Anekant Education Society's

Tuljaram Chaturchand College, Baramati

(Empowered 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 (2026 Pattern)

(As Per NEP 2020)

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AES's T. C. College (**Empowered Autonomous**), Baramati. CBCS Syllabus 2026 Pattern as per NEP 2020

To be implemented from Academic Year 2026-2027

Title of the Programme: M.A.(History)

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 it 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 clarity 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 pro active 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 5 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 willgive 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, problem atizing, 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)

PO 1 Disciplinary Knowledge - Demonstrate advanced and specialized knowledge and humanities.

PO 2. Critical Thinking and Analysis **-** Analyze, interpret, and evaluate texts, theories, and socio-cultural issues using critical and analytical approaches.

P0 3. Research and Inquiry Skills **-** Formulate research problems, apply appropriate research methodologies, and produce scholarly work following academic and ethical standards.

PO 4. Effective Communication - Communicate ideas, arguments, and research findings effectively in English through oral presentations and written academic formats.

PO 5. Interdisciplinary Approach - Integrate knowledge from multiple disciplines to address complex social, cultural, and intellectual issues.

PO 6. Digital and Information Literacy - Identify access, evaluate, and utilize library resources, academic databases, and digital tools for research and lifelong learning.

PO 7. Problem Solving and Application - Apply theoretical knowledge to real-life situations, social challenges, and professional

PO 8. Contexts. Ethics, Values, and Social Responsibility - Demonstrate ethical behavior, academic integrity, respect for diversity, and commitment to social responsibility.

PO 9. Leadership and Teamwork - Exhibit leadership qualities, collaborative skills, and interpersonal competence through seminars, projects, and academic engagements.

PO 10. Lifelong Learning - Develop self-directed learning abilities to pursue higher education, research, competitive examinations, and continuous professional development.

P0 11. Creativity and Innovation - Generate original ideas, creative expressions, and innovative perspectives within the chosen discipline.

PO 12. Employability and Career Readiness - Acquire transferable skills relevant for careers in education, research, administration, media, NGOs, cultural organizations, and allied sectors.

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
Tuljaram Chaturchand College, Baramati
(Empowered Autonomous)

Board of Studies (BOS) in History

From 2025-26 to 2027-28

Sr.No.	Name	Designation
1.	Dr. Sandeep Tardalkar	Chairman
2.	Dr. Sunil Lokhande	Member
3.	Mr. Digvijay Mohite	Member
4.	Mrs. Shobha Kanade	Member
4.	Mr. Chandrakant Harge	Member
5.	Dr.Gulig D. C.	Vice-Chancellor Nominee
6.	Dr. Anil Tike	Expert from other University
7.	Dr. More V. P.	Expert from other University
8.	Dr. Gaikwad M. C.	Industry Expert
9.	Prof. Vishal Gawade	Meritorious Alumni
10.	Mr. Patharkar P. T. (M.A. II)	Student Representative
11.	Mrs. Narale V.S. (T.Y.B.A.)	Student Representative

Anekant Education Society's

TuljaramChaturchand College of Arts, Science and Commerce, Baramati

(Empowered Autonomous)

Credit Distribution Structure for (M. A. History) Part-I (2026 Pattern)

Year	Level	Sem.	Major		Research Methodology (RM)	OJT/ FP	RP	Cum. Cr.
			Mandatory	**Electives**				
I	6.0	Sem-I	HIS-501-MRM: History and Its Theory (**Credit 04**) HIS-502-MRM: Early India - Ideas and Institutions (**Credit 04**) HIS-503-MRM: Administration of Marathas (**Credit 04**) HIS-504-MRM: Heritage Management (**Credit 02**)	HIS-505-MJE (A): Social Background of Dalit Movement In Maharashtra (**Credit04**) HIS-505-MJE (B) - Early Maharashtra	HIS-506-RM: Research Methodology in History (**Credit 04**)	--	--	22
		Sem- II	HIS-551-MJM: Approaches To History (**Credit 04**) 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**)	HIS-555-MJE (A) History of Dalit Movement In Maharashtra(**Credit04**) HIS-555-MJE (B) Medieval Maharashtra	--	HIS-556-OJT **Credit 04**	--	22
Cum. Cr.			**28**	**8**	**4**	**4**	**--**	**44**

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Anekant Education Society's
**TULJARAM CHATURCHAND COLLEGE OF ARTS, SCIENCE AND COMMERCE,
BARAMATI**
Empowered Autonomous, NAAC A++

Department of History

Course & Credit Structure(NEP-2020)

Course& Credit Structure for M.A. –I History (2026 Pattern)

