

Resolution No: AC/II (18-19).2.RUA6

**S.P. Mandali's**

**RAMNARAIN RUIA AUTONOMOUS COLLEGE**



Syllabus for: F.Y.B.A

Program: B.A.

Course Code: HISTORY(RUAHIS)

(Choice Based Credit System (CBCS) with effect from academic year  
2019-20)

Semester I & II			
Course Code	Title of the Course	Credits	Lectures
RUAHIS101	History of Modern India ( 1857 C.E. – 1947 C.E.)	3	60 4 lectures / week
RUAHIS201	History of Modern India ( 1857 C.E. – 1947 C.E.)	3	60 4 lectures / week

Ramnarain Ruia Autonomous College

**Course Code: RUAHIS 101**

**Course Title: History of Modern India (1857 C.E. – 1947 C.E.)**

**Academic year 2019-20**

**Learning Objectives:**

1. To analyze major events and political developments that shaped the modern India.
2. To highlight the emergence and growth of Indian national movement.
3. To acquaint the student with the basic understanding of how the freedom movement of India has grown and how India has achieved its independence.
4. To equip the students with an ability to understand and assess the contribution of national leaders during the period under study.
5. To acquaint students with growth of various political associations and social movements that shaped the modern India.
6. To develop students' abilities to think conceptually in the context of colonial imperialism and Indian modernity.

**Learning Outcome:**

Learners will acquire a deeper and more inclusive understanding of landmark events, personalities and themes in the modern Indian history.

**Detail Syllabus**

<b>SEMESTER I</b>		
<b>RUAHIS101</b>	<b>History of Modern India (1857 C.E. – 1947 C.E.)</b>	<b>03</b>
<b>Unit 1</b>	<b>Growth of Political Awakening</b>  A. Revolt of 1857 – Causes and Consequences B. Growth of the Provincial Associations C. Foundation of Indian National Congress	<b>15 lectures</b>
<b>Unit 2</b>	<b>Trends in Indian Nationalism</b>  A. Moderates B. Extremists C. Revolutionary Nationalists	<b>15 lectures</b>

<b>Unit 3</b>	<b>Gandhian Movements</b> A. Rise of Mahatma Gandhi, his Ideology of Satyagraha and Non-Violence and Non Co-operation Movement B. Civil Disobedience Movement C. Quit India Movement	<b>15 lectures</b>
<b>Unit 4</b>	<b>Towards Independence and Partition</b> A. Constitutional Developments (1909-1947) B. Naval Mutiny (1946) C. Freedom and Partition	<b>15 lectures</b>

### References:

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

Bhattachaterjee, Arun, *History of Modern India (1707 – 1947)*, Ashish Publishing House, New Delhi 1976.

Chakrabarty, Bidyut& Pandey, Rajendra Kumar, *Modern Indian Political Thought, Text and Context*, Sage Publications, 2009.

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Chandra, Bipan et al., *India's Struggle for Independence*, Penguin India Ltd, Paperback, 2016.

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Ganachari, Arvind, *Nationalism and Social Reform in a Colonial Situation*, Kalpaz Publication, New Delhi, 2005.

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Keswani, K.B., *History of Modern India (1800 – 1964)*, Himalaya Publishing House, Bombay 1996.

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Mehrotra, S.R., *Emergence of Indian National Congress*, Vikas Publication, Delhi, 1971.

Nanda, B.R., *Gokhale: The Indian Moderates and the British Raj*, Oxford University Press, Bombay, 1993.

Nanda, S.P., *History of Modern India (1707 – Present Time)*, Dominant Pub, New Delhi 2012.

Sarkar, Sumit, *Modern India 1885-1947*, Macmillan, Madras, 1996.

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Chaudhuri, K. C., *History of Modern India*, New Central Agency Book Ltd, 2011.

Chaurasia, RadheyShyam, *History of Modern India, 1707 A. D. to 2000 A. D*, Atlantic Publisher & Distributors, 2002.

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Markovits, Claude (ed.) *A History of Modern India*, Anthem Press, 1994.

Tara Chand, *History of the Freedom Movement in India*, Vols. 1-4.

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**Books in Marathi:**

BipanChnadra and Others, *Aadhunik Bharat*, K. Sagar Prakashan, Pune

BipanChnadra and Others, *BharatiyaSwatantyaLadha (India's Struggle for Independence)*, K. Sagar Prakashan, Pune

Chandra, Bipan, A. Tripathi, Barun De, *Swatantra Ladha*, National Book Trust, India, 1972.

Suman Vaidya & Shanta Kothekar – *Swatantra Bharatachaltihis*, Shree Sainath Prakashan

Grover and Belhekar – *AadhunikBharatachaltihis*, S. Chand Prakashan

Sumit Sarkar, *Aadhunik Bharat*, K. Sagar Prakashan

Ramnarain Ruia Autonomous College

**Course Code: RUAHIS 201**

**Course Title: History of Modern India (1857 C.E. – 1947 C.E.)**

**Academic year 2019-20**

**Learning Objectives:**

1. To analyze major developments in socio-economic arena that shaped the modern India.
2. To acquaint students with Socio-Religious Reform Movements that shaped the modern India.
3. To develop students' abilities to think conceptually in the context of economic imperialism and its impact on Indian economy.
4. To highlight the movements of Subaltern groups in India and their contribution in the making of modern India.

**Learning Outcome:**

Learners will acquire a deeper and more inclusive understanding of Socio-economic changes, personalities and themes in the modern Indian history.

**Detail Syllabus**

<b>SEMESTER II</b>		
<b>RUAHIS201</b>	<b>History of Modern India (1857 C.E. – 1947 C.E.)</b>	<b>03</b>
<b>Unit 1</b>	<b>Socio-Religious Reform Movements</b> A. Trends in Socio-Religious Reform Movements B. Contribution of Social Reformers C. Impact of Reform Movements	<b>15 lectures</b>
<b>Unit 2</b>	<b>Education, Press and Transport</b> A. Promotion of Education B. Development of Press C. Transport and Communications	<b>15 lectures</b>
<b>Unit 3</b>	<b>Impact of the British Rule on Indian Economy</b> A. Revenue Settlements and Commercialization of Agriculture	<b>15 lectures</b>

	B. Drain Theory and Economic Nationalism C. Beginning of Modern Industries	
<b>Unit 4</b>	<b>Subaltern Movements</b> A. Emancipation of Women B. Dalit Movement C. Labour Movement	<b>15 lectures</b>

**References:**

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

Chandra, Bipan et al., *India's Struggle for Independence*, Penguin India Ltd, Paperback, 2016.

