

GU/Acad –PG/BoS -NEP/2025-26/244

Date: 14.07.2025

CIRCULAR

The Academic Council & Executive Council of the University has approved Ordinance OA-35A relating to PG Programmes offered at the University campus and its affiliated Colleges based on UGC 'Curriculum and Credit Framework for Postgraduate Programmes'. Accordingly, the University has proposed introduction of Ordinance OA-35A from the Academic year 2025-2026 onwards.

The Programme structure and syllabus of Semester I and II of the **Master of Arts History** Programme approved by the Standing Committee of the Academic Council in its meeting held on 24th & 25th June 2025 is 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. Director, 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	HIS-1000	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	HIS-5000	Debates in Indian History ^	4(T)	400
2	HIS-5001	Issues and Debates in Goan History ^	4(T)	400
3	HIS-5002	History and Theory	4(T)	400
4	HIS-5003	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	HIS-5201	Imperialism, Nationalism and Decolonisation in Africa	4(T)	400
2	HIS-5202	Ancient Indian Numismatics ^	4(T)	400
3	HIS-5203	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)

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	Cognitive Level
Module 1:	Scope and Importance 1.1 “What is history?”	15	CO1	K1, K2

	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. 			

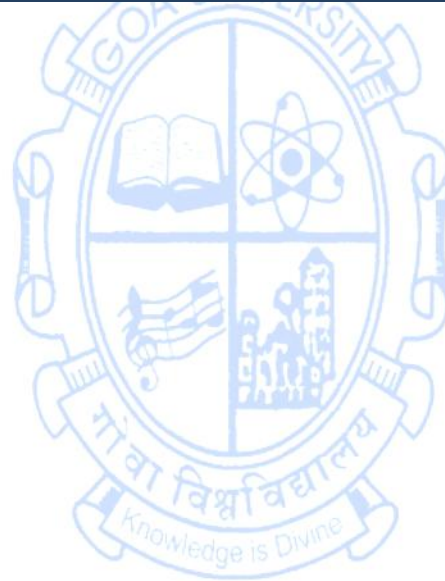
SEMESTER I

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:	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:	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. <i>Cambridge Economic History of India, Vol. I c. 1200 - c. 1750</i> . Cambridge:			

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



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:	From Pre-historic times to 1510 C.E. 1.1 Sources for the study of history of Goa: Archaeological, Literary, Oral. 1.2 Etymological roots. The land and its people. 1.3 The Gaunkari system and the Khazan ecosystems. 1.4 The Dudhsagar-Kushavati-Mhadei Material Culture: Problems of Dating and Identification. 1.5 Political History of Goa (4th to 15th C.E.): Administration, Statecraft. Maritime Trade. 1.6 Religion and Society, Cultural Developments.	15	CO1, CO2, CO3	K2, K3, K4
Module 2:	Colonisation of Goa 2.1 Portuguese Conquest: Motives, Phases. 2.2 Colonial State: Principles, Policies, and Institutions. 2.3 Colonial Construction of Goa: Christianisation and Lusitanisation: Denationalisation or Syncretism? 2.4 Economic policies and structures. Indigenous inputs to colonial commerce. 2.5 Anglo-Portuguese Treaty of 1878. 2.6 Remittance-based economy. Mining. 2.7 Goan Diaspora.	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:	1. de Souza, Teotonio R. —Is There One Goan Identity, Several or None? <i>Lusotopie</i> 7, no. 1 (2000): 487-495. 2. de Souza, Teotonio R. <i>Medieval Goa: A Socio- Economic History</i> . Panaji: Goa 1556 and Broadway Book Centre, 2009. 3. Kamat, Pratima. 'Tarini' and 'Tar-Vir': <i>The Unique Boat Deities of Goa</i> . Panaji: GOINCARH, 2008. 4. 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.

