

**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 Sambhajanagar.

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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	2T+ 2P = 4	8	DSC-13 : Social Reformers of Maharashtra	2T+ 2P = 4	10
		DSC-12 : Schools of Historiography	2T+ 2P = 4		DSC-14 : History of Indian Art	2T+ 2P = 4	
					DSC-15 : Economic Administration of Chhatrapati Shivaji Maharaj	2	
2	Major Electives (Choose any One from pool of courses)	DSE-1 : History of the United States of America OR DSE-2 : Glimpses of the History of Marathwada (U.P. TO A.D.1948)	2T+ 2P = 4	4	DSE-3 : Muslim Social Reformers and Their Contribution in Indian National Movement OR DSE-4 : Philosophy of History	2T+ 2P = 4	4
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- UNESCO Approved Maratha Forts OR VSC-4 - Computational History	2T+ 2P = 4	4	----	----	---
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 EngagementProject) (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 UG 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.

Major Core : DSC-11 : History of the Ambedkarite Movement**Total Credits : 04 (2T+2P)****Total Contact Hours : 30 (T) + 60 (P) = 90****Maximum Marks : 100****Learning Objectives of the Course:**

- i. Understand the historical evolution of the Ambedkarite Movement and its contribution to social transformation in modern India.
- ii. Examine the role of Dr. B. R. Ambedkar in leading social, religious, and political movements against caste discrimination and untouchability.
- iii. Analyze Dr. B. R. Ambedkar's constitutional vision, particularly his contributions to citizenship, fundamental rights, affirmative action, and the protection of marginalized communities.
- iv. 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 -

- i) Explain the historical development of the Ambedkarite Movement and critically evaluate its role in promoting social justice, equality, and human dignity.
- ii) 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.
- iii) 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.
- iv) 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 (Theory)	Contact Hours
I	History of the Ambedkarite Movement a) Social Justice Movements : Mahad Water Tank Satyagraha (1927), Nashik Kalaram Temple Entry Movement (1930–1935) b) Religious Transformation : Conversion to Buddhism (1956): Causes, Process, and Historical Significance c) Political Mobilization : Dr. Babasaheb Ambedkar's Political Parties, Independent Labour Party (1936), Scheduled Castes Federation (1942), Republican Party: Concept and Legacy	15
II	Dr. Babasaheb Ambedkar's Vision of Affirmative Policy in the Indian Constitution a) Citizenship and Fundamental Rights : Equality before Law, Abolition of Untouchability, Constitutional Morality and Social Democracy b) Reservation Policy : Constitutional Basis of Reservation, Equality of Opportunity, Protective Discrimination and Social Justice c) Constitutional Safeguards for the Depressed Classes : Political Representation, Educational and Employment Safeguards, Constitutional Provisions for Social Justice and Welfare	15

III	Practical Activity Students shall complete any two of the following practical activities: 1. 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. 2. Archival Study : Study historical documents, newspapers, speeches, photographs, or manuscripts relating to the Ambedkarite Movement and submit a documentary report. 3. 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. 4. 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.	60
Total Hours :	30 (T)+ 60(P)	90
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. 1–22, 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. 1–40, 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.

Major Core: DSC 12 : Schools of Historiography

Total Credits : 04(02T + 02P)

Total Contact Hours : 30(T)+ 60 (P) = 90

Maximum Marks : 100

Learning Objectives of the Course:

- Understand the meaning, nature, and scope of historiography.
- Study contributions of historians like Leopold von Ranke, Karl Marx, R. G. Collingwood, E. H. Carr, and Ranajit Guha.
- Compare different historiographical approaches and methodologies.
- Critically evaluate historical interpretations and biases
- Apply historiographical methods to interpret historical sources.

Course Outcomes (COs) :

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

- Define historiography and explain its evolution over time.
- Describe major schools of historiography and their characteristics.
- Analyze the contributions of key historians and their methodologies.
- Critically compare different historiographical approaches.
- Apply historiographical perspectives in historical research and writing.

