

**The Kelkar Education Trust's  
V G Vaze College of Arts, Science and Commerce  
(Autonomous)**



**The Kelkar Education Trust's  
V G Vaze College of Arts, Science and Commerce  
(Autonomous)**

Syllabus for TYBA

Program: BA

Semester V

**Course: HISTORY OF THE MEDIEVAL INDIA  
(1000 CE to 1526 CE) Paper  
IV Part A**

<b>Course Code</b>	<b>Course Title</b>	<b>Credits</b>
<b>AHST501</b>	<b>HISTORY OF THE MEDIEVAL INDIA (1000 CE to 1526 CE)</b>	<b>04</b>

Syllabus as per **Choice Based Credit System**



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- i) Name of the Programme : T.Y.B.A. HISTORY
- ii) Course Code : **AHST501**  
**Semester V - (HISTORY OF**  
**MEDIEVAL INDIA)**  
**HISTORY OF THE MEDIEVAL INDIA**  
: **(1000 CE to 1526 CE)**
- iii) Course Title
- iv) Semester wise Course Contents : Copy of the syllabus Enclosed
- v) References and additional references : Enclosed in the Syllabus
- vi) Credit structure :
- No. of Credits per Semester : 04
- vii) No. of lectures per Unit : 12  
: 04
- viii) No. of lectures per week
- ix) Scheme of Examination
- Semester End Exam:60 marks (4  
Questions of 15 marks)
- Internal Assessment 40 marks: Test  
15 marks,
- Project/ Assignment 15 marks
- Class Participation: 10 marks
- x) Eligibility, if any : As laid down in the College  
Admission Prospectus / website



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xi) Fee Structure : As per College Fee Structure specifications

**Programme: TYBA**

**Semester: V**

**Course : History of Medieval India (1000 CE - 1707 CE)**

**Course Code : AHST501**

Teaching Scheme (Hrs/Week)				Continuous Internal Assessment (CIA) 40 marks					End Semester Examination	Total
L	T	P	C	CIA-1	CIA-2	CIA-3	CIA-4	Lab	Written	
4	-	-	3	15	15	10		-	60	100
<b>Max. Time, End Semester Exam (Theory) -2Hrs.</b>										

**Prerequisites 1. Background of Indian history prior to the early Medieval period. 2. Basic knowledge of English**

### Course Objectives

1. To get acquainted with the sources of medieval Indian history, understand the conditions prevalent in India on the eve of the Turkish invasion; and examine the historical events that led to the foundation of Delhi Sultanate under the Slave dynasty in the early medieval period.
2. To trace the expansion and consolidation of the Delhi Sultanate under the Kihljis and Tughlaqs; to study the administrative and judicial system and the revenue and military reforms; to analyse the downfall of the Delhi Sultanate under the Sayyids and Lodis.
3. To review the rise and downfall of the Vijayanagar Kingdom and the Bahmani Kingdom; to examine the political, socio-economic and cultural conditions in the Vijaynagara and Bahamani kingdoms.
4. To evaluate socio-economic and cultural conditions; growth of art and architecture during the period under study.
5. To appraise the impact of the political system on socio-economic and cultural institutions.



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UNITS	MODULES	LECTURES
<b>I: India on the eve of the Turkish invasion (11<sup>th</sup> Century)</b>	a) Sources of Medieval Indian History b) Socio-economic and political conditions of India c) Early Turkish invasions and foundation of the Delhi Sultanate – Slave dynasty	11
<b>II: Consolidation, Expansion and Administration of the Delhi Sultanate</b>	a) Khilji, Tughluq, Sayyid and Lodi dynasties b) Central Administration and Iqta system c) Economic, Military and Judicial reforms	11
<b>III: Deccan and South India</b>	a) Rise, Growth and Decline of Vijayanagar Empire b) Bahmani Kingdom (upto 1500 CE) c) Administration, Socio-Economic and Cultural conditions of Vijayanagar Empire and Bahmani Kingdom	12



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<b>IV: Society, Economy and Cultural life</b>	a) Socio-economic and religious life b) Education and Literature c) Art and Architecture	11
<b>Total No. of Lectures</b>		45

**Beyond the Syllabus**

Paper presentations, Students' Seminars, Book Reviews, PPTs & Discussions

**Semester V: Medieval India: Paper IV Part A: Internal Assessment**

Sr. No.	Description
<b>1</b>	<b>Unit 1</b> Students' Seminar, Map Work
<b>2</b>	<b>Unit 2</b> Assignments and PPTs, Map Work
<b>3</b>	<b>Unit 3</b> Discussions and PPTs, Test
<b>4</b>	<b>Unit 4</b> Students' Seminar

Semester V: Medieval India: Paper IV Part A: (Paper Pattern)



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<b>Duration: 2 hours</b>	<b>Marks: 60</b>
Q.1 Essay (Unit 1)	15 marks
Q.2 Essay (Unit 2)	15 marks
Q.3 Essay (Unit 3)	15 Marks
Q.4. Essay (Unit 4)	15 Marks

**Course Outcomes:**

**Students should be able to**

**CO1** Describe the geopolitical and socioeconomic conditions prevalent in India on the eve of the Turkish invasion; recall the process of the foundation of the Delhi Sultanate and enumerate the major achievements of the Slave Dynasty.

**CO2** Review the expansion and decline of the Delhi Sultanate under the Khilji, Tughlaq, Sayyid and Lodi dynasties, examine the administrative system of the Delhi Sultanate and the economic, military and judicial reforms during the Sultanate period.

**CO3** Explain the political developments in Deccan and South India, narrate the salient developments in the Vijayanagara and Bahamani Kingdoms and describe the relations between them.

**CO4** Assess the socio-economic life, education system, literary achievements, religious institutions and growth of the art and architecture in India during the period under study.

**CO5** Recognise and describe the political and economic developments during the Medieval period of Indian history in the form of answers, apply knowledge acquired in assignments and presentations, examine critically what they have learnt, establish a connect with present situations and evaluate the value of inputs gained by them.

**Recommended Resources:**



**The Kelkar Education Trust's**  
**V G Vaze College of Arts, Science and Commerce**  
**(Autonomous)**

- Reference Books In English:**
- Athar Ali, *The Mughal Nobility under Aurangzeb*, Asia Publishing House, Aligarh Muslim University, 1966.
- Aziz Abdul, *The Mansabdari System and the Mughal Army*; Lahore, 1945.
- Banerjee A. C. *New History of Medieval India*, S. Chand & Company, New Delhi, 1990.
- Basham, A.L., *The Wonder That Was India: A survey of the history and culture of the Indian sub-continent before the coming of the Muslims*, Rupa and Co. New Delhi, 1996.
- Bhattacharya N. N., *Medieval Bhakti Movement in India*, South Asia Books, Columbai, 1990.
- Bhatia, A. K, *Tourism in India – History and Development*, Sterling Publication, New Delhi, 1981.
- Brown Percy, *Indian Architecture (Islamic Period)*, Taraporvalaand Sons Bombay, 1954.
- Burton Stein, *New Cambridge History of India: Vijayanagara*, Cambridge University Press, New Delhi, 1993.
- Burton, Stein: *Peasant State and Society in Medieval South India*; Oxford Paperback, New Delhi 1980.
- Chitnis, K. N., *Glimpses of Medieval Indian Ideas and Institutions*,



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**V G Vaze College of Arts, Science and Commerce**  
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Chitanis K. N., *Socio-Economic History of Medieval India*, Atlantic Publishers & Distributors, New Delhi 1990.

Chopra P.N. *Some Aspects of Society and Culture in the Mughal Age (1526-1707)*, 2nd ed., Shival Agrawal and Co. Ltd, Agra, 1963.

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Iswari Prasad, *History of Medieval India*, The Indian Press Ltd, Allahabad, 1952.

Lane Pool, Stanley, *Life and Culture in Medieval India*, Kamal Prakashan, Indore, 1978.

Mahajan V.D., *History of Medieval India*, S. Chand & Company, New Delhi, 1992. Mahalingam T. V., *Administration and Social Life under Vijaynagar*, University of Madras, 1975.

Majumdar R.C., *The History and Culture of Indian People*, Vol. IV, The Delhi Sultanate, Bombay, 1967, Vol VII, 1987.

Mishra Rekha, *Women in Mughal India (1526-1748 A.D.)*, Munshiram Manoharlal, Delhi, 1967.

Moosvi Shireen, *The Economy of the Mughal Empire*, Oxford University Press, New Delhi, 1987.

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- Economic History*, Macmillan & Co., Ltd,  
London, 1923.
- Pande A. B., *Society and*  
*Government in Medieval India*, Central Book  
Depot, Allahabad, 1965.
- Pande, Susmita, *Birth of*  
*Bhakti in Indian Religion and Art*, Books &  
Books, New Delhi, 1982.
- Qureshi I. H., *the*  
*Administration of Sultanate of Delhi*, (11nd ed.), The  
Hague, Karachi, 1958.
- Ranade A. K., *Socio-Economic Life of Maharashtra between 1100-1600 A.D.*, Serials  
Publication, New Delhi, 2009.
- Raychaudhari T.S. Habib Irfan(ed),  
*The Cambridge Economoc History*



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*of India*, London, 1992.

Rizvi S.A.A., *A History of Sufism in India*, Vol. I., Munshiram Manoharlal, New Delhi, 1978.

Roy Choudhary, M. L., *The State and Religion in Mughal India*, Indian Publicity Society, Calcutta, 1969.

Sahay, B. K., *Education and Learning under the Great Mughals 1526 – 1707 A.D.*, New Literature Publication, Bombay, 1972.

Saiyid Nurul Hasan, *Thoughts on Agrarian Relations in Mughal India*, People's Publishing House, New Delhi, 1973.

Sarkar Jadunath, *Mughal Administration*, Published by Patna University, 1920.

Sarkar Jadunath, *Shivaji and his Times*, 11th ed., Longman, Green & Co, London, 1920.

Sharma S.R., *Mughal Government and Administration*, Hind Kitab, Bombay, 1951.

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Shrivastava A.L., *The Sultanate of Delhi (711 A.D – 1526)*, 5<sup>th</sup> ed, Shiv Lal Agrawala, Agra, 1966.

Shrivastava M.P., *Society and Culture in Medieval India (1206 – 1707 A.D.)*, Chugh Publishers, Allahabad, 1975.



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Siddiqui, N. A., *Land Revenue Administration under the Mughals (1700-1750)* Asia Publishing House, Mumbai, 1972.

Singh Upinder, *A History of Ancient and Early Medieval India: From the Stone Age to the 12 th Century*, Pearson Longman, New Delhi, 2009.

Sreenivasa Murty H.V., Ramkrishna R. *History of Karnataka*, S. Chand & Company, New Delhi, 1992.

Srivastava A.L., *The Mughal Empire (1526- 1803 A.D. )*, Shiva Lal



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Agarwal & Co. Ltd., Agra, 1974.

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**Reference**

**Books**

**In**

**Marathi:**

Chaubal J.S., *Ase Hote Mughal*, Maharashtra Rajya Sahitya Sanskruti Mandal Mumbai, 1992. Karmarkar, Oturkar, ed., Vijayanagar Smarak Granth, Bharat Itihas Sansodhan Mandal, Pune, 1936.

Kathare Anil, *Madhyayugin Bharat-1000 -1707*, Prashant Publication, Jalgaon, 2013

Kolarkar S.G., *Madhyakalin Bharat(1206-1707)*, Mangesh Prakashan, Nagpur, 1992.

Mate M. S., *Madhyayugin Maharashtra- Samajik Aani Sanskritik Jivan(1300-1650)*, Maharashtra Rajya Sahitya Aani Sanskriti Mandal, Mumbai, 2002.

Sardesai G. S., *Musalmani Riyasat*, Bhag 1 Ani 2, Popular Prakashan, Mumbai, 1993.

Sardesai G. S., *Marathi Riyasat*, Popular Prakashan, Mumbai, 1993.

Sarkar Jadunath, *Mughal Samrajyacha Rhas*, Bhag 3, Maharashtra Rajya Sanskritik Mandal, Mumbai, 1982.

