SNDT WOMEN'S UNIVERSITY
MA HISTORY
SEM III & IV
(Year II)

SN	Courses	Type of Course	Credits	Marks	Int	Ext
	Semester III					
310811	History of Contemporary India (1947-2000)	Major (Core)	4	100	50	50
310812	Economic History of India till 8th Century C. E.	Major (Core)	4	100	50	50
310813	Economic History of Medieval India (9th century to 18th century)	Major (Core)	4	100	50	50
310814	Popular Culture in Modern India	Major (Core)	2	50	0	50
	Select any one of the following as (Major Elective)					
320811	Seminal Texts in History	Major (Elective)	4	100	50	50
320812	Socio-Cultural History of the Marathas (1600 C.E.-1818 C. E.)	Major (Elective)	4	100	50	50
320813	Cultural History of Mumbai (1818-1960)	Major (Elective)	4	100	50	50
320814	World Heritage and tourism	Major (Elective)	4	100	50	50
350831	Research Project	RP	4	100	50	50
			22	**550**	**250**	**300**
	Semester IV					
410811	Women's History: Theory and Practice	Major (Core)	4	100	50	50
410812	Economic History of Modern India (1764 C.E. -1947 C.E.)	Major (Core)	4	100	50	50
410813	History of Contemporary World (1946-2010)	Major (Core)	4	100	50	50

	Select any one of the following as (Major Elective)					
420811	History of Ancient World Civilizations	Major (Elective)	4	100	50	50
420812	History of Tribal Culture in Maharashtra	Major (Elective)	4	100	50	50
420813	Debates in Indian History	Major (Elective)	4	100	50	50
420814	History of Sports -Antiquity to the present	Major (Elective)	4	100	50	50
450831	Research Project	RP	6	150	100	50
			22	**550**	**300**	**250**

Semester III

Major (Core)

Course Title	**History of Contemporary India (1947-2000)**
Course Credits	**4**
Course Outcomes	After going through the course, learners will be able to
	1. measures the politics in Post-independence India
	2. study the Indian constitution and the creation of the nation of India.
	3. examine various aspects of economic, social development of India.
	4. understand foreign policy of Independent India
Module 1 (Credit 1) Emergence of India as a Nation	
Learning Outcomes	After learning the module, learners will be able to
	1. analyse the impact of partition and measure communal holocaust, rehabilitation of refugees
	2. criticise the constitutional values
	3. clarify the need of accession of princely states and linguistic states
Content Outline	a) Partition, The Communal Holocaust: Rehabilitation of the Refugees b) b) Indian constitution and it's salient features c) c) Accession of the Princely States and Formation of states on Linguistic basis
Module 2 (Credit 1) Nehru Era: Internal and External Policy	
Learning Outcomes	After learning the module, learners will be able to
	1. analyse the five years plan and development in India
	2. describe the roll of India in non-aligned movement
	3. understand the relations and foreign policies with other countries

Content Outline	a) Five-year plan: Analysis and development b) Non-Aligned Movement and roll of India in world politics c) India's relations with USA, USSR, Pakistan and China
Module 3 (Credit 1)	**Post Nehru Era**
Learning Outcomes	After learning the module, learners will be able to
	1. identify politics in India during Lalabahadur Shastri and Indira Gandhi
	2. analyse Indira Gandhi's contribution in nationalization of banks and in the politics of the neighbouring countries
	3. assess the nature and impact of Green revolution, Jayprakash Narayan movement and emergency
Content Outline	a) Lal Bahadur Shastri: Indo-Pak War and Tashkent Agreement b) b) Indira Gandhi: Nationalization of banks, Rise of Bangladesh c) c) Green revolution, Jayaprakash Narayan Movement and Emergency
Module 4 (Credit 1) Economic Reforms	
Learning Outcomes	After learning the module, learners will be able to
	1. recognize the new technology introduced Rajiv Gandhi
	2. critically analyse the role of P. V. Narasimha Rao and Manmohan Singh in economic reforms
	3. evaluate the LPG policy
Content Outline	a) Rajiv Gandhi and new technology b) Role of P. V. Narasimha Rao and Manmohan Singh in Economic Reforms c) LPG policy: Objectives, Effects and Significance

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

1. To make a project on any leader by using autobiography and writings.

2. Study of biographies and presentation on any one as assignment.

3. Preparing a PPT on any one theme of your choice.

4. Visit to Achieves centre or research centre library nearby you.

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Books in Marathi:

देशपांडे, व. तू., २०१७, स्वातंत्र्योत्तर भारताचा इतिहास, पुणे, के. सागर पब्लिकेशन्स

चंद्र, बिपन, (अनु. पारधी, फडके, जोशी, नातू, क्षीरसागर), २०१७, इंडिया सिन्स इंडीपेंडन्स , पुणे, के. सागर पब्लिकेशन्स

कठारे, अनिल, २०१९, आधुनिक भारताचा इतिहास, नांदेड, कल्पना प्रकाशन.

मोरया, युवराज, २०१९. समकालीन भारताचा इतिहास (१९४७ ते २०००), पुणे, प्रगती बुक प्रकाशन,

भामरे, जितेंद्र, २०१४. आधुनिक व समकालीन भारताचा इतिहास (१८५७ ते २०००), मुंबई, शेठ पब्लिकेशन,

सोमकुवर, व्ही. जी., २०२१. समकालीन भारताची निर्मिती (१९५० ते २०१९), पुणे, प्रशांत पब्लिकेशन्स,

वैद्य, सुमन व कोठेकर शांता , २००४, स्वतंत्र भारताचा इतिहास (१९४७-१९८०), नागपूर, श्री साईनाथ प्रकाशन.

शेख, गफूर, २००५, आधुनिक भारताचा इतिहास १७६५-१९८४), जळगाव, प्रितम पब्लिकेशन.

जाधव, व्ही. के., २००४, आधुनिक भारताचा इतिहास (१७६५-१९६१), नागपूर, विद्या प्रकाशन.

कोलारकर, श. गो., १९८७, आधुनिक भारताचा इतिहास (१८५७-१९६५), नागपूर, श्री मंगेश प्रकाशन.

