

University of Mumbai

Website – mu.ac.in
Email id - dr.aams@fort.mu.ac.in
aams3@mu.ac.in



Academic Authorities,
Meetings & Services (AAMS)
Room No. 128, M. G. Road, Fort,
Mumbai – 400 032.

Re- accredited with A ++ Grade (CGPA 3.65) by NAAC
Category- I University Status awarded by UGC

2026/MAY/AAMS/C-62/42729

Date: 7th May, 2026

CIRCULAR:-

Attention of all the Principals of the Affiliated Colleges, all Academic Heads of University Departments, the Directors of the Recognized Institutions/Centers, Director, Centre for Distance & Online Education, Director, Dharmaveer Anand Dighe Thane Sub-Campus, Co-ordinator, School of Engineering and Applied Sciences, Kalyan Sub-Campus, Director, Chitrakar Padmabhushan Dr. Dhananjay Keer Ratnagiri Sub-Campus, Director, Sindhudurg Sub-Campus, Principal, Vishwabhusan Bharatratna Dr. B. A. Ambedkar College, Ambadave, Ratnagiri and Principal, V.V. Dalvie College, Talere, Sindhudurg is invited to this office Circular No. AAMS_UGS/ICC/2025-26/37 dated 27th May, 2025 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 26th February, 2026 and subsequently passed by the Board of Deans at its meeting held on 17th March, 2026 vide item No. 5.25(N) have been accepted by the Academic Council at its meeting held on 25th March, 2026 vide item No. 5.17(N). In accordance therewith syllabus for **B.A. (History) (Sem V & VI) Scheme – III** (NEP 2020) is introduced as per appendix with effect from the academic year 2026-27.

(The said circular is available on the University's website www.mu.ac.in).

MUMBAI – 400 032

7th May, 2026

To,

(Dr. Prasad Karande)
REGISTRAR

All the Principals of the Affiliated Colleges, all Academic Heads of University Departments, the Directors of the Recognized Institutions/Centers, Director, Centre for Distance & Online Education, Director, Dharmaveer Anand Dighe Thane Sub-Campus, Co-ordinator, School of Engineering and Applied Sciences, Kalyan Sub-Campus, Director, Chitrakar Padmabhushan Dr. Dhananjay Keer Ratnagiri Sub-Campus, Director, Sindhudurg Sub-Campus, Principal, Vishwabhusan Bharatratna Dr. B. A. Ambedkar College, Ambadave, Ratnagiri and Principal, V.V. Dalvie College, Talere, Sindhudurg.

AC 5.17(N)/25/03/2026

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, Department of Students Development,
- 6) The Director, Department of Information & Communication Technology,
- 7) The Director, Centre for Distance and Online Education (CDOE), Vidyanaagari,
- 8) The Deputy Registrar, Admissions, Enrolment, Eligibility & Migration Department (AEM).



Copy forwarded for information and necessary action to :-	
1	The Deputy Registrar, (Admissions, Enrolment, Eligibility and Migration Dept)(AEM), dr@eligi.mu.ac.in
2	The Deputy Registrar, Result unit, Vidyanagari drresults@exam.mu.ac.in
3	The Deputy Registrar, Marks and Certificate Unit,. Vidyanagari dr.verification@mu.ac.in
4	The Deputy Registrar, Appointment Unit, Vidyanagari dr.appointment@exam.mu.ac.in
5	The Deputy Registrar, CAP Unit, Vidyanagari cap.exam@mu.ac.in
6	The Deputy Registrar, College Affiliations & Development Department (CAD), deputyregistrar.uni@gmail.com
7	The Deputy Registrar, PRO, Fort, (Publication Section), Pro@mu.ac.in
8	The Deputy Registrar, Executive Authorities Section (EA) eau120@fort.mu.ac.in 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), rapc@mu.ac.in
10	The Deputy Registrar, Academic Appointments & Quality Assurance (AAQA) dy.registrar.tau.fort.mu.ac.in ar.tau@fort.mu.ac.in
11	The Deputy Registrar, College Teachers Approval Unit (CTA), concolsection@gmail.com
12	The Deputy Registrars, Finance & Accounts Section, fort draccounts@fort.mu.ac.in
13	The Deputy Registrar, Election Section, Fort drelection@election.mu.ac.in
14	The Assistant Registrar, Administrative Sub-Campus Thane, thanesubcampus@mu.ac.in
15	The Assistant Registrar, School of Engg. & Applied Sciences, Kalyan, ar.seask@mu.ac.in
16	The Assistant Registrar, Ratnagiri Sub-centre, Ratnagiri, ratnagirisubcentar@gmail.com
17	The Director, Centre for Distance and Online Education (CDOE), Vidyanagari, director@idol.mu.ac.in
18	Director, Innovation, Incubation and Linkages, Dr. Sachin Laddha pinkumanno@gmail.com
19	Director, Department of Lifelong Learning and Extension (DLLE), dlleuniversityofmumbai@gmail.com

Copy for information :-	
1	P.A to Hon'ble Vice-Chancellor, vice-chancellor@mu.ac.in
2	P.A to Pro-Vice-Chancellor pvc@fort.mu.ac.in
3	P.A to Registrar, registrar@fort.mu.ac.in
4	P.A to all Deans of all Faculties
5	P.A to Finance & Account Officers, (F & A.O), camu@accounts.mu.ac.in

To,

1	The Chairman, Board of Deans pvc@fort.mu.ac.in
2	Faculty of Humanities, Offg. Dean 1. Prof.Anil Singh Dranilsingh129@gmail.com Offg. Associate Dean 2. Prof.Manisha Karne mkarne@economics.mu.ac.in 3. Dr.Suchitra Naik Naiksuchitra27@gmail.com
	Faculty of Commerce & Management, Offg. Dean, 1 Prin.Ravindra Bambardekar principal@model-college.edu.in Offg. Associate Dean 2. Dr.Kavita Laghate kavitalaghate@jbims.mu.ac.in 3. Prin.Kishori Bhagat kishoribhagat@rediffmail.com

	Faculty of Science & Technology Offg. Dean 1. Prof. Shivram Garje ssgarje@chem.mu.ac.in Offg. Associate Dean 2. Dr. Madhav R. Rajwade Madhavr64@gmail.com 3. Prin. Deven Shah sir.deven@gmail.com
	Faculty of Inter-Disciplinary Studies, Offg. Dean 1. Dr. Anil K. Singh aksingh@trcl.org.in Offg. Associate Dean 2. Prin. Chadrashekhhar Ashok Chakradeo cachakradeo@gmail.com 3. Dr. Kunal Ingle drkunalingle@gmail.com
3	Chairman, Board of Studies,
4	The Director, Board of Examinations and Evaluation, dboee@exam.mu.ac.in
5	The Director, Board of Students Development, dsd@mu.ac.in DSW directr@dsw.mu.ac.in
6	The Director, Department of Information & Communication Technology, director.dict@mu.ac.in

As Per NEP 2020

University of Mumbai



Syllabus for Major Vertical – 1, 4 & 6 (Scheme – III)

Faculty of Humanities

Board of Studies in History

Name of the Programme – T.Y.B.A. (History)

U.G. Third Year Programme

Exit
Degree

B.A. (History)

Semester

V & VI

From the Academic Year

2026-27

University of Mumbai



(As per NEP 2020)

Sr. No.	Heading	Particulars
1	Title of program O: _____	B.A. (History)
2	Exit Degree	B.A. (History)
3	Scheme of Examination R: _____	NEP 40% Internal 60% External, Semester End Examination Individual Passing in Internal and External Examination
4	Standards of Passing R: _____	40%
5	Credit Structure R. HSU-515E (III) R. HSU-515F (III)	Attached herewith
6	Semesters	Sem. V & VI
7	Program Academic Level	5.5
8	Pattern	Semester
9	Status	New
10	To be implemented from Academic Year	2026-27

Sd.-

Sign of the BOS
Name-Dr Narayan
Bhosale
Chairman
Board of Studies in
History

Sd.-

Sign of the
Offg. Associate
Dean
Dr. Suchitra Naik
Faculty of
Humanities

Sd.-

Sign of the
Offg. Associate Dean
Prof. Manisha
Karne
Faculty of Humanities

Sd.-

Sign of the
Offg. Dean
Prof. Anil Singh
Faculty of
Humanities

B.A. (History)**Credit Structure (Sem. V & VI)****(B. A.)- Major & Minor**

	R: <u>HSU -515</u> E (III)									
Vertical		1		2	3	4	5	6		
Level	Seme ster	Major		Minor	OE	VSC, SEC (VSEC)	AEC, VEC, IKS	OJT, FP, CEP, CC,RP	Cum. Cr. / Sem.	Degree/ Cum. Cr.
		Mandatory	Electiv es							
5.5	V	(10) 4+4+2 (*) History of Modern India (1757 CE to 1947 CE) 4C Contemporary History of Modern India (1947 CE to 2000 CE) 4C Indian Knowledge Systems in Modern India 2C	4 Chhatrap ati Shivaji Maharaja and His Times (1630 CE to 1680 CE) 4C	4 Sculptur e in Maharas htra 2C		VSC: 2 History of Medicine in India 2C		CEP:2	22	UG Degree 132
	R: <u>HSU-515</u> F (III)									
	VI	10 4+4+4+2 History of Modern Maharashtra (1818 CE to 1960 CE) 4C History of Contemporary Maharashtra (1960 CE to 2000 CE) 4C Modern Indian Historiography 4C Museology in the Indian Knowledge Tradition 2C	4 Emancip atory Moveme nt in Modern India 4C	4				OJT :4	22	
	Cum Cr.	48	8	24	10	14	8+4+2	4+2+2+2 +4	132	
Exit option: Award of UG Degree in Major and Minor with 132 credits OR Continue with Major and Minor										

[Abbreviation - OE – Open Electives, VSC – Vocation Skill Course, SEC – Skill Enhancement Course, (VSEC),

AEC – Ability Enhancement Course, VEC – Value Education Course, IKS – Indian Knowledge System, OJT – on Job Training, FP – Field Project, CEP – Community Engagement Project, CC – Co-Curricular, RP – Research Project]

[* 2 Credit IKS Major paper (Core Subject Specific Theory may be included in Sem V)]

Program Structure for Sem V & VI (NEP 2020)

Vertical No.		Paper Title	Credits
Sem V			
1.	Mandatory	1. History of Modern India (1757 (CE to 1947 CE)	4
		2. Contemporary History of Modern India (1947 CE to 2000 CE)	4
		3. Indian Knowledge Systems in Modern India	2
	Electives	Introduction to forts in Maharashtra	2
2.	Minor (To be selected from other discipline) Maratha War of Independence (1680 CE to 1707 CE)		4
4.	VSC	1. History of Medicine in India	2
6.	CEP (To be selected from CEP topic list)		2
Credits			22
Sem - VI			
1.	Mandatory	1. History of Modern Maharashtra (1818 CE to 1960 CE)	4
		2. History of Contemporary Maharashtra (1960 CE to 2000 CE)	4
		3. Modern Indian Historiography	4
		4. Museology in the Indian Knowledge Tradition	2
	Electives	1. Emancipatory Movement in Modern India	4
2.	Minor (To be selected from other discipline)		
6.	OJT		4
Credits			22
Total Credits			44

Sem – V
Vertical – 1
Major
Mandatory
(4+4+2*)

Syllabus
B.A. (History)
(Sem.- V) 4C

Title of Paper- History of Modern India (1757 CE to 1947 CE)

Sr. No.	Heading	Particulars
1	Description of the course:	This course examines the political, economic, social, and cultural transformation of India from the Battle of Plassey (1757) to Independence in 1947. It begins with the expansion of British power under the East India Company and analyses colonial administrative structures, revenue systems, and economic policies that reshaped Indian society. The course studies social and religious reform movements, the impact of Western education, and the emergence of modern political consciousness. Special attention is given to the Revolt of 1857, the growth of Indian nationalism, the formation of the Indian National Congress, revolutionary movements, Gandhian mass movements, and constitutional developments leading to independence. It also explores communal politics, partition, and the role of diverse social groups, including peasants, workers, women, and marginalized communities. By integrating political and socio-economic perspectives, the course enables students to critically understand colonialism and the making of modern India.
2	Vertical :	Major
3	Type :	Theory / Practical
4	Credit:	4 credits (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	Hours Allotted :	60 Hours
6	Marks Allotted:	100 Marks
7	Course Objectives: 1. To provide students with a comprehensive understanding of the history of Modern India from 1757 to 1947 and to examine the rise and expansion of British colonial rule and its impact on Indian society and economy. 2. To analyze popular resistance, revolutionary activities, and socio-religious reform movements in India. 3. To study the growth of Indian nationalism and the role of political organizations in the freedom struggle. 4. To understand the Gandhian era and mass movements that shaped the Indian national movement and to develop critical historical thinking and an analytical approach toward colonialism and nationalism.	

8	Course Outcomes: After completion of this course the students will be able to: 1. Explain the process of British expansion and the nature of colonial administration in India and analyze the economic and social consequences of British colonial policies. 2. Identify major forms of popular resistance, including the Revolt of 1857 and revolutionary movements and understand the significance of socio-religious reform movements in shaping modern Indian society. 3. Trace the growth of Indian nationalism and evaluate the role of the Indian National Congress. 4. Examine the constitutional developments leading to independence and the partition of India and develop the ability to write structured answers and critically interpret historical events.
9	Modules: - Per credit One module can be created Module 1: British Expansion and Colonial Rule (1757–1857) a) Rise and Expansion of British Power b) Administrative and Revenue Systems c) Economic and Social Impact of British Policies Module 2: Popular Resistance and Socio-Religious Reform (1857–1885) a) Early Revolutionary Ideology b) The Revolt of 1857 c) Socio-Religious Reform Movements Module 3: Rise of Nationalism and Indian National Movement (1885–1919) a) Background of Indian Nationalism b) Indian National Congress (1885–1920) c) Revolutionary Movements Module 4: Gandhian Era and Freedom Struggle (1919–1947) a) Gandhian Leadership and Mass Movements b) Constitutional Developments and Political Events c) Independence, Partition, and the Making of Modern India
10	Text Books / Reference 1. Bhattachaterjee Arun, <i>History of Modern India ((1947-1707</i>, Ashish Publishing House, New Delhi .1976 2. Chandra Bipan, <i>India's Struggle for Independence</i>, Penguin, New Delhi, 2016. 3. Sarkar Sumit, <i>Modern India 1885-1947</i>, Macmillan, Madras, 1996. 4. Sarkar Sumit, <i>Modern India 1885-1947</i>, Macmillan, Madras, 1996.

