

AC – 20/05/2025
Item No. – 5.51 (N) Sem III & IV
(3) (a,b)

As Per NEP 2020

University of Mumbai



Syllabus for Minor Vertical 2

Faculty of Humanities

Board of Studies in History

Second Year Programme in Minor (Specify Subject)

Semester

III

Title of Paper

Sem.

Total Credits 4

I) Temple in Medieval India

III

4

Title of Paper

Credits

I) History of Marginalized Communities in India

IV

4

From the Academic Year

2025-26

Sem. - III

Syllabus
B.A. (History) 4C
(Sem.- III)

Title of Paper: Temple in Medieval India

Sr. No.	Heading	Particulars
1	Description the course:	The course "Temple in Medieval India" explores the architectural, religious, and socio-political significance of temples from 1000 to 1707 CE. It examines major temple styles, including Nagara, Dravida, and Vesara, and their regional variations. The course analyzes temple patronage by dynasties such as the Cholas, Rajputs, and Vijayanagara rulers, alongside the impact of Islamic invasions on temple traditions. Themes include temple rituals, iconography, and their role as centers of economic and social activity. It also discusses temple desecration, reconstruction, and the continuing legacy of medieval temples in shaping cultural and religious identities in India.
2	Vertical :	Minor
3	Type :	Theory
4	Credit:	4 credits (1 credit = 15 Hours in a semester)
5	Hours Allotted :	60 Hours
6	Marks Allotted:	100 Marks
7	Course Objectives:	1. To understand the philosophical and historical Concept of a Temple and to explore the historical development of temple architecture 2. To understand Nagara and Dravida styles as well as regional variations that developed in Maharashtra and Madhya Pradesh 3. To acquaint the students with important examples of the major temple styles and Basic Elements of Iconography 4. To study the temple as a cause and effect of Social, Cultural and Economic changes
8	Course Outcomes:	1. To understand the concept and development of temple in medieval India 2. To acquaint with the major architectural temple styles with important examples 3. To gain basic knowledge about the iconography 4. To understand role of temple as a cause and effect of Social, Cultural and Economic changes
9	(This Course is also applicable to the students of the Institute of Distance & Open Learning (IDOL) of the University of Mumbai)	

	Name of the Course Temple in Medieval India Module 1: Introduction to Temple Architecture a) Concept of the Temple b) Historical development of Temple: From Rock cut to Structural c) Nagara and Dravida Module 2: Regional Development a) Vesara and Bhumija Temples b) Chandela and Kalinga Temples b) Chola Temples Module 3: Basic Elements of Iconography a) Shaiva Iconography b) Vaishnava Iconography c) South Indian Bronze statues Module 4: Social, Cultural and Economic Context a) Patronage System b) Land Grants and Feudalism c) Religious and Cultural Traditions
10	Text Books: 1. Dhaky M. A. (2000), <i>Temples of India: Architecture and Iconography</i>, Vikas Publishing House, New Delhi. 2. Jain V.K (2005), <i>Temples of India</i>, Konark, Publishers, New Delhi. 3. Shankar Ghosh (1989), <i>Art and Architecture of the Indian Subcontinent</i>, Abhinav Publications, New Delhi. 4. Sivaramamurti C. (1972), <i>Art and Iconography of the Hindu Temple</i>, Lalit Kala Akademi, New Delhi. 5. Vikramaditya Prakash (2006), <i>Temples of Medieval India</i>, Orient Longman, New Delhi. 6. Tomlinson J. M. S. (2010), <i>Medieval Indian Temples: Construction and Architecture</i>, Cambridge University Press, Cambridge.
11	Reference Books: 1. Basham A.L. (1989), <i>The Wonder That Was India</i>, Picador, London. 2. Champakalakshmi R. (2003), <i>The Hindu Temple and Society</i>, Oxford University Press, New Delhi. 3. Fergusson James (1876), <i>History of Indian and Eastern Architecture</i>, John Murray, London. 4. Goswamy B.N. (2007), <i>The Arts of India</i>, Abhinav Publications, New Delhi. 5. George Michell (1995), <i>The Hindu Temple: An Introduction to Its Meaning and Forms</i>, University of Chicago Press, Chicago. 6. Hardy Adam (2007), <i>The Temple Architecture of India</i>, Wiley-Blackwell, Chichester. 7. Jain V.K (2005), <i>Temples of India</i>, Konark, Publishers, New Delhi. 8. Michael W. Meister (1990), <i>The Hindu Temple: Volume 1: An Introduction to Its Meaning and Forms</i>, University of Chicago Press, Chicago. 9. Nagaraja Rao M.S. (2015), <i>Temples of the Vijayanagara Empire</i>, APH Publishing, New Delhi. 10. Nagaswamy R. (1996), <i>Temples of Tamil Nadu</i>, Bharatiya Vidya Bhavan, Mumbai. 11. Majumdar R.C. (1970), <i>History of Ancient India</i>, Bharatiya Vidya Bhavan, Mumbai. 12. Percy Brown (1981), <i>Indian Architecture: Buddhist and Hindu Periods</i>, D. B. Taraporevala Sons, Bombay. 13. Rea A. (1912), <i>Chalukyan Architecture</i>, Government Press, Madras.

