

**Sant Gadge Baba Amravati University, Amravati**

**Choice Based Credit System (CBCS)**

**Syllabus for Session 2024-25**

**Board of Study : History**

**Faculty : Humanities**

**Programme : B. A.**

**Course Name : History**

**B.A. III Semester V & VI Syllabus (DSC)**

### **Part A**

#### **POs:**

**PO1. Critical Thinking:** Take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decisions (intellectual, organizational, and personal) from different Perspectives.

**PO2. Effective Communication:** Speak, read, write and listen clearly in person and through electronic media in English and in one Indian language, and make meaning of the world by connecting people, ideas, books, media and technology.

**PO3. Social Interaction:** Elicit views of others, mediate disagreements and help reach conclusions in group settings.

**PO4. Effective Citizenship:** Demonstrate empathetic social concern and equity centered national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.

**PO5. Ethics:** Recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them.

**PO6. Environment and Sustainability:** Understand the issues of environmental contexts and sustainable development.

**PO7. Self-directed and Life-long Learning:** Acquire the ability to engage in independent and life long learning in the broadest context socio-technological changes Sample POs of PG programmes

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## **PSOs: of B.A. History**

PSO1: Analyze the Socio-Political and Cultural background of the world History.

PSO2: Examine various perspectives of history and historiography of modern world.

PSO3: Prepare for Competitive Examinations like UPSC, MPSC, and SET/NET etc.

PSO4: Compare various concepts in Social Studies through the history of Modern World.

PSO5: Describe the developments of mankind.

## **Employability Potential of the Programme:**

### **B.A. (CBCS)**

#### **The following employment is available from this course**

**1) Competitive Examination:** - Today is the age of competition. In this age of competition, competitive examination is of paramount importance. This course is Central Public Service Commission. Maharashtra State Public Service Commission. It will be very useful for railway recruitment, various selection boards, staff selection etc.

**2) Tourism Guide:** - The course covers the history of Modern World. Most of the tourist destinations in world are based on Medieval and Modern architecture. France, Austria, Spain, Britain, Ireland, Netherland, Italy, America, Russia, Germany etc. is the top most famous country for tourism places. it can provide employment opportunities to a large number of students as a tourist guide.

**3) Industry and Business:-** These were the international markets of the industry. During the course of this course, these markets and the place of the center would be able to create industries from the point of view of tourists as well as businesses could be established.

**5) Development of Art and Architecture:** -The country of this course has been a huge development of sculpture and architecture. It will be of great help in development in terms of art- architecture.

**7) Creation of an interpreter:** -The script and language that existed in medieval and modern times are not known to the masses. Since the study is in this course, the students will become aware of the language skills. This will enable many researchers and scholars to get acquainted with the prevailing period inscriptions, copperplates, column inscriptions, contemporary texts, Persian letters, Sanskrit, English, Latin, French, Russian, Japanese and Arabic letters, etc. from this interpreter so that a large number of jobs will be available for the students.

**8) Historian:-**Historians are academics, and researchers rolled into one. They mainly deal with studying the events of the past. Historians' research, analyzes, and interprets historical



events and writes their inferences about them. They collect data from libraries, archives, and artifacts, determining the authenticity and importance of historical data, translate historical documents into human languages, preserve artifacts and documents in museums, and publish their writings in academic journals.

9) **Archivist**:-Archivists are primarily responsible for acquiring and managing a permanent collection of documents, artifacts, other materials of historical and cultural importance. Their archive generally includes historic books, papers, maps, photographs, prints, films, videotapes, and computer-generated records. In essence, Archivists preserve the past for the present and future generations of learners, researchers, and the general public. Apart from this, Archivists liaise with donors and depositors of archives and maintain computer-aided search systems.

10) **Curator**:- Curators take on a managerial role in museums, art galleries, or heritage centers. They develop collections of valuable exhibits such as artworks, paintings, sculptures, scriptures, etc. Curators organize events like exhibitions, conferences, and audio-visual presentations to display their collections. They buy exhibits, negotiate the prices of objects, arrange for restoration of artifacts, maintain records and catalog acquisitions, and raise funds and grants for museums/art galleries.

11) **Archeologist**:-Archaeologists study human civilizations to find out how they impacted the present world. They inspect and examining historical artifacts, ranging from prehistoric tools and objects to monuments and buildings. Their prime duty is to recover and analyze the remains extracted from excavation sites. Archaeologists' job demands that they travel extensively within the country and globally to find pieces of historical significance. According to their specialization, they can also settle for tenured academic positions like lecturers, professors, conservators, and museum curators.

12) **History Teacher / Professor**:-While History Teachers work in schools, Professors teach at colleges and universities. School teachers are responsible for imparting foundational History knowledge to students. They teach students about the important historical events in brevity, prepare lesson plans, grade papers, develop class activities schedule, and accompany students on field trips to historical sites. History Professors teach specialized and advanced history courses to students in their under graduate/postgraduate degree programs. They offer lectures on different historical periods, events, theories, etc., and write detailed research papers, articles, and books.