Reference Books:

5. Thapar Romila, *Cultural Pasts: Essays in Early Indian History*, Oxford University Press, New Delhi, 2000.
6. Aloysius G., *Nationalism Without Nation in India*, OUP, New Delhi, .1998
7. Chakravarti Aroop, *The History of India ((2000-1857*, Pearson, New Delhi .2012
8. Bandyopadhyay Sekhar, *From Plassey to Partition, A History of Modern India*, Orient Longman, New Delhi, .2004
9. Chandra Bipan, A. Tripathi, Barun De, *Freedom struggle*, National Book Trust, India, .1972
10. Chandra Bipan, *Rise and Growth of Economic Nationalism in India*, Delhi, .1966
11. Chattergy Partho, *The Nation and its Fragments*, OUP, New Delhi, 1933
12. Chopra P.N., Puri B.N, Das M.N, Pradhan A.C, *A Comprehensive History of Modern India*, Sterling Publishers .2003
13. Desai A.R., *Social Background of Indian Nationalism*, 5th Edition, Popular Prakashan, Bombay, .1976
14. Ganachari Arvind, *Nationalism and Social Reform in a Colonial Situation*, Kalpaz Publication, New Delhi, .2005
15. Grover B.L, Grover S., *A New Look at Modern Indian History (-1707present day)*, S. Chand and Company, New Delhi .2001
16. Keswani K.B., *History of Modern India ((1964 1800*, Himalaya Publishing House, Bombay .1996
17. Majumdar R.C., *Comprehensive History of India, Vol.) 3Part III)*, People's Publishing House.
18. Mehrotra S.R., *Emergence of Indian National Congress*, Vikas Publication, Delhi, 1971.
19. Nanda S.P., *History of Modern India (1707 - Present Time)*, Dominant Pub, New Delhi 2012.
20. Pannikar K.N. (ed). *National and Left Movement in India*, Vikas Publishing House Pvt. Ltd.. New Delhi. 1980.
21. Ray Rajat, *Industrialization of India: Growth and Conflict in the Private Corporate Sector, 1914-47*, OUP, Delhi, 1982.
22. Seal Anil, *The Emergence of Indian Nationalism: Competition and Collaboration in the Later Nineteenth Century*, Cambridge University Press, 1971.

Marathi Books:

१. आचार्य घनंजय, *आधुनिक भारत, (१७५०(१९५०*, श्रीसाईनाथ प्रकाशन., नागपूर, २००६.
२. कोठेकर शांता, *आधुनिक भारताचा इतिहास (१९४७-१९२०)*, श्रीसाईनाथ प्रकाशन., नागपूर, १९९४.
३. कोलारकर श.गो., *आधुनिक भारत (१९५०-१७६०)*, श्रीमंगेश प्रकाशन .,नागपूर, २००४.
४. खैरनार सुरेश, *प्रबोधन आणि आधुनिक भारत*, लोकवाङ्मय गृह, मुंबई, २०१९
५. गव्हाळे संदीपान, *ब्रिटीश भारतातील गुन्हेगार जमाती*, हिमालया पब्लिशिंग हाउस, मुंबई, २०१९.

१. गोवर बीएल., बेल्हेकर एन.के., *आधुनिक भारताचा इतिहास*, एस,चंद, नवी दिल्ली, २००७.
२. चौधरी ए.आर ., *प्रबोधन चळवळीचा इतिहास*, व्हीजन पब्लिकेशन्स, नागपूर, २०२२
३. जाधव नरेंद्र, *आंबेडकर एक जीवन संघर्ष* :, पॉप्युलर प्रकाशन, मुंबई, सुधारित आवृत्ती, २०२१
४. जावडेकर शं.द., *आधुनिक भारताचा इतिहास*, कॉन्टीनेन्टल प्रकाशन, पुणे (१९७९).
५. ताडेरारव राज, *थोर समाजसुधारक क्रांतीगुरू लहूजी साळवे*, शिवानी प्रकाशन, पुणे, २०२०.
६. ताडेरारव राज, *समाजक्रांतीचे जनक क्रांतीगुरू लहूजी साळवे*, अक्षरयात्रा प्रकाशन, पुणे, २०२६.
७. देशपांडे अनिरुद्ध, *भारतातील प्रबोधन युगाचा प्रारंभ*, फडके प्रकाशन, मुंबई, २०२०.
८. देशमुख सुधाकर, *राष्ट्र आणि राष्ट्रवाद*, पद्यगंगा प्रकाशन, पुणे, २००९ .
९. पवार जयसिंगराव, *हिंदुस्थानच्या स्वतंत्र चळवळीचा इतिहास*, फडके प्रकाशन, कोल्हापूर, २००७.
१०. पाटणकर रमेश, *प्रबोधन आणि तत्त्वज्ञान*, ग्रंथाली प्रकाशन, मुंबई, २०१५.
११. बेडेकर दि.के., भणगे भा.(संपा) .श., *भारतीय प्रबोधन समीक्षण व चिकित्सा* :, शंकरराव देव गौरवग्रंथ, १९७३.
१२. भोळे भास्कर लक्ष्मण, *भारताचे स्वतंत्र पन्नास वर्षांचा मागोवा*, साकेत प्रकाशन, औरंगाबाद, १९९८.
१३. भोसले नारायण, *महाराष्ट्रातील स्त्रीविषयक सुधारणावादाचे सत्ताकारण*, अथर्व पब्लिकेशन्स, जळगाव, २०१२
१४. मोरे सदानंद, *महात्मा फुले विचार आणि कार्य*—, संवाद प्रकाशन, पुणे, २०१८
१५. मोरे दिनेश, *आधुनिक महाराष्ट्रातील परिवर्तनाचा इतिहास १-१८१८*) १६०(केपब्लिकेशन.एस., पुणे, २००६.
१६. वैद्य सुमन, कोठेकर शांता, *आधुनिक भारताचा इतिहास (१८५७-१७५७)*, श्रीसाईनाथ प्रकाशन., नागपूर, १९९८.
१७. वैद्य सुमन, कोठेकर शांता, *आधुनिक भारताचा इतिहास (१९२०-१८५७)*, श्रीसाईनाथ प्रकाशन., नागपूर, १९९६.
१८. सरकार सुमित, *आधुनिक भारत*, राजकमल पब्लिकेशन, न्यू दिल्ली, २००९

12	Internal Continuous Assessment: 40%	External, Semester End Examination 60% Individual Passing in Internal and External Examination
13	Continuous Evaluation through: Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.(at least 3)	

Syllabus
B.A. (History)
(Sem.- V)

Title of Paper- Contemporary History of Modern India 1947 CE to 2000 CE

Sr. No.	Heading	Particulars
1	Description of the course:	This course examines India's political, social, economic, and cultural developments from Independence in 1947 to the end of the twentieth century. It begins with the framing of the Constitution, nation-building, and integration of princely states, followed by the evolution of parliamentary democracy, planning and economic policies, linguistic reorganisation, and foreign policy. The course analyses major events such as the Emergency, Green Revolution, social justice movements, liberalisation in 1991, and changing media and cultural landscapes. The course helps students understand the foundations of contemporary India—democracy, secularism, federalism, and economic reforms—shaping present realities. It develops analytical skills through the study of policies, leadership, and grassroots movements, linking history with political science, sociology, economics, and public administration. The course is valuable for careers in civil services, teaching, journalism, research, public policy, NGOs, archives, media, and heritage sectors, where historical insight into post-independence India is essential.
2	Vertical :	Major
3	Type :	Theory / Practical
4	Credit:	4 credits (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	Hours Allotted :	60 Hours
6	Marks Allotted:	100 Marks
7	Course Objectives: 1. Provide students with a comprehensive understanding of the political, social, and economic developments in India from Independence to the end of the twentieth century (1947–2000). 2. Enable students to analyze the process of nation-building and constitutional development in post-independence India and examine the role of political leadership and democratic institutions in shaping modern India. 3. Study major political events such as wars, Emergency, and the restoration of democracy, and assess their impact on Indian society and understand social change and the emergence of movements related to caste and regional identities.	

4. Analyze economic transformation, including the shift from a planned economy to liberalisation and globalisation and develop critical thinking, historical analysis, and interpretative skills in accordance with the multidisciplinary and outcome-based approach of NEP 2020.

- 8 Course Outcomes:**
After completion of this course the students will be able to:
1. Explain the challenges of independence, partition, and the process of nation-building in India and describe the salient features of the Indian Constitution and the functioning of the political system.
 2. Analyze the contribution of Jawaharlal Nehru and subsequent leadership in shaping India's domestic and foreign policies and evaluate major political developments between 1964 and 1984, including wars, Emergency, and the restoration of democracy.
 3. Identify and assess the significance of social movements related to peasants, workers, Dalits, women, and regional identities and examine the political and administrative changes during the Rajiv Gandhi era.
 4. Analyze the causes and consequences of the economic crisis of the late 1980s and the need for economic reforms and assess the impact of liberalisation and globalisation on Indian economy, polity, and society.

- 9 Modules:** - Per Credit One module can be created

Module 1: India after Independence – Nation Building (1947–1964)

- a) Independence, Partition and Nation Building
- b) The Indian Constitution and Political System
- c) The Nehru Era: Domestic and Foreign Policy

Module 2: Political Developments and Social Change (1964–1984)

- a) Political Developments and Leadership
- b) Wars, Emergency and the Period of Restoration of Democracy
- c) Social Change and Movements

Module 3: Economic Transformation and Regional Issues (1984–1991)

- a) The Rajiv Gandhi Era and Administrative Reforms
- b) Regional and Caste Issues
- c) Economic Crisis and the Need for Change

Module 4: Liberalisation, Globalisation and Contemporary India (1991–2000)

- a) Economic Liberalisation and Globalisation
- b) Contemporary Politics
- c) India on the Threshold of a New Century

10	Text Books / Reference 1. Chandra Bipin, <i>India's Struggle for Independence</i>, Penguin, New Delhi, 2016. 2. Chandra, Bipin, <i>India Since Independence</i>, Penguin Books, New Delhi, 1999. 3. Chandra Bipin, A. Tripathi, Barun De, <i>Freedom struggle</i>, National Book Trust, India, .1972 4. Grover S., <i>A New Look at Modern Indian History (-1707present day)</i>, S. Chand and Company, New Delhi .2001
11	Reference Books: 1. Desai A.R., <i>Social Background of Indian Nationalism</i>, 5th Edition, Popular Prakashan, Bombay, .1976 2. Ganachari Arvind, <i>Nationalism and Social Reform in a Colonial Situation</i>, Kalpaz Publication, New Delhi, .2005 3. Keswani K.B., <i>History of Modern India (1800-(1964</i>, Himalaya Publishing House, Bombay .1996 4. Pannikar K.N. (ed). <i>National and Left Movement in India</i>, Vikas Publishing House Pvt. Ltd.. New Delhi. 1980. 5. Seal Anil, <i>The Emergence of Indian Nationalism: Competition and Collaboration in the Later Nineteenth Century</i>, Cambridge University Press, 1971. 6. Guha Ramachandra, <i>India After Gandhi: The History of the World's Largest Democracy</i>, Picador India, New Delhi, 2007. 7. Bose Sugata; Jalal Ayesha, <i>Modern South Asia: History, Culture, Political Economy</i>, Oxford University Press, New Delhi, 2011. 8. Austin Granville, <i>Working of a Democratic Constitution: The Indian Experience</i>, Oxford University Press, New Delhi, 1999. 9. Khilnani Sunil, <i>The Idea of India</i>, Penguin Books, New Delhi, 1997. 10. Brass Paul R., <i>The Politics of India Since Independence</i>, Cambridge University Press, Cambridge, 1994. 11. Kohli Atul, <i>State-Directed Development: Political Power and Industrialization in the Global Periphery</i>, Cambridge University Press, Cambridge, 2004. 12. Frankel, Francine R., <i>India's Political Economy (1947–2004)</i>, Oxford University Press, New Delhi, 2005. 13. Kothari Rajni, <i>Politics in India</i>, Orient Longman, New Delhi, 1970. 14. Hasan, Zoya (Ed.), <i>Politics and the State in India</i>, Sage Publications, New Delhi, 2000. 15. Mungekar Bhalchandra, <i>The Essential Ambedkar</i>, Rupa Publications India, 2015. Marathi Books: १. आचार्य घनंजय, <i>आधुनिक भारत</i>, (१९५०-१७५०) , श्रीसाईनाथ प्रकाशन., नागपूर, २००६. २. कोठेकर शांता, <i>आधुनिक भारताचा इतिहास</i> (१९४७-१९२०), श्रीसाईनाथ प्रकाशन., नागपूर, १९९४. ३. कोलारकर श.गो., <i>आधुनिक भारत</i> (१९५०-१७६०) , श्रीमंगेश प्रकाशन ., नागपूर, २००४. ४. गोवर बीएल., बेलहेकर एन.के., <i>आधुनिक भारताचा इतिहास</i>, एस,चंद, नवी दिल्ली, २००७. ५. घांगरेकर चिं.ग ., <i>भारतीय राज्यघटना स्वरूप व राजकारण</i>, श्रीमंगेश .

प्रकाशन, नागपूर, २०११.

६. जाधव नरेंद्र, *आंबेडकर एक जीवन संघर्ष* ; पॉप्युलर प्रकाशन, मुंबई, सुधारित आवृत्ती, २०२१
७. मोरे दिनेश, *आधुनिक महाराष्ट्रातील परिवर्तनाचा इतिहास (१९६०-१८१८)*, केपब्लिकेशन.एस., पुणे, २००६.
८. बेडेकर दि.के., भणगे भा(.संपा) .श., *भारतीय प्रबोधन समीक्षण व चिकित्सा* ; शंकरराव देव गौरवग्रंथ, १९७३.
९. भोळे भास्कर लक्ष्मण, *भारताचे स्वतंत्र पन्नास वर्षांचा मागोवा*, साकेत प्रकाशन, औरंगाबाद, १९९८.
१०. फडके य.दि ., *विसाव्या शतकातील महाराष्ट्र खंड ५*, श्रीविद्या प्रकाशन, पुणे, १९९१.
११. देशमुख सुधाकर, *राष्ट्र आणि राष्ट्रवाद*, पद्यगंगा प्रकाशन, पुणे, २००९ .
१२. वैद्य सुमन, कोठेकर शांता, *स्वतंत्र भारताचा इतिहास (१९८६-१९४७)*, श्रीसाईनाथ प्रकाशन., नागपूर, १९९८.

