

Anekant Education Society's
Tuljaram Chaturchand College, Baramati
(Autonomous)

Four Year M.A. Degree Program in History
(Faculty of Social Sciences)

CBCS Syllabus

M.A. II (History) Semester -III

For Department of **History**
Tuljaram Chaturchand College, Baramati

Choice Based Credit System Syllabus (2022 Pattern)

To be implemented from Academic Year 2022-2023

Anekant Education Society's
Tuljaram Chaturchand College, Baramati
(Autonomous)

Course Structure For M.A.HISTORY

Semester	Paper Code	Title of Paper	No. of Credits
III	PAHS 231	British Administrative Policies in India 1765-1892	04
	PAHS 232	Intellectual History of Modern World	04
	PAHS 233	Economic History of Modern India	04
	PAHS 234	Ancient and Medieval Civilizations of the World	04
	SEC 1	Research Paper Writing	02
	SEC 2	Yoga : History and Practice	02

**Anekant Education Society's
Tuljaram Chaturchand College of Arts, Science and Commerce,
Baramati
Department of History**

Autonomous

M.A.II HISTORY (2022 Pattern)

Semester III

No. Of Lectures 60

Core Paper PAHS 231

Paper No. 09

Credits: 4

Course Title: British Administrative Policies in India 1765-1892

Objectives:

CO 1. Understand the ideological underpinnings that motivated the British Parliament to pass Charter and Regulating Acts.

CO 2. Analyze the impact of these acts on the administrative structure and authority in India.

CO 3. Examine the historical evolution of executive and judicial branches in British India.

CO 4. Investigate the development of the bureaucratic system in British India.

CO 5. Evaluate the impact of these policies on the socio-economic fabric of Indian society.

CO 6. Examine the social and educational ideologies that informed British policies.

CO 7. Understand the motives and implications of the transfer of power from the East India Company to the British Crown.

Outcome –

CO 1. Develop a nuanced understanding of the historical context that led to the establishment of British administrative control in India, including the role of the East India Company.

CO 2. Analyze the evolution of colonial administrative structures, including the dual system of administration, changes in the role of the Governor-General, and the establishment of administrative divisions.

CO 3. Understand the various revenue and land policies implemented by the British, such as the Permanent Settlement, Ryotwari System, and Mahalwari System, and their impact on agrarian society.

CO 4. Examine the judicial reforms introduced by the British, including the establishment of the Supreme Court, the creation of a uniform legal system, and the impact on indigenous legal

traditions.

CO 5. Explore the educational policies introduced by the British, including the Wood's Despatch, the establishment of universities, and the impact on the development of education in India.

CO 6. Analyze economic policies, including trade regulations, industrial policies, and the impact of economic changes on Indian industries and trade.

CO 7. Investigate the social impact of British administrative policies, including changes in social structures, caste dynamics, and the emergence of new social classes.

Course content

Unit 1: Ideological influences on British Administrative Policy	06
Unit 2: Administrative System	16
2.1) Charter and Regulating acts	
2.2) Emergence of Executive and Judiciary	
2.3) Bureaucracy	
Unit 3: Socio-economic policy	12
3.1) Economic policy- Revenue, Trade and Industry	
3.2) Social and Educational Policy	
Unit 4: Policies of Princely states, Press and Famine	08
Unit 5: India under the Crown	12
5.1) Government of India Act - 1858	
5.2) Queen's Proclamation	
Unit 6: Indian Councils Acts of 1861 and 1892	06

Select Readings

1. Ambirajan, S., Classical Economy and British Policy in India
2. Bearce, G.D., British Attitude Towards India, London, 1959.
3. Gopal, S., British Administrative Policies in India, 1857-1905, Oxford, 1965. 4.
4. Metcalfe, T., Ideologies of the Raj, New Cambridge History of India, Cambridge.
5. Mishra, B.B., Administration of East India Company, New York, 1960.
6. Stokes, E., The English Utilitarians and India, Oxford, 1959.

Choice Based Credit System Syllabus (2022 Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: M.A. II (Sem III)

Subject: History

Course: British Administrative Policies in India 1765-1892

Course Code: PAHS 231

Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1- Nuanced understanding of the historical context leading to British control in India:	3	2	2	2	2	3	2
CO 2- Evolution of colonial administrative structures	3	3	2	2	2	3	2
CO 3- Understanding revenue and land policies:	2	2	2	2	2	2	2
CO 4 - Examination of judicial reforms:	2	2	2	2	2	2	2
CO 5- Exploration of educational policies:	3	3	2	2	3	3	3
CO 6- Analysis of economic policies:	2	2	2	3	3	2	2
CO 7- Investigation of social impact:	2	2	2	2	2	2	2

Justifications:

CO 1 - Nuanced understanding of the historical context leading to British control in India:

PO 1: Focuses on learning the basic narrative of historical events, including the establishment of British administrative control in India.