**Part B**  
**Sant Gadge Baba Amravati University, Amravati**  
**Choice Based Credit System (CBCS)**  
**Faculty : Humanities**  
**Syllabus for Session 2024-25**  
**Board of Study : History**  
**B.A. III Semester V**  
**Subject : History**  
**Department Specific Core (DSC )**

Code of the Course/Subject	Title of the Course/ Subject	Total Number of Periods	No. of Credits
History	History of Modern World (From-1780 to 1920 AD)	75 Periods	04

**Course Assessment :** End Term Exam Marks: 80 (University level Exam)

**SEM (Skill Enhancement Module) :** 20 Marks (College level evaluation)

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**Course Outcome**

**CO1:** Introduction to landmark events in world history.

**CO2:** Understand policy of imperialism and changes in world political order.

**CO3:** Emergence of state of Germany and its diplomatic policy.

**CO4:** Critically analysis background of first world and international peacemaking attempts that followed.

**On successful completion of the Course the students will be able to:**

**CSO1:** Learn the socio-political and cultural background of the Modern World History.

**CSO2:** To learn the history of various countries in Modern world.

**CSO3:** Prepare for Competitive Examinations like UPSC, MPSC, and SET/NET etc.

**CSO4:** To help the understand various concepts in Social Studies through the history of Modern World.

**CSO5:** Learn developments of mankind, respect to great world leader, philosopher and researcher.

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**Module –I****No. of Lecture: 12**

1. Causes, Progress and Effect of French Revaluation
  2. The rise Napolian Bonapart, his Achievements and Decline.
  3. Congress of Vienna -1815
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**Module –II****No. of Lecture: 12**

1. Unification of Italy and Germany.
  2. Foreign Policy of Germany under Bismark.
  3. Foreign Policy of Germany under Kaiser Willium -II.
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**Module –III****No. of Lecture: 12**

1. Triple Entente – 1907 A.D.
  2. Ruso –Japanese War -1904-05.
  3. First World War –Causes and Effects.
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**Module –IV****No. of Lecture: 12**

1. The Fourteen Points of President Wilson.
  2. The Entry of the U.S.A. into First word war.
  3. The Russian Revolution (1917 A. D.): Causes and Effects.
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**Module–V****No. of Lecture: 12**

1. Paris Peace Conference
  2. Versailles Treaty – Sent Germane Treaty, Newlie Treaty, Trinon Treaty and Sevres Treaty.
  3. The League of Nation’s : Aims, Objectives, Structure, Achievements and Failure
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**Module –VI : Skill Enhancement Module****No. of Lecture: 15**

Tourism in Modern World

**CO’s:****CO1:** Study of Tourism in Modern World Art & Architecture.**CO2:** Students are aware and able to describe tourist and world famous places.**CO3:** Prepare the students for employability.

## **Module –VI : Tourism in Modern World**

1. Rise, history and types of international tourism.
2. Government guidelines for international tourism, Railway, Air plane, Bus & Hotel reservation system.
1. **World Famous Tourism Places:** 1) Great wall of China 2) Statue of Liberty, White House, Times Square (USA) 3) Palace of Versailles, Eiffel Tower, Museum in Paris(France) 4) Big Ben, British Museum, National Gallery of London (United Kingdom) 5) Leaning Tower of Pisa, Colosseum (Italy) 6) Sagrada Familia, Bilbao Fine Arts Museum(Spain) 7) Reichstag (Germany) 8) Rijks Museum (Netherlands) 9) The Kremlin, Winter Palace (Russia) 10) Trivoli Garden (Denmark) 11) Santorino (Greece) 12) Angkor wat (Kolumbia), 12) Victoria Falls (Zambia)

### **• Any Two Activities:**

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To the Internal Evaluation - Any historical place Project OR Seminar OR Assignment activities related to Module –VI

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### **• Reference Books:**

- 1) Bury. J.P.T.(Ed.), The New Cambridge Modern History: Vol. 10: The Zenith of European Power 1830-70, 1964
- 2) Cameron, Rondo, France and the Economics Development of Europe, 1800-1914: Conquest of Peace and Seeds of War (1961), a Wide –ranging Economic and Business History.
- 3) Crawley, C.W, Ed. The New Cambridge Modern History, Vol. 14: Atlas, 1972
- 4) Evans, Richard j The Pursuit of Power Europe 1815-1914, 2015
- 5) Gildea, Robert Barricades and Borders, Europe 1800-1914 (3rd Ed. 2003) Gooch, G.P History of Modern Europe 1878-1919, 1923
- 6) Grab, Alexander, Napoleon and the Transformation of Europe, 2003
- 7) Hayes C.J.H., A Political and Cultural History of Europe, 1830-1839.
- 8) Herring, George C, Years of Peril and Ambition U.S foreign Relations. 1776-1921, 2017
- 9) Hinsley F.H. (Ed), The New Cambridge Modern History Vol. 11 Material Progress and World Wide Problems 1870-1898, 1979
- 10) Kennedy, Paul, The Rise and Fall of the Great Powers Economic Change and Military Conflict from 1500-2000 (1987), Stress on Economic and Military Factors.
- 11) Langer, William, European Alliances and Alignments 1870-1890 (1950) Advanced History.
- 12) आचार्य धनंजय, विसाव्या शतकातील जग, साईनाथ प्रकाशन, नागपूर, 2011

