

Ref. No./SU/BOS/Humanities/542

Date :19/07/2023

To,

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

2. The Head,
All Concerenced Department,
Shivaji University, Kolhapur

Subject : Regarding syllabi of M. A. & M.R.S. 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 M. A. & M.R.S. Part II (Sem. III & IV) under the Faculty of Humanities as per National Education Policy, 2020. (NEP)

English	Hindi	Marathi	Sanskrit	History
Sociology	Economics	Political Science	Russian	M.R.S.
Bhasha Proudyogiki	Criminal and Forensic Psychology	Clinical Psychology	Counselling Psychology	Industrial Psychology

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 yerar 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 Board under faculty of Humanities.	Eligibility Section.
Director, Board of Examinations & Evaluation	P. G. Seminar Section.
Appointment Section A & B	Distance Education Section.
M. A. Exam. Section.	Affiliation Section (T. 1 & T 2)
P. G. Admission Section.	

Shivaji University, Kolhapur



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Accredited By NAAC

Revised Syllabus for Master of Arts [M. A. History]

Faculty of Humanities

Syllabus in accordance with NEP

M. A. Part - II (Semester III and Semester IV)

(Subject to the modifications to be made from time to time)

Syllabus to be implemented from June 2023



SHIVAJI UNIVERSITY, KOLHAPUR
Syllabus for M. A.-II History Programme
(to be introduced from June 2023)

OBJECTIVES:

1. The programme seeks to transform the students into citizens who are critically informed about the past and its consequences for the present
2. It aims to promote studies in history, society, and culture of Maharashtra in general and Maratha history in particular.
3. It wants to empower students to cope with the challenges of globalization by instilling in them a life-long passion for learning about the past.
4. We believe that knowledge about the interconnections between the global, national, regional, and local history will equip the students to face the challenges with confidence

PROGRAMME OUTCOMES:

1. To provide students with critical understanding of Indian society, economy, polity and culture through a historical perspective
2. To prepare students for a range of careers by teaching them courses which will impart them with a set of transferable skills while studying history of India and the World as well as museology
3. To stimulate intellectual curiosity and research attitude in the students through the study and research of local, regional, national and global history.
4. It introduces the students to major concepts, ideas and events which created the modern world so that they will be able to place historical events in a larger context.
5. To acquaint the students with the various Indian and foreign traditions of history writing and the debates generated about the nature of history as a discipline.

PROGRAMME SPECIFIC OUTCOMES

1. Students will have knowledge of the chronology, narrative, major events, personalities and turning points of the history of the India and 20th Century Modern World
2. They will be able to analyse and evaluate the evidence in its historical and cultural context and use that evidence to build and support an argument
3. Students will demonstrate a critical understanding of the significance of historiographical developments in the discipline
4. The students will demonstrate an awareness of current historical debates
5. Students will develop an informed familiarity with multiple cultures and understand the value of diversity

MA PROGRAMME/COURSE STRUCTURE

SEM	DSC	DSE / OEC / GEC / IDS	Research Project	AECC/ Languages	Skill Enhancement Courses (SEC) Multidisciplinary	Total
I	2 x 4 =8	2 x 4 = 8		Internship/ Apprenticeship (4)	SEC- I (2)	22
II	2 x 4 =8	2 x 4 = 8	(Research Project) (4)		SEC—II (2)	22
III	2 x 4 =8	2 x 4 =8			SEC-III (2)	18
IV	2 x 4 =8	2 x 4 = 8			SEC- IV (2)	18
	Total Credits					80

DSC= Discipline Specific Core Course

DSE = Discipline Specific Elective (Elective courses offered under the main discipline/subject of study are referred to as *Discipline Specific Elective* course)

AECC= Ability Enhancement Compulsory Courses

SEC = Skill Enhancement Courses: Students must complete SEC course for every semester of credit. SEC courses are value based and/or skill based and are aimed at providing hands-on trainings, competencies, skills etc; These courses may be chosen from pool of courses designed to provide value bases and/or skill-based knowledge.

M.A. History Part 2 SEMESTER III

Course Number	Course Title	Credits	Marks
Discipline Specific Core Courses			
DSC-01	Traditions of History Writing	04	100
DSC-02	Twentieth Century World (1900 to 1950)	04	100
Discipline Specific Elective Courses			
Group-A Choose only one paper from the Group			
DSE-01	Ancient South Asian Civilizations	04	100
DSE-02	Ancient European Civilizations	04	100
DSE-03	Ancient West Asian Civilizations	04	100
DSE-04	Ancient Civilizations in American Continent	04	100
Group-B Choose only one paper from the Group			
DSE-05	Nationalist China (1900 – 1950)	04	100
DSE-06	History of Modern Japan (1868 to 1945)	04	100
DSE-07	Twentieth Century West Asia	04	100
DSE-08	History of Russia (1900- 1950)	04	100
Group-C Choose only one paper from the Group			
DSE-09	Interdisciplinary Research Methods	04	100
DSE-10	The Practice of Oral History	04	100
DSE-11	Concepts and Methods of Local History	04	100
DSE-12	History in Digital Age	04	100
Group-D Choose only one paper from the Group			
DSE-13	History of Cinema	04	100
DSE-14	Marathi Literature and History in Colonial India	04	100
DSE-15	Understanding India through Cinema	04	100
DSE-16	Forts of Maharashtra	04	100
Group-E Choose only one paper from the Group			
DSE-17	Maritime History of India	04	100
DSE-18	Economic History of 19th Century India	04	100
DSE-19	Environmental History of India	04	100
DSE-20	History of Science and Technology in India	04	100
SKILL ENHANCEMENT COURSES (SEC)			
SEC-III	As per bucket	02	50

Abbreviations:

DSC: Discipline Specific Core Course

DSE: Discipline Specific Elective

SEC: Skill Enhancement Course

Equivalent Papers

Course Number	New Papers	Old Papers
DSC-01	Traditions of History Writing	Traditions of History Writing
DSC-02	Twentieth Century World (1900 to 1950)	Twentieth Century World (1900 to 1950)

Discipline Specific Elective Courses

Group-A Choose only one paper from the Group		
DSE-01	Ancient South Asian Civilizations	Ancient South Asian Civilizations
DSE-02	Ancient European Civilizations	Ancient European Civilizations
DSE-03	Ancient West Asian Civilizations	Ancient West Asian Civilizations
DSE-04	Ancient Civilizations in American Continent	Ancient Civilizations in American Continent
Group-B Choose only one paper from the Group		
DSE-05	Nationalist China (1900 – 1950)	Nationalist China (1900 – 1950)
DSE-06	History of Modern Japan (1868 to 1945)	History of Modern Japan (1868 to 1945)
DSE-07	Twentieth Century West Asia	Twentieth Century West Asia
DSE-08	History of Russia (1900- 1950)	History of Russia (1900- 1950)
Group-C Choose only one paper from the Group		
DSE-09	Interdisciplinary Research Methods	Interdisciplinary Research Methods
DSE-10	The Practice of Oral History	The Practice of Oral History
DSE-11	Concepts and Methods of Local History	Concepts and Methods of Local History
DSE-12	History in Digital Age	History in Digital Age
Group-D Choose only one paper from the Group		
DSE-13	History of Cinema	History of Cinema
DSE-14	Marathi Literature and History in Colonial India	Marathi Literature and History in Colonial India
DSE-15	Understanding India through Cinema	Understanding India through Cinema
DSE-16	Forts of Maharashtra	Forts of Maharashtra
Group-E Choose only one paper from the Group		
DSE-17	Maritime History of India	Maritime History of India
DSE-18	Economic History of 19th Century India	Economic History of 19th Century India
DSE-19	Environmental History of India	Environmental History of India
DSE-20	History of Science and Technology in India	History of Science and Technology in India
SEC-III	As per bucket	As per bucket

M.A. History Part 2 SEMESTER IV

Course Number	Course Title	Credits	Marks
Discipline Specific Core Courses			
DSC-03	Recent Trends in History Writing	04	100
DSC-04	Twentieth Century World (1950 to 2000)	04	100
Discipline Specific Elective Courses			
Group-A Choose only one paper from the Group			
DSE-21	Communist China (1930 – 1997)	04	100
DSE-22	Japan Since 1945	04	100
DSE-23	The History of Israel – Palestine Conflict	04	100
DSE-24	Struggle for Civil Rights in USA and South Africa (till 1965)	04	100
Group-B Choose only one paper from the Group			
DSE-25	Political Leaders of 19th Century Western Europe	04	100
DSE-26	Science and Technology in Europe	04	100
DSE-27	Intellectual History of Modern Europe	04	100
DSE-28	History of Renaissance and Reformation in Europe	04	100
Group-C Choose only one paper from the Group			
DSE-29	History of Indian Women	04	100
DSE-30	Peasant Movements in Colonial India	04	100
DSE-31	Labour Movements in Colonial India	04	100
DSE-32	Dalit Movement in Colonial India	04	100
Group-D Choose only one paper from the Group			
DSE-33	Introduction to Archaeology	04	100
DSE-34	Introduction to Museology	04	100
DSE-35	History of Travel and Tourism in India	04	100
DSE-36	Conservation of Heritage	04	100
Group-E Choose only one paper from the Group			
DSE-37	Colonialism and Princely States in India	04	100
DSE-38	British Paramountcy and SMC states in 19th Century	04	100
DSE-39	Freedom Movement in SMC States in 19th c.	04	100
DSE-40	Princely State of Kolhapur: Glimpses of Cultural History	04	100
SKILL ENHANCEMENT COURSES (SEC)			
SEC-IV	As per bucket	02	50

Abbreviations:

DSC: Discipline Specific Core Course

DSE: Discipline Specific Elective

SEC: Skill Enhancement Course

Equivalent Papers

Course	New Paper	Old Paper
DSC-03	Recent Trends in History Writing	Recent Trends in History Writing
DSC-04	Twentieth Century World (1950 to 2000)	Twentieth Century World (1950 to 2000)

Discipline Specific Elective Courses

Group-A Choose only one paper from the Group		
DSE-21	Communist China (1930 – 1997)	Communist China (1930 – 1997)
DSE-22	Japan Since 1945	Japan Since 1945
DSE-23	The History of Israel – Palestine Conflict	The History of Israel – Palestine Conflict
DSE-24	Struggle for Civil Rights in USA and South Africa (till 1965)	Struggle for Civil Rights in USA and South Africa (till 1965)
Group-B Choose only one paper from the Group		
DSE-25	Political Leaders of 19th Century Western Europe	Political Leaders of 19th Century Western Europe
DSE-26	Science and Technology in Europe	Science and Technology in Europe
DSE-27	Intellectual History of Modern Europe	Intellectual History of Modern Europe
DSE-28	History of Renaissance and Reformation in Europe	History of Renaissance and Reformation in Europe
Group-C Choose only one paper from the Group		
DSE-29	History of Indian Women	History of Indian Women
DSE-30	Peasant Movements in Colonial India	Peasant Movements in Colonial India
DSE-31	Labour Movements in Colonial India	Labour Movements in Colonial India
DSE-32	Dalit Movement in Colonial India	Dalit Movement in Colonial India
Group-D Choose only one paper from the Group		
DSE-33	Introduction to Archaeology	Introduction to Archaeology
DSE-34	Introduction to Museology	Introduction to Museology
DSE-35	History of Travel and Tourism in India	History of Travel and Tourism in India
DSE-36	Conservation of Heritage	Conservation of Heritage
Group-E Choose only one paper from the Group		
DSE-37	Colonialism and Princely States in India	Colonialism and Princely States in India
DSE-38	British Paramountcy and SMC states in 19th Century	British Paramountcy and SMC states in 19th Century
DSE-39	Freedom Movement in SMC States in 19th c.	Freedom Movement in SMC States in 19th c.
DSE-40	Princely State of Kolhapur: Glimpses of Cultural History	Princely State of Kolhapur: Glimpses of Cultural History
SEC-IV	As per bucket	As per bucket

Rules regarding selection of Core Course, Discipline Specific Elective, and Interdisciplinary Course for Semester-III and IV:

- 1) In each semester, every student must study four Courses [carrying 100 marks each].
- 2) The Discipline Specific Core Course (DSC) will be compulsory for all students.
- 3) In each semester, a student should choose two Discipline Specific elective Courses (DSE). They can choose any course from the groups A to E, however, it should be remembered that they can choose only one course from any group.
- 4) It is also compulsory for each student to study one Skill Enhancement Course (SEC) of 50 marks [i.e., SEC] in each semester. These courses are value based/ skill based and are aimed at providing hands on training, competencies, skills etc. These courses may be chosen from a pool of courses designed to provide value based or skill-based knowledge.
- 5) For introducing a Discipline Specific elective for teaching, a minimum enrolment of 05 students would be necessary and maximum 10 to 15 students will be permitted to offer any Discipline Specific elective
- 6) The Departmental Committee reserves right to introduce the number of Discipline Specific elective be taught during every Semester and the number of students to be restricted for any Discipline Specific elective.

Exam Pattern for M.A. Part II

1. Term Work- Assignment/ Seminar/ Open Book Test/ Presentation/Project – 20 marks
2. Semester Exam for each paper – 80 marks

Question Paper Pattern for M.A. Part II

M.A. (HISTORY SEMESTER-I/II/III/IV EXAMINATION, -----

Course No.---- - Course Title-----

Day and Date :

Total Marks: 80

Duration :03 Hours

Instructions: 1) All questions are compulsory.

2) All questions carry equal marks.