PO 2: Involves critical analysis of major historical developments, including the role of the East India Company.

CO 2 - Evolution of colonial administrative structures:

PO 1: Involves learning about the chronological evolution of historical events, including changes in administrative structures.

PO 2: Emphasizes multi-causal explanations and contextualized analysis of political processes.

CO 3 - Understanding revenue and land policies:

PO 2: Requires building critical ability through competing interpretations, including understanding the impact of British revenue and land policies.

CO 4 - Examination of judicial reforms:

PO 2: Involves offering multi-causal explanations and understanding the stakes of conversations among historians regarding judicial reforms.

CO 5 - Exploration of educational policies:

PO 1: Aligns with the learning of the basic narrative of historical events, including the impact of British educational policies.

PO 2: Focuses on multi-causal explanations, analyzing the evolution of educational policies.

CO 6 - Analysis of economic policies:

PO 2: Requires multi-causal explanations of major historical developments, including the analysis of economic policies.

CO 7 - Investigation of social impact:

PO 2: Involves building critical ability through competing interpretations, including investigating the social impact of British administrative policies.

Department of History (M.A. Part II)

Semester III

No. Of Lectures 60

Core Paper PAHS 232

Paper No.10

Credits:4

Course Title: Intellectual History of Modern World

Objectives:

CO 1. Understand the philosophical underpinnings of Humanism and the Renaissance.

CO 2. Understand how art and architecture reflected and influenced the intellectual climate.

CO 3. Analyze how literature reflected the cultural and intellectual shifts.

CO 4. Analyze Calvinist ideas on governance and societal structures.

CO 5. Examine Galileo's contributions to astronomy and physics.

CO 6. Explore the ideals of the French Revolution and their intellectual origins.

CO 7. Examine 20th-century ideologies such as democracy, totalitarianism, existentialism, feminism, and post-modernism.

Outcome –

CO 1. Develop a comprehensive understanding of key intellectual movements, including the Enlightenment, Romanticism, Modernism, and Postmodernism, and their impact on society.

CO 2. Examine major philosophical traditions and thinkers that have influenced modern thought, such as rationalism, empiricism, existentialism, and utilitarianism.

CO 3. Explore the impact of scientific revolutions on intellectual history, including the Copernican revolution, the Scientific Revolution, and the Darwinian revolution.

CO 4. Examine intellectual aspects of cultural and artistic movements, including the Renaissance, the Enlightenment, Romantic literature, and the avant-garde movements of the 20th century.

CO 5. Investigate the evolution of religious thought, the challenges posed by secularism, and the impact of religious reform movements on intellectual history.

CO 6. Explore major social theories, including the works of sociologists such as Marx, Durkheim, and Weber, and their contributions to understanding societal structures.

CO 7. Investigate the intellectual dimensions of scientific and technological innovations, including the impact of the Industrial Revolution, the Information Age, and biotechnological advancements.

Content:

Unit 1.Humanism and Renaissance

08

1.1 Philosophy

1.2 Art and Architecture

1.3 Literature

Unit 2. Protestant Reformation and Counter-reformation

08

2.1 Lutheranism

2.2 Calvinism

2.3	Anglicanism	
Unit 3. Revolution in Scientific thinking		10
3.1	Copernican Revolution	
3.2	Galilean Revolution	
3.3	Newtonian Revolution	
Unit 4. Enlightenment and the French Revolution		10
4.1	Liberty	
4.2	Equality	
4.3	Fraternity	
4.4	Rational Modernity	
Unit 5. Post-enlightenment Ideas		10
5.1	Liberalism	
5.2	Capitalism	
5.3	Colonialism	
5.4	Nationalism	
5.5	Marxism	
Unit 6. Twentieth Century Ideas		14
6.1	Democracy	
6.2	Totalitarianism	
6.3	Existentialism	
6.4	Feminism	
6.5	Post-modernism	

Select Readings

1. Anderson, P, Lineages of the Absolutist State
2. Ashley (ed.), M., The Limits of Enlightened Despotism: A History of Europe (1648- 1815), Prentice- Hall, 1973.
3. Barry, Peter, Beginning Theory: An introduction to literary and cultural theory, Manchester
4. Civilization, 2 vols., Macmillan, 1986
5. Craig, A.M., Graham, W.A., Kagan, D., Ozment, S., and Turner, F.M., The Heritage of World ed., 1948, Eurasia Publishing House Pvt. Ltd., New Delhi (Indian Ed.), 1994 (7th Indian Reprint)
6. Hause, S. and Maltby, W., The Essentials of Western Civilization,

Wadsworth,USA,2001.

7. Modell, S., A History of the Western World, 2 vols., Prentice-Hall Inc., New Jersey, 1974
8. New, J.F., The Renaissance and the Reformation: A Short History, New York, 1969. Parry, J.H., The Age of Renaissance, London, 1963.
9. Phukan, Meenaxi, Rise of the Modern West, Macmillan India Ltd., New Delhi, 1998
10. Russell, Bertrand, History of Western Philosophy, Routledge, London, 2000.
11. Smith, A.G.R., Science and Society in the Sixteenth and Seventeenth Centuries, London,1972.
12. Smith, B.G., Changing Lives: Women in European History since 1700, Lexington,Mass., 1989.
13. Swain, J.E., A History of World Civilization, The McGraw Hill Book Company Inc., 2ndUniversity Press, Manchester and New York, 1995.

Marathi

1. Bapat Ram, Marxvaad, Pune.
2. Dahake, Vasant Abaji, et.al (ed.) Marathi VangmayeenSandnya- SankalpanaKosh, G.RBhatkal Foundation, Mumbai, 2001.
3. Desai Datta, AdhunikatecheAgman, Unique Publication
4. Dole, N.Y., RajakiyaVicharachaItihas.
5. Kothekar, Shanta, Itihas: Tattva ani Vyavahar.
6. Lonkar R, Yuropatil arambhichyA Vidyapithacha Uda
7. Malshe Milind and Joshi Ashok, Adhunik Sameeksha Siddhanta, Mouj Prakashan, Mumbai2013
8. Pawar M., Marxcha manav vichar
9. Shirwadkar K.R. Aple vicharvishwa

Choice Based Credit System Syllabus (2022 Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: M.A. II (Sem III)

Subject: History

Course: Intellectual History of Modern World

Course Code: PAHS 232

Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1: Develop a comprehensive understanding of key intellectual movements:	3	2	2	2	2	3	2
CO 2: Examine major philosophical traditions and thinkers:	3	3	2	2	2	3	2
CO 3: Explore the impact of scientific revolutions on intellectual history:	2	2	2	2	2	2	2
CO 4: Examine intellectual aspects of cultural and artistic movements:	2	2	2	2	2	2	2
CO 5: Investigate the evolution of religious thought:	3	3	2	2	3	3	3
CO 6: Explore major social theories:	2	2	2	3	3	2	2
CO 7: Investigate the intellectual dimensions of scientific and technological innovations:	2	2	2	2	2	2	2

Justifications:

CO 1: Develop a comprehensive understanding of key intellectual movements:

PO 1: The comprehensive understanding of intellectual movements, such as Enlightenment and Modernism, aligns with PO 1, which focuses on learning the basic narrative of historical events and key personalities.

PO 6: Examining the impact of intellectual movements and using modern IT tools for knowledge dissemination aligns with the ability to select and apply appropriate methods and techniques (PO 6).

CO 2: Examine major philosophical traditions and thinkers:

PO 2: The examination of major philosophical traditions aligns with PO 2, which emphasizes building critical ability through competing interpretations and multiple narratives of the past.

CO 3: Explore the impact of scientific revolutions on intellectual history:

PO 2: Understanding the impact of scientific revolutions aligns with PO 2, which encourages multi-causal explanations of major historical developments based on contextualized analysis.

CO 4: Examine intellectual aspects of cultural and artistic movements:

PO 4: The examination of intellectual aspects of cultural movements aligns with PO 4, which emphasizes constructing original historical arguments based on primary or secondary source material.

CO 5: Investigate the evolution of religious thought:

PO 3: Investigating the evolution of religious thought aligns with PO 3, which focuses on the evaluation of historical ideas, arguments, and points of view.

PO 5: The exploration of religious reform movements aligns with PO 5, which emphasizes acquiring basic historical research skills.

CO 6: Explore major social theories:

PO 6: Exploring major social theories aligns with PO 6, which emphasizes applying reasoning informed by contextual knowledge to assess the current state of society.

CO 7: Investigate the intellectual dimensions of scientific and technological innovations:

PO 7: Investigating the intellectual dimensions of scientific innovations aligns with PO 7, which focuses on enabling students to understand the significance of the subject for various competitive examinations.

Department of History (M.A. Part II)

Semester III

No. Of Lectures 60

Core Paper PAHS 233

Paper No. 11

Credits: 4

Course Title: Economic History of Modern India

Objectives :

CO 1. Develop a comprehensive understanding of the economic history of modern India, focusing on key phases, policies, and economic transformations.

CO 2. Examine European economic interests in India, including the phases of mercantilism, free trade, and financial imperialism, and understand their impact on the Indian economy.

