

Sant Gadge Baba Amravati University, Amravati

FACULTY: HUMANITIES

Session: 2023-24

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

with Exit and Entry Option

M.A. History

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 the religions, customs, institutions and administration and so on.
3. By analysing 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. **Museology:** 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 infuse 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, analyzes, and interprets 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 computeraided search systems.

8. **Curator:** Curators take on a managerial role in museums, art galleries, or heritage centres. 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 examining historical artefacts, ranging from prehistoric tools and objects to monuments and buildings. Their prime duty is to recover and analyse 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 in different 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 working for government agencies perform site visit 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 really important part of content Creation. Content creation is 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: 2023-24

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

Program: M.A. (History)

Semester – I

Subject	Code of the Course Subject	Title of the Course Subject	Total Number of Periods	No of Credits
Discipline Specific Core: DSC				
RM & IPR	HIS-RM-110	Research Methodology and Intellectual Property Rights	60	04
DSC-I.1	HIS-M-101	History of Ancient India (Beginning to 600 CE)	60	04
DSC-II.1	HIS-M-102	History of The Marathas (1630 CE - 1707 CE)	60	04
DSC-III.1	HIS-M-103	Tourism: Management and Operations	60	04
DSC-IV.1	HIS-M-104	Philosophical schools of History	30	02
DSE-I/MOOC (Select any One)				
Discipline Specific Elective				
DSE-I.A	HIS-E-101	History of Social Movements in United States of America	60	04
OR				
DSE-I.B	HIS-E-102	History of Modern Vidarbha (1920 CE - 1960 CE)	60	04
OR				
DSE-I.C	HIS-E-103	Dr. Panjabrao Deshmukh Life & Works	60	04
Total Credits -			18 (DSC) + 04 (DSE) = 22	

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Program: M.A. (History)
Semester – II

Subject	Code of the Course Subject	Title of the Course Subject	Total Number of Periods	No of Credits
Discipline Specific Core: DSC				
DSC-I.2	HIS-M-201	History of Contemporary India (1947 CE- 2000 CE)	60	04
DSC-II.2	HIS-M-202	Emancipatory movements of depressed classes in India	60	04
DSC-III 2	HIS-M-203	Heritage Conservation and Management	60	04
DSC-IV 2	HIS-M- 204	Political History of the Marathas (1707 CE – 1818 CE)	30	02
DSE-I/MOOC (Select any One) Discipline Specific Elective				
DSE-II.A	HIS-E-201	History of South East Asia (1945 CE-2000 CE)	60	04
OR				
DSE-II.B	HIS-E-202	History of the Rajput (700 to 1600 A.D.)	60	04
OR				
DSE-II.C	HIS-E-203	History of Modern Maharashtra (1818 CE-1960 CE)	60	04
OR				
DSE-II.D	HIS-E-204	Historical Study of Sant Gadge Baba Reformation Movement	60	04
Total Credits - 14 (DSC) + 04 (DSE) + 04 (Project field work) = 22				

Project field work:

(DSE-I/MOOC (Select any One) Discipline Specific Elective)

Case study of historical sites in the area.

OR

Students to understand and project the historical writing style from the historian.

OR

Travel management of historical sites (tour) – for example, practicing online ticketing and booking of railways, hotel management, Road map etc. and presenting projects.

Note : # On Job Training, Internship/ Apprenticeship; Field projects **Related to Major (During vacations of Semester I and Semester II) for duration of 120 hours mandatory to all the students, to be completed during vacations of Semester I and/or II.**

Note: Co-curricular Courses: In addition to the above, CC also include but not limited to Academic activities like paper presentations in conferences, Aavishkar, start-ups, Hackathon, Quiz competitions, Article published, Participation in Summer school/ Winter School / Short term course, Scientific

Surveys, Societal Surveys, Field Visits, Study tours, Industrial Visits, online/offline Courses on Yoga (Yoga for IQ development, Yoga for Ego development, Yoga for Anger Management, Yoga for Eyesight Improvement, Yoga for Physical Stamina, Yoga for Stress Management, etc.). These can be completed cumulatively during **Semester I, II, III and IV. Its credits and grades will be reflected in semester IV credit grade report**

Semester-II Credit – 4

F P: Field Project

Field projects Related to Major @ during vacations cumulatively

Objectives:

- a) Understand and analyse the historical inquiry techniques,
- b) To analyse the events in the past.
- c) To verify information about the historical events and their interconnections.
- d) To study in detail and remove imaginative element and bring forth the truth.

Learning outcomes:

The history field project provides students with an opportunity to apply their historical Knowledge and historiographical skills to conduct an advanced field project in modern International and transnational history.

It is meant to prepare them for future work in an international research environment.

After you have taken this course you are expected to:

- a) Be able to design and conduct an archive-based field project
- b) Identify, assess and interpret relevant archival sources
- c) Write an independent field project based on primary sources, adhering to the discipline's conventions in the use of sources, citations and referencing
- d) Have a general understanding of academic publishing.

Course content

Students are expected to write a Field Project in 8000 words (+/- 10%, notes included) on a topic related to Ancient, Medieval, Modern, Local, National, International history. The topic of the history project has to be different from the topic of the student's master thesis, that is to say engages with a different body of scholarly literature, utilizes different primary sources and studies a different empirical case. The project should be based on archival sources; students are supported to visit archives and libraries abroad in pursuit of their research objective. Students are encouraged to submit their field project at a Relevant subject.

Field Project Format

1. New Times Roman -12 Fonts
2. Unicode Marathi -14 Fonts
3. Field Project –Maximum 8000 words
4. References should be given at the end of the project
- 5) It should be binding project
- 6) Aims, objective, Hypothesis, Conclusion Should be mention in the project.

In the Practical examination following shall be the allotment of marks:

1. Practical Record: - 20 Marks
2. Practical Examination: - 30 Marks
3. Survey and Field Report: - 50 Mark

Note: # Field projects Related to Major (During vacations of Semester I and Semester II) for duration of 120 hours mandatory to all the students, to be completed during vacations of Semester I and/or II

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Syllabus

Programme: M.A. (History) First Year Semester- I

Sr. No	Course Subject	Code of the Course Subject	Title of the Course Subject	Total Number of Periods	No of Credits
1	RM & IPR	HIS-M-101	Research Methodology and Intellectual Property Rights	60	04

Total Marks: 100, (University assessment: 70 Marks, College Department assessment: 30 Marks)

Course outcomes:

- a) To enable students to understand the meaning, scope and objectives of history
- b) To provide knowledge of the tools and techniques of research methodology
- c) To provide insights into research methodology
- d) To introduce fundamental aspects of Intellectual Property Rights to students
- e) To impart knowledge on copyrights and its related rights and registration aspects
- f) To aware about current trends in IPR

Employability:

1. To develop skill of writing research proposal, dissertation, thesis and make them able to apply for research degrees and diplomas.
2. To develop skills of undertaking minor and major research projects
3. To develop ability of Interpretation and Generalization of Sources and work as research assistant and research associate.
4. To develop the employability in IPR

Unit – 1	History: Concept and Sources a) History: Definition, nature, scope and Objectives b) Types of History, Classification of Sources, Methods of Data Collection c) History and Auxiliary Sciences, Authenticity and Credibility of Sources	(Periods- 15)
Unit – 2	Research Design a) Research - Meaning and Types b) Framing Hypothesis and Chapterisation c) Literature Review: importance	(Periods- 15)
Unit – 3	Historical Research and Methods a) Interpretation and Generalization of Sources, b) Citation methods, footnotes, end notes, abbreviation's, appendix, Bibliography, c) Research Methods in History: Qualitative, Quantitative, Descriptive	(Periods- 15)
Unit – 4	Intellectual Property Rights Policy in India a) India's New National Intellectual Property Policy, 2016 b) Govt. Schemes in Intellectual Property c) Career Opportunities in Intellectual Property Rights	(Periods- 15)

Reference Books:

- 1) Agarwal, R. S. *Important Guidelines on Research Methodology*, Delhi, 1983.
- 2) Barzun, Jacques, Graff, Henry F. *The Modern Researcher*, Third Edition, New York, 1977.
- 3) Bloch, March, *The Historian's Craft*, Trans. Sarah Mathews, Weidenfeld & Nicholson, London, 1980.
- 4) Burke, Peter, *Varieties of Cultural History*, Cornell University Press, 1997.
- 5) Cannon John, (ed.), *The Historian at Work*, London, George Allen and Unwin, 1980.
- 6) Carr, E. H., *What is History?*, Macmillan, London, 1961.
- 7) Chattopadhyaya, Debiprasad (ed.), *History and Society*, Calcutta, 1978.
- 8) Chitnis K. N., *Research Methodology in History*, published by Mrs. R. K. Chitnis, A1/23 Rambag Colony, Navi Path, Pune – 1979.
- 9) Clark, G. Kitso, *Guide for Research Students Working on Historical Subjects*, OUP, Cambridge, 1972.
- 10) Collingwood, R. G., *The Idea of History*, Oxford University Press. Oxford 1978.
- 11) Devahuti (ed.), *Problems of Indian Historiography*, Delhi, 1979.
- 12) Elton G.R., *The Practice of History*, The Fontana Library, London, 1969.
- 13) Elton, G. R., *Essays in Indian History: Towards A Marxist Perception*, New Delhi, 1995.
- 14) Gardiner, Patrick, *The Philosophy of History*, OUP, London, First Edition 1974 Reprinted 1984.
- 15) Garraghan Gilbert J., *A Guide to Historical Method*, Fordham University Press, New York, 1946.
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- 17) Gottschalk, Louis, *Understanding History*, New York, Second Edition, 1969.
- 18) Habib, Irfan, *Interpreting Indian History*, North-Eastern Hill University, Shillong.
- 19) Harvey, David, *The Condition of Post Modernity*, Cambridge, First Edition 1990, Reprinted 1994.
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- 21) Marwick, Arthur, *The Nature of History*, London, First Edition 1970, Reprinted 1976.
- 22) Munslow, Alun, *Deconstructing History*, Routledge : London 2006.
- 23) Myneni S.R., *Law of Intellectual Property*, Asia law House, 2019.
- 24) Neeraj, P., Khusdeep, D., *Intellectual Property Rights India*, PHI learning Private Limited. 2014
- 25) Nithyananda, K.V., *Intellectual Property Rights: Protection and Management. India*, Cengage Learning India Private Limited, 2019
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- 27) Sarkar, Sumit, *Writing Social History*, Oxford University Press, USA, 1995.
- 28) Sheikh Ali, *History: Its Theory and Method*, Macmillan India Ltd., Madras 1978.
- 29) Thompson, E.P., *Customs in Common: Studies in Traditional Popular Culture*, The Free Press, New York, 1991.
- 30) Wilhelm Dilthey, H. P. Rickman (ed.), *Meaning in History*, Allen and Unwin, London, 1967
- 31) Wankhade Dr. Maya, *Recent Trends in Historiography*, Astha Publisher New Delhi, 2022
- 32) सहाय, गोपी - इतिहास विश्व कोश, कुनाल प्रकाशन, दिल्ली

- 33) कार, ई. एच., लेले, वि.गो.(अनु.) - इतिहास म्हणजे काय, कॉन्टिनेन्टल प्रकाशन पुणे, 1994
 34) गायकवाड, डॉ., सरदेसाई, हनुमाने - इतिहास लेखन शास्त्र, फडके प्रकाशन कोल्हापूर, 2001
 35) सिंगारे, अनिल, - इतिहासकार डॉ. आंबेडकर, निर्मल प्रकाशन, नांदेड, 2000
 36) गावस्कर, महेश (संपा) - इतिहास लेखन मीमांसा, लोकवाङ्मय गृह, मुंबई, 2010
 37) गाठाळ, साहेबराव - इतिहास लेखन शास्त्र व इतिहासकार, कैलास पब्लिकेशन, औरंगाबाद, 2000

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Session: 2023-24

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

Syllabus

Programme: M.A. (History) First Year Semester- I

Sr. No.	Course Subject	Code of the Course Subject	Title of the Course Subject	Total Number of Periods	No of Credits
2	DSC-I.1	HIS-M-102	History of Ancient India (Beginning to 600 CE)	60	04

Total Marks: 100, (University assessment: 70 Marks, College Department assessment: 30 Marks)

Course outcomes:

- To study the various sources of ancient History of India
- To enable students to understand the concepts of ancient Indian History
- To provide knowledge of ancient Indian culture

Employability:

- To develop skill of interpreting ancient Indian history
- To develop skills of undertaking minor and major research projects on history of ancient India
- To develop ability of Interpretation and Generalization of Sources of ancient India.

Unit – 1	Stone age a) Neolithic b) Mesolithic c) Palaeolithic	(Periods- 15)
Unit – 2	Harapan and Vedic Civilization a) Town planning, drainage system under harappan civilization b) Vedic era – society, religion, economy c) Janpada and Mahajan pada	(Periods- 15)
Unit – 3	Religious development a) Philosophy Buddhism b) Philosophy of Jainism c) Ajivikas and other sects	(Periods- 15)
Unit – 4	a) Maurya dynasty – Chandragupta, Mauryan administration, Emperor Ashoka's religious policy b) Shunga, Kushana, Satvahanas, dynasties – social, religious, political and economic life c) Golden age of Gupta, Vakatakas - culture, Harshvardhana's religious policy	(Periods- 15)

Reference Books:

- 1) Basham, A. L. (ed.), The Legacy of India (Oxford, 1975)
- 2) Basham, A. L., Studies in Indian History and Culture (Calcutta, 1964)
- 3) Basham, A. L., The Wonder That Was India, 3rd edn (New York, 1971)
- 4) Bhattacharya, S. and Thapar, R. (eds), Situating Indian History (New Delhi, 1986)
- 5) Brough, J., Selections from Classical Sanskrit Literature (London, 1951)
- 6) Conze, E., Buddhist Texts through the Ages (Oxford, 1954)
- 7) Coomaraswami, A. K., History of Indian and Indonesian Art, repr. (Delhi, 1972)
- 8) Cunningham, A., A Book of Indian Eras, repr. (Varanasi, 1970)
- 9) Cunningham, A., The Ancient Geography of India, repr. (Varanasi, 1975)
- 10) Dani, A. H., Indian Palaeography (Oxford, 1963)
- 11) Datta, B. B. and Singh, A. N., History of Hindu Mathematics (Lahore, 1935)
- 12) Ghoshal, U. N., History of Hindu Political Theories, 2nd edn (Oxford, 1927)
- 13) Gupta, P. L., Coins, 4th edn (New Delhi, 1996)
- 14) Harle, J., The Art and Architecture of the Indian Subcontinent (London, 1986)
- 15) Huntington, S. L., The Art of Ancient India (New York, 1985)
- 16) Kane, P. V., History of Dharmasastra, vols I-V (Poona, 1968-75)
- 17) Kosambi, D. D., An Introduction to the Study of Indian History, repr. (Delhi, 1970)
- 18) Kosambi, D. D., Myth and Reality (Bombay, 1962)
- 19) Kosambi, D. D., Combined Method in Indology and Other Writings edited by B. D. Chattopadhyaya (Delhi, 2002)
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- 23) Law, B. C., Historical Geography of Ancient India (Paris, 1954)
- 24) Meister, M. M. and Dhaky, M. A., Indian Temple Architecture (Delhi/Varanasi, 1983-)
- 25) Nilakanta Sastri, K. A., A History of South India, 4th edn (Madras, 1974)
- 26) Radhakrishnan, S., Indian Philosophy vols I and II (London, 1923-27)
- 27) Ray, N. R. et al., A Sourcebook of Indian Civilisation (Delhi, 2000)
- 28) Ray, P. C., A History of Hindu Chemistry, vols I and II (Calcutta, 1907-25)
- 29) Raychaudhuri, H., Political History of Ancient India, commentary B. N. Mukherjee, rev. edn Delhi, 1996
- 30) Salomon, R., Indian Epigraphy (Delhi, 1998)
- 31) Schwartzberg, J. E. (ed.), A Historical Atlas of South Asia, 2nd edn (Oxford, 1992)
- 32) Sharma, R. S., Aspects of Political Ideas and Institutions in Ancient India, Delhi, 1991
- 33) Sharma, R. S. and Jha, D. N. (eds), Indian Society Historical Probings. Essays in memory of D. D. Kosambi (New Delhi, 1974)
- 34) Singh, R. L., India. A Regional Geography (Varanasi, 1971)
- 35) Sircar, D. C., Indian Epigraphy (Delhi, 1965)
- 36) Sircar, D. C., Epigraphical Glossary (Delhi, 1966)
- 37) Spate, O. H. K. and Learmonth, A. T. A., India and Pakistan a General and Regional Geography, 4th edn (London, 1972)
- 38) Subbarao, B., The Personality of India, 2nd edn (Baroda, 1958)
- 39) Thapar, R. (ed.), Recent Perspectives of Early Indian History, 2nd edn (Bombay, 1998)
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- 45) जाधव, नारायण, (येळगावकर) - यशोधरा, स्वयंदीप प्रकाशन, पुणे, 2021
- 46) इंगळे, (चावरेकर) रवींद्र - सिंधू ते बुद्ध अज्ञात इतिहासाचा शोध, हस्ताक्षर प्रकाशन गृह, नांदेड, 2022
- 47) बनसोड, डॉ. संतोष, जाधव, डॉ. सिध्दार्थ - भारताचा इतिहास (प्रारंभ ते 1205) श्री साईनाथ प्रकाशन नागपूर, 2017

