

**DR. BABASAHEB AMBEDKAR MARATHWADA UNIVERSITY,
CHHATRAPATI SAMBHAJINAGAR.**



Circular / Syll. Sec./HF/ UG IIIrd Yr./Curriculum/ 2026.

It is hereby inform to all concerned that, on the recommendation of Board of Studies; **the Academic Council at it's Meeting held on 02^{ed} June, 2026 has accepted the "Following Subject wise Curriculum of UG level under the faculty of Humanities as per Guidelines of NEP & University Norms"** to be implemented in the all affiliated colleges.

Sr. No.	Name of the UG Curriculum	Semester
01.	Marathi	Vth & VIth
02.	Hindi	Vth & VIth
03.	English	Vth & VIth
04.	Urdu	Vth & VIth
05.	Pali & Buddhism with Second Year minor changes	Vth & VIth & IIIrd & IVth
06.	Arabic	Vth & VIth
07.	Sanskrit	Vth & VIth
08.	Political Sciecn	Vth & VIth
09.	Public Administration with Second Year minor changes	Vth & VIth & IIIrd & IVth
10.	Economics	Vth & VIth
11.	History	Vth & VIth
12.	Sociology	Vth & VIth
13.	Geography	Vth & VIth
14.	Psychology	Vth & VIth
15.	Thoughts of Mahatma Phule & Dr. B. R. Ambedkar	Vth & VIth
16.	Islamic Studies	Vth & VIth
17.	Military Science	Vth & VIth
18.	Philosophy	Vth & VIth

This is effective from the Academic Year 2026-27 and onwards as per appended herewith.

All concerned are requested to note the contents of this circular and bring notice to the students, teachers and staff for their information and necessary action.

University campus,
Chhatrapati Sambhajinagar-431 004.
Ref. No. SU/ HF/ UG IIIrd Yr./
Curriculum/ 2026/4452-55

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**Deputy Registrar
Syllabus Section**

Date: 05/ 06/ 2026.

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Copy forwarded with necessary action to:-

- 1] **The Principal, all concerned affiliated colleges,**
- 2] **The Director, University Network & Information Centre, UNIC,**
with **a request to upload this Circular on University Website.**
- 3] **The Director, Board of Examinations & Evaluation,**
- 4] **Public Relation Officer [PRO],**

Dr. Babasaheb Ambedkar Marathwada University,
Chhatrapati Sambhajinagar.

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DrK*050626/-

**Dr. Babasaheb Ambedkar Marathwada University
Chhatrapati Sambhajnagar- 431001**



**Three Years B.A.
Four Years B.A. (Hons)
And
Four Years B.A. (Hons with Research)
Degree Programme**

Course Structure **(Revised)**

(AS PER NEP-2020)

Subject: History

Effective from 2026-27

Illustrative credit distribution Structure for B.A. (Three / Four Years Honours / Honours with Research) Degree Programme with Multiple Entry and Exit Options

B. A. Third Year (5th and 6th Semester)

Sr. No.	Course Type	Fifth Semester		Total Credits	Sixth Semester		Total Credits
		Course Code	Credits		Course Code	Credits	
1	Major(Core) Mandatory	DSC-11 : History of the Ambedkarite Movement	4	8	DSC-13 : Social Reformers of Maharashtra	4	10
		DSC-12 : Schools of Historiography	4		DSC-14 : History of Indian Art	4	
					DSC-15 : Economic Administration of Chhatrapati Shivaji Maharaj	2	
2	Major Electives (Choose any two from pool of courses)	DSE-1 : History of the United States of America	2	4	DSE-3 : Muslim Social Reformers and Their Contribution in Indian Nationalism	2	4
		DSE-2 : Glimpses of the History of Marathwada (U.P. TO A.D.1948)	2		DSE-4 : Philosophy of History	2	
3	Minor (Choose any two from pool of courses) It is from different discipline of the same faculty	M-5 : Nationalist Movement in South-East-Asia	2	4	M-7 : Landmarks in the History of Modern World	2	4
		M-6 : History and Philosophy of Navnath Sampraday in Maharashtra	2		M-8 : Environmental Policy of Chhatrapati Shivaji Maharaj	2	
4	GE/OE (Generic / Open Elective)(Choose any one from pool of courses) It should be chosen compulsorily from the faculty other than that of Major	---	---	---	---	---	---
5	VSC (Vocational Skill Courses) (Choose any one from pool of courses)	VSC-3 UNISCO Approved Maratha Forts	2	4	---	---	---
		VSC-4 Computational History	2		---	---	

6	SEC (Skill Enhancement Courses)(Choose any one from pool of courses)	----	---		---	---	
7	AEC (Ability Enhancement Courses) (Common for all faculty)	----	---	---	----	---	---
8	VEC (Value Education Courses) (Common for all faculty)	----	---		----	---	
9	IKS (Indian Knowledge System) Courses (Common for all faculty)	----	---		---	---	
10	OJT (On Job Training)	----	---	2 (FP-2 / CEP-2)	OJT-1	4	4
11	FP (Field Project)	FP-2 Field Project in History and Archaeology	2		---	---	
12	CEP (Community Engagement Project) (Common for all faculty)	CEP-2	2		----	----	
13	CC (Co-curricular Courses) (Common for all faculty)	----	---		----	---	
14	RM (Research Methodology) Course	----	---		----	----	
15	RP (Research Project)	-----	---		----	----	
				22			22
Exit Option : Award of U G Degree in Major with 132 credits OR continue with Major and Minor							

Courses to be designed for other Discipline / faculty

1) Minor Courses for other Discipline

Mn-5 : This is a 2 credit theory course to be designed for other discipline

Mn-6 : This is a 2 credit theory course to be designed for other discipline

Mn-7 : This is a 2 credit theory course to be designed for other discipline

Mn-8 : This is a 2 credit theory course to be designed for other discipline

Detailed Illustration of Courses included in 5th and 6th semester:

1) Major (Core) subject are mandatory.

DSC-11 : This is a 4 credit theory course OR 2 credit theory and 2 credit practical course corresponding to Major (core) subject

DSC-12 : This is a 4 credit theory course OR 2 credit theory and 2 credit practical course corresponding to Major (core) subject

DSC-13 : This is a 4 credit theory course OR 2 credit theory and 2 credit practical course corresponding to Major (core) subject

DSC-14: This is a 4 credit theory course OR 2 credit theory and 2 credit practical course corresponding to Major (core) subject

DSC-15: This is a 4 credit theory course OR 2 credit theory and 2 credit practical course corresponding to Major (core) subject

2) Major Electives (Choose any two from pool of courses in respective semester)

DSE-1 : This is a 2 credit course corresponding to Major (elective) subject

DSE-2 : This is a 2 credit course corresponding to Major (elective) subject

DSE-3 : This is a 2 credit course corresponding to Major (elective) subject

DSE-4 : This is a 2 credit course corresponding to Major (elective) subject

3) Minor : (Choose any two from pool of courses)It is from different discipline of the same faculty

Mn-5 : This is a 2 credit course to be chosen from other discipline of the same faculty

Mn-6 : This is a 2 credit course to be chosen from other discipline of the same faculty

Mn-7 : This is a 2 credit course to be chosen from other discipline of the same faculty

Mn-8 : This is a 2 credit course to be chosen from other discipline of the same faculty

4) VSC (Vocational Skill Courses) : Choose any one from pool of courses. These courses should be based on Hands on Training corresponding to Major (core) subject.

VSC-3 : This is a 2 credit course based Hands on Training corresponding to Major (core) subject.

VSC-4 : This is a 2 credit course based Hands on Training corresponding to Major (core) subject.

- 5) **FP-2 : Field Project** : This is a 2 credit course, should be corresponding to Major (core) subject
- 6) **CEP-2** : Community engagement and service : This is a 2 credit course related to community engagement and service
- 7) **OJT-1** : This is a 4 credit course related to On job Training

General Guidelines for Course Selection

- 1) The Major subject is the discipline or course of main focus, bachelors degree shall be awarded in that discipline / subject.
- 2) Students will have to choose any three subjects as a Major 1, Major 2, Major 3, from **Basket 1** under the respective faculty (based on the available options in the respective college).
- 3) Students will be having three subject options of equal credits (instead of Major and / or minor verticals) in the first year.
- 4) In the beginning of second year, students will have to select / declare choice of **one major subject** and **one minor subject** from three major options M1, M2 and M3 (which were opted in the first year)
- 5) Once the students finalize their **Major Subject** and **Minor Subject** in the beginning of the second year of the programme, they shall pursue their further education in that particular subject as their **Major and Minor** subjects. Therefore, from second year onwards curriculum of the Major and Minor subjects shall be different.
- 6) Students are required to select **Minor subject** from **other discipline of the same faculty**.
- 7) Students are required to select **Generic /Open Elective** (vertical 3 in the credit framework) **compulsorily from the faculty different than that of their Major / Minor subjects**.
- 8) Vocational Skill Courses and Skill Enhancement Courses (**VSC and SEC**) shall be related to the Major subject
- 9) Curriculum of Ability Enhancement Courses (AEC), Value Education Courses (VEC), Indian Knowledge System (IKS), and Co-curricular Courses (CC) will be provided by the University separately.

DSC-11 : History of the Ambedkarite Movement

Total Credits : 04

Total Contact Hours : 30 Hrs

Maximum Marks : 50

Learning Objectives of the Course:

- Understand the historical evolution of the Ambedkarite Movement and its contribution to social transformation in modern India.
- Examine the role of Dr. B. R. Ambedkar in leading social, religious, and political movements against caste discrimination and untouchability.
- Analyze Dr. B. R. Ambedkar's constitutional vision, particularly his contributions to citizenship, fundamental rights, affirmative action, and the protection of marginalized communities.
- Develop practical understanding of Ambedkarite thought through fieldwork, archival research, heritage visits, and community-based learning.

