

**Shree Warana Vibhag Shikshan Mandal's**

**WARANA UNIVERSITY,  
WARANANAGAR**

**(A State University established under Section 3 (6) of MPUA, 2016)**

॥ विद्या सर्वस्य भूषणम् ॥



**Warana University**

**Established: 2025**

**A<sup>+</sup> Accredited by NAAC (2021) With CGPA 3.26**

**Syllabus For**

**Master of Arts [M. A. in History]**

**UNDER**

**Faculty of Humanities**

**M. A. Part - I (Sem - I and II)**

**STRUCTURE AND SYLLABUS IN ACCORDANCE WITH**

**NATIONAL EDUCATION POLICY - 2020**

**HAVING CHOICE BASED CREDIT SYSTEM**

**WITH MULTIPLE ENTRY AND MULTIPLE EXIT OPTIONS**

**(TO BE IMPLEMENTED FROM ACADEMIC YEAR 2025-26 ONWARDS)**

## INDEX

Sr. No.	Content	Page No
1	PREAMBLE	3
2	PROGRAMME LEARNING OUTCOMES (PO)	3
3	DURATION	3
4	ELIGIBILITY FOR ADMISSION	3
5	MEDIUM OF INSTRUCTION	3
6	EXAMINATION PATTERN	3
7	SCHEME OF TEACHING AND EXAMINATION	4
8	STRUCTURE OF PROGRAMME	5-6
9	COURSE CODE TABLE	7
10	DETERMINATION OF CGPA, GRADING AND DECLARATION OF RESULTS	8-9
11	NATURE OF QUESTION PAPER AND SCHEME OF MARKING	10
12	INTERNAL EVALUATION SCHEME	10
13	DURATION OF EXAMINATION	10
14	SYLLABUS	11-36

**1. PREAMBLE:**

History is full of transitions that have altered the world's story. When you build your knowledge of history, you understand more about what created our present day society. History is a historiographical key concept that explores and seeks to explain that selection of particular social and cultural past events for remembrance by human societies.

**2. PROGRAMME LEARNING OUTCOMES:**

- To acquaint students with the past and present of Indian ethos and reality through teaching and research in history.
- To provide students with critical understanding of Indian society, economy, polity and culture through a historical perspective.
- To prepare students for a range of careers by teaching them courses which will impart them with a set of transferable skills while studying history of India and the World as well as museology.
- To stimulate intellectual curiosity and research attitude in the students through the study and research of local, regional, national and global history.
- . It introduces the students to major concepts, ideas and events which created the modern world so that they will be able to place historical events in a larger context.
- To acquaint the students with the various Indian and foreign traditions of history writing and the debates generated about the nature of history as a discipline.

**3. DURATION:**

The Master of Arts in History programme shall be a full-time course of two years / four semesters duration.

**4. ELIGIBILITY FOR ADMISSION:**

ANY GRADUATE FROM RECOGNIZED UNIVERSITY/HEI is eligible for admission for this course. The criteria for admission is as per the rules and regulations set from time to time by concerned departments, HEIs, university, government and other relevant statutory authorities.

**5. MEDIUM OF INSTRUCTION:**

The medium of instruction shall be ENGLISH. However, the students will have AN OPTION TO WRITE ANSWER-SCRIPTS IN ENGLISH AND MARATHI.

**6. EXAMINATION PATTERN:**

The pattern of examination will be Semester End Examination with Internal Assessment/Evaluation.

## 7. SCHEME OF TEACHING AND EXAMINATION:

### M. A. Programme (History) Structure for Semester I and II

Semester – I											
Teaching Scheme						Examination Scheme					
Sr. No.	Theory (TH)				Practical (PR)	Semester - end Examination (SEE)			Internal Assessment (IA)		
	Course Type	No. of Lectures per week	Hours	Credits		Paper Hours	Max	Min	Internal	Max	Min
1	MM 1	4	4	4		2	60	24	--	40	16
2	MM 2	4	4	4		2	60	24	--	40	16
3	MM 3	4	4	4		2	60	24	--	40	16
4	MM 4	2	2	2		1	30	12	--	20	08
5	ME 1*	4	4	4		2	60	24	--	40	16
6	RM	4	4	4		2	60	24	--	40	16
Total		22	22	22			330		--	220	
											SEE + IA: 330+ 220= 550

Semester – II												
Teaching Scheme							Examination Scheme					
Sr. No.	Theory (TH)				Practical (PR)		Semester - end Examination (SEE)			Internal Assessment (IA)		
	Course Type	No. of Lectures	Hours	Credits	Hrs	Credits	Paper Hours	Max	Min	Internal	Max	Min
1	MM 5	4	4	4			2	60	24	--	40	16
2	MM 6	4	4	4			2	60	24	--	40	16
3	MM 7	4	4	4	--	--	2	60	24	--	40	16
4	MM 8	2	2	2			1	30	12	--	20	08
5	ME 2*	4	4	4			2	60	24	--	40	16
6	OJT /FP	-	-	-	4	4	Certified Submission of Dissertation/ OJT Report/ Project Report	60	24	Viva-Voce/ Presentation	40	16
Total		18	18	18	4	4		330			220	
											SEE + IA: 330+ 220= 550	
Semester I and II		40	40	40	4	4		660	-	SEE + IA: 660 + 440 = 1100		
<b>Total credits required for completing. M.A. I: 44 credits</b>												

**MM:** Major Mandatory - There will be FOUR mandatory courses for each semester.

**ME:** Major Elective (Student should opt for ANY ONE course from the group of elective courses / basket).

**RM:** Research Methodology - It is a mandatory course.

**OJT/FP:** On Job Training - Internship/Apprenticeship or Field Project: It is a mandatory course. It should be completed during the period from the end of first semester to the end of second semester.

NOTE: Separate passing is mandatory for both, Semester End Examination and Internal Evaluation/Assessment.

**8. STRUCTURE OF PROGRAMME:**

Credit Distribution Structure for TWO YEAR PG Programme with Multiple Entry and Exit Options  
**M. A. I History (NEP)**

Year	Level	Sem	Major		RM	OJT / FP	RP	Cum . Cr.	Degree
			Mandatory	Electives Choose ONE elective					
I	6.0	Sem I	<b>Course Code: Course Name (Credits)</b> 2502PAHSMM101: Early India (from the beginning to 3 <sup>rd</sup> Century B.C) (4) 2502PAHSMM102: Aspects of Medieval Indian History (1206-1750) (4) 2502PAHSMM103: Rise and Consolidation of British Power in India (1757- 1857) (4) 2502PAHSMM104: Rise of Nationalism in India (1858-1885) (2)	<b>Course Code: Course Name (Credits)</b> 2502PAHSME101: Legacy of the Marathas (4) 2502PAHSME102: Legacy of Ancient India (4)	<b>Course Code: Course Name (Credits)</b> 2502PAHSRM101: History: Its Method and Practice (4)	-	-	22	

Continued ....

Year	Level	Sem	Major		RM	OJT / FP	RP	Cum . Cr.	Degree
			Mandatory	Electives Choose ONE elective					
I	6.0	Sem II	<b>Course Code: Course Name (Credits)</b> 2502PAHSMM201: Institutions under the Marathas (4)  2502PAHSMM202: Making of 19 <sup>th</sup> Century Maharashtra (4)  2502PAHSMM203: National Movement in India (1905- 1947) (4)  2502PAHSMM204 Rise of Nationalism in: India (1885-1905) (2)	<b>Course Code: Course Name (Credits)</b>  2502PAHSME201: Devotional Cults in Medieval India (1206-1750) (4)  2502PAHSME202: Art and Architecture of Ancient India (4)	-	<b>Course Code: Course Name (Credits)</b>  2502PAHSOJ201 OJT: On Job Training (Internship, Apprenticeship) (4) / 2502PAHSFP201: Field Project (4)	-	22	PG Diplom a (after 3 year Degree)
Cum. Cr. for PG Diploma			28	8	4	4	-	44	
<b>Exit Option : PG Diploma (44 Credits) after Three Year UG Degree</b>									

**9. COURSE CODE TABLE:****M. A. I Sem- I and Sem II**

<b>Semester</b>	<b>Course Code</b>	<b>Title of New Course</b>
I	2502PAHSMM101	Early India (from the beginning to 3 <sup>rd</sup> Century B.C)
I	2502PAHSMM102	Aspects of Medieval Indian History (1206-1750)
I	2502PAHSMM103	Rise and Consolidation of British Power in India (1757- 1857)
I	2502PAHSMM104	Rise of Nationalism in India (1858-1885)
I	2502PAHSME101	Legacy of the Marathas
I	2502PAHSME102	Legacy of Ancient India
I	2502PAHSRM101	History: Its Method and Practice
II	2502PAHSMM201	Institutions under the Marathas
II	2502PAHSMM202	Making of 19 <sup>th</sup> Century Maharashtra
II	2502PAHSMM203	National Movement in India (1905- 1947)
II	2502PAHSMM204	Rise of Nationalism in India (1885-1905)
II	2502PAHSME201	Devotional Cults in Medieval India (1206-1750)
II	2502PAHSME202	Art and Architecture of Ancient India
II	2502PAHSOJ201	On Job Training (Internship, Apprenticeship)
II	2502PAHSFP201	Field Project

## 10. DETERMINATION OF CGPA, GRADING AND DECLARATION OF RESULTS:

Warana University has adopted 10 point Grading System as follows:

➤ **In each semester, marks obtained in each course (Paper) are converted to grade points:**

- If the total marks of course are 100 and passing criteria is 40%, then use the following Table 1 for the conversion.
- If total marks of any of the course are different than 100 (e.g. 50) and passing criterion is 40%, then marks obtained are converted to marks out of 100 as below:

$$\text{Marks out of 100} = \frac{\text{Marks obtained by student in that course}}{\text{Total marks of that course}} \times 100$$

and then grade points are computed using Marks out of 100 as per Table 1.

