

Sant Gadge Baba Amravati University, Amravati
As Per NEP 2020 Syllabus Session for 2024-25
(Three Years- Six Semesters Bachelor's Degree Programme)

Board of Study : History

Faculty : Humanities

Programme : B. A.

Course Name : History

Course Code : 629

Syalabus : B.A. First Year (History) Semester –I

Generic / Open Elective / Subject - History

Open Elective 1

Each theory paper of Open Elective shall be of 2 Credits comprising of 4 Units with Teaching Hours as mentioned in the table. The pattern of theory papers shall be as per following template

Level	Sem ester	Course Code	Course Name	Credits	Teaching Hours	Exam Duration	Max Marks	Internal Marks	Total Marks
	I	629202	OE 1-History of Saints and Social Reformers of Vidarbha	2	30	2 Hrs.	30	20	50

Course Outcome –

By the end of the course, students will be able to:

- 1) **Understand Historical Context:** Analyze the historical, social, and cultural context of Vidarbha from the 19th century to the present.
- 2) **Identify Key Figures: Recognize** the contributions of major saints and social reformers from Vidarbha, including their life history, teachings, and social impact.
- 3) **Analyze Social Reforms:** Evaluate the various social reforms initiated by these saints and reformers, particularly in areas such as education, caste, gender equality, and rural development.
- 4) **Explore Religious and Cultural Influences:** Investigate the role of religion and spirituality in shaping the social and cultural landscape of Vidarbha. Study the cultural practices, festivals, and traditions influenced by these saints and reformers.
- 5) **Examine Movements and Organizations:** Analyze the formation and activities of social and religious movements inspired by the teachings of these figures.
Understand the role of organizations and institutions established to promote their ideologies.
- 6) **Develop Critical Thinking and Research Skills:** Formulate historical arguments and narratives based on evidence and logical reasoning. Conduct independent research, utilizing libraries, archives, and digital resources effectively.



Unit System	Contents	Workload Allotted	Weightage Mark Allotted	Incorporation of Pedagogies
Unit – 1	Sant Gadge Baba 1. Life Introduction 2. Social work 3. Educational work 4. Superstition eradication work	07 Hrs.	07 Marks	Suggested Continuous Internal Evaluation Methods (20 Marks): 1.Seminar/Assignment on any topic of the above syllabus. 2.Test with multiple choice questions / short and long answer questions.
Unit – 2	Sant Tukdoji Maharaj 1. Life Introduction 2. Social Work 3. Village Reforms Work 4. Superstitionseradication Work	07 Hrs.	08 Marks	
Unit – 3	Dr. Panjabrao Deshmukh 1. Life Introduction 2. Social Work 3. Educational Work 4. Agricultural Work	08 Hrs.	07 Marks	
Unit – 4	Pandharinath Patil 1. Life Introduction 2. Social Work 3. Agricultural Work 4. Educational Work	08 Hrs.	08 Marks	
Reference Books				
<ol style="list-style-type: none"> 1) Deshmukh. S, Deshmukh, C. D, Collection by Speeches - Nehru Jawaharlal, Farmers and Farming speeches, Press Information bureau govt. of India. 1955 2) Dr. P. S. Deshmukh selected speeches - Dr. Panjabrao Deshmukh Dimond Jubilee Celebration Committee, Amravati 3) Mohite, Uttamrao - The mentor of World Agriculture Revolution Dr. Panjabrao Deshmukh 4) Bharat Krushak Samaj - Silver Jubilee Commemoration Volume, - April 1980 by Silver Jubilee Publication Committee. 5) Deshmukh, P. S. - India's Rice Revolution, Is Sued by Ministry of Agriculture, Government of India 1956. 6) Singh Satwant - Farmers' Organization, Its role in Agriculture and community development of India, Government of India, 1960 7) Bhuleshkar Ashok V. - Indian Economic Thought and Development, Popular Publication, Mumbai. 1969. 8) Mishra & Puri - Indian Economy, Himalaya Publishing House, Mumbai. 1990. 9) ठाकरे, प्रबोधनकार -संत गाडगेबाबा ,श्री गाडगे बाबा समिती , मुंबई १९५३ 10) सावरकर, सुदाम-तापोमूर्ती श्री गाडगेबाबा (जीवन व कार्य), साहित्य प्रभा प्रकाशन, अमरावती 11) दांडेकर, गो. नी-श्री संत गाडगे महाराज, मॅजेस्टिक प्रकाशन, मुंबई 12) केचे मधुकर-श्री संत गाडगे महाराज, महाराष्ट्र राज्य शिक्षण विभाग मंत्रालय, महाराष्ट्र राज्य, मुंबई 13) कडवे रघुनाथ-श्री संत गाडगे महाराज यांची अंधश्रद्धा विरोधी चळवळ, अमोल प्रकाशन नागपूर 14) कांबळे सुभाष-डॉ. बाबासाहेबांचे सन्मित्र गाडगेबाबा, दास्ताने रामचंद्र अंड कंपनी, सदाशिव पेठ पुणे 15) राऊत, संदीप-नवयुगप्रवर्तक संत गाडगे बाबा, ज्ञानपथ पब्लिकेशन, अमरावती.2023 				