CO 3. Analyze different agrarian settlements, such as the Permanent Settlement, Ryotwari System, and Mahalwari System, and evaluate their effects on landownership, agriculture, and rural communities.

CO 4. Explore the process of de-industrialization and the subsequent development of modern industries in India, including textiles, mining, iron and steel, shipping, railways, and the associated labor issues.

CO 5. Examine internal and foreign trade patterns, considering their evolution, impact on regional economies, and connections to global economic systems.

CO 6. Investigate the fiscal systems implemented during the colonial period, focusing on taxation policies, revenue generation, and their implications for economic development.

CO 7. Develop critical thinking skills to assess the positive and negative consequences of various economic policies and developments on different segments of society.

Learning Outcomes

CO 1. Develop an understanding of the historical context of economic developments in modern India, including the impact of colonial rule, pre-independence economic structures, and the post-independence economic trajectory.

CO 2. Analyze the evolution of economic structures, institutions, and policies in modern India, including the impact of British colonial economic policies, post-independence planning, and economic liberalization.

CO 3. Explore the economic impact of British colonialism on India, including changes in agrarian systems, trade patterns, industrialization, and the emergence of a cash economy.

CO 4. Understand the process of industrialization and urbanization in modern India, examining key industries, technological advancements, and their implications for social and economic structures.

CO 5. Evaluate the economic policies and planning strategies adopted by post-independence governments, including the Five-Year Plans, economic reforms, and their impact on development.

CO 6. Examine India's economic relations with the global community, including trade patterns, economic alliances, and the impact of globalization on the Indian economy.

CO 7. Understand the evolution of financial systems and banking in modern India, including the role of the Reserve Bank of India and other financial institutions.

Course content

Unit 1 .European economic interests in India and colonial economy	12
1.1 Mercantilist phase	
1.2 Free trade phase	
1.3 Financial imperialism phase	
Unit 2. Agrarian settlements	12
2.1 Permanent settlement	
2. 2 Ryotwari system	
2.3 Mahalwari system	
2.4 Commercialization of agriculture and its effects	
Unit 3. Industry	12
3.1 De-industrialization	
3.2 Development of modern industry : Textile, Mining, Iron and Steel, Shipping	
3.3 Railways	
3.4 Labour Issues and Factory Acts 1894-1942	
Unit 4. Trade : internal and foreign	08
Unit 5. Fiscal System	08
Unit 6. Banking	08

Select Readings

English

Bagchi, A.K., Private Investment in India, 1900-1939, Cambridge, 1972.

Charlesworth, Neil, British Rule and the Indian Economy 1880-1914, London, 1983. Chandra Bipan, The Rise and Growth of Economic Nationalism in Indian : Economic Policies of Indian National Leadership,1880-1905, Peoples Publishing House, New Delhi, 1991 Dharma Kumar (ed.), The Cambridge Economic History of India. Vol. II. (1750 to 1970), Cambridge, 1982.

Gadgil D.R., The Industrial Evolution of India in Recent Times: 1860-1939, OUP, Dehli, Fifth edition, Fifth impression, 1982.

Ray, Rajat K., Industrialization in India: Growth and Conflict in the Private Corporate Sector, 1914- 1947, Delhi, 1979.

Roy, Tirthankar, The Economic History of India :1857-1947,OUP,New Delhi,2002. Tomlinson, B.R., The Economy of Modern India, 1860-1970, Cambridge, 1993

Marathi

Bedekar D.K. (ed.), Char June Marathi Arthashastriya Granth (1843-1855),Gokhale Arthashastra Sanstha, Pune, 1969 8

Choice Based Credit System Syllabus (2022 Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: M.A. II (Sem III)

Subject: History

Course: Economic History of Modern India

Course Code: PAHS 233

Course Outcome	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1- Economic Developments in Modern India:	3	2	2	2	2	3	2
CO 2- Evolution of Economic Structures in Modern India:	3	3	2	2	2	3	2
CO 3 Economic Impact of British Colonialism:	2	2	2	2	2	2	2
CO 4 - Industrialization and Urbanization in Modern India:	2	2	2	2	2	2	2
CO 5 - Economic Policies and Planning in Post-Independence India:	3	3	2	2	3	3	3
CO 6- India's Economic Relations with the Global Community:	2	2	2	3	3	2	2
CO 7- Evolution of Financial Systems and Banking:	2	2	2	2	2	2	2

Justifications:

CO 1 - Economic Developments in Modern India:

Alignment with POs: The course outcome directly addresses PO 1 by developing an understanding of the historical context of economic developments in modern India. It also aligns with PO 6, emphasizing the use of appropriate methods and tools for generating historical knowledge.