Level	Sem.	Course Type	Course Code	Title of Course	Theory / Practical	No. of Credits
6.0	I	Major (Mandatory)	HIS-501-MRM	History and Its Theory	Theory	4
			HIS -502-MRM	Early India - Ideas and Institutions	Theory	4
			HIS -503-MRM	Administration of Marathas	Theory	4
			HIS -504-MRM	Heritage Management	Theory	2
		Major(Elective)	HIS -505-MJE(A)	Social Background of Dalit Movement In Maharashtra	Theory (Any One)	4
			HIS -505-MJE(B)	Early Maharashtra		
		Research Methodology	HIS -506-RM	Research Methodology in History	Theory	4
					Total Credits Sem. -I	**22**
6.0	II	Major (Mandatory)	HIS -551-MRM	Approaches To History	Theory	4
			HIS -552-MRM	Socio-Economic and Cultural History of Medieval India (1206-1857)	Theory	4
			HIS -553-MRM	Socio-Economic History of the Marathas	Theory	4
			HIS -554-MRM	Numismatics	Theory	2
		Major(Elective)	HIS -555-MJE(A)	History of Dalit Movement In Maharashtra	Theory (Any One)	4

		HIS -555-MJE(B)	Medieval Maharashtra		
OJT		HIS -556-OJT	On Job Training	Practical	4
			Total Credits Sem. -II		**22**

CBCS Syllabus as per NEP 2020 for M.A. I (2026 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-MRM

Course Title   : **History and its Theory**

No. of Credits   **:** 04

No. of Teaching Hours   **:** 60

Course Objectives:

CO 1. The paper is designed to provide adequate conceptual base, bring better understanding of history

CO 2. Students help interrogate existing paradigms and challenge the outdated, help in developing critique

CO 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.

CO 4. The paper deals with the meaning, scope and importance of historical methods and the traditional history writings i.e., Greeco Roman Traditions, Medieval understanding, scientific history, total history.

CO 5. It also analyses the historicity of source materials and its use.

CO 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.

CO 7. Students will know the science of history writing.

Course Outcomes:

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.

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AES's T. C. College (**Empowered Autonomous**), Baramati. CBCS Syllabus 2026 Pattern as per NEP 2020

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, functions, concepts

1.2   Interaction with Social Sciences

Unit 2 : History and its theories   16

2.2   Greco-Roman

2.3   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 and Introduction

3.4   Positivism

Unit 4 : Structuralism, Post-structuralism   14

Unit 5 : Subaltern Studies   06

Select Readings

English

Barry, Peter, *Beginning Theory: An introduction to literary and cultural*

theory, Manchester University Press, New York, 1995.

Carr, E.H., *What is History*, Penguin Books, Harmondsworth, 1971.

Childs, Peter, *Modernism*, Routledge, London, 2000.

Collingwood, R.G., The *Idea Of History*, Oxford University Press, New York, 1976.

Eagleton, Terry, *Ideology*, Verso, 1991.

Encyclopaedia of Social Sciences

Foucault, Michel, *The Archeology of Knowledge*, translated by Sheridan Smith, Tavistock Publications, London 1982.

Hamilton,Paul, *Historicism*, London, Routledge, First Indian Edition, 2007. Langlois Ch, V. and Ch. Seignobos, *Introduction to the study of History*, Barnes and Noble Inc. and Frank Cass and co., New York, 1966.

Russell, Bertrand, *History of Western Philosophy*, Routledge, London, rpt. 1996.

Marathi

Carr, E.H., *What is History?* Marathi translation by V.G. Lele, *Itihas Mhanaje Kay?,* Continental Prakashan, Pune, 1998

Dahake, Vasant Abaji, et.al (ed.) *Marathi Vangmayeen Sandnya- Sankalpana Kosh,* G.R Bhatkal Foundation, Mumbai, 2001.

Deo, Prabhakar, *Itihas: Eka Shastra* , Brain Tonic Prakashan, Nashik, 2007. Kothekar, Shanta, *Itihas: Tantra ani Tatvadnyana,* Shri sainath Prakashan, Nagpur,2005.

Sardesai, B.N., *Itihas Lekhan Shastra,* Phadke

Choice Based Credit System Syllabus
(As Per 2026 Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: M.A.I (Sem. I)   **Subject**: History

Course: History and its Theory

Course Code: HIS 501 MRM

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
1. : **Early Theories of Historiography**	3	2	3	2	2	2	2	2	2	2	2	2
2. **Modern Theories of History Writing**	2	2	2	2	2	2	2	1	2	2	3	3
3. **Definition and Nature of History**	2	2	3	2	2	2	2	3	2	2	1	1
4. **Interdisciplinary Approach**	2	2	3	3		2	2	3	3	2	3	2
5. **Interest in Research**	2	2	2	2	3	2	2	2	2		2	3
6. **Methodological Understanding**	2	2	2	2	2	2	2	2	1	2	2	1
7. **Traditional vs. Scientific History Writing**.	1	2	1	2	2	3	2	1	2	3	3	2

Justification -

PO 1 (Disciplinary Knowledge) has a strong relationship with most of the COs, especially CO 1, CO 2, and CO 7, as these outcomes deal directly with specialized knowledge in historiography and history writing.