- 51) डोंगरे, डॉ. वसंत - मौर्य साम्राज्य एवं प्राचीन भारत में मुद्रा कला का विकास, शारदा प्रकाशन ठाणे, 2012
- 52) मिराशी, बा. वि. - वाकाटक नृपती आणि त्यांचा काळ
- 53) माहुरे, डॉ. युवराज, प्राचीन भारताची संक्षिप्त ओळख, नभ पब्लिकेशन, अमरावती, 2017
- 54) कोलारकर, श. गो. - प्राचीन भारताचा राजकीय, सामाजिक, सांस्कृतिक इतिहास
- 55) आचार्य, डॉ. धनंजय, तिरमनवार डॉ. गोविंद - भारताचा इतिहास (प्रारंभ पासून ते इ.स. 700 पर्यंत) श्री साईनाथ प्रकाशन, नागपूर, 2022
- 56) झनके, डॉ., रविंद्र - प्राचीन भारताचा इतिहास, (प्रारंभ ते 1206 प्रशांत प्रकाशन जळगाव, 2023
- 57) राठोड, डॉ. अश्विनकुमार, प्राचीन भारतीय ज्ञान परंपरा, श्री साईनाथ प्रकाशन, नागपूर, 2023

Sant Gadge Baba Amravati University, Amravati
FACULTY: HUMANITIES

Session: 2023-24

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

Syllabus

Programme: M.A. (History) First Year Semester- I

Sr. No.	Course Subject	Code of the Course Subject	Title of the Course Subject	Total Number of Periods	No of Credits
3	DSC-II.1	HIS-M- 103	History of The Marathas (1630 CE to 1707 CE)	60	04

Total Marks: 100, (University assessment: 70 Marks, College Department assessment: 30 Marks)

Objectives:

- 1) To impart students' history of royal period
- 2) To teach administrative policy of Chhatrapati Shivaji Maharaj
- 3) To teach importance of various reformatory policies of Chhatrapati Shivaji Maharaj

Employability:

- 1) To develop ability of content writing about Maratha History in student
- 2) To enable students for being tour guides of Maratha history.

Unit – 1	Early Life of Chhatrapati Shivaji Maharaj: a) Sources of Maratha History (1630 to 1707 A.D.): Marathi, Sanskrit, Persian and European b) Jijamatas influence on Chhatrapati Shivaji Maharaj c) Foundation of Maratha Power under Chhatrapati Shivaji Maharaj and conflicts with contemporary jahagirdars, sardars in Maharashtra	(Periods- 15)
Unit – 2	Chhatrapati Shivaji Maharaj Relations with contemporary powers a) Adilshahi b) Mughal c) Europeans	(Periods- 15)
Unit – 3	Chhatrapati Shivaji Maharaja's Coronation, policies and Administration a) Chhatrapati Shivaji Maharaja's Coronation: Course and significance b) Administration: Central, Provincial, Judicial and Revenue. Civil, Military c) Policies : Religion , Agriculture and Women,	(Periods- 15)
Unit – 4	Maratha Rule (1680 to 1707)	

	a) Chhatrapati Sambhaji Maharaj: internal difficulties, relations with Portuguese and Mughals b) Maratha war of independence: Chhatrapati Rajaram Maharaj ,Maharani Tarabai, Santaji ,Dhanaji c) Impact: Transfer of power from Marathas to Peshwas	(Periods- 15)
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Reference Books:

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- 2) Gune, Vithal, Trimbak - *The Judicial System of the Marathas*, Deccan College,Pune, 1953
- 3) Kulkarni, A. R. - *Maharashtra in the Age of Shivaji*, Deshmukh & Co., Poona,1969.
- 4) Kumar, Raj (ed.) - *Maratha Military Systems*, Commonwealth Publishers,NewDelhi,2004
- 5) Nadkarni, R.V. - *The Rise and Fall of the Maratha Empire*, Popular Prakashan,Poona, 1966
- 6) Pagadi, Setu, Madhavrao - *Chhatrapati Shivaji*, Continental Prakashan, Pune, 1974
- 7) Ranade, M.G. - *Rise of the Maratha Power*, University of Bombay, 1961
- 8) Sarkar, Jadunath - *Shivaji and His Times*, 6th edition, Sarkar & sons, 1973
- 9) Sen, Surendranath - *Administrative System of the Marathas*, K.P. Bagchi&Company, Calcutta, 1923.
- 10) Sen, Surendranath - *The Military System of the Marathas*, Orient Longmans, Calcutta,1958.
- 11) Chitnis, K. N. - *Glimpses of Medieval Indian Ideas & Institutions*, Atlantic Publishers & Distributors, 2009.
- 12) Chopra, P.N. - *Some Aspects of Socieity and Culture in the Mughal Age (1526-1707)*, IInd , edi., Shivrall Agrawal and Co. Ltd, Agra, 1963.
- 13) Habib, Irfan - *The Agrarian Systems of Mughal India (1526-1707)*, Bombay Asra Publication House, 1957.
- 14) Majumdar R.C. - *The History and Culture of Indian People*, Vol. IV, The Delhi Sultanate, Bombay, 1967, Vol Vii, 1987
- 15) Ranade M.G. - *The Rise of Maratha Power*
- 16) Behere N.K. - *Background of the Maratha Renaissance in the 17th Century.*
- 17) Sardesai G. S. - *New History of the Marathas* (All vols)
- 18) Sen S. N. - *Administrative system of the Marathas*
- 19) Sen S. N. - *Military system of the Marathas*
- 20) Brij, Kishore - *Tarabai and Her Times*
- 21) Aapte B. K. - *A History of The Maratha Navy and Merchant ship*
- 22) Desai, Ramesh - *Shivaji the last Great Fort Architect*,
- 23) Mate, M. S. - *Art and Architecture of Maratha Forts*
- 24) Sardesai, G. S. - *New History of the Marathas* (All vols)
- 25) Vashista, H.B. - *Land Revenue and Public Finance in the Maratha Administration*
- 26) हबीब, इरफान - मध्यकालीन भारत, खंड 1 ते 5, राजकमल प्रकाशन, नई दिल्ली
- 27) सतीशचंद्र - मध्यकालीन भारत, ओरीएंट ब्लाकस्वॉन पब्लिकेशन, नई दिल्ली 2016
- 28) आचार्य, धनंजय) भारताचा इतिहास -1526 -1947), साईनाथ प्रकाशन, नागपूर
- 29) गवळी, पी.ए .- महाराठ्यांचा इतिहास कैलाश पब्लिकेशन, औरंगाबाद, 2000
- 30) बनसोड, डॉ. संतोष, जाधव, डॉ. सिध्दार्थ - भारताचा इतिहास (1526 ते 1756) श्री साईनाथ प्रकाशन नागपूर, 2018
- 31) वाघ, संदेश, लता, अकलूजकर, हरी, जमाले (संपादक) - शिवाजी आणि शिवकाल .इ) .स1630 ते इ1707 .स .), प्रकाशन अक्षरलेणं, सोलापूर, 2013
- 32) वाघ, संदेश, अंबादास, मंजुळकर, अजितकुमार यादव (संपादक) - मराठ्यांचा इतिहास, प्रकाशन अक्षरलेणं सोलापूर, 2011
- 33) गजभियेडॉ ओम , - छत्रपती संभाजी महाराजांची युद्धनीती पैंगंगा प्रकाशन , , औरंगाबाद, 2021

Sant Gadge Baba Amravati University, Amravati

FACULTY: HUMANITIES

Session: 2023-24

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

Syllabus

Programme: M.A. (History) First Year Semester- I

Sr. No.	Course Subject	Code of the Course Subject	Title of the Course Subject	Total Number of Periods	No of Credits
4	DSC-III.1	HIS-M-104	Tourism: Management and Operations	60	04

Total Marks: 100, (University assessment: 70 Marks, College Department assessment: 30 Marks)

Course outcome:

- 1.To enable the students to evaluate the needs of regulations and amendments of various Acts pertaining to Tourism
2. They will understand the modalities of Tour Guiding, Management and the Legal aspects of Tourism.