Course Outcomes (COs) :

After completion of the course, students will be able to -

- Explain the historical development of the Ambedkarite Movement and critically evaluate its role in promoting social justice, equality, and human dignity.
- Assess the significance of major movements led by Dr. B. R. Ambedkar, including the Mahad Water Tank Satyagraha, the Nashik Kalaram Temple Entry Movement, the conversion to Buddhism, and the formation of political organizations.
- Analyze Dr. B. R. Ambedkar's constitutional philosophy with special reference to citizenship, fundamental rights, reservation policy, and constitutional safeguards for the Scheduled Castes and other historically marginalized communities.
- Apply historical methods through field studies, documentary analysis, oral history, and project work to understand the continuing relevance of the Ambedkarite Movement in contemporary India.

Module No.	Topics / actual contents of the syllabus	Contact Hours
I	History of the Ambedkarite Movement - Social Justice Movements : Mahad Water Tank Satyagraha (1927), Nashik Kalaram Temple Entry Movement (1930–1935) - Religious Transformation : Conversion to Buddhism (1956): Causes, Process, and Historical Significance - Political Mobilization : Dr. Babasaheb Ambedkar's Political Parties, Independent Labour Party (1936), Scheduled Castes Federation (1942), Republican Party: Concept and Legacy	10 Hrs
II	Dr. Babasaheb Ambedkar's Vision of Affirmative Policy in the Indian Constitution - Citizenship and Fundamental Rights : Equality before Law, Abolition of Untouchability, Constitutional Morality and Social Democracy - Reservation Policy : Constitutional Basis of Reservation, Equality of Opportunity, Protective Discrimination and Social Justice - Constitutional Safeguards for the Depressed Classes : Political Representation, Educational and Employment Safeguards, Constitutional Provisions for Social Justice and Welfare	10 Hrs

III	Practical Component Students shall complete any two of the following practical activities: Field Visit and Report : Visit an Ambedkarite historical site, memorial, museum, library, Buddhist Vihara, or place associated with Dr. B. R. Ambedkar and prepare a field report. Archival Study : Study historical documents, newspapers, speeches, photographs, or manuscripts relating to the Ambedkarite Movement and submit a documentary report. Book Review : Critically review one of Dr. B. R. Ambedkar's major works such as Annihilation of Caste, The Buddha and His Dhamma, or States and Minorities. Commemorative Programme : participate in or organize an academic programme on Ambedkar Jayanti, Constitution Day, Dhammachakra Pravartan Day, or Human Rights Day, followed by submission of a reflective report.	10 Hrs
1. Moon, Meenakshi and Pawar, Urmila, “आम्हीही इतिहास घडविला : आंबेडकरी चळवळीतील स्त्रियांचे योगदान”, 1st Edition, Sugawa Prakashan, Pune, 1989. 2. Pawar, J. V., “आंबेडकरी चळवळ : आंबेडकरोत्तर”, Vol. I, 1st Edition, Samata Prakashan, Mumbai, 2010. 3. Pawar, J. V., “आंबेडकरी चळवळ : आंबेडकरोत्तर”, Vol. II, 1st Edition, Samata Prakashan, Mumbai, 2012. 4. Pantawane, Gangadhar, “विद्रोहाचे पाणी पेटले आहे”, 3rd Edition, Asmita Communication, Aurangabad, 2003. 5. Pantawane, Gangadhar, “दलित साहित्य : वेदना व विद्रोह”, 2nd Edition, Asmita Communication, Aurangabad, 2001. 6. Dangle, Arjun (Ed.), “दलित साहित्य : एक अभ्यास”, 2nd Edition, Maharashtra Rajya Sahitya Sanskruti Mandal, Mumbai, 1998. 7. Khairmode, C. B., “डॉ. भीमराव रामजी आंबेडकर चरित्र”, Vols. I–XII, 3rd Edition, Sugawa Prakashan, Pune, 2016. 8. Ambedkar, Dr. Babasaheb, “डॉ. बाबासाहेब आंबेडकर : लेखन आणि भाषणे”, Vols. I–22, Government of Maharashtra, Mumbai, Various Years.		
Hindi References 1. Ambedkar, Bhimrao Ramji, “जाति का विनाश (Annihilation of Caste)”, Hindi Edition, Gautam Book Centre, Delhi, 2014. 2. Ambedkar, Bhimrao Ramji, “शूद्र कौन थे?”, Hindi Edition, Samyak Prakashan, New Delhi, 2018. 3. Ambedkar, Bhimrao Ramji, “अछूत कौन और कैसे?”, Hindi Edition, Samyak Prakashan, New Delhi, 2019. 4. Moon, Vasant (Ed.), “डॉ. बाबासाहेब आंबेडकर : लेखन एवं भाषण”, Vols. I–40, Dr. Ambedkar Foundation, New Delhi, Various Years. 5. Jatav, D. R., “डॉ. अम्बेडकर : व्यक्तित्व एवं कृतित्व”, 5th Edition, Samata Sahitya Sadan, Jaipur, 2010. 6. Omvedt, Gail, “अम्बेडकर : प्रबुद्ध भारत की ओर”, Hindi Edition, Sage/Yatra Books, New Delhi, 2008. 7. Naimishray, Mohandas, “दलित आंदोलन का इतिहास”, 2nd Edition, Vani Prakashan, New Delhi, 2011.		
English References 1. Ambedkar, B. R., “Annihilation of Caste”, Revised Edition, Navayana Publishing Pvt. Ltd., New Delhi, 2014. 2. Ambedkar, B. R., “The Buddha and His Dhamma”, 1st Edition, Siddhartha College Publications, Mumbai, 1957. 3. Ambedkar, B. R., “Who Were the Shudras?”, 1st Edition, Thacker & Co. Ltd., Bombay, 1946. 4. Ambedkar, B. R., “The Untouchables: Who Were They and Why They Became		

- Untouchables?"**, Amrit Book Company, New Delhi, 1948.
5. Omvedt, Gail, **"Dalits and the Democratic Revolution: Dr Ambedkar and the Dalit Movement in Colonial India"**, Revised Edition, Sage Publications, New Delhi, 2011.
 6. Zelliott, Eleanor, **"From Untouchable to Dalit: Essays on the Ambedkar Movement"**, 2nd Edition, Manohar Publishers, New Delhi, 2001.
 7. Jaffrelot, Christophe, **"Dr Ambedkar and Untouchability: Analysing and Fighting Caste"**, Permanent Black, Ranikhet, 2005.
 8. Moon, Meenakshi and Pawar, Urmila, **"We Also Made History: Women in the Ambedkarite Movement"**, English Translation by Wandana Sonalkar, 1st Edition, Zubaan, New Delhi, 2008.
 9. Keer, Dhananjay, **"Dr. Ambedkar: Life and Mission"**, 3rd Edition, Popular Prakashan, Mumbai, 1990.
 10. Rodrigues, Valerian (Ed.), **"The Essential Writings of B. R. Ambedkar"**, Oxford University Press, New Delhi, 2002.
 11. Ambedkar, B. R., **"Dr. Babasaheb Ambedkar: Writings and Speeches"**, Vols. 1-17, Government of Maharashtra, Mumbai, Various Years.

DSC-12 : Schools of Historiography		
Total Credits : 04	Total Contact Hours : 30 Hrs	Maximum Marks : 50
Learning Objectives of the Course: i) Understand the meaning, nature, and scope of historiography. ii) Study contributions of historians like Leopold von Ranke, Karl Marx, R. G. Collingwood, E. H. Carr, and Ranajit Guha. iii) Compare different historiographical approaches and methodologies. iv) Critically evaluate historical interpretations and biases v) Apply historiographical methods to interpret historical sources.		
Course Outcomes (COs) : After completion of the course, students will be able to - i) Define historiography and explain its evolution over time. ii) Describe major schools of historiography and their characteristics. iii) Analyze the contributions of key historians and their methodologies. iv) Critically compare different historiographical approaches. v) Apply historiographical perspectives in historical research and writing.		
Module No.	Topics / actual contents of the syllabus	Contact Hours
I	Introduction to Historiography a) Meaning, nature, and scope of historiography b) Difference between history and historiography c) Sources of history and their interpretation	10 Hrs
II	Classical and Medieval Traditions a) Ancient historiography (Greek, Roman, and Indian traditions) b) Contributions of historians like Herodotus and Thucydides c) Medieval historiography in Europe and India	10 Hrs
III	Practical Component a) Rankean/Positivist historiography and Leopold von Ranke b) Marxist historiography and ideas of Karl Marx c) Contributions of E. H. Carr and R. G. Collingwood	10 Hrs
Reference Books: Marathi References 1. Kulkarni, A. R., “इतिहास : स्वरूप आणि पद्धती”, 3rd Edition, Diamond Publications, Pune, 2012. 2. Patil, Subhash, “इतिहासलेखनशास्त्र”, 2nd Edition, Phadke Prakashan, Kolhapur, 2015. 3. Shinde, B. S., “इतिहास संशोधन पद्धती”, 1st Edition, Vidya Books Publishers, Aurangabad, 2018. 4. Pawar, Jayasingrao, “इतिहासाचे तत्त्वज्ञान”, 2nd Edition, Diamond Publications, Pune, 2011. 5. Sardesai, Govind Sakharam, “इतिहासलेखनाची मीमांसा”, Revised Edition, Maharashtra Rajya Sahitya Sanskruti Mandal, Mumbai, 2005. 6. Kulkarni, A. R., “मराठ्यांचे इतिहासकार”, 1st Edition, Continental Prakashan, Pune, 2007. 7. Jadhav, Tukaram, “इतिहासलेखनाचे विविध प्रवाह”, 1st Edition, Kailash Publications, Aurangabad, 2019.		
Hindi References 1. Carr, E. H., “इतिहास क्या है?” (अनुवादित संस्करण), 2nd Edition, Rajkamal Prakashan, New Delhi, 2010. 2. Sheikh Ali, B., “इतिहासलेखन की भूमिका”, 4th Edition, Macmillan India Ltd., New Delhi, 2012. 3. Upadhyay, Ishwari Prasad, “इतिहास लेखन : सिद्धांत एवं पद्धति”, 3rd Edition, Rajasthan Hindi Granth Academy, Jaipur, 2014. 4. Pandey, Govind Chandra, “इतिहास : स्वरूप एवं सिद्धांत”, 2nd Edition, Rajasthan Hindi Granth Academy.		

Jaipur, 2008.

