

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 -IV

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
IV	HIS 5401	History of Modern India (1857-1971)	04
IV	HIS 5402	Intellectual History of the Modern West	04
IV	HIS 5403	World after World War II (1945-2000)	04
IV	HIS 5404	History of Maharashtra in the 20 th 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 IV

No. Of Lectures 60

Core Paper – HIS 5401

Paper No. 1

Credits:4

Course Title: History of Modern India (1857-1971)

Objectives

1. To examine the Indian Revolutionary Movement, both within India and in foreign countries, and its role in shaping the struggle for independence.
2. To analyze the various issues and movements in modern India, including a comprehensive survey of the National Movement, land issues, peasant movements, labor movements, tribal movements, Dalit movement, and women's issues up to 1920.
3. To explore the period of "Towards Freedom" from 1920 to 1947, with a specific focus on understanding the Gandhian Movement, the Indian National Army, and the significance of the Naval Mutiny of 1946.
4. To critically assess the attainment of independence, including the Transfer of Power and the complexities of merging princely states into an independent India.
5. To understand India's post-independence phase, including a detailed examination of the salient features of the Indian Constitution, economic development through mixed economy and Five Year Plans, and India's foreign policy initiatives such as the Non-aligned Movement, India-Pakistan relations (1947-1971), and the India-China War (1962).
6. To encourage critical thinking and historical analysis, allowing students to assess the impact of various movements, policies, and historical events on India's historical trajectory.
7. To foster an in-depth understanding of modern Indian history, encompassing the colonial period, the struggle for independence, and the complexities of post-independence nation-building.

Course Outcomes:

CO 1. Students will gain a comprehensive understanding of the Indian Revolutionary Movement and its pivotal role in India's struggle for independence, both domestically and on the global stage.

CO 2. They will develop a nuanced appreciation of the multifaceted issues and movements that characterized modern India up to 1920 and their social, political, and economic implications.

CO 3. The course will equip students with a deep understanding of the key events and personalities during the "Towards Freedom" period, enabling them to assess their contributions to India's quest for independence.

CO 4. Students will critically analyze the challenges and intricacies of achieving independence, including the processes of Transfer of Power and the integration of princely states.

CO 5. They will gain comprehensive insights into post-independence India, including the foundational principles of the Indian Constitution, economic development strategies, and India's evolving foreign policy.

CO 6. The course will enhance students' critical thinking and historical analysis skills, enabling them to evaluate the lasting impact of historical events and movements.

CO -7. Students will emerge with a holistic understanding of modern Indian history, encompassing the colonial legacy, the struggle for freedom, and the nation-building efforts in post-independence India, contributing to their historical knowledge and analytical abilities.

Course Structure:

Unit 1. Indian Revolutionary Movement	08
1.1. In India	
1.2. In foreign countries	
Unit 2. Issues and Movements in Modern India	16
2.1. National Movement: a brief survey	
2.2. Land issues and Peasant movements up to 1920	
2.3. Labour movements	
2.4. Tribal movements	
2.5. Dalit movement	
2.6. Women's issues	
Unit 3. Towards Freedom: 1920-1947	16
3.1. Gandhian Movement	
3.2. Indian National Army	
3.3 Naval Mutiny, 1946	

Unit 4. Attainment of Independence	08
4.1 Transfer of Power	
4.2 Merger of States	

Unit 5. India after Independence	12
5.1 Salient features of Indian Constitution	
5.2 Economic Development	
1. Mixed Economy	
2. Five Year Plans	
5.3 Foreign Policy	
1. Non-aligned Movement	
2. India-Pakistan Relations, 1947-1971	
3. India-China War, 1962.	

Select Readings

English

Chandra, Bipan, Essays on Contemporary India, Har-Anand Publications, New Delhi, 1993. Chandra, Bipan, Mukherjee, Mridula, Mukherjee, Aditya, Panikkar, K.N. and Mahajan, Sucheta, India's Struggle for Independence, Penguin Books (India) Ltd., 1990. Chandra, Bipan, Mukherjee, Mridula, and Mukherjee, Aditya, India After Independence. Penguin Books (India) Ltd., New Delhi, 2000.

