

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 (2022 Pattern)

To be implemented from Academic Year 2022-2023

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

Course Structure For M.A.HISTORY

Semester	Paper Code	Title of Paper	No. of Credits
IV	PAHS 241	Modern Maharashtra : A History of Ideas (1818-1960)	04
	PAHS 242	Debates in Indian Historiography	04
	PAHS 243	World after World War II (1945-2000)	04
	PAHS 244	History of Modern India (1857-1971)	04
	SEC 1	South Indian Art and Architecture (From 4 th Century A.D. to 12 th Century A.D.)	02
	SEC 2	Archaeology	02

Anekant Education Society's
Tuljaram Chaturchand College, Baramati.

Autonomous

History

SYLLABUS (CBCS as per 2022) FOR M.A.

Semester : IV

No. of Lectures : 60

Core Paper : PAHS 241

Paper No : 13

Credits : 04

Course Title : Modern Maharashtra : A History of Ideas (1818-1960)

Course Objectives:

1. To conduct a critical reappraisal of various religions, including the examination of missionary activities and the reformist critiques of Hinduism, Islam, Jainism, and the Parsee religion.
2. To explore the social thought of prominent reformers, including critiques of the caste system by figures such as MuktaSalave, JyotiraoPhule, ShahuMaharaj, V. R. Shinde, V.D. Savarkar, and B. R. Ambedkar.
3. To analyze critiques of patriarchy in Indian society through the works and perspectives of figures like TarabaiShinde, JyotiraoPhule, Rukhmabai, and B.R. Ambedkar.
4. To examine critiques of religious conversion, including the ideas presented by ShripatiSheshadri, PanditaRamabai, and the mass conversion to Buddhism in 1956.
5. To study the economic thought of Indian thinkers, including their perspectives on economic nationalism, as reflected in works like the Char June ArthashastreeyaGranthand the ideas of Lokhitwadi, Nowroji, Ranade, and Tilak.
6. To understand the cultural thought in India, including both cultural nationalism

represented by figures like Chiplunkar, Chapekar, Jinnah, Tilak, Golvalkar, and Savarkar, and alternative cultural thoughts from figures like MukundraoPatil, GanpatiMaharajAjaat, and PrabodhankarThakre.

7. To explore political thought in India, focusing on reformist legislation, nationalism, electoral politics, politics of representation, and politics related to linguistic and cultural identity.

Course Outcomes:

CO 1. Students will critically assess various religions and their impact on Indian society, including missionary activities and reformist critiques, fostering a deeper understanding of religious dynamics.

CO 2. They will gain insights into the critiques of the caste system and patriarchy in Indian society through the perspectives of prominent reformers, enhancing their awareness of social issues.

CO 3. The course will provide an understanding of the historical context and significance of religious conversion debates and movements in India.

CO 4. Students will appreciate the economic thought of Indian thinkers and their contributions to economic nationalism and development.

CO 5. They will gain insights into cultural thought in India, including cultural nationalism and alternative perspectives, as well as their influence on literature, popular culture, and knowledge-making processes.

CO 6. The course will enable students to analyze the impact of reformist legislation, nationalism, electoral politics, and issues related to representation and identity in Indian political thought.

CO 7. Students will develop critical thinking skills and a comprehensive understanding of the diverse perspectives and reform movements that have shaped Indian social, economic, cultural, and political thought.

Course Content

Unit I . Critical Reappraisal of Religions

08

1.1) Missionary

1.2) Prarthana Samaj, Satyashodhak Samaj, Arya Samaj

1.3) Reformist Critiques of Hinduism, Islam, Jain and the Parsee Religion.

Unit II.Social Thought

10

2.1) Caste Critiques of Mukta Salave, Jyotirao Phule, Shahu Maharaj, V. R. Shinde, V.D. Savarkar, B. R. Ambedkar.

2.2) Critiques of Patriarchy – Tarabai Shinde, Jyotirao Phule, Rukhmabai, B.R.Ambedkar

2.3) Critiques of conversion – ShripatiSheshadri, Pandita Ramabai and Mass Conversion to Buddhism 1956.

