

# University of Mumbai



No. AAMS\_UGS/ICC/2024-25/70

## CIRCULAR:-

Attention of the Principals of the Affiliated Colleges, Directors of the Recognized Institutions and the Head, University Departments is invited to this office circular No. AAMS\_UGS/ICC/2023-24/23 dated 08<sup>th</sup> September, 2023 relating to the NEP UG & PG Syllabus.

They are hereby informed that the recommendations made by the **Board of Studies in History** at its meeting held on 07<sup>th</sup> July, 2024 and subsequently passed by the Board of Deans at its meeting held on 10<sup>th</sup> July, 2024 vide item No. 5.1 (N) have been accepted by the Academic Council at its meeting held on 12<sup>th</sup> July, 2024 vide item No.5.1 (N) and that in accordance therewith the **syllabus** for the **M.A (History) (Sem. III & IV)** is introduced as per appendix (NEP 2020) with effect from the academic year 2024-25.

(The circular is available on the University's website [www.mu.ac.in](http://www.mu.ac.in)).

MUMBAI – 400 032

19<sup>th</sup> August, 2024

To

The Principals of the Affiliated Colleges, Directors of the Recognized Institutions and the Head, University Department.

A.C/5.1(N)/12/07/2024

Copy forwarded with Compliments for information to:-

- 1) The Chairman, Board of Deans,
- 2) The Dean, Faculty of Humanities,
- 3) The Chairman, **Board of Studies in History**,
- 4) The Director, Board of Examinations and Evaluation,
- 5) The Director, Board of Students Development,
- 6) The Director, Department of Information & Communication Technology,
- 7) The Director, Institute of Distance and Open Learning (IDOL Admin), Vidyanaagari.
- 8) The Deputy Registrar, Admissions, Enrolment, Eligibility & Migration Department (AEM),

(Prof.(Dr) Baliram Gaikwad)  
I/c Registrar

*Baliram*

<b>Copy forwarded for information and necessary action to :-</b>	
1	The Deputy Registrar, (Admissions, Enrolment, Eligibility and Migration Dept)(AEM), <a href="mailto:dr@eligi.mu.ac.in">dr@eligi.mu.ac.in</a>
2	The Deputy Registrar, Result unit, Vidyanagari <a href="mailto:drresults@exam.mu.ac.in">drresults@exam.mu.ac.in</a>
3	The Deputy Registrar, Marks and Certificate Unit,. Vidyanagari <a href="mailto:dr.verification@mu.ac.in">dr.verification@mu.ac.in</a>
4	The Deputy Registrar, Appointment Unit, Vidyanagari <a href="mailto:dr.appointment@exam.mu.ac.in">dr.appointment@exam.mu.ac.in</a>
5	The Deputy Registrar, CAP Unit, Vidyanagari <a href="mailto:cap.exam@mu.ac.in">cap.exam@mu.ac.in</a>
6	The Deputy Registrar, College Affiliations & Development Department (CAD), <a href="mailto:deputyregistrar.uni@gmail.com">deputyregistrar.uni@gmail.com</a>
7	The Deputy Registrar, PRO, Fort, (Publication Section), <a href="mailto:Pro@mu.ac.in">Pro@mu.ac.in</a>
8	The Deputy Registrar, Executive Authorities Section (EA) <a href="mailto:eau120@fort.mu.ac.in">eau120@fort.mu.ac.in</a>  He is requested to treat this as action taken report on the concerned resolution adopted by the Academic Council referred to the above circular.
9	The Deputy Registrar, Research Administration & Promotion Cell (RAPC), <a href="mailto:rapc@mu.ac.in">rapc@mu.ac.in</a>
10	The Deputy Registrar, Academic Appointments & Quality Assurance (AAQA) dy.registrar.tau.fort.mu.ac.in <a href="mailto:ar.tau@fort.mu.ac.in">ar.tau@fort.mu.ac.in</a>
11	The Deputy Registrar, College Teachers Approval Unit (CTA), <a href="mailto:concolsection@gmail.com">concolsection@gmail.com</a>
12	The Deputy Registrars, Finance & Accounts Section, fort <a href="mailto:draccounts@fort.mu.ac.in">draccounts@fort.mu.ac.in</a>
13	The Deputy Registrar, Election Section, Fort <a href="mailto:drelection@election.mu.ac.in">drelection@election.mu.ac.in</a>
14	The Assistant Registrar, Administrative Sub-Campus Thane, <a href="mailto:thanesubcampus@mu.ac.in">thanesubcampus@mu.ac.in</a>
15	The Assistant Registrar, School of Engg. & Applied Sciences, Kalyan, <a href="mailto:ar.seask@mu.ac.in">ar.seask@mu.ac.in</a>
16	The Assistant Registrar, Ratnagiri Sub-centre, Ratnagiri, <a href="mailto:ratnagirisubcentar@gmail.com">ratnagirisubcentar@gmail.com</a>

**Copy for information :-**

1	P.A to Hon'ble Vice-Chancellor, <a href="mailto:vice-chancellor@mu.ac.in">vice-chancellor@mu.ac.in</a>
2	P.A to Pro-Vice-Chancellor <a href="mailto:pvc@fort.mu.ac.in">pvc@fort.mu.ac.in</a>
3	P.A to Registrar, <a href="mailto:registrar@fort.mu.ac.in">registrar@fort.mu.ac.in</a>
4	P.A to all Deans of all Faculties
5	P.A to Finance & Account Officers, (F & A.O), <a href="mailto:camu@accounts.mu.ac.in">camu@accounts.mu.ac.in</a>

AC – 12/07/2024

Item No. – 5.1 (N)

**As Per NEP 2020**

# University of Mumbai



**Title of the program**  
**(Name of the course)**

**Syllabus for**

**Semester –M.A. History, Sem.- III & IV**  
**Ref: GR dated 16<sup>th</sup> May, 2023 for Credit Structure of PG**

**(With effect from the academic year 2024-25)**

# University of Mumbai



(As per NEP 2020)

Sr. No.	Heading	Particulars
1	Title of program O: _____ B	B- M.A. (History) (Two Year)
2	Scheme of Examination R: _____	NEP 50% Internal 50% External, Semester End Examination Individual Passing in Internal and External Examination
3	Standards of Passing R: _____	40%
4	Credit Structure R: _____	Attached herewith
5	Semesters	Sem. III & IV
6	Program Academic Level	6.5
7	Pattern	Semester
8	Status	New
9	To be implemented from Academic Year	2024-25

Sign of the BOS  
Chairman  
Name of the Chairman  
BOS in

Sign of the  
Offg. Associate Dean  
Name of the Associate  
Dean  
Faculty of

Sign of the  
Offg. Associate Dean  
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Dean  
Faculty of

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Faculty of

# Preamble

## 1) Introduction

History syllabus of M.A. develops and enhances knowledge in global trends in higher education. The major highlight is on emerging areas such as social and economic history, cultural heritage, and Indian knowledge systems in order to promote multi-disciplinary studies. It is also useful for various competitive examination studies. This Post Graduate programme highlights on developing abilities to discuss, debate, compare, contrast, and comprehend history in an objective way. The syllabus aims at developing skills amongst the students with the view of generating employability.

## 2) Aims and Objectives

- a. To provide quality education to meet the global competitive requirements.
- b. To develop interdisciplinary approach.
- c. To orient students to the historical developments in South Asia, East Asia, South East Asia and the world.
- d. To cultivate inclusiveness and impart value education.

## 3) Learning Outcomes

- a. The Programme caters to skill development and employability enhancement.
- b. It enhances capacity building in sectors such as tourism, archaeology, archives and museums.
- c. It creates expertise in specific areas of historical knowledge
- d. Sensitizes students by offering courses on the history, art, traditions and crafts of marginalized groups

## 4) Any other point (if any)

Evaluation Pattern:

Sr. No	Nature of Assessment	Marks
<b>1</b>	Written Assignment	<b>20</b>
<b>2</b>	Research Paper Presentation	<b>10</b>
<b>3</b>	Internal Test (Unit I, II, III, IV)	<b>20</b>
	<b>Total</b>	<b>50</b>

Formative (continuous) Internal Assessment = 50 Marks

Summative Assessment (Semester End) = 50 Marks

Sr. No.	Pattern of the Paper	Marks	Unit
1	Attempt all four Questions (10 Marks each) (Each Question will have internal choice of a or b)	40	I, II, III, IV
2	Attempt any two out of four Short Notes (5 Marks each)	10	I, II, III, IV
	Total	50	

**5) Credit Structure of the Program (Sem III & IV) (Table as per Parishisht 1 with sign of HOD and Dean)**



Exit option: PG Diploma (44 Credits) after Three Year UG Degree									
II	6.5	Sem III	<p><b>Mandatory</b></p> <p><b>Course 1 Credits- 4</b> 52111-Introduction to Philosophy of History</p> <p><b>Course 2 Credits-4</b> 52211- History of the United States of America in the 20th Century</p> <p><b>Course 3 Credits-4</b> 52311-Historical perspectives on the Indian Constitution</p> <p><b>Course 4 Credits-2</b> 52411-History of Maharashtra in the 19th and 20th Centuries</p>	<p><b>Electives (Any one) Credits- 4</b></p> <p>1) 52511-Indian Archaeology 2) 52512-Museology 3) 52513-Management and Conservation of Heritage in India 4) 52514-Socio- Economic History of Marathas (1630 CE- 1818 CE) 5) 52515- Socio- Economic and Cultural History of Contemporary India (1947 CE – 2000 CE) 6) 52516-Urban History, Culture and Heritage of Mumbai (1850 CE-1960 CE) 7) 52517- History of Asia (1900 CE to 2000 CE) 8) 52518- History of Indian Diaspora and Transnational Migration (19th and 20th Centuries) 9) 52519-History of Modern China (1900CE to 2000 CE) 10) 52520-Political and Economic History of Modern China (1900 CE to 2000 CE) 11) 52521-History of Europe (1789 CE – 1945 CE) 12) 52522- Buddhist Art and Architecture in Ancient India 13) 52523-History of Human Rights in the 20th Century 14) 52524- History of Social Movements in the United States of America (c.19th and 20th Centuries)</p>			<p><b>Credits 4</b></p> <p>52611-Research Project</p>	22	<p><b>PG Degree After 3- Yr UG</b></p>



