

Sant Gadge Baba Amravati University, Amravati
FACULTY:HUMANITIES

Session: 2024-25

Two Years-Four Semesters Master's Degree Programme-NEPv23

With Exit and Entry Option

Programme : M. A. History

(Second Year Semester- III & IV)

Part-A

Programme Outcomes (PO)

1. Student will learn basic narrative of historical events, chronology, personalities and turning points of the history of the India and World.
2. Build critical ability through competing interpretations and multiple narratives of the past, offer multi-causal explanations of major historical developments based on contextualized analysis of interrelated political, social, economic, cultural and intellectual processes.
3. Evaluation of historical ideas, arguments and points of view, presentation of a summary of a topic in an organized, coherent, and compelling fashion orally or written.
4. Construct original historical arguments based on primary or secondary source material and ability to identify and describe the contours and stakes of conversations among historians within defined historiographical fields.
5. Students will acquire basic historical research skills, including, effective use of libraries, archives, and databases.

Programme Specific Outcomes (PSO)

1. Through completion of a combination of courses, students become familiar with the political processes and structures, society and culture, political Ideas and institutions, historical thought and historiography, economy and society in India and World.
2. Understand background of there legions, customs, Institutions and administration and soon.
3. By analyzing relationship between the past and the present students will understand the social, political, religious and economic conditions of the people. She/he will be capable of leading and participate in discussion.
4. Develop interests in the study of history and activities relating to history. Students can collect old coins and other historical materials, participate in historical drama and historical occasions, visits

places of historical interests, archaeological sites, museums and archives, read historical maps, charts and write articles on historical topics.

5. Study of history helps to impart moral and environmental education. History develops a feeling of patriotism in the hearts of the pupils.

Employability Potential of the Programme: M.A.in History

Scope and Employment Opportunities History graduates usually find plenty of lucrative career positions in both government and private sectors. Some of the most promising government job arenas are museums, libraries, archives, tourism, heritage consultancy & planning, and foreign affairs departments. Apart from this, History majors can also opt for Academia, Law, Journalism, Politics, Civil Services, and Public Relations. Here are five areas that prove the scope of M.A. History is rich and varied:

1. **Archaeology:** Archaeology is a highly research-oriented field of study. Archaeologists are experts who investigate the different facets of human, cultural, and material development. They excavate and unearth things of historical importance like coins, inscriptions, monuments, etc., and analyze them to find out which period they belong to, their purpose, how they were used, and so on. The Archaeological Survey of India (ASI) is responsible for maintaining heritage buildings, museums, sites, and historical research institutions. So, for an aspiring Archeologist, ASI is the ideal employment institution.

2. **Musiology:** As the name suggests, Museology refers to the study of museums. A Museologist studies and investigates the History of museums, their societal importance, and the activities they propagated. This branch of study will teach you how to curate and preserve a museum. Furthermore, Musicologists perform detailed documentation work concerning artifacts and museum management. They work in museums, heritage galleries, and also in various non-governmental organizations.

3. **Academia:** The teaching profession is the best career choice for History graduates who want to educate the next generation and in fuse their knowledge back to the society. This is undoubtedly one of the most respectable jobs. As a History teacher, you can work in schools, colleges, universities, and online learning institutions. A B.Ed. degree is necessary for the school level, whereas for colleges/universities, you must pass the UGC NET exam.

4. **Research:** Research is another excellent fit for History graduates. As a researcher, you will learn to understand past civilizations and societies 'History by studying, examining, and interpreting evidence (texts, pictures, paintings, maps, physical remains of historical sites, etc.). Researchers find well-paying jobs in historical research organizations like the Indian Council of Social Sciences Research (ICSSR) and the Indian Council of Historical Research (ICHR).

5. **Civil Services:** History makes up a crucial part of the prelims and main exams of the Indian Civil Services. Naturally, if you are a history major, you will possess in-depth knowledge of Historical

events, dates, and concepts. This will be a significant help when you appear for the Civil Services exams. If you clear the Civil Services exams, you will join the ranks of the most prestigious and respectable officers in the country.

6. **Historian:** Historians are academics, and researchers rolled into one. They mainly deal with studying the events of the past. Historians research, analyze, and interpret historical events and write their inferences about them. They collect data from libraries, archives, and artifacts, determining the authenticity and importance of historical data, translate historical documents into human languages, preserve artifacts and documents in museums, and publish their writings in academic journals.

7. **Archivist:** Archivists are primarily responsible for acquiring, curating, and managing a permanent collection of documents, artefacts, other materials of historical and cultural importance. Their archive generally includes historic books, papers, maps, photographs, prints, films, videotapes, and computer-generated records. In essence, Archivists preserve the past for the present and future generations of learners, researchers, and the general public. Apart from this, Archivists liaise with donors and depositors of archives and maintain computer aided search systems.

8. **Curator:** Curators take on a managerial role in museums, art galleries, or heritage centers. They develop collections of valuable exhibits such as artworks, paintings, sculptures, scriptures, etc. Curators organize events like exhibitions, conferences, and audio-visual presentations to display their collections. They buy, exhibit, negotiate the prices of objects, arrange for restoration of artefacts, maintain records and catalogue acquisitions, and raise funds and grants for museums/art galleries.

9. **Archaeologist:** Archaeologists study human civilizations to find out how they impacted the present world. They inspect and examine historical artefacts, ranging from prehistoric tools and objects to monuments and buildings. Their prime duty is to recover and analyze the remains extracted from excavation sites. Archaeologists' job demands that they travel extensively within the country and globally to find pieces of historical significance. According to their specialization, they can also settle for tenured academic positions like lecturers, professors, conservators, and museum curators.

10. **History Teacher / Professor:** While History Teachers work in schools, Professors teach at colleges and universities. School teachers are responsible for imparting foundational History knowledge to students. They teach students about the important historical events in brevity, prepare lesson plans, grade papers, develop class activities schedule, and accompany students on field trips to historical sites. History Professors teach specialized and advanced history courses to students in their undergraduate/postgraduate degree programs. They offer lectures on different historical periods, events, theories, etc., and write detailed research papers, articles, and books.

11. **Political Scientist:** If students gravitate towards political History topics, career in this area with knowledge of Past events and key research skills, you will be able to analyze government policies trends and other related issue in politics. By understanding the past and studying the present, you will be able to forecast trend into the future.

12 . **Technical writer:** Technical writing jobs can show up in a variety of industries. An employer might ask to write a guide for a consumer product or a white paper on the research. History majors already know how to research, write, edit revise and package content.

13.**Journalist** - A journalist reports on Current events: understanding bias and perspective, fact checking and writing Compelling narrative. Similarly a history major essentially reports and writes on the past.

14. **Marketing Coordinator:** Marketing Coordinators work on campaigns that are intended to bring a particular product or service to potential customers. History majors spend a lot of time studying people in different locations eras and contexts which is ultimately about tailoring content to a particular audience and understanding their needs and motivation would come naturally. Marketing teams stand to benefit from history majors.

15. **Intelligence analyst:** History majors make good intelligence analyst because they can interpret information in the context of similar scenarios they may have studied before. Intelligence analyst, work indifferent government branches to assess information and identify and resolve security threats.

16. **Public relation specialist** – Public relations specialists portray government actions in a positive light to forge strong relations between the govt. and general public. Sometimes public relations specialists launch campaigns to introduce citizens to a new policy they also check content on social media pages and feed for accuracy and marketability.

17. **Compliance officer:** Compliance officers workingfor government agencies perform sitevisit and review the extent of a private entity's compliance with the applicable laws and regulations in the jurisdiction. Compliance officers can work across several industries such as insurance, food safety, construction and architecture.

18.**Special Agent:** Special Agent investigate crimes for govt. agencies they gather evidence to support potential Casco against suspect who may have violated state or central laws.

19.**Underwater archaeologist:** Underwater archaeologist study and examine shipwrecks sunken aircrafts, historical remains and artefacts found in oceans lakes and other bodies of water, they also research once- inhabited areas that have submerged after natural disasters.

20. **Dramaturge:** PG in History students can select a career as a dramaturge could be the perfect way to compline your skills and interests. Dramaturge works with playwrights and theater companies to research and adopt plays ensuring they are culturally and historically correct and relevant. This is a great job for history buffs who want to contribute to the art world as well.

21. **Content strategist:** Writing remains a redly important part of content Creation. Content creationism bigger than ever too, as and more businesses move online and need people who can tell their stories. Content strategist is the next level content creators. They plan organization wide they create strategies for blogs, videos and posts to make sure there is a coherent brand flow Par

Part-B

Sant Gadge Baba Amravati University, Amravati

FACULTY: HUMANITIES

Session:2024-25

Two Years-Four Semesters Master's Degree Programme-NEPv23 Syllabus

Programme: M.A. (History)

Second Year Semester-III

Paper-I - DSC I.3 : Historiography

Code of the Course Subject	Title of the Course Subject	Total Number of Periods	No of Credits
HIS-M-301	Historiography	60	04

Total Marks: 100

Theory: 60 Marks,

Internal Ass. : 40 Marks

Course outcomes:

1. Students will Know about the method of writing history.
2. Understand the excellent works of many scholars, philosophers, theorists and critics.
3. Get to know that thoughtful authentic and systematic study of history
4. Students will learn a drastic change in approach, treatment and technique of historical literature
5. Students will be able to understand the meaning, nature, scope and purpose of history
6. Students by understanding the relationship of history with other disciplines
7. It will develop analytical skills among students.

