



Estd. 1962
"A++" Accredited by
NAAC (2021)
With CGPA 3.52

SHIVAJI UNIVERSITY, KOLHAPUR - 416 004,
MAHARASHTRA

PHONE : EPABX - 2609000, www.unishivaji.ac.in, bos@unishivaji.ac.in

शिवाजी विद्यापीठ, कोल्हापूर - ४१६ ००४, महाराष्ट्र

दूरध्वनी - ईपीएबीएक्स - २६०९०००, अभ्यासमंडळे विभाग - ०२३१-२६०९०९४



Ref. No./SU/BOS/Humanities/541

Date :19/07/2023

To,

The Principal,
All Concerenced Affiliated Colleges/Institutions,
Shivaji University, Kolhapur

Subject : Regarding syllabi of B. A. Part II (sem. III & IV) degree programme
under the Faculty of Humanities as per National Education Policy, 2020 (NEP)

Sir/Madam,

With reference to the subject mentioned above I am directed to inform you that the University authorities have accepted and granted approval to the revised syllabi, equivalence and nature of question paper of B. A. Part II (Sem. III & IV) under the Faculty of Humanities as per National Education Policy, 2020. (NEP)

English (Comp.)	English (Opt.)	Linguistics (I.D.S.)	Sanskrit	Kannada
Business Administration	Marathi	Ardhamagadhi	Hindi	Urdu
S.P. & Comm. Corresp.	Sociology	Political Science	Psychology	Economics
Industrial Psychology	Geography	Human Development	Philosophy	History
Defence Study (Entire)				

This syllabi shall be implemented from the academic year 2023-24 onwards . A soft copy containing the syllabus is attached herewith and it is also available on university website www.unishivaji.ac.in (Online Syllabus).

For students of Distance Education this syllabi be implemented from the academic year 2023-24.

You are therefore, requested to bring this to the notice of all students and teachers concerned.

Thanking you,

Yours faithfully

(Dr. S. M. Kubal)

Dy. Registrar

Encl : As above

Copy to,

For Information and necessary action.

Dean, Faculty of Humanities.	Computer Center/I. T. Cell.
Chairman, B.O.S./Ad-hoc oard under faculty of Humanities.	Eligibility Section.
Director, Board of Examinations & Evaluation	P. G. Seminar Section.
Appointment Section A & B	Distance Education Section.
B. A. Exam. Section.	Affiliation Section (T. 1 & T 2)
P. G. Admission Section.	

Shivaji University, Kolhapur



Accredited By NAAC with 'A ++' Grade

Syllabus in accordance with NEP

CHOICE BASED CREDIT SYSTEM

B.A. Part - I I

HISTORY

(Syllabus to be implemented from June 2023)

CHOICE BASED CREDIT SYSTEM
Syllabus in accordance with NEP
B.A. Part - I I
HISTORY (With effect from June 2023)

Semester	Paper No.	Title	Credits
III	3	History of Modern Maharashtra (1900 to 1960)	04
	4	History of India (1757-1857)	04
	IDS-1	Social Reforms in India	04
	IDS-1	Ancient Indian History and Culture-1	04
IV	5	History of Modern Maharashtra (1960-2000)	04
	6	History of Freedom Struggle (1858-1947)	04
	IDS-2	Social Reforms in Maharashtra	04
	IDS-2	Ancient Indian History and Culture-2	04

Note: Students can select...

Semester III: Either IDS-1 Social Reforms in India or IDS-1 Ancient Indian History and Culture-1

Semester IV: Either IDS-2 Social Reforms in Maharashtra or IDS-2 Ancient Indian History and Culture-2

Equivalent Papers

Semester	Paper No.	New Paper	Old Papers
III	3	History of Modern Maharashtra (1900 to 1960)	History of Modern Maharashtra (1900 to 1960)
	4	History of India (1757-1857)	History of India (1757-1857)
	IDS-1	Social Reforms in India	Social Reforms in India
	IDS-1	Ancient Indian History and Culture-1	Ancient Indian History and Culture-1
IV	5	History of Modern Maharashtra (1960-2000)	History of Modern Maharashtra (1960-2000)
	6	History of Freedom Struggle (1858-1947)	History of Freedom Struggle (1858-1947)
	IDS-2	Social Reforms in Maharashtra	Social Reforms in Maharashtra
	IDS-2	Ancient Indian History and Culture-2	Ancient Indian History and Culture-2

SEMESTER - III

Paper 3-History of Modern Maharashtra (1900 to 1960)

The first sixty years of 20th century was a period of great upheaval in Maharashtra. The events and changes that took place during this period made a lasting impact on the polity, society and economy of the region. The identity of Maharashtra region was forged during this period. This course introduces the students to the key historical events and transformations which have played an important role in making of modern Maharashtra

Course outcome:

After studying the course, the student will be able to...

