



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 -II

For Department of History TuljaramChaturchand 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 Maharashtra.

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, Maharashtra 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
Tuljaram Chaturchand College, Baramati
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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. (2022 – 2023)	Student Representative
11.	Mr. Rokade A.R. (2022 – 2023)	Student Representative
12.	Miss. Tamboli T.R. (2023 – 2024)	Student Representative
13.	Mr. Rathod M.S. (2023 – 2024)	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 (Credit04)	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(Credit04)	--	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 History of the Maratha Period (Credit 04)					
			HIS -554-MJM:Numismatics (Credit 02)					
Cum. Cr.			28	8	4	4	--	44

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(Autonomous)

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 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	: II
Course Type	: Major Mandatory (Theory)
Course Code	: HIS-551-MJM
Course Title	: Approaches To History
No. of Credits:	04
No. of Teaching Hours	: 60

Course Objectives:

1. To provide students with a comprehensive understanding of historical research methodology and its significance in historical studies.
2. To equip students with the skills necessary for choosing a research subject and preparing a research outline.
3. To introduce students to the key analytical operations in historical research, including heuristics and hermeneutics.
4. To develop students' abilities in conducting synthetic operations such as determining and grouping facts and constructive reasoning.
5. To guide students in the concluding operations of historical research, focusing on valid generalizations and proper citation practices.
6. To familiarize students with different schools of history writing, both Indian and non-Indian, and their methodologies.
7. To explore recent developments in historical research methodology, including the study of myth, legend, folklore, oral history, and the linguistic turn in history.

Course Outcomes:

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

CO 1. Students will gain a solid understanding of historical research methodology, enabling them to conduct effective research in the field of history.

CO 2.They will be able to select appropriate research subjects and prepare well-structured research outlines.

CO 3.The course will enhance students' analytical skills by introducing them to heuristics and hermeneutics as valuable tools in historical research.

CO 4.Students will develop the ability to synthesize historical data, determine patterns, and engage in constructive reasoning.

CO 5.They will demonstrate proficiency in the concluding operations of historical research, including the formulation of valid generalizations and the use of proper citation and bibliography formats.

CO 6.Students will become familiar with various schools of history writing, gaining insights into colonial, nationalist, Marxist, subaltern, Annals, and Dakar approaches.

CO 7.The course will expose students to recent developments in historical methodology, including the study of myth, folklore, oral history, and the methodologies associated with Deconstruction, Poststructuralism, and Post-modernism.

Topics and Learning Points

Unit 1 : Defining Historical Research Methodology	04
Unit 2 : Operations in Research Methodology	20
2.1 Preliminary Operations: Choice of subject, preparation of outline	
2.2 Analytical Operations: Heuristics and Hermeneutics	
2.3 Synthetic Operations: Determining and grouping of facts, constructive reasoning	
2.4 Concluding Operations: Valid generalizations, footnotes and bibliography	
Unit 3 :Schools of History Writing	20
3.1 Indian:	
a. Colonial	
b. Nationalist	
c. Marxist	
d. Subaltern	
3.2 Non-Indian:	
a. Annals	
b. Dakar	
Unit 4 : Recent developments in Methodology	16

- 4.1. Myth, legend, folklore, oral history: their methodologies
4.2 The linguistic turn in history: methodologies of Deconstruction,
Poststructuralist, Post-modernism

Select Readings

English

1. Carr, E.H., *What is History*, Penguin Books, Harmondsworth, 1971.
2. Collingwood, R.G., *The Idea Of History*, Oxford University Press, New York, 1976.
3. Lingoes Ch, V. And Ch. Seignobos, *Introduction to the study of History*, Barnes and Noble Inc. and Frank Cass and co., New York, 1966.
4. Foucault, Michel, *The Archaeology of Knowledge*, translated by Sheridan Smith, Tavistock Publications, London 1982.
5. Barry, Peter, *Beginning Theory: An introduction to literary and cultural theory*, Manchester University Press, New York, 1995.
6. *Encyclopaedia of Social Sciences History and Theory: Studies in the Philosophy of History* (Journal), Wesleyan University, USA.