PO 2 (Critical Thinking and Analysis) and **PO 3 (Research and Inquiry Skills)** are strongly related to CO 2, CO 5, CO 6, and CO 7 because critical engagement with historiographical theories and research methodologies is central to the course.

PO 4 (Effective Communication) plays a moderate role across all COs, especially in expressing ideas and findings related to historiography and history writing.

PO 5 (Interdisciplinary Approach) is directly tied to CO 4, which encourages an interdisciplinary approach to history, drawing on methods from other disciplines.

PO 6 (Digital and Information Literacy) is more relevant to modern historiographical

CBCS Syllabus as per NEP 2020 for M.A. I
(2026 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-MRM

Course Title   : **Early India - Ideas and Institutions**
No. of Credits   **:** 04

No. of Teaching Hours   **:** 60

Course Objectives:

CO 1. The course intends to provide an understanding of the social, economic and institutional bases of Early India.

CO 2. It is based on the premise that an understanding of Early Indian history is crucial to understand Indian history as a whole.

CO 3. This paper will be able to students for Identify the administration of Guptas and other ancient dynasties, their contribution to Indian history.

CO 4. Students can get the ideas about ancient India.

CO 5. The objective of this course is to educate students with the political philosophy and processes prevalent during this period.

CO 6. This is helping them to construct original historical arguments based on primary source material research.

CO 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:

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 Polities (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 Urbanization

Select Readings

English

Claessen, H.J.M and Skalnik, P, (ed.), *The Early State*, The Hague, 1978Jha, D.N., *Early India A Concise History*, Manohar

Parasher-Sen, Aloka (ed.), *Subordinate and Marginal Groups in Early India,* Oxford India Paperbacks, Second Edition, 2007

Sharma, R.S., *Aspects of Ancient Indian Political Ideas and Institutions*, Manohar, reprint, 1999.

Sharma, R.S., *Sudras in Ancient India*, New Delhi, 1998.

Thapar, R., *Ancient Indian Social History: Some Interpretations*, Orient Longman, reprint,1996.

Thapar, R., *From Lineage to State,* Oxford India Paperbacks, 1990 Thapar, R., *Interpreting Early India*, Delhi, 1995.

Thapar, R., *Narratives and the Writing of History*, Delhi, 2000.

Sastri, K.A.N., *History of South India*, Oxford University Press, 1975. Veluthat, K.

Marathi -

१. झा डी.एन. — 'प्राचिन भारत: ऐतिहासिक रुपरेखा' अनुवाद,पारधी मा.कृ.के सागर प्रकाशन पुणे २०००

२. झा डी.एन. — अनुवाद जी. बी. देगरलुकर, 'मौर्योत्तर व गुप्तकालीन राजस्व पध्दती' डायमंड प्रकाशन पुणे,२००६.

३. कोसांबी डी. डी. — अनुवाद, वसंत तुळपुळे, 'पुराणकथा आणि वास्तवता' लोकवाड्मय गृह,मुंबई, १९७७

४. शर्मा आर. एस. — अनुवाद, रानडे.पी. 'प्राचिन भारतातील राजकीय विचार आणि संस्था', डायमंड प्रकाशन, पुणे, २००६

५. डॉ.थापर. रोमिला — 'अर्लि इंडिया' अनुवाद प्राचार्य रं.ना.गायधनी वासंती फडके के सागर प्रकाशन पुणे ,२०१५

Choice Based Credit System Syllabus
(As Per 2026 Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: M.A.I (Sem. I)   **Subject**: History

Course: Early India - Ideas and Institutions

Course Code: HIS 502 MRM

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
1. **Analyze Perceptions and Sources of Early India**	1	2	1	3	1	2	3	1	2	3	1	3
2. **Political and Social Ideas and Institutions of Early India**	2	2	2	2	2	2	2	1	2	2	3	3
3. **Emergence of Caste-Based Societies**	2	3	3	2	2	2	2	3	2	2	1	1
4. **Emergence of States in Early India**	2	2	3	3	2	2	2	3	3	2	3	2
5. **Understanding Different Peoples and Cultures**	2	2	1	2	3	2	2	2	2		2	3
6. **Historical Analysis of Documents**	2	2	2	2	2	2	2	2	1	2	2	1
7. **Cultural Aspects of Early India Heritage**	1	2	1	2	2	3	2	1	2	3	3	2

Justification -

CO 1: Analyze perceptions, limitations, and range of sources of Early India:
Aligns with PO 1 as it involves understanding the basic narrative of historical events and the range of sources.
Corresponds with PO 6, as it involves analyzing sources using appropriate methods and techniques, including modern IT tools.

