



Anekant Education Society's

TuljaramChaturchand College, Baramati

(Autonomous)

Two Year Degree Program in History

(Faculty of Social Sciences)

CBCS Syllabus

M.A. (History) Part-I Semester -I

For Department of History Tuljaram Chaturchand College, Baramati

Choice Based Credit System Syllabus (2023 Pattern)

(As Per NEP 2020)

To be implemented from Academic Year 2023-2024

Preamble

History, as we all know, is a vital source to obtain knowledge about a nation's soul. Of late, this has been argued and established that there can't be a nation without a past. Today, more than ever before, the challenges of globalization obligate historians and researchers to go beyond the local, national, and even continental frontiers of their knowledge. However, competing and keeping pace with the ever expanding horizon of history, one has to be sensitive in understanding the issues of nations history on larger canvas, absorbing polemics and not only create a belief of continuity by exploring nation's past, which lie in abundance. This certainly will further a dialog between past and present and a new narrative may emerge. At the outset, it may well be stated that this draft document owes its origin to meet the fundamental challenges of ever changing academics scales at Global level. Thus, a high priority task in the context of future education development agenda in India is fostering quality higher education. The idea is to involve young minds in knowledge production and of greater participation of knowledge itself. Participation in knowledge, by young minds, is an important departure from the existing structure at undergraduate level. Implementation of new structure is based on guiding principles of LOCF. To clarify the issue, it's vital to quote a prudent part of Learning Outcome based Curriculum Framework (LoCF) for under graduate education. The fundamental premise underlying the learning outcome based approach to curriculum planning and development is that higher education qualifications such as Bachelor's Degree Programme are awarded on the basis of demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes and values) and academic standards expected of graduates of a programme of study. Empiricism suggests that mere reproduction of knowledge in a classroom has lost its relevance in the rapidly changing global requirements. A young mind at the graduate level cannot be treated like an empty vessel. Instead the object in the class room shall be encouraged to participate in the exchange of ideas leading to develop the cognitive functioning rather than still with corny. It is with this assumption, the curriculum under LoCF is designed, to reiterate, as a guiding principle only, as justice to the glorious past and vast canvas of Indian History can only be done by providing the much needed space at micro and macro levels. Historical facts are not static since new discoveries are constantly thrown up by

archeology, generics, climate sciences and so on. As with all fields of knowledge, existing hypotheses need to be tested. This interaction should be the centre of discussion in a proactive classroom, which in turn can produce a researcher with an inquisitive and scientific temperament. As of late, quoting authority is seen as more important than primary material. The disdain for facts, in turn, has discouraged the systematic collation of primary evidence. Quite apart from removing major distortions, it will have two important benefits. First, it will make history more about exploration and discovery than about memorizing a static narrative. Second, it will give Indians a feeling of ownership over their own history with a broader worldview. Static classrooms need to be swapped for a more interactive one for fulfilling this purpose. Spirit of the draft LOCF is focused on this issue, as it states clearly” a sense of inquiry and capability for asking relevant/appropriate questions, problematizing, synthesizing and articulating; ability to recognize cause and effect relationships, define problems, formulate hypotheses, test hypotheses, analyze interpret and draw conclusions from data, establish hypotheses, predict cause and effect relationship: ability to plan execute and report the results of an experiment or investigation”. History is fragmentary by nature. It focuses on aspects or parts of an event, but not entirely. Despite the incessant efforts of a historian, it is impossible for him to capture everything about his choice of study. Availability of evidence, its reliability and consistency, available time and the objectives of the study shape his selection and utilization of sources and evidence. This may be a defining line for a historian, but cannot be a defining line for history of a nation, specifically like ours, which needs to be presented in totality rather than in any ‘centric’ form. It must be an organized critical study of such past activities of human beings as had produced significant effects on subsequent course of events in each part of the nation. Indeed, the main difficulty facing the historian and the history as a whole is not eliminating unanswerable or unimportant questions but choosing the important ones. A historian’s choice of study is determined by personal values, concerns of those who support his work, the nature of the age in which he lives, or by a combination of the aforesaid. Significantly, the ways in which these influences operate are complex, and the historian himself is often unaware of them. Present curriculum guideline is an endeavor in this direction, as it focuses on introducing Nation’s history on wider perspective at graduate level through core papers rather than comprehending the vast regions as ephemeral notions. The problems and issues pertaining to historical knowledge is one of the core issues in designing a curriculum of history. The problems of knowledge in history are basically