Marathi

1. Carr, E.H., *What is History?* Marathi translation by V.G. Lele, *ItihasMhanajeKay?*, Continental Prakashan, Pune, 1998
2. Dahake, VasantAbaji, et.al (ed.) *Marathi VangmayeenSandnya- SankalpanaKosh*, G.R Bhatkal Foundation, Mumbai, 2001.
3. Deo, Prabhakar, *Itihas: EkaShastra*
4. Kothekar, Shanta, *Itihas: TattvaaniVyavahar*
5. Sardesai, B.N., *ItihasLekhanShastra*, PhadkePrakashan, Kolhapur, 2002

Choice Based Credit System Syllabus (2023 Pattern)

(As Per NEP 2020)

Mapping of Program Outcomes with Course Outcomes

Class: M.A. I (Sem II)

Subject: History

Course : Approaches to History

Course Code : HIS – 551 - MJM

Course Outcomes	Programme Outcomes (POs)						
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	3	3	3	2	2	3	3
CO 2	3	3	2	2	2	2	2
CO 3	3	3	3	2	2	3	3
CO 4	2	2	2	3	3	3	2
CO 5	2	2	2	3	3	3	2
CO 6	3	2	3	3	3	3	2
CO 7	2	2	2	2	2	2	3

Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Justification:

- PO1 has a strong alignment with CO1, CO2, CO3, CO6, and CO7, as it directly relates to providing students with a comprehensive understanding of historical research methodology, its significance, and recent developments.
- PO2 has a strong alignment with CO1 and CO2 since equipping students with the skills to choose a research subject and prepare an outline is a key component of research methodology.
- PO3 has a strong alignment with CO1, CO2, and CO3 because introducing students to key analytical operations is fundamental to understanding research methodology.
- PO4 has a strong alignment with CO4 and CO5, as it focuses on developing students' abilities in conducting synthetic operations and concluding operations in historical research.
- PO5 has a strong alignment with CO4 and CO5 as it emphasizes guiding students in concluding operations, including making valid generalizations and proper citation practices

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	: II
Course Type	: Major Mandatory (Theory)
Course Code	: HIS 552-MJM
Course Title : Socio-Economic and Cultural History of Medieval India (1206 – 1857)	
No. of Credits	: 04
No. of Teaching Hours	: 60

Course Objectives:

1. To provide students with a comprehensive understanding of medieval India, focusing on its transition from ancient times.
- 2 To introduce students to the diverse sources of historical information on medieval India, including Persian, regional language sources, and foreign accounts
- 3 To explore the administrative systems of medieval India, both at the central and provincial levels, with a specific focus on the Mansabdari system and the Maratha Confederacy.
- 4 To analyze the agrarian system in medieval India and its significance in the socio-economic landscape.
- 5 To examine the evolving society and economy of medieval India, including social mobility, stratification, religious and social change, and the emergence of new classes.
- 6 To investigate the development of a composite culture in medieval India, emphasizing the impact of Bhakti and Sufi movements, education, and trade.
- 7 To explore the growth of medieval Indian arts, including architecture, painting, and music, and their cultural significance.

Course Outcomes:

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

CO1. Students will gain a deep understanding of the transition from ancient to medieval India, recognizing key historical turning points.

CO2 They will become proficient in analyzing various sources of historical information, including Persian texts, regional language sources, and foreign travelers' accounts.

CO3 The course will equip students with knowledge of medieval administrative systems, including central, provincial, Mansabdari, and Maratha structures.

CO4 Students will understand the agrarian system of medieval India and its role in shaping the socio-economic landscape.

CO5 They will analyze the societal and economic changes during the medieval period, including the emergence of new classes and the influence of Bhakti and Sufi movements.

CO6 Students will appreciate the development of a composite culture in medieval India, influenced by religious and social changes, education, and trade.