		<b>Sem IV</b> <b>Course-1 Credits- 4</b> <b>53111-History of the Indian National Movement (1857 CE – 1947 CE)</b>  <b>Course-2 Credits-4</b> <b>53211- Emancipatory Movements in the Modern World</b>  <b>Course-3 Credits-4</b> <b>53311- History of Buddhism in India</b>	<b>Credits 4</b> <b>1) 53411-Sources in History</b> <b>2) 53412-Field Archaeology</b> <b>3) 53413-The Maritime History of India (17th – 19th centuries)</b> <b>4) 53414-History of Public Health in India</b> <b>5) 53415- Ambedkarite Historiography</b> <b>6) 53416- Social Issues in Modern India (1947 CE- 2000 CE)</b> <b>7) 53417- Historical Study of Indian Business (1850 CE- 2000 CE)</b> <b>8) 53418-Historical and Social Perspectives on Indian Cinema</b> <b>9) 53419-Tourism Management and Operations</b> <b>10) 53420-Constitutional Safeguards in India for Depressed Classes</b> <b>11) 53421-History of Literature of Empowerment and Protest in India (20th Century)</b> <b>12) 53422- Human Rights in Maharashtra (19<sup>th</sup> and 20<sup>th</sup> Centuries)</b> <b>13) 53423- History of India’s Foreign Policy (1947 CE to 2000 CE)</b> <b>14) 53424- Historical Study of Global Diaspora</b> <b>15) 53425-Historical Perspectives on Gandhian Philosophy: Theory, Practice and Relevance</b>			<b>Credits-6</b> <b>53511-Rsearch Poject</b>	22
<b>Cum. Cr. for 1 Yr PG Degree</b>	<b>26</b>		<b>8</b>			<b>10</b>	<b>44</b>
<b>Cum. Cr. for 2 Yr PG Degree</b>	<b>54</b>		<b>16</b>	<b>4</b>	<b>4</b>	<b>10</b>	<b>88</b>

Note: \* The number of courses can vary for totaling 14 Credits for Major Mandatory Courses in a semester as illustrated.

**Sem. - III**

**Syllabus**  
**M.A. (History)**  
**(Sem.- III)**

<b>Programme Name: M.A. Sem- III</b>	<b>Core Course 3: 52111-Introduction to Philosophy of History</b>
<b>Total Credits: 04</b>	<b>Total Marks: 100</b>
<b>Semester End Assessment: 50</b>	<b>Internal Continuous Assessment:50</b>

**Course Outcomes**

- a) To introduce students to the Meaning and Relevance of Philosophy of History
- b) To acquaint students with Schools of Historiography
- c) To help students to understand the relationship between Philosophy and History.

**MODULE I:**

**Credit-2**

**Unit 1: Philosophy of History**

- a) Meaning, Scope and Relevance
- b) Philosophy of History in Ancient India
- c) Theological School, Rationalist School, Idealistic School, and Positivist School

**Unit 2: Materialist Views and Approaches**

- a) Marxist view of History - Marx and Engels
- b) Neo-Marxist view of History - Eric Hobsbawm and E.P. Thompson
- c) Subaltern Studies

**MODULE II:**

**Credit-2**

**Unit 3: Post-Marxist Concepts and Approaches**

- a) Historicism, Cultural Materialism and New Historicism
- b) Annales School
- c) Postmodernism and History

**Unit 4: Perspectives on Indian History**

- a) Imperialist and Orientalist Schools
- b) Nationalist School
- c) Marxist and Cambridge Schools

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- Guha R., *Subaltern Studies I*, Oxford University Press, 1982.
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**Marathi:**

Athavale Sadashiv, *Itihasache Tattvdnyan*, Pradnya Pathshala, Wai, 1986

Deo Prabhakar, *Itihas ek Shastra*, Kalpana Prakashan, Nanded, 2022

Gadre Prabhakar, *Itihas Lekhanachya Parampara*, Shri Mangesh Prakashan, Nagapur

Kothekar Shanta, *Itihas Tantra Aani Tatwadnyan*, Sri Sainath Prakashan, Nagpur, 2021

Mhaisekar Pradeep, *Itihas Tattvdnyan*, Sahyandri Books Sardesai, B N., Itihaslekhan Padhati, Phadake Prakashan, Kolhapur

Shrinivas Sathbhai, *Itihas Lekhanshastra*, Vidya Books Publishers, 2015

**Hindi:**

E. Sreedharan, *Itihas-Lekh: Ek Pathyapustak*, Orient BlackSwan, 2011

Shrivastava, B. K., *Itihas Lekhan: Avdharna Vidhaye Evam Sadhan*, SBPD Publishing House, New Delhi, 2015

<b>Programme Name: M.A. Sem- III</b>	<b>Core Paper 2: 52211: History of the United States of America in the 20th Century</b>
<b>Total Credits: 04</b>	<b>Total Marks: 100</b>
<b>Semester End Assessment: 50</b>	<b>Internal Continuous Assessment:50</b>

### **Course outcomes**

- a) To acquaint Students about the rise and development of the USA as a world power.
- b) To understand the role of USA during the Cold War
- c) To enable students to analyse the society and culture of America in the 20th century

### **Module –I (2 Credits)**

#### **Unit 1: U.S.A in the early 20th century**

- a) Decade of Prosperity
- b) Great Depression
- c) New Deal

#### **Unit 2: USA in World Affairs**

- a) Woodrow Wilson and the Peace Process
- b) U.S.A and Second World War
- c) U.S.A and United Nations Organisation

### **Module 2 (2 Credits)**

#### **Unit 3: Cold War and USA**

- a) Truman Doctrine, Policy of Containment
- b) Foreign Policy of John F Kennedy
- c) Role of Lyndon B Johnson, Role of Jimmy Carter

#### **Unit 4: Society and Culture**

- a) Civil Rights Movement
- b) Education and Literature
- c) Science and Technology

## References:

- Bailey Thomas A., *A Diplomatic History of the American People*, New York, 1969.
- Bailey Thomas A., *The American Pageant: A History of the Republic*, Sterling Publishers, New Delhi, 1974.
- Bailey Thomas A., *Woodrow Wilson and the Lost Peace*, New York, 1944.
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- Berger Monroe, *Equality by Stature: The Revolution in Civil Rights*, Doubleday and Company, New York, 1968.
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### **Marathi**

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Morwanchikar R, *American Sanghrajyacha Itihas*, Vidya Books, Aurangabad, Rade, (M), American Sanghrajyacha Itihas, Prashant Publication, Jalgaon, 2019.  
Kadam Y.N, (M) *Dwitya Mahayudhanantar Jagacha Itihas*, Shri Mangesh Prakashan, Nagpur

### **Hindi**

Chauhan Ghansyam, *America Ka Itihas*, Vishwabharati Prakashan, New Delhi, 2012.  
Jain Sanjeen, *Biswi Sadi Ka Vishwa*, Kailash Publication, Bhopal, 2019.

<b>Programme Name: M.A. Sem- III</b>	<b>Core Course 3: 52311-Historical perspectives on the Indian Constitution</b>
<b>Total Credits: 04</b>	<b>Total Marks: 100</b>
<b>Semester End Assessment: 50</b>	<b>Internal Continuous Assessment:50</b>

## **Course outcomes**

- a) To create comprehensive understanding of Indian Constitution
- b) To enable students to develop knowledge of various ideas and concepts of Indian Constitution
- c) To develop intellectual curiosity about the subject.

### **MODULE I: (2 Credits)**

#### **Unit 1: Historical perspective of Indian Constitution**

- a) Constitution: Definition, types and importance
- b) Dr. Babasaheb Ambedkar's Role in Constitutional Development, Constituent Assembly Debates
- c) Features in Indian Constitution and its preamble, Constitution as a source of Governance and transformation

#### **Unit 2: Citizenship, Rights, duties and policy in Indian Constitution**

- a) Citizenship: Provisions
- b) Fundamental rights
- c) Directive principles of the State policy, Fundamental duties

### **MODULE II: (2 Credits)**

#### **Unit 3: Judiciary, Reservation and Emergency**

- a) Judiciary: Functions and powers of Supreme Court, judicial review and Doctrine of precedent, public interest litigation, Judicial activism
- b) Reservation policy constitutional safeguards for the marginalised sections
- c) Emergency: provisions and types

#### **Unit 4: Governance**

- a) Procedure to amend the Constitution
- b) Structure of Parliament of India, Elections: Election Commission of India, Electoral Reform, Anti Defection Law
- c) Establishment of New States, administration of Union territories, Federal nature Indian union

## References:

- Ahir, D. C., *Dr. Ambedkar and Indian Constitution*, Low Price Publications, B-2, Vardhman Palace, Nimri Commercial Centre, Ashok Vihar, Phase-IV, Delhi-110052, Second Edition: 1997.
- Ahir, D. C., *Dr. Ambedkar at the Round Table Conferences London (1930- 1932)*, Blumoon Books, S-201, Essel Mansion, 2286-87, Arya Samaj Road, Karol Bagh, New Delhi-110005, 1999.
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- Misra, Panchanand., *The Making of The Indian Republic*, 2001, Scientific Book Agency, 22, Raja Woodmunt Street, Calcutta-1. First Published: 1966.
- Sharma, Brij Kishor., *Introduction to the Constitution of India*, Prentice Hall of India Pvt. Ltd., M-97, Cannought Circus, New Delhi-110001, Second Edition: March 2004.

