



॥ सा विद्या या विमुक्तये ॥

स्वामी रामानंद तीर्थ मराठवाडा विद्यापीठ, नांदेड

'ज्ञानतीर्थ', विष्णुपुरी, नांदेड - ४३१ ६०६ (महाराष्ट्र राज्य) भारत

SWAMI RAMANAND TEERTH MARATHWADA UNIVERSITY, NANDED

'Dnyanteerth', Vishnupuri, Nanded - 431 606 (Maharashtra State) INDIA

Established on 17th September, 1994, Recognized By the UGC U/s 2(f) and 12(B), NAAC Re-accredited with 'B++' grade

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मानवविज्ञान विद्याशाखे अंतर्गत राष्ट्रीय शैक्षणिक धोरणा-२०२० नुसार पदवी तृतीय वर्षाचे अभ्यासक्रम शैक्षणिक वर्ष २०२६-२७ पासून लागू करण्याबाबत.

परिपत्रक

या परिपत्रकान्वये सर्व संबंधितांना कळविण्यात येते की, दिनांक २२ एप्रिल, २०२६ रोजी संपन्न झालेल्या मा. विद्यापरिषदेच्या बैठकीतील विषय क्र. ०९/६४-२०२६ च्या ठरावानुसार मानवविज्ञान विद्याशाखेतील राष्ट्रीय शैक्षणिक धोरण-२०२० नुसार बी.ए. पदवी तृतीय वर्षाचे अभ्यासक्रम (Syllabus) शैक्षणिक वर्ष २०२६-२७ पासून लागू करण्यास मा. विद्यापरिषदेने मान्यता प्रदान केली आहे. त्यानुसार मानवविज्ञान विद्याशाखेतील खालील अभ्यासक्रम शैक्षणिक वर्ष २०२६-२७ पासून लागू करण्यात येत आहेत

01) B.A.T.Y. Economics Syllabus	9) B.A. T.Y. Pali
02) B.A. T.Y. English	10) B.A. T.Y. Public Administration
03) B.A. T.Y. Geography	11) B.A. T.Y. Military Science
04) B.A. T.Y. History	12) B.A. T.Y. NCC
05) B.A. T.Y. Marathi	13) B.A. T.Y. Administrative Services
06) B.A. T.Y. Political Science	14) B.A. T.Y. Sanskrit
07) B.A. T.Y. Sociology	15) B.A. T.Y. Sociology (NMDC Hingoli)
08) B.A. T.Y. Urdu	

सदरील परिपत्रक व अभ्यासक्रम प्रस्तुत विद्यापीठाच्या www.srtmun.ac.in या संकेतस्थळावर उपलब्ध आहेत. तरी सदरील बाब ही सर्व संबंधितांच्या निदर्शनास आणून द्यावी, ही विनंती.

'ज्ञानतीर्थ' परिसर,
विष्णुपुरी, नांदेड - ४३१ ६०६.

जा.क्र.:शैक्षणिक-१ / परिपत्रक / एनईपी / मानवविज्ञान / २०२६-२७ /
दिनांक : १७.०६.२०२६

आपला विश्वासू

सहाय्यक कुलसचिव

शैक्षणिक-१ अभ्यासमंडळे विभाग

प्रत माहिती व पुढील कार्यवाहीस्तव :

- १) मा.कुलगुरु महोदयांचे कार्यालय, प्रस्तुत विद्यापीठ
- २) मा.प्र.कुलगुरु महोदयांचे कार्यालय, प्रस्तुत विद्यापीठ
- ३) मा. अधिष्ठाता, मानवविज्ञान विद्याशाखा, प्रस्तुत विद्यापीठ.
- ४) मा. संचालक, परीक्षा व मूल्यमापन मंडळ यांचे कार्यालय, प्रस्तुत विद्यापीठ.
- ५) मा. प्राचार्य/संचालक, सर्व संबंधित संलग्नित महाविद्यालये, प्रस्तुत विद्यापीठ.
- ६) सिस्टम एक्सपर्ट, शैक्षणिक विभाग, प्रस्तुत विद्यापीठ यांना देवून कळविण्यात येते की, सदरील परिपत्रक विद्यापीठाच्या संकेतस्थळावर प्रसिध्द करण्यात यावे.



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**SWAMI RAMANAND TEERTH
MARATHWADA UNIVERSITY, NANDED-431606**



SYLLABUS

History

B. A. THIRD YEAR

Semester V & VI

Semester Pattern

Under the Faculty of Humanities

Effective from Academic Year 2026-2027

(As per NEP-2020)

From the Desk of the Dean:

To meet the challenge of ensuring excellence in undergraduate programme Humanities education, the issue of quality needs to be addressed, debated and taken forward in a systematic manner. Accreditation is the principal means of quality assurance in higher education. The major emphasis of accreditation process is to measure the outcomes of the program that is being accredited. In line with this Faculty of Humanities of Swami Ramanand Teerth Marathwada University, Nanded has taken a lead in incorporating philosophy of outcome-based education in the process of curriculum development.

Faculty of Humanities , Swami Ramanand Teerth Marathwada University Nanded, in one of its meetings unanimously resolved that, each Board of Studies shall prepare some Program Educational Objectives (PEO's) and give freedom to affiliated Institutes to add few (PEO's) and course objectives and course outcomes to be clearly defined for each course, so that all faculty members in affiliated colleges understand the depth and approach of course to be taught, which will enhance learner's learning process. It was also resolved that, maximum senior faculty from colleges and experts from industry to be involved while revising the curriculum. We are happy to state that, each Board of studies has adhered to the resolutions passed by Faculty of Humanities, and developed curriculum accordingly. In addition to outcome-based education, semester-based credit and grading system is also introduced to ensure quality of education.

Semester based Credit and grading system enables a much-required shift in focus from teacher-centric to learner-centric education since the workload estimated is based on the investment of time in learning and not in teaching. It also focuses on continuous evaluation which will enhance the quality of education. Swami Ramanand Teerth Marathwada University, Nanded has taken a lead in implementing the system through its affiliated Institutes and Faculty of Technology has devised a transparent credit assignment policy and adopted ten points scale to grade learner's performance. Credit assignment for courses is based on 15 weeks teaching learning process; however, content of courses is to be taught in 12-13 weeks and remaining 3-2 weeks to be utilized for revision, guest lectures, coverage of content beyond syllabus etc.

Credit and grading based system will be implemented for First Year of Humanities from the academic year 2025-2026. Subsequently this system will be carried forward for Second Year Humanities in the academic year 2025-2026, for Third Year and Final Year Humanities in the academic years 2026-2027 and 2027-2028 respectively.

Dr. Parag Khadake,

Dean, Faculty of Humanities,

Swami Ramanand Teerth Marathwada University, Nanded

From Desk of Chairman, Board of Studies in the Subject of History

Preamble:

As the Chairman of the Board of Studies in History at Swami Ramanand Teerth Marathwada University, I, along with my esteemed colleagues and the thirteen respected members of the Board of Studies, take immense satisfaction and a deep sense of responsibility in presenting the revised curriculum for Semester V and VI for the academic year 2026–27 in accordance with the vision of the National Education Policy. This syllabus is the outcome of collective deliberation, academic insight, and a shared commitment to enriching history education.

Our foremost feeling while designing this curriculum has been one of collective responsibility and academic dedication. Each member of the Board has contributed thoughtfully to ensure that the syllabus reflects both depth and diversity. Together, we have strived to create a balanced framework that not only strengthens students' understanding of chronological history but also introduces them to new and emerging areas of historical studies.

Our intention has been to maintain a strong foundation of Indian history through papers such as History of Medieval India (1526–1707 A.D.), History of British India (1707–1856 A.D.), and History of Modern India (1857–1920 A.D.). At the same time, we have ensured continuity with advanced themes like Mass Phase of the Indian National Movement (1920–1950) and Agrarian and Industrial Development in India (1947–1975), enabling students to grasp long-term socio-economic and political transformations.

As a team, we have consciously moved beyond traditional approaches to history by incorporating region-specific and socially relevant papers. The inclusion of The Architects of Modern Maharashtra reflects our commitment to highlighting the contributions of great reformers like Jyotirao Phule, Shahu Maharaj, and B. R. Ambedkar. Similarly, History of Hyderabad Freedom Struggle and Marathwada has been introduced to connect students with their regional past and to instill a sense of historical identity and pride.

Another important intention shared by all Board members has been to make the curriculum more skill-oriented and aligned with employability. Papers such as Indian Iconography: From Heritage to Career Opportunities, Numismatics, and Field Project are designed to provide practical knowledge and hands-on experience. The inclusion of On-the-Job Training (OJT) is a significant step towards experiential learning, enabling students to apply classroom knowledge in real-world contexts. This collective decision reflects our commitment to preparing students for diverse career opportunities beyond conventional academic paths.