Syllabus prepared by:

Professor (Dr.) Preeti Nilesh, Principal & Chairperson, BOS, Vaze College. (Autonomous)

Dr. Satwant Balse, Associate Professor, Head, Dept. of History & Member, BOS, Vaze College. (Autonomous)

Ms. Harshana Nikam, Assistant Professor, Dept. of History & Member, BOS, Vaze College. (Autonomous)

Ms. Jaiee Bhat, Assistant Professor, Dept. of History & Member, BOS, Vaze College. (Autonomous)



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Syllabus for TYBA

Program: BA

Semester V

**Course: HISTORY OF INDEPENDENT INDIA (1947 CE - 1977 CE)**

**Paper V Part A**

<b>Course Code</b>	<b>Course Title</b>	<b>Credits</b>
<b>AHST502</b>	<b>HISTORY OF INDEPENDENT INDIA (1947 CE - 1977 CE)</b>	<b>04</b>

Syllabus as per **Choice Based Credit System**



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- i) Name of the Programme : T.Y.B.A. HISTORY
- ii) Course Code : **AHST502**  
**Semester V - (HISTORY OF INDEPENDENT INDIA)**
- iii) Course Title : **HISTORY OF INDEPENDENT INDIA**  
**(1947 CE - 1977 CE)**
- iv) Semester wise Course Contents : Copy of the syllabus Enclosed
- v) References and additional references : Enclosed in the Syllabus
- vi) Credit structure :
- No. of Credits per Semester : 04
- vii) No. of lectures per Unit : 12
- viii) No. of lectures per week : 04
- ix) Scheme of Examination
- Semester End Exam:60 marks (4 Questions of 15 marks)
- Internal Assessment 40 marks: Test 15 marks,
- Project/ Assignment 15 marks
- Class Participation: 10 marks
- x) Eligibility, if any : As laid down in the College Admission Prospectus / website



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xi) Fee Structure : As per College Fee Structure specifications

**Programme: TYBA** **Semester: V**  
**Course : History of Independent India (1947 CE - 1984 Course Code : AHST502 CE)**

Teaching Scheme (Hrs/Week)				Continuous Internal Assessment (CIA) 40 marks					End Semester Examination	Total
L	T	P	C	CIA-1	CIA-2	CIA-3	CIA-4	Lab	Written	
4	-	-	3	15	15	10		-	60	100
<b>Max. Time, End Semester Exam (Theory) -2Hrs.</b>										

**Prerequisites 1. Background of Indian history post the attainment of independence.**

**2. Basic knowledge of English**

**Course Objectives**



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1. To comprehend the forces and engagements involved in the process of the framing of the constitution and understand the features of the Indian constitution; to trace the journey of the reorganization and integration of Indian states, estimate the logic behind the formation of linguistic states and identify the challenges in the process of integration;
2. To examine the socio-economic reforms and the foreign policy of India during Nehruvian era.
3. To describe the political developments in the post-Nehru era, to estimate the imposition of internal Emergency, study the rise of various political parties, grasp the politics of coalition.
4. To critique the social and economic systems and policies in independent India and identify the various tasks and achievements of the period under the regime of Indira Gandhi.
5. To discuss major trends in the growth of education, mass media and science and technology; to examine the policy of reservation and empowerment of women.

UNITS	MODULES	LECTURES
<b>I: The Nehruvian Era (1947-1964)</b>	a) Constituent Assembly, Integration and Reorganization of Indian States b) Socio-economic Reforms under Nehru C) Foreign Policy under Nehru	11
<b>II: Political and socioeconomic Developments (1964-1971)</b>	a) Lal Bahadur Shastri b) Green Revolution and its impact c) Rise of Indira Gandhi	11





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<b>III: India under Indira Gandhi</b>	a) Abolition of Privy Purses, Titles and Nationalization of Banks b) Emergency and its impact c) Foreign Policy of Indira Gandhi	12
<b>IV: Major Trends in Independent India (1947-1977)</b>	a) Education and Policy of Reservation b) Growth of Science and Technology c) Empowerment of Women, Mass Media	11
<b>Total No. of Lectures</b>		45

**Beyond the Syllabus**

Paper presentations, Students' Seminars, Book Reviews, PPTs & Discussions

**Semester V: Independent India: Paper V Part A: Internal Assessment**

Sr. No.	Description
1	<b>Unit 1</b> Students' Seminar, Test and PPTs
2	<b>Unit 2</b> Assignments
3	<b>Unit 3</b> Discussions and PPTs



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<b>4</b>	<b>Unit 4</b> Map Work, Students' Seminar
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Semester V: Independent India: Paper V Part A: (Paper Pattern)

<b>Duration: 2 hours</b>	<b>Marks: 60</b>
Q.1 Essay (Unit 1)	15 marks
Q.2 Essay (Unit 2)	15 marks
Q.3 Essay (Unit 3)	15 Marks
Q.4. Essay (Unit 4)	15 Marks

**Course Outcomes:**



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**Students should be able to**

- CO1** Describe the process of constitution making, explain features including rights and duties, argue the achievements and failures of the Nehru Era.
- CO2** Appraise and Assess the reorganization and integration of Indian states.
- CO3** Recall the political developments in India after Nehru & identify reasons for the declaration of Emergency and the growth of multiple political parties and coalition politics; critique India's policy of non-alignment and relations with the USA and USSR.
- CO4** Review socio-economic reforms post 1964, development of science and technology, recognise the reasons for the growth of separatism and communalism and assess policies for the empowerment of the socially and economically underprivileged.
- CO5** Recognise and express the developments of the Nehruvian and post-1964 India in the form of answers, apply knowledge acquired in assignments and presentations, examine critically what they have learnt, establish a connect with present situations and evaluate the value of inputs gained by them.

**Recommended Resources:**

<b>Reference</b>	Amedkar B. R., <i>Federation Versus Freedom</i> , Thakkar
<b>Books</b>	and Co, Mumbai, 1939. Appadorai Raja, India's Foreign
<b>English:</b>	Policy 5 Relations, In
	Bandyopadhyay , J, <i>The Making of the India's Foreign Policy</i> ,



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Allied Publishers, New Delhi, 1970.

Bandyopadhyay Sekhar, *From Plassey to Partition, A History of Modern India*, Orient Longman, New Delhi, 2004.

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Brass, Paul, R. (ed.), *The New Cambridge History of India: The Politics of India since Independence*, Cambridge University Press, Cambridge. 1990.

Brown Judith , *Modern India: The Origins of an Asian Democracy*, OUP.

Chandra Bipan, et.al., *India after Independence, 1947-2000*, Penguin Books, New Delhi, 1999.

Chandra Bipin *Rise and Growth of Economic Nationalism in India*, Delhi, 1966.

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Economic and Social Development*, Palgrave, Delhi, 2013.

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Development and Social Opportunity*, Clarendon, Oxford  
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Modern India*, IV 2 Cambridge University Press, Cambridge. 1996.



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Grover B.L. and Grover S. *A New Look at Modern Indian History*, S. Chand & Co. New Delhi. Guha, Ramchandra, *India after Gandhi: The History of the World's Largest*, Pan Macmillan India, 2017.

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Gupta Dipankar (ed.), *Social Stratification*, OUP, New Delhi, 1991.

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Khanna D. D. and Other *Democracy, Diversity and Stability – 50 years of Indian Independence*.

Kumar Dharma (ed.), *The Cambridge Economic History of India*, Vol. II, c. 1757-2003, Orient Longman in association with Cambridge University press, New Delhi, 2005.



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**(Autonomous)**

Kumar Radha, *The History of Doing*, Zubaan, New Delhi, 2007.

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Peoples Publishing House.

Mohanty, Manoranjan, (ed.), *Class, Caste and Gender  
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Politics-5*, Sage Publications, New Delhi, 2004.

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O.U.P., Mumbai.

Nanda B.R. *Making of a Nation: India's Road to Independence*, Delhi,  
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Sen, Sukomal, *Working Class of India: History of Emergence and*





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*Movement, 1830-1970*, K.P.Bagchi and Company, Calcutta, 1977.

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**Reference  
Books**

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**In**

**Marathi:**

Bhole Bhaskar and Kishor Bedkihal, *Shatakantachya Valanavar*, Dr. Babasaheb Ambedkar Acadamy, Satara, 2006.

Chausalkar Ashok, *Adhunik Bharatiya Rajkiya Vichar:PravahaaniAntapravahi*, Pratima Prakashan,

Ghodke H. M. *Maharashtra Gatha Bhag-2*, Rajhans Prakashan. Pune, 2005.

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Prakashan, Pune.



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Prakashan , Pune,1992.

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Phadke Y. D. *Visavya Shatkatil Maharashtra*, Khand-5, Shri Vidhya Prakashan, Pune, 1997.

Vaidya Suman, Kothekar Shanta, *Svatantra Bhartacha Itishas*, Shri  
Sainath Prakashan, Nagpur, 1998.

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Agrawal R. C., Bhatnagar Mahesh, *Bhartiya Sanvidhan ka Vikas Tatha  
Rastriya Aandolan*, S. Chand & Co. Pvt. Delhi, 2014.

Gongwar Mamta, *Itihas Ke Aaineme Mahila Sashaaktikarn*, Sarswati  
Prakashan, Kanpur, 2009.

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Syllabus for TYBA

Program: BA

Semester V

**Course: INTRODUCTION TO ARCHAEOLOGY AND HERITAGE TOURISM**

**Paper VI Part A**

<b>Course Code</b>	<b>Course Title</b>	<b>Credit</b>
<b>AHST503</b>	<b>Introduction to Archaeology and Heritage Tourism</b>	<b>3.5</b>

Syllabus as per **Choice Based Credit System**



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- i) Name of the Programme : T.Y.B.A. HISTORY  
ii) Course Code : **AHST506**

**Semester V - ARCHAEOLOGY AND  
HERITAGE TOURISM**

- iii) Course Title : AND HERITAGE TOURISM  
INTRODUCTION TO ARCHAEOLOGY

- iv) Semester wise Course Contents : Copy of the syllabus Enclosed

- v) References and additional references : Enclosed in the Syllabus

- vi) Credit structure :

No. of Credits per Semester : 3.5 vii)

- No. of lectures per Unit : 12 viii) No. of lectures

- per week : 04

- ix) Scheme of Examination

Semester End Exam:60 marks (4  
Questions of 15 marks)

Internal Assessment 40 marks: Test  
15 marks,

Project/ Assignment 15 marks

Class Participation: 10 marks

- x) Eligibility, if any : Admission Prospectus / website  
As laid down in the College

- xi) Fee Structure : specifications  
As per College Fee Structure

**Programme: TYBA**

**Semester: V**



**The Kelkar Education Trust's**  
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Course : Introduction to Archaeology

Course Code : AHST506

Teaching Scheme (Hrs/Week)				Continuous Internal Assessment (CIA) 40 marks					End Semester Examination	Total
L	T	P	C	CIA-1	CIA-2	CIA-3	CIA-4	Lab	Written	
4	-	-	3	15	15	10		-	60	100
<b>Max. Time, End Semester Exam (Theory) -2Hrs.</b>										

- Prerequisites**
1. Basic interest in archaeology.
  2. Basic knowledge of English.

**Course Objectives:**

1. To describe meaning of Archaeology, its importance, scope, its relationship with other disciplines and the growth of the archaeology movement in India.
2. To understand methods of archaeological explorations, excavations and dating of the antiquities.
3. To study the importance of Epigraphy, growth of epigraphy as a separate discipline, significance of inscriptions as sources of history and learn about different scripts used in India during the ancient period.
4. To discuss the definition and growth of study of Numismatics in India, interpret the importance of coins as a source of history and study the coinage of ancient, medieval and modern periods of Indian history.
5. To be acquainted with the types, importance and emerging trends in heritage tourism, and understand the methods of heritage management.



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UNITS	MODULES	LECTURES
<b>I: Archaeology: Aims, methods and Archaeological sites of India</b>	Definition, Aims and Development of Archaeology in India, Archaeology and Other disciplines b) Field Archaeology: Methods of Exploration, Excavation and Dating Antiquities c) Geological Time Scale and Archaeological Sites of India: PreHistoric, Proto and Early Historical Periods.	11
<b>II: Epigraphy</b>	a) Definition of Epigraphy; History of Indian Epigraphy b) Types of Inscriptions and their significance; Edicts of Ashoka c) Brahmi and Kharoshti Scripts	12
<b>III: Numismatics</b>	a) History of Indian Numismatics b) Ancient Indian Coinage: Punch-Marked, Satavahana, Western Kshatrapas, Kushana and Gupta Coins c) Coins of Medieval India and British India	11
<b>IV: Heritage Tourism</b>	a) Significance and Scope of Heritage b) Tourism; Types of Heritage c) New Trends in Heritage Tourism Heritage Management	11
<b>Total No. of Lectures</b>		45





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**Beyond the Syllabus**

Paper presentations, Students' Seminars, Book Reviews, PPTs & Discussions

**Semester V: Archaeology: Paper VI Part A: Internal Assessment**

Sr. No.	Description
1	<b>Unit 1</b> Test and Assignments
2	<b>Unit 2</b> Assignments & Project work
3	<b>Unit 3</b> Class Exercises and PPTs
4	<b>Unit 4</b> Project Work

**Semester V: Archaeology: Paper VI Part A: (Paper Pattern)**

<b>Duration: 2 hours</b>	<b>Marks: 60</b>
Q.1 Essay (Unit 1)	15 marks
Q.2 Essay (Unit 2)	15 marks
Q.3 Essay (Unit 3)	15 Marks
Q.4. Essay (Unit 4)	15 Marks
OR	
Short notes on any three out of five options.	

**Course Outcomes:**

**Students should be able to:**

- |            |   |
|------------|---|
| <b>CO1</b> | Define Archaeology, recall its nature and scope and narrate its development in India.   |
| <b>CO2</b> | Assess the interconnection between Archaeology and other disciplines, describe various methods of excavation and dating antiquities and recall various archaeological sites in India and assess their significance. |



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<b>CO3</b>	Recall the definition, scope and relevance of Epigraphy; important inscriptions which serve as sources of the ancient Indian history and describe the major scripts used to write these inscriptions.
<b>CO4</b>	Explain the scope and significance of Numismatics, catalogue the coins found in India and determine the importance of coins as one of the major sources of history of India.
<b>CO5</b>	Disseminate the value and importance of archaeology, epigraphy, numismatics, and heritage tourism and be able to put them across in the form of answers and apply knowledge acquired in the writing of assignments and presentations and for larger projects and research work in the future.

