



**BOARD OF HISTORY**

**RASHTRASANT TUKADOJI MAHARAJ  
NAGPUR UNIVERSITY,  
NAGPUR**

**CURRICULUM FRAMEWORK FOR  
THREE/ FOUR YEAR  
GRADUATE PROGRAM IN HISTORY**

**(As Per NEP 2020)**

**(Effective from Academic Year 2024-25)**

**(As Approved by Board of Studies on 28/08/2023)**

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## Four Year Bachelor of Arts (Honours/Research) Degree Examination HISTORY

Scheme of Examination for Four Year Bachelor of Arts (B.A.) Program from Academic Session  
2024-25

As approved by all the Boards of Studies in the Faculty of Humanities in their meeting held on  
28/0-8/ 2023

### Preamble:

The Academic Council of Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur has adopted the Government Resolution No. NEP-2020/एनईपी-2020/उ.प.09/विश-3/शिकाना dated 20<sup>th</sup> April 2023 issued by the Government of Maharashtra in its meeting held on 21<sup>st</sup> April 2023 in view of implementation of National Education Policy, 2020. The Faculty of Humanities, R. T. M. Nagpur University has approved the following 'Teaching and Examination Scheme' for 'Four Year – Bachelor of Arts (B.A.) Honours/Research Degree with Major and Minor' in its meeting held on 10<sup>th</sup> & 11<sup>th</sup> May 2023 & placed before the Chairpersons of All the Boards for consideration and approval in its meeting held on 28<sup>th</sup> August 2023.

### 1. OBJECTIVES OF THE COURSE

The National Education Policy (NEP)-2020 is in force. One of the fundamental principles of it is a "substantial investment in a strong, vibrant public education system as well as encouragement and facilitation of true philanthropic private and community participation. The policy also mentions "peer tutoring" as voluntary activity for local communities where literate members of the community could commit to teaching other members of community. The vision given in the NEP for Higher Education Institutions (HEI) is that of a multidisciplinary institution of higher learning that offers undergraduate and graduate programs with high quality teaching, research and community engagement. Towards the attainment of holistic and multidisciplinary education the flexible and innovative curricula of HEIs shall include credit-based courses and projects in the area of community engagement and service, environment education and value-based education.

History being a key subject focusing not only on past events, personalities and elite class only, it is now correlated interdisciplinary with Economics, Sociology, Psychology, Public Administration, Statistics, environment, global warming, terrorism, peace and war. Now the perspective towards national and world history has totally changed. New concepts, ideas and issues are addressed through the subject to the students by updating the subject. In this background the proposed undergraduate course in History has been designed to impart historical Past in the subject with concepts, theories, administrative systems, military systems, polity, economy, society and culture etc. Entire course scheme correlates basic knowledge of course, skill-based programs (Online), Applied and Advanced courses with choices under professional electives, Advance/Creative type courses, Project Work and Internship.

  
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2. **PROGRAMME OUTCOME**

1. To enable student to understand the background of our historic past, religion, customs, institutions, administration and so on.
2. To make students aware about the Social, Political, Religious and Economic conditions of the people.
3. To make them understand the history of world with comparative approach.
4. To develop analytical sense among the students to understand relationship between the past and the present times and bringing its contemporary relevance.
5. Emphasis on developing critical thinking in historical writing, discussion and interpretation among students.

3. **DETAILS OF ELIGIBILITY FOR B.A. SEMESTER 1 EXAMINATION**

- a) For the **B.A. 1<sup>st</sup> Semester**, Examinee shall have Passed the 12<sup>th</sup> Standard Examination of the Maharashtra State Board of Secondary and Higher Secondary Education/CBSE/ICSE, in the faculty of Arts or faculty of Commerce or Faculty of Science, vocational stream, professional courses or an examination recognised as equivalent thereto in such subjects and with such standards of attainments as may be prescribed.

**OR**

- b) 12<sup>th</sup> Standard Examination of Maharashtra State Board of Secondary and Higher Secondary Education in Vocational Stream with one language only; **OR** any other examination recognized as equivalent thereto; in such subjects and with such standards of attainments as may be prescribed Minimum Competition vocation course (MCVC).

**OR**

- c) Any other Equivalent Examination of any State in (10+2) pattern with any combination of subjects.

4. **Duration of the Program, student progression path and provisions for Multiple Entry and Exit**

- A. Duration of the B. A. Program shall be FOUR years with the provision for multiple exit as mentioned here:

- a. A student can exit the program after successful completion of 1<sup>st</sup> and 2<sup>nd</sup> semesters having earned requisite number of credits as mentioned in the scheme of examination and additional '**Skill Enhancement Course**' with 4 credits. Such a student shall be eligible for the award of '**UG Certificate in HISTORY**' by the University.

**OR** a student can continue the program in 2<sup>nd</sup> year.

A student can exit the program after successful completion of 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> semesters having earned requisite number of credits as mentioned in the scheme of examination and additional '**Skill Enhancement Course**' with 4 credits. Such a student shall be eligible for the award of '**UG**

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**Diploma in HISTORY** by the University.

**OR** a student can continue the program in 3<sup>rd</sup> year.

- b. A student can exit the program after successful completion of 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> semesters having earned requisite number of credits as mentioned in the scheme of examination. Such a student shall be eligible for the award of '**Bachelor of Arts**' degree by the University.

**OR** a student can continue the program in 4<sup>th</sup> year for either HONOURS or RESEARCH degree.

- c. A student, on successful completion of all the 8 semesters and having earned requisite number of credits as mentioned in the scheme of examination shall be eligible for the award of either '**Bachelor of Arts (Honours) Degree with Major and Minor**' **OR** '**Bachelor of Arts (Research) Degree with Major and Minor**'

**B. Re-entry or Lateral Entry**

- a. Students, opting for exits at any level, will have the option to re-enter the programme from where they have left off, in the same or in a different higher education institution within three years of exit and complete the degree programme within the stipulated maximum period of SEVEN years from the date of admission to first year.
- b. Re-entry at various levels for lateral entrants in academic programmes shall be based on the earned and valid credits as deposited and accumulated in the Academic Bank of Credits (ABC) through Registered Higher Education Institutions and proficiency test records.
- c. Lateral entry into the programme of study leading to the UG Diploma / Three Year UG Degree / Four Year Bachelor's Degree with Honours/Research will be based on the validation of prior learning outcomes achieved and subject to availability of seats based on intake capacity.

**Eligibility for Award of Certificate/Diploma/Degree/Honours or Research Degree**

Semester Completion	No. of Min. Credits earned	Additional Credits	Eligible For
I and II	40-44	4 credits for NSQF Course/ Course approved by Centre of Life-Long Learning, RTMNU/Internship	UG Certificate in HISTORY <b>OR</b> Continue with Major
III and IV	80-88	4 credits for NSQF Course/ Course approved by Centre of Life-Long Learning, RTMNU/Internship	UG Diploma in HISTORY with Minor <b>OR</b> Continue with Major and Minor
V and VI	120-132	Not Required	Bachelor of Arts Degree with Major and Minor <b>OR</b> Continue with Major and Minor
VII and VIII	160-176	Not Required	Bachelor of Arts Degree (Honours/Research) With Major and Minor

1. **DATE OF COMMENCEMENT AND ACADEMIC YEAR:**

- a) Two consecutives i.e. one odd and one even semester shall constitute on Academic Year.
- b) New syllabus will come into force from the academic year 2024-25 for B.A. semester I and II, 2025-26 for III and IV and 2026-27 for V and VI semester and 2027-2028 for VI and VIII Semester respectively.

2. **PATTERN OF COURSE**

- a. The new syllabus designed on semester pattern is based on Continuous Internal Evaluation (CIE) Scheme.
- b. The entire course is full time consisting Four Academic Years duration with total eight semesters.
- c. The papers shall be consisting basic knowledge of course, skill-based program (Online), Applied and Advanced courses with choices under Professional Electives, Advance/Creative type courses, Project Work and Internship.
- d. B.A. program is designed as Choice Based Credit System (CBCS) within the Credit Based Semester System (CBSS) as per National Education Policy 2020.
- e. Each semester shall be consisting credits marks and for per year credits shall be 44 for First and 40 Credits for Second, Third and Fourth Year respectively for B.A. program.
- f. The system is based on continuous internal evaluation having written and descriptive examination of 80 marks will have internal evaluation of 20 marks per paper for 04 Credits. And for 40 Marks theory paper internal evaluation will of 10 marks per paper for 02 credits course.
- g. Entire course of B.A. shall be 124 Credits for Degree Programme and 164 Credits for Honours and Research Degree programme.
- h. The Courses are divided into Major, Electives, Research Methodology (RMP), On Job Training (OJT), Field Project (FP), and Research Project (RP).
  - Electives are elective courses from which the students have the choice to select a course of their choice.
  - Research **Methodology** (RM) is a compulsory course the student has to undertake in Seventh Semester, both in Honours & Research Degree courses.
  - **On Job Training (OJT)** is a credit course in which the student has to undertake in Sixth and Eighth Semester (Research Degree courses)
  - **Research Project (RP)** is a credit course in Seventh and Eighth (Research Degree Course) course in which the student will have to conduct extensive research in the area of study and submit a research project.

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- Field project will have to be completed during the Third Semester and Fifth Semester.
- Internal marks are divided into class room activity, seminar, term paper, viva and mid-term examination. The respective teachers can also use other methods of evaluation like survey, report writing, book reviews, etc., as part of internal evaluation.

**COURSES**

The B.A. program shall offer History with basic knowledge of course and skill-based program as per guidelines.

**6. PATTERN OF EXAMINATION AND QUESTION PAPER**

Student shall be evaluated at two levels as follows:

**a. Written Examination:**

1. At the end of every semester Written Examination of descriptive type shall be conducted.
2. Each paper shall be of 80 marks having 3 hours duration. 40 marks paper will be having 2 hours duration.
3. Total five questions shall be there.
4. Question one and two shall be long questions with internal options.
5. Question three and four shall be short answer questions with internal options from same unit.
6. Question five shall be of objective type. It will consist of 8 questions with 4 answers choices for 2 marks each.
7. Question one to four shall be from any one of the units.
8. Fifth question shall be from all fourth units having equal weightage.
9. All the questions shall be compulsory.
10. Each question shall carry 16 marks.

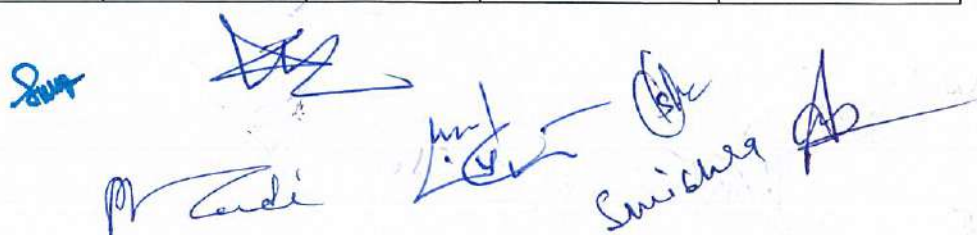
**b. Internal Evaluation:**

1. Internal evaluation shall cover each student in each paper.
2. Internal evaluation shall be of 20 marks for 04 credit and 10 marks for 02 credit
3. Internal evaluation shall include regular attendance, participation in the classroom and college activities, educational excursion, assignment, seminar, presentation, research paper, project, books review and viva etc.

**a. Grade Conversion Table and Computation of SGPA and CGPA**

**Grade Conversion Table (Theory)**

Mark Range	Grade Point	Letter Grade	Performance	Grade Point (G)
Upto 90 – 100	9.00 - 10.00	O	Outstanding	10
Above 80 - < 90	8.00 - < 9.00	A+	Excellent	9
Above 70 - < 80	7.00 - < 8.00	A	Very Good	8
Above 60 - < 70	6.00 - < 7.00	B+	Good	7
Above 50 - < 60	5.50 - < 6.00	B	Above Average	6
Above 45 - < 50	5.00 - < 5.50	C	Average	5
Above 40 - < 45	4.00 - < 5.00	P	Pass	4
Below 40	Below 4	AB	Fail	0
	0	-	Absent	0

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**Grade Conversion Table (Practical)**

Mark Range	Grade Point	Letter Grade	Performance	Grade Point (G)
Above 90 - 100	9.00 - 10.00	O	Outstanding	10
Above 80 - < 90	8.00 - < 9.00	A+	Excellent	9
Above 70 - < 80	7.00 - < 8.00	A	Very Good	8
Above 60 - < 70	6.00 - < 7.00	B+	Good	7
Above 55 - < 60	5.50 - < 6.00	B	Above Average	6
Above 50 - < 55	5.00 - < 5.50	P	Pass	5
Below 50	Below 5	F	Fail	0
-	0	AB	Absent	0

**Computation of SGPA & CGPA:**

a. The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student (in all the courses taken by a student) and the sum of the number of credits of all courses undergone by a student, i. e in that semester.

$$SGPA (S_i) = \Sigma (C_i \times G_i) / \Sigma C_i$$

Where  $C_i$  is the number of credits of the  $i^{th}$  course and  $G_i$  is the grade point scored by the student in the  $i^{th}$  course.

**Illustration for SGPA**

Course	Credit	Grade Letter	Grade Point	Credit Point (Credit X Grade)
Course 1	3	A	8	3x8=24
Course 2	4	B+	7	4x7=28
Course 3	3	B	6	3x6=18
Course 4	3	O	10	3x10=30
Course 5	3	C	0	3x0=0
Course 6	4	B	6	4x6=24
	20			124

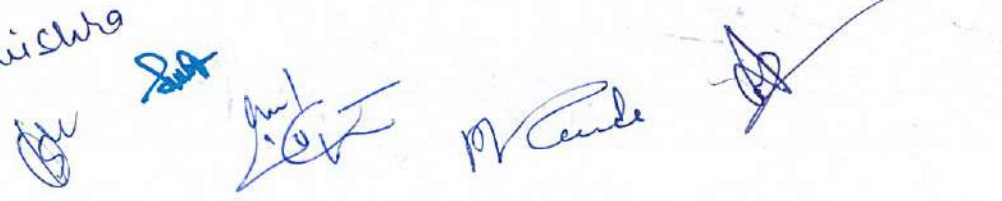
Thus,  $SGPA = 124/20 = 6.20$

b. The CGPA is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme, i.e.

$$CGPA = \Sigma(C_i \times S_i) / \Sigma C_i$$

where  $S_i$  is the SGPA of the  $i^{th}$  semester and  $C_i$  is the total number of credits in that semester.

**Illustration for CGPA**

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Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6
Credit:20 SGPA:6.9	Credit:22 SGPA:7.8	Credit:25 SGPA:5.6	Credit:26 SGPA:6.0	Credit:26 SGPA:6.3	Credit:25 SGPA:8.0

$$\text{Thus, CGPA} = \frac{20 \times 6.9 + 22 \times 7.8 + 25 \times 5.6 + 26 \times 6.0 + 26 \times 6.3 + 25 \times 8.0}{144} = 6.73$$

144

- c. The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.  
d. **CGPA to Percentage (%) conversion formula:**

$$\text{Percentage (\%)} = (\text{CGPA}) * 10$$

#### 7. General Guidelines:

- Student opting Major from any of the one group (from Group A to Group H) cannot take Minor from the same group. For Example: - A student is opting History as Major from Group B will not be eligible to take the Minor subject from the same Group B. He can opt any other subject as Minor available in other Groups except from Group B.
- A student will be eligible to the fourth year of four year with Research Degree only when she/he scores minimum 7.5 CGPA or 75% in three-year degree.
- For non-credit courses 'Satisfactory' or 'Unsatisfactory' shall be indicated instead of the letter grade and this will not be counted for the computation of SGPA/CGPA.
- The baskets of Elective & Vocational Skill Courses are related to the Major, will be given as annexure.
- The baskets of Open Elective Courses, Skill Enhancement Courses and Minor Courses being common will be published separately in Annexure.

#### 8. Credit Specifications:

- Theory/Tutorial Courses: One hour per week will be counted as one credit. A minimum of 15 hours of teaching per credit is required in a semester.
- Each semester will consist of at least 15 weeks of Academic Work equivalent to 90 actual teaching days.

#### 9. Assessment

- The final total assessment of examinees is made in terms of Continuous Internal Assessment (CIE) and Session End Examination (SEE) for each course/subject taken together.
- For each subject mentioned in 10(d) & (e) will be given in the form of Annexure. Odd semesters examinations shall be conducted at college level and Even semester examinations will be conducted by RTM Nagpur University.
- The examination shall be conducted as prescribed above and evaluation system will be prescribed separately by the University.
- Expected classroom activities shall consist of the following: (a) Group Discussion (b) Seminars (c) Power Point Presentations (d) Elocution (e) Debate (f) Role Play (g) Presentation of Case Studies (h)



Educational Games (i) Subject Quiz. The teacher is expected to undertake a minimum of four of the aforesaid activity.

**10. Continuous Internal Assessment (for 20:80 Scheme subject)**

1a	Attendance of the student during a particular semester	05 Marks
1b	An assignment based on curriculum to be assessed by the teacher concerned	05 Marks
1c	Subject wise class test or activities conducted by the teacher concerned	10Marks
<b>I</b>	<b>Continuous Internal Evaluation Total marks</b>	<b>20</b>

- e. In case of Courses having more than 20 marks for CIE, a scheme of evaluation is published with the details.
- f. The CIE marks will be communicated to the University at the end of each semester, but before the semester end examinations / as instructed by the University. These marks will be considered for the declaration of the results.
- g. The record of CIE marks, evaluation & results should be maintained for a period of one year by the respective institute/college for verification by the competent authority.

**11. Standard of Passing**

The scope of the subject, percentage of passing in Theory and Project and Internal Assessment will be governed as per following rules:

- (i) In order to pass the Bachelor of Arts (B.A.) 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> Semester Examinations, an examinee shall obtain not less than 40 % (Grade Point 4) marks in each theory course/paper, taking CIE & SEE together. Whereas, for practical/performance- based examination an examinee shall obtain not less than 50 % (Grade Point 5) marks in each practical, taking CIE & SEE together.
- (ii) An examinee who is unsuccessful at the examination shall be eligible for admission to the subsequent examinations on payment of a fresh fee prescribed for the examination together with the conditions for admission to higher semester as per the ordinance in force from time to time.

**12. Abbreviations Used:**

**CIE:** Continuous Internal Evaluation, **SEE:** Semester End Examination **OE:** Generic/Open Electives, **VSEC:** Vocational Skills & Skill Enhancement Courses, **VSC:** Vocational Skill Courses, **SEC:** Skill Enhancement Courses, **AEC:** Ability Enhancement Courses, **IKS:** Indian Knowledge Systems, **VEC:** Value Education Courses, **OJT:** On Job Training (Internship/Apprenticeship), **FP:** Field Project, **CEP:** Community Engagement & Service, **CC:** Co-curricular Courses, **RM:** Research Methodology, **RP:** Research Project

**ABSORPTION SCHEME:**

Absorption in any year any semester shall subject to the rules, regulations passed by the university time to time.

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**Credit distribution structure for three/ four-year Honours/Research Degree Program with Multiple Entry and Exit options (GoM GR dated 20/04/2023)**

Level	Sem.	Major		Minor	OE	VSC, SEC (VSEC)	AEC, VEC, IKS	OJT, FP, CEP, CC, RP	Cum. Cr./Sem.	Degree/ Cum. Cr.
		Mandatory	Electives							
4.5	I	4+2	-	-	2+2	VSC: 2, SEC: 2	AEC: 2, VEC: 2, IKS: 2	CC: 2	22	UG Certificate  44
	II	4+2	-	2	2+2	VSC: 2, SEC: 2	AEC: 2, VEC: 2	CC: 2	22	
	Cum Cr.	12	-	2	8	4+4=8	4+4+4=12	4	44	
Exit option: Award of UG Certificate in Major with 40-44 credits and an additional 4 credits core NSQF course/ Internship OR Continue with Major and Minor										
5.0	III	4+4+2		4	2	VSC:2,	AEC:2	FP:2 CC:2	20	UG Diploma 84
	IV	4+4+2		4	2	SEC:2	AEC:2	CEP: 2 CC:2	20	
	Cum Cr.	32		10	12	12	16	12	84	
Exit option; Award of UG Diploma in Major and Minor with 80-88 credits and an additional 4 credits core NSQF course/ Internship OR Continue with Major and Minor										
5.5	V	8	4	4	-	VSC: 2	-	FP/CEP: 2	20	UG Degree 124
	VI	8	4	4	-			OJT :4	20	
	Cum Cr.	40	8	18	12	14	16	18	124	
Exit option: Award of UG Degree in Major with 120-132 credits OR Continue with Major and Minor										
6.0	VII	12	4	RM:4	-	-	-	-	20	UG Honours Degree  164
	VIII	12	4	-	-	-	-	OJT: 4	20	
	Cum Cr.	64	16	22	12	14	16	22	164	
Four Year UG Honours Degree in Major and Minor with 160-176 credits										
6.0	VII	8	4	RM:4	-	-	-	RP: 4	20	UG Research Degree  164
	VIII	8	4	-	-	-	-	RP: 8	20	
	Cum Cr.	56	16	22	12	14	16	34	164	
Four Year UG Honours with Research Degree in Major and Minor with 160-176 credits										


  
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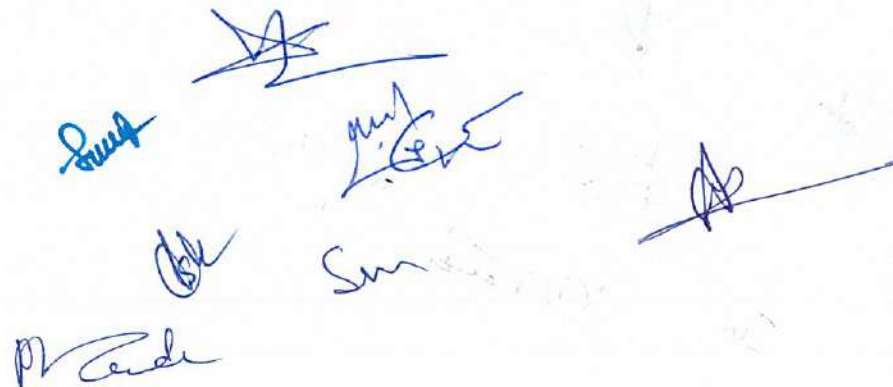
**STRUCTURE OF THE CREDITS, TEACHING & EXAMINATION:**

<b>First Year: Semester I (UG CERTIFICATE)</b>												
Sr. No.	Course Type	The program (Name of the Paper)	Course Code	Teaching & Learning Scheme			Examination Evaluation & Assessment Scheme					Credit
				Teaching Hours Per Week			Theory *(CIE) Continuous Internal Evaluation					
				Theory	Activity	Total	Theory	Activity	Internal (CIE)	Total Marks	Minimum Passing Marks	
1	Major Mandatory	History of India: (Earliest Time to 550 A.D)	HIS1MM1	4	-	4	80	-	20	100	40	4
		Idea of Bharat	HIS1MM2	2		2	40		10	50	20	2
2	OE-1	Indian Freedom Struggle: 1885-1947 AD	HIS1OE1	4	-	4	80	-	20	100	40	4
3	VSC -1	Archives in India	HIS1VSC1		4	4	-	50	50	100	50	2
4	SEC-1	Archival Sources and Techniques	HIS1SEC1		4	4	-	50	50	100	50	2
5	AEC-1	English-I		1	2	3	50	-	50	100	40	2
6	VEC-1	Environmental Studies	HIS1VEC1	2	-	2	40	-	10	50	20	2
7	IKS	Ancient Knowledge System	HIS1IKS1	2	-	2	40	-	10	50	20	2
8	CC-1	NCC, NSS, Sports, Yoga, Cultural Program		-	4	4	-	50	50	100	50	2
<b>Total =</b>				<b>15</b>	<b>14</b>	<b>29</b>	<b>330</b>	<b>150</b>	<b>270</b>	<b>750</b>	<b>330</b>	<b>22</b>

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**Four Year Bachelor of Arts (Honours/Research) Degree Examination in History as per NEP 2020**

<b>First Year: Semester II (UG CERTIFICATE)</b>												
Sr. No.	Course Type	The program (Name of the Paper)	Course Code	Teaching & Learning Scheme			Examination Evaluation & Assessment Scheme					Credit
				Teaching Hours Per Week			Theory *(CIE) Continuous Internal Evaluation					
				Theory	Activity	Total	Theory	Activity	Internal (CIE)	Total Marks	Minimum Passing Marks	
1	Major Mandatory	History of India: (550 AD to 1206 AD)	HIS2MM3	4	-	4	80	-	20	100	40	4
		Understanding the Heritage	HIS2MM4	2		2	40		10	50	20	2
2	Minor (Other than Major)	Idea of Bharat	HIS2M1	2	-	2	40	-	10	50	20	2
3	OE-2	Independent India: 1948 to 2010 AD	HIS2OE2	4	-	4	80	-	20	100	40	4
4	VSC-2	Museums in India	HIS2VSC2	-	4	4	-	50	50	100	50	2
5	SEC-2	Historical Tourism	HIS2SEC2	-	4	4	-	50	50	100	50	2
6	AEC-2	Modern Indian Language		1	2	3	50	-	50	100	40	2
7	VEC-2	Constitution of India	HIS2VEC2	2	-	2	40	-	10	50	20	2
8	CC-2	NCC, NSS, Sports, Yoga, Cultural Program		-	4	4	-	50	50	100	50	2
<b>Total =</b>				<b>15</b>	<b>14</b>	<b>29</b>	<b>330</b>	<b>150</b>	<b>270</b>	<b>750</b>	<b>330</b>	<b>22</b>



**Four Year Bachelor of Arts (Honours/Research) Degree Examination in History as per NEP 2020**

<b>Second Year: Semester III (UG DIPLOMA)</b>												
Sr. No.	Course Type	The program (Name of the Paper)	Course Code	Teaching & Learning Scheme			Examination Evaluation & Assessment Scheme					Credit
				Teaching Hours Per Week			Theory *(CIE) Continuous Internal Evaluation					
				Theory	Activity	Total	Theory	Activity	Internal (CIE)	Total Marks	Min. Passing Marks	
1	Major Mandatory	History of Medieval India: 1206 to 1526 AD	HIS3MM5	4	-	4	80	-	20	100	40	4
		Art and Architecture in Ancient India	HIS3MM6	2	-	2	40	-	10	50	20	2
2	Minor (Other than Major)	History of Marathas: 1630 to 1761 AD	HIS3M2	4	-	4	80	-	20	100	40	4
3	OE-3	Social Reformers in Modern Maharashtra	HIS3OE3	2	-	2	40	-	10	50	20	2
4	VSC-3	Cultural Heritage of India	HIS3VSC3	-	4	4	-	50	50	100	50	2
5	AEC-3	Modern Indian Language		1	2	3	50	-	50	100	40	2
6	FP-1	Field Project	HIS3FP1	-	4	4	-	50	50	100	50	2
7	CC-3	NCC, NSS, Sports, Yoga, Cultural Program		-	4	4	-	-	100	100	50	2
<b>Total =</b>				<b>13</b>	<b>14</b>	<b>27</b>	<b>290</b>	<b>100</b>	<b>310</b>	<b>700</b>	<b>310</b>	<b>20</b>

**Four Year Bachelor of Arts (Honours/Research) Degree Examination in History as per NEP 2020**

<b>Second Year: Semester IV (UG DIPLOMA)</b>													
Sr. No.	Course Type	The program (Name of the Paper)	Course Code	Teaching & Learning Scheme			Examination Evaluation & Assessment Scheme						Credit
				Teaching Hours Per Week			Theory *(CIE) Continuous Internal Evaluation						
				Theory	Activity	Total	Theory	Activity	Internal (CIE)	Total Marks	Min. Passing Marks		
1	Major Mandatory	History of Medieval India: 1526 to 1707 AD	HIS4MM7	4	-	4	80	-	20	100	40	4	
		Art and Architecture in Medieval India	HIS4MM8	2	-	2	40	-	10	50	20	2	
2	Minor (Other than Major)	History of India: 1757 to 1885 AD	HIS4M3	4	-	4	80	-	20	100	40	4	
3	OE-4	Constitutional History of India	HIS4OE4	2	-	2	40	-	10	50	20	2	
4	SEC-3	Techniques of Writing History	HIS4SEC4	-	4	4	-	50	50	100	50	2	
5	AEC-4	English-II		1	2	3	50	-	50	100	40	2	
6	CEP-1	Community Engagement Program		-	4	4	-	50	50	100	50	2	
7	CC-4	NCC, NSS, Sports, Yoga, Cultural Program		-	4	4	-	-	100	100	50	2	
<b>Total =</b>				<b>13</b>	<b>14</b>	<b>27</b>	<b>290</b>	<b>100</b>	<b>310</b>	<b>700</b>	<b>310</b>	<b>20</b>	

**Four Year Bachelor of Arts (Honours/Research) Degree Examination in History as per NEP 2020**

<b>Third Year: Semester V (UG DEGREE)</b>												
Sr. No.	Course Type	The program (Name of the Paper)	Course Code	Teaching & Learning Scheme			Examination Evaluation & Assessment Scheme					Credit
				Teaching Hours Per Week			Theory *(CIE) Continuous Internal Evaluation					
				Theory	Activity	Total	Theory	Activity	Internal (CIE)	Total Marks	Minimum Passing Marks	
1	Major Mandatory	History of India: 1707 to 1857 AD	HIS5MM9	4	-	4	80	-	20	100	40	4
		Indian National Movement: 1920 to 1947 AD	HIS5MM10	4	-	4	80	-	20	100	40	4
2	Major Elective	History of World Civilization (Earliest time to Early Medieval Times)	HIS5ME1	4		4	80		20	100	40	4
3	Minor (Other than Major)	Indian Freedom Struggle: 1885 to 1947 AD	HIS5M4	4	-	4	80	-	20	100	40	4
4	VSC-4	Heritage Tourism in Maharashtra	HIS5VSC4	-	4	4	-	40	10	50	20	2
5	FP/CEP	Field Project/Community Engagement Program	HIS5FP2	-	4	4	-	40	10	50	20	2
<b>Total</b>				<b>16</b>	<b>8</b>	<b>24</b>	<b>320</b>	<b>80</b>	<b>100</b>	<b>500</b>	<b>200</b>	<b>20</b>