1. Understand the beginnings and growth of nationalist consciousness in Maharashtra
2. Explain the contribution of Maharashtra to the national movement
3. Give an account of various movements of the peasants, workers, women and backward classes
4. Know the background and events which led to the formation of Maharashtra.

MODULE-1 Rise and Growth of Nationalism

- a) Rise of Nationalism
- b) Contribution of Gopal Krishna Gokhale
- c) Contribution of Lokmanya Tilak

MODULE -2 Role of Maharashtra in the National Movement

- a) Revolutionary Movement
- b) Non-Cooperation Movement
- c) Civil Disobedience Movement with special reference to the uprising in Solapur
- d) Quit India Movement with special reference to Prati *Sarkar* Movement

MODULE -3 Social Movements

- a) Peasants and Workers
- b) Women's rights
- c) Emancipation of Backward Classes

MODULE -4 Samyukta Maharashtra Movement

- a) Background
- b) Contribution of the Samyukta Maharashtra Samiti
- c) Events leading to the formation of Maharashtra State

Suggestive reading:

- Sukhatankar B R, Nineteenth Century history of Maharashtra, Shubadha-Saraswat Prakashan, 1988
- Lederle Mathew, Philosophical Trends in Modern Maharashtra, Popular Prakashan, Bombay, 1976.
- Masselos J.C., Towards Nationalism, Group Affiliations and the Politics Associations Nineteenth Century Western India, Popular Prakashan, Bombay, 1974.
- Dhanagare, D. N. (1990), 'Shetkari Sanghatana: The Farmers' Movement in Maharashtra — Background and Ideology', Social Action, Vol. 40
- Doctor, A.H. Low caste protest movements in 19th and 20th century Maharashtra: A study of Jotirao Phule and B.R. Ambedkar, Indian Journal of Social Science. 4(2); 1991; 199-222
- पंडित नलिनी, महाराष्ट्रातील राष्ट्रवादाचा विकास, मॉडर्न बुक डेपो, मुंबई, १९७२

- परंपरा आणि परिवर्तन, प्रा.गं बा सरदार यांचे निवडक लेख, गोखले एजुकेशन सोसायटी, पुणे, १९८८
- फडणीस जगन, शेतकरी कामगार पक्षाचे राजकारण, अजब पुस्तकालय, कोल्हापूर, १९७८.
- पर्वते विष्णू, गांधी पर्व, महाराष्ट्र साहित्य आणि संस्कृती मंडळ, १९८५
- फडके य दि, विसाव्या शतकातील महाराष्ट्र, १ ते ८ खंड,
- पाटील विनायकराव, मराठी माणसांची नवी क्षितिजे, टाकाळा प्रकाशन,
- प्रबोधनातील पाउल खुणा, प्रा.गं बा सरदार यांचे निवडक लेख, कॉन्टीनेन्टल प्रकाशन १९७८
- गडकरी माधव - संयुक्त महाराष्ट्र लढ्याचे महारथी, पुणे, १९८७
- देवगिरीकर ल्यं र - १९२० ते १९६२ काळातील राजकीय आठवणी, चित्रशाळा प्रेस प्रकाशन, पुणे, १९६५
- देशमुख जी व्ही, संयुक्त महाराष्ट्राचे मारेकरी, अरविद प्रकाशन मुंबई
- जाधव वि तू, (अनु. राज्याची कारणमीमांसा, डॉ बाबासाहेब आंबेडकर, १९५५
- शिवणीकर राघव, सातारच सिंह, अंधाटे एस एस, पुणे २०००.
- भोले भा ल., बेडकिहाळ किशोर (संपा.) बदलता महाराष्ट्र, (साठोत्तरी परिवारातच मागोवा) डॉ बाबासाहेब आंबेडकर अकादमी, सातारा, २००३.
- बेडेकर दि के, संयुक्त महाराष्ट्र, चित्रशाळा प्रेस प्रकाशन, पुणे, १९४७.
- जोशी एस एम, मी एस एम, संयुक्त महाराष्ट्र (पूर्वार्ध) कॉन्टीनेटल प्रकाशन पुणे १९८४.
- ब्रह्मे सुलभा, (संपा) ध रा गाडगीळ लेखसंग्रह, पुणे, १९७४

Paper 4- History of India (1757-1857)

This course will acquaint the students with the history of India under British rule. It will help the students to understand how the East India Company established and consolidated its rule in India. They will know about the impact of colonial rule on the Indian Economy. It will also familiarize the students with the revolts against the company rule.