Table 1: Conversion of Marks out of 100 to grade point

Sr. No.	Marks Range out of 100	Grade point	Letter grade
1	80-100	10	O: Outstanding
2	70-79	9	A+: Excellent
3	60-69	8	A: Very Good
4	55-59	7	B+: Good
5	50-54	6	B: Above Average
6	45-49	5	C: Average
7	40-44	4	P: Pass
8	0-39	0	F: Fail
9	Absent	0	Ab: Absent

Table 2 : Conversion of Marks out of 50 to grade point (Passing: 20)

Sr. No.	Marks Range out of 50	Grade point	Letter grade
1	40-50	10	O: Outstanding
2	35-39	9	A+: Excellent
3	30-34	8	A: Very Good
4	28-29	7	B+: Good
5	25-27	6	B: Above Average
6	23-24	5	C: Average
7	20-22	4	P: Pass
8	0-19	0	F: Fail
9	Absent	0	Ab: Absent

➤ **Computation of Semester Grade Point Average (SGPA) :**

Based on the grade points earned in each course in each semester, *Semester Grade Point Average (SGPA)* is computed as follows:

The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student in that semester and the sum of the number of credits of all the courses undergone by a student in that semester. The SGPA of the  $i^{\text{th}}$  semester is denoted by  $S_i$ . The formula is given by

$$SGPA \text{ of semester } i = S_i = \frac{\sum_{j=1}^k c_j \times G_j}{\sum_{j=1}^k c_j}$$

where  $c_j$  is the number of credit of  $j^{\text{th}}$  course,  $G_j$  is the grade points earned in the  $j^{\text{th}}$  course and  $k$  be the number of courses in  $i^{\text{th}}$  semester.

➤ **Computation of Semester Grade Point Average (SGPA) :**

Based on the SGPA of each semester, Cumulative Grade Point Average (CGPA) is computed as follows:

The CGPA is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programmed,

$$CGPA = \frac{\sum_{i=1}^m C_i \times S_i}{\sum_{i=1}^m C_i}$$

Where  $C_i$  is the total number of credits in  $i^{\text{th}}$  semester,  $S_i$  is the SGPA of  $i^{\text{th}}$  semester and  $m$  is the number of semesters in the programme.

➤ **Based on CGPA, final letter grade is assigned as below:**

Table 3: Final Cumulative Grade Point Average (CGPA) and Final Grade for course

Sr. No.	CGPA Range	Grade	Grade Descriptions
1	9.50-10.00	O	Outstanding
2	8.86-9.49	A+	Excellent
3	7.86-8.85	A	Very Good
4	6.86-7.85	B+	Good
5	5.86-6.85	B	Above Average
6	4.86-5.85	C	Average
7	4.00-4.85	P	Pass
8	0.00-3.99	F	Fail
9	Nil	AB	Absent

Remarks:

1. B+ is equivalent to 55% marks and B is equivalent to 50 % marks. The final later grade is based on the grade points in each course of entire programme and not on marks obtained each course of entire programme.
2. The SGPA and CGPA shall be round off to two decimal points.

**11. NATURE OF QUESTION PAPER AND SCHEME OF MARKING:****For Master of Arts (MA) and programme under the faculty of Humanities**

Four Credits: Written Examination (60) +Internal Assessment (40) = Total 100 Marks

Two Credits: Written Examination (30) +Internal Assessment (20) = Total 50 Marks

**A) FOR FOUR CREDITS: Total Marks 60 (Writing Examination)**

Q. 1: Multiple choice questions (10 MCQs) (01 marks each)		10 Marks
Q. 2: Short Notes (Any four out of Six)	(5X4)	20 Marks
Q. 3: Long Answer Questions (Any Two out of Four)	(10X2)	20 Marks
Q. 4: Answer the Following (Any One out of Two)	(10X1)	10 Marks

**Note: Question Paper should cover all the units for the syllabus.**

**B) FOR TWO CREDITS: Total Marks 30 (Writing Examination)**

*(For Rise of Nationalism in India 1858-1885 and Rise of Nationalism in India 1885-1905)*

Q. 1: Multiple choice questions (FIVE) (01 marks each)		05 Marks
Q. 2: Short Notes (Any Two out of Four)	(5X2)	10 Marks
Q. 3: Long Answer Questions (Any One out of Two)	(10X1)	10 Marks
Q. 4: Answer the Following (Any One out of Two)	(5X1)	05 Marks

**Note: Question Paper should cover all the units for the syllabus.**

**12. INTERNAL EVALUATION SCHEME: PG Level (40%)**

Level	Semester	Programme	Marks	
			4 Credit	2 Credit
6.0 M.A. I	I and II	1) Seminar	10	5
		2) Case Study / Problem Solving	10	5
		3) Book Review/ Poster Presentation	10	5
		4) Mid-Term Test	10	5
6.5 M.A. II	III and IV	1) Group Discussion	10	5
		2) Research Paper Review	10	5
		3) Open Book Examination	10	5
		4) Mid-Term Test	10	5

**Note: Book Review (Only from reference book)**

**13. DURATION OF EXAMINATION:**

1. Duration of Examination for 60 marks – 2 Hours
2. Duration of Examination for 30 marks – 1 Hours
3. Duration of Practical Examination for 50 marks – 2 Hours

**14. SYLLABUS:**

# **Semester I**

**M. A. I SEM I**

<b>Course Name</b>	: <b>Early India (from the beginning to 3<sup>rd</sup> century B.C)</b>		
<b>Type</b>	: Major Mandatory		
<b>Course Number</b>	: MM 1		
<b>Course Code</b>	: 2502PAHSMM101		
<b>Course Credits</b>	: 4		
<b>Marks</b>	: Semester End: 60	Internal Assessment: 40	Total Marks: 100

**Course Outcomes:** After successful completion of this course, the students will be able to:

- CO1: Understand the transition from hunting to civilization  
 CO2: Explain the transitions in Vedic culture  
 CO3: Clarify the causes for the first and second urbanizations  
 CO4: Account for the rise of heterodox religions  
 CO5: Describe the rise and growth of the Mauryan Empire

**Unit I: From hunting to civilization****(Teaching Hours- 15, Credit- 01)**

- a) Hunter and Gatherers: Paleolithic and Mesolithic  
 b) Early farmers and settlers: Neolithic and Deccan Chalcolithic  
 c) Harappa Civilization: first urbanization

**Unit II: Transitions in Vedic culture****(Teaching Hours- 15, Credit- 01)**

- a) Polity  
 b) Socio-Economy  
 c) Religion

**Unit III: Second urbanization and rise of Heterodox religions****(Teaching Hours- 15, Credit- 01)**

- a) Nature of second urbanization: Process of urbanization and Mahajanapadas  
 b) Jainism  
 c) Buddhism

**Unit IV: Mauryan Empire****(Teaching Hours- 15, Credit- 01)**

- a) Chandragupta Maurya and foundation of Empire  
 b) Ashoka and his dhamma  
 c) Mauryan Administration: nature and structure

**Select Readings:**

1. Allchin, R. and Bridget, Rise of Civilization in India and Pakistan, CUP, Delhi, 1983
2. देव, शां. भा.. पुरातत्वविद्या, कॉन्टिनेन्टल प्रकाशन, पुणे, १९७६
3. ढवळीकर, म. के., आर्यांच्या शोधात, राजहंस प्रकाशन, पुणे, २००८
4. ढवळीकर, म. के., कोणे एके काळची सिंधू संस्कृती, राजहंस प्रकाशन, पुणे, २००६
5. ढवळीकर, म. के., महाराष्ट्राची कुळकथा, राजहंस प्रकाशन, पुणे, २०११
6. दीक्षित श्रीनिवास हरि, भारतीय तत्वज्ञान, पुणे सुविचार, २००६
7. गोखले, शोभना, पुराभिलेखविद्या, कॉन्टिनेन्टल प्रकाशन, पुणे, २००७
8. Ghosh, A., Encyclopedia of Indian Archaeology, Vol. 1 & II., Munshiram & Manoharlal, New Delhi, 198
9. कोसंबी, डी. डी., प्राचीन भारतीय संस्कृती आणि सभ्यता, डायमंड प्रकाशन, पुणे, २००६
10. शर्मा, आर.एस., प्राचीन भारतीय राजकीय विचार आणि संस्था, डायमंड प्रकाशन, पुणे
11. Singh, Upinder, A History of Ancient and Early Medieval India, Pearson Longman, Delhi, 2009
12. थापर, रोमिला, अर्ली इंडिया- प्रारंभापासून इ.स. १३०० पर्यंत, केसागर प्रकाशन, पुणे, २०१७
13. थापर, रोमिला, अशोक आणि मौर्यांचा हास, महाराष्ट्र राज्य साहित्य संस्कृती मंडळ, मुंबई, २००७

