

**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  
(June 2020 Onwards)

Program: BA

Semester V

**Course: History of Medieval India (1000 CE-1707CE):  
Some Political Aspects  
Paper IV Part A**

<b>Course Code</b>	<b>Course Title</b>	<b>Credits</b>
<b>AHST501</b>	<b>History of Medieval India (1000 CE-1707CE): Some Political Aspects</b>	<b>04</b>



**The Kelkar Education Trust's**  
**V G Vaze College of Arts, Science and Commerce**  
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Syllabus as per **Choice Based Credit System**

i) Name of the Programme	:	T.Y.B.A. HISTORY
ii) Course Code	:	<b>AHST501</b> <b>Semester V - (HISTORY OF MEDIEVAL INDIA)</b> HISTORY OF MEDIEVAL INDIA (1000 CE- 1707 CE): SOME
iii) Course Title	:	POLITICAL ASPECTS
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
xi) Fee Structure	:	As per College Fee Structure specifications

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

**Semester: V**  
**Course Code : AHST501**



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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	-	-	4	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 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 in the early medieval period.
2. To analyse the conditions that facilitated the establishment, expansion and consolidation of the Mughal Empire in India.
3. To review the rise of the Vijayanagara Kingdom, the Bahamani Kingdom and the Maratha Empire to trace the advent of Europeans and their increasing influence in the Deccan during the medieval times.
4. To trace the advent of the Europeans and their increasing influence in the Deccan during the medieval times.
5. To discuss the administrative policies implemented during the Medieval period of Indian history.



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UNITS	MODULES	LECTURES
<b>I: The Delhi Sultanate: Foundation, Consolidation and Expansion</b>	a) Sources of Medieval Indian History b) Political conditions of India at the turn of 11th century C.E.; Slave dynasty c) Khiljis and Tughlaqs	11
<b>II: The Mughal Empire: Foundation, Consolidation and Expansion</b>	a) Babur, Humayun, Sher Shah b) Expansion and Consolidation: Akbar c) Jehangir, Shah Jahan, Aurangzeb	11
<b>III: Deccan and South India</b>	a) Rise of Marathas: Shivaji and Sambhaji b) Bahamani Sultanate and Vijaynagar Kingdom c) Coming of the Europeans	12
<b>IV: Administrative System</b>	a) Delhi Sultanate: Central Administration & Iqta System; Military Reforms; Judicial System b) Mughal Administration: Central & Provincial Administration; Judicial System c) Bahamani Kingdom; Vijaynagar Kingdom; Marathas	11
<b>Total No. of Lectures</b>		45

**Beyond the Syllabus**

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



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Semester V: Medieval India: Paper IV Part A: Internal Assessment	
Sr. No.	Description
1	<b>Unit 1</b> Students' Seminar, Map Work
2	<b>Unit 2</b> Assignments and PPTs, Map Work
3	<b>Unit 3</b> Discussions and PPTs, Test
4	<b>Unit 4</b> Students' Seminar

Semester V: Medieval India: Paper IV 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**

<b>CO1</b>	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 Delhi Sultans.
<b>CO2</b>	Review the political conditions in India on the eve of Babur's invasion, recognise the significance of the First Battle of Panipat, trace the expansion and consolidation of the Mughal Empire under Akbar; recount the career and achievements of the Mughals Emperors.
<b>CO3</b>	Explain the political developments in Deccan and South India, trace the rise of Shivaji and the consolidation of the Maratha Swarajya, narrate the salient developments in the Vijayanagara and Bahamani Kingdoms and describe the relations between them.
<b>CO4</b>	Assess the administrative policies introduced during the different phases of the medieval history of India with reference to the central, provincial, judicial, military and revenue administration.
<b>CO5</b>	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.



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**(Autonomous)**

**Recommended Resources:**

**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.

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Bombay Asra Publication House, 1957.

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

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Pande, Susmita, *Birth of Bhakti in Indian Religion and Art*, Books & Books, New Delhi, 1982.

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Ranade A. K., *Socio-Economic Life of Maharashtra between 1100-1600 A.D.*, Serials Publication, New Delhi, 2009.

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Rizvi S.A.A., *A History of Sufism in India*, Vol. I., MunshiramManoharlar, 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-*



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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*, 2nd ed., Longman, Green & Co, London, 1920.

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

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

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 A.D. 1707 A. D.)*, Chugh Publishers, Allahabad, 1975.

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.

SreenivasaMurty 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 Agarwal & Co. Ltd., Agra, 1974.

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**Reference  
Books  
In  
Marathi:**

Chaubal J.S., *AseHote Mughal*, Maharashtra Rajya SahityaSanskriti Mandal Mumbai, 1992. Karmarkar, Oturkar, ed., Vijayanagar Smarak Granth, Bharat ItihasSansodhan Mandal, Pune, 1936.

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

Mate M. S., *Madhyayugin Maharashtra-SamajikAaniSanskritikJivan(1300-1650)*, Maharashtra Rajya Sahitya AaniSanskriti Mandal, Mumbai, 2002.

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

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

Sarkar Jadunath, *Mughal SamrajyachaRhas*,Bhag3,Maharashtra Rajya Sanskritik Mandal, Mumbai, 1982.