Q. No. 1:	(A) Multiple Choice Questions (Five) (2 Marks Each)	10
	(B) Answer in One or Two Sentences (Five) (2 Marks Each)	10
Q. No. 2	Short notes (Any four out of six)	20
Q. No. 3:	Descriptive Type Questions with internal choice	20
Q. No. 4:	Descriptive Type Question with internal choice.	20

SYLLABUS OF DSC and DSE Subjects

M.A. Humanities (CBCS) Semester III

DSC-01 Traditions of History Writing

(This course explores the ways in which history was written since ancient times. It is designed to take a panoramic survey of the historical traditions prevailing in Europe and Asia. The course will acquaint students to the salient features of the tradition of history writing during the ancient, medieval and modern periods. They will learn about the deep and sophisticated consciousness of history embedded in the various traditions of history writing in India)

Module 1: Ancient and Medieval Traditions

- a) Greco- Roman
- b) Arabic
- c) Indian: Itihasa- Purana and Persian

Module 2: Modern European Traditions

- a) Positivist
- b) Marxist
- c) Annals

Module 3: Modern Indian Traditions

- a) Colonial (Orientalist, Imperialist and Cambridge)
- b) Nationalist
- c) Marxist

Module 4: Tradition of 'History from Below' in India

- a) Non- Brahmin Historiography
- b) Subaltern
- c) Feminist

Suggested Readings:

- Ranajit Guha, *A Subaltern Studies Reader, 1986-1995* (University of Minnesota Press, 1997)
- E. Sreedharan, *A Textbook of Historiography, 500 B.C. to A.D. 2000* (Orient Blackswan, 2004)
- Georg G. Iggers, *Historiography in the Twentieth Century: From Scientific Objectivity to the Postmodern Challenge* (Wesleyan University Press, 2005)
- Tej Ram Sharma, *Historiography: A History of Historical Writing* (Concept Publishing Company, 2005)
- Ernst Breisach, *Historiography: Ancient, Medieval, and Modern, Third Edition* (University of Chicago Press, 2007)
- Michael Bentley, *Modern Historiography: An Introduction* (Routledge, 2005)
- Andreas Mehl, *Roman Historiography* (John Wiley & Sons, 2011)
- Peter Burke, *The French Historical Revolution: The Annales School, 1929-2014* (Stanford University Press, 2015)
- Abd Al-Aziz Duri, *The Rise of Historical Writing Among the Arabs* (Princeton University Press, 2014)
- Beverly Southgate, *What Is History For?* (Routledge, 2006)
- Umesh Bagade, *Ambedkar's Historical Method (A Non-Brahminic Critique of Positivist History)*, Critical quest, New Delhi, 2015

मराठी ग्रंथ:

- ई.एच. कार (अनुवाद वि. गो. लेले), *इतिहास म्हणजे काय?*, कॉटीनॅटल प्रकाशन, पुणे, १९९४
- सदाशिव आठवले, *इतिहासाचे तत्त्वज्ञान*, प्राज्ञपाठशाला, वाई, १९६७
- प्रभाकर देव, *इतिहासशास्त्र: संशोधन, अध्यापन आणि लेखनपरंपरा*, ब्रेनटॉनिक प्रकाशन, नाशिक, २००७
- शांता कोठेकर, *इतिहास: तंत्र आणि तत्त्वज्ञान*, श्री साईनाथ प्रकाशन, नागपूर, २००५
- वा. सी. बेंद्रे, *साधन चिकित्सा*, लोकवाङ्मयगृह प्रकाशन, मुंबई, १९७२
- ग. ह. खरे, *संशोधनाचा मित*, भारत इतिहास संशोधन मंडळ, १९५१
- बी. एन. सरदेसाई, *इतिहासलेखनशास्त्र*, फडके प्रकाशन, कोल्हापूर २००२
- कॉमेजर हेन्री स्टील, *इतिहास स्वरूप आणि अभ्यास* (भाषांतर वळसंगकर कृ.ना.), मॅजेस्टिक प्रकाशन, १९६९
- पगडी सेतु माधवराव, *इतिहास आणि कल्पित*, परचुरे प्रकाशन, १९८८
- प्रतिमा परदेशी आणि विद्युत भागवत, *अब्राह्मणी स्त्रीवादी इतिहासलेखनाच्या दिशेने*, सुगावा प्रकाशन, पुणे १९९८
- शरद पाटील, *मार्क्सवाद – फुले- आंबेडकरवाद*, सुगावा, पुणे, १९९३
- प्रवीण चव्हाण, *दुय्यम जनसमूहाचे इतिहास- सबाल्टर्न स्टडीज*, भास्कर लक्ष्मण भोळे आणि किशोर बेडकीहाळ (संपादित), *शतकांतराच्या वळणावर*, डॉ. बाबासाहेब आंबेडकर अकादमी, सातारा, २००६, पु. ४८४ -४९७
- *इतिहास लेखन मीमांसा*, निवडक समाज प्रबोधन पत्रिका, खंड-१, लोकवाङ्मय गृह, २०१०
- प्रभाकर गद्रे, *इतिहास लेखनाच्या परंपरा*, २००४
- जास्वंदी वांबूरकर, *इतिहासातील नवे प्रवाह*, डायमंड पब्लिकेशन्स, पुणे, २०१४

DSC-02 Twentieth Century World (1900 to 1950)

(The Twentieth century has been a time of upheaval and very rapid change. The course takes the world as the unit of analysis and seeks to help students understand how the world evolved in the first half of the twentieth century. It introduces the students to major concepts, ideas and events which created the modern world so that they will be able to place historical events in a larger context)

Module 1: Legacy of Nineteenth Century

- a) Rise of Nationalism: France, Italy, Germany
- b) Growth of Imperialism: U. K., Germany, France and Japan
- c) System of Alliances: Triple Alliance, Triple Entente

Module 2: World Order up to 1919

- a) Background of World War I
- b) Nature and Effects World War I
- c) Russian Revolution (1917): Establishment of Socialist State, Responses and Reactions in the World

Module 3: World between the two wars

- a) League of Nations: success and failure
- b) Great Depression- Causes and Consequences
- c) Rise of Dictatorships: Italy and Germany

Module 4: Second World War and After

- a) Nature and Effects of Second World War
- b) UNO and concept of World Peace
- c) Origins of Cold War
- d) Communist Revolution in China and its Impact on World Politics

Suggested Readings:

- Arjun Dev, *Contemporary World History (Eng Edn)*. Orient BlackSwan, 2009.
- Eric Hobsbawm, *Age Of Empire: 1875-1914*. Hachette UK, 2010.
- William R Keylor,, and Jerry Bannister. *The Twentieth Century World: An International History*. Oxford University Press, 2005.
- Norman Lowe,. *Mastering Modern World History*. Macmillan International Higher Education, 2013.
- Sneh Mahajan,. *Issues in Twentieth-Century World History*. Macmillan, 2009.
- John Merriman, *A History of Modern Europe: From the Renaissance to the Present, Third Edition*. W. W. Norton & Company, 2009.
- David Thomson, *Europe Since Napoleon*. Penguin Books, 1990.
- Grenville J.A.S., *History of the World in the 20th Century*, Harper Collins Publishers
- Knapp H.C., Fisher- *The Modern World*, (SBW Publishers) New Delhi, 1991
- H.K. Chhabra., *History of Modern World Since 1914* , Surjeet Publication, New Delhi, 1989
- Norman D. Palmer and Howard C.Perkins, *International Relations*, London,1957

मराठी ग्रंथ:

- दि. वि.गोखले, *पहिले महायुद्ध*, दिवि प्रकाशन, १९९४
- पंढरीनाथ सावंत, *पहिले महायुद्ध का झाले ? कसे झाले?*, २००४

- वि. गो.दिघे, रशियन राज्य क्रांती, पॉप्युलर प्रकाशन , मुंबई, १९८९
- वाळिबे वि.स., दुसरे महायुद्ध, मॅजेस्टिक बुक स्टोल, १९७५
- सावंत पंढरीनाथ, खलनायक दुसऱ्या महायुद्धाचा, मनोरमा प्रकाशन, मुंबई १९९४
- चर्चिल विन्स्टन (अनु.कुवाडेकर वि.वा.), दुसरे महायुद्ध, महाराष्ट्र राज्य साहित्य संस्कृती मंडळ, मुंबई, १९७८
- सावंत पंढरीनाथ, दुसरे महायुद्ध ते शीतयुद्ध, मनोरमा प्रकाशन, मुंबई, २००४
- वाळिबे वि.स., हिटलर , मॅजेस्टिक प्रकाशन, १९८२
- ह.अ भावे, हिटलर, वरदा प्रकाशन, पुणे, १९७८ (सहावी आवृत्ती- २०१३)
- वि. र.काळे, असा घडला हिटलर, वसंत बुक स्टॉल, २००४
- पाध्ये यशवंत, मुसोलिनी, पॅरामाऊंट प्रकाशन, १९८६
- मदन पाटील, मुसोलिनी, श्रीस्वामी पब्लिकेशन्स, पुणे, २००१
- म.य. दळवी, माओ आणि चीन, परिमल प्रकाशन, १९८४
- वि. ग.कानिटकर, माओक्रांतीचे चित्र आणि चरित्र, मनोरमा प्रकाशन , १९९७
- मोडक स.ह., माओ त्से – तुंगची आत्मकथा , १९५०
- ना. रा. खेकाळे, जगातील महान राष्ट्रनेते, श्री मंगेश प्रकाशन, २००२
- वा. दा. रानडे, माओचा चीन, शशी पटवर्धन, मुंबई. १९६७

DSE-01 Ancient South Asian Civilizations

(Asian civilizations are among the earliest civilizations in the world. The Indus Valley civilization left a profound legacy of urbanization and trans-continental trading network. It left behind a glorious heritage for our nation. Ancient China too produced what has become the oldest, still extant, culture in the world. The ancient Chinese made significant innovations in philosophy, politics, economy, ethics, military affairs, science and technology, and fine arts. The course seeks to understand the rise and growth as well as the legacy of both the civilizations)

Module 1: Indus Valley Civilization I

- a) Scope- Major Sites (Dholavira, Kalibangan, Mohenjodaro, Harappa)
- b) Government
- c) Economy
- d) Society

Module 2: Indus Valley Civilization II

- a) Technology
- b) Religion
- c) Culture
- d) Causes of Decline

Module 3: Chinese Civilization I

- a) Dynasties- Bronze and Iron Age (Shang-Zhou-Warring States)
- b) Dynasties- Imperial China (Early-Qin-Han-Jin; Middle-Sui, Tang, Song; Late-Yuan-Ming-Qing)
- c) Government
- d) Economy

4. Chinese Civilisation II

- a) Society
- b) Literature and Philosophy
- c) Religion,
- d) Culture

Suggested Readings:

- Allchin, F. R. (ed.), *The Archaeology of Early Historic South Asia: The Emergence of Cities and States* (Cambridge University Press, 1995)
- Lahiri, Nayanjot (ed.) (2000). *The Decline and Fall of the Indus Civilization*. Delhi: Permanent Black. ISBN 81-7530-034-5.
- Rao, Shikaripura Ranganatha (1973). *Lothal and the Indus civilization*. London: Asia Publishing House.
- Singh, Upinder (2008). *A History of Ancient and Early medieval India : from the Stone Age to the 12th century*. New Delhi: Pearson Education.
- Eberhard, Wolfram. *A History of China* (1950; 4th edition, revised 1977)
- Hill, John E. (2009) *Through the Jade Gate to Rome: A Study of the Silk Routes during the Later Han Dynasty, 1st to 2nd centuries CE*

DSE-02 Ancient European Civilizations

(The Greco-Roman cultures and civilizations are called ‘classical civilisations’ and their history is better known as ‘classical history’. They are called classical as the word “classic” means that something judged over a period of time to be of the highest quality and outstanding of its kind. This ‘classic’ Greco-Roman cultural foundation has been immensely influential on the language, politics, law, educational systems, philosophy, science, warfare, poetry, historiography, ethics, rhetoric, art and architecture of the modern world. This course would help students to understand, not only socio-economic and political history of these civilizations but also the glorious heritage they left for us)

Module 1: Ancient Greece I

- a) Dynasties: Archaic period, Classical period, Hellenistic period, Roman Greece
- b) Government
- c) Economy
- d) Technology

Module 2: Ancient Greece II

- a) Society,
- b) Literature and Philosophy
- c) Religion
- d) Culture

Module 3: Ancient Roman Civilization I

- a) Dynasties: Roman Kingdom, Roman Republic, Roman Empire
- b) Government
- c) Economy
- d) Technology

Module 4: Ancient Roman Civilization II

- a) Society
- b) Literature and Philosophy
- c) Religion
- d) Culture

Suggested Readings:

- Cohen, Edward. 1992. *Athenian economy and society: A banking perspective*. Princeton, NJ: Princeton Univ. Press.
- Hornblower, Simon (2011). *The Greek World: 479–323 BC* (4 ed.). Abingdon: Routledge.
- Martin, Thomas R. (2013). *Ancient Greece: From Prehistoric to Hellenistic Times* (2 ed.). New Haven: Yale University Press.
- Cary, M. (1967). *A History of Rome Down to the Reign of Constantine* (2nd ed.). New York: St. Martin's Press.
- Flower (editor), Harriet I. (2004). *The Cambridge Companion to the Roman Republic*. Cambridge, UK: Cambridge University Press. ISBN 0-521-00390-3.
- Mackay, Christopher S. (2004). *Ancient Rome: A Military and Political History*. Cambridge, UK: Cambridge University Press. ISBN 0-521-80918-5.
- Scheidel, Walter, Richard P Saller, and Ian Morris. *The Cambridge Economic History of the Greco-Roman World*. Cambridge: Cambridge University Press, 2007.

DSE-03 Ancient West Asian Civilizations

(The Mesopotamian civilization took birth in the land between two rivers of modern West Asia. The area is called as the ‘cradle of civilizations. It is the birthplace of farming, pastoralism, script, wars, legal codes and planned cities. The Egyptian civilization is not only known for its pyramids but also for their technological innovations. This course introduces the students to socio-political, economic and cultural history of these ancient civilizations)

Module 1: Sumerian Civilization

- a) Polity
- b) Society
- c) Economy and Technology
- d) Religion and Culture

Module 2: Akkad and Assyrian Civilization

- a) Government
- b) Society
- c) Economy and Technology
- d. Religion and Culture

Module 3: Babylonian Civilization

- a) Government
- b) Hammurabi’s Code and Social Structure
- c) Economy and Technology
- d. Religion and Culture

Module 4: Egyptian

- a) Government
- b) Society
- c) Economy and Technology
- d) Religion and Culture

Suggested Readings:

- Bertman, Stephen (2005). *Handbook to life in ancient Mesopotamia* (Paperback ed.), Oxford Univ. Press.
- Foster, Benjamin R.; Polinger Foster, Karen (2009), *Civilizations of ancient Iraq*, Princeton: Princeton University Press
- Kramer, Samuel Noah (1963). *The Sumerians: Their History, Culture, and Character*, The Univ. of Chicago Press.
- Baines, John & Jaromir Málek (2000). *The Cultural Atlas of Ancient Egypt* (revised ed.). Facts on File.
- Robins, Gay (2000). *The Art of Ancient Egypt*. Cambridge, Massachusetts: Harvard University Press.
- Shaw, Ian (2003). *The Oxford History of Ancient Egypt*. Oxford, England: Oxford University Press.

DSE-04 Ancient Civilizations in American Continent

(The ancient past of the 'new world' was not known earlier. The European invasion of the new world in the 16th century brought the glorious ancient history of the area to the notice of the world. The Mayan calendar, the Aztec pyramids, the Nazka lines and Inca technological innovations still continue to amaze us. This course introduces the students to the ancient cultural heritage of this otherwise unknown region of the American continent)

Module 1: Mesoamerican Civilizations I

- a) Major Cultures and sites: Formative (Olmec, Maya)-Classic (Teotihuacan, Tikal)-Post Classic (Toltec-Aztec)
- b) Government
- c) Economy
- d) Technology

Module 2: Mesoamerican Civilizations II

- a) Society
- b) Religion
- c) Culture

Module 3: South American Civilizations I

- a) Major Culture and sites: Norte Chico-Chavin-Nazca-Wari-Chimu-Inca
- b) Government
- c) Economy
- d) Technology

Unit: 4. South American Civilizations II

- a) Society
- b) Religion
- c) Culture

Suggested Readings:

- Adams, Richard E. W.; MacLeod (eds.), Murdo J. (2000). *Cambridge History of the Native peoples of The Americas. 2: Mesoamerica*. Cambridge University Press.
- Coe, Michael D. (1994) [1962]. *Mexico: from the Olmecs to the Aztecs* (4th edition, Revised and Enlarged ed.). New York: Thames & Hudson.
- Diehl, Richard A. (2004). *The Olmecs: America's First Civilization*. London: Thames & Hudson.
- Geoffrey E. Braswell (Ed.). *The Maya and Teotihuacan: Reinterpreting Early Classic Interaction*. Austin: University of Texas Press.
- Miller, Mary; Taube, Karl (1993). *The Gods and Symbols of Ancient Mexico and the Maya: An Illustrated Dictionary of Mesoamerican Religion*. London: Thames & Hudson.
- Roxanne V. Pacheco, *Myths of Mesoamerican Cultures Reflect a Knowledge and Practice of Astronomy, University of New Mexico*, archived July 18, 2003 (accessed January 25, 2016).
- Sharer, Robert J.; Traxler, Loa P. (2006). *The Ancient Maya* (6th ed.). Stanford University Press.
- Smith, Michael E. (1997). *The Aztecs* (first ed.). Malden, MA: Blackwell Publishing.
- Smith, Michael E.; Masson, Marilyn (2000). *The Ancient Civilizations of Mesoamerica: A Reader*. Wiley-Blackwell.