5. Jain, M. S., “इतिहास दर्शन एवं इतिहासलेखन”, 1st Edition, Sahitya Bhawan Publications, Agra, 2016.
6. Ali, B. Sheikh, “इतिहास का अध्ययन”, 3rd Edition, Macmillan India Ltd., New Delhi, 2009.
7. Thapar, Romila, “इतिहास की पुनर्व्याख्या”, 1st Hindi Edition, Granth Shilpi, New Delhi, 2005.

English References

1. Carr, E. H., “**What is History?**”, 2nd Edition, Penguin Books, London, 2008.
2. Ali, B. Sheikh, “**History: Its Theory and Method**”, 3rd Edition, Macmillan India Ltd., New Delhi, 2008.
3. Elton, G. R., “**The Practice of History**”, 2nd Edition, Blackwell Publishers, Oxford, 2002.
4. Butterfield, Herbert, “**The Whig Interpretation of History**”, Revised Edition, W. W. Norton & Company, New York, 1965.
5. Tosh, John, “**The Pursuit of History**”, 6th Edition, Routledge, London, 2015.
6. Jenkins, Keith, “**Re-thinking History**”, 2nd Edition, Routledge, London, 2003.
7. Breisach, Ernst, “**Historiography: Ancient, Medieval and Modern**”, 3rd Edition, The University of Chicago Press, Chicago, 2007.
8. Bentley, Michael, “**Companion to Historiography**”, 1st Edition, Routledge, London, 1997.
9. Iggers, Georg G., “**Historiography in the Twentieth Century: From Scientific Objectivity to the Postmodern Challenge**”, 3rd Edition, Wesleyan University Press, Connecticut, 2005.
10. Green, Anna and Troup, Kathleen (Eds.), “**The Houses of History: A Critical Reader in Twentieth-Century History and Theory**”, 2nd Edition, Manchester University Press, Manchester, 2016.
11. Evans, Richard J., “**In Defence of History**”, 2nd Edition, Granta Books, London, 2000.
12. Burke, Peter, “**History and Social Theory**”, 3rd Edition, Polity Press, Cambridge, 2018.
13. Black, Jeremy and MacRaild, Donald M., “**Studying History**”, 4th Edition, Palgrave Macmillan, New York, 2016.
14. Woolf, Daniel, “**A Global History of History**”, 1st Edition, Cambridge University Press, Cambridge, 2011.
15. Appleby, Joyce, Hunt, Lynn and Jacob, Margaret, “**Telling the Truth About History**”, 1st Edition, W. W. Norton & Company, New York, 1994.

DSE-1 : History of the United States of America		
Total Credits : 02 Total Contact Hours : 30 Hrs		Maximum Marks : 50
Learning Objectives of the Course: i. Understand the historical evolution of the United States from the colonial period to the modern era. ii. Analyze major political, social, economic, and constitutional developments in American history. iii. Examine the role of the USA in shaping modern world history. Course Outcomes (Cos) : After completion of the course, students will be able to – i. Explain the major phases of American historical development. ii. Analyze important historical events and personalities. iii. Develop historical interpretation through practical learning and source analysis..		
Module No.	Topics / actual contents of the syllabus	Contact Hours
I	Foundation of the United States a) European Colonization and the Thirteen Colonies : Early European settlements, Growth of the Thirteen Colonies, Causes of colonial dissatisfaction b) American Revolution and Independence: Causes of the American Revolution, Declaration of Independence (1776), Role of George Washington and other leaders c) Formation of the Constitution: Articles of Confederation, Constitutional Convention (1787), Features of the U.S. Constitution and Bill of Rights	10 Hrs
II	Growth of Modern America a) American Civil War : Causes of the Civil War, Role of Abraham Lincoln, Results and Reconstruction b) Civil Rights Movement: Racial discrimination in America, Leadership of Martin Luther King Jr., Civil Rights Act and Voting Rights Act c) The United States as a World Power: Rise of the USA after World War II, Cold War and global leadership, Contemporary role of the USA in world affairs	10 Hrs
III	Practical Component • Study and prepare a report on the Declaration of Independence (1776) or the U.S. Constitution, highlighting its historical significance. • Prepare a presentation or project on the life and contribution of Martin Luther King Jr. or analyze selected speeches/documents of the Civil Rights Movement.	10 Hrs
Reference Books: 1. संध्या केतकर, भारतीय कलेचा इतिहास, ज्योत्स्ना प्रकाशन पुणे 2015 2. डॉ. विजय साखरे, डॉक्टर अनिल कटारे, भारतीय कलेचा इतिहास, अक्षर लीना प्रकाशन सोलापूर 2012 3. डॉ. अरविंद सोनटक्कर, डॉ. नभा काकडे, डॉ. माशाळकर, भारतीय कला वैभव, संकल्प प्रकाशन, सोलापूर, 2019 4. प्राध्यापक जयप्रकाश जगताप, भारतीय कलेचा इतिहास, जगताप पब्लिशिंग हाऊस पुणे 2016		

5. जोशी नी पू, भारतीय मूर्तीशास्त्र, महाराष्ट्र राज्य विद्यापीठ ग्रंथनिर्मिती मंडळ नागपूर, 1979
6. सुरसुंदरी, देवांगना की नायिका...., आदित्य फडके, डॉ अरविंद सोनटक्के, वरदा प्रकाशन, पुणे, 2023
7. डॉ अरविंद सोनटक्के, शोध अ-ज्ञाताचा, संकल्प प्रकाशन, सोलापूर, 2018
8. खरे ग. ह., मूर्तीविज्ञान, भारत इतिहास संशोधन मंडळ, ग्रंथमाला क्रमांक 35 पुणे 1939
9. जोशी नी पू, भारतीय मूर्तीशास्त्र, महाराष्ट्र राज्य विद्यापीठ ग्रंथनिर्मिती मंडळ नागपूर, 1979
10. डॉ देगलूरकर गो. बा., वेरूळ दर्शन, पुणे 2008
11. डॉ सु. र. देशपांडे, भारतीय शिल्प वैभव, मेहता पब्लिशिंग हाऊस पुणे 2005
12. डॉ वासुदेव उपाध्याय, प्राचीन भारतीय मूर्ती विज्ञान, चौखंबा विद्याभवन वाराणसी, द्वितीय संस्करण 1982
13. Jitendra Nath Banerjee, The development of Hindu iconography, University of Kolkata 1941
14. Ram Nath Misra, yaksha cult and iconography, Munshiram Manoharlal publishers private limited, 1981
15. Vidyalankar Prof. S. K. Ramachandra Rao, Pratima Kosha, Prof S. K. Ramachandra Rao memorial trust Bangalore. (Six volumes)
16. St. Kramrisch, Indian sculpture, London Oxford University press, New York, 1933
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18. T. A. Gopinath Rao, elements of Hindu iconography, vol. I part I & part II, the law printing house Mount road Madras, 1914
19. M. K. Varadpandey, women in Indian sculpture, Abhinav publications, New Delhi, 2006
20. Agnes C. G., Buddhist art in India, Bernad Quaritch, London, 1901

DSE-2 : GLIMPSES OF THE HISTORY OF MARATHWADA (U.P. TO A.D.1948)		
Total Credits : 02	Total Contact Hours : 30 Hrs	Maximum Marks : 50
Learning Objectives of the Course: - To introduce students to the political history of Marathwada through a brief historical survey. - To understand the major religious movements and their influence on society in Marathwada. - To study the art, temple architecture, and forts of the Marathwada region. - To examine the social, economic, and cultural conditions of Marathwada under the Nizam rule. - To analyze the Hyderabad Freedom Struggle and the role of the All India Scheduled Castes Federation Course Outcomes (COs) : After completion of the course, students will be able to - - Students will understand the major phases of the political history of Marathwada. - Students will explain the impact of various religious movements on society and culture in Marathwada. - Students will identify the important features of art, temple architecture, and forts in the region. - Students will analyse the social, economic, and cultural life of Marathwada under the Nizam rule. - Students will evaluate the Hyderabad Freedom Struggle and the role of the All India Scheduled Castes Federation.		
Module No.	Topics / actual contents of the syllabus	Contact Hours
I	Historical Background of Marathwada - Marathwada under Satavahanas, Vakatakas and Rashtrakutas, Yadavas of Devagiri and their Contribution - Marathwada under the Bahamani, Nizamshahi and Mughal Rule - Socio-Religious Movements in Medieval Marathwada – Mahanubhava and Bhakti Movements, Art, Temple Architecture and Forts of Marathwada	10 Hrs
II	Marathwada under Nizam Rule and Freedom Struggle - Social, Economic and Cultural Conditions under the Nizam State, Educational and Administrative Developments in Hyderabad State - Arya Samaj and Hyderabad State Congress - Maharashtra Parishad and Hyderabad Freedom Struggle, All India Scheduled Castes Federation and Dr. B. R. Ambedkar's Role in Hyderabad Liberation Movement	10 Hrs
III	Practical Component - Prepare a Report on Art, Architecture, Temple Architecture and Forts of Marathwada. - Prepare a Report on the Socio-Economic and Cultural History of Marathwada under the Nizam State. - Field Visit to Historical Monuments, Temples, Forts or Museums of Marathwada and Submission of Report.	10 Hrs
References मराठी संदर्भग्रंथ - पगडी, सेतुमाधवराव, हैदराबाद स्वातंत्र्य संग्राम, प्रथम आवृत्ती, पुणे: कॉन्टिनेन्टल प्रकाशन, 1988. - पगडी, सेतुमाधवराव, मराठवाडा मुक्तिसंग्राम, प्रथम आवृत्ती, पुणे: कॉन्टिनेन्टल प्रकाशन, 1998. - सरदेसाई, गोविंद सखाराम, मराठी रियासत, खंड 1-8, नवी आवृत्ती, मुंबई: पॉप्युलर प्रकाशन, 1988.		