लोहार, र. म., १९९१, आधुनिक भारताचा इतिहास, पुणे, विद्यार्थी गृह प्रकाशन.

वक्काणी, नि. आ., १९९८, आधुनिक भारताचा इतिहास (१७५७-१९६५), नागपूर, श्री मंगेश प्रकाशन.

मार्डीकर, मदन, १९९८, आधुनिक भारताचा इतिहास (१८१८-१९७५), औरंगाबाद, विद्या बुक्स पब्लिशर्स.

बारगळ, बा. सा. व ढवळे, प्र. कृ., १९८८, अर्वाचीन भारताचा इतिहास (१७६१-१९६५), नागपूर, विद्या प्रकाशन.

Books in Hindi:

पोसवाल, सज्जन, २०१३, समकालीन भारत (१९४७-२०००), राजस्थान, हिंदी ग्रंथ अकादमी.

चंद्र, बिपीन, २०१८, आजादी के बाद का भारत, दिल्ली, हिंदी माध्यम कार्यान्वय निदेशालय.

शर्मा, बृजकिशोर, २०१०, समसामयिक भारत, जयपूर, पंचशील प्रकाशन.

राधा, कुमार, २००२, स्त्री संघर्ष का इतिहास, दिल्ली, वाणी प्रकाशन.

कश्यप, सुभाष, १९९५, हमारा संविधान, दिल्ली, नॅशनल ट्रस्ट बुक इंडिया.

ग्रोवर, बी. एल., मेहता अलका, यशपाल, २००८, आधुनिक भारत का इतिहास , दिल्ली, एस. चन्द एन्ड कंपनी.

गुप्त, माणिक लाल , २००६, आधुनिक भारत का आर्थिक इतिहास (१७६७-१९६४), कानपूर, साहित्य रत्नालय.

Major (Core)

Course Title	**Economic History of India till 8th century**
Course Credits	**4**
Course Outcomes	After going through the course, learners will be able to
	1. get knowledge of the stages of economic development in north and south early India.
	2. understand the nature, content and changes in industrial production and commercial intercourse.
	3. study the role played by guilds and banking system in the economic life of the people.
	4. comprehend the processes of urban decay and feudal formations.
Module 1 (Credit 1)	**Early India**

Learning Outcomes	After learning the module, learners will be able to
	1. identify the sources of economic history of ancient India
	2. describe the transition concept from pastoral to agrarian
	3. evaluate urbanization and understand it's proses
Content Outline	a) Sources of economic history: Archeological and Literary b) Transition from the Pastoral to Agrarian Economy c) First and Second Urbanization in India
Module 2 (Credit 1)	**Crafts and Industries**
Learning Outcomes	After learning the module, learners will be able to
	1. analyse the crafts, industries and centres of production
	2. measure the roll of guilds in economy of ancient India
	3. clarify the concept of urban decay and it's causes
Content Outline	a) Crafts and Industries and Centers of production b) Role of Guilds c) Urban decay
Module 3 (Credit 1)	**Agrarian Economy and Revenue system**
Learning Outcomes	After learning the module, learners will be able to
	1. identify the centralised revenue system in ancient India
	2. estimate the land grants tradition
	3. criticise the feudal formation
Content Outline	a) Centralised revenue system b) Land-grants c) Feudal formation
Module 4 (Credit 1) Trade and Commerce	

Learning Outcomes	After learning the module, learners will be able to
	1. describe the internal and foreign trade and its aspects
	2. measure the banking and currency
	3. compare the transport system
Content Outline	a) Internal and Foreign Trade - Ports and Internal markets b) Banking and Currency c) Transport system

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

1. To make a project on coinage system from various dynasty.

2. Study and presentation on primary sources such as Arthashastra or Harishen Prashasti as assignment.

3. Preparing a PPT on any foreign account for topics such as trade and tansport.

4. Study of epigraphs of Ashok and copper plates about land-grants and presentation on them.

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Hahib, Irfan, 2017. 8th edition. A People`s History of India 3 : The Vedic Age The Indus Civilization , Paperback , Tulika Books.

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Books in Marathi:

कोसंबी, डी. डी., २००६, प्राचीन भारतीय संस्कृती व सभ्यता, पुणे, डायमंड पब्लिकेशन.

ढवळीकर, मधुकर, २०१९, कोण होते सिंधू लोक, पुणे, राजहंस प्रकाशन.

ढवळीकर, मधुकर, २०१६, प्राचीन भारतीय नाणकशास्त्र, पुणे, कॉन्टीनेन्टल प्रकाशन.

थापर, रोमिला, (अनुवाद : रं. ना. गायधनी, वासंती फडके), २०१७, द पेंग्विन हिस्ट्री ऑफ अर्ली इंडिया , प्रारंभापासून १३०० पर्यंतचा प्राचीन भारताचा इतिहास, मुंबई, के. सागर पब्लिकेशन.

थापर, रोमिला, (अनुवाद : शरावती शिरगावकर), १९८८, अशोक आणि मौर्यांचा ऱ्हास , मुंबई, महाराष्ट्र साहित्य आणि संस्कृती मंडळ.

शर्मा, रामशरण, (अनुवाद: पंढरीनाथ रानडे), २००६, प्राचीन भारतातील राजकीय विचार आणि संस्था, पुणे, डायमंड पब्लिकेशन.

मोरवंचीकर, रा. श्री., १९९२, प्राचीन भारत, औरंगाबाद, विद्या बुक्स पब्लिशर्स.

भिडे, जी. एल.. खरवंडीकर, डी. के., १९८९, प्राचीन भारतीय सामाजिक व आर्थिक संस्था, कोल्हापूर, फडके प्रकाशन.

कोलारकर, श. गो., १९९३, प्राचीन भारताचा इतिहास, नागपूर, श्री मंगेश प्रकाशन.

जोशी, पी. जी., १९९७, प्राचीन भारत, नांदेड, अभय प्रकाशन.

कंगले, र. पं., १९६९, प्राचीन भारतीय राजनीती, मुंबई, मौज प्रकाशन.

गायधनी, रं. ना., १९९४, प्राचीन भारताचा सांस्कृतिक इतिहास, पुणे, कॉन्टीनेन्टल प्रकाशन.

