

**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**

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



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Syllabus as per **Choice Based Credit System**

- i) Name of the Programme : T.Y.B.A. HISTORY
- ii) Course Code : **AHST501**
- Semester V - (HISTORY OF
MEDIEVAL INDIA)**
- iii) Course Title : HISTORY OF MEDIEVAL INDIA (1000
CE- 1707 CE): SOME 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



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

- 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
I: The Delhi Sultanate: Foundation, Consolidation and Expansion	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
II: The Mughal Empire: Foundation, Consolidation and Expansion	a) Babur, Humayun, Sher Shah b) Expansion and Consolidation: Akbar c) Jehangir, Shah Jahan, Aurangzeb	11
III: Deccan and South India	a) Rise of Marathas: Shivaji and Sambhaji b) Bahamani Sultanate and Vijaynagar Kingdom c) Coming of the Europeans	12
IV: Administrative System	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
Total No. of Lectures		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	Unit 1 Students' Seminar, Map Work
2	Unit 2 Assignments and PPTs, Map Work
3	Unit 3 Discussions and PPTs, Test
4	Unit 4 Students' Seminar

Semester V: Medieval India: Paper IV Part A: (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 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. |
| CO2 | 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. |
| CO3 | 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. |
| CO4 | 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. |
| 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 |



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inputs gained by them.

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.

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.

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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*, Atlantic Publishers & Distributors, 2009.

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*, IInd ,edi., Shivlal Agrawal and Co. Ltd, Agra, 1963.



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Habib Irfan, *The Agrarian Systems of Mughal India (1526-1707)*, Bombay Asra Publication House, 1957.

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.)*, MunshiramManoharla, Delhi, 1967.

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

Moreland, W. H., *From Akbar to Aurangzeb - A Study of Indian 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 Economic History of India*, London, 1992.

Rizvi S.A.A., *A History of Sufism in India*, Vol. I., MunshiramManoharlal, 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*, 11th 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)*, 5th 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.

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

**Reference
Books
In
Marathi:**

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



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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*,Bhag 3,Maharashtra Rajya Sanskritik Mandal, Mumbai, 1982.

Syllabus prepared by:

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Dr. SatwantBalse, Assistant Professor, Dept. of History & Member, 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 Independent India (1947 CE - 1984 CE)

Paper V Part A

Course Code	Course Title	Credits
AHST502	History of Independent India (1947 CE - 1984 CE)	04



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Syllabus as per **Choice Based Credit System**

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

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
I: The Nehru Era: 1947-1964	(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
II: India after Nehru: 1964-1977	(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
III: Socio-Economic and Political Developments 1977-1984	(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
IV: Foreign Policy of Independent India	(a) Principles of India's Foreign Policy and the Non- Aligned Movement (b) India and her Neighbours (c) Indo-Soviet & Indo-US Relations	11
Total No. of Lectures		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	Unit 1 Students' Seminar, Test and PPTs
2	Unit 2 Assignments
3	Unit 3 Discussions and PPTs
4	Unit 4 Map Work, Students' Seminar

Semester V: Independent India: Paper V Part A: (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 process of constitution making, explain features including rights and duties, argue the achievements and failures of the Nehru Era.



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- 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.

Recommended Resources:

**Reference
Books
In English:**

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

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*



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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.

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

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Dietmar, Rothermund, *Contemporary India: Political, Economic and Social Development*, Palgrave, Delhi, 2013.



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

Dreze, Jean and ,AmartyaSen, *India: Economic Development and Social Opportunity*, Clarendon, Oxford University Press, Oxford, 1998.

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Forbes Geraldine Forbes, *Women in Modern India*, Cambridge University Press, Cambridge, 1996.

Forbes, Geraldine, *The New Cambridge History of India: Women in Modern India*, IV 2 Cambridge University Press, Cambridge. 1996.

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

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*.

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University press, New Delhi, 2005.

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

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

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Dr. Babasaheb Ambedkar Acadamy, Satara, 2006.

Chausalkar Ashok,
AdhunikBharatiyaRajkiyaVichar:PravahaaniAntapravahi,
Pratima Prakashan,

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

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BharatachyaSansadiyaLokshahichiAgnipariksha,
Rajhansa Publication, Pune.

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RajhansaPrakashan, Pune.

**Reference
Books**

Gokhale Karuna, *Nehru NavbharatacheShilpakar*,
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RajhansaPrakashan, Pune.