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Chandra, Bipan, *Rise and Growth of Economic Nationalism in India*, Har-Anand Publications Pvt Ltd., Delhi, 1966, Paperback, 2016.

Desai, A.R., *Social Background of Indian Nationalism*, Popular Prakashan, Bombay, 1976.

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Omvedt, Gail, *Cultural Revolt in Colonial Society: The Non-Brahmin Movement in Western India, 1873-1930*, Scientific Socialist Education Trust, Bombay, 1976.

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BipanChnadra and Others, *BharatiyaSwatantyaLadha (India's Struggle for Independence)*, K. Sagar Prakashan

Suman Vaidya & Shanta Kothekar – *Swatantra Bharatachaltihis*, Shree Sainath Prakashan

Grover and Belhekar – *AadhunikBharatachaltihis*, S. Chand Prakashan

Sumit Sarkar, *Aadhunik Bharat*, K. SagarPrakashan

Dhananjay Keer, *Mahatma Jyotirao Phule*, Popular Prakashan

Dhananjay Keer, *Dr. Babasaheb Ambedkar- Jeevan vaKarya*, Popular Prakashan

## MODALITY OF ASSESSMENT

### Theory Examination Pattern:

#### A) Internal Assessment - 40% : 40 marks.

Sr No	Evaluation type	Marks
1	One Assignment/Project : Written / PPT	20
2	One Class Test (multiple choice questions/ objective/ Short Notes)	20

#### B) External examination - 60 %

##### Semester End Theory Assessment - 60 marks

- i. Duration - These examinations shall be of **2 hours** duration.
- ii. Paper Pattern:
  1. There shall be **1** question on each unit. Total 4 questions of **15** marks each.
  2. All questions shall be compulsory with internal choice within the questions.

Questions	Options	Marks	Questions on
Q.1)	A OR B	15	Unit I
Q.2)	A OR B	15	Unit II
Q.3)	A OR B	15	Unit III
Q.4)	A OR B	15	Unit IV

#### Overall Examination and Marks Distribution Pattern

RUAHIS	Semester I			Semester II			Grand Total
	Internal	External	Total	Internal	External	Total	
Theory	40	60	100	40	60	100	200

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<b>Semester III &amp; IV</b>			
<b>Subject Code</b>	<b>Title of the Course</b>	<b>Credits</b>	<b>Lectures</b> 45
<b>RUAHIS301</b>	<b>Landmarks in Global History (1453 C.E. – 1919 C.E.)</b>	<b>3</b>	<b>03/Week</b>
<b>RUAHIS302</b>	<b>History of Ancient India (From Earliest Times to 300 B.C.E.)</b>	<b>3</b>	<b>03 /Week</b>
<b>RUAHIS401</b>	<b>Landmarks in Global History (1919 C.E. – 1945 C.E.)</b>	<b>3</b>	<b>03/Week</b>
<b>RUAHIS402</b>	<b>History of Ancient India (300B.C.E. TO 1000 C.E.)</b>	<b>3</b>	<b>03/ Week</b>

**Course Code: RUAHIS 301**

**Course Title: Landmarks in Global History (1453 C.E. – 1919 C.E.)**

**Academic year 2019-20**

**Learning Objectives:**

7. To enable the students to comprehend the transition of Europe from medieval to modern times and its impact on the rest of the world.
8. To acquaint the students with the revolutions in Europe that challenged the old order.
9. To familiarize the students with the concepts of Nationalism and the formation of nation states in Europe
10. To develop students' abilities to think conceptually in the context of colonial imperialism and the creation of new states in the world.

**Learning Outcome:**

Learners will acquire a deeper and more inclusive understanding of landmark events, concepts and themes in the Global history.

**Detail Syllabus**

<b>SEMESTER III</b>		
<b>RUAHIS301</b>	<b>Landmarks in Global History (1453 C.E. – 1919 C.E.)</b>	<b>03</b>
<b>Unit 1</b>	<b>Dawn of the Modern Era:</b> A. Renaissance: Meaning, Features, Causes B. Renaissance: New Learning, Art, Architecture, Literature and Science C. Geographical Explorations: Intentions, voyages and effects	<b>12 lectures</b>
<b>Unit 2</b>	<b>Revolutions: Challenging the Old Order</b> A. American Revolution B. French Revolution C. Industrial Revolution	<b>12 lectures</b>

<b>Unit 3</b>	<b>Unit 3. Emergence of Nation States</b>  A. Nationalism and Nation-State B. Unification of Italy C. Unification of Germany	<b>11 lectures</b>
<b>Unit 4</b>	<b>Unit 4: World in Transition (1870-1919)</b>  A. Forms, Causes and Impact of Imperialism B. World War I: Causes and Effects C. Russian Revolutions 1917	<b>10 lectures</b>

**References:**

- Carr, E.H., *International Relations between the two World Wars, 1919-1939*, Macmillan, London, 1989.
- Chakrabarty Ranjan, *History of Modern World*, Primus Books, New Delhi, 2013.
- Dev Arjun and Dev Indira, *History of the World*, Orient Blackswan Publishers, New Delhi, 2009.
- Doyle William, *Origins of the French Revolution*, OUP, 1980.
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- Grant Arthur J. and Temperley H.W.V. *Europe in the Nineteenth and Twentieth Centuries (1789 – 1950)*, Prentice Hall Press, 1971.
- Hayes C.J. H. *Contemporary Europe Since 1870-1955* Macmillan, New York, 1953.
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- Taylor A.J.P., *The Struggle for Mastery in Europe (1848 – 1918)*, University Press , Oxford, 1971.
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**Additional References:**

- Barraclough, Geoffrey, *Turning Points in World History*, Thames and Hudson, USA, 1977.
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- Hobsbawm Eric, 1995, *The Age of Extremes (1914 – 1991)*, Little Brown Book Company, UK
- Roberts J. M.. *The Penguin History of the World (6th Edition)*, Penguin Publishers, London, 2014,

**Books in Marathi:**

Sandesh Wagh, AmbadasManjulkar, Ajitkumar Jadhav,

*JagachyaltihasaatilMahatvacheTappe (1300-1945)* AksharlenPrakashan, Solapur, 2011

Jitendra Bhamre, *JagachyaltihasaatilMahatvacheTappe*, Sheth Publisher, Mumbai

P.J. Ambulgekar, *Arvachin Europe 1789-1945*, Abhay Prakashan, Nanded

SahebraoGathal, *AdhunikJagachaltihasa*

Suman Vaidya, *Adhunik Jag Part I*

Dhananjay Acharya, *AdhunikJagachaltihasa*

Jain ani Mathur, *Adhunik Jag*

S.G. Kolarkar, *AdhunikJagachaltihasa*

Prabhakar Deo, *Ashiyachaltihaas*

**Course Code: RUAHIS 302**  
**Course Title: History of Ancient India**  
**(From Earliest Times to 300 B.C.E.)**  
**Academic year 2019-20**

**Learning Objectives:**

1. To examine the ideas, institutions, forces and movements that laid the foundation of Indian society from Pre-Historic times.
2. To acquaint the students with the various literary and archaeological sources of Ancient India
3. To trace the determinants of changes in Political, Socio- Economic, Religious and Cultural life.
4. To study the process of urbanization and formation of state.