**Recommended Resources:**



**The Kelkar Education Trust's**  
**V G Vaze College of Arts, Science and Commerce**  
**(Autonomous)**

- Reference Books** Acharya, Ram, *Tourism and Culture Heritage of India*, R.B.S.A. Publishers, Jaipur, 2007.
- In English:**  
Allchin, F.R. and Norman K.R., *Guide to the Ashokan Inscriptions*, South Asian Studies, Vol-I, 1985.
- Bal Krishen, *Conservation of Indian Heritage*, Cosmo Publishers, New Delhi, 1989.
- Altekar, A. S., *Coinage of the Gupta Empire*, Numismatic Society of India, Varanasi, 1957.
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- Chakrabarti, Dilip K, *India - An Archaeological History: Paleolithic Beginnings to Early History* Foundation, Oxford University Press, 2010 (Fourth Edition)



**The Kelkar Education Trust's**  
**V G Vaze College of Arts, Science and Commerce**  
**(Autonomous)**

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*Ancient Indian Numismatics*,  
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Cunningham Alexander, *Inscriptions of Ashoka*, *Corpus Inscriptinum*  
*Indicarum*, Vol-I, 1877.

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V G Vaze College of Arts, Science and Commerce  
(Autonomous)**



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V G Vaze College of Arts, Science and Commerce**

**(Autonomous)**

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Dhar, Prem Nath, *Heritage, Cultural and Natural Sites Tourism*, Kanishka Publisher New Delhi, 2010.

Dhavalikar, M K, *First Farmers of the Deccan*, Ravish Publishers, Pune, 1990.

Dhavalikar, M K, *Indian Proto History*, Books and Books, New Delhi, 1997.

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Ghosh, A (Ed), *Archaeological Remains, Monuments and Museums*, Govt of India, New Delhi, 1964.



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**V G Vaze College of Arts, Science and Commerce**

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**(Autonomous)**

Gokhale, Shobhana, *Kanheri Inscriptions*, Deccan College Post Graduate and Research Institute, Pune, 1991.

Goyal, S R, *Indigenous Coins of Early India*, Kusumanjali Prakashan, Jodhpur, 1994.

Gupta, P L and Sarojini Kulashreshtha, *Kushana Coins and History*, DK Publishers, New Delhi, 1993.

Gupta, S P and Ramchandran, K S, *The origin of Brahmi Script*, DK Publications, Delhi, 1979.

Handa, Devendra, *Tribal Coins of Ancient India*, Aryan Books International, New Delhi, 1997.

Jain V K, *Prehistory and Protohistory of India: An Appraisal - Palaeolithic, Non-Harappan, Chalcolithic Cultures*, D.K. Printworld, Delhi, 2006.

Jha, Amiteshwar and Dilip Rajgor, *Studies in the Coinage of Western Kshatrapas*, Indian Institute of Research in Numismatic Studies, Anjaneri, 1994.

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**The Kelkar Education Trust's  
V G Vaze College of Arts, Science and Commerce**

**(Autonomous)**

Lahiri, Nayanjyot, *Ashoka in Ancient India*, Harvard University Press, 2015.

Lüders ,Heinrich, *Mathura Inscriptions*, Vandenhoeck and Ruprecht, Göttingen, 1961.

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Majumdar Basu Sushmita, *The Mauryas in Karnataka*, Mahabodhi Book Agency, Kolkata, 2016. Mirashi V. V., *The History and Inscriptions*

*of the Satavahanas and the Western Kshatrapas*, Maharashtra State Board for Literature and Culture, Bombay, 1981.

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Sing S, *Cultural Tourism and Heritage Management*, Rawat publication, Jaipur, 1994

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**(Autonomous)**

Sircar DC, *Indian Epigraphy*, Motilal Banarasidas, Delhi, 1965.

Soloman Richard, *Indian Epigraphy: A Guide to the Study of Inscriptions in Sanskrit, Prakrit and other Indo Aryan Languages*, Oxford University Press, 1998.

Thapar Romila, *Ashoka and the Decline of the Mauryas*, Oxford India Perennials, (Third Edition), 2012.

Thosar H S, *Historical Geography of Maharashtra and Goa*, Epigraphical Society of India, Mysore, 2004.

Woolley Leonard, *Digging up the Past*, Penguin Books, Middlesex, 1952.

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**Reference  
Books  
In Marathi:**

Deo S B, *Maharashtracha Itihas, Pragaeitihāsik Maharashtra*, Khandal, Maharashtra Rajya Sahitya ani Samaskruti Mandal, Mumbai, 2002.

Deo S B, *Puratatva Vidya*, Continental Prakashan, Mumbai, 2008 (second edition)

Dhavalikar M K, *Aryanchya Shodhat*, Rajahansa Prakashan, Pune, 2008. Dhavalikar M K, *Bharatachi Kulakatha*, Rajahansa Prakashan, Pune, 2017.

Dhavalikar M K, *Kone Eke Kali Sindhu Samskruti*, Rajahansa Prakashan, Pune, 2006.

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Kolte V B, *Maharashtratil Kahi Tamrapatva Shilalekh*, Maharashtra Rajya Sahitya ani Samaskruti Mandal, Mumbai, 1987.

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**The Kelkar Education Trust's**  
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**(Autonomous)**

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Sankalia H. D. and Mate M S, *Maharashtratil Puratatva*, Maharashtra Rajya Sahitya ani Samaskruti Mandal, Mumbai, 1976.

Thapar Romila, *Ashok Ani Maruyancha Hras*, Maharashtra Rajya Sahitya ani Samaskruti Mandal, Mumbai, 1988.

Tulpule S G, *Prachin Marathi Koriv Lekh*, Pune Vidyapith Prakashan, 1963.

**Internet Sources**

**Webliography**

Archaeological Survey of India- <http://asi.nic.in/>

Maharashtra Tourism <https://www.maharashtratourism.net/>

Epigraphy in India <http://www.epigraphyindia.in/>

Numismatics [https://www.rbi.org.in/Scripts/mc\\_republic.aspx](https://www.rbi.org.in/Scripts/mc_republic.aspx)

**MOOCS**

Recovering the Humankind's Past and Preserving the Cultural Heritage - <https://www.coursera.org/learn/preserving-cultural-heritage>

Syllabus prepared by:

Professor (Dr.) Preeti Nilesh, Principal & Chairperson, BOS, Vaze College. (Autonomous)

Dr. Satwant Balse, Associate Professor, Head, Dept. of History & Member, BOS, Vaze College. (Autonomous)

Ms. Harshana Nikam, Assistant Professor, Dept. of History & Member, BOS Vaze College. (Autonomous)

Ms. Jaiee Bhat, Assistant Professor, Dept. of History & Member, BOS, Vaze College. (Autonomous)



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Syllabus for TYBA

Program: BA

Semester V

**Course: History of the Marathas (1630 CE – 1707CE)**

**Paper VII Part A**

<b>Course Code</b>	<b>Course Title</b>	<b>Credits</b>
<b>AHST504</b>	<b>History of the Marathas (1630 CE – 1707CE)</b>	<b>04</b>

Syllabus as per **Choice Based Credit System**



**The Kelkar Education Trust's**  
**V G Vaze College of Arts, Science and Commerce**  
**(Autonomous)**

- i) Name of the Programme : T.Y.B.A. HISTORY
- ii) Course Code : **AHST507**  
**Semester V - (HISTORY OF THE MARATHAS: ROYAL PERIOD)**
- HISTORY OF THE MARATHAS (1630  
: CE – 1707CE)
- iii) Course Title
- iv) Semester wise Course Contents : Copy of the syllabus Enclosed
- v) References and additional references : Enclosed in the Syllabus
- vi) Credit structure :
- No. of Credits per Semester : 04
- vii) No. of lectures per Unit : 12
- : 04
- viii) No. of lectures per week
- ix) Scheme of Examination
- Semester End Exam: 60 marks (4 Questions of 15 marks)
- Internal Assessment 40 marks: Test 15 marks,
- Project/ Assignment 15 marks
- Class Participation: 10 marks
- x) Eligibility, if any : As laid down in the College Admission Prospectus / website



**The Kelkar Education Trust's**  
**V G Vaze College of Arts, Science and Commerce**  
**(Autonomous)**

xi) Fee Structure : As per College Fee Structure specifications

**Programme: TYBA**

**Semester: V**

**Course : History of the Marathas (1630 CE – 1707CE)**

**Course Code : AHST507**

Teaching Scheme (Hrs/Week)				Continuous Internal Assessment (CIA) 40 marks					End Semester Examination	Total
L	T	P	C	CIA-1	CIA-2	CIA-3	CIA-4	Lab	Written	
4	-	-	3	15	15	10		-	60	100
<b>Max. Time, End Semester Exam (Theory) -2Hrs.</b>										

- Prerequisites**
1. Background of the rise of Marathas and the overall conditions in India in the medieval time period.
  2. Basic knowledge of English

#### **Course Objectives**

1. To be familiar with the regional history of Maharashtra in the period of study.
2. To get acquainted with the literary sources of the history of the Marathas.
3. To trace the events leading to the establishment of the Maratha Swarajya by Shivaji.
4. To study the relations between Shivaji and the other contemporary political powers of his time; to know the political developments during the rule of Sambhaji and Rajaram
5. To analyse the socio-economic and cultural conditions in the Maratha Swarajya.





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UNITS	MODULES	LECTURES
<b>I: Introduction to Maratha History</b>	a) Sources of Maratha History b) Deccan in the 17th century – GeoPolitical and Economic conditions c) Socio-Cultural conditions; Factors responsible for the establishment of the Swarajya.	12
<b>II: Establishment of Swarajya</b>	Shivaji's relations with Bijapur a) b) Shivaji's relations with the Mughals c) Shivaji's relations with the Europeans	11
<b>III: Period of Consolidation and Crisis</b>	a) Royal Coronation and its significance; Shivaji's Karnataka Campaign b) Chhatrapati Sambhaji and Rajaram c) Civil War : Tarabai and Shahu	11
<b>IV: Administration during the Royal Period</b>	a) Central and Provincial Administration b) Revenue Administration and Judicial Administration c) Military Administration	11
<b>Total No. of Lectures</b>		45



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**Beyond the Syllabus**

Paper presentations, Book Reviews, Assignments, PPTs & Discussions

**Semester V: Maratha History: Paper VII Part A: Internal Assessment**

Sr. No.	Description
1	<b>Unit 1</b> Assignments & Presentations
2	<b>Unit 2</b> Assignments & Presentations
3	<b>Unit 3</b> Projects & Test
4	<b>Unit 4</b> Group Discussion and Presentations

**Semester V: Maratha History: Paper VII Part A: (Paper Pattern)**

<b>Duration: 2 hours</b>	<b>Marks: 60</b>
Q.1 Essay (Unit 1)	15 marks
Q.2 Essay (Unit 2)	15 marks
Q.3 Essay (Unit 3)	15 Marks
Q.4. Essay (Unit 4)	15 Marks

**Course Outcomes:**

**Students should be able to:**

- CO1** Describe the geo-political and socioeconomic conditions of the Deccan in the early 17<sup>th</sup> century C.E. which led to the foundation of the Maratha Swarajya.
- CO2** Assess the role of Shivaji in the establishment of the Maratha Kingdom and his relations with the other political powers of that period.
- CO3** Comprehend and appreciate the need for and the significance of the Royal Coronation of Shivaji.



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- |            |  |
|------------|--|
| <b>CO4</b> | Comment on the career and achievements of Sambhaji and Rajaram; review the conditions that led to the outbreak of Civil War between Tarabai and Shahu and its impact.  |
| <b>CO5</b> | Recall the nuances of the administration during the Royal Period of the history of the Marathas under Shivaji. Disseminate knowledge about significant aspects of the Marathas during the Royal Period, comprehend and express lessons learnt in the form of answers, apply the information acquired in assignments and presentations, examine critically what has been taught and evaluate the value of information acquired. |

**Recommended Resources:**



**The Kelkar Education Trust's**  
**V G Vaze College of Arts, Science and Commerce**  
**(Autonomous)**

**Reference Books** Bakshi, S. R. & Sharma, Sri Kant, *The Great Marathas – 5, Marathas: The Administrative System*, Deep & Deep Publications Pvt. Ltd., New Delhi, 2000. **In English:**

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Gordon, Stewart, *Marathas, Marauders, and State Formation in Eighteenth Century India*, Oxford University Press, Delhi, 1994.

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Pagadi, Setu Madhavrao, *Chhatrapati Shivaji*, Continental Prakashan, Pune, 1974.

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Sarkar, Jadunath, *House of Shivaji*, Orient Longman, Bombay, 1978.

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Sen, Surendranath, *Administrative System of the Marathas*, K.P. Bagchi & Company, Calcutta, 1923.

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**Reference  
Books in  
Marathi:**

Deshmukh, S, *Shivakalin va Peshwakalin Stree Jeevan*, Tilak Maharashtra Vidyapeeth, Pune, 1973.



