

CIRCULAR:-

A reference is invited to the syllabi relating to the Master of Arts (M.A.) Degree Course **vide** this office Circular No.UG/45 of 2013-14, dated 17th June, 2013 and Principals of the affiliated Colleges in Arts are hereby informed that the recommendation made by Board of Studies in History (History & Archaeology) at its meeting held on 23rd February, 2017 has been accepted by the Academic Council at its meeting held on 11th May, 2017 **vide** item 4.67 and that in accordance therewith, the revised syllabus as per the (CBCS) for the M.A. in (History & Archaeology) (Sem-III & IV) which is available on the University's web site (www.mu.ac.in) and that the same has been brought into force with effect from the academic year 2017-18.

MUMBAI- 400032
18th July, 2017
To

M.A.Khan
18/7/17
(Dr.M.A.Khan)
REGISTRAR

The Principals of the affiliated Colleges in Arts.

A.C/4.67/11/05/2017

No. UG/ 64 -A of 2017

MUMBAI-400 032

18th July, 2017

Copy forwarded with Compliments for information to:-

- 1) The Co-ordinator, Faculty of Arts,
- 2) The Offg. Director, Board of Examinations and Evaluation.
- 3) The Professor-cum-Director, Institute of Distance and Open Learning (IDOL).
- 4) The Director, Board of Student Development.
- 5) The Co-Ordinator, University Computerization Centre.

M.A.Khan
18/7/17
(Dr.M.A.Khan)
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Item no.

UNIVERSITY OF MUMBAI



Revised Syllabus for Sem III and Sem IV

Program: M.A.

Course: History and Archaeology

**(Choice Based Credit System with effect from the
Academic year 2017-2018)**

MA Degree Program – The Structure

Semester III: Five Groups of Elective courses from parent Department

Semester IV: Three Groups of Elective Courses from parent Department

SYLLABUS

SEMESTER – III

List of Courses

Elective Group I:

- A.** History of Art and Architecture in Early India
- B.** History of Art in Medieval India
- C.** History of Architecture in Medieval India
- D.** History of Art in Modern India
- E.** History of Architecture in Modern India
- F.** History, Culture and Heritage of Mumbai (1850 CE – 1990 CE)
- G.** History of Tribal Art and Literature
- H.** History of Indian Cinema and Social Realities
- I.** History of Travel and Tourism in India
- J.** History of Buddhism
- K.** Philosophy of Buddhism
- L.** History of Jainism
- M.** History of Sufism in India

Elective Group II:

- A.** History of Indian Archaeology
- B.** History of Travelogues in Ancient and Medieval India
- C.** History of India's Maritime Heritage (16th and 17th Centuries)
- D.** History of Labour and Entrepreneurship in India (1830 CE – 2000 CE)
- E.** History of Science and Technology in Modern India

- F. Environmental History of India (19th - 20th Centuries)
- G. History of Indian Diaspora
- H. History of Modern Warfare
- I. History of War and Society in 20th Century India
- J. Historical Perspectives on India's Foreign Policy

Elective Group III:

- A. Builders of Modern India
- B. Indian National Movement (1857 CE to 1947 CE)
- C. Dr. B.R. Ambedkar and His Movement (1891 CE to 2000 CE)
- D. Gandhism: Theory and Practice
- E. Women's Movement in India
- F. History of Tribes in Colonial India
- G. History of Reservation Policy in India
- H. History of the Reorganisation of Indian States (1947 CE to 2000 CE)
- I. History of Social Movements in USA
- J. Comparative Study of the Constitutions of India, USA, China and USSR (Upto 1985)

Elective Group IV:

- A. Social, Economic and Administrative History of the Marathas (1630 CE - 1818 CE)
- B. History of Colonial India (1757 CE – 1857 CE)
- C. Socio – Economic and Cultural History of India (1850 CE - 1947 CE)
- D. Socio – Economic and Cultural History of India (1947 CE - 2000 CE)
- E. History of Modern Maharashtra (1818 CE -1960 CE)
- F. Evolution of Human Rights in India (19th and 20th Centuries)
- G. Intellectual History of Europe (1800 CE -1975 CE)
- H. History of U.S.A (1900 CE- 1990 CE)
- I. Thinkers of Modern Maharashtra
- J. History of the Western Indian littoral
- K. History of Itinerant Communities in India
- L. History of Dalit movement in South India
- M. Recent trends in History writing

Elective Group V:

- A.** History of Contemporary World (1945 CE – 2000 CE)
- B.** History of International Relations (1945 CE -2000 CE)
- C.** History of International Security and Organisation (circa 1950 CE – 2000 CE)
- D.** History of Modern Europe
- E.** History of USA: Presidents and Policies
- F.** History of USSR (1917 CE – 1991 CE)
- G.** History of Africa (1900 CE – 1965 CE)
- H.** History of Latin America (1850 CE -1950 CE)
- I.** History of Asia in 20th Century
- J.** History of Borderlands of South Asia (19th and 20th Centuries)
- K.** History of Modern China in the 20th Century
- L.** Economic and Political History of Contemporary China (1949 CE – 2013 CE)
- M.** History of Modern Japan (1900 CE – 1990 CE)
- N.** History of West Asia (1900 CE -2000 CE)
- O.** History of National Uprisings in South East Asia (1920 CE – 2000 CE)
- P.** History of SAARC (1980 CE – 2010 CE)

SEMESTER – IV

Ability Enhancement Course VI:

- A.** Sources in Historical Research
- B.** Heritage Conservation and Management
- C.** Museums and History
- D.** Tourism Operations and Management
- E.** Field Archaeology
- F.** Numismatics and History
- G.** History of Linguistic Science
- H.** Marathi Language and History
- I.** History of Pali Language and Literature
- J.** Historical Perspective of Atrocities on Scheduled Castes and Scheduled Tribes

Interdisciplinary Course VII:

- A.** Buddhism in the World
- B.** Maritime History of India (17th- 19th Centuries)
- C.** Theories of Imperialism, Colonialism and Capitalism
- D.** History of Indian Business (1850 CE-2000 CE)
- E.** History of Medicine and Public Health in India
- F.** History of Global Diaspora
- G.** Law and the State in Colonial India
- H.** India's Heritage Tourism
- I.** Social Issues in Contemporary India
- J.** Dimensions of Ambedkarism in 20th Century
- K.** History of the Literature of Protest and Empowerment in India (20th Century)
- L.** Rise and Growth of Dalit Movement in India in the 20th Century
- M.** Constitutional Safeguards for Depressed Classes in India
- N.** Evolution of Human Rights in the 20th Century
- O.** History as Interdisciplinary Science
- P.** History of India: Concept and Theory

Project Based Course VIII:

The Project based course will be conducted as per the Guidelines and Regulations of the University of Mumbai.

M.A. – HISTORY (CHOICE BASED CREDIT SYSTEM)

Evaluation Pattern

Semester III (for Group I,II,III,IV,V) and Semester IV (Group VI and VII)

Internal Evaluation (40) + Semester End Examination (60) = 100

The Internal Evaluation for the Master of Arts (M.A.) History Sem III that is 40 Marks, shall be further distributed as follows – 20 Marks for Internal Written Test and 20 Marks for Written Assignment. The Internal Evaluation of 40 Marks will be conducted by the respective Course Teachers. There will be 4 teaching hours per course per week.

Internal Evaluation – 40 Marks	
Internal Written Test	20
Written Assignment	20

Semester End Examination - 60 MARKS will be distributed as follows, Time duration: Two Hours. Question Paper Pattern for M.A. History Semester III End Examination and Semester IV End Examination is as follows:

- N.B. (a) Attempt **all** questions
(b) **All** questions carry **equal** marks

	SEMESTER – III	SEMESTER – IV
Q. 1	Based on Module I	Based on Module I
Q. 1	OR Based on Module I	OR Based on Module I
Q.2	Based on Module II	Based on Module II
Q.2	OR Based on Module II	OR Based on Module II
Q.3	Based on Module III	Based on Module III
Q.3	OR Based on Module III	OR Based on Module III
Q.4	Based on Module IV	Based on Module IV
Q.4	OR Based on Module IV	OR Based on Module IV

**Evaluation Pattern for Semester IV – (Project Based Course VIII)
as follows**

100 marks – Dissertation + Viva-Voce (Evaluation as per Guidelines and Regulations of the University of Mumbai)

Credit Distribution

- 6 credits for each course for Semester III (Elective Group I, II, III, IV, V) and Semester IV (Ability Enhancement Course VI and Interdisciplinary Course VII)

Semester III - 6 credits x 5 courses (one from Group I, II, III, IV, V) = 30 Credits
Semester IV - 6 credits X 2 courses (one from Group VI and VII) = 12 Credits

- 10 credits for Semester IV (Project Based Course VIII) –The Project Based Course will be conducted as per the Guidelines and Regulations of the University of Mumbai.

Total Credits for M.A. (History) – 100 credits

SEMESTER	COURSES/PAPERS	CREDITS	Total
I	4 Core Courses	6 each X 4	24
II	4 Core Courses	6 each X 4	24
III	5 Elective Courses	6 each X 5	30
IV	2 Courses (One from Ability Enhancement Course VI and One from Interdisciplinary Course VII)	6 each X 2	12
IV	1 Project Based Course VIII (One From Project Based Course VIII)	10 X 1	10
TOTAL CREDITS FOR M.A. DEGREE IN HISTORY			100

SEMESTER – III

Elective Group I:

A. History of Art and Architecture in Early India

Objectives: To make the students aware of the evolution of art and architecture in India during the period under study.

Module

1. Background

- (a) Geography
- (b) Sources
- (c) Theory and concept of Indian Art and Architecture

2. Rise and Growth of Chaitya & Stupa

- (a) Bedsa and Pitalkhora
- (b) Karla and Bharhut
- (c) Sanchi & Amaravati

3. Sculpture and Painting

- (a) Un-iconic and Iconic Buddha
- (b) Sculpture and Myths (Shiva, Vishnu)
- (c) Ellora Complex, Ajanta, Ellora and Sittavabasal paintings

4. Rise and Growth of Temple Architecture North India

- (a) Pallava Temple Architecture
- (b) Chola Temple Architecture
- (c) Nagar, Vesar and Dravida Temples

References:

- Ale V.M., *Social and Religious Life in Bramhsutra*, Ahmadabad, 1939.
- Amita Ray, *Villages, Towns and Secular Buildings in Ancient India*, Calcutta 1964.
- Barua D.K. *Vihars in Ancient India*, Calcutta, 1969.
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- Benoy K.Behel, *The Ajanta Caves: Ancient Caves of Buddhist India*, Singapore, 1998.
- Bhattacharya, V.R., *Wisdom of Cultural Heritage of India*, Metropolitan Publisher,1989.
- Cunningham Alexander, *The Ancient Geography of India*, Indological Book House, Varanasi, 1963.
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- Jas Burges, *The Ancient Monument, Temples and Sculptures of India*, London, 1897.
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- Rama Shankar Tripathi, *History of Ancient India*, Motilal Banarsidas, New Delhi, 1960.
- Rustam J.H. *Master Pieces of India Sculpture*,Delhi, 1968.
- Subramanyam K.V. *Historical Sketches of Ancient Deccan*, Madras, 1917.
- Susan L.Huntington, *Ancient Sculpture from India: Buddhist, Hindu,Jain*, Weather Hill, New York,1985

B. History of Art in Medieval India

Objectives: To make students aware of development in the field of art during medieval times as well to understand different stages in the evolution of syncretic culture as manifested in medieval art.

Module

1. Early Medieval India

- (a) Iconography of different forms of Buddha
- (b) Iconography of Shiva, Vishnu and Shakti
- (c) Relationship between Myths and Iconography

2. Interaction and Assimilation

- (a) Rajput Paintings: Rag - Ragini and Pahari Paintings
- (b) Early Islamic Art – Patterns and Design
- (c) Manuscript Painting and Indian Miniatures

3. Mughal Period

- (a) Painters and Paintings during Akbar's times
- (b) Painters and Paintings during Jahangir's times
- (c) Themes and Interpretation of Mughal Paintings

4. Maratha Period

- (a) Art of Weaving Paithani and Himru
- (b) Ganjifa Card Game and Wada Paintings
- (c) Deccani Ragamala Paintings

References:

- Agrawala, P.K. *Studies in Indian Iconography*, Publication Scheme., Jaipur, 1994.
- Agrawala, Urmila. *North Indian Temple Sculpture*, Munshiram Manoharlal, New Delhi 1995.
- Bakkar, Hans, *The Vakatakas an Essay in Hindu Iconology (Gonda Indological Series)*, Egbert, Groningen, 1997
- Banerjee, J.N. *Development of Hindu Iconography*, Munshiram Manoharlal, New Delhi: 1974.
- Bhattacharya A.K., *Historical Development of Jaina Iconography*, Delhi, 2010.
- Bhattacharya, A.K., *Historical Development of Jaina Iconography (A comprehensive study)*, Bharatiya Kala Prakashan, Delhi, 2010.
- Bhattacharya, B. *Indian Buddhist Iconography*, K.L.Mukhopadhyaya, Calcutta, 1958.
- Bhattacharya, D. *Iconology of Composite Images*, Munshiram Manoharlal Publications, New Delhi, 1980.
- Desai, Kalpana, *Iconography of Vishnu*, Abhinav Publications, New Delhi ,1973.
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- G.H Khare, *Ganjifa the Indian Card Game' in Saryu Doshi(ed) Shivaji and Facets of Maratha Culture*, Bombay, 1982.
- Gopinath Rao, T.A. (2nd ed.) *Elements of Hindu Iconography*, Motilal Banarasidas, Varanasi: 1985.
- Gupte, R.S., *Iconography of Hindus, Buddhists and Jainas*, D.B. Taraporewala Sons and Co. Bombay, 1971.
- M Abdulla Chaghatai, *Painting During the Sultanate Period(712-1575)*, Lahore, 1963

C. History of Architecture in Medieval India

Objectives: To make students aware of architecture during medieval period with special reference to the elements of amalgamation of the architectural nuances.