**Learning Outcome:**

1. Student will have better understanding of ancient period of Indian history.
2. They will be able to trace the continuity and change in historical perspective.
3. It will introduce students to history of India in chronological framework.

**Detail Syllabus**

<b>SEMESTER III</b>		
<b>RUAHIS302</b>	<b>History of Ancient India (From Earliest Times to 300 B.C.E.)</b>	<b>03</b>
<b>Unit 1</b>	<b>Reconstructing Ancient History</b> A. Archaeological Sources. B. Literary Sources; Foreign Travellers' Accounts C. Historical Geography	<b>13 lectures</b>
<b>Unit 2</b>	<b>Harrapan Civilization</b> A. Discovery; extent; Town Planning and Architecture. B. Religious beliefs and practices. C. Socio, political and Economic life; Decline	<b>12lectures</b>

<b>UNIT 3</b>	<b>Vedic Age</b> A. Political life B. Socio-Economic life C. Religion	<b>10lecture</b>
<b>UNIT 4</b>	<b>India in the 6th century B.C. E</b> A. Age of Janapadas and rise of Magadha B. Rise of Jainism and Buddhism: causes, spread and impact C. Persian & Greek Invasions	<b>10 lectures</b>

**References:**

- Agarwal, D.P., *The Archaeology of India*, Delhi Select Book Services, Syndicate, 1984.
- Aiyangar, S.K., *Ancient India and South Indian History Culture*, Oriental Book Agency, Pune, 1941.
- Basham, A. L., *The Wonder that was India*, Rupa & Co, 1998.
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- Chakravarty, K.C., *Ancient Indian Culture and Civilization*, Vora and Company, Bombay, 1952.
- Ghurye.G.S., *Vedic India*, Popular Prakashan, Bombay, 1979.
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- Kautilya., *The Arthashastra*, Penguin Books, 1987.
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Chakravarty, Uma., *The Social Dimensions of Early Buddhism*, MunshiramManoharlal, Delhi, 1996.  
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Acharya Dhanajay, *Bharatachaltihas( PrarambhaPasun 1526 paryant* ,Shree Sainath Parkshan, Nagpur, 2003.  
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Kathare Anil, *PrachinBharatachaltihis*, Prashant Publications ,Jalgaon, 2012.

**Course Code: RUAHIS 401**

**Course Title: : Landmarks in Global History (1919 C.E. – 1945 C.E.)**

**Academic year 2019-20**

**Learning Objectives:**

1. To understand the process of modernization in West Asia and Russia in early twentieth century
2. To highlight the rise and growth of nationalist movement in Middle East
3. To acquaint the students with the nature of the totalitarian governments in the world
4. To give insights into the causes, technology, military strategies and consequences of the second world war.

**Learning Outcome:**

The course will enable the students to develop analytical skills about the landmark events and personalities in Global history.

**Detail Syllabus**

<b>SEMESTER IV</b>		
<b>RUAHIS401</b>	<b>Landmarks in Global History (1919 C.E. – 1945 C.E.)</b>	<b>03</b>
<b>Unit 1</b>	<b>Inter – War Period (1919- 1945)</b> A. Modernisation of Turkey under Mustafa Kemal Pasha B. Modernisation of Iran and Reza Shah C. Modernisation of Soviet Union under Joseph Stalin	<b>12 lectures</b>
<b>Unit 2</b>	<b>Far East and Middle East Asia</b> A. Chinese Revolution and Role of Dr. Sun Yat Sen B. Zionism and the Creation of the State of Israel	<b>11 lectures</b>

	C. Arab Nationalism: Ideology and Origin	
<b>Unit 3</b>	<b>World at Arms</b> A. Fascism in Italy B. Nazism in Germany C. Militarism in Japan	<b>12 lectures</b>
<b>Unit 4</b>	<b>World War II</b> A. Causes B. Technology and Military Strategies C. Consequences	<b>10 lectures</b>

**References:**

- Bennis F.L, European History since 1870 – 1950,. Appleton Century Gofts, New York
- Bernard.Lewis, The Emergence of Modern Turkey- Oxford University London.
- Carrie Albercht. Diplomatic History of Europe since the congress of Vienna, Harper, New York, 1958.
- Chatterjee N.C, History of Modern Middle East. Abhinav Publication, New Delhi, 1987.
- Cycle and Beers – Far East.: N.D. Prentice Hall of India Pvt. Ltd. 1976.
- Hsu Immanual, The Rise of Modern China, OUP New York, 1975.
- Jain and Mathur, World History
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### **Additional References:**

- Story Richard Japan & The Decline of the West in Asia 1894- 1943, 1979 New York City, St. Martin Press.
- Taylor A.J.P. *Origins of the Second World War*, Penguin Books, London, 1971.
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- SahebraoGathal, *AdhunikJagachaltihasa*
- Suman Vaidya, *Adhunik Jag Part I*
- *Dhananjay Acharya, AdhunikJagachaltihasa*
- Jain ani Mathur, *Adhunik Jag*
- S.G. Kolarkar, *AdhunikJagachaltihasa*
- Prabhakar Deo, *Ashiyachaltihasa*
- Prabhakar Deo, *AdhunikChinchaltihasa*
- Prabhakar Deo, *AgneyaAshiyachaltihasa*
- Tanajiraonikam, *Chin vaJapanchaltihasa*
- M.B. Deopoojari, *Ashiyachaltihasa*

**Course Code: RUAHIS 402**  
**Course Title: History of Ancient India**  
**(300 B.C.E. to 1000 C.E.)**  
**Academic year 2019-20**

**Learning Objectives:**

1. To Trace the emergence of Empires in ancient India.
2. To acquaint the students with concept and structure of ancient Indian administration.
3. To examine socio-cultural and economic developments of different regions and periods of ancient India
4. To study ancient Indian art and architecture.