We have also emphasized global and intellectual perspectives through papers like Milestones in Modern World History and Indian Intellectual and Scientific Traditions. These courses aim to broaden students' horizons, helping them understand both global developments

and India's rich intellectual heritage. As a Board, we believe that such an approach is essential in developing well-rounded and critically aware students.

Another shared objective has been to design a syllabus that supports preparation for competitive examinations such as UPSC, MPSC, and NET/SET. The topics have been carefully selected to ensure a balance between factual knowledge and analytical understanding. Our collective effort has been to make the curriculum relevant, comprehensive, and academically rigorous.

Looking ahead, we, as a Board, are committed to continuously reviewing and upgrading the syllabus. Our future plans include the introduction of new areas such as digital history, archival studies, and heritage management. We also aim to strengthen institutional linkages with museums, archives, and research centers to enhance practical exposure for students. Regular academic activities such as seminars, workshops, and field visits will be encouraged to create an engaging and dynamic learning environment.

Furthermore, we plan to promote research-oriented learning at the undergraduate level by encouraging project work, use of primary sources, and documentation of local history. Special attention will be given to preserving regional heritage and oral traditions, ensuring that students actively participate in the process of historical preservation.

In conclusion, this revised syllabus is the result of a collective vision and dedicated effort of the Board of Studies. It reflects our shared aspiration to make history education more meaningful, practical, and future-oriented. We sincerely hope that this curriculum will inspire students to develop critical thinking, historical awareness, and a sense of responsibility towards society and heritage.

Dr. Rahul Varvantikar,

Chairman, Board of Studies in History,

Swami Ramanand Teerth Marathwada University,

Nanded.

Swami Ramanand Teerth Marathwada University, Nanded

Members of the Board of Studies in the subject of History

Under the faculty of Humanities

Sr. No	Name of the Members	Designation	Address with mail ID	Contact No.
1	Dr. Rahul Varvantikar	Chairman	Pratibha Niketan Mahavidyalaya, Nanded rahulvarvantikar@ gmail.com	9422638877
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9	Dr. Nitin Bawale	Member	Sharada Mahavidyalaya, Parbhani bawale.nitin@gmail.com	9422110489
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11	Dr. Arvind Sontakke	Member	D. B. College, Bhoker, Dist. Nanded arvindsontakke72@gmail.com	9423139676
12	Dr. Sakharam Takle	Member	Lalbahadur Shastri College, Partur, Dist. Jalna- sptakle@gmail.com	9422796358
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14	Dr. Balasaheb Kshirsagar	Invitee Member	Shivaji Mahavidyalaya, Hingoli drkbs003@gmail.com	9850864010

SWAMI RAMANAND TEERTH MARATHWADA UNIVERSITY, NANDED



Faculty of Humanities

for Four Year Multidisciplinary Degree Program with Multiple Entry and Exit (For Award of Certificate)

(B. A. Third Year Structure, Major in History (DSC) w. e. f. 2026-27)

Year & Level	Semester	Major	Elective	Minor	Vocational Skill Course (VSC)	Ability Enhancement Course (AEC) (Basket 4)	OJT, FP, CEP, CC, RP. (On Job Training / Field Project)	Credits	Total Credits
1	2	3	4	5	6	7	8	9	10
I 5.5	v	HHISCT1301 (4 Cr) History of Medieval India (1526 to 1707) HHISCT1302 (4 Cr) Architects of Modern Maharashtra HHISCT1303 (4 Cr) History of British India (1707 to 1856 AD)	HHISCT1301 (4 Cr) History of Hyderabad Freedom Struggle and Marathwada OR Milestones in Modern World History	---	HHISVC1301 (2Cr) Indian Iconography: From Heritage to Career Opportunities	---	HHISFP1301 Field Project (4 Cr)	22	44
	VI	HHISCT1351 (4 Cr) History of Modern India (1857 to 1920) HHISCT1352 (4 Cr) Mass Phase of the Indian National Movement (1920-1950), HHISCT1353 (2Cr) History of Agrarian and Industrial Development in India (1947-1975), HHISIK1351 (2Cr) Indian Intellectual and Scientific Traditions	HHISCT1351 (4 Cr) History of Hyderabad Freedom Struggle and Marathwada OR Milestones in Modern World History	----	HHISVC1351 (2Cr) Numismatics	---	HHISOJ1351 OJT (4 Cr)	22	
Total		24	08		04		08		
Exit option: UG Certificate in Opt.1, Opt.2, Opt. 3 on completion of 44 credits and additional 4 credits from NSQF Course / Internship									



Swami Ramanand Teerth Marathwada University, Nanded

Faculty of Humanities.

Major in History (DSC) / GE/ VSE/SEC

Under Graduate Third Year Programme, Semester V (Level 5.5) Teaching Scheme

	Course Code	Course Name	Credits Assigned			Teaching Scheme (Hrs./ week 1 Hrs.= 60M.)	
			Theory	Practical	Total	Theory	Practical
Major	HHISCT1301	History of Medieval India (1526 to 1707)	04	----	04	04	----
	HHISCT1302	Architects of Modern Maharashtra	04	----	04	04	----
	HHISCT1303	History of British India (1707 to 1856 AD)	04		04	04	
Elective	HHISET1301	History of Hyderabad Freedom Struggle and Marathwada OR Milestones in Modern World History	04	----	04	04	----
VEC	HHISVC1301	Indian Iconography: From Heritage to Career Opportunities	02	----	02	02	----
Field Project	HHISFP1301	-----	--	04	04	---	04



Swami Ramanand Teerth Marathwada University, Nanded
Faculty of Humanities.
Major in History (DSC)

Under Graduate Third Year Programme, Semester VI (Level 5.5) Teaching Scheme

	Course Code	Course Name	Credits Assigned			Teaching Scheme (Hrs./ week, 1 Hrs.=60 M.)	
			Theory	Practical	Total	Theory	Practical
Major	HHISCT1351	History of Modern India (1857 to 1920)	04	----	04	04	----
	HHISCT1352	Mass Phase of the Indian National Movement (1920–1950)	04	----	04	04	----
	HHISCT1353	History of Agrarian and Industrial Development in India (1947–1975)	02	----	02	02	----
	HHISIK1351	Indian Intellectual and Scientific Traditions	02		02	02	
Elective	HHISET1351	History of Hyderabad Freedom Struggle and Marathwada OR Milestones in Modern World History	04	----	04	04	----
VEC	HHISVC1351	Numismatics	02	----	02	02	----
OJT	HHISOJ1351	----	---	04	04	--	04



Swami Ramanand Teerth Marathwada University, Nanded
Faculty of Humanities

Major in History (DSC)

Under Graduate Third Year Programme, Semester V (Level 5.5)

Examination Scheme

[40% Continuous Assessment (CA) and 60% End Semester Examination (ESE)]

Subject (1)	Course Code (2)	Course Name (3)	Theory						Total Col. (8+9) = (10)
			Continuous Assessment (CA)					ESE	
			Test I (4)	Test II (5)	Assignment or others (6)	Attendance (7)	Total (8)	Total (9)	
Major	HHISCT1301	History of Medieval India (1526 to 1707)	10	10	12	08	40	60	100
	HHISCT1302	Architects of Modern Maharashtra	10	10	12	08	40	60	100
	HHISCT1303	History of British India (1707 to 1856 AD)	10	10	12	08	40	30	100
Electives	HHISET1301	History of Hyderabad Freedom Struggle and Marathwada OR Milestones in Modern World History	10	10	12	08	40	60	100
VSC	HHISVC1301	Indian Iconography: From Heritage to Career Opportunities	05	05	06	04	20	30	50
Field Project	HHISFP1301		---	---	---	--	40	60	100



Swami Ramanand Teerth Marathwada University, Nanded
Faculty of Humanities

Major in History

Under Graduate Third Year Programme, Semester VI (Level 5.5)

Examination Scheme

[40% Continuous Assessment (CA) and 60% End Semester Examination (ESE)]

Subject (1)	Course Code (2)	Course Name (3)	Theory						Total Col. (8+9) = (10)
			Continuous Assessment (CA)					ESE	
			Test I (4)	Test II (5)	Assignment or others (6)	Attendance (7)	Total (8)	Total (9)	
Major	HHISCT1351	History of Modern India (1857 to 1920)	10	10	12	08	40	60	100
	HHISCT1352	Mass Phase of the Indian National Movement (1920–1950)	10	10	12	08	40	60	100
	HHISCT1353	History of Agrarian and Industrial Development in India (1947–1975),	05	05	06	04	20	30	50
	HHISIK1351	Indian Intellectual and Scientific Traditions	05	05	06	04	20	30	50
Electives	HHISET1351	History of Hyderabad Freedom Struggle and Marathwada OR Milestones in Modern World History	10	10	12	08	40	60	100
VSC	HHISVC1351	Numismatics	05	05	06	04	20	30	50
OJT	HHISOJ1351		---	---	---	---	40	60	100

Swami Ramanand Teerth Marathwada University, Nanded
Faculty of Humanities Major in History (DSC)

Under Graduate-Third Year Programme, Semester-V

Paper Code- HHISCT1301

Paper Title: History of Medieval India (1526 to 1707 A.D.)