Unit- 1	1. Meaning of Historiography, Nature and Scope of History 2. Kinds of History 3. History as an Art and a science 4. Importance of Historiography	(Periods-15)
Unit- 2	1. Internal and External Criticism, 2. Importance Criticism, 3. Causation in History 4. Rewriting of History.	(Periods-15)
Unit- 3	1. Ancient Tradition : Ancient Indian Tradition, 2. Greco- Roman, Chinese Tradition 3. Medieval Historiography: Indian –Sultanate, Mughal and Maratha 4. Western, Arabic and Persian History writing	(Periods-15)
Unit- 4	1. Classical Marxism – Karl Marx. 2. Merits and demerits of Marxism 3. Annals-Marc Bloch, Fernand Braudel 4. Positivism – August Comte, Ranke	(Periods-15)

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Books Recommended:

- 1) Introduction to the study of History : Langlois & Seignbos.
- 2) History: Its Theory and Practice : B. Shaikh Ali.
- 3) Study of History : A Toynbee.
- 4) History of Historiography : Shot Weel.
- 5) Historians and Historiography in Modern India :S. P. Sen.
- 6) Historiography of Modern India : R. C. Mujumdar.
- 7) इतिहासाचे स्वरूप आणि अभ्यास : वळसंकार
- 8) इतिहासाचे तत्वज्ञान : सदाशिव आठवले
- 9) इतिहासाचे लेखनशास्त्र : गायकवाड,सरदेसाई
- 10) इतिहासाचे लेखनशास्त्र : सुहास राजदेकर
- 11) इतिहासाचे लेखनशास्त्र : प्रा। प्रकाशचंद्र व्यास
- 12) इतिहासाचे लेखनशास्त्र आणि इतिहासकार : डॉ.साहेबराव गाठळ
- 13) संशोधनाचा मित्र : हजारे
- 14) इतिहास: स्वरूप एवं सिद्धांत : (संपा) गोविंदचंद्र पांडे
- 15) इतिहास क्या है : इ.एच. कार
- 16) इतिहासाचे स्वरूप आणि तत्वज्ञान : डॉ.सुमन वैद्य

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Two Years-Four Semesters Master's Degree Programme-NEPv23 Syllabus

Programme: M.A. (History)

Second Year Semester-III

Paper-II - DSC II.3- India Under Sultanate (1206 to 1525 AD)

Code of the Course Subject	Title of the Course Subject	Total Number of Periods	No of Credits
HIS-M-302	India Under Sultanate (1206 to 1525 CE)	60	04

Total Marks: 100

Theory: 60 Marks,

Internal Ass. : 40 Marks

Course Outcome

1. Understand how Delhi Sultanate established according to Islamic political system
2. Know the Socio-economic and religious life in Delhi Sultanate
3. Understand about Administration under the Sultanate - civil, judicial, revenue, fiscal and military



4. To understand about Sufi Movement , Bhakti Movement
5. Understand how new technological change occurred in India under the Delhi Sultanate which was used in Agricultural, Trade and commerce
6. To know about Vijayanagar & Bahamani Empire

Unit- 1	<ol style="list-style-type: none"> 1. Sources of the history of the Sultanate Period 2. Foundation and Consolidation of the Sultanate: Aibak, Iltutmish, Razia Sultan, Bulban 3. Rise of Khilji's: Alauddin Khilji's administrative and economic reforms, military reforms 4. Alauddin Khilji's Deccan policy 	(Periods-15)
Unit- 2	<ol style="list-style-type: none"> 1. Tughlaqs: Mohammod-bin-Tughlaq and Feroz Shah Tughlaq: administrative and economic reforms and impact, Timur's Invasion. 2. The Sayyad and Lodhi Dynasties. 3. Theory of Kingship, Administration, causes of the decline of the Delhi Sultanate. 4. Bahamani and Vijayanagar Kingdoms: Society and economy 	(Periods-15)
Unit- 3	<ol style="list-style-type: none"> 1. Agrarian economy and the state: The village community and peasantry, management of water resources, revenue system, agricultural technology and crop patterns. 2. Trade commerce and the monetary system, trade routes and pattern of inland commerce, maritime trade, Role of Arab and European traders, Indian merchants, currency, coinage and banking market regulations. 3. Cities and Towns: Administration of cities and towns, urban communities, merchants, bankers, artisans, craftsmen and labourers. Industries and production technology 4. Urban economy, crafts, textile industries, agroindustry's, metal technology, mercantile groups, imperial korhaans 	(Periods-15)
Unit- 4	<ol style="list-style-type: none"> 1. Social condition: Ruling elites, Muslim community, Hindu community, Slavery, labour class, untouchability 2. States of Women: Property rights, marriage, Sati, Parada, Devadasi 3. Education: Pattern of education, Institutions- Madrasa, temple schools, craft-training, tradition of arts. 4. Socio-religious reform movements: Bhakti Movement and Sufi movement. 	(Periods-15)

Books Recommended:

1. Chopra P.N. - A Socio –Economic and Cultural History of Medieval India.
2. Day V. N. - The Government of Sultanate.
3. Habibullah - Foundation of Muslim rule in India.

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4. Habib Irfan - (ed)Medieval India, Research in the History of India,1200-1750 (Delhi OPP. 1992)
5. Habib. Mohammad - Politics and Society in Early Medieval period Vols.I&II (Delhi OUP. 1974)
6. Jackson P. - The Delhi Sultanate (Cambridge university, Press circulated through Foundation Press Delhi 1999)
7. Karashima N. Towards a new Formation; South Indian Society under Vijaynagar (Delhi. OUP 1992)
8. Mahalingam T.V. - Economic Life in the Vijayanagar Empire (Madras 1951)
9. Ashraf K.M. - Life and conditions of the People of Hindustan (1200-1550A.D.) (Delhi, Munshiram Monoharilal.1970)
10. BabrasVijaya - Position of women(Yadao Period)
11. Chaudhari K.N. - Trade and Civilization in the Indian Ocean: An Economic History From Rise of Islam to1750 (Delhi Munshiram Manoharrilal.1985)
12. Chitnis K.N. -Glimpses of Medieval Indian Ideas and Institutions (2nd Ed.) Pune 1981
13. Chitnis K.N. - A Socio-Economic and cultural History of Medieval India.
14. Rizvi, Syed Athar Abbas - History of Sufism. Vol. I (Delhi Munshiram Manoharilal 1983)
15. Satish Chandra - MedievalIndia:Society:The Jahngirdari Crisis and the village(Delhi Macmillan.1982)
16. Shrivastava A.L. - The Sultanate of Delhi.
17. Moreland W.H. Agrarian System of Muslim India
18. Raychoudhary S.C. - Social Cultural and Economic History of India
19. चिटणीस कृ.ना.: मध्ययुगीन भारतीय संकल्पना व संस्था
20. सेतू माधवराव पगडी : सूफी संप्रदाय
21. डॉ. नलिनी टेंभेकर : प्राचीन व मध्ययुगीन राज्य
22. एन.खुराणा : भारत का सामाजिक एवम आर्थिक इतिहास
23. आशिर्वादिलाल श्रीवास्तव : दिल्ली सल्तनत
24. डॉ. विपिन बिहारी सिन्हा : दिल्ली सल्तनत
25. विद्याधर महाजन : मध्यकालीन भारत

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Session:2024-25

Two Years-Four Semesters Master's Degree Programme-NEPv23 Syllabus

Programme: M.A. (History)

Second Year Semester-III

Paper-III - DSC III.3- Social Reformers in Modern Maharashtra (1848- 1980)

Code of the Course Subject	Title of the Course Subject	Total Number of Periods	No of Credits
HIS-M-303	Social Reformers in Modern Maharashtra (1848- 1980 CE)	60	04

Total Marks: 100 Theory: 60 Marks, Internal Ass. : 40 Marks
Course Outcome

1. Students should develop a comprehensive understanding of the social reform movements that took place in Maharashtra during the period from 1848 to 1980.
2. Students should be able to critically analyze the ideas, beliefs, and contributions of prominent social reformers of Maharashtra.
3. Students should explore the social, cultural, and religious issues that were central to the reformers' agendas.
4. Students should gain an understanding of the socio-political context of Maharashtra during the period under study.
5. Analysis of the impact of social reforms on Maharashtra society.
6. Students should be able to articulate complex historical concepts and ideas in a clear, coherent, and structured manner.

Unit-1	1) Jaganaathshankarseth 2) AchyaryBalshstriJambhekar 3) Gopal Hari Deshmukh 4) Dr. Bhau Daji lad 5) Mahatma JotiravPhule 6) Savitribai Phule 7) Mahadev Govind Ranade	(Periods-15)
Unit-2	1) Gopal Ganesh Agarkar 2) Bal Gangadhar Tilak 3) DhondoKeshavKarve 4) PanditaRamabai 5) RamabaiRanade 6) Gopal Krishna Gokhale 7) Vitthal Ramji Shinde	(Periods-15)

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Unit – 3	1) Rajarshi Shahu Maharaj 2) ShivaramJanbaKamble 3) Sant Gadge Maharaj 4) KishanFagojiBansod 5) V.D. Savarkar 6) PrabodhankarK.C.Thakre 7) KarmavirBhauraoPatil	(Periods- 15)
Unit – 4	1) Ganesh AkajiGawai 2) Dr. Babasaheb Ambedkar 3) Vinoba Bhave 4) Dr. BhausahabPanjabraoDeshmukh 5) Dadasaheb Gaikwad 6) PandhrinathPatil 7) RashtrasantTukadojiMaharaj	(Periods- 15)

Books Recommended:

1. Ambedkar, B.R. –What Congress and Gandhi done to the Untouchables.
2. Ambedkar, B.R.- Cast in India.
3. Keer, Dhananjay. – Dr. Ambedkar Life and Mission.
4. Bipin, Chandra - Nationalism and colonialism in Modern India.
5. Kulkarni, A.R.- Medieval Maharashtra.
6. Mujumda, R.C. – History and Culture of Indian People.
7. Rao, MAS – Social Movement in India.
8. Altekar ,A.S. –The Position of Women in Hindu Civilization.
9. Wagh, Sandesh M., (Dr.), Dr. Babasaheb Ambedkar’s Social Movement., Sandesh Publications., Mumbai, 2012.
10. खंडारे,डॉ.रविंद्र, डॉ. बाबासाहेब आंबेडकर आणि नेल्सन मंडेला तुलनात्मक अध्ययन, मेधा पब्लिशिंग हाऊस, अमरावती, 2021
11. राऊत, डॉ.संदीप -ज्ञानालाविज्ञानाची सांगड घालणारे नवयुग प्रवर्तक संत गाडगेबाबा, ज्ञानपथ प्रकाशन, अमरावती
12. टाले, प्रफुल अशोकराव, महाराष्ट्रातील समाजसुधारक,साईज्योती प्रकाशन, नागपूर,2018
13. टाले, प्रफुल अशोकराव, राष्ट्रसंत तुकडोजी महाराजयांच्या साहित्यातील मूल्यविचार,साईज्योती प्रकाशन, नागपूर, 2020
- 14.ढोले, प्रदीप - आंबेडकरी चळवळीचा इतिहास,प्रकाशक, बहुजन साहित्य प्रसारकेंद्र, नागपूर,2017
- 15.ढाले, डॉ. नामदेव, डांगे, डॉ. मनोज, पंढरीनाथ पाटील -राजकीय व सामाजिक कार्य, नभ प्रकाशन, अमरावती

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Two Years-Four Semesters Master's Degree Programme-NEPv23 Syllabus

Programme: M.A. (History)

Second Year Semester-III

Tutorial - Paper-IV – DSCIII.4: History of Art in Maharashtra

Code of the Course Subject	Title of the Course Subject	Total Number of Periods	No of Credits
HIS-M-304	History of Art in Maharashtra	30	02

Total Marks: 50, (Department/College assessment: 50 Marks)

Course outcome:

- 1) This course will give the students historical information about the origin and development of various arts in Maharashtra.
- 2) This course will create interest among the students about various arts in Maharashtra.
- 3) This course will help the students to understand the position and importance of art in the cultural development of Maharashtra.
- 4) This course will help the students develop the ability to understand chronologically the development of various arts and art styles in Maharashtra.
- 5) This course will develop the ability and skill in the students to do comparative and analytical study of various arts.
- 6) This course will give scope to the artistic latent qualities of the students.
- 7) This course will help in preservation and dissemination of the glorious art heritage of Maharashtra.