Desai, A.R., Social Background of Indian Nationalism, Popular Prakashan, Bombay, 1984. Nanda, B.R. (ed.), Indian Foreign Policy: Nehru Years, New Delhi.

Sarkar, Sumit, Modern India: 1885-1947, Macmillan India Ltd., Madras, 1986. Tara Chand, History of Freedom Movement, Vol. I – IV, Publications Division, Ministry of Information and Broadcasting, Government of India, New Delhi, 1983.

Marathi

Javadekar, Acharya Sh.D., Aadhunik Bharat, Continental Prakashan, Pune, 1979. Kothekar, Shanta, Aadhunik Bharatacha Itihas (1947-2000), Shri Sainath Prakashan,

Choice Based Credit System Syllabus (2019 Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: M.A. II (Sem IV)

Subject: History

Course: History of Modern India (1857-1971)

Course Code HIS 5401

Course Outcomes	Programme Outcomes (POs)						
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	3	3	2	2	2	2	2
CO 2	2	3	3	3	2	3	2
CO 3	2	2	3	2	1	2	1
CO 4	1	2	2	3	2	2	2
CO 5	1	1	2	2	3	2	2
CO 6	3	2	2	2	2	3	2
CO 7	2	2	2	2	3	2	3

Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Justification:

- PO2 has a strong alignment with CO1, CO2, and CO3 as examining the Indian Revolutionary Movement, various issues, and movements directly relates to building critical abilities through understanding multiple narratives and historical developments.
- PO3 has a strong alignment with CO4 as it directly pertains to assessing the attainment of independence and the complexities of merging princely states.
- PO4 has a strong alignment with CO5, which is about understanding India's post-independence phase, including constitutional features and foreign policy initiatives.
- PO5 has a strong alignment with CO6 as it emphasizes critical thinking and historical analysis related to various movements, policies, and historical events.
- PO1 has a strong alignment with CO7 because fostering an in-depth understanding of modern Indian history aligns with enabling students to comprehend the subject's significance for competitive examinations.

Department of History (M.A. Part II)

Semester IV

No.Of Lectures 60

Core Paper HIS 5402

Paper No. 2

Credits:4

Course Title: Intellectual History of the Modern West

Objectives:

CO 1. Provide students with a comprehensive understanding of the intellectual history of the modern West.

CO 2. Analyze key movements, revolutions, and ideologies that have shaped Western thought.

CO 3. Foster critical thinking skills and the ability to connect historical developments to contemporary issues.

CO 4. Encourage independent research and the synthesis of information from various sources.

CO 5. Develop an appreciation for the complexities of intellectual evolution and its impact on society.

CO 6. Explore Charles Darwin's theory of evolution and its profound impact on scientific and cultural thought.

CO 7. Study the Copernican model and its revolutionary impact on the understanding of the cosmos.

Outcome –

CO 1. Develop a comprehensive understanding of key intellectual movements, including the Enlightenment, Romanticism, Modernism, and Postmodernism, and their impact on society.

CO 2. Examine major philosophical traditions and thinkers that have influenced modern thought, such as rationalism, empiricism, existentialism, and utilitarianism.

CO 3. Explore the impact of scientific revolutions on intellectual history, including the Copernican revolution, the Scientific Revolution, and the Darwinian revolution.

CO 4. Examine intellectual aspects of cultural and artistic movements, including the Renaissance, the Enlightenment, Romantic literature, and the avant-garde movements of the 20th century.

CO 5. Investigate the evolution of religious thought, the challenges posed by secularism, and the impact of religious reform movements on intellectual history.

CO 6. Explore major social theories, including the works of sociologists such as Marx, Durkheim, and Weber, and their contributions to understanding societal structures.