12	Internal Continuous Assessment: 40%	External, Semester End Examination 60% Individual Passing in Internal and External Examination
13	Continuous Evaluation through: Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.(at least 3)	

SEM V
IKS-Major
(2*)

Syllabus
B. A. (History)
(Sem.- V)

Title of Paper - Indian Knowledge Systems in Modern India

Sr. No.	Heading	Particulars
1	Description of the course:	This course examines the historical development and contemporary significance of Indian Knowledge Systems (IKS) in modern India. It explores how indigenous traditions in science, medicine, ecology, education, crafts, and philosophy have interacted with colonial and post-independence transformations. Students analyze the continuity, adaptation, and revival of IKS within national policies, including the National Education Policy 2020, and global knowledge frameworks. Through interdisciplinary readings and case studies, the course highlights the role of IKS in cultural identity, sustainable development, and innovation, fostering critical engagement with tradition and modernity in a rapidly changing society.
2	Vertical :	Major/IKS
3	Type :	Theory / Practical
4	Credit:	2 credits (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	Hours Allotted :	30 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives:	1.To introduce the conceptual foundations of Indian Knowledge Systems (IKS) and situate them within the historical, cultural, and intellectual developments of modern India. 2.To analyze the impact of colonial and post-independence policies on indigenous knowledge traditions in science, medicine, education, ecology, and crafts. 3.To examine contemporary efforts to revive, integrate, and innovate IKS within national education policy, research, and sustainable development frameworks. 4.To develop interdisciplinary and critical research skills through engagement with primary sources, case studies, and scholarly debates on tradition, modernity, and knowledge systems.
8	Course Outcomes:	After completion of this course the students will be able to: 1.Explain the historical transformation of Indian Knowledge Systems in the context of colonialism, nationalism, and post-independence reforms. 2.Critically evaluate policy initiatives, including NEP 2020 and UGC–IKS guidelines,

	and their role in shaping contemporary knowledge practices. 3. Apply interdisciplinary approaches to analyze case studies in traditional medicine, ecology, crafts, and education within modern contexts. 4. Produce well-structured analytical writing and presentations demonstrating informed perspectives on the relevance of IKS to cultural identity, sustainability, and innovation.
9	Modules:- Per credit One module can be created Module 1: Foundations of Indian Knowledge Systems and the Transition to Modernity 1. Concept and Scope of IKS, Pre-colonial Knowledge Traditions 2. Encounter with Colonial Modernity, Education systems (gurukuls, madarasas, pathshalas), Orientalist and Utilitarian perspectives, transformation of knowledge hierarchies and institutions 3. Colonial Impact on Indigenous Knowledge (c. 1757–1947) Module 2: Education, Language, and Knowledge Policies in Colonial India 1. Macaulay's Minute, English education, and curriculum reforms, Decline of indigenous schooling and scholarly traditions 2. Environmental Dimensions, Disruption of artisanal and craft knowledge, Forest laws, agrarian policies, and pastoral knowledge systems 3. Knowledge Extraction and Appropriation, Nationalist Responses and Knowledge Revival; Reform, Science, and Indigenous Traditions
10	Text Books: 1) Avadhesh K. Singh & Kapil Kapoor (eds.), <i>Indian Knowledge Systems</i>, 2 vols., DK Print world, New Delhi, 2005. 2) Awasthi Dr. Shashikant, <i>Indian Knowledge Systems - A Comprehensive Analysis of Various Contexts</i>, Shashwat Publication, 2024. 3) David Arnold, <i>Science, Technology and Medicine in Colonial India</i>. Cambridge: Cambridge University Press, 2000. 4) Krishna Kumar Sahu, <i>Indian Knowledge System In National Education Policy 2020</i>, Evincepub Publishing, 2025.
11	Reference Books: 1) Singh, Avadhesh & Kapoor Kapil (eds.), <i>Indian Knowledge Systems</i>, 2 vols. New Delhi: DK Printworld, 2005. 2) Mahadevan B., Bhat Vinayak Rajat & Nagendrapavana R. N., <i>Introduction to Indian Knowledge System</i>, New Delhi: PHI Learning, 2022. 3) Indian Knowledge System in National Education Policy 2020, Evincepub Publishing, New Delhi, 2023. 4) Shashikant Dr. Awasthi, <i>Various Contexts of Indian Knowledge Systems</i>, Chhatarpur: Shashwat Publications, 2024. 5) Iyer Uma, Madhu Sharan, Avani Maniar & Rachana Bhangar, <i>Indian Knowledge Systems (IKS): A Family and Community Sciences Perspective</i>, Jaipur: Kaav Publications, 2023. 6) Mohalik Ramakanta, Harihara Nag, Priyank Kumar Shivam & Anasuya Adhikari, <i>Indian Ethos and Knowledge Systems</i>, New Delhi: Kunal Books, 2024. 7) Anthropological Survey of India (ed.), <i>Traditional Knowledge in Indian Society</i>, Kolkata, Anthropological Survey of India, 2012. 8) India, Anthropological Survey of (ed.), <i>Genealogical Records and Traditional Knowledge System: Study in Four Sacred Centres of India</i>, New Delhi: Gyan Publishing House, 2015. 9) Agrawal D. P., Manikant Shah & Sameer Jamal (eds.), <i>Traditional Knowledge Systems and Archaeology with Special Reference to Uttarakhand</i>, New Delhi: Aryan Books International, 2007.

	10) Anwesha Borthakur & Pardeep Singh (eds.), <i>The Resilience of Traditional Knowledge Systems for a Sustainable Future</i> , Cham: Springer Nature, 2024. 11) Sharma Saroj, Bal Krishna Rai & Sunita Joshi Kathuria (eds.), <i>Scientific Basis of Indian Knowledge System</i> , Shipra Publications, Delhi, 2023.	
12	Internal Continuous Assessment: 40%	External, Semester End Examination 60% Individual Passing in Internal and External Examination
13	Continuous Evaluation through: Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.(at least 3)	

Sem - V
Vertical – 1
Electives
(4)

Syllabus

B. A. (History) elective

(Sem.- V) 4C

Title of Paper: Chhatrapati Shivaji Maharaja and His Time (1630 CE to 1680 CE)

Sr. No.	Heading	Particulars
1	Description of the course:	This course studies the life, leadership, and statecraft of Chhatrapati Shivaji Maharaj within the broader political and socio-economic context of seventeenth-century Deccan India. It examines the decline of Deccan Sultanates, Mughal expansion, and the rise of the Maratha polity culminating in the coronation at Raigad Fort in 1674. The course highlights concepts of indigenous state formation, military organisation, naval policy, fort architecture, revenue administration, and diplomatic strategy. It helps students understand regional resistance, governance models, and cultural integration. It connects with courses in Medieval Indian History, Military History, Political Thought, Heritage Studies, and Cultural History. It develops skills in source analysis (bakhar literature, correspondence, foreign accounts) and historiography. Useful for careers in civil services, academia, archaeology, museum studies, tourism, heritage management, archival research, media, and competitive examinations, where knowledge of Maratha history and leadership traditions is highly valued.
2	Vertical :	Electives
3	Type :	Theory / Practical
4	Credit:	4 credits (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	Hours Allotted :	60 Hours
6	Marks Allotted:	100 Marks
7	Course Objectives:	1.To understand the historical background of seventeenth-century Deccan politics and examine the socio-political conditions that led to the rise of Chhatrapati Shivaji Maharaja and the establishment of the Maratha state. 2. To analyse Shivaji Maharaj's administrative, military, and naval systems, including fort management, revenue policies, Ashtapradhan Mandal, and diplomatic strategies within the broader Mughal–Deccan context. 3.To critically study primary and secondary historical sources such as bakhars, correspondence, foreign travel accounts, and modern historiography in order to develop analytical and interpretative skills. 4.To evaluate Shivaji Maharaj's legacy and its long-term impact on regional identity, state formation, resistance traditions, and the development of Maratha power in Indian history.

8	Course Outcomes: After completion of this course the students will be able to: 1. Understand the ideological and practical foundations of Swarajya. 2. Analyze governance as an early model of welfare orientation and environmental sensitivity. 3. Evaluate maritime vision and diplomacy in the Deccan context. 4. Critically assess legacy and historiographical debates using multilingual sources.
9	Modules:- Per credit One module can be created
	Module 1: 17th-Century Deccan and the Emergence of Shivaji Maharaj
	a) Socio-political landscape of the Deccan: Bijapur and Golconda Sultanates, Mughal expansion, Portuguese coastal presence, Siddhis of Janjira, and the role of local deshmunhs, watandars, and peasant communities b) Society, economy, and ecology: Agrarian relations, caste and occupational groups, mobility in the Maval–Sahyadri region, trade routes, forts, and the environmental setting shaping politics c) Emergence of Shivaji Maharaj: Family influences of Shahaji Raje and Rajmata Jijabai, early organization in the Maval, capture of key forts, mobilization of local support, and the initial articulation of Swarajya.
	Module 2: Conflict of Shivaji Maharaj with Regional Powers and Rival Coastal
	a) Struggles with the Deccan Sultanates: Engagements with Bijapur authority, Afzal Khan episode, and consolidation through control of forts and territory b) Confrontation with Mughal expansion: Shaista Khan campaign, sack of Surat, Treaty of Purandar, arrest at Agra and strategic recovery c) Rival coastal and regional powers: Conflicts with the Siddhis of Janjira, tensions with the Portuguese, and assertion of authority over local deshmunhs and chieftains.
	Module 3: Coronation, Ideology, and Administrative Statecraft
	a) Importance of the Coronation (1674): legitimacy, symbolism, and concept of Swarajya b) Administrative structure: Ashta Pradhan, local officers, forts as administrative units c) Welfare state and its policies: revenue justice, protection of peasants, religious tolerance, and civil order.
	Module 4: Environmental Policy and Expansion of Swarajya
	a) Environmental and economic foundations: Strategic use of the Sahyadri forts, forest resources, water systems, terrain-based warfare; agrarian economy, inland trade routes, ports, market centers, and revenue patterns b) Naval policy and coastal assertion: Konkan strategy, shipbuilding initiatives, coastal forts, conflicts with Siddhis and Portuguese, and the emergence of an indigenous naval defense system c) Relations, southern expansion, and legacy: Diplomacy with Bijapur, Mughals, Siddhis, and Portuguese; Karnataka campaigns and strategic mobility; legacy, memory, and historiographical interpretations in Marathi, Persian, colonial, and modern writings

10

Text Books:

1. Jadunath Sarkar. (1919). *Shivaji and His Times*. Longmans, Green & Co., London.
2. Kulkarni, A. R. (1996). *Maharashtra in the Age of Shivaji*. Deshmukh, Pune.
3. कुलकर्णी अ.रा. (2004). *शिवकालीन महाराष्ट्र*. डायमंड पब्लिकेशन्स, पुणे.
4. पवार ज.सि. (2006). *मराठ्यांचा इतिहास*. डायमंड पब्लिकेशन्स, पुणे.

11

Reference Books:

5. Stewart Gordon. (1993). *The Marathas 1600–1818*. Cambridge University Press, Cambridge.
6. Satish Chandra. (2005). *Medieval India, Vol. II*. Har-Anand, New Delhi.
7. Sumit Guha. (2004). *Environment and Ethnicity in India*. Cambridge University Press, Cambridge.
8. Andre Wink. (1990). *Land and Sovereignty in India*. Cambridge University Press, Cambridge.
9. Pearson M. N.. (1987). *The Portuguese in India*. Cambridge University Press, Cambridge.
10. Datta K. K., (1971). *Shivaji*. National Book Trust, New Delhi.
11. Sardesai G. S. (1946). *New History of the Marathas, Vol. I*. Phoenix, Bombay.
12. Sen, S. N. (1976). *Administrative System of the Marathas*. Calcutta University, Calcutta.
13. Guha, S. (1999). *Agrarian Economy of the Deccan*. Oxford University Press, Delhi.
14. Eaton, R. M. (2005). *A Social History of the Deccan*. Cambridge University Press, Cambridge.
15. Subrahmanyam, S. (1990). *The Political Economy of Commerce*. Cambridge University Press, Cambridge.
16. Richards, J. F. (1993). *The Mughal Empire*. Cambridge University Press, Cambridge.
17. Gordon, S. (1977). *Maratha Politics*. Delhi University, Delhi.
18. Fukazawa, H. (1991). *The Medieval Deccan*. Oxford University Press, Delhi.
19. Habib, I. (1963). *The Agrarian System of Mughal India*. Asia Publishing House, Bombay.
20. Raychaudhuri, T. (1982). *The Cambridge Economic History of India, Vol. I*. Cambridge University Press, Cambridge.
21. Das Gupta, A. (1967). *Malabar in Asian Trade*. Cambridge University Press, Cambridge.
22. Chaudhuri, K. N. (1985). *Trade and Civilization in the Indian Ocean*. Cambridge University Press, Cambridge.

23. Pearson, M. N. (2003). *The Indian Ocean*. Routledge, London.
24. Alam, M. & Subrahmanyam, S. (1998). *The Mughal State*. Oxford University Press, Delhi.
25. Wink, A. (2002). *Al-Hind, Vol. III*. Brill, Leiden.
26. Gordon, S. (Ed.). (1993). *Robes of Honour*. Oxford University Press, Delhi.
27. Kulke, H. (1998). *Kings and Cults*. Oxford University Press, Delhi.
28. Chattopadhyaya, B. D. (1994). *The Making of Early Medieval India*. Oxford University Press, Delhi.