Unit III.Economic Thought

12

3.1) Char June Arthashastreeya Granth

3.2) Lokhitwadi, Nowroji, Ranade, Tilak and Economic Nationalism

3.3) Satyashodhak Thought, Gandhian Thought, Industrialists' Plans

3.4) PanjabraoDeshmukh, B. R. Ambedkar and Nehruvian Concepts of economic progress

Unit IV.Cultural Thought

14

4.1) Cultural Nationalism- Chiplunkar, Chapekar, Jinnah, Tilak, Golvalkar, Savarkar.

4.2) Alternative Cultural Thoughts-MukundraoPatil, GanpatiMaharajAjaat, Prabodhankar Thakre.

4.3) Critical Ideas in Literature and Popular Culture- SatyashodhakiJalse, Marathi Farces and Plays,Tamasha, Rashtreeya Kirtan, and Mele, Film Industry, Literature.

4.4) Rationality and knowledge Making- Agarkar to Karve, Deccan College to BARC

Unit V.Political Thought

16

5.1) Reformist Legislation- Education, Press, women, caste.

5.2)Nationalism, Electoral Politics

5.3) Politics of representation, Separate Electorates

5.4) Politics of Linguistic and Cultural Identity

Select Readings

1. Ballhatchet, Kenneth, Social Policy and Social Change in Western India: 1817-1830, Oxford University Press, London, 1961.
2. Kumar, Ravinder, Western India in the Nineteenth Century, Routledge and Kegan Paul, London, 1968.
3. Lederle, Matthew, Philosophical Trends in Modern Maharashtra, Popular Prakashan, Bombay, 1976. Phadke
4. Paranjpe, Shrikant, Dixit, Raja and Das, C.R. (ed.), Western India: History, Society and Culture, ItihasShikshakMahamandal, Maharashtra, Pune, 1997.
5. Satyanarayana, K. and Susie Tharu, The Exercise of Freedom, Navayana, 2013. 6. Stokes, Eric, English Utilitarians in India, Oxford University Press, New Delhi, 1989 7. Zealliot, Elenor, Ambedkar's World, Navayana Publications, 2013.

Marathi

1. BagadeUmesh, MaharashtraateelVargaJatiPrabodhan, LokvangmayGruha. 2. BhagwatVidyut, StreePrashnachiVatchal
3. Dixit Raja, EkonisavyaShatakateel Maharashtra – Madhyamavargacha Uday, Diamond Publications, Pune. 2008
4. Dixit Raja, Itihas, SamajvicharaniKeshavsut, LokavangmayaGruha, Mumbai, 2nd edn., 2005.
5. PanditNalini, MaharashtraateelRashtravadachaVikas, Modern Book Depot Prakashan, Pune, 1972.
6. Phadke Y.D., VisavyaShatakateel Maharashtra, Vol. I., Saswad Ashram VishvashtaMandal, Saswad, 1989.
7. Sardar G.B., RanadePranitSamajikaSudharanechiTatvamimamsa, Pune University, Pune, 1973.
8. TalwalkarGovind, Sattantar, Vol. I to III Vohra Rajendra (Ed.), AdhuniktaAniParampara, Dr. Ya. Di. Phadke Felicitation Volume, Pune.
9. More D.A. Adhunik Maharashtrachya Parivartanacha Itihas, K.S. Publications Aurangabad.
10. More D.A. Sudharakacha Sudharak Kratiba Phule, naglanda Prakashan, Islampur.

Choice Based Credit System Syllabus

(As Per 2022 Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: M.A. II (Sem IV)

Subject: History

Course: Modern Maharashtra: A History of Ideas (1818-1960)

Course Code: PAHS 241

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

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

Justification for the mapping

- PO2 has a strong alignment with CO2, emphasizing the critical ability through competing interpretations.
- PO1 has a strong alignment with CO1 as it directly relates to learning the basic narrative of historical events.
- PO6 has a strong alignment with CO6 as it focuses on using modern IT tools for the generation and dissemination of historical knowledge.
- PO4 has a strong alignment with CO4 as it involves constructing original historical arguments based on primary or secondary source material.
- PO5 has a strong alignment with CO5, which relates to acquiring basic historical research skills.
- PO7 has a moderate alignment with CO7 as it enables understanding the significance of the subject for competitive examinations.
- PO3 has a moderate alignment with CO3 as it emphasizes evaluation of historical ideas and arguments.

