

**Sant Gadge Baba Amravati University, Amravati**

**FACULTY: Humanities**

**(Two Years- Four Semesters Master's Degree Programme- CBCS 2022**

**Program: M.A. (History)**

**Semester –III**

Sr. No	Type of Course	Subject Code	Subject	Total Number of Periods	No of Credits
01	DSC 1	HOI-01	History Of India (1857 to 1947 A.D.)	60	04
02	DSC 2	HOM-02	History of Marathas (1600 A.D. to 1707 A.D)	60	04
03 (Any one)	DSE 3- A OR	HWI-03	WOMEN IN INDIAN HISTORY	60	04
	DSE 3 - B	HTH-03	Heritage Tourism	60	
04 (Any one)	DSE 4 A OR	HSM-04	History of Social Movement in Maharashtra (1848-1980 A.D.)	60	04
	DSE 4-B OR	HSI-04	State in India (Ancient & Medieval India)	60	
	DSE 4- C	HMV-04	History of Modern Vidarbha (1857-1920 A.D.)	60	
05	RP (Research Project)		Research Project	60	05
06	SEC 1	SEC 1- TG	Tourist Guide	30	02
07	SEC 2	SEC2- HOS	History of Sculpture	30	02
<b>Total Credit</b>					<b>25</b>

**Note:**

1. DSC 1 and DSC 2 are Compulsory.
2. DSE 3 group and DSE 4 group choose any one subject of the each group.
3. Students shall be complete Research Project in any one Semester III / or Semester IV.
4. Students shall be complete SEC 1 and SEC 2 in any one Semester III / or Semester IV.
5. Every student shall be offered Research Project in III and /or IV Semester.

**Sant Gadge Baba Amravati University, Amravati**

**FACULTY: Humanities**

**(Two Years- Four Semesters Master's Degree Programme- CBCS 2022**

**Program: M.A. (History)**

**Semester –IV**

<b>Sr. No</b>	<b>Type of Course</b>	<b>Subject Code</b>	<b>Subject</b>	<b>Total Number of Periods</b>	<b>No of Credits</b>
<b>01</b>	<b>DSC 1</b>	<b>HPI - 05</b>	<b>POST INDEPENDENT INDIA (1947 - 2000)</b>	<b>60</b>	<b>04</b>
<b>02</b>	<b>DSC 2</b>	<b>HOM-06</b>	<b>History Of Maratha (1707 to 1818 A.D.)</b>	<b>60</b>	<b>04</b>
<b>03</b> <b>(Any one)</b>	<b>DSE 3 A OR</b>	<b>HIW-07</b>	<b>Indian Women since Independence</b>	<b>60</b>	<b>04</b>
	<b>DSE 3 - B</b>	<b>HHT-07</b>	<b>Heritage Tourism</b>	<b>60</b>	
<b>04</b> <b>(Any one)</b>	<b>DSE 4-A OR</b>	<b>HSR -08</b>	<b>Social Reformers of Maharashtra (1848-1980)</b>	<b>60</b>	<b>04</b>
	<b>DSE 4-B</b>	<b>HMV - 08</b>	<b>History of Modern Vidarbha (1920-1960 A.D.)</b>	<b>60</b>	
<b>05</b>	<b>RP</b> <b>(Research Project)</b>		<b>Research Project</b>	<b>60</b>	<b>05</b>
<b>06</b>	<b>SEC 3</b>	<b>SEC3-HWS</b>	<b>History Writing Skills</b>	<b>30</b>	<b>02</b>
<b>07</b>	<b>SEC 4</b>	<b>SEC4-AHR</b>	<b>Archives and Historical Research</b>	<b>30</b>	<b>02</b>
<b>Total Credit</b>					<b>25</b>

**Note:**

- 1. DSC 1 and DSC 2 are Compulsory.**
- 2. DSE 3 group and DSE 4 group choose any one subject of the each group.**
- 3. Students shall be complete Research Project in any one Semester III / or Semester IV.**
- 4. Students shall be complete SEC 3 and SEC 4 in any one Semester III / or Semester IV.**
- 5. Every student shall be offered Research Project in III and /or IV Semester.**

**Program: M.A. (History)**

**Semester –III**

**Paper-I - DSC 1**

<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>HOI-01</b>	<b>History Of India (1857 to 1947 A.D.)</b>	<b>60</b>	<b>04</b>

**Course Outcome**

01. Students should develop a comprehensive understanding of the major political, social, and economic transformations that occurred in India from 1857 to 1947.
02. Students should be able to critically analyze and interpret primary and secondary sources related to the history of India during the specified period.
03. Students should assess the impact of British colonial rule on various aspects of Indian society, including the economy, governance, culture, and social structure.
04. Students should study the key leaders, movements, and events that shaped the history of India during the specified period.
05. Students should acquire proficiency in historical research methodologies and analytical frameworks related to the study of the history of India.
06. Students should examine the role of India in the wars, the consequences of war on the Indian economy and society, and the influence of global events on the Indian nationalist movement.

Total Marks : 100

Theory: 80 Marks, Internal : 20 Marks

Unit – 1	1) Revolt of 1857: Ideology, leadership and British repression and response. 2) Emergence of organized nationalism and Indian National Congress.	<b>(Periods- 9)</b>
Unit – 2	1) Trends of resistance till 1919: Moderates, Extremists, Revolutionaries. 2) Gandhian era: Ideology of Satyagraha movements 1920, 1930, 1942.	<b>(Periods- 9)</b>
Unit – 3	1) Government of India act of 1935. 2) Crips Mission, Cabinet mission plan. 3) Subhash Chandra Bose and Indian National Army.	<b>(Periods- 9)</b>
Unit – 4	1) Communal politics and partition. 2) Indian Independence Act of 1947. 3) Social reform movements, Development of Education.	<b>(Periods- 9)</b>
Unit – 5	1) Economic Organization – Rural Economy, Urban Economy.	

2) Peasant Movements and Working class movements. 3) Status of women – property rights, reform, legalization and political participation.	<b>(Periods- 9)</b>
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### Internal Assessment

Assessment/ Seminar	(15 Periods)
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#### Suggested Readings:

1. Shrivastava, A.L. ,-History of Modern India,
2. Kher, M.K. -Crucial Decades of 20th Century (I-IV Volumes),
3. Grover, and Sethi -Modern India,
4. Sen, S.N. -Eighteen Fifty Seven,
5. Farquha, J.N. ,-Modern Religious Movements in India,
6. Zacharia H.C.F., Renascent India from Ram Mohan to Gandhi,
7. Srinivasachari, C.S.-Social and Religious Movements in the 19th Century,
8. Mujumdar, R.C ,-British Paramountcy and Indian renaissance, Vol III.,
9. Tripathi, Amlesh, -Bipin Chandra , Barun Dey , Freedom Struggle,
10. Saraf, Dr. Nitin Ulhasrao, -History of Modern India, Om Publication
10. Mishra B.B., Administrative History of India,
11. Dutt., R. C.,- Economic History of India,
12. Desai, P.B. -Economic History of India: 1757-1947
13. Pathan Dr. Zakir, History of Modern India, Chandralok Prakashan, Kanpur
14. बनसोड, डॉ. संतोष, जाधव डॉ. सिद्धार्थ,-भारताचा स्वातंत्र्य लढा (1857-1947) रोमा पब्लिकेशन  
यवतमाळ, 2021
15. वाघ, संदेश, तुकाराम शिंदे, हरी नारायण जमाले ( संपादक ), भारतीय राष्ट्रीय चळवळीचा इतिहास  
( इ. स. 1885 ते इ. स. 1947 ) प्रकाशन अक्षरलेणं, सोलापूर, आवृत्ती - 1 ऑगस्ट  
2013
16. अहिर, संजू (संपा) राजाराम कल्पना- आधुनिक भारत का इतिहास, स्पेक्ट्रम बुक्स  
पब्लिशर नई दिल्ली, 2018
17. सेन, अमर्त्य,(अनु) कुमार अशोक, -भारत और उसके विरोधाभास, राजकमल

पब्लिकेशन नई दिल्ली, 2018

18. बनसोड, डॉसंतोष., वानखडे डॉकिशोर .- वऱ्हाडचा स्वातंत्र्यलढा भाग १ व भाग २ , अजिंक्य प्रकाशन,  
वाशिम, 2023

**Semester –III**

**Paper-II - DSC 2**

Code of the Course Subject	Title of the Course Subject	Total Number of Periods	No of Credits
HOM-02	History of Marathas (1600 A.D. to 1707 A.D.)	60	04

**Course Outcome**

01. Students should develop a comprehensive understanding of the political, military, and administrative developments that led to the rise and consolidation of the Maratha Empire during the specified period.
02. Students should be able to critically analyze the military tactics, strategies, and innovations employed by the Marathas during their rise to power.
03. Students should explore the social, cultural, and religious aspects of the Maratha Empire during the specified period.
04. They should analyze the revenue administration, judicial systems, land policies, and mechanisms of governance implemented by the Maratha rulers.
05. They should examine the agrarian economy, trade and commerce, revenue systems, and fiscal policies that sustained the Maratha state.
06. Analysis of the Maratha Empire's relations with other regional powers:

Total Marks : 100

Theory: 80 Marks, Internal : 20 Marks

<b>Unit – 1</b>	1) Sources: Literary- Marathi, Persian and foreign accounts. 2) Background of the rise of Maratha Power. 3) Foundation of the Maratha State under Shivaji 4) Concept of Maharashtra Dharma and Hindvi Swarajya.	<b>(Periods- 9)</b>
<b>Unit – 2</b>	1) Shivaji's Relations with Adilshahi Dynasty and Mughals 2) Shivaji's Relations with the foreign powers.	<b>(Periods- 9)</b>