**Four Year Bachelor of Arts (Honours/Research) Degree Examination in History as per NEP 2020**

<b>Third Year: Semester VI (UG DEGREE)</b>												
Sr. No.	Course Type	The program (Name of the Paper)	Course Code	Teaching & Learning Scheme			Examination Evaluation & Assessment Scheme					Credit
				Teaching Hours Per Week			Theory *(CIE) Continuous Internal Evaluation					
				Max Marks	Theory	Activity	Total	Theory	Activity	Internal (CIE)	Total Marks	
1	Major Mandatory	History of India: 1858-1920 AD	HIS6MM11	4	-	4	80	-	20	100	40	4
		India After Independence : 1948 to 2010 AD	HIS6MM12	4	-	4	80	-	20	100	40	4
2	Major Elective	History of the World (13 <sup>th</sup> to 1805 AD)	HIS6ME2	4	-	4	80	-	20	100	40	4
3	Minor (Other than Major)	Independent India: 1948 to 2010 AD	HIS6M5	4	-	4	80	-	20	100	40	4
4	OJT	On Job Training	HIS6OJT1	-	8	8	-	100	-	100	50	4
<b>Total =</b>				<b>16</b>	<b>8</b>	<b>24</b>	<b>320</b>	<b>100</b>	<b>80</b>	<b>500</b>	<b>210</b>	<b>20</b>

**Four Year Bachelor of Arts (Honours/Research) Degree Examination in History as per NEP 2020**

<b>Fourth Year: Semester VII (UG HONOURS DEGREE)</b>												
Sr. No.	Course Type	The program (Name of the Paper)	Course Code	Teaching & Learning Scheme			Examination Evaluation & Assessment Scheme					Credit
				Teaching Hours Per Week			Theory *(CIE) Continuous Internal Evaluation					
				Theory	Activity	Total	Theory	Activity	Internal (CIE)	Total Marks	Minimum Passing Marks	
1	Major Mandatory	Historiography	HIS7MM13	4	-	4	80	-	20	100	40	4
		History of Marathas-I: 1600 to 1707 AD	HIS7MM14	4	-	4	80	-	20	100	40	4
		History of Modern World:1805 to 1945 AD	HIS7MM15	4	-	4	80	-	20	100	40	4
2	Major Electives (Any One)	Peasant Movements in India: 1757 to 1947 AD <b>OR</b> Tribal History of Central India: 1200 to 1800 AD <b>OR</b> Economic History of India : 1757 to 1857 AD	HIS7ME3	4	-	4	80	-	20	100	40	4
3	RM	<b>Research Methodology</b>	HIS7RM1	4	-	4	80	-	20	100	40	4
<b>Total =</b>				<b>20</b>	<b>-</b>	<b>20</b>	<b>400</b>	<b>-</b>	<b>100</b>	<b>500</b>	<b>200</b>	<b>20</b>



**Four Year Bachelor of Arts (Honours/Research) Degree Examination in History as per NEP 2020**

<b>Fourth Year: Semester VIII (UG HONOURS DEGREE)</b>												
Sr. No.	Course Type	The program (Name of the Paper)	Course Code	Teaching & Learning Scheme			Examination Evaluation & Assessment Scheme					Credit
				Teaching Hours Per Week			Theory *(CIE) Continuous Internal Evaluation					
				Theory	Activity	Total	Theory	Activity	Internal (CIE)	Total Marks	Minimum Passing Marks	
1	Major Mandatory	Trends and Theories of History	HIS8MM16	4	-	4	80	-	20	100	40	4
		History of Marathas-I: 1707 to 1818 AD	HIS8MM17	4	-	4	80	-	20	100	40	4
		History of Modern World :1945 to 2000 AD	HIS8MM18	4	-	4	80	-	20	100	40	4
2	Major Electives (Any One)	Labour Movements in India: 1757 to 1947 AD OR Tribal Revolts in India: 1757 to 1947 AD OR Economic History of India: 1858 to 1947 AD	HIS8ME4	4	-	4	80	-	20	100	40	4
3	OJT2	On Job Training	HIS8OJT2		8	8	-	100	-	100	50	4
<b>Total =</b>				<b>16</b>	<b>8</b>	<b>24</b>	<b>320</b>	<b>100</b>	<b>80</b>	<b>500</b>	<b>210</b>	<b>20</b>



**Four Year Bachelor of Arts (Honours/Research) Degree Examination in History as per NEP 2020**

<b>Fourth Year: Semester VII (UG HONOURS WITH RESEARCH DEGREE)</b>												
Sr. No.	Course Type	The program (Name of the Paper)	Course Code	Teaching & Learning Scheme			Examination Evaluation & Assessment Scheme					Credit
				Teaching Hours Per Week			Theory *(CIE) Continuous Internal Evaluation					
				Theory	Activity	Total	Theory	Activity (RP)	Internal (CIE)	Total Marks	Minimum Passing Marks	
1	Major Mandatory	Historiography	HIS7MM13	4	-	4	80	-	20	100	40	4
		History of Modern World: 1805 to 1945 AD	HIS7MM14	4	-	4	80	-	20	100	40	4
2	Major Electives (Any One)	History of Marathas-I :1600 to 1707 AD OR Peasant Movements in India: 1757 to 1947 AD OR Tribal History of Central India: 1200 to 1800 AD OR Economic History of India: 1757 to 1857 AD	HIS7ME3	4	-	4	80	-	20	100	40	4
4	RM	Research Methodology	HIS7RM1	4	-	4	80	-	20	100	40	4
5	RP	Research Project	HIS7RP1		8	8	-	50	50	100	50	4
<b>Total =</b>				<b>16</b>	<b>8</b>	<b>24</b>	<b>320</b>	<b>50</b>	<b>130</b>	<b>500</b>	<b>210</b>	<b>20</b>

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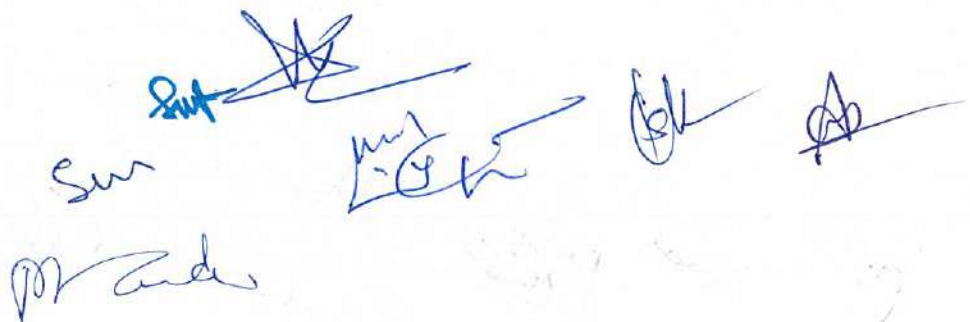
**Four Year Bachelor of Arts (Honours/Research) Degree Examination in History as per NEP 2020**

<b>Fourth Year: Semester VIII (UG HONOURS WITH RESEARCH DEGREE)</b>												
Sr. No.	Course Type	The program (Name of the Paper)	Course Code	Teaching & Learning Scheme			Examination Evaluation & Assessment Scheme					Credit
				Teaching Hours Per Week			Theory *(CIE) Continuous Internal Evaluation					
				Theory	Activity	Total	Theory	Activity(PR)	Internal (CIE)	Total Marks	Minimum Passing Marks	
1	Major Mandatory	Trends and Theories of History	HIS8MM15	4	-	4	80	-	20	100	40	4
		History of Modern World: 1945 to 2000 AD	HIS8MM16	4	-	4	80	-	20	100	40	4
2	Major Electives (Any One)	History of Marathas-II: 1707 to 1818 AD OR Labour Movements in India: 1757 to 1947 AD OR Tribal Revolts in India: 1757 to 1947 AD OR Economic History of India: 1858 to 1947 AD	HIS8ME4	4	-	4	80	-	20	100	40	4
4	RP	Research Project	HIS8RP2	-	16	16		100	100	200	100	8
<b>Total =</b>				<b>12</b>	<b>16</b>	<b>28</b>	<b>240</b>	<b>100</b>	<b>160</b>	<b>500</b>	<b>220</b>	<b>20</b>

**SCHEME AT A GLANCE**

<b>B.A. (HISTORY) First Year - Certificate</b>		
	<b>Semester-I</b>	<b>Semester-II</b>
<b>MM-1</b>	History of India (Earliest Time to 550 AD)	<b>MM-3</b> History of India :550 AD to 1206 AD
<b>MM-2</b>	Idea of Bharat	<b>MM-4</b> Understanding the Heritage
<b>Minor</b>	----	<b>Minor-1</b> Idea of Bharat
<b>OE-1</b>	Indian Freedom Struggle: 1885-1947 AD	<b>OE-2</b> Independent India: 1948-2010 AD
<b>VSC-1</b>	Archives in India	<b>VSC-2</b> Museums in India
<b>SEC-1</b>	Archival Sources and Techniques	<b>SEC-2</b> Historical Tourism
<b>AEC-1</b>	English-1	<b>AEC-2</b> Modern Indian Language
<b>VEC-1</b>	Environmental Studies	<b>VEC-2</b> Constitution of India
<b>IKS</b>	Ancient Knowledge System	---
<b>CC-1</b>		<b>CC-2</b>
<b>B.A. (HISTORY) Second Year - Diploma</b>		
	<b>Semester-III</b>	<b>Semester-IV</b>
<b>MM-5</b>	History of the Medieval India :1206 to 1526 AD	<b>MM-7</b> History of Medieval India :1526 to 1707 AD
<b>MM-6</b>	Art and Architecture in Ancient India	<b>MM-8</b> Art and Architecture in Medieval India
<b>OE-3</b>	Social Reformers in Modern Maharashtra	<b>OE-4</b> Constitutional History of India
<b>Minor (Other than Major)</b>	History of Marathas: 1630 to 1761 AD	History of India: 1757 to 1885 AD
<b>VSC-3</b>	Cultural Heritage of India	---
<b>AEC</b>	AEC-3 Modern Indian Language	English-II
<b>SEC</b>	---	<b>SEC-3</b> Techniques of Writing History
<b>FP</b>		FP
<b>CC-3</b>		CC-4
<b>B.A. (HISTORY) Third Year - Degree</b>		
	<b>Semester-V</b>	<b>Semester-VI</b>
<b>MM-9</b>	History of India :1707 to 1857 AD	<b>MM-11</b> History of India (1858 to 1920 A. D.)
<b>MM-10</b>	Indian National Movement :1920 to 1947 AD	<b>MM-12</b> India After Independence :1948 to 2010 AD
<b>Major Elective-1</b>	History of World Civilization (Earliest time to Early Medieval Times)	<b>Major Elective-2</b> History of the World (13 <sup>th</sup> C. to 1805 AD)
<b>Minor (Other than Major)</b>	Indian Freedom Struggle: 1885 to 1947 AD	Independent India: 1948 to 2010 AD
<b>VSC -4</b>	Heritage Tourism of Maharashtra	---
<b>FP/CEP</b>	----	OJT

<b>B.A. (HISTORY) Fourth Year – Honors Degree</b>		
	<b>Semester-VII</b>	<b>Semester - VIII</b>
<b>MM-13</b>	Historiography	<b>MM-16</b> Trends and Theories of History
<b>MM-14</b>	History of Marathas-I :1600 to 1707 AD	<b>MM-17</b> History of Marathas-II (1707 to 1818 AD)
<b>MM-15</b>	History of Modern World :1805 to 1945 AD	<b>MM-18</b> History of Modern World (1945 to 2000 AD)
<b>Major Elective-3 (Any One)</b>	Peasant Movements in India :1757 to 1947 AD OR Tribal History of Central India :1200 to 1800 AD OR Economic History of India :1757 to 1857 AD	<b>Major Elective-4 (Any One)</b> Labour Movements in India :1757 to 1947 AD OR Tribal Revolts in India :1757 to 1947 AD OR Economic History of India :1858 to 1947 AD
<b>RM (Subject Specific)</b>	Research Methodology	OJT
<b>B.A. (HISTORY) Fourth Year – Honors with Research</b>		
	<b>Semester-VII</b>	<b>Semester - VIII</b>
<b>MM-13</b>	Historiography	<b>MM-15</b> Trends and Theories of History
<b>MM-14</b>	History of Modern World :1805 to 1945 AD	<b>MM-16</b> History of Modern World :1945 to 2000 AD
<b>Major Elective-3 (Any One)</b>	History of Marathas-I :1600 to 1707 AD OR Peasant Movements in India :1757 to 1947 AD OR Tribal History of Central India :1200 to 1800 AD OR Economic History of India :1757 to 1857 AD	<b>Major Elective-4 (Any One)</b> History of Marathas-II :1707 to 1818 AD ORp Labour Movements in India :1757 to 1947 AD OR Tribal Revolts in India :1757 to 1947 AD OR Economic History of India :1858 to 1947 AD
<b>RM (Subject Specific)</b>	Research Methodology	
<b>RP</b>	Research Project	Research Project


  
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**Types of Courses**

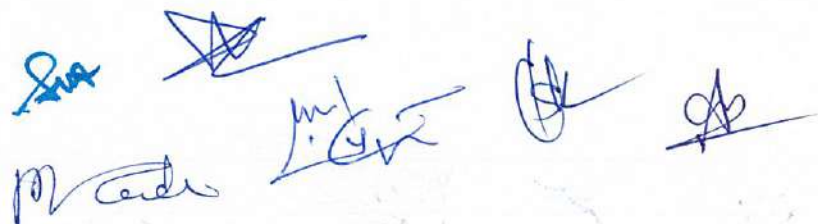
A student admitted to this program is required to undergo and successfully complete the following types of courses as mentioned in the scheme of examination:

Sr. No.	Course Type	Choice for Selection
1.	<b>Major Subject</b>	A student is required to select a 'MAJOR' subject from any one group amongst the groups provided in Table 3 under Clause 4, provided in this scheme of examination in the 1 <sup>st</sup> semester. The last date for selection of 'Major' subject may be decided by the college but it shall not be later than 15 days after commencement of classes for 1 <sup>st</sup> Semester. Change of major subject shall not be permitted after the examination form is submitted. This MAJOR subject will be continued for all semesters.
2.	<b>Minor Subject</b>	A student is required to select any one 'MINOR' subject from any one group under Table No. 3 Clause 4 except the subject in the group of MAJOR subjects or any other degree program offered by the university in any other faculty at the time of admission to 2 <sup>nd</sup> Semester. Change of 'Minor' subject shall not be permitted after the examination form is submitted. Except MAJOR or Group of MAJOR all other subjects would be considered as MINOR. A student should continue the same 'Minor' in all semesters throughout the programme.
3.	<b>Open Elective Course (OE)</b>	<p>A student is required to select an 'OPEN ELECTIVE COURSE' from the 'Open Elective Basket' of any program offered by the university from any faculty before filling the examination form for the semester concerned. Such an 'OPEN ELECTIVE COURSE' cannot be selected from the subjects chosen by a student as 'Major' or 'Minor' subjects.</p> <p align="center"><b>OR</b></p> <p>A student can also earn credits for 'OPEN ELECTIVE COURSE' by successfully completing online courses of equivalent credits from SWAYAM/NPTEL learning platforms.</p> <p align="center"><b>OR</b></p> <p>From other Higher Education Institutions affiliated to R.T.M. Nagpur University.</p> <p align="center"><b>OR</b></p> <p>Any other institute of National repute i.e. IIT, IIM, IISC, IIIT, and NIT. However, this need to be informed by the student to the university through the college before the commencement of the semester and an application for transfer of credits is required to be made by the student.</p> <p><b>If a student completes an 'OPEN ELECTIVE COURSE' from other faculty or online learning platform having more than 2 OR 4 credits, it will be considered equivalent to 2 OR 4 credits only</b></p>
4.	<b>Vocational Skill Course (VSC)</b>	A student is required to successfully complete the 'VOCATIONAL SKILL COURSE' as mentioned in this scheme of examination. This course must be a course corresponding to the 'MAJOR' selected by a student.
5.	<b>Skill Enhancement Course (SEC)</b>	<p>A student is required to select a 'SKILL ENHANCEMENT COURSE' from the basket provided by the university for this purpose. A separate notification and guidelines in this regard shall be displayed by the university on its website.</p> <p align="center"><b>OR</b></p>



**Four Year Bachelor of Arts (Honours/Research) Degree Examination in History as per NEP 2020**

		<p>A student can also earn credits for <b>'SKILL ENHANCEMENT COURSE'</b> by successfully completing online courses of equivalent credits from SWAYAM/NPTEL learning platforms or from other Higher Education Institutions affiliated to R.T.M. Nagpur University provided they are approved by the competent authority of RTM Nagpur University or the courses from 'Sector Skill Council.' However, this need to be informed by student to the University through the college before the commencement of the semester and an application for transfer of credits is required to be made by student.</p> <p>If a students completes 'SEC' from other faculty or online learning platforms having more than 2 credits, it will be considered equivalent to 2 credits in this program.</p>
6.	<b>Ability Enhancement Course (AEC)</b>	A student is required to undergo and successfully complete the <b>'ABILITY ENHANCEMENT COURSE'</b> as mentioned in this scheme of examination.
7.	<b>Indian Knowledge System Course (IKS)</b>	<p>A student is required to undergo and successfully complete the <b>'INDIAN KNOWLEDGE SYSTEM COURSE'</b> as mentioned in this scheme of examination.</p> <p>This course must be corresponding to the <b>'MAJOR.</b></p>
8.	<b>Value Education Course (VEC)</b>	A student is required to undergo and successfully complete the <b>'VALUE EDUCATION COURSE'</b> as mentioned in this scheme of examination.
9.	<b>Co-Curricular Course (CC)</b>	<p>A student is required to select a <b>'Co-Curricular Course'</b> from amongst the basket provided under the direction/regulation governing B. A. Program.</p> <p>This course must be completed at the college where the student has taken admission and transfer of credit is not permissible for this type of course.</p>
10.	<b>Field Project (FP) /On Job Training (OJT)/Community Engagement Project (CEP)/Research Project (RP)</b>	<p>A student is required to undergo and successfully complete this course as mentioned in the scheme of examination under the guidance of supervisor/mentor assigned by the college. This course must be corresponding to the <b>'MAJOR.'</b></p> <p>This course must be completed at the college where the student has taken admission and transfer of credit is not permissible for this type of course.</p>



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**Availability 'Major' and 'Intake Capacity'**

All colleges affiliated to the University for offering B. A. Program in the Faculty of Humanities shall adhere to the following:

**Table 3: LIST OF MAJOR SUBJECTS**

AFFILIATED PROGRAM	SANCTIONED INTAKE	'MAJOR' TO BE OFFERED	CODE OF 'MAJOR'
<b>Group A</b>	As approved by the University	1. Marathi Literature 2. Hindi Literature 3. Sanskrit Literature 4. Pali Literature 5. English Literature 6. Urdu Literature 7. Persian Literature 8. Arabic Literature	MLT HLT SLT PALT ELT ULT PLT ALT
<b>Group B</b>	As approved by the University	9. English 10. Marathi 11. Hindi 12. Sanskrit 13. Urdu 14. Pali 15. Arabic 16. Persian	ENG MAR HIN SAN URD PAL ARB PRN
<b>Group C</b>	As approved by the University	17. Ancient Indian History, Culture & Archaeology 18. History 19. Library & Information Science	AIH HIS LIS
<b>Group D</b>	As approved by the University	20. Economics 21. Mathematics 22. Statistics	ECO MAT STA
<b>Group E</b>	As approved by the University	23. Political Science 24. Philosophy 25. Public Administration	POL PHL PUB
<b>Group F</b>	As approved by the University	26. Home Economics 27. Geography 28. Psychology	HEC GEO PSY
<b>Group G</b>	As approved by the University	29. Drama 30. Military Science 31. Fashion Designing 32. Music 33. Fine Arts	DRM MSC FDE MUS FAT
<b>Group H</b>	As approved by the University	34. Sociology 35. Buddhist Studies 36. Dr Ambedkar Thought 37. Gandhian Thought	SOC BST ATH GTH

**NOTES:**

- Table 3 above has eight groups accommodating all the Major programs. A student is required to select one Major program (subject) from any one group.
- A student is required to select one Minor from any one group except the group from which she/he has selected the Major program (subject).
- Total intake capacity for the program as approved by the university shall remain the same and be divided amongst the 'Major' subjects allowed for that program.
- The HEI may offer a particular 'Major' program based on the availability of teachers and students.
- The HEI is not expected to force any student to opt for a particular program where a choice is provided in the scheme of examination.

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**Detail Syllabus**  
**SEMESTER – I**  
**MAJOR MANDATORY-1 (4 Credit)**

**HIS1MM1 - HISTORY OF INDIA: (FROM EARLIEST TIMES TO 550 A.D.)**

**Course Objectives:** As a history student will learn about the historiographical trends, interpretation of the historical sources of ancient India as well. They can acquire knowledge about the Vedic Period and the rise of Jainism and Buddhism culture in ancient times of India.

**Course Outcome:**

CO1. The student will learn literary sources of Ancient India.

CO2. The students will acquire knowledge on Vedic period and rise of Jainism and Buddhism culture.

CO3. The student will know the rise of Empires.

CO4. The student will learn administration, and know about art and architecture.

**UNIT- I**

- a. Literary Sources of the Ancient Indian History.
- b. Harappa Civilisation- Extent Urban Planning, Religion, Social and Economic Conditions, Decline.
- c. Early Vedic & Post Vedic Age- Various Theories of Aryan's Homeland, Political, Socio-Religious developments.

**UNIT- II**

- a. Age of Religious Movements- Jainism & Buddhism.
- b. Mourya Empire - Chandragupt Mourya & Ashok Mourya, Mourya Administration and Social, Economic Condition.
- c. Sangam Age – Sangam Literature, Society and Culture

**UNIT- III**

- a. Kushanas - Political Achievement, Social, Economic and Cultural Conditions.
- b. Satvahanas - Political Achievement, Social, Economic and Cultural Conditions.
- c. Gupta Empire - Samudragupta, Chandragupta-II 'Vikramaditya', Kumargupta- I.

**UNIT- IV**

- a. Gupta Empire - Administration, Social, Economic Conditions.
- b. Gupta Empire- Art and Architecture, Literature, Development of Science and Technology.
- c. Vakataks- Political Achievement and Cultural Development.

**Books Recommended:**

1. Jayaswal, Vidula: *Bhartiya Itihas Ke Adi Chara ki Rooprekha*, Delhi, 1987
2. Majumdar, R.C. and Pusalkar, A.D (edited): *The History and Culture of Indian People Vol. I, Vedic Age.*
3. Majumdar, R.C. and Pusalkar, A.D (edited): *The History and Culture of Indian People Vol. II: The Age of Imperial*
4. Pandey, Rajbali: *Prachin Bharat*, Vishwavidyalya Prakashan, revised edition, Varanasi, 2010.
5. Raychaudhary, H.C: *Political History of Ancient India*, rev Edition, 1996 by B.N. Mukherjee
6. Raychaudhary, H.C.: *The History and Culture of Ancient India, Vol III: The Classical age*
7. Sankalia, HD: *Prehistory and Prohistory of India and Pakistan*, Poona 1974
8. Sastri, K.A Nilakanta: *A History of South India, from Prehistoric Times to the fall of Vijyanagar*, Oxford University Press, 1955; Also, in Hindi Translation by Bihar Hindi Granth Academy.
9. Singh, Kripa Shankar: *Rigveda, Harrappa Sabhyata and Sanskrit Nirantarta*, Kitab Ghar publication, New Delhi, 2007
10. Majumdar R.C and Pusalkar A.D (edited): *The History of Indian People, vol. V, The Struggle for Empire*
11. Majumdar R.C. and Pusalkar A.D (edited): *The History of Indian People, Vol. IV, The Age Imperial Kanauj*
12. Majumdar, A.K.: *Bhakti Renaissance*, *Bhartiya Vidyabhawan*, Calcutta.
13. Majumdar, R.C. and Altekar, A.S *Vakataka: Gupta Age*, Motilal Banarasi Das, 2007.
14. Pande, Rekha: *Religion movement in Medieval India*, Gyanbook, New Delhi.
15. Raychaudhary, H.C.: *Political History of Ancient India.*
16. Sastri, K.A. Nilkanta: *a History of South India, from Prehistoric times to the fall of Vijaynagar*, Oxford University Press, 1955, also, in Hindi translation by Bihar Hindi Granth Academy.
17. Sastri, K.A. Nilkanta: *Studies in Chola History and Administration*, University of Madras, 1932.
18. Singh, Upinder: *A History of Ancient and Early Medieval India, from Stone Age to Early Medieval India*, a Pearson pub., New Delhi, 2008.
19. Srivastva, B: *दक्षिण भारत का इतिहास*, Varanasi, 2010.
20. Vaidya, C.V: *History of Medieval Hindu India*, Reprint, Gyan books, New Delhi, 2018.
21. Thapar, Romilla: *Early India from the Beginnings to 1300*, London, 2002
22. A. L. Basham, *The Wonder That was India* (Mumbai, Rupa, 1971)
23. D.N. Jha and K.M. Shrimali, *Prachin Bharat Ka Itihas* (Delhi, Hindi, Directorate 1990)
24. Kalambe Chitrlekha, *Prachin Bhartacha Sanshipt Itihas aani Priyadarshi Itihas Part-I*, Swayam Prakashan, Mumbai, 2017
25. Kalambe Chitrlekha, *Prachin Bhartacha Sanshipt Itihas aani Priyadarshi Itihas Part-II*, Swayam Prakashan, Mumbai, 2017

**MAJOR MANDATORY-2 (2 Credit)**  
**HIS1MM2 - IDEA OF BHARAT**

**Course Objectives:** Students will acquire knowledge regarding the primitive life and cultural status of the people of ancient India. They can gather knowledge about the society, culture, religion and political history of ancient India. They will also acquire the knowledge of changing socio-cultural scenarios of India.

**Course Outcome:**

CO1. The student will understand the concept of Bharatvarsha, its geography and Akhand Bharat.

CO2. The student will know their cultural roots and ancient Indian philosophy.

**UNIT- I**

**Meluha,**

- Understanding of Bharatvarsha/Aryavarta, Jambudweep, Indica, Hindustan
- Geographical concept of Akhand Bharat
- The concept of Janpada & Gram Swarajya

**UNIT- II**

- Salient features of Indian Art & Culture
- Indian perception of Dharma and Darshan
- The concept of Vasudhaiva Kutumbakam: Man, Family, Society and world

**Books Recommended:**

- A.L. Basham: *The Wonder that was India*, Rupa, Delhi 1994
- A.S Altekar, *Education in Ancient India*, Nand Kishore & Bros, Varanasi 1944
- Balbir Singh Sihag: *Kautilya: The true founder of Economics*, Vitasta Publishing Pvt. Ltd, Delhi, 2014
- Bhagavadatt: *वृहद् भारत का इतिहास*, प्रणव प्रकाशन, नई दिल्ली
- Dharampal: *The Beautiful Tree*, Other India press, Delhi 1995
- Faith Robertson Elliott: *Gender Family and Society*, St. Martin press, New York, 1996
- G. Arrhenius: *Evolution for space*
- Govind Chandra Pandey: *भारतीय संस्कृति दिनी ग्रंथ अकादमी, भोपाल, 2008*
- Govind Chandra Pandey: *वैदिक संस्कृति, लोक भारती प्रकाशन, दिल्ली*
- Kapil Dev Dwivedi: *वेदो मे तत्त्वज्ञान, विश्व भारती अनुसंधान परीषद, 2014*
- Narendra Mohan: *भारतीय संस्कृती, प्रभात प्रकाशन, तदल्ली, 2011*
- Rajbali Pandey: *भारतीय पुरालिपी, लोक भारती प्रकाशन, इलाहबाद, 1998*
- Satish Chand Mittal: *भारतीय संस्कृतीके चार अध्याय, अखिल भारतीय इतिहास संकलन योजना, दिल्ली, 2018*
- Shri Arvind: *भारतीय संस्कृतीके आधार, पांडचरी*
- Vasudev Sharan Aggarwal: *प्राचीन कालीन भारत, पृथ्वी प्रकाशन वाराणसी*
- Will Durant: *The Story of civilization, five communications, US, Jan. 1993(11 Vol)*
- R.K Mookherjee: *The Fundamental Unity of India*

Open Elective  
OE1 (4 Credits)

**HIS1OE1- INDIAN FREEDOM STRUGGLE: 1885 to 1947 AD**

**Course Objectives:** The contents of the syllabus are designed to cover core issues pertaining to a vast canvass of nationalist history so that the student at the undergraduate level is equipped to focus upon the core ideas of the national movement in its conceptuality. India's quest for independence and nation-building are interwoven scripts of history, debated most widely at the global level from various angles. Indeed, India's national movement has a vast and divergent ideological base with inner contradictions.

**Course Outcome:**

- CO1. The student will understand the making of Indian constitution and to know the salient features of Indian constitution.  
CO2. The student will know the new economic initiatives propagated in independent India.  
CO3. The student will critically analyse the international relations of India with its neighbours.  
CO4. The students will be enabled to analyse development of democratic culture in the princely states.