SYLLABUS (CBCS as per 2022) FOR M.A.

Semester : IV

No.of Lectures : 60

Core Paper : PAHS 242

Paper No :14

Credits : 04

Course Title : Debates in Indian Historiography

Course Objectives:

1. To critically evaluate the impact of Orientalism and epistemic violence on Indian historiography and its consequences for the study of Indian history.
2. To analyze the responses of Indian nationalists to colonial historiography, examining how they contributed to the development of indigenous historical perspectives.
3. To understand Marxist interpretations of Indian history and their influence on the analysis of class struggle, economic structures, and social dynamics in India.
4. To explore Subaltern interpretations and their focus on marginalized voices, resistance movements, and the role of gender, caste, and community in shaping Indian history.
5. To examine the naming debate surrounding the Harappa Civilization and its implications for the understanding of this ancient civilization's identity and history.
6. To critically assess the debates concerning the presence or absence of the Vedic horse in the Harappa Civilization and their implications for our understanding of Vedic culture and its historical context.
7. To analyze the debates surrounding the decline of the Harappa Civilization and the various theories proposed to explain its eventual decline and disappearance.

Course Outcomes:

CO 1. Students will develop a deep understanding of the impact of Orientalism and epistemic violence on the study of Indian history, enabling them to critically evaluate historical narratives.

CO 2. They will gain insights into the responses of Indian nationalists to colonial historiography and their contributions to shaping indigenous historical perspectives.

CO 3. The course will equip students with a comprehensive knowledge of Marxist interpretations of Indian history and their influence on the analysis of socioeconomic structures.

CO 4. Students will appreciate the importance of Subaltern interpretations in highlighting marginalized voices and social dynamics often overlooked in mainstream historical narratives.

CO 5. They will be able to engage in informed discussions about the naming debate of the Harappa Civilization and its significance for archaeological and historical research.

CO 6. Students will critically evaluate the Vedic horse debate and its implications for understanding the Vedic culture's historical context.

CO 7. The course will enable students to assess the various theories proposed to explain the decline of the Harappa Civilization, fostering a nuanced understanding of this ancient civilization's history.

Unit I .Why study Debates in Indian Historiography? 12

1.1) Orientalism and epistemic violence

1.2) Nationalist Response to Colonial Historiography

1.3) Marxist and Subaltern Interpretations

Unit II .Harappa Civilization 08

2.1) Naming Debate – Indus, Harappa or Sindhu-Saraswati?

2.2) Debate about the Vedic Horse in Harappa

2.3) Debate about the decline

Unit III.The Aryan Debate 12

3.1) Aryan Invasion or Migration?

3.2) Out of India Thesis

3.3) Aryan Race Fallacy

Unit IV.Debate on Patriarchy 08

4.1) Uma Chakravarti,

4.2) Kumkum Sangari

Unit V.Urban Decay and Feudalism Debate

12

5.1) Urban Decay or Urban Shift?

5.2) Was there Feudalism in Indian History?

5.3) How Feudal was Indian Feudalism?

Unit VI.Debates about the Indian National Movement

08

6.1) Tara Chand and R.C. Mujumdar

6.2) Bipan Chandra and Sumit Sarkar

Select Readings:

English

1. Alam, M., and Subramanyam, S. (ed.), The Mughal State, OUP, 2000.
2. Alavi, Seema, The Eighteenth Century in India, OUP, New Delhi, 2002.
3. Aloysius, G. Nationalism Without a Nation,
4. Habib, Irfan, Essays in Indian History : Towards a Marxist Perspective, Tulika, New Delhi, 1995.
5. Hilton, Rodney, etc., The Transition from Feudalism to Capitalism.
6. Gadgil D.R., The Industrial Evolution of India in Recent Times: 1860-1939, OUP, Dehli, Fifth edition, Fifth impression, 1982.
7. Kosambi, D.D., Culture and Civilization of Ancient India in Historical Outline, Vikas, 1981.
8. Kosambi, D.D., Myth and Reality
9. Kulke, H. (ed.) The State in India, 1000-1700, OUP, 1998.
10. Marshall, P.J. (ed.) The Eighteenth Century in India – Evolution or Revolution?, OUP, 2002.
11. Mukhia, H., Perspectives on Medieval India, Delhi, 1994.
12. Said, Edward, *Orientalism*, Penguin, 1978.
13. Shah, K.K. and MeherjyotiSangle (ed.), Historiography: Past and Present, Rawat Publishers, Jaipur,2005.
14. Sharma, R.S., Aspects of Ancient Indian Political Ideas and Institutions, Manohar, reprint, 1999. Sharma, R. S., Indian Feudalism, Calcutta, 1965.