Module

1. Temple Architecture

- (a) Nagar Style
- (b) Dravidian Style
- (c) Vesar Style

2. Architecture in Early Medieval Period

- (a) Minarets and Towers
- (b) Mosques and Mausoleums
- (c) Vijaynagar Architecture

3. Mughal Period

- (a) Monuments: Forts, Palaces
- (b) Synthesis of Styles: Indo –Islamic
- (c) Regional Styles

4. Maratha Period

- (a) Forts
- (b) Wadas, Step Wells and *Chhatris*
- (c) Influence of art on society

References:

- Agnihotri, Ajay, *Gwalior Art History and Culture*, B R World of Books, New Delhi
- MaratheKaumudi, *Temples of India*, Eeshwar, Mumbai, 1998
- BegdePrabhakar, *Forts and Palaces of India*, New Delhi, 1982.
- Fass Virginia, *The Forts of India*, New Delhi, 1986.
- Kamlapur J.N, *The Deccan Forts*, Bombay, 1961.
- Naravane M.S., *The Maritime and Coastal Forts Of India*, New Delhi, 1998.
- Naravane M.S, *The Forts of Maharashtra*, New Delhi, 1995.
- Naravane M.S, *The Heritage Sites of Maharashtra*, Pune, 2001.
- Ghanekar P. K, *JaldurgachyaSahasatun (M)*, Pune, 1993.
- Gogate C.G, *Maharashtra DeshatilKille (M) Part.I&II*, Mumbai, 1907.
- Mate and Chavan, K K(M)*MadhyayuginKalabharati 1700 to 1850*, continental prakashan Pune
- Ranawat Manohar Singh,*Mandu(Hindi)* Shri NatnagarShodhSansthan 2009, Sitamau,M.P
- Soundara Rajan, K.V. *Indian Temple Styles:The Personality of Hindu Architecture*, . Munshiram Manoharlal, New Delhi, 1972.
- Soundara Rajan, K.V., *Art of South India-Deccan*, Sundeep Prakashan, New Delhi, 1980.
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- Srinivasan, K.R., *Temples of South India*, National Book Trust, New Delhi, 1972.
- Srinivasan, K.R., *Cave Temples of the Pallavas*, Archaeological Survey of India, New Delhi: 1964.

D. History of Art in Modern India

Objectives: To trace the history that brought about an awareness of modernity in art in India. The development of various trends and directions, works of enlisted artists and sculptors from the mid- nineteenth century till recent times will be studied.

Module

1) Background

- (a) British Art Schools
- (b) Modern Indian Painting- Raja Ravi Varma
- (c) Woman Pioneer of Modern Indian Art- Amrita Shergil

2) Artists of the Bengal School

- (a) Rabindranath and Abanindranath Tagore
- (b) Kalighat Paintings
- (c) Nationalism and Bengal School of Art

3) Modern Art Movement

- (a) Bombay Progressive Artists Group
- (b) Baroda Group of Artists
- (c) Various Schools of Modern Art

4) Regional Art Forms

- (a) Tanjore Paintings
- (b) Rajput Paintings
- (c) Madhubani Paintings

References:

- Altshuler Bruce, ed. *Collecting the New*, Princeton University Press, Princeton, 2005.
- Asher, Frederick M. ed., *Art of India, Prehistory to the Present*, Encyclopedia Britannica, New York, 2003.
- Betty Seid ., *New Narratives: Contemporary Art from India*, Mapin, Ahmedabad, 2007.
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- Kapur, Geeta, et. al. *Place for People: An Exhibition of Paintings by Jogen Chowdhury, Bhupen Khakhar, Nalini Malani, Sudhir Patwardhan, Gulam Mohammed Sheikh, Vivan Sundaram, Jehangir Art Gallery, Bombay,1981.*
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Sinha Gayatri ed., *Art and Visual Culture in India, 1857–2007*, Marg Publications, Mumbai, 2009.

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Sinha Gayatri, ed. *Art and Visual Culture in India, 1857–2007*, Marg Publications, Mumbai, 2007.

Sinha Gayatri, ed. *Expressions and Evocations: Contemporary Women Artists of India*, Marg Publications, Mumbai, 1997.

Smith Terry, Okwui Enwezor, and Nancy Condee, eds. *Antinomies of Art and Culture: Modernity, Postmodernity, Contemporaneity*, Duke University Press, Durham, 2008.

Thomas McEvelley, “*Exhibition Strategies in the Postcolonial Era.*” In Apinan Poshyananda, ed. *Contemporary Art in Asia: Traditions/Tensions*, Abrams, New York.

Zitzewitz, Karin., “*The Secular Icon: Secularist Practice and Indian Visual Culture.*” *Visual Anthropology Review* , 2008.

E. History of Architecture in Modern India

Objectives: To study some important movements, ideas, and design principles in the period that gave rise to modern architecture as well as to explore the diversity of ideas and design.

Module

1. Background

- (a) Towns and cities in pre-colonial times
- (b) Urban History and emerging Architectural styles in Cities
- (c) Demarcation of Urban Space ; Civil Lines

2. Colonial Locales

- (a) Ports, Forts and Built Heritage
- (b) The Cantonment
- (c) Hill stations

3. Architecture in Mumbai

- (a) Neo –classical and Neo-Gothic
- (b) Indo-Saracenic
- (c) Art Deco

4. Colonial Cities

- (a) Settlement and Segregation in Chennai
- (b) Town planning in Kolkata
- (c) Construction of new Imperial capital in Delhi

References:

- Albuquerque, Teresa. *Bombay: A History*, Rashna & Co., New Delhi & Bombay, 1992.
- Asher C. and Metcalf T.R., eds. *Perceptions of South Asia's Visual Past*, Oxford and IBH, Delhi, 1994.
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- Lal Vinay and Nandy Ashis, eds., *The Future of Knowledge and Culture: A Dictionary for the Twenty-first Century*, Viking Penguin, Delhi, 2005.

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- Tindall, Gillian. *City of Gold: The Biography of Bombay*, Temple Smith, London, 1982.

F. History, Culture and Heritage of Mumbai (1850 CE - 1990 CE)

Objectives: To introduce students to the field of urban history with a focus on the history of Mumbai. To promote research and to build up ties with research institutes and museums.

Module

1. Emergence of Urbs Prima in Indis

- (a) Communities and Localities.
- (b) Cotton Trade and the Shetias, Transport, Communications
- (c) Migration, Industrialisation and Workers' Politics

2. The Shaping of a Metropolis

- (a) Urban Planning and Governance, Patterns of Land Use
- (b) Housing, Water Supply and Public Health
- (c) Heritage Conservation, Development and Contemporary Challenges

3. Urban Society and Politics

- (a) Education and Transition of Society, Civic Activism
- (b) Contribution to Indian Nationalism
- (c) Mumbai, the Growth of Cosmopolitanism and the Linguistic Reorganisation of States

4. Art, Heritage and Culture

- a) Art and Architecture
- b) Theatre and Cinema
- c) Sports and Hospitality Industry

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- Breckenridge, Carol (ed); *Consuming Modernity: Public Culture in a South Asian World*, Oxford University Press, New Delhi, 1995.
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G. History of Tribal Art and Literature

Objectives: To understand Tribal Art as a visual art and material culture of indigenous people. To study the nuances of Tribal Art and Literature.

Module

1. Origin and Historicity

- (a) Oral and Literary Sources of Tribal Art
- (b) Nature and Meaning of Tribal Art
- (c) Folk Art

2. Indian Tribal Art: Form and Types

- (a) Rock Art, Bhimbetaka, Art of Pachamari, Vindhya Mountain Range
- (b) Sculpture, Wall Painting, Varali, Madhubani, Gondi and Bhil
- (c) Gender and Art

3. Tribal Literature

- (a) Development of Literary Texts: Language and Folklore
- (b) Social Transformation through Literature and Oral tradition
- (c) Conservation of Culture and Identity

4. Museum and Tribal Research Institutes

- (a) Documentation and Conservation
- (b) Tribal Cultural Research and Training Institutes
- (c) Tribes as projected in Museums

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H. History of Indian Cinema and Social Realities

Objectives: To trace the evolution of Indian Cinema. To understand and contextualize the socio-political realities as depicted through cinema. To study the impact of parallel cinema on society and understand the new trends emerging in Indian cinema

Module

1. Indian Cinema

- (a) Approaches to Cinema Studies
- (b) Brief History of Indian Cinema
- (c) Indian Nationalism, Partition and Cinema

2. Reflections of Social Realities

- (a) Caste and Class
- (b) Communalism
- (c) Gender

3. Spatial Transformations and Cinema

- (a) Representation of Village in Cinema
- (b) Urbanity and Slums
- (c) Globalisation, Diaspora and Indian Cinema

4. Trends in Indian Cinema

- (a) Parallel Cinema
- (b) Biopics
- (c) Violence, Protest and Subversion

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I. History of Travel and Tourism in India

Objectives: To study the history of travel and tourism activity to highlight an applied understanding of History in the expanding tourism sector. Thus to initiate the students into a career option by acquiring managerial skills in promoting culture through tourism and vice versa.

Module

1. Introduction

- (a) Definition
- (b) History of Tourism in India.
- (c) Types and Forms of Tourism

2. Heritage

- (a) Historical Monuments
- (b) Natural Resources
- (c) Religious Destinations

3. Cultural Resources

- (a) Indian Cuisine
- (b) Performing Arts , Museums and Art Galleries
- (c) Fairs and Festivals

4. Contemporary Trends

- (a) Eco Tourism
- (b) Medical Tourism
- (c) Adventure Tourism

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Singh S.C. (ed.) *Impact of Tourism on Mountain Environment* , Research India Publications, Meerat ,1989

Singh T.V., J. Kaur and D.P. Singh, *Studies in Tourism Wildlife parts conservation* , New Delhi Metropolitan, 198History of Buddhism

J. History of Buddhism

Objectives: To study the sources of Buddhism in order to understand life and teachings of Gautam Buddha. To examine the contribution of King Ashoka and other dynasties in the spread of Buddhism and to understand the impact of Buddhism on society.

Module

1.Sources of Buddhism

- (a) Literary and Archaeological Sources
- (b) Life of Gautam Buddha
- (c) Teachings of Buddha- Four Noble Truths, Eight Fold Path, Law of Dependent Origination (PaticcaccSammuccapad(a), Sila, Samadhi and Panna

2.Buddhism and its Impact

- (a) Ashokan Inscriptions, Six Buddhist Councils
- (b) Art and Architecture- Stupa, Chaityagraha, Vihara
- (c) Sects in Buddhism, Spread of Buddhism –Srilanka, Myanmar, Thailand, and Japan

3. Political expansion of Buddhism in India

- (a) Role of King Ashoka in spread of Buddhism
- (b) Expansion of Buddhism under Satavahanas
- (c) Kanishka and Harshavardhana

4.Places associated with Buddhism

- (a) Lumbini, Kushinagar and Kapilvastu
- (b) Sarnath , Bodhgaya and Shravasti
- (c) Buddhist Universities in India

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K. Philosophy of Buddhism

Objectives: To teach the philosophy of Buddhism and develop awareness about humanitarian principles. To understand the different schools of Buddhism.

Module

1. Basic Buddhist Philosophy

- (a) Trisaran, Pancha Sheela, Asta Sheela, Das Sheela
- (b) Four Noble Truths, Astang Marg
- (c) Pancha Sakand, Pratuya Samutpada, Dasparmita

2. Tripitaka

- (a) Vinaypitaka-Disciplinary rules for Bhiku and Bhikkunies
- (b) Abhidhammapitaka-Concept- Chitta
- (c) Suttapitaka–Dhammapada Atthakatha-morals

3. Teachings of Buddha

- (a) Karma
- (b) Bodhi Satta, Vipassana
- (c) Nibban, Mahaparinibbana

4. Philosophical Schools of Buddhism

- (a) Vaibhashik, Sountrantik
- (b) Yogachara, Madhyamik
- (c) Dr. B.R. Ambedkar's philosophy about Buddhism

References:

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L. History of Jainism

Objectives :To study the sources of Jainism in order to understand life and teachings of Lord Mahavira. To examine the contribution of Kings in the spread of Jainism and to understand the impact of Jainism on society.

