

Anekant Education Society's
Tuljaram Chaturchand College, Baramati
(Autonomous)

Four Year M.A. Degree Program in History
(Faculty of Social Sciences)

CBCS Syllabus

M.A. II (History) Semester -III

For Department of History
Tuljaram Chaturchand College, Baramati

Choice Based Credit System Syllabus (2019 Pattern)

To be implemented from Academic Year 2020-2021

**Anekant Education Society's
Tuljaram Chaturchand College of Arts,
Science and Commerce, Baramati
Department of History**

Autonomous

Course Structure For M.A.II HISTORY

Semester	Paper Code	Title of Paper	No. of Credits
III	HIS 5301	Ancient and Medieval Civilizations of the World	04
III	HIS 5302	Debates in Indian History	04
III	HIS 5303	Economic History of Modern India	04
III	HIS 5304	History of Maharashtra in the 19th Century	04

Tuljaram Chaturchand College
of Arts, Science and Commerce, Baramati

Affiliated to Savitribai Phule University, Pune

Department of History (M.A. Part II)

Semester III

No. Of lectures: 60

Core Paper. HIS 5301

Paper No. 1

Credits:4 Course Title : Ancient and Medieval Civilizations the World

Objectives

CO 1. Understand and articulate the key political, social, economic, religious, philosophical, literary, artistic, and technological aspects of various civilizations covered in the course.

CO 2. Compare and contrast the similarities and differences between different civilizations, highlighting their unique contributions to human history

CO 3. Analyze the evolution of political systems, societal structures, economic activities, religious beliefs, and cultural expressions over time.

CO 4. Develop critical thinking skills to evaluate the impact of historical events on the development of civilizations and draw connections between historical processes and contemporary issues.

CO 5. Cultivate cultural sensitivity and appreciation for the diversity of human experiences across different civilizations.

CO 6. Effectively communicate historical knowledge and insights through verbal and written means.

CO 7. Develop a chronological understanding of major ancient and medieval civilizations worldwide, emphasizing key events, developments, and transitions.

.Learning outcomes :

CO 1. Students should gain a thorough knowledge of major ancient and medieval civilizations, such as Mesopotamia, Egypt, Greece, Rome, China, India, the Islamic Caliphates, and medieval Europe.

CO 2. Develop a chronological understanding of the key events, developments, and transitions in each civilization, tracing the progression from ancient to medieval periods.

CO 3. Understand the cultural, social, religious, and economic dynamics within each civilization, including the roles of institutions, class structures, and belief systems.

CO 4. Examine the political structures and forms of governance in different civilizations, understanding the evolution of political systems over time.

CO 5. Explore the patterns of trade, commerce, and cultural exchange that occurred between civilizations, understanding their impact on economic development and cultural diffusion.

CO 6. Identify and analyze the technological and scientific achievements of various civilizations, recognizing their contributions to human progress.

CO 7. Develop skills in critically analyzing historical sources, evaluating differing interpretations, and understanding the challenges of studying ancient and medieval history.

Course content

Unit 1. Civilization: Concept and Meaning **04**

Unit 2. Ancient civilizations: Egypt, Mesopotamia, Persia, India, China **20**

2.1 Political Systems

2.2 Society and Economy

2.3 Religion and Philosophy

2.4 Literature, Art and Architecture, Science and technology

Unit 3. Classical Civilizations: Greece and Rome **12**

3.1 Political Systems

3.2 Society and Economy

3.3 Religion and Philosophy

3.4 Literature, Art and Architecture, Science and technology

Unit 4. Arabic Culture **06**

Unit 5. Medieval West **18**

5.1 Dark Ages

5.2 Feudal System

5.3 Church and State

5.4 Rise of the Nation-States: France and England

5.5 Medieval Economy – Revival of trade and its impact

5.6 Literature, Art and Architecture

Select reading

Bowle, John, *Man Through the Ages*, Weidenfeld and Nicolson, London, 1977. Brockhampton Dictionary of World History, Brockhampton Press, London 1994. Craig, A.M., Graham, W.A., Kagan, D., Ozment, S., and Turner, F.M., *The Heritage of World Civilization*, 2 vols., Macmillan, 1986

Cambridge Medieval History. (Macmillan, 1911) 8 Vols.