**UNIT I**

- a. Establishment of Indian National Congress and Moderates Politics
- b. Extremists Politics-Lokmanya Tilak; Swadeshi Movement
- c. Revolutionary Movement Phase-I-Birsa Munda; V.D. Sawarkar

**UNIT II**

- a. Home Rule Movement; Lucknow Pact
- b. Mahatma Gandhi-Early Satyagraha and Non - Cooperation Movement
- c. Civil Disobedience Movement, Round Table Conferences

**UNIT III**

- a. Revolutionary Movement phase-II; Bhagat Singh; Chandrashekar Azad
- b. Quit India Movement-1942
- c. Subhash Chandra Bose and Indian National Army (INA), INA Trials

**UNIT IV**

- a. Cripps Mission, Wavell Plan,
- b. Cabinet Mission Plan, Mountbatten Plan
- c. Independence Act, 1947, Partition of India

**Recommended Books:**

1. Ayodhya Singh; Bharat Ka Mukti Sangram
2. B.L. Grover; A New Look on Modern Indian History, S Chand.
3. Barbara D Metcalf and T.R. Metcalf; A Concise History of India, Cambridge, 2002
4. Bipan Chandra, Aditya Mukherjee, India After Independence, Viking, 1999.
5. Bipan Chandra: Nationalism and Colonialism.
6. C.A. Bayly: An Illustrated History of Modern India 1600 - 1947, London 1990
7. Francine Frankel; India's Political Economy 1947- 1977.
8. Gail Omvedt; Dalits and Democratic Revolution.
9. K.G. Subramanian; The Living Tradition: Perspectives on Modern Indian Art.
10. Mushirul Hasan; From Company to the Republic: A story of Modern India
11. Parul Brass; The Politics of India since Independence.

12. R.L. Shukla; Adunik Bharat (ed). Delhi Uni. Hindi Madhyam Nideshalaya. 2012.
13. Shekher Bandopadhyya : Plassy to Partition Orient Black Swan(Hindi & English)
14. Sumit Sarkar Modern India 1885 1947, Macmillan, 1983
15. Sunder Lal; Bharat mein Angreji Raj 2 vol . (National Book Trust of India)
16. Sumit Sarkar: Modern India 1885 n 1947. Macmillian, 1983
17. Paul Brass: The Politics of India since Independence
18. Dutta. K.K: Social History of Modern India
19. Desai A.R.: Social background of Indian Nationalism
20. Desai A.R.: India's Path of Development
21. Satya Rai: भारत मे उपनिवेशवाद और राष्ट्रवाद का उदय
22. D. Agrow: Moderates and Extremist in the Indian National Movement
23. M.N. Gupta: History of the revolutionary Movement in India
24. Sumit Sarkar: आधुनिक भारत
25. S.R Mehrotra: The Emergence of Indian National congress
26. Bipan Chandra and Others: Freedom Struggle



### VSC-1 (2 Credit)

#### HIS1VSC1 – ARCHIVES IN INDIA

**Course Objectives:** The aim of introducing this paper is to highlight the facts pertaining to the nature and importance of Archives. The students will learn the preservation of records and records management. The student will also understand the functions and administration of National Archives and regional Archives.

**Course Outcome:**

CO1. The student will understand the meaning and definition of Archive. The student will know the history, uses and importance of Archive.

CO2. The students will come to know the best Museums in India. The student will also know the various government & private Archives.

#### UNIT- I

- a. Concepts of Archives; Definition - Archives and Records
- b. History of Archives in India.
- c. Types of Archives- Types of Records
- d. Uses of archives

#### UNIT- II

- a. Best Museums in India
- b. Indian Historical Record Commission - The National Archives, Delhi
- c. Maharashtra State Archives –Mumbai, Nagpur
- d. Private Archives –Vidarbha Sansodhan Mandal, Itihas Sanshodhan Mandal, Dhule

#### Books Recommended:

1. Agrawal Usha- Directory of Museums in India, New Delhi, 2000
2. Anderson, G.(ed) Reinventing the Museums: Historical & Contemporary perspectives on the paradigm shift, Oxford, Altamira Press, 2004
3. Black G. The Engaging Museum: Developing Museums for Visitor Involvement, London, Rutledge, 2005
4. Bobade B.R., Directory of Museums in India, Ministry of Culture, Govt of India, 2023
5. Bobade B.R., Museums a Guide to Preservation and Fumigation, Pacific Publication, Delhi
6. BobadeB.R. Museums and Archives-Preservation and Management and Digital networking, Pacific Pub. Delhi
7. Bobade B.R., Museums A New Era of Technology, B.R. Publishing Delhi
8. Bobade B.R., Encyclopedia of Museums, Archives & Archaeology 10 Volumes, Empire Books International, New Delhi
9. Flower, Sir William Henry, Essay on Museums, Macmillan & Co. Limited, London, 1898
10. Handley, Thomas Holbein, Handbook to Jeypore Museum, Calcutta Central Press Museum, 2005

11. Jeyraj, Dr. V. *Museology Heritage Management*, Director of Museums, Government Museum 2005
12. Murray, David, *Museums their History and their use*, vol.I, James Maclehose & Sons, Glasgow, 1904
13. Shrivastav, Alok (ed) *puratatvadhiniyamevamniyam, puratatv, abhilekhagaarevamsangrahalayasanchalanalay*, Madhya Pradesh, 1998
14. Shukla, Dr. Girishchandra, *Sangrahalayavighyan*, Motilal Banarasidas, Delhi, 2002
15. Ganeshan D., *Bharat ke Vividh Sangrahalaya*, Pilgrims Prakashan, Varanasi, 2006
16. Sahay, Shivswaroop, *Sangrahalaykiaur*, Motilal Banarasidas, Varanasi, 2005
17. Agrawal, o. p. *Kala Vastuani Grantalaysahityache Jatan*, National Book Trust India, 2012
18. Baliga B.S. *Guide to Records preservation in the Madras Record Office*
19. Bhabha K.D. *An Introduction to National Archive*
20. Dodwell H *Report on the Madras Records*
21. Harinarayana, *The Science of Archive Keeping*
22. Hilary Jenkinson, *A manual of Archives Administration*
23. Longwell W.H., *The Conservation of Books and Documents*
24. Saliyan Ghose, *Archives Keeping*
25. Sundara Raj (Ed.) *A Manual of Archival Systems and the World of Archives*, Siva Publications, Chennai, 1999

**Activities:**

a) **Mandatory:** (Training of students in the related skills by the Lecturer, Total:10Hours)

1) For Teacher: Training of students by the teacher in the classroom or in the field for a total of not less than 10 hours on identifying, extracting, classifying and preserving archival sources and documentation techniques. The training may pertain to the historical records of a local Educational institution, organization, age-old institution, business establishment, government institution, hospital, historical society, monument or a cultural event.

2) For Student: Students shall visit a college library, local library, an organization's office, archival cell or museum and observe the collection, preservation and cataloguing techniques. They shall write their individual or Group (Min 5 students) observations in the given format, not exceeding 10-15 pages, and submit to the teacher, as the Fieldwork/Project work Report.

3) Suggested Fieldwork/Project work Format (Report shall not exceed 10-15 pages):

Title Page, Student Details, Acknowledgments, Index page, Objectives, Step-wise process, Findings, Conclusion & References.

4) Max Marks for Fieldwork/Project work Report: 50

b) Suggested Activities

1) Invited Lectures

2) Hands-on experience by field experts.

3) Debates on interesting topics

4) Seminars, Group discussions, Quiz, etc.

\* Evaluation framework is given on the last Page.

## SEC-1 (2 Credit)

### HIS1SEC1- ARCHIVAL SOURCES AND TECHNIQUES

Course Objectives: The Students after successful completion of the course will be able to understand the archival sources and techniques as professional tools. They will Identify the intellectual and physical content in historical sites and records. The students will learn to Manage, budget and implement projects.

Course Outcomes:

CO1-Develop the ability to preserve and create access for a historic record.

CO2- Recognize the importance of archives in history writing.

#### UNIT-I

- a. Archival Sources: Public Records, Oriental Records, Manuscripts, Private Papers, News Papers etc. –
- b. Identifying Historical Records from fiction – Differentiating Primary and Secondary Sources.

#### UNIT-II

- a. Physical forms of Archival Materials: Clay tablets, Stone inscription, Metal Plates, Palm Leaves and Paper records, Photographs, Cartographic Records, Film, Video tapes and other Electronic Records.
- b. Archival Ethics: National Security, Privacy, Intellectual Property Rights -Information Technology and Computer Application in Archives.

#### Books Recommended:

1. Annstoler, Along the Archival Grain: Epistemic Anxieties and Colonial Common Sense,2009
2. Bern and Cohn, An Anthropologist among Historians and other Essays, OxfordPress,2010
3. Saloni Mathur: India by Design: Colonial History and Cultural Display, University of California,2007
4. Sengupta, S.: Experiencing History Through Archives, Delhi: MunshiramManoharlal,2004
5. Guha, Thakurta, Tapati : Monuments, Objects, Histories : Institution of Art in Colonial India, New York, 2004
6. Kathpalia, Y. P. : Conservation and RestorationofArchiveMaterials,UNESCO,1973
7. Basu, Purnendu; Records and Archives, What are they, National Achieve of India, 1960, Vol II, No. 29
8. The Indian Archives, Journal
9. Web sources suggested by the teacher concerned and college librarian including for reading material.

**Activities:**

a) **Mandatory: (Training of students in the related skills by the Lecturer, Total: 10Hours)**

1) **For Teacher: Training of students by the teacher in the classroom or in the field for a total of not less than 10 hours on identifying, extracting, classifying and preserving archival sources And documentation techniques. The training may pertain to the historical records of a local Educational institution, organization, age-old institution, business establishment, government institution, hospital, historical society, monument or a cultural event.**

2) **For Student: Students shall visit a college library, local library, an organization's office, archival cell or museum and observe the collection, preservation and cataloguing techniques. They shall write their individual or Group (Min 5 students) observations in the given format, not exceeding 10-15 pages, and submit to the teacher, as the Fieldwork/Project work Report.**

3) **Suggested Fieldwork/Project work Format (Report shall not exceed 10-15 pages):**

**Title Page, Student Details, Acknowledgments, Index page, Objectives, Step-wise process, Findings, Conclusion & References.**

4) **Max Marks for Fieldwork/Project work Report: 50**

b) **Suggested Activities**

1) **Invited Lectures**

2) **Handson experience by field experts.**

3) **Debates on interesting topics**

4) **Seminars, Group discussions, Quiz, etc.**

**\* Evaluation Framework is given on the Last Page.**

**VALUE EDUCATION COURSE (VEC)  
HIS1VEC1-ENVIRONMENTAL STUDIES**

**COURSE OUTCOMES:**

At the end of the course, students shall be able to:

1. Explain the basics of Environmental Science and Atmospheric Science along-with the components of Environment
2. Explicate the importance of Environmental Education.
3. Elucidate the fundamentals of atmospheric science including formation, depletion and effects of ozone layer and acid rain on environment.
4. Describe the various physical and chemical characteristics and properties of Water and Soil
5. Understand the Ecology and its allied branches
6. Comprehend about Population and Community Ecology
7. Study the changes in Population by understanding the concept of Population ecology

**Unit-I: Basics of Environmental Science**

- A. Introduction of Environmental Science: Definition, Types, Classification, Characteristics, Components and principles of environment. Scope and need for environmental science, Multidisciplinary nature of environmental science, Environmental ethics.
- B. Environmental Education: Goals, Objectives and principles of environmental education, formal and non-formal environmental education, environmental programme, importance of environmental education, environmental awareness.
- C. Components of Environment: Atmosphere (Structure and composition), hydrosphere – distribution of water, hydrological cycle, global water balance, lithosphere – Internal structure of Earth, types of rocks, Biosphere- Boundaries of biosphere.

**Unit-II: Basics of Atmospheric Science**

- A. Atmospheric Chemistry: Structure of atmosphere based on temperature, photochemical reaction in the atmosphere, temperature inversion and lapse rate, smog formation, types of smog (sulphur and photochemical smog), adverse effect of smog on human being, aerosol.
- B. Green House Effect: Greenhouse gases, relative contribution and effects of greenhouse effect, control of greenhouse gases. Ozone depletion: chemistry of ozone depletion, Dobson Unit, ozone depleting substances (ODS), ozone hole, consequences of ozone depletion, mitigation measures and international protocols.
- C. Acid Rain: Chemistry of Acid Rain, effect of acid rain on ecosystem, control measures. Precipitation – Forms of precipitation (rain, drizzle, snow, sleet, and hail), types of precipitation (conventional, orographic, and cyclonic).

**Unit-III: Basics of Ecology**

- A. Ecology: Definition, subdivision and modern branches of ecology, ecology spectrum, scope of ecology. Application and significance of ecology to human beings.
- B. Abiotic Factors: Temperature: effect of temperature on plants and animals, Adaptation to meet extreme temperature. Light: Zonation in marine habitat, effects of light on plants and animals, Microclimate and fire, Shelford law of tolerance, Leibigs law of minimum.
- C. Biotic Factor: Inter specific relationship Positive: Mutualism (symbiosis), commensalism, proto- cooperation Negative: Parasitism, predation, competition, Antibiosis, Neutralism.

**Unit-IV: Ecosystems and food chain**

- A. Ecosystem: Definition, structure and function of ecosystem, types of ecosystem: Terrestrial (forest, grassland, desert, cropland), Aquatic (Marine and freshwater)
- B. Food chain: Definition & types: Grazing food chain, detritus food chain, and parasitic food chain, food web in forest and grassland ecosystem. Ecological pyramids (number

biomass and energy), energy flow in ecosystem (Y- shaped). Energy flow and the law of thermodynamics.

C. Biogeochemical Cycles: Definition, classification, gaseous cycle (oxygen, carbon and nitrogen) Sedimentary cycle (phosphorus and sulphur).

**RECOMMENDED BOOKS:**

1. Text Book of Environment: K M Agrawal, P.K. Sikdar, and S.C. Deb, Mc'Millan Publication, Mumbai.
2. Man and Environment: M.C. Dash and P.C. Mishra, Mc'Millan Publication, Mumbai.
3. Environmental Science: S.C. Santra, New Central Book Pvt.Ltd, Kolkatta.
4. Environmental Problems and Solution: D.K. Asthana, S.Chand Publication, New Delhi.
5. Environmental Chemistry: S.S. Dara, S.Chand Publication, New Delhi.
6. Environmental Chemistry: A.K. Dey, New Age International Publishers, 2001.
7. A Textbook of Environmental Studies: Dr S.Satyanarayan, Dr S.Zade, Dr S Sitre and Dr P.U. Meshram, Allied Publishers, New Delhi.
8. Environmental Biology: Biswarup Mukherjee, Tata McGraw-Hill Publishing Company Ltd, New Delhi, 1996.
9. Animal Ecology and Distribution of Animals: Veer Bala Rastogi, Rastogi Publication, Meerut (U.P).
10. Ecology and Environment: P.D. Sharma, Rastogi Publication, Meerut (U.P).
11. Fundamentals of Environmental Biology: S. Arora, Kalyani Publishers.
12. Environmental Biology: P.K.G. Nair, Himalaya Publication.
13. Environmental Biology: K.C. Agrawal, Agro Botanical Publisher, Bikaner, 1994

**MINOR-IKS (2 Credit)**  
**HIS1IKS1 –ANCIENT KNOWLEDGE SYSTEM**

**Course Objectives:** This paper aims at introducing the students to the Ancient Indian wisdom preserved in the Sanskrit and Pali texts. It also introduces the students to the important ethical ideas contained in the Indian traditions. It also investigates if there are certain epistemic ideas in those texts that addresses present concerns like environmental degradation.

**Course Outcome:**

CO1. The students will understand the Ancient Indian wisdom preserved in ancient texts. The students will know important ethical ideas contained in the Indian traditions.

CO2. The student will be able to investigate certain epistemic ideas in those texts. The learner will be able to relate the nature and human relations.

**Unit- I Ancient Literature**

- a. Vedas, Aryanaka, Brahmins, Upanishad, Puranas and Indian Epics
- b. Tripitaka, Agama, Lokayat
- c. Arthashastra, Natyashastra, Rajtarangini

**Unit-II Conceptual Universe in the Indian intellectual tradition**

- a. Purusharthas
- b. Ahimsa in Hinduism, Buddhist and Jain tradition
- c. Environmental Ethics (Eco-Dharma)

**Books Recommended:**

1. Literary Cultures in History: Reconstructions from South Asia -Pollock, Sheldon
2. The Ramayana of Valmiki: An Epic of Ancient India, Vol. 1. - Goldman, Robert P.
3. History of Dharmasastra - Kane, P. V.
4. The Classical Law of India - Lingat, Robert
5. The Asrama System- Olivelle, Patrick
6. The Language of the Gods in the World of Men: Sanskrit, Culture and Power in Premodern India- Pollock, Sheldon
7. Hinduism and Environmental Ethics - Christopher G. Framarin
7. Hinduism and Nature - Nandhita Krishna
8. Dharma -BadrinathChaturvedi
9. Philosophical Foundations of Hinduism – A. Ramamurty
10. Upanishads - Patrick Olivelle
11. Foundation of Indian Culture Vol. I - G. C. Pande
12. Foundation of Indian Culture Vol. II - G. C. Pande
13. Indian Philosophy Vol. I - S. Radhakrishnan
14. Indian Philosophy Vol. II - S. Radhakrishnan
15. A History of Indian Literature (Three volumes) - M. Winternitz (Translated from German to English by S. Ketkar)
16. Mahabharata - Kamala Subramaniam
17. TheArthashastra, Kautilya- L.N. Rangarajan
18. The Origins & Development of Classical Hinduism-A.L. Basham
19. Dharma Its Early History in Law, Religion, and Narrative-Alf Hiltebeitel

20. **The Religion of India The Sociology of Hinduism and Buddhism- Max Weber**
21. **The Buddha and His Dhamma-Dr. B.R. Ambedkar**
22. **Change and Continuity in Indian Religion-J. Gonda**
23. **The Secret of the Veda- Sir Aurobindo**
24. **Questioning Ramayanas A South Asian Tradition - Paula Richman**
25. **The Indian Epics Retold -R.K. Narayan**
26. **Dharma and Development the Future of Survival - MakarandParanjape**
27. **The Hinduism Omnibus-Nirad C. Chaudhuri and others**
28. **The Experiential Dimension of Advaita Vedanta- Arvind S**



**SEMESTER- II**  
**MOJOR MANDATORY-3 (4 Credit)**  
**HIS2MM3 - HISTORY OF INDIA: 550 TO 1206 A.D.**

**Course Objectives:** Students will learn and analyze about the transition from historic centuries to the early medieval. They will be able to delineate changes in the realm of polity and culture; puranic religion; the growth of vernacular languages and newer forms of art and architecture.

**Course outcome:**

**CO1.** The students will learn and able to analyse the transition of Indian society.

**CO2.** The students will able to delineate changes in the realm of polity and culture.

**CO3.** The students will know the administration and art and architecture of south India.

**CO4.** The students will understand the society and religion of medieval India.

**UNIT- I**

- a. Harshavardhan - Political, Religious and Cultural Developments.
- b. Rajput Dynasty- Origin of Rajput, Various Theories.
- c. Chahaman and Pratihars - Political and Cultural Achievement.

**UNIT- II**

- a. Solanki and Pal: Political and Cultural Achievement.
- b. Chalukyas of Vatapi - Political Achievement, Art & Architecture.
- c. Rashtrakutas of Manyakhet – Political Achievement, Art & Architecture.

**UNIT- III**

- a. Tripartite Struggle – Causes and Consequences.
- b. Cholas - Political Achievement, Administration, Art & Architecture.
- c. Pallava and Pandya - Political Achievement, Art & Architecture.

**UNIT- IV**

- a. Society and Religion in Pre Medieval India.
- b. Pre Medieval India: Fine Arts, Architecture, Sculpture, Paintings.
- c. Emergence and Spread of Bhakti Movement.

**Books Recommended:**

1. Jayaswal, Vidula: Bhartiya Itihas Ke Adi Charna ki Rooprekha, Delhi, 1987
2. Majumdar, R.C. and Pusalkar, A.D (edited): The History and Culture of Indian People Vol. I, Vedic Age.
3. Majumdar, R.C. and Pusalkar, A.D (edited): The History and Culture of Indian People Vol. II: The Age of Imperial
4. Pandey, Rajbali: Prachin Bharat, Vishwavidyalya Prakashan, revised edition, Varanasi, 2010.

5. Raychaudhary, H.C: Political History of Ancient India, rev Edition, 1996 by B.N.Mukherjee
6. Raychaudhary, H.C.: The History and Culture of Ancient India, Vol III: The Classical age
7. Sastri, K.A Nilakanta: A History of South India, from Prehistoric Times to the fall of Vijyanagar, Oxford University Press, 1955; Also, in Hindi Translation by Bihar Hindi Granth Academy.
8. Singh, Kripa Shankar: Rigveda, Harrappa Sabhyata and Sanskrit Nirantarta, Kitab Ghar publication, New Delhi, 2007
9. Majumdar R.C and Pusalkar A.D (edited): The History of Indian People, vol. V, The Struggle for Empire
10. Majumdar R.C. and Pusalkar A.D (edited): The History of Indian People, Vol. IV, The Age Imperial Kanauj
11. Majumdar, A.K.: Bhakti Renaissance, Bhartiya Vidyabhawan, Calcutta.
12. Majumdar, R.C. and Altekar, A. S. Vakataka: Gupta Age, Motilal Banarasi Das, 2007.
13. Pande, Rekha: Religion movement in Medieval India, Gyanbook, New Delhi.
14. Pathak Vishudhanand: उत्तर भारत का राजनैतिक इतिहास (600-1200 A.D) हिन्दी संस्थान, उत्तरप्रदेश 1973
15. Raychaudhary, H.C.: Political History of Ancient India.
16. Sastri, K.A. Nilkanta: Studies in Chola History and Administration, University of Madras, 1932.
17. Singh, Upinder: A History of Ancient and Early Medieval India, from Stone Age to Early Medieval India, a Pearson pub., New Delhi, 2008.
18. Srivastva, B: दक्षिण भारत का इतिहास, चौम्बा प्रकाशन, Varanasi, 2010.
19. Vaidya, C.V.: Early History of Rajputs (750 to 1000 A.D), Reprint, Gyan books, New Delhi, 2019.
20. Thapar, Romilla: Early India from the Beginnings to 1300, London, 2002
- A. L. Basham, The Wonder That was India (Mumbai, Rupa, 1971)
21. D.N. Jha and K.M. Shrimali, Prachin Bharat Ka Itihas (Delhi, Hindi, Directorate 1990)
22. B. P. Majumdar, Socio-Economic History of Northern India, Firma K. L. Mukhopadhyay (1960)
23. Herman Kulke (ed.) The State in India (1000-1700), OUP, 1995
24. K.A. Nilkantha Shastri: A History of South India, Oxford, 1997
25. Majumdar, Raychaudhary & Dutta: An Advanced History of India, Laxmi Publications, 2016

**MOJOR MANDATORY-4 (2 Credit)**  
**HIS2MM4 –UNDERSTANDING HERITAGE**

**Course Objectives:** The objective of this course is to sensitize the learners on the heritage value of Indian archaeology and its cultural diversity. The students would learn the various policy measures in India for the conservation and preservation of heritage values and approaches.

**Course Outcome:**

**CO1.** The learner will be able to access the core concepts of heritage conservation and management.

**CO2.** The learner will examine various products and contemporary stakeholders shaping the heritage tourism of India.

**UNIT-I**

- a. Definition of Heritage and Tourism
- b. Scope of study, Development of Heritage Tourism
- c. India- Art and Architectural Heritage
- d. Living Art and Crafts

**UNIT-II**

- a. Prehistoric sites; Mansar; Indian Festivals
- b. Forts-Sitabuldi, Nagardhan, Ambagarh,
- c. Significance of Museums, Case study, Field Visit report

**Books Recommended:**

1. Romila Thapar – Ancient Indian Social History, Orient Longman Pvt., Ltd., 2010
2. Meenakshi Kanna – Cultural History of Medieval India, Social Science Press, 2007
3. Philip M. Menon – Cultural History of Modern India, 2012
4. Auboyer, J – Daily Life in Ancient India, 1965
5. Alldin, B.R – The Birth of Indian Civilization, 1968
6. Romila Thapar – The Cultural Past
7. Asher, Catherine, B. Architecture of Mughal India
8. Ashraf K.M. Life and condition of the People of Hindustan, 1200-1500
9. Basham A.L., The Illustrated Cultural History of India, OUP,
10. Batra M.L., Conservation, Preservation and Restoration of Monuments, New Delhi
11. Bhoumik S.K. Heritage Management: care, understanding and Appreciation of Cultural Heritage
12. Brown Percy, Indian Architecture (Islamic Period)
13. Deshpande M.N. Care of Cultural Heritage, New Delhi
14. Grover, Satish, The Architecture of India
15. Ghoshmaulik, S.K. and K.K. Bass, Understanding Heritage, Role of Museum

**MINOR (Other than Major) (2 Credit)**  
**HIS2M1 - IDEA OF BHARAT**

**Course Objectives:** Students will acquire knowledge regarding the primitive life and cultural status of the people of ancient India. They can gather knowledge about the society, culture, religion and political history of ancient India. They will also acquire the knowledge of changing socio-cultural scenarios of India.

**Course Outcome:**

**CO1.** The student will understand the concept of Bharatvarsha, its geography and Akhand Bharat.

**CO2.** The student will know their cultural roots and ancient Indian philosophy.

**UNIT- I**

- a. Understanding of Bharatvarsha- Aryavarta, Jambudweep, Indica, Hindustan
- b. Geographical concept of Akhand Bharat
- c. The concept of Janpada & Gram Swarajya

**UNIT- II**

- a. Salient features of Indian Art & Culture
- b. Indian perception of Dharma and Darshan
- c. The concept of Vasudhaiva Kutumbakam: Man, Family, Society and world

**Books Recommended:**

1. A.L. Basham: The Wonder that was India, Rupa, Delhi 1994
2. A.S Altekar, Education in Ancient India, Nand Kishore & Bros, Varanasi 1944
3. Balbir Singh Sihag: Kautilya: The true founder of Economics, Vitasta Publishing Pvt. Ltd, Delhi, 2014
4. Bhagvadatt: वृहद् भारत का इतिहास, प्रणव प्रकाशन, नई दिल्ली
5. Dharampal: The Beautiful Tree, Other India press, Delhi 1995
6. Faith Robertson Elliott: Gender Family and Society, St. Martin press, New York, 1996
7. G. Arrhenius: Evolution for space
8. Govind Chandra Pandey: भारतीय संस्कृती, हिन्दी ग्रंथ अकादमी, भोपाल, 2008
9. Govind Chandra Pandey: वैदिक संस्कृती, लोक भारती प्रकाशन, दिल्ली
10. Kapil Dev Dwivedi: Vedo Me Vigyan , Vishwabharati Anusandhan Parishad, 2014
11. Narendra Mohan: भारतीय संस्कृती, प्रभात प्रकाशन, दिल्ली, 2011
12. Rajbali Pandey: भारतीय पुरालिपी, लोक भारती प्रकाशन, इलाहबाद, 1998
13. Satish Chand Mittal: भारतीय संस्कृती के चार अध्याय, अखिल भारतीय इतिहास संकलन योजना, दिल्ली, 2018
14. Shri Arvind: भारतीय संस्कृती के आधार, पांडचरी
15. Vasudev Sharan Aggarwal: प्राचीन कालीन भारत, पृथ्वी प्रकाशन वाराणसी
16. Will Durant: The Story of civilization, five communications, US, Jan. 1993(11 Vol)
17. R. K. Mookherjee: The Fundamental Unity of India

**Open Elective**

**OE2 (4 Credits)**

**HIS2OE2 - INDEPENDENT INDIA: 1948-2010 AD**

**Course Objectives:** The paper is designed to understand the process of integration of Princely state in India, making of Indian constitution and to know the salient features of Indian constitution. It further focuses on the new economic initiatives propagated in independent India. The paper aims to enhance student's knowledge on international relations of India with its neighbours and introduced to establishment of regional political entities. Students are enabled to analyse development of democratic culture in the princely states.

**Course Outcome:**

**CO1.** The student will understand the making of Indian constitution and to know the salient features of Indian constitution.

**CO2.** The student will know the new economic initiatives propagated in independent India.

**CO3.** The student will critically analyse the international relations of India with its neighbours.

**CO4.** The students will be enabled to analyse development of democratic culture in the princely states.

**Unit-I**

- a. Integration of Indian Princely States, Role of Sardar Patel
- b. Making of Indian Constitution, Drafting Committee
- c. Salient Features of Indian Constitution; Reorganization of States

**Unit-II**

- a. Planning Commission of India
- b. Land Reforms; Bhudaan Movement; Green Revolution
- c. Industrial Policy; Nationalization of Banks

**Unit-III**

- a. Policy of Non- Alignment – Role of Pt. J. Nehru
- b. Liberation of Goa 1961; Sino-War -1962
- c. Indo-Pak Wars-1965; 1971;1999

**Unit-IV**

- a. National Emergency-1975; Role of Indira Gandhi
- b. Indian Mass Movements-1980-2010
- c. Development in Science & Technology

**Books Recommended-(English)**

1. India after Independence -Bipan Chandra
2. The Politics of India since Independence -Paul Brass
3. The Rise and Growth of Economic Nationalism in India -Bipan Chandra
4. The Cambridge Economic History of India (Vol 2) -Dharma Kumar
5. Economic History of India -V.B.Singh
6. The Economic History of India (Vol I, II) -R.C.Dutt
7. Fifty Years of Modern India -V.D. Mahajan
8. History of Education in Modern India 1757-2007 -S.C.Ghosh
9. In the Shadows of Naga Insurgency- Jelle J.P. Wouters
10. India After Liberalization- BimalJalan

**Marathi, Hindi**

1. Swatantra Bharatacha Itihas (1947-2000) –SumanVaidya, Shanta Kothekar
2. Azadike Baadka Bharat 1947-2000 -Bipan Chandra, Mridula Mukherjee, Aditya Mukherjee
3. Samkaleen Bharat -Bipan Chandra
4. Bharatiya Shashanaur Rajniti -(ed) Basukinath Chaudhary, Yuvaraj Kumar
5. Adhunik Bharat kaitihas –Dhanpati Pandey

**VSC-2 (2 Credit)**

**HIS2VSC2 - MUSEUMS IN INDIA**

**Course Objectives:** The paper has been designed to help the students to acquire knowledge on different types of museums.

