

**Shiv Chhatrapati Shikshan Sanstha's**  
**Rajarshi Shahu Mahavidyalaya, Latur**  
**(Autonomous)**



**Structure and Curriculum of Four Year Multidisciplinary  
Degree (Honors/Research) Programme with Multiple  
Entry and Exit option**

**Undergraduate Programme (III Year) of Humanities and  
Social Science**

**B. A. History**  
**Approved by**  
**Board of Studies**

**in**  
**History**

**Rajarshi Shahu Mahavidyalaya, Latur**

**(Autonomous)**

**[UG III Year]**

**w.e.f. June, 2025**

**(In Accordance with NEP-2020)**

### **Review Statement**

The NEP Cell reviewed the Curriculum of **B.A.-III History in UG** Programme to be effective from the **Academic Year 2025-26**. It was found that, the structure is as per the NEP-2020 guidelines of Govt. of Maharashtra.

**Date:** 11/04/2025

**Place:** Latur

**NEP Cell**

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## **CERTIFICATE**

I hereby certify that the documents attached are the Bonafide copies of the Curriculum of **B.A.-III History** course to be effective from the **Academic Year 2025-26**.

**Date:** 11/04/2025

**Place:** Latur



**Lt. Dr. Archana Tak**  
Chairperson  
Board of Studies in History  
Rajarshi Shahu Mahavidyalaya, Latur  
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**Members of Board of Studies in the Subject Mathematics  
Under the Faculty of Humanities and Social Science**

Sr. No.	Name	Designation	In position
1	<b>Lt. Dr. Archana Tak</b> Head, Department of History, Rajarshi Shahu Mahavidyalaya (Autonomous), Latur.	Chairperson	HoD
2	<b>Dr. Sachin Hanchate</b> Associate Professor, Research Guide & Head, Department of History, Master Deenanath Mangeshkar Mahavidyalaya, Aurad Shahjani, Tal. Nilanga, Dist. Latur.	Member	V.C. Nominee
3	<b>Dr. Sadashiv Dande</b> Assist. Prof. & Research Guide in History, Mahatma Basveshwar Mahavidyalaya, Latur.	Member	P.G. Alumni
4	<b>Dr. Shivraj Bokade</b> Associate Professor, Research Guide & Head, Department of History, Yashawant Mahavidyalaya, Nanded.	Member	Academic Council Nominee
5	<b>Dr. Satish Kadam</b> Associate Professor, Research Guide & Head, Department of History, Yashawantrao Chavan Mahavidyalaya, Tuljapur, Dist. Osmanabad.	Member	Expert from outside for Special Course
6	<b>Dr. Kamaji Dak</b> Coordinator, Department of Archives, Government of Maharashtra, Chhatrapati Sambhaji Nagar.	Member	Expert from Industry
7	<b>Prof. Dr. Omshiva Ligade</b> Professor & Research Guide in History, Shivjagruti Mahavidyalaya, Nalegaon, Tal. Chakur, Dist. Latur.	Member	Invitee Member
8	<b>Dr. Priyadarshani Patil</b> Assist. Prof., Department of History, Rajarshi Shahu Mahavidyalaya, Latur.	Member	Faculty Member
9	<b>Dr. Rahul More</b> Assist. Teacher in History, Rajarshi Shahu Mahavidyalaya (Autonomous), Latur.	Member	Faculty Member
10	<b>Principal Dr. Mahadev Gavhane</b> Rajarshi Shahu Mahavidyalaya (Autonomous), Latur.	Member	Member from same Faculty


## From the Desk of the Chairperson...

Dear Students,

Shiv Chhatrapati Shikshan Sanstha is committed for the bright future of the students as well as society with the mission “Pursuit of Excellence”. Keeping this lofty goal in mind, the department of History always strives to achieve holistic development of the students through the curriculum. The syllabus has been designed in such a way that the students should get the glorious and splendid knowledge in Indian history. They should be proud of the civilizations, art, architecture, science, philosophy, administration etc. in ancient, medieval and modern Indian history. The Department of History is committed to make students not only in academic, but also social responsible and ready to the serve the nation which are some of the core values of the Sanstha.

Indian History is very profound compare to other nations in the world. The Department of History tries to provide each and every aspects of Indian history to the students through the syllabus. The students will learn in their three years and six semesters the Ancient India, Medieval India, Modern India, Modern Maharashtra, Marathwada, Changing India and Modern World. They will get deep knowledge about civilizations, empires, the literature which consist each and every knowledge of the universe, architecture, art, education, society, religious and social movements, the great Indian freedom struggle, revolutions in the world history and many more.

The study of history is an excellent foundation for a number of careers. It offers job opportunities as Secondary and junior college teacher and senior college professor, employment in government museums, archives, tourist guide, Modi Tran scripiter, Historical script writer etc. The history subject has a lot of importance in the preparation of Competitive examinations such as UPSC and MPSC. The students will also acquire valuable skills for further professional study and is an essential foundation for active citizenship. Many history majors also choose to work as journalists or writers. The study of history provides students with an interdisciplinary perspective and a strong foundation for careers in politics, economics, law, and business. Further, it helps students to develop good critical thinking and communication skills, two valuable attributes for any career. Besides the interdisciplinary nature of this major, students also develop critical thinking skills through the study of ancient and modern languages. Various scripts proficiency is a necessity for many graduate programs and jobs in history, making this degree a great choice for future students. Additionally, students may want to work in education, as many history graduates choose to teach in elementary or secondary schools. During their final year, students complete a senior capstone seminar that connects them with career services and faculty members

  
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Chairperson  
Board of Studies in History  
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## Rajarshi Shahu Mahavidyalaya, Latur

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### Index

Sr. No.	Content	Page No.
1	Structure for Four Year Multidisciplinary UG Programme	1
2	Abbreviations	2
3	UG Program Outcomes	3
4	Courses and Credits	4
5	Curriculum:	5
	Major Courses	6
5.1	Semester-V	7
	a) DSC IX: Landmarks in World History	8
	b) DSC X: Reforms in Maharashtra	11
	c) DSE – I(a): Historical Research Method and Historiography or DSE – I(b): History of Modern Japan	14 17
	d) VSC – III: An Introduction to Archaeology	20
5.2	Semester-VI	23
	a) DSC-XI: Landmarks in World History	24
	b) DSC-XII (IKS): Contemporary India	27
	c) DSE – II(a): Women in Indian History or DSE – II(b): Hyderabad Freedom Struggle Movement	29 32
	d) VSC – IV: An Introduction to Museology	35
6	Extra Credit Activities	38
7	Examination Framework	40

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Faculty of Humanities and Social Science

Structure for Four Year Multidisciplinary Undergraduate Degree Programme in History  
Multiple Entry and Exit (In accordance with NEP-2020)

Year & Level	Sem	Major		Minor	GE/ OE	VSC/ SEC (VSEC)	AEC/ VEC	OJT, FP, CEP, RP	Credit per Sem.	Cum./Cr. per exit
		DSC	DSE							
1	2	3		4	5	6	7	8	9	10
III 5.5	V	DSC IX: 04 Cr. DSC X: 04 Cr.	DSE-I: 04 Cr.	DSM III: 04 Cr. DSM IV: 02 Cr.	NA	VSC III: 02 Cr.	VEC II: 02 Cr. EVS	NA	22	132 Cr. UG Degree
	VI	DSC XI: 04 Cr. DSC XII: 04 Cr.	DSE-I: 04 Cr.	DSM V: 04 Cr.	NA	VSC IV: 02 Cr.	NA Academic Project: 04 Cr.		22	
	Cum . Cr.	16	08	10	-	06	04		44	
Exit Option: Award of UG Degree in Major with 132 Credits or continue with Major and Minor										



## Abbreviations:

1. DSC : Discipline Specific Core (Major)
2. DSE : Discipline Specific Elective (Major)
3. DSM : Discipline Specific Minor
4. OE : Open Elective
5. VSEC : Vocational Skill and Skill Enhancement Course
6. VSC : Vocational Skill Courses
7. SEC : Skill Enhancement Course
8. AEC : Ability Enhancement Course
9. MIL : Modern Indian Languages
10. IKS : Indian Knowledge System
11. VEC : Value Education Courses
12. OJT : On Job Training
13. FP : Field Projects
14. CEP : Fostering Social Responsibility & Community Engagement (FSRCE)
15. CC : Co-Curricular Courses
16. RP : Research Project/Dissertation
17. SES : Shahu Extension Services

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Programme Outcomes (POs) for B.A. Degree Programme	
PO	Upon completion of this programme the students will be able to
PO 1	To prepare for various types of Competitive Examinations.
PO 2	To get higher education in the field of history and archaeology.
PO 3	Being a subject of social science, history has its own value in society and human life. It helps the students to develop their ethical and social value. They could gather knowledge about the heritage and traditions of their own country and the others.
PO 4	Awareness will be created in the minds of students regarding the preservation of historical, cultural and heritage sites.
PO 5	Students will be able to work in tourism industry.
PO 6	The students will become a responsible and sensible citizen after the curriculum of BA History.
PO 7	It will be helpful to the students to get government job opportunities in the government or private museums.
PO 8	The students will become employable due to the study of Modi Script.



