



Sant Dnyaneshwar Shikshan Sanstha, Islampur's
Hon. Shri. Annasaheb Dange Arts, Commerce and Science College,
Hatkanangale, Dist-Kolhapur (Ms)

List of Documents

1.3.1 The Institution integrates the cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into curriculum.

Sr No	Name/Title of the Documents	Details
1	List of Core Courses addressing Professional Ethics (individuals)	Dept. Faculty
2	List of Core Courses addressing Gender (individuals) OK	Dept. Faculty
3	List of Core Courses addressing Human Values (individuals) OK	Dept. Faculty
4	List of Core Courses-Environment & Sustainability (individuals) OK	Dept. Faculty
5	Syllabus copy of core courses highlighting these issues OK	Dept. Faculty
6	List of add-on/certificate courses addressing these issues OK	Dept. Faculty
7	Syllabus copy of certificate courses highlighting these issues OK	Dept. Faculty
8	List of activities (workshops/seminars/guest lecturers/awareness programs) addressing these issues OK	Dept. Faculty
9	Activity Reports on each activities addressing these issues OK	Dept. Faculty
10	Departmental Association Activities addressing these issues	Dept. Faculty

टीप : वरील सर्व कागदपत्रे विभागातील प्रत्येकाने तयार करून आपआपल्या विभागातील दुसऱ्या प्राध्यापकाकडे संकलित करावे जेणेकरून अपेक्षित असणाऱ्या सर्व कागदपत्रांची एकत्रित फाईल IQAC ला मिळेल.

Gender

List- core - courses

Dept. of History

1.3.1.

2. List of Core Courses

Gender

Theme	Class	Paper	Units
Gender: Rights	BA-2-Sem 3	3-History of Modern Maharashtra	Module 3-b) Women's Rights
Gender: Women Empowerment, Cultural Change, Empowerment of Down-trodden, Education	BA2-Sem.3	IDS-Social Refor Movements in India	Module 2 and 3
Gender, Social Reforms	BA2-Sem.4	IDS-Social Reform Movements in Maharashtra	Module 2- Women Reformers
Gender Reforms, Social Reforms, Modernization	MA-1-Sem-2	209-Social Reform Movements in 19th c. India	All Modules
Gender, Gender Issues, Gender Reforms	MA-2-Sem-4	411-History of Indian Women	All Modules



[Signature]
Dr. Nirman Kulkarni
HOD - History

1.3.1. Lead College Workshops on Cross-Cutting Issues (2018-23)

Year	Date	Title of Workshop	Resource Person
2018-19			
✓ 1	10/8/2018	Gender Equality	Dr. Ujwala Paranjape
2	20/12/2018	Research Methodology	Dr. Eknatha Patil and Dr. Ashok Jadhav
3	31/12/2018	E-Governance & College Administration	Dr. Milind Kurane, Mr. Mahesh Nilaje, Mr. Akshay Dongare
4	9/1/2019	E Content Development	Dr. Uttam Jadhav
2019-20			
1	24/12/2019	Importance of Libraries in HE	Dr. Padwal and Dr. Adav
2	31/12/2019	Folk Literature	Mr. Vijay Jadhav
3	1/1/2020	Importance of SPSS in Research	Dr. A. K. Patil
2021-22			
1	29/3/2022	Interview skills in Competitive Exams	Dr. Amar Kamble and Mr. Sandip Rane
✓ 2	30/3/2022	Water and Soil Conservation	Dr. M. N. Survase and Dr. Yuvraj Mote
✓ 3	31/3/2022	Gender Equality while celebrating 75th years of Indian Independence	Dr. S. V. Sarvade and Dr. Deepa Shrivasthi
2022-23			
1	28/3/2023	New Opportunites in Service Industry	Dr. Ashok Jadhav and Dr. Mansing Dabade
✓ 2	29/3/2023	Importance of Millets in Daily Food	Dr. Subhash Ingale and Dr. Madhumati Shinde
3	31/3/2023	Importance of Oral Tradition in the writing of Local History	Dr. Suresh Shikhare and Dr. Sanghmitra Sarvade



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SHIVAJI UNIVERSITY, KOLHAPUR

Syllabus

B.A.-II

SEMESTER - III

PAPER III- HISTORY OF MODERN MAHARASHTRA (1900 to 1960)

(CHOICE BASED CREDIT SYSTEM – (CBCS)

Credits: 04

(introduced from June 2019)

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

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

CO1. Understand the beginnings and growth of nationalist consciousness in Maharashtra

CO2. Explain the contribution of Maharashtra to the national movement

CO3. Give an account of various movements of the peasants, workers, women and backward classes

CO4. Know the background and events which led to the formation of separate state of Maharashtra.

MODULE-1 Rise and Growth of Nationalism

- a) Rise of Nationalism 15
- b) Contribution of Gopal Krishna Gokhale
- c) Contribution of Lokmanya Tilak

MODULE -2 Role of Maharashtra in the National Movement

- a) Revolutionary Movement 15
- b) Non-Cooperation Movement
- c) Civil Disobedience Movement with special reference to the uprising in Solapur
- d) Quit India Movement with special reference to Prati Sarkar Movement

MODULE -3 Social Movements

- a) Peasants and Workers 15
- b) Women's rights
- c) Emancipation of Backward Classes

MODULE -4 Samyukta Maharashtra Movement

- a) Background 15
- b) Contribution of the Samyukta Maharashtra Samiti
- c) Events leading to the formation of Maharashtra State



SHIVAJI UNIVERSITY, KOLHAPUR
Syllabus
B.A. - II
SEMESTER - III
IDS PAPER I: SOCIAL REFORMS IN INDIA
(CHOICE BASED CREDIT SYSTEM – (CBCS)
Credits: 04

(introduced from June 2019)

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

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

- CO1. Understand the salient features of prominent socio-religious reform movements
- CO2. Explain the thought and work of Mahatma Phule for radical transformation of Indian society
- CO3. Know the measures taken by Rajashri Shah Maharaj for emancipation of lower classes and women
- CO4. Understand the thoughts of Ambedkar on the annihilation of the caste system and untouchability in India
- CO5. Know how the Indian constitution embodies the values of social justice and equality

MODULE-1 Socio-Religious Reform Movements

- a) Raja Ram Mohan Roy and Brahmo Samaj 15
- b) Swami Dayanand Saraswati and Arya Samaj
- c) Swami Vivekanand and Ramakrishna Mission

MODULE-2 Mahatma Phule

- a) Educational and Social Work 15
- b) Satyashodhak Samaj
- c) Thoughts of Mahatma Phule (with special reference to *Shetkaryancha Asud* and *Gulamgiri*)

MODULE-3 Rajashri Shahu Maharaj

- a) Educational and Social upliftment of lower classes 15
- b) Women's Rights
- c) Hostel Movement

MODULE-4 Dr Babasaheb Ambedkar

- a) Thoughts on Annihilation of Caste 15
- b) Mahad Incident and the Temple entry movement
- c) Social Justice and Indian Constitution



SHIVAJI UNIVERSITY, KOLHAPUR

Syllabus B.A.-II

SEMESTER - IV

IDS PAPER- II: SOCIAL REFORMS IN MAHARASHTRA

(CHOICE BASED CREDIT SYSTEM – (CBCS)

Credits: 04

(introduced from June 2019

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

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

CO1. Know about the beginnings of social reforms in Maharashtra by the Paramhansa Mandali and Prarthana Samaj.

CO2. Understand the contribution of women reformers

CO3. Explain the contribution of Social reformers in the fight for social justice

CO4. Explain the role played by educational reforms in transformation of society.

MODULE-1 Beginnings of Social Reform

- a) Social condition in early 19th century 15
- b) Paramhansa Mandali
- c) Prarthana Samaj

MODULE -2 Women Reformers

- a) Savitribai Phule 15
- b) Tarabai Shinde
- c) Pandita Ramabai

MODULE -3 Social Reformers

- a) Lahuji Salve 15
- b) Maharshi Vitthal Ramji Shinde
- c) Gadage Maharaj
- d) Annabhu Sathe

MODULE -4 Educational Reforms

- a) Karmaveer Bhaurao Patil 15
- b) Dr. Bapuji Salunkhe
- c) Punjabrao Deshmukh

Readings:

- Kenneth W. Jones, Socio-religious reform movements in British India, Cambridge University Press, 1994
- Amiya P. Sen, Social and Religious Reform, Oxford University Press, 2005
- Articles on Paramhansa Sabha, Prarthana Samaj, Satyashodhak Samaj in Murali Ranganathan (ed.), The Collected Works of JV Naik, Asiatic Society of Mumbai, 2016



- b) The Residency System
- c) Relations with Princely States

Select Readings:

- 1) Partha Sarathi Gupta and A. Deshpande (eds.), The British Raj and Its Indian Armed Forces, 1857-1939, New Delhi, Oxford University Press, 2002 .
- 2) Barbara N. Ramusack, The Indian Princes and their States, Cambridge, Cambridge University Press, 2004
- 3) Stephen P. Cohen, The Indian Army: Contribution to the Development of the Indian Army, Oxford University Press, 1990.
- 4) Thomas R. Metcalf, Ideologies of the Raj, Cambridge University Press, New Delhi, 1994
- 5) Bernard Cohn, 'Representing Authority in Victorian India', in E.J. Hobsbawm and Terence Ranger (eds.), The Invention of Tradition, Cambridge: Cambridge University Press, 1983
- 6) Michael H. Fisher, Politics of the British Annexation of India, 1757-1857, Oxford University Press, Delhi, 1993
- 7) Michael H. Fisher, Indirect Rule in India, Oxford University Press, Delhi , 1998
- 8) Bipan Chandra, History of Modern India, Orient BlackSwan, Hyderabad, 2009
- 9) Sekhar Bandyopadhyay, From Plassey to Partition, Orient BlackSwan, Hyderabad, 2014
- 10) शेखर बंधुओपाध्याय, पलासी से विभाजन तक, ओरीयंट ब्लैकस्वॉन, २०१२
- 11) गोपाळ एस. (अनु. देशपांडे), ब्रिटीशांची भारतातील राजनीती, डायमंड पब्लिकेशन्स, पुणे, २००६.

HIST- 209 Social Reform Movements in 19th Century India

Unit I: Introduction

- a) Why Reform? - Indian society at the beginning of 19th Century
- b) Method of Reform
- c) Features and limitations of Social Reform Movements

Unit: II Bengal

- a) Henry Vivian Derozio and the Young Bengal Movement
- b) Rajaram Mohan Roy and the Brahmo Samaj
- c) Pandit Isvarchandra Vidyasagar and the Widow remarriage Movement



Unit III: Western India

- a) Paramhansa Sabha, Prarthana Samaj
- b) Mahatma Phule and Satyashodhak Samaj
- c) Social reform among the Parsis

Unit IV: North and South India

- a) Dayanand Saraswati and the Arya Samaj
- b) Sir Syed Ahmad Khan and the Aligarh Movement
- c) Swami Narayan Guru and the untouchables of Kerala

Select Readings:

- 1) Kenneth W. Jones, Socio-religious reform movements in British India , Cambridge University Press, 1994
- 2) David Kopf, The Brahmo Samaj and the Shaping of the Modern Indian Mind, Princeton, 1979
- 3) Sumit Sarkar, Bibliographical Survey of Social Reform Movements in Eighteenth and Nineteenth Centuries, Indian Council of Historical Research, New Delhi, 1975
- 4) Charles H. Heimsath, Indian Nationalism and Hindu Social Reform, Princeton University Press, 2015
- 5) Amiya P. Sen , Social and Religious Reform, Oxford University Press, 2005
- 6) Articles on Paramhansa Sabha, Prarthana Samaj, Satyashodhak Samaj in Murali Ranganathan (ed.), The Collected Works of JV Naik, Asiatic Society of Mumbai , 2016
- 7) J.T.F. Jordens, Dayananda Saraswati, Oxford University Press, Delhi, 1997
- 8) उमेश बगडे, महाराष्ट्रातील प्रबोधन आणि वर्गजातिप्रभुत्व, सुगावा प्रकाशन, पुणे , २००६
- 9) मा. प. मंगुडकर, महात्मा फुले आणि सत्यशोधक चळवळ, दादर , प्रकाशन तारीख नाही

HIST- 210 Maharashtra Today (1960-2000)

Unit I: Formation of Maharashtra State

- a) Linguistic reorganization of States
- b) Sanyukta Maharashtra Movement
- c) Contribution of the activists

Unit II: Economic Development

- a) Agriculture and Cooperative Movement
- b) Industrial development



411 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

- a) Visibilising women in history
- b) Significance of Women's History
- c) Feminism and Feminist History

Module 2 : Indian Women: Customary and Legal Status

- a) Ancient India
- b) Medieval India
- c) Colonial India
- d) Tribal Society

Module 3: Rise of Women's movement

- a) Education for Women
- b) Women and Reform in Nineteenth Century
- c) Emergence of women's organizations
- d) The movement for women's rights

2. Women and the freedom struggle

- a) Role of Women in Gandhian Movements.
- b) Participation of women in labour and peasant movements
- c) 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.
- Mukherjee, Dr. Soma, *Royal Mughal Ladies*, Gyan Publication House Delhi, 2002.
- Marjorie, Agosin- (ed.) *Women, Gender and Human Right: A Global Perspective*.
- Krisnaraj, Maitreyi, *Feminist Concepts, Part I & II*, Research Centre of Women Studies, SNDT Woman University, Mumbai.
- Forbes, Geraldine – *Women in Modern India*, The New Cambridge History in India, Cambridge University Press, 1998.
- Patil, Dr. Padmaja & Jadhav Shobhana , *Women in Indian History*, Phadake Prakashan, Kolhapur, 2007.
- Desai, Neera, *Women in Modern India*, Vora and Co., Bombay, 1957.
- Engineer, Ashgar Ali (ed.), *Status of Women in Islam*, Institute of Islamic Studies, Ajanta Publications, Bombay, 1987.



Gender-
C.C.

**Hon. Shri. Annasaheb Dange Arts, Commerce and Science College,
Hatkanangale**
Dept. of History (UG and PG) 2018-19
Certificate Course on Understanding India through Cinema
Duration of the Course: 1 September to 6 October, 2018
Academic Year: 2018-19

Syllabus

Objectives:

- To make students aware of the difference between commercial cinema and meaningful-thought provoking good Cinema.
- To help students understand how visual narratives can be used as source to study history.
- To make students aware of, how cinema can be read to understand history.
- To make students aware of various issues that contemporary India is facing.
- To make students understand, how various issues are reflected through Cinema.
- To cultivate among students the power of observation and critical thinking.

Unit- 1 Indian Freedom Struggle and Cinema

- a. Expression of Freedom struggle in Baburao Painter's Cinema
- b. Documentation of Freedom Movement: *22 June 1897*
- c. Remembering pains of partition: *Tamas*

Unit -2 Political Issues

- a. Critic on Political Institution: *Sinhasan*
- b. Critic on Electoral System: *Newton*
- c. Critic on Students' Politics: *Gulal*

Unit 3- Social Issues

- a. Women through Cinema: *Umbaratha*
- b. Caste system and Cinema: *Fandry*
- c. Critic on Feudalism: *Ankur*

Unit-4 Eminent Directors

- a. Changing Urban India and Satyajit Ray's *Janaranya*
- b. Rural Politics and Jabbar Patel's *Samana*
- c. Preservation of Environment and Sumitra Bhav's *Devrai*

References:

- K. Moti Gokulsing. Indian Popular Cinema: A Narrative of Culture Change. Trentham Books, 2004



[Signature]
Dr. Niranjana Kulkarni
HOD, Dept. of History

Hon. Shri. Annasaheb Dange Arts, Commerce and Science College,
Hatkanangale

Dept. of History (UG and PG) 2022-23

Certificate Course on Women in Indian History

Duration of the Course: 1 September to 30 September, 2022

Syllabus

Objectives:

- To make students aware of the concept of Gender and feminist history
- To make students aware of the development of feminist movement around the world
- To make students understand the position of women in India in its entire history
- To make students aware of various legal provisions regarding women
- To make students aware of role of women in Indian history especially during the freedom movement
- To sensitize students regarding Gender issues and to inculcate value of gender equality in their minds.

Unit- 1 Gender History: Concept and Importance

- a. Concept, Nature & Scope
- b. Feminist Reform Movements in the World
- c. Theoreticians and Activists in the World

Unit -2 Condition of Women in Indian History

- a. Ancient
- b. Medieval
- c. Modern

Unit 3- Legal Provisions to Women


- a. Pre-Independence
- b. post-Independence
- c. Today

Unit-4 Women Reform Movement

- a. Pre-Independence
- b. post-Independence
- c. Today

References:

- भागवत, विद्युत. स्त्रीवादी सामाजिक विचार, डायमंड पब्लिकेशन, पुणे, २००८.
- देशमुख, शारदा. शिवकालीन व पेशवेकालीन स्त्री-जीवन, टि.म.वि. प्रकाशन, पुणे, १९७३.


Dr. Niraj Kulkarni
HOD, Dept. of History



Hon. Shri. Annasaheb Dange Arts, Commerce and
Science College, Hatkanangale



Dept. of History (UG and PG) organizes

One Day Workshop on 'Research Methodology in History: Feminist History'

Dr. Archana Jadhav

*a well-known historian and Professor of History in Bapuji Salunkhe
College, Miraj*

8 August 2018

Seminar Hall



Dr. Niranjana Kulkarni and Dr. Sanghmitra Sarvade

Dept. of History,

Hon. Shri. Annasaheb Dange Arts, Commerce and Science
College, Hatkanangale



Contact: +91-7719825727

Dr. Niranjana Kulkarni
HOD, Dept. of History

Hon. Shri. Annasaheb Dange Arts, Commerce and Science College, Hatkanangale

Dept. of History

Activity Report (2018-19)

Name of the Activity with Date	One Day workshop on 'Research Methodology in History: Feminist History' on 8 August 2018.
Organizing Committee	Dept. of History
Aims and Objectives of Activity	1. To make students aware of the concept of Feminism and Feminist History 2. To help students understand a specific research methodology to undertake the writing of feminist history 3. To make them aware of the sources to write feminist history
Resource Person (Design. and Office)	Dr. Archana Jadhav, Professor of History, Bapuji Salunkhe College, Miraj
Participant	Students from UG and PG
Brief Report: On 8 August 2018, dept. of History organized a one-day workshop on 'Research Methodology in History: Feminist History'. The workshop was inaugurated by the hands of our honorable principal Dr. Yojana Jugale. At the same time, a 'Wall-Literature' was also inaugurated by the hands of our principal. The wall-literature was prepared by our students. Dr. Archana Jadhav, eminent historian of feminist history was invited as a resource person. At the outset, she shared her thoughts on the definition, nature and scope of feminist history writing. Then, she dwelled upon various stages in the research through feminist approach. In tune with this, she also shed light on the limitation of written sources and abundance of oral sources. She also trained students how to take interviews and collect oral sources. The workshop was concluded with the presidential remarks by Dr. Yojana Jugale and vote of thanks by Dr. Nirnanjan Kulkarni.	
	
Name & Sign of the Report writer/Convener	 Dr. Nirnanjan Kulkarni (Dept. of History)



Hon. Shri. Annasaheb Dange Arts, Commerce and
Science College, Hatkanangale



Dept. of History (UG and PG) organizes

One Day Workshop on 'Research Methodology for the History of Unsung Women Social Reformers'

Dr. Kavita Gagarani

Professor of History, New College, Kolhapur

14 August 2019

Seminar Hall


Contact:

Dr. Niranjna Kulkarni and Dr. Sanghmitra Sarvade

Dept. of History,

Hon. Shri. Annasaheb Dange Arts, Commerce and Science
College, Hatkanangale

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Dr. Niranjna Kulkarni
HOD, Dept. of History



Hon. Shri. Annasaheb Dange Arts, Commerce and Science College, Hatkanangale

Dept. of History

Activity Report (2019-20)

Name of the Activity with Date	One Day workshop on 'Research Methodology for the history of Unsung Female Social Reformers' on 14 August 2019
Organizing Committee	Dept. of History
Aims and Objectives of Activity	<ol style="list-style-type: none"> 1. To make students aware about the concept of Feminism and Feminist history. 2. To help them understand specific research methodology to collect oral tradition. 3. To inform students about alternative sources to study feminist history
Resource Person (Design. and Office)	Dr. Kavita Gagarani, Professor in New College, Kolhapur
Participant	Students from UG and PG
<p>Brief Report: On 14 August 2019, Dept. of History organized a one-day workshop on ' Research Methodology for the history of unsung Female Social Reformers'. The workshop was inaugurated by the hands of our honorable principal Dr. Yojana Jugale. Dr. Kavita Gagarani, eminent Professor of feminist history and social worker was invited as a resource person. At the outset, she defined feminism and feminist history with its wide scope and growing interest. Then, she made students aware of various stages in the research while writing feminist history. Especially, she informed students how to encourage women to tell their life histories and work. local history. She also informed about the limitation of written sources and abundance of alternative sources; especially the oral tradition and interview method. The workshop was concluded with the presidential remarks by Dr. Yojana Jugale and vote of thanks by Dr. Niranjan Kulkarni.</p>	
	
Name & Sign of the Report writer/Convener	 Dr. Niranjan Kulkarni and Dr. S. V. Sarvade (Dept. of History)



Hon. Shri Annasaheb Dange Arts, Commerce & Science College, Hatkanangale

Dept. of History (2018-19)

Activity Report

Name of the Activity	Students' Seminar on Celebrations of birth anniversary of Savitribai Phule
Organizer	Dept. of History
Committee	Dept. of History
Participants	Students from UG and PG (20)
Date	3 January 2019
Brief Report	Students prepared a paper on the theme. They presented their study to the students. In subsequent section of QA, the presenter satisfactorily defended their papers.





Dr. S. V. Sarvade
Asst. Professor




Dr. Niranjana Kulkarni
Assoc. Professor and Head

Hon. Shri. Annasaheb Dange ACS College, Hatkanangale

Activity Report (2019-20)

Name of the Activity with Date	Group Discussion with Screening of the film 'Doghi' on cross-cutting issues 11 September 2019
Organizing Committee	Dept. of History
Aims and Objectives of Activity	1. To screen the movie and make students aware of the cross-cutting issues involved in the story 2. To make them aware of various technicalities in the craft of film which again help them understand the issues involved
Resource Person (Design. and Office)	Dr. Niranjana Kulkarni, HOD, Dept. of History
Target Group and Participant Number	Post-graduate students, present 10
Brief Report	The students of MA-II have a special paper on 'Understanding India through Cinema'. In tune with this, we organized screening of a Marathi film 'Doghi'. It is set in rural setting which throws light on the plight of women who were victimized by our patriarchal system and superstition. The students were made aware of the issues involved in the film. The screening was concluded with interesting discussion on the issues regarding gender.
Photographs	
Name & Sign of the Report writer/Convener	 Dr. Niranjana Kulkarni , HOD, Dept. of History



Hon. Shri. Annasaheb Dange ACS College, Hatkanangale

Activity Report (2019-20)

Name of the Activity with Date	Group Discussion and Celebration of Birth Anniversary of Savitriai Phule, on 03 January, 2020
Organizing Committee	Dept. of History (UG)
Aims and Objectives of Activity	1. To make students aware of plight of women; 2. To introduce students about the life and work of Savitriai Phule; 3. To encourage students to share their thoughts on the issue of Gender
Resource Person (Design. and Office)	Dr. S. V. Sarvade, Asst. Professor, Dept. of History Prof. V. K. Vidhate (Guest), Asst. Professor, Hindi
Target Group and Participant Number	UG Students: 15
Brief Report	The activity was started with the discussion on the plight of women throughout history. Then, Dr. Sarvade introduced students about life and work of Savitriai Phule. She also gave stress on various activities, in the area of women education, undertaken by Savitriai Phule. Then, Prof. Vidhate explained the contribution she has made to the upliftment of women. The program concluded with vote of thanks by Dr. Niranjan Kulkarni.