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**V G Vaze College of Arts, Science and Commerce**  
**(Autonomous)**

**E- Sources**

**Webliography**      Ranade, M.G. Rise of the Maratha Power  
<https://archive.org/details/in.ernet.dli.2015.276892/mode/2up>

Syllabus prepared by:

Professor (Dr.) Preeti Nilesh, Principal & Chairperson, BOS, Vaze College. (Autonomous)

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Syllabus for TYBA

Program: BA

Semester V

**Course: History of the Marathas (1630 CE – 1707CE) Paper  
VII Part A**

<b>Course Code</b>	<b>Course Title</b>	<b>Credits</b>
<b>AHST504</b>	<b>History of the Marathas (1630 CE – 1707CE)</b>	<b>04</b>

Syllabus as per **Choice Based Credit System**



**The Kelkar Education Trust's**  
**V G Vaze College of Arts, Science and Commerce**  
**(Autonomous)**

- i) Name of the Programme : T.Y.B.A. HISTORY
- ii) Course Code : **AHST507**  
**Semester V - (HISTORY OF THE MARATHAS: ROYAL PERIOD)**
- iii) Course Title : HISTORY OF THE MARATHAS (1630 CE – 1707CE)
- iv) Semester wise Course Contents : Copy of the syllabus Enclosed
- v) References and additional references : Enclosed in the Syllabus
- vi) Credit structure :
- No. of Credits per Semester : 04
- vii) No. of lectures per Unit : 12
- viii) No. of lectures per week : 04
- ix) Scheme of Examination
- Semester End Exam:60 marks (4 Questions of 15 marks)
- Internal Assessment 40 marks: Test 15 marks,
- Project/ Assignment 15 marks
- Class Participation: 10 marks
- x) Eligibility, if any : As laid down in the College Admission Prospectus / website



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xi) Fee Structure : As per College Fee Structure specifications

**Programme: TYBA**

**Semester: V**

**Course : History of the Marathas (1630 CE – 1707CE)**

**Course Code : AHST507**

Teaching Scheme (Hrs/Week)				Continuous Internal Assessment (CIA) 40 marks					End Semester Examination	Total
L	T	P	C	CIA-1	CIA-2	CIA-3	CIA-4	Lab	Written	
4	-	-	3	15	15	10		-	60	100
<b>Max. Time, End Semester Exam (Theory) -2Hrs.</b>										

- Prerequisites**
1. Background of the rise of Marathas and the overall conditions in India in the medieval time period.
  2. Basic knowledge of English

### Course Objectives

1. To be familiar with the regional history of Maharashtra in the period of study.
2. To get acquainted with the literary sources of the history of the Marathas.
3. To trace the events leading to the establishment of the Maratha Swarajya by Shivaji.
4. To study the relations between Shivaji and the other contemporary political powers of his time; to know the political developments during the rule of Sambhaji and Rajaram
5. To analyse the socio-economic and cultural conditions in the Maratha Swarajya.



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UNITS	MODULES	LECTURES
<b>I: Introduction to Maratha History</b>	d) Sources of Maratha History e) Deccan in the 17th century – GeoPolitical and Economic conditions f) Socio-Cultural conditions; Factors	12
	responsible for the establishment of the Swarajya.	
<b>II: Establishment of Swarajya</b>	Shivaji's relations with Bijapur d) e) Shivaji's relations with the Mughals f) Shivaji's relations with the Europeans	11
<b>III: Period of Consolidation and Crisis</b>	d) Royal Coronation and its significance; Shivaji's Karnataka Campaign e) Chhatrapati Sambhaji and Rajaram f) Civil War : Tarabai and Shahu	11
<b>IV: Administration during the Royal Period</b>	a) Civil Administration and Revenue Administration b) Judicial and Military Administration c) Socio-cultural life	11
<b>Total No. of Lectures</b>		45



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Beyond the Syllabus	
Paper presentations, Book Reviews, Assignments, PPTs & Discussions	
Semester V: Maratha History: Paper VII Part A: Internal Assessment	
Sr. No.	Description
1	<b>Unit 1</b> Assignments & Presentations
2	<b>Unit 2</b> Assignments & Presentations
3	<b>Unit 3</b> Projects & Test
4	<b>Unit 4</b> Group Discussion and Presentations

**Semester V: Maratha History: Paper VII Part A: (Paper Pattern)**

<b>Duration: 2 hours</b>	<b>Marks: 60</b>
Q.1 Essay (Unit 1)	15 marks
Q.2 Essay (Unit 2)	15 marks
Q.3 Essay (Unit 3)	15
Marks Q.4. Essay (Unit 4)	15
Marks OR	
Short notes on any three out of five options.	

**Course Outcomes:**

**Students should be able to:**

- |            |   |
|------------|---|
| <b>CO1</b> | Describe the geo-political and socioeconomic conditions of the Deccan in the early 17 <sup>th</sup> century C.E. which led to the foundation of the Maratha Swarajya. |
| <b>CO2</b> | Assess the role of Shivaji in the establishment of the Maratha Kingdom and his relations with the other political powers of that period.                              |
| <b>CO3</b> | Comprehend and appreciate the need for and the significance of the Royal Coronation of Shivaji.   |



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- |            |  |
|------------|--|
| <b>CO4</b> | Comment on the career and achievements of Sambhaji and Rajaram; review the conditions that led to the outbreak of Civil War between Tarabai and Shahu and its impact.  |
| <b>CO5</b> | Recall the nuances of the administration during the Royal Period of the history of the Marathas under Shivaji. Disseminate knowledge about significant aspects of the Marathas during the Royal Period, comprehend and express lessons learnt in the form of answers, apply the information acquired in assignments and presentations, examine critically what has been taught and evaluate the value of information acquired. |

**Recommended Resources:**



**The Kelkar Education Trust's**  
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**Reference Books** Bakshi, S. R. & Sharma, Sri Kant, *The Great Marathas – 5, Marathas: The Administrative System*, Deep & Deep Publications Pvt. Ltd., New Delhi, 2000. **In English:**

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Sarkar, Jadunath, *House of Shivaji*, Orient Longman, Bombay, 1978.

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Sen, Surendranath, *Administrative System of the Marathas*, K.P. Bagchi & Company, Calcutta, 1923.

Sen, Surendranath, *The Military System of the Marathas*, Orient Longmans, Calcutta, 1958.

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Marathi:**

Deshmukh, S, *Shivakalin va Peshwakalin Stree Jeevan*, Tilak Maharashtra Vidyapeeth, Pune, 1973.



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**(Autonomous)**

**E- Sources**

**Webliography**      Ranade, M.G. Rise of the Maratha Power  
<https://archive.org/details/in.ernet.dli.2015.276892/mode/2up>

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Syllabus for TYBA

Program: BA

Semester V

**Course: Research Methodology in Social Sciences: Writing History; Sources,  
Critical Methods & Report Writing**

**Paper IX Part A**

<b>Course Code</b>	<b>Course Title</b>	<b>Credit</b>
<b>AHST506</b>	<b>Research Methodology: Writing History, Sources, Critical Methods &amp; Report Writing</b>	<b>3.5</b>

Syllabus as per **Choice Based Credit System**



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i) Name of the Programme : T.Y.B.A. HISTORY

ii) Course Code : **AHST506**

**Semester V - (RESEARCH  
METHODOLOGY)**

RESEARCH METHODOLOGY IN  
SOCIAL SCIENCES: WRITING  
HISTORY; SOURCES, CRITICAL

iii) Course Title : METHODS & REPORT WRITING

iv) Semester wise Course Contents : Copy of the syllabus Enclosed

v) References and additional references : Enclosed in the Syllabus

vi) Credit structure :

No. of Credits per Semester : 3.5 vii)

No. of lectures per Unit : 12 viii) No. of lectures

per week : 04

ix) Scheme of Examination

Semester End Exam:60 marks (4  
Questions of 15 marks)

Internal Assessment 40 marks: Test 15  
marks,

Project/ Assignment 15 marks

Class Participation: 10 marks

x) Eligibility, if any : Admission Prospectus / website  
As laid down in the College

As per College Fee Structure



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xi) Fee Structure : specifications

**Programme: TYBA**

**Semester: V**

**Course : Research Methodology in Social Sciences:  
 Writing History; Sources, Critical Methods & Report  
 Writing**

**Course Code : AHST506**

Teaching Scheme (Hrs/Week)				Continuous Internal Assessment (CIA) 40 marks					End Semester Examination	Total
L	T	P	C	CIA-1	CIA-2	CIA-3	CIA-4	Lab	Written	
4	-	-	3	15	15	10		-	60	100
<b>Max. Time, End Semester Exam (Theory) -2Hrs.</b>										

**Prerequisites 1. Basic interest in research.**

**2. Basic knowledge of English.**

**Course Objectives:**



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1. To explain the meaning, objectives and scope of research in general and historical research in particular; to describe the scientific process of historical research including topic selection, literature review, framing of a hypothesis, writing objectives, scope and limitations.
2. To identify the different sources of historical research; conventional and non-conventional sources.
3. To describe the various methods and tools of data collection for field studies; to learn how to construct questionnaires and observationnaires for conducting interviews and case studies.
4. To define and enumerate the steps involved in the processing of data; to recognize the various referencing styles and summarize how historical research needs to be presented.

UNITS	MODULES	LECTURES
<b>I: Nature and Scope of Research in Social Sciences and History</b>	(a) Meaning, Objectives and Scope of Research. (b) Historical Research: Significance and Characteristics (c) Initial steps in Historical Research: Identification of Research Topic, Hypothesis and Literature Review	11
<b>II: Sources for History Writing</b>	a) Sources: Definition and Classification b) Archaeological and Archival Sources c) People Sources, Paper Sources and Internet Sources.	12



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<b>III: Methods and Tools of Data Collection</b>	(a) Survey & Case Study (b) Interview and Observation (c) Questionnaire, Interview Schedule, Observationnaire	11
<b>IV: Data Processing and Report Writing</b>	(a) Data Analysis and Interpretation (b) Referencing: Footnotes, Endnotes, In-Text and Bibliography (c) Report Writing: Components and Types	11
<b>Total No. of Lectures</b>		45

**Beyond the Syllabus**

Paper presentations, Students' Seminars, Book Reviews, PPTs & Discussions

**Semester V: Research Methodology: Paper IX Part A: Internal Assessment**

Sr. No.	Description
1	<b>Unit 1</b> Test and Assignments
2	<b>Unit 2</b> Assignments & Project work
3	<b>Unit 3</b> Class Exercises
4	<b>Unit 4</b> Project Work

Semester V: Research Methodology: Paper IX Part A: (Paper Pattern)





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**Duration: 2 hours**

Q.1 Essay (Unit 1)

Essay (Unit 2)

Q.3 Essay (Unit 3)

Q.4. Essay (Unit 4)

OR

Short notes on any three out of five options.

**Marks: 60**

15 marks Q.2

15 marks

15 Marks

15 Marks

**Course Outcomes:**



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**Students should be able to:**

- CO1** Define Sources and describe the variety of sources students of history can avail of for the writing of history, classify source material and learn to corroborate source material.
- CO2** Appraise and Assess the appropriateness of methods for data collection as well as identify correct tools for the same.
- CO3** Recall the critical processes a historian needs to use while writing history, identify the stages of data processing, interpret and analyse source material.
- CO4** Catalogue various types of research reports, recognise and demonstrate the steps in historical research and execute a project of historical research.
- CO5** Recognise the value and importance of historical research, source materials, data collection techniques, analysis and interpretation as well as formats of research reports. Students should be able to communicate what they have learnt in the form of answers and apply knowledge acquired in the writing of assignments and presentations and for larger projects and research work in the future.

**Recommended Resources:**



**The Kelkar Education Trust's**  
**V G Vaze College of Arts, Science and Commerce**  
**(Autonomous)**

**Reference Books** Acton, H. B. "*Comte's Positivism and the Science of Society in Philosophy*", (Vol. 26, October, 1951).

**In English:**

Agarwal, R. S., *Important Guidelines on Research Methodology*, Delhi, 1983.

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Carr, E. H. *What is History?* Macmillan, London: 1964.  
Chattopadhyaya, Debiprasad (ed.) *History and Society*,  
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the seminar held at the India International Centre, New  
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and Co., Bombay, 1973.

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**V G Vaze College of Arts, Science and Commerce**  
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*Kalpavruksha,* Rajhansa Prakashan, Pune,  
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Abhyas, Phadke.

Gaikwad D. , *Itihas Lekhan*

*Shashtra,* Phadke Prakshan, Kolhapur.

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*Shashtra, Itihaskar*, Kailas Prakashan  
Aurangabad.

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Phadke Sardesai B. N., *Itihaslekhanpaddhati*, Phadke Prakashan, Kolhapur, 2005.