DSE-05 Nationalist China (1900 – 1950)

(The first half of the Twentieth century is extremely significant in the history of China. Three important transitions took place during the period- end of the Manchu dynasty, establishment of the Republic of China and birth of the People's Republic of China. This course is planned to introduce the students to significant events in Chinese history and work of Chinese leaders like Dr. Sun Yat Sen, Yuan Shih Kai, and Mao-tse-tung)

Module 1: Imperialism and China during the 19th century

- a) Introduction of China and Manchu Empire
- b) Imperialist powers and opium wars
- c) Taiping Rebellion, Boxer Uprising and Imperial Decline (1899 -1911)

Module 2: Emergence of Nationalism (1911 to 1928)

- a) Revolution of 1911- Causes, Nature and Significance
- b) Contribution of Dr. Sun Yat Sen and Yuan Shih Kai
- c) May Fourth Movement of 1919- Nature and Significance

Module 3: Nationalist China

- a) Rise of Kuomintang
- b) Reforms of Chiang – Kai- Shek
- c) Sino- Japanese War II

Module 4: Civil War in China

- a) Communist Party of China
- b) Hunan Thesis and Long March
- c) Struggle between CCP and Kuomintang
- d) Causes for Nationalist defeat

Suggested Readings:

- Tai Sung An ,*Mao Tse Tung's Cultural Revolution*, Pegasus Publishers. 1972
- Herbert Passin ,*China's Cultural Diplomacy*, P. C Manakatta and Sons Bombay, 1962
- Li-Chiang-Nung, *The Political History of China, 1840-1928* East-West Press Private Ltd, Delhi, 1963
- H. M. Vinacke, *A History of the Far East in Modern Times*, 1959
- Jean Chesneau, *China the People's Republic 1949-76* (Random House Inc. 1979)
- Maurice Meigner , *Mao's China, A History of the People's Republic* (London 1977)
- Immanuel C. Y. Hsu , *China without Mao, Search for new order* (Oxford, 1982)
- Eray Jack, *Rebellions and Revolutions China from the 1800 to 1980*, (New York, 1990)
- B. E. Shinde, *Mao Zedong and the Communist Politics, 1927-78*, (Popular Prakashan, 1993)
- Devendra Kaushik, *China and the Third World* (New Delhi, 1975)

मराठी ग्रंथ:

- वि. मा. बाचल , *चीन आणि जपानमधील राजकीय घडामोडी*, महाराष्ट्र विद्यापीठ ग्रंथनिर्मिती मंडळ, नागपूर, १९७६
- खेर सीताराम पंडित, *आधुनिक चीनचा इतिहास*, दिलिपराज प्रकाशन, पुणे , २००३
- भुस्कुटे वि. म., *अभिनव चीनचा जनक डॉ सन्.यत्सेन*, राजहंस प्रकाशन, पुणे
- दळवी म.य., *माओ आणि चीन*, परिमल प्रकाशन, १९८४

DSE-06 History of Modern Japan (1868 to 1945)

(The years from 1868 to 1945 were the years of rise and decline in Japanese history. The course is created to acquaint the students with this momentous period. Students will study the history of Japan from the days of the Shogunate to modernizing revolution launched by medieval samurai in the late nineteenth century. The course also provides an overview of the failure of democracy and transition to militarism in Japan in the Twentieth century)

Module 1: The Period of Transition

- a) Japan in the 19th Century
- b) Western Contact- the Perry Mission
- c) Circumstances leading to the Meiji Restoration

Module 2: The Meiji Era

- a) Meiji Restoration- Nature and Significance
- b) Political Reforms, Educational and Social Re-structuring
- c) Economic and Industrial Transformation

Module 3: Japan between the World Wars

- a) Failure of Democracy: Political Party System and its Drawbacks
- b) Growth of Militarism
- c) Expansion and Aggression

Module 4: Japan and World War II

- a) Causes for Japanese involvement in World War II
- b) Chinese resistance to Japan
- c) Impact of World War II on Japan

Suggested Readings:

- Edwin O. Reischauer. *Japan: The Story of a Nation*. New York: Knopf, 1981.
- George Sansom. *History of Japan*, 3 vols. Stanford: Stanford University Press, 1963.
- John W. Hall. *Japan: From Prehistory to Modern Times*. New York: Delacorte, 1970.
- Conrad Totman. *Japan Before Perry: A Short History* Berkeley: University of California Press, 1981.
- Janet E. Hunter. *The Emergence of Modern Japan*. New York: Longman Group, 1989.
- Mikiso Hane. *Modern Japan: A Historical Survey*. Boulder: Westview Press, 1986.
- Peter Duus, ed. *The Cambridge History of Japan, Volume 6: The Twentieth Century*. Cambridge: Cambridge University Press, 1988.
- Marius Jansen, ed. *The Cambridge History of Japan, Volume 5: The Nineteenth Century*. Cambridge: Cambridge University Press, 1989.
- John Boyle. *Modern Japan: The American Nexus*. New York: Harcourt Brace Jovanovich, 1993.
- James L. McClain. *Japan: A Modern History*. New York: W. W. Norton, 2002.
- Andrew Gordon. *A Modern History of Japan: From Tokugawa Times to the Present*. New York: Oxford University Press, 2003.

DSE-07 Twentieth Century West Asia

(Conflict has become an endemic feature of West Asia since its emergence as significant factor in the World Affairs. The region is regarded as the most unstable, volatile and conflict-ridden region because it has witnessed many wars and armed conflicts. This course has been designed to familiarize students with political developments and various kinds of conflicts afflicting the West Asian region. It will help them put the recent events in West Asia in historical context)

Module 1: Historical Background

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

Module 2: Leadership

- a) Turkey- Kemal Pasha.
- b) Iran- Reza Shah Pehlavi
- c) Saudi Arabia- King Faisal

Module 3: Conflict and Diplomacy

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

Module 4: Contemporary Politics

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

Suggested Readings:

- Antonous George, *The Arab Awakening*, Hamish Jamilton, London, 1945.
- Chatterji N.C., *History of the Modern Middle East*, Abhinav Publucations, New Delhi, 1987.
- Holpern W. L. , (ed.), *Asian Nationalism and the West*, George Allen and Unwin, London, 1953.
- Kinohe John, *The Second Arab Awakenting*, Holt, Reinhart and Winston, New York, 1979.
- Keer Malcolm, *The Arab Cold War, 1958-1964 : Study of Ideology in Politics*, Oxford University Press, 1965.
- Khadum Majid, *Political Trends in the Arab World*, Baltimore, 1970.
- Lenezowski George. *Oil and State in the Middle East*, Cornell University Press, Ithaca, New Delhi, 1960.
- Lubell, Harold, *Middle East Oil Crisis abd Western Europe's Energy Supplies*, John Hopkins Press, Baltimore, Maryland 1963.
- Mughraby Muhammad, *Permanent Sovereignty over Oil Resources: A Study of Middle East Oil Concessions and Legal Change*, . Middle East Publishing Centre, Beirut, 1966.
- Nuseibeh, Nasem Z., *The Ideas of Arab Nationalism*, Itacha, 1956.

DSE-08 History of Russia (1900- 1950)

(The Russian Revolution of 1917 was an epoch-making event. It caused remarkable change not only in Russia but also in the world. This course is designed to introduce students to origin, course and impact of the Russian Revolution. It acquaints the students with the early days of Communism and the rise and growth of U.S.S.R)

Module 1 : Imperial Russia

- a) Edict of Emancipation
- b) Reign of Czar Nicholas II
- c) Significance of Russo - Japan War (1904-05)

Module 2 : The Russian Revolution

- a) Revolution of 1905
- b) Revolution of 1917
- c) Role of Lenin

Module 3 : Bolshevik consolidation of Power (1917-22)

- a) Ideology
- b) Soviet Government Policy (1918-21)
- c) War Communism and New Economic Policy

Module 4: Stalin and Emergence of USSR as World Power

- a) Social and Political Changes
- b) Five Year Plans
- c) Second World War and after

Suggested Readings:

- R. Davies, *The Industrialisation of Soviet Russia Volume 6: The Years of Progress: The Soviet Economy, 1934-1936* (Springer, 2014)
 - R. W. Davies, *The Industrialisation of Soviet Russia 1: Socialist Offensive: The Collectivisation of Soviet Agriculture, 1929-30* (Springer, 1980)
 - Edward Hallett Carr, *The Bolshevik Revolution, 1917-1923* (W.W. Norton, 1985)
 - John L. H. Keep, *A History of the Soviet Union, 1945-1991: Last of the Empires* (Oxford University Press, 2002)
 - Edward Hallett Carr, *A History of Soviet Russia: Socialism in One Country, 1924-1926* (Macmillan, 1964)
 - Edward Hallett Carr, *A History of Soviet Russia: Foundations of a Planned Economy 1926 - 1929, 1972.*
 - Wadhwani Manohar R. , *Rise of The Soviet Union To World Power* , S. Chand and Company Ltd. New Delhi, 1980
 - Hans Kahn , *Basic History of Modern Russia* , Eurasia Publishing House , New Delhi, 1957
 - Joshi P.S. , Gholkar S.V. *History of Modern World (1900- 1960)* S. Chand and Company Ltd. New Delhi, 1983
 - H.K.Chabra , *History of Modern World Since 1945*, Published by Surjeet Publication, Delhi
- मराठी ग्रंथ:**

- वैद्य सुमन, *रशियाचा इतिहास (१८६० - १९६४)* महाराष्ट्र विद्यापीठ ग्रंथ निर्मिती मंडळासाठी आशय प्रकाशन, नागपूर, १९८०
- वैद्य सुमन, *आधुनिक जग (१८७१- १९४५)*, महाराष्ट्र विद्यापीठ ग्रंथ निर्मिती मंडळ, नागपूर, १९८८
- गोविंद तळवलकर, *सोव्हिएत साम्राज्याचा उदय आणि अस्त खंड १ व २*, मौज प्रकाशन गृह, १९९८

DSE-09 Interdisciplinary Research Methods

(One of the major areas of emphasis in academics in recent years has been interdisciplinary research, a trend that promises new opportunities through collaboration across disciplines. The use of interdisciplinary research methods is hailed as the need of the hour. This course is designed to help students understand the tools required for stepping beyond boundaries of the traditional discipline of history and applying knowledge and insights from other disciplines. The course will provide tools and techniques to the students to enable them to plan and execute their own interdisciplinary research projects in future)

Module 1: The Interdisciplinary Approach

- a) Nature
- b) Scope and Purpose
- c) Tools and Techniques

Module 2: History and Other Disciplines

- a) Natural Sciences
- b) Social Science
- c) Humanities

Module 3: Research Methods

- a) Surveys
- b) Interview : structured and unstructured
- c) Maps and Spatial Data

Module 4: Quantitative methods in Historical Analysis

- a) Econometrics and Statistical analysis
- b) SPSS (Statistical Package for Social Sciences)
- c) GIS (Geographic Information System)

Suggested Readings:

- Ian N. Gregory and Paul S. Ell, *Historical GIS: Technologies, Methodologies, and Scholarship* (Cambridge University Press, 2007)
- Allen F. Repko, *Interdisciplinary Research: Process and Theory* (SAGE, 2011)
- Anne Kelly Knowles and Amy Hillier, *Placing History: How Maps, Spatial Data, and GIS Are Changing Historical Scholarship* (ESRI, Inc., 2008)
- Simon Gunn, *Research Methods for History* (Edinburgh University Press, 2011)
- Celia Lury, Patricia T. Clough, and Sybille Lammes, *Routledge Handbook of Interdisciplinary Research Methods* (Routledge, 2018)
- Keith McCormick, Jesus Salcedo, and Aaron Poh, *SPSS Statistics for Dummies* (John Wiley & Sons, 2015)
- Keith Punch, *Survey Research: The Basics* (SAGE, 2003)
- Ian N. Gregory and Alistair Geddes, *Toward Spatial Humanities: Historical GIS and Spatial History* (Indiana University Press, 2014)
- Sreedharan, *A Manual of Historical Research Methodology* (South Indian Studies, 2007).
- E. Sreedharan, *A Textbook of Historiography, 500 B.C. to A.D. 2000* (Orient Blackswan, 2004)
- B. Sheikh Ali, *History, Its Theory and Method* (Macmillan, 1978).

DSE-10 The Practice of Oral History

(In the past few years, oral history has moved to the mainstream of academic studies and is now employed as a research tool by historians. This course is created to acquaint the students with the theory, tools and techniques of oral history. The course introduces the students to the concept of oral history. It address the impact of digital technology, the most recent methodological issues, and the application of oral history to historical research. The course will provide tools and techniques to the students to enable them to plan and execute their own oral history research projects in future)

Module 1: Oral History: The Voice of the Past

- a) Concept
- b) Nature
- c) Why Oral History ?

Module 2: Oral History and History Writing

- a) Importance of Oral Evidence
- b) Oral Tradition as History
- c) Limits of Oral History

Module 3: Oral History in a Digital Age

- a) Audio Technology
- b) Video Technology
- c) Sound and Visual Archives

Module 4: Interview Techniques

- a) Preparation for the Interview
- b) Conducting the Interview
- c) Transcribing and Editing

Suggested Readings:

- Donna M. DeBlasio et al., *Catching Stories: A Practical Guide to Oral History* (Ohio University Press, 2009)
- Donald A. Ritchie, *Doing Oral History* (Oxford University Press, 2014)
- Thomas Lee Charlton, Lois E. Myers, and Rebecca Sharpless, *History of Oral History: Foundations and Methodology* (Rowman Altamira, 2007)
- Peter Burke, *New Perspectives on Historical Writing* (Pennsylvania State University Press, 2001)
- David P. Henige, *Oral Historiography* (Longman, 1982)
- Lynn Abrams, *Oral History Theory* (Routledge, 2016)
- Jan Vansina, *Oral Tradition as History* (James Currey Publishers, 1985)
- Robert Loring Allen, *Oral Tradition: A Study in Historical Methodology* (Routledge, 2017)
- Valerie Raleigh Yow, *Recording Oral History: A Guide for the Humanities and Social Sciences* (Rowman Altamira, 2005)
- Robert Perks and Alistair Thomson, *The Oral History Reader* (Routledge, 2015)
- Donald A. Ritchie, *The Oxford Handbook of Oral History* (Oxford University Press, 2012)
- Paul Thompson, *The Voice of the Past: Oral History* (Oxford University Press, 2017)
- Thomas Lee Charlton, Lois E. Myers, and Rebecca Sharpless, *Thinking about Oral History: Theories and Applications* (Rowman Altamira, 2008)
- Willa K. Baum, *Transcribing and Editing Oral History* (Rowman Altamira, 1977).
- शांता कोटेकर, *इतिहास तंत्र आणि तत्वज्ञान*, श्री साईनाथ प्रकाशन, नागपूर, २०११.

DSE-11 Concepts and Methods of Local History

(Local history is the study of history in a local context, often concentrating on events that affected a local community: people or places of a particular village or town. A topic of local history makes a very attractive subject of research. The purpose of the course is to give students exposure to basic concepts, theory, new approaches and methods of doing local history. This will help the students to plan and execute a project of writing local history in the future)

Module 1: What is Local History?