**Learning Outcome:**

1. The course will enable the students to study the history of ancient India from an analytical perspective.
2. It will acquaint the student with various approaches and interpretations of ancient history of India.

**Detail Syllabus**

<b>SEMESTER IV</b>		
<b>RUAHIS402</b>	<b>History of Ancient India (300B.C.E. to 1000 C.E.)</b>	<b>03</b>
<b>Unit 1</b>	<b>Mauryan and Post Mauryan Period (322 B.C.E. - 320 C.E.)</b> A. Chandragupta Maurya, Ashoka B. Mauryan administration C. Post Mauryan Dynasties – Sungas, Kushanas and Satavahans	<b>12 lectures</b>
<b>Unit2</b>	<b>Gupta and Vakatakas (320 C.E.- 600 C.E.)</b> A. Imperial Expansion. B. Classical Age – Literature, Art and Architecture. C. Vakatakas	<b>12 lectures</b>

<b>Unit 3</b>	<b>India in the Post Gupta period (600C.E.– 1000C.E.)</b> A. Reign of Harshvardhan B. Arab Invasion of Sind C. Age of Rajputs	<b>11 lectures</b>
<b>Unit 4</b>	<b>Major Dynasties of Deccan &amp; South India</b> A. Chalukyas of Badami & Rashtrakutas B. Pallavas C. Cholas	<b>10 lectures</b>

**Use of maps is highly recommended.**

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## MODALITY OF ASSESSMENT

### Theory Examination Pattern:

#### A) Internal Assessment - 40% :40 marks.

Sr No	Evaluation type	Marks
1	One Assignment/Project : Written / PPT	20
2	One class Test (multiple choice questions / objective/ Short Notes)	20

#### B) External examination - 60 %

##### Semester End Theory Assessment - 60 marks

iii. Duration - These examinations shall be of **2 hours** duration.

iv. Paper Pattern:

3. There shall be **1** question on each unit .Total 4 questions of **15** marks each.
4. All questions shall be compulsory with internal choice within the questions.

Questions	Options	Marks	Questions on
Q.1)	A OR B	15	Unit I
Q.2)	A OR B	15	Unit II
Q.3)	A OR B	15	Unit III
Q.4)	A OR B	15	Unit IV

#### Overall Examination and Marks DistributionPattern

RUAHIS	Semester III			Semester IV			Grand Total
	Internal	External	Total	Internal	External	Total	
Theory	40	60	100	40	60	100	200

**Resolution No: AC/II (18-19).2.RUA6**

**S.P. Mandali's  
RAMNARAIN RUIA AUTONOMOUS COLLEGE**



Syllabus for: T.Y.B.A

Program: B.A.

Course Code: HISTORY(RUAHIS)

(Choice Based Credit System (CBCS) with effect from academic year  
2019-20)

<b>Semester V &amp; VI</b>			
<b>Subject Code</b>	<b>Title of the Course</b>	<b>Credits</b>	<b>Lectures /Week</b>
RUAHIS 501	History of Medieval India – Sultanate Period (1000 C.E. to 1526 C.E.)	4	04
RUAHIS 502	History of Contemporary India (1947 C.E. – 1984 C.E.)	4	04
RUAHIS 503	Archaeology and Heritage Tourism	3.5	03
RUAHIS 504	History of the Marathas -Royal Period (1600 C.E. to 1707 C.E.)	4	04
RUAHIS 505	History of Contemporary World Excluding Asia (1945C.E. -2000 C.E.)	4	04
RUAHIS 506	General Knowledge and Current Affairs	3.5	03
RUAHIS 601	History of Medieval India- Mughal Period(1526 C.E. to 1707 C.E.)	4	04
RUAHIS 602	History of Modern Maharashtra (1818 C.E. to 1960 C.E.)	4	04
RUAHIS 603	Museology, Archival Science and Library Science	3.5	03
RUAHIS 604	History of the Marathas - Peshwa Period(1707C.E. – 1818C.E.)	4	04
RUAHIS 605	History of Asia (1945 C.E. -2000 C.E.)	4	04
RUAHIS 606	Research Methodology	3.5	03

**Course Code:RUAHIS501**

**Course Title: History of Medieval India - Sultanate Period (1000 C.E. to 1526C.E.)**

**Academic year 2019-20**

**Learning Objectives:**

- 1 ) To understand the transition of Indian History from ancient to medieval period
- 2) To acquaint the student with theoretical and organizational changes in Medieval Indian administration.
- 3) To examine medieval Indian society, economy and the main religious trends.
- 4) To trace the rise of regional power.

**Learning outcome:**

- 1)Student will be able to understand transition of Indian history from ancient to medieval period in chronological framework.
- 2) Students will learn medieval polity, society and culture in historical perspective.

**Detail Syllabus**

**SEMESTER V**

<b>SEMESTER V</b>		
<b>RUAHIS501</b>	<b>History of Medieval India –Sultanate Period (1000 C.E. to 1526 C.E.)</b>	<b>Credits 04</b>
<b>Unit 1</b>	<b>Foundation, Consolidation and Decline of the Sultanate Period.</b> A. India on the eve of Turkish invasion B. Establishment of Turkish Rule: Slave Dynasty C. Expansion, Consolidation and Reforms: AllaudinKhalji and Muhamad Bin Tughlaq	<b>20lectures</b>
<b>Unit 2</b>	<b>Administrative System of the Sultanate Period</b> A. Central and Provincial Administration B. Revenue and Judiciary C. Military and Iqta system	<b>15 Lectures</b>

<b>Unit 3</b>	<b>Deccan and South Indian Kingdoms</b> A. Foundation of Vijaynagar Empire & Bahamani Kingdom B. Polity, Society and Economy of Vijaynagar Empire C. Art and Architecture of Vijaynagar Empire	<b>13 lectures</b>
<b>Unit 4</b>	A. <b>Medieval Society ( Delhi Sultanate )</b> Social and economic life B. Religious trends: Bhakti and Sufi Movements C. Art and Architecture	<b>12 Lectures</b>

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**Course Code: RUAHIS 502**

**Course Title: History of Contemporary India (1947 C.E.- 1984 C.E.)**

**Academic year 2019-20**

**Learning Objectives:**

1. To analyze major events and political developments that shaped the Contemporary India.
2. To comprehend the socio-economic reforms in pre and post-independence.
3. To equip the students with an ability to understand and assess the contribution of national leaders during the period under study.
4. To acquaint the students with the principles of foreign policy.

**Learning Outcome:**

Learners will acquire a deeper and more inclusive understanding of landmark events, personalities and themes in the contemporary Indian history.