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:	‘Renato’, Explorations, Colonial Empires and Economies of Europe 1.1 Renaissance – Special conditions in Italy and the role of Florence, Major Thinkers, Humanism, Art and Literature 1.2 The Old Faith – The Reformation – Counter-Reformation. 1.3 Explorations – Portugal – Spain and the Americas – 1.4 Commercial Revolution – Price Revolution – Crisis of the Seventeenth Century.	20	CO1, CO2, CO4	K1, K2, K4, K5
Module 2:	The Rise of Absolutism 2.1 Origins of Absolutism – Louis XIV – Nature of Absolutist States 2.2 Mercantilism: Ideas and Practice 2.3 Glorious Revolution	16	CO1, CO2, CO3	K1, K2, K4, K5
Module 3:	The Age of Reason 3.1 Old beliefs and rise of modern science from the Renaissance to the seventeenth century – Leading Scientists 3.2 Enlightenment - Enlightenment and its impact on society, politics and religion – Important Philosophers – Art and Literature. 3.3 Enlightened Absolute Monarchs.	12	CO1, CO2, CO3	K1, K2, K4, K5
Module 4:	Transition 4.1 Agrarian Revolution – Enclosure – Crop Rotation – Mechanisation 4.2 Industrial Revolution –Transportation – Living and working conditions	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. 			

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	PSO1, PSO3

	independence was regained by Africans.			
	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 in Africa.	18	CO3, CO4	K4

	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 Wheatsheaf 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. 			

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:	Introduction to Numismatics and antiquity of coinage 1.1 Numismatic Studies: Definition, Scope and Historiography. 1.2 Numismatics as a source of history. 1.3 Provenance of coins: Archaeological excavations and stratigraphic relevance, stray findings, hoards, private and museum collections. 1.4 Importance and application of Numismatics data to Archaeology and study of History.	15	CO1, CO2	K2
Module 2:	Coinage of Ancient India: Classification and Characteristics 2.1 Different categories of the coins: Shape, size, metals/alloys, weight standard and denominations. 2.2 Typology: Obverse-reverse device, legend, symbols, mint marks. 2.3 Decipherment and dating: Knowledge of scripts-Brahmi, Kharoshti and Greek. 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.	20	CO3	K1, K2
Module 3:	Minting Technology and Preservation 3.1 Metallurgy of Coins. 3.2 Minting Techniques: Punch-marked, Casting, Die-Struck. 3.3 Destructive and Non-destructive methods of Analysis. 3.4 Coin Cleaning, Treatment and Preservation. 3.5 Preparation of coin catalogue.	15	CO3, CO4	K3, K4, K5
Module 4:	Statutory provisions regarding Numismatic Antiquities 4.1 Treasure Trove Act (1878).	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. Sahni, 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. 			



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:		Mapped to PSO
	CO 1. Understand the environmental history of India through the ages.	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. Baindur, 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 Ecorestoration 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.

SEMESTER II

Discipline Specific Core Courses

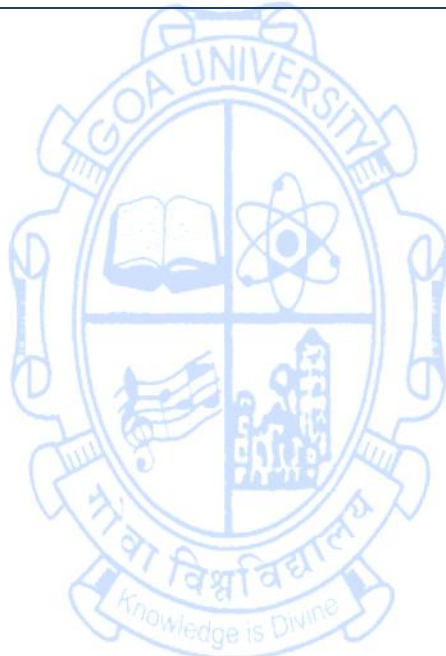
Title of the Course	Indian National Movement (1857-1947)
Course Code	HIS-5004
Number of Credits	04
Theory/Practical	Theory
Level	500
Effective from AY	2025-26
New Course	No
Bridge Course/ Value added Course	No
Course for advanced learners	No

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:	3.1 Growth of Militant Nationalism – Partition of Bengal – Swadeshi and Boycott	20	CO2,	K2, K4,

	<p>Movements –Role of Revolutionaries–</p> <p>3.2 Muslim League – Hindu Mahasabha –</p> <p>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>		CO2	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.. 			