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- **Vice-Chancellor's Nominee**

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Syllabus for TYBA

(June 2020 Onwards)

Program: BA

Semester V

**Course: History of Independent India (1947 CE - 1984 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 - 1984 CE)</b>	<b>04</b>



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Syllabus as per **Choice Based Credit System**

i) Name of the Programme	:	T.Y.B.A. HISTORY
ii) Course Code	:	<b>AHST502</b> <b>Semester V - (HISTORY OF INDEPENDENT INDIA)</b>
iii) Course Title	:	HISTORY OF INDEPENDENT INDIA (1947 CE- 1984 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
xi) Fee Structure	:	As per College Fee Structure specifications



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Programme: TYBA

Semester: V

Course :History of Independent India (1947 CE - 1984 CE) Course Code :AHST502

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	-	-	4	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

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.
2. 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.
3. To describe the political developments post-Nehru, to estimate the imposition of internal Emergency, study the rise of various political parties, grasp the politics of coalition.
4. To discuss the social and economic systems and policies in independent India and identify the various tasks and achievements of the period including the rise of separatism and the trials and tribulations of communalism.
5. To critique the foreign policy of independent India and classify India's policy with her neighbours as also with the super powers during the Cold War period.



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UNITS	MODULES	LECTURES
<b>I: The Nehru Era: 1947-1964</b>	(a) The process of Constitution making and Features of the Indian Constitution. (b) Integration and Reorganization of Indian States. (c) Social and Economic Reforms.	11
<b>II: India after Nehru: 1964-1977</b>	(a) Political Developments Lal Bahadur Shastri and Indira Gandhi (b) Social and Economic Reforms: Abolition of Privy Purses and Titles; Nationalization of Banks (c) Emergency: Causes and Consequences	11
<b>III: Socio-Economic and Political Developments 1977-1984</b>	(a) The Janata Government: Achievements and Failures (b) The Return of the Congress, Separatist Movements & the assassination of Mrs. Gandhi (c) Communalism, Policy of Reservation, Empowerment of Women	12
<b>IV: Foreign Policy of Independent India</b>	(a) Principles of India's Foreign Policy and the Non- Aligned Movement (b) India and her Neighbours (c) Indo-Soviet & Indo-US Relations	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: 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
4	<b>Unit 4</b> Map Work, Students' Seminar

**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



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**Course Outcomes:**

**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, 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.





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**Recommended Resources:**

**Reference  
Books**

Amedkar B. R., *Federation Versus Freedom*, Thakkar and Co, Mumbai, 1939. Appadorai Raja, *India's Foreign Policy 5 Relations*,

**In English:**

Bandyopadhyay , J, *The Making of the India's Foreign Policy*, Allied Publishers, New Delhi, 1970.

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

Bannerjee A. C. *The New History of Modern India*, Bagchi & Co. Delhi, 1983.

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.

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**The Kelkar Education Trust's**  
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Chandra Bipin *Rise and Growth of Economic Nationalism in India*, Delhi, 1966.

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Divekar R. R. (ed.) *Social Reform Movement in India*, Bombay, 1991.

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Francine Frankel, R; *India's Political Economy, 1947-1977. The Gradual Revolution*, Oxford University Press, New Delhi, 1978.

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Nanda B.R. *Making of a Nation: India's Road to Independence*, Delhi, 1998.

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**Reference**



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**Books**

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Dr. Babasaheb Ambedkar Acadamy, Satara, 2006.

**In**

**Marathi:**

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Rajhansa Publication, Pune.

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RajhansaPrakashan, Jain Ashok, *Indira–Antim Parva*,  
RajhansaPrakashan, Pune.

Kamat A. R., *SwatantrottarBhartatilSamajik Badal*,  
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Pawar Prakash, *SamkalinRajkiyaChalvali*, Daimand  
Publication Pune, 2011.

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



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Vaidya Suman, Kothekar Shanta, *SvatantraBhartachaltishas*, Shri  
Sainath Prakashan, Nagpur, 1998.

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**Reference  
Books**

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

**In**

**Hindi:**

GongwarMamta, *ItihasKeAainemeMahilaSashaaktikarn*,  
SarswatiPrakashan, Kanpur, 2009.

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Syllabus for TYBA  
(June 2020 Onwards)

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>





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**Syllabus as per Choice Based Credit System**

i) Name of the Programme	:	T.Y.B.A. HISTORY
ii) Course Code	:	<b>AHST503</b> <b>Semester V -ARCHAEOLOGY AND HERITAGE TOURISM</b>
iii) Course Title	:	INTRODUCTION TO ARCHAEOLOGY AND HERITAGE TOURISM
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	:	03
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

Course : Introduction to Archaeology

Semester: V

Course Code : AHST503

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	
3	-	-	3.5	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, it's 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>	a) Definition, Aims and Development of Archaeology in India, Archaeology and Other disciplines b) Field Archaeology: Methods of Exploration, Excavation and Dating Antiquities c) Archaeological Sites of India: Pre-Historic, 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 Tourism; Types of Heritage b) New Trends in Heritage Tourism c) Heritage Management	11
<b>Total No. of Lectures</b>		45

**Beyond the Syllabus**

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



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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

Course Outcomes:	
<b>Students should be able to:</b>	
<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.
<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.



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**Recommended Resources:**

**Reference  
Books  
In English:**

Acharya, Ram, *Tourism and Culture Heritage of India*, R.B.S.A. Publishers, Jaipur, 2007.

Allchin, F.R. and Norman K.R., *Guide to the Ashokan Inscriptions*, South Asian Studies, Vol-I, 1985.

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Chakraborti Haripada, *Early Brahmi Records in India*, Sanskrit PustakBhandar, Calcutta, 1974.