Books in Hindi:

कुमार, कृष्ण, २००१, प्राचीन भारत का सांस्कृतिक इतिहास, दिल्ली, सरस्वती सदन प्रकाशन.

पाठक, रश्मि, २००९, प्राचीन भारत का सामाजिक इतिहास, दिल्ली, अर्जुन पब्लिशिंग हाऊस.

सैंगर, शैलेन्द्र, २००५, प्राचीन भारता का इतिहास, दिल्ली, एटलांटिक पब्लिशर्स एंड डिस्ट्रीब्युटर्स

शर्मा, राम शरण , (अनुवादक: देवशंकर नवीन , धर्मराज कुमार), २०१८, भारत का प्राचीन इतिहास , ऑक्सफर्ड युनिव्हर्सिटी प्रेस.

Major (Core)

Course Title	**Economic History of Medieval India (9th century to 18th century)**
Course Credits	4
Course Outcomes	After going through the course, learners will be able to:
	1) evaluate the nature of agrarian economy in early and later Medieval India.
	2) describe the nature of production technology in Medieval India.
	3) analyze the nature and structure of trade, commerce and monetary system in Medieval India.
	4) compare and contrast the different cities and towns in Medieval India.
Module 1(Credit 1)	**Agrarian Economy and State**

Learning Outcomes	After learning the module, learners will be able to:
	1. explain the land tenure and revenue system.
	2. evaluate the contribution of agricultural and non-agricultural production to the economy.
	3. analyze the causes and impact of famine
Content Outline	a) Land Tenure and Revenue System b) Agricultural and Non-Agricultural Production c) Famines and their Impact
Module 2(Credit 1)	**Industries and Technology**
Learning Outcomes	After learning the module, learners will be able to:
	1. evaluate the development of industries and technology, especially in the fields of textiles, metal and ship building.
	2. examine the role of the artisans in shaping these industries.
Content Outline	a) Textiles: Cotton, Silk, Wool b) Metal Technology, Ship Building c) Crafts and Artisans
Module 3(Credit 1)	**Trade, Commerce and Banking**
Learning Outcomes	After learning the module, learners will be able to:
	1. describe the inland and foreign trade.
	2. analyze the role of the traders of different communities to the inland and foreign trade.
	3. compare between the different modes of transport.
	4. explain the monetary and banking system.
Content Outline	a) Inland and Foreign Trade b) Transport and Communication c) Monetary and Banking system
Module 4(Credit 1)	**Process of Urbanization**
Learning Outcomes	After learning the module, learners will be able to:
	1. analyze the different factors that shape a city-its demographic changes and urban communities.
	2. describe these factors through case studies of cities of the medieval period.
Content Outline	a) Growth of Towns and Cities b) Demographic Changes, Urban Communities c) Case Studies (Delhi, Fatehpur Sikri, Surat, Poona, Aurangabad, Masulipatnam, Madurai, Lakhnauti, Sonargaon (any three))

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE) 50 Marks

1. Research Paper on any aspect of economic History of Medieval India

2. Report writing after visiting any important city of the medieval period.

3. Study of any primary source and make assignment on it.

4. Project on various sources for studying economic history.

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Major (Core)

Course Title	**Popular Culture in Modern India**
Course Credits	2
Course Outcomes	After going through the course, learners will be able to
	1. explain Cultural studies and study of popular culture.
	2. apply various theories and approaches to study popular culture.
	3. assess popular culture in Modern India.
	4. State the primary sources to understand popular culture in Modern India.

Module 1 (Credit 1)	**Popular Culture, Theatre and literature**
Learning Outcomes	After learning the module, learners will be able to
	1. use critical approaches to study popular culture.
	2. comprehend the connection between popular culture, theatre and literature.
Content Outline	a) Definitions of popular culture and critical approaches b) Rise and growth of theatre as a new form c) Literature as a mean of social change and politics
Module 2 (Credit 1)	**Calendar Art and Cinema**
Learning Outcomes	After learning the module, learners will be able to
	1. discuss the evolution of calender art and various art schools in India.
	2. illustrate photography and cinema as form of entertainment
Content Outline	a) Rise of Company Art and Influence of West Calendar Art : Raja Ravi Varma b) Development of Indian photography: Contribution of Lala Dindayal c) Rise of studio system and Cinema

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

1. Study and presentation on any one play or cinema as a primary source as assignment.
2. Preparing a PPT on any one theme connected with the themes in the modules such s Opera, Satyshodhak Jalsa, Natak Mandali.
3. Visit to old theatre in your city.
4. Study of Bengal school and Bombay school as independent art schools.
5. Study of an artist in theatre, fine arts and cinema.

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Major (Elective)

Course Title	**Seminal Texts in History**
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	1. explain the importance of texts in History.
	2. describe the genesis and context of texts in world history.
	3. recognise the importance of texts in shaping modern India.
	4. critically analyse the contribution of texts in mass Movements and politics.
Module 1 (Credit 1)	**History and Class**
Learning Outcomes	After learning the module, learners will be able to
	1. understand the ideology of Marxism.
	2. get acquainted with key concepts such as dialectical materialism and alienation
Content Outline	a) Karl Marx b) The Communist Manifesto c) Significant critiques of the text
Module 2 (Credit 1)	**History and Gender**
Learning Outcomes	After learning the module, learners will be able to

	1. analyse both the texts in the larger socio-cultural contexts of the times.
	2. understand the feminist thought in both the texts.
Content Outline	a) Tarabai Shinde and Simone de Beauvoir b) Stree Purush Tulana c) Features of The Second Sex
Module 3 (Credit 1)	**History and Caste**
Learning Outcomes	After learning the module, learners will be able to
	1. critically analyse the various dimensions of caste politics as discussed in these texts.
	2. understand the importance of these texts in Indian history.
Content Outline	a) Mahatma Phule and Dr. Babasaheb Ambedkar b) Sarvajanik Satya Dharma Pustak c) Annihilation of the Caste
Module 4 (Credit 1) History and critique of modernity	
Learning Outcomes	After learning the module, learners will be able to
	1. understand the key points in Hind Swaraj.
	2. develop critical analysis of modernity.
Content Outline	a) Mahatma Gandhi b) Hind Swaraj c) Significant critiques of the text

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

1. Study of any one text and analysis of the text based on the various articles and books on the same and submit an assignment.