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Faculty of Humanities and Social Science

B. A. III History (Major)

Year & Level	Semester	Course Code	Course Title	Credits	No. of Hrs.
I 5.5	V	301HIS5101 (DSC-IX)	Landmarks in World History	04	60
		301HIS5102 (DSC-X)	Reforms in Maharashtra	04	60
		301HIS DSE-I(a)/ 301HIS DSE-I(b)	Historical Research Method and Historiography Or History of Modern Japan	04	60
		_____ (DSM-III)	-	04	60
		_____ (DSM-IV)	-	02	30
		301HIS (VSC-III)	An Introduction to Archaeology	02	30
		_____ (VEC-II)	-	02	30
	Total Credits			22	
	VI	301HIS6101 (DSC-XI)	Landmarks in World History	04	60
		301HIS6102 (DSC-XII) IKS	Contemporary India	04	60
		301HIS DSE-II(a)/ 301HIS DSE-II(b)	Women in Indian History Or Hyderabad Freedom Struggle Movement	04	60
		_____ (DSM-V)	-	04	60
		301HIS (VSC-IV)	An Introduction to Museology	02	30
		AIPC/OJT-I	Academic Project	04	60
		Total Credits			22
Total Credits (Semester V & VI)				44	

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# Curriculum

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## Major Courses

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# Semester - V

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Faculty of Humanities and Social Science

Department of History

B. A. III Semester - V

Course Type: DSC-IX

Course Title: Landmarks in World History

Course Code: 301HIS5101

Credits: 04

Max. Marks: 100

Lectures: 60 Hrs.

**Learning Objectives:**

- LO 1 To introduce students to Landmarks in World History.
- LO 2 To understand the renaissance and its impacts on the world.
- LO 3 To aware about history of 14<sup>th</sup> to 18<sup>th</sup> century world.
- LO 4 To compare development of world and India.

**Course Outcomes:**

After completion of the course the students will be able to-

- CO 1. Students will be acquainted with the major revolutions in Europe and their impacts on world.
- CO 2. Students will understand the historical development of various countries and human societies.
- CO 3. Students will get the knowledge different political and historical events in the world.
- CO 4. Students will learn about the European crisis of economic, social and political dimensions as well as the major issues like political and intellectual currents in 14th to 18th century.

Unit No.	Title of Unit & Contents	Hrs.
<b>I</b>	<b>Renaissance In Europe</b>	<b>15</b>
	1. Meaning 2. Causes 3. Characteristics 4. Impact and Importance	
	<b>Unit Outcomes:</b> UO 1. They will learn how to rise of Renaissance in Italy and spread of humanism in Europe. UO 2. Students will learn about the rise of modern science in relation to European society by the Renaissance.	
<b>II</b>	<b>American Revolution</b>	<b>15</b>
	1. Discovery of America and 13 Colonies	

Unit No.	Title of Unit & Contents	Hrs.
	2. Causes 3. Course 4. Effects <b>Unit Outcomes:</b> UO 1. Students will learn about the land and aborigines of USA and early colonial society. UO 2. Students will learn knowledge how the Europeans were made settlement and started colonization. UO 3. Students learn about how to The American Revolution led to the creation of the United States of America, the end of British rule in the Americas, and the establishment of the first federal republic.	
<b>III</b>	<b>French Revolution</b>	<b>15</b>
	1. Causes 2. Course 3. Effects 4. Nepelean Bonaparte and France <b>Unit Outcomes:</b> UO 1. Students will learn about patterns of Absolutism in Europe. UO 2. Students will learn about the French Revolution and its impact of European countries. UO 3. Unity and power makes people to strength which has showed in the French revolution in 1789.	
<b>IV</b>	<b>Industrial Revolution</b>	<b>15</b>
	1. Causes 2. Nature 3. Development 4. Effects <b>Unit Outcomes:</b> UO 1. Students will learn about prelude to the Industrial Revolution in England and other European countries. UO 2. Students will learn How the Industrialization had occurred and it's affected on socio economic transformation of Europe.	

### Learning Resources:

#### English –

1. Chaurasia R. S., History of Europe 1870-1945, Atlantic Publishers, Delhi, 2002.
2. David M. D., Landmarks in World, Himalaya Publishing House, Bombay, 1993.
3. Nehru Jawaharlala, Glimpses of World History, Jawaharlal Nehru Memorial Fund, Allahabad, 1983.

#### हिंदी –

१. गोहित राजीवकुमार, आधुनिक विश्व का इतिहास, डिस्कवरी पब्लिशिंग हाउस, दिल्ली,



२०११.

२. त्यागी एम. एस., त्यागी जयंती, आधुनिक युरोप : एक झलक, पूजा पब्लिशर्स, मुरादाबाद.

### मराठी

१. कुलकर्णी अ. रा., देशपांडे अ. म., देशपांडे प्र. न., आधुनिक जगाचा इतिहास, १७८९-१८७८, स्नेहवर्धन पब्लिशिंग हाऊस, पुणे, १९९६.
२. कठारे अनिल, आधुनिक जगाचा इतिहास, १४५३-२०००, प्रशांत पब्लिकेशन्स, जळगाव, २०१५.
३. कठारे अनिल, जागतिक घडामोडींचा इतिहास १७७६-१९६५, कल्पना प्रकाशन, नांदेड, १९९९.
४. कोलारकर श. गो., युरोपचा इतिहास १७८९-१८७०, श्री मंगेश प्रकाशन, नागपूर, २०००.
५. कदम, साबळे, शिंदे, गव्हाणे, आधुनिक जगातील ठळक घडामोडींचा इतिहास, अरुणा प्रकाशन, लातूर, २०१३.
६. खाबडे दिनकर, आधुनिक युरोपचा इतिहास, कैलाश पब्लिकेशन्स, औरंगाबाद, १९९०.
७. जाधव हरी, जागतिक घडामोडी चा इतिहास, अरुणा प्रकाशन, लातूर, २०१४.
८. बिरादार टि. के., आधुनिक युरोप १७८९-१९४५, रत्नदीप प्रकाशन, उदगीर, १९९६.
९. भांडवलकर एस. एस., आधुनिक जगाचा इतिहास, अभिजीत पब्लिकेशन, लातूर, १९९९.

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Faculty of Humanities and Social Science

Department of History

B. A. III Semester - V

Course Type: DSC-X

Course Title: Reforms in Maharashtra

Course Code: 301HIS5102

Credits: 04

Max. Marks: 100

Lectures: 60 Hrs.

**Learning Objectives:**

- LO 1 To study the impact of colonial rule over social condition and reform in modern India.
- LO 2 Encourage the students to analyse the social and religious conditions in India in 19th century.
- LO 3 Motivate the students to study the struggle and hard work and contribution of Mahatma Jyotiba Phule in the social reformation in Maharashtra.
- LO 4 Help the students to understand the importance of the idea of equality and drawbacks of social discrimination through the ideal life of Rajarshi Shahu Maharaj.
- LO 5 Inculcate the values of equality, social justice, liberty and fraternity through life of Dr. Babasaheb Ambedkar in the students.

**Course Outcomes:**

After completion of the course the students will be able to-

- CO 1. Get knowledge of the social, religious, and political context of 19th-century Maharashtra, including the prevalence of caste discrimination, gender inequality, and other social evils.
- CO 2. Follow the scientific temperament to develop the social life of India and reject the all kind of superstitions.
- CO 3. Understand the importance of social justice for the overall development of India which is going to be a developed country in next few years.
- CO 4. Advocate a more inclusive and equitable society.

Unit No.	Title of Unit & Contents	Hrs.
I	<b>Social and Religious Renaissance in Maharashtra</b>	<b>15</b>
	1. Meaning of Renaissance 2. Causes 3. Effects 4. Importance of Renaissance	
	<b>Unit Outcomes:</b> UO 1. The students will develop a mindset that values curiosity, critical thinking and objectives analysis.	
II	<b>Mahatma Phule</b>	<b>15</b>

Unit No.	Title of Unit & Contents	Hrs.
	1. Early Life 2. Social Contribution 3. Educational Contribution 4. Effects  <b>Unit Outcome:</b> UO 1. The students will develop the scientific temper, humanism and the spirit of inquiry and reform which is one of the fundamental duties.	
<b>III</b>	<b>Rajarshi Shahu Maharaj</b>	<b>15</b>
	1. Early Life 2. Social Contribution 3. Educational Contribution 4. Effects  <b>Unit Outcomes:</b> UO 1. The students will develop the idea of brotherhood and social justice in them.	
<b>IV</b>	<b>DR. Babasaheb Ambedkar</b>	<b>15</b>
	1. Early Life 2. Social Contribution 3. Educational Contribution 4. Effects  <b>Unit Outcomes:</b> UO 1. The students will spread awareness about the significance of education, Fundamental duties and constitution.	