Module

1. Sources of Jainism

- (a) Literary and Archaeological Sources
- (b) Life of Mahavira
- (c) Teachings of Mahavira

2. Philosophy of Jainism

- (a) Three Jain Councils
- (b) Ethics and Nine Tatvas Anekantavada, Six Dravyas
- (c) Sects in Jainism

3. Jain Art and Aesthetics

- (a) Jain Art
- (b) Stupa and Temple Architecture
- (c) Jain Paintings

4. Spread and Impact of Jainism

- (a) Role of King Samprati in spread of Jainism
- (b) Impact of Jainism on Society.
- (c) Places associated with Jainism

References:

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M. History of Sufism in India

Objectives: To study the rise of Islam and the evolution of heterodox ideas in it. This course will trace the growth of Sufi movement with its different sects in India and their doctrines.

1. Introduction

- (a) Rise of Islam
- (b) Hanafi
- (c) Mutazilas and Ashari School

2. Sufi Religious Sects

- (a) Ideas of Ghazali
- (b) *Silsilahs, Pir and Wali*
- (c) *Khanqah and samans*

3. Sufism in India

- (a) Data Ganj Baksh
- (b) Ain-i-Akbari and Fourteen *Silsilahs*
- (c) Spread of Sufism

4. *Silsilas* in India and their Contribution

- (a) Chisti
- (b) Suhrawardi
- (c) Qadiri and Naqshabandi

References:

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Elective Group II

A. History of Indian Archaeology

Objectives: To introduce the students to basic concept of Indian Archaeology. To familiarize students with various cultures from pre-historic period onwards. To develop interest of students in Numismatics and Epigraphy

1. Introduction and Methods of Archaeology

- (a) Definitions and Scope
- (b) Processual and Post Processual Archaeology
- (c) Types of Excavated Artefacts and Dating Methods

2. Pre-historic and Chalcolithic Cultures in India

- (a) Palaeolithic and Mesolithic Cultures
- (b) Neolithic Cultures
- (c) Chalcolithic Cultures

3. Harrappan Cultures

- (a) Rise and Different Developmental Stages of Harappan Civilization
- (b) Theories regarding the Decline of Harappan Civilisation
- (c) Religion, Economy and Technology of Harappan Civilisation

4. Early Historic Sites

- (a) Painted Grey Ware Sites (PGW)
- (b) Megalithic Sites
- (c) North Black Polished Ware Sites (NBPW)

References:

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B. History of Travelogues in Ancient and Medieval India

Objectives: To acquaint students with the main travelogues of the ancient and medieval period and to make them aware of the significance of travelogues in history writing.

Module

1. Ancient Indian Travellers and Travelogues

- (a) Megasthenes and Ptolemy
- (b) Periplus of Erythraean Sea
- (c) Fa-hien and Itsing

2. Early Medieval Travellers

- (a) Al-Masudi
- (b) Al- Beruni
- (c) Marco Polo

3. Medieval Travellers

- (a) Ibn Batuta
- (b) Shihabuddin al -Umari
- (c) Nicolo Conti

4. Late Medieval Travellers

- (a) Abdur Razzaq
- (b) Duarte Barbosa
- (c) Domingos Paes

References:

- Badger G.P (ed), *The Travels of Ludvico de Varthema*, reprint, London, 1863.
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C. History of India's Maritime Heritage (16th and 17th Centuries)

Objectives: To acquaint students with concepts of Maritime History. To explore the Maritime History and Heritage of India and study the importance of ports in the economic development of India.

Module

1. Historical Background

- (a) Ports and their hinterlands
- (b) Transition of Ports in Early Modern India
- (c) New Challenges from the European nations

2. Indigenous Maritime Powers

- (a) Maratha Navy and Merchantships
- (b) Zamorin of Calicut- Role of Kunjalis
- (c) Sidis of Janjira

3. Port Towns as Centres of Trade and Commerce

- (a) Cambay and Surat
- (b) Chaul and Goa
- (c) Cochin and Masulipatam

4. Ship- Building Traditions

- (a) Indigenous Tradition
- (b) European Tradition
- (c) Sea faring and Merchant Communities

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D. History of Labour and Entrepreneurship in India (1830 CE - 2000 CE)

Objectives: To introduce students to the economic history of modern India with a specialization in the history of labour and entrepreneurship. To promote research in the areas of labour and business history in Mumbai which is the financial capital of the country and to build up ties with labour and business archives which have been set up in the city and various parts of India.

Module

1. Industrialisation

- (a) The Artisanal Industry
- (b) The Deindustrialisation Debate
- (c) Growth of Large Scale Industries in Major Cities

2. Migration, Workplace and Neighbourhood

- (a) Labour Migration to Industrial Cities
- (b) Workplace discrimination and Wages
- (c) Housing, Sanitation and Leisure

3. Workers, Employers and the Colonial State

- (a) Emergence of Business Communities and Recruitments Strategies
- (b) Labour Control, Trade Unions, Nationalism, and Legislation
- (c) Issues of Caste, Gender, Child and Informal Labour

4. Business and Labour in Independent India

- (a) Trade Unionism and Major Strikes
- (b) Planning , Industry and State Legislation
- (c) Business in the Era of Globalization and Economic Liberalisation

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E. History of Science and Technology in Modern India

Objectives: To acquaint Students of developments in Science and Technology in the 19th and 20th centuries in India.

Module

1. Approaches to the History of Science and Technology.

- (a) Historiographical Study
- (b) Colonial Surveys
- (c) Scientific Associations

2. Genesis and growth of Technical Education and Technology.

- (a) Establishment of Technical Institutes in India.
- (b) Technology in Industry Textile, Railways, Ship Building, Mining
- (c) Development in Agriculture

3. Emergence of National Science

- (a) Cultivating Scientific Temper, Role of Conferences & Exhibitions
- (b) Contribution of Indian Scientists in Pre- Independent India
- (c) Contribution of Indian Scientists in Post- Independent India

4. Science and Technology in Contemporary India

- (a) Jawaharlal Nehru's vision of development through Science
- (b) Scientific and Technological Progress in the post Nehruvian Era
- (c) Development verses Displacement debate

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F. Environmental History of India (19th- 20th Centuries)

Objectives: Its main focus is to study environmental history of the colonial period and to understand the changes and continuities in independent India. It aims to explore India's environmental history and its linkages to contests over knowledge, power and nature.

Module

1. Environmental Changes under Colonial Rule

- (a) British Colonial Intervention as a Watershed in Environmental History
- (b) Colonial Interests in Forests
- (c) Systematic Conservation versus Exploitation Debate

2. Environmental Issues in Modern India

- (a) Issue of Shifting Cultivation and Deforestation
- (b) Settled Cultivators and the State
- (c) Wildlife and State Policies

3. Resistance to Policies of the Colonial State

- (a) Protests against the British Forest Acts and Policies
- (b) Debates on Forestry and Grazing.
- (c) Nationalism and Nature

4. Power, Identity and Ecology in Contemporary India

- (a) Contesting claims on Resources
- (b) Colonial influences on Contemporary Ecological Policies
- (c) Environmental Movements

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G. History of Indian Diaspora

Objectives: To study the concept of Diaspora and to understand the various stages of migration. To explore the idea of Indian culture within the Diaspora and to understand the role of Indian Diaspora in the politics and economy of India and the host nations.

Module

1. Concept of Diaspora

- (a) Meaning and Definition
- (b) Theories of Diaspora
- (c) Major Debates in Diaspora Studies

2. Stages of Migration

- (a) Merchant Diaspora - Multanis and Shikharpuris
- (b) Colonial Diaspora – Indentured Labour
- (c) Post Colonial Diaspora – Professionals and Skilled Immigrants

3. Engagements and Contestations

- (a) Associations and Organizations - Strategies of Survival
- (b) Religion, Caste and Identity in the Diaspora
- (c) Popular Culture and Diaspora

4. Diaspora and International Relations

- (a) Struggle for Rights
- (b) Diaspora and host nations
- (c) Diaspora and India's Foreign Policy

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H. History of Modern Warfare

Objective: To acquaint students of the effects of War on Society

Modules

1. Historiography of War

- (a) Conflict for survival and aggrandizement
- (b) Wars for National Identity
- (c) Wars for acquirement of natural resources

2. Techniques in Warfare

- (a) Emergence and adoption of Guerrilla Warfare
- (b) Tracing cultural attributes and techniques in warfare
- (c) Impact of Wars on Society

3. Strategy in Warfare

- (a) Strategic positioning, preventive, psychological, economic, biological, chemical wars as strategy
- (b) Enhanced Technology in military strategy
- (c) Diplomacy as a war strategy

4. Nuclear Warfare

- (a) Nuclear weapons- Fusion and Fission
- (b) War Ethics and Disarmament
- (c) Nuclear Energy, Development and Threats

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I. History of War and Society in 20th Century India

Objectives: To understand the history of War and its impact on society. To have an overview of important Indian Wars.

Module

1. History of Wars- Background

- (a) Definition and meaning of War in the Indian context
- (b) British Imperialism and War
- (c) Indian Participation in important Wars

2. World Wars and Indian Society

- (a) India's role in World War I and World War II
- (b) Impact on Indian Economy, Education and Health
- (c) Cold War and India

3. Displacement and Wars since India's Independence

- (a) Partition, Migration and Settlement
- (b) Indo-China boundary dispute and war of 1962
- (c) Wars Since Independence and their Impact on Indian Society

4. India's Policy of Peaceful Co-existence

- (a) Panchsheel
- (b) Non Alignment Policy
- (c) SAARC, ASEAN

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J. Historical Perspectives on India's Foreign Policy (1947 CE to 2000 CE)

Objective: To provide students an insight into the main tenets and achievements of foreign policy of India since independence

Module

1. Background of India's Foreign Policy

- (a) Indian Freedom Struggle and emergence of Indian Foreign Policy
- (b) Ideology, Conflict and Formation of Foreign Policy
- (c) Impact of Wars

2. India and its Neighbours

- (a) India- China, India -Nepal, India -Bhutan Relations
- (b) India -Pakistan , India - Bangladesh , India - Afganistan Relations
- (c) India - Myanmar, India -Sri Lanka Relations

3. India and World Powers

- (a) India's role in United Nations Organisation
- (b) Indo-USSR relations
- (c) Indo-US Relations

4. India and the World

- (a) NAM
- (b) SAARC
- (c) ASEAN

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Elective Group III

A. Builders of Modern India

Objectives: To acquaint Students about the Contribution of builders of Modern India in the development of Indian Society.

Module

1. Mahatma Gandhi

- (a) Early life and Mission
- (b) Contribution to national life
- (c) Impact on the nation

2. Dr. B. R. Ambedkar

- (a) Early life and education
- (b) Contribution to national life
- (c) Impact on the nation

3. Pandit Jawaharlal Nehru

- (a) Early life and education
- (b) Contribution to national life
- (c) Impact on the nation

4. Mrs. Indira Gandhi

- (a) Early life and education
- (b) Contribution to national life
- (c) Impact on the nation

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B. Indian National Movement (1857 CE to 1947 CE)

Objectives: To understand the factors leading to the rise of Nationalism. To understand the constitutional development and the rise of new forces.

Module

1. Historiography of the Indian National Movement

- (a) Imperialist and Nationalist School
- (b) Marxist , Cambridge School and Subaltern School
- (c) Revolt of 1857

2. Rise of Socio-Political Consciousness

- (a) Growth of Western Education and Socio and Religious Movements
- (b) British Economic Policies and their Impact
- (c) The founding of Indian National Congress, its Policies and Programme

3. Growth of Nationalism

- (a) Gandhiji and his Movements
- (b) All India Muslim League , Hindu Mahasabha, Rashtriya Swayansevak Sangh
- (c) Role of Princely States

4. Towards Independence

- (a) Constitutional Developments
- (b) Indian National Army, Naval Mutiny of 1946 and Freedom and Partition
- (c) Role of the Depressed Classes , Women , Workers and and Left Movements

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C. Dr. B. R. Ambedkar and His Movement (1891 CE to 2000 CE)

Objectives: To provide students with an overall view of Dr. B.R. Ambedkar and his contribution the growth of Social consciousness among the Depressed Classes, Indian nationalism and changes after conversion to Buddhism among depressed classes.

Module

1. Historical Background

- (a) Caste System, Meaning, Scope and Nature
- (b) Socio-economic Conditions of Untouchables
- (c) Social reformers and Anti-Caste movements

2. Dr. B.R. Ambedkar- life and work

- (a) Simon Commission
- (b) Mahad Chaudar Tank Satyagrah- Kalaram Temple Entry Satyagraha
- (c) Independent Labour Party and Scheduled Castes Federation of India

3. Constitutional Development

- (a) Southborough Commission, Round Table Conferences, Communal Award, Poona Pact and the Constitutional Safeguards to Depressed Classes
- (b) Conversion to Buddhism and its implications
- (c) Educational Institutions and their impact

4. Post Amedkar Era: Problems and Prospects

- (a) Participation of Scheduled Castes in Indian Politics
- (b) Political Parties and Parliamentary Democracy
- (c) Reservation Policy, its Result, libration of women, Dalit literature

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D. Gandhism: Theory and Practice

Objectives: To understand Gandhi's philosophy and principles. To understand the relevance of Satyagraha in the present age. To study Gandhian thought in Indian polity, society and economy.