CO 2: Explain Political and Social Ideas and Institutions of Early India:

Corresponds with PO 2, as it involves building critical ability through competing interpretations of political and social ideas.

Relates to PO 7, as it contributes to understanding the significance of the subject for competitive examinations.

CO 3: Illustrate the emergence of caste-based societies in Early India:
Aligns with PO 2 by offering multi-causal explanations of major historical developments, including the emergence of caste-based societies.
Corresponds with PO 5, as it involves students acquiring basic historical research skills in understanding social structures.

CO 4: Explain the emergence of States in Early India:
Aligns with PO 2, as it involves offering multi-causal explanations of major historical developments, including the emergence of states.
Relates to PO 4, as constructing original historical arguments based on source material is fundamental in explaining historical developments.

CBCS Syllabus as per NEP 2020 for M.A. I
(2026 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-MRM

Course Title   **:** **Administration of Marathas**

No. of Credits   **:** 04

No. of Teaching Hours   **:** 60

Course Objectives:

CO 1 The purpose of the course is to study the administrative system of the Marathas

CO 2 Students can get the knowledge of maratha Empire.

CO 3 Students can get the knowledge of political, economic social and religious.

CO 4 Students can able to do the expedition of relation of Maratha empire with other state.

CO 5 To introduce the students to the regional history of medieval Maharashtra and India.

CO 6 To study political, social and conceptual history of the Marathas in an analytical way with thehelp of primary sources.

CO 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 ofMaratha 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

Topics and Learning Points

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

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AES's T. C. College (**Empowered Autonomous**), Baramati. CBCS Syllabus 2026 Pattern as per NEP 2020

Choice Based Credit System Syllabus
(As Per 2026 Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: M.A.I (Sem. I)   **Subject**: History
Course: Administrative Polity in Marathas
Course Code: HIS 503 MRM

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
1. Analyze Administrative System of Marathas	1	2	1	3	1	2	3	1	2	3	1	3
2. Explain Nature of Maratha Polity	1	3	2	1	3	2	3	1	2	2	3	3
3. Identify Strength and Weakness of Maratha Administrative System	2	3	3	2	2	2	2	3	2	2	1	1
4. Review Political Power Structure of Maratha Period	2	2	2	3	1	2	3	1	3	2	3	2
5. Mughal Policy towards Maratha Empire	2	2	1	2	3	2	2	2	2		2	3
6. Significance of Regional History and Political Foundations	2	2	2	2	2	2	2	2	1	2	2	1
7. Perception of 17th Century Maharashtra and India in Maratha History	1	2	1	2	2	3	2	1	2	3	3	2

Justification –

CO 1: Analyze administrative system of Marathas
Aligns with PO 1, as it involves learning the basic narrative of historical events, including the administrative system of the Marathas.

CO 2: Explain nature of Maratha Polity
Aligns with PO 2, as it requires building critical ability through interpretations and multi-causal explanations of historical developments, including Maratha polity.

CO 3: Identify strength and weakness of Maratha administrative system

Aligns with PO 3, as it involves evaluating historical ideas, arguments, and points of view related to the Maratha administrative system.

CO 4: Reviews political power structure of Maratha period
Aligns with PO 4, as it requires constructing original historical arguments based on source material and understanding historiographer fields.

CO 5: Know about Mughal policy of Maratha empire
Aligns with PO 5, as it involves acquiring basic historical research skills and effective use of libraries, archives, and databases.

CO 6: Learn significance of regional history and political foundation
Aligns with PO 6, as it involves selecting and applying appropriate methods, techniques, resources, and modern IT tools for the generation and dissemination of historical knowledge.

CO 7: Enhance perception of 17th century Maharashtra and India
Aligns with PO 7, as it aims to enable students to understand the significance of the subject for various competitive examinations, indicating a broader understanding of historical context.

CBCS Syllabus as per NEP 2020 for M.A. I
(2026 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-MRM

Course Title   : Heritage Management

No. of Credits   : 02

No. of Teaching Hours   : 30

Course Objectives:

CO 1. The paper aims to make the students aware about the tangible and intangible heritage that the mankind has received.

CO 2. The students may also be able to understand their responsibility to pass on the heritage to the future generations.

CO 3 Sstudents investigate General Features, Sources, Components and Evolution of Indian Culture

CO 4. Idea of heritage, natural & culture and major elements of the natural heritage of India.

CO 5 Heritage management, concept and relevance for society, heritage landscapes.

