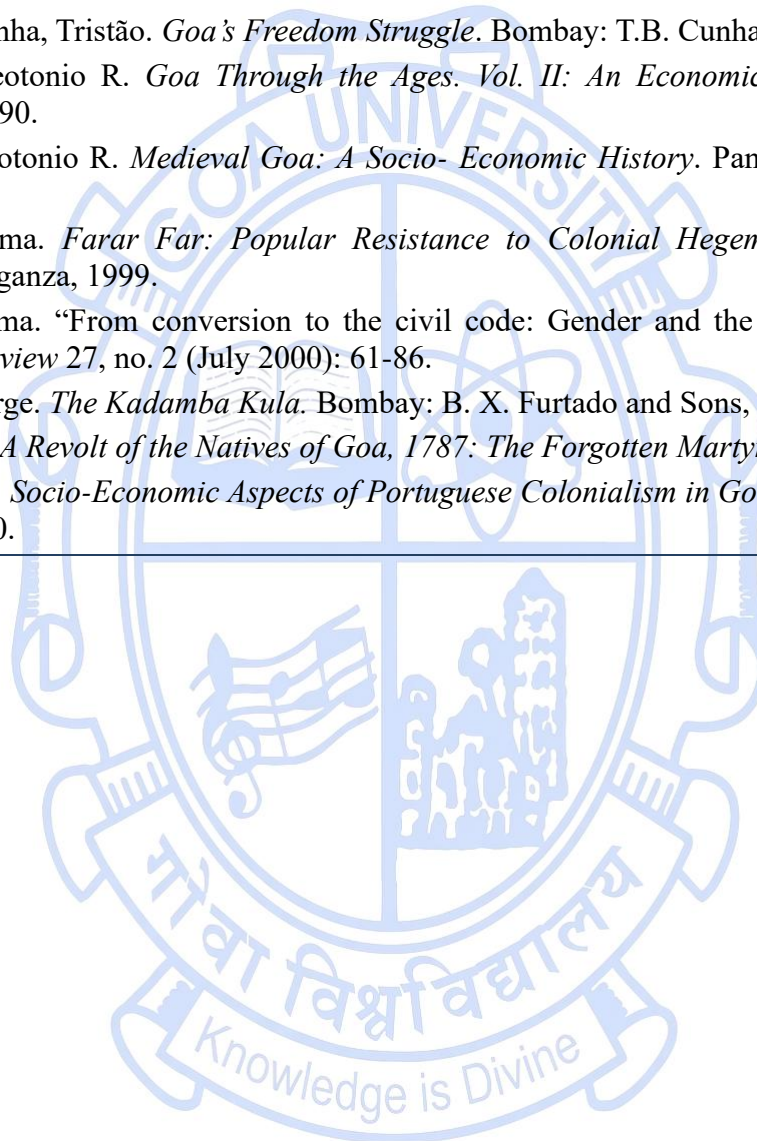
Pre-requisites for the Course:	Nil	
Course Objectives:	<ul style="list-style-type: none"> • Provide a brief geo-political and ethno-historical introduction to Goa along with a socio-cultural profile of its society up to 1510. • Assess the impact of the politico-administrative and economic changes introduced by the Portuguese and review the local reaction to the same. • Critically examine the colonial policies of acculturation and their contribution to the structuring of the Goan identity. • Present a gender audit of the colonial contacts. • Review the main issues affecting postcolonial Goa. 	
Course Outcomes:		Mapped to PSO
	CO 1. Identify and assess the importance of sources for the study of the history of Goa.	PSO1, PSO3, PSO5, PSO6

	CO 2. Think critically about the themes and issues in Goan history through the ages.		PSO 2, PSO 3, PSO 4, PSO 6
	CO 3. Identify and analyse the principal debates in Goan history.		PSO2, PSO 3, PSO4, PSO5
	CO 4. Acquire competencies to conduct historical research related to the history of Goa.		PSO2, PSO3, PSO4, PSO6
Content:		No of hours	Mapped to CO Cognitive Level
Module 1:	<p>From Pre-historic times to 1510 C.E.</p> <p>1.1 Sources for the study of history of Goa: Archaeological, Literary, Oral.</p> <p>1.2 Etymological roots. The land and its people.</p> <p>1.3 The Gaunkari system and the Khazan ecosystems.</p> <p>1.4 The Dudhsagar-Kushavati-Mhadei Material Culture: Problems of Dating and Identification.</p> <p>1.5 Political History of Goa (4th to 15th C.E.): Administration, Statecraft. Maritime Trade.</p> <p>1.6 Religion and Society, Cultural Developments.</p>	15	CO1, CO2, CO3 K2, K3, K4
Module 2:	<p>Colonisation of Goa</p> <p>2.1 Portuguese Conquest: Motives, Phases.</p> <p>2.2 Colonial State: Principles, Policies, and Institutions.</p> <p>2.3 Colonial Construction of Goa: Christianisation and Lusitanisation: Denationalisation or Syncretism?</p> <p>2.4 Economic policies and structures. Indigenous inputs to colonial commerce.</p> <p>2.5 Anglo-Portuguese Treaty of 1878.</p> <p>2.6 Remittance-based economy. Mining.</p> <p>2.7 Goan Diaspora.</p>	15	CO2, CO3, CO4 K2, K3, K4

	2.8 Impact of colonialism on society, language, literature and education. 2.9 Codification of Family Laws. 2.10 Status of women.			
Module 3:	Local Resistance to Liberation 3.1 Resistance to Conversion Policy: Mhall Pai, Chorão, Colla, Assolna, Velim, Cuncolim. 3.2 Priestly Protests. 3.3 Rane Revolts. Military Mutinies. 3.4 Constitutionalism. Liberalism. Nationalism. 3.5 Struggle towards Freedom, 1946-1961: Causes, Role of Satyagraha, Armed Resistance, Role of Women. 3.6 Government of India's Policy towards Liberation, Operation Vijay.	15	CO2, CO4	K2, K3, K4
Module 4:	Goa since 1961 4.1 Issues of Integration. 4.2 Role of Regional and National Parties. 4.3 Merger issue. 4.4 Language politics. 4.5 Dilemma of Development. 4.6 Goan identity. Image of Goa and its Bollywood representation.	15	CO2, CO3, CO4	K2, K3, K4
Pedagogy:	Lecture method/project-based learning/collaborative learning/visits to archives, museums/fieldwork/self-study			
Texts:	<ol style="list-style-type: none"> de Souza, Teotonio R. —Is There One Goan Identity, Several or None? <i>Lusotopie</i> 7, no. 1 (2000): 487-495. de Souza, Teotonio R. <i>Medieval Goa: A Socio- Economic History</i>. Panaji: Goa 1556 and Broadway Book Centre, 2009. Kamat, Pratima. 'Tarini' and 'Tar-Vir': <i>The Unique Boat Deities of Goa</i>. Panaji: GOINCARH, 2008. Xavier, P. D. <i>Goa: A Social History, 1510-1640</i>. Panaji: Rajhauns Vitaran, 2010. 			
References/	1. Alvares, Claude, ed. <i>Fish, Curry and Rice: A Citizen's Report on the Goan Environment</i> . Mapusa: The Other India			

Readings:	<p>Book Press, 2001.</p> <ol style="list-style-type: none">2. Bragança Cunha, Tristão. <i>Goa's Freedom Struggle</i>. Bombay: T.B. Cunha Memorial Committee, 1961..3. de Souza, Teotonio R. <i>Goa Through the Ages. Vol. II: An Economic History</i>. New Delhi: Concept Publishing Company, 1990.4. de Souza, Teotonio R. <i>Medieval Goa: A Socio- Economic History</i>. Panaji: Goa 1556 and Broadway Book Centre, 2009.5. Kamat, Pratima. <i>Farar Far: Popular Resistance to Colonial Hegemony in Goa, 1510-1961</i>. Panaji: Institute Menezes Braganza, 1999.6. Kamat, Pratima. "From conversion to the civil code: Gender and the colonial state in Goa, 1510-1961". <i>Indian Historical Review</i> 27, no. 2 (July 2000): 61-86.7. Moraes, George. <i>The Kadamba Kula</i>. Bombay: B. X. Furtado and Sons, 1931.8. Pinto, Celsa. <i>A Revolt of the Natives of Goa, 1787: The Forgotten Martyrs</i>. Panaji: Broadway Book Centre, 2013.9. Shastry, B. S. <i>Socio-Economic Aspects of Portuguese Colonialism in Goa: 19th and 20th centuries</i>. Belgaum: Yarbhal Printers, 1990.
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Title of the Course	History and Theory
Course Code	HIS-5002
Number of Credits	04
Theory/Practical	Theory
Level	400
Effective from AY	2025-26
New Course	No
Bridge Course/ Value added Course	No
Course for advanced learners	No

Pre-requisites for the Course:	Nil	
Course Objectives:	The course combines theory with practice to illuminate the practical implications of theory for the writing of history and developments in the discipline of history. By examining the distinctive ways in which the influential thinkers continue to shape how we write, teach, and think about history, the course introduces students to what historians do and how they address wider issues on knowledge of the past as an argument about our present.	
Course Outcomes:		Mapped to PSO
	CO 1. A critical awareness of the theories and concepts to analyse the past.	PSO1, PSO 2
	CO 2. Understanding of how theory informs construction of history.	PSO2, PSO3
	CO 3. Substantial understanding of key debates and issues in historical research.	PSO2, PSO3, PSO5
	CO 4. Apply methods and theoretical framework of history to present past as it is practiced today.	PSO4

	CO 5. Evaluate how historians of different parts of the world have approached the task of writing history across time and space.		PSO6	
	CO 6. The ability to relate different theoretical approaches to each other and to develop new questions.		PSO2, PSO4	
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	Idea of history	13		
	1.1 What is philosophy of history? Speculative and Critical Philosophy of history.		CO1, CO2	K2
	1.2 Classical Greek and Roman Historiography: From ‘myth’ to history. Faith and history.		CO5	K2
Module 2:	On ‘progress’, ‘rationality’ and method	17		
	2.1 Enlightenment and the philosophy of history. Hegel’s philosophy of history.		CO1	K4
	2.2 Ranke: historicism, historical method, objectivity and hermeneutics. Collingwood: Historical authority and historical imagination.		CO3, CO4	K3, K4
	2.3 The Annales School. End of history?		CO3, CO4	K4, K5
Module 3:	Marxism and history	16		
	3.1 Historical Materialism; Base and superstructure.		CO2, CO5	K4, K5
	3.2 Gramsci’s contribution.		CO4, CO5	K4, K5
	3.3 Thompson and the making of class. Bourdieu and forms of capital.		CO4, CO5	K4, K5
Module 4:	Margins and the writing of history	14		
	4.1 Women and philosophy of history: Simone de Beauvoir.		CO6	K2, K5
	4.2 Subaltern School.		CO6	K5
	4.3 Postmodernism and history: objectivity, subjectivity and political engagement; key concepts: deconstruction, power, discourse, emplotment, orientalism.		CO2, CO4, CO6	K3, K4, K5

Pedagogy:	Lectures (interactive, problem-based, discussion-based)/tutorials/assignments/ seminars/ problem solving based discussions/ cooperative learning/ close reading of text/ book/article review/ written test/ flipped learning/self-study.
Texts:	<ol style="list-style-type: none"> 1. Collingwood, R. G. <i>The Idea of History</i>. Oxford: Oxford University Press, 1994. 2. Marwick, Arthur. <i>The New Nature of History: Knowledge, Evidence, Language</i>. Basingstoke: Palgrave, 2001. 3. Sreedharan, E. <i>A Textbook of Historiography, 500 BC to AD 2000</i>. New Delhi: Orient Blackswan, 2011. 4. Tucker, Aviezer, ed. <i>A Companion to the Philosophy of History and Historiography</i>. Oxford/Boston: Wiley-Blackwell, 2009.
References/ Readings:	<ol style="list-style-type: none"> 1 Bentley, Michael. <i>Modern Historiography: An Introduction</i>. New York: Routledge, 1999. 2 Bourdieu, Pierre. "The Forms of Capital." In <i>Handbook of Theory and Research for the Sociology of Education</i>, edited by J. G. Richardson, 241–58. Westport, CT: Greenwood, 1986. 3 Budd, Adam, ed. <i>The Modern Historiography Reader: Western Sources</i>. New York: Routledge, 2009. 4 Chaturvedi, Vinayak, ed. <i>Mapping Subaltern Studies and the Postcolonial</i>. New York: Verso-New Left Review, 2012. 5 de Beauvoir, Simone. <i>The Second Sex</i>. Translated and ed. by H. M. Parshley. Harmondsworth, Middlesex: Penguin, 1987. 6 Hughes-Warrington, Marnie. <i>Fifty Key Thinkers on History</i>. 2nd ed. New York: Routledge, 2008. 7 Lemon, M. C. <i>Philosophy of History</i>. London: Routledge, 2003. 8 Perry, Matt. <i>Marxism and History</i>. New York: Palgrave Macmillan, 2002.

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Title of the Course	Early Modern Europe (1300–1750)
Course Code	HIS-5003
Number of Credits	04
Theory/Practical	Theory
Level	400
Effective from AY	2025-26
New Course	No
Bridge Course/ Value added Course	No
Course for advanced learners	No

Pre-requisites for the Course:	Nil	
Course Objectives:	<ul style="list-style-type: none"> • To analyse European history from the fourteenth to eighteenth centuries to understand the history of the modern world. • To provide a comprehensive understanding of European history from the Renaissance to the beginning of the Industrial Revolution. • To interpret the various factors that shaped the European colonies in the Americas, Africa, and Asia. • To discuss and assess the transition of Europe from feudalism to capitalism. 	
Course Outcomes:	Those students who complete this course will be able to:	Mapped to PSO
	CO 1. Comprehend the impact of the history of early modern Europe on the questions of cultural, social, political and economic changes.	PSO1, PSO3
	CO 2. Assess the European history from the Renaissance to the beginning of the Industrial	PSO1, PSO2, PSO3

	Revolution.			
	CO 3. Understand how historians have interpreted and explained the transformation of Europe from feudalism to capitalism.		PSO1, PSO3	
	CO 4. Identify key processes and debates in early modern European history and interpret theoretical and empirical approaches that historians take.		PSO1, PSO3	
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	<p>'Renato', Explorations, Colonial Empires and Economies of Europe</p> <p>1.1 Renaissance – Special conditions in Italy and the role of Florence, Major Thinkers, Humanism, Art and Literature</p> <p>1.2 The Old Faith – The Reformation – Counter-Reformation.</p> <p>1.3 Explorations – Portugal – Spain and the Americas –</p> <p>1.4 Commercial Revolution – Price Revolution – Crisis of the Seventeenth Century.</p>	20	CO1, CO2, CO4	K1, K2, K4, K5
Module 2:	<p>The Rise of Absolutism</p> <p>2.1 Origins of Absolutism – Louis XIV – Nature of Absolutist States</p> <p>2.2 Mercantilism: Ideas and Practice</p> <p>2.3 Glorious Revolution</p>	16	CO1, CO2, CO3	K1, K2, K4, K5
Module 3:	<p>The Age of Reason</p> <p>3.1 Old beliefs and rise of modern science from the Renaissance to the seventeenth century – Leading Scientists</p> <p>3.2 Enlightenment - Enlightenment and its impact on society, politics and religion – Important Philosophers – Art and Literature.</p> <p>3.3 Enlightened Absolute Monarchs.</p>	12	CO1, CO2, CO3	K1, K2, K4, K5
Module 4:	<p>Transition</p> <p>4.1 Agrarian Revolution – Enclosure – Crop Rotation – Mechanisation</p> <p>4.2 Industrial Revolution –Transportation – Living and working conditions</p>	12	CO1, CO2, CO3,	K1, K2, K4, K5

	4.3 From Feudalism to Capitalism		CO4
Pedagogy:	Lectures (traditional, problem-based, discussion-based, brainstorming)/ tutorials/ visual art/flipped classroom/ assignments/ seminars/ cooperative learning.		
Texts:	<ol style="list-style-type: none"> 1. Phukan, Meenaxi. <i>Rise of the Modern West: Social and Economic History of the Early Modern Europe</i>. New Delhi: Macmillan, 1998. 2. Scammell, G V. <i>The First Imperial Age: European Overseas Expansion, 1400-1715</i>. New York: Routledge, 1997. 3. Sinha, Arvind. <i>Europe in Transition: From Feudalism to Industrialisation</i>. New Delhi: Manohar, 2017. 4. Treasure, Geoffery. <i>The Making of Modern Europe, 1648–1780</i>. New York: Routledge, 2003. 		
References/ Readings:	<ol style="list-style-type: none"> 1. Armstrong, Alastair. <i>The European Reformation, 1500–1610</i>. Oxford: Heinemann, 2002. 2. Bonney, Richard. <i>The European Dynastic States 1494–1600</i>. Oxford: Oxford University Press, 1991. 3. Boxer, Charles R. <i>The Portuguese Seaborne Empire</i>. New York: Alfred A. Knopf, 1969. 4. Cameron, Euan, ed. <i>Early Modern Europe: An Oxford History</i>. New Delhi: Oxford University Press, 2001. 5. Cipolla, Carlo M. <i>Before the Industrial Revolution: European Society and Economy 1000–1700</i>. 3rd ed. New York: Routledge, 1993. 6. Davies, Norman. <i>Europe: A History</i>. New York: Oxford University, 1996. 7. Dear, Peter. <i>Revolutionising the Sciences: European Knowledge and its Ambitions, 1500 1700</i>. Basingstoke: Palgrave, 2001. 8. Elliott, J. H. “A Europe of Composite Monarchies.” <i>Past & Present</i> 137, no. 1 (November 1992): 48-71. 9. Elton, G. R. <i>Reformation Europe, 1517-1559</i>. Oxford: Blackwell Publishers, 1999. 10. Wiesner-Hanks, Merry E. <i>Early Modern Europe, 1450–1789</i>. Cambridge: Cambridge University Press, 2006. 		

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Discipline Specific Elective Courses

Title of the Course	Imperialism, Nationalism and Decolonisation in Africa	
Course Code	HIS-5201	
Number of Credits	04	
Theory/Practical	Theory	
Level	400	
Effective from AY	2025-26	
New Course	No	
Bridge Course/ Value added Course	No	
Course for advanced learners	No	
Pre-requisites for the Course:	Nil	
Course Objectives:	<ul style="list-style-type: none"> Analyse the genesis of the ideology of empire and recipient colonial society in the context of ruler and ruled relation. Understand the process of decolonization in British, French and Portuguese Africa. Comprehend how African people tackled the issue of colonisation leading to the rise of nation-states. 	
Course Outcomes:	Those students who complete this course will be able to:	Mapped to PSO
	CO 1. Analyse African response to imperial conquest and colonial rule.	PSO1, PSO3
	CO 2. Learn to put African nationalism into historical context.	PSO3, PSO4, PSO5

	CO 3. Understand African history from African perspective and learn how Political independence was regained by Africans.		PSO1, PSO3	
	CO 4. Apply the concepts in actual research situation.		PSO2, PSO3, PSO6	
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	Imperialism and Colonialism 1.1 Theories of imperialism- Economic and political, forms and stages of imperialism. 1.2 Colonialism: Meaning, motives, mechanism and expansion in Africa. 1.3 Modes of colonial control-its manifestations and legitimization.	15	CO3	K2
Module 2:	Establishment of Colonial Control in Africa 2.1 European colonialism 2.2 Colonial governments (British, French and Portuguese) as system of power - political subjugation, administrative apparatus, colonialism and economy. 2.3 Plantations and colonial policies, foreign investments and local economy. 2.4 Social challenges- idea of race, racial domination <i>vis-à-vis</i> “colonial consciousness” - Apartheid.	12	CO3	K3
Module 3:	Nationalist ideology in Africa 3.1 African identity and “Cultural Consciousness”-Frantz Fanon and “Colonial Consciousness.” 3.2 Idea of Nationalism and “National Consciousness” views of Anthony Smith. 3.3 Pan-Africanism and its impact on the National Movement in Africa.	15	CO2, CO3	K3
Module 4:	Decolonisation Struggle 4.1 Understanding Decolonisation; Nationalist stirrings and struggle for freedom. 4.2 Role of leaders: Kwame Nkrumah, Ahmed Ben Bella and Amilcar Cabral. 4.3 Political parties: aims, objectives and challenges. 4.4 Influence of international events on African struggle -End of British- French rule	18	CO3, CO4	K4

	in Africa. 4.5 Liberation of Portuguese Africa.			
Pedagogy:	Lectures/tutorials/assignments/presentations/ seminars /book review/ article review			
Texts:	<ol style="list-style-type: none"> 1. Hallete, Robin. <i>Africa Since 1875</i>. New Delhi: Surjeet Publications, 1989. 2. Hardgreaves, J. D. <i>Decolonisation in Africa</i>. London: Longman, 1988. 3. Smith, Anthony. <i>State and Nation in the Third World: The Western State and African Nationalism</i>. Sussex: Sussex Wheetsheef Books, 1983. 			
References/ Readings:	<ol style="list-style-type: none"> 1. Boahen, A. Adu. <i>African Perspectives on Colonialism</i>. Baltimore, London and Accra: Johns Hopkins University Press, James Currey and Sankofa, 1989. 2. Bulmer, Martin, and John Solomos, eds. <i>Nationalism and National Identities</i>. London: Routledge, 2014. 3. Dubois, W.E. B. <i>The Souls of Black Folk. Essays and Sketches</i>. Chicago: AC McClurg & Company, 1903. 4. Duffy, James. <i>Portugal in Africa</i>. Cambridge, Massachusetts: Harvard University Press, 1962. 5. Elies, Olawale. <i>Government and Policies in Africa</i>. New Delhi: Asia Publishing House, 1963. 6. Fanon, Frantz. <i>The Wretched of the Earth</i>. Translated by Constance Farrington. Harmondsworth: Penguin, 1982. 7. Gellner, Ernest. <i>Encounters with Nationalism</i>. Oxford: Blackwell Publishers, 1997 8. Mackenzie, John. <i>The Participation of Africa 1880- 1900 and the European Imperialism in the Nineteenth Century</i>. London: Methuen and Company, 1983. 9. Nandy, Ashis. <i>The Intimate Enemy: Loss and Recovery of Self under Colonialism</i>. New Delhi: Oxford University Press, 1983. 10. Smith, Anthony. <i>The Ethnic Origins of Nation</i>. Oxford: Oxford Basil Blackwell, 1989. 			