**Course Outcome:**

**CO1.** The course will equip the student with practical knowledge in Museology along with theory.

**CO2.** The course will enhance the awareness about heritage preservation and its institutional methods.

**UNIT-I Introduction to Museum**

- a. Concepts and History of Museums in India
- b. Types of Museums, their scope and functions.
- c. Best Museums in India
- d. Heritage education; museum and accessibility

**UNIT-II Collection, Documentation and Significance**

- a. Collection: field exploration, purchase, gift and bequests, loans and deposits, exchanges, treasure trove, confiscation and others
- b. Documentation: accessioning, indexing, cataloguing, digital documentation and de-accessioning.
- c. Significance of Museums, Case study, Field visit report

**Books Recommended:**

1. Aiyappan and Satyamurti S.T.- Handbook of Museum Technique
2. AnupamaBhatnagar, Museums, Museology and New Museology
3. Bobade B.R., Directory of Museums in India, Ministry of Culture, Govt of India, 2023
4. Bobade B.R., Museums a Guide to Preservation and Fumigation, Pacific Publication, Delhi
5. Bobade B.R., Museums and Archives-Preservation and Management and Digital networking, Pacific Pub. Delhi
6. Bobade B.R., Museums A New Era of Technology, B.R. Publishing Delhi
7. Bobade B.R., Encyclopaedia of Museums, Archives & Archaeology 10 Volumes, Empire Books International, New Delhi
8. Balakrishna, Bibliography on Museology
9. D.P. Ghosh, Studies in Museology
10. J.N. Basu, Indian Museums and MovementAshraf K.M. Life and condition of the People of Hindustan, 1200-1500
11. Batra M.L., Conservation, Preservation and Restoration of Monuments, New Delhi
12. Bhoumik S.K. Heritage Management: care, understanding and Appreciation of Cultural Heritage
13. Deshpande M.N. Care of Cultural Heritage, New Delhi
14. Ghoshmaulik, S.K. and K.K. Bass, Understanding Heritage, Role of Museum

**ACTIVITIES:**

a) **Mandatory:**(Training of students in the related skills by the Lecturer, Total 10 Hours)

1) **For Teacher:** Training of students by the teacher in the classroom or in the field for a total of not less than 10 hours on Historical tourism. The teacher shall train the students to identify the sources, authenticate, compile, arrange and judge in a proper order.

2) **For Student:** Students shall individually visit a place like a Village/Cultural Centre /Religious place / Monument/Organization/Institution or a Historical place and study its history and make observations.

These individual or Group (min 5 students) observations shall be written not exceeding 10-15 pages and submitted to the teacher as Field work/Project work or Report in the given format.

3) **Suggested Fieldwork/Project work Format:**

Title Page, Student Details, Acknowledgments, Index page, Objectives, Step-wise process, Findings & References.

4) **Max Marks for Field work/Project work Report: 50**

b) **Suggested Activities:**

1. Training of Students on Historical Tourism

2. Field Report

3. Invited Lectures Presentations on Related Topics by Field Experts.

4. Debates on Interesting Topics

5. Seminars, Group Discussions, Quiz, etc.

6. Preparation of Videos on Historical Sites.

7. Collection of Material/Figures/Photos/Books related to History of a Place in a Systematic way in a file.

8. Visits to Historical Sites, Museums, Monuments etc

**\* Evaluation Framework is given on the Last Page.**



**SEC2 (2 Credits)**  
**HIS2SEC2- HISTORICAL TOURISM**

**Course Objectives:** The Heritage tourism is quite a recent development; focused on combination of activities from conservation, preservation and promotion of historical sites. The paper is designed to make the students know their heritage. The paper will also serve the purpose of making awareness about importance of historical monuments and various tourist places in Maharashtra.

**Course Outcome:**

- CO1.** The student will know the cultural roots of Indian people.
- CO2.** The students will survey the community's historic resources.
- CO3.** The students will know the importance of Historical monuments as tourist destination.
- CO4.** The student will learn about the various tourist resources of Maharashtra.

**UNIT-I**

- a. Definitions, Meaning and Types of tourism
- b. History and Tourism; Meaning and scope of Heritage tourism
- c. Role of State Government in promoting tourism
- d. Role of Maharashtra Tourism Development Corporation.

**UNIT –II Historical Tourist Places of Vidarbha**

- a. Caves: Kachargad; Hill Station: Chikhaldara; Architectural and Memorial monuments: Dikshabhumi, Mansar archaeological Site
- b. Places of Socio-Religious significance: Ramtek, Markanda, Mozari (Amravati), Sevagram (Wardha)
- c. Forts: Ambagad, Umred, Paoni; Chandrapur; Pratapgad; Gavilgadh, Sitabuldi, Nagardhan etc.
- d. Forest Tourism; Tadoba, Pench, Karadhadla, Nagzira, Bor etc

**Books Recommended-(English)**

- 1. A Culture of History of India - Basham, A.L. (Ed)
- 2. The Art and Architecture of India - Rowland, B.
- 3. Studies in Jaina Art, Banaras - Shah, U.P.
- 4. Indian Architecture (Buddhist & Hindu) - Brown Percy
- 5. Cultural Tourism in India-Its Scope and Development -Alchevs, F.Q.
- 6. Tourist India - Kaul, S.N.
- 7. Tourism and Hotel Industry in India -Anand M.M.
- 8. Tourism Development: Principals and practices - Bhatia, A. K.
- 9. Tourism Development in India -Leela Shelly
- 10. Tourism Management -Wahab, S.
- 11. Successful Tourism Planning and Management - Seth, P.N.

**ACTIVITIES:**

- a) Mandatory:(Training of students in the related skills by the Lecturer, Total10 Hours)
  - 1) For Teacher: Training of students by the teacher in the classroom or in the field for a total of not less than10 hours on Historical tourism. The teacher shall train the students to identify the sources, authenticate, compile, arrange and judge in a proper order.
  - 2) For Student: Students shall individually visit a place like a Village/Cultural Centre /Religious place / Monument/Organization/Institution or a Historical place and study its history and make observations.

These individual or Group (min 5 students) observations shall be written not exceeding 10-15 pages and submitted to the teacher as Field work/Project work or Report in the given format.

3) Suggested Fieldwork/Project work Format:

Title Page, Student Details, Acknowledgments, Index page, Objectives, Step-wise process, Findings & References.

4) Max Marks for Field work/Project work Report: 50

b) Suggested Activities:

1. Training of Students on Historical Tourism

2. Field Report

3. Invited Lectures Presentations on Related Topics by Field Experts.

4. Debates on Interesting Topics

5. Seminars, Group Discussions, Quiz, etc.

6. Preparation of Videos on Historical Sites.

7. Collection of Material/Figures/Photos/Books related to History of a Place in a Systematic way in a file.

8. Visits to Historical Sites, Museums, Monuments etc

**\* Evaluation Framework is given on the Last Page.**

**VALUE EDUCATION COURSE(VEC)  
HIS2VEC2-CONSTITUTION OF INDIA**

**Course Objectives:** The paper is designed for students to make them know the constitutional developments in India. To enrich the knowledge of the students with the form of Government by which they are governed. To incite a deep interest in the preservation of unity, integrity and solidarity of our nation.

**Course Outcome:**

CO1. The students will understand the constitutional development of India during the British rule.

CO2. The students will understand the development of democratic institutions in India.

**UNIT – I**

Historical Background to the Framing of the Indian Constitution: General Idea about the Constituent Assembly of India.

**UNIT – II**

Preamble – Nature and key concepts/Constitutional values, Socialism, Secularism, Democracy, Justice, Liberty, Equality and Fraternity, Salient Features of the Constitution of India

**UNIT – III**

General study about the kinds, nature and importance of; Fundamental Rights, Directive Principles of State Policy and Fundamental Duties.

**UNIT –IV**

Introduction of the Constitutional Institutions and Authorities; Central Legislature and Executive (Parliament of India, President of India and Council of Ministers); State Legislature and Executive (State legislative Assemblies, Governors and Council of Ministers); Higher Judiciary (Supreme Court of India and High Courts)

**Recommended Books:**

1. Agrawal R.C., Constitutional Development and National Movement in India
2. Desikachari S.V., Readings in Constitutional History of India
3. Gangules N., Constitutional Development in India
4. Gupta D.G., Indian National Movement and Constitutional Development
5. Kapoor A.C. Select Constitutions
6. Mahajan V.D. Constitutional History of India
7. Pylee M.V., Constitutional History of India (1600-2010)
8. Sikri S.L., A Constitutional History of India
9. A. C. Banerjee, The Constitutional History of India (Vol-I) 1600-1858
10. A.C. Banerjee, The Constitutional History of India (Vol-II) 1858-1919
11. B.B. Mishra, Central Administration of the East India Company, (1773-1834)
12. B.B. Mishra, The Administrative History of India (1834-1946)
13. B.B. Mishra, The Judicial Administration of the East India Company in Bengal
14. G.N. Singh, Indian Constitutional and National Development
15. J. K. Mittal, Constituent Assembly of India

**SEMESTER- III**  
**MAJOR MANDATORY-5 (4 Credit)**  
**HIS3MM5 - HISTORY OF MEDIEVAL INDIA:1206 TO 1526 AD**

**Course Objectives:** Students will be able to identify the major political developments in the History of India during the period between the twelfth and the sixteenth century. Outline the changes and continuities in the field of culture, especially with regard to art, architecture, bhakti movement and sufi movement. Delineate the development of trade and urban complexes during this period.

**Course Outcome:**

- CO1. The will know the literary sources of Sultanate period and the efforts of establishing power.
- CO2. The students will acquire the knowledge of administrative and other policies.
- CO3. The students will analyse the development of medieval India
- CO4. The student will know about the Vijaynagar empire and southern powers.

**UNIT- I**

- a. Literary Sources of the Sultanate Period.
- b. Establishment of Delhi Sultanate - Quṭbu-Din Aibak, Iltutmish.
- c. Razia Sultana, Balban- Blood and Iron Policy, Theory of Kingship.

**UNIT- II**

- a. Alauddin Khilji – Administrative Reforms, Theory of Kingship, Market Control Policy.
- b. Muhammad-Bin-Tughlaq – Major Experiments, Firoz Tughlaq – Administration.
- c. Lodhi and Surs - Downfall of Delhi Sultanate.

**UNIT- III**

- a. Development of Painting, Music, Literature and Architecture during Delhi Sultanate.
- b. Bhakti Movement.
- c. Sufism.

**UNIT- IV**

- a. Vijaynagar Empire- Political Achievement, Relation with Bahamani Dynasty.
- b. Vijaynagar Empire- Administration, Social, Economic Conditions, Art and Architecture.
- c. Downfall of Bahamani Dynasty.

**Books Recommended:**

1. A History of South India from Pre-historic times to the fall of Vijaynagar (Chennai, Oup, 1983) K.A. Nilkanth Sastri
2. Towards A New Formation, South Indian Society under Vijaynagar Rule (Delhi, Oup, 1992) N. Karashima
3. Medieval Maharashtra (Delhi, Books and Books, 1996) - A.R. Kulkarni
4. Medieval India, From Sultanate to the Mughals (Delhi, Har Anand Publications, 1997) Satish Chandra
5. Peasant State and Society in Medieval South India (Delhi, OUP, 1980) - Burton, Stein,
6. Rise and Fall of the Mughal Empire (Allahabad, Central Book Depot, 1963) - R.P. Tripathi
7. Madhya Kalin Bharat 1540-1701, Part II (Delhi, Hindi Directorate, 1993) - H.C. Verma
8. Madhya Kalin Bharat 750-1540, Part-1 (Delhi, Hindi Directorate, 1983)-H.C. Verma
9. A.L.Srivastava: Delhi Sultanate (English or Hindi Version), Shiv Lal Agarwal & Co., Agra, Reprint, 2017
10. A.L.Srivastva : The Mughal Empire (English or Hindi Version), Shiv Lal Agarwal & Co., Agra, Reprint, 2017
11. B.N.S Yadav: Society and Culture in North India in the 12th century. Raka Prakashan, Prayagraj, 2012
12. B.P. Majumdar, Socio-Economic History of Northern India, Firma K. L. Mukhopadhyay (1960)
13. Herman Kulke (ed.) The State in India (1000-1700), OUP, 1995
14. Ishwari Prasad : Medieval India (English or Hindi version)
15. J.N Sarkar: Life and Times of Shivaji, Orient Blackswan Pvt. Ltd., New Delhi, 2010
16. K.A. Nilkantha Shastri: A History of South India, Oxford, 1997
17. K.N Chitnis: Socio- Economic History of Medieval India, Atlantic Publishers, 2018
18. Majumdar, Raychaudhary & Dutta : An Advanced History of India, Laxmi Publications, 2016
19. Mohammad Habib and K.A. Nizami, ed. : Comprehensive History of India, Vol. V, The Delhi Sultanate, PPH, 1992
20. R.C.Majumdar & others (ed.): The History and Culture of the Indian People Vol. 6, the Delhi Sultanate, Bhartiya Vidya Bhawan, 2006
21. R.C.Majumdar & others (ed.): The history and Culture of the Indian People Vol. 7, the Mughal Empire, Bhartiya Vidya Bhawan, 2006
22. R.P Tripathi : Rise and fall of the Mughal Empire (English or Hindi), Surjeet Publications, 2012
23. S.R. Sharma : The Crescent in India: A Study in Medieval History, Bhartiya Kala Prakashan, 2005
24. Ishwari Prasad : A Short History of Muslim Rule in India, Surjeet Publications, 2018
25. V.S Bhargava: Marwar and the Mughal Emperors, Munshiram Manoharlal, 1966
26. Rekha Pande: Religious Movements in Medieval India, Gyan Publishing House, 2005
27. Satish Chandra: Uttar Mughal Kalin Bharat Ka Itihas, Minakshi Prakashan, 1974

**MAJOR MANDATORY-6 (2Credit)**  
**HIS3MM6 - ART AND ARCHITECTURE IN ANCIENT INDIA**

**Course Objectives:** The course surveys the evolution of architecture in India and their transformation through the years. The various architectural features embedded in the ancient monuments would be thrown open to the students to understand the heritage monuments of this country in right perspectives. The paper intends to strengthen the understanding of cultural history through the study of forms, techniques, and growth of Indian art and architecture. The student will be taught the art and architecture of ancient period.

**Course Outcomes:**

CO1. The student will acquire the knowledge on the origin and development of Indian Art and Architecture. The students will understand the significance of Art and Architecture in India.

CO2. The learner will know the various schools of Art and Architecture. This course will generate employment opportunities to the students as guides in the department of Tourism.

**UNIT – I**

- a. Harappan age art and architecture
- b. Mauryan art and Architecture
- c. Sunga-Satavahana art and architecture

**UNIT-II**

- a. Mathura School; Gandhara School; Amrawati School
- b. Gupta Art: Mathura style; Vakataka Art, Sarnath Style; Chalukya Art
- c. Rashtrakuta Art, Gurjara-Pratihara Art, Pallava Art

**Books Recommended:**

1. Agarwal V.S. 1965 Studies in Indian Art, Varanasi: VishwavidyalayaPrakashan
2. Agarwal V.S. 1965 Masterpieces of Mathura Art, Varanasi: PrithviPrakashan
3. Balasubramaniam S.R. 1960, Early Chola Temples, Bombay: Orient Longman
4. Balasubramaniam S.R. 1960, LaterChola Temples, Mudgala Trust
5. Brown, Percy, Indian Architecture Buddhist and Hindu period, Vol. I Bombay 1959
6. DhawalikarM.K., LateHinayan caves of Western India, Deccan College Post Graduate and Research Institute Pune, 1984.
8. Deglucker, G.B., Temple Architecture and sculpture in Maharashtra, Nagpur, 1974
9. Saundarrajan, K.V., The Cave Temples of the Deccan, Archeological Survey of India, 1881, New Delhi
11. Nagaraju, S., Buddhist Architecture of Western India, Agamkalaparakashan, Delhi, 1981[19]
13. Pramod Chandra, On the Study of Indian Art, Howard University Press, Cambridge 1983
14. Saraswati, S.K., A Survey of Indian Sculpture, Calcutta, 1957
15. Spink, Walter M., Art of South India/ Deccan, Delhi 1980
16. Sarkar, H., Studies in Early Buddhist Architecture of India, Mumbai, 1966 Marathi
17. Mate, M.S, PrachinBharatiya Kala, Pune

**MINOR (Other than Major) – (4 Credit)**  
**HIS3M2 - HISTORY OF MARATHAS: 1630- TO 1761 AD**

**Course Objectives:** The paper is designed to create an understanding of the regional history. The paper orients the students with various sources of Maratha history. It will enable them to understand the inspirations behind the foundation of the Maratha rule. It also gives information about the leadership, the socio-economic life, expeditions by the Marathas and the administration of the Marathas.

**Course Outcome:**

- CO1.** The student will know the regional history of the country.  
**CO2.** . It will enable the students to understand the inspirations behind the foundation of the Maratha rule.  
**CO3.** The students will examine the information about the leadership and expeditions by the Marathas.  
**CO4.** The students will understand and analyze the policy of Maratha expansionism under Peshwas and its significance in various spheres.

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**Unit-I**

- a. Shivaji- Establishment of Hindavi Swaraj
- b. Shivaji's Relations with the AdilShahi.
- c. Shivaji's Relations with the Mughals.

**Unit-II**

- a. Shivaji's Relations with the Portuguese, Siddi and British's.
- b. Shivaji's Coronation- Causes and Significance.
- c. Shivaji's Southern Campaign- Causes and Consequences.

**Unit-III**

- a. Sambhaji's Relations with the Portuguese and Siddis.
- b. Sambhaji's Relations with the Mughals
- c. The Maratha War of Independence

**Unit-IV**

- a. Accession of Shahu as Chhatrapati, Acquisition of Sanads by BalajiVishwanath
- b. Peshwa Bajirao I-Expansion of Maratha Power in North and South India
- c. Peswa Nanasaheb – Political Achievements, Third Battle of Panipat – Causes and Effects

**Books Recommended- (English)**

1. Maharashtra in the Age of Shivaji -A.R.Kulkarni
2. Maratha Administration in the 18th Century -T.T.Mahajan
3. The Rise of the Maratha Power -M.G. Ranade
4. History of the Marathas Vol I&II -Grant Duff
5. House of Shivaji -J.N. Sarkar
6. Shivaji and His Times -J.N. Sarkar
7. Shivaji The Great -Dr. Balkrishna
8. Shivaji – Setu Madhav Pagadi
9. Main Currents in Maratha History -G.S. Sardesai
10. History of the Maratha Navy and Merchantship- B.K. Apte
11. Mughal Maratha Relations: Twenty Five Fateful Years (1682-1707) -G.T. Kulkarni
12. The Maratha Supremacy -R.C. Majumdar and V.G. Dighe
13. The Founding of Maratha Freedom -S.R. Sharma
14. Study's in Maratha History -A.R. Kulkarni
15. The Marathas -A.R. Kulkarni
16. New History of the Marathas -G.S. Sardesai
17. Rise of the Peshwas-H.N. Sinha
18. Eighteenth Century Deccan –Setu Madhav Pagadi
19. Glimpses of Maratha Socio-Economic History-K.N.Chitnis
20. Bundelkhand Under the Marathas -B.R. Andhare

**Marathi/Hindi**

1. Chatrapati Shivaji Raje Yanchi Bakhar-S.N. Joshi(ed.)
2. Shivakaleen Maharashtra -A.R.Kulkarni
3. Marathyancha Itihas- A.R.Kulkarni and G.H.Khare
4. Adnyapatra and Rajnatee -S.N. Joshi and L.M. Bhingare
5. Shri Shivachatrapati -T.J. Shezwalkar
6. Shri Chatrapati Shivaji Maharaj -V.S.Bendre
7. Shivacharitrachi Roopresha -T.J. Shezwalkar
8. Chatrapati Shivaji Maharaj Yanche Charitra–Kekaskar
9. Shree Raja Shiv Chhatrapati - MehendaleGajanan B.
10. Marathi Riyasat (All Volumes) -G.S. Sardesai
11. Peshwa Daftar ( All Volumes)
12. Marathyancha Itihas -A. R. Kulkarni and G.H. Khare
13. Panipat 1761 -T.J. Shezwalkar
14. Peshwa- Nizam Sambandh -T.J.Shezwalkar
15. Marathyacha Prashasakiya, Samajikva Arthik Itihas -B.S. Sawant
16. Maratho Ka Naya Itihas- G.S. Sardesai



**Open Elective**  
**OE3 (2Credits)**  
**HIS3OE3- SOCIAL REFORMERS IN MODERN MAHARASHTRA**  
**(19th Century to 20th Century)**

**Course Objectives:** The paper is design to understand the ideological contribution of the Great reformers of the Maharashtra, whose thoughts and ideas have transformed the Maharashtra as a progressive state. The student can analyse the circumstances of the changing Maharashtra.

**Course Outcome:**

**CO1:** The students will learn about the ideological and social contribution of the great reformers.

**CO2:** The student will able to analyse the circumstances of the Maharashtra in 19th & 20th C.

**UNIT I**

- (a) Socio-Religious Condition of Maharashtra in the mid-19th Century
- (b) Gopal Hari Deshmukh; Justice Mahadev Govind Ranade, Gopal Ganesh Agarkar
- (c) Mahatma Jyotirao Phule, Savitribai Phule; Dhondo Keshav Karve

**UNIT II**

- (a) Rajshree Shahu Maharaj, Pandita Ramabai, Kamlatai Hospet
- (b) Dr. B. R. Ambedkar; Karmaveer Bhaurao Patil, Dr. Panjabrao Deshmukh
- (c) Sant Gadge Baba, Rashtrasant Tukadoji Maharaj; DR. Keshav Hedgewar; Baba Amte

**Books Recommended:**

1. Social Reformers of Maharashtra, Y.D. Phadke, Silver Jubilee Year Publication, 1985,
2. Social Reformers of Maharashtra, Dr Aniruddha,
3. Social Reformers of Maharashtra, Ankit Keshwani
4. Social Reforms in Maharashtra and V.N. Mandlik, Varsha Shirgaonkar, 2007
5. Maharashtraateel Samajsudharak, Prof. Praful Ashok Tale, Sai Jyoti Publication, 2018
6. Samaj Sudharak, Dr. Sadanand More
7. Social Reformers in Maharashtra, V.V. Kulkarni
8. The Great Indian Social Reformers, Anurag Kumar, Shubhi P{ublication 2019

VSC-3 (2 Credit)

**HIS3VSC3 –CULTURAL HERITAGE OF INDIA**

**Course Objectives:** The paper is design to make the students their own cultural roots and Indian culture as a whole. The student will also find the answers for their queries as why India is so different. Thus, they will come to know the unity in diversity.

**Course Outcome:**

**CO1.** The student will come to know the Indian Culture. The student will also understand their cultural roots.

**CO2.** They will examine the origin of Indian Culture. The students will know about the layers of culture in India.

**UNIT-I Indian Culture**

- a. Features of Indian Culture, Significance of Geography on Indian Culture
- b. ~~Tripartite system and Early State formation~~, Varna-Ashrama, Sanskara, Family and Marriage in India, **Festivals**.
- c. Vedic Religion, Buddhism and Jainism, Indian philosophy – Vedanta and Mimansa

**UNIT-II Performing Arts: Music, Dance and Drama**

- a. Concept of Performing Arts
- b. Divisions of Indian classical music: Hindustani and Carnatic, Modern Indian Music and Folk Music
- c. Dances of India: Bharatnatyam, Kuchipudi, Kathkali etc

**Books Recommended:**

1. Romila Thaper – Ancient Indian Social History , Orient Longman Pvt., Ltd., 2010
2. Meenakshi Kanna – Cultural History of Medieval India , Social Science Press , 2007
3. Thilip M. Menon – Cultural History of Modern India , 2012
4. Auboyer. J – Daily Life in Ancient India , 1965
5. Alldin .B.R – The Birth of Indian Civilization, 1968
6. Romila Thaper – The Cultural Past
7. Ashraf K.M. Life and condition of the People of Hindustan, 1200-1500
9. Basham A.L., The Illustrated Cultural History of India, OUP,
10. Batra M.L., Conservation, Preservation and Restoration of Monuments, New Delhi
11. Bhoumik S.K. Heritage Management: care, understanding and Appreciation of Cultural Heritage
12. Brown Percy, Indian Architecture (Islamic Period)
13. Deshpande M.N. Care of Cultural Heritage, New Delhi
14. Grover, Satish, The Architecture of India
15. Ghoshmaulik, S.K. and K.K. Bass, Understanding Heritage, Role of Museum

**ACTIVITIES:**

a) Mandatory:(Training of students in the related skills by the Lecturer, Total 10 Hours)

1) For Teacher: Training of students by the teacher in the classroom or in the field for a total of not less than 10 hours on Historical tourism. The teacher shall train the students to identify the sources, authenticate, compile, arrange and judge in a proper order.

2) For Student: Students shall individually visit a place like a Village/Cultural Centre /Religious place / Monument/Organization/Institution or a Historical place and study its history and make observations.

These individual or Group (min 5 students) observations shall be written not exceeding 10-15 pages and submitted to the teacher as Field work/Project work or Report in the given format.

3) Suggested Fieldwork/Project work Format:

Title Page, Student Details, Acknowledgments, Index page, Objectives, Step-wise process, Findings & References.

4) Max Marks for Field work/Project work Report: 50

b) Suggested Activities:

1. Training of Students on Historical Tourism

2. Field Report

3. Invited Lectures Presentations on Related Topics by Field Experts.

4. Debates on Interesting Topics

5. Seminars, Group Discussions, Quiz, etc.

6. Preparation of Videos on Historical Sites.

7. Collection of Material/Figures/Photos/Books related to History of a Place in a Systematic way in a file.

8. Visits to Historical Sites, Museums, Monuments etc

**\* Evaluation Framework is given on the Last Page.**

**SEMESTER- IV**  
**MAJOR MANDATORY-7 (4 Credit)**  
**HIS4MM7 - HISTORY OF MEDIEVAL INDIA:1526 TO 1707 AD**

**Course Objectives:** Students will be able to identify the significant political developments in the History of India during the sultanate and Mughal period. Outline the changes and continuities in the administration, art, architecture, science and technology, literature, bhakti and Sufi movement. Delineate the development of trade and urban complexes during this period.

**Course Outcome:**

- CO1.** Students will be able to identify the significant political developments in the History of India  
**CO2.** The student will know the various Mughal policies.  
**CO3.** The student will learn about the various developments during Mughal period.  
**CO4.** The students will know the transitional changes during the period.

**UNIT- I**

- a. Literary Sources of the Mughal Period.
- b. The political Condition of India before Babur's Invasion, Establishment of Mughal Rule in India.
- c. Sher Shah Sur – Establishment of Second Afghan Empire and Administrative Reforms.

**UNIT- II**

- a. Mughal Empire - Rajput Policy, Religious Policy.
- b. Mughal Empire – North-West Frontier Policy, Central Asia Policy.
- c. Mughal Empire - Deccan Policy, Downfall of Mughal Empire.

**UNIT- III**

- a. Mughal Administration and Mansabdari System.
- b. Development of Mughal and Regional Paintings, Music.
- c. Architecture, Development of Literature.

**UNIT- IV**

- a. Bhakti and Sufi Movements.
- b. Social Conditions during Mughal Period.
- c. Mughal Period- Trade and Commerce, Science and Technology.