<p>16) भगत , रा. तू.-संत गाडगे बाबा यांचे विचार,संपादक, लोकशिक्षण माला, कोल्हापूर</p> <p>17) वेरूळकर, उषाताई-संत गाडगेबाबा व्यक्ती आणि कार्य,मेधा पब्लिकेशन, अमरावती संस्कृती मंडळ, १९९९</p> <p>18) मोहिते, उत्तमराव-जागतिक कृषक क्रांतीचा विधाता, लोकनेता डॉ. पंजाबराव देशमुख १९८३</p> <p>19) तराळ, प्रा. सतिश-संयुक्त महाराष्ट्र चळवळ व भाऊसाहेब, सुमेरु प्रकाशन ठाणे</p> <p>20) नागपुरे, प्रा. पुरुषोत्तम-डॉ. पंजाबराव देशमुख यांचे सामाजिक योगदान, म. राज्य सांस्कृतिक मंडळ मुंबई, १९९९</p> <p>21) सोनटक्के डॉ. कुसुमेंद्र - संघर्ष विदभञ्जि, आधरिपब्लिकेशन अमरवती, 2020</p> <p>22) सोनटक्के डॉ. कुसुमेंद्र - शिक्षणचिन्तनमैरू डॉ. पंजाबराव देशमुख, आधरिपब्लिकेशन अमरवती, 2023</p> <p>23) डॉ. काणे प. सी-पंजाबराव देशमुख आकलन, पायल प्रकाशन पुणे, २००४</p> <p>24) भुयार, डॉ. सुरेन्द्र -स्वतंत्र चळवळ आणि पंजाबराव देशमुख, महाराष्ट्र राज्य साहित्य संस्कृती मंडळ, मुंबई</p> <p>25) ढाले, प्रा. रविंद्र -डॉ. पंजाबराव देशमुख यांचे कृषिविषयक आर्थिक विचार, नभप्रकाशन, अमरावती २०१०</p> <p>26) ढाले, डॉ. नामदेव, डांगे डॉ. मनोज - पंढरीनाथ पाटील राजकीय व सामाजिक कार्य प्रशांत पब्लिकेशन, जळगाव, 2017</p> <p>27) बनसोड, डॉ. संतोष, वानखडे, किशोर- वऱ्हाडचा स्वातंत्र्यलढा भाग १ व भाग २, अजिंक्य प्रकाशन, वाशीम, २०२३</p>	
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<p>Model Questions:</p>	<p>1) . Long answers on any One Units out of the Four Units. (This Question having 06 Marks)</p> <p>2) Long answers Types questions should internal choice based. (ie. Solve any one question from following questions.)</p> <p>3) Short answers on any Three Units out of the Four Units. (Each question having 04 Marks)</p> <p>Short answers Types questions should internal choice based. (ie. Solve any Two questions from following questions.)</p>
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As Per NEP 2020 Syllabus Session for 2024-25
(Three Years- Six Semesters Bachelor's Degree Programme)

Board of Study : History

Faculty : Humanities

Programme : B. A.

Course Name : History

Course Code : 629

Syalabus : B.A. First Year (History) Semester -I

`Generic / Open Elective / Subject - History

Open Elective 2

Each theory paper of Open Elective shall be of 2 Credits comprising of 4 Units with Teaching Hours as mentioned in the table. The pattern of theory papers shall be as per following template

Level	Sem ester	Course Code	Course Name	Credits	Teaching Hours	Exam Duration	Max Marks	Internal Marks	Total Marks
	I	629203	OE 2- History of Selected Social Reformers of Maharashtra	2	30	2 Hrs.	30	20	50

Course Outcomes

By the end of the course, students will be able to:

1. **Understand the Historical Context:**
 - Analyze the socio-political and economic conditions of Maharashtra during the 19th and 20th centuries.
 - Identify key historical events and movements that influenced social reforms in Maharashtra.
2. **Identify Key Social Reformers:**
 - Recognize the life histories, ideologies, and contributions of Mahatma Jyotirao Phule, Rajarshi Shahu Maharaj, Dr. Babasaheb Ambedkar, and Karmaveer Bhaurao Patil.
 - Understand the challenges and resistance faced by these reformers in their efforts to bring about social change.
3. **Analyze Social Reforms and Movements:**
 - Evaluate the various social reforms initiated by these figures, particularly in areas such as education, caste abolition, women's rights, and economic empowerment.
 - Understand the long-term impact of these reforms on the socio-economic fabric of Maharashtra and India.
4. **Explore Ideologies and Philosophies:**
 - Investigate the core philosophies and ideologies of these social reformers and how they influenced their actions and movements.
 - Study the writings, speeches, and other works of these reformers to gain insight into their thoughts and principles.
5. **Examine Institutional Contributions:**
 - Analyze the establishment and activities of institutions and organizations founded by these reformers to promote their social agendas.



- Understand the role of educational institutions, cooperatives, and social organizations in advancing their reforms.

6. Interpret Primary and Secondary Sources:

- Develop skills in analyzing historical texts, biographies, letters, speeches, and other documents related to these social reformers.
- Engage with secondary sources to understand different historiographical perspectives on their contributions.

7. Develop Critical Thinking and Research Skills:

- Formulate historical arguments and narratives based on evidence and logical reasoning.
- Conduct independent research, utilizing libraries, archives, and digital resources effectively.

Unit System	Contents	Workload Allotted	Weightage Mark Allotted	Incorporation of Pedagogies
Unit – 1	Mahatma Jyotiba Fule 1. Social work 2. Educational work 3. Satyasodhaka Samaja 4. Sahitya Nirmiti	07 Hrs.	07 Marks	Suggested Continuous Internal Evaluation Methods (20 Marks): 1.Seminar/Assignment on any topic of the above syllabus. 2.Test with multiple choice questions / short and long answer questions.
Unit – 2	Chhatrapati Shahu Maharaj 1. Social Work 2. Educational Work 3. Role Regarding Reservation 4. Administrative Reforms	07Hrs.	08 Marks	
Unit – 3	Dr. Babasaheb Ambedkar 1. Social work 2. Educational work 3. Economic work 4. Protective provisions for the oppressed in the constitution	08 Hrs.	07 Marks	
Unit – 4	Karmaveer Bhaurao Patil 1. Life Introduction 2. Social Work 3. Educational Work 4. Rayat Shikshan Sanstha	08 Hrs.	08 Marks	
Reference Books				
1) Ambedkar B.R. - <i>State and Minorities</i> , Thakkar & Thakkar, Mumbai 1942. 2) Ambedkar B.R. - <i>The Untouchables: Who Were they and Why they Became Untouchables</i> , 3) Balrampur, (U.P), 1969, Refer to Govt. of Maharashtra Publication. 4) Ballhatchet Kenneth- <i>Social Policy and Social Change in Western India: 1817 – 1830</i> , Oxford University Press, London, 1961. 5) Banhatti Rajendra and Jogalekar G.N. (ed.) - <i>A History of Modern Marathi Literature</i> , Vol. I and II, Maharashtra Sahitya Parishad, Pune 1998 (Vol.I) and 2004 (Vol.II). 6) Chaudhari K.K. - <i>Maharashtra State Gazetteers, History of Mumbai</i> , Modern Period, Gazetteers Department, Government of Maharashtra, Mumbai, 1987. 7) Chaudhari, K.K. - <i>Maharashtra and the Indian Freedom Struggle</i> , Govt. of Maharashtra, Bombay 1985. 8) Choksy, R.D. - <i>Economic Life in the Deccan, 1888-1896</i> , Asia Publishing House, Bombay, 1965. 9) David M.D. - <i>Bombay the City of Dreams (A History of the First city in India)</i> Himalaya Publishing House, Bombay, 1995.				