CO7 The course will foster an understanding of medieval Indian arts, including architecture, painting, and music, and their contributions to the cultural heritage of India

Topics and Learning Points

Unit 1 : Defining medieval India **12**

- 1.1 The Transition to the Medieval
- 1.2 Sources (Persian, Regional language sources)
- 1.3 Foreign sources: Travelers' accounts, European records

Unit 2 :Administrative Systems **16**

- 2.1 Central and Provincial
- 2.2 Mansabdari
- 2.3 Maratha Confederacy
- 2.4 Agrarian System

Unit 3 :Society and Economy in medieval India **20**

- 3.1 Social Mobility and Stratification: The emergence of new classes: Administrative, agrarian and mercantile
- 3.2 Religious and Social Change :Bhakti and Sufi
- 3.3 Towards a composite culture
- 3.4 Education
- 3.5 Trade – Internal and External

Unit 4 : Development of medieval Arts **12**

- 4.1 Architecture
- 4.2 Painting

4.3 Music

Select Readings

English

1. Alam, Muzaffar and Subrahmanyam, Sanjay, *The Mughal State*, Oxford India Paperbacks, 2000
2. Alavi, Seema (ed.), *The Eighteenth Century in India*, OUP, New Delhi, 2002.
3. Anderson, P., *Passages from Antiquity to Feudalism*, London, 1981. Chandra, Satish, *Medieval India* (2 vols.), Har-Anand Publications Pvt. Ltd., Third Edition, 2006 (also available in Hindi)
4. Chitnis, K.N., *Aspects of Society and Economy in Medieval India*, Pune, 1979.
5. Habib, I., *Essays in Indian History – Towards a Marxist Perspective*, Tulika, 1995.
6. Hasan, S. Nurul, *Religion, State and society in Medieval India*, Oxford University Press, 2005
7. Jha, D.N. (ed.), *The Feudal Order*, Manohar Publications, 2002
8. Kulke, H. (ed.), *The State in India, 1000-1700*, OUP, 1997.
9. Marshall, P.J. (ed.), *The Eighteenth Century in Indian History: Evolution or Revolution?*, OUP, New Delhi, 2003
10. Mukhia, H., *Perspectives on Medieval India*, Delhi, 1994.
11. Sharma, R.S., *Early Medieval Indian Society: A Study in Feudalisation*, Sangam Books Ltd., 2001

Marathi

1. Chitnis, K.N., *MadhyayuginBharatiyaSankalpanawaSanstha*, Bhalchandra Printing Press Pvt. Ltd., Bombay, 3rd Reprint, 2003.30
2. Moreland, W.H., *From Akbar to Aurangzeb*, tr. RajendraBanahatti, *Akbar te Aurangzeb*, Diamond Publications, Pune, 2006.
3. Moreland, W.H., *India at the Death of Akbar*, tr. SunandaKogekar, *AkbarkalinHindustan*, Diamond Publications, Pune, 2006.

4. Sarkar, Jadunath, *Aurangzeb*, tr. S.G. Kolarkar, *Aurangzeb*, Diamond Publications, Pune, 2006
5. Siddiqui, N.A., *Land Revenue System under the Mughals*, tr. P.L. Saswadkar, *MughalkalinMahsulPadhati*, Diamond Publications, Pune, 2006.

Choice Based Credit System Syllabus (2023 Pattern)

(As Per NEP 2020)

Mapping of Program Outcomes with Course Outcomes

Class: M.A. I (Sem II)

Subject: History

Course: Socio-Economic and Cultural History of Medieval India (1206 –1857)

Course Code: HIS 552-MJM

Course Outcomes	Programme Outcomes (POs)						
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	3	2	2	2	2	3	2
CO 2	3	3	2	2	2	3	2
CO 3	2	2	2	2	2	2	2
CO 4	2	2	2	2	2	2	2
CO 5	3	3	2	2	3	3	3
CO 6	2	2	2	3	3	2	2
CO 7	2	2	2	2	2	2	2

Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Justification:

- PO1 has a strong alignment with CO1, CO2, CO3, CO6, and CO5 as it directly addresses the comprehensive understanding of medieval India and the diverse sources of historical information.
- PO2 has a strong alignment with CO1, CO2, CO3, and CO6 as it introduces students to diverse historical sources and administrative systems.
- PO3 has a moderate alignment with CO4 and CO6 as it focuses on analyzing the agrarian system and investigating the development of a composite culture.
- PO4 has a moderate alignment with CO4 as it specifically relates to the agrarian system.
- PO5 has a strong alignment with CO5, CO6, and CO7 as it pertains to examining the evolving society and economy, the development of a composite culture, and the growth of medieval Indian arts.
- PO6 has a moderate alignment with CO4 and CO6 as it partly relates to the agrarian system and emphasizes the development of a composite culture.
- PO7 has a moderate alignment with CO1, CO2, and CO3 as it generally relates to understanding medieval India but is not directly tied to specific course outcomes.

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	: II
Course Type	: Major Mandatory (Theory)
Course Code	: HIS-553-MJM
Course Title	: Socio – Economic History of the Maratha Period
No. of Credits	: 04
No. of Teaching Hours	: 60

Course Objectives:

1. To introduce students to the field of socio-economic and cultural history and its significance in understanding India's past.
2. To define and explore the key concepts related to socio-economic and cultural history.
3. To provide an in-depth study of social institutions in historical India, including residents of villages, the Balutedari system, caste and communities, marriage and family, social stratification, mobility, fairs, festivals, and education.
4. To analyze the agrarian system of historical India, including land types, assessment, methods of land revenue collection, and fiscal systems.
5. To examine trade, industries, and handicrafts in historical India, focusing on trade centers, trade routes, major and minor industries, types of coins, and banking.
6. To explore the development of Maratha arts, particularly in the areas of architecture.
7. To encourage critical thinking and independent research in socio-economic and cultural history.

Course Outcomes:

CO 1 Students will develop a foundational understanding of socio-economic and cultural history as a subfield of historical studies.

CO 2 They will be proficient in defining and applying key concepts relevant to socio-economic and cultural history.

CO 3 The course will enable students to analyze and discuss various aspects of social institutions in historical India, including village life, caste, marriage, and education.

CO 4 Students will gain an understanding of the agrarian system, land types, revenue collection methods, and fiscal systems in historical India.

CO 5 They will be able to explore trade, industries, and handicrafts in historical India, including trade routes, coinage, and banking.

CO 6 Students will appreciate the development of Maratha arts, particularly in the domain of architecture.

CO 7 The course will foster independent research skills and critical thinking in the context of socio-economic and cultural history.

Unit 1 : Defining socio-economic and Cultural history **02**

Unit 2 : Social Institutions **20**

- 2.1 Residents of the village
- 2.2 Balutedari system
- 2.3 caste and Communities
- 2.4 Marriage and Family
- 2.5 Social Stratification and mobility
- 2.6 Fairs and Festivals
- 2.7 Education

Unit 3 :Agrarian System **20**

- 3.1 Types of land
- 3.2 Assessment of land
- 3.3 Methods of land revenue collection
- 3.4 Fiscal System: Public income and expenditure

Unit 4 :Trade, Industries and handicraft **14**

- 4.1 Centers of trade
- 4.2 Trade routes
- 4.3 Major and minor industries
- 4.4 Type of Coins
- 4.5 Banking house

Unit 5 :Development of Maratha Arts - Architecture **04**

Select Readings

English

1. Chitnis K.N., *Socio-Economic History of Medieval India*, Atlantic Publishers, Delhi, 2002.
2. Desai, Sudha, *Social life in Maharashtra under the Peshwas*, Bombay, 1980
3. Kulkarni, A.R., *Medieval Maratha Country*, Books and Books, New Delhi, 1996.
4. Kulkarni, A.R., *Medieval Maharashtra*, Books and Books, New Delhi, 1996
5. Kulkarni A.R., *Maharashtra: Society and Culture*, Books & Books, Delhi, 2000.
6. Kulkarni A.R., *Explorations in the Deccan History*, Pragati Publications in association with ICHR, Delhi, 2006.
7. Kumar, Dharma (ed.), *The Cambridge Economic History of India*, Vol. II, Orient Longman, in association with OUP, Delhi, 2005.
8. Mahajan T.T., *Trade, Commerce and Industries under the Peshwas*, Pointer Publishers, Jaipur, 1989.
9. Raychaudhuri, Tapan and Habib, Irfan (ed.), *Cambridge Economic History of India*, Vol. I, Orient Longman, in association with OUP, Delhi, 2005.