(Major)

Curriculum Details

Course Pre-requisite

1. Basic understanding of Ancient and Early Medieval Indian History (up to 1526 A.D.)
2. Familiarity with historical concepts, chronology, and sources of history
3. Introductory knowledge of political institutions, society, and culture of Pre-Mughal India
4. Ability to understand historical terminology and interpretation methods
5. Exposure to Delhi Sultanate period and regional kingdoms

Course Objectives

1. To provide a comprehensive understanding of the political history of Medieval India (1526–1707 A.D.)
2. To analyze the administrative structure and revenue policies of the Mughals.
3. To examine the socio-economic conditions.
4. To understand the art, architecture, and literature of the Mughal period.
5. To evaluate the nature of state formation, expansion, and consolidation of power in Medieval India.
6. To critically analyze the causes of decline of the Mughal Empire.
7. To introduce students to historical sources, historiography, and debates related to medieval India.

Course Outcomes

After completing this course, students will be able to:

1. Remembering

1. Recall important events, dates, and personalities from the period beginning with the First Battle of Panipat.
2. Identify key rulers such as Babur, Akbar, and Aurangzeb.

2. Understanding

1. Explain the political expansion and consolidation of the Mughal Empire.
2. Describe administrative systems like Mansabdari and Jagirdari.

3. Applying

1. Apply knowledge of medieval institutions to understand present administrative and cultural systems.
2. Use historical concepts to interpret sources such as chronicles and travel accounts.

4. Analyzing

1. Analyze the socio-economic structure, including agrarian relations and trade.
2. Differentiate between the religious policies of rulers like Akbar and Aurangzeb.

5. Evaluating

1. Assess the impact of Mughal rule on Indian society and culture.
2. Evaluate the causes of the decline of the Mughal Empire after the reign of Aurangzeb.

6. Creating

1. Construct well-structured answers, essays, and presentations on medieval Indian history.
2. Develop independent interpretations using historical evidence.

Swami Ramanand Teerth Marathwada University, Nanded

Faculty of Humanities Major in History (DSC)

Under Graduate-Third Year Programme, Semester-V

Paper Code- HHISCT1301

Paper Title: History of Medieval India (1526 to 1707 A.D.)

(Major)

Curriculum Details

Periods: 60

Marks: 100

Module No.	Unit No.	Name of Topic	Total Hrs.
1.0		Foundation & Restoration of the Mughal Empire	15
	1.1	Advent of Babur and the First Battle of Panipat (1526)	
	1.2	Reign of Humayun – Challenges and exile	
	1.3	Rise of Sher Shah Suri and his Administrative reforms	
	1.4	Restoration of the Mughal Empire	
2.0		Emperor Akbar	15
	3.1	Second Battle of Panipat and regency of Bairam Khan	
	3.2	Territorial expansion and Rajput policy	
	3.3	Religious policy	
	3.4	Din-i-Ilahi and its significance	
3.0		Jahangir and Shahajahan	15
	4.1	Jahangir and Nur Jahan's influence	
	4.2	Reign of Shah Jahan – Administrative stability & Golden Age	
	4.3	Deccan Policy	
	4.4	Architectural Achievements– Taj Mahal, Red Fort, Jama Masjid	
4.0		Aurangzeb	15
	5.1	War of Succession and accession of Aurangzeb	
	5.2	Religious Policy and Deccan Policy	
	5.3	Administration of Mughal	
	5.4	Decline of Mughal Empire	
		Total	60

References-

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2. Richards, John F., The Mughal Empire, Cambridge University Press, New Delhi, 1995.
3. Sarkar, Jadunath, History of Aurangzeb (Vol. I-V), Orient Longman, Hyderabad, 1973.
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Swami Ramanand Teerth Marathwada University, Nanded

Faculty of Humanities Major in History (DSC)

Under Graduate-Third Year Programme, Semester-V

Paper Code- HHISCT1302

Paper Title: The Architects of Modern Maharashtra

(Major)

Curriculum Details (For 4 Credits)

Course Pre-requisite

1. Basic understanding of Modern Indian History (19th–20th Century)
2. Familiarity with social reform movements in India, especially in Western India
3. Introductory knowledge of caste system and social structure in India
4. Awareness of British colonial policies and their socio-economic impact
5. General understanding of Indian National Movement
6. Ability to interpret historical texts, speeches, and reformist writings

Course Objectives:

1. To critically study the life, ideas, and nation-building contributions of Mahatma Jyotirao Phule, Shahu Maharaj, and Dr. Babasaheb Ambedkar.
2. To move beyond their role as social reformers and examine their contributions to nation-building, including: Educational development and knowledge systems, Institutional and administrative reforms, Economic thought and Labour Policies, Constitutionalism, law, and governance, Journalism, public, discourse, and intellectual movements.
3. To analyze the socio-economic and political conditions of Maharashtra that influenced their vision of an inclusive and modern society.
4. To understand their role in shaping modern institutions and democratic values in India.
5. To evaluate their contribution to nation-building through: Promotion of equality and social democracy, Expansion of education and public participation, Policy initiatives for marginalized sections,

Strengthening of representative governance.

6. To critically examine their writings, speeches, and administrative measures as instruments of transformation.
7. To relate their ideas to contemporary issues such as nation-building, inclusive development, human rights, and democratic governance.
8. To develop analytical, interpretative, and research skills useful for higher studies and competitive examinations (MPSC, UPSC, NET/SET).

Course outcomes

After completing this course, students will be able to:

1. Remembering

1. Recall key events, writings, and contributions of Mahtam Jyotirao Phule, Shahu Maharaj, and Dr. Babasaheb Ambedkar.
2. Identify important organizations such as the Satyashodhak Samaj.

2. Understanding

1. Explain the socio-cultural conditions of Maharashtra in the 19th and 20th centuries.
2. Describe the ideas of social justice, equality, and education advocated by these leaders.

3. Applying

1. Apply the principles of equality and social reform in analyzing present-day social issues.
2. Use historical knowledge to interpret caste, gender, and educational reforms in modern India.

4. Analyzing

1. Analyze the reform movements led by Mahtam Jyotirao Phule and Shahu Maharaj.
2. Compare the approaches of Mahatma Jyotirao Phule, Shahu Maharaj, and Dr. Babasaheb Ambedkar in addressing social inequality.

5. Evaluating

1. Assess the impact of their reforms on the upliftment of marginalized communities.
2. Evaluate the role of Dr. Babasaheb Ambedkar in shaping modern democratic values and the Constitution of India.

6. Creating

1. Develop structured essays, presentations, and research-based assignments on their contributions.
2. Formulate independent perspectives on social reform movements and their contemporary relevance.

Swami Ramanand Teerth Marathwada University, Nanded

Faculty of Humanities Major in History (DSC)

Under Graduate-Third Year Programme, Semester-V

Paper Code- HHISCT1302

Paper Title: The Architects of Modern Maharashtra

(Major)

Curriculum Details (For 4 Credits)

Module No.	Unit No.	Name of Topic	Total Hrs.
1.0		Mahatma Jotirao Phule & Savitribai Phule	15
	1.1	Early Life	
	1.2	Satyashodhak Philosophy	
	1.3	Thoughts on Democracy	
	1.4	Agricultural Policy	
2.0		Rajashri Shahu Maharaj	
	2.1	Early Life	
	2.2	Introduction of Reservation Policy in Kolhapur State	
	2.3	Encouragement to Women's Education	15
	2.4	Contribution to the Non-Brahmin Movement	
3.0		Dr. Babasaheb Ambedkar	15
	3.1	Early Life	
	3.2	Education Policy	
	3.3	Contribution to Water Resource Development	
	3.4	Contribution to Electricity Development	
4.0		Mahatma Phule, Shahu Maharaj and Dr. Babasaheb Ambedkar's Roles in Nation Building	15
	4.1	Mahatma Phule's thought on Education	
	4.2	Shahu Maharaj's role in strengthening Democratic and Secular Values	
	4.3	Dr. Babasaheb Ambedkar's Agricultural Policy and Land Reforms	
	4.4	Dr. Babasaheb Ambedkar's Economic and Labour Reforms	
		Total	60

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Swami Ramanand Teerth Marathwada University, Nanded

Faculty of Humanities Major in History (DSC)

Under Graduate-Second Year Programme, Semester-V

Paper Code- HHISMT1303

Paper Title: History of British India (1707 to 1856 AD)

(Major)

Curriculum Details (For 4 Credits)

Course pre-requisite

Students enrolling in this course should possess:

1. A foundational understanding of Medieval Indian History, particularly the decline of the Mughal Empire following the reign of Aurangzeb.
2. Familiarity with the rise and functioning of major regional powers in India, such as the Marathas, Mysore, and the Sikhs.
3. Introductory knowledge of the emergence and activities of European trading companies in India.
4. Basic understanding of political and economic concepts, including governance, revenue systems, and trade.
5. The ability to read, interpret, and analyze historical sources, maps, and primary documents.