Module

1. Fundamental Ideas of Gandhi

- (a) Political thought: Theory of State, Concept of Freedom and Justice
- (b) Truth and Non-Violence
- (c) Religion, Spirituality and Morality

2. Concept of Satyagraha

- (a) Objectives and Techniques
- (b) Campaigns in South Africa and India
- (c) Relevance of Satyagraha in Contemporary times

3. Gandhi and Social Reforms

- (a) Constructive Programs and Basic Education (Nai Talim)
- (b) Upliftment of Women and Dalits
- (c) Communal Harmony

4. Economic Ideas and Programmes

- (a) Hind Swaraj
- (b) Trusteeship, Sarvodaya
- (c) Decentralization, Khadi and Village industries

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E. Women's Movement in India

Objectives: To acquaint students with the rise of women's movement in India as well as the role of women in the National Movement.

Module

1. Rise of Women's Movement

- (a) Women's Education
- (b) Women and Reforms of 19th Century
- (c) Influence of Capitalism and Urbanization on Women

2. Women in National Movement

- (a) Role of Women in Gandhian Movements.
- (b) Participation of Women in Labour, Peasant Movements
- (c) Hindu Code Bill and Constitution of India

3. Independent India and Women

- (a) Women – Law and Education
- (b) Women - Family and Health
- (c) Women - Media and Globalisation

4. Women from Depressed Classes, Minorities and Their Movement

- (a) Dalit Womens' Issues and Movement
- (b) Tribal Womens' Issues and Movement
- (c) Women from Minorities - Issues and Movement

References:

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(Marathi)

F. History of Tribes in Colonial India

Objective: To understand the history and culture of tribes in colonial India.

Module

1. Historical Background

- (a) Concept and Theory: Colonial studies
- (b) Major Tribal Kingdoms in India
- (c) Traditions, Customs, Beliefs and Cultural Values

2. Tribal and Nomadic Tribes Resistance

- (a) Demands and Methods of Resistance
- (b) Agrarian settlements - Tribal and Nomadic Tribes Resistance
- (c) Forest and Tribes- Commercialization and Deprivation

3. Tribal Revolts Against British Rule

- (a) Chuar revolt, Halba rebellion ; Pahariya Revolt ; Santhal revolt, Koli Mahadev revolt
- (b) The Kond tribe revolt ; The Bhil revolt ; Criminal Tribes Act-1871; The tribes of North-East India revolt ; Munda Revolt
- (c) Bhumkal Revolt of Bastar ; Kuki Uprising in Manipur , The Gond and the Kolam revolt , Warli Revolt

4. British Policies and Programmes

- (a) Forest, Land and Cultural Policy
- (b) Impact of Missionaries on Tribes and Nomadic Tribes
- (c) Isolation and Integration

References:

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G. History of Reservation Policy in India

Objectives: To understand socio-political and economic conditions of Depressed classes in India. To develop awareness about Constitutional safeguards, Reservation policy. To create awareness about social inclusion of Depressed classes through implementation of affirmative policy of reservation.

Module

1. Historical background

- (a) Socio political conditions of Depressed Classes in 19th Century India.
- (b) Types of atrocities on Depressed classes
- (c) Impact of atrocities on Depressed Classes

2. Evolution of Reservation Policy

- (a) Concept –Reservation Policy
- (b) Reservation in Various countries
- (c) Origin of Reservation Policy in India

3. Dr. Babasaheb Ambedkar and Reservation Policy

- (a) Dr. Babasaheb Ambedkar's efforts for framing Reservation policy
- (b) Constitutional provisions of Reservations
- (c) Benefits of Reservation in India to Society

4. Impact of Reservation Policy

- (a) Issues of Backlog and reservation in private sector
- (b) Socio Economic Impact of Reservation policy
- (c) Role of civil society in implementing Reservation policy

References:

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H. History of the Reorganisation of Indian States(1947 CE to 2000 CE)

Objective: To acquaint students about history and consequences of Re-Organisation of Indian States.

Module

1. Pre-Independence Views on the Reorganization of States on Linguistic Basis

- (a) The concept of Reorganisation of State: An overview
- (b) The British Paramountcy and approaches of Indian leaders
- (c) Independent India, Princely states and their relations (Junagadh, Hyderabad, Jammu and Kashmir)

2. Formation of State Policy

- (a) Linguistic State: Debate
- (b) Constitutional provision, DAR, JVP, and Fazal Ali
- (c) States Reorganization Commission, 1955 and Mahajan Commission

3. Issues of Conflict within the States

- (a) Geographical, Socio- religious and Linguistic
- (b) Regional, Geographical and Natural Resources development
- (c) Centre State Relation

4. Reorganization of Indian States

- (a) Maharashtra, Gujarat and Punjab
- (b) Welfare State, People and Economic growth
- (c) Recently created new States, Creation of Smaller States

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I. History of Social Movements in USA

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

Module

1 American Indians

- (a) Colonial Conquest
- (b) Identity and Acculturation
- (c) Red Power Movement

2. African Americans

- (a) History of racial discrimination
- (b) Movements for self assertion
- (c) Black issues through art and literature

3. Womens Movement

- (a) Suffragette movement, Birth Control Movement
- (b) Industrialisation and Women
- (c) Womens issues through art and literature

4. Labour and Immigration

- (a) American Labour Movement
- (b) History of Immigration and Ethnicity
- (c) Immigrants in U.S. Labour Market- Issues and Challenges

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J.Comparative Study of the Constitutions of India, USA, China and USSR (Upto 1985)

Objectives: To acquaint students of the merits and variations in the Constitutions of four major countries of the World.

Module

1. Main features of the Constitutions

- (a) Constitutional developments in USA
- (b) Constitutional developments in India
- (c) Constitutional developments in the USSR and China

2. Significance of the Constitution

- (a) Constitution as the Supreme law of the land
- (b) Source of power of the constitution and objectives
- (c) Residuary powers

3. Constitution, Governance and the State

- (a) Presidential, parliamentary and single party systems
- (b) Three organs of government- Executive, Legislature and Judiciary
- (c) Centre – State relations and Constitutional Amendments

4. Citizenship, Rights and the Constitutions

- (a) Fundamental Rights
- (b) Protection of Individual rights
- (c) Responsibilities of Citizenship and Electoral process

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Elective Group IV

A. Social, Economic and Administrative History of the Marathas (1630 CE - 1818 CE)

Objectives: To create an understanding of the regional history. To orient student with various sources of Maratha history. To understand the socio-economic life and administration of the Marathas.

Module

1. The Deccan in the Seventeenth Century

- (a) Sources and geographical influence on socio-economic life
- (b) Bhakti and Sufism
- (c) Village Communities

2. Social structure

- (a) Caste, Class, Slavery and Untouchables
- (b) Vethbegari (Bonded Labour) ,Condition of Peasantry
- (c) Position of Women

3. Maratha Administration

- (a) Central and provincial
- (b) Military and Judicial
- (c) Land revenue and Watandari System

4. Economic and Cultural Development

- (a) Industry, Trade and Commerce
- (b) Currency and Banking
- (c) Art and Architecture

References:

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B. History of Colonial India (1755 CE - 1857 CE)

Objectives : To orient students with the development of the colonial period between 1757 and 1857 CE. To highlight the transition of European trading companies into colonial powers in India. To enable students to understand the expansion and consolidation of the East India Company in India and to understand the emergence of new force in India as an impact of the colonial India.

Module

1. European Arrival in India

- (a) European Trading Companies and Factories –Portuguese, Dutch, French and British
- (b) Battle of Plassey-1757, and Battle of Buxar-1764
- (c) Anglo French conflict and territorial expansion

2. Struggle for Supremacy

- (a) British East India Company- Bengal, Sindh, Punjab, Deccan and South India
- (b) Charter Acts, Regulating Act and Pitts India Bill
- (c) Diwani and Nizami rights, Permanent Land Revenue Settlement

3. Consolidation of British Economic Rule

- (a) Subsidiary Alliance, Policy of Annexation and Doctrine of Lapse
- (b) Political and Administrative implications, socio-economic impact
- (c) Revolt of 1857 – Debate on Nature, Significance and Impact

4. Development and Reforms

- (a) Civil Services and Judicial System
- (b) Education , Press and Social Reform
- (c) Transport and Communication

References:

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C. Socio- Economic and Cultural History of India (1850 CE – 1947 CE)

Objectives: To understand the Social and Economic development of Colonial India and the immediate years after Independent.

Module

1. Impact of Western Colonialism

- (a) Western Education
- (b) Advancement of Science and Technology
- (c) Socio-Religious Awakening

2. Indian Renaissance

- (a) British policies of Imperialism
- (b) Rise of Nationalism
- (c) Caste, Class and Womens Movements

3. Indian Economy

- (a) Village Economy
- (b) British Revenue Administration.
- (c) Deindustrialisation and Commercialisation of Agriculture

4. Impact of Nationalist Struggle

- (a) Swadeshi and Village Industries
- (b) Economy and Rise of Indian Entrepreneurship
- (c) Trade and Commerce

References:

- Alavi, Seema (ed.), *The Eighteenth Century in India*, Oxford University Press, New Delhi, 2008.
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- Sen, Amiya (ed.), *Social and Religious Reform*, Oxford University Press, New Delhi, 2003.

D. Socio- Economic and Cultural History of India (1947 CE to 2000 CE)

Objective: To acquaint the students about Socio- Economic and Cultural History of Independent India.

Module

1. India on the Eve of Independence

- (a) Society Language and Nationalism
- (b) Struggle for independence and of Social issues
- (c) Reorganization of States on Linguistic basis

2. Constitutional Provisions

- (a) Making of Constitution .
- (b) Democracy and Parliamentary System
- (c) Panchayati Raj, Nation building, Centre-State Relations

3. Economic and Welfare State Policies

- (a) Five year plans
- (b) Industrial, agricultural and banking sector
- (c) Liberalization , Privatization and Globalization

4. Indian Society and Culture

- (a) Secularism and communalism
- (b) Growth of science and technology
- (c) Education, Rural Urban disparities and Public Health

References:

- Bandopadhyay, Sekhar, *From Plassey to Partition: A History of Modern India*, Orient Black swan New Delhi, 2004.
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E. History of Modern Maharashtra (1818 CE -1960 CE)

Objectives: To acquaint students with the efforts of intellectuals against the British rule. To understand the efforts made towards the emancipation of women and lower caste. To understand the role of Maharashtra in the Revolt of 1857 and the Indian National Movement.

Module

1. Background

- (a) Maharashtra on the eve of British conquest
- (b) Education and Press, Law and Administration, and Christian Missionaries
- (c) Transport and Communication

2. Reforms and Resistance

- (a) Intellectual Resistance to British colonial rule
- (b) Rise of Economic Nationalism
- (c) Religious Dissent (Lokhitawadi Gopal Hari Deshmukh, Dadoba Pandurang Tarkhadkar)

3. Social Protest

- (a) Emancipation of Women, and liberation of lower castes
- (b) Mahatma Jotirao Phule
- (c) Vithal Ramji Shinde, Chattrapati Shahu Maharaj and Dr. B.R. Ambedkar

4. Nationalism and Linguistic Reorganization of States

- (a) Indian National Congress, Moderates , Extremists
- (b) Revolutionary Nationalists: Uprising of 1857 in Maharashtra
- (c) Samyukta Maharashtra Movement

References:

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F. Evolution of Human Rights in India (19th and 20th Centuries)

Objectives: To understand the evolution of Human Rights in India . To study the important theories of human rights. To trace the ideas and movements that shaped the human rights discourse in India. To study the recent challenges to Human Rights in post colonial India.

Module

1. Concept of Human Rights

- (a) Meaning and Definition
- (b) Evolution of Human Rights
- (c) Theories of Human Rights

2 Ideas of Human Rights in the 19th century

- (a) Rights of Under privileged
- (b) Rights of Indian labour
- (c) Rise of modern Indian feminism

3 Movements for Self Assertion

- (a) Tribal Movement
- (b) Dalit Movement
- (c) Womens' Movement

4 Contemporary Challenges

- (a) Development and Displacement
- (b) Conflict Zones and Human Rights
- (c) Technology and Human Rights

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G. Intellectual History of Europe (1800 CE -1975 CE)

Objectives: To trace major trends in European intellectual thought. To understand the impact of European intellectual ideologies on the world. To develop the ability to critically use source material in historical research

Module

1. Idealism, Positivism and Utilitarianism

- (a) George Wilhelm, Freidrich Hegel and August Comte
- (b) Jeremy Bentham
- (c) John Stuart Mill and Herbert Spencer

2. Socialism, Scientific Revolution and Development of Economic Ideas

- (a) Marxism and Leninism
- (b) Darwinism and Albert Einstein
- (c) Adam Smith, Malthus, Ricardo and Keynes

3. Totalitarianism, Existentialism, Secular thought and Modernism

- (a) Nietzsche
- (b) Jean Paul Sartre and Albert Camus
- (c) Robert Owen and Bertrand Russell

4. 20th Century Intellectual Movements

- (a) Deconstruction and Jacques Derrida, Post Structuralism and Michael Foucault
- (b) Annales School- Marc Bloc and Fernand Braudel,
- (c) Orientalism-Edward Said, Feminism-Emmeline Pankhurst and Simone de Beauvoir

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H. History of U.S.A. (1900 CE-1990 CE)

Objective :To acquaint Students about the rise and development of the USA as a world power.