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**E-Sources**

Understanding Research Methods

**MOOCS**

<https://www.coursera.org/learn/research-methods#syllabus>

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Dr. Satwant Balse, Associate Professor, Dept. of History & Member, BOS, Vaze College.  
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Ms. Harshana Nikam, Assistant Professor, Dept. of History & Member, BOS Vaze College.  
(Autonomous)

Ms. Jaiee Bhat, Assistant Professor, Dept. of History & Member, BOS, Vaze College.  
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Syllabus for TYBA

Program: BA

Semester VI

**Course: History of Medieval India**

**(1526 CE-1707 CE )**

**Paper IV Part B**

<b>Course Code</b>	<b>Course Title</b>	<b>Credits</b>
<b>AHST601</b>	<b>History of Medieval India (1526 CE-1707 CE )</b>	<b>04</b>

Syllabus as per **Choice Based Credit System**



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- i) Name of the Programme : T.Y.B.A. HISTORY
- ii) Course Code : **AHST601**  
**Semester VI - (HISTORY OF MEDIEVAL INDIA)**  
**History of Medieval India**  
: **(1526 CE-1707 CE )**
- iii) Course Title
- iv) Semester wise Course Contents : Copy of the syllabus Enclosed
- v) References and additional references : Enclosed in the Syllabus
- vi) Credit structure :
- No. of Credits per Semester : 04
- vii) No. of lectures per Unit : 12  
: 04
- viii) No. of lectures per week
- ix) Scheme of Examination
- Semester End Exam:60 marks (4 Questions of 15 marks)
- Internal Assessment 40 marks: Test 15 marks,
- Project/ Assignment 15 marks
- Class Participation: 10 marks
- x) Eligibility, if any : As laid down in the College Admission Prospectus / website



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xi) Fee Structure : As per College Fee Structure specifications

**Programme: TYBA**

**Semester: VI**

**Course : HISTORY OF MEDIEVAL INDIA (1000 C.E.-1707C.E.): ASPECTS OF SOCIAL,CULTURAL AND ECONOMIC LIFE**

**Course Code : AHST604**

Teaching Scheme (Hrs/Week)				Continuous Internal Assessment (CIA) 40 marks					End Semester Examination	Total
L	T	P	C	CIA-1	CIA-2	CIA-3	CIA-4	Lab	Written	
4	-	-	3	15	15	10		-	60	100
<b>Max. Time, End Semester Exam (Theory) -2Hrs.</b>										

**Prerequisites** 1. Background of the history of India during the medieval period.  
 2. Basic knowledge of English

**Course Objectives:**

1. To review the political and socio-economic conditions in India on the eve of Babur's invasion; to discuss the expansion and consolidation of the Mughal Empire upto 1707.
2. To study the administrative, judicial, revenue and military reforms during the Mughal period.
3. To trace the evolution of the Deccan Sultanates, rise of the Maratha power under Chhatrapati Shivaji Maharaja and the advent of the European powers.
4. To evaluate the changes in socio-economic and cultural life during the Mughal era..
5. To discuss the unique features of political institutions, social and economic conditions and cultural evolution during this period.





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UNITS	MODULES	LECTURES
<b>I: Foundation, Consolidation and Expansion of the Mughal Rule</b>	a) Babur, Humayun and Sher Shah b) Akbar c) Jahangir, Shah Jahan and Aurangzeb	11
<b>II: Mughal Administration</b>	a) Central and Provincial administration b) Revenue and Judiciary c) Military - Mansabdari system	12
<b>III: Emergence of new powers in the Deccan</b>	a) Deccan Sultanates b) Rise of Marathas under Chhatrapati Shivaji Maharaj and Sambhaji Maharaj c) Advent of European powers	11
<b>IV: Socio-economic and cultural life</b>	a) Society and religion b) Economic life c) Art and Architecture	11
<b>Total No. of Lectures</b>		45



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**Beyond the Syllabus**

Paper presentations, Book Reviews, Assignments, PPTs & Discussions

**Semester VI: Medieval India: Paper IV Part B: Internal Assessment**

<b>Sr. No.</b>	<b>Description</b>
<b>1</b>	<b>Unit 1</b> Assignments, Presentations, Test
<b>2</b>	<b>Unit 2</b> Students' Seminar and Class Presentations
<b>3</b>	<b>Unit 3</b> Assignments & Presentations
<b>4</b>	<b>Unit 4</b> Students' Seminar and PPTs.

**Semester VI: Medieval India: Paper IV Part B: (Paper Pattern)**



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<b>Duration: 2 hours</b>	<b>Marks: 60</b>
Q.1 Essay (Unit 1)	15 marks
Q.2 Essay (Unit 2)	15 marks
Q.3 Essay (Unit 3)	15 Marks
Q.4. Essay (Unit 4)	15 Marks

**Course Outcomes:**

**Students should be able to**

- |            |   |
|------------|---|
| <b>CO1</b> | Describe the socioeconomic conditions prevalent in India on the eve of Babur's invasion to India, examine the expansion and consolidation of the Mughal empire from 1526 to 1707. |
| <b>CO2</b> | Analyse the administrative, revenue, judicial and military reforms under the Mughals.   |



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**Recommended Resources:**

**Reference Books** Athar Ali, *The Mughal Nobility under Aurangzeb*, Asia Publishing House, Aligarh M

**In English:**

Aziz Abdul, *The Mansabdari System and the Mughal Army*, Lahore, 1945.

Banerjee A. C. *New History of Medieval India*, S. Chand & Company, New Delhi, 1

Basham, A.L., *The Wonder That Was India: A survey of the history and culture of t the coming of the Muslims*, Rupa and Co. New Delhi, 1996.

Bhattacharya N. N., *Medieval Bhakti Movement in India*, South Asia Books, Colum

Bhatia, A. K, *Tourism in India – History and Development*, Sterling Publication, Ne

Brown Percy, *Indian Architecture (Islamic Period)*, Taraporvalaand Sons Bombay,

Burton Stein, *New Cambridge History of India: Vijayanagara*, Cambridge University

Burton, Stein: *Peasant State and Society in Medieval South India*; Oxford Paperba

Chitnis, K. N., *Glimpses of Medieval Indian Ideas and Institutions*, Atlantic Publishe

Chitanis K. N., *Socio-Economic History of Medieval India*, Atlantic Publishers & Dis

Chopra P.N. *Some Aspects of Society and Culture in the Mughal Age (1526-1707*



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Co. Ltd, Agra, 1963.

- |            |  |
|------------|--|
| <b>C03</b> | Evaluate emergence of the Deccan Sultanate, the rise of Maratha power under Chhatrapati Shivaji Maharaj and Chhatrapati Sambhaji and coming of the European powers in India.   |
| <b>C04</b> | Assess the salient features of the cultural legacies of the medieval period including art and architecture, fine arts and performing arts.<br>Recall the social and economic life of the people in the medieval period, recount the developments in agriculture, industry and trade in the period of study and articulate their impact on the economic life of the people in medieval India. |
| <b>C05</b> | Narrate the significance of social the political, socio-economic history of medieval India (1526 to 1707), articulate lessons learnt in the form of answers, communicate the information acquired into assignments and presentations, examine critically what they have learnt, and be in a position to evaluate the value of information acquired.  |



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Habib Irfan, *The Agrarian Systems of Mughal India (1526-1707)*, Bombay Asra Pu

Iswari Prasad, *History of Medieval India*, The Indian Press Ltd, Allahabad, 1952.

Lane Pool, Stanley, *Life and Culture in Medieval India*, Kamal Prakashan, Indore,

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*Administration and Social Life under Vijaynagar*, University of Madras, 1975.

Majumdar R.C., *The History and Culture of Indian People*, Vol. IV, The Delhi Su  
1987.

Mishra Rekha, *Women in Mughal India (1526-1748 A.D.)*, Munshiram Manoharla,

Moosvi Shireen, *The Economy of the Mughal Empire*, Oxford University Press, Ne

Moreland, W. H., *From Akbar to Aurangzeb - A Study of Indian Economic History*  
1923.

Pande A. B., *Society and Government in Medieval India*, Central Book Depot, Al Birth of Bhakti in  
Indian Religion and Art, Books & Books, New Delhi, 1982.

Qureshi I. H., *the Administration of Sultanate of Delhi*, (IIInd ed.), The Hague, Karac

Ranade A. K., *Socio-Economic Life of Maharashtra between 1100-1600 A.D.*, Ser  
2009.

Raychaudhari T.S. Habib Irfan(ed), *The Cambridge Economoc History of India*, Lo

Rizvi S.A.A., *A History of Sufism in India*, Vol. I., Munshiram Manoharlal, New Delh

Roy Choudhary, M. L., *The State and Religion in Mughal India*, Indian Publicity So

Sahay, B. K., *Education and Learning under the Great Mughals 1526-1707 A.D*, N  
Bombay, 1972.



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Saiyid Nurul Hasan, *Thoughts on Agrarian Relations in Mughal India*, People's Pub

Sarkar Jadunath, *Mughal Administration*, Published by Patna University, 1920.

Sarkar Jadunath, *Shivaji and his Times*, 11nd ed., Longman, Green & Co, London,

Sharma S.R., *Mughal Government and Administration*, Hind Kitab, Bombay, 1951.

Sharma S.R., *Mughal Empire in India*, Karnataka Printing Press, Bombay, 1934.



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Shrivastava A.L., *The Sultanate of Delhi (711 A.D – 1526)*, 5<sup>th</sup> ed, Shiv Lal Agrawa

Shrivastava M.P., *Society and Culture in Medieval India (1206 A.D. 17007 A. D., C*  
Allahabad, 1975.

Siddiqui, N. A., *Land Revenue Administration under the Mughals (1700-1750) Asia*  
1972.

Singh Upinder, *A History of Ancient and Early Medieval India: From the Stone Age*  
Longman, New Delhi, 2009.

Sreenivasa Murty H.V., Ramkrishna R. *History of Karnataka*, S. Chand & Compan

Srivastava A.L., *The Mughal Empire (1526- 1803 A.D. )*, Shiva Lal Agarwal & Co. L

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Acharya Dhananjay, *Madhyakalin Bharat (1000-1707)*, Shri Sainath Prakashan, Na

Chaubal J.S., *Ase Hote Mughal*, Maharashtra Rajya Sahity Sanskriti Mandal Mum

Karmarkar, Oturkar, ed., *Vijayanagar Smarak Granth*, Bharat Itihas Sansodhan Ma

Kathare Anil, *Madhyayugin Bharat-1000 -1707*, Prashant Publication, Jalgaon,

Kolarkar S.G., *Madhyakalin Bharat(1206-1707)*, Mangesh Prakashan, Nagpur,

Mate M. S., *Madhyayugin Maharashtra- Samajik Aani Sanskritik Jivan(1300-1650*  
Aani Sanskriti Mandal, Mumbai, 2002.

Sardesai G. S., *Musalmani Riyasat*, Bhag 1 Ani 2, Popular Prakashan, Mumbai, 19

Sardesai G. S., *Marathi Riyasat*, Popular Prakashan, Mumbai, 1993.

Sarkar Jadunath, *Mughal Samrajyacha Rhas*, Bhag 3, Maharashtra Rajya Sanskritik





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Internet  
Sources

**Webliography** *Arts and Crafts of India and Ceylon* <https://archive.org/details/artscraftsofindi1913>

*Economic life under Vijaynagar Empire*

<https://archive.org/details/economiclifeinthevijayanagarempiremahalingamt.v.unive>



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*Education in Muslim India* <https://archive.org/details/EducationInMuslimIndia/page/>

*History of Technology in India, Vol 2*

<https://archive.org/details/MedicalTechniquesAndPracticesInMughalIndia/mode/2u>

*Theism in Medieval India* <https://archive.org/details/TheismInMedievalIndia/page/n>

*Complete Mughal Painting in India* <https://www.udemy.com/course/complete-mughal-painting-in-india/>

MOOCS

Syllabus prepared by:

Professor (Dr.) Preeti Nilesh, Principal & Chairperson, BOS, Vaze College. (Autonomous)

Dr. Satwant Balse, Associate Professor, Head, Dept. of History & Member, BOS, Vaze College. (Autonomous)

Ms. Harshana Nikam, Assistant Professor, Dept. of History & Member, BOS, Vaze College. (Autonomous)

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Syllabus for TYBA

Program: BA

Semester VI

**Course: History of Contemporary India (1977 CE - 2000 CE) Paper  
V Part B**

<b>Course Code</b>	<b>Course Title</b>	<b>Credit</b>
<b>AHST602</b>	<b>History of Contemporary India (1977 CE - 2000 CE)</b>	<b>04</b>

Syllabus as per **Choice Based Credit System**



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- i) Name of the Programme : T.Y.B.A. HISTORY
- ii) Course Code : **AHST602**  
**Semester V - (HISTORY OF CONTEMPORARY INDIA)**  
**History of Contemporary India (1977 CE - 2000 CE)**
- iii) Course Title
- iv) Semester wise Course Contents : Copy of the syllabus Enclosed
- v) References and additional references : Enclosed in the Syllabus
- vi) Credit structure :
- No. of Credits per Semester : 03
- vii) No. of lectures per Unit : 12
- : 04
- viii) No. of lectures per week
- ix) Scheme of Examination
- Semester End Exam:60 marks (4 Questions of 15 marks)
- Internal Assessment 40 marks: Test 15 marks,
- Project/ Assignment 15 marks
- Class Participation: 10 marks
- x) Eligibility, if any : As laid down in the College  
: Admission Prospectus / website
- xi) Fee Structure : As per College Fee Structure specifications



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Programme: TYBA

Semester: VI

Course : History of Modern Maharashtra (1818 CE - 1960 Course Code : AHST602 CE)

Teaching Scheme (Hrs/Week)				Continuous Internal Assessment (CIA) 40 marks					End Semester Examination	Total
L	T	P	C	CIA-1	CIA-2	CIA-3	CIA-4	Lab	Written	
4	-	-	3	15	15	10		-	60	100
<b>Max. Time, End Semester Exam (Theory) -2Hrs.</b>										

**Prerequisites 1. Background of the history of Maharashtra and interest in regional history.**

**2. Basic knowledge of English**

### Course Objectives

1. To analyse rise and fall of the Janata Government; return of Congress to power, separatist movements and assassination of Indira Gandhi.
2. To examine the political developments and reforms under Rajiv Gandhi and in the post-Rajiv Gandhi era.
3. To critique India's foreign relations during this period with USA and USSR and her neighbours.
4. To make a study of growth of science and technology during this period.
5. To discuss the Environmental, Trade Unions and Labour Movements in the period under study.