#### Learning Resources:

##### English:

1. Ambedkar B. R. - Writing and Speeches.
2. Choudhari K. K. - Maharashtra and the Indian Freedom Struggle, Govt. of Maharashtra.
3. Ganachari Arvind - Nationalism and Social Reforms in Colonial Situation.
4. Phadke Y. D. - Social Reformers of Maharashtra.
5. Suthanker B.R. - Nineteenth Century History of Maharashtra (1818-1857).

##### मराठी:

1. कदम विकास, शिंदे सुखदेव, कांबळे रविराज- महाराष्ट्रातील समाज सुधारणेचा इतिहास 1818-1960.
2. कठारे अनिल - आधुनिक महाराष्ट्राचा इतिहास, कल्पना प्रकाशन, नांदेड 2022.
3. कठारे अनिल - महाराष्ट्रातील समाज सुधारक, कल्पना प्रकाशन, नांदेड.
4. गाठाळ साहेबराव - आधुनिक महाराष्ट्राचा इतिहास 1818-1960, कैलाश पब्लिकेशन, औरंगाबाद 2010.

5. गव्हाणे किशोर कुमार, शिंदे एस. पी., कुलकर्णी (देशमुख) जयश्री रमेश - आधुनिक महाराष्ट्राचा इतिहास 1818-1960, अरुणा प्रकाशन, लातूर 2014.
6. देसाई माधवी - गोमन्त सौदामिनी, हेरंब प्रकाशन, गोवा 2001.
7. दिक्षित राजा - एकोणिसाव्या शतकातील महाराष्ट्र मध्यम वर्गाचा उदय, डायमंड पब्लिकेशन, औरंगाबाद 2010.
8. फडके य.दि - विसाव्या शतकातील महाराष्ट्र ,श्रीविद्या प्रकाशन, पुणे 1989.
9. राऊत गणेश, राऊत ज्योती - महाराष्ट्रातील परिवर्तनाचा इतिहास 1818-1960, डायमंड पब्लिकेशन पुणे 2014.
10. व्होरा राजेंद्र - आधुनिकता आणि परंपरा एकोणिसाव्या शतकातील महाराष्ट्र प्रतिमा प्रकाशन, पुणे 2000.



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Faculty of Humanities and Social Science

Department of History

B. A. III Semester - V

Course Type: DSE-I

Course Title: Historical Research Method and Historiography

Course Code: 301HIS

Credits: 04

Max. Marks: 100

Lectures: 60 Hrs.

**Learning Objectives:**

- LO 1 Understand the fundamental concepts, nature, and scope of history and historiography.
- LO 2 Analyse the evolution of historiographical traditions from ancient to modern times.
- LO 3 Develop research skills using primary and secondary sources, archival data, and analytical methods.
- LO 4 Utilize digital tools and computational techniques for historical research.
- LO 5 Apply ethical principles, citation standards, and critical evaluation in historical writing.
- LO 6 Explore future trends in digital history, including artificial intelligence and spatial analysis.

**Course Outcomes:**

After completion of the course the students will be able to-

- CO 1. Demonstrate a deep understanding of historiographical theories and methodologies.
- CO 2. Critically evaluate historical sources using internal and external criticism.
- CO 3. Conduct independent research using traditional and digital research methodologies.
- CO 4. Apply computational tools such as GIS, data mining, and text analysis in historical studies.
- CO 5. Develop well-structured research papers with appropriate citations and ethical considerations.
- CO 6. Engage with emerging digital and interdisciplinary approaches to historical research.

Unit No.	Title of Unit & Contents	Hrs.
I	<b>Fundamentals of History and Historiography</b>	<b>15</b>
	<ul style="list-style-type: none"><li>1. Meaning, Nature, and Scope of History</li><li>2. History as a Science and an Art</li><li>3. Relationship of History with Social and Natural Sciences</li><li>4. Types and Classification of Historical Sources</li><li>5. Internal and External Criticism of Sources</li></ul> <b>Unit Outcomes:</b> UO 1. Explain the nature, scope, and interdisciplinary significance of history. UO 2. Differentiate between types of historical sources and their evaluation methods.	
II	<b>Evolution of Historiography and its traditions</b>	<b>15</b>

Unit No.	Title of Unit & Contents	Hrs.
	<ol style="list-style-type: none"> <li>1. Ancient Historiography – Greek (Herodotus, Thucydides) and Roman (Livy, Tacitus)</li> <li>2. Medieval Historiography – Christian and Islamic (St. Augustine, Ibn Khaldun)</li> <li>3. Modern Historiography – Empiricism (Ranke), Historical Materialism (Marx), Annales School (Emile Durkheim)</li> <li>4. Indian Historiography – Colonial, Nationalist, Marxist, and Subaltern Perspectives (Ranjit Guha)</li> <li>5. Postmodern and Feminist Historiography</li> </ol>	
	<b>Unit Outcome:</b> UO 1. Identify key historiographical traditions from ancient to modern times. UO 2. Compare different schools of thought in Historical Research.	
<b>III</b>	<b>Research Methodology and Thesis Writing</b>	<b>15</b>
	<ol style="list-style-type: none"> <li>1. Selection of Research Topic and Research Framework/Proposal</li> <li>2. Collection and Interpretation of Primary and Secondary Sources</li> <li>3. Concepts in Research– Citation, References, Footnotes, Abbreviations, Conclusion, Bibliography.</li> <li>4. Use of Computers in Historical Research – Digital Archives, Data Organization, Analysis Tools</li> <li>5. Ethical Issues in Research (Plagiarism, Objectivity)</li> </ol>	
	<b>Unit Outcomes:</b> UO 1. Apply appropriate research methodologies for historical inquiry. UO 2. Utilize digital tools and ethical guidelines in thesis writing.	
<b>IV</b>	<b>Digital and Computational Historical Research</b>	<b>15</b>
	<ol style="list-style-type: none"> <li>1. Artificial Intelligence and Digital Humanities in History</li> <li>2. Data Mining, GIS, and Spatial History</li> <li>3. Visualization Techniques – Historical Maps, Timelines, Network Analysis</li> <li>4. Computational Historical Linguistics and Text Analysis</li> <li>5. Future Trends in Digital History and Virtual Reconstruction</li> </ol>	
	<b>Unit Outcomes:</b> UO 1. Utilize computational tools for historical research and visualization. UO 2. Analyse the impact of digital advancements on historical studies.	

#### Learning Resources:

##### English:

1. Bentley, Michael, Modern Historiography: An Introduction, Routledge, London, 1999.

2. Bloch, Marc, The Historian's Craft, Manchester University Press, Manchester, 1954.
3. Burke, Peter, Varieties of Cultural History, Cornell University Press, Ithaca, 1997.
4. Carr, E. H., What is History? Penguin Books, London, 1961
5. Jenkins, Keith, Re-Thinking History, Routledge, London, 1991.
6. Marwick, Arthur, The New Nature of History, Palgrave Macmillan, New York, 2001.
7. Tosh, John, The Pursuit of History, Routledge, London, 2010.

### मराठी:

1. कदम, शिंदे, मासाळ, इतिहास लेखनशास्त्र, अरुणा प्रकाशन, लातूर 2013.
2. कुलकर्णी, ए. आर., महाराष्ट्रातील इतिहास संशोधनाची वाटचाल, सुचित्रा प्रकाशन, पुणे, 2011.
3. कोठेकर शांता, इतिहास तंत्र आणि तत्त्वज्ञान, श्री साईनाथ प्रकाशन, नागपूर.
4. गद्रे, प्रभाकर, इतिहास लेखनाच्या परंपरा, श्री मंगेश प्रकाशन, नागपूर, 2004.
5. गाठाळ साहेबराव, इतिहास लेखनशास्त्र व इतिहासकार, कैलास पब्लिकेशन, औरंगाबाद, 1999.
6. जोशी, पी. एम., भारतीय इतिहास लेखन परंपरा, महाराष्ट्र राज्य साहित्य आणि संस्कृती मंडळ, मुंबई, 2002.
7. देव, प्रभाकर, इतिहास एक शास्त्र, कल्पना प्रकाशन नांदेड, 2002.
8. पाटील, एन. जी., इतिहासलेखन आणि संशोधन पद्धती, ज्ञानगंगा प्रकाशन, नांदेड, 2020.
9. वांबुरकर जास्वंदी, इतिहासातील नवे प्रवाह, डायमंड पब्लिकेशन, पुणे 2014.
10. व्यास प्रकाशचंद्र, इतिहास लेखनशास्त्र, अभिजीत पब्लिकेशन, लातूर, १९९९.
11. सावंत, स. अ., इतिहास आणि संशोधन पद्धती, साधना प्रकाशन, पुणे, 2017.

|| आराह तमसा ज्योतिर्ग ||  
Rajarshi Shahu Mahavidyalaya,  
Latur (Autonomous)





Shiv Chhatrapati Shikshan Sanstha's  
**Rajarshi Shahu Mahavidyalaya, Latur**

(Autonomous)

Faculty of Humanities and Social Science

Department of History

B. A. III Semester -V

Course Type: DSE-I

Course Title: History of Modern Japan

Course Code:

Credits: 04

Max. Marks: 100

Lectures: 60 Hrs.