epistemological. To be sure, epistemology or the theory of knowledge is that branch of philosophy which concerned with the nature and scope of knowledge, its presuppositions and basis, the general reliability of claim to knowledge. A major challenge for the curriculum designing is how to deal approach. This method established the procedures and categories used by practicing historians in handling and understanding their material. This has led to a discussion of the ways in which historians divide up and classify the past, the manner in which they argue for and substantiate their interpretation, and the logical structure of the explanations they offer. Clearly, this new method of enquiry is very useful in finding and brick building 6 evidences. His will also enable historians to make credible claims to their statements about the past. Thus, understanding the past in its nature and totality is a prime prerequisite for a future researcher. In contemporary times, a shift from World History to Global History is at the centre of debate in western academic circles, I other parts de constructionist debates are still on, OrientalOccidental clash of ideas and construction of history itself has in one way enlarged the scholarly domains, but on other hand polemics have also surfaced. In the midst of such scholarly activities future generation needs not only communicative exposure in the classroom but his/her mental facilities require a departure from semantic to self-conscious. Issue of selfconscious may have variables, one is such understanding and positioning of self in world order. In this positioning process colonial and post colonial debates have largely focused upon dialectics of certain angle. Thus, it seems necessary to introduce resurgence of Asian civilizations at the undergraduate level as a compulsory paper to shape the mental faculty of the student for better understanding of world order. As per changing times, the other core papers have also been remodeled with introduction of a newspaper like ‘Cultural heritage of India’ and ‘ History of Communication and Media’ with a view to develop skill at undergraduate level as per spirit and design of LoCF guidelines. A serious remodeling of medieval period has been done that covers larger portions of India for a better understanding of Nation history. A historian is essentially trained to be objective in his selection, analysis and interpretation of evidence. This curriculum is an attempt to acustomize the student to larger levels of Indian, Asian and World History which can broaden the arena of young minds and also bring a mark shift in the pedagogy.

Programme Outcomes (POs)

PO1. Student will learn basic narrative of historical events, chronology, personalities and turning points of the history of the India, World and Punjab.

PO2. Build critical ability through competing interpretations and multiple narratives of the past, offer multi-causal explanations of major historical developments based on contextualized analysis of interrelated political, social, economic, cultural and intellectual processes.

PO3. Evaluation of historical ideas, arguments and points of view, presentation of a summary of a topic in an organized, coherent, and compelling fashion orally or written.

PO4. Construct original historical arguments based on primary or secondary source material and ability to identify and describe the contours and stakes of conversations among historians within defined historiographical fields.

PO5. Students will acquire basic historical research skills, including, effective use of libraries, archives, and databases.

PO6. Select and apply appropriate methods, techniques, resources and modern IT tools for generation and dissemination of historical knowledge.

PO7. Enable them in understanding significance of the subject for various competitive examinations.

Programme Specific Outcomes (PSOs)

PSO1. Through completion of a combination of courses, students become familiar with the political processes and structures, society and culture, political Ideas and institutions, historical thought and historiography, economy and society in India, Punjab and world.

PSO2. Understand background of the religions, customs, institutions and administration and so on.

PSO3. By analyzing relationship between the past and the present students will understand the social, political, religious and economic conditions of the people. She/he will be capable of leading and participate in discussion.

PSO4. Develop interests in the study of history and activities relating to history. Students can collect old coins and other historical materials, participate in historical drama and historical occasions, visits places of historical interests, archeological sites, museums and archives, read historical maps, charts and write articles on historical topics.

PSO5. Study of history helps to impart moral and environmental education. History develops a feeling of patriotism in the hearts of the pupils.