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Cunningham Alexander, *Inscriptions of Ashoka*, Corpus



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InscriptinumIndicarum, Vol-I, 1877.

Dani, A. H, *Indian Paleography*, MunshiramManoharlal, New Delhi, 1986.

Datta, Mala, *A Study of the Satavahana Coinage*, Harman Publishing House, Delhi, 1990.

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

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

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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.



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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.

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Konow, Sten, *Kharoshthi Inscriptions*, Corpus Inscriptum Indicarum, vol-II-I, (Reprint) 1991.

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Lüders, Heinrich, *A List of Brahmi Inscriptions from the Earliest Times to About A.D. 400*, with the exception of those of Asoka, Appendix to Epigraphia Indica, Vol. X.

Majumdar Basu Sushmita, *Barabar-Nagarjuni Hills*, Kashi Prasad Jayaswal Research Institute, Patna, 2017.

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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Nagaraju S., *Buddhist Architecture of Western India*, Agam Kala Prakashan, Delhi, 1981.

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Piggot Stuart, *Approach to Archaeology*, Adams and Charles Black,



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London, 1959.

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

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Books  
In Marathi:**

Deo S B, *Maharashtrachaltihis, Pragaetitihisik Maharashtra*, Khanda-I, Maharashtra Rajya Sahitya ani Samaskruti Mandal, Mumbai, 2002.

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

Dhavalikar M K,  
*AryanchyaShodhat*, RajahansaPrakashan, Pune, 2008.

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*BharatachiKulakatha*, RajahansaPrakashan, Pune, 2017.

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*Samskruti*, RajahansaPrakashan, Pune, 2006.

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Gokhale Shobhana, *BharatiyaLekhavidya* (translation of Indian Epigraphy by D C Sircar), Continental Publication, Pune, 2010.

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Kolte V B, *MaharashtratilKahiTamrapatvaShilalekh*, Maharashtra Rajya Sahitya ani Samaskruti Mandal, Mumbai, 1987.

Mirashi V V, *Satavahan Ani PashchimiKshatrapYanchaltihis*, Maharashtra Rajya Sahitya ani Samaskruti Mandal, Mumbai, 1979.

Ojha Gaurishankar, *PrachinBharatiyaLipimala*, MunshiramManoharlal,



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Delhi, 1971.

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Rairikar Kalpana and BhaleraoManjiri,  
*MaharashtrachyaltihasacheSakshidar*, Diamond publication, Pune, 2009.

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

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

Tulpule S G, *Prachin Marathi KorivLekh*, 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 Humankinds Past and Preserving the Cultural Heritage - <https://www.coursera.org/learn/preserving-cultural-heritage>

**Syllabus prepared by:**

Professor (Dr.) Preeta Nilesh, Head, Dept. of History & Chairperson, BOS, Vaze College. (Autonomous)

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• **Vice-Chancellor's Nominee**

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Syllabus for TYBA  
(June 2020 Onwards)

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>



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**Syllabus as per Choice Based Credit System**

i) Name of the Programme	:	T.Y.B.A. HISTORY
ii) Course Code	:	<b>AHST504</b> <b>Semester V - (HISTORY OF THE MARATHAS: ROYAL PERIOD)</b>
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
xi) Fee Structure	:	As per College Fee Structure specifications



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**Programme: TYBA**

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

**Semester: V**

**Course Code : AHST504**

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	-	-	4	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 medievaltime 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 – Geo-Political and Economic conditions c) Socio-Cultural conditions; Factors responsible for the establishment of the Swarajya.	12
<b>II: Establishment of Swarajya</b>	a) Shivaji's relations with Bijapur 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) Civil Administration and Revenue Administration b) Judicial and Military Administration c) Socio-cultural life	11
<b>Total No. of Lectures</b>		45

**Beyond the Syllabus**

Paper presentations, Book Reviews, Assignments, PPTs & Discussions



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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:**

- |            |  |
|------------|--|
| <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.  |
| <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. |





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**Recommended Resources:**

**Reference  
Books  
In English:**

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

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

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- Nadkarni, R.V., *The Rise and Fall of the Maratha Empire*, Popular Prakashan, Poona, 1966.
- Pagadi, SetuMadhavrao, *Chhatrapati Shivaji*, Continental Prakashan, Pune, 1974.
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- Sardesai, G.S., *The Main Currents of Maratha History*, Phoenix Publications, Bombay, 1959.
- Sardesai, G.S., *The New History of the Marathas, Vol I: Shivaji and his Times*, Phoenix Publications, Bombay, 1971.
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Syllabus for TYBA

(June 2020 Onwards)

Program: BA

Semester V

**Course: History of the Contemporary World (1945 CE – 2000 CE)**

<b>Course Code</b>	<b>Course Title</b>	<b>Credits</b>
<b>AHST505</b>	<b>History of the Contemporary World (1945 CE – 2000 CE)</b>	<b>04</b>



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Syllabus as per **Choice Based Credit System**

i) Name of the Programme	:	T.Y.B.A. HISTORY
ii) Course Code	:	<b>AHST505</b> <b>Semester V - (HISTORY OF THE CONTEMPORARY WORLD)</b>
iii) Course Title	:	HISTORY OF THE CONTEMPORARY WORLD (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	:	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
xi) Fee Structure	:	As per College Fee Structure specifications



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**Programme: TYBA**

**Course :History Of The Contemporary World (1945 CE-2000 CE)**

**Semester: V**

**Course Code :AHST505**

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	-	-	4	15	15	10		-	60	100
<b>Max. Time, End Semester Exam (Theory) -2Hrs.</b>										

**Prerequisites** 1. Background of continents and geographical spaces and basics of world history

2. Basic knowledge of English

**Course Objectives**

1. To be familiar with Cold War politics and comprehend the factors that led to the division of the world into two power blocs and the manifestations of the same.
2. To understand the dynamics of the revival of Western Europe and the emergence of the EU.
3. To trace the disintegration of the USSR and its impact on Eastern Europe and to locate the USA as a unipolar power.
4. To identify and study worldwide movements and struggles for the attainment of equal rights.
5. To discuss major trends and issues of the contemporary world including sustainability, women movement and the LGBTQ movement.