<b>Programme Name: M.A. Sem- III</b>	<b>Core Course 4: 52411- History of Maharashtra in the 19th and 20th Centuries</b>
<b>Total Credits: 02</b>	<b>Total Marks: 50</b>
<b>Semester End Assessment: 25</b>	<b>Internal Continuous Assessment:25</b>

## **Course outcomes**

- a) Understand the Socio-Political Context of Maharashtra on the Eve of British Conquest
- b) Investigate the various forms of intellectual resistance to British colonial rule in Maharashtra, understanding the contributions of key figures and movements to the rise of nationalism and social protest.
- c) Study the role of religious dissent in Maharashtra, with a particular focus on the contributions of reformers like Lokhitawadi Gopal Hari Deshmukh and Mahatma Jotirao Phule, and evaluate their impact on social reform and resistance against colonial rule.

## **MODULE I:**

**(2 Credits)**

### **Unit I: Background**

- a) Maharashtra on the eve of British conquest
- b) Education and Press, Law and Administration, and Christian Missionaries
- c) Transport and Communication

### **Unit 2. Reforms and Resistance**

- a) Intellectual Resistance to British colonial rule
- b) Rise of Nationalism and Social Protest
- c) Religious Dissent (Lokhitawadi Gopal Hari Deshmukh, Mahatma Jotirao Phule)

## References:

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## Electives- (any one)

<b>Programme Name: M.A. Sem- III</b>	<b>Electives: 52511-Indian Archaeology</b>
<b>Total Credits: 04</b>	<b>Total Marks: 100</b>
<b>Semester End Assessment: 50</b>	<b>Internal Continuous Assessment:50</b>

### Course outcomes:

- a) Students will gain a thorough understanding of the definitions, scope, and historical development of archaeology in India.
- b) Students will acquire detailed knowledge of the Palaeolithic, Mesolithic, Neolithic, and Chalcolithic cultures in India.
- c) Students will develop the ability to critically examine the rise, developmental stages, and theories regarding the decline of the Harappan civilization.
- d) Students will explore and evaluate the significance of Painted Grey Ware (PGW) sites, Megalithic sites, and North Black Polished Ware (NBPW) sites.

### **MODULE I: (2 Credits)**

#### **Unit 1. Introduction and Methods of Archaeology**

- a) Definitions, Scope and Types of Archaeology
- b) Historical development of archaeology in India
- c) Types of Excavated Artefacts and Dating Methods

#### **Unit 2. Pre-historic and Proto-historic Archaeology in India**

- a) Palaeolithic and Mesolithic Cultures
- b) Neolithic Cultures and Chalcolithic Cultures
- c) Early farming communities and settlement patterns

### **MODULE II: (2 Credits)**

#### **Unit 3. Harappan Cultures**

- a) Rise and Different Developmental Stages of Harappan Civilisation
- b) Religion, Economy and Technology of Harappan Civilisation
- c) Theories regarding the Decline of Harappan Civilisation

#### **Unit 4. Early Historic Sites**

- a) Painted Grey Ware (PGW) Sites
- b) Megalithic Sites
- c) North Black Polished Ware (NBPW) Sites



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<b>Programme Name: M.A. Sem- III</b>	<b>Electives: 52512-Museology</b>
<b>Total Credits: 04</b>	<b>Total Marks: 100</b>
<b>Semester End Assessment: 50</b>	<b>Internal Continuous Assessment:50</b>

## **Course outcomes**

- a) Students will be able to define and classify different types of museums, understand their scope and functions, and analyze the historical development of museums.
- b) Students will gain detailed knowledge of the laws governing cultural property in India.
- c) Students will understand the role of museums as agents of social change and technology transfer.
- d) Students will engage with cultural theories related to museology.

## **MODULE I:**

**(2 Credits)**

### **Unit 1. Introduction**

- a) Museum – Definition, Scope and Development of Museum Movement in India
- b) Types and Classification of Museums
- c) Role of Curator and Modes of acquisition of artefacts

### **Unit 2. Laws Governing Cultural Property**

- a) The Indian Treasure Act, 1878, Ancient Monuments Preservation Act, 1904
- b) The Ancient Monuments and Archaeological Sites and Remains Act, 1958
- c) The Indian Museums Act, 1961

## **MODULE II:**

**(2 Credits)**

### **Unit 3. Museum, Community and Display**

- a) Museum as means for Social Change; In-house and Outreach activities
- b) Role of Museums in Education and Cultural Space
- c) Challenges of Display, Interpretation of Archaeological and Historical Objects

### **Unit 4. Conservation and Presentation techniques**

- a) Conservation and Preservation of Organic and Inorganic Antiquities
- b) Care from environmental Issues and Human Tendency
- c) Presentation Techniques: Indoor and Outdoor

## References:

- Anderson Gail, *Reinventing the Museum: Historical and Contemporary Perspectives on the Paradigm Shift*, Walnut Creek, Cal: Alta Mira Press, 2004.
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<b>Programme Name: M.A. Sem- III</b>	<b>Electives: 52513- Management and Conservation of Heritage in India</b>
<b>Total Credits: 04</b>	<b>Total Marks: 100</b>
<b>Semester End Assessment: 50</b>	<b>Internal Continuous Assessment:50</b>

## **Course outcomes**

- a) To acquaint students with the history of Heritage Conservation and the Significance of Heritage Management.
- b) To understand Heritage Legislation and Mechanisms
- c) To conserve Tangible and Intangible Heritage.

## **MODULE I**

**(2 Credits)**

### **Unit 1. Introduction to Heritage Conservation**

- a) History of Heritage Conservation
- b) Concept of Heritage- Tangible and Intangible Heritage
- c) Environmental Heritage

### **Unit 2. Architectural Heritage**

- a) Caves, Stupas, Inscriptions
- b) Temples, Minarets, Palaces and Forts
- c) Colonial Monuments, Maritime and Industrial Heritage, *Chawls*

## **MODULE II**

**(2 Credits)**

### **Unit 3. Heritage Activism and Legislation**

- a) Heritage Activism
- b) Legislation and Grading of Heritage Structures
- c) Heritage Conservation Societies

### **Unit 4. Heritage Tourism**

- a) Role of the State
- b) Role of Museums
- c) Role of the Tourism Industry

## References:

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- Breckenridge Carol (ed); *Consuming Modernity: Public Culture in a South Asian World*, Oxford University Press, New Delhi, 1995.
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<b>Programme Name: M.A. Sem- III</b>	<b>Electives: 52514-Socio- Economic History of Marathas (1630 CE- 1818 CE)</b>
<b>Total Credits: 04</b>	<b>Total Marks: 100</b>
<b>Semester End Assessment: 50</b>	<b>Internal Continuous Assessment:50</b>

### **Course outcomes:**

- a) To create an understanding of the regional history
- b) To orient student with various sources of Maratha history.
- c) To understand the socio-economic life of the Marathas.

### **MODULE I:**

**Credit 2**

#### **Unit 1: The Deccan in the Seventeenth Century**

- a) Sources and Geographical influence on socio-economic life
- b) Bhakti and Sufi Movement
- c) Village Communities (*Gavgada*)

#### **Unit 2. Social structure**

- a) Caste, Class, Position of Women
- b) Slavery, Untouchability and *Vethbegari* (Bonded Labour)
- c) Cultural Life: Art and Architecture

### **MODULE II:**

**Credit 2**

#### **Unit 3. Agrarian System**

- a) Condition of Peasantry
- b) Types of Land and Land revenue
- c) *Watandari* System

#### **Unit 4. Economic Development**

- a) Industry, Trade and Commerce
- b) Currency and Banking
- c) Taxes other than Land revenue

## References:

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- Atre T. N., *Gaongada* new ed., Gokhale Institute of Politics and Economics, Pune, 1962 (First Published 1911).
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## **Hindi**

Khatri Harish Kumar, *Maratho Ka Itihas*, Bhopal (M.P.), 2019.

Koreti Shamrao, *Maratho Ka Itihas*, Rawat Publication, Delhi, 2013.

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<b>Programme Name: M.A. Sem- III</b>	<b>Electives 52515- Socio- Economic and Cultural History of Contemporary India (1947 CE – 2000 CE)</b>
<b>Total Credits: 04</b>	<b>Total Marks: 100</b>
<b>Semester End Assessment: 50</b>	<b>Internal Continuous Assessment:50</b>

## Course outcomes

- a) Students will gain a comprehensive understanding of India on the Eve of Independence.
- b) Students will develop a detailed knowledge of the making of the Indian Constitution.
- c) Students will critically evaluate the economic policies implemented in post-independence India, including the Five-Year Plans, and developments in the industrial, agricultural, and banking sectors.
- d) Students will explore key social and cultural developments in post-independence India, including secularism, communalism, the growth of science and technology, and the impacts of fundamentalism, liberalization, privatization, and globalization.