Module No.	Topics / actual contents of the syllabus (Theory)	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	15
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	15
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	60
Total Hours : 30 (T) + 60 (P)		90

Reference Books:**Marathi References**

- Kulkarni, A. R., “इतिहास : स्वरूप आणि पद्धती”, 3rd Edition, Diamond Publications, Pune, 2012.
- Patil, Subhash, “इतिहासलेखनशास्त्र”, 2nd Edition, Phadke Prakashan, Kolhapur, 2015.
- Shinde, B. S., “इतिहास संशोधन पद्धती”, 1st Edition, Vidya Books Publishers, Aurangabad, 2018.
- Pawar, Jayasingrao, “इतिहासाचे तत्त्वज्ञान”, 2nd Edition, Diamond Publications, Pune, 2011.
- Sardesai, Govind Sakharam, “इतिहासलेखनाची मीमांसा”, Revised Edition, Maharashtra Rajya Sahitya Sanskruti Mandal, Mumbai, 2005.
- Kulkarni, A. R., “मराठ्यांचे इतिहासकार”, 1st Edition, Continental Prakashan, Pune, 2007.
- 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.

Major Elective DSE-1 : History of the United States of America Total Credits : 04 (2T + 2P) Total Contact Hours : 30 (T) + 60 (P) = 90 Maximum Marks : 100		
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 (Theory)	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	15
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	15
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.	60
Total Hours : 30(T) + 60(P)		90
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 सोनटक्के, 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
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**Major Elective DSE-2 : GLIMPSES OF THE HISTORY OF MARATHWADA
(U.P. TO A.D.1948)**

Total Credits : 04 (2T + 2P)

Total Contact Hours : 30 (T) + 60 (P) = 90

Maximum Marks : 100

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 (Theory)	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	15
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	15
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.	60
Total Hours :	30(T) + 60(P)	90

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Minor M-5 NATIONALIST MOVEMENT IN SOUTH-EAST-ASIA Total Credits : 02 (Theory) Total Contact Hours : 30 (Theory) Maximum Marks : 50 (Theory 30 Marks + 20 Internal Assessment)		
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
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
III	Art , Architecture & Economic Development - Art and Architecture of Cambodia and Thailand - Economic Development and Modernization in Singapore, Laos and Malaysia - Comparative Study of Nationalist Movements in South-East Asia	10

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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Minor M-6 : History and Philosophy of Navnath Sampraday in Maharashtra

Total Credits : 02 (Theory)

Total Contact Hours : 30 (Theory)

Maximum Marks : 50 (Theory 30 Marks + 20 Internal Assessment)

Learning Objectives of the Course:

- I. To understand the philosophical foundations of the Navnath tradition
- II. To study its historical origin and development in Maharashtra
- III. To analyse its sects, practices, and institutional structures
- IV. To evaluate its socio-cultural and religious impact

Course Outcomes (COs) :

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

- i. Students will be able to explain the philosophical foundations of the Navnath Sampraday, particularly Shaiva Tatvadnyan and its yogic traditions.
- ii. Students will analyse the historical origin, development, and key features of the Navnath Sampraday in Maharashtra.
- iii. Students will understand the organizational structure, sects, and Guru–Shishya lineage system within the Navnath tradition.
- iv. Students will critically evaluate the contributions of major Nath saints such as Machindranath and Gorakshanath, along with concepts like 84 Siddhas and 64 Yoginis.
- v. 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 a) Origin and Historical Development, Emergence of the Navnath Sampraday, Spread in Maharashtra, Role of early Nath Yogis b) Philosophical Foundations, Shaiva Philosophy (Adinath), Nath interpretation of Yoga and Advaita, Hatha Yoga and Tantric influences c) Features of the Navnath Tradition, Guru–Shishya tradition, Ascetic and yogic practices, Inclusive and syncretic religious outlook	10 Hrs
II	Traditions, Institutions, and Contribution a) Nath Saints and Concepts, Machindranath and Gorakshanath, 84 Siddhas and 64 Yoginis, Deities in the Nath tradition b) Institutions and Sacred Centres, Sects and Akhadas c) Important Nath pilgrimage centres, temples, caves, and Mathas in Maharashtra	10 Hrs
III	Contribution of the Navnath Sampraday : a. Religious and social influence b. Contribution to the Bhakti movement c. Cultural and literary heritage of Maharashtra	10 Hrs

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 : UNESCO Approved Maratha Forts

Total Credits : 04 (2T +2P)

Total Contact Hours : 30 (T) + 60 (P) = 90
Maximum Marks : 100**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 (Theory)	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	15
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	15