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8. जाधव, रामचंद्र. मराठवाड्याचा इतिहास. प्रथम आवृत्ती, औरंगाबाद: विद्या बुक्स पब्लिशर्स, 2006.
9. गायकवाड, बी. डी. मराठवाडा : इतिहास आणि संस्कृती. प्रथम आवृत्ती, लातूर: प्रशांत प्रकाशन, 2012.
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11. पवार, जयसिंगराव. महाराष्ट्राचा इतिहास : प्राचीन काळ ते आधुनिक काळ. कोल्हापूर: फडके प्रकाशन, 2015.
12. फाटक, न. र. मराठ्यांचा इतिहास. पुणे: कॉन्टिनेन्टल प्रकाशन, 1992.
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3. Chandra, Satish. *Medieval India*, Vol. I. New Delhi: Har-Anand Publications, 2009.
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M-5 NATIONALIST MOVEMENT IN SOUTH-EAST-ASIA		
Total Credits : 02	Total Contact Hours : 30 Hrs	Maximum Marks : 50
Learning Objectives of the Course: - To introduce students to the nature and impact of European colonial rule in South-East Asia. - To explain the rise and development of nationalist movements in South-East Asian countries. - To study the role of important leaders such as Sukarno, Mohammad Hatta, Aung San, and Ho Chi Minh in the freedom movements. - To understand the modernization programme in Thailand and the Revolution of 1932. - To examine the impact of Japanese occupation in South-East Asia during the Second World War.		
Course Outcomes (COs) : After completion of the course, students will be able to - - Understand the nature and effects of European colonialism in South-East Asia. - Explain the development of nationalist movements in different South-East Asian countries. - Analyze the contribution of major nationalist leaders in the independence movements. - Evaluate the modernization process and political changes in Thailand. - Assess the impact of Japanese occupation during the Second World War in South-East Asia.		
Module No.	Topics / actual contents of the syllabus	Contact Hours
I	European Colonial Rule and National Awakening in South-East Asia - Nature and Expansion of European Colonial Rule in South-East Asia - Colonial Administration, Economic Exploitation and Social Change - Emergence of National Consciousness and Anti-Colonial Resistance	10 Hrs
II	Nationalist Movements and Freedom Struggles in South-East Asia - Indonesia and Philippines: Sukarno, Mohammad Hatta and Jose Rizal - Burma (Myanmar) and Vietnam: Aung San and Ho Chi Minh - Thailand: Modernization Programme, Revolution of 1932 and Impact of Japanese Occupation during the Second World War	10 Hrs
III	Practical /Activity - Art and Architecture of Cambodia and Thailand - Economic Development and Modernization in Singapore, Laos and Malaysia c) Comparative Study of Nationalist Movements in South-East Asia	10 Hrs

ReferenceBooks:

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- Kahin, George McTurnan. *Nationalism and Revolution in Indonesia*. Cornell University Press, 1952.
- Smith, T. O. *Southeast Asia: A Very Short Introduction*. Oxford University Press, 2018.
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- Benda, Harry J. *The Crescent and the Rising Sun: Indonesian Islam under the Japanese Occupation*. W. van Hoeve, 1958.
- Duiker, William J. *Ho Chi Minh: A Life*. Hyperion, 2000.
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- Reid, Anthony. *Southeast Asia in the Age of Commerce, 1450–1680*, Vol. I & II. Yale University Press, 1988–1993.
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M-6 : History and Philosophy of Navnath Sampraday in Maharashtra		
Total Credits : 02	Total Contact Hours : 30 Hrs	Maximum Marks : 50
Learning Objectives of the Course: - To understand the philosophical foundations of the Navnath tradition - To study its historical origin and development in Maharashtra - To analyse its sects, practices, and institutional structures - To evaluate its socio-cultural and religious impact		
Course Outcomes (COs) : After completion of the course, students will be able to - - Students will be able to explain the philosophical foundations of the Navnath Sampraday, particularly Shaiva Tatvadnyan and its yogic traditions. - Students will analyse the historical origin, development, and key features of the Navnath Sampraday in Maharashtra. - Students will understand the organizational structure, sects, and Guru–Shishya lineage system within the Navnath tradition. - Students will critically evaluate the contributions of major Nath saints such as Machindranath and Gorakshanath, along with concepts like 84 Siddhas and 64 Yoginis. - Students will assess the socio-cultural, religious, and spiritual impact of the Navnath Sampraday on Maharashtra and Indian society.		
Module No.	Topics / actual contents of the syllabus	Contact Hours
I	Foundations and Development of Navnath Sampraday - Origin and Historical Development, Emergence of the Navnath Sampraday, Spread in Maharashtra, Role of early Nath Yogis - Philosophical Foundations, Shaiva Philosophy (Adinath), Nath interpretation of Yoga and Advaita, Hatha Yoga and Tantric influences - Features of the Navnath Tradition, Guru–Shishya tradition, Ascetic and yogic practices, Inclusive and syncretic religious outlook	10 Hrs
II	Traditions, Institutions, and Contribution - Nath Saints and Concepts, Machindranath and Gorakshanath, 84 Siddhas and 64 Yoginis, Deities in the Nath tradition, Institutions and Sacred Centres, Sects and Akhadas - Important Nath pilgrimage centres, temples, caves, and Mathas in Maharashtra - Contribution of the Navnath Sampraday, Religious and social influence, Contribution to the Bhakti movement, Cultural and literary heritage of Maharashtra	10 Hrs
III	(Practical Component) Students shall complete any two of the following: - Visit a Nath temple, Matha, cave, or pilgrimage centre and submit a field report. - Prepare a project on the life and teachings of Machindranath	10 Hrs

	or Gorakshanath. • Document the Guru–Shishya tradition or rituals of a Nath institution through interviews or observation. • Prepare a presentation on the symbols, philosophy, or yogic practices of the Navnath Sampraday. • Conduct a survey on the contemporary relevance of the Navnath Sampraday in Maharashtra. • Prepare a research report using primary and secondary sources on any aspect of the Nath tradition.	
Reference Books 1. Briggs, George Weston. Gorakhnath and the Kanphata Yogis. Calcutta: YMCA Publishing House, 1938. 2. Dasgupta, Shashibhusan. Obscure Religious Cults. Calcutta: Firma KLM Private Ltd., 1969. 3. Eliade, Mircea. Yoga: Immortality and Freedom. Princeton: Princeton University Press, 1969. 4. White, David Gordon. The Alchemical Body: Siddha Traditions in Medieval India. Chicago: University of Chicago Press, 1996. 5. White, David Gordon. Sinister Yogis. Chicago: University of Chicago Press, 2009. 6. Mallinson, James. The Khecarīvidyā of Ādinātha: A Critical Edition and Annotated Translation of an Early Text of Haṭhayoga. London: Routledge, 2007. 7. Mallinson, James, and Mark Singleton. Roots of Yoga. London: Penguin Classics, 2017. 8. Ranade, Ramchandra Dattatraya. Mysticism in Maharashtra: Indian Mysticism. Delhi: Motilal Banarsidass, 1989. 9. Zvelebil, Kamil V. The Poets of the Powers: Magic, Freedom, and Renewal. London: Rider & Company, 1973. 10. Lorenzen, David N. Warrior Ascetics and Indian Empires. Cambridge: Cambridge University Press, 1995. 11. Additional Marathi References (Chicago Style) 12. Dhere, R. C. Nath Sampradayacha Itihas. Pune: Padmagandha Prakashan, 2004. 13. Dhere, R. C. Maharashtraatil Nathpanthi Parampara. Pune: Padmagandha Prakashan, 2001. 14. Deshpande, S. H. Nath Sampraday ani Tatvadnyan. Mumbai: Popular Prakashan, 1998. 15. Kulkarni, A. R. Maharashtracha Itihas. Pune: Diamond Publications, 2006.		

VSC-3 : UNISCO Approved Maratha Forts		
Total Credits : 02	Total Contact Hours : 30 Hrs	Maximum Marks : 50
Learning Objectives of the Course After completing this course, students will be able to: - Understand the historical significance of the Maratha forts associated with the rise and expansion of the Maratha state. - Examine the architectural features, military planning, and strategic importance of forts such as Raigad, Rajgad, Shivneri, Pratapgad, Panhala, Lohagad, Salher, Khanderi, Sindhudurg, Vijaydurg, Suvarnadurg, and Jinji. - Analyze the role of forts in the administrative, political, economic, and defense systems of the Marathas. - Appreciate the cultural heritage value of UNESCO-recognized Maratha Military Landscapes and their contribution to world heritage. - Develop awareness regarding the preservation, conservation, and promotion of historical monuments and fort heritage. - Enhance historical research, field study, and heritage tourism skills through the study of Maratha forts. Course Outcomes (COs) Upon successful completion of the course, students will be able to: - Explain the historical background and significance of major Maratha forts included in the UNESCO-recognized Maratha Military Landscape. - Identify and describe the geographical location, architectural characteristics, and strategic functions of selected forts. - Analyze the military, administrative, and political roles played by forts in the establishment and expansion of the Maratha Empire. - Evaluate the contribution of hill forts, sea forts, and frontier forts to Maratha defense strategies and regional governance. - Assess the heritage value of Maratha forts and discuss issues related to their conservation, management, and sustainable tourism. - Conduct basic field-based historical and heritage studies and prepare reports on the cultural and historical importance of Maratha forts.		
Module No.	Topics / actual contents of the syllabus	Contact Hours
I	a) Hill Forts : Raigad, Rajgad, Shivneri, Pratapgad b) Strategic Inland Forts : Panhala, Lohagad, Salher, Khanderi c) Historical Importance : Architectural features, Military and administrative significance, Role in the Maratha State	10 Hrs
II	a) Sea and Frontier Forts : Sindhudurg, Vijaydurg, Suvarnadurg, Jinji b) Maratha Military Landscape : Defence strategy and fort network, Fort administration and logistics, UNESCO World Heritage significance c) Heritage Conservation : Conservation and preservation of forts, Heritage management, Sustainable heritage tourism	10 Hrs
II	Practical Students shall complete any two of the following:	10 Hrs

	• Visit a UNESCO-recognized Maratha fort and prepare a field study report. • Prepare a map-based project showing the location and strategic importance of the twelve UNESCO-recognized Maratha forts. • Document the architectural features of a selected hill fort or sea fort through photographs, sketches, or digital presentation. • Prepare a project on the military architecture and defence system of any one Maratha fort. • Conduct a heritage survey on conservation challenges and tourism management at a nearby fort. • Prepare a seminar presentation or documentary on the Maratha Military Landscape as a UNESCO World Heritage property.	
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11. Yazdani, Ghulam. **Early History of the Deccan**, Vols. I–II, London: Oxford University Press, 1960.
12. Sherwani, H. K. **History of the Medieval Deccan**, Vols. I–II, Hyderabad: Government of Andhra Pradesh, 1974.
13. Deshpande, Prachi. **Creative Pasts: Historical Memory and Identity in Western India**, New York: Columbia University Press, 2007.
14. Wink, André. **Land and Sovereignty in India: Agrarian Society and Politics under the Eighteenth-Century Maratha Svarajya**, Cambridge: Cambridge University Press, 1986.
15. UNESCO World Heritage Centre. **Maratha Military Landscapes of India: Nomination Dossier**, Paris: UNESCO World Heritage Centre, 2025.
16. Archaeological Survey of India. **Maratha Military Landscapes of India**, New Delhi: ASI & Ministry of Culture, Government of India, 2025.