Course outcome:

After studying this course, the student will...

1. Acquaint him/herself with significant events leading to establishment of the rule of East India Company
2. Know the colonial policy adopted by the company to consolidate its rule in India
3. Understand the structural changes initiated by colonial rule in Indian economy.
4. Explain the various revolts against rule of the East India Company.

MODULE- 1 Establishment of Company rule in India

- a) Causes for establishment of Company rule
- b) Struggle with Native Powers (Bengal and Mysore)
- c) Struggle with Marathas

MODULE -2 Making of a Colonial Policy

- a) Dual Government – Robert Clive
- b) Subsidiary Alliance - Lord Wellesley
- c) Doctrine of Lapse - Lord Dalhousie

MODULE -3 Making of a Colonial Economy

- a) Land revenue settlements- (Permanent Settlement, Rayatvari, Mahalvari)
- b) De-industrialization
- c) Drain of Wealth

MODULE -4 Revolts against Company Rule

- a) Tribal Revolts
- b) Revolt of 1857
- c) Queen's Proclamation of 1858 and its effects

Suggestive Readings:

- Bandyopadhyay, S. From Plassey to Partition. Delhi: Orient Longman, 2004.
- Bose, S and Ayesha Jalal. Modern South Asia: History, Culture, Political Economy. New Delhi: OUP, 1998
- Chandra, B. Nationalism and Colonialism in Modern India. Delhi: Orient Longman, 1996.
- Habib, I. Indian Economy 1757-1857: A People's History of India Series. Vol. 25 Delhi, Tulika Books, 2013
- Majumdar, Ray Choudhary, Datta- An Advanced History of India –
- Prasad, Ishwari and Subedar. - A History of Modern India
- Tara Chand, History of Freedom Movement in India – Four Volumes
- Chakravarty, Subhash, The Raj Syndrome: A study in Imperial Perceptions, 1989
- Cohn, B., Colonialism and its Forms of Knowledge, Princeton, New Jersey, Princeton University Press, 2001
- Stokes, Eric, The Peasant Armed: The Indian Rebellion of 1857, (ed.) Bayly, C.A, New Delhi, Oxford University Press, 1986
- ग्रोव्हर, बी. एल., व बेल्लेकर एन.के., आधुनिक भारताचा इतिहास - एक नवीन मुल्यांकन

IDS Paper 1-Social Reforms in India

This course is conceived to introduce the students to the social and religious change in India expressed in various social reform movements. Students will explore the significance and impact of prominent social and reform movements. It will help the students to understand how the ideals of rationalism, humanism and universalism were encouraged by the Indian social reformers. The course will attract students from a wide variety of social science disciplines.

Course Outcome:

After completion of the course, the student will be able to ...

1. Understand the salient features of prominent socio-religious reform movements
2. Explain the thought and work of Mahatma Phule for radical transformation of Indian society
3. Know the measures taken by Rajashri Shahu Maharaj for emancipation of lower classes and women
4. Understand the thoughts of Ambedkar on the annihilation of the caste system and untouchability in India
5. Know how the Indian constitution embodies the values of social justice and equality

MODULE-1 Socio-Religious Reform Movements

- a) Raja Ram Mohan Roy and Brahma Samaj
- b) Swami Dayanand Sarasvati and Arya Samaj
- c) Swami Vivekanand and Ramakrishna Mission

MODULE-2 Mahatma Phule

- a) Educational and Social Work
- b) Satyashodhak Samaj
- c) Thoughts of Mahatma Phule (with special reference to *Shetkaryancha Asud* and *Gulamgiri*)

MODULE-3 Rajashri Shahu Maharaj

- a) Educational and Social upliftment of lower classes
- b) Women's Rights
- c) Hostel Movement

MODULE-4 Dr. Babasaheb Ambedkar

- a) Thoughts on Annihilation of Caste
- b) Mahad Incident and the Temple entry movement
- c) Social Justice and Indian Constitution

Suggestive Readings:

- Kenneth W. Jones, Socio-religious reform movements in British India, Cambridge University Press, 1994
- David Kopf, The Brahma Samaj and the Shaping of the Modern Indian Mind, Princeton, 1979
- Amiya P. Sen, Social and Religious Reform, Oxford University Press, 2005
- J.T.F. Jordans, Dayananda Saraswati, Oxford University Press, Delhi, 1997
- Kopf, The Brahma Samaj and Shaping of the Modern India, Princeton University press, 1979.
- Rosalind O Hanlon, Caste Conflict and Ideology: Mahatma Jotirao Phule and low caste protest in nineteenth century western India, South Asia Publication CUP, 1985

- Salunkhe, P.B. and Mali M.G; “Chhatrapati Shahu the Pillar of Social Democracy” ; Education Department Government of Maharashtra, Gargoti, Kolhapur, 1994.
- Sarkar Sumit: “Bibliographical Survey of Social Reform Movements in the Eighteenth and Nineteenth centuries”, Indian Council of Historical Research, New Delhi, 1975.
- Vaidya, G.N, “Shahu Chhatrapati- Ruler and a Revolutionary”, Shivaji University,
- Babasaheb Ambedkar, Annihilation Of Caste, Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 1, Education Department, Government of Maharashtra, 2016
- Chavan Sheshrao, The Constitution of India: Role of Dr. B.R. Ambedkar—Legend and Reality, Atlantic ,2014.
- वाघमारे जनार्दन, स्वामी दयानंद सरस्वती, कीर्ती प्रकाशन, औरंगाबाद, २०१०
- घोष गौतम, आधुनिक भारताचे प्रेषित स्वामी दयानंद, (अनु) मोर्डेकर माधव, मेहता पब्लिशिंग हाऊस, पुणे
- शंकर, अज्ञात विवेकानंद, (अनु) गडकरी मृणालिनी, राजहंस प्रकाशन प्रा ली.
- वैद्य प्रभाकर, महात्मा फुले आणि त्यांची परंपरा, प्रेरणा- शिकवण-विपर्यास, लोकवाङ्मय मुंबई
- फडके य दि, (संपा) महात्मा फुले समग्र वाङ्मय, महाराष्ट्र साहित्य संस्कृती मंडळ, मुंबई.
- नरके हरी, संशोधनाच्या नव्या वाटा, महाराष्ट्र साहित्य संस्कृती मंडळ, मुंबई.
- कीर धनंजय, महात्मा फुले, पॉपुलर प्रकाशन, १९७३.
- पवार जयसिंगराव, (संपा) राजर्षी शाहू चरित्र, महाराष्ट्र इतिहास प्रबोधिनी, कोल्हापूर
- कीर धनंजय, बाबासाहेब आंबेडकर, पॉपुलर प्रकाशन, १९६६.

IDS Paper 1-Ancient Indian History and Culture-1

The ancient period was an era of great achievement in Indian History. The prehistoric rock-art, town planning, Vedic literature, the epics and dramas, the inter-continental cultural contacts and the architecture marvels are some of the significant achievements of the Indian people. The culture which developed during this period influenced all future developments in India and left a lasting legacy.

Course outcome:

After studying the course the student will be able to...

1. Explain the history of early humans in India
2. Understand the legacy of the Harappan Civilization.
3. Give an account of the evolution of the Vedic culture
4. Know about the tremendous economic and religious changes that took place during the 6th century B.C.
5. Acquaint himself with the glorious legacy of Ancient India

MODULE 1-Early Humans

- a. Hunter-Gatherers (Paleolithic and Mesolithic)-Life ways
- b. Settlers (Neolithic)-Life ways
- c. Megalithic (with special reference to Maharashtra)

MODULE 2-Harappan Civilization

- a. Town Planning
- b. Economic and Religious Life
- c. Decline of Harappan civilization

MODULE 3- Vedic Culture

- a. Vedic Literature (Vedas and Upanishads)
- b. Political and Economical Life
- c. Social and Religious Life

MODULE 4- India in 6th Century BC

- a. Second Urbanization
- b. Jainism
- c. Buddhism
- d. Ajivikas

Suggestive Readings:

- Allchin, Bridget, and F. Raymond Allchin. *The Rise of Civilization in India and Pakistan*, Cambridge University Press, 1982.
- Romila Thapar, *Early India (from the Origins to AD 1300)*, Penguin, London, 2002
- Upinder Singh, *A History of Ancient and Early Medieval India*, Pearson Education India, New Delhi, 2008
- A. L. Basham, *The Wonder that was India*, Pan Macmillan Limited, 2004
- R. S. Sharma, *India's Ancient Past*, Oxford University Press, New Delhi, 2005
- लक्ष्मणशास्त्री जोशी, वैदिक संस्कृतीचा इतिहास
- डी. डी. कोसंबी, प्राचीन भारतीय संस्कृतीची रूपरेखा
- म. श्री. दीक्षित, भारतीय तत्वज्ञान
- म. के. ढवळीकर, कोण्या एके काळाची सिंधु संस्कृती
- म.श्री. माटे, प्राचीन कलाभारती