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UNITS	MODULES	LECTURES
<b>I: Political Developments (1977-1984)</b>	<ul style="list-style-type: none"> <li>a) Rise and Fall of the Janata Government</li> <li>b) Return of Congress to Power (1980-1984)</li> <li>c) Rise of Separatist Movements and Assassination of Indira Gandhi</li> </ul>	11
<b>II: India after Indira Gandhi (1984-2000)</b>	<ul style="list-style-type: none"> <li>a) India under Rajiv Gandhi (1984-1989)</li> <li>b) Political changes post 1989 - V.P. Singh, Chandrashekhar and P.V. Narasimha Rao</li> <li>c) Towards the 21<sup>st</sup> Century (1996-2000)</li> </ul>	12
<b>III: Foreign Policy of India (1977 -2000)</b>	<ul style="list-style-type: none"> <li>a) India's Relation with USA and USSR</li> <li>b) India and her Neighbours I : China, Pakistan and Bangladesh</li> <li>c) India and her Neighbours II : Sri Lanka, Bhutan and Nepal</li> </ul>	11
<b>IV: Major Trends and Popular Movements in India</b>	<ul style="list-style-type: none"> <li>a) Growth of Science and Technology</li> <li>b) Environmental Movements : Appiko Movement, Narmada Bachao</li> </ul>	11
	<ul style="list-style-type: none"> <li>Movement and Tehri Dam Movement</li> <li>c) Trade Union and Labour Movements</li> </ul>	



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<b>Total No. of Lectures</b>	45
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**Beyond the Syllabus**

Paper presentations, Book Reviews, Assignments, PPTs & Discussions

**Semester VI: Modern Maharashtra: Paper V Part B: Internal Assessment**

Sr. No.	Description
1	<b>Unit 1</b> Assignments, Presentations, Test
2	<b>Unit 2</b> Students' Seminar on Personalities and Associations contributing to socio-economic awakening in Maharashtra
3	<b>Unit 3</b> Assignments & Presentations
4	<b>Unit 4</b> Students' Seminar on varied aspects of Theatre, Cinema, Art & Architecture in Mumbai City

**Semester VI: Modern Maharashtra: Paper V Part B: (Paper Pattern)**

<b>Duration: 2 hours</b>	<b>Marks: 60</b>
Q.1 Essay (Unit 1)	15 marks
Q.2 Essay (Unit 2)	15 marks
Q.3 Essay (Unit 3)	15 Marks
Q.4. Essay (Unit 4)	15 Marks

**Course Outcomes:**

**Students should be able to**

- CO1** Gain awareness on the causes of rise and fall of the Janata Government, assess their achievements, trace the return of Congress to power, growth of





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separatist movements and events leading to the assassination of Mrs. Indira Gandhi.

- CO2** Recognise the political changes in the post- Indira Gandhi era upto 2000 C.E.; Appreciate the achievements of the Congress Government under Rajiv Gandhi and Narasimha Rao.
- CO3** Analyse India's foreign relations with USSR, USA and her neighbours.
- CO4** Review growth of science and technology 1977-2000; environmental, labour and Trade Union movements from 1977 to 2000.
- CO5** Articulate lessons learnt in the form of answers, communicate the information acquired into assignments and presentations, examine critically what they have learnt, and be in a position to evaluate the value of information acquired.

**Recommended Resources:**



**The Kelkar Education Trust's**  
**V G Vaze College of Arts, Science and Commerce**  
**(Autonomous)**

**Reference** Adarkar Neera (ed.), *The Chawls of Mumbai, galleries of life*, Imprint **Books** One, 2011.

**In English:**

Albuquerque, Teresa, *Urbs Prima in Indis, An Epoch in the History of Bombay, 1849-1865*, Promilla and Co. Publishers, 1985.

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Banhatti Rajendra and Jogalekar G.N. (ed.) *A History of Modern Marathi Literature*, Vol. I and II, Maharashtra Sahitya Parishad, Pune 1998 (Vol.I) and 2004 (Vol.II).

Chaudhari K.K., *Maharashtra State Gazetteers, History of Mumbai*, Modern Period, Gazetteers Department, Government of Maharashtra, Mumbai, 1987.

Chaudhari, K.K., *Maharashtra and the Indian Freedom Struggle*, Govt. of Maharashtra, Bombay 1985.

Chopra, Preeti, *A Joint Enterprise: Indian Elites and the making of British Bombay*, University of Minnesota Press, 2011.

Choksy, R.D., *Economic Life in the Deccan, 1888-1896*, Asia Publishing House, Bombay, 1965. David M.D., *Bombay the City of Dreams (A*

*History of the First city in India)* Himalaya Publishing House, Bombay, 1995.



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*Shinde*, Himalaya Publishing House, Bombay, 1983.

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Heimsath, Charles *Indian Nationalism and Hindu social reform*, Princeton University Press, 1964.

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Johnson Gordon, *Provincial Politics and Indian Nationalism*, C.U.P. Cambridge-1973

Jones K. W., *Socio Religious Reform Movements in British India*, Orient Longman, New Delhi, 1989.

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Kosambi, Meera, *Bombay in Transition: the Growth and Social Ecology of a Colonial City, 1880-1980*, Almqvist & Wiksell International, 1986.

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**(Autonomous)**

Malashe S.G., Apte Nanda, *Vidhava Vivah Chalval 1800-1900*, Anmil



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**(Autonomous)**

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\*\*\*\*\*

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Syllabus for TYBA

Program: BA

Semester VI

**Course: MUSEOLOGY, ARCHIVAL SCIENCE AND LIBRARY SCIENCE**

**Paper VI Part B**

<b>Course Code</b>	<b>Course Title</b>	<b>Credit</b>
<b>AHST603</b>	Introduction to Museology, Archival Science and Library Science	3.5

Syllabus as per **Choice Based Credit System**



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- i) Name of the Program : T.Y.B.A. HISTORY
- ii) Course Code : **AHST603**  
**Semester VI – MUSEOLOGY,  
ARCHIVAL SCIENCE AND LIBRARY  
SCIENCE**
- iii) Course Title : Introduction to Museology, Archival  
Science and Library Science.
- iv) Semester wise Course Contents : Copy of the syllabus Enclosed
- v) References and additional references : Enclosed in the Syllabus
- vi) Credit structure :
- No. of Credits per Semester : 3.5
- vii) No. of lectures per Unit : 12
- viii) No. of lectures per week : 04
- ix) Scheme of Examination
- Semester End Exam:60 marks (4  
Questions of 15 marks)
- Internal Assessment 40 marks: Test  
15 marks,
- Project/ Assignment 15 marks



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Class Participation: 10 marks

- x) Eligibility, if any : As laid down in the College Admission Prospectus / website
- xi) Fee Structure : As per College Fee Structure specifications

**Programme: TYBA**

**Semester: VI**

**Course : Introduction to Museology, Archival Science and Library Science**

**Course Code : AHST603**

Teaching Scheme (Hrs/Week)				Continuous Internal Assessment (CIA) 40 marks					End Semester Examination	Total
L	T	P	C	CIA-1	CIA-2	CIA-3	CIA-4	Lab	Written	
4	-	-	3	15	15	10		-	60	100
<b>Max. Time, End Semester Exam (Theory) -2Hrs.</b>										

- Prerequisites**
1. Basic interest in museology, archival science and library science.
  2. Basic knowledge of English.

**Course Objectives:**

1. To comprehend the role of Museums in the preservation of heritage, trace the museum movement in India, understand the role of a curator, know different types of museums and list the various methods to collect antiquities for the museums.
2. To know various techniques of conservation and preservation of objects used in the museums and grasp the significance of proper display of antiquities.



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3. To learn about the meaning and scope of Archival Science, understand the value of archival records as sources of history, know various methods of classification and preservation of records and discuss the importance of Digital Archives.

4. To describe the meaning and scope of Library Science, growth of the Library Movement in India, role of the Librarian and study the process of classification and cataloguing of the books.

5. To provide information to students about the scope and significance of careers in Museums, Libraries and Archives in India and abroad.

UNITS	MODULES	LECTURES
<b>I: Museology and Role of Curator</b>	a) Definition of Museology, Museum Movement in India b) Types of museums and Management of Museums c) Methods of Collection and Role of the Curator	11
<b>II: Role of Museums</b>	a) Conservation of Objects and Preservation Techniques in Museums b) Presentation Techniques and Types of Exhibitions c) In-house and Out-reach activities of Museums	11
<b>III: Archival Science</b>	a) Meaning, Scope, Objectives and Value of Records as Sources of History	



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	b) Classification of Records and Preservation of Records c) Digital Archives	11
<b>IV: Library Science and Library Management</b>	a) Meaning and Scope of Library Science; Growth of Library Movement in India b) Classification and Cataloguing	12
	c) Care for Books and Role of the Librarian	
<b>Total No. of Lectures</b>		45

Beyond the Syllabus

**Semester VI: Archival Science...Paper VI Part B: Internal Assessment**

Sr. No.	Description
1	<b>Unit 1</b> Test and Students' Seminar.
2	<b>Unit 2</b> Assignments
3	<b>Unit 3</b> Project Work and Group Discussions



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<b>4</b>	<b>Unit 4</b> Assignments
Paper presentations, Students' Seminars, visits to various Museums, PPTs & Discussions.	

**Semester VI: Archival Science... Paper VI Part B: (Paper Pattern)**

<b>Duration: 2 hours</b>	<b>Marks: 60</b>
Q.1 Essay (Unit 1)	15 marks
Q.2 Essay (Unit 2)	15 marks
Q.3 Essay (Unit 3)	15 Marks
Q.4. Essay (Unit 4)	15 Marks





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**Recommended Resources:**

Reference  
Books  
In English

Balloffet Nelly, Hille Jenny and Judith Reed, *Conservation and Preservation of Rec Archives*, American Library Association, Chicago, 2015.

Banerjee, N. R., *Museum and Cultural Heritage of India*, Agam Kala Prakashan, N 1990.

Basham, A. L., *A Cultural History of India*, Oxford University Press, Delhi, 2014.

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Dobreva, Milena and Ivacs Gabriella, *Digital Archives: Management, Use and Access*

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**Course Outcomes:**

**Students should be able to**

- |            |  |
|------------|--|
| <b>CO1</b> | Define Museology, understand the role of the curator, chart the growth of the Museum Movement in India and recall different types of museums and their distinct characteristics.   |
| <b>CO2</b> | Appraise the importance of conservation and preservation techniques adopted by the museums for effective showcasing and appreciate the value of various inreach and out-reach activities undertaken by the museums.  |
| <b>CO3</b> | Recall the significance of Archival Science, recount its scope and objectives, leverage the archival records as important sources of history.  |
| <b>CO4</b> | Catalogue the growth of the Library Movement in India, understand the role of the Librarian, recount the collection and classification methods used for books in the library.  |
| <b>CO5</b> | Recognise the value and importance of the study of museology, archival science and library science; and have the ability to put the acquired information across in the form of answers and apply knowledge acquired in the writing of assignments and presentations and for larger projects and research work in the future. |



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Girija Kumar, *Library Development in India*, Vikas Publication, New Delhi, 1986.

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**Webliography** <https://www.museumsofindia.org/>

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**MOOCS**

*The Museum as a Site and Source for Learning-*

<https://www.futurelearn.com/search?q=The+Museum+as+a+Site+and+Source+for>

*Creating a Digital Cultural Heritage Community-* <https://www.edx.org/course/creating-a-digital-cultural-heritage-community>

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Syllabus for TYBA

Program: BA

Semester VI

**Course: History of the Marathas (1707 CE – 1818 CE) Paper**  
**VII Part B**

<b>Course Code</b>	<b>Course Title</b>	<b>Credit</b>
<b>AHST604</b>	<b>History of the Marathas (1707 CE – 1818 CE)</b>	<b>04</b>

Syllabus as per **Choice Based Credit System**





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- i) Name of the Program : T.Y.B.A. HISTORY
- ii) Course Code : **AHST604**  
**Semester VI - (HISTORY OF THE MARATHAS: PESHWA PERIOD)**
- iii) Course Title : HISTORY OF THE MARATHAS (1707  
CE – 1818 CE)
- iv) Semester wise Course Contents : Copy of the syllabus Enclosed
- v) References and additional references : Enclosed in the Syllabus
- vi) Credit structure :
- No. of Credits per Semester : 03
- vii) No. of lectures per Unit : 12
- viii) No. of lectures per week : 04

Scheme of Examination



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Semester End Exam:60 marks (4 Questions of 15 marks)

Internal Assessment 40 marks: Test 15 marks,

Project/ Assignment 15 marks

Class Participation: 10 marks

Eligibility, if any

As laid down in the College Admission Prospectus / website

Fee Structure

As per College Fee Structure specifications

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**Programme: TYBA**

**Semester: VI**

**Course : History of the Marathas (1707 CE – 1818 CE)**

**Course Code : AHST604**

Teaching Scheme (Hrs/Week)				Continuous Internal Assessment (CIA) 40 marks					End Semester Examination	Total
L	T	P	C	CIA-1	CIA-2	CIA-3	CIA-4	Lab	Written	
4	-	-	3	15	15	10		-	60	100
<b>Max. Time, End Semester Exam (Theory) -2Hrs.</b>										

**Prerequisites 1. Background of the history of the Marathas and conditions prevalent in Swarajya in the early 18th century C.E.**

**2. Basic knowledge of English**



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**Course Objectives:**

1. To comprehend the forces that assisted the rise of the Peshwas and discuss how they consolidated their position to become the de-facto rulers of the Maratha state.
2. To trace the important achievements of the Peshwas and their role in the expansion of the Maratha Empire.
3. To understand the factors responsible for the Third Battle of Panipat and evaluate its consequences.
4. To discuss the period of the revival of Maratha power; and to analyse the factors that led to the downfall of the Marathas.
5. To examine the facets of Peshwa administration; and to discuss the cultural developments in the Maratha Empire under the Peshwas.