Course objective

1. To examine the political conditions in India following the death of Aurangzeb and the emergence of regional powers
2. To analyze the establishment, consolidation, and territorial expansion of the British East India Company in India
3. To critically study the major Anglo-Indian conflicts, including: Anglo-Mysore Wars Anglo-Maratha Wars Anglo-Sikh Wars
4. To understand the administrative structure, governance patterns, and key policies introduced by the British in India
5. To evaluate the economic impact of early British rule, with special reference to: Land revenue systems (Permanent Settlement, Ryotwari, Mahalwari) Deindustrialization and the drain of wealth

6. To examine the social and cultural transformations during the early phase of British rule
7. To analyze the causes, nature, and forms of resistance against British expansion in India prior to 1857
8. To develop critical thinking, analytical abilities, and historical interpretation skills among students
9. To equip students with conceptual clarity and knowledge useful for competitive examinations such as MPSC, UPSC, and NET/SET

Course outcomes

After completing this course, students will be able to:

1. Remembering

1. Recall key events, personalities, and developments related to the decline of the Mughal Empire after Aurangzeb and the rise of regional powers
2. Identify major battles, policies, and administrative systems of the British East India Company

2. Understanding

1. Explain the causes of the decline of the Mughal Empire and the emergence of regional states
2. Describe the stages of British expansion and key administrative and economic policies

3. Applying

1. Apply knowledge of British policies to interpret changes in Indian society and economy
2. Use historical concepts and data to understand early resistance movements

4. Analyzing

1. Analyze the factors responsible for British success in India
2. Examine the structure and impact of land revenue systems and colonial administration
3. Differentiate between various regional powers and their responses to British expansion

5. Evaluating

1. Assess the impact of British economic policies, including deindustrialization and the drain of wealth
2. Evaluate the effectiveness and limitations of early resistance movements
3. Critically judge the transformation of Indian society under early colonial rule

6. Creating

1. Formulate well-structured arguments on the nature of early colonial rule in India
2. Develop analytical essays and research-based assignments using historical sources
3. Integrate knowledge to prepare for competitive examinations (MPSC, UPSC, NET/SET) and Academic research

Swami Ramanand Teerth Marathwada University, Nanded

Faculty of Humanities Major in History (DSC)

Under Graduate-Second Year Programme, Semester-V

Paper Code- HHISCT1303

Paper Title: History of British India (1707 to 1856 AD)

(Major)

Curriculum Details (For 4 Credits)

Module No.	Unit No.	Name of Topic	Total Hrs.
1.0		Background to British Ascendancy	15
	1.1	Political Conditions after Aurangzeb and rise of Company influence	
	1.2	European Trading Companies and Anglo-French rivalry	
	1.3	Establishment of Company Power in Bengal	
	1.4	The Carnatic Wars: Causes and Significance	
2.0		Foundation of British Rule (1757–1773)	15
	2.1	Battle of Plassey and Battle of Buxar	
	2.2	Grant of Diwani of Bengal, Bihar, and Orissa	
	2.3	Dual Government of Bengal	
	2.4	Administrative and Economic impact of early Company Rule	
3.0		Expansion and Consolidation of British Power (1773–1818)	14
	3.1	Regulating Act of 1773	
	3.2	Governor-Generals: Warren Hastings and Lord Cornwallis	
	3.3	Subsidiary Alliance System	
	3.4	Anglo-Mysore and Anglo-Maratha Wars	
4.0		Administration and Economic Policies (1818–1856)	16
	4.1	Central, Provincial, and District Administration	
	4.2	Judicial Reforms and Land Revenue Systems	
	4.3	Permanent, Ryotwari and Mahalwari Settlements	
	4.4	Economic impact: Drain of Wealth and Commercialization of Agriculture	
		Total	60

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Swami Ramanand Teerth Marathwada University, Nanded

Faculty of Humanities Major in History (DSC)

Under Graduate-Second Year Programme, Semester-V

Paper Code- HHSET1301

**Paper Title: History of Hyderabad Freedom Struggle and Marathwada
(Elective)**

Curriculum Details (For 4 Credits)

Course Pre-requisites:

Students enrolling in this course should possess:

1. A basic understanding of Modern Indian History, particularly the Indian Freedom Movement
2. Familiarity with the political and administrative structure of Princely States in India
3. Introductory knowledge of the socio-cultural conditions of Hyderabad State under Mir Osman Ali Khan
4. Awareness of regional diversity, with special reference to the historical background of Marathwada
5. A general understanding of nationalist movements and the process of integration of princely states into the Indian Union
6. The ability to read, interpret, and analyze historical sources, speeches, and archival records

Course Objectives:

1. To examine the political, social, and economic conditions in the Hyderabad State under the Nizam
2. To analyze the nature, phases, and growth of the freedom struggle in Hyderabad State, with special reference to Marathwada
3. To critically study the role of organizations such as the Hyderabad State Congress and other regional movements
4. To understand the contribution of key leaders like Swami Ramanand Teerth and other activists in the liberation movement
5. To examine the major movements within the Hyderabad Freedom Struggle, including: Satyagraha movements (1938 and subsequent phases), Peasant and student movements, The role of Arya Samaj and other socio-religious organizations.

6. To study the emergence and impact of the Razakar movement on society and politics in Hyderabad State
7. To analyze the process of integration of Hyderabad State into the Indian Union, with special reference to Operation Polo
8. To evaluate the contribution of the Marathwada region to the Hyderabad Liberation Movement
9. To develop critical thinking, analytical abilities, and research skills among students
10. To equip students with conceptual clarity and knowledge useful for competitive examinations such as MPSC, UPSC, and NET/SET

Course Outcomes:

After completing this course, students will be able to:

1. Remembering

- A. Recall key events, personalities, and organizations associated with the Hyderabad Freedom Struggle
- B. Identify major developments in Marathwada during the rule of Mir Osman Ali Khan

2. Understanding

- A. Explain the socio-political and economic conditions in Hyderabad State under the Nizam
- B. Describe the phases, nature, and regional dimensions of the freedom struggle in Marathwada

3. Applying

- A. Apply knowledge of regional movements to interpret the broader Indian National Movement
- B. Use historical sources and archival materials to analyze events related to Hyderabad's integration into India

4. Analyzing

- A. Analyze the role of organizations such as the Hyderabad State Congress and Arya Samaj
- B. Examine the causes, nature, and impact of the Razakar Activities
- C. Differentiate between various phases and forms of the Hyderabad Freedom Struggle

5. Evaluating

- A. Assess the contribution of leaders such as Swami Ramanand Teerth
- B. Evaluate the significance of Operation Polo in the integration of Hyderabad State
- C. Critically examine the role of the Marathwada region in the liberation movement

6. Creating

- A. Develop well-structured analytical essays and research papers on regional freedom movements
- B. Formulate independent interpretations regarding the significance of Hyderabad's liberation in Indian history
- C. Integrate historical knowledge for competitive examinations (MPSC, UPSC, and NET/SET) and advanced academic pursuit

Swami Ramanand Teerth Marathwada University, Nanded

Faculty of Humanities Major in History (DSC)

Under Graduate-Second Year Programme, Semester-V

Paper Code- HHSET1301

**Paper Title: History of Hyderabad Freedom Struggle and Marathwada
(Elective)**

Curriculum Details (For 4 Credits)

Module No.	Unit No.	Name of Topic	Total Hrs.
1.0		Hyderabad State under the Nizam	15
	1.1	Geographical and Administrative Structure of Hyderabad State	
	1.2	Socio-Economic and Cultural Conditions in Hyderabad State	
	1.3	Policies of the Nizam and British relations	
	1.4	Religious Policies of the Nizam Government	
2.0		Rise of Political Awakening	15
	2.1	Impact of Indian National Movement on Hyderabad State	
	2.2	Formation and Activities of Hyderabad State Congress	
	2.3	Role of Arya Samaj, Andhra Mahasabha and Maharashtra Parishad	
	2.4	Growth of Nationalism and Public Awareness in Marathwada	
3.0		Freedom Movement in Marathwada	15
	3.1	Role of Students and Vande Mataram Movement	
	3.2	Activities of Kisan Dal	
	3.3	Boarder Camps	
	3.4	Underground Movements and Resistance	
4.0		Razakar and Public Resistance	15
	4.1	Rise and ideology of Razakars	
	4.2	Role of Qasim Razvi	
	4.3	Atrocities of Razakars and people's response	
	4.4	Impact of Communal tensions on Hyderabad State and Marathwada	
		Total	60

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Swami Ramanand Teerth Marathwada University, Nanded

Faculty of Humanities Major in History (DSC)

Under Graduate-Second Year Programme, Semester-V

Paper Code- HHSET1301

Paper Title: Milestones in Modern World History

(Elective)

Curriculum Details (For 2 Credits)

Course Pre-requisites:

Before studying this paper, students should have:

1. Basic understanding of Ancient, Medieval and Modern World History.
2. Familiarity with major political concepts such as democracy, nationalism, imperialism, socialism and internationalism.
3. Knowledge of important world events and chronological developments from the 18th to 20th century.
4. Ability to analyze historical sources, maps, timelines and historical interpretations.
5. Basic academic skills in reading, writing and critical discussion of history

Course Objectives:

1. Understand the major events, movements and revolutions that shaped the modern world from the American Revolution to the establishment of the United Nations Organization.
2. Explain the causes, nature and impact of political, economic and social transformations in modern world history.
3. Examine the emergence of nationalism, democracy, imperialism, socialism and global conflicts in the modern era.
4. Analyse the role of significant leaders, ideologies and international organizations in shaping world affairs.
5. Develop critical and comparative understanding of world historical processes and their contemporary relevance.

6. Enhance historical thinking through interpretation, analysis and evaluation of historical events and sources.

Course Outcomes:

After successful completion of the course, students will be able to:

1. Remembering

A. Recall major events, dates, personalities and concepts related to modern world history from the American Revolution to the foundation of UNO.

2. Understanding

A. Explain the causes and consequences of important revolutions, wars, nationalist movements and international developments in the modern world.

3. Applying

A. Apply historical knowledge to interpret modern political, social and economic developments at national and global levels.

4. Analyzing

A. Analyze the interconnected nature of imperialism, nationalism, world wars and ideological conflicts in shaping modern international relations.

5. Evaluating

A. Evaluate the significance of historical events, treaties, political ideologies and international organizations in the evolution of the modern world order

6. Creating

A. Construct logical historical arguments, research-based assignments and presentations on major themes of modern world history using critical historical methods.

Swami Ramanand Teerth Marathwada University, Nanded

Faculty of Humanities Major in History (DSC)

Under Graduate-Second Year Programme, Semester-V

Paper Code- HHSET1301

Paper Title: Milestones in Modern World History

(Elective)

Curriculum Details (For 4 Credits)

Module No.	Unit No.	Name of Topic	Hrs. Required 1 Hrs.=60M.
1.0		American Revolution	15
	1.1	Background	
	1.2	Causes	
	1.3	Nature	
	1.4	Impact	
2.0		Industrial Revolution	15
	2.1	Background	
	2.2	Causes	
	2.3	Nature	
	2.4	Impact	
3.0		French Revolution	15
	3.1	Background	
	3.2	Causes	
	3.3	Nature	
	3.4	Impact	
4.0		Nationalism and National Unification	15
	4.1	Causes of the rise of Nationalist Movements	
	4.2	Unification of Italy	
	4.3	Unification of Germany	
	4.4	Effects of the Unification of Italy and Germany	
		Total	60

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**Swami Ramanand Teerth Marathwada University, Nanded
Faculty of Humanities Major in History (DSC)**

Under Graduate-Second Year Programme, Semester-V

Paper Code- HHISVC1301

**Paper Title: Indian Iconography: From Heritage to Career Opportunities
(VSC)**

Curriculum Details (For 2 Credits)

Course Pre-requisites:

Students opting for this paper should have:

1. Basic understanding of Indian History and Culture.
2. Familiarity with Indian religions, temples, monuments, and heritage traditions.
3. Interest in Indian art, sculpture, archaeology, museums, and heritage tourism.
4. Ability to observe and interpret visual and cultural symbols.
5. Basic communication and presentation skills for heritage interpretation.

Course Objectives:

1. Introduce students to the concept, meaning, and significance of Indian Iconography.
2. Develop understanding of symbols, images, gestures, and iconographic traditions in Indian art.
3. Familiarize students with Hindu, Buddhist, and Jain iconographic traditions.
4. Train students in identification and interpretation of sculptures, temple images, and heritage objects.
5. Create awareness about career opportunities in museums, archaeology, heritage tourism, art galleries, cultural institutions, and heritage interpretation.
6. Develop vocational and employability skills related to heritage documentation and cultural resource management.
7. Encourage preservation and promotion of Indian cultural heritage.

Course Outcomes:

After successful completion of this course, students will be able to:

1. Remembering

A. Identify the basic concepts, symbols, and terminology related to Indian Iconography.

2. Understanding

A. Explain the significance of iconographic traditions in Hindu, Buddhist, and Jain art.

3. Applying

A. Interpret the mudras, asanas, attributes, and symbols used in Indian sculptures and temple art.

4. Analyzing

A. Differentiate between various iconographic styles, religious images, and regional artistic traditions in India.

5. Evaluating

A. Evaluate the importance of heritage conservation, museums, and cultural preservation in contemporary society.

6. Creating

A. Develop basic heritage documentation, presentation, and interpretation skills related to monuments and cultural objects.

B. Design career-oriented projects related to heritage tourism, museum studies, cultural guiding, and digital heritage promotion.

C. Demonstrate vocational skills useful for employment opportunities in archaeology, museums, archives, tourism, and heritage management sectors.

Swami Ramanand Teerth Marathwada University, Nanded

Faculty of Humanities Major in History (DSC)

Under Graduate-Third Year Programme, Semester-V

Paper Code- HHISVC1301

**Paper Title: Indian Iconography: From Heritage to Career Opportunities
(VSC)**

Curriculum Details (For 2 Credits)

Module No.	Unit No.	Name of Topic	Total Hrs.
1.0		Tradition and Principles of Indian Iconography	07
	1.1	Concept, sources and significance of Indian Iconography	
	1.2	Early sculpture – Indus Valley Civilization	
	1.3	Principles of Iconography –Talamana (proportion), Mudra, Asana, Ayudha and Vahan	
2.0		Hindu Iconography	
	2.1	Hindu deities: Shiva, Vishnu, Brahma and Shakti	
	2.2	Decorative temple sculptures: Dancing, Musical and Shastradhari Nayikas	
	2.3	Navagrahas and Ashtadikpalas: Placement and significance in Temple Architecture	07
3.0		Buddhist and Jain Iconography	08
	3.1	Buddhist Iconography: Images of Buddha, Bodhisattvas and major Mudras	
	3.2	Jain Iconography: Tirthankaras and Shashan Devata	
	3.3	Buddhist and Jain Iconography styles: A comparative study	
4.0		Iconography and Career Opportunities	08
	4.1	Career Opportunities in Museums, Archaeology, Tourism and Heritage Management	
	4.2	Heritage Guide Training, Cultural Tourism, and Digital Heritage	
	4.3	Skill Development in Heritage Interpretation, Content Writing, Photography, and Cultural Entrepreneurship	
		Total	30

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SEMESTER VI

Swami Ramanand Teerth Marathwada University, Nanded
Faculty of Humanities Major in History (DSC)
Under Graduate-Third Year Programme, Semester-VI

Paper code- HHISCT1351

Paper Title: History of Modern India (1857 to 1920 AD)
(Major)

Curriculum Details (For 4 Credits)

Course Pre-requisites

1. Have a basic understanding of Indian history up to the mid-19th century.
2. Be familiar with the decline of the Mughal Empire and the rise of British power in India.
3. Possess elementary knowledge of social, economic, and political conditions in colonial India.
4. Have the ability to understand historical events in chronological sequence.

Course Objectives

1. To study the causes, nature, and impact of the Revolt of 1857.
2. To understand the establishment and consolidation of British rule in India after 1857.
3. To analyze the socio-religious reform movements and their role in modernizing Indian society.
4. To examine the growth of Indian nationalism and the formation of the Indian National Congress.
5. To study the early phase of the national movement, including moderate and extremist ideologies.
6. To evaluate the impact of the Partition of Bengal and the Swadeshi Movement.
7. To understand the role of revolutionary activities and early Gandhian movements up to 1920.

Course Outcomes

1. Remembering

- A. Recall key events, personalities, and developments between 1857 and 1920.
- B. Identify important movements and organizations of the period.

2. Understanding

- A. Explain the causes and consequences of the Revolt of 1857.
- B. Describe the growth of nationalism and political awakening in India.

