



**Savitribai Phule Pune University, Pune**

**Faculty of Humanities**

**T.Y.B.A. in History**

**Choice Based Credit System Syllabus**

**To be implemented from the Academic Year 2021-2022**

# Savitribai Phule Pune University, Pune.

## Faculty of Humanities

Structure of Choice Based Credit System for Undergraduate Program to be Implemented from Academic Year 2021-2022

### Subject: - T.Y.B.A. History Structure Academic Year 2021-2022

Semester	Core Courses (CC)	Skill Enhancement Course (SEC)	Discipline Specific Elective Courses (DSE)
V	<b>CC- 3(3)</b> Indian National Movement (1885-1947)	<b>SEC 2 C (2)</b> 9.South Indian Art and Architecture 10.Research Paper Writing 11.Museology	<b>DSE-3 C (3)</b> 7.Introduction to Historiography
	History of Civilization – World Civilization Part I		<b>DSE-4 D (3)</b> 8.Maharashtra in the 19 <sup>th</sup> Century <b>OR</b> 9.Constitutional Developments in India 1773 to 1853
VI	<b>CC- 4(3)</b> India After Independence- (1947-1991)	<b>SEC 2 D (2)</b> 12. Heritage management 13.Archaeology 14.Numismatics	<b>DSE-3 C (3)</b> 10 Applied History
	History of Civilization –World Civilization Part II		<b>DSE-4 D (3)</b> 11 Maharashtra in the 20 <sup>th</sup> Century <b>OR</b> Constitutional Developments in India 1858 to 1950

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**Proposed Syllabus in History for T.Y.B.A. (Credit system)**  
**From the Academic Year 2021-22**  
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**Core Course 3 :(3 Credit)**  
**Semester V: Course Title: - Indian National Movement (1885-1947)**

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**Learning Objectives:**

1. The course is designed to make the students aware about the making of Modern India and the struggle for independence.
2. To make the students aware of the multi-dimensionality of Modern India.
3. To highlight the ideas, institutions, forces and movements that contributed to be shaping of Indian Modernity.
4. To acquaint the students with various interpretative perspectives.

**Learning Outcomes:**

1. It will enable students to develop an overall understanding of Modern India.
2. It will increase the spirit of healthy Nationalism, Democratic Values and Secularism among the Students.
3. Students will understand various aspects of the Indian Independence Movement and the creation of Modern India.

**Pedagogy:** Lectures / Visual Presentation / Critical Analysis / Assignments / Test/ e-learning

**Unit I: Rise and Growth of Indian Nationalism** **12**

- a) Causes for the Rise of Indian Nationalism
- b) Foundation of Indian National Congress.
- c) Moderate Nationalists and Assertive Nationalists
- d) Revolutionary Nationalists.

**Unit II: Mass Movement** **9**

- a) Non Co-Operation Movement.
- b) Civil Disobedience Movement.
- c) Quit India Movement.

**Unit III: Towards Independence and Partition.** **12**

- a) Two Nation Theory: Establishment of Muslim League and Hindu Mahasabha, Growth of Communalism, Genesis of Pakistan.
- b) Indian National Army.
- c) Transfer of Power: The Cripps Mission, The Cabinet Mission, The Mountbatten Plan, Indian Independence Act and Partition.

- a) Peasant Movement.
- b) Workers Movement.
- c) Dalit Movement.
- d) Women's Movement.
- e) Tribal Movement.

**Reference Books:**

**English**

- 1.Chandra Bipan, Mukherjee Mridula, Mukherjee Aditya, Panikkar K.N. and Mahajan Sucheta- India's struggle for Independence, Penguin Books(India),1990.
- 2.Chandra Bipan, Essays on Contemporary India, Har- Anand publication, New Delhi, 1993.
- 3.Chandra Bipan - The Rise and Growth of Economic Nationalism in India People's Publishing House, New Delhi,1966.
- 4.Desai A.R. - Social Background of Indian Nationalism, Popular Prakashan, Bombay, 1984.
- 5.Dodwell H.H. - Cambridge History of India Vol V, VI
- 6.Dutt R.C. - Economic History of India Vol 1,2, London, 1901 reprint Government of India press, Nashik, 1960.
- 7.Guha Ramchandra (ed.), Makers of Modern India, Penguin group, New Delhi, 2010.
- 8.Gopal S. - British policy in India 1858-1905, Cambridge University Press, 1965.
- 9.Mujumdar R. C., History of the freedom movement in India, Vol. I-III.
- 10.Mujumdar R.C. (ed.) The History and Culture of the Indian People Vol. I - IX British paramountcy and Indian Renaissance Vol IX.
- 11.Menon V.P. - The Transfer of power in India Princeton University Press,1957.
- 12.Moon Vasant, Dr Babasaheb Ambedkar writing and speeches Government of Maharashtra, Bombay.
- 13.Sarkar Sumit, - Modern India :1885 - 1947, Macmillan India Ltd., Madras, 1986.
- 14.Sarkar Sumit - Bibliographical survey of social Reform movement in the 18th &19th century (ICHR 1975).
- 15.Tara Chand - History of freedom Movement, Vol. I - IV publication Division, Ministry of Information and Broadcasting, Government of India, New Delhi,1983.

**संदर्भग्रंथ- मराठी:**

१. आंबेडकर बाबासाहेब, पाकिस्तान अर्थात भारताची फाळणी, (अनु.दीपक पंचभाई) प्रबुद्धभारत पुस्तकालय, नागपूर, २०१८.
२. कदम मनोहर, भारतीय कामगार चळवळीचे जनक: नारायण मेघाजी लोखंडे, अक्षर प्रकाशन, २००२.
३. केतकर कुमार, कथा स्वातंत्र्याची (महाराष्ट्र), पुणे, १९८५.
४. गर्गे स. मा., भारतीय समाज विज्ञान कोश, खंड १ ते ४, मेहता पब्लिशिंग हाऊस, पुणे, २००७ .
५. चपळगावकर नरेन्द्र, तीन न्यायमूर्ती आणि त्यांचा काळ, मौज प्रकाशन, मुंबई, २०१०.
६. चंद्र बिपन, मुखर्जी, पण्णीकर, महाजन, इंडियाज स्ट्रगल फॉर इंडिपेंडेंस, (अनु.) काळे एम.व्ही. भारताचा स्वातंत्र्य संघर्ष, के. सागर पब्लिकेशन्स, पुणे, २००३.

७. चौसाळकर अशोक, महात्मा फुले आणि शेतकरी चळवळ, लोकवाङ्मयगृह, मुंबई, २००७.
८. जावडेकर आचार्य श.द., आधुनिक भारत, कॉन्टिनेन्टल प्रकाशन, पुणे, १९९४.
९. तळवळकर गोविंद, सत्तांतर : १९४७, मौज प्रकाशन, मुंबई, १९९७.
१०. दत्त आर. पी. अनु. आवटे लीला, भारत आजचा आणि उद्याचा, लोकवाङ्मयगृह, मुंबई, १९८६ .
११. दत्त आर. पी., इंडिया टुडे, अनु., देवधर य. ना., आजकालचा भारत, डायमंड पब्लिकेशन, पुणे, २००६

**Savitribai Phule Pune University, Pune**  
**Proposed Syllabus in History for T.Y.B.A. (Credit system)**  
**From the Academic Year 2021-22**  
**Under the Faculty of Humanities**  
**Core Course 3: History of Civilization (3 Credit)**  
**Semester V Course Title: - World Civilization and Heritage (Part I)**

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**Course Objectives:**

- 1.To Introduce students to the various concept and theories of World Civilization.
- 2.To study the types of Stone Culture and its various aspects.
- 3.To acquaint the students with rise and growth of Ancient Civilization in West Asia.
- 4.To understand about Ancient Civilization of China and its various parts.
- 5.To enable the students to understand the Ancient Indian Civilization and its town planning, socio-economic, religious life as well as Vedic Civilization.

