

RASHTRASANT TUKADOJI MAHARAJ NAGPUR UNIVERSITY, NAGPUR

**CURRICULUM FRAMEWORK FOR ONE/ TWO YEAR
POST GRADUATE PROGRAM IN HISTORY**

(As per NEP 2020)

(Effective from Academic Year 2023-24)

(As Approved by Board of Studies on 4/07/2023)

M.A. HISTORY PROGRAMME

Sr. No.	Heading	Particulars
1	Title of the Program	M.A. (History)
2	Eligibility for admission	As per University Rule
3	Passing Marks	40 percent in each course (Continuous assessment + End Semester Examination)
4	Ordinances / Regulations (if any)	As per Direction No 1 of 2023, RTMNU and G.R. No. NEP-2020 /CR No. 09 VISHI-3 SHIKANA, dated May 16, 2023, Govt. of Maharashtra.
5	No. of Years / Semesters	Two Years / Four Semesters and One Year/ Two semester
6	Level	P.G. Diploma and P.G. Degree Two/One
7	Pattern	Semester 80% weightage to theory and 20 % Internal assessment
8	Status	Revised
9	To be implemented from Academic Year	From Academic Year 2023-24


Dr. S.I. Koreh
Chairman (Bos)

Guidelines for M.A. (History) Programme

PREAMBLE:

The structure and Credit distribution of M.A. and Ph.D. Program and the syllabus of M.A. has been revised by the Board of Studies in History by keeping in view of the vide G.R. No. NEP-2020 /CR No. 09 VISHI-3 SHIKANA, dated May 16, 2023 and the recent trends in the subject of History. The revised structure and syllabi of M.A. History will be made effective **from the Academic Year 2023-24**. A broad overview of the structure and other details of the course is given below.

DETAILS OF M.A. HISTORY PROGRAM:

The M.A. (History) program will be a full time Two Year (across Four Semester) PG Program with Exit Option after successfully completion of one year (two semester) for the students, admitted after completion of three year UG Program, and One Year P.G. Program for those, who admitted after completion of four years (eight semesters) U.G. program. which will begin with effect from effect from Academic Year 2027-28.

Program Outcomes (POs):

The Outcomes of M.A (History) program have been classified into Domain specific and Domain independent outcomes as listed in 6(a) and 6(b):

(a) Domain Specific:

1. A critical understanding of historiographical developments from the inception to professionalization of the discipline and acquainting students with trends and basic theories in the subject.
2. A comprehensive understanding of the epistemological and methodological distinctiveness of history as a discipline and construe ability to reflect on the interrelations with other disciplines thus encouraging innovative research in developing historical models.
3. Development of conceptual understanding of the subject that enables the students to critically evaluate scholarly writings in history and extend their ability for analytical thinking, criticism, evaluation and interpretation.
4. Enable students to understand the finer nuances of the subject and enhance ability, motivation and interest to pursue further research in History and prepare them for competitive exams and subject related professional skills.
5. An ability to understand how emergence of new ideologies in world reflect historical transitions and understand changing political, economic, social policies in different time and space that make today's world.
6. An ability to understand various concepts, thoughts, movements and shifts of power that shape history till the present and enlighten students on the crises period and peace processes that sustained civilizations.
7. An overview of history of the Nation and the World and introduction to landmark events, their analysis and contemporary relevance.
8. Develop research skills and guide to students on the expertise on a particular school of thought/area in historical studies.

(b) Domain Independent:

1. An ability to reflect in-depth historical knowledge and demonstrate awareness of current historical debates.
2. The ability to present structured thoughts and make quality presentation of ideas that show updated knowledge of the subject History and develop eminent style of writing.
3. The ability to use a wide range of bibliographical tools (on paper and in electronic form) to locate and critically evaluate appropriate sources and materials for the study of history.
4. The ability to locate and critically evaluate archival, printed or electronic source-material for the investigation of specific historical questions.
5. The ability to formulate and sustain independent historical arguments, to provide appropriate evidence to support them, including quantitative and visual evidence, and to reference the sources of the evidence used.
6. The ability to develop professional skills, inform on specializations in the subject, aid better understanding of contemporary society, caution on specific events by study of past events, careful predictions, and bring awareness of social responsibility.
7. The ability to identify an area of historical enquiry and engage in independent historical research.
8. The ability to engage in independent and extended research within a defined area of historical enquiry, to construct and sustain a logical and where possible original argument based on information collected, and to present the findings in research project form, with a recognized historical apparatus.

DURATION:

The course shall be a full time course. The duration of M.A. course shall be of Two years (across Four Semesters) with Exit Option after successfully completion of one year (two semester) for the students, admitted after completion of three year UG Program. And One Year P.G. Program for those, who admitted after completion of four years (eight semesters) U.G. program.

M.A. Part I: SEMESTER – I comprising of Four mandatory ($3*4 + 1*2$), one elective course ($1*4$), and one RM ($1*4$).

M.A. Part I: SEMESTER –II comprising of Four mandatory ($3*4 + 1*2$), one elective course ($1*4$), and one OJT/FP ($1*4$).

M.A. Part II: SEMESTER – III comprising of Four mandatory ($3*4 + 1*2$), one elective course ($1*4$), and one RP ($1*4$).

M.A. Part II: SEMESTER –IV comprising of Three mandatory ($3*4$), one elective course ($1*4$), one RP ($1*6$).

TOTAL CREDITS & ITS DISTRIBUTION:

A student enrolled for M.A. Program should acquire a total of 88 credits over four semesters. Twenty Two Credits for each Semester. Some papers will be of 04 credits and one mandatory paper will be of 02 credits.

TYPE OF COURSE	SEM-1	SEM-2	SEM-3	SEM-4
Mandatory	3 Courses x 4 credit = 12	3 Courses x 4 credit = 12	3 Courses x 4 credit = 12	3 Courses x 4 credit = 12
	1 Courses x 2 credit = 2	1 Courses x 2 credit = 2	1 Courses x 2 credit = 2	-
Elective	1 Course x 4 credit = 4	1 Course x 4 credit = 4	1 Course x 4 credit = 4	1 Course x 4 credit = 4
RM	1 Course x 4 credit = 4	-	-	-
OJT/FP	-	1 course = 4 credit = 4	-	-
Research Project (RP)	-	-	RP -1 x 4 credit = 4	RP-1x 6 credit = 6
Total credit	22	22	22	22
Exit option: PG Diploma (44 Credits) after Three Year UG Degree			For One Year P.G. Degree (after Four Year UG Degree) Total 44 credits	
For Two year P.G. Degree Total 88 credits				

Incentive credits:

The students can earn extra incentive credits participating in conferences/ NCC/NSS/Games & Sports/Cultural Activities/ Technical competitions/ innovation competition at University/ State/ National/ International level and other activities prescribed in the following table-

a. Various components for calculating the marks out of 100 are as below:

SN	Components of marks	Marks
1	Online certificate course of min 3 credits offered by MOOCs / SWAYAM-NPTEL/ other platforms approved by Academic council (Scored $\geq 60\%$ / Successfully Passed)	100/50
2	Research/innovation competitions organized by institute of repute/Govt. of India/Professional bodies. (Winner/Participated)	100/50
3	Patent granted/published/filed jointly with Department	100/70/40
4	Research paper accepted for publication in indexed journal/UGC approved journals (Marks will be distributed amongst authors)	100/50
5	Inter Collegiate University Level Competitions (Winner/Participation)	100/50
6	All office bearers of College Clubs/ Departmental Association	40
7	Participation in Inter-University / National level competitions	100
8	Participation in NSS/NCC Activities	50
9	Organization of Co-curricular & extra-curricular activities	40
10	Completion of Swachchha Bharat Abhiyan Internship	100
11	Working on Industry based final year Project	80

b. Award of marks and conversion to Grade points for incentive marks shall be done as below:

Grade Points	Range of Marks
10	Above 90 % to 100 %
9	Above 80 to 90 %
8	Above 70 to 80 %
7	Above 60 to 70 %
6	Above 55 to 60 %
5	Above 50 to 55%
0	Less than 50 %

Structure of Teaching & Examination for M.A. History													
S No	Course Type	Course code	Semester -I	Teaching & Learning Scheme			Examination Evaluation & Assessment Scheme						
				Teaching Hours per Week			Theory		D/H	Practical			
				Theory	Practical/Tutorial	Total	Max Marks			Minimum Passing grade Letter/ Points			
							Theory	Internal			Practical	Internal	Minimum Passing grade Letter/ Points
1	Mandatory	MHR1T01	Historiography	4	-	4	80	20	C (5)	-	-	-	100
2	Mandatory	MHR1T02	Ancient India-I(From earliest time to 12 th Century)	4	-	4	80	20	C (5)	-	-	-	100
3	Mandatory	MHR1T03	Medieval India-I (1206-1757)	4		4	80	20	C (5)				100
4	Mandatory	MHR1T04	Archival Studies	2		2	40	10	C (5)				50
5	Elective (Choose any one)	MHR1T05A	Tribal History of Central India (1200-1800)										
		MHR1T06B	Peasant Movement in India (1757-1947)	4	-	4	80	20	C (5)	-	-	-	100
		MHR1T07C	Cultural History of Maharashtra										
6	RM	MHR1T08	Research Methodology	4	-	4	80	20	C (5)	-	-	-	100
			Total	22	-	22	440	110	C (5)	-	-	-	550

Structure of the credits, Teaching & Examination:

Structure of Teaching & Examination for M.A. History														
S No	Course Type	Course code	Semester -II	Teaching & Learning Scheme			Examination Evaluation & Assessment Scheme							
				Teaching Hours per Week			Theory			D/H	Practical		Total	
				Theory	Practical	Total	Max Marks		Minimu m Passing grade Letter/ Points		Max Marks			Minimu m Passing grade Letter/ Points
							Theory	Internal			Practical	Internal		
1	Mandatory	MHR2T01	Ancient India-I (From Earliest time to 12 th Century)	4	-	4	80	20	C (5)	-	-	-	100	
2	Mandatory	MHR2T02	Medieval India-II (1206-1757)	4	-	4	80	20	C (5)	-	-	-	100	
3	Mandatory	MHR2T03	India Under the Company's Rule (1757-1857)	4		4	80	20	C (5)				100	
4	Mandatory	MHR2T04	Museology	2		2	40	10	C (5)				50	
5	Elective (Choose any one)	MHR2T05A	Tribal Revolts in India (1757-1947)											
		MHR2T06B	Labour Movement in India (1757-1947)	4	-	4	80	20	C (5)	-	-	-	100	
		MHR2T07C	Trends and Theories of History											
6	OJT/FP	MHR2T08	On-Job Training: Internship/Apprenticeship or FP: Field Project	-	2*	4	-	-	-	4 [#]	80	20	C (5)	100
			Total	18	2	20	360	90	C (5)	4	80	20	C (5)	550

Note: *Contact hours (average per week) of the teacher for supervision and guidance in case of FP.
expected to spent (average per week) by the students for field work in case of FP.
If students go for OJT, he /she will have to complete total 120 hrs. training.