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UNITS	MODULES	LECTURES
<b>I: Cold War (1945-1985)</b>	a) Cold War and Bi-polarity b) U.S.A and Containment; Soviet Union and Satellization; Cold War Conflicts c) Revival of Western Europe; Emergence of the EU	12
<b>II: Emergence of a Unipolar World (1985-2000)</b>	a) Disintegration of the U.S.S.R b) Post-cold war Eastern Europe: Germany & Yugoslavia & Czechoslovakia c) U.S.A as the dominant world power	11
<b>III: Movements/Struggles for Equal Rights (post 1945)</b>	a) Anti-Apartheid Movement in South Africa b) Civil Rights Movement in U.S.A c) Dalit Movement in India	11
<b>IV: Major Trends</b>	a) Sustainable Development b) Women's Movement c) LGBTQ Movement	11
<b>Total No. of Lectures</b>		45





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**Beyond the Syllabus**

Paper presentations, Book Reviews, Assignments, PPTs & Discussions

**Internal Assessment**

Sr. No.	Description
1	<b>Module 1</b> Assignments & Presentations
2	<b>Module 2</b> Assignments & Presentations
3	<b>Module 3</b> Projects & Locating digital archives and e-resources
4	<b>Module 4</b> Students' Seminar & Locating digital archives and e-resources

**Course Outcomes**

**Students should be able to:**

- CO1** Describe bipolarity and cold war politics post the Second World War, understand Satellization and Containment and explain the revival of western Europe and the emergence of the EU.
- CO2** Critique the disintegration of the USSR, grasp the impact of the same on Eastern Europe and recognise the emergence of the US as a dominant world power.
- CO3** Comprehend and appreciate the major struggles in the world for equal rights.
- CO4** Assess the major trends in the world towards sustainable development, appraise the movement for the empowerment of women and construct the



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strides made by the LGBTQ movement.

- CO5** Acknowledge the importance of studying the history of the contemporary world, 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:**

**Reference Books** Bell, P.M.H, *The World since 1945*, Arnold Publications, London, 2001.

**In English:**

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Gaikwad, R.D., KadamYN, Thorat D D, *AadhunikJagachaltihis (1920 te 1975)*, Shri Mangesh Prakashan, Nagpur, 1997.

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Shri Sainath Prakashan, Nagpur, 2014.

**Hindi:**

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Chauhan, Ghanshyam, *America ka Itihas*,  
VishwabharatiPrakashan, New Delhi, 2012.

Jain, Sanjeev, *BisweenSadi Ka Vishwa*, Kailash PustakSadan,  
Bhopal.

Khatri, Harish Kumar, *AantarrashtriyaRajneeti Evam  
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*VishvakiRajneetiaurantarrashtriyaSambandh*,  
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Syllabus for TYBA  
(June 2020 Onwards)

Program: BA

Semester V

**Course: Research Methodology: Sources and Steps in Historical Research  
Paper IX Part A**

<b>Course Code</b>	<b>Course Title</b>	<b>Credit</b>
<b>AHST506</b>	<b>Research Methodology: Sources and Steps in Historical Research</b>	<b>3.5</b>



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Syllabus as per **Choice Based Credit System**

i) Name of the Programme	:	T.Y.B.A. HISTORY
ii) Course Code	:	<b>AHST506</b> <b>Semester V - (RESEARCH</b> <b>METHODOLOGY)</b>
iii) Course Title	:	<b>Research Methodology: Sources</b> <b>and Steps in Historical Research</b>
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	:	03
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: V

Course :Research Methodology: Sources and Steps in  
 Historical Research

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	
3	-	-	3.5	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:**

1. To comprehend the meaning and of sources for history writing and understand how the varied source materials are classified.
2. To know the different methods of data collection in social science research, to know interview types, grasp techniques of observation and also identifying the tools for the collection of data.
3. To describe the critical processes of authenticity and credibility, to define data processing, illustrate how data is interpreted and explain the styles of referencing data.
4. To discuss the different types of research reports that students of history may make use of.
5. To enumerate the steps involved in historical research and categorise how historical research needs to be presented.



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UNITS	MODULES	LECTURES
<b>I:</b> Sources for History Writing	(a) Sources: Definition and Classification; Primary & Secondary; Paper and People (b) Archaeological and Archival Sources (c) Travelogues & Diaries and Internet Sources	11
<b>II:</b> Methods and Tools of Data Collection: People Sources	(a) Survey & Case Study Methods (b) Interview and Observation (c) Questionnaire, Interview Schedule, Interview Guide and Observationnaire	12
<b>III:</b> Critical Processes in Historical Research	(a) Authenticity and Credibility of Sources (b) Interpretation and Analysis (c) Referencing Styles: Footnoting & Bibliography	11
<b>IV:</b> Report Writing and Presentation of Historical Research	(a) Types of Research Reports (b) Literature Review (c) Presentation of Historical Research	11
<b>Total No. of Lectures</b>		45

**Beyond the Syllabus**

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



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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)

<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** 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.