**Learning Objectives:**

- LO 1 To study the transition of Japan from quasi-feudalism to a modern industrialized capitalist nation.
- LO 2 To focus on the political and economic strategies adopted by Japan to meet the challenges posed by western imperialistic intrusions.
- LO 3 To motivate the students to understand Japan's emergence as a major non-European power within an international order dominated by western imperial powers.
- LO 4 To study the trajectory of Japan towards ultra-nationalism and militarism in the context of a failed parliamentary democracy, eventually leading to disaster in the Second World War.

**Course Outcomes:**

After completion of the course the students will be able to-

- CO 1. Understand how the modern history of the Japan has been impacted by global historical changes.
- CO 2. Analyze how some of the unique cultural characteristics of Japan's peoples and other internal factors also exerted a profound influence on historical change and continuity.
- CO 3. Communicate effectively and analyze complex questions about the history of modern Japan.
- CO 4. Understand the history of modern Japan within the wider context of world history.

Unit No.	Title of Unit & Contents	Hrs.
I	<b>The Beginning of Modernity in Japan</b>	15
	<ol style="list-style-type: none"><li>1. The arrival of Western powers in Japan</li><li>2. The arrival of commodore Perry and fall of the Tokugawa Shogunate</li><li>3. The Meiji Restoration</li><li>4. Meiji Era - Industrial, Educational and Military Reforms</li></ol>	
	<b>Unit Outcomes:</b> UO 1. The students will learn consequences of Meiji Restoration.	

Unit No.	Title of Unit & Contents	Hrs.
<b>II</b>	<b>Japan's Expansionism</b>	<b>15</b>
	1. China-Japanese War (1894-95) 2. Anglo-Japanese Treaty (1902) 3. Russo-Japanese War (1905) 4. The Annexation of Korea <b>Unit Outcome:</b> UO 1. The students will study the imperialism of Japan.	
<b>III</b>	<b>Rise of Japan as World Power</b>	<b>15</b>
	1. World War I and Twenty One Demands 2. Paris Peace Conference 3. Washington Conference 4. Rise of Militarism <b>Unit Outcomes:</b> UO 1. The students will study the rise of Japan as world power	
<b>IV</b>	<b>Japan and World War II</b>	<b>15</b>
	1. Conflicts with U.S.A. leading to Pearl Harbour 2. Role of General Tojo 3. The dropping of Nuclear Bomb by U.S.A. and surrender of Japan 4. Re-organization and reconstruction of Japan under General Mac-Arthur <b>Unit Outcomes:</b> UO 1. The students will analyze the conflict between U. S. A. and Japan. UO 2. Students will study the effects of destructive weapons such as atomic bombs on the human race.	

### Learning Resources:

#### English –

- Chaurasia R. S., History of Europe 1870-1945, Atlantic Publishers, Delhi, 2002.
- David M. D., Landmarks in World, Himalaya Publishing House, Bombay, 1993.
- Nehru Jawaharlal, Glimpses of World History, Jawaharlal Nehru Memorial Fund, Allahabad, 1983.

#### हिंदी –

- गोहित राजीवकुमार, आधुनिक विश्व का इतिहास, डिस्कवरी पब्लिशिंग हाऊस, दिल्ली, २०११.
- त्यागी एम. एस., त्यागी जयंती, आधुनिक युरोप : एक झलक, पूजा पब्लिशर्स, मुरादाबाद.

#### मराठी

- कुलकर्णी अ. रा., देशपांडे अ. म., देशपांडे प्र. न., आधुनिक जगाचा इतिहास, १७८९-१८७८, स्नेहवर्धन पब्लिशिंग हाऊस, पुणे, १९९६.
- कठारे अनिल, आधुनिक जगाचा इतिहास, १४५३-२०००, प्रशांत पब्लिकेशन्स, जळगाव, २०१५.
- कठारे अनिल, जागतिक घडामोडींचा इतिहास १७७६-१९६५, कल्पना प्रकाशन, नांदेड, १९९९.

१३. कोलारकर श. गो., युरोपचा इतिहास १७८९-१८७०, श्री मंगेश प्रकाशन, नागपूर, २०००.  
१४. कदम, साबळे, शिंदे, गव्हाणे, आधुनिक जगातील ठळक घडामोडींचा इतिहास, अरुणा प्रकाशन, लातूर, २०१३.  
१५. खाबडे दिनकर, आधुनिक युरोपचा इतिहास, कैलाश पब्लिकेशन्स, औरंगाबाद, १९९०.  
१६. जाधव हरी, जागतिक घडामोडी चा इतिहास, अरुणा प्रकाशन, लातूर, २०१४.  
१७. बिरादार टि. के., आधुनिक युरोप १७८९-१९४५, रत्नदीप प्रकाशन, उदगीर, १९९६.  
भांडवलकर एस. एस., आधुनिक जगाचा इतिहास, अभिजीत पब्लिकेशन, लातूर, १९९९.



॥ आरोह तमसो ज्योतिः ॥

Rajarshi Shahu Mahavidyalaya,  
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Shiv Chhatrapati Shikshan Sanstha's  
**Rajarshi Shahu Mahavidyalaya, Latur**

(Autonomous)

Faculty of Humanities and Social Science

Department of History

B. A. III Semester -V

**Course Type: VSC-IX**

**Course Title: An Introduction to Archaeology**

**Course Code: 301HIS**

**Credits: 02**

**Max. Marks: 50**

**Lectures: 30 Hrs.**

**Learning Objectives:**

- LO 1 To understand the fundamental concepts, scope, and importance of archaeology.
- LO 2 To explore the historical development and different branches of archaeology.
- LO 3 To acquire knowledge about excavation methods, dating techniques, and field survey methodologies.
- LO 4 To analyse the significance of archaeological sites and heritage management practices.
- LO 5 To identify career opportunities in archaeology and related fields.
- LO 6 To examine the role of technology in modern archaeological research.

**Course Outcomes:**

- CO 1. Demonstrate knowledge of the principles and methods of archaeology.
- CO 2. Apply excavation and documentation techniques in archaeological research.
- CO 3. Analyse the importance of heritage conservation and management.
- CO 4. Identify career paths in archaeology and related domains.
- CO 5. Understand the legal and ethical aspects of archaeological practices.
- CO 6. Evaluate the impact of digital and forensic archaeology in modern research.

Unit No.	Title of Unit & Contents	Hrs.
<b>I</b>	<b>Introduction to Archaeology</b>	<b>07</b>
	1. Definition, Scope, and Importance of Archaeology 2. History and Development of Archaeology 3. Major Branches of Archaeology (Prehistoric, Historical, Marine, etc.) 4. Relationship of Archaeology with Other Disciplines <b>Unit Outcomes:</b> <b>UO 1.</b> Explain the fundamental concepts and significance of archaeology. <b>UO 2.</b> Identify various branches and interdisciplinary aspects of archaeology.	
<b>II</b>	<b>Methods and Techniques in Archaeology</b>	<b>08</b>
	1. Excavation Methods and Stratigraphy	

Unit No.	Title of Unit & Contents	Hrs.
	2. Dating Methods in Archaeology (Relative and Absolute Dating) 3. Tools and Technologies Used in Archaeological Research 4. Field Survey and Documentation Techniques <b>Unit Outcome:</b> <b>UO 1.</b> Demonstrate knowledge of excavation, dating methods, and research techniques. <b>UO 2.</b> Apply field survey and documentation methods in archaeological studies.	
<b>III</b>	<b>Archaeological Sites and Heritage Management</b>	<b>07</b>
	1. Important Archaeological Sites in India and the World 2. Preservation and Conservation of Archaeological Sites 3. Laws and Policies Related to Archaeology and Heritage Management 4. Role of UNESCO and Other Organizations in Heritage Conservation <b>Unit Outcomes:</b> <b>UO 1.</b> Analyse the significance of archaeological sites and their preservation. <b>UO 2.</b> Evaluate heritage management policies and global conservation efforts.	
<b>IV</b>	<b>Archaeology and Career Opportunities</b>	<b>08</b>
	1. Career Options in Archaeology: Archaeologist, Heritage Manager, Museum Curator, Epigraphist 2. Government Jobs: Archaeological Survey of India (ASI), State Archaeology Departments, Museums 3. Research and Academic Careers: University Professor, Research Scholar, Cultural Resource Analyst 4. Emerging Trends: Digital Archaeology, Forensic Archaeology, Conservation Specialist, Independent Consultant <b>Unit Outcomes:</b> <b>UO 1.</b> Identify various career opportunities in archaeology and related fields. <b>UO 2.</b> Assess the role of emerging trends and technologies in archaeological careers.	