CO 6 Heritage management, policy and theory, heritage monuments and zone, world heritage sites of India.

CO 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

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10. Convention Concerning the Protection of the World Cultural and Natural

Heritage (UNESCO 1972) URL: https://whc.unesco.org/en/convention/

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AES's T. C. College (**Empowered Autonomous**), Baramati. CBCS Syllabus 2026 Pattern as per NEP 2020

Choice Based Credit System Syllabus
(As Per 2026 Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: M.A.I (Sem. I)   **Subject**: History
Course: Heritage Management

Course Code: HIS 504 MRM

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
1. Cultural Heritage Management & Legislation	1	2	1	3	1	2	3	1	2	3	1	3
2. Heritage Management on Conservation & Tourism	1	3	2	1	3	2	3	1	2	2	3	3
3. Communication Process in Cultural Heritage	2	3	3	2	2	2	2	3	2	2	1	1
4. Historical Development of Cultural Heritage Studies	2	2	2	3	1	2	3	1	3	2	3	2
5. Sustainability of World Cultural Heritage	2	2	1	2	3	2	2	2	2		2	3
6. Promotion Tools in Heritage Management	2	2	2	2	2	2	2	2	1	2	2	1
7. Relationship between Culture and Tourism	1	2	1	2	2	3	2	1	2	3	3	2

PO 1. Disciplinary Knowledge

CO 1. Cultural Heritage Management and Legislation

Students gain advanced knowledge in cultural heritage, which is part of liberal arts and humanities, by learning about cultural heritage management and the laws that govern it.

CO 4. Historical Development of Cultural Heritage Studies

This outcome explores the historical development of cultural heritage studies in Turkey and worldwide, deepening d

PO 2. Critical Thinking and Analysis

CO 2. Effects of Cultural Heritage Management on Conservation and Tourism

Students analyze how heritage management impacts conservation and tourism, engaging critical thinking on socio-cultural issues.

PO 3. Research and Inquiry Skills

CO 5. Sustainability of World Cultural Heritage

To evaluate sustainability, students apply research methodologies to assess the preservation and protection of world cultural heritage.

PO 4. Effective Communication

CO 3. Communication Process in Cultural Heritage

This outcome emphasizes the importance of communicating research findings and ideas effectively, especially in cultural heritage contexts.

CBCS Syllabus as per NEP 2020 for M.A. I (2026 Pattern)

Name of the Programme : M.A. History

Programme Code : PAHIS

Class : M.A I

Semester : I

Course Type : Electives (Theory)

Course Code : -HIS 505-MJE (A)

Course Title : Social Background of Dalit Movement in Maharashtra

No. of Credits : 04

No. of Teaching Hours : 60

Course Objectives:

CO 1. This paper is designed to emphasize the background of the Dalit movement which flourishedin the twentieth century.

CO 2. It highlights the earlier forms of protest from the ancient till theme dieval period, which laid the foundations for social protest and dissent in the pre- Ambedkar period.

CO 3 The design of this course is to make students aware of the social and economic life of dalit class.

CO 4. The purpose is to tell about the work done by dalit social reformers in modern times to improve the social condition of dalits.

CO 5. The purpose is to tell about the work done by upper caste social reformers in modern times toimprove the social condition of dalits.

CO 6. The objective of this course is to understand the changed conditions of dalit class from ancienttimes to modern times.

CO 7. Students analyses the importance of moral value of dalits.

Course Outcomes:

CO 1. Students acquire knowledge of various term, concept related to Indian society and cast system.

CO 2. Student able to understand the change and continuity of Indian Society.

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CO 3. They discuss the contemporary social issues in classroom and its related to be social history.

CO 5. Students will understand the changing conditions of dalit class from ancient times to modern times.

CO 6. They take interest to reads various book related to dalit movement in Maharashtra.

CO 5. They understand the importance of moral and social value.

CO 6. 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

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Choice Based Credit System Syllabus
(As Per 2026 Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: M.A.I (Sem. I)   **Subject**: History
Course: Social Background of Dalit Movement in Maharashtra

Course Code: HIS 505 MJE(A)

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
1 Knowledge of Terms and Concepts Related to Indian Society and Caste System	1	2	1	3	1	2	3	1	2	3	1	3
2. Change and Continuity of Indian Society	1	3	2	1	3	2	3	1	2	2	3	3
3. Discuss Contemporary Social Issues	2	3	3	2	2	2	2	3	2	2	1	1
4. Changing Conditions of Dalit Class	2	2	2	3	1	2	3	1	3	2	3	2
5. Interest in Dalit Movement in Maharashtra	2	2	1	2	3	2	2	2	2		2	3

Justification –

PO 1: Disciplinary Knowledge: Understanding caste systems and Indian society demands specialized knowledge from social sciences, sociology, and history. All the course outcomes are deeply aligned with this PO, hence a strong (3) correlation.