Module

1. The U.S. A. at the turn of the 20th Century

- (a) Progressive Movement (1900- 1919)
- (b) Emergence of the U. S. A. as a World Power (1900-1919)
- (c) Great Depression and New Deal

2. Struggle for Justice

- (a) Civil Rights Movement, Art and Literature
- (b) Liberation Movement, Society and Culture
- (c) American Industry Workers Unions, Immigration and Ethnicity

3. World War II and its Aftermath

- (a) America and World War II
- (b) The USA and Reconstruction
- (c) Development of Science and Technology

4. American Foreign Policy

- (a) World War I
- (b) World War II
- (c) Cold War and Effects

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I.Thinkers of Modern Maharashtra

Objectives:To create an understanding about the Intellectual History of Modern Maharashtra. To acquaint the students about the thinkers of Modern Maharashtra, Counter culture, Revivalism, Humanism and Gandhian thought and Leftist Ideology as well as debates on various other issues.

Modules

1. Early Critics of Indian Society and Growth of Liberalism

- (a) Balshastri Jambhekar, Gopal Hari Deshnmukh.
- (b) Dadabhai Naoroji and Mahadev Govind Ranade
- (c) Gopal Ganesh Agarkar ,Gopal Krishna Gokhale and Badruddin Tyabjee

2. The Idea of Counter Culture and Revivalism

- (a) Savitribai Phule, Tarabai Shinde and Pandita Ramabai , Dhondo Keshav Karve
- (b) Mahatma Jyotiba Phule, N.M. Lokhande, Vithal Ramji Shinde, Chhatrapati Shahu Maharaj, Prabodhankar Thackeray and Dr. Bhimrao Ramji Ambedkar
- (c) Swami Dayanand, Bal Gangadhar Tilak , Vishnubhava Brahmachari and Vishnushastri Chiplunkar

3. Critique of Colonialism; Philosophy of Left and Humanism

- (a) Vinayak Damodar Savarkar and M.S.Golwalkar
- (b) Manavendranath Roy and Tarkatirth Laxman Shashtri Joshi
- (c) Shripad Amrit Dange, Shankarao More , Madhu Limaye and Sharad Patil

4. The exponents of Gandhian thought and Indologists.

- (a) Shankar Dattatraya Javadekar and Vinoba Bhave
- (b) Damodar D Kosambi
- (c) Dr. R.G. Bhandarkar, Dr.P.V. Kane

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J. History of the Western Indian Littoral

Objectives: To understand history of the Western Indian Littoral and its maritime heritage.

Module

1 Background of Western Indian Littoral

- (a) The terms *Aparanta* and Konkan, Certain Special Characteristics
- (b) Travellers Accounts
- (c) The Buddhist influence in the Konkan.

2. Communities

- (a) Role of Geography
- (b) Castes and Indigenous communities
- (c) The settlers on the Konkan coast- Parsis, Bene Israelis, Abyssinians (Habshis or Sidis), and Arabs

3 Maritime Heritage

- (a) Role of Indigenous rulers
- (b) European presence in the Konkan
- (c) Coastal and Island forts of Konkan

4. Economy and Culture

- (a) Agrarian Economy
- (b) Railway and their impact
- (c) Festivals, Fairs, Dances, Music, Handicrafts, Local Products

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K. History of Itinerant Communities in India

Objectives: To understand Itinerant Communities and their livelihoods in a historical context. To acquaint students with sources and state policies with regard to itinerant groups.

Modules

1. Itinerant Communities

- (a) Historicity, concept and colonial construction
- (b) Sources- Archaeological and British Government Records
- (c) Geographical Locations

2. Wandering Communities

- (a) The food gathering Nomads, Pastoral Nomads
- (b) Trader Nomads, Beggar Nomads
- (c) Nomads and their Culture, Customs, Laws and Caste *Panchayat*

3. Colonial Rule and Itinerants

- (a) Soci-Economic and Religious Studies under Colonial Rule
- (b) 'Criminal Tribes Act-1871', its implementation and its Amendments till 1952
- (c) 'Criminal Tribes Settlements'- Role of Government and Christian Missionaries

4. Itinerants in Independent India

- (a) Approaches to the study of Nomads-Non Governmental Organization
- (b) Study by Governmental Organizations
- (c) Various State and National level Commissions

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L.History of Dalit Movement in South India

Objectives: To trace multidimensional process of rise and growth of Dalit movement in South India. It will create awareness of the nature of social and political context which was responsible for Dalit movement in south India and will highlight the data related to socio-economic background of Dalit communities of the states of Andhra Pradesh, Tamilnadu, Karnataka and Kerala and their representation in educational and political arena.

1.Dalit Movement in Andhra Pradesh Region

- (a) Geographical- Historical Background and socio-economic set up.
- (b) Mala - Madigas and major issues.
- (c) Role and contribution of Christian Missionaries and local leaders (Bhagya Reddy Varma, Kandukuri Veeresalingam Patulu and Arigay Ramaswamy)

2. Dalit Movement in Tamilnadu Region

- (a) Geographical- Historical Background and socio-economic set up.
- (b) The Pariahs, the Pallan, the Chuckler and Toti; Major issues.
- (c) Justice Party and E.V. Ramasamy Periyar

3.Dalit Movement in Karnataka Region

- (a) Geographical Setting and Society
- (b) Holey and Madiga-Samagara, Dhoras
- (c) Efforts of PanditIyodhi Das, Deorai Ingle, Siddayya. Balwantrao Varale; Miller Committee Report

4. Dalit Movement In Kerala Region

- (a) Ezhavas, Cherumans or Pulayans, Parayan, Nadars or Cannars
- (b) Shanner revolt; Sri Narayan Guru Movement and S.N.D.P. Yogam
- (c) Aiyyankali Movement

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M. Recent trends in History writing

Objective: To create an awareness of recent and contemporary debates in the theory and practice of historical writing, and to develop insight into current methodologies, theories, and concepts currently in use within the historical discipline.

Module

2. Cultural Marxism and “History from Below”

- (a) Karl Marx and theorizing exploitation
- (b) Antonio Gramsci, “Hegemony, Relations of Force, Historical Bloc”.
- (c) E.P. Thompson, and *The Making of the English Working Class*

3. Spatial History

- (a) Michel de Certeau, *The practice of everyday life*
- (b) M. Foucault, “Questions on Geography,” in *Power/Knowledge* (1980)
- (c) Microhistory- Natalie Zemon Davis, *The Return of Martin Guerre*

3. The Cultural and Linguistic Turn

- (a) C. Geertz, The interpretation of cultures
- (b) R. Darnton, The great cat massacre.
- (c) R. Chartier, “Culture as Appropriation”

4. New Local/Global History

- (a) Carlo Ginzburg, *The Cheese and the Worms: The Cosmos of a Sixteenth-Century Miller*.
- (b) Dipesh Chakrabarty, *Provincializing Europe*
- (c) Daniel Smail, On Deep History and the Brain

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Elective Basket V:

A. History of Contemporary World (1939 CE to 2000 CE)

Objectives: To acquaint Students about the main developments in the Contemporary World

Module

1) Background of European Conflict

- (a) Imperialism.
- (b) U.K, U.S.A and France as powers.
- (c) Rise of Hitler and Mussolini

2) Western Intervention in Asia

- (a) Impact of World War II
- (b) Communism and Revolution
- (c) Rise of Russia and China

3) Asia after Second World War

- (a) West Asia
- (b) India and China
- (c) U.S. Administration in Japan

4) Cold War and Changes

- (a) Role of U.N.O. and Non- Aligned Movement
- (b) SEATO and NATO
- (c) SAARC and NAM

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B. History of International Relations (1945 CE to 2000 CE)

Objectives: To understand the cold war and its impact. To understand the various organisations in the third world countries. To study the role of UNO in the current world affairs. To orient with the contemporary global issues.

Module

1. International Relations after World War II

- (a) Origins of Cold War
- (b) Soviet Russia's relations with Eastern Europe
- (c) US relations with Latin America

2. Organisations and the Third world

- (a) Non Aligned Movement (NAM)
- (b) Association of South East Asian Nations (ASEAN)
- (c) South Asian Association for Regional Co-operation (SAARC)

3. United Nations Organization (UNO) and International Relations

- (a) UNO and Nuclear Disarmament
- (b) United Nation Educational, Scientific and Cultural Organisation (UNESCO)
- (c) Role of Peace Keeping Forces

4. Contemporary International Issues

- (a) Challenges to World Peace
- (b) Environmental Issues
- (c) Human Rights

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C. History of International Security and Organisation (circa 1950 CE – 2000 CE)

Objectives: To understand the concept of International Security. To study the world security organizations. To study the NGO s working on International Security. To study the current theories on peace and conflict.

Module

1. Background

- (a) International Security Concept and Definition
- (b) Division of World and Ideology
- (c) Post World War II scenario

2. International Security organizations

- (a) NATO, SEATO, UNO
- (b) G-8 countries (Canada, France, Japan, US, UK, Germany, Italy and Russia)
- (c) BRICS (Brazil, Russia, India, China, South Africa)

3. Security Organizations (Government and Non Government)

- (a) Asia
- (b) Africa
- (c) Europe and the U.S.A.

4. Security Awareness Programme

- (a) Peace theory
- (b) Peace and Conflict Studies
- (c) United Nations Development Programme, Human Security proposal 1994

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D. History of Modern Europe

Objectives: To orient the students with political history of Modern Europe. To understand the economic transition in Europe during the 18th and 19th Century Europe. To understand the impact of the world war.

Module

1. French Revolution and Metternich Era

- (a) The French Revolution – 1789.
- (b) Napoleon Bonaparte- Domestic and Foreign Policy
- (c) Congress of Vienna Concert of Europe and Revolution of 1830 and 1848

2. Socio-Economic Transformation

- (a) Agrarian Revolution
- (b) Industrial Revolution
- (c) Development of Socialism (Utopian and Marxist)

3. Formation of Nation States

- (a) Unification : Italy and Germany
- (b) Greek War of Independence
- (c) Crimean War and Russo-Turkish War

4. World War I and II

- (a) World War I and Paris Peace Conference
- (b) Russian Revolution of 1917 and rise of dictatorship
- (c) World War II

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E. History of USA: Presidents and Policies

Objectives: To study the role played by US Presidents and understand the policies and its impact on Society.

Module

1. From Civil War to Dollar Diplomacy

- (a) Abraham Lincoln- American Civil War
- (b) Theodore Roosevelt-Big Stick Diplomacy
- (c) William Taft- Dollar Diplomacy

2. Early Twentieth Century

- (a) Woodrow Wilson, Peace making process after World War I
- (b) Decade of Prosperity-Harding, Coolidge, Hoover
- (c) Franklin Delano Roosevelt- New Deal Programme

3. USA after World War II

- (a) Harry S Truman's role in Cold War (Truman Doctrine)
- (b) D.D. Eisenhower's role in Civil Rights Movement and Policy of Containment
- (c) John F Kennedy- The New Frontier Policy

4. Presidents of the Late Twentieth Century

- (a) Lyndon B Johnson- The Great Society Programme
- (b) 'Watergate Scandal' and President Richard Nixon
- (c) Jimmy Carter-Role in World Affairs

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F. History of USSR (1917 CE to 1991 CE)

Objectives: To understand the revolutionary phase in USSR, the Marxist ideologies and economic planning in USSR and its emergence as a world power.

Module

1. Background

- (a) Bolsheviks and Mensheviks
- (b) Socialist Idea
- (c) Vladimir Ilyich Ucyanov (Lenin)

2. Joseph Stalin and Emergence of USSR

- (a) Social and Political Changes
- (b) Five Year Plans
- (c) Agricultural and Industrial Policies

3. Cold War

- (a) World War II and Russia
- (b) Policies of Nikita Khrushchev
- (c) Emergence as World Power

4. Disintegration of USSR

- (a) De- Stalinization
- (b) Glasnost (Openness) and Perestroika (Democratization)
- (c) Transition of USSR to Soviet Russia

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G. History of Africa (1900 CE to 1965 CE)

Objectives: The objective of the paper is to acquaint students with the history of Africa. To study the events that led to the modernization of Africa.