Structure of Teaching & Examination for M.A. History													
		Course code	Semester -IV	Teaching & Learning Scheme			Examination Evaluation & Assessment Scheme						
S No	Course Type			Teaching Hours per Week			Theory			D/H	Practical		Total
				Th eor y	Practi cal/ Tutori al	Total	Max Marks		Minimu m Passing grade Letter/ Points		Max Marks		
1	Mandatory	MHR4T01	History of the Marathas (1707-1818)	4	-	4	80	20	C (5)	-	-	-	100
2	Mandatory	MHR4T02	India after Independence (1947-2010)	4	-	4	80	20	C (5)	-	-	-	100
3	Mandatory	MHR4T03	Contemporary World (1951-2010)	4		4	80	20	C (5)				100
4	Elective (Choose any one)	MHR4T04A	History of Modern Vidarbha (1857-1960)						C (5)				100
		MHR4T05B	Economic History of India (1858-1947)	4	-	4	80	20		-	-	-	
		MHR4T06C	State in British India										
5	RP	MHR4T07	Research Project	-	2*	2	-	-	-	8 [#]	80	20	150
			Total	16	2	20	320	80	C (5)	8	80	20	550

Note: *Contact hours (average per week) of the teacher for supervision and guidance for RP.
expected to spent (average per week) by the students for Research work.

Rules and Regulations:

1. These guidelines for M.A. (History) Program shall be governed by **the vide G.R. No. NEP-2020 /CR No. 09 VISHI-3 SHIKANA, dated May 16, 2023** and Direction No. 1 of 2023 (The Admissions and Examinations of Students Leading to the Award of the Master of Arts (Choice Board Credit System), Direction, 2023), Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur
2. **Eligibility for Admission:** Graduate from any recognized university is eligible for admission in M.A.(History) Program (Program Code: MHR). Candidates from other Universities seeking admission in history are required to obtain an Eligibility Certificate from Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur and submit original documents along with Migration Certificate.
3. **Admission quota:** 70 percent from RTMNU and 30 percent from other Universities. Reservation of seats is as per Government of India and Government of Maharashtra rules.
4. **Duration of the Program:** The academic programs of History shall be a full time Two Year (across Four Semester) PG Program with one Exit Option after successfully completion of one year (1st and 2nd semester) and the one-year Master's Degree Program for four year/ eight semesters U.G. students will begin with effect from Academic Year 2027-28.
5. The academic programs in History shall be based on semester system; two semesters (July - Dec and Jan-June) in a year with vacations as declared by the University in the academic calendar.
6. **On-the-job training/internship/ FP:** Under the One-year PG Diploma program, and two-year master's Degree program, the students must complete on-the-job training/internship of 04 credits during summer break, after completion of the second semester (within one week) of the first year in History.
7. **Research Project:** The students will have to undertake a research project of 4 credits in Semester III and a research project of 6 credits in Semester IV in the second year of the two-year master's degree program. This is also applicable to the students admitted to one-year PG program after completion of four year UG Program.
8. **Exit option:** The exit option at the end of one year of the Master's degree program will commence from Academic Year 2024-25. Students who have joined a two-year Master's degree program may opt for exit at the end of the first year and earn a PG Diploma.
9. **Medium of Instruction:** The medium of instruction shall be English, Marathi & Hindi (as per the availability of medium in the institution)
10. **Seats distribution:** The seat distribution shall be as per university guidelines from time to time.
11. **Curriculum Structure:** The curriculum is based on Choice Based Credit System

(CBCS) and shall consist of Mandatory and elective courses.

- i) An elective course in history program shall run through classes, only if minimum 5 students register for it in a regular semester.
- ii) The second semester of the program includes OJT-On Job Training (internship/Apprenticeship) or Field Project (FP) of four credits.
- iii) The Third and Fourth Semester of the program includes Project work of Four (04) and 6 credits respectively which has to be undertaken by all the students.
- iv) Project work shall be evaluated by mid-term seminar/s, the quality of work carried out, project report submission and the viva-voce examination.

12. Guidelines for Continuous Internal Evaluation and End Semester Examination:

Course: Every course offered will have two components associated with the teaching-learning process, namely (a) L – Lecture, (b) T – Tutorial, and (c) P- Practical, Where L - Stands for Lecture session & T - Stands for Tutorial session consisting of participatory discussion/self-study/desk work/ brief seminar presentations by students and such other novel methods that make a student to absorb and assimilate more effectively the contents delivered in the Lecture classes.

One Lecture/Tutorial hour per week shall be assigned one credit over a period of one semester of 16 weeks for teaching – learning process. The total duration of a semester is 20 weeks inclusive of end semester examination

A course shall have either one or all two components. That means a course may have only lecture component, or combination of both the components. The total credit earned by a student at the end of the semester upon successfully completing the course is equal to L + T of each paper.

13. In a semester a student shall be evaluated for his/her academic performance in a theory (Lecture/ Tutorial) course through Continuous Assessment, Mid Semester Examinations and End Semester Examination.
14. The M.A (History) program will be based on continuous assessment and Mid semester examination of the students carrying a weightage of 20 percent and end semester examination carrying a weightage of 80 percent.
15. The framework of continuous assessment and Mid Semester Examinations will be as in-

Table 1

Sr. No	Evaluation method	Marks
01	Mid Term Examination	05
02	Home assignments / open book tests /seminars /group discussions /quizzes (Any two)*	05
03	Active participation in all Departmental Activities like Viva voce, Seminar, workshops, university programs, etc.	05
04	Overall conduct as a responsible student, mannerism & articulation and leadership qualities in organizing related academic actives.	05
	Total Marks	20

- The teacher of the concerned subject shall decide the task to be assigned to the students for home assignment, viva-voce test, and seminar, presentation.
- One Lecture/Tutorial hour per week shall be assigned one credit over a period of one semester of 16 weeks for teaching – learning process. The total duration of a semester is 20 weeks inclusive of end semester examination
- A course shall have either one or all two components. That means a course may have only lecture component, or combination of both the components. The total credit earned by a student at the end of the semester upon successfully completing the course is equal to L + T of each paper.

16. Evaluation criteria for Field Project/ OJT/Internship:

In case the student is going for OJT or Internship he/she needs to inform the Head of the department about it at least 2 weeks in advance of the start of end semester examination. The said OJT/Internship will carry 4 credits and should be of 120 hours to be completed in maximum period of 4 weeks. Those students who wish to carry a field project instead of OJT/Internship will be finalized the topic of the field project in consultation with the subject teacher. The supervisor shall be allotted by the subject teacher in consultation with the Head of the Department.

The evaluation of the Field Project/ OJT/Internship will be based on the project report submitted by the students and viva-voce thereafter. The project report should be forty to fifty pages and has to be submitted within 2 weeks of the completion of Field Project/ OJT/Internship. The Field Project/ OJT/Internship shall carry 100 marks.

17. Research Project: The students have to undertake a research project in Semester III and IV of 04 and 06 credits respectively. The design of the research project will be as follows:

Semester III: The student will be required to identify and define the research problem, review literature of at least thirty research works and design the research methodology for conducting research. A synopsis and presentation of the work has to be done before the end semester examination. The research project shall carry 100 marks. The topic of the research project will be finalized in consultation with the supervisor who will oversee the research work through contact hours. The supervisor shall be allotted by the subject teacher in consultation with the Head of the Department.

Semester IV: The student will continue the research project in Semester IV on the research topic submitted in Semester III. During the semester the student shall do data collection, data analysis and report writing of the selected research topic. The final research project report should be of 90 to 100 pages. The research project shall carry 150 marks The evaluation shall be done as follows:

Sr. No.	Assessment Parts	Maximum Marks Allotted
1	Internal Assessment through presentation and Viva-voce	20 %
2	Research Paper / Research Report	80%
	Total	100%

18. Mid Semester Examinations will be conducted as per schedule in the Academic Calendar. Mid Semester Examination will be normally of at least of two-hour duration.
19. End Semester Examination will be conducted as per schedule in academic calendar. End semester examinations will be of three-hour duration. The duration of examination may vary as per the need of the theory course.
20. A student who skips continuous assessment or a part thereof shall be awarded zero marks under the respective subject teacher. However, the Principal may take decision on such issues whenever required.
21. A student who remains absent for End Semester Examination, shall be awarded zero marks in end semester examination.
22. If a student gets 'FF' or 'I' grade shall be allowed to appear for the make-up examination. The make-up examination shall be conducted within fifteen days from the declaration of results of the end semester examination. Make up examination shall be for end semester examination of that academic year only. The Grade applicable to students in make-up examination will be one level below the actual grade obtained by the student in make-up exam.
23. An examinee securing 'FF' or 'Z' grade in any course of an examination of the M.A (History) program shall have an option to forego his/her continuous assessment marks in a course or courses. In such cases he/she shall be examined for total marks comprising theory/practical end semester examination and continuous assessment together, at his/her successive attempt at the examination. Such an option can be availed by an examinee in case he/she is appearing for the successive attempts at the examination as ex-student for that particular course.
24. The option of forego cannot be availed by examinee in an examination in case he/she is appearing for the examination as regular student for that particular course. A student who is detained from appearing in an examination in a course(s) for lack of attendance can exercise the option of forego in successive attempts at the examination.
25. To avail this, the examinee would indicate the same in his or her 'Application for the examination' and the option once exercised, shall be 'Final and Binding' on the examinee concerned for all the subsequent examinations in that course. For the examinee opting for forego, his/her marks in continuous assessment shall be ascertained proportionately on the basis of his/her marks in the end semester theory examination of that course and in equal proportion on the basis of his/her marks in practical examination.
26. For the courses (compulsory/ elective/any other course) of M.A. (History) program which are closed by the college/department from 2023-24 academic session and onwards, number of attempts to pass these courses will be provided (as and when the examination is conducted) as per the prevailing norms of the university pattern. After

that, the student will have to appear for the examination of equivalent course as per the absorption and equivalence scheme.

- 27. Structure of the End semester examination questions paper:** The end semester examination shall carry 80 marks for a four (04) credit course and shall carry 40 marks for a two (02) Credit course. The Board of Studies of the History has suggested the following **paper pattern for end semester examination of 80/40 marks:**

Section A	Four questions	16/8 marks each	(All compulsory)
Section B	Four questions	4/2 marks each	(All compulsory)

Section A: Four Questions of 16/8 marks each (All compulsory-with OR option to each question) will be based on remembering and understanding cognitive level of blooms taxonomy.