In

Marathi:

Kamat A. R., *SwatantrottarBhartatilSamajik Badal*,
MagovaPrakashan , Pune,1992.

Pawar Prakash, *SamkalinRajkiyaChalvali*, Daimand
Publication Pune, 2011.

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Prakashan, Pune, 1997.

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

**Reference
Books**

In

Agrawal R. C., Bhatnagar Mahesh, *Bhartiya Sanvidhan ka Vikas Tatha*



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Hindi:	<i>Rastriya Aandolan</i> , S. Chand & Co. Pvt. Delhi, 2014.
	GongwarMamta, <i>ItihasKeAainemeMahilaSashaaktikarn</i> , 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**

Course Code	Course Title	Credit
AHST503	Introduction to Archaeology and Heritage Tourism	3.5



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Syllabus as per **Choice Based Credit System**

- i) Name of the Programme : T.Y.B.A. HISTORY
- ii) Course Code : **AHST503**
Semester V -ARCHAEOLOGY AND HERITAGE TOURISM
- 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
Max. Time, End Semester Exam (Theory) -2Hrs.										

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
I: Archaeology: Aims, methods and Archaeological sites of India	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
II: Epigraphy	a) Definition of Epigraphy; History of Indian Epigraphy b) Types of Inscriptions and their significance; Edicts of Ashoka c) Brahmi and Kharoshti Scripts	12
III: Numismatics	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
IV: Heritage Tourism	a) Significance and Scope of Heritage Tourism; Types of Heritage b) New Trends in Heritage Tourism c) Heritage Management	11
Total No. of Lectures		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	Unit 1 Test and Assignments
2	Unit 2 Assignments & Project work
3	Unit 3 Class Exercises and PPTs
4	Unit 4 Project Work

Semester V: Archaeology: Paper VI Part A: (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	Define Archaeology, recall its nature and scope and narrate its development in India.
CO2	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.
CO3	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.
CO4	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.
CO5	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:**

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

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Cunningham Alexander, *Inscriptions of Ashoka*, *Corpus Inscriptum Indicarum*, Vol-I, 1877.



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

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Dhavalikar, M K, *Aryans Myth and Archaeology*, MunshiramManoharlal 2007.

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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 DilipRajgor, *Studies in the Coinage of Western Kshatrapas*, Indian Institute of Research in Numismatic Studies, Anjaneri, 1994.

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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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.
Dhavalikar M K,
BharatachiKulakatha, RajahansaPrakashan, Pune, 2017.

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Samskruti, RajahansaPrakashan, Pune, 2006.

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

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Rairikar Kalpana and Bhalerao Manjiri,
Maharashtrachyaltihasache Sakshidar, Diamond publication, Pune,
2009.

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

MOOCS

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

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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

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



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Syllabus as per **Choice Based Credit System**

- i) Name of the Programme : T.Y.B.A. HISTORY
- ii) Course Code : **AHST504**
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
- xi) Fee Structure : As per College Fee Structure specifications



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Programme: TYBA

Semester: V

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

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
Max. Time, End Semester Exam (Theory) -2Hrs.										

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
I: Introduction to Maratha History	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
II: Establishment of Swarajya	a) Shivaji's relations with Bijapur b) Shivaji's relations with the Mughals c) Shivaji's relations with the Europeans	11
III: Period of Consolidation and Crisis	a) Royal Coronation and its significance; Shivaji's Karnataka Campaign b) Chhatrapati Sambhaji and Rajaram c) Civil War : Tarabai and Shahu	11
IV: Administration during the Royal Period	a) Civil Administration and Revenue Administration b) Judicial and Military Administration c) Socio-cultural life	11
Total No. of Lectures		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	Unit 1 Assignments & Presentations
2	Unit 2 Assignments & Presentations
3	Unit 3 Projects & Test
4	Unit 4 Group Discussion and Presentations

Semester V: Maratha History: Paper VII Part A: (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 geo-political and socioeconomic conditions of the Deccan in the early 17 th 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. |
| CO4 | 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. |
| CO5 | 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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Books in
Marathi:**



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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
(June 2020 Onwards)

Program: BA

Semester V

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

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



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Syllabus as per **Choice Based Credit System**

- i) Name of the Programme : T.Y.B.A. HISTORY
- ii) Course Code : **AHST505**
Semester V - (HISTORY OF THE CONTEMPORARY WORLD)
- 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



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specifications

Programme: TYBA

Semester: V

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

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
Max. Time, End Semester Exam (Theory) -2Hrs.										