CO 7. Investigate the intellectual dimensions of scientific and technological innovations, including the impact of the Industrial Revolution, the Information Age, and biotechnological advancements.

Course content	
Unit 1.Renaissance	12
1.1 Background – Scholasticism	
1.2 Nature	
1.3 Contribution and Impact	
Unit 2. Reformation	12
2.1 Background	
2.2 Nature	
2.3 Impact	
Unit 3. Revolution in Scientific thinking and its impact	12
3.1 Copernican Revolution	
3.2 Galilean Revolution	
3.3 Newtonian Revolution	
Unit 4. Intellectual Revolution in 17th & 18th century	10
4.1 Nature and Impact	
4.2 The Enlightenment – meaning and nature	
Unit 5. Darwinism and its Impact	02
Unit 6.Major Concept and ideologies	12
6.1Democracy	
6.2 Nationalism	
6.3 Capitalism	
6.4 Imperialism	
6.5Liberalism	
6.6 Socialism	
6.7 Totalitarianism	
6.8 Existentialism	
Select Reading	
Anderson, P, Lineages of the Absolutist State	
Ashley (ed.), M., The Limits of Enlightened Despotism: A History of Europe (1648-1815), PrenticeHall, 1973.	
Barry, Peter, Beginning Theory: An introduction to literary and cultural theory, Manchester University Press, Manchester and New York, 1995.	
Craig, A.M., Graham, W.A., Kagan, D., Ozment, S., and Turner, F.M., The Heritage of World Civilization, 2 vols., Macmillan, 1986	
Hause, S. and Maltby, W., The Essentials of Western Civilization, Wadsworth, USA,2001. Modell, S., A History of the Western World, 2 vols., Prentice-Hall Inc., New Jersey, 1974 New, J.F., The Renaissance and the Reformation: A Short History, New York, 1969. Parry, J.H., The Age of Renaissance, London, 1963.	
Phukan, Meenaxi, Rise of the Modern West, Macmillan India Ltd., New Delhi, 1998 Russell, Bertrand, History of Western Philosophy, Routledge, London, 2000.	
Smith, A.G.R., Science and Society in the Sixteenth and Seventeenth Centuries, London, 1972.	
Smith, B.G., Changing Lives: Women in European History since 1700, Lexington, Mass., 1989.	

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)

Marathi

Dahake, Vasant Abaji, et.al (ed.) Marathi Vangmayeen Sandnya- Sankalpana Kosh, G.R Bhatkal Foundation, Mumbai, 2001.

Dole, N.Y., Rajakiya Vicharacha Itihas.

Kothekar, Shanta, Itihas: Tattva ani Vyavahar.

Malshe Milind and Joshi Ashok, Adhunik Sameeksha Siddhanta, Mouj Prakashan, Mumbai 2013. 21

Choice Based Credit System Syllabus (2019 Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: M.A. II (Sem IV)

Subject: History

Course: **Intellectual History of the Modern West**

Course Code HIS 5402

Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1: Develop a comprehensive understanding of key intellectual movements:	3	2	2	2	2	3	2
CO 2: Examine major philosophical traditions and thinkers:	3	3	2	2	2	3	2
CO 3: Explore the impact of scientific revolutions on intellectual history:	2	2	2	2	2	2	2
CO 4: Examine intellectual aspects of cultural and artistic movements:	2	2	2	2	2	2	2
CO 5: Investigate the evolution of religious thought:	3	3	2	2	3	3	3
CO 6: Explore major social theories:	2	2	2	3	3	2	2
CO 7: Investigate the intellectual dimensions of scientific and technological innovations:	2	2	2	2	2	2	2

Justifications:

CO 1: Develop a comprehensive understanding of key intellectual movements:

PO 1: The comprehensive understanding of intellectual movements, such as Enlightenment and Modernism, aligns with PO 1, which focuses on learning the basic narrative of historical events and key personalities.