Employability

- 1.The students will get practical knowledge related to Travel and Tour Operations.
- 2.This will enhance their ability to work as Tour Operators and Tour Guides in Travel and Tourism Industry.

Unit – 1	Tour operation Concept a) Tourism: Definition and development in tourism industry b) Tour and Tour operators: Types c) Travel agency: Role and functions	(Periods- 15)
Unit – 2	Tour operation: Management a) Travel Documentation: Itinerary, Costing and Tour Package b) Tourism accommodation and accessibility c) Growth factors of tourism: Development of Technology, transportation and Destination	(Periods- 15)
Unit – 3	Tour operations and tourist guidance a) Types and role of Tour Guides b) Planning tour programs: India and abroad c) Documentation on present and future tourism zones as specified by WTO, IATA	(Periods- 15)
Unit – 4	Legal aspects of tourism a) Indian Contract Act 1872 b) Foreign Exchange and Management Act 1999, Foreigners Act, 1946 c) Passport Act, 1967, RBI Regulations for Tour Operators, Consumer Protection Law	(Periods- 15)

Reference Books:

- 1) Chand, Mohinder - *Travel Agency Management-An Introductory Text*, Anmol Publication, New Delhi, 2006
- 2) Chawla, Romila - *Heritage Tourism and Development*, Sonali Publications, New Delhi, 2004.
- 3) Chawla, Romila - *Wildlife Tourism and Development*, Sonali Publications, New Delhi,2003.
- 4) Dutt, N.,Mridula - *Ecology and Tourism*, Universal Publishers, New Delhi 1991.
- 5) Eagles, P.F.J. - *The Planning and Management of Environmentally sensitive areas*, Lengman, U.S, 1987.
- 6) Goeldner, R & Ritchie. B. - *Tourism, Principles, Practices and Philosophies*, John Wiley & Sons, London,2010.
- 7) Gupta, S.K. - *Foreign Exchange Laws and Practice*, Taxman Publications, Delhi, 1989. Holloway, J.C., *The Business of Tourism*, Prentice Hall, London, 2002.

- 8) Kandari, O. P, Chandra, Ashish - *Tourism Biodiversity & Sustainable Development*, Isha Books, Delhi, 2004.
 9) Malhotra R.K, Socio - *Environmental and Legal Issues in Tourism*, Anmol Publications, New Delhi, 2005.
 10) Negi, J.M.S. - *Travel Agency and Tour Operation, Concepts and Principles* – Professional, Kanishka Publishers, 1997.
 11) Negi, J. - *Tourism development and Resource conservation*, New Delhi Metropolitan, 1990.
 12) Raina, A.K. - *Ecology Wildlife and Tourism Development (Principle Practices and Strategies)*, Sarup & Sons, New Delhi, 2005.
 13) S, Biwal. A & Joshi. V. - *Tourism Operations and Management*, Oxford University Press, New Delhi, 2009.
 14) Sajnani, Manohar - *Indian Tourism Business : A Legal Perspective*, Gyan Publishing, New Delhi, 1999
 15) शेंडे, डॉ. निशांत - *भारतातील प्रवास आणि पर्यटन*, अथर्व प्रकाशन, धुळे, 2020

Sant Gadge Baba Amravati University, Amravati
FACULTY: HUMANITIES
Session: 2023-24

Two Years- Four Semesters Master's Degree Programme- NEPv23
Syllabus
Programme: M.A. (History) First Year Semester- I

Sr. No.	Course Subject	Code of the Course Subject	Title of the Course Subject	Total Number of Periods	No of Credits
5	DSC-IV.1	HIS-M- 104	Philosophical schools of History	30	02

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

Course outcome:

- 1) To teach students concept of Philosophy of History
- 2) To furnish students with information of different schools of history
- 3) To understand relation between Philosophy and history

Employability:

- 1) To make students aware about different schools of history which will help them in their further research and projects
- 2) To develop the ability of content writing with proper philosophical perspective of History

Unit – 1	Philosophy and schools of History a) Meaning and importance b) Theological School, Idealistic School, c) Rationalist School and Positivist School	(Periods- 15)
Unit – 2	Features of different Schools a) Marxist and Neo- Marxist b) Subaltern c) Ambedkarite	(Periods- 15)

Reference Books:

- 1) Acton, R. - *Introduction to the Philosophy of History*, Trans. G. J. Irwin, Weidenfeld and Nicolson, London, 1961.
- 2) Arnold David and Guha Ramchandra (ed.), *Nature, Culture and Imperialism*, Essays on the Environmental History of south Asia, Delhi, 1996.
- 3) Beck, R. M. (Ed.) *Perspectives in Philosophy*, (Holt, Rinehart And Winston, Inc., New York, 1961.
- 4) Berlin, Isaiah, Vico and Herder: *Two Studies in the History of Ideas* (Hogarth Press, London, 1961.
- 5) Cairns, G. E.- *Philosophies of History* (Philosophical Library, New York, 1962.
- 6) Collingwood, R. G. *The Idea of History*. Ed. - T. M. Knox (Oxford University Press, London, 1973.
- 7) Flint, R. - *History of the Philosophy of History*, William Blackwood and Sons, Edinburgh & London, 1983.
- 8) Fritz Stern, ed. - *Varieties of History: from Voltaire to the Present*, 2nd edn., New York, Vintage, 1973.
- 9) Fuller, B. A. G. - *A History of Philosophy* (revised by S. M. McMurrin, 3rd ed., Henry Halt & Co., New York, 1952.
- 10) Gallie, W. B. - *Philosophy and Philosophical Understanding* (Chatto and Windus, New York, 1964.
- 11) Gardiner, Peter - *The Nature of Historical Explanation* (Oxford University Press, London, 1974.
- 12) Geyp. - *From Ranke to Toynbee*, Smith College Press, London, 1952.
- 13) Goel D. - *Philosophy of History: A Critical study of Recent Philosophies of History*, Sterling Publishers Pvt. Ltd., Delhi, 1967.
- 14) Goel, D. - *Philosophy of History : A Critical Study of Recent Philosophies of History*, Sterling Publishers (P) Ltd., Delhi, 1967
- 15) Gotschalk L. R. - *Alfred A. Knopf (ed), Generalisations in the Writing of History*, New York, 1963.
- 16) Guha R. - *Subaltern Studies I*, Oxford University Press, 1982.
- 17) Hegel G. W. F. - *The Philosophy of History*, Trans. J. Sibree, American Home Library Company, New York, 1902.
- 18) Herder G. J. - *Ideas Towards the Philosophy of History of Man*, Vol-IV, Chicago University Press, Chicago, 1963
- 19) Herder, G. J. - *Ideas Towards the Philosophy of History of Man*, Vol. I- IV, Chicago University Press, Chicago, 1963.
- 20) Hook S. - *Towards an Understanding of Karl Marx, A Revolutionary Interpretation*, Victor Gollancz Ltd., London, 1933.
- 21) Wankhade Dr. Maya, *Recent Trends in Historiography*, Astha Publisher New Delhi, 2022
- 22) सहाय, गोपी - इतिहास विश्व कोश, कुनाल प्रकाशन दिल्ली, 2008
- 23) कार, ई. एच., लेले वि.गो.(अनु.) - इतिहास म्हणजे काय, कॉन्टिनेन्टल प्रकाशन पुणे, 1994
- 24) गायकवाड, डॉ., सरदेसाई, हनुमाने - इतिहास लेखन शास्त्र, फडके प्रकाशन कोल्हापूर, 2001
- 25) गाठाळ, साहेबराव - इतिहास लेखन शास्त्र व इतिहासकार, कैलास पब्लिकेशन, औरंगाबाद, 2000
- 26) डोंगरे, डॉ. वसंत - डॉ.बाबासाहेब आंबेडकर आणि इतिहास मीमांसा, देवयानी प्रकाशन, मुंबई, 2014
- 27) सिंगारे, अनिल, - इतिहासकार डॉ.आंबेडकर, निर्मल प्रकाशन, नांदेड, 2000
- 28) गावस्कर, महेश (संपा) - इतिहास लेखन मीमांसा, लोकवाङ्मय गृह, मुंबई, 2010
- 29) ऑमव्हेट, गेल. दिघे पी.डी.(भाषांतर) - वसाहतिक समाजातील सांस्कृतिक बंड, सुगावा प्रकाशन पुणे, 1995