UNITS	MODULES	LECTURES
<b>I: Expansion of the Maratha Power</b>	a) Rise of the Peshwas: Balaji Vishwanath b) Peshwa Bajirao I Maratha Confederacy; Peshwa c) Balaji Bajirao	12
<b>II: Third Battle of Panipat and Maratha Resurrection</b>	a) Third Battle of Panipat: Causes and Course of the battle b) Third Battle of Panipat: Impact	



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	and Significance; Reasons for the Maratha defeat.	11
	c) Peshwa Madhavrao and PostPanipat Revival	
<b>III: Decline of the Maratha power</b>	a) Barbhai Council b) Peshwa Bajirao II	11
	c) Downfall of the Maratha Power	
<b>IV: Administrative and Socio-Cultural Developments</b>	a) Peshwa Administration b) Society under the Peshwas – Religion, Caste and Position of Women c) Cultural Developments: Literature, Art and Architecture	11
<b>Total No. of Lectures</b>		45

**Beyond the Syllabus**

Paper presentations, book reviews, map work, PPTs & discussions

**Semester VI: History of the Marathas: Paper VII Part B: Internal Assessment**

Sr. No.	Description
1	<b>Unit 1</b> Test, Assignments and PPTs



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<b>2</b>	<b>Unit 2</b> Assignments & PPTs, Group Discussions
<b>3</b>	<b>Unit 3</b> Class Presentations & Assignments
<b>4</b>	<b>Unit 4</b> Students' Seminar and Discussion

**Semester VI: History of the Marathas: Paper VII Part B: (Paper Pattern)**

**Duration: 2 hours** **Marks: 60**

Q.1 Essay (Unit 1) 15 marks

Q.2 Essay (Unit 2) 15 marks

Q.3 Essay (Unit 3) 15 Marks

Q.4. Essay (Unit 4) 15 Marks

**Course Outcomes:**

**Students should be able to**

**CO1** Describe the rise to power of the Peshwas and assess their relations with the other contemporary political powers in India in the 18<sup>th</sup> century C.E.

**CO2** Review the significance of the Third Battle of Panipat and critique its effect on the Maratha Empire.

**CO3** Recognise the efforts made by Peshwa Madhavrao for the revival of the Maratha power in the Deccan and the North; and review the efforts of the Marathas to reclaim their former glory and influence.

**CO4** Assess the nuances of the Peshwa administration and compare it with the administration during the Royal period; and describe the sociocultural developments during the Peshwa Period.

**CO5** Disseminate knowledge about landmark events during the Peshwa period of the history of the Marathas, express lessons learnt while writing answers, apply the information gained in creating assignments and presentations, examine critically what they have learnt and evaluate the value of information acquired.



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**Recommended Resources:**

**Reference Books** Bakshi, S. R. & Sharma, Sri Kant, *The Great Marathas – 5, Marathas: The Administrative System*, Deep & Deep Publications Pvt. Ltd., New Delhi, 2000. **In English**

Ballhatchet, Kenneth, *Social Policy and Social Change in Western India, 1817 – 1830*, Oxford University Press, 1957.

Chitnis, K. N., *Glimpses of Maratha Socio- Economic History*, Atlantic Publishers & Distributors, New Delhi, 1994.

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Desai, Sudha V., *Social Life In Maharashtra Under The Peshwas*,



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*States – Sixteenth to Eighteenth Centuries*, Oxford University Press,  
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*Century India*, Oxford University Press, Delhi, 1994.

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*System of the Marathas*, Deccan  
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Bhave Vakru *Peshave Kalin Maharashtra*, Varad Prakashan – Pune. **Reference**

**Books**

**In** Bhave, Vasudev Krishna, *Peshwakalin Maharashtra*, ICHR, New Delhi, **Marathi:** 1976.

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Gaikwad, B.D., Sardesai B.N., Thorat D.B. & Hanmane VN, *Marathekalin Sanstha Va Vichar*, Phadke Booksellers, Kolhapur, 1987.

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Kulkarni, Madhukar, *Peshwaiteel Nyayadaan*, Mansanman Prakashan, Pune, 1998.

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Poona, 1950

\*\*\*\*\* E-Resources

**And** The Origin and Authentic Narrative of the Present Marratta War  
**Webliography** <https://archive.org/details/originauthenticn00londiala/page/n6/mode/2up>



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Syllabus for TYBA

Program: BA

Semester VI

**Course: History of Asia (1945 CE – 2000 CE)**

**Paper VIII PART B**

<b>Course Code</b>	<b>Course Title</b>	<b>Credit</b>
<b>AHST605</b>	<b>History of Asia (1945 CE – 2000 CE)</b>	<b>04</b>

Syllabus as per **Choice Based Credit System**

i) Name of the Program : T.Y.B.A. HISTORY



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ii) Course Code : **AHST605**

**Semester VI - (HISTORY OF ASIA)**

iii) Course Title : HISTORY OF ASIA (1945 CE-2000 CE)

iv) Semester wise Course Contents : Copy of the syllabus Enclosed

v) References and additional references : Enclosed in the Syllabus

vi) Credit structure :

No. of Credits per Semester : 03

vii) No. of lectures per Unit : 12

viii) No. of lectures per week : 04

**Scheme of Examination**

Semester End Exam:60 marks (4 Questions of 15 marks)

Internal Assessment 40 marks: Test 15 marks,

Project/ Assignment 15 marks

Class Participation: 10 marks

Eligibility, if any :

As laid down in the College Admission Prospectus / website

Fee Structure :

As per College Fee Structure specifications



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Programme: TYBA

Semester: VI

Course : History of Asia (1945 CE – 2000 CE)

Course Code : AHST605

Teaching Scheme (Hrs/Week)				Continuous Internal Assessment (CIA) 40 marks					End Semester Examination	Total
L	T	P	C	CIA-1	CIA-2	CIA-3	CIA-4	Lab	Written	
4	-	-	3	15	15	10		-	60	100
Max. Time, End Semester Exam (Theory) -2Hrs.										

- Prerequisites**
1. Background of the history of Asia; geographical spaces and pre-1945 events in Asia
  2. Basic knowledge of English

**Course Objectives:**



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1. To comprehend the forces that assisted in the birth of Communist China and the economic transformation thereafter; and to examine China's relations with the Super-Powers.
2. To trace the process of Japanese occupation and the eventual rise of Japan to become an economic power to contend with and to discuss Japan's foreign policy with USA and USSR.
3. To review the impact of the Cold War politics in Asia with reference to Vietnam, Afghanistan and the birth of the SEATO.
4. To discuss and describe the political scenario in West Asia; the Arab-Israeli conflict, the 1979 Iranian revolution and the two significant wars in West Asia.
5. To critique the rise and growth of authoritarian regimes, women leaders and some regional collaborations in Asia during the period of study.

UNITS	MODULES	LECTURES
<b>I: Transformation of China and Japan</b>	(a) China: The PRC; Economic Programs  (b) American Occupation of Japan; the Economic Miracle in Japan  (c) China, Japan and the Super Powers	12



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<b>II: Cold War and Asia</b>	(a) USA and Vietnam  (b) USSR and Afghanistan  (c) SEATO	11
<b>III: Revolution and Conflict in West Asia</b>	(a) Arab-Israel Conflict  (b) Iranian Revolution in 1979  (c) Iran-Iraq War and Gulf War I	11
<b>IV: Some Major Developments in Asia</b>	(a) Authoritarian regimes  (b) Women Leaders  (c) Regional collaborations	11
<b>Total No. of Lectures</b>		45





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**Beyond the Syllabus**

Paper presentations, book reviews, map work, tapping digital resources and digital archives, PPTs & discussions

**Semester VI: History of Asia: Paper VIII Part B: Internal Assessment**

Sr. No.	Description
1	<b>Unit 1</b> Test, Assignments and PPTs
2	<b>Unit 2</b> Assignments & PPTs
3	<b>Unit 3</b> Class Presentations & Assignments
4	<b>Unit 4</b> Students' Seminar

**Semester VI: History of Asia: Paper VIII Part B: (Paper Pattern)**

<b>Duration: 2 hours</b>	<b>Marks: 60</b>
Q.1 Essay (Unit 1)	15 marks
Q.2 Essay (Unit 2)	15 marks
Q.3 Essay (Unit 3)	15 Marks
Q.4. Essay (Unit 4)	15 Marks



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**Course Outcomes:**

**Students should be able to**

- CO1** Describe the birth of Communist China, explain the program of economic modernization and foreign policy with the West and argue the occupation of Japan after World War II, the consequent economic miracle in Japan after the end of occupation as well as foreign relations of Japan with the superpowers.
- CO2** Recall the impact of Cold War politics in Vietnam, Afghanistan and know the reasons for the creation of the SEATO.
- CO3** Recognise the impact of the creation of Israel, be familiar with the Iranian Revolution and be informed about the Iran-Iraq war and the Gulf War in West Asia.
- CO4** Identify the authoritarian regimes of Asia, critique the women leaders who made a mark in the continent and estimate the working and success of some regional collaborations in Asia.
- CO5** Disseminate knowledge about landmark events in Asia, express lessons learnt while writing answers, apply the information gained in creating assignments and presentations, examine critically what they have learnt and evaluate the value of information acquired.

**Recommended Resources:**



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**The Kelkar Education Trust's**  
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- Reference Books** Bell, P.M.H, The World since 1945, Arnold Publications, 2001.
- In English** Brower, Daniel R., The World Since 1945; A Brief History, Pearson Education, India, 2005.
- Calvocoressi, Peter, World Politics 1945-2000, 8th edition Pearson Education Ltd. Harlow, 2001.
- Clyde, P.M., and Beers, B.F., The Far East: A History of Western Impacts and Eastern Reponse, 1830-1975, Sixth Edition, Prentice-Hall, 1966.
- Fairbank J. K., Reischauer E. O. & Craig A. M., East Asia: Tradition & Transformation, Houghton Millin Co., 1978.
- Fisher S. N., The Middle East: A History, Rontiedgy & Kegan Paw, 1971.
- Jones, C.B. , The Cold War, Teach Yourself, 2004
- Keylor, William, The Twentieth Century World and Beyond: International History Since 1900, 5th edition, Oxford University Press, 2006.
- Ghosh, Peu, International Relations, 3<sup>rd</sup> Edition, PHI, 2013.
- Goetz, Philip, W. (ed.), Encyclopedia Britannica 15th Revised edition, Encyclopedia Britannica, 1987.
- Hsu, Immanuel C.Y., The Rise of Modern China, 5<sup>th</sup> Edition, OUP, 1995.
- Jones, C.B., The Cold War, Teach Yourself, 2004.
- Lowe, Norman, Mastering World History ,4th edition, Palgrave Master, 1997.
- Mason, Patrick L. (ed.) Encyclopaedia of Race and Racism, Volume 1 and 2, Macmillan, 2007.
- Rao, B.V., History of Modern Europe 1789-1992, (revised edition), Sterling Publishers Pvt. Ltd., 2002.



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Spellman, W.M. The World Since 1945, Palgrave MacMillan,  
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Tindall, George Brown and  
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Narrative History, brief Fifth Edition, W.W. Norton & Co., 2000.

Vinacke H. M., A History of the Far East in modern Times George  
Allen & Unwin Ltd., 1967.

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Dev Prabhakar R., Adunik Chinchā Itihas (1840-1950), Shri  
Vidya Prakashan, Nagpur.

Dev Prabhakar R., *Adunik*  
*China va Japan*, Sharada  
Prakarshan, 1976.

Devpujari M. B., *Aagneya*  
*Asiacha Itihas*, Mangesh Prakashan,  
Nagpur, 2010.



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1970), Gadre Prabhakar, *Japancha Itihas* (1879-  
Vidya  
Prakashan, Nagpur, 2000.

Kadam Y. N., *Samkalin Adunik Jag (1945-2000)*, Phadke  
Prakashan, Kolhapur.

Khare C. P., *Adunik Chinchha Chakva*, Dilipraj Prakashan, Pune,  
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Limaye, *The Chin*, Dnyanraj Prakarshan, Pune 1968.

Mali M. N., *Adunik Japancha Itihas*, Prashant Publication, **Reference** Jalgaon,  
2009.

**Books**

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Nikam Tanaji, *Aadhunik Chin va Japancha Itihas*, Daimand  
**Marathi:** Publication, Pune, 2006.

Rade K. R., *Chin va Japancha Itihas*, Prashant Publication,  
Pune, 2005.

Rajdarekar Suhas, *Adunik Japancha Itihas (1789-1962)*,

Ranade R. D., *Maocha China*, Naubat Prakarshan, Mumbai-  
1967.

Udgaonkar M. N., *Aagneya Asia*, Promod Prakarshan, Miraj.



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Vaidhy Suman, Dr. Kothekar Shanta, *Adunik Jag, Bhag-3,*  
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Yadav Gujar, *Chin va Japan: Rajkiya Itihas* , Vibhavari  
Prakarshan, Nagpur, 1993.

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Jini C. E., *Chin ka Itihas*, Wani Prakashan, Nai Delhi, 2005.