Unit-1	1. Nature, type, scope and importance of art 2. Sculpture and Architecture 3. painting and Printing 4. Ornaments and weaving art	(Periods-15)
Unit-2	1. Singing and Music 2. Dance	(Periods-15)

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	3. Acting 4. Kathputli (Puppet) dance	
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Books Recommended:

1. Aalatekar A. S., The Rashtrakuta's And Their times, Oriental Book Agency, Pune, 1934
2. Andrew Causey, Sculpture Since 1945
3. Arthur Williams, The Sculpture Reference
4. Carmel, Borkson, Ellora: Concept and Style
5. Ghosh A., Ajanta Murals, Archaeological Survey of India, New Delhi, 1987
6. Gupta, Swaraj Prakash, Elements of Indian Art
7. Gupte R. S., Ajanta-Ellora And Aurangabad Caves, D.B. Taraporwala Son's And Company, Mumbai, 1962
8. Harle, J.C., The Art and architecture of Indian Sub-continent
9. Herbert Read, Modern Sculpture: A Concise History
10. Hugh Honour and John Fleming, A World History of Art
11. Jean Louie Nou, Ajanita
12. John Marcell, The Buddhist art of Gandhara
13. Louis Slobodkin, Sculpture: Principles and Practice
14. Mate M. S., Pathy T.V., Daulatabad: A Report, Deccan College Post-Graduate And Institute, Pune, Marathwada University, Aurangabad, 1992
15. Mitter, Partha, Indian Art
16. Mulay Sumati, Studies in Historical And Cultural Geography And Ethnography of the Deccan, Deccan College, Pune, 1972
17. Peter Murray and Linda Murray, The Sculpture of the West
18. Roy, C Craven, Indian Art: A Concise History
19. Rudolf Wittkower, Sculpture: Some Observations on Shape and Form from Pygmalion's Creative Dream
20. Sankalia H. D., Excavations At Brahmanpuri, (Kolhapur) 1945-46, Deccan College, Post-Graduate And Research Institute, Pune, 1952
21. Sankalia H. D., From History To Pre-history At Nevasa, Deccan College, Pune, 1960
22. Sariyal, Narayan, Ajanta A Guide Book as Well as Critical Analyses of the Murals and Other Art Works of
23. Sariyal, Narayan, Ajanta in the Perspective of Indian Art
24. Saurarajan K. V., The Cave Temples of the Deccan, Archaeological Survey of India, New Delhi, 1981,
24. Singh, Rajesh Kumar, An Introduction to the Ajanta Caves
26. Smith V. A., Early History of India, Oxford University Press, Delhi, 1924,



27. Stella, Kamnack, A survey of Painting in the Deccan
28. Taschen, Sculpture: From Antiquity to the Present
29. Varma O. P., The Yadava's And Their Times, Vidarbha Research Institute, Nagpur, 1970
30. तनेजा, जयदेव, रंग कर्म और , मीडिया, तक्षशिला प्रकाशन, नई दिल्ली, 2015
31. लूनिया, ची.एन. २००९ : प्राचीन भारतीय संस्कृती, लक्ष्मी नारायण अग्रवाल प्रकाशन, आग्रा.
32. सातवळेकर, श्री.दा. (संपा.) १९५८: सामवेद संहिता, स्वाध्याय मंडल, आनंदाश्रम, पारडी (जि. सुरत)
33. सिंह ठाकुर, जयदेव, भारतीय संगीत का इतिहास, विश्वविद्यालय प्रकाशन, वाराणसी, 2016
34. कठपुटली परंपरा और प्रयोग, अनुसंधान विभाग भारतीय लोककला मंडल, 1972
35. रुचि, रानी, भारतीय दृश्य कला एक संक्षिप्त परिचय (स्थापत्य कला, मूर्तिकला, चित्रकला), अनू बुक्स इंटरनॅशनल पब्लिशर, दिल्ली
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39. केतकर, श्री. व्यं. १९३५: प्राचीन महाराष्ट्र-सातवाहनपूर्व, विभाग पहिला, महाराष्ट्रीय ज्ञानकोश मंडळ, लि. आशास्थान, पुणे-४.
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तापीकर, श्रीकांत, २००६, वैभव किल्ल्यांचे, अनंत प्रकाशन, पुणे.
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52. दाभाडे, बाळकृष्ण१९७९ सौंदर्याच्या शोधात, ठोकळ प्रकाशन, पुणे-३०,
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54. दीक्षित, मो.ग. (संपा.) १९४७, महाराष्ट्रातील काही प्राचीन ताम्रपट व शिलालेख, भारत इतिहास संशोधन मंडळ, पुणे.
55. देखणे, रामचंद्र : महाराष्ट्राची सांस्कृतिक लोककला, पद्मगंधा प्रकाशन, पुणे.
56. देव, शां.भा. (संपा) १९८२, महाराष्ट्र व गोवे शिलालेख ताम्रपटांची वर्णनात्मक संदर्भ सूची, महाराष्ट्र राज्य साहित्य संस्कृती मंडळ, मुंबई
57. देव, शां.भा., १९६८: महाराष्ट्र एक पुरातत्त्ववीय समालोचन, मुंबई मराठी ग्रंथ संग्रहालय, दादर, मुंबई.
58. देव, शां.भा., १९७६: पुरातत्त्व विद्या, कॉन्टिनेन्टल प्रकाशन, विजयानगर, पुणे.
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60. देशपांडे प्र.न. १९८१, राजगड दर्शन, पुरातत्त्व व वस्तुसंग्रहालये विभाग, महाराष्ट्र शासन, मुंबई.
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62. देशपांडे, बा.ना. १९९६० स्मृतिस्थळ, दुसरी आवृत्ती, व्हीनस प्रकाशन, पुणे-३०.
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64. पाटकर, र.ना.१९७३: कलेचा इतिहास भारतीय व पाश्चात्य, प्रथमावृत्ती, कला संचालनालय, महाराष्ट्र राज्य, मुंबई-१.
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66. पाठक, अरुणचंद्र (संपा.) २००२: महाराष्ट्र राज्य गॅझेटिअर इतिहास-प्राचीन काळ,(खंड-१), भाग २ स्थापत्य व कला-सांस्कृतिक कार्य विभाग, महाराष्ट्र शासन, मुंबई.
67. पाध्ये, के.आ.१९३१ : हेमाद्री ऊर्फ हेमाडपंत यांचे चरित्र, आवृत्ती पहिली, अॅडव्होकेट, मुंबई हायकोर्ट, मुंबई.
68. पानसे, मु.ग.१९६३: यादवकालीन महाराष्ट्र, आवृत्ती पहिली, मुंबई मराठी ग्रंथसंग्रहालय, मुंबई.
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71. महाडीक, घनश्याम, महाराष्ट्राची कला आणि संस्कृती, विद्या बुक्स पब्लिशर्स, औरंगाबाद, 2021
72. माटे, म.श्री. १९९८ प्राचीन कला भारती, कॉन्टिनेन्टल प्रकाशन, पुणे.
73. माने, ग.का., महाडिक जी.एस. २००९: शिवकालीन किल्ल्यांचा समग्र अभ्यास, शिवनेरी पब्लिशर्स अॅण्डडिस्ट्रिब्युटर्स, अमरावती.
74. मिराशी, वा. वि. १९५७ वाकाटक नृपती आणि त्यांचा काळ, नागपूर विद्यापीठ, नागपूर.



75. मिराशी, वा.वि.१९७४: शिलाहार राजवंशाचा इतिहास आणि कोरीव लेख, प्रथमावृत्ती, विदर्भ संशोधन मंडळ, नागपूर.
76. मिराशी, वा.वि.१९७९: सातवाहन आणि पश्चिमी क्षत्रप यांचा इतिहास आणि कोरीव लेख, आवृत्ती पहिली, महाराष्ट्र राज्य साहित्य संस्कृती मंडळ, मुंबई.
77. मोरवंचीकर, रा.श्री. २००९: सातवाहनकालीन महाराष्ट्र, प्रतिमा प्रकाशन, पुणे.
78. शिवदे, सदाशिव, , महाराष्ट्रातील ऐतिहासिक वाडे, स्नेहल प्रकाशन, पुणे. २०१३
79. शुक्ल, प्र.ज. : कलेची मूलतत्त्वे, कल्पना आर्ट इन्स्टिट्यूट प्रकाशन, अमळनेर, जि. जळगाव. १९७२
80. शुक्ल, प्रभाकर ज. कलाकल्पना, कल्पना आर्ट, इन्स्टिट्यूट प्रकाशन, अमळनेर, जि. जळगाव. १९७३
81. सहस्त्रबुद्धे, पु. ग. : महाराष्ट्र संस्कृती, द्वितीयावृत्ती, कॉन्टिनेन्टल प्रकाशन, पुणे-३०. १९९४
82. सावळे, दीपा; मराठेकालीन अलंकार आणि दागदागिने, कैलाश पब्लिकेशन्स, औरंगाबाद. २००७

Semester-III

Research Project Phase-I,

Minor Research project outline (Synopsis) and oral examination -Total Mark : 50

1) Minor Research project Outline - 30 Marks

- The subject of the **Minor Research project** should be related to the history subject.
- The **Minor Research project** outline (Synopsis) should cover the following points

- **Title of the Minor Research project Subject**

- Introduction
- Research Area
- Significance of Research under consideration
- Originality/New Knowledge in Research
- Review of Literature
- Research Objectives
- Research hypothesis (Hypothesis)
- Research Methodology
- Scope of research
- Scheme of cases/case outline
- Reference bibliography

2) Oral Examination - 20 Marks

The oral examination will be conducted on **Minor Research project** format



Sant Gadge Baba Amravati University, Amravati
FACULTY: HUMANITIES

Session:2024-25

Two Years-Four Semesters Master's Degree Programme-NEPv23 Syllabus

Programme: M.A. (History)

Second Year Semester-III

DSE-III. A, B, C, D & E / MOOC (Select any One)

DISCIPLINE SPECIFIC ELECTIVE (DSE)

DSE- III A : WOMEN IN INDIAN HISTORY (Beginning to 1947 CE)

Course Subject	Code of the Course Subject	Title of the Course Subject	Total Number of Periods	No of Credits
History	HIS-E-301	WOMEN IN INDIAN HISTORY (Beginning to 1947 CE)	60	04

Total Marks: 100

Theory: 60 Marks, Internal Ass. : 40 Marks

Course outcomes:

A) Knowledge and understanding Student will

1. To able to explain the Socioeconomic, culture and Political background of women.
2. Analysis the education situation of women.
3. To Aware the sources women study.