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- 13) आठवले सदाशिव, आधुनिक जगाचा इतिहास, ओरिएंट लाँगमन, मुंबई, 1974
- 14) कुलकर्णी, देशपांडे प्र. न., देशपांडे अ. म., आधुनिक जगाचा इतिहास, स्नेहवर्धन प्रकाशन, पुणे
- 15) कोलारकर श. गो., आधुनिक युरोप, मंगेश प्रकाशन, नागपूर
- 16) कोलारकर श. गो., आधुनिक जग, मंगेश प्रकाशन, नागपूर, 1988
- 17) कदम य. ना., द्वितीय महायुध्दानंतरचे जग, मंगेश प्रकाशन, नागपूर, 1997
- 18) कोंडेकर कांबळे, जागतिक घडामोडीचा इतिहास, अरूणा प्रकाशन, लातूर.
- 19) जोशी पी. जी., महासत्ता अमेरिकेचा इतिहास, विद्या बुक्स, औरंगाबाद, 2011
- 20) वैद्य सुमन, आधुनिक जग भाग-1, साईनाथ प्रकाशन, नागपूर, 2002
- 21) मोरवंचीकर रा, श्री., आधुनिक अमेरिका, पिंपळापूरे पब्लिशर्स, नागपूर, 1992
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- 24) गायकवाड, कदम, थोरात, आधुनिक जगाचा इतिहास, मंगेश प्रकाशन, नागपूर, 1998
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- 26) गाठाळ एस.एस., आधुनिक जागतिक इतिहासातील स्थित्यंतरे, कैलास पब्लिकेशन, औरंगाबाद, 2011
- 27) खुराणा के. एल., आधुनिक एशिया का इतिहास, लक्ष्मीनारायण अग्रवाल, आगरा, 2011
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- 29) मेहता ब्र. न., आधुनिक युरोप, लक्ष्मीनारायण अग्रवाल, आगरा
- 30) सातभाई डॉ. श्रीनिवास, आधुनिक जगाचा इतिहास, (इ.स.1776 ते 2000), विद्या बुक्स पब्लिशर्स औरंगपुरा, औरंगाबाद, 2021
- 31) कोठे डॉ. प्रशांत, आधुनिक जगाचा इतिहास (1780 ते 1919 ), प्रशांत पब्लिकेशन, जळगाव
- 32) देवतळे माधुरी नितीन, आधुनिक जगाचा इतिहास(1780 ते 1920), साई ज्योती पब्लिकेशन्स, नागपूर, 2019

**Sant Gadge Baba Amravati University, Amravati**

**FACULTY: HUMANITIES**

**Programme B. A.**

**Subject : History**

**Semester-V**

**Department Specific Elective (DSE)**

**DSE-I : History of Social Reformers in Modern Maharashtra**

<b>Code of the Course Subject</b>	<b>Title of the Course Subject</b>	<b>Total Number of Periods</b>	<b>No of Credits</b>
<b>Departmental Specific Elective (DSE)</b>	<b>History of Social Reformers in Modern Maharashtra</b>	<b>75</b>	<b>04</b>

**Course Assessment:** End Term Exam : 80 Marks

**SEM (Skill Enhancement Module) :** 20 Marks

**Course Outcomes:** By the end of this course, students will be able to:

- 1 Analyze the historical, social, and political conditions in Maharashtra during the 19th and early 20th centuries that necessitated social reform.
- 2 Critically assess the lives, ideologies, and contributions of major social reformers such as Mahatma Jyotirao Fule, Savitribai Fule, Dr. B.R. Ambedkar, and Rajarshi Shahu Maharaj.
- 3 Understand the significant role played by these reformers in addressing issues such as caste discrimination, gender inequality, and the need for educational reforms.
- 4 Evaluate the long-term impact of the reforms initiated by these figures on modern Indian society, particularly in Maharashtra.
- 5 Investigate the contributions of later social reformers such as Vinoba Bhave, Pandita Ramabai, and Medha Patkar.
- 6 Analyze the continuity and change in social reform movements from the historical to the contemporary period.
- 7 Participate in informed and critical discussions about the nature and success of social reforms in Maharashtra.
- 8 Cultivate a deeper commitment to principles of social justice, equality, and human rights.