### MODULE I:

**Credit 2**

#### Unit 1. India on the Eve of Independence

- a) Society, Language and Nationalism
- b) Struggle for independence and issues of Social status.
- c) Social organizations and demand for separate linguistic State

#### Unit 2. Constitutional Provisions

- a) Making of constitution.
- b) Democratic setup, Parliamentary System
- c) Panchayati Raj, Nation building, Centre-State Relations

### MODULE II:

**Credit 2**

#### Unit 3. Economic and welfare state policies

- a) Five year plans,
- b) Industrial, agricultural and banking sector
- c) Rise of fundamentalism, liberalization, Privatization and Globalization

#### Unit 4. Indian Society and culture

- a) Secularism and communalism
- b) Growth of science and technology
- c) Education, Rural Urban gap and health development

## References: -

Bandopadhyay, Sekhar, *From Plassey to Partition: A History of Modern India*, Orient Black swan New Delhi, 2004.

Bayly, C.A; *The New Cambridge History of India: Indian Society and the Making of the British Empire*, Cambridge University Press, Cambridge, 1988.

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<b>Programme Name: M.A. Sem- III</b>	<b>Electives: 52516-Urban History, Culture and Heritage of Mumbai (1850 CE-1960CE)</b>
<b>Total Credits: 04</b>	<b>Total Marks: 100</b>
<b>Semester End Assessment: 50</b>	<b>Internal Continuous Assessment:50</b>

## **Course outcomes**

- a) To introduce students to the field of urban history with a focus on Mumbai
- b) To enable building of ties with research institutes and Museums
- c) To develop awareness of cultural heritage of Mumbai and its conservation

## **MODULE I: (2 Credits)**

### **Unit 1. Emergence of Urbs Prima in Indis**

- a) Communities and Localities.
- b) Cotton and Opium Trade; the Shetias; Transport and Communications
- c) Migration, Industrialisation and Workers' Politics

### **Unit 2. The Shaping of a Metropolis**

- a) Urban Planning and Governance, Patterns of Land Use
- b) Housing, Water Supply and Public Health
- c) Heritage Conservation, Development and Contemporary Challenges

## **MODULE II: (2 Credits)**

### **Unit 3. Urban Society and Politics**

- a) Education and Transition of Society
- b) Contribution to Indian Nationalism
- c) Mumbai, the Growth of Cosmopolitanism and the Linguistic Reorganisation of States

### **Unit 4. Art, Heritage and Culture**

- a) Art and Architecture
- b) Theatre and Cinema
- c) Sports and Hospitality Industry

## References:

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## **Marathi**

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<b>Programme Name: M.A. Sem- III</b>	<b>Electives: 52517- History of Asia (1900 A.D. to 2000 A.D.)</b>
<b>Total Credits: 04</b>	<b>Total Marks: 100</b>
<b>Semester End Assessment: 50</b>	<b>Internal Continuous Assessment:50</b>

### **Course outcomes:**

- a) Students will gain a comprehensive understanding of Asia's geography, cultural diversity, and forms of colonialism.
- b) Students will develop a detailed knowledge of the impact of Western education, the nature of nationalism, and the processes through which Asian countries achieved independence.
- c) Students will critically evaluate the economic reconstruction programs in Asia, focusing on the transition to modern economies, industrialization, and the ideological conflicts that influenced economic planning.
- d) Students will explore and analyze various political systems, political and administrative structures, and the impact of globalization on Asian states.

### **MODULE I:**

**(2 Credits)**

#### **Unit 1. Introduction**

- a) Geography
- b) Cultural Diversity
- c) Form of Colonialism

#### **Unit 2. National Movement**

- a) Western Education
- b) Nature of Nationalism
- c) Achieving Independence

### **MODULE II:**

**(2 Credits)**

#### **Unit 3. Reconstruction Economic Programme**

- a) Transition to modern economy
- b) Industrialisation
- c) Ideological conflict and economic planning

#### **Unit 4. Political Systems**

- a) Political Systems
- b) Political and Administrative Structure
- c) Globalisation and the State

## References:

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<b>Programme Name: M.A. Sem- III</b>	<b>Electives: 52518- - History of Indian Diaspora and Transnational Migration (19th and 20th Centuries)</b>
<b>Total Credits: 04</b>	<b>Total Marks: 100</b>
<b>Semester End Assessment: 50</b>	<b>Internal Continuous Assessment:50</b>

## **Course outcomes**

- a) To understand the concept of Diaspora and the development of diaspora studies.
- b) To analyse the various stages of transnational migration from India.
- c) To explore the idea of Indian culture within the Diaspora
- d) To create awareness about the role of Indian Diaspora in the politics and economy of India and the host nations.

## **MODULE I**

**(2 Credits)**

### **Unit 1: Understanding Diaspora**

- a) Meaning and Definition
- b) Theories of diaspora
- c) Debates in diaspora studies

### **Unit 2: Transnational Migration**

- a) Trade and Business diaspora
- b) Colonial Indentured Labour diaspora
- c) Post-Independence Professional and Skilled immigrants

## **MODULE II**

**(2 Credits)**

### **Unit 3: Culture and Identity**

- a) Associations and Organizations - Strategies of Survival
- b) Religion and Caste in the diaspora
- c) Popular Culture and diaspora

### **Unit 4: Diaspora Engagement**

- a) Role of diaspora in India's National Movement
- b) Diaspora and India's foreign policy
- c) Hostland and diaspora- challenges and prospects

## References:

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<b>Programme Name: M.A. Sem- III</b>	<b>Electives: 52519- History of Modern China (1900 to 2000 AD)</b>
<b>Total Credits: 04</b>	<b>Total Marks: 100</b>
<b>Semester End Assessment: 50</b>	<b>Internal Continuous Assessment:50</b>

## **Course outcomes**

- a) Students will be able to analyse the nature of colonialism in China
- b) Students will develop a deep understanding of Mao Zedong's leadership
- c) Students will gain insight into the political and socio-cultural reforms under Chinese communism
- d) Students will assess Deng Xiaoping's modernization programs, foreign policy strategies, and China's emergence as a global economic power, enabling them to understand the transformations that led to contemporary China's global status.

## **MODULE I:**

**(2 Credits)**

### **Unit 1. Introduction**

- a) Nature of Colonialism
- b) Chiang Kai Shek and Kou Min Tang
- c) Impact of the Civil War

### **Unit 2. Rise of Mao Zedong**

- a) Leadership and Ideological upheaval
- b) Cultural Revolution
- c) Agricultural and Industrial Reforms

## **MODULE II:**

**(2 Credits)**

### **Unit 3. Chinese Communism**

- a) Political, Socio-Cultural Reforms
- b) Mass discontent
- c) Resistance to State

### **Unit 4. Deng Xiaoping and New China**

- a) Modernisation Programmes
- b) Foreign Policy
- c) Towards Global Economic Power



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- Zelin M., *Merchants of Zigong: Industrial Entrepreneurship in Early Modern China*, Columbia University, 2005.

<b>Programme Name: M.A. Sem- III</b>	<b>Electives: 52520- Political and Economic History of Modern China (1900 to 2000 AD)</b>
<b>Total Credits: 04</b>	<b>Total Marks: 100</b>
<b>Semester End Assessment: 50</b>	<b>Internal Continuous Assessment:50</b>

## **Course outcomes**

- a) Analyse the foundational policies and ideological shifts in China from the establishment of the People's Republic in 1949.
- b) Evaluate the economic reforms initiated in the post-Mao era, focusing on agricultural and industrial sectors.
- c) Explore the significant transitions and transformations during the eras of Deng Xiaoping and Jiang Zemin.
- d) Investigate the challenges and strategic responses of China during the Hu Jintao era.

### **MODULE I: (2 Credits)**

#### **Unit 1. China's Polity and Communist Policies (1949 -1976)**

- a) Ideology, experiment and reconstruction
- b) Hundred Flowers Bloom, Great Leap Forward to Cultural Revolution
- c) China's Road to Socialism

#### **Unit 2. The Political Economy of Reform in Post- Mao China**

- a) Reforms in post Mao China
- b) Agricultural reforms
- c) Industrial Reforms

### **MODULE II: (2 Credits)**

#### **Unit 3. Deng Xiaoping and Zemin Jiangs Eras: Transitions and Transformation**

- a) Popular protest in China
- b) Marxist Intellectuals
- c) Mass Structural Shift and Political Ideology

#### **Unit 4. Challenges Ahead: China in Reform Age**

- a) Chinese Economy and Polity in Hu Jintao Era
- b) OBOR (One Belt One Road) and Asia Infrastructure Investment Bank (AIIB)
- c) New Challenges, Approaches and Adjustment

## References:

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- Zheng Yongnian (ed), *Contemporary China: A History since 1978*, Wiley-Blackwell, 2013.

<b>Programme Name: M.A. Sem- III</b>	<b>Electives: 52521-History of Europe (1789 CE – 1945 CE)</b>
<b>Total Credits: 04</b>	<b>Total Marks: 100</b>
Semester End Assessment: 50	Internal Continuous Assessment:50

### **Course Outcome:**

- a) To orient the students with political history of Europe.
- b) To understand the economic transition in Europe during the 18th and 19th Century Europe.
- c) To acquaint students about the impact of the World War I and II.