Name & Sign of the
Report writer/Convener

Dr. Niranjan Kulkarni, Head Dept. of History



Glenda-
AR

Hon. Shri. Annasaheb Dange ACS College, Hatkanangale

Activity Report (2020-21)

Name of the Activity with Date	Wall Poster on 'Savitribai Phule' to celebrate her birth anniversary 3 January 2021
Organizing Committee	Dept. of History
Aims and Objectives of Activity	1. To encourage and motivate students about the contribution of Savitribai Phule. 2. To introduce the viewers about life and work of Savitribai Phule
Resource Person (Design. and Office)	-
Target Group and Participant Number	Students participated; 10 Viewers: around 100+
Brief Report (4-5 lines in English only)	10 students from our department prepared the wall poster. Before the preparation, students were encouraged to read about life and work of Savitribai Phule. Then, with their own understanding and concept, they prepared the wall posters. Their task was highly appreciated by the viewers.




Name & Sign of the Report writer/Convener	Dr. S. V. Sarvade, Convener of the activity
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Hon. Shri. Annasaheb Dange Arts, Commerce and Science College, Hatkanangale
Lead Collee Program (2018-19)
Report of One Day Workshop

Title		One day workshop on 'Gender Equality'	
Committee Lead College	Chaiperson	Hon. Resource Person	
	Hon. Principal Dr. Yojana Jugale	Dr. Ujwala Paranjape	
Day and Date: Friday, 10/8/2028, Time: 9 am to 4 pm			
Place: Seminar Hall			
.Participation: Representative of Nine colleges (Faculty-10, Students-48, Total 72			
Objectives: 1. To explain the concept of Gender as a biological phenomena with Gender as an artificial construct, 2. To make participants aware of the role of society in the development of the concept of Gender, 3. To provide counselling regarding the issue.			
Brief Report			
The workshop inaugurated with <i>diprajvalan</i> by the hands of dignitaries. Then Dr. Niranjan Kulkarni welcome all and gave introduction to the program. It is followed by felication of our honaroable chief guest. In her first session, honorable Resource Person Dr. Ujwala Paranjape explained the concept of Gender as an artificial construct. In the next segment, she provided a questionnaire to the participants. On the basis of their responses, she informed how we are caged with the social restriction. The session was followd by Q & A session.			
Then some of the participants shared their experiences of workshop. The workshop successfully concluded with the distribution of certificates and lunch.			
Outcome: 1. Participants understood the difference between Gender as a biological phenomena with Gender as an artificial construct,			
2. Participants became aware how, involuntarily they are also victim of such evil construct			
3. Participants also became aware to think across gender and develop understanding among each other.			
		 Dr. Niranjan Kulkarni Coordinator of the program	



Gender
Lead-AR

Photographs

Inauguration Program: 1) Inauguration, 2) Welcome by Dr. Niranjana Kulkarni, 3) Felicitation of Hon. Resource Person, 4) RP Dr. Ujjwala Paranjape



Demonstration: 1) Breaking the ice, 2) Out-box thinking, 3) Questionnaire, 4) Q and A session



Concluding Program: 1) and 2) Sharing of Experiences, 3) Chairperson's Address



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Greater
Lead. AR



Hon. Shri. Annasaheb Dange Arts, Commerce and Science College,
Hatkanangale

Lead College Programs (2021-22)

Report on the 'One Day Workshop on Gender Equality while Celebrating
75th' years of Indian Independence'

Title: One Day Workshop on 'One Day Workshop on Gender Equality while Celebrating 75th' years of Indian Independence'

Committee: Lead College

Chairperson: Dr. Yojana Jugale (Principal)

Resource Person: Dr. S. V. Sarvade and Dr. Deepa Shrivasti

Day and Date: Thursday, 31 March 2022

Place: Seminar Hall

Participation: Faculty and Students from five colleges, total 40

Objectives: (1) To introduce the concept of Gender; (2) To make students aware of position of women throughout history; (3) To make students aware of the derogatory pasteurization of women in social and print media

Brief Report

At the outset, the workshop was **inaugurated** by resource persons and chairperson. Then, Dr. Niranjan Kulkarni introduced the objectives of the lead college program and the workshop. The resource persons were felicitated by the chairperson.

The first **resource person** was Dr. S. V. Sarvade. She is a historian with a specialization in Feminist History. She took a brief review of the position of women through out various stages in history. She also informed about rare examples of women-protest in the course of history. Then, the second resource person Dr. Deepa Shrivasti shared her thought. She made the participants aware of the importance of social and print media in structuring social psyche. With apt examples, she made them understood the derogatory pasteurization of women in the media and its harmful impact on the life of women.

During **valedictory** session, some of the faculty and students expression their views on the workshop. The program occluded with vote of thanks.

Outcome: (1) Students understood the concept of Gender; (2) Students learned about the position of women throughout history; (3) Students became alert of the derogatory pasteurization of women in social and print media.


Signature

Dr. Niranjan Kulkarni, Coordinator, Lead College



'One Day Workshop on Gender Equality while Celebrating 75th' years of Indian Independence'



1. Inauguration; 2. Introduction by the Coordinator; 3. Welcome and Felicitation of the Resource Persons



1. Resource Person Dr. S. V. Sarvade



2. Resource Person Dr. Deepa Shrivasthi



Sharing of views by Participants



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List core course

Dept. of History

1.3.1. List of Core Courses

3. Human Values

Theme	Class	Courses/Paper	Units
Freedom and Self-Reliance	BA-1	1-Rise of Maratha Power	All Units
Communal Harmony	BA-1	2- PSE under the Marathas	3: Society and Religion
Modern Values of Nationalism, Equality, Fraternity, Freedom & Social Reforms	BA-2-Sem 3	3-History of Modern Maharashtra	All Units
Indian National Freedom Struggle and Constitutional Democratic Value	BA2-Sem.4	4. History of Freedom Struggle	All Modules
Glory of National Heritage and our cultural development	BA-3-Sem.5	7-Early India	All Units
Glory of National Heritage, cultural development, Indian Knowledge System	BA-3-Sem 6	12- Ancient India	All Units
Welfare State	BA-3-Sem. 5	8-History of Medieval India	c. Krishnadevraya
Communal harmony	BA-3-Sem. 5	8-History of Medieval India	Module 4-Religion, Society and Culture
Communal harmony	BA-3-Sem. 6	13-History of Medieval India	Module 4-Religion, Society and Culture
Preservation of our Heritage	BA3-Sem6	Methods and Application of History	Module 3-c) Methods of Conservation and Preservation techniques
Glorious Heritage	MA-1-Sem-1	101-Early India	All Modules
Indian Knowledge System	MA-1-Sem-1	104-Legacy of Ancient India	All Modules



Dr. Viramjane Kulkarni
HOD, Dept. of History

Thirst for Freedom	MA-1-Sem-1	107-Popular Resistance to Company Rule	All Modules
National Integration, Nationalism, Modernization	MA-1-Sem-1	108-Rise of Nationalism	All Modules
Social Reforms, Modernization	MA-1-Sem-1	110- Making of 19th c. Maharashtra	All Modules
National Integration, Nationalism, Modernization	MA-1-Sem-2	202-National Movements in India	All Modules
Indian Knowledge System	MA-1-Sem-2	203-Art and Architecture of Ancient India	All Modules
Gender Reforms, Social Reforms, Modernization	MA-1-Sem-2	209-Social Reform Movements in 19th c. India	All Modules
Indian Knowledge System	MA-2-Sem 3	322-History of Science and Technology in India	All Modules
Self-Consciousness and Thirst for Freedom	MA-2-Sem-4	412-Peasant Movements in Colonial India	All Modules
Self-Consciousness and Thirst for Freedom	MA-2-Sem-4	413-Labour Movements in Colonial India	All Modules
Self-Consciousness and Thirst for Freedom	MA-2-Sem-4	414-Dalit Movement in Colonial India	All Modules
Glorious Heritage and its conservation	MA-2-Sem-4	418-Conservation of Heritage	All Modules
Self-Consciousness and Thirst for Freedom	MA-2-Sem-4	421-Freedom Movements in SMC states	All Modules



H. V.
Sulabha

Choice Based Credit System
B.A. Part - I
History Course – I
(June 2022 onwards)

Semester I, Paper I: Rise of the Maratha Power (1600-1707)

(Objectives): The period from 1600 to 1707 was an important epoch in the history of Marathas. Chhatrapati Shivaji Maharaj established the Maratha state. Later, Chhatrapati Sambhaji, Chhatrapati Rajaram and Maharani Tarabai led the Maratha struggle of independence against the Mughal rule. The primary aim of this course is to introduce students to the history of the rise of Maratha power with main emphasis on life and work of Chhatrapati Shivaji Maharaj. The course is also expected to apprise the students with the sacrifices made by Maratha leaders and people to protect freedom and sovereignty of the region)

Module 1- Chhatrapati Shivaji Maharaja's achievement till 1664

- a. Background of the Rise of Maratha Power
- b. Early activities upto 1659: Afzalkhan Episode and Siege of Panhala
- c. Shahistekhan Episode and Attack on Surat

Module 2-Chhatrapati Shivaji Maharaja's achievement till 1680

- a. Treaty of Purandar and Visit to Agra
- b. Coronation
- c. Expedition to Karnataka

Module 3- Maratha War of Independence (1681-1707)

- a. Chhatrapati Sambhaji Maharaj
- b. Chhatrapati Rajaram Maharaj
- c. Maharani Tarabai

Module 4-Importance of Sources for understanding Maratha history

- a. Sources (Sanskrit and Marathi): *Shivbhauri*, *Adhyapatra*
- b. Persian sources: *Tarikh-i-Dilkusha*, *Muntakhab-ul-Lubab*
- c. Foreign records and accounts: English and Portuguese



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पवार जयसिंगराव (प्रमुख संपादक), छत्रपती शिवाजीमहाराज स्मृतिग्रंथ, महाराष्ट्र राज्य पाठ्यपुस्तक निर्मिती व अभ्यासक्रम संशोधन मंडळ, पुणे, २०११.

जयसिंगराव पवार, छत्रपती संभाजी स्मारक ग्रंथ, रिया पब्लिकेशन्स, कोल्हापूर, १९९०

पवार जयसिंगराव, शिवपुत्र छत्रपती राजाराम, महाराष्ट्र इतिहास प्रबोधिनी, कोल्हापूर, २०१७

पवार जयसिंगराव, शिवछत्रपती एक मागोवा, सुमेरू प्रकाशन, डोंबिवली, २००५

खोबरेकर वि.गो., मराठा अंमलाचे स्वरूप, शिवाजी विद्यापीठ प्रकाशन, कोल्हापूर, १९८८

पित्रे का.ग., मराठ्यांचा युद्धेतिहास १६०० - १८१८, कॉन्टिनेंटल प्रकाशन, पुणे, २००४

कुलकर्णी अ. रा., अशी होती शिवशाही, राजहंस प्रकाशन, पुणे, २००७

पठाण इस्माईल हुसेनसाहेब, छत्रपती शिवाजी महाराज, महाराष्ट्र इतिहास प्रबोधिनी, कोल्हापूर, २०२१

पठाण इस्माईल हुसेनसाहेब, छत्रपती संभाजी महाराज, महाराष्ट्र इतिहास प्रबोधिनी, कोल्हापूर, २०१८

Semester II, Paper II: Polity, Society and Economy under the Marathas (1600-1707)

(Objectives): 1600 to 1707 was a period of rapid change in the history of Marathas. Chhatrapati Shivaji Maharaj established the Maratha state and initiated fundamental changes in the political, socio-economic and cultural life of the people. The course is designed to acquaint the students with the political, socio-economic and religious life of the people during the 1600-1707 period. It will educate the students about the policy and contribution of Chhatrapati Shivaji Maharaj.

Module 1- Polity

- a. Civil administration: administrative structure, Ashtapradhan
- b. Judicial administration: judicial structure, gotsabha, divya
- c. Military administration: forts and navy

Module 2- Economy

- a. Agriculture: types of land and crops, revenue settlement, irrigation
- b. Industry: local craftsmen and major Industries
- c. Trade: trade centers, trade routes, transport and communications

Module 3- Society and Religion

- a. Village communities: Vatandar, Mirasdar, Balutedar-Alutedar and Upare



SHIVAJI UNIVERSITY, KOLHAPUR

Syllabus

B.A.-II

SEMESTER - III

PAPER III- HISTORY OF MODERN MAHARASHTRA (1900 to 1960)

(CHOICE BASED CREDIT SYSTEM – (CBCS)

Credits: 04

(introduced from June 2019)

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

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

CO1. Understand the beginnings and growth of nationalist consciousness in Maharashtra

CO2. Explain the contribution of Maharashtra to the national movement

CO3. Give an account of various movements of the peasants, workers, women and backward classes

CO4. Know the background and events which led to the formation of separate state of Maharashtra.

MODULE-1 Rise and Growth of Nationalism

- a) Rise of Nationalism 15
- b) Contribution of Gopal Krishna Gokhale
- c) Contribution of Lokmanya Tilak

MODULE -2 Role of Maharashtra in the National Movement

- a) Revolutionary Movement 15
- b) Non-Cooperation Movement
- c) Civil Disobedience Movement with special reference to the uprising in Solapur
- d) Quit India Movement with special reference to Prati Sarkar Movement

MODULE -3 Social Movements

- a) Peasants and Workers 15
- b) Women's rights
- c) Emancipation of Backward Classes

MODULE -4 Samyukta Maharashtra Movement

- a) Background 15
- b) Contribution of the Samyukta Maharashtra Samiti
- c) Events leading to the formation of Maharashtra State



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SHIVAJI UNIVERSITY, KOLHAPUR

Syllabus

B.A.-II

SEMESTER – IV

PAPER VI: History of Freedom Struggle (1858-1947)

(CHOICE BASED CREDIT SYSTEM – (CBCS)

Credits: 04

(introduced from June 2019)

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

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

CO1. Understand the events which lead to the growth of nationalism in India

CO2. Acquaint himself with major events of the freedom struggle under the leadership of Mahatma Gandhi

CO3. Explain the contribution of Revolutionaries, Left Movement and Indian National Army

CO4. Know the concept of Communalism and the causes and effects of the partition of India

Module- 1	Rise of Nationalism	15
	a) Formation of Indian National Congress b) Contribution of Moderates c) Contribution of Extremists (Swadeshi Movement and Home Rule Movement)	
Module -2	Gandhian Era	15
	a) Non-Cooperation Movement b) Civil Disobedience Movement c) Quit India Movement	
Module -3	Other Strands	15
	a) Revolutionary Movement b) Leftist Movement c) Subhash Chandra Bose and Indian National Army	
Module -4	Communalism and Partition	15
	a) Concept of Communalism b) Causes for Partition c) Effects of Partition	



B.A. Part -III, (History)

Semester –V, Course VII DSE E-61

Paper VII : Early India (from beginning to 4th c. BC)

Course Objectives: This course explores the major historical developments in India from the beginning to the 4th Century B.C. It traces the history of the Indian subcontinent from the Paleolithic period to the establishment of the Mauryan state. The student will be introduced to the political, social, economic and religious developments in India during this formative period. This course will help the students to understand how India came to be. They will know the facts about the early period of Indian history up to the 4th century B.C. They will get an introduction to the beginnings of India's political, socio-economic and cultural dynamics and understand the legacy of Ancient India.

Course Outcomes:

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

- 1) Understand the transition of humans in India from Hunters to Farmers
- 2) Explain the transition from Early to Later Vedic period.
- 3) Clarify the causes for the first and second urbanizations
- 4) Give an account of the teachings of Gautama Buddha and Vardhamana Mahavira
- 5) Describe the rise and growth of the Mauryan Empire
- 6) Explain the salient features of Ashoka's Dhamma

Module I: The Beginning

- a) The Hunter-Gatherers: Paleolithic and Mesolithic
- b) The Early Farmers: Neolithic and Chalcolithic
- c) The First Urbanization: Harappan Civilization
- d) The Megalithic Nomads: Burial types, nature of remains

Module II: The Vedic Age and Epics

- a) Vedic literature
- b) Transition from Early to Later Vedic period: Polity and Economy
- c) Transition from Early to Later Vedic period: Society and Religion
- d) The Epics: Ramayana and Mahabharata

Module III: The Second Urbanization

- a) Nature of second urbanization
- b) Emergence of Regional States (16 Maha-janapadas)
- c) Gautama Buddha- His teachings
- d) Vardhamana Mahavira- His teachings

Module IV: The Mauryan Empire

- a) Sources: Arthashastra and Indica
- b) Chandragupta Maurya and Ashoka
- c) Mauryan administration
- d) Ashoka's Dhamma



SEMESTER VI

B.A. Part III

Semester VI, Course No. XII DSE E-186

Ancient India (From 4th c. BC to 7th c. AD)

Course Objectives: This course explores the history of India from the 4th century BC to the 7th century A.D. It takes a panoramic survey of the historical developments during this crucial period of Indian history. The course studies the eventful changes which took place under the Satavahana, Kushanas, Guptas, Vakatakas, Chalukyas and Pallavas. The students will be introduced to the incomparably vivid picture of India which prevailed during the ancient period. They will be acquainted with not only the glory of Ancient India but also the social inequality and social evils which have shaped India in the past.

Course Outcomes:

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

- 1) Know the political, economic and religious developments which took place in early historic India
- 2) Explain the role played by Major Satavahana, Kushana, Gupta and Vakataka Kings
- 3) Give an account of the developments in the Post-Gupta period
- 4) Have an informed opinion about the society and culture of Ancient India

Module I: Early Historic India

- a) Sources: Gatha Saptashati, Periplus of the Erythraean Sea
- b) Major Kings: Satavahana and Kushanas
- c) Industry and Trade
- d) Hinayana Buddhism

Module II: The Classical Age

- a) Major Kings: Guptas and Vakatakas
- b) Economy and Greater India
- c) Literature and Science
- d) Religion

Module III: The Post-Gupta Period

- a) Source: Hiuen Tsang
- b) North India: Harshavardhana
- c) Deccan: Early Chalukyas of Badami
- d) South India: Pallavas

Module IV: Society and Culture

- a) Position of Women and Varna Structure (From Vedic period to Post-Gupta period)
- b) Education
- c) Art (From Mesolithic Art to Ajanta Paintings)
- d) Architecture- (Rock-Cut Caves (Maharashtra) to Constructed Temples (Madhya Pradesh))



B.A. Part III
Semester V, Course No: VIII DSE E-62
History of Medieval India (1206-1526 AD)

Course Objectives: This course covers the important period of Medieval Indian History. It was during this period that the Sultans established their rule in India. They introduced fundamental changes in polity, society, religion and culture of India. The course will acquaint the with various sources of medieval Indian history. They will get knowledge about the activities of major rulers and the policies followed by them. The students will know about the agricultural condition, development of trade and industry as well as the social, religious and architectural milieu of the period.

Course Outcomes:

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

- 1) Describe the different types of historical sources available for writing the history of medieval India
- 2) Explain the contributions of medieval rulers like Allaudin Khilji, Muhammad-bin-Tughlaq, Krishnadevraya, and Mahmud Gavan
- 3) Give an account of the administration and economy of the Delhi sultanate and Vijayanagar Empire
- 4) Elucidate the significant developments which took place in religion, society and culture

Module I - Sources:

- a) Literary: Tarikh-i- Firozshahi, Amuktamalyada
- b) Archaeological (excluding Monuments)
- c) Account of Foreign Travelers: Ibn Battuta, Domingo Paes

Module II - Major Rulers

- a) Allaudin Khilji: Internal policy and reforms
- b) Muhammad - bin- Tughlaq : Experiment of Token Currency
- c) Krishnadevraya: Military success and cultural contribution
- d) Mahmud Gavan: Contribution to Bahmani Kingdom

Module III - Administration and Economy(Delhi Sultanate and Vijaynagar)

- a) Administration : Central and Provincial
- b) Agriculture and Land Revenue
- c) Industry and Trade

Module IV) Religion, Society and Culture:

- a) Sufi Order: Chishti Silsila; Bhakti Movement: Sant Kabir; Sikh Religion: Guru Nanak
- b) Society: Hindu and Muslim
- c) Architecture: Delhi Sultanate, Vijaynagar and Bahamani.

Select Reference Books:

- Rizvi, S.A.A., The Wonder that was India, Part II, Rupa, Delhi, 2002
- Chitnis, K.N., Glimpses of Medieval Indian Ideas and Institutions, 1974



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B.A. Part III**Semester VI, Course No. XIII DSE E-187****History of Medieval India (1526-1707 AD)**

Course Objectives : This course explores the history of the Mughal period in India. The Mughals introduced fundamental changes in the polity, economy, society, culture and religion of India. The Bahamani kingdom in the Deccan also split up into five smaller kingdoms during this period. In the course the students will be introduced to the important events, personalities and developments in India. They will know the policies followed by important rulers and will acquaint themselves with the general scenario prevalent in India during the period. They will understand how a syncretic culture developed in India during the period.

Course Outcomes:

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

- 1) Know about the various sources for writing Medieval Indian history
- 2) Explain the role of rulers like Babar, Akbar, Chandbibi and Ibrahim Adilshah II
- 3) Gain knowledge about the administrative and revenue system
- 4) Describe the condition of Industry and trade
- 5) Explain important developments in religion, society and culture

Module I: Sources

- a) Literary: Akbarnama, Gulshan -i -Ibrahimi
- b) Archaeological (excluding monuments)
- c) Accounts of Foreign Travelers: Francois Bernier, Niccolo Manucci

Module II - Major Rulers

- a) Babar: Battle of Panipat and foundation of Mughal empire.
- b) Akbar: Rajput policy
- c) Chandbibi
- d) Ibrahim Adilshah II

Module III- Administration and Economy

- a) Administration: Central and Provincial
- b) Land Revenue: Akbar and Malik Ambar
- c) Industry and Trade

Module IV: Religion, Society and Culture

- a) Religious Policy: Akbar and Aurangzeb
- b) Society: Hindu and Muslim
- c) Architecture: Mughal and Adilshahi

Select Reference Books:

- Rizvi, S.A.A., The Wonder that was India, Part II, Rupa, Delhi, 2002
- Chitnis, K.N., Glimpses of Medieval Indian Ideas and Institutions, 1974
- Chitnis K. N. Socio- Economic Aspects of Medieval India, Poona, 1979



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B.A. Part III
Semester VI , Course No. XVI DSE E-190
Methods and Applications of History

Course Objectives: This course has been designed to impart knowledge of the methods of history to the students. The students will understand the nature of archival sources. They will be introduced to the trends of local and oral history and will know about the tools of local history like Survey, Interview and Questionnaire. The students will be introduced to the technique of collecting data through oral interviews. The students will understand the concept of the museum and learn the basic principles of museology. Moreover, the course will introduce the students to the relevance of monumental heritage and its relationship with the discipline of history through the concept of Heritage Tourism

Course Outcomes:

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

- 1) Understand the nature of archival sources
- 2) Gain conceptual clarity about recent trends in history.
- 3) Know about the application of history in museums.
- 4) Explain the concept and scope of heritage tourism.