- a) Concept
- b) Nature
- c) Purpose

Module 2: New Approaches

- a) Microhistory
- b) Family history
- c) Village history, Urban history

Module 3: Sources of Local History

- a) Local Archives
- b) Private papers and collections
- c) Newspapers
- d) Oral Testimony

Module 4: The nature of historical evidence

- a) Models of historical causation and process
- b) The question led and hypothesis led approaches to local history
- c) Relevance of statistics in local history

Suggested Readings:

- Pamela Brooks, *How to Research Local History* (How To Books, 2006)
- Philip Riden, *Local History: A Handbook for Beginners* (Merton Priory Press, 1998)
- H. P. R. Finberg and Victor Henry Thomas Skipp, *Local History: Objective and Pursuit* (David and Charles, 1973)
- Michael Joseph Murphy and British Association for Local History, *Newspapers and Local History* (Phillimore, 1991)
- Carol Kammen, *On Doing Local History* (Rowman & Littlefield, 2014)
- M. Williams, *Researching Local History: The Human Journey* (Routledge, 2014)
- Carol Kammen and American Association for State and Local History, *The Pursuit of Local History: Readings on Theory and Practice* (Rowman Altamira, 1996)
- John Beckett, *Writing Local History* (Manchester University Press, 2013).

DSE-12 History in Digital Age

(Digital history is an approach to examining and representing the past that works with the new communication technologies of the computer, the Internet and software. It has revolutionized the methods of research and teaching of history. This course aims to expose the students to methods and techniques of digital history. It will impart knowledge of fundamentals of digital history to the students which will help them to incorporate digital technologies and methods in their research and teaching)

Module 1: The Digital Revolution

- a) Concept and Meaning of Digital History
- b) Nature of Digital Media
- c) Impact on Historical practice

Module 2: The Digital Archives

- a) Types and Nature
- b) Advantages and Disadvantages
- c) Ethical issues

Module 3: Digital Research Methods

- a) Notetaking
- b) Bibliographic Software
- c) Referencing Digital sources

Module 4: Digital Technologies and Representation of Historical Data

- a) Use of GIS and Spatial Data
- b) Graphs, Bar Diagrams and Pie Charts
- c) Oral- Video Interviews
- d) Teaching and Learning in the Digital Age

Suggested Readings:

- Lina Bountouri, *Archives in the Digital Age: Standards, Policies and Tools* (Chandos Publishing, 2017)
- Roy Rosenzweig, *Clio Wired: The Future of the Past in the Digital Age* (Columbia University Press, 2011)
- Allison Zhang and Don Gourley, *Creating Digital Collections: A Practical Guide* (Elsevier, 2014)
- Daniel Jared Cohen and Roy Rosenzweig, *Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web* (University of Pennsylvania Press, 2006)
- Michael J. Galgano, J. Chris Arndt, and Raymond M. Hyser, *Doing History: Research and Writing in the Digital Age* (Cengage Learning, 2012)
- Toni Weller, *History in the Digital Age* (Routledge, 2013)
- Deborah B. Stanley, *Practical Steps to Digital Research: Strategies and Skills For School Libraries* (ABC-CLIO, 2018)
- Sonja Cameron and Sarah Richardson, *Using Computers in History* (Macmillan International Higher Education, 2005)
- Michael Neubert, *Virtual Slavica: Digital Libraries, Digital Archives* (Routledge, 2013)
- Jack Dougherty and Kristen Nawrotzki, *Writing History in the Digital Age* (University of Michigan Press, 2013).

DSE-13 History of Cinema

(Cinema is an art form which is intimately connected to society. Cinema is a mirror reflecting back to society its own image. The understanding of Cinema helps us to understand human society. The course introduces the students to the history of Cinema. It helps them to understand the basics of cinema. The students will understand not only the art and vision behind the films, but also how they are used for freedom of expression and as a medium to register protest against injustice and exploitation)

Module 1: What is Cinema?

- a) Definition, nature and scope
- b) Stages in Cinema: From Script to Distribution
- c) Film Festivals: Cannes (France), Venice (Italy), Berlin (Germany), Sundance and Oscar (USA), IFFI (India),

Module 2: History of World Cinema

- a) Birth of Cinema: Silent Films
- b) Neo Realism in Italy- Visconti, Rossellini and D Sica
- c) New Wave Cinema - French, German, Czech

Module 3: History of Indian Cinema

- a) Silent to beginning of Talkies
- b) Star based Commercial Cinema
- c) Realistic, Social and Parallel Cinema

Module 4: History of Marathi Cinema

- a) Cinema of Bhalaji Pendharkar and V. Shantaram
- b) 1970s :Realistic and Parallel Cinema
- c) New Wave Cinema: From Shwaas (2004) to Khwada (2015)

Suggested Readings:

- K. Moti Gokulsing; Wimal Dissanyake *Indian Popular Cinema: A Narrative of Cultural Change*. Trentham Books Limited.(2004)
- Manvell, Roger. *New Cinema in Europe*, Dutton Vista Pictureback, London ,1966
- Monaco, James. *How to read a film*, OUP, 2009
- Vilanilam, J. V.. *Mass Communication in India: A Sociological Perspective*. New Delhi: Sage Publications, 2005
- Juluri Vamsee, *Bollywood Nation: India Through Its Cinema*, Penguin India,2013
- Prasad Madhava *Ideology of the Hindi Film: A Historical Construction*, Oxford India,1998
- Vasudevan Ravi S., *Making Meaning in Indian Cinema*, Oxford, 2001
- Kosambi, Meera. *Gender, Culture, and Performance: Marathi Theatre and Cinema before Independence*. Routledge, 2017.

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- झणकर, अनिल. *सिनेमाची गोष्ट*. पुणे: राजहंस प्रकाशन, १९९७
- मतकरी गणेश *फिल्ममेकर्स*, मुंबई: म्याजेस्टिक पब्लिशिंग हाउस. (२००८)
- मतकरी गणेश *जागतिक चित्रपटांचा इतिहास*, म. रा. सा. सं.मं., मुंबई (२०२२)
- नांदगावकर सुधीर *सिनेमा, संस्कृती*, मुंबई: एशियन फिल्मस् फौंडेशन, (२०११)

DSE-14 Marathi Literature and History in Colonial India

(This course explores the presence of the past in Marathi literature. Literature often reflects contemporary historical reality. This course introduces the students to the perspective of studying Marathi literature as a source of history. It aims to familiarize the students with the development of Marathi literature and its relationship with the social and political transformation during British rule)

Module 1: Introduction to Marathi literature

- a) Beginning – *Prakrut* -, *Apbhramsh*, *Marathi*
- b) Evolution during Maratha period- Mahanubhav, Varkari and Bakhar
- c) Literature as source of History

Module 2 : Marathi literature under Colonial rule

- a) Economic Critique of British rule in Marathi literature
- b) Marathi literature and Social Reform
- c) Significant Contributions: Vishnushastri Chiplunkar, Mahatma Phule , Tarabai Shinde
- d) Contribution of Europeans

Module 3: New Literary forms and social realities

- (a) Novel
- (b) Biography
- (c) Poetry

Module 4: Socio- Political Transformation and Marathi Literature

- a) Freedom Movement and Marathi literature
- b) Literature of Depressed Classes
- c) Feminist Literature

Suggested Readings:

- Dilip Chavan, *Politics under Colonialism: Caste, Class and Language Pedagogy in Western India*, Cambridge Scholars, 2013.
 - Feldhaus, Anne. *Images of Women in Maharashtrian Society*. SUNY Press, 1998.
 - Kosambi, Meera, *Women Writing Gender: Marathi Fiction Before Independence*. Permanent Black, 2012.
 - Rege, Sharmila. *Writing Caste/Writing Gender: Narrating Dalit Women's Testimonies*. Zubaan, 2014.
 - Shinde, Tarabai, and Rosalind O'Hanlon. *A Comparison between Women and Men: Tarabai Shinde and the Critique of Gender Relations in Colonial India*. Oxford University Press, 2000.
- मराठीग्रंथ
- राजा दिक्षित, केशवसुत, *इतिहास समाजविचार आणि केशवसुत*, मुंबई, १९९३
 - शरद पाटील, *अब्राह्मणी साहित्याचे सौंदर्यशास्त्र*, पुणे, १९९७
 - एस. एम. पिगे, *युरोपियनांनी केलेली मराठी भाषेची सेवा*, मराठी संशोधन मंडळ पुरस्कृत ग्रंथमाला २, औरंगाबाद, १९६०
 - भास्कर लक्ष्मण भोळे (संपादक), *एकोणिसाव्या शतकातील मराठी गद्य, खंड १ आणि २*, साहित्य अकादेमी, २००६
 - भास्कर लक्ष्मण भोळे (संपादक), *विसाव्या शतकातील मराठी गद्य, खंड १ आणि २*, साहित्य अकादेमी, २०१० र. बा. मंचरकर, सामाजिक परिवर्तन आणि मराठी साहित्य, पद्मगंधा प्रकाशन, २०११

DSE-15 Understanding India through Cinema

(Cinema is a true reflection of society revealing both defects and qualities. On one hand it reflects the society, and on the other gives direction to the society. Popular commercial cinema has a good success rate in India. But at the same time, various eminent filmmakers and artists have strived through the medium of cinema to make India a better nation with an egalitarian society. This course explores these efforts. It also tries to understand Indian history through the lens of Indian cinema)

Module 1: History, Politics and Economical issues in Indian Cinema

- a) Documenting freedom movement: 22 June 1897 and Sardar
- b) Evaluating the effects of Partition through Garm Hawa and Tamas
- c) Critic on Political institution and system through Samana, Sinhasan and Newton

Module 2: Social issues in Indian Cinema

- a) Critic on Indian caste-structure: Samskara (1970), Bandit Queen (1994) and Fandry (2013)
- b) Changing image of woman and her emancipation: Umbaratha (1981), Doghi (1995), Dyaasparv (2001)
- c) Understanding gravity of communalism and need of communal harmony through Shejari (1941), Parazania (2005) and Firaq (2008)

Module 3: Eminent Indian Directors

- a) Satyajit Ray's documentation of changing India from rural to urban: Pather Panchali (1955), Aranyer Din Ratri (1969) and Janaranya (1975)
- b) Girish Kasarvalli's Critique on Social Structure: Ghatshradham (1977), Thaayi Saheba (1997) and Hasina (2004)
- c) Shyam Benegal's documentation of community reactions: Nishant (1975), Manthan (1976)

Module 4: Eminent Maharashtrian Directors

- a) V. Shantram's progressive cinema: Kunku (1937), Manus (1939) and Do Ankhe Bara Haath (1957)
- b) Jabbar Patel and his political critique: Samana (1975) and Sinhasan (1979)
- c) Sumitra Bhav-Sunil Sukthankar: Preservation of landscape and mindscape through Devrai (2004), Astu (2013) and Kaasav (2017)

Suggested Readings:

- Barnaouw, Erik and Krishnaswami, S. *Indian Films*. Galaxy Books
- Cooper, Darius (2000). *The Cinema of Satyajit Ray: Between Tradition and Modernity*. Cambridge University Press
- Dwyer, Rachel and Patel, Divia (2002). *Cinema India: The Visual Culture of Hindi Film*.
- Hood, John (2000). *The Essential Mystery: The Major Filmmakers of Indian Art Cinema*. Orient Longman Limited.
- Purohit, Vinayak (1988). *Arts of transitional India twentieth century*, Volume 1. Popular Prakashan
- Seton, Marie (1971). *Portrait of a Director: Satyajit Ray*
- मतकरी गणेश (२०११) *सिनेमॅटिक*. मुंबई: माजेस्टिक पब्लिशिंग हाउस.
- वणकुद्रे, शांताराम (१९९६) *शांतारामा*
- नांदगावकर सुधीर (२०११) *सिनेमा संस्कृती*. मुंबई: एशियन फिल्म फौंडेशन

DSE-16 Forts of Maharashtra

('Plenitude of Forts' is a characteristic feature of the landscape of Maharashtra. More than 300 small and big forts are found in western Maharashtra on either side of the Western Ghats. The forts have a special place in the minds and hearts of the people because they are connected in one way or other with the history of Chhatrapati Shivaji Maharaj and his successors. The Marathi people have a historical and emotional attachment with the forts because they are the cultural and monumental heritage of the Marathas. This course is designed to teach students to look at the forts from multiple viewpoints- as sources of history, as centres of control, as sites of historical events, and as heritage sites)

Module 1: Introduction

- Topography and location of forts
- Types of Forts
- Forts as a source of History

Module 2: Significance of Forts

- Political and administrative centres
- Military centres
- Centres of Economic and Social control

Module 3: Historical Events and Forts

- Siege of Panhala by Siddi Johar
- Siege of Purandar by Mirza Raja Jai Singh
- Coronation of Shivaji Maharaj at Raigad

Module 4: Forts as Heritage Sites

- Importance in Tourism
- Present Condition
- Preservation, Conservation and Restoration

Suggested Readings:

- Bhalchandra Krishna Apte, *A History of the Maratha Navy and Merchantships* (State Board for Literature and Culture, 1973)
- M. S. Naravane, *Forts of Maharashtra* (APH Publishing Corporation, 1995);
- M. S. Naravane, *The Maritime and Coastal Forts of India* (APH Publishing, 1998).
- J.N. Kamalakar, *The Deccan Forts: A Study in the art of Fortification in Medieval India*, Popular Book Depot, Bombay, 1961
- मराठी ग्रंथ
- घाणेकर प्रफुल्ल केशव (प्र.के.), साद सह्याद्रीची भटकंती किल्लांची, सेहल प्रकाशन, पुणे, १९८५
- दांडेकर गोपाल नीलकंठ, दुर्ग भ्रमणगाथा , मॅजिकस्टीक बुक स्टॉल, मुंबई, १९८३
- देशपांडे प्र. न., रायगड दर्शन, सुषमा प्रकाशन, धुळे , १९९३
- खोबरेकर वि. गो., शिवकालीन किल्ले, भारतीय इतिहास आणि संस्कृती, १९९०
- चिले भगवान पांडुरंग, दुर्ग वैभव कोल्हापूर जिल्ह्याचे, शिवस्पर्श , कोल्हापूर, २००६

DSE-17 Maritime History of India

(India is, and has always been, a maritime nation, with strong links to the seas. India's long coastline, island and central location in the Indian ocean has defined her maritime character and shaped the maritime trade routes across the region. This paper is designed to make students aware of the rich maritime history of India. Students will study importance of trade politics, ports and hinterlands, role of Indian maritime powers, and Merchants and European commercial powers. They will understand the impact of sea trade and maritime activities on in world politics in general and India in particular. The course will basically highlight how the sea contributed to the history of India)

Module 1: Historical Background

- a) Indian Maritime Traditions
- b) Shipping Techniques and Seafaring Networks: Coastline, Trade wind
- c) Merchant Communities

Module 2: Indigenous Shipping Practices

- a) Ancient: Pallavas and Cholas
- b) Medieval: Mughals and Marathas
- c) Modern: the European Encounter

Module 3: Impact of European Powers

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

Module 4: Growth of Ports and Port Towns

- a) Ancient: Harappa sites and West Bengal Sites, Western Deccan Coast
- b) Medieval: Chaul, Surat, Cochin, Masulipattanam
- c) Modern: Calcutta, Bombay, Madras, Pondicherry

Suggested Books:

- Lakshami Subramanian (ed.), *Ports Towns Cities, A Historical Tour of the Indian Littoral*, Marg Publication, Mumbai, 2008
- Apte B.K., *A History of Maratha Navy and Merchant Ships*, Bombay, 1973
- Arasratam, S., *Maritime India in the 17th century*, OUP, 1986
- Boxer C.R., *The Portuguese Seaborne Empire*, London, 1953
- Das Gupta Ashin, *Malabar in Asian Trade*, Cambridge, 1967
- Pearson M.N., *Coastal Western India*, New Delhi, 1981
- Banga Indu (ed.), *Ports and their Hinterland in India*, Manohar, New Delhi, 1992
- Holden Furber, *Rival Empires of Trade in the Orient, 1600–1800*. (Europe and the World in the Age of Expansion, number 2.) Minneapolis: University of Minnesota Press. 1976.
- Seshan Radhika *Trade and Politics on the Coromandel Coast: Seventeenth and Early Eighteenth Centuries*, Primus, Delhi 2012