Hause, S. and Maltby, W., *The Essentials of Western Civilization*, Wadsworth, USA, 2001. Lucars, H.S., *A Short History of Civilization*

Miller, David, *The Black well Encyclopaedia of Political Thought*, Blackwell Reference, New York, 1987.

Modell, S., A History of the Western World, 2 vols., Prentice-Hall Inc., New Jersey, 1974 Pirenne, Jacques, The Tides of History: From the beginnings to Islam, George Allen and Union, Ltd., London, 1962 Vol. I.

Stavrianos, L.S., The Epic of Modern man, Prentice Hall, Englewood Cliffs, 1966. Swain, J.E., A History of World Civilization, The McGraw Hill Book Company Inc., 2nd ed., 1948, Eurasia Publishing House Pvt. Ltd., New Delhi (Indian Ed.), 1994 (7th Indian Reprint) Wallbank, T.W., Taylor, A.M., Balkin, N.M., Civilizations – Past and Present. Weech, W.N., History of the World 4

Choice Based Credit System Syllabus (2019 Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: M.A. II (Sem III)

Subject: History

Course: Ancient and Medieval Civilizations the World

Course Code: HIS 5301

Course Outcome	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	3	2	2	2	2	3	2
CO 2	3	3	2	2	2	3	2
CO 3	2	2	2	2	2	2	2
CO 4	2	2	2	2	2	2	2
CO 5	3	3	2	2	3	3	3
CO 6	2	2	2	3	3	2	2
CO 7	2	2	2	2	2	2	2

Justifications:

CO 1 - Thorough knowledge of ancient and medieval civilizations:

Aligns with PO 1 (Basic Narrative): Students gain a thorough knowledge of major civilizations, contributing to their understanding of historical events and chronology.

CO 2 - Chronological understanding of key events:

Aligns with PO 1 (Basic Narrative): Developing chronological understanding contributes to learning the basic narrative of historical events.

CO 3 - Understanding cultural, social, religious, and economic dynamics:

Aligns with PO 2 (Critical Ability): Analyzing dynamics within civilizations based on cultural, social, religious, and economic aspects develops critical abilities.

CO 4 - Examining political structures and forms of governance:

Aligns with PO 2 (Multi-causal Explanations): Examining political structures contributes to multi-causal explanations of major historical developments.

CO 5 - Exploring patterns of trade, commerce, and cultural exchange:

Aligns with PO 2 (Contextualized Analysis): Understanding patterns of trade and cultural exchange involves contextualized analysis of interrelated political, social, economic, cultural, and intellectual processes.

CO 6 - Identifying and analyzing technological and scientific achievements:

Aligns with PO 5 (Basic Research Skills): Identifying and analyzing technological and scientific achievements involve research skills.

CO 7 - Developing skills in critically analyzing historical sources:

Aligns with PO 3 (Evaluation of Historical Ideas): Developing skills in critically analyzing sources contributes to the evaluation of historical ideas, arguments, and points of view.

Department of History (M.A. Part II)

Semester III

No. Of Lectures 60

Core Paper HIS 5302

Paper No. 2

Credits: 4

Course Title: **Debates in Indian History**

Objectives:

CO 1. Encourage students to critically engage with historical debates, theories, and interpretations related to key aspects of Indian history.

CO 2. Enhance students' ability to analyze historical evidence, engage with diverse perspectives, and form informed opinions on contested historical topics.

CO 3. Provide a nuanced understanding of the complexities of Indian history by exploring and debating various historical debates.

CO 4. Develop students' research skills by encouraging them to delve into primary and secondary sources, contributing to a deeper understanding of the topics under consideration.

CO 5. Enhance students' ability to articulate their thoughts and arguments coherently, both in written and oral forms.