II	Practical Students shall complete any two of the following: • 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.	60
Total Hours :	30 T + 60 P	90

Reference Books:

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8. Ranade, Mahadev Govind. **Rise of the Maratha Power**, Reprint Edition, New Delhi: Publications Division, 2017.
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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 : 04 (2T +2P) Total Contact Hours : 30 (T) + 60 (P) = 90 Maximum Marks : 100		
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. 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.		
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	15
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	15
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.	60
Total Hours : 30 T + 60 P		90

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.
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- 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 Hours 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.	Some Theme for Project	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	30
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	

Guide Line For Project

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.
- Preparation and presentation of an individual Field Project Report

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. बेन्द्रे, 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.

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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.
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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.
3. Yazdani, Ghulam. **“Early History of the Deccan”**, Vols. I–II, Oxford University Press, London, 1960.
4. Sherwani, H. K. **“History of the Medieval Deccan”**, Vols. I–II, Government of Andhra Pradesh, Hyderabad, 1974.
5. Kunte, B. G. **“Sources of the Medieval History of the Deccan”**, State Archives Department, Hyderabad, 1954.
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.

Major Core DSC-13 : Social Reformers of Maharashtra

Total Credits : 04 (2T +2P)

Total Contact Hours : 30 (T) + 60 (P) = 90
Maximum Marks : 100**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 (Theory)	Contact Hours
I	Major Social Reformers of Maharashtra a) Mahatma Jyotirao Phule and Savitribai Phule: Social reform, women's education, Satyashodhak Movement. b) Chhatrapati Shahu Maharaj and social reformation c) Dr. B. R. Ambedkar: Social justice, reservation, education, constitutional values.	15
II	Educational and Rural Reconstruction Movements a) Sant Gadge Baba: Social equality, cleanliness, eradication of superstition and public welfare.1. b) Karmaveer Bhaurao Patil: Rayat Shikshan Sanstha, Earn and Learn Scheme, mass education. c) Swami Ramanand Tirth: Educational development, Hyderabad Liberation Movement, social awakening.	15
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.	60
Total Hours :	30T + 60P	90

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.
4. फुले, सावित्रीबाई. **सावित्रीबाई फुले समग्र वाङ्मय**. प्रथम आवृत्ती. पुणे: महाराष्ट्र राज्य साहित्य आणि संस्कृती मंडळ, 2018.
5. कीर, धनंजय. **डॉ. बाबासाहेब आंबेडकर : जीवन आणि मिशन**. 4 थी आवृत्ती. मुंबई: पॉप्युलर प्रकाशन, 2019.
6. आंबेडकर, भीमराव रामजी. **डॉ. बाबासाहेब आंबेडकर : लेखन आणि भाषणे**, खंड 1 ते 22. मुंबई: महाराष्ट्र शासन, शिक्षण विभाग, 1987-2016.
7. पवार, जयसिंगराव. **राजर्षी शाहू छत्रपती : जीवन व कार्य**. कोल्हापूर: फडके प्रकाशन, 2014.
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9. नरके, हरी. **महात्मा फुले : शोधाच्या नव्या वाटा**. पुणे: सुगावा प्रकाशन, 2012.
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11. ओक, म. ग. **महर्षी धोंडो केशव कर्वे : चरित्र आणि कार्य**. पुणे: हिंगणे स्त्री शिक्षण संस्था प्रकाशन, 2008.
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Major Core DSC-14 : History of Indian Art

Total Credits : 04 (2T +2P)

Total Contact Hours : 30 (T) + 60 (P) = 90
Maximum Marks : 100**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 (Theory)	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	15
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	15
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, Kankaleswar Temple, and Other Ancient Temples in Your Local Area • Observation and Report Writing on the Stupa Architecture- Sanchi, Sarnath, Amaravati and Bharhut	60
Total Hours : 30T + 60P		90

