

Rayat Shikshan Sanstha`s

Sadguru Gadage Maharaj College, Karad

(An Autonomous College)



A++

Accredited By NAAC

Revised Syllabus For Master of Arts [M. A. History]

Faculty of Humanities

Syllabus in accordance with NEP

M. A. Part - I (Semester I and Semester II) (Subject to the modifications to be made from time to time)

Syllabus to be implemented from July 2023 Onwards.

(as per Maharashtra Government GR dated 16/05/2023)

Sadguru Gadage Maharaj College, Karad

(An Autonomous College)

Syllabus for M. A. History Programme

(to be introduced from July 2023)

OBJECTIVES:

1. The programme seeks to transform the students into citizens who are critically informed about the past and its consequences for the present
2. It aims to promote studies in history, society and culture of Maharashtra in general and Maratha history in particular.
3. It wants to empower students to cope with the challenges of globalization by instilling in them a life-long passion for learning about the past.
4. We believe that knowledge about the interconnections between the global, national, regional and local history will equip the students to face the challenges with confidence

PROGRAM OUTCOMES:

1. To acquaint students with the past and present of Indian ethos and reality through teaching and research in history.
2. To provide students with critical understanding of Indian society, economy, polity and culture through a historical perspective
3. To prepare students for a range of careers by teaching them courses which will impart them with a set of transferable skills while studying history of India and the World as well as museology
4. To stimulate intellectual curiosity and research attitude in the students through the study and research of local, regional, national and global history.
5. It introduces the students to major concepts, ideas and events which created the modern world so that they will be able to place historical events in a larger context.
6. To acquaint the students with the various Indian and foreign traditions of history writing and the debates generated about the nature of history as a discipline.

PROGRAM SPECIFIC OUTCOMES

1. Students will have knowledge of the chronology, narrative, major events, personalities and turning points of the history of the India and 20th Century Modern World
2. Students will learn to explain how and why important events happen and change over time occurs.
3. Students will have a clear understanding of the nature of evidence collected from primary and secondary sources
4. They will be able to analyze and evaluate the evidence in its historical and cultural context and use that evidence to build and support an argument
5. Students will demonstrate a critical understanding of the significance of historiographical developments in the discipline
6. They will have a comprehensive understanding of the historical method and its distinctiveness from the methods of other disciplines. They will know the influence of methods of other disciplines on the development of the historical method.
7. The students will demonstrate an awareness of current historical debates
8. Students will understand skills that historians use in research
9. Students will develop an informed familiarity with multiple cultures and understand the value of diversity

MA PROGRAMME/COURSE STRUCTURE

Year (2YrPG)	Level	Sem. (2yr)	Major						Degree
			Mandatory	Elective					
I	6.0	Sem I			RM	OJT/FP	RP	Cum .Cr.	PG Diploma (after 3 year Degree)
			3 x4 =12 1 x2= 02	1x4= 4	1x4= 4			22	
		Sem II	3 x 4= 12 1 x2= 02	1x 4 =4		1x 4	22		
Cumulative Credit for PG Diploma			28	8	4	4		44	
Exit Option: PG Diploma after Three Year UG Degree									
II	6.5.	III	3x 4= 12 1x2= 02	1x 4= 4			1x4= 4	22	PG Degree After 3 Yr UG or PG Degree after 4 Year UG
		IV	3x4 = 12	1x4 = 4			1x6 =6	22	
Cumulative Credit for 1 Year PG Degree			26	08			10	44	
Cumulative Credit for 2 Year PG Degree			54	16	04	04	10	88	
2 Year 4 Sem PG Degree (84 Credits) after Three Year UG Degree or 1 Year 2 Sem PG Degree (44 credits) after Four Year UG Degree									

REVISED SYLLABUS FOR M.A. Part-I (SEMESTER I and II)
(Introduced from July 2023)

SEMESTER I

Course No.	Type of Course	Name of Course
N-HIST-M1	Mandatory	Early India (from the beginning to 3rd Century B.C)
N-HIST-M2	Mandatory	Aspects of Medieval Indian History (1206- 1750)
N-HIST-M3	Mandatory	Rise and Consolidation of British Power in India (1757- 1857)
N-HIST-M4 (2 credits)	Mandatory	Rise of Nationalism in India (1858- 1885)
N-HIST--RM	Research Methodology	History: Its Method and Practice