15. Sharma, R.S., Urban Decay in India, MunshiramManoharlal, Delhi.
16. Thapar, R., Ancient Indian Social History: Some Interpretations, Orient Longman, reprint, 1996. Thapar, R., Early India, Penguin, 2003.
17. Thapar Romila (ed.) The Aryan Debate, National Book Trust.

Marathi

1. Dole Na. Ya., *RajkeeyaVicharanchaItihas*, Continental Prakashan, Pune, 1969
2. Jha, D.N., tr. G.B. Deglurkar, *Mauryottarwa Guptakalin Rajasvapadhati*, Diamond Publications, Pune, 2006.
3. Kosambi, D.D. tr. VasantTulpule, *Puranakatha ani Vastavata*, LokavangmayaGruha, Mumbai, 1977.
4. More D.A. Ved kalin Aarya Sanskruti aani Stridasayatavachi Mimasa, k.s. Prakashan, Aurangabad

Choice Based Credit System Syllabus

(As Per 2022 Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: M.A. II (Sem IV)

Subject: History

Course: Debates In Indian Historiography

Course Code: PAHS 242

Course Outcomes	Programme Outcomes (POs)						
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	2	2	1	1	1	2	1
CO 2	2	3	1	2	1	1	1
CO 3	1	1	3	1	1	1	1
CO 4	1	2	1	3	1	1	1
CO 5	1	1	1	1	3	1	1
CO 6	2	1	1	1	1	3	1
CO 7	1	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 CO2 because building critical ability through competing interpretations directly corresponds to the analysis of different historical perspectives.
- PO1 has a moderate alignment with CO1, focusing on learning the basic narrative of historical events, which indirectly relates to critically evaluating historiographical debates.
- PO3 has a strong alignment with CO3 since evaluating historical ideas and arguments directly relates to critically appraising Orientalism and colonial historiography.
- PO4 has a moderate alignment with CO4, as constructing original historical arguments aligns with understanding the impact of Marxist interpretations.
- PO5 has a strong alignment with CO5, reflecting the emphasis on acquiring basic research skills and examining Subaltern interpretations.
- PO6 has a moderate alignment with CO6, indicating that selecting and applying modern IT tools is partially related to various debates in Indian history.
- PO7 has a moderate alignment with CO7 as understanding the subject's significance for competitive examinations indirectly connects with analyzing debates on Indian history.

SYLLABUS (CBCS as per 2022) FOR M.A.

Semester : IV

No.of Lectures : 60

Core Paper : PAHS 243

Paper No :15

Credits : 04

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

Course Objectives:

- 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.
- 2.**To explore the dynamics of military alliances during the Cold War era, including NATO, CENTO, SEATO, ANZUS, and the Warsaw Pact.
- 3.**To analyze the principles and evolution of the Non-Aligned Movement and its role in shaping international relations during the Cold War.
- 4.**To examine developments in Southeast Asia, particularly the Vietnam War, and its significance in the context of the Cold War.
- 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.
- 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.
- 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 5They will understand the transformative effects of the reunification of Germany and the disintegration of the USSR on the global power structure.

CO 6The 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 7Students 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:

Unit I. Cold War: Origin and Nature, Issues	20
1.1) Berlin Crisis (1948)	
1.2) 1.2 Korean War	
1.3)Cuban Crisis	
1.4)Military Alliances: NATO, CENTO, SEATO, ANZUS, Warsaw Pact	
Unit II. Non-Aligned movement	08
Unit III. Developments in South-east Asia	04
3.1 Vietnam War	
Unit IV.Towards a Uni-polar World	06
4.1) Reunification of Germany	
4.2) Disintegration of the USSR and its consequences	
Unit V.Oil Diplomacy	14
5.1) Iran – Reza shah Pahlavi and Modernization of Iran, Iran and Second World War, Iran and Oil Diplomacy.	
5.2) Political development in Iraq, Rise of Rashid Ali, 1958 Revolution, Iraq – Iran Conflict.	
5.3) Kuwait – Iraq war and its Impact.	
Unit VI. Globalisation and its Impact	08
6.1) European Union	
6.2) BRIC	