Marathi

1. Atre, Trimbak Narayan, *Gav-Gada*, Varada, Pune, 1995
2. Bhave, V.K., *Peshwekalin Maharashtra, Varada*, Pune, 1998.
3. Chapekar, N.G., *Peshwaichya Savlit*, Pune, 1936.
4. Joshi, S.N., *Marathekal in Samaj Darshan*, Anath Vidyarthi Gruha, Pune, 1960.
5. Oturkar, R.V., *Peshwekal in Samajik Vaaarthik Patravayavahar*, BISM, Pune, 1950.

Choice Based Credit System Syllabus (2023 Pattern)

(As Per NEP 2020)

Mapping of Program Outcomes with Course Outcomes

Class: M.A. I (Sem II)

Subject: History

Course: Socio-Economic History of the Maratha Period

Course Code: HIS-553-MJM

Course Outcomes	Programme Outcomes (POs)						
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	3	2	2	2	3	2	2
CO 2	3	3	2	2	2	2	2
CO 3	2	2	3	3	2	2	3
CO 4	2	2	2	3	2	1	2
CO 5	2	2	2	3	3	2	2
CO 6	2	1	1	1	1	3	2
CO 7	2	2	2	2	2	2	3

Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Justification:

- PO1 has a strong alignment with CO1, CO2, CO5, and CO6 as it introduces students to socio-economic and cultural history and defines key concepts in these areas.
- PO2 has a strong alignment with CO1, CO2, and CO6 as it directly relates to the introduction and exploration of key concepts.
- PO3 has a strong alignment with CO3 and CO4 as it provides an in-depth study of social institutions and the agrarian system in historical India.
- PO4 has a strong alignment with CO4 and CO5 as it pertains to the analysis of the agrarian system and the examination of trade, industries, and handicrafts.
- PO5 has a strong alignment with CO4 and CO5 as it directly relates to examining the agrarian system and trade-related topics.
- PO6 has a strong alignment with CO6 as it focuses on the development of Maratha arts, particularly in architecture.
- PO7 has a strong alignment with CO7 as it encourages critical thinking and independent research in socio-economic and cultural history.

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	: II
Course Type	: Major Mandatory (Theory)
Course Code	: HIS 554-MJM
Course Title	: Numismatics
No. of Credits	: 02
No. of Teaching Hours	: 30

Course Objectives:

1. To introduce students to the field of numismatics, including its terminology and scope, and its significance in the reconstruction of socio-cultural and economic history.
2. To facilitate a comprehensive study of ancient Indian coinage, with a focus on the Mauryan Age and the analysis of Karshapanas Coins.
3. To explore the various aspects of coinage during the Post Mauryan Age, emphasizing their historical and economic dimensions.
4. To delve into the study of coins issued during the Gupta Empire, understanding their cultural and historical significance.
5. To examine medieval coins from the Delhi Sultanate, Mughal Period, Vijaynagar, and the Marathas, highlighting their role in reflecting the socio-political landscape of the time.
6. To analyze modern coins, including those issued by the British East India Company and those of independent India, recognizing their historical context and evolution.
7. To familiarize students with the Indian Institute of Research in Numismatic Studies (IIRNS) located in Anjineri and its contribution to the field of numismatics.

Course Outcomes:

CO 1 Students will acquire a foundational understanding of numismatics, its terminology, and its broad scope as a valuable tool for reconstructing historical narratives.

CO 2 They will gain expertise in the study of ancient Indian coinage, particularly during the Mauryan Age, and comprehend the role of Karshapanas Coins in historical research.