	3) The Coronation: It's Significance.	
<b>Unit – 3</b>	1) Sambhaji's internal difficulties and problems; relations with Portuguese and Mughals 2) The Maratha war of Independence: Role of Rajaram, Tarabai, Santaji, Dhanaji and Ramachandrapanta Amatya	<b>(Periods- 9)</b>
<b>Unit – 4</b>	1) Administration: Central, Provincial and Village. 2) The military Organization: Army, Navy and Forts. 3) Judicial System: Hierarchy; Gotsabha, Brahmasabha, Majlis. 4) Agrarian and Revenue administration: Land revenue, other sources of revenue and fiscal policies. 5) Development of Industry, Handicraft, trade and commerce.	<b>(Periods- 9)</b>
<b>Unit – 5</b>	1) Religious policies of Shivaji and Sambhaji and its impact on the socioeconomic life in Maharashtra 2) Social and Economic Institutions: Caste System, Vatandari, Balutedari, Vethbigari, Position of Women. 3) Developments in Education and Literature, 4) Developments in Art and Architecture.	<b>(Periods- 9)</b>

#### Internal Assessment

Assessment/ Seminar	(15 Periods)
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#### Reference Book:

- 1) Balkrishnan, Dr.,- Shivaji the Great, Tarapowala Sons & Co., Bombay. (1932),
- 2) Gune, V. T., The Judicial System of the Marathas, Deccan College, Pune. (1953),
- 3) Mahajan, T. T., Courts and Administration of Justice under Chhatrapati Shivaji. (1992),
- 4) Satishchandra, -A History of Medieval India, NCERT, Delhi. (1976),
- 5) Sen, S. N., -Military System of the Marathas, The book co. Ltd. Calcutta. (1976),
- 6) Sen S. N., -Foregin Biographies of Shivaji, College square, Calcutta. (1927),
- 7) Lanepool Stanley,- Medieval India under Mohammedan Rule, A Universal Publication. (1963),
- 8) Pathan Dr. Zakir, Maratha Administration, Chandralok Prakashan , Kanpur

#### Marathi References:

१. आपटे द. वि., दिवेकर स. म. (संपा.),- शिवचरित्र प्रदीप, भारत इतिहास संशोध मंडळ, पुणे. (१९२५),
२. कुलकर्णी अ. गो. (संपा.),- शिवछत्रपतींची पत्रे, खंड-१, परम मित्र पब्लिकेशन्स, पुणे. (२०११),
३. खरे, ग. ह. (संपा.),-ऐतिहासिक फारसी साहित्य, खंड -१ ते ४, पुणे, भा. इ. सं. मंडळ. (१९६१),
४. दिवेकर, स.म. (संपा.), -परमानंद कृत शिवभारत, भारत इतिहास संशोधन मंडळ, पुणे. (१९२७),
५. पगडी, सेतुमाधवराव, (संपा.), -मोगल दरबाराची बातमीपत्रे (१६८५-१७००), म. रा. सा. व स. मंडळ, मुंबई. (१९७८),
६. पठाण, यू. म. (संपा.),- श्री शिवप्रभूंचे चरित्र/सभासद बखर, समर्थ प्रकाशन, औरंगाबाद. (१९७४),
७. बेंद्रे, वा. सी. (संपा.), -केशवपंडित कृत छत्रपती राजाराम महाराज यांचे चरित्र (जिंजीचा प्रवास), भारत इतिहास संशोधन मंडळ, पुणे. (१९३१),
८. महाजन, द. बा. (संपा.), सिदखेडकर जाधव घराण्याची बखर, यवतमाळ.- (१९६८),
९. राजवाडे, वि. का. (संपा.), -राधामाधवविलासचंपू, चित्रशाळा छापखाना, पुणे. (१९३२),
१०. काळे, या. मा.,- व-हाडचा इतिहास, बुलडाणा. (१९३६),
११. कुलकर्णी, अ. रा.,- शिवकालीन महाराष्ट्र, राजहंस प्रकाशन, पुणे. (२००४),
१२. गर्गे, स. मा. (संपा.), -मराठी रियासत, खंड १ ते ३, पॉप्युलर प्रकाशन, मुंबई. (१९८८-८९),
१३. पवार, जयसिंगराव, -मराठ्यांचे स्वातंत्र्य युद्ध, सुमेरू प्रकाशन, डोंबिवली. (२००६),
१४. बाहेकर एस. ए., सिदखेडकर जाधव घराण्याच्या उत्तरकालीन शाखांचा चिकित्सक इतिहास, भाग- २, कसब प्रकाशन, जळगांव. (२००१),
१५. बेंद्रे वा. सी.- छत्रपती शिवाजी महाराज, यांचे विचिकित्सक चरित्र, पाश्र्व पब्लिकेशन, कोल्हापूर. (२०१३),
१६. बेंद्रे, वा. सी. -श्री छत्रपती संभाजी महाराज यांचे विचिकित्सक चरित्र, पीपीएच बुक स्टॉल, मुंबई. (१९७१),
१७. वाघ संदेश, लता अकलूजकर, हरी जमाले ( संपादक ), -शिवाजी आणि शिवकाल ( इ. स. 1630 ते इ. स. 1707), प्रकाशन अक्षरलेणं सोलापूर, आवृत्ती - 2013

**Semester III**  
**Paper-III - DSE 3.A**

Code of the Course Subject	Title of the Course Subject	Total Number of Periods	No of Credits
<b>HWI-03</b>	<b>WOMEN IN INDIAN HISTORY</b>	<b>60</b>	<b>04</b>

COs:( Course outcomes)

A ) Knowledge and understanding Student will

1. To able to explain the Socioeconomic, culture and Political background of women.
2. Analysis the education situation of women.
3. To Aware the sources women study.

B) Intellectual skills –

1. Student will learn about gender discrimination and feminist movement.
- 2 Student will know about the status of women in Indian History,
- 3 To create the social awareness regarding women among the students.

**Total Marks: 100**

Theory: 80

IA .Ass.:20

<b>Unit – 1</b>	1) Survey of approaches to the study of women, Liberal Marxist, Psychoanalytical, Socialist Existential, Radical, Postmodern. 2) Sources of the study of the women;- (a)Archival-Government files ,official report, census, private paper ,etc (b)Non-archival-sacred texts ,epigraphs, diaries, memoirs, autobiographies ,fiction songs, folklore ,architecture, sculpture, paintings, oral history, etc	<b>(Periods- 9)</b>
<b>Unit – 2</b>	. 1) Religious status of women as depicted in –Vedic literature, Brahmanical and non Brahmanical literature, Jainism, Budhism, Islam , Sikhism, Christianity 2) Contribution of women in philosophy and religion-vedic period; epic period; Jainism, Budhism and other cults and sects. 3) Customary status of women in the family and society during-Ancient period; medieval period ;colonial period	<b>(Periods- 9)</b>
<b>Unit – 3</b>	1) Educational status of women during – Ancient period; medieval period ; colonial period 2) Legal status of women during- Ancient period; medieval period ; colonial period 3) Hereditary rights of women in major religious and seats	<b>(Periods- 9)</b>



<b>Unit – 4</b>	1) Women’s Political participation; colonial period- Gandhian satyagraha , Revolutionary movements; peasant and workers movements and Tribal movements. 2) Contribution of women to work at- Household; Agriculture; Industry; Formal and informal sectors; and profession. 3) Economic status of women –Wages; professional earning; property rights	<b>(Periods- 9)</b>
<b>Unit – 5</b>	1)Women participation in reform movements: Bhakti movement; Virsaivism, Brahmo Samaj, Arya Samaj, Aligarh movement, Theosophical movement; Satya Shodhak Samaj; Sri Narayan movement; Self-respect movement. 2) Women organization –colonial period. Local, provincial and national..	<b>(Periods- 9)</b>

Internal Assessment

Assessment/ Seminar	(15 Periods)
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**Reference Books:**

1. Altekar, A.S., 2nd Edi.- Women in colonial India: Essay on survival, work and the state, Krushnamurty
2. Bhattacharya, N.N. -Ancient India: Rituals and their social contents,
3. Janki, Nair, -Women and law in colonial India: A Social History
4. Misra ,Rekha, -Women in Mughal India(1526-1748)
5. Minault, Gail,-Secluded Scholars: Women’s education and Muslim social Reform in Colonial India,
6. Channa, Doraj, -Slavery in Ancient India,
7. Pathan,Dr. Zakir-Contribution of Women in Indian History, Chandralok Prakashan, Kanpur
8. सांळुखे, आ. ह. -हिंदू संस्कृती आणि स्त्री
9. पारधी, आर. एन.- भारतीय स्त्री
10. जाधव, शोभणा, पाटील पद्ममजा, -भारतीय इतिहासातील स्त्रिया
11. गायकवाड, प्रशांत, फाळके, आ. ह.सांळुखे- स्त्रीविषयक चिंतन
12. गाठाळ, एस.एस.-भारतीय इतिहासातील स्त्रिया व स्त्री जीवन

**Semester –III**

**Paper III - DSE 3.B**

<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>HTH-03</b>	<b>Heritage Tourism</b>	<b>60</b>	<b>04</b>

**Course Outcome**

1. A solid foundation of knowledge and understanding of heritage tourism and able to define heritage tourism, identify its key
2. To develop the ability to critically analyze and evaluate heritage tourism practices.
3. Acquire research skills specific to heritage tourism. They should be able to conduct literature reviews, gather and analyze data, and employ appropriate research methodologies to investigate issues related to heritage tourism.
4. Able to effectively interpret and communicate heritage values to various stakeholders, including tourists, local communities, and policymakers.
5. Able to develop destination branding strategies, design marketing campaigns, utilize digital marketing tools, and manage tourism flows to heritage destinations effectively.
6. To develop a deep appreciation for cultural sensitivity and responsible tourism practices in heritage tourism.
7. To be equipped with the necessary skills and knowledge to pursue careers in tourism planning and development, cultural heritage management, destination marketing, heritage interpretation, research, and consultancy.