Module

1. Introduction

- (a) Geography and Historical background of Africa
- (b) Social and Cultural life in Africa.
- (c) Pre Colonial Political System

2. European Interest in Africa and Colonization

- (a) Slave Trade
- (b) Boer War
- (c) Nature of Colonial State

3. Rise of Nationalism and Decolonization

- (a) Rise of Nationalism and Origin of Pan-Africanism
- (b) Decolonization
- (c) African Union

4. Racism

- (a) Apartheid
- (b) Kwame Nkrumah
- (c) Nelson Mandela

References:

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H. History of Latin America (1850 CE to 1950 CE)

Objectives: To acquaint students about key developments in Latin America and its importance in World affairs

Module

1. Background

- (a) Latin America: Geography, Colonial Background
- (b) Modernization up to 1900.
- (c) Political and Economic development (1900-1919)

2. Political and Economic Changes

- (a) Latin America during World War I
- (b) Political experiments in Latin America since 1920- Major Trends
- (c) Economic reforms and Nationalism -1919-1939

3. Latin America and the World Wars

- (a) The Great Depression and its impact
- (b) The role of the Church and Military in Latin America
- (c) Latin America and two World Wars

4. Awakening and Struggle for Justice

- (a) Awakening of masses, revolutions and struggle for justice.
- (b) Pan Americanism
- (c) Latin America in World affairs since 1939

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I. History of Asia in 20th century

Objectives: The objective of this course is to provide students with an overall view and broad perspective of the different movements connected with Nationalist aspirations in the region of Asia.

Module

1. Introduction

- (b) Geography
- (c) Cultural Diversity
- (d) Form of Colonialism

2. National Movement

- (a) Western Education
- (b) Nature of Nationalism
- (c) Achieving Independence

3. Economic Scenario

- (a) Traditional Economy
- (b) Transition to Modern Economy
- (c) Economic Reforms

4. Political Systems

- (a) Political Systems
- (b) Political and Administrative Structure
- (c) Globalisation and the State

References:

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J. History of Borderlands of South Asia (19th and 20th Centuries)

Objectives: Students will be acquainted with the historical studies of borders as delimiters of territorial control and ideology towards a real differentiation and later towards more dynamic role of borders as bridges rather than barriers. The emergence of globalization and the rhetoric of a “borderless world” fuelled interest in borders. The apparent renaissance of border studies that followed acquired an increasingly interdisciplinary outlook.

Module

1. Introduction

- (a) Understanding Borderlands and Borders
- (b) Interdisciplinary approaches to Border studies
- (c) Historical perception of Borderlands

2. The Making of Borderlands under Colonial Rule in South Asia

- (a) Mapping and Cartography
- (b) Changing border frontiers into Boundaries
- (c) Frontier Policies of Colonial State

3. Modern Nations and Borders in South Asia

- (a) Non-state spaces: Zones of Refuge
- (b) The Nation in the Borderland
- (c) Boundary Commissions

4. Beyond borders in South Asia

- (a) Migration
- (b) Memory and cultural practices
- (c) Trading networks

References:

- Adelman Jeremy and Stephen Aron, “From Borderlands to Borders: Empires, Nation-States, and the Peoples in Between in North American History,” *American Historical Review* 104, no. 3 (June 1999)
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K. History of Modern China in the 20th Century

Objectives: The objectives of the course is acquaint the students with the History of Communist China so that they may understand the entire events that led to the emergence of new order that made China an economic world power.

Module

1. Introduction

- (a) Nature of Colonialism
- (b) Chiang Kai Shek and Kou Min Tang
- (c) Civil War

2. Rise of Mao Zedong

- (a) Leadership and Ideology
- (b) Cultural Revolution
- (c) Agricultural Reforms

3. Chinese Communism

- (a) Political Reforms
- (b) Socio-Cultural Reforms
- (c) Resistance to State

4. Deng Xiaoping and New China

- (a) Modernisation Programmes
- (b) Foreign Policy
- (c) Towards Global Economic Power

References:

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L.Economic and Political History of Contemporary China (1949 CE to 2013 CE)

Objective: This paper will focus on the various stages through which China went gradually for restructuring its institutions in response to market oriented economic forces further shaping ideology in new way.

Module

1. China's Polity and Communist Policies (1949 -1976)

- (a) Ideology, experiment and reconstruction
- (b) Hundred Flowers Bloom, Great Leap Forward to Cultural Revolution
- (c) China's Road to Socialism

2. The Political Economy of Reform in Post- Mao China

- (a) Reforms in post Mao China
- (b) Agricultural reforms
- (c) Industrial Reforms

3. Deng Xiaoping and Zemin Jiangs Eras:Transitions and Transformation

- (a) Popular protest in China
- (b) Marxist Intellectuals
- (c) Mass Structural Shift and Political Ideology

4. Challenges Ahead: China in Reform Age

- (a) Chinese Economy and Polity in Hu Jintao Era
- (b) OBOR (One Belt One Road) and Asia Infrastructure Investment Bank (AIIB)
- (c) New Challenges, Approaches and Adjustment

References:

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Zelin M., *Merchants of Zigong: Industrial Entrepreneurship in Early Modern China*, Columbia University, 2005.

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M. History of Modern Japan (1900 CE to 1990 CE)

Objectives: The objectives of the paper is to acquaint the students with the History of Japan so that they may understand the entire events that led to the emergence of new order that made Japan the economic world power.

Module

1. Rise of Japan as World Power

- (a) Nature of Meiji Restoration
- (b) Japan's relations with China
- (c) Japan during World War I

2. Inter-War Period and Japan

- (a) Japan's Sphere of Influence
- (b) Nature of Japanese Militarism
- (c) Alliance with Axis Powers

3. Japan and World War II

- (a) Participation in World War II
- (b) Aftermath of World War II
- (c) Reconstruction

4. Contemporary Japan

- (a) Emergence in World Trade
- (b) Educational Reforms
- (c) Socio-Cultural Scenario

References:

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N. History of West Asia (1900 CE to 2000 CE)

Objectives: The objective of this course is to familiarise students with geo-politics in West Asia. To study the leadership and its impact on the region.

Module

1. Background

- (a) Ottoman Empire – History and Geography
- (b) Imperialist Rivalries
- (c) Rise of Nationalism

2. Nature of Leadership

- (a) Turkey- Kemal Pasha.
- (b) Iran- Reza Shah Pahlavi
- (c) Saudi Arabia- King Faysal

3. West Asia after World War II

- (a) Oil Politics and OPEC
- (b) Arab-Israel Conflict
- (c) Iran – Iraq Conflict

4. Contemporary Politics

- (a) Egypt under Nasser and Anwar Sadat
- (b) Iraq under Saddam Hussain
- (c) West Asia and the World

References:

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O. History of National Uprisings in South East Asia (1920 CE to 2000 CE)

Objectives: To understand the different movements connected with nationalist aspirations in the region of South East Asia.

Module

1. Colonial Legacies in South East Asia

- (a) Arrival of Imperialist Powers
- (b) Socio-Cultural Political, Economic Impact
- (c) Rise of Nationalism

2. Nationalist Struggles

- (a) Indonesia
- (b) Vietnam
- (c) Philippines

3. Regional Nationalist Movements

- (a) Myanmar
- (b) Malaysia
- (c) Singapore

4. Cold War Era and Late 20th Century Nationalism

- (a) Economy and Society of South East Asia since World War II
- (b) Cold War and Non-Aligned Movement
- (c) ASEAN (Association of South East Asian Nations)

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- Adams, Cindy: *Sukarno: an autobiography* (as told by Cindy Adams), Indianapolis, The Bobbs – Merrill Co., 1965.
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P. History of SAARC Countries (1980 CE- 2010 CE)

Objectives: To introduce students to the regional history of contemporary South Asia. To understand the efforts towards Regional Cooperation through SAARC. To create awareness about issues and challenges faced by contemporary South Asia.

Module

1. South Asia Region

- (a) Geography, History and South Asian Regional Identity
- (b) Need for Regional Cooperation: Meaning and Nature
- (c) Theories and concept of Regional Cooperation, Issues and Constraints

2. Emergence of SAARC Nation States

- (a) History and Evolution
- (b) Objectives and Principles
- (c) Structure and Agencies of SAARC

3. Areas of Cooperation

- (a) Security, HRD, Finance and Trade – Finance, Funding mechanisms, Economy and Trade, Poverty alleviation
- (b) Conventional and Non conventional Resources – Agriculture, Biotechnology, Energy and Environment, Science & Technology
- (c) Communication, Cultural Interaction and Negotiation – Culture, Social Development, Tourism and People to people contact

4. Aspiration and Challenges

- (a) India's role in SAARC, Changing balance of power
- (b) Upholding democracy in member countries
- (c) Human Rights: Perspectives and Challenges

References:

- Das, Debendra Kumar, *SAARC: Regional cooperation and development: perspectives, problems, Politics*, Deep & Deep Publication, Delhi, 1992
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SEMESTER – IV

Ability Enhancement Course VI

A. Sources in Historical Research

Objectives: To understand the historiography and theory related to historical research, writing, and presentation. The course focuses on building basic skills for conducting historical research including locating, utilizing, and analysing sources. Guidelines for Citation and Historical Writing are discussed.

Module

1. Introduction

- (a) Meaning, Scope and Nature of History
- (b) Authenticity, Credibility and Relevance of Sources
- (c) Repositories of Sources

2. Historical Sources

- (a) Classification and Organisation
- (b) Primary sources, Secondary sources ; Unconventional Sources
- (c) Citation Methods and Bibliography

3. Conceptual Framework

- (a) Marx and Gramsci
- (b) Foucault , Postmodernism, Post-Structuralism
- (c) Cultural Anthropology and Interdisciplinary Approaches

4. Analysis of Sources

- (a) Difference between History, Memory and Biography
- (b) Difference between History and Fiction
- (c) Difference between History and Antiquarianism

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B. Heritage Conservation and Management

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

Module

1. Introduction to Heritage Conservation

- (a) History of Heritage Conservation
- (b) Concept of Heritage- Tangible and Intangible Heritage
- (c) Built Heritage and Environmental Heritage

2. Architectural Heritage

- (a) Caves, Stupas, Inscriptions
- (b) Tombs, Mausoleums, Temples, Minarets , Palaces and Forts
- (c) Colonial Monuments, Maritime and Industrial Heritage, Chawls and Wadis

3. Heritage Activism and Legislation

- (a) Heritage Activism
- (b) Legislation and Grading of Heritage Structures
- (c) Heritage Conservation Societies

4. Heritage Tourism

- (a) Role of the State
- (b) Role of Museums
- (c) Role of the Tourism Industry

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C. Museums and History

Objectives: To enable students to understand the evolution of museums from repositories of artefacts to important cultural institutions and educational centres. It aims to provide basic understanding about the function of Museums in today's World with a view to preparing students for a career as Curators and Art Conservators in Museums.

1 . Introduction

- (a) Museum – Definition, Scope and Function; Types and Classification of Museums
- (b) Colonial Expansion and the Development of Museums; Antiquarianism and *Ajayabghar*
- (c) Changing Concepts of Museums and modes of acquisition

2. Laws Governing Cultural Property

- (a) The Indian Treasure Act, 1878, Ancient Monuments Preservation Act, 1904
- (b) The Ancient Monuments and Archaeological Sites and Remains Act, 1958
- (c) The Indian Museums Act, 1961

3. Museum, Community and Display

- (a) Museum as means for Social Change and Technology Transfer
- (b) Community Relations, Museum Education and Cultural Space
- (c) Challenges of Display, Interpretation of Archaeological and Historical Objects

4. Museum and Cultural Theory

- (a) The Concept of 'Culture Wars'
- (b) Christopher Tilley – Negotiating Materiality
- (c) Postmodern Perception

References:

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D. Tourism Operations and Management

Objectives: The students will get practical knowledge related to Travel and Tour Operations. They will understand the modalities of Tour Guiding , Management and the Legal aspects of Tourism. This will enhance their ability to work as Tour Operators and Tour Guides in Travel and Tourism Industry.

Module

1.Tour Operations

- (a) History of Travel and Tourism Industry
- (b) Types of Tour Operators
- (c) Functions of Travel Agencies

2.Management of Tour Operations

- (a) Itinerary, Costing and Tour Package
- (b) Travel Documentation
- (c) Tourism Marketing: Heritage, Adventure, Wildlife, Medical Tourism

3.Tour Guides

- (a) Types of Tour Guides
- (b) Role of Tour Guides
- (c) Knowledge of Historical Sites and Presentation

4.Legal Aspects

- (a) RBI Regulations for Tour Operators , Consumer Protection Law
- (b) Permits and Laws for Tour Operation
- (c) Forex and Travel Insurance

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E. Field Archaeology

Objectives: To study the History and Techniques of Field Archaeology. To understand the methods of analyzing Artefacts.

1. Introduction

- (a) Antiquarianism to Modern Archaeology
- (b) Development of Field Techniques; Growth of Archaeology as Scientific Discipline
- (c) History of Archaeology in Colonial and Independent India

2. Exploration Techniques and Excavation Methods

- (a) Exploration - Use of maps & Toposheet and Satellite Image Studies; Village Survey, Geological Methods, Sampling Methods, Photogrammetry, Geographical Information System and Use of Literature
- (b) Formation of Site, Planning Excavations; Techniques of Excavations – Vertical , Horizontal, Excavation methods for megalithic burial, stupa and temple; tools and equipments
- (c) Stratigraphy, Floatation Method; Methods of Data-Recording

3. Analysis of excavated Artefacts

- (a) Nature of Excavated Data and Analysis of Structures and Features
- (b) Analysis of Artefacts
- (c) Analysis of Eco-facts

4. Chronology, Dating Method and Report Writing

- (a) Determining the Cultural Sequence, Chronology and Periods of Excavated Remains
- (b) Dating Methods
- (c) Report writing – Statistical Analysis, Drawings, Photographs and Preparation of Text

References:

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F. Numismatics and History

Objectives: To Introduce students to the History of the Rise and Growth of Coinage with the evolution of technology of minting coins and interpretation of coins. The aim is to help students acquire knowledge of Numismatics to enable them to work in Mints as well as in Museums setup by Banks.

Module

1. Introduction

- (a) Coins as a Source of History Writing
- (b) Origin of Coinage in India
- (c) Collection of Rare Coins and Auction of Coins

2. Characteristics and Identification of Coins

- (a) Weight and Shape
- (b) Issuing Authorities, Legend and Motifs
- (c) Symbols

3. Techniques of Manufacturing Coins

- (a) Punch Mark and Die-Struck Techniques
- (b) Cast Techniques
- (c) Repoussé Techniques and Mints in Medieval Times

4. Indian Coinage

- (a) Janapada and Satavahana Coinage
- (b) Kushana and Gupta Coinage
- (c) Mughal and Maratha Coinage

References:

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G. History of Linguistic Science

Objectives: To introduce students to the discipline of Linguistic Science with its basic terminologies as well as to make them acquire some important linguistic –analytical tools for historical knowledge.

1. Introduction

- (a) Language Contact and Language Change
- (b) Philology; Transformation of Language – Ontogenetic & Phylogenetic
- (c) Dialect Variations; Diglossia

2. Meaning and Comprehension

- (a) Phonetics and Semiotics
- (b) Semantic and Semantic Field
- (c) Linguistic Relativism

3. Structuralism

- (a) Ferdinand Saussure
- (b) Leonard Bloomfield
- (c) Naom Chomsky

4 Language and Nation

- (a) Language and Ehnicity
- (b) Language and Identity
- (c) Texts and the Nation

References:

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H. Marathi Language and History

Objectives: To introduce students to the growth of Marathi Literature. The aim is to acquaint them to the changing literary form vis-à-vis social transformations in Maharashtra region.

Module

1. Origin of Marathi Language

- (a) The Beginning – *Prakrut, Apbhramsh, Marathibhasha*
- (b) Sources of Marathi's earliest existence
- (c) Debate on the first Text in Marathi

2. Literature of Saints and Bakhars

- (a) The Mahanubhava Literature and The Varkari poets
- (b) Panditi and Shahiri compositions
- (c) Bakhar Literature

3. Marathi Literature in the Nineteenth Century

- (a) Canonisation and Formalisation of Marathi language
- (b) Significant essays and translations
- (c) Works of European Scholars; Rise of new literary forms – Novel, Biography and Poetry

4. Literary Debates and Progressive Movements in Twentieth Century

- (a) Relationship between Social Transformations and Marathi Literature; Rise of Feminist Literature; Literature of Depressed Classes and Tribal communities
- (b) Pre-Independence Period: Literature as an Art or Expression of Experiences; Gandhism, Dalit Movement and Literature
- (c) Post-Independence Period: Little Magazine Movement, Dalit Panther Movement and Women's Movement

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Tulpule S.G.,(Ed.) Prachin Marathi Koriv Lekha, Pune, 1963

I. History of Pali Language and Literature

Objective: To teach technical terms of Pali grammar. To acquaint students with the Life and Teachings of Buddha and Canonical and Non-Canonical Literature in Pali Language

Module

1. Origin of Pali

- (a) Origin of Pali language
- (b) Homeland of Pali
- (c) Six Buddhist Councils

2. Technical Terms of Pali Grammar

- (a) Akkhara, Sara, Vyanjana, Nigganhita. Nama Sabbanama, Akhyata, Upasagga, Nipata, Abyaya, Karaka. Taddhati
- (b) Samasa, Sandhi.
- (c) Vibhakti

3. Life and Teachings of Buddha from the Pali Sources

- (a) Nidan Katha – Dure Nidan, Avidure Nidan, Santike Nidan
- (b) Tilakkhana
- (c) Four Noble Truths, Eight fold path, Pattichasamutpada

4. Pali Literature- Canonical and Non-Canonical

- (a) Mahavagga- Dhammachakka Pavattan Sutha, Sariputta Moggalan Pabbaajja, Dighnikaya-Kutta Danta Sutta.
- (b) Dhammapada- Chitta vaga, Apmad vagga
- (c) Jatak Athakatha, Milindpanha, Mahavamsa

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Marathi and Pali Language

सिंह चन्द्रिक (उपासक) (प्रधान संशोधक), सुत्तपिटके मज्झिम-निकयस्स पपञ्चसूदनी नाम अड्कथा दुतियो भागो, नव नालन्दा महाविहार, नालन्दा (बिहार), ई. १९७८.

जगदीसकरसपो भिक्खु (प्रधान संशोधक), सुत्तपिटके दीघनिकयपालि (३ महावग्गो), नव नालन्दा महाविहारने, पुनप्पकसिता, ई. २००५.

जगदीसकरूपो भिक्षु (प्रधान संशोधक), सुत्तपिटके दीघनिकयपालि (१. सीलक्खन्धवग्गो), नव नालन्दा महाविहारने, पुनप्पकसिता, ई. १९८०.

पंथ रवीन्द्र (प्रधान संशोधक), सुत्तपिटके मज्झिम-निकयस्स पपञ्चसूदनी नाम उपरिपण्णास-अड्डकथा, नव नालन्दा महाविहार, नालन्दा (बिहार), ई. २००१.

पंथ रवीन्द्र, सुत्तपिटके खुद्दक-निकयस्स सद्धम्मपज्जोतिक (खुद्दकनिकय-महानिदेस- अड्डकथ(1), नव नालन्दा महाविहार, नालन्दा (बिहार), ई. २००२.

टाटिया नथमल (प्रधान संशोधक), मनोरथपूरणी (अंगुत्तरनिकय-अड्डकथ(1) पठमो भागो, नव नालन्दा महाविहार, नालन्दा (बिहार), ई. १९७६.

टाटिया नथमल (प्रधान संशोधक), धम्मपद-अड्डकथा दुतियो भागो, नव नालन्दा महाविहार, नालन्दा (बिहार), ई. १९७६.

टाटिया नथमल (प्रधान संशोधक), धम्मपद-अड्डकथा पठमो भागो, नव नालन्दा महाविहार, नालन्दा (बिहार), ई. १९७३.

टाटिया नथमल (प्रधान संशोधक), सुत्तपिटके मज्झिम-निकयस्स पपञ्चसूदनी नाम अड्डकथा, नव नालन्दा महाविहार, नालन्दा, ई. १९७५.

टाटिया नथमल (प्रधान संशोधक), सुमडगलविलासिनी (दीघनिकय-अड्डकथ(1) दुतियो भागो, नव नालन्दा महाविहार, नालन्दा, ई. १९७५.

टाटिया नथमल (प्रधान संशोधक), सुमडगलविलासिनी दीघनिकय-अड्डकथा ततियो भागो, नव नालन्दा महाविहार, नालन्दा (बिहार), ई. १९७६.

टाटिया नथमल (प्रधान संशोधक), सुमडगलविलासिनी दीघनिकय-अड्डकथा पठमो भागो, नव नालन्दा महाविहार, नालन्दा, ई. १९७४.

वाघ संदेश, चंदनशीवे चारुशिला., बौद्ध व जैन धर्माचा इतिहास (इ.स. १००० पर्यंत(1), दूर व मुक्त अध्ययन संस्था, मुंबई विद्यापीठ, मुंबई, २०१०.

J. Historical Perspective of Atrocities on Scheduled Castes and Scheduled Tribes

Objective: To acquaint students with the historical background of atrocities on Scheduled Castes and Scheduled Tribes in India. To develop awareness about Constitutional Safeguards and Legislations. To develop mechanisms to counter atrocities in society.

Module

1. Historical Background

- (a) Chaturvarna , Caste , Untouchability, Bonded Labour
- (b) Types of atrocities on Scheduled Castes /Scheduled Tribes
- (c) Impact of atrocities on Scheduled Castes /Scheduled Tribes

2. Government Mechanism

- (a) Ambedkarite movement to combat atrocities on Scheduled Castes /Scheduled Tribes
- (b) Protection of Civil Rights Department
- (c) National Commission for Scheduled Caste and Scheduled Tribes

3. Legal Measure

- (a) Constitutional safeguards for Scheduled Castes /Scheduled Tribes
- (b) Protection of Civil Rights Act, 1955
- (c) Prevention of Atrocities (SC/ST) Act 1989, Rule 1995, Amendment 2016

4. Problems and Strategies

- (a) Case studies of Atrocities –Khairlanji, Sonai, Kharda etc.
- (b) Statistical Data of atrocities on SC/ ST in India
- (c) Role of NGO in combating atrocities

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Thiagaraj Henry, *Human Rights form the Dalit Perspective*, Gyan Publishing House, New Delhi, 2011.

Marathi Language:

वाघ संदेश, अनुसूचित जाती व अनुसूचित जमाती (अत्याचारास प्रतिबंध) अधिनियम १९८९, नियम १९९५ व संशोधन नियम २०१६: मार्गदर्शिक, सुगावा प्रकाशन, पुणे, प्रथमावृत्ती, २०१६.

Interdisciplinary Course VII

A. Buddhism in the World

Objectives: To create an understanding about Buddhism in the different countries in the world. To acquaint students about International linkages of Buddhism in the world

Module

2. Introduction

- (a) Theravada
- (b) Mahayana
- (c) Vajrayana

3. Buddhism in East Asia

- (a) China
- (b) Japan
- (c) Korea

4. Buddhism in South and South East Asia

- (a) Sri Lanka, India, Nepal, Bhutan, Tibet
- (b) Thailand, Malaysia, Vietnam
- (c) Cambodia, Myanmar, Laos, Java, Sumatra

5. Understating of Buddhism in the West

- (a) Europe
- (b) America
- (c) Scholars of Buddhism

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B. Maritime History of India (17th- 19th Centuries)

Objectives: To create awareness and interest in Maritime History. To study Steamship Navigation, Ports and their Hinterlands, Indian Maritime Powers, Indian Merchants and European Commercial Powers

Module

1. Historical Background

- (a) Importance of Maritime History
- (b) Indian Maritime Traditions and Shipbuilding Techniques
- (c) Merchant Communities and Seafaring Groups

2. European Presence

- (a) Portuguese, Dutch and French
- (b) English
- (c) Intra-European Rivalries

3. Indigenous Maritime Powers

- (a) Chhatrapati Shivaji-Maratha Navy and Sea Forts.
- (b) Mughal Admiralty
- (c) Kanhoji Angre, Zamorin of Calicut and Siddis of Janjira

4. Indian Ports and International Trade

- (a) Ports and their Hinterlands- Cambay, Surat, Chaul, Goa, Cochin, Masulipatam, Pondicherry, Calcutta, Madras.
- (b) Commercial Development of Bombay Port
- (c) Impact of Foreign Commerce on the Indian Economy

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C. Theories of Imperialism, Colonialism and Capitalism

Objectives: To study the theories that examine the evolution of Imperialism, Colonialism and Capitalism.

Module

1.Theories of Imperialism

- (a) Hobson
- (b) Lenin
- (c) Schumpeter

2. Theories of Capitalism

- (a) Adam Smith
- (b) Karl Marx
- (c) Max Weber

3. The Great Divergence

- (a) Andre Gunder Frank
- (b) Fernand Braudel
- (c) Immanuel Wallerstein

4. Theorise of Colonialism

- (a) Edward Said
- (b) Franz Fanon
- (c) Homi Bhabha

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D. History of Indian Business (1850 CE to 2000 CE)

Objectives: To acquaint students with History of Indian Economic development and Indian Business.

Module

1. Historical Background

- (a) Growth of Indian Business in the Nineteenth Century
- (b) Indian Business and Foreign Mercantile groups
- (c) Trade, Banking, Share Market and Managing Agency System

2. Trading and Commercial Development

- (a) Growth of Trade in Port Cities and Merchant Communities
- (b) Cotton , Opium and Jute Trade
- (c) Plantations: Indigo and Tea

3. Industrial Development

- (a) Growth of Industrial Cities: Mumbai, Kolkata and Chennai
- (b) Transport and Communication: Roadways, Railways, Shipping
- (c) Labour Movements

4. Indian Business in the Twentieth Century

- (a) Nationalism, Impact of World Wars and Growth of Indian Business
- (b) Public and Private Sector in Independent India
- (c) Privatisation, Liberalisation and Globalisation

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E. History of Medicine and Public Health in India

Objective: To understand the history of medicine in India and the impact of Western Medicine on Indian society. To study scientific inventions and efforts to control epidemics in India . To explore the role played by the state and international agencies to curb and eradicate contagious diseases.