B) Intellectual skills –

1. Student will learn about gender discrimination and feminist movement.
2. Student will know about the status of women in Indian History,
3. To create the social awareness regarding women among the students.

Unit-1	1. Survey of approaches to the study of women, Liberal Marxist, Psychoanalytical, . Socialist Existential, Radical, Postmodern. 2. Sources of the study of the women; - Archival-Government files, official report, census, private paper, etc. 3. Non-archival-sacred texts, epigraphs, diaries, memoirs, autobiographies, fiction songs, folklore, architecture, sculpture, paintings, oral history, etc. 4. Religious status of women as depicted in –Vedic literature, Brahmanical and non-Brahmanical literature, Jainism, Buddhism, Islam, Sikhism and Christianity	(Periods-15)
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Unit-2	1. Contribution of women in philosophy and religion-Vedic period, epic period, Jainism, Buddhism and other sects. 2. Customary status of women in the family and society during-ancient period, medieval period and colonial period 3. Educational status of women during – Ancient period, medieval period and colonial period 4. Legal status of women during- ancient period, medieval period and colonial period	(Periods-15)
Unit – 3	1. Women’s Political participation; colonial period- Gandhian satyagraha, 2. Revolutionary movements; peasant and workers movements and Tribal movements. 3. Contribution of women to work at- Household, Agriculture, Industry, Formal and informal sectors and profession. 4. Economic status of women –Wages, professional earning and property rights	(Periods- 15)
Unit – 4	1. Women participation in reform movements: Bhakti movement; Virsaivism, 2. Women participation in Brahma Samaj, Arya Samaj, Aligarh movement, Theosophical movement, 3. Women participation in Satya Shodhak Samaj, Sri Narayan movement and Self-respect movement. 4. Women organization –colonial period: Local, provincial and national.	(Periods- 15)

Books Recommended:

1. Altekar, A.S., 2nd Edi.- Women in colonial India: Essay on survival, work and the state, Krushnamurty
2. Bhattacharya, N.N. -Ancient India: Rituals and their social contents,
3. Janki, Nair, -Women and law in colonial India: A Social History
4. Misra ,Rekha, -Women in Mughal India(1526-1748)
5. Minault, Gail,-Secluded Scholars: Women’s education and Muslim social Reform in Colonial India,
6. Channa, Doraj, -Slavery in Ancient India,
7. Pathan, Dr. Zakir-Contribution of Women in Indian History, Chandralok Prakashan, Kanpur
8. सांळुखे, आ. ह. -हिंदू संस्कृती आणि स्त्री
9. पारधी, आर. एन., स्त्री जीवन व कर्तृत्व, 2005
10. जाधव, शोभणा, पाटील पद्ममजा, -भारतीय इतिहासातील स्त्रिया
11. गायकवाड, प्रशांत, फाळके, आ. ह. सांळुखे- स्त्रीविषयकचिंतन
12. गाठाळ, एस.एस., भारतीय इतिहासातील स्त्रिया व स्त्री जीवन

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Two Years-Four Semesters Master's Degree Programme-NEPv23 Syllabus

Programme: M.A. (History)

Second Year Semester-III

DISCIPLINE SPECIFIC ELECTIVE (DSE)

DSE-III. B - History of Buddhism

Course Subject	Code of the Course Subject	Title of the Course Subject	Total Number of Periods	No of Credits
History	HIS-E-302	History of Buddhism	60	04

Total Marks : 100

Theory: 60 Marks,

Internal Ass. : 40 Marks

Course outcomes:

- a) To enable students to understand the meaning, scope and objectives of Buddhism
- b) To provide insights of Buddhist Philosophy
- c) To introduce fundamental aspects of Buddhism
- d) To impart knowledge of History of Buddhism

Unit- 1	Sources of Buddhism 1. Literary 2. Archaeological sources 3. Life of Buddha 4. Teachings of Buddhism	(Periods-15)
Unit- 2	Development in Buddhism 1. Sects in Buddhism 2. Sangha 3. First three Buddhist Councils 4. Importance of Buddhist Councils	(Periods-15)
Unit- 3	Royal patrons and Buddhist learning centres 1. Samrat Ashoka 2. Kanishka 3. Harshavardhan 4. Ancient Buddhist Universities in India	(Periods-15)
Unit- 4	Places associated with Buddha 1. Lumbini , Kapilvastu, 2. Bodhgaya Sarnath 3. Vaishali ,Shravasti , 4. Rajgir , Kushinara,Sankasya	(Periods-15)

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Books Recommended:

1. Geiger, Wilhem, Pali Literature and Language, published by Calcutta University publication, 1968.
2. Harvey, Peter (ed.), Buddhism, Continuum, London, 2001.
3. Kern II, Manual of Indian Buddhism, Delhi, 1968.
4. Law B. C. —A History of Pali Literature, Vol.I and Vol. II, published by Bharatiya Publishing House, Varanasi, 1970.
5. Matilal, Bimal Krishna and Evans, Robert D. (ed.), Buddhist Logic and Epistemology: Studies in the Buddhist Analysis of Inference and Language, D. Reidel Publishing, Dordrecht, 1986.
6. Narasu, Lakshmi, Religion of the Modern Buddhist, Wordsmith's Delhi, 2002.
7. Narasu, Lakshmi, The Essence of Buddhism, Thacker and Company Ltd. Bombay, 1948.
8. Narda Thera, —Ambedkar on Religion, Buddha Education Foundation, Taiwan, 1993.
9. Narda Thera, —Dhammpadal, Buddha Education Foundation, Taiwan, 1993.
10. Bapat P.V. (ed.), 2500 years of Buddhism, published by publication Division, Ministry of Information Broadcasting, Govt. of India, Delhi, 1956.
11. Saddhatissa, H., Buddhist Ethics: Essence of Buddhism, George Allen & Unwin Ltd., London, 1970.
12. Wagh Sandesh Madhavrao, Dr. Babasaheb Ambedkar's Conversion to Buddhism, Sandesh Publications, Mumbai, 2012

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Two Years-Four Semesters Master's Degree Programme-NEPv23 Syllabus

Programme: M.A. (History)

Second Year Semester-III

DISCIPLINE SPECIFIC ELECTIVE (DSE)

DSE III.C : Heritage Tourism In Maharashtra

Course Subject	Code of the Course Subject	Title of the Course Subject	Total Number of Periods	No of Credits
History	HIS-E-303	Heritage Tourism in Maharashtra	60	04

Total Marks : 100

Theory: 60 Marks,

Internal Ass. : 40 Marks



Course Outcome

1. A solid foundation of knowledge and understanding of heritage tourism and able to define heritage tourism, identify its key
2. To develop the ability to critically analyse and evaluate heritage tourism practices.
3. Acquire research skills specific to heritage tourism. They should be able to conduct literature reviews, gather and analyse data, and employ appropriate research methodologies to investigate issues related to heritage tourism.
4. Able to effectively interpret and communicate heritage values to various stakeholders, including tourists, local communities, and policymakers.
5. Able to develop destination branding strategies, design marketing campaigns, utilize digital marketing tools, and manage tourism flows to heritage destinations effectively.
6. To develop a deep appreciation for cultural sensitivity and responsible tourism practices in heritage tourism.
7. To be equipped with the necessary skills and knowledge to pursue careers in tourism planning and development, cultural heritage management, destination marketing, heritage interpretation, research, and consultancy.

Unit – 1	<ol style="list-style-type: none"> 1. Definitions and Meaning of tourism, Types of tourism, Importance of tourism, Motivation of tourism 2. Relation between History and Tourism; Meaning and scope of Heritage tourism; Heritage Walk 3. Globalization and its impact on tourism industry, Recent trends in global tourism and its impact on Indian Tourism industry 4. Contribution of tourism to GDP of Maharashtra and India, Effect of tourism on local community 	(Periods- 15)	
Unit – 2	<ol style="list-style-type: none"> 1. Role of State Government in promoting tourism; Role and functions of Maharashtra Tourism Development Corporation; Schemes of State Government to promote tourism in Maharashtra 2. Tourism Policy of State of Maharashtra; Efforts of private players in promoting tourism in Maharashtra 3. Tourist resources of Maharashtra- Cave monuments: Ajanta caves, Ellora caves, Gharapuri caves, Karla and Bhaja caves, Pandavleni caves 4. Hill Stations, Lakes and Costal Areas :Chikhaldara, Matheran, Mahabaleshwar,, Lonavla and Khandala, Ganpatipule, Lonar Lake 	(Periods- 15)	
Unit – 3	<ol style="list-style-type: none"> 1. Places of Religious significance :Pandharpur Temple, Shirdi Temple, Ambadevi Temple, 2. Mount Mary Church, Haji Ali Dargah, Ridhpur, Muktagiri, Paoni 3. Fairs and Festivals: Ganesh Festival, Palkhi Festival, Nashik Kumbh Mela, Kalidas Festival and Marabats Festival, 4. Gokul Ashtami - Dahi Handi Festival, Bahiram Yatra, Pohradevi Yatra, Mahakali Yatra (Chandrapur) 	(Periods- 15)	
Unit – 4	<ol style="list-style-type: none"> 1. Tourist resources of Maharashtra – Forts: Raigad, Daulatabad, Gavilgad, Narnala, Murud – Janjira 2. Architectural and Memorial monuments: Gate way of India, Chatrapati Shivaji Terminus, Dikshabhumi, Bibi ka Makbara, 3. Intangible Cultural Heritage of Maharashtra: Dashavtar, Bharud, Kirtan, Gondhal, Powada, Lavni 4. Art and Crafts of Maharashtra: Warli Paintings, Paithani Saaris, Kolhapuri Chappals, Sawantwadi crafts, 	(Periods- 15)	