Section B: Four Short Answer Questions of 4/2 marks each (All compulsory-one from each unit), will be based on analytical cognitive level of blooms taxonomy.

- 28. The Grading System:** For every course taken by a student he/she is assigned a grade based on his/her combined performance in all components of evaluation scheme of a course Theory/Practical. The grade indicates a qualitative assessment of the student's performance and is associated with equivalent number called a grade point

The academic performance of a student shall be graded on a ten-point scale following guidelines given in Table-I which is as per the Direction No. 1 of 2023 (The Admissions and Examinations of Students Leading to the Award of the Master of Arts (Choice Board Credit System), Direction, 2023), Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur

Table 2: STRUCTURE OF GRADING OF ACADEMIC PERFORMANCE

Academic Performance	Grades	Grade Points
Outstanding	O	10
Excellent	A+	9
Very Good	A	8
Good	B+	7
Above Average	B	6
Pass	C	5
Fail	FF	0
Incomplete	I	Subsequently to be changed into the grade earned.
Withdrawal	W	-
Non completion of course requirement	Z	-
Extension (in projects only)	X	-

Explanation:**'FF' Grade**

- The 'FF' grade denotes poor performance amounting to failure.
- A student has to repeat all courses in which he/she obtains 'FF' grade, till a passing grade is obtained within the prescribed duration.
- For the elective courses in which 'FF' grade has been obtained, the student may take the same course or any other course from the same elective group. If the course is not offered/available in the current semester, he will have to take it whenever it is offered by the department and then appear for the examination.

'I' Grade

This grade indicates an '*Incomplete*' course requirement due to absence in End Semester Examination. The grade is required to be converted in to a regular letter grade as per the regulations.

'W' Grade

This refers to withdrawal from the course as per the regulations.

'X' Grade

This grade is awarded for incomplete Project work and will be converted to a regular grade on the completion of the Project work and its evaluation.

'Z' Grade

This grade stands for non-completion of course requirement.

29. The letter Grades (up to 'CD' grade in theory courses and up to 'CC' grade in practical courses) awarded to a student in all the credit courses shall be converted into a SGPA and CGPA, to be calculated as given in R28 of the Direction No. 1 of 2023 (The Admissions and Examinations of Students Leading to the Award of the Master of Arts (Choice Board Credit System), Direction, 2023), Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur
30. A student passing a course in Makeup examination shall be treated as having cleared the course in First Attempt.
31. **Award of Grade Based on Absolute Marks System:** The award of grades based on absolute marks out of 100 (in case of 4 credit course) or 50 (in case of 2 credit course) as the case maybe shall be made as follows for transfer of marks of university scheme to the Grades. Grade points will be computed as earlier.

Table 3

Percentage of Marks	Grade	Grade Point
Above 90 % to 100 %	O	10
Above 80 to 90 %	A+	9
Above 70 to 80 %	A	8
Above 60 to 70 %	B+	7
Above 55 to 60 %	B	6
50 to 55%	C	5
Less than 50 %	FF	0

- 32. Award of Degree:** The Degrees shall be awarded by Rashtrasant Tukadoji Maharaj Nagpur University on the recommendations of the Academic Council/ Governing Body.
- 33. Grade Card:** The grade card shall be issued at the end of the semester to each student and will contain the following:
- a) The credits for each course registered for that semester.
 - b) The grade points and letter grades obtained in each course.
 - c) The total number of credits earned by the student up to the end of that semester in each of the course.
 - d) The SGPA and the CGPA. Refer R.29 and R.30 of the Direction No. 1 of 2023 (The Admissions and Examinations of Students Leading to the Award of the Master of Arts (Choice Board Credit System), Direction, 2023), Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur, Direction, 2023) for computation of grades from the marks and conversion to the SGPA & CGPA.
- 34.** Grade card will not indicate class or division or rank.
- 35.** Wherever required the conversion of CGPA to percentage of marks will be done as per R30 of the Direction No. 1 of 2023 (The Admissions and Examinations of Students Leading to the Award of the Master of Arts (Choice Board Credit System), Direction, 2023), Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur, Direction, 2023)
- 36.** Improvement of Grade/CGPA while undertaking M.A (History) Program and after the completion of the program will be as per R 29 of the Direction No. 1 of 2023 (The Admissions and Examinations of Students Leading to the Award of the Master of Arts (Choice Board Credit System), Direction, 2023), Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur, Direction, 2023).
- 37.** An examinee securing 'FF' or 'Z' grade in any course of an examination shall have an option to forego his/her continuous assessment marks in a course or courses. In such cases he/she shall be examined for total marks comprising theory/practical end semester examination and continuous assessment together, at his/her successive attempt at the examination. Such an option can be availed by an examinee in case he/she is appearing for the successive attempts at the examination as ex-student for that particular course. The Option of forego cannot be availed by examinee in an examination in case he/she is appearing for the examination as regular student for that particular course. A student who is detained from appearing in an examination in a course (s) for lack of attendance can exercise the option of forego in successive attempts at the examination.
- To avail this, the examinee would indicate the same in his or her 'Application for the examination' and the option once exercised, shall be 'Final and Binding' on the examinee concerned for all the subsequent examinations in that course.
- For the examinee opting for forego, his/her marks in continuous assessment shall be ascertained proportionately on the basis of his/her marks in the end semester theory examination of that course and in equal proportion on the basis of his/her marks in practical examination.
- 38. The details Syllabus is as below:**

MHR1T01

HISTORIOGRAPHY

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

Course Outcome:

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

CO2. The student will understand Western Historiography.

CO3. The student will come to know the Indian Historiography.

CO4. The student will learn the different approaches to History.

Unit-I Introduction

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

Unit-II Western Historiography

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

Unit-III Indian Historiography

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

Unit-IV Approaches to History

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

Books Recommended-(English)

1. A Critical Method in Historical Research and Writing - H.C. Hocket
2. A History of Historical Writing-H.E. Barnes
3. A Study of History-Gardiner Patrick
4. A Text Book of Historiography-Sreedharan
5. Alberuni's India -Dr. Edward C. Sachau
6. Ancient Indian Historical Tradition - F.E. Pargiter
7. Hinduism & Its Sense of History - Arvind Sharma
8. Historians of Medieval India - Peter Hardy
9. Histories and Historiography During the Reign of Akbar–HarbansMukhia
10. Historiography and Historians of Sultanate Period -Bharti S. Kumar
11. Historiography, Religion and State in Medieval India -Satish Chandra
12. Historiography - N. Jayapalan.
13. Historiography-N. Subramaniam
14. History, Historical Thoughts and Historiography –AroopChakravarti
15. History, its Theory and Method-Sheikh Ali
16. IbnKhaldun - Syed FaridAlatas
17. Idea of History - R.G. Collingwood
18. IGNOU Materials
19. Indo-Persian Historiography -Iqtidar Husain Siddiqui
20. Philosophies of History - Robert M. Burns & Hugh Rayment-Pickard
21. Philosophy of History - G. Kuppuram
22. Research Methodology - K.N. Chitnis
23. Research Methodology - Satish Bajaj
24. The Greek and Roman Historians - Timothy E. Duff
25. The Histories - Herodotus (Tr.George Rawlinson)
26. The Muqaddimah–IbnKhaldun (Tr. Franz Rosenthal)
27. The Philosophy of History -G.W.F. Hegel
28. The Portable Greek Historians - M.I. Finley
29. The Travels of Ibn Battuta - H.A.R. Gibb
30. Theories of History - Patrick Gardiner
31. What is History-E.H.Carr
32. Understanding Itihasa- Sibesh Bhattacharya

Marathi/Hindi

1. *ItihasTantraAniTatvagyan* - ShantaKothekar
2. *ItihasacheTatvagyan*- SadashivAathvale
3. *ItihasLekhanShashtra*- Gaikwad,Sardesai,Hanmane
4. *SanshodhakachaMitra*- G.H.Khare
5. *ItihasLekhan* - Sreedharan
6. *ItihasLekhan,Avadharna,VidhayenevamSadhan* -B. K. Shrivastava
7. *Bharat KePramukhItihaskar* -Dr. S.L. Nagori. KantaNagori

MHR1T02

ANCIENT INDIA-I (From earliest time to 12th century)

Course Objectives:

The paper is designed to make students aware of the sources of History of Ancient India. It will also give an overview of the political scenario of Ancient India as it plays an important role in shaping other dimensions of human existence; social and cultural.

Course Outcomes:

CO1. The student will be able to develop critical understanding.

CO2. The student will understand the various dimensions shaping human life.

CO3. The student will possess a clear insight into the chronological progression of ancient India.

CO4. The student will learn Ancient Polity of whole India.

Unit-I

- a. Sanskrit, Pali sources
- b. Sangam Literature as source of History
- c. Foreign Accounts.- Fa-hien, Xuanzang

Unit-II

- a. Indus Valley Civilization-Culture & Expansion
- b. Vedic Society
- c. Sixteen Mahajanpadas

Unit-III

- a. Maurya and Gupta Polity
- b. Post Gupta.-Harshavardhana
- c. GurjarPratiharas- Rise to Power

Unit-IV

- a. Palas-Rise to Power
- b. Cholas- Rise to Power
- c. Rajputs- Rise to Power

Books Recommended- (English)

1. Ancient India -Majumdar R.C.
2. Aspects of Political Ideas and Institutions in Ancient Indian - Sharma, R.S.
3. Early India, A Concise History -Jha, D.N.
4. From Lineage to State, Oxford India Paperbacks -Thapar, R.
5. Hindu Polity - K.P. Jaiswal
6. History of South India -Sastri, K.A.N.

7. India's Ancient Past - Sharma R.S.
8. Interpreting Early India - Thapar R.
9. The History and Culture of the Indian People, Volume 1-5 - Majumdar R.C.

Marathi/Hindi

1. *PrachinBhartachasanshiptItihasaaniPriyadarshi Ashok*, (2017) Vol I & II-,
swayamPrakashan, Dr.ChitralkhaKalambe&ShaliniKalambe,
2. *Aspects of Ancient Indian Political Ideas and Institutions*-Sharma, R.S., tr.
PrachinBharatatilRajakiyaVicharaniSanstha - Ranade P.
3. *MauryottarwaGuptakalinRajasvapadhati*- G.B. Deglurkar
4. *Prachin Bharat* (in Hindi and Marathi)-Jha, D.N.
5. *Prachin Bharat meinRajnitikVicharevamSanstha*–SharmaR.S.

MHR1T03 MEDIEVAL INDIA-I (1206-1757)

Course Objectives: The paper is designed to make students aware of broad Political situation of Medieval India from 13th to 18th Century. The paper will enable to the students to understand the changes that came in the Indian polity with the coming of the Turks.

Course Outcome: The student shall be able to

CO1. Critically evaluate the literary sources of history.