Elective Courses

HIST- E- 105	Elective	Sources for study of Ancient Indian History
HIST- E- 106	Elective	Legacy of Ancient India
HIST- E- 107	Elective	Sources for study of Medieval Indian History
N-HIST-E1	Elective	Legacy of the Marathas
HIST- E- 109	Elective	Popular Resistance to Company Rule (1757- 1857)
HIST- E- 110	Elective	Ancient European Civilizations
HIST- E- 111	Elective	Introduction to Archaeology
HIST- E- 112	Elective	Kolhapur through the Ages (from earliesttimes to 1844)

SEMESTER II

N-HIST-M5	Mandatory	Institutions under the Marathas
N-HIST-M6	Mandatory	Making of 19th Century Maharashtra
N-HIST-M7	Mandatory	National Movement in India (1905- 1947)
N-HIST-M8 (2credits)	Mandatory	Rise of Nationalism in India (1885- 1905)
N-HIST-FP	Mandatory	Field Project

Elective Courses

HIST- E- 205	Elective	Art and Architecture of Ancient India
N-HIST-E2	Elective	Historical Monuments in the Deccan
HIST- E- 207	Elective	Medieval Indian Economy (1206- 1750)
HIST- E- 208	Elective	Devotional Cults in Medieval India (1206- 1750)
HIST- E- 209	Elective	Historiography of the Marathas
HIST- E- 210	Elective	The Colonial State in India
HIST- E- 211	Elective	The Practice of Oral History
HIST- E- 212	Elective	History of Kolhapur State (1844- 1949)

Syllabus

M. A. Part I SEM I

N-HIST-M1: Early India (from the beginning to 3rd Century B.C.)

Course Outcomes:

1. The student will understand the original & Developments of Jainism & Buddhism.
2. The student will understand the first urbanization of India.
3. The student will become familiar with the foundation & Administration of Mauryan Empire

Unit No 1: Sources of Ancient India

- 1.1: Archaeological Sources
- 1.2: Literary Sources
- 1.3: Foreign Accounts

Unit No 2: Indus Valley Civilization and Vedic Period

- 2.1: Polity
- 2.2: Society and -Economy
- 2.3: Religion

Unit No 3: Second Urbanization and rise of New religions

- 3.1: Nature of Second Urbanization: Process of urbanization and Mahajanpadas
- 3.2: Jainism
- 3.3: Buddhism

Unit No 4: Mauryan Empire

- 4.1: Foundation of Mauryan Empire
- 4.2: Ashoka and his Dharma
- 4.3: Mauryan Administration

Practical: Case Study/ Field Survey/ Field Visits/ Project

1. Survey of ancient historical monuments in Satara District
2. Study of Buddha caves in Satara and Sangli district
3. Study of Jain temples in Satara district
4. Poster presentation on Ancient History

References:

- 1) Allchin, R. and Bridget, (1983), Rise of Civilization in India and Pakistan, CUP, Delhi.
- 2) Ghosh A, (1989), Encyclopedia of Indian Archaeology, Vol. I&II, Munshiram & Manoharlal New Delhi.
- 3) Singh, Upinder, (2009), A History of Ancient and Early Medieval India, Pearson Longman, Delhi.
- 4) पी.जी.जोशी, (१९९२), प्राचीन भारताचा इतिहास, कॉटिनेन्टल प्रकाशन, पुणे.
- 5) भिडे पाटील, (१९९७), प्राचीन भारत, फडके प्रकाशन, कोल्हापूर.
- 6) रोमिला थापर, (२०१७), अर्ली इंडिया, केसागर प्रकाशन, पुणे.
- 7) आर,एस.शर्मा, (१९७८), प्राचीन भारताचा इतिहास, नॅशनल पब्लिकेशन हाउस, न्यू दिल्ली.