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## **Unit 1: Introduction to Social Reform in Maharashtra**

**(12 Period)**

### 1. Historical Context:

1.1 Overview of pre-modern Maharashtra,

1.1. Social and political conditions in the 19<sup>th</sup> century

### 2. Need for Social Reform

2.1. Major social issues: caste discrimination, gender inequality and education.

2.2. Emergence of social reform movements.

### 3. Early Reform Efforts:

3.1. Initial efforts and challenges faced by early reformers.

3.2. Influence of British rule on social reforms

### 4. Key Concepts and Definitions:

4.1. Understanding social reform

4.2. Distinction between social reform and social change.

## **Unit 2: Mahatma Jyotirao Fule and Savitribai Fule**

**(12 Period)**

### 1. Mahatma Jyotirao Fule:

1.1. Life and background

1.2. Contributions to education and anti-caste movement

1.3. Founding of Satyashodhak Samaj.

### 2. Savitribai Fule

2.1. Life and background

2.2. Role in women's education and emancipation

### 3. Fule's Writings and Ideology:

3.1. Key works and their impact.

3.2. Ideological underpinnings of Fule's reforms.

### 4. Legacy and Impact:

4.1. Long-term effects of Fule's reforms.

4.2. Comparison with other contemporary reformers.

## **Unit 3: Rajarshi Shahu Maharaj**

**(12 Period)**

### 1. Life and Times:

1.1. Early life and accession to the throne of Kolhapur.

1.2. Progressive policies and governance.

### 2. Educational Reforms

2.1. Establishment of educational institutions.

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2.2.Policies for promoting education among backward classes.

3.Social and Economic Reforms:

3.1.Measures to eradicate caste discrimination.

3.2.Economic policies for social upliftment.

4. Patronage of Reform Movements:

4.1.Support to Fule and Ambedkar's movements.

4.2.Shahu Maharaj's role in the broader social reform landscape.

**Unit 4: Dr. B. R. Ambedkar**

**(12 Period)**

1.Early Life and Education

1.1 Ambedkar's early life and educational journey.

1.2 Challenges faced as a Dalit scholar.

2.Fight Against Untouchability:

2.1. Major campaigns and movements led by Ambedkar.

2.2. Mahad Satyagraha and the temple entry movement.

3.Political and Constitutional Contributions:

3.1. Role in drafting the Indian Constitution

3.2. Views on democracy and social justice

4. Dr. B. R. Ambedkar's Legacy:

4.1. Influence on Dalit movements.

4.2. Contemporary relevance of Ambedkar's ideas.

**Unit 5: Later Reformers and Contemporary Perspectives**

**(12 Period)**

1. Vinoba Bhave and the Bhoodan Movement:

1.1.Life of Vinoba Bhave.

1.2.Concept and execution of the Bhoodan( land donation) movement.

2.Pandita Ramabai:

2.1. Early life and conversion to Christianity.

2.3.Contributions to women's education and social reforms.

3. Medha Patkar and Environmental Justice.

3.1.Early life and education.

3.2.Narmada Bachao Andolan and activism for tribal rights.

4. Contemporary Social reform Movements:

4.1.Analysis of ongoing social issues in Maharashtra.

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#### 4.2.Role of Modern social activists and NGOs.

### Unit –VI : Skill Enhancement Module

(15 Period)

(Any two activities)

1. **Written Assignments:** Essays and reflections on the contributions and impact of individual reformers.

Explain the influence of Satyashodhak ideology in the development of Farmer movement in Varhad.

Evaluate the Ambedkari movement in Vidarbha.

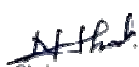
Conversion movement in Chandrapur district.

2. **Presentations:** Group presentations on specific social issues and reformers.
3. **Class Discussions:** Interactive sessions to discuss the relevance of historical reforms in contemporary society.
4. **Class Seminar:** Class seminar to related assignments.