CO2. Examine the policies and reforms of the Sultans and Mughals.

CO3. Know important institutions like revenue, governance, and policies.

CO4. Debate on various theories relating to the decline of kingdoms.

Unit-I Sources

- a. Literary Sources- Tarikh-i-Hind, Fatwa-i-Jahangiri
- b. Baburnama; Ain-i-Akbari of AbulFazal
- c. Travelers Account- IbnBhatuta, NiccolaoManucci

Unit-II Delhi Sultanate

- a. Iltutmish, Qutub-ud-din Aibak- Administration, Theory of Kingship
- b. Balban&Razia- Theory of Kingship; The Khiljis-Market regulations
- c. The Tughlaqs-Muhammad Bin; Firuz Shah; Downfall of Sultanate

Unit-III The Mughlas

- a. Babur; Humayun-Contest with Afghans
- b. Akbar-Religious policy, Din-i-Illahi, Jahangir-Mansabdari
- c. Shahajahan-Central Asian Policy; Aurangzeb-Deccan Policy, Religious Policy, Causes of Decline

Unit-IV Administrative Structure

- a. Islamic Theory of State and its application in India
- b. The administrative structure of Sultanate-Provincial, Military, Revenue
- c. The administrative structure of the Mughals- Provincial, Military, Revenue

Recommended Books-(English)

1. Aziz Abdul, The Mansabdari System and the Mughal Army
2. Banerjee, S.K. Humayun Badshah
3. Dorn, History of Afghans
4. Habibulla, A.B.M., Foundation of Muslim rule in India
5. Lal K.S., History of the Kijiljis
6. Mazumdar, Roy Choudhary and Datta, An Advanced History of India, Vol. II
7. Erskine, W., History of India under Babur and Humayun
8. Hasan, Ibn, The Central Structure of the Mughals
9. R. C. Jauhari, Firoz Tughlaq
10. M. Husain, Tughlaq Dynasty
11. M. Husain, Rise and fall of Muhammad Tughlaq
12. Malleson B., Akbar
13. Mukhia, Harbans, Historian and Historiography during the reign of Akbar
14. Nizami and Habib, Delhi Sultanate, Vol. I & II
15. Prasad Ishwari, A short history of Muslim rule in India
16. Nizami, K.A., Akbar and Religion, 1990
17. The History and Culture of the Indian People, Vol. 5,6,7-Majumdar R.C.
18. History of India (1000-1707 A.D.) - Srivastava A.
19. Advanced study in the history of Medieval India (Vol. 1 to 3) - Mehta J.L.
20. Political Economy of Commerce, Southern India, 1550-1650 -Subrahmanyam, S.
21. Medieval India (2 vols.)- Chandra Satish (also available in Hindi).
22. Aspects of Society and Economy in Medieval India -Chitnis, K.N.
23. Essays in Indian History – Towards a Marxist Perspective - Habib, I.
24. Religion, State and society in Medieval India - Hasan, S. Nurul
25. The State in India, 1000-1700 -Kulke, H. (ed.)
26. Pd Beni, History of Jahangir
27. Qureshi, I.H., The Administration of Sultanate

Marathi/ Hindi

1. *Madhyayugin Bharatiya Sankalpanawa Sanstha* -Chitnis, K.N.
2. *Madhyakaleen Bharat: Rajniti, Samaj Aur Sanskar*- Chandra S.
3. *Madhyakaleen Bharat*, Mahajan V.D.
4. *Uttar Madhyakalin Bharat*, Pandey A.B.
5. *Madhyakalin Bhartiya Samaj*, Ojha, P.N.

MHR1T04

ARCHIVAL STUDIES

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

Course Outcome:

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

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

Unit - I

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

Unit - II

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

Recommended Books- (English)

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

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

MHR1T05A TRIBAL HISTORY OF CENTRAL INDIA (1200 TO 1800)

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

Course Outcome-

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

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

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

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

Unit- I Gond Dynasty of Garha-Mandla

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

Unit-II Gond Dynasty of Deogarh and Kherla

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

Unit- III Gond Dynasty of Chanda

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

Unit- IV- Administration and Art and Architecture of Gonds

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

Books Recommended-(English)

- 1. Gondwana and the Gonds- Indrajeet Singh
- 2. History of Central Provinces and Berar- J. N.Sil
- 3. Socio-Cultural History of the Gonds- S.I. Koreti
- 4. The Highlands of Central India- Forsyth J.

5. The Rajgond Maharajas of Satpura Hills - C. U. Wills
6. The Story of Gondwana - D. D.Chatterton
7. Tribal ascendancy in Central India-The Gond kingdom of Garha - Suresh Mishra

Marathi/Hindi

1. ChandrapurchaItihas- A.J. Rajurkar
2. DeogadcheGondRaje -Dr B. R. Andhare
3. DeogarhkeGondRajya -Suresh Mishra
4. Garha- MandlakeGondRajvansh- Karuna Mishra
5. Garha-Mandal ke Gond Rajya - Rambarosh Agrawal
6. Gond Kingdom of Chanda-KedarNathThusu
7. GondLokanchaItihas-YadhavMadhav Kale
8. Madhya Pradesh Ke Gond Rajya- Suresh Mishra
9. Nagpur PrantachaItihas-YadhavMadhav Kale
10. Shree SuklaAbhinandanGratha-BiyaniBrijlal
11. Veerangana Maharani Durgawati- ShabdvaibhavPrakashan- Dr.WamanShedmake
12. WarhadchaItihas-YadhavMadhav Kale

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

Course Outcome:

CO1. The student will be familiarize with the condition of the peasants.

CO2. The student will be educated about peasant problems.

CO3. The student will able to identify the causes for the peasant uprisings.

CO4. The learner will know the peasant participation in National movement.

Unit-I

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

Unit-II

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

Unit-III

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

Unit-IV

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

Recommended Books:

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

Course Objectives: The paper is introducing to make the student aware about the regional history within a broad framework of Indian culture. Maharashtra state is known as progressive state. Therefore, it is felt to enable the student to understand the different facets of Marathi culture.

Course Outcome: The student will

CO1. Understand the diversity of the human existence as influenced by geographical location, race, ethnicity, cultural traditions etc.

CO2. Understand the regional history within a broad framework of Indian culture.

CO3. Understand the different facets of Marathi culture.

CO4. Critically examine the major social, cultural, literary aspects shaping Maharashtra.

Unit- I Maharashtra as a cultural region

- a. Physical and geographical features
- b. Origin of Marathi people & Language
- c. Nomenclature of Maharashtra

Unit-II Movements and cults: philosophy and teaching

- a. Nath, Mahanubhv
- b. Varkari, Ramdasi
- c. Datta, Sufi, Shakt

Unit-III Literature

- a. Bhakti
- b. Panditi
- c. Shahiri, Folk

Unit-IV Makers of Modern Maharashtra

- a. BalshastriJambhekar
- b. Gopal Ganesh Agarkar
- c. SavitribaiPhule

Books Recommended-(English)

1. Social Policy and Social Change in Western India -Ballhatchet, Kenneth.
2. Maharashtra - A Profile, Pune - Bhagvat, A.K.
3. The Quotidian Revolution - Novetzke Christian Lee
4. Creative Pasts - DeshpandePrachi
5. Savitribai Phule Pioneer of Women Empowerment-Gopu Sudhakar.

6. A Forgotten Liberator: The Life and Times of Savitribai Phule-Braj Ranjan Mani and Pamela Sardar
7. Rise of the Maratha Power- M.G. Ranade
8. Mysticism in Maharashtra- R.D. Ranade
9. Life of Tukarama- Justin Abbott

Marathi/Hindi

1. Maharashtra Saraswat, Vol. I and II - Bhave, V.L.
2. MaharashtraatilPanch Bhakti Sampradaya-Gosavi, R.R.,
3. Marathi Samskruti -Karve, Iravati.
4. YadavaKalin Maharashtra -Panse, M.G.
5. Maharashtra Samskruti -Sahastrabuddhe, P.G.
6. Maharashtra Jeevan, Vols. I and II -Sardar, G.B. (ed.),
7. SantVangmayachiSamajikPhalashruti -Sardar, G.B.
8. MaharashtrachaSamajika – SanskritikaItihas -Shenolikar,H.S., and Deshpande, P.N.
9. Panch Santa Kavi -Tulpule, S.G.
10. Gopal Ganesh Agarkar - ArvindGanachari
11. SavitribaiPhule–SamagraWangmay- Mali M.G.
12. YugprvartakBalshastriJambhekar- KalaniKartuttva- Upadhye N.
13. Prachin Marathi VangmayanchaItihas(five volimes)- A.N. Deshpande

MHR1T08**RESEARCH METHODOLOGY**

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

Course Outcome- Students will be able to

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

CO2. The student will learn preliminary operations.

CO3. The student will learn the synthetic operations.

CO4. To know the challenges of writing objective history, uses and ethics of history writing.

Unit-I

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

Unit-II

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

Unit- III

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

Unit- IV

- a. Challenges of Objectivity; Historicism
- b. History as Science/ scientific study
- c. Uses of History Ethics in Research

Books Recommended-(English)

1. R.J. Shafer, A Guide to Historical Method, Dorsey Press, 1983
2. Marc Bloch, The Historian's Craft, Manchester University Press, 2004
3. The Modern Research - Barzon Jacques and Henry Graff
4. E.H. Carr, What is History, Penguin 2008
5. G.N. Renier, History: Its purpose and Method, Allen and Unwin, 1961
6. E. Sreedharan, A Manual of Historical Research Methodology, Trivandrum, 2007
7. L.Cohen and E. Nagel, Introduction to Logic and Scientific Method, Simon Publication, 2002
8. Willium Goode and Paul Hatt, The Methods of Social Research, McGraw Hill, 1952
9. Michel De Certeau, The writing of History, Columbia University Press, 1988
10. Kate Turabian, A Manual for the Writers of Research Papers, thesis Dissertations, University of Chicago Press, 2013
11. LudmillaJordanova, History in Practice, Bloomsbury, 2006
12. Keith Jenkins, Refiguring History, 2003
13. Aron V Cicourel, ed., Advances in Social Theory and Methodology, Routledge, 2014
14. Chitnis K.N. Research Methodology in History
15. Collingwood R.G. The Idea of History
16. Galbraith V.H. The Historian -
17. Kothari C.R., Research Methodology, Methods and Techniques
18. Shaikh Ali, History: it's Theory and Methods
19. Thakur Devendra, Research Methodology in Social science -

Marathi/ Hindi

1. इतिहासाचे तत्वज्ञान – सदाशिव आठवले
2. संशोधन पद्धतीशास्त्र व तंत्र – प्रदीप आग लावे
3. शास्त्रीय संशोधन पद्धती – हाडेबी म.
4. इतिहास लेखन शास्त्र – गायकवाड, हनमते सरदेसाई
5. इतिहास तंत्र आणि तत्वज्ञान – शांता कोठेकर
6. इतिहास शास्त्र : संशोधन, लेखन परंपरा व अध्यायन- देव प्रभाकर
7. इतिहास अध्यापन पद्धती व तंत्र – पत्की श्री. ना.
8. इतिहास लेखन शास्त्र –राजडेरकार सुहास
9. इतिहास लेखन शास्त्र – सातभाई श्रीनिवास
10. इतिहासाचे तत्वज्ञान – डॉ. प्रशांत देशमुख

MHR2T01

ANCIENT INDIA-II (From earliest time to 12th Century)

Course Objectives:

To understand the origin and growth of Varna and Caste system. To take an overview of the development of art and architecture in India till 12th Century A.D. To get familiar with the literary trends during the period. To understand the growth of agriculture, industries, trade and urbanization

Course Outcome: The student will able to

CO1. Know the origin and growth of Varna and Caste system.

