

**PUNYASHLOK AHILYADEVI HOLKAR  
SOLAPUR UNIVERSITY, SOLAPUR**



**FACULTY OF HUMANITIES  
NEP- 2020 COMPLIANT CURRICULUM FOR  
M.A.-II HISTORY  
WITH EFFECT FROM- 2024-25**



पुण्यश्लोक अहिल्यादेवी होळकर  
सोलापूर विद्यापीठ  
॥ विद्यया संपन्नता ॥  
NAAC Accredited-2022  
'B++' Grade (CGPA-2.96)

# PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY, SOLAPUR

## Faculty of Humanities

### NEP- 2020 Compliant Curriculum For

#### M.A.-II History

#### Program Preamble

The main objectives of the Master of Arts (M.A) in History course is a comprehensive and dynamic program designed to provide students with a deep understanding of the fundamental principles of History. It aims to help the students acquire a strong theoretical base to understand various issue and trends in the past societies at the global as well as local level. Aligned with the vision of the National Education Policy (NEP) 2020, the program offers a flexible, multidisciplinary, and learner-centric curriculum that encourages critical thinking, innovation, and holistic development. The M.A. History program spans Two years, with each year offering a progressively advanced curriculum designed to build a strong foundation in history while allowing for specialization. The curriculum is structured around five key components.

**1. Major Courses:** These core courses form the backbone of the program, providing in- depth knowledge and understanding of essential History concepts, theories, and methodologies. Students will engage with topics Ancient Indian History, Medieval Indian History and Modern Indian History, Historiography and comprehensive education in the discipline.

**2. Open Electives/General Electives:** The program encourages intellectual exploration beyond the core discipline by offering a wide range of elective courses. These electives enable students to pursue their interests in diverse subjects, fostering creativity, critical thinking, and a well-rounded educational experience.

**3. Field Projects/Internships/Apprenticeships/Community Engagement Projects/On-Job Training:** To bridge the gap between theoretical knowledge and real-world applications, the program includes opportunities for field projects, internships, apprenticeships, and community engagement. These experiences provide students with practical insights, problem-solving abilities, and exposure to professional environments, enhancing their readiness for careers in History and related fields.

**4. Research Methodology:** Research is a critical component of the M.A. History program, with students acquiring skills in research methodology, data collection, analysis, and scientific inquiry.

**5. Research Projects:** Students engaging in independent research projects, students are encouraged to develop innovative solutions to complex historical problems, preparing them for advanced studies and research-oriented careers.

#### ● Eligibility for M.A. History

The Eligibility criteria for Course as per Govt. / PAHSUS rules and norms.



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**M.A.-II History**

**Program Outcomes (POs)**

**Students graduating from the Master of Arts in History program will be able to:**

**Major Courses:**

- **PO1:** To apply reasoning informed by the contextual knowledge of the past to assess the current state of society, economy, environment, culture and related areas.
- **PO2:** The Students develop a logical understanding of the past to make sense of the current situation in their historical context.
- **PO3:** Ethics: Recognize different value systems including your own understand the moral dimensions of your decisions and accept responsibility for them.

**Open Electives/General Electives:**

- **PO4:** The learners acquire the capability of critically evaluating the past for a better understanding of the human past.

**Research Methodology:**

- **PO5:** Acquire research skills; including data collection, analysis, and interpretation, fostering a Social, scientific and Historical approach to problem-solving to develop independent research projects handling capabilities.

**Field Projects/Internship/Apprenticeship/Community Engagement Projects/ On Job Training/ Internship/Apprenticeship:**

- **PO6:** Apply theoretical knowledge to real-world situations through field projects, internships, community engagement and on job Training for gaining practical experience and problem-solving skills.

**Research Project:**

- **PO7:** Students learn historical research methods to generate knowledge about the various events and phenomena from the past.



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**NEP- 2020 Compliant Curriculum For**

**M.A.II History**

**Program Specific Outcomes (PSOs)**

**Students graduating from M.A.-II History will able to:-**

**PSO1: Critical thinking and Historical Understanding of Society:** Students take informed actions after identifying the assumptions that frame our thinking and actions and looking at our ideas and innovative decisions from different approach. To apply reasoning informed by the contextual knowledge of the past to assess the current state of polity, society, economy, environment, culture and religious related areas. Analyze the Scio-political and cultural background of the Indian History.