### Reference Books:

- 1) Ambedkar B.R. - The Untouchables: Who Were they and Why they Became Untouchables,
- 2) Chaudhari K.K. - Maharashtra State Gazetteers, History of Mumbai, Modern Period, Gazetteers Department, Government of Maharashtra, Mumbai, 1987.
- 3) Ganachari A. G. - Nationalism and Social Reform in a Colonial Situation, Kalpaze, Publication, New Delhi, 2005.
- 4) Grover Verinder (ed.) - Bhimrao Raoji Ambedkar, Deep and Deep Publications, New Delhi, 1998.
- 5) Heimsath Charles - Indian Nationalism and Hindu social reform, Princeton University Press, 1964.
- 6) Jones K. W. - Socio Religious Reform Movements in British India, Orient Longman, New Delhi, 1989.
- 7) Keer Dhananjay - Dr. Ambedkar : Life and Mission, Popular Prakashan, Mumbai, 1954.
- 8) Keer Dhananjaya - Mahatma Jotirao Phule: Father of our Social Revolution, Popular
- 9) Khade V. K. - British Rule and Dr. B.R. Ambedkar: The Movement for the Upliftment of the Downtrodden, Kaushalya Prakashan Aurangabad 2011.
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- 18) कठारेअनिल-आधुनिक महाराष्ट्राचा इतिहास )1818-1960), विद्या पुस्तके, औरंगाबाद, 2015.
- 19) कीर धनंजय-डॉबाबासाहेब आंबेडकर ., पॉप्युलर प्रकाशन, (आठवे पुनर्मुद्रण) 2013
- 20) कीरधनंजय-महात्मा जोतिराव फुलेक्रांतीचे जनक आजच्या समाज-, पॉप्युलर प्रकाशन,1966.
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- 30) टालेडॉ. प्रफुल्ल अशोकराव - आधुनिक महाराष्ट्रातील सामाजिक सुधारणा चळवळींचा इतिहास,साई ज्योती प्रकाशन, नागपूर 2018 ,
- 31) म्हस्के डॉ.बी. आर. - विदर्भातील दलित चळवळीचाइतिहास, नभ प्रकाशन, अमरावती, 2012
- 32) ढाले प्रदीप - आंबेडकरी चळवळीचा इतिहास, बहुजन साहित्य प्रसार केंद्र,नागपूर,2017
- 33) बनसोड डॉ. संतोष, वानखडे डॉ.,.किशोर - पश्चिम विदर्भातील सामाजिक चळवळी,आधार प्रकाशन, अमरावती,2021
- 34) बनसोड डॉ. संतोष, वानखडे डॉ.,. किशोर - पश्चिम विदर्भातील सामाजिक चळवळीचे शिलेदार, भाग एक,आधार प्रकाशन, अमरावती,2021
- 35) बनसोड डॉ. संतोष, वानखडेडॉ.,. किशोर- पश्चिम विदर्भातील सामाजिक चळवळीचे शिलेदार, भाग दोन,आधार प्रकाशन, अमरावती,2021
- 36) बनसोड डॉ. संतोष, वानखडेडॉ.,. किशोर - पश्चिम विदर्भातील सामाजिक चळवळीचे शिलेदार, भाग तीन,आधार प्रकाशन, अमरावती,2021
- 37) बडोदेकर डॉ. रेखा- भारतीय इतिहास मे महिलाए, ओम पब्लिशिंग कंपनी, दिल्ली, 2022

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**Sant Gadge Baba Amravati University, Amravati**

**Choice Based Credit System (CBCS)**

**Faculty : Humanities**

**Syllabus for Session 2024-25**

**Board of Study : History**

**B.A. III Semester VI**

**Subject : History**

**Department Specific Core (DSC )**

Code of the Course/Subject	Title of the Course/ Subject	Total Number of Periods	No. of Credits
History	History of Modern World (From-1921 to 1965 AD)	75 Periods	04

**Course Assessment:** End Term Exam Marks: 80 (University level Exam)

**SEM (Skill Enhancement Module):** 20 Marks (College level evaluation)

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**Course Outcome:**

**CO1:** Analyze causes for the rise of dictatorship in Europe.

**CO2:** Understand international crisis, inter world war period politics and events leading to Second World War and its aftermath.

**CO3:** Understand world politics after world and attempts to restore world peace.

**CO3:** Students will get to know how the world became polarized.

**CO4:** Students became introduction to politics shifts in west Asia.

**On successful completion of the Course the students will be able to:**

**CSO1:** Learn the socio-political and cultural background of the Modern World History.

**CSO2:** Learn various Modern world History Tourist places and Guide Tourist.

**CSO3:** Prepare for Competitive Examinations like UPSC, MPSC, and SET/NET etc.

**CSO4:** Understand various concepts in Social Studies through the Modern World History.

**CSO5:** Learn developments of mankind, respect to great world leader, philosopher and researcher.

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**Module –I****No. of Lecture: 12**

1. Rise of Facism in Italy Causes-Musolini and his internal and Foreign Policies
  2. Rise of Nazism in Germany- Hitler and his Internal and foreign Policie
  3. Causes and Effect of the Great Economic Depression(1929 A.D.)
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**Module –II****No. of Lecture: 12**

1. Causes and Effect of the Second World War
  2. Entry of USA into the Second World War
  3. Diplomatic Conferences during the Second World War Period -1939 to 1945
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**Module -III****No. of Lecture: 12**

1. United Nations Organization ; Aims, Structure, Achievement and failure
  2. The Emergence of the U.S.A. as World Power -Causes and Effects.
  3. The Emergence of the U. S. S. R. as World Power - Causes and Effects.
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**Module -IV****No. of Lecture: 12**

1. The Cold War –Origins and Meaning,Causes and Effect.
  2. Truman Doctrine,The MartialPlan andCauses of Arab –Israel Conflict.
  3. Military Alliances -The NATO and Warsa Pact and The SEATO.
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**Module-V****No. of Lecture: 12**

1. The Suez Crisis , European Common Market and The Common wealth of Nations,
  2. The Berlin Crisis of 1958 and Quba Crisis.
  3. Non Alignment Movement: Causes of Origin, Development and its Impacts of World.
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**Skill Enhancement Module:****No. of Lecture:15CO's:****CO1:** Study of Tourism in Modern World Art & Architecture.**CO2:** Students are aware and able to describe tourist and world famous places.**CO3:** Prepare the students for employability.