**Detail Syllabus**

<b>SEMESTER V</b>		
<b>RUAHIS502</b>	<b>History of Contemporary India (1947 C.E.- 1984 C.E.)</b>	<b>4</b>
<b>Unit 1</b>	<b>Nehru Era - I</b>  A. Rise of Jawaharlal Nehru and his Philosophy B. Making of Indian constitution C. Socio- Economic Reforms of Nehru	<b>15 lectures</b>
<b>Unit 2</b>	<b>Nehru Era - II</b>  A. Integration of Princely States B. Linguistic Reorganization of States C. Foreign policy of Nehru	<b>15 lectures</b>

<b>Unit 3</b>	<b>Rise of Lal Bahadur Shastri and Indira Gandhi</b>  A. Lal Bahadur Shastri (1964-1966) B. Rise of Indira Gandhi C. Reforms of Indira Gandhi	<b>15 lectures</b>
<b>Unit 4</b>	<b>Emergency and Aftermath (1975 to 1984)</b>  A. J.P.Movement and Emergency B. Janata Government – Achievements and Failure C. Return of the Congress to Power (1980-1984)	<b>15 lectures</b>

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Ramchandra Guha, Gandhinantarcha Bharat.

Suman Vaidya & Shanta Kothekar – Swatantra Bharatachaltihis, Shree Sainath Prakashan

**Course Code: RUAHIS 503**  
**Course Title: Archaeology and Heritage Tourism**  
**Academic year 2019-20**

**Learning Objectives:**

1. Understand the meaning and aims of Archaeology.
2. Understand the meaning and Significance of epigraphy in historical studies.
3. Make students know the evolution of coinage and its significance as the Sources of History
4. Make students aware about the significance of heritage tourism.

**Learning Outcome:**

Learners will acquire a deeper and more inclusive understanding of Archaeology and heritage tourism.

**Detail Syllabus**

<b>SEMESTER V</b>		
<b>RUAHIS503</b>	<b>Archaeology and Heritage Tourism</b>	<b>3.5</b>
<b>Unit 1</b>	<b>Archaeology</b> A. Definitions and Aims of Archaeology and History of Indian Archaeology B. Archaeology and Other Sciences C. Field Archaeology	<b>11 lectures</b>
<b>Unit 2</b>	<b>Epigraphy</b> A. Definitions of Epigraphy and History of Indian Epigraphy B. Types of Inscriptions C. Contribution of Epigraphy to the study of Indian History	<b>11 lectures</b>

<p><b>Unit 3</b></p>	<p><b>Numismatics</b></p> <p>A. Definitions of Numismatics and History of Indian Numismatics</p> <p>B. Punch Marked Coins, Indo-Greek Coins, Saka and Satavahana coins</p> <p>C. Kushana and Gupta Coinage</p>	<p><b>11 lectures</b></p>
<p><b>Unit 4</b></p>	<p><b>Heritage Tourism</b></p> <p>A. Meaning, Scope and importance of Heritage tourism</p> <p>B. World Heritage Sites in India</p> <p>C. New Trends in Heritage Tourism</p>	<p><b>12 lectures</b></p>

**\* Field Visits are mandatory.**

**References:**

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Gokhale Shobhana, *Purabhilekhavidya (Marathi)*, Continental Prakashan, Pune, 1975.

*Marathi Viswhakosh*, Bhartiya Sahitya VaSanskriti Mandal

**Course Code: RUAHIS504**

**Course Title: History of the Marathas - Royal Period (1600 C.E.to  
1707 C.E.)**

**Academic year 2019-20**

**Learning Objectives:**

1. To introduce the students to the regional history of medieval Maharashtra.
2. To study political history of the Marathas in an analytical way with the help of primary sources.
3. To Evaluate contribution of Chhatrapati Shivaji to the establishment of Swarajya
4. To study administrative Institutions of the Maratha.

**Learning Outcome:**

- 1 )Student will learn significance of regional history.
- 2) It will enhance their perception of 17<sup>th</sup> century India in context of Maratha history.

**Detail Syllabus**

**SEMESTER V**

<b>SEMESTER V</b>		
<b>RUAHIS504</b>	<b>History of the Marathas - Royal Period (1600 C.E. to 1707 C.E.)</b>	<b>04</b>
<b>Unit 1</b>	<b>Introduction to Maratha History</b> A. Historiography of the Maratha History B. Indigenous Sources C. European Sources	<b>15 lectures</b>
<b>Unit 2</b>	<b>A. Establishment of Swarajya</b> Factors responsible for the establishment of Swarajya B. Shivaji's relations with the Bijapur C. Shivaji's relations with the Mughals	<b>20 lectures</b>
<b>Unit 3</b>	<b>Period of Consolidation and Crisis</b> A. Coronation and Post Coronation. B. Chhatrapati Sambhaji C. War of Independence.	<b>10 lectures</b>

<b>Unit 4</b>	<b>Administration and Society during the Royal Period</b>	<b>15 lectures</b>
	A. Civil, Revenue and Judicial administration	
	B. Military administration	
	C. Social and Cultural Life	

**References:**

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

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

Pawar, Jaising, *Marathi Sattecha Uday*, Pruthivi Prakashan, Kolhapur, 2010.

**Course Code: RUAHIS 505**

**Course Title: History of Contemporary World (Excluding Asia) (1945  
C.E.-2000 C.E.)**

**Academic year 2019-20**

**Learning Objectives:**

1. To introduce main forces, personalities, events and movements that has shaped the Contemporary world.
2. To provide insights into emerging world issues.
3. To introduce various movements associated with women, civil rights and environment.

**Learning Outcome:**

The students will have deeper understanding of the events, personalities and movements in the contemporary world.