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Books Recommended:

1. Bashm, A.L. (ed) -A Culture of History of India, Oxford, 1975.
2. Rowland, B. -The Art and Architecture of India, Pelican History of Art, 3rd ed., Harem's, worth, 1970
3. Shah, U.P. -Studies in Jaina Art, Banaras, 1955.
4. Brown, Percy-Indian Architecture (Buddhist & Hindu) 2nd ed. Bombay, Tara, 1942.
5. Alchevs, F.Q. -Cultural Tourism in India-Its Scope and Development
6. Kaul, S.N. -Tourist India
7. Anand, M.M.,-Tourism and Hotel Industry in India.
8. Bhatia, A. K. -Tourism Development: Principals and practices.
9. Leela, Shelly-Tourism Development in India
10. Wahab, S.-Tourism Management.
11. Seth, P.N., Successful Tourism Planning and Management.
12. महाडीक जी.एस.महाराष्ट्रातील कला आणि संस्कृती , सब्दमा प्रकाशन अमरावती २०११.
13. टेंभेकर डॉ. नलिनी : पूर्व विदर्भातील एतिहासिक स्थळे
14. शेंडे डॉ. प्रशांत : भारत प्रवास आणि पर्यटन , अथर्व पब्लिकेशन , जळगाव
14. झनके, डॉ. रवींद्र पुंडलिक , विदर्भा प्रांतातील गड किल्ल्यांचा इतिहास ,अजिंक्य प्रकाशन , वाशीम २०२२

Sant Gadge Baba Amravati University, Amravati FACULTY: HUMANITIES

Session:2024-25

Two Years-Four Semesters Master's Degree Programme-NEPv23 Syllabus

Programme: M.A. (History)

Second Year Semester-III

DISCIPLINE SPECIFIC ELECTIVE (DSE)

DSE-III. D -History of Modern China 20th century

Course Subject	Code of the Course Subject	Title of the Course Subject	Total Number of Periods	No of Credits
History	HIS-E-304	History of Modern China 20th century	60	04

Total Marks: 100

Theory: 60 Marks,

Internal Ass. : 40 Marks



Course outcomes:

- a) To provide insights of History of Modern China 20th century
- b) To impart knowledge of History of Modern China 20th century

Unit- 1	Historical background 1. 1911 revolution in China 2. Chiang Kai Shek 3. Kou Min Tang 4. Civil War	(Periods-15)
Unit- 2	Reconstruction of China under Mao Zedong 1. Rise of Mao 2. Internal policy 3. Agricultural Reforms 4. Industrial policy	(Periods-15)
Unit- 3	Communism in China 1. Political Reforms 2. Socio-Cultural Reform 3. Economic Reforms 4. Resistance to State	(Periods-15)
Unit- 4	Deng Xiaoping and New China 1. Modernization Programmes 2. Internal Policy 3. Foreign Policy 4. Rise as Global Economic Power	(Periods-15)

Books Recommended:

- 1. David M.D., The Making of Modern China, Himalaya Publication, Mumbai, 2006.
- 2. David M.D., and Ghoble, T.R., India China and South Asia, Dynamics of Development, Deep, New Delhi, 2000.
- 3. Dutt Gargi and Dutt V.P., China's Commune System, Asia Pub. House, 1970.
- 4. Ghoble T.R., China's Foreign Policy Opening in the West, Deep and Deep Publication, New Delhi, 1990.
- 5. Ghoble T.R., China – Nepal Relations and India, Deep and Deep Publication, New Delhi, 1986, 1991(Reprinted).
- 6. HSU Immanuel C. Y., Rise of Modern China, Oxford University press, 1990.
- 7. Hsueh, Chun-Tu, Revolutionary Leaders of Modern China, Oxford University press, 1971.
- 8. Hutchings Graham, Modern China: A Companion to a rising power, Penguin Books, 2000.
- 9. Jung Chang, Jon Halliday, Mao Unknown Story, Vintage Books, London, 2005.
- 10. King F.H.H., Concise Economic History of Modern China, Vora Publishers, 1968.
- 11. Latourette, Kenneth Scott, History of Modern China, Penguin Books, 1954.
- 12. Moise Edwin E., Modern China : A History (Present and the Past), Longman, 1986.
- 13. Neville Maxwell, India's China War, Jaico Published, Bombay, 1973.

Sant Gadge Baba Amravati University, Amravati
FACULTY: HUMANITIES

Session:2024-25

Two Years-Four Semesters Master's Degree Programme-NEPv23 Syllabus

Programme: M.A. (History)

Second Year Semester-III

DISCIPLINE SPECIFIC ELECTIVE (DSE)

DSE- III: E- Gandhian Thought

Course Subject	Code of the Course Subject	Title of the Course Subject	Total Number of Periods	No of Credits
History	HIS-E-305	Gandhian Thought	60	04

Total Marks : 100

Theory: 60 Marks,

Internal Ass. : 40 Marks

Course Outcome

1. To understand the concept of peace from the perspective of various religions. It makes the students well aware of the economic and social equality and relationship with peace.
2. The students would familiarize themselves with political structures such as village panchayath which are a product of Gandhian political thinking.
3. To understand the views and policy of Gandhiji on education
4. Understanding Gandhian Social Thought and it's present importance

Unit – 1	1. Introduction-Back ground of Gandhian era 2. Gandhiji's early Life 3. role of Gandhiji in Africa 4. Influence of Personalities like RUSKIN, TOLSTOY, SWAMI VIVEKANANDA, RAJARAM MOHAN ROY on Gandhiji..	(Periods- 15)
Unit – 2	1. Basic features of Gandhian Political philosophy 2. His conception of Sarvodaya – Antyodaya. 3. Decentralization of administration; Spiritualization of politics. 4. Gandhiji's conception of Freedom, Fraternity and Equality	(Periods- 15)
Unit – 3	1. Gandhi on inadequacies of Prevailing Education – Towards New Education (Nayi Talim) Review of Wardha Educational Experiment. 2. Gandhiji on the medium of education – national language – compulsory Education – Higher Education – National Universities and Education 3. Gandhian system of Education as the basis of Rural Reconstruction and National Integration 4. Present Day Educational Policies Vis – a- Vis Gandhian	(Periods- 15)

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	Perspective of Education	
Unit – 4	1. Basic Features of Gandhian Social Thought – his views on women, untouchables and weaker sections 2. Social evils; their eradication and Reconstruction of Society. 3. Synthesis of Individual Freedom and Social obligation 4. Gandhian Social Thought visa vis - present social scenario	(Periods- 15)

Books Recommended:

1. The Political Thought of Mahatma Gandhi – Gopinath Dharan
2. Moral and Political thought of Gandhi – Raghavan N Iyer.
3. Democracy – Read and deceptive – Mahatma Gandhi.
4. Democratic Values – Vinoba Bhave.
5. My Experiments with Truth (Autobiography) - Gandhiji.
6. Gandhi-His Life and Thought - J.B Kripalani.
7. Philosophy of Gandhi - M U Dutt.
8. Gandhian Economic thought – J.C Kumarappa.
9. Why the village Movement? - J.C Kumarappa.
10. The Gandhian Plan to Economic Development - Sriman Narayan.
11. Relevance of Gandhian Economics - Sriman Narayan.
12. Gandhi and Marx – K.G. Mashruwals.
13. The Gandhian Alternative to Western Socialism – VKRV Rao.

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Sant Gadge Baba Amravati University, Amravati

FACULTY: HUMANITIES

Session:2024-25

Two Years-Four Semesters Master's Degree Programme-NEPv23

With Exit and Entry Option

Program: M.A. (History)

Semester –IV

Paper-I – DSC I.4 India Under the Mughals (1526-1707 CE)

Code of the Course Subject	Title of the Course Subject	Total Number of Periods	No of Credits
HIS-M-401	India Under the Mughals (1526-1707 CE)	60	04

Total Marks: 100

Theory: 60 Marks,

Internal Ass. : 40 Marks

Course Outcome

1. Understand how Mughal empire established
2. Understand how Akbar Consolidated and Expanded the Mughal State to their liberal and secular policies
2. Know the Socio-economic and religious life in Mughal period
3. Understand about Administration under the Mughal- civil, judicial, revenue, fiscal and military
4. Understand how Aurangzeb's, the Mughal emperor, policy resulted in the decline of Mughal state
5. This course provides an overview of the main trends and developments in India during the Mughal period
6. Understanding in the field of art, literature and cultural during the Mughal era.