**M. A. I SEM I**

<b>Course Name</b>	<b>: Aspects of Medieval Indian History (1206-1750)</b>		
<b>Type</b>	<b>: Major Mandatory</b>		
<b>Course Number</b>	<b>: MM 2</b>		
<b>Course Code</b>	<b>: 2502PAHSMM102</b>		
<b>Course Credits</b>	<b>: 4</b>		
<b>Marks</b>	<b>: Semester End: 60</b>	<b>Internal Assessment: 40</b>	<b>Total Marks: 100</b>

**Course Outcomes:** After successful completion of this course, the students will be able to:

- CO1: Identify foreign and indigenous sources of history  
 CO 2: Explain the salient features of Indo-Persian historiography  
 CO 3: account for the major developments in the polity, economy, and society of India under the Delhi sultans  
 CO 4: Explain the contribution of the Mughals towards making of composite culture  
 CO 5: Elucidate the rise and growth of Vijaynagar state

**Unit I: Sources and Historiography****(Teaching Hours- 15, Credit- 01)**

- a) Indigenous sources  
 b) Foreign sources  
 c) Indo Persian historiography

**Unit II : Delhi Sultanate****(Teaching Hours- 15, Credit- 01)**

- a) Theory of kingship  
 b) Trade: internal and external  
 c) Society: slavery

**Unit III : Mughals****(Teaching Hours- 15, Credit- 01)**

- a) Akbar's Theory of Kingship  
 b) Trade: internal and external  
 c) Composite culture

**Unit IV : Vijaynagar****(Teaching Hours- 15, Credit- 01)**

- a) Nature of state  
 b) Trade and temple economy  
 c) Art and Architecture

**Select Readings:**

1. Seshan Radhika, Medieval India: Problems and Possibilities, Rawat, Delhi, 2006
2. Rizvi, S.A.A., The Wonder that was India, Part II, Rupa, Delhi, 2002
3. Chitnis, K.N., Glimpses of Medieval Indian Ideas and Institutions, 1974
4. Chitnis K. N. Socio-Economic Aspects of Medieval India, Poona, 1979.
5. Mehta, Jaswantlal, Advanced Study in the History of Medieval India, Volume I to III, Sterling, New Delhi, 1981.
6. Ali M. Athar, The Mughal Nobility under Aurangzeb, Mumbai, 1970.
7. Habib, Mohammad, Politics and Society in Early Medieval Period, Vols. I and II, Delhi, PPH, 1974.
8. Qureshi I.H., The Administration of the Moghal Empire, Delhi, Low Price, Publication 1990.
9. Raychaudhuri Tapan and Irfan Habib (eds.), Cambridge Economic History of India, Vol. I. C. 1200 C. 1750., Delhi, S. Chand, 1984.
10. J.F. Richards, The Mughal Empire, Delhi Foundation Books, 1993.
11. Satish Chandra, History of Medieval India (800-1700), Orient Longman, Hyderabad, 2007
12. Stein, Burton, Vijayanagara, Cambridge University Press, 1989
13. M. P. Patil, Court Life under the Vijaynagar Rulers, B.R. Publishing Corporation, 1999
14. Philips C.H. (eds.), Historians of India, Pakistan and Ceylon, Oxford University Press, 1961
15. Salma Ahmed Farooqui, A Comprehensive History of Medieval India, Pearson, 2011.
16. सतीश चंद्र, वि. एस. क्षीरसागर, मध्ययुगीन भारत मोगल साम्राज्य १५२६- १७४८, के सागर पब्लिकेशन्स, २०१७

**M. A. I SEM I**

<b>Course Name</b>	<b>: Rise and Consolidation of British Power in India (1757- 1857)</b>		
<b>Type</b>	<b>: Major Mandatory</b>		
<b>Course Number</b>	<b>: MM 3</b>		
<b>Course Code</b>	<b>: 2502PAHSMM103</b>		
<b>Course Credits</b>	<b>: 4</b>		
<b>Marks</b>	<b>: Semester End: 60</b>	<b>Internal Assessment: 40</b>	<b>Total Marks: 100</b>

**Course Outcomes:** After successful completion of this course, the students will be able to:

- CO1: understand the social, political and economic conditions which led to the establishment of British rule  
 CO2: know about the chronology of events which led to the foreign conquest  
 CO3: know about the administrative changes made by the British to consolidate their rule.  
 CO4: explain the colonial ideology and its relation to British conquest.

**Unit - I: The second half of Eighteenth Century** **(Teaching Hours- 15, Credit- 01)**

- a) Political conditions  
 b) Socio-economic conditions  
 c) The Eighteenth Century debate

**Unit II: The British Conquest of India** **(Teaching Hours- 15, Credit- 01)**

- a) Bengal  
 b) Mysore  
 c) Maharashtra

**Unit III: The Consolidation of British power in India** **(Teaching Hours- 15, Credit- 01)**

- a) Land Revenue Systems  
 b) Administrative system  
 c) Army, Law , Police

**Unit: IV: Colonial Ideology and Colonial Rule:** **(Teaching Hours- 15, Credit- 01)**

- a) Orientalism  
 b) Utilitarianism  
 c) Evangelicalism  
 d) Idea of Reform of Indian Civilization: Whiteman's Burden and Divine Providence

**Select Readings:**

1. Grover B.L. and Sethi R.R., Modern Indian History, S. Chand., New Delhi, 1963
2. Bhattacharya Dhiraj, A Concise History of the Modern Economy-(1750-1950), New Delhi 1979.
3. Narayan Brij, Economics Life in India, Delhi, 1923.
4. Bayly C. A., Indian Society, The Making of British Empire, Orient, 1979.
6. Singh G. N., Landmarks in National and Constitutional Development of India, S. Chand & Co, New Delhi.
5. Marshall P. J., Bengal, The British Bridgehead - Eastern India 1740, Orient, 1979.
7. Raychaudhari S.C., Socio, Economic and Cultural History of Modern India, Surjeet Pub. 1983.
8. Desai A. R., Social Background of Indian Nationalism, Popular, Bombay, 1960.
9. Gopal S. British Policy in India, OUP, New Delhi, 1965
10. Dharma Kumar (ed.) The Cambridge Economic History of India, Volume II c.1757-2003, Orient Longman, Hyderabad, 2005.
11. Mukherjee, Sir William Jones -A Study in 18m Century British attitudes to India, Orient Longman, Bombay, 1987.
12. Mushirul Hasan, Narayani Gupta, India's Colonial Encounter, Manohar, 2004
13. Eric Stokes, The English Utilitarian and India, Oxford University Press, 1989.
14. वैद्य सुमन व शांता कोठेकर, आधुनिक भारताचा इतिहास (१७५७ ते १८५७), श्री साईनाथ प्रकाशन, नागपूर, १९९८
15. फाटक न. र., भारतीय राष्ट्रवादाचा विकास, रघुनाथ गणेश जोशी, १९४९
16. खोबरेकर वि. गो., इंग्रजी सत्तेविरुद्ध महाराष्ट्रातील सशस्त्र उठाव (१८१८-१८६०), मुंबई, १९५९

**M. A. I SEM I**

<b>Course Name</b>	<b>: Rise of Nationalism in India (1858-1885)</b>		
<b>Type</b>	: Major Mandatory		
<b>Course Number</b>	: MM 4		
<b>Course Code</b>	: 2502PAHSMM104		
<b>Course Credits</b>	: 2		
<b>Marks</b>	: Semester End: 30	Internal Assessment: 20	Total Marks: 50

**Course Outcomes:** After successful completion of this course, the students will be able to:

CO1: Understand the concept of nationalism and the historiography of Indian nationalism

CO2: Elucidate the causes and events which led to the formation of Indian National Congress

**Unit I: Nationalism** (Teaching Hours- 15, Credit- 01)

- Concept of Nationalism
- Historiography of Indian Nationalism
- Causes of Growth of nationalism in India

**Unit II: Formation of Indian National Congress** (Teaching Hours- 15, Credit- 01)

- Political Associations before 1885
- Foundation of the Congress
- Controversies relating to its origins