**PSO2: Career Awareness and Prospects:** The students to have a detailed knowledge of the past, which is useful for various public services and prepare for competitive examinations like UPSC, MPSC, State services and SET/NET etc.

**PSO3: Application of Research Methods:** Students will have the ability to apply historical methods to critically evaluate the past and how historians and other have interpreted it.

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**Structure and Credit Distribution of PG Degree Program for Two Years/One Year  
M.A. Part-II, History under the Faculty of Humanities**

Year (2 Year PG)	Level	Sem. (2 Years)	Major		RM	OJT / FP	RP	Com. Cr.	Degree
			Mandatory	Electives					
II	6.5	Sem- III	DSC-IX (4) History of Modern India-I (1757 to 1857)	DSE. (4)  A) Women in Indian History.  OR  B) The Thoughts of Mahatma Jyotirao Phule  OR  C) History of U.S.A. (1914 to 1990 AD)	-	-	RP (4)	22	PG Degree (After 3 Years UG or PG Degree after 4 Years UG)
			DSC-X (4)  History of Maratha-I (Polity & Economy) (1600 to 1818 A.D.)						
DSC-XI (4)  History of Modern Maharashtra.-I (1818 to 1960 A.D.)									
DSC-XII (2)  History of World Revolutions.									
Sem- VI	DSC-XIII (4)  History of Modern India-II (1858 to 1964)	DSE. (4)  A) Historical Application in Tourism  OR  B) The Thoughts of Dr. Babasaheb Ambedkar  OR  C) Economic History of Modern India. .	-	-	RP (6)	22			
	DSC-XIV (4)  History of Maratha- II (Society & Culture) (1600 to 1818 A.D.)								
	DSC-XV (4)  History of Modern Maharashtra.- II (1961 to 1990 A.D.)								
Com. Cr. For 1 Yr.PG Degree			26	08			10	44	
Com. Cr. For 2 Yr.PG Degree			54	16	04	04	10	88	

2Year-4 Sem. PG Degree (80-88 Credits) after Three Year UG Degree or 1 Year-2 Sem.PG Degree ( 40-44 Credits)

After Four Year UG Degree

**PUNYASLHOK AHILYADEVI HOLKAR SOLAPUR,  
UNIVERSITY, SOLAPUR.**

**Syllabus**

**(According to NEP 2020)**

**M. A. Part – II History**

**Choice Based Credit System**

**w. e. f. Academic Year-2024-25**

**Semester – III**

LEVEL	SEMESTER III	TITLE OF THE PAPER	SEMESTER EXAM.			TOTAL CREDITS
			UA THEORY	CA	TOTAL	
6.5	Subject Code	<b>Major- Mandatory (DSC)</b>				
	<b>DSC-IX 230108301</b>	History of Modern India-I (1757 to 1857)	<b>60</b>	<b>40</b>	<b>100</b>	<b>4</b>
	<b>DSC-X 230108302</b>	History of Maratha- I (Polity & Economy) (1600 to 1818 A.D.)	<b>60</b>	<b>40</b>	<b>100</b>	<b>4</b>
	<b>DSC-XI 230108303</b>	History of Modern Maharashtra.- I (1818 to 1960 A.D.)	<b>60</b>	<b>40</b>	<b>100</b>	<b>4</b>
	<b>DSC-XII 230108304</b>	History of World Revolutions.	<b>30</b>	<b>20</b>	<b>50</b>	<b>2</b>
	<b>DSE ( Discipline Specific Elective ) (Any One) :-</b>					
	<b>DSE-A 230108306</b>	Women in Indian History	<b>60</b>	<b>40</b>	<b>100</b>	<b>4</b>
	<b>DSE-B 230108307</b>	The Thoughts of Mahatma Jyotirao Phule	<b>60</b>	<b>40</b>	<b>100</b>	<b>4</b>
	<b>DSE-C 230108308</b>	History of U.S.A. (1914 to 1990 AD)	<b>60</b>	<b>40</b>	<b>100</b>	<b>4</b>
	<b>RP (Research Project)</b>					
	<b>RP 230108305</b>	Research Project in History	<b>60</b>	<b>40</b>	<b>100</b>	<b>4</b>
	<b>Total Credits</b>					<b>22</b>

**PUNYASLHOK AHILYADEVI HOLKAR SOLAPUR,  
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**Syllabus  
(According to NEP 2020)  
M. A. Part – II History  
Choice Based Credit System  
w. e. f. Academic Year-2024-25  
Semester – IV**