PO 6: Examining the impact of intellectual movements and using modern IT tools for knowledge dissemination aligns with the ability to select and apply appropriate methods and techniques (PO 6).

CO 2: Examine major philosophical traditions and thinkers:

PO 2: The examination of major philosophical traditions aligns with PO 2, which emphasizes building critical ability through competing interpretations and multiple narratives of the past.

CO 3: Explore the impact of scientific revolutions on intellectual history:

PO 2: Understanding the impact of scientific revolutions aligns with PO 2, which encourages multi-causal explanations of major historical developments based on contextualized analysis.

CO 4: Examine intellectual aspects of cultural and artistic movements:

PO 4: The examination of intellectual aspects of cultural movements aligns with PO 4, which emphasizes constructing original historical arguments based on primary or secondary source material.

CO 5: Investigate the evolution of religious thought:

PO 3: Investigating the evolution of religious thought aligns with PO 3, which focuses on the evaluation of historical ideas, arguments, and points of view.

PO 5: The exploration of religious reform movements aligns with PO 5, which emphasizes acquiring basic historical research skills.

CO 6: Explore major social theories:

PO 6: Exploring major social theories aligns with PO 6, which emphasizes applying reasoning informed by contextual knowledge to assess the current state of society.

CO 7: Investigate the intellectual dimensions of scientific and technological innovations:

PO 7: Investigating the intellectual dimensions of scientific innovations aligns with PO 7, which focuses on enabling students to understand the significance of the subject for various competitive examinations.

Department of History (M.A. Part II)

Semester IV

No.Of Lectures 60

Core Paper HIS 5403

Paper No. 3

Credits:4

Course Title: World after World War II (1945-2000)

Course Objectives:

CO 1.To understand the origin and nature of the Cold War and its implications for global politics, with a focus on key events like the Berlin Crisis (1948), Korean War, and Cuban Crisis.

CO 2.To explore the dynamics of military alliances during the Cold War era, including NATO, CENTO, SEATO, ANZUS, and the Warsaw Pact.

CO 3.To analyze the principles and evolution of the Non-Aligned Movement and its role in shaping international relations during the Cold War.

CO 4.To examine developments in Southeast Asia, particularly the Vietnam War, and its significance in the context of the Cold War.

CO 5.To assess the transition towards a uni-polar world with the reunification of Germany and the disintegration of the USSR, along with the consequences of these events.

CO 6.To study the intricate dimensions of oil diplomacy, including its impact on Iran's modernization, Iraq's political development, and conflicts like the Kuwait-Iraq war.

CO 7.To analyze the phenomenon of globalization and its impact on international relations, with a focus on the European Union and BRIC countries (Brazil, Russia, India, China).

Course Outcomes:

CO 1.Students will develop a comprehensive understanding of the Cold War's historical context, including key events and their impact on global politics.

CO 2.They will gain insights into the complex system of military alliances that characterized the Cold War era and their role in maintaining global stability.

CO 3.The course will enable students to appreciate the principles and significance of the Non-Aligned Movement in international diplomacy.

CO 4.Students will critically assess the Vietnam War and its implications for Cold War politics in Southeast Asia.

CO 5.They will understand the transformative effects of the reunification of Germany and the disintegration of the USSR on the global power structure.

CO 6.The course will equip students with knowledge of oil diplomacy, including its role in shaping the political landscape of Iran, Iraq, and the Middle East.

CO 7 Students will analyze the phenomenon of globalization and its implications for international relations, including the roles of the European Union and BRIC countries in the evolving global order.

Course content:

Unit1. Cold War: Origin and Nature, Issues	20
1.1 Berlin Crisis (1948)	
1.2 Korean War	
1.3 Cuban Crisis	
1.4 Military Alliances: NATO, CENTO, SEATO, ANZUS, Warsaw Pact	
Unit 2. Non-Aligned movement	06
Unit 3. Developments in South-east Asia	06
3.1 Vietnam War	
Unit 4. Towards a Uni-polar World	20
4.1 Reunification of Germany	
4.2 Disintegration of the USSR and its consequences	
Unit 5 Globalisation and its Impact	08
5.1 European Union	
5.2 BRIC	

Select Readings

English

Buzan Barry and Richard Little, International Systems in World History, OUP, 2000. Cornwall R.D., World History in 20th Century, Longman, London, 1976. Halle, Cold War a History.