DSE-18 Economic History of 19th Century India

(The 19th Century was a period of economic exploitation and colonial domination in India. It was a period when Indian economy fell behind the Western nations. The people of India suffered from abject poverty. This course is developed to help the students understand the impact of colonial rule on the Indian Economy. It tries to understand the structural changes initiated by colonial rule in the Indian economy. It will help students understand the impact of colonial rule in context of the country's economic history)

Module 1: Introduction

- a) Issues and Problems of Indian Economic History
- b) Different Approaches and their limitation
- c) Indian Economy in the Mid-Eighteenth Century; the 18th Century Debate

Module 2: Agrarian Settlements and their impact

- a) Permanent Settlement in Bengal
- b) Rayatwari Settlement in Deccan
- c) Mahalwari Settlement in Central India
- d) Commercialization of Agriculture

Module 3: Industry

- a) De-industrialization Thesis
- b) Rise of Heavy Industry- Cotton and Jute, Railways
- c) Rise of Working class movement
- d) Colonial State and industrial growth

Module 4: Trade

- a) Changing nature of external trade- stages of Mercantilism, Industrial Capital and finance Capital
- b) Colonial Tariff Policy
- c) Drain of Wealth and British overseas trade

Suggested Readings:

- Stein Burton (Ed.), *The Making of Agrarian Policy In British India (1770-1900)*,
- Guha Sumit, *The Agrarian Economy of the Bombay Deccan (1818-1941)*, OUP 1985.
- Dharma Kumar (ed.), *The Cambridge Economic History of India, Vol. II, (1757-1970)*.Orient Longman, Hyderabad, 1982.
- Charlesworth Neil, *Peasant & Imperial Rule*, Cambridge, 1985
- Bhattacharya S.(Ed)., *Essays In Modern Indian Economic History*, Indian History Congress, 1989
- Rajat Ray, *Industrialization in India*, Oxford University Press, 1979
- Ranajit Guha, *A Rule of Property for Bengal: An Essay on the Idea of Permanent Settlement* (Orient Longman , 1982)
- Amiya Kumar Bagchi, *Colonialism and Indian Economy* (Oxford University Press, 2010)
- Tirthankar Roy, *Economic History of India, 1857-1947* (OUP India, 2011)
- Irfan Habib, *Indian Economy, 1858-1914* (Tulika Books, 2016)

DSE-19 Environmental History of India

(Environment is one of the spaces where we observe the most intense form of class struggle and power politics -the more privileged control the natural resources. The rapid unfolding of power relations, the rise of new technology to exploit the environment, the growing resource crunch, and a perceived 'environmental crisis' have resulted in the development of a new field of study - environmental history. This course is developed to familiarize the students with this emerging field. They will come to know about the transformation of India's environment in pre-colonial, colonial and modern period. They will understand the role of state legislation and the popular response to it in context of environmental issues in India)

Module 1: Introduction

- a) What is Environmental History?
- b) Issues and Questions in Environmental History
- c) Historiography of Indian Environmental History

Module 2: Environment in Pre- Colonial India

- a) Perception of environment in pre-colonial period
- b) Habitat and livelihood patterns- Resource Use
- c) Indian culture and conservation of environment; Sacred Groves

Module 3: Colonialism and Environment

- a) Forests and colonial legislations
- b) Dams , canals and agricultural ecology
- c) Railways and forest destruction
- d) Debate about colonial impact

Unit: 4 Environmental Movements in India

- a) Chipko; Silent Valley
- b) Narmada Bachao Andolan
- c) Movement of Dam affected people in Maharashtra

Suggested Readings:

- Baviskar, Amita (ed.), *Contested Waterscapes*, OUP, Delhi, 2008.
- Arnold, David and Ramachandra Guha, eds., *Nature, Culture and Imperialism: Essays on the Environmental History of South Asia*, OUP, New Delhi, 1995.
- Guha, Ramachandra, *The Unquiet Woods*, OUP, Delhi, 1989.
- Guha, Ramachandra and Madhav Gadgil, *The Fissured Land: An Ecological History of India*, OUP, Delhi, 1992.
- Rangarajan M. and Sivaramkrishan K., *India's Environmental History: Volumes 1 and 2*, Permanent Black, Delhi, 2011.
- Rajan S Ravi, *Modernizing Nature*, Orient Black Swan, Delhi, 2008).
- Rangarajan Mahesh, *Fencing the Forest*, OUP, 1996.
- Beinart William and Hughes Lotte, *Environment and Empire*, OUP, 2004.
- David, A. & Guha, R. (eds) *Nature, Culture, Imperialism: Essays on the Environmental History of South Asia*, Oxford University Press, Delhi, India, 1995.
- Gadgil, M. and R. Guha, *This Fissured Land: An Ecological History of India*, University of California Press, Berkeley, 1993.

DSE-20 History of Science and Technology in India

(What were the scientific achievements of Indians during ancient times? What technological changes took place in medieval India? What was the impact of colonial science and technology on the Indian people? What role does science and technology play in contemporary India? This course is designed to discuss in detail the issues raised by these questions in the context of the history of science and technology in India)

Module 1: Ancient India

- a) Technology of Indus Valley Civilisation
- b) Scientific thought in Ancient India
- c) Mathematics, Medicine, Astronomy

Module 2: Technological Changes in Medieval India

- a) Agriculture
- b) Industry- textile, metal and shipping
- c) Indian response to European technology

Module 3: Colonial India

- a) Traditional science and technology
- b) Impact of the West
- c) Indian contribution to science and technology

Module 4: Independent India

- a) Legacy of colonial rule
- b) State policy
- c) Major achievements.

Suggested Readings:

- D. Chattopadhyaya, *History of Science & technology in Ancient India*, Firma KLM Pvt. Ltd., 1986
- A.K.Baig (Ed.), *History of Technology in India*, I.N.S.A., 1997
- D.M. Bose, S.N.Sen & B.V. Subbrayappa, *A concise history of science in India*, Indian National Science Academy, 1971
- S. Dasgupta, *Jagdish Chandra Bose and the Indian response to Western Science*, Oxford University Press, (1999)
- P.M. Bhargava and C. Chakrabarti, *The Saga of Indian Science since Independence: In a Nutshell*, Universities Press, 2003.
- Helaine Selin, *Encyclopaedia of the History of Science, Technology, and Medicine in Non-Western Cultures* (Springer Science & Business Media, 2008);
- Manohar Bhardwaj, *History of Science and Technology in Ancient India* (Cyber Tech Publications, 2010);
- O. P. Jaggi, *History of Science and Technology in India: Medicine in Medieval India* (Atma Ram, 1977); O. P. Jaggi and Vikram Jaggi, *History of Science, Technology and Medicine in India: Science in Ancient India* (Atma Ram, 1986)
- Dhruv Raina, *Images and Contexts: The Historiography of Science and Modernity in India* (Oxford University Press, 2010)
- B. V. Subbarayappa, *Science in India: A Historical Perspective* (Rupa Publications, 2014)
- David Arnold, *Science, Technology and Medicine in Colonial India* (Cambridge University Press, 2000)

M.A. Humanities (CBCS) Semester IV

DSC-03 Recent Trends in History Writing

(This course explores the changing concept of history adopted by historians. The course will acquaint the students with new approaches and advanced historical theory and techniques. The students will be exposed to new types of historical sources and recent trends in history)

Module 1: The new understanding of History

- a) Changing concept of History
- b) Cultural History
- c) Impact of Postmodernism

Module 2: History and Allied Disciplines

- a) Anthropology and Ethnography
- b) Archaeology
- c) Iconography, Numismatics and Epigraphy

Module 3: New approaches in History

- a) Microhistory
- b) Contemporary History
- c) Local History

Module 4: New Tools

- a) Digital Archives: Types and Nature
- b) Oral sources and Interview Techniques
- c) Note taking and bibliographic software
- d) Representing History through Museums

Suggested Readings:

- E. Sreedharan, *A Textbook of Historiography, 500 B.C. to A.D. 2000* (Orient Blackswan, 2004)
- Bennett, Tony. *The Birth of the Museum: History, Theory, Politics*. Routledge, 2013
- Burke, Peter. *New Perspectives on Historical Writing*. Pennsylvania State University Press, 2001.
- Cannadine, D. *Making History Now and Then: Discoveries, Controversies and Explorations*. Springer, 2008.
- Michael Bentley, *Modern Historiography: An Introduction* (Routledge, 2005)
- Gildea, Robert, and Anne Simonin. *Writing Contemporary History*. Bloomsbury Academic, 2008.
- Magnússon, Sigurður Gylfi, and István M. Szijártó. *What Is Microhistory?: Theory and Practice*. Routledge, 2013.
- जास्वंदी वांबूरकर, *इतिहासातील नवे प्रवाह*, डायमंड पब्लिकेशन्स, पुणे, २०१४
- अवनीश पाटील , मायक्रोहिस्ट्री: परीचयात्मक टिपण, विजयराव नलावडे आणि इतर (संपादित), *निवडक शोधनिबंध संग्रह*, शिवाजी विद्यापीठ इतिहास परिषद प्रकाशन , कोल्हापूर, २०१३ , ८४ -८९
- अवनीश पाटील , समकालीन इतिहासाचे लेखन, अखिल महाराष्ट्र इतिहास परिषद , विभागीय अध्यक्षीय भाषण (आधुनिक इतिहास), *संशोधन पत्रिका* २०१६, अखिल महाराष्ट्र इतिहास परिषद, रौप्यमहोत्सवी वार्षिक अधिवेशन, २० आणि २१ जानेवारी, २०१७, पृ. २१९ -२३३

DSC-04 Twentieth Century World (1950 to 2000)

(A new global order came into existence in the aftermath of the Second World War. The middle of the twentieth century inaugurated a remarkable era of change in world history. This course is designed to acquaint the students with the political, social, economic and technological transformation that took place in the latter half of twentieth century. It will familiarize them with events and issues of conflict, peace, resistance, struggle and progress in the context of world history)

Module 1: Cold War and its consequences

- a) Ideological and Political basis of Cold War; Military Treaties- NATO, WARSAW
- b) UNO- Achievements and Failures
- c) Non-aligned Movement

Module 2: Movements for Social Justice

- a) Civil Rights Movement in USA
- b) Anti- Apartheid Movement in Africa
- c) Feminist Movement in USA

Module 3: An Age of Progress ?

- a) Science and Technology; Nuclear Arms and Weapons of Mass Destruction
- b) Communication and Information Technology
- c) Human Rights

Module 4: End of Cold War

- a) Disintegration of Socialist Bloc: Eastern Europe , Germany
- b) Change in Political Order: From Bipolar to Unipolar World System
- c) Globalization: meaning , nature, and impact on human life

Suggested Readings:

- John Ashley Soames Grenville, *A History of the World from the 20th to the 21st Century* (Psychology Press, 2005)
- Sneha Mahajan, *Issues in Twentieth-Century World History* (Macmillan, 2009)
- Eric J. Hobsbawm, *The Age of Extremes: A History of the World, 1914-1991* (Peter Smith Pub Incorporated, 2000)
- J. M. Roberts, *The Penguin History of the Twentieth Century: The History of the World, 191 to the Present* (Penguin UK, 2004)
- William J. Duiker, *Twentieth-Century World History* (Thomson, Wadsworth, 2004).
- Spanier John, *American Foreign Policy Since World War II*, Tata Mcgraw, Hill Publication, New Delhi.
- Norman Lowe, *Mastering Modern World History* (Macmillan International Higher Education, 2013).
- Knapp H.C., Fisher- *The Modern World*, (SBW Publishers) New Delhi, 1991
- H.K. Chhabra., *History of Modern World Since 1914* , Surjeet Publication, New Delhi, 1989
- Norman D. Palmer and Howard C.Perkins, *International Relations*, London,1957
- Young Hum Kim., *Twenty Years of Crisis: Cold War Era*. Prentice-Hall, 1968.
- दिवाकर बापट, *मार्टिन ल्यूथर किंग*, लोकवाड्.मय गृह, १९८३
- नेल्सन मंडेला (मोकाशी अशोक), *दीर्घ वाटचाल – स्वाधीनतेकडे*, लोकवाडमय गृह मुंबई, २०१३
- हेलर हेन्री (अनु. मेढी शिरीष) , *शीतयुद्ध व नवसाम्राज्यवाद जागतिक इतिहास*, सामाजिक विज्ञान केंद्र, ठाणे , २००९

DSE-21 Communist China (1930 – 1997)

(The Chinese revolution of 1949 was an epic event not only for China but also for the world. It established the People's Republic of China. During its years of existence the People's Republic of China saw dramatic changes, from the proclamation of the independent state through the period of the Communist Revolution, the Cultural Revolution, the Reform Period. The course will explore the origins, establishment and growth of the communist People's Republic of China under the leadership of Chairman Mao and Deng Xiao Ping)

Module 1: Communist Movement

- a) Introduction: China in the 1930s
- b) Rise of Mao-Tse-Tung
- c) Chinese Revolution of 1949- ideology, causes and significance

Module 2: The transition to Socialism

- a) First five – year Plan
- b) Second five – year Plan
- c) The Great Leap Forward and Agricultural growth

Module 3: Cultural Development in China

- a) Hundred Flowers Movement
- b) Cultural Revolution
- c) Impact of Cultural Revolution on external affairs

Module 4: China under Deng Xiao Ping (1976-1997)

- a) The power struggle after Mao's death
- b) Economic Reforms- Four Modernizations
- c) Tiananmen Square 1989 and crises of communism
- d) The changing face of communism in China

Suggested Readings:

- Tai Sung An , *Mao Tse Tung's Cultural Revolution*, Pegasus publishers, 1972
- S Chandrashekhar, *Communist China Today*, Asia Publishing House Bombay, 1964
- Devendra Kaushik , *China and the Third World*, Sterling Publishers Pvt. Ltd. New Delhi – 16, 1975
- Edgar Snow , *Red China Today* Penguin Books Ltd, Harmondsworth 1970
- Derid Nelson Rowe, *Modern China* ,Eurasia Publishing House Ltd, Ramnagar New Delhi, 1959
- Claude Buss, *The People's Republic of China*, Eurasia Publishing House Ltd, Ramnagar New Delhi, 1965
- Stuart Scharn, *Mao Tse Tung*, Penguin Books Ltd, Harmondsworth, 1972
- Parmatma Sharan, *Political System of China*, Meenakshi Prakashan, Meerut 1968
- गडकरी माधव यशवंत, *माओनंतरचा चीन*, श्री विद्या प्रकाशन , पुणे , १८९१
- शास्त्री रा.म., *माओ क्रांतीचे चित्र आणि चरित्र*, १९७१

DSE-22 Japan Since 1945

(On 15th August 1945, Japan admitted defeat in the Second World War. At the time, Japan was in shambles, its imperial dream shattered, and its people reduced to penury. Yet in the next half century, Japan remade itself and emerged as one of the leading economic powers in the world. How did Japan achieve this success? How did the metamorphosis take place? This course is specifically designed to answer the above questions by exploring historical factors that have contributed to Japan's post-war political and economic development)

Module 1: Reconstruction

1. Impact of Second World War
2. Macarthur administration (1945-1952)
3. Economic recovery

Module 2: Political development

- a) Political parties
- b) Elections
- c) Significant developments. major issues

Module 3: Emergence as economic power

- a) Industrial growth
- b) Trade and commerce
- c) Agriculture

Module 4: Japan's relation with other countries

- a) U.S.A.
- b) U.S.S.R.
- c) Arab world role in International politics

Suggested Readings:

- Edwin O. Reischauer. *Japan: The Story of a Nation*. New York: Knopf, 1981.
- George Sansom. *History of Japan*, 3 vols. Stanford: Stanford University Press, 1963.
- John W. Hall. *Japan: From Prehistory to Modern Times*. New York: Delacorte, 1970.
- Conrad Totman. *Japan Before Perry: A Short History* Berkeley: University of California Press, 1981.
- Janet E. Hunter. *The Emergence of Modern Japan*. New York: Longman Group, 1989.
- Mikiso Hane. *Modern Japan: A Historical Survey*. Boulder: Westview Press, 1986.
- Peter Duus, ed. *The Cambridge History of Japan*, Volume 6: The Twentieth Century. Cambridge: Cambridge University Press, 1988.
- Marius Jansen, ed. *The Cambridge History of Japan*, Volume 5: The Nineteenth Century. Cambridge: Cambridge University Press, 1989.
- John Boyle. *Modern Japan: The American Nexus*. New York: Harcourt Brace Jovanovich, 1993.
- James L. McClain. *Japan: A Modern History*. New York: W. W. Norton, 2002.
- Andrew Gordon. *A Modern History of Japan: From Tokugawa Times to the Present*. New York: Oxford University Press, 2003.
- Jon Livingston, Joe Moore, and Felicia Oldfather, *Postwar Japan, 1945 to the Present* (Pantheon Books, 1974).
- Sydney L. Mayer, *MacArthur in Japan* (Ballantine Books, 1973).