LEVEL	SEMESTER IV	TITLE OF THE PAPER	SEMESTER EXAM.			TOTAL CREDITS
			UA THEORY	CA	TOTAL	
6.5	<b>Subject Code</b>	<b>Major- Mandatory. (DSC)</b>				
	<b>DSC-XIII 230108401</b>	History of Modern India-II (1858 to 1964)	<b>60</b>	<b>40</b>	<b>100</b>	<b>4</b>
	<b>DSC-XIV 230108402</b>	History of Maratha- II (Society & Culture) (1600 to 1818 A.D.)	<b>60</b>	<b>40</b>	<b>100</b>	<b>4</b>
	<b>DSC-XV 230108403</b>	History of Modern Maharashtra.- II  (1961 to 1990 A.D.)	<b>60</b>	<b>40</b>	<b>100</b>	<b>4</b>
	<b>DSE (Discipline Specific Elective) (Any One) :-</b>					
	<b>DSE 230108405</b>	A) Historical Application in Tourism	<b>60</b>	<b>40</b>	<b>100</b>	<b>4</b>
	<b>DSE 230108406</b>	B) The Thoughts of Dr. Babasaheb Ambedkar .	<b>60</b>	<b>40</b>	<b>100</b>	<b>4</b>
	<b>DSE 230108407</b>	C) Economic History of Modern India. .	<b>60</b>	<b>40</b>	<b>100</b>	<b>4</b>
	<b>RP (Research Project)</b>					
	<b>RP 230108404</b>	Research Project in History	<b>90</b>	<b>60</b>	<b>150</b>	<b>6</b>
<b>Total Credits</b>					<b>22</b>	



**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR  
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**M.A.-II History**

**Semester-III**

**Vertical : DSC-IX**

**Course Code: 230108301**

**Course Name: History of Modern India-I (1757 to 1857)**

**\*Teaching Scheme**

**Lectures: 04 Hours/week**

**Total Lecture-60**

**Credits-04**

**\*Examination Scheme**

**UA:60 Marks**

**CA: 40 Marks**

**Course Preamble:**

The rise of British power marks a significant period in history, characterized by the expansion of British influence across the globe. It began with the establishment of the East India Company in the early 17th century and culminated in the British Empire becoming the largest empire in history. The rise of British power was driven by factors such as exploration, trade, colonization, and military conquests. This period had a profound impact on the political, social, and economic landscapes of the regions under British control, shaping the course of history for centuries to come.

**Course Objectives:**

During this course, the student is expected to:

1. To know the political, social and economic history of modern India.
2. To study the British policies in India.
3. To introduce the governor's work in British India
4. To study the rise and development of the 1857 revolt.

**Course Outcomes:**

At the end of this course, students will be able to:

1. Identify the strategies of British for Imperial control.
2. Understand various phases of the national movement.
- 3 Students will be able to analyze the work of governor.
4. Students will be able to evaluate the 1857 revolts.

<b>Unit- I Rise of British Power</b>	<b>No. of lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content</b> A) Introduction. B) Battle of Plessey & Battle of Baksar. C) Duel System of Robert Clive		
<b>Unit- II Role of British Governor in Modern India</b>	<b>No. of lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content:</b> A) Warren Hen stings. B) Lord Cornwallis. C) Lord William Bentinck		
<b>Unit- III Social and Economic Policies during the British Era</b>	<b>No. of lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content:</b> A) Education B) Social and cultural changes C) Economic changes		
<b>Unit- IV Revolt of 1857</b>	<b>No. of Lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content:</b> A) Natures and Scope. B) Causes and Course. C) Effect & Failure		