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**Module -VI: Tourism in Modern World.**

2. Essential factors for the international tourism industry.
3. Importance of international tourism.

- **World famous tourism places:** 1) Empire state of Building, Hollywood Sign, Pentagon (USA) 2) Tower (London) Bridge (UK) 3) Tokyo Tower, Hiroshima and Nagasaki (Japan) 4) Museum Picasso (Spain) 5) Berlin Wall (Germany) 6) Burj Khalifa (UAE), 7) Petronas Tower (Malaysia) 8) CN Tower (Canada) 9) Sydney Harber Bridge, Sydney opera House (Australia).

- **Any Two Activities:**

**The Internal Evaluation** -Any historical place Project OR Seminar OR Assignment activities related to Module – VI

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- **Reference Books:**

1. Bury, J.P.T, (Ed.) The new Cambridge Modern History: Vol. 10: The Zenith of European Power 1830-70, 1964
2. Cameron, Rondo, France and the Economics Development of Europe, 1800-1914: Conquest of Peace and Seeds of War (1961), a Wide –ranging Economic and Business History.
3. Evans, Richard, The Pursuit of Power Europe 1815-1914, 2015
4. Gildea, Robert Barricades and Borders, Europe 1800-1914 (3rd Ed. 2003) Gooch, G.P History of Modern Europe 1878-1919, 1923
5. Hayes C.J.H., A Political and Cultural History of Europe, 1830-1839.
6. Herring, George C, Years of Peril and Ambition U.S Foreign Relations. 1776-1921, 2017
7. Hinsley F.H, Ed the New Cambridge Modern History Vol. 11 Material Progress and World Wide Problems 1870-1898, 1979
8. Kennedy, Paul, The Rise and fallof the Great Powers Economic Change and Military Conflict from 1500-2000 (1987), Stress on Economic and Military Factors.
9. हेंडवे डॉ. जगदीश द., आधुनिक जगाचा इतिहास, (इ. स.1921 ते इ. स. 1965) साईज्योती पब्लिकेशन्स, नागपूर, 2022
10. सातभाईडॉ. श्रीनिवास, आधुनिक जगाचा इतिहास, (इ.स.1776 ते 2000), विद्या बुक्स पब्लिशर्स औरंगपुरा, औरंगाबाद, 2021
11. देवतळे माधुरी नितीन, आधुनिक जगाचा इतिहास, (इ.स.1921पासूनते 1965पर्यंत), साई ज्योती पब्लिकेशन्स, नागपूर, 2020

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12. आचार्य धनंजय, विसाव्या शतकातील जग, साईनाथ प्रकाशन, नागपूर, 2011
13. आठवले सदाशिव, आधुनिक जगाचा इतिहास, ओरिएंट लाँगमन, मुंबई, 1974
14. कुलकर्णी, देशपांडे प्र. न., देशपांडे अ. म., आधुनिक जगाचा इतिहास, स्नेहवर्धनप्रकाशन, पुणे.
15. कोलारकर श. गो., आधुनिक युरोप, मंगेश प्रकाशन, नागपूर
16. कोलारकर श. गो., आधुनिक जग, मंगेश प्रकाशन, नागपूर, 1988
17. कदम य. ना., विद्वतीय महायुध्दानंतरचे जग, मंगेश प्रकाशन, नागपूर, 1997
18. कोंडेकर कांबळे, जागतिक घडामोडीचा इतिहास, अरूणाप्रकाशन, लातूर.
19. जोशी पी. जी., महासत्ता अमेरिकेचा इतिहास, विद्याबुक्स, औरंगाबाद, 2011
20. वैद्य सुमन, आधुनिक जग भाग-1, साईनाथप्रकाशन, नागपूर, 2002
21. मोरवंचीकर रा. श्री., आधुनिक अमेरिका, पिंपळापूरेपब्लिशर्स, नागपूर, 1992
22. राजदरेकर, गर्गे, आधुनिक जगाचा इतिहास, विद्या प्रकाशन, नागपूर, 1996
23. पाटील मधुकर, पाटीलसंजय, आधुनिकजगाचाइतिहास, अथर्वपब्लिकेशन, धुळे, 2015
24. गायकवाड, कदम, थोरात, आधुनिक जगाचा इतिहास, मंगेशप्रकाशन, नागपूर, 1998
25. गायकवाड, कदम, थोरात, आधुनिक जगाचा इतिहास, मंगेशप्रकाशन, नागपूर, 2008
26. गाठाळ एस.एस., आधुनिक जागतिक इतिहासातील स्थित्यंतरे, कैलासपब्लिकेशन, औरंगाबाद, 2011
27. खुराणा के. एल., आधुनिक एशिया का इतिहास, लक्ष्मीनारायण अग्रवाल, आगरा, 2011
28. खुराणा एवं शर्मा, विश्व का इतिहास, लक्ष्मीनारायण अग्रवाल, आगरा
29. मेहता ब्र. न., आधुनिक युरोप, लक्ष्मीनारायण अग्रवाल, आगरा



**Sant Gadge Baba Amravati University, Amravati**

**FACULTY: HUMANITIES**

**Programme B. A.**

**Subject : History**

**Semester-VI**

**Departmental Specific Elective (DSE)**

**DSE-II : History of Farmers' Movements in Modern Maharashtra**

<b>Code of the Course Subject</b>	<b>Title of the Course Subject</b>	<b>Total Number of Periods</b>	<b>No of Credits</b>
<b>Departmental Specific Elective-2 (DSE)</b>	<b>History of Farmers' Movements in Modern Maharashtra</b>	<b>75</b>	<b>04</b>

**Course Assessment:** End Term Exam : 80 Marks:

**SEM (Skill Enhancement Module):** 20 Marks

**Course Outcomes:** By the end of this course, students will be able to

1. Analyze the historical, social, and political conditions that led to the emergence of farmers' movements in Maharashtra.
2. Critically assess the development, strategies, and outcomes of major farmers' movements from 1900 to 2000.
3. Evaluate the long-term impact of farmers' movements on Maharashtra's agriculture and society.
4. Cultivate a deeper commitment to principles of social justice, equality, and human rights.

**Unit 1 : Introduction to Farmers' Movements**

**(12 Period)**

**1. Defining Farmers' Movement:**

- 1.1.Characteristics and types of farmers' movements.
- 1.2.Theoretical perspectives on agrarian movements.


**2. Historical Context:**

- 2.1. Social, economic, and political landscape of Maharashtra in the early 20<sup>th</sup> Century.
- 2.2. Early signs of agrarian discontent and the need for movements.

**3. Colonial Agrarian Policies:**

- 3.1.Impact of British colonial policies on agriculture and farmers.
- 3.2.Early agrarian unrest and resistance.

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#### **4. Framework for Analysis:**

- 4.1. Tools and methods for studying farmers' movements.
- 4.2. Importance of farmers' movements in societal change.

#### **Unit 2: Farmers' Movements in the Early 20<sup>th</sup> Century (1900-1950) (12 Period)**

##### **1. Peasant Movements and Revolts:**

- 1.1. Key peasant uprisings in early 20th-century Maharashtra.
- 1.2. Role of organizations like the Kisan Sabha.

##### **2. Impact of Gandhian Movements:**

- 2.1. Influence of Gandhi's ideas and movements on farmers.
- 2.2. Participation of farmers in the Non-Cooperation and Civil Disobedience Movements.

##### **3. Formation of Kisan Sabha:**

- 3.1. Establishment and objectives of the Kisan Sabha.
- 3.2. Major activities and campaigns of the Kisan Sabha.

##### **4. Post-Independence Agrarian Issues:**

- 4.1. Changes in agrarian policies after 1947.
- 4.2. Continued struggles and demands of farmers in early post-independence India.

#### **Unit 3 Major Farmers' Movements (1950-1980)**

**(12 Period)**

##### **1. Formation of Shetkari Sanghatana:**

- 1.1. Establishment, objectives, and key leaders like Sharad Joshi.
- 1.2. Major campaigns and strategies of the Shetkari Sanghatana.

##### **2. Land Reforms and Green Revolution:**

- 2.1. Analysis of land reform policies in Maharashtra.
- 2.2. Impact of the Green Revolution on farmers and agriculture.

##### **3. Farmers' Protests and Strikes:**

- 3.1. Major protests and strikes by farmers in the 1960s and 1970s
- 3.2. Government responses and policy changes.

##### **4. Regional Variations in Agrarian Movements:**

- 4.1. Differences in farmers' movements across various regions of Maharashtra.
- 4.2. Case studies of regional agrarian movements.

#### **Unit 4: Farmer's Movements in the Late 20<sup>th</sup> Century (1980-2000)**

**(12 Period)**

##### **1. Vidarbha Farmers' Crisis:**

- 1.1. Causes and consequences of the agrarian crisis in Vidarbha.
- 1.2. Movements and advocacy for addressing farmer suicides and compensation.

##### **2. Influence of Globalization and Liberalization:**

- 2.1. Impact of economic liberalization on agriculture and farmers in Maharashtra.
- 2.2. Farmer's movements against globalization policies.