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Major Core DSC-15 : Economic Administration of Chhatrapati Shivaji Maharaj (IKS) Total Credits : 02 Total Contact Hours : 30 Theory Maximum Marks : 50 (30 Theory + 20 Internal Assesment)		
Learning Objectives of the Course: - Understand the economic administration of Chhatrapati Shivaji Maharaj. - Examine agricultural development and land revenue policies during the Maratha period. - Analyze trade, commerce, and maritime economic policies. - Study indigenous financial institutions and market systems. - Develop analytical skills through historical sources and practical studies. Course Outcomes (COs) : After completion of the course, students will be able to - - Explain the economic administration of Chhatrapati Shivaji Maharaj. - Analyze agrarian reforms, land management, and the Watandari system. - Evaluate internal, external, and maritime trade policies. - Understand indigenous banking, credit, and market systems. - 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 - Watandari System and Land Revenue Administration. - Agricultural Development, Irrigation, and Land Improvement Measures. - Peasants' Welfare and Agrarian Policies in Swarajya.	10 Hrs
II	Trade and Commercial Administration of Chhatrapati Shivaji Maharaj - Internal Trade, Market Centres, and Commercial Networks. - Maritime Trade, Ports, and Naval Commerce. - Indigenous Banking (Pedhi), Sahukari, Credit System, and Industrial Development.	10 Hrs
II	Economic Condition: - Agrarian reforms under Shivaji Maharaj. - Internal markets, ports, and maritime trade during Shivaji Maharaj's period. - Comparative study of Mughal and Maratha agrarian or trade policies..	10 Hrs
Total Hours :		30

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B.A. Third Year**Semester – VI**

Major Elective DSE-3 : Muslim Social Reformers and Their Contribution in Indian National Movement Total Credits : 04 (2T +2P) Total Contact Hours : 30 (T) + 60 (P) = 90 Maximum Marks : 100		
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 (Theory)	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	15
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	15
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.	60
Total Hours : 30 T + 60P		90

Reference Books:

अ) मराठी संदर्भग्रंथ

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ब) हिंदी संदर्भग्रंथ

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2. आज़ाद, मौलाना अबुल कलाम. भारत की आज़ादी (India Wins Freedom). नई दिल्ली: ओरिएंट ब्लैकस्वान, 2004.
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7. चन्द्र, बिपिन. भारत का स्वतंत्रता संघर्ष. नई दिल्ली: हिंदी माध्यम कार्यान्वयन निदेशालय, 2006.
8. पाण्डेय, अवध बिहारी. आधुनिक भारत में सामाजिक एवं धार्मिक सुधार आन्दोलन. वाराणसी: विश्वविद्यालय प्रकाशन, 2015.
9. सिंह, के. एन. भारतीय समाज सुधार आन्दोलन. नई दिल्ली: ओरिएंट ब्लैकस्वान, 2016.
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क) English Reference Books

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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.
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Important Primary Sources

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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.
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Major Elective DSE-4 : Philosophy of History

Total Credits : 04 (2T +2P)

Total Contact Hours : 30 (T) + 60 (P) = 90
Maximum Marks : 100

Learning Objectives of the Course:

- i. To introduce students to the concept and scope of philosophy of history
- ii. To understand major philosophical interpretations and schools of thought
- iii. To develop critical thinking regarding historical knowledge and narratives

Course Outcomes (COs) :

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

- i. Students will be able to explain the meaning, nature, and scope of philosophy of history.
- ii. Students will analyse the nature of historical knowledge, including objectivity, causation, and interpretation.
- iii. Students will understand and interpret the contributions of classical and Enlightenment thinkers.
- iv. Students will critically evaluate modern approaches such as idealism, materialism, and positivism.

Module No.	Topics / actual contents of the syllabus (Theory)	Contact Hours
I	Foundations of the Philosophy of History a) Meaning, Nature, and Scope of the Philosophy of History: Concept, objectives, speculative and critical philosophy of history, and the relationship between history and philosophy. b) Nature of Historical Knowledge: History as science or art; objectivity and subjectivity; causation, explanation, and historical interpretation. c) Classical and Enlightenment Traditions: The historical thought of Augustine of Hippo, Ibn Khaldun, Voltaire, and Immanuel Kant.	15
II	Modern and Contemporary Philosophies of History a) Idealist and Materialist Interpretations: Georg Wilhelm Friedrich Hegel's dialectical idealism and Karl Marx's historical materialism. b) Positivism and the Annales School: Auguste Comte, Leopold von Ranke, Marc Bloch, and Lucien Febvre. c) Contemporary Historiography: Michel Foucault, Hayden White, and recent approaches including Subaltern, Feminist, and Ambedkarite historiography.	15