**Books Recommended:**

1. A History of South India from Pre-historic times to the fall of Vijaynagar (Chennai, Oup, 1983) K.A. Nilkanth Sastri
2. Towards A New Formation, South Indian Society under Vijaynagar Rule (Delhi, Oup, 1992) N. Karashima
3. Medieval Maharashtra (Delhi, Books and Books, 1996) - A.R. Kulkarni
4. Medieval India, From Sultanate to the Mughals (Delhi, Har Anand Publications, 1997) Satish Chandra
5. Rise and Fall of the Mughal Empire (Allahabad, Central Book Depot, 1963) - R.P. Tripathi
6. Madhya Kalin Bharat 1540-1701, Part II (Delhi, Hindi Directorate, 1993) - H.C. Verma
7. Madhya Kalin Bharat 750-1540, Part-1 (Delhi, Hindi Directorate, 1983)-H.C. Verma
8. A.L. Srivastava: Delhi Sultanate (English or Hindi Version), Shiv Lal Agarwal & Co., Agra, Reprint, 2017
9. A.L. Srivastva : The Mughal Empire (English or Hindi Version), Shiv Lal Agarwal & Co., Agra, Reprint, 2017
10. B.N.S Yadav: Society and Culture in North India in the 12th century. Raka Prakashan, Prayagraj, 2012
11. B.P. Majumdar, Socio-Economic History of Northern India, Firma K. L. Mukhopadhyay (1960)
12. Ishwari Prasad : Medieval India (English or Hindi version)
13. J.N Sarkar: Life and Times of Shivaji, Orient Blackswan Pvt. Ltd., New Delhi, 2010
14. K.A. Nilkantha Shastri: A History of South India, Oxford, 1997
15. K.N Chitnis: Socio- Economic History of Medieval India, Atlantic Publishers, 2018
16. Majumdar, Raychaudhary & Dutta : An Advanced History of India, Laxmi Publications, 2016
17. Mohammad Habib and K.A. Nizami, ed. : Comprehensive History of India, Vol. V, The Delhi Sultanate, PPH, 1992
18. R.C.Majumdar & others (ed.): The History and Culture of the Indian People Vol. 6, the Delhi Sultanate, Bhartiya Vidya Bhawan, 2006
19. R.C.Majumdar & others (ed.): The history and Culture of the Indian People Vol. 7, the Mughal Empire, Bhartiya Vidya Bhawan, 2006
20. R.P Tripathi : Rise and fall of the Mughal Empire (English or Hindi), Surjeet Publications, 2012
21. S.R. Sharma : The Crescent in India: A Study in Medieval History, Bhartiya Kala Prakashan, 2005
22. Ishwari Prasad : A Short History of Muslim Rule in India, Surjeet Publications, 2018
23. Rekha Pande: Religious Movements in Medieval India, Gyan Publishing House, 2005
24. Satish Chandra: Uttar Mughal Kalin Bharat Ka Itihas, Minakshi Prakaskan, 1974
25. Dr. Satish Chandra Mittal: मुस्लिम शासक तथा भारतीय जनसमाज, Suruchi Prakashan, 2014

**MAJOR MANDATORY-8 (2 Credit)**

**HIS4MM8 -ART AND ARCHITECTURE IN MEDIEVAL INDIA**

**Course Objectives:** The paper intends to strengthen the understanding of cultural history through the study of forms, techniques, and growth of Indian art and architecture. This paper is a continuation of the earlier paper on art and architecture.

**Course Outcomes:**

CO1. The student will understand the cultural history through the study of forms, techniques, and growth of Indian art and architecture.

CO2. The student will know the regional art and architecture. The student will be able to identify the various styles of art and architecture. The learner will also know Sultanate and Mughal art and architecture.

**UNIT-I Northern and Western India: Art and Architecture**

- a. Paramara; Chandela, Pala-Sena
- b. Western Chalukya and Solanki
- c. Western Indian Manuscript painting

**UNIT-II Sultanate, Mughal and Southern India: Art and Architecture**

- a. Delhi; Gujarat, Deccan; Malwa; Bengal
- b. Fatehpur Sikri, Agra, Delhi; Mughal Painting
- c. Chola; Pandya, Hoysala; Vijayanagar, Kakatiya; Nayaka

**Books Recommended:**

1. Brown, Percy, Indian Architecture (Islamic period ), Vol. 2, Bombay, 1964.
2. Brown, Percy, 'Monuments of the Mughul Period', Cambridge History of India, Vol. IV, Cambridge, 1937.
3. Brown, Percy, Indian Painting under the Mughals, A.D. 1550-1750, Oxford, 1924.
4. Barrett, D. & Gray, B., Paintings of India, Lausanne, 1963.
5. Fergusson, J., History of Indian and Eastern Architecture, Revised by J. Burgess
6. Ashraf K.M. Life and condition of the People of Hindustan, 1200-1500
7. Basham A.L., The Illustrated Cultural History of India, OUP,
8. Batra M.L., Conservation, Preservation and Restoration of Monuments, New Delhi
9. Bhoumik S.K. Heritage Management: care, understanding and Appreciation of Cultural Heritage
10. Brown Percy, Indian Architecture (Islamic Period)
11. Deshpande M.N. Care of Cultural Heritage, New Delhi
12. Grover, Satish, The Architecture of India
13. Ghoshmaulik, S.K. and K.K. Bass, Understanding Heritage, Role of Museum

**MINOR (Other than Major) – (4 Credit)**  
**HIS4M3 - HISTORY OF INDIA: 1757 TO**  
**1885 AD**

**Course Objectives:** The students will be able to trace the British colonial expansion in the political contexts of eighteenth century India. They will learn about the changes in society, politics, religion and economy during this period. They'll also acquire knowledge about the freedom struggle.

**Course Outcome:**

**CO1.** The students will learn about the colonial policies towards Indian states.

**CO2.** The students will examine the causes and consequences of the revolt of 1857.

**CO3.** The students will understand the change of power and know about socio-religious, tribal and peasants' movements.

**CO4.** The students will learn the constitutional developments during British rule.

**UNIT- I**

- a. Establishment of East India Company's Rule - Battle of Plassey and Buxar
- b. East India Company's Relation with Marathas.
- c. East India Company's Relation with Mysore and Punjab.

**UNIT- II**

- a. Expansion of the Company's Rule with Diplomacy - Subsidiary Alliance and Doctrine of Lapse.
- b. Popular Resistance to Company's Rule - Peasant and Tribal Revolts.
- c. Revolt of 1857- Causes, Nature and Consequences.

**UNIT- III**

- a. Social-Religious Movements.
- b. Growth of Press- English and Indian Languages.
- c. Development of Education

**UNIT- IV**

- a. Regulating Act of 1773, Pitts India Act of 1784.
- b. Charter Act-1813, 1833, 1853.
- c. Government of India Act 1858, Queen's Proclamation, Indian Council's Act of 1861

**Books Recommended:**

1. A.C Banerjee : The New History of modern India (1707-1947)
2. B.R Grover : A new look on Modern Indian History
3. Chabra, G.S. : Advance History of Modern India
4. D. Kumar : The Cambridge Economic History of India
5. Desai A.R: India's Path of Development
6. Desai, A.R. : Social Background of Indian Nationalism
7. Dutta,K.K : Social History of Modern India.
8. Mishra, B.B : Administrative History of modern India
9. P.J. Marshall : The Eighteenth century in Indian History
10. Ramsay Muir: The making of British India
11. Sarkar Sumit : Modern India
12. Dutta. K.K: Social History of Modern India
13. Desai A.R.: Social background of Indian Nationalism
14. Desai A.R.: India's Path of Development
15. Prasad, Bisheswar: Bondage and Freedom, Vol. 2
16. S.R Mehrotra: The Emergence of Indian National congress
17. Bipan Chandra and Others: Freedom Struggle
18. Singh, G.N : Constitutional Development of India
19. Thomas Metealf : Ideologies of the Raj
20. Thompson & Garret : Rise and Fulfillment of British Rule in India
21. Prasad & Subedar: History of Modern India (English or Hindi)



**Open Elective  
OE4 (2 Credit)**

**HIS4OE4 - CONSTITUTIONAL HISTORY OF INDIA :1773 -1947 AD**

Course Objectives: The paper is designed for students to make them know the constitutional developments in India. To enrich the knowledge of the students with the form of Government by which they are governed. To incite a deep interest in the preservation of unity, integrity and solidarity of our nation.

Course Outcome:

CO1. The students will understand the constitutional development of India during the British rule.

CO2. The students will understand the development of democratic institutions in India.

Unit -I

- a. Regulating Act of 1773; Pitt's India Act of 1784;
- b. Charter Acts 1813; 1833; 1853
- c. Government of India Act of 1858; Proclamation of Queen Victoria
- d. Indian Council's Act of 1861; Indian Council's Act of 1892

Unit -II

- a. Morley-Minto Reforms of 1909;
- b. Montague-Chelmsford Reforms of 1919
- c. Government of India Act of 1935
- d. Indian Independence Act of 1947

**Recommended Books: (English)**

1. Agrawal R.C., Constitutional Development and National Movement in India
2. Desikachari S.V., Readings in Constitutional History of India
3. Gangules N., Constitutional Development in India
4. Gupta D.G., Indian National Movement and Constitutional Development
5. Kapoor A.C. Select Constitutions
6. Mahajan V.D. Constitutional History of India
7. Pylee M.V., Constitutional History of India (1600-2010)
8. Sikri S.L., A Constitutional History of India
9. A. C. Banerjee, The Constitutional History of India (Vol-I) 1600-1858
10. A.C. Banerjee, The Constitutional History of India (Vol-II) 1858-1919
11. B.B. Mishra, Central Administration of the East India Company, (1773-1834)
12. B.B. Mishra, The Administrative History of India (1834-1946)
13. B.B. Mishra, The Judicial Administration of the East India Company in Bengal
14. G.N. Singh, Indian Constitutional and National Development
15. J. K. Mittal, Constituent Assembly of India

**SKILL ENHANCEMENT COURSE**  
**HIS4SEC3- TECHNIQUES OF HISTORY WRITING**

**Course Objectives:** Students after successful completion of the course will be able to:

1. Understand the meaning of history, scope and various concepts in historical writings.
2. Identify various historical sources for writing history of a person / event /place/organization/monument/ etc.
3. Understand the different ways to organize sources and interpretation.
4. Learn skills related to choosing and writing of a comprehensive history of a small unit.

**Course Outcome:**

CO1- Identify various historical sources for writing history

CO2- Learn skills related to choosing and writing of a comprehensive history

**Unit:1**

- a. What is History-Meanings and Scope of History – Generalizations in History – Judgement in History– Hypothesis?
- b. Understanding Sources of History -Survey of Sources: Archaeological and Literary Sources-Foreign
- c. Travelers Accounts- Oral History- Sources of Contemporary History-Data mining from information Science (Internet/Web Sources)

**Unit:2**

- a. History Writing. Importance and Types of History Writing: Research Papers/Essays/General History/Book Reviews/Biographies/Reports/ Analysis of original works etc.
- b. Writing Biographical History. individual, family, organization history - (Ex: Makers of Modern India/ Freedom Fighters /Politicians/ a reputed family and Regional & Local history)

**References:**

1. E.H Carr, What is History, Penguin Classic, Reprintin2018.
2. E.H Carr, What is History (T.M), Hyderabad Book Trust,2016.
3. E. Sreedharan, A Text Book of Historiography, Orient Longman, First Published in 2000, Reprint in2006.
4. Sumit Sarkar, Writing Social History, Oxford University Press,1998.
5. B. Sheikh Ali, History-Its Theory and Method, Laxmi Publications,2019
6. Steven Roger Fischer, History of Writing, Reaktion Books,2021.
7. Amartya Sen, Argumentative Indian, Writings on Indian History, Culture and identity, Penguin,2006.
8. R.G. Colling Wood, The Idea of History, Oxford University Press, 1994.
9. K. Rajayyan, History in Theory and Method: A Study in Historiography, Raj Publishers,1982.
10. G. P Singh, Ancient Indian Historiography Sources and Interpretations, D.K. Print World Ltd,2003.
11. N.R. Ray, Sources for the History of India, NewDelhi,1978.
12. R.C. Majumdar, HistoriographyinModernIndia: 18thand 19th Centuries, Asia PublishingHouse,1970.
13. Rama sundari Mantena, The Origins of Modern Historiography in India: Antiquarianism and Philology,1780-1880, Palgrave and Macmillan, 2012.
14. Web sources suggested by teacher/librarian

**ACTIVITIES:**

a) Mandatory:(Training of students in the related skills by the Lecturer, Total10 Hours)

1) For Teacher: Training of students by the teacher in the classroom or in the field for a total of not less than10 hours on techniques of writing history. The teacher shall train the students to identify the sources, authenticate, compile, arrange and judge in a proper order.

2) For Student: Students shall individually visit a place like a Street/Village/Cultural Centre /Religious

place Monument/Organization/Institution or a Historical place and study its history and make observations.  
(or) Study the Biography/achievements of an Inspiring Personality and make observations.

These individual or Group (min 5 students) observations shall be written not exceeding 10-15 pages and submitted to the teacher as Field work/Project work Report in the given format.

3) Suggested Fieldwork/Project work Format:

Title Page, Student Details, Acknowledgments, Index page, Objectives, Step-wise process, Findings & References.

4) Max Marks for Field work/Project work Report: 50 -

b) Suggested Activities:

1. Training of Students on Writing History
2. Field Report
3. Invited Lectures Presentations on Related Topics by Field Experts.
4. Debates on Interesting Topics
5. Seminars, Group Discussions, Quiz, etc.
6. Preparation of Videos on Historical Sites.
7. Collection of Material/Figures/Photos/Books related to History of a Place and History writing and organizing them in a Systematic way in a file.
8. Visits to Historical Sites, Museums, Monuments etc

**\* Evaluation Framework is given on the Last Page.**

**SEMESTER- V**  
**MAJOR MANDATORY -9 (4 Credit)**  
**HIS5MM9 - HISTORY OF INDIA: 1707 TO 1857AD**

**Course Objectives:** The students will be able to trace the British colonial expansion in the political contexts of eighteenth century India. They will learn about the changes in society, politics, religion and economy during this period. They'll also acquire knowledge about the freedom struggle.

**Course Outcome:**

- CO1. The students will trace the India of mid 18<sup>th</sup> century and know the initial British efforts to establish power.
- CO2. The students will learn about the colonial policies towards Indian states.
- CO3. The students will examine the causes and consequences of socio-religious, peasant and tribal movements and the revolt of 1857.
- CO4. The students will learn the constitutional developments during British rule.

**UNIT- I**

- d. India in the Mid-18th Century - Political, Social-Economic Conditions.
- e. Establishment of East India Company's Rule - Battle of Plassey and Buxar
- f. Expansion of the Company's Rule with War - Mysore, Marathas and Punjab.

**UNIT- II**

- a. Expansion of the Company's Rule with Diplomacy - Subsidiary Alliance and Doctrine of Lapse.
- b. Economic Policy of East India Company - Dual Government, Land Revenue System.
- c. Commercialization of Agriculture, De-Industrialization.

**UNIT- III**

- a. Social-Religious Movements.
- b. Popular Resistance to Company's Rule - Peasant and Tribal Revolts.
- c. Revolt of 1857- Causes, Nature and Consequences.

**UNIT- IV**

- a. Growth of Press- English and Indian Languages.
- b. Regulating Act of 1773, Pitts India Act of 1784.
- c. Charter Act-1813, 1833, 1853.

**Books Recommended:**

1. A.C Banerjee : The New History of modern India (1707-1947)
2. B.R Grover : A new look on Modern Indian History
3. Chabra, G.S. : Advance History of Modern India
4. D. Kumar : The Cambridge Economic History of India
5. Desai A.R: India's Path of Development
6. Desai, A.R. : Social Background of Indian Nationalism
7. Dutta, K.K : Social History of Modern India
8. Prasad & Subedar: History of Modern India (English or Hindi)
9. Mishra, B.B : Administrative History of modern India
10. P.J. Marshall : The Eighteenth century in Indian History
11. Ramsay Muir: The making of British India
12. Sarkar Sumit : Modern India
13. Dutta. K.K: Social History of Modern India
14. Desai A.R.: Social background of Indian Nationalism
15. Desai A.R.: India's Path of Development
16. Prasad, Bisheswar: Bondage and Freedom, Vol. 2
17. S.R Mehrotra: The Emergence of Indian National congress
18. Bipan Chandra and Others: Freedom Struggle
19. Singh, G.N : Constitutional Development of India
20. Thomas Metealf : Ideologies of the Raj
21. Thompson & Garret : Rise and Fulfilment of British Rule in India

**MAJOR MANDATORY-10 (4 Credit)**

**HIS5MM10 - INDIAN NATIONAL MOVEMENT: 1920 TO 1947AD**

**Course Objectives:** The contents of the syllabus are designed to cover core issues pertaining to a vast canvass of nationalist history so that the student at the undergraduate level is equipped to focus upon the core ideas of the national movement in its conceptuality. India's quest for independence and nation-building are interwoven scripts of history, debated most widely at the global level from various angles. Indeed, India's national movement has a vast and divergent ideological base with inner contradictions.

**Course Outcome:**

CO1. The student will understand the factors leading to the rise of Gandhian Movements and constitutional development in India.

CO2. The student will be able to analyse the contribution of Revolutionary's, Peasants, labour movements and development of Depressed Class movement.

CO3. The student will know about the different movements along with Contribution of Subhas Chandra Bose and significance of INA and RIN to freedom struggle.

CO4. The student will know about the gradual administrative changes that finally led to independence.

**UNIT- I**

- a. Non Cooperation Movement, Simon Commission, Nehru Report.
- b. Civil Disobedience Movement, Round Table Conferences.
- c. Government of India Act, 1935.

**UNIT- II**

- a. Revolutionary Movement.
- b. Peasants and Depressed Class Movements.
- c. Labour Movement and Formation of Trade Unions.

**UNIT- III**

- a. Cripps Mission, Quit India Movement- 1942.
- b. Subhash Chandra Bose and Indian National Army (INA).
- c. INA Trials & RIN Mutiny.

**UNIT- IV**

- a. Wavell Plan, Cabinet Mission.
- b. Mountbatten Plan and Independence Act, 1947.
- c. Circumstances leading to Partition.

**Books Recommended:**

1. Ayodhya Singh; Bharat Ka Mukti Sangram
2. B.L. Grover; A New Look on Modern Indian History, S Chand.
3. Barbara D Metcalf and T.R. Metcalf; A Concise History of India, Cambridge, 2002
4. Bipan Chandra, Aditya Mukherjee, India After Independence, Viking, 1999.
5. Bipan Chandra: Nationalism and Colonialism.
6. C.A. Bayly; An Illustrated History of Modern India 1600 - 1947, London 1990
7. Mushirul Hasan; From Company to the Republic: A story of Modern India
8. Parul Brass; The Politics of India since Independence.
9. R.L. Shukla; Adunik Bharat (ed). Delhi University Hindi Madhyam Kriyanwanyan Nideshalaya. 2012.
10. Ramachandra Guha The Fissured Land.
11. Shekher Bandopadhyya :Plassy to Partation Orient Black Swan(Hindi & English)
12. Sumit Sarkar Modern India 1885 1947, Macmillan, 1983
13. Sunder Lal; Bharat mein Angreji Raj 2 vol.(National Book Trust of India)
14. Thomas Metcalf; Ideologies of the Raj.
15. Sumit Sarkar: Modern India 1885 n 1947. Macmillian, 1983
16. Paul Brass: The Politics of India since Independence
17. Dutta. K.K: Social History of Modern India
18. Desai A.R.: Social background of Indian Nationalism
19. Desai A.R.: India 's Path of Development
20. Prasad, Bisheswar: Bondage and Freedom, Vol. 2
21. Satya Rai: भारत मे उपक्षनवेशवाद और राष्ट्रवाद का उद्य
22. D. Agrow: Moderates and Extremist in the Indian National Movement
23. Sumit Sarkar: आधुक्षनक भारत
24. S.R Mehrotra: The Emergence of Indian National congress
25. Bipan Chandra and Others: Freedom Struggle

**OR**

**MAJOR ELECTIVE-1 (4 Credit)**

**HIS5ME1 - HISTORY OF THE WORLD CIVILIZATION:(EARLIEST TIMES TO EARLY MEDIEVAL TIMES)**

**Course Objectives:** Student will acquire knowledge about the evolution of human society, and transformation of ancient civilizations like Harappa, Mesopotamia, Greece, China, Maya, Roman and Medieval Europe. They can acquire knowledge about the origin, features, nature and class composition of various societies. They can compare to each and other among the several societies of the world.

**Course Outcome:**

- CO1. The student will know the evolution of human society.
- CO2. The students will learn about ancient world civilizations.
- CO3. The students will learn about Great world civilizations
- CO4. The students will understand the developments in European history.

**UNIT- I**

- a. Harappa Civilization: Extent, Urban Planning, Social and Economic Conditions, Art and Architecture.
- b. Egyptian Civilization: Political Development, Art and Architecture.
- c. Mesopotamia Civilization- Sumerian and Babylonian: Society, Religion, Law, Architecture, Administration.

**UNIT- II**

- a. Chinese Civilization: Polity, Society, Science and Technology.
- b. Maya Civilization: Polity, Society, Art, Religion, Decline.
- c. Persian Civilization: Political, Social and Economic Condition.

**UNIT- III**

- a. Greece: Athens and Sparta.
- b. Rome Civilization: Expansion, Imperial Age, Roman Republic and Roman law.
- c. Rise, Establishment and Growth of Christianity.

**UNIT- IV**

- a. Birth and Expansion of Islam and its impact.
- b. Crusades and their impact on Europe.
- c. Rise and Growth of European Feudalism and its Decline.



**Books Recommended:**

1. Arnold J Toynbe: A study of History, Vol I to XII, 1934-1961, Reprint; OUP USA, 1988
2. Childe, V.G.: What happened in History, Penguin Pub, 1967.
3. Durrant Will: an age of Faith, 1950, reprint 1980.
4. Durrant Will: Our Oriental Heritage: The Story of Civilization, II Volume.
5. Frankfort Henri: The Birth of Civilization to the Near East, Indians Uni, Press 1951.
6. Goyal, S.R: *Vishwa Ki Pracheen Sabhyatayen*, Kusumanjali Prakashan, 1963.
7. Ray, U.N.: *Vishwa Sabhyata Ka Itihas*, Lok Bharti Prakashan, 2017.
8. Swain J.E: A History of World Civilization, McGraw Book, New York, 1938, reprint, S. Chand, New Delhi 2000.
9. Trever, A. Albert: History of Ancient Civilization Harcourt, Brace, 1936.
10. Sharma, Manoj: History of World Civilization, Anmol Pub, New Delhi, 2005
11. Amar Farooqi, Ancient Social Formations (also in Hindi), Delhi, 2001.
12. Antony Andrews, Greek Society, Harmondsworth, 1991.
13. Antony Andrews, The Greeks, London, 1968.
14. Bruce Trigger, et al, Ancient Egypt: A Social History, Cambridge, 1983.
15. D. Rindos, The Origins of Agriculture, New York, 1984.
16. D.R. Harris and G. Hillman, Foraging and Farming, London, 1989.
17. D.T. Potts, Mesopotamian Civilization: the Material Foundation, London, 1997.
18. F. Dahlberg, Women the Gatherer, London, 1981.
19. G. Alföldy, The Social History of Rome, London, 1985.
20. G. Dalton (ed), Tribal and Peasant Economies, New York, 1967.
21. George, Roux, Ancient Iraq, Third Edition, Harmondsworth, 1992.
22. J. Gledhill, B. Bender, and M.J. Larsen (eds), State and Society, London, 1988.
23. R.F. Wenke and D.J. Olszewski, Patterns in Prehistory: Humankind's First Three Million Years, fifth edition, Oxford, 2007.
24. Radcliff Brown, The Andman Islander, 1922.
25. S. N. Eisenstadt, The Decline of Empires, New Jersey, 1967.
26. V. Gordon Childe, Man Makes Himself, With an Introduction by Sally Green, Bradford-on-Avon, 1981.
27. V. Gordon Childe, What Happened in History, Penguin, 194

**MINOR (Other than Major) - (4 Credit)**  
**HIS5M4 - INDIAN FREEDOM STRUGGLE: 1885 to 1947 AD**

**Course Objectives:** The contents of the syllabus are designed to cover core issues pertaining to a vast canvass of nationalist history so that the student at the undergraduate level is equipped to focus upon the core ideas of the national movement in its conceptuality. India's quest for independence and nation-building are interwoven scripts of history, debated most widely at the global level from various angles. Indeed, India's national movement has a vast and divergent ideological base with inner contradictions.

**Course Outcome:**

CO1. The student will understand the making of Indian constitution and to know the salient features of Indian constitution.

CO2. The student will know the new economic initiatives propagated in independent India.

CO3. The student will critically analyse the international relations of India with its neighbours.

CO4. The students will be enabled to analyse development of democratic culture in the princely states.

**UNIT I**

- (a) Establishment of Indian National Congress and Moderates Politics
- (b) Extremists Politics-Lokmanya Tilak; Swadeshi Movement
- (c) Revolutionary Movement Phase-I-Birsa Munda; V.D. Sawarkar

**UNIT II**

- (a) Home Rule Movement; Lucknow Pact
- (b) Mahatma Gandhi-Early Satyagraha and Non - Cooperation Movement
- (c) Civil Disobedience Movement, Round Table Conferences

**UNIT III**

- (a) Revolutionary Movement phase-II; Bhagat Singh; Chandrashekar Azad
- (b) Quit India Movement-1942
- (c) Subhash Chandra Bose and Indian National Army (INA), INA Trials;

**UNIT IV**

- (a) Cripps Mission, Wavell Plan,
- (b) Cabinet Mission Plan, Mountbatten Plan
- (c) Independence Act, 1947, Partition of India

**Suggested Books**

1. Ayodhya Singh; Bharat Ka Mukti Sangram
2. B.L. Grover; A New Look on Modern Indian History, S Chand.
3. Barbara D Metcalf and T.R. Metcalf; A Concise History of India, Cambridge, 2002
4. Bipan Chandra, Aditya Mukherjee, India After Independence, Viking, 1999.
5. Bipan Chandra: Nationalism and Colonialism.
6. C.A. Bayly: An Illustrated History of Modern India 1600 - 1947, London 1990
7. Francine Frankel; India's Political Economy 1947- 1977.
8. Gail Omvedt; Dalits and Democratic Revolution.
9. K.G. Subramanian; The Living Tradition: Perspectives on Modern Indian Art.
10. Mushirul Hasan; From Company to the Republic: A story of Modern India
11. Parul Brass; The Politics of India since Independence.
12. R.L. Shukla; Adunik Bharat (ed). Delhi Uni. Hindi Madhyam Kriyanwanyan Nideshalaya. 2012.
13. Shekher Bandopadhyya : Plassy to Partition Orient Black Swan(Hindi & English)
14. Sumit Sarkar Modern India 1885 1947, Macmillan, 1983
15. Sunder Lal; Bharat mein Angreji Raj 2 vol . (National Book Trust of India)
16. Sumit Sarkar: Modern India 1885 n 1947. Macmillan, 1983
17. Paul Brass; The Politics of India since Independence
18. Dutta. K.K: Social History of Modern India
19. Desai A.R.: Social background of Indian Nationalism

20. Desai A.R.: India's Path of Development
21. Satya Rai: भारत में उपनिवेशवाद और राष्ट्रवाद का उदय
22. D. Agrow: Moderates and Extremist in the Indian National Movement
23. M.N. Gupta: History of the revolutionary Movement in India
24. Sumit Sarkar: आधुनिक भारत
25. S.R Mehrotra: The Emergence of Indian National congress
26. Bipan Chandra and Others: Freedom Struggle

**VSC-4 (2 Credit)**

**HIS5VSC4 –HERITAGE TOURISM IN MAHARASHTRA**

**Course Objectives:** The Heritage tourism is quite a recent development; focused on combination of activities from conservation, preservation and promotion of historical sites. The paper is designed to make the students know their heritage. The paper will also serve the purpose of making awareness about importance of historical monuments and various tourist places in Maharashtra.

**Course Outcome:**

- CO1. The student will learn about caves, forts, hill stations and palaces of socio religious significance. The students will know the importance of Historical monuments as tourist destination.  
CO2. The student will learn about the various cultural tourism in Maharaashtra.

**UNIT –I Tourist places**

- a. Cave monuments: Ajanta, Ellora, Gharapuri; Forts: Raigad, Janjira, Daulatabad, Sitabuldi, Nagardhan
- b. Hill Stations, Lakes and Costal Areas: Chikhaldara, Mahabaleshwar, Lonar LakeForest Tourism; Tadoba, Pench;
- c. Places of Socio-Religious significance: Pandharpur, Nasik, Ramtek, Markanda, Mozari (Amravati), Sevagram (Wardha)

**UNIT –II Cultural Tourism**

- a. Fairs and Festivals: Ganesh Festival, Nashik KumbhMela, Pola-Marabats Festival, Gokul Ashtami –Dahi Handi Festival
- b. Architectural and Memorial monuments: Gate way of India, Chatrapati Shivaji Terminus, Dikshabhumi, Mansar archaeological Site
- c. Intangible heritage- Gond Paintings, Paithani Saaris, Kolhapuri Chappals, Powada, Lavani, Bharud

**Books Recommended:**

1. A Culture of History of India - Basham, A.L. (Ed)
2. The Art and Architecture of India - Rowland, B.
3. Studies in Jaina Art, Banaras - Shah, U.P.
4. Indian Architecture (Buddhist & Hindu) - Brown Percy
5. Cultural Tourism in India-Its Scope and Development -Alchevs, F.Q.
6. Tourist India - Kaul, S.N.
7. Tourism and Hotel Industry in India -Anand M.M.
8. Tourism Development: Principals and practices - Bhatia, A. K.
9. Tourism Development in India -Leela Shelly
10. Tourism Management -Wahab, S.
11. Successful Tourism Planning and Management - Seth, P.N.

**SEMESTER- VI**  
**MAJOR MANDATORY-11 (4 Credit)**  
**HIS6MM10 - HISTORY OF INDIA: 1858 TO 1920**  
**AD**

**Course Objectives:** The contents of the syllabus are designed to cover core issues pertaining to a vast canvass of nationalist history so that the student at the undergraduate level is equipped to focus upon the core ideas of the national movement in its conceptuality.

**Course Outcome:**

- CO1. The students will understand the change of power and know about socio-religious, tribal and peasants' movements.
- CO2. The students will understand the establishment and growth of Indian National Congress, and the nature of leadership it received under moderates and extremists ideologies. CO3. The students will know the leadership of Lokmanya Tilak and Jinha and the contribution of Revolutionary movement.
- CO4. The Students will examine the Colonial Acts and know the early satyagrahas of Mahatma Gandhi.

**UNIT- I**

- a. Betterment of Government of India Act 1858, Queen's Proclamation.
- b. Socio-Religious Movements.
- c. Peasant and Tribal Revolts.