Anekant Education Society's
TuljaramChaturchand College, Baramati
(Autonomous)

Board of Studies (BOS) in History

From 2022-23 to 2024-25

Sr.No.	Name	Designation
1.	Dr. Tardalkar S.S	Chairman
2.	Dr. Lokhande S.S.	Member
3.	Mr. Mohite D.T.	Member
4.	Prof. Kanade S.B.	Member
5.	Mr. Dheshpande V.P.	Industry Expert
6.	Dr. More D.A.	Expert from S.P.P. University
7.	Prof. Katkar G.G.	Expert from other University
8.	Dr. Tike A.S.	Expert from other University
9.	Prof. Gawade V.R.	Meritorious Alumni
10.	Ms. Chavan N.A.	Student Representative
11.	Mr. Rokade A.R.	Student Representative

**Anekant Education Society's
TuljaramChaturchand College of Arts, Science and Commerce, Baramati
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Credit Distribution Structure for (M. A. History) Part-I (2023 Pattern)

Year	Level	Sem.	Major		Research Methodology (RM)	OJT/FP	RP	Cum. Cr.
			Mandatory	Electives				
I	6.0	Sem-I	HIS-501-MJM: History and Its Theory (Credit 04)	HIS-511-MJE: Social Background of Dalit Movement In Maharashtra (Credit 04)	HIS-521-RM: Research Methodology in History (Credit 04)	--	--	22
			HIS-502-MJM: Evolution of Ideas and Institutions in Early India (Credit 04)					
			HIS-503-MJM: Maratha Polity (Credit 04)					
			HIS-504-MJM: Heritage Management (Credit 02)					
		Sem- II	HIS-551-MJM: Approaches To History (Credit 04)	HIS-561-MJE History of Dalit Movement In Maharashtra (Credit 04)	--	HIS-581-OJT/FP Credit 04	--	22
			HIS-552-MJM: Socio-Economic and Cultural History of Medieval India (1206-1857) (Credit 04)					
			HIS -553-MJM: Socio-Economic and Cultural History of the Maratha Period (Credit 04)					
			HIS -554-MJM: Numismatics (Credit 02)					
Cum. Cr.			28	8	4	4	--	44

1 Credit = 15 Hrs.

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Course Structure for (M. A.History) Part-I (2023 Pattern)

Sem	Course Type	Course Code	Course Title	Theory/ Practical	No. of Credits
I	Major (Mandatory)	HIS-501-MJM	History and Its Theory	Theory	04
	Major (Mandatory)	HIS-502-MJM	Evolution of Ideas and Institutions in Early India	Theory	04
	Major (Mandatory)	HIS-503-MJM	Maratha Polity	Theory	04
	Major (Mandatory)	HIS-504-MJM	Heritage Management	Theory	02
	Major (Elective)	HIS-511-MJE	Social Background of Dalit Movement In Maharashtra	Theory	04
	Research Methodology (RM)	HIS-521-RM	Research Methodology in History	Theory	04
Total Credits Semester I					22
II	Major (Mandatory)	HIS-551-MJM	Approaches To History	Theory	04
	Major (Mandatory)	HIS-552-MJM	Socio-Economic and Cultural History of Medieval India (1206-1857)	Theory	04
	Major (Mandatory)	HIS-553-MJM	Socio-Economic and Cultural History of the Maratha Period	Theory	04
	Major (Mandatory)	HIS-554-MJM	Numismatics	Theory	02
	Major (Elective)	HIS-561-MJE	History of Dalit Movement In Maharashtra	Theory	04
	On Job Training (OJT)/Field Project (FP)	HIS-581-OJT/FP	On Job Training/Field Project relevant to the major course.	Training/ Project	04
Total Credits Semester II					22
Cumulative Credits of Semester I and II					44

CBCS Syllabus as per NEP 2020 for M.A. I (2023 Pattern)

Name of the Programme: M.A.History

Programme Code: PAHIS

Class: M.A. I

Semester: I

Course Type: Major Mandatory (Theory)

Course Code: HIS-501-MJM

Course Title : History and Its Theory

No. of Credits: 04

No. of Teaching Hours : 60

Course Objectives:

- 1) The paper is designed to provide adequate conceptual base, bring better understanding of history
- 2) Students help interrogate existing paradigms and challenge the outdated, help in developing critique
- 3) Students help research in terms of formulating hypotheses and develop broad frames of interaction with other social sciences and attain certain level of interdisciplinary approach.
- 4) The paper deals with the meaning, scope and importance of historical methods and the traditional history writings i.e., Greco Roman Traditions, Medieval understanding, scientific history, total history.
- 5) It also analyses the historicity of source materials and its use.
- 6) The section also deals with the preliminary ideas in the proposed area of research, explanation and presentation in history and the challenges to History writing.
- 7) Students will know the science of history writing.