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**Recommended Resources:**

**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.

Ali Sheikh, *History: Its Theory and Method*, Macmillan India Ltd., Madras 1978.

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Gaikwad R. D., *Itihas Lekhan Shashtra*, Phadke Prakashan, Kolhapur.

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**E-Sources**

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

**MOOCS**

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Syllabus for TYBA

(June 2020 Onwards)

Program: BA

Semester VI

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

<b>Course Code</b>	<b>Course Title</b>	<b>Credits</b>
<b>AHST601</b>	<b>HISTORY OF MEDIEVAL INDIA (1000 C.E.-1707C.E.):ASPECTS OF SOCIAL, CULTURAL AND ECONOMIC LIFE</b>	<b>04</b>



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Syllabus as per **Choice Based Credit System**

i) Name of the Programme	:	T.Y.B.A. HISTORY
ii) Course Code	:	<b>AHST601</b> <b>Semester VI - (HISTORY OF</b> <b>MEDIEVAL INDIA)</b> <b>HISTORY OF MEDIEVAL INDIA</b> <b>(1000 C.E.-1707C.E.):ASPECTS OF</b> <b>SOCIAL,CULTURAL AND</b> <b>ECONOMIC LIFE</b>
iii) Course Title	:	<b>ECONOMIC LIFE</b>
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
xi) Fee Structure	:	As per College Fee Structure specifications



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Programme: TYBA

Semester: VI

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

Course Code : AHST601

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	-	-	4	15	15	10		-	60	100
Max. Time, End Semester Exam (Theory) -2Hrs.										

**Prerequisites**

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

**Course Objectives:**

1. To study the impact of political changes in India on social life during the medieval period.
2. To discuss the growth of literature, religious ideas and education in medieval India.
3. To study the cultural patterns that evolved during the medieval period in India.
4. To evaluate the changes in economic conditions throughout the different phases of the medieval Indian history.
5. To discuss the most notable features of the socioeconomic and cultural developments of the medieval period.

UNITS	MODULES	LECTURES
<b>I: Social Life</b>	a) Indian society at the turn of 11 <sup>th</sup> century C.E. b) Impact of Delhi Sultanate and Mughal Rule c) Deccan and South India	11
<b>II: Religion, Education and Literature</b>	a) Religion: Early Medieval	12



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	b) Religion: Later Medieval c) Education and Literature	
<b>III: Cultural Legacy</b>	a) Architecture: North India b) Architecture: Deccan and South India c) Fine Arts and Performing Arts	11
<b>IV: Economic Life</b>	a) Revenue System b) Agriculture and Industry c) Trade: Internal and Foreign	11
<b>Total No. of Lectures</b>		45

**Beyond the Syllabus**

Paper presentations, Book Reviews, Assignments, PPTs & Discussions

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

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



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**Semester VI: Medieval India: Paper IV 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** Describe the socioeconomic conditions prevalent in India at the turn of the 11<sup>th</sup> century C.E., assess the impact of Delhi Sultanate and the Mughal Empire on society and recount the social conditions in Deccan and South India during the period of study.
- CO2** Acknowledge the evolving nature of the religious life of people in India throughout the medieval period; assess the developments in the field of education and literature in the different phases of medieval Indian history.
- CO3** Assess the salient features of the cultural legacies of the medieval period including art and architecture, fine arts and performing arts.
- CO4** Recall the 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.
- CO5** Narrate the significance of social and economic history of the medieval period and its interconnection with the political history of medieval India, 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:**

- Reference Books In English:**
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- Aziz Abdul, *The Mansabdari System and the Mughal Army*, Lahore, 1945.
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	<i>Economic life under Vijaynagar Empire</i> <a href="https://archive.org/details/economiclifeinthevijayanagarempiremahalingamt.v.universityofmadras_191_O/mode/2up">https://archive.org/details/economiclifeinthevijayanagarempiremahalingamt.v.universityofmadras_191_O/mode/2up</a>
	<i>Education in Muslim India</i> <a href="https://archive.org/details/EducationInMuslimIndia/page/n3/mode/2up">https://archive.org/details/EducationInMuslimIndia/page/n3/mode/2up</a>
	<i>History of Technology in India, Vol 2</i> <a href="https://archive.org/details/MedicalTechniquesAndPracticesInMughalIndia/mode/2up">https://archive.org/details/MedicalTechniquesAndPracticesInMughalIndia/mode/2up</a>
<b>MOOCS</b>	<i>Theism in Medieval India</i> <a href="https://archive.org/details/TheismInMedievalIndia/page/n7/mode/2up">https://archive.org/details/TheismInMedievalIndia/page/n7/mode/2up</a>
	<i>Complete Mughal Painting in India</i> <a href="https://www.udemy.com/course/complete-mughal-painting-in-india/">https://www.udemy.com/course/complete-mughal-painting-in-india/</a>

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Syllabus for TYBA

(June 2020 Onwards)

Program: BA

Semester VI

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

**Paper V Part B**

<b>Course Code</b>	<b>Course Title</b>	<b>Credit</b>
<b>AHST602</b>	<b>History of Modern Maharashtra (1818 CE - 1960 CE)</b>	<b>04</b>



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**Syllabus as per Choice Based Credit System**

i) Name of the Programme	:	T.Y.B.A. HISTORY
ii) Course Code	:	<b>AHST602</b> <b>Semester V - (HISTORY OF MODERN MAHARASHTRA)</b> HISTORY OF MODERN
iii) Course Title	:	MAHARASHTRA (1818 CE-1960 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
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 CE) Course Code :AHST602

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	-	-	4	15	15	10		-	60	100
Max. Time, End Semester Exam (Theory) -2Hrs.										