DSE – I,A,B,C / MOOC (Select any One)
DISCIPLINE SPECIFIC ELECTIVE

Sant Gadge Baba Amravati University, Amravati

FACULTY: HUMANITIES

Session: 2023-24

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

Syllabus

Programme: M.A. (History) First Year Semester- I

Course Subject	Code of the Course Subject	Title of the Course Subject	Total Number of Periods	No of Credits
DSE-IA	HIS-E-101	History of Social Movements in United States of America	60	04

Total Marks: 100, (University assessment: 70 Marks, College Department assessment: 30 Marks)

Course Outcome

1. To study the various social movements of USA and to understand the impact of these movements on US society.

Unit – 1	American Indians a) Colonial invasion and conquest b) Identity issues c) Red Power Movement	(Periods- 15)
Unit – 2	African Americans a) Historical background of racial discrimination b) Movements for self dignity c) Black issues through literature and art	(Periods- 15)
Unit – 3	Womens Movement a) Suffragette movement, Birth Control Movement b) Womens condition in Industrialisation c) depection of Women in literature and art	(Periods- 15)
Unit – 4	Labour and Immigration a) Labour Movement in America b) Issues of Immigration and Ethnicity c) Issues and challenges : Immigrants in U.S. Labour Market	(Periods- 15)

Reference Books:

- 1) Barkan, Elliott R - Hasia Diner; Alan M. Kraut, *From Arrival to Incorporation: Migrants to the U.S. in a Global Era*, New York University Press, 2008
- 2) Calloway Colin G. - *First Peoples: A Documentary History of American Indian History*, Johns Hopkins University Press, Baltimore, 2016.
- 3) Calloway, Colin G. - *One Vast Winter Count: The Native American West before Lewis and Clark*, University of Nebraska Press, Lincoln, 2003
- 4) Cobble, Dorothy Sue - *The Other Women's Movement: Workplace Justice and Social Rights in Modern America*, Princeton University Press, Princeton, 2004.

- 5) Douglass, Frederick - *My Bondage, My Freedom* , New York, 1855.
- 6) Drake James D. - *King Philip's War: Civil War in New England, 1675-1676* , University of Massachusetts Press, Amherst ,1999
- 7) Dray, Philip - *There Is Power in a Union: The Epic Story of Labor in America* , Anchor, 2011
- 8) Dubofsky Melvyn - *Foster Rhea Dulles, Labor in America: A History, Harlan Davidson*, 2004
- 9) Flegler Robert L - *Ellis Island Nation: Immigration Policy and American Identity in the Twentieth Century*, University of Pennsylvania Press, 2013
- 10) Foner, Eric - *Nothing But Freedom: Emancipation and Its Legacy*, Louisiana State University Press, Baton Rouge and London, 1983.
- 11) Gallay, Alan - *The Indian Slave Trade: The Rise of the English Empire in the American South, 1670-1717*, Yale University Press, New Haven , 2002
- 12) Hartmann, Susan - *From Margin to Mainstream: American Women and Politics since 1960*, Alfred A. Knopf., New York ,1989
- 13) Healey, Joseph F - *Race, Ethnicity, Gender, and Class: The sociology of group conflict and change*, Sage Publication, New Delhi, 2012.
- 14) Joel W. Martin - *The Land Looks after US: A History of Native American Religion*, Oxford University Press, New York, 2001.
- 15) Klepp Susan E. & Billy G. Smith, eds. - *The Infortunate: The Voyage and Adventures of William Moraley, an Indentured Servant*, Pennsylvania State University Press, 1992
- 16) Kraditor, Aileen S. - *The Ideas of the Woman Suffrage Movement: 1890-1920*, W.W. Norton & Company, New York, 1981.
- 17) Lawrence, Regina G. and Melody Rose - *Hillary Clinton's Race for the White House: Gender Politics & The Media on the Campaign*, Lynne Rienner , TrailColorado, 2010
- 18) Mansbridge, Jane - *Why We Lost the ERA*, University of Chicago Press, Chicago 1986.
- 19) Mary E. Triece - *Protest and Popular Culture: Women in the U.S. Labor Movement, 1894-1917*, Westview Press, 200096
- 20) Merrill Michael and Sean Wilentz, eds. - *The Key of Liberty: The Life and Writings of William*
- 21) Manning, — *A Laborer, 1747 to 1814*, Harvard University Press, Cambridge 1993.
- 22) Neihardt, John G. - *Black Elk Speaks*, University of Nebraska Press, Lincoln, 2000. Wilkinson Charles,
- 23) Blood Struggle - *The Rise of Modern Indian Nations*: W. W. Norton Co, New York, 2005.
- 24) Philip S. Foner - *History of the Labor Movement in the United States*, International Publishers, 1997
- 25) Richter Daniel K.- *Facing East from Indian Country: A Native History of Early America*, Harvard University Press, Cambridge, 2001
- 26) Schreiber, Ronnee - *Righting Feminism: Conservative Women and American Politics*, Oxford University Press, New York, 2008
- 27) Sobczak Michael - *American Attitudes toward Immigrants and Immigration Policy*, LFB Scholarly, 2010
- 28) Voss Kim, Irene Bloemraad - *Rallying for Immigrant Rights: The Fight for Inclusion in 21st Century America*, University of California Press, 2011
- 29) White Richard - *The Middle Ground: Indians, Empires, and Republics in the Great Lakes Region, 1650-1815* ,Cambridge University Press, Cambridge, 1991
- 30) वक्कणी, डॉ.अ.नी.. - अमेरिकेचा इतिहास
- 31) देशमुख, मा. म. - अमेरिकेचा इतिहास, शिवभारती प्रकाशन , नागपूर, 2013

Sant Gadge Baba Amravati University, Amravati

FACULTY: HUMANITIES

Session: 2023-24

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

Syllabus

Programme: M.A. (History) First Year Semester- I

Course Subject	Code of the Course Subject	Title of the Course Subject	Total Number of Periods	No of Credits
DSE-I.B	HIS-E-102	History of Modern Vidarbha (1920 CE-1960 CE)	60	04

Total Marks: 100, (University assessment: 70 Marks, College Department assessment: 30 Marks)

Course Outcome:

1. Students should gain an understanding of the political dynamics and movements that shaped Vidarbha during the specified period.
2. Students should be able to critically analyze the socio-economic changes that occurred in Vidarbha during the given timeframe.
3. Students should explore the cultural and intellectual developments in Vidarbha during the specified period.
4. Evaluation of the impact of colonial rule and post-independence policies.
5. Students should acquire proficiency in historical research methodologies and analytical frameworks specific to the study of modern Vidarbha.