DSE-23 The History of Israel – Palestine Conflict

(This course is about the creation, evolution, interaction and mutual definition of two national communities- Israelis and Palestinians. It is about the struggle between these communities, the inner logic that has propelled the struggle, and the historical conditions that have delimited its course. The course will introduce students to the major events in the Israeli-Palestine Conflict. They will understand the origin of the conflict and learn about its different perceptions.)

Module I: Background

- a) Land of Israel and Palestine
- b) Zionism and Jewish Immigration to Palestine
- c) Arab resistance and Palestinian nationalism

Module 2: World War I and its aftermath

- a) Palestine as British Mandate
- b) British policy: Balfour Declaration and Peel Commission
- c) Holocaust

Module 3: 1948 War

- a) UNO's partition plan of Palestine
- b) Jews Vs. Arabs
- c) Israeli declaration of Independence
- d) Arab- Israeli War of 1948

Module 4: Arab- Israel Wars (1956 to 1982)

- a) Suez Crises and 1956 War
- b) Rise of PLO
- c) 1967 and 1973 War
- d) 1982 War

Suggested Readings:

- Robert Owen Freedman, *The Intifada: its impact on Israel, Arab World and the Superpowers*, University Press of Florida, 1991
- Benny Morris, *1948: A History of the First Arab-Israeli War* (Yale University Press, 2008)
- Mark Tessler, *A History of the Israeli-Palestinian Conflict, Second Edition* (Indiana University Press, 2009)
- Yehuda Lukacs and International Center for Peace in the Middle East, *The Israeli-Palestinian Conflict: A Documentary Record, 1967-1990* (Cambridge University Press, 1992)
- Martin Bunton and Martin P. Bunton, *The Palestinian-Israeli Conflict: A Very Short Introduction* (OUP Oxford, 2013)
- Joel Peters and David Newman, *The Routledge Handbook on the Israeli-Palestinian Conflict* (Routledge, 2013).

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- अतुल कहाते, *पॅलेस्टाईन इस्त्रायल एका अस्तित्वाचा संघर्ष*, मनोविकास प्रकाशन, पुणे, २०१४
- वि. ग. कानिटकर, *इस्त्रायल युद्ध आणि युद्धच विद्या* प्रकाशन 1987
- निळू दामले, *जेरुसलेम (इस्त्रायल-पॅलेस्टाईन संघर्ष)* राजहंस प्रकाशन 2003
- सायमन सीबग मांटफिअरी (अनुवाद – सविता दामले), *जेरुसलेम एक चरित्रगाथा*, डायमंड प्रकाशन, पुणे, २०१४

DSE-24 Struggle for Civil Rights in USA and South Africa (till 1965)

(This course examines two significant movements in the quest for basic human rights in mid-twentieth century. The two case studies, each drawn from a different region, highlight the struggle faced by black people as they sought equal rights. The course is planned to explore the events that shaped the civil rights movement in USA and South Africa and to evaluate the role of Martin Luther King and Nelson Mandela)

Module 1: Racism and White supremacy in USA

- a) Discrimination, segregation against African-Americans- the Jim Crow Laws
- b) Black Movements: Booker T. Washington, W.E. B Dubois
- c) The NAACP and emergence of Civil Rights Movement

Module 2: Civil Rights Movement in America (till 1965)

- a) The Montgomery Bus Boycott 1955-6
- b) Student Sit-ins and Freedom Rides
- c) The March on Washington and Civil Rights Act 1964
- d) Role and ideology of Martin Luther King

Module 3: Apartheid South Africa

- a) What was apartheid?
- b) Implementation of Apartheid
- c) Opposition and Repression

Module 4: Anti- apartheid Movement up to 1964

- a) Significance of Sharpeville massacre, 1960
- b) Opposition to apartheid 1960-64
- c) Official responses to violent protests
- d) Role of Nelson Mandela

Suggested Readings:

- Vivienne Sanders, *Access to History: Civil Rights in the USA 1945-68* (Hachette UK, 2008)
- Sean Connolly, *Apartheid in South Africa* (Raintree Steck-Vaughn, 2003)
- David Paterson, Susan Willoughby, and Doug Willoughby, *Civil Rights in the USA, 1863-1980* (Heinemann, 2001)
- Peter J. Ling, *Martin Luther King, Jr.* (Routledge, 2015)
- Samuel Willard Crompton, *Nelson Mandela: Ending Apartheid in South Africa* (Infobase Publishing, 2006)
- Michael Anderson, *The Civil Rights Movement* (Heinemann Library, 2003)
- Patrick B. Miller, *The Civil Rights Movement Revisited: Critical Perspectives on the Struggle for Racial Equality in the United States* (LIT Verlag Münster, 2001)
- Liz Sonneborn, *The End of Apartheid in South Africa* (Infobase Publishing, 2010).

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- देवघर यशवंत, *अमेरिकेचा इतिहास, (खंड २)*, महाराष्ट्र विद्यापीठ ग्रंथ निर्मिती मंडळ, भारत प्रकाशन, औरंगाबाद , १९८१
- एम. पी. पाटील, *युद्धोत्तर अमेरिका*, कोल्हापूर, २००१
 - नेल्सन मंडेला (मोकाशी अशोक), *दीर्घ वाटचाल – स्वाधीनतेकडे*, लोकवाडमय गृह मुंबई, २०१३

DSE-25 Political Leaders of 19th Century Western Europe

(The 19th century was a period of great political transformation. In such a period of rapid accelerating growth, the advancements that the century made would barely had been possible had it not been for the eminent leaders. The French leader Napoleon Bonaparte who revolutionized Europe in his autocratic style and cemented the ideas of French Revolution. Queen Victoria of England brought about a rapid social and political change in ever expanding British Empire. Metternich, the politician from Austria dominated European politics and Bismark unified Germany with his policy of 'blood and iron'. This course looks at European history from a biographical perspective to explore the careers and role of these leaders in European politics)

Module 1: Napoleon Bonaparte

- a) Life and Career
- b) Internal and Foreign policy of Napoleon
- c) Napoleon and the legacy of French Revolution

Module 2: Metternich

- a) Life and Career
- b) The Metternich System
- c) Achievement in establishing peace

Module 3: Queen Victoria

- a) Life and Career
- b) Features of the reign of Queen Victoria
- c) Significance of reign for British Empire

Module 4: Otto Von Bismark

- a) Life and Career
- b) Germany's internal and foreign Policy
- c) Role in Unification of Germany

Suggested Readings:

- Hamerow, Theodore S. *Otto Von Bismarck: A Historical Assessment*. Heath, 1962.
- Lyons, Martyn. *Napoleon Bonaparte and the Legacy of the French Revolution*. Palgrave Macmillan, 1994.
- Malleson, Col G. B. *Life of Prince Metternich*. Pickle Partners Publishing, 2016.
- Steinberg, Jonathan. *Bismarck: A Life*. Oxford University Press, 2011.
- Strachey, Lytton. *Queen Victoria: A Life*. I.B.Tauris, 2012.
- Bertier De Sauvigny De, *Metternich and His Times*, London, 1962.
- Bridge, F.R., & Bullen R., *The Great Powers And The European States System 1815-1974*, London, 1980.
- Cameron, Evan, *Early Modern Europe: An Oxford History*, Oxford University Press, Oxford, 2001.
- Thomson David, *Europe since Napoleon*, (Ind. Edn.) Jain Pustak Mandir, Jaipur, 1977.
- ताटके अरविंद, *नेपोलियन बोनापार्ट*, कविता , कोल्हापूर, १९९६
- आचार्य धनंजय, *नेपोलियन बोनापार्ट*, साईनाथ प्रकाशन, नागपूर, २००९

DSE-26 Science and Technology in Europe

(The last four centuries have seen unprecedented change in the everyday lives of humans. From Renaissance and the Napoleonic Wars to the end of the Cold War, from the Industrial Revolution to the Computer Revolution, many of these changes were greatly influenced by the scientific and technological advances that took place in Europe during that period. This course provides the students an opportunity to study the development of science and technology which has influenced every aspect of daily life)

Module 1: Introduction

- a) Definition of science and technology
- b) Philosophy of science
- c) Science and technology in ancient civilizations

Module 2: Renaissance and Science

- a) Dark age
- b) New discoveries
- c) Copernican revolution

Module 3: Rise of modern Science and Technology

- a) Galileo, Newton
- b) Industrial Revolution
- c) Impact in 19th century

Module 4: Scientific progress in 20th century

- a) Important scientific discoveries
- b) Technological development
- c) Impact on 20th century World

Suggested Readings:

- J.D. Bernal- "*Science in History*", M.I.T. Press, (1971)
- Shiv Vishvanathan, ""*Carnival for Science: Essays on Science, Technology and Development*"" , Oxford University Press, 1997
- J .Needham, "*Science & Civilization in China*", Cambridge University Press ,2007
- Carsten Reinhardt, *Chemical Sciences in the 20th Century: Bridging Boundaries* (John Wiley & Sons, 2008)
- Stephen G. Brush, *Making 20th Century Science: How Theories Became Knowledge* (Oxford University Press, 2015)
- Elspeth Whitney, *Medieval Science and Technology* (Greenwood Publishing Group, 2004)
- Jeffrey R. Wigelsworth, *Science and Technology in Medieval European Life* (Greenwood Publishing Group, 2006)
- David Deming, *Science and Technology in World History, Volume 3: The Black Death, the Renaissance, the Reformation and the Scientific Revolution* (McFarland, 2012)
- James E. McClellan III and Harold Dorn, *Science and Technology in World History: An Introduction* (JHU Press, 2015)
- Jon Agar, *Science in the 20th Century and Beyond* (Polity, 2012)
- Thomas Söderquist, *The Historiography of Contemporary Science and Technology* (Routledge, 2013)

DSE-27 Intellectual History of Modern Europe

(A study of the intellectual history of Europe gives us an opportunity to explore the changes and transitions involved in the movement of Europe towards modernity. This course is designed to provide the students a background and framework to understand the development of European thought from Humanism to Postmodernism)

Module 1: Renaissance and Reformation

- a) Rediscovery of classical civilization
- b) Humanism- Petrarch to Erasmus
- c) The New Politics- Machiavelli

Module 2: Scientific and Economic Thought

- a) Galileo- Copernicus
- b) Francis Bacon
- c) Adam Smith

Module 3: 19th Century Thought

- a) Socialism - Karl Marx
- b) Utilitarianism: Jeremy Bentham
- c) Theory of Evolution: Charles Darwin

Module 4: 20th Century Thought

- a) Feminism- Simone de Beauvoir
- b) Orientalism – Edward Said
- c) Post- Modernism- Jacques Derrida and Michael Foucault

Suggested Readings:

- Marvin Perry, *An Intellectual History of Modern Europe* (Houghton Mifflin, 1993);
- Roland N. Stromberg, *An Intellectual History of Modern Europe* (Appleton-Century-Crofts, 1975)
- Sandra Herbert, *Charles Darwin, Geologist* (Cornell University Press, 2005)
- Simon Glendinning, *Derrida: A Very Short Introduction* (OUP Oxford, 2011)
- Valerie Kennedy, *Edward Said: A Critical Introduction* (John Wiley & Sons, 2013)
- Frank M. Turner, *European Intellectual History from Rousseau to Nietzsche* (Yale University Press, 2015)
- Neeru Tandon, *Feminism: A Paradigm Shift* (Atlantic Publishers & Dist, 2008);
- Gary Gutting and Professor of Philosophy Gary Gutting, *Foucault: A Very Short Introduction* (OUP Oxford, 2005)
- Perez Zagorin, *Francis Bacon* (Princeton University Press, 1999)
- Sara Mills, *Michel Foucault* (Psychology Press, 2003); Christopher Butler, *Postmodernism: A Very Short Introduction* (OUP Oxford, 2002)
- Darrin M. McMahon and Samuel Moyn, *Rethinking Modern European Intellectual History* (Oxford University Press, 2014)
- Nancy Bauer, *Simone de Beauvoir, Philosophy, & Feminism* (Columbia University Press, 2001) Katarzyna de Lazari-Radek and Peter Singer, *Utilitarianism: A Very Short Introduction* (Oxford University Press, 2017)
- Chris Beasley, *What Is Feminism?: An Introduction to Feminist Theory* (SAGE, 1999).

DSE-28 History of Renaissance and Reformation in Europe

(The Renaissance and Reformation were two of the most important movements that shaped the early Modern period, and taken together they certainly can be seen as marking the end of the medieval period. This course is designed to introduce the students to the transformation which happened in Europe due to Renaissance and Reformation)

Module 1: The Age of the Renaissance

- a) Meaning of the term 'Renaissance'
- b) Special Conditions in Italy and role of Florence
- c) Humanism
- d) Art and Literature

Module 2: The Renaissance in the North

- a) Decay of Medieval Institutions
- b) Rise of the Centralised Territorial States
- c) The New Piety in the North
- d) The Renaissance Crosses the Alps

Module 3: The Reformation and the Founding of the Protestant Churches

- a) Causes of the Reformation
- b) Luther and the Reformation in Germany
- c) Zwingli, Calvin and the Reformation in Switzerland
- d) Reformation in England under Henry VIII and Edward VI

Module 4: The Catholic Counter-Reformation

- a) The Early Catholic Reformation
- b) Ignatius of Loyola and the Society of Jesus
- c) The Council of Trent

Suggested Readings:

- Rao B. V., *History of Europe (1450-1815)*, Sterling Publishers Private Limited, Bangalore, 1988, 23-62.
- Gottschalk Louis and Lach Donald, *Europe and the Modern World, Vol. I- The Rise of Modern Europe*, Allied Pacific Private Limited, Bombay, 1962, 123-198.
- Phukan Meenaxi, *Rise of the Modern West*, Macmillan India Limited, 1998, 27-91.
- Appold, Kenneth G. *The Reformation: A Brief History*. John Wiley & Sons, 2011.
- Bartlett, Kenneth R., and Margaret McGlynn. *The Renaissance and Reformation in Northern Europe*. University of Toronto Press, 2014.
- Cottret, Bernard. *Calvin: A Biography*. Wm. B. Eerdmans Publishing, 2000.
- Estep, William Roscoe. *Renaissance and Reformation*. Wm. B. Eerdmans Publishing, 1986.
- King, Margaret L. *A Short History of the Renaissance in Europe*. University of Toronto Press, 2016.
- Marshall, Peter. *The Reformation: A Very Short Introduction*. OUP Oxford, 2009.
- Mullett, Michael. *The Catholic Reformation*. Routledge, 2002.
- Shearer, Robert G. *Famous Men of the Renaissance and Reformation*. Greenleaf Press, 1996.
 - Wright, Anthony D. *The Counter-Reformation: Catholic Europe and the Non-Christian World*. Routledge, 2017.