<p>10) कीर, धनंजय-डॉ. बाबासाहेब आंबेडकर, पॉप्युलर प्रकाशन, २०१३</p> <p>11) कीर, धनंजय-महात्मा जोतिराव फुले-आजच्या समाज क्रांतीचे जनक, पॉप्युलर प्रकाशन, 1966</p> <p>12) बगाडे, उमेश-महाराष्ट्रातील प्रबोधन आणि वर्गजातिप्रभुत्व, सुगावा प्रकाशन, पुणे, 2006</p> <p>13) जावडेकर, एस.डी. - आधुनिक भारत, कॉन्टिनेन्टल प्रकाशन, पुणे, १९७९</p> <p>14) कदम, मनोहर-भारतीय कामगार चलवळीचे जनक नारायण मेघाजी लोखंडे, अक्षरप्रकाशन, मुंबई.</p> <p>15) कठारे, अनिल-आधुनिक महाराष्ट्राचा इतिहास (1818-1960), विद्या पुस्तके, औरंगाबाद, 2015.</p> <p>16) सोनटक्के, प्रा. कुसुमदेव -महात्मा फुले यांची स्त्रीमुक्ती चळवळ देवयानी प्रकाशन मुंबई 2009</p> <p>17) सोनटक्के, प्रा. कुसुमदेव- महात्मा फुले यांच्या विचारातील नव समाज देवयानी प्रकाशन मुंबई 2010</p> <p>18) दीक्षित, राजा-एकोनिसाव्या शतकातील महाराष्ट्र मध्यम वर्गाचा उदय, हिराप्रकाशन, पुणे, 2009.</p> <p>19) बनसोड, डॉ. संतोष, वानखडे, किशोर- वऱ्हाडचा स्वातंत्र्यलढा भाग १ व भाग २, अजिंक्य प्रकाशन, वाशीम, २०२३</p> <p>20) ढाले, डॉ. नामदेव-स्वातंत्र्य चळवळीतील बुलढाणा जिल्ह्याचे योगदान, नभ प्रकाशन, अमरावती, 2013</p> <p>21) ढाले, डॉ. नामदेव, डांगे डॉ. मनोज - पंढरीनाथ पाटील राजकीय व सामाजिक कार्य प्रशांत पब्लिकेशन, जळगाव, 2017</p> <p>22) ऑमव्हेट, गेल.दिघे पी.डी.(भाषांतर)- वसाहतिक समाजातील सांस्कृतिक बंड, सुगावा प्रकाशन पुणे, 1995</p> <p>23) डोंगरे, डॉ. वसंत - डॉ.बाबासाहेब आंबेडकर आणि इतिहास मीमांसा, देवयानी प्रकाशन, मुंबई, 2014</p> <p>24) खंडारे, डॉ. रवींद्र, - डॉ. बाबासाहेब आंबेडकर आणि नेल्सन मंडेला तुलनात्मक अध्ययन, मेधा पब्लिकेशन हाऊस, अमरावती, 2021</p> <p>25) राजुरवाडे, डॉ. प्रफुल, बनसोड, डॉ. संतोष- चंद्रपूर जिल्ह्यातील आंबेडकरी चळवळ, अध्ययन पब्लिशर्स अँड डिस्ट्रीब्युटर्स, नई दिल्ली, 2023</p> <p>26) सिंगारे, अनिल.- इतिहासकार डॉ.आंबेडकर, निर्मल प्रकाशन, नांदेड, 2000</p> <p>27) टाले, डॉ. प्रफुल्ल अशोकराव - महाराष्ट्रातील समाजसुधारक, साई ज्योती प्रकाशन, नागपूर २०१८</p> <p>28) टाले, डॉ. प्रफुल्ल अशोकराव - आधुनिक महाराष्ट्रातील सामाजिक सुधारणा चळवळीचा इतिहास, साई ज्योती प्रकाशन, नागपूर २०१८</p> <p>29) म्हस्के, डॉ. बी. आर. - विदर्भातील दलित चळवळीचा इतिहास, नभ प्रकाशन, अमरावती, 2012</p> <p>30) बडोदेकर, डॉ. रेखा - विदर्भातील आंबेडकरी चळवळीत दलित महिलांचे योगदान, बहुजन साहित्य प्रसार केंद्र, नागपूर, 2019</p> <p>31) वाघ संदेश (डॉ), मंजुळकर अंबादास (डॉ), जाधव अजित कुमार, आधुनिक महाराष्ट्राचा इतिहास(इस १८४८ ते इस, १९६०), अक्षरलेन प्रकाशन, 2010</p>	
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<p>Model Questions:</p>	<p>1) Long answers on any One Units out of the Four Units. (This Question having 06 Marks)</p> <p>2) Long answers Types questions should internal choice based. (ie. Solve any one question from following questions.)</p> <p>3) Short answers on any Three Units out of the Four Units. (Each question having 04 Marks)</p> <p>Short answers Types questions should internal choice based. (ie. Solve any Two questions from following questions.)</p>
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Sant Gadge Baba Amravati University, Amravati
As Per NEP 2020 Syllabus Session for 2024-25
(Three Years- Six Semesters Bachelor's Degree Programme)

Board of Study : History

Faculty : Humanities

Programme : B. A.