SEMESTER - IV

Paper 5-History of Modern Maharashtra (1960-2000)

After 1960 a new period of development began in the state of Maharashtra. The eminent leaders played a pioneering role in this period of rapid transformation. This was also a period of massive expansion of education as well as social transformation. This course introduces the students to significant leaders, events and transformations in history of Maharashtra

Course Objectives

After completion of the course, the student will...

1. Acquaint himself with the contribution of eminent leaders of Maharashtra
2. Know about the economic transformation of Maharashtra
3. Understand the salient features of changes in society
4. Explain the growth of education

MODULE -1 Leaders

- a) Congress : Yashwantrao Chavan, Vasantdada Patil
- b) Socialist: Nagnathanna Nayakawadi, S. M. Joshi, P. K. Atre
- c) Communist: Comrade S. A. Dange

MODULE -2 Major Issues and Events

- a) Agriculture Development with special reference to the role of Vasanttrao Naik
- b) Industry –Sugar (Pravara Sugar Factory) and Milk (Aarey Dairy Mumbai)
- c) Natural Disasters (Earthquakes- Koyana 1967 and Latur 1993)

MODULE -3 Social Movements

- a) Muslim Satyashodhak Samaj
- b) Satyashodhak Communist Party
- c) Vidrohi Movement

MODULE -4 Educational Development

- a) Primary
- b) Secondary
- c) Higher and Technical Education

Suggestive readings:

- Baviskar B.S., The Politics of Development: Sugar Cooperatives in Rural Maharashtra, Oxford University Press, New Delhi, 1981
- Deshpande S.H., Economy of Maharashtra: Shri C. V. Joag Felicitation Volume Samaj Prabhodhan Sanstha, Poona, 1973
- Thakkar Usha & Kulkarni Mangesh, Politics in Maharashtra, Himalaya Publishing House, Mumbai, 1995
- Palshikar Suhas and Nitin Birmal (eds), Maharashtra Rajkaran, Pratima, Pune.
- Baviskar B.S. and Attwood Donald (eds.), Finding the Middle Path, Vistaar Publications, New Delhi, 1995
- Pradeep Chavan, The Sugar Industry in Maharashtra, EPW, Vol.53, No 8, Feb,2018.
- Mohanty, Agrarian Transformation in Western India, Economic Gains and social costs, Taylor and Francis, 2018
- Kulkarni B D. Role of Cooperative Factories, in Rural Development (An Interdisciplinary Study) Tilak Maharashtra Vidyapith Pune, 1993.
- बेडकीहाळ किशोर, बदलता महाराष्ट्र, डॉ. बाबासाहेब आंबेडकर अकॅडमी, सातारा, २०१३

- श्री. ग. मुणगेकर (संपादक), परिवर्तनाचे प्रवाह महाराष्ट्र १९३१ ते १९८१, सकाळ सुवर्णमोहोत्सव प्रकाशन, १९८१
- पाटील पी. सी., कर्मविरोपनिषद, ग्रामीण जीवन अभ्यास केंद्र १९६४.
- ठोके मो. नि. , श्रमिकांचे कैवारी, अभिनंदन प्रकाशन, कोल्हापूर, १९८३,
- पाटील सुभाष (संपा.), क्रांतिसिंह नाना पाटील स्मरणिका, हनमंतवडीये, १९९६.
- माने किरण, कथा क्रांती सूर्याची, कॉम्रेड गोविंदराव पानसरे अमृत महोत्सव समिती कोल्हापूर, २०१४.
- यादव सुमित, क्रांतिसिंह नाना पाटील जीवन व कार्य, सातारा इतिहास संशोधन मंडळ, २०१५.
- पाटील रा.तू., यशवंतराव चव्हाण: एक वादग्रस्त पण कर्तबगार, मुत्सद्दी, सन्मित्र प्रकाशन कोल्हापूर.
- पाटील रा.तू., महाराष्ट्राच्या इतिहासातील कांही ताजी पाने, वसंतराव आणि यशवंतराव, सन्मित्र प्रकाशन कोल्हापूर.
- अहिर ज. य. , क्रांतिवीर नागनाथअण्णा नायकवडी, वाळवा, २०१०
- कुलकर्णी हेरंब, दारिद्र्याची शोधयात्रा, समकालीन प्रकाशन पुणे.
- घोटाळे विवेक आणि अभय कांता, महाराष्ट्रातील दुष्काळ, युनिक अकादमी पुणे.
- देसाई दत्ता, महाराष्ट्राच्या विकासाची दिशा, हवी नवी मळवाट, परिवर्तन प्रकाशन
- गवेकर अरुण, उच्च शिक्षण समस्या प्रवाह, उत्कर्ष प्रकाशन,पुणे,२०११.
- तावडे स्नेहल, माध्यमिक व उच्चमाध्यमिक शिक्षण व्यवस्थापन: समस्या आणि उपाय, डायमंड प्रकाशन पुणे.
- शहा सुरेखा, महाराष्ट्राचे जलनायक, सुमेरू प्रकाशन.
- मोरवंचीकर रा.श्री., भारतीय जलसंस्कृती स्वरूप व व्याप्ती, सुमेरू प्रकाशन
- कणिकर राजश्री, जलसंपदा, परममित्र प्रकाशन
- पाटील दिनेश, असंतोषाचा अब्राम्हणी क्रांतिसूर्य कॉम्रेड शरद पाटील, पार्थ पब्लिकेशन. कोल्हापूर,२०१९.