**Select Readings:**

- Anil Seal, The Emergence of Indian Nationalism: Competition and Collaboration in the Later Nineteenth 18 Century, Cambridge University Press, 1971.
- Arvind Ganachari, Nationalism and Social Reform in a Colonial Situation, Kalpaz Publication New Delhi, 2005.
- B.R.Nanda (ed), Gokhale: The Indian Moderates and the British Raj, Princeton University Press, New Jersey, 1977
- Bimal Malhotra, Reform, Reaction and nationalism, in Western India, 1885-1907.Himalaya Publishing House,2000.
- Bipin Chandra, The Rise and Growth of Economic Nationalism, in Western India: Economic Policies of the Indian National Leadership, 1880-1905.Peoples Publishing House, New Delhi, 1977.
- Charles Heimsath, Indian Nationalism and Hindu social reform, Princeton University Press, 1964.
- Daniel Argov, Moderates and Extremists in the Indian National Movement, 1833-1920, 1967.
- बिपिन चंद्र, एम. व्ही. काळे, इंडियास स्ट्रगल फॉर इंडीपेंडन्स (मराठी), के सागर पब्लिकेशन्स, २०१४
- Sumit Sarkar, Modern India, Macmillan Ltd., New Delhi, 1983
- Chousalkar Ashok, Indian Idea of Political Resistance, Ajanta Publications, Delhi, 1990
- Chandra Bipan, History of Modern India, Orient BlackSwan, Hyderabad, 2009
- Tripati Amales, The Extremist Challenge, Calcutta, Orient Longman, 1967
- Purohit B.R., Hindu Revivalism and Indian Nationalism, Sathi Prakashan, 1965
- Amiya P. Sen, Hindu Revivalism in Bengal, 1872-1905, Oxford University, Press 1993
- दत्त रजनी पाम, अनुवाद- य. ना. देवघर, आजकालचा भारत, डायमंड पब्लिकेशन्स, पुणे, २००६
- कठारे अनिल, ब्रिटीश भारताचा इतिहास, एज्युकेशनल पब्लिशर, औरंगाबाद, २०१४
- आठल्ये व्ही. बी., आधुनिक भारताचा इतिहास, अंशुल पब्लिकेशन, नागपूर, २००४
- वैद्य सुमन आणि कोठेकर शांता, आधुनिक भारताचा इतिहास, साईनाथ प्रकाशन, नागपूर,

**M. A. I SEM I**

<b>Course Name</b>	<b>: Legacy of the Marathas</b>		
<b>Type</b>	<b>: Major Elective</b>		
<b>Course Number</b>	<b>: ME 1</b>		
<b>Course Code</b>	<b>: 2502PAHSME101</b>		
<b>Course Credits</b>	<b>: 4</b>		
<b>Marks</b>	<b>: Semester End: 60</b>	<b>Internal Assessment: 40</b>	<b>Total Marks: 100</b>

**Course Outcomes:** After successful completion of this course, the students will be able to:

CO1: Understand the political legacy of the Maratha with special reference to Chh. Shivaji

CO2: Know the socio-religious legacy including the caste system, the Bhakti movement, and various festivals.

CO3: Appreciate the rise and growth of performing arts

CO4: Gain knowledge about the art, architecture, and monuments of the Marathas

**Unit - I: Political****(Teaching Hours- 15, Credit- 01)**

- Legacy of Chh. Shivaji Maharaj 's 'Swarajya'
- Chh. Shivaji Maharaj – Management principles
- Maratha Historiography and rise of nationalism

**Unit – II: Socio-religious Legacy****(Teaching Hours- 15, Credit- 01)**

- Caste formation during Maratha period
- Devotional Cults: Bhakti Movement as unifying force
- Celebrations of Festivals: Vasant Panchami, Dasara, Ganesh utsav

**Unit – III: Legacy in Performing Arts****(Teaching Hours- 15, Credit- 01)**

- Povada, Bharud
- Dashavtar, Chittrakathi
- Lavni, Tamasha

**Unit – IV: Art, Architecture and historical monuments****(Teaching Hours- 15, Credit- 01)**

- Forts, Gadi, Wada
- Paintings, Murals
- Town Planning, Water management , Wood-work
- Food, Dress, and ornaments

**Select Readings**

- Kulkarni.A.R. Maharashtra in the age of Shivaji, Diamond Publications, Pune, 2008
- Mate M.S , Maratha Architecture 1650 - 1850 AD, Pune, 1959
- Mate M.S , Temples and legends of Maharashtra, Bombay, 1962
- Mate M.S , Deccan Woodwork, Poona, 1967
- Sardesai G.S. Maratha Riyasat Vol- 4, Popular Prakasan, 1992
- Sen S.N., Administrative system of the Marathas, 2002
- Goetz Hermann, "The Art of the Marathas and its Problems" in B.A. Law Volume, Part II, Poona, 1946
- Jamkhedkar A.P., "Maharashtra Temple Architecture: an assessment of some problems", Proceedings of the Seminar on Temple Art and Architecture, A.I.R.I., March 1980
- Kanhare Gopal Krishna , The Temples of Maharashtra, Govt of India Publication, New Delhi, 1989
- Deglukar G.B., Temple Architecture and Sculpture of Maharashtra, Government of Maharashtra Publication, Nagpur, 1974
- Mahajan T.T., Aspects of Agrarian and Urban History of the Maratbas, Pune, 1991
- D.M. Attwood, W. Israel and N.K.Wagle, City, Countryside and Society in Maharashtra, ed , Pune,1989
- G. H. Ranade, Music in Maharashtra, Maharashtra Information Centre, 1967
- Koli Vilas Bhimrao, 'Wada', Shopizen.in Publication, Pune 2021

OR

**M. A. I SEM I****Course Name : Legacy of Ancient India****Type : Major Elective****Course Number : ME 1****Course Code : 2502PAHSME102****Course Credits : 4****Marks : Semester End: 60 Internal Assessment: 40 Total Marks: 100****Course Outcomes:** After successful completion of this course, the students will be able to:

CO1: know the development of administrative and participative institutions in ancient times

CO2: will be able to explain the growth of various religions and sects in India

CO3: gain knowledge about the progress of scientific thought in India

CO4: know about the contribution of India to art and architecture in ancient period.

**Unit I: Administrative Legacy****(Teaching Hours- 15, Credit- 01)**

- a) Town planning of the Harappans
- b) Sabha, Samiti, Vidhatha and Republics
- c) Kautilya's Arthashastra and the Mauryas
- d) Feudal beginnings in the Gupta age

**Unit II: Religion and Society****(Teaching Hours- 15, Credit- 01)**

- a) Vedic religion
- b) Heterodox religions : Buddhism, Jainism, Lokyata and Tantra
- c) Shaivism and Vaishnavism
- d) From Varna to Caste

**Unit III: Scientific Legacy****(Teaching Hours- 15, Credit- 01)**

- a) Mathematics
- b) Medicine
- c) Astronomy

**Unit IV: Art and Architecture****(Teaching Hours- 15, Credit- 01)**

- a) Buddhist and Jain Architecture
- b) Temple Architecture: Nagara, Vesara and Dravida
- c) Drama and Poetry

**Select Readings:**

- 1) Thapar Romila, Early India (from the Origins to A. D. 1300), The Penguin History of Early India, Penguin books, 2001
- 2) Jha D. N., Early India: A Concise History, South Asia Books, 1987
- 3) D.N. Jha, Ancient India: In Historical Outline, Manohar Publishers and Distributors, 1998
- 4) S. Ratnagar, Understanding Harappa, Delhi, 2001
- 5) Kochar R., The Vedic People, Delhi, 2000
- 6) Suvira Jayaswal: Caste, Origin, Function and Dimensions of change, Delhi, 1998
- 7) Possehl Gregory, Indus Age: The Beginnings, New Delhi, 1999
- 8) R. S. Sharma, Indian Feudalism, Delhi 1980
- 9) Susan Huntington and John Huntington, The Art of Ancient India: Buddhist, Hindu, Jain, Weatherhill,

New York, 1985

- 10) Percy Brown, Indian Architecture (Buddhist and Hindu Period), DB Taraporevala Sons, 1949
- 11) Debiprasad Chattopadhyaya, History of Science and Technology in Ancient India: Astronomy, Science and Society, Firma KLM, Calcutta, 1996
- 12) D. K. Chakrabarti, India An Archaeological History, Delhi, 1909
- 13) शर्मा, आर.एस., प्राचीन भारतीय राजकीय विचार आणि संस्था, डायमंड प्रकाशन, पुणे, २००६
- 14) Singh, Upinder, A History of Ancient and Early Medieval India, Pearson Longman, Delhi, 2009
- 15) थापर, रोमिला, अर्ली इंडिया- प्रारंभापासून इ.स. १३०० पर्यंत, केसागर प्रकाशन, पुणे, २०१७
- 16) थापर, रोमिला, अशोक आणि मौर्यांचा -हास, महाराष्ट्र राज्य साहित्य संस्कृती मंडळ, मुंबई, २००७
- 17) माटे म. श्री., प्राचीन कला भारती, कॉन्टिनेन्टल प्रकाशन, पुणे, १९९८

**M. A. I SEM I**

<b>Course Name</b>	<b>: History: Its Method and Practice</b>		
<b>Type</b>	: Research Methodology		
<b>Course Number</b>	: RM		
<b>Course Code</b>	: 2502PAHSRM101		
<b>Course Credits</b>	: 4		
<b>Marks</b>	: Semester End: 60	Internal Assessment: 40	Total Marks: 100

**Course Outcomes:**

This course is intended for students to understand the fundamental principles of research methodology in the field of history: The course aims to provide students with a comprehensive understanding of the core principles and concepts of research methodology specific to the discipline of history. Students will develop a solid foundation in the methodologies employed in historical research, including the use of primary and secondary sources, critical analysis, and interpretation of historical evidence.