2. Analysis of the impact of the texts in various parts on India and the world.

3. Study and presentation on the biographical sketch of any one thinker.

4. Assignment on comparative study on various edited versions of the texts.

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सेतिया, सुभाष, २०१२. स्त्री अस्मिता के प्रश्न, दिल्ली, सामयिक प्रकाशन.

कोमात्सु, हिसाए, २०१५. स्त्री अस्मिता की खोज, दिल्ली, नयी किताब प्रकाशन .

बोउवार, सीमोन द, (अनुवाद (खेतान प्रभा -, १९९२. द सेकंड सेक्स, दिल्ली, हिन्द पॉकेट बुक्स प्रकाशन.

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नागर, हीरालाल, २०२०. महात्मा ज्योतिबा फुले, दिल्ली, वाणी प्रकाशन.

गांधी, महात्मा, २०२१. हिन्द स्वराज्य, नोएडा, मापले पब्लिकेशन.

यादव, जयवीर सिंह, २०२१. भीमराव अंबेडकर जीवनशदर्शन एवं संदे-, निरुपमा प्रकाशन.

रोलां, रोमां ,२००८. महात्मा गांधी जीवन दर्शनलोकभारती प्रक ,प्रयागराज ,ाशन.

Major (Elective)

Course Title	**Socio-Cultural History of the Marathas (1600 C.E.-1818 C.E.)**
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	1. explain sources of Maratha history
	2. analyse the social structure under Marathas
	3. evaluate the importance of the performing arts and celebrations of festivals
	4. assess Art and Architecture under the Marathas
Module 1(Credit 1)Sources and Historiography	
Learning Outcomes	After learning the module, learners will be able to
	1. analyse the importance of various sources of Maratha history.
	2. compare the different aspects of Maratha History.
Content Outline	a) Sources : Literary & Archaeological Sources. b) Archival, Foreign Travellers' Accounts. c) Approaches to Maratha Historiography.

Module 2(Credit 1) Social Structure	
Learning Outcomes	After learning the module, learners will be able to
	1 . understand the various communities of Maharashtra.
	2. describe the social life of the Maratha .
Content Outline	a) Varna and Jati system b) Gender & Patriarchy c) Village communities
Module 3 (Credit 1) Performing Arts and Festivals	
Learning Outcomes	After learning the module, learners will be able to
	1. discuss the importance of performing arts.
	2. illustrate the various types of festival of Maharashtra.
Content Outline	a) Povada, Bharud b) Dashavatar, Chitrakali Lavni, Tamasha c) Celebration of Vasant Panchami, Dusserah, Ganesh Utsav
Module 4(Credit 1) Art, Architecture and Town Planning	
Learning Outcomes	After learning the module, learners will be able to
	1.understand the importance of Maratha art and architecture.
	2. aware about the heritage of Maratha.
Content Outline	a) Forts, Gadhi, Wadas, Temples b) Paintings and Murals c) Town Planning & Water Management

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE) 50 Marks

1. Project work and to prepare Research paper on Maratha history.

2. Assignment on any one source material of Maratha history.

3. Study tour at archives, Forts and museums.

4. Students can be assigned projects on bakhars, powadas, bhakti literature, folk literature etc.

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पवार, किशन मनोहर, २०१७. मराठो का इतिहास, कानपुर, रोशनी पब्लिकेशन.

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सरदेसाई, गोविंद सखाराम, २०१८. मराठो का नवीन इतिहास, आगरा, शिवलाल एंड कंपनी.

Major (Elective)

Course Title	**Cultural History of Mumbai (1818-1960)**
Course Credits	4
Course Outcomes	After going through the course, learners will be able to:
	1. describe the Local History.
	2. analyze the culture of the city.
	3. examine the local sources.
	4. evaluate the methods to preserve the heritage of the city.
Module 1(Credit 1)	**Communities and Social Life in Mumbai**
Learning Outcomes	After learning the module, learners will be able to:
	1. evaluate the life-styles of the city of Mumbai
	2. examine the significance of the festivals celebrated in the city
	3. analyze the social life of Mumbai as reflected in literature.
Content Outline	a) The Life-styles b) Festivals c) Social life as reflected in Literature
Module 2(Credit 1)	**Forms of Entertainment and Eateries**
Learning Outcomes	After learning the module, learners will be able to
	1. compare and contrast the various forms of theatre in the city of Mumbai.
	2. examine the growth, development and impact of hotels on the culture of Mumbai.
Content Outline	a) Parsi Theatre, Prithvi Theatre b) Opera and Musical Plays, Marathi Theatre- Plays and Tamasha Houses c) Hotels in Mumbai
Module 3(Credit 1)	**Trends of Architecture**
Learning Outcomes	After learning the module, learners will be able to:
	1. analyse the different forms of indigenous architecture.
	2. examine the impact of the different styles of colonial architecture on the city of Mumbai.

	3. explain the growth and development of art deco buildings.
Content Outline	a) Specimens of Indigenous Architecture b) Colonial Architecture and Its Styles c) Art Deco Buildings
Module 4(Credit 1)	**Bombay to Bollywood**
Learning Outcomes	After learning the module, learners will be able to:
	1. describe the origin and growth of cinema in Mumbai
	2. examine the role of films division and film studios in the development of cinema.
	3. compare and contrast the different forms of cinema.
Content Outline	a) Early Phase:Silent Movie b) Films Division and Film Studios c) Commercial and Art Cinemas, Documentaries

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE) 50 Marks

1. Research Paper on any aspect of the cultural History of Mumbai.
2. Report writing after visiting any historical place of Mumbai.
3. Make assignment on any old book on Mumbai.
4. Arrange visit to old hotels and make project/video on that.

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सामंत, बाळ, २००४. एक होती मुंबई.