Select Readings

English

1. Buzan Barry and Richard Little, International Systems in World History, OUP, 2000.
2. Cornwall R.D., World History in 20th Century, Longman, London, 1976. Halle, Cold War aHistory.
3. Knapp Wilfrid , A History of War and Peace, Oxford , 1967Langsam W.C., The World Since 1919.
4. Nanda B.R. (ed.) , Indian Foreign Policy, Nehru Era.

Marathi

1. Kadam, Y.N., Adhunik Jaga 1945-2000, Kolhapur, 2001
2. Kulkarni, A.R., Adhunik Jagacha Itihas, 1987
3. Kothekar, Shanta, Amerikecha Itihas, Nagpur
4. Vaidya, Suman, Adhunik Jaga, Vols. 1 and 2, Nagpur, 1997 Vaidya, Suman, Russiacha Itihas, Nagpur, 1997

Choice Based Credit System Syllabus

(As Per 2022 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: PAHS 243

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.

SYLLABUS (CBCS as per 2022) FOR M.A.

Semester : IV

No.of Lectures : 60

Core Paper : PAHS 244

Paper No :16

Credits : 04

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

Course 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.

Unit I. Indian Revolutionary Movement	08
1.1) In India	
1.2) In foreign countries	
Unit II. Issues and Movements in Modern India	16
2.1) National Movement: a brief survey	
2.2) Land issues and Peasant movements upto1920	
2.3) Labour movements	
2.4) Tribal movements	
2.5) Dalit movement	
2.6) Women's issues	
Unit III. Towards Freedom:1920-1947	16
3.1) Gandhian Movement	
3.2) Indian National Army	
3.3) Naval Mutiny,1946	
Unit IV. Attainment of Independence	08
4.1)Transfer of Power	
4.2)Merger of States	
Unit V. India after Independence	12
5.1) Salient features of Indian Constitution	
5.2) Economic Development	
1. Mixed Economy	
2. Five YearPlans	
5.3) Foreign Policy	
5.4) Non-alignedMovement	
5.5) India-Pakistan Relations,1947-1971	
5.6) India-ChinaWar,1962.	

Select Readings

English

Chandra, Bipan, *Essays on Contemporary India*, Har-Anand Publications, New Delhi, 1993. Chandra,

1. Bipan, Mukherjee, Mridula, Mukherjee, Aditya, Panikkar, K.N. and Mahajan, Sucheta, *India's Struggle for Independence*, Penguin Books (India) Ltd., 1990.

2. Chandra, Bipan, Mukherjee, Mridula, and Mukherjee, Aditya, *India After Independence*. Penguin in Books (India) Ltd., New Delhi, 2000.

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

4. Sarkar, Sumit, *Modern India: 1885-1947*, Macmillan India Ltd., Madras, 1986.

5. Tara Chand, *History of Freedom Movement, Vol. I-IV*, Publications Division, Ministry of Information and Broadcasting, Government of India, New Delhi, 1983.

Marathi

1. Javadekar, Acharya Sh.D., *Aadhunik Bharat*, Continental Prakashan, Pune, 1979

2. Kothekar, Shanta, *Aadhunik Bharatacha Itihas (1947-2000)*, Shri Sainath Prakashan,

Choice Based Credit System Syllabus

(As Per 2022 Pattern)

Mapping of Programme Outcomes with Course Outcomes

Class: M.A. II (Sem IV)

Subject: History

Course: History of Modern India (1857-1971)

Course Code: PAHS 244

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.

SYLLABUS (CBCS as per 2022) FOR M.A.

Semester : IV

No.of Lectures : 30

Paper : SDC 2

Credits : 02

Course Title : South Indian Art and Architecture (From 4th Century A.D. to 12th Century A.D.)

