



Rashtrasant Tukadoji Maharaj Nagpur University
Post Graduation Program in Dr. Ambedkar Thought

राष्ट्रसंत तुकडोजी महाराज नागपूर विद्यापीठ
स्नातकोत्तर डॉ. आंबेडकर विचारधारा

Post Graduate Program in Dr. Ambedkar Thought
Under The Faculty of Humanities

एम. ए. (डॉ. आंबेडकर विचारधारा) अभ्यासक्रम

Syllabus For M. A. (Dr. Ambedkar Thought)

(Part - I & Part - II)

Under CBCS Scheme (NEP)

(With Effective From Academic Year 2023-2024)

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POST GRADUATE PROGRAM IN AMBEDKAR THOUGHT

Rashtrasant Tukadoji Maharaj Nagpur University,

Nagpur

M.A. (Dr. AMBEDKAR THOUGHT)

(w.e.f. Academic Year : 2023-2024)

Year (2 Yr PG)	Level	Sem. (2Yr)	Major		RM	OJT/ FP	RP	Cum. Cr.	Degree	
			Mandatory	Electives						
I	6.0	Sem. I	3 courses X 4 credits =12	1 course X 4	1 course X 4				PG Diploma	
			1 courses X 2 credits =02	Credits= 04	credits =04					
			12+02=14	04	04			22		
		Sem. II	3 courses X 4 credits =12	1 course X 4		1 course X 4				After 03 Years Degree
			1 courses X 2 credits =02	credits =04		credits =04				
			12+02=14	04	-	04		22		
		Cumulative Credit for PG Diploma			28	08	04	04		44

Exit Option : PG Diploma (20 Credits) after Three Year UG Degree								
II	6.5	Sem. III	3 courses X 4 credits =12	1 course X 4 credits =04			1 course X 4 credits =04	PG Degree After 03 Years UG Or PG Degree after 4 Years UG
			1 courses X 2 credits =02					
			12+02=14	04			04 22	
		Sem. IV	3 courses X 4 credits =12	1 course X 4 credits =04			1 course X 6 credits =06	
			12+00=12	04			06 22	
Cumulative Credit for 01 Year PG Degree			26	08			10 44	
Cumulative Credit for 02 Year PG Degree			54	16	04	04	10 88	
2 Years - 4 semester (88 Credits) after Three Year UG Degree or 01 Year: 2 Semester PG Degree (44 Credits) after Four Year UG Degree								
	8.0		Course Work.Min. 12(3X4)	Training in Teaching / Education / Pedagogy: 4		16+ Ph. D. Work	Ph. D. in Subject	

Department of Dr. Ambedkar Thought Post Graduate Courses

Under Choice Based Credit System (CBCS)

Summary of Distribution of Credits

Type of Course	Sem.I	Sem.II	Sem.III	Sem.IV
(Major) Mandatory	14	14	14	12
(Major) Electives	04	04	04	04
RM	04			
OJT / FP		04		
RP			04	06
Total Credits	22	22	22	22
Total Credits = 88				

Semester	(A) Major Mandatory			(B)Major Electives			RM	OJT/F P	RP		Total Credits
	No. of Courses	Credits (T/P)	Total Credits	No. of Courses	Credits (T/P)	Total Credits	No. of Courses			Total Credit	(A+B+C+D)
I	3*4 1*2	12 2	14	01	04	04	01			04	22
II	3*4 1*2	12 2	14	01	04	04		01		04	22
III	3*4 1*2	12 2	14	01	04	04			01	04	22
IV	3*4	12	12	01	04	04			01	06	22
Total										88	

Faculty of Humanities Post Graduate Courses

Under Choice Based Credit System (CBCS)

Summary of Distribution of Credits under CBCS for P.G. (w.e.f. 2023-2024)

Type of Course	Sem. I	Sem. II	Sem. III	Sem. IV
Mandatory	14	14	14	12
Electives	04	04	04	04
Research Methodology	04	--	--	--
On Job Training / Field Project	--	04	--	--
Research Project	--	--	04	06
Total Credit	22	22	22	22
Total Credits = 88				

Subject Type	Mandatory	Elective	Research Methodology	OJT/ Field Project	Research Project	Cumulative Credit
Credits	54	16	04	04	10	88

Faculty of Humanities Post Graduate Courses
Under Choice Based Credit System (CBCS)
Semester-wise Course Structure of M. A. Dr. Ambedkar Thought
(w.e.f. 2023-24)

SEMESTER- I

Course	Course Type	Course Title	Teaching Hours per Week	Marks 100		Minimum Passing Marks	Credits
				Theory	Internal	Combined	
MAAT1T1	Mandatory	Sociologist Dr. Ambedkar	4	80	20	40	4
MAAT1T2	Mandatory	Economic System & Economic Development	4	80	20	40	4
MAAT1T3	Mandatory	Dr. Ambedkar on Literature	4	80	20	40	4
MAAT1T4	Mandatory	Life and Mission of Dr. Ambedkar	2	40	10	20	2
MAAT1TE5 (A)	Elective (Select Any One)	Pre-Ambedkar Social & Cultural movement	4	80	20	40	4
MAAT1TE5 (B)		Dr. Ambedkar's Views on Ancient Education to British Period					
MAAT1TE5 (C)		Dr. Ambedkar and Gender Issue					
MAAT1T6	Mandatory	Research Methodology	4	80	20	40	4
Total Credits For Semester – I : 22				550			22

SEMESTER- II

Course	Course Type	Course Title	Teaching Hours Per Week	Marks 100		Minimum Passing Marks 40%	Credits
				Theor y	Inter nal		
MAAT2T1	Mandatory	Constitutional Thought of Dr. Ambedkar	4	80	20	40	4
MAAT2T2	Mandatory	Post-Ambedkar Movement	4	80	20	40	4
MAAT2T3	Mandatory	Impact of Dr. Ambedkar on Literature	4	80	20	40	4
MAAT2T4	Mandatory	Economic Thought of Dr. Ambedkar	2	40	10	20	2
MAAT2TE5 (A)	Elective (Select Any One)	Women Empowerment in Modern Period	4	80	20	40	4
MAAT2TE5 (B)		Educational thought of Dr. Ambedkar					
MAAT2TE5 (C)		Caste Discrimination and Policies					
MAAT2OJT6	OJT / FP (Select Any One)	(On Job Training) / (Field Project)	4	80	20	40	4
Total Credits For Semester – II : 22				550			22

SEMESTER- III

Course	Course Type	Course Title	Teaching Hours Per Week	Marks 100		Minimum Passing Marks	Credits
				Theory	Internal	Combined	
MAAT3T1	Mandatory	Dr. Ambedkar on Nation, Nationalism & Democracy	4	80	20	40	4
MAAT3T2	Mandatory	Dr. Ambedkar's Religious Thought	4	80	20	40	4
MAAT3T3	Mandatory	Dr. Ambedkar on Political Representation & Social & Religious Minorities	4	80	20	40	4
MAAT3T4	Mandatory	Dr. Ambedkar's concept of Constitutional Protections	2	40	10	20	2
MAAT3TE5 (A)	Elective (Select Any One)	Dr. Ambedkar's Thought on History	4	80	20	40	4
MAAT3TE5 (B)		Journalist Dr. Ambedkar					
MAAT3TE5 (C)		Philosopher Dr. Ambedkar					
MAAT3PR6	RP	Research Project	4	80	20	40	4
Total Credits For Semester – III : 22				550			22

SEMESTER- IV

Course	Course Type	Course Title	Teaching Hours Per Week	Marks 100		Minimum Passing Marks	Credits
				Theory	Internal	Combined	
MAAT4T1	Mandatory	Political Thought of Dr. Ambedkar	4	80	20	40	4
MAAT4T2	Mandatory	Dr. Ambedkar's Thought on Buddhism	4	80	20	40	4
MAAT4T3	Mandatory	Dr. Ambedkar's Strategies of Economic Development & Policies	4	80	20	40	4
MAAT4TE4 (A)	Elective (Select Any One)	Dr. Ambedkar and Human Rights	4	80	20	40	4
MAAT4TE4 (B)		Dr. Ambedkar on India's Defence & Foreign policy					
MAAT4TE4 (C)		Dr. Ambedkar on Partition of India					
MAAT4RP5	RP	Research Project	6	120	30	60	6
Total Credits For Semester – IV : 22				550			22

Program at a Glance

Name of the program (Degree)	: M. A. (Dr. Ambedkar Thought)
Faculty	: Humanities
Duration of the Program	: Two years (four semesters)
Medium of Instruction and Examination	: Marathi, English , Hindi
Exam Pattern continuous	: 80 : 20 (80 Theory and 20 marks internal assessment)
Passing standards	: 40% in each Course (Internal + Theory Together)
Evaluation mode	: CGPA

About Course

The Course contents of the program in M. A. Dr. Ambedkar Thought carries the research critiques and literary essays have generated methodological parameter and approaches and added to the existing knowledge in the subject of Social, Economic, political, religious and Constitutional thought of Dr. Ambedkar. Which will stand useful for creating scientific temperament and developing humanistic society for the present and upcoming generations to cope with the changing world etc. Rare combination to academic and administrative excellence is a major strength of the Department.

Students will acquire various skills in the field of linguistic practice. His communicative, efficient and practical personality will develop. So this course is designed in such a way that he will be able to do business or get employment.

➤ CREDIT AND COURSE DISTRIBUTION STRUCTURE

1. The M.A. programme is designed as Choice Based Credit System (CBCS) within the Credit Based Semester System (CBSS) vide Government of Maharashtra, Department of Higher and Technical Education Department G.R.No. NEP-22/CR No. 09/VISHI-3 shikana dt. April 20, 2023, to be brought into effect from the academic year 2023-24.
2. The new syllabus is designed as per the Semester Pattern with Continuous Internal Evaluation (CIE) Schema.
3. The entire course is full time of Two Academic years duration consisting of four semesters.
4. The student will have to complete a total of 22 credits per semester.
5. The student will have to complete a total of 88 credits in the entire programme in four semesters.
6. The Courses are divided into Mandatory, Electives, Research Methodology (RMP), On Job Training (OJT), Field Project (FP), and Research Project (RP).
 - **Mandatory courses** are compulsory courses.
 - **Electives** are elective courses from which the students have the choice to select a course of their choice.
 - **Research Methodology (RM)** is a compulsory course the student have to undertake in first semester.
 - **On Job Training (OJT)** is a credited course in which the student will have to choose between internship/apprenticeship and Field Project
 - **Research Project (RP)** is a credited course in third and fourth semester in which the student will have to conduct extensive research in the area of study and submit a research project.
7. Each semester the students are required to earn 22 credits.

8. In semester one there will be three mandatory courses of 4 credits each and one mandatory courses of 2 credits .
9. Out of the three elective courses in each semester the student will have to select one elective course per semester which will be of 4 credits.
10. In semester one Research methodology will be mandatory course.
11. In semester two the students will have to apart from the mandatory and elective course choose any one option between On Job training (OJT) and Field Project.
12. Again the student has the option to choose between internship or apprenticeship if they select the option of OJT
13. Internship/ Apprenticeship or Field project in second semester will have to be completed during the summer vacation. The internship/apprenticeship will be of **120 hours**. The student will have to undertake the internship in the subsequent week after the completion of his/her theory examination. The internship/ apprenticeship must be completed within **four to six weeks** of its commencement.
14. The students must confirm their internship/apprenticeship with the letter of confirmation from the organization two weeks before the end term examination.
15. In semester three and four apart from the mandatory and elective courses, the student has to undertake research Project (RP) which will be of four and six credits respectively.
16. The system is based upon continuous internal evaluation and a written and descriptive examination with a 20/80 component. 20 Marks are allotted for internal and continuous evaluation and 80 marks for end term examination for 4 credit courses. For courses with two credits the internal evaluation will be from 10 marks and the end semester written examination evaluation will be from 40 marks.

17. The student will have to secure minimum 40 marks cumulatively for passing the course. The internal evaluations of 20/20 marks are divided into class room activity, seminar, term paper, viva and mid-term examination. The respective teachers can also use other methods of evaluation like survey, report writing, book reviews, etc., as part of internal evaluation.
18. The end term examination of 80 Marks will be of descriptive nature conducted by the department at the end of the semester for courses have 4 credits.
19. For courses having 2 credits, the end semester examination will be conducted of 40 Marks.
20. The entire course will be of 2200 marks.

Note: Please refer the semester wise distribution of credits and courses of all the semesters in the tables provided above.

➤ PG DIPLOMA AND EXIT OPTION

A student will be eligible after a three-year UG degree for the award of a PG Diploma in Dr. Ambedkar Thought after he has successfully earned 44 credits after completion of the first year PG including the first and the second semester.

This provision will come into effect only after the notification of the university to adopt the 1-year PG diploma programme.

Similarly, the student will be eligible for One year two semester PG degree after the completion of 44 credits after the four-year UG degree. The student with four-year UG degree will be directly admitted to the second year PG programme. This provision too will come into effect after the notification of the university for the same

➤ ELIGIBILITY

1. Admission and Promotion:

1. Students who have passed Post-Standard XII or post-HSSC, 3 year or 5 years' degree course in any discipline from a UGC recognized statutory University/ Institute in India or Abroad are eligible for admission in the 1st Semester.
2. For admission to III semester the student must have earned 80% of the total credits (rounded off to nearest lower integer) of immediate last year (ie., I and II semester put together) failing which he/she shall not be eligible for admission to III semester.
3. The eligibility will however be subject to the fulfillment of other eligibility conditions and rules of admission laid down by the RTM Nagpur University as in force.
4. The course is open for regular, full time students only.
5. The One-year PG Diploma at the end of the first year of the PG course with an exit option for the students who have completed 3 years UG programme will come into effect in and as per the notification of the university.
6. Similarly admission to second year M.A. programme for four years UG passed students will also come into effect in and as per the notification of the university.
7. Rest of the eligibility criteria will be governed by various rules, ordinances, etc., issued by the university from time to time.

➤ DATE OF COMMENCEMENT AND ACADEMIC YEAR

1. Two consecutive (one odd+ one even) semesters constitutes one Academic year.
2. New syllabus will come into force from the academic year 2023-24 for M.A. Semesters I and II.

> INCENTIVE CREDITS (AS PER UNIVERSITY DIRECTION NO. 15 OF 2023) :

The students can earn extra incentive credits participating in conferences/NCC/NSS/Games & Sports/Cultural Activities/ Technical competitions/ innovation competition at University/ State/ National/ International level and other activities prescribed in the following table-

Various components for calculating the marks out of 100 are as below:

SN	Components of marks	Marks
1	Online certificate course of min 3 credits offered by MOOCs /SWAYAM-NPTEL/other platforms approved by Academic council(Scored $\geq 80\%$/ Successfully Passed)	100/50
2	Research/innovation competitions organized by institute of repute/Govt. of India/Professional bodies. (Winner/Participated)	100/50
3	Patent granted/published/filed jointly with Department	100/70/40
4	Research paper accepted for publication in indexed journal/UGC approved journals (Marks will be distributed amongst authors)	100/50
5	Inter Collegiate University Level Competitions (Winner/Participation)	100/50
6	All office bearers of College Clubs/ Departmental Association	40
7	Participation in Inter-University/National level competitions	100
8	Participation in NSS/NCC Activities	50
9	Organization of Co-curricular & extra-curricular activities	40
10	Completion of Swachchha Bharat Abhiyan Internship	100
11	Working on Industry based final year Project	80

➤ PATTERN OF EVALUATION, EXAMINATION AND QUESTION PAPER

Students will be evaluated in the following manner.

A. Written Examination

1. There will be written examination of descriptive type for each course at the end of every semester.
2. Each Course of 4 credits will be having an examination of 80 marks of 3-hours duration.
3. Courses having 2 credits will be evaluated out of 30 marks in the end semester examination of one and half hour duration.
4. For four credited courses the question paper will consist of four questions with internal choices and one without choice. The fifth question will be common from all units. Students will have to answer all the five questions. Each question will carry 12 marks.
5. For two credited courses the question paper will consist of two questions with internal choices and one without choice. The third question will be common from all the units. Students will have to answer all the three questions. Two question will carry 12 marks each and the third question will carry 6 marks.
6. Evaluation of OJT will be made out of 100 marks on the basis of internship/apprenticeship certificate received of completion of minimum 120 hours, written report submitted to the department of the same, presentation of the report and viva-voce. The internship certificate along with the written report will carry 80% weightage and presentation and viva-voce will carry 20% weightage. Internship/apprenticeship will be completed during the summer vacation and will commence one week subsequently ending end semester examination within 4 to 6 weeks.
7. Evaluation of the field project will be made out of 100 marks on the basis of field survey carried out, submission of report, presentation of the report and viva-voce. The field survey and report submission will carry 80%

weightage and presentation and viva-voce will carry 20% weightage. **The field project will be based upon the following criteria**

- a. Chapter outlining the introduction to the research problem, aim and objects of the research, research questions, methodology and literature survey of at least 10 books and journal articles.
- b. Field survey findings and analysis.
- c. Conclusion and recommendation if any
- d. Detailed list of references and final bibliography.
- e. Schedules including questionnaire, and other reference document related to the study.