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VSC-4 : Computational History		
Total Credits : 02	Total Contact Hours : 30 Hrs	Maximum Marks : 50
Learning Objectives of the Course: - Understand the concepts, scope, and significance of Computational History. - Apply digital technologies for collecting, organizing, and preserving historical data. - Develop skills in digital archives, databases, and historical information management. - Use GIS, AI, and data visualization tools to analyse historical information. - Create digital historical projects using appropriate software and technologies. Course Outcomes (COs) : After completion of the course, students will be able to - - Explain the concepts, evolution, and applications of Computational History. - Create and manage digital historical databases and archival collections. - Apply GIS, Artificial Intelligence, and digital analytical tools for historical research. - Develop digital projects such as historical maps, timelines, databases, and virtual exhibitions. - Demonstrate competency in digital preservation, documentation, and visualization of historical resources.		
Module No.	Topics / actual contents of the syllabus	Contact Hours
I	Foundations of Computational History - Concept, Nature, Scope, and Evolution of Computational History - Digital Humanities, Digital History, and Computational Methods - Historical Data: Sources, Collection, Digitization, and Information Management	10 Hrs
II	Digital Tools and Historical Data Management - Digital Archives, Metadata Standards, and Database Management - Spreadsheet Applications, Historical Databases, and Data Organization - Digital Preservation, Cloud Storage, and Historical Information Systems	10 Hrs
III	Practical Components Students shall complete practical exercises based on the following: - Digitization of historical documents using OCR software. - Creation of a historical database using spreadsheet or database software. - Metadata preparation for archival or museum objects. - GIS mapping of a historical event, route, or settlement. - Development of an interactive historical timeline. - Visualization of historical data using charts or dashboards. - Digital documentation of a local heritage site through photographs and descriptive records. - Preparation of a digital exhibition or virtual museum presentation. - AI-assisted transcription and analysis of historical documents.	10 Hrs

ReferenceBooks:

- Bodenhamer, David J., John Corrigan, and Trevor M. Harris, eds. *The Spatial Humanities: GIS and the Future of Humanities Scholarship*. Bloomington: Indiana University Press, 2010.
- Burdick, Anne, Johanna Drucker, Peter Lunenfeld, Todd Presner, and Jeffrey Schnapp. *Digital Humanities*. Cambridge, MA: MIT Press, 2012.
- Cohen, Daniel J., and Roy Rosenzweig, eds. *Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web*. Philadelphia: University of Pennsylvania Press, 2006.
- Fogel, Robert William, and G. R. Elton. *Which Road to the Past? Two Views of History*. New Haven: Yale University Press, 1983.
- Gregory, Ian N., and Alistair Geddes, eds. *Toward Spatial Humanities: Historical GIS and Spatial History*. Bloomington: Indiana University Press, 2014.
- Graham, Shawn, Ian Milligan, and Scott Weingart. *Exploring Big Historical Data: The Historian's Macroscopic*. London: Imperial College Press, 2015.
- Milligan, Ian. *History in the Age of Abundance? How the Web Is Transforming Historical Research*. Montreal: McGill–Queen's University Press, 2019.
- Presner, Todd, David Shepard, and Yoh Kawano. *HyperCities: Thick Mapping in the Digital Humanities*. Cambridge, MA: Harvard University Press, 2014.
- Rosenzweig, Roy. *Clio Wired: The Future of the Past in the Digital Age*. New York: Columbia University Press, 2011.
- Schreibman, Susan, Ray Siemens, and John Unsworth, eds. *A New Companion to Digital Humanities*. Oxford: Wiley-Blackwell, 2016.
- Singh, Upinder. *A History of Ancient and Early Medieval India*. New Delhi: Pearson, 2008.
- Thomas, William G. III. "Computing and the Historical Imagination." In *A Companion to Digital Humanities*, edited by Susan Schreibman, Ray Siemens, and John Unsworth, 56–68. Oxford: Blackwell Publishing, 2004.

FP-2 : Field Project in History and Archaeology Total Credits : 02 Total Contact Hours : 30 Hrs Maximum Marks : 50		
Learning Objectives of the Course: - Understand the principles and methods of archaeological and historical field investigations. - Identify the major historical and archaeological sites of the Marathwada region. - Develop practical skills in archaeological survey, field observation, documentation, photography, GPS mapping, and heritage recording. - Analyse archaeological remains using historical and archaeological methods. - Prepare scientific field reports and heritage documentation. - Appreciate the importance of heritage conservation and sustainable management of cultural resources. Course Outcomes (COs) : After completion of the course, students will be able to - - Explain the historical and archaeological significance of important heritage sites in the Marathwada region. - Conduct archaeological field surveys using standard methods of observation and documentation. - Prepare field diaries, site reports, photographic records, and heritage inventories. - Interpret archaeological evidence such as monuments, caves, forts, inscriptions, temples, sculptures, and excavated remains. - Demonstrate practical skills in heritage documentation and conservation. - Apply archaeological field techniques in museums, archaeological departments, heritage management organizations, tourism, and higher studies.		
Module No.	Topics / actual contents of the syllabus	Contact Hours
I	Historical and Archaeological Sites of Chhatrapati Sambhajinagar District and Jalna Rock-cut Caves and Buddhist Heritage : Ajanta Caves, Ellora Caves, Aurangabad Caves, Pitalkhora Caves, Daulatabad Fort, Bibi Ka Maqbara, Panchakki, Khuldabad Jalna District : Anwa Temple, Jamb Samarth, Historic temples, forts, inscriptions, and stepwells Museums, Inscriptions and Heritage Documentation : Site documentation and monument recording, Museum collections and archaeological artefacts, Epigraphy, photography, heritage mapping, and field observations	10 Hrs
II	Historical and Archaeological Sites of Beed Districts and Dharashiv (Osmanabad) District Beed District: Kankaleshwar Temple, Dharur Fort, Hemadpanti temples, medieval architecture, water structures, and local archaeological remains Dharashiv (Osmanabad) District: Dharashiv Caves, Naldurg Fort, Paranda Fort, Ancient temples and religious monuments. Field Documentation : Archaeological survey techniques, Heritage photography and sketching, Preparation of field notes, heritage inventory, and site reports	10 Hrs
	Historical and Archaeological Sites of	

III	Practical Components Students shall undertake the following practical work: - Field visit to a minimum of three historical or archaeological sites. - Preparation of a Field Diary. - Archaeological site documentation using standard recording formats. - Monument description and architectural analysis. - Heritage photography and GPS-based site mapping. - Preparation of sketch plans and measured drawings. - Museum visit and artefact documentation. - Documentation of inscriptions, sculptures, temples, forts, or caves (where available). - Heritage conservation assessment report. 10. Preparation and presentation of an individual Field Project Report	10 Hrs
Reference Books: Marathi References 1. जाधव, रामचंद्र. “मराठवाड्याचा इतिहास”, प्रथम आवृत्ती, विद्या बुक्स पब्लिशर्स, औरंगाबाद, 2006. 2. गायकवाड, बी. डी. “मराठवाडा : इतिहास आणि संस्कृती”, प्रथम आवृत्ती, प्रशांत प्रकाशन, लातूर, 2012. 3. पगडी, सेतुमाधवराव. “मराठवाडा मुक्तिसंग्राम”, प्रथम आवृत्ती, कॉन्टिनेन्टल प्रकाशन, पुणे, 1998. 4. पगडी, सेतुमाधवराव. “हैदराबाद स्वातंत्र्य संग्राम”, प्रथम आवृत्ती, कॉन्टिनेन्टल प्रकाशन, पुणे, 1988. 5. कुलकर्णी, अ. रा. “महाराष्ट्राचा इतिहास”, 3 री आवृत्ती, डायमंड पब्लिकेशन्स, पुणे, 2010. 6. देशपांडे, प्र. न. “महाराष्ट्राचा सांस्कृतिक इतिहास”, प्रथम आवृत्ती, स्नेहवर्धन प्रकाशन, पुणे, 2004. 7. महाराष्ट्र राज्य पुरातत्त्व व वस्तुसंग्रहालय संचालनालय. “महाराष्ट्रातील संरक्षित स्मारके”. महाराष्ट्र शासन, मुंबई, विविध आवृत्त्या. महाराष्ट्रातील संरक्षित स्मारके, किल्ले, लेणी, मंदिरे आणि पुरातत्त्वीय स्थळांच्या अभ्यासासाठी उपयुक्त. 8. बेन्ट्रे, वा. सी. “साधन चिकित्सा”, 2 री आवृत्ती, कॉन्टिनेन्टल प्रकाशन, पुणे, 1983. 9. ओतुरकर, रा. वि. “दख्खनचा इतिहास”, सुविचार प्रकाशन, पुणे, 1985. 10. महाराष्ट्र राज्य साहित्य आणि संस्कृती मंडळ. “महाराष्ट्र : इतिहास, संस्कृती आणि वारसा”, मुंबई, 2011.		
Hindi References 1. शर्मा, रामशरण. “प्राचीन भारत का इतिहास”, राजकमल प्रकाशन, नई दिल्ली, 2007. 2. सिंह, उपेन्द्र. “प्राचीन एवं प्रारम्भिक मध्यकालीन भारत का इतिहास”, पियर्सन एजुकेशन, नई दिल्ली, 2008. 3. चन्द्र, सतीश. “मध्यकालीन भारत”, भाग-I, हर-आनंद पब्लिकेशन्स, नई दिल्ली, 2009. 4. चन्द्र, सतीश. “मध्यकालीन भारत”, भाग-II, हर-आनंद पब्लिकेशन्स, नई दिल्ली, 2009. 5. हबीब, इरफान. “भारतीय इतिहास में मध्यकाल”, राजकमल प्रकाशन, नई दिल्ली, 2011. 6. पाण्डेय, गोविन्दचन्द्र. “भारतीय संस्कृति का इतिहास”, विश्वविद्यालय प्रकाशन, वाराणसी, 2008. 7. मजूमदार, आर. सी. “भारत का इतिहास”, मोतीलाल बनारसीदास, नई दिल्ली, 2007. 8. चोपड़ा, पी. एन. “आधुनिक भारत”, सुल्तान चंद एंड संस, नई दिल्ली, 2010. 9. ग्रोवर, बी. एल. एवं यशपाल. “आधुनिक भारत का इतिहास”, एस. चाँद एंड कंपनी, नई दिल्ली, 2018. 10. नन्दा, बी. आर. “भारतीय राष्ट्रीय आन्दोलन”, नेशनल बुक ट्रस्ट, नई दिल्ली, 2005.		
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2. Eaton, Richard M. **"A Social History of the Deccan, 1300–1761"**, Cambridge University Press, Cambridge, 2005.
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6. Sarkar, Jadunath. **"Shivaji and His Times"**, Revised Edition, Orient Longman, Kolkata, 1973.
7. Singh, Upinder. **"A History of Ancient and Early Medieval India"**, Pearson Longman, New Delhi, 2008.
8. Sharma, R. S. **"India's Ancient Past"**, Oxford University Press, New Delhi, 2005.
9. Chandra, Satish. **"Medieval India"**, Vols. I–II, Har-Anand Publications, New Delhi, 2009.
10. Majumdar, R. C. **"The History and Culture of the Indian People"**, Vols. I–XI, Bharatiya Vidya Bhavan, Mumbai, 1951–1977.
11. Archaeological Survey of India. **"Indian Archaeology – A Review"**, Archaeological Survey of India, New Delhi, Various Years. The ASI publishes excavation, exploration and monument reports including sites in Aurangabad, Jalna, Beed and Osmanabad districts.
12. Deo, S. B. and Shastri, A. M. **"Bhokardan Excavations"**, Deccan College Post-Graduate and Research Institute, Pune.
13. Sarde, Vijay. **"Archaeological Remains of Early Historic and Medieval Period at Tirth Budruk and the Surrounding Area of Osmanabad District in Maharashtra"**, Heritage: Journal of Multidisciplinary Studies in Archaeology, Vol. 8, 2020. Discusses Satavahana remains, stupa remains and medieval temples in Osmanabad district.
14. Archaeological Survey of India, Aurangabad Circle. **"Protected Monuments of Aurangabad Circle"**, Ministry of Culture, Government of India, Various Publications. Useful for field studies of Ajanta, Ellora, Daulatabad and other protected monuments.
15. Maharashtra State Directorate of Archaeology and Museums. **"State Protected Monuments in Maharashtra"**, Government of Maharashtra, Mumbai. Useful for field survey methodology and documentation of monuments.