CO 2 - Evolution of Economic Structures in Modern India:

Alignment with POs: CO 2 aligns with PO 1 by analyzing the evolution of economic structures in modern India. It also supports PO 2 by examining the impact of colonial rule and post-independence economic trajectories.

CO 3 - Economic Impact of British Colonialism:

Alignment with POs: CO 3 directly addresses PO 1 by exploring the economic impact of British colonialism on India. It also supports PO 5 by evaluating the economic policies during colonial rule.

CO 4 - Industrialization and Urbanization in Modern India:

Alignment with POs: CO 4 contributes to PO 1 by examining the process of industrialization and urbanization in modern India. It aligns with PO 2 by analyzing technological advancements and their implications.

CO 5 - Economic Policies and Planning in Post-Independence India:

Alignment with POs: CO 5 aligns with PO 1 by evaluating post-independence economic policies. It also supports PO 2 by examining the impact of Five-Year Plans and economic reforms.

CO 6 - India's Economic Relations with the Global Community:

Alignment with POs: CO 6 directly addresses PO 1 by examining India's economic relations with the global community. It also aligns with PO 2 by assessing the impact of globalization on the Indian economy.

CO 7 - Evolution of Financial Systems and Banking:

Alignment with POs: CO 7 supports PO 1 by understanding the evolution of financial systems and banking in modern India. It also aligns with PO 2 by exploring the role of institutions like the Reserve Bank of India.

Department of History (M.A. Part II)

Semester III

No. Of lectures: 60

Core Paper. PAHS 234

Paper No. 12

Credits:4

Course Title : Ancient and Medieval Civilizations of the World

Objectives:

CO 1. Understand and articulate the key political, social, economic, religious, philosophical, literary, artistic, and technological aspects of various civilizations covered in the course.

CO 2. Compare and contrast the similarities and differences between different civilizations, highlighting their unique contributions to human history

CO 3. Analyze the evolution of political systems, societal structures, economic activities, religious beliefs, and cultural expressions over time.

CO 4. Develop critical thinking skills to evaluate the impact of historical events on the development of civilizations and draw connections between historical processes and contemporary issues.

CO 5. Cultivate cultural sensitivity and appreciation for the diversity of human experiences across different civilizations.

CO 6. Effectively communicate historical knowledge and insights through verbal and written means.

CO 7. Develop a chronological understanding of major ancient and medieval civilizations worldwide, emphasizing key events, developments, and transitions.

Outcomes :

CO 1. Students should gain a thorough knowledge of major ancient and medieval civilizations, such as Mesopotamia, Egypt, Greece, Rome, China, India, the Islamic Caliphates, and medieval Europe.

CO 2. Develop a chronological understanding of the key events, developments, and transitions in each civilization, tracing the progression from ancient to medieval periods.

CO 3. Understand the cultural, social, religious, and economic dynamics within each civilization, including the roles of institutions, class structures, and belief systems.

CO 4. Examine the political structures and forms of governance in different civilizations, understanding the evolution of political systems over time.

CO 5. Explore the patterns of trade, commerce, and cultural exchange that occurred between civilizations, understanding their impact on economic development and cultural diffusion.

CO 6. Identify and analyze the technological and scientific achievements of various civilizations, recognizing their contributions to human progress.

CO 7. Develop skills in critically analyzing historical sources, evaluating differing interpretations, and understanding the challenges of studying ancient and medieval history.

Course content

Unit 1. Civilization: Concept and Meaning 04

Unit 2. Ancient civilizations: Egypt, Mesopotamia, Persia, India, China 20

2.1 Political Systems

2.2 Society and Economy

2.3 Religion and Philosophy

2.4 Literature, Art and Architecture, Science and technology

Unit 3. Classical Civilizations: Greece and Rome **12**

3.1 Political Systems

3.2 Society and Economy

3.3 Religion and Philosophy

3.4 Literature, Art and Architecture, Science and technology

Unit 4. Arabic Culture **06**

Unit 5. Medieval West **18**

5.1 Dark Ages

5.2 Feudal System

5.3 Church and State

5.4 Rise of the Nation-States: France and England

5.5 Medieval Economy – Revival of trade and its impact

5.6 Literature, Art and Architecture

Select reading

Bowle, John, Man Through the Ages, Weidenfeld and Nicolson, London, 1977.

Brockhampton Dictionary of World History, Brockhampton Press, London 1994.

Craig, A.M., Graham, W.A., Kagan, D., Ozment, S., and Turner, F.M., The Heritage of World Civilization, 2 vols., Macmillan, 1986

Cambridge Medieval History. (Macmillan, 1911) 8 Vols.

Hause, S. and Maltby, W., The Essentials of Western Civilization, Wadsworth, USA, 2001.