PO 2: Critical Thinking and Analysis: Analyzing and evaluating social issues, caste-related terms, and the Dalit movement requires critical thinking. Each of the course outcomes requires this kind of analysis to understand the depth and nuances of the topics.

PO 3: Research and Inquiry Skills: Understanding Indian society, caste systems, and the Dalit movement necessitates thorough research, inquiry, and scholarly investigation. All the COs require students to engage in research, hence they have a strong correlation with PO 3.

PO 4: Effective Communication: Effective communication is required to articulate complex ideas about caste systems, Indian society, and Dalit conditions. It is crucial for all course outcomes, especially in academic presentations and discussions.

PO 5: Interdisciplinary Approach: The interdisciplinary nature of studying the caste system and Dalit conditions involves drawing insights from history, sociology, politics, and social sciences. Hence, all COs strongly relate to this PO.

PO 6: Digital and Information Literacy: While digital resources can help in understanding social issues, caste systems, and movements, the use of such tools is slightly less central for understanding basic concepts but still significant for advanced research and analysis. Thus, CO 1 is slightly less related to PO 6.

PO 7: Problem Solving and Application: Real-life applications of the knowledge gained from understanding caste systems, societal changes, and the Dalit movement are vital for future social change. This PO strongly correlates with all COs.

PO 8: Contexts. Ethics, Values, and Social Responsibility: Social justice, equality, and human rights are core ethical values explored through the study of the caste system and the Dalit movement. This PO is crucial to all the course outcomes, especially those focusing on Dalit issues.

PO 9: Leadership and Teamwork: Although individual understanding and research are important, group discussions and leadership skills are especially crucial for discussing contemporary social issues, Dalit movement, and social changes. This PO is more relevant to COs 2–5, as teamwork plays a significant role in these discussions.

PO 10: Lifelong Learning: The study of social issues, caste systems, and Dalit conditions is not only for academic purposes but also for lifelong engagement in understanding and addressing these issues. All COs are aligned with this PO, as students are encouraged to continue learning and applying the knowledge beyond the classroom.

PO 11: Creativity and Innovation: While creativity is important for approaching social issues and the Dalit movement from new perspectives, its application is slightly more focused on COs 2–5, where students are expected to come up with innovative ideas and solutions. Thus, it is more moderately related.

PO 12: Employability and Career Readiness: The skills gained through understanding Indian society, caste, and the Dalit movement can be directly applied in social work, research, education, and media careers. Thus, all COs have a strong correlation with this PO, as they prepare students for careers in relevant sectors.

CBCS Syllabus as per NEP 2020 for M.A. I
(2026 Pattern)

Name of the Programme   **:** M.A. History

Programme Code   **:** PAHIS

Class   **:** M.A I

Semester   **:** I

Course Type   **:** Electives (Theory)

Course Code   **:** -HIS 505-MJE (B)

Course Title   **:** Early Maharashtra

No. of Credits   **:** 04

No. of Teaching Hours   **:** 60

Course Objectives:

CO 1. To introduce students to prehistoric cultures and important archaeological sites such as Jorwe and Nevasa.

CO 2. To examine the rise and contribution of major dynasties including the Satavahana dynasty, Vakataka dynasty, and Rashtrakuta dynasty.

CO 3. To understand administrative systems, economic life, trade networks, agriculture, and urban development in early Maharashtra.

CO 4. To study religious movements and cultural achievements reflected in monuments like Ajanta Caves and Ellora Caves.

CO 5. To develop the ability to analyze historical sources such as inscriptions, coins, literature, and archaeological evidence.

CO 6. To encourage critical thinking about regional history and its relevance to understanding the broader history of India.

CO 7. To study prehistoric cultures, archaeological sites, and early human settlements in Maharashtra.

Course Outcomes:

CO 1. Demonstrate Knowledge of Early History -Explain the major phases of Maharashtra's history from prehistoric times to the early medieval period with a clear chronological understanding.

CO 2. Identify Important Archaeological Sites- Recognize and describe the significance of key sites such as Jorwe and Nevasa in reconstructing early regional history.

CO 3. Analyze Political Developments - Assess the contribution of major dynasties like the Satavahana dynasty, Vakataka dynasty, and Rashtrakuta dynasty to the political and administrative structure of early Maharashtra.

CO 4. Evaluate Socio-Economic Structures- Describe the agrarian system, trade networks, craft production, and urbanization patterns of early Maharashtra.

CO 5.Interpret Cultural and Religious Heritage - Explain the development of religious traditions and cultural achievements, including monuments such as Ajanta Caves and Ellora Caves.