Unit – 1	1) Influence of Gandhian Movements on Vidarbha 2) Nagpur session of Indian National Congress (1920), and its significance. 3) Gandhi era : Non-cooperation and Civil Disobedience movement in Vidarbha	(Periods- 15)
Unit – 2	1) Political movements in Vidarbha: Swarajya Party, Flag Satyagraha, Boycott of Simon commission 2) Gandhiji's visit to Vidarbha and its significance 3) Independent Labour Party, Scheduled Cast Federation 4) Vidarbha during the elections of 1937 and formation of first congress ministry under Dr. N. B. Khare	(Periods- 15)
Unit – 3	1) Vidarbha during Quit India Movement 2) Underground Resistance Movement in Vidarbha 3) Contribution of Vaidarbha's women in Indian National Movement 4) Revolutionary Movement in Vidarbha	(Periods- 15)
Unit – 4	1) Social movements in Vidarbha: Satyashodhak Samaj, Sant Gadge Baba's mission, Matru Seva Sangha, Vanita Samaj, Gurudeo Seva Mandal, Tapovan, Anadvan 2) Socio Political mobilisation in Vidarbha: Dalit Movement under Dr. B. R. Ambedkar and Dharma Chakra Parivartan; Rashtriya Swayamsevak Sangha; Rashtra Seva Dal 3) Educational and Cultural developments in Vidarbha: Nagpur Shikshan Mandal, Shri Shivaji Education Society, Rashtriya Shala 4) Sanyukta Maharashtra Movement ; Demand for separate Vidarbha – its background; Formation of State of Maharashtra in 1960	(Periods- 15)

Reference Books:

- 1) Besant, Annie - *How India Wrought For Freedom*, Madras,
- 2) Desai A.R. - *Peasant Struggles in India*
- 3) Deshpande, R. H. - *India Fight for Freedom*, Published by S. D. Deshmukh
- 4) Ghai, S.K. - *Indian Movement and Thought*, Steering Publication, Bombay
- 5) Huddar, S. N., [Chief Edi.] - *Commercial & General Directory of C. P. & Berar*
- 6) Joshi, Dr. P. L., [Edi] - *Political Ideas & Leadership in Vidharbha*
- 7) Kunte, Dr. B. G. - *Source Material For a History of Freedom Movement*,
- 8) Mishra, Dwarkaprasad - *The History of Freedom Movement in Madhya Pradesh*
- 9) Mujumdar, R.C. - *History of Freedom Movement in India*
- 10) Pattabhi, Sitaramaya - *The History of Indian National Congress Vol. - I, [1885 -1935]*
- 11) Phathak, Prof. R.N. - *Source Material for a History of freedom Movement in India*
- 12) Shriranjan, W.K. Subbarao - *Struggle for Freedom (Case Study of East Godawari District)*
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Sant Gadge Baba Amravati University, Amravati
FACULTY: HUMANITIES
Session: 2023-24
Two Years- Four Semesters Master's Degree Programme- NEPv23
Syllabus
Programme: M.A. (History) First Year Semester- I

Course Subject	Code of the Course Subject	Title of the Course Subject	Total Number of Periods	No of Credits
DSE-I.C	HIS-E-103	Dr. Panjabrao Deshmukh Life & Works	60	04

Total Marks: 100, (University assessment: 70 Marks, College Department assessment: 30 Marks)

Employability Potential:

- 1) Local Tourism Guide
- 2) Agriculture update
- 3) Educational Institute

Course Objective:

- 1) Students will understand thought, Life and work of Dr. Panjabrao Deshmukh.
- 2) Students will analyze the history of educational development of Vidarbha, agriculture of India,
- 3) Students will be able to understand the history of farmers & Bahujan movement

Course Outcome:

- 1) Student get information regarding Dr. Panjabrao Deshmukhs Biography
- 2) Students grasp about Social Development of Vidarbha
- 3) Students understand the educational works of Dr. Panjabrao Deshmukh
- 4) Students know about Works as Parliamentarian & Politician of Dr. Panjabrao Deshmukh
- 5) Students get information of establishment, development and Extension of Shri Shivaji Education Society, Amravati.

Unit – 1	Brief–Life Sketch of Dr. Panjabrao Deshmukh a) Socio-Political and religious background b) Childhood and Education c) Influences on Dr. Panjabrao Deshmukh & entry in politics	(Periods- 15)
Unit – 2	Role in Educational development. a) Education and Institutions, Thought on Education b) Shri Shivaji Education Society (1931) & <i>Lokvidyapith</i> (1950) c) Role in Women's Education.	(Periods- 15)
Unit – 3	Participation in Social & Other Movements a) Participation in Social Movement b) Participation in Independent Movements	(Periods- 15)

	c) Contribution in Sanyukta Maharashtra Movement	
Unit – 4	Works as Parliamentarian & Politician a) Minister in C.P & Berar Provence b) Member of Loksabha, 1952-1967(Agriculture Minister) c) Role in Indian Constitution	(Periods- 15)

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FACULTY: HUMANITIES

Session: 2023-24

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

Syllabus

Programme: M.A. (History) First Year Semester- II

Course Subject	Code of the Course Subject	Title of the Course Subject	Total Number of Periods	No of Credits
DSC-I.2	HIS-M-201	History of Contemporary India (1947 CE- 2000 CE)	60	04

Total Marks: 100, (University assessment: 70 Marks, College Department assessment: 30 Marks)

Course Outcome:

1. To understand the process of making the Constitution and the Integration and Reorganization of Indian States.
2. To acquaint the students with the political developments in India after Independence.
3. To comprehend the socio-economic changes and progress in science and technology in India.

Unit – 1	Developments from 1947 CE – 1964 CE a) Features and significance of Indian Constitution b) Reorganization and Integration of Indian States c) Five years Economic planning, Foreign Policy	(Periods- 15)
Unit – 2	Political and Economic Developments (1964 CE – 1984 CE) a) Political Developments after the tenure of Nehru ; Abolition of Privy Purses and Titles b) Green Revolution, Nationalization of Banks; The Emergency c) Janata Government; Return of Congress to power ; Foreign Policy	(Periods- 15)
Unit – 3	Political and Economic Developments (1984 CE – 2000 CE) a) Political Developments b) Relations with Neighboring Countries c) Liberalization, Privatization and Globalization	(Periods- 15)
Unit – 4	Important issues a) Communalism, Separatist Movements Caste ism: violence b) Women Empowerment and Policy of Reservation c) Science, Technology and Education	(Periods- 15)

Reference Books:

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- 3) Bandyopadhyay , J. - *The Making of the India's Foreign Policy*, Allied Publishers, New Delhi, 1970.
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- 23) Guha, Ramchandra - *Makers of Modern India*, Penguin Books, New Delhi, 2012.
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- 29) Kumar Radha - *The History of Doing*, Zubaan, New Delhi, 2007.
- 30) Majumdar R.C. - *Comprehensive History of India, Vol. 3 (Part III) : Peoples* Publishing House.
- 31) Mohanty, Manoranjan, (ed.) - *Class, Caste and Gender: Readings in Indian*
- 32) *Government and Politics-5*, Sage Publications, New Delhi, 2004.
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- 39) Shekhar Baly Metcalf - *A concise History of Modern India*.
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Sant Gadge Baba Amravati University, Amravati
FACULTY: HUMANITIES

Session: 2023-24

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

Syllabus

Programme: M.A. (History) First Year Semester- II

Course Subject	Code of the Course Subject	Title of the Course Subject	Total Number of Periods	No of Credits
DSC-II.2	HIS-M-202	Emancipatory Movements of Depressed Classes in India	60	04

Total Marks: 100, (University assessment: 70 Marks, College Department assessment: 30 Marks)

Course Outcome:

- 1) The course will introduce the fundamental rights and duties given by the Constitution of India.
- 2) Along with social political and economic movement, leadership qualities will be developed.
- 3) The said course will be useful in creating awareness of educational development.
- 4) This course will help in reducing social inequality.
- 5) This course will be important in the formation of modern India

Unit – 1	Socio- religious and educational movement of depressed classes a) Pre Ambedakrite Social reformers in India, Mahatma Phule and Chhatrapati Shahu Maharajas, Maharaja Sayajirao Gaikwads reformatory policies towards depressed classes b) Satayshodhak Samaj, Bahishkruit Hitkarini Sabha, Samta Sainik Dal, Peoples Education Society, Mahad Chavadar tank satyagraha, Nashik Kalaram, Temple entry movement c) Conversion to Buddhism, Hindu Code Bill	(Periods- 15)
Unit – 2	Dr. Babasaheb Ambedkar's movement of Economic empowerment a) Role as Member of Voice Roy's council b) Abolition of Khoti system, Agrarian view point c) Reservation policy and thoughts on economics	(Periods- 15)
Unit – 3	Dr. Babasaheb Ambedkar's Political Movement a) Independent Labour Party, All India Scheduled Caste Federation, Concept of Republican Party of India b) Concept of Democracy, Round table conference, Poona pact c) Dr. Ambedkar Plan (1945), States and Minorities (Concept of Future Constitution)	(Periods- 15)
Unit – 4	Constitutional movement a) Provisions in Indian Constitution: Fundamental Rights, Directive Principles of the State Policy b) Constitutional safeguards for Scheduled Castes, Scheduled	(Periods- 15)

	Tribes and Other Backward Castes c) Constitutional safeguards for Women, Minorities and Labours	
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References

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Programme: M.A. (History) First Year Semester- II

Course Subject	Code of the Course Subject	Title of the Course Subject	Total Number of Periods	No of Credits
DSC-III.2	HIS-M-203	Heritage Conservation and Management	60	04

Total Marks: 100, (University assessment: 70 Marks, College Department assessment: 30 Marks)

Course outcome:

1. To acquaint students with the history of Heritage Conservation and the Significance of Heritage Management.
2. To understand Heritage Legislation and Mechanisms to conserve Tangible and Intangible Heritage.