**Total Marks : 100**

**Theory: 80 Marks, Internal Ass. : 20 Marks**

<b>Unit – 1</b>	1. Definitions and Meaning of tourism, Types of tourism, Importance of tourism, Motivation of tourism 2. Relation between History and Tourism ; Meaning and scope of Heritage tourism; Heritage Walk 3. Globalization and its impact on tourism industry, Recent trends in global tourism and its impact on Indian Tourism industry, Contribution of tourism to GDP of Maharashtra and India, Effect of tourism on local	<b>(Periods- 9)</b>
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	community	
<b>Unit – 2</b>	<p>1. Role of State Government in promoting tourism; Role and functions of Maharashtra Tourism Development Corporation; Schemes of State Government to promote tourism in Maharashtra; Tourism Policy of State of Maharashtra; Efforts of private players in promoting tourism in Maharashtra</p> <p>2. Tourist resources of Maharashtra- Cave monuments: Ajanta caves, Ellora caves, Gharapuri caves, Karla and Bhaja caves, Pandavleni caves</p> <p>3. Hill Stations, Lakes and Costal Areas :Chikhaldara, Matheran, Mahabaleshwar,, Lonavla and Khandala, Ganpatipule, Lonar Lake</p>	<b>(Periods- 9)</b>
<b>Unit – 3</b>	<p>1. Places of Religious significance :Pandharpur Temple, Shirdi Temple, Ambadevi Temple, Mount Mary Church, Haji Ali Dargah, Ridhpur, Muktagiri, Paoni</p> <p>2. Fairs and Festivals: Ganesh Festival, Palkhi Festival, Nashik Kumbh Mela, Kalidas Festival and Marabats Festival, Gokul Ashtami - Dahi Handi Festival, Bhiram Yatra, Pohradevi Yatra, Mahakali Yatra (Chandrapur)</p>	<b>(Periods- 9)</b>
<b>Unit – 4</b>	<p>1. Tourist resources of Maharashtra – Forts: Raigad, Daulatabad, Gavilgadh, Narnala, Murud – Janjira, Sitabardi fort, Ballarpur Fort(Chandrapur)</p> <p>2. Architectural and Memorial monuments: Gate way of India, Chatrapati Shivaji Terminus, Dikshabhumi, Bibi ka Makbara, Mansar archaeological Site</p>	<b>(Periods- 9)</b>
<b>Unit – 5</b>	<p>1. Intangible Cultural Heritage of Maharashtra: Dashavtar, Bharud, Kirtan, Gondhal, Powada, Lavni, Lezim</p> <p>2. Art and Crafts of Maharashtra: Warli Paintings, Paithani Saaris, Kolhapuri Chappals, Sawantwadi crafts, Narayanpeth Saaris</p>	<b>(Periods- 9)</b>

### Internal Assessment

<b>Assessment/ Seminar</b>	<b>(15 Periods)</b>
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### Reference Books

1. Bashm, A.L. (ed) -A Culture of History of India, Oxford, 1975.
2. Rowland, B. -The Art and Architecture of India, Pelican History of Art, 3rd ed., Harem's, worth, 1970
3. Shah, U.P. - Studies in Jaina Art, Banaras, 1955.
4. Brown, Percy- Indian Architecture (Buddhist & Hindu) 2nd ed. Bombay, Tara, 1942.
5. Alchevs, F.Q. -Cultural Tourism in India-Its Scope and Development
6. Kaul, S.N. - Tourist India
7. Anand, M.M.,-Tourism and Hotel Industry in India.
8. Bhatia, A. K. -Tourism Development: Principals and practices.
9. Leela, Shelly-Tourism Development in India.

10. Wahab, S.- Tourism Management.  
 11. Seth, P.N., Successful Tourism Planning and Management.  
 11. महाडिक जी. एस., महाराष्ट्रातील कला आणि संस्कृती, विद्या बुक प्रकाशन , औरंगाबाद २०२१  
 12. टेभेकर, नलिनी -पूर्व विदर्भातील ऐतिहासिक व प्रेक्षनीय स्थळे,  
 13. शेडे, डॉ निशांत-भारत प्रवास आणि पर्यटन , अथर्व पब्लिकेशन , जळगाव  
 14. झनके, डॉ. रवींद्र पुंडलिक , विदर्भ प्रांतातील किल्ल्यांचा इतिहास, अजिंक्य प्रकाशन , वाशीम २०२२

**Semester III,  
Paper IV - DSE 4.A**

Code of the Course Subject	Title of the Course Subject	Total Number of Periods	No of Credits
<b>HSM-04</b>	<b>History of Social Movement in Maharashtra (1848-1980 A.D.)</b>	<b>60</b>	<b>04</b>

**COs:( Course outcomes)**

1. Acquire in-depth knowledge and understanding of the social movements that emerged in Maharashtra during the period from 1848 to 1980 A.D.
2. Develop analytical skills to critically examine the causes, objectives, strategies, and impact of social movements in Maharashtra.
3. Understand the interplay between social movements and other historical phenomena, such as nationalism, caste dynamics, gender issues, and economic transformations.
4. Develop critical thinking skills to assess different perspectives and interpretations of social movements in Maharashtra.
5. Critically examine issues of caste, gender, class, and other forms of social inequality, and analyze how social movements sought to address these challenges.
6. Students take interest to visit historical place and write history with historical approach.

**Total Marks: 100**

Theory 80

IA .Ass.20

<b>Unit – 1</b>	1. The Geographical and Political condition in 19th & 20th Century in Maharashtra, Sanyukta Maharashtra movement. 2. Social & Religious Conditions in Maharashtra: Social system, Balutedar, Alutedar, wethbigari, Slavery, Caste System, Untouchability, Superstitions, Condition of women, Religious cults. 3. Effects of British rule on society of Maharashtra: British administration, Law & Justice, educational reforms, Social reforms, Media, Communication, Newspapers.	<b>(Periods- 9)</b>
<b>Unit – 2</b>	1) Background of social Movements: Nature and Methods of reforms, Christian Missionaries, Bramho-samaj, Prarthana Samaj, Sarwajanik Sabha, Arya Samaj.	<b>(Periods- 9)</b>

	2) Satyashodhak Samaj: principles, methods and work. 3) Social work of Indian National Congress through Harijan Sevak sangha: Nature, Methods & its significance.	
<b>Unit – 3</b>	1) Dalit Movement in Maharashtra: Social, Economic and educational conditions of Dalits, Problem of Untouchability. 2) Dalit Movement before Dr. Babasaheb Ambedkar: Early leadership, Dalit movements in Bombay Presidency, Vidarbha and Marathwada. 3) Work of Depressed Classes Mission	<b>(Periods- 9)</b>
<b>Unit – 4</b>	1) Emergence of Dr. Babasaheb Ambedkar in Dalit Movement and struggles of Dalits for social Equality: Amravati - Ambaadevi temple satyagraha, Nashik- Kalaram Mandir satyagraha, Pune- Parvati temple satyagraha, Mahad- chavadar Lake Satyagraha. 2) Conversion of Dalits: Declaration, implementation and its effects. 3) Dalit Movement after Dr. Babasaheb Ambedkar	<b>(Periods- 9)</b>
<b>Unit – 5</b>	1) Social reforms in post-Independence era: Problems of workers, workers' organizations, Reforms for welfare of workers. 2) Reforms for welfare of Tribal People (Scheduled tribe) . 3) Reforms for welfare of Other Backward Castes: Kakasaheb Kalelkar Commission, Mandal Commission. 4) Constitutional provisions for protection of Social Right and implementation of these provisions.	<b>(Periods- 9)</b>

### Internal Assessment

<b>Assessment/ Seminar</b>	<b>(15 Periods)</b>
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### Reference Books:

1. Ambedkar, B.R. –What Congress and Gandhi done to the Untouchables.
2. Ambedkar, B.R.- Cast in India.
3. Ghury, G.S.- Cast and class in India.
4. Keer, Dhananjay. – Dr. Ambedkar Life and Mission.
5. Russell, R.V Assisted by Ribahaddur Hiralal. – the tribes and Castes of the central Provinces of India.
6. Altekar – A History of Village Community in Western India.
7. Desai, A.R. – Rural sociology in India.
8. Bipin, Chandra - Nationalism and colonialism in Modern India.
9. Jones, Kenneth – Social and religious Movement in the India.
10. Kulkarni, A.R.- Medieval Maharashtra.
11. Mujumdar, R.C. – History and Culture of Indian People.
12. Rao, MAS – Social Movement in India.
13. Altekar ,A.S. –The Position of Women in Hindu Civilization.
14. अत्रे, नारायण, -गावगाडा, १९२४
15. अवसरमल, एल.वाय.-आबेडकरी चळवळ आणि हैद्राबाद संस्थानातील दलित मुक्ती संग्राम