CO 6. Promote cultural sensitivity by exploring historical debates in a way that recognizes and respects the diversity of cultures, societies, and perspectives within India.

CO 7. Discuss ethical considerations in historical research and debates, fostering an understanding of the responsibility that comes with interpreting and presenting historical narratives.

Outcome –

CO 1. Understand and evaluate various Aryan migration theories, including their historical contexts and scholarly debates.

CO 2. Develop critical thinking skills by analyzing the Aryan Invasion Hypothesis, considering different perspectives and evidence.

CO 3. Analyze the emergence of Mahajanapadas and understand the socio-political conditions leading to state formation.

CO 4. Evaluate the diverse state structures in medieval India, including theocratic Sultanates, Mughal Patrimonial-Bureaucracy, and the segmentary nature of Chola and Vijayanagara states.

CO 5. Understand the political dynamics of the Marathas and their historical significance.

CO 6. Analyze the processes contributing to urbanization in Indian history, considering economic, social, and political factors.

CO 7. Develop a conceptual understanding of feudalism, examining its characteristics and relevance to Indian history.

Course content:
Unit 1 The Aryan Debate **08**

Unit 2 The State in Indian History : Debates and Theories **20**

2.1 Ancient State

i. Pre-State Formation – Mahajanapadas

ii. State formation – Mauryan State and Gupta Empire

iii. Decline of the Mauryan State

2.2 Medieval State

i. Sultanate – Theocratic

ii. Mughals – Theocratic, Patrimonial-Bureaucratic

iii. Chola and Vijayanagara – Segmentary

2.3. Marathas

Unit 3 Urbanisation and Urban Decay **08**

Unit 4 Feudalism **08**

4.1 Concept

4.2 ‘Feudalism Debate’

Unit 5 Orientalism **08**

5.1 Meaning

5.2 Contribution of Orientalist scholars

5.3 Critique of Orientalism

Unit 6 18th Century Debate **08**

Select Readings:

Sharma, R.S., Aspects of Ancient Indian Political Ideas and Institutions, Manohar, reprint, 1999.

Sharma, R. S., Indian Feudalism, Calcutta, 1965.

Sharma, R.S., Urban Decay in India, Munshiram Manoharlal, Delhi.

Thapar, R., Ancient Indian Social History: Some Interpretations, Orient Longman, reprint, 1996.

Thapar, R., Early India, Penguin, 2003.

Thapar Romila (ed.) The Aryan Debate, National Book Trust.

Marathi

Dole Na. Ya., Rajkeeya Vicharancha Itihas, Continental Prakashan, Pune, 1969 Jha, D.N., tr. G.B. Deglurkar, Mauryottar wa Guptakalin Rajasvapadhati, Diamond Publications, Pune, 2006.

Kosambi, D.D. tr. Vasant Tulpule, Puranakatha ani Vastavata, Lokavangmaya Gruha, Mumbai, 1977.

Sharma, R.S., tr. Ranade Pandharinath, Prachin Bharatatil Rajakiya Vichar ani Sanstha, Diamond Publications, Pune, 2006

Alam, M., and Subramanyam, S. (ed.), The Mughal State,

OUP, 2000. Alavi, Seema, The Eighteenth Century in

India, OUP, New Delhi, 2002. Aloysius, G. Nationalism

Without a Nation,

Habib, Irfan, *Essays in Indian History : Towards a Marxist Perspective*, Tulika, New Delhi, 1995.

Hilton, Rodney, etc., *The Transition from Feudalism to Capitalism*.

Gadgil D.R., *The Industrial Evolution of India in Recent Times: 1860-1939*, OUP, Dehli, Fifth edition, Fifth impression, 1982.

Kosambi, D.D., *Culture and Civilization of Ancient India in Historical Outline*, Vikas, 1981. Kosambi, D.D., *Myth and Reality*

Kulke, H. (ed.) *The State in India, 1000-1700*, OUP, 1998.

Marshall, P.J. (ed.) *The Eighteenth Century in India – Evolution or Revolution?*, OUP, 2002. Mukhia, H., *Perspectives on Medieval India*, Delhi, 1994.