**Course Outcomes:**

1. Students will be aquanaut with the knowledge of how the Human Civilization process was start
2. The History of World Civilization course will be developing the curiosity in students the rise and growth of Ancient Civilization in world.
3. This curriculum develops the attitude of contemporary students towards the World Civilization.

**Pedagogy:** Lectures / Visual Presentation / Critical Analysis / Assignments / Test/ e-learning

**Course Content**

**Unit I: Stone Age Culture**

**12**

- a) Evolution of Human
- b) Types of Stone Age – Palaeolithic Age, Mesolithic Age, Neolithic Age
- c) Food Production, Primitive Agriculture and Village Settlement

**Unit II: Ancient Civilization in West Asia**

**12**

- a) Egypt – Government, Socio-Economic Life, Art and Architecture
- b) Mesopotamia - Socio-Economic Life, Art and Architecture  
Religion and Literature.
- c) Contribution of Egyptian and Mesopotamian Civilization to World History

### **Unit III: Ancient Civilization of China**

10

- a) Social Structure and Economy
- b) Religion and Philosophy
- c) Art and Architecture

### **Unit IV: Ancient Indian Civilization**

11

- a) Harappan Civilization – Town Planning, Socio –Economic and Religious Life, Art and Craft, Decline
- b) Vedic Civilization–Vedic Literature, Socio-Economic life, Cultural and Religious belief
- c) Contribution of Harappan and Vedic Civilization

### **Reference Book**

#### **English**

1. Bowel, John, Man through the Ages, Weidenfeld and Nicolson, London, 1977.
2. Craig, A.M., Graham, W.A., Kagan, D., Ozment, S., and Turner, F.M., The Heritage of World Civilization, 2 vols. Macmillan, 1986.
3. Davies H.A., An outline History of the World, Oxford University Press, London, 1964. (Fourth edition).
4. Durant Will, the Study of Civilization, Vol.I, (Our Oriental Heritage).
5. George W. Southgate, an Introduction to World History, J.M. Dent & Sons Ltd. London, 1956.
6. Lucas, Henry, A short History of Civilization
7. Platt & Drummond, Our World through the Ages, Prentice-Hall, New- York, 1959.
8. Sood Vishal, Ancient Civilizations of the World, ABH Publishing Corporation, New Delhi, 2012.
9. Thapar Romila, India: From the origins to AD 1300, Penguin.

#### **मराठी**

१. कुलकर्णी. अ. रा., पी. एन. देशपांडे व अ. म. देशपांडे, संस्कृतीचा इतिहास, सुविचार प्रकाशन मंडळ, पुणे, १९७७
२. कुलकर्णी. अ. रा. प्राचीन भारत-इतिहास आणि संस्कृती
३. जोशी लक्ष्मणशास्त्री, वैदिक संस्कृतीचा विकास
४. नाईकनवरे वैजयंती, प्राचीन समाज, फडके प्रकाशन, कोल्हापूर, २००८
५. पवार जयसिंगराव, मानव जातीचा इतिहास, अजब पुस्तकालय, कोल्हापूर, १९७२
६. सांझगिरी प्रभाकर, मानवाची कहाणी, पी. पी. एच. मुंबई १९६०

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**From the Academic Year 2021-22**  
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**Discipline Specific Elective Courses (DSE-3C)- (3 Credit)**  
**Semester –V Course Title: Introduction to Historiography**

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**Objectives:**

1. To orient students about how History is studied, written and understood.
2. To explain methods and tools of data Collection
3. To study the types of Indian Historiography.
4. To describe importance of Inter-Disciplinary Research.
5. To introduce Students to the basics of Research.

**Course Outcomes:**

1. Students will be introduced to the information and importance of Historiography.
2. Students will be introduced to the different Methods and Tools of data collection.
3. Students can study the interdisciplinary approach of History .
4. Students will learn about the usefulness of History in the 21st century, its changing perspectives, the new ideas that have been invented, and the importance of History in a competitive World.
5. This curriculum develops Research ability and process of Research Methodology in History

**Pedagogy:** Lectures / Visual Presentation / Critical Analysis / Assignments / Test/ e-learning

**Course Content:**

**Unit -I: Meaning and Scope of History**

**11**

- a) Definition, Nature & Scope of History
- b) History and Social sciences  
(Political science, Geography, Economics, Sociology)



**Unit -II: Sources of Historical Research** **10**

- a) Primary, Secondary and Oral sources.
- b) Written, Unwritten.
- c) Importance of Sources.

**Unit -III: Preliminary Operations** **12**

- a) Problem Formulation
- b) Objectives
- c) Hypotheses, Research Methods

**Unit -IV: Synthetic Operations** **12**

- a) External Criticism
- b) Internal Criticism
- c) Interpretation, Foot Note
- d) Organizing Research Work, Statistical Data, Outcomes and Bibliography.

**Reference Books**

**English**

1. Avneri S., Social and Political Thought of Karl Marx, Cambridge, 1968.
2. Barnes H.E., History of Historical Writing, Dover, New York, 1963.
3. Cannadinen David (Ed.), What is History Now? Palgrave Macmillan, Basingstoke, 2002.
4. Carr E.H., What is History, Penguin Books, Harmondsworth, 1971.
5. Chitnis K.N., Research Methodology in History
6. Collingwood, R.G., The Idea of History, Oxford University Press, New York, 1976.
7. E. Shreedharan, A Textbook of Historiography 500 BC to AD 2000, Orient Black Swan, New Delhi.
8. Elton G.R., Practice of History, Blackwell, London, 2001.
9. Grewal J.S., History and Historians of Medieval India, Guru Nanak University, Amritsar, 2000.
10. Langlois Ch, V. And Ch. Seignobos, Introduction to the study of History,
11. Mujumdar R.C., Historiography in Modern India, 1970.
12. Sarkar Sumit, Writing Social History, OUP, Delhi, 1998.

13. Sen S.P.(Ed.), Historians and Historiography in Modern India, Culcutta,1973.
14. Shiekh Ali, History: Its Theory and Method, Macmillan Publication, Madras, 1972.
15. Tikekar S.R., On Historiography, Mumbai, 1964.
16. Wilkinson and Bhandarkar, Research Methodology in Social Sciences, Himalaya, New Delhi, 2002.

## मराठी

१. कार.ई .एच.,अनुवाद .प्रा.वि.गो.लेले ,इतिहास म्हणजे काय ,कॉन्टीनेन्टल प्रकाशन ,पुणे ,३०.
२. गर्गे स.मा ,इतिहासाची साधने:एक शोध यात्रा ,पॉप्युलर प्रकाशन ,मुंबई ,१९९४.
३. कोठेकर शांता ,इतिहास तंत्र आणि तत्वज्ञान ,श्रीसाईनाथ प्रकाशन ,नागपूर ,२००५.
४. देव प्रभाकर ,इतिहास एक शास्त्र ,कल्पना प्रकाशन ,नांदेड ,मार्च १९९७.
५. सरदेसाई बी.एन ,इतिहास लेखनशास्त्र,फडके प्रकाशन ,कोल्हापूर ,२००२.
६. देशमुख प्रशांत ,इतिहासाचे तत्वज्ञान ,विद्या बुक पब्लिशर्स ,औरंगाबाद ,२००५.
७. गायकवाड ,सरदेसाई ,हनमाने ,ऐतिहासिक कागदपत्रे व स्थळे यांचा अभ्यास ,फडके प्रकाशन ,कोल्हापूर,१९८९
८. वळसंगकर कृ.ना,इतिहास विचारतरंग ,कॉन्टीनेन्टल प्रकाशन ,पुणे ,१९७४.
९. ढवळीकर मधुकर ,पुरातत्वविद्या ,म.रा.सा.सं.मं.मुंबई ,१९८०.
- १०.खोबरेकर वि .गो ,.महाराष्ट्रातील दप्तरखाने ,महाराष्ट्र राज्य साहित्य आणि सांस्कृतिक मंडळ ,मुंबई ,१९८८ .
११. राजदरेकर सुहास,इतिहास लेखनशास्त्र, विद्या प्रकाशन, नागपूर १९९८.
- १२.बेंद्रे वा सी.साधन चिकीत्सा .