Lucars, H.S., A Short History of Civilization

Miller, David, The Black well Encyclopaedia of Political Thought, Blackwell Reference, New York, 1987.

Modell, S., A History of the Western World, 2 vols., Prentice-Hall Inc., New Jersey, 1974

Pirenne, Jacques, The Tides of History: From the beginnings to Islam, George Allen and Union, Ltd., London, 1962 Vol. I.

Stavrianos, L.S., The Epic of Modern man, Prentice Hall, Englewood Cliffs, 1966.

Swain, J.E., A History of World Civilization, The McGraw Hill Book Company Inc., 2nd ed., 1948, Eurasia Publishing House Pvt. Ltd., New Delhi (Indian Ed.), 1994 (7th Indian Reprint)

Wallbank, T.W., Taylor, A.M., Bailkry, N.M., Civilizations – Past and Present. Weech, W.N., History of the World 4

Choice Based Credit System Syllabus (2022 Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: M.A. II (Sem III)

Subject: History

Course: Ancient and Medieval Civilizations the World

Course Code: PAHS 234

Course Outcome	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

Justifications:

CO 1 - Thorough knowledge of ancient and medieval civilizations:

Aligns with PO 1 (Basic Narrative): Students gain a thorough knowledge of major civilizations, contributing to their understanding of historical events and chronology.

CO 2 - Chronological understanding of key events:

Aligns with PO 1 (Basic Narrative): Developing chronological understanding contributes to learning the basic narrative of historical events.

CO 3 - Understanding cultural, social, religious, and economic dynamics:

Aligns with PO 2 (Critical Ability): Analyzing dynamics within civilizations based on cultural, social, religious, and economic aspects develops critical abilities.

CO 4 - Examining political structures and forms of governance:

Aligns with PO 2 (Multi-causal Explanations): Examining political structures contributes to multi-causal explanations of major historical developments.

CO 5 - Exploring patterns of trade, commerce, and cultural exchange:

Aligns with PO 2 (Contextualized Analysis): Understanding patterns of trade and cultural exchange involves contextualized analysis of interrelated political, social, economic, cultural, and intellectual processes.

CO 6 - Identifying and analyzing technological and scientific achievements:

Aligns with PO 5 (Basic Research Skills): Identifying and analyzing technological and scientific achievements involve research skills.

CO 7 - Developing skills in critically analyzing historical sources:

Aligns with PO 3 (Evaluation of Historical Ideas): Developing skills in critically analyzing sources contributes to the evaluation of historical ideas, arguments, and points of view.

Department of History (M.A. Part II)

Semester III

No. Of lectures 30

Core Paper. SEC 1

Paper No. 13

Credits: 02

Course Title : **Research Paper Writing Paper**

Objectives:

CO 1. Guide students in the development of clear, concise, and researchable questions or hypotheses that address the identified gaps in the literature.

CO 2. Introduce various research designs and methodologies, helping students select the most appropriate approach for their research questions.

CO 3. Explore different methods of data collection, such as surveys, interviews, experiments, and archival research, and provide guidance on selecting the most suitable method for a given research project.

CO 4. Teach students the basics of data analysis, including statistical methods, qualitative analysis, and the use of relevant software tools.

CO 5. Focus on written and oral communication skills, emphasizing the importance of clear, concise, and organized writing.

CO 6. Emphasize the significance of a well-organized bibliography or reference list.

CO 7. Introduce various research designs and methodologies, helping students select the most appropriate approach for their research questions.

Outcome –

CO 1. Develop proficiency in conducting research, including the ability to formulate research questions, design research methodologies, and gather relevant data from primary and secondary sources.

CO 2. Master the art of conducting a comprehensive literature review, synthesizing existing research, and identifying gaps in the current knowledge.

CO 3. Learn to formulate clear and concise thesis statements that articulate the main argument or purpose of the research paper.

CO 4. Cultivate critical thinking skills to analyze information, evaluate the validity of sources, and construct well-reasoned arguments.

CO 5. Develop the ability to clearly define research problems and articulate the significance of the research within the broader academic or real-world context.

CO 6. Understand and adhere to ethical standards in research, including proper citation practices, avoiding plagiarism, and obtaining informed consent when applicable.

CO 7. Master the structure of a research paper, including the introduction, literature review, methodology, results, discussion, and conclusion sections.