(Note: The students should undertake Individual/ Group field projects for assignments in which they could take oral interviews / surveys/ regarding persons, events and local socio-political, economic and cultural developments related to local history. They should make audio recordings of the interviews and develop an archive of local oral history in the college department. These audio interviews would form an important source of local history)

Module I: Archival Sources

- a) Meaning, types, and importance of Archives
- b) Types of Records
- c) Concept of Digital Archives

Module II: Recent Trends in History

- a) Local History
- b) Oral History
- c) Tools of Local History (Survey, Interview, Questionnaire)
- d) Interview Technique

Module III: Museology

- a) Definition, Nature and Importance of Museum
- b) Types of Museums
- c) Methods of Collection, Conservation and Preservation Techniques of Objects



HIST 101-Early India (from the beginning to 3rd century B.C)

Unit I: From hunting to civilization

- a) Hunter and Gatherers: Paleolithic and Mesolithic
- b) Early farmers and settlers: Neolithic and Deccan Chalcolithic
- c) Harappa Civilization: first urbanization

Unit II: Transitions in Vedic culture

- a) Polity
- b) Socio-Economy
- c) Religion

Unit III: Second urbanization and rise of Heterodox religions

- a) Nature of second urbanization: Process of urbanization and Mahajanapadas
- b) Jainism
- c) Buddhism

Unit IV: Mauryan Empire

- a) Chandragupta Maurya and foundation of Empire
- b) Ashoka and his dhamma
- c) Mauryan Administration: nature and structure

Select Readings :

1. Allchin, R. and Bridget, Rise of Civilization in India and Pakistan, CUP, Delhi, 1983
2. देव, शां. भा., पुरातत्वविद्या, कॉन्टिनेन्टल प्रकाशन, पुणे, १९७६
3. ढवळीकर, म. के., आर्यांच्या शोधात, राजहंस प्रकाशन, पुणे, २००८
4. ढवळीकर, म. के., कोणे एके काळची सिंधू संस्कृती, राजहंस प्रकाशन, पुणे, २००६
5. ढवळीकर, म. के., महाराष्ट्राची कुळकथा, राजहंस प्रकाशन, पुणे, २०११
6. दीक्षित श्रीनिवास हरि, भारतीय तत्वज्ञान, पुणे सुविचार, २००६
7. गोखले, शोभना, पुरातत्वविद्या, कॉन्टिनेन्टल प्रकाशन, पुणे, २००७
8. Ghosh, A., Encyclopedia of Indian Archaeology, Vol. I & II, Munshiram & Manoharlal, New Delhi, 1989
9. कोसंबी, डी. डी., प्राचीन भारतीय संस्कृती आणि सभ्यता, डायमंड प्रकाशन, पुणे, २००६
10. शर्मा, आर.एस., प्राचीन भारतीय राजकीय विचार आणि संस्था, डायमंड प्रकाशन, पुणे
11. Singh, Upinder, A History of Ancient and Early Medieval India, Pearson Longman, Delhi, 2009
12. थापर, रोमिला, अर्ली इंडिया- प्रारंभापासून इ.स. १३०० पर्यंत, केसागर प्रकाशन, पुणे, २०१७
13. थापर, रोमिला, अशोक आणि मौर्यांचा रूपास, महाराष्ट्र राज्य साहित्य संस्कृती मंडळ, मुंबई, २००७



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- 22) Romila Thapar, Society and Historical Consciousness: The Itihasa-purna Tradition, in Romila Thapar, Cultural Pasts: Essays in Early Indian History, OUP, New Delhi, 2000
- 23)) D. K. Chakrabarti, India An Archaeological History, Delhi, 1909

HIST: 104 Legacy of Ancient India

Unit I: Administrative Legacy

- a) Town planning of the Harappans
- b) Sabha, Samiti , Vidhatha and Republics
- c) Kautilya' s Arthashastra and the Mauryas
- d) Feudal beginnings in the Gupta age

Unit II: Religion and Society

- a) Vedic religion
- b) Heterodox religions : Buddhism, Jainism, Lokyata and Tantra
- c) Shaivism and Vaishnavism
- d) From Varna to Caste

Unit III: Scientific Legacy

- a) Mathematics
- b) Medicine
- c) Astronomy

Unit IV: Art and Architecture

- a) Buddhist and Jain Architecture
- b) Temple Architecture: Nagara, Vesara and Dravida
- c) Drama and Poetry

Select Readings:

- 1) Thapar Romila, Early India (from the Origins to A. D. 1300), The Penguin History of Early India, Penguin books, 2001
- 2) Jha D. N., Early India: A Concise History, South Asia Books, 1987
- 3) D.N. Jha, Ancient India: In Historical Outline, Manohar Publishers and Distributers, 1998
- 4) S. Ratnagar, Understanding Harappa, Delhi, 2001
- 5) Kochar R. , The Vedic People, Delhi, 2000



HIST-107 Popular Resistance to Company Rule (1757 – 1857)

Unit- I Resistance by Regional powers to British Conquest of India

- a) Bengal
- b) Maratha
- c) Mysore

Unit II: Tribal Resistance

- a) Orrisa
- b) Maharashtra
- c) Santhal Rebellion

Unit III: Mutinies in the Armies and popular resistance

- a) The Faqir and Sanyasi Rebellions; Faraizi Movement
- b) The Vellore Mutiny
- c) The Mappila rebellion

Unit IV: Revolt of 1857

- a) Historiography of the Revolt: Colonial, Nationalist, Subaltern
- b) Regional Variations: Avadh, Uttar Pradesh, Bihar , South India
- c) The Revolt and Social Classes: Peasants, Feudal Aristocracy, Intelligentsia

Select Readings:

- 1) Bipin Chandra – Modern India, New Delhi, 1971
- 2) Sen S. N. – Modern India, Wiley Eastern Limited, 1991
- 3) Sumit Sarkar – Modern India, Macmillian , 1989
- 4) Mujumdar R. C. – British Paramountcy & Indian Renaissance, Part I & II, Bharatiya Vidya Bhavan (3rd Ed.) 1991.
- 5) Mukherjee, Sir William Jones – A Study in 18th Century British attitudes to India, Orient Longman, Bombay, 1987.
- 6) Sinh N. K. & Ranjit Singh – Haider Ali Rise of the Sikh power
- 7) Sen S. N. – Anglo Maratha Relations 1785-96, Macmillan Company, 1974
- 8) Sardesai G. S. – New History of Marathas Vol.- III, Vol. – 1946, Vol II, 1958
- 9) Sailendra Nath Sen - Anglo Maratha Relations 1785-96, Macmillian , 1974
- 10) Snigdha Sen, The historiography of the Indian revolt of 1857, Punthi- Pustak, 1992
- 11) A Dasgupta, The fakir and sannyasi rebellion, Social Scientist, Vol 10, No. 1, January 1982, pp. 44-45



- 12) Suranjan Chatterjee, New Reflections on the Sannyasi, Fakir and Peasants War, Economic and Political Weekly, Vol. 19, no. 4, January 28, 1984, pp. PE2- PE13
- 13) P. Chinnian, The Vellor Mutiny, 1806, Capricorn Printing House, Madras, 1982
- 14) C. Wood, The Mappila Rebellion and its Genesis, PPH, Delhi, 1987
- 15) G. Menon, Mappila Outbreaks of 19th Century Malabar, Proceedings of the Indian History Congress, Vol. 33, 1971, pp. 483-493
- 16) N. H. Choudhury, Peasant radicalism in nineteenth Century Bengal: The Faraizi, Indigo and Pabna movements, Asiatic Society of Bangladesh, 2001
- 17) कठारे अनिल, ब्रिटिश भारताचा इतिहास, एज्युकेशनल पब्लिशर, औरंगाबाद, २०१४
- 18) आठल्ये व्ही. बी., आधुनिक भारताचा इतिहास, अंशुल पब्लिकेशन, नागपूर, २००४
- 19) वैद्य सुमन आणि कोठेकर शांता, आधुनिक भारताचा इतिहास, साईनाथ प्रकाशन, नागपूर, १९९४
- 20) बिपीन चंद्र, मॉडर्न इंडिया, के सागर पब्लिकेशन्स, २००६.

HIST- 108 Rise of Nationalism in India (1858-1905)

Unit I: Nationalism

- a) Concept of Nationalism
- b) Historiography of Indian Nationalism
- c) Causes of Growth of nationalism in India

Unit II: Formation of Indian National Congress

- a) Political Associations before 1885
- b) Foundation of the Congress
- c) Controversies relating to its origins

Unit III: Early Nationalism

- a) Moderates and Economic Nationalism
- b) Significance and Evaluation of Work of Moderates
- c) Hindu Revivalism

Unit IV: The Extremists

- a) Ideological Basis of Extremism
- b) Objectives and Programme
- c) Significance and Evaluation of Work

Select Readings:

1. Anil Seal, The Emergence of Indian Nationalism: Competition and Collaboration in the Later Nineteenth Century, Cambridge University Press, 1971.



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HIST-110 Making of 19th Century Maharashtra

Unit I: Social and economic condition in early 19th Century

- a) Castes, untouchability, slavery, position of women
- b) Agriculture, industries, trade and commerce
- c) Education

Unit II: British policy and administrative changes

- a) New Land Tenure: Rayatwari System
- b) Introduction of Western legal system
- c) Beginnings of Western Education

Unit III: Social Reforms

- a) Role of Christian Missionaries
- b) Emancipation of women
- c) Eradication of untouchability and abolition of caste distinctions
- d) Role of press

Unit IV: Economy

- a) Agriculture- Commercialization, its impact; Deccan riots
- b) Growth of modern industries- cotton mill industry
- c) Rise of working class movement- impact of Factory Acts, role of Narayan Meghaji Lokhande

Select Readings:

1. Altekar M.D. Gopal Ganesh Agarkar, Karnatak Press, Bombay, 1930.
2. भास्कर लक्ष्मण भोळे (संपादक), एकोणिसाव्या शतकातील मराठी गद्य, खंड- १,२, साहित्य अकादेमी, २००६
3. Bhave, V.K., Peshvekalin Maharashtra, ICHR, Delhi, 1976.
4. Choksy, R.D., Economic Life in the deccan, 1888-1896, Asia Publishing House, Bombay, 1965.
5. Ganachari A. G., Nationalism and Social Reform in a Colonial Situation, Kalpaze, Publication, New Delhi, 2005.
6. Ghugare Shivprabha, Renaissance in Western India: Karmveer V.R. Shinde Himalaya Publishing House, Bombay, 1983.



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10. चिटणीस कृ. ना., मध्ययुगीन भारतीय संकल्पना व संस्था, खंड १ ते ४, भालचंद्र प्रिटींग प्रेस, मुंबई
11. सरदेसाई गो. स., मराठी रियासत भाग, १, २ व ३, मुंबई, १९१५-१९२५
12. कुलकर्णी अ. रा., मराठ्यांचा इतिहास भाग १ व २, कॅटिनेटल प्रकाशन, पुणे
13. गायकवाड आर. डी., मराठेकालीन संस्था व विचार, फडके प्रकाशन, कोल्हापूर, २००४
14. नसिराबादकर ल. रा., प्राचीन मराठी वाङ्मयाचा इतिहास, फडके प्रकाशन, कोल्हापूर, १९९४
15. सरदार गं. बा., महाराष्ट्र जीवन, परंपरा प्रगती आणि समस्या, खंड पहिला, नीलकंठ जोशी आणि लोखंडे प्रकाशन, पुणे, १९६०
16. प्र. न. देशपांडे आणि शेणोलीकर ह. श्री., महाराष्ट्र संस्कृती - घडण आणि विकास, मोघे प्रकाशन, कोल्हापूर, १९७२
17. कुलकर्णी अ. रा., शिवकालीन महाराष्ट्र, राजहंस प्रकाशन, पुणे, १९९७
18. पवार जयसिंगराव, शिवाजी व शिवकाल, फडके प्रकाशन, कोल्हापूर, १९९९

HIST- 202 National Movement in India (1905-1947)

Unit I: Introduction:

- a) The Concept of Nationalism
- b) Approaches to the study of Nationalism: Nationalist, Cambridge, Subaltern

Unit II : Extremist Phase

- a) Partition of Bengal
- b) Swadeshi Movement
- c) Home Rule Movement

Unit III: The Age of Gandhian Movements

- a) Gandhiji's Vision: Hind Swaraj
- b) Khilafat and Non co-operation movement
- c) Civil Disobedience Movement
- d) Quit India movement

Unit IV: Other strands of National Movement

- a) Revolutionary Movement – Bengal, Maharashtra and Punjab
- b) Kisan Sabha Movement
- c) Left Movement
- d) Subashchandra Bose and the Indian National Army

Select Readings:

1. Sreedharan, E., A Textbook of Historiography,, OrientBlackswan, 2004.
2. Seal, Anil, The Emergence of Indian Nationalism: Competition and Collaboration in the Later Nineteenth Century, CUP, 1971.



3. Sakar, Sumit, 'Many Worlds of Indian History' in Sarkar, Sumit. Writing Social History. New York, 1997.
4. Chakrabarty, Dipesh, Habitations of Modernity: Essays in the Wake of Subaltern Studies, University of Chicago Press, 2002.
5. Sumit Sarkar, Modern India 1885-1947, Macmillan, New Delhi, 1996
6. Mujumdar R. C. – British Paramountcy & Indian Renaissance, Part I & II, Bharatiya Vidya Bhavan (3rd Ed.) 1991.
7. Bipan Chandra, History of Modern India, Orient BlackSwan, 2009
8. Tara Chand, History of Freedom Movement in India, Vol. I to IV, Publications Division, Ministry of Information and Broadcasting, Government of India, 1992
9. Grover B.L. & Sethi R.R., Modern Indian History, S. Chand., New Delhi.
10. Desai A.R. (edited), Peasant Struggles in India, Oxford University Press, Bombay, 1979
11. Jim Masselos, Indian Nationalism: An History, Sterling Publishers, 1991
12. Sumit Sarkar, Popular Movements and Middle Class Leadership in Late Colonial India, Aakar, New Delhi, 2015
13. Mridula Mukherjee, Peasants in India's Non-Violent Revolution, Sage Publications, New Delhi, 2004
14. पवार जयसिंगराव, हिंदुस्थानच्या स्वातंत्र्य चळवळीचा इतिहास, फडके प्रकाशन, कोल्हापूर.
15. कदम य. ना., आधुनिक भारत, फडके प्रकाशन, २०१५.
16. जावडेकर शं. द., आधुनिक भारत, कॅटिनेटल प्रकाशन, पुणे, पुनर्मुद्रण- २००१
17. कुमार केतकर, कथा स्वातंत्र्याची, महाराष्ट्र राज्य पाठ्यपुस्तक व अभ्यासक्रम संशोधन मंडळ, पुणे, १९८५
18. इतिहासलेखन मिनांसा, निवडक समाज प्रभोधन पत्रिका, खंड- २, लोकवाङ्मय गृह, २०१०
19. जास्वंदी वांबूरकर (संपादक), इतिहासातील नवे प्रवाह, डायमंड पब्लिकेशन्स, पुणे, २०१४
20. बिपीन चंद्र, आधुनिक भारत में उपनिवेशवाद और राष्ट्रवाद (हिंदी), अनामिका पब्लिशर्स, २००५

HIST-203 Art and Architecture of Ancient India

Unit I: Early Art and Architecture

- a) Concept, nature and scope of art and architecture
- b) Prehistoric: Rock-art, secular architecture
- c) Protohistoric: Harappan art and architecture

Unit II: Art and Architecture in Early Historic Period

- a) Mauryan Art and Architecture: Gandhara Style; Beginning of Cave architecture
- b) Satavahana-Sunga Art and Architecture: Stupa, Chaitya and Vihara; Amaravati Style
- c) Kushana Art and Architecture: Mathura Style



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Unit III: Gupta-Vakataka period

- a) Paintings: Ajanta, Bagh
- b) Sculptures: Ajanta, Temples in Madhya Pradesh and northern Maharashtra
- c) Architecture: Ajanta, Temples in Madhya Pradesh and northern Maharashtra

Unit IV: Early Chalukya-Rashtrakuta period

- a) Paintings: Ellora
- b) Sculptures: Ellora, Badami-Pattadakal-Aihole
- c) Architecture: Ellora, Badami-Pattadakal-Aihole

Select Readings:

1. Agarwala, V.S. Indian Art: A History of Indian Art from the earliest Times up to the Third Century A.D. (Vol.1), Prithivi Prakashan , Varanasi, 1965
2. Annegiri, A. M., The Cave Temples of Badami, Bhavani Prakashan, Dharwad, 1980
3. Banerjee, J.N. Development of Hindu Iconography. University of Calcutta, 1941
4. Brown, Percy, Indian Architecture (Buddhist, Hindu period), D.B.Taraporewala, Bombay, 1960
5. Coomaraswamy, Anand K., History of Indian and Indonesian Art, Munshiram Manoharlal Publishers Pvt, Ltd., New Delhi, 1972
6. देगलूरकर, गो.बा. वेरूळ दर्शन, स्नेहल प्रकाशन, पुणे, २००८
7. Fergusson, J. History of India & Eastern Architecture, Munshilal Manohar: New Delhi, 1972
8. Foucher, A. Beginnings of Buddhist Art , 1918
9. Ghosh, A, ed, Jain Art and Architecture, 3 Vols., Bharatiya Jnanapith, New Delhi, 1974-75
10. Gopinathrao, T.A., Elements of Hindu Iconography (all vol.), Madras, 1914
11. Huntington, Susan, L. The Art of Ancient India: Buddhist, Hindu, Jain. Penguin Books; Harmondsworth. 1986
12. माटे म. श्री., प्राचीन कला भारती, कॉन्टिनेन्टल प्रकाशन, पुणे, १९९८
13. Rao, A. V. Shankaranarayan, Temples of Karnataka, Vasan Publications, Bangalore, 2001
14. Rowland, Benjamin, The Art and Architecture of India, London, 1953
15. Saraswati, S.K. A Survey of Indian Sculpture. Munshiram and Manoharlal Pubs: New Delhi. 1975
16. Shukla, Lalit Kumar, Hindu art and Architecture, Chowkhamba Sanskrit Series Office, Varanasi, 1972
17. Williams, Joanna Gottfried (ed.), The Art of Gupta India: Empire and Province, Princeton University Press, Princeton, New Jersey, 1982



- b) The Residency System
- c) Relations with Princely States

Select Readings:

- 1) Partha Sarathi Gupta and A. Deshpande (eds.), The British Raj and Its Indian Armed Forces, 1857-1939, New Delhi, Oxford University Press, 2002 .
- 2) Barbara N. Ramusack, The Indian Princes and their States, Cambridge, Cambridge University Press, 2004
- 3) Stephen P. Cohen, The Indian Army: Contribution to the Development of the Indian Army, Oxford University Press, 1990.
- 4) Thomas R. Metcalf, Ideologies of the Raj, Cambridge University Press, New Delhi, 1994
- 5) Bernard Cohn, 'Representing Authority in Victorian India', in E.J. Hobsbawm and Terence Ranger (eds.), The Invention of Tradition, Cambridge: Cambridge University Press, 1983
- 6) Michael H. Fisher, Politics of the British Annexation of India, 1757-1857, Oxford University Press, Delhi, 1993
- 7) Michael H. Fisher, Indirect Rule in India, Oxford University Press, Delhi , 1998
- 8) Bipan Chandra, History of Modern India, Orient BlackSwan, Hyderabad, 2009
- 9) Sekhar Bandyopadhyay, From Plassey to Partition, Orient BlackSwan, Hyderabad, 2014
- 10) शेखर बंध्योपाध्याय, पलासी से विभाजन तक, ओरीयंट ब्लैकस्वॉन, २०१२
- 11) गोपाळ एस. (अनु. देशपांडे), ब्रिटीशांची भारतातील राजनीती, डायमंड पब्लिकेशन्स, पुणे, २००६.

HIST- 209 Social Reform Movements in 19th Century India

Unit I: Introduction

- a) Why Reform? - Indian society at the beginning of 19th Century
- b) Method of Reform
- c) Features and limitations of Social Reform Movements

Unit: II Bengal

- a) Henry Vivian Derozio and the Young Bengal Movement
- b) Rajaram Mohan Roy and the Brahmo Samaj
- c) Pandit Isvarchandra Vidyasagar and the Widow remarriage Movement



Unit III: Western India

- a) Paramhansa Sabha, Prarthana Samaj
- b) Mahatma Phule and Satyashodhak Samaj
- c) Social reform among the Parsis

Unit IV: North and South India

- a) Dayanand Saraswati and the Arya Samaj
- b) Sir Syed Ahmad Khan and the Aligarh Movement
- c) Swami Narayan Guru and the untouchables of Kerala

Select Readings:

- 1) Kenneth W. Jones, Socio-religious reform movements in British India , Cambridge University Press, 1994
- 2) David Kopf, The Brahmo Samaj and the Shaping of the Modern Indian Mind, Princeton, 1979
- 3) Sumit Sarkar, Bibliographical Survey of Social Reform Movements in Eighteenth and Nineteenth Centuries, Indian Council of Historical Research, New Delhi, 1975
- 4) Charles H. Heimsath, Indian Nationalism and Hindu Social Reform, Princeton University Press, 2015
- 5) Amiya P. Sen , Social and Religious Reform, Oxford University Press, 2005
- 6) Articles on Paramhansa Sabha, Prarthana Samaj, Satyashodhak Samaj in Murali Ranganathan (ed.), The Collected Works of JV Naik, Asiatic Society of Mumbai , 2016
- 7) J.T.F. Jordens, Dayananda Saraswati, Oxford University Press, Delhi, 1997
- 8) उमेश बगडे, महाराष्ट्रातील प्रबोधन आणि वर्गजातिप्रभुत्व, सुगावा प्रकाशन, पुणे , २००६
- 9) मा. प. मंगुडकर, महात्मा फुले आणि सत्यशोधक चळवळ, दादर , प्रकाशन तारीख नाही

HIST- 210 Maharashtra Today (1960-2000)

Unit I: Formation of Maharashtra State

- a) Linguistic reorganization of States
- b) Sanyukta Maharashtra Movement
- c) Contribution of the activists

Unit II: Economic Development

- a) Agriculture and Cooperative Movement
- b) Industrial development



412 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)
- Swasti Mitter, *Peasant Movements in West Bengal: Their Impact on Agrarian Class Relations since 1967* (University of Cambridge, Dept. of Land Economy, 1977)
- 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)



413 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 Trials, 1945, RIN Strike, 1946-47.