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**From the Academic Year 2021-22**  
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**Discipline Specific Elective Courses (DSE-4D)- (3) Credit**  
**Semester –V Course Title: Maharashtra in the 19th Century**

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**Course Objectives:**

1. To Introduce the students to the history of 19th century in Maharashtra
2. To study Political, Social, Economic and conceptual History of the 19th Century Maharashtra in an analytical way with the help of primary sources.
3. To evaluate contribution of 19th century in Maharashtra to the establishment of Maharashtra state contribution of successors and later development of the 19th century Maharashtra
4. To study Socio-religious System of the 19th Century in Maharashtra.

**Course Outcomes:**

1. Student will develop the ability to analyse sources for 19th century Maharashtra History.
2. Student will learn significance of Regional History and Socio- religious reformism foundation of the region.
3. It will enhance their perception of 19th Century Maharashtra.
4. Appreciate the skills of leadership and the Socio-religious System of the Maharashtra.

**Pedagogy:**

Lectures / Visual Presentation / Critical Analysis / Assignments / Test/ e-learning.

**Course Content:**

**Unit-I. Foundation of British Power in Maharashtra 9**

- a) Background
- b) British Administration.
- c) Impact of British Power in Maharashtra.

**Unit-II. Reformism in Maharashtra 16**

- a) Contribution of Intellectuals –Balshastri Jambhekar, Jagannath Shankarsheth Gopal Hari Deshmukh (Lokhitwadi) ,Mahatma Jyotiba Phule

b) Institutional Experiments-Paramahansa Mandali, Prarthana Samaj, Satyashodhak Samaj, Sarvajanik Sabha

### **Unit-III. Uprising and Political Agitation**

12

a) Local Uprisings

(Uprising of Ramoshi, Bhill, Koli, Revolt of 1857 and Deccan Riots (1875))

b) Rise of Nationalism (Indian National Congress, Moderate, Nationalist)

### **Unit-IV. Economic Transformation in Maharashtra**

8

a) Economic Exploitation

b) Revenue (Rayatwari system)

c) Commercialization of Agriculture.

d) Economic Thought –Brief Survey

### **Reference Books**

#### **English:**

1. Ballhatchet Kenneth, Social Policy and Social Change in Western India. 1817-1830, OUP, 1961.
2. Nurullah Syed and Naik J.P. A History of Education in India (During the British Period) Macmillan and Co.Ltd. Bombay, 1951.
3. Paranjpe Shrikant, Dixit Raja and Das C.R. Western India: History Society and Culture, Itihas Shikshak Mahamandal, Maharashtra, Pune-1997.
4. Ravindra Kumar, Western India in the Nineteenth Century: A Study in the Social History of Maharashtra Routledge and Kegan Paul, Toronto, 1968.

#### **मराठी:**

१. अत्रे शुभांगी, महाराष्ट्र संस्कृती, डायमंड प्रकाशन, पुणे.१८१८
२. कीर धनंजय, महात्मा ज्योतिराव फुले आमच्या समाज क्रांतीचे जनक, पॉपुलर प्रकाशन, मुंबई.२०१२
३. कुलकर्णी शिल्पा, महाराष्ट्राचे समाज सुधारक, डायमंड प्रकाशन, पुणे.२०१२
४. कुलकर्णी, पु. बा. ना. नाना शंकरशेट यांचे चरित्र, मुंबई, १९५९
५. केतकर कुमार, कथा स्वातंत्र्याची, ग्रंथाली प्रकाशन, पुणे.१९८५
६. गरुड अण्णासाहेब, सावंत बी.बी. महाराष्ट्रातील समाज सुधारणा चळवळीचा इतिहास, कैलास पब्लिकेशन, औरंगाबाद १९८६
७. गर्गे एस. एम. गोपाळ गणेश आगरकर, नॅशनल बुक ट्रस्ट इंडिया, न्यू दिल्ली. १९९६

८.चौसाळकर अशोक, महर्षी विठ्ठल रामजी शिंदे यांचे धर्मविषयक विचार लोकवाडमय गृह प्रकाशन मुंबई.२००९

९.चौसाळकर अशोक, महाराष्ट्रातील महर्षी विठ्ठल रामजी शिंदे, लोकवाडमय गृह प्रकाशन मुंबई २०११

१०. जावडेकर आचार्य, आधुनिक भारत, कॉन्टिनेन्टल प्रकाशन, पुणे.२०१०

११.दीक्षित राजा. एकोणिसाव्या शतकातील महाराष्ट्रातील मध्यम वर्गाचा उदय, डायमंड प्रकाशन, पुणे.२००९

१४. धर्माधिकारी ए. बी. महाराष्ट्रातील समाज सुधारक, चाणक्य मंडळ परिवार प्रकाशन, पुणे. २००७

१६. नंदा बलराम (अनु.), वसंत पळशीकर, गोपाळ कृष्ण गोखले, ब्रिटीश राजवट व भारतीय नेमस्त युग, पुणे १९८६

१७. नरके हरी ,फडके य.दि. महात्मा फुले गौरव ग्रंथ, महाराष्ट्र राज्य शिक्षण विभाग, मुंबई. १९९३

१८. पवार जयसिंगराव, राजश्री शाहू स्मारक ग्रंथ, महाराष्ट्र इतिहास प्रबोधनी, कोल्हापूर. १९९९

१९. पाटील व्ही.बी.महाराष्ट्रातील समाजसुधारणेचा इतिहास, मेहता पब्लिशिंग हाऊस,पुणे. १९७८

२०. फाटक एन.आर. न्यायमूर्ती महादेव गोविंद रानडे यांचे चरित्र, नीलकंठ प्रकाशन, पुणे. १९६६

२१.फडकुले निर्मलकुमार, लोकहितवादी कार्य आणि कर्तृत्व, कॉन्टिनेन्टल प्रकाशन, पुणे.१९७३

२२.बगाडे उमेश, महाराष्ट्रातील प्रबोधन आणि वर्गजाति प्रभुत्व, सुगावा प्रकाशन, पुणे. २००६ ,

२४.भोळे भा. ल. भारतीय राजकीय विचारवंत, पिंपलापुरे अंड कं.पब्लिशर्स,नागपूर. २०१८

२५.भोळे भास्कर लक्ष्मण, महात्मा ज्योतिराव फुले वारसा आणि वसा, साकेत प्रकाशन, औरंगाबाद.२००१

२६.पंडित नलिनी , महाराष्ट्रातील राष्ट्रवादाचा विकास, मॉडर्न बुक डेपो, पुणे.१९७४

२८.मोरे सदानंद. लोकमान्य ते महात्मा. राजहंस प्रकाशन.मुंबई.२००७

२९.रानडे महादेव गो. महाराष्ट्रातील समाज विचार १८१८ ते १८८४, सुविचार प्रकाशन मंडळ, नागपूर .

३०.सरदार ग. बा. अर्वाचीन मराठी गद्याची पूर्वपीठिका, मॉडर्न बुक डेपो ,पुणे १९३७.

३१ सरदार ग. बा. आधुनिक महाराष्ट्राचे उपेक्षित मानकरी. सुनंदा प्रकाशन, पुणे १९४१.

३२ सरदार जी. बी. महात्मा फुले व्यक्ति आणि विचार, ग्रंथाली प्रकाशन. पुणे .

३३.सरदेसाई बी. एन. आधुनिक महाराष्ट्र, फडके प्रकाशन, कोल्हापूर.२०००.

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**From the Academic Year 2021-22**  
**Under the Faculty of Humanities**  
**Discipline Specific Elective Courses (DSE-4D)- (3) Credit**

**Semester -V Course Title- Constitutional Development in India (1773-1853)**

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**Course Objectives:**

1. To Introduce the students to evolution of Constitution of India.
2. To study Factors and Situations that shaped the Constitutions.

**Course Outcomes:**

1. Students will understand evolution of Constitution of India.
2. Student will learn factors and conditions that contributed to constitution of India
3. Students will understand the Democratic Processes and thereby strengthen Democracy.