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
I: Cold War (1945-1985)	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
II: Emergence of a Unipolar World (1985-2000)	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
III: Movements/Struggles for Equal Rights (post 1945)	a) Anti-Apartheid Movement in South Africa b) Civil Rights Movement in U.S.A c) Dalit Movement in India	11
IV: Major Trends	a) Sustainable Development b) Women's Movement c) LGBTQ Movement	11
Total No. of Lectures		45

Beyond the Syllabus
Paper presentations, Book Reviews, Assignments, PPTs & Discussions



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Internal Assessment	
Sr. No.	Description
1	Module 1 Assignments & Presentations
2	Module 2 Assignments & Presentations
3	Module 3 Projects & Locating digital archives and e-resources
4	Module 4 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 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.



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Recommended Resources:

**Reference
Books**

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

Hobsbawn, Eric, *Age of Extremes: The Short Twentieth Century 1914-1991*, Viking,Penguin Books, 1995.

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Mason, Patrick L. (ed.) *Encyclopedia of Race and Racism*, Volume 1 and 2, Macmillan, Detroit, 2007.

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Rao, B.V., *History of the Modern World, AD 1500 to 2011*, Sterling Publishers Pvt. Ltd. New Delhi, 2013.

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Tindall, George Brown and Shi, David Emory, *America* ,
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Gaikwad, R.D., KadamYN, Thorat D D, *AadhunikJagachaltihis (1920 te 1975)*, Shri Mangesh Prakashan, Nagpur, 1997.

Kadam, Y.N., *Aadhunik Jag (1901-2000)*, PhadkePrakashan, Kolhapur, 2015.

**Reference
Books in**



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Marathi: Kadam, Y.N., *DwityaMahayudhanantarJagachaltihās*, Shri Mangesh Prakashan, Nagpur.

Kolarkar, S.G., *Aadhunik Jag*1871-1965, Mangesh Prakashan, Nagpur.

Patil, V. B., *AantarrashtriyaSambandh*, Prashant Publication, Sainath Prakashan, Jalgaon.

Pendse, Aruna, Sahastrabudhe Uttara, *AantarrashtriyaSambandh*, Orient Longman, Mumbai, 2008.

Todkar, B.D., *AantarrashtriyaRajkaaran*, Prashant Publication, Jalgaon, 2015.

Vaidya, Suman, Kothekar Shanta, *Aadhunik Jag (1945 te 2000)*, Shri Sainath Prakashan, Nagpur, 2014.

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

**Reference
Books in**

Hindi:

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

Khatri, Harish Kumar, *AantarrashtriyaRajneeti Evam SamkalinRajnitikMudde*, Kailash Sadan, Bhopal, 2014.

Phadia, B.L., *AantarrashtriyaSambandh*, Shree SarawatiSadan, New Delhi, 2006. Vidyalankar, Satyaketu, *VishvakiRajneetiaurantarrashtriyaSambandh*, Shree SaraswatiSadan, New Delhi, 2012.



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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**

Course Code	Course Title	Credit
AHST506	Research Methodology: Sources and Steps in Historical Research	3.5



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Syllabus as per **Choice Based Credit System**

- i) Name of the Programme : T.Y.B.A. HISTORY
- ii) Course Code : **AHST506**
**Semester V - (RESEARCH
METHODOLOGY)**
**Research Methodology: Sources and
Steps in Historical Research**
- 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 : 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
Max. Time, End Semester Exam (Theory) -2Hrs.										

- 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.



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5. To enumerate the steps involved in historical research and categorise how historical research needs to be presented.

UNITS	MODULES	LECTURES
I: Meaning and importance of Historical Research and Sources for History Writing	(a) What is Research? Sources: Definition and Classification; Primary & Secondary; Paper and People (b) Archaeological and Archival Sources (c) Travelogues & Diaries and Internet Sources	11
II: 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
III: Critical Processes in Historical Research	(a) Authenticity and Credibility of Sources (b) Processing Data; Interpretation and Analysis (c) Referencing Styles: Footnoting & Bibliography	11
IV: Report Writing and Presentation of Historical Research	(a) Types of Research Reports (b) Literature Review (c) Presentation of Historical Research	11
Total No. of Lectures		45



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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	Unit 1 Test and Assignments
2	Unit 2 Assignments & Project work
3	Unit 3 Class Exercises
4	Unit 4 Project Work

Semester V: Research Methodology: Paper IX Part A: (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 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,



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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:

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.