N-HIST-M2: Aspects of Medieval Indian History (1206-1750)

Course Outcomes:

1. The students will be able to understand the changes which took place in Medieval Indian Society.
2. The students will be to understand the impact of Muslim Architecture on Indian Architecture.
3. The Students will understand the medieval administrative system & Trade

Unit No 1: Sources of Medieval Indian History

1.1: Literary Sources

1.2: Archeological Sources

1.3: Foreign sources

Unit No 2: Delhi Sultanate

2.1: polity

2.2: Trade: internal and external

2.3: Society: Slavery

Unit No 3: India under Mughals

3.1: Nature of Mughal state

3.2: Trade: Internal and External

3.3: Composite culture

Unit No 4: Architecture of Medieval

4.1: Sultanate Period

4.2: Mughal Period

4.3: Vijaynagar and Bahamani Period

Practical: Case Study/ Field Survey/ Field Visits/ Project

1. Visit and Report on Medieval Historical Monuments in Satara District
2. Medieval Cultural Demonstration through Poster Presentation
3. Survey of Historical Buildings in Satara District
4. Case study on village Administration

References:

- 1) Seshan Radhika, (2006), Medieval India : Problems and Possibilities, Rawat, Delhi.
- 2) Rizvi, S.A.A. (2002), The Wonder that was India, Part II, Rupa, Delhi.
- 3) Chitnis, K.N. , (1974), Glimpses of Medieval Indian Ideas and Institutions.
- 4) Chitnis , K.N. , (1979), Socio- Economic Aspects of Medieval India, Poona.
- 5) Mehata, Jaswant Lal, (1981), Advanced Study in the History of Medieval India, Volume I to III Sterling, New Delhi.
- 6) Ali M.Athar, (1970), The Mughal Nobility under Aurangzeb, Mumbai.
- 7) Habib, Mohammad, (1974), Politics and Society in Early Medieval period, Vols. I&II, Delhi.
- 8) Qureshi I.H., (1990), The Administration of the Moghal Empire, Delhi, Low Price, Publication.
- 9) Raichaudhuri Tapan and Irfan Habib (eds), (1981), Cambridge Economic History of India, Vol. I.C.1200 c.1750, Delhi.
- 10) J.F.Rechards, (1993), The Mughal Empire, Delhi Foundation Books, Delhi.
- 11) Satish Chandra, (2007), History of Medieval India (800-1700), Orient Longman, Hyderabad.

N-HIST-M3: Rise and Consolidation of British Power in India (1757- 1857)

Course Outcomes: After successful completion of this course, the students will be able to:

CO1: understand the social, political and economic conditions which led to the establishment of British rule

CO2: know about the chronology of events which led to the foreign conquest

CO3: know about the administrative changes made by the British to consolidate their rule

.CO4: explain the colonial ideology and its relation to British conquest.

Unit - I: The second half of Eighteenth Century (Teaching Hours- 15, Credit- 01)

A) Political conditions

B) Socio-economic conditions

C) The Eighteenth Century debate

Unit II: The British Conquest of India (Teaching Hours- 15, Credit- 01)

A) Bengal

B) Mysore

C) Maharashtra

Unit III: The Consolidation of British power in India (Teaching Hours- 15, Credit- 01)

A) Land Revenue Systems

B) Administrative system

C) Army, Law , Police

Unit: IV: Colonial Ideology and Colonial Rule: (Teaching Hours- 15, Credit- 01)

A) Orientalism

B) Utilitarianism

C) Evangelicalism

D) Idea of Reform of Indian Civilization: Whiteman's Burden and Divine Providence

Select Readings:

1. Grover B.L. and Sethi R.R., Modern Indian History, S. Chand., New Delhi, 1963

2. Bhattacharya Dhiraj, A Concise History of the Modern Economy – (1750 –1950), New Delhi 1979.

3. Narayan Brij, Economics Life in India, Delhi, 1923.

4. Bayly C. A., Indian Society, The Making of British Empire, Orient, 1979.

5. Marshall P. J., Bengal, The British Bridgehead – Eastern India 1740, Orient,1979.

6. Singh G. N., Landmarks in National and Constitutional Development of India, S. Chand & Co, New Delhi.

7. Raychaudhari S.C., Socio, Economic and Cultural History of Modern India, Surjeet Pub. 1983.

8. Desai A. R., Social Background of Indian Nationalism, Popular, Bombay, 1960.
9. Gopal S. British Policy in India , OUP, New Delhi, 1965
10. Dharma Kumar (ed.) The Cambridge Economic History of India, Volume II c.1757-2003, Orient Longman, Hyderabad, 2005.
11. Mukherjee, Sir William Jones – A Study in 18th Century British attitudes to India, Orient Longman, Bombay, 1987.
12. Mushirul Hasan , Narayani Gupta, India's Colonial Encounter, Manohar, 2004
13. Eric Stokes, The English Utilitarian and India, Oxford University Press, 1989.

