

## **T.Y.B.A. History**

### **SEMESTER -V**

#### **Core Course IV- History of Medieval India (1000 CE-1526CE)**

##### **Objectives:**

1. To acquaint the students with the history of early Medieval India that laid the foundation of the Sultanate in India.
2. To study the contribution of Vijayanagar and Bahamani kingdoms to Medieval Indian History.
3. To examine the administrative, socio-economic and cultural aspects of Medieval India.

##### **Module I: Foundation, Expansion and Decline of Delhi Sultanate**

- (a) Socio-economic and political conditions on the eve of the Turkish Invasion
- (b) Rise and Decline of Slave dynasty, Khilji Dynasty
- (c) Tughlaq, Sayyid and Lodi Dynasty

##### **Module II: Administrative Structure of the Sultanate**

- (a) Central Administration and Iqta system
- (b) Administrative and Military Reforms of Ala-ud-din Khilji
- (c) Reforms of Firozshah Tughlaq and Mohammed bin Tughlaq

##### **Module III: Emergence of Vijaynagar and Bahamani Kingdoms**

- (a) Rise, Growth and Decline of Vijaynagar and Bahamani Kingdoms
- (b) Administration, Socio-Economic and Cultural conditions of Vijayanagar Empire
- (c) Administration, Socio-Economic and Cultural conditions of Bahamani Kingdom

##### **Module IV: Society, Economy, Religion and Culture of Delhi Sultanate**

- (a) Socio-economic and religious life
- (b) Education and Literature
- (c) Art and Architecture



# T.Y.B.A. History

## SEMESTER -V

### Core Course V- History of Modern Maharashtra (1818 CE-1960 CE)

#### Objectives:

1. To acquaint students with regional history.
2. To understand political and socio-economic developments during the 19<sup>th</sup> and 20<sup>th</sup> centuries.
3. To create understanding of the movement that led to the formation of Maharashtra.

#### Module I: Beginning of the British Rule

- (a) Socio-Economic conditions of Maharashtra in 19<sup>th</sup> Century
- (b) Administration and Judiciary
- (c) Tribal and Peasant Uprisings

#### Module II: Socio- Economic Awakening

- (a) Mahatma Jotirao Phule - Satya Shodhak Samaj and Universal Humanism
- (b) Prarthana Samaj
- (c) Contribution of thinkers of Maharashtra to Economic Nationalism

#### Module III: Political Developments in Maharashtra (1885-1960)

- (a) Moderates, Extremists and Revolutionaries in Maharashtra
- (b) Response to Gandhian Movements in Maharashtra
- (c) Samyukta Maharashtra Movement

#### Module IV: Emergence of New Forces

- (a) Contribution of Reformers in Education
- (b) Contribution of Reformers towards Emancipation of Women
- (c) Contribution of Reformers towards Upliftment of Depressed Classes: V. R. Shinde, Rajarshi Shahu Maharaj and Dr. B.R. Ambedkar



# T.Y.B.A. History

## SEMESTER -V

### Core Course VI A – Introduction to Archaeology

#### Objectives:

1. To understand the basic facets of Archaeology.
2. To evaluate the importance of Epigraphy.
3. To study the importance of Numismatics as an important source of history.

#### Module I: Aims and Methods of Archaeology

- (a) Definition, Aims and Development of Archaeology in India
- (b) Archaeology and History; Archaeology and Other Sciences
- (c) Field Archaeology: Methods of Exploration, Excavation and Dating Antiquities; Significance of Archaeology

#### Module II: Pre-Historic, Proto-Historic and Early Historical Periods

- (a) Palaeolithic and Mesolithic Periods
- (b) Neolithic and Chalcolithic Periods
- (c) Megalithic and Early Historical Periods

#### Module III: Epigraphy

- (a) Definition and History of Indian Epigraphy
- (b) Types of Inscriptions and their significance
- (c) Evolution of Brahmi and Kharosthi Scripts; Edicts of Ashoka