CO 6.Apply Historical Methods - Analyze primary sources such as inscriptions, coins, and archaeological findings to construct historical interpretations.

CO 7. Develop Critical Understanding - Critically evaluate the role of early Maharashtra in the broader context of Indian history.

Topics and Learning Points

Unit 01 Pre-history   **06**

1.1) Geoglyphs in Konkan regions: Nature and Importance

1.2) Jorwe, Inamagaon, Daimabad, Newasa: Origin, Changes and Continuity, Chiefdom Society and Decline

Unit II) . Satavahana period   **18**

2.1) Archaeological, Literary, Numismatic, and Epigraphic sources

2.2) Issues of Date and Origin

2.3) Society, economy, and beginnings of land grants

2.4) Cultural legacy: Coins, Caves and Gaaha Sattasai

Unit III). Vakataka period   **18**

3.1) Archaeological, Literary, Numismatic and Epigraphic sources

3.2) Political history: State formation, relation with Gupta and the question of Suzerainty

3.3) Society, economy and Religion

3.4) Cultural legacy: Ajanta, Literature

Unit IV). Chalukya of Badami   **18**

4.1) Archaeological, Literary, Numismatic, and Epigraphical sources

4.2) Political history

4.3) Society, economy, mobility and migration

4.4) Cultural legacy: Aihole, Manasollasa, Pattadakal

Select Readings:

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Choice Based Credit System Syllabus
(As Per 2026 Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: M.A.I (Sem. I)   **Subject**: History
Course: Early Maharashtra

Course Code: HIS 506 MJE(B)

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
1. Demonstrate Knowledge of Early History	1	2	1	3	1	2	3	1	2	3	1	3
2. Identify Important Archaeological Sites	1	3	2	1	3	2	3	1	2	2	3	3
3. Analyze Political Developments	2	3	3	2	2	2	2	3	2	2	1	1
4. Evaluate Socio-Economic Structures	2	2	2	3	1	2	3	1	3	2	3	2
5. Interpret Cultural and Religious Heritage	2	2	1	2	3	2	2	2	2		2	3
6. Apply Historical Methods	2	2	2	2	2	2	2	2	1	2	2	1
7. Develop Critical Understanding	1	2	1	2	2	3	2	1	2	3	3	2

Justification –

PO 1: Disciplinary Knowledge: All COs are related to acquiring knowledge of early history, cultural heritage, and political developments of Maharashtra, requiring an in-depth understanding of history and sociology. Strong correlation (3).

PO 2: Critical Thinking and Analysis: The course encourages the analysis and interpretation of various historical events, archaeological sites, political contributions, and socio-economic conditions, making this PO strongly aligned with all COs (3).

PO 3: Research and Inquiry Skills: For each CO, students will need to formulate research problems, gather evidence from primary sources (e.g., inscriptions, coins), and evaluate sources to develop scholarly interpretations. Hence, all COs are strongly correlated with this PO (3).

PO 4: Effective Communication: Communication skills are essential for presenting historical facts and arguments in written and oral formats. All COs require strong communication abilities to convey findings effectively, aligning strongly with this PO (3).

PO 5: Interdisciplinary Approach: The study of history, archaeology, culture, and socio-economic aspects requires integrating knowledge from multiple disciplines such as anthropology, sociology, and political science. Hence, all COs are strongly related to this PO (3).

PO 6: Digital and Information Literacy: While digital literacy plays a crucial role in sourcing academic materials, primary sources, and using digital tools for research, its relevance is greater in CO 6 (applying historical methods) compared to the basic understanding of historical concepts. The correlation is moderate to low (2).

PO 7: Problem Solving and Application: Real-world application of historical knowledge through problem-solving is essential for understanding past social and political conditions. All COs strongly align with this PO (3).

PO 8: Contexts. Ethics, Values, and Social Responsibility: The study of historical events, particularly socio-economic and political structures, has significant ethical implications. This PO is essential for all COs, as students must consider the broader social context when studying historical events (3).

PO 9: Leadership and Teamwork: While individual study and research are important, group collaboration, particularly in analyzing historical events and discussing the findings, is crucial. This PO is more related to CO 7, where critical understanding and teamwork in discussions may be more prominent (2-3).

PO 10: Lifelong Learning: The study of history requires continuous learning, as new research, interpretations, and methods emerge. The ability to pursue self-directed learning aligns strongly with all COs (3).

PO 11: Creativity and Innovation: While creativity is vital in interpreting historical data and coming up with innovative perspectives on history, it plays a moderate role in understanding early history. This PO is less central in some COs but remains important in fostering new ideas (2-3).

PO 12: Employability and Career Readiness: The skills gained through this course, including critical thinking, research, and communication, are directly applicable to careers in education, research, museums, media, and public policy. All COs align strongly with this PO (3).

CBCS Syllabus as per NEP 2020 for M.A. I
(2026 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 506-RM

Course Title   **:** Research Methodology

No. of Credits   **:** 04

No. of Teaching Hours   **:** 60

Course Objectives:

CO 1. There are many problems in our Society . Student can know them with their causes and process to solve them.

CO 2. They can know about corruption, poverty and unemployment.

CO 3. They can know about corruption, poverty and unemployment with areas and causes .

CO 4. Student can know about pollution with causes .

CO 5. They can get complete knowledge about communism.

CO 6. To apply the research fundamentals in History.

CO 7. To understand the basic concepts in Historical research.

Course Outcomes:

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

CO 1. Apply the research fundamentals in History.

CO 2. Understand the basic concepts in History research.

CO 3. Make decisions about the appropriate use of basic research techniques and research design.

CO 4. Know how to find published scientific articles.

CO 5. Effectively interpret and communicate research findings.

CO 6. Write up the methods of a research study and report the results of statistical analyses using

CO 7. 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

Choice Based Credit System Syllabus
(As Per 2026 Pattern)

Mapping of Program Outcomes with Course Outcomes

Class: M.A.I (Sem. I)   **Subject**: History
Course: Research Methodology

Course Code: HIS 506-RM

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
1. Apply the research fundamentals in History	1	2	1	3	1	2	3	1	2	3	1	3
2. Understand the basic concepts in History research	1	3	2	1	3	2	3	1	2	2	3	3
3. Make decisions about appropriate research techniques	2	3	3	2	2	2	2	3	2	2	1	1
4. Find published scientific articles	2	2	2	3	1	2	3	1	3	2	3	2
5. Effectively interpret and communicate research findings	2	2	1	2	3	2	2	2	2		2	3
6. Write up methods of research study	2	2	2	2	2	2	2	2	1	2	2	1
7. Learn about statistical techniques	1	2	1	2	2	3	2	1	2	3	3	2

Justification –

PO 1: Disciplinary Knowledge: All COs are deeply connected to the students' ability to demonstrate knowledge in research techniques and history. The application of research fundamentals, use of statistical techniques, and reporting of findings requires an understanding of disciplinary knowledge (rated as 3).

PO 2: Critical Thinking and Analysis: Critical thinking is essential in analyzing and interpreting research techniques, findings, and articles. This PO is crucial for all COs, especially for understanding, analyzing, and making decisions about the use of research methods (rated as 3).

PO 3: Research and Inquiry Skills: This PO is strongly correlated with every CO as all course outcomes involve applying appropriate research methodologies, techniques, and designing research. Hence, it has a strong relationship with all COs (rated as 3).

PO 4: Effective Communication: The ability to communicate research findings clearly and effectively is important across all course outcomes. From presenting research findings to writing methods, communication is crucial (rated as 3).

PO 5: Interdisciplinary Approach: Research involves integrating knowledge from different disciplines, and many COs touch on interdisciplinary connections, especially when analyzing articles or using statistical techniques. Hence, the correlation with most COs is high (rated as 3), but moderate for CO 4 (finding published articles) as this is more of a technical skill (rated as 2).

PO 6: Digital and Information Literacy: Digital tools and databases are essential for finding research articles, applying statistical techniques, and interpreting findings. Strong correlation with CO 4 (finding articles) and CO 7 (using statistical techniques), but moderate for others (rated as 2 for CO 4).

PO 7: Problem Solving and Application: Problem-solving is essential when deciding which research technique to use, interpreting results, and applying knowledge to real-world contexts. Strong correlation with all COs (rated as 3).

PO 8: Contexts. Ethics, Values, and Social Responsibility: Ethical considerations are fundamental when conducting research and presenting findings. The correlation is moderate in most COs, especially in communication and reporting the results (rated as 2).

PO 9: Leadership and Teamwork: Teamwork and leadership are needed for collaborative projects, but it's less essential for individual research outcomes like those described in the COs. Moderate correlation for CO 5, 6, and 7 (rated as 2).

PO 10: Lifelong Learning: The research and analytical skills learned will support lifelong learning, helping students engage in continuous professional development, career progression, and higher education (rated as 3).

PO 11: Creativity and Innovation: Research requires creative thinking when analyzing data or applying new techniques. However, the direct application of creativity is slightly more relevant to writing and presenting results (rated as 2 for most COs).

PO 12: Employability and Career Readiness: The skills learned in research design, statistical methods, and communicating findings are directly applicable in careers in education, research, and media. This PO aligns strongly with all COs (rated as 3).

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AES's T. C. College (**Empowered Autonomous**), Baramati. CBCS Syllabus 2026 Pattern as per NEP 2020