Marathi References

1. विराजवाडे .का .. (1999). *मराठ्यांच्या इतिहासाची साधने* (खंड १ राजवाडे .(५-संशोधन मंडळ, धुळे.
2. खरे ग. ह., (1930). *शिवकालीन पत्रसार संग्रह*. भारत इतिहास संशोधक मंडळ, पुणे.
3. आपटे दवि .., (1925). *सभासद बखर*. भारत इतिहास संशोधक मंडळ, पुणे.
4. आपटे दवि .., (1927). *चिटणीस बखर*. भारत इतिहास संशोधक मंडळ, पुणे.
5. पगडी सेतू माधवराव, (2011). *छत्रपती शिवाजी महाराज*. कॉन्टिनेन्टल प्रकाशन, पुणे.
6. पगडी सेतू माधवराव, (1974). *शिवचरित्र एक अभ्यास* :. कॉन्टिनेन्टल प्रकाशन, पुणे.
7. कुलकर्णी अ.रा .., (1996). *मराठ्यांचा इतिहास साधने व अभ्यास* :. डायमंड पब्लिकेशन्स, पुणे.
8. शेजवलकर त्र्यंबक शंकर, (1997). *शिवचरित्र विचार*. कॉन्टिनेन्टल प्रकाशन, पुणे.
9. शेजवलकर त्र्यंबक शंकर, (1985). *मराठेशाहीचे स्वरूप*. कॉन्टिनेन्टल प्रकाशन, पुणे.
10. खोब्रेकर वि.ग .. (1998). *शिवकालीन किल्ले*. महाराष्ट्र राज्य साहित्य संस्कृती मंडळ, मुंबई.
11. मेहेंदळे गभा .., (2007). *शिवाजी महाराजांचे आरमार*. स्नेहल प्रकाशन, पुणे.
12. मेहेंदळे गभा .., (2011). *शिवकालीन नाणे व अर्थव्यवस्था*. स्नेहल प्रकाशन, पुणे.
13. जोशी नावि .. (2003). *शिवकालीन प्रशासन व्यवस्था*. डायमंड पब्लिकेशन्स, पुणे.
14. देशपांडे प्रना .., (1992). *शिवकालीन समाजजीवन*. कॉन्टिनेन्टल प्रकाशन, पुणे.
15. पाटील सब .. (1995). *सह्याद्री आणि शिवकाल*. प्रतीमा प्रकाशन, नाशिक.
16. बेंद्रे विसी .., (1965). *शिवाजी महाराजांचे पत्रव्यवहार*. कॉन्टिनेन्टल प्रकाशन, पुणे.
17. फडके य.दि .., (1989). *शिवचरित्राचा चिकित्सक अभ्यास*. मौज प्रकाशन, मुंबई.
18. करंदीकर स., (1972). *शिवाजी आणि धर्मनीती*. कॉन्टिनेन्टल प्रकाशन, पुणे.

19. पकुलकर्णी .क .. (1984). मराठ्यांची अर्थव्यवस्था. डायमंड पब्लिकेशन्स, पुणे.
20. बगोखले .ग .. (1978). शिवकालीन जलव्यवस्था. पॉप्युलर प्रकाशन, मुंबई.
21. रानडे प.वि ., (1999). शिवकालीन व्यापार व बंदरे. पॉप्युलर प्रकाशन, मुंबई.
22. शिंदे ह., (2005). मावळातील शिवकालीन इतिहास. स्नेहल प्रकाशन, पुणे.
23. थोरात स., (2012). शिवाजी महाराजांचे पर्यावरण दृष्टिकोन. डायमंड पब्लिकेशन्स, पुणे.

12	Internal Continuous Assessment: 40%	External, Semester End Examination 60% Individual Passing in Internal and External Examination
13	Continuous Evaluation through: Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.(at least 3)	

Minor 2C

Syllabus
T.Y.B.A. (History)
Major (Sem.- V)

Title of Paper: Introduction to Sculpture in Maharashtra

Sr. No.	Heading	Particulars
1	Description the course:	The course <i>Introduction to Sculpture in Maharashtra</i> provides an overview of the rich sculptural heritage of the region from ancient to early modern times. It introduces students to the evolution of sculptural forms, materials, techniques, and iconography across different historical phases. The course examines early Buddhist sculptures at sites such as Ajanta Caves , Ellora Caves , and Elephanta Caves , highlighting religious symbolism and artistic expression. It also explores Brahmanical and Jain sculptural traditions, temple architecture, and the influence of dynasties like the Satavahanas, Chalukyas, Rashtrakutas, and Yadavas. Attention is given to stylistic features, regional variations, patronage, and socio-religious contexts. The course enables students to appreciate sculpture as a vital source for understanding Maharashtra's cultural, religious, and historical development.
2	Vertical :	Mandatory Course (Major)
3	Type :	Theory
4	Credit:	2 credits (1 credit = 15 Hours in a semester)
5	Hours Allotted :	30Hours
6	Marks Allotted:	50 Marks
7	Course Objectives:	1. To introduce students to the basic concept of sculpture and to study the historical development of sculpture in Maharashtra. 2. To understand the features of ancient, medieval, and modern sculpture in Maharashtra and to explain the importance of folk sculpture traditions. 3. To highlight the cultural and social significance of sculpture. 4. To develop interest and aesthetic appreciation of sculpture among students.
8	Course Outcomes:	After completion of this course the students will be able to: 1. Define sculpture and explain its basic characteristics and Identify major sculptural traditions of Maharashtra. 2. Describe the features of ancient sculpture in Maharashtra and Explain the development of medieval sculpture in Maharashtra. 3. Understand modern and contemporary sculpture in the state. 4. Recognize the importance of folk and public sculpture and appreciate sculpture as a part of cultural heritage.

9	(This Course is also applicable to the students of the Institute of Distance & Open Learning (IDOL) of the University of Mumbai)
	Name of the Course Introduction to Sculpture in Maharashtra 1. Module 1: Traditional Sculpture of Maharashtra (<i>Ancient and Medieval Period</i>) a) Sculpture as an Art Form (Meaning and uses of sculpture) b) Rock cut and Early Temple Sculpture of Maharashtra (Cave sculpture and temple sculpture) c) Regional Temple Tradition in Medieval. (Yadava and Maratha period) Module 2: . Folk and Modern Sculpture of Maharashtra (<i>Folk and Modern Period</i>) a) Folk Sculptural Practice (Village deities and folk form) b) Emergence of Modern Sculpture in Maharashtra Impact of colonialism and art institutions– New materials, themes, and styles in modern sculpture c) Eminent Sculptors and their contributions Themes, styles, and significance of their works
10	Text Books: 1. Dehejia Vidya, (1997), <i>Indian Art</i>, Phaidon Press, London,. 2. Michell George, (1988.), <i>The Hindu Temple: An Introduction to Its Meaning and Forms</i>, University of Chicago Press, 3. Harle, J. C., (1994), <i>The Art and Architecture of the Indian Subcontinent</i>, Yale University Press, 4. Brown Percy, <i>Indian Architecture (Buddhist and Hindu Periods)</i>, D.B. Taraporevala Sons, Mumbai, 1971. 5. Archaeological Survey of India, <i>Cave Temples of Western India</i>, ASI Publications.
11	Reference Books: 1. Behl, B. K., & Nigam, S. (1998). <i>The Ajanta Caves: Artistic Wonder of Ancient Buddhist India</i>. 2. Shende, A. S. (n.d.). <i>Tantric Buddhist Sculptures in Maharashtra's Cave Shrines: An Iconographic and Socio-Cultural Study</i>. Research India Press. 3. Kumar, A. (2013). <i>Sculptural Art in Early Buddhist (Hinayana) Caves of Western Maharashtra: A Stylo-Chrono Study</i>. New Bharatiya Book Corporation. 4. Pant, P. (n.d.). <i>Ajanta & Ellora Cave Temples of Ancient India</i>. Lustre Press / Roli Books. 5. Parimoo, R., Kannal, D., & Panikkar, S. (Eds.). (1988). <i>Ellora Caves, Sculptures and Architecture: Collected Papers of the UGC National Seminar</i>. Books & Books. 6. Spink, W. (2005). <i>Ajanta: History and Development, Volume 1</i>. Brill. 7. Spink, W. (2006). <i>Ajanta: History and Development, Volume 2</i>. Brill.

8. Michell, G. (1977). *The Hindu Temple: An Introduction to Its Meaning and Forms*. University of Chicago Press.
9. Hardy, A. (1995). *Indian Temple Architecture: Form and Transformation*. Abhinav Publications.
10. Kramrisch, S. (1976). *The Art of India: Buddhist, Hindu, Jain*. Pelican History of Art.
11. Mahalingam, T. V. (1963). *Early South Indian Stone Temples: Form, Iconography and Culture*. Asian Educational Services.
12. Meister, M. W. (Ed.). (1988). *Encyclopaedia of Indian Temple Architecture (Vol. I)*. American Institute of Indian Studies.
13. Michell, G. (1988). *Elephanta: The Cave Temple of Shiva*. Thames & Hudson.
14. Kossak, S., & Dube, S. (2001). *Heavenly Bodies: Sculpture of India's Temple and Court*. Yale University Press.
15. Sheth, P. (2006). *The Dictionary of Indian Art and Artists: Including Technical Art Terms*. Mapin Publishing.
16. Agrawal, O. P. (1981). *India as Known to Panini: A Study of the Cultural Material in the Ashtadhyayi*. Concept Publishing Company.
17. Brown, P. (1991). *Indian Architecture (Buddhist and Hindu Periods)*. Taraporevala.
18. Pal, M. (1990). *Indian Sculpture: A History*. National Book Trust.
19. Michell, G. (1990). *The Penguin Guide to the Monuments of India: Buddhist, Jain, Hindu*. Penguin.
20. Kalia, A. (1994). *Buddhist Monuments of India: Buddhist Sculpture, Architecture, and Art*. Bharatiya Publishing House.

Marathi Books-

महाडिक घनशाम, (२०२१), महाराष्ट्रातील कला आणि संस्कृती, विद्या बुक्स, पुणे
 बापट, आशुतोष, (२०२३), मंदिरांच्या देशा: महाराष्ट्रातील प्राचीन मंदिर आणि शिल्पकला,
 इंदुरकर उदयन, (२०१९), प्राचीन मंदिरे, मूर्ती आणि भावपूर्ण शिल्पे, भारतीय विचार साधना, पुणे
 समेळ पंकज, (२०२१), वारसा अतिताचा (मंदिरे, लेणी, शिलालेख, किल्ले आणि बरेच काही), मेव्हान
 टेक्नोलॉजी, पुणे

12	Internal Continuous Assessment: 40% (20 Marks)	External, Semester End Examination 60% (30 Marks) Individual Passing in Internal and External Examination
13	Continuous Evaluation through: Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.(at least 3)	

VSC (2)

Syllabus
B. A. (History)
(Sem.- V)

Title of Paper: History of Medicine in India

Sr. No.	Heading	Particulars
1	Description of the course:	The course <i>History of Medicine in India</i> offers a comprehensive study of the evolution of medical knowledge and healthcare practices from ancient times to the modern period. It examines indigenous systems such as Ayurveda, Siddha, Unani, and Yoga, with reference to classical texts like the Charaka Samhita and Sushruta Samhita, highlighting their theoretical foundations, surgical practices, and pharmacology. The course also explores medical ideas during the medieval period, including Indo-Islamic traditions, and the impact of colonial rule on medical institutions, public health policies, and Western biomedicine. Special attention is given to hospitals, epidemics, vaccination, medical education, and the interaction between traditional and modern systems. By integrating social, cultural, and political perspectives, the course enables students to understand medicine not merely as a scientific practice but as a historically shaped social institution in Indian society.
2	Vertical :	VSC
3	Type :	Theory/Practical
4	Credit:	2 credits (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	Hours Allotted :	30 Hours
6	Marks Allotted:	50 Marks
7	Course Objectives: (List some of the course objectives) 1. To introduce students to the history of medicine in India. 2. To help students understand the development of medical systems from ancient to modern times. 3. To create awareness about the role of medicine in Indian society. 4. To develop basic knowledge of traditional and modern medical practices	
8	Course Outcomes: (List some of the course outcomes) After completion of this course the students will be able to: 1. Identify the main features of ancient Indian medicine. 2. Explain the medical practices of the medieval period in India. 3. Describe the growth of modern medicine in India. 4. Understand the importance of traditional and public health systems. 5. Appreciate the contribution of Indian medicine to society.	