Said, Edward, *Orientalism*, Penguin, 1978.

Shah, K.K. and Meherjyoti Sangle (ed.), *Historiography: Past and Present*, Rawat Publishers, Jaipur, 2005.

Choice Based Credit System Syllabus (2019 Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: M.A. II (Sem III)

Subject: History

Course: Debates in Indian History

Course Code: HIS 5302

Course Outcomes (COs)	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1: Understand and evaluate various Aryan migration theories, including their historical contexts and scholarly debates.	3	2	2	2	2	3	2
CO 2: Develop critical thinking skills by analyzing the Aryan Invasion Hypothesis, considering different perspectives and evidence.	3	3	2	2	2	3	2
CO 3: Analyze the emergence of Mahajanapadas and understand the socio-political conditions leading to state formation.	2	2	2	2	2	2	2
CO 4: Evaluate the diverse state structures in medieval India, including theocratic Sultanates, Mughal Patrimonial-Bureaucracy, and the segmentary nature of Chola and Vijayanagara states.	2	2	2	2	2	2	2
CO 5: Understand the political dynamics of the Marathas and their historical significance.	3	3	2	2	3	3	3
CO 6: Analyze the processes contributing to urbanization in Indian history, considering economic, social, and political factors.	2	2	2	3	3	2	2
CO 7: Develop a conceptual understanding of feudalism, examining its characteristics and relevance to Indian history.	2	2	2	2	2	2	2

Justifications:

This course outcome aligns with PO 1 as it involves learning the basic narrative of historical events, including Aryan migration theories. It also aligns with PO 2 as it requires critical thinking to evaluate different theories and debates in historical contexts.

This course outcome aligns with PO 1 by focusing on understanding historical events and personalities related to the Aryan Invasion Hypothesis. It also aligns with PO 2 by emphasizing critical thinking and analysis of different perspectives and evidence.

This course outcome aligns with PO 1 as it involves learning about the historical events and turning points, specifically the emergence of Mahajanapadas. It also aligns with PO 2 by requiring analysis of socio-political conditions for state formation.

This course outcome aligns with PO 1 as it involves understanding the historical events and state structures in medieval India. It also aligns with PO 2 by requiring evaluation and analysis of different state structures.

This course outcome aligns with PO 1 as it involves learning the basic narrative of historical events, focusing on the political dynamics of the Marathas. It also aligns with PO 2 by requiring critical understanding and analysis of their historical significance.

This course outcome aligns with PO 1 by involving the study of historical events, including urbanization processes. It also aligns with PO 2 by requiring analysis of economic, social, and political factors contributing to urbanization.

This course outcome aligns with PO 1 by involving the understanding of historical events and the concept of feudalism. It also aligns with PO 2 by requiring examination and analysis of its characteristics and relevance to Indian history.

Department of History (M.A. Part II)

Semester III

No.Of Lectures 60

Core Paper HIS 5303

Paper No. 3

Credits: 4

Course Title: Economic History of Modern India

Objectives

CO 1. Develop a comprehensive understanding of the economic history of modern India, focusing on key phases, policies, and economic transformations.

CO 2. Examine European economic interests in India, including the phases of mercantilism, free trade, and financial imperialism, and understand their impact on the Indian economy.

CO 3. Analyze different agrarian settlements, such as the Permanent Settlement, Ryotwari System, and Mahalwari System, and evaluate their effects on landownership, agriculture, and rural communities.

CO 4. Explore the process of de-industrialization and the subsequent development of modern industries in India, including textiles, mining, iron and steel, shipping, railways, and the associated labor issues.

CO 5. Examine internal and foreign trade patterns, considering their evolution, impact on regional economies, and connections to global economic systems.

CO 6. Investigate the fiscal systems implemented during the colonial period, focusing on taxation policies, revenue generation, and their implications for economic development.

CO 7. Develop critical thinking skills to assess the positive and negative consequences of various economic policies and developments on different segments of society.