Ayer, A. J. *Foundations of Empirical Knowledge* Macmillan Co., London, 1961.

Barzun, Jacques, Graff, Henry F. *The Modern Researcher*, Third Edition, New York, 1977.

Bloch, Marc, *The Historian's Craft*, Trans. Peter Putnam Manchester University Press, Manchester, 1954.

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Gardinar P., *The Philosophy of History*, Oxford University Press, London, 1974.

Gardiner, Patrick, *The Philosophy of History*, OUP, London, First Edition 1974 Reprinted 1984.

Gargn E., *The Intent of Toynbee's History: A Co- operative Appraisal*, Loyala University Press, Chicago, 1961.

Garraghan, G. J. S. J. *A Guide to Historical Method* (Ed), Jean Delanglez S. J.(Fordham University Press, New York, 1957.)

Geo, Wilson, *Social Science Research methods*, Appleton, 1950.

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Gotschalk, L. R. (Ed.), *Understanding History, a primer of historical method* (Alfred A. Knopf, New York, 1951)

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Shillong.

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Shafer R. J., *A Guide to Historical Method*, The Dorsey Press: Illinois (1974). ISBN 0-534-10825-3.

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Sorokin P. A. *Social and Cultural Dynamics*, 4 Vols., Peter Owen Ltd., London, 1957.

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Stielow Frederick J. *Building Digital Archives*, Descriptions, and Displays, Neal-Schuman Publishers, New York, 2003.

Thaper, Romila: *A History of India I*,Penuin, England, First Edition 1966.

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The Kelkar Education Trust's
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Apte Mohan, *Internet EkKalpavruksha*, RajhansaPrakashan, Pune, 1997.

Bhaskar Dhatavkar, *PurabhilekhVibhag*, Maharashtra Shasan, Mumbai.

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Gaikwad D. ,*ItihasLekhanPaddhatvaAaitihasikSmarakeyanchaAbhyas*, Phadke.

Gaikwad R. D., *ItihasLekhanShashtra*, PhadkePrakshan, Kolhapur.

Ganorkar Prabha, Dahake Vasant Aabaji (Sampadit), *SadnyaSakanIpanaKosh*, Popular Prakashan, Mumbai.

Gothal S., *ItihasLekhanShashtra, Itihaskar*, Kailas Prakashan Aurangabad.

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Sainath Prakashan, Nagpur, 2007. Mandal , Mumbai.

NadgondeGurunath, *SamajikSanshodhanPaddhati*, PhadakePrakashan, Solapur.

Patil B V, *SanshodhanPaddhati*, Mangesh Prakashan , Nagpur.

RajadarekarSuhas, *ItihasLekhan Shastra*, Vidhya Prakashan, Nagpur.

Rajadhyksha Vijaya, (Sampadit), *SadnyaSakanIpanaKosh*, Maharashtra Rajya Sahitya VaSanskriti Mandal, Mumbai.

Raut Ganesh (Sampadit), *DattakGavanchaltihas*, Khand 1,2,3, Pune Vidhyapith, Pune, 1999.

PhadkeSardesai B. N., *Itihaslekhanpaddhati*, PhadkePrakashan, Kolhapur, 2005.

E-Sources

Understanding Research Methods

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

MOOCS

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- Vice-Chancellor's Nominee

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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**

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



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Syllabus as per **Choice Based Credit System**

- i) Name of the Programme : T.Y.B.A. HISTORY
- ii) Course Code : **AHST601**
- Semester VI - (HISTORY OF
MEDIEVAL INDIA)**
- HISTORY OF MEDIEVAL INDIA (1000
C.E.-1707C.E.):ASPECTS OF
SOCIAL,CULTURAL AND ECONOMIC**
- iii) Course Title : **LIFE**
- 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: 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.



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UNITS	MODULES	LECTURES
I: Social Life	a) Indian society at the turn of 11 th century C.E. b) Impact of Delhi Sultanate and Mughal Rule c) Deccan and South India	11
II: Religion, Education and Literature	a) Religion: Early Medieval b) Religion: Later Medieval c) Education and Literature	12
III: Cultural Legacy	a) Architecture: North India b) Architecture: Deccan and South India c) Fine Arts and Performing Arts	11
IV: Economic Life	a) Revenue System b) Agriculture and Industry c) Trade: Internal and Foreign	11
Total No. of Lectures		45

Beyond the Syllabus
Paper presentations, Book Reviews, Assignments, PPTs & Discussions



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Semester VI: Medieval India: Paper IV Part B: Internal Assessment	
Sr. No.	Description
1	Unit 1 Assignments, Presentations, Test
2	Unit 2 Students' Seminar and Class Presentations
3	Unit 3 Assignments & Presentations
4	Unit 4 Students' Seminar and PPTs.