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Title of the Course	Ancient Indian Numismatics
Course Code	HIS-5202
Number of Credits	04
Theory/Practical	Theory
Level	400
Effective from AY	2025-26
New Course	No
Bridge Course/ Value added Course	No
Course for advanced learners	No

Pre-requisites for the Course:	Nil	
Course Objectives:	To study the importance of coins as a source of history and highlight their role in reconstructing the political, socio-cultural and economic history of ancient India.	
Course Outcomes:	The students who complete this course will be able to:	Mapped to PSO
	CO 1. Understand how historians have analysed the numismatic history of ancient India.	PSO1, PSO2
	CO 2. Relate the history of numismatics to the concepts such as state formation and feudalism.	PSO2, PSO3
	CO 3. Recognise the theoretical and empirical approaches to the study of coins.	PSO2, PSO3, PSO4
	CO 4. Apply the numismatics-related skills in actual research situation.	PSO4, PSO6

Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	<p>Introduction to Numismatics and antiquity of coinage</p> <p>1.1 Numismatic Studies: Definition, Scope and Historiography.</p> <p>1.2 Numismatics as a source of history.</p> <p>1.3 Provenance of coins: Archaeological excavations and stratigraphic relevance, stray findings, hoards, private and museum collections.</p> <p>1.4 Importance and application of Numismatics data to Archaeology and study of History.</p>	15	CO1, CO2	K2
Module 2:	<p>Coinage of Ancient India: Classification and Characteristics</p> <p>2.1 Different categories of the coins: Shape, size, metals/alloys, weight standard and denominations.</p> <p>2.2 Typology: Obverse-reverse device, legend, symbols, mint marks.</p> <p>2.3 Decipherment and dating: Knowledge of scripts-Brahmi, Kharoshti and Greek.</p> <p>2.4 Identification and classification of coins: Punch-Marked, Uninscribed Cast Coins, Indo-Greek, Indo-Scythian and Indo-Parthian dynasties, Tribal coins, Local Coins, Coins of City States, Coinage of the Kushanas, Satavahanas, Western Kshatrapas: Kshaharata and Kardamaka Rulers, Sangam Period- Chera, Chola and Pandya, Roman Coins in India, Guptas, Kadambas and Shilaharas.</p>	20	CO3	K1, K2
Module 3:	<p>Minting Technology and Preservation</p> <p>3.1 Metallurgy of Coins.</p> <p>3.2 Minting Techniques: Punch-marked, Casting, Die-Struck.</p> <p>3.3 Destructive and Non-destructive methods of Analysis.</p> <p>3.4 Coin Cleaning, Treatment and Preservation.</p> <p>3.5 Preparation of coin catalogue.</p>	15	CO3, CO4	K3, K4, K5
Module 4:	<p>Statutory provisions regarding Numismatic Antiquities</p> <p>4.1 Treasure Trove Act (1878).</p>	10	CO3, CO4	K4, K5

	4.2 The Ancient Monuments and Archaeological Sites and Remains Act (1958). 4.3 Antiquities and Art Treasures Act (1972). 4.4 The Antiquities and Art Treasures Rules (1973).			
Pedagogy:	Lectures/guest lectures/tutorials/field visits/assignments/self-study			
Texts:	<ol style="list-style-type: none"> 1. Agrawala, V. S. <i>Ancient Coins as Known to Panini</i>, vol. 15. Lucknow: University of Lucknow, 1953. 2. Chattopadhyaya, B. D. <i>Coins and Currency System in South India, c. AD 225-1300</i>. Delhi: Manohar Publication, 1977. 3. Datta, Mala. <i>A Study of the Satavahana Coinage</i>. Delhi: Harman Publishing House, 1990. 4. Gupta, P. L. <i>Coins</i>. Delhi: National Book Trust, 1969. 			
References/ Readings:	<ol style="list-style-type: none"> 1. Altekar, A.S. <i>The Coinage of the Gupta Empire</i>. Varanasi: Numismatic Society of India, 1957. 2. Bhardwaj, H.C. <i>Aspects of Ancient Indian Technology</i>. Delhi: Motilal Banarsidas. 1979. 3. Chattopadhyaya, Bhaskar. <i>The Age of the Kushanas: A Numismatic Study</i>. Calcutta: Punthi Pustak, 1967. 4. Dasgupta, Kalyan Kumar. <i>A Tribal History of Ancient India: A Numismatic Approach</i>. Calcutta: Navabharat Publishers, 1974. 5. Gupta, P. L, ed. <i>Numismatics and Archaeology</i>. Nasik: Indian Institute of Research in Numismatic Studies, 1987. 6. Jha, Amiteshwar, and Dilip Rajgor. <i>Studies in the Coinage of the Western Kshatrapas</i>. Nasik: Indian Institute of Research in Numismatic Studies, 1994. 7. Kosambi, D.D. <i>Indian Numismatics</i>. New Delhi: Orient Longman, 1992. 8. Mukherjee, B. N and P.K.D. Lee. <i>Technology of Indian Coinage</i>. Calcutta: Indian Museum, 1998. 9. Sahnii, Birbal. <i>The Technique of Casting Coins in Ancient India</i>. Varanasi: Bharatiya Publishing House, 1973. 10. Sarma, I.K. <i>Coinage of the Satavahana Empire</i>. Delhi: Agam Kala Prakashan, 1980. 			

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Title of the Course	Environmental History of India
Course Code	HIS-5203
Number of Credits	04
Theory/Practical	Theory
Level	400
Effective from AY	2025-26
New Course	No
Bridge Course/ Value added Course	No
Course for advanced learners	No

Pre-requisites for the Course:	Nil	
Course Objectives:	<ul style="list-style-type: none"> • To evaluate and analyse the nature, issues, debates, problems and movements related to environmental history in India from the beginning till the contemporary period. • To create an interdisciplinary approach to environmental history. • To develop skills in comm Moduley engagement and sustainable lifestyle to build a sustainable future. • To create a sense of urgent need for environmental conservation, and a sustainable development policy. 	
Course Outcomes:	CO 1. Understand the environmental history of India through the ages.	Mapped to PSO PSO1, PSO 3, PSO4, PSO5
	CO 2. Evaluate and analyse the policy of restraint in ancient and medieval India and profligacy in Colonial and Independent India.	PSO3, PSO4, PSO5

	CO 3. Assess the importance of cultural ecology, historical ecology and a multidisciplinary approach to studying the history of the environment.		PSO3, PSO4, PSO5	
	CO 4. Apply the concepts and design research by using the environmental perspective.		PSO4, PSO5	
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	Human and Nature 1.1 Definition - Environmental History, Historiography-Sources. 1.2 Cultural Ecology, Historical Ecology 1.3 Conservation from Above–Conservation from Below 1.4 Eclectic Belief Systems in India and Environment Consciousness	15	CO1, CO2, CO3,	K3, K4, K6
Module 2:	Environmental Change and Conflict during Colonial Rule 2.1 Colonial Forestry – Forest Acts, Policies and Administration 2.2 Condition of the Tribals and the Peasants 2.3 Protests Against the British Forest Acts and Policies 2.4 Systematic Conservation vs. Exploitation Debate	15	CO1, CO2, CO4	K4, K5
Module 3:	Independent India: Environmental Change and Conflict 3.1 Independent India’s Development Policies 3.2 Major International Environmental Conventions and Protocols 3.3 Environmental Movements, Legal Remedies 3.4 Climate Change and Natural Disasters	15	CO2, CO4	K4, K5
Module 4:	Development, Environment and Ethics 4.1 Agriculture-Industry-Urbanisation - Environmental Degradation 4.2 Sustainable Development 4.3 Conflict Between Socio-Economic Developments and Sustainable Development 4.4 Environment Conservation - Animals vs. Humans	15	CO1, CO2, CO4	K3, K5, K6

Pedagogy:	Lectures (traditional, problem-based, discussion-based, brainstorming)/tutorials/flipped classroom/assignments/seminars/ cooperative learning.
Texts:	<ol style="list-style-type: none"> 1. Arnold, David, and Ramachandra Guha, eds. <i>Nature, Culture, Imperialism, Essays on the Environmental History of South Asia</i>. Delhi: Oxford University Press, 1996. 2. Bellamy, Patrick, <i>Dictionary of Environment</i>. New Delhi: Academic (India) Publishers, 2007. 3. Desai, A. R, ed. <i>Agrarian Struggles in India</i>. Delhi: Oxford University Press, 1979. 4. Gadgil, Madhav., Guha, Ramachandra. <i>The Use and Abuse of Nature</i>. New Delhi: Oxford University Press, 2004.
References/ Readings:	<ol style="list-style-type: none"> 1. Baidur, Meera. <i>Nature in Indian Philosophy and Cultural Traditions</i>. New Delhi: Springer India, 2015. 2. Balée, William L. ed. <i>Advances in Historical Ecology</i>. New York: Columbia University Press, 1998. Chakrabarti, Ranjan, ed. <i>Situating Environmental History</i>. New Delhi: Manohar, 2007. 3. Dasgupta, P. <i>The Control of Resources</i>. Delhi: Oxford University Press, 1982. 4. Dhavalikar, M. K. <i>The First Farmers of the Deccan</i>. Pune: Deccan College, 1988. Fernandes, W., G. Menon. <i>Tribal Women and Forest Economy: Deforestation, Exploitation and Status Change</i>. New Delhi: Indian Social Institute, 1987. 5. Gadgil, Madhav and Ramachandra Guha. <i>The Fissured Land: An Ecological History of India</i>. New Delhi: Oxford University Press, Fifth Impression, 2008. 6. Guha, Ramachandra. <i>The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya</i>. Berkeley: University of California Press, 2000. 7. Guha, Sumit. <i>Environment and Ethnicity in India, 1200-1991</i>. Cambridge: Cambridge University Press, 1999. 8. Head, Lesley. <i>Cultural Landscapes and Environmental Change</i>. New York: Routledge, 2016. 9. Raju, A. J. Solomon. <i>A Textbook of Ecotourism Eco restoration and Sustainable Development</i>. Kolkata: New Central Book Agency, 2007. 10. Sen, Amrita. <i>A Political Ecology of Forest Conservation in India: CommModuleies, Wildlife and the State</i>. New York: Routledge, 2022.

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SEMESTER II

Discipline Specific Core Courses

Title of the Course	Indian National Movement (1857-1947)
Course Code	HIS-5004
Number of Credits	04
Theory/Practical	Theory
Level	500
Effective from AY	2025-26
New Course	No
Bridge Course/ Value added Course	No
Course for advanced learners	No
Pre-requisites for the Course:	Nil
Course Objectives:	<ul style="list-style-type: none">• To enable students to comprehend the nature, dynamics and significance of the Indian National Movement.• To analyze the technique of satyagraha, policy of constructive work, and ideologies like democracy, secularism and socialism involved in the national struggle for independence.• To discuss the issues and problems, myths and realities connected with the Indian National Movement.• To enable students to understand the historiographical trends in the study of Indian National Movement.

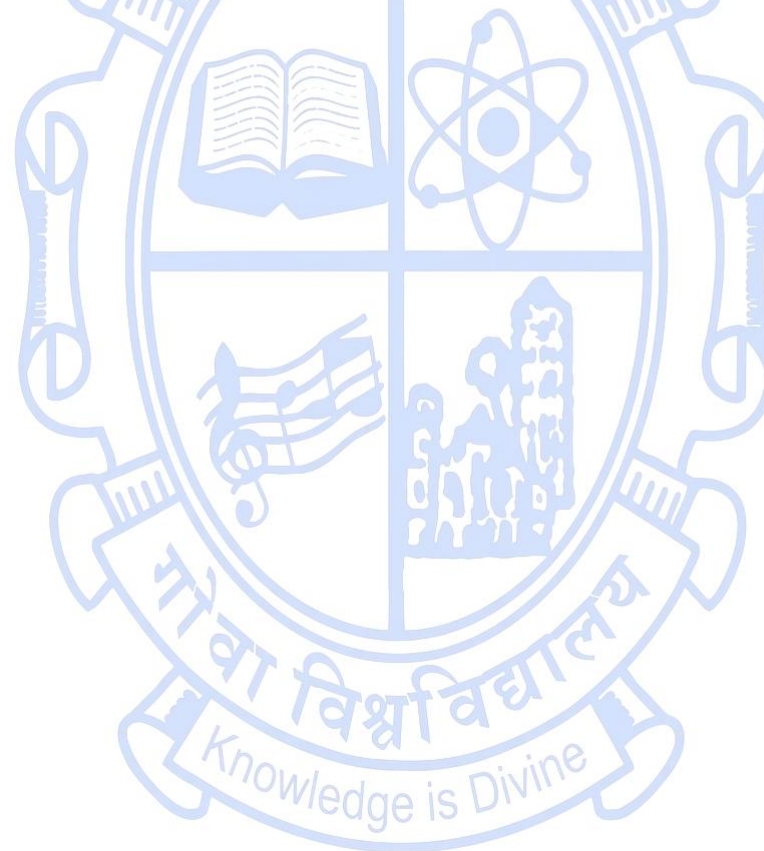
Course Outcomes:		Mapped to PSO		
	CO 1. Analyse the contradictions of British colonialism in India and the reasons for the emergence and growth of nationalism.	PSO1		
	CO 2. Understand the long-term strategy and ideological dimensions of Indian National Movement.	PSO6		
	CO 3. Comprehend the concepts of satyagraha, ahimsa, mass movement and their significance.	PSO1		
	CO 4. Appreciate the ideas of freedom, parliamentary democracy, secularism and socialism.	PSO6		
Content:		No. of Hours	Mapped to CO	Cognitive Level
Module 1:	Revolt of 1857, British Empire and Nationalism 1.1 Perceptions on the Revolt of 1857. Administrative Changes after 1857. 1.2 Consequences of the British Domination on India. 1.3 Administrative and Economic Unification. 1.4 Modern Education and Press. Religious and Social Reform. 1.5 Contradictions of Colonial Rule. 1.6 Early Associations 1.7 Birth of the Indian National Congress: Myth of Safety Valve and the Reality.	20	CO1, CO2	K1, K2
Module 2:	Early Nationalism (1885-1905) 2.1 Congress Programme of Constitutional, Administrative, and Economic Reforms. 2.2 Economic Ideology. 2.3 Methods of Political Work. 2.4 Attitude of the Government.	10	CO3	K2, K4

Module 3:	<p>3.1 Growth of Militant Nationalism – Partition of Bengal – Swadeshi and Boycott Movements –Role of Revolutionaries–</p> <p>3.2 Muslim League – Hindu Mahasabha – Beginnings of Communal Politics –</p> <p>3.3 World War I – Home Rule Leagues-</p> <p>3.4 Emergence of M.K. Gandhi – Rowlatt Satyagraha – Khilafat and Non-Cooperation Movements – Swarajist Politics - Simon Boycott – Dominion Status to Purna Swaraj – Civil Disobedience Movements.</p> <p>3.5 B.R. Ambedkar and Depressed Classes Rights.</p>	20	CO2, CO2	K2, K4, K5
Module 4:	<p>Towards Freedom (1935-1947)</p> <p>4.1 Congress Ministries.</p> <p>4.2 Growth of Socialist Ideas.</p> <p>4.3 Growth of Communalism.</p> <p>4.4 Subhash Chandra Bose and INA.</p> <p>4.5 Quit India Movement.</p> <p>4.6 Demand for Pakistan.</p> <p>4.7 RIN Revolt.</p> <p>4.8 Transfer of Power.</p>	10	CO4	K4, K5
Pedagogy:	lectures/ tutorials/assignments/self-study/seminars			
Texts:	<ol style="list-style-type: none"> 1. Bandyopadhyay, Sekhar. <i>From Plassey to Partition: A History of Modern India</i>. New Delhi: Orient Longman, 2004. 2. Banerjee-Dube, Ishita. <i>A History of Modern India</i>. New Delhi: Cambridge University Press, 2015. 3. Chandra, Bipan. <i>Nationalism and Colonialism in Modern India</i>. New Delhi: Orient Longman, 1979. 4. Chandra, Bipan and others. <i>India's Struggle for Independence</i>. New Delhi: Penguin Books, 1989. 			
References/ Readings:	<ol style="list-style-type: none"> 1. Bhattacharya, Sabyasachi, ed. <i>Rethinking 1857</i>. New Delhi: Orient Longman, 2007. 2. Brown, Judith M. <i>Gandhi's Rise to Power: Indian Politics 1915-1922</i>. Cambridge: CUP, 1972. 3. Chandra, Bipan. <i>Rise and Growth of Economic Nationalism in Modern India</i>. New Delhi: People's Publishing 			

House, 1982..

4. Desai, A.R. *Social Background of Indian Nationalism*. Bombay: Popular Prakashan, 1982.
5. Mukherjee, Rudrangshu. *The Year of Blood: Essays on the Revolt of 1857*. New York: Routledge, 2018.
6. Pati, Biswamoy, ed. *The 1857 Rebellion*. New Delhi: Oxford University Press, 2007.
7. Roy, Tirthankar. *The Economic History of India 1857-1947*. New Delhi: OUP, 2000.
8. Sarkar, Sumit. *Modern India 1885-1947*. New Delhi: Macmillan, 1983.
9. Seal, Anil. *The Emergence of Indian Nationalism*. Cambridge: Cambridge University Press, 1968.

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Title of the Course	Imperialism, Nationalism, and Decolonization in Asia	
Course Code	HIS-5005	
Number of Credits	04	
Theory/Practical	Theory	
Level	500	
Effective from AY	2025-26	
New Course	No	
Bridge Course/ Value added Course	No	
Course for advanced learners	No	
Pre-requisites for the Course:	Nil	
Course Objectives:	<ul style="list-style-type: none"> • To critically examine the concepts of Imperialism, Nationalism, Decolonisation and Neo-colonialism. • To analyze the modes and manifestations of colonialism in India, China, Japan, Indonesia, Indo-China and Burma and the nationalist responses in these countries. • Study and analyze theories as well as rise of nationalism and national movements. • To study the process of decolonization in Asia. 	
Course Outcomes:	The students who complete this course will be able to:	Mapped to PSO
	CO 1. Analyze the main theories and interpretations on colonialism, nationalism, de-colonisation and neo- colonialism.	PSO1, PSO3, PSO6
	CO 2. Understand the emergence of the Modern World System and its impact on Asia.	PSO1, PSO3

	CO 3. Analyze the dynamics and dimensions in the colonial working and nationalist movements.		PSO3, PSO4, PSO6	
	CO 4. Assess the debates that emerged in this field of study		PSO2, PSO4	
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	Perceptions on Imperialism and Colonialism 1.1 J.A. Hobson and Imperialism. 1.2 Theory of Underdevelopment: Paul Baran – A.G. Frank – Samir Amin. 1.3 Modern World System Theory: Immanuel Wallerstein.	14	CO1, CO2, CO3	K2
Module 2:	Manifestations of Colonialism and its functioning 2.1 Colony-Protectorate – Spheres of Influence. 2.2 Neo-colonialism 2.3 The Colonial Experience: Cases of India, China, Japan, Indo- China, Indonesia and Burma.	13	CO2, CO3	K1, K2
Module 3:	Theorising Nation and Nationalism 3.1 Meaning. 3.2 Factors for the Genesis of Nationalism. 3.3 Theories of Nationalism: Benedict Anderson, Ernest Gellner, Anthony D. Smith and Partha Chatterjee.	18	CO3, CO4	K3
Module 4:	National Movements and Decolonisation 4.1 India 4.2 China 4.3 Japan 4.4 Vietnam 4.5 Indonesia	15	CO3, CO4	K3

	4.6 Burma. 4.7 Concept of De-colonisation and Neo-colonialism and its impact.			
Pedagogy:	Lectures/tutorials/assignments/presentations/ seminars /book review/ article review			
Texts:	<ol style="list-style-type: none"> 1. Hobson, A. J. <i>Imperialism: A Study</i>. London: George Allen & Unwin Ltd., 1961. 2. Field house, D. K. <i>Colonialism: An Introduction (1870- 1945)</i>. London: Weidenfeld and Nicolson, 1981. 3. Chatterjee, Partha. <i>The Nation and its Fragments: Colonial and Postcolonial Histories</i>. Princeton, NJ: Princeton University Press, 1993. 			
References/ Readings:	<ol style="list-style-type: none"> 1. Amin, Samir. <i>Imperialism and Unequal Development</i>. New York: Monthly Review Press, 1977. 2. Anderson, Benedict. <i>Imagined Communities: Reflections on the Origin and Spread of Nationalism</i>. London: Verso, 1991. 3. Bandopadhyaya, Sekhar. <i>Decolonization in South Asia</i>. London: Routledge, 2009. 4. Baran, Paul, <i>The Political Economy of Growth</i>. New Delhi: People's Publishing House, 1958. 5. Chandra, Bipan. <i>Nationalism and Colonialism in Modern India</i>. New Delhi, Orient Longman, 1979. 6. Clyde, P. H, and B. F. Beers, <i>The Far East: A History of Western Impacts and Eastern Responses, 1830-1975</i>. New Delhi: Prentice Hall, 1977. 7. Frank, A. G. <i>Dependent Accumulation and Underdevelopment</i>. Basingstoke: Palgrave Macmillan, 1978. 8. Lawrence, Paul. <i>Nationalism: History and Theory</i>. London: Routledge, 2004. 9. Rothermund, Dietmar. <i>The Routledge Companion to Decolonization</i>. New York: Routledge, 2006. 10. Smith Anthony D. <i>The Ethnic Origins of Nations</i>. Oxford: Basil Blackwell, 1986. 			