- Prerequisites**
1. Background of the history of Maharashtra and interest in regional history.
  2. Basic knowledge of English

**Course Objectives:**

1. To be aware of the socio-economic and political conditions of Maharashtra in the 19thc and comprehend the factors that led to the creation of the state of Maharashtra with Mumbai as its capital.
2. To understand the contribution of socio-economic thinkers in the awakening of Maharashtra.
3. To trace the growth of the economy of the state; trade, mills, banking and the stock market.
4. To locate, identify and study the evolution of theatre and cinema in the state.
5. To discuss the progress of art and architecture in Maharashtra.



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UNITS	MODULES	LECTURES
<b>I: Formation of Maharashtra</b>	a) Socio-economic and political conditions of Maharashtra in the 19 <sup>th</sup> Century b) Contribution of Maharashtra to the freedom struggle c) Samyukta Maharashtra Movement	11
<b>II: Socio-Economic Awakening</b>	a) Mahatma Phule, the SatyashodhakSamaj and Universal Humanism b) The PrarthanaSamaj c) Economic Nationalism in Maharashtra	12
<b>III: Economic Growth &amp; Transformation</b>	a) Cotton and Opium Trade b) Growth of Textile Mills c) Banking & Stock Market	11
<b>IV: Cultural Evolution</b>	a) Theatre b) Cinema c) Art & 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: 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)**

**Duration: 2 hours**

Q.1 Essay (Unit 1)

Q.2 Essay (Unit 2)

Q.3 Essay (Unit 3)

Q.4. Essay (Unit 4)

**Marks: 60**

15 marks

15 marks

15 Marks

15 Marks

**Course Outcomes:**

**Students should be able to**



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- CO1** Describe the socio-economic and political conditions of Maharashtra in the 19thc, identify the contribution of Maharashtra to India's freedom struggle and explain the phases of the Samyukta Maharashtra Movement.
- CO2** Critique the contribution of various socio-political associations and individuals for their role in the awakening of Maharashtra as well as the growth of economic nationalism in the state.
- CO3** Grasp the transition of Maharashtra into an economically strong state and recognise the role of trade, textiles, the banking sector and the stock exchange in contributing to the growth of the economy.
- CO4** Assess the progress of Maharashtra into cultural hub and appreciate the growth of theatre, cinema, art and architecture in the state. contrast these programs and critique leadership and opposition.
- CO5** Acknowledge the importance of studying regional history, 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:**

**Reference Books** Adarkar Neera (ed.), *The Chawls of Mumbai, galleries of life*, Imprint 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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Ghugare Shivprabha, *Renaissance in Western India: Karmveer V.R. Shinde*, Himalaya Publishing House, Bombay, 1983.

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Guha, Ramchandra, *India After Gandhi*, Macmillan, 2007.

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

Iyer, Kamu, *Boombay: From Precincts to Sprawl*, Popular Prakashan, 2014.

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Keer Dhananjay, *Dr. Ambedkar : Life and Mission*, Popular Prakashan, Mumbai, 1954.

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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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V G Vaze College of Arts, Science and Commerce  
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**In Marathi:**

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Malashe S.G., Apte Nanda, *VidhavaVivahChalval 1800-1900*, AnmilPrakashan, Pune, 1990 (Second Ed)

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PhatakNarhar Raghunath, *Adarsh Bharatsevak*, MoujPrakashan,  
Mumbai, 2011 (Second Ed)

TikekarAroon, Dhanagare D.N., P.N Paranjape (Edit), *Maharashtra  
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2000.

Walimbe.V.S.  
*EkonisavyaShatkatilMaharashtrachiSamajikPunarghatana*, Pune, 1962.

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Syllabus for TYBA  
(June 2020 Onwards)

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>
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**(Autonomous)**

<b>AHST603</b>	Introduction to Museology, Archival Science and Library Science	3.5
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Syllabus as per **Choice Based Credit System**

- 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 : 03
- 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	
3	-	-	3.5	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.
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.



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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, Methods of Collection c) Role of the Curator	11
<b>II: Role of Museums</b>	a) Conservation of Objects and Preservation Techniques in Museums b) Types of Exhibitions and display of material culture 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 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 c) Care for Books and Role of the Librarian	12



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<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
4	<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

**Course Outcomes:**

**Students should be able to**

**CO1** 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.

**CO2** Appraise the importance of conservation and preservation techniques adopted by



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	the museums for effective showcasing and appreciate the value of various in-reach 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.

**Recommended Resources:**

Reference Books In English	<p>Balloffet Nelly, Hille Jenny and Judith Reed, <i>Conservation and Preservation of Records Archives</i>, American Library Association, Chicago, 2015.</p> <p>Banerjee, N. R., <i>Museum and Cultural Heritage of India</i>, Agam Kala Prakashan, New Delhi, 1990.</p> <p>Basham, A. L., <i>A Cultural History of India</i>, Oxford University Press, Delhi, 2014.</p> <p>BasuPurnendu, <i>Archives and Records, What are They?</i> The National Archives of India, New Delhi, 1969.</p> <p>Cook Michael, <i>The Management of Information from Archives</i>, Gower, Hampshire, 1999.</p> <p>Dobrev, Milena and Ivacs Gabriella, <i>Digital Archives: Management, Use and Access</i>, Facet Publishing, London, 2015.</p> <p>Dwivedi V.P, <i>Museums and Museology: New Horizons</i>, Agam Kala Prakashan, New Delhi, 1980.</p> <p>Forde Helen and Rhys-Lewis Jonathan, <i>Preserving Archives</i>, Facet</p>
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Johnson Charles, *The Care of Documents and Management of Archives*, Society for Promoting Christian Knowledge, London, 1919.