3. Applying

- A. Apply knowledge of early nationalist movements to understand later phases of the freedom struggle.
- B. Use historical sources to interpret colonial policies and their effects.

4. Analyzing

- A. Analyze the differences between moderate and extremist leaders and their approaches.
- B. Examine the socio-economic impact of British rule in India.

5. Evaluating

- A. Assess the significance of early nationalist movements in shaping India's freedom struggle.
- B. Critically evaluate the role of reforms, protests, and revolutionary activities.

6. Skill Development

- A. Develop critical thinking and historical analysis skills.
- B. Enhance answer-writing and interpretation skills for academic and competitive examinations.
- C. Build the ability to connect regional and national historical developments.

Swami Ramanand Teerth Marathwada University, Nanded

Faculty of Humanities Major in History (DSC)

Under Graduate-Third Year Programme, Semester-VI

Paper code- HHISCT1351

Paper Title: History of Modern India (1857 to 1920 AD)

(Major)

Curriculum Details (For 4 Credits)

Module No.	Unit No.	Name of Topic	Total Hrs.
1.0		Revolt of 1857 and Reconstruction of Colonial Rule	15
	1.1	Causes and Nature of the Revolt of 1857	
	1.2	Consequences and End of Company Rule	
	1.3	Queen's Proclamation and Administrative Reorganization	
	1.4	Changes in Army and Colonial Policy	
2.0		Rise and Development of Nationalism	15
	2.1	Emergence of Nationalism	
	2.2	Establishment of Indian National Congress	
	2.3	Role of Moderates – Dadabhai Naoroji, Gopal Krishna Gokhale, Pherozeshah Mehta	
	2.4	Methods and Achievements of Moderates	
3.0		Extremist Phase and Swadeshi Movement	14
	3.1	Partition of Bengal and Rise of Extremist Nationalism	
	3.2	Surat Congress 1907	
	3.3	Achievements of Lala Lajpat Rai, Bal Gangadhar Tilak and Bipinchandra Pal	
	3.4	Morley-Minto Reforms 1909	
4.0		Nationalism and Communal Politics	16
	4.1	Muslim League and Lucknow Pact	
	4.2	Home Rule Movements	
	4.3	Rowlatt Act & Jallianwala Bagh Massacre	
	4.4	Montagu-Chelmsford Reforms-1919	
		Total	60

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Swami Ramanand Teerth Marathwada University, Nanded

Faculty of Humanities Major in History (DSC)

Under Graduate-Third Year Programme, Semester-VI

Paper code- HHISCT1352

Paper Title: Mass Phase of the Indian National Movement (1920–1950)

(Major)

Curriculum Details (For 4 Credits)

Course Pre-requisites

Students opting for this paper should:

1. Have a basic understanding of the early phase of the Indian National Movement (before 1920).
2. Be familiar with the growth of nationalism and the role of the Indian National Congress.
3. Possess knowledge of key political developments under British rule in India.
4. Have the ability to understand historical events in a chronological framework.

Course Objectives

The course aims to:

1. To study the emergence of mass nationalism under the leadership of Mahatma Gandhi.
2. To analyze the causes, nature, and impact of the Non-Cooperation Movement.
3. To examine the significance of the Civil Disobedience Movement and the Salt Satyagraha.
4. To understand the role of revolutionary movements and socialist trends in the freedom struggle.
5. To evaluate the impact of the Quit India Movement on British rule.
6. To study constitutional developments and negotiations leading to independence.
7. To analyze the causes and consequences of the Partition of India.
8. To understand the process of nation-building in the early years after independence up to 1950.

Course Outcomes

After completing this course, students will be able to:

1. Remembering

- A. Recall major events, movements, and leaders of the mass phase of the national movement.
- B. Identify key developments between 1920 and 1950.

2. Understanding

- A. Explain the ideology and methods of Mahatma Gandhi.
- B. Describe the nature and spread of mass movements like Non-Cooperation, Civil Disobedience, and Quit India.

3. Applying

- A. Apply knowledge of mass movements to understand democratic participation and protest methods.
- B. Interpret historical sources related to nationalist struggles.

4. Analyzing

- A. Analyze the role of different groups (peasants, workers, women, students) in the national movement.
- B. Examine the political, social, and economic impact of British policies during this period.

5. Evaluating

- A. Assess the significance of Gandhian movements in achieving independence.
- B. Critically evaluate the causes and consequences of Partition.

6. Skill Development

- A. Develop critical thinking and analytical skills in history.
- B. Improve writing and interpretation skills for examinations.
- C. Enhance understanding of modern Indian political and social structures.

Swami Ramanand Teerth Marathwada University, Nanded

Faculty of Humanities Major in History (DSC)

Under Graduate-Third Year Programme, Semester-VI

Paper code- HHISCT1352

Paper Title: Mass Phase of the Indian National Movement (1920–1950)

(Major)

Curriculum Details (For 4 Credits)

Module No.	Unit No.	Name of Topic	Total Hrs.
1.0	1	Non-Cooperation & Civil Disobedience Movement	16
	1.1	Non-Cooperation Movement	
	1.2	Swaraj Party	
	1.3	Civil Disobedience Movement and the Dandi March	
	1.4	Gandhi–Irwin Pact, Round Table Conferences and Government of India Act 1935	
2.0	2	Revolutionary Nationalism	14
	2.1	Rise of Revolutionary Activities	
	2.2	Revolutionary Movements in Major States	
	2.3	Revolutionary leaders – Bhagat Singh, Rajguru, Sukhdev & Chandrashekhar Azad	
	2.4	Subhas Chandra Bose and the Indian National Army	
3.0	3	Final Phase of the National Movement	16
	3.1	Quit India Movement (1942) – Causes, Programme and Impact	
	3.2	Cabinet Mission Plan (1946) and formation of the Interim Government	
	3.3	Partition of India & Integration of Princely States	
	3.4	Attainment of Independence (1947)	
4.0	4	Formation of the Constitution of India	14
	4.1	Formation and Composition of the Constituent Assembly	
	4.2	Drafting Committee and the role of Dr. B. R. Ambedkar	
	4.3	Preamble	
	4.4	Salient features of the Indian Constitution	
		Total	60

References:

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2. डॉ. रोडे सोमनाथ, आधुनिक भारत, पिंपळापुरे पब्लिशर्स, नागपूर
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Swami Ramanand Teerth Marathwada University, Nanded

Faculty of Humanities Major in History (DSC)

Under Graduate-Third Year Programme, Semester-VI

Paper code- HHISCT1353

Paper Title: **History of Agrarian and Industrial Development in India (1947–1975)**

(Major)

Curriculum Details (For 2 Credits)

Course Pre-requisites

1. Basic understanding of Indian history up to independence (1947)
2. Familiarity with Indian economy and society at a primary level
3. General awareness of rural and industrial structure in India

Course Objectives

1. To introduce students to agrarian structure and reforms in post-Independence India
2. To explain the development of industries under planned economic policies
3. To study the role of Five-Year Plans in agricultural and industrial growth
4. To analyze major transformations like the Green Revolution
5. To develop analytical understanding of India's economic development between 1947 and 1975

Course Outcomes

After completing this course, students will be able to:

1. **Remembering**
 - A. Recall key agrarian reforms like Zamindari Abolition
 - B. Identify major industrial policies such as Industrial Policy Resolution 1956
2. **Understanding**
 - A. Explain land reforms and agricultural policies
 - B. Describe industrial growth under the Planning Commission
3. **Applying**
 - A. Apply historical knowledge to understand present agricultural and industrial issues
4. **Analyzing**
 - A. Analyze the impact of the Green Revolution
 - B. Examine public and private sector roles
5. **Evaluating**
 - A. Evaluate successes and failures of agrarian and industrial policies
6. **Creating**
 - A. Prepare projects and presentations on economic development in India

Swami Ramanand Teerth Marathwada University, Nanded

Faculty of Humanities Major in History (DSC)

Under Graduate-Third Year Programme, Semester-VI

Paper Title: History of Agrarian and Industrial Development in India (1947–1975)

Paper code- HHISCT1353

(Major)

Curriculum Details (For 2 Credits)

Module No.	Unit No.	Name of Topic	Total Hrs.
1.0		Agrarian Development in India	08
	1.1	Agrarian Structure at the Time of Independence	
	1.2	Land Reforms: Abolition of Zamindari, Tenancy Reforms, and Land Ceiling	
	1.3	Community Development Programmes and Cooperative Farming	
2.0		Green Revolution and Agricultural Modernization	07
	2.1	Causes and Features of the Green Revolution	
	2.2	High Yielding Variety (HYV) Seeds, Irrigation, and Mechanization	
	2.3	Impact of the Green Revolution on Indian Agriculture and Society	
3.0		Industrial Development in India	07
	3.1	Industrial Policy Resolutions of 1948 and 1956	
	3.2	Five Year Plans and Growth of Heavy Industries	
	3.3	Development of Public Sector Undertakings and Steel Plants	
4.0		Economic Policies and Challenges	08
	4.1	Mixed Economy and Planning Commission	
	4.2	Import Substitution and License Policy	
	4.3	Achievements and Limitations of Agrarian and Industrial Development	
		Total	30

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Swami Ramanand Teerth Marathwada University, Nanded

Faculty of Humanities Major in History (DSC)

Under Graduate-Third Year Programme, Semester-VI

Paper code- HHISIK1351

Paper Title: Indian Intellectual and Scientific Traditions

(IKS)

Curriculum Details (For 2 Credits)

Course Pre-requisites

1. Basic understanding of History, Archaeology, & Art History.
2. Interest in museum studies, heritage conservation, and cultural preservation.
3. Research and documentation skills are preferred but not mandatory.