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. • Preparation of a research report on contemporary historiographical approaches, including Subaltern, Feminist, or Ambedkarite historiography.	60
Total Hours : 30T + 60P		90
Reference Books: अ) मराठी संदर्भग्रंथ 1. जोशी, बी. आर. इतिहासाचे तत्त्वज्ञान. प्रथम आवृत्ती. पुणे: डायमंड पब्लिकेशन्स, 2012. 2. देशपांडे, प्र. न. इतिहासलेखनशास्त्र. 2 री आवृत्ती. पुणे: स्नेहवर्धन प्रकाशन, 2010. 3. कुलकर्णी, अ. रा. इतिहास : स्वरूप आणि अभ्यास. पुणे: डायमंड पब्लिकेशन्स, 2008. 4. पाटील, सुभाष. इतिहासाचे तत्त्वज्ञान आणि इतिहासलेखन. कोल्हापूर: फडके प्रकाशन, 2016. 5. फडके, य. दि. इतिहास आणि समाजचिंतन. पुणे: श्रीविद्या प्रकाशन, 2005. 6. जाधव, तुकाराम. इतिहास संशोधन पद्धती आणि तत्त्वज्ञान. औरंगाबाद: कैलास प्रकाशन, 2014. 7. शिंदे, बी. एस. इतिहासलेखनाचे सिद्धांत. पुणे: कॉन्टिनेन्टल प्रकाशन, 2011. 8. महाराष्ट्र राज्य साहित्य आणि संस्कृती मंडळ. इतिहास आणि संस्कृती : संकल्पना व अभ्यास. मुंबई: महाराष्ट्र राज्य साहित्य व संस्कृती मंडळ, 2015. 9. पवार, जयसिंगराव. इतिहासलेखन : स्वरूप आणि परंपरा. कोल्हापूर: फडके प्रकाशन, 2017. 10. पाठक, अरुणचंद्र शंकरराव. इतिहास संशोधन आणि इतिहासलेखन. मुंबई: महाराष्ट्र राज्य गॅझेटिअर विभाग, 2012.		
ब) हिंदी संदर्भग्रंथ 1. कार, ई. एच. इतिहास क्या है? (हिंदी अनुवाद), नई दिल्ली: राजकमल प्रकाशन, 2012. 2. वाल्श, डब्ल्यू. एच. इतिहास का दर्शन. नई दिल्ली: मोतीलाल बनारसीदास, 2005. 3. कॉलिंगवुड, आर. जी. इतिहास की अवधारणा (The Idea of History का हिंदी अनुवाद). नई दिल्ली: राजकमल प्रकाशन, 2010. 4. शर्मा, रामशरण. इतिहास और विचारधारा. नई दिल्ली: ग्रंथशिल्पी, 2001. 5. चन्द्र, बिपिन. इतिहास, विचार और समाज. नई दिल्ली: अनामिका प्रकाशन, 2007. 6. पाण्डेय, अवध बिहारी. इतिहास दर्शन. वाराणसी: विश्वविद्यालय प्रकाशन, 2014. 7. सिंह, के. एन. इतिहासलेखन : सिद्धांत एवं पद्धति. नई दिल्ली: ओरिएंट ब्लैकस्वान, 2016. 8. जैन, महेश. इतिहास का सिद्धांत और दर्शन. जयपुर: रावत पब्लिकेशन्स, 2013. 9. श्रीवास्तव, ए. एल. इतिहासलेखन का परिचय. इलाहाबाद: शिवलाल अग्रवाल अँड कंपनी, 2008. 10. मिश्रा, ओमप्रकाश. इतिहास का स्वरूप एवं दर्शन. नई दिल्ली: अटलांटिक पब्लिशर्स, 2011.		

क) English Reference Books

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Minor M-7 : LANDMARKS IN THE HISTORY OF MODERN WORLD

Total Credits : 02

Total Contact Hours : 30 Theory

Maximum Marks : 50 (30 Theory + 20 Internal assessment)

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
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: Causes, major developments, consequences, and their impact on the modern world order.	10
III	World After Second World War a) World War II: Causes, major developments & consequences b) Cold War c) India & Non alignment Movement	10
Total Hours : 30 T		30

Reference Books:

1. Name Authors (as appear on the book), "Title of reference Book", Vol..., Edition, अ) मराठी संदर्भग्रंथ

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4. फडके, य. दि. **आधुनिक जगातील राजकीय विचार आणि चळवळी**, पुणे: श्रीविद्या प्रकाशन, 2008.
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16. Kennedy, Paul. **The Rise and Fall of the Great Powers**, New York: Random House, 1987.