**Detailed Syllabus**

<b>SEMESTER V</b>		
<b>RUAHIS505</b>	<b>History of Contemporary World (excluding Asia) (1945 C.E. -2000 C.E.)</b>	<b>04</b>
<b>Unit 1</b>	<b>COLD WAR ( 1945 – 1989)</b> A. Meaning,Origin and Causes B. Manifestation of Cold War: Germany, Korea and Cuba C. Towards military and Economic integration of Europe: Security Pacts and European Union	<b>15 lectures</b>
<b>Unit 2</b>	<b>U.S.S.R and U.S.A (1989 – 2000)</b> A. Mikhail Gorbachev and his reforms B. Disintegration of U.S.S.R. and its impact C. The Rise of U.S.A as the uni-polar power	<b>15 lectures</b>
<b>Unit 3</b>	<b>Africa (1945 – 2000) :Decolonization and March to Freedom</b> A. Causes of decolonization	<b>15 lectures</b>

	B. End of colonialism: West, Central and East Africa. C. South Africa- the end of Apartheid	
<b>Unit 4</b>	<b>Global Trends and Movements</b> A. Civil Rights Movement in USA B. Women's Liberation Movement C. Environmental Activism: Global Summits and Sustainable Development	<b>15 lectures</b>

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2. Bell, P.M.H, The World since 1945, Arnold Publications, London, 2001.
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4. Grenville, John, A History of the World in the Twentieth Century, Belknam Press, Harward, 2005.
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6. Howard, Michael, Louis, Wm. Roger, The Oxford History of the twentieth century. Oxford University Press, Oxford, 1998.
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16. Bilgrami, S.J.R, Current Issues in international politics, Kanishka Publishers, Distributors, New Delhi, 1997.
17. Chomsky, Noam, World orders, old and new. Reprint edn, Oxford University Press, New Delhi, 1991.
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1. Kennedy-Pipe, Caroline, Russia and the World, 1917-1991. Arnold Publishers, London, 1998.
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4. Steger, Manfred B., Globalization, A Very Short Introduction, Oxford University Press, 2003.
5. Weinberg, Leonard, Global Terrorism, A Beginner's Guide, First South Asian Edition, One World, Oxford, 2006.

**Books in Marathi:**

1. Sahebrao Gathal, *Adhunik Jagachaltihis*
2. Shinde and Lokhande, *Samakalin Jag*
3. Suman Vaidya, *Adhunik Jag Part II*
4. *Dhananjay Acharya, Adhunik Jagachaltihis*
5. Jain ani Mathur, *Adhunik Jag*
6. S.G. Kolarkar, *Adhunik Jagachaltihis*

**Course Code: RUAHIS 506**  
**Course Title: General Knowledge and Current Affairs**  
**Academic year 2019-20**

**Learning Objectives:**

1. To prepare students for competitive examinations.
2. To create awareness about general knowledge and current affairs leading to the personality development of the students.

**Learning Outcome:**

Students will be able to participate in various competitive examinations and will be abreast with current events at the national and global level.

**Detail Syllabus**

<b>SEMESTER V</b>		
<b>RUAHIS506</b>	<b>General Knowledge and Current Affairs</b>	<b>03</b>
<b>Unit 1</b>	General Knowledge: Modern Indian History (MCQs) A. History B. Geography C. Science and Technology	<b>15 lectures</b>
<b>Unit 2</b>	Current Affairs: India and the World: (MCQs and Essays)  Events related to the calendar year (January –June) with special emphasis on : Sports, Awards and Indian Culture will be asked in objective multiple choice	<b>15 lectures</b>
<b>Unit 3</b>	Major Political, Social and Economic events ( Essay type questions) 15 lectures	<b>15 lectures</b>

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3. Embree A.T., Encyclopaedia of Asian History, Vol 1 toIV, Macmillan, London, 1988.
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3. *India Year-Book*, Government of India publication.
4. *Manorama Year Book*
5. Pratiyogita Darpan
6. Magazines: Chronicle, Competition Success Review, Economic and Political Weekly, The Week, Outlook

### **Books in Marathi:**

1. K. Sagar., SamanyaDyanvaChaluGhadamodi
2. K. Sagar., Latest General Knowledge
3. Bipan Chandra, Adhunik Bharat, NCERT by K. Sagar
4. Grover and Belhekar, AadhunikBharatachaltihis
5. NCERT books on History, Geography and Science and Technology
6. Magazines:Yojana, Lokraiya, Chronicle, Lokprabha, Chitralkha, Bharat Varshik

**Course Code: RUAHIS601**  
**Course Title: History of Medieval India**  
**Mughal Period (1526 C.E. to 1707 C.E.)**  
**Academic year 2019-20**

**Learning Objectives:**

- 1) To understand transition from sultanate to Mughal period.
- 2) To acquaint the student with the nature, structure and impact of Mughal rule during the medieval period.
- 3) To examine Mughal polity and administrative institutions.
- 4) To study rise of Marathas under Chharapati Shivaji as a contestant to Mughal Power.

**Learning outcome:**

Student will be able to understand and interpret history of medieval India analytically and examine its impact on present-day Indian Polity and society.

**Detail Syllabus**

<b>SEMESTER VI</b>		
<b>RUAHIS601</b>	<b>History of Medieval India</b> <b>Mughal Period (1526 C.E. to 1707 C.E.)</b>	<b>04</b>
<b>Unit 1</b>	<b>Foundation and Consolidation of Mughal Rule</b> A. Establishment of Mughul rule: Babar B. Interlude: Humayun and Shershah Sur. C. Consolidation: Akbar, Jahangir, Shahajahan and Aurangzeb	<b>20 lectures</b>
<b>Unit 2</b>	<b>Mughal Administration</b> A. Central and Provincial Administration B. Revenue and Judiciary C. Military; Mansabdari System	<b>10 lectures</b>
<b>Unit 3</b>	<b>Rise of New Powers in Deccan</b> A. Emergence of Five Shahis B. Rise of Marathas Under Chhatrapati Shivaji C. Arrival of Europeans	<b>15 lectures</b>

<b>Unit 4</b>	<b>Medieval Society ( Mughal Period)</b> A. Socio-religious life B. Economic life C. Art and Architecture	<b>15 lectures</b>
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### **Books in Marathi:**

Acharya Dhananjay, *Madhyakalin Bharat (1000-1707)* Shri Sainath Prakashan, Nagpur, 2008.

Chandra Satish, *Madhyayugin Bharat*, ksagar, Pune, 2010.

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**Course Code: RUAHIS 602**  
**Course Title: History of Modern Maharashtra**  
**(1818 C.E. – 1960 C.E.)**  
**Academic year 2019-20**

**Learning Objectives:**

1. To comprehend the movement that led to formation of Maharashtra.
2. To equip the students with an ability to understand and assess the contribution of national leaders during the period under study.
3. To analyse major events and political developments that shaped the Modern Maharashtra.
4. To acquaint the students with the socio-economic and cultural transformation of Modern Maharashtra.

**Learning Outcome:**

Learners will acquire a deeper and more inclusive understanding of landmark events, personalities and themes in the history of Modern Maharashtra.