14. Stella Kramrisch (1946), *The Hindu Temple: Its Meaning and Forms*, Motilal Banarsidass, Delhi.
15. Soundara Rajan K.V. (1975), *Indian Temple Styles: The Personality of Hindu Architecture*, Munshiram Manoharlal Publishers, New Delhi.

Marathi Books:

१. राजवाडे, वि. के. (1994), *मध्यकालीन भारतीय मंदिर*, महाराष्ट्र ग्रंथ निर्मिती मंडळ, पुणे.
२. अग्रवाल, जी. जी. (1986), *भारतीय मंदिरांचा इतिहास*, पुणे विद्यार्थी गृह प्रकाशन, पुणे.
३. रानडे, म. स. (1968), *भारतीय मंदिर रचना*, खरे पब्लिकेशन, पुणे.
४. भिडे, शंकर जी. (2003), *मध्यकालीन मंदिर कल्पनांचा अभ्यास*, विद्यार्थी गृह प्रकाशन, पुणे.
५. आर. आर. मांकेकर (1970), *भारतीय मंदिर स्थापना शिल्प*, साहित्य मंडळ, पुणे.
६. गजरे, एच. बी. व्ही. (2009), *मध्यकालीन मंदिर आणि सामाजिक संघटन*, ग्रंथ शिल्पी प्रकाशन, पुणे.
७. जोशी, एम. डी. (2015), *मध्यकालीन मंदिर रचना: सामाजिक आणि सांस्कृतिक दृष्टिकोन*, ज्ञान प्रकाशन, मुंबई.
८. कुलकर्णी, टी. आर. (2000), *मराठ्यांचे मंदिर: रचनात्मक आणि सांस्कृतिक प्रभाव*, शुभम प्रकाशन, पुणे.
९. चव्हाण, एस. एस. (2011), *मध्यकालीन भारतीय मंदिर प्रश्न*, राजहंस प्रकाशन, पुणे.
१०. टिळक, वि. एन. (1982), *मंदिर आणि संस्कृती: मध्यकालीन इंडिया*, शुभदा प्रकाशन, पुणे.