Suggested Readings

- Bahl, Vinay, *The Making of the Indian Working Class: The Case of Tata Iron and Steel Co., 1880-1946*, New Delhi, Sage Publications, 1995.
- Basu, Deepika., *The Working Class in Bengal: Formative Years*, Calcutta, 1993.
- Chandra Bipan, *Colonialism and Nationalism in India*, New Delhi, 1979.
- Chakrabarty, Dipesh, *Rethinking Working-Class History: Bengal, 1890–1940*, Princeton, N.J.:Princeton University Press, 1989.
- Chattergi, Rakhahari., *Working Class and the Nationalist Movement in India: The Critical Years*, New Delhi, 1984.
- Chopra, P.N., (ed.), *Historic Judgement on Quit India Movement: Justice Wickenden's Report*, Delhi, 1989.
- Dilip Simeon., *The Politics of Labour under Late Colonialism: Workers, Unions and the State in Chota Nagapur, 1928-1939*, Delhi, 1995.
- Gadgil, D.R., *The Industrial Evolution of India in Recent Times 1860-1939*, Bombay, 1971.
- Gerschenkron, A., *Economic Backwardness in Historical Perspective*, Harvard University Press, 1976.



414 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

- a) Historiography
- b) Meaning, Scope and Nature
- c) Concepts: Caste and Untouchability
- d) The Untouchables : Socio- economic Conditions

Module 2: Colonial Rule and the Dalits

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

Module 3: Emancipation of Dalits

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

Module 4: Emergence of Dalit Consciousness

- a) Mahad ChoudarTank Satygraha (1927)
- b) Burning of the Manusmriti
- c) Nasik Kala Ram Temple Entry Satygraha (1931)
- d) Independent Labour Party (1936)
- e) Scheduled Castes Federation (1942)

Suggested Readings:

- Eleanor Zelliot, *Ambedkar's World: The Making of Babasaheb and the Dalit Movement* (Navayana Publishing, 2013)
- Anand Teltumbde, *"Ambedkar" in and for the Post-Ambedkar Dalit Movement* (Sugawa Prakashan, 1997)
- Dr B. R. Ambedkar, *Annihilation of Caste*,
- 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)



418 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)

Note: A visit to a heritage site and submission of report by the student is an essential requirement of this course

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
- Claire Wintle, *Colonial Collecting and Display: Encounters with Material Culture from the Andaman and Nicobar Islands* (Museums and Collections), 2013
- Eilean Hooper-Greenhill (ed.), *The Educational Role of the Museum*, Routledge, 1994
- Bernard S. Cohn, *Colonialism and Its Forms of Knowledge: The British India*, Princeton, University Press, 1996
- Saloni Mathur, *India by Design: Colonial History and Cultural Display*, Orient BlackSwan, 2007

421 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

- a) British Rule and the SMC states
- b) What was Paramountcy?
- c) Features of British Indirect Rule

Module 2 : Beginning of Freedom Movement

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

Module 3: The Praja Parishad Movement

- a) Salient Features
- b) Important events and incidents
- c) Role of Vamanrao Patwardhan and Madhavrao Bagal

Module 4: Integration

- a) Problems and Issues of Integration
- b) Merger of SMC states
- c) 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



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Hon. Shri. Annasaheb Dange ACS College, Hatkanangale

Activity Report (2019-20)

Name of the Activity with Date	Celebrating 'Constitution Day' (<i>Sanvidhan Din</i>) on 26 November 2019
Organizing Committee	Dept. of History
Aims and Objectives of Activity	1. To remember our constitution and its importance 2. To understand the highlights of the constitution. 3. To make students aware of the legacy of our freedom struggle
Resource Person (Design. and Office)	-
Target Group and Participant Number	Undergraduate students, present 60
Brief Report	Dr. S. V. Sarvade of Dept. of History coordinated the entire program. Various competitions were organized to commemorate and celebrate our constitution, like, seminar, essay writing. Then, students were encouraged to prepare a wall-literature. In concluding ceremony, the efforts of the students were appreciated. Besides, Dr. Sarvade made students aware of the highlights of our constitution and how to implement it to safeguard of our rights.
 	
Name & Sign of the Report writer/Convener	<p><i>Sarvade</i></p> <p>Dr. S. V. Sarvade, Asst. Professor, Dept. of History</p>





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Hon. Shri. Annasaheb Dange ACS College, Hatkanangale




Activity Report (2021-22)

Name of the Activity with Date	ICSSR sponsored and Dept. of History organized two days National Seminar on 'Unsung Heroes of the Indian Freedom Struggle (1757-1947) 3rd and 4th June, 2022
Organizing Committee	Dept. of History (PG)
Aims and Objectives of Activity	1. To understand the contribution of unsung heroes to IFS 2. To initiate a discourse on the role of unsung heroes in our history 3. To publish the proceeding and disseminate the seminar deliberations
Resource Person (Design. and Office)	1. Prof. N. Shyam Bhat, Rtd. Dean, Goa University 2. Prof. T. S. Patil, Rtd. Principal, Shahu College, Kolhapur 3. Dr. Avanish Patil, HOD, Dept. of History, Shivaji University
Target Group and Participant Number	Faculty and Scholars Total 100+
Brief Report On 3rd and 4th June, we organized a national seminar. It was sponsored by ICSSR. The seminar was inaugurated by Hon. Chief Guest Prof. N. Shyam Bhat. He delivered his keynote address on 'Historiography of IFS'. Hon. Resource person Prof. T. S. Patil delivered his address on 'Understanding IFS'. Hon. Resource person Dr. Avanish Patil delivered his address on 'Various strands of IFS'. The seminar was divided in two technical sessions in which around 40+ papers were presented. A special highlight of the seminar was the felicitation of freedom fighters in the surrounding area. The felicitations were received by their heirs.	
	
1. Inauguration of wall poster, 2. Inauguration of seminar, 3. Felicitation of Freedom Fighters, 4. Felicitation of Hon. Chief Guest Prof. Shyam Bhat, 5. Dr. Avanish Patil 6., Prof. T. S. Patil 7. Paper Presentation, 8. Address by Hon. Principal Dr. Yojana Jugale	
Name & Sign of the Report writer/Convener	 Dr. Niranjana Kulkarni , Convener of the Seminar and Head Dept. of History



Hon. Shri. Annasaheb Dange ACS College, Hatkanangale

Activity Report (2022-23)

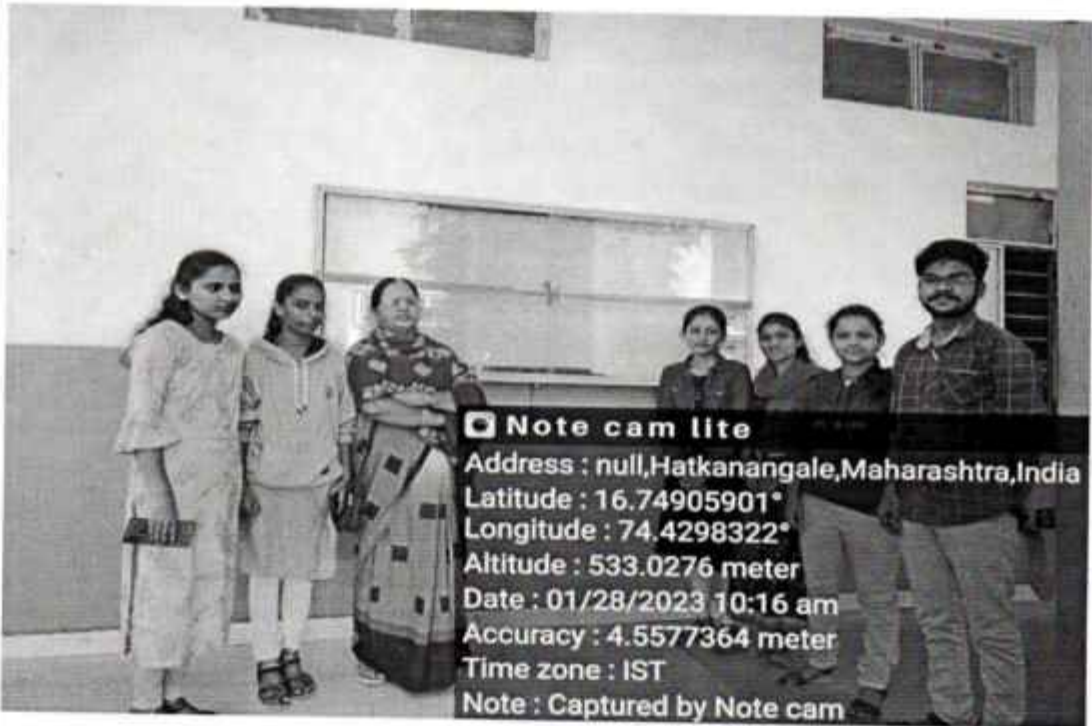

Name of the Activity with Date	Exhibition on "Remembering pains of Partition" under Celebrating 75th year of Indian Freedom Struggle 15 August 2022
Organizing Committee	Dept. of History
Aims and Objectives of Activity	1. To know and understand the pains of partition. 2. To commemorate the sufferers of partition and to feel empathy about them.
Resource Person (Design. and Office)	Hon. Shri. V. R. Musai, treasurer, Sant Dnyaneshvar Shikshan Sanstha
Participant	Faculty, Students, public
<p>Brief Report (4-5 lines in English only)</p> <p>On 15th August, 2022, we organized an exhibition on "Remembering pains of Partition" under Celebrating 75th year of Indian Freedom Struggle. Our faculty and Students prepared wall posters on the theme and exhibited in a hall for display. Then after celebrating Indian Independence Day, the exhibition was inaugurated by Hon. Chief Guest. Then, Dr. Nirnanjan Kulkarni guided the visitors through the exhibition. Then, Hon. Mr. V. R. Musai informed about the settlement of the refugee at Gandhinagar. Then, Hon. Chair of the program Dr. Yojana Jugale shared her thoughts.</p>	
 	
Name & Sign of the Report writer/Convener	 Dr. Nirnanjan Kulkarni and Dr. S. V. Sarvade (Dept. of History)



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Hon. Shri. Annasaheb Dange ACS College, Hatkanangale

Activity Report (2022-23)

Name of the Activity with Date	Wall posters on 'Contribution of Election Commission to strengthening Democracy' on 28 January 2023
Organizing Committee	Dept. of History
Aims and Objectives of Activity	1. To encourage students to collect data for the topic. 2. To help students in organizing data on various sub-topics. 3. To encourage students to prepare wall poster
Participant	Faculty and Students
Brief Report To celebrate 75th Anniversary of our independence and to aware students regarding their voting rights, we encourage students to prepare a wall poster on 'Contribution of Election Commission to strengthening Democracy'. Then, during the inauguration of wall poster, Dr. Sarvade shared her thought on the structure, function and importance of Election Commission of India.	
 <div data-bbox="678 1339 1316 1662" style="position: absolute; top: 598px; left: 425px; background-color: black; color: white; padding: 5px;"> <p>Note cam lite Address : null,Hatkanangale,Maharashtra,India Latitude : 16.74905901° Longitude : 74.4298322° Altitude : 533.0276 meter Date : 01/28/2023 10:16 am Accuracy : 4.5577364 meter Time zone : IST Note : Captured by Note cam</p> </div>	
Name & Sign of the Report writer/Convener	 Dr. S. V. Sarvade (Dept. of History)



DEPARTMENT OF HINDI

Topic Relevant to Professional Ethics

Sr.No	Topic	Class
1	हिंदी भाषा और रोजगार के अवसर	बी.ए. भाग 3
2	सरकारी कार्यालयीन पत्राचार	बी.ए. भाग 3
3	समाचार लेखन के अवसर	बी.ए. भाग 3
4	संदर्भ स्रोतों का सामान्य परिचय	बी.ए. भाग 3
5	महात्मा गांधी (संस्मरण)	बी.ए. भाग 2
6	भूषण के पद	बी.ए. भाग 2
7	लता की शायरी (कविता)	बी.ए. भाग 2
8	विज्ञापन युग (निबंध)	बी.ए. भाग 1
9	रोजगारपरक सामान्य जानकारी	बी.ए. भाग 2
10	पत्रलेखन	बी.ए. भाग 2
11	मानक हिंदी वर्तनी और व्याकरण	बी.ए. भाग 2

Topic Relevant to Gender Issue

Sr.No	Topic	Class
1	अंतिम साक्ष्य (उपन्यास)	बी.ए. भाग 3
2	बेजगह (कविता)	बी.ए. भाग 1
3	स्त्री मुक्ती की मशाल हो (कविता)	बी.ए. भाग 3
4	माँ जब खाना परोसती थी (कविता)	बी.ए. भाग 1
5	अकेली (कहानी)	बी.ए. भाग 1
6	रजिया (रेखाचित्र)	बी.ए. भाग 1
7	कितने प्रश्न करूँ (खंडकाव्य)	बी.ए. भाग 2
8	जिती बाजी की हार (कहानी)	बी.ए. भाग 2


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Department Of Hindi

DEPARTMENT OF HINDI

Topic Relevant to Human Values

Sr.No	Topic	Class
1	अंतिम साक्ष्य (उपन्यास)	बी.ए भाग 3
2	रहीम के दोहे	बी.ए भाग 2
3	प्यार (कविता)	बी.ए भाग 2
4	तीली (कविता)	बी.ए भाग 3
5	यह तो शर्म की बात है (कविता)	बी.ए भाग 2
6	तुकड़ोजी के पद	बी.ए भाग 2
7	लता की शायरी	बी.ए भाग 2
8	कितने प्रश्न करूँ (खंडकाव्य)	बी.ए भाग 2
9	भिक्षुक (कविता)	बी.ए भाग 1
10	तेरी खोपड़ी के अंदर (कविता)	बी.ए भाग 1
11	अजीब सी मुश्कील कविता	बी.ए भाग 1
12	एकलव्य	बी.ए भाग 1
13	महात्मा गांधी (संस्मरण)	बी. ए भाग 2
14	गृहप्रवेश (कहानी)	बी. ए भाग 2
15	दिल्ली उँचा सुनती है (नाटक)	बी.ए भाग 3
16	हिंदी साहित्य का इतिहास	बी.ए भाग 3

Topic Relevant to Envirment Suitability

Sr.No	Topic	Class
1	एक टोंकरी भर मिट्टी	बी.ए भाग 2
2	दास्ताने कबुतर	बी.ए भाग 2
3	घर की तलाश कहानी	बी.ए भाग 2
4	पहाड कहानी	बी. ए. भाग 2
5		


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Department Of Hindi

SHIVAJI UNIVERSITY, KOLHAPUR.



Accredited By NAAC with 'A' Grade

CHOICE BASED CREDIT SYSTEM

Syllabus For

B.A. Part - I

Hindi

(Syllabus to be implemented from June, 2018 onwards.)

शिवाजी विश्वविद्यालय, कोल्हापुर (महाराष्ट्र)
हिंदी अध्ययन मंडल
प्रथम वर्ष (कला, वाणिज्य एवं अन्य विद्या शाखा)
GENERIC ELECTIVE COURSE (GEC)
हिंदी (अनिवार्य)
(शैक्षिक वर्ष : 2018-19, 2019-20 तथा 2020-21)

(प्रस्तुत पाठ्यक्रम का निर्माण विश्वविद्यालय अनुदान आयोग, नई दिल्ली की
मॉडल पाठ्यचर्या (CBCS) के आलोक में किया गया है।)

प्रथम सत्र

प्रश्नपत्र – A : सृजनात्मक लेखन

उद्देश्य :

- हिंदी भाषा तथा व्याकरण का अध्ययन कराना।
- सृजनात्मक लेखन की विविध विधाओं (कविता, कहानी, यात्रावृत्त, रिपोर्ताज, साक्षात्कार, दृश्य-साहित्य, पत्रकारिता) से परिचित कराना।
- सृजनात्मक लेखन के विविध क्षेत्रों का परिचय कराना।
- सृजनात्मक लेखन के विविध क्षेत्रों के महत्त्व तथा उपयोगिता से परिचित कराना।

अध्यापन पद्धति :-

- व्याख्यान विश्लेषण।
- चर्चा-संगोष्ठी।
- संपादकों, उपसंपादकों तथा विद्वानों से साक्षात्कार।
- आई.सी.टी. का प्रयोग।

अध्ययनार्थ विषय :

इकाई -I हिंदी भाषा तथा व्याकरण : सामान्य परिचय

व्याकरण : लिंग, वचन, कारक, विराम चिह्न, वाक्य के प्रकार,
मानक वर्तनी

इकाई -II कविता, कहानी तथा यात्रावृत्त लेखन: स्वरूप, महत्त्व तथा
उपयोगिता।

कविता, कहानी तथा यात्रावृत्त के क्षेत्र— सामाजिक, राजनीतिक,
सांस्कृतिक।

इकाई -III रिपोर्टाज और साक्षात्कार लेखन: स्वरूप, महत्त्व तथा उपयोगिता।

रिपोर्टाज के क्षेत्र— वाणिज्य, विज्ञान, तकनीकी।

रिपोर्टाज के क्षेत्र— साहित्य तथा सामाजिक।

इकाई -IV दृश्य साहित्य लेखन तथा पत्रकारिता : स्वरूप, महत्त्व तथा
उपयोगिता।

दृश्य साहित्य लेखन के क्षेत्र— छायाचित्र, कार्टून (प्रश्नपत्र में
संबंधित मदों पर चित्र दिया जाएगा)।

पत्रकारिता के प्रकार : खेल पत्रकारिता, सिनेमा पत्रकारिता,
ग्रामीण पत्रकारिता।

प्रश्नपत्र का स्वरूप तथा अंक विभाजन –	अंक
प्रश्न 1 – समग्र पाठ्यक्रम पर दस बहुविकल्पी प्रश्न	10
प्रश्न 2 – समग्र पाठ्यक्रम पर टिप्पणियाँ (तीन में से दो)	10
प्रश्न 3 – समग्र पाठ्यक्रम पर लघुत्तरी प्रश्न (पाँच में से तीन)	15
प्रश्न 4 – समग्र पाठ्यक्रम पर दीर्घोत्तरी प्रश्न: अ तथा ब – दोनों अनिवार्य (अंतर्गत विकल्प के साथ)	15

संदर्भ ग्रंथ :

- हिंदी भाषा – महावीर प्रसाद दविदेदी
- हिंदी भाषा – इतिहास और स्वरूप– राजमाठी शर्मा
- मानक हिंदी – ब्रजमोहन
- संक्षिप्त हिंदी व्याकरण – कामता प्रसाद गुरु
- व्यावहारिक हिंदी व्याकरण– डॉ.हरदेव बाहरी
- आधुनिक हिंदी साहित्य का इतिहास– बच्चनसिंह
- साहित्यिक विधाएँ : पुनर्विचार – डॉ.हरिमोहन
- साहित्यिक विधाएँ : सैद्धांतिक पक्ष – डॉ.मधु धवन
- सुगम हिंदी व्याकरण – धर्मपाल शास्त्री
- हिंदी पत्रकारिता : स्वरूप एवं संदर्भ– डॉ.विनोद गोदरे
- व्यावहारिक हिंदी शुद्ध प्रयोग– डॉ.ओमप्रकाश
- व्यावहारिक हिंदी – रवींद्रनाथ श्रीवास्तव, भोलानाथ तिवारी
- खेल पत्रकारिता – सुशील दोशी, सुरेश कौशिक

इकाई -III अनुवाद और विज्ञापन : स्वरूप, प्रकार, महत्त्व, उपयोगिता।

अनुवाद कार्य तथा विज्ञापन लेखन (विज्ञापन से संबंधित)

इकाई -IV समाचार लेखन तथा पत्रकारिता: स्वरूप, उद्देश्य तथा तत्त्व।

समाचार लेखन और पत्रकारिता : संपादन तथा साजसज्जा।

प्रश्नपत्र का स्वरूप तथा अंक विभाजन -	अंक
प्रश्न 1 - समग्र पाठ्यक्रम पर दस बहुविकल्पी प्रश्न	10
प्रश्न 2 - समग्र पाठ्यक्रम पर टिप्पणियाँ (तीन में से दो)	10
प्रश्न 3 - समग्र पाठ्यक्रम पर लघुत्तरी प्रश्न (पाँच में से तीन)	15
प्रश्न 4 - समग्र पाठ्यक्रम पर दीर्घोत्तरी प्रश्न अ तथा ब - दोनों अनिवार्य	15
- संदर्भ ग्रंथ	

- समाचार एवं प्रारूप लेखन - डॉ.रामप्रकाश, डॉ.दिनेश गुप्त
- प्रशासनिक एवं कार्यालयीन हिंदी - डॉ.रामप्रकाश, डॉ.दिनेश गुप्त
- समाचार संपादन - कमल दीक्षित, महेश दर्पण
- अनुवाद एवं संचार - डॉ. पूरनचंद टंडन
- विज्ञापन कला- डॉ.मधु धवन
- आधुनिक विज्ञापन - प्रेमचंद पातंजलि
- आधुनिक विज्ञापन और जन संपर्क - डॉ.तारेश भाटिया

द्वितीय सत्र

प्रश्नपत्र – B : व्यावहारिक लेखन

उद्देश्य :

- हिंदी के विविध रूपों का परिचय कराना।
 - प्रयोजनमूलक हिंदी का परिचय कराना।
 - पत्राचार का स्वरूप तथा प्रकारों का परिचय कराना।
 - अनुवाद, विज्ञापन और समाचार लेखन से परिचित कराना।
 - व्यावहारिक लेखन का महत्त्व तथा उपयोगिता से परिचित कराना।
-

अध्ययनार्थ विषय :

इकाई –I हिंदी के विविध रूप तथा प्रयोजनमूलक हिंदी : मातृभाषा, संपर्क भाषा, राजभाषा, सर्जनात्मक भाषा।

कार्यालयीन हिंदी, वाणिज्यिक हिंदी, विज्ञापन की हिंदी, वैज्ञानिक तथा तकनीकी साहित्य की हिंदी।

इकाई –II पत्राचार : सामान्य परिचय

रोजगार प्राप्ति हेतु आवेदन पत्र (सरकारी, अर्ध सरकारी तथा गैर सरकारी)।

- व्यावहारिक हिंदी और रचना – डॉ.कृष्णकुमार गोस्वामी
- प्रयोजनमूलक हिंदी विविध आयाम– डॉ.मनोज पांडेय
- व्यावसायिक संप्रेषण – डॉ.अनुपचंद्र पु. भयाणी
- प्रयोजनमूलक हिंदी – डॉ.नरेश मिश्र
- भाषा विज्ञान एवं हिंदी – डॉ.नरेश मिश्र
- प्रामाणिक आलेखन और टिप्पण – प्रो.एम. ए. विराज