Course Outcomes:

By the end of the course, students will be able to:

CO 1. Students will get acquainted with early theories of Historiography.

CO 2. Students will acquire knowledge about modern and most recent theories of History writing.

CO 3. Students will understand the definition and nature of History.

CO 4. With respect to other social sciences students will have an interdisciplinary approach towards History.

CO 5. Students will Develop interest in research.

CO 6 . The paper examines the methodological understanding of history in a specific manner.

CO 7. It acquits the students on different traditional historical writings and scientific history writings

Topics and Learning Points

Unit 1 : History:

08

1.1 Definition, nature

1.2 Interaction with Social Sciences

Unit 2 : History and its theories

12

2.1 Greco – Roman

2.2 Church

Unit 3 : Emergence of Modern theories of history

16

3.1 Rationalist, Romanticist

3.2 School of Scientific History

3.3 Materialist Theory of history

3.4 Positivism

Unit 4 : Structuralism, Post-structuralism

12

Unit 5 : Subaltern Studies

12

References -

English

- 1) Barry, Peter, *Beginning Theory: An introduction to literary acultural theory*, Manchester University Press, New York, 1995.
- 2) Carr, E.H., *What is History*, Penguin Books, Harmondsworth, 1971.
- 3) Childs, Peter, *Modernism*, Routledge, London, 2000.
- 4) Collingwood, R.G., *The Idea Of History*, Oxford University Press, New York, 1976.
- 5) Eagleton, Terry, *Ideology*, Verso, 1991. *Encyclopaedia of Social Sciences*
- 6) Foucault, Michel, *The Archeology of Knowledge*, translated by Sheridan Smith, Tavistock Publications, London 1982.
- 7) Hamilton, Paul, *Historicism*, London, Routledge, First Indian Edition, 2007.
- 8) Langlois Ch, V. and Ch. Seignobos, *Introduction to the study of History*,
- 9) Barnes and Noble Inc. and Frank Cass and co., New York, 1966.
- 10) Russell, Bertrand, *History of Western Philosophy*, Routledge, London, rpt. 1996.

Marathi

- 1) Carr, E.H., *What is History?* Marathi translation by V.G. Lele, *ItihasMhanaje Kay?*, Continental Prakashan, Pune, 1998
- 2) Dahake, Vasant Abaji, et.al (ed.) *Marathi Vangmayeen Sandhya- Sankalpana Kosh*, G.R Bhatkal Foundation, Mumbai, 2001.
- 3) Deo, Prabhakar, *Itihas: Eka Shastra* , Brain Tonic Prakashan, Nashik, 2007. Kothekar, Shanta, *Itihas: Tantra ani Tatvadnyana*, Shri sainath Prakashan, Nagpur, 2005.
- 4) Sardesai, B.N., *Itihas Lekhan Shastra*, Phadke

CBCS Syllabus as per NEP 2020 for M.A. (2023 Pattern)

Name of the Programme: M.A. History

Programme Code: PAHIS

Class: M.A I

Semester: I

Course Type: Major Mandatory (Theory)

Course Code: -HIS 502-MJM

Course Title : Evolution of Ideas and Institutions in Early India

No. of Credits: 04

No. of Teaching Hours : 60

Course Objectives:

- 1) The course intends to provide an understanding of the social, economic and institutional bases of Early India.
- 2) It is based on the premise that an understanding of Early Indian history is crucial to understand Indian history as a whole.
- 3) This paper will be able to students for Identify the administration of Guptas and other ancient dynasties, their contribution to Indian history.
- 4) Students can get the ideas about ancient India.
- 5) The objective of this course is to educate students with the political philosophy and processes prevalent during this period.
- 6) This is helping them to construct original historical arguments based on primary source material research.
- 7) The aim of the course is to educate students about the major changes in political, social, religious, economic and cultural fields occurred during this time

Course Outcomes:

By the end of the course, students will be able to:

CO 1.Students will be able to analyze perceptions, limitations and range of sources of Early India

CO 2.Students will be able to explain Political and Social Ideas and Institutions of Early India.

CO 3 .Students will be able to illustrate emergence of caste-based societies in Early India.

CO 4.Students will be able to explain emergence of States in Early India

CO 5.Students will learn to demonstrate in discussion and written work their understanding of different peoples and cultures in past environments and of how those cultures changed over the course of the centuries.