Major (Elective)

Course Title	**World Heritage and Tourism**
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	1. discuss the concept of heritage, the nature, types and significance of heritage.
	2. identify UNESCO regulations of world heritage.
	3. explain the World Conferences and Heritage Conventions for preservation and conservation of heritage sites
	4. describe the global to local heritage sites.
	5. imbibe consciousness of new trends and threats to heritage and tourism
Module 1 (Credit 1)	**Heritage: Nature and Types**
Learning Outcomes	After learning the module, learners will be able to
	1. describe the importance of world heritage.
	2. identify the nature and types of heritage.
Content Outline	a) World heritage: Concept, Definition and Importance b) Nature of Heritage - Tangible and Intangible c) Types of Heritage: Natural, Historical, Cultural
Module 2 (Credit 1)	**World Heritage**
Learning Outcomes	After learning the module, learners will be able to
	1. understand the nature and work of the World Conferences and Heritage Conventions.
	2. analyse the challenges and debates of the preservation and conservation of heritage sites.

Content Outline	a) World Conferences: Pre-Venice Charter Conferences and Venice Charter (1964) and Earth Summit in Rio De Janeiro, Brazil (1992) b) Heritage Committees: UNESCO World Heritage Convention, World Heritage Committee's sessions c) Role of Museums, Debates on Preservation and Conservation of historic sites
Module 3 (Credit 1)	**Heritage sites in India and the World**
Learning Outcomes	After learning the module, learners will be able to
	1. be familiar with the relation of history and tourism.
	2. describe the various world heritage sites in India
Content Outline	a) History and Tourism: Global to Local b) b) World heritage Sites in India: Caves, Stupas, Pilgrimage sites, Forts, Monuments c) Geo-Ecological Heritage: Wild Life Sanctuary, National Parks
Module 4 (Credit 1)	**New Trends in World Heritage & Tourism**
Learning Outcomes	After learning the module, learners will be able to
	1.identify modern trends of World heritage and tourism
	2. understand the nature of threats of world tourism.
Content Outline	a) New Trends: Adventure, Entertainment, Geo-Eco tourism, Agro-tourism b) Medical and Health Tourism: Curse or Boon, Impact of Pandemic Covid-19 c) Threats to World tourism: Causes, Nature

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

1. Field Visit to heritage sites and report writing
2. Projects on France, Greek, Egypt, Russia, China, Japan and India.

3. Debates on challenges of conservation of heritage sites.
4. Power Point Presentations on any one heritage site.
5. Visit to museums in your city.
6. Organise an exhibition on cultural heritage in departments or colleges.

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देशपांडे, ग.द. २००९. .महाराष्ट्रातील किल्ले , पुणे, डायमंड प्रकाशन .

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वार्षिक पर्यटन अहवाल, २०१२. पर्यटन मंत्रालय, नई दिल्ली, भारत सरकार.

Research Project (Writing Research Proposal)

Objectives:

1. To understand research as a way of new thinking.
2. To get acquainted with the preparation of research design.
3. To adopt the various steps in the preparation of the research proposal.

□

Course Title	**Research Project (Writing Research Proposal)**
Course Credits	4
Course Outcomes	After doing research, the learners will be able to:
	1. develop the skills and stages in preparation of the research proposal.
	2. adopt the method of writing review of literature.

	3. demonstrate the process of writing the hypothesis and limitations of research and bibliography.
	4. start selecting a topic for research
	5. acquire the tools for writing research methodology in the proposal.

Guidelines for Dissertation :

1) ☐ Each student will start preparing a research proposal under the guidance of a guide.

2) ☐ Student will find out a topic and availability of primary sources for the topic.

3) ☐ The student should acquire the knowledge how to write a research proposal.

4) ☐ The proposal should include the objectives, sources, research methodology, and the limitations of research. ☐

5) ☐ The proposal should also include review of literature, chapter scheme and☐ bibliography.

6) ☐ The student should submit hard copy of proposal and make presentation on it.

Evaluation:

Criteria	Marks
1. Dissertation proposal	50
2. Viva Voce	50
Total	**100**

Semester IV

Major (Core)

Course Title	**Women's History : Theory and Practice**
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	1. explain the various concepts in women's history.
	1. apply the various tools to write women's history.

	2. analyse the various trends in feminism.
	3. discuss the stages within the historiography of women's history as a discipline.
	4. assess the status of women in Indian traditions.

Module 1 (Credit 1) Feminism	
Learning Outcomes	After learning the module, learners will be able to
	1. define the meaning and nature of feminism
	2. explain the Key concepts in feminism
	3. analyse The various trends in feminism.
Content Outline	a) Origins and Evolution b) Various trends in feminism c) Key concepts in feminism
Module 2 (Credit 1) Women's History	
Learning Outcomes	**After learning the module, learners will be able to**
	1. differentiate the various stages in Women's History-writing 2. discuss the women's Biographies and Contributory History 3. analyse the difference between feminist history and gender history
Content Outline	a) Orientalist and nationalist historiography b) Women's Biographies and Contributory History c) Feminist history and Gender history
Module 3 (Credit 1) Sources	
Learning Outcomes	**After learning the module, learners will be able to**
	1. learn the various sources of women's History.
	2. assess the importance of sacred and non-sacred sources

	of women's history.
	3. Differentiate between conventional and unconventional sources.
Content Outline	a) Archival: Government files, official reports, Census and Private papers. b) Sacred and non-sacred texts, Epigraphy, Paintings, Photographs and Oral History. c) Diaries, Memoirs, Autobiographies, Fiction, Songs and Folklore.
Module 4 (Credit 1) Women in Indian Tradition	
Learning Outcomes	**After learning the module, learners will be able to**
	1. assess the status of Indian women in various traditions.
	2. Differentiate the Brahmanical and Non-Brahmanical traditions in Ancient India.
	3. analyse about the women in Islamic Tradition and Bhakti Tradition.
Content Outline	a) Women in Brahmanical Tradition (Ancient period) b) Women in Non-Brahmanical Tradition (Ancient period): Buddhist and Jain c) Women in Islamic and Bhakti Tradition (Medieval period)

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

1. Assignment on any feminist thinker.

2. Watching and discussion on feminist and popular movies and plays.

3. Reading and assignment on any women's writings.

4. Project writing on books on women's history.

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Major (Core)