16. कर्वे, इरावती, - मराठी लोकसंस्कृती
17. चोपडे, अशोक- विदर्भातील सत्यशोधक चळवळीचा इतिहास
18. केसारे, एच . एल .-विदर्भातील दलित चळवळीचा इतिहास, १९८४
19. फडके, य.दि. -विसाव्या शतकातील महाराष्ट्र खंड 1 ते 6,
20. मंगडकर, मा. प. -महात्मा फले आणि सत्यशोधक चळवळ, श्री. गजानन बुक डेपा, पुणे 1964
21. मस्के, बी. आर.- विदर्भातील दलित चळवळीचा इतिहास, नभ प्रकाशन
22. भगत, एस. बी. -सत्यशोधक एक दृष्टीक्षेप
23. सिंगारे, अनिल, घुले विठ्ठल ,- महाराष्ट्रातील आंबेकरी चळवळीचा इतिहास
24. सोनटक्के, कुसुमेद्र -महात्मा फुल्यांची स्वीमुक्ती चळवळ
25. उमाळे चापले, शीला,-न्यायमूर्ती महादेव गोंविंद रानडे यांचे कार्य
26. गायकवाड, दिपक, -आदिवासी चळवळ स्वरूप व दिशा
27. बनसोड, संतोष -यवतमाळ जिल्ह्यातील आर्थिक जीवन, अमरावती
28. वाळीव, वि.स.-विसाव्या शतकातील महाराष्ट्रातील महाराष्ट्र सामाजिक पुनर्घटन
29. वाघ, संदेश ( संपादक )- आंबेडकरी चळवळीचा इतिहास, प्रकाशन संदेश पब्लिकशन्स सोलापूर, आवृत्ती - 6 डिसेंबर 2012
30. ढाले, डॉ . नामदेव, राऊत उमेश- बुलढाणा जिल्ह्यातील ऐतिहासिक स्थळाचा इतिहास , ज्ञानपथ पब्लिकेशन ,अमरावती २०२३ .
31. बनसोड डॉ संतोष, वानखडे किशोर, वऱ्हाडचा स्वातंत्र्य लढा, भाग १ व भाग २, अजिंक्य प्रकाशन, वाशीम , २०२३
32. टाले , डॉ प्रफुल्ल अशोकराव, आधुनिक महाराष्ट्रातील सामाजिक सुधारणा चळवळीचा इतिहास ,साई ज्योती प्रकाशन, नागपूर २०१८

**Semester III,  
Paper IV - DSE 4.B**

Code of the Course Subject	Title of the Course Subject	Total Number of Periods	No of Credits
HSI-04	State in India (Ancient & Medieval India)	60	04

COs:( Course outcomes)

1. Students will gain an understanding of the evolution of the state in ancient India. They will explore the various forms of governance, political systems, and administrative structures that existed during this period.
2. Students will acquire knowledge of state institutions and administrative systems in ancient and medieval India.
3. Students will develop the ability to analyze the complex relationship between the state and society in ancient and medieval India.
4. Students will examine factors such as territorial expansion, diplomacy, military strategies, taxation, law and order, and public welfare initiatives, and evaluate their contributions to state formation and consolidation.
5. Students will gain insights into the diversity of state formations in different regions of ancient and medieval India.
6. Students will develop the ability to contextualize the state within the broader historical narratives of ancient and medieval India.

**Total Marks: 100**

Theory: 80

IA .Ass. 20

<b>Unit – 1</b>	1) Formation of the state: Chiefdoms of Vedic times, Sixteen Mahajanpadas Territorial states in the age of Buddha, Monarchies and Republics. 2) The Mauryan State: Socio-economic basis, nature and functions, Mauryan administration. 3) Gupta Age: Polity, Socio-Economic basis, Administrative organization, Tributary system.	<b>(Periods- 9)</b>
<b>Unit – 2</b>	1) Islamic Theory of state. 2) State under the Sultans of Delhi: Nature and Functions. 3) Socio-economic basis	<b>(Periods- 9)</b>
<b>Unit – 3</b>	1) State under the Cholas 2) Vijayanagar State- Nature and structure. 3) Bahamani state- Nature and structure	<b>(Periods- 9)</b>
<b>Unit – 4</b>	1) State under the Mughals 2) Administrative institutions, Mansabdari system 3) Socio-economic basis	<b>(Periods- 9)</b>
<b>Unit – 5</b>	1) Religious Policy of the State during Sultanate policy 2) Religions policy of the State during Mughal Period 3) Accounts of foreign travellers: Fahien, hiuen-Tsang, Nicolo Conti, Ibn-Batuta, Mannucci.	<b>(Periods- 9)</b>

### Internal Assessment

Assessment/ Seminar	<b>(15 Periods)</b>
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### Reference Books:

1. Altekar, A.S. -State and Government in Ancient India:
2. Nilakantha ,Shastri - History of South India
3. Romila, Thapar-Ashoka and the Decline of the Mouryas.
4. Sardesai, K. S. -Ancient and Medieval India
5. Jha D.N. -Ancient India in Historical Outline
6. Pande, B.K. -Temple Economy under the Cholas
8. Sharma, R.S.- Society and Economy
9. Ghosal, U.N.- A History of Indian Political Ideas
10. Bhandarkar, D.R. -Scope, Aspects of Ancient Hindu Polity
11. Beni, Prasad -Theory of Government in Ancient India
12. Bandyopadhyaya, N.C. -Development of Hindu Polity and Political theories
13. Jaiswal, K.P.- Hindu Polity
14. Chhangani, S.P.- Inter State Relation in Ancient India
15. वाघ संदेश, अंबादास मंजुळकर ( संपादक )- प्राचीन भारत (इ.स. 1000), प्रकाशन अक्षरलेखन सोलापूर, प्रथमवृत्ती - 26 जून 2011
16. वाघ संदेश, अंबादास मंजुळकर, अनघा कांबळे (संपादक)- प्रारंभिक भारत : उत्तर - मौर्याकाल ते राष्ट्रकूट काळ, प्रकाशन, संदेश पब्लिकेशन, मुंबई, प्रथमवृत्ती डिसेंबर - 2019
17. बनसोड डॉ .संतोष, जाधव, सिद्धार्थ- भारताचा इतिहास( प्रारंभ ते १२०६) , साईनाथ प्रकाशन , नागपूर
- 18 . झनके, डॉ. आर. पी .प्राचीन भारताचा इतिहास, प्रारंभ ते १२०६ , प्रशांत प्रकाशन , जळगाव, २०२३
19. देशमुख प्रशांत, (2003), भारताचा इतिहास,( इसवी सन 650 - 1550) विद्याभारती प्रकाशन ,पहिली आवृत्ती, लातूर.

**Semester III**  
**Paper IV - DSE 4.C**

Code of the Course Subject	Title of the Course Subject	Total Number of Periods	No of Credits
HMV-04	History of Modern Vidarbha (1857-1920 A.D.)	60	04

**COs:( Course outcomes)**

1. Students will gain a comprehensive knowledge of the history of Modern Vidarbha, focusing on the period from 1857 to 1920 A.D.
2. Students will explore the impact of British colonial rule, the emergence of nationalist movements, and the socio-cultural transformations that shaped Vidarbha's history during this period.
3. Students will analyze the political movements and developments in Modern Vidarbha.



4. Students will explore the socio-economic changes that occurred in Modern Vidarbha during this period.
5. Students will enhance their research skills through the exploration of primary and secondary sources related to the history of Modern Vidarbha.
6. Students will develop the ability to apply their historical knowledge to contemporary issues and challenges in Vidarbha.

**Total Marks: 100**

Theory 80,            IA .Ass.20

<b>Unit – 1</b>	1.Geographical background of Vidarbha 2.Origin of term Vidarbha 3.Socio-religious, economic and Political background of Vidarbha 4. Establishment of British Rule in Vidarbha	<b>(Periods- 9)</b>
<b>Unit – 2</b>	1.Vidarbha during the revolt of 1857 2. Formation of Central Province and Berar; Its administration 3. National awakening in Vidarbha	<b>(Periods- 9)</b>
<b>Unit – 3</b>	1.Contribution of Vidarbha in formation of Indian National Congress 2) Significance of Congress sessions in Vidarbha : Nagpur (1891), Amravati (1897) 3) Contribution of Moderate and extremist leadership	<b>(Periods- 9)</b>
<b>Unit – 4</b>	1.Revolutionary Movement in Vidarbha 2) Satyashodhak movement in Vidarbha 3) Early Dalit Movement in Vidarbha 4) Home-rule movement in Vidarbha	<b>(Periods- 9)</b>
<b>Unit – 5</b>	1.Early leadership : Dr. Khaparde, Dr. Munje, Bapuji Ane, Babasaheb Paranjape, Moropant Joshi and Vitthal Ramji Shinde 2) Worker and Peasant movement in Vidarbha	<b>(Periods- 9)</b>

#### Internal Assessment

<b>Assessment/ Seminar</b>	<b>(15 Periods)</b>
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#### Reference Books:

1. Central Provinces- District Gazetteers of all districts in Vidarbha
2. Imperial Gazetteer of India Central Provinces
3. Pradhan ,Prof.G.P.- Lokmanya Bal Gangadhar Tilak (Life Sketch)

4. कोलते, वि. भि., -प्राचीन विदर्भ व आजचे नागपूर
5. हुड, नारायण -विदर्भ संशोनाचा इतिहास
6. बियाणी ,ब्रिजलाल, संपादन समिती,- शुक्ल अभिनंदन ग्रंथ
7. कोलारकर, श. गो. , पुरंदरे गो. मा. -विदर्भाचा इतिहास
8. वैद्य, सुमन, कोठेकर शांता, -महाराष्ट्रातील काँग्रेसचा स्वातंत्र्य लढा (1885-1947)
9. वक्काणी, नि. आ.,-आधुनिक विदर्भ का इतिहास
10. कोलारकर ,श. गो. -आधुनिक विदर्भाचा इतिहास (1885-1947)
11. काळे, यादव माधव ,-वऱ्हाडचा इतिहास, संपादक , सुनिता तिजारे ,यमक प्रकाशन , नाशिक
12. मुरे, डॉ सुभाष, -सर मोरोपंत जोशी यांचे सामाजिक व राजकीय कार्य , मेधा पुब्लिकेशन
13. वाघ ,संदेश, अंबादास मंजुळकर, अजितकुमार जाधव ( संपादक ), -आधुनिक महाराष्ट्राचा इतिहास (इ.स. 1848 ते इ.स. 1960), अक्षरलेणं सोलापूर, प्रथमवृत्ती - 6 डिसेंबर 2010
14. बनसोड, डॉ संतोष, वानखडे ,किशोर, -वऱ्हाडचा स्वातंत्र्य लढा भाग १ व भाग २ , अजिंक्य प्रकाशन , वाशीम २०२३
15. ढाले, डॉ नामदेव , स्वातंत्र्य चळवळीत बुलढाणा जिल्ह्याचे योगदान, नभ प्रकाशन , अमरावती ,
16. ढाले, डॉ नामदेव, डांगे, डॉ. मनोज , पंढरीनाथ पाटील : राजकीय व सामाजिक कार्य , नभ प्रकाशन , अमरावती
17. झनके, डॉ. आर. विदर्भाची विशेषता ,पैनगंगा प्रकाशन , मेहकर ,२०२३