CO 6.They will produce their own historical analysis of documents and develop the ability to think critically and historically when discussing

CO 7.Students will be able to explain our heritage through cultural aspects of Early India.

Topics and Learning Points

Unit 1 : Defining Early India **08**

1.1 Historiography (colonial, nationalist)

1.2 Terminology ('Hindu' 'Early')

Unit 2 : Sources: Perceptions, Limitations, Range **08**

2.1 Archaeological

2.2 Literary sources (Sanskrit, Prakrit, Pali; Religious, non-religious
Tamil)

2.3 Inscriptions

2.4 Foreign accounts

Unit 3 : Political Ideas and Institutions **16** **3.1**

Lineage Politics (Rig Vedic)

3.2 Pre-State formations (Janapadas, Mahajanapadas)

3.3 Early State Formations (From Mahajanapadas to Maurya)

3.4 Administrative Institutions (Kingship: Rajanya-Samrat, Sabha and Samiti to Council of ministers)

3.5 Saptanga Theory

Unit 4 : Social ideas and institutions

14

4.1 Kin and Lineage society

4.2 The emergence of caste based societies, marginalization and subordination

4.3 Social protest and the emergence of new social and religious forms

4.4 post-Mauryan social formations

4.5 Education System in Ancient India

Unit 5 : Economy

14

5.1 Pre-historic to Chalcolithic developments

5.2 Development of Agriculture and Trade

5.3 Expanding Trade Economy - guilds, crafts, coinage

5.4 Urbanisation

References - English

1. Altekar, A.S., State and Government in Ancient India, Motilal Banarasidas, Delhi. 2016.
2. Gurukkal, R., Social Formations in Early South India, Oxford University Press, 2010.
3. Jha, D.N., Early India: A Concise History, Manohar, 2004.
4. Jha, D.N., Ancient India in a Historical Outline, Manohar, 3rd enlarged edition, 2015.
5. Parasher-Sen, Aloka (ed.), Subordinate and Marginal Groups in Early India, Oxford India Paperbacks, Second Edition, 2007.
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7. Sastri, K.A.N., History of South India, Oxford University Press, 1975.
8. Sharma, R.S., Aspects of Ancient Indian Political Ideas and Institutions, Manohar, reprint, 1999.
9. Sharma, R.S., Sudras in Ancient India, New Delhi, 1998.

10. Singh, Upinder, History of Ancient and Early Medieval India, Pearson Books, New Delhi. 2008.
11. Thapar, R., Ancient Indian Social History: Some Interpretations, Orient Longman, reprint, 1996.
12. Thapar, R., From Lineage to State, Oxford India Paperbacks, 1990
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Marathi

1. Jha, D.N., Prachin Bharat, 2017.
2. Jha, D.N., (tr. G.B. Deglurkar), Mauryottar wa Guptakalin Rajasvapadhati, Diamond Publications, Pune, 2006.
3. Kosambi, D.D. (tr. Vasant Tulpule), Puranakatha ani Vastavata, Lokavangmaya Gruha, Mumbai, 1977.
4. Sharma, R.S., (tr. Ranade, P.), Prachin Bharatatil Rajakiya Vichar ani Sanstha, Diamond Publications, Pune, 2006.
5. Sharma, R.S., Prachin Bharat mein Rajnitik Vichar evam Sanstha, (Hindi), Rajkamal Prakashan, New Delhi, 1992.

CBCS Syllabus as per NEP 2020 for M.A. I (2023 Pattern)

Name of the Programme: M.A. History

Programme Code: PAHIS

Class: M.A. I

Semester: I

Course Type: Major Mandatory (Theory)

Course Code: HIS-503-MJM

Course Title : Maratha Polity

No. of Credits: 04

No. of Teaching Hours : 60

Course Objectives:

- 1) The purpose of the course is to study the administrative system of the Marathas
- 2) Students can get the knowledge of maratha Empire.
- 3) Students can get the knowledge of political, economic social and religious.
- 4) Students can able to do the expedition of relation of Maratha empire with other state.
- 5) To introduce the students to the regional history of medieval Maharashtra and India.
- 6) To study political, social and conceptual history of the Marathas in an analytical way with the help of primary sources.
- 7) To evaluate contribution of Chhatrapati Shivaji Maharaj to the establishment of Swarajya, contribution of successors and later development of the Maratha kingdom.