**Unit 1: Nature of Sources (Data) (Teaching Hours- 15, Credit- 01)**

- a) Literary and Archaeological
- b) Data collection: Archives/ Record Office, Survey, Questionnaires, Newspapers, Internet
- c) Oral Sources and Interview Techniques

**Unit 2: Process of Writing History (Teaching Hours- 15, Credit- 01)**

- a) Selection of topic
- b) Preparation of proposal/outline
- c) Data Analysis: Internal and External Criticism

**Unit 3: Presentation (Teaching Hours- 15, Credit- 01)**

- a) Foot/End notes
- b) Index & Bibliography
- c) Notetaking and Bibliographic Software

**Unit 4: Traditions of History Writing (Teaching Hours- 15, Credit- 01)**

- a) European: Positivist, Annals, History from below
- b) Indian I: Colonial, Marxist, Nationalist
- c) Indian II: Non- Brahmin Historiography, Feminist, Subaltern

**Suggested Readings**

1. Jayapalan N. Historiography, Atlantic Publication, New Delhi, 1999.
2. Mujumdar R. K. and A. N. Srivastava - Historiography, Surjeet Book Depot, Delhi, 1975
3. Sreedharan, E-A Text Book of Historiography 300 BC to 2000 AD. Orient Longman, 2004.
4. Wilkingson and Banadarkar - Methodology and techniques of Social Research Bombay, Himayala Pub. House, Second Edition, 1979.
5. Collingwood R. G. - The idea of History, Oxford University Press, Reprint 1970. 5.
6. Haddock B. A. - Introduction to Historical Thought, Edward Arnold Publishers, London, 1980 6.
7. Philosophies of History, Burns R Hugh picard, 2000.
8. Marwick Arthur, The Nature of History, 1970.
9. Walsh Whitt. - An introduction to the philosophy of History 1951.
10. Langlois and Seignobos-An introduction to the study of History 1960
11. Ranajit Guha, A Subaltern Studies Reader, 1986-1995 (University of Minnesota Press, 1997)
12. E. Sreedharan, A Textbook of Historiography, 500 B.C. to A.D. 2000 (Orient Blackswan, 2004)
13. Kenneth R. Stunkel, Fifty Key Works of History and Historiography (Routledge, 2012)

14. N. Jayapalan, *Historiography* (Atlantic Publishers & Dist, 2004)
15. Georg G. Iggers, *Historiography in the Twentieth Century: From Scientific Objectivity to the Postmodern Challenge* (Wesleyan University Press, 2005)
16. Tej Ram Sharma, *Historiography: A History of Historical Writing* (Concept Publishing Company, 2005)
17. Ernst Breisach, *Historiography: Ancient, Medieval, and Modern, Third Edition* (University of Chicago Press, 2007)
18. B. Sheikh Ali, *History, Its Theory and Method* (Macmillan, 1978);
19. Beverley C. Southgate, *History, What and Why?: Ancient, Modern, and Postmodern Perspectives* (Psychology Press, 2001)
20. Michael Bentley, *Modern Historiography: An Introduction* (Routledge, 2005)
21. Andreas Mehl, *Roman Historiography* (John Wiley & Sons, 2011)
22. Peter Burke, *The French Historical Revolution: The Annales School, 1929-2014* (Stanford University Press, 2015)
23. Charles W. Fornara, *The Nature of History in Ancient Greece and Rome* (University of California Press, 1988)
24. Abd Al-Aziz Duri, *The Rise of Historical Writing Among the Arabs* (Princeton University Press, 2014)
25. Beverley Southgate, *What is History For?* (Routledge, 2006)
26. Romila Thapar, *Time as a Metaphor of History: Early India* (Oxford University Press, 1996)
27. Romila Thapar, *The Past Before Us* (Harvard University Press, 2013).
28. Umesh Bagade, *Ambedkar's Historical Method (A Non-Brahminic Critique of Positivist History, Critical quest, New Delhi, 2015*
29. ई.एच. कार (अनुवाद वि. गो. लेले), *इतिहास म्हणजे काय?*, कॉटीनॅटल प्रकाशन, पुणे, १९९४
30. सदाशिव आठवले, *इतिहासाचे तत्त्वज्ञान, प्राज्ञपाठशाला, वाई, १९६७*
31. प्रभाकर देव, *इतिहासशाख: संशोधन, अध्यापन आणि लेखनपरंपरा, ब्रेनटॉनिक प्रकाशन, नाशिक, २००७*
32. शांता कोठेकर, *इतिहास: तंत्र आणि तत्त्वज्ञान, श्री साईनाथ प्रकाशन, नागपूर, २००५*
33. वा. सी. बेंद्रे, *साधन चिकित्सा, लोकवाक्यगृह प्रकाशन, मुंबई, १९७२*
34. ग. ह. खरे, *संशोधनाचा मित्र, भारत इतिहास संशोधन मंडळ, १९५१*
35. बी. एन. सरदेसाई, *इतिहासलेखनशाख, फडके प्रकाशन, कोल्हापूर २००२*
36. कॉमेजर हेन्री स्टील, *इतिहास स्वरूप आणि अभ्यास (भाषांतर वळसंगकर कृ.ना.), मॅजेस्टिक प्रकाशन, १९६९*
37. पगडी सेतु माधवराव, *इतिहास आणि कल्पित, परचुरे प्रकाशन, १९८८*
38. प्रतिमा परदेशी आणि विद्युत भागवत, *अन्नाह्याणी स्त्रीवादी इतिहासलेखनाच्या दिशेने, सुगावा प्रकाशन, पुणे १९९८*
39. शरद पाटील, *मार्क्सवाद फुले-आंबेडकरवाद, सुगावा, पुणे, १९९३*
40. प्रवीण चव्हाण, *दुय्यम जनसमूहाचे इतिहास- सबाल्टर्न स्टडीज, भास्कर लक्ष्मण भोळे आणि किशोर बेडकीहाळ (संपादित), शतकांतराच्या वळणावर, डॉ. बाबासाहेब आंबेडकर अकादमी, सातारा, २००६, पु. ४८४-४९७*
41. *इतिहास लेखन मीमांसा, निवडक समाज प्रबोधन पत्रिका, खंड-१, लोकवाडमय गृह, २०१०*
42. प्रभाकर गद्रे, *इतिहास लेखनाच्या परंपरा, २००४*
43. जास्वंदी वांबूरकर, *इतिहासातील नवे प्रवाह, डायमंड पब्लिकेशन्स, पुणे, २०१४*

# **Semester II**

**M. A. I SEM II**

<b>Course Name</b>	<b>: Institutions under the Marathas</b>		
<b>Type</b>	<b>: Major Mandatory</b>		
<b>Course Number</b>	<b>: MM 5</b>		
<b>Course Code</b>	<b>: 2502PAHSMM201</b>		
<b>Course Credits</b>	<b>: 4</b>		
<b>Marks</b>	<b>: Semester End: 60</b>	<b>Internal Assessment: 40</b>	<b>Total Marks: 100</b>

**Course Outcomes:** After successful completion of this course, the students will be able to:

CO1: Understand the nature of kingship in the Maratha polity

CO2: Explain the salient features of Central, Provincial and Village administration

CO3: Understand the complexity of caste system

CO4: Know the position of women in Maratha society

CO5: Explain the influence of Bhakti movement and Maharashtra Dharma

**Unit I: Maratha State and Kinship****(Teaching Hours- 15, Credit- 01)**

- Swarajya: aims and objectives
- Theory and practice of kingship
- Maratha Confederacy: origins and growth

**Unit II: Administration****(Teaching Hours- 15, Credit- 01)**

- Central Administration: Asthapradhan mandal
- Provincial Administration: Gotsabha
- Village Administration: Village Panchayat

**Unit III: Society****(Teaching Hours- 15, Credit- 01)**

- Caste system
- Position of women
- Gulamgiri, Vethbegari

**Unit IV: Religion****(Teaching Hours- 15, Credit- 01)**

- Bhakti Movement: Datta Sampraday, Mahanubhav, Shakta Sampradaya
- Maharashtra Dharma
- Impact of Islam

**Select Readings:**

- Ranade M. G., Rise Of the Maratha Power, Bombay, 1961
- Sardesai G.S. New history of the Marathas, Bombay, Vol. I to III, 1956-1971
- Kulkarni 3. A.R. Maharashtra in the Age of Shivaji, Continental Prakashan Pune. 1969
- Jadunath Sarkar Shivaji and his times, Orient Longman Limited, Fifth Edition 1952, Reprint 1997
- Sardesai G.S. New History of the Marathas vol I,II & III
- Ashraf K.M, Life and Conditions of people of Hindustan 2nd ed., New Delhi 1970.
- Mujumdar R.C., Pusalkar A.D and Mujumdar A.K.(ed), The History and Culture of the Indian People, Vol. VI, 2nd ed., 1967
- Tara Chand, Influence of islam on Indian Culture, Allahabad, 1946.
- Kulkarni A.R., Maharashtra Society and Culture, Books and Books, Delhi, 2000
- चिटणीस कृ. ना., मध्ययुगीन भारतीय संकल्पना व संस्था, खंड १ ते ४, भालचंद्र प्रिटींग प्रेस, मुंबई