DSE-29 History of Indian Women

(Women are no longer invisible in history. This course is planned to situate women's history within the broader perspective of social history, and illustrate significant themes in women's history on which historians have been working over the last few decades. It will introduce students to concepts of Women's History and Feminist History, the status of women in different periods of history, and the Women's Movement. The last module will throw light on the mobilization of women on a mass scale for the cause of country's independence)

Module 1: Writing the History of Women

- Visibilising women in history
- Significance of Women's History
- Feminism and Feminist History

Module 2 : Indian Women: Customary and Legal Status

- Ancient India
- Medieval India
- Colonial India
- Tribal Society

Module 3: Rise of Women's movement

- Education for Women
- Women and Reform in Nineteenth Century
- Emergence of women's organizations
- The movement for women's rights

Module 4: Women and the freedom struggle

- Role of Women in Gandhian Movements.
- Participation of women in labour and peasant movements
- Hindu Code Bill and Constitution of India

Suggested Readings:

- Altekar, A.S., *Position of Women in Hindu Civilization*, Motilal Banarasidas Publications, New Delhi, 1962.
- Agrawal, Sushila (ed.) *Status of Women*, Printwell Publishers, Jaipur, 1988.
- Bagchi, Jasodhara – *Indian Women: Myth & Reality*, Sangam books, Hyderabad, 1995.
- Desai, Neera, *Women in Modern India*, Vora and Co., Bombay, 1957.
- Talim, M., *Women in Early Buddhist Literature*, University of Bombay, 1972.

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- भागवत, विद्युत, *स्त्रीवादी सामाजिक विचार*, डायमंड पब्लिकेशन पुणे. २००८ .
- लिला, दुबे (अनुवाद विद्युत भागवत), *मानवशास्त्रातील लिंगभावाची शोध मोहीम*, डायमंड पब्लिकेशनस, पुणे, २००९
- सामंत मंगला, *स्त्री पर्व*, सुगावा प्रकाशन, २००० .
- गीता, साने, *भारतीय स्त्री-जीवन*, मौज प्रकाशन, मुंबई, १९५७ .
- जोगळेकर, मृणालिनी, *स्त्रीमुक्तीच्या महाराष्ट्रातील पाऊलखुणा : स्त्रीप्रश्नाची चर्चा : एकोणिसावे शतक*, पॉप्युलर प्रकाशन, मुंबई, १९९१ .
- देशमुख, शारदा, *शिवकालीन व पेशवेकालीन स्त्री-जीवन*, टि.म.वि. प्रकाशन, पुणे, १९७३ .
- रानडे, प्रतिभा, *बुरख्या आडच्या स्त्रिया*, श्रीविद्या प्रकाशन, पुणे, १९८७ .

DSE-30 Peasant Movements in Colonial India

(There was significant peasant resistance to colonial rule in India. This course is conceived to convey the exploitation of the peasants and their resistance to colonial rule to the students. In other words, it traces the history of peasant resistance. It shows how the socio-economic position of the peasantry proved to be a social force during the mass movements, culminating in the independence of India)

Module 1: Introduction

- a) Issues
- b) Agrarian Structure and Peasant Revolts
- c) Approaches- Nationalist and Subaltern

Module 2: Colonial State and Peasants

- a) Land Revenue Systems
- b) Credit
- c) Transformation of Agrarian Economy

Module 3: Peasant Revolts in 19th Century

- a) Indigo revolt
- b) Pabna revolt
- c) Deccan Riots

Module 4 : Peasants and freedom struggle

- a) Gandhian movements
- b) Kisan Sabha
- c) Peasant organization and Left wing in India

Suggested Readings:

- Eric Stokes, *The Peasant and the Raj: Studies in Agrarian Society and Peasant Rebellion in Colonial India* (CUP Archive, 1980)
- Anand A. Yang, *The Limited Raj: Agrarian Relations in Colonial India, Saran District, 1793-1920* (University of California Press, 1989)
- Harkishan Singh Surjeet, *The History of the Kisan Sabha* (National Book Agency, 1995)
- Neil Charlesworth, *Peasants and Imperial Rule: Agriculture and Agrarian Society in the Bombay Presidency 1850-1935* (Cambridge University Press, 2002)
- Surendra Kumar Mittal, *Peasant Uprisings & Mahatma Gandhi in North Bihar: A Politico-Economic Study of Indigo Industry, 1817-1917, with Special Reference to Champaran* (Anu Prakashan, 1978)
- Sunil Kumar Sen, *Peasant Movements in India: Mid-Nineteenth and Twentieth Centuries* (K.P. Bagchi, 1982)
- D. N. Dhanagare, *Peasant Movements in India 1920-1950* (Oxford University Press, 1991)
- Sunil Sahasrabudhey, *Peasant Movement in Modern India* (Chugh Publications, 1989)
- Razī Aḥmad, *Indian Peasant Movement and Mahatma Gandhi* (Shabd Prakashan, 1987)
- Ranajit Guha, *Elementary Aspects of Peasant Insurgency in Colonial India* (Oxford University Press, 2005)
- उमेश बगाडे, वासाहतिक महाराष्ट्रातील शेतकरी संघर्षातील समूहभान, हरिती प्रकाशन, पुणे , २०१७

DSE-31 Labour Movements in Colonial India

(The course provides a comprehensive understanding of the rise and growth of Labour movement in Colonial India. It is designed to help students understand the resistance of workers to their exploiters. The students will explore the development of communism and nationalism in Indian workers from 1920 to 1947)

Module 1 Historiography of Labour Movement

- a) Labour Movement – Different Perspectives and their limitations
- b) Growth of Modern Industry and Rise of Industrial Labour
- c) Beginning of Labour Movement in Bombay - Narayan Meghaji Lokhand

Module 2: Rise of Consciousness of Industrial Labour

- a) Impact of World War I on Labour Movement
- b) Impact of Russian Revolution on Industrial Labour-
- c) Growth of Organized Labour Movement - foundation of the All India Trade Union Congress.

Module 3: Emergence of Communism and the Labour Movement

- a) Formation of Communist Party of India
- b) Meerut Conspiracy Case, 1929
- c) Congress Socialist Party and Labour Movement, 1934-39

Module 4: Industrial Labour and the Freedom Struggle

- a) Non- Cooperation Movement, 1920-22
- b) Civil Disobedience Movement, 1930-34,
- c) ‘Quit India’ Movement, 1942, INA Trails, 1945, RIN Strike, 1946-47.

Suggested Readings

- Bahl, Vinay, *The Making of the Indian Working Class: The Case of Tata Iron and Steel Co.*,
- Chattergi, Rakhahari., *Working Class and the Nationalist Movement in India: The Critical Years*, New Delhi, 1984.
- Gadgil, D.R., *The Industrial Evolution of India in Recent Times 1860-1939*, Bombay, 1971.
- Gupta, Ranajit Das., *Labour and Working Class in Eastern India: Studies in Colonial History*, Calcutta, 1994.
- Karnik, V.B., *Indian Trade Unions; A Survey*, Bombay, 1968.
- Mathur, A.S. and Mathur, S.J., *Trade Union Movement in India*, Allahabad, 1957.
- Mathur, J.S., *Indian Working Class Movement*, Allahabad, 1964.
- Giriraj Kishore Sharma, *Labour Movement in India: Its Past and Present* (Sterling Publishers, 1971)
- Satyabrata Rai Chowdhuri, *Leftism in India, 1917–1947* (SAGE Publications, 2017)
- Peter Ward Fay, *The Forgotten Army: India's Armed Struggle for Independence, 1942-1945* (University of Michigan Press, 1995)
- Sushila Sahay, *The Indian Working Class Movement during Freedom Struggle* (Janaki Prakashan, 2006)
- Kiran Saxena, *Trade Union Movement and the National Movement* (South Asian Publishers, 1990)

DSE-32 Dalit Movement in Colonial India

(This course is designed to assist students in understanding the history of Dalit movement. Students will explore the policy followed by the British towards the depressed classes. They will understand the salient features of the struggle against untouchability and caste system initiated by social reformers like Maharshi V.R. Shinde, Dr. Babasaheb Ambedkar and Mahatma Gandhi)

Module 1: Understanding the Dalit Movement

- Historiography
- Meaning, Scope and Nature
- Concepts: Caste and Untouchability
- The Untouchables : Socio- economic Conditions

Module 2: Colonial Rule and the Dalits

- British Policy: Southbrough Commission, Round Table Conferences, Communal Award
- Education and Armed Force Services
- Social Reformers and Dalits

Module 3: Emancipation of Dalits

- Work of Dr.B.R. Ambedkar
- Dr.B.R. Ambedkar's view of Indian Society
- Role of Maharshi V.R. Shinde and Mahtma Gandhi

Module 4: Emergence of Dalit Consciousness

- Mahad Choudar Tank Satyagraha (1927)
- Burning of the Manusmriti
- Nasik Kala Ram Temple Entry Satyagraha (1931)
- Independent Labour Party (1936)
- Scheduled Castes Federation (1942)

Suggested Readings:

- Eleanor Zelliot, *Ambedkar's World: The Making of Babasaheb and the Dalit Movement* (Navayana Publishing, 2013)
- Sanjay Srivastava, *Dalit Movement in India : Role of B.R. Ambedkar* (Book Enclave, 2007)
- Prahlad Gangaram Jogdand, *Dalit Movement in Maharashtra* (Kanak Publications, 1991)
- Gail Omvedt, *Dalits and the Democratic Revolution: Dr Ambedkar and the Dalit Movement in Colonial India* (SAGE Publications India, 1994)
- S. M. Michael, *Dalits in Modern India: Vision and Values* (SAGE Publications India, 2007)
- Doranne Jacobson, Eleanor Zelliot, and Susan Snow Wadley, *From Untouchable to Dalit: Essays on the Ambedkar Movement* (Manohar Publications, 1992)
- S. M. Michael, *Untouchable: Dalits in Modern India* (Lynne Rienner Publishers, 1999)
- Dr B. R. Ambedkar, *Who Were the Shudras?*
- मून वसंत, डॉ. आंबेडकरपूर्व दलित चळवळ" सुगावा प्रकाशन, पुणे १९८७
- गायकवाड नरेंद्र, मराठवाड्यातील दलित चळवळ. सुगावा , पुणे , १९८३
- भोळे भास्कर, संदर्भ दलित चळवळीचा, बजाज पब्लिकेशन, अमरावती २००८
- कसबे रावसाहेब, दलित चळवळीची वाटचाल, केशव गोरे स्मारक ट्रस्ट, मुंबई, १९८३

DSE-33 Introduction to Archaeology

(Archaeology studies history through material remains, left by the people. It is a significant tool to understand the past of ancient and medieval civilizations about which written sources are not available. Archaeologists lay the foundation upon which historians of ancient civilizations build their theories and opinions. Archaeology also helps us to corroborate facts from written sources with the data of archaeological findings. This course will introduce the students to the nature, scope, the methods and significance of Archaeology)

Module 1: Archaeology

- a) Definition, Nature and Scope
- b) Types of Archaeology
- c) Use of science in Archaeology
- d) Archaeology and History: Relations

Module 2: History of Indian Archaeology

- a) Archaeology under British: Alexander Cunningham, Sir John Marshall, Mortimer Wheeler
- b) Early Excavations by Indians: H. D. Sankalia and case study of Brahmpuri (Kolhapur) excavation (1946)
- c) New Archaeology: M. K. Dhavalikar and case study of Inamgaon excavation (1980)

Module 3: Archaeological Investigation

- a) Nature of Archaeological Site
- b) Exploration and Excavation (Vertical and Horizontal)
- c) Data: Documentation, Analysis, Interpretation, Dating
- d) Report Writing

Module 4: Nature of Archaeological Data

- a) Prehistoric
- b) Protohistoric
- c) Historic: Ancient
- e) Historic: Medieval

Suggested Readings:

- D.K Chakrabarti. *A history of Indian archaeology from the beginning to 1947*, 1988
- M.K. Dhavalikar, *Excavations at Inamgaon*. Pune: Deccan College Publication, 1976
- M.K. Dhavalikar, *The Indian Protohistory*, Books and Books, Delhi 1997
- M.K. Dhavalikar, *Historical Archeology of India*, Delhi Books and Books, 1999
- Ghosh A. *Encyclopaedia of Indian Archaeology* (Vol. I and II). Delhi, (1989)
- Renfrew, A.C. and Paul Bahn, *Archaeology: Theories, Methods and Practice*, London: Thames and Hudson. (1991)
- H. D Sankalia, *Pre and Protohistory of Indian Archaeology* Pune: Deccan College Publication. 1974
- H. D. Sankalia and M. G. Dikshit, *Excavations at Brahmpuri*. Pune: Deccan College Publication. 1952
- ढवळीकर, म .के. महाराष्ट्राची कुळकथा. पुणे: राजहंस प्रकाशन, २०११
- देव, शा.भा. भारतीय पुरातत्वविद्या, महाराष्ट्र ग्रंथ निर्मिती मंडळ, नागपूर, १९७८
- ढवळीकर, म .के. कोण्या एके काळाची सिंधूसंस्कृती. पुणे: राजहंस प्रकाशन, २००७
- ढवळीकर, म .के. आर्यांच्या शोधात. पुणे: राजहंस प्रकाशन, २००८

DSE-34 Introduction to Museology

(Museums provides a stage for the presentation of history and heritage of a nation. They impart formal and informal education to the people and are therefore important institutions for showcasing the history and culture of the nation. This course is planned to introduce the students to the study of museums as an auxiliary subject of history. It will enable students to acquire professional knowledge of the field of Museology and in the process evaluate the option of pursuing it as a career in future)

Module 1: Introduction

- a) Concepts : Museum, Museology and Museography
- b) Role of Museum in Modern Society, and Education
- c) Museums as source of history

Module 2: Museum Management

- a) Functions
- b) Administration
- c) Security
- d) Planning and development of Museums

Module 3: Collection Management

- a) Methods of Collection
- b) Documentation and research
- c) Handling of objects
- d) Storage of Museum Objects

Module 4: Conservation, Preservation and Reorientation

- a) Methods of preservation and Conservation
- b) Exhibition: Concepts and Objectives
- b) Exhibition: Planning and Installation

Suggested Readings:

- Eilean Hooper-Greenhill (ed.), *The Educational Role of the Museum*, Routledge, 1994
- Gray Edison and David Dean (ed.), *The Handbook for Museums*, Routledge, 1994
- Hanna M. Szczepanoska, *Conservation of Cultural Heritage: Key Principals and Approaches*, Routledge, 2013
- Agarwal O.P., *Preservation of Art Objects and Library Material*, National Book Trust, India, 1993
- Ivan Karlp and Steven D. Lavine (ed.), *Exhibiting Cultures: The Poetics and Politics of Museum Display*, Smithsonian Books, 1991
- Partha Mitter, *Much Maligned Monsters: A history of European Reactions to Indian Art*, Oxford, 2013
- Bettina Messias Carbonell (ed.), *Museum Studies: An Anthology of Contexts*, Blackwell Publishing, 2006
- Sharon Macdonald (ed.), *A Companion to Museum Studies*, Wiley-Blackwell, 2011
- Anupama Bhatnagar, *Museum Museology and New Museology*, Sandeep Prakashan, New Delhi, 1999
- V.P. Dwivedi (ed.), *Museums and Museology: New Horizons*, Agam Kala Prakashan, Delhi, 1980