Course Title	**Economic History of Modern India (1764 C.E.-1947 C.E.)**
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	1. identify the various types of sources and their importance in constructing History of Modern India.
	2. describe the nature of colonial rule,various economic policies and influences upon Indian rural society.
	4. assess the nature of transformation in urban society.
	4. criticize the indigenous responses to colonial rule.
Module 1 (Credit 1)	**Sources and Approaches**
Learning Outcomes	After learning the module, learners will be able to
	1. recognize the various types of historical sources.
	2. compare and analyse approaches of different schools of thought.
Content Outline	a) Sources: Archival records and periodicals b) Literary sources and oral History c) Different schools of thought
Module 2 (Credit 1)	**Rural Economy**
Learning Outcomes	After learning the module, learners will be able to
	1. evaluate the changes in the economic conditions in rural India.
	2. critically analyse the impact of British rule on the Indian handicrafts
Content Outline	a) Land Revenue Settlements and famines b) Commercialization of agriculture c) Handicrafts and deindustrialization
Module 3 (Credit 1)	**Urban Economy**
Learning Outcomes	After learning the module, learners will be able to

	1. state the changes in the urban economy and describe the various urban centers.
	2. clarify the development and impact of transport and communication on Indian urban life.
Content Outline	a) Industrial Evolution and growth b) Rise of Urban centers c) Transport and Communication
Module 4 (Credit 1)	**Resistance to Colonial rule**
Learning Outcomes	After learning the module, learners will be able to
	1. analyse the contribution and impact of peasant, tribal and labour movements on the modern Indian history.
	2. clarify about the concept of economic nationalism and it's impact on Indian society.
Content Outline	a) Peasant and Tribal movements b) Growth of Economic Nationalism c) Rise and Growth of Labour movement

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE) 50 Marks

1. Project work on various movements.

2. Book or article review of economic thoughts of Indian Economist eg. M. G. Ranade, Dadabhai Nauroji, M. K. Gandhi.

3. Prepare Research paper on various urban centres ad industrial growth in Modern India.

4. Study tour at archives, art exhibitions, libraries and report writing.

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शाह घनश्याम, २०१७. भारतातील सामाजिक चळवळी, पुणे, के . सागर पब्लिकेशन .

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चंद्र बिपन, २०१९, आधुनिक भारत, प्रयागराज, अनामिका पब्लिकेशन.

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मित्तल सतिशचन्द्र, २००३. आधुनिक भारत, नई दिल्ली, राजकमल प्रकाशन.

सरकार सुमित, २००१, आधुनिक भारत, नई दिल्ली, राजकमल प्रकाशन.

सिन्हा मनोज, २०१२. समकालीन भारत एक परिचय, नई दिल्ली, ओरियंट प्रकाशन.

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चटर्जी अशोक कुमार, २००४. भारत का आर्थिक इतिहास, लखनऊ, उत्तर प्रदेश हिन्दी संस्थान.

Major Core

Course Title	**History of Contemporary World (1946-2010)**
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	1. describe the developments in the world after Second World War.
	2. analyze the role of international organizations in contemporary world politics.
	3. evaluate the impact of cold war on world politics.
	4. discuss the events of world in the last decade.
Module 1 (Credit 1) **Post World War**	
Learning Outcomes	After learning the module, learners will be able to
	1. compare the nationalist movements in Asia and Africa and decolonization.
	2. analyze the Communist revolution in China and its impact on world politics.
	3. explain the role of UNO in world politics.
Content Outline	a) Nationalist movements in Asia and Africa and decolonization b) Communist Revolution in China and its impact on World Politics c) UNO in World Politics: Its strength and limitations: Palestine, Kashmir
Module 2 (Credit 1) Cold War and its Impact	
Learning Outcomes	After learning the module, learners will be able to

	1. asses nature of Cold War in Cuba, Korea, Vietnam.
	2. analyse the military pacts and treaties with Non-Aligned Movement.
	3. evaluate Oil Politics at the International level.
Content Outline	a) Ideological and Political basis of Cold War: (Korea, Vietnam and Cuba and military pacts) b) Non-Aligned Movement c) Oil Politics
Module 3 (Credit 1) Social Movements	
Learning Outcomes	After learning the module, learners will be able to
	1. assess the contribution of Martin Luther King Jr. and the Civil Rights Movement.
	2. evaluate the concept and development of Apartheid.
	3. analyse the Feminist movements in the world.
Content Outline	a) The Civil Rights Movement and anti-Apartheid b) Feminist Movements c) Islamic revolution in Iran
Module 4 (Credit 1) Towards 21st Century	
Learning Outcomes	After learning the module, learners will be able to
	1. analyse the impact of Cold War in Berlin and USSR.
	2. examine the thought to change the World political Order.
	3. discuss on the impact of Globalization with reference to La Bia Campesino
Content Outline	a) Fall of the Berlin Wall, Disintegration of the Soviet Union:Causes and impact b) The Unipolar World System c) Globalization and its Impact; La Bia Campesino

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

1. Interactive Group Discussion

2. Assignments on communist revolution in China and disintegration of Soviet Union
3. Seminar on feminist movements
4. Prepare a project on oil politics.
5. Debates of civil rights movements and Apartheid.

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गायकवाड आर. डी., २००८. आधुनिक जगाचा इतिहास (१९२०-१९७५), भाग २ , नागपूर, मंगेश प्रकाशन.

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शर्मा, रामशरण और किशनकुमार, मंडल, २०२०. विश्व इतिहास कि भूमिका, नई दिल्ली, राजकमल प्रकाशन.