11. सरदेसाई गो. स., मराठी रियासत भाग, १, २ व ३, मुंबई, १११५-१९२५
12. कुलकर्णी अ. रा., मराठ्यांचा इतिहास भाग १ व २, कॅटिनेटल प्रकाशन, पुणे
13. गायकवाड आर. डी., मराठेकालीन संस्था व विचार, फडके प्रकाशन, कोल्हापूर, २००४
14. नसिराबादकर ल. रा., प्राचीन मराठी वाङ्मयाचा इतिहास, फडके प्रकाशन, कोल्हापूर, १९९४
15. सरदार गं. बा., महाराष्ट्र जीवन, परंपरा प्रगती आणि समस्या, खंड पहिला, नीलकंठ जोशी आणि लोखंडे प्रकाशन, पुणे, १९६०
16. प्र. न. देशपांडे आणि शेणोलीकर ह. श्री., महाराष्ट्र संस्कृती घडण आणि विकास, मोघे प्रकाशन, कोल्हापूर, १९७२
17. कुलकर्णी अ. रा., शिवकालीन महाराष्ट्र, राजहंस प्रकाशन, पुणे, १९९७
18. पवार जयसिंगराव, शिवाजी व शिवकाल, फडके प्रकाशन, कोल्हापूर, १९९९

## M. A. I SEM II

<b>Course Name</b>	: Making of 19th Century Maharashtra		
<b>Type</b>	: Major Mandatory		
<b>Course Number</b>	: MM 6		
<b>Course Code</b>	: 2502PAHSMM202		
<b>Course Credits</b>	: 4		
<b>Marks</b>	: Semester End: 60	Internal Assessment: 40	Total Marks: 100

**Course Outcomes:** After successful completion of this course, the students will be able to:

- CO1: Understand the social and economic condition in the early 19th century  
 CO2: Explain the causes and objectives of administrative changes done by the British  
 CO3: Critically analyze the nature of social reforms  
 CO4: Explain important changes taking place in the economy of Maharashtra

**Unit I: Social and economic condition in early 19<sup>th</sup> Century** (Teaching Hours- 15, Credit- 01)

- a) Castes, untouchability, slavery, position of women  
 b) Agriculture, industries, trade and commerce  
 c) Education

**Unit II: British policy and administrative changes** (Teaching Hours- 15, Credit- 01)

- a) New Land Tenure: Rayatwari System  
 b) Introduction of Western legal system  
 c) Beginnings of Western Education

**Unit III: Social Reforms** (Teaching Hours- 15, Credit- 01)

- a) Role of Christian Missionaries  
 b) Emancipation of women  
 c) Eradication of untouchability and abolition of caste distinctions  
 d) Role of press

**Unit IV: Economy** (Teaching Hours- 15, Credit- 01)

- a) Agriculture- Commercialization, its impact; Deccan riots  
 b) Growth of modern industries- cotton mill industry  
 c) Rise of working class movement- impact of Factory Acts, role of Narayan Meghaji Lokhande

**Select Readings:**

1. Altekar M.D. Gopal Ganesh Agarkar, Karnatak Press, Bombay, 1930.
2. भास्कर लक्ष्मण भोळे (संपादक), एकोणिसाव्या शतकातील मराठी गद्य, खंड १.२. साहित्य अकादेमी, २००६
3. Bhave, V.K., Peshvekalin Maharashtra, ICHR, Delhi, 1976.
5. Ganachari A. G., Nationalism and Social Reform in a Colonial Situation, Kalpaze, Publication, New Delhi, 2005.
4. Choksy, R.D., Economic Life in the deccan, 1888-1896, Asia Publishing House, Bombay, 1965.
5. Javdekar S.D. Adhunik Bharat, Pune, 1979 (Reprint)
6. Keer Dhananjaya, Mahatma Jotirao Phule: Father of our Social Revolution, Popular Publication, Bombay, 1964.
7. Lederle Mathew, Philosophical Trends in Modern Maharashtra, Popular Prakashan, Bombay, 1976.
8. Phadke Y.D. Social Reformers of Maharashtra, Information centre New Delhi, 1975.
9. Sunthankar B.R. Nineteenth Century History of Maharashtra 1818-1857, Popular Book, Bombay, 1988
10. पाध्ये प्रभाकर आणि टिळेकर एस. अर्, आजकालचा महाराष्ट्र, कर्नाटक प्रेस, मुंबई, १९३५
11. फडके य. दि., एकोणिसाव्या शतकातील महाराष्ट्र, खंड- १ ते ३, श्रीविद्या प्रकाशन, पुणे, १९९३
12. वाळिंबे वि. स., एकोणिसाव्या शतकातील महाराष्ट्राची सामाजिक पुनर्घटना, पुणे, १९६२.
13. मनोहर कदम, नारायण मेघाजी लोखंडे: भारतीय कामगार चळवळीचे जनक, मुंबई, १९९५

**M. A. I SEM II**

<b>Course Name</b>	: <b>National Movement in India (1905-1947)</b>		
<b>Type</b>	: Major Mandatory		
<b>Course Number</b>	: MM 7		
<b>Course Code</b>	: 2502PAHSMM203		
<b>Course Credits</b>	: 4		
<b>Marks</b>	: Semester End: 60	Internal Assessment: 40	Total Marks: 100

**Course Outcomes:** After successful completion of this course, the students will be able to:

CO1: Understand the concept of Nationalism and various approaches adopted by historians to study Indian nationalism

CO2: Explain the contributions of the Extremists

CO3: Understand the vision of Mahatma Gandhi and the importance of Gandhian movements

CO4: Know the contributions of other strands of National movement

**Unit I: Introduction:****(Teaching Hours- 15, Credit- 01)**

a) The Concept of Nationalism

b) Approaches to the study of Nationalism: Nationalist, Cambridge, Subaltern

**Unit II : Extremist Phase****(Teaching Hours- 15, Credit- 01)**

a) Partition of Bengal

b) Swadeshi Movement

c) Home Rule Movement

**Unit III: The Age of Gandhian Movements****(Teaching Hours- 15, Credit- 01)**

a) Gandhiji's Vision: Hind Swaraj

b) Khilafat and Non cooperation movement

c) Civil Disobedience Movement

d) Quit India movement

**Unit IV: Other strands of National Movement****(Teaching Hours- 15, Credit- 01)**

a) Revolutionary Movement – Bengal, Maharashtra and Punjab

b) Kisan Sabha Movement

c) Left Movement

d) Subash Chandra Bose and the Indian National Army

**Select Readings:**

1. Sreedharan, E., A Textbook of Historiography, Orient Blackswan, 2004.
2. Seal, Anil, The Emergence of Indian Nationalism: Competition and Collaboration in the Later Nineteenth Century, CUP, 1971.
3. Sakar, Sumit, 'Many Worlds of Indian History' in Sarkar, Sumit. Writing Social History. New York, 1997.
4. Chakrabarty, Dipesh, Habitations of Modernity: Essays in the Wake of Subaltern Studies, University of Chicago Press, 2002.
5. Sumit Sarkar, Modern India 1885-1947, Macmillan, New Delhi, 1996
6. Mujumdar R. C. British Paramountcy & Indian Renaissance, Part I & II, Bharatiya Vidya Bhavan (3 Ed.) 1991.
7. Bipan Chandra, History of Modern India, Orient Black Swan, 2009
8. Tara Chand, History of Freedom Movement in India, Vol. I to IV, Publications Division, Ministry of Information and Broadcasting, Government of India, 1992

9. Grover B.L. & Sethi R.R., Modern Indian History, S. Chand., New Delhi.
10. Desai A.R. (edited), Peasant Struggles in India, Oxford University Press, Bombay, 1979
12. Sumit Sarkar, Popular Movements and Middle Class Leadership in Late Colonial India, Aakar, New Delhi, 2015
11. Jim Masselos, Indian Nationalism: An History, Sterling Publishers, 1991
13. Mridula Mukherjee, Peasants in India's Non-Violent Revolution, Sage Publications, New Delhi, 2004
14. पवार जयसिंगराव, हिंदुस्थानच्या स्वातंत्र्य चळवळीचा इतिहास, फडके प्रकाशन, कोल्हापूर,
15. कदम य. ना., आधुनिक भारत, फडके प्रकाशन, २०१५.
16. जावडेकर शं. द., आधुनिक भारत, कॅटिनेटल प्रकाशन, पुणे, पुनर्मुद्रण- २००१
17. कुमार केतकर, कथा स्वातंत्र्याची, महाराष्ट्र राज्य पाठ्यपुस्तक व अभ्यासक्रम संशोधन मंडळ, पुणे, १९८५
18. इतिहासलेखन मिनांसा, निवडक समाज प्रबोधन पत्रिका, खंड- २, लोकवाक्य गृह, २०१०
19. जास्वंदी वांबूरकर (संपादक), इतिहासातील नवे प्रवाह, डायमंड पब्लिकेशन्स, पुणे, २०१४
20. बिपीन चंद्र, आधुनिक भारत मे उपनिवेशवाद और राष्ट्रवाद (हिंदी), अनामिका पब्लिशर्स, २००५