N-HIST-M4 : Rise of Nationalism in India (1858-1885)

Course Outcomes: After successful completion of this course, the students will be able to:

CO1: Understand the concept of nationalism and the historiography of Indian nationalism

CO2: Elucidate the causes and events which led to the formation of Indian National Congress

Unit I: Nationalism (Teaching Hours- 15, Credit- 01)

- A) Concept of Nationalism
- B) Historiography of Indian Nationalism
- C) Causes of Growth of nationalism in India

Unit II: Formation of Indian National Congress (Teaching Hours- 15, Credit- 01)

- A) Political Associations before 1885
- B) Foundation of the Congress
- C) Controversies relating to its origins

Select Readings:

- 1) Anil Seal, The Emergence of Indian Nationalism: Competition and Collaboration in the Later Nineteenth Century, Cambridge University Press, 1971.
- 2) Arvind Ganachari, Nationalism and Social Reform in a Colonial Situation, Kalpaz Publication New Delhi, 2005.
- 3) B.R.Nanda (ed), Gokhale: The Indian Moderates and the British Raj, Princeton University Press, New Jersey, 1977
- 4) Bimal Malhotra, Reform, Reaction and nationalism, in Western India, 1885- 1907. Himalaya Publishing House, 2000.
- 5) Bipin Chandra, The Rise and Growth of Economic Nationalism, in Western India: Economic Policies of the Indian National Leadership, 1880-1905. Peoples Publishing House, New Delhi, 1977.
- 6) Charles Heimsath, Indian Nationalism and Hindu social reform, Princeton University Press, 1964.
- 7) Daniel Argov, Moderates and Extremists in the Indian National Movement, 1833-1920, 1967.

N-HIST-E1 : Legacy of the Marathas

Course Outcomes:

1. The students will understand the concept of Swarajya
2. The Student will Understand Polity of Chhatrapati Shivaji Maharaj
3. it is helpful to the students to Understand the development of art and architecture during Maratha Period

Unit No 1: Political

1.1: Maratha Historiography

1.2: Management principles

1.3: Peshwa Management principles

Unit No 2: Socio-religious Legacy (15 hours)

2.1: Society during the Maratha Period

2.2: Devotional Cults: Bhakti Movement as unifying force

2.3: Celebration of Festivals: Vasant Panchami, Dashahara, Holi

Unit No 3: Legacy in Performing Arts (15 hours)

3.1: Povada and Bharud

3.2: Dashavatar and Chitrakathi

3.3: Lavani, Tamasha

Unit No 4: Art and Architecture (15 hours)

4.1: Forts, Gadhi, Wada

4.2: Paintings, Murals

4.3: Town Planning, Water management

Practical: Case Study/ Field Survey/ Field Visits/ Project

1. Project on institutional Management
2. Village community in Satara District
3. Historical Monuments related to Bhakti Movement in Satara District
4. Project on Wada in Satara District

References:

1. चिटणीस म. रा., (१९३०), छत्रपती संभाजीराजे चरित्र, मुंबई.
2. गोखले कमल, (१९८१), शिवपुत्र संभाजी, नवकमल प्रकाशन, पुणे.
3. पवार अप्पासाहेब, (१९७५), ताराबाईकालीन कागदपत्रे, खंड १, २ व ३, शिवाजी विद्यापीठ, कोल्हापूर.
4. पवार जयसिंगराव, (१९७५), महाराणी ताराबाई, शिवाजी विद्यापीठ, कोल्हापूर.
5. पारसनीस द. बा., (१९०४), मुंबई प्रकाशन मुंबई.
6. Sen S. N., (1976), Administrative System of the Marathas, KPH Calcutta.
7. Balkrushn, (1932), Shivaji the Great, Vol. I, II and III, B. D. Taraporwala Mumbai.