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Title of the Course	“Doing History”: An Introduction to Historical Methods
Course Code	HIS-5006
Number of Credits	4
Theory/Practical	Theory
Level	500
Effective from AY	2025-2026
New Course	No
Bridge Course/ Value added Course	No
Course for advanced learners	No

Pre-requisites for the Course:	Nil
Course Objectives:	<p>“Doing History” aims to introduce the students to the discipline of history and how to “do” history, that is, to the methods of historical research, and familiarise them with the tools and techniques used by historians to study the past. It is intended to introduce students</p> <ul style="list-style-type: none"> ➤ to the basics of doing research in the discipline of history, and ➤ to the process of writing history, including <ul style="list-style-type: none"> • the selection of a research topic, • the techniques of historical research, • the use of primary and secondary sources, • historical criticism, analysis and synthesis. <p>The overall objective of this course is, therefore, to provide the student with the requisite information, skills, and tools</p>

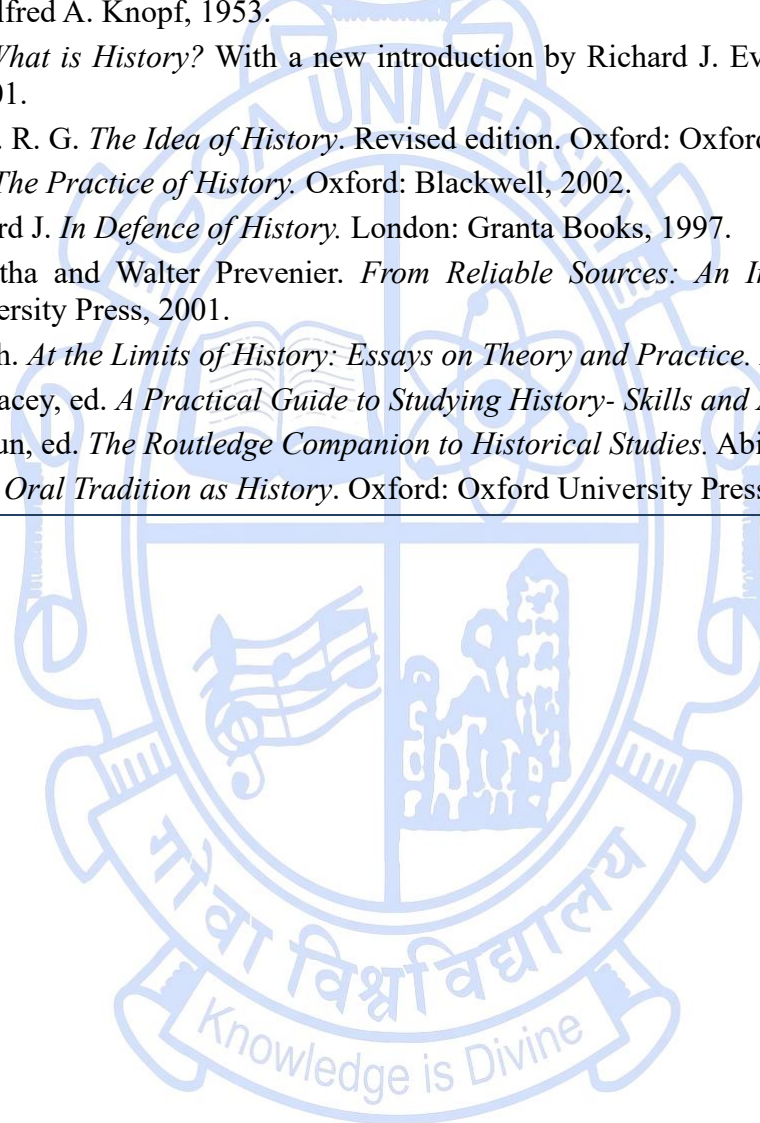
	needed to do research in the discipline of history.			
Course Outcomes:	Upon the successful completion of this course, the student will be able to:	Mapped to PSO:		
	CO 1. Assess the importance of studying the past and presenting conclusions informed by historical research;	PSO2, PSO3		
	CO 2. Distinguish between and appraise primary and secondary historical sources;	PSO2, PSO3, PSO6		
	CO 3. Articulate the process of developing research questions, conducting historical research, and presenting findings in an original manner;	PSO2, PSO3		
	CO 4. Identify the challenges of conducting historical research and the differences between quantitative and qualitative methodologies;	PSO2, PSO3, PSO4		
	CO 5. Conduct historical research using non-textual and cultural sources; and	PSO2, PSO3		
	CO 6. Write a research paper in the discipline of history.	PSO2, PSO3		
Content:		No. of hours	Mapped to CO	Cognitive Levels
Module 1:	History: Its Meaning and Nature 1.1 What is history? Why study history? 1.2 Varieties of History. History and other disciplines 1.3 History: art or science? 1.4 Causation in history 1.5 Objectivity in historical research and writing. 1.6 Certainty in history	15	CO1 CO4	K2 K4
Module 2:	Beginning Research 2.1 Main stages in doing research in history 2.2 Basic research skills in 'doing' history 2.3 Selecting a research topic 2.4 Formulating research questions	10	CO3 CO6	K3 K4

	2.5 Preparing a research outline 2.6 Ethics of doing research in history			
Module 3:	Sources and Resources 3.1 Secondary and Primary 3.2 How to use archival sources. Textual analysis. Literature, maps, sculptures: as history 3.3 History and material evidence 3.4 Doing history in a museum 3.5 Public history 3.6 Oral History. Interviewing techniques and best practices; Ethnohistorical sources. Historical “memory” versus historical evidence 3.7 Quantification in history 3.8 Online resources for ‘doing’ history	20	CO2 CO4 CO5 CO6	K4 K5
Module 4:	Interrogating Evidence and Writing History 4.1 Evaluating authenticity and credibility of sources. 4.2 Making notes 4.3 Writing a research paper in history 4.4 Citing sources: Footnotes, Bibliography	15	CO4 CO6	K5 K6 K3
Pedagogy:	Lecture method/project-based learning/collaborative learning/ /hands-on learning through visits to archives, museums/self-study			
Texts:	1. Claus, Peter and John Marriott. <i>History: An Introduction to Theory, Method and Practice</i> . Second edition. Abingdon: Routledge, 2017. 2. Gottschalk, Louis. <i>Understanding History: A Primer of Historical Method</i> . New York: Alfred A. Knopf, 1950. 3. Marwick, Arthur. <i>The New Nature of History Knowledge, Evidence, Language</i> . Basingstoke: Palgrave, 2001. 4. Tosh, John. <i>The Pursuit of History: Aims, Methods and New Directions in the Study of History</i> . Sixth edition. Abingdon: Routledge, 2015.			

Readings:

1. Bloch, Marc. *The Historian's Craft*. Introduction by Joseph R. Strayer. Translated from the French by Peter Putnam. New York: Alfred A. Knopf, 1953.
2. Carr, E. H. *What is History?* With a new introduction by Richard J. Evans. 40th anniversary edition. Basingstoke: Palgrave, 2001.
3. Collingwood, R. G. *The Idea of History*. Revised edition. Oxford: Oxford University Press, 1994.
4. Elton, G. R. *The Practice of History*. Oxford: Blackwell, 2002.
5. Evans, Richard J. *In Defence of History*. London: Granta Books, 1997.
6. Howell, Martha and Walter Prevenier. *From Reliable Sources: An Introduction to Historical Methods*. Ithaca: Cornell University Press, 2001.
7. Jenkins, Keith. *At the Limits of History: Essays on Theory and Practice*. Abingdon: Routledge, 2009.
8. Loughran, Tracey, ed. *A Practical Guide to Studying History- Skills and Approaches*. London: Bloomsbury, 2017.
9. Munslow, Alun, ed. *The Routledge Companion to Historical Studies*. Abingdon: Routledge, 2006.
10. Vansina, Jan. *Oral Tradition as History*. Oxford: Oxford University Press, 1985.

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Title of the Course	India and the Indian Ocean World
Course Code	HIS-5007
Number of Credits	04
Theory/Practical	Theory
Level	500
Effective from AY	2025-26
New Course	No
Bridge Course/ Value added Course	No
Course for advanced learners	No

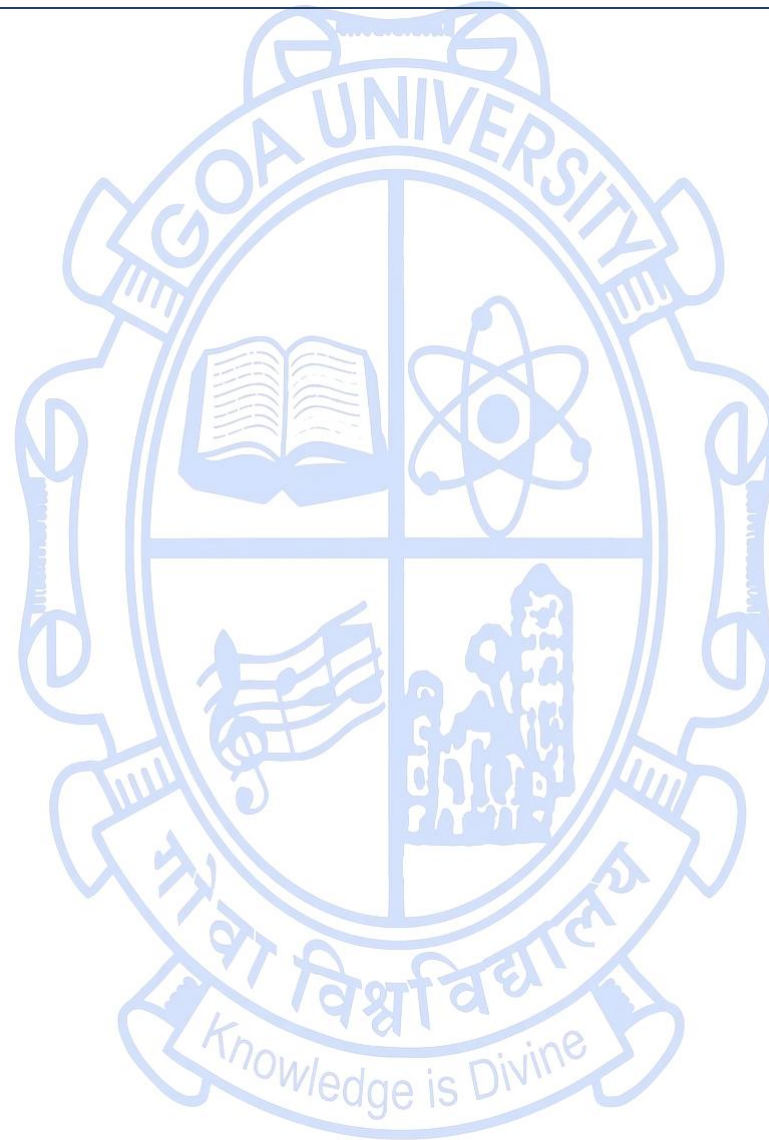
Pre-requisites for the Course:	Nil	
Course Objectives:	The course places the Indian Ocean at a central position in the story of human development and, thereby, of human history. It shows how for over millennia the Indian Ocean was interwoven in a complex web of relationships linking maritime communities, earliest civilisations, movement of religions, cultures, objects, technologies and circulation of ideas. By focusing on the Indian Ocean, as a heuristic concept, the course traces the region's geographical realities, culture, economy, politics, and history woven together in time and place from ages past to the present day.	
Course Outcomes:		Mapped to PSO
	CO 1. Understand the significance of using maritime spaces as frameworks for world history.	PSO4, PSO5
	CO 2. Ability to examine the emergence of the Indian Ocean region as a global arena.	PSO2, PSO3
	CO 3. Knowledge and understanding of pre-modern Indian Ocean in the context of cosmopolitan and connected histories between the powers of the Indian Ocean region.	PSO4, PSO6

	CO 4. Understanding the networks of goods, people, technologies, and ideas.		PSO1, PSO6	
	CO 5. Evaluate the long history of India's maritime links in the Indian Ocean arena throughout history.		PSO1	
	CO 6. Understand the contemporary geo-political significance and power dynamics of the Indian Ocean.		PSO3, PSO5	
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	The Early Maritime Contacts	12		
	1.1 Methodology: <i>Longue durée</i> ; Ethnoarchaeology. Fishing and Sailing communities.		CO1, CO4	K2, K3
	1.2 Maritime networks: Mesopotamia, Indus ports, Persian Gulf. Greco-Roman contacts.		CO2, CO3, CO5	K2, K4
Module 2:	Faith, Empires and Technology	18		
	2.1 Buddhism and maritime activity. Monastery and Guild.		CO3, CO5	K2, K4
	2.2 Rise of Islam. Impact of Islamic, Persian and Chinese Empires. Developments in early Southeast Asia. East Africa.		CO2, CO3, CO5	K5
	2.3 Navigational methods. Boat building traditions. Ports. Craft production and trading commodities.		CO4	K4, K5
Module 3:	Europeans and the Indian Ocean World	18		
	3.1 The Portuguese Impact.		CO2, CO5	K4, K5
	3.2 The Dutch Enterprise.			
	3.3 The British Impact.		CO2, CO5	K4, K5
	3.4 The French.			
	3.5 Ports		CO4	K5

	3.6 Merchant communities: indigenous and foreign.			
Module 4:	The Indian Ocean Rim: Geopolitics and Development	12		
	4.1 Geo-political, Economic and Strategic significance of the Indian Ocean.		CO6	K5
	4.2 India's strategic, economic and maritime interests in the Indian Ocean; Global power dynamics and regional powers in Indian Ocean.		CO6	K5
Pedagogy:	Lectures (interactive, problem-based, discussion based)/tutorials/assignments/seminars/ problem solving based discussions/ flipped learning/cooperative learning/ map-work/ close reading of text/ book/article review/ written test/ and self-study.			
Texts:	<ol style="list-style-type: none"> 1. Bose, Sugata. <i>A Hundred Horizons: The Indian Ocean in the Age of Global Empire</i>. Cambridge, MA: Harvard University Press, 2006. 2. Chaudhuri, K. N. <i>Trade and Civilisation in the Indian Ocean: An Economic History from the Rise of Islam to 1750</i>. Cambridge: Cambridge University Press, 1985. 3. Mukherjee, Rila. <i>India in the Indian Ocean World: From the Earliest Times to 1800 CE</i>. Singapore: Springer, 2022. 4. Pearson, M. N. <i>The Indian Ocean</i>. New York: Routledge, 2010. 			
References/ Readings:	<ol style="list-style-type: none"> 1 Alpers, Edward. <i>The Indian Ocean in World History</i>. New York: Oxford University Press, 2014. 2 Barnes, Ruth, and David Parkin, eds. <i>Ships and the Development of Maritime Technology on the Indian Ocean</i>. London: Routledge Curzon, 2016. 3 Campbell, Gwyn. "Africa, the Indian Ocean World, and the 'Early Modern': Historiographical Conventions and Problems." <i>Journal of Indian Ocean World Studies</i> 1 (2017): 24-37. 4 McPherson, Kenneth. <i>The Indian Ocean: A History of People and the Sea</i>. New Delhi: Oxford University Press, 1993. 5 Pathak, Vidhan and Raghvendra Kumar. <i>Oceanic Strategy: India and Other Powers in the Indian Ocean</i>. New York: Routledge, 2025. 6 Ray, Himanshu Prabha. <i>The Archaeology of Seafaring in Ancient South Asia</i>. Cambridge: Cambridge, 2003. 7 Roy, Tirthankar. <i>India in the World Economy- From Antiquity to the Present</i>. New Delhi: Cambridge University Press, 2012. 8 Tarling, Nicholas, ed. <i>Cambridge History of Southeast Asia: From Early Times to c. 1500</i>. New York: Cambridge 			

University Press, 1999.

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Discipline Specific Elective Courses

Title of the Course	Aspects of State and Society in India (BCE 600 – ACE 600)	
Course Code	HIS-5204	
Number of Credits	04	
Theory/Practical	Theory	
Level	400	
Effective from AY	2025-26	
New Course	No	
Bridge Course/ Value added Course	No	
Course for advanced learners	No	
Pre-requisites for the Course:	Nil	
Course Objectives:	It provides information to the students concerning the issues such as state and social formations in North and South India apart from discussing the material basis for the rise of Buddhism.	
Course Outcomes:		Mapped to PSO
	CO 1. Reflect on the issues such as state formation and social formation.	PSO1, PSO3, PSO4, PSO6
	CO 2. Have an understanding regarding the relationship between state and society in the study period.	PSO1, PSO3, PSO4, PSO6
	CO 3. Analyse the nature of the economic changes in ancient India.	PSO1, PSO3, PSO4, PSO6

	CO 4. Apply the theoretical knowledge in the actual research situation.		PSO1, PSO2, PSO6	
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	<p>North India between BCE 600 to BCE 200</p> <p>1.1 State Formation: From Lineage to State; <i>Janapadas, Mahajanapadas</i>; State in Buddhist Literature.</p> <p>1.2 Rise of Magadha - Mauryan State: Nature of Mauryan State.</p> <p>1.3 Social Formation: <i>Varna</i> and <i>Jati</i> in Brahmanical and Buddhist traditions; Social Structure under the Mauryas.</p> <p>1.4 Economic Development: Second Urbanization; Craft Production and Trade; Use of Iron, Agricultural Production.</p> <p>1.5 Religion: Orthodox and Heterodox Faiths. Material Background to the rise of Jainism and Buddhism.</p>	15	CO1, CO2, CO3	K2, K3, K4
Module 2:	<p>North India BCE 200 to ACE 600</p> <p>2.1 Post Mauryan India: Indo-Greeks; the Kushanas; Indo- Roman Trade.</p> <p>2.2 Rise of the Guptas: Decentralization; Decline of the Empire.</p> <p>2.3 Nature of Trade.</p> <p>2.4 Feudalism Debate.</p> <p>2.5 Urban Decay Debate.</p>	15	CO3, CO4	K2, K3, K4
Module 3:	<p>State Formation in the Deccan</p> <p>3.1 The Mauryans in South India.</p> <p>3.2 Satavahana State Formation. <i>Varna</i> System, agricultural production, craft production and trade in the Deccan under the Satavahanas; Social differentiation and state formation.</p> <p>3.3 Kalinga State – Secondary State Formation.</p>	15	CO1, CO2, CO3	K2, K3, K4
Module 4:	The Deep South	15	CO1,	K2, K3, K4

	4.1 State Formation in Tamilakam; Sangam Literature and Society; Romans in the Tamil country; <i>Tinai</i> s or Eco zones; Cattle raids and agricultural production; From <i>Kilavan</i> to <i>Muventar</i> or <i>mu-arasar</i> (three chieftains); Internal trade; maritime trade. 4.2 Towards state formation.		CO2, CO3	
Pedagogy:	Lectures/Tutorials/Classroom Discussion/Self-Study			
Texts:	1. Dey, Nundolal. <i>Civilization in Ancient India</i> . New Delhi: Gyan Publishing House, 2021. 2. Rahula, Paul. <i>What the Buddha Taught</i> . London: One World Publications, 2019. 3. Sharma, R.S. <i>Material Culture and Social Formations in Ancient India</i> . Delhi: Macmillan, 1983. 4. Thapar, Romila. <i>Recent Perspectives of Early Indian History</i> . Bombay: Popular Prakashan, 1998.			
References/ Readings:	1. Aiyangar, M. <i>Essays on the History of Tamil People, Language, Religion and Literature</i> . New Delhi : Asian Educational Services, 1982. 2. Classen, H.J.M., and Peter Skalnik. <i>The Study of the State</i> . The Hague : Mouton, 1981. 3. Gurukkal, Rajan. <i>Social Formations in Early South India</i> . New Delhi : Oxford University Press, 2010. 4. Jha, D.N. <i>The Feudal Order</i> . New Delhi : Manohar, 2002. 5. Kosambi, D.D. <i>An Introduction to the Study of Indian History</i> . Bombay: Popular Prakashan, 1993. 6. Majumdar, R.C. <i>Outline the History of Kalinga</i> . New Delhi: Gyan Publishing House, 2020. 7. Ray, H.P. <i>Monastery and Guild: Commerce under Satavahanas</i> . Delhi: Oxford University Press, 1986. 8. Sen, Sailendra. <i>Ancient Indian History and Civilization</i> . Calcutta: New Central Book Agency, 2017. 9. Sharma, R.S. <i>Indian Feudalism</i> . Delhi : Macmillan , 1980. 10. Thapar, Romila. <i>Ashoka and the Decline of the Mauryas</i> . Delhi : Oxford University Press, 1998.			

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Title of the Course	Tribal and Peasant Movements in India (1818-1947)
Course Code	HIS-5205
Number of Credits	04
Theory/Practical	4 Theory
Level	400
Effective from AY	2025-26
New Course	No
Bridge Course/ Value added Course	No
Course for advanced learners	No

Pre-requisites for the Course:	Nil	
Course Objectives:	<ol style="list-style-type: none"> 1. Acquainting the students with the nature, magnitude, and significance of tribal and peasant movements in British India. 2. Examining the historiographical aspects, colonial background to the peasant movements, particularly the nature of colonial revenue policy, its impact on agriculture and the agrarian relations. 3. Analysing the main issues, forms, phases and consequences of the tribal and peasant movements. 	
Course Outcomes:		Mapped to PSO
	CO 1. Understand the nature, scope and importance of tribal and peasant uprisings.	PSO1, PSO3, PSO4, PSO5
	CO 2. Analyse and evaluate the colonial policies and their impact on agriculture and agrarian relations.	PSO1, PSO3, PSO5

	CO 3. Evaluate the issues, forms and phases of tribal and peasant uprisings.		PSO1, PSO3, PSO5	
	CO 4. Comprehend the role of tribal and peasant uprisings in the Indian national movement and thereafter.		PSO1, PSO4, PSO5	
Content:		No of hours	Mapped to CO	Cognitive Level
Module1:	Introduction 1.1 Importance and Scope 1.2 Historiography, Sources 1.3 Colonial Revenue Policy 1.4 Impact on Agriculture and Agrarian Relations	10	CO1, CO2, CO3	K3, K4, K5
Module 2:	Nature of the Movements 2.1 Definition, Characteristics and Classification 2.2 Issues and Forms. 2.3 Phases and Consequences. 2.4 Role of Women.	10	CO1, CO2, CO3	K3, K4, K5, K6
Module 3:	Case Studies: Tribal Movements 3.1 Uprising of the Bhils (1818-31) 3.2 Kol Uprising (1831-32) 3.3 The Santal Rebellion (1855-56) 3.4 Birsa Munda Revolt (1895-1901) 3.5 Devi Movement in Gujarat (1922-23) 3.6 The Rampa Rebellion of the Koyas (1922-24)	20	CO1, CO2, CO3, CO4	K4, K5, K6
Module 4:	Case Studies: Peasant Movements 4.1 The Indigo Revolt (1860) 4.2 The Pabna Revolt (1873)	20	CO1, CO2, CO3, CO4	K4, K5, K6

	<p>4.3 The Deccan Riots (1875)</p> <p>4.4 The Peasant Movements in Awadh (1920-21)</p> <p>4.5 The Mapilla Rebellion (1921)</p> <p>4.6 The Bardoli Satyagraha (1928)</p>			
Pedagogy:	Lectures (traditional, problem-based/discussion-based/ brainstorming)/tutorials/ visual art/ flipped classroom/ assignment-based/ seminars/cooperative learning.			
Texts:	<ol style="list-style-type: none"> 1. Desai, A. R., ed. <i>Peasant Struggles in India</i>. New Delhi: Oxford University Press, 1985. 2. Guha, Ranajit, ed. <i>Subaltern Studies, Vol. I</i>. New Delhi: Oxford University Press, 1982. 3. Guha, Sumit. <i>The Agrarian Economy of the Bombay Deccan, 1818-1941</i>. Delhi: Oxford University Press, 1985. 4. Singh. K.S., ed. <i>Tribal Movements in India, Vol. I</i>. New Delhi: Manohar Publications, 1982. 			
References/ Readings:	<ol style="list-style-type: none"> 1. Bhattacharya, Sabyasachi. ed. <i>Essays in Modern Indian Economic History</i>. Delhi: Munshiram Manoharlal, 1987. 2. Dale, Stephen Frederic. <i>Islamic Society on the South Asian Frontier, The Mappilas of Malabar: 1498-1922</i>. Oxford: Clarendon Press, 1980. 3. Dhanagare, D. N. <i>Peasant Movements in India 1920-1950</i>. New Delhi: Oxford University Press, 1983. 4. Dutt, R. C. <i>The Economic History of British India</i>. New Delhi: Government of India, 1976. 5. Frykenberg, R. E., ed. <i>Land Control and Social Structure in Indian History</i>. New Delhi: Manohar Publications, 1979. 6. Frykenberg, R. E., ed. <i>Land Tenure and Peasant in South Asia</i>. Delhi: Orient Longman, 1977. Guha, Ranajit. <i>Elementary Aspects of Peasant Insurgency in Colonial India</i>. New Delhi: Oxford University Press, 1983. 7. Hardiman, David, ed. <i>The Peasant Resistance in India, 1858-1914</i>. Delhi: Oxford University Press, 1992. 8. Saravanan, Velayutham. <i>Colonialism, Environment and Tribals in South India, 1792-1947</i>. New York: Routledge, 2017. 9. Kumar, Dharma, and Meghnad Desai, eds. <i>The Cambridge Economic History of India, Vol. 2: (c. 1757 – c. 1970)</i>. Cambridge: Cambridge University Press, 1983. 10. Ludden, David, ed. <i>Agricultural Production and Indian History</i>. Delhi: Oxford University Press, 1994. 			