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Minor M-8 : Environmental Policy of Chhatrapati Shivaji Maharaj Total Credits : 02 Total Contact Hours : 30 Theory Maximum Marks : 50 (30 Theory + 20 Internal assessment)		
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 & Geographical Condition of Maharashtra - Environmental Base of Swarajya : - Environment and Military Strategy of Chh. Shivaji	10
II	Maritime Environment and Coastal Defence : - Konkan coastline, - Sea forts, - Naval establishments, Coastal resource management	10
III	Environmental Management of Chh. Shivaji Maharaj - Water Resource Management: water systems on Fort Watershed conservation, Drinking water management - Forest and Agricultural Management - Environmental Administration and Sustainable Governance: Environmental provisions in Ajnapatra, Conservation of natural resources, Fort ecology, Disaster management and environmental security	10
Total Hours :		30

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2. Purandare, Balwant Moreshwar (Babasaheb Purandare), “राजा शिवछत्रपती”, 20th Edition, Purandare Prakashan, Pune, 2019.
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6. Kachkure Dinesh, “शिवछत्रपतींची पर्यावरणनीती” Lokayat Prakaashan, Satara, 2025.
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3. Ranade, M. G., “मराठों का उत्कर्ष”, Hindi Edition, Rajkamal Prakashan, New Delhi, 2008.
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1. Sarkar, Jadunath, “Shivaji and His Times”, 6th Edition, Orient Longman, Hyderabad, 2007.
2. Kulkarni, A. R., “Maharashtra in the Age of Shivaji”, Revised Edition, Diamond Publications, Pune, 2002.
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4. Mehendale, Gajanan Bhaskar, “Shri Raja Shivchhatrapati”, English Translation Edition, Diamond Publications, Pune, 2011.
5. Ranade, Mahadev Govind, “Rise of the Maratha Power”, Reprint Edition, Publication Division, Government of India, New Delhi, 2002.
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Department, Mumbai, 2010.

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Environmental Policy-related Primary Sources

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2. “**सभासद बखर**” (**Sabhasad Bakhar**), Edited by R. V. Herwadkar, Venus Prakashan, Pune.
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.

On Job Training in History (OJT) – 1**Total Credits 04****Total Contact Hours(Practical) 120****Maximum Marks : 100 (Semester End : 80 + Viva Voce 20)**

An On-the-Job Training (OJT) or internship program for a graduating History student bridges the gap between academic historical methods and practical, career-ready applications. Because history majors enter a wide variety of fields, such as archiving, museum curation, public policy, legal research, corporate communications, and digital content creation. The OJT framework targets transferable skills like information management, source verification, evidence-based analysis, and narrative building.

Course Objectives:

The fundamental goal of the OJT course is to transition the student from analysing history in a classroom setting to managing information and solving problems in a professional workplace environment.

- **Application of Theory to Practice:** To provide opportunities where students can apply historical methodologies. Such as primary source evaluation, contextual analysis, and database management. to specific workflows.
- **Professionalization and Workplace Adaptability:** To expose students to standard corporate, non-profit, or governmental operations, including navigating organizational hierarchies, meeting rigid project deadlines, and mastering workplace communication standards.
- **Technical Skill Acquisition:** To train students in industry-specific tools and platforms they might not encounter in a typical classroom, such as Archival Content Management Systems (like Archives Space), specialized GIS mapping tools, document restoration techniques, or corporate content management systems (CMS).
- **Information Literacy and Project Management:** To develop the student's capability to structure, execute, and deliver a multi-step project (such as a research brief, an exhibition layout, or a policy report) from the research phase to final presentation.

Course Outcomes:

By the completion of the OJT student should be able to demonstrate measurable competencies across four distinct areas:

1. Research, Information Management & Analysis

- **Source Verification:** Assess, categorize, and cross-reference large volumes of data or documentation, differentiating between verified, biased, or unreliable information within a corporate or institutional archive.
- **Data Synthesis:** Condense complex, sprawling historical or institutional backgrounds into concise, actionable summaries for immediate decision-making by supervisors or clients.