शिवाजी विश्वविद्यालय, कोल्हापुर (महाराष्ट्र)

हिंदी अध्ययन मंडल

प्रथम वर्ष कला- हिंदी (विशेष ऐच्छिक)

DISCIPLINE SPECIFIC ELECTIVE COURSE (DSEC)

(शैक्षिक वर्ष : 2018-19, 2019-20 तथा 2020-21)

(प्रस्तुत पाठ्यक्रम का निर्माण विश्वविद्यालय अनुदान आयोग, नई दिल्ली की
मॉडल पाठ्यचर्या (CBCS) के आलोक में किया गया है।)

उद्देश्य :

1. छात्रों की हिंदी साहित्य के प्रति रुचि बढ़ाना तथा छात्रों को साहित्य की विविध विधाओं से परिचित कराना।
2. छात्रों को हिंदी के प्रतिनिधि गद्यकारों एवं कवियों से परिचित कराना।
3. छात्रों में हिंदी भाषा के श्रवण, पठन एवं लेखन की क्षमताओं को विकसित कराना।
4. निबंध, कहानी, रेखाचित्र, एकांकी, रिपोर्टाज, संस्मरण, व्यंग्य आदि विधाओं के माध्यम से छात्रों का भावात्मक विकास कराना।
5. छात्रों में नैतिक मूल्य, राष्ट्रीय मूल्य एवं उत्तरदायित्व के प्रति आस्था निर्माण करना।
6. छात्रों में राष्ट्र के प्रति प्रेम, राष्ट्रीय ऐक्य स्थापना एवं सामाजिक प्रतिबद्धता हेतु राष्ट्रभाषा हिंदी का प्रचार-प्रसार करना।
7. छात्रों की विचार क्षमता तथा कल्पनाशीलता को बढ़ावा देना।

अध्यापन पद्धति :

1. व्याख्यान तथा विश्लेषण।
 2. सस्वर काव्य पाठ, प्रकट वाचन, संवाद।
 3. ग्रंथालयों के माध्यम से संबंधित लेखकों, कवियों की मौलिक कृतियों से छात्रों का परिचय।
 4. दृक-श्राव्य साधनों/माध्यमों का प्रयोग।
 5. संगोष्ठी, स्वाध्याय तथा गुटचर्चा।
 6. पी.पी.टी./भाषा प्रयोगशाला का प्रयोग।
 7. विशेषज्ञों के व्याख्यान, साक्षात्कार तथा प्रश्नावली।
-

पाठ्यपुस्तक – साहित्य जगत्

संपादक एवं प्रकाशक,

शिवाजी विश्वविद्यालय, कोल्हापुर।

प्रथम सत्र : विशेष ऐच्छिक प्रश्नपत्र-I

हिंदी कविता

अध्ययनार्थ पद्यपाठ :

- इकाई -I
1. भिक्षुक – निराला
 2. बालिका का परिचय– सुभद्राकुमारी चौहान
 3. तेरी खोपडी के अंदर – नागार्जुन
 4. वसंत आ गया– अज्ञेय

इकाई -II 5. अजीब-सी मुश्किल - कुंवर नारायण

6. पैदल आदमी- रघुवीर सहाय

7. बीस साल बाद - धूमिल

8. घर की याद - राजेश जोशी

इकाई -III 9. हो गई है पीर - दुष्यंतकुमार

10. माँ जब खाना परोसती थी - चंद्रकांत देवताले

11. एकलव्य - किर्ति चौधरी

12. बेजगह - अनामिका

इकाई -IV 13. नया बैंक - मंगलेश डबराल

14. सत्ता - उदय प्रकाश

15. स्त्री मुक्ति की मशाल - रजनी तिलक

16. बाजार - जया जादवानी

प्रश्नपत्र का स्वरूप तथा अंक विभाजन :	अंक
प्रश्न 1 - समग्र पाठ्यक्रम पर दस बहुविकल्पी प्रश्न	10
प्रश्न 2 - समग्र पाठ्यक्रम पर ससंदर्भ स्पष्टीकरण (तीन में से दो)	10
प्रश्न 3 - समग्र पाठ्यक्रम पर लघुत्तरी प्रश्न (पाँच में से तीन)	15
प्रश्न 4 - समग्र पाठ्यक्रम पर दीर्घोत्तरी प्रश्न अ तथा ब - दोनों अनिवार्य (अंतर्गत विकल्प के साथ)	15

द्वितीय सत्र : विशेष ऐच्छिक प्रश्नपत्र -II

हिंदी गद्य साहित्य

अध्ययनार्थ गद्य पाठ :

इकाई -I 1. जीवन और शिक्षण (निबंध) - विनोबा भावे

2. सूरदास (निबंध) - बाबू श्यामसुंदर दास

3. विज्ञापन युग (निबंध) - मोहन राकेश

इकाई -II 4. भगत की गत (व्यंग्य) - हरिशंकर परसाई

5. फुटपाथ के कलाकार (व्यंग्य) - शरद जोशी

6. गोशाला चारा और सरपंच (व्यंग्य) - शंकर पुणतांबेकर

इकाई -III 7. पंचलाईट (कहानी) - फणीश्वरनाथ 'रेणु'

8. चीफ की दावत (कहानी) - भीष्म सहानी

9. अकेली (कहानी) - मन्नू भंडारी

इकाई -IV 10. संस्कार और भावना (एकांकी) - विष्णु प्रभाकर

11. रजिया (रेखाचित्र) - रामवृक्ष बेनीपुरी

12. किसान के घर से (यात्रा संवाद) - मधु कांकरिया

प्रश्नपत्र का स्वरूप तथा अंक विभाजन :

प्रश्न 1 -	समग्र पाठ्यक्रम पर दस बहुविकल्पी प्रश्न	अंक 10
प्रश्न 2 -	समग्र पाठ्यक्रम पर ससंदर्भ स्पष्टीकरण (तीन में से दो)	10
प्रश्न 3 -	समग्र पाठ्यक्रम पर टिप्पणियाँ (पाँच में से तीन)	15
प्रश्न 4 -	समग्र पाठ्यक्रम पर प्रश्न अ तथा ब - दोनों अनिवार्य (अंतर्गत विकल्प के साथ)	15

संदर्भ ग्रंथ-

1. हिंदी निबंधों का शैलीगत अध्ययन - डॉ.मु.ब.शहा
2. कहानी स्वरूप और संवेदना - राजेंद्र यादव
3. शरद जोशी का व्यंग्य साहित्य - डॉ.सूर्यकांत शिंदे
4. रेणु का कथा साहित्य - सुरेश चंद्र मेहरोत्रा
5. कथाकार भीष्म सहानी - डॉ.कृष्णा पटेल
6. मोहन राकेश और उनका साहित्य - डॉ.कविता शनवारे
7. एकांकीकार विष्णु प्रभाकर - डॉ.संजय चोपड़े
8. हिंदी व्यंग्य परंपरा में शंकर पुणतांबेकर का योगदान - डॉ.अनुपमा प्रभुणे
9. रामवृक्ष बेनीपुरी और उनका साहित्य - डॉ.गजानन चव्हाण
10. हिंदी के आधुनिक प्रतिनिधि कवि - द्वारिकाप्रसाद सक्सेना
11. नागार्जुन की कविता - अजय तिवारी
12. क्रांतिकारी कवि निराला - डॉ.बच्चनसिंह
13. धूमिल की काव्य यात्रा - मंजू अग्रवाल
14. नई कविता के प्रमुख हस्ताक्षर - डॉ.संतोषकुमार तिवारी
15. अज्ञेय की कविता : एक मूल्यांकन - डॉ.चंद्रकांत बांदिवडेकर

शिवाजी विश्वविद्यालय, कोल्हापुर (महाराष्ट्र) .

हिंदी अध्ययन मंडल

जून, 2018 से पुनर्रचित पाठ्यक्रम की समकक्षता			
प्रथम वर्ष (कला, वाणिज्य, विज्ञान एवं अन्य विद्याशाखा)			
	हिंदी (आवश्यक)		हिंदी (अनिवार्य) (GEC)
अ.क्र.	पुराना पाठ्यक्रम	अ.क्र.	नया पाठ्यक्रम
1	सत्र - 1 अभ्यासपत्रिका क्र. A प्रयोजनमूलक हिंदी और कहानी साहित्य	1	सत्र - 1 अभ्यासपत्रिका क्र. A सर्जनात्मक लेखन
2	सत्र - 2 अभ्यासपत्रिका क्र. B प्रयोजनमूलक हिंदी और कहानी साहित्य	2	सत्र - 2 अभ्यासपत्रिका क्र. B व्यावहारिक लेखन
बी.ए. भाग - 1			
	हिंदी (ऐच्छिक)		हिंदी (विशेष ऐच्छिक) (DSEC)
1	सत्र - 1 अभ्यासपत्रिका क्र. 1 आधुनिक हिंदी साहित्य	1	सत्र - 1 अभ्यासपत्रिका क्र. 1 हिंदी कविता
2	सत्र - 2 अभ्यासपत्रिका क्र. 2 आधुनिक हिंदी साहित्य	2	सत्र - 2 अभ्यासपत्रिका क्र. 2 हिंदी गद्य साहित्य

SHIVAJI UNIVERSITY, KOLHAPUR.



Accredited By NAAC with 'A' Grade

Revised Syllabus For

B.A. Part-III

Hindi.

Syllabus to be implemented from

June, 2020 onwards.

शिवाजी विश्वविद्यालय, कोल्हापुर

हिंदी अध्ययन मंडल

जून 2020 से लागू

हिंदी स्पेशल बी.ए.-3 (कला)

सत्र-V, VI

Discipline Specific Elective

(शैक्षिक वर्ष -2020-21, 2021-22, 2022-23)

प्रस्तुत पाठ्यक्रम का निर्माण विश्वविद्यालय अनुदान आयोग, नई दिल्ली की मॉडल पाठ्यचर्या (CBCS) के आलोक में किया गया है।

सत्र-V

- | | |
|------------------|-------------------------------|
| प्रश्नपत्र- VII | : विधा विशेष का अध्ययन। |
| प्रश्नपत्र- VIII | : साहित्यशास्त्र। |
| प्रश्नपत्र- IX | : हिंदी साहित्य का इतिहास। |
| प्रश्नपत्र- X | : प्रयोजनमूलक हिंदी। |
| प्रश्नपत्र- XI | : भाषा विज्ञान और हिंदी भाषा। |

सत्र-VI

- | | |
|------------------|-----------------------------------|
| प्रश्नपत्र- XII | : विधा विशेष का अध्ययन। |
| प्रश्नपत्र- XIII | : साहित्यशास्त्र और हिंदी आलोचना। |
| प्रश्नपत्र- XIV | : हिंदी साहित्य का इतिहास। |
| प्रश्नपत्र- XV | : प्रयोजनमूलक हिंदी। |
| प्रश्नपत्र- XVI | : भाषा विज्ञान और हिंदी भाषा। |

सत्र V और VI : परीक्षा में एक प्रश्नपत्र 50 अंकों का होगा, जिसमें 40 अंक लिखित परीक्षा के और 10 अंक अंतर्गत मूल्यांकन के लिए हैं। जिसमें सेमिनार, मौखिकी, परियोजना, (प्रोजेक्ट) गृहकार्य, में से एक देना अनिवार्य है।

शिवाजी विश्वविद्यालय, कोल्हापुर

हिंदी अध्ययन मंडल

जून 2020 से लागू

हिंदी स्पेशल बी.ए.-3 (कला)

सत्र -V प्रश्नपत्र- VII

विद्या विशेष का अध्ययन

Discipline Specific Elective (D.S.E.-E6)

(शैक्षिक वर्ष -2020 -21, 2021-22, 2022-23)

प्रस्तुत पाठ्यक्रम का निर्माण विश्वविद्यालय अनुदान आयोग, नई दिल्ली की मॉडल
पाठ्यचर्या (CBCS) के आलोक में किया गया है।

पाठ्यक्रम

उद्देश्य :

1. नाटककार कुसुम कुमार की बहुमुखी प्रतिभा से परिचित कराना।
2. नाटककार कुसुम कुमार के साहित्य से परिचित कराना।
3. नाटककार कुसुम कुमार की विचारधारा से परिचित कराना।
4. नाटककार कुसुम कुमार के निर्धारित ग्रंथ का सूक्ष्म आलोचनात्मक अध्ययन कराना।
5. लेखिका के नाटककार के रूप में साहित्यिक स्थान को निर्धारित कराना।

अध्यापन पद्धति

- स्वाध्याय
- व्याख्यान, विवेचन तथा विश्लेषण
- संगोष्ठी तथा समूह चर्चा का आयोजन।
- अतिथियों एवं विद्वानों के व्याख्यान।
- दृक श्राव्य माध्यमों का प्रयोग।
- संगणक तथा इंटरनेट आदि साधनों का प्रयोग।

पाठ्यपुस्तक

'दिल्ली ऊँचा सुनती है' (नाटक) -कुसुम कुमार

किताबघर प्रकाशन, अन्सारी रोड, दरियागंज,
नई दिल्ली-110002

इकाई 1 कुसुम कुमार का जीवन परिचय, व्यक्तित्व, कृतित्व एवं नाटककार कुसुम कुमार का सामान्य परिचय ।

इकाई 2 'दिल्ली ऊँचा सुनती है' - कथावस्तु एवं शीर्षक की सार्थकता ।

इकाई 3 'दिल्ली ऊँचा सुनती है' - पात्र एवं चरित्र -चित्रण, संवाद, देशकाल वातावरण ।

इकाई 4 'दिल्ली ऊँचा सुनती है' - भाषा शैली, उद्देश्य अभिनेयता एवं समस्याएँ ।

प्रश्नपत्र का स्वरूप एवं अंक विभाजन		अंक
प्रश्न 1	पूरे पाठ्यक्रम पर दस बहुविकल्पी प्रश्न	10
प्रश्न 2	'दिल्ली ऊँचा सुनती है' पर ससंदर्भ प्रश्न (3 में से 2)	10
प्रश्न 3	'दिल्ली ऊँचा सुनती है' एवं कुसुम कुमार पर लघुत्तरी प्रश्न (3 में से 2)	10
प्रश्न 4	'दिल्ली ऊँचा सुनती है' पर दीर्घोत्तरी प्रश्न (अंतर्गत विकल्प के साथ)	10

संदर्भ ग्रंथ सूची-

- डॉ. कुसुम कुमार एक प्रयोगधर्मी नाटककार- डॉ.दत्तात्रय मोहिते, विद्या प्रकाशन, 'सी' 449, गुजैनी, कानपुर-208022
- स्वातंत्र्योत्तर हिंदी नाटक-डॉ.रंजन तिवारी, विद्या प्रकाशन, कानपुर-208022
- हिंदी महिला नाटककार-डॉ.भगवान जाधव, विद्या प्रकाशन, कानपुर-208022
- समकालीन हिंदी नाटक- डॉ. जशवंतभाई पंड्या, ज्ञान प्रकाशन, कानपुर

सत्र -VI प्रश्नपत्र- XII

DSE-E131

उद्देश्य :

- उपन्यास के तात्त्विक स्वरूप का परिचय देना।
- उपन्यासकार के व्यक्तित्व एवं कृतित्व से परिचित कराना।
- रचना विशेष का महत्त्व समझने एवं मूल्यांकन करने की क्षमता बढ़ाना।
- रचना के आस्वादन एवं समीक्षा की क्षमता विकसित कराना।
- पाठ्यक्रम में निर्धारित उपन्यास की प्रासंगिकता से अवगत कराना।

पाठ्यपुस्तक -अंतिम साक्ष्य (उपन्यास)-चंद्रकांता

अमन प्रकाशन, 104 A/80 सी रामबाग, कानपुर- 12

इकाई 1. चंद्रकांता का जीवन परिचय, व्यक्तित्व, कृतित्व एवं उपन्यासकार चंद्रकांता का सामान्य परिचय ।

इकाई 2. 'अंतिम साक्ष्य'-कथावस्तु एवं शीर्षक की सार्थकता।

इकाई 3. 'अंतिम साक्ष्य'-पात्र एवं चरित्र -चित्रण तथा संवाद।

इकाई 4. 'अंतिम साक्ष्य'-देशकाल तथा वातावरण, भाषा शैली, उद्देश्य एवं समस्याएँ ।

प्रश्नपत्र का स्वरूप एवं अंक विभाजन		अंक 40
प्रश्न 1	पूरे पाठ्यक्रम पर दस बहुविकल्पी प्रश्न	10
प्रश्न 2	'अंतिम साक्ष्य' पर ससंदर्भ प्रश्न (3 में से 2)	10
प्रश्न 3	'अंतिम साक्ष्य' एवं चंद्रकांता पर लघुत्तरी प्रश्न (3 में से 2)	10
प्रश्न 4	'अंतिम साक्ष्य' पर दीर्घोत्तरी प्रश्न (अंतर्गत विकल्प के साथ)	10

संदर्भ ग्रंथ सूची -

- चंद्रकांता का कथा साहित्य-समकालीन परिवेश तथा संदर्भ-डॉ.अमोल पालकर, विद्या प्रकाशन, कानपुर-208022
- चंद्रकांता का कथा साहित्य-डॉ.जगदीश चव्हाण, विद्या प्रकाशन, कानपुर-208022

शिवाजी विश्वविद्यालय, कोल्हापुर

हिंदी अध्ययन मंडल

जून 2020 से लागू

हिंदी स्पेशल बी.ए.-3 (कला)

सत्र -V प्रश्नपत्र- VIII

साहित्यशास्त्र

Discipline Specific Elective (D.S.E.-E7)

(शैक्षिक वर्ष -2020 -21, 2021-22, 2022-23)

प्रस्तुत पाठ्यक्रम का निर्माण विश्वविद्यालय अनुदान आयोग, नई दिल्ली की मॉडल
पाठ्यचर्या (CBCS) के आलोक में किया गया है।

उद्देश्य :

- 1) साहित्य निर्मिति की प्रक्रिया का बोध कराना।
- 2) साहित्य / काव्य के विभिन्न अंगों, भेदों से परिचित कराना।
- 3) साहित्य/ काव्य की नवीन विधाओं से परिचित कराना।
- 4) समीक्षा सिद्धांतों से परिचित कराना।
- 5) साहित्य / काव्य के तत्वों से परिचित कराना।
- 6) अलंकारों से परिचित कराना।

अध्यापन पद्धति -

- स्वाध्याय
- व्याख्यान, विवेचन तथा विश्लेषण
- भारतीय एवं पाश्चात्य साहित्यशास्त्र का सैद्धांतिक एवं अनुप्रयोग की दृष्टि से।
- संगोष्ठी तथा समूह चर्चा का आयोजन।
- अतिथियों एवं विद्वानों के व्याख्यान।
- दृक श्राव्य माध्यमों का प्रयोग।
- संगणक तथा इंटरनेट आदि साधनों का प्रयोग।

अध्ययनार्थ विषय -

इकाई 1 काव्य/साहित्य - स्वरूप, तत्व, प्रयोजन।

इकाई 2 काव्य के प्रकार, काव्य गुण, काव्य दोष।

इकाई 3 रस - स्वरूप, रस के अंग, रस के भेद।

इकाई 4 अलंकार - शब्दालंकार - अनुप्रास, वक्रोक्ति, यमक, वीप्सा

अर्थालंकार - उपमा, रूपक, अतिशयोक्ति, विभावना।

(केवल लक्षण एवं उदाहरण अपेक्षित)

प्रश्नपत्र का स्वरूप एवं अंक विभाजन		अंक 40
प्रश्न 1	पूरे पाठ्यक्रम पर दस बहुविकल्पी प्रश्न	10
प्रश्न 2	इकाई 2 पर लघुत्तरी प्रश्न (3 में से 2)	10
प्रश्न 3	इकाई 4 पर टिप्पणियां (3 में से 2)	10
प्रश्न 4	इकाई 1 और 3 पर दीर्घात्तरी प्रश्न (अंतर्गत विकल्प के साथ)	10

सत्र-VI प्रश्नपत्र-XIII
साहित्यशास्त्र और हिंदी आलोचना
DSE-E132

इकाई 1 महाकाव्य – स्वरूप, भारतीय तत्व।

प्रगीत – स्वरूप, भेद।

गजल – स्वरूप, प्रमुख अंग।

इकाई 2 एकांकी – स्वरूप एवं तत्व।

कहानी – स्वरूप एवं तत्व।

उपन्यास – स्वरूप एवं तत्व।

इकाई 3 रेखाचित्र – स्वरूप एवं विशेषताएँ।

आत्मकथा – स्वरूप एवं विशेषताएँ।

यात्रावृत्त – स्वरूप एवं विशेषताएँ।

इकाई 4 आलोचना का स्वरूप।

आलोचक के गुण।

आलोचना के प्रकार –

- 1) व्याख्यात्मक आलोचना।
- 2) तुलनात्मक आलोचना।
- 3) मनोवैज्ञानिक आलोचना।
- 4) ऐतिहासिक आलोचना।

प्रश्नपत्र का स्वरूप एवं अंक विभाजन		अंक 40
प्रश्न 1	पूरे पाठ्यक्रम पर दस बहुविकल्पी प्रश्न	10
प्रश्न 2	इकाई 2 पर लघुत्तरी प्रश्न (3 में से 2)	10
प्रश्न 3	इकाई 4 पर टिप्पणियाँ (3 में से 2)	10
प्रश्न 4	इकाई 1 और 3 पर दीर्घात्तरी प्रश्न (अंतर्गत विकल्प के साथ)	10

संदर्भ ग्रंथ सूची

- 1) काव्यशास्त्र – भगीरथ मिश्र।
- 2) शास्त्रीय समीक्षा के सिद्धांत – डॉ.गोविंद त्रिगुणायत।
- 3) काव्य के रूप – बाबू गुलाबराय।
- 4) भारतीय काव्यशास्त्र के सिद्धांत – डॉ.कृष्णदेव झारी।
- 5) भारतीय काव्यशास्त्र – डॉ.मानवेंद्र पाठक।
- 6) भारतीय साहित्यशास्त्र – डॉ. बलदेव उपाध्याय।
- 7) साहित्यशास्त्र – डॉ. चंद्रभान सोनवणे।
- 8) भारतीय काव्यशास्त्र – डॉ.योगेंद्र प्रताप सिंह।
- 9) हिंदी आलोचना के बीज शब्द – डॉ. बच्चन सिंह।
- 10) पाश्चात्य साहित्य सिद्धांत विवेचन – डॉ.ओमप्रकाश शर्मा, शैलजा प्रकाशन, यशोदानगर, कानपुर-208011।
- 11) भारतीय एवं पाश्चात्य काव्यशास्त्र – डॉ.त्रिलोकनाथ श्रीवास्तव, डॉ.गंगासहाय प्रेमी, साहित्य सरोवर प्रकाशन, जयपुर हाऊस, आगरा-282010।

शिवाजी विश्वविद्यालय, कोल्हापुर

हिंदी अध्ययन मंडल

जून 2020 से लागू

हिंदी स्पेशल बी.ए.-3 (कला)