Unit- 1	1. Sources of Mughal period: Literary and archaeological. 2. Babur: Battle of Panipat, Khanwa, and Ghagra-their causes and significance. 3. Humayun: Relation with Bahadurshaha and Sher Shah Suri Shershah and his reforms, its significance. 4. Akbar: Second Battle of Panipat, Rajput Policy, Deccan Policy, Religious Policy	(Periods- 15)
Unit- 2	1. Jahangir : Deccan Policy; Nurjahan's reforms 2. Shah Jahan: Golden age of Mughal period. 3. Aurangzeb- His war of succession, Deccan policy, Religions policy 4. Mughal Administration and Theory of Kingship, Mansabdari System Disintegration of Mughal Empire	(Periods- 15)

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Unit- 3	<p>1. Agrarian economy and the state: The village community and peasantry, management of water resources, agricultural technology and crop patterns.</p> <p>2. Trade commerce and the monetary system, trade routes and pattern of in land commerce, maritime trade</p> <p>3. Role of Arab and European traders, Indian merchants, currency, coinage and banking-market regulations.</p> <p>4. Industries and production technology: Urban economy, crafts, textile industries, agroindustry's, metal technology, mercantile groups, imperial karkhanas</p>	(Periods- 15)
Unit- 4	<p>1. Social condition: Mughal ruling classes, Muslim community, Hindu community, Slavery, labour class, untouchability</p> <p>2. States of Women: Property rights, marriage, Sati, Parada, devadasi</p> <p>3. Education: Pattern of education, Institutions- Madrasa, temple schools, craft, training, tradition of arts</p> <p>4. Arts and Architecture, Languages and literature- Sanskrit, regional languages, Persian languages and literature.</p>	(Periods- 15)

Books Recommended:

1. Chopra P.N. A socio –Economic and cultural History of Medieval India
2. Chopra P.N. Life and letters under the Mughals. Agra 1955
3. Chopra P.N. Some Aspects of Society and culture during the Mughal age (1526-1707)
4. Elliot and Downson: History of India .
5. Fukazawa, Hiroshi: The Medieval Deccan: Peasants, social systems and states, sixteenth to eighteenth centuries. Edn. 17 (Delhi. OUP.1991)
6. Hussaini S.A O. : Administration under the Mughals,Dacca. 1952
7. Koch Ebba :Mughal Art and Imperial ideology(MunichPrestel 1999
8. Moosvi, Shreen: Economy of the Mughal Empire:A statistical study (Aligarh. AMU.1987)
9. Moreland W.H. : From Akbar to Aurangzeb: A study in Indian Economic History (Delhi. LOW price publication. 1990
10. Naqvi H.K.:Urbanisation and urban centres under the Great Mughals 1561-1707(Simla.II As 1971)
11. Pant : Economic History of India Under the Mughals
12. Richards J.F. : The Mughal Empire (Delhi Foundation Books, 1993
13.)Sarkar,Sir J. N.: Mughal Administration(Calcutta 1963
14. Satish Chandra : Medieval India.
15. इरफान हबिब : मध्यकालीन भारत , भाग १ ते ५
16. आशीर्वादीलाल श्रीवास्तव : मुघल भारत
17. डॉ. नलिनी टेंभेकर : ओ=प्राचीन व मध्यकालीन भारतीय राज्य
18. एल. खुराणा : भारत का सामाजिक एवम आर्थिक इतिहास
19. एल. पी.शर्मा : मध्यकालीन भारत
20. डॉ.विपिन बिहारीसिंह : मुगल भारत
21. विद्याधर महाजन : मध्यकालीन भारत

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Two Years-Four Semesters Master's Degree Programme-NEPv23

With Exit and Entry Option

Program: M.A. (History)

Semester –IV

Paper-II – DSC- II.4 -History of Freedom Movement in India (1857 to 1947 CE)

Code of the Course Subject	Title of the Course Subject	Total Number of Periods	No of Credits
HIS-M-402	History of Freedom Movement in India (1857 to 1947 CE)	60	04

Total Marks : 100

Theory: 60 Marks,

Internal Ass. : 40 Marks

Course Outcome

01. Students should develop a comprehensive understanding of the major political, social, and economic transformations that occurred in India from 1857 to 1947.

02. Students should be able to critically analyze and interpret primary and secondary sources related to the history of India during the specified period.

03. Students should assess the impact of British colonial rule on various aspects of Indian society, including the economy, governance, culture, and social structure.

04. Students should study the key leaders, movements, and events that shaped the history of India during the specified period.

05. Students should acquire proficiency in historical research methodologies and analytical frameworks related to the study of the history of India.

06. Students should examine the role of India in the wars, the consequences of war on the Indian economy and society, and the influence of global events on the Indian nationalist movement.

Unit – 1	1) Revolt of 1857: Ideology, leadership and British repression and response. 2) Failure of revolt of 1857 3) Emergence of organized nationalism 4) Indian National Congress.	(Periods- 15)
Unit – 2	1) Trends of resistance till 1919: Moderates, Extremists, 2) Revolutionary Movement 3) Gandhian era: Ideology of Satyagraha movements 4) Non Cooperation movement. 1920, Civil Disobedience Movement 1930, Quiet India Movement 1942	(Periods- 15)
Unit – 3	1) Government of India act of 1935. 2) Cripps Mission, Cabinet mission plan. 3) Mountbatten Plan, Rajaji Plan 4) Subhash Chandra Bose and Indian National Army.	(Periods- 15)
Unit – 4	1) Communal politics and partition. 2) Indian Independence Act of 1947.	(Periods- 15)
	3) Social reform movements, Development of Education. 4) Economic Organization – Rural Economy, Urban Economy.	

Books Recommended:

1. Shrivastava, A.L. ,-History of Modern India,
2. Kher, M.K. -Crucial Decades of 20th Century (I-IV Volumes),
3. Grover, and Sethi -Modern India,
4. Sen, S.N. -Eighteen Fifty Seven,
5. Farquha, J.N. ,-Modern Religious Movements in India,
6. Zacharia H.C.F., Renascent India from Ram Mohan to Gandhi,
7. Srinivasachari, C.S.-Social and Religious Movements in the 19th Cenrury,
8. Mujumdar, R.C ,-British Paramountcy and Indian renaissance, Vol III.,
9. Tripathi, Amlesh, -Bipin Chandra , Barun Dey , Freedom Struggle,
10. Saraf, Dr. Nitin Ulhasrao, -History of Modern India, Om Publication
10. Mishra B.B., Administrative History of India,
11. Dutt,, R. C.,-Economic History of India,
12. Desai, P.B. -Economic History of India: 1757-1947
13. Pathan Dr. Zakir, History of Modern India,Chandralok Prakashan, Kanpur
14. बनसोड, डॉ. संतोष, जाधवडॉ. ससद्दार्थ,-भारताचास्वातंत्र्यलढा (1857-1947) रोमापसललकेशन यवतमाळ, 2021
15. वाघ, संदेश, तुकारामशशंदे, हरीनारायणजमाले (संपादक), भारतीयराष्ट्रीयचळवळीचाइततहास (इ. स. 1885 तेइ. स. 1947) प्रकाशनअक्षरलेणं, सोलापूर, आवृत्ती -1 ऑगस्ट 2013
16. अहहर, संजू(संपा) राजारामकल्पना- आधुतनकभारतकाइततहास, स्पेक्ट्रमबुक्ट्स पब्ललशरनईहदल्ली, 2018
17. सेन, अमर्तयय,(अनु) कुमारअशोक, -भारतऔरउसकेविरोधाभास, राजकमल पब्ललकेशननईहदल्ली,2018
18. बनसोड, डॉ. संतोष, वानखडे डॉ . किशोर ; वऱ्हाडचा स्वातंत्र्यलढा भाग१ व भाग २ , अजिंक्य प्रकाशन, वाशीम, 2023



Sant Gadge Baba Amravati University, Amravati

FACULTY: HUMANITIES

Session:2024-25

Two Years-Four Semesters Master's Degree Programme-NEPv23

With Exit and Entry Option

Program: M.A. (History)

Semester –IV

Paper-III – DSC III.4 -Contemporary World (1945-2000 CE)

Code of the Course Subject	Title of the Course Subject	Total Number of Periods	No of Credits
HIS-M-403	Contemporary World (1945-2000 CE)\	60	04

Total Marks : 100, Theory: 60 Marks,

Internal Ass. : 40 Marks

Course Outcome

1. Developing an understanding of modern international relations and major events which have shaped the world since the 1945 such as the Cold War, the end of the U.S.S.R and decolonization
2. conceptualise the difference between conflicting ideologies of socialism and capitalism and how they played an important role in world politic
3. Get a concept of how the Third World developed and played a major role in world politics
4. Understanding disintegration of USSR: its impact on society and politics.

Unit – 1	<ol style="list-style-type: none">1) Ideological and political basis of cold war: pacts and treaties.2) The UNO : the genesis of the concept of world peace , organs and functions3) The role of UNO in the regional tensions –Palestine, Kashmir, Cuba, Korea, Vietnam.4) Non-Alignment Movement and the Third World: Origin and progress.	(Periods- 15)
Unit – 2	<ol style="list-style-type: none">1) Post war problems of Germany –the establishment of FRG and GDR; Berlin Crisis.2) Communist revolution in China and its impact on world politics.3) Genesis and process of disintegration of USSR4) Impact of disintegration of USSR on society and politics.	(Periods- 15)
Unit – 3	<ol style="list-style-type: none">1) Fall of communist regimes in East European countries.2) Socialism in decline.3) Formation of European Union.4) European Common Market	(Periods- 15)

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Unit – 4	1) Rise of unipolar world. 2) Reunification of Germany, Kuwait Crisis. 3) Globalization and its economic and political impact. 4) Merits and Demerits of globalization	(Periods- 15)
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Books Recommended:

1. Origins of the cold war: D. F. Fleming, Vol. I and II
2. Emergence of Africa, W.E.F. Ward
3. Imperatives of Non-Alignments, (Delhi, Macnillan, 1976)
4. The Soviet Block : Unity and Conflic, Z.K. Brezezinski
5. Contemporary World Problems, N.L. Hill
6. Twentieth Century World, L.P.Mathur
7. Globalisation, Malcoin Waters
8. American Foreign policy since World War II, John Spanier
9. Europe in the 19th and 20th Centuries, E. Lipson

Sant Gadge Baba Amravati University, Amravati

FACULTY: HUMANITIES

Session:2024-25

Two Years-Four Semesters Master's Degree Programme-NEPv23

With Exit and Entry Option

Program: M.A. (History)

Semester –IV

Tutorials

DSC IV.4: Tutorials: Constitutional Provisions for the Marginal Sections in India

Code of the Course Subject	Title of the Course Subject	Total Number of Periods	No of Credits
HIS-M-404	Constitutional Provisions for the Marginal Sections in India	30	02

Total Marks : 50,(Department/College assessment :50 Marks)

Course outcomes:

- e) To enable students to understand Constitutional Provisions for the Marginal Sections in India
- f) To provide insights of Constitutional Provisions for the Marginal Sections in India
- g) To introduce fundamental aspects of Constitutional Provisions
- h) To impart knowledge of Status of Marginal Sections

Unit- 1	<p>a) Introduction</p> <p>(i) Importance of Constitutional Safeguards</p> <p>(ii) Preamble of the Constitution, Fundamental rights</p> <p>(ii) Directive principles of the State policy</p> <p>b) Constitutional Safeguards for Backward Castes and Minorities</p> <p>(i) Scheduled Castes and Scheduled Tribes</p> <p>(ii) Other Backward Castes</p> <p>(iii) Minorities</p>	(Periods-15)
Unit- 2	<p>a) Constitutional safeguards for Women, Labour, Children and Differently Abled</p> <p>(i) Women</p> <p>(ii) Labour</p> <p>(iii) Children and Differently Abled</p> <p>b) Impact of Constitutional Safeguards</p> <p>(i) Judiciary</p> <p>(ii) Reservation Policy</p> <p>(iii) Socio, Economic and Political impact</p>	(Periods-15)