**M. A. I SEM II**

<b>Course Name</b>	<b>: Rise of Nationalism in India (1885-1905)</b>		
<b>Type</b>	<b>: Major Mandatory</b>		
<b>Course Number</b>	<b>: MM 8</b>		
<b>Course Code</b>	<b>: 2502PAHSMM204</b>		
<b>Course Credits</b>	<b>: 2</b>		
<b>Marks</b>	<b>: Semester End: 30</b>	<b>Internal Assessment: 20</b>	<b>Total Marks: 50</b>

**Course Outcomes:** After successful completion of this course, the students will be able to:

CO 1: Know the contribution of the Moderates and Extremists

CO2 : Evaluate the work of the Moderates and the Extremists

**Unit I: Early Nationalism****(Teaching Hours- 15, Credit- 01)**

- Moderates and Economic Nationalism
- Significance and Evaluation of Work of Moderates
- Hindu Revivalism

**Unit II : The Extremists****(Teaching Hours- 15, Credit- 01)**

- Ideological Basis of Extremism
- Objectives and Programme
- Significance and Evaluation of Work

**Select Readings:**

- Anil Seal, The Emergence of Indian Nationalism: Competition and Collaboration in the Later Nineteenth Century, Cambridge University Press, 1971.
- Arvind Ganachari, Nationalism and Social Reform in a Colonial Situation, Kalpaz Publication New Delhi, 2005.
- B.R.Nanda (ed), Gokhale: The Indian Moderates and the British Raj, Princeton University Press, New Jersey, 1977
- Bimal Malhotra, Reform, Reaction and nationalism, in Western India, 1885-1907 Himalaya Publishing House, 2000.
- Bipin Chandra, The Rise and Growth of Economic Nationalism, in Western India: Economic Policies of the Indian National Leadership, 1880-1905. Peoples Publishing House, New Delhi, 1977.
- Charles Heimsath, Indian Nationalism and Hindu social reform, Princeton University Press, 1964.
- Daniel Argov, Moderates and Extremists in the Indian National Movement, 1833-1920, 1967.
- Sumit Sarkar, Modern India, Macmillan Ltd., New Delhi, 1983.
- Chousalkar Ashok, Indian Idea of Political Resistance, Ajanta Publications, Delhi, 1990
- Chandra Bipan, History of Modern India, Orient BlackSwan, Hyderabad, 2009
- Tripoti Amal, The Extremist Challenge, Calcutta, Orient Longman, 1967
- Purohit B.R., Hindu Revivalism and Indian Nationalism, Sathi Prakashan, 1965
- Amiya P. Sen, Hindu Revivalism in Bengal, 1872-1905, Oxford University, Press 1993
- दत्त रजनी पाम, अनुवाद- य. ना. देवघर, आजकालचा भारत, डायमंड पब्लिकेशन्स, पुणे, २००६
- कठारे अनिल, ब्रिटीश भारताचा इतिहास, एज्युकेशनल पब्लिशर, औरंगाबाद, २०१४
- आठल्ये व्ही. बी., आधुनिक भारताचा इतिहास, अंशुल पब्लिकेशन, नागपूर, २००४
- वैद्य सुमन आणि कोठेकर शांता, आधुनिक भारताचा इतिहास, साईनाथ प्रकाशन, नागपूर, १९९४.
- बिपिन चंद्र, एम. व्ही. काळे. इंडियास स्ट्रगल फॉर इंडीपेंडन्स (मराठी), के सागर पब्लिकेशन्स, २०१४

**M. A. I SEM II**

<b>Course Name</b>	<b>: Devotional Cults in Medieval India (1206-1750)</b>		
<b>Type</b>	<b>: Major Electives</b>		
<b>Course Number</b>	<b>: ME 2</b>		
<b>Course Code</b>	<b>: 2502PAHSME201</b>		
<b>Course Credits</b>	<b>: 4</b>		
<b>Marks</b>	<b>: Semester End: 60</b>	<b>Internal Assessment: 40</b>	<b>Total Marks: 100</b>

**Course Outcomes:** After successful completion of this course, the students will be able to:

- CO1: Understand the developments in the devotional cults of North India  
 CO2: Gain knowledge about the nature of the Sufi movement  
 CO3: Know the salient features of the Varkari Sampraday  
 CO4: Explain the nature, rise, and growth of Sikh religion

**Unit I: Devotional Cults in North India** **(Teaching Hours- 15, Credit- 01)**

- a) Tulasidas and Surdas  
 b) Meerabai  
 c) Kabir

**Unit II: Sufi** **(Teaching Hours- 15, Credit- 01)**

- a) Nature and Structure  
 b) Silsilahas (schools) and Saints  
 c) Legacy

**Unit III: Varkari Sampraday** **(Teaching Hours- 15, Credit- 01)**

- a) Saint Dnyaneshwar and Saint Namdev  
 b) Saint Eknath and Saint Tukaram  
 c) Philosophy of Varkari Sampraday and Legacy

**Unit IV: Sikh Religion** **(Teaching Hours- 15, Credit- 01)**

- a) Nature and structure  
 b) The Gurus  
 c) Philosophy and Legacy

**Select Readings:**

1. Bryant, Edwin, Krishna: A Sourcebook, Oxford University Press, 2007
2. David Lorenzen (Editors: Karine Schomer and W. H. McLeod, 1987), The Sants: Studies in a Devotional Tradition of India, Motilal Banarsidass Publishers
3. David Lorenzen (1995), Bhakti Religion in North India: Community Identity and Political Action, State University of New York Press, 1995
4. Doniger, Wendy, The Hindus: An Alternative History, Oxford University Press, 2010
5. Duggal, Kartar Singh (1988), Philosophy and Faith of Sikhism, Himalayan Institute Press, 1988
6. Gandhi, Surjitsingh, History of Sikh Gurus Retold: 1469-1606 C.E. English: Atlantic Publishers & Distributors Pvt Ltd., 2008
7. Gandhi, Surjitsingh, History of Sikh Gurus Retold: 1606-1708, Atlantic Publishers, 2008
8. Goetz, Hermann, Mira Bai: Her Life and Times, Bombay, 1966
9. Hawley, John S., Three Bhakti Voices: Mirabai, Surdas and Kabir in Their Times and Ours, Oxford University Press, 2005
10. Karki, Mohan Singh, Kabir, Motilal Banarsidass, New Delhi, 2001
11. Karine Schomer and W. H. McLeod, The Sants: Studies in a Devotional Tradition of India, Motilal Banarsidass Publishers, 1987
12. Kohli Surinder S. The Sikh and Sikhism. Atlantic Publishers, 1993
13. Lele Jayant, Tradition and Modernity in Bhakti Movements.
14. Martin-Kershaw, Nancy, Faces of the Feminine in Ancient, Medieval, and Modern India (Editor: Mandakranta Bose), Oxford University Press, 2014
15. McLeod, W. H., Exploring Sikhism: Aspects of Sikh Identity, Culture, and Thought, Oxford University Press,

2003

16. मोकाशी दि. बा., पालखी, मौज प्रकाशन, १९६४
17. Nilsson, Usha, Mira Bai, Sahitya Akademi, New Delhi, 1997
18. पगडी, सेतुमाधवराव, सुफी संप्रदाय, परचुरे प्रकाशन, मुंबई, १९९३
19. Pandey SM, Mīrābāī and Her Contributions to the Bhakti Movement, History of Religions, Vol. 5, No. 1, 1965
20. Ralhan, O. P. The great gurus of the Sikhs, Volume 1. New Delhi, India: Anmol Publications Pvt. Ltd., 1997
21. Sadarangani, Neeti, Bhakti Poetry in Medieval India: Its Inception, Cultural Encounter and Impact, Sarup & Sons, 2004
22. Saiyid Athar Abbas Rizvi, A History of Sufism in India, Vol. II, Munshiram Manoharlal, New Delhi, 1983
23. Singh, Khushwant, The Illustrated History of the Sikhs, Oxford University Press, 2006

OR

**M. A. I SEM II**

<b>Course Name</b>	: <b>Art and Architecture of Ancient India</b>		
<b>Type</b>	: Major Electives		
<b>Course Number</b>	: ME 2		
<b>Course Code</b>	: 2502PAHSME202		
<b>Course Credits</b>	4		
<b>Marks</b>	: Semester End: 60	Internal Assessment: 40	Total Marks: 100

**Course Outcomes:** After successful completion of this course, the students will be able to:

CO1: Know about the origins of art and architecture of India

CO2: Study the contribution of the Mauryas, Satavahanas- Sungas, and Kushanas

CO3: Explain the salient features of the art of the Gupta – Vakataka period

CO4: Explain the developments in art and architecture during the Early Chalukya- Rashtrakuta period.