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

Krishna Kumar, *Theory of Classification*, Vikas Publication New Delhi, 1979.

**E-Sources**

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

<http://nationalmuseumindia.gov.in/index.asp>

**MOOCS**

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

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

*Creating a Digital Cultural Heritage Community-*

<https://www.edx.org/course/creating-a-digital-cultural-heritage-community>

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Syllabus for TYBA  
(June 2020 Onwards)

Program: BA

Semester VI

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

**Paper VII Part B**



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**(Autonomous)**

<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**

- 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 : 04
- vii) No. of lectures per Unit : 12
- viii) No. of lectures per week : 04



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**(Autonomous)**

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

**Programme: TYBA**

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

**Semester: VI**

**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	-	-	4	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

**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.



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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 c) Maratha Confederacy; Peshwa 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 and Significance; Reasons for the Maratha defeat. c) Peshwa Madhavrao and Post-Panipat Revival	11
<b>III: Decline of the Maratha power</b>	a) Barbhai Council b) Peshwa Bajirao II c) Downfall of the Maratha Power	11
<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



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<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
2	<b>Unit 2</b> Assignments & PPTs, Group Discussions
3	<b>Unit 3</b> Class Presentations & Assignments
4	<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**

<b>CO1</b>	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.
<b>CO2</b>	Review the significance of the Third Battle of Panipat and critique its effect on the Maratha Empire.
<b>CO3</b>	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.





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<b>C04</b>	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.
<b>C05</b>	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.

**Recommended Resources:**

**Reference  
Books  
In English**

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

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*, Popular Prakashan, Bombay, 1980.

Deshmukh, R.G., *History of Marathas*, Nimesh Agencies, Bombay,



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(Autonomous)**

1993.

Dighe, V. G., *Peshwa Bajirao I and Maratha Expansion*, Karnatak Publishing House, Bombay, 1944.

Fukazawa, Hiroshi, *The Medieval Deccan—Peasants, Social Systems and States—Sixteenth to Eighteenth Centuries*, Oxford University Press, New Delhi, 1991.

Gawali, P. A., *Society and Social Disabilities Under the Peshwas*, National Publishing House, New Delhi, 1988.

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

Gordon, Stewart, *The New Cambridge History of India, The Marathas*, Cambridge University Press, New Delhi, 1998.

Gune, Vithal Trimbak, *The Judicial System of the Marathas*, Deccan College, Pune, 1953.

Kotani, Hiroyuki, *Western India in Historical Transition—Seventeenth to Early Twentieth Centuries*, Manohar Publishers & Distributors, New Delhi, 2002.

Mahajan, T. T., *Industry, Trade and Commerce During Peshwa Period*, Pointer Publishers, Jaipur, 1989.

Mahajan, T. T., *Maratha Administration in the 18th Century*, Commonwealth Publishers, New Delhi, 1990.

Sardesai, G.S., *The New History of the Marathas, Vol II: The Expansion of the Maratha Power*, Phoenix Publications, Bombay, 1958.

Sardesai, G.S., *The New History of the Marathas, Vol III: Sunset Over Maharashtra*, Phoenix Publications, Bombay, 1968.

Sen, Sailendra Nath, *Anglo- Maratha Relations 1785–96*, MacMillan, Delhi, 1974.



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**(Autonomous)**

Sinha, H. N., *Rise of the Peshwas*, The Indian Press Ltd., Allahabad, 1931.

Srinivasan, C. K., *Bajirao I, The Great Peshwa*, Asia Publishing House, Bombay, 1961.

Wink, Andre, *Land and Sovereignty in India—Agrarian Society and Politics under the Eighteenth Century Maratha Svarajya*, Orient Longman, Hyderabad, 1986.

\*\*\*\*\*

**Reference  
Books  
In  
Marathi:**

BhaveVakruPeshave *Kalin Maharashtra* ,VaradPrakashan – Pune.

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

Chapekar, Narayan Govind, *PeshwaichyaSawalit*, Laxman Narayan Chapekar, Pune, 1937. Deshmukh, S, *ShivakalinvaPeshwakalinStree Jeevan*, Tilak Maharashtra Vidyapeeth, Pune, 1973.

Gaikwad, B.D., Sardesai B.N., Thorat D.B. & Hanmane VN, *MaratheKalinSansthaVaVichar*, Phadke Booksellers, Kolhapur, 1987.

Gawali, P. A., *PeshweKalinGulamgirivaAshprushyta*, PracharPrakashan, Kolhapur, 1981.

Kulkarni, Madhukar,  
*PeshwaiteelNyayadaan*, MansanmanPrakashan, Pune, 1998.