CO2. To take an overview of the development of art and architecture in India.

CO3. Get familiar with the literary trends during the period.

CO4. Understand the growth of agriculture, industries, trade and urbanization.

Unit -I Society

- a. Social Stratification- Varna and Caste system
- b. Position of Women, Position of Sudras
- c. Ashram Vyavastha, Sanskar, Marriage

Unit-II Art &Architecture

- a. Temple Architecture- Nagara and Dravida Style, Cave temples
- b. Sculpture- Gandhara School, Mathura school and Amravati School
- c. Paintings

Unit -III Literature

- a. Education Centres- Nalanda
- b. Sanskrit & Sangam Literature
- c. Pali, Prakrit Marathi

Unit-IV Economy and Trade

- a. Ownership of Land, Agriculture
- b. Trade & Trade Routes
- c. Guild System, Urbanization

BooksRecommended-(English)

1. A History of Ancient and Early Medieval India: from the Stone Age to the 12th century - Singh, Upinder
2. A History of Architecture in India- Tadgell, Christopher

3. A History of Classical Poetry, Sanskrit – Pali -- Prakrit- Lienhard, Siegfried
4. A History of Indian Literature - Jan Gonda
5. A History of Indian Literature, 500-1399- Sisir Kumar
6. Ajanta: History and Development- Spink, Walter
7. Amaravati: Buddhist Sculpture from the Great Stupa- Weatherhill. Knox, Robert
8. Ancient India: a Complex Study - Bongard-Levin, J.M.
9. Ancient Indian Social History: Some Interpretations - Thapar, Romila
10. Approach to Nature in Indian Art and Thought- Sivaramamurti, C.
11. Aspects of Rural Settlements and Rural Society in Early Medieval India- Chattopadhyaya, B.D.
12. Caste and Class in India- Ghurye, G.S
13. Caste: Origin, Function and Dimensions of Change- Jaiswal, Suvira
14. Dharma: Studies in its Semantics, Cultural and Religious History- Olivelle, Patrick
15. Early Medieval Indian Society: A study in Feudalisation- Sharma, R.S.
16. Economic Life in Northern India in the Gupta period (c. AD300–550) - Maity, S. K.
17. Encyclopaedia of Indian Temple Architecture, Vol.I (South India) in four parts- Dhaky, M.A., Meister, Michael et al
18. Essays in Classical and Modern Hindu Law- Derrett, J.Duncan
19. History and Culture of the Indian People Vol 1 to 5. - R.C. Majumdar
20. Indian Architecture (Buddhist and Hindu)- Brown, Percy.
21. Invisible Women, Visible Histories - Rangachari, D.
22. Jaina Art and Architecture, 3 Vols. - Ghosh, A. ed
23. Land System and Rural Society in Early medieval India- Sahu, B.P. (ed.)
24. Material Culture and Social Formations in Ancient India- Sharma, Ram Sharan
25. Perspectives in Social and Economic History of Ancient India- Sharma, R. S.
26. Perspectives in Social and Economic History of Early India- Sharma, Ram Sharan
27. Social Changes in Early Medieval India (c.AD 500-1200) - Sharma, Ram Sharan
28. Social Dimensions of Early Buddhism- Chakravarti, Uma
29. Social Formations of Early South India- Gurukkal, Rajan
30. Social Formations of Early South India- Gurukkal, Rajan
31. Society and Culture in Northern India in the Twelfth Century- Yadava, B.N.S.
32. Studies in Indian Temple Architecture- Chandra, Pramod (ed)
33. Studies in South Indian Temple Complex- T.V.Mahalingam
34. The Making of Early Medieval India- Chattopadhyaya, Brajadulal
35. The Position of Women in Hindu Civilisation- Altekar, A.S.
36. Trade and Traders in Early India - Chakrabarti, Ranabir
37. Trade and Traders in Early India Manohar- Chakrabarti, Ranabir.
38. Trade, Ideology and Urbanization- Champakalakshmi, R.
39. Truth, Myth and Politics in Ancient India- Mabbet, I.W.
40. Women in Early Indian Societies- Kumkum Roy (Ed.)
41. Indo-Roman Trade : From Pots to Pepper- Tomber, Roberta
42. Trade and Traders in Early India- Chakravarti, Ranabir
43. Trade in Early India- Chakravrti, Ranabir, ed.

Marathi/Hindi

1. *Prachin Bhartacha sanshipt Itihasaani Priyadarshi Ashok*, (2017) Vol I & II-,
swayam Prakashan, Dr. Chitralkha Kalambe & Shalini Kalambe,
2. *Bharatiya Vivah Sansthaka Itihas-* Rajwade, Vishwanath Kashinath
3. *Prachin Bharat* - Jha, D.N.
4. *Prachin Bharatatil Rajakiya Vicharani Sanstha* –Pandharinath Ranade
5. *Prachin Bharat mein Rajnitik Vicharevam Sanstha-* Sharma, R.S.

Course Objectives: To understand the origin and growth of Varna and Caste system. To take an overview of the development of art and architecture in India till 12th Century A.D. To get familiar with the literary trends during the period. To understand the growth of agriculture, industries, trade and urbanization.

Course Outcome: The student will able

CO1. To understand the origin and growth of Society.

CO2. To take an overview of the development of art and architecture in Medieval India

CO3. To get familiar with the literary trends during the period.

CO4. To understand the growth of agriculture, industries, trade and urbanization.

Unit-I Society

- a. Social Stratification- Hindus/ Muslims Nobility and commoners
- b. Position of Women; Position of Hindus
- c. Food and Dress, Amusements

Unit-II Art &Architecture

- a. During Sultanate period-Delhi; Gujarat; Deccan; Malwa; Bengal
- b. During Mughal period- Fatehpur-Sikri, Agra, Delhi;
- c. Paintings-Mughal; Rajasthani; Pahari

Unit -III Literature

- a. Persian Literature
- b. Sanskrit
- c. Regional Languages

Unit-IV Economy and Trade

- a. Agriculture and Industries
- b. Inland and Foreign trade
- c. Urbanization

Books Recommended- (English)

1. Studies in Islamic Culture in the Indian Environment- Ahmad, Aziz
2. Medieval India: Researches in the History of India, 1200-1750- Habib, Irfan
3. Politics and Society during the Early Medieval Period- Habib, M.
4. Mughal India: Studies in Polity, Ideas, Society and Culture - M Athar Ali
5. Medieval India: The Study of a Civilization- IrfanHabib
6. The State and Society in Medieval India- J.S. Grewal
7. Mughal Relations with the Indian Ruling Elite - I.H. Siddiqui

8. Agra: Economic and Political Study of a Mughal Suba (1580-1707) - K.K. Trivedi
9. Mughal Religious Policies, the Rajputs and the Deccan - Satish Chandra
10. Indian Merchant and Eurasian Trade, 1600-1750- S.F. Dale
11. The Making of Early Medieval India - Brajdhulal Chattapadhyaya
12. Medieval India: The Study of a Civilization --Irfan Habib
13. Religion in Indian History --Irfan Habib
14. The Mughals of India-Harbans Mukhia
15. Religious Policy of the Mughal Emperors - S.R. Sharma
16. Mughal Architecture - E.M. Koch
17. Urban Glimpses of Mughal India: Agra, the Imperial Capital (16th and 17th centuries) - I.P. Gupta
18. State, Religion and Society in Medieval India --Nurul Hasan
19. Mughal India: Studies in Polity, Ideas, Society and Culture - M Athar Ali
20. The Medieval Deccan: Peasants, Social Systems, and States, Sixteenth to Eighteenth Centuries - H. Fukazawa
21. The Economy of Mughal Empire c. 1595: A statistical Study - Shireen Moosvi
22. Indian Merchants and the Decline of Surat C 1700-1750 - Ashin Das Gupta
23. Mughal Nobility under Aurangzeb - M. Athar Ali
24. Economic History of India (1200-1750) --Tapan Raychaudhari & Irfan Habib
25. Social Life in Medieval Rajasthan, 1500-1800 A.D. - G.N. Sharma
26. Some Aspects of Socio-Economic History of Rajasthan - G.S.L. Devra
27. Rebels to Rulers: The Rise of Jat Power in Medieval India C. 1665- 1735- R.P. Rana
28. Historians and Historiography During the Reign of Akbar - Mukhia, Harbans
29. History and Culture of the Indian People, Vol 7- R.C. Majumdar.
30. Advanced Study in the History of Medieval India: Volume II Mughal Empire (1526-1707) - J L Mehta.

Marathi/Hindi

1. *Madhyayugin Bharatiya Sankalpanawa Sanstha* - Chitnis, K.N.
2. *Akbar te Aurangzeb* --Rajendra Banahatti
3. *Akbarkalin Hindustan* --Sunanda Kogekar
4. *Aurangzeb* - S.G. Kolarkar
5. *Mughalkalin Mahsul Padhati* - P.L. Saswadkar

MHR2T03

INDIA UNDER COMPANY'S RULE (1757-1857)

Course Objectives: The paper aims to enable students to understand foundation and consolidation of English East India Company rule in India between 1757 to 1857. The paper covers events that lead to establishment of Company rule in India and study policies and Acts that brought Indian Colonisation. The paper further emphasise on social and educational influence of western thinking on Indian orients.

Course Outcome:

CO1. The students will understand foundation and consolidation of English East India Company rule in India.

CO2. The learner will know the early British policy towards Indian states.

CO3. The student will know the various Acts that brought Indian Colonisation.

CO4. The student will critically examine the social and educational influence of western thinking on Indian orients.

