

Rayat Shikshan Sanstha`s
Sadguru Gadage Maharaj College, Karad
(Autonomous)



Accredited By NAAC with 'A+' Grade

CHOICE BASED CREDIT SYSTEM

Syllabus For

B.A. Part II History

(NEP 3.0)

(Syllabus to be implemented from June, 2025 onwards.)

RAYAT SHIKSHAN SANSTH'S
SADGURU GADAGE MAHARAJ COLLEGE, KARAD
(AN AUTONOMOUS COLLEGE)

DEPARTMENT OF HISTORY

EVALUATION PATTERN FOR THEORY AND PRACTICAL COURSE STRUCTURE UNDER
CHOICE BASED CREDIT SYSTEM (CBCS)

BA PART – II 2025-26

B. A. - Part II (NEP 3.0)

Sr. No.	Courses	Subject	Code		Credit	SEE	CCE
			SEM-III	SEM-IV			
1	DSC/MAJOR	History	MJ-HIS24-301 Making of Modern Maharashtra (1848 to 1960)	MJHIS24-05 History of Modern Maharashtra (1960-2010)	04	80	20
		History	MJ-HIS24-302 History of Modern India (1857 to 1920)	MJHIS24-06 (History of Modern India (1920-1950)	04	80	20
2	DSC/MINOR	History	MJ-HIS24-301 Making of Modern Maharashtra (1848 to 1960)	MNHIS24-02 History of Modern Maharashtra (1960-2010)	04	80	20
4	OE/GE	History	NOE-HSRI3 History of Social Reforms in India	OEHSRM24-04 History of Social Reforms in Maharashtra	02	40	10
	OE/GE	History	NOE-AIHC3 Ancient Indian History And Culture	OEAIH&C24-04 Ancient Indian History And Culture	02	40	10
5	IKS/VSC	History	IKS-HIS24-301 (Maratha folk Art)	VSC24HIS Museum Management	02	40	10
Total					22 Credit		

MJHIS24-03: Making of Modern Maharashtra (1848 to 1960)

Course Outcomes:

- CO1. Understand the contributions of social reformers in shaping modern Maharashtra.
- CO2. Analyse the people's struggles in the Southern Maratha country and their significance.
- CO3. Examine the Samyukta Maharashtra Movement and its role in the formation of the state of Maharashtra.
- CO 4. Evaluate the leadership of Yashwantrao Chavan in developing agriculture, education, and industry in Maharashtra.

Module 1. Social Reform Movements

- A. Mahatma Jyotirao Phule
- B. Rajarshi Chhatrapati Shahu Maharaj
- C. Dr. Babasaheb Ambedkar

Module 2. People's Struggle with special reference to Southern Maratha country

- A. Kolhapur
- B. Sangli
- C. Phaltan Module

3. Samyukta Maharashtra Movement

- A. Background
- B. Work of Samyukta Maharashtra Committee
- C. Important events leading to the the formation of the State of Maharashtra

Module 4. Role of Yashwantrao Chavan

- A. Agriculture
- B. Education
- C. Industry

Readings:

- Sukhatankar B R, Nineteenth Century history of Maharashtra, Shubadha- Saraswati Prakashan,1988
- Lederle Mathew, Philosophical Trends in Modern Maharashtra, Popular Prakashan, Bombay, 1976.
- Masselos J.C., Towards Nationalism, Group Affiliations and the Politics Associations Nineteenth Century Western India, Popular Prakashan, Bombay, 1974.
- Dhanagare, D. N. (1990), 'Shetkari Sanghatana: The Farmers' Movement in Maharashtra — Background and Ideology', Social Action, Vol. 40

MJHIS24-05 History of Modern Maharashtra (1960-2010)

Course Outcomes

CO 1. Understand the impact of cooperative movements on Maharashtra's sugar, dairy, and textile industries.

CO 2. Analyse the role of educational institutions in the development of Western Maharashtra.

CO 3. Examine social movements advocating for women's rights, backward class upliftment, and the eradication of superstition.

CO 4. Evaluate the challenges faced by modern Maharashtra, including issues related to farmers, dam displacement, and tribal communities.