Unit-I: Formulation of Problem

10

a) Survey of Literature.

b) Gaps in Existing Research

c) Research Question to bridge the gaps

Unit-II: Research Procedures

10

- a) Research Design and its Implementation
- b) Source Collection, Close Reading, Criticism
- c) Grouping and Classification of Sources

Unit-III: Findings and Reporting

10

- a) Drawing Conclusions based on available data
- b) Writing a Research Report
- c) Footnotes and Bibliography for acknowledging the credit of others

Reference Books

English

1. Barnes H.E., *History of Historical Writing*, Dover, New York, 1963.
2. Cannadine David (Ed.), *What is History Now ?*, Palgrave Macmillan, Basingstoke, 2002.
3. Carr E.H., *What is History*, Penguin Books, Harmonds worth, 1971.
4. Chitnis K.N., *Research Methodology in History*, Pune.
5. Elton G. R., *Practice of History*, Blackwell, London, 2001.
6. E. Shridharan, *A Textbook of Historiography 500 BC to AD 2000*, Orient Black Swan, New Delhi.
7. Sarkar Sumit, *Writing Social History*, OUP, Delhi, 1998.
8. Shiekh Ali, *History : Its Theory and Method*, Macmillan Publication, Madras, 1972. 9. Tikekar S. R., *On Historiography*, Mumbai, 1964.

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१. आठवले सदाशिव, 'इतिहासाचे तत्वज्ञान', प्रज्ञा प्रकाशन, वाई, १९८८.
२. कार इ.एच., 'इतिहास म्हणजे काय ? कॉन्टीनेन्टल प्रकाशन, पुणे, १९९८
३. कुलकर्णी अ.रा., 'मराठ्यांचे इतिहासकार', डायमंड प्रकाशन, पुणे, २००९.
४. कोठेकर शांता, 'इतिहासाचे तंत्र आणि तत्वज्ञान', साईनाथ प्रकाशन, नागपूर, २००९.
५. गर्गे स.मु., 'इतिहासाची साधने: एक शोधयात्रा' पॉप्युलर प्रकाशन, मुंबई २०००.

Choice Based Credit System Syllabus (2022 Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: M.A. II (Sem III)

Subject: History

Course: **Research Paper Writing Paper**

Course Code: SEC 1

Course Outcome	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1: Develop proficiency in conducting research	3	2	2	2	2	3	2
CO 2: Master the art of conducting a comprehensive literature review	3	3	2	2	2	3	2
CO 3: Learn to formulate clear and concise thesis statements	2	2	2	2	2	2	2
CO 4: Cultivate critical thinking skills	2	2	2	2	2	2	2
CO 5: Develop the ability to clearly define research problems	3	3	2	2	3	3	3
CO 6: Understand and adhere to ethical standards in research	2	2	2	3	3	2	2
CO 7: Master the structure of a research paper	2	2	2	2	2	2	2

Justifications:

CO 1: Develop proficiency in conducting research:

Aligns with PO 1 (Learning basic narrative) as conducting research requires understanding historical events and chronology.

Aligns with PO 6 (Select and apply appropriate methods) as proficiency in research involves selecting and applying appropriate research methods and tools.

CO 2: Master the art of conducting a comprehensive literature review:

Aligns with PO 2 (Build critical ability) as a literature review involves analyzing multiple interpretations and narratives.

Aligns with PO 4 (Construct original historical arguments) as understanding existing research is crucial for constructing original arguments.

CO 3: Learn to formulate clear and concise thesis statements:

Aligns with PO 3 (Evaluation of historical ideas) as formulating a thesis involves evaluating and summarizing historical ideas.

Aligns with PO 5 (Acquire basic historical research skills) as a clear thesis statement is essential in effective research.

CO 4: Cultivate critical thinking skills:

Aligns with PO 4 (Construct original historical arguments) as critical thinking is essential for constructing well-reasoned arguments.

Aligns with PO 7 (Enable understanding for competitive exams) as critical thinking is a key skill for competitive examinations.

CO 5: Develop the ability to clearly define research problems:

Aligns with PO 2 (Build critical ability) as defining research problems involves understanding multi-causal explanations of historical developments.

Aligns with PO 6 (Select and apply appropriate methods) as defining research problems requires selecting appropriate methods.

CO 6: Understand and adhere to ethical standards in research:

Aligns with PO 7 (Enable understanding for competitive exams) as ethical standards in research are often tested in competitive examinations.

CO 7: Master the structure of a research paper:

Aligns with PO 3 (Evaluation of historical ideas) as presenting a research paper involves presenting a coherent and organized summary of a topic.

Department of History (M.A. Part II)

Semester III

No. Of lectures: 60

Core Paper. SEC 2

Paper No. 14

Credits: 02

Course Title : History: Yoga and Practices

Objectives:

CO 1. Understand the historical roots of yoga, tracing its origins from ancient Indian civilization.

CO 2. Explore the development and evolution of yoga through different periods, including Vedic, Pre-Classical, Classical, Post-Classical, and Modern periods.

CO 3. Examine the philosophical principles that underlie yoga, including concepts such as Patanjali's Eight Limbs of Yoga and the Bhagavad Gita.