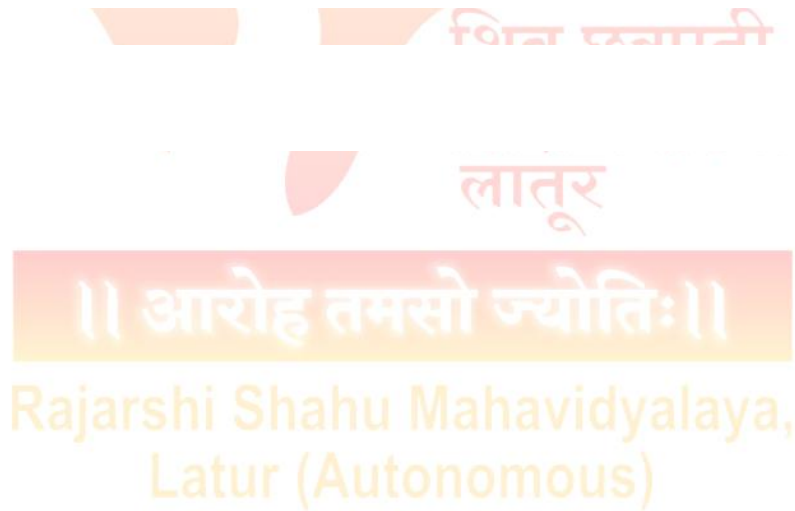
#### Learning Resources:

##### English:

1. Bahn Paul, The Cambridge Illustrated History of Archaeology, Cambridge University Press, Cambridge, 1996.
2. Greene Kevin, Archaeology: An Introduction, Routledge, London, 2002.
3. Lal B.B., The Saraswati Flows On: The Continuity of Indian Culture, Aryan Books International, New Delhi, 2002.
4. Rao S.R., Lothal and the Indus Civilization, Asia Publishing House, Bombay, 1973.
5. Renfrew Colin, Archaeology: Theories, Methods, and Practice, Thames & Hudson, London, 2018.
6. Smith Claire, Encyclopaedia of Global Archaeology, Springer, New York, 2014.
7. Trigger Bruce, A History of Archaeological Thought, Cambridge University Press, Cambridge, 2006.
8. Wheeler Mortimer, Archaeology from the Earth, Oxford University Press, London, 1954.

## मराठी:

1. कुलकर्णी अरुण, भारतीय इतिहास आणि पुरातत्त्व, सुचक प्रकाशन, औरंगाबाद, 2014.
2. जोशी रमेश, पुरातत्त्व आणि सांस्कृतिक वारसा, लोकवाङ्मय गृह, मुंबई, 2017.
3. देशमुख अनिल, भारतातील प्रमुख पुरातत्त्व स्थळे, सह्याद्री प्रकाशन, कोल्हापूर, 2015.
4. पाटील संजय, पुरातत्त्व संशोधन पद्धती, महाराष्ट्र ग्रंथोत्तेजक संस्था, मुंबई, 2016.
5. बापट माधव, भारतीय पुरातत्त्व शास्त्र, डायमंड पब्लिकेशन्स, पुणे, 2012.
6. शिंदे वसंत, पुरातत्त्व आणि वस्तुसंग्रहालय, विद्या प्रकाशन, नाशिक, 2013.
7. सावंत विनायक, आधुनिक पुरातत्त्व तंत्रज्ञान, महाराष्ट्र राज्य पाठ्यपुस्तक मंडळ, पुणे, 2018.





# Semester - VI

॥ आरोह तमसो ज्योतिः ॥

Rajarshi Shahu Mahavidyalaya,  
Latur (Autonomous)





Shiv Chhatrapati Shikshan Sanstha's

## **Rajarshi Shahu Mahavidyalaya, Latur**

(Autonomous)

Faculty of Humanities and Social Science

Department of History

B. A. III Semester -VI

**Course Type: DSC-XI**

**Course Title: Landmarks in World History**

**Course Code: 301HIS6101**

**Credits: 04**

**Max. Marks: 100**

**Lectures: 60 Hrs.**

### **Learning Objectives:**

- LO 1 They have a good idea of history of the twentieth century world.
- LO 2 They know how the modern world has shaped up.
- LO 3 Explain the growth of Nationalism in various Asian- European countries leading to upset of the Balance of Power in the world.
- LO 4 Trace the chronology of major wars that led to the World Wars.
- LO 5 Understand the major ideologies and agendas of capitalism and communism as they unfold in various events of 20th century.
- LO 6 Analyze the Balkan crisis which precipitated the I world War
- LO 7 Appraisal of the Fascist state's role in II world War.

### **Course Outcomes:**

After successfully completing this course, learners will:

- CO 1. Trace varieties of nationalists and the processes by which new nation-states were carved out.
- CO 2. Discuss the peculiarities of the disintegration of large empires and remaking of Europe's map.
- CO 3. Deliberate on the meaning of imperialism and the manifestations of imperialist Rivalry and expansion in the 19th and early 20th century.
- CO 4. Analyze the conflict between radical and conservative forces, and the gradual consolidation of ultra-nationalist and authoritarian regimes in Europe.

Unit No.	Title of Unit & Contents	Hrs.
<b>I</b>	<b>Unification of Italy and Germany</b>	<b>15</b>
	<ol style="list-style-type: none"> <li>1. Geographical Background of Italy and Germany</li> <li>2. Rise of Nationalism in Italy and Germany</li> <li>3. Unification of Germany</li> <li>4. Unification of Italy</li> </ol>	
	<b>Unit Outcomes:</b> UO 1. Understand the rise of Metternich and how Metternich dominated the European politics. UO 2. Describe the historical process which leads to rise of nationalism in Europe. UO 3. Understand how industrial revolution encouraged to colonial expansion.	
<b>II</b>	<b>Russian Revolution</b>	<b>15</b>
	<ol style="list-style-type: none"> <li>1. Causes</li> <li>2. Course</li> <li>3. Effects</li> <li>4. Lenin and Stalin</li> </ol>	
	<b>Unit Outcomes:</b> UO 1: Evaluate the Russian revolution and the first experiment of the communist government.	
<b>III</b>	<b>First World War and League of Nations</b>	<b>15</b>
	<ol style="list-style-type: none"> <li>1. Causes</li> <li>2. Nature</li> <li>3. Effects</li> <li>4. The League of Nations and its aims</li> </ol>	
	<b>Unit Outcomes:</b> UO 1: Understand the importance of world peace right after the World War First.	
<b>IV</b>	<b>Second World War and United Nations Organization</b>	<b>15</b>
	<ol style="list-style-type: none"> <li>1. Causes</li> <li>2. Course</li> <li>3. Effects</li> <li>4. United Nations Organization and: Structure and Works</li> </ol>	
	<b>Unit Outcomes:</b> UO 1: Understand the fascism and the rise of dictatorship in Europe. UO 2. Explain the aftermaths of the World War II on the world politics.	

### Learning Resources:

#### English:

1. Chaurasia R. S., History of Europe 1870-1945, Atlantic Publishers, Delhi, 2002.
2. David M. D., Landmarks in World, Himalaya Publishing House, Bombay, 1993.
3. Nehru Jawaharlal, Glimpses of World History, Jawaharlal Nehru Memorial Fund, Allahabad, 1983.

#### हिंदी:

1. गोहित राजीवकुमार, आधुनिक विश्व का इतिहास, डिस्कवरी पब्लिशिंग हाऊस, दिल्ली,

२०११.

२. त्यागी एम. एस., त्यागी जयंती, आधुनिक युरोप : एक झलक, पूजा पब्लिशर्स, मुरादाबाद.

३. राय कौलेश्वर, आधुनिक रशिया, किताब महल प्रकाशन, अलाहाबाद, १९८३.