Semester VI: Medieval India: Paper IV 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 socioeconomic conditions prevalent in India at the turn of the 11 th 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



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into assignments and presentations, examine critically what they have learnt, and be in a position to evaluate the value of information acquired.

**Recommended Re
sources:**

**Referenc
e Books
In
English:**

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

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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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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



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

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Srivastava A.L., *The Mughal Empire (1526- 1803 A.D.)*, Shiva Lal Agarwal & Co. Ltd., Agra, 1974.

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

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1992.

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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*,Bhag 3,Maharashtra Rajya Sanskritik Mandal, Mumbai, 1982.

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Economic life under Vijaynagar Empire
https://archive.org/details/economiclifeinthevijayanagarempiremahalingamt.v.universityofmadras_191_O/mode/2up

Education in Muslim India<https://archive.org/details/EducationInMuslimIndia/page/n3/mode/2up>

History of Technology in India, Vol 2<https://archive.org/details/MedicalTechniquesAndPracticesInMughalIndia/mode/2up>

MOOCS

Theism in Medieval India<https://archive.org/details/TheismInMedievalIndia/page/n7/mode/2up>

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

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- Subject Expert (from University other than MU)



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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

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



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Syllabus as per **Choice Based Credit System**

- i) Name of the Programme : T.Y.B.A. HISTORY
- ii) Course Code : **AHST602**
Semester V - (HISTORY OF MODERN MAHARASHTRA)
- iii) Course Title : HISTORY OF MODERN 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



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- 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 :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.



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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.

UNITS	MODULES	LECTURES
I: Formation of Maharashtra	a) Socio-economic and political conditions of Maharashtra in the 19 th Century b) Contribution of Maharashtra to the freedom struggle c) Samyukta Maharashtra Movement	11
II: Socio-Economic Awakening	a) Mahatma Phule, the SatyashodhakSamaj and Universal Humanism b) The PrarthanaSamaj c) Economic Nationalism in Maharashtra	12
III: Economic Growth & Transformation	a) Cotton and Opium Trade b) Growth of Textile Mills c) Banking & Stock Market	11
IV: Cultural Evolution	a) Theatre b) Cinema c) Art & Architecture	11
Total No. of Lectures		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	Unit 1 Assignments, Presentations, Test
2	Unit 2 Students' Seminar on Personalities and Associations contributing to socio-economic awakening in Maharashtra
3	Unit 3 Assignments & Presentations
4	Unit 4 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	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 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



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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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of Maharashtra, Bombay 1985.

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KeerDhananjaya, *Mahatma Jotirao Phule: Father of our Social Revolution*, Popular

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Tucker Richard, *Ranade and the Roots of Indian Nationalism*, Popular Prakashan, Mumbai, 1977.

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Syllabus prepared by:

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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



The Kelkar Education Trust's
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Course Code	Course Title	Credit
AHST603	Introduction to Museology, Archival Science and Library Science	3.5

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



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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

- 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
Max. Time, End Semester Exam (Theory) -2Hrs.										

- 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



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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
I: Museology and Role of Curator	a) Definition of Museology, Museum Movement in India b) Types of museums, Methods of Collection c) Role of the Curator	11
II: Role of Museums	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
III: Archival Science	a) Meaning, Scope, Objectives and Value of Records as Sources of History b) Classification of Records and Preservation of Records c) Digital Archives	11
IV: Library Science and Library Management	a) Meaning and Scope of Library Science; Growth of Library Movement in India b) Classification and Cataloguing	12



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	c) Care for Books and Role of the Librarian	
Total No. of Lectures		45

Beyond the Syllabus

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

Sr. No.	Description
1	Unit 1 Test and Students' Seminar.
2	Unit 2 Assignments
3	Unit 3 Project Work and Group Discussions
4	Unit 4 Assignments
Paper presentations, Students' Seminars, visits to various Museums, PPTs & Discussions.	

Semester VI: Archival Science... Paper VI 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



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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 the museums for effective showcasing and appreciate the value of various in-reach and out-reach activities undertaken by the museums.
CO3	Recall the significance of Archival Science, recount its scope and objectives, leverage the archival records as important sources of history.
CO4	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.
CO5	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>Dobрева, 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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Mukhopadhyaya, 1963.