**Pedagogy:**

Lectures / Visual Presentation / Critical Analysis / Assignments / Test/ e-learning

**Course Content:**

**Unit-I: Introduction. 10**

- a) Establishment of East India Company and its success in India
- b) Structure of East India Company
- c) Dual Government in Bengal: Background, Nature and Evaluation

**Unit-II: Regulation on East India Company 15**

- a) Causes of Regulation on East India Company
- b) Regulating Act of 1773-Background, Provisions, Evaluation.
- c) Pitt's India Act of 1784 -Background, Provisions, Evaluation

### **Unit-III: Constitutional Development from 1784 to 1813**

10

- a) The Charter Act of 1793-Background, Provisions, Evaluation
- b) The Charter Act of 1813- Background, Provisions, Evaluation.

### **Unit-IV: Constitutional Development from 1833 to 1853**

10

- a) The Charter Act of 1833- Background, Provisions, Evaluation
- b) The Charter Act of 1853- Background, Provisions, Evaluation

### **Reference Books**

#### **English:**

1. Keith A.B.; A Constitutional History of India (1600-1935), Pacific Publication o Andesite Press, India
2. Sethi R.R. and Mahajan V.D.; Constitutional history of India, S. Chand Publication, New Delhi
3. Chhabra G.S.; Advanced study in the Constitutional History of India (1773-1947), New Academic Publishing Company, Jullundur, India
4. Sikri S.L.; A Constitutional History of India, S. Nagin and Company, Jullundur, India
5. Jayapalan N.; Constitutional History of India, Atlantic publication, India
6. Mishra V.B.; Evolution of the Constitutional History of India (1773-1947), South Asia books, India
7. Khan M.M.; Constitutional History of India, Wisdom Press, Darya Ganj, New Delhi
8. Pylee Dr. M.V.; Constitutional History of India, S. Chand Publication, Darya Ganj, New Delhi
9. Aggarwala R.N.(Dr.); National Movement and Constitutional Development of India, Metropolitan Book Co. (P) Ltd. Delhi
10. Bhatnagar M. and R.C. Agarwal; Constitutional Development and National Movement, S. Chand Publishing, New Delhi

#### **मराठी**

१. जोशी पद्माकर लक्ष्मीकांत ; भारताचा संवैधानिक इतिहास, विद्या प्रकाशन, नागपूर, १९९६.
२. भोगले शांताराम; भारतीय राष्ट्रीय आंदोलने आणि घटनात्मक विकास, विद्या प्रकाशन, नागपूर, १९९६ .
३. एस. गोपाल आणि सरोज देशपांडे; ब्रिटीशांची भारतातील राजनीती, डायमंड पब्लिकेशन, पुणे, २००६ .
४. गायकवाड रा. ज्ञा., प्रा. दि. ज्ञा. थोरात; भारताचा राजकीय आणि घटनात्मक इतिहास, रविल प्रकाशन, सातारा १९९९

#### **हिंदी**

१. भटनागर महेश , आर. सी. अगरवाल; भारतीय संविधान का विकास तथा राष्ट्रीय आंदोलन, एस. चांद पब्लिकेशन, २००८.

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**Form the Academic Year 2021-2022**  
**Under the Faculty of Humanities**  
**Skill Enhancement Courses (SEC 2 C) – (2 Credits)**

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**Notes:**

- 1. The University Grants Commission has made it compulsory for students to earn two credits from a Skill Enhancement Course (SEC) in each semester second year onwards.**
- 2. It is mandatory for the student to complete one Skill Enhancement Course (SEC) in each semester from Semester V to Semester VI.**
- 3. It must be noted that student has to choose any one of the three Skill Enhancement Courses (SEC) for each Semester.**
- 4. Each Skill Enhancement Course (SEC) will have two (2) credits only.**



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**Skill Enhancement Courses (SEC 2 C) – (2 Credits)**  
**Semester V: -SEC: 9 Course Title: South Indian Art and Architecture**  
**(From 4<sup>th</sup> Century A.D. to 12<sup>th</sup> Century A.D.)**

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**Objectives:**

1. To acquaint the students, the Arts and Architecture of South India.
2. To acquaint the students, the and development of the Arts and Architecture of South India.
3. To enable the students to understand the Process of development of the Arts and Architecture of South India.
4. To create an interest among the students for the study of Arts and Architecture of South India.

**Course Outcomes:**

1. Students will get an overall understanding of the development of the Art and Architecture in South India.
2. They will understand the changing patterns of the Art and Architecture in South India.
3. They will understand the impact of Persian Art on Islamic Art and Architecture in South India

**Unit. I- Introduction to Panting** **10**

- a) Ajanta Painting.
- b) Lipasakhi Painting.

**Unit. II - Introduction to Sculpture** **10**

- a) Mahabalipuram.
- b) Badami

**Unit.III- Introduction to Architecture** **10**

- a) Pattukel ,Velur
- b) Tanjavur, Vesara

## Reference Books

### English

1. Rowland B., Art and Architecture Of India, Penguin Book, London, 1967.
2. Agarwal, O. P. Ed. Conservation of Cultural Properties in India, New Delhi, 1967-68.
3. Brown, Percy, Indian Architecture, 2 Vols., Bombay, 1959.
4. Deglurkar, G. B. Temple Architecture and Sculpture of Maharashtra, Nagpur, 1974.
5. Fletcher, Bannister, A History of Architecture, 17<sup>th</sup> Ed., London, 1961.
6. Fergusson, James, History of Indian and Eastern Architecture, 2 Vols., Delhi, 1967.
7. Kramrisch, Stella, The Hindu Temple, 2 Vols., Delhi, 1980.
8. Sastri, K. A. N. The Culture and History of the Tamils, Calcutta, 1964.
9. Sastri, K. A. N. A History of South India, Madras, 1958.

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2. रेड्डी, बालशौरि, तमिलनाडु, दिल्ली, १९७०.
3. दीक्षित, विजय, वास्तुकला: काल, आज आणि उद्या, नासिक, १९७३.
4. माटे, म. श्री. प्राचीन भारतीय कला, पुणे, १९७४.

**Savitribai Phule Pune University, Pune**  
**Proposed Syllabus in History for TYBA (Credit System)**  
**Form the Academic Year 2021-2022**  
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**Skill Enhancement Courses (SEC 2 C) – (2 Credits)**  
**Semester V -SEC -:10 Research Paper Writing**

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## **Objectives**

1. To describe importance of Inter-Disciplinary Research.
2. To introduce students to the Basics of Research.
3. To Describe the Research Outline

## **Course Outcomes:**

1. Students will be introduced to the information and importance of Historiography.
2. Students can study the interdisciplinary approach History .
3. This curriculum Will help to develop Research ability and Process of Research Paper Writing in History

### **Unit-I: Formulation of Problem 10**

- a) Survey of Literature.
- b) Gaps in Existing Research
- c) Research Question to bridge the gaps

### **Unit-II: Research Procedures 10**

- a) Research Design and its Implementation
- b) Source Collection, Close Reading, Criticism
- c) Grouping and Classification of Sources

### **Unit-III: Findings and Reporting 10**

- a) Drawing Conclusions based on available data
- b) Writing a Research Report
- c) Footnotes and Bibliography for acknowledging the credit of others

## Reference Books

### English

1. Barnes H.E., *History of Historical Writing*, Dover, New York, 1963.
2. Cannadine David (Ed.), *What is History Now?*, Palgrave Macmillan, Basingstoke, 2002.
3. Carr E.H., *What is History*, Penguin Books, Harmonds worth, 1971.
4. Chitnis K.N., *Research Methodology in History*, Pune.
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6. E.Shridharan, *A Textbook of Historiography 500 BC to AD 2000*, Orient Black Swan, New Delhi.
7. Sarkar Sumit, *Writing Social History*, OUP, Delhi, 1998.
8. Shiekh Ali, *History : Its Theory and Method*, Macmillan Publication, Madras, 1972.
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१. आठवले सदाशिव, इतिहासाचे तत्वज्ञान, प्रज्ञा प्रकाशन, वाई, १९८८.
२. कार इ.एच., इतिहास म्हणजे काय? कॉन्टीनेन्टल प्रकाशन, पुणे, १९९८
३. कुलकर्णी अ.रा. मराठ्यांचे इतिहासकार, डायमंड पब्लिकेशन्स, पुणे, २००९
४. कोठेकर शांता, इतिहासाचे तंत्र आणि तत्वज्ञान, साईनाथ प्रकाशन नागपूर, २००५
५. खरे ग.ह. संशोधांकाचा मित्र, भारत इतिहास संशोधन मंडळ, पुणे, १९७०.
६. गर्गे स.मु. इतिहासाची साधने: एक शोधयात्रा पॉप्युलर प्रकाशन, मुंबई, २०००.