Unit-I

- a. India in the mid-18th Century
- b. Battles of Plassey and Buxar
- c. Anglo-Sikh Wars, Anglo- Mysore War

Unit-II

- a. Subsidiary Alliance System
- b. Policy of Annexation of Indian States
- c. Doctrine of Lapse

Unit-III

- a. Regulating Act of 1773
- b. Pitt's India Act of 1784
- c. Charter Acts 1813, 1833, 1853

Unit-IV

- a. Introduction of Western Education; Development of Press in India
- b. Raja Ram Mohan Roy, Brahmo Samaj
- c. Revolt of 1857- Causes and Nature

Books Recommended-(English)

1. An Advanced History of India - R.C. Majumdar, Raychaudhari, K. K. Dutta
2. Modern India - Bipan Chandra
3. The Cambridge History of India - H.H.Dodwell
4. Indian Society and the Making of the British Empire - C. A. Andrews

5. Social Background of Indian Nationalism - A. R. Desai
6. From Plassey to Partition –Shekhar Bandopadhyaya
7. Social Conditions in Eighteenth Century India –Pushpa Suri
8. British Paramountcy and Indian Renaissance - R. C. Majumdar Vol I, II

Marathi, Hindi

1. *Adhunik Bhartacha Itihas 1757-1857* -Dr.Vaidya and Dr.Kothekar,
2. *Adhunik Bharat kaItihas*- Bipan Chandra
3. *Plassey Se VibhajanTak*-ShekharBandopadhyaya
4. *Adhunik Bharat* –DinanathVarma

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

Course Outcome:

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

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

UNIT-I Introduction to Museum

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

UNIT-II Collection, Documentation and Exhibition Planning

- a. Collection: field exploration, purchase, gift and bequests, loans and deposits, exchanges, treasure trove, confiscation and others
- b. Documentation: accessioning, indexing, cataloguing, digital documentation and de-accessioning.
- c. Type of exhibits, target audience, concept develop storyline, designing and layout of exhibits, gallery development, space, showcases and structural installations, colour scheme. Lighting, labels and scripts, evaluation.

Recommended Books:

1. Aiyappan and Satyamurti S.T.- Handbook of Museum Technique
2. AnupamaBhatnagar, Museums, Museology and New Museology
3. Bobade B.R., Directory of Museums in India, Ministry of Culture, Govt of India, 2023
4. Bobade B.R., Museums a Guide to Preservation and Fumigation, Pacific Publication, Delhi
5. Bobade B.R., Museums and Archives-Preservation and Management and Digital networking, Pacific Pub. Delhi
6. Bobade B.R., Museums A New Era of Technology, B.R. Publishing Delhi
7. Bobade B.R., Encyclopaedia of Museums, Archives & Archaeology 10 Volumes, Empire Books International, New Delhi
8. Balakrishna, Bibliography on Museology
9. D.P. Ghosh, Studies in Museology
10. J.N. Basu, Indian Museums and Movement

11. M. L. Nigam, Museums in India, Fundamentals of Museology
12. Moley Grace, Museums Today
13. S.F. Morkham and Hangreaores H., Museums of India
14. S.J. Baxi and V.P. Dwivedi, Modern Museums
15. Shrivastav, Alok, (Ed.) *PuratatvadhiniyamevamNiyam, Puratatv, AbhilekhagaarevamSangrahalayasanchanalaya*, M.P. 1998
16. ShuklaGirishchandra, *SangrahalayaVigyan*, MotilalBanarasidas, Dilli, 2002
17. Ganeshan D., *Bharat keVividhSangrahalaya*, Pilgrim Prakashan, Varanasi, 2006
18. SahayShivswaroop, *SangrahalayakiAur*, MotilalBanarasidas, 2005
19. Agrawal O.P. *Kala vastuaniGrantahalaySahityacheJatan*, NBT, 2012

MHR2T05A TRIBAL REVOLTS IN INDIA (1757-1947)

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

Course Outcome-

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

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

Unit-II Land and Forest based Movements-Causes and impact

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

Unit-III Identity and Culture based Movements-causes and impact

- a. Muria Revolt(1876), Bhumkal Baster Revolt(1910)
- b. Gond and Kolam Revolt(1941)
- c. Mahadeo Koli Revolt(1828-50)

Unit-IV British and Tribal Leadership

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

Books Recommended- (English)

1. State, Society and Tribes, Issues in Post-Colonial India- Virginius Xaxa
2. Insurgency and Counter Insurgency-V. K. Anank
3. Social Movements in India -(Ed.) Burman, B.K.Roy
4. The History of Indian Revolt- Richard burton

5. Civil disturbances during British Rule in India (1765-1875)- S.B. Choudhari
6. Civil Rebellions in the Indian mutinies (1875-59) - S.B. Choudhari
7. History of Santhal Revolt –Digambar Chakravarti
8. Anti-British Plots and movements before 1857- K.K.Datta
9. The Santhal Insurrection - K.K. Datta
10. Rebellious Prophets-A study of Messianic movements in Indian Religions- Stephen Fuchs
11. Peasant Movements in Colonial India- S. Henningham
12. Primitive Rebels- E. J. Hobsbawn
13. Bandits- E. J. Hobsbawn
14. History of Santhal Rebellion of 1855- W.W. Hunter
15. Kol Insurrection in Chota Nagpur- J.C. Jha
16. The Revolt of Chota Nagpur- J.C. Jha
17. Tribal Revolts in India under British Raj- L.P. Mathur
18. History of Freedom Movement in Madhya Pradesh- D.P. Mishra
19. Tribal Movements and political history of India- D.M. Praharaj
20. Tribal Revolts- Rajhavaiah
21. Munda's and their country- S.C. Roy
22. The Dust-Storm and the Hanging Mist- K.S. Sinha
23. Tribal Revolts- B.K. Sharma
24. Tribal Freedom Fighters of India- Publication Division, Govt of India
25. Social movements in Tribal India- S.N. Choudhary
26. Bhumkal-The Tribal Revolt in Bastar- Hira Singh
27. Adivasis and the raj- Sanjukta Das Gupta
28. Tribal Movements in India Vol I & II - (ed) K.S. Singh
29. Bharat Ke Adivasi Vidroh- Suresh Mishra
30. The Great Tribal Warriors of Bharat, Tushin Sinha
31. Bharat ke Prasiddh Adivasi Andolan – Dr. S. I. Koreti

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

Course Outcome:

CO1. To understand the changing position of Dalit at conceptual and practical level of social transformation, from 19th c.till today.

CO2. To know the constitutional rights for safeguarding the interests of the oppressed.

CO3. To critically analyse the Dalit literature which provides space for understanding of Dalit consciousness and adds new dimensions in understanding 'Dalit'.

CO4. The learner will know the various dimensions of debates over some issues.

UNIT 1

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

UNIT-II

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

UNIT III

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

UNIT IV

- a. Split in AITUC & Formation of RTUC, Formation of Trade Union affiliations to Congress
- b. Trade Union Movement before and during Second World War; Quit India' Movement, 1942
- c. Communist & Congress conflict in trade union movement, INA Trails 1945, RIN Strike 46-47

Recommended Books:

1. Bahl, Vinay, *The Making of the Indian Working Class: The Case of Tata Iron and Steel Co., 1880-1946*, New Delhi, Sage Publications, 1995.
2. Basu, Deepika., *The Working Class in Bengal: Formative Years*, Calcutta, 1993.
3. Chandra Bipan, *Colonialism and Nationalism in India*, New Delhi, 1979.
4. Chakrabarty, Dipesh, *Rethinking Working-Class History: Bengal, 1890–1940*, Princeton, N.J.:Princeton University Press,1989.
5. Chandavarkar, Rajnarayana.,*The Origins of Industrial Capitalism in India: Business Strategies and the Working Classes in Bengal, 1900-1940*, Delhi, 1989.
6. Chattergi, Rakhahari.,*Working Class and the Nationalist Movement in India: The Critical Years*, New Delhi, 1984.
7. Chopra, P.N., (ed.),*Historic Judgement on Quit India Moveement: Justice Wickenden's Report*, Delhi, 1989. Dilip Simeon., *The Politics of Labour under Late Colonialism: Workers, Unions and the State in ChotaNagapur, 1928-1939*, Delhi, 1995.
8. Gadgil, D.R., *The Industrial Evolution of India in Recent Times 1860-1939*, Bombay, 1971.
9. Gerschenkron, A.,*Economic Backwardness in Historical Perspective*, Harward University Press, 1976.
10. Gupta, Ranajit Das., *Labour and Working Class in Eastern India: Studies in Colonial History*, Calcutta, 1994.
11. Habib, Irfan.,*Essays in Indian History: Towards a Marxist Perception*, New Delhi, 1995.
12. ----- “Capitalism in History”, *Social Scientist*, Vol. 23. Nos. 7-9, July-Sept. 1995, pp. 15-31.
13. Karnik, V.B., *Indian Trade Unions; A Survey*, Bombay, 1968.
14. ----- *Strikes in India*, Bombay, 1968.
15. Mathur, A.S. and Mathur, S.J., *Trade Union Movement in India*, Allahabad, 1957.
16. Mathur, J.S., *Indian Working Class Movement*, Allahabad, 1964.
17. Newman, Richard.,*Workers and Unions in Bombay, 1918-1929*, Canberra, 1981.
18. Oversteet Gene, D., and Windmiller, Marshall.,*Communism in India*, University of California,1960.
19. A.R.Desai, *Social Background of Indian Nationalism*.
20. SumitSarkar, *Modern India, 1885-1947*, Mac Millan, Delhi, 1983.
21. D. N. Dhanagare, *Peasant Movement in India*.
22. K.B.Panikar, *An Outline of the History of the AITUC*.
23. R. Vlyanovsky and Others, *Industrial Revolution and Social Progress in India*.
24. R. Vlyanovsky, *Agrarian India between the World Wars*.
25. R.P.Dutt, *India Today*.
26. S. Choudhary, *Peasants and Workers Movement in India.(1905-1929)*
27. Shirin Mehta, *The Peasantry and Nationalism*.
28. Shiva Chandra Jha, *The Indian Trade Union Movement*.
29. SukomalSen, *Working Class in India*.
30. Sunil Sen., *Peasant Movement in India*.