**UNIT- II**

- a. Rise of Indian Nationalism, Foundation of Local Organization.
- b. Establishment Indian National Congress and Moderates Politics.
- c. Rise and Growth of Extremists Politics- Swadeshi Movement, Home Rule Movement.

**UNIT- III**

- a. Lokmanya Tilak's Contribution in National Movement.
- b. Revolutionary Movement.
- c. Muslim League - Ideology and Program.

**UNIT- IV**

- a. Morley-Minto Act, 1909.
- b. Montagu-Chelmsford Act, 1919.
- c. Mahatma Gandhi- Concept of Satyagrah and Early Satyagrah.

**Books Recommended:**

1. Ayodhya Singh; Bharat Ka Mukti Sangram
2. B.L. Grover; A New Look on Modern Indian History, S Chand.
3. Barbara D Metcalf and T.R. Metcalf; A Concise History of India, Cambridge, 2002
4. Bipan Chandra, Aditya Mukherjee, India After Independence, Viking, 1999.
5. Bipan Chandra: Nationalism and Colonialism.
6. Mushirul Hasan; From Company to the Republic: A story of Modern India
7. Parul Brass; The Politics of India since Independence.
8. R.L. Shukla; Adunik Bharat (ed). Delhi University Hindi Madhyam Kriyanwanyan Nideshalaya. 2012.
9. Ramachandra Guha The Fissured Land.
10. Shekher Bandopadhyya :Plassy to Partation Orient Black Swan(Hindi & English)
11. Sumit Sarkar Modern India 1885 1947, Macmillan, 1983
12. Sunder Lal; Bharat mein Angreji Raj 2 vol.(National Book Trust of India)
13. Sumit Sarkar: Modern India 1885 n 1947. Macmillian, 1983
14. Paul Brass: The Politics of India since Independence
15. Dutta. K.K: Social History of Modern India
16. Desai A.R.: Social background of Indian Nationalism
17. Desai A.R.: India's Path of Development
18. Satya Rai: भारत मे उपक्षनवेशवाद और राष्ट्रवाद का उद्य
19. D. Agrow: Moderates and Extremist in the Indian National Movement
20. M.N. Gupta: History of the revolutionary Movement in India
21. Sumit Sarkar: आधुक्षनक भारत
22. S.R Mehrotra: The Emergence of Indian National congress
23. Bipan Chandra and Others: Freedom Struggle

**OR**

**MAJOR MANDATORY-12 (4 Credit)**

**HIS6MM12 - INDIA AFTER INDEPENDENCE: 1948 TO 2010 AD**

**Course Objectives:** The paper is designed to understand the process of integration of Princely state in India, making of Indian constitution and to know the salient features of Indian constitution. It further focuses on the new economic initiatives propagated in independent India. The paper aims to enhance student's knowledge on International relations of India with its neighbours and introduced to establishment of regional political entities. Students are enabled to analyse development of democratic culture in the princely states.

**Course Outcome-**

CO1. The student will understand the Integration and making of Indian constitution and to know the salient features of Indian constitution.

CO2. The student will know the Political crises and mass movements in India.

CO3. The student will crucially analyse the development in the science and technology, economic, education and agriculture sector.

CO4. The Students will be enabled to analyse Non Align movement and international relations.

**UNIT- I**

- a. Integration of Princely States: Hyderabad, Junagarh and Jammu and Kashmir.
- b. Making of the Indian Constitution: Framing of Indian Constitution, Basic Features.
- c. Reorganization of the States- Dhar Committee, JVP Committee, Fazal Ali Commission.

**UNIT- II**

- a. Political Crises in State: Tamil Nadu, Assam and Punjab.
- b. Social Movements, Women's Movements and Empowerment.
- c. J. P. Movement, Emergency- Causes and Consequences.

**UNIT- III**

- a. Development of Science and Technology, Modern Education System and Policies.
- b. Indian Economic Development: Industrialization, Liberalization and Globalization.
- c. Agriculture Reforms: Bhoodan Movement, Green Revolution.

**UNIT- IV**

- a. Non-Alignment Movement.
- b. India- China War- 1962, India-Pakistan War- 1965, 1971 and 1999.
- c. Development in Science and Technology.

**Books Recommended:**

1. Basu, D. D.: Shorter Constitution of India
2. Bipin Chandra Pal: Essay on Contemporary India,
3. Bipin Chandra Pal: India's Struggle for Independence
4. Davies, H.A.: Outline History of the World
5. Fisher, H.A.L.: A History of Europe
6. Majumdar, Datta and Ray Chowdhary: Advanced History of India
7. Nanda, B.R., Gandhi: A Biography
8. Nanda, B.R., Jawaharlal Nehru: A Biography
9. Palmer, R.A. and Cotton Joel, A History of Modern World
10. Rao, U. Bhaskar, The Story of Rehabilitation
11. Sarkar, Sumit, Modern India
12. Satyamurti, T.V., India Since Independence
13. Srinivas, M.N.: Social Change in Modern India
14. V.P. Menon: The Story of Integration of the Indian States
15. Ananya Vajpeyi, Righteous Republic: The Political Foundations of Modern India.
16. Arjun Appadurai, Domestic Roots of India's Foreign Policy 1947-1972.
17. Bipan Chandra, et al (ed). India after Independence.
18. Durgadas. India, From Curzon to Nehru and After.
19. Francine Franke, India's Political Economy, 1947-2004.
20. H.K. Jain, The Green Revolution: History Impact and Future.
21. H.V. Hodson (ed.). The Great Divide: Britain, India, Pakistan.
22. J.C. Aggarwal, Landmarks in the History of Modern India Education (7th Edition).
23. Joya Chatterji, The Spoils of Partition: Bengal and India, 1947-67.
24. K. Rajan. Indian Economy, The Post Reform Scenario.
25. Morris Jones, W.H., Government and Politics of India, London, 1964.
26. Brahmadeva Mukerjee, Community Development of India.
27. Neera Desai & Usha Thakkar (eds). Women In Indian Society.
28. Paul Brass, The Politics of India Since Independence, 1994.
29. Radha Kumar, History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India
30. Ramachandra Guha, India After Gandhi: A History (3rd Edition).
31. Rajni Kothari, Politics in India.
32. R.N. Sharma & R.K. Sharma, History of Education in India.
33. Ruchir Sharma, Breakout Nations. In Pursuit of the Next Economic Miracles.
34. R.V. Vaidyanatha Ayyar, History of Education Policymaking in India, 1947 -2016.
35. Shobana, D., et al., Education Systems in India: Issues, Challenges and Problems.
36. Sukhamoy Chakravarty, Development Planning: The Indian Experience.
37. U.R. Ghai, Indian Political System.
38. U.R. Ghai, International Politics Theory and Practice.
39. Sunil Khilnani, The Idea of India.
40. V. Nath, Economic Development and Planning in India.
41. G.N. Singh, Constitutional Development of India



**OR**  
**MAJOR ELECTIVE-2 (4 Credit)**  
**HIS6ME2 - HISTORY OF THE WORLD: 13TH CENTURY TO 1805**  
**AD**

**Course Objectives:** To develop the understanding Europe from a theocratic society to modern Nation state system. Renaissance and its aftermaths on European Society, Economy, polity and Culture leading to subsequent development of Nation State and emergence of new ideologies culminating in the form of French Revolution.

**Course Outcome:**

- CO1. The student will understand modern nation state system.  
CO2. The learner will know economic developments of modern world.  
CO3. The students will examine various revolutions that led to modernization. CO4.  
The students will learn the significance of French Revolution.

**UNIT- I**

- a. Europe in the 13th Century and fall of Constantinople.
- b. Renaissance: Role of City and States, Art and Architecture.
- c. Age of Reformation.

**UNIT- II**

- a. Economic Origins of the Modern World: Rise of Mercantilism and Commercial Revolution.
- b. The beginning of Colonialism all over the world.
- c. Rise of Absolute Monarchy in Europe: France and Britain.

**UNIT- III**

- a. Scientific Revolution and Agricultural Revolution.
- b. Glorious Revolution – 1688.
- c. American Revolution – 1776.

**UNIT- IV**

- a. Industrial Revolution.
- b. French Revolution – 1789.
- c. European Exploitation of Asia.

**Books Recommended:**

1. Acton (1906): Lectures on Modern History, London, Macmillan and co. Ltd
2. Anderson, M.S.: Europe in the 18th Century
3. Elton G.R: Reformation in Europe
4. Fisher H.A.L: (1938), History of Europe (relevant portion only), London, Eyre and Spottiswoode
5. Hayes C.J.H: (1936), A Cultural and Political History of Europe (Vol. I) (1500-1830), London, Macmillan
6. Hazen C.D (1937): A History of Europe in Modern times, Henry holt and company
7. Koleshwar Rai: (1991) पक्षिम का उदय (उत्तर मध्यकालीन युरोप 1453- 1783)
8. Lal Bahadur Verma: (1998), युरोप का इतिहास (पुनजागरण से क्राखि तक) नई क्षदल्ली प्रकाशन संस्थान
9. Parthsarathi Gupt: (1983) आधुक्षनक पक्षिम का उदय, नई क्षदल्ली, हिन्दी माध्यम कायाान्वयन क्षनदेशालय, क्षदल्ली क्षवक्षवद्यालय
10. Phukan Meenaxi: (2012) Rise of Modern West, Trinity Press Pvt. Ltd.
11. Scamell, V.: The First Imperial age: European overseas Expansion, 1475-1715
12. Schevil: (1898) History of Modern Europe (Hindi or English), Charles Scribner's sons
13. Singh Heeralal And Ram Vriksh Singh: (2011), आधुक्षनकयुरोपकाइतिहास, इलाहाबाद
14. The Cambridge: Economic History of Europe Vol I to Iv
15. Vimal Inderpal: (1968), आधुक्षनक युरोप(1453- 1789), आगरा लक्ष्मीनारायण अग्रवाल , इलाहाबाद, क्षकताब महल
16. M.S. Anderson, Europe in the 18th Century.
17. Stuart Andrews, Eighteenth century Europe: The 1680's to 1815.
18. H.A.L Fisher, History of Europe: Vol-1.
19. J.R. Hale, Renaissance Europe, 1480-1520.
20. C.J.H. Hayes, A Cultural and Political History of Europe (Vol. I) (1500-1830).
21. C.D.Hazen, A History of Europe in Modern Times.
22. John Merriman, A History of Modern Europe: From the Renaissance to the Present.
23. Meenaxi Phukan, Rise of Modern West, Trinity Press Pvt. Ltd.
24. Ferdinand Schevill, History of Modern Europe.
25. The Cambridge, Economic History of Europe Vol I to IV.

**MINOR (Other than Major) – (4 Credit)**  
**HIS6M5 - INDEPENDENT INDIA :1948-2010 AD**

**Course Objectives:** The paper is designed to understand the process of integration of Princely state in India, making of Indian constitution and to know the salient features of Indian constitution. It further focuses on the new economic initiatives propagated in independent India. The paper aims to enhance student's knowledge on international relations of India with its neighbours and introduced to establishment of regional political entities. Students are enabled to analyse development of democratic culture in the princely states.

**Course Outcome:**

**CO1.** The student will understand the making of Indian constitution and to know the salient features of Indian constitution.

**CO2.** The student will know the new economic initiatives propagated in independent India.

**CO3.** The student will critically analyse the international relations of India with its neighbours.

**CO4.** The students will be enabled to analyse development of democratic culture in the princely states.

**Unit-I**

- a. Integration of Indian Princely States, Role of Sardar Patel
- b. Making of Indian Constitution, Drafting Committee
- c. Salient Features of Indian Constitution; Reorganization of States

**Unit-II**

- a. Planning Commission of India
- b. Land Reforms; Bhudaan Movement; Green Revolution
- c. Industrial Policy; Nationalization of Banks

**Unit-III**

- a. Policy of Non- Alignment – Role of Pt. J. Nehru
- b. Liberation of Goa 1961; Sino-War -1962
- c. Indo-Pak Wars-1965; 1971;1999

**Unit-IV**

- a. National Emergency-1975; Role of Indira Gandhi
- b. Indian Mass Movements-1980-2010
- c. Development in Science & Technology

**Books Recommended-(English)**

1. India after Independence -Bipan Chandra
2. The Politics of India since Independence -Paul Brass
3. The Rise and Growth of Economic Nationalism in India -Bipan Chandra
4. The Cambridge Economic History of India (Vol 2) -Dharma Kumar
5. Economic History of India -V.B.Singh
6. The Economic History of India (Vol I, II) -R.C.Dutt
7. Fifty Years of Modern India -V.D. Mahajan
8. History of Education in Modern India 1757-2007 -S.C.Ghosh
9. In the Shadows of Naga Insurgency- Jelle J.P. Wouters
10. India After Liberalization- BimalJalan

**Marathi, Hindi**

1. Swantantra Bharatacha Itihas (1947-2000) –SumanVaidya, Shanta Kothekar
2. Azadike Baadka Bharat 1947-2000 -Bipan Chandra, Mridula Mukherjee, Aditya Mukherjee
3. Samkaleen Bharat -Bipan Chandra
4. Bharatiya Shashanaur Rajniti -(ed) Basukinath Chaudhary, Yuvaraj Kumar
5. Adhunik Bharat kaItihas –Dhanpati Pandey

**SEMESTER-VII (HONOURS)**  
**MAJOR MANDATORY-13 (4 Credit)**  
**HIS7MM13 - HISTORIOGRAPHY**

**Course Objectives:** The paper is designed to provide a general outline about how history has been written through the ages. It will familiarise the students with the concepts and techniques involved in the practice of history writing over the period in various countries and languages. The paper introduces major thinkers and philosophies in history writing.

**Course Outcome:**

CO1. The student will understand the meaning; allied and auxiliary subject of history. CO2. The student will understand Western Historiography.

CO3. The student will come to know the Indian Historiography. CO4. The student will learn the different approaches to History.

**UNIT-I Introduction**

- a. Meaning of Historiography
- b. Allied and Auxiliary Sciences of History
- c. Philosophies of History and Historicism

**UNIT-II Western Historiography**

- a. Greco – Roman: Herodotus, Thucydides.
- b. Modern Western Historians : Voltaire, Leopold von Ranke, Hegel
- c. Imperialists: James Mill, Vincent Arthur Smith,

**UNIT-III Indian Historiography**

- a. Ancient Indian-Banabhatta ; Medieval Arab Historian-Ibn Kaldun
- b. Medieval India : Kalhana, Alberuni, Barani
- c. Modern Indian Historians: K.P. Jayaswal, Jadunath Sarkar, D.D. Kosambi

**UNIT-IV Approaches to History**

- a. Marxists : E.P. Thompson, E.H. Carr
- b. Annals: Marc Bloch, Ferdinand Braudel; Subaltern-Ranajit Guha.
- c. Cambridge Historiography and their interpretation of Indian history.

**Books Recommended:**

1. A Critical Method in Historical Research and Writing - H.C. Hockett
2. A History of Historical Writing-H.E. Barnes
3. A Text Book of Historiography-Sreedharan
4. Alberuni's India -Dr. Edward C. Sachau
5. Ancient Indian Historical Tradition - F.E. Pargiter
6. Hinduism & Its Sense of History - Arvind Sharma
7. Historians of Medieval India - Peter Hardy
8. Histories and Historiography During the Reign of Akbar-Harbans Mukhia
9. Historiography and Historians of Sultanate Period -Bharti S. Kumar

10. Historiography, Religion and State in Medieval India -Satish Chandra
11. Historiography - N. Jayapalan.
12. Historiography-N. Subramaniah
13. History, Historical Thoughts and Historiography –Aroop Chakravarti
14. History, its Theory and Method-Sheikh Ali
15. Idea of History - R.G. Collingwood
16. Indo-Persian Historiography -Iqtidar Husain Siddiqui
17. Philosophies of History - Robert M. Burns & Hugh Rayment-Pickard
18. Philosophy of History - G. Kuppuram
19. Research Methodology - K.N. Chitnis
20. Research Methodology - Satish Bajaj
21. The Greek and Roman Historians - Timothy E. Duff
22. The Philosophy of History -G.W.F. Hegel
23. The Portable Greek Historians - M.I. Finley
24. The Travels of Ibn Battuta - H.A.R. Gibb
25. Theories of History - Patrick Gardiner
26. What is History-E.H. Carr
27. Understanding Itihasa- Sibesh Bhattacharya

**Marathi/Hindi**

1. Itihas Tantra Ani Tatvagyan - ShantaKothekar
2. Itihasache Tatvagyan- SadashivAathvale
3. Itihas Lekhan Shastra- Gaikwad,Sardesai,Hanmane
4. Sanshodhakacha Mitra- G.H.Khare
5. Itihas Lekhan - Sreedharan
6. Itihas Lekhan,Avadharna,Vidhayenevam Sadhan -B. K. Shrivastava
7. Bharat Ke PramukhItihaskar -Dr. S.L. Nagori. KantaNagori

**MAJOR ELECTIVE-12 (4 Credit)**

**HIS7MM12 - HISTORY OF MARATHAS-I :1600 TO 1707AD**

**Course Objectives:** The paper is designed to create an understanding of the regional history. The paper orients the students with various sources of Maratha history. It will enable them to understand the inspirations behind the foundation of the Maratha rule. It also gives information about the leadership, the socio-economic life, expeditions by the Marathas and the administration of the Marathas.

**Course Outcome:**

CO1. The student will know the regional history of the country. CO2. The students will know the various sources of Maratha history.

CO3. It will enable the students to understand the inspirations behind the foundation of the Maratha rule.

CO4. The students will examine the information about the leadership, the socio-economic life, expeditions by the Marathas and the administration of the Marathas.

**UNIT-I**

- a. Sources of Maratha History-- Bakhars, Adnyapatre, Shakavali
- b. Rise of the Marathas
- c. Concept of Maharashtra Dharma

**UNIT-II**

- a. Shivaji's Relations with AdilShahi
- b. Shivaji's Relations with the Mughals
- c. Significance of Shivaji's Coronation

**UNIT-III**

- a. Sambhaji's Relations with the Portuguese
- b. Sambhaji's Relations with the Siddis of Janjira
- c. Sambhaji's Relations with the Mughals

**UNIT-IV**

- a. The Maratha War of Independence
- b. Civil, Judicial administration
- c. Military and Naval Administration

**Books Recommended:**

1. Maharashtra in the Age of Shivaji -A.R.Kulkarni
2. Maratha Administration in the 18th Century -T.T.Mahajan
3. The Rise of the Maratha Power -M.G. Ranade
4. Administrative System of the Marathas -S.N.Sen
5. Military System of the Marathas -S.N.Sen
6. Judicial System of the Marathas -V.T.Gune
7. History of the Marathas Vol I&II -Grant Duff
8. House of Shivaji -J.N. Sarkar
9. Shivaji and His Times -J.N. Sarkar
10. ShivajiThe Great -Dr. Balkrishna

11. Shivaji – Setu Madhav Pagadi
12. Main Currents in Maratha History -G.S. Sardesai
13. History of the Maratha Navy and Merchantship- B.K. Apte
14. Mughal Maratha Relations: Twenty Five Fateful Years (1682-1707) -G.T. Kulkarni

**Marathi/Hindi**

1. Chatrapati Shivaji Raje Yanchi Bakhar-S.N. Joshi(ed.)
2. Arvachin Maharashtra itihās kalatil Rajyakarbhārācha Abhyās (1600-80) -S.N. Joshi
3. Shivakāleen Maharashtra -A.R.Kulkarni
4. Marāthyānchā Itihās- A.R.Kulkarni and G.H.Khare
5. Adnyāpatra and Rajnītee -S.N. Joshi and L.M. Bhingare
6. Shri Shivachātrāpati -T.J. Shezwalkar
7. Shri Chātrāpati Shivaji Maharāj -V.S.Bendre
8. Shivāchārītrāchi Rōopreshā -T.J. Shezwalkar
9. Chātrāpati Shivaji Maharāj Yānchē Chārītrā–Kekāskar
10. Shree Rājā Shiv Chhātrāpati - MehendaleGajānān B.

**MAJOR MANDATORY-13 (4 Credit)**

**HIS7MM13 - HISTORY OF MODERN WORLD: 1805 TO 1945AD**

**Course Objectives:** The students will be able to analyze the historical developments in the World between 1805 -1945. As it focuses on the democratic & socialist foundations of modern world. They will be able to situate historical developments of socialist upsurge & the economic forces of the wars and other ideological shifts. It discusses the turbulent times when totalitarianism rose as an alternative to democratic and liberal ideal and also the growing desire for peace through the formation of organizations such as the United Nations. **Course Outcome:**

CO1. The students will be able to analyze the historical developments in the World between 1805 - 1945

CO2. They will be able to situate historical developments of socialist upsurge & the economic forces of the wars and other ideological shifts.

CO3. The student will understand the turbulent times and the growing desire for peace. CO4. The student will examine the causes of crises of world politics.

**UNIT- I**

- a. Counter-Revolution in France- Age of Napoleon Bonaparte.
- b. Nationalism in Europe - Unification of Italy and Germany.
- c. New Imperialism- Causes and Consequences.

**UNIT- II**

- a. Foreign Policy of Bismarck and Kaiser William-II.
- b. First World War- Causes, Course, Consequences, Treaty of Versailles.
- c. Chinese Revolution- 1911 Causes, Consequences and Contribution of Dr. Sun Yat-Sen

**UNIT- III**

- a. Russian Revolution- 1917: Causes and Consequences, Lenin's New Economic Policy and Stalin's Five Year Plan.
- b. Formation of the League of Nations: Organizations, Achievements & Failures.
- c. World Economic Depression of 1929-1932.

**UNIT- IV**

- a. Rise of Nazism in Germany- Internal and Foreign Policy.
- b. Growth of Fascism in Italy- Internal and Foreign Policy.
- c. Second World War – Causes, Course, Consequences.



**Books Recommended:**

1. Anderson, M.S The Ascendancy of Europe: 1815-1914 (3rd Ed. 2003)
2. Bartlett. C.J. Peace, War and the European Powers, 1814-1914 (1996) briefoverview
3. Blanning, T.C .W Ed. The Nineteenth Century: Europe 1789-1914 (Short Oxford History of Europe) (2000)
4. Bridge, F.R & Roger bullen. The Great Powers and the European States System 1814-1914, 2nd Ed. (2005)
5. Brunn, Geoffery, Europe and the French Imperium, 1799-1814 (1938)
6. Bury. J.P.T Ed. The new Cambridge Modern History: Vol. 10: The Zenith of European Power 1830-70 (1964)
7. Cameron, Rondo France and the Economics Development of Europe, 1800-1914: Conquest of Peace and Seeds of War (1961), a wide –ranging economic and business History.
8. Crawley, C.W Ed.The New Cambridge Modern History, Vol. 14: Atlas (1972)
9. Gooch, G.P History of modern Europe 1878-1919 (1923)
10. Grab, Alexander Napoleon and the Transformation of Europe (2003)
11. Hayes C.J.H. A political and Cultural History of Europe, 1830-1839.
12. Hinsley F.H Ed the New Cambridge modern History Vol. 11 Material Progress and World Wide Problems 1870-1898 (1979)
13. Kennedy, Paul The Rise and Fall of the Great powers Economic Change and Military Conflict from 1500-2000 (1987), stress on economic and military factors
14. Langer, William European Alliances and Alignments 1870-1890 (1950) Advanced history
15. Langer, William The Diplomacy of Imperialism 1890-1902 (1950) advanced History
16. Mason, David S A Concise History of Modern Europe, Liberty, Equality, Solidarity (2011). Since 1700
17. Mowat, RB: A History of European Diplomacy 1815-1914 (1922)
18. New Cambridge modern History (13 vol 1957-79), old but thorough coverage, mostly of Europe, strong on Diplomacy
19. Osterhammel, Jurgen: The transformation of the world: A Global History of the nineteenth Century (2015)
20. Porter, Andrew Ed.: The Oxford History of the British Empire Volume III: The Nineteenth century (2001)
21. Saimi Hannu: 19th Century Europe A cultural History (2008)
22. Sontag, Raymond European Diplomatic history: 1871-1932 (1933) Basic Summary 425pp
23. Steinberg, Jonathan: Bismarck A Life (2011)
24. Taylor AJP: The Struggle for Mastery in Europe 1848-1918 (1954) advanced history and analysis of major diplomacy
25. Wesseling, H.L The European Colonial Empire 1815-1919 (2015)
26. Bhatnagar and Gupta: आधुनिक युरोपका इतिहास (भाग-2)
27. K.S Lal: आधुनिक युरोप का इतिहास (भाग-2)
28. Lal Bahadur Verma: (1998) युरोप का इतिहास (भाग-2) नई क्षदल्ली प्रकाशन संस्थान
29. Parthasarthi Gupta: (1983) आधुनिक पश्चिम का उदय, नईक्षदल्ली, हिन्दी माध्यम कायाान्वयन क्षनदेशालय, क्षदल्ली क्षवक्षक्षवद्यालय
30. Parthasarthi Gupta: (1983) युरोप का इतिहास, नई क्षदल्ली, हिन्दी माध्यम कायाान्वयन क्षनदेशालय, क्षदल्ली क्षवक्षक्षवद्यालय
31. James Jole: युरोप 1870 से, नई क्षदल्ली, हिन्दी माध्यम कायाान्वयन क्षनदेशालय, क्षदल्ली क्षवक्षक्षवद्यालय
32. Parthasarthi Gupta: क्षितेन का इतिहास, नई क्षदल्ली, हिन्दी माध्यम कायाान्वयन क्षनदेशालय, क्षदल्ली क्षवक्षक्षवद्यालय

33. Banarasi Prasad Saxena: अमरीका का इतिहास, नई क्षदल्ली, हिन्दी माध्यम कायाान्वयन क्षनदेशालय, क्षदल्ली क्षलक्षक्षवक्षालय
34. Barzun Jacques from Dawn to Decandence 500 years of western Cultural life : 1500-present New York, Harper Collins 2001
35. Bennis F. Lee : Europe Since 1914
36. Car, E.H (1948) International Relations between two World Wars (1919-1939), Delhi, Macmillian & Co.
37. Carsten. F.L (1982) : The Rise of Fascism University of California Press
38. Cayley, E.S (1856) The European revolutions of 1848, London Smith Elder & Co. Vol I and II
39. Contemporary History of the World by Edwin Augustus Grosvenor
40. Crawley C.W (1965) The new Cambridge modern History Volume 9. War & Peace in an age of upheaval. 1793-1830. Cambridge University Press.
41. Dhar, S.N (1967) : International Relations and World Politics since 1919, Bombay, Asia Publish House
42. Doenecke Justus D. Stoler Mark A (2005). Debating Franklin D roosevelt's Foreign
43. Policies. 1933-1945 Rowman & Little field
44. Dunan Marcel Larousse: Encyclopedia of Modern History from 1500 to the Present day, New York Harper & Row, 1964.
45. Duruy V & Grosvenor E.A (1894) History of modern times: From the fall of Constantipole to the French Revolution, New York H Holt and Company
46. FP Walters: A History of the League of Nations (oxford 1965)
47. Gaddis John Lewis (1972) The UNITED States and the Origins of the Cold War, 1941-1947 Columbia University Press
48. Grosvenor, Edwin A Contemporary History of the World New York and Boston T.Y Crowell & Co. 1899
49. Henry Kitchell Webster : Early European History

**MAJOR ELECTIVE-3 (4 Credit)**

**HIS7ME3 - PEASANT MOVEMENTS IN INDIA: 1757 TO 1947 AD**

**Course Objectives:** The paper is design to sensitize the students with the peasant problems and condition during colonial period. They will also learn how Britishers have exploited them. Some peasant's revolts also have been included as example to make them aware about the nature of anti-peasant administration.

**Course Outcome:**

- CO1. The student will be familiarize with the condition of the peasants.
- CO2. The student will be educated about peasant problems.
- CO3. The learner will know the exploitative nature of British rule.
- CO4. The student will able to identify the causes for the peasant uprisings.

**UNIT-I**

- a. Condition of Agriculture & Agriculturist on the eve of British Conquest of India
- b. British and the exploitation of the Peasantry–Pauperisation& De-peasantization,
- c. Natural Calamities & its impact,

**UNIT-II**

- a. British efforts for improvement of Irrigation system,
- b. Land revenue, Illegal extractions
- c. British administrative apparatus versus the peasantry

**UNIT-III**

- a. Landless Labour, Marginal Farmers & Tribal Farmers,
- b. Forest Laws of British, Periodic Settlement & woes of the Peasantry
- c. Zamindari and ryotwari tenants

**UNIT-IV**

- a. Peasant Unrest in early part of British rule- Forms, Content & results.
- b. Pabna, Indigo revolt, Deccan riots, Moplah rebellion.
- c. Peasant Movements during Gandhian era

**Books Recommended:**

1. A.R.Desai, Social Background of Indian Nationalism.
2. Sumit Sarkar, Modern India, 1885-1947, Mac Millan, Delhi, 1983.
3. D. N. Dhanagare, Peasant Movement in India.
4. K.B.Panikar, An Outline of the History of the AITUC.
5. R. Vlyanovsky and Others, Industrial Revolution and Social Progress in India.
6. R. Vlyanovsky, Agrarian India between the World Wars.
7. R.P.Dutt, India Today.
8. S. Choudhary, Peasants and Workers Movement in India.(1905-1929)
9. Shirin Mehta, The Peasantry and Nationalism.
10. Shiva Chandra Jha, The Indian Trade Union Movement.
11. Sukomal Sen, Working Class in India.
12. Sunil Sen., Peasant Movement in India.