Paper 6-History of Freedom Struggle (1858-1947)

The course is designed to study the freedom struggle in India from 1858 to 1947. It will familiarize the students with events leading to emergence of national consciousness in India. They will be acquainted with the prolonged struggle launched by the Indian National Congress under the leadership of Mahatma Gandhi. They will also know about the struggle of the revolutionaries, leftists and the Indian National Army. The course will introduce students to the concept of Communalism and the process which led to the partition of India.

Course Objectives:

After completion of this course, the student will be able to...

- 1) Understand the events which lead to the growth of nationalism in India
- 2) Acquaint himself with the freedom struggle under the leadership of Mahatma Gandhi
- 3) Explain the contribution of Revolutionaries, Left Movement, and Indian National Army
- 4) Understand the gravity of Communalism and the partition of India

MODULE- 1 Rise of Nationalism

- a) Formation of Indian National Congress
- b) Contribution of Moderates
- c) Contribution of Extremists (Swadeshi Movement and Home Rule Movement)

MODULE -2 Gandhian Era

- a) Non-Cooperation Movement
- b) Civil Disobedience Movement
- c) Quit India Movement

MODULE -3 Other Strands

- a) Revolutionary Movement
- b) Leftist Movement
- c) Subhash Chandra Bose and Indian National Army

MODULE -4 Communalism and Partition

- a) Concept of Communalism
- b) Causes for Partition
- c) Effects of Partition

Suggestive Readings:

- Bandyopadhyay, S. From Plassey to Partition. Delhi: Orient Longman, 2004.
- Chandra Bipan, Rise and Growth of Economic Nationalism in India, Delhi, 1966
- Chandra, B. Nationalism and Colonialism in Modern India. Delhi: Orient Longman 1996.
- Mujumdar R. C., British Paramountcy & Indian Renaissance, Part I & II, Bhartiya Vidhya Bhavan (3rd Ed.) 1991.
- Bhattacharjee, Arun, History of Modern India (1707 – 1947), Ashish Publishing House, New Delhi 1976
- Dutt, R.P. India Today. Calcutta: Manisha, 1986
- Tara Chand, History of Freedom Movement in India, Vol. 1 to 4, Publication Division, Government of India, New Delhi, 1961-1972
- Chousalkar, Ashok, Indian Idea of Political Resistance, Ajanta Publication, Delhi 1990
- B.R. Nanda (ed), Gokhale: The Indian Moderates and the British Raj, Princeton University Press, New Jersey, 1977
- Daniel Argov, Moderates and Extremists in the Indian National Movement,
- ताराचंद , भारतीय स्वतंत्रता आंदोलन का इतिहास खंड-१,२,३,४,(हिंदी)
- चंद्र, व इतर (अनु. मा. कृ. पारधी), स्वातंत्र्याचा लढा, नॅशनल बुक ट्रस्ट इंडिया, नवी दिल्ली .
- ग्रीव्हर, बी. एल. व बेल्लेकर एन.के., आधुनिक भारताचा इतिहास - एक नवीन मुल्यांकन
- जावडेकर, श. द. , आधुनिक भारत
- केळकर, श्रीपाद, असहकाराचे आंदोलन
- प्रधान, ग. प्र., स्वातंत्र्याचे महाभारत
- तळवलकर, गोविंद, नवरोजी ते नेहरू,
- तळवलकर, गोविंद , सत्तांतर, भाग-१,२
- लिमये, मधु, स्वातंत्र्य चळवळीची विचारधारा, समाजवादी मिल् बिरादरी, पुणे.
- सरकार, सुमित, आधुनिक भारत का इतिहास , राजकमल प्रकाशन, नई दिल्ली. (हिंदी)
- शुक्ल, आर. एल.(संपा.), आधुनिक भारत का इतिहास (स्वतंत्रता प्राप्ती एंव देश विभाजन तक) माध्यम कार्यान्वय निदेशालय, नई दिल्ली. (हिंदी)
- दत्त, रजनी पाम, आज कालचा भारत, डायमंड पब्लिकेशन, पुणे.
- वाळिंबे, व्ही.एस., सत्तावन ते सत्तेचाळीस, स्वातंत्र्य लढ्याची संस्मरणीय कहाणी, राजहंस पब्लिकेशन पुणे.