**List of Reference books:**

- 1) Bayty, C. A., : Indian society and Making of the British Empire, New Cambridge.
- 2) History of India, Cambridge Universities Press, 1987.
- 3) Bipin Chandra, : Modern India, New Delhi, 1971.
- 4) Dutta, R. C., : Economic History of India under early British Rule.
- 5) Marshall, P. J., Bengal : The British bridgehead, New Cambridge History of India Cambridge, 1987.
- 6) Fisher, E. H. (ed), : Politics of the British Annexation of India 1757 1857 Oxford in India Readings, Delhi, 1993.
- 7) Bearce, G. D., : British Attitudes Towards India, Oxford, 1961.
- 8) Dutta, K. K., : A Social History of Modern India, Mac Milan, 1975.
- 9) Dutta, K. K., : A Survey of Socio Economic Conditions in India, Eighteenth Century, Calcutta, 1961.
- 10) Metchalf Thomas, : Ideologies of the Raj Oxford, 1994.
- 11) Choudhari Sushil, : The Prelude to Empire, Manohar, New Delhi, 2000.
- 12) Raychoudhary, S. C., : Social, Cultural and Economic History of India, Surjeet Publications, Delhi, 1983.
- 13) Misra, B. B., : The Administrative History of the East India Company 1774 1833, Oxford, 1958.
- 14) Stokes Eric, : The English Utilitarian and India, Oxford, Delhi, 1957.
- 15) Naik and Nurullah, : History of Education, Macmillan and Company Ltd., Bombay, 1943.
- 16) Jones Kenvin, : Socio Religious Reforms in British India, Oxford.
- 17) Natarajan, S. A., : A Century of Social Reforms in India.
- 18) Dharmakumar, : The Cambridge Economic History of India, Vol. II, Orient Longman, Hyderabad, 1982.
- 19) Stokes Eric, : Peasants and the Raj : Studies in Agrarian Society and Peasant Rebellion in Colonial India, Vikas, Delhi, 1978.
- 20) Desai, A. R., : Peasant Struggles in India, Delhi, 1979.
- 21) Joshi, P. C., : Rebellion, 1857, K. P., Banchi, Kolkata, 1986.
- 22) Panigrahi, D. N. (ed) : Economy, Society and Politics in Modern India, Vikas, Delhi, 1985.
- 23) Singh, V. B., : Industrial Labour in India, London, 1963.
- 24) Sinha, N. K., : Economic History of Bengal Vol. I, II.



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**M.A.-II History**

**Semester-III**

**Vertical : DSC-X**

**Course Code: 230108302**

**Course Name: History of Maratha (1600 - 1818 A.D.)  
(Polity and Economy)**

**\*Teaching Scheme**

**Lectures: 04 Hours/week**

**Total Lecture-60**

**Credits-04**

**\*Examination Scheme**

**UA:60 Marks**

**CA: 40 Marks**

**Course Preamble:**

The history of the Maratha Empire is a fascinating tale of valor, expansion, and resilience. Established in the 17th century by Chhatrapati Shivaji Maharaj, the Marathas rose to prominence through their military prowess and strategic alliances. Their empire encompassed a vast territory in the Indian subcontinent, and they played a crucial role in shaping the political landscape of the time. The Marathas were known for their innovative military tactics, administrative acumen, and patronage of art and culture. Despite facing formidable challenges from rival powers, the Marathas left an indelible mark of Maratha Polity, Administration, Agrarian System, Industry, Trade and Commerce in Indian history.

**Course Objectives:**

During this course, the student is expected to:

1. To know the political, social and economic history of Maratha Period.
2. To study the Sources of Maratha History.
3. To introduce the Maratha policy and transfer to power.
4. To study the development of the Agrarian, Industry, trade and commerce in Maratha period.

**Course Outcomes:**

At the end of this course, students will be able to:

1. Identify the strategies of Maratha kingship Policies.
2. Understand various phases of the Maratha History.
- 3 Students will be able to analyze the work of Chhatrapati and Peshwas.
4. Students will be able to evaluate Agrarian and Trade systems.

<b>Unit- I Sources and Historiography</b>	<b>No. of lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content</b> A) Sources : Literary, Foreign, Archival and Miscellaneous B) Different Approaches in Maratha History		
<b>Unit- II Maratha Polity</b>	<b>No. of lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content:</b> A) Kingship B) Transfer to Power: Chhatrapati, Peshwa and Karbhari. C) Maratha Confederacy D) Administration : Civil, Military and Judicial		
<b>Unit- III Agrarian System</b>	<b>No. of lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content:</b> A) Kinds of Land B) Land Survey and Assessment C) Crops and Irrigation D) Land Revenue and Officials E) Famine		
<b>Unit- IV Industry, Trade and Commerce</b>	<b>No. of Lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content:</b> A) Major and Minor Industries B) Trade routes and commercial centres C) Currency and Banking		