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**Form the Academic Year 2021-2022**  
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**Skill Enhancement Courses (SEC 2 C) – (2 Credits)**  
**Semester V -SEC: 11 Course Title: - Museology**

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**Objectives:**

1. To acquaint the students with the rise and development of Museum.
2. To impart to the students an understanding of the importance of material history through Museum.
3. To encourage the students to collect the material or sources of History for local, regional and National History through Museum.
4. To enable the students to collect Various Articles as a tool of History.

**Course Outcomes:**

1. The Students will understand the Concepts of Museum and learn the basic Principles of Museology
2. The Students will gain Comprehensive Knowledge of the Process of Cringe and Conserving Museum of objects

**Unit-I: Introduction**

**10**

- a) Definition
- b) History of Museum
- c) Importance of Museum

**Unit-II: Main Museums in Maharashtra.**

**10**

- a) Museums before Independence
- b) Museums after Independence
- c) Role of Curator

**Unit-III: Types of Museums**

**10**

- a) Arts Museums
- b) Historical Museums.

## Reference Books

### English

1. Agarwal, O. P. *Conservation of Manuscripts and Paintings of South-East Asia*, London, 1984.
2. Agarwal, Usha, *Directory of Museums in India*, New Delhi, 2000.
3. Bartz, Bettina Optiz, Helmut Richter, Elizabeth, Eds., *Museums of the World*, 1992.
4. Bornham, Bonnie, *Protection of Cultural Property: A Handbook of National Legislation*, Paris, 1974.
5. Coleman, L. V. *Museum Buildings, Vol. I*, Washington, 1950.
6. Coleman, L. V. *The Museums in America, 3 Vols.*, Washington, 1939.
7. Edson, Gary Dean, David, *The Handbook of Museums*, 1994.
8. Hudson, Kenneth Nicholls, Ann, Eds., *World Directory of Museums*, New York, 1975.
9. International Council of Museums, *Directory of Museums in the Arab Countries*, London, 1995.
10. Knell, Simon, Comp. and Ed., *A Bibliography of Museum Studies*, 1994.
11. Sarkar, H. *Museums and Protection of Monuments and Antiquities in India*, Delhi, 1981.
12. Woodhead, Peter Stansfield, Geoffrey, *Key Guide to Information Sources in Museum Studies*, 1994.

### मराठी

१. केतकर, श. म. *संग्रहालयपरिचय*, पुणे, १९६२.

**Savitribai Phule Pune University, Pune**  
**Proposed syllabus in History for TYBA (Credit system)**  
**From the Academic Year 2021-22**  
**Under the Faculty of Humanities**  
**Core Course 4 (3 Credit)**  
**Semester VI: Course Title: - India After Independence- (1947-1991)**

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**Objectives:**

1. To make the students aware about the making of Contemporary India and events that panned out in the Post-Independence Era.
2. To make the students aware of the Multi-Dimensionality of Modern India.
3. To highlight the ideas, institutions, forces and movements that contributed to the shaping of Indian Modernity.
4. To acquaint the students with various Interpretative and Analytical perspectives.

**Course Outcomes:**

1. It will enable students to develop an overall understanding of the Contemporary India.
2. To increase the spirit of healthy Nationalism, Democratic Values and Secularism among the students.
3. Students will understand various aspects of India's domestic and foreign policies that shaped Post-Independence India.

**Pedagogy:** Lectures / Visual Presentation / Critical Analysis / Assignments / Test/ e-learning

**Unit I: Challenges after Independence** **13**

- a) Consequences of Partition
- b) Integration of Princely states- Kashmir, Junagadh, Hyderabad
- c) Liberation of Portuguese and French Colonies- Goa, Pondicherry, Chandranagore
- d) Indian Constitution – Salient Features
- e) Linguistic Reorganization of States

**Unit II: India's Foreign Policy** **10**

- a) Non Aligned Movement
- b) Indo-Pak Relations, Conflicts and the birth of Bangladesh
- c) Indo-Sino Relations, Conflicts and Panchsheel
- d) Indo-Sri Lanka Relations

### **Unit III: Domestic Policy** **10**

- a) Hindu Code Bill: Nature and Impact
- b) Emergency: Background, Nature and Impact
- c) Space Research

### **Unit IV: Economic Policy** **12**

- a) Mixed Economy and Five Year Plans
- b) Industrial Development
- c) Nationalization of Banks - First Demonetization
- d) Privatization, Liberalization and Globalization: Brief Introduction

### **Reference Books:**

#### **English**

1. Chandra Bipan: Mukherjee Mridula: Mukherjee Aditya; India After Independence; Penguin: India 1999
2. Lapiere Dominique and Collins Larry; Freedom at Mid night; William Collins and Simon & Schuster; UK & USA;1975
3. Guha Ramchandra; India After Gandhi: The History of the World's Largest Democracy; Harper Collins; India; 2007
4. Metcalf Barbara D., Metcalf Thomas R; [A Concise History of Modern India](#); [Cambridge University Press](#); 2012
5. Talbot Ian, Singh Gurharpal; [The Partition of India](#), Cambridge University Press; 2009
6. Wolpert Stanley; [A New History of India](#), Oxford University Press; 1977
7. Ansari Sarah Life after Partition: Migration, Community and Strife in Sindh: 1947–1962; Oxford, UK: Oxford University Press; 2005.
8. Sarvepalli Gopal, Jawaharlal Nehru: A Biography. 1947-1956. Volume Two (1979)
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10. Kulke, Hermann; A History of India; Routledge; 2004
11. Menon Shivshankar Menon; [Choices: Inside the Making of India s Foreign Policy](#); Penguin; India; 2016
12. G.W. Choudhury, India, Pakistan, Bangladesh, and the major powers: politics of a divided subcontinent; Cambridge University Press; India;1975
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25. Shiva, Vandana; [The Violence of the green revolution : Third World agriculture, ecology, and politics](#); 1991.

## मराठी

१. कोठेकर शांता ,[आधुनिक भारताचा इतिहास १९४७ ते २०००](#)श्रीसाईनाथ प्रकाशन नागपूर २००८.
२. कोठेकर शांता, वैद्य सुमन, [स्वतंत्र भारताचा इतिहास \(१९४७ ते १९८६\)](#), श्रीसाईनाथ प्रकाशन नागपूर २००८
३. चंद्र बिपन(अनु.) पारधी मा.कृ. व इतर, [स्वतंत्र्यतोतर भारत, के सागर पब्लिकेशन, पुणे](#).
४. तळवलकर गोविंद , नवरोजी ते नेहरू , [माजेस्टिक प्रकाशन, मुंबई, १९८९](#)
५. दिवान चंद्रशेखर, [भारताची विदेशनीती , विद्या प्रकाशन, नागपूर, १९९२](#)
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७. महाजन समाधान , [आधुनिक भारताचा इतिहास , युनिक अकादमी पुणे २०१८](#)

**Savitribai Phule Pune University, Pune**  
**Proposed syllabus in History for TYBA (Credit system)**  
**From the Academic Year 2021-22**  
**Under the Faculty of Humanities**  
**Core Course 4 History of Civilization (3 Credit)**  
**Semester VI Course Title: -World Civilization and Heritage (Part II)**

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**Course Objectives:**

1. To Orient students about Western Classical Civilization of Greece and Roman.
2. To introduce students to the Arab Civilization and its various aspects.
3. To study various Concept and theory's in Medieval Europe.
4. To understand the Renaissance- Reformation Movement and impact of various Past Civilizations.
5. To create motivation and curiosity among the students through the age of discoveries in Ancient and Medieval times.