**OR**

**MAJOR ELECTIVE-3 (4 Credit)**

**HIS7ME3 - TRIBAL HISTORY OF CENTRAL INDIA: 1200 TO 1800 AD**

**Course Objectives:** India is the home to large number of indigenous people. These indigenous people are known as Tribes in India. They have ruled over the Central India for almost four centuries. This paper is designed to introduce the students with medieval tribal kingdoms i.e. Garha-Mandla, Deogarh, Kherla and Chanda-Garh in Central India. Paper emphasise on achievements and contribution of Gond rulers and community in political and socio-cultural history of Central India.

**Course Outcome-**

CO1. Students will come to know the Gonds were the dominant rulers of middle India.

CO2. The students will come to know medieval tribal kingdoms.

CO3. Student will know the achievements and contribution of Gond rulers.

CO4. The students will be able to analyse the important institutions like revenue, governance, and policies

**UNIT- I Gond Dynasty of Garha-Mandla**

- a. Origin and Historical background of Gond Tribes
- b. Rise of Gond power at Garha-Mandla
- c. Achievements of Gond kings- Sangram Shah, Rani Durgavati

**UNIT-II Gond Dynasty of Deogarh and Kherla**

- a. Rise of Gond power at Deogarh and Nagpur
- b. Rise of Gond power at Kherla --Narsingh Rai
- c. Achievements of Gond kings-Jatba, BakhtaBuland Shah

**UNIT- III Gond Dynasty of Chanda**

- a. Rise of Gond power at Sirpur and Ballarpur
- b. Gond rulers at Chanda kingdom- Ramshah, Rani Hirai
- c. Achievements of Gond kings- Bhim Ballal Shah, Surja Ballal Shah

**UNIT- IV- Administration and Art and Architecture of Gonds**

- a. General administration; Fort administration
- b. Revenue administration and Judicial system
- c. Gond Art and Architecture

**Books Recommended:**

1. Gondwana and the Gonds- Indrajeet Singh
2. History of Central Provinces and Berar- J. N.Sil
3. Socio-Cultural History of the Gonds- S.I. Koreti
4. The Highlands of Central India- Forsyth J.
5. The Rajgond Maharajas of Satpura Hills - C. U. Wills
6. The Story of Gondwana - D. D.Chatterton
7. Tribal ascendancy in Central India-The Gond kingdom of Garha - Suresh Mishra
8. Gond Kingdom of Chanda-Kedar Nath Thusu

**Marathi/Hindi**

1. Chandrapurcha Itihas- A.J. Rajurkar
2. Deogadche Gond Rajje -Dr B. R. Andhare

3. Deogarhke Gond Rajya -Suresh Mishra
4. Garha- Mandlake Gond Rajvansh- Karuna Mishra
5. Garha-Mandal ke Gond Rajya - Rambarosh Agrawal
6. Gond Lokancha Itihas-Yadhav Madhav Kale
7. Madhya Pradesh Ke Gond Rajya- Suresh Mishra
8. Nagpur Prantachaltihas-YadhavMadhav Kale
9. Shree SuklaAbhinandanGratha-BiyaniBrijlal
10. Veerangana Maharani Durgawati- Shabdvai bhavPrakashan- Dr.Waman Shedmake
11. Warhadcha Itihas-YadhavMadhav Kale

**OR**

**MAJOR ELECTIVE-3 (4 Credit)**

**HIS7ME3 - ECONOMIC HISTORY OF INDIA: 1757 TO 1857 AD**

**Course Objectives:** The paper is designed to acquaint the student with structural and conceptual changes in Indian economy after coming of the British rule. To make them aware of the exploitative nature of the Britishers. To help them understand the process of internalisation of new economic ideas, principles and practices by natives.

**Course Outcome:**

CO1. The student will acquaint with the structural and conceptual changes in Indian economy after coming of the British rule.

CO2. They will aware of the exploitative nature of the Britishers.

CO3. The student will understand the process of internalisation of new economic ideas, principles and practices by natives.

CO4. The students will know the tribal and peasant response to the British rule.

**UNIT -I**

- a. Nature of Rural and Urban Economy in mid-18th Century
- b. European Economic Interest in India
- c. Commercial Policy of East India Company

**UNIT -II**

- a. Land Revenue Settlements- Permanent Settlement; Ryotwari and Mahalwari
- b. Artisans and Industrial Production, Rural Indebtedness
- c. Commercialisation of Agriculture, Effects on Indian Agriculture

**UNIT -III**

- a. Policy of De-Industrialisation, Effects on Indian Industry
- b. Introduction of Railways and its impact on Indian Economy
- c. Changing Nature of Trade

**UNIT-IV**

- a. Foreign Capital Investment in India
- b. Nature and forms of resistance
- c. Pre-1857-peasant, tribal revolts

**Books Recommended:**

1. The Rise and Growth of Economic Nationalism in India -Bipan Chandra
2. The Cambridge Economic History of India (Vol 2) -Dharma Kumar
3. Economic History of India -V.B. Singh
4. The Economic History of India (Vol I,II) -R.C. Dutt
5. Economic and Social History of India -S.P. Nanda
6. Economic History of India Ancient to Present -H. Jayapalan
7. History of Freedom Movement in India Vol. IV -Tara Chand
8. Social Background of Indian Nationalism -A.R. Desai
9. Modern India -Sumit Sarkar
10. Railways in Modern India -Ian J. Ker.(ed)
11. The Economic History of India 1600-1800 -Radhakant Mukherjee

**Marathi/Hindi**

12. Adhunik Bharatka Arthik Itihas- Shreedhar Pandey
13. Bharat KaArthik Itihas -Agnes Thakur
14. Adhunik Bharat kaArthikItihas -Girish Mishra

**RM (4 Credit)**

**HIS7RM1 – RESEARCH METHODOLOGY**

**Course Objectives:** The paper deals with the meaning, scope and importance of historical methods and the traditional history writing. It also analyses the historicity of source materials and the use. The section also deals with the preliminary ideas in the proposed area of research, explanation and presentation in history and the challenges to history writing.

**Course Outcome-** Students will be able to

CO1. The learner will understand the meaning; definition and type of research.

CO2. The student will learn preliminary operations.

CO3. The student will learn the synthetic operations.

CO4. The student will know the challenges of writing objective history, uses and ethics of history writing.

**UNIT-I**

- a. History: Nature, Scope and Value – Social Necessity of History
- b. Meaning of Research; Definition, Objectives of Research, Nature, Limitations
- c. Types of research: Descriptive; Analytical; Applied, Fundamental; Qualitative and Quantitative; Conceptual; Empirical etc

**UNIT-II**

- a. Preliminary Operations – Choice of Subject; Research Plan, working hypothesis,
- b. Methods of data Collection-Reference; Interview, Survey, Questionnaires  
Primary and Secondary Sources
- c. Analytical Operations- Review of literature; Internal and external criticism

**UNIT- III**

- a. Synthetic Operation –Causation; Generalization, Formulation of final argument
- b. Concluding Operations- Report writing; Logical arrangement of chapters; Bibliography ;Footnotes ;Endnotes; References and appendices
- c. Style- APA; Plagiarism

**UNIT- IV**

- a. Challenges of Objectivity; Historicism
- b. Oral History; Local History; Regional History
- c. Uses of History; Ethics in Research

**Books Recommended:**

1. R.J. Shafer, A Guide to Historical Method, Dorsey Press, 1983
2. Marc Bloch, The Historian's Craft, Manchester University Press, 2004
3. The Modern Research - Barzon Jacques and Henry Graff
4. E.H. Carr, What is History, Penguin 2008
5. G.N. Renier, History: Its purpose and Method, Allen and Unwin, 1961
6. E. Sreedharan, A Manual of Historical Research Methodology, Trivandrum, 2007
7. L.Cohen and E. Nagel, Introduction to Logic and Scientific Method, Simon Publication, 2002
8. William Goode and Paul Hatt, The Methods of Social Research, McGraw Hill, 1952
9. Michel De Certeau, The writing of History, Columbia University Press, 1988
10. Kate Turabian, A Manual for the Writers of Research Papers, thesis Dissertations, University of Chicago Press, 2013



11. Ludmilla Jordanova, History in Practice, Bloomsbury, 2006
12. Keith Jenkins, Refiguring History, 2003
13. Aron V Cicourel, ed., Advances in Social Theory and Methodology, Routledge, 2014
14. Chitnis K.N. Research Methodology in History
15. Collingwood R.G. The Idea of History
16. Galbraith V.H. The Historian -
17. Kothari C.R., Research Methodology, Methods and Techniques
18. Shaikh Ali, History: it's Theory and Methods
19. Thakur Devendra, Research Methodology in Social science -

**Marathi/ Hindi**

1. इक्षतहासाचे तत्वज्ञान - सदाक्षशव आठवले
2. संशोधन पद्धतीशास्त्र व तंत्र - प्रदीप आगलावे
3. शास्त्रीय संशोधनपद्धती - हाडेबीम.
4. इतिहासलेनिशास्त्र - गायकवाड, हनमतेसरदेसाई
5. इतिहासतंत्र आक्षण तत्वज्ञान - शांता कोठेकर
6. इतिहासशास्त्र : संशोधन, लेनिपरंपरावअध्यायन- देवप्रभाकर
7. इतिहास अध्यापनपद्धती व तंत्र - पल्कीश्री. ना.
8. इतिहासलेनिशास्त्र - राजडेरकार सुहास
9. इतिहासलेनिशास्त्र - सातभाई श्रीक्षनवास
10. इक्षतहासाचे तत्वज्ञान - डॉ. प्रशांत देशमुळि

**SEMESTER-VIII (HONOURS)**  
**MAJOR MANDATORY-14 (4 Credit)**

**HIS8MM14 - TRENDS AND THEORIES OF HISTORY**

**Course Objectives:** The paper is designed to provide a general outline about how history is written in modern and contemporary times. It attempts to elaborate on the various established theories in history subject. The paper introduces some of the renowned historians of the times to the students so that they can discuss various facets in history writing.

**Course Outcome:**

CO1. The student will know a general outline about how history is written in modern and contemporary times.

CO2. The students will know the various established theories in history subject.

CO3. The student will examine the ideologies of renowned historians of the times.

CO4. The students will understand the various facets in history writing.

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**UNIT –I Modern Approaches to History**

- a. Positivism
- b. Annals
- c. Post-Modernism

**UNIT –II Trends During Colonial Period in India**

- a. Orientalist Historiography
- b. Imperialist Historiography
- c. Nationalist Historiography

**UNIT –III Trends in post-colonial period**

- a. Marxist Historiography in India
- b. Dalit Historiography
- c. Tribal Historiography

**UNIT–IV Recent Trends in Historiography**

- a. Ecological Historiography- Ramchandra Guha & Madhav Gadgil
- b. Business Historiography- Tirthankar Roy
- c. Feminist Historiography in India- Uma Chakravarti

**Books Recommended:**

1. A Business History of India: Enterprise and the Emergence of Capitalism from 1700- Tirthankar Roy
2. A textbook of Historiography- E. Sreedharan
3. An Introduction to Indian Historiography -A.K.Warder
4. Beginning Postmodernism- Tin Woods
5. French Historical Method- Traian Stoianovich.
6. Global History of Modern Historiography- George G. Iggers & Edward Wang.
7. Historians and Historiography in Modern India -S.P.Sen (ed)
8. History, its Theory and Method-Sheikh Ali
9. India in the World Economy: From Antiquity to the Present - Tirthankar Roy
10. On Historiography -S.R. Tikekar
11. On History- Eric Hobsbawm

12. On History- Fernand Braudel
13. Power/Knowledge- Michel Foucault.
14. Recent Trends in Historiography- Satish K. Bajaj
15. Research Methodology in History -T.R. Sharma
16. Rethinking Economic Change in India: Labour and Livelihood- Tirthankar Roy Gendering Caste: Through A Feminist Lens (Theorizing Feminism)- Uma Chakravarti
17. Rewriting History: The Life and Times of Pandita Ramabai- Uma Chakravarti
18. The archaeology of Knowledge- Michel Foucault
19. The East India Company: The World's Most Powerful Corporation- Tirthankar Roy
20. The Economic History of India, 1857–2010- Tirthankar Roy
21. The French Historical Revolution- Peter Burke
22. The Historian's Craft- Marc Bloch
23. Postmodernism for Historians- Callum G. Brown

**Marathi/Hindi**

1. Itihas Mhanaje Kay -E.H.Carr
2. Itihasek Shastra - PrabhakarDeo
3. Itihas Lekhan Shastra -B.N. Sardesai
4. Itihas Tantraani Tatvagyan –Shanta Kothekar
5. Itihas Darshan-Parmanand Singh
6. Itihas Kya Hai -E.H.Carr

**MAJOR MANDATORY-15 (4 Credit)**  
**HIS8MM15 - HISTORY OF MARATHAS-II :1707 TO 1818 AD**

**Course Objectives:** The purpose of the paper is to study the administrative system of the Marathas in an analytical way, to acquaint the student with the nature of Maratha polity, to understand basic components of the Maratha administrative structure. The course intends to study the role played by the Marathas in the context of India, the changing nature of Maratha State, to understand and analyse the policy of Maratha expansionism under Peshwas and its significance in various spheres.

**Course Outcome-**

CO1. The student will be able to analyse the administrative system of the Marathas to acquaint the student with the nature of Maratha polity,

CO2. The student will understand the basic components of the Maratha administrative structure.

CO3. The students will know the role played by the Marathas in the context of India, the changing nature of Maratha State.

CO4. The students will understand and analyse the policy of Maratha expansionism under Peshwas and its significance in various spheres.

**UNIT-I**

- a. Accession of Shahu as Chhatrapati
- b. Acquisition of Sanads by Balaji Vishwanath
- c. Peshwa Bajirao I-Expansion of Maratha Power in North India

**UNIT-II**

- a. Third Battle of Panipat –Causes and Effects
- b. Peshwa Madharao I, Restoration of Maratha Power in North India
- c. Anglo- Maratha Wars, Downfall of the Maratha Power

**UNIT-III**

- a. Nature of Maratha Confederacy
- b. Civil and Judicial Administration
- c. Military Administration

**UNIT-IV**

- a. Trade and Commerce
- b. Social and Economic Conditions
- c. Art and Architecture

**Books Recommended:**

1. The Maratha Supremacy -R.C. Majumdar and V.G. Dighe
2. The Founding of Maratha Freedom -S.R. Sharma
3. Study's in Maratha History -A.R. Kulkarni
4. The Marathas -A.R. Kulkarni
5. New History of the Marathas -G.S. Sardesai
6. Rise of the Peshwas-H.N. Sinha
7. Eighteenth Century Deccan –Setu Madhav Pagadi
8. Glimpses of Maratha Socio-Economic History-K.N. Chitnis
9. Peshwa Madhavrao I -Bannerjee
10. Bundelkhand Under the Marathas -B.R. Andhare

11. Maratha Architecture -Mate

**Marathi, Hindi**

1. Marathi Riyasat (All Volumes) -G.S.Sardesai
2. Peshwa Daftar ( All Volumes)
3. Marathyancha Itihas -A. R. Kulkarni and G.H. Khare
4. Panipat 1761 -T.J. Shezwalkar
5. Peshwa- Nizam Sambandh -T.J.Shezwalkar
6. Marathyacha Samajik, Arthikva Sanasritik Itihas-B.N. Sardesai
7. Akhercha Peshwa -SumanVaidya
8. Marathyacha Prashasakiya, Samajikva Arthik Itihas -B.S.Sawant
9. Marathekaleen Sansthava Vichar -Gaekwad, Hanmane, Sardesai, Thorat
10. Maratho Ka Naya Itihas- G.S.Sardesai

**MAJOR MANDATORY-16 (4 Credit)**

**HIS8MM16 - HISTORY OF MODERN WORLD: 1945 TO 2000 AD**

**Course Objectives:** This course seeks to delineate some important aspects of the twentieth-century world highlighting the impact of a shift from Eurocentric to ideologically polarized Super Power centric politics. It thus focuses on world politics in the post-war period that saw a new type of war as manifested in the Cold War. Students will also get to know how nationalism, a core issue of 20th-century contemporary world history, triggered national liberation movements that saw the emergence of the Third World on the one hand as well as the end of the Cold War on the other- culminating in the rise of a unipolar world system.

Course Outcomes:

CO1. The students will learn world politics in the post war period.

CO2. The students will get to know how nationalism triggered national liberation movements.

CO3. The students will understand from Eurocentric to ideologically polarized Super Power centric politics.

CO4. The learner will know the world wide human concerns.

**UNIT- I**

- a. United Nation Organization (U.N.O.) - Structure, Achievements and Failures.
- b. Decolonization in Asia and Africa- Causes, Consequences.
- c. Cold War- Causes, Growth and Major Crises.

**UNIT- II**

- a. NATO, SEATO, Warsaw Pact- Structure, Objectives and Implications.
- b. Establishment of Israel, Arab - Israel Conflict.
- c. European Union- History, Formation, Structure and Objectives.

**UNIT- III**

- a. Afro-Asian Movement: Bandung Conference and Non-Alignment Movement.
- b. Reforms of Gorbachev in USSR and Disintegration of Socialist Block- Causes and Consequences.
- c. United States of America (U.S.A.) - Unipolar Power.

**UNIT- IV**

- a. The Apartheid Movement in South Africa.
- b. Human Rights and Civil Rights Movement.
- c. Globalization and its Impact.

**Books Recommended:**

1. The USA in World Politics: Truman Doctrine, Marshall Plan, NATO.
2. The USSR in World Politics: Molotov Plan, COMECON, Sovietisation of Eastern Europe, Berlin Blockade, Warsaw Pact.
3. Manifestation of Cold War: The Korean Crisis, end of French Colonial rule in IndoChina and the Vietnam War, Cuban Missile Crisis

4. Impact of the emergence of Peoples' Republic of China on World Politics: Sino-Soviet and Sino –USA relations (1950's-1970's)
5. Emergence of Independent Nations in Asia and Africa: Algeria, Kenya Bangladesh.
6. West Asian Crisis: Birth of Israel, Arab-Israel conflict( 1948-1973)Camp David Accord(1978).
7. Protest Politics: Civil Rights Movement and Second Wave Feminist Movement in the USA, End of Anti-Apartheid Movement in South Africa (1994).
8. Asa Briggs and Patricia Clavin, Modern Europe 1789 – Present, Delhi, 2009.
9. Andreas Wenger and Doron Zimmermann, International Relations From the Cold War to the Globalized World, New Delhi, 2010.
10. David Reynolds, One world divisible: A global history since 1945. New York, 2000
11. Edward Crankshaw, The New Cold War : Moscow vs. Peking, Penguin Books, 1963.
12. Issac Dentscher, Russia, China, and the West, Penguin Books, 1949.
13. Eric Hobsbawm, The Age of Extremes : The Short Twentieth Century, London, 1994.
14. Eric Hobsbawm, Globalisation, Democracy and Terrorism, London, 2007.
15. Henry Heller, The Cold War and the New Imperialism, New York, 2007.
16. John Merriman, A History of Modern Europe From Renaissance to the Present, London, 1996.
17. Joseph E. Stiglitz, Globalization and its discontents. Penguin 2002
18. Kathleen A. Laughlin and Jacqueline L. Castledine, Breaking the wave : women, their organizations, and feminism, 1945-1985 New York : Routledge, 2011.
19. Mark Newman , The Civil Rights Movement , Edinburgh University Press, 2004
20. Norman Lowe, Mastering Modern World History, Hampshire, Palgrave Macmillan 2013.
21. Peter Calvocoressi, World Politics 1945 – 2000, New Delhi, 2006.
22. P. Eric Louw, The Rise, Fall, and Legacy of Apartheid, Praeger, 2004
23. Ryan M. Irwin Gordian Knot: Apartheid and the Unmaking of the Liberal World Order, Oxford University Press, 2012
24. Wayne C. McWilliam and Harry Piotrowsky, The World since 1945: A History of International Relations, New Delhi, 2018.
25. Wini Breines, Trouble Between Us: an Uneasy History of White and Black Women in the Feminist Movement New York : Oxford University Press, 2006.

**MAJOR ELECTIVE-4 (4 Credit)**

**HIS8ME4 - LABOUR MOVEMENTS IN MODERN INDIA: 1757 TO 1947 AD**

**Course Objectives:** The paper is designed to make aware the students about the origin of industries, capital class and the labours in India. The paper will also reveal the exploitative nature of the British rule. It will also convey the need of labour movements and subsequent legal changes occurred. The paper will also explain labours participation in the National movements and their contribution in freedom struggle.

**Course Outcome:**

CO1. The students will know the origin and development of labour class and their movement.

CO2. The students will understand the conditions and position of the labours.

CO3. The students will examine the causes of Labours participation in National Movement.

CO4. The learner will know that how labours were exploited by the British.

**UNIT- 1**

- a. Labour Movement -- Different Perspectives and their limitations-Sources of the history of Labour Movement.
- b. Industrial development in India and Beginning of the Capitalist Class and Working Class.
- c. Working Class Movement.

**UNIT-II**

- a. Early Trade union activities in India – Formation of individual trade unions,
- b. Bombay Workers strike in 1908
- c. October Revolution & Trade union Movement in India, Efforts to unite Workers & Peasants in radical Political Organisation – Bombay, Calcutta, Madras & Kanpur.

**UNIT- III**

- a. Formation of AITUC; Labour Movement in 1920; Industrial Labour in Non-Cooperation Movement, 1920-22
- b. Great Economic Depression & its impact; 1929-Congress Socialist Party and Labour Movement, 1934-39
- c. Meerut Conspiracy Case, Left in Trade Union Movement; Labour participation in Civil Disobedience Movement, 1930-34

**UNIT- IV**

- a. Split in AITUC & Formation of RTUC, Formation of Trade Union affiliations to Congress
- b. Trade Union Movement before and during Second World War
- c. Labour Participation in Quit India Movement, RIN Strike 46- 47

**Books Recommended:**

1. Basu, Deepika.,The Working Class in Bengal: Formative Years, Calcutta, 1993.
2. Chandra Bipan,Colonialism and Nationalism in India, New Delhi, 1979.



3. Chattergi, Rakhahari., Working Class and the Nationalist Movement in India: The Critical Years, New Delhi, 1984.
4. Gadgil, D.R., The Industrial Evolution of India in Recent Times 1860-1939, Bombay, 1971.
5. Gerschenkron, A., Economic Backwardness in Historical Perspective, Harvard University Press, 1976.
6. Gupta, Ranajit Das., Labour and Working Class in Eastern India: Studies in Colonial History, Calcutta, 1994.
7. Habib, Irfan., Essays in Indian History: Towards a Marxist Perception, New Delhi, 1995.
8. Karnik, V.B., Indian Trade Unions; A Survey, Bombay, 1968.
9. Strikes in India, Bombay, 1968.
10. Mathur, A.S. and Mathur, S.J., Trade Union Movement in India, Allahabad, 1957.
11. Mathur, J.S., Indian Working Class Movement, Allahabad, 1964.
12. Newman, Richard., Workers and Unions in Bombay, 1918-1929, Canberra, 1981.
13. A.R.Desai, Social Background of Indian Nationalism.
14. SumitSarkar, Modern India, 1885-1947, Mac Millan, Delhi, 1983.
15. D. N. Dhanagare, Peasant Movement in India.
16. K.B.Panikar, An Outline of the History of the AITUC.
17. R. Vlyanovsky and Others, Industrial Revolution and Social Progress in India.
18. R. Vlyanovsky, Agrarian India between the World Wars.
19. R.P.Dutt, India Today.
20. S. Choudhary, Peasants and Workers Movement in India.(1905-1929)
21. Shirin Mehta, The Peasantry and Nationalism.
22. Shiva Chandra Jha, The Indian Trade Union Movement.
23. SukomalSen, Working Class in India.
24. Sunil Sen., Peasant Movement in India.

**OR**  
**MAJOR ELECTIVE-4 (4 Credit)**  
**HIS8ME4 - TRIBAL REVOLTS IN INDIA: 1757 TO 1947 AD**

**Course Objectives:** The paper is designed to introduce contribution of Tribal communities in nation building to students. The paper emphasise on different tribal revolts that took place in India prior to independence. It further explains the British policies towards tribes and discusses causes and consequences of Tribal revolts in India.

**Course Outcome-**

- CO1. The student will know the tribals and their previous livelihood.
- CO2. The students will know contribution of Tribal communities in nation building
- CO3. The students will know the different tribal revolts that took place in India.
- CO4. Students will understand the British policies towards tribes and can examine the causes and consequences of Tribal revolts in India.

**UNIT-I Tribals and their early struggles**

- a. Tribals and their History
- b. Tribal settlement, Land and forest and their life
- c. Land and Forest policies of British

**UNIT-II Land and Forest based Movements-Causes and impact**

- a. Halba Revolt (1774-79), The Bhumji Revolt( 1832-33)
- b. Santhal Hul Revolt (1855-57), Khond Rebellion (1850)
- c. Bhil Revolt (1857-58), Birsa Munda Revolt (1895-1900)

**UNIT-III Identity and Culture based Movements-causes and impact**

- a. Muria Revolt (1876), Bhumkal Baster Revolt (1910)
- b. Gond and Kolam Revolt (1941)
- c. MahadeoKoli Revolt (1828-50); Warli Revolt (1947)

**UNIT-IV British and Tribal Leadership**

- a. Tribes during 1857- Raja Shankar Shah &Raghunath Shah; Surendrasay
- b. Tribes during National Movements-Jungle Satyagraha; Warli Revolt (1945)
- c. Baburao Shedmake;Tantia Bhil, Rani Gaidiniuu

**Books Recommended:**

1. State, Society and Tribes, Issues in Post-Colonial India- Virginius Xaxa
2. Insurgency and Counter Insurgency-V. K. Anank
3. Social Movements in India -(Ed.) Burman, B.K.Roy
4. The History of Indian Revolt- Richard burton
5. Civil disturbances during British Rule in India (1765-1875)- S.B. Choudhari
6. Civil Rebellions in the Indian mutinies (1875-59) - S.B. Choudhari
7. History of Santhal Revolt -Digambar Chakravarti
8. Anti-British Plots and movements before 1857- K.K.Datta
9. The Santhal Insurrection - K.K. Datta
10. Rebellious Prophets-A study of Messianic movements in Indian Religions- Stephen Fuchs
11. Peasant Movements in Colonial India- S. Henningham

12. History of Santhal Rebellion of 1855- W.W. Hunter
13. Kol Insurrection in Chota Nagpur- J.C. Jha
14. The Revolt of Chota Nagpur- J.C. Jha
15. Tribal Revolts in India under British Raj- L.P. Mathur
16. History of Freedom Movement in Madhya Pradesh- D.P. Mishra
17. Tribal Movements and political history of India- D.M. Praharaj
18. Tribal Revolts- Rajhavaiah
19. Munda's and their country- S.C. Roy
20. The Dust-Storm and the Hanging Mist- K.S. Sinha
21. Tribal Revolts- B.K. Sharma
22. Tribal Freedom Fighters of India- Publication Division, Govt of India
23. Social movements in Tribal India- S.N. Choudhary
24. Bhumkal-The Tribal Revolt in Bastar- Hira Singh
25. Adivasis and the raj- Sanjukta Das Gupta
26. Tribal Movements in India Vol I & II - (ed) K.S. Singh
27. Bharat Ke Adivasi Vidroh- Suresh Mishra
28. The Great Tribal Warriors of Bharat, Tushin Sinha

OR

**MAJOR ELECTIVE-4 (4 Credit)**

**HIS8ME4 - ECONOMIC HISTORY OF INDIA: 1858 TO 1947 AD**

**Course Objectives:** The paper is designed to acquaint the student with structural and conceptual changes in economy in British India. The paper will make them aware of the exploitative nature of the British rule and to help them understand the process of internalisation of new economic ideas, principles and practices by Indian counterparts. The paper also highlights a particular aspect of economic history and intends to make the student aware of the emergence of entrepreneurship and business institutions in India.

**Course Outcome:**

CO1. The student will acquaint with the structural and conceptual changes in economy in British India.

CO2. The student will know the exploitative nature of the British rule.

CO3. The student will understand the process of internalisation of new economic ideas, principles and practices by Indian counterparts.

CO4. The student will be aware of the emergence of entrepreneurship and business institutions in India.

**UNIT-I**

- a. Agricultural Policy
- b. Famine Policy
- c. Growth of Industries- Cotton, Jute, Iron and Steel

**UNIT-II**

- a. Emergence of Working Class
- b. Trade Union Movement
- c. Labour Legislations

**UNIT-III**

- a. Nature of External Trade
- b. Capital and Capital Class
- c. Drain of Wealth

**UNIT-IV**

- a. Main Trends in the Movement of Prices
- b. Population Growth—trends
- c. Movement of National Income

**Books Recommended:**

1. Famines in Colonial India -Brahmanand
2. Economic History of Modern India -Girish Mishra
3. Socio, Cultural and Economic History of India -S.C.Raychaudhari
4. The Economic History of India -Tirthankar Roy
5. Indian Economy -Dutt and Sundaram

6. Indian Economics -Jather and Beri
7. India Today -Rajani Palme Dutt

**Marathi, Hindi**

1. Bharat ka Arthik Itihas- Agnes Thakur
2. Adhunik Bharat ka ArthikItihas –DhanpatiPandey
3. Adhunik Bharat ka Arthik Itihas-Girish Mishra

**SEMESTER-VII (RESEARCH)  
MAJOR MANDATORY-11 (4  
Credit)**

**HIS7MM11 -  
HISTORIOGRAPHY**

**Course Objectives:** The paper is designed to provide a general outline about how history has been written through the ages. It will familiarise the students with the concepts and techniques involved in the practice of history writing over the period in various countries and languages. The paper introduces major thinkers and philosophies in history writing.

**Course Outcome:**

CO1. The student will understand the meaning; allied and auxiliary subject of history. CO2. The student will understand Western Historiography.

CO3. The student will come to know the Indian Historiography. CO4. The student will learn the different approaches to History.