सत्र V प्रश्नपत्र IX

हिंदी साहित्य का इतिहास

Discipline Specific Elective (D.S.E.-E8)

(शैक्षिक वर्ष -2020 -21, 2021-22, 2022-23)

प्रस्तुत पाठ्यक्रम का निर्माण विश्वविद्यालय अनुदान आयोग, नई दिल्ली की मॉडल
पाठ्यचर्या (CBCS) के आलोक में किया गया है।

उद्देश्य :

1. हिंदी भाषा तथा साहित्य की विकास यात्रा से अवगत कराना।
2. हिंदी साहित्य की विकास यात्रा में हिंदी भाषा के माध्यम से अलग-अलग विचारधारा और प्रवृत्तियों से अवगत कराना।
3. छात्रों में साहित्य समझने तथा उसका आस्वादन, मूल्यांकन करने की दृष्टि को बढ़ाना।
4. छात्रों को साहित्य के संदर्भ में विभिन्न साहित्यिक विधाओं के विकास क्रम से परिचित कराना।
5. छात्रों को युगीन सामाजिक, राजनीतिक परिस्थितियों के परिप्रेक्ष्य में हिंदी से अवगत कराना।
6. इतिहासकारों द्वारा प्रस्तुत काल विभाजन और नामकरण को जानने के लिए प्रेरित करना।
7. हिंदी के प्रमुख संत कवि, उनकी रचनाएँ और उनका समाजसुधार में योगदान से परिचित कराना।
8. हिंदी साहित्य के अंतर्गत गद्य-पद्य विधा और उसके भेदों, उपभेदों से अवगत कराना।

9. आदिकाल से लेकर आधुनिक काल तक के संत, महात्मा, लेखक, कवियों की विचारधारा और उनके द्वारा निर्मित साहित्य का सामान्य परिचय कराना।

अध्यापन पद्धति

- स्वाध्याय .
- व्याख्यान, विवेचन तथा विश्लेषण ।
- संगोष्ठी तथा समूह चर्चा का आयोजन।
- अतिथियों एवं विद्वानों के व्याख्यान।
- दृक श्राव्य माध्यमों का प्रयोग।
- संगणक तथा इंटरनेट आदि साधनों का प्रयोग।

अध्ययनार्थ विषय -

इकाई - 1 आदिकाल -

1. आदिकाल का नामकरण।
2. सामाजिक और राजनीतिक परिस्थितियाँ।
3. आदिकाल की प्रतिनिधि रचनाएँ: सामान्य परिचय -
अ) पृथ्वीराज रासो।
आ) बीसलदेव रासो।

इकाई - 2 . भक्तिकाल-

1. भक्तिकालीन सामाजिक परिस्थितियाँ।
2. भक्तिकालीन राजनीतिक परिस्थितियाँ।
3. भक्तिकालीन कवियों का सामान्य परिचय-
अ) संत नामदेव
आ) संत रविदास
इ) संत मीराबाई
ई) गुरु नानक

इकाई - 3 . निर्गुण भक्ति धारा-

1. निर्गुण भक्ति धारा काव्य की सामान्य विशेषताएँ।
2. कबीर : जीवन परिचय एवं कृतित्व।

3. जायसी : जीवन परिचय एवं कृतित्व।

इकाई – 4 . सगुण भक्ति धारा—

1. सगुण भक्ति धारा काव्य की विशेषताएँ।
2. तुलसीदास : जीवन परिचय एवं कृतित्व।
3. सूरदास : जीवन परिचय एवं कृतित्व।

प्रश्नपत्र का स्वरूप एवं अंक विभाजन		अंक 40
प्रश्न 1	पूरे पाठ्यक्रम पर दस बहुविकल्पी प्रश्न।	10
प्रश्न 2	इकाई 1 पर लघुत्तरीय प्रश्न (3 में से 2)।	10
प्रश्न 3	इकाई 2 पर टिप्पणियाँ (3 में से 2)।	10
प्रश्न 4	इकाई 3 और 4 पर दीर्घोत्तरी प्रश्न (अंतर्गत विकल्प के साथ)।	10

सत्र VI प्रश्नपत्र -XIV

हिंदी साहित्य का इतिहास

DSE-E133

इकाई - 1 रीतिकाल -

1. रीतिकाल का नामकरण।
2. सामाजिक एवं राजनीतिक परिस्थितियाँ।
3. प्रतिनिधि कवियों का सामान्य परिचय -
अ) केशवदास
आ) बिहारी
इ) भूषण
ई) धनानंद।

इकाई - 2 आधुनिक काल -

1. प्रारंभिक हिंदी गद्य साहित्य का सामान्य परिचय।
2. आधुनिककालीन सामाजिक एवं राजनीतिक परिस्थितियाँ।
3. युग प्रवर्तक साहित्यकार-
अ) भारतेन्दु हरिश्चंद्र
आ) जयशंकर प्रसाद
इ) मोहन राकेश

इकाई - 3 आधुनिक गद्य विधाओं का विकास-

1. हिंदी उपन्यास साहित्य उद्भव और विकास।
2. हिंदी नाटक साहित्य उद्भव और विकास।
3. हिंदी यात्रा साहित्य उद्भव और विकास।

इकाई - 4 हिंदी काव्य की विभिन्न धारा और उनकी विशेषताएँ।

1. छायावाद।
2. प्रगतिवाद
3. समकालीन कविता।

प्रश्नपत्र का स्वरूप एवं अंक विभाजन		अंक 40
प्रश्न 1	पुरे पाठ्यक्रम पर दस बहुविकल्पी प्रश्न	10
प्रश्न 2	इकाई 1 पर लघुत्तरीय प्रश्न (3 में से 2)	10
प्रश्न 3	इकाई 2 पर टिप्पणियाँ (3 में से 2)	10
प्रश्न 4	इकाई 3 और 4 पर दीर्घोत्तरी प्रश्न (अंतर्गत विकल्प के साथ)	10

संदर्भ ग्रंथ सूची -

1. हिंदी साहित्य का इतिहास- आचार्य रामचंद्र शुक्ल, जयभारती प्रकाशन, माया प्रेस रोड, इलाहाबाद।
2. हिंदी साहित्य का इतिहास- डॉ. नगेंद्र, नेशनल पब्लिशिंग हाउस, नई दिल्ली।
3. हिंदी साहित्य का दूसरा इतिहास- डॉ. बच्चन सिंह, राधाकृष्ण प्रकाशन, नई दिल्ली।
4. हिंदी साहित्य की भूमिका, डॉ. हजारीप्रसाद द्विवेदी।
5. हिंदी साहित्य का सही इतिहास- डॉ. चंद्रभानु सोनावने।
6. हिंदी साहित्य: युग और प्रवृत्तियाँ- डॉ. शिवकुमार शर्मा, अशोक प्रकाशन, दिल्ली।
7. हिंदी साहित्य का वैज्ञानिक इतिहास- गणपतिचंद्र गुप्त।
8. मध्यकालीन कवि और कविता- रतन कुमार पाण्डेय, अनमै प्रकाशन, मुंबई।
9. हिंदी साहित्य का इतिहास- डॉ. पूरनचंद टंडन, जगताराम एंड सन्स, नई दिल्ली।
10. भक्तिकाल के कालजई रचनाकार-विष्णु दास वैष्णव, कमला प्रकाशन- डीसा गुजरात।
11. हिंदी साहित्य का इतिहास : नए विचार नई दृष्टि- डॉ. सुरेशकुमार जैन, वाणी प्रकाशन, नई दिल्ली।
12. सूरदास : एक पुनरावलोकन, डॉ. ओमप्रकाश शर्मा, निराली प्रकाशन, पुणे।
13. हिंदी साहित्य का इतिहास- डॉ. गंगासहाय प्रेमी, डॉ. अशोक तिवारी, साहित्य सरोवर प्रकाशन, जयपुर हाऊस, आगरा।
14. संत कबीर व्यक्तित्व एवं रचनाएं- डॉ. मो. मजिद मिया, जीएस पब्लिशर्स डिस्ट्रीब्यूटर्स, शाहदरा- दिल्ली।
15. षटकवि : विवेचनात्मक अध्ययन- खण्ड : 1 और 2, डॉ. ओमप्रकाश शर्मा, निराली प्रकाशन, 1312, शिवाजीनगर, जे.एम.रोड, पुणे- 05।

शिवाजी विश्वविद्यालय, कोल्हापुर

हिंदी अध्ययन मंडल

जून 2020 से लागू

हिंदी स्पेशल बी.ए.-3 (कला)

सत्र-V प्रश्नपत्र-X

प्रयोजनमूलक हिंदी

Discipline Specific Elective (D.S.E.-E9)

(शैक्षिक वर्ष -2020 -21, 2021-22, 2022-23)

प्रस्तुत पाठ्यक्रम का निर्माण विश्वविद्यालय अनुदान आयोग, नई दिल्ली की मॉडल
पाठ्यचर्या (CBCS) के आलोक में किया गया है।

उद्देश्य :

1. हिंदी में कार्य करने की रुचि विकसित करना।
2. रोजगार उन्मुख शिक्षा एवं कौशल्य प्रदान करना।
3. पारिभाषिक शब्दावली से परिचित करना।
4. सरकारी पत्राचार के स्वरूप का परिचय कराना।
5. जनसंचार एवं इलेक्ट्रॉनिक माध्यमों से परिचय कराना।
6. अनुवाद स्वरूप, महत्व तथा उपयोगिता से परिचित कराना।
7. रोजगार परक हिंदी की उपयोगिता स्पष्ट कराना।

अध्यापन पद्धति

- स्वाध्याय
- व्याख्यान, विवेचन तथा विश्लेषण
- संगोष्ठी तथा समूह चर्चा का आयोजन।
- अतिथियों एवं विद्वानों के व्याख्यान।
- दृक श्राव्य माध्यमों का प्रयोग।
- संगणक तथा इंटरनेट आदि साधनों का प्रयोग।

अध्ययनार्थ विषय –

इकाई – 1 पारिभाषिक शब्दावली।

दैनिक व्यवहार में प्रयुक्त अंग्रेजी शब्दों के हिंदी पर्यायवाची रूप। (परिशिष्ट में दिए हुए 'अ' तथा 'ब' विभाग के 50 शब्द)।

इकाई –2 सरकारी कार्यालयीन पत्राचार।

1. कार्यालय ज्ञापन।
2. परिपत्र।
3. कार्यालय आदेश।
4. सूचना।
5. अनुस्मारक पत्र।

इकाई –3 हिंदी भाषा और रोजगार के अवसर।

1. रेडियो में रोजगार।
2. विज्ञापन में रोजगार।
3. अनुवाद में रोजगार।
4. पत्रकारिता में रोजगार।
5. फिल्म में रोजगार।

इकाई –4 समाचार लेखन।

1. महाविद्यालयीन समारोह का समाचार लेखन।
2. सामाजिक समारोह का समाचार लेखन।
3. प्राकृतिक आपदाओं का समाचार लेखन।
4. दुर्घटनाओं का समाचार लेखन।

प्रश्नपत्र का स्वरूप एवं अंक विभाजन		अंक 40
प्रश्न 1	पारिभाषिक शब्दावली पर दस वस्तुनिष्ठ प्रश्न	10
प्रश्न 2	इकाई 2 पर लघुत्तरीय प्रश्न (3 में से 2)।	10
प्रश्न 3	इकाई 3 पर टिप्पणियाँ (3 में से 2)।	10
प्रश्न 4	इकाई 4 पर दीर्घोत्तरी प्रश्न (अंतर्गत विकल्प के साथ)।	10

परिशिष्ट (अ)

पारिभाषिक शब्दावली

	जनसंचार माध्यम संबंधी शब्द	
1.	Announcer	निवेदक
2.	Artistic	कलात्मक
3.	Audio-Visual	दृक-श्राव्य
4.	Banner	पताका
5.	Biographer	जीवनीकार
6.	Biweekly	अर्धसाप्ताहिक
7.	Bulletin	विज्ञापित
8.	Catalogue	सूची
9.	Calligraphy	सुलेखन
10.	Caption	शीर्षक / चित्र परिचय
11.	Cartoonist	व्यंग्य चित्रकार
12.	Choreography	नृत्य रचना
13.	Columnist	स्तंभलेखक
14.	Commentator	समालोचक
15.	Compositer	अक्षर योजक
16.	Communication	संचार
17.	Creation	सृजन
18.	Correspondent	संवाददाता
19.	Information Technology	सूचना तंत्रज्ञान
20.	Interview	साक्षात्कार
21.	Interruption	रूकावट
22.	Journalist	पत्रकार
23.	Magazine	पत्रिका
24.	Source Language	स्रोत भाषा
25.	Transliteration	लिप्यंतरण

परिशिष्ट (ब)

शिक्षा सभा और संमेलन संबंधी शब्द

1.	Abstract	सार संक्षेप
2.	Academic Goal	शैक्षिक ध्येय
3.	Address	अभिभाषण संबोधन
4.	Adult Education	प्रौढ शिक्षा
5.	Agenda	कार्यसूची
6.	Anniversary	जयंती वर्षगाँठ
7.	Anthology	संकलन / संग्रह
8.	Appraisal	मूल्यांकन
9.	Attestation	साक्षात्कन / अनुप्रमाणन
10.	Audiance	श्रोतागण
11.	Autonomous	स्वायत्त
12.	Bibliography	संदर्भ ग्रंथ सूची
13.	Bachelor	स्नातक
14.	Closing Speech	समापन भाषण
15.	Conference Hall	सम्मेलन भवन
16.	Conclusion	समापन
17.	Document	दस्तावेज
18.	Draft	प्रारूप मसौदा
19.	Guardian	अभिभावक
20.	Humanity	मानविकी
21.	Hypothesis	परिकल्पना
22.	Inauguration	उद्घाटन
23.	Informal	अनौपचारिक
24.	Symposium	संगोष्ठी
25.	Viva-Voce	मौखिक परीक्षा

सत्र-VI प्रश्नपत्र-XV

प्रयोजनमूलक हिंदी

DSE-E134

अध्ययनार्थ विषय -

इकाई -1 पारिभाषिक शब्दावली.

दैनिक व्यवहार में प्रयुक्त अंग्रेजी शब्दों एवं पदनामों के हिंदी पर्यायवाची रूप (परिशिष्ट में दिए हुए 'क' तथा 'ड' विभाग के शब्द एवं पदनाम)

इकाई -2. संदर्भ स्रोतों का सामान्य परिचय :

1. इन्स्टाग्राम
2. फेसबुक
3. वॉट्सअप
4. ट्विटर
5. ब्लॉग

इकाई-3. जनसंचार इलेक्ट्रॉनिक माध्यमों का सामान्य परिचय :

1. दूरदर्शन
2. इंटरनेट
3. डाक्यूटमेंटरी
4. विडिओ कॉन्फ्रेंस
5. यु ट्यूब

इकाई -4 अनुवाद

1. अनुवाद स्वरूप और महत्व ।
2. अनुवाद की उपयोगिता ।
3. प्रकृति के आधार पर अनुवाद के प्रकार ।
4. अनुवादक के गुण।

प्रश्नपत्र का स्वरूप एवं अंक विभाजन		अंक 40
प्रश्न 1	पारिभाषिक शब्दावली पर दस वस्तुनिष्ठ प्रश्न	10
प्रश्न 2	इकाई 2 पर लघुत्तरी प्रश्न (3 में से 2)	10
प्रश्न 3	इकाई 3 पर टिप्पणियाँ (3 में से 2)	10
प्रश्न 4	इकाई 4 पर दीर्घोत्तरी प्रश्न (अंतर्गत विकल्प के साथ)	10

संदर्भ ग्रंथ सूची -

1. जनसंचार और पत्रकारिता-विविध आयाम- डॉ.ओमप्रकाश शर्मा, निराली प्रकाशन, पुणे ।
2. मिडिया कालीन हिंदी स्वरूप एवं संभावनाएँ-डॉ. अर्जुन चव्हाण, राधाकृष्ण प्रकाशन नई, दिल्ली।
3. प्रयोजनमूलक हिंदी की नयी भूमिका-डॉ. कैलाशनाथ पाण्डेय, लोकभारती प्रकाशन, इलाहाबाद, नई, दिल्ली।
4. प्रयोजनमूलक हिंदी- डॉ. विनोद गोदरे, वाणी प्रकाशन, नई दिल्ली ।
5. प्रयोजनामूलक हिंदी- विविध परिदृश्य-डॉ.रमेशचंद्र त्रिपाठी, डॉ.पवन अग्रवाल, अलका प्रकाशन, कानपुर।
6. हिंदी भाषा और सूचना प्रौद्योगिकी-डॉ. दीपक रामा तुपे, अभिषेक प्रकाशन, दिल्ली।
7. हिंदी भाषा में रोजगार के अवसर-प्रा.विकास पाटील, ए.बी.एस. पब्लिकेशन वाराणसी।
8. मिडिया में कैरियर- पी.के. आर्य, ग्रंथ अकादमी, नई दिल्ली।
9. प्रयोजनमूलक हिंदी, 'साहित्य सरोवर' -डॉ.श्रीमती आशा मोहन, साहित्य सरोवर प्रकाशन, प्रभु नगर, आगरा-280101
10. मिडिया : एक अंतर्ग्राह्य- डॉ.स्मिता मिश्र, मंजुली प्रकाशन, नई दिल्ली-23।

परिशिष्ट (क)

	अंग्रेजी के हिंदी वाक्यांश	
1.	Above Mentioned / Said	उपर्युक्त
2.	According to	के अनुसार
3.	After discussion	विचार विमर्श के बाद
4.	Age of retirement	सेवानिवृत्ति की उम्र
5.	As directed	निर्देशानुसार
6.	Effective Control	प्रभावी नियंत्रण
7.	Examine the proposal	प्रस्ताव की जाँच करें
8.	Eligibility is certified	पात्रता प्रमाणित की जाती है
9.	Facilities are not available	सुविधाएँ उपलब्ध नहीं हैं
10.	For Compliance	अनुपालन के लिए
11.	For perusal	अवलोकनार्थ
12.	Gain Wrongfully	अनुचित रूप से प्राप्त करना
13.	Grant of permission	अनुमति देना
14.	Gross negligence	घोर उपेक्षा
15.	Noted and returned	नोट करके वापस किया जाता है
16.	Not in vogue	प्रचलित नहीं है
17.	Not satisfactory	संतोषजनक नहीं है
18.	Objection is Not valid	आपत्ति वैध/मान्य नहीं है
19.	On probation	परिवीक्षाधीन
20.	Order was cancelled	आदेश रद्द
21.	Paper under consideration	विचाराधीन पत्र
22.	Passed for payment	भुगतान के लिए पास किया
23.	Pending Cases	प्रलंबित मामले
24.	I agree	मैं सहमत हूँ
25.	In anticipation of	की प्रतीक्षा में

परिशिष्ट (ड)

	पदनाम संबंधी शब्द	
1.	Adviser	सलाहकार
2.	Accountant	लेखाकार
3.	Advocate	अधिवक्ता
4.	Cashier	रोकडिया / खजोंची
5.	Custodian	अभिरक्षक

6.	Councillor	पार्षद
7.	Director	निदेशक
8.	Executive Engineer	कार्यकारी अभियंता
9.	Foreign secretary	विदेश सचिव
10.	Governor	राज्यपाल
11.	His majesty	महामहिम
12.	Investigater	अन्वेषक
13.	Manager	प्रबंधक
14.	Member of legislative Assembly	विधायक
15.	Member of parliament	सांसद / संसद सदस्य
16.	President	राष्ट्रपति
17.	Prime minister	प्रधानमंत्री
18.	Registrar	कुलसचिव
19.	Speaker	सभापति
20.	Stenographer	आशुलिपिक
21.	Superintendent	अधीक्षक
22.	Treasurer	कोषाध्यक्ष
23.	Under secretary	अवर सचिव
24.	Vice Chancellor	कुलपति
25.	Warden	रक्षक

शिवाजी विश्वविद्यालय, कोल्हापुर

हिंदी अध्ययन मंडल

जून 2020 से लागू

हिंदी स्पेशल बी.ए.-3 (कला)

सत्र-V प्रश्नपत्र-XI

भाषा विज्ञान और हिंदी भाषा

Discipline Specific Elective (D.S.E.-E10)

(शैक्षिक वर्ष -2020 -21, 2021-22, 2022-23)

प्रस्तुत पाठ्यक्रम का निर्माण विश्वविद्यालय अनुदान आयोग, नई दिल्ली की मॉडल

पाठ्यचर्या (CBCS) के आलोक में किया गया है।

उद्देश्य :

- 1) भाषा के विविध रूपों का परिचय कराना ।
- 2) भाषा विज्ञान का सामान्य परिचय कराना ।
- 3) हिंदी भाषा एवं लिपि के उद्भव और विकास का परिचय कराना ।
- 4) भाषा की शुद्धता के प्रति छात्रों को जागृत करना ।
- 5) मानक हिंदी वर्तनी और व्याकरण से छात्रों को परिचित कराना ।

अध्यापन पद्धति

- स्वाध्याय .
- व्याख्यान, विवेचन तथा विश्लेषण
- संगोष्ठी तथा समूह चर्चा का आयोजन।
- अतिथियों एवं विद्वानों के व्याख्यान।
- दृक् श्राव्य माध्यमों का प्रयोग।
- संगणक तथा इंटरनेट आदि साधनों का प्रयोग।

अध्ययनार्थ विषय -

इकाई 1- भाषा की परिभाषाएँ, भाषा की विशेषताएँ, भाषा की उत्पत्ति एवं तत्संबंधी विविध वाद-दैवी उत्पत्ति सिद्धांत, धातु सिद्धांत, अनुकरण सिद्धांत, श्रमपरिहार सिद्धांत, मनोभावाभिव्यंजक सिद्धांत, समन्वित सिद्धांत ।

इकाई 2- भाषा परिवर्तनशीलता के कारण ।

भाषा के विविध रूप- बोली और परिनिष्ठित भाषा ।

बोलियों के बनने के कारण, बोली और भाषा में अंतर ।

इकाई 3- हिंदी भाषा का उद्भव और विकास ।

हिंदी का शब्दसमूह, हिंदी भाषा के विविध रूप-राष्ट्रभाषा, राजभाषा, संपर्क भाषा ।

इकाई 4 - हिंदी की विविध बोलियाँ-अवधी, ब्रज, खड़ीबोली, भोजपुरी ।

लिपि विकास का सामान्य परिचय, देवनागरी लिपि की वैज्ञानिकता ।

प्रश्नपत्र का स्वरूप एवं अंक विभाजन		अंक 40
प्रश्न 1	पुरे पाठ्यक्रम पर दस बहुविकल्पी प्रश्न।	10
प्रश्न 2	इकाई 3पर लघुत्तरीय प्रश्न (3 में से 2)।	10
प्रश्न 3	इकाई 4 पर टिप्पणियाँ (3 में से 2) ।	10
प्रश्न 4	इकाई 1 और 2 पर दीर्घात्तरी प्रश्न (अंतर्गत विकल्प के साथ)।	10