Module

1. Ancient Indian Medicine

- (a) Ayurveda and Unani
- (b) Traditional Public Health Practices
- (c) Impact of Western Medicine on Indian Systems of Medicine

2. Western Medicine in Colonial India

- (a) Medical Education
- (b) Establishment of Dispensaries and Hospitals; Medical Practitioners
- (c) Bengal Medical Services (BMS) and Indian Medical Service (IMS)

3. Epidemics, Diseases and the Pharmaceutical Industry

- (a) Contagious Diseases and Discovery of Vaccines
- (b) New Lifestyle Diseases
- (c) Growth of the Pharmaceutical Industry

4. The State, Public Health Policies and International Agencies

- (a) The State and efforts for eradication of Epidemic Diseases
- (b) Role of World Health Organisation
- (c) Expanding frontiers of Medicine- Biotechnology in Medicine

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F. History of Global Diaspora

Objectives: To understand the Concept and Theories of Diaspora. To trace the Historical Trajectories of some important Diasporas. To understand the social interactions within the diasporic groups. To study the role of Diaspora in the Politics of the Homeland and Host Countries.

Module

1. Understanding Diaspora

- (a) Meaning and Definition
- (b) Theories of Diaspora
- (c) Processes of Diaspora formation

2 History of Diaspora

- (a) Jews
- (b) Africans , Armenians
- (c) Asians, Europeans

3. Social Interactions

- (a) Race, Caste, Ethnicity, Religion
- (b) Gendering Diaspora
- (c) Popular Culture and Diaspora

4. International Relations and Diaspora

- (a) Political consciousness in Diaspora
- (b) War and Diaspora ; Refugees
- (c) Digital Diaspora

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G. Law and the State in Colonial India

Objectives: To comprehend the relationship of Law with the evolution of the Colonial state.
To understand the use of Law in Colonial State-Craft.

Module

1. Structure and Nature of Colonial State

- (a) Warren Hastings and Redefining the traditional form of Authority and Rule
- (b) Working of Dual government; Making of Indian Penal Code
- (c) Concept of 'Paramountcy' and 'Civilizing Mission' ; Making of Indian Identities

2. Colonial Rule of Law

- (a) Racial Discrimination and Law
- (b) Nature and Impacts of Code of Criminal Procedure (1861), Indian Evidence Act (1872) and Indian Oaths Act (1873)
- (c) Sedition Act, 1870 and The Defense of India Regulation Act, 1915

3. Women, Colonial Law and Indian Response

- (a) Bengal Sati Regulation, 1829
- (b) Hindu Widows' Remarriage Act, 1856
- (c) Age of Consent Act, 1891 and Child Marriage Restraint Act (Sharda Act) 1929

4. Indian Response to Colonial Law

- (a) Forest Act, 1882 and Land Acquisition Act, 1894
- (b) Colonial Law and Administration of Cultural Institution
- (c) Colonial State, Press and Law of Sedition

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H. India's Heritage Tourism

Objectives: To explore the history of heritage tourism. To study the role and impact of tourism on heritage conservation and preservation.

Module

1. Heritage and Tourism

- (a) Meaning of Heritage Tourism
- (b) Types of Heritage
- (c) Heritage Management Organisations

2. Architectural Heritage of India

- (a) Evolution and growth of Indian architecture
- (b) World Heritage Sites in India
- (c) Preservation and Conservation

3. Natural Heritage

- (a) Wildlife Sanctuaries, National Parks and Natural Reserves
- (b) Hill Stations.
- (c) Beaches and Islands

4. Cultural Heritage

- (a) Performing arts of India
- (b) Indian Cuisine , Museums
- (c) Handicrafts and Textiles

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I. Social Issues in Contemporary India

Objectives: To explore social issues of Depressed classes in India and develop awareness about constitutional safeguards. To understand forms of exploitation of depressed classes. To promote studies with regard to social issues.

Module

1. Women's Issues

- (a) Status of Women in India
- (b) Forms of Exploitation
- (c) Atrocities on Women

2. Issues of Minorities

- (a) Minorities in India
- (b) Rise and growth of Communalism
- (c) Communal Violence and Human Rights Commission

3. Caste Discrimination

- (a) Features of Caste system
- (b) Nature and forms of Discrimination
- (c) Case studies of Atrocities

4. Issues of Labour

- (a) Labour in Organized and Unorganized Sector
- (b) Issues of Women and Child Labour
- (c) Impact of Liberalization , Privatization and Globalization

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J. Dimensions of Ambedkarism in 20th Century

Objectives: To understand the conditions of Depressed Classes in India and develop awareness about constitutional safeguards and Reservation policy. To study Dr B.R.Ambedkar's views and Ideas on Socio-Religious and Educational Issues.

Module

1. Political and Economic Dimensions

- (a) Dr.B.R.Ambedkar's Concept of Political Democracy, Political Ideology
- (b) Reservation Policy
- (c) Thoughts on Linguistic States, The Problem of Rupee its origin and its Solution

2. Socio-Religious Dimensions

- (a) Civil Rights Movement, Social Ideology
- (b) Perspectives on Buddhism
- (c) Annihilation of Caste, Buddha and His Dhamma

3. Gender and Educational Dimensions

- (a) Dr B.R. Ambedkar's thoughts on Gender
- (b) Ideas on Education
- (c) The Rise and Fall of Hindu Woman, Untouchables or the Children of India's Ghetto

4. Legal and Constitutional Dimensions

- (a) Legal Safeguards for Labour, Women, Depressed classes
- (b) Constitutional safeguards for Depressed classes
- (c) Hindu Code Bill, Constitution of India

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वाघ संदेश, डॉ. बाबासाहेब आंबेडकरांची राजकीय चळवळ, अक्षरलेणं प्रकाशन, सोलापूर, प्रथमावृत्ती, २०११.

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शिंदे तुकाराम, डॉ. वाघ संदेश, डॉ. जमाले हरी, भारतीय राष्ट्रीय चळवळीचा इतिहास (इ.स. १८८५ ते इ.स. १९४७), अक्षरलेणं प्रकाशन, सोलापूर, आवृत्ती, २०१३.

कीर धनंजय, डॉ. बाबासाहेब आंबेडकर, पॉप्युलर प्रकाशन, मुंबई, आठवी आवृत्ती, १९९३.

पाटील मनोहर, फुले आंबेडकरी चळवळीचे क्रांतिशास्त्र, सुगावा प्रकाशन, पुणे, प्रथमावृत्ती, २०१०.

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K. History of the Literature of Protest and Empowerment in India (20th Century)

Objectives: To study the historical process and origin of empowerment literature. To understand the voices of protest in literature.

Module

1. Origin of Conscientising Literature

- (a) Meaning and Concept of Conscientising Literature
- (b) Rise and Growth of Conscientising Literature
- (c) Ideology and Literature

2. Literature of Protest

- (a) Dalit Literature
- (b) Feminist Literature
- (c) Vidrohi (Rebellious/Revolutionary) Literature

3. Role of Literature in Empowerment

- (a) Impact on Society
- (b) Impact of the West on Indian Literature
- (c) Literature and Social Movements

4. Writers of the Literature of Empowerment

- (a) Dalit Writers: Ambedkar Era and Post Ambedkar era
- (b) Feminist Writers : Pre-independence and Post- independence India
- (c) Vidrohi (Rebellious/Revolutionary) writers: Post- independence India and present trends

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Bama, *Karukku*

Namdev Dhasal, “*Hunger*”

Daya Pawar, “Blood-wave”

Keshao Meshram, *The Barriers*

Sharatchandra Muktibodh, *What is Dalit Literature?*

Baburao Bagul, *Dalit Literature is but Human Literature Books*

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L. Rise and Growth of Dalit Movement in India in the 20th Century

Objectives: To study the different Socio-Economic and Political Developments of Dalit Movement. To explore the Rise and Growth of Dalit Movement in different parts of India. To understand the significance of Dalit Movement

Module

1. Origin and Genesis of Dalit Consciousness

- (a) Lived Experience of Dalits
- (b) Socio-Cultural and Political interventions and interactions
- (c) Awakening of Dalit Consciousness

2) Ideology and Identity

- (a) Movement- Mobilization- Power
- (b) Socio-Cultural and Political Expressions and Manifestations
- (c) Socio-Cultural Transformation, Assertion of Identity

3) Rise and Growth of Dalit Movement

- (a) Dalit Movement in North India
- (b) Dalit Movement in Central India
- (c) Dalit Movement in South India

4) Dalit Movement Today and its Relevance

- (a) Ideological and Popular discourses on Dalit Movement
- (b) Ambedkarism, Dalit Movement and its Relevance
- (c) Dalit Movement in contemporary India

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M. Constitutional Safeguards for Depressed Classes in India

Objectives: To understand the historical conditions of Depressed Classes in India. To study the Constitutional Safeguards, Reservation policy and the mechanism of social inclusion through implementation of affirmative policy of reservation

Module

1. Historical background

- (a) Conditions of Depressed Classes in 19th century India
- (b) Dr. Babasaheb Ambedkar and Indian Constitution
- (c) Concept and Need of Constitutional Safeguards

2. Constitutional Safeguards for Backward Castes and Minorities

- (a) Scheduled Castes and Scheduled Tribes
- (b) OBC, Denotified Tribes and Nomadic Tribes
- (c) Minorities

3. Constitutional safeguards for Children ,Women , Labour and Differently Abled

- (a) Children
- (b) Women
- (c) Labour and Differently Abled

4. Impact of Constitutional Safeguards

- (a) Fundamental Rights, Directive Principles
- (b) Reservation Policy
- (c) Socio Economic and Political impact

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२. जाधव नरेंद्र, प्रज्ञासूर्य डॉ. आंबेडकर समग्र वैचारिक चरित्र, ग्रंथाली प्रकाशन, मुंबई, २०१४.

३. वाघ संदेश, डॉ. बाबासाहेब आंबेडकरांची सामाजिक चळवळ, अक्षरलेण प्रकाशन, सोलापूर, प्रथमावृत्ती, २०१२.

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N. Evolution of Human Rights in the 20th Century

Objectives: To acquaint Students about evolution and importance of Human Rights.

Module

1. History of Human Rights

- (a) Evolution of Human Rights
- (b) Theories of Human Rights
- (c) Role of Western Democracies in the protection of Human Rights

2. Issues and Mechanisms

- (a) Mechanisms for protection of Human Rights
- (b) World War- I and League of Nations
- (c) World War II and United Nations Organization, Universal Declaration of Human Rights in 1948 –Human Rights Commission

3. Human Rights Organisations

- (a) Governmental Human Rights Organizations
- (b) Non Government Human Rights Organisations
- (c) Civil Society and Human Rights Movement

4. Issues of Human Rights in India

- (a) Issues of Caste Discrimination, Minority Rights
- (b) Gender Discrimination, Issues of Tribals
- (c) Indian Constitution and protection of Human Rights

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O. History as Interdisciplinary Science

Objectives: To emphasize the relevance of history as an interdisciplinary science. To acquaint students about the use of Auxiliary and Ancillary Sciences in historical research.

1. History of Ancillary Sciences

- (a) Archaeology and New Archaeology to identify Cultures
- (b) Palaeography, Epigraphy, Numismatics, Archaeological Excavation
- (c) Dating Methods

2. History and Auxiliary Sciences

- (a) History and Philosophy
- (b) History and Humanities
- (c) History and Social Sciences

3. Multidisciplinary History

- (a) Legal and Constitutional History.
- (b) History And Science
- (c) History and Literature

4. Preservation of Historical Records

- (a) Archival Management
- (b) Computers and Information Technology (IT)
- (c) Digitization of Historical text

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P. History of India: Concept and Theory

Objectives: To understand the concepts and theories in Indian history. This will help students to understand the basic tenets of Indian History from the earliest times up to the present.

Module

1. Historical background of Early India

- (a) Evolution of Indian Culture
- (b) Indian Society and Religion
- (c) Political System

2. Cultural advancement and technology in Medieval India

- (a) Impact of Islam; Feudalism and Polity
- (b) Economy, Education and Architecture
- (c) Culture, Language, Science and Technology

3. Colonialism : Challenge and Response

- (a) British rule : Impact on Education, Economy, and Science.
- (b) Nature of the Uprising of 1857.
- (c) Socio-Religious Reform and Culture

4. Unity and Diversity in Contemporary India

- (a) Nationalism and Cultural cohesiveness
- (b) Linguistic States
- (c) Parliamentary Democracy, Federalism and Secularism

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Project Based Course VIII

The Project Based Course will be conducted as per the Guidelines and Regulations of the University of Mumbai