9	Modules:- Per credit One module can be created Module 1: Ancient and Medieval Medicine in India a) Meaning and scope of medical history, Sources for studying medical history, Ancient Indian Medicine (Ayurveda, Dhanvantari, Charaka, Sushruta and Nagarjun) b) Medieval Indian Medicine (Unani system, Hakims) c) Traditional Medical Practices (Herbal and home remedies) Module 2: Modern Medicine in India a) Medicine during the British Period (Hospitals and medical education) b) Medical Development after Independence (Public health and government hospitals) c) Present-day Medical System in India (Allopathy and AYUSH)
10	Text Books: 1. Mukhopadhyaya Girindranath, <i>History of Indian Medicine</i>, Calcutta University, Kolkata, 1922. 2. Wujastyk Dominik, <i>The Roots of Ayurveda</i>, Penguin Books, New Delhi, 2003. 3. Arnold David, <i>Colonizing the Body: State Medicine and Epidemic Disease in Nineteenth-Century India</i>, Oxford University Press, New Delhi, 1993. 4. Bala Poonam, <i>Medicine and Colonialism: Historical Perspectives in India</i>, Orient Longman, New Delhi, 1991. 5. Government of India, <i>AYUSH Systems in India</i>, Ministry of AYUSH, New Delhi, 2014.
11	Reference Books: 1. Arnold, D. (1993). <i>Colonizing the body: State medicine and epidemic disease in nineteenth-century India</i>. Berkeley, CA: University of California Press. 2. Arnold, D. (2000). <i>Science, technology and medicine in colonial India</i>. Cambridge, UK: Cambridge University Press. 3. Bala, P. (1991). <i>Imperialism and medicine in Bengal: A socio-historical perspective</i>. New Delhi: Sage Publications. 4. Banerjee, M. (2014). <i>Power, knowledge, medicine: Ayurvedic pharmaceuticals at the intersection of traditional and modern</i>. New Delhi: Orient Blackswan. 5. Basham, A. L. (1976). <i>The practice of medicine in ancient and medieval India</i>. Delhi: Motilal Banarsidass. 6. Chakrabarti, P. (2010). <i>Materials and medicine: Trade, conquest and therapeutics in the eighteenth century</i>. Manchester, UK: Manchester University Press. 7. Cohen, L. (1998). <i>No aging in India: Alzheimer's, the bad family, and other modern things</i>. Berkeley, CA: University of California Press. 8. Cueto, M., Brown, T., & Fee, E. (2019). <i>The world health organization: A history</i>. Cambridge, UK: Cambridge University Press

(India-related global public health context)

9. Ganesan, S. (2018). *Medicine and public health in colonial India*. New Delhi: Routledge India.
 10. Harrison, M. (1994). *Public health in British India: Anglo-Indian preventive medicine 1859–1914*. Cambridge, UK: Cambridge University Press.
 11. Harrison, M. (2009). *Medicine in an age of commerce and empire: Britain and its tropical colonies, 1660–1830*. Oxford, UK: Oxford University Press.
 12. Kumar, D. (Ed.). (2001). *Disease and medicine in India: A historical overview*. New Delhi: Tulika Books.
 13. Leslie, C. (Ed.). (1976). *Asian medical systems: A comparative study*. Berkeley, CA: University of California Press.
 14. Mukharji, P. B. (2016). *Doctoring traditions: Ayurveda, small technologies, and braided sciences*. Chicago, IL: University of Chicago Press.
 15. Pati, B. (2001). *Situating social history of medicine in India*. New Delhi: Orient Longman.
 16. Pati, B., & Harrison, M. (Eds.). (2009). *Health, medicine and empire: Perspectives on colonial India*. New Delhi: Orient Blackswan.
 17. Ramasubban, R. (2018). *Public health and medical care in India*. New Delhi: Oxford University Press.
 18. Roy, P. (2013). *Indian medicine in the classical age*. New Delhi: Oxford University Press.
 19. Sivaramakrishnan, K. (2015). *As the world ages: Rethinking a demographic crisis*. Cambridge, MA: Harvard University Press.
- (India-focused demographic–medical history context)
20. Zysk, K. G. (1991). *Asceticism and healing in ancient India: Medicine in the Buddhist monastery*. New York, NY: Oxford University Press.

Marathi Books-

१. देशपांडे जी. एस., (2008), *भारतीय वैद्यकशास्त्राचा इतिहास*, कॉन्टिनेंटल प्रकाशन, पुणे
२. वैद्य, बी. जी., (2010), *आयुर्वेदाचा इतिहास*, पॉप्युलर प्रकाशन, मुंबई
३. कुलकर्णी, एस. आर., (2012), *भारतातील आरोग्य व वैद्यक परंपरा*, कैलास प्रकाशन, औरंगाबाद
४. पटवर्धन, एम. व्ही. (2015), *औपनिवेशिक भारतातील वैद्यक व्यवस्था*, विद्याप्रकाशन, पुणे
५. जोशी, आर. एन., (2018), *लोकवैद्यक आणि भारतीय समाज*, शिवाजी विद्यापीठ प्रकाशन, कोल्हापूर.

12	Internal Continuous Assessment: 40%	External, Semester End Examination 60% Individual Passing in Internal and External Examination
13	Continuous Evaluation through: Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.(at least 3)	

Sem – VI
Vertical – 1
Major
Mandatory
(4+4+4+2)

Syllabus
B. A. (History)
(Sem.- VI)

Title of Paper: History of Modern Maharashtra 1818 CE to 1960 CE

Sr. No.	Heading	Particulars
1	Description of the course:	This course explores the political, social, economic, and cultural transformation of Maharashtra from the fall of the Peshwa regime in 1818 to the formation of the linguistic state in 1960. It begins with the establishment of British rule and examines administrative changes, revenue settlements, and the impact of colonial policies on agrarian and urban society. The course studies social and religious reform movements led by figures such as Jyotirao Phule, Shahu Maharaj, and Dr. B. R. Ambedkar, along with the growth of education, press, and public associations. It analyses the role of Maharashtra in the Indian national movement, including revolutionary activities and Gandhian mass movements. Special attention is given to non-Brahmin movements, Dalit politics, labour activism, and cultural developments in literature and theatre. The course concludes with the Samyukta Maharashtra Movement, leading to the creation of Maharashtra state in 1960, highlighting regional identity formation and democratic aspirations.
2	Vertical :	Major
3	Type :	Theory / Practical
4	Credit:	4 credits (1 credit = 15 Hours for Theory or 30 Hours of Practical work in a semester)
5	Hours Allotted :	60 Hours
6	Marks Allotted:	100 Marks
7	Course Objectives:	1. To understand the political, social, economic development during the 19th and 20th centuries. 2. Exploring the impact of British rule and rise of nationalism and to understand social and religious reform movements. 3. Know the developments and course of events that marked India's struggle for freedom 4. To trace Maharashtra's contribution to India's freedom struggle and state formation

8	Course Outcomes: After completion of this course the students will be able to: 1.Explain political and administrative changes under british rule in modern Maharashtra. 2.Analyze social and religious reform movements and their relevance and assess the role of Maharashtra in India's freedom struggle 3.The students will get an overview of the state of India's colonial economy during the British period. 4.The students will be acquainted with the political developments in India befor Independence and post-Independence and understand the process of state formation after independence.
9	Modules:- Per credit One module can be created Module 1: Establishment of British Rule in Maharashtra (1818–1857) a) Fall of the Peshwa, the end of Maratha sovereignty and British annexation (1818CE) b) The British administrative, judicial, and revenue systems in Maharashtra c) Tribal and Peasant Uprisings, popular protests against British rule. Module 2: Social and Religious Reform Movements in Maharashtra a) Social structure, caste system, status of women in nineteenth-century Maharashtra b) Role of social reformers and organizations: Justice Ranade and Prarthana Samaj, Mahatma Jyotiba Phule and Satyashodhak Samaj c) Spread of modern education, women's education, Contribution of reformers towards Emancipation of Women Module 3: Rise of Nationalism in Maharashtra and the Indian National Movement (1857–1947) a) Impact of the revolt of 1857 in Maharashtra, Moderates and Extremists in Maharashtra. b) Response to Gandhian Movements in Maharashtra c) Revolutionary movements, Role of peasants, workers, Dalits, and marginalized sections in the freedom struggle Module 4: Post-Independence Maharashtra and State Formation (1947–1960) a) Political reorganization after Independence and the linguistic states debate b) Samyukt Maharashtra Movement: causes, leadership, and mass struggle c) Formation of Maharashtra State on 1 May 1960 and its historical significance
10	Text Books / Reference 1.Dr. Radhakrishnan L. Joshi & Dr. Gatti Ganpat Vishnu, <i>History of Modern Maharashtra (1818–1960)</i> —, (IBP/Om Publications) 2. Dr. Waghmare, Kambale & Lokhande. <i>History of Modern Maharashtra (1818–1960)</i> 3. Vidula Mhaisekar-Chavan, <i>History of Modern Maharashtra (1818–1960)</i> , (Vidya Books)

1. Bannerjee A. C. The New History of Modern India, Bagchi & Co. Delhi, 1983. Brass, Paul, R. (ed.),
2. Chaudhari, K.K, Maharashtra and the Indian Freedom Struggle, Govt. of Maharashtra, Bombay 1985.
3. Choksy, R.D., Economic Life in the Deccan, 1888-1896, Asia Publishing House, Bombay, 1965.
4. David M.D., Bombay the City of Dreams (A History of the First city in India) Himalaya Publishing House, Bombay, 1995.
5. Desai, A. R. Social Background of Indian Nationalism, Popular Prakashan, Bombay, 1959.
6. Deshpande A. M., John Briggs In Maharashtra: 1817-1835, District Administration under Early British Rule, Rawat Publishers, New Delhi, 1987. Mumbai, 1990-1910.
7. Ganachari A. G., Nationalism and Social Reform in a Colonial Situation, Kalpaze, Publication, New Delhi, 2005.
8. Ghugare Shivprabha, Renaissance in Western India: Karmveer V.R. Shinde, Himalaya Publishing House, Bombay, 1983.
9. Grover Verinder (ed.), Bhimrao Raoji Ambedkar, Deep and Deep Publications, New Delhi, 1998.
10. Jones K. W., Socio Religious Reform Movements in British India, Orient Longman, New Delhi, 1989.
11. Keer Dhananjay, Dr. Ambedkar : Life and Mission, Popular Prakashan, Mumbai, 1954. Keer Dhananjaya, Mahatma Jotirao Phule: Father of our Social Revolution, Popular
12. Khade V. K., British Rule and Dr. B.R. Ambedkar: The Movement for the Upliftment of the Downtrodden, Kaushalya Prakashan Aurangabad 2011.
13. Nanda B.R (ed), Gokhale: The Indian Moderates and the British Raj, Princeton University Press, New Jersey, 1977 Narullah Sajed and Naik J.P., A History of Education in India (During) the British Period), Macmillan and Co. Ltd. Bombay, 1951.
14. Omvedt, Gail, 'Dalits and Democratic Revolution" - Dr. Ambedkar & the Dalit Movement in colonial India, Sage Publication, New Delhi, 1994.
15. Omvedt, Gail, Cultural Revolt in Colonial Society: Non-Brahmin Movement in Western India : 1873 - 1930,
16. Phadke Y. D., Social Reformers of Maharashtra, Maharashtra Information Centre, New Delhi, 1975.
17. Ravinder Kumar, Western India in the Nineteenth Century : A Study in the Social History of Maharashtra , Routledge and Kegan Paul, London and University of Toronto Press, Toronto, 1968.
18. Sunthakar B. R., History of Maharashtra – Vol. I and II, Popular Prakashan, Mumbai, 1993.
19. Sunthakar B.R., Maharashtra: 1858-1920, Popular Book Depot, Mumbai, 1993.
20. Sunthakar B.R., Nineteenth Century History of Maharashtra-1818-1857, Popular Book Depot, Mumbai, 1988.
21. Tucker Richard, Ranade and the Roots of Indian Nationalism, Popular Prakashan, Mumbai, 1977. Tucker Richard, Ranade and the Roots of Indian Nationalism, Popular Prakashan, Bombay, 1977. Wolpert S.A., Tilak and Gokhale, : Revolution and Reform in Making of Modern India, University of California Press, 1962.

22. Chandra Bipin, Rise and Growth of Economic Nationalism in India, Delhi, 1966. Chatterjee, Partha (ed.),
23. Divekar R. R., Contemporary India: Political, Economic and Social Development, Palgrave, Delhi, 2013.
24. Dr. Anwar Alam (Eds.), Social Reform Movement in India, Bombay, 1991.
25. Grover B.L. and Grover S. A New Look at Modern Indian History, S. Chand & Co. New Delhi. Guha, Ramchandra.
26. Majumdar R.C. Comprehensive History of India, Vol. 3 (Part III) : Peoples Publishing House. Mohanty, Manoranjan, (ed.),
27. Nanda B.R. Making of a Nation: India's Road to Independence, Delhi, 1998.
28. Shekhar Baly Metcalf, A concise History of Modern India.
29. Thompson, Edward & Garratt G.T. History of British Rule in India , Vol. II, Atlantic Publishers and Distributors, Delhi, 1999.
30. Tomlinson, B.R. (ed.), The New Cambridge History of India: The Economy of Modern India, 1860-1970, Cambridge University Press, Cambridge, 1993.

Marathi Books:

१. चौसाळकर अशोक, *आधुनिक भारतीय राजकीय विचार : प्रवाह आणि अंतःप्रवाह*, प्रतिमा प्रकाशन.
२. घोडके एच. एम., *महाराष्ट्र गाथा*, भाग-२, राजहंस प्रकाशन, पुणे, २००५.
३. गोडबोले माधव व गोडबोले सुजाता, *भारताच्या संसदीय लोकशाहीची अग्निपरीक्षा*, राजहंस प्रकाशन, पुणे.
४. गोडबोले माधव, *फाळणीचे हत्याकांड – एक उत्तरचिकित्सा*, राजहंस प्रकाशन, पुणे.
५. सावळे डॉ. दीपा दिनेश, *आधुनिक महाराष्ट्राचा इतिहास (१८१८ ते १९६०)*, मनन प्रकाशन.
६. गोखले करुणा, *नेहरू : नवभारताचे शिल्पकार*, राजहंस प्रकाशन.
७. जैन अशोक, *इंदिरा – अंतिम पर्व*, राजहंस प्रकाशन, पुणे.
८. कामत ए. आर., *स्वातंत्र्योत्तर भारतातील सामाजिक बदल*, मागोवा प्रकाशन, पुणे, १९९२.
९. कांबळे नारायण, *आंबेडकरी चळवळीचे बदलते संदर्भ*, चिन्मय प्रकाशन.
१०. पवार प्रकाश, *समकालीन राजकीय चळवळी*, डायमंड पब्लिकेशन, पुणे, २०११.
११. फडके य. दि., *विसाव्या शतकातील महाराष्ट्र*, खंड-५, श्रीविद्या प्रकाशन, पुणे, १९९७.
१२. वैद्य सुमन व कोठेकर शांता, *स्वतंत्र भारताचा इतिहास*, श्री साईनाथ प्रकाशन, नागपूर, १९९८.