#### Module IV: Numismatics

- (a) Definition and History of Indian Numismatics
- (b) Ancient Indian Coinage: Punch-Marked, Satavahana, Western Kshatrapas, Kushana and Gupta Coins
- (c) Contribution of Numismatics to Indian History



## **T.Y.B.A. History**

### **SEMESTER -V**

#### **Core Course VII- History of the Marathas (1630 CE – 1707CE)**

##### **Objectives:**

1. To introduce the students to the regional history of Maharashtra.
2. To familiarize students with the literary sources of the history of the Marathas.
3. To help students to understand the forces leading to the establishment of Maratha power under Chhatrapati Shivaji Maharaj.

##### **Module I: Introduction to Maratha History**

- (a) Marathi, Persian and European Sources
- (b) Deccan in the 17<sup>th</sup> century – Geo-Political and Economic conditions
- (c) Socio-Cultural conditions; Maharashtra Dharma

##### **Module II: Establishment of Swarajya**

- (a) Shivaji's relations with Bijapur
- (b) Shivaji's relations with the Mughals
- (c) Shivaji's relations with the Europeans

##### **Module III: Period of Consolidation and Crisis**

- (a) Coronation and its significance; Shivaji's Karnatak Campaign
- (b) Sambhaji, Rajaram and Tarabai
- (c) Civil War : Tarabai and Shahu

##### **Module IV: Administration during the Royal Period**

- (a) Civil Administration
- (b) Revenue and Judicial Administration
- (c) Military Administration



# **T.Y.B.A. History**

## **SEMESTER -V**

### **Core Course VIII: History of Contemporary World (1945 CE – 2000 CE)**

#### **Objectives:**

1. To trace some of the major events of post-World War II period.
2. To understand the significance of these events.
3. To comprehend the ways in which events of the latter half of the twentieth century have influenced the present.

#### **Module I: Cold War (1945-1985)**

- (a) Meaning, Causes of Cold War and Security Pacts
- (b) Conflicts in Cold War: Germany, Korea and Cuba
- (c) Economic Revival of Western Europe; Soviet Union's Relations with Eastern Europe

#### **Module II: Europe, U.S.S.R and U.S.A. (1985-2000)**

- (a) Disintegration of U.S.S.R
- (b) Re-drawing of political borders of Germany, Yugoslavia and Czechoslovakia;  
Emergence of the European Union (EU) in Western Europe
- (c) U.S.A as the dominant world power

#### **Module III: Movements for Equal Rights and Challenging the Bipolar World (1945-2000)**

- (a) Campaigns within and outside South Africa against Apartheid
- (b) Civil Rights Movement in U.S.A
- (c) Non-Aligned Movement

#### **Module IV: Major Trends**

- (a) Globalisation
- (b) Sustainable Development
- (c) Women's Liberation Movement



# **T.Y.B.A. History**

## **SEMESTER -V**

### **Elective Course IX A - Research Methodology and Sources of History**

#### **Objectives:**

1. To teach students basics of research methodology in history with a view to promote historical research.
2. To understand the various kinds of sources of history and its interpretation.
3. To acquaint students with the new trends and approaches in history writing.

#### **Module I: History: Definition and Scope**

- (a) History: Meaning, Scope and Nature
- (b) Importance of History
- (c) History and Auxiliary Sciences

#### **Module II: Sources of History**

- (a) Sources: Nature and Types
- (b) Authenticity and Credibility of Sources
- (c) Importance of Archival Sources

#### **Module III: Research Methods in History**

- (a) Methods of Data Collection
- (b) Interpretation and Generalisation of Sources
- (c) Footnotes and Bibliography

#### **Module IV: Sources for Writing Indian History**

- (a) Sources for Ancient Indian History
- (b) Sources for Medieval Indian and Maratha History
- (c) Sources for Modern and Contemporary Indian History