12	Internal Continuous Assessment: 40%	External, Semester End Examination 60% Individual Passing in Internal and External Examination
13	Continuous Evaluation through: Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.(at least 3)	

S.Y.B.A
(Sem.- IV)
Minor

Syllabus

S.Y.B.A (Sem.- IV) Minor 4C

Title of Paper: History of Marginalized Communities in India

Sr. No.	Heading	Particulars
1	Description the course:	The course "History of Marginalized Communities in India" examines the historical experiences of socially, economically, and politically marginalized groups, including Dalits, Adivasis, women, nomadic tribes, and other oppressed communities. It explores their struggles, resistance movements, and contributions to Indian history. The course analyzes colonial policies, caste-based discrimination, social reform movements, and the impact of modern legal frameworks. Special focus is given to Bhakti and anti-caste movements, Dalit Panthers, tribal uprisings, and gender justice. By studying historical injustices and contemporary challenges, students will develop a deeper understanding of social exclusion, identity formation, and the ongoing quest for equality in India.
2	Vertical :	Minor
3	Type :	Theory
4	Credit:	4 credits
5	Hours Allotted :	60 Hours
6	Marks Allotted:	100 Marks
7	Course Objectives:	1.To develop an understanding of marginalized communities in India by exploring the concepts of <i>Varna</i>, <i>Jati</i>, and <i>Caste</i>, the notion of tribes, and their socio-economic and political implications. 2. To analyze the dynamics of religiously marginalized communities, the interplay between religious diversity and social cohesion, and its impact on societal structures. 3. To study the contributions of leaders in India, alongside tribal leaders and mass movements, against systemic discrimination and land alienation. 4. To assess the role of post-independence movements, government initiatives, and policies aimed at addressing the challenges faced by marginalized communities, while highlighting the significance of studying religious and cultural diversity.
8	Course Outcomes:	1: Students will understand to the issues of marginalized communities of various region and their expression in in historical narratives. 2: Students will Analyze the relationship between mainstream and marginal communities in India. 3: Students will Examine the historical evolution of discourses of marginality in Indian history. 4: Students will Evaluate the place of marginal communities in the colonial and pre-colonial state. sensibility towards the integrity of Indian nation as well as the world order.

9	Modules: - Module 1: Historical Background a) Understanding of Marginalized Communities in India b) Concept of Varna, Jati & Caste, Tribe and Nomads in India c) Religious Marginalized Communities Module 2: Colonial India a) Land revenue and alienation b) Tribal leaders and mass movements; Forest Acts c) Impact of Religious Diversity on social cohesion Module 3: Dalit Assertion in British India a) Mahatma Jyotirao Phule b) Dr. Babasaheb Ambedkar c) Discrimination and Migration Module 4: Independence and post-Independence India: impact on Social Unity a) Constitutional safeguards b) Post independence leaders and movements c) Government policies and Initiatives for Marginalized Communities in India
10	Text Books: 1. Ansari, Iqbal, A (1998), <i>Human Rights in India Some Issues</i>, Published by Institute of Objective Studies, New Deli 2. Aston, N. M. (2001), <i>Literature of Marginality: Dalit Literature and African-American Literature</i>, New Delhi: Prestige. 3. Babu B. V., Kusuma Y.S. (2007), <i>Tribal Health Problems; Some Social Science Perspectives</i> in Mohammad Akram (ed.) <i>Health Dynamics and Marginalized communities</i>, , Rawat Publication, India 4. Kundu, Apurba K (2014), <i>Gender and Social Exclusion: A Study of Muslim Women in India</i>, International Journal of Social Economics.
11	Reference Books: 1. Aloysius, G. (1998), <i>Religion as Emancipatory Identity: A Buddhist Movement among the Tamils under Colonialism</i>, New Delhi: New Age International Publishers. 2. Aloysius, G. (2004), (eds). <i>No Freedom with Caste: The Menace of Hindu Imperialism</i>, Delhi: Media House. 3. Barry, Peter (2004), <i>Beginning Theory</i>, Manchester University Press, Manchester. 4. Bhattacharya, A. (Year NA), <i>Rural Women in India: The Invisible Life Line of Rural Community</i>, Department of Pol. Science, Bhairab Ganguly College, Kolkata. 5. Borah, Surajit; Purohit, Brijesh C (2015), <i>Scheduled Tribes and Their Livelihood Strategies in Contemporary India: A Review</i>, South Asian Survey. 6. Chandrima Chatterjee and Gunjan Sheoran, (2007), <i>Vulnerable groups in India</i>, The Centre for Enquiry into Health and Allied Themes (CEHAT), Mumbai. 7. Chatterjee, S. (2014), <i>Politics of Communalism in India</i>, Cambridge University Press 8. Chaturvedi, S. (2016), <i>Empowerment of Marginalized Section (Women, Dalit, Tribal) and their Participation</i>, The World Journal of Juristic Polity. 9. Chiranhivi, (1999), Nirmal J., <i>Human Rights in India, Historical Social and Political Perspectives</i>, Published by Oxford University Press, New Delhi

10. Gail, O. (1976), *Cultural Revolt in Colonial Society, the Non- Brahman Movement in Western India*, Bombay: Scientific and Socialist Trust.
11. Gail, O. (1994), *Dalit and Democratic Revolution*, New Delhi: Sage Publication
12. George Ritzer (2007), *The Blackwell encyclopedia of sociology*, 2nd ed., Blackwell Publishing, USA.
13. Geraldine Forbes, Caged Tigers, (2005), *First wave Faminists in India, in Colonial India* by Geraldine Forbes, NewDelhi: Chronicles Books, 12 (11-27)
14. Government of India. (2015), *Protection of Civil Rights Act, 1955*, Ministry of Social Justice and Empowerment.
15. Guha, R. (2000), *Subaltern Studies: A Subaltern Studies Reader, 1986-1995*. New Delhi: Oxford University Press.
16. Judge, Paramjit S (Ed) (2013), *Towards Sociology of Dalits*, Reading in Indian Sociology Thought, Sage, New Delhi.
17. Lal Dena, (2014), *Historical Perspectives of the process of Marginalization: A Study of the hill people's experience in Manipur*
18. Leonard, P. (1984), *Personality and ideology: Towards a materialist understanding of the individual*, London: Macmillan.
19. Malik S., *Marginalization of Women In Indian Culture: From Historical Perspective*, History Research Journal, ISSN: 0976-5425 Vol-5-Issue-6-November-December- 2019
20. Murshed. Marlsoob (ed.) (2002), *Globalization, Marginalization, and Development*, London, New York: Routledge.
21. Ooman, T. K. (2001), *Understanding Indian Society, The relevance from perspective below*, Occasional Paper Series 4, Department of Sociology, University of Pune.
22. Nagda, B.L (2007), *Demographic determinants of Tribal Health in Rajasthan*, Mohammad Akram (ed.) "Health Dynamics and Marginalized communities", Rawat publications.
23. Pranay G. Lal and Byword (2005), *Report of the National Commission on Macroeconomics and Health*, Ministry of Health and Family Welfare, Government of India,
24. Ratna, S. (2014), *Interfaith Initiatives for Social Cohesion in India*, Journal of Interreligious Studies.
25. Vampeny, Sebastian, (2003), *Minorities in Contemporary India*, New Delhi, Kanishka Publishers, New Delhi

Marathi Book:

१. धनागरे, द. ना., (२००५), *संकल्पनांचे विश्व आणि सामाजिक वास्तव*, पुणे.
२. पाण्डेय, बालेश्वर; पाण्डेय, तेजस्कर, (२०१८), *सामाजिक सामूहिक सेवाकार्य*, जयपूर.
३. मोहंती, प्रसन्न के., (२०१८), *शहरे आणि सार्वजनिक धोरण : भारतीय शहरी प्राधान्यक्रम*, नवी दिल्ली.
४. शाह, घनश्याम, (२०१०), *भारतातील सामाजिक चळवळी*, पुणे.
५. सुमंत, यशवंत, (२०१२), *भारतीय लोकशाहीचे चर्चाविश्व : काही निरीक्षणे*, पुणे.

Hindi Book:

१. सिंह राहुल, (२०२५) *जनजातीय नवजागरण (औपनिवेशीकरण के विरुद्ध आदिवासी चेतना, प्रतिरोध और परिवर्तन)*, राजकमल प्रकाशन, दिल्ली.

12	Internal Continuous Assessment: 40%	External, Semester End Examination 60% Individual Passing in Internal and External Examination
13	Continuous Evaluation through: Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.(at least 3)	

QUESTION PAPER PATTERN

(External and Internal)

(External and Internal)

The performance of the learners will be evaluated in two Components. One component will be the Internal Assessment component carrying 40 marks and the second component will be the Semester-wise End Examination component carrying 60 marks. The allocation of marks for the Internal Assessment and Semester End Examinations will be as shown below:

Question Paper Pattern

For 4 Credit Courses

A) External Assessment 60 Marks

Marks: 60

Duration: 2 Hrs.

Question No	Particular	Marks
Q-1	Attempt Any 2 out of 3 A. (Based on Unit I) B. (Based on Unit I) C. (Based on Unit I)	15 Marks
Q-2	Attempt Any 2 out of 3 A. (Based on Unit II) B. (Based on Unit II) C. (Based on Unit II)	15 Marks
Q-3	Attempt Any 2 out of 3 A. (Based on Unit III) B. (Based on Unit III) C. (Based on Unit III)	15 Marks
Q-4	Attempt Any 2 out of 3 A. (Based on Unit IV) B. (Based on Unit IV) C. (Based on Unit IV)	15 Marks

B) Internal Assessment: 40 marks (Internal Assessment- without Practical Courses)

Sr.No.	Particular		Marks
01	One periodical class test / online examination is to be conducted in the given semester		20 Marks
02	One Project with a presentation based on curriculum to be assessed by the teacher concerned		10 Marks
	Presentation	05 Marks	
	Written Document	05 Marks	
03	Active participation in routine class instructional deliveries and overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic activities		10 Marks

For 2 Credit Courses**A. External Assessment 30 Marks****Marks: 30****Duration: 1 Hrs.**

Question No	Particular	Marks
Q-1	Attempt Any 2 out of 3 A. (Based on Unit I) B. (Based on Unit I)	10 Marks
Q-2	Attempt Any 2 out of 3 A. (Based on Unit II) B. (Based on Unit II)	10 Marks
Q-3	Attempt Any 2 out of 3 A. (Based on Unit III) B. (Based on Unit III)	10 Marks

B. Internal Assessment: 20 marks (Internal Assessment- without Practical Courses)

Sr. No.	Particular	Marks
01	One periodical class test / online examination is to be conducted in the given semester	10 Marks
02	One Project with a presentation based on curriculum to be assessed by the teacher concerned	10 Marks
	Presentation	05 Marks
	Written Document	05 Marks

Letter Grades and Grade Points:

Semester GPA/ Programme CGPA Semester/ Programme	% of Marks	Alpha-Sign/ Letter Grade Result	Grading Point
9.00 - 10.00	90.0 - 100	O (Outstanding)	10
8.00 - < 9.00	80.0 - < 90.0	A+ (Excellent)	9
7.00 - < 8.00	70.0 - < 80.0	A (Very Good)	8
6.00 - < 7.00	60.0 - < 70.0	B+ (Good)	7
5.50 - < 6.00	55.0 - < 60.0	B (Above Average)	6
5.00 - < 5.50	50.0 - < 55.0	C (Average)	5
4.00 - < 5.00	40.0 - < 50.0	P (Pass)	4
Below 4.00	Below 40.0	F (Fail)	0
Ab (Absent)	-	Ab (Absent)	0

Sd/-

Sd/-

Sd/-

Sd/-

Sign of the BOS Chairman Dr Narayan Bhosale Board of Studies in History	Sign of the Offg. Prof. Manisha Karne Associate Dean Faculty of Humanities	Sign of the Offg. Dr. Suchitra Naik Associate Dean Faculty of Humanities	Sign of the Offg. Dr Anil Singh Dean Faculty of Humanities
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