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Title of the Course	Trade and Urbanization in India (BCE 2500-ACE 1700)
Course Code	HIS-5206
Number of Credits	04
Theory/Practical	4 Theory
Level	400
Effective from AY	2025-26
New Course	No
Bridge Course/ Value added Course	No
Course for advanced learners	No

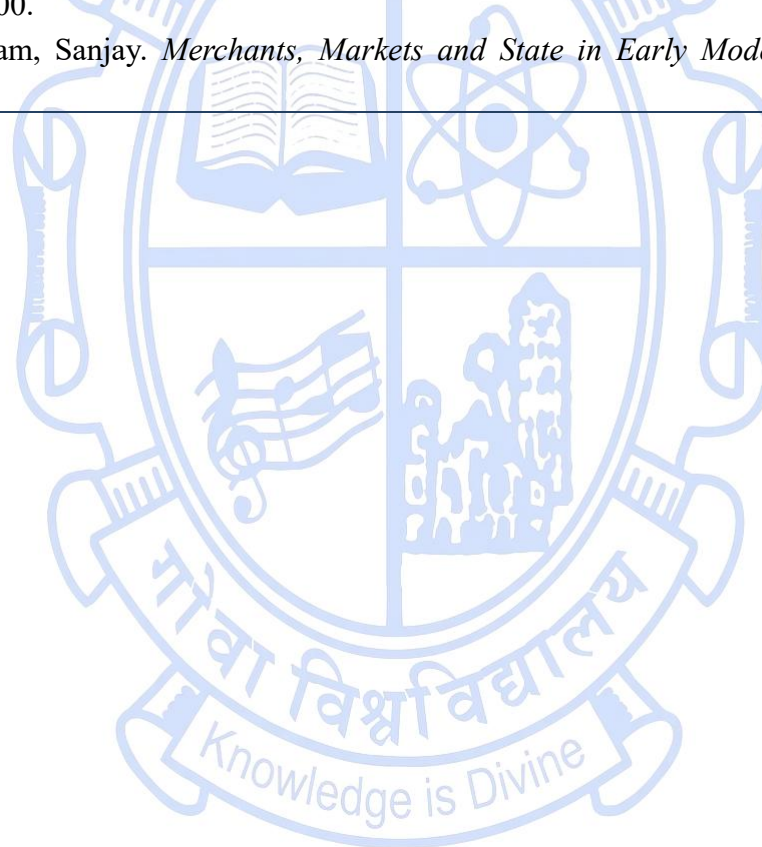
Pre-requisites for the Course:	Nil	
Course Objectives:	It has the objective of introducing the students to the issues related to trade and urbanization in India during the period between BCE 2500 to ACE 1700. The nature of trade, the trading communities, items of trade, and changes in the pattern of trade will be discussed.	
Course Outcomes:	The students who complete this course will be able to:	Mapped to PSO
	CO 1. Understand the nature of trade in the Harappan civilization.	PSO1
	CO 2. Evaluate the role of trade and traders in medieval India	PSO3
	CO 3. Analyze the role of the trade guilds such as Ayyavole Five Hundred in trade and urbanization in South India.	PSO3
	CO 4. Apply the theories of trade and urbanization in the local historical context	PSO6

Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	Early historic Urbanization 1.1 First Urbanization: Harappa 1.2 Second Urbanization: Post Vedic Period 1.3 Trade and Urbanization in the Mauryan and Post Mauryan periods 1.4 South Indian Scenario	15	CO1	K1, K2, K4
Module 2:	Early Medieval Urbanization 2.1 Urban Decay thesis of R.S.Sharma 2.2 Third Urbanization thesis of B.D. Chattopadhyaya: Urban Centre Typologies 2.3 South Indian Scenario: Ayyavole Five Hundred	15	CO2	K2, K4, K5
Module 3:	Urbanization in Medieval India 3.1 Trade and Urbanization under the Delhi Sultanate 3.2 Trade and Urbanization under the Mughals 3.3 South Indian Scenario: Cholas and Vijayanagara	15	CO3	K4, K5
Module 4:	Urban centre typologies in Medieval India 4.1 Political and Administrative 4.2 Religious 4.3 Commercial	15	CO2, CO3, CO4	K4, K5
Pedagogy:	Lectures/tutorials/ flipped classroom/assignment-based/ seminars/study tour/field work			
Texts:	1 Abraham, Meera. <i>Two Medieval Merchant Guilds of South India</i> . New Delhi: Manohar, 1998. 2 Chakravarti, Ranabir. <i>Trade and Traders in Early Indian Society</i> . New Delhi: Manohar, 2002. 3 Prakash, Om. <i>The New Cambridge History of India II. 5</i> . Delhi: Cambridge University Press, 2000. 4 Raychaudhuri, Tapan, and Irfan Habib., eds. <i>The Cambridge Economic History of India</i> . Cambridge: Cambridge University Press, 1982.			

**References/
Readings:**

- 1 Adiga, Malini. *The Making of Southern Karnataka*. New Delhi : Orient Blackswan, 2006.
- 2 Champakalakshmi, R. *Trade, Ideology and Urbanization: South India 300 BC to AD 1300*. New Delhi: OUP, 1996.
- 3 Chakravarti, Ranabir. *Trade and Traders in Early Indian Society*. New Delhi: Manohar, 2002.
- 4 Chattopadhyaya, Brajadulal. *The Making of Early Medieval India*. New Delhi: Oxford University Press, 2006.
- 5 Gupta, Ashin Das. *The World of Indian Ocean Merchant, 1500-1800*. New Delhi: Oxford University Press, 2004.
- 6 Malekandathil, Pius. *The Indian Ocean in the Making of Early Modern India*. New Delhi: Manohar, 2016.
- 7 Nandi, Ramendra. *State Formation, Agrarian Growth and Social Change in Feudal South India*. New Delhi: Manohar, 2000.
- 8 Subrahmanyam, Sanjay. *Merchants, Markets and State in Early Modern India*. Delhi: Oxford University Press, 1990.

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SEMESTER III

Research Specific Elective (RSE) Courses

Title of the Course	Reading Selected Primary Sources on Goan History	
Course Code	HIS-6000	
Number of Credits	04	
Theory/Practical	Theory	
Level	500	
Effective from AY	2026-27	
New Course	No	
Bridge Course/ Value added Course	No	
Course for advanced learners	No	
Pre-requisites for the Course:	Nil	
Course Objectives:	It aims to provide information to the students regarding selected primary sources on the Goan history. In addition, the requisite skill of analysing and using the source in a given research environment is imparted.	
Course Outcomes:	The students completing this course will be able to:	Mapped to PSO
	CO1 Understand the importance of using primary sources on Goan History.	PSO1, PSO2
	CO2 Acquire requisite skills to read and interpret the inscriptions.	PSO3
	CO3 Obtain working knowledge of the archival materials.	PSO3, PSO6

	CO4 Analyse the archival documents in the light of the prevailing literature.		PSO3, PSO6	
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	Introduction: 1.1 Analysing Primary Sources in history	10	CO1	K2, K4
Module 2:	Pre-Portuguese Sources: 2.1 Land grant issued by Kadamba Viravarmadeva 1049 CE 2.2 Village Community record of the Kadambas 1106 CE 2.3 The Halsi Inscription of Kadambas 12th century CE 2.4 Vijayanagara inscription of Bachanna Odeya 2.5 Panaji Plates of Harihara II 1391 CE 2.6 <i>Sahyadri Khanda</i>	15	CO2 CO2 CO2 CO2 CO2 CO2	K2, K3 K2, K3 K2, K3 K2, K3 K2, K3 K2, K3
Module 3:	Sources of the Colonial Period – 1 3.1 Commentaries of Afonso de Albuquerque 3.2 Foral of 1526 3.3 <i>Arte da Lingoa Canarim</i> 3.4 Jan Huyghen van Linschoten Travelogue 3.5 Pietro Della Valle Travelogue 3.6 François Pyrard de Laval Travelogue	18	CO2, CO3 CO1 CO1 CO1 CO1	K2, K5 K2, K5 K2, K5 K2, K5 K2, K5 K2, K5
Module 4:	Sources of the Colonial Period – 2 4.1 Letters of St.Francis Xavier 4.2 <i>Junta Real Fazenda</i> 4.3 J.H. de Cunha Rivara – <i>Arquivo Portuguez Oriental</i> – Selected Documents 4.4 <i>Livro dos Cartazes</i>	17	CO3, CO4 CO3, CO4 CO3, CO4 CO3, CO4	K4, K5 K4, K5 K4, K5 K4, K5

	4.5 Faria Sousa, <i>Portuguese Asia</i>		CO3, CO4	K4, K5
	4.6 English Factory records on Goan history: Selected Documents		CO3, CO4	K4, K5
Pedagogy:	Lectures/Tutorials/Assignments/Field Work/flipped classroom			
Texts:	<ol style="list-style-type: none"> 1. Gune, V. T. <i>A Guide to the Collections of Records from the Goa Archives</i>. Panaji: Historical Archives of Goa, 1973 2. De Souza, T. R. <i>Medieval Goa: A Socio-Economic History</i>. Panaji: Broadway and Goa 1556, 2nd edition, 2009. 3. Rosenthal, J. T., ed. <i>Understanding Medieval Primary Sources: Using Historical Sources to Discover Medieval Europe</i>. New York: Routledge, 2012 4. Ziemann, Benjamin. <i>Reading Primary Sources</i>. London: Routledge. 2009. 			
References/ Readings:	<ol style="list-style-type: none"> 1. Albuquerque, Afonso de. <i>The Commentaries of the Great Afonso Dalboquerque, Second Viceroy of India</i>. London: Hakluyt Society, 1880. 2. Baden-Powell, B.H. "The Villages of Goa in the Early Sixteenth Century." <i>Journal of Royal Asiatic Society</i> 32 (1900). 3. Burnell, A.C. and P.A. Tiele, tr. and ed. <i>The Voyage of John Huyghen Van Linschoten</i> 2 vols. London: Hakluyt Society, 1885. 4. Foster, William. <i>English Factories in India 1618- 1621</i>. Oxford: Clarendon Press, 1906. 5. Gray, Albert, ed. <i>The Voyage of François Pyrard de Laval to the East Indies, the Maldives, the Moluccas and Brazil</i>. London: Hakluyt Society, 1888. 6. Gray, Edward, ed. <i>The Travels of Pietro Della Valle in India</i>. New Delhi: Asian Educational Services, 1991. 7. Matos, Artur Teodoro de. <i>Junta da Real Fazenda do Estado da Índia</i>. Lisbon: CHAM , 2006-2008. 8. Rivara, J. H. da Cunha. <i>Arquivo Portuguez Oriental</i>, Fasciculo 5, Parte 1. Lisbon: Imprensa Nacional , 1865. 9. Rivara, J. H. da Cunha. <i>Grammatica da Lingua Concani</i>. Nova Goa: Imprensa Nacional, 1857. 10. Sousa, Manuel de Faria e. <i>The Portuguese Asia: Or the History of Discovery and Conquest of India in three Parts</i>. Translated by Captain John Stevens. London: C. Brome, 1695. 			

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Title of the Course	Aspects of Indian Historiography
Course Code	HIS-6001
Number of Credits	04
Theory/Practical	Theory
Level	500
Effective from AY	2026-27
New Course	No
Bridge Course/ Value added Course	No
Course for advanced learners:	No

Pre-requisites for the Course:	Nil	
Course Objectives:	<ol style="list-style-type: none"> 1. To understand historical thought processes in India. 2. To trace evolution of historical writings in India. 3. To study historiographical trends in Indian history. 4. To address the question of continuity and change in Indian historiography. 	
Course Outcomes:	After completion of this course the student will be able to:	Mapped to PSO
	CO1. Understand and analyse the historical thought processes in India that influenced writing of history.	PSO1, PSO 3, PSO 5 PSO6
	CO 2. Evaluate various historiographical approaches in India	PSO1, PSO2,PSO3, PSO6.
	CO 3. Develop critical attitude towards historical narratives.	.PSO1, PSO2, PSO5,

			PSO6.
	CO 4. Analyse the role of ideology in the writing of Indian history.		PSO1, PSO4, PSO6.
	CO 5. Examine how historical interpretations have evolved over time in Indian historiography.		PSO1, PSO2, PSO5, PSO6
	CO 6. Acquire research skill and apply to construct historical arguments.		PSO 1, PSO3, PSO5, PSO6
	Content:	No of hours	Mapped to CO
	Ancient Indian Historiography 1.1 Historical Consciousness in ancient India. 1.2 <i>Itihasa-Purana</i> tradition. 1.3 Idea of <i>Bharatvarsha</i> in Indian tradition. 1.4 Traditional History from Vedas, Epics and Puranas. Jain and Buddhists. 1.5 History writing. 1.6 History as Biography: Banabhatta and Bilhana, 1.7 History as Chronicle: Kashmir Chronicle of Kalhana 1. 8.Court Literature and <i>Prasastis</i> of South India.	16	CO1, CO2, CO3, CO5 K2, K4, K5, K 6
	Historiographical trends in Medieval India: 2.1 Islam and its influence on Historical traditions in India 2.2 Historiography of the Sultanate period: Alberuni's <i>Kitab-ul – Hind</i> Amir Khusro and his writings. 2.3 Historiography of the Mughal period 2.4 Court History: Ziauddin Barani and Abul Fazl. 2.5 Maratha historiography: <i>Bakhar</i> and <i>shakavali</i> . Krishnaji Anant Sabhasad and Dattaji Trimal Waqnavis, and their writings.	12	CO2, CO3, CO5 K2, K4, K5.
	Orientalist, Indologist, Imperialist and Nationalist Historiography:	15	CO2, K2, K3

	3.1. Orientalist writings; William Jones, Max Muller and Monier Williams. 3.2. Imperialist approach: James Mill, Mountstuart Elphinstone and Vincent Smith. 3.3. Nationalist approach: R.G. Bhandarkar, K.P. Jayaswal, R.K.Mookherji, K.A. Nilakanta Sastri and R.C. Majumdar.		CO3, CO 4, CO 6	K4.
Module 4:	IV. Marxist and Subaltern Historiography : 4.1. Marxists approach to Indian History: D.D. Kosambi and R.P.Dutt, R. S. Sharma, Romila Thapar and Irfan Habib. 4.2. Subaltern approach: Ranjit Guha, Sumit Sarkar, Gayatri chakravarty Spivak.	17	CO3, CO4, CO5, CO6	K2, K3K4, K 5.
Pedagogy:	Lectures/tutorials/ Cooperative learning /classroom discussions / reading texts and articles.			
Texts:	<ol style="list-style-type: none"> 1. Bhattacharya, Sabyasachi (ed.). <i>Situating Indian History: For Sarvapalli Gopal</i> New Delhi, OUP, 1986. 2. Guha, Ranajit. ed. <i>Subaltern Studies, Vols.I-VI</i>. New Delhi: Oxford University, Press 1982-89. 3. Majumdar, R.C. <i>Historiography in Modern India</i> Bombay: Asia Publishing House, 1970. 4. Mathur, L.P. <i>Historiography and Historians in Modern India</i>, New Delhi: Inter India Publications, 1987. 5. Sreedharan, E. <i>A Textbook of Historiography 500B.C. to A.D. 2000</i>, New Delhi, Orient Longman, 2004. 			
References/ Readings:	<ol style="list-style-type: none"> 1. Grewal, J.S. <i>Medieval India: History and Historians</i> Amritsar: Guru Nanak University, 1975. 2. Mukhopadhyaya, S.K. <i>Evolution of Historiography in Modern India, 1900-1960, A Study of the Writing of Indian History by Her Own Historians</i>. Calcutta: Antiquarian Booksellers, 1988. 3. Nizami, K.A. <i>On History and Historians of Medieval India</i> New Delhi: Munshiram Manoharlal, 1983. 4. Kulkarni, A R. <i>Maratha historiography</i>. New Delhi: Manohar publishers, 2006. 5. Pathak, V.S. <i>Ancient Historians of India: A Study in Historical Biographies</i> Bombay, Asia Publishing House, 1966. 6. Syed, A.J. (ed.), <i>D.D.Kosambi in History and Society, Problems of Interpretation</i>. Bombay, 1985. 7. Sen, S.N. (ed.), <i>Historians and Historiography in Modern India</i> Calcutta, Institute of Historical Studies, 1973 8. Spivak, Gayatri. "Can the Subaltern Speak?" In <i>Marxism and Interpretation of Culture</i>, edited by C. C. Nelson and L. Grossberg, 271-313. Basingstoke: Macmillan Education, 1988. 9. Tikekar, S. R. <i>On Historiography</i>. Bombay: Popular Prakashan, 1964 10. Warder, A. K. <i>An Introduction to Indian Historiography</i>. Bombay: Popular Prakashan, 1972. 			

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Title of the Course	Ancient India through Epigraphy
Course Code	HIS-6002
Number of Credits	4
Theory/Practical	Theory
Level	500
Effective from AY	2026-27
New Course:	No
Bridge Course/ Value added Course	No
Course for advanced learners	No

Pre-requisites for the Course	Nil		
Course Objectives:	The primary objective of this course is to trace the development of script through time and make students aware of the importance of epigraphy as a major source of archaeology and history.		
Course Outcomes:	After the successful completion of the course student will be able to:	Mapped to PSO	
	CO 1. Interpret the inscription in its social, political, religious and economic contexts	PSO1, PSO2, PSO3	
	CO 2. Understand history of ancient India through a study of inscriptions	PSO3, PSO4	
	CO 3. Identify different languages and scripts.	PSO4, PSO6	
	CO 4. Obtain the skill to read and integrate inscriptions in research.	PSO3, PSO4, PSO6	
Content:		No of	Mapped Cognitive

		hours	to CO	Level
Module 1:	<p>Epigraphy, Paleography, and Calendrical Systems in Ancient India</p> <p>1.1 Epigraphy and Paleography: Terminology, Scope and Importance in Reconstruction of History.</p> <p>1.2 Historiography of Epigraphic Studies.</p> <p>1.3 Antiquity of Writing in Ancient India.</p> <p>1.4 Materials and Techniques of Writing.</p> <p>1.5 Theories of Origin of Brahmi and Kharoshti Scripts.</p> <p>1.6 Dates and Chronograms.</p> <p>1.7 Eras: Vikrama, Shaka, Kalachuri- Chedi and Gupta Eras.</p>	15	CO2	K1, K2
Module 2:	<p>Edicts of Ashoka</p> <p>2.1 Nature, Geographic Distribution, Categories and Language.</p> <p>2.2 Selected Rock Edicts: Pillar Edict II of Asoka, Junagarh Rock Edict XIII of Asoka.</p> <p>2.3 Dhamma of Asoka.</p>	15	CO1, CO2	K3
Module 3:	<p>Study of Inscriptions of Historical and Cultural Importance- I</p> <p>3.1 Sohgaure Copperplate Inscription.</p> <p>3.2 Besnagar Garuda Pillar Inscription of Heliodorus.</p> <p>3.3 Hathigumpha Inscription of Kharavela.</p> <p>3.4 Naneghat Inscription of Naganika.</p> <p>3.5 Nasik Cave Inscription of Nahapana.</p> <p>3.6 Nasik Cave Inscription of Vasithiputa Pulumavi, 19th Regnal Year.</p> <p>3.7 Junagarh Inscription of Rudradaman.</p>	15	CO3, CO4	K4, K5
Module 4:	<p>Study of Inscriptions of Historical and Cultural Importance- II</p> <p>4.1 Nagarjunikonda Inscription of Virapurisadatta, 6th Regnal Year.</p> <p>4.2 Mathura inscription of Huviska.</p> <p>4.3 Allahabad Prashasti of Samudragupta.</p> <p>4.4 Mathura Inscription during the Reign of Chandragupta II, GE 61.</p> <p>4.5 Poona Plates of Prabhavatigupta.</p> <p>4.6 Aihole Inscription of Pulakesin II.</p>	15	CO3, CO4	K4, K5

	4.7 Bansakheda copper plate of Harshavardhana. 4.8 Sarnath inscription of Kanishka-Year 3.			
Pedagogy:	Lectures/tutorials/Museum visits/ assignments			
Texts	<ol style="list-style-type: none"> 1. Dani, Ahmad Hasan. <i>Indian Palaeography</i>. Oxford: Clarendon Press, 1963. 2. Salomon, Richard. <i>Indian Epigraphy</i>. New Delhi: Munshiram Manoharlal Publishers Pvt. Ltd., 1998. 3. Rea, Alexander. <i>South Indian Buddhist Antiquities</i>. Archaeological Survey of India New Imperial Series Vol. XV. New Delhi: Director General, Archaeological Survey of India, 1997. 4. Khare, M. D. "Discovery of a Vishnu Temple near the Heliodors Pillar, Besnagar, District Vidisha (M.P)." <i>Lalit Kala</i> 13 (1967): 21-27. 5. Srinivasan, P. R. and S. Sankaranarayanan. <i>Inscriptions of the Ikshvaku Period</i>. Hyderabad: Andhra Pradesh Government, 1979. 			
References/ Readings:	<ol style="list-style-type: none"> 1. Allchin, F. R, and K. R. Norman. "Guide to the Ashokan Inscriptions." <i>South Asian Studies</i> 1, no. 1 (1985): 49-50. 2. Bhandarkar, D. R. "A List of the Inscriptions of Northern India in Brahmi and its Derivative Scripts, from about 200 B.C." <i>Epigraphia Indica</i>, vols. 19-23. Calcutta: Archaeological Survey of India, 1938. 3. Bühler, George. <i>Indian Palaeography</i>. Calcutta: Indian Studies, 1959. 4. Burgess, J. <i>Epigraphia Indica: A Collection of inscriptions supplementary to the Corpus Inscriptionum Indicarum of the Archaeological Survey</i>. Vol. 1- XXV. Calcutta: Archaeological Survey of India, 1892. 5. Goyal, S. R. <i>Ancient Indian Inscriptions</i>. Jodhpur: Kusumanjali Book World, 2005. 6. Mangalam, S. J. <i>Kharoshti Script</i>. Delhi: Eastern Book Linkers, 1990. 7. Mehendale, M. A. <i>Historical Grammar of Inscriptional Prakrits</i>. Poona: Deccan College Post Graduate and Research Institute, 1948. 8. Mirashi, V. V. <i>The History and Inscriptions of the Satavahanas and the Western Kshatrapas</i>. Bombay: Maharashtra State Board of Literature and Culture, 1981. 9. Ramesh, K. V. <i>Indian Epigraphy</i>. Delhi: Sundeep Prakashan, 1984. 10. Sircar, D. C. <i>Indian Epigraphy</i>. Delhi: Motilal Banarasidas, 1965. 			