#### मराठी:

१. कदम, साबळे, शिंदे, गव्हाणे, आधुनिक जगातील ठळक घडामोडींचा इतिहास, अरुणा प्रकाशन, लातूर, २०१३.
२. कठारे अनिल, आधुनिक जगाचा इतिहास, १४५३-२०००, प्रशांत पब्लिकेशन्स, जळगाव, २०१५.
३. कठारे अनिल, जागतिक घडामोडींचा इतिहास १७७६-१९६५, कल्पना प्रकाशन, नांदेड, १९९९.
४. कुलकर्णी अ. रा., देशपांडे अ. म., देशपांडे प्र. न., आधुनिक जगाचा इतिहास, १७८९-१८७८, स्नेहवर्धन पब्लिशिंग हाऊस, पुणे, १९९६.
५. कोलारकर श. गो., युरोपचा इतिहास १७८९-१८७०, श्री मंगेश प्रकाशन, नागपूर, २०००.
६. खाबडे दिनकर, आधुनिक युरोपचा इतिहास, कैलाश पब्लिकेशन्स, औरंगाबाद, १९९०.
७. जाधव हरी, जागतिक घडामोडी चा इतिहास, अरुणा प्रकाशन, लातूर, २०१४.
८. बिरादार टि. के., आधुनिक युरोप १७८९-१९४५, रत्नदीप प्रकाशन, उदगीर, १९९६.
९. भांडवलकर एस. एस., आधुनिक जगाचा इतिहास, अभिजीत पब्लिकेशन, लातूर, १९९९.

॥ आरोह तमसो ज्योतिः॥

Rajarshi Shahu Mahavidyalaya,  
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Shiv Chhatrapati Shikshan Sanstha's

## Rajarshi Shahu Mahavidyalaya, Latur

(Autonomous)

Faculty of Humanities and Social Science

Department of History

B. A. III Semester -VI

Course Type: DSC-XII

Course Title: Contemporary India

Course Code: 301HIS6102

Credits: 04

Max. Marks: 100

Lectures: 60 Hrs.

### Learning Objectives:

- LO 1 To comprehend the economic reforms in post-independence period.
- LO 2 To examine the political development in India.
- LO 3 To study the role of important personalities in India for modernising a nation.
- LO 4 To acquaint the student with the principles of foreign policy.

### Course Outcomes:

After successfully completing this course, learners will:

- CO 1. Develop a comprehensive understanding of contemporary India's socio-political, economic and cultural dimensions
- CO 2. Examine the challenges and opportunities facing India in the 21st century.
- CO 3. Define and explain key concepts related to contemporary India, such as globalization, secularism, democracy and development.
- CO 4. Identify and analyse the major historical events and turning points in India's recent history.
- CO 5. Analyse the causes and consequences of social, political and economic trends in India.
- CO 6. Formulate their own informed opinions and engage in constructive discussions.

Unit No.	Title of Unit & Contents	Hrs.
I	Pandit Jawaharlal Nehru	15
	<ul style="list-style-type: none"><li>1. Early Life</li><li>2. Internal Policy</li><li>3. Foreign Policy</li><li>4. Importance of Achievement</li></ul>	
	<b>Unit Outcomes:</b> UO 1. Students will learn the contribution of Pandit Jawaharlal Nehru in the development of India after independence.	
II	Indira Gandhi	15
	<ul style="list-style-type: none"><li>1. Early Life</li><li>2. Internal Policy</li><li>3. Foreign Policy</li><li>4. Importance of Achievement</li></ul>	
	<b>Unit Outcomes:</b> UO 1. The students will analyse the political events in the period of Indira	

Unit No.	Title of Unit & Contents	Hrs.
	Gandhi.	
<b>III</b>	<b>Rajiv Gandhi</b>	<b>15</b>
	1. Early Life 2. Internal Policy 3. Foreign Policy 4. Importance of Achievement	
	<b>Unit Outcomes:</b> UO 1. The students will learn the beginning of technological development in India.	
<b>IV</b>	<b>Atal Bihari Bajpeyi</b>	<b>15</b>
	1. Early Life 2. Internal Policy 3. Foreign Policy 4. Importance of Achievement	
	<b>Unit Outcomes:</b> UO 1. The students will understand the importance of foreign policy with neighbour country of India.	

### Learning Resources:

#### मराठी:

1. अमृतकर सुनील, पाटील मधुकर, समकालीन भारत, अथर्व पब्लिकेशन्स, धुळे, २०१६.
2. कोठेकर शांता, आधुनिक भारताचा इतिहास १९४७-२०००, श्री साईनाथ प्रकाशन, नागपूर, २०१४.
3. तोडकर बी. डी., भारत आणि जग आंतरराष्ट्रीय संबंध, डायमंड पब्लिकेशन्स, पुणे, २०१०.
4. नाईकवाडे अशोक, भारताचे परराष्ट्र धोरण, स्टडी सर्कल ग्रुप पब्लिकेशन, औरंगाबाद.
5. पाल बिपिनचंद्र, इंडिया सिन्स इंडिपेंडेंस, के सागर प्रकाशन, पुणे, २०१३.
6. पिंपळपल्ले, मुटकुळे, स्वातंत्र्योत्तर भारताचा इतिहास, कैलाश पब्लिकेशन्स, औरंगाबाद, २०१७.



Shiv Chhatrapati Shikshan Sanstha's

## Rajarshi Shahu Mahavidyalaya, Latur

(Autonomous)

Faculty of Humanities and Social Science

Department of History

B. A. III Semester -VI

Course Type: DSE-II

Course Title: Women in Indian History

Course Code: 301HIS

Credits: 04

Max. Marks: 100

Lectures: 60 Hrs.

### Learning Objectives:

- LO 1 To motivate the students to understand the role, the contributions and social status of women in ancient india.
- LO 2 To encourage the students to study the contribution of women in the enriching the medieval indian history.
- LO 3 To study the political and social work of women in modern india.
- LO 4 To explore the Indian women's role in the different fields in contemporary india.

### Course Outcomes:

After completion of the course the students will be able to-

- CO 1. Explain the work of women in ancient India in education, spreading the Buddhist philosophy and politics
- CO 2. Understand the importance of women in the strengthening the political rule in thier respective dynasty during medieval India.
- CO 3. Get inspiration and motivation from the contribution and struggle of women for social reform and independence in modern India.
- CO 4. Consider women who have overcome difficult circumstances and created their own unique identity as their role models.

Unit No.	Title of Unit & Contents	Hrs.
I	<b>Women in Ancient India</b>	15
	1. Status and Role of women in Early Indian Society 2. Women in Vedic Period – Apala, Ghosha, Maitreyi, Gargi, Lopamudra 3. Buddhist Women – Gautami, Amrpali, Sanghmitra, Yashodhara, 4. Women in Ancient Indian Political System – Nagnika, Prabhavti Gupta	
	<b>Unit Outcomes:</b> UO 1. The students will learn the importance of liberty for women to for their overall developments.	
II	<b>Women in Medieval India</b>	15
	1. Status and Role of women in Medieval Indian Society 2. Women in Sultanate Period - Raziya Sultan	



Unit No.	Title of Unit & Contents	Hrs.
	3. Women in Mughal Period – Nurjahan, Zinat Unnisa, Zaibunnisa 4. Women in Maratha History - Rajmata Jijabai, Maharani Yesubai, Ahilyabai Holkar <b>Unit Outcomes:</b> UO 1. The students will analyses the political contribution of the women in medieval India.	
<b>III</b>	<b>Women in Modern India</b>	<b>15</b>
	1. Dr. Annie Besant 2. Pandita Ramabai 3. Madam Cama 4. Vijayalaxmi Pandit <b>Unit Outcomes:</b> UO 1. The students will learn that there was a huge participation of women in the freedom fight movement.	
<b>IV</b>	<b>Women in Contemporary India</b>	<b>15</b>
	1. Lata Mangeshkar 2. Tara Paranjape 3. Kiran Bedi 4. Rani Bang <b>Unit Outcomes:</b> UO 4. The students will come to know the women power of India in the different fields.	

### Learning Resources:

#### English:

1. Altekare A. S. - The Position of Women in Hindu Civilization, Motilal Banarsidass Publishers, Delhi 2014
2. Agnew Vijay - Elite Women in Indian Politics, Vikas Publishing House New Delhi 1979
3. Devi Rameshwari, Romila Pruthi - Women's Role in Indian National Movement-, Pointer Publisher Jaipur 2003
4. Desai Neera Vora - Women in Modern India –& Copublishers Private Ltd. Bombay – 2, 1977
5. Kaur Manmohan Jullunder - Role of Women in the Freedom Movement 1885 1947, Sterling Publishers Private Ltd 1958.
6. Sigh Hemlata - India's Struggle for Independence, Sahitya Nilay Kanpur 2008

#### मराठी:

1. खडसे सुनिता व खडसे संतोष केशव - ऐतिहासिक परिप्रेक्ष्यातील स्त्रीया, शुभम पब्लिकेशन, पुणे 2010.
2. खोत एस. के. - सलाम स्त्री शक्ती, अरिहंत पब्लिकेशन, पुणे 2013.