Course Name : History

Course Code : 629

Syalabus : B.A. First Year (History) Semester –II Level – 4.5

Generic / Open Elective / Subject - History

Open Elective 3

Each theory paper of Open Elective shall be of 2 Credits comprising of 4 Units with Teaching Hours as mentioned in the table. The pattern of theory papers shall be as per following template –

Level	Semester	Course Code	Course Name	Credits	Teaching Hours	Exam Duration	Max Marks	Internal Marks	Total Marks
4.5	II	629205	OE 3- History of Selected World Heritage Sites in India	2	30	2 Hrs.	30	20	50

Course Outcomes

Studying the History of Selected World Heritage Sites in India typically covers a range of outcomes that aim to deepen your understanding of these culturally and historically significant locations. Here are some potential course outcomes:

- Understanding Historical Context:** Gain insights into the historical, cultural, and architectural significance of selected World Heritage Sites in India.
- Critical Analysis of Heritage Preservation:** Evaluate the methods and challenges in preserving these sites amidst modernization and tourism.
- Comparative Study:** Compare and contrast the architectural styles, cultural influences, and historical narratives of different World Heritage Sites in India.
- Impact of Colonialism and Globalization:** Analyse how colonialism and globalization have influenced these sites over centuries.
- Local and Global Significance:** Assess the local and global importance of these sites in terms of cultural identity, tourism, and economic development.
- Interdisciplinary Approach:** Explore the interdisciplinary nature of studying World Heritage Sites, incorporating perspectives from history, archaeology, anthropology, and cultural studies.
- Heritage Management Strategies:** Examine various strategies for sustainable tourism and heritage management at these sites.
- Case Studies and Fieldwork:** Engage in case studies and possibly fieldwork to understand the on-ground challenges and successes in heritage conservation.

9. **Ethical Considerations:** Discuss ethical dilemmas related to heritage conservation, such as ownership, appropriation, and community involvement.
10. **Communication Skills:** Develop skills in communicating historical and cultural significance effectively, both orally and in writing.
11. **Research and Presentation:** Conduct research on specific aspects of these sites and present findings in a clear and coherent manner.
12. **Policy and Advocacy:** Explore the role of policies and advocacy in safeguarding World Heritage Sites in India and globally.

These outcomes collectively aim to provide students with a comprehensive understanding of the complexities surrounding the history and conservation of World Heritage Sites in India, preparing them to contribute effectively to the field of heritage studies and conservation.

Unit System	Contents	Workload Allotted	Weightage Mark Allotted	Incorporation of Pedagogies
Unit – 1	Ajanta Caves 1. Discovery and History of Ajanta Caves 2. Features of Ajanta Caves 3. Painting in Ajanta Caves 4. Sculptures at Ajanta Caves	07 Hrs.	07 Marks	Suggested Continuous Internal Evaluation Methods (20 Marks): 1. Seminar/Assignment on any topic of the above syllabus. 2. Test with multiple choice questions / short and long answer questions.
Unit – 2	Ellora Caves 1. Discovery and History of Ellora Caves 2. Kailasa Temple at Ellora Caves 3. Buddhist Caves at Ellora 4. Jain Caves at Ellora	07 Hrs.	08 Marks	
Unit – 3	Sanchi Stupa (Madhya Pradesh) 1. History of Sanchi Stupa 2. Features of the Sanchi Stupa 3. Architecture at Sanchi Stupa 4. Vedika at Sanchi Stupa	08 Hrs.	07 Marks	
Unit – 4	Rajeshwar Temple, Thanjavur (Tamil Nadu) 1. History of Rajeshwar Temple 2. Features of Rajeshwar Temple 3. Architecture at Rajeshwar Temple 4. Sculptures at Rajeshwar Temple	08 Hrs.	08 Marks	
Reference Books				
<ol style="list-style-type: none"> 1. Dhawalikar, M. K. - Life in the Deccan as Depicted in the Ajanta Paintings, Poona, 1964. 2. Gupte, R.S. Mahajan, B. D. - Ajanta, Ellora and Aurangabad Caves, Bombay, 1962. 3. Yazdani - G. - Ajanta, 4 Vols., Oxford, 1930-35. 4. James, Burgess - The Cave Temples of India. Cambridge University Press, 1880 5. José, Pereira - Monolithic Jinas. Motilal Banarsidass. 1977 6. Dhawalikar, Madhukar Keshav - Ellora. Oxford University Press, New Delhi, 2003 7. Berkson, Carmel, Ellora - Concept and Style. Abhinav Publications, 1992 8. Susan L. Huntington, John C. Huntington - The Art of Ancient India: Buddhist, 				

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Model Questions:	<p>1) . Long answers on any One Units out of the Four Units. (This Question having 06 Marks)</p> <p>2) Long answers Types questions should internal choice based. (ie. Solve any one question from following questions.)</p> <p>3) Short answers on any Three Units out of the Four Units. (Each question having 04 Marks)</p> <p>Short answers Types questions should internal choice based. (ie. Solve any Two questions from following questions.)</p>
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Sant Gadge Baba Amravati University, Amravati
As Per NEP 2020 Syllabus Session for 2024-25
(Three Years- Six Semesters Bachelor's Degree Programme)

Board of Study : History

Faculty : Humanities

Programme : B. A.