12	Internal Continuous Assessment: 40%	External, Semester End Examination 60% Individual Passing in Internal and External Examination
13	Continuous Evaluation through: Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.(at least 3)	

Syllabus
B.A. (History)
(Sem.- IV)

Title of Paper: History of Contemporary Maharashtra (1960 CE to 2000 CE)

Sr. No.	Heading	Particulars
1	Description the course:	This course examines the political, social, economic, and cultural transformation of Maharashtra from its formation as a separate state on 1 May 1960 to the end of the twentieth century. It explores the process of linguistic reorganisation and the Samyukta Maharashtra Movement, followed by the consolidation of state politics under leaders such as Y. B. Chavan and subsequent regional parties. The course analyses agrarian change, industrialisation, cooperative movements, urbanisation—especially the growth of Mumbai—and the expansion of education and media. It also studies major social movements, including Dalit, farmers', labour, and women's movements, and the rise of identity politics. Special attention is given to governance, economic reforms of the 1990s, communal tensions, and cultural developments in literature, theatre, and cinema. By situating Maharashtra within national and global contexts, the course enables students to critically understand the dynamics of contemporary state formation and transformation.
2	Vertical :	Mandatory Course (Major)
3	Type :	Theory
4	Credit:	4 credits (1 credit = 15 Hours in a semester)
5	Hours Allotted :	60Hours
6	Marks Allotted:	100Marks
7	Course Objectives:	1.To Understand socio-political transformations in post-statehood Maharashtra. 2.Analyze economic development and regional policies after 1960. 3.To understand social and religious reform movements. 4.Assess the role of political movements, identity politics, and cultural change.
8	Course Outcomes:	1.Explain the historical background and challenges of the formation of Maharashtra state in 1960 and its early political and administrative development. 2.Analyze major political trends, leadership, and regional movements Emergency (1975–77) and its impact on Maharashtra's political culture. 3.Examine economic changes in Maharashtra, including Industrialization, urbanization and the impact of economic liberalization. 4.Assess social transformations such as, Dalit assertion, migration, and urbanization in post-1960 Maharashtra.

9	(This Course is also applicable to the students of the Institute of Distance & Open Learning (IDOL) of the University of Mumbai)
	Name of the Course History of Contemporary Maharashtra (1960 CE to 2000 CE) Module 1: Formation of Maharashtra and Early Challenges (1960–1970) a) Linguistic reorganization of states and the formation of Maharashtra on 1 May 1960 b) Political leadership, Congress dominance, and administrative consolidation c) Socio-economic challenges: regional imbalance, droughts, and land reforms movements. Module 2: Political Developments and Social Movements (1970–1985) a) Rise of regional politics and the emergence of new political forces b) Dalit movement, women's movement, and labor movements in Maharashtra c) Emergency (1975–77) and its impact on Maharashtra's political culture Module 3: Economic Transformation and Cultural Developments (1985–1995) a) Industrialization, urbanization, and the growth of Mumbai–Pune industrial belt b) Cooperative movement: sugar cooperatives and rural power structures c) Developments in education, literature, theatre, and mass media Module 4: New Industrial policies and Contemporary challenges (1995–2000) a) Impact of economic liberalization, privatization, and globalization b) Coalition politics, regional identity, and changing governance patterns c) Social tensions, environmental issues, and Maharashtra at the turn of the 21st century
10	Text Books: Kulkarni, D. (2019). <i>The Cousins Thackeray: Uddhav, Raj and the Shadow of their Senas</i>. Penguin Random House India. Deshpande, P. (2007). <i>Creative Pasts: Historical Memory and Identity in Western India, 1700–1960</i>. Columbia University Press. Jaffrelot, C., & Kumar, S. (Eds.). (2012). <i>Rise of the Plebeians? The Changing Face of Indian Legislative Assemblies</i>. Routledge. Phadke, Y. (2008). <i>Maharashtra: Social and Cultural History in the Contemporary Era</i>. Rao, U. M. (2003). <i>Politics and Government in Maharashtra</i>.
11	Reference Books: Basu D.D., (2021), <i>An Introduction to the Constitution of India</i>, 25th Edition, LexisNexis, India. Belavadi, V. (1992). <i>Regionalism in India</i>. Sage. Chavan V. M., (2022). <i>History of Modern Maharashtra</i>. Vidya Books Publishers. Deshpande, P., (2007). <i>Creative Pasts: Historical Memory and Identity in Western India, 1700–1960</i>. Columbia University Press. Deshpande, P., (2023). <i>Scripts of Power: Writing, Language Practices, and Cultural History in Western India</i>. Orient BlackSwan. Deshpande, R. S., (2011). <i>Dalit Movement in Maharashtra</i>. Gupta, A., (2007). <i>A Leading Industrialised State of India: Maharashtra</i>. Gore, M. S., (1993). <i>The Social Context of an Ideology: Ambedkar's Political and Social Thought</i>. Sage. Jayal Nirja Gopal & Pratap Bhanu Mehta, (2010), <i>The Oxford Companion to Politics in India</i>. Oxford University Press. New Delhi.

Kulkarni, D., (2019). *The Cousins Thackeray: Uddhav, Raj and the Shadow of their Senas*. Penguin Random House India.

Jadhav, A., (2018). *Maharashtra Politics: Identities and Mobilisation* (Political identity and mobilisation post-1960).

Nandy, A., (1994). *Religion, Politics and the Countryside: A Study of Elections in West Bengal and Maharashtra*.

Narpat Singh, (2008), *Changing Status of Women*, Vista International Publishing House, Delhi.

Palshikar Suhas & Rajeshwari Deshpande, (2021), *The Last Fortress of Congress Dominance: Maharashtra Since the 1990s*, SAGE Publications Pvt. Ltd

Phadke, Y. D., (2008). *Maharashtra: Social and Cultural History*.

Raman Sunder., (1988), *Indian Government and Politics*, Allied Publishers, New Delhi.

Rao, M. S. A., (1990). *Social Movements in India*. Manohar.

Rao, U. M., (2003). *Politics and Government in Maharashtra*.

Sathe Makrand, (2015), *A socio-Political History of Marathi Theatre: Thirty Nights*, Oxford University Press, USA

Saxena, Alka, (2011), *Women and Political Leadership*, Altar Publishing House, New Delhi.

Sawant, M., (2010). *Urbanisation and Politics in Maharashtra*.

Sharma, R., (2015). *Maharashtra: Society and Contemporary Challenges* (Social, economic and cultural changes after 1960).

Marathi Books-

कठारे अनिल, (२०२५). *आधुनिक महाराष्ट्राचा इतिहास: १९६० ते २०००, कल्पना प्रकाशन,*

कर्वे, इरावती, (१९६३). *आमची संस्कृती*, पापुलर प्रकाशन, मुंबई .

चौधरी डॉ. के. के., *आधुनिक महाराष्ट्राचा इतिहास (खंड १ आणि २)*. महाराष्ट्र राज्य साहित्य आणि संस्कृती मंडळ, मुंबई

12	Internal Continuous Assessment: 40% (20 Marks)	External, Semester End Examination 60% (30 Marks) Individual Passing in Internal and External Examination
13	Continuous Evaluation through: Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.(at least 3)	

Syllabus
T.Y.B.A. (History)
(Sem.- IV)

Title of Paper: Modern Indian Historiography

Sr. No.	Heading	Particulars
1	Description the course:	This course introduces students to Modern Indian Historiography, focusing on the transition from colonial historical writing to indigenous, critical, and inclusive interpretations. It examines major historiographical schools and highlights the contributions of Dalit, Tribal, Feminist, Subaltern, and Post-colonial scholars, enabling students to understand how history is constructed, contested, and revised in modern India.
2	Vertical :	Mandatory Course (Major)
3	Type :	Theory
4	Credit:	4 credits (1 credit = 15 Hours in a semester)
5	Hours Allotted :	60Hours
6	Marks Allotted:	100 Marks
7	Course Objectives: 1.To familiarize students with major trends in Modern Indian Historiography. 2.To examine colonial and indigenous interpretations of Indian history. 3.To introduce marginalized perspectives in historical writing. 4.To develop basic critical skills for historiographical analysis.	
8	Course Outcomes: Students will be able to: 1.Identify key historiographical approaches in modern India. 2.Distinguish between colonial, nationalist, Marxist, and post-colonial narratives. 3.Understand the importance of marginalized voices in history writing. 4.Apply basic historiographical concepts in historical analysis.	
9	(This Course is also applicable to the students of the Institute of Distance & Open Learning (IDOL) of the University of Mumbai)	
	Name of the Course Modern Indian Historiography	
	Module 1: Foundations of Modern Indian Historiography	
	a) Historiography in the Indian Context- Meaning, nature, scope, and significance of historiography; difference between history and historiography b) Growth of Modern Historical Writing in India, Emergence of modern historiography under colonial rule; interaction between colonial knowledge and Indian intellectual traditions	

c) Towards Indian-Centred Historiography, Shift from colonial narratives to indigenous interpretations; need for inclusive and people-oriented history

Module 2: Colonial Historiography and Indian Intellectual Response

- a) Colonial Interpretations of Indian History, Orientalist understanding of Indian society, culture, and past; portrayal of ancient India through texts and religion
- b) Imperialist and Utilitarian Historical Writing, Colonial views on Indian civilization, social institutions, and governance; history as an instrument of colonial administration
- c) Indian Critique of Colonial Historiography, Early Indian intellectual responses to colonial historical narratives; emergence of Indian viewpoints challenging colonial distortions

Module 3: Indian Schools of Historiography

- a) Nationalist Historiography, Reconstruction of India's past, Emphasis on political unity, Cultural continuity, and national pride
- b) Marxist Historiography in India, Interpretation of Indian history through class relations, Emphasis on economic structures, material conditions, and social relations., Analysis of social change, class struggle, and historical transformation
- c) Post-colonial and Subaltern Approaches, Indian critique of Eurocentrism in colonial and nationalist,

Module 4: Marginalized Voices and New Directions in Indian Historiography

- a) Dalit historiography –Caste as a category of historical analysis, Resistance against caste oppression and social emancipation through the ideas of Mahatma Jyotirao Phule and Dr. B. R. Ambedkar.
- b) Tribal and Women's Historiography, colonial ethnographic documentation, feminist perspectives that highlight agency, resistance, and social structures.
- c) New Directions: Digital archives and alternative sources, Interdisciplinary methods in history writing, Oral sources.

10 Text Books:

- 1.Ali, B. Sheik, (2008), *History: Its theory and method*, Macmillan India, New Delhi.
- 2.Ali, B. Sheik, (2012), *History and historiography*, Macmillan India, New Delhi.
- 3.Bannerjee, S., (2016), *Historiography: Concepts and methods*, K. P. Bagchi & Company, Kolkata.
- 4.Bhattacharya, S., (2014), *The historical turn in Indian historiography*, Primus Books, New Delhi.
- 5.Habib Irfan, (1995), *Essays in Indian historiography*, Tulika Books, New Delhi.
- 6.Mukherjee, S., (2009), *Historians and historiography in modern India*, Pearson Longman, Delhi.

11 Reference Books:

Ambedkar, B. R., (1948), *The untouchables: Who were they and why they became untouchables*, Thacker & Co., Bombay.

Arnold, D., (1984), *Rebellious hillmen: The Gudern–Rampa uprisings, 1839–1924*, Oxford University Press, Delhi.

Arnold, D., (2000), *History and power: The politics of culture in colonial India*, Oxford University Press, New Delhi.

Basu, A., (1995), *Women’s movements in India*, Oxford University Press, New Delhi.

Béteille, A., (1998), *Tribes and castes*, Oxford University Press, New Delhi.

Brass, P. R., (2016), *The politics of India since independence* (4th ed.). Cambridge University Press, Cambridge.

Chakrabarty, D., (2000), *Provincializing Europe: Postcolonial thought and historical difference*, Princeton University Press, Princeton.

Chakrabarty, D., (2015), *The calling of history: Sir Jadunath Sarkar and his empire of truth*, Permanent Black, Ranikhet.

Chandra, B., (1988), *India’s struggle for independence, 1857–1947*, Penguin Books, New Delhi.

Chandra, B., (1997), *Nationalism and colonialism in modern India*, Orient Longman, New Delhi.

Chakravarti, U., (2003), *Gendering caste: Through a feminist lens*, Stree Publications, Kolkata.

Dirks, N. B., (2001), *Castes of mind: Colonialism and the making of modern India*, Princeton University Press, Princeton.

Forbes, G., (1996), *Women in modern India*, Cambridge University Press, Cambridge.

Ghurye, G. S. (1963). *The scheduled tribes*. Popular Prakashan, Bombay.

Guha, R., (1982), *Subaltern studies I: Writings on South Asian history and society*, Oxford University Press, Delhi.

Guha, R., (1989), *The unquiet woods: Ecological change and peasant resistance in the Himalaya*. Oxford University Press, Delhi.

Guha, R. (1997). *Dominance without hegemony*. Harvard University Press, Cambridge.

Guha, R., (2007), *India after Gandhi: The history of the world’s largest democracy*, Picador, London.

- Guha, R., (2010), *Makers of modern India*, Penguin/Allen Lane, New Delhi.
- Hardiman, D., (1987), *The coming of the Devi: Adivasi assertion in western India*, Oxford University Press, Delhi.
- Hardiman, D., (1992), *Peasant resistance in India*, Oxford University Press, Delhi.
- Iggers, G. G., Wang, Q. E., & Mukherjee, S., (2013), *A global history of modern historiography*. Pearson Education, London.
- Kosambi, D. D., (1956), *An introduction to the study of Indian history*. Popular Prakashan, Bombay.
- Kumar, R., (1993), *The history of doing: An illustrated account of movements for women's rights and feminism in India*, Kali for Women, New Delhi.
- Lal, V., (2003), *The history of history: Politics and scholarship in modern India*. Oxford University Press, New Delhi.
- Menon, N., (2012), *Seeing like a feminist*, Zubaan, New Delhi.
- Metcalf, B., & Metcalf, T. R., (2006), *A concise history of modern India* (2nd ed.), Cambridge University Press, Cambridge.
- Metcalf, T. R., (1995), *Ideologies of the Raj*, Cambridge University Press, Cambridge.
- Mungekar, B. L., (2009), *Adivasi movements in Maharashtra*, Rawat Publications, Jaipur.
- Nandy, A., (1995), *The intimate enemy: Loss and recovery of self under colonialism*, Oxford University Press, New Delhi.
- Omvedt, G., (1994), *Gender and caste: The legacy of Jyotirao Phule*, Kali for Women, New Delhi.
- Pandey, G., (1990), *The construction of communalism in colonial North India*, Oxford University Press, Delhi.
- Ray, B., (Ed.), (2005). *Women of India: Colonial and post-colonial periods*, Sage Publications, New Delhi.
- Rege, S., (2013), *Against the madness of Manu: B. R. Ambedkar's writings on Brahmanical patriarchy*, Navayana, New Delhi.
- Sangari, K., & Vaid, S. (Eds.), (1989), *Recasting women: Essays in Indian colonial history*, Kali for Women, New Delhi.
- Sarkar, S., (1983), *Modern India 1885–1947*, Macmillan, New Delhi.
- Sarkar, S., (1997), *Writing social history*, Oxford University Press, Delhi.