**Detail Syllabus**

<b>SEMESTER VI</b>		
<b>RUAHIS602</b>	<b>History of Modern Maharashtra (1818 C.E. – 1960 C.E.)</b>	<b>4</b>
<b>Unit 1</b>	<b>Formation of Maharashtra</b>  A. Historical Background – Socio-Economic and Political Conditions B. Hyderabad Mukti Sangram C. Samyukta Maharashtra Movement	<b>15 lectures</b>
<b>Unit 2</b>	<b>Economic Transformation</b>  A. Cotton and Opium Trade B. Textile Mills and Labour Movements C. Bombay Stock Market	<b>15 lectures</b>

<b>Unit 3</b>	<b>Rise of New Forces</b>  A. Dalits B. Tribals C. Peasants	<b>15 lectures</b>
<b>Unit 4</b>	<b>Cultural Transformation</b>  A. Development in Theatre B. Development in Cinema C. Development in Art and Architecture	<b>15 lectures</b>

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1. Ambedkar B.R., *Writings and Speeches* Vol. 1 to 22, Education Department, Govt. of Maharashtra, Mumbai.
2. Ballhatchet Kenneth, *Social Policy and Social Change in Western India: 1817 – 1830*, Oxford University Press, London, 1961.
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4. Chandavarkar R.S., *Origin of Industrial Capitalism in India, Business Strategies and Working Classes in Mumbai -1900-40*, Cambridge – 1994.
5. Chaudhari, K.K, *Maharashtra and the Indian Freedom Struggle*, Govt. of Maharashtra, Mumbai, 1985.
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7. Desai, A. R. *Social Background of Indian Nationalism*, Popular Prakashan, Bombay, 1976.
8. Dossal Marriam, *Imperial Designs and Indian Realities: The Planning of Mumbai City – 1845-1875*, Oxford University Press, Mumbai - 1991.
9. David M.D., *Mumbai the City of Dreams (A History of the First city in India)* Himalaya Publishing House, Mumbai-1995.
10. Edwardes S.M., *Gazetteer of Mumbai City and Island-Vols. I-III*, The Times Press, Mumbai.
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14. Omvedt, Gail, *Dalits and Democratic Revolution - Dr. Ambedkar and the Dalit Movement in Colonial India*, Sage Publication, New Delhi, 1994.

15. Patel S. and Thorner A.(eds.), *Mumbai: Mosaic of Modern Culture*, Oxford University Press, Mumbai, 1995.
16. Phadke Y.D., *Social Reformers of Maharashtra*, Maharashtra Information Centre, New Delhi -1975.
17. Ravinder Kumar, *Western India in the Nineteenth Century: A Study in the Social History of Maharashtra*, Routledge and Kegan Paul, London and University of Toronto Press, Toronto, 1968.

### **Additional References:**

1. Omvedt, Gail, *Cultural Revolt in Colonial Society: Non-Brahmin Movement in Western India: 1873 - 1930*, Scientific Socialist Education Trust, Mumbai, 1976.
2. O'Hanlon, Rosalind, *Caste, Conflict and Ideology: Mahatma Jotirao Phule and Low Caste Protest in 19th Century Western India*, CUP, Cambridge, 1985.
3. Suntankar B.R., *Nineteenth Century History of Maharashtra, 1818-1857*, Popular Prakashan, Mumbai.
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### **Books in Marathi:**

1. Bhide G.L. and Patil N.D., *Maharashtraatil Samajsudharanechaltihis*, PhadkePrakashan, Kolhapur, 1993.
2. GathalSahebrao, *AdhunikMaharashtrachaltihis (1818-1960)*, Kailas Prakashan, Aurangabad, 2010.
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4. Kathare Anil, *AdhunikMaharashtrachaltihis (1818-1960)*, (Third Ed.) Vidya Books, Aurangabad, 2015
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**Course Code: RUAHIS 603**

**Course Title: Museology, Archival Science and Library Science**

**Academic year 2019-20**

**Learning Objectives:**

1. Make students aware about Museology as an allied branch of history.
2. Inform the students about role of Museums in preservation of heritage.
3. Understand the meaning, significance, scope and value of archival Science in the study of history.
4. Know the management of library.

**Learning Outcome:**

Learners will acquire a deeper and more inclusive understanding of Museology, Archival science and Library science. Students will be aware of various career options.

**Detail Syllabus**

<b>SEMESTER VI</b>		
<b>RUAHIS603</b>	<b>Museology, Archival Science and Library Science</b>	<b>3.5</b>
<b>Unit 1</b>	<b>MUSEUMS AND ROLE OF CURATOR</b> A. Definitions of Museology and Museum Movement in India B. Types of Museums C. Role of Curator	<b>10 lectures</b>
<b>Unit 2</b>	<b>COLLECTION OF OBJECTS AND ACTIVITIES OF THE MUSEUM</b> A. Methods of collection B. In-house and Outreach activities of Museums C. Conservation and Preservation of artefacts in Museums	<b>11 lectures</b>

<b>Unit 3</b>	<b>ARCHIVAL SCIENCE</b> A. Definitions of Archives and New Trends in Archival Management B. Collection and repository management C. Preservation of Records	<b>12 lectures</b>
<b>Unit 4</b>	<b>LIBRARY SCIENCE</b> A. Meaning, Scope of Library Science and Library movement in India B. Role of Librarian C. Cataloguing and Care of books	<b>12 lectures</b>

**\* Field Visits are mandatory.**

**References:**

Banarjee, N.R., *Museum and Cultural Heritage of India*, Agam Kala Prakashan, New Delhi, 1990.

Dwivedi, V.P., *Museums & Museology: New Horizons*, Agam Kala Prakashan, New Delhi, 1980.

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Vishwanathan, C.G., *Cataloguing: Theory and practice, Today and Tomorrow*, Print and Publications, New Delhi, 1970.

Vishwanathan, C.G., *University Libraries in India: Principles and Policy*, New Delhi, 1972

### **Books in Marathi:**

Dhatavkar, Bhaskar, *Abhilekh Vyavsthapakachi Margadarshika*

Khobarekar, V.G., *Daftarkhana Varnana Va Tantra*

Pathare, Vrunda, *Business Archives, Samaj Prabodhan Patrika*

Samel, Ranade, and Nabar, *Puratatvashahstra, Vastusanghralaya, Abhilekhva Granthalaya Shastra*, Manan Prakashan, Mumbai

*Marathi Viswhakosh*, Bhartiya Sahitya Va Sanskriti Mandal

**Course Code:RUAHIS604**

**Course Title: History of the Marathas - Peshwa Period (1707 C.E.to  
1818 C.E.)**

**Academic year 2019-20**

**Learning Objectives:**

1. To understand changed nature of Maratha Polity during the Peshwa Period.
2. To examine the dynamics of Maratha Confederacy.
3. To examine role of Marathas in National politics of 18<sup>th</sup> Century India.
4. To study administration, society , culture and economy of the Peshawa period

**Learning Outcome:**

students will be able to analyze the Marathas policy of expansionism and its consequences. They will understand the role played by the Marathas in the 18<sup>th</sup> century India.