3. गाठाळ एस. एस. - भारतीय इतिहासातील स्त्रीया व स्त्री जीवन, कैलाश पब्लिकेशन्स, औरंगाबाद 2017.
4. डंगवाल परमेश - आयडेअर किरण बेदी, मेहता पब्लिशिंग हाऊस, पुणे 1996.
5. दांडेकर रां.वा. - भारतातील थोर स्त्रीया, पुणे 1963.
6. देसाई माधवी - गोमन्त सौदामिनी, हेरंब प्रकाशन, गोवा 2001.
7. लोहगावकर कमल प्राचीन भारतीय स्त्रीया व प्रशासन - निर्मल प्रकाशन 2015.
8. व्हटकर ज्योती ज. - मराठा आणि पेशवे कालखंडातील महाराष्ट्रातील कर्तबगार स्त्रीया, दिलीपराज प्रकाशन पुणे, 2010.
9. शानभाग माधुरी - स्वप्नाकडून सत्याकडे (कल्पना चावलाची कहाणी), मेहता पब्लिशिंग हाऊस, पुणे - 2005.
10. सगर शिवाजी व सगर कांचन - थोर क्रांतीकारक महिला अरुणा प्रकाशन, लातूर 2013.



॥ आरोह तमसो ज्योतिः॥

Rajarshi Shahu Mahavidyalaya,  
Latur (Autonomous)



Shiv Chhatrapati Shikshan Sanstha's

## Rajarshi Shahu Mahavidyalaya, Latur

(Autonomous)

Faculty of Humanities and Social Science

Department of History

B. A. III Semester -VI

Course Type: DSE-II

Course Title: Hyderabad Freedom Struggle Movement

Course Code: 301HIS

Credits: 04

Max. Marks: 100

Lectures: 60 Hrs.

### Learning Objectives:

- LO 1 To understand the historical background of Marathwada under Nizam rule.
- LO 2 To study the political and administrative structure of Hyderabad State.
- LO 3 To explore causes and progress of the Hyderabad liberation movement.
- LO 4 To examine the contribution of key leaders and organizations.
- LO 5 To understand the impact of Operation Polo and integration.
- LO 6 To promote awareness of regional freedom struggles.

### Course Outcomes:

After completion of the course the students will be able to-

- CO 1. Describe the political, social, and economic conditions under Nizam rule.
- CO 2. Identify major events and actors involved in the freedom struggle.
- CO 3. Analyse the role of Razakars and resistance against them.
- CO 4. Understand the contribution of Hyderabad State Congress and Arya Samaj.
- CO 5. Evaluate the effects of Operation Polo and annexation.
- CO 6. Study local leadership and regional press in the liberation movement.

Unit No.	Title of Unit & Contents	Hrs.
I	<b>Historical Background of Marathwada and Hyderabad State</b>	15
	<ul style="list-style-type: none"><li>1. Establishment of Hyderabad State</li><li>2. Political, social and economic conditions under Nizam rule</li><li>3. Religious and linguistic diversity in the region</li><li>4. Administrative structure of Hyderabad State</li></ul>	
	<b>Unit Outcomes:</b> UO 1. Understand the formation and functioning of Hyderabad State. UO 2. Analyze the socio-economic and cultural conditions in Marathwada.	
II	<b>Policies of the Nizam and Role of Razakars</b>	15
	<ul style="list-style-type: none"><li>1. Policies of Nizam Mir Osman Ali Khan</li><li>2. Religious intolerance and suppression of dissent</li><li>3. Role and atrocities of the Razakar forces</li><li>4. Impact on society and rise of dissatisfaction</li></ul>	
	<b>Unit Outcomes:</b> UO 1. Evaluate the authoritarian policies of the Nizam.	

Unit No.	Title of Unit & Contents	Hrs.
	UO 2. Explain the emergence and actions of Razakar forces.	
<b>III</b>	<b>Rise and Development of Liberation Movement</b>	<b>15</b>
	1. Causes of the liberation movement 2. Role of Hyderabad State Congress 3. Role of Arya Samaj 4. Involvement of peasants, students, women, and tribal communities  <b>Unit Outcomes:</b> UO 1. Identify the causes and nature of the resistance movement. UO 2. Understand the involvement of various social groups in the struggle.	
<b>IV</b>	<b>Integration and Contribution of Key Leaders</b>	<b>15</b>
	1. Causes and execution of Operation Polo (Police Action) 2. Role of Indian Government and Sardar Vallabhbhai Patel 3. Leadership of Swami Ramanand Teerth 4. Role of Vasanta Dada Patil, student movement 'Vande Mataram' and 'Marathwada' weekly  <b>Unit Outcomes:</b> UO 1. Analyze the political and military process of integration. UO 2. Recognize the role of leaders, youth, and press in the liberation struggle.	

### Learning Resources:

#### English:

1. Benichou, Lucien D., From Autocracy to Integration: Political Developments in Hyderabad State, Orient Longman, Hyderabad, 2000.
2. Hasan, Mushirul, Legacy of a Divided Nation, Oxford University Press, New Delhi, 1997.

#### मराठी:

1. कडू, ज्ञानेश्वर, मराठवाडा आणि जनता, साक्षर भारत प्रकाशन, परभणी, 2010.
2. कठारे अनिल, हैदराबाद राज्याचा इतिहास, कल्पना प्रकाशन, नांदेड, 2005.
3. कुलकर्णी, शंकर, स्वामी रामानंद तीर्थ आणि मुक्तिसंग्राम, प्रभात प्रकाशन, पुणे, 2004.
4. खांडेकर, एम.डी., मराठवाड्याचा स्वातंत्र्यसंग्राम, महाराष्ट्र राज्य पाठ्यपुस्तक निर्मिती मंडळ, पुणे, 2003.
5. गवाणकर, वसंत, मराठवाडा मुक्तिसंग्राम, लोकवाङ्मय गृह, मुंबई, 1998.
6. जोशी, रामभाऊ, हैदराबाद मुक्तिसंग्राम, सुबोध प्रकाशन, औरंगाबाद, 1996.
7. देव प्रभाकर (संपा.) हैदराबाद मुक्तिसंग्राम स्वातंत्र्य सैनिकांच्या मौखिक नोंदी, कुलसचिव, स्वामी रामानंद तीर्थ मराठवाडा विद्यापीठ, नांदेड, 1999.
8. देशमुख लक्ष्मीकांत व धारूरकर वि. ल.(संपा.), मुक्तिसंग्राम, मराठवाडा साहित्य परिषद, औरंगाबाद, 1998.

9. पाटील भाऊसाहेब, हैदराबाद राज्य व मराठवाडा, डायलॉग प्रकाशन, लातूर, 2000.
10. राऊत, नाना, स्वातंत्र्याचा दुसरा अध्याय: मराठवाडा मुक्तिसंग्राम, ग्रीन व्हॅली पब्लिकेशन, नांदेड, 2005.
11. लोखंडे चंद्रशेखर, हैदराबाद मुक्तिसंग्राम का इतिहास. श्री घुडमल प्रहलादकुमार आर्य धर्मार्थ ट्रस्ट, 2004.





Shiv Chhatrapati Shikshan Sanstha's  
**Rajarshi Shahu Mahavidyalaya, Latur**

(Autonomous)

Faculty of Humanities and Social Science

Department of History

B. A. III Semester -VI

Course Type: VSC-II

Course Title: An Introduction to Museology

Course Code: 301HIS

Credits: 02

Max. Marks: 50

Lectures: 30 Hrs.

**Learning Objectives:**

- LO 1 To understand the fundamental concepts and objectives of museums.
- LO 2 To analyse the social, cultural, and educational roles of museums in society.
- LO 3 To acquire knowledge about museum management, administration, and operational functions.
- LO 4 To learn about conservation techniques and best practices in artifact preservation.
- LO 5 To explore career opportunities in museology and related fields.
- LO 6 To understand the impact of technology and digital innovations in modern museums.

**Course Outcomes:**

- CO 1. Demonstrate an understanding of the historical and functional aspects of museums.
- CO 2. Explain the principles of museum management and administration.
- CO 3. Apply conservation and restoration techniques for museum collections.
- CO 4. Classify, document, and preserve museum artifacts effectively.
- CO 5. Identify various career opportunities in the field of museology.
- CO 6. Analyse the role of museums in cultural heritage preservation and tourism development.