IDS Paper 2-Social Reforms in Maharashtra

Fundamental changes took place in the society of Maharashtra during the 19th and 20th centuries. The beginnings of Western education, press and industrialization made a lasting impact on the thinking of people. Eventually some reform-oriented people started movements to reform the society. This course introduces the students to the salient features of social reforms in Maharashtra.

Course outcome:

After studying the course, the student will be able to...

- 1) Know about the beginnings of social reforms in Maharashtra by the Paramhansa Mandali and Prarthana Samaj.
- 2) Understand the contribution of women reformers
- 3) Explain the contribution of social reformers in the fight for social justice
- 4) Explain the role played by educational reforms in transformation of society.

MODULE-1 Beginnings of Social Reform

- a) Social condition in early 19th century
- b) Paramhansa Mandali
- c) Prarthana Samaj

MODULE -2 Women Reformers

- a) Savitribai Phule
- b) Tarabai Shinde
- c) Pandita Ramabai

MODULE -3 Social Reformers

- a) Lahuji Salve
- b) Maharshi Vitthal Ramji Shinde
- c) Gadage Maharaj
- d) Annabhau Sathe

MODULE -4 Educational Reforms

- a) Karmaveer Bhaurao Patil
- b) Dr. Bapuji Salunkhe
- c) Punjabrao Deshmukh

Suggestive Readings:

- Kenneth W. Jones, Socio-religious reform movements in British India, Cambridge University Press, 1994
- Amiya P. Sen, Social and Religious Reform, Oxford University Press, 2005
- Articles on Paramhansa Sabha, Prarthana Samaj, Satyashodhak Samaj in Murali Ranganathan (ed.), The Collected Works of JV Naik, Asiatic Society of Mumbai, 2016
- Ravindra Kumar, Western India in the Nineteenth Century: A study in the social history of Maharashtra: Volume 27 (Studies in Social History) Routledge & Kegan Paul, 1968
- Feldhaus Anne (Edit) Images of Women in Maharashtrian Society, State University of New York Press, 1998
- The Pandita Ramabai Story: In Her Own Words, Mukati Mission Clinton, 2018
- Ganachari A. G., Nationalism and Social Reform in a Colonial Situation, Kalpaze, Publication, New Delhi, 2005.
- Ghugare Shivprabha, Renaissance in Western India: Karmveer V.R. Shinde Himalaya Publishing House, Bombay, 1983.

- पवार बा. ग. , महर्षी विठ्ठल रामजी शिंदे, मातृभूमी प्रकाशन पुणे
- माळी मा. गो. , सावित्रीबाई फुले समग्र वाडमय
- पवार ब. ग., सावित्रीबाई फुले चरित्र, मातृभूमी प्रकाशन, पुणे

- खोले विलास, (संपा) स्त्री पुरुष तुलना, ताराबाई शिंदे, संशोधित आवृत्ती, प्रतिमा प्रकाशन, १९९७

- पवार एम. जी. , महर्षी विठ्ठल रामजी शिंदे समग्र वाडमय, अक्षरधारा प्रकाशन, कोल्हापूर