सत्र - VI प्रश्नपत्र -XVI

भाषा विज्ञान और हिंदी भाषा

DSE-E135

अध्ययनार्थ विषय -

इकाई 1-भाषाविज्ञान की परिभाषाएँ, भाषाविज्ञान के अध्ययन का महत्त्व, भाषाविज्ञान की वैज्ञानिकता ।

इकाई 2 -भाषाविज्ञान के प्रधान अंगों का परिचय-
ध्वनिविज्ञान, पदविज्ञान, शब्दविज्ञान, वाक्यविज्ञान, अर्थविज्ञान ।

इकाई 3 -भाषाविज्ञान का अन्य ज्ञान विज्ञानों से संबंध ।

1. भाषा विज्ञान और साहित्य
2. भाषाविज्ञान और व्याकरण ।
3. भाषाविज्ञान और समाजविज्ञान
4. भाषाविज्ञान और मनोविज्ञान ।
5. भाषाविज्ञान और इतिहास
6. भाषाविज्ञान और भूगोल ।

इकाई 4-कारकों के अर्थ और प्रयोग,पदक्रम, विरामचिह्न (केवल अल्पविराम, निर्देशक चिह्न(डैश) और अवतरणचिह्न) मानक वर्तनी के नियम ।

प्रश्नपत्र का स्वरूप एवं अंक विभाजन		अंक 40
प्रश्न 1	पूरे पाठ्यक्रम पर दस बहुविकल्पी प्रश्न।	10
प्रश्न 2	इकाई 4 पर लघुत्तरीय प्रश्न (3 में से 2)।	10
प्रश्न 3	इकाई 2 पर टिप्पणियाँ (3 में से 2) ।	10
प्रश्न 4	इकाई 1 और 3 पर दीर्घात्तरी प्रश्न (अंतर्गत विकल्प के साथ)।	10

संदर्भ ग्रंथ सूची

1. भाषाविज्ञान - डॉ.भोलानाथ तिवारी ।
2. भाषाविज्ञान की भूमिका- डॉ.देवेंद्रनाथ शर्मा ।
3. भाषाविज्ञान के तत्व- डॉ. राजनारायण मौर्य ।
4. भाषाविज्ञान और हिंदी भाषा - डॉ. सुधीर कलावडे ।
5. भाषाविज्ञान के सिद्धांत और हिंदी भाषा - डॉ. द्वारकाप्रसाद सक्सेना ।
6. संक्षिप्त भाषाविज्ञान- डॉ.सुरेशचंद्र त्रिवेदी ।
7. हिंदी- उद्भव विकास और रूप - डॉ.हरदेव बिहारी ।

8. हिंदी भाषा – डॉ.धीरेंद्र वर्मा ।
9. हिंदी भाषा की विकास यात्रा – डॉ.रामप्रकाश ।
10. हिंदी भाषा, व्याकरण लिपि विज्ञान – डॉ.हरदान हर्ष ।
11. हिंदी व्याकरण – कामताप्रसाद गुरु ।
12. नागरी लिपि और उसकी समस्याएँ – डॉ.नरेंद्र मिश्र ।
13. हिंदी की वर्तनी— कैलासचंद्र भाटिया, रचना भाटिया ।
14. मानक हिंदी का शुद्धिपरक व्याकरण – डॉ.रमेशचंद्र मेहरोत्रा ।
15. भाषाविज्ञान के सिद्धांत – डॉ.ओमप्रकाश शर्मा निराली, प्रकाशन, पुणे— 05 ।
16. भाषा विज्ञान एवं हिंदी भाषा—डॉ.गंगासहाय प्रेमी, डॉ.त्रिलोकनाथ श्रीवास्तव ,साहित्य सरोवर प्रकाशन, प्रभु नगर, आगरा-01 ।

शिवाजी विश्वविद्यालय, कोल्हापुर

हिंदी अध्ययन मंडल

जून 2020 से लागू

हिंदी स्पेशल बी.ए.-3 (कला)

सत्र-V, VI

Discipline Specific Elective

(शैक्षिक वर्ष -2020-21, 2021-22, 2022-23)

प्रस्तुत पाठ्यक्रम का निर्माण विश्वविद्यालय अनुदान आयोग, नई दिल्ली की मॉडल

पाठ्यचर्या (CBCS) के आलोक में किया गया है।

समकक्षता

अ.क्र.	पुराना प्रश्नपत्र	अ.क्र.	नया प्रश्नपत्र
1	प्रश्नपत्र क्रमांक : 7	1	प्रश्नपत्र क्रमांक : 7
	प्रश्नपत्र क्रमांक : 12		प्रश्नपत्र क्रमांक : 12
2	प्रश्नपत्र क्रमांक : 8	2	प्रश्नपत्र क्रमांक : 8
	प्रश्नपत्र क्रमांक : 13		प्रश्नपत्र क्रमांक : 13
3	प्रश्नपत्र क्रमांक : 9	3	प्रश्नपत्र क्रमांक : 9
	प्रश्नपत्र क्रमांक : 14		प्रश्नपत्र क्रमांक : 14
4	प्रश्नपत्र क्रमांक : 10	4	प्रश्नपत्र क्रमांक : 10
	प्रश्नपत्र क्रमांक : 15		प्रश्नपत्र क्रमांक : 15
5	प्रश्नपत्र क्रमांक : 11	5	प्रश्नपत्र क्रमांक : 11
	प्रश्नपत्र क्रमांक : 16		प्रश्नपत्र क्रमांक : 16

Environment
List of core
courses

Dept. of History

1.3.1.

4. List of Core Courses

Environment

Sr. No.	Theme	Class	Paper	Units
Environment		MA-2-Sem 3	321-Environmental History of India	All Modules



[Signature]
Dr. Nishant Kulkarni
HOD, Dept. of History

321 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.
- Richard Grove, *Green Imperialism*, OUP, Delhi, 1998.
- Richard Grove, Vinita Damodaran and Satpal Sangwan, eds. *Nature and the Orient: The Environmental History of South and Southeast Asia*, OUP, Delhi, 1998.
- Guha, Ramachandra, *The Unquiet Woods*, OUP, Delhi, 1989.
- Guha, Ramachandra and Madhav Gadgil, *The Fissured Land: An Ecological History of India*, OUP, Delhi, 1992.
- Guha, Sumit, *Environment and Ethnicity in India, 1200- 1991*, Cambridge University Press, Cambridge, 1999.





Hon. Shri. Annasaheb Dange Arts, Commerce and Science College,
Hatkanangale

Lead College Programs (2021-22)

Report on the 'One Day Workshop on Water and Soil Conservation'

Title: One Day Workshop on One Day Workshop on Water and Soil Conservation

Committee: Lead College

Chairperson: Dr. Yojana Jugale (Principal)

Resource Person: Dr. Yuvaraj Mote and Dr. M. N. Survase

Day and Date: Wednesday, 30 March 2022

Place: Seminar Hall

Participation: Faculty and Students from five colleges, total 32

Objectives: (1) To introduce the concept of Environmental-conservation; (2) To make students aware of water pollution and its conservation; (3) To make students aware of soil degradation and its conservation ;

Brief Report

At the outset, the workshop was **inaugurated** by resource persons and chairperson. Then, Dr. Niranjan Kulkarni introduced the objectives of the lead college program and the workshop. The resource persons were felicitated by the chairperson.

Then, first **resource person** Dr. Yuvaraj Mote started his presentation. He runs an NGO which works in the area of Environmental conservation. Through PowerPoint presentation, he made students understood various factors causing of the water pollution. Then, he also shared his thoughts on the ways to conserve the water. Then, the second resource person, Dr. M. N. Survase started his session. He introduced various types of soil, their respective importance and various factors causing for the degradation of soil. He also made students aware of various measures to prevent the degradation and conservation of the soil.

During **valedictory** session, some of the faculty and students expression their views on the workshop. The program occluded with vote of thanks.

Outcome: (1) Participants understood the concept of Environmental-conservation; (2) They learned factors responsible for water pollution and measures to conserve it; (3) They came to know factors responsible for soil degradation and ways to conserve it.


Signature

Dr. Niranjan Kulkarni, Coordinator, Lead College



'One Day Workshop on Water and Soil Conservation'



1. Inauguration; 2. Introduction by the Coordinator; 3. Welcome and Felicitation of the Resource Persons



1. Resource Person Dr. Yuvraj Mote



2. Resource Person Dr. M. N. Survase




Sharing of views by Participants



[Handwritten signature]

Hon. Shri. Annasaheb Dange Arts, Commerce and Science College, Hatkanangale

Activity Report (2022-23)

Activity	One Day Workshop on 'Importance of Millets in our Life' on 29 March 2023
Committee	Lead College
Resource Persons	Dr. Subhash Ingale Dr. Madhumati Shinde
Chairperson	Principal Dr. Yojana Jugale
Objectives	<ol style="list-style-type: none"> 1. To make students aware of the importance of science in our day-to-day life 2. To introduce students various types of Millets 3. To introduce to the students the importance of using millets in our daily food
Participants	Around 45+students from all the 10 colleges in cluster
Brief Report	One Day Workshop was organized by Lead College Program on 'Importance of Millets in our Life' on 29 March 2023. It was inaugurated by our principal. During the first session, Dr. Madhumati Shinde shared her thoughts on the importance of science in our day-to-day life. During the second session, Dr. Subhas Ingale introduced to the students the concept of Millets and their importance in our day-to-day food habits. Then, some of the students expressed their experiences on the program. The program concluded with the vote of thanks by Dr. Niranjana Kulkarni.
Photos	

(Signature)

Report by Dr. Niranjana Kulkarni, Coordinator, Lead College Program



शिवाजी विद्यापीठ, कोल्हापूर

SHIVAJI UNIVERSITY, KOLHAPUR

बी.ए.१/बी.कॉम.१ : B.A. I/B.Com I

अभ्यासक्रम : Syllabus

June 2018 onward

Board of Studies in Marathi

Choice Based Credit System

Compulsory Generic Elective (CGE-1) : Marathi (Course - A)

आवश्यक अनुषंगिक निवड (CGE-1) : मराठी (अभ्यासपत्रिका - अ)

सत्र १ : Semester - I

पाठ्यपुस्तक - शब्दसंहिता

१. नापास मुलांची गोष्ट (निवडक लेख)

संपा. अरुण शेवते, ऋतुरंग प्रकाशन, मुंबई.

२. व्यक्तिमत्त्व विकास आणि भाषा

उद्दिष्टे :

१. विद्यार्थ्यांची मराठी भाषा आणि साहित्याविषयी अभिरूची विकसित करणे.

२. मराठी साहित्य परंपरा, लेखक, कवी यांचा परिचय करून देणे.

३. विद्यार्थ्यांमध्ये मातृभाषा, राष्ट्रीय एकात्मता आणि उच्च मानवी मूल्यांविषयी जाणीव निर्माण करणे.

४. विद्यार्थ्यांचा व्यक्तिमत्त्व विकास घडवून विविध परीक्षा आणि स्पर्धा परीक्षांची पूर्वतयारी करून घेणे.

५. निबंधलेखनाच्या माध्यमातून भाषा उपयोजनाची कौशल्ये विकसित करणे.

अ.क्र. Sr.No.	घटक Topic	अध्यापन तासिका Teaching Hours	श्रेयांक Credit
विभाग १ Module I	१) निवड - यशवंतराव चव्हाण २) वाटेवरच्या सावल्या - कुसुमाग्रज ३) पन्नास पैकी शून्य मार्कस् - शांताबाई शेळके	१५	१
विभाग २ Module II	४) शब्दांचे मोल - चंद्रशेखर घर्माधिकारी ५) संगमनेरचे दिवस - दया पवार व्यक्तिविशेष लेख : ६) संकल्प सिद्धीला नेणारा महापुरुष : डॉ. बापूजी साळुंखे - बळवंत देशमुख	१५	१
विभाग ३ Module III	● व्यक्तिमत्त्व संकल्पना ● व्यक्तिमत्त्व विकासासाठी आवश्यक घटक ● व्यक्तिमत्त्व विकासात भाषेचे महत्त्व	१५	१
विभाग ४ Module IV	● भाषिक कौशल्ये (श्रवण, वाचन, भाषण आणि लेखन कौशल्ये) ● कार्यक्रमाचे संयोजन - स्वागत, प्रास्ताविक, परिचय, मनोगत, आभार, सूत्रसंचलन आणि कार्यक्रमाचे फलकलेखन	१५	१

शिवाजी विद्यापीठ, कोल्हापूर

SHIVAJI UNIVERSITY, KOLHAPUR

मराठी अभ्यास मंडळ

Board of Studies in Marathi

पसंतीवर आधारित श्रेयांक पद्धती

Choice Based Credit System

बी.ए. भाग-३ : B.A. Part-III

अभ्यासक्रम : Syllabus

June, 2020 onward

सत्र-६ : Semester No. 6 : अभ्यासपत्रिका क्र. XVI

Discipline Specific Elective (DSE-E-130)

विद्याशाखीय विशेष निवड (DSE-E-130)

वाङ्मय प्रकाराचे अध्ययन : ललित गद्य (व्यक्तिचित्रे)

पाठ्यपुस्तक : मुलखावेगळी माणसं (संपादन)

शिवाजी विद्यापीठ प्रकाशन, कोल्हापूर

उद्दिष्टे :

१. ललित गद्य वाङ्मयप्रकाराचे स्वरूप अभ्यासणे.
२. व्यक्तिचित्र संकल्पना व स्वरूप समजून घेणे.
३. प्रवाहानुरूप मराठीतील व्यक्तिचित्रांचे स्वरूप अभ्यासणे.
४. 'मुलखावेगळी माणसं' मधील व्यक्तिविशेषांचे आकलन करून घेणे.
५. 'मुलखावेगळी माणसं' मधील शैक्षणिक, सामाजिक, सांस्कृतिक, राजकीय पर्यावरण आणि कौटुंबिक भावविश्व अभ्यासणे.
६. 'मुलखावेगळी माणसं' मधील ग्रामीण व उपेक्षितांच्या जीवनाचे आकलन करून घेणे.
७. 'मुलखावेगळी माणसं' मधील अभिव्यक्ती, निवेदनशैली व भाषाविशेष अभ्यासणे.

अभ्यासक्रम

अ. क्र. Sr. No.	घटक Topic	अध्यापन तासिका Teaching Hours	श्रेयांक Credit
विभाग १ Module I	ललित गद्य : संकल्पना व स्वरूप व्यक्तिचित्रे : संकल्पना, स्वरूप/वैशिष्ट्ये आणि वाटचाल व्यक्तिचित्र लेखनासाठी आवश्यक गुण	१५	१
विभाग २ Module II	१. रामा मैलकुली - व्यंकटेश माडगूळकर २. मृत्यूचे चुंबन घेणारा महाकवी - प्र. के. अत्रे ३. निळू मांग - अण्णाभाऊ साठे ४. मोरणी - विभावरी शिरूरकर	१५	१
विभाग ३ Module III	५. जमीला जावद - हमीद दलवाई ६. यंकटअण्णा - व. वा. बोधे ७. दगडूमामा - उत्तम कांबळे ८. मुंबईचा चित्रकार - अरुण खोपकर	१५	१
विभाग ४ Module IV	९. हीरा - इंद्रजित भालेराव १०. बाबा मास्तर - दि. बा. पाटील ११. दादासाहेब वस्ताद - सयाजीराजे मोकाशी १२. डोकेवाला संशोधक : दादाजी रामजी खोब्रागडे - व्ही.एन.शिंदे	१५	१

शिवाजी विद्यापीठ, कोल्हापूर

SHIVAJI UNIVERSITY, KOLHAPUR

बी.ए. भाग-२ : B.A. Part-II

अभ्यासक्रम : Syllabus

June, 2019 onward

मराठी अभ्यास मंडळ

Board of Studies in Marathi

Choice Based Credit System

सत्र-३ : Semester No. III

Discipline Specific Core Course (DSC-C1) Marathi Paper No.III

विद्याशास्त्रीय विशेष गाभा (DSC-C1) (अभ्यासपत्रिका - ३)

साहित्यकृती : काय डॅंजर वारा सुटलाय! (नाटक)

जयंत पवार, पॉप्युलर प्रकाशन, मुंबई, २०११

: मराठी भाषिक कौशल्ये

शिवाजी विद्यापीठ प्रकाशन, कोल्हापूर, २०१९

उद्दिष्ट्ये:

१. नाटक या वाङ्मय प्रकाराचे आकलन करून घेणे.
२. समकालीन नाटकातून नाटककाराच्या समकालाचे प्रतिबिंब कशाप्रकारे प्रकट होते याचा अभ्यास करणे.
३. नाट्याभ्यासाद्वारे प्रयोगरूप नाटक व नाट्यक्षेत्रातील ज्ञानसंपादनास चालना देणे.
४. नाट्याभ्यासातून सभ्यता, संस्कृती, राष्ट्रीय एकात्मता व बंधुता वाढीस लावणे.
५. विद्यार्थ्यांमध्ये संवादलेखन कौशल्ये विकसित करणे.

अ. क्र. Sr. No.	घटक Topic	अध्यापन तासिका Teaching Hours	श्रेयांक Credit
विभाग १ Module I	काय डॅंजर वारा सुटलाय! - आशयसूत्रे	१५	१
विभाग २ Module II	काय डॅंजर वारा सुटलाय! - पात्रे, घटनाप्रसंग, संवाद व संघर्षाचे स्वरूप	१५	१
विभाग ३ Module III	काय डॅंजर वारा सुटलाय! - नाट्यविशेष व भाषाविशेष	१५	१
विभाग ४ Module IV	उपयोजित मराठी - संवाद लेखन ● संवाद : स्वरूप आणि व्याख्या ● संवाद कौशल्यासाठी आवश्यक बाबी ● संवादाचे प्रकार ● उदाहरणदाखल कथानकावर संवादलेखन	१५	१

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अभ्यासक्रम : Syllabus

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मराठी अभ्यास मंडळ

Board of Studies in Marathi

Choice Based Credit System

सत्र-३ : Semester No. III

Discipline Specific Core Course (DSC-C2) Marathi Paper No. IV

विद्याशाखीय विशेष गाभा (DSC-C2) (अभ्यासपत्रिका - ४)

पाठ्यपुस्तक : काव्यगंध

शिवाजी विद्यापीठ प्रकाशन, कोल्हापूर, २०१९

: मराठी भाषिक कौशल्ये

शिवाजी विद्यापीठ प्रकाशन, कोल्हापूर, २०१९

उद्दिष्टे:

१. मराठी काव्यपरंपरा व प्रवाहांची ओळख करून घेणे.
२. मराठी काव्यातून प्रकट होणारे माणूस आणि समाज यातील परस्पर संबंध शोधणे.
३. कवितेच्या कलात्मक आकृतीबंधाचे मोल अभ्यासणे.
४. काव्यप्रवाहानुरूप काव्यलेखनाचे विशेष अभ्यासणे.
५. प्रात्यक्षिकाद्वारे काव्यलेखन कौशल्ये रुजविणे.

अ. क्र. Sr. No.	घटक Topic	अध्यापन तासिका Teaching Hours	श्रेयांक Credit
विभाग १ Module I	केशवसुत- १. अंत्यजाच्या मुलाचा पहिला प्रश्न २. नवा शिपाई (सामाजिक) ३. तुतारी ४. मजुरावर उपासमारीची पाळी ५. गोफण केली छान! वसंत बापट- १. फुंकर २. जपावयाला शिकली होतीस ३. आज (प्रेमविषयक) अचानक ४. नाजुक रुपडे ५. विस्मृती	१५	१
विभाग २ Module II	नारायण सुर्वे- १. दोन दिवस २. माझी आई ३. गिरणीची लावणी (श्रमविषयक) ४. पोष्टर ५. नेहरू गेले त्या वेळची गोष्ट वसंत आबाजी डहाके- १. त्या संध्याकाळी समुद्र २. आख्यान (महानगरीय) ३. खेळ ४. पुतळे ५. वास्तववाद	१५	१
विभाग ३ Module III	अजीम नवाज राही- १. दुष्काळ : काही संदर्भ (वंचितांची कविता) २. जातीय दंगल : बारा भानगडींची तेरा वळणे ३. सुरक्षेची हमी देणारा कळपवाद! ४. मोडतोडीतून डागडुजीची भाषा शिकताना ५. मोहल्ला, पक्षी आणि कातरवेळ कल्पना दुधाळ- १. बाय आणि गाय २. झुलत्या फांदीला (कृषी जाणीव) ३. घोषणा ४. खस्ता ५. धग असतेच आसपास	१५	१
विभाग ४ Module IV	उपयोजित मराठी - काव्यनिर्मिती प्रक्रिया १. प्रसंगावर २. घटनेवर ३. चित्रावर ४. अनुभवावर	१५	१

शिवाजी विद्यापीठ, कोल्हापूर
SHIVAJI UNIVERSITY, KOLHAPUR

बी.ए. भाग-२ : B.A. Part-II

अभ्यासक्रम : Syllabus

June, 2019 onward

मराठी अभ्यास मंडळ

Board of Studies in Marathi

Choice Based Credit System

सत्र-४ : Semester No. IV

Discipline Specific Core Course (DSC-C25) Marathi Paper No. V

विद्याशाखीय विशेष गाभा (DSC-C25) (अभ्यासपत्रिका - ५)

साहित्यकृती : माती, पंख आणि आकाश (आत्मचरित्र)

ज्ञानेश्वर मुळे, मनोविकास प्रकाशन, पुणे, आवृत्ती अकरावी, २०१७

: मराठी भाषिक कौशल्ये

शिवाजी विद्यापीठ प्रकाशन, कोल्हापूर, २०१९

उद्दिष्ट्ये:

१. आत्मचरित्र या वाङ्मयप्रकाराची ओळख करून घेणे.
२. इतर वाङ्मयप्रकार आणि आत्मचरित्र यातील अभिव्यक्ती रूपांचा अभ्यास करणे.
३. आत्मचरित्रकाराच्या व्यक्तिमत्त्वाची जडण-घडण आणि त्याचा समकाल समजून घेणे.
४. वेगवेगळ्या भारतीय प्रांतातील व परदेशातील जीवनदर्शन समजून घेणे.
५. आत्मवृत्तपर लेखन कौशल्ये विकसित करणे.