Course Name : History

Course Code : 629

Syalabus : B.A. First Year (History) Semester –II Level – 4.5

Generic / Open Elective / Subject - History

Open Elective 4

Each theory paper of Open Elective shall be of 2 Credits comprising of 4 Units with Teaching Hours as mentioned in the table. The pattern of theory papers shall be as per following template –

Level	Sem ester	Course Code	Course Name	Credits	Teaching Hours	Exam Duration	Max Marks	Internal Marks	Total Marks
4.5	II	629206	OE 4- Pre-Ambedkar Social Movements in Vidarbha (1850 AD-1920 AD)	2	30	2 Hrs.	30	20	50

Course Outcomes

Studying the Pre-Ambedkar Social Movement in Vidarbha (1850-1920) would typically aim to achieve several course outcomes that deepen understanding of the social, cultural, and political dynamics of that period in the region. Here are some potential course outcomes:

1. **Historical Context:** Gain a nuanced understanding of the social, economic, and political conditions in Vidarbha during the period from 1850 to 1920.
2. **Study of Social Movements:** Analyze the emergence and evolution of social movements in Vidarbha before the influence of B.R. Ambedkar, focusing on caste reform, social justice, and community empowerment.
3. **Leadership and Ideology:** Explore the key leaders, their ideologies, and their roles in shaping the social movements in Vidarbha during this period.
4. **Impact on Society:** Evaluate the impact of these social movements on Vidarbha society, including changes in social practices, caste relations, and community empowerment.
5. **Comparative Analysis:** Compare the social movements in Vidarbha with movements in other regions of India during the same period, highlighting similarities, differences, and regional specificities.



6. **Cultural and Religious Dimensions:** Examine the cultural and religious aspects of the social movements, including reforms within different religious communities and their interactions with broader societal changes.
7. **Role of Print Media:** Assess the role of print media, including newspapers, pamphlets, and literature, in spreading ideas and mobilizing support for social movements in Vidarbha.
8. **Gender and Social Change:** Investigate the role of gender in these social movements, analyzing how gender norms and practices were challenged or reinforced during this period.
9. **Historiographical Debates:** Engage with historiographical debates surrounding the interpretation and representation of pre-Ambedkar social movements in Vidarbha, considering different scholarly perspectives.
10. **Legacy and Contemporary Relevance:** Reflect on the legacy of these social movements in contemporary Vidarbha society and their relevance for understanding ongoing social justice movements in India.
11. **Research Skills:** Develop research skills through primary source analysis, archival research, and critical reading of historical texts related to pre-Ambedkar social movements in Vidarbha.
12. **Communication and Presentation:** Enhance communication skills through the presentation of research findings, debates, and analyses related to the course material.

These outcomes collectively aim to provide students with a comprehensive understanding of the pre-Ambedkar social movements in Vidarbha, emphasizing their historical significance, socio-cultural impact, and relevance to broader themes of social justice and reform in India.

Unit System	Contents	Workload Allotted	Weightage Mark Allotted	Incorporation of Pedagogies
Unit – 1	<ol style="list-style-type: none"> 1. Eighteenth Century Works on Untouchability. 2. Abolition of untouchability and organization of communal meals 3. Remedial of Untouchability and Educational work 4. Establishment of Independent schools 	07 Hrs.	07 Marks	Suggested Continuous Internal Evaluation Methods (20 Marks): 1.Seminar/Assignment on any topic of the above syllabus. 2.Test with multiple choice questions / short and long answer questions.
Unit – 2	<ol style="list-style-type: none"> 1. Production of literature and newspaper for the salvation of untouchables 2. Production of Independent Literature 3. Production of Newspapers 4. To Establish of Libraries 	07 Hrs.	08 Marks	
Unit – 3	Shiledar of Eastern Vidarbha in the pre-Ambedkar era <ol style="list-style-type: none"> 1. Kisan Faji Bansode 2. N. R. Shende 3. Bapu Haridas 4. Kalicharan Nanda Gavli 5. Devji Bapu Khobragade 6. VithobaRanajiMunpande 7. RevaramKavade 8. Tuljabhai Bansod 	08 Hrs.	07 Marks	
Unit – 4	Shiledar of Westen Vidarbha in the pre-Ambedkar era <ol style="list-style-type: none"> 1. Motiram Tukaram Wankhede 2. L.S. Bhatkar 3. Rana KhushalraoShisode 4. Ganesh Akaji Gawai 	08 Hrs.	08 Marks	

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	5. Kishan Janujikhandare 6. Vitthal Dashrath Makkeshwar 7. RanojiSawakar (Washim)			
Reference Books				
<ol style="list-style-type: none"> 1) Source Material Publication Committee Higher Education Department, Government of Maharashtra, Mumbai, 2013. 2) Ambedkar B.R.- <i>Dr. Babasaheb Ambedkar Writings and Speeches Vol.1-21</i>, Education Department Government of Maharashtra, Mumbai, First Edition, 1992. 3) Biswas Oneil -<i>A Phenomenon named Ambedkar</i>, Blumoon Book, New Delhi, First Edition, 1998. 4) Dongre M.K. - <i>Dimensions of Ambedkarism</i>, Vinay Publications, Nagpur, 2005. 5) Kumar Kesava P. -<i>Political Philosophy of Ambedkar An Inquiry into the Theoretical Foundations of the Dalit Movement</i>, Kalpaz Publication, Delhi, 2014. 6) Moon Vasant- <i>Dr. Babasaheb Ambedkar Writings And Speeches Vol. 1</i>, Dr. Babasaheb Ambedkar 7) Moon Vasant - <i>Dr. Babasaheb Ambedkar Writings and Speeches Vol. 14 Part Two (Section IV)</i>, 8) Education Department - Government of Maharashtra, Mumbai, 1995. 9) Moon Vasant -<i>Dr. Babasaheb Ambedkar Writings and Speeches Vol. 15 (Sections I to VIII)</i>, 10) Education Department - Government of Maharashtra, Mumbai, First Edition, 1997. 11) Moon Vasant -<i>Dr. Babasaheb Ambedkar Writings and Speeches Vol. 3</i>, Dr. Babasaheb Ambedkar, 12) Mahatma Phule -RajarshiShahu Source Material Publication Committee, Government of Maharashtra, Mumbai, Second Edition, 2008. 13) Narake Hari, Dr. Kasare M.L. -<i>Dr. B.R. Ambedkar and His Egalitarian Revolution Part One Struggle</i> 14) <i>Human Rights</i> - Dr. Babasaheb Ambedkar Source Material Publication Committee Higher Education Department Government of Maharashtra, Mumbai, First Edition, 2003. 15) Rodrigues Valerian -<i>The Essential Writings of B.R. Ambedkar</i>, Oxford University Press, New York, 2002. 16) Tomar J.P.S. -<i>Dr. Ambedkar's Thought on Education</i>, A.P.H Publishing Corporation, New Delhi, 2010. 17) Wagh Sandesh M. -<i>Dr. B.R. Ambedkar</i>, SugawaPrakashan, Pune, 2011. 18) Wagh Sandesh M. -<i>Dr. Babasaheb Ambedkar: Architect of the Labour Policy of India</i>, Sandesh Publications, Mumbai, 2016. 19) Wagh Sandesh M. -<i>Dr. Babasaheb Ambedkar's Conversion to Buddhism</i>, Sandesh Publications, Mumbai, 2012. 20) Wagh Sandesh M. -<i>Dr. Babasaheb Ambedkar's Social Movement</i>, Sandesh Publication, Mumbai, 2012. 21) Wagh Sandesh M. -<i>Socio-Political Conditions in the Nineteenth Century India</i>, Sandesh Publications, Mumbai, 2012. 22) Wagh Sandesh M. -<i>Dr. Babasaheb Ambedkar's Political Movement</i>, Sandesh Publication, Mumbai, 2012 23) म्हस्के, डॉ.बी. आर. - विदर्भातील दलित चळवळीचा इतिहास, नभ प्रकाशन, अमरावती, 2012 24) म्हस्के, डॉ.बी. आर.- आंबेडकरी चळवळ सत्याग्रह आणि धर्मांतर, सुगम प्रकाशन, अमरावती, 2017 25) ढोले, प्रदीप - आंबेडकरी चळवळीचा इतिहास, बहुजन साहित्य प्रसार केंद्र, नागपूर, 2017 				