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| | <ol style="list-style-type: none">4. Desai, A.R. <i>Social Background of Indian Nationalism</i>. Bombay: Popular Prakashan, 1982.5. Mukherjee, Rudrangshu. <i>The Year of Blood: Essays on the Revolt of 1857</i>. New York: Routledge, 2018.6. Pati, Biswamoy, ed. <i>The 1857 Rebellion</i>. New Delhi: Oxford University Press, 2007.7. Roy, Tirthankar. <i>The Economic History of India 1857-1947</i>. New Delhi: OUP, 2000.8. Sarkar, Sumit. <i>Modern India 1885-1947</i>. New Delhi: Macmillan, 1983.9. Seal, Anil. <i>The Emergence of Indian Nationalism</i>. 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	PSO3, PSO4, PSO6

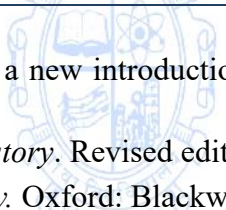
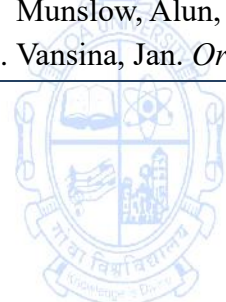
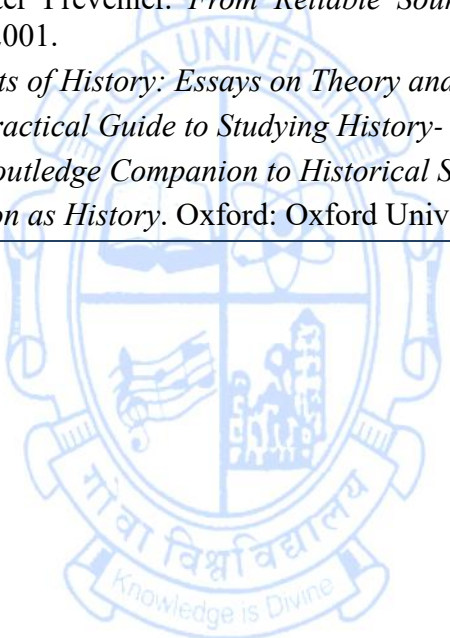


	movements.			
	CO 4. Assess the debates that emerged in this field of study		PSO2, PSO4	
Content:		No of hours	Mapped to CO	Cognitive Level
Module1:	Perceptions on Imperialism and Colonialism 1.1 J.A. Hobson and Imperialism. 1.2 Theory of Underdevelopment: Paul Baran – A.G. Frank – Samir Amin. 1.3 Modern 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 4.6 Burma.	15	CO3, CO4	K3

	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. 			

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 needed to do research in the discipline of history.</p>

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 2.5 Preparing a research outline	10	CO3 CO6	K3 K4

	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. <i>The Historian's Craft</i> . Introduction by Joseph R. Strayer. Translated from the French by Peter Putnam.			