DSC-13 : Social Reformers of Maharashtra		
Total Credits : 04	Total Contact Hours : 30 Hrs	Maximum Marks : 50
Learning Objectives of the Course: - Understand the contribution of major social reformers in shaping modern Maharashtra. - Examine the social, educational, economic, and political reforms initiated by these leaders. - Analyze their role in eradicating caste discrimination, promoting social justice, and expanding educational opportunities. - Study the relevance of their ideas in contemporary society and nation-building. - Develop an appreciation of democratic, humanitarian, and constitutional values. Course Outcomes (COs) : After completion of the course, students will be able to - - Explain the life, philosophy, and contributions of major social reformers of Maharashtra. - Analyze their role in social transformation, education, and rural development. - Evaluate their contribution to equality, social justice, and nation-building. - Develop awareness regarding constitutional values, human rights, and inclusive development. - Apply the teachings of these reformers to contemporary social issues.		
Module No.	Topics / actual contents of the syllabus	Contact Hours
I	Major Social Reformers of Maharashtra - Mahatma Jyotirao Phule and Savitribai Phule: Social reform, women's education, Satyashodhak Movement. - Chhatrapati Shahu Maharaj and social reformation - Dr. B. R. Ambedkar: Social justice, reservation, education, constitutional values.	10 Hrs
II	Educational and Rural Reconstruction Movements - Sant Gadge Baba: Social equality, cleanliness, eradication of superstition and public welfare. I. - Karmaveer Bhaurao Patil: Rayat Shikshan Sanstha, Earn and Learn Scheme, mass education. - Swami Ramanand Tirth: Educational development, Hyderabad Liberation Movement, social awakening.	10 Hrs
III	Practical Component Students shall undertake any one of the following: - Field visit to a memorial, educational institution, museum, or place associated with any social reformer and submit a report. - Project on the educational or social contribution of any one reformer using primary and secondary sources. - Collection and analysis of speeches, writings, letters, or photographs related to Maharashtra's social reform movements and presentation of findings.	10 Hrs
Reference Books: अ) मराठी संदर्भग्रंथ 1. फडके, य. दि. महाराष्ट्रातील समाजसुधारक. प्रथम आवृत्ती. मुंबई: महाराष्ट्र माहिती केंद्र, 1975.		

2. कीर, धनंजय. महात्मा ज्योतिराव फुले : भारतीय सामाजिक क्रांतीचे जनक. 5 वी आवृत्ती. मुंबई: पॉप्युलर प्रकाशन, 2018.
3. फुले, महात्मा ज्योतिराव. समग्र वाङ्मय. 5 वी आवृत्ती. पुणे: महाराष्ट्र राज्य साहित्य आणि संस्कृती मंडळ, 2024.
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DSC-14 : History of Indian Art		
Total Credits : 04	Total Contact Hours : 30 Hrs	Maximum Marks : 50
Learning Objectives of the Course: i) To introduce students to the concept, nature, characteristics, and various forms of Indian art. ii) To explain the early tradition of Indian art through prehistoric paintings and rock art. iii) To study the characteristics of sculpture and pottery in the Harappan civilization. iv) To provide knowledge about the origin, development, components, and major styles of Indian temple architecture. v) To explain the structure and features of rock-cut caves and stupa architecture in Buddhist and Jain traditions. vi) To make students aware of the artistic and cultural significance of major historical monuments of Indian architecture and art.		
Course Outcomes (COs) : After completion of the course, students will be able to - i) Explain the basic concepts, characteristics, and types of Indian art. ii) Analyze the early development of Indian art through prehistoric paintings and rock art. iii) Interpret the artistic features and historical significance of Harappan art. iv) Distinguish the major styles of Indian temple architecture—Nagara, Dravida, and Vesara. v) Understand the structure and features of Buddhist and Jain rock-cut caves and stupa architecture. vi) Describe the historical, cultural, and artistic importance of major monuments of Indian art and architecture		
Module No.	Topics / actual contents of the syllabus	Contact Hours
I	Introduction to Indian Art a) Definition, Characteristics and Types of Indian Art b) Prehistoric Paintings – Uttar Pradesh and Madhya Pradesh (Major Sites) c) Harappan Art – Sculpture and Pottery	10 Hrs
II	Religious Arts and Architecture a) Origin, Development and Components of Architecture b) Rock-cut Caves -Barabar, Karla, Ajanta Caves, Udayagiri Caves, Ellora Jain Caves c) Styles of Temple Architecture- Nagara, Dravida, Vesara	10 Hrs
III	Practical • Observation and Report Writing on the Social Depictions and Jataka Tales in the Paintings of the Ajanta Caves • Kailasa, Khajuraho, Dilwara and Ranakpur Temple – Observation and Report Writing on Architecture and Sculpture • Observation and Report Writing on the Architecture and Sculpture of the Temples at Anwa, Jamkhed, Kankaleshwar Temple, and Other Ancient Temples in Your Local Area • Observation and Report Writing on the Stupa Architecture- Sanchi, Sarnath, Amaravati and Bharhut	10 Hrs

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DSC-15 : Economic Administration of Chhatrapati Shivaji Maharaj		
Total Credits : 02	Total Contact Hours : 30 Hrs	Maximum Marks : 50
Learning Objectives of the Course: i) Understand the economic administration of Chhatrapati Shivaji Maharaj. ii) Examine agricultural development and land revenue policies during the Maratha period. iii) Analyze trade, commerce, and maritime economic policies. iv) Study indigenous financial institutions and market systems. v) Develop analytical skills through historical sources and practical studies.		
Course Outcomes (COs) : After completion of the course, students will be able to - i. Explain the economic administration of Chhatrapati Shivaji Maharaj. ii. Analyze agrarian reforms, land management, and the Watandari system. iii. Evaluate internal, external, and maritime trade policies. iv. Understand indigenous banking, credit, and market systems. v. Apply historical knowledge through fieldwork and report writing		
Module No.	Topics / actual contents of the syllabus	Contact Hours
I	Agrarian Administration of Chhatrapati Shivaji Maharaj a) Regulation of the Watandari System and Land Revenue Administration. b) Agricultural Development, Irrigation, and Land Improvement Measures. c) Peasants' Welfare and Agrarian Policies in Swarajya.	10 Hrs
II	Trade and Commercial Administration of Chhatrapati Shivaji Maharaj a) Internal Trade, Market Centres, and Commercial Networks. b) Maritime Trade, Ports, and Naval Commerce. c) Indigenous Banking (Pedhi), Sahukari, Credit System, and Industrial Development.	10 Hrs
II	Practical (Pratyakshik / Field Work) Students shall undertake any one of the following: • Critical report on the Watandari System and agrarian reforms under Shivaji Maharaj. • Study of indigenous banking (Pedhi), Sahukari, and traditional credit institutions. • Project on internal markets, ports, and maritime trade during Shivaji Maharaj's period. • Comparative study of Mughal and Maratha agrarian or trade policies. • Field visit to a historical fort, port, market site, or museum related to the Maratha economy and submission of a report. • * Source-based analysis of revenue administration, trade policy, or economic correspondence from the Maratha period.	10 Hrs