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Title of the Course	Researching History Through Subaltern Studies
Course Code	HIS-6003
Number of Credits	04
Theory/Practical	Theory
Level	500
Effective from AY	2026-27
New Course	No
Bridge Course/ Value added Course	No
Course for advanced learners	No

Pre-requisites for the Course:	Nil	
Course Objectives:	<ol style="list-style-type: none"> 1. To introduce the students to the origins and features of Subaltern Studies. 2. To analyse the developments in Subaltern Studies. 3. To understand and evaluate the intersections of Subaltern Studies with peasants, tribal and gender studies. 4. To formulate research based on the concepts of Subaltern Studies. 	
Course Outcomes:	Those students who complete this course will be able to:	Mapped to PSO
	CO 1. Understand the subaltern approach towards Indian history and society.	PSO1, PSO5,
	CO 2. Analyse the impact of the colonial policy on peasants, tribes and gender.	PSO1, PSO3, PSO5,
	CO 3. Understand the ways in which gender influences social life.	PSO1, PSO5
	CO 4. Apply the concepts and design research by using the methodology.	PSO2

Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	Studying the Subaltern 1.1 Colonial historiography 1.2 Nationalist historiography 1.3 Marxist historiography 1.4 Subaltern School	15	CO1, CO4	K3, K4, K5
Module 2:	Peasantry and Agrarian Relations 2.1 Agrarian Structures and Relations 2.2 Modes of Power and Peasantry 2.3 Peasant Revolt and Indian Nationalism	15	CO1, CO2, CO4	K3, K4
Module 3:	Tribal Societies 3.1 Tribes in India and their Socio-Cultural Profile 3.2 Impact of Colonial Administration 3.3 Select Case Studies of Tribal Movements in India	15	CO1, CO2, CO4	K2, K3, K4
Module 4:	Gender and Subaltern 4.1 Contextualising Gender 4.2 Gendered Social Formations: Power, Representation and Participation in the Public Sphere 4.3 Work, Workplace and the Household 4.4 Legal Remedies and Inclusive Policy.	15	CO2, CO3, CO4	K3, K4, K5
Pedagogy:	Lectures (traditional, problem-based, discussion-based, brainstorming)/ tutorials; assignment-based; seminars; cooperative learning; blended mode.			
Texts:	1. Chatterjee, Partha, and Pradeep Jeganathan., ed. <i>Subaltern Studies XI: Community, Gender and Violence</i> . London: Hurst & Company, 2000. 2. Guha, Ranajit, and Gayatri Chakravorty Spivak., ed. <i>Selected Subaltern Studies</i> . Delhi: Oxford University Press,			

	<p>1988.</p> <p>3. Guha, Ranajit. ed. <i>A Subaltern Studies Reader, 1986-1995</i>. Minneapolis: University of Minnesota Press, 1997.</p> <p>4. Guha, Ranajit. ed. <i>Subaltern Studies IV: Writings on South Asian History and Society</i>. New Delhi: Oxford Indian Press. 2023.</p> <p>5. Guha, Ranajit., ed. <i>Writings on South Asian History and Society, Subaltern Studies, Volume I</i>. New Delhi: Oxford University Press, 1982.</p>
<p>References/ Readings:</p>	<p>1. Dhanagare, D. N. <i>Peasant movements in India 1920-1950</i>. New Delhi: Oxford University Press, 1994.</p> <p>2. Ludden, David., ed. <i>Reading Subaltern Studies</i>. Delhi: Permanent Black, 2003.</p> <p>3. Menon, Nivedita. <i>Gender and Politics in India</i>. New Delhi: Oxford University Press, 1999.</p> <p>4. Mukherji, P. N., ed. <i>Methodology in Social Research: Dilemmas and Perspectives</i>. New Delhi: SAGE Publications, 2000.</p> <p>5. Panikkar, K. N. <i>Against lord and state: Religion and Peasant uprisings in Malabar, 1836-1921</i>. New Delhi: Oxford University Press. 1989.</p> <p>6. Prakash, Gyan. "Subaltern Studies as Postcolonial Criticism." <i>The American Historical Review</i> 99, no. 5 (December 1994): 1475–1490.</p> <p>7. Rege, Sharmila. <i>Writing Caste/Writing Gender: Narrating Dalit Women's Testimonios</i>. New Delhi: Zubaan, 2006.</p> <p>8. Sarkar, Sumit. "The Decline of the Subaltern in Subaltern Studies" <i>Writing Social History</i>. Delhi: Oxford University Press, 1997.</p> <p>9. Skaria, Ajay. <i>Hybrid Histories: Forests, frontiers, and Wildness in Western India</i>. Delhi: Oxford University Press, 1999.</p> <p>10. Sivaramakrishnan, K. <i>Modern forests: Statemaking and environmental change in colonial eastern India</i>. Stanford: Stanford University Press, 1999.</p>

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Title of the Course	Oral History
Course Code	HIS-6004
Number of Credits	04
Theory/Practical	Theory
Level	500
Effective from AY	2026-2027
New Course	No
Bridge Course/ Value added Course	No
Course for advanced learners	No

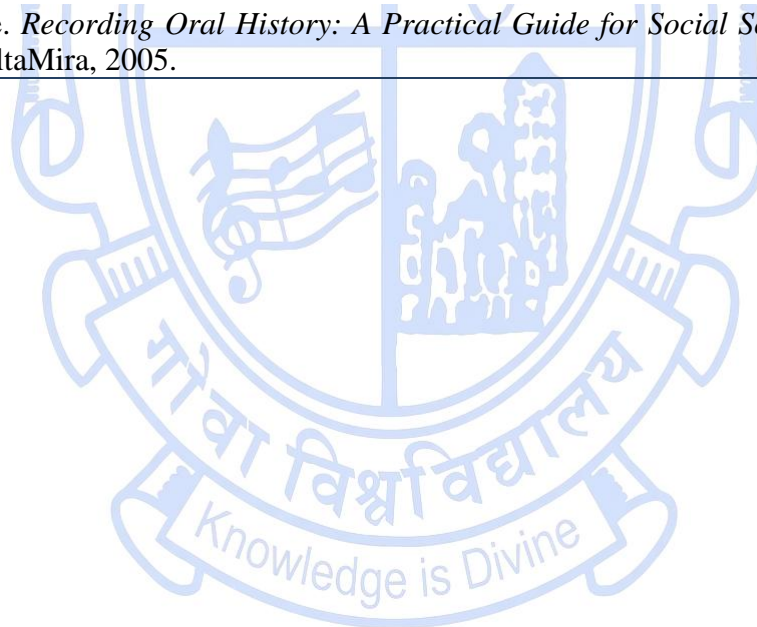
Pre-requisites for the Course:	<ol style="list-style-type: none"> 1. An avid interest to engage with oral history, conduct interviews, and undertake documentation of oral tradition in the field and its analysis. 2. Knowledge of history of Goa, and of the Konkani and Marathi languages is desirable. 	
Course Objectives:	<p>Oral History aims at:</p> <ol style="list-style-type: none"> 1. introducing the students to the meaning, scope and nature of oral history; 2. analysing the historiographical emergence and development of oral history; 3. reviewing oral tradition as history and oral history interviewing; 4. discussing the uses of oral history in a range of contexts; 5. developing practical skills in interviewing, recording, transcribing and preservation of oral history material; 6. addressing theoretical and methodological issues in doing oral history with special reference to the Goan context; and discussing the ethical considerations of oral history interviewing and archiving. 	
Course Outcomes:	Upon the successful completion of this course, the student will be able to:	Mapped to PSO:
	CO 1. Understand oral history as a method of historical research; its uniqueness and	PSO2 PSO4

	limitations;			
	CO 2. Obtain competency in interviewing, recording, transcribing, indexing, archiving, analysing oral history interviews;		PSO2 PSO3	
	CO 3. Obtain competency in documenting and analysing oral tradition as history;		PSO2, PSO3	
	CO 4. Learn about the importance of integrating oral history sources with other more traditional kinds of research and assess the reliability and validity of the same;		PSO3 PSO4	
	CO 5. Engage with ethical concerns, legal issues and creative opportunities of using oral histories as source material; and		PSO2	
	CO 6. Use oral sources in researching local history (with special reference to Goa) and history of women and the marginalised.		PSO3 PSO5 PSO6	
Content:		No. of hours	Mapped to CO	Cognitive Levels
Module 1:	1: What is Oral History? 1.1. Meaning, Scope and Uses of Oral History. Personal Testimony. Life History. Oral Tradition as History. 1.2. The History of Oral History. The Four Paradigm Transformations in Oral History. 1.3. Oral History as an Instructional Methodology. 1.4. Oral and Public History. 1.5. The Feminist Practice of Oral History. 1.6. Legal, Ethical and Archival Imperatives in doing Oral History.	15	CO1 CO5	K2 K4
Module 2:	2. Oral History Interviewing 2.1. Pre-interview Preparation and Research. 2.2. Conducting the Interview: Interviewing Tools, Techniques and Methods, Equipment and Technology. Skilled and Responsible Questioning. Interviewing in Cross-Cultural Settings. 2.3. After the Interview: Transcription, Editing, Processing, Archives. 2.4. Oral History in Print: Citing and Quoting.	15	CO3 CO6	K3 K4 K6

Module 3:	<p>3. Oral Tradition as History</p> <p>3.1. Oral Tradition as Process and Product.</p> <p>3.2. Forms of Oral Tradition. Performance, Tradition and Text. Oral Narratives. Myth and History.</p> <p>3.5. Oral Tradition as Evidence:</p> <ul style="list-style-type: none"> - From Observation to Permanent Record - Evidence of What? <p>3.6. Comparative approaches to Fieldwork - Oral History and Anthropology.</p> <p>3.7. Ethnohistory.</p>	20	CO2 CO4 CO5 CO6	K2 K4 K5
Module 4:	<p>4. Oral History Assessed</p> <p>4.1. Uniqueness and Limitations.</p> <p>4.2. Reliability and Validity.</p> <p>4.3. Memory and Remembering.</p> <p>4.4. From Memory to History - Using Oral Sources in Local Historical Research: The Case of Goa.</p>	10	CO4 CO6	K4 K5
Pedagogy:	Lecture method/flipped classroom/project-based learning/collaborative learning/ /experiential learning through fieldwork/participant-observation field work/visits to museums/student reflexivity.			
Texts:	<ol style="list-style-type: none"> 1. Dunaway, D.K. and W.K. Baum, eds. <i>Oral History: An Interdisciplinary Anthology</i>. 2nd Ed. London: Atlanta Press, 1996. 2. Perks, Robert and Alistair Thomson, eds. <i>The Oral History Reader</i>. 2nd Ed. New York: Routledge, 2006. 3. Ritchie, Donald A. <i>Doing Oral History A Practical Guide</i>. 2nd Ed. New York: Oxford University Press, 2003. 4. Thompson, Paul with Joanna Bornat. <i>The Voice of the Past. Oral History</i>. 4th Ed. Oxford: Oxford University Press, 2017. 5. Tonkin, Elizabeth. <i>Narrating Our Pasts. The Social Construction of Oral History</i>. Cambridge: Cambridge University Press, 1992. 6. Vansina, Jan, <i>Oral Tradition: A Study in Historical Methodology</i>. New Brunswick, NJ: Transaction Publishers, 2009. 			
Readings:	1. Appadurai, Arjun, Frank J. Korom and Margaret A. Mills, eds. <i>Gender, Genre and Power in South Asia: Expressive</i>			

- Traditions*. Philadelphia: University of Pennsylvania Press, 1991.
2. Armitage, S. H., P. Hart and K. Weatherman, eds. *Women's Oral History: The Frontiers Reader*. Lincoln, NB: University of Nebraska Press, 2002.
 3. Bhagwat, Durga. *An Outline of Indian Folklore*. Bombay: Popular Book Depot, 1958.
 4. Blackburn, Stuart and A.K. Ramanujan, eds. *Another Harmony: New Essays on the Folklore of India*, Berkeley: University of California Press, 1986.
 5. Claus, P.J. and F.J. Korom. *Folkloristics and Indian Folklore*. Udupi: RRC, 1991.
 6. Finnegan, Ruth H. *Oral Traditions and the Verbal Arts: A Guide to Research Practices*. London: Routledge, 1992.
 7. Frisch, M. *A Shared Authority: Essays on the Craft and Meaning of Oral and Public History*. Albany: State University of New York Press, 1990.
 8. Gluck, Sherna Berger and Daphne Patai, eds. *Women's Words: The Feminist Practice of Oral History*. New York: Routledge, 1991.
 9. Goody, Jack. *The Interface between Written and the Oral*. Cambridge: Cambridge University Press, 1987.
 10. Thomson, Alistair. "Four Paradigm Transformations in Oral History." *The Oral History Review* 34, no. 1 (Winter - Spring, 2007): 49-70.
 11. Yow, Valerie. *Recording Oral History: A Practical Guide for Social Scientists*. 2nd Ed. Lanham, MD: Rowman & Littlefield, AltaMira, 2005.

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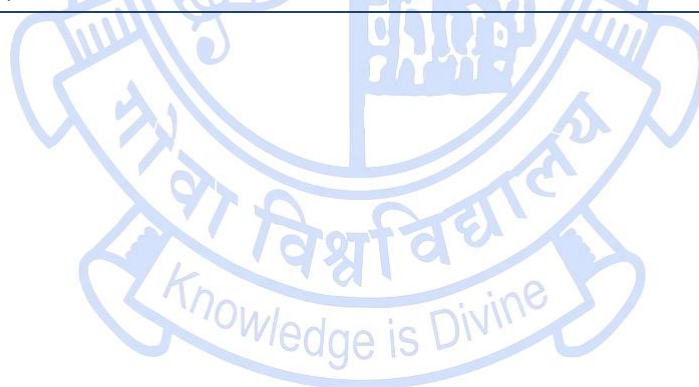
Title of the Course	Writing Ordinary Lives: New Perspectives in Historical Research
Course Code	HIS-6005
Number of Credits	04
Theory/Practical	4 Theory
Level	500
Effective from AY	2026-27
New Course	No
Bridge Course/ Value added Course	No
Course for advanced learners	Yes

Pre-requisites for the Course:	Nil	
Course Objectives:	This course introduces some of the challenging issues thrown up by the practice of researching and writing histories of ordinary lives. It considers historiographical issues and reflects on how approaches and methodologies shape history writing. Historiographical issues are also ethical and are predicated on the question of making ordinary lives visible in history. The course explores the ways of looking at the past by positioning ordinary lives as historical agents or actors.	
Course Outcomes:		Mapped to PSO
	CO 1. Assess the importance of the social history of archives.	PSO 1, PSO 2
	CO 2. Develop a historical perspective on using archives.	PSO 3
	CO 3. Acquire insights into new sources that were not recognised as historical evidence.	PSO 2, PSO 3
	CO 4. Identify different ways of engaging with the past and how histories were produced.	PSO 3, PSO 5
	CO 5. Recognise the significance of looking outside the archives.	PSO 4

	CO 6. Understand that every source implies multiple ways of reading.		PSO 3, PSO 6
Content:		No of hours	Mapped to CO Cognitive Level
Module 1:	<p>The Method of the Historian and Pasts</p> <p>1.1. Michel-Rolph Trouillot: Tracing silences. Michel de Certeau: Historiographical operation. Carlo Ginzburg: History, rhetoric, and proof.</p> <p>1.2. Paul Ricoeur: Memory, history, forgetting. Pierre Nora: Between memory and history. Ranajit Guha: Chandra's death.</p> <p>1.3. Research ethic: Right to research, research imagination, and moral voice.</p>	18	CO 2, CO 3, CO 6 K3, K4
Module 2:	<p>Social History of Archive</p> <p>2.1. B. S. Cohn: Colonialism and knowledge.</p> <p>2.2. Ann Laura Stoler: Along the Archival grain.</p> <p>2.3. Natalie Davis: Fiction and Archives. Antoinette Burton: Women and the Archive.</p>	14	CO 1, CO 2, CO 5, K2, K3
Module 3:	<p>Ethnography and Ethnohistory</p> <p>3.1. Anthropology, history, and ethnohistory.</p> <p>3.2. Kosambi and Fieldwork.</p> <p>3.3. Arjun Appadurai: Temple and Worship.</p>	14	CO 4, CO 6 K4, K5
Module 4:	<p>Arts of Resistance</p> <p>4.1. The concept of resistance.</p> <p>4.2. James C. Scott: Everyday forms of resistance.</p> <p>4.3. Veena Talwar Oldenburg: Lifestyle as resistance.</p>	14	CO 2, CO 3 K5, K6
Pedagogy:	Lectures (interactive, problem-based, discussion-based); tutorials; assignment-based; seminars; problem solving based discussions; flipped learning; cooperative learning; close reading of text; book/article review, written test, and self-study.		
Texts:	<p>1. Certeau, Michel de. <i>The Writing of History</i>. New York: Columbia University Press, 1988.</p> <p>2. Ginzburg, Carlo. <i>History, Rhetoric, and Proof</i>. Hanover and London: University Press of New England, 1999.</p>		

	<ol style="list-style-type: none"> 3. Gorman, Jonathan, “Historians and Their Duties.” <i>History and Theory</i> 43, no. 4 (2004):103-17. 4. Stoler, Ann Laura. <i>Along the Archival Grain: Epistemic Anxieties and Colonial Common Sense</i>. Princeton, N.J.: Princeton University Press, 2009. 5. Trouillot, Michel-Rolph. <i>Silencing the Past: Power and the Production of History</i>. Boston: Beacon Press 1995.
<p>References/ Readings:</p>	<ol style="list-style-type: none"> 1. Appadurai, Arjun. <i>Worship and Conflict Under Colonial Rule: A South Indian Case</i>. New York: Cambridge University Press, 1981. 2. Burton, Antoinette. <i>Dwelling in the Archive: Women Writing House, Home, and History in Late Colonial India</i>. New York: Oxford University Press, 2003. 3. Cohn, Bernard S. <i>Colonialism and Its Forms of Knowledge: British in India</i>. Princeton, N.J.: Princeton University Press, 1996. 4. Davis, Natalie. <i>Fiction in the Archives</i>. Stanford, CA: Stanford University Press, 1987. 5. Guha, Ranajit. “Chandra’s Death.” In <i>Subaltern Studies: Writings on South Asian History and Society</i>, Vol. 5, edited by Ranjit Guha, 135–65. New Delhi: Oxford University Press, 1987. 6. Kosambi, D. D. <i>Myth and Reality: Studies in the Formation of Indian Culture</i>. Bombay Popular Prakashan, 1962. 7. Nora, Pierre. “Between Memory and History: Les lieux de mémoire.” <i>Representations</i>, no. 26 (1989): 7–24. 8. Oldenburg, Veena Talwar. “Lifestyle as Resistance: The Case of the Courtesans of Lucknow, India.” <i>Feminist Studies</i> 16, no. 2 (1990): 259–287. 9. Ricoeur, Paul. <i>Memory, History, Forgetting</i>. Translated by Kathleen Blarney and David Pellauer. Chicago: University of Chicago Press, 2004. 10. Scott, James C. <i>Weapons of the Weak: Everyday Forms of Peasant Resistance</i>. New Haven and London: Yale University Press, 1985

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Discipline Specific Vocational Elective (DSVE) Courses

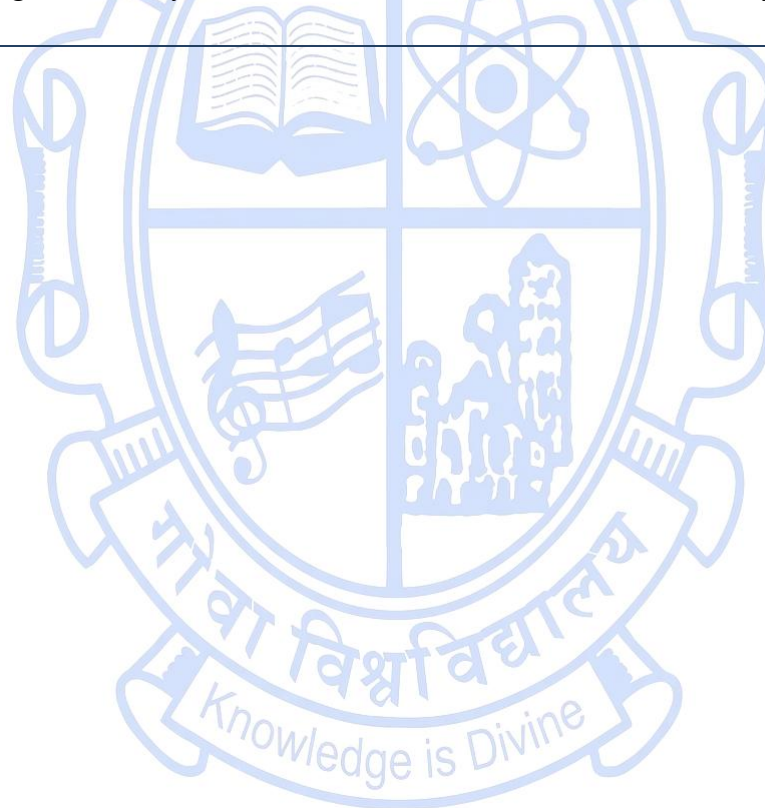
Title of the Course	History, Heritage and Tourism	
Course Code	HIS-6401	
Number of Credits	04	
Theory/Practical	Theory and Practical (2+2)	
Level	500	
Effective from AY	2026-27	
New Course	Yes	
Bridge Course/ Value added Course	No	
Course for advanced learners	No	
Pre-requisites for the Course:	Nil	
Course Objectives:	The course focuses on the complex relationship between history and the phenomenon of heritage tourism. Contemporary debates on theory and practice and multidisciplinary perspectives are introduced to understand what heritage tourism is and what it entails. In examining the cultural dimensions of heritage tourism, the course aims to provide critical insights into tourism and the relationship between the production and consumption of history, heritage, place, and identities. The course also deals with tourism products capitalised through interpretation and marketing strategies into heritage tourism products.	
Course Outcomes:	Upon the successful completion of this course, the student will be able to:	Mapped to PSO
	CO 1. Understand heritage tourism as a global social, economic and cultural phenomenon.	PSO 1