DSE-35 History of Travel and Tourism in India

(The course explores various facets of Indian heritage and culture that make the country an attractive tourist destination. It encourages the applied understanding of history in the expanding tourism sector. The course will introduce students to the travel and tourism sector so that they will be able to explore and evaluate the option of choosing it as a career in the future)

Module 1: Introduction

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

Module 2: Heritage

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

Module 3: Cultural Resources

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

Module 4: Contemporary Trends

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

Suggested Reading:

- Bezbaruah, M.P., *Frontiers of New Tourism*, Gyan Publishing House, 2003
- Bhatt Harish and B.S. Badan, *Ecotourism*, Commonwealth Publishers, New Delhi, 2006.
- Chawla Romila, *Heritage Tourism and Development*, Sonali Publications, New Delhi, 2004.
- Chawla Romila, *Tourism the Cultural Heritage*, Arise Publishers, New Delhi, 2006
- Chawla Romila, *Wildlife Tourism and Development*, Sonali Publications, New Delhi, 2003.
- Dixit, M and Sheela, C. *Tourism Products*, New Royal Book, 2001
- Dutt N. ,Mridula , *Ecology and Tourism* , Universal Publishers, New Delhi 1991.
- Gode P.K., *Studies in Indian Cultural History*, 2 Vols., VVRI, Hoshiarpur, 1961
- Gupta, SP, Lal, K, Bhattacharya, M. *Cultural Tourism in India*, DK Print, 2002
- Howard, Peter, *Heritage: Management, Interpretation, Identity*, Continuum Press, 2003
- Kandari O. P, Chandra Ashish , *Tourism Biodiversity & Sustainable Development*, Isha Books, Delhi, 2004.
- Kavanagh, G., *Museum Languages*, Routledge Publications, 1992
- Khare Ajay, *Temple Architecture of Eastern India*, Shubhi, New Delhi, 2005
- Malhotra R.K, *Socio-Environmental and Legal Issues in Tourism*, Anmol Publications, 2005
- Raina A.K., *Ecology Wildlife and Tourism Development (Principle Practices and Strategies)*, Sarup & Sons, New Delhi, 2005

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- संभाजी पाटील, *प्रवास व्यवस्थापन व पर्यटन*, उद्योग, अथर्व प्रकाशन, २००८.
- वासंती घैसास, *प्रवास तंत्र आणि मंत्र*, राजहंस प्रकाशन, १९९४
 - देशपांडे संतोष, *पर्यटन मार्गदर्शिका*, समर्थ उद्योग प्रकाशन, औरंगाबाद, २०००

DSE-36 Conservation of Heritage

(Conservation of heritage monuments and buildings is important because it provides a sense of identity and continuity to people in a fast changing world. Heritage buildings and objects represent the past history and culture of a nation; they constitute cultural heritage of the people. This course is designed to introduce the students to the relevance of monumental heritage and its relationship with the discipline of history via the teaching of fundamental principles and methods of conservation and restoration)

Module 1: Heritage and History

- a) What is Heritage?
- b) Heritage as Historical Source
- c) Reflection of culture through Heritage

Module 2: Heritage Management

- a) Features of Heritage
- b) Laws and Heritage Conservation
- c) Organization of Heritage Managements: India and World

Module 3 : Principles of conservation

- a) Different types of Material
- b) Preventive conservation
- c) Difference between Conservation , Preservation and Restoration

Module 4: Methods of Conservation

- a) Conservation of Tangible and Intangible material
- b) Documentary Conservation
- c) Ethics of conservation

Suggested Readings:

- Claire Cave and Elene Negussie, *World Heritage Conservation: The World Heritage Convention, Linking Culture and Nature for Sustainable Development*, 2017
- Kavita D. Silva And Amita Sinha , *Cultural Landscapes of South Asia: Studies in Heritage Conservation and Management*, 2018
- Graeme Aplin, *Heritage: Identification, Conservation and Management* (Oxford India Paperbacks), 2002
- Saloni Mathur and Kavita Singh (ed.), *Visual & Media histories*, Routledge, 2018
- Ivan Karp, C.M. Kreamer and Steven D. Lavine (ed.), *Museums and Communities, The Politics of Public Culture*, 1992
- Hanna M. Szczepanoska, *Conservation of Cultural Heritage: Key Principals and Approaches*, Routledge, 2013
- Agarwal O.P., *Preservation of Art Objects and Librabry Material*, National Book Trust , India, 1993
- Sudeshna Guha, *Artefacts of History: Archaeology, Historiography and Indian Past*, Sage, 2015

DSE-37 Colonialism and Princely States in India

(Princely States were semi-autonomous territories that encompassed 2/3rd of the Indian subcontinent. They were under indirect rule of the British. The colonial rulers adopted a changing policy towards the princely states to strengthen their domination. However, colonial authority was often challenged. The people of the princely states resisted the authority of the British and the indigenous rulers, and demanded independence. This course will further the understanding of students regarding the colonial domination of India.)

Module 1: Indirect Rule in India (1764-1857)

- a) Concept and Features of Indirect Rule
- b) Growth of Residency System in India
- c) Indian Rulers and their Relations with the Residents

Module 2 : British Policy towards Princely States (till 1857)

- a) The Ring Fence Policy
- b) Subsidiary Alliance
- c) Policy of Annexation

Module 3: 1857 Uprising and After

- a) Impact of 1857 uprising on Princely States
- b) British Paramountcy and Princely States
- c) The Chamber of Princes

Module 4: Princely States and Indian Independence

- a) Congress Policy towards Princely States
- b) Freedom Movement in the Princely India- Rajkot and Hyderabad
- c) Integration of Princely States- Junagadh, Kashmir, Hyderabad

Suggested Readings:

- Rāma Prasāda Vyāsa, *British Policy towards Princely States of India* (Rajasthan-Vidya Prakashan, 1991)
- Dick Kooiman, *Communalism and Indian Princely States: Travancore, Baroda, and Hyderabad in the 1930s* (Manohar, 2002)
- Arun Bhosale et al., *Freedom Movement in Princely States of Maharashtra* (Shivaji University, 2001)
- Rajendra Lal Handa, *History of Freedom Struggle in Princely States* (Central News Agency, 1968)
- Robin Jeffrey, *People, Princes, and Paramount Power: Society and Politics in the Indian Princely States* (Oxford University Press, 1978)
- Yallampalli Vaikuntham, *People's Movements in the Princely States* (Manohar, 2004)
- Mihir Kumar Ray, *Princely States and the Paramount Power, 1858-1876: A Study on the Nature of Political Relationship between the British Government and the Indian State* (Rajesh Publications, 1981)
- Barbara N. Ramusack, *The Indian Princes and Their States* (Cambridge University Press, 2004)
- Anju Arora, *The Princely States: British Paramountcy and Internal Administration, 1858-1948 : A Case Study of the Kapurthala State* (National Book Organisation, 2001)
 - Vapal Pangunni Menon, *The Story of the Integration of the Indian States*. (Longmans, Green and Co, 1956).

DSE-38 British Paramountcy and Southern Maratha Country States in 19th Century

(The SMC States were a group of 18 princely states located in the Southern parts of the erstwhile Bombay province. The indigenous kings and princes who ruled them had accepted the paramountcy of the British. During the 19th century the British had established and consolidated their indirect rule over them. The British influenced the administration of the states and tried to mould them according to their whims and policies. However, British authority was resisted by the indigenous kings and people on a number of occasions. This course is planned to introduce the students to the impact of British rule on the SMC states)

Module 1: British Paramountcy and SMC states

- a) British Paramountcy- Concept, Nature, Significance
- b) British Settlement with the Southern Jagirdars
- c) The British and Kolhapur State

Module 2: Resistance to British control

- a) Gadkari Revolt at Kolhapur, 1844
- b) Uprising at Kolhapur, 1857
- c) Uprising at Sawantwadi, 1858
- d) Impact of 1857 uprising

Module 3: British Policies

- a) Civilizing Mission, 1870 to 1890
- b) Succession and Minority Rule
- c) Economic Policy
- d) Role of the British Residents

Module 4: Impact of British control

- a) Administration
- b) Economy
- c) Education

Suggested Readings:

- Manohar Malgonkar, *Chhatrapatis of Kolhapur* (Popular Prakashan, 1971)
- *Gazetteer of the Bombay Presidency: Kolhapur* (Printed at the Government Central Press, 1886);
- Ian Copland, *The British Raj and the Indian Princes: Paramountcy in Western India, 1857-1930* (Sangam Books, 1982);
- V. D. Divekar, *South India in 1857 War of Independence* (Lokmanya Tilak Smarak Trust, 1993).
- Manjushri Pawar, *Rajarshi Shahu and the British Paramountcy*, Maharashtra Itihas Probhodhini, Kolhapur, 2013
- खंडेराव शिंदे, *कोल्हापूर राज्याचा इतिहास (१८३८ – १८९४)*, निर्मिती विचारमंच, कोल्हापूर, २००९.
- एस. पी. शिंदे, *सावंतवाडी संस्थानाचा इतिहास (१८१२ – १९४८)*, अरुणा प्रकाशन, लातूर, २०१५.
- आदित्य फडके, *सफर सांगली – कोल्हापूरची*, स्नेहल प्रकाशन, पुणे, २०१२.
- गो. ग. सरदेसाई, *ऐतिहासिक घराण्यांच्या वंशावली*, गव्हरमेंट सेन्ट्रल प्रेस, मुंबई, १९५७.
- व्ही. जी. भिडे, *जत संस्थानाचा संक्षिप्त इतिहास*, आर्यभूषण छापखाना, पुणे, १९२४.

DSE-39 Freedom Movement in Southern Maratha Country States

(The Freedom Movement in the Princely States was an important aspect of India's struggle for independence. The southern part of the erstwhile Bombay province had 18 SMC princely states whose rulers had accepted the Paramountcy of the British. In the early 20th century, the people of these states started a freedom movement to gain independence. This freedom movement of the States' people is better known as the Praja Parishad Movement. It was due to the intense nature of this movement that the integration of these states in the Indian Union was carried out as smoothly as possible. This course is planned to introduce the students to history of the SMC princely states)

Module 1: Nature of Princely Rule

- British Rule and the SMC states
- What was Paramountcy?
- Features of British Indirect Rule

Module 2 : Beginning of Freedom Movement

- Dakshin Sansthan Hitvardhak Sabha
- All India State's People Conference
- Indian National Congress and States People Movement

Module 3: The Praja Parishad Movement

- Salient Features
- Important events and incidents
- Role of Vamanrao Patwardhan and Madhavrao Bagal

Module 4: Integration

- Problems and Issues of Integration
- Merger of SMC states
- Merger of Kolhapur State – Role of Capt. V. Nanjappa

Suggested Readings:

- Arun Bhosale et al., *Freedom Movement in Princely States of Maharashtra* (Shivaji University, 2001)
- Rajendra Lal Handa, *History of Freedom Struggle in Princely States* (Central News Agency, 1968)
- Michael H. Fisher, *Indirect Rule in India: Residents and the Residency System 1764-1857* (Oxford University Press, USA, 1998)
- Yallampalli Vaikuntham, *People's Movements in the Princely States* (Manohar, 2004)
- V. D. Divekar, *South India in 1857 War of Independence* (Lokmanya Tilak Smarak Trust, 1993).
- अरुण भोसले, कोल्हापूर संस्थानातील प्रजाप्ररीषद आंदोलन (अखिल महाराष्ट्र इतिहास परिषद ३ रे अधिवेशन, कोल्हापूर १९९४, पा. २१५)
- माधवराव बगल, जीवन प्रवाह, भाग २, कोल्हापूर, १९५४
- एस. पी. शिंदे, सावंतवाडी संस्थानाचा इतिहास (१८१२ – १९४८), अरुणा प्रकाशन, लातूर, २०१५.
- वि. अ.पटवर्धन, दक्षिण महाराष्ट्रातील स्वातंत्र्याच्या विलीनीकरणाची कथा, आर्यभूषण छापखाना, पुणे, १९६६.
 - वि. अ.पटवर्धन, संस्थानातील लोकशाहीचा लढा, आर्यभूषण छापखाना, पुणे, १९४०. चितामणी सहस्त्रबुद्धे, सांगली जिल्ह्याच्या इतिहासाची सुवर्णपाने, आदित्य प्रकाशन, सांगली, २०१३.

DSE-40 Princely State of Kolhapur: Glimpses of Cultural History

(The princely state of Kolhapur emerged as cultural centre during the reign of Chhatrapati Shahu (1894 -1922). The patronage of Chhatrapati Shahu, Chhatrapati Rajaram and Shri. Narayanrao Ghorpade, the jagirdar of Ichalkaranji, to activities of culture and art gave a distinct “Kolhapuri” cultural identity to the region. The growth of Marathi Cinema, Marathi literature, Fine arts and indigenous Sports transformed the cultural landscape of the princely state. This course is introduced to acquaint the students with the broad developments in the cultural history of the princely state of Kolhapur)

Module 1: Patronage to Culture and Arts

- Chhatrapati Shahu
- Chhatrapati Rajaram
- Narayanrao Ghorpade , the Jagirdar of Ichalkaranji

Module 2 : Marathi Cinema

- Beginnings
- Salient features
- Prominent Personalities: Baburao Painter , Bhalji Pendharkar

Module 3: Literature and Sports

- Marathi Litterateurs - V.S. Khandekar, N.S. Phadke
- The Shahir Tradition
- Wrestling and *Mardani* Khel

Module 4: Fine Arts

- Music – Deval Club
- Drama – Kolhapur and Ichalkaranji
- Painting and Sclupture – Abalal Rehman and Baburao Painter

Suggested Readings:

- Mujawar, Isak (1969) *Maharashtra: Birthplace of Indian film industry*, Maharashtra Information Centre, New Delhi, 1969.

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- जयसिंगराव पवार, छ. शाहू महाराज गौरव ग्रंथ, कोल्हापूर, २००१
- ग. रं. भिडे, पु. ल. देशपांडे (संपा.), कोल्हापूर दर्शन, इंटरनॅशनल पब्लिशिंग सर्व्हिस, पुणे, १९७१.
- ग. रं. भिडे, बाबा गजबर, कलामहर्षी बाबूराव पेंटर, मीनल प्रकाशन, कोल्हापूर, १९७८.
- भालजी पेंढारकर, साधा माणूस, मौज प्रकाशन, मुंबई, १९९३.
- व्ही. बी. आंबेकर, एस. एन. बनहट्टी, प्रदक्षिणा (मराठी साहित्यावरील व्याख्यानमाला) कॉन्टीनेंटल प्रकाशन, पुणे, १९७२.
- डी. बी. सामंत, स्वयंभू, भालजी पेंढारकर सांस्कृतिक केंद्र, १९९९.
- मधु मंगेश कर्णिक (संपा), सांस्कृतिक महाराष्ट्र (भाग-१), महाराष्ट्र साहित्य व संस्कृती मंडळ, मुंबई, २०११.
- गो. वं. देगलूरकर आणि इतर(कोल्हापूर) , युगयुगीन करवीर इतिहास दर्शन, भारतीय इतिहास संकलन समिती, कोल्हापूर, २०१०
- कविता गगराणी, कलामहर्षी बाबूराव पेंटर, श्रमिक प्रतिष्ठान, कोल्हापूर, २०१६
- रमेश जाधव, राजर्षि शाहू गौरव ग्रंथ महाराष्ट्र, शासन , मुंबई , २०१६