- Sen, S., (2008), *Historiography of modern India*, Pearson Longman, Delhi.
- Singh, K. S., (1985), *Tribal movements in India*, Manohar Publications, New Delhi.
- Singh, K. S., (1992), *People of India: An introduction*, Oxford University Press, Delhi.
- Spivak, G. C., (1988). *In other worlds: Essays in cultural politics*. Routledge, New York.
- Sridharan, K., (2004), *A textbook of historiography, 500 B.C. to A.D. 2000*, Orient Longman, New Delhi.
- Sridharan, K., (2010), *Historiography: Trends and approaches*, Oxford University Press, New Delhi.
- Thapar, R. (2000). *Cultural pasts: Essays in early Indian history*. Oxford University Press, Delhi.
- Thapar, R., (2014), *The historian and her craft*, Aleph Book Company, New Delhi.
- Tharu, S., & Lalita, K. (Eds.). (1991). *Women writing in India: 600 B.C. to the present* (Vol. 1). Oxford University Press, New Delhi.
- Xaxa, V., (2008), *State, society, and tribes: Issues in post-colonial India*, Pearson Longman, New Delhi.
- Xaxa, V., (2014), *Sociology of tribes*, Oxford University Press, New Delhi.
- Zelliot, E., (1992), *From untouchable to Dalit*, Manohar, New Delhi.

Marathi Books-

- आंबेडकर, भि. रा., (1992), *शूद्र पूर्वी कोण होते?*. सरकार महाराष्ट्र, मुंबई.
- कांबळे, शि. ज., (2004), *दलित चळवळीचा इतिहास*, ग्रंथाली, मुंबई.
- कोंढे, र., (2016), *बहुजन इतिहासलेखन*, शब्दालय, कोल्हापूर.
- कोसंबी, द. द., (1998), *भारतीय इतिहासाचा अभ्यास*, पॉप्युलर प्रकाशन, मुंबई.
- कुलकर्णी, अ., (2010), *इतिहास : संकल्पना आणि पद्धती*, डायमंड पब्लिकेशन्स, पुणे.
- कुलकर्णी, अ., (2014), *भारत १९४७ नंतर*, मेहता पब्लिशिंग हाऊस, पुणे.
- गुहा, रा., (2011), *स्वातंत्र्यानंतरचा भारत*, पिकाडोर इंडिया, नवी दिल्ली.
- चंद्र, बिपिन, (2008), *आधुनिक भारताचा इतिहास (१८५७-१९४७)*, ओरिएंट ब्लॅकस्वान, मुंबई.
- चंद्र, बि., (2010), *काँग्रेस आणि भारतीय राष्ट्रवाद*, ओरिएंट ब्लॅकस्वान, मुंबई.
- जाधव, एन., (2013), *आंबेडकरांचे विचारविश्व*, राजहंस प्रकाशन, पुणे.

देशमुख, पी., (2011), *इतिहासलेखन आणि समाज*, कॉन्टिनेंटल प्रकाशन, पुणे.

देशमुख, र., (2014), *भारतीय राष्ट्रीय काँग्रेस : इतिहास आणि भूमिका*, राजहंस प्रकाशन, पुणे.

देशमुख, र., (2015), *स्वातंत्र्योत्तर भारत : राजकारण व समाज*, राजहंस प्रकाशन, पुणे.

देशमुख, र., (2018), *उत्तरऔपनिवेशिक इतिहासलेखन*, राजहंस, पुणे.

देशपांडे, म., (2011), *महाराष्ट्रातील सामाजिक चळवळी*, कॉन्टिनेंटल, पुणे.

देशपांडे, म., (2016), *स्वातंत्र्योत्तर भारतातील सामाजिक परिवर्तन*, कॉन्टिनेंटल प्रकाशन, पुणे.

नाईक, भा., (2012), *इतिहासलेखनाची वाटचाल*, विद्या प्रकाशन, नागपूर.

नाईक, भा., (2013), *आधुनिक भारताचा प्रवास*, विद्या प्रकाशन, नागपूर.

पाटणकर, भा., (2009), *माक्सवादी इतिहासलेखन*, पॉप्युलर प्रकाशन, मुंबई.

पाटील, वि., (2010), *आधुनिक भारत : वसाहतवाद ते राष्ट्रनिर्मिती*, डायमंड पब्लिकेशन्स, पुणे.

पाटील, श., (2005), *दलित इतिहासलेखन*, ग्रंथाली, मुंबई.

पाटील, शरद, (1988), *दासशूद्रांच्या गुलामगिरीचे विश्लेषण*, प्रतीमा प्रकाशन, पुणे.

पाटील, शरद, (1991), *फुले-आंबेडकरवाद आणि माक्सवाद*, प्रतीमा प्रकाशन, पुणे.

पाटील, शरद, (1995), *माक्सवाद आणि भारतीय सामाजिक वास्तव*, प्रतीमा प्रकाशन, पुणे.

पवार, उ., (2005), *आम्हीही इतिहास घडवला*, ग्रंथाली, मुंबई.

पवार, उ., (2018), *समकालीन भारतातील दलित प्रश्न*, ग्रंथाली, मुंबई.

भगवत, अ., (2002), *राजर्षी शाहू महाराजांचे सामाजिक कार्य*, पॉप्युलर प्रकाशन, मुंबई.

भोसले नारायण, (2012), *महाराष्ट्रातील स्त्रीविषयक सुधारानावादाचे सत्ताकारण*, अथर्व प्रकाशन, जळगाव.

म्हस्के, वि., (2014), *स्त्री इतिहासलेखन*, साकेत प्रकाशन, औरंगाबाद.

लोखंडे, ग., (2008), *समकालीन इतिहासदृष्टी*, साकेत प्रकाशन, औरंगाबाद.

लोखंडे, ग., (2012), *समकालीन भारत : समस्या आणि प्रक्रिया*, साकेत प्रकाशन, औरंगाबाद.

साळुंखे, ह., (2015), *स्त्रीवादी इतिहासदृष्टी*, मेहता पब्लिशिंग हाऊस, पुणे.

शिंदे, स., (2007), *आदिवासी चळवळींचा इतिहास*, डायमंड पब्लिकेशन्स, पुणे.

फुले, ज्योतीराव, (1988), *गुलामगिरी*, महाराष्ट्र राज्य साहित्य आणि संस्कृती मंडळ, मुंबई.

References in Hindi

- चंद्र, बिपिन, (2009), *आधुनिक भारत*, ओरिएंट ब्लैकस्वान, दिल्ली.
- गुहा, रामचंद्र, (2012), *गांधी के बाद भारत*, पिकाडोर इंडिया, नई दिल्ली.
- सारकर, सुमित, (2008), *आधुनिक भारत का इतिहास*, मैकमिलन, दिल्ली.
- शर्मा, रामशरण, (2005), *भारतीय समाज : ऐतिहासिक परिप्रेक्ष्य*, ओरिएंट ब्लैकस्वान, दिल्ली.
- मिश्रा, अजय, (2016), *स्वतंत्रता के बाद भारत*, प्रभात प्रकाशन, दिल्ली.
- वर्मा, सतीश, (2014), *समकालीन भारत : राजनीति और समाज*, राजकमल प्रकाशन, दिल्ली.
- पांडेय, ज्ञानेंद्र., (2013), *आधुनिक भारत में इतिहास और स्मृति*, वाणी प्रकाशन, दिल्ली.
- सिंह, के. एन., (2011), *स्वातंत्र्योत्तर भारत का राजनीतिक इतिहास*, सेतु प्रकाशन, दिल्ली.
- त्रिपाठी, धर्मवीर, (2017), *आधुनिक भारत : विचार और आंदोलन*, राजकमल, दिल्ली.
- यादव, बी. एन., (2019), *समकालीन भारत : चुनौतियाँ और संभावनाएँ*, प्रभात प्रकाशन, दिल्ली.
- आंबेडकर, भी. रा., (1995), *जाति का विनाश*, समता प्रकाशन, दिल्ली.
- ओमवेदत, गेल, (2006). *दलित और सामाजिक परिवर्तन*, सेज पब्लिकेशन्स, दिल्ली.
- कुमार, विवेक, (2010), *दलित चेतना और इतिहास*, सेतु प्रकाशन, दिल्ली.
- कोसांबी, द. द., (2005), *भारतीय इतिहास की भूमिका*, राजकमल प्रकाशन, दिल्ली.
- गुहा, रणजीत, (1999), *उपनिवेशवाद और इतिहासलेखन*, वाणी प्रकाशन, नई दिल्ली.
- चक्रवर्ती, दीपेश, (2007), *यूरोप का प्रांतीयकरण*, वाणी प्रकाशन, दिल्ली.
- चौधरी, र., (2015), *नारीवादी इतिहास लेखन*, वाणी प्रकाशन, दिल्ली.
- त्रिपाठी, धर्मवीर, (2007), *इतिहास और सत्ता*, राजकमल, दिल्ली.
- थापर, रोमिला, (2004), *इतिहास और परंपरा*, ओरिएंट ब्लैकस्वान, दिल्ली.
- दास, सुरेंजन, (2009), *आधुनिक भारत का इतिहासलेखन*, ओरिएंट ब्लैकस्वान, दिल्ली.
- पांडेय, ज्ञानेंद्र, (2010), *इतिहास लेखन और साम्प्रदायिकता*, वाणी प्रकाशन, दिल्ली.
- फुले, ज्योतिराव, (2001), *गुलामगिरी*, राजकमल प्रकाशन, नई दिल्ली.
- मिश्रा, अ., (2014), *उत्तर औपनिवेशिक अध्ययन*, प्रभात प्रकाशन, दिल्ली.
- राय, सुमित सरकार, (2001). *आधुनिक भारत*, मैकमिलन, दिल्ली.
- वर्मा, स., (2011), *भारतीय इतिहास लेखन*, ग्रंथशिल्पी, दिल्ली.

शर्मा, रामशरण, (1991), *प्राचीन भारत की सामाजिक व्यवस्था*, ओरिएंट लॉन्गमैन, दिल्ली.

सप्रू, के., (2008), *इतिहासलेखन के सिद्धांत*, मैकमिलन, दिल्ली.

सिंह, के., (2012), *आदिवासी इतिहास दृष्टि*, राजकमल प्रकाशन, दिल्ली.

सिंह, सीमा, (2016). *स्त्री, इतिहास और समाज*, वाणी प्रकाशन, दिल्ली.

यादव, बी. एन., (2018), *डिजिटल युग में इतिहास*, प्रभात प्रकाशन, दिल्ली.

12	Internal Continuous Assessment: 40% (20 Marks)	External, Semester End Examination 60% (30 Marks) Individual Passing in Internal and External Examination
13	Continuous Evaluation through: Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.(at least 3)	

Syllabus
T.Y.B.A. (History)
Major (Sem.- IV) 2C

Title of Paper: Museology in the Indian Knowledge Tradition

Sr. No.	Heading	Particulars
1	Description the course:	Introduction to Museology is the study of museums as institutions dedicated to the collection, preservation, interpretation, and display of cultural, historical, and scientific heritage. It examines the theoretical foundations, functions, and social responsibilities of museums in shaping public understanding of the past and present. The discipline explores areas such as collection management, conservation techniques, exhibition design, documentation, and museum education. Museology also highlights the ethical, legal, and professional standards governing museum practice. By integrating history, anthropology, art, and heritage studies, museology prepares students to engage critically with material culture and contribute to the preservation and communication of cultural heritage.
2	Vertical :	Mandatory Course (Major)
3	Type :	Theory
4	Credit:	2 credits (1 credit = 15 Hours in a semester)
5	Hours Allotted :	30Hours
6	Marks Allotted:	50 Marks
7	Course Objectives: 1. To familiarize students with the concept, scope, and significance of museology in the study and interpretation of history. 2. To develop an understanding of the role of museums as sources for historical writing, documentation, and public history. 3. To enable students to critically examine the function of museums in the preservation, conservation, and management of cultural and natural heritage. 4. To motivate and guide students towards career opportunities and advanced studies in museology and heritage management in India and abroad.	
8	Course Outcomes: 1: Students will be able to explain the fundamental concepts, scope, and theoretical foundations of museology and their relevance to historical and cultural studies. 2: Students will be able to analyze the role of museums as institutions for documentation, interpretation, and dissemination of historical knowledge.	