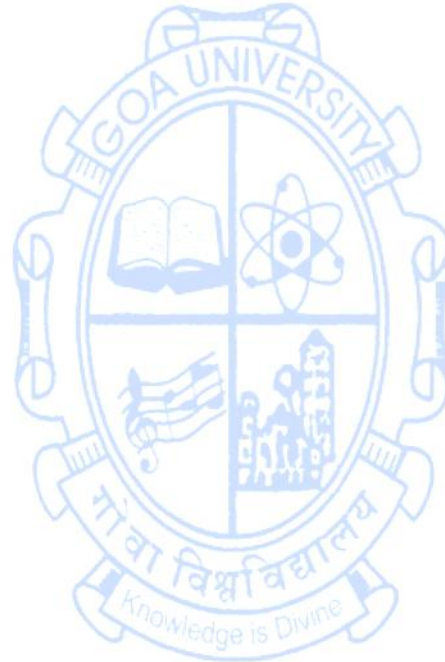
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| | <p>New York: Alfred A. Knopf, 1953.</p> <ol style="list-style-type: none">2. Carr, E. H. <i>What is History?</i> With a new introduction by Richard J. Evans. 40th anniversary edition. Basingstoke: Palgrave, 2001.3. Collingwood. R. G. <i>The Idea of History</i>. Revised edition. Oxford: Oxford University Press, 1994.4. Elton, G. R. <i>The Practice of History</i>. Oxford: Blackwell, 2002.5. Evans, Richard J. <i>In Defence of History</i>. London: Granta Books, 1997.6. Howell, Martha and Walter Prevenier. <i>From Reliable Sources: An Introduction to Historical Methods</i>. Ithaca: Cornell University Press, 2001.7. Jenkins, Keith. <i>At the Limits of History: Essays on Theory and Practice</i>. Abingdon: Routledge, 2009.8. Loughran, Tracey, ed. <i>A Practical Guide to Studying History- Skills and Approaches</i>. London: Bloomsbury, 2017.9. Munslow, Alun, ed. <i>The Routledge Companion to Historical Studies</i>. Abingdon: Routledge, 2006.10. Vansina, Jan. <i>Oral Tradition as History</i>. 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:	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:	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:	North India between BCE 600 to BCE 200 1.1 State Formation: From Lineage to State; <i>Janapadas</i> , <i>Mahajanapadas</i> ; State in Buddhist Literature. 1.2 Rise of Magadha - Mauryan State: Nature of Mauryan State. 1.3 Social Formation: <i>Varna</i> and <i>Jati</i> in Brahmanical and Buddhist traditions; Social Structure under the Mauryas. 1.4 Economic Development: Second Urbanization; Craft Production and Trade; Use of Iron, Agricultural Production. 1.5 Religion: Orthodox and Heterodox Faiths. Material Background to the rise of Jainism and Buddhism.	15	CO1, CO2, CO3	K2, K3, K4
Module 2:	North India BCE 200 to ACE 600 2.1 Post Mauryan India: Indo-Greeks; the Kushanas; Indo- Roman Trade. 2.2 Rise of the Guptas: Decentralization; Decline of the Empire. 2.3 Nature of Trade. 2.4 Feudalism Debate. 2.5 Urban Decay Debate.	15	CO3, CO4	K2, K3, K4
Module 3:	State Formation in the Deccan 3.1 The Mauryans in South India. 3.2 Satavahana State Formation. Varna System, agricultural production, craft production and trade in the Deccan under the Satavahanas; Social differentiation and state formation. 3.3 Kalinga State – Secondary State Formation.	15	CO1, CO2, CO3	K2, K3, K4
Module 4:	The Deep South 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;	15	CO1, CO2, CO3	K2, K3, K4

	From <i>Kilavan</i> to <i>Muventar</i> or <i>mu-arasar</i> (three chieftains); Internal trade; maritime trade. 4.2 Towards state formation.			
Pedagogy:	Lectures/Tutorials/Classroom Discussion/Self-Study			
Texts:	<ol style="list-style-type: none"> 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:	<ol style="list-style-type: none"> 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. 			

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

	4.3 The Deccan Riots (1875) 4.4 The Peasant Movements in Awadh (1920-21) 4.5 The Mapilla Rebellion (1921) 4.6 The Bardoli Satyagraha (1928)			
Pedagogy:	Lectures (traditional, problem-based/discussion-based/ brainstorming)/tutorials/ visual art/ flipped classroom/ assignment-based/ seminars/cooperative learning.			
Texts:	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:	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.			

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.