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ब) हिंदी संदर्भग्रंथ

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11. Eaton, Richard M. **A Social History of the Deccan, 1300-1761: Eight Indian Lives**. Cambridge: Cambridge University Press, 2005.
12. Wink, André. **Land and Sovereignty in India: Agrarian Society and Politics under the**

- Eighteenth-Century Maratha Svarajya.** Cambridge: Cambridge University Press, 1986.
13. Raychaudhuri, Tapan and Habib, Irfan (Eds.). **The Cambridge Economic History of India**, Vol. I. New Delhi: Orient Longman, 1982.
 14. Subrahmanyam, Sanjay. **The Political Economy of Commerce: Southern India 1500–1650.** Cambridge: Cambridge University Press, 1990.
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DSE-3 : Muslim Social Reformers and Their Contribution in Indian Nationalism		
Total Credits : 02	Total Contact Hours : 30 Hrs	Maximum Marks : 50
Learning Objectives of the Course: - Understand the need for social and religious reform within Muslim society in India. - Study the contributions of key reformers like Sir Syed Ahmad Khan, Shah Waliullah, Syed Ameer Ali, Maulana Abul Kalam Azad, and Begum Rokeya. - Analyze different reform movements such as the Aligarh Movement and Deoband Movement. - Evaluate the success and limitations of Muslim reform movements and assess their role in shaping modern Indian society and nationalism. - Relate historical reform ideas to contemporary social issues and develop research and presentation skills on social reform topics. Course Outcomes (COs) : After completion of the course, students will be able to - - Explain the socio-religious conditions of Muslims in 19th and 20th century India. - Describe the contributions of major Muslim social reformers. - Analyze the impact of reform movements like Aligarh and Deoband. - Evaluate the role of reformers in education, social change, and nationalism. - Develop critical understanding of reform movements and their relevance today.		
Module No.	Topics / actual contents of the syllabus	Contact Hours
I	Background and Muslim Reform Movements - Socio-Religious Condition of Muslims in 18th and 19th Century India, Causes and Objectives of Muslim Reform Movements - Shah Waliullah and Religious Reform Movement, Sir Syed Ahmad Khan and the Aligarh Movement - Deoband Movement and Islamic Revivalism	10 Hrs
II	Muslim Reformers and Indian Nationalism - Syed Ameer Ali and Modern Muslim Thought, Begum Rokeya and Women's Education Movement, - Maulana Abul Kalam Azad and National Integration, Contribution of Muslim Reformers to Education and Social Change - Muslim Reform Movements and Indian Nationalism: Achievements and Limitations	10 Hrs
II	Practical - Write a report on Muslim Educational Reforms and Educational Institutions. - Write a report on Muslim Social Reforms and Women's Education. - Write a report on the Contribution of Muslim Educational Societies and Reformers to Indian Nationalism.	10 Hrs

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अ) मराठी संदर्भग्रंथ

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6. शेख, मेहबूब. भारतातील मुस्लिम समाजसुधारक. औरंगाबाद: कैलास प्रकाशन, 2014.
7. शिंदे, विठ्ठल रामजी. माझ्या आठवणी व अनुभव. पुणे: वरदा प्रकाशन, पुनर्मुद्रित आवृत्ती, 2011.
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ब) हिंदी संदर्भग्रंथ

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8. पाण्डेय, अवध बिहारी. आधुनिक भारत में सामाजिक एवं धार्मिक सुधार आन्दोलन. वाराणसी: विश्वविद्यालय प्रकाशन, 2015.
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क) English Reference Books

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5. Hasan, Mushirul. **Nationalism and Communal Politics in India, 1885–1930**. New Delhi: Manohar Publishers, 1991.
6. Hasan, Mushirul. **Legacy of a Divided Nation: India's Muslims Since Independence**. New Delhi: Oxford University Press, 1997.
7. Azad, Abul Kalam. **India Wins Freedom**. Complete Edition. Hyderabad: Orient Blackswan, 2004.
8. Engineer, Asghar Ali. **Muslim Communities of India**. New Delhi: Vikas Publishing House, 1995.
9. Engineer, Asghar Ali. **The Muslim Question in India**. New Delhi: Sterling Publishers, 2004.
10. Minault, Gail. **The Khilafat Movement: Religious Symbolism and Political Mobilization in India**. New York: Columbia University Press, 1982.
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- Muslims, 1860–1923.** Cambridge: Cambridge University Press, 1974.
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 19. Ali, Muhammad. **My Life: A Fragment.** Lahore: Sh. Muhammad Ashraf Publishers, Reprint Edition, 1967.
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2. Khan, Sir Syed Ahmad. **Tahzib-ul-Akhlaq.** Vols. I–VI. Aligarh: Sir Syed Academy. Sir Syed used this journal as a vehicle for Muslim social reform and intellectual awakening.
3. Azad, Maulana Abul Kalam. **India Wins Freedom.** Hyderabad: Orient Blackswan, 2004.
4. Azad, Maulana Abul Kalam. **Ghubar-e-Khatir.** New Delhi: Sahitya Akademi, Reprint Edition.

DSE-4 : Philosophy of History		
Total Credits : 02 Total Contact Hours : 30 Hrs		Maximum Marks : 50
Learning Objectives of the Course: - To introduce students to the concept and scope of philosophy of history - To understand major philosophical interpretations and schools of thought - To develop critical thinking regarding historical knowledge and narratives Course Outcomes (COs) : After completion of the course, students will be able to - - Students will be able to explain the meaning, nature, and scope of philosophy of history. - Students will analyse the nature of historical knowledge, including objectivity, causation, and interpretation. - Students will understand and interpret the contributions of classical and Enlightenment thinkers. - Students will critically evaluate modern approaches such as idealism, materialism, and positivism. - Students will assess contemporary historiographical trends including postmodernism, subaltern, and feminist approaches.		
Module No.	Topics / actual contents of the syllabus	Contact Hours
I	Foundations of the Philosophy of History - Meaning, Nature, and Scope of the Philosophy of History: Concept, objectives, speculative and critical philosophy of history, and the relationship between history and philosophy. - Nature of Historical Knowledge: History as science or art; objectivity and subjectivity; causation, explanation, and historical interpretation. - Classical and Enlightenment Traditions: The historical thought of Augustine of Hippo, Ibn Khaldun, Voltaire, and Immanuel Kant.	10 Hrs
II	Modern and Contemporary Philosophies of History - Idealist and Materialist Interpretations: Georg Wilhelm Friedrich Hegel's dialectical idealism and Karl Marx's historical materialism. - Positivism and the Annales School: Auguste Comte, Leopold von Ranke, Marc Bloch, and Lucien Febvre. - Contemporary Historiography: Michel Foucault, Hayden White, and recent approaches including Subaltern, Feminist, and Ambedkarite historiography.	10 Hrs
III	Practical component - Critical review of a selected philosophical or historiographical text. - Comparative study of the historical interpretations of Hegel and Marx or Ranke and the Annales School. - Seminar presentation on a major philosopher of history or a historiographical school. - Source-based analysis of historical objectivity, causation, and interpretation. - Book review of a classic work in the philosophy of history.	10 Hrs

	Preparation of a research report on contemporary historiographical approaches, including Subaltern, Feminist, or Ambedkarite historiography.	
Reference Books:		
अ) मराठी संदर्भग्रंथ		
- जोशी, बी. आर. इतिहासाचे तत्त्वज्ञान. प्रथम आवृत्ती. पुणे: डायमंड पब्लिकेशन्स, 2012. - देशपांडे, प्र. न. इतिहासलेखनशास्त्र. 2 री आवृत्ती. पुणे: स्नेहवर्धन प्रकाशन, 2010. - कुलकर्णी, अ. रा. इतिहास : स्वरूप आणि अभ्यास. पुणे: डायमंड पब्लिकेशन्स, 2008. - पाटील, सुभाष. इतिहासाचे तत्त्वज्ञान आणि इतिहासलेखन. कोल्हापूर: फडके प्रकाशन, 2016. - फडके, घ. दि. इतिहास आणि समाजचिंतन. पुणे: श्रीविद्या प्रकाशन, 2005. - जाधव, तुकाराम. इतिहास संशोधन पद्धती आणि तत्त्वज्ञान. औरंगाबाद: कैलास प्रकाशन, 2014. - शिंदे, बी. एस. इतिहासलेखनाचे सिद्धांत. पुणे: कॉन्टिनेंटल प्रकाशन, 2011. - महाराष्ट्र राज्य साहित्य आणि संस्कृती मंडळ. इतिहास आणि संस्कृती : संकल्पना व अभ्यास. मुंबई: महाराष्ट्र राज्य साहित्य व संस्कृती मंडळ, 2015. - पवार, जयसिंगराव. इतिहासलेखन : स्वरूप आणि परंपरा. कोल्हापूर: फडके प्रकाशन, 2017. - पाठक, अरुणचंद्र शंकरराव. इतिहास संशोधन आणि इतिहासलेखन. मुंबई: महाराष्ट्र राज्य गॅलॅटिअर विभाग, 2012.		
ब) हिंदी संदर्भग्रंथ		
- कार, ई. एच. इतिहास क्या है? (हिंदी अनुवाद). नई दिल्ली: राजकमल प्रकाशन, 2012. - वाल्श, डब्ल्यू. एच. इतिहास का दर्शन. नई दिल्ली: मोतीलाल बनारसीदास, 2005. - कॉलिंगवुड, आर. जी. इतिहास की अवधारणा (The Idea of History का हिंदी अनुवाद). नई दिल्ली: राजकमल प्रकाशन, 2010. - शर्मा, रामशरण. इतिहास और विचारधारा. नई दिल्ली: ग्रंथशिल्पी, 2001. - चन्द्र, विपिन. इतिहास, विचार और समाज. नई दिल्ली: अनामिका प्रकाशन, 2007. - पाण्डेय, अवध बिहारी. इतिहास दर्शन. वाराणसी: विश्वविद्यालय प्रकाशन, 2014. - सिंह, के. एन. इतिहासलेखन : सिद्धांत एवं पद्धति. नई दिल्ली: ओरिएंट ब्लैकस्वान, 2016. - जैन, महेश. इतिहास का सिद्धांत और दर्शन. जयपुर: रावत पब्लिकेशन्स, 2013. - श्रीवास्तव, ए. एल. इतिहासलेखन का परिचय. इलाहाबाद: शिवलाल अग्रवाल अँड कंपनी, 2008. - मिश्रा, ओमप्रकाश. इतिहास का स्वरूप एवं दर्शन. नई दिल्ली: अटलांटिक पब्लिशर्स, 2011.		
क) English Reference Books		
- Collingwood, R. G. The Idea of History. Revised Edition. Oxford: Oxford University Press, 1993. - Collingwood, R. G. The Principles of History and Other Writings in Philosophy of History. Edited by William H. Dray and W. J. van der Dussen. Oxford: Oxford University Press, 2001. - Carr, E. H. What Is History? 2nd Edition. London: Penguin Books, 2008. - Walsh, W. H. An Introduction to Philosophy of History. Revised Edition. London: Hutchinson University Library, 1967. - Hegel, Georg Wilhelm Friedrich. Lectures on the Philosophy of World History. Cambridge Edition. Cambridge: Cambridge University Press, 1992. - Hegel, Georg Wilhelm Friedrich. The Philosophy of History. Reprint Edition. New York: Dover Publications, 1956. - Croce, Benedetto. History as the Story of Liberty. Indianapolis: Liberty Fund, Reprint Edition, 2000. - Toynbee, Arnold J. A Study of History, Vols. I–XII. London: Oxford University Press, 1934–1961.		