**Course Outcomes:**

1. Students will be oriented about Western Classical Civilization of Greece and Rome.
2. Students will be introduced to Arab Civilization and its impact on world Civilization.

**Pedagogy** Lectures / Visual Presentation / Critical Analysis / Assignments / Test/ e-learning  
**Course Content:**

**Unit I: Western Classical Civilization** **12**

- a) Greece Civilization- Social Life, Economy, Cultural Life, Religious belief
- b) Roman Civilization – Philosophy, Socio-Economic Life, Religion, Art and Architecture,
- c) Contribution of Greece and Roman Civilization in World History

**Unit II: Arab Civilization** **11**

- a) Economic and Cultural Life, Literature, Art and Architecture
- b) Contribution in History Writing
- c) Impact of Arab culture on World Civilization

**Unit III: Life in Medieval Europe** **12**

- a) Meaning and Nature of Feudalism, Church and State
- b) Economy, Social Life, Rise of Nation States
- c) Impact of Renaissance Period

a) Introduction

b) Famous Historical World Heritage Sites- Great Wall of China: China, Great Pyramid of Giza: Egypt, Petra: Jordan, Colosseum: Rome, Chichen Itza: Mexico, Machu Pichu: Peru, Taj Mahal: India, Christ the Redeemer: Brazil

c) Importance of World Heritage Sites

**Reference Books:****English**

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2. Gerrit P. Judd, A History of Civilization, Collier-Macmillan, New York, 1966, reprinted 1967.
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13. Weech, W.N., History of the World
14. Managing world heritage sites - Anna leask and Allan fall

15. World heritage conservation the World Heritage convention linking culture and nature for sustainable development - Claire cave and blene Negussie

## मराठी

१. ओतूरकर रा. वि, आर. पोतनीस व जी. एच. महाजन, जगाचा संक्षिप्त इतिहास भाग १, अनाथ वसतिगृह प्रकाशन, पुणे १९५६.
२. कोलारकर शं. गो. पाश्चिमात्य जग, मंगेश प्रकाशन, नागपूर २००५.
३. मराठे डी. एस. जगाचा इतिहास, देशमुख आणि कं. प्रा. लि, पुणे १९५६.

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**Semester –VI, Course Title: Applied History**

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**Course objectives:**

- 1) To Introduce students to information and importance of Applied History.
- 2) To help students understand the usefulness of history in the 21st century, its changing perspectives, the new ideas that have been invented, and the importance of History in a Competitive World.
- 3) To inform the students about the historical significance of Archaeology and Archives and the opportunities in the field of Archaeology and Archives through this course.
- 4) To inform the students about the opportunities in the field of Media, Museums through this Course.

**Course Outcomes:**

1. Students will be introduced to the information and importance of applied history.
2. Student will learn about the Historical significance of Archaeology and Archives and opportunities in the field of Archaeology and Archives.
3. Through this course, students will be informed about the opportunities in the field of Media, Museums.
4. Students will learn about the usefulness of history in the 21st Century, its changing Perspectives, the new ideas that have been invented, and the importance of History in a Competitive World.

**Pedagogy:** Lectures / Visual Presentation / Critical Analysis / Assignments / Test/ e-learning

**Course Content**

**Unit-I. Applied History**

**14**

- a. Applied History: Concept and Application
- b. Application of History in Various Subjects
- c. Co-relationship between Past and Present
- d. Contemporary History: Meaning and Nature

## **Unit-II. Archaeology and Archives**

15

- a) Archaeology and Archives: Definition and Development in India
- b) Archival Sources: Ancient, Medieval and Modern- A brief survey
- c) Heritage Sites: Types, Preservation and Conservation
- d) Historical Importance of Heritage Sites and Museums

## **Unit-III. Mass Media and Applied History**

16

- a) Mass Media: Meaning and Types
- b) Print media:
  - i). Establishment and growth of printing press in India
  - ii). Newspaper: Definition, Rise, Newspaper in India - A brief survey
- c) Electronic media: Radio, Television, E-media.

## **Unit-IV: Project Work /Study Tour Report/Historical Places Visit Rreport**

### **Project work and Evaluation scheme**

1. Candidate shall submit Project report of minimum 2000 words i.e.10 to12 pages (Should be DTP) to the department by end of the Semester.
2. A viva-voce should be conducted before theory examination and the results should be sent to the University as immediately
3. The Distribution of Marks – For Report Writing 20 Marks and for Vice-Voce 10 Marks

### **Reference Books**

#### **English**

- 1) Bajaj Satish K, Research Methodology in History, Amol Pub Pvt.Ltd, New Delhi.
- 2) Bobade Bhajang R., Manuscriptology from Indian Sources, Pacific Publication, Delhi.
- 3) Carr E.H., What is History, Penguin Books, Harmondsworth, 1971.
- 4) Chitnis K.N., Research Methodology in History, Navi Path, Pune1979.
- 5) Collingwood R.G., The Idea of History, Oxford university,1961.
- 6) Datta.K.B., Mass Media in India, Akansha Publishing House, New Delhi,2005.
- 7) Director General, Archaeological Remains, Monuments and Museums Part1&2, Archaeological Survey of India, New Delhi, 1964.
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- 12) Shobita Punija, Museum of India, The Guidebook, Hon Kong, 1990.

## मराठी

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३. कार.ई .एच ., अनुवाद .प्रा.वि.गो.लेले , इतिहास म्हणजे काय , कॅन्टीनेन्टल प्रकाशन , पुणे , ३०.
४. कोठेकर शांता , इतिहास तंत्र आणि तत्वज्ञान , श्रीसाईनाथ प्रकाशन , नागपूर , २००५ .
५. कोल्हटकर संजय, कुलकर्णी प्रसाद, महाराष्ट्रातील प्रसारमाध्यमे काल आणि आज, डायमंड पब्लिकेशन, पुणे.
६. खोबरेकर रवि .गो ., महाराष्ट्रातील दप्तरखाने , महाराष्ट्र राज्य साहित्य आणि सांस्कृतिक मंडळ , मुंबई , १९८८ .
७. गर्गे स.मा ., इतिहासाची साधने: एक शोध यात्रा , पॉप्युलर प्रकाशन , मुंबई , १९९४.
८. गायकवाड , सरदेसाई , हनमाने , ऐतिहासिककागदपत्रेवस्थळेयांचा अभ्यास , फडके प्रकाशन , कोल्हापूर, १९८९ .
९. जोशी लक्ष्मणशास्त्री तर्कतीर्थ , पुरातत्वविद्या , मराठी विश्वकोश खंड ९ , महाराष्ट्र राज्य मराठी विश्वकोश निर्मिती मंडळ , मुंबई.
१०. जोशी लक्ष्मणशास्त्री तर्कतीर्थ, मुद्रण , मराठी विश्वकोश खंड १३ , महाराष्ट्र राज्य मराठी विश्वकोश निर्मिती मंडळ , मुंबई.
११. ढवळीकर मधुकर , पुरातत्वविद्या , म.रा.सा.सं.मं.मुंबई , १९८०.
१२. थोरात भास्कर वस्तुसंग्रहालयशास्त्र - पुरातत्वविद्या , पुराभिलेख व ग्रंथालयशास्त्र , प्राची प्रकाशन , मुंबई, २००९
१३. दळवी जयमती , भारतातील प्रसारमाध्यमे काल आणि आज, डायमंड पब्लिकेशन , पुणे.
१४. देव प्रभाकर , इतिहास एक शास्त्र , कल्पना प्रकाशन , नांदेड , मार्च १९९७.
१५. देव बी , पुरातत्वविद्या , कॉन्टीनेन्टल प्रकाशन , मुंबई. २००८ .
१६. देशमुख प्रशांत , इतिहासाचे तत्वज्ञान , विद्या बुक पब्लिशर्स , औरंगाबाद , २००५.
१७. पाटील सुलोचना , उपयोजित इतिहास , प्रशांत पब्लिकेशन , जळगाव.
१८. रानडे अनुराधा, समेळ स्वप्ना , पुरातत्वशास्त्र , वस्तुसंग्रहालयशास्त्र , ग्रंथालयशास्त्र , इतिहास अभ्यास पत्रिका क्र. ६ , दूरवमुक्त: अध्ययनसंस्था , मुंबई विद्यापीठ, मुंबई.
१९. लेले.रा.क ., मराठी वृत्तपत्रांचा इतिहास , कॉन्टीनेन्टल प्रकाशन , पुणे , १९८४.
२०. वळसंगकर रकृ.ना ., इतिहास विचारतरंग , कॉन्टीनेन्टल प्रकाशन , पुणे , १९७४.
२१. सरदेसाई बी.एन ., इतिहास लेखनशास्त्र, फडके प्रकाशन , कोल्हापूर , २००२.
२२. सांकलीया हसमुख , पुरातत्वपरिचय , डेक्कन कॉलेज , पोस्टग्रॅज्युट अँड रिसर्च सेंटर , पुणे , १९९६