Books Recommended

1. Hande H.V., Ambedkar The Making of The Indian Constitution, Macmillan Publishers, Delhi, 2009.
2. Jadhav Narendra, Ambedkar Speaks Volume II, Konark Publishers, New Delhi, 2013.
3. Kashyap Subhash C., Our Constitution An Introduction to India's Constitution and Constitutional Law, National Book Trust, New Delhi, Third Edition, 2001.
4. Kumar Raj, Ambedkar And Constitution, Commonwealth Publishers, New Delhi, 2011.
5. Moon Vasant, Dr. Babasaheb Ambedkar Writings And Speeches Vol. 13, Education Department, Government of Maharashtra, Bombay, First Edition, 1994.
6. Munshilal Gautam, Indian Constitution With Legal Philosophy of Dr. Ambedkar, Siddhartha Gautam Sikshan and Sanskriti Samiti Dhansari, Aligarh, 2002.
7. Narnaware S.B., Freedom of Religion Under The Constitution of India Significance & Relevance, Gautam Book Centre, Delhi, First Edition, 2012.
8. S.K. Patil, The Constitution of India, Deeksha Book House, Nagpur, First Edition, 20

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Sant Gadge Baba Amravati University, Amravati

FACULTY: HUMANITIES

Session:2024-25

**Two Years-Four Semesters Master's Degree Programme-NEPv23
Syllabus**

Programme: M.A. (History)

Second Year Semester-IV

DSE-IV. A, B, C, D & E / MOOC (Select any One)

DISCIPLINE SPECIFIC ELECTIVE (DSE)

DSE IV -A : Indian Women since Independence (1947-2010 CE)

Code of the Course Subject	Title of the Course Subject	Total Number of Periods	No of Credits
HIS-E-401	Indian Women since Independence (1947-2010 CE)	60	04

Total Marks : 100

Theory: 60 Marks,

Internal Ass. : 40 Marks

Course Outcome:

1. Students should develop a comprehensive understanding of the changing status, roles, and experiences of Indian women from 1947 to the present.
2. Students should be able to critically analyze the policies, laws, and initiatives implemented by the Indian government and other organizations to promote gender equality and women's empowerment.
3. Exploration of women's economic participation and entrepreneurship.
4. Students should explore the advancements and challenges in women's education since independence.
5. Analysis of gender-based violence and discrimination.
6. Understanding of inter- sectionalist and diversity among Indian women.

Unit-1	1) Customary status of women in the family and society during – post independent period 2) Legal status of women during post-independence period. 3) Educational status of women during post-independence period. 4) Economical status of women during post-independence period	(Periods-15)
Unit-2	1) Feminist movement 2) Women organization –Post Independence period. 3) Women political participation –Post Independence period-	(Periods-15)

	Panchayats and municipal councils 4) Women political participation in state legislatures and Parliament	
Unit – 3	1) Women representation and participation in financial activities; - Trade, Business, Banking, Professions. 2) Women representation and participation in social activities- Education, Philanthropy, Tribal sector. 3) Women representation and participation in cultural activities- Literature, Art and sculptures, Music Dance, Films, Theatre 4) Women representation and participation in Media	(Periods- 15)
Unit – 4	1) Women role as an asset to family and national development 2) Women participation in Sports. 3) Women participation in Science, and technology. 4) Women participation in civil services	(Periods- 15)

Books Recommended:

1. Altekar, A.S. ,-The position of Women in Hindu Civilisation, 2nd Edi.,
2. Desai, Neera, - Women in Modern India,
3. Geraldine, Forbs , -Women in Modern Inda,
4. Kumari, Jayawardena , -Feminism and Nationalism in third world,
5. Mukharjee, P,. Hindu Women- Normative Modals,
6. Nivediata, Menon, Elusive Women - Low and Feminist Politics,
7. Bagchi, Jashodhara ,-Indian Women: Myth and Reality,
8. Wagh, Sandesh M. (Dr.), (ed).- Dr. Babasaheb Ambedkar's Thought., Sandesh Publications., Mumbai, 2019.
9. साळुंके, आ.ह.-हिंदूसंस्कृतीआणिस्त्री
10. पारधी, आर. एन.,स्त्रीजीवन व कर्तृत्व, 2005
11. पाटील, डॉ. पद्मजा,जाधव डॉ. शोभा, भारतीयइतिहासातीलस्त्रिया
12. गाठळ, डॉ. एस.एस.,भारतीयइतिहासातीलस्त्रियावस्त्रीजीवन

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FACULTY: HUMANITIES

Session:2024-25

**Two Years-Four Semesters Master's Degree Programme-NEPv23
Syllabus**

Programme: M.A. (History)

Second Year Semester-IV

DISCIPLINE SPECIFIC ELECTIVE (DSE)

DSE- IV: B-History of Science and Technology

Code of the Course Subject	Title of the Course Subject	Total Number of Periods	No of Credits
HIS-E-402	History of Science and Technology	60	04

Total Marks : 100

Theory: 60 Marks,

Internal Ass. : 40 Marks

Course Outcome

1. Understanding the development of science and technology in ancient India
2. Understanding the development of Ayurved and its present importance
3. Students should acquire knowledge of atomic energy , space science
4. Understanding the development of science and technology in independence India

Unit – 1	Developments in Science and Technology in Ancient India 1) Development in medical Science in Ancient India: origin of Ayurved in Rugved and Atharved, Ashtang Ayurved 2) Introduction of Charaksanhita and Shushrut sanhita 1) Development in different branches of Science in Ancient India: Astronomy, Mathematics, Engineering 3) Developments in metallurgy: Use of Copper, Bronze and Iron in Ancient India 4) Development of Geography: Geography in Ancient Indian Literature.	(Periods- 15)
Unit – 2	Developments in Science and Technology in Medieval and colonial India 1) Scientific and Technological Developments in Medieval India; Influence of the Islamic world and Europe; The role of madrasas and karkhanas 2) Developments in the fields of Mathematics, Chemistry, Astronomy Agriculture and Medicine.	(Periods- 15)

	3) Early European Scientists in Colonial India- Surveyors, Botanists, Doctors, under the Company's Service. 4) Indian Response to new Scientific Knowledge, Science and Technology in Modern India:	
Unit – 3	Developments in Science and Technology in Contemporary India 1) Development in Defence technology 2) Development in Nuclear energy sector 3) Development in Space technology 4) Development in Computer science and Information technology	(Periods- 15)
Unit – 4	Prominent scientist of India since beginning and their achievement 1) Aryabhata, Brahmgupta, Bhaskaracharya, Varahamihira, Nagarjuna. 2) Susruta, Charak, & Patanjali. 3) Srinivas Ramanujan, C.V. Raman, Jagdish Chandra Bose, Homi Jehangir Bhabha 4) Swaminathan, Vijay Bhatkar, A.P.J. Abdul Kalam,	(Periods- 15)

Reference Books:

1. R. Parthasarathy, Paths of Innovators In Science, Engineering and Technology, EastWest Books (Madras) Pvt. Ltd, 2000.
2. Glimpses of India's Statistical Heritage, Edited by: J.K. Ghosh, S.K. Mitra, K.R. Parthasarathy, Wiley Eastern Limited, 1992.
3. Jagjit Singh, Some Eminent Indian Scientists, Publications Division, Ministry of Information and Broadcasting, Government of India, 1991.
4. B.C. Berndt and R.A. Rankin, Ramanujan: Essays and Surveys, Hindustan Book Agency, 2003.
5. Robert Kanigel, The Man Who Knew Infinity, A Life of the Genius Ramanujan, Rupa & Co., 1992.
6. S.R. Ranganathan, Ramanujan: The Man and the Mathematician, London, 1967
7. Subrata Dasgupta, Jagadish Chandra Bose and the Indian Response to Western Science, Oxford University Press, 1999.
8. Chintamani Deshmukh, Homi Jehangir Bhabha, National Book Trust, India, 2003.
9. G. Venkataraman, Bhabha and his Magnificent Obsessions, Universities Press, 1994.
10. G. Venkataraman, Raman and His Effect, Universities Press, 1995.

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FACULTY: HUMANITIES

Session:2024-25

**Two Years-Four Semesters Master's Degree Programme-NEPv23
Syllabus**

Programme: M.A. (History)

Second Year Semester-IV

DISCIPLINE SPECIFIC ELECTIVE (DSE)

DSE- IV: C- Heritage Tourism in India

Code of the Course Subject	Title of the Course Subject	Total Number of Periods	No of Credits
HIS-E-403	Heritage Tourism in India	60	04

Total Marks : 100

Theory: 60 Marks,

Internal Ass. : 40 Marks

Course Outcome

1. Comprehensive understanding of heritage tourism concepts and theories.
2. Students should acquire knowledge of global and regional trends in heritage tourism.
3. Students should be able to critically analyze the principles, methods, and challenges associated with heritage preservation and management in the context of tourism.
4. Students should analyze the positive and negative consequences of tourism development, including issues related to economic benefits, socio-cultural change, community engagement, and resident perceptions and attitudes.
5. Understanding of sustainable heritage tourism practices.
6. Students should acquire skills in heritage tourism planning and development.