**Program: M.A. (History)**  
**SEC**  
**Semester –III /OR Semester IV**

<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>SEC1-TG</b>	<b>Tourist Guide</b>	<b>30</b>	<b>02</b>

**Course Outcome**

By the end of the course, students will:

1. Demonstrate an in-depth understanding of historical periods, events, and cultural aspects related to the sites they will be guiding tourists through.
2. Develop effective communication skills to engage and inform diverse groups of tourists.
3. Acquire practical techniques for managing tours, including crowd control and handling unexpected situations.
4. Learn to incorporate storytelling techniques to create memorable and immersive experiences for tourists.
5. Develop sensitivity to the needs and preferences of tourists from different cultural backgrounds.

**Total Internal Marks: 50**

<b>Unit – 1</b>	<b>Introduction to Tourist Guiding</b> a) Role and responsibilities of a tourist guide b) The importance of historical knowledge in guiding c) Understanding the target audience and tailoring tours accordingly	<b>(Periods- 6)</b>
<b>Unit – 2</b>	<b>Historical Expertise</b> a) In-depth study of specific historical periods and events b) Researching historical sites and cultural landmarks c) Analyzing primary and secondary historical sources	<b>(Periods- 6)</b>
<b>Unit – 3</b>	<b>Effective Communication Techniques</b> a) Public speaking and presentation skills b) Storytelling techniques for engaging tourists c) Addressing diverse audiences and handling language barriers	<b>(Periods- 6)</b>
<b>Unit – 4</b>	<b>Practical Tour Management</b> a) Tour planning and logistics	<b>(Periods- 6)</b>

	b) Managing groups and crowd control c) Handling emergencies and unexpected situations	
<b>Unit – 5</b>	<b>Ethics and Safety in Guiding</b> a) Respecting cultural sensitivities and local customs b) Environmental and heritage preservation c) Ensuring tourists' safety during tours	<b>(Periods- 6)</b>

**Internal Assessment Methods:**

1. In-class presentations and mock tours (30%)
2. Practical tour management exercises and crowd control simulations (20%)
3. Participation, professionalism, and class engagement (10%)
4. Final exam on historical knowledge and guiding skills (40%)

**Reference Book:**

1. Diane R. Malkin and Marc Mancini "The Professional Guide: Dynamics of Tour Guiding" .
2. Charles R. Goeldner, J. R. Brent Ritchie, and Raymond A. Goeldner."Tourism Principles, Practices, Philosophies"
3. Michael Marinacci "The Tour Guide: Walking and Talking New York".
4. " Marc Mancini Becoming a Tour Guide: The Principles of Guiding and Site Interpretation" .
5. John V. Foskett and Christian Stettler "The Practical Art of Tour Guiding" .
6. Don George "The Lonely Planet's Guide to Travel Writing".
7. Stephen Page " Tourism: A Modern Synthesis" .
8. David Weaver and Laura Lawton "Tourism Management: An Introduction".
9. Bob McKercher and Hilary du Cros " Cultural Tourism: The Partnership between Tourism and Cultural Heritage Management" .

**Program: M.A. (History)**  
**SEC**  
**Semester –III /OR Semester IV**

<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>SEC2-HOS</b>	<b>History of Sculpture</b>	<b>30</b>	<b>02</b>

**Course Outcome**

By the end of the course, students will:

1. Develop a comprehensive understanding of the historical significance and evolution of sculpture.
2. Analyze how different cultures and artistic movements have influenced sculptural expressions.
3. Acquire essential sculpting skills using various materials and techniques.
4. Create historically inspired sculptures and demonstrate creativity in their designs.

**Total Internal Marks: 50**

<b>Unit – 1</b>	<b>Introduction to Sculpture History</b> a) The significance of sculpture in human history and culture b) Evolution of sculpture from prehistoric to contemporary times c) Iconic sculptures and their impact on society	<b>(Periods- 10)</b>
<b>Unit – 2</b>	<b>Sculptural Traditions Across Civilizations</b> a) Ancient sculptures from Egypt, Greece, Rome, and other prominent civilizations b) Sculptural art in Asia, including India, China, and Japan c) The influence of religious, political, and social contexts on sculptural themes	<b>(Periods- 10)</b>
<b>Unit – 3</b>	<b>Sculpture in the Modern Era</b> a)- Sculptural developments in the 19th and 20th centuries b) Exploring abstraction and contemporary sculptural trends c) Influential sculptors and their contributions to modern art	<b>(Periods- 10)</b>

**Internal Assessment Methods:**

1. Written analysis of a historically significant sculpture (30%)
2. Participation and engagement in class discussions and workshops (30%)
3. Final presentation and exhibition of historical-inspired sculptures (40%)

**Reference Book:**

1. Taschen "Sculpture: From Antiquity to the Present" .
2. Arthur Williams "The Sculpture Reference" .
3. Hugh Honour and John Fleming "A World History of Art" .
4. Louis Slobodkin "Sculpture: Principles and Practice" .
5. Peter Murray and Linda Murray "The Sculpture of the West" .
6. Andrew Causey "Sculpture Since 1945" .
7. "Modern Sculpture: A Concise History" by Herbert Read.
8. Rudolf Wittkower "Sculpture: Some Observations on Shape and Form from Pygmalion's Creative Dream" .

**Program : M.A. (History)**

**Semester –IV**

**Paper I – DSC 1**

<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>HPI - 05</b>	<b>POST INDEPENDENT INDIA (1947 -2000)</b>	<b>60</b>	<b>04</b>

**Course Outcome**

1. Comprehensive understanding of post-independence political, social, and economic developments in India.
2. Critical evaluation of post-independence policies and their impact.
3. Analytical skills in assessing socio-economic changes in post-independence India.
4. Understanding of the political and social challenges faced by independent India.
5. Ability to critically examine the role of key leaders and institutions.
6. Students should be able to articulate complex historical concepts and ideas in a clear, coherent, and structured manner.
7. Prepare for Competitive Examinations like UPSC, MPSC, and SET/NET etc.

**Total Marks : 100**

**Theory: 80 Marks, Internal : 20 Marks**

<b>Unit – 1</b>	1) Integration of princely states. 2) Making of Indian Constitution –Aims and Objectives. 3) Salient features of Indian Constitution 4) Reorganization of states (1956A.D.)	<b>(Periods- 9)</b>
<b>Unit – 2</b>	1) Beginning of planned Economy. 2) Agricultural policy. 3) Industrial policy.	<b>(Periods- 9)</b>
<b>Unit – 3</b>	1) Education, Social welfare policy. 2) Hindu Code Bill. 3) Development of Science and Space Research.	<b>(Periods- 9)</b>
<b>Unit – 4</b>	1)Foreign policy of India. 2) Policy of non-alignment, Nehru’s Role in the Third World. 3) Relation with USSR, China . 4) Relation with USA, Pakistan.	<b>(Periods- 9)</b>
<b>Unit – 5</b>	1)Foreign policy of India Gandhi – Non-alignment, establishment of independent Bangladesh. 2) United front Governments in the states, Non-congress	<b>(Periods- 9)</b>

	Government at the center. 3) National political parties-Congress, Jansangh, Communist party, Republican party. 4) Era of liberalization, Privatization and Globalization; its Impact.	
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### Internal Assessment

<b>Assessment/ Seminar</b>	<b>(15 Periods)</b>
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#### Suggested Readings:

1. Bipan, Chandra,- India after Independence,
2. Paul, Brass -The Politics of India Since Independence,
3. Bipan, Chandra - The Rise and Growth of Economic Nationalism in India,
4. Dharma, Kumar -The Cambridge Economic History of India (Vol. II),
5. Saraf, Dr. Nitin Ulhasrao-History of Modern India, Om Publication
6. Singh, V.B. - Economic History of India,
7. Mahajan, V.D.- Fifty Years of Modern India,
8. Ghosh, S.C- History of Education in Modern India, 1757-2007,
9. Guha, Ramchandra - India after Gandhi,
10. Chakraborty, A.,- India since 1974,
11. Menon V. P. , Story of the Integration of Indian States,
12. Chatterjee and Moreland,-Making of Modern India,
13. Dutt, Rajani Palme -India today,
14. Nagarjuna , S.,- History of Press,
15. यशपाल , ग़ोवर, -आधुनिक भारताचा इतिहास ,
16. चंद्र, बिपीन ,-इंडिया सिन्स इन्डेपेंडन्स,( मराठी अनुवाद), केसागर पुब्लिकेशन पुणे ,
17. कोलारकर, डॉ श.गो. -स्वतंत्र भारताचा इतिहास 1947 -1980,
18. वैद्य,डॉ सुमन, कोठेकर डॉ शांता -आधुनिक भारताचा इतिहास , साईनाथ प्रकाशन , नागपूर

**Semester –IV**

**Paper II – DSC 2**

<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>HOM-06</b>	<b>History Of Maratha (1707 to 1818 A.D.)</b>	<b>60</b>	<b>04</b>

**Course Outcome**

1. Comprehensive knowledge of Maratha history: Students should develop a comprehensive understanding of the history of the Marathas from 1707 to 1818.
2. Students should be able to critically analyze and interpret primary and secondary sources related to Maratha history.
3. Understanding of the political and military strategies of the Marathas.
4. Students should be able to analyze the social, cultural, and religious aspects of Maratha society during this period.
5. Comparative analysis of Maratha interactions with other regional powers.
6. Students should acquire proficiency in historiography and historical research methods related to the study of Maratha history.