CO 3 The course will enable students to appreciate the diversity and historical significance of coins from the Post Mauryan Age and their economic implications.

- CO 4** Students will gain insights into the cultural and historical aspects of coinage during the Gupta Empire, enhancing their understanding of this pivotal era.
- CO 5** They will develop a nuanced understanding of medieval coins from various dynasties, allowing them to interpret the socio-political dynamics of different periods.
- CO 6** Students will analyze modern coins, recognizing the historical transitions from colonial rule to independent India through numismatic evidence.
- CO 7** The course will inform students about the Indian Institute of Research in Numismatic Studies (IIRNS) and its contributions to the field, fostering an appreciation for contemporary numismatic research.

Topics and Learning Points

Unit-I: Introduction to Numismatics	5
a) Numismatic Studies : Terminology and Scope	
b) Importance in the Reconstruction of Socio – Cultural and Economic History	
 Unit-II: Study of Ancient Indian Coinage : Polity – Economic Dimensions	 10
a) The Mauryan Age – Karshapanas Coins	
b) Coins of the Post Mauryan Age	
c) Coins of the Guptas	
 Unit-III: Study of Medieval Coins	 7
a) Coinage of the Delhi Sultanate and Mughal Period	
b) Coins of Vijaynagar	
c) Coins of the Marathas	
 Unit-IV: Study of Modern Coins	 8
a) Coins of the British East India Company	
b) Coins of Independent India	
c) Indian Institute of Research in Numismatic Studies (IIRNS) , Anjineri.	

Reference Books :

1. Allan, J. 1935. Catalogue of Coins of Ancient India. London: British Museum.
2. Altekar, A.S., 1937. Catalogue of Coins of the Gupta Empire. Varanasi: Numismatic Society of India.
3. Bhandarkar, D.R., 1921. Carmichael Lectures on Ancient Indian Numismatics. Calcutta: Calcutta University.. Bharadwaj, H.C. 1979. Aspects of Ancient Indian Technology. Delhi: Motilal Banarasidas. Chattopadhyaya, Bhaskar 1967. The Age of the Kushanas – A Numismatic Study. Calcutta: Punthi Pustak.
4. Chattopadhyaya, Brajdulal 1977. Coins and Currency System in South India. Delhi: Munshiram Manoharlal
5. Dasgupta, K.K. 1974. A Tribal History of Ancient India – A Numismatic Approach. Calcutta: Nababharat Publications.
6. Datta, Mala 1990. A Study of the Satavahana coinage. Delhi: Harman Publishing House. Dhavalikar, M.K. 1975. Pracheena Bharatiya Nanakshastra. Pune: Maharashtra Vidyapeeth Granthanirmiti Mahamandal.
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9. Goyal, S.R. 1995. Dynastic Coins of Ancient India. Jodhpur: Kusumanjali Book World.
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Macdowall(A.K.JhaandSanjayGargeds)VolumeI,pp.33-42.New
Delhi:HarmanPublishingHouse.

15. Jha, Amiteshwar and DilipRajgor 1994. Studies in the Coinage of Western Kshatrapas.Anjaneri:IndianInstituteofResearchin NumismaticStudies.
16. Krishnamurti,R.1997.Sangam AgeTamilCoins.Madras:GarnetPublishers.Lahiri, A.N. 1965.Corpus of Indo-Greek Coins. Calcutta Journal of the Numismatic Society of India,Varanasi.
17. Mangalam, S.J. 2001. Shankar Tiwari Collection of Early Coins from Narmada Valley.Bhopal:Directorate of ArchaeologyandMuseums,GovernmentofMadhyaPradesh.
18. Numismatic Digest A Journal Published by Indian Institute of Research in NumismaticStudies,Anjaneri (Nasik).
19. Rajgor, Dilip 2001. Punch-Marked Coins of Early Historic India. California: ReeshaBooksInternational.
20. Rapson, E.J. 1908. Catalogue of Coins of Andhra Dynasty, Western Kshatrapas etc.London:British Museum.
21. Ray, S.C. 1977. The Strait graphic Evidence of Coins in Indian Excavations and SomeAlliedIssues. Varanasi: NumismaticSocietyofIndia.
22. Sahni, Birbal 1973. The Technique of Casting Coins in Ancient India. Varanasi:BharatiyaPublishing House.
23. Sarma,I.K. 1980.CoinageoftheSatavahanaEmpire.Delhi:AgamKalaPrakashan.
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26. Srivastava, A.K. 1972. Catalogue of Saka-Pahlava Coins of Northern India in the StateMuseum,Lucknow. Lucknow:StateMuseum.
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PublishedbySouthIndianNumismaticSociety,Madras.