### **3. Contemporary Farmers' Movements:**

- 3.1. Analysis of major farmers' protests and movements in the 1990s.
- 3.2. Role of NGOs and grassroots organizations in supporting farmers.

### **4. Successes and Challenges:**

- 4.1. Achievements of the farmers' movements.
- 4.2. Ongoing challenges and unresolved issues faced by farmers.

## **Unit 5: Key Figures and Legacy of Farmers' Movements (12 Period)**

### **1. Prominent Leaders and Their Contributions:**

- 1.1. Detailed study of key leaders of the farmers' movements, including Sharad Joshi.
- 1.2. Their ideologies, strategies, and impact on the movements

### **2. Role of Women in Farmers' Movements:**

- 2.1. Contributions of women to the farmers' movements.
- 2.2. Case studies of prominent women leaders and activists.

### **3. Cultural Impact of Farmers' Movements:**

- 3.1. Influence of farmers' movements on literature, art, and culture in Maharashtra.
- 3.2. Representation of farmers' issues in media and popular culture.

### **4. Long-Term Impact and Contemporary Relevance:**

- 4.1. Evaluation of the long-term impact of farmers' movements on Maharashtra's society and economy.
- 4.2. Current relevance of historical farmers' movements in today's agrarian struggles.

## **Unit –VI - Skill Enhancement Module (15 Period)**

**(Any two activities)**

- 5. Written Assignments:** Essays and reflections on the contributions and impact of Farmers' Movement in modern Maharashtra.
  - Evaluate the Farmer movement in Vidarbha.
- 6. Presentations: Group presentations on specific social issues and reformers.**
- 7. Class Discussions:** Interactive sessions to discuss the relevance of historical reforms in contemporary society.
- 8. Class Seminar:** Class seminar to related assignments.

### **Reference books:**

1. Boden Powell, B. H. Land System of British India, 3vol. Orientabl Publishers, Delhi, 1975
2. Mahajan V. D. , Modern Indian History, S. chand & Co. Delhi.
3. Keer Dhananjay, The Peasant Movement in Maharashtra
3. Kothari Rajni, Grassroots Movements and Social Change

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4. Gupta D., Farmers' movements in Contemporary India. In G. Shah (Ed.), Social Movements and State. New Delhi: Sage Publications, 2011.
5. Hardgrave, R.L, Jr., The Mappilla Rebellion, 1921: Peasant Revolt in Malabar. Modern Asian Studies, 2012.
6. Mukherji P.N., Naxalbari Movement and the Peasant Revolt in North Bengal. In M. S. A. Rao (Ed.), Social Movements in India: Studies in Peasants, Backward Classes, Sectarian, Tribal and Women's Movements. New Delhi: Manohar Publishers and Distributers, 2014.
7. Pandey G., Peasant Revolt and Indian Nationalism: The Peasant Movements in Awadh, 1919-22. In Ranajit G. (Ed.), Subaltern Studies 1st. New Delhi: Oxford University Press, 2011.
8. जोशी शरद, बळीचे राज्य येणार , जनशक्ती वाचक चळवळ, औरंगाबाद.
9. जोशी शरद, बळीचे जग बदलणारी पुस्तके, जनशक्ती वाचक चळवळ, औरंगाबाद.
10. म्हात्रे प्रा. सुरेशचंद्र, शेतकरी संघटना विचार आणि कार्य पद्धती  
जनशक्ती वाचक चळवळ, औरंगाबाद.
11. मोहिते शेषराव, शेती व्यवसायातील अरिस्ट, जनशक्ती वाचक चळवळ, औरंगाबाद.
12. नरदे अति, शेतकरी संघटना राजकीय भूमिका आंदोलांनापासून स्वातंत्र पक्षापर्यन्त, १९९४
13. परळकर विजय , योद्धा शेतकरी, जनशक्ती वाचक चळवळ, औरंगाबाद २०१०.
14. जोशी शरद-भाग , प्रचलित अर्थव्यवस्थानवा प्रकाश , 2 , शेतकरी प्रकाशन अलिबाग ,
15. जोशी शरद कार्यपद्धती शेतकरी संघटना विचार आणि ,, शेतकरी प्रकाशन , अलिबाग , 1988
16. शेट्टी राजू , शीवर ते संसद , अरुण जाखडे, 2013
17. जोशी शरद, पोशिंद्याची लोकशाही , जनशक्ती वाचक चळवळ, औरंगाबाद. २०१०
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22. फडके य. दि ., महात्मा ज्योतीराव फुले , मुंबई , राज्य साहित्य व संस्कृती मंडळ महाराष्ट्र . समग्र वाङ्मय , 1988 .
23. डॉ. हिंदुस्थानच्या चळवळीचा इतिहास , पवार जयसिंगराव . फडके प्रकाशन. कोल्हापूर ,
24. ठक्कर के. एच., भारतीय अर्थशास्त्र , कोल्हापूर , फडके प्रकाशन , 1992