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**Semester -VI, Course Title: History of Maharashtra in the 20<sup>th</sup>Century**

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**Course Objectives:**

1. To Introduce the students to the history of 20th Century in Maharashtra
2. To study Political, Social, Economic and Conceptual History of the 20th Century Maharashtra in an Analytical way with the help of Primary Sources.
3. To evaluate contribution of 20th Century in Maharashtra to the establishment of Maharashtra state contribution of successors and later development of the 19th century Maharashtra
4. To study Socio-Religious System of the 20th Century in Maharashtra.

**Course Outcomes:**

1. Student will develop the ability to analyses sources for 20th Century Maharashtra History.
2. Student will learn significance of regional history and Socio- Religious Reformism foundation of the region.
3. It will enhance their Perception of 20th Century Maharashtra.
4. Appreciate the skills of leadership and the Socio-Religious System of the Maharashtra.

**Pedagogy:**

Lectures / Visual Presentation / Critical Analysis / Assignments / Test/ e-learning

**Course content**

**Unit I. Thoughts and work of Intellectuals**

**15**

- a) Pandita Ramabai
- b) Rajarshri Chhatrapati Shahu Maharaj
- c) Maharshi Vitthal Ramji Shinde
- d) Maharshi Dhondo Keshav Karve
- e) Maharaja Sayajirao Gaikwad.
- f) Dr. Babasaheb Ambedkar
- g) Karmaveer Bhaurao Patil



**Unit II. Industrial and Economic Development of Maharashtra** 10

- a) Industrialization and Urbanization
- b) Cotton and Sugar Industry
- c) Co-operative Movement -Brief survey

**Unit III. Movements in 20th Century Maharashtra** 10

- a) Workers Movement
- b) Peasants Movement
- c) Dalit Movement
- d) Non-Brahmin Movement

**Unit IV. Integration and Reorganization of Maharashtra** 10

- a) Marathawada Mukti Sangram
- b) Sanyukta Maharashtra Movement
- c) Maharashtra-Karnataka Border Dispute

**Reference Books**

**English:**

1. Ballhatchet Kenneth, Social Policy and Social Change in Western India. 1817-1830, OUP, 1961.
2. Nurullah Syed and Naik J.P. A History of Education in India (During the British Period) Macmillan ana Co.Ltd. Bombay,1951.
3. Paranjpe Shrikant, Dixit Raja and Das C.R. Western India: History Society and Culture, Itihas Shikshak Mahamandal, Maharashtra, Pune-1997.
4. Ravindra Kumar, Western India in the Nineteenth Century: A Study in the Social History of Maharashtra Routledge and Kegan Paul, Toronto, 1968.

**मराठी:**

१. अत्रे शुभांगी, महाराष्ट्र संस्कृती, डायमंड प्रकाशन, पुणे.१८१८
२. कीर धनंजय, महात्मा ज्योतिराव फुले आमच्या समाज क्रांतीचे जनक, पॉपुलर प्रकाशन, मुंबई.२०१२
३. कुलकर्णी शिल्पा, महाराष्ट्राचे समाज सुधारक, डायमंड प्रकाशन, पुणे.२०१२
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५. केतकर कुमार, कथा स्वातंत्र्याची, ग्रंथाली प्रकाशन, पुणे.१९८५
६. गरुड अण्णासाहेब, सावंत बी.बी. महाराष्ट्रातील समाज सुधारणा चळवळीचा इतिहास, कैलास पब्लिकेशन, औरंगाबाद १९८६

७. गर्गे एस. एम. गोपाळ गणेश आगरकर, नॅशनल बुक ट्रस्ट इंडिया, न्यू दिल्ली. १९९६

८. चौसाळकर अशोक, महर्षी विठ्ठल रामजी शिंदे यांचे धर्मविषयक विचार लोकवाडमय गृह प्रकाशन मुंबई. २००९

९. चौसाळकर अशोक, महाराष्ट्रातील महर्षी विठ्ठल रामजी शिंदे, लोकवाडमय गृह प्रकाशन मुंबई २०११

१०. जावडेकर आचार्य, आधुनिक भारत, कॉन्टिनेन्टल प्रकाशन, पुणे. २०१०

१३. दीक्षित राजा. एकोणिसाव्या शतकातील महाराष्ट्रातील मध्यम वर्गाचा उदय, डायमंड प्रकाशन, पुणे. २००९

१४. धर्माधिकारी ए. बी. महाराष्ट्रातील समाज सुधारक, चाणक्य मंडळ परिवार प्रकाशन, पुणे. २००७

१६. नंदा बलराम (अनु.), वसंत पळशीकर, गोपाळ कृष्ण गोखले, ब्रिटीश राजवट व भारतीय नेमस्त युग, पुणे १८६६

१७. नरके हरी, फडके य.दि. महात्मा फुले गौरव ग्रंथ, महाराष्ट्र राज्य शिक्षण विभाग, मुंबई. १९९३

१८. पवार जयसिंगराव, राजश्री शाहू स्मारक ग्रंथ, महाराष्ट्र इतिहास प्रबोधनी, कोल्हापूर. १९९९

१९. पाटील व्ही.बी. महाराष्ट्रातील समाजसुधारणेचा इतिहास, मेहता पब्लिशिंग हाऊस, पुणे. १९७८

२०. फाटक एन.आर. न्यामूर्ती महादेव गोविंद रानडे यांचे चरित्र, नीलकंठ प्रकाशन, पुणे. १९६६

२१. फडकुले निर्मलकुमार, लोकहितवादी कार्य आणि कर्तृत्व, कॉन्टिनेन्टल प्रकाशन, पुणे. १९७३

२२. बगाडे उमेश, महाराष्ट्रातील प्रबोधन आणि वर्गजाति प्रभुत्व, सुगावा प्रकाशन, पुणे. २००६ ,

२३. भालेराव आनंद. मराठवाड्याचा स्वातंत्र्यसंग्राम. स्वामी रामानंद तीर्थ मराठवाडा विद्यापीठ संशोधन संस्था, औरंगाबाद. १९९९

२४. भोळे भा. ल. भारतीय राजकीय विचारवंत, पिंपलापुरे अंड कं. पब्लिशर्स, नागपूर. २०१८

२५. भोळे भास्कर लक्ष्मण, महात्मा ज्योतिराव फुले वारसा आणि वसा, साकेत प्रकाशन, औरंगाबाद. २००९

२६. पंडित नलिनी, महाराष्ट्रातील राष्ट्रवादाचा विकास, मॉडर्न बुक डेपो, पुणे. १९७४

२७. मंगुडकर एम.पी. महाराष्ट्रातील समाज प्रबोधन आणि छत्रपती शाहू महाराजांचे कार्य, पुणे विद्यापीठ प्रकाशन, पुणे.