Choice Based Credit System Syllabus (2023 Pattern)

(As Per NEP 2020)

Mapping of Program Outcomes with Course Outcomes

Class: M.A. I (Sem II)

Subject: History

Course: Numismatics

Course Code: HIS-554 - MJM

Course Outcomes	Programme Outcomes (POs)						
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	3	2	2	1	2	2	2
CO 2	3	2	1	2	1	2	1
CO 3	2	2	2	1	1	1	1
CO 4	2	2	2	1	1	1	1
CO 5	2	2	2	1	1	1	1
CO 6	2	2	2	1	1	1	1
CO 7	2	2	2	2	1	2	1

Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Justification for the mapping

- CO1 has a strong relation with PO1 as it directly introduces students to the field of numismatics, which is part of understanding the historical events and narratives.
- CO2 has a strong relation with PO2 as the comprehensive study of ancient Indian coinage contributes to developing critical abilities and offering multi-causal explanations of historical developments.
- CO4 is directly related to PO3, as the study of coins issued during the Gupta Empire involves the evaluation of historical ideas, arguments, and historical context.
- CO6 has a moderate relation with PO6, as the analysis of modern coins involves using modern IT tools for historical knowledge, although not as strong as other relations.
- CO7 relates moderately to PO7, as it familiarizes students with the Indian Institute of Research in Numismatic Studies (IIRNS), which could help in understanding the significance of the subject for various competitive examinations.

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: II

Course Type: Electives (Theory)

Course Code: -HIS - 561-MJE

Course Title : **History of the Dalit Movement in Maharashtra**

No. of Credits: 04

No. of Teaching Hours : 60

Course Objectives:

1. To introduce students to the ideology of Dr.BabasahebAmbedkar and its multifaceted dimensions, including socio-religious, economic, political, religious, and educational aspects.
2. To provide an in-depth study of the Dalit movement under the leadership of Dr.Babasaheb Ambedkar, including key events and organizations such as newspapers, Bahishkrit Hitakarni Sabha, Mahad Satyagraha, and more.
3. To examine the political development of the Dalit movement, including the Independent Labour Party, Scheduled Caste Federation, and Republican Party of India.
4. To explore Dr.Ambedkar's pivotal role in the making of the Indian Constitution, the safeguards for lower castes, and the Hindu Code Bill issue.
5. To study the movement of conversion to Buddhism under the influence of Dr.Ambedkar from 1935 to 1956.
6. To analyze the nature of post-Ambedkarian movements, including the conversion to Buddhism and socio-economic development initiatives for Dalits.
7. To review Dalit consciousness and other modes of expression, including Dalit literature and AmbedkariJalase.

Course Outcomes:

CO1. Students will gain a comprehensive understanding of Dr.BabasahebAmbedkar's ideology, encompassing socio-religious, economic, political, religious, and educational aspects

CO2. They will be able to analyze and discuss key events and organizations in the Dalit movement under Dr.Ambedkar's leadership, including Mooknayak, Bahishkrut Bharat, Janta, Prabuddha Bharat, BahishkritHitakarniSabha, Mahad Satyagraha, and more.

CO 3. The course will provide students with insights into the political development of the Dalit movement, including the Independent Labour Party, Scheduled Caste Federation, and Republican Party of India.

CO 4. Students will appreciate Dr.Ambedkar's pivotal role in shaping the Indian Constitution and advocating for safeguards and reforms.