Learning Outcomes

CO 1. Develop an understanding of the historical context of economic developments in modern India, including the impact of colonial rule, pre-independence economic structures, and the post-independence economic trajectory.

CO 2. Analyze the evolution of economic structures, institutions, and policies in modern India, including the impact of British colonial economic policies, post-independence planning, and economic liberalization.

CO 3. Explore the economic impact of British colonialism on India, including changes in agrarian systems, trade patterns, industrialization, and the emergence of a cash economy.

CO 4. Understand the process of industrialization and urbanization in modern India, examining key industries, technological advancements, and their implications for social and economic structures.

CO 5. Evaluate the economic policies and planning strategies adopted by post-independence governments, including the Five-Year Plans, economic reforms, and their impact on development.

CO 6. Examine India's economic relations with the global community, including trade patterns, economic alliances, and the impact of globalization on the Indian economy.

CO 7. Understand the evolution of financial systems and banking in modern India, including the role of the Reserve Bank of India and other financial institutions.

Course content

Unit 1 .European economic interests in India and colonial economy **12**

- 1.1 Merchantilist phase
- 1.2 Free trade phase
- 1.3 Financial imperialism phase

Unit 2. Agrarian settlements **12**

- 2.1 Permanent settlement
- 2. 2 Ryotwari system
- 2.3 Mahalwari system
- 2.4 Commercialization of agriculture and its effects

Unit 3. Industry **12**

- 3.1 De-industrialization
- 3.2 Development of modern industry :
Textile, Mining, Iron and Steel, Shipping
- 3.3 Railways
- 3.4 Labour Issues and Factory Acts 1894-1942

Unit 4. Trade : internal and foreign **08**

Unit 5. Fiscal System **08**

Unit 6. Banking **08**

Select Readings

English

- Bagchi, A.K., Private Investment in India, 1900-1939, Cambridge, 1972.
- Charlesworth, Neil, British Rule and the Indian Economy 1880-1914, London, 1983.
- Chandra Bipan, The Rise and Growth of Economic Nationalism in Indian : Economic Policies of Indian National Leadership,1880-1905, Peoples Publishing House, New Delhi, 1991
- Dharma Kumar (ed.), The Cambridge Economic History of India. Vol. II. (1750 to 1970), Cambridge, 1982.
- Gadgil D.R., The Industrial Evolution of India in Recent Times: 1860-1939, OUP, Dehli, Fifth edition, Fifth impression, 1982.
- Ray, Rajat K., Industrialization in India: Growth and Conflict in the Private Corporate Sector, 1914- 1947, Delhi, 1979.

Roy, Tirthankar, The Economic History of India :1857-1947,OUP,New Delhi,2002. Tomlinson, B.R., The Economy of Modern India, 1860-1970, Cambridge, 1993

Marathi

Bedekar D.K. (ed.), Char June Marathi Arthashastriya Granth (1843-1855),Gokhale Arthashastra Sanstha, Pune, 1969 8

Choice Based Credit System Syllabus (2019 Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: M.A. II (Sem III)

Subject: History

Course: Economic History of Modern India

Course Code: HIS 5303

Course Outcome	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1- Economic Developments in Modern India:	3	2	2	2	2	3	2
CO 2- Evolution of Economic Structures in Modern India:	3	3	2	2	2	3	2
CO 3 Economic Impact of British Colonialism:	2	2	2	2	2	2	2
CO 4 - Industrialization and Urbanization in Modern India:	2	2	2	2	2	2	2
CO 5 - Economic Policies and Planning in Post-Independence India:	3	3	2	2	3	3	3
CO 6- India's Economic Relations with the Global Community:	2	2	2	3	3	2	2
CO 7- Evolution of Financial Systems and Banking:	2	2	2	2	2	2	2

Justifications:

CO 1 - Economic Developments in Modern India:

Alignment with POs: The course outcome directly addresses PO 1 by developing an understanding of the historical context of economic developments in modern India. It also aligns with PO 6, emphasizing the use of appropriate methods and tools for generating historical knowledge.