2. Professional Communication & Narrative Design

- **Audience Adaptability:** Translate dense, academic, or technical facts into highly engaging, easily understandable language tailored for public consumption, stakeholders, or diverse audiences.
- **Deliverable Production:** Draft professional-grade memos, grant proposals, analytical briefs, exhibit descriptions, or digital media copy utilizing industry-standard formatting and proper citation protocols.

3. Critical Thinking & Problem Solving

- **Contextual Problem Solving:** Analyse current workplace or operational challenges by accurately tracing their roots and past patterns within the organization or community.
- **Perspective Evaluation:** Demonstrate objectivity and empathy by recognizing and evaluating conflicting viewpoints or stakeholder arguments to recommend balanced, ethical solutions.

4. Professional Work Ethic & Collaboration

- **Autonomous & Team-Based Execution:** Manage assigned projects effectively under minimal supervision while successfully collaborating with cross-functional teams.
- **Career Readiness:** Articulate exactly how the core competencies of their history degree translate into competitive assets for employment markets, backed by a portfolio of real-world OJT deliverables.

OJT Places for History Student:

Depending on your specific interests whether you lean toward research, heritage preservation, digital humanities, or tourism. Here are some excellent sectors and specific places to look for OJT opportunities.

1. Museums, Archives, and Government Bodies:

This is the most direct application of a history degree. You will learn about curation, preservation, and document management.

- **National or State Archives:** Perfect for learning document preservation, cataloguing, and handling primary sources (e.g., State Archives Mumbai/Pune/Aurangabad).
- **Government & Private Museums:** Work as a trainee curator, gallery walk-through guide, or in documentation (e.g., Chhatrapati Shivaji Maharaj Vastu Sangrahalaya (CSMVS) in Mumbai, Kelkar Museum in Pune, or local ASI-managed site museums).
- **Archaeological Survey of India (ASI) / State Archaeology Departments:** Check for student trainee openings or site excavation assistance programs.

2. Research Institutes and NGOs

If your strength is in historiography, documentation, or social history, these institutes offer great research-based OJT.

- **Historical Research Societies:** Organizations like the Bharat Itihas Sanshodhak Mandal (BISM) in Pune or local historical societies often take students to help index old manuscripts, letters, and documents.
- **Cultural & Indology Institutes:** Places like the Bhandarkar Oriental Research Institute

(BORI) or Deccan College (Pune) focus on ancient history, epigraphy, and heritage.

- **NGOs:** Many NGOs working on rural development, tribal history, or oral history documentation need history students to record community heritages.

3. Heritage Tourism and Fort Management

If you enjoy field history and public interaction, the tourism and conservation sector is a booming field.

- **Heritage Walk Operators:** Companies that organize historical tours and fort treks (like *Khaki Tours*, *Western Routes*, or local heritage groups) look for students to research or assist in leading tours.
- **Fort Conservation NGOs:** Organizations working on the conservation, mapping, and documentation of Maharashtra's forts (e.g., Sahyadri Pratishthan or Shivrayan Pratishthan) often have structural documentation or historical research roles.
- **MTDC (Maharashtra Tourism Development Corporation):** Look for short-term projects or internships related to heritage site promotion and content writing.

4. Media, Publishing, and Digital Content

History has gone digital. Media houses and publishing companies constantly need content verifiers and researchers.

- **Publishing Houses:** Working with academic publishers to assist in editing, proofreading, and checking historical manuscripts.
- **Digital History Platforms:** Platforms like *Live History India*, *Peepul Tree*, or cultural YouTube channels look for research interns to script, fact-check, and find archival images/videos.
- **Local Newspapers & Media:** Assisting in archives or writing for the cultural/history columns of regional newspapers.

Some Tips & Guidelines for Securing & Completion of your OJT:

1. **Tailor your Resume:** Highlight your skills in document analysis, translation (e.g., reading Modi script, old Marathi, or Persian if applicable), data organization, and writing.
2. **Define your Project:** When approaching a museum or archive, have a clear idea of what you want to learn (e.g., "*I want to assist in cataloging 19th-century records*" or "*I want to learn the basics of museum object documentation*").
3. **Use Academic References:** A recommendation letter from your college's Head of the History Department carries significant weight with government archives and research institutes.