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

Course Outcome:

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

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

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

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

Unit –I Modern Approaches to History

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

Unit –II Trends During Colonial Period in India

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

Unit –III Trends in post-colonial period

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

Unit –IV Recent Trends in Historiography

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

Books Recommended- (English)

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

7. Historians and Historiography in Modern India -S.P.Sen (ed)
8. History, its Theory and Method-Sheikh Ali
9. India in the World Economy: From Antiquity to the Present - Tirthankar Roy
10. On Historiography -S.R. Tikekar
11. On History- Eric Hobsbawm
12. On History- Fernand Braudel
13. Power/Knowledge- Michel Foucault.
14. Recent Trends in Historiography- Satish K. Bajaj
15. Research Methodology in History -T.R. Sharma
16. Rethinking Economic Change in India: Labour and Livelihood- Tirthankar Roy
Gendering Caste: Through A Feminist Lens (Theorizing Feminism)- Uma Chakravarti
17. Rewriting History: The Life and Times of Pandita Ramabai- Uma Chakravarti
18. The archaeology of Knowledge- Michel Foucault
19. The East India Company: The World's Most Powerful Corporation- Tirthankar Roy
20. The Economic History of India, 1857–2010- Tirthankar Roy
21. The French Historical Revolution- Peter Burke
22. The Historian's Craft- Marc Bloch
23. Postmodernism for Historians- Callum G. Brown

Marathi/ Hindi

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

MHR3T01 HISTORY OF THE MARATHAS-I (1630-1707)

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

Course Outcome:

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

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

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

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

Unit-I

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

Unit-II

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

Unit-III

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

Unit-IV

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

Books Recommended- (English)

1. Maharashtra in the Age of Shivaji -A.R.Kulkarni
2. Maratha Administration in the 18th Century -T.T.Mahajan
3. The Rise of the Maratha Power -M.G. Ranade
4. Administrative System of the Marathas -S.N.Sen
5. Military System of the Marathas -S.N.Sen
6. Judicial System of the Marathas -V.T.Gune
7. History of the Marathas Vol I&II -Grant Duff
8. House of Shivaji -J.N. Sarkar
9. Shivaji and His Times -J.N. Sarkar
10. ShivajiThe Great -Dr. Balkrishna
11. Shivaji – Setu Madhav Pagadi
12. Main Currents in Maratha History -G.S. Sardesai
13. History of the Maratha Navy and Merchantship- B.K. Apte
14. Mughal Maratha Relations: Twenty Five Fateful Years (1682-1707) -G.T. Kulkarni

Marathi/Hindi

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

Course Objectives: The paper is designed to evaluate the consolidation of British rule in India. It will further analyse social-religious reform movements in Modern India. The paper will introduce the students about the beginning of nationalism, its growth and different nationalistic ideologies. The students will be introduced to the different movements under the various leadership.

Course Outcome:

CO1. The student will be able to evaluate the consolidation of British rule in India.

CO2. The student will analyse social-religious reform movements in Modern India.

CO3. The students will come to know about the beginning of nationalism, its growth and different nationalistic ideologies.

CO4. The students will be introduced to the different movements under different leaders.

Unit -I

- a. Effects of the Revolt of 1857
- b. Queen's Proclamation, Act of 1858
- c. Indian Council Acts- 1861, 1892

Unit -II

- a. Arya Samaj, Ramkrishna Mission, Satya Shodhak Samaj.
- b. Emergence of Indian Nationalism, Foundation of Congress
- c. Moderates and Extremists within the Congress

Unit -III

- a. Emergence of Mahatma Gandhi- Early Satyagrahas in India
- b. Non-cooperation movement and Civil Disobedience movement
- c. Quit India Movement

Unit -IV

- a. Role of Revolutionaries - V.D. Savarkar, Bhagat Singh, Chandrashekhar Azad
- b. Subhash Chandra Bose and Indian National Army
- c. Independence and Partition

Books Recommended- (English)

1. History of Modern India -A.L. Shrivastava
2. Crucial Decades of 20th Century IV Volumes -M.K. Kher
3. Modern India -Grover and Sethi
4. Eighteen Fifty Seven – Surendra Nath Sen
5. Modern Religious Movements in India -J.N. Farquhar
6. Renascent India from Ram Mohan to Gandhi -H.C.E. Zacharia
7. Social and Religious Movements in the Nineteenth Century -C.S. Srinivasachari
8. British Paramountcy and Indian Renaissance Vol III -R.C. Majumdar
9. Struggle for Freedom -R.C. Majumdar
10. Freedom Struggle -Bipan Chandra, AmleshTripathi, BarunDey

Marathi/Hindi

1. *Adhunik Bharata chaItihas* (1858-1920) -SumanVaidya, Shanta Kothekar
2. *Adhunik Bharata chaItihas* -Sardesai, Nalawade
3. *Adhunik Bharat* (1920-1947) - SumanVaidya, Shanta Kothekar
4. *Adhunik Bharat Kaitihas* - R.L.Shukla

MHR3T03**MODERN WORLD (1900-1950)**

Course Objectives: The paper on modern World is designed to make students aware of the broader currents which defined the coming of the idea of the modernism. The paper emphasise on political changes taken place in World after European renaissance followed by policy of imperialism. The paper aims to enable students to understand transitional change and how world map was redefined. The students shall be introduced to rise and development of various ideological structures in world, how it affected international relations and consequential effects.

Course Outcome:

CO1. The students will be aware of the broader currents which defined the coming of the idea of the modernism.

CO2. The student will know the transitional changes and how world map was redefined.

CO3. The students will understand the rise and development of various ideological structures in world, how it affected international relations and consequential effects.

CO4. The learner will know the world between two world wars.

Unit- I

- a. First World War: Origin, Course, Nature and consequences
- b. Paris Peace conference and peace settlement
- c. League of Nations-Organization, Functions, Achievements and failure

Unit- II

- a. The making of the Russian Revolution of 1917
- b. Planned Economy in Soviet Russia
- c. China under Kuomintang Rule

Unit- III

- a. Rise of Nazism in Germany
- b. Fascism in Italy
- c. Militarism in Japan

Unit- IV

- a. Second World War- Origin, Course, Nature and Impact on Europe
- b. Formation of U. N. O.
- c. Palestine Problem, Establishment of Israel

Books Recommended-(English)

1. A History of Modern Times - C.D.M. Kettleby
2. European History since 1870 - F.W.Benns

3. Europe since 1870 – Sidney H. Zabol
4. The Age of Conflict, 1914 to the Present -Alberg and Alberg
5. International Relations (Part I, Part II) - M.G.Gupta
6. The World since 1919 - W.C. Langsam
7. Modern World History - Norman Lowe
8. Europe and the World 1789- 1945 - S.N.Sen
9. Twentieth Century World - L.P. Mathur
10. History of Modern Europe - V.D.Mahajan
11. Modern World - B.V.Rao

Marathi, Hindi

1. *Adhunik Jag*- Dr SumanVaidya
2. *Adhunik Europe cha Itihas*-Dr. A.R. Kulkarni
3. *Europe Ka Adhunik Itihas*– SatyaketuVidyalankar
4. *Antarrashtriya Sambandh*– HaridattaVedalankar
5. *Antarrashtriya Sambandh*–MadanGopal Gupta
6. *Adhunik Vishwaka Itihas*- DinanathVarma
7. *Beesavi SadiKa Vishva*-Dr. Sanjeev Jain
8. *Visavya Shatkateel Jag* -Dr.Y.N. Kadam

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

Course Outcome:

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

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

Unit -I

- a. Regulating Act of 1773 ; Pitt's India Act of 1784
- b. Government of India Act of 1858; Proclamation of Queen Victoria
- c. Indian Council's Act of 1861 ; Indian Council's Act of 1892
- a. Morley-Minto Reforms of 1909; Montague-Chelmsford Reforms of 1919

Unit -II

- a. Simon Commission and Nehru Report ; Round Table Conferences
- b. Government of India Act of 1935
- c. Cripps Mission, Wavell Plan, Cabinet Mission
- d. Indian Independence Act of 1947

Recommended Books: (English)

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

Course Objectives: The paper is designed to introduce the students with regional history of Vidarbha. The students will come to know about the regional political history of the Vidarbha region and merger of Nagpur into East India Company's empire.

Course Outcome:

CO1. The students will know the Gond rule in Vidarbha.

CO2. The student will examine the various political transitions in Vidarbha.

CO3. The students will come know about the regional political history of the Vidarbha region.

CO4. The learner will know how Nagpur was transferred to British.

Unit-I

- a. Emergence of Gond Power
- b. Gond Dynasty of Chandrapur- Bhim Ballal Shah, Suraj Ballal Shah
- c. Gond Dynasty of Devgad- Jatba, Bakht Buland

Unit-II

- a. Establishment of Bhosle Rule - Raghuji I
- b. Raghuji I -Bengal Expeditions
- c. Janoji—Relations with the Peshwa, Nizam

Unit-III

- a. Mudhoji - Relations with the Peshwa, Nizam and the English
- b. Raghuji II - Relations with the English
- c. Appa Saheb Bhosle - War with the English

Unit- IV

- a. Accession of Raghuji III
- b. Annexation of Nagpur
- c. Nagpur during the revolt of 1857

Books Recommended-(English)

1. History of Freedom Movement in Madhya Pradesh- D.P.Mishra
2. The Lost Empire- R.P. Pandhey
3. Maharashtra State Gazetteer Nagpur
4. British Relations with the Nagpur State in the 18th Century- C.U.Wills
5. History of the Central Provinces and Berar- J.N.Sil
6. The Gazetteer of the Central Provinces of India- Charles Grant
7. Colonialism in an Indian Hinterland, The Central Provinces 1820-1920 -D.E.U.Baker

8. Raghuji Bhosale and His Times (1818-1853)-P.P. Joshi
9. Berar Under the Mughals- M.Y. Quddusi
10. BhosaleRaghuji II of Nagpur- R.K.Dubey
11. Nagpur Affairs- T.J.Shezwalkar
12. Janoji Bhosale and His Times- S.G .Kolarkar

Marathi/Hindi

1. *Nagpur Rajyacha Udai ani Aasthapana* –Prabhakar Gadre
2. *Vidarbha Ka Sanskritik Itihas*- Nathulal Gupta
3. *Vidarbha Aitihasik evam Bhaugolik Prishtabhumi*-Dr.Chandrashekhar Gupta
4. *Nagpur Nagari Trishatabd iltihas Granth*
5. *Gond Lokancha Itihas*- Chitale
6. *Berar Madhya pran tMarichika* –Prayagdutta Shukla
7. *Shukla Abhinandan Granth*-MaheshwariBiyani (Ed.)
8. *Raje Raghuji*-G.M.Purandhare
9. *Sena dhurandhar Mudhoji Bhosale* -B.R.Andhare
10. *Doosare Mudhoji alias Appa Saheb Bhosale 1796-1840*- B.R.Andhare

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

Course Outcome:

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

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

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

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

Unit -I

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

Unit -II

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

Unit -III

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

Unit -IV

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

Books Recommended- (English)

1. The Rise and Growth of Economic Nationalism in India -Bipan Chandra
2. The Cambridge Economic History of India (Vol 2) -Dharma Kumar
3. Economic History of India -V.B. Singh
4. The Economic History of India (Vol I,II) -R.C. Dutt

5. Economic and Social History of India -S.P. Nanda
6. Economic History of India Ancient to Present -H. Jayapalan
7. History of Freedom Movement in India Vol. IV -Tara Chand
8. Social Background of Indian Nationalism -A.R. Desai
9. Modern India –Sumit Sarkar
10. Railways in Modern India -Ian J. Ker.(ed)
11. The Economic History of India 1600-1800 -Radhakant Mukherjee

Marathi/Hindi

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

Course Objectives: The paper takes on overview of Ancient and Medieval state organization with a view to understand, reinterpret and present them in historical perspective. It enables students to understand intellectual trends in the ancient and medieval world; help students to better understand of Indian administrative system through international perspective.