<p>26) ढोले, डॉ. प्रदीप - डॉ.बाबासाहेब आंबेडकरांची वतनमुक्ती चळवळ,नभ प्रकाशन,अमरावती,2015</p> <p>27) साबळे, सुरेश-परिवर्तनवादी चळवळी चिंतन आणि प्रबोधन, अथर्व प्रकाशन, जळगाव, 2021</p> <p>28) जाधव, मोगल - डॉ बाबासाहेब आंबेडकरांचा समतेसाठी लढा, सनय प्रकाशन, पुणे, २०२१</p> <p>29) बडोदेकर, डॉ. रेखा - विदर्भातील आंबेडकरी चळवळीत दलित महिलांचे योगदान, बहुजन साहित्य प्रसार केंद्र, नागपूर, 2019</p> <p>30) बनसोड, डॉ. संतोष, वानखडे, किशोर- वऱ्हाडचा स्वातंत्र्यलढा भाग १ व भाग २, अजिंक्य प्रकाशन, वाशीम, 2023</p> <p>31) दखणे, डॉ. राहूल - धम्म चक्र प्रवर्तनानंतर आपण, ज्ञानपथ पब्लिकेशन, अमरावती, 2022</p> <p>32) राजुरवाडे, डॉ. प्रफुल, बनसोड, डॉ. संतोष- चंद्रपूर जिल्ह्यातील आंबेडकरी चळवळ, अध्ययन पब्लिशर्स अँड डिस्ट्रीब्युटर्स, नई दिल्ली, 2023</p> <p>33) खंडारे, डॉ. रवींद्र, - डॉ. बाबासाहेब आंबेडकर आणि नेल्सन मंडेला तुलनात्मक अध्ययन, मेधा पब्लिकेशन हाऊस, अमरावती, 2021</p> <p>34) मानकर डॉ. युवराज, आंबेडकरी वैचारिक लेखन आणि जागतिकीकरण, सुगम प्रकाशन, अमरावती, प्रथम आवृत्ती - १४ एप्रिल २०१३</p> <p>35) वानखडे, डॉ. किशोर- विदर्भातील सुफी संत, आधार प्रकाशन अमरावती, 2021</p> <p>36) वानखडे, डॉ. किशोर- खामगाव तालुक्यातील स्थापत्य, अजिंक्य प्रकाशन वाशिम, 2021</p> <p>37) बनसोड, डॉ. संतोष, वानखडे, डॉ. किशोर- पश्चिम विदर्भातील सामाजिक चळवळी, आधार प्रकाशन अमरावती, 2021</p> <p>38) बनसोड, डॉ. संतोष, वानखडे, डॉ. किशोर- पश्चिम विदर्भातील सामाजिक चळवळीचे शिलेदार भाग एक, आधार प्रकाशन अमरावती, 2021</p> <p>39) बनसोड, डॉ. संतोष, वानखडे, डॉ. किशोर- पश्चिम विदर्भातील सामाजिक चळवळीचे शिलेदार भाग दोन, आधार प्रकाशन अमरावती, 2021</p> <p>40) बनसोड, डॉ. संतोष, वानखडे, डॉ. किशोर- पश्चिम विदर्भातील सामाजिक चळवळीचे शिलेदार भाग तीन, आधार प्रकाशन अमरावती, 2021</p> <p>41) बनसोड, डॉ. संतोष, वानखडे, डॉ. किशोर- जगदेवराव पाटील कार्य आणि कर्तृत्व. अजिंक्य प्रकाशन वाशिम, 2021</p> <p>42) बडोदेकर डॉ. रेखा- किसान आंदोलन ऐतिहासिक दृष्टी से, ज्ञान गीता प्रकाशन नई दिल्ली, 2021</p> <p>43) बडोदेकर डॉ रेखा- भारतीय इतिहास मे महिलाएं, ओम पब्लिशिंग कंपनी, दिल्ली, 2022</p> <p>44) बडोदेकर डॉ रेखा- विदर्भ मे आंबेडकरी आंदोलन मे दलीत महिलाओ का योगदान, रमनशिल पब्लिकेशन, औरंगाबाद, 2024</p> <p>45) वाघ संदेश (डॉ).-आंबेडकरी चळवळीचा इतिहास, संदेश पब्लिकेशन, मुंबई, 2012</p> <p>46) वाघ संदेश (डॉ), मंजुळकर अंबादास (डॉ), जाधव अजित कुमार - आधुनिक महाराष्ट्राचा इतिहास (इस १८४८ ते इस, १९६०), अक्षरलेन प्रकाशन, 2010</p>	
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<p>Model Questions:</p>	<p>1) . Long answers on any One Units out of the Four Units. (This Question having 06 Marks)</p> <p>2) Long answers Types questions should internal choice based. (ie. Solve any one question from following questions.)</p> <p>3) Short answers on any Three Units out of the Four Units. (Each question having 04 Marks)</p> <p>Short answers Types questions should internal choice based. (ie. Solve any Two questions from following questions.)</p>
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