CO 4. Understand how different schools of thought, such as Vedanta and Samkhya, have influenced the philosophy of yoga.

CO 5. Study key yogic texts, such as the Yoga Sutras of Patanjali, Hatha Yoga Pradipika, and Bhagavad Gita, to gain insights into the theoretical foundations of yoga.

CO 6. Examine the role of asanas (physical postures) and pranayama (breath control) in traditional and contemporary yoga practices.

CO 7. Analyze the impact of yoga on health, wellness, and lifestyle choices in modern society.

Outcome –

CO 1. Develop a comprehensive understanding of the historical origins and evolution of yoga, including its roots in ancient Indian philosophy and its development over the centuries.

CO 2. Explore the philosophical foundations of yoga, including key concepts from classical yoga philosophy such as Patanjali's Yoga Sutras and the Bhagavad Gita.

CO 3. Familiarize students with different paths of yoga, such as Hatha Yoga, Bhakti Yoga, Karma Yoga, and Jnana Yoga, understanding the unique principles and practices associated with each.

CO 4. Develop skills in meditation techniques, including mindfulness meditation, mantra meditation, and concentration practices.

CO 5. Explore the therapeutic aspects of yoga, including its potential benefits for physical health, stress reduction, and mental well-being.

CO 6. Explore the relationship between yoga and various religious traditions, recognizing both its spiritual roots and its adaptability to diverse belief systems.

CO 7. Introduce research skills related to yoga, encouraging critical analysis of scientific studies and evidence-based practices in the field.

:

Unit 01) Introduction to Yoga

04

Unit 02) Historical Evolution Philosophy and Principles

06

Yogic Texts:

Unit 03) Study of key texts like Patanjali's Yoga Sutras 12

- 3.1) Bhagavad Gita
- 3.2) Asanas (Postures)
- 3.3) Pranayama (Breath Control):

Unit 04) Proper techniques 08

- 4.1) Benefits and precautions
- 4.2) Meditation and Mindfulness:

Reference Books (Marathi):

1. "योगदर्शन" (Yogadarshan) by Swami Vivekananda
2. "योग साधना" (Yoga Sadhana) by B.K.S. Iyengar
3. "योगाभ्यास" (Yogabhyas) by Geeta Iyengar

Reference Books (English):

- "The Heart of Yoga: Developing a Personal Practice" by T.K.V. Desikachar
"Light on Yoga" by B.K.S. Iyengar
"The Key Muscles of Yoga" by Ray Long

Choice Based Credit System Syllabus (2022 Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: M.A. II (Sem III)

Subject: History

Course: History: Yoga and Practices

Course Code: SEC 2

Course Outcomes	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7
CO 1 - Comprehensive Understanding of Yoga Origins:	3	2	2	2	2	3	2
CO 2- Explore Philosophical Foundations of Yoga:	3	3	2	2	2	3	2
CO 3- Familiarize with Different Paths of Yoga:	2	2	2	2	2	2	2
CO 4- Develop Skills in Meditation Techniques:	2	2	2	2	2	2	2
CO 5- Explore Therapeutic Aspects of Yoga:	3	3	2	2	3	3	3
CO 6 - Explore the Relationship Between Yoga and Religions:	2	2	2	3	3	2	2
CO 7- Introduce Research Skills Related to Yoga:	2	2	2	2	2	2	2

Justifications:

CO 1 - Comprehensive Understanding of Yoga Origins:

PO 1: This aligns with the program outcome of learning the basic narrative of historical events, including the historical origins and evolution of yoga.

CO 2 - Explore Philosophical Foundations of Yoga:

PO 2: This matches with the program outcome of building critical ability through competing interpretations and understanding multiple narratives of the past, which includes exploring philosophical foundations.

CO 3 - Familiarize with Different Paths of Yoga:

PO 3: This corresponds to the program outcome of evaluating historical ideas, arguments, and points of view, including understanding different paths of yoga.

CO 4 - Develop Skills in Meditation Techniques:

PO 4: This aligns with the program outcome of constructing original historical arguments based on source material, as meditation techniques are a part of the historical narrative of yoga.

CO 5 - Explore Therapeutic Aspects of Yoga:

PO 5: This matches with the program outcome of acquiring basic historical research skills, including understanding the potential benefits of yoga for physical health and mental well-being.

CO 6 - Explore the Relationship Between Yoga and Religions:

PO 6: This corresponds to the program outcome of applying reasoning informed by contextual knowledge of the human past to assess current issues, including understanding the relationship between yoga and various religious traditions.

CO 7 - Introduce Research Skills Related to Yoga:

PO 7: This aligns with the program outcome of enabling students to understand the significance of the subject for various competitive examinations, as research skills are essential for critical analysis in the field of yoga.