### **MODULE I:**

**Credit 2**

#### **Unit 1: French Revolution and Napoleon**

- a) The French Revolution – 1789.
- b) Napoleon Bonaparte- Domestic and Foreign Policy
- c) Congress of Vienna, Concert of Europe and Revolution of 1830 and 1848

#### **Unit 2: Socio-Economic transition**

- a) Agrarian Revolution
- b) Industrial Revolution
- c) Development of Socialism (Utopian and Marxist)

### **MODULE II:**

**Credit 2**

#### **Unit 3: Creation of Nation States**

- a) Unification: Italy and Germany
- b) Greek War of Independence
- c) Crimean War and Russo-Turkish War

#### **Unit 4. Versailles to Berlin: Diplomacy in Europe**

- a) World War I and Paris Peace Conference, League of Nation
- b) Imperial Russian, Revolution of 1917 and Establishment of Soviet Union
- c) World War II

## **REFERENCES:**

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## **Marathi**

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- Vaidya Suman and Kothekar Shanta, *Visavya Shatakatil Jag Bhag -1(1914-1945)*, Shri Sainath Prakashan, Nagpur, 2020.

<b>Programme Name: M.A. Sem- III</b>	<b>Electives: 52522- Buddhist Art and Architecture in Ancient India</b>
<b>Total Credits: 04</b>	<b>Total Marks: 100</b>
<b>Semester End Assessment: 50</b>	<b>Internal Continuous Assessment:50</b>

## **Course Outcomes**

- a) To acquaint Students about the Buddhist Art and Architecture.
- b) To develop understanding of Buddhist school of Arts.
- c) To understand the study of Caves in India.

### **MODULE I:**

**(2 Credits)**

#### **Unit 1: Schools of Buddhist Art**

- a) Gandhara
- b) Mathura
- c) Amravati

#### **Unit 2: Features of Buddhist Architecture**

- a) Chaitya
- b) Stambh
- c) Vihara

### **MODULE II:**

**(2 Credits)**

#### **Unit 3: Stupas in India**

- a) Sanchi (Madhya Pradesh)
- b) Amaravati (Andhra Pradesh)
- c) Dhamek (Uttar Pradesh)

#### **Unit 4: Buddhist Caves in Maharashtra**

- a) Ajanta, Ellora
- b) Karle, Bhaje
- c) Kanheri, Pitalakhora

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<b>Programme Name: M.A. Sem- III</b>	<b>Electives: 52523- History of Human Rights in the 20th Century</b>
<b>Total Credits: 04</b>	<b>Total Marks: 100</b>
<b>Semester End Assessment: 50</b>	<b>Internal Continuous Assessment:50</b>

## **Course outcomes**

- a) To understand the history and theories of Human Rights.
- b) To create awareness about the global institutional mechanism to protect human rights.
- c) To analyse the measures for safeguarding human rights in India and discuss the human rights issues in India.

### **MODULE I**

**(2 Credits)**

#### **Unit 1: Understanding Human Rights**

- a) Meaning and Definition, Evolution of Human Rights.
- b) Classification of Human Rights
- c) Theories of Human Rights

#### **Unit 2: Institutional Mechanisms**

- a) Universal Declaration of Human Rights (1948)
- b) United Nations Human Rights Treaties
- c) Non-Governmental Organisations

### **MODULE II**

**(2 Credits)**

#### **Unit 3: India and protection of Human Rights**

- a) Fundamental Rights, Directive Principles of State Policy
- b) Constitutional Remedies, Role of Judiciary
- c) National Human Rights Commission

#### **Unit 4: Human Rights Issues in India**

- a) Gender discrimination, Issues of Minorities
- b) Issues of Tribals, Caste discrimination
- c) Child Rights, Rights of Persons with disabilities

## References:

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- Das Asish Kumar, Mohanty Prasant Kumar, *Human Rights in India*, Sarup & Sons, New Delhi, 2007.
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Zelliot Eleanor, *Ambedkar's World: The Making of Babasaheb and the Dalit Movement*, Navayana Publishing, 2013.

<b>Programme Name: M.A. Sem- III</b>	<b>Electives: 52524- History of Social Movements in the United States of America (c.19th and 20th Centuries)</b>
<b>Total Credits: 04</b>	<b>Total Marks: 100</b>
<b>Semester End Assessment: 50</b>	<b>Internal Continuous Assessment:50</b>

## **Course outcomes**

- a) To analyse the various social movements of USA
- b) To enable students to comprehend social movements.
- c) To understand the impact of these movements on US society.

### **MODULE I (2 Credits)**

#### **Unit 1: American Indians**

- a) Colonial Contact- Impact
- b) American Indian Movement
- c) Art and Culture

#### **Unit 2: African Americans**

- a) History of racial discrimination
- b) Movement for self-assertion
- c) Black issues through art, literature and cinema

### **MODULE II (2 Credits)**

#### **Unit 3: Womens Movement**

- a) Suffragette movement, Birth control Movement
- b) Industrialisation and Women
- c) Womens issues through art, literature and cinema

#### **Unit 4: Labour and Immigration**

- a) Labour Movement
- b) History of Immigration
- c) Indian Diaspora and Anti- Caste Movement

## References:

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**Sem. - IV**

**Syllabus**  
**M.A. (History)**  
**(Sem.- IV)**

**Programme Name: M.A. History, Core Course, Sem- IV**

<b>Programme Name: M.A. Sem- IV</b>	<b>Core Course 1: 53111-History of the Indian National Movement (1857 CE – 1947 CE)</b>
<b>Total Credits: 04</b>	<b>Total Marks: 100</b>
<b>Semester End Assessment: 50</b>	<b>Internal Continuous Assessment:50</b>

**Course outcomes**

- a) Students will be able to critically analyse the different historiographical perspectives of the Indian National Movement.
- b) Students will gain an understanding of the rise of socio-political consciousness in India through the growth of Western impact.
- c) Students will explore the growth of nationalism in India by examining and understanding the interactions between nationalism and various social groups.
- d) Students will learn to evaluate the factors that led to independence.

**MODULE I: (2 Credits)**

**Unit 1: Historiography: Views and Approaches**

- a) Imperialist School and Nationalist School
- b) Cambridge School
- c) Marxist and Subaltern Schools

**Unit 2: Rise of Socio-Political Consciousness**

- a) Growth of Western Education and its impact on Socio Religious Movement
- b) British Economic Policies and their Impacts
- c) The establishment of Indian National Congress, its Policies and Programme

**MODULE II: (2 Credits)**

**Unit 3: Growth of Nationalism**

- a) Revolt of 1857 and Revolutionary Nationalism
- b) Role of Landlords, Middle Classes, Business groups, Labour, Peasants and Tribes
- c) Gandhiji and his Movements

**Unit 4: Towards Independence**

- a) Indian National Army, Naval Mutiny of 1946
- b) Constitutional Developments (From Cripps mission to Cabinet mission plan)
- c) Partition and Freedom



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### **Marathi-**

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### **Hindi-**

*Itihaslekhan*, Uarakhand Mukta Vidyapith, Haldvani, 2018.

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<b>Programme Name: M.A. Sem- IV</b>	<b>Core Course 2: 53211- Emancipatory Movements in the Modern World</b>
<b>Total Credits: 04</b>	<b>Total Marks: 100</b>
<b>Semester End Assessment: 50</b>	<b>Internal Continuous Assessment:50</b>

## **Course outcomes**

- a) It will help students to understand the concept of race and apartheid, the straggle of people for liberation under the stalwarts.
- b) Students will comprehend the various waves of the feminist movements in Europe and Asia.
- c) Students will understand the concept of caste and humiliation, its leaders and struggle.
- d) Students will critically analyse Marxist and Neo-Marxist understandings of class, the nature of labour movements in India, and the struggles of Indian tribes in the 20th century.

### **MODULE I: (2 Credits)**

#### **Unit 1. Race**

- a) Understanding Race and Apartheid
- b) Martin Luther King, Jr. and Afro-American Civil Rights Movements
- c) Nelson Mandela and Anti-Apartheid Movement in South Africa

#### **Unit 2. Gender**

- a) Waves of Feminist Movement and Gender concept
- b) Feminist Movement in Europe
- c) Feminist Movement in Asia

### **MODULE II: (2 Credits)**

#### **Unit 3. Caste**

- a) Concept and Understandings
- b) Caste as Tradition, Power and Humiliation
- c) Anti-caste movements of Mahatma Phule, Dr. B.R. Ambedkar and Periyar E.V. Ramasamy.

#### **Unit 4. Class and Tribe**

- a) Marxist and Neo-Marxist Understandings of Class.
- b) Nature of Labour Movements in India.
- c) Concept of Tribe, Nature of Indian Tribal Struggles in the 20th Century

## References:

- Alan B. Anderson, George W. Pickering, *Confronting the Color Line: The Broken Promise of the Civil Rights Movement in Chicago*, University of Georgia Press, 2008.
- Andrews Kenneth T., *Freedom Is a Constant Struggle: The Mississippi Civil Rights Movement and Its Legacy*, University of Chicago Press, 2004.
- Callahan Nancy, *The Freedom Quilting Bee: Folk Art and the Civil Rights Movement*, University of Alabama Press, 2005.
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- Christoph von Furer-Haimendorf, *Tribes of India, The Struggle for Survival*, Berkeley: University of California Press, 1982.
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- Smith Michael Peter, Feagin Joe R., (ed.) *The Bubbling Cauldron: Race, Ethnicity, and the Urban Crisis*, University of Minnesota Press, 1995.
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- Borse Sadanand, *Mandela*, Rajhansa Prakashan, Mumbai, 2013.
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- Gaikwad Kishor, *Ghatneche Shilpakar Babasaheb Ambedkar*, Shri Gandharvaveda Prakashan, Pune, 2010.