Major (Elective)

Course Title	**History of Ancient World Civilizations**
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	1. describe the origins and multi-faceted variety of various civilizations in the ancient world
	2. compare the chief features of ancient civilizations of Asia, the Americas, Europe and Egypt
	3. demonstrate an awareness of the accomplishments and legacy of ancient world civilizations
	4. introspect on the meaning of the concepts of 'culture' and 'civilization'
Module 1 (Credit 1) Understanding the Beginnings	
Learning Outcomes	After learning the module, learners will be able to
	1. recognize the conditions that led to the birth of various civilizations in the ancient world
	2. define the concepts of culture and civilization
Content Outline	a) Concept of World Civilizations b) Pre-history c) Coming of agriculture and early beginnings of settled life
Module 2 (Credit 1) **Ancient Civilizations of Asia**	
Learning Outcomes	After learning the module, learners will be able to
	1. recognize the chief features of civilizations in Asia
	2. examine the legacy and achievements of Asian civilizations

Content Outline	a) Civilizations of the fertile crescent-Mesopotamia & Sumer b) Persia c) China
Module 3 (Credit 1) **Egyptian and Greco-Roman Civilizations**	
Learning Outcomes	After learning the module, learners will be able to
	1. recognize the chief features of civilizations of Egypt, Greece & Rome
	2. examine the legacy and achievements of Greco-Roman and Egyptian civilizations
Content Outline	a) Egyptian Civilization b) Greek Civilization c) Roman Civilization
Module 4 (Credit 1) **Ancient Americas**	
Learning Outcomes	After learning the module, learners will be able to
	1. recognize the chief features of civilizations in the Americas
	2. examine the legacy and achievements of the ancient Americans
Content Outline	a) Andean Civilization b) Olmec of Mesoamerica c) Chavin Civilizations

Please remember to focus on the polity, Socio-Economic and Cultural Aspects, Religion, Literature, Art and Architecture, Science and Technology of all ancient world civilizations.

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

1. Oral presentations on key historical figures from the ancient world.
2. Visit to museums/ view digital exhibits on art of the ancient world followed by writing short essays.
3. Creating charts, maps and chronologies of various civilizations of the ancient world.
4. Write essays/ short pieces comparing key elements of two/more ancient civilizations.

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Resources and databases of relevant museum collections

1. British Museum, London: https://www.britishmuseum.org/collection
2. Musee du Louvre, Paris: https://collections.louvre.fr/en/
   https://collections.louvre.fr/en/ark:/53355/cl010252531
3. Metropolitan Museum of Art, New York: https://www.metmuseum.org/art/collection
4. Acropolis Museum, Athens: https://www.theacropolismuseum.gr/en/explore-collections
5. National Archaeological Museum, Athens Collections - National Archaeological Museum (namuseum.gr)
6. Benaki Museum, Athens Prehistoric, Ancient Greek and Roman Art - Benaki Museum
7. Egyptian Museum, Turin: https://collezioni.museoegizio.it/

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सुशील मेंसन, २०२१. 'क्लियोपैट्रा व प्राचीन इजिप्ट', मराठी सुशील.

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महतो, शंभू कुमार, २०१९. विश्व की प्राचीन सभ्यताओ का इतिहास, दिल्ली, खामा पब्लिसर .

मिश्रा, सतीश और यादव दायराम, २०१२. विश्व की प्राचीन सभ्यताएँ, दिल्ली, श्री. नटराज प्रकाशन .

Major (Elective)

Course Title	**History of Tribal Culture in Maharashtra**
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	1. explain the tribal customs and culture in Maharashtra.
	2. analyze the different factors contributing to cultural change in tribal society.
	3. appreciate tribal literature as a form of artistic expression and cultural documentation.
	4. explore strategies for preserving traditional artistic practices.
Module 1 (Credit 1)	**Tribal Meaning, Concept and Customs**
Learning Outcomes	After learning the module, learners will be able to
	1. describe the meaning, definition and characteristics of tribe.
	2. analyse and conceptualize various tribal customs.
Content Outline	a. Meaning, definition and characteristics of tribe
	b. Concept of tribe from various perspective; British perspective, Indian perspective, tribal's own perspective
	c. Tribal customs and practices
Module 2 (Credit 1)	**Factors of Cultural change in the Tribes**
Learning Outcomes	After learning the module, learners will be able to
	1. analyse traditional factors of change in tribal culture
	2. evaluate the impact of modernisation on tribal culture
Content Outline	a) Tribal culture: Persistence and change

	b) Impact of Sanskritisation, assimilation and colonisation
	c) Impact of modernization: Christianity, urbanization and industrialization
Module 3 (Credit 1) Tribal Language and Literature	
Learning Outcomes	After learning the module, learners will be able to
	1. examine the efforts to revitalize and promote the use of language, script and literature.
	2. discuss the historical development of prose literature.
Content Outline	a) Language and script: origin and development of tribal script in Maharashtra; G*ondi* and B*hil*
	b) Forms of literature: folklore, myths, tales, oral tradition
	c) Development of prose literature: story, drama, novel
Module 4 (Credit 1) Tribal Fine and Performing Art	
Learning Outcomes	After learning the module, learners will be able to
	1. describe the cultural significance of tribal painting and dance.
	2. critique the cultural context of tribal musical instrument.
Content Outline	a) Painting and craft: Warli, *Bhitichitre*(murals), Bamboo art, wood craft
	b) Tribal dance: Tarpa dance, rela dance, Dandar, Tipari dance
	c) Tribal musical instrument: Pavari, Sanae, Sambal, Ghangali d) and Dholaki

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

1. Writing Assignments on tribal literature.
2. Visit various tribal villages, museum and tribal institute and write report on it.
3. Assignment on tribal culture and festivals.
4. Project and presentation on any theme of your choice.

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गारे, गोविंद, २००२. महाराष्ट्रातील आदिवासी जमाती, पुणे, कॉन्टीनेटल प्रकाशन.

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टेटे, वंदना, २०१३. आदिवासी साहित्यपरंपरा और प्रयोजन :, प्यारा, केरकेट्टा फाउंडेशन.

मडावी, शेषराव, २०११. गोंडवानाचा सांस्कृतिक इतिहास, वर्धा, सुधीर प्रकाशन.

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साळुंके, संजय, २००२. गोंड, औरंगाबाद, साकेत प्रकाशन.

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चौरे, नारायण,१९९४, आदिवासियो के घोटूल, नागपूर, विश्वभारती प्रकाशन.

जगदलपुरी लाला, २०००. बस्तर: इतिहास एवं संस्कृती, भोपाल, मध्यप्रदेश हिन्दी ग्रन्थ अकादमी.

यादव, नकूल सिंह, २०१९. आदिवासी संगीत एवं परंपरा, नई दिल्ली, रावत प्रकाशन.