Course Objectives:

1. To introduce students to the fundamental principles of museology.
2. To explore the role of museums in education, society, and cultural preservation.
3. To understand collection management, conservation, and documentation of artifacts.
4. To familiarize students with career opportunities in museology and related fields.

Course Outcomes:

1. Remembering

- A. Recall major intellectual traditions of ancient India such as the Vedic literature, Upanishadic philosophy, and Buddhist philosophy.
- B. Identify key scholars like Aryabhata, Charaka, and Sushruta.

2. Understanding

- A. Explain the development of philosophical systems such as Nyaya, Vaisheshika, and Samkhya.
- B. Describe the growth of scientific knowledge in fields like Astronomy, Mathematics, and Ayurveda.

3. Applying

- A. Apply ancient Indian scientific concepts to understand modern developments in mathematics, medicine, and astronomy.
- B. Use traditional knowledge systems such as Yoga and Ayurveda in contemporary contexts.

4. Analyzing

- A. Analyze the contribution of ancient Indian scholars to global knowledge systems.
- B. Examine the interrelationship between religion, philosophy, and science in ancient India.

5. Evaluating

- A. Evaluate the relevance and limitations of ancient Indian scientific and intellectual traditions in present-day society.
- B. Critically assess historical sources and texts related to ancient knowledge systems.

6. Creating

- A. Develop research-based understanding of ancient Indian intellectual heritage.
- B. Present projects, seminars, or papers on topics related to India's scientific and philosophical traditions.

Swami Ramanand Teerth Marathwada University, Nanded

Faculty of Humanities Major in History (DSC)

Under Graduate-Third Year Programme, Semester-VI

Paper code- HHISK1351

Paper Title: Ancient Indian Intellectual and Scientific Traditions

(IKS)

Curriculum Details (For 2 Credits)

Module No.	Unit No.	Name of Topic	Total Hrs.
1.0		Scientific and Technological Traditions in Ancient India	08
	1.1	Concept of Scientific Knowledge (Jnana and Pramana) in Vedic and Post-Vedic Literature	
	1.2	Development of Mathematics – Contributions of Aryabhata and Brahmagupta	
	1.3	Metallurgy, Engineering, Town Planning and Technological Skills in Ancient India	
2.0		Astronomy and Cosmology	07
	2.1	Astronomical Ideas and Vedanga Jyotisha	
	2.2	Astronomical Theories of Aryabhata and Varahamihira	
	2.3	Concepts of Time, Calendar System and Cosmology in Ancient India	
3.0		Medical Science and Health Systems	07
	3.1	Fundamentals of Ayurveda – Theory of Tridosha and Dhanwantari	
	3.2	Surgical Techniques and Contributions of Sushruta	
	3.3	Pharmacology and Preventive Healthcare in Classical Texts	
4.0		Ethics, Polity, Governance & Education	08
	4.1	Daṇḍanīti and Nitishashtra — Science of Right Action and Ethics	
	4.2	Arthashastra: Statecraft, Welfare, Law and Administration	
	4.3	Ancient Education Institutions: Taksashila, Nalanda, Valabhi Universities	
		Total	30

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Swami Ramanand Teerth Marathwada University, Nanded

Faculty of Humanities Major in History (DSC)

Under Graduate-Second Year Programme, Semester-VI

Paper Code- HHISSET1351

**Paper Title: History of Hyderabad Freedom Struggle and
Marathwada**

(Elective)

Curriculum Details (For 4 Credits)

Course Pre-requisites:

Students enrolling in this course should possess:

1. A basic understanding of Modern Indian History, particularly the Indian freedom movement
2. Familiarity with the political and administrative structure of Princely States in India
3. Introductory knowledge of the socio-cultural conditions of Hyderabad State under Mir Osman Ali Khan
4. Awareness of regional diversity, with special reference to the historical background of Marathwada
5. General understanding of nationalist movements and the process of integration of princely states into the Indian Union
6. The ability to read, interpret, and analyze historical sources, speeches, and archival records

Course Objectives:

1. To examine the political, social, and economic conditions in the Hyderabad State under the Nizam
2. To analyze the nature, phases, and growth of the freedom struggle in Hyderabad State, with special reference to Marathwada
3. To critically study the role of organizations such as the Hyderabad State Congress and other regional movements
4. To understand the contribution of key leaders like Swami Ramanand Teerth and other

activists in the liberation movement

5. To examine the major movements within the Hyderabad Freedom Struggle, including: Satyagraha movements (1938 and subsequent phases), Peasant and student movements, The role of Arya Samaj and other socio-religious organizations.
6. To study the emergence and impact of the Razakar movement on society and politics in Hyderabad State
7. To analyze the process of integration of Hyderabad State into the Indian Union, with special reference to Operation Polo
8. To evaluate the contribution of the Marathwada region to the Hyderabad Liberation Movement
9. To develop critical thinking, analytical abilities, and research skills among students
10. To equip students with conceptual clarity and knowledge useful for competitive examinations such as MPSC, UPSC, and NET/SET

Course Outcomes

After completing this course, students will be able to:

1. Remembering

- A. Recall key events, personalities, and organizations associated with the Hyderabad Freedom Struggle
- B. Identify major developments in Marathwada during the rule of Mir Osman Ali Khan

2. Understanding

- A. Explain the socio-political and economic conditions in Hyderabad State under the Nizam
- B. Describe the phases, nature, and regional dimensions of the freedom struggle in Marathwada

3. Applying

- A. Apply knowledge of regional movements to interpret the broader Indian National Movement
- B. Use historical sources and archival materials to analyze events related to Hyderabad's integration into India

4. Analyzing

- A. Analyze the role of organizations such as the Hyderabad State Congress and Arya Samaj
- B. Examine the causes, nature, and impact of the Razakar Activities

C. Differentiate between various phases and forms of the Hyderabad Freedom Struggle

5. Evaluating

A. Assess the contribution of leaders such as Swami Ramanand Teerth

B. Evaluate the significance of Operation Polo in the integration of Hyderabad State

C. Critically examine the role of the Marathwada region in the liberation movement

6. Creating

A. Develop well-structured analytical essays and research papers on regional freedom movements

B. Formulate independent interpretations regarding the significance of Hyderabad's liberation in Indian history

C. Integrate historical knowledge for competitive examinations (MPSC, UPSC, and NET/SET) and advanced academic pursuits

Swami Ramanand Teerth Marathwada University, Nanded

Faculty of Humanities Major in History (DSC)

Under Graduate-Second Year Programme, Semester-VI

Paper Code- HHSET1351

**Paper Title: History of Hyderabad Freedom Struggle and
Marathwada**

(Elective)

Curriculum Details (For 4 Credits)

Module No.	Unit No.	Name of Topic	Total Hrs.
1.0		Police Action and Integration of Hyderabad State	15
	1.1	Background and Causes of Police Action (Operation Polo)	
	1.2	Role of Sardar Vallabhbhai Patel in Hyderabad Integration	
	1.3	Police Action and fall of Nizam's Rule	
	1.4	Integration of Hyderabad State into the Indian Union	
2.0		Contribution of Leaders in Hyderabad Freedom Struggle	15
	2.1	Contribution of Swami Ramanand Teerth	
	2.2	Role of Govindbhai Shroff, Babsaheb Paranjape, Digambarrao Bindu & Gangaprasad Agrawal	
	2.3	Contribution of Women: Tara Paranjape, Dagadabai Shelke, Godavaribai Teke	
	2.4	Role of Journalists, Writers and Social Reformers	
3.0		Marathwada After Liberation	15
	3.1	Political and Administrative Changes after 1948	
	3.2	Educational and Social Development in Marathwada	
	3.3	Samyukta Maharashtra Movement and Marathwada	
	3.4	Merger of Marathwada into Maharashtra in 1960	
4.0		Historical importance of Hyderabad Freedom Struggle	15
	4.1	Historical importance of Hyderabad liberation	
	4.2	Impact on Democracy and Secularism	
	4.3	Economic Development: Agriculture, Industry, Infrastructure	
	4.4	Legacy of Hyderabad Freedom Struggle in Modern Maharashtra	
		Total	60