**UNIT-I Introduction**

- a. Meaning of Historiography
- b. Allied and Auxiliary Sciences of History
- c. Philosophies of History and Historicism

**UNIT-II Western Historiography**

- a. Greco – Roman: Herodotus, Thucydides.
- b. Modern Western Historians : Voltaire, Leopold von Ranke, Hegel
- c. Imperialists: James Mill, Vincent Arthur Smith,

**UNIT-III Indian Historiography**

- a. Ancient Indian-Banabhatta ; Medieval Arab Historian-Ibn Kaldun
- b. Medieval India : Kalhana, Alberuni, Barani
- c. Modern Indian Historians: K.P. Jayaswal, Jadunath Sarkar, D.D. Kosambi

**UNIT-IV Approaches to History**

- a. Marxists : E.P. Thompson, E.H. Carr
- b. Annals: Marc Bloch, Ferdinand Braudel; Subaltern-Ranajit Guha.
- c. Cambridge Historiography and their interpretation of Indian history.

**Books Recommended:**

1. A Critical Method in Historical Research and Writing - H.C. Hockett
2. A History of Historical Writing-H.E. Barnes
3. A Study of History-Gardiner Patrick
4. A Text Book of Historiography-Sreedharan
5. Alberuni's India -Dr. Edward C. Sachau
6. Ancient Indian Historical Tradition - F.E. Pargiter
7. Hinduism & Its Sense of History - Arvind Sharma
8. Historians of Medieval India - Peter Hardy
9. Histories and Historiography During the Reign of Akbar-Harbans Mukhia
10. Historiography and Historians of Sultanate Period -Bharti S. Kumar

11. Historiography, Religion and State in Medieval India -Satish Chandra
12. Historiography - N. Jayapalan.
13. Historiography-N. Subramaniah
14. History, Historical Thoughts and Historiography –Aroop Chakravarti
15. History, its Theory and Method-Sheikh Ali
16. Idea of History - R.G. Collingwood
19. Indo-Persian Historiography -Iqtidar Husain Siddiqui
20. Philosophy of History - G. Kuppuram
21. Research Methodology - K.N. Chitnis
22. Research Methodology - Satish Bajaj
23. The Greek and Roman Historians - Timothy E. Duff
24. The Philosophy of History -G.W.F. Hegel
25. The Portable Greek Historians - M.I. Finley
26. The Travels of Ibn Battuta - H.A.R. Gibb
27. Theories of History - Patrick Gardiner
28. What is History-E.H.Carr
29. Understanding Itihasa- Sibesh Bhattacharya

#### **Marathi/Hindi**

1. Itihas Tantra Ani Tatvagyan - ShantaKothekar
2. Itihasache Tatvagyan- SadashivAathvale
3. Itihas Lekhan Shastra- Gaikwad,Sardesai,Hanmane
4. Sanshodhakacha Mitra- G.H.Khare
5. Itihas Lekhan - Sreedharan
6. Itihas Lekhan,Avadharna,Vidhayenevam Sadhan -B. K. Shrivastava
7. Bharat Ke PramukhItihaskar -Dr. S.L. Nagori. KantaNagori

**MAJOR MANDATORY-12 (4 Credit)**

**HIS7MM12 - HISTORY OF MODERN WORLD: 1805 TO 1945AD**

**Course Objectives:** The students will be able to analyze the historical developments in the World between 1805 -1945. As it focuses on the democratic & socialist foundations of modern world. They will be able to situate historical developments of socialist upsurge & the economic forces of the wars and other ideological shifts. It discusses the turbulent times when totalitarianism rose as an alternative to democratic and liberal ideal and also the growing desire for peace through the formation of organizations such as the United Nations. **Course Outcomes:**

CO1. The students will be able to analyze the historical developments in the World between 1805 - 1945

CO2. They will be able to situate historical developments of socialist upsurge & the economic forces of the wars and other ideological shifts.

CO3. The student will understand the turbulent times and the growing desire for peace. CO4.

The student will examine the causes of crises of world politics.

**UNIT- I**

- a. Counter-Revolution in France- Age of Napoleon Bonaparte.
- b. Nationalism in Europe - Unification of Italy and Germany.
- c. New Imperialism- Causes and Consequences.

**UNIT- II**

- a. Foreign Policy of Bismarck and Kaiser William-II.
- b. First World War- Causes, Course, Consequences, Treaty of Versailles.
- c. Chinese Revolution- 1911 Causes, Consequences and Contribution of Dr. Sun Yat-Sen

**UNIT- III**

- a. Russian Revolution- 1917: Causes and Consequences, Lenin's New Economic Policy and Stalin's Five Year Plan.
- b. Formation of the League of Nations: Organizations, Achievements & Failures.
- c. World Economic Depression of 1929-1932.

**UNIT- IV**

- a. Rise of Nazism in Germany- Internal and Foreign Policy.
- b. Growth of Fascism in Italy- Internal and Foreign Policy.
- c. Second World War – Causes, Course, Consequences.

**Books Recommended:**

1. Anderson, M.S The Ascendancy of Europe: 1815-1914 (3rd Ed. 2003)
2. Bartlett. C.J. Peace, War and the European Powers, 1814-1914 (1996) brief overview



3. Brunn, Geoffery, Europe and the French Imperium, 1799-1814 (1938)
4. Bury. J.P.T Ed. The new Cambridge Modern History: Vol. 10: The Zenith of European Power 1830-70 (1964)
5. Crawley, C.W Ed. The New Cambridge Modern History, Vol. 14: Atlas (1972)
6. Evans, Richard j The Pursuit of power Europe 1815-1914 (2015)
7. Gildea, Robert Barricades and Boders: europe 1800-1914 (3rd Ed. 2003)
8. Gooch, G.P History of modern Europe 1878-1919 (1923)
9. Grab, Alexander Napoleon and the Transformation of Europe (2003)
10. Grant & Temperley: Europe in the Nineteenth and twentieth century's.
11. Hayes C.J.H. A political and Cultural History of Europe, 1830-1839.
12. Hinsley F.H Ed the New Cambridge modern History Vol. 11 Material Progress and World Wide Problems 1870-1898 (1979)
13. Kennedy, Paul The Rise and Fall of the Great powers Economic Change and Military Conflict from 1500-2000 (1987), stress on economic and military factors
14. Ketelbey, C.D.M A history of Modern Times (English or Hindi)
15. Langer, William The Diplomacy of Imperialism 1890-1902 (1950) advanced History
16. Mason, David S A Concise History of Modern Europe, Liberty, Equality, Solidarity (2011). Since 1700
17. Mowat, RB: A History of European Diplomacy 1815-1914 (1922)
18. Osterhammel, Jurgen: The transformation of the world: A Global History of the nineteenth Century (2015)
19. Porter, Andrew Ed.: The Oxford History of the British Empire Volume III: The Nineteenth century (2001)
20. Saimi Hannu: 19th Century Europe A cultural History (2008)
21. Steinberg, Jonathan: Bismarck A Life (2011)

22. Bhatnagar and Gupt: आधुनिक युरोप का इतिहास (भाग-2)
23. K.S Lal: आधुनिक युरोप का इतिहास (भाग-2)
24. Lal Bahadur Verma: (1998) युरोप का इतिहास (भाग-2) नई दिल्ली प्रकाशन संस्थान
25. Parthasarthi Gupta: (1983) आधुनिक पश्चिम का उदय, नई दिल्ली, हिन्दी माध्यम कायांन्वयन  
क्षेत्रशाला, दिल्ली क्षेत्रक्षेत्रालय
26. Parthasarthi Gupta: (1983) युरोप का इतिहास, नई दिल्ली, हिन्दी माध्यम कायांन्वयन क्षेत्रशाला,  
दिल्ली क्षेत्रक्षेत्रालय
27. James Jole: युरोप 1870 से, नई दिल्ली, हिन्दी माध्यम कायांन्वयन क्षेत्रशाला, दिल्ली क्षेत्रक्षेत्रालय
28. Parthasarthi Gupta: किटन का इतिहास, नई दिल्ली, हिन्दी माध्यम कायांन्वयन क्षेत्रशाला, दिल्ली  
क्षेत्रक्षेत्रालय
29. Banarasi Prasad Saxena: अमरीका का इतिहास, नई दिल्ली, हिन्दी माध्यम कायांन्वयन क्षेत्रशाला,  
दिल्ली क्षेत्रक्षेत्रालय
30. Car, E.H (1948) International Relations between two World Wars (1919-1939), Delhi,  
Macmillian & Co.
31. Cayley, E.S (1856) The European revolutions of 1848, London Smith Elder & Co.  
Vol I and II
32. Crawley C.W (1965) The new Cambridge modern History Volume 9. War & Peace in  
an age of upheaval. 1793-1830. Cambridge University Press.
33. Dhar, S.N (1967) : International Relations and World Politics since 1919, Bombay,  
Asia Publish House

**MAJOR ELECTIVE-3 (4 Credit)**

**HIS7ME3 - HISTORY OF MARATHAS-I :1600 TO 1707 AD**

**Course Objectives:** The paper is designed to create an understanding of the regional history. The paper orients the students with various sources of Maratha history. It will enable them to understand the inspirations behind the foundation of the Maratha rule. It also gives information about the leadership, the socio-economic life, expeditions by the Marathas and the administration of the Marathas.

**Course Outcome:**

CO1. The student will know the regional history of the country.

CO2. The students will know the various sources of Maratha history.

CO3. It will enable the students to understand the inspirations behind the foundation of the Maratha rule.

CO4. The students will examine the information about the leadership, the socio-economic life, expeditions by the Marathas and the administration of the Marathas.

**UNIT-I**

- a. Sources of Maratha History-- Bakhars, Adnyapatre, Shakavali
- b. Rise of the Marathas
- c. Concept of Maharashtra Dharma

**UNIT-II**

- a. Shivaji's Relations with AdilShahi
- b. Shivaji's Relations with the Mughals
- c. Significance of Shivaji's Coronation

**UNIT-III**

- a. Sambhaji's Relations with the Portuguese
- b. Sambhaji's Relations with the Siddis of Janjira
- c. Sambhaji's Relations with the Mughals

**UNIT-IV**

- a. The Maratha War of Independence
- b. Civil, Judicial administration
- c. Military and Naval Administration

**Books Recommended:**

1. Maharashtra in the Age of Shivaji -A.R.Kulkarni
2. Maratha Administration in the 18th Century -T.T.Mahajan
3. The Rise of the Maratha Power -M.G. Ranade
4. Administrative System of the Marathas -S.N.Sen
5. Military System of the Marathas -S.N.Sen
6. Judicial System of the Marathas -V.T.Gune
7. History of the Marathas Vol I&II -Grant Duff
8. House of Shivaji -J.N. Sarkar
9. Shivaji and His Times -J.N. Sarkar
10. Shivaji The Great -Dr. Balkrishna
11. Shivaji – Setu Madhav Pagadi
12. Main Currents in Maratha History -G.S. Sardesai

13. History of the Maratha Navy and Merchantship- B.K. Apte
14. Mughal Maratha Relations: Twenty Five Fateful Years (1682-1707) -G.T. Kulkarni

**Marathi/Hindi**

1. Chatrapati Shivaji Raje Yanchi Bakhar-S.N. Joshi(ed.)
2. Arvachin Maharashtra itihas kalatil Rajyakarbharacha Abhyas (1600-80) -S.N. Joshi
3. Shivakaleen Maharashtra -A.R.Kulkarni
4. Marathyancha Itihas- A.R.Kulkarni and G.H.Khare
5. Adnyapatra and Rajnitee -S.N. Joshi and L.M. Bhingare
6. Shri Shivachatrapati -T.J. Shezwalkar
7. Shri Chatrapati Shivaji Maharaj -V.S.Bendre
8. Shivacharitrachi Roopresha -T.J. Shezwalkar
9. Chatrapati Shivaji Maharaj Yanche Charitra-Kekaskar
10. Shree Raja Shiv Chhatrapati - MehendaleGajanan B.

OR

MAJOR ELECTIVE-3 (4 Credit)

## HIS7ME3 - PEASANT MOVEMENTS IN INDIA: 1757 TO 1947 AD

**Course Objectives:** The paper is design to sensitize the students with the peasant problems and condition during colonial period. They will also learn how Britishers have exploited them. Some peasant's revolts also have been included as example to make them aware about the nature of anti-peasant administration.

**Course Outcome:**

CO1. The student will be familiarize with the condition of the peasants. CO2. The student will be educated about peasant problems.

CO3. The learner will know the exploitative nature of British rule.

CO4. The student will able to identify the causes for the peasant uprisings.

### UNIT-I

- a. Condition of Agriculture & Agriculturist on the eve of British Conquest of India
- b. British and the exploitation of the Peasantry–Pauperisation & De-peasantization,
- c. Natural Calamities & its impact,

### UNIT-II

- a. British efforts for improvement of Irrigation system,
- b. Land revenue, Illegal extractions
- c. British administrative apparatus versus the peasantry

### UNIT-III

- a. Landless Labour, Marginal Farmers & Tribal Farmers,
- b. Forest Laws of British, Periodic Settlement & woes of the Peasantry
- c. Zamindari and ryotwari tenants

### UNIT-IV

- a. Peasant Unrest in early part of British rule- Forms, Content & results.
- b. Pabna, Indigo revolt, Deccan riots, Moplah rebellion.
- c. Peasant Movement during Gandhian era

**Books Recommended:**

1. A.R.Desai, Social Background of Indian Nationalism.
2. Sumit Sarkar, Modern India, 1885-1947, Mac Millan, Delhi, 1983.
3. D. N. Dhanagare, Peasant Movement in India.
4. K.B.Panikar, An Outline of the History of the AITUC.
5. R. Vlyanovsky and Others, Industrial Revolution and Social Progress in India.
6. R. Vlyanovsky, Agrarian India between the World Wars.
7. R.P.Dutt, India Today.
8. S. Choudhary, Peasants and Workers Movement in India.(1905-1929)
9. Shirin Mehta, The Peasantry and Nationalism.
10. Shiva Chandra Jha, The Indian Trade Union Movement.

11. Sukomal Sen, Working Class in India.
12. Sunil Sen., Peasant Movement in India.

OR

MAJOR ELECTIVE-3 (4 Credit)

**HIS7ME3 - TRIBAL HISTORY OF CENTRAL INDIA: 1200 TO  
1800 AD**

**Course Objectives:** India is the home to large number of indigenous people. These indigenous people are known as Tribes in India. They have ruled over the Central India for almost four centuries. This paper is designed to introduce the students with medieval tribal kingdoms i.e. Garha-Mandla, Deogarh, Kherla and Chanda-Garh in Central India. Paper emphasise on achievements and contribution of Gond rulers and community in political and socio-cultural history of Central India.

**Course Outcome-**

CO1. Students will come to know the Gonds were the dominant rulers of middle India. CO2. The students will come to know medieval tribal kingdoms.

CO3. Student will know the achievements and contribution of Gond rulers.

CO4. The students will be able to analyse the important institutions like revenue, governance, and policies

**UNIT- I Gond Dynasty of Garha-Mandla**

- a. Origin and Historical background of Gond Tribes
- b. Rise of Gond power at Garha-Mandla
- c. Achievements of Gond kings- Sangram Shah, Rani Durgavati

**UNIT-II Gond Dynasty of Deogarh and Kherla**

- a. Rise of Gond power at Deogarh and Nagpur
- b. Rise of Gond power at Kherla –Narsingh Rai
- c. Achievements of Gond kings-Jatba, Bakhta Buland Shah

**UNIT- III Gond Dynasty of Chanda**

- a. Rise of Gond power at Sirpur and Ballarpur
- b. Gond rulers at Chanda kingdom- Ramshah, Rani Hirai
- c. Achievements of Gond kings- Bhim Ballal Shah, Surja Ballal Shah

**UNIT- IV- Administration and Art and Architecture of  
Gonds**

- a. General administration; Fort administration
- b. Revenue administration and Judicial system
- c. Gond Art and Architecture

**Books Recommended:**

1. Gondwana and the Gonds- Indrajeet Singh
2. History of Central Provinces and Berar- J. N. Sil
3. Socio-Cultural History of the Gonds- S.I. Koreti
4. The Highlands of Central India- Forsyth J.
5. The Rajgond Maharajas of Satpura Hills - C. U. Wills
6. The Story of Gondwana - D. D. Chatterton
7. Tribal ascendancy in Central India-The Gond kingdom of Garha - Suresh Mishra
8. Gond Kingdom of Chanda-Kedar Nath Thusu

**Marathi/Hindi**

1. Chandrapurcha Itihas- A.J. Rajurkar
2. Deogadche Gond Raje -Dr B. R. Andhare
3. Deogarhke Gond Rajya -Suresh Mishra
4. Garha- Mandlake Gond Rajvansh- Karuna Mishra
5. Garha-Mandal ke Gond Rajya - Rambarosh Agrawal
6. Gond Lokancha Itihas-Yadhav Madhav Kale
7. Madhya Pradesh Ke Gond Rajya- Suresh Mishra
8. Nagpur PrantachaItihas-YadhavMadhav Kale
9. Shree SuklaAbhinandanGratha-BiyaniBrijlal
10. Veerangana Maharani Durgawati- ShabdvaibhavPrakashan- Dr.WamanShedmake
11. Warhadcha Itihas-YadhavMadhav Kale



OR

**MAJOR ELECTIVE-3 (4 Credit)**

**HIS7ME3 - ECONOMIC HISTORY OF INDIA: 1757 TO 1857 AD**

**Course Objectives:** The paper is designed to acquaint the student with structural and conceptual changes in Indian economy after coming of the British rule. To make them aware of the exploitative nature of the Britishers. To help them understand the process of internalisation of new economic ideas, principles and practices by natives.

**Course Outcome:**

CO1. The student will acquaint with the structural and conceptual changes in Indian economy after coming of the British rule.

CO2. They will aware of the exploitative nature of the Britishers.

CO3. The student will understand the process of internalisation of new economic ideas, principles and practices by natives.

CO4. The students will know the tribal and peasant response to the British rule.

**UNIT-I**

- a. Nature of Rural and Urban Economy in mid-18th Century
- b. European Economic Interest in India
- c. Commercial Policy of East India Company

**UNIT-II**

- a. Land Revenue Settlements- Permanent Settlement; Ryotwari and Mahalwari
- b. Artisans and Industrial Production, Rural Indebtedness
- c. Commercialisation of Agriculture, Effects on Indian Agriculture

**UNIT-III**

- a. Policy of De-Industrialisation, Effects on Indian Industry
- b. Introduction of Railways and its impact on Indian Economy
- c. Changing Nature of Trade

**UNIT -IV**

- a. Foreign Capital Investment in India
- b. Nature and forms of resistance
- c. Pre-1857-peasant, tribal revolts

**Books Recommended:**

1. The Rise and Growth of Economic Nationalism in India -Bipan Chandra
2. The Cambridge Economic History of India (Vol 2) -Dharma Kumar
3. Economic History of India -V.B. Singh
4. The Economic History of India (Vol I,II) -R.C. Dutt
5. Economic and Social History of India -S.P. Nanda
6. Economic History of India Ancient to Present -H. Jayapalan
7. History of Freedom Movement in India Vol. IV -Tara Chand
8. Social Background of Indian Nationalism -A.R. Desai

9. Modern India –Sumit Sarkar
10. Railways in Modern India -Ian J. Ker.(ed)
11. The Economic History of India 1600-1800 -Radhakant Mukherjee

**Marathi/Hindi**

12. Adhunik Bharatka Arthik Itihas- Shreedhar Pandey
13. Bharat KaArthik Itihas -Agnes Thakur
14. Adhunik Bharat kaArthikItihas -Girish Mishra

## RM (4 Credit)

### HIS7RM1- RESEARCH METHODOLOGY

**Course Objectives:** The paper deals with the meaning, scope and importance of historical methods and the traditional history writing. It also analyses the historicity of source materials and the use. The section also deals with the preliminary ideas in the proposed area of research, explanation and presentation in history and the challenges to history writing.

**Course Outcome-** Students will be able to

CO1. The learner will understand the meaning; definition and type of research. CO2.

The student will learn preliminary operations.

CO3. The student will learn the synthetic operations.

CO4. The students will know the challenges of writing objective history, uses and ethics of history writing.

#### UNIT-I

- a. History: Nature, Scope and Value – Social Necessity of History
- b. Meaning of Research; Definition, Objectives of Research, Nature, Limitations
- c. Types of research: Descriptive; Analytical; Applied, Fundamental; Qualitative and Quantitative; Conceptual; Empirical etc

#### UNIT-II

- a. Preliminary Operations – Choice of Subject; Research Plan, working hypothesis,
- b. Methods of data collection-Reference; Interview, Survey, Questionnaires  
Primary and Secondary Sources
- c. Analytical Operations- Review of literature; Internal and external criticism

#### UNIT- III

- a. Synthetic Operation –Causation; Generalization, Formulation of final argument
- b. Concluding Operations- Report writing; Logical arrangement of chapters;  
Bibliography ;Footnotes ;Endnotes; References and appendices
- c. Style- APA; Plagiarism

#### UNIT- IV

- a. Challenges of Objectivity; Historicism
- b. Oral History; Local History; Regional History
- c. Uses of History; Ethics in Research

#### Books Recommended:

1. R.J. Shafer, A Guide to Historical Method, Dorsey Press, 1983
2. Marc Bloch, The Historian's Craft, Manchester University Press, 2004
3. The Modern Research - Barzon Jacques and Henry Graff
4. E.H. Carr, What is History, Penguin 2008
5. G.N. Renier, History: Its purpose and Method, Allen and Unwin, 1961
6. E. Sreedharan, A Manual of Historical Research Methodology, Trivandrum, 2007
7. L.Cohen and E. Nagel, Introduction to Logic and Scientific Method, Simon Publication, 2002

8. Willium Goode and Paul Hatt, The Methods of Social Research, McGraw Hill, 1952
9. Michel De Certeau, The writing of History, Columbia University Press, 1988
10. Kate Turabian, A Manual for the Writers of Research Papers, thesis Dissertations, University of Chicago Press, 2013
11. Ludmilla Jordanova, History in Practice, Bloomsbury, 2006
12. Keith Jenkins, Refiguring History, 2003
13. Aron V Cicourel, ed., Advances in Social Theory and Methodology, Routledge, 2014
14. Chitnis K.N. Research Methodology in History
15. Collingwood R.G. The Idea of History
16. Galbraith V.H. The Historian -
17. Kothari C.R., Research Methodology, Methods and Techniques
18. Shaikh Ali, History: it's Theory and Methods
19. Thakur Devendra, Research Methodology in Social science -

#### Marathi/ Hindi

1. इक्षतहासाचे तत्वज्ञान - सदाक्षशव आठवले
2. संशोधन पद्धतीशास्त्र व तंत्र - प्रदीप आगलावे
3. शास्त्रीय संशोधनपद्धती - हाडेबीम.
4. इतिहासलेनिशास्त्र - गायकवाड, हनमते सरदेसाई
5. इतिहास तंत्र आक्षण तत्वज्ञान - शांता कोठे कर
6. इतिहासशास्त्र : संशोधन, लेनिपरंपरा व अध्यायन- देवप्रभाकर
7. इतिहास अध्यापनपद्धती व तंत्र - पत्कीश्री. ना.
8. इतिहासलेनिशास्त्र - राजडेरकार सुहास
9. इतिहासलेनिशास्त्र - सातभाई श्रीक्षनवास
10. इक्षतहासाचे तत्वज्ञान - डॉ. प्रशांत देशमुि

**SEMESTER-VIII RESEARCH**  
**MAJOR MANDATORY-13 (4 Credit)**  
**HIS8MM13 - TRENDS AND THEORIES OF HISTORY**

**Course Objectives:** The paper is designed to provide a general outline about how history is written in modern and contemporary times. It attempts to elaborate on the various established theories in history subject. The paper introduces some of the renowned historians of the times to the students so that they can discuss various facets in history writing.

**Course Outcome:**

CO1. The student will know a general outline about how history is written in modern and contemporary times.

CO2. The students will know the various established theories in history subject. CO3. The student will examine the ideologies of renowned historians of the times. CO4. The students will understand the various facets in history writing.

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**UNIT –I Modern Approaches to History**

- a. Positivism
- b. Annals
- c. Post-Modernism

**UNIT-II Trends During Colonial Period in India**

- a. Orientalist Historiography
- b. Imperialist Historiography
- c. Nationalist Historiography

**UNIT–III Trends in post-colonial period**

- a. Marxist Historiography in India
- b. Dalit Historiography
- c. Tribal Historiography

**UNIT–IV Recent Trends in Historiography**

- a. Ecological Historiography- Ramchandra Guha & Madhav Gadgil
- b. Business Historiography- Tirthankar Roy
- c. Feminist Historiography in India- Uma Chakravarti

**Books Recommended:**

- 1. A Business History of India: Enterprise and the Emergence of Capitalism from 1700- Tirthankar Roy
- 2. A textbook of Historiography- E. Sreedharan
- 3. An Introduction to Indian Historiography -A.K.Warder
- 4. Beginning Postmodernism- Tin Woods
- 5. French Historical Method- Traian Stoianovich.
- 6. Global History of Modern Historiography- George G. Iggers & Edward Wang.
- 7. Historians and Historiography in Modern India -S.P.Sen (ed)

10. **Rebellious Prophets-A study of Messianic movements in Indian Religions- Stephen Fuchs**
11. **Peasant Movements in Colonial India- S. Henningham**
12. **Primitive Rebels- E. J. Hobsbawn**
13. **Bandits- E. J. Hobsbawn**
14. **History of Santhal Rebellion of 1855- W.W. Hunter**
15. **Kol Insurrection in Chota Nagpur- J.C. Jha**
16. **The Revolt of Chota Nagpur- J.C. Jha**
17. **Tribal Revolts in India under British Raj- L.P. Mathur**
18. **History of Freedom Movement in Madhya Pradesh- D.P. Mishra**
19. **Tribal Movements and political history of India- D.M. Praharaj**
20. **Tribal Revolts- Rajhavaiah**
21. **Munda 's and their country- S.C. Roy**
22. **The Dust-Storm and the Hanging Mist- K.S. Sinha**
23. **Tribal Revolts- B.K. Sharma**
24. **Tribal Freedom Fighters of India- Publication Division, Govt of India**
25. **Social movements in Tribal India- S.N. Choudhary**
26. **Bhumkal-The Tribal Revolt in Bastar- Hira Singh**
27. **Adivasis and the raj- Sanjukta Das Gupta**
28. **Tribal Movements in India Vol I & II - (ed) K.S. Singh**
29. **Bharat Ke Adivasi Vidroh- Suresh Mishra**
30. **The Great Tribal Warriors of Bharat, Tushin Sinha**

OR

**MAJOR ELECTIVE-4 (4 Credit)**

**HIS8ME4 - ECONOMIC HISTORY OF INDIA: 1858 TO 1947AD**

**Course Objectives:** The paper is designed to acquaint the student with structural and conceptual changes in economy in British India. The paper will make them aware of the exploitative nature of the British rule and to help them understand the process of internalisation of new economic ideas, principles and practices by Indian counterparts. The paper also highlights a particular aspect of economic history and intends to make the student aware of the emergence of entrepreneurship and business institutions in India.

**Course Outcome:**

CO1. The student will acquaint with the structural and conceptual changes in economy in British India.

CO2. The student will know the exploitative nature of the British rule.

CO3. The student will understand the process of internalisation of new economic ideas, principles and practices by Indian counterparts.

CO4. The student will be aware of the emergence of entrepreneurship and business institutions in India.

**UNIT-I**

- a. Agricultural Policy
- b. Famine Policy
- c. Growth of Industries- Cotton, Jute, Iron and Steel

**UNIT-II**

- a. Emergence of Working Class
- b. Trade Union Movement
- c. Labour Legislations

**UNIT-III**

- a. Nature of External Trade
- b. Capital and Capital Class
- c. Drain of Wealth

**UNIT-IV**

- a. Main Trends in the Movement of Prices
- b. Population Growth—trends
- c. Movement of National Income

**Books Recommended:**

1. Famines in Colonial India -Brahmanand
2. Economic History of Modern India -Girish Mishra
3. Socio, Cultural and Economic History of India -S.C.Raychaudhari
4. The Economic History of India -Tirthankar Roy
5. Indian Economy -Dutt and Sundaram

6. Indian Economics -Jather and Beri
7. India Today -Rajani Palme Dutt

**Marathi, Hindi**

1. Bharat ka Arthik Itihas- Agnes Thakur
2. Adhunik Bharat ka ArthikItihas –DhanpatiPandey
3. Adhunik Bharat ka Arthik Itihas-Girish Mishra

**Annexure: Common for all the Activity Based Courses**

Assessment of Activity will be part of continuous evaluation. It should ideally follow the following marking scheme.

Assignments and Viva-Voce (10+10), Attendance and participation in activities (15), Submission of minor report based on any one of the prescribed unit (15)

Framework for Internal Evaluation <b>FOR 50 MARKS</b>		
Assessment Criteria	Units	Marks
Assignment & Viva-Voce	Based on the contents from all units	10+10
Attendance and Participation in Activities	Based on the contents from all the units	15
Seminars, Mini Reports, Discussion Forums	Submission of minor report on any one of the prescribed units	15
		50

Assignments and Viva-Voce (20+20), Attendance and participation in activities (30), Submission of minor report based on any one of the prescribed unit (30)

Framework for Internal Evaluation <b>FOR 100 MARKS</b>		
Assessment Criteria	Units	Marks
Assignment & Viva-Voce	Based on the contents from all units	20+20
Attendance and Participation in Activities	Based on the contents from all the units	30
Seminars, Mini Reports, Discussion Forums	Submission of minor report on any one of the prescribed units	30
		100