**Unit I: Early Art and Architecture****(Teaching Hours- 15, Credit- 01)**

- Concept, nature and scope of art and architecture
- Prehistoric: Rock-art, secular architecture
- Protohistoric: Harappan art and architecture

**Unit II: Art and Architecture in Early Historic Period****(Teaching Hours- 15, Credit- 01)**

- Mauryan Art and Architecture: Gandhara Style; Beginning of Cave architecture
- Satavahana-Sunga Art and Architecture: Stupa, Chaitya and Vihara; Amaravati Style
- Kushana Art and Architecture: Mathura Style

**Unit III: Gupta-Vakataka period****(Teaching Hours- 15, Credit- 01)**

- Paintings: Ajanta, Bagh
- Sculptures: Ajanta, Temples in Madhya Pradesh and northern Maharashtra
- Architecture: Ajanta, Temples in Madhya Pradesh and northern Maharashtra

**Unit IV: Early Chalukya-Rashtrakuta period****(Teaching Hours- 15, Credit- 01)**

- Paintings: Ellora
- Sculptures: Ellora, Badami-Pattadakal-Aihole
- Architecture: Ellora, Badami-Pattadakal-Aihole

**Select Readings:**

- Agarwala, V.S. Indian Art: A History of Indian Art from the earliest Times up to the Third Century A.D, (Vol.1), Prithivi Prakashan, Varanasi, 1965
- Annegiri, A. M., The Cave Temples of Badami, Bhavani Prakashan, Dharwad, 1980
- Banerjee, J.N. Development of Hindu Iconography. University of Calcutta, 1941
- Brown, Percy, Indian Architecture (Buddhist, Hindu period), D.B.Taraporevala, Bombay, 1960
- Coomaraswamy, Anand K., History of Indian and Indonesian Art, Munshiram Manoharlal Publishers Pvt, Ltd., New Delhi, 1972
- देगलूरकर, गो. बा. वेरूळ दर्शन, स्नेहल प्रकाशन, पुणे, २००८
- Fergusson, J. History of India & Eastern Architecture, Munshilal Manohar: New Delhi. 1972
- Foucher, A. Beginnings of Buddhist Art, 1918
- Ghosh, A, ed, Jain Art and Architecture, 3 Vols., Bharatiya Jnanpith, New Delhi, 1974-75
- Gopinathrao, T.A., Elements of Hindu Iconography (all vol.), Madras, 1914
- Huntington, Susan, L. The Art of Ancient India: Buddhist, Hindu, Jain. Penguin Books; Harmondsworth. 1986
- माटे म. श्री., प्राचीन कला भारती, कॉन्टिनेन्टल प्रकाशन, पुणे, १९९८
- Rao, A. V. Shankarnarayan, Temples of Karnataka, Vasan Publications, Bangalore, 2001
- Rowland, Benjamin, The Art and Architecture of India, London, 1953

15. Saraswati, S.K. A Survey of Indian Sculpture. Munshiram and Manoharlal Pubs: New Delhi. 1975
16. Shukla, Lalit Kumar, Hindu art and Architecture, Chowkhamba Sanskrit Series Office, Varanasi, 1972.
17. Williams, Joanna Gottfried (ed.), The Art of Gupta India: Empire and Province, Princeton University Press, Princeton, New Jersey, 1982

**M. A. I, SEMESTER – II**

<b>Type</b>	<b>: On Job Training</b>	
<b>Course Name</b>	<b>: On Job Training</b>	
<b>Course Number</b>	<b>: OJ</b>	
<b>Course Code</b>	<b>: 2502PAHSOJ201</b>	
<b>Course Credits</b>	<b>: 4</b>	
<b>Marks</b>	<b>: On Job Training Report</b>	<b>: 60</b>
	<b>Internal Assessment (Viva Voce)</b>	<b>: 40</b>
	<b>Total Marks</b>	<b>: 100</b>

**Course Outcomes:** After successful completion of this On Job Training, the students will be able to:

- Understand the rules, regulations and the work procedures by adopting them in their day-to-day performance.
- Learn the practical methods of work by observing and assisting his / her senior.
- Equip with important skills like adaptability and flexibility and learn to become dexterous in any situation and gain expertise in various domains.
- Develop positive approach towards inevitable changes that occurs in the workplace.

**Instructions for teachers and students while doing On-the-Job Training:**

1. Selection of Institute/Organization/Consultant/Professional etc. should be based on the areas in the mandatory or elective courses in the concerned subject.
2. The Institute/Organization/Consultant/Professional etc., under whom the Training/Internship/Apprenticeship is expected, should be FORMALLY ASSIGNED (in written form) by concerned teacher to every student.
3. Submission of On-the-Job-Training Report duly signed and certified by concerned teacher/guide is A PRE-REQUISITE FOR APPEARING TO VIVA-VOCE EXAMINATION.
4. TWO COPIES of On-the-Job-Training Report in BOUND FORMAT should be submitted before Viva-Voce. One copy will be kept by department and the remaining will be returned to student.

**Important Notes for Teachers:**

1. Prepare a Draft Letter for getting permission from the appropriate authority within the Institute/Organization or from Consultant/Professional etc. for the On-the-Job-Training/Internship / Apprenticeship
2. Prepare an Appropriate Format for Writing the On-the-Job Training Report. Kindly see that the First Page and Certificate Page is common for all students. In the remaining part, try to maintain uniformity.

**For Example:****The On-the-Job Training Report format may be as follows:**

Student's Name: \_\_\_\_\_

Name of the College: \_\_\_\_\_

Class: \_\_\_\_\_ Semester: \_\_\_\_\_

Subject: \_\_\_\_\_

Year \_\_\_\_\_ Duration of Internship: \_\_\_\_\_

Internship Site/ Name of the Institution: \_\_\_\_\_

Institute / Organisation Supervisor's Name: \_\_\_\_\_

College Teacher who supervised: \_\_\_\_\_

**Introduction:**

This section should provide the area of interest, its' importance in contemporary world, the reasons for choosing this area as well as the institution/organization/consultant/professional etc.

**Description of the organization:**

This section should provide a brief overview of the organization where the internship will take place, including its mission, goals, and services and experience.

**Duties and responsibilities:**

This section should describe the specific tasks and responsibilities the student had during the internship, as well as any notable projects or activities they were involved in.

**Reflection on learning outcomes and accomplishments:**

This section should highlight the key learning and accomplishments the student achieved during the internship (skills, knowledge, attitude etc.). The student is expected to provide an in-depth reflection on the overall growth and impact of training.

**Areas for improvement:**

This section should address areas for improvement the student seen by him/her during the internship. He / she should reflect on how to overcome these challenges or plan strategies for improvement.

**Conclusion:**

This section should summarize the key takeaways from the internship experience.

**Appendices:**

This section should include following documents:

- Formal permission letter by Concerned Teacher/ Guide sent to concerned Institution/Organization/Professional/Consultant etc.
- Formal Acceptance Letter by Institution/Organization/Professional/Consultant etc. for Training.
- Attendance sheet with Day, Date, Time, Number of Hours, Brief description of Training/ Learning activities, Signature of Institutional Authority, Signature of Concerned Teacher.
- Google Tagged photos of showing Attendance as well as Doing Work.
- Compliance Certificate with remarks duly signed by Institutional Authority.
- Other supporting material.

**M. A. I, SEMESTER – II**

<b>Type</b>	<b>: Field Project</b>	
<b>Course Name</b>	<b>: Field Project</b>	
<b>Course Number</b>	<b>: FP</b>	
<b>Course Code</b>	<b>: 2502PAHSFP201</b>	
<b>Course Credits</b>	<b>: 4</b>	
<b>Marks</b>	<b>: Dissertation / Project Report</b>	<b>: 60</b>
	<b>Internal Assessment (Viva Voce)</b>	<b>: 40</b>
	<b>Total Marks</b>	<b>: 100</b>

**Course outcomes:** After successful completion of this Field Project, the students will be able to:

- To identify the research problems and formulate objectives.
- To choose appropriate methodology with proper tools and techniques.
- To analyze and interpret the data collected from different sources.
- To make decision or find out conclusions on the basis of data analysis.

**Instructions for teachers and students while doing Field Project:**

1. Selection of Field project should be related to the mandatory or elective courses in the concerned subject.
2. SEPARATE Field project should be FORMALLY ASSIGNED (in written form) by concerned teacher to every student. It should not be done in common.
3. Students are required to prepare the project report based on field work and studying the current trends in economics under the guidance of the project guide.
4. Submission of Field Project Report duly signed and certified by concerned teacher/guide is A PRE-REQUISITE FOR APPEARING TO VIVA-VOCE EXAMINATION.
5. TWO COPIES of Field Project Report in BOUND FORMAT should be submitted before Viva-Voce. One copy will be kept by department and the remaining will be returned to student.

**Important Notes for Teachers:**

1. Prepare an Appropriate Format of PERMISSION LETTER to be given to student to do the Field Project under the guidance of a concerned teacher.
2. Prepare an Appropriate Format for Writing the Field Report. Kindly see that the First Page and Certificate Page is common for all students. In the remaining part, try to maintain uniformity.

**The format may be as follows:**

- Chapter I : Introduction and Research Methodology
- Chapter II : Review of Literature / Theoretical Background / Conceptual Framework
- Chapter III : Profile of the Organization / Area
- Chapter IV : Analysis and Interpretation of the Data
- Chapter V : Conclusion - It will include observations, findings, suggestions and conclusions.
-