	CO 2. Obtain a critical understanding of the relationships between history, heritage and tourism.			PSO 2, PSO 4
	CO 3. Engage with sustainability challenges and cultural conflicts from the perspectives of both host societies and visitors.			PSO 1, PSO 5
	CO 4. Evaluate the role that tourism plays in the production and consumption of culture.			PSO 5
	CO 5. Obtain competency in designing and marketing heritage tourism products.			PSO 6
	CO 6. Use heritage resources as tourism products.			PSO 3
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	<p>What is Heritage Tourism?</p> <p>1.1. Definitions, Concepts and Characteristics. Development of modern tourism.</p> <p>1.2. Heritage values: Cultural; Educational and academic; Economic; Resource; Recreational; Aesthetic.</p> <p>1.3. Emerging trends in tourism: Sustainable tourism; Wellness tourism; Functional heritage; Religious tourism; Bleisure tourism; Creative tourism.</p>	15	CO 1, CO 2, CO 3	K3, K4
Module 2:	<p>Authenticity in heritage tourism</p> <p>2.1. Commodification of culture. Cultural displays.</p> <p>2.2. Consuming space and identities.</p> <p>2.3. Hosts and Guests</p>	15	CO 4, CO5,	K3, K4
Module 3:	<p>Practicals: Reuse and Staging of Heritage</p> <p><u>ANY THREE</u></p> <p>3.1. Site analysis: Undertake a site analysis of a heritage tourism site by evaluating its historical context, physical attributes, and existing tourism infrastructure.</p> <p>3.2. Product development in heritage tourism: Undertake analysis of handicraft/folk art/festival/historical event/museum.</p> <p>3.3. Documentation: Undertake documentation of heritage houses/religious site in a locality of your choice.</p>	30	CO 5, CO 6	K5, K6

	<p>3.4. Tourist perceptions and experience: Undertake a site analysis of a heritage tourism site based on Host-guest relations.</p> <p>3.5. Tourism and popular culture: Conduct critical analysis of a tourist village in Goa.</p>			
Module 4:	<p>Practicals: Marketing and management of Tourist Products</p> <p><u>ANY THREE</u></p> <p>4.1. Media: Contribute to a museum’s digital platforms by creating content for a virtual tour, social media, or a digital archive.</p> <p>4.2. Guidebooks: Create educational activity sheets, guidebooks, or workbooks for groups of visitors to a heritage site of your choice.</p> <p>4.3. Guided Tour: Develop and conduct guided tours, heritage trails or workshops for the public.</p> <p>4.4. Marketing and Heritage storytelling: Conduct website content analysis.</p> <p>4.5. Applying UNESCO’s Competency Framework for Cultural Heritage Management to Old Goa.</p>	30	CO 5, CO 6	K5, K6
Pedagogy:	Lecture method (interactive, problem-based, discussion-based); tutorials; assignment-based; seminars; problem solving based discussions; flipped learning; collaborative learning; close reading of text; experiential learning through fieldwork and practicals.			
Texts:	<ol style="list-style-type: none"> 1. Meethan, Kevin. <i>Tourism in Global Society: Place, Culture and Consumption</i>. New York: Palgrave, 2001. 2. Misiura, Shashi. <i>Heritage Marketing</i>. London: Routledge, 2006. 3. Park, Hyung yu. <i>Heritage tourism</i>. London: Routledge, 2014 4. Pedersen, Arthur. <i>Managing Tourism at World Heritage Sites: A Practical Manual for World Heritage Site Managers</i>. Paris: UNESCO World Heritage Centre, 2002. 5. Waterton, Emma and Steve Watson., ed. <i>The Palgrave Handbook of Contemporary Heritage Research</i>. New York: Palgrave Macmillan, 2015. 			
References/ Readings:	<ol style="list-style-type: none"> 1. Batala, Bardia, and Lisa Slevitch, “Keeping two balls in the air: The bleisure travel experience.” <i>Annals of Tourism Research</i> 5, no. 1 (2024): 1–10. 2. Bennett, T. <i>Pasts beyond memory: evolution museums colonialism</i>. London: Routledge, 2004. 3. Edensor, Tim. <i>Tourist at Taj: Performing and Meaning at a Symbolic Site</i>. London: Routledge, 1998. 4. Holloway, Chris and Claire Humphreys. <i>Business of Tourism</i>. 11th ed. London: Sage, 2020. 			

5. Kandolkar, Vishvesh. “Restoring Basilica of Bom Jesus, and the Role of Archaeological Survey of India.” *Economic and Political Weekly* (Engage) 55, no. 36 (2020): 1–10.
6. Lees-Maffei, Grace, and Rebecca Houze., eds. *Design and Heritage: The Construction of Identity and Belonging*. London: Routledge, 2022.
7. Loulanski, Tolina. “Revising the Concept for Cultural Heritage: The Argument for a Functional Approach.” *International Journal of Cultural Property* 13, no. 2 (2006): 207–233.
8. Lowenthal. David. *The Past is a Foreign Country: Revisited*. Cambridge, UK: Cambridge University Press, 2015.
9. Morgan, Nigel Annette Pritchard and Roger Pride, eds. *Destination Branding: Creating the Unique Destination Proposition*. Oxford: Butterworth-Heinemann, 2002.
10. Richards, Greg. “Creativity and tourism: The State of the Art.” *Annals of Tourism Research* 38, no. 4 (2011): 1225–1253.

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Title of the Course	Museology: Theory and Practice
Course Code	HIS-6402
Number of Credits	4 (2+2)
Theory/Practical	Theory and Practical
Level	500
Effective from AY	2026-2027
New Course	No
Bridge Course/ Value added Course	No
Course for advanced learners	No

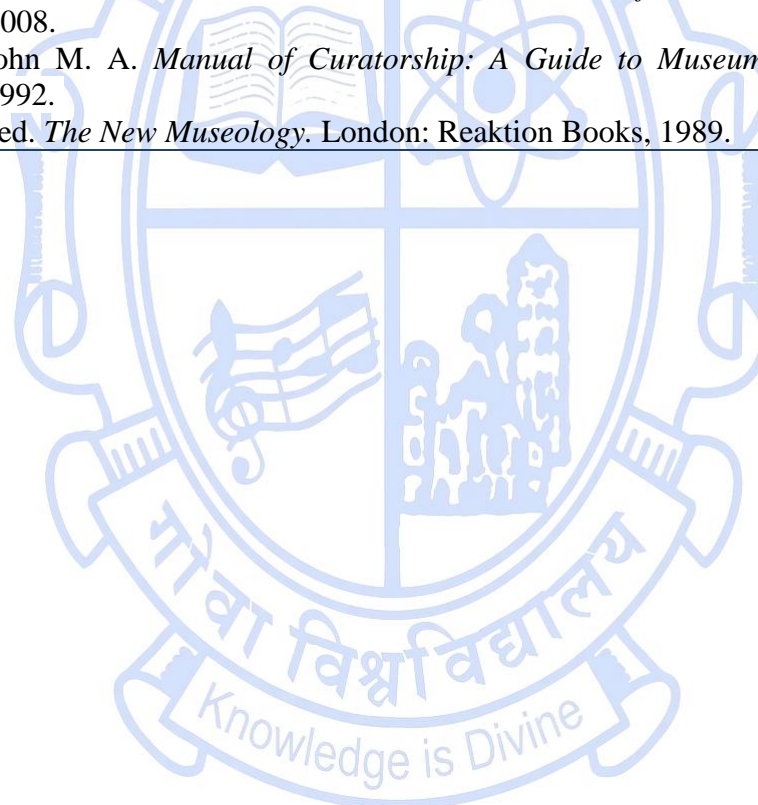
Pre-requisites for the Course:	An avid interest in heritage and museum studies and a willingness to engage with and undertake study visits to museums.	
Course Objectives:	<ol style="list-style-type: none"> 1. This course aims at providing the students with a basic understanding of the discipline of museology. 2. This course aims to examine museums in an interdisciplinary perspective and introduce the students to the history, typology and functions of museums as well as the basics of managing a museum. It seeks to introduce the learners to the roles and responsibilities of curator and basic concepts and methods of collection management and care, as well as documentation of museum objects. It also aims at introducing the students to museum skills and career opportunities in this field. 	
Course Outcomes:	Upon the successful completion of this course, the student would have:	Mapped to PSO:
	CO 1. Acquired knowledge of the various meanings and uses of the main museum concepts;	PSO 2
	CO 2. Studied the historical development of museums, nationally and globally;	PSO 1
	CO 3. Developed a critical understanding of current museum practices and attained the ability to apply academic knowledge to a critical analysis of museums and their collections;	PSO 3

	CO 4. Understood the roles and responsibilities of the curator and obtained competency in documentation of museum objects, carrying out an inventory and undertaking basic preventive conservation;			PSO2
	CO 5. Examined the role of museums in education and social action; and			PSO 3
	CO 6. Developed educational materials, conducted visitor research, guided tours and produced digital content and used social media for museum activities.			PSO 6
Content:		No. of hours	Mapped to CO	Cognitive Levels
Module 1:	1: Museum and Museology: 1.1.What is a Museum? Historical Developments in India, and Globally. 1.2.Types and Classification, Functions and Importance of museums. 1.3.What is Museology? Key concepts. Museography. 1.4.Recent Trends in Museum Studies. New Museology. 1.5.Reimagining Museums for the Future 1.6.Museum ethics. Legislation pertaining to museums. 1.7.Museum Careers.	15	CO1 CO2 CO3	K2 K3
Module 2:	2. Collections Management and Care; Museum Education and Outreach 2.1.Collections Policies and Procedures. Acquisition. Documentation. De-accessioning and disposal of museum objects. 2.2 Care and Conservation. 2.3. Museum curation. Roles and responsibilities of curator. 2.4. Museum Exhibition. 2.5. Museum collections and visitor engagement. 2.6. Museums and community: ideas, issues and challenges. 2.7. Museum architecture 2.8. Museum Management and administration	15	CO4 CO5 CO6	K2 K5
Module 3:	Practicals: Documentation, Inventory, Preventive conservation <u>ANY THREE</u>	30	CO3 CO4	K2 K3

	<p>3.1. Practical training in creating accession records, condition reports, and complete catalogue entries for museum objects.</p> <p>3.2. Conduct a physical inventory of a museum collection and documentation of select objects.</p> <p>3.3. Use basic tools and equipment to monitor and manage environmental factors like temperature, humidity, and light levels in a storage or exhibition space.</p> <p>3.4. Assist in a conservation lab to observe and aid in minor projects, understanding the procedures and ethics involved.</p> <p>3.5. Conduct critical analysis of different museums by studying their exhibitions, educational programs, and institutional effectiveness.</p>			K6
Module 4:	<p>Practicals: Museum Education, Outreach, and Management</p> <p>Develop educational materials, conduct visitor research, guided tours and produce digital content and use social media.</p> <p><u>ANY THREE</u></p> <p>4.1. Create educational activity sheets, guidebooks, or workbooks for specific school groups or family audiences.</p> <p>4.2. Assist with visitor surveys and evaluations to gauge the impact and effectiveness of exhibits.</p> <p>4.3. Develop and conduct guided tours, gallery talks, or workshops for the public.</p> <p>4.4. Contribute to a museum's digital platforms by creating content for a virtual tour, social media, or a digital archive.</p> <p>4.5. Conduct an in-depth case study analyzing a specific museum's administrative structure, collections, and management policies.</p>	30	CO5 CO6	K2 K3 K6
Pedagogy:	Lecture method/flipped classroom/project-based learning/collaborative learning/experiential learning through study visits to museums and practicals/student reflexivity.			
Texts:	<ol style="list-style-type: none"> 1. Ambrose, Timothy and Crispin Paine. <i>Museum Basics</i>. Abingdon, Oxon: Routledge, 2005 (reprint). 2. Boylan Patrick J., ed. <i>Running a Museum. A Practical Handbook</i>. Paris: ICOM, 2004. 3. Macdonald, Sharon, ed. <i>A Companion to Museum Studies</i>. Oxford: Blackwell, 2006. 4. Pearce, Susan M., ed. <i>Interpreting Objects and Collections</i>. London and New York: Routledge, 1994. 5. Alexander, Edward P. and Mary Alexander. <i>Museums in Motion: An Introduction to the History and Functions of</i> 			

	<i>Museums</i> . London: Altamira Press, 2008.
Readings:	<ol style="list-style-type: none"> 1. Crooke, Elizabeth. <i>Museums and Community Ideas, Issues and Challenges</i>. Abingdon, Oxon: Routledge, 2007. 2. Edson, Gary. <i>Museum Ethics Theory and Practice</i>. London: Routledge, 1997. 3. Genoways, Hugh H. and Mary Anne Andrei, eds. <i>Museum Origins: Readings in Early Museum History and Philosophy</i>. Walnut Creek, CA: Left Coast Press, 2008. 4. Hein, George E. <i>Learning in the Museum</i>. New York: Routledge, 1998. 5. Hooper-Greenhill, Elian, ed. <i>The Educational Role of the Museum</i>. London and New York: Routledge, 1999. 6. Lord, Barry. <i>The Manual of Museum Exhibitions</i>. AltaMira Press, 2001. 7. Moore, Kevin, ed. <i>Museum Management</i>. London and New York: Routledge, 1994. 8. Schlatter, N. Elizabeth. <i>Museum Careers: A Practical Guide for Novices and Students</i>. Walnut creek, CA: Left Coast Press, 2008. 9. Thompson, John M. A. <i>Manual of Curatorship: A Guide to Museum Practice</i>. Oxford, Boston: Butterworth-Heinemann, 1992. 10. Vergo, Peter, ed. <i>The New Museology</i>. London: Reaktion Books, 1989.

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Title of the Course	Heritage Monuments of Goa: Documentation, Preservation and Conservation
Course Code	HIS-6403
Number of Credits	2+2
Theory/Practical	Theory and Practical
Effective from AY	2026-27
New Course	Yes
Bridge Course/ Value added Course	No
Course for advanced learners	No

Pre-requisites for the Course:	Nil	
Course Objectives:	<ol style="list-style-type: none"> 1. Understand the concept, value, and historical significance of Goan heritage monuments. 2. Study the principles of preservation, conservation, restoration, and related legal frameworks. 3. Develop practical skills in heritage documentation, including photography, digital recording and GIS mapping. 4. Engage with communities and agencies to analyse and report on heritage management and tourism. 	
Course Outcomes:	The students completing this course will be able to:	Mapped to PSO
	CO 1. Understand the significance and classification of heritage monuments in Goa	PSO1
	CO 2. Acquire knowledge of preservation methods and legal protection of heritage monuments.	PSO2
	CO 3. Apply the various documentation techniques for heritage sites	PSO6
	CO 4. Analyse field data, community interactions, and agency practices and prepare appropriate documentation.	PSO3

Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	Concepts and Context 1.1 Heritage: Meaning and Value. Classification 1.2 Heritage Monuments: Main Features, Typology. Significance. 1.3 Historical Monuments: Pre and post-colonial	15	CO1, CO3	K2, K3, K4
Module 2:	Preservation and Protection 2.1 Preservation, Conservation, Restoration, Adaptive Reuse. 2.2 Role of A.S.I., Department of Archaeology, Government of Goa, NGOs. 2.3 Legislation: International, National and of the state of Goa. 2.4 Linkages with heritage tourism. 2.5 Heritage monuments-community interface.	15	CO2, CO4	K2, K3, K4
Module 3.	Practical Component – I 3.1 Adaptive reuse of heritage buildings as museums, educational institutions, boutique hotels. 3.2 Onsite Guiding. 3.3 Techniques of heritage documentation: Preparing Notes, Photography, Digital Recording (Audio and Video). 3.4 GIS mapping.	30	CO1, CO3	K3, K4
Module 4.	Practical Component – II 4.1 Report Writing: Observation Reports, Research Reports based on preservation, conservation, restoration. 4.2 Interviews for Heritage-Community Engagement. 4.3 Case Studies of protecting historical monuments by government bodies and NGOs.	30	CO2, CO4	K3, K4
Pedagogy:	Lectures/ tutorials/assignments/seminars			
Texts:	1. Barros Perreira, Akeru, and Gerald da Cunha. <i>Indo Portuguese Houses</i> . Porvorim: Architecture Autonomous, 2013.			

	<ol style="list-style-type: none"> 2. Goa, Daman and Diu. <i>The Goa, Daman and Diu Ancient Monuments and Archaeological Sites and Remains Act, 1978 (Act No. 1 of 1979)</i>. Panaji: Government Printing Press, 1979. 3. Lopes, Nuno. <i>Heritage of Defence in Goa from 1510 1660</i>. Saligao: Goa 1556 Publication, 2022. 4. Lourenco, Jose. <i>The Parish Churches of Goa</i>. Margao: Amazing Goa Publication, 2009. 5. Parab, Bhiva. <i>Glimpses of Goa's Cultural Heritage</i>. Panjim: Broadway Publishing House, 2013.
<p>References/ Readings:</p>	<ol style="list-style-type: none"> 1. Dhume, Anant. <i>The Cultural History of Goa from 10,000 B.C. to 1352 A.D.</i> Panjim: Broadway Book Centre, 2009. 2. Doshi, Saryu. ed. <i>Goa: Cultural Patterns</i>. Mumbai: Marg Publication, 1983. 3. Gune, V. T., ed. <i>The Gazetteer of Goa, Daman and Diu. Part. I-Goa</i>. Panaji: Department of Gazetteer, Govt. of Goa, Daman, Diu, 1979. 4. Kanekar, Amita. <i>Portuguese Sea Forts: Goa with Chaul, Korlai and Vasai</i>. Mumbai: Jaico Publishing House, 2016. 5. Lopez, Annabel. <i>Churches and Convents of Goa</i>. Mumbai: India Book House, 2002. . 6. Mitragotri, V. R. <i>Socio-Cultural History of Goa from Bhojas to Vijaynagara</i>. Panjim: Institute Menezes Braganza, 1999. 7. Noronha, Frederick. <i>Inside Goa</i>. Bangalore: Rupa & Co, 2008. 8. Nunes, Judilia. <i>The Monuments of Old Goa (A Glimpses into the Past and Present)</i>. New Delhi: Agam Kala Prakashan, 1979. 9. Pereira, Jose. <i>Churches of Goa</i>. New Delhi: Oxford University Press, 2002. 10. Pereira, Rui Gomes. <i>Goa: Temples and Deities</i>. Panjim: Printwell Press, 1978.