CO 5 They will gain an understanding of the movement of conversion to Buddhism initiated by Dr.Ambedkar and its historical context.

CO 6 Students will analyze the post-Ambedkarian movements, including the conversion to Buddhism and efforts for the socio-economic development of Dalits.

CO 7 The course will foster an appreciation for Dalit consciousness and modes of expression, including Dalit literature and Ambedkari Jalase.

Topics and Learning Points

Unit 1 : Dr. Babasaheb Ambedkar's Ideology	08
1.1 Socio-Religious	
1.2 Economic	
1.3 Political	
1.4 Religious	
1.5 Educational	
Unit 2: Dalit Movement Under the leadership of Dr. BabasahebAmbedkar	16
2.1 News Papers :Mooknayak, Bahishkrut Bharat, Janta, Prabuddha Bharat	
2.2 BahishkritHitakarniSabha	

2.3 Mahad Satyagraha	
2.4 Kalaram Mandir Satyagraha	
2.5 South borough Committee on Franchise	
2.6 Simon Commission	
2.7 Round Table Conference and Poona Pact	
Unit 3: Political Development of Dalit Movement	04
3.1 Independent Labour Party	
3.2 Scheduled Caste Federation	
3.3 Republican Party of India	
Unit4:Dr. Babasaheb Ambedkar and Constitution of India	12
4.1 Role of Dr.Ambedkarin the making of the Indian Constitution	
4.2 Safeguards for Lower Castes	
4.3 Issue of the Hindu Code Bill	
Unit 5: Movement of Conversion to Buddhism (1935-1956)	06
Unit 6: Nature of Post-Ambedkarian Movement : A Brief Survey	08
6.1 Conversion to Buddhist movement	
6.2 Socio – economic Development of Dalits	
Unit7: Dalit Consciousness and other Modes of Expression: a brief review	06
7.1 Dalit Literature	
7.2 AmbedkariJalase	

Select Readings

English

1. *Dr.B.R. Ambedkar writing and speeches*, 18 Vols. Government of Maharashtra, Bombay.
2. Gaikwad, D.S. and others (ed.), *Dr. Babasaheb Ambedkar and Fifty Years of Conversion*, Suyog Prakashan, Pune, 2007.
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Choice Based Credit System Syllabus (2023 Pattern)

(As Per NEP 2020)

Mapping of Program Outcomes with Course Outcomes

Class: M.A. I (Sem II)

Subject: History

Course: **History of the Dalit Movement in Maharashtra**

Course Code: HIS – 561- MJE

Course Outcomes	Programme Outcomes (POs)						
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1	3	2	2	2	3	3	2
CO 2	3	3	2	2	3	2	2
CO 3	2	2	3	2	2	2	2
CO 4	2	2	2	3	2	3	2
CO 5	2	2	2	2	3	2	2
CO 6	2	1	1	1	3	3	2
CO 7	2	2	2	2	3	2	3

Weightage: 1= weak or low relation, 2= moderate or partial relation, 3= strong or direct relation

Justification:

- PO1 has a strong alignment with CO1, CO2, CO5, and CO6 as it introduces students to the ideology of Dr. Babasaheb Ambedkar and its multifaceted dimensions.
- PO2 has a strong alignment with CO1, CO2, and CO5 as it involves an in-depth study of the Dalit movement under Dr. Ambedkar's leadership.
- PO3 has a strong alignment with CO3 and CO4 as it pertains to the examination of the political development of the Dalit movement and Dr. Ambedkar's role in the making of the Indian Constitution.
- PO4 has a strong alignment with CO4 as it specifically explores Dr. Ambedkar's pivotal role in the making of the Indian Constitution.
- PO5 has a strong alignment with CO5 as it focuses on the study of the movement of conversion to Buddhism.
- PO6 has a strong alignment with CO6 as it involves analyzing the nature of post-Ambedkarian movements, including conversion to Buddhism and socio-economic development initiatives.
- PO7 has a strong alignment with CO7 as it pertains to the review of Dalit consciousness and other modes of expression in Dalit literature and Ambedkari Jalase.