**Total Marks : 100**

**Theory: 80 Marks, Internal Ass. : 20 Marks**

<b>Unit – 1</b>	1) Sources Literary- Marathi, Persian and foreign accounts. 2) Civil war and Accession of Shahu as Chhatrapati. 3) Acquisition of Sanads by Balaji Vishwanath.	<b>(Periods- 9)</b>
<b>Unit – 2</b>	1) Peshwa Bajirao I, Balaji Bajirao - Expansion of Maratha Power in North India, Relations with Mughals and foreign powers. 2) Third Battle of Panipat- Causes and Effects.	<b>(Periods- 9)</b>
<b>Unit – 3</b>	1) Peshwa Madhavrao I: Restoration of Maratha Power in North India Accession of Narayanrao and the internal feud, Assassination of Narayanrao, The Barbhais. 2) Anglo-Maratha Wars, Downfall of the Maratha Power.	<b>(Periods- 9)</b>
<b>Unit – 4</b>	1) Nature of Maratha Confederacy. 2) Social and Economic Conditions. 3) Developments in Education, Literature, Art and Architecture	<b>(Periods- 9)</b>
<b>Unit – 5</b>	1) Administrative system under the Peshawas	



	2) Military Organisation: Army, Navy, artillery, mercenary forces, Army of the feudatories. 3) Judicial System: Hierarchy, Poona judiciary, Crimes and Punishments.	<b>(Periods- 9)</b>
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### Internal Assessment

<b>Assessment/ Seminar</b>	<b>(15 Periods)</b>
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#### Suggested Readings:

- 1) Sinha, H. N. , -Rise of Peshwa
- 2) Dighe, V. G.- Peshwa Bajirao I and the Maratha Expansion
- 3) Shriniwas, Bajirao I , -Great Peshwa
- 4) Malgaonkar ,M. , -Kanhoji Angre
- 5) Gupta, H. R., -Maratha and Panipat
- 6) Banarjee , -Peshwa Madhavrao I
- 7) Macdonald , -Nana Fadnis
- 8) Keene, H. G , - Scindnia Mahadaji Patel .
- 9) Sen, S. N., Anglo - Maratha relation
- 10) Choksey, R.D., -The History of the British Diplomacy at the Court the Peshwas
- 11) Sinha, R. M. , -The Bhosley of Nagpur
- 12) Vaidya, Smt. S.V , -Peshwa Bajirao II and the Downfall of the Maratha Power
- 13) Gawali, P. A , -Society and social Disabililities under the Peshwas
- 14) Desai, S. V. , - Social life in Maharashtra under the Peshwas
- 15) Gune, V. T., -The Judicial System of the Marathas, Deccan College, Pune. (1953),
- 16) Satishchandra, -A History of Medival India, NCERT, Delhi. (1976),
- 17) Sen, S. N., -Militry System of the Marathas, The book co. Ltd. Culcutta. (1976),
- 18) Lanepool, Stanley,- Medival India under Mohammedan Rule, A Universal Publication. (1963),
- 19) खरे, ग. ह. (संपा.),- ऐतिहासिक फारसी साहित्य, खंड -१ ते ४, पुणे, भा. इ. सं. मंडळ. (१९६१),
- 20) पगडी सेतुमाधवराव, (संपा.),- (मोगल दरबाराची बातमीपत्रे (१६८५-१७००), म. रा. सा. व स. मंडळ, मुंबई १९७८),
- 21) राजवाडे वि. का. (संपा.), -राधामाधवविलासचंपू, चित्रशाळा द्यापखाना, पुणे(१९३२),

- 22) काळे, या. मा.), -व-हाडचा इतिहास, बुलडाणा. (१९३६)
- 23) गर्गे स. मा. (संपा.), -मराठी रियासत, खंड १ ते ३, पॉप्युलर प्रकाशन,  
मुंबई. (१९८८-८९),
- 24) पवार जयसिंगराव, -मराठ्यांचे स्वातंत्र्य युद्ध, सुमेरू प्रकाशन, डोंबिवली. (२००६),
- 25) बाघ संदेश, अंबादास मंजुळकर, अजितकुमार यादव ( संपादक ),- मराठ्यांचा इतिहास, प्रकाशन अक्षरलेणं  
सोलापूर, प्रथमवृत्ती - 2011-12
- 26) बनसोड, डॉ .संतोष, जाधव,सिद्धार्थ- भारताचा इतिहास(1526 ते 1757) , साईनाथ प्रकाशन ,  
नागपूर
- 27) कोठे , डॉ प्रशांत प्रल्हादराव , वऱ्हाडातील नागपूरकर भोसल्यांची कामगिरी इ .स .१७३० -१८१८

### Semester –IV

#### Paper III – DSE 3.A

Code of the Course Subject	Title of the Course Subject	Total Number of Periods	No of Credits
HIW-07	Indian Women since Independence	60	04

#### Course Outcome

1. Students should develop a comprehensive understanding of the changing status, roles, and experiences of Indian women from 1947 to the present.
2. Students should be able to critically analyze the policies, laws, and initiatives implemented by the Indian government and other organizations to promote gender equality and women's empowerment.
3. Exploration of women's economic participation and entrepreneurship.
4. Students should explore the advancements and challenges in women's education since independence.
5. Analysis of gender-based violence and discrimination.
6. Understanding of inter- sectionalist and diversity among Indian women.

**Total Marks : 100**

**Theory: 80 Marks, Internal Ass. : 20 Marks**

Unit – 1	1) Customary status of women in the family and society during – post independent period and in tribal societies.	(Periods- 9)
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	2) Legal status of women during post-independence period. 3) Educational status of women during post-independence period.	
Unit – 2	1) Women organization –Post Independence period. 2) Women political participation –Post Independence period- Panchayats and municipal councils; state legislatures and Parliament	<b>(Periods- 9)</b>
Unit – 3	1) Feminist movement. 2) Women representation and participation in financial activities;- Trade, Business, Banking, Professions.	<b>(Periods- 9)</b>
Unit – 4	1) Women representation and participation in social activities- Education, Philanthropy, Tribal sector. 2) Women representation and participation in cultural activities- Literature, Art and sculptures, Music Dance, Films, Theatre, Religious scriptures Historical writing, Media.	<b>(Periods- 9)</b>
Unit – 5	1) Women role as an asset to family and national development; Women s search for political power. 2) Women participation in Sports, Science, and technology.	<b>(Periods- 9)</b>

### Internal Assessment

<b>Assessment/ Seminar</b>	<b>(15 Periods)</b>
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#### Suggested Readings:

1. Altekar, A.S. ,-The position of Women in Hindu Civilisation, 2nd Edi.,
2. Desai, Neera, - Women in Modern India,
3. Geraldine, Forbs , -Women in Modern Inda,
4. Kumari, Jayawardena , -Feminism and Nationalism in third world,
5. Mukharjee, P,. Hindu Women- Normative Modals,
6. Nivediata, Menon, Elusive Women - Low and Feminist Politics,
7. Bagchi, Jashodhara ,-Indian Women: Myth and Reality,
8. Wagh, Sandesh M. (Dr.), (ed).- Dr. Babasaheb Ambedkar’s Thought., Sandesh Publications., Mumbai, 2019.
9. साळुंके, आ.ह.--हिंदू संस्कृती आणि स्त्री
10. पारधी, डॉ . आर . ए . -भारतीय स्त्री
11. पाटील, डॉ . पद्मजा ,जाधव डॉ. शोभा , -भारतीय इतिहासातील स्त्रिया
12. गाठाळ, डॉ . एस.एस. - भारतीय इतिहासातील स्त्रिया व स्त्रीजीवन

**Semester –IV**

**Paper III – DSE 3.B**

<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>HHT-07</b>	<b>Heritage Tourism</b>	<b>60</b>	<b>04</b>

**Course Outcome**

1. Comprehensive understanding of heritage tourism concepts and theories.
2. Students should acquire knowledge of global and regional trends in heritage tourism.
3. Students should be able to critically analyze the principles, methods, and challenges associated with heritage preservation and management in the context of tourism.
4. Students should analyze the positive and negative consequences of tourism development, including issues related to economic benefits, socio-cultural change, community engagement, and resident perceptions and attitudes.
5. Understanding of sustainable heritage tourism practices.
6. Students should acquire skills in heritage tourism planning and development.