Jain Sanjiv, *Vishav Itihas, (18 vi yaiv 19 vi Sadi)*, Kailash Pustk Sadan, Bhopal, 2015.

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**Books**

Pant Shaila, *Adhunik Chin ka Uday*, Independent Publication Company, Delhi, 2005.

**In Hindi:**

Paruthi R. K., *Bhandari Deepa, Chin ka Itihas*, Arjun Publication House, Nai Delhi, 2009.

Sharma Ambika Prasad, *Asia ka Itihas*, Dhyanda Prakashan, Nai Delhi, 2001.

Tiwari Premshankar, *Japan ka Itihas*, Vishvabharti Publication, Nai Delhi, 2012.

Syllabus prepared by:

Professor (Dr.) Preeta Nilesh, Principal & Chairperson, BOS, Vaze College. (Autonomous)

Dr. Satwant Balse, Associate Professor, Head, Dept. of History & Member, BOS, Vaze College. (Autonomous)

Ms. Harshana Nikam, Assistant Professor, Dept. of History & Member, BOS Vaze College. (Autonomous)

Ms. Jaiee Bhat, Assistant Professor, Dept. of History & Member, BOS, Vaze College. (Autonomous)



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Syllabus for TYBA

(June 2020 Onwards)

Program: BA

Semester VI

**Course: Research Methodology in Social Sciences: Writing  
History; Historiography, Trends & Approaches**

**Paper IX Part B**

<b>Course Code</b>	<b>Course Title</b>	<b>Credit</b>
<b>AHST606</b>	<b>Research Methodology in Social Sciences: Writing History; Historiography, Trends &amp; Approaches</b>	<b>3.5</b>

Syllabus as per **Choice Based Credit System**



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- i) Name of the Program : T.Y.B.A. HISTORY
- ii) Course Code : **AHST606**  
**Semester VI – RESEARCH**  
**METHODOLOGY**  
**Research Methodology in Social**  
**Sciences: Writing History;**
- iii) Course Title : **Historiography, Trends & Approaches**
- iv) Semester wise Course Contents : Copy of the syllabus Enclosed
- v) References and additional references : Enclosed in the Syllabus
- vi) Credit structure :  
No. of Credits per Semester : 3.5 vii)
- No. of lectures per Unit : 12 viii) No. of lectures  
per week : 04
- ix) Scheme of Examination
- Semester End Exam:60 marks (4  
Questions of 15 marks)
- Internal Assessment 40 marks: Test  
15 marks,  
Project/ Assignment 15 marks  
Class Participation: 10 marks
- x) Eligibility, if any : Admission Prospectus / website  
As laid down in the College
- xi) Fee Structure : specifications  
As per College Fee Structure

**Programme: TYBA**

**Semester: VI**



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**Course : Research Methodology in Social Sciences:      Course Code : AHST606**  
**Writing History; Historiography, Trends & Approaches**

Teaching Scheme (Hrs/Week)				Continuous Internal Assessment (CIA) 40 marks					End Semester Examination	Total
L	T	P	C	CIA-1	CIA-2	CIA-3	CIA-4	Lab	Written	
4	-	-	3	15	15	10		-	60	100
Max. Time, End Semester Exam (Theory) -2Hrs.										

**Prerequisites 1. Basic interest in research.**

**2. Basic knowledge of English**

**Course Objectives:**



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1. To describe the critical processes in the writing of History and the importance of auxiliary sciences in history writing as well as the significance of ethics in historical research..
2. To identify the different schools of history writing with special reference to social and economic history and the history of the subalterns
3. To define the concept of Historiography and list the approaches to history writing, to describe the three schools of Indian historiography and identify the importance of writing regional and local history.
4. To explore recent and emerging trends in the writing of history including culinary writing, art history, memory studies and public history.

UNITS	MODULES	LECTURES
I: History, Auxiliary Sciences & Ethics	(a) History and Auxilliary Sciences (b) Critical Processes in Historical Research (c) Ethics in Historical Research	11





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<b>II:</b> Historical Schools	<ul style="list-style-type: none"> <li>a) Social History: The Annales School</li> <li>b) Economic History: The Marxist School</li> <li>c) Subaltern Studies</li> </ul>	11
<b>III:</b> Historiography and Approaches to writing Indian History	<ul style="list-style-type: none"> <li>a) Historiography and approaches to Historiography</li> <li>b) Indian History Writing: Imperialist, Nationalist and Marxist Schools</li> <li>c) Regional and Local History</li> </ul>	11
<b>IV:</b> Recent and Emerging Trends in History Writing	<ul style="list-style-type: none"> <li>a) Culinary Writing</li> <li>b) Art History</li> <li>c) Memory and Public History</li> </ul>	12
<b>Total No. of Lectures</b>		45

Beyond the Syllabus



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Semester VI: Research Methodology: Paper IX Part B: Internal Assessment	
Sr. No.	Description
1	<b>Unit 1</b> Test
2	<b>Unit 2</b> Assignments
3	<b>Unit 3</b> Project Work
4	<b>Unit 4</b> Assignments
Paper presentations, Students' Seminars, Book Reviews, PPTs & Discussions	

**Semester VI: Research Methodology: Paper IX Part B: (Paper Pattern)**

<b>Duration: 2 hours</b>	<b>Marks: 60</b>
Q.1 Essay (Unit 1)	15 marks
Q.2 Essay (Unit 2)	15 marks
Q.3 Essay (Unit 3)	15 Marks
Q.4. Essay (Unit 4)	15 Marks
OR	
Short notes on any three out of of five options.	

**Course Outcomes:**



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**Students should be able to**

- CO1** Define History, understand why the study of history is important and describe the scope and nature of history.
- CO2** Appraise the importance of Auxiliary Science in the study of history and assess the value of ethics in historical research.
- CO3** Recall the historiography of Indian history writing and name historians associated with the varied schools of thought.
- CO4** Catalogue the trends and approaches in the writing of history and appreciate the significance of the theoretical and methodological range history writing has
- CO5** Recognise the value and importance of the study of history as a good teacher, and have the ability to put the acquired information across in the form of answers and also apply the knowledge acquired in the writing of assignments and presentations and for larger projects and research work in the future.

**Recommended Resources:**

**Reference** Acton, H. B. "*Comte's Positivism and the Science of Society in Books Philosophy*", (Vol. 26, October, 1951).

**In English** Agarwal, R. S., *Important Guidelines on Research Methodology*, Delhi,



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*Empirical Knowledge* Macmillan Co.,  
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Elton G. R., *Return to Essentials:*  
*Some Reflections on the Present*  
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Mark Israel and Iain Hay, *Research for Social Scientist*, Sage Publications Ltd. 2006.

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Presnell , Jenny L., *The Information-Literate Historian, A Guide to Research for History Students*, Oxford University Press, New York, 2007.

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**Additional**

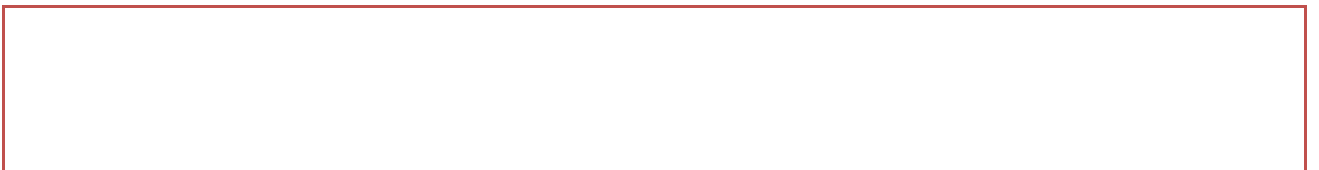


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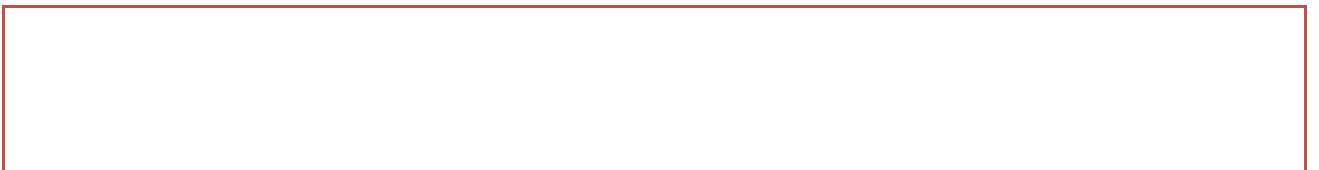


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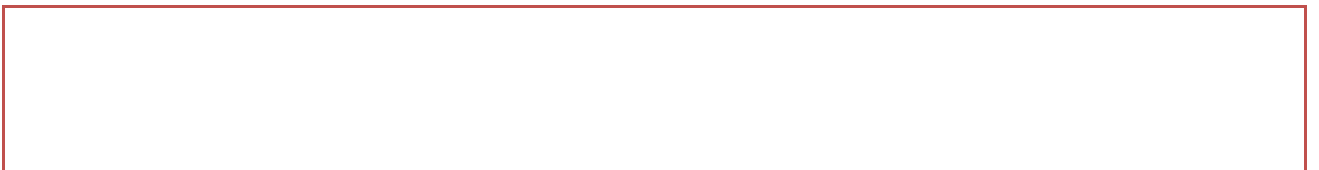
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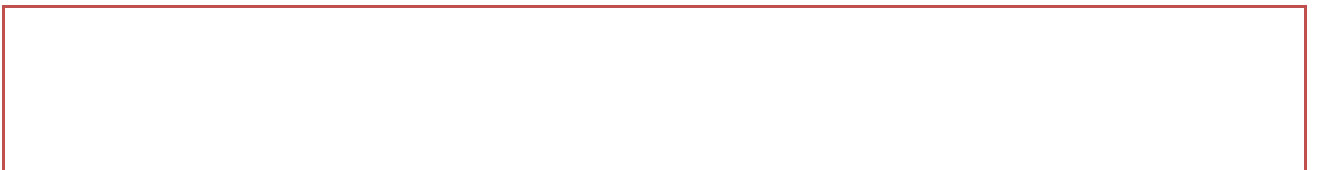


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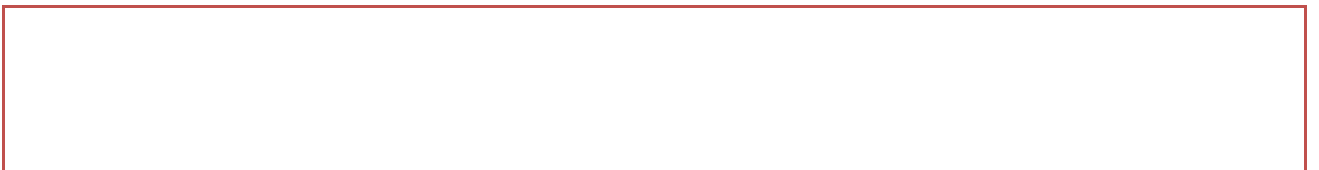
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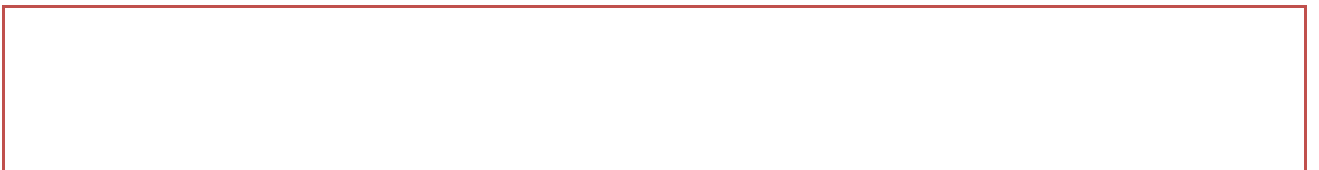


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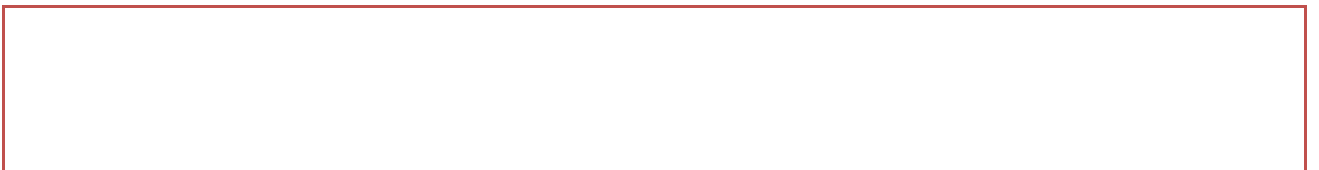


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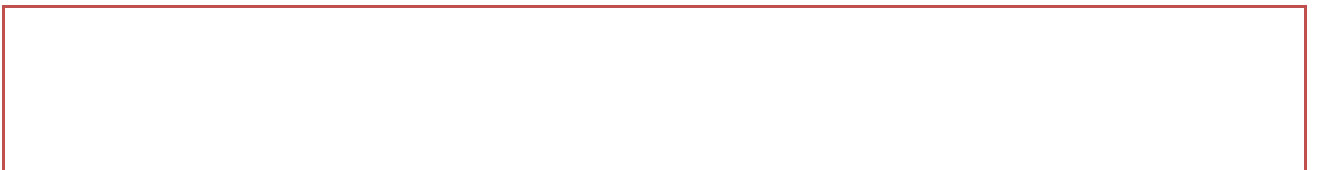


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