Knapp Wilfrid , A History of War and Peace, Oxford , 1967

Langsam W.C., The World Since 1919.

Nanda B.R. (ed.) , Indian Foreign Policy, Nehru Era.

Marathi

Kadam, Y.N., Adhunik Jaga 1945-2000, Kolhapur, 2001

Kulkarni, A.R., Adhunik Jagacha Itihas, 1987

Kothekar, Shanta, Amerikecha Itihas, Nagpur

Vaidya, Suman, Adhunik Jaga, Vols. 1 and 2, Nagpur, 1997

Vaidya, Suman, Russiacha Itihas, Nagpur, 1997

Choice Based Credit System Syllabus 2019 Pattern

Mapping of Program Outcomes with Course Outcomes

Class: M.A. II (Sem IV)

Subject: History

Course: World After World War II (1945-2000)

Course Code: HIS 5403

Course Outcomes	Programme Outcomes (POs)						
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	1	1	1	1	1	1	1
CO 2	3	2	1	1	1	2	2
CO 3	2	1	1	2	1	1	1
CO 4	1	1	1	1	1	1	1
CO 5	2	1	1	2	1	1	1
CO 6	2	2	2	2	1	3	2
CO 7	2	1	1	1	1	1	2

Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Justification:

- PO2 has a strong alignment with CO1 and CO2 because understanding the Cold War's origin, nature, and implications aligns directly with building critical abilities through interpreting key events and exploring military alliances.
- PO3 has a partial alignment with CO3 because analyzing the Non-Aligned Movement relates to evaluating historical ideas and arguments.
- PO4 has a weak alignment with CO4 since the course doesn't primarily focus on constructing original historical arguments.
- PO5 has a partial alignment with CO5 as studying the Cold War era's developments indirectly connects to acquiring basic research skills.
- PO6 has a strong alignment with CO6 because studying oil diplomacy and globalization aligns directly with selecting and applying modern IT tools and resources.
- PO7 has a moderate alignment with CO7 as understanding the impact of the Cold War on international relations partly relates to its significance for competitive examinations.

Department of History (M.A. Part II)

Semester IV

Lectures 60

Core Paper HIS 5404

Paper No. 4

Credits:4

Course Title: History of Maharashtra in the 20th Century

Objectives

CO 1. To provide students with a comprehensive understanding of the historical developments in Maharashtra during the 20th century.

CO 2. To explore the key political, social, and cultural movements that shaped the state's history.

CO 3. To examine the economic changes and industrialization processes that took place in Maharashtra.

CO 4. To analyze the linguistic reorganization of states and the formation of Maharashtra in 1960.

CO 5. To discuss how historical events continue to impact the present socio-political and economic scenario in Maharashtra.

CO 6. Explore the historical processes and factors that led to the industrialization of Maharashtra, particularly in regions like Mumbai and Pune.

CO 7. Understand how these factors influenced each other and contributed to the overall development and modernization of the state.

Outcome –

CO 1. Students should be able to understand the historical context of Maharashtra in the 20th century, including its socio-economic, political, and cultural aspects.

CO 2. Analyze the socio-economic changes that occurred in Maharashtra during the 20th century, including the impact of industrialization, urbanization, and agrarian reforms.

CO 3. Trace the political evolution of Maharashtra from the pre-independence era to post-independence, including the state's participation in the Indian independence movement.

CO 4. Explore the cultural and social dynamics of Maharashtra in the 20th century, including the role of literature, art, and social movements.

CO 5. Understand the impact of caste, religion, and gender on society.

CO 6. Relate historical developments to contemporary issues and challenges faced by Maharashtra.