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SEMESTER IV

Generic Elective (GE) Courses

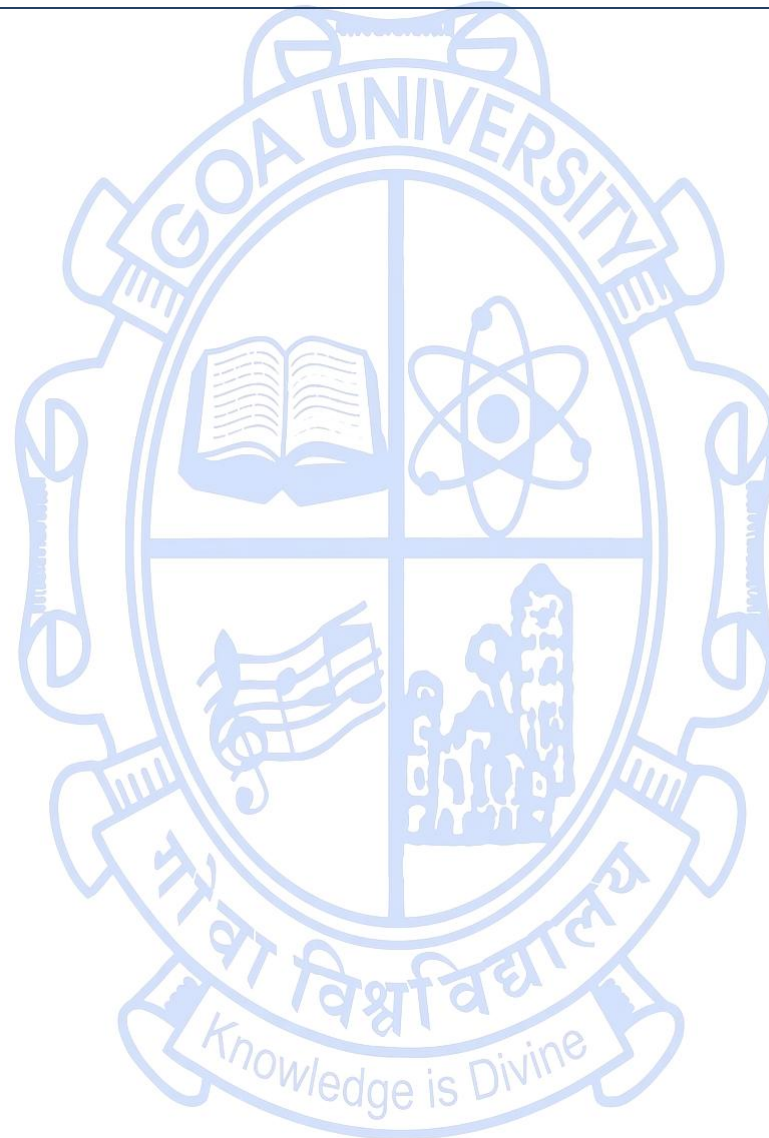
Title of the Course	Economic History of Medieval India	
Course Code	HIS-6201	
Number of Credits	04	
Theory/Practical	Theory	
Level	500	
Effective from AY	2026-27	
New Course:	No	
Bridge Course/ Value added Course:	No	
Course for advanced learners:	No	
Pre-requisites for the Course:	Nil	
Course Objectives:	It has the objective of introducing the students to the issues related to economic history of medieval India such as role of money, banking, money transfer (Hundi), role of traders (Indian and foreign) and nature of maritime trade.	
Course Outcomes:	The students completing this course will be able to:	Mapped to PSO
	CO1 Reflect on the role of trade and traders in the medieval Indian society	PSO1, PSO2
	CO2 Understand the business practices in medieval India	PSO1, PSO5
	CO3 Analyse the nature of the pre-modern economic growth.	PSO3, PS04

	CO4 Evaluate the changes in technology and its impact on the medieval Indian society.		PSO4, PSO5	
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	Inland and Maritime Trade: 1.1 Historiography of Asian Trade.	15	CO1, CO3	K1, K2 K1, K2
	1.2 Intra-Regional Trade. Seaborne and Coastal Trade. India and the Asian Trade		CO1, CO3	
Module 2:	Business Practices and Monetary History: 2.1 Administrative and legal structure – Delhi Sultanate, Mughals, Cholas and Vijayanagara. 2.2 Social and professional structure – Caste and Trade. 2.3 Market and monetary exchange 2.4 Monetary economy and currency circulation: Currency system of the Cholas, Delhi Sultanate, Vijayanagara, Mughals. 2.5 Credit practices and instruments: Money lending, Hundi. Risk sharing practices – Insurance.	15	CO1, CO3 CO1 CO1, CO2 CO1, CO2 CO1, CO2	K2, K4 K2, K4 K2, K4 K2, K4 K2, K4
Module 3:	Technology and Transportation: 3.1 Colonial and Nationalist perspectives on ancient Indian technology. 3.2 Agricultural, irrigational and industrial technology. 3.3 Land transportation and navigation. 3.4 Artillery, paper and printing, power and fuel, and metallurgy and chemistry. 3.5 Nature of technological change in India.	15	CO4 CO4 CO4 CO4 CO4	K1 K4, K5 K4, K5 K4, K5 K4, K5

Module 4:	Eighteenth Century Indian History: 4.1 Eighteenth century: salient features. 4.2 The Eighteenth-century Debate – continuity or change? 4.3 The process of regionalization. 4.4 The Economy of Eighteenth Century: Trade and Industry. 4.5 Urbanization in Eighteenth Century.	15	CO3 CO3 CO3 CO3, CO4 CO3	K4, K5 K4, K5 K4, K5 K4, K5 K4, K5
Pedagogy:	Lectures/Tutorials/Assignments/Field visits/flipped classroom			
Texts:	<ol style="list-style-type: none"> 1. Alavi, S, ed. <i>The Eighteenth Century in India</i>. Delhi: Oxford University Press, 2002. 2. Gupta, A. D, and M. N. Pearson, ed. <i>India and the Indian Ocean 1500-1800</i>. Delhi: Oxford University Press, 1987. 3. Marshall, P. J., ed. <i>The Eighteenth Century in Indian History, Evolution or Revolution</i>. Delhi: Oxford University Press, 2003. 4. Rayachaudhuri, T, and I. Habib., ed. <i>The Cambridge Economic History of India c. 1200-c. 1750</i>, Vol. I. Cambridge: Cambridge University Press, 1982. 			
References/ Readings:	<ol style="list-style-type: none"> 1. Deloche, J. <i>Transport and Communication in India</i>, Volume 1, Land Transport. Delhi: Oxford University Press, 1993. 2. Habib, I. “Usury in Medieval India.” <i>Comparative Studies in Society and History</i> 6 (1964): 393-419. 3. Habib, I. “Technology and Barriers to Social Change in Mughal India.” <i>Indian Historical Review</i> 5, nos. 1-2 (1978-79): 152-174 4. Habib, I. “Changes in Technology in Medieval India.” <i>Studies in History</i> 2 no. 1(1980): 15-39 5. Haider, N. “International Trade in Precious Metals and Monetary Systems of Medieval India: 1200-1500.” <i>Proceedings of the Indian History Congress</i>, 59th Session, Patiala (1998): 237-254. 6. Prakash, O. <i>European Commercial Enterprise in Pre-Colonial India</i>. Cambridge: Cambridge University Press, 1998 7. Richards, J. F., ed. <i>The Imperial Monetary System of Mughal India</i>. Delhi: Oxford University Press, 1987. 8. Singh, A. K., <i>Modern World System and Indian ProtoIndustrialization: Bengal 1650-1800</i>. New Delhi: Northern Book Centre, 2006. 9. Subrahmanyam, S., ed. <i>Money and Market in India 1100-1700</i>. Delhi: Oxford University Press, 1994. 			

10. Qaisar, A. J. "The Role of Brokers in Medieval India." *Indian Historical Review* 1, no. 2 (1974): 220-246.

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Title of the Course	Archaeology: Principles and Methods
Course Code	HIS-6202
Number of Credits	04
Theory/Practical	4 Theory
Level	500
Effective from AY	2026-27
New Course	No
Bridge Course/ Value added Course	No
Course for advanced learners	No

Pre-requisites for the Course:	Nil		
Course Objectives:	This course introduces the students to key concepts and approaches in archaeology, highlighting their applications in interpreting the human past. The definition, aims and scope of archaeology and its development as a discipline is introduced to the students. Legislation related to archaeology and the role of archaeology in heritage management is also discussed in this course.		
Course Outcomes:	The students completing this course will be able to:	Mapped to PSO	
	CO 5. Acquire an understanding of archaeology	PSO1, PSO2	
	CO 6. analyse the theories and approaches concerning archaeology	PSO2, PSO3	
	CO 7. apply theories and concepts of archaeology in actual research situations.	PSO2, PSO4, PSO6	
	CO 8. Understand the legislations pertaining to archaeology in India.	PSO4, PSO6	
Content:		No of Mapped	Cognitive

		hours	to CO	Level
Module 1:	<p>Introduction to Archaeology</p> <p>1.1 Archaeology as the study of the past: Definition, Aims, Scope and Methods.</p> <p>1.2 Relationship with History and Anthropology.</p> <p>1.3 Developments in Archaeology in colonial period.</p> <p>1.5 Archaeology in Post-Independence India.</p>	15	CO1, CO4	K2
Module 2:	<p>Archaeological Methods and theories</p> <p>General methods of archaeological field work</p> <p>2.1 Methods of data retrieval: Exploration and Excavations.</p> <p>2.2 Field discoveries: Traditional methods of explorations and site discoveries using textual sources, chance discoveries, map and satellite image studies and village to village surveys.</p> <p>2.3 Dating in Archaeology: Chronology and dating methods; Relative and absolute dating methods.</p> <p>2.4 Importance of excavated remains for historical reconstruction.</p> <p>2.5 Sources used in the study of Archaeology.</p> <p>2.6 Key Archaeological Findings and their significance.</p> <p>Theories in Archaeology:</p> <p>2.7 Antiquarian period to Traditional Archaeology.</p> <p>2.8 New Archaeology, Processual Archaeology.</p> <p>2.9 Post-Processual Archaeology.</p>	15	CO1, CO2, CO3	K2, K3, K4
Module 3:	<p>Archaeology of Goa</p> <p>3.1 Prehistoric past.</p> <p>3.2 Sources of Archaeological remains for the study of past: Rock art, Rock-cut excavations, Sculptural remains, Architecture, Epigraphic and Numismatic evidences.</p> <p>3.3 Underwater Archaeology.</p>	15	CO1	K5
Module 4:	<p>Cultural resource management and public archaeology</p> <p>4.1 Cultural Heritage, Monuments and Archaeological Legislations: Indian Treasure Trove Act 1878.</p>	15	CO3, CO4	K2, K3

	<p>Ancient Monuments and Archaeological Sites and Remains Act, 1958, and Rules, 1959 and Amendment, 2010. Antiquities and Art Treasures Act, 1972, and Rules, 1973. Goa, Daman and Diu Ancient Monuments and Archaeological Sites and Remains Act, 1978.</p> <p>4.2 Role of Archaeological Survey of India.</p> <p>4.3 Public Archaeology.</p>			
Pedagogy:	Lectures/ tutorials/ field work and visits/assignments.			
Texts	<ol style="list-style-type: none"> 1. Crawford, O. G. S. <i>Archaeology in the Field</i>. London: Phoenix, 1953. 2. Dhavalikar, M. K. <i>Historical Archaeology of India</i>. New Delhi: Books and Books, 1999. 3. Fagan, B. <i>In the beginning: An Introduction to Archaeology</i>. Glenview: Scott, Foresman and company, 1988. 4. Renfrew, Colin, and Paul Bahn. <i>Archaeological: Theories and Methods and Practice</i>. London: Thames and Hudson, 2006. 5. Mitragotri, V. R. <i>A Socio-Cultural History of Goa from the Bhojas to the Vijayanagara</i>. Panaji: Institute Menezes Braganza, 1999. 			
References/ Readings:	<ol style="list-style-type: none"> 1. Agrawal, D. P. <i>The Archaeology of India</i>. London: Curzon Press, 1982. 2. Bahn, P, and C. Renfrew. <i>Archaeology: Theory, Method and Practices</i>. London: Thames and Hudson, 2012. 3. Binford, L. R. <i>An Archaeological Perspective</i>. New York: Seminar Press, 1972. 4. Chakrabarti, D. K. <i>A History of Indian Archaeology: From the Beginning to 1947</i>. New Delhi: Munshiram Manoharlal, 1988. 5. Childe V. G. <i>A Short Introduction to Archaeology</i>. London: Fredrick Muller Ltd., 1956. 6. Dhavalikar, M. K. <i>Historical Archaeology of India</i>. New Delhi: Books and Books, 1999. 7. Flannery, K. V, and J. Marcus. "Cognitive Archaeology." In <i>Reader in Archaeological Theory: Post-Processual and Cognitive Approaches</i>, edited by D. Whitley. London: Routledge, 1998. 8. Ghosh, A. <i>An Encyclopedia of Indian Archaeology</i>. New Delhi: Munshiram Manoharlal, 1989. 9. Mitragotri, V. R. <i>A Socio-Cultural History of Goa from the Bhojas to the Vijayanagara</i>. Panaji: Institute Menezes Braganza, 1999. 10. Renfrew, Colin, and Paul Bahn. <i>Archaeological: Theories and Methods and Practice</i>. London: Thames and Hudson, 2006. 			

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Title of the Course	History of Modern Europe (1789–1991)
Course Code	HIS-6203
Number of Credits	04
Theory/Practical	Theory
Level	500
Effective from AY	2026-27
New Course	No
Bridge Course/ Value added Course	No
Course for advanced learners	No

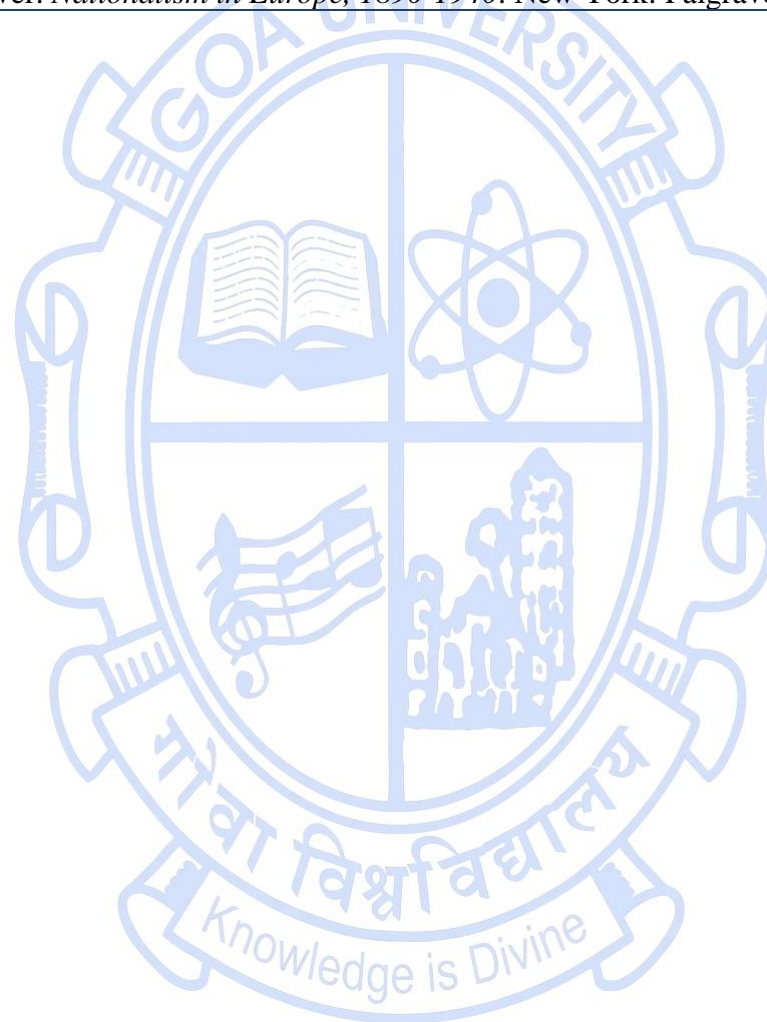
Pre-requisites for the Course:	Nil	
Course Objectives:	<ol style="list-style-type: none"> 1. The course provides critical overview of political and economic history of Europe. 2. It enables students to contextualise various ideas such as liberty, equality, democracy, popular sovereignty, nationalism. 3. The course aims to evaluate the question of change and continuity in modern European history. 4. It offers to highlight major historical events and examine their consequences and impact. 	
Course Outcomes:	The completion of this course will enable students to:	Mapped to PSO
	CO 1. Gain basic understanding of the modern European history.	PSO1, PSO3, PSO 4
	CO 2. Analyse key historical events and historical processes which shaped modern Europe and assess its impact.	PSO1, PSO2, PSO 3.
	CO 3. Understand and examine the evolution of modern ideas and thoughts that influenced	PSO1, PSO3, PSO 4,

	Europe, such as revolution, popular sovereignty, constitutionalism, republicanism, conservatism, liberalism, nationalism, socialism, and communism.		PSO6.	
	CO 4. Evaluate political transitions from aristocracy to democracy, fall of empires to establishment of nations, political liberalism to totalitarian dictatorship.		PSO3, PSO 4, PSO 6.	
	CO 5. Examine development of capitalism and industrialisation that transformed economy of Europe.		PSO1 PSO 3, PSO 6.	
	CO 6. Assess the working of the League of Nations and the United Nations Organisation to maintain peace and balance of power.		PSO1, PSO3, PSO4.	
	Content:	No of hours	Mapped to CO	Cognitive Level
Module 1:	Empire, French Revolution, Experience and Impact: 1.1. <i>Ancien Régime</i> and the crisis, intellectual currents, new ideas and emergence of modern political culture. 1.2. Main events: Rise of Napoleon Bonaparte, Napoleonic France and Universal Empire. 1.3. Congress of Vienna—conservatism and its impact. 1.4. Era of Metternich and Concert of Europe. 1.5. Revolutions of 1830 and 1848.	16	CO1, CO2, CO 3, CO 4.	K 2, K4, K5.
Module 2:	Industrialization, Liberalism and Nationalism: 2.1. The Industrial Revolution in Britain, France and Germany. 2.2. Socialist Industrialization. 2.3. Liberalism and Democracy in Britain. 2.4. Rise of Nationalism and Nation States. 2.5. Unification of Italy and Germany.	12	CO1, CO2, CO3, CO5	K4, K5.
Module 3:	Europe and World War I: 3.1. Bismarck and Germany, system of alliances and diplomacy.	15	CO1, CO2, CO3,	K2, K 4.

	<p>3.2. Eastern Question.</p> <p>3.3. Scramble for Colonization and Mechanism for Imperialism in Africa. 3.4. World War I.</p> <p>3.5. Russian Revolution.</p> <p>3.6. League of Nations.</p> <p>3.7. Great Depression.</p>		CO6	
Module 4:	<p>World War II and Its Impact:</p> <p>4.1. Rise of Totalitarianism: Fascism and Dictatorship of Benito Mussolini in Italy.</p> <p>4.2. Nazism and the rise of Hitler, Weimer Germany.</p> <p>4.4. Spanish Civil War and Spain under General Franco,</p> <p>4.5. Portugal and dictatorship of Salazar.</p> <p>4.6. World War II, United Nations Organisation.</p> <p>4.7. Cold War, its impact and Global ramifications.</p> <p>4.8. Collapse of USSR.</p>	17	CO1, CO3, CO4, CO6	K2, K4, K5.
Pedagogy:	Lectures/tutorials/ cooperative learning/ classroom discussions/ reading texts and articles.			
Texts:	<p>1. Furet, Francois. <i>Interpreting the French Revolution</i>. Cambridge: Cambridge University Press, 1981.</p> <p>2. Hobsbawn, E.J. <i>Nation and Nationalism since 1780: Programme, Myth and Reality</i>. Cambridge: Cambridge University press, 1990</p> <p>3. ———. <i>The Age of Extremes: A History of the World, 1914-1991</i>. New York: Vintage, 1994.</p> <p>4. Lefebvre, George. <i>Coming of the French Revolution</i>, Princeton: Princeton University Press, 1989.</p>			
References/ Readings:	<p>1. Allen Robert C. <i>The British Industrial Revolution in Global Perspective</i>, USA: Penguin, 2006.</p> <p>2. Alexandro, V. A, <i>Contemporary World History 1917-1950</i>. Moscow: Progress Publishers, 1986.</p> <p>3. Carr, E. H. <i>The Twenty Years Crisis, 1919-1939</i>. London: Macmillan, 1965</p> <p>4. Hobsbawn, E.J. <i>The Age of Empire 1875-1914</i>. New York: Pantheon Books, 1987</p> <p>5. Finney, Patrick. <i>Remembering the Road to World War II</i>. New York: Rutledge, 2011.</p> <p>6. Fitzpatrick, Sheila. <i>The Russian Revolution</i>. New York: Oxford University Press, 2008</p>			

7. Keegan, John. *The Second World War*. New York: Penguin, 1990.
8. Leffier, Melyn. *Origins of the Cold war: An International History*. London: Rutledge 1994.
9. Phillips, Steve. *Lenin and the Russian Revolution*. Oxford: Oxford Heinemann Educational Publisher, 2000.
10. Zimmer, Oliver. *Nationalism in Europe, 1890-1940*. New York: Palgrave Macmillan, 2003.

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Title of the Course	A History of the Indian Diaspora
Course Code	HIS-6204
Number of Credits	04
Theory/Practical	Theory
Level	500
Effective from AY	2026-27
New Course:	No
Bridge Course/ Value added Course	No
Course for advanced learners	No

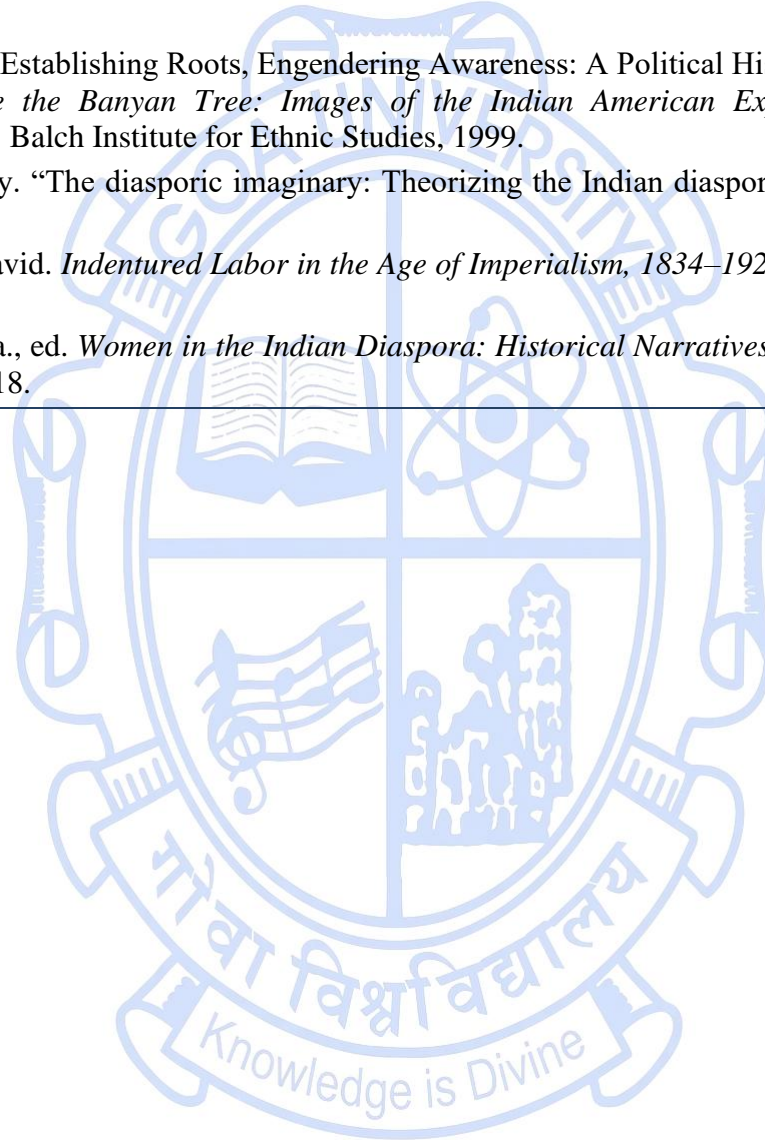
Pre-requisites for the Course	Nil	
Course Objectives:	<ol style="list-style-type: none"> 1. To read and discuss some of the most current scholarship on diasporas, in general, and the South Asian diaspora, in particular, and to vigorously engage with these texts, theories, and debates through classroom discussion. 2. To trace the genesis of the Indian diaspora, identify the stages of migration and the categories of the Indian diaspora. 3. To discuss the status and activities of the diasporic communities in the host country and their interface with India. 4. To analyse the origins, phases, ties and impact of the Goan diaspora. 	
Course Outcomes:	Those students who complete this course will be able to:	Mapped to PSO
	CO 1. Understand and analyse the development of the meaning and scope of diaspora studies over the period of time.	PSO1, PSO4, PSO5
	CO 2. Evaluate the process of migration and settlement of Indians abroad and the role of organised associations and ethnicity in maintaining the Indian identity among the diaspora.	PSO3, PSO4, PSO5