अ. क्र. Sr. No.	घटक Topic	अध्यापन तासिका Teaching Hours	श्रेयांक Credit
विभाग १ Module I	माती, पंख आणि आकाश - जीवनानुभवाचे स्वरूप	१५	१
विभाग २ Module II	माती, पंख आणि आकाश - शैक्षणिक, सामाजिक आणि सांस्कृतिक पर्यावरण	१५	१
विभाग ३ Module III	माती, पंख आणि आकाश - वाङ्मयीन गुणविशेष	१५	१
विभाग ४ Module IV	उपयोजित मराठी - आत्मवृत्तलेखनाचे स्वरूप १. आत्मकथन/स्वकथन २. प्रवास वर्णन ३. रोजनिशी	१५	१

शिवाजी विद्यापीठ, कोल्हापूर
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मराठी अभ्यास मंडळ

Board of Studies in Marathi

Choice Based Credit System

सत्र-४ : Semester No. IV

Discipline Specific Core Course (DSC-C26) Marathi Paper No. 6

विद्याशाखीय विशेष गाभा (DSC-C26) (अभ्यासपत्रिका - ६)

साहित्यकृती : जुगाड (कादंबरी)

किरण गुरव, दर्या प्रकाशन, पुणे, २०१८

: मराठी भाषिक कौशल्ये

शिवाजी विद्यापीठ प्रकाशन, कोल्हापूर, २०१९

उद्दिष्ट्ये:

१. कादंबरी वाङ्मयप्रकाराची ओळख करून घेणे.
२. समकालीन कादंबरीतील नव्या अवकाशाचा शोध घेणे व आधुनिकतेमधील अंतर्विरोध समजून घेणे.
३. मानवी मूल्यांविषयी जाणीव निर्माण करणे.
४. कादंबरीलेखनाचे विशेष अभ्यासणे.
५. वृत्तांतलेखन कौशल्ये रुजविणे.

अ. क्र. Sr. No.	घटक Topic	अध्यापन तासिका Teaching Hours	श्रेयांक Credit
विभाग १ Module I	जुगाड - आशयसूत्रे	१५	१
विभाग २ Module II	जुगाड - घटना, प्रसंग आणि व्यक्तिरेखांचे स्वरूप व पर्यावरण	१५	१
विभाग ३ Module III	जुगाड - वाङ्मयीन विशेष	१५	१
विभाग ४ Module IV	उपयोजित मराठी - वृत्तांतलेखन : <ul style="list-style-type: none">• वृत्तांतलेखनाचे स्वरूप• वृत्तांतलेखनाचे घटक आणि वैशिष्ट्ये• वृत्तांतलेखकाच्या अंगी आवश्यक गुण• साहित्य/संशोधन/शैक्षणिक स्थळास अभ्यास सहलीद्वारे प्रत्यक्ष भेट देऊन त्यावर आधारित वृत्तांतलेखनाचा सराव करवून घेणे	१५	१

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बी.ए.१/बी.कॉम.१ : B.A. I/B.Com I

अभ्यासक्रम : Syllabus

June 2018 onward

Board of Studies in Marathi

Choice Based Credit System

Compulsory Generic Elective (CGE-2) : Marathi (Course - B)

आवश्यक अनुषंगिक निवड (CGE-2) : मराठी (अभ्यासपत्रिका - ब)

सत्र २ : Semester - II

पाठ्यपुस्तक - शब्दसंहिता


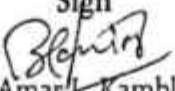
अ.क्र. Sr.No.	घटक Topic	अध्यापन तासिका Teaching Hours	श्रेयांक Credit
विभाग १ Module I	१. संत नामदेव १) पतितपावन २) पंढरीस जावे २. अनंत फंदी १) जमाना आला उफराटा २) हे मुखी खूण तर्का ३. महात्मा फुले १) मानवांचा धर्म एक २) धीर ४. बालकवी १) फुलराणी २) अप्सरांचे गाणे	१५	१
विभाग २ Module II	५. विंदा करंदीकर १) माझ्या मना बन दगड २) झपताल ६. चाहरू सोनवणे १) गोधड २) चळवळ म्हणजे ७. प्रज्ञा दया पवार १) माणसासारखा माणूस असूनही २) आग आणि फुफाटा ८. एकनाथ पाटील १) शहर एक उदास पोकळी २) शोधयात्रा	१५	१
विभाग ३ Module III	● निबंधाचे स्वरूप, व्याप्ती ● निबंधाचे घटक ● निबंधाचे प्रकार ● निबंधाची वैशिष्ट्ये	१५	१
विभाग ४ Module IV	● निबंध लेखन (प्रात्यक्षिकासह वर्गात सराव करून घेणे)	१५	१

Hon. Shri. Annasaheb Dange Arts Commerce & science College, Hatkanangale

मराठी विभाग

Value Added Courses

2022-23

Committee	मराठीभाषा विकास दिनांक २७ /०८ /२०२२
Subject	मराठी साहित्यातील वैश्विक मुल्ये
Guest lecturer	पा.डॉ.अमर कांबळे
Brief Report on Activities	मराठी भाषेतील वैश्विक मुल्ये त्यामध्ये प्रामुख्याने चरित्र आत्मचरित्र कादंबरी कथा नाटक आणि कविता यांमधून प्रकटणारी वैश्विक मुल्ये आणि आजच्या युगातील त्यांची गरज याविषयी ३० तासांचे १६/८/२०२२ ते १५/०९/२०२२ या कालावधीत हा कोर्स संपन्न झाला
	<p>Dr.Amar Kamble - Lecture for personality development</p> 
Outcome	विद्यार्थ्यांची आत्मविश्वास बाढण्यास मदत झाली त्यासंदर्भातील कौशल्य विद्यार्थ्यांना अवगत झाले.
Report Writer	<p>Sign</p>  Dr. Amar L. Kamble



डॉ. योजना वसंतराव जुगळे

प्रमुख

मा. श्री. अण्णासाहेब दान्गे अर्थ, व्यापार व शास्त्र विभाग, हतकनांगले

HON SHRI ANNASAHB DANGE COLLEGE HATKANANGALE

Department of Commerce and Management



List of Courses Addressing Professional Ethics / Gender and Human Values Issues in the Prescribed Syllabus (20222-23)

Sl. No.	Class	Subject	Paper No.	Units/Topics			
				Gender	Environment & Sustainability	Human Values	Professional Ethics
1	B.com I	Financial Accounting	1	-----	-----	-----	Computerised Accounting
2	B.com I	Prin. of Business Management	2	-----	-----	Leadership	-----
	B.com I	Prin. of Marketing	1	-----	-----	Consumer Behavior	-----
3	B.com I	Insurance	1	-----	-----	-----	Life Insurance Business in India
4	B.com II	Money & Finance	1	-----	-----	-----	Practical Banking
5	B.com II	Fundamental of Entrepreneurship	2	Women Entrepreneurship	-----	-----	-----
6	B.com III	Business Regulatory Framework	1	-----	-----	Cyber Law	-----
	B.com III	Modern Management Practices	2	-----	-----	Time Management & Stress Management	Event Management, Quality Standards
8	B.com III	Advanced Accountancy	3	-----	-----	-----	GST with Tally (Practical)
9	B.com III	Advanced Accountancy	4	-----	-----	-----	GST with Tally (Practical)

10	B.com III	Advanced Accountancy	2	-----	-----	1)Appointment nt ,Qualification ,& Remuneration of Auditor 2) Audit & Assurance Standards	Audit of Co. op Society & Banks
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Name & Sign of the Faculty



1. Dr. Ashok Pandurang Jadhav.

2. Asst. Prof. Vandana Sanjay Tandale.

(Dr. Ashok Pandurang Jadhav.)

Head of Department of Commerce

SHIVAJI UNIVERSITY, KOLHAPUR.



Estd 1962

NAAC 'A' Grade

Syllabus For

Bachelor of Commerce

B.Com. Part-I

CBCS Pattern

PRINCIPLES of MARKETING

Sem-I & Sem-II

Introduced from June 2018 and Onwards

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

Syllabus For
B.Com. Part-I
Semester II
As per CBCS Pattern
Introduced from June 2018-19
Management Principles & Application -Paper-II
Core Course

Duration: 2 hrs.

Marks: 50

Lectures : 60

Objective:

1. To provide the student with an understanding of basic management concepts, principles and practices.
2. To provide the student with detailed understanding of basic management functions

Unit 1: Motivation -

Lectures: 20

Motivation: Concept, Importance, extrinsic and intrinsic motivation; Theories of Motivation - Maslow's Need-Hierarchy Theory; Herzberg's Two-factor theory, Douglas McGregor's Theory X and Theory Y and William Ouchi's theory Z.

Unit 2: Leadership

Lectures: 20

Leadership - Concept, Importance, Theories of Leadership -Likert's scale theory, Blake and Mouten's Managerial Grid theory, House's Path Goal theory. Leadership Styles- Autocratic, Democratic and Free rein. Leadership styles of Shivaji Maharaj, Mahatma Gandhi, Dr. Babasaheb Ambedkar.

Unit 3 :Co-ordination and Control: Lectures :10

Co-ordination – Concept – Need – Techniques of establishing co-ordination. Control-Concept, Process, Limitations .Principles of Effective Control. Techniques of Control –Traditional Modern.

Unit 4 :Emerging issues in Management:

Lectures: 10

Social and Ethical Issues in Management - Corporate Social Responsibility-Meaning and Importance. Concept & Social Responsibility – Corporate Social Responsibility – Meaning – Importance. Green Management – Management & Change – Concept, Need for Change –Lewins Kurtz's three Stages& Plane Change. Resistance to Change – Overcoming Resistance to Change.

Shivaji University Kolhapur
B. Com. (CBCS Pattern)
Part- I (Semester I)
PRINCIPLES of MARKETING Paper I
Generic Elective Course
Introduced from June-2018-19

Credits : 4

Objective : The objective of this course is to provide basic knowledge of concepts, principles, tools and techniques of marketing.

Unit : I Introduction : Nature, Scope and importance of marketing ; Evolution of marketing concepts; marketing environment.

(15 Hours)

Unit : II- a) Consumer Behaviour – An Overview : consumer buying process; factors influencing consumer buying decisions.

b) Market Selection : Market segmentation – concept, importance and bases: Target market selection; positioning concept and importance product differentiation vs. market segmentation. .

(15 Hours)

Unit : III – Rural marketing : Growing importance; Distinguishing characteristics of rural marketing ; Understanding rural consumers and rural markets. marketing mix planning for rural markets .

(15 Hours)

Unit : IV- Recent developments in marketing: Social Marketing, Online marketing, green marketing . Marketing Information System-concept and components: Marketing Research and its process. .

(15 Hours)

SHIVAJI UNIVERSITY, KOLHAPUR



Estd. 1962

NAAC 'A' Grade

Faculty of Commerce & Management

Syllabus For

Bachelor of Commerce

B. Com. Part II

(Sem III & IV)

To be implemented from June 2019 onwards.

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

Shivaji University, Kolhapur
B.Com (CBCS) Part-II (Semester-III)
Corporate Accounting Paper - I
Core Course
Introduced from June-2019-20



4 Credits

Course Outcomes:

1. Explain the accounting entries of issue and forfeiture of shares and re-issue of forfeited shares, discuss accounting treatment for redemption of preference shares and buyback of shares.
2. Demonstrate accounting for issue of debentures and redemption of debentures.
3. Simulate practice of preparing financial statements as per the provisions of Indian Companies Act 2013.
4. Practice the fundamental accounting process on Tally ERP.

Syllabus Contents

Unit I: Issue and forfeiture of shares, Re-issue of forfeited shares, Redemption of preference shares and Buyback of shares. (15 Periods)

Unit II: Issue and Redemption of Debentures (10 Periods)

Unit III: Preparation of Final Accounts of Companies. (15 Periods)

Unit IV: Practical of Fundamental Computerised Accounting (20 Periods)

- a) Introduction to Tally ERP.9, Technological Advantages, Getting Functional with Tally ERP.9, Tally ERP.9 Start-up, Mouse/Keyboard Conventions, Switching between Screen Areas, Quitting Tally ERP.9, Setting up of Company in Tally ERP.9,
- b) Create a Company- Select a Company, Alter a Company, Shut a Company, Creating Accounting Masters in Tally ERP.9, Chart of Accounts,
- c) Pre-defined Groups of Accounts, Groups- Creating Single Group, Creating Multiple Group, Displaying Group, Altering Group,
- d) Ledgers, Creating Single Ledger, Creating Multiple Ledger, Displaying Ledger, Altering Ledger, Voucher Entry in Tally ERP.9,
- e) Accounting Vouchers- Contra Voucher (F4), Payment Voucher (F5), Receipt Voucher (F6), Journal Voucher (F7), Purchase (F9), Sales (F8), Debit Note (Ctrl + F9), Credit Note (Ctrl + F8),
- f) Financial Statements- Balance Sheet, Profit & Loss A/c., Trial Balance,
- g) Accounting Books and Registers- Cash Book, Bank Book, Purchase Register, Sales Register, Journal Register, Debit Note Register, Credit Note Register and Day Book.

Notes:

- 1) College should make a provision of necessary computers and accounting software for commerce department to train the students in Computerised Accounting as prescribed in the syllabus.
- 2) A visit should be arranged for increasing awareness of students regarding Corporate Accounting either in any Company Office or the Office of any Chartered Accountant/ Professional Accountant.

SHIVAJI UNIVERSITY, KOLHAPUR.



NAAC 'A' Grade

Faculty of Commerce and Management

Syllabus For

B. Com. Part – III (Sem V & VI) (CBCS)

(To be implemented from June 2020 onwards)

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



Shivaji University, Kolhapur

B.Com (CBCS Pattern) Part – III (Semester-VI)

Modern Management Practice- Paper-II

Core Course

Introduced From June- 2020

Credit - 4

Objectives:

1. To impart knowledge of total quality management
2. To understand the Japanese and Chinese Management Practices
3. To know the concept of Event and Performance Management
4. To understand the concept of time and stress management

Unit-I	Total Quality Management (TQM) and Quality Standards a. Total Quality Management (TQM) : Concept, Principles, Elements of TQM, Benefits and Disadvantages of TQM b. Quality Standards: Benchmarking(concept and types) Six Sigma,(concept and levels) ISO: 9000, (Importance and elements)	15 periods
Unit-II	Japanese and Chinese Management Practice a. Japanese Management: Concept, Characteristics and 8 Key Japanese Quality Management techniques b. Chinese management: Concept, Characteristics, Chinese Leadership Style, Difference between Chinese and Western Management	15 periods
Unit-III	Event and Performance Management a. Event Management: Concept, Importance, Procedure, Types of events, benefits of event Management b. Performance Management : Concept, Evolution, Need, Process of Performance Management	15 periods
Unit-IV	Time and Stress Management a. Time Management: Concept, Importance, Techniques b. Stress Management: Meaning of Stress, Causes, Effects, Techniques of stress management	15 periods

B.Com (CBCS) Part-III (Semester-V)
Paper – I : DSE-A1 : Advanced Accountancy
Discipline Specific Course

4 Credits

Course Outcomes:

1. Practice the preparation of financial statements of banks.
2. Demonstrate accounting for farms and hire purchase system.
3. Simulate accounting situations of insurance claim.
4. Explain the accounting process on Tally with GST.



Syllabus Content

Unit- I	Bank Final Accounts (Vertical Format Only)	20 Lectures
Unit- II	a) Farm Accounting	10 Lectures
	b) Hire purchase system-Excluding Hire purchase Trading Account	10 Lectures
Unit- III	Insurance Claim- Loss of stock and Loss of profit policy	10 Lectures
Unit- IV	GST Accounting with practical's using Tally part – I	10 Lectures
	Theory Introduction to GST on Goods, Introduction, Indirect Taxation prior GST, GST Implementation in India, Why GST was introduced in India? Understanding GST Taxation System, Dual GST, Structure of GST, Determination of Tax, Registration, GSTIN Structure, Businesses Liable to Register under GST, Tax Invoice, Bill of Supply, Supplementary Invoice, Input Tax Credit Set Off, GST Returns, Payment of Tax.	
	Practical: a) Getting Started with GST (GOODS) in Tally ERP 9, Basic Concepts in GST, Configuring GST in Tally. ERP 9, Company Setup, Enabling Goods & Services Tax (GST), b) GST Classifications, Creating Masters, Creating Purchase Ledger, Creating Sales Ledger, Creating GST Ledger, Creating Party Ledger, Creating Stock Items c) Entering Transactions, Creating Purchase Invoice with GST, Creating Sales Invoice with GST, Printing Sales invoice d) GST Reports, GST Tax Payment	

Reference Books:

- 1) Gupta, S. C.; Gupta, M. P.; Shukla, M. C.; Agrawal, B. M. and Grewal, T. S. (2019). Advanced Corporate Accounting, S. Chand & Company, New Delhi.
- 2) Shukla, M. C.; Grewal, T. S. and Gupta, S. C.; (2016). Advanced Accounts, S. Chand & Company, New Delhi.
- 3) Arulnandan, M. A. and Raman, K. S. (2018). Advanced Accountancy (Corporate Accounting) Vol. II, Himalaya Publishing House, Mumbai.
- 4) Gupta, R. L. and Radhaswamy, M. (2018). Advanced Accountancy Vol. II, Sultan Chand and Sons; New Delhi.
- 5) Maheshwari, S. N.; Maheshwari, Suneel and Maheshwari, Sharad K. (2018). Corporate Accounting. Vikas Publication House, New Delhi.

B.Com (CBCS) Part-III (Semester-V)
Paper – II : DSE-A2 : Advanced Accountancy (Auditing)
Discipline Specific Course

4 Credits

Course Outcomes:

1. To understand the concept and types of audit
2. To identify the residential status and its implication on tax liability
3. To understand the concept of exemption from income
4. To know the computation of income from various sources as well as total income



Syllabus Content

- Unit- I Nature and Scope of Audit:** 15 Lectures
Audit – Meaning and Nature, Scope of Audit, Objectives of Audit, Relationship of Audit with other disciplines, Difference between Audit and Investigation, Basic Principles Governing Audit, Statutory Audit, Internal Audit, Cost Audit, Tax Audit, Management Audit, Concept of Vouching, Verification and Valuation.
- Unit- II Audit of Specific Items in Financial Statements:** 15 Lectures
A) Audit of sale of Products and Services; Audit of Interest Income, Rental Income, Dividend Income, Net gain/loss on sale of Investments; Audit of Purchases, Depreciation, Interest expense, Rent, Repair to building, Repair to Machinery, Insurance, Taxes, Travelling Expenses, Miscellaneous Expenses
B) Audit of Share Capital, Reserve & Surplus, Long Term Borrowings, Trade Payables (creditors), Provisions, Short Term Borrowings and Other Current Liabilities, Audit of Land, Buildings, Plant and Equipment, Furniture and Fixtures, Goodwill, Brand/Trademarks, Computer Software, Audit of Loans and Advances, Trade Receivables, Inventories, Cash and Cash Equivalents, Other Current Assets, Audit of Contingent Liabilities.
- Unit- III Company Audit:** 15 Lectures
Eligibility, Qualifications and Disqualifications of Auditors; Appointment of auditors; Removal of auditors; Remuneration of Auditors; Powers and duties of auditors; Branch audit; Joint audit; Reporting requirements under the Companies Act, 2013 including CARO.
- Unit- IV Special Audit and Audit Report:** 15 Lectures
Audit of special entities like Bank, Insurance Companies, Charitable Trust, Hotel and Hospital, Elements of Audit Report; Types of Reports – Clean, Qualified, Adverse, Disclaimer of Opinion;

Reference Books:

- 1) Tandon B.N., : Practial Auditing, S.Chand, New Delhi
- 2) Kumar, A., Sharma, R.; : Auditing Theory and Practice, Atlantic Publishers, New Delhi
- 3) Johnson S., Wiley L. : : Auditing – A Practical Approach, Wiley Publishing House
- 4) Garg Pankaj : Auditing and Assurance, Taxmann Publications, New Delhi
- 5) Bansal, Surabhi : Auditing and Assurance, Wolters Kluwel Publicattion
- 6) Sekhar G, Prasath B. : Auditing and Assurance, Taxmann, New Delhi
- 7) Dinkar Pagare :
- 8) The Institute of Chartered Accountants of India, Study Material for CA Inter/Final for Auditing



12/25/2023

नेतृत्वकला

(Leadership)

प्रकरण क . 2

प्रस्तावना

- औद्योगिक व्यावसायिक सामाजिक राजकीय धार्मिक अथवा अन्य कोणत्याही प्रकारचे क्षेत्र असो ज्या ज्या ठिकाणी व्यक्ती विशिष्ट उद्देशाने संघटित होत असतात त्या ठिकाणी नेतृत्व ही आत्यावश्यक बाब ठरते . नेतृत्वाकडे व्यक्तींना एकत्र आणणे आणि त्यांना दिशादर्शन करण्याची कुवत असते . सधेच व्यक्तींच्या समूहात विशिष्ट उद्दिष्टपूर्तीसाठी प्रेरणा निर्माण करण्याची ताकद नेतृत्वाकडे असते .

नेतृत्व : संकल्पना (Concept of Leadership)

• ऑर्ड वे टेड

“ नेतृत्व म्हणजे व्यक्तीजवळ असणारा असा प्रकारच्या गुणांचा समूह होय की ज्यामुळे इतरांकडून काम करवून घेणे शक्य होते त्याच्या प्रभावामुळे काम करण्यास अनुयायी स्वच्छेने तयार होतात”

[“ Leadership is the name for that combination of qualities by the possession of which one is able to something done by other chiefly because, through his influence they become willing to do it” Ord Way Tead]

नेतृत्व संकल्पनेची वैशिष्ट्ये

1. व्यक्तिगत गुण
2. प्रभावाची प्रक्रिया
3. वैश्विक प्रक्रिया
4. परिस्थितीनुसार निर्भरता
5. समान उद्दिष्ट
6. आदर्श वर्तणूक
7. व्यक्तिमत्त्व विकास

नेत्याची कार्ये

1. उद्दिष्टे निश्चिती
2. संघटन करणे
3. पुढाकार घेणे
4. समन्वय साधणे
5. मार्गदर्शन आणि संचालन
6. कार्यप्रेरणा देणे
7. प्रतिनिधित्व करणे
8. व्यवस्थापन आणि कामगाराने मध्यस्थ

नेतृत्वशैली प्रकार

1. एकतंत्री नेतृत्वशैली
 - एकतंत्री नेतृत्वशैलीचे गुण
 - एकतंत्री नेतृत्वशैलीचे दोष
2. सन्तुलनमय नेतृत्वशैली
 - सन्तुलनमय नेतृत्वशैलीचे गुण
 - सन्तुलनमय नेतृत्वशैलीचे दोष
3. लोकशाही नेतृत्वशैली
 - लोकशाही नेतृत्वशैलीचे गुण
 - लोकशाही नेतृत्वशैलीचे दोष



12/25/2023

4. मुक्त नेतृत्वशैली
 - मुक्त नेतृत्वशैलीचे गुण
 - मुक्त नेतृत्वशैलीचे दोष
5. हुकुमशाही नेतृत्वशैली
 - हुकुमशाही नेतृत्वाचे गुण
 - हुकुमशाही नेतृत्वाचे दोष
6. पितृभावी नेतृत्वशैली
 - पितृभावी नेतृत्वशैलीचे गुण
 - पितृभावी नेतृत्वशैलीचे दोष
7. बौद्धिक किंवा कार्यात्मक नेतृत्वशैली
8. संघात्मक नेतृत्वशैली

नेतृत्वगुण

1. सकारात्मक दृष्टिकोन
2. प्रासंगिकता
3. सर्वज्ञता
4. दृष्टीपथा
5. आत्मविश्वास
6. वचनबद्धता
7. संवादक्षमता
8. नेतृत्वपणा
9. प्रोत्साहन व पाठिंबा

• **Thank
You**