	3: Students will be able to apply basic principles of collection management, conservation, and heritage preservation in museum and heritage contexts. 4: Students will be able to identify professional pathways and demonstrate awareness of ethical, legal, and institutional frameworks related to careers in museology and heritage management.
9	(This Course is also applicable to the students of the Institute of Distance & Open Learning (IDOL) of the University of Mumbai)
	Name of the Course Museology in the Indian Knowledge Tradition
	Module 1: Conceptual Foundations of Museology in the Indian Knowledge Tradition
	a) Meaning and Scope of Museology, Concepts of Dharohar (heritage), Parampara (tradition), and cultural memory b) Traditional Institutions of Preservation in India, Temples, monasteries (viharas), mathas, royal treasuries, and manuscript libraries c) Sources and Knowledge Systems, Shilpa Shastra, Vastu Shastra, and traditional art treatises, Indigenous methods of conservation and transmission of knowledge
	Module 2: Development and Practice of Museology
	a) Growth of Museums in India, national heritage policies, Role of Archaeological Survey and cultural institutions b) Museum Management and Conservation Practices, role of curator and display techniques , Preventive and curative conservation methods c) Museums, Society, and Public Engagement, Educational role of museums, Digital museology and future challenges
10	Text Books: 1. Agarwal, Usha, <i>Directory of Museums in India</i>, New Delhi, 2000. 2. Edson, Gary Dean, David, <i>The Handbook of Museums</i>, 1994. 3. Hudson, Kenneth Nicholls, Ann, Eds., <i>World Directory of Museums</i>, New York, 1975.
11	Reference Books: 1) Ballofft Nclly, Hille Jenny and Judith Reed, <i>Conservation and Preservation of Records Archives</i>, American Library Association, Chicago, 2015 2) Banerjee, N. R., <i>Museum and Cultural Heritage</i> QT India, Agam Kala Prakashan, New 3) Dwivedi V.P, <i>Museums and Museology: New Horizons</i>, Agam Kala Prakashan, New Delhi, 1980 4) Forde Helen and Rhys-Lewis Jonathan, <i>Preserving Archives</i>, Facet Publishing, London, 2013 Ghose Salien, 5) Jenkinson Hilary, <i>A Manual of Archive Administration</i>, Oxford, Clarendon Press, London, 1922 6) Markham S. F., <i>The Museums India</i>, The Museum Association, London, 1936 7) Plenderleith H. J, <i>The Conservation Q/ Antiquities and Works of Art: Treatment, Repair and Restoration</i>, Oxford University Press, New York, 1956 8) Sarkar, H, <i>Museums and Protection Monuments and Antiquities in India</i>, Sundeeep Prakashan, New Delhi, 1981 9) Publishers, New York, 2003, Thomson John M.A. and Others, <i>Manual of</i>

Curatorship: A Guide to Museum Practice, Routledge, New York, 1984
10) Wittlin Alma, *Museums: Its History' and Its Tasks in Education*, Routledge and K Paul, London,1949

Marathi Books-

1. केतकर, श. म. *संग्रहालय परिचय*, पुणे, १९६२.
2. बोरकर रघुनाथ, *संग्रहालय शास्त्र*, पिंपळापुरे बुक, नागपूर

12	Internal Continuous Assessment: 40% (20 Marks)	External, Semester End Examination 60% (30 Marks) Individual Passing in Internal and External Examination
13	Continuous Evaluation through: Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.(at least 3)	

Sem- VI
Vertical – 1
Electives
(4)

Syllabus

B.A. (History) Elective (Sem.- IV) 4C

Title of Paper: Emancipatory Movements in Modern India

Sr. No.	Heading	Particulars
1	Description the course:	
2	Vertical :	Mandatory Course (Elective)
3	Type :	Theory
4	Credit:	4 credits (1 credit = 15 Hours in a semester)
5	Hours Allotted :	60Hours
6	Marks Allotted:	100 Marks
7	Course Objectives: 1. To develop a conceptual understanding of emancipation and its historical, social, political, and cultural dimensions in the context of modern India. 2. To analyse major emancipatory movements related to caste, class, gender, tribe, and religion, and evaluate their role in shaping modern Indian society. 3. To examine the contribution of key thinkers, reformers, and organisations in promoting social justice, equality, and democratic values. 4. To cultivate critical and research-oriented skills through the use of primary and secondary sources, historiography, and interdisciplinary approaches to social movements.	
8	Course Outcomes: After successful completion of the course, students will be able to: 1. Students will be able to explain and interpret the concept and evolution of emancipatory movements in modern India using appropriate historical and theoretical frameworks. 2. Students will be able to critically assess the impact of caste, gender, tribal, and minority movements on the social and political transformation of Indian society. 3. Students will be able to identify and evaluate the role of leaders, institutions, and constitutional mechanisms in advancing social justice and inclusive development. 4. Students will be able to apply research and analytical skills to contemporary social issues by drawing historical parallels and preparing structured academic assignments and presentations.	
9	(This Course is also applicable to the students of the Institute of Distance & Open Learning (IDOL) of the University of Mumbai)	
	Name of the Course Emancipatory Movements in Modern India	

	Module I: Ideas and Early Reform a) Conceptual Foundations- Social equity, political rights, and economic justice b) Colonial Society- Caste hierarchy; social mobility and modern education c) Early Reformers – Raja Rammohan Roy; Ishwar Chandra Vidyasagar; Jyotirao Govindrao Phule; Atmaram Pandurang Tarkhadkar; V. R. Shinde; Sree Narayana Guru; E. V. Ramasamy Periyar; Syed Ahmad Khan. Module II: Caste, Tribe and Marginal Movements a) Anti-Caste Movements- Dr B. R. Ambedkar and Shau Maharaj b) Tribal and Nomadic Movements: Adivasi and Nomadic struggles and identity assertion. c) Social Mobilisation: Legal reforms and constitutional safeguards. Module III: Gender, Religion and Queer Movements a) Women’s Movements: Savitribai Phule, Tarabai Shinde, R. D. Karve and Maharshi Karve; issues and challenges of Dalit, Adivasi and Nomadic women. b) Religious Reform: Reforms in Muslim, Sikh, Christian and Buddhist c) Queer Rights Movement: Gender identity; Section 377 and pride movements Module IV: Nation, State and Contemporary Equity a) National Movement: Gandhian equality; peasant struggles and labour movements. b) Constitutional Justice: Fundamental rights; reservation and affirmative action c) Contemporary Issues: Globalisation; new inequalities, history of Caste census and Social Equity
10	Text Books: Omvedt, G. (1994). <i>Dalits and the Democratic Revolution: Dr Ambedkar and the Dalit Movement in Colonial India</i>. New Delhi: Sage Publications. O’Hanlon, R. (1985). <i>Caste, Conflict and Ideology: Mahatma Jotirao Phule and Low Caste Protest in Nineteenth-Century Western India</i>. Cambridge: Cambridge University Press. Sarkar, S. (1983). <i>Modern India: 1885–1947</i>. Delhi: Macmillan. Chandra, B., Mukherjee, A., & Mukherjee, M. (2008). <i>India’s Struggle for Independence</i> (Revised ed.). New Delhi: Penguin Books. Bandopadhyay, S. (2004). <i>From Plassey to Partition and After: A History of Modern India</i>. New Delhi: Orient Longman.
11	Reference Books: Ambedkar, B. R. (2014). <i>Annihilation of caste</i>. New Delhi: Navayana. Omvedt, G. (1994). <i>Dalits and the democratic revolution: Dr. Ambedkar and the Dalit movement in colonial India</i>. New Delhi: Sage Publications. Omvedt, G. (1995). <i>Dalit visions: The anti-caste movement and the construction of an Indian identity</i>. Hyderabad: Orient Longman. Guru, G. (2009). <i>Humiliation: Claims and contexts</i>. New Delhi: Oxford University Press. Ilaiah, K. (2002). <i>Why I am not a Hindu: A Sudra critique of Hindutva philosophy, culture and political economy</i>. Calcutta: Samya. Chakravarti, U. (2003). <i>Gendering caste: Through a feminist lens</i>. Calcutta: Stree. Hardiman, D. (1987). <i>The coming of the Devi: Adivasi assertion in western India</i>. Delhi: Oxford University Press. Hardiman, D. (1996). <i>Feeding the Baniva: Peasants and usurers in western India</i>.

Delhi: Oxford University Press.

Sarkar, S. (1983). *Modern India: 1885–1947*. New Delhi: Macmillan.

Chatterjee, P. (1993). *The nation and its fragments: Colonial and postcolonial histories*. Princeton, NJ: Princeton University Press.

Guha, R. (1983). *Elementary aspects of peasant insurgency in colonial India*. Delhi: Oxford University Press.

Guha, R. (Ed.). (1982). *Subaltern studies I: Writings on South Asian history and society*. Delhi: Oxford University Press.

Desai, A. R. (1966). *Social background of Indian nationalism*. Bombay: Popular Prakashan.

Shah, G. (2002). *Social movements and the state*. New Delhi: Sage Publications.

Shah, G., Mander, H., Thorat, S., Deshpande, S., & Baviskar, A. (2006). *Untouchability in rural India*. New Delhi: Sage Publications.

Sen, A. (2005). *The argumentative Indian: Writings on Indian history, culture and identity*. London: Penguin Books.

Kumar, R. (1993). *The history of doing: An illustrated account of movements for women's rights and feminism in India 1800–1990*. New Delhi: Kali for Women.

Yadav, Y. (1999). *Understanding political change in India*. New Delhi: Oxford University Press.

Thorat, S., & Newman, K. (2010). *Blocked by Caste: Economic Discrimination in Modern India*. New Delhi: Oxford University Press.

Narrain, A., & Gupta, A. (Eds.). (2011). *Law Like Love: Queer Perspectives on Law*. New Delhi: Yoda Press.

Lelyveld, D. (1978). *Aligarh's First Generation: Muslim Solidarity in British India*. Princeton: Princeton University Press.

Guha, R. (1983). *Elementary Aspects of Peasant Insurgency in Colonial India*. Delhi: Oxford University Press.

15. Marathi Books-

रेगे शर्मिला, *दलित स्त्रीवादी दृष्टिकोन*. पुणे: स्त्री अध्ययन केंद्र, २०१३

शिंदे ताराबाई, *स्त्री-पुरुष तुलना*. पुणे: लोकवाङ्मय गृह, १८८२/२००२

हर्दिमन, डी. (मराठी अनुवाद), *आदिवासी संघर्ष*. पुणे: ग्रंथाली, १९९५

भोसले नारायण, *भटक्या-विमुक्तांच्या इतिहासाची साधने*, मैत्री प्रकाशन, पुणे, २०२३

भोसले नारायण, *भटक्या विमुक्तांची जातपंचायत: परंपरा आणि संघर्ष*, द ताईची प्रकाशन, पुणे, २०१२

भोसले नारायण, *विमुक्ती प्रबोधन*, अथर्व पब्लिकेशन, जळगाव, २०१२

	सपकाळ अनिल आणि भोसले नारायण, <i>महाराष्ट्रातील भटके विमुक्त: सध्यास्थिती आणि आव्हाने</i>, सायन प्रकाशन, पुणे २०१९ लष्कर विनायक, भोसले नारायण आणि प्रज्ञा पवार, (संपा), <i>विमुक्तांचे स्वातंत्र्य</i>, वाटसरू प्रकाशन, पुणे, २०१७	
12	Internal Continuous Assessment: 40% (20 Marks)	External, Semester End Examination 60% (30 Marks) Individual Passing in Internal and External Examination
13	Continuous Evaluation through: Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.(at least 3)	

Letter Grades and Grade Points:

Semester GPA/ Programme CGPA Semester/ Programme	% of Marks	Alpha-Sign/ Letter Grade Result	Grading Point
9.00 - 10.00	90.0 - 100	O (Outstanding)	10
8.00 - < 9.00	80.0 - < 90.0	A+ (Excellent)	9
7.00 - < 8.00	70.0 - < 80.0	A (Very Good)	8
6.00 - < 7.00	60.0 - < 70.0	B+ (Good)	7
5.50 - < 6.00	55.0 - < 60.0	B (Above Average)	6
5.00 - < 5.50	50.0 - < 55.0	C (Average)	5
4.00 - < 5.00	40.0 - < 50.0	P (Pass)	4
Below 4.00	Below 40.0	F (Fail)	0
Ab (Absent)	-	Ab (Absent)	0

Sd.-

**Sign of the BOS
Name-Dr Narayan
Bhosale
Chairman
Board of Studies in
History**

Sd.-

**Sign of the
Offg. Associate
Dean
Dr. Suchitra Naik
Faculty of
Humanities**

Sd.-

**Sign of the
Offg. Associate Dean
Prof. Manisha
Karne
Faculty of Humanities**

Sd.-

**Sign of the
Offg. Dean
Prof. Anil Singh
Faculty of
Humanities**

As Per NEP 2020

University of Mumbai



Vertical-6

Syllabus for Community Engagement Project (CEP) 2C

Faculty of Humanity

Board of Studies in History

Name of the Programme –B.A.

Semester

V

Credits

2

Duration

**30 hrs (Field Work+ Survey)
+ 15hrs (Discussion + Report Writing)
: Total - 45 hrs**

From the Academic Year

2026-27

Name of Faculty:- Humanity

Name of Programme :- B.A.

Duration :- 30 hrs (Field Work+ Survey) + 15hrs (Discussion + Report Writing) : Total - 45 hrs

Indicative Topics for CEP 2C

Sr. No.	Name of the Topic
1	Oral History of Local Freedom Fighters
2	History of Village/City Formation and Settlement Patterns
3	Documentation of Local Temples, Mosques, Churches, or Shrines
4	Study of Forts and Heritage Sites in the Local Area
5	Traditional Water Management Systems (Tanks, Wells, Stepwells)
6	Local Participation in the Indian National Movement
7	History of Cooperative Movements in Maharashtra
8	Dalit and Social Justice Movements at the Grassroots Level
9	Women's Role in Local Social and Political Movements
10	Folk Traditions, Festivals, and Cultural Practices
11	History of Local Markets and Trade Networks
12	Industrialization and Labour Movements in the Region
13	Migration History and Changing Demographics
14	Oral Narratives of Partition or Post-Independence Changes
15	Environmental History of the Local Area
16	History of Education Institutions in the Community
17	Study of Memorials, Statues, and Public Monuments
18	Local Press and Print Culture History
19	Agricultural Practices and Rural Economy (1960 onwards)
20	Community Health Traditions and Indigenous Medicine
21	Urbanization and Slum Development History
22	Caste and Community Relations in Historical Perspective
23	Role of NGOs and Community Organizations in Social Reform
24	Heritage Conservation Awareness and Public History
25	Digital Documentation of Local Historical Sources

The topics are indicative and the faculty members should allot Community Engagement Project that are relevant and important as per core Subject. The Community Engagement Project may be taken individual or in a group up to 5 students with proper guidance from Faculty.

Evaluation Pattern: -

Evaluation during CEP Program involves two key components: -

External Evaluation 60%

Internal Evaluation 40%

Evaluation Chart

(i) External Evaluation (Marks 30)

Criteria	Marks
Objectives, Literature Review , Methodology, Data Analysis, Conclusion and Recommendations	15
Overall Project Report Structure and Style	5
Presentation Skills & Communication	10
Total	30

(ii) Internal Evaluation by Guide (Marks 20)

Criteria	Marks
Attendance, Community interactions completion and interaction with Supervisor	10
Overall Report quality	10
Total	20

* Please see the Guidelines for Community Engagement Project for UG Students, as per NEP 2020

Sd.-

**Sign of the BOS
Name-Dr Narayan
Bhosale
Chairman
Board of Studies in
History**

Sd.-

**Sign of the
Offg. Associate
Dean
Dr. Suchitra Naik
Faculty of
Humanities**

Sd.-

**Sign of the
Offg. Associate Dean
Prof. Manisha
Karne
Faculty of Humanities**

Sd.-

**Sign of the
Offg. Dean
Prof. Anil Singh
Faculty of
Humanities**