N-HIST—RM : Research Methodology

Course Outcomes:

This course is intended for students to understand the fundamental principles of research methodology in the field of history: The course aims to provide students with a comprehensive understanding of the core principles and concepts of research methodology specific to the discipline of history. Students will develop a solid foundation in the methodologies employed in historical research, including the use of primary and secondary sources, critical analysis, and interpretation of historical evidence.

Unit 1: Nature of Sources (Data) (Teaching Hours- 15, Credit- 01)

- A) Literary and Archaeological
- B) Data collection: Archives/ Record Office, Survey, Questionnaires, Newspapers, Internet
- C) Oral Sources and Interview Techniques

Unit 2: Process of Writing History (Teaching Hours- 15, Credit- 01)

- A) Selection of topic
- B) Preparation of proposal/outline
- C) Data Analysis: Internal and External Criticism

Unit 3: Presentation (Teaching Hours- 15, Credit- 01)

- A) Foot/End notes,
- B) Index & Bibliography
- C) Note taking and Bibliographic Software

Unit 4: Traditions of History Writing (Teaching Hours- 15, Credit- 01)

- A) European: Positivist, Annals , History from below
- B) Indian I: Colonial, Marxist, Nationalist
- C) Indian II: Non- Brahmin Historiography, Feminist, Subaltern

Suggested Readings :

- Ranajit Guha, *A Subaltern Studies Reader, 1986-1995* (University of Minnesota Press, 1997)
- E. Sreedharan, *A Textbook of Historiography, 500 B.C. to A.D. 2000* (Orient Blackswan, 2004)
- Kenneth R. Stunkel, *Fifty Key Works of History and Historiography* (Routledge, 2012)
- N. Jayapalan, *Historiography* (Atlantic Publishers & Dist, 2004)
- Georg G. Iggers, *Historiography in the Twentieth Century: From Scientific Objectivity to the Postmodern Challenge* (Wesleyan University Press, 2005)
- Tej Ram Sharma, *Historiography: A History of Historical Writing* (Concept Publishing Company, 2005)
- Ernst Breisach, *Historiography: Ancient, Medieval, and Modern, Third Edition* (University of

Chicago Press, 2007)

- B. Sheikh Ali, *History, Its Theory and Method* (Macmillan, 1978);
- Beverley C. Southgate, *History, What and Why?: Ancient, Modern, and Postmodern Perspectives* (Psychology Press, 2001)
- Michael Bentley, *Modern Historiography: An Introduction* (Routledge, 2005)
- Andreas Mehl, *Roman Historiography* (John Wiley & Sons, 2011)
- Peter Burke, *The French Historical Revolution: The Annales School, 1929-2014* (Stanford University Press, 2015)
- Charles W. Fornara, *The Nature of History in Ancient Greece and Rome* (University of California Press, 1988)
- Abd Al-Aziz Duri, *The Rise of Historical Writing Among the Arabs* (Princeton University Press, 2014)
- Beverley Southgate, *What Is History For?* (Routledge, 2006)

MA I SEMESTER II

N-HIST-M5 : Institutions under the Marathas

Course Outcomes:

1. It is helpful for Understanding of social structure during Maratha Period
2. This paper makes Familiar with Administrative system of Maratha.
3. This paper help students to Understand of Political system during Maratha period

Unit No 1: Maratha State and Kingship

- 1.1: Swarajya : aims and objectives
- 1.2: Theory and practice of kingship
- 1.3: Maratha Confederacy : origins and growth

Unit No 2: Administration

- 2.1: Fort Administration:
- 2.2: Naval Policy
- 2.3: Judicial Administration

Unit No 3: Society

- 3.1: Caste System
- 3.2: Position of women
- 3.3: Slavery , Vetbegari

Unit No 4: Religion

- 4.1: Bhakti Movement: Varkari Sampraday, Nath Sampraday, Mahanubhav Panth, ,Datta Samraday, Samarth Sampraday
- 4.2: Sufism
- 4.3: Maharashtra Dharma: Concept, rise and Spread

Practical: Case Study/ Field Survey/ Field Visits/ Project

1. Project Religious Tourism in Satara District
2. Study Visits to the Religious Places
3. Study of House Workers
4. Case study of Position of Women

References:

1. Kulkarni, A. R., (1969), Maharashtra in the Age of Shivaji, Deshmukh & Comp., Pune.
2. Mahajan, T. T., (1989), Industry Trade and Commerce during Peshwa Period, PointerPublisher, Jaipur.
3. Kadam V. S., (1993), Maratha Confederacy, Munshiram Manoharlal, New Delhi.
4. Chitnis, K. N., (1979), Socio-economic Aspects of Medieval India, R. K. Chitnis, Poona.
5. Ranade M. G., (1961), Rise of Maratha Power and other Essays, Bombay University of Bombay , Bombay.
6. Andre Wink, (1986) Land and Sovereignty in India : Agrarian Society and Politicsunder the Eighteenth Century Maratha Swaraja, Cambridge, New Delhi.

N-HIST-M6 : Making of 19th century Maharashtra

Course Outcomes:

1. Understanding of the creation of Maharashtra through the 'Sanyukt Maharashtra Movement.
2. The students will understand the historical background of Maharashtra.
3. The students should be able to understand the developments in educational, economical and other fields.

Unit I: Social and economic condition in early 19th Century (Teaching Hours- 15, Credit- 01)

- A) Castes, untouchability, slavery, position of women
- B) Agriculture, industries, trade and commerce
- C) Education

Unit II: British policy and administrative changes (Teaching Hours- 15, Credit- 01)

- A) New Land Tenure: Rayatwari System
- B) Introduction of Western legal system
- C) Beginnings of Western Education

Unit III: Social Reforms (Teaching Hours- 15, Credit- 01)

- A) Role of Christian Missionaries
- B) Emancipation of women
- C) Eradication of untouchability and abolition of caste distinctions
- D) Role of press

Unit IV: Economy (Teaching Hours- 15, Credit- 01)

- A) Agriculture- Commercialization, its impact; Deccan riots
- B) Growth of modern industries- cotton mill industry
- C) Rise of working class movement- impact of Factory Acts, role of Narayan Meghaji Lokhande

References:

1. Javadekar S. D., (1987), Adhunik Bharat, Pune.
2. Bhave V. K., (1976), Peshvekalin Maharashtra, ICHR, Delhi.
3. Choksy R. D., (1965), Economic Life in the Deccan, 1888-1896, Asia Publishing House, Bombay.
4. Ghugare Shivaprabha, (1983), Renaissance in Western India: Karmveer V. R. Shinde, Himalaya Publishing House, Bombay.
5. Phadake Y. D., (1985), Social Reformers of Maharashtra, Information Centre, New Delhi.

N-HIST-M7 : National Movement in India (1905-1947)

Course Outcomes:

1. Understanding of Indian Freedom Movement in depth.
2. Inculcation of nationalism among the students
3. Understanding of contribution of freedom fighters during the freedom movement

Unit No 1: Nationalism (15 hours)

1.1: Revolt of 1857- causes, course and consequences

1.2: Nationalism-Concept and Approaches

1.3: Nationalism in India: Causes and Growth

Unit No 2: Formation and early work of Indian National Congress (15 hours)

2.1: Foundation of Congress

2.2: Contribution of Moderates

2.3: Contribution of Extremists

Unit No 3: The Age of Gandhian Movements (15 hours)

3.1: Non-Co-operation Movement(1920)

3.2: Civil Disobedience Movement (1930)

3.3: Quit India Movement(1942)

Unit No 4: Independence of India and Partition (15 hours)

4.1:Subhash Chandra Bose and Indian National Army

4.2: Independence of India

4.3: Partition of India

Practical: Case Study/ Field Survey/ Field Visits/ Project

1. Project on Personalities in Freedom Struggle
2. Poster Presentation on Partition of India
3. Study visit to Places Related to Revolt of 1857 in Satara District
4. Case study of Freedom Fighters

References:

1. Bipin Chandra, (1971), Modern India, New Delhi,
2. Sen S. N., (1991), Modern India, Wiley Eastern Limited, Delhi.
3. Mishra B. B., (1958), The Administrative History of East India Company, 1774-1833 Oxford Press, New Delhi.
4. Mujumdar R. C., (1991), British Paramountcy & Indian Renaissance, Part I & II, Bharatiya Vidya Bhavan, Delhi.
5. Mukherjee, Sir William Jones, (1987), A Study in 18th Century British attitudes to India, Orient Longman, Bombay.
6. Roberts P. E., (1970), History of British India, 3rd edi., Oxford University Press, Delhi.
7. Banerjee A. C., (1978), Constitutional History of India Vol. - I, Macmillan Company, Bombay.
8. Forest G. W., (1974), India under Hastings, Inter India Pub, New Delhi.
9. Das M. N., (1964), India under Morley & Minto- George Allen & unwin, London.
10. Sumit Sarkar, (1996), Modern India 1885-1947, Macmillan, New Delhi.