**Total Marks : 100**

**Theory: 80 Marks, Internal Ass. : 20 Marks**

<b>Unit – 1</b>	1) Incredible India Campaign, Role of Archaeological Survey of India in promoting Heritage Tourism, Role of India Tourism Development Corporation Limited in promoting Heritage Tourism. 2) National Tourism Policy 2002, Tourism promotion schemes: Swadesh Darshan Scheme, Paryatak Mitra Scheme, Scheme of tourist visa on arrival	<b>(Periods- 9)</b>
<b>Unit – 2</b>	1) Issues related to safety of tourists and tourism disaster risk management, Need and significance of tourism infrastructure, Do's and Don'ts for visitors to respect and conserve the heritage monuments. 2) India and UNWTO, India and UNESCO, Indian Heritage Cities Network	<b>(Periods- 9)</b>
<b>Unit – 3</b>	1) Special Problems of Foreign Tourist: Language barrier, information dissemination. 2) Tourist resources of India: Buddhist sacred circuit: Bodhgaya, Sarnath, Sachi, Amravati – Nagarjunkoda, Tawang and Bomdila	<b>(Periods- 9)</b>
<b>Unit – 4</b>	1) Delhi-Agra Circuit: Qutub Minar, Red Fort, Taj Mahal, Humayun's Tomb, Fatehpur Sikri Complex. 2) South Indian Circuit: Hampi, Konark , Pattadakal, Tanjavour :	<b>(Periods- 9)</b>

	The Great Living Chola Temples, Mahabalipuram	
<b>Unit – 5</b>	1) Central and West India Circuit: Hill forts of Rajasthan, Jantar Mantar Jaipur, Rani ki vav, Mount Abu temples, Khajuraho, Bhimbetaka, Churches and convents of Goa.  2) Intangible Heritage of India: Yoga, Kalamkari Paintings, Qawwali, Bharatnatyam, Kite festival	<b>(Periods- 9)</b>

### Internal Assessment

<b>Assessment/ Seminar</b>	<b>(15 Periods)</b>
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#### Reference Books:

1. Bashm, A.L. (ed) -A Culture of History of India, Oxford, 1975.
2. Rowland, B. - The Art and Architecture of India, Pelican History of Art, 3rd ed., Harem's, worth, 1970
3. Shah, U.P.- Studies in Jaina Art, Banaras, 1955.
4. Brown Percy - Indian Architecture (Buddhist & Hindu) 2nd ed. Bombay, Tara, 1942.
5. Alchevs, F.Q. - Cultural Tourism in India-Its Scope and Development
6. Kaul, S.N. - Tourist India
7. Anand, M.M., -Tourism and Hotel Industry in India.
8. Bhatia, A. K. -Tourism Development: Principals and practices.
9. Leela Shelly, Tourism Development in India.
10. Wahab, S. -Tourism Management.
11. Seth, P.N.,- Successful Tourism Planning and Management.
13. महाडिक, डॉ जी. एस, -प्राचीन महाराष्ट्रातील कला
14. टेंभेकर, डॉ नलिनी - पूर्व विदर्भातील ऐतिहासिक कला व प्रेक्षणीय स्थळे
15. शेंडे, डॉ निशांत -भारत प्रवास आणि पर्यटन , अथर्व पब्लिकेशन , जळगाव

**Semester –IV**

**Paper IV - DSE 4.A**

<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>HSR -08</b>	<b>Social Reformers of Maharashtra (1848- 1980)</b>	<b>60</b>	<b>04</b>

**Course Outcome**

1. Students should develop a comprehensive understanding of the social reform movements that took place in Maharashtra during the period from 1848 to 1980.
2. Students should be able to critically analyze the ideas, beliefs, and contributions of prominent social reformers of Maharashtra.
3. Students should explore the social, cultural, and religious issues that were central to the reformers' agendas.
4. Students should gain an understanding of the socio-political context of Maharashtra during the period under study.
5. Analysis of the impact of social reforms on Maharashtra society.
6. Students should be able to articulate complex historical concepts and ideas in a clear, coherent, and structured manner.

**Total Marks : 100**

**Theory: 80 Marks, Internal Ass. : 20 Marks**

<b>Unit – 1</b>	1) Mahadev Govind Ranade 2) Gopal Ganesh Agarkar 3) Bal Gangadhar Tilak 4) Gopal Krishna Gokhale 5) Dhondo Keshav Karve	<b>(Periods- 9)</b>
<b>Unit – 2</b>	1) Pandita Ramabai 2) Ramabai Ranade 3) Mahatma Jotirav Phule and Savitribai Phule 4) Rajarshi Shahu Maharaj 5) Vitthal Ramji Shinde	<b>(Periods- 9)</b>
<b>Unit – 3</b>	1) Dr. Babasaheb Ambedkar 2) Prabodhankar K.C.Thakre	<b>(Periods- 9)</b>

	3) Kishan Fagoji Bansod 4) Ganesh Akaji Gawai 5) Shivaram Janba Kamble	
<b>Unit – 4</b>	1) V.D. Savarkar 2) Vinoba Bhave 3) Karmavir Bhaurao Patil 4) Dadasaheb Gaikwad	<b>(Periods- 9)</b>
<b>Unit – 5</b>	1) Sant Gadge Maharaj 2) Rashtrasant Tukadoji Maharaj 3) Dr. Bhausaheb Panjabrao Deshmukh 4) Pandhrinath Patil	<b>(Periods- 9)</b>

### Internal Assessment

<b>Assessment/ Seminar</b>	<b>(15 Periods)</b>
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#### References:-

1. Ambedkar, B.R. –What Congress and Gandhi done to the Untouchables.
2. Ambedkar, B.R.- Cast in India.
3. Keer, Dhananjay. – Dr. Ambedkar Life and Mission.
4. Bipin, Chandra - Nationalism and colonialism in Modern India.
5. Kulkarni, A.R.- Medieval Maharashtra.
6. Mujumda, R.C. – History and Culture of Indian People.
7. Rao, MAS – Social Movement in India.
8. Altekari, A.S. –The Position of Women in Hindu Civilization.
9. Wagh, Sandesh M., (Dr.), Dr. Babasaheb Ambedkar's Social Movement., Sandesh Publications., Mumbai, 2012.
9. राऊत, डॉ संदीप -ज्ञानाला विज्ञानाची सांगड घालणारे नवयुग प्रवर्तक संत गाडगेबाबा , ज्ञानपथ प्रकाशन
10. टाले , डॉ प्रफुल्ल अशोकराव, महाराष्ट्रातील समाजसुधारक ,साई ज्योती प्रकाशन, नागपूर २०१८
11. टाले , डॉ प्रफुल्ल अशोकराव, राष्ट्रसंत तुकडोजी महाराज यांच्या साहित्यातील मूल्यविचार,साई ज्योती प्रकाशन, नागपूर २०२०
- 12.ढोले, प्रदीप शा. - आंबेडकरी चळवळीचा इतिहास,प्रकाशक, बहुजन साहित्य प्रसार केंद्र,नागपूर,2017
- 13.ढाले, डॉ नामदेव, डांगे, डॉ. मनोज , पंढरीनाथ पाटील -राजकीय व सामाजिक कार्य , नभ प्रकाशन , अमरावती

**Semester –IV**

**Paper IV - DSE 4.B**

Code of the Course Subject	Title of the Course Subject	Total Number of Periods	No of Credits
<b>HMV -08</b>	<b>History of Modern Vidarbha (1920-1960 A.D.)</b>	<b>60</b>	<b>04</b>

**Course Outcome**

1. Students should gain an understanding of the political dynamics and movements that shaped Vidarbha during the specified period.
2. Students should be able to critically analyze the socio-economic changes that occurred in Vidarbha during the given timeframe.
3. Students should explore the cultural and intellectual developments in Vidarbha during the specified period.
4. Evaluation of the impact of colonial rule and post-independence policies.
5. Students should acquire proficiency in historical research methodologies and analytical frameworks specific to the study of modern Vidarbha.

**Total Marks : 100**

**Theory: 80 Marks, Internal Ass. : 20 Marks**

<b>Unit – 1</b>	1. Influence of Gandhian Movements on Vidarbha 2. Nagpur session of Indian National Congress (1920), and its significance. 3. Gandhi era : Non-cooperation and Civil Disobedience movement in Vidarbha	<b>(Periods- 9)</b>
<b>Unit – 2</b>	1) Political movements in Vidarbha: Swarajya Party, Flag Satyagraha, Boycott of Simon commission 2) Gandhiji’s visit to Vidarbha and its significance 3) Independent Labour Party, Scheduled Cast Federation 4) Vidarbha during the elections of 1937 and formation of first congress ministry under Dr. N. B. Khare	<b>(Periods- 9)</b>
<b>Unit – 3</b>	1) Vidarbha during Quit India Movement 2) Underground Resistance Movement in Vidarbha 3) Contribution of Vaidarbha’s women in Indian National Movement 4) Revolutionary Movement in Vidarbha	<b>(Periods- 9)</b>
<b>Unit – 4</b>	1) Social movements in Vidarbha: Satyashodhak Samaj, Sant Gadge Baba’s mission, Matru Seva Sangha, Vanita Samaj, Gurudeo Seva Mandal, Tapovan, Anadvan	<b>(Periods- 9)</b>



	<p>2) Socio Political mobilisation in Vidarbha: Dalit Movement under Dr. B. R. Ambedkar and Dharma Chakra Parivartan; Rashtriya Swayamsevak Sangha; Rashtra Seva Dal</p> <p>3) Educational and Cultural developments in Vidarbha: Nagpur Shikshan Mandal, Shri Shivaji Education Society, Rashtriya Shala</p> <p>4) Sanyukta Maharashtra Movement ; Demand for separate Vidarbha – its background; Formation of State of Maharashtra in 1960</p>	
<b>Unit – 5</b>	<p>1) Leadership in Vidarbha: Sant Gadge Baba, Rashtra Sant Tukdoji Maharaj</p> <p>2) Dr. Panjabrao Deshmukh, Pandharinath Patil, Dada Dharmadhikari, Jannalal Bajaj, Shivajirao Patwardhan, Vir Wamanrao Joshi</p> <p>3) Kisan Phagoji Bansod, Ganesh Gavai, Vithalraoji Munpande, Babu Hardas, Aanandrao Ladke, Vasantnao Naik</p> <p>4) Anusayabai Kale, Pramilatai Oak, Nalini Ladke</p>	<b>(Periods- 9)</b>