Module 1. Co-operative Movement

A. Sugar Industry (Pravara Cooperative Sugar Factory)

B. Dairy Industry (Kolhapur District Cooperative Milk Federation -Gokul Dudh)

C. Textiles (Deccan Co-operative Spinning Mill, Ichalkaranji)

Module 2. Educational Development in Western Maharashtra

A. Rayat Shikshan Sanstha

B. Sri Swami Vivekananda Shikshan Sanstha

C. Shivaji University Kolhapur

Module 3. Social Movements

A. Women's Rights

B. Emancipation of Backward Classes

C. Eradication of Superstition

Module 4. Modern Maharashtra: Challenges

A. Problems before farmers

B. Problems of dam affected people

C. Problems before tribal community

References:

- Jogdand P.G., Dalit Movement in India: Case of Maharashtra (Second Edition), Rawat Publications, Jaipur, 2020.
- Lalvani, Mala (2008). "Sugar Co-operatives in Maharashtra: A Political Economy Perspective". The Journal of Development Studies.

- Morris M. D., The Emergence of Indian Labour in India: A Study of Bombay Cotton Mills, 1854- 1947, Oxford University Press. Bombay 1965.
- Naik Chandravadan, Glimpses of Ichalkaranji City, Lulu.com, 2016.
- Omvedt, Gail, ‘Dalits and Democratic Revolution’ - Dr. Ambedkar & the Dalit Movement in colonial India, Sage Publication, New Delhi, 1994.
- Patil P. G., The Bountiful Banyan : Biography of Karmaveer Bhaurao Patil, Vol. I & II, Macmillan, Mumbai, 2002.
- Tikekar Aroon, Dhanagare D.N., P.N Paranjape (Edit), Maharashtra Charitra Granthmala (61 independent books), Gandharvaved Prakashan, Pune, 2010.

Making of Modern Maharashtra (1848 to 1960)

Course Outcomes:

- CO1. Understand the contributions of social reformers in shaping modern Maharashtra.
- CO2. Analyse the people's struggles in the Southern Maratha country and their significance.
- CO3. Examine the Samyukta Maharashtra Movement and its role in the formation of the state of Maharashtra.
- CO 4. Evaluate the leadership of Yashwantrao Chavan in developing agriculture, education, and industry in Maharashtra.

Module 1. Social Reform Movements

- A. Mahatma Jyotirao Phule
- B. Rajarshi Chhatrapati Shahu Maharaj
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- A. Kolhapur B. Sangli
- C. Phaltan Module

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- A. Background
- B. Work of Samyukta Maharashtra Committee
- C. Important events leading to the the formation of the State of Maharashtra

Module 4. Role of Yashwantrao Chavan

- A. Agriculture
- B. Education
- C. Industry

Readings:

- Sukhatankar B R, Nineteenth Century history of Maharashtra, Shubadha- Saraswati Prakashan, 1988
- Lederle Mathew, Philosophical Trends in Modern Maharashtra, Popular Prakashan, Bombay, 1976.
- Masselos J.C., Towards Nationalism, Group Affiliations and the Politics Associations Nineteenth Century Western India, Popular Prakashan, Bombay, 1974.
- Dhanagare, D. N. (1990), 'Shetkari Sanghatana: The Farmers' Movement in Maharashtra — Background and Ideology', Social Action, Vol. 40
- Doctor, A.H. Low caste protest movements in 19th and 20th century Maharashtra: A study of Jotirao Phule and B.R. Ambedkar, Indian Journal of Social Science. 4(2); 1991;
- Baviskar B.S., The Politics of Development: Sugar Cooperatives in Rural Maharashtra, Oxford University Press, New Delhi, 1981
- Deshpande S.H., Economy of Maharashtra: Shri C. V. Joag Felicitation Volume Samaj Prabhodhan Sanstha, Poona, 1973
- Thakkar Usha & Kulkarni Mangesh, Politics in Maharashtra, Himalaya Publishing House, Mumbai, 1995
- Palshikar Suhas and Nitin Birmal (eds), Maharashtrache Rajkaran, Pratima, Pune.

History of Modern Maharashtra (1960-2010)

Course Outcomes

CO 1. Understand the impact of cooperative movements on Maharashtra's sugar, dairy, and textile industries.

CO 2. Analyse the role of educational institutions in the development of Western Maharashtra. CO 3. Examine social movements advocating for women's rights, backward class upliftment, and the eradication of superstition.

CO 4. Evaluate the challenges faced by modern Maharashtra, including issues related to farmers, dam displacement, and tribal communities.

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- C. Textiles (Deccan Co-operative Spinning Mill, Ichalkaranji)

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- A. Rayat Shikshan Sanstha
- B. Sri Swami Vivekananda Shikshan Sanstha
- C. Shivaji University Kolhapur

Module 3. Social Movements

- A. Women's Rights
- B. Emancipation of Backward Classes
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- A. Problems before farmers
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- Jogdand P.G., Dalit Movement in India: Case of Maharashtra (Second Edition), Rawat Publications, Jaipur, 2020.
- Lalvani, Mala (2008). "Sugar Co-operatives in Maharashtra: A Political Economy Perspective". The Journal of Development Studies.
- Morris M. D., The Emergence of Indian Labour in India: A Study of Bombay Cotton Mills, 1854- 1947, Oxford University Press. Bombay 1965.
- Naik Chandravadan, Glimpses of Ichalkaranji City, Lulu.com, 2016.
- Omvedt, Gail, 'Dalits and Democratic Revolution' - Dr. Ambedkar & the Dalit Movement in colonial India, Sage Publication, New Delhi, 1994.
- Patil P. G., The Bountiful Banyan : Biography of Karmaveer Bhaurao Patil, Vol. I & II, Macmillan, Mumbai, 2002.

History of Modern India (1857 to 1920)

Course Outcomes:

CO 1. Understand yourself with the important events leading up to the establishment of the East India Company rule

CO2. Understand and learn about the company's colonial policy to strengthen its rule in India.

CO 3. Understand the structural changes that occurred in Indian society due to colonial rule. CO 4. Get information about the various revolts against the rule of the East India Company and its consequences.

CO 5 Understand the various social movements that emerged in India and the salient features of socioreligious reform movements.

Module 1: The Uprising of 1857

- a. Causes
- b. Nature and consequences
- c. Queen's Proclamation of 1858

Module 2: Social and Religious Movements

- a. Rajaram Mohan Roy and Brahmo Samaj
- b. Swami Dayanand Saraswati and Arya Samaj
- c. Swami Vivekananda and Ramakrishna Mission

Module 3: Rise of Nationalism

- a. Causes
- b. Formation of Indian National Congress
- c. Contribution of Moderates (1885-1905)

Module 4: Age of Tilak

- a. Rise of Extremists
- b. Partition of Bengal and Swadeshi Movement
- c. Home Rule League Movement

Readings:

- Bandyopadhyay, S. From Plassey to Partition. Delhi: Orient Longman, 2004.
- Bose, S and Ayesha Jalal. Modern South Asia: History, Culture, Political Economy. New Delhi: OUP, 1998
- Chandra, B. Nationalism and Colonialism in Modern India. Delhi: Orient Longman, 1996.
- Habib, I. Indian Economy 1757-1857: A People's History of India Series. Vol. 25. Delhi, Tulika Books, 2013
- Habib, I. Indian Economy 1858-1914: A People's History of India. Vol. 28. New Delhi: Tulika Books, 2006
- Grover B. L. and Mehta Alka- A New Look at Modern Indian History –
- Majumdar, Ray Choudhary, Datta- An Advanced History of India –
- Prasad, Ishwari and Subedar. - A History of Modern India
- Chhabra, G.S.-An Advanced Study in the History of Modern India, Vol. I, II, III

History of Modern India (1920-1950)

Course Outcomes

CO 1. 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.

CO 3. Explain the contribution of Revolutionaries, Left Movement and Indian National Army.

CO 4. Understand the Peasant and Labor Movements, Armed Revolutionary Movement etc.

CO 4. Know the concept of Communalism and the causes and effects of the partition of India.

Module 1: Age of Gandhi

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

Module 2: Peasant and Leftist Movements

- a. Causes
- b. Peasant movement
- c. Leftist movement

Module 3: Armed Revolutionary Movement

- a. Punjab
- b. Bengal
- c. Maharashtra

Module 4: Partition and Independence

- a. Communalism and Partition
- b. Integration of Princely States (Junagadh, Hyderabad and Kashmir)
- c. Constitution: Preamble, Fundamental Rights, Fundamental Duties and Responsibilities

Readings

- Bandyopadhyay, S. From Plassey to Partition. Delhi: Orient Longman, 2004.
- Chandra Bipan, Rise and Growth of Economic Nationalism in India, Delhi, 1966
- Chandra, B. Nationalism and Colonialism in Modern India. Delhi: Orient Longman, 1996.
- Mujumdar R. C. - British Paramountcy & Indian Renaissance, Part I & II, Bhartiya Vidhya Bhavan (3rd Ed.) 1991.
- Bhattacharjee, Arun, History of Modern India (1707 – 1947), Ashish Publishing House, New Delhi 1976

B.A.-II SEMESTER III HISTORY OF SOCIAL REFORMS IN INDIA

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

1) Socio-Religious Reform Movements

- Raja Ram Mohan Roy and Brahmo Samaj
- Swami Dayanand Saraswati and Arya Samaj
- Swami Vivekanand and Ramakrishna Mission

2) Mahatma Phule

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

Readings:

- Kenneth W. Jones, Socio-religious reform movements in British India, Cambridge University Press, 1994
- David Kopf, The Brahmo Samaj and the Shaping of the Modern Indian Mind, Princeton, 1979
- Amiya P. Sen , Social and Religious Reform, Oxford University Press, 2005
- J.T.F. Jordens, Dayananda Saraswati, Oxford University Press, Delhi, 1997
- Kopf, The Bramho Samaj and Shaping of the Modern India, Princeton University press, 1979.
- Rosalind O Hanlon, Caste Conflict and Ideology: Mahatma Jotirao Phule and low caste protest in nineteenth century western India, South Asia Publication CUP, 1985
- Salunkhe, P.B. and Mali M.G; “Chhatrapati Shahu the Pillar of Social Democracy” ; Education Department Government of Maharashtra, Gargoti, Kolhapur, 1994.
- Sarkar Sumit: “Bibliographical Survey of Social Reform Movements in the Eighteenth and Nineteenth centuries”, Indian Council of Historical Research, New Delhi, 1975.

B.A.-II SEMESTER IV
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

Readings:

- Kenneth W. Jones, Socio-religious reform movements in British India, Cambridge University Press, 1994
- Amiya P. Sen, Social and Religious Reform, Oxford University Press, 2005
- Articles on Paramhansa Sabha, Prarthana Samaj, Satyashodhak Samaj in Murali Ranganathan (ed.), The Collected Works of JV Naik, Asiatic Society of Mumbai, 2016
- Ravindra Kumar, Western India in the Nineteenth Century: A study in the social history of Maharashtra: Volume 27 (Studies in Social History) Routledge & Kegan Paul, 1968
- Feldhaus Anne (Edit) Images of Women in Maharashtrian Society, State University of New York Press, 1998

B.A. Part – II SEMESTER - III
: ANCIENT INDIAN HISTORY & CULTURE

Course Outcomes:

CO1. Acquire knowledge regarding the primitive life and cultural status of the people of ancient India. CO2. Gather knowledge about the society, culture, religion and political history of ancient India as well. CO3. To make students understand the chronological development of Ancient Indian History and Culture. CO4. To make students understand the development of Indian people right from hunters to Second urbanization and to make student aware with the Religion-philosophy.

1) The beginning

- 1.1 Hunter Gatherers –Paleolithic-Life ways
- 1.2 Mesolithic-Life ways
- 1.3 Settlers –Neolithic-Life ways
- 1.4 Megalithic -with special reference to Maharashtra

2) Harappan Civilization

- 2.1 Geographical Extent, Town Planning
- 2.2 Economic and Religious Life
- 2.3 Art, Crafts and Technology: Pottery, Seals, Beads, Images, Terracotta Figurines Metallurgy,
- 2.4 Decline of Harappan civilization

Reference Books:

- 1. Basham, A. L. 'The Wonder That Was India, Picador- Pan MacMillan, Reprinted, 2004.
- 2. Jha, D. N., 'Early India: A Concise History' Manohar Publication, New Delhi, 2010
- 3. Kosambi, D. D. 'The Culture and Civilization of Ancient India in Historical Outline' Vikas Publication, New Delhi 1993.
- 4. Mahajan, V. D., Ancient India, S. Chand & Company Ltd, New Delhi. Reprinted 2019.
- 5. Wheeler, Mortimer, 'The Indus Valley Civilization', Cambridge History of India, 1968.
- 6. Sharma, R. S., 'Rethinking India's Past', Oxford University Press, New Delhi, 2009
- 7. Thapar, Romila, 'A History of India' Vol. I , Penguin Books, New Delhi, 1990
- 8. Singh, Upinder, A History of Ancient and Early Medieval India, Pearson

B. A. Part – II SEMESTER - IV
ANCIENT INDIAN HISTORY & CULTURE

Course Outcomes:

CO1. To Learn Emergence and growth of earlier dynasties like Maurya, Gupta and the empires in Post Maurya period as well as in Post Gupta period.

CO2. Highlight the consequences of the foreign invasions, particularly on the polity, economy, society and art and architecture.

CO3 To understand the ancient golden age in India

CO4 To understand the contribution of Early Indians to polity, art, literature, philosophy, religion and science and technology.

1) Mauryan Empire

1.1 Chandragupta Maurya and the foundation of Mauryan Empire

1.2 Ashoka and his Dhamma

1.3 The Mauryan Administration, Economy

1.4 Decline and Significance

2) The Age of Satvahanas and Kushanas

2.1 Major rulers of Satvahanas: Satkarani I and Gautamiputra Satkarni

2.2 Major ruler of Kushanas: Kanishka

2.3 Administration and Economy

2.4 Trade interactions across India, Asia

Reference Books:

1. Basham A. L. 'The Wonder That Was India, Picador- Pan MacMillan, Reprinted, 2004.
2. Jha D. N., 'Early India: A Concise History' Manohar Publication, New Delhi, 2010
3. Kosambi D. D. 'The Culture and Civilization of Ancient India in Historical Outline' Vikas Publication, New Delhi 1993.
4. Mahajan V. D., Ancient India, S. Chand & Company Ltd, New Delhi. Reprinted 2019.
5. Wheeler, Mortimer, 'The Indus Valley Civilization', Cambridge History of India, 1968.
6. Sharma R. S., 'Rethinking India's Past', Oxford University Press, New Delhi, 2009
7. Thapar Romila, 'A History of India' Vol. I, Penguin Books, New Delhi, 1990
8. Upinder Singh, A History of Ancient and Early Medieval India, Pearson

Course Category: IKS (Specific)

Maratha Folk Art

Course Credits: 02

Course Outcomes:

CO 1 - Gain knowledge of the various forms of Maratha folk art and their historical and cultural significance.

CO 2 - Appreciate the role of Maratha folk art in preserving cultural identity and social values.

CO 3 - Develop skills to analyze and interpret folk performances and narratives.

CO 4 - Explore the influence of folk art on contemporary cultural practices and performance arts.

MODULE 1: Religious

(Teaching Hours- 15, Credit- 01)

- a) Dashavatar
- b) Chitrakathi
- c) Gondhal

MODULE 2: Non-religious

(Teaching Hours- 15, Credit- 01)

- a) Povada
- b) Bharud
- c) Tamasha

Reference:

- Barge Tanvi, Jagaran and Godhal : Understanding Art and Culture of Maharashtra, Lambert Academic Publishing, 2014
- Durga Das, Mukhopahyay, Folk Arts And Social Communication, Publication Division, Government of India, 2006
- Abrams, Tevia., People's Theatre of Maharashtra State, Michigan State University. Department of Theatre, 1974
- Bandare Sandesh, Tamasha the folk art of Maharashtra, Param Mitra Publication, 2017
- Gunther-dietz sontheimer, Folk culture, folk religion and oral traditions as a component in maharashtrian culture manohar publishers and distributors, 1995

BA II SEM III & IV
SEC SYLLABUS
(Optional)

BA-2
Semester-3
Historical Tourism in Maharashtra

Unit 1. Tourism

(Teaching Hours- 15, Credit- 01)

- a. Definition
- b. Types of Tourists
- c. Types of Tourism

Unit 2. Ajanta-Ellora-Daulatabad Circuit

(Teaching Hours- 15, Credit- 01)

- a. Paintings in Ajanta
- b. Sculptures and Caves in Ellora
- c. Monuments in Daulatabad

Suggested Readings:

- देगलूरकर, गो.ब. वेरूळ दर्शन, स्नेहल प्रकाशन, पुणे, २००८
- Dhavalikar, M. K., Ajanta: A Cultural Study, University of Poona, Poona, 1973
- Gopal, B.R. , The Rashtrakuta of Malkhed (Studies in their History and Culture), Bangalore , 1996
- माटे म.श्री., प्राचीन कलाभारती, कॉन्टिनेन्टल प्रकाशन, पुणे, १९९८
- माटे म.श्री. , कमल चव्हाण, मध्ययुगीन कलाभारती, कॉन्टिनेन्टल प्रकाशन, पुणे, २००२

BA-2

Semester-4

Historical Tourism in India

Unit 1. Vijayapura-Hampi Circuit

(Teaching Hours- 15, Credit- 01)

- a. Monuments in Vijayapura
- b. Hampi: Layout of the city
- c. Hampi: Sculptures and Monuments

Unit 2. Delhi-Agra-Fatehpur Sikri Circuit

(Teaching Hours- 15, Credit- 01)

- a. Monuments in Delhi
- b. Monuments in Agra
- c. Monuments in Fatehpur Sikri

Suggested Readings:

- माटे म.श्री. , कमल चव्हाण, मध्ययुगीन कलाभारती, कॉन्टिनेन्टल प्रकाशन, पुणे, २००२
- पाईश, दुमिन्गुश व फेर्नाव नुनिश, विजयनगरचे साम्राज्य (मूळ अनुवाद: रोबर्ट स्युअल, मराठी अनुवाद: चंद्रशेखर जहागीरदार, संपादन: वसुंधरा फिलीझोया), एन.बी.टी. इंडिया, नवी दिल्ली, १९९५.
- Rajashekar S., Masterpieces of Vijayanagar Art, Bombay, 1983
- रामाराव, एन, कृष्णदेवराया (मराठी अनुवाद:लीला बावडेकर), एन.बी.टी. इंडिया, नवी दिल्ली, २०१३
- Sewell Robert, A Forgotten Empire, Asian Educational Services, New Delhi, 1982
- Bhanu, Dharma (1979). The Province of Agra: Its History and Administration. Concept Publishing Company
- Bosworth, Clifford Edmund. Historic cities of the Islamic world, 2008
- Mukerji, Satya Chandra. The traveler's guide to Agra, 1892
- Javid Ali. World Heritage Monuments and Related Edifices in India, 2008
- Tillotson, Giles. Delhi Darahan. Penguin Random House India, 2019

Course Category: VSC24HIS

Museum Management

Course Outcomes

- CO 1. Understand the infrastructure requirements for managing a museum effectively.
- CO 2. Learn the roles and responsibilities within the administrative structure of a museum.
- CO 3. Apply key management principles, including security protocols, to ensure museum preservation and safety.
- CO 4. Understand the management practices through the case studies of some museums.

Module I Infrastructure and Management (Teaching Hours- 15, Credit- 01)

- a) Infrastructure of Museum
- b) Administrative Structure of Museum and Roles-Responsibilities
- c) Management and Security of Museum

Module II Selected Museums India (Teaching Hours- 15, Credit- 01)

- a) National Museum, New Delhi
- b) Chhatrapati Shivaji Maharaj (Prince of Wales) Museum, Mumbai
- c) Town Hall Museum, Kolhapur

Reference:

- Agrawal, U. Museums of India: A Brief Directory, Museums Association of India, Sundeep Prakashan, New Delhi, 2000 • Ambrose, T. and Paine, C. Museum Basics, Routledge, New York, 2018 • Moore, Kevin(ed.). Museum Management, Routledge, London, 1994
- Nigam, M. L. Fundamentals of Museology, Navahind Prakashan, 2007

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(An Autonomous)

Department of History

B. A. II 2024-25

NATURE OF QUESTION PAPER AND SCHEME OF MARKING:

For all Undergraduate Programme (B.A.) and programme under the faculty of Humanities Written Examination (80) + Internal Assessment (20) = Total (100 Marks)

FOR FOUR CREDITS: Total Marks: 80 (Written)

Question No. 1: Multiple choice questions (10 MCQs) (02 marks each) **20 Marks**

Question No. 2: Short Notes (Any Four out of Six) **20 Marks**

Question No. 3: Short Questions (Any Two out of four) **20 Marks**

Question No. 4: Long Question (Any One out of Two) **20 Marks**

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Department of History
B. A. II 2024-25
FOR TWO CREDITS: Total Marks: 40

- | | |
|--|-----------------|
| Q. 1. Choose correct answer from the given alternatives | 10 Marks |
| Q. 2. Write short notes (any 2 from 4) | 10Mark |
| Q. 3 Write short answers (any 2 from 4) | 10 Mark |
| Q.4 Broad Question (any 1 from 2) | 10 Mark |

Note: Question Paper should cover all the units in the syllabus.