N-HIST- M8 : Rise of Nationalism in India (1885-1905)

Course Outcomes: After successful completion of this course, the students will be able to:

CO 1: Know the contribution of the Moderates and Extremists

CO2 : Evaluate the work of the Moderates and the Extremists

Unit I: Early Nationalism (Teaching Hours- 15, Credit- 01)

- A) Moderates and Economic Nationalism
- B) Significance and Evaluation of Work of Moderates
- C) Hindu Revivalism

Unit II : The Extremists (Teaching Hours- 15, Credit- 01)

- A) Ideological Basis of Extremism
- B) Objectives and Programme
- C) Significance and Evaluation of Work

Select Readings:

- 1) Anil Seal, The Emergence of Indian Nationalism: Competition and Collaboration in the Later Nineteenth Century, Cambridge University Press, 1971.
- 2) Arvind Ganachari, Nationalism and Social Reform in a Colonial Situation, Kalpaz Publication New Delhi, 2005.
- 3) B.R.Nanda (ed), Gokhale: The Indian Moderates and the British Raj, Princeton University Press, New Jersey, 1977
- 4) Bimal Malhotra, Reform, Reaction and nationalism, in Western India, 1885- 1907. Himalaya Publishing House, 2000.
- 5) Bipin Chandra, The Rise and Growth of Economic Nationalism, in Western India: Economic Policies of the Indian National Leadership, 1880-1905. Peoples Publishing House, New Delhi, 1977.
- 6) Charles Heimsath, Indian Nationalism and Hindu social reform, Princeton University Press, 1964.
- 7) Daniel Argov, Moderates and Extremists in the Indian National Movement, 1833-1920, 1967.

N-HIST-E2 : Historical Monuments in the Deccan

Course Outcomes:

1. This paper Create awareness regarding the historical monuments in Deccan
2. The students should acquire knowledge about art and Architecture during Medieval Period
3. The students should familiar with temple architecture in the Deccan

Unit No 1: Paintings, Sculptures, and Monuments

1.1: Ajanta

1.2: Ellora

1.3: Daulatabad

Unit No 2: Bijapur-Goalkonda –Gingee Circuit

2.1: Monuments in Bijapura

2.2: Monuments in Goalkonda, Salarjung Museum

2.3: Fort Gingee

Unit No 3: Raigad, Janjira and Pune Circuit

2.1: Hill fort: Raigad

2.2: Sea fort: Janjira

2.3: Pune : Shanivarvada and Raja Dinkar Kelkar Museum

Unit No 4: Goa Circuit

4.1: Kadamba Temples

4.2: Old Goa: Churches

4.3: Archaeological Museum

Practical: Case Study/ Field Survey/ Field Visits/ Project

1. Study visit to Historical Monuments in Satara
2. Study of Temple architecture
3. Project on Fort
4. Study visit to Museum

References:

1. Annegiri, A.M., (1980), The Cave Temples of Badami, Bhavani Prakashan, dharwad.
2. Basavraja, K.R., (1984), History and Culture of Karnataka, Dharwad.
3. Cousens, Henry, (1931), Medieval Temples of the Deccan, Govt.of India, Central Publication Branch, Calcutta.
4. Cousens, (1926), Henry, The Architectural Antiquities of Western India, London.
5. Desai P. B., (1970), A History of Karnataka, Dharwad.
6. Dhavalikar, M.K., (1973), Ajanta : A Cultural Study, University of Poona.
7. Gopal B.R., (1996), The Rashtrakutas of Malkhed (Studies in their History and culture), Bangalore.
8. Ramesh, K.v., (1984), Chalulyas of vatapi, New Delhi.
9. Rao, A.V. Shankaranarayan, Temples of Karnataka, Vasan Publications, Bangalore.
10. Sastri, K.A.N., (2001), A History of South India from Prehistoric Times to the Fall of the Vijayanagara, Oxford, 1966.
11. Sewell Robert, (1982), A Forgotten Empire,Asian Educational Services, new Delhi.
12. Sheik Ali B(ed), (1972), Hoysala Dynasty, Mysore.
13. Yazdani, G., (1982), The Early History of Deccan Vol. I & II, London.