**List of Reference Books:**

- 1) Kulkarni A.R., Maharashtra in the Age of Shivaji, Deshmukh & Comp., Pune, 1969.
- 2) Kulkarni A.R., Medieval Maratha Country, New Delhi, 1996.
- 3) Fukazawa, H., The Medieval Deccan, Oxford, Bombay, 1991.
- 4) Desai, S.V., Social Life in Maharashtra under the Peshwas, Popular, Bombay, 1980.
- 5) Mahajan, T.T., Industry Trade and Commerce during Peshwa Period, Pointer Publisher, Jaipur, 1989.
- 6) Kadam, V.S. Maratha Confederacy, Munshiram Manoharlal, New Delhi, 1993.
- 7) Chitins, K.N., Socio-Economic Aspects of Medieval India, R.K. Chitnis, Poona, 1979.
- 8) Ranade, M.G., Rise of Maratha Power and Other Essays, Bombay University of Bombay, 1961.
- 9) Dr. Balkrishna, Shivaji The Great, Vol. IV., Balkrishna, Kolhapur, 1940, D.B. Taraporevala, 1932, Kitab Mahal, Bombay, 1932, Arya Book Depot., Kolhapur, 1946.
- 10) Andre Wink, Land and Sovereignty in India : Agrarian Society and Politics under the Eighteenth Century Maratha Swarajya, Cambridge, 1988.



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**M.A.-II History**

**Semester-III**

**Vertical : DSC-XI**

**Course Code: 230108303**

**Course Name: Modern Maharashtra (1818 - 1990 A.D.)**

**\*Teaching Scheme**

**Lectures: 04 Hours/week**

**Total Lecture-60**

**Credits-04**

**\*Examination Scheme**

**UA:60 Marks**

**CA: 40 Marks**

**Course Preamble:**

During the British rule, Maharashtra, like many other regions in India, experienced significant changes. The British East India Company's conquest of the Maratha Empire in the early 19th century led to the integration of Maharashtra into British India. The region witnessed the introduction of new administrative and legal systems, as well as economic transformations. The British also made efforts to modernize Maharashtra by establishing educational institutions and introducing modern infrastructure such as railways and telegraph systems. However, British rule also led to economic exploitation, social reform movements, and the rise of nationalist sentiments as Maharashtra played a pivotal role in the Indian independence movement.

**Course Objectives:**

During this course, the student is expected to:

1. To know the political, social and economic history of modern Maharashtra.
2. To study the British Administration of Modern Maharashtra.
3. To introduce the Reform movements.
4. To study of the awaking Maharashtra.

**Course Outcomes:**

At the end of this course, students will be able to:

1. Identify the strategies of British Administration Policies.
2. Understand various phases of the reform movements in Maharashtra.
3. Students will be able to analyze the work of Dr. B.R. Ambedkar and Mahatma Phule etc.
4. Students will be able to evaluate Uprising in the 19<sup>th</sup> century at Maharashtra.

<b>Unit- I British Administration</b>	<b>No. of lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content</b> A) Reconstruction of British Administration B) Policy of Elphinstone C) New Administrative and function D) Land Revenue system- Rayatwari and Mahalwari		
<b>Unit- II Uprising in the 19<sup>th</sup> Century at Maharashtra</b>	<b>No. of lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content:</b> A) Ramoshi, Koli and Bhils B) Outbreak of 1857 and Maharashtra- Satara, Kolhapur Peth, Nashik, Nagpur, Sawantwadi, Mumbai, etc.		
<b>Unit- III Reform Movements</b>	<b>No. of lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content:</b> A) Emancipation of women B) Backward caste Movements C) Non Brahmin Movements D) Leftist Movements		
<b>Unit- IV Awakening of Maharashtra</b>	<b>No. of Lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content:</b> A) Economic Awareness- Mahatma Phule, Dadabhai Nauroji, Justice M.G. Ranade, Dr. Babasaheb Ambedkar. B) Farmer Movements C) Labour Movements		