Course Outcomes:

CO 1.Students will be able to analyze administrative system of Marathas

CO 2.Students will be able to explain nature of Maratha Polity.

CO 3.Students will be able to identify strength and weakness of Maratha administrative system.

CO 4.Students will be able to reviews- political power structure of Maratha period.

CO 5.student can able to know about Mughal policy of Maratha empire.

CO 6.Student will learn significance of regional history and political foundation of the region.

CO 7.It will enhance their perception of 17th century Maharashtra and India in context of Maratha history.

Unit 1 : Defining the term ‘Maratha Polity’

02

Unit 2 : Nature of Sources: Perceptions, Limitations, Range **10** **2.1**

Literary

2.2 Foreign

2.3 Archival

2.4 Miscellaneous

Unit 3 : Maratha State **12**

3.1 Formation of the Maratha State

3.2 Nature

Unit 4 : Administrative Structure **20** **4.1**

Administrative Structure of the Deccani Kingdoms: a brief survey **4.2**

Principles underlying Maratha Administration

4.3 Central: the institution of kingship, theory, problem of legitimacy,
Ashta Pradhan Mandal

4.4 Provincial and Village: administrative units

4.5 Military System: forts, infantry, cavalry, navy

Unit 5 : Judicial Administrative System **16** **5.1**

Sources of law

5.2 Judicial structure – central, provincial

5.3 Judicial institutions – political, traditional

5.4 Crime and punishment – police

References - English

- 1) Apte B.K., *A History of the Maratha Navy And Merchantships*, State Board for Literature and Culture, Bombay, 1973.
- 2) Chandra, Satish, *Medieval India (Society, the jagirdari crisis and the village)*, Macmillan India. India Ltd., Madras, 1992.

- 3) Gune, V.T., *Judicial System of the Marathas, Deccan*, College, Pune 1953.
- 4) Kulkarni, A.R., *Maharashtra in the Age of Shivaji* Pune, 2002.
- 5) Kulke, Hermann (ed.), *the State in India 1000-1700*, Oxford University Press, Mumbai, 1997.
- 6) Mahajan, T.T., *Maratha Administration in the 18th century*
- 7) Ranade, M.G., *Rise of the Maratha Power*, Bombay, 1900.
- 8) Sen, S.N., *Administrative System of the Marathas*, Calcutta, 1976
- 9) Sen, S.N., *Military System of the Marathas*.

Marathi -

1. Atre Trimbak Narayan, Gaongada, Varada, Pune, 1995.
2. Joshi, S.N, *Arvachin Maharashtra Retihaskalatil Rajyakarbharaacha Abhyas, (1600- 1680)*, Pune Vidyapeeth, Pune 1960.
3. Joshi, S.N. and Bhingare, L.M. (ed.) *Adnyapatra ani Rajnitee*, Pune, 1960.
4. Kulkarni A.R., *Shivkaleen Maharashtra, Rajahamsa*, Pune, 1993.
5. Kulkarni A.R., Khare G.H. (ed.), *Marathyancha Itihas, Vol. I to III*, Continental, Pune, 1984 (Vol. I), 1985 (Vol. II), 1986 (Vol. III).
6. Joshi S.N. (Ed.), *Chhatrapati Shivaji Raje Yanchi Bakhar*, Chitrashala, Pune, 1960.
7. Mehendale Gajanan B., *Shree Raja Shiv Chhatrapati, Vol. I, part I, II*, Mehendale, Pune, 1996.

CBCS Syllabus as per NEP 2020 for M.A. I (2023 Pattern)

Name of the Programme: M.A. History

Programme Code: PAHIS

Class: M.A I

Semester: I

Course Type: Major Mandatory (Theory)

Course Code: -HIS 504-MJM

Course Title : Heritage Management

No. of Credits: 02

No. of Teaching Hours : 30

Course Objectives:

- 1) The paper aims to make the students aware about the tangible and intangible heritage that the mankind has received.
- 2) The students may also be able to understand their responsibility to pass on the heritage to the future generations.
- 3) students investigate General Features, Sources, Components and Evolution of Indian Culture
- 4) Idea of heritage, natural & culture and major elements of the natural heritage of India.
- 5) Heritage management, concept and relevance for society, heritage landscapes.
- 6) Heritage management, policy and theory, heritage monuments and zone, world heritage sites of India.
- 7) The understand the importance of the history of India;

Course Outcomes:

CO 1.Students will be able to learn cultural heritage management and cultural heritage legislation

CO 2.Students will be able to learn the effects of cultural heritage management on cultural heritage conservation and tourism.

CO 3.Students will be able to learn the communication process in cultural

CO 4.Students will be able to learn the historical development and current status of cultural heritage studies in Turkey and in the world.

CO 5.Students will be able to learn the sustainability of the world cultural heritage.

CO 6.Students will learn what the promotion tools in cultural heritage management are.

CO 7.Students will learn relationship between culture and tourism

Topics and Learning Points

Unit 1 Concept of Heritage

02

1.1 Definition, nature and scope

Unit 2 Heritage and Government policies

12

2.1 Development of Heritage as a policy matter

2.2 International policies

2.3 Local (India) policies

Unit 3 Heritage Conservation and Society

02

Unit 4 World Heritage Sites in Maharashtra

02

Unit 5 Field Work in consultation with the teacher.

12

References -

1. Agarwal Rajesh K &NangiaSudesh, Economic & Employment potential of archaeological monuments in India. Birla Institute of Scientific research, New Delhi 1974.
2. BiswasSachindraSekhar, Protecting the cultural heritage. National legislations &international conventions. Aryan books international, New Delhi 1999.
3. Chainani, S., Heritage conservation, legislative and organisational policies for India. New Delhi: INTACH. 2007
4. KernalBalsar, The concept of the common heritage of Mankind, Vol. 30.

5. Nagar S.L, Protection, Conservation & preservation of India's monuments. Aryan books international, New Delhi 1998.
6. Richard Harrison (ed), Manual of Heritage Management, Butterworth Heineman.
7. Sarkar, H., Museums and Protections of Monuments and Antiquities in India. Sundeep Prakashan.
8. UNESCO & its programmes, protection of mankind's cultural heritage sites & monuments, UNESCO 1970.
9. UNESCO World Heritage website : <https://whc.unesco.org/>
10. Convention Concerning the Protection of the World Cultural and Natural Heritage (UNESCO 1972) URL: <https://whc.unesco.org/en/convention/>
11. UNESCO Intangible Cultural Heritage Website URL: <https://ich.unesco.org/>
12. UNESCO Convention for the Safeguarding of the Intangible Cultural Heritage 2003 <https://ich.unesco.org/en/convention>

**CBCS Syllabus as per NEP 2020 for M.A. I
(2023 Pattern)**

Name of the Programme: M.A. History

Programme Code: PAHIS

Class: M.A I

Semester: I

Course Type: Electives (Theory)

Course Code: -HIS 511-MJE

Course Title : Social Background of Dalit Movement in Maharashtra

No. of Credits: 04

No. of Teaching Hours : 60

Course Objectives:

- 1) This paper is designed to emphasize the background of the Dalit movement which flourished in the twentieth century.
- 2) It highlights the earlier forms of protest from the ancient till the medieval period, which laid the foundations for social protest and dissent in the pre- Ambedkar period.
- 3) The design of this course is to make students aware of the social and economic life of dalit class.
- 4) The purpose is to tell about the work done by dalit social reformers in modern times to improve the social condition of dalits.
- 5) The purpose is to tell about the work done by upper caste social reformers in modern times to improve the social condition of dalits.
- 6) The objective of this course is to understand the changed conditions of dalit class from ancient times to modern times.
- 7) Students analyses the importance of moral value of dalits.

Course Outcomes:

CO1. Students acquire knowledge of various term, concept related to Indian society and cast system.

CO2. Student able to understand the change and continuity of Indian Society.

CO3.They discuss the contemporary social issues in classroom and its related to be social history.

CO5.Students will understand the changing conditions of dalit class from ancient times to modern times.

CO6.They take interest to reads various book related to dalit movement in Maharashtra.

CO5.They understand the importance of moral and social value.

CO6.They write and present their own view on social history.

Topics and Learning Points

Unit 1: Historical Development of caste system **04**

Unit 2: Defining the term ‘Dalit’ and ‘Dalit consciousness’ **08**

Unit 3: Historical Background of Protest **16**

3.1 Early Manifestations- Lokayat, Buddhism,Jainism

3.2 Medieval Manifestations- Janabai, Chokhamela, Soyarabai,
Karmamela, Banka,Tukaram and Bahinabai

Unit 4: Non-Dalit Contribution to the Dalit Movement **16**

4.1 Mahatma Phule, Savitribai Phule,

4.2 Vitthal Ramji Shinde

4.3 Sayajirao Gaikwad Maharaj,

4.4 RajarshiShahu Maharaj

Unit 5: Pre-Ambedkar reformers and protest **16**

5.1 Gopal Baba Walangkar

5.2 Mukta Salve

5.3 Shivaram JanbaKamble

5.4 KisanFagujiBansode

References - English

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12. Nawalkar, H.N., Shivaram JanbaKamble, Pune, 1930

CBCS Syllabus as per NEP 2020 for M.A. I (2023 Pattern)

Name of the Programme: M.A. History

Programme Code: PAHIS

Class: M.A I

Semester: I

Course Type: Research Methodology (RM) (Theory)

Course Code: -HIS 521-RMH

Course Title : Research Methodology

No. of Credits: 04

No. of Teaching Hours : 60

Course Objectives:

- 1) There are many problems in our Society . Student can know them with their causes and process to solve them.
- 2) They can know about corruption, poverty and unemployment.
- 3) They can know about corruption, poverty and unemployment with areas and causes .
- 4) Student can know about pollution with causes .
- 5) They can get complete knowledge about communism.
- 6) To apply the research fundamentals in History.
- 7) To understand the basic concepts in Historical research.

Course Outcomes:

By the end of the course, students will be able to:

CO1.Apply the research fundamentals in History.

CO2.Understand the basic concepts in History research.

CO3.Make decisions about the appropriate use of basic research techniques and research design.

CO4.Know how to find published scientific articles.

CO5.Effectively interpret and communicate research findings.

CO6.Write up the methods of a research study and report the results of statistical analyses using

APA style.

CO7.Learn about use of statistical techniques in designing research and processing data.

Topics and Learning Points

Unit I - Nature of Social Research **12**

- 1.1 Importance and uses
- 1.2 Difference between Pure and Applied Research
- 1.3 Identification of Research Problem
- 1.4 Research Design.

Unit II -Hypothesis **12**

- 2.1 Concepts and Variables
- 2.2 Typologies
- 2.3 Hypotheses Formulation and testing, Sampling Method.

Unit III - Collection Tools and Techniques of Data **14**

- 3.1 Observation: Characteristics of observation
- 3.2 Kinds of observation
- 3.3 merits and Demerits
- 3.4 Questionnaire
- 3.5 Scheduled and Interviews
- 3.6 Sampling and Survey technique.

Unit IV - Nature of study **12**

- 4.1 Case study

4.2 Technique

4.3 Role and importance of case studies

4.4 Pilot studies and panel studies.

Unit V - Theory Formation in Social Science

10

5.1 Survey Analysis

5.2 Types

5.3 Merits - Demerits

5.4 Report writing

5.6 Purpose and contents of a Report.

References -

1. G. Sijoberg and Roger Nett Methodology for Social Research.
2. Jahoda and Others Research Methods in Social Relations.
3. Goode and Hatt Methods in Social Research.
4. P.V. Young Scientific Social Survey and Research.
5. Pradeep Kumar Bose Research Methodology.
6. C.R. Kothari Research Methodology.
7. Wilkinson and Bhandarkar Methodology and Techniques of Social Research.
8. Martin Shipman The Limitations of Social Research.
9. Keith Punch Introduction of Social Research.
10. R.L. Ackoff Design of Social Research

Examination Pattern / Evaluation Pattern

Teaching and Evaluation (for Major, Minor, AEC, VEC, IKS courses)

Course Credits	No. of Hours per Semester Theory/Practical	No. of Hours per Week Theory/Practical	Maximum Marks	CE 40 %	ESE 60%
1	15 / 30	1 / 2	25	10	15
2	30 / 60	2 / 4	50	20	30
3	45 / 90	4 / 6	75	30	45
4	60 / 120	4 / 8	100	40	60

Teaching and Evaluation (for VSC, SEC & CC courses)

- Evaluation to be done by Internal & External Experts
- No descriptive end semester written examination
- Evaluation to be done at Department level preferably prior to commencement of Theory /Practical Examinations
- Evaluation to be done on the Skills gained by student