Oturkar, R. V., *PeshweKalinSamajikvaArthikPatravvyavahar*, Poona, 1950

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**E -  
Resources  
And  
Webliography**

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

**Syllabus prepared by:**

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

• **Subject Expert (from University other than MU)**

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• **Vice-Chancellor's Nominee**

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• **Meritorious Alumnus**

Ms. Shama Chalke, HR Manager, Tata Administrative Services, Tata Sons



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Syllabus for TYBA  
(June 2020 Onwards)

Program: BA

Semester VI

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



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**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
- 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 : 04
- vii) No. of lectures per Unit : 12
- viii) No. of lectures per week : 04



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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

**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	-	-	4	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



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**2. Basic knowledge of English**

**Course Objectives:**

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.





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<b>UNITS</b>	<b>MODULES</b>	<b>LECTURES</b>
<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
<b>II: Cold War and Asia</b>	(a) USA and Vietnam  (b) USSR and Afghanistan  (c) SEATO	11



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<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

**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)**



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**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 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.



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**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:**

**Reference**

Bell, P.M.H, The World since 1945, Arnold Publications, 2001.

**Books**

Brower, Daniel R., The World Since 1945; A Brief History, Pearson Education, India, 2005.

**In English**

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.

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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.

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Tindall, George Brown and Shi, David Emory, America, A 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.

\*\*\*\*\*

Dev Prabhakar R., *AdunikChinchaltihis (1840-1950)*, Shri Vidya Prakashan, Nagpur.

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

Devpujari M. B., *AagneyaAsiachaltihis*, Mangesh Prakashan, Nagpur, 2010.



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

Kadam Y. N., *SamkalinAdunik Jag (1945-2000)*, PhadkePrakashan, Kolhapur.

Khare C. P., *AdunikChinchaChakva*, DiliprajPrakshan, Pune, 2003.

Limaye, *The Chin*, DnyanrajPrakarshan, Pune 1968.

**Reference  
Books**

Mali M. N., *AdunikJapanchaltihis*, Prashant Publication, Jalgaon, 2009.

**In**

**Marathi:**

NikamTanaji, *Aadhunik Chin vaJapanchaltihis*, Daimand Publication, Pune, 2006.

Rade K. R., *Chin vaJapanchaltihis*, Prashant Publication, Pune, 2005.

RajdarekarSuhas, *AdunikJapanchaltihis (1789-1962)*,

Ranade R. D., *Maocha China*, NaubatPrakarshan, Mumbai-1967.

Udgaonkar M. N., *Aagneya Asia*, PromodPrakarshan, Miraj.



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**Reference  
Books**

Vaidhy Suman, Dr. Kothekar Shanta, *Adunik Jag, Bhag-3, (1945-1980)*, Shri Sainath Prakashan, Nagpur.

**In Hindi:**

Yadav Gujar, *Chin va Japan: Rajkiyaltihis*, VibhavariPrakarshan, Nagpur, 1993.  
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Jini C. E., *Chin ka Itihas*, WaniPrakashan, Nai Delhi, 2005.

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

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

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

Tiwari Premshankar, *Japan ka Itihas*, VishvabhartiPublication, Nai Delhi, 2012.

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- **Vice-Chancellor's Nominee**

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Principal.kjsac@somaiya.edu (for CC)

Mobile Number: 9821267027

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- **Meritorious Alumnus**

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Syllabus for TYBA  
(June 2020 Onwards)

Program: BA



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Semester VI

**Course: Research Methodology: Trends & Approaches in Writing History**

**Paper IX Part B**

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

Syllabus as per **Choice Based Credit System**

- i) Name of the Program : T.Y.B.A. HISTORY
- ii) Course Code : **AHST606**  
**Semester VI – RESEARCH  
METHODOLOGY**
- iii) Course Title : **Research Methodology: Trends &  
Approaches in Writing History**
- iv) Semester wise Course Contents : Copy of the syllabus Enclosed
- v) References and additional references : Enclosed in the Syllabus
- vi) Credit structure :



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No. of Credits per Semester	:	3.5
vii) No. of lectures per Unit	:	12
viii) No. of lectures per week	:	03
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

**Programme: TYBA**

**Semester: VI**

**Course :Research Methodology: Trends & Approaches in Writing History**

**Course Code :AHST606**

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	
3	-	-	3.5	15	15	10		-	60	100
<b>Max. Time, End Semester Exam (Theory) -2Hrs.</b>										



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

**Course Objectives:**

1. To comprehend the meaning, scope and nature of history and understand the importance of auxiliary sciences in history writing
2. To grasp the significance of ethics for historical research.
3. To learn about the different schools of thought in the writing of Indian history and the names of historians associated with the different schools.
4. To describe the trends that have emerged in the writing of history; to define and classify regional, local and oral history
5. To discuss the different approaches to history writing; to illustrate the Subaltern, Feminist and Post-Modern Approaches.

UNITS	MODULES	LECTURES
<b>I:</b> History, Auxiliary Sciences & Ethics	(a) Why Study History? Definitions & Scope of History & Skills of a Historian (b) History and Auxiliary Sciences (c) Ethics in Historical Research	11
<b>II:</b> Writing Indian History	(a) Imperialist School (b) Nationalist School (c) Marxist School	11
<b>III:</b> Trends in History Writing	(a) Regional History	11



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	(b) Local History (c) Oral History	
<b>IV: Approaches to History Writing</b>	(d) Subaltern Approach (e) Feminist Approach (f) Post-Modern Approach	12
<b>Total No. of Lectures</b>		45

**Beyond the Syllabus**

**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



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**Course Outcomes:**

**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 various 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, and have the ability to put the acquired information across in the form of answers, apply the knowledge acquired to writing of assignments and presentations and also for larger projects and research work in the future.

**Recommended Resources:**

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

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