Unit No.	Title of Unit & Contents	Hrs.
I	<b>Introduction to Museums and Their Importance</b>	<b>07</b>
	<ol style="list-style-type: none"><li>1. Concept and Objectives of Museums</li><li>2. Types of Museums (National, Regional, Art, Science, History, etc.)</li><li>3. Social and Educational Role of Museums</li><li>4. Famous Museums in India (National Museum New Delhi, Salarjang Museum Hyderabad, Ch. Shivaji Maharaj Museum Mumbai)</li></ol>	
	<b>Unit Outcomes:</b> UO 1. Explain the fundamental concept and role of museums in society. UO 2. Identify and classify different types of museums and their	

Unit No.	Title of Unit & Contents	Hrs.
	significance.	
<b>II</b>	<b>Museum Management and Administration</b>	<b>08</b>
	<ol style="list-style-type: none"> <li>1. Basic Principles of Museum Management</li> <li>2. Responsibilities and Roles of Museum Staff</li> <li>3. Fundraising and Financial Support for Museums</li> <li>4. Security and Maintenance Measures in Museums</li> </ol> <p><b>Unit Outcomes:</b>            UO 1. Understand the organizational structure and functions of a museum.            UO 2. Analyze financial and security measures essential for museum management.</p>	
<b>III</b>	<b>Museum Collections and Conservation</b>	<b>07</b>
	<ol style="list-style-type: none"> <li>1. Methods of Collecting Museum Artifacts</li> <li>2. Conservation and Restoration of Historical and Cultural Objects</li> <li>3. Classification and Documentation of Artifacts</li> <li>4. Effects of Climate, Light, and Humidity on Museum Objects</li> </ol> <p><b>Unit Outcomes:</b>            UO 1. Demonstrate knowledge of artifact collection, classification, and documentation.            UO 2. Apply conservation techniques to preserve museum artifacts.</p>	
<b>IV</b>	<b>Museology and Career Opportunities</b>	<b>08</b>
	<ol style="list-style-type: none"> <li>1. Museum Manager, Curator, Archaeologist, Conservation Expert</li> <li>2. Historical Researcher, Cultural Studies, Archaeology and Artifact Conservation</li> <li>3. Tour Guide, Cultural Tourism Consultant, Exhibition Coordinator</li> <li>4. Digital Museum Manager, Virtual Museum Specialist, Multimedia Designer for Museums</li> </ol> <p><b>Unit Outcomes:</b>            UO 1. Identify key career opportunities in the field of museology.            UO 2. Understand the role of digital innovations and emerging career prospects in museum studies.</p>	

**Note: Museum Visit and Visit Report for Students are compulsory.**

### **Learning Resources:**

#### **English:**

1. Ambrose Timothy, Museum Basics, Routledge, London, 2012.
2. Bobde B. R. and Ligade O. V., Museums, Archaeology and Culture, B. R. Publishing Corporation, Delhi, 2017.
3. Bobde B. R. and Ligade O. V., Museums a New Era of Technology, B. R. Publishing Corporation, Delhi, 2017.
4. Caple Chris, Conservation Skills: Judgement, Method, and Decision Making, Routledge, London, 2000.
5. Dean David, Museum Exhibition: Theory and Practice, Routledge, London, 1994.

6. Pearce Susan, Museums, Objects, and Collections, Leicester University Press, Leicester, 1994.
7. Weil Stephen, Making Museums Matter, Smithsonian Institution Press, Washington D.C., 2002.

### मराठी:

1. कुलकर्णी रमेश, पुरातत्त्व आणि संग्रहालयशास्त्र, सुचक प्रकाशन, औरंगाबाद, 2018.
2. जोशी माधव, सांस्कृतिक वारसा आणि संग्रहालय, लोकवाङ्मय गृह, मुंबई, 2017.
3. देशमुख अनिल, भारतीय संग्रहालयांची परंपरा, डायमंड पब्लिकेशन्स, पुणे, 2015.
4. पाटील शंकर, संग्रहालय शास्त्र, महाराष्ट्र राज्य पाठ्यपुस्तक निर्मिती व संशोधन मंडळ, पुणे, 2010.
5. भोसले सुरेश, संग्रहालय व्यवस्थापन, महाराष्ट्र ग्रंथोत्तेजक संस्था, मुंबई, 2012.
6. शिंदे वसंत, भारतीय पुरातत्त्व आणि संग्रहालय, सहाय्यद्री प्रकाशन, कोल्हापूर, 2016.
7. सावंत विनायक, आधुनिक संग्रहालय तंत्रज्ञान, विद्या प्रकाशन, नाशिक, 2014.

राव छत्रपता

Kajal Shah Mahavidyalaya,

Warananagar (Mumbai)





Shiv Chhatrapati Shikshan Sanstha's

## Rajarshi Shahu Mahavidyalaya, Latur

(Autonomous)

### Extra Credit Activities

Sr. No.	Course Title	Credits	Hours T/P
1	MOOCs	Min. of 02 credits	Min. of 30 Hrs.
2	Certificate Courses	Min. of 02 credits	Min. of 30 Hrs.
3	IIT Spoken English Courses	Min. of 02 credits	Min. of 30 Hrs.

#### Guidelines:

##### Extra -academic activities

1. All extra credits claimed under this heading will require sufficient academic input/contribution from the students concerned.
2. Maximum 04 extra credits in each academic year will be allotted.
3. These extra academic activity credits will not be considered for calculation of SGPA/CGPA but will be indicated on the grade card.

##### Additional Credits for Online Courses:

1. Courses only from SWAYAM and NPTEL platform are eligible for claiming credits.
2. Students should get the consent from the concerned subject Teacher/Mentor/Vice Principal and Principal prior to starting of the course.
3. Students who complete such online courses for additional credits will be examined/verified by the concerned mentor/internal faculty member before awarding credits.
4. Credit allotted to the course by SWAYAM and NPTEL platform will be considered as it is.

##### Additional Credits for Other Academic Activities:

1. One credit for presentation and publication of paper in International/National/State level seminars/workshops.
2. One credit for measurable research work undertaken and field trips amounting to 30 hours of recorded work.
3. One credit for creating models in sponsored exhibitions/other exhibits, which are approved by the concerned department.
4. One credit for any voluntary social service/Nation building exercise which is in collaboration with the outreach center, equivalent to 30 hours
5. All these credits must be approved by the College Committee.

### **Additional Credits for Certificate Courses:**

1. Students can get additional credits (number of credits will depend on the course duration) from certificate courses offered by the college.
2. The student must successfully complete the course. These credits must be approved by the Course Coordinators.
3. Students who undertake summer projects/ internships/ training in institutions of repute through a national selection process, will get 2 credits for each such activity. This must be done under the supervision of the concerned faculty/mentor.

### **Note:**

1. The respective documents should be submitted within 10 days after completion of Semester End Examination.
2. No credits can be granted for organizing or for serving as office bearers/ volunteers for Inter-Class / Associations / Sports / Social Service activities.
3. The office bearers and volunteers may be given a letter of appreciation by the respective staff coordinators. Besides, no credits can be claimed for any services/ activities conducted or attended within the college.
4. All claims for the credits by the students should be made and approved by the mentor in the same academic year of completing the activity.
5. Any grievances of denial/rejection of credits should be addressed to Additional Credits Coordinator in the same academic year.
6. Students having a shortage of additional credits at the end of the third year can meet the Additional Credits Coordinator, who will provide the right advice on the activities that can help them earn credits required for graduation.

Rajarshi Shahu Mahavidyalaya,  
Latur (Autonomous)



Shiv Chhatrapati Shikshan Sanstha's

## Rajarshi Shahu Mahavidyalaya, Latur

(Autonomous)

### Examination Framework

#### Theory:

40% Continuous Assessment Tests (CATs) and 60% Semester End Examination (SEE)

#### Practical:

50% Continuous Assessment Tests (CATs) and 50% Semester End Examination (SEE)

Course	Marks	CAT & Mid Term Theory				CAT Practical		Best Scored CAT & Mid Term	SEE	Total
1	2	3				4		5	6	5 + 6
		Att.	CAT I	Mid Term	CAT II	Att.	CAT			
DSC/DSE/GE/OE/Minor	100	10	10	20	10	-	-	40	60	100
DSC	75	05	10	15	10	-	-	30	45	75
Lab Course/AIPC/OJT/FP	50	-	-	-	-	05	20	-	25	50
VSC/SEC/AEC/VEC/CC	50	05	05	10	05	-	-	20	30	50

#### Note:

1. All Internal Exams are compulsory
2. Out of 02 CATs best score will be considered
3. Mid Term Exam will be conducted by the Exam Section
4. Mid Term Exam is of Objective nature (MCQ)
5. Semester End Exam is of descriptive in nature (Long & Short Answer)
6. CAT Practical (20 Marks): Lab Journal (Record Book) 10 Marks, Overall Performance 10 Marks