Employability

1. To provide employment opportunity in museums.
2. To acquaint students with heritage sites related employment opportunity.

Unit – 1	Heritage Conservation a) Concept and Types of Heritage- Tangible and Intangible Heritage b) Built Heritage Environmental Heritage c) History of Heritage Conservation and heritage documentation	(Periods- 15)
Unit – 2	Heritage Architecture a) Caves, Stupas, pillar, chaityagruha, Inscriptions b) Mausoleums, mosque, Temples, Minarets, Palaces and Forts c) Colonial Monuments, Maritime and Industrial Heritage, Chawls	(Periods- 15)
Unit – 3	Heritage management Legislation and Policies a) AMASR Act 2010, The Antiquities and Art treasure Act 1972 , International Charters and Convention Heritage Activism, Monuments and	(Periods- 15)

	Archaeological Act 1958 b) Grading of Heritage Structures c) Role of Archeological survey of India	
Unit – 4	Art and material conservation management a) use of lime and stone in heritage architecture b) conservation of metallic objects and paintings C)Conservation of archival material	(Periods- 15)

Reference Books:

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- 6) Dutta Partho - *Planning the City: Urbanisation and Reform in Calcutta c. 1800-c.1940*, Tulika Books, Delhi, 2012.
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- 13) Kamat Manjiri, (ed) - *Mumbai Past and Present: Historical Perspectives and Contemporary Challenges*, Indus Source Books, Mumbai, 2013.
- 14) Lambah Abha Narain - *Shekhavati: Havelis of the Merchant Princes*, Marg Publications, Mumbai, 2013
- 15) शेंडे डॉ . निशांत - *भारतातील प्रवास आणि पर्यटन*, अथर्व प्रकाशन, धुळे, 2020

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Programme: M.A. (History) First Year Semester- II

Course Subject	Code of the Course Subject	Title of the Course Subject	Total Number of Periods	No of Credits
DSC-IV.2	HIS-M- 204	Political History of the Marathas (1707 CE – 1818 CE)	30	02

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

Course Outcome:

- 1) To teach students causes of transformation of Maratha power to Peshwas
- 2) To understand the process of political expansion of Maratha power
- 3) To develop an understanding of causes of decline of Maratha power

Employability

- 1) To develop ability of script writing on Maratha history among students
- 2) To impart historical information among student so that they can guide at historical sites pertaining to Maratha history.
- 3) To take research projects on Maratha history and generate employability

Unit – 1	Transformation of the Maratha Power a) Transformation of Maratha power to Peshwas: Causes b) Rise of the Peshwas: Balaji Vishwanath, Peshwa Bajirao c) Peshwa Balaji Bajirao (Nanasaheb)	(Periods- 15)
Unit – 2	Consolidation of the Maratha Power a) Third Battle of Panipat Defeat of the Marathas b) Peshwa Madhavrao I, Barbhai Council c) Downfall of the Maratha Power: Causes	(Periods- 15)

References:

- 1) Deshmukh, R.G.- *History of Marathas*, Nimesh Agencies, Bombay, 1993.
- 2) Dighe, V. G. - *Peshwa Bajirao I and Maratha Expansion*, Karnatak Publishing House, Bombay, 1944.
- 3) Fukazawa, Hiroshi - *The Medieval Deccan – Peasants, Social Systems and States – Sixteenth to Eighteenth Centuries*, Oxford University Press, New Delhi, 1991.
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- 5) Mahajan, T. T. - *Maratha Administration in the 18th Century*, Commonwealth Publishers, New Delhi, 1990.
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- 13) सतीशचंद्र - मध्यकालीन भारत, ओरीएंट ब्लकस्वॉन पब्लिकेशन, नई दिल्ली 2016
- 14) आचार्य धनंजय) भारताचा इतिहास -1526 -1947), साईनाथ प्रकाशन, नागपूर
- 15) गवळी पी.ए .- महाराठ्यांचा इतिहास कैलाश पब्लिकेशन, औरंगाबाद, 2000
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**DSE – II.A,B,C,D / MOOC (Select any One)
DISCIPLINE SPECIFIC ELECTIVE**

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Course Subject	Code of the Course Subject	Title of the Course Subject	Total Number of Periods	No of Credits
DSE-II.A	HIS-E-201	History of South East Asia (1945 CE-2000 CE)	60	04

Total Marks: 100, (University assessment: 70 Marks, College Department assessment: 30 Marks)

Course outcome:

- 1) To give information about neighbouring Asian Countries.
- 2) To acquaint students with internal as well as foreign policy of some Asian countries.

Employability:

- 1) To teach Asian religious tourism history with ancient linkages of Indian religion in contemporary context of Employability
- 2) To prepare students for content writing on Asian History To comprehend ability for being tour guide in Asian countries and develop the skills of comparative comparison religious similarities in East Asia, South

Unit – 1	East Asia: Transformation of China and Japan a) Economic Reconstruction of People's Republic of China under Mao Zedong and Deng Xiaoping b) American occupation in Japan, and economic miracle c) Foreign Policy of China and Japan with India	(Periods- 15)
Unit – 2	South East Asia: Developments a) Vietnam: Cold War b) Guided Democracy in Indonesia c) Association of South East Asian Nations (ASEAN)	(Periods- 15)

Unit – 3	East Asia: Religious and tourism linkages with India a) China, Taiwan b) Japan c) Korea, Mongolia	(Periods- 15)
Unit – 4	South and South East Asia: Religious and tourism linkages with India a) Sri Lanka, India, Nepal, Bhutan, Tibet, Bangladesh b) Thailand, Malaysia, Singapore, Philippines c) Cambodia, Myanmar, Laos, Indonesia , Vietnam	(Periods- 15)

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- 22) Spellman, W.M. - *The World Since 1945*, Palgrave MacMillan, 2006
- 23) Wadhawani M. R., A. L. D'Souza, *History of Modern Civilization (Japan)*, Seth Publishers, Mumbai, 1978.
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- 35) रानडे, आर.डी. - माओचा चीन, नौबत प्रकाशन, मुंबई, 1967
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Course Subject	Code of the Course Subject	Title of the Course Subject	Total Number of Periods	No of Credits
DSE-ILB	HIS-E-202	History of the Rajput (700 CA - 1600 CA)	60	04

Total Marks: 100, (University assessment: 70 Marks, College Department assessment: 30 Marks)

Course outcome:

1. Demonstrate a comprehensive understanding of the historical context in which the Rajput clans emerged and their interactions with other dynasties and communities during the medieval period.
2. Analyze and critically evaluate primary and secondary sources related to the history of Rajput, assessing their reliability and bias.
3. Identify and discuss the significant political, social, and cultural factors that contributed to the rise and decline of Rajput power from the 7th to the 16th century.
4. Examine the major Rajput clans, their genealogies, territorial expansions and their unique contributions to Indian history and culture.
5. Analyze the impact of major historical events, such as the Delhi Sultanate, Mughal invasions and the emergence of regional kingdoms on the Rajput polity and identity.
6. Assess the artistic and architectural contributions of the Rajput rulers, particularly the development of Rajput painting, literature, and forts.
7. Compare and contrast different historiographical approaches to the study of Rajput history and recognize how interpretations have evolved over time.
8. Students will help to create a approach of Patriotism and respect for all religions.