	CO 3. Assess the genesis, phases, spread and impact of the Goan diaspora.		PSO3, PSO4, PSO5
	CO 4. Apply the concepts to undertake research by using diaspora studies.		PSO2, PSO3, PSO4, PSO5
Content:		No of hours	Mapped to CO
Module 1:	<p>Diaspora: Meaning and Scope</p> <p>1.1 Evolution of the concept, Features and Typologies. Migration, Diaspora and Transnationalism: Concepts, Theories and Methods. Four phases of Diaspora Studies.</p> <p>1.2 Maintaining Connections: Resistance and Accommodation. Diasporic Subjectivity: of loss, memory, being, and becoming. Politics of Belonging. Migration and Development.</p> <p>1.3 The Role of Diasporas in International Politics.</p> <p>1.4 Diasporas, Media, and Culture. Mobility, Connectivity and Communication in a Globalised World.</p>	15	CO1, C04 K2, K4
Module 2:	<p>Histories and Trajectories of the Indian Diaspora</p> <p>2.1 Classical: Early Indian Migration. Ceylon. Southeast Asia. Central Asia. East Africa.</p> <p>2.2 Colonial: Emigration to British plantation colonies. The Indentured system: “A New System of Slavery.”</p> <p>2.3 Indian Diasporic Communities and the Struggle for Freedom in the Homeland and the Host Country.</p> <p>2.4 Since Independence: Migration to the West, the Persian Gulf region, Australia-New Zealand.</p>	20	CO2 K2, K4
Module 3:	<p>Indian Diaspora, the Host Society and the Homeland</p> <p>3.1 Categories and Geographies of the Indian Diaspora. In the Host Society: Representation and Identity. Cultural Dynamics.</p>	12	CO2, C04 K2, K4

	<p>3.2 Political Interventionism and Diaspora Activism. India's Policy towards the Diaspora: Connections. Collaboration.</p> <p>3.3 Indian Diaspora as an Agent of Development, and as a Strategic Asset.</p> <p>3.4 Women in the Indian Diaspora: Historical Narratives and Contemporary Challenges.</p>			
Module 4:	<p>Goan Diaspora</p> <p>4.1 Genesis. Phases.</p> <p>4.2 Geographies of the Goan Diaspora.</p> <p>4.3 Diasporic linkages, networks and transnational identities.</p> <p>4.4 Socio-economic, Cultural and Political contributions.</p>	13	CO3	K2, K4
Pedagogy:	Lectures (traditional, problem-based, discussion-based, brainstorming, classroom activities); tutorials; assignment-based; seminars; cooperative learning; blended mode.			
Texts:	<ol style="list-style-type: none"> 1. EBAuböck, Rainer, and Thomas Faist, eds. <i>Diaspora and Transnationalism: Concepts, Theories and Methods</i>. Amsterdam: Amsterdam University Press, 2010. 2. Cohen, Robin. <i>Global Diasporas. An Introduction</i>. 2nd ed. London and New York: Routledge, 2008. 3. Gautam, M. K. <i>Indian Diaspora: Ethnicity and Diasporic Identity</i>. CARIM-India RR 2013/29. Leiden: European University Institute, 2013. 4. Hegde, Radha S., and Ajaya K. Sahoo, eds. <i>Routledge Handbook of the Indian Diaspora</i>. London: Routledge, 2017. 5. Vertovec, Steven, and Robin Cohen, eds. <i>Migration, Diasporas and Transnationalism</i>. Cheltenham: Edward Elgar, 1999. 			
References/ Readings:	<ol style="list-style-type: none"> 1. Hassankhan, Maurits S., Lomarsh Roopnarine, and Hans Ramsoedh, eds. <i>The Legacy of Indian Indenture: Historical and Contemporary Aspects of Migration and Diaspora</i>. London: Routledge, 2016. 2. Hussain, Asaf. "The Indian Diaspora in Britain: Political Interventionism and Diaspora Activism." <i>Asian Affairs</i> 32, no. 3 (2005): 189-208. 3. <i>Interdisciplinary Journal of Portuguese Diaspora Studies</i>. Vol. 7 (2018) Special Issue: Goans on the Move. 4. Kapur, Devesh. "Indian Diaspora as a Strategic Asset." <i>Economic and Political Weekly</i> 38, no. 5 (2003): 445-48. 5. Jayaram, N., ed. <i>The Indian Diaspora: Dynamics of Migration</i>. New Delhi: Sage Publications, 2004. 			

6. Jayaram, N., ed. *Diversities in the Indian Diaspora: Nature, Implications, Responses*. Oxford: Oxford University Press, 2011.
7. Lal, Vinay. "Establishing Roots, Engendering Awareness: A Political History of Asian Indians in the United States." In *Live Like the Banyan Tree: Images of the Indian American Experience*, edited by Leela Prasad, 42-48. Philadelphia: Balch Institute for Ethnic Studies, 1999.
8. Mishra, Vijay. "The diasporic imaginary: Theorizing the Indian diaspora." *Textual Practice* 10, no. 3 (1996): 421-447.
9. Northrup, David. *Indentured Labor in the Age of Imperialism, 1834–1922*. Cambridge: Cambridge University Press, 1995.
10. Pande, Amba., ed. *Women in the Indian Diaspora: Historical Narratives and Contemporary Challenges*. Singapore: Springer, 2018.

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Title of the Course	Women in Indian Religions
Course Code	HIS-6205
Number of Credits	04
Theory/Practical	Theory
Level	500
Effective from AY	2026-27
New Course	No
Bridge Course/ Value added Course	No
Course for advanced learners	No

Pre-requisites for the Course:	Nil	
Course Objectives:	<ol style="list-style-type: none"> 1. To understand the portrayal of women in various Indian religions. 2. To analyse the position of women in various Indian religions from ancient times to the contemporary period. 3. To develop a perspective about different reform movements meant to enhance the position of Indian women in their religions. 	
Course Outcomes:	Those students who complete this course will be able to:	Mapped to PSO
	CO 1. Understand the development of the status of women in Indian religions.	PSO3, PSO5
	CO 2. Evaluate the major patterns of worship and ascetic traditions in various Indian religions and develop a perspective on the position of women.	PSO1, PSO3, PSO5
	CO 3. Analyse the various movements in the religious history of India pertaining to the upliftment of women.	PSO3, PSO5

	CO 4. Evaluate and develop a perspective on the position of Indian women in religion in contemporary period.		PSO1, PSO5
Content:		No of hours	Mapped to CO Cognitive Level
Module 1:	Introduction 1.1 Need to study women's history 1.2 Historiography 1.3 Sources: Archaeological, Oral, Literary	10	CO1, CO2, CO4 K2, K4
Module 2:	Religious Traditions, Worship 2.1 Status and Role in Sacred texts of Hinduism, Buddhism, Jainism, Zoroastrianism, Islam, Christianity, and Sikhism. 2.2 Cult of Mother Goddess, Devi and her many forms, Myths and Legends 2.3 Bhikkhuni, Jain Sadhvi, Sanyasini 2.4 The Third Gender	20	CO1, CO2, CO4 K2, K4, K5
Module 3:	Socio-Economic Status 3.1 Education, Concept of Impurity, Priesthood, Childhood, Marriage, Motherhood, Sati, and Widowhood 3.2 Economic Status	10	CO1, CO2, CO4 K2, K4, K5
Module 4:	Reforms and Law 4.1 Bhakti Movement 4.2 Socio-Religious Reform Movements 4.3 Women's Role in Indian National Movement, <i>Bharat Mata</i> 4.4 Personal Laws and their religious background, Shah Bano 4.5 Recent Developments– Sabarimala, Shani Shingnapur, Haji Ali	20	CO1, CO2, CO3, CO4 K2, K4, K5
Pedagogy:	Lectures (traditional, problem-based, discussion-based, brainstorming); tutorials; assignment-based; seminars; cooperative learning; blended mode.		

Texts:	<ol style="list-style-type: none"> 1. Ahmed, Leila. <i>Women and Gender in Islam: Historical Roots of a Modern Debates</i>. New Haven: Yale University Press, 2021. 2. Mani, Lata. <i>Contentious Traditions: The Debate on Sati in Colonial India</i>. Berkley: University of California Press, 1998. 3. Moore, Rebecca. <i>Women in Christian Traditions</i>. New York: New York University Press, 2015. 4. Paul, Diana Y., <i>Women in Buddhism: Images of the Feminine in the Mahayana Tradition</i>. Berkley: University of California Press, 1985. 5. Pintchman, T., and R. Sherma. <i>Woman and Goddess in Hinduism: Reinterpretations and Re Envisionings</i>. New York: Palgrave Macmillan, 2011.
References/ Readings:	<ol style="list-style-type: none"> 1. Barlas, Asma. <i>Believing Women in Islam: Unreading Patriarchal Interpretations of the Qur'an</i>. Austin: University of Texas Press, 2019. 2. Chakravarti, Uma. <i>Gendering Caste Through a Feminist Lens</i>. Calcutta: Stree, 2003. 3. Chakravarti, Uma. <i>The social dimensions of early Buddhism</i>. New Delhi: Munshiram Manoharlal Publishers, 2015. 4. Hinchy, Jessica. <i>Governing Gender and Sexuality in Colonial India: The Hijra, C.1850-1900</i>. United Kingdom: Cambridge University Press, 2020. 5. Jha, Meenakshi. <i>Subaltern Saints in India: Women and Sudras in Bhakti Movement</i>. Delhi: Motilal Banarsidass, 2022. 6. Singh, Vijaya Laxmi. <i>Women and Gender in Ancient India A Study of Texts and Inscriptions</i>. New Delhi: Aryan Books International, 2015. 7. Sinha, S. N., and N. K. Basu. <i>Women in Ancient India: Vedas to Vatsyayana</i>. Delhi: Khama Publishers, 2002. 8. Sarkar, Sumit, and Tanika Sarkar., ed. <i>Women and Social Reform in Modern India: A Reader</i>. Bloomington: Indiana University Press, 2008. 9. Vidyasagar, Ishvarchandra. <i>Marriage of Hindu Widows</i>. Calcutta: The Sanskrit Press, 1864. <p>Wilhelm, Amara Das. <i>Tritiya-Prakriti: People of the Third Sex: Understanding Homosexuality, Transgender Identity and Intersex Conditions Through Hinduism</i>. Philadelphia: Xlibris, 2010.</p>

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Title of the Course	India Since Independence (1947-2000)
Course Code	HIS-6206
Number of Credits	04
Theory/Practical	Theory
Level	500
Effective from AY	2026-27
New Course	No
Bridge Course/ Value added Course	No
Course for advanced learners	No

Pre-requisites for the Course:	Nil	
Course Objectives:	<ol style="list-style-type: none"> 1. Highlight India's challenges at independence, including partition, integration of princely states. 2. Understand the establishment of the Republic, Constitution, state reorganization, and early foreign policy. 3. Analyze political consolidation, leadership changes, socio-economic reforms, and regional dynamics (1964–1984). 4. Evaluate India's modern policies, globalization, social movements, and international relations from the 1980s onwards. 	
Course Outcomes:	The students completing this course will be able to:	Mapped to PSO
	CO 1: Understand the issues and challenges faced by India at independence.	PSO1
	CO 2: Analyze the Constitution, electoral processes, and early foreign policy of India.	PSO3
	CO 3: Examine political and socio-economic developments from 1964 to 1984.	PSO5

	CO 4: Assess India's modernization, policy reforms, and global engagements since the 1980s.	PSO6		
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	Issues and Problems at Independence 1.1 Partition and its aftermath. 1.2 Integration of Princely States. 1.3 Liberation of Portuguese and French Possessions in India.	10	CO1, CO2	K2, K3, K4
Module 2:	Establishment of Republic and Shaping of Foreign Policy 2.1 Framing of Constitution. Main Features – Duties and Rights – Directive Principles of State Policy – Centre-State Relations. 2.2 Linguistic Reorganisation of States. 2.3 Electoral processes and the Indian Republic. 2.4 Five Year Plans. 2.5 Foreign Policy (1952-1963).	20	CO2, CO3	K3, K4, K5
Module 3:	Political Consolidation and Challenges (1964-1984) 3.1 Political developments and contributions after 1963-1975. 3.2 Green Revolution. 3.3 Emergency Phase. 3.4 Rise of Regional Parties.	10	CO3, CO4	K3, K4, K5
Module 4:	India's Policies and Global Relations 4.1 Modernization and Technological Policies of India. 4.2 New Educational Policy 1986. 4.3 Liberalization, Globalization and Privatization. 4.4 Coalition Politics. 4.5 Social Justice, Environmental Movements. 4.6 India and the World: Nuclear Policy, South Asia Relations.	20	CO3, CO4	K3, K4, K5
Pedagogy:	Lectures/ tutorials/assignments/seminars.			

Texts:	<ol style="list-style-type: none"> 1. Appadorai, A. <i>Contemporary India: Essays on Domestic and Foreign Policy</i>. Delhi: Indian Books Centre, 1987. 2. Deshpande, Satish. <i>Contemporary India: A Sociological View</i>. New York: Penguin Books, 2003. 3. Kohli, A. <i>Democracy and discontent: India's growing crisis of governability</i>. New York, NY: Cambridge University Press, 1990. 4. Kohli, Atul, ed. <i>The Success of India's Democracy</i>. Cambridge: University Press, 2005. 5. Menon, V.P. <i>Transfer of Power in India</i>. New Delhi: Sangam Books, 1979.
References/ Readings:	<ol style="list-style-type: none"> 1. Basu, D. D. <i>Introduction to the Constitution of India</i>. Mumbai: Lexis Nexis, 2014. 2. Brass, Paul R. <i>The Politics of India Since Independence</i>. New Delhi: Cambridge University Press, 2012. 3. Chandra, Bipan. <i>India Since Independence</i>. New Delhi: Penguin Books, 2017. 4. Dutt, V. P. <i>India's Foreign Policy</i>. New Delhi: Vani Educational Books for Vikas Publishing House, 1984. 5. Frankel, Francine R. <i>India's Political Economy, 1947-2004: The Gradual Revolution</i>. New Delhi: Oxford University Press, 2005. 6. Guha, Ramachandra. <i>India After Gandhi: The History of the World's Largest Democracy</i>. New Delhi: Picador, 2017. 7. Guha, Ramachandra, and Madhav Gadgil. <i>Ecology and Equity: The Use and Abuse of Nature in Contemporary India</i>. New Delhi: Oxford University Press, 1995. 8. Jaffrelot, Christophe. <i>India's Silent Revolution: The Rise of the Lower Castes in North India</i>. New Delhi: Permanent Black, 2003 9. Menon, V.P. <i>Integration of Indian States</i>. Hyderabad: Orient Longman, 1985. 10. Pandey, Gyanendra. <i>Remembering Partition: Violence, Nationalism, and History in India</i>. Cambridge: Cambridge University Press, 2001.

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Title of the Course	Constructing Goan Identity
Course Code	HIS-6207
Number of Credits	04
Theory/Practical	Theory
Level	500
Effective from AY	2026-27
New Course	No
Bridge Course/ Value added Course	No
Course for advanced learner	No

Pre-requisites for the Course:	Nil	
Course Objectives:	The course takes an interdisciplinary approach to gain an understanding of the complex processes involved in the making of Goan identity. It introduces key theoretical frameworks to questions of Goan identity and focuses on the social, cultural, and political processes that produce a sense of identity. It will consider the significance of ‘identity’ and ‘identification’ for everyday life by investigating how history, myths, cultural perceptions, images, symbols, and memories are drawn upon to construct identity. The course also provides an overview of the complex connection between Goan identity and politics in contemporary political life and public policy debates, enabling the investigation of identity representations in diverse forms.	
Course Outcomes:	Those students who complete this course will be able to:	Mapped to PSO
	CO 1. Assess the importance of theoretical approaches to studying identity.	PSO 1
	CO 2. Obtain insights into experiences, motivations and social contexts that contribute to the construction of identity.	PSO 2, PSO 6

	CO 3. Identify the role of identity politics in contemporary political life and public policy in Goa.			PSO 5
	CO 4. Acquire an understanding of the political economy of Goa.			PSO 4, PSO 5
	CO 5. Identify the relationship between cultural identity and globalisation.			PSO 3, PSO 5
	CO 6. Understand the intersection of historical, political and cultural practices involved in the production of meaning and everyday life.			PSO 1, PSO 3
Content:		No of hours	Mapped to CO	Cognitive Level
Module 1:	Identity and cultural memory 1.1. Primordialist. Constructivism. Social Identity Theory. 1.2. Between colonialisms: Portuguese and British. Freedom Movement. 1.3. Little Traditions. Deities. 'Folk' culture. Syncretism. <i>Kuds</i> .	15	CO 1, CO 2	K3, K4
Module 2:	Of Identity, politics and symbols 2.1. Opinion Poll. Konkani Language Movement. Statehood. 2.2. Elections. Governments and policies. 2.3. Movement for Special Status.	15	CO 3, CO 6	K4, K5
Module 3:	Transformation and loss 3.1. Migration. Diaspora. Demography. 3.2. Tourism. Commodification of Culture. 3.3. Consuming Identities: Films, literature and media.	15	CO 1, CO 5, CO 6	K3, K5
Module 4:	Identity and political economy 4.1. Globalisation and environment. 4.2. Growth Infrastructures. 4.3. Civil Society.	15	CO 1, CO 5	K4, K5
Pedagogy:	Lectures (interactive, problem-based, discussion-based); tutorials; assignment-based; seminars; problem solving based			

	discussions; flipped learning; cooperative learning; close reading of text.
Texts:	<ol style="list-style-type: none"> 1. Alvares, Claude, ed. <i>Fish, Curry and Rice: A Citizen's Report on the Goan Environment</i>. Mapusa: The Other India Book Press, 2001. 2. Brubaker, Rogers, and Frederick Cooper. "Beyond "Identity"." <i>Theory and Society</i> 29, no. 1 (2000): 1–47. 3. de Souza, T. R. "Is There One Goan Identity, Several or None?" <i>Lusotopie</i> (2000): 487–495. 4. Pinto, Rochelle. <i>Between Empires: Print and Politics in Goa</i>. New Delhi: Oxford University Press, 2007. 5. Trichur, Raghuraman S. <i>Refiguring Goa: From Trading Post to Tourism Destination</i>. Saligao: Goa 1556, 2013.
References/ Readings:	<ol style="list-style-type: none"> 1. Brettell, C. B. "Portugal's First Post-Colonials: Citizenship, Identity, and the Repatriation of Goans." <i>Portuguese Studies Review</i> 14, no. 2 (2006/7): 143–170. 2. Dantas, Norman, ed. <i>The Transforming of Goa</i>. Mapusa: The Other India Press, 1999. 3. Frenz, Margret. "Global Goans. Migration Movements and Identity in a Historical Perspective." <i>Lusotopie</i> 15, no. 1 (2008): 183–202. 4. Henn, Alexander. "The Becoming of Goa: space and Culture in the Emergence of a Multicultural lifeworld." <i>Lusotopie</i>, (2000): 333–339. 5. Kale, Pramod. "Goan Intellectuals and Goan Identity: An Unresolved Conflict." <i>Economic and Political Weekly</i> 29, nos. 16/17 (1994): 909–911. 6. Newman, Robert S. <i>Goan Anthropology: Festivals, Films and Fish</i>. Saligao: Goa1556, 2019. 7. Nielsen, Kenneth Bo, Heather Plumridge Bedi and Solano da Silva, <i>The Great Goan Land Grab</i>. Saligao: Goa1556, 2022. 8. Routledge, Paul. "Consuming Goa: tourist site as dispensable space." <i>Economic and Political Weekly</i>, 35 (2000): 2647–2656. 9. Rubinoff, Janet Ahner. "Pink Gold: Transformation of Backwater Aquaculture on Goa's Khazan Lands." <i>Economic and Political Weekly</i> 36, no. 13 (2001): 1108-1114. 10. Sarangi, Asha. "Scripts, regions and states of the Konkani language in independent India." <i>South Asian History and Culture</i> 9, no. 1 (2018): 47–67.

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Title of the Course	Manuscriptology and Paleography with Reference to Modi Script
Course Code	HIS-6208
Number of Credits	02
Theory/Practical	Theory
Level	500
Effective from AY	2025-26
New Course	Yes
Bridge Course/ Value added Course	No
Course for advanced learners	No

Pre-requisites for the Course:	Basic knowledge of Marathi language and Devanagari script	
Course Objectives:	The course introduces students to the Modi, a prominent cursive script with conjoined letter forms and abbreviated vowels. Modi is a specialist skill largely for researchers, lawyers and linguists in reading historical documents. From the sixteenth century through the nineteenth century, most Marathi handwritten correspondence was in this script and continued in limited use until the mid-twentieth century. Modi was a product of an influential bureaucratic culture and it was used principally for administrative records, business documents, letters, record-keeping manuals of the village community, diplomacy, and workaday tasks. This course on learning Modi is based on the Modi documentation, and it will enable students to read, transcribe, and analyse historical records.	
Course Outcomes:		Mapped to PSO
	CO 1. Understanding the history and usage of the Modi script.	PSO 1, PSO 2
	CO 2. Learn the Modi alphabets, vowels, consonants and compound words.	PSO 3
	CO 3. Understanding the nature of the Modi documents.	PSO 2, PSO 3,

	CO 4. Acquire skills in reading and transcribing Modi documents in Devanagari.	PSO 6		
Content:		No of hours	Mapped to CO	Cognitive Level
Unit 1:	Introduction to the Modi script History. Usage. Decline.	02	CO1	K1
Unit 2:	Manuscriptology and Palaeography Origin and development of Brahmi, Nagari, Balbodh and Devanagiri. Introduction to Modi manuscripts. Types of Modi manuscripts.	02	CO1, CO3	K1, K2
Unit 3:	Modi: Character, Form and Style Modi Barakhadi. Alphabets. Vowels. Consonants. Compound words. Sentences. Linguistic features of Modi documents. Dating: Shaka, Hijri, Fasali, Rajyabhisheka	16	CO2	K2, K3
Unit 4:	Reading and Transcribing Archival documents Transcribing: village community records, diplomatic records, business documents and administrative records into Devanagari Preparing the Index and summaries of the Modi documents.	10	CO3, CO4	K4, K5
Pedagogy:	Lectures; assignment-based; seminars; group discussions; cooperative learning; close reading of text, study visit to Goa State Archives.			
Texts:	1. Dandekar, Rao Saheb Narayan Bhai. <i>Key to Vachanmala</i> . Poona: Dnyanchaksku Press, 1868. 2. Dhatavkar, Bhaskar. <i>Modi Lipi Prashikshan Pustika</i> . Mumbai: Department of Archives, Maharashtra Government, 2008.			

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