Unit I. Introduction to Panting	10
1.1)AjantaPainting.	
1.2) LepakshiPainting.	
Unit II . Introduction to Sculpture	10
.2.1) Mahabalipuram.	
2.2) Badami	
Unit III. Introduction to Architecture	10
3.1) Pattdakal, Velur	
3.2)Tanjavur, Vesarastyle	

Select Readings

1. Rowland B., Art and Architecture Of India, Penguin Book, London, 1967.
2. Agarwal, O.P. Ed. Conservation of Cultural Properties in India, New Delhi, 1967-68.
3. Brown, Percy, Indian Architecture, 2 Vols., Bombay, 1959.
4. Deglurkar, G.B. Temple Architecture and Sculpture of Maharashtra, Nagpur, 1974.
5. Fletcher, Bannister, A History of Architecture, 17th Ed., London, 1961.
6. Fergusson, James, History of Indian and Eastern Architecture, 2 Vols., Delhi, 1967.
7. Kramrisch, Stella, The Hindu Temple, 2 Vols., Delhi, 1980.
8. Sastri, K.A.N. The Culture and History of the Tamils, Calcutta, 1964.
9. Sastri, K.A.N. A History of South India, Madras, 1958.

Choice Based Credit System Syllabus

(As Per 2022 Pattern)

Mapping of Programme Outcomes with Course Outcomes

Class: M.A. II (Sem IV)

Subject: History

Course: South Indian Art and Architecture

Course Code: PAHSSDC2

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

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

Justification :

- PO1 has a moderate alignment with CO1, CO2, and CO6. While it covers the basic narrative of historical events (CO1), it also involves elements of critical ability and contextualized analysis (CO2) and the use of modern IT tools (CO6) for historical knowledge generation and dissemination.
- PO3, which focuses on the evaluation of historical ideas and arguments, has a strong alignment with CO3, emphasizing the same skills in a more concentrated form.
- PO4 aligns strongly with CO4, as it involves the construction of original historical arguments and identifying and describing conversations among historians.
- PO5 has a strong alignment with CO5, as both deal with acquiring basic historical research skills, including the effective use of libraries, archives, and databases.
- PO7 has a moderate alignment with CO7, as understanding the significance of the subject for competitive examinations (PO7) is related to general awareness and information presentation (CO7).

SYLLABUS (CBCS as per 2022) FOR M.A.

Semester : IV

No.of Lectures : 30

Paper : SEC 2

Credits : 02

Course Title : Archaeology

Course Objective

1. To provide students with a comprehensive understanding of archaeology, its definition, aims, and scope as a discipline for studying the past.
2. To emphasize the significance of archaeology in uncovering and preserving cultural heritage and historical artifacts.
3. To highlight the distinctions and commonalities between archaeology and history, fostering a nuanced perspective on the two disciplines.
4. To trace the historical development of archaeology in India, focusing on key institutions such as the Archaeological Survey of India, Tata Fundamental Research Institute Mumbai, and Deccan College Pune.
5. To instill an appreciation for the cultural heritage value of archaeological discoveries and their role in understanding the past.
6. To explore the importance of preserving and maintaining monuments as vital components of cultural heritage.
7. To encourage critical thinking about the ethical and practical aspects of archaeological research, including conservation and heritage management.

Course Outcomes

CO 1.Students will acquire a solid understanding of archaeology, including its definition, aims, and scope as a discipline dedicated to exploring the past.

CO 2.They will recognize the paramount importance of archaeology in uncovering, documenting, and preserving cultural heritage and historical artifacts.

CO 3.Students will be able to distinguish between archaeology and history, appreciating their differences and similarities as ways to comprehend the past.

CO 4.They will have a historical perspective on the development of archaeology in India, with insights into institutions like the Archaeological Survey of India, Tata Fundamental Research Institute Mumbai, and Deccan College Pune.

CO 5.The course will equip students with an appreciation for the cultural heritage value of archaeological findings and their role in reconstructing history.

CO 6.Students will understand the significance of monument preservation and the efforts involved in safeguarding these cultural landmarks.

CO 7.They will develop a critical understanding of the ethical and practical considerations in archaeological research, particularly in the context of cultural heritage conservation and management.

Course Content:

Unit- I: Definition, Aims and Scope of Archaeology **10**

1.1)Archaeology as the Study of the Past: Definition, Aims, and Scope

1.2)Significance of Archaeology

1.3)Archaeology and History: Differences and Similarities

Unit- II: Development of Archaeology in India **10**

2.1) Archaeological Survey of India

2.2) Tata Fundamental Research Institute Mumbai

2.3) Deccan College Pune

Unit-III: Value of Archaeology **10**

3.1) Cultural Heritage

3.2) Monuments

Select Reading

English

1. Binford, L.R. 1972 Introduction. An Archaeological Perspective, pp. 1–14. Seminar Press, New York.
2. Chakrabarti, D.K. 1988. A History of Indian Archaeology: From the Beginning to 1947. New Delhi: Munshiram Manoharlal.
3. Daniel, Glyn, E. 1975. A Hundred and Fifty Years of Archaeology. London: Duckworth.
4. Dhavalikar, M K. 1984. Towards an Ecological Model for Chalcolithic Cultures of Central and Western India. Journal of Anthropological Archaeology 3. Pp- 133-158
5. Fagan, B. 1988. In the beginning: An Introduction to Archaeology. Glenview:

Scott, Foresman and company.

6. Flannery, K.V., and J. Marcus 1998 Cognitive Archaeology. In Reader in Archaeological Theory: Post-Processual and Cognitive Approaches, edited by D. Whitley, pp. 35–48. Routledge, London.
7. Gardner, A. 2009 Agency. In Handbook of Archaeological Theories, edited by R.A. Bentley, H.G. Maschner, and C. Chippindale, pp. 95–108. AltaMira Press, Lanham, MD.
8. Gifford-Gonzalez, Diane. 2011. Just Methodology? A Review of Archaeology's Debts to Michael Schiffer. *Journal of Archaeological Method & Theory* (2011) 18: 299–308.
9. Hodder, I. 1995. *Interpreting Archaeology: Finding Meaning in the Past*. New York: Routledge.
10. Hurcombe Linda 2007. *Archaeological artefacts as material culture*. New York: Routledge
11. Kelly, R.L. 1995. Chapter 3, Foraging and Subsistence. In *The Foraging Spectrum: Diversity in Hunter- Gatherer Lifeways*. Smithsonian Institution Press, Washington, D.C. (pp. 65–110)
12. McIntosh Jane R. 2008. *Ancient Indus Valley: New Perspectives*. Abc Clio. California.
13. McHenry, Henry M. 2009. *Human Evolution in Evolution: The First Four Billion Years*, edited by M. Ruse and J. Travis. Cambridge, Massachusetts: Harvard University Press. Pp. 256-280
14. Paddayya, K. 1990. *New Archaeology and Aftermath: View from Outside the Anglo-American World*. Pune: Ravish Publishers
15. Paddayya, K. 2014. *Multiple Approaches to the Study of India's Early Past: Essays in Theoretical Archaeology*. Aryan Books International
16. Schiffer, M.B. 1995. *Behavioral Archaeology: First Principles*. Salt Lake City: University of Utah Press

Choice Based Credit System Syllabus

(As Per 2022 Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: M.A. II (Sem IV)

Subject: History

Course: Archaeology

Course Code: PAHSSEC2

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

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

Justification :

- CO1 aligns with PO1 and PO2, focusing on archaeology's definition, aims, and scope and the significance of archaeology in uncovering and preserving cultural heritage.
- CO2 aligns with PO1 and PO2 by emphasizing the significance of archaeology in preserving cultural heritage, which is directly related to understanding the basic narrative of historical events (PO1) and building critical ability through multiple narratives of the past (PO2).
- CO3 aligns with PO2 and PO4, as it highlights the distinctions and commonalities between archaeology and history, fostering a nuanced perspective on the two disciplines.
- CO4 aligns with PO1, given its emphasis on the historical development of archaeology in India and the key institutions associated with it.
- CO5 aligns with PO1 and PO4, as it instills an appreciation for the cultural heritage value of archaeological discoveries and their role in understanding the past.
- CO6 aligns with PO1, PO5, and PO6, as it focuses on the importance of preserving and maintaining monuments and understanding their contributions to architectural heritage and knowledge dissemination.
- CO7 aligns with PO7 and emphasizes critical thinking about the ethical and practical aspects of archaeological research, conservation, and heritage management.