Unit – 1	Background of the Rajput a) Sources of Rajput history b) Theories of origin and Migration c) Culture and Religion	(Periods- 15)
Unit – 2	Major Clans of Rajput a) Chauhans of Ajmer (800 - 1200 ad.), Chandels of Bundelkhand – (831 – 1200 ad.), Sisodias of Mewar (8 ce. -1528 ad.), Rathores of Kanauj (1090-1194 ad.) Pratihars of Kanauj (730 to 1036 ad.), Solunkis of Gujrat (941- 1244 ad.) b) Rajput's conflict with Muslim c) Biography of Maharana Pratap and his achievement	(Periods- 15)
Unit – 3	Society, Administration, Art and Architecture of Rajput Era a) Society b) Administration c) Art and Architecture	(Periods- 15)
Unit – 4	Features of Rajput Rulers b) Patriotism c) Militarism d) Tolerance	(Periods- 15)

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Syllabus

Programme: M.A. (History) First Year Semester- II

Course Subject	Code of the Course Subject	Title of the Course Subject	Total Number of Periods	No of Credits
DSE-II.C	HIS-E-203	History of Modern Maharashtra (1818 CE-1960 CE)	60	04

Total Marks: 100, (University assessment: 70 Marks, College Department assessment: 30 Marks)

Course outcome:

1. To acquaint students with regional history.
2. To understand political and socio-economic developments during the 19th and 20th centuries.
3. To create understanding of the movement that led to the formation of Maharashtra.

Unit – 1	Beginning of the British Rule a) Socio-religious conditions of Maharashtra in 19th Century b) Administration c) Tribal and Peasant Uprisings in Maharashtra	(Periods- 15)
Unit – 2	Module II: Social and Economic Awakening a) Mahatma Jotirao Phule - Satya Shodhak Samaj b) Prarthana Samaj, Bahishkrut Hitakarini Sabha c) Economic Nationalism: contribution of intellectuals	(Periods- 15)
Unit – 3	Module III: Political Developments in Maharashtra (1885-1960) a) Moderates, Extremists and Revolutionaries in Maharashtra b) Gandhian Movements in Maharashtra c) Hyderabad Mukti Sangram, Samyukta Maharashtra Movement	(Periods- 15)
Unit – 4	Emergence of New Forces a) Rajashri Shahu Maharaj and his reformatory policies b) Revolutionary Social movement of Dr. Bababsaheb Ambedkar c) Phule Ambedkarite literature of protest	(Periods- 15)

Reference Books:

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- 2) Ambedkar B.R. - *The Untouchables: Who Were they and Why they Became Untouchables*,
- 3) Balrampur, (U.P), 1969, Refer to Govt. of Maharashtra Publication.
- 4) Ballhatchet Kenneth- *Social Policy and Social Change in Western India: 1817 – 1830*, Oxford University Press, London, 1961.

- 5) Banhatti Rajendra and Jogalekar G.N. (ed.) - *A History of Modern Marathi Literature*, Vol. I and II, Maharashtra Sahitya Parishad, Pune 1998 (Vol.I) and 2004 (Vol.II).
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- 7) Chaudhari, K.K. - *Maharashtra and the Indian Freedom Struggle*, Govt. of Maharashtra, Bombay 1985.
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- 15) Ganachari A. G. - *Nationalism and Social Reform in a Colonial Situation*, Kalpaze, Publication, New Delhi, 2005.
- 16) Ghugare Shivprabha- *Renaissance in Western India: Karmveer V.R. Shinde*, Himalaya Publishing House, Bombay, 1983.
- 17) Grover Verinder (ed.) - *Bhimrao Raoji Ambedkar*, Deep and Deep Publications, New Delhi, 1998.
- 18) Heimsath, Charles - *Indian Nationalism and Hindu social reform*, Princeton University Press, 1964.
- 19) Johnson Gordon - *Provincial Politics and Indian Nationalism*, C.U.P. Cambridge- 1973
- 20) Jones K. W. - *Socio Religious Reform Movements in British India*, Orient Longman, New Delhi, 1989.
- 21) Keer Dhananjay - *Dr. Ambedkar : Life and Mission*, Popular Prakashan, Mumbai, 1954.
- 22) Keer Dhananjaya - *Mahatma Jotirao Phule: Father of our Social Revolution*, Popular
- 23) Khade V. K. - *British Rule and Dr. B.R. Ambedkar: The Movement for the Upliftment of the Downtrodden*, Kaushalya Prakashan Aurangabad 2011. Kumar Ravindar, *Western India in the Nineteenth Century*, Routledge and Kegan Paul, London, 1968.
- 24) Lederle Mathew - *Philosophical Trends in Modern Maharashtra*, Popular Prakashan, Bombay, 1976.
- 25) Masselos J.C. - *Towards Nationalism, Group Affiliations and the Politics Associations in Nineteenth Century Western India*, Popular Prakashan, Bombay, 1974.
- 26) Morris M. D -, *The Emergence of Indian Labour in India: A Study of Bombay Cotton Mills*, 1854- 1947, Oxford University Press. Bombay 1965.
- 27) Nanda B.R (ed) - *Gokhale: The Indian Moderates and the British Raj*, Princeton University Press, New Jerssy, 1977
- 28) Narullah Sajed and Naik J.P. - *A History of Education in India (During) the British a. Period*, Macmillan and Co. Ltd. Bombay, 1951.

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- 32) Patel S. and Thorner A. - *Bombay Mosaic of Modern Culture*, OUP. Bombay 1995.
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- 60) रिंढे ,डॉ. अनंत, पंडित जवाहरलाल नेहरू आणि लढा स्वातंत्र्याचा, आधार पब्लिकेशन अमरावती, 2021
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Sant Gadge Baba Amravati University, Amravati

FACULTY: HUMANITIES

Session: 2023-24

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

Syllabus

Programme: M.A. (History) First Year Semester- II

Course Subject	Code of the Course Subject	Title of the Course Subject	Total Number of Periods	No of Credits
DSE-IID	HIS-E-204	Historical Study of Sant Gadge Baba Reformation Movement	60	04

Total Marks: 100, (University assessment: 70 Marks, College Department assessment: 30 Marks)

Course outcomes:

- 1) To impart important aspects of health and hygiene among students as propounded by Sant Gadge Baba.
- 2) To develop ability of rationalism among students.
- 3) Students will understand the importance of social reformers in society.
- 4) To develop the feeling of egalitarian society.

Employability Potential:

- 1) Local Tourism Guide
- 2) Social work (NGO)
- 3) Educational Institute

Unit – 1	Early Life of Sant Gadge Baba a) a)Early Life & Mode of public awareness about social issue b) b)Public awareness about hygiene (Gram Swachata) c) c)Sant Gadge Baba's Ten commands programme & its impact on society d)	(Periods- 15)
Unit – 2	Social Movement a) Anti – Superstition Movement b) Anti- Untouchability Movement c) Women Emancipation	(Periods- 15)
Unit – 3	Constructive Work a) Construction of Dharmshala, Gaurakshan, Annacharta b) Shri Gadge Baba Mission c) Educational Institution	(Periods- 15)

Unit – 4	Relation with Contemporary Social Reformers a) Dr. Panjabrao Deshmukh, Rashtrasant Tukadoji Maharaj & Shivajirao Patvardan b) Dr. Babasaheb Ambedkar & Karmvir Bhaurao Patil c) Prabodhankar Thakare & Achary P. K. Aatre	(Periods- 15)
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- 5) केचे मधुकर - श्री संत गाडगे महाराज, महाराष्ट्र राज्य शिक्षण विभाग मंत्रालय, महाराष्ट्र राज्य, मुंबई
- 6) कडवे रघुनाथ - श्री संत गाडगे महाराज यांची अंधश्रद्धा विरोधी चळवळ, अमोल प्रकाशन नागपूर
- 7) कांबळे सुभाष - डॉ. बाबासाहेबांचे सन्मित्र गाडगेबाबा, दास्ताने रामचंद्र अंड कंपनी, सदाशिव पेठ पुणे
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