Unit – 1	1) Incredible India Campaign, Role of Archaeological Survey of India in promoting Heritage Tourism, 2) Role of India Tourism Development Corporation Limited in promoting Heritage Tourism. 3) National Tourism Policy 2002 4) Tourism promotion schemes: Swadesh Darshan Scheme, Paryatak Mitra Scheme, Scheme of tourist visa on arrival	(Periods- 15)
Unit – 2	1) Issues related to safety of tourists and tourism disaster risk management, 2) Need and significance of tourism infrastructure, Do's and Don'ts for visitors to respect and conserve the heritage monuments.	(Periods- 15)

	3) India and UNWTO, India and UNESCO 4) Indian Heritage Cities Network	
Unit – 3	1) Special Problems of Foreign Tourist: Language barrier, information dissemination. 2) Tourist resources of India: Buddhist sacred circuit: Bodhgaya, Sarnath, Sachi 3) Amravati – Nagarjunkoda, 4) Tawang and Bomdila	(Periods- 15)
Unit – 4	1) Delhi-Agra Circuit: Qutub Minar, Red Fort, Taj Mahal, Fatehpur Sikri Complex. 2) South Indian Circuit: Hampi, Konark , Pattadakal 3) Central and West India Circuit: Hill forts of Rajasthan, Jantar Mantar Jaipur, Mount Abu temples, Khajuraho 4) Intangible Heritage of India: Yoga, Kalamkari Paintings, Qawwali, Bharatnatyam	(Periods- 15)

Books Recommended:

1. Bashm, A.L. (ed) -A Culture of History of India, Oxford, 1975.
2. Rowland, B. -The Art and Architecture of India, Pelican History of Art, 3rd ed., Harem's, worth, 1970
3. Shah, U.P.-Studies in Jaina Art, Banaras, 1955.
4. Brown Percy -Indian Architecture (Buddhist & Hindu) 2nd ed. Bombay, Tara, 1942.
5. Alchevs, F.Q. -Cultural Tourism in India-Its Scope and Development
6. Kaul, S.N. -Tourist India
7. Anand, M.M., -Tourism and Hotel Industry in India.
8. Bhatia, A. K. -Tourism Development: Principals and practices.
9. Leela Shelly, Tourism Development in India.
10. Wahab, S. -Tourism Management.
11. Seth, P.N., -Successful Tourism Planning and Management.
13. महाडीक, डॉ जी. एस, -प्राचीन महाराष्ट्रातील कला
14. टेंभेकर, डॉ नलिनी-पूर्व विदर्भातील ऐतिहासिक कला व प्रेक्षणीय स्थळे
15. शेंडे, डॉ निशांत -भारत प्रवास आणि पर्यटन , अथर्व पब्लिकेशन, जळगाव

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FACULTY: HUMANITIES

Session:2024-25

**Two Years-Four Semesters Master's Degree Programme-NEPv23
Syllabus**

Programme: M.A. (History)

Second Year Semester-IV

DISCIPLINE SPECIFIC ELECTIVE (DSE)

DSE- IV: D- History of USSR

Code of the Course Subject	Title of the Course Subject	Total Number of Periods	No of Credits
HIS-E-404	History of USSR	60	04

Total Marks : 100

Theory: 60 Marks,

Internal Ass. : 40 Marks

Course outcomes:

- 1) To introduce History of USSR
- 2) To impart knowledge of History of USSR

Unit- 1	Historical Background (1) Bolsheviks (2) Mensheviks (3) Socialist Idea (4) Lenin	(Periods-15)
Unit- 2	2. Stalin and Emergence of USSR (1) Socio Political Changes (2) Five Year Plans (3) Agricultural and Industrial Policies (4) Foreign Policy	(Periods-15)

Unit– 3	<p><i>Cold War</i></p> <p><i>(1) causes of cold war</i></p> <p><i>(2) World War II and Russia</i></p> <p><i>(3) Policies of Nikita Khrushchev</i></p> <p><i>(4) Emergence as World Power</i></p>	(Periods-15)
Unit– 4	<p><i>Disintegration of USSR</i></p> <p><i>(1) De- Stalinization</i></p> <p><i>(2) Glasnost (Openness) and Perestroika (Democratization)</i></p> <p><i>(3) Transition of USSR to Soviet Russia</i></p> <p><i>(4) Effects of disintegration of USSR on world politics</i></p>	(Periods-15)

Books Recommended:

1. Carr, E. H. ; Bolshevik Revolution 1917-1923, Vol. 1, New York : Maenillan Press, 1950.
2. De Madariage, Isabel ; Russian in the age of Catherine the great ; London : Phoenix Press, 1981.
3. Gellately, R. ; Lenin, Stalin and Hitler : The age of Social Catastrophe ; N,Y, : Alfred A. Knopf,2007.
4. Gaidar, Yegor ; Collapese of an empire : Lessons for modern Russia; Washington, DC, BrookingsInstitution"s Press, 2007.
5. Gromyko A.A. and Ponomarev,(ed.), Soviet Foreign Policy 1917-1980 (2 Vol.) Progress Publishers,Moscow, 1981.
6. Martin, J. ; Medieval Russia : 980-1584; Cambridge : C.U. P. 1995.
7. Ploky, Serhii, Ukraine and Russia : Representations of the past, Toronto, University of TorontoPress, 2008.
8. Riasano vsky, N.V. ; History of Russia, 6thed., New York, Oxford University Press, 2000.
9. Rzhnevsky, N. 9ed.); Cambridge Companion to Modern Russian Culture ; Cambridge; C.U.. Press,1998.
10. Spektor, Ivar ; Introduction to Russian History and Culture ; Toronto, D. Van Nastrand Company,1949.
11. Smele J. & Heywood, A (ed.) ; Russian revolution of 1905 : Centenary perspectives ; London :Routledge, 2005.
12. Trotsky, L.; History of the Russian revolution; London : victor Gollancz, 1965.
13. Walsh, W.B.(ed), Readings in Russian History from Ancient Times of the post-Stalin era, Vol.3, :
14. The Revolutionary era and the Soviet period ; New York : Syracuse University Press, 1963.

Sant Gadge Baba Amravati University, Amravati

FACULTY: HUMANITIES

Session:2024-25

**Two Years-Four Semesters Master's Degree Programme-NEPv23
Syllabus**

Programme: M.A. (History)

Second Year Semester-IV

DISCIPLINE SPECIFIC ELECTIVE (DSE)

DSE- IV : E- Dr. Babasaheb Ambedkar : Life & Work

Code of the Course Subject	Title of the Course Subject	Total Number of Periods	No of Credits
HIS-E-405	Dr. Babasaheb Ambedkar: Life & Work	60	04

Total Marks: 100 , Theory: 60 Marks, Internal Ass. : 40 Marks

Course outcomes:

- 1) To enable students to understand the Dr Babasaheb Ambedkar Life and Work
- 2) To provide insights of History of Dr Babasaheb Ambedkar struggle for Human Rights
- 3) To impart knowledge of Social History of India

Unit- 1	Historical Background (1) Early life of Dr. Babasaheb Ambedkar (2) Caste and Untouchability system: Meaning, Scope and Nature (3) Dr. Babasaheb Ambedkars concept of Democracy (4) Dr. Babasaheb Ambedkars critic on Caste and Untouchability	(Periods-15)
Unit- 2	Social and religious work of Dr. Babasaheb Ambedkar (1) Mahad water Tank Satyagraha (2) Kalaram Temple Entry Satyagraha (3) Manusmruti burnt	(Periods-15)

	(4) Conversion to Buddhism :causes and impact	
Unit- 3	Political and Humanitarian ideology of Dr. Babasaheb Ambedkar (1) Independent Labour Party (2) All India Scheduled Caste Federation (3) Samaj Samata Sangh (4) Hindu code Bill: Features	(Periods-15)
Unit- 3	Constitutional Development (1) Southborough Commission, Round Table Conferences, (2) Communal Award, Poona Pact (3) Constitutional Safeguards for backward castes, minorities and women (4) Reservation Policy in the Indian Constitution	(Periods-15)

Books Recommended:

1. Ambedkar B.R., Who were the Shudras? How they came to be the Fourth Varna in Indo Aryan Society? , Thacker & Company, Bombay, 1970.
2. Ambedkar B.R., The Untouchables : Who were they and How they became Untouchables? AmrutBook Company, Delhi, 1948.
3. Ambedkar B.R., Caste in India, Thacker & Co., Bombay, 1916.
4. Ambedkar B.R., The Problem of Rupee, Thacker & Co., Bombay, 1923.
5. Ambedkar B.R., State and Minorities, Thacker & Co., Bombay, 1947.
7. Ambedkar B.R., Maharashtra as a Linguistic State, Thacker & Co., Bombay, 1955.
8. Bhatt Vamanrao A., The Harijans of Maharashtra, All India Harijan Sevak Sangh, Delhi, 1941.
9. Dhawan S.K., Dr. B.R. Ambedkar : A Select Profile, Wave Publication, Delhi, 1991.
10. Ganjre M.F., Ambedkar B.R., Yanchi Bhashne, Vol.1-7, Ashok Yagpur, 1968-85.
11. Ganni Raju, The Life of Ambedkar B.R., Dr. Babsaheb Ambedkar, Memorial Society, Hyderabad, 1979.
12. Gore M.S., The Social Context of an Ideology : Ambedkar's Political and Social Thought, SagePublication, 1993.
13. Jatava D.R., Social Philosophy of Dr. B.R. Ambedkar, Phoneix Publishing Agency, 1965.

14. Jatava D.R., Politics Philosophy of Dr. B.R.Ambedkar, Phoneix Publishing Agency, 1965.
15. Jatava D.R., Politics of Dr. B.R. Ambedkar in National Movement, National Publishing Agency, 2000.
16. Jogdand P.G. and Michael S.M., Globalisation and Social Movements Struggle for Human Society,Rawal, Jaipur, 2004.
17. Jogdand P.G., Dalit Movement in Maharashtra, Kanak Publications, New Delhi, 1991.
18. Keer Dhananjay, Dr. Babasaheb Ambedkar : Life and Mission, Popular Prakashan, Bombay, 1990.
19. Kuber W.N., Builders of Modern India, Dr. B.R. Ambedkar, Publication, New Delhi, 1978.
20. Massey James, Dr. B.R. Ambedkar : A Study in Just Society, Manohar Publishers, New Delhi, 2004
21. खंडारे, डॉ. रविंद्र, डॉ. बाबासाहेब आंबेडकर आणि नेल्सन मंडेला तुलनात्मक अध्ययन , मेधा पब्लिशिंग हाऊस, अमरावती. 2021.

Semester-IV

Research Project Phase-II

Minor Research project and Oral Examination -Total Marks :150

1. Minor Research project (Writing work) – 75 marks

- **Minor Research project** should be based on the research plan presented in session-3.
- While submitting the **Minor Research project** it should be as follows.
- M. S. word 10 should be used.
- Times New Roman, Font size - 12, spacing should be 1.5 for English language.
- Unicode, Font size 14, spacing 1.5 for Marathi / Hindi language.
- **Minor Research project** should be of 75-100 pages.
- Pages should be printed on both sides.
- **Minor Research project** should be bound on both sides
- Reference bibliography should be given at the end of thesis.
- Prevailing scientific research method should be used for research.

2.Oral exam -75 marks

Oral examination will be conducted on the submitted **Minor Research project**.