To ensure your OJT is successful and your final report meets university standards, you need to balance academic history standards with professional workplace etiquette. Here is a comprehensive, practical checklist and timeline to guide you through your training.

Stage 1: Before You Start (Preparation)

- **Finalize the Scope:** Clarify exactly what your college requires. Do you need to complete a specific number of hours (e.g., 60 to 120 hours)? Does your department require a weekly logbook signed by your supervisor?

- **Establish a Learning Objective:** Sit down with your workplace supervisor on day one. Define a concrete project or daily responsibility (e.g., "Assisting with cataloging the 19th-century manuscript collection" or "Drafting research scripts for upcoming heritage walks").
- **Review Local Context:** Brush up on the specific historical period, geography, or archives relevant to your location before your first day.

Stage 2: During the Training (Workplace Guidelines)

1. Maintain Academic Rigor & Accuracy

- **Objectivity:** In history, data integrity is everything. Avoid bias when documenting oral histories, writing scripts, or cataloging objects. Stick strictly to verified evidence.
- **Cross-Reference Sources:** If you are tasked with research or fact-checking, never rely on a single source. Cross-reference secondary books with primary archival material or official archaeological records.
- **Note-Taking:** Keep a daily research journal. Note down technical terminology you learn (e.g., specific archival filing systems, architectural terms for fort features, or museum preservation chemicals).

2. Handle Materials Safely (If in a Museum/Archive)

- **Preservation Protocols:** Always follow the institution's guidelines for handling old papers, coins, or artifacts. This often includes wearing lint-free cotton gloves, avoiding direct sunlight, and keeping liquids far away from the workspace.
- **Copyright and Ethics:** Respect intellectual property. Do not photograph old documents, manuscripts, or museum displays unless you have explicit written permission from the supervisor.

3. Professional Conduct

- **Punctuality & Discipline:** Treat this exactly like a full-time job. Dress appropriately for the environment (e.g., formal/semi-formal for museums and archives; rugged, practical clothing if doing architectural mapping or field site visits).
- **Network:** Talk to the senior researchers, curators, or archivists. Learn about their career paths.

Stage 3: After the Training (Writing the OJT Report)

University / College will require a formal OJT report. Maintain a structured layout like this:

1. Title Page & Certificates: Prerequisite.

Include your approved project title, your details, and the official **OJT Completion Certificate** signed and stamped by your workplace supervisor.

2. Introduction: Chapter 1.

Briefly introduce the organization (its history, objective, and importance) and state the core objectives of your specific training.

3. Weekly Log & Work Profile: Chapter 2.

Provide a week-by-week breakdown of your activities. Use a clean table format outlining the dates, tasks assigned, and skills acquired.

4. Core Project Analysis & Historiography: Chapter 3.

This is the academic heart of your report. Detail the specific project you worked on. Explain the historical methodologies, types of sources (primary vs. secondary) utilized, and how you analyzed them.

5. Learning Outcomes & Conclusion: Chapter 4.

Summarize what you learned. How did this training bridge your classroom theory with actual field applications? Add practical suggestions for the institution if applicable.

Important Note: When you writing your final report, ensure that all historical references, citations, and institutional data are perfectly credited. Academic history departments maintain a zero-tolerance policy for plagiarized content.

Evaluation Method:

The evolution of OJT shall be based on the student's attendance, workplace performance, documentation, report writing and Viva-Voce examination. The assessment shall be carried out jointly by the workplace mentor and the department.

A.Semester End Evaluation (80 Marks)

Component	Marks
Attendance & Discipline at workplace	10
Performance Appraisal by Workplace Mentor	20
OJT Diary /Log Book	15
OJT Report	25
Faculty Supervisor Assessment	10
Total	80

A. Viva-Voce Examination (20 Marks)

The Viva-Voce Examination shall be conducted by the Departmental Evaluation committee to assess practical learning and professional development.

Component	Marks
Knowledge of of Organization and workplace	05
Application of Historical Concept	05
Presentation and Communication Skills	05
Reflection, Learning Outcomes and Problem-Solving Ability	05
Total	20

Note: Submission of the OJT Diary, Log Book, Final OJT Report, Attendance record, and completion certificate is mandatory. Student who fails to complete the prescribed hours or submit the required document shall not be eligible for evolution.