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Swami Ramanand Teerth Marathwada University, Nanded

Faculty of Humanities Major in History (DSC)

Under Graduate-Third Year Programme, Semester-VI

Paper Code- HHSET1351

Paper Title: Milestones in Modern World History

(Elective)

Curriculum Details (For 2 Credits)

Course Pre-requisites

Before studying this paper, students should have

1. Basic understanding of Ancient, Medieval and Modern World History
2. Familiarity with major political concepts such as democracy, nationalism, imperialism socialism and internationalism.
3. Knowledge of important world events and chronological developments from the 18th to 20th century.
4. Ability to analyses historical sources, maps, timelines and historical interpretation
5. Basic academic skills in reading, writing and critical discussion of history

Course Objectives

1. Understand the major events, movements and revolutions that shaped the modern world from the American Revolution to the establishment of the United Nations Organization.
2. Explain the causes, nature and impact of political, economic and social transformations in modern world history.
3. Examine the emergence of nationalism, democracy, imperialism, socialism and global conflicts in the modern era.
4. Analyze the role of significant leaders, ideologies and international organizations in shaping world affair
5. Develop critical and comparative understanding of world historical processes and their contemporary relevance.
6. Enhance historical thinking through interpretation, analysis and evaluation of historical events and sources.

Course Outcomes

After successful completion of the course, students will be able to:

1. Remembering

- A. Recall major events, dates, personalities and concepts related to modern world history from the American Revolution to the foundation of UNO.

2. Understanding

- A. Explain the causes and consequences of important revolutions, wars, nationalist movements and international developments in the modern world.

3. Applying

- A. Apply historical knowledge to interpret modern political, social and economic developments at national and global levels.

4. Analyzing

- A. Analyze the interconnected nature of imperialism, nationalism, world wars and ideological conflicts in shaping modern international relations.

5. Evaluating

- A. Evaluate the significance of historical events, treaties, political ideologies and international organizations in the evolution of the modern world order

6. Creating

- A. Construct logical historical arguments, research-based assignments and presentations on major themes of modern world history using critical historical methods.

Swami Ramanand Teerth Marathwada University, Nanded

Faculty of Humanities Major in History (DSC)

Under Graduate-Third Year Programme, Semester-VI

Paper Code- HHSET1351

Paper Title: Milestones in Modern World History

(Elective)

Curriculum Details (For 4 Credits)

Module No.	Unit No.	Name of Topic	Hrs.Required 1 Hrs.=60M.
1.0		First World War & League of Nations	15
	1.1	Causes	
	1.2	Effects	
	1.3	Establishment of League of Nations	
	1.4	Causes of the Failure of League of Nations	
2.0		Russian Revolution	15
	2.1	Background	
	2.2	Causes	
	2.3	Nature	
	2.4	Impact	
3.0		Rise of Dictatorship	15
	3.1	Rise of Nazism	
	3.2	Internal and Foreign Policy of Adolf Hitler	
	3.3	Rise of Fascism	
	3.4	Internal and Foreign Policy of Benito Mussolini	
4.0		Second World War and United Nations Organization (UNO)	15
	4.1	Causes	
	4.2	Effects	
	4.3	Establishment of UNO	
	4.4	Objectives and Functions of UNO	
		Total	60

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Swami Ramanand Teerth Marathwada University, Nanded

Faculty of Humanities Major in History (DSC)

Under Graduate-Third Year Programme, Semester-VI

Paper code- HHISVC1351

Paper Title: Numismatics

(VSC)

Curriculum Details (For 2 Credits)

Course Pre-requisites

1. Basic understanding of Indian History and Culture acquired during earlier semesters.
2. Familiarity with historical sources and methods of historical inquiry.
3. Interest in heritage studies, archaeology, museums, and material culture.
4. Ability to identify historical periods and major dynasties of India.
5. Basic analytical and observational skills for studying coins, inscriptions, symbols, and scripts.

Course Objectives

1. To Introduce students to the concept, scope, and significance of Numismatics as a historical discipline.
2. To Develop understanding of coins as an important source for reconstructing political, economic, social, and cultural history.
3. To Familiarize students with ancient, medieval, and modern Indian coinage systems.
4. To Train students in identification, classification, preservation, and interpretation of coins.
5. To Provide vocational and skill-based knowledge useful for careers in museums, archaeology, heritage management, archives, tourism, and research.
6. To Encourage practical exposure to coin collection, documentation, and cataloguing techniques.

Course Outcomes

After completing the course, students will be able to:

1. Remembering & Understanding

- A. Define and describe the concept, scope, terminology, and importance of Numismatics in historical studies.

2. Understanding & Applying

- A. Identify and classify coins belonging to different historical periods, dynasties, and regions on the basis of symbols, legends, scripts, and metals.

3. Analyzing

- A. Examine and interpret coins as historical sources for political, economic, religious, and cultural history
- B. Apply basic methods of coin preservation, cataloguing, documentation, and authentication.
- C. Analyze the development of monetary systems, trade, and economy through numismatic evidence.

4. Evaluating

- A. Evaluate the historical significance of coinage in reconstructing Indian history and heritage.

5. Applying & Creating

- A. Develop vocational and research-oriented skills related to museums, archaeology, archives, tourism, and heritage management.

Swami Ramanand Teerth Marathwada University, Nanded

Faculty of Humanities Major in History (DSC)

Under Graduate-Third Year Programme, Semester-VI

Paper code- HHSVC1351

Paper Title: Numismatics

(VSC)

Curriculum Details (For 2 Credits)

Module No.	Unit No.	Name of Topic	Total Hrs.
1.0		Introduction and Origin of Coins	08
	1.1	Meaning, Scope and Importance: Study of Coins, Historical & Economic Source	
	1.2	Types of Coins: Metal Coins, Paper Currency, Digital Forms	
	1.3	Origin of Coins in India: Barter System, Punch-Marked Coins, Indo-Greek & Kushana Coins	
2.0		Ancient and Medieval Coins	07
	2.1	Ancient Coins: Gupta (Gold Coins), Satavahana (Lead Coins), Symbols & Brahmi Script	
	2.2	Delhi Sultanate Coins: Silver Tanka, Copper Jital	
	2.3	Mughal & Regional Coins: Ilahi Coins, Zodiac Coins, Vijayanagara (Pagoda), Maratha (Shivrai)	
3.0		Modern Coins and Coin Making	07
	3.1	Modern Coins: East India Company (Presidency Coins), British Uniform Currency	
	3.2	Indian Coins after Independence: Decimal System, Changes in Design	
	3.3	Coin Production: Metals (Gold, Silver, Copper), Minting Methods, Indian Mints (Mumbai, Kolkata, Hyderabad, Noida)	
4.0		Numismatics and Career Opportunities	08
	4.1	Methods of Study: Classification, Dating, Coin Hoards & Excavation	
	4.2	Information from Coins: Economic, Political, Religious Aspects	
	4.3	Career Opportunities: Museums, Archaeology, Coin Exhibitions, Auctions, Research Support (Providing Coins & Interpretation etc.)	
		Total	30

References:

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2. Gupta Parmeshwari Lal, (2013), Coins, New Delhi, National Book Trust.
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Swami Ramanand Teerth Marathwada University, Nanded

Faculty of Humanities Major in History (DSC)

End of Semester Examination (ESE)

Question Paper Pattern (2 Credits)

Semester Pattern with Effective from 2025-2026

1) Write short's note (each 2.5 marks) (10 Marks)

a)

b)

c)

d)

2) Descriptive Question (10 Marks)

3) Descriptive Question (10 Marks)

4) Descriptive Question (10 Marks)

5) Descriptive Question (10 Marks)

Total = 30 Marks

Note:

1. Question 1 shall be mandatory and shall be based on entire Syllabus

2. Students need to solve **Any Two** of the remaining Four Questions (Q. 2 to Q.5)

Swami Ramanand Teerth Marathwada University, Nanded

Faculty of Humanities Major in History (DSC)

End of Semester Examination (ESE)

Question Paper Pattern (4 Credits)

Semester Pattern with Effective from 2025-2026

1. Write short's note (each 3 marks) (15 Marks)

a)

b)

c)

d)

e)

2) Descriptive Question (15 Marks)

3) Descriptive Question (15 Marks)

4) Descriptive Question (15 Marks)

5) Descriptive Question (15 Marks)

6) Descriptive Question (15 Marks)

Total = 60 Marks

Note:

1. Question 1 shall be mandatory and shall be based on entire Syllabus.
2. Students need to solve **Any Three** of the remaining Five Questions (Q. 2 to Q.6)