२८. मोरे सदानंद. लोकमान्य ते महात्मा. राजहंस प्रकाशन. मुंबई. २००७

२९. रानडे महादेव गो. महाराष्ट्रातील समाज विचार १८१८ ते १८८४, सुविचार प्रकाशन मंडळ, नागपूर .

३०. सरदार ग. बा. अर्वाचीन मराठी गद्याची पूर्वपीठिका, मॉडर्न बुक डेपो, पुणे १९३७.

३१. सरदार ग. बा. आधुनिक महाराष्ट्राचे उपेक्षित मानकरी. सुनंदा प्रकाशन, पुणे १९४१.

३२. सरदार जी. बी. महात्मा फुले व्यक्ति आणि विचार, ग्रंथाली प्रकाशन. पुणे .

३३. सरदेसाई बी. एन. आधुनिक महाराष्ट्र, फडके प्रकाशन, कोल्हापूर. २०००.

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**Under the Faculty of Humanities**  
**Discipline Specific Elective Courses (DSE-4D)- (3) Credit**

**Semester -VI, Course Title- Constitutional Development in India (1858-1950)**

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**Course Objectives:**

1. To Introduce the Students to evolution of Constitution of India.
2. To Study factors and Situations that shaped the Constitutions.

**Course Outcomes:**

1. Student will understand evolution of Constitution of India.
2. Student will learn factors and conditions that contributed to Constitution of India
3. Students will understand democratic processes and thereby strengthen Democracy.

**Pedagogy:**

Lectures / Visual Presentation / Critical Analysis / Assignments / Test/ e-learning

**Course Content**

**Unit-I: Constitutional Development 1858-1891** **10**

- a) Government of India Act 1858 and Queen's Proclamation – Background, Provisions, Significance.
- b) Indian Councils Act of 1861- Causes, Provisions, Evaluation.
- c) Indian Councils Act 1891 – Causes, Provisions, Evaluation.

**Unit II: Indian Councils Acts** **15**

- a) Morley-Minto Reforms Act 1909 -Background, Provisions, Significance, Effects
- b) Montagu-Chelmsford Reforms Act 1919- Background, Provisions, Significance, Effect.

**Unit-III: The Government of India Act 1935** **10**

- a) Background - Simon Commission, Nehru Report, Round table Conferences
- b) The Salient Features of Government of India Act 1935
- c) Provincial Autonomy

- a) Cripps Mission
- b) Wavell Plan, Cabinet Mission Plan
- c) Mountbatten Plan and Indian Independence Act 1947
- d) Indian Constitution - Salient Features

**Reference Books:**

**English**

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**मराठी**

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४. गायकवाड रा. ज्ञा., प्रा. दि. ज्ञा. थोरात; भारताचा राजकीय आणि घटनात्मक इतिहास, रविल प्रकाशन, सातारा, १९९९

**हिंदी**

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**Savitribai Phule Pune University, Pune**  
**Proposed Syllabus in History for TYBA (Credit System)**  
**Form the Academic Year 2021-2022**  
**Under the Faculty of Humanities**  
**Skill Enhancement Courses (SEC 2 D) – (2 Credits)**  
**Semester VI SEC: 12 Course Title: -Heritage Management**

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**Course Objectives:**

1. To understand the introduction of Heritage Management to the Students
2. To get an Opportunity to seek self-employment to the students

**Course Outcomes:**

1. Student will understand over all process of Heritage Management
2. Student will get the knowledge about scope and the fact of Heritage Management.
3. The students will enable to understand about legal and commercial framework of Heritage

**Unit-I: Heritage** **10**

- a) Define the concept of Heritage
  - i) Local
  - ii) National
  - iii) International
- b) Nature and Scope
- c) Importance of Heritage

**Unit-II: Heritage Tourism** **10**

- a) Define the Concept of Heritage Tourism
- b) UNESCO World Heritage Site in India
- c) UNESCO World Heritage Site in Maharashtra

**Unit- III: Heritage Site Management** **10**

- a) Roll of Government
- b) Roll of Common People
- c) Field Visit and Report

## Reference Books

1. Kernal Balsar, The concept of the Common heritage of Mankind, Vol.30 Martinus Nijhoff
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**Semester VI: 13 Course Title: - Archaeology**

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**Course Objectives:**

1. This paper is designed to introduce the students to the Key Concepts and practical approaches in Archaeology, highlighting their applications in interpreting the Human past.
2. It will enable students to understand the definition, aims and scope of Archaeology and its development as a discipline will be introduced to the Students.
3. The nature of the Archaeological record and the unique role of science in Archaeology is explained to the students.
4. Legislation related to Archaeology and the role of Archaeology in Heritage Management is also discussed in this course.

**Course Outcomes:**

1. Students will learn to understand the definition, aims and scope of Archaeology so as to understand its applications in interpreting the human past.
2. They will be able to understand the nature of the archaeological record and the unique role of science in archaeology.
3. They will have an overall understanding of the Archaeology.

**Course Content:**

<b>Unit- I: Definition, Aims and Scope of Archaeology</b>	<b>10</b>
a) Archaeology as the Study of the Past: Definition, Aims, and Scope	
b) Significance of Archaeology	
c) Archaeology and History: Differences and Similarities	
<b>Unit- II: Development of Archaeology in India</b>	<b>10</b>
a) Archaeological Survey of India	
b) Tata Fundamental Research Institute Mumbai	
c) Deccan College Pune	
<b>Unit-III: Value of Archaeology</b>	<b>10</b>
a) Cultural Heritage	
b) Monuments	

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2. Chakrabarti, D.K. 1988. A History of Indian Archaeology: From the Beginning to 1947. New Delhi: Munsiram Manoharlal.
3. Daniel, Glyn, E. 1975. A Hundred and Fifty Years of Archaeology. London: Duckworth.
4. Dhavalikar, M K. 1984. Towards an Ecological Model for Chalcolithic Cultures of Central and Western India. *Journal of Anthropological Archaeology* 3. Pp- 133-158
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6. Flannery, K.V., and J. Marcus 1998 Cognitive Archaeology. In *Reader in Archaeological Theory: Post-Processual and Cognitive Approaches*, edited by D. Whitley, pp. 35–48. Routledge, London.
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13. McHenry, Henry M. 2009. Human Evolution in *Evolution: The First Four Billion Years*, edited by M. Ruse and J. Travis. Cambridge, Massachusetts: Harvard University Press. Pp. 256-280
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**Skill Enhancement Courses (SEC 2 D) – (2 Credits)**  
**Semester VI -SEC:14 Course Title: Numismatics**

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**Course Objectives:**

1. This paper is designed to introduce the students to the Currency system of Ancient India.
2. It aims at acquainting the students about the development in the Coinage System.

**Course Outcomes:**

1. Students will be able to identify and decipher the Coins.
2. They will also be able to understand the Socio-Political background that accure through the coinage of that time; thus getting holistic picture of that economic system prevalent in Ancient India.

**Course Content:**

<b>Unit-I: Introduction to Numismatics</b>	<b>7</b>
a) Numismatic Studies: Terminology and Scope	
b) Importance in the Reconstruction of Socio-Cultural and Economic History	
<b>Unit-II: Study of Ancient Indian Coinage: Polity-Economic Dimensions</b>	<b>8</b>
a) The Mauryan Age - Karshapanas Coins	
b) Coins of the Post Mauryan Age	
c) Coins of the Guptas	
<b>Unit-III: Study of Medieval Coins</b>	<b>7</b>
a) Coinage of the Delhi Sultanate and Mughal Period	
b) Coins of Vijaynagar	
c) Coins of the Marathas	
<b>Unit –IV: Study of Modern Coins</b>	<b>8</b>
a) Coins of the British East India Company	
b) Coins of Independent India	
c) Indian Institute of Research in Numismatic Studies (IIRNS), Anjineri.	

## Reference Books:

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2. Altekar, A.S., 1937. Catalogue of Coins of the Gupta Empire. Varanasi: Numismatic Society of India.
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