**Detail Syllabus**

**SEMESTER VI**

<b>SEMESTER VI</b>		
<b>RUAHIS604</b>	<b>History of the Marathas -Peshwa Period(1707 C.E.to 1818 C.E.)</b>	<b>04</b>
<b>Unit 1</b>	<b>Expansion of the Maratha Power</b> A. Civil War: Tarabai and Shahu B. Rise of the Peshwas – Balaji Vishwanath C. Peshwa Bajirao I	<b>15 lectures</b>
<b>Unit 2</b>	<b>Consolidation of the Maratha Power</b> A. Peshwa Balaji Bajirao ( Nanasahab) B. Third Battle of Panipat – causes and consequences C. Causes of the defeat of the Marathas	<b>15 lectures</b>
<b>Unit 3</b>	<b>Post Panipat Revival and Downfall</b> A. Peshwa Madhavrao I B. Barbhai Council: Role of Mahadji Shinde and Nana Phadnis C. Downfall of Maratha Power	<b>15 lectures</b>

<b>Unit 4</b>	<b>Administrative and socio- cultural developments</b> A. Peshwa administration; Maratha Confederacy B. Economic Development C. Socio -Cultural developments	<b>15 lectures</b>
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Deshmukh, R.G., *History of the Marathas*, Nimesh Agencies, Bombay, 1993.

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

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

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Mate, M. S., *Maratha Architecture (1650 A.D. to 1850 A.D.)*, University of Poona, Poona, 1959.

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**Course Code: RUAHIS605**

**Course Title: History of Asia (1945 C.E.-2000 C.E.)**

**Academic Year 2019-20**

**Learning Objectives:**

1. To introduce main forces, personalities, events and movements that has shaped the Contemporary Asian world.
2. To provide insights into emerging issues in the Asian world

**Learning Outcome:**

The students will have deeper understanding of the events, personalities and movements in the Asian world.

**Detail Syllabus**

<b>SEMESTER VI</b>		
<b>RUAHIS605</b>	<b>History of Asia (1945 C.E. -2000 A.D)</b>	<b>04</b>
<b>Unit 1</b>	<b>China: Towards Modernisation</b>  A. Rise of Mao and Peoples' Republic of China B. The Cultural Revolution C. Rise of Deng Xiaoping and Modernisation of China	<b>15 lectures</b>
<b>Unit 2</b>	Japan  A. SCAP Administration B. Economic Miracle in Industry C. Development in Agriculture	<b>15 lectures</b>
<b>Unit 3</b>	South East Asia: Liberation movements  A. Colonialism and its impact on South East Asia B. Freedom movement in Vietnam and its Reunification C. Political Developments in Burma, Malaysia and Indonesia	<b>15 lectures</b>

<b>Unit 4</b>	West Asia: Conflicts  A. Abdel Gamal Nasser and modernisation of Egypt B. Nature of Arab- Israel Conflicts C. Iranian Revolution of 1979	<b>15 lectures</b>
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M.B. Deopoojari, *AdhunikAshiyachaltihaas*

Prabhakar Deo, *Ashiyachaltihaas*

Prabhakar Deo, *AgneyaAshiyachaltihaas*

Prabhakar Deo, *AdhunikChinchaltihaas*

Shinde and Lokhande, *Samakalin Jag*

TanajiraoNikam, *Chin vaJapanchaltihaas*

Ramnarain Ruia Autonomous College

**Course Code: RUAHIS 606**  
**Course Title: Research Methodology**  
**Academic Year 2019-20**

**Learning Objectives:**

1. To train students in Research Methodology
2. Acquaint students with new Trends in Historical Research
3. To train the students in Report writing and research articles

**Learning Outcome:**

Students will be able to learn methods in research writing and will be abreast with new trends in historical research.

**Detailed Syllabus**

<b>SEMESTER VI</b>		
<b>RUAHIS606</b>	<b>Research Methodology</b>	<b>03</b>
<b>Unit 1</b>	<b>History: Definition and Scope</b> A. Meaning and Scope, Importance of History B. History and Auxiliary Sciences C. New Trends in Historical Research	<b>10 lectures</b>
<b>Unit 2</b>	<b>Sources of History</b> A. Sources: Nature and Types B. Authenticity and Credibility of Sources C. Importance of Archival Sources	<b>10 lectures</b>
<b>Unit 3</b>	<b>Introduction to Research Methodology</b> A. Identifying a Research problem and Hypothesis B. Methods of Critical Enquiry C. Methods and Tools of Data Collection	<b>10 lectures</b>

<b>Unit 4</b>	<b>Historical Research: Report and Presentation</b>	<b>15 lectures</b>
	<p>A. Style sheet</p> <p>B. Preparation of Report</p> <p>C. Ethics in Research</p>	

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7. Khobarekar, V.G., *Daftarkhana Varnana Va Tantra*
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9. Rajderkar Suhas, *Itihaas Lekhan Shahstra*
10. Sardesai, Gaikwad, *Itihaas Lekhan Shahstra*

## MODALITY OF ASSESSMENT

### Theory Examination Pattern:

#### B) Internal Assessment - 40% :40 marks.

Sr No	Evaluation type	Marks
1	One Assignment/Project : Written / PPT	20
2	One class Test (multiple choice questions / objective/ Short Notes)	20

#### B) External examination - 60 %

##### Semester End Theory Assessment - 60 marks

- v. Duration - These examinations shall be of **2 hours** duration.
- vi. Paper Pattern:
  - 5. There shall be **1** question on each unit .Total 4 questions of **15** marks each.
  - 6. All questions shall be compulsory with internal choice within the questions.

Questions	Options	Marks	Questions on
Q.1)	A OR B	15	Unit I
Q.2)	A OR B	15	Unit II
Q.3)	A OR B	15	Unit III
Q.4)	A OR B	15	Unit IV

#### Overall Examination and Marks DistributionPattern

RUAHIS	Semester III			Semester IV			Grand Total
	Internal	External	Total	Internal	External	Total	
Theory	40	60	100	40	60	100	200

**TYBA: Paper Code RUAHIS506**

**External Assessment: 60 marks**

30marks multiple choice questions based on the syllabus of one mark each.

30marks will be essay type questions based on current events both national and International.

Ramnarain Ruia Autonomous College