<b>Programme Name: M.A. Sem- IV</b>	<b>Core Course 3: 53311- History of Buddhism in India</b>
<b>Total Credits: 04</b>	<b>Total Marks: 100</b>
<b>Semester End Assessment: 50</b>	<b>Internal Continuous Assessment:50</b>

## **Course outcomes**

- a) To create comprehensive understanding of History of Buddhism in India
- b) To enable students to develop knowledge of various ideas and concepts of History of Buddhism in India
- c) To develop intellectual curiosity about the subject.

## **MODULE I:**

**(2 Credits)**

### **Unit 1. Sources of Buddhism**

- a) Literary and Archaeological Sources
- b) Life of Gautam Buddha
- c) Teachings of Buddha- Four Noble Truths, Eight Fold Path, Law of Dependent Origination

### **Unit 2. Buddhism: Development**

- a) Buddhist Sangha
- b) Six Buddhist Councils
- c) Sects in Buddhism

## **MODULE II:**

**(2 Credits)**

### **Unit 3. Political expansion of Buddhism in India**

- a) Role of King Ashoka in spread of Buddhism
- b) Expansion of Buddhism under Satavahanas
- c) Kanishka and Harshavardhana

### **Unit 4. Places associated with Buddhism**

- a) Lumbini, Kapilvastu, Bodhgaya
- b) Sarnath, Shravasti, Kushinagar
- c) Ancient Buddhist Universities in India

## References:

- Ambedkar, Dr. B.R. *Buddha and His Dhamma*, P.E. Society, Mumbai, 1997.
- Barua, B. M., *Asoka and his Inscriptions*, Calcutta, 1942.
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- Kosambi Dharmanand, *Buddh, Dharm ani Sangh*, Sugava Prakashan, 2016.
- Kosambi Dharmanand, *BuddhalilaSarsangrah*, Maharashtra Rajya sahitya va Sanskruti manda, Mumbai, 1914.

## Programme Name: M.A. History, Electives, Sem-IV

Programme Name: M.A. Sem- IV	Electives: 53411-Sources in History
Total Credits: 04	Total Marks: 100
Semester End Assessment: 50	Internal Continuous Assessment:50

### Course outcomes

- a) Students will gain an in-depth understanding of the meaning, scope, and nature of history.
- b) Students will learn to classify and organize historical sources effectively.
- c) Students will develop the ability to apply conceptual frameworks from influential thinkers like Marx, Gramsci, Foucault, and others.
- d) Students will enhance their skills in critically analysing sources for Indian history.

## MODULE I: (2 Credits)

### Unit 1: Introduction

- a) Meaning, Scope and Nature of History
- b) Authenticity, Credibility and Relevance of Sources
- c) Repositories of Sources

### Unit 2: Historical Sources

- a) Classification and Organisation
- b) Primary sources, Secondary sources; Unconventional Sources
- c) Citation Methods and Bibliography

## MODULE II: (2 Credits)

### Unit 3: Conceptual Framework

- a) Marx and Gramsci
  - b) Foucault, Postmodernism, Post-Structuralism
  - c) Cultural Anthropology and Interdisciplinary Approaches
- Unit 4: Sources for Indian History

### Unit 4. Analysis of Sources

- a) Difference between History, Memory and Biography
- b) Difference between History and Fiction
- c) Difference between History and Antiquarianism



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### **Marathi-**

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<b>Programme Name: M.A. Sem- IV</b>	<b>Electives: 53412-Field Archaeology</b>
<b>Total Credits: 04</b>	<b>Total Marks: 100</b>
<b>Semester End Assessment: 50</b>	<b>Internal Continuous Assessment:50</b>

## **Course outcomes**

- a) Students will gain an understanding of the evolution of archaeology from antiquarianism to modern archaeology.
- b) Students will learn and apply various exploration techniques and excavation methods, including the use of maps, satellite images, and geological methods.
- c) Students will develop the skills to analyse excavated data, structures, and features.
- d) Students will be able to determine the cultural sequence, chronology, and periods of excavated remains using various dating methods.

## **MODULE I: (2 Credits)**

### **Unit 1. Introduction**

- a) Antiquarianism to Modern Archaeology
- b) Development of Field Techniques; Growth of Archaeology as Scientific Discipline
- c) History of Archaeology in Colonial and Independent India

### **Unit 2. Exploration Techniques and Excavation Methods**

- a) Exploration: tools and techniques
- b) Excavations: Formation, Techniques methods
- c) Stratigraphy, Floatation Method; Methods of Data-Recording

## **MODULE II: (2 Credits)**

### **Unit 3. Analysis of excavated Artefacts**

- a) Nature of Excavated Data and Analysis of Structures and Features
- b) Analysis of Artefacts
- c) Analysis of Eco-facts

### **Unit 4. Chronology, Dating Method and Report Writing**

- a) Chronology and Periods of Excavated Remains
- b) Dating Methods
- c) Report writing – Statistical Analysis, Drawings, Photographs and Preparation of Text

## References:

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**Hindi-**

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**Marathi-**

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<b>Programme Name: M.A. Sem- IV</b>	<b>Electives: 53413- The Maritime History of India (17th – 19th centuries)</b>
<b>Total Credits: 04</b>	<b>Total Marks: 100</b>
<b>Semester End Assessment: 50</b>	<b>Internal Continuous Assessment:50</b>

## **Course outcomes**

- a) To create awareness and interest in Maritime History.
- b) To enable students to study Steamship Navigation
- b) To understand Ports and their Hinterlands, Indian Maritime Powers, Indian Merchants and European Commercial Powers

### **MODULE I: (2 Credits)**

#### **Unit 1. Historical Background**

- a) Importance of Maritime History
- b) Indian Maritime Traditions and Shipbuilding Techniques
- c) Merchant Communities and Seafaring Groups

#### **Unit 2. European Presence**

- a) Portuguese, Dutch and French
- b) English
- c) Intra-European Rivalries

### **MODULE II: (2 Credits)**

#### **Unit 3. Indigenous Maritime Powers**

- a) Chhatrapati Shivaji-Maratha Navy and Sea Forts.
- b) Mughal Admiralty
- c) Kanhoji Angre, Zamorin of Calicut and Siddis of Janjira

#### **Unit 4. Indian Ports and International Trade**

- a) Ports and their Hinterlands- Cambay, Surat, Chaul, Goa, Cochin, Masulipatam, Pondicherry, Calcutta, Madras.
- b) Commercial Development of Bombay Port
- c) Impact of Foreign Commerce on the Indian Economy

## References:

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## **Marathi-**

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<b>Programme Name: M.A. Sem- IV</b>	<b>Electives: 53414-History of Public Health in India</b>
<b>Total Credits: 04</b>	<b>Total Marks: 100</b>
<b>Semester End Assessment: 50</b>	<b>Internal Continuous Assessment:50</b>

## **Course outcomes**

- a) To introduce students to the history of medicine and public health in India
- b) To enable students to develop knowledge of scientific inventions and efforts to control epidemics in India
- c) To explore role played by the state and international agencies to control and eradicate contagious diseases

### **MODULE I: (2 Credits)**

#### **Unit 1. Ancient Indian Medicine**

- a) Ayurveda and Unani
- b) Traditional Public Health Practices
- c) Impact of Western Medicine on Indian Systems of Medicine

#### **Unit 2. Western Medicine in Colonial India**

- a) Medical Education and Medical Research Institutes
- b) Establishment of Dispensaries and Hospitals; Medical Practitioners
- c) Bengal Medical Services (BMS) and Indian Medical Service (IMS)

### **MODULE II: (2 Credits)**

#### **Unit 3. Epidemics, Diseases and the Pharmaceutical Industry**

- a) Contagious Diseases, Epidemics and Discovery of Vaccines
- b) New Lifestyle Diseases
- c) Growth of the Pharmaceutical Industry

#### **Unit 4. The State, Public Health Policies and International Agencies**

- a) The State and efforts for Eradication of Contagious Diseases
- b) Role of World Health Organisation
- c) Expanding Frontiers of Medicine- Biotechnology in Medicine

## References:

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### **Marathi-**

Rahane Sanjay, *Samajik Aroigya Paricharya*, Pune, 2014.

Chandrashekar, B G., *Arogya shikshana*, Gulbarga University, Gulbarga

Godbole, Arvind, *Arogya Ani Samaj : Arogyache Samajik Rajkiya va Arthik*, Popular Prakashan, Mumbai

<b>Programme Name: M.A. Sem- IV</b>	<b>Electives: 53415- Ambedkarite Historiography</b>
<b>Total Credits: 04</b>	<b>Total Marks: 100</b>
<b>Semester End Assessment: 50</b>	<b>Internal Continuous Assessment:50</b>

## **Course outcomes**

- a) To create comprehensive understanding of Ambedkarite Historiography
- b) To enable students to develop knowledge of various ideas and concepts of Ambedkarite Historiography
- c) To develop intellectual curiosity about the subject.

## **MODULE I: (2 Credits)**

### **Unit 1: Approaches to History**

- a) Definition: History, Historiography
- b) Schools of History Writing
- c) Post-Modernist Approach and Post – Structuralist Approach, Feminist Historiography

### **Unit 2: Ambedkarite Historiography:**

- a) Ambedkarite Historiography: Meaning, Nature, Scope
- b) Mahatma Phule’s Approach to History
- c) Features of Ambedkarite Historiography

## **MODULE II: (2 Credits)**

### **Unit 3: Ambedkarite Approach of History**

- a) Dr. B.R. Ambedkar’s Approach
- b) Nation, Nationality, Nationalism, Democracy, Human Franchise
- c) De-eletization, Rewriting and Re framing of Non-Documented History

### **Unit 4: Importance of Ambedkarite Histography**

- a) Social and Economic History: Caste in India, Untouchables, Who Where Shudra? Annihilation of Caste
- b) Political History: Ranade, Gandhi and Jinnha, States and Minorities, Writing and Speeches on Politics
- c) Religious History: Mukti Kaun Pathe?, Buddha and His Dhamma

## References:

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Tomar J.P.S., *Dr. Ambedkar's Thought on Education*, A.P.H Publishing Corporation, New Delhi, 2010.