Hari Narayan, N., *The Science of Archives Keeping*, the State Archives, Hyderabad.

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

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

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



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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

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

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:



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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
I: Expansion of the Maratha Power	a) Rise of the Peshwas: Balaji Vishwanath b) Peshwa Bajirao I c) Maratha Confederacy; Peshwa Balaji Bajirao	12
II: Third Battle of Panipat and Maratha Resurrection	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
III: Decline of the Maratha power	a) Barbhai Council b) Peshwa Bajirao II c) Downfall of the Maratha Power	11



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IV: Administrative and Socio-Cultural Developments	a) Peshwa Administration b) Society under the Peshwas – Religion, Caste and Position of Women c) Cultural Developments: Literature, Art and Architecture	11
Total No. of Lectures		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	Unit 1 Test, Assignments and PPTs
2	Unit 2 Assignments & PPTs, Group Discussions
3	Unit 3 Class Presentations & Assignments
4	Unit 4 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:



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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 th 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.

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.

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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., *PeshwekalinSamajikvaArthikPatravyavahar*, Poona, 1950

**E -
Resources
And
Webliography**

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

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Syllabus for TYBA
(June 2020 Onwards)

Program: BA

Semester VI



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

Paper VIII PART B

Course Code	Course Title	Credit
AHST605	History of Asia (1945 CE – 2000 CE)	04

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



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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

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.										



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- Prerequisites**
- 1. Background of the history of Asia; geographical spaces and pre-1945 events in Asia**
 - 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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UNITS	MODULES	LECTURES
I: Transformation of China and Japan	(a) China: The PRC; Economic Programs (b) American Occupation of Japan; the Economic Miracle in Japan (c) China, Japan and the Super Powers	12
II: Cold War and Asia	(a) USA and Vietnam (b) USSR and Afghanistan	11



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	(c) SEATO	
III: Revolution and Conflict in West Asia	(a) Arab-Israel Conflict (b) Iranian Revolution in 1979 (c) Iran-Iraq War and Gulf War I	11
IV: Some Major Developments in Asia	(a) Authoritarian regimes (b) Women Leaders (c) Regional collaborations	11
Total No. of Lectures		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	Unit 1 Test, Assignments and PPTs
2	Unit 2 Assignments & PPTs
3	Unit 3 Class Presentations & Assignments
4	Unit 4 Students' Seminar

Semester VI: History of Asia: Paper VIII 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



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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:

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



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

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

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.

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

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In Publication, Pune, 2006.

Marathi:

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

Rajdarekar Suhas, *Adunik Japanchalitihas (1789-1962)*,

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

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

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

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Yadav Gujar, *Chin va Japan: Rajkiyalitihas*, Vibhavari Prakarshan, Nagpur, 1993.

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

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**The Kelkar Education Trust's
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Syllabus for TYBA
(June 2020 Onwards)

Program: BA

Semester VI



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(Autonomous)

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

Paper IX Part B

Course Code	Course Title	Credit
AHST606	Research Methodology: Trends & Approaches in Writing History	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
Max. Time, End Semester Exam (Theory) -2Hrs.										



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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
I: 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
II: Writing Indian History	(a) Imperialist School (b) Nationalist School (c) Marxist School	11
III: Trends in History Writing	(a) Regional History (b) Local History (c) Oral History	11



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IV: Approaches to History Writing	(d) Subaltern Approach (e) Feminist Approach (f) Post-Modern Approach	12
Total No. of Lectures		45

Beyond the Syllabus

Semester VI: Research Methodology: Paper IX Part B: Internal Assessment

Sr. No.	Description
1	Unit 1 Test
2	Unit 2 Assignments
3	Unit 3 Project Work
4	Unit 4 Assignments

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

Semester VI: Research Methodology: Paper IX 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



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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).

In English

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

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

Ayer, A. J. *Foundations of Empirical Knowledge* Macmillan Co., London, 1961.

Barzun, Jacques, Graff, Henry F. *The Modern Researcher*, Third



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References: *Postmodern Perspectives*, 2nd Edition, Routledge, 2001

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Sainath Prakashan, Nagpur.



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Gaikwad D. ,*ItihasLekhanPaddhatvaAaitihasikSmarakeyanchaAbhyas*, Phadke.

Gaikwad R. D., *ItihasLekhanShashtra*, PhadkePrakshan, Kolhapur.

**Reference
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In Marathi:

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