9. Popper, Karl R. **The Poverty of Historicism**. London: Routledge & Kegan Paul, 1957.
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15. Stanford, Michael. **A Companion to the Study of History**. Oxford: Blackwell Publishers, 1998.
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17. Ricoeur, Paul. **Time and Narrative**, Vols. I–III. Chicago: University of Chicago Press, 1984–1988.
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19. Houlgate, Stephen. **An Introduction to Hegel: Freedom, Truth and History**. 2nd Edition. Oxford: Blackwell Publishing, 2005.
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M-7 : LANDMARKS IN THE HISTORY OF MODERN WORLD		
Total Credits : 02	Total Contact Hours : 30 Hrs	Maximum Marks : 50
Learning Objectives of the Course: i. Understand the major political, social, and economic revolutions that transformed the modern world. ii. Examine the causes, course, and consequences of the American, French, and Russian Revolutions. iii. Analyze the emergence of democracy, nationalism, socialism, and constitutionalism. iv. Evaluate the impact of revolutionary movements on global history. v. Develop historical interpretation through the study of primary and secondary sources.		
Course Outcomes (COs) : After completion of the course, students will be able to - i. Explain the historical significance of the major revolutions of the modern world. ii. Analyze the causes and consequences of revolutionary movements. iii. Evaluate the impact of these revolutions on political institutions, society, and economy. iv. Assess the influence of revolutionary ideas on modern democratic and socialist thought. v. Apply historical methods in the interpretation of revolutionary events.		
Module No.	Topics / actual contents of the syllabus	Contact Hours
I	Political Revolutions in the Modern World a) The American Revolution: Causes, course, and consequences. b) The French Revolution: Causes, major events, and impact on Europe and the world. c) Comparative significance of the American and French Revolutions in the development of democracy, liberty, and nationalism.	10 Hrs
II	The Russian Revolution and the Making of the Modern World a) The Russian Revolution of 1917: Causes, major events, and consequences. b) Agrarian and Industrial Revolutions: Background, development, and historical significance. c) World War I and World War II: Causes, major developments, consequences, and their impact on the modern world order.	10 Hrs
III	Practical Component Students shall undertake any one of the following: • Prepare a comparative project on the American, French, and Russian Revolutions. • Analyze selected primary sources such as the Declaration of Independence (1776), the Declaration of the Rights of Man and of the Citizen (1789), or the April Theses (1917). • Prepare a seminar presentation on the causes and consequences of World War I or World War II. • Prepare a report on the impact of the Industrial Revolution on society and economy. • * Develop a historical timeline highlighting major landmarks in modern world history (1776–1945)	10 Hrs

Reference Books:

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M-8 : Environmental Policy of Chhatrapati Shivaji Maharaj		
Total Credits : 02	Total Contact Hours : 30 Hrs	Maximum Marks : 50
Learning Objectives of the Course: - Understand the geographical and environmental foundations that contributed to the establishment and consolidation of Swarajya. - Examine the environmental management practices adopted by Chhatrapati Shivaji Maharaj in relation to forests, water resources, agriculture, forts, and coastal ecosystems. - Analyse historical sources relating to environmental administration during the Maratha period. - Appreciate the relationship between environmental conservation and statecraft in seventeenth-century Maharashtra. - Develop field-based skills for studying historical landscapes, forts, and traditional water management systems. - Evaluate the relevance of Shivaji Maharaj's environmental policies in the context of sustainable development and environmental governance. Course Outcomes (COs) : After completion of the course, students will be able to - - Explain the geographical and environmental factors responsible for the rise of Swarajya. - Analyse the environmental management strategies adopted by Chhatrapati Shivaji Maharaj. - Interpret historical evidence relating to forests, water resources, agriculture, and fort ecology. - Assess the contribution of Shivaji Maharaj towards environmental conservation and sustainable resource management. - Conduct field-based documentation of forts and traditional water management systems. - Apply historical environmental principles to contemporary issues of sustainability, conservation, and disaster management.		
Module No.	Topics / actual contents of the syllabus	Contact Hours
I	Environmental Foundations of Swarajya - Physical Geography of Maharashtra and the Environmental Base of Swarajya : Sahyadri mountain ranges, Maval region, Konkan coastal belt, River systems and natural resources - Environment and Military Strategy : Mountain forts, Dense forests, Mountain passes (Ghats), Guerrilla warfare and ecological advantages - Maritime Environment and Coastal Defence : Konkan coastline, Sea forts, Naval establishments, Coastal resource management	10 Hrs
II	Environmental Management of Chhatrapati Shivaji Maharaj - Water Resource Management: Fort water systems, Tanks, reservoirs and wells, Watershed conservation, Drinking water management - Forest and Agricultural Management: Forest conservation, Timber policy, Agricultural administration, Drought mitigation and food security - Environmental Administration and Sustainable Governance: Environmental provisions in Ajnapatra, Conservation of natural resources, Fort ecology, Disaster management and environmental security	10 Hrs

III	Practical / Field Project Students shall complete any one of the following: - Field Study of a Fort - Study the environmental setting, water systems, vegetation, and resource management of any fort associated with Chhatrapati Shivaji Maharaj. - Documentation of Traditional Water Management - Prepare a report on tanks, reservoirs, stepwells, cisterns, or water harvesting structures constructed or maintained during the Maratha period. - Historical Source-Based Project - Analyse environmental policies mentioned in Ajnapatra, Sabhasad Bakhar, Shivabharata, royal correspondence, or other contemporary records. - Research Project - Prepare a project titled: "Chhatrapati Shivaji Maharaj as an Environmentalist, Water Manager and Disaster Manager."	10 Hrs
Reference Books: Marathi References - Mehendale, Gajanan Bhaskar, "श्री राजा शिवछत्रपती", Vols. I–II, Revised Edition, Diamond Publications, Pune, 2011. - Purandare, Balwant Moreshwar (Babasaheb Purandare), "राजा शिवछत्रपती", 20th Edition, Purandare Prakashan, Pune, 2019. - Pagadi, Setumadhavrao, "छत्रपती शिवाजी महाराज", 5th Edition, National Book Trust, New Delhi, 2010. - Khobrekar, V. G., "शिवकाल (१६३०–१७०७)", 3rd Edition, Maharashtra State Board for Literature and Culture, Mumbai, 2008. - Kulkarni, A. R., "अशी होती शिवशाही", 4th Edition, Rajhans Prakashan, Pune, 2017. - Salunkhe, A. H., "शिवाय आणि सामाजिक न्याय", 2nd Edition, Lokvangmay Griha, Mumbai, 2015. - Deshmukh, Vijayarav, "छत्रपती शिवाजी महाराजांची प्रशासन व्यवस्था", 1st Edition, Snehal Prakashan, Pune, 2012. - Bendre, V. C., "शिवाजी महाराजांचे राज्यकारभार", 2nd Edition, Popular Prakashan, Mumbai, 2009. - Maharashtra State Gazetteers Department (Ed.), "मराठा कालखंड", Revised Edition, Government of Maharashtra, Mumbai, 2014. - Keluskar, Krushnaji Arjun, "छत्रपती शिवाजी महाराज", Revised Edition, Varada Prakashan, Pune, 2011. Hindi References - Sarkar, Jadunath, "शिवाजी और उनका युग", Hindi Edition, Rajpal & Sons, New Delhi, 2011. - Pagadi, Setumadhavrao, "छत्रपति शिवाजी", Hindi Edition, National Book Trust, New Delhi, 2010. - Ranade, M. G., "मराठों का उत्कर्ष", Hindi Edition, Rajkamal Prakashan, New Delhi, 2008. - Kulkarni, A. R., "शिवाजी के समय का महाराष्ट्र", Hindi Edition, Diamond Books, New Delhi, 2014. - Sharma, S. R., "भारत में मुगल साम्राज्य एवं मराठा शक्ति", 2nd Edition, Atlantic Publishers, New Delhi, 2012. - Tripathi, Ram Prasad, "मराठा राज्य और शिवाजी", 1st Edition, Hindi Granth Academy, Jaipur, 2007. - Chandra, Satish, "मध्यकालीन भारत", Vol. II, Hindi Edition, Orient Blackswan, New Delhi, 2015. English References - Sarkar, Jadunath, "Shivaji and His Times", 6th Edition, Orient Longman, Hyderabad, 2007. - Kulkarni, A. R., "Maharashtra in the Age of Shivaji", Revised Edition, Diamond Publications,		

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3. **"शिवकालीन पत्रसार संग्रह"**, Vols. I–III, Bharat Itihas Sanshodhak Mandal, Pune.
4. **"मराठ्यांच्या इतिहासाची साधने"**, Edited by V. K. Rajwade, Vols. I–XXII, Rajwade Research Mandal, Dhule.
5. **"Shivaji Souvenir"**, Bharat Itihas Sanshodhak Mandal, Pune, Various Editions.

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