<b>Programme Name: M.A. Sem- IV</b>	<b>Electives: 53416-Social Issues in Modern India (1947CE-2000 CE)</b>
<b>Total Credits: 04</b>	<b>Total Marks: 100</b>
<b>Semester End Assessment: 50</b>	<b>Internal Continuous Assessment:50</b>

## **Course outcomes**

- a) Students will gain a comprehensive understanding of the status of women in India, the various forms.
- b) Students will develop an understanding of the status and issues faced by minorities in India.
- c) Students will explore the features of the caste system, understand the various forms and nature of caste-based discrimination, and analyze case studies of atrocities.
- d) Students will evaluate the conditions and issues faced by labour in both organized and unorganized sectors, with a particular focus on women and child labour.

### **MODULE I: (2 Credits)**

#### **Unit 1. Women's Issues**

- a) Status of Women in India
- b) Forms of Exploitation, Atrocities on Women
- c) National commissions report on Women

#### **Unit 2. Issues of Minorities**

- a) Minorities: Concept, Issues and Challenges
- b) Rise and growth of Communalism
- c) Communal Violence and Human Rights Commission

### **MODULE II: (2 Credits)**

#### **Unit 3. Changing Structure of Caste**

- a) Features of Caste system in India and its constitutional provisions
- b) Changing nature of caste Discrimination, preventive measures of caste Discriminations
- c) SC/ST Commission Reports

#### **Unit 4. Issues of Labour**

- a) Labour in Organized and Unorganized Sector
- b) Issues of Women and Child Labour
- c) Impact of Liberalization, Privatization and Globalization



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<b>Programme Name: M.A. Sem- IV</b>	<b>Electives: 53417- Historical Study of Indian Business (1850 CE- 2000 CE)</b>
<b>Total Credits: 04</b>	<b>Total Marks: 100</b>
<b>Semester End Assessment: 50</b>	<b>Internal Continuous Assessment:50</b>

### **Course outcomes**

- a) Students will gain a comprehensive understanding of the growth of Indian business in modern era.
- b) Students will explore the growth of trade in port cities and the role of merchant communities.
- c) Students will analyse the growth of industrial cities like Mumbai, Kolkata, and Chennai.
- d) Students will evaluate the impact of nationalism, the world wars, and the subsequent growth of Indian business.

### **MODULE I: (2 Credits)**

#### **Unit 1. Historical Background**

- a) Growth of Indian Business in the Nineteenth Century
- b) Indian Business and Foreign Mercantile groups
- c) Trade, Banking, Share Market and Managing Agency System

#### **Unit 2. Trading and Commercial Development**

- a) Growth of Trade in Port Cities and Merchant Communities
- b) Cotton, Opium and Jute Trade
- c) Plantations: Indigo and Tea

### **MODULE II: (2 Credits)**

#### **Unit 3. Industrial Development**

- a) Growth of Industrial Cities: Mumbai, Kolkata and Chennai
- b) Transport and Communication: Roadways, Railways, Shipping
- c) Labour Movements

#### **Unit 4. Indian Business in the Twentieth Century**

- a) Nationalism, Impact of World Wars and Growth of Indian Business
- b) Public and Private Sector in Independent India
- c) Privatisation, Liberalisation and Globalisation

## References:

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<b>Programme Name: M.A. Sem- IV</b>	<b>Electives: 53418- Historical and Social Perspectives on Indian Cinema</b>
<b>Total Credits: 04</b>	<b>Total Marks: 100</b>
<b>Semester End Assessment: 50</b>	<b>Internal Continuous Assessment:50</b>

## **Course outcomes**

- a) To understand film theories and correlation between History and films.
- b) To analyse the socio-political realities as depicted through cinema.
- c) To explore the various trends in Indian cinema d. To create awareness of the impact of globalisation on Indian cinema

### **MODULE I: (2 Credits)**

#### **Unit 1: Understanding Indian Cinema**

- a) Approaches to film studies; History and Films
- b) History of Indian cinema
- c) Role of State

#### **Unit 2: Historical Narratives**

- a) Indian Nationalism
- b) Themes on Partition
- c) Wars; Biopics

### **MODULE II: (2 Credits)**

#### **Unit 3: Cinematic Realities**

- a) Caste, Class
- b) Communalism, Gender
- c) Representation of Villages and Cities in Cinema

#### **Unit 4: Trends in Indian Cinema**

- a) Film Society Movement
- b) New Wave Cinema
- c) Globalisation, Diaspora and Indian Cinema

## References:

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## **Marathi-**

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<b>Programme Name: M.A. Sem- IV</b>	<b>Electives: 53419-Tourism Management and Operations</b>
<b>Total Credits: 04</b>	<b>Total Marks: 100</b>
<b>Semester End Assessment: 50</b>	<b>Internal Continuous Assessment:50</b>

## **Course outcomes**

- a) The acquaint students with the management of Travel and Tour Operations.
- b) To understand the modalities of Tour Guiding and Legal aspects of Tourism.
- c) To enhance student's ability to work as Tour Operators and Tour Guides in Travel and Tourism Industry.

## **MODULE I**

**(2 Credits)**

### **Unit 1: Tour Operations**

- a) Growth of Travel and Tourism Industry
- b) Functions of Travel Agencies
- c) Tour Planning: Itinerary, Costing and Tour Package

### **Unit 2: Types of Tourism**

- a) Heritage Tourism, Medical Tourism
- b) Eco-Tourism, Adventure Tourism,
- c) Film tourism, Culinary Tourism

## **MODULE II**

**(2 Credits)**

### **Unit 3: Tour Guides**

- a) Types of Tour Guides
- b) Role of Tour Guides
- c) Knowledge of Historical Sites

### **Unit 4: Laws and Regulations**

- a) Travel Documentation, Forex
- b) Health Regulations, Consumer Protection Law
- c) Code of Ethics for Tourism

## References:

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### **Marathi-**

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<b>Programme Name: M.A. Sem- IV</b>	<b>Electives: 53420-Constitutional Safeguards in India for Depressed Classes</b>
<b>Total Credits: 04</b>	<b>Total Marks: 100</b>
<b>Semester End Assessment: 50</b>	<b>Internal Continuous Assessment:50</b>

### **Course outcomes**

- a) To create comprehensive understanding of Constitutional Safeguards in India for Depressed Classes
- b) To enable students to develop knowledge of various ideas and concepts of Constitutional Safeguards in India for Depressed Classes
- c) To develop intellectual curiosity about the subject.

### **MODULE I: (2 Credits)**

#### **Unit 1. Historical background**

- a) Conditions of Depressed Classes in 19th century India
- b) Dr. Babasaheb Ambedkar and Indian Constitution
- c) Concept and Need of Constitutional Safeguards

#### **Unit 2. Constitutional Safeguards for Backward Castes and Minorities**

- a) Scheduled Castes and Scheduled Tribes
- b) OBC, Denotified Tribes and Nomadic Tribes
- c) Minorities

### **MODULE II: (2 Credits)**

#### **Unit 3. Constitutional safeguards for Children, Women, Labour and Differently Abled**

- a) Children
- b) Women
- c) Labour and Differently Abled

#### **Unit 4. Impact of Constitutional Safeguards**

- a) Fundamental Rights, Directive Principles
- b) Reservation Policy
- c) Socio- Economic and Political impact

## References:

Ahmad Akhlakh, *Ambedkar on Law, Constitution and Social Justice*, Centrum Press, New Delhi, First Edition, 2011.

Ambedkar B.R., *Dr.B.R. Ambedkar in the Constituent Assembly*, Gautam Book Centre, Delhi, 2012.

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<b>Programme Name: M.A. Sem- IV</b>	<b>Electives: 53421-History of Literature of Empowerment and Protest in India (20th Century)</b>
<b>Total Credits: 04</b>	<b>Total Marks: 100</b>
<b>Semester End Assessment: 50</b>	<b>Internal Continuous Assessment:50</b>

## **Course outcomes**

- a) Students will gain a comprehensive understanding of the meaning and concept of conscientising literature, its rise and growth, and the various aspects of ideological literature.
- b) Students will explore and analyze the different forms of literature of protest.
- c) Students will evaluate the impact of literature on society, the influence of Western literature on Indian literature, and the role of literature in social movements and empowerment.
- d) Students will examine the contributions of significant writers of empowerment literature, including Dalit writers from the Ambedkar era and post-Ambedkar era

## **MODULE I: (2 Credits)**

### **Unit 1. Origin of Conscientising Literature**

- a) Meaning and Concept of Conscientising Literature
- b) Rise and Growth of Conscientising Literature
- c) Ideological Literature and its aspects

### **Unit 2. Literature of Protest**

- a) Dalit Literature
- b) Feminist Literature
- c) *Vidrohi* (Rebellious/Revolutionary) Literature

## **MODULE II: (2 Credits)**

### **Unit 3. Role of Literature in Empowerment**

- a) Impact on Society
- b) Impact of the West on Indian Literature
- c) Literature and Social Movements

### **Unit 4. Writers of Literature of Empowerment**

- a) Dalit Writers: Ambedkar Era and Post Ambedkar era
- b) Feminist Writers: Pre-independence and Post- independence India
- c) *Vidrohi* (Rebellious/Revolutionary) writers: Post- independence India and present trends

## References:

- Kumar Radha, *The History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India, 1800-1900*, Kali for Women, 1993.
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- Limbale Sharankumar, *Towards an Aesthetic of Dalit Literature*, Trans. By Alok Mukherjee, Orient Longman, 2004.
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Namdev Dhasal, *Hunger*,

Daya Pawar, *Blood-wave*,

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Sharatchandra Muktibodh, *What is Dalit Literature?*

Baburao Bagul, *Dalit Literature is but Human Literature Books*

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Jayant, Pawar, *Adhantar*, 1980

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## **Marathi-**

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Phadake Bhalachandra, *Dalit Sahitya Vedana Va Vidhroh*, Shrividya Prakashan, Pune, 2017.