CO 2 - Evolution of Economic Structures in Modern India:

Alignment with POs: CO 2 aligns with PO 1 by analyzing the evolution of economic structures in modern India. It also supports PO 2 by examining the impact of colonial rule and post-independence economic trajectories.

CO 3 - Economic Impact of British Colonialism:

Alignment with POs: CO 3 directly addresses PO 1 by exploring the economic impact of British colonialism on India. It also supports PO 5 by evaluating the economic policies during colonial rule.

CO 4 - Industrialization and Urbanization in Modern India:

Alignment with POs: CO 4 contributes to PO 1 by examining the process of industrialization and urbanization in modern India. It aligns with PO 2 by analyzing technological advancements and their implications.

CO 5 - Economic Policies and Planning in Post-Independence India:

Alignment with POs: CO 5 aligns with PO 1 by evaluating post-independence economic policies. It also supports PO 2 by examining the impact of Five-Year Plans and economic reforms.

CO 6 - India's Economic Relations with the Global Community:

Alignment with POs: CO 6 directly addresses PO 1 by examining India's economic relations with the global community. It also aligns with PO 2 by assessing the impact of globalization on the Indian economy.

CO 7 - Evolution of Financial Systems and Banking:

Alignment with POs: CO 7 supports PO 1 by understanding the evolution of financial systems and banking in modern India. It also aligns with PO 2 by exploring the role of institutions like the Reserve Bank of India.

Department of History (M.A. Part II)

Semester III

No.Of Lectures 60

Core Paper HIS 5304

Paper No. 4

Credits:4

Course Title: History of Maharashtra in the 19th Century

Objectives:

CO 1. Provide students with a comprehensive understanding of the historical background and context of Maharashtra in the 19th century.

CO 2. Analyze the administrative and ideological impacts of Western influences on Maharashtra during the 19th century.

CO 3. Explore the nature of the Renaissance in Maharashtra, including the contributions of intellectuals and the institutional impact of organizations like Paramahansa Mandali, Poona Sarvajanik Sabha, Prarthana Samaj, and Satya Shodhak Samaj.

CO 4. Investigate the rise and growth of national consciousness, focusing on the nature of nationalism in Maharashtra during the 19th century.

CO 5. Examine the Deccan Riots, the emergence of non-Brahman consciousness, the rise of the middle class, and the beginning of the working-class movement in Maharashtra.

CO 6. Analyze the economic transformation of Maharashtra, including the commercialization of agriculture, developments in trade and commerce, and the growth of industries.

CO 7. Draw connections between historical developments in 19th-century Maharashtra and contemporary socio-economic and cultural aspects.

Learning Outcomes

CO 1. Develop an understanding of the political dynamics in 19th-century Maharashtra, including the rule of the Marathas, the impact of British colonialism, and the emergence of princely states.

CO 2. Analyze the impact of British colonial rule on Maharashtra, including changes in administration, land revenue systems, and the role of local elites.

CO 3. Examine social and cultural changes during the 19th century, including caste dynamics, religious movements, and the impact of socio-religious reform movements.

CO 4. Explore economic changes and developments, such as the impact of British economic policies, the decline of traditional agrarian systems, and the emergence of new economic activities.

CO 5. Study various forms of resistance against British rule and socio-economic changes, including peasant uprisings, tribal movements, and early nationalist activities.

CO 6. Examine efforts towards educational reform and the establishment of educational institutions in Maharashtra during the 19th century.

CO 7. Investigate the development of political consciousness and early nationalist sentiments in Maharashtra, leading to the formation of political organizations and the demand for self-rule.