- भगत रा. तू., समतासूर्य गाडगेबाबा, चैतन्य प्रकाशन कोल्हापूर.
- भगत रा. तू., चैतन्य प्रकाशन कोल्हापूर असे होते गाडगेबाबा.
- घोडे अनंत, कोल्हापूर सशत्रु क्रांतीचे जनक लहूजी वस्ताद
- कदम सोमनाथ डी., मातंग समाजाचा इतिहास, अरुणा प्रकाशन लातूर.
- साहित्यरत्न लोकशाहीर अण्णाभाऊ साठे, निवडक वाडमय, खंड क्र १ व २ लोकशाहीर अण्णाभाऊ साठे चरित्र साधने प्रकाशन समिती, महाराष्ट्र शासन, मुंबई
- गुरव बाबुराव, अण्णाभाऊ साठे समाज विचार आणि साहित्य विवेचन,, लोकवाडमय प्रकाशन मुंबई
- सुर्वे गजानन, शिक्षण महर्षी बापुजी साळुंखे चरित्र ग्रंथ, , शिक्षण महर्षी बापुजी साळुंखे सत्कार समिती, कराड १९८१
- मोहिते कल्पना, डॉ पंजाबराव देशमुख यांचे जीवन व कार्य, मुक्ता पब्लिशिंग हाउस कोल्हापूर, २०१२.

IDS Paper 2: Ancient Indian History and Culture -2

The ancient period saw the emergence of several powerful political states, notably the Mauryan, Satvahana and Kushana empires. Later the Guptas and King Harshavardhana consolidated their rule in North India. These political developments were accompanied by efflorescence in literature, art and literature. The extraordinary achievements of Indians in architecture, painting, drama, and science shaped their civilization.

Course outcome:

After studying the course, the student will be able to ...

1. Explain the foundation, growth, and achievements of the Mauryan kings
2. Know about the life and work of Satvahana and Kushana Kings
3. Explain the achievements of Gupta Kings
4. Understand the cultural efflorescence that took place in Ancient India.

MODULE 1-Mauryan Empire

- a. Chandragupta Maurya and the foundation of Empire
- b. Ashoka and his Dhamma
- c. Literature, Art, and Architecture

MODULE 2-The Age of Satvahana and Kushana

- a. Major rulers of Satvahanas: Satkarni I and Gautamiputra Satkarni
- b. Major ruler of Kushanas: Kanishka
- c. Literature, Art, and Architecture

MODULE 3- Gupta and Post-Gupta period

- a. Major Gupta Rulers: Samudragupta and Chandragupta II
- b. Harshavardhana
- c. Literature, Art, and Architecture

MODULE 4- Legacy of Ancient India

- a. Monuments: Stupa (Sanchi), Kailas Temple (Ellora), Chaitya-Vihara (Karle)
- b. Paintings (Ajanta) and Sculptures (Gandhara and Mathura style)
- c. Literature and Science: Epics (Ramayana and Mahabharata) and Drama of Kalidas

Suggestive Readings:

- Allchin, Bridget, and F. Raymond Allchin. The Rise of Civilization in India and Pakistan, Cambridge University Press, 1982.
- Romila Thapar, Early India (from the Origins to AD 1300), Penguin, London, 2002
- Upinder Singh, A History of Ancient and Early Medieval India, Pearson Education India, New Delhi, 2008
- A. L. Basham, The Wonder that was India, Pan Macmillan Limited, 2004
- R. S. Sharma, India's Ancient Past, Oxford University Press, New Delhi, 2005
- लक्ष्मणशास्त्री जोशी, वैदिक संस्कृतीचा इतिहास
- डी. डी. कोसंबी, प्राचीन भारतीय संस्कृतीची रूपरेखा
- म. श्री. दीक्षित, भारतीय तत्वज्ञान
- म. के. ढवळीकर, कोण्या एके काळाची सिधु संस्कृती
- म.श्री. माटे, प्राचीन कलाभारती

Structure of Question Paper Faculty of Humanities

University Exam-40 Marks

B.A.-Part II (Semester III/IV) Examination Oct./March, 20.... (NEP-CBCS)

History

Subject Code, Paper No. and Title:.....

Day and Date:

Total Marks: 40

Time:

Instruction: 1) All Questions are compulsory

2) Figures to the right indicate full marks

Q. 1 Complete the following sentences by choosing correct alternatives (05)

1).....

a) b) c) d)

2).....

a) b) c) d)

3).....

a) b) c) d)

4).....

a) b) c) d)

5).....

a) b) c) d)

Q. 2 Write short notes (any THREE out of five) (15)

- a.
- b.
- c.
- d.
- e.

Q. 3 Write detail answers on any TWO (out of four) of the following (20)

- A.
- B.
- C.
- D.

Internal Evaluation-10 Marks

B.A.-II, Semester III-Group Activity

B.A.-II, Semester IV-Oral Examination