Course Outcomes:

CO1. The students will overview the Ancient and Medieval state organization with a view to understand, reinterpret and present them in historical perspective.

CO2. The student will be empowered to understand intellectual trends in the ancient and medieval world.

CO3. The students will be able to better understand the Indian administrative system.

CO4. The learner will know the foreign accounts on Indian administration.

Unit- I

- a. Sixteen Mahajanpadas –Monarchy, Republics
- b. Socio-Economic Basis of the Mauryan State, Nature and Functions
- c. Gupta Polity, Socio Economic Basis of the State, Administrative Organisation,

Unit- II

- d. a. State under the Cholas
- e. b. Vijayanagar State- Nature and Structure
- f. c. Bahamani State- Nature and Structure

Unit- III

- g. a. Islamic Theory of State
- h. b. State under the Sultans of Delhi—Nature and Functions
- i. c. Mughal State Administrative Institutions, Mansabdari System

Unit- IV

- j. a. Accounts of Fahien, Hiuen-Tsang
- k. b. Accounts of Nicolo Conti, Chau-ju-Kua
- l. c. Accounts of Ibn Batuta, Manucci

Books Recommended: - (English)

1. Ancient India -V.D. Mahajan
2. From Lineage to State –Romila Thapar
3. State and Government in Ancient India -A.S. Altekar
4. Medieval India -Satish Chandra
5. A Forgotten Empire(Vijaynagar) -Robert Sewell
6. The Wonder That Was India -A.L.Basham
7. History of South India –Nilkanth Shastri
8. Some Aspects of Muslim Administration -R.P.Tripathi
9. Ancient India -R.C.Majumdar
10. Some Aspects of Political Ideas and Institutions in Ancient India -R.S.Sharma
11. Ancient and Medieval India -K.S.Sardesai
12. Medieval India -Satish Chandra
13. The Mughal Empire -A.L.Shrivastava
14. Marathi, Hindi
15. Pracheen Bharat Ka Itihas :DwijendranarayanJha, KrishnamohanShreemali
16. Vijaynagar Smarak Granth-D.V.Potdar
17. Bhartiya Rajya Ramavatar -Sharma and Sushma Yadav
18. MadhyakaleenBharat :PrashasanSamajevamSanskriti -Neeraj Shrivastava
19. Madhayakaleen Bharat Vol I II -Harishchandra Varma

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

Course Outcome-

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

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

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

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

Unit-I

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

Unit-II

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

Unit-III

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

Unit-IV

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

Books Recommended- (English)

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

Marathi, Hindi

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

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

Course Outcome-

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

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

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

CO4. he Students will be enabled to analyse development of democratic culture in the princely states.

Unit-I

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

Unit-II

- a. Beginning of Planned Economy and Liberalization
- b. Agricultural Policy
- c. Industrial Policy

Unit-III

- a. Policy of Non- Alignment – Role of Pt. J. Nehru and Indira Gandhi
- b. Relations with U.S.S.R., China
- c. Relations with U.S.A., Pakistan

Unit-IV

- a. National Political Parties-Congress, Jansangh- Bharatiya Janata Party- Establishment and Works; Republican Party
- b. Emergence of Regional Parties- Assam Ganaparishad, AIDMK
- c. Indian Mass Movements-1980-2000

Books Recommended-(English)

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

Marathi, Hindi

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

MHR4T03**CONTEMPORARY WORLD (1951 TO 2010)**

Course Objectives: The paper is designed to acquaint students with the post-World Wars period and enable them to understand contemporary world from the historical perspective. The aims to accustom students to understand contemporary political transformations, redefining of world map and international dependency.

Course Outcome:

CO1. The will know the post-World Wars period and understand contemporary world from the historical perspective.

CO2. The student will understand contemporary political transformations, redefining of world map and international dependency.

CO3. The learner will know the transition of changing world.

CO4. The student will critically examine the world politics in contemporary perspective.

Unit -I

- a. Origin and Course of Cold War
- b. Berlin Problem, Korean War, Vietnam War
- c. Disarmament

Unit - II

- a. Rise of Socialist Bloc in Europe
- b. Disintegration of Socialist Bloc
- c. Fall of Soviet State in Russia

Unit -III

- a. Decolonization in Asia and Africa
- b. Apartheid Problem
- c. Internal Developments in People's Republic of China

Unit -IV

- a. Formation of European Union
- b. Rise of Unipolar World
- c. Globalization

Books Recommended-(English)

1. Europe 1945 to 1970 -Waterlow and Evans
2. Modern Europe in World Perspective -E.N. Anderson

3. Globalization -Malcoin Waters
4. History of the Modern World From the late 19th to early 21st Century -ArjunDev and Indira ArjunDev

Marathi/Hindi

1. *Jagatikikaran* - ChandrakantKelkar
2. *Jagatikikaran* – NaliniPandit
3. *Samkaleen Vishwa KaItihas* : 1890 se 2008 tak -ArjunDev and Indira ArjunDev
4. *Veesavya Shatakateel Jag* -Y.N. Kadam
5. *Beesavi Sadi ka Vishva 1890 se 2000 tak* -Sanjeeva Jain
6. *Adhunik Vishva Ka Itihas*- DeenanathVarma

Course Objectives: The paper is designed to introduce the students with regional history of Vidarbha in modern times. The students are informed on contribution of Vidarbha to main scale national movements, development of political and socio-cultural consciousness and emergence and contribution of local organizations.

Course Outcome-

CO1. The student will know the regional history of Vidarbha in modern times.

CO2. The students will understand the contribution of Vidarbha to main scale national movements.

CO3. The student will be able to examine the development of political and socio-cultural consciousness and emergence and contribution of local organizations.

CO4. The learner will know the various social welfare activities in Vidarbha.

Unit-I

- a. Formation and Administration of Central Provinces and Berar
- b. Sarvajanik Sabha, Gorakshan Sabha, Educational Institutions
- c. Congress Sessions – 1891, 1897, 1920

Unit-II

- a. Non Cooperation Movement, Civil Disobedience Movement
- b. Quit India Movement –Ashti, Chimur, Yawli
- c. First Congress Ministry under Dr.N.B. Khare

Unit-III

- a. Separate Vidarbha Movement
- b. Dalit Movement
- c. Samyukta Maharashtra Movement

Unit-IV

- a. Social Welfare Activities—Missionary Work, Matru Seva Sangh, Anandvan, Gurudev Seva Mandal
- b. Rashtriya Swayam Sevak Sangh
- c. Dhamma Chakra Pravartan

Books Recommended:(English)

1. Changing Leadership in an Indian Province: Central Provinces and Berar- D.E.U.Baker
2. Freedom Movement in Madhya Pradesh -D.P. Mishra
3. History of Educational Development in Vidarbha 1882-1923 -S. Shabbir
4. BhosleRaghuji II of Nagpur -R.K.Dubey
5. JanojiBhosle and his Times -S.G.Kolarkar
6. Nagpur Affairs -T.J.Shezwalkar
7. Political Ideas and Leadership in Vidarbha -P.L.Joshi
8. My Political Memoirs -N.B.Khare
9. Glimpses of Freedom Struggle : Politics in C.P.and Berar -S.Johari
10. Raghuji III and his Times(1818-1853) -P.P.Joshi
11. The Lost Empire -R.P.Pandhey

Marathi, Hindi

1. *Maharashtrateel Congresscha Swatantraya* Ladha -SumanVaidya and Shanta Kothekar
2. *Vidarbhaacha Itihas*- Kolarkar and Purandhare
3. *Prachin Bharat vaVidarbha* -P.N.Phadke
4. *Nagpur Rajyacha Udaiani Sthapana*-PrabhakarGadre
5. *Bhoslekaleen Nagpur* -B.R. Andhare
6. *Doosare Raghuji Bhosle*-B.R.Andhare
7. *Akhercha Nanasaheb SubhaTeesare Raghuji Bhosale*-B.R.Andhare
8. *Adhunik Vidarbhaacha Itihas 1847-1950* -N.A.Vakkani
9. *Vaidarbhiya Mahilanche Swatantraya Sangramateel Sahakarya*-Dr.Damayanti Pathak
10. *Nagpur NagariTrishatabdi Granth*- NMC nagpur
11. *VidarbhaachaItihas* -S.G.Kolarkar
12. *Adhunik Vidarbha Ka Itihas* -N.A. Vakkani
13. *Madhya Prant me Swadheenta Andolan*-D.P.Mishra
14. *Shukla Abhinandan Granth*—Maheshwari Biyani(ed)
15. *Nagpur Nagar evam Swatranta Andolan*-NandkishoreVyas
16. *Chandrapurcha Itihas*-A.J.Rajurkar
17. *Nagpurkar Bhosaleyanchi Bakhar*-Y.M.Kale (ed.)

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

Course Outcome:

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

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

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

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

Unit-I

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

Unit-II

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

Unit-III

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

Unit-IV

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

Books Recommended-(English)

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

Marathi, Hindi

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

MHR4T6C**STATE IN BRITISH INDIA**

Course Objectives: The paper intends to make an in-depth study of various aspects of British administrative policies in India. It will also enhance the students with ideological developments in the field of statesmanship.

Course Outcome:

CO1. The student will know the in-depth study of various aspects of British administrative policies in India.

CO2. It will also enhance the students with ideological developments in the field of statesmanship.

CO3. The learner will understand the British Policy towards Native States.

CO4. The student will know the process of the making of Indian Constitution.

Unit- I

- a. Nature of State Apparatus---Secretary of State in India, India Council, Governor-in-Council
- b. Civil Administration-Police, Civil Services
- c. Judicial Administration

Unit- II

- a. Concepts of Swarajya, Home Rule
- b. Dominion Status, Complete Independence
- c. Two- Nation Theory

Unit- III

- a. British Policy towards Native States 1857—1921
- b. British Policy towards Native States 1921—1947
- c. Integration of Indian Princely States

Unit- IV

- a. Making of Indian Constitution-Aims and Objectives
- b. Salient Features of Indian Constitution
- c. Reorganisation of States

Books Recommended (English)

1. Modern India –Sumit Sarkar
2. Modern India -Bipan Chandra
3. Constitutional Development and Indian National Movement -R.C. Agrawal
4. History of Modern India -Grover and Grover
5. Marathi, Hindi
6. Bhartiya Rajya-Ramavatar Sharma and SushmaYadav