### Internal Assessment

<b>Assessment/ Seminar</b>	<b>(15 Periods)</b>
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#### References:-

1. Besant, Annie,- How India Wrought For Freedom, Madras,
2. Desai A.R.-Peasant Struggles in India
3. Deshpande, R. H.,-India Fight for Freedom, Published by S. D. Deshmukh,
4. Ghai, S.K.,-Indian Movement and Thought, Sterling Publication, Bombay
5. Huddar, S. N., [Chief Edi.] - Commercial & General Directory of C. P. & Berar
6. Joshi, Dr. P. L., [Edi]- Political Ideas & Leadership In Vidharbha
7. Kunte, Dr. B. G.,- Source Material For a History of Freedom Movement,
8. Mishra, Dwarkaprasad,- The History of Freedom Movement in Madhya Pradesh,
9. Mujumdar R.C.-History of Freedom Movement in India
10. Pattabhi, Sitaramaya, -The History of Indian National Congress Vol. - I, [1885 -1935]
11. Phatak, Prof. R.N.,-Source Material for a History of freedom Movement in India
12. Shriranjan, W.K. Subbarao,-Struggle for Freedom (Case Study of East Godawari District).
13. Wedderburn, Millon, -Allan Octavian Hum “Father of the Indian National Congress
14. वैद्य, डॉ सुमन , कोठेकर डॉ शांता -महाराष्ट्रातील काँग्रेसचा स्वातंत्र्य लढा
15. वडकानी, डॉ.नी.अ .-आधुनिक विदर्भ का इतिहास

16. कोलारकर, श . गो. - आधुनिक विदर्भाचा इतिहास
17. वाघ, संदेश ( संपादक ),-आंबेडकरी चळवळीचा इतिहास, प्रकाशन संदेश पब्लिकशन्स सोलापूर, आवृत्ती - 6 डिसेंबर 2012
18. खापर्डे, बा.ग.- श्री दादासाहेब खापर्डे यांचे चरित्र
19. पाठक, डॉ. दमयंती- भारताच्या स्वातंत्र्य लढयात वैद्यर्भिय महिलाचं योगदान
20. हरदास, बाळशास्त्री -भारतीय क्रांतिकारकांचा इतिहास
21. टाले , डॉ प्रफुल्ल अशोकराव, महाराष्ट्रातील समाजसुधारक ,साई ज्योती प्रकाशन, नागपूर २०१८
22. टाले , डॉ प्रफुल्ल अशोकराव, राष्ट्रसंत तुकडोजी महाराज यांच्या साहित्यातील मूल्यविचार,साई ज्योती प्रकाशन, नागपूर २०२०
23. ढोले, प्रदीप शा. - आंबेडकरी चळवळीचा इतिहास,प्रकाशक, बहुजन साहित्य प्रसार केंद्र,नागपूर,2017

**Program: M.A. (History)**  
**SEC**  
**Semester –III /OR Semester IV**

Code of the Course Subject	Title of the Course Subject	Total Number of Periods	No of Credits
SEC3-HWS	History Writing Skills	30	02

**Course Outcome**

By the end of the course, students will:

1. Develop advanced research skills for locating and evaluating historical sources.
2. Enhance critical thinking abilities to construct coherent and well-supported historical arguments.
3. Learn to structure and organize historical essays and papers effectively.
4. Acquire proficiency in synthesizing and analyzing historical data to support their arguments.
5. Understand the importance of ethical considerations in historical writing, including plagiarism and source attribution.

**Total Internal Marks: 50**

<b>Unit – 1</b>	<b>Introduction to History Writing</b> a) The significance of effective historical writing b) Understanding different types of historical writing (e.g., essays, research papers, dissertations) c) Identifying key components of a strong historical argument	<b>(Periods- 6)</b>
<b>Unit – 2</b>	<b>Research Skills for Historians</b> a) Utilizing libraries, archives, and digital resources for historical research	<b>(Periods- 6)</b>

	b) Evaluating the credibility and reliability of historical sources c) Developing effective note-taking strategies	
<b>Unit – 3</b>	<b>Critical Analysis in Historical Writing</b> a) Assessing and interpreting primary and secondary sources b) Recognizing bias and perspective in historical texts c) Incorporating counterarguments and engaging with different historical interpretations	<b>(Periods- 6)</b>
<b>Unit – 4</b>	<b>Organizing and Structuring Historical Writing</b> a)-Creating effective introductions and conclusions b) Outlining and structuring historical essays and papers c) Cohesion and flow in historical narratives	<b>(Periods- 6)</b>
<b>Unit – 5</b>	<b>Ethical Considerations in Historical Writing</b> a) Avoiding plagiarism and academic misconduct b) Ensuring ethical use of sources and data c) Respecting cultural and historical sensitivities in writing	<b>(Periods- 6)</b>

**Internal Assessment Methods:**

1. Research paper on a chosen historical topic (40%)
2. In-class writing exercises and critical analysis assignments (30%)
3. Participation in discussions and peer review sessions (30%)

**Reference book**

1. Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams "The Craft of Research" .
2. William Kelleher Storey "Writing History: A Guide for Students" .
3. Sam Wineburg "Historical Thinking and Other Unnatural Acts: Charting the Future of Teaching the Past" .
4. Ernst Breisach "Historiography: Ancient, Medieval, and Modern" .
5. Thomas Mann "The Oxford Guide to Library Research" .
6. Andrew Feldherr and Grant Hardy "The Oxford History of Historical Writing: Volume 1: Beginnings to AD 600" edited .
7. Sarah Foot and Chase F. Robinson, edited. "The Oxford History of Historical Writing: Volume 2: 400-1400"

8. Jose Rabasa, Masayuki Sato, Edoardo Tortarolo, and Daniel Woolf, edited "The Oxford History of Historical Writing: Volume 3: 1400-1800" .
9. Stuart Macintyre, Juan Manguerra, Attila Pók, and Helmut Walser Smith.,edited "The Oxford History of Historical Writing: Volume 4: 1800-1945"
10. Axel Schneider, Daniel Woolf, and Rory McVeigh,edited "The Oxford History of Historical Writing: Volume 5: Historical Writing since 1945".

**Program: M.A. (History)**  
**SEC**  
**Semester –III /OR Semester IV**

Code of the Course Subject	Title of the Course Subject	Total Number of Periods	No of Credits
<b>SEC4-AHR</b>	<b>Archives and Historical Research</b>	<b>30</b>	<b>02</b>

**Course Outcome**

By the end of the course, students will:

1. Understand the importance of archives in historical research and preservation.
2. Familiarize themselves with different types of archives and their organizational structures.
3. Analyze and critically assess primary sources found in archives.
4. Synthesize and integrate archival evidence into historical research projects.

**Total Internal Marks: 50**

<b>Unit – 1</b>	Introduction to Archives and Historical Research a) Definition and purpose of archives in historical scholarship b) Understanding the role of archivists in preserving and managing historical records c) Ethical considerations and challenges in archival research	<b>(Periods- 10)</b>
<b>Unit – 2</b>	Types of Archives and Their Holdings a) Exploring different types of archives (government, university, private, etc.) b) Understanding the scope and diversity of archival collections c) Case studies on notable historical archives	<b>(Periods- 10)</b>

<b>Unit – 3</b>	Integrating Archival Evidence in Historical Research a) Incorporating archival sources into research papers and projects b) Synthesizing primary sources with secondary literature c) Constructing compelling historical narratives using archival evidence	<b>(Periods- 10)</b>
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**Internal Assessment Methods:**

1. Archival research paper or project (40%)
2. In-class research exercises and source analysis (40%)
3. Active participation in discussions and group activities (20%)

**Reference Book:**

1. Joan M. Schwartz and Terry Cook ,edited."The Archival Imagination: Essays in Honour of Hugh A. Taylor"
2. Caroline Williams, "Managing Archives: Foundations, Principles and Practice" .
3. Mary Jo Pugh , " Providing Reference Services for Archives & Manuscripts" .
4. Laura A. Millar "Archives: Principles and Practices" .
5. Menzi L. Behrnd-Klodt and Peter J. Wosh , edited "The American Archivist Reader: Selected Writings from the American Archivist, 1938-2013".
6. Elizabeth Shown Mills."Evidence Explained: Citing History Sources from Artifacts to Cyberspace"
7. Robert Perks and Alistair Thomson "The Oral History Reader" edited .
8. Sheila Curran Bernard , "Archival Storytelling: A Filmmaker's Guide to Finding, Using, and Licensing Third-Party Visuals and Music" .
9. John P. Irish and Barbara Ozuna , "Historical Thinking Skills: A Workbook for U. S. History" .

**Program: M.A. (History)**  
**Semester –III /OR Semester IV**

<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>RP</b>	<b>Research Project</b>	<b>75</b>	<b>05</b>

**Research Project**

<b>RP (Research Project)</b>	<b>No. of Credits: 05</b>	<b>Total Mark: 100</b>
<b>Course content</b> Students are expected to write a Research Project in 8000 words (+/- 10%, notes included) on a topic related to Ancient, Medieval, Modern, Local, National, International history. For the research report writing Students shall have engages with a different body of scholarly literature, utilizes different primary sources and studies a different empirical case. The project should be based on archival sources; students are supported to visit archives and libraries abroad in pursuit of their research objective. Students are encouraged to submit their Research project at a Relevant subject.		
<b>In the Practical examination following shall be the allotment of marks:</b>		
<b>1. Research Report: - 60 Marks</b>		
<b>2. Viva: -40 Marks</b>		
<b>Note:</b> Every student shall be offered Research Project in III and /or IV Semester. Research report must be submitted to the University/Department/ College/ Institute. For Internal evaluation, the students shall have to give a Viva of the research project in a given Semester.		