PG 3.5 Major (Elective)

Course Title	**Debates in Indian History**
Course Credits	4
Course Outcomes	**After going through the course, learners will be able to** 1. analyse the various and contradictory view points in Indian history. 2. equip themselves to assess various events from different view points. 3. comprehend the process of reconstructing history through reading and reinterpreting sources. 4. build the ability of critical thinking .
Module 1 (Credit 1) Debates in Ancient Indian history	
Learning Outcomes	**After learning the module, learners will be able to**
	1. discuss how history-writing is shaped in the larger socio-political context of the time.
	2. differentiate how various historians have done different Periodization of Indian history.

	3. Analyse the various theories about the Aryans.
Content Outline	a) Study of various Schools of Historiography in India b) Periodization of Indian history c) Aryan Theory
Module 2 (Credit 1) Debates in Early Medieval Indian History	
Learning Outcomes	**After learning the module, learners will be able to**
	1. discuss how ideology plays role in the interpretation of history.
	2. examine the nature of feudalism in West and India.
	3. assess the various view-points about feudalism in India.
Content Outline	a) The myth of the golden age b) Feudalism in West and India: An overview c) Interpretation of the Marxist school about Feudalism
Module 3 (Credit 1) Debates in Medieval Indian History	
Learning Outcomes	**After learning the module, learners will be able to**
	1. Estimate the various view -points about Mughal rulers.
	2. comprehend the 18th century debate.
	3. appraise how new sources played a role in viewing 18th century from a new perspective.
Content Outline	a) Debates about Mughal rulers: myths and reality b) 18th century Debate c) Dark Age: An interpretation over patronage, economic change and art
Module 4 (Credit 1) Debates in Modern Indian History	
Learning Outcomes	**After learning the module, learners will be able to**

	1. differentiate among various schools of interpretations on the nature of the revolt of 1857.
	2. assess the various approaches on the drain theory.
	3. learn the various forces in shaping communalism and leading to the Partition and debates over them.
Content Outline	a) Revolt of 1857: Various Interpretations b) Drain theory: Various approaches c) Communalism, Two-Nation Theory and Partition of India

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

1. Project on the writings of the Orientalist and nationalist writings on the Aryan race.

2. Presentations on the various writings on the myth of the golden age.

3. Study and presentation of various schools such as imperialist, nationalist and Marxist, subaltern and gender on the revolt of 1857.

4. Project writing on communalism and partition of India.

5. Screening of movies projecting the caste, class and gender aspect of communalism such as Pinjar, Bhag Milkha Bhag.

6. Study of various writings such as Dadabhai Naoroji, M.G. Ranade and R.C. Dutt about the economic drain in colonial times.

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Major Elective

Course Title	**History of Sports - Antiquity to the present**
Course Credits	4
Course Outcomes	After going through the course, learners will be able to
	1. describe the worldwide development of sports from antiquity to the present
	2. interpret the meaning of sports and its complex roles across cultures
	3. examine the relevance and history of global sporting institutions
	4. think creatively and critically about sports' impact on and relationship with mass culture
Module 1 (Credit 1)	**Games and Sports in the Ancient World**
Learning Outcomes	After learning the module, learners will be able to
	1. identify how games were conceived in the ancient world
	2. describe the myriad games played in western and non-western ancient worlds
Content Outline	a) Games to sports: definitions b) Games in ancient Greece & Rome c) Games in Asian civilizations- China and India
Module 2 (Credit 1)	**Rise of Modern Organized Sports**

Learning Outcomes	After learning the module, learners will be able to
	1. examine the origins, codification and institutionalization of modern sports
	2. analyse the importance of social divisions like class, race and gender in the evolution of sports
Content Outline	a) Historical context: Sports in Great Britain in the nineteenth century b) Growth of Team sports (discussion using any one example- Football/ hockey/cricket) and individual sports (discussion using any one example-Boxing/ Swimming/Cycling) c) Entry of women in sports
Module 3 (Credit 1)	**Sports, politics and culture**
Learning Outcomes	After learning the module, learners will be able to
	1. explain the history and significance of global sporting institutions
	2. analyse the relationship between sports and mass culture
Content Outline	a) The International Olympic movement b) Sports and the Cold War c) Sports and mass culture - sports magazines, television and films
Module 4 (Credit 1)	**Sports in modern India**
Learning Outcomes	After learning the module, learners will be able to
	1. demonstrate an awareness of the modern Indian sports history
	2. examine critically the role played by various sporting institutions in promoting and shaping sports in India
Content Outline	a) 'Western' sports in subcontinental history: cricket and hockey b) Revivification of 'indigenous sports'- kabaddi, kushti and wrestling c) Institutions- Sports Authority of India (SAI), Indian Olympic Committee (IOC) and Indian Premier League (IPL)

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

1. Visit to a sports event followed by critical reflections
2. Oral presentation on a primary text-memoir/ autobiography/ travelogue/ any other material as part of an assignment question

3. Writing assignments involving critical study and analyses of newspaper reports of historical sporting events

4. Local Sports History Projects

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Research Project

Objectives:

1. To understand research as a way of new thinking.
2. To understand meticulous and scientific methods of writing history with proper sources.
3. To learn to use various tools in writing history.
4. To be familiar with the methodology for historical research.
5. To enhance the skills for conducting research in a stipulated period.

☐

Course Title	**Research Project**
Course Credits	6
Course Outcomes	After doing research, the learners will be able to:
	1. develop the skills and stages of the research.
	2. develop to use of various tools and its proper use in writing history.
	3. enhance scientific methods of writing history with proper 4. sources.
	5. develop the ability to understand the process of research as well as it's implementation.
	6. monitor and evaluate need based programme.

Guidelines for Dissertation :

1.☐ Each student will do research under the guidance of guide.

2.☐ Students will write a research project based on primary sources.

3.☐ They will use the proper methodology.

4.☐ Students will organize data in the suitable chapters and construct it.

5.☐ The dissertation will consist of Introduction, Chapters & Conclusion.

6.☐ Attach Appendix.

7.☐ Attach Bibliography.

8.☐ Submit hard copy of Dissertation with proper binding.

Evaluation:

Criteria	Marks
2. Internal	100
2. External	50
Total	**150**