Unit 1 . Background of the 19th Century Maharashtra 04

Unit 2. Impact of the West 08

2.1 . Administrative Impact

2.2. Ideological Impact

Unit 3 . Renaissance in Maharashtra 16

3.1. Nature of Renaissance in Maharashtra

3.2. Contribution of Intellectuals

3.3. Institutional Impact

a. Paramahansa Mandali

b. Poona Sarvajanik Sabha

c. Prarthana Samaj

d. Satya Shodhak Samaj

Unit 4. Social stratification and caste-class consciousness 12

4.1 Deccan Riots

4.2 Non-Brahman consciousness

4.3 Rise of middle class and its hegemonic role

4.4 Beginning of working class movement

Unit 5. Rise and Growth of National consciousness - Nature of Nationalism in Maharashtra 06

Unit 6. Economic Transformation 14

6.1. Commercialisation of Agriculture

6.2. Trade and Commerce

6.3. Industrial Growth

Select Readings

Ballhatchet, Kenneth, Social Policy and Social Change in Western India: 1817-1830, Oxford University Press, London, 1961.

Kumar, Ravinder, Western India in the Nineteenth Century, Routledge and Kegan Paul, London, 1968.

Paranjpe, Shrikant, Dixit, Raja and Das, C.R. (ed.), Western India: History, Society and Culture, Itihas Shikshak Mahamandal, Maharashtra, Pune, 1997.

Stokes, Eric, English Utilitarians in India, Oxford University Press, New Delhi, 1989

Marathi

Bagade Umesh, Maharashtra teel Varga Jati Prabodhan, Lokvangmay Gruha. Dixit Raja, Itihas, Samajvichar ani Keshavsut, Lokavangmaya Gruha, Mumbai, 2nd edn., 2005.

Dixit Raja, Ekonisavya Shatakateel Maharashtra – Madhyamavargacha Uday, Diamond Publications, Pune. 2008

Pandit Nalini, Maharashtraeteel Rashtravadacha Vikas, Modern Book Depot Prakashan, Pune, 1972.

Phadke Y.D., Visavya Shatakateel Maharashtra, Vol. I., Saswad Ashram Vishvashta Mandal, Saswad, 1989.

Sardar G.B., Ranadepranit Samajika Sudharanechi Tatvamimamsa, Pune University, Pune, 1973.

Choice Based Credit System Syllabus (2019 Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: M.A. II (Sem III)

Subject: History

Course: History of Maharashtra in the 19th Century

Course Code: HIS 5304

Course Outcome	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1: Political Dynamics in 19th-century Maharashtra	3	2	2	2	2	3	2
CO 2: Impact of British Colonial Rule	3	3	2	2	2	3	2
CO 3: Social and Cultural Changes	2	2	2	2	2	2	2
CO 4: Economic Changes and Developments	2	2	2	2	2	2	2
CO 5: Forms of Resistance Against British Rule	3	3	2	2	3	3	3
CO 6: Educational Reform in Maharashtra	2	2	2	3	3	2	2
CO 7: Development of Political Consciousness	2	2	2	2	2	2	2

Justifications:

CO 1 - Political Dynamics in 19th-century Maharashtra:

PO 1: This directly aligns with PO 1 as it involves learning the basic narrative of historical events, chronology, and personalities in the context of 19th-century Maharashtra.

CO 2 - Impact of British Colonial Rule:

PO 2: Examining the impact of British colonial rule involves building critical ability through competing interpretations and multiple narratives of the past (PO 2).

CO 3 - Social and Cultural Changes:

PO 3: The examination of social and cultural changes involves evaluating historical ideas, arguments, and points of view, and presenting a summary of a topic in an organized fashion (PO 3).

CO 4 - Economic Changes and Developments:

PO 4: The exploration of economic changes and developments involves constructing original historical arguments based on source material (PO 4).

CO 5 - Forms of Resistance Against British Rule:

PO 5: Studying various forms of resistance against British rule aligns with acquiring basic historical research skills, including effective use of libraries, archives, and databases (PO 5).

CO 6 - Educational Reform in Maharashtra:

PO 6: Examining efforts towards educational reform aligns with selecting and applying appropriate methods, techniques, resources, and modern IT tools for the generation and dissemination of historical knowledge (PO 6).

CO 7 - Development of Political Consciousness:

PO 7: Investigating the development of political consciousness aligns with enabling students to understand the significance of the subject for various competitive examinations (PO 7).