M. A. I, SEMESTER – II

N-HIST-FP: Field Project

Marks	: Dissertation / Project Report	: 80
	Internal Assessment (Viva Voce)	: 20
	Total Marks	: 100

Course outcomes: After successful completion of this Field Project, the students will be able to:

- To identify the research problems and formulate objectives.
- To choose appropriate methodology with proper tools and techniques.
- To analyze and interpret the data collected from different sources.
- To make decision or find out conclusions on the basis of data analysis.

Instructions for teachers and students while doing Field Project:

1. Selection of Field project should be related to the mandatory or elective courses in the concerned subject.
2. SEPARATE Field project should be FORMALLY ASSIGNED (in written form) by concerned teacher to every student. It should not be done in common.
3. Students are required to prepare the project report based on field work and studying the current trends in economics under the guidance of the project guide.
4. Submission of Field Project Report duly signed and certified by concerned teacher/guide is A PRE-REQUISITE FOR APPEARING TO VIVA-VOCE EXAMINATION.
5. TWO COPIES of Field Project Report in BOUND FORMAT should be submitted before Viva-Voce. One copy will be kept by department and the remaining will be returned to student.

Important Notes for Teachers:

1. Prepare an Appropriate Format of PERMISSION LETTER to be given to student to do the Field Project under the guidance of a concerned teacher.
2. Prepare an Appropriate Format for Writing the Field Report. Kindly see that the First Page and Certificate Page is common for all students. In the remaining part, try to maintain uniformity.

3. The format may be as follows:

Chapter I : Introduction and Research Methodology

Chapter II : Review of Literature / Theoretical Background / Conceptual

Framework Chapter III : Profile of the Organization / Area

Chapter IV : Analysis and Interpretation of the Data

Chapter V : Conclusion - It will include observations, findings, suggestions and conclusions

NATURE OF QUESTION PAPER AND SCHEME OF MARKING

A) FOR FOUR CREDITS: Total Marks: 80

M.A. (History) PART: I, SEMESTER: I / II EXAMINATION, _____

TITLE OF THE PAPER _____ PAPER NO. _____

Subject Code:

Day and date:

Total marks: 80

Duration:

Instructions: 1. All questions are compulsory.

2. All questions carry equal marks.

Q. No 1 A) Select the correct option (Ten) (1 Marks each)	10 marks
B) Answer in one sentence (Five) (2 Marks each)	10 marks
Q. No 2) Short notes (Any four out of six)	20 marks
Q. No 3) Short Answer (Any two out of four)	20 marks
Q. No 4) Descriptive Type Question	
A) Long answers (Any one out of two)	10 marks
B) Long answers (Any one out of two)	10 marks

CCE Exam Pattern:

Term Work- Assignment/ Seminar/ Open Book Test/ Presentation – 20 marks

Semester Exam for each paper – 80 marks

NATURE OF QUESTION PAPER AND SCHEME OF MARKING

A) FOR TWO CREDITS: Total Marks: 50

(For Rise of Nationalism in India 1858 – 1885 and Rise of Nationalism in India 1885 – 1905)

M.A. (History) PART: I, SEMESTER: I / II EXAMINATION, _____

TITLE OF THE PAPER _____ PAPER NO. _____

Subject Code:

Day and date:

Total marks: 40

Duration:

Instructions: 1. All questions are compulsory.

2. All questions carry equal marks.

Q. 1	Multiple Choice questions (TEN QUESTION)	10
Q. 2	Short notes answer type question [Any 2 out of 4]	10
Q.3	Short answer type question [Any 2 out of 4]	10
Q. 4	Write long answer on any ONE [Any 1 out of 2]	10
	CIE (Comprehensive Internal Evaluation)	10

Term Work- Assignment/ Seminar/ Open Book Test/ Presentation – 10 marks

Semester Exam for each paper – 40 marks