8. Evaluation of Research Project will be made out of 100 marks in the third semester and 150 marks in the 4th semester.

9. In the third semester the candidate will be evaluated out of 100 Marks on the basis of research proposal submitted to the department, presentation of the proposal and viva-voce. The research proposal will carry 80% weightage and presentation and viva-voce will carry 20% weightage. **The research proposal which will be based upon the following criteria:**

- a. formulation of problem, aim and objectives and research questions
- b. literature survey of at least 10 books or journal articles.
- c. pilot survey and formulation of the questionnaire if field project.
- d. collection of secondary data if library-based project.
- e. Formulation of a methodology.
- f. Tentative bibliography.

10. in the fourth semester the candidate will be evaluated out of 150 marks on the basis of research project report submitted to the department, presentation and viva-voce. The research Project Report will carry 80% weightage (120 Marks) and presentation and viva-voce will carry 20% weightage (30 Marks). **The research project report will be submitted taking into consideration the following criteria.**

- a. Chapter outlining the introduction to the research problem, aim and objects of the research, research questions, methodology and literature

- survey of at least 15 books and journal articles. b. Field survey findings and analysis if field survey.
- c. Secondary data analysis if library survey.
- d. Conclusion and recommendation if any
- e. Detailed list of references and final bibliography.
- f. Schedules including questionnaire, and other reference document related to the study.

B. Internal Evaluation

1. There will be internal evaluation of each student in each Course.
2. Internal evaluation will be of 20 Marks for four credited courses and 20 marks for two credited courses. It will include assignments (this can include research paper writing, book reviews, survey, project, study tour, seminar presentation, class room participation and viva-voce, etc.)
3. The teacher concerned will decide the task to be given to the students and will also evaluate the performance of the student.
4. Internal Assessment will also consist of viva-voce and participation in class room.
5. There will be a mid-term examination covering at least 20% of the syllabus of 20 marks. The midterm examination can be conducted as descriptive or in an objective (multiple choice questions) form.
5. Viva will be conducted jointly by the faculty of the department or teachers concerned.
6. The evaluation of the field project and research project will be made internally by the teacher in charge and presentation will be evaluated by at least two teachers including the internal evaluator.
7. Teachers having qualified M.Phil or Ph.D degree will be eligible to guide the students for field projects and research projects.

C. MINIMUM STANDARD OF PASSING (R17.1)

1. The minimum standard of passing is 40% cumulatively i.e., internal and end term taken together in theory papers and submission of certificate, written report and viva-voce where ever applicable taken together.
2. A student is compulsorily required to be present in internal evaluation and end semester examination.

D. GRADE POINT SYSTEM

Grade Point System (as per university direction no. 15 of 2023 (R.17))

Sr. No.	Letter	Grade Point	Range of Marks	Performance
1	O	10	Above 90% to 100%	Outstanding
2	A+	9	Above 80% to 90%	Excellent
3	A	8	Above 70% to 80%	Very Good
4	B+	7	Above 60% to 70%	Good
5	B	6	Above 40% to 60%	Pass
6	F	0	Below 40	Fail
7	AB	0	Absent	Absent

Note: Norms not covered under the above will be governed by the UGC directions and rules from time to time.

Program Outcomes (POs) for M. A. Dr. Ambedkar Thought Program:

After completing the program, the students will be able to :

PO No.	PO	Cognitive Level
1	Student will become capable to know ,understand and analysis Dr. Ambedkar Thought in true sense in present context	3
2	Student will a come across the nationalist thought of Dr. Ambedkar, which is necessary to develop national spirit and fraternity in common man	6
3	Student will develop intelligence to make critical analysis and examination of socio- economic and political conditions in general	3
4	Student will be able to prepare and form their own opinion regarding social, economic, cultural and religious conditions and utility of Dr. Ambedkar Thought in present context	6
5	In all student will be prepare to make and form organic society respecting our Constitution , Nation, Human dignity and principle values like Liberty , Equality and Fraternity needed for an integral nation.	4

M. A. (Dr. Ambedkar Thought) Year I & II
(I, II, III, IV Semester)

राष्ट्रसंत तुकडोजी महाराज नागपूर विद्यापीठ
एम. ए. (डॉ. आंबेडकर विचारधारा) अभ्यासक्रम
श्रेयांक व श्रेणी पद्धतीवर आधारित पुनर्रचित अभ्यासक्रम

M.A. DR. AMBEDKAR THOUGHT SYLLABUS
(C.B.C.S. PATTERN)

M. A. – Dr. Ambedkar Thought (w.e.f.2023-24)

Choice Based Credit System in M.A. Dr. Ambedkar Thought Semester Pattern Syllabus and Course

M.A. Semester – I

Core Course :

MAAT1T1 - Sociologist Dr. Ambedkar
MAAT1T2 – Economic System & Economic Development
MAAT1T3 – Dr. Ambedkar on Literature
MAAT1T4 - Life & Mission of Dr. Ambedkar

Skill Based / Elective Course:

MAAT1TE5 (A) – Pre-Ambedkar Social & Cultural Movement
OR
MAAT1TE5 (B) –Dr. Ambedkar's Views on Ancient Education to British Period
OR
MAAT1TE5 (C) - Dr. Ambedkar and Gender Issue
MAAT1T6 – Research Methodology

M.A. Semester – II

Core Course:

MAAT2T1 – Constitutional Thought of Dr. Ambedkar
MAAT2T2 - Post-Ambedkar Moment
MAAT2T3 - Impact of Dr. Ambedkar on Literature
MAAT2T4 -Economic Thought of Dr. Ambedkar

Skill Based / Elective Course:

MAAT2TE5 (A) Women Empowerment in Modern Period
OR
MAAT2TE5 (B) Educational Thought of Dr. Ambedkar
OR
MAAT2TE5 (C) Caste Discrimination and Policies
MAAT2OJT6 - Field Project

M. A. Semester – III

Core Course:

MAAT3T1 – Dr. Ambedkar on Nation, Nationalism & Democracy

MAAT3T2 – Dr. Ambedkar's Religious Thought

MAAT3T3 - Dr. Ambedkar on Political Representation & Social & Religious Minorities

MAAT3T4 – Dr. Ambedkar's concept of Constitutional Protections

Skill Based / Elective Course:

MAAT3TE5 (A) – Dr. Ambedkar's thought on History
OR

MAAT3TE5 (B) – Journalist Dr. Ambedkar
OR

MAAT3TE5 (c) – Philosopher Dr. Ambedkar

MAAT3RP6 – Research Project

M. A. Semester – IV

Core Course :

MAAT4T1 - Political Thought of Dr. Ambedkar

MAAT4T2 - Dr. Ambedkar's Thought on Buddhism

MAAT4T3 - Dr. Ambedkar's Strategies of Economic Development & Policies

Skill Based / Elective Course:

MAAT4TE 4 (A) - Dr. Ambedkar & Human Rights
OR

MAAT4TE 4 (B) - Dr. Ambedkar on India's Defence & Foreign Policy
OR

MAAT4TE 4 (C) – Dr. Ambedkar on Partition of India

MAAT4RP5 – Research Project

M. A. (Dr. Ambedkar Thought) Semester - I

Core - MAAT1T1

SOCIOLOGIST DR. AMBEDKAR

Paper Objectives:

The purpose of this course is to develop an understanding among the students about Dr. Ambedkar view on Indian social structure and his theories of caste, its origin, social features of caste system, and theories on Untouchability. The course will focus on social, cultural and religious aspects of caste system as economic aspects of caste system.

Learning Outcomes:

1. Student's abilities is developed to understand and examine Dr. Ambedkar's Caste-Class theory.
2. Students can critically examine Dr. Ambedkar's thought on eradication of caste system.
3. Students can analyse and explain Dr. Ambedkar's thought on origin and eradication of untouchability.

Unit 1: Dr. Ambedkar's View on Structure of Indian Society

- a) Stratification: Concept, Characteristics and Types.
- b) Dr. Ambedkar on Hindu Religion and Regveda, Smrutis and Geeta with Reference to Caste.

Unit 2: Dr. Ambedkar's Theories of Caste System

- a) Race, and occupational Theories on Caste.
Hierarchy - Dumont's Theory, Marxian Perspective on Caste.
- b) Dr. Ambedkar's Theory of Origin of Castes.
- c) Structure of Caste.
- d) Caste- Class Theory.
- e) Dr. Ambedkar on Impact of Caste on Inequality.

Unit 3: Dr. Ambedkar's Theory of Untouchability

- a) Nature of Untouchability.
- b) Dr. Ambedkar's Theory of Origin of Untouchability.
- c) Dr. Ambedkar's Theory of Shudra.

Unit 4: Remedies for Annihilation of caste

- a) Dr. Ambedkar's solution for Annihilation of Caste and Untouchability.
- b) Other Alternative Solution to Eradicate Caste and Untouchability.
- c) Government's Efforts to Annihilation of Caste and Untouchability: State and Central Government.

Essential Readings:

- 1) Ambedkar, Dr. B.R., 'Castes In India: Their Machanaism, Genesis and Development', Dr. Ambedkar Writing and Speeches, Vol 1, Education Department, Govt. of Maharashtra, Mumbai, 1979.
- 2) Ambedkar, Dr. B.R. 'Annihilation of Castes' , Dr. Ambedkar Writing and Speeches, Vol 1, Education Department, Govt. of Maharashtra, Mumbai, 1979.
- 3) Ambedkar, B. R., The Untouchables: Who were they and why they become untouchables? 'Who were shudra?', 1946(Reprint 1947), Dr. Ambedkar Writing and Speeches, Vol 7, Education Department, Govt. of Maharashtra, Mumbai, 1989.
- 4) Ambedkar, B. R., 'Who were shudra? How they become to be the Fourth Verna in the Indo-Aryan Society?', 1946(Reprint 1947), Dr. Ambedkar Writing and Speeches, Vol 7, Education Department, Govt. of Maharashtra, Mumbai, 1989.
- 5) Ambedkar, B. R., 'Untouchables or the Children of India's Ghetto and other Essays on Untouchables and Untouchability, Social- Political-Religious', Dr. Ambedkar Writing and Speeches, Vol 5, Education Department, Govt., Mumbai, 1989.
- 6) Ambedkar, B. R., 'Philosophy of Hinduism ', Dr. Ambedkar Writing and Speeches, Vol 3, Education Department, Govt., Mumbai, 1987.
- 7) Ambedkar, B. R., 'The Hindu Social Order- Its Essentials Principles' and 'The Hindu Social Order- Its Unique Features', Dr. Ambedkar Writing and Speeches, Vol 3, Education Department, Govt., Mumbai, 1987.
- 8) Ambedkar, B. R., 'Riddles in Hinduism', Dr. Ambedkar Writing and Speeches, Vol 4, Education Department, Govt., Mumbai, 1987.
- 9) Ambedkar, B. R., 'The Untouchables and the Pax Britannica', and Other Miscellaneous Essays', Dr. Ambedkar Writing and Speeches, Vol 12, Education Department, Govt., Mumbai, 1993.

Secondary Readings:

- 10) Dr. Jatav, D.R. – Social Philosophy of Ambedkar.
- 11) Mechael Mahar (Ed.) – Untouchables in Contemporary India.
- 12) Bharill, Chandra – Social and Political Ideas of B.R. Ambedkar.
- 13) Jodhka, Surender Singh Caste in Contemporary Routledge, New Delhi, 2015.
- 14) Dumont, L., Homo Hierarchicus: The Caste System and Its Implications, London: Weidenfeld and Nicholson, 1970.
- 15) Ghurye, G., 'Features of the Caste System,' in, D. Gupta Social Stratification, New Delhi: Oxford University Press, 1991.
- 16) Gupta, Deepankar, Social Stratification, Oxford , New Delhi, 1991.
- 17) Berreman, Gerald (2009) Caste and Race :Reservation and Affermative Action, in Balmurali Natrajan and Paul Greenough, Aganist Stigma : Studies un Caste, Race and Justice since Durban, Orient Black Swan, 2009.
- १८) डॉ. जाटव डी. आर. – डॉ. आंबेडकर का समाजदर्शन, फिनिक्स पब्लिशिंग हाऊस.
- 19) डॉ. आगलावे, प्रदीप – समाजशास्त्रज्ञ डॉ. बाबासाहेब आंबेडकर, सुगावा प्रकाशन, २००१
- 20) डॉ. आगलावे, प्रदीप समाजशास्त्रज्ञ डॉ. बाबासाहेब अम्बेडकर, सम्यक प्रकाशन, दिल्ली. २००५

Economic System and Economic Development

Paper Objectives:

The purpose of this course is to develop understanding among the students about Dr Ambedkar Economic thoughts on selected themes. The themes will cover include, Dr Ambedkar's view on Economic Systems, Theory of Economic Development, Views on Public Finance and Taxation And Relevance of Dr Ambedkar's theory of Economic of development.)

Learning Outcomes:

1. Student come across Various economic theories and their assessment by Dr. Ambedkar.
2. Student learn Dr. Ambedkar's theories of economic development and their relevance.
3. Student get acquainted with monetary, finance, taxation policies.

Unit 1: Study of Economic Systems

- a) Capitalism, and Marxism, and Mixed Economy.
- b) Democratic Socialism, and State Socialism.
- c) Gandhism and Its Assessment by Dr. Ambedkar.

Unit 2: Dr Ambedkar on Economic System

- a) Dr Ambedkar's view on Capitalism and Marxism, Marxism and Buddhism.
- b) Dr Ambedkar's Perspective on Democratic State Socialism, Constitutional State Socialism with Parliamentary Democracy.
- c) Relevance of Dr Ambedkar's view on the Economic Systems in Present context.

Unit 3: Dr. Ambedkar's view on Economic Development

- a) Dr. Ambedkar's Theories of Economic Development, 1918 .
- b) Theories of Economic Development based on Surplus labour and comparison with Dr. Ambedkar Theory.
- c) Relevance of Dr Ambedkar's Theory of Economic Development.

Unit 4: Monetary Policy, Public Finance and Exchange Rate

- a) Thought on Monetary Policy.
- b) Thought on Public Finance Policy –Revenue and Taxation.
- c) Exchange Rate Policy.
- d) Relevance of Dr Ambedkar's view.

Essential Readings:

- 1) Ambedkar, Dr. B.R., "States and Minorities: What are their rights and how to secure them Annihilation of Castes' , Dr. Ambedkar Writing and Speeches, Vol 1, Education Department, Govt. of Maharashtra, Mumbai, 1979
- 2) Ambedkar, Dr. B.R., 'Buddha or Karl Marx' , Dr. Ambedkar Writing and Speeches, Vol. 3, Education Department, Govt. of Maharashtra, Mumbai, 1987.
- 3) Ambedkar, Dr. B.R., 'What Congress and Gandhi have done to Untouchables , Chapter IX', Dr. Ambedkar Writing and Speeches, Vol. 9, Education Department Govt. of Maharashtra, Mumbai, 1990.
- 4) Ambedkar, Dr. B.R., 'Small Holdings in India and Their Remedies, Dr. Ambedkar Writing and Speeches, Vol 1, Education Department Govt. of Maharashtra, Mumbai, 1979.
- 5) Ambedkar, Dr. B.R., 'Administration and Finance of East India Company' Dr. Ambedkar Writing and Speeches, Vol.6, Education Department, Govt. of Maharashtra, Mumbai, 1989.
- 6) Ambedkar, Dr. B.R., 'The Evolution of Provincial Finance in British India', Dr. Ambedkar Writing and Speeches, Vol.6, Education Department, Govt. of Maharashtra, Mumbai, 1989.
- 7) Ambedkar, Dr. B.R., 'The problem of the Rupee : The Origin and Its Solution' Dr. Ambedkar Writing and Speeches, Vol.6, Education Department, Govt. of Maharashtra, Mumbai, 1989.

Secondary Readings:

- 8) Raj Kumar, 'Economic Thoughts of B. R. Ambedkar' Comman wealth Publishers, 2011.
- 9) Sridevi G. (Editd.), 'Ambedkar's Vision of Economic Development For India' , Published in London, Routledge India, 2020.
- 10) Kasare M. L., 'Economic Philosophy of Dr. B.R. Ambedkar, B.I. Publication, New Delhi, 1996.
- 11) Heggade, D.Odeyar, 'Economic Thoughts of B.R. Ambedkar, Mohit Publishar , 1998.
- 12) Das, Narayan, 'Dr. B.R. Ambedkar's Economic Thoughts, Centrum Press Publication , 2017.
- 13) Kashyap, Sohan, 'Economic Thought of Dr. B. R. Ambedkar ABD Publishars, 2018.
- 14) Chanchreek K. L., 'Economic Thoughts of Dr. B. R. Ambedkar , Shree Publishars and Distributers, 2013.
- 15) Madhukar Dongre, 'Economics Thoughts of B.R Ambedkar , Ambadkar Samaj Publication Nagpur, 1974.
- 16) Nagar, V D, and K.P. Nagar, 'Economic Thought and policy of Dr Ambedkar, Segment Books , New Delhi, 1992.
- 17) Jadhav, Narandra, 'Dr. Ambedkar's Economic Thoughts and Philosophy , Popular Prakasahan Pvt. Mumbai, 1993.

- 18) Thorat Sukhadeo and Aryama Ambedkar in Retrospect : Essays in Economic , Polictics and Society , Rawat publication, Jaipur ,2008.
- 19) Ramaiah ,P and Reddy .K.(1994) Dr Ambedkar's Economics Philosophy , Delta Publishing House ,New Delhi
- 20) Ariyaratne, A.T.Schumacher lecture on Buddhist Economics , Sarodaya Vishvalekha , Colombo , Sri Lanka,1999.
- 21) Kuppusamy, K. Economics of Ambedkar and Policy issues in India, Dr Ambedkar Centre of Economic Study, University of Madras, Chennai ,1999
- 22) Hrishikesh, Vinod, Hand book of Hindu Economics and Business,2013.
- 23) Permaiah, P. K., Sateesh Reddy – Dr. Ambedkar's Economic Philosophy, Delta Pub. House, New Delhi, 1994.
- 24) Dr. Mangudkar, M.P. – Dr. Ambedkar and Family Planning, Poona, 1976.
- 25) डॉ. जाधव, नरेंद्र – डॉ. आंबेडकरांचे आर्थिक विचार, सुगावा प्रकाशन, पुणे.

Articles:

- 1) Thorat Sukhadeo and Aryama (2008) Ambedkar in Retrospect: Essays in Economic, Polictics and Society, Rawat Publication, Jaipur ,2008
- 2) Thorat, Sukhdeo, Economic System, Development and Economic Planning, in Ambedkar in Retrospect, Essays on Economic. Political and Society, (Edited Sukhadeo Thorat and Aryama), Rawat, Publication Jaipur, 2007.
- 3) Bhalchandra Mungekar (2007) Quest for Democratic Socialism, in Ambedkar in Retrospect, Essays on Economic, Politic and Society, (Edited Sukhadeo Thorat and Aryama), Rawat Publication, Jaipur,2007.

MAAT1T3

DR. AMBEDKAR ON LITERATURE

Paper Objectives:

The purpose of this subject is to develop interest and understanding regarding Indian Literature and its philosophical aspect, to make criticism and analysis of literary thought of Dr. Ambedkar and others.

Learning Outcomes:

1. Develops students ability to read and analyses the text of Vedic, Medieval and Saint literature.
2. Develops students ability to understand Dr. Ambedkar's critical study on annihilation of caste and Buddha or Karl Marx.
3. Dr. Ambedkar's critique of Indian literature would create ability in students to substantiate critical reading of text.

Unit 1: Dr. Ambedkar's Critique of Literature:

- a) Ancient Literature : i) Vedic Literature ii) Pali Tipitaka.
- b) Medieval Saints : Kabir, Rohidas, Tukaram, Chokhamela
- c) Views on the Role of Literature in Social Life.

Unit 2: Essayist Dr. Ambedkar's: Salient Features of His Essay:

- a) Annihilation of Caste.
- b) Buddha or Karl Marx.
- c) Rise and Down fall of Hindu Women.
- d) Ranade, Gandhi and Jinnah.

Unit 3: Analysis of Brahmnlic literature

- a) Symbols of Hinduism.
- b) Literature of Brahmanism.
- c) Sunken Priesthood.
- d) Brahmin-Kshatriya conflict.

Unit 4: Dr. Ambedkar view on Indian Literature :

- a) Critics on Indian Literature
- b) Indian Literature as Source of History.
 - i) Revolution and Counter – Revolution
 - ii) Riddles in Hinduism.

(N.B.: - Emphasis is expected to be on the literary aspects and trends).

Reference Books:

- 1) Dr. Babasaheb Ambedkar Writing and Speeches, Vol. 1,3,9,19,20
- 2) Zelliott Eleanor – An Anthology of Dalit Literature.
- 3) डॉ. मनोहर, यशवंत – निबंधकार डॉ. बाबासाहेब आंबेडकर.
- 4) डॉ. मनोहर, यशवंत – आंबेडकरवादी मराठी साहित्य, भिमरत्न प्रकाशन, नागपूर, 1999.
- 5) डॉ. पानतावणे, गंगाधर – पत्रकार डॉ. आंबेडकर.

- 6) डॉ. पानतावणे, गंगाधर — दलित साहित्य चर्चा आणि चिंतन, साकेत प्रकाशन, औरंगाबाद, 1993.
- 7) हिवराळे, सुखराम — लोकपत्रकार डॉ. आंबेडकर.
- 8) खरात, शंकरराव — (संपादित) आंबेडकरांची पत्रे.
- 9) गणवीर, रत्नाकर — (संपादित) विलायतेहून पत्रे.
- 10) डॉ. वानखेडे, म. ना. — दलितांचे विद्रोही वाङ्मय.
- 11) डॉ. वाघमारे, जर्नादन — निग्रो साहित्य आणि संस्कृती.
- 12) बागूल, बाबूराव — दलित साहित्य आजचे क्रांतीविज्ञान.
- 13) डॉ. फडके, भालचंद्र — दलित साहित्य : वेदना आणि विद्रोह.
- 14) निंबाळकर, वामन — दलित साहित्य : स्वरूप व भूमिका.
- 15) लिंबाळे, शरणकुमार — दलित साहित्य, प्रचार प्रकाशन, कोल्हापूर.
- 16) खरात, शंकरराव — दलित साहित्य : प्रेरणा व प्रवृत्ती.
- 17) डांगळे, अर्जुन — (संपा.) दलित साहित्य : एक अभ्यास.
- 18) डॉ. बाबासाहेब आंबेडकरांचे बहिष्कृत भारत आणि मुकनायक — शिक्षण विभाग, महाराष्ट्र शासन, मुंबई.

MAAT1T4

LIFE & MISSION OF DR. AMBEDKAR

Paper Objectives:

Subject provides substantive knowledge about Dr. Ambedkar's life, their trouble and way outs searched by them. It provides objective of their humanistic mission.

Learning Outcomes:

1. Gives opportunity to the students to know and understand Dr. Ambedkar's life and work.
2. Provides critical knowledge to the students regarding political movement.
3. Critical study of Dr. Ambedkar's social and political movements develops ability in students to meet most challenges that come across..

Unit 1. Biography of Dr. Ambedkar :

- a) Childhood of Dr. Ambedkar.
- b) Education of Dr. Ambedkar – In India & Abroad.
- c) Waiting for Visa

Unit 2. Dr. Ambedkar's Social/Political Movements:

- a) Bahiskrit Hitkarni Sabha: Aims, Object and Activities.
- b) Independent Labour Party.
- c) Scheduled Caste Federation.

REFERENCE BOOKS :-

- 1) Ambedkar, Dr. B.R. – Waiting for Visa, Dr. Babasaheb Ambedkar Writing and Speeches, Vol. 12, Govt. of Maharashtra.
- 1) Keer, Dhanjay – Dr. Ambedkar : Life and Mission, Popullar Prakashan.
- 3) शहारे, गजभिये – बाबासाहेब डॉ. अम्बेडकर की संघर्षयात्रा एवं संदेश, सम्यक प्रकाशन, नई दिल्ली.
- 4) खैरमोडे, चां भ. – डॉ. भिमराव रामजी आंबेडकर, चरित्र (खंड 1 ते 12).
- 5) आगलावे, डॉ. प्रदीप और गजभिये, संजय, डॉ. बाबासाहेब आम्बेडकर की धम्मक्रांती, सम्यक प्रकाशन, नई दिल्ली 2014

PRE-AMBEDKAR SOCIAL & CULTURAL MOVEMENT

Paper Objectives:

Purpose of the subject to make the student know about social and cultural movement its aim and objects prior to Dr. Ambedkar.

Learning Outcomes:

1. Provides critical study of Saint literature and their social revolt to the students.
2. Develops ability of the students to understand evaluate Jyotiba Fule's thought on untouchability and slavery.
3. Provides critical knowledge and understanding regarding revolutionary social work of "Chhatrapati Shahu Maharaj" to the students.

Unit 1. Culture Revolt through Saint Literature:

Chokhamela & Karmamela's Abhang (Poem) - Thoughts on Caste System, Untouchability and Their revolt against it.

Unit 2. Jotirao Fuley :

- a) Biography.
- b) Thoughts on Caste System.
- c) Thought on Untouchability.
- d) Thought on Slavery.

Unit 3. Satyashodhak Samaj :

- a) Aims and Objects of Satyashodhak Samaj.
- b) Works of Satyashodhak Samaj.
- c) Effects of Satyashodhak Samaj.
- d) Difference between Satyashodhak Samaj and other Samaj i.e. & Prarthana Samaj, Arya Samaj.

Unit 4. Shahu Chhatrapati Maharaj :

- a) Biography.
- b) Work for Upliftment of Untouchables.
- c) Work for Upliftment of V.J. and N.T.
- d) Revival of Satyashodhak Samaj.

REFERENCE BOOKS :-

- 1) महात्मा फुले समग्र वाङ्मय, महाराष्ट्र साहित्य आणि संस्कृती मंडळ, मुंबई.
- 2) पवार, डॉ. जयसिंगराव - राजर्षी शाहू छत्रपती स्मारक ग्रंथ, महाराष्ट्र इतिहास प्रबोधिनी, कोल्हापूर, 2011,
- 3) नरके, हरि, फडके, य. दि. (संपा.), महात्मा फुले गौरव ग्रंथ खंड पहिला, महाराष्ट्र राज्य शिक्षण विभाग, मुंबई, 1991
- 4) जाधव, भगवान (संपा.), राजर्षी श्रीशाहूमहाराजांची भाषणे, लोकवाङ्मय गृह, मुंबई, 2009

Skill Based / Elective Core - MAAT1TE5 (B)

Dr Ambedkar's View on Ancient Education to British Period

Paper Objectives:

The purpose in this course is to develop an understanding among the students about the access or right to education in Vedism, Brahmanism and other Hindu literature, Education System and Education rights to education under Buddhist period, Education in British period, Dr Ambedkar view on Education under Vedism, Brahmanism, Smriti, Buddhist and, Ashoka, caste and right to education, Education of Depressed classes during British rule.

Learning Outcomes:

1. Student come to know education system in ancient period in India consequences of caste system on education.
2. Student learn access and status of education in Buddhist period including Ashoka period.
3. Student further received knowledge about education during British period and Dr. Ambedkar's analysis and interpretation on it.

Unit 1: Education in Vedism to Smrutis

- a) Education in Vedism, Education Rights in Vedism, Brahmanism, Shrutis, Manusmriti and other Smrutis.
- b) Comparative Study of Buddhist and Vedic Education.
- c) Caste System and Right to Education and Knowledge.

Unit 2: Education in Buddhist Period

- a) Access and Right to Education in Buddhism.
- b) Education and Teaching during Buddhist Period.
- c) Education System during Ashoka Period.
- d) Buddhist Education Institutions/Universities- Takshasheela and Nalanda.

Unit 3: Education in British Period

- a) Education Right and Education during British period for lower castes, 1771-1958.
- b) Changes and Policies for Depressed Castes to access Education during British Period.

Unit 4: Dr. Ambedkar's view on:

- a) Education Under Vedism, Brahmanism and Smriti.
- b) Education in Buddhist and Ashoka period.
- c) The Status of Education among the Lower Caste during British Rule.

Essential Reading:

- 1) Ambedkar, B. R., 'Philosophy of Hinduism', (Pages 41-44), Dr. Ambedkar Writing and Speeches, Vol 3, Education Department, Govt., Mumbai, 1987.
- 2) Ambedkar, B. R., 'The Hindu Social Order- Its Unique Features', (Pages 121-122), Dr. Ambedkar Writing and Speeches, Vol 3, Education Department, Govt., Mumbai, 1987.
- 3) Ambedkar, B. R., Dr. Ambedkar Writing and Speeches, Vol 2, Education Department, Govt., Mumbai, 1982.
 - Statement concerning the state of education of Depressed Classes in the Bombay Presidency on behalf Bahishkrita Hitkarni Sabha to the Indian Statutory Commission, May, 29 1928 page 207-428
 - University Reform Committee and Written Evidence by Dr Ambedkar, Page 292 -314
 - Grant for Education -page 39
 - On the Bombay University Act Amendment Bill :1 -pages 45
 - On the Bombay University Act Amendment Bill :2 - pages 54
 - On the Bombay University Act Amendment Bill :3 -pages 59
 - On the Bombay University Act Amendment Bill :4 pages 61
 - On the Primary Education Act Amendment Bill :1 pages -64
 - On the Primary Education Act Amendment Bill 2 -pages 65
 - On the Primary Education Act Amendment Bill 3 - pages 67
- 4) Ambedkar, B. R., Dr. Ambedkar Writing and Speeches, Vol 10, Education Department, Govt., Mumbai, 1991.
(Educational Grievance: (Pages 426-432) in Grievances of the Scheduled Castes, Memorandum submitted to His Excellency the Governor- General, 29th October, 1942, Pages 204-442)

Secondary Readings:

- 5) Dewey John, Democracy and Education Education First Indian Edition, 2017, Mudrak, Delhi, 1916.
- 6) Varghess N.V Sabharwal, Nidhi and Malish, C.M Higher, Report 2016, Equity, Sage, New Delhi, 2018.
- 7) Varghess N.V and Malik, Garima India Higher Education Report, Routledge Delhi, 2016.
- 8) Ghanshyam Shah, Sujata K. and Thorat Sukhadeo Educational Status of Scheduled Caste, Rawat, Jaipur, 2020.
- 9) Sukhadeo Thorat, Higher Education Policy in India :Emerging Issues, in Varghess N.V and Malik, Garima (2016) India Higher Education Report, Routledge Delhi
- 10) Dutt, S. Buddhist Education in India.
- 11) Bapat P.V., 2400 Years of Buddhism, Publican, Ministry of Information and Broadcasting, Government of India, Delhi, 1956, page 176-194.
- 12) Bhikshu Sanghrakshit, Buddhist Education
- 13) Mathew - History of Education.
- 14) Naik, Narulla - History of Education.
- 15) Dr. Altekar, A.S. - Ancient Education.
- 16) Naik, J. P. - History of Indian Education.
- 17) Arora, K. L. - Education in the Emerging Indian Society
- 18) Mohanty, J. - Indian Education in the Emerging Society.
- 19) Gore, N. S. - Education and Modernization in India.
- 20) Mathur, S. S. - A Sociological Approach to Indian Education.
- 21) प्रा. घोडेस्वार, देविदास - (संपादित) दलितांचे शिक्षण, समता सैनिक दल, प्रकाशन, नागपूर.
- 22) भास्कर आनंद - भारतीय शिक्षणाचे बहुजनीकरण.
- 23) अकोलकर, ग. वि. - महाराष्ट्रातील शिक्षणाची वाटचाल.
- 24) धर्मकीर्ती, डॉ. - महान शिक्षाविद् डॉ. बी.आर. अंबेडकर, सम्यक प्रकाशन, दिल्ली, 2014.

Skill Based / Elective Core - MAAT1TE5 (C)

Dr. Ambedkar and Gender Issue

Paper Objectives:

In this course the purpose is to make the students aware about the problem of Hindu women, Dr Ambedkar's views on rights of women in Vedic Brahmanism and Buddhism, the ideologies associated with down fall and rise of Women, efforts for empowerment of Dalit women, Law for ensuring equal rights to Hindu women through Hindu code Bill.

Learning Outcomes:

1. Student come across Dr. Ambedkar's thought regarding family planning, health issues, property rights of women on equal footing.
2. Student enables to assess status of women in pre-constitutional era.
3. Student can understand Dr. Ambedkar's thought on dignity of women in Indian society..

Unit 1: Women in Ancient period

- a) Women in Sindhu Civilization
- b) Indian Women in Vedic Period
 - i) Rise of Patriarchy & its consequences
 - ii) Literary culture of female slander
 - iii) Rights of Women : Social, Economical, Religious & Educational

Unit 2: Women and Buddhism

- a) Buddha : The First Emancipator of Women in Ancient India
- b) Role of Women in Buddhism
- c) Bhikkhuni's Therigatha
- d) Buddha's Teaching for Emancipation of Women

Unit 3: Dr Ambedkar on Women Rights

- a) Critical Analysis of Manusmruti by Dr. Ambedkar
- b) Rise and Downfall of Hindu Women
- c) Women and Counter Revolution

Unit 4: Dr. Ambedkar's Efforts for Women Rights

- a) Dr. Ambedkar on Family Planning & Health
- b) Dr. Ambedkar & Hindu Code Bill : Dr. Ambedkar's Efforts for Equal Rights, Right to Divorce, Property, Adoption.
- c) Equal rights in Employment and Equal Wages, Equal terms and Condition of Work & Other Measures.

Essential Readings:

- 1) Ambedkar, Dr. B.R., 'The Women and Counter Revolution'(429-420), Ambedkar Writing and Speeches, Vol.4, Education Department, Govt. of Maharashtra, Mumbai, 1987.
- 2) Ambedkar, Dr. B.R., 'Hindu Code Bill '(429-420), Ambedkar Writing and Speeches, Vol.14, Part- One, Education Department, Govt. of Maharashtra, Mumbai, 1995.
- 3) Ambedkar, Dr. B.R., Rise and Downfall of Hindu Women

Secondary Readings:

- 4) Agrawal, Vinita, Women in Manu smruti, Indian Council of Cultural Relations, 2006.
- 5) Rege Sharmila, Against the Madness of Manu : B.R.Ambedkar's writings on Brahmanical Patriarchy ,Navyana Publication,20013.
- 6) Ray Devis, Women in Buddhist Literature.
- 7) Suinana Mourya and Akash Singh Rathod (Editors) (2019) : Dalit Feminist Theory:A Reader, Rautalage ,Delhi
- 8) Rao,Anupama,The Caste Question: Dalits and Politics in Modern,2009.
- 9) Moon Minakashi and Urmila Pawar.We Also Made History, :Women in Ambedkarities Movement ,Juban ,Delhi,2008.

Marathi:

- 10) Bhagwat, Vidhut, Maharashtrachya Sahitik Itihasachya Disene Women Studies Centre Pune,1997.
- 11) Moon Minakashi and Urmila Pawar, Amhi Itihas Ghadwila , Sugawa Prakashan, Pune,1989.
- 12) Thorat Vimal, Stri Naitikata ka Talibanikaran , Shilpya , Delhi,2009.
- 13) आंबेडकर बाबासाहेब, हिंदू स्त्रियांची उन्नती आणि अवनती
- 14) परदेशी प्रतिमा, कांबळे सरोज, जातिव्यवस्था आणि स्त्रीमुक्ती
- 15) सोनाळकर वंदना, रेगे शर्मिला, पितृसत्ता आणि स्त्रीमुक्ती

MAAT1T6

Research Methodology

Paper Objectives:

The objective of this subject is to provide knowledge regarding research studies its methodology and utility so that socialisation of student can be done. It will increase ability of students to assess social behavior in relation to social phenomenon.

Learning Outcomes:

1. Develops student's ability of intensive research, critical analysis and significance of research.
2. Develops student's ability of scientific approach towards the subject, investigation and to find answers.
3. Enhance student's ability to formulate research questions and hypothesis.
4. Develops student's ability to formulate research design and to work scientifically on it

Unit 1. Nature of Social Research

- a) Meaning, Characteristics and Significance of Social Research
- b) Research Process or Steps in Social Research.
- c) Hypothesis: Characteristics & sources of Hypothesis

Unit 2. Research Design & Sampling

- a) Meaning of Research Design
- b) Steps of Research Design
- c) Meaning & Steps of Sampling

Unit 3. Methods of Data Collection.

- a) Observation.
- b) Questionnaire.
- c) Interview.
- d) Case study Method.

Unit 4. Analysis and Interpretation of Data and Report writing.

- a) Editing, Coding, Tabulation & Analysis.
- b) Preparation of Research Report.
- c) Application of Computer in Social Research

Reference Books:

1. Merton, Robert - Social Theory and Social Structure.
2. Goode, W. & Hatt, P - Methods in Social Research.
3. Jahoda, M. Deutsch & Cook - Research Methods in Social Relation.
4. Festinger, L.D. & Katz, D.(ed.) - Research Methods in Behavioral Sciences.
5. Mudge, J. - The Tools of Social Sciences.
6. Young, P. - Scientific Social Surveys and Research.
7. P. Saravanel, Research Methodology.
8. Bose, Pradip Kumar - Research Methodology, New Delhi, ICCSR.
9. D.A. Devaus, 1986 - Surveys in Social Research, London.
10. Punch, Keith, 1986 - Introduction to Social Research, London.
11. डॉ. प्रदीप आगलावे - सामाजिक संशोधन पद्धती, श्री साईनाथ प्रकाशन,

M. A. (Dr. Ambedkar Thought) Semester – II

Core Course:

MAAT2T1 – Constitutional Thought of Dr. Ambedkar

Paper Objectives:

The purpose of this course is to develop an understanding among the students about the Constitutional Thought during Colonial rule- A Broader Understanding, Dr. Ambedkar's Constitutional draft, Fundamental Rights & Directive Principles — Understanding from Dr Ambedkar's Lens and the Design of the State & Limitations of Constitutional processes.

Learning Outcome:

1. Student gets knowledge and understanding of constitutional development during colonial period.
2. Student are provided with the significance of democratic constitution in modern period.
3. Constitutional values and humanism is given emphasis to enable students to make them aware about the socio-economic and political justice.

Unit 1: Constitutional Thought During Colonial Rule- A Broader Understanding

- a) Dr. Ambedkar's Transformative Constitutionalism - The Constitutional Processes and Rights as Medium of Societal Change.
- b) Dr Ambedkar's Social Advocacy: Genesis of Constitutional Values.
- c) Universal Adult Franchise.
- d) Importance of Constitution in Indian Context

Unit 2: Dr Ambedkar's Draft Constitution

- a) Critique of Nehru's Objective Resolution.
- b) Constitutionalism in Indian Constitution
- c) Nature of Indian Constitution
- d) Constitutional Socialism

Unit 3: Fundamental Rights & Directive Principles — Understanding from Dr Ambedkar's Lens

- a) Fundamental Rights and Religious Customs.
- b) The Constitutional safeguards to SC/ST/OBC.
- c) Secularism in Indian Constitution.
- d) Dr. Ambedkar and the Moral Value of Directive Principles of State Policy.

Unit 4 : The Design of the State & Limitations of Constitutional Processes

- a) Dr. Ambedkar on Cabinet Form of Government v. Presidential Government.
- b) Dr Ambedkar on Federalism and Strong Centre: A Divergence from Gandhian Principle of Local-Self Government.
- c) Dr Ambedkar's Conception of Constitutional Morality
- d) His Final Three Warnings to the Constituent Assembly

Essential Readings:

- 1) Ambedkar, B.R., 'Communal Deadlock and Evidence before the Southborough Committee', in Dr. Ambedkar Writing and Speeches, Vol .1, Education Department, Govt., Mumbai, 1979.
- 2) Ambedkar, B.R., 'Dr. Ambedkar The Principal Architect of Indian Constitution', Dr. Ambedkar Writing and Speeches, Vol .13, Education Department, Govt., Mumbai, 1994.
- 3) Ambedkar, B.R., 'States and Minorities', in Dr. Ambedkar Writing and Speeches, Vol .1, Education Department, Govt., Mumbai, 1979.

Secondary Readings:

- 4) Thorat, Sukhadeo, 'Foreward', in Christophe Jaffrelot & Narinder Kumar ed., *Dr Ambedkar and Democracy*, Oxford University Press (2018), pages vii - xx.
- 5) Harper Collins (2019), *The Transformative Constitution*, pages 135 - 120.
- 6) Madhav Khosla, *India's Founding Moment: The Constitution of a Most Surprising Democracy*, Harvard University Press (2020), pages 10-12.
- 7) Rohit De, "Lawyer as Politics: The Legal Practice of Dr Ambedkar, Bar at Law", in Suraj Yengde & Anand Teltumbde ed., *The Radical in Ambedkar: Critical Reflections*, Penguin (2018), pages 134 - 140.
- 8) Niraja Gopal Jayal, *Citizenship and its Discontents: An Indian History*, Permanent Black (2013), pages 144- 162.
- 9) Granville Austin, *The Indian Constitution: Cornerstone of a Nation*, Oxford University Press (1999), pages xi, xiii, 63-64.
- 10) Rajiv Bhagava (ed.), *Politics and Ethics of the Indian Constitution*, Oxford University Press (2008), at page 1- 15
- 11) Constitution of India, 1940
- 12) Martha Nussbaum, 'Ambedkar's Constitution: Promoting Inclusion, Opposing Majority Tyranny', in Tom Ginsburg & Aziz Huq ed., *Assessing Constitutional Performance*, Cambridge University Press (2016), pages 295 -336.
- 13) Anurag Bhaskar, "The Resurgent Icon", in Bhagwan Das ed., *A Stake in the Nation*, Navayana (2020), pages 7-29.
- 14) Basu, D. D. - Comments on the Constitution of India.
- 15) Gwyer Mauries and Appadorai - Speeches and Documents of the Indian Constitution, Vol. 1, 2 (Oxford).
- 16) Bhatia, K. L. - Dr. B.R. Ambedkar, Social Justice and the Indian Constitution.
- 17) Ahir, D. C. - The Legacy of Dr. B.R. Ambedkar.
- 18) Ahir, D. C. - Indian Constitution.
- 19) Dr. Sandanshiv - Indian Constitution and Social Justice, Milind Law College, Publication.
- 20) Krishna, K. B. - The Problem of Minorities of Communal Representation in India.
- 21) Saksena, H. C. - Safeguards for Scheduled Castes and Tribes.
- 22) Agrawal, P. C. - Equality Through Privileges.
- 23) डॉ. जाटव, डी. आर. - डॉ. आंबेडकर का विधी दर्शन.
- 24) डॉ. जाटव, डी. आर. - डॉ. आंबेडकर, संविधान के मुख्य निर्माता.
- 25) डॉ. कसबे, रावसाहेब - डॉ. आंबेडकर आणि भारतीय राज्यघटना.
- 26) Bhatia, Gautam, *Why the uniquely revolutionary potential of 'Ambedkar's Constitution remains untapped'*, Scroll.in, 14 April 2016, available at <https://scroll.in/article/806806/why-the-uniquely-revolutionary-potential-of-ambedkars-constitution-remains-untapped>
- 27) Caste and the Law, 30 January 2019, available at https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3325812

- 28) AravindNarain, "What Would An Ambedkarite Jurisprudence Look Like ?", National Law School of India Review (2017), Vol. 29, No. 1, Pages 1-20. (Can be downloaded from <https://www.jstor.org/stable/26459197>)
- 29) Chintan Chandrachud, The Cases That India Forgot, Juggernaut (2019), pages 127 – 146.
- 30) Article - 17, 'Untouchability and the notions of purity' in Justice D.Y.Chandrachud's concurring judgment in Indian Young Lawyers Association v. State of Kerala (judgment dated 28 September 2018)
- 31) Justice D.Y. Chandrachud, 'Social Justice and Horizontal Rights: A Reflection on the Constitution Vision', in Moolchand Sharma ed.,
- 32) Law, Justice and Judicial Power: Justice PN Bhagwati's Approach, OakBridge (2019)
- 33) Dr. Ambedkar's Speech in the Constituent Assembly on 4th November 1948 (On Parliamentary versus v. Presidential Form of Government, federalism, single judiciary, scope of powers of the President). Check on https://rajyasabha.nic.in/rsnew/official_sites/constituent.asp or see Bhagwan Das ed., A Stake in the Nation, Navayana (2020), pages 193-221 Speech in the Constituent Assembly on 24 May 1949 (On independence of judiciary and process of appointment of judges) : His view was heavily relied in the Constitution Bench decision in Supreme Court Advocates-on-Record Association v. Union of India(2015) — see the full text of the judgment here: <https://www.livelaw.in/njac-unconstitutional-constitution-bench-41-2/>
- 34) Articles 124(2) and 217(1), Constitution of India.
- 35) 'Constitutional Morality' in Dr. Justice DY Chandrachud's concurring judgment in Govt. of NCT Delhi v. Union of India (judgment dated 4 July 2018)
- 36) AravindNarain, "What Would An Ambedkarite Jurisprudence Look Like ?", National Law School of India Review (2017), Vol. 29, No. 1, pages 1-20. (Can be downloaded from <https://www.jstor.org/stable/26459197>)
- 37) Dr. Ambedkar's Final Address in the Constituent Assembly on 25th November 1949
- 38) Anurag Bhaskar, "Un-Indian, copied: 70 years on, Constitution is still attacked because we have failed it", The Print (10 February 2020), <https://theprint.in/opinion/un-indian-copied-70-years-on-constitution-is-still-attacked-because-we-have-failed-it/362299/>

Core - MAAT2T2

Post- Ambedkar Movement

Paper Objectives:

Purpose of this is to develop an understanding among students about the Post-Ambedkar movement (After 1956) i.e. social, political, educational, economic, religious and cultural.

Learning Outcome:

1. Student come across the Post-Ambedkar movement of Social Justice and other movements of Ambedkarite people, their struggle for equality, dignity and substantive equality.
2. Students also come to know about the present status of social-political movement of Ambedkarite thought.
3. Student enable to assess the movement of Buddhist identity initiated by Dr. Ambedkar.

Unit 1: Social Movement

- a) Social Justice: Anti-caste, Anti- Untouchability and Against Atrocities Movement
- b) Self-Respect and Social Dignity
- c) Dalit Panther Movement, Samata Sainik Dal
- d) Movement of Rename of Marathwada University, Riddles Movement
- e) Mandal Commission Movement

Unit 2: Political Movement

- a) Republican Party of India (RPI) & its groups
- b) Bahujan Samaj Party (BSP)
- c) Wanchit Bahujan Aaghadi

Unit 3: Economic & Educational Movement

- a) To Abandon Traditional Occupations
- b) Landless Movement ,1964
- c) Reservation in Services
- d) Reservation in Educational Institutions.
- e) Reservation for Neo-Buddhist
- f) Movement for Education Facilities i.e. Scholarship, Free ship, Admission etc.

Unit 4: Religious & Cultural Movement

- a) Conversion to Buddhism (After Dr. Ambedkar)
- b) Buddhist Movement
- c) Cultural Movement for Buddhist Identity

Reference Books:

English:

- 1) Hartmann, Eva-Maria, The Dalit Movement in India: Local Practices Global Connections, Oxford University Press, 2011.
- 2) Omvedt, Gail, Dalit Visions: The Anti Caste Movement and the Construction of an Indian Identity, Orient Longman, 2006
- 3) Omvedt, Gail, Reinventing Revolution: New Social Movement & the Socialist Tradition in India, M. E. Sharpe, U.S.A., 1993.
- 4) Pawar, J. V., Dalit Panthers: An Authoritative History, Forward Press, New Delhi, 2019.
- 5) Pawar, J. V., Ambedkarite Movement After Ambedkar, Panther's Paw Publication, Ngpur, 2016.
- 6) Shyamlal, Ambedkar and Dalit Movement: Special Reference to Rajsthan, Rajat Publication, New Delhi, 2008.
- 7) Swami, R.P.N., Dalit and Neo-Buddhist Movement in India, MD Publication, 2010.
- 8) Teltumbade, Anand, Ambedkar in and for the Post- Ambedkar Dalit Movement, Sugava Prakashan, Pune, 1997.

Hindi:

- 9) Aglave, Pradeep, Dhammchakra Pravatan Ke Bad Ke Parivartan, Samyak Prakashan, New Delhi, 2011 (Second Edition).

Marathi:

- 10) Aglave, Pradeep, Dhammchakra Pravartananantarche Parivartan, Kaushalya Prakashan, Aurangabad, 2019, (Second Edition).
- 11) Kshirsagar, R. K., Bhartiya, Republican Paksha, Kailash Prakashan, Aurangabad, 2006.
- 12) Lavhatre, Baban (1994), Vidarbhatil Dalit Panther Chalvalicha Itihas, Nagpur
- 13) Limbale, Sharankumar, Bhartiya Republican Paksha: Vastav Ani Watchal, Dilipraj Prakashan, Pune, 2009.
- 14) Pawar, J. V., Ambedkarottar Ambedkari Chalwal, Asmita Communication, Mumbai, 2002.
- 15) वाघ, संदेश, आंबेडकरी चळवळीचा इतिहास, संदेश पब्लिकेशन्स, मुंबई, 2012
- 16) सरवदे, भीमराव, आंबेडकरी कामगार चळवळ, सारीपुत्र प्रकाशन, औरंगाबाद, 2001
- 17) बिवलकर, राम व कांबळे, झुंवरलाल, महाडचा मुक्तिसंग्राम, डॉ. आंबेडकर संशोधन व प्रशिक्षण संस्था, पुणे, 2011

Core
MAAT2T3 - Impact of Dr. Ambedkar on Literature

Paper Objectives :

Subject extends an opportunity to study of Pre-Ambedkar reformers and litterateurs. It gives emphasis on the influence of Dr. Ambedkar's ideology over traditional Marathi literature as well as impact on literature in other Indian Languages.

Learning Outcome :

1. Provide an opportunity and develops ability of student to study eminent Ambedkarite literature and analyse their texts.
2. Develop student's ability to examine critically Ambedkarite poetry, short stories, essay, novels, autobiographies and other literary text.
3. Provide critical study of Ambedkarite literature in other Indian languages and develop student's ability to think objectively and assess other literary content.

Unit 1: a) Pre-Ambedkar literature :

Jyotirao Phuley, Shivram Janba Kamble,
Gopalbaba Walangkar.

b) Ambedkarite literature :

Bandhu Madao, Annabhau
Sathe, Shankarrao Kharat & Baburao Bagul.

Unit 2: a) Ambedkarite Poetry :

Various trends

b) Ambedkarite Short Stories :

Features.

c) Ambedkarite Theatre :

Continuity and Change

Unit 3: Ambedkarite Autobiographies :

- a) Nature & Scope of Ambedkarite Autobiographies. (Atrocities, Agony and Revolt of Depressed Classes)
- b) It's contribution to Marathi Literature.

Unit 4: Ambedkar Literature in Other Language and Literary Movement

- a) Ambedkarite Literature in Other Indian Languages.
(Translations available in Marathi, Hindi and English)
- b) Ambedkarite Literary Movement in India.

Reference Books:

- 1) Dr. Babasaheb Ambedkar Writing and Speeches, Vol. 1,3,9,19,20
- 2) Zelliott Eleanor – An Anthology of Dalit Literature.
- ३) डॉ. मनोहर, यशवंत – निबंधकार डॉ. बाबासाहेब आंबेडकर.
- ४) डॉ. मनोहर, यशवंत – आंबेडकरवादी मराठी साहित्य, भिमरत्न प्रकाशन, नागपूर, १९९९.
- ५) डॉ. पानतावणे, गंगाधर – पत्रकार डॉ. आंबेडकर.
- ६) डॉ. पानतावणे, गंगाधर – दलित साहित्य चर्चा आणि चिंतन, साकेत प्रकाशन, औरंगाबाद, १९९३.
- ७) हिवराळे, सुखराम – लोकपत्रकार डॉ. आंबेडकर.
- ८) खरात, शंकरराव – (संपादित) आंबेडकरांची पत्रे.
- ९) गणवीर, रत्नाकर – (संपादित) विलायतेहून पत्रे.
- १०) डॉ. वानखेडे, म. ना. – दलितांचे विद्रोही वाङ्मय.
- ११) डॉ. वाघमारे, जर्नादन – निम्नो साहित्य आणि संस्कृती.
- १२) बागूल, बाबूराव – दलित साहित्य आजचे क्रांतीविज्ञान.
- १३) डॉ. फडके, भालचंद्र – दलित साहित्य : वेदना आणि विद्रोह.
- १४) निंबाळकर, वामन – दलित साहित्य : स्वरूप व भूमिका.
- १५) लिंबाळे, शरणकुमार – दलित साहित्य, प्रचार प्रकाशन, कोल्हापूर.
- १६) खरात, शंकरराव – दलित साहित्य : प्रेरणा व प्रवृत्ती.
- १७) डांगळे, अर्जुन – (संपा.) दलित साहित्य : एक अभ्यास.
- १८) डॉ. बाबासाहेब आंबेडकरांचे बहिष्कृत भारत आणि मुकनायक – शिक्षण विभाग, महाराष्ट्र शासन, मुंबई.

MAAT2T4 – Economic Thought of Dr. Ambedkar

Paper Objectives:

This paper given an opportunity to the students to study economic of caste and untouchability, economic condition of down trodden. Dr. Ambedkar's economic thought is the significance of this subject.

Learning Outcomes:

1. Develop student's ability to understand Dr. Ambedkar's critical thought regarding Buddhist economic life and economic thought of Karl Marks.
2. Develop student's understanding on economic conditions of down trodden in India.
3. Student come across Dr. Ambedkar's criticism on economic thought of Marx and Gandhism.

Unit 1. Critical Analysis of Economic Structure of Indian Society:

- a) Economics of Caste.
- b) Economics of Untouchability.

Unit 2. Dr. Ambedkar's Thought on :

- a) Economic Conditions of the Downtrodden in Indian Society.
- b) Economic life in Buddhism.
- c) Critical Analysis of Dr. Ambedkar's Economic Thought and its Relevance Today.

REFERENCE BOOKS :-

- 1) Dr. Babasaheb Ambedkar Writing and Speeches, Vol. 1,2,3,6,9,10.
- 2) Bhagwan Das (Edited) – Gandhi and Gandhism – Dr. Ambedkar, Bhim Patrika Publications, Jallunder, 1920.
- 3) Dr. Kasare, M. L. – Philosophy of Dr. B.R. Ambedkar, B.I. Publication, New Delhi, 1996.
- 4) Permaiah, P. K., Sateesh Reddy – Dr. Ambedkar's Economic Philosophy, Delta Pub.House, New Delhi, 1994.
- 5) Dongre, M. K. – Economic Thought of Dr. B.R. Ambedkar.
- 6) Dr. Mangudkar, M.P. – Dr. Ambedkar and Family Planning, Poona, 1976.
- 7) Bhagwan Das (Edited) – Thus Spoke Ambedkar's - Vols. II, III, Ambedkar Sahitya Prakashan, Bangalore.
- 8) डॉ. कसबे, रावसाहेब – अंबेडकर आणि मार्क्स.
- 9) डॉ. जाधव, नरेंद्र – डॉ. अंबेडकरांचे आर्थिक विचार, सुगावा प्रकाशन, पुणे.

MAAT2TE5 (A) Women Empowerment in Modern Period

Paper Objectives:

This subject gives students an opportunity to study social movements for social movements for women empowerment. They get opportunity to assess women movement in India, atrocities on women and policies regarding current policies.

Learning Outcomes:

1. Student development ability to analyse Dr. Ambedkar's thought regarding women upliftment.
2. Student gets knowledge about Indian-Feminism.
3. Student receive knowledge about women's participation in politics, administration.

Unit 1 : Women Emancipator in Modern India

- a) Mahatma Phule
- b) Savitribai Phule
- c) Tarabai Shinde
- d) Periyar Ramaswami Naikar

Unit 2 : Dr. Ambedkar's Work for Women

- a) Dr. Ambedkar's Views on Women's Emancipation
- b) Dr. Ambedkar and Organization of Lower caste Women
- c) All India Scheduled Cast Women Federation

Unit 3 : Contemporary Discourse on Indian Feminism and Lower caste Women

- a) Indian Feminism and Gender-Caste Factor
- b) Lower Caste Feminism: Causes and application
- c) Lower Caste Feminist Movements
- d) Feminism in Ambedkar Literature
- e) Violence against Lower caste Women

Unit 4 : Gender Inequality in Society

- a) Unequal Distribution of power and Authorities
- b) Patriarchal concept of labour and sexual division of Labour and Employment
- c) Womens participation in Politics and decision making
- d) Reservation for Women in Politics and their Empowerment

Reference Books:

1. Altekar, A. S., The Position of Women in Hindu Civilization, Delhi. Motilal Banarasidas, Second Fifth Reprint, 1983.
2. Chodrow, Nancy, The Reproduction of Mothering. Berkely University of California Press, 1978.

3. Desai Neeraand M Krishnaraj, 1978, Women and Society in India, Ajanta Publication, Delhi, 1978.
4. Dube Leelaetal (eds.) 1986, Visibility and Power: Essay son Women in Society and Development, New Delhi, 1986.
5. Forbes G., Womenin Modern India, New Delhi, Cambridge University Press. 1998.
6. Paik, Shailaja, Dalit Women Education in Modern India – Double Discrimination, Routledge, 2014.
7. Rege, Sharmila, Writing Caste /writing Gender; Narrative Dalit Women Testimonies in Maharashtra, Jubban, 2006.
8. Rege, Sharmila and ChananaKaruna Chanana, Sociology of Gender; Challenges of Feminist Sociological Thoughts, Sage, 2003.
9. Rege, Sharmila, Caste and Gender: Violence Against women in India, Robert Schuman Centre, European University Institute, 1996.
10. Aanand, Meena, Dalit Women: Fear and Discrimination, Isha Book, 2005.
11. Vananda, Girls and Sexual Harassment in Universities, Centre for Women Development studies, New Delhi, 2020.
12. Suchitra, Periyar E V Ramaswamy : A Rationalist, A Feminist, National Herold Newspaper.

Marathi :

13. Throat, Sukhadeo and Tagde, Nitin, Maharashtatil Vishmata Ani Garibi: Sampatic Asamanta va Jatiya Bhedbhav, Sugava, Pune, 2018.
14. Thorat, Sukhadeo, Dalit: Niranter Vishmata ani Garibi, Sugava, Pune, 2006.
15. कीर धनंजय , मालशे स. गं. (संपादक), महात्मा फुले समग्र वाङ्मय, महाराष्ट्र राज्य साहित्य आणि संस्कृती मंडळ, मुंबई.
16. नरके हरी (संपादक), महात्मा फुले : साहित्य आणि चळवळ, डॉ. बाबासाहेब आंबेडकर, महात्मा फुले आणि राजर्षी शाहू चरित्र साधने प्रकाशन समिती, महाराष्ट्र शासन, मुंबई, 2006.
17. माळी मा. गो. (संपादक), सावित्रीबाई फुले समग्र वाङ्मय, महाराष्ट्र राज्य साहित्य व संस्कृती मंडळ, मुंबई, 1988.
18. साळुंखे आ. ह. , हिंदू संस्कृती आणि स्त्री, लोकवाङ्मय गृह, मुंबई.
19. शिंदे ताराबाई, स्त्री-पुरुषतुलना, संपादक – विलास खोले, प्रतिमा प्रकाशन, पुणे, 1998.
20. शेंडे निशा, आंबेडकरी स्त्रीवाद
21. विद्युत भागवत, स्त्रीवादी सामाजिक विचार

MAAT2TE5 (B) Educational Thought of Dr. Ambedkar

Paper Objectives:

This subject provides knowledge regarding Dr. Ambedkar's educational thought, its importance and analysis in present context Dr. Ambedkar's thought on religion and education is the salient feature of this paper.

Learning Outcomes:

1. Student develops ability of critical study of vedic education system.
2. Detailed and analytical knowledge of Buddhist education develops scientific approach of students.
3. Students get knowledge regarding Muslim and British education system.

Unit 1. Meaning and Importance of Education

- a) Meaning and objective of Education
- b) Importance of Education
- c) Status of Indian Education

Unit 2. Dr. Ambedkar on Education:

- a) Primary, Secondary and Higher Education
- b) Technical and Vocational Education
- c) Education of deprived and backward classes
- d) Women's Education
- e) Cultural and Moral Education
- f) Dr. Ambedkar message to Students and Teachers

Unit 3. Dr. Ambedkar on:

- a) Religion and Education
- b) Society and Education
- c) Dr. Ambedkar's critique on Indian Education system

Unit 4. Educational work of:

- a) Educational work of Dr. Ambedkar
- b) Educational Atrocities in India
- c) Challenges before Indian educational system and solutions

REFERENCE BOOKS :-

- 1) Dr. Ambedkar Writing and Speeches, Vol. II.
- 2) Bhikshu Sanghrakshit – Buddhist Education.
- 3) Mathew – History of Education.
- 4) Naik, Narulla – History of Education.
- 5) Dr. Altekar, A.S. – Ancient Education.
- 6) Naik, J. P. - History of Indian Education.
- 7) Arora, K. L. - Education in the Emerging Indian Society.
- 8) Bhatia, B. D. - The Theory and Principles of Education.
- 9) Mani, R. S. – Educational Ideas and Ideals of Eminent Indian.
- 10) Mohanty, J. – Indian Education in the Emerging Society.
- 11) Gore, N. S. – Education and Modernization in India.
- 12) Mathur, S. S. – A Sociological Approach to Indian Education.
- 13) Mukharji Radhakumud – Universities Education in India.
- 15) खैरमोडे, चाँ भ. – डॉ. भिमराव रामजी आंबेडकर, चरित्र (खंड 1 ते 9).

- 16) प्रा. घोडेस्वार, देविदास — (संपादित) दलितांचे शिक्षण, समता सैनिक दल, प्रकाशन, नागपूर.
- 17) पवार, ना. ग. — भारतीय शिक्षण क्षेत्रातील आधुनिक विचार प्रवाह.
- 18) भास्कर आनंद — भारतीय शिक्षणाचे बहुजनीकरण.
- 19) अकोलकर, ग. वि. — महाराष्ट्रातील शिक्षणाची वाटचाल.
- 20) धर्मकीर्ती, डॉ. — महान शिक्षाविद् डॉ. बी.आर. आंबेडकर, सम्यक प्रकाशन, दिल्ली, 2014.

MAAT2TE5 (C) Caste Discrimination and Policies

Paper Objectives :

The purpose of this course is improve the understanding of the students about the constitution provisions, policies to deal with caste discrimination and untouchability .laws against untouchability and of empowerment and inclusion .

Learning Outcomes :

1. Student learns the Constitutional scheme to overcome caste inequality and untouchability.
2. Principle of equity adopted in Indian constitution is the salient feature of learning.
3. Basic structure of the constitution and Directive principles of state policy, co-relating social justice is the significance of learning along with study of present status of caste discrimination and untouchability.

Unit 1: Constitution Provision

- a) Constitutional Provision against Caste Inequality and Untouchability.
- b) Principle of Equality and Non-Discrimination, Fundamental Rights and Prohibition on Untouchability and other Provisions.
- c) Directive Principles and the Provision for Promoting Social Justice and Equality of Opportunity.

Unit 2: Legal Safeguards against Caste Discrimination

- a) Protection of Civil Rights Act 1955 (earlier named as Untouchability Offence Act, name changed in 1979).
- b) Scheduled castes and scheduled tribe Prevention of Atrocity Act 1989Amendment after 1989, till the latest in 2016.
- c) Executive Mechanism: Ministry of Social Justice and Empowerment Commissioner for the Scheduled Caste.

Unit 3: Policies for Economic Empowerment

- a) Policies of Political and Economic Empowerment.
- b) Reservation Policy.
- c) Reservation in Public Service.
- d) Reservation in Education and Education Development.
- e) Dr. Ambedkar Perspective on Policies.

Unit 4: Present status on Caste Discrimination and Untouchability

- a) Present Status of Caste Discrimination and Untouchability in Maharashtra
- b) Status of Implementation of Protection of Civil Right Act 1955
- c) Status of Atrocity Act, 1989 Empirical Studies on Caste
- d) Limitation of legal Safeguards.

Essential Readings:

- 1) Indian Constitution, 1940 provision:
Part III : Fundamental Rights ,
Article 14 ,Right to Equality ,
Article 15 Prohibition of Discrimination on ground of Religion, race, caste, sex and place of origin.
Article 16 Equality of Opportunity in matter of public employment.
Article 17, Abolition of Untouchability
Article 19 ,Right to Freedom ,
- 2) Untouchability Offence Act. 1955 (Renamed as Protection of Civil Rights Act in 1979)
- 3) Prevention of Atrocities against Scheduled castes and Scheduled tribes Act. 1989 and later Amendment latest 2015.

Secondary Readings:

- 4) Thorat, Sukhadeo, Dalit in India: Search For Common Destiny, Sage, Delhi, 2009 (Chapter 1. Introduction, page 1-7, Chapter 2 Government strategy against Discrimination and Empowerment, page 9-34)
- 5) Thorat, Sukhadeo and Nidhi, Sadana, Bridging the Social Gap: Perspective on Dalit Empowerment, Sage, Delhi.
- 6) Untouchability in Rural India, Ghanshyam Shah, Harsh Mander, Sukhadeo Thorat, Satish Deshpande, Amita Baviskar
- 7) Deshpande, Aswani (2011) The Grammar of Caste: Economics Discrimination in Contemporary India, Oxford, New Delhi, 2011 (Chapter 5, Measuring Discrimination, page 147-182)
- 8) Thorat, Sukhadeo and Katherine Newmen Blocked by Caste: Economic Discrimination in Modern India, Oxford, New Delhi, 2010. (Chapter 1, 2, 3, 5, 6, 7, 10, and 11)
- 9) Ghanshyam Shah and others (2006) Untouchability in Rural India ,Sage New Delhi, 2006, (Chapter 2 : Economic Discrimination Page 92-116)
- 10) Sukhadeo Thorat and Aryama, Reservation in Private Sector :Quest for Equal opportunity and Growth, Rawat ,Jaipur, 2010.
- 11) Mohan, Sanal, Modernity of Slavery :Struggle Against Caste Inequality in Colonial Kerala, Oxford, New Delhi, 2015.

Marathi:

- 12) Thorat, Sukhdeo, Bhartatil Dalit Samaj ,Sage Delhi .
- 13) Thorat, Sukhdeo, Dalitache Sashatikaran ,Sage ,New Delhi ,2009
- 14) Thorat, Sukhdeo, Dalit : Niranter Vishmati and Daridtya , Sugava ,2007.
- 15) Maharashtatil Vishmta and Garibi :Sampatik Asmanata va Jatiya Bhedbhav , Sugava, 2018 .
- 16) थोरात, सुखदेव ; नेगी, प्रशांत, खाजगी क्षेत्रातील आरक्षणाविषयी वादचर्चा, (अनुवाद – अवधुत डोंगरे), सुगावा प्रकाशन, पुणे, 2015
- 17) थोरात, सुखदेव; कुमार नरेंद्र, डॉ. बाबासाहेब आंबेडकर :सामाजिक बहिष्कृतता व समावेशकता धोरणाविषयीचा दृष्टिकोन, सुगावा प्रकाशन, पुणे, 2010

MAAT2OJT6 - Field Project

M.A. (Ambedkar Thought) Semester - III

Core Course:

MAAT3T1 – Dr. Ambedkar on Nation, Nationalism & Democracy

Paper Objectives:

The purpose of this course is to develop understanding among the students about the Political Thought of Dr. Ambedkar. This includes the themes, Nation and Nationalism, idea of Democracy, Social and Economic Democracy, Relevance of Dr. Ambedkar's views in the present context.

Learning Outcome:

1. Student become to know the concept of Nation, ingredient to develop Nationalism needed for Democracy.
2. Various definitions of democracy along with rare definition given by Dr. Ambedkar along with the prerequisite of real democracy is the importance of learning.
3. Student develop understanding about Socio-economic democracy, Fraternity and relation between religion and democracy.
4. Student enhance their ability to find out fascism as a risk to democracy.

Unit 1: Dr. Ambedkar on Nation and Nationalism

- a) Dr. Ambedkar's idea of Nation and Nationalism.
- b) Necessary Conditions for Inclusive Nation.
- c) Caste, Nation and Nationalism.

Unit 2: Dr. Ambedkar's Idea of Democracy

- a) Meaning of Democracy and Its Salient Features.
- b) Conditions for Success of Political Democracy.
- c) Non-democratic Method, Hero worship and Democracy.
- d) Buddhism and Democracy.

Unit 3: Dr. Ambedkar's Idea of Social Democracy,

- a) Dr. Ambedkar's Idea of Social Democracy, Caste and Democracy.
- b) Dr. Ambedkar on Religion and Democracy: Buddhism and Brahmanism.
- c) Dr. Ambedkar on Significance of Fraternity in Political Democracy.
- d) Relevance of Dr Ambedkar's views in Present Context

Unit 4: Dr. Ambedkar's idea of Economic Democracy

- a) Democracy: Capitalism, and Fundamental rights,
- b) Economic Inequality, Risk to Democracy, Fascism
- c) Economic Equality, State Socialism and Economic Democracy

Essential Readings:

- 1) Ambedkar, B.R., 'Pakistan or Partition', Dr. Ambedkar Writing and Speeches, Vol. 8, Education Department, Govt., Mumbai, 1990.
- 2) Ambedkar, B.R., Dr. Ambedkar Writing and Speeches, Vol. 17, Part-II, Education Department, Govt., Mumbai, 2003.
- 3) Ambedkar, B.R., Dr. Ambedkar Writing and Speeches, Vol. 17, Part-III, Education Department, Govt., Mumbai, 2003.
- 4) Ambedkar, B.R., 'Philosophy of Hinduism', Dr. Ambedkar Writing and Speeches, Vol.3, Education Department, Govt., Mumbai, 1987.
- 5) Ambedkar, B.R., 'Riddles in Hinduism', Dr. Ambedkar Writing and Speeches, Vol.4, Education Department, Govt., Mumbai, 1987.
- 6) Ambedkar, B.R., 'Riddles in Hinduism', Dr. Ambedkar Writing and Speeches, Vol.1, Education Department, Govt., Mumbai, 1979.
- 7) Ambedkar, B.R., 'Riddles in Hinduism', Dr. Ambedkar Writing and Speeches, Vol.13, Education Department, Govt., Mumbai, 1994.
- 8) Ambedkar, B.R., Dr. Ambedkar Writing and Speeches (Village Panchayat Bill), Vol.2, Education Department, Govt., Mumbai, 1982.

Secondary Readings:

- 9) Jeffrelot, Christophe Dr. Ambedkar and Democracy, Oxford, and IIDS New Delhi, 2018.
- 10) Rahthod, Akash Singh Rathod, Indian Political Theory: Laying the Ground work for Swaraj, Routledge, London and New York, 2017.
- 11) Javaraiah M.N., Ambedkar verses Hindu Rashtra, Bhajan Media Centre, Mysore, 2006.
- 12) Ramaiah Avatthi, Contemporary Relevance of Ambedkar's Thoughts, Rawat Publication, Jaipur, 2017.
- 13) Rodrigues Valerian, The Essential Writings of B.R. Ambedkar, Oxford, New Delhi, 2002.
- 14) Jatav, Dr. D.R., The Political Philosophy of Dr. Ambedkar, Phoenix Publication Agency.
- 15) Rajashekharriya – Dr. Ambedkar's Politics of Emancipation.
- 16) Bharil Chandra – Social and Political Ideas of Dr. B.R. Ambedkar.
- 17) Dr. Lokhande, G.S. – A Study in Social Democracy.
- 18) Ahir, D.C. – Gandhi and Ambedkar, Ajay Prakashan, New Delhi, 1969.
- 19) डॉ. कसबे, रावसाहेब – भारतीय राज्यघटना आणि डॉ. आंबेडकर
- 20) डॉ. जाटव, डी. आर. – राष्ट्रीय आंदोलन में डॉ. आंबेडकर की भुमिका, समता साहित्य सदन, जयपूर.

MAAT3T2 – Dr. Ambedkar's Religious Thought

Paper Objectives:

The purpose of this course is to develop an understanding among the students on the Thoughts of Dr Ambedkar thoughts on Religious philosophy, Religious philosophy of Vedism, Gita, Brahmanism, and other Hindu religious thoughts, Religious philosophy of Buddhism, Social philosophy of Vedism , Brahmanism and Buddhism.

Learning Outcome:

1. Student learn about religious philosopher and its relation with humanism.
2. Student are made know do the traditional religious text and their criticism, examination in humanitarian view.
3. Student are tough to evaluate Buddha's teachings and His humanistic philosophy with criterion to judge religion.

Unit 1. Religious Philosophy

- a) Dr. Ambedkar's Religious Philosophy: Evaluation and Notion.
- b) Dr. Ambedkar on the Relevance of Religious Philosophy

Unit 2. Dr Ambedkar on Hindu Religious Philosophy

- a) Dr. Ambedkar's Interpretation of Hindu Religious Philosophy- Vedas, Upanishdas, Puranas, Smruties and Bhagwat Geeta.
- b) Principle of Graded Inequality in right to Religion Across Castes.
- c) Pre-Buddhist Religious Philosophical Thought in Tradition of Buddha.

Unit 3. Dr. Ambedkar on Buddhism

- a) Dr. Ambedkar's Interpretation of Buddhist Philosophy,
- b) Purpose of Religion and Purpose of Dhamma.
- c) Comparison and Contrast: What Buddha Rejected, What Buddha modified and What Buddha Accepted?
- d) Fundamental Differences Between Buddha and other on Meaning of Karma, Soul, Rebirth, Non-Violence.

Unit 4. Dr Ambedkar on Buddhist Teaching

- a) Renouncement (Gruha-tyag) of Siddharth.
- b) Four Noble Truths.
- c) What is Dhamma?
- d) What is Not Dhamma?
- e) What is Sadd-dhamma?

Essential Reading:

- 1) Ambedkar, B. R., 'Philosophy of Hinduism', Dr. Ambedkar Writing and Speeches, Vol 3, Education Department, Govt., Mumbai, 1987.
- 2) Ambedkar, B. R., 'The Buddha and His Dhamma', Dr. Ambedkar Writing and Speeches, Vol. 11, Education Department, Govt., Mumbai, 1992.
- 3) Ambedkar, B. R., 'Riddles of Hinduism', Dr. Ambedkar Writing and Speeches, Vol 4, Education Department, Govt., Mumbai, 1989.

Secondary Reading:

- 4) Mani, Braj Rajan, Debrahmanising History-Dominance and Resistance in Indian Society, Manohar, New Delhi, 2011 (For Comparasion of Vedism, Brahmnasim and Buddhism)
- 5) Joshi, Lal Mani, Brahmanism, Buddhism and Hinduism, Wheel Publication No.140/151, 1870.
- 6) Lal Mani Joshi, Studies Culture ,(For Pre-Buddhist Philosophy, Vedic and Saraman thoughts), 1967.
- 7) Giovanni Verardi Hardships Downfall of Buddhism in India, Manohar, Delhi, (2014
- 8) Laxim Narsu Laxim, Religion of Modern Buddhist, Critica Quest, New Delhi, 2002.
- 9) Shukla .J.J.Dr B.R.Ambedkar on Hindisum, Globe Books and periodicals, Ahamadbad, 1993.
- 10) Sankrityayan, Rahul and Others, Buddhism: Marxist Approach, People's Publishing House, New Delhi, 1973.
- 11) Javraiah M.N., Ambedkar verses Hindu Rashtra, Bahujan Media Centre, Mysore, 2006.
- 12) Joshi, Lal Mani, Discerning The Buddha, Munsiram Manoharlal Publisher, New Delhi, 2008 (Second Ed.)
- 13) Alosysius, G., Religion of Modern Buddhist, (book by Laxmi Narsu), Wordsmith, Delhi, 2002.
- 14) Ananad, Dinesh, Bhagvada Gita, or Dhammapada of Buddhism, A Comparative Analysis, Bluemoon Books, New Delhi, 2000.
- 15) Omvedt, Gail, Buddhism in India, Challenging Brahmanism and Caste, Sage Publication, Delhi, 2000.
- 16) Rathore, Akashsingh, B.R. Ambedkar, The Buddha and His Dhamma: A Critical, Oxford University Press, New Delhi, 2011.
- 17) Bapat P.V., 2400 Years of Buddhism, Publican, Ministry of Information and Broadcasting, Government of India, Delhi, 1956.

MAAT3T3 - Dr. Ambedkar on Political Representation & Social & Religious Minorities

Paper Objectives :

The purpose of this course is to develop an understanding among the students about the Quest for Political Representation — The Early Years, Poona Pact and Separate Electorates, Safeguards of Minority and Representation and Constitution of India and later years.

Learning Outcome :

1. Student know the real meaning of political representation and importance of franchise.
2. Student are given detailed understanding regarding Round Table Conferences and realistic objectives of separate electorates.
3. Meaning of minority and it's explanation by Dr. Ambedkar is the salient feature of learning.

Unit 1. The Quest for Political Representation — The Early Years

- a) Evidence before the Southborough Committee.
- b) Submission before the Simon Commission.
- c) Round Table India Conferences.

Unit 2. Poona Pact and Separate Electorates

- a) Gandhi- Ambedkar Differences (Round Table Conference)
- b) The idea of Equal Representation: Separate Electorates v. Joint Electorates.
- c) Poona Pact.
- d) Government of India Act, 1935.

Unit 3. Sefgurds of Minority and Representation

- a) Dr. Ambedkar's view on Minority.
- b) Constitutional Safeguards for Minorities.
- c) Ambedkar's Efforts for Proportional Representation.

Unit 4. Constitution of India and Later Years

- a) Reservation in Services, Educational Institutions and Political Representation.
- b) Substantive Equality and Reservation.
- c) Approach of Court After Enactment of Constitution.
- d) Recent Developments in Reservation Jurisprudence.

Essential Readings:

- 1) Ambedkar, B.R., 'Evidence before the Southborough Committee', in Dr. Ambedkar Writing and Speeches, Vol .1, Education Department, Govt., Mumbai, 1979.
- 2) Ambedkar, B. R., 'Dr. Ambedkar with the Simon Commition'-Part- II, & 'Dr. Ambedkar at the Round Table Coference', Part-III in Dr. Ambedkar Writing and Speeches, Vol 2, Education Department, Govt., Mumbai, 1982.

- 3) Ambedkar, B.R., 'States and Minorities', in Dr. Ambedkar Writing and Speeches, Vol. 1, Education Department, Govt., Mumbai, 1979.
- 4) Ambedkar, B.R., 'Communal Deadlock and A Way to Solve It', in Babasaheb Ambedkar: Writings and Speeches, Vol. 1, Education Department, Govt., Mumbai, 1979.
- 5) Indian Constitution- Articles 14, 15, 16, 23, 330, 335
- 6) Ambedkar, B.R., 'Dr. Ambedkar The Pricipal Architect of Indian Costitution', Dr. Ambedkar Writing and Speeches, Vol. 13, Education Department, Govt., Mumbai, 1994.

Secondary Readings:

- 7) Sukhadeo Thorat, 'Foreward', in Christophe Jaffrelot & Narinder Kumar ed., *Dr Ambedkar and Democracy*, Oxford University Press (2018), pages vii - xx.
- 8) Raj Sekhar Vundru, *Ambedkar, Gandhi and Patel: The Making of India's Electoral System*, Bloomsbury (2018), pages 21 - 83.
- 9) Datta, Rani, 'Emancipating and Strengthening Indian Women: An Analysis of B. R. Ambedkar's Contribution', *Contemporary Voice of Dalit* (2019), Pages 1-8.
- 10) Anurag Bhaskar, "The Resurgent Icon", in Bhagwan Das ed., Kannabiran, Kalpana, *Tools of Justice : Non-Discrimination and the Indian Constitution*, Routledge (2012), pages 163 - 205.
- 11) 'Substantive versus Formal Equality', in Dr. Justice DY Chandrachud's judgment in *BK Pavitra v. Union of India* (judgment dated 10 May 2019)
- 12) Sandra Fredman, 'Substantive Equality Revisited', *International Journal of Constitutional Law*, Volume 14, Issue 3, July 2016, pages-727-738, <https://academic.oup.com/icon/article/14/3/712/2204476> (with a comparison with Dr Ambedkar's ideas)
- 13) Anurag Bhaskar, "How three key Supreme Court judgments shook the faith of SCs, STs and OBCs in one year", *The Print* (28 January 2019), available at <https://theprint.in/opinion/how-three-key-supreme-court-judgments-shook-the-faith-of-scs-sts-and-obcs-in-one-year/184178/>
- "Supreme Court just destroyed the 'merit' argument upper castes use to oppose reservations", *The Print* (16 May 2019), available at <https://theprint.in/opinion/supreme-court-just-destroyed-the-merit-argument-upper-castes-use-to-oppose-reservations/236142/>
- "When It Comes to Dalit and Tribal Rights, the Judiciary in India Just Does Not Get It", *The Wire* (3 May 2020), available at <https://thewire.in/law/when-it-comes-to-dalit-and-tribal-rights-the-judiciary-in-india-just-does-not-get-it>)

MAAT3T4 – Dr. Ambedkar's concept of Constitutional Protections

Paper Objectives :

This subject provides detailed knowledge about Dr. Ambedkar's own concept of constitutional protections to the minorities, Socio-economic protection is the salient feature of the subject.

Learning Outcome :

1. Student learns what the actual invasion of Fundamental Rights, what is meant by unequal treatment without prejudice.
2. The modes of economic exploitation in Indian social system is made known to the students.
3. The ways of unequal treatment in administration and its solutions are taught to the students.

Unit 1. Remedies against Invasion of Fundamental Rights:

- a) Judicial Protection.
- b) Protection against Unequal Treatment.
- c) Protection against Discrimination.
- d) Protection against Economic Exploitation.

Unit 2. Protection of Minorities:

- a) Protection against Communal Executive
- b) Protection against Social and Official Tyranny.
- c) Protection against Social Boycott .

Reference Book:

- 1) Dr. Ambedkar Writings and Speeches, Vol. 1, Education Department, Government of India, Mumbai, 1979.
- २) बाबासाहेब आंबेडकर – संपूर्ण वाङ्मय – खंड १. डॉ. आंबेडकर प्रतिष्ठान, सामाजिक न्याय और अधिकारीता मंत्रालय, भारत सरकार, नई दिल्ली.

Skill Based / Elective Course:

MAAT3TE5 (A) – Dr. Ambedkar's Thought on History

Paper Objectives :

The purpose of this course is to develop an understanding among the students about Dr Ambedkar theory of Indian history, particularly Ancient history .The themes include methodology or approach for interpretation of Indian History , Concept of Revolution and Counter Revolution for studying the Indian Ancient, British and Post independent history ,religious and social ideas involved in Revolution and Counter Revolution , Effects of revolution and counter revolution, the status of Indian ancient society governed by these ideas, Counter Revolution during British period and after independence.

Learning Outcomes :

1. Student are provided with Ambedkarite approach to interpretation of History. They learn Revolution and counter revolution in India.
2. Student build ability to know and understand Buddha's social and moral thought in Indian History.
3. Student also come across the counter revolution in 18th to 20th Century.

Unit 1: Dr Ambedkar Approach to Interpretation of Indian history

- a) Concept of Revolution and Counter Revolution to Interpret Indian History
- b) Religious Philosophy and Social Philosophy before Buddha (BC 800) - Vedic and Shramanic and other Philosophies
- c) Dr Ambedkar's analysis of status of Ancient Vedic society, Features of Social system in Vedic period: Varna system before Buddha (BC 800)

Unit 2: Revolution and Its Principles

- a) Rise of Buddhism as revolutionary.
- b) Buddhist Philosophy Moral and Social Thought
- c) Equality as Principle of Revolution, Reason and not Faith,
- d) Spread Buddhism during Buddha period and Ashoka
- e) Effects of Revolution on Society: Social Effects, Elevation of Women and low castes and class, Decline of Vedic Brahmanism
Decline of Caste System.

Unit 3: Counter Revolution or Rise of Vedic Brahmanism

- a) Political transformation and Pushyamitra Sung, BC 175, and Counter Revolution, Writing of ManuSmriti (BC 200), Gospel of Counter Revolution.

- b) Rise of Neo-Brahmanism, Reestablishment of Religious Ideology, Strengthening of Caste System, Degradation of Shudra and Untouchables, Degradation of Women.
- c) Decline of Buddhism, after BC 200 - AD 1200-The process of decline of Buddhism.

Unit 4 : Counter Revolution during British period 1772 – 1925 and later ,

- a) Rise of Hindu Ideology : Hindu Sabha Movement, Establishment of Hindu Mahasabha 1915, Rise of Hindu Ideology after 1925
- b) Difference between Brahmanism and Hinduism
- c) Revolution during British Period: E. Ramsawami Periyar, Yiotidas, Narayan Guru.
- d) Anti caste movement during 20th century in Maharashtra, Phule and other Dalit and Brahmins and other backwards reformers .
- e) Dr Babasaheb Ambedkar's Movement 1919—1956

Essential Readings:

- 1) Ambedkar, B. R., 'Revolution and Counter Revolution in Ancient India', Dr. Ambedkar Writings and Speeches Vol.3, Education Department, Government of India, Mumbai, 1987.
- 2) Ambedkar, B. R., 'Riddles in Hinduism', Dr. Ambedkar Writings and Speeches Vol.4, Education Department, Government of India, Mumbai, 1987.

Secondary Readings:

- 3) Mani, Braj Ranjan, Debrahmanising History-Dominance and Resistance in Indian society, Manohar, New Delhi, 20011.
- 4) Joshi, Lal Mani, Discerning the Buddha, Munshiram Manoharlal Publishers, New Delhi, 1983.
- 5) Joshi, Lal Mani, Brahmanism, Buddhism and Hinduism, Wheel Publication No.140/151, 1970.
- 6) Joshi, Lal Mani, Studies Culture, 1967.
- 7) Giovanni Verardi, Hardships Downfall of Buddhism in India, Manohar, Delhi, 2014.
- 8) Christophe Jaffrelot, Hindu Nationalism, A Reader, Pub. Permanent Black in association with Ashoka university, 2017.
- 9) Vinita Agrawal, Women in Manu smruti, Indian Council of Cultural Relations, Delhi, 2006.
- 10) Swami Dharma Theertha, History of Hindu Imperialism, Babasaheb Ambedkar Foundation, Kottayam, Kerala, 1992 (1941 First Edition)
- 11) Rege Sharmila, Against the Madness of Manu : B.R.Ambedkar's Writings on Brahmanical Patriarchy, Navyana Publication, 2013.

Skill Based / Elective Course:

MAAT3TE5 (B) – Journalist Dr. Ambedkar

Paper Objectives :

Subject provides knowledge of what is journalism, its functions and scope in democratic society. Principles and their moral values is the salient feature along with Dr. Ambedkar's qualities of journalist.

Learning Outcomes :

1. Student learns the role of journalism attached with morality in human society.
2. Student gets knowledge about the journalism exhibited by Dr. Ambedkar by means of various periodicals.
3. Student learns how Dr. Ambedkar, through his editorials and other articles shown path of struggle for equality to the have-nots.

Unit 1. Nature and concept of Journalism :

- a) Definition and function
- b) Role and Scope of Journalism in Indian Context
- c) Principles of Journalism

Unit 2. Muknayak:

- a) Editorial and other writings on contemporary socio- political problems and solutions

Unit 3. Bahishkrit Bharat:

- a) Editorial and other writings on contemporary socio- political problems and solutions

Unit 4. Samata, Janta and Prabuddha Bharat:

- a) Editorial and other writings on contemporary socio- political problems and solutions.

Reference Books:

- 1) J. Natarajan – History of Indian Journalism, Ministry of information and Broadcasting 2010.
- 2) Pat Lovett – Journalism in India ' Publisher forgotten Books
- 3) Roland E. Wolseley – Journalism in Modern India, ASIA publishing House , Bombay
- 4) डॉ. बी. आर. आंबेडकर – बहिष्कृत भारत आणि मूकनायक (अभ्यासाची साधने खंड – प्रकाशन शिक्षण विभाग, महाराष्ट्र राज्य .
- 5) डॉ. बी. आर. आंबेडकर – "समता" – समता समाज संघाचे मूखपत्र 21 जून 1928 ते 15 मार्च 1929.
- 6) डॉ. बी. आर. आंबेडकर – "जनता" – 1930 ते 1956.
- 7) डॉ. बी. आर. आंबेडकर – "प्रबुद्ध भारत" – 1957.

Skill Based / Elective Course:

MAAT3TE5 (c) Philosopher Dr. Ambedkar

Paper Objectives :

This subject is meant to provide understanding about "Philosophy", Dr. Ambedkar as a philosopher and his theories of life concerned to every Human being without any superstition and mysticism but on the basis of scientific knowledge and temperament.

Learning Outcomes :

1. Student knows critically about philosophy and its application in day to day life.
2. Student are given knowledge about Dr. Ambedkar's own concept of philosophy and his philosophical theories.
3. Student know about Dr. Ambedkar's philosophical interpretation of Buddhism and critique on traditional philosophy in view to build human society on the basis of equity.

Unit 1. Philosopher Dr. Ambedkar :

- a) Definition, Meaning & Nature of Philosophy.
- b) Impact of Buddhism on Dr. Ambedkar.
- c) Impact of Western Philosophers on Dr. Ambedkar – John Dewey, Edmund Burke, J.S. Mill, Prof. Herold Laski.
- d) Dr. Ambedkar as a Philosopher.

Unit 2. Dr. Ambedkar on Philosophical Theories:

- a) Scientific Way of Thinking.
- b) Theory of Social Justice.
- c) Theory of Parliamentary Democracy.
- d) Philosophy of Emancipation.

Unit 3. Philosophical Interpretation of Buddhism:

- a) Scientific Interpretation of Buddhism.
- b) Theory of Karma.
- c) Theory of Rebirth.
- d) Dhamma and Adhamma.

Unit 4. Critique on Philosophical Traditions:

- a) Dr. Ambedkar's Critique on Philosophy of Hinduism.
- b) Critique on Marxism
- c) Critique on Gandism.

REFERENCE BOOKS :-

- 1) Dr. Babasaheb Ambedkar Writings and Speeches, Vol. 1,3,4,5,9
- 2) Gokhale, Dr. Pradeep – (Edited) – The Philosophy of Dr. B.R. Ambedkar, Sugava Prakshan, Pune.
- 3) Khabade Dinkar – Dr. Ambedkar & Western Thinkers, Sugava Prakshan, Pune.
- 4) Jatav, D.R. – Social Philosophy of Dr. Ambedkar.

MAAT3RP6 – Research Project

M.A. (Ambedkar Thought) Semester – IV

Core Course : MAAT4T1 - Political Thought of Dr. Ambedkar

Paper Objectives :

The purpose of this course is to develop understanding among the students Dr Ambedkar's Thoughts on the political issue related to caste, ethnic and religious minorities, this will include the issue of defining the minorities, reforms in Political democracy , political representation in legislature , methods of representation and representation in Executive and Administration

Learning Outcomes :

1. Student enhance their ability to understand Dr. Ambedkar's critical thought on Political parties and value based democracy.
2. Student come to know the essence of constitutional Nationalism in view of Dr. Ambedkar. They understand Dr. Ambedkar's reasoning on true sense of political independence and integration.
3. Student have an opportunity to have comparative study of other eminent political thinker. They also know the views of Dr. Ambedkar on Reorganization of states.

Unit 1: Dr. Ambedkar on Party System

- a) Aims and Objectives of Political Party
- b) Role of Opposition Party in Parliamentary Democracy
- c) Aims and Objectives of Indian Labour Party
- d) Aims and Objectives of Republican Party of India

Unit 2: Political Legacy of Dr. Ambedkar

- a) Political Philosophy of Dr. Ambedkar
- b) Political Independence
- c) Political Integration
- d) Constitutional Nationalism
- e) Politics of Emancipation

Unit 3: Dr Ambedkar on Reforms in Political Democracy

- a) Nature of Political Democracy with Multiple identities
Communal Majority and Political Majority
- b) Dr Ambedkar's Schemes for Minorities Safeguards and Reform in British Model of Political Democracy ,1947.
- c) Dr Ambedkar on Political Parties.
Minority Political Parties and Principles of Political Alliance,1942.
- d) Relevance of Dr Ambedkar's view in the present context.

Unit 4: Dr. Ambedkar and Selected Political Issues

- a) Federalism in India, Dr. Ambedkar's views on Federalism
- b) Ideas of Strong Centre proposed by Dr. Ambedkar and its importance in present context.

- c) Decentralization and Panchayat Raj, Comparison of Dr Ambedkar, Gandhiji and Jaiprakash Narayan
- d) Views of Dr Ambedkar and State Reorganization Commission.
- e) Relevance of Dr. Ambedkar in the Present Context.

Essential Readings:

- 1) Dr. Ambedkar Writings and Speeches, Vol. 1, Education Department, Government of India, Mumbai, 1979.
 - Written Statement ,by Dr Ambedkar and Solanki ,27th January,1919 , Evidence before the Southborough Committee of Franchise, pages 247-278.
 - Communal Deadlock and a Way to solve it ,1945 ,BAWS Vol.1 , 2016 ,pages 356-379.
 - Note submitted to the Indian Franchise Committee (Lothaian Committee on 1st May 1932 BAWS Volume 1, 1982 ,pages 243-277,(*Analysis extend to other Presidencies including Punjab*)
 - State And Minorities :What are their rights and How to secure them in the constitution of Free India , 1947 ,pages 342- 449.
- 2) Ambedkar Writings and Speeches, Vol. 2, EducationDepartment, Government of India, Mumbai, 1982.
 - (Statement concerning the safeguards for the protection of interest of Depressed classes as a minority ,on behalf of Bahishkriti Hitkarani Sabha to the Indian Statutory Commission ,(that is Simon Commission) ,29th May 1928 ,in BAWS Volume 2, 1982 ,pages 243-277,(*Definition of minority and concept of personal representation of the community , as against representation of interest.*
 - Appendix I :A Scheme of Political safeguards for the Protection of the Depressed classes in the future constitution of self governing -India .January 16,1931 ,First Round Table conference, pages 546-556.
- 3) Ambedkar, B.R., 'What Congress and Gandhi have Done to Untouchables', Ambedkar Writings and Speeches, Vol.9, EducationDepartment, Government of India, Mumbai, 1990
- 4) Ambedkar, B.R., 'Dr. Ambedkar as Member of The Governor- General's Executive Council,1942-46', Ambedkar Writings and Speeches, Vol.9, EducationDepartment, Government of India, Mumbai, 1991.
 - The Cabinet Mission and Untouchables , 1945, pages 537-549
 - Grievances of the Scheduled Castes, Memorandum submitted to His Excellency the Governor-General , 29th October, 1942 , pages 204-442 ubmitted by Dr Ambedkar to Vice Roy , as Labour Member
- 5) Constitution of India , 1940.

Secondary Readings:

- 6) Vendru Rajshakar, Making of Electoral system in India: Gandhi,Patel and Ambedkar , Bluberry , Delhi ,2018.
- 7) Pai, Sudha ,and Mishra Awinasha, Revisiting 1956 : B.R.Ambedkar and State Reorganization , IIDS and Orient Blackswan ,Delhi,2014.
- 8) Rahthod, Akash Singh Rathod, Indian political Theory .Laying the Ground work for Swaraj , Routledge ,London and New York,2017.
- 9) Teltumbde, Anand, Ambedkar on Musulim, VAK Publication , Mumbai,2003.
- 10) Javaraiah M.N., Ambedkar verses Hindu Rashtra , Bhajan Media Centre, Mysore, 2006.

MAAT4T2 - Dr. Ambedkar's Thought on Buddhism

Paper Objectives :

The purpose of this course is to develop an understanding among the students about the Dr. Ambedkar on Buddha's Social Teaching, Religious Equality in Practice, Ambedkar's Thoughts on Conversion and Post Ambedkar Buddhism.

Learning Outcome :

1. Student learn Buddha's valuable thought on social equality, women and varna system.
2. Student know and understand Buddha's approach towards the lowest class of the society.
3. Student gets knowledge on the Conversion movement of Dr. Ambedkar and status of Buddhism at present.

Unit 1. Dr. Ambedkar on Buddha's Social Teaching

- a) Buddha and Social Equality.
- b) Buddha and Caste System.
- c) Buddha and Women.

Unit 2. Religious Equality in Practice.

- a) Conversions of Low and lowly.
- b) Low Castes, Untouchables, Sweeper.
- c) Conversion of Women.
- d) Conversion of Fallen and Criminals.

Unit 3. Ambedkar's Thoughts on Conversion

- d) Meaning of Conversion, Need of Conversion (Mukti Kuon Pathe, 1936).
- e) Social Teaching of Buddhism.
- f) Conversion to Buddhism in 1956.
- e) Interpretation of 22 Oaths.

Unit 4. Post Ambedkar Buddhism

- (a) Bharatiya Buddha Mahasabha and Its Activities.
- (b) Buddhist Bhikkhu Sangh and Their Activities.
- (c) Role Civil Society in Spread of Buddhism.

Essential Reading:

- 1) Ambedkar, B. R., 'The Buddha and His Dhamma', Dr. Ambedkar Writing and Speeches, Vol 11, Education Department, Govt., Mumbai, 1992
- 2) Ambedkar, B. R., 'Revolution and Counter-Revolution', Dr. Ambedkar Writing and Speeches, Vol.3, Education Department, Govt., Mumbai, 1987.
- 3) Ambedkar, B. R., Dr. Ambedkar Writing and Speeches, Vol.18, Part-1, Education Department, Govt., Mumbai, 1987.
- 4) Ambedkar, B. R., Dr. Ambedkar Writing and Speeches, Vol.18, Part-3, Education Department, Govt., Mumbai, 1987.
- 5) Narsu, N.L., Essence of Buddhism.
- 6) Ahir, D.C. – Revival of Buddhism.
- 7) Wilkinson, T. S. (Edited) – Dr. Ambedkar and the New Buddhist Movement.
- 8) Ramteke, Dr. D. L. – Revival of Buddhism in India.

Hindi:

- 9) Aglave, Pradeep (2011, Second Edition), Dhammchakra Pravatan Ke Bad Ke Parivartan, Samyak Prakashan, New Delhi, 2011.
- १०) डॉ. कौसल्यायन, भदंत आनंद – बौद्ध धर्म की बुद्धीवादी समीक्षा.
- ११) रजनीकांत शास्त्री – हिंदू जाति का उत्थान और पतन.
- १२) कोसंबी, धर्मानंद – बुद्धधर्म आणि संघ.
- १३) सांस्कृत्यायन, राहुल – दर्शन दिग्दर्शन.
- १४) डॉ. कौसल्यायन, भदंत आनंद – दर्शन.
- १५) डॉ. जाटव, डी. आर. – डॉ. आंबेडकर का धर्मदर्शन.
- १६) डॉ. जाटव, डी. आर. – बुद्ध और बौद्ध दर्शन.
- १७) नरेंद्र देव – बौद्ध दर्शन.
- १८) डॉ. उपाध्याय, भरतसिंह – बौद्ध दर्शन तथा अन्य भारतीय दर्शन.
- १९) डॉ. उपाध्याय, भरतसिंह – पाली साहित्य का इतिहास.
- २०) डॉ. विमलकिर्ती – बौद्ध धर्म के विकास में डॉ. आंबेडकर का योगदान.

Marathi:

- 21) Aglave, Pradeep (2019, Second Edition), Dhammchakra Pravartananantarche Parivartan, kaushalya Prakashan, Aurangabad.

MAAT4T3 - Dr. Ambedkar's Strategies of Economic Development & Policies

Paper Objectives :

The purpose of this course is to develop understanding among the students about the Dr Ambedkar's Strategy of Economic development, Strategy for Physical Infrastructure for Economic Development (1942-46), Strategy of Wellbeing of labour and Marginalised Groups- 1942-46 and Policies for Marginalised Groups.

Learning Outcome :

1. Student learn Dr. Ambedkar's strategy of economic development thought Agriculture and Industries.
2. Student come across Dr. Ambedkar's strategy on water management, power generation, irrigation and multipurpose projects.
3. Student also learn Dr. Ambedkar's thought on upliftment of marginalised groups.

Unit 1. Dr. Ambedkar's Strategy of Economic Development

- a) Dr. Ambedkar Thoughts on Strategy of Economic Development, (1943-46) Reconstruction and Rehabilitation Plan.
- b) Sectoral Strategies, Industrial and Agricultural Development.

Unit 2. Strategy for Physical Infrastructure for Economic Development, 1942-46

- a) Strategy of Water and Irrigation.
- b) Strategy for Power Development.
- c) Development of Damodar, Hirakund and Sone River Valley.

Unit 3. Strategy of Wellbeing of labour and Marginalised Groups- 1942-46

- a) Policies and labour (1937-1942, and 1942-46).
- b) Policies for Dalit women Mid 1920's to 1920.
- c) Seprate Settlement for the Scheduled Castes.

Unit 4. Dr Ambedkar's Policies for Marginalised Groups

- a) Evolution of Reservation Policy for Scheduled Caste and Backward Castes -1919-1940.
- b) Economic Policies under Manifesto of Political Parties:
 - i) Independent Labour Party, 1937.
 - ii) Scheduled Caste Federation 1942.
 - iii) Manifesto of Republican Party, 1959.
- c) Population Control Policies,

Essential Readings:

- 1) Ambedkar, Dr. B.R., "States and Minorities: What are their rights and how to secure them Annihilation of Castes", Dr. Ambedkar Writing and Speeches, Vol 10, Education Department, Govt. of Maharashtra, Mumbai, 1979.
- 2) Ambedkar, B.R., 'Dr. Ambedkar AS Member Of The Governor-General's, Executive Council- (942-46)', Dr. Ambedkar Writing and Speeches, Vol 10, Education Department, Govt. of Maharashtra, Mumbai, 1991.
- 3) Dr. Ambedkar Writing and Speeches, Vol 17, Part-2, Education Department, Govt. of Maharashtra, Mumbai, 2003.
- 4) 'Dr. Ambedkar and The Hindu Code Bill', (Section II The Draft Code Bill page 43-226), Dr. Ambedkar Writing and Speeches, Vol 14, Part-1, Education Department, Govt. of Maharashtra, Mumbai, 1995.

Secondary Readings:

- 5) Thorat, Sukhadeo, Ambedkar's Role in Economic Planning and Water Policy , Shipra Publication , Delhi ,1998.
- 6) Raj Kumar, Economic Thoughts of B. R. Ambedkar, Common wealth Publishers, 2011
- 7) Sridevi G. (Edited.), Ambedkar's Vision of Economic Development For India Published in London, Routledge India ,2020.
- 8) Thorat Sukhadeo; Aryama (Edit), Ambedkar in Retrospect : Essays on Economics, Politics and Society , Rawat Publications, Jaipur ,2008.
- 9) Kasare M. L., Economic Philosophy of Dr. B.R. Ambedkar , B.I. Publication, New Delhi. 1996.
- 10) Heggade, D.Odeyar , Economic Thoughts of B.R. Ambedkar , Mohit Publishar, 1998.
- 11) Das, Narayan " Dr. B.R. Ambedkar's Economic Thoughts " Centrum Press Publication (2017)
- 12) Kashyap, Sohan, Economic Thought of Dr. B. R. Ambedkar , ABD Publishars, 2018
- 13) Chanchreek K. L., Economic Thoughts of Dr. B. R. Ambedkar, Shree Publishers and Distributers, 2013
- 14) Madhukar Dongre, Economics Thoughts of B.R Ambedkar , Ambadkar Samaj Publication Nagpur, 1974.
- 15) Nagar, V D, and K.P. Nagar, Economic Thought and policy of Dr Ambedkar , segment books , New Delhi , 1992.
- 16) Jadhav, Narandra, Dr Ambedkar's Economic Thoughts and Philosophy , Popular Prakasahan , Mumbai , 1993.
- 17) Raut , Nitin , Ambedkar on Population Policy , Contemporary Relevance , shipra pub , Delhi, 2014.
- 18) Thorat Sukhadeo and Aryama, Ambedkar in Retrospect : Essays in Economic Polictics and Society , Rawat publication, Jaipur , 2008
- 19) Ramaiah, P and Reddy .K. Dr Ambedkar's Economics Philosophy , Delta Publishing House , New Delhi, 1994.
- 20) Ariyaratne , A.T(1999) Schumacher lecture on Buddhist Economics , sarodaya Vishvalekha , Colombo , Sri Lanka, 1999.
- 21) Hrishikesh , Vinod (2013) Hand book of Hindu Economics and Business ,

- 22) Permaiah, P. K., Sateesh Reddy – Dr. Ambedkar's Economic Philosophy, Delta Pub. House, New Delhi, 1994.
- 23) Dr. Mangudkar, M.P. – Dr. Ambedkar and Family Planning, Poona, 1976.
- 24) Thorat, Sukhdeo, Babasaheb Ambedkar :Niyojan,Jal, Vidhut Vikas: Bhumika and Yogdan ,Sugava Publication,Pune,2005
- २५) डॉ. जाधव, नरेंद्र – डॉ. आंबेडकरांचे आर्थिक विचार, सुगावा प्रकाशन, पुणे.

Articles:

- 1) Thorat Sukhdeo and Aryama, Ambedkar in Retrospect :Essays in Economic , Polictics and Society , Rawat publication,Jaipur ,2008
- 2) Thorat, Sukhdeo (2007) Economic System,Development and Economic Planning ,in Ambedkar in Retrospect ,Essays on Economic .Politica and Society ,(Edited Sukhdeo Thorat and Aryama ,Rawat ,Jaipur,
- 3) Thorat Sukhdeo (2007) Water and Power Policy, in Ambedkar in Retrospect ,Essays on Economic .Politica and Society ,(Edited Sukhdeo Thorat and Aryama ,Rawat ,Jaipur,
- 4) Nanchariah G (2007) On Exchange Rate ,Trade Balance and Distribution , Ambedkar in Retrospect ,Essays on Economic .Politics and Society ,(Edited Sukhdeo Thorat and Aryama ,Rawat ,Jaipur,
- 5) Mungekar, Bhalchandra ,(2007) Labour Policy ,in Ambedkar in Retrospect Essays on Economic .Politica and Society ,(Edited Sukhdeo Thorat and Aryama ,Rawat ,Jaipur,
- 6) Mungekar Mungekar, (2007) Quest for Democratic Socialism , in Ambedkar in Retrospect ,Essays on Economic .Politica and Society ,(Edited Sukhdeo Thorat and Aryama ,Rawat ,Jaipur.

Marathi :

थोरात, सुखदेव, बाबासाहेब आंबेडकर : नियोजन, जल व विद्युत विकास भूमिका व योगदान, सुगावा प्रकाशन, पुणे, 2010

Skill Based / Elective Course :

MAAT4TE4 (A) - Dr. Ambedkar & Human Rights

Paper Objectives:

Subject provides study of origin of Human Right and their importance in society for inclusive development. They know the status of Human Right of disadvantaged people.

Learning Outcomes:

1. Student learn relation between Buddhism and Human Rights and its development.
2. Student know Dr. Ambedkar's Human Right movement through various means.
3. Student get knowledge of post independence enactments for protection of Human Right.

Unit 1. Introduction to Human Rights:

- a) Meaning, Nature and Scope of Human Rights.
- b) Buddhism : Origin of Human Rights.
- c) Importance of Human Rights.

Unit 2. Dr. Ambedkar on movement of Human Rights:

- a) Mahad Movement.
- b) Temple Entry Movement.
- c) Franchise (Southborough, Lothian committee, Separate Electorate)

Unit 3. Human Rights in India.

- a) Pre-Constitutional Era (British Period)
- b) Post-Constitutional Era –
 - i) Social
 - ii) Economical
 - iii) Political
- c) Human Right and National Integration.
- d) Dr. Ambedkar on Human Rights.

Unit 4. Rights of the Disadvantaged Groups:

- a) Human Rights of Scheduled Castes, Scheduled Tribes, Other Backward Castes and Minorities.
- b) Mechanisms for the Protection of the Rights of Disadvantage Group –
 - i) Protection of Civil Act, 1956
 - ii) Prevention of Atrocities (S.C., S.T.) Act, 1989
 - iii) Protection of Human Rights Act.

Reference Books:

- 1) Bhargva, Gopal - Human Rights Concern of the Future Editor, Kalpaz Publication, Delhi 110052.
- 2) Thiagaraj, Henry - Human Rights from Dalit Perspective, Gyan Publication House, New Delhi 110002.
- 3) Dr. Kapoor, S.K. - Human Rights under international law and Indian Law, Central Law Agency, Allahabd 211002.
- 4) डॉ. अग्रवाल, एच.ओ. — मानव अधिकार, सेंट्रल लॉ पब्लिकेशन, दरभंगा कालनी, इलाहाबाद
- ५) धर्मकिर्ती — मानवाधिकार के पूराधा डॉ. आबेडकर, सम्यक प्रकाशन, नई दिल्ली.
- ६) डॉ. धर्मवीर चन्देल — मानवाधिकार , नेहरू और आंबेडकर — पोइन्टर पब्लिशर्स, जयपूर, राजस्थान
- ७) डॉ. कुवरलाल एच. वासनिक — मानवाधिकार आणि डॉ. बाबासाहेब आंबेडकर, ज्ञानपथ पब्लिकेशन, महाराष्ट्र.

MAAT4TE4 (B) - Dr. Ambedkar on India's Defence & Foreign Policy

Paper Objectives :

The purpose of this course is to develop understanding among the students about the contribution of Dr. Ambedkar on India's Defence and Foreign Policy, and its relevance on contemporary issues, difference phases of War, History of Mahar Battalion, World War and Dr. Ambedkar on India's security issues.

Learning Outcome :

1. Student learn Dr. Ambedkar's thought on Second World War and bilateral relation with neighboring countries.
2. Student also learn Dr. Ambedkar's thought on India's defence policy and role of Mahar Battalion.
3. Student farther learn Dr. Ambedkar's thought on separation and unification of states.

Unit 1: Dr. Ambedkar on India's Foreign Policy

- a) Defence and Foreign Policy: Conceptual Framework - An Overview.
- b) Dr. Ambedkar's thought on Second World War
- c) Dr. Ambedkar's thought on Goa.
- d) Dr. Ambedkar's thought on Tibet and China.

Unit 2: Role of Mahar Battalion in India's Defence

- a) History of Mahar Battalion : Role, Contribution and Present Status.
- b) Role of Mahar Battalion in Kashmir

Unit 3: Dr. Ambedkar's Thought on ...

- a) Dr. Ambedkar's thought on Pakistan
- b) Dr. Ambedkar on Nizam State.
- c) Dr. Ambedkar on Kashmir.

Unit 4: Regional Integration and Regional Security

- a) Dr. Babasaheb Ambedkar on Regional Integration and Regional Security
- b) Consequences of Non-Implementation Policies of Dr. Ambedkar

Essential Reading:

- 1) Ambedkar, B. R., 'Pakistan or Thoughts on Pakistan', Dr. Ambedkar Writing and Speeches, Vol.8, Education Department, Govt., Mumbai, 1990.
- 2) Ambedkar, B. R., Dr. Ambedkar Writing and Speeches, Vol.8, Education Department, Govt., Mumbai, 1982.

Secondary Readings:

- 3) Das, Veena, The Oxford Companion to Sociology and Social Anthropology, Vol. I and II, Delhi: Oxford University Press, 2003.
- 4) David, Faulkner (eds.), The Oxford Handbook of Strategy: Volume One: Strategy Overview and Competitive Strategy, New York: Oxford University Press, 2003.
- 5) Joseph, T.D., Winning India's next war, New Delhi: Publishers, 2008.
- 6) Khare, Vijay, Strategic and Security Thoughts of Dr. Babasaheb Ambedkar, Germany: Scholar's Press, 2013.
- 7) Khare, Vijay, Dr. B.R. Ambedkar and India's National Security, New Delhi: Kilaso Book, 2005.
- 8) Mishra, K.P. (Eds.) Foreign Policy of India: A Book of Readings, New Delhi, Thompson, 1977.
- 9) Mushirul, Hasan (Eds.), Inventing Boundaries: Gender, Politics and the Partition of India, Oxford University Press, 2002.
- 10) Prasad, Bimal (eds.), India's Foreign Policy: Studies in Continuity and Change, New Delhi: Vikas Publishers, 1979.

MAAT4TE4 (C) – Dr. Ambedkar on Partition of India

Paper Objectives:

Subject provides knowledge concerned with partition of India, different views of Muslim League and their opponent. It enhances understanding regarding Nation and true spirit of Nationalism with necessary Brotherhood.

Learning Outcomes:

1. Student learn about the critical analysis of two Nation Theory. Need of internal Nation-despite of different Religion, Caste, Creed.
2. Student further learn key notes for communal peace. They understand the situation at the time of partition and also know the solutions suggested by Dr. Ambedkar.
3. Student further come across the theory of Nation and Nationalism propounded by Dr. Ambedkar.

Unit 1 : Demand of separate Nation:

- a) Demand of Muslim League
- b) Escape from Degradation

Unit 2 : Hindu's views on Separate Nation :

- a) Break-up of unity
- b) Weakening of the Defences
- c) Separate Nation and Communal Peace

Unit : 3 Alternative to Separate Nation :

- a) Hindu Alternative
- b) Muslim Alternative
- c) Separation and Malaise

Unit :4 Dr. Ambedkar's view on Partition :

- a) Need of Pakistan ?
- b) The problem of Pakistan
- c) The deciding factors

Reference Books:

- 1) Ambedkar B.R. – Writing 7 speeches – Vol-8, Educational Department, Govt. of Maharashtra
- 2) बाबासाहेब आंबेडकर – संपूर्ण वाङ्मय – खंड १५. डॉ. आंबेडकर प्रतिष्ठान, सामाजिक न्याय और अधिकारीता मंत्रालय, भारत सरकार, नई दिल्ली.
- 3) डॉ. बी.आर. आंबेडकर – पाकिस्तान अथवा भारताची फाळणी. सुगत प्रकाशन, नागपूर.

MAAT4RP5 – Research Project

Evaluation Scheme

Theory 80	Internal 20	
<p>Four Long answer questions carrying 16 marks each.</p> <p>$4 \times 16 = 64$</p> <p>Two Short answer question out of 4 notes on each unit and every note carrying 8 marks</p> <p>$2 \times 8 = 16$</p>	Presentation	Assignments
	10	10

Pattern of Questions Papers

Question order	Unit	Option	Type of Ques.	Marks
Question 1	1	A or B	Long	$1 \times 16 = 16$
Question 2	2	A or B	Long	$1 \times 16 = 16$
Question 3	3	A or B	Long	$1 \times 16 = 16$
Question 4	4	A or B	Long	$1 \times 16 = 16$
Question 5	1,2,3,4	Notes on Any Two	Short	$2 \times 08 = 16$
Total Questions = 5				Total Marks = 80