<b>Programme Name: M.A. Sem- IV</b>	<b>Elective Course: 53422 –Human Rights in Maharashtra (19th and 20<sup>th</sup> Centuries)</b>
<b>Total Credits: 04</b>	<b>Total Marks: 100</b>
<b>Semester End Assessment: 50</b>	<b>Internal Continuous Assessment:50</b>

### **Course Outcomes:**

- a) To understand the concept of Human Rights
- b) To acquaint students with the ideas of human rights in India
- c) To create awareness about the mechanism for establishing Human Rights
- d) To sensitise about the Human Rights issues in Maharashtra

### **Module 1**

**(2 Credits)**

#### **Unit 1: Concept of Human rights**

- a) Meaning and definition
- b) Theories
- c) Human rights issues in India

#### **Unit 2: Mechanisms**

- a) National Human Rights Commission, National Commission for Backward Classes
- b) National Commission of Scheduled Castes, National Commission of Scheduled Tribes
- c) National Commission for Minorities, National Commission for Women

### **Module 2**

**(2 Credits)**

#### **Unit 3: Ideas of Human Rights in Maharashtra**

- a) Mahatma Phule
- b) Chhatrapati Shahu Maharaj
- c) Dr Babasaheb Ambedkar and Human Rights

#### **Unit 4: Issues and Movements**

- a) Gender, Minority
- b) Scheduled Castes, Scheduled Tribes
- c) Labour, Peasant

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### **Marathi-**

Kadam Manohar, *Bharitiya Kamgaar Chalvaliche Janak: Narayan Meghaji Lokhande*, 1995

Phadke, Y.D., (ed.), *Mahatma Phule Samgra Vidgmay*, Maharashtra Rajya Sahitya Ani Sanskruti mandal, Mumbai, 1991.

<b>Programme Name: M.A. Sem- IV</b>	<b>Electives: 53423- History of India's Foreign Policy (1947 A.D. 2000 A.D.)</b>
<b>Total Credits: 04</b>	<b>Total Marks: 100</b>
<b>Semester End Assessment: 50</b>	<b>Internal Continuous Assessment:50</b>

### **Course outcomes:**

- a) Students will gain a comprehensive understanding of the emergence of Indian foreign policy of post-independence period.
- b) Students will develop the ability to analyse Nehru's role in shaping independent India's foreign policy.
- c) Students will evaluate India's foreign relations with its neighbors, including its role in the Non-Aligned Movement (NAM), cooperation with the United States, and the evolution of Indo-Pak relations from 1965 onwards.
- d) Students will explore India's involvement on the global stage.

### **MODULE I**

**(2 Credits)**

#### **Unit 1. Background of the Indian Foreign Policy**

- a) Emergence of Indian Foreign Policy.
- b) Ideology, conflict and formation of Foreign Policy.
- c) Colonial impact

#### **Unit 2. Nehru and Independent Indian Foreign Policy.**

- a) Non- alignment, Cold war
- b) Indo-China Relations
- c) Independent Indian Stand during the conflict of Power blocks.

### **MODULE II**

**(2 Credits)**

#### **Unit 3. India and its Neighbors**

- a) Indian Role in NAM.
- b) Indo-U.S. Co-operation.
- c) Indo-Pak Relations (1965 onwards)

#### **Unit 4: India and World**

- a) United Nations and Multilateral Engagements
- b) Peace keeping and Humanitarian Missions
- c) Globalization and Foreign Policy

## References:

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<b>Programme Name: M.A. Sem- IV</b>	<b>Electives: 53424- Historical Study of Global Diaspora</b>
<b>Total Credits: 04</b>	<b>Total Marks: 100</b>
<b>Semester End Assessment: 50</b>	<b>Internal Continuous Assessment:50</b>

## **Course outcomes**

- a) To understand the Concept and Theories of Diaspora.
- b) To analyse the Historical Trajectories of some important Diasporas.
- c) To create awareness about social interactions within the diasporic groups.
- d) To understand the role of Diaspora in the Politics of the Homeland and Host Countries.

## **MODULE I**

**(2 Credits)**

### **Unit 1: Concept of Diaspora**

- a) Meaning and Definition, Types of Diasporas
- b) Theories of Diaspora
- c) Phases of Diaspora Studies

### **Unit 2: Diasporas in the World**

- a) Jews
- b) Africans, Armenians
- c) Asians, Europeans

## **MODULE II**

**(2 Credits)**

### **Unit 3: Social Interactions**

- a) Race, Caste, Ethnicity, Religion
- b) Gender in Diaspora
- c) Popular Culture and Diaspora

### **Unit 4: International Relations and Diaspora**

- a) Political consciousness in Diaspora
- b) War and Diaspora; Refugees
- c) Digital Diaspora

## References:

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<b>Programme Name: M.A. Sem- IV</b>	<b>Electives: 53425-Historical Perspectives on Gandhian Philosophy: Theory, Practice and Relevance</b>
<b>Total Credits: 04</b>	<b>Total Marks: 100</b>
<b>Semester End Assessment: 50</b>	<b>Internal Continuous Assessment:50</b>

### **Course Outcome:**

- a) To create a comprehensive understanding of Gandhi's philosophy and principles.
- b) To understand emergence of the Satyagraha technique and its relevance.
- c) To get acquainted with Gandhian thought in Indian polity, society and economy.
- d) To understand the global relevance of Gandhi's thoughts

### **MODULE I:**

**Credit 2**

#### **Unit 1: Fundamental Ideas of Gandhi**

- a) Truth and Non-Violence
- b) Religion, Spirituality and Morality
- c) Theory of State, Concept of Freedom and Justice

#### **Unit 2. Nature and Concept of Satyagraha**

- a) Objectives and Techniques
- b) Campaigns in South Africa and India
- c) Relevance of Satyagraha in Contemporary times

### **MODULE II**

**Credit 2**

#### **Unit 3: Gandhi and Social Reforms**

- a) Constructive Programs, Basic Education (*Nai Talim*)
- b) Women, Untouchables
- c) Communal Harmony

#### **Unit 4: Economic Ideas and Programmes**

- a) Hind *Swaraj*, *Swadeshi*, Means and Ends
- b) Trusteeship, *Sarvodaya*
- c) Decentralization, Cottage Industries and Economics of *Khadi*

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**Letter Grades and Grade Points:**

<b>Semester GPA/ Programme CGPA Semester/ Programme</b>	<b>% of Marks</b>	<b>Alpha-Sign/ Letter Grade Result</b>
9.00 - 10.00	90.0 - 100	O (Outstanding)
8.00 - < 9.00	80.0 - < 90.0	A+ (Excellent)
7.00 - < 8.00	70.0 - < 80.0	A (Very Good)
6.00 - < 7.00	60.0 - < 70.0	B+ (Good)
5.50 - < 6.00	55.0 - < 60.0	B (Above Average)
5.00 - < 5.50	50.0 - < 55.0	C (Average)
4.00 - < 5.00	40.0 - < 50.0	P (Pass)
Below 4.00	Below 40.0	F (Fail)
Ab (Absent)	-	Absent



**Sign of the BOS  
Chairman  
Name of the Chairman  
BOS in**

**Sign of the  
Offg. Associate Dean  
Name of the Associate  
Dean  
Faculty of**

**Sign of the  
Offg. Associate Dean  
Name of the Associate  
Dean  
Faculty of**

**Sign of the  
Offg. Dean  
Name of the Dean  
Faculty of**

### Signatures of BoS Members

Sr. No	Name	Signature
1.	Dr. Bhosale Narayan (Chairman)	
2.	Dr. Chavan Baliram (Member)	
3.	Dr. Gaikawad Dayanand (Member)	
4.	Dr. Gore Rekha (Member)	
5.	Dr. Lahupachang Sudhakar (Member).	
6.	Dr. Nilesh Preeta (Member)	
7.	Dr. Pednekar Sonali (Member)	
8.	Dr. Taderaao Raj (Member)	
9.	Dr. Wagh Sandesh (Member)	
10.	Dr. Wankhede Dhannjay (Member)	
11.	Prof. Anil Bankar (Member)	

### Team for Creation of Syllabus

Sr. No	Name	Department	Sign
1.	Dr. Sandesh Wagh	Department of History	
2.	Dr. Manjiri Kamat	Department of History	
3.	Dr. Neeta Khandpekar	Department of History	
4.	Dr. Laxmi Salvi	Department of History	
5.	Dr. Anagha Kamble	Department of History	
6.	Dr. Prakash Masram	Department of History	
7	Dr. Narayan Bhosale	Department of History	