CO 7. Develop the ability to form well-reasoned arguments based on historical evidence.

Course content

Unit 1. Nature of Freedom Movement in 20th Century Maharashtra 08

Unit 2. Social Reform Movement 12

2.1 Non- Brahmin Movement

2.2 Dalit Movement

Unit 3 Industrial and Economic development of Maharashtra 12

3.1 Industrialization and Urbanization

3.2 Cotton and Sugar Industry

3.3 Co-operative Movement

Unit 4. Movements 12

4.1 Peasants Movements

4.2 Workers Movements

4.3 Tribal Movement

Unit 5 Integration and Reorganization 12

5.1 Hyderabad Mukti Sangram

5.2 Sanyukta Maharashtra Movement

Unit 6. Towards emancipation of Women 04

Beginnings of Feminist Movement

Select Readings

English

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

Lederle, Matthew, Philosophical Trends in Modern Maharashtra, Popular Prakashan, Bombay, 1976.

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

Marathi

Bhagwat Vidyut, Stree Prashnachi Vatchal

Dixit Raja, Itihas, Samajvichar ani Keshavsut, Lokavangmaya Gruha, Mumbai, 2nd edn., 2005. (in Marathi)

Javdekar, S. D. Adhunik Bharat

Phadke Y.D., Visavya Shatakateel Maharashtra, Vol. I to VIII., Saswad Ashram Vishvasta Mandal, Saswad, 1989. (in Marathi)

Satyanarayana, K. and Susie Tharu, The Exercise of Freedom,

Navayana, 2013. Talwalkar Govind, Sattantar, Vol. I to III

Vohra Rajendra (Ed.), Adhunikta Ani Parampara, Dr. Ya. Di. Phadke Felicitation Volume, Pune.

Zealliot, Elenor, Ambedkar's World, Navayana Publications, 2013.

Choice Based Credit System Syllabus 2019 Pattern

Mapping of Program Outcomes with Course Outcomes

Class: M.A. II (Sem IV)

Subject: History

Course: History of Maharashtra in the 20th Century

Course Code: HIS 5403

Course Outcome	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1: Historical Context of Maharashtra in the 20th Century	3	2	2	2	2	3	2
CO 2: Socio-Economic Changes in Maharashtra	3	3	2	2	2	3	2
CO 3: Political Evolution of Maharashtra	2	2	2	2	2	2	2
CO 4: Cultural and Social Dynamics of Maharashtra	2	2	2	2	2	2	2
CO 5: Impact of Caste, Religion, and Gender	3	3	2	2	3	3	3
CO 6: Relating Historical Developments to Contemporary Issues	2	2	2	3	3	2	2
CO 7: Ability to Form Well-Reasoned Arguments	2	2	2	2	2	2	2

Justifications:

CO 1: The course outcome aligns with PO 1 as it focuses on understanding the historical context of Maharashtra. It also aligns with PO 6, as relating historical developments to contemporary issues requires a strong understanding of historical context.

CO 2: This outcome aligns with PO 1 by analyzing the socio-economic changes in Maharashtra's history. It also aligns with PO 6 as it involves understanding contemporary challenges resulting from historical changes.

CO 3: The political evolution of Maharashtra aligns with PO 1 and PO 6, as understanding political developments requires knowledge of historical context and their impact on contemporary issues.

CO 4: Exploring cultural and social dynamics aligns with PO 1 and PO 6. It also contributes to understanding the multifaceted aspects of historical events.

CO 5: Understanding the impact of caste, religion, and gender aligns with PO 1 and PO 6, emphasizing the socio-cultural aspects of history.

CO 6: Relating historical developments to contemporary issues aligns with PO 1, PO 2, and PO 6. It requires an understanding of historical context, socio-economic changes, and their implications for the present.

CO 7: Developing the ability to form well-reasoned arguments aligns with PO 4, as constructing original historical arguments based on evidence is a key aspect of the course outcome.