### **List of Reference Books:**

- 1) Kumar Ravindra, Western India in the 19<sup>th</sup> Century, London, 1968.
- 2) Ballhatchet K., Social Policy and Social Changes in Western India, (1818 – 1830), London, 1957.
- 3) Verma Sushama, Mount Stuart Elphinstone in Maharashtra (1811–1827) K. P. Begchi and Company, 1981.
- 4) Baden – Powell B. B., Land Systems of the British, 3 Vols., Oxford, 1892.
- 5) Desai S. V., Social Life in Maharashtra under the Peshwa, Bombay, 1980.
- 6) Frankel Fracine and Rao M. S. A., Dominance and State Power in Modern India: Decline of a Social Order, Vol. II, Delhi, 1989 – 1990.
- 7) Gore M. S., Non-Brahmin Movement in Maharashtra, New Delhi, 1989.
- 8) Gordon Johnson, Provincial Politics and Indian Nationalism : Bombay and the Indian National Congress, 1880 – 1915, Cambridge, 1973.
- 9) Masselos James C., Towards Nationalism : Group Affiliations and Politics of Public of Public Associations in 19<sup>th</sup> Century, Western India, Bombay, 1974.
- 10) Rosalind O’Hanlon, Caste, Conflict and Ideology : Mahatma Jotirao Phule and Low Caste Protest in 19<sup>th</sup> Century, Western India, Cambridge University Press, 1985.
- 11) Christine Dobbin, Urban Leadership in Western India : Politics and Communities in Bombay City 1840 – 1885, Oxford University Press, 1972.
- 12) Phadke Y. D., Women in Maharashtra, Maharashtra Information Centre, Government of Maharashtra, New Delhi, 1989.
- 13) Israel, Milton and Wagle N. K. (Eds.), Religion and Society in Maharashtra, Toronto, 1987.
- 14) Kulkarni A. R. and Wagle N. K. (Eds.), Region, Nationality and Religion, Popular Prakashan, Mumbai, 1999.
- 15) Wagle N. K. (Ed.), Writers, Editors and Reformers: Social and Political Transformation of Maharashtra, Manohar, New Delhi, 1999.
- 16) Sunthankar, B. R., 19<sup>th</sup> Century History of Maharashtra, Vol. I (1818 – 1857), Shubhada Saraswal, Pune, 1988.
- 17) Sirsikar, V. M., Politics of Maharashtra.
- 18) Omvedt Gail M., Cultural Revolt in a Colonial Society, Scientific Socialist Education Trust, Bombay, 1976.
- 19) Bhosale Arun, Chousalkar Ashok and Tarodi Lakshminarayan (Eds.), Freedom Movement in Princely States of Maharashtra, Shivaji University, Kolhapur, 2001.
- 20) Rodrigues Livi, Rural Political Protest in Western India, Oxford University Press, Delhi, 1998.



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**M.A.-II History**

**Semester-III**

**Vertical : DSC-XII**

**Course Code: 230108304**

**Course Name: History of World Revolutions**

**\*Teaching Scheme**

**Lectures: 02 Hours/week**

**Total Lecture-30**

**Credits-02**

**\*Examination Scheme**

**UA:30 Marks**

**CA: 20 Marks**

**Course Preamble:**

The Industrial Revolution, in modern history, was the process of change from an agrarian and handicraft economy to one dominated by industry and machine manufacturing. These technological changes introduced novel ways of working and living and fundamentally transformed society. The French Revolution occurred in 1789 when the peasants and working class (Third estate) peoples of French revolted against the Monarchy of France. These two revolutions mean a significant change in the way of thinking.

**Course Objectives:**

During this course, the student is expected to:

1. To study the political, social and economic background of Industrial Revolution.
2. To study the political, social and economic background of French Revolution.

**Course Outcomes:**

At the end of this course, students will be able to:

1. Understand various phases of the Industrial Revaluation.
2. Students will be able to evaluate French Revaluation-1789.

<b>Unit- I Industrial Revolution</b>	<b>No. of lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content</b> A) Background and Meaning , Definition of Industrial Revolution B) Causes of Industrial Revolution C) Course of Industrial Revolution D) Effects of Industrial Revolution		
<b>Unit- II French Revolution-1789</b>	<b>No. of lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content:</b> A) Background of French Revolution B) Causes of French Revolution C) Course of French Revolution D) Effects of French Revolution		

**List of reference books:**

1. Greville, A. A., : History of the World in the 20<sup>th</sup> Century, Harper Collins Publisher, 77-85, Fulham Place Road.
2. Knapp, H. C., Fisher, : The Modern World, (SBW Publishers), New Delhi.
3. Suxena, N. S. : 20<sup>th</sup> Century World History, Anmol Publication, New Delhi-51.
4. Sharma, K.E., : China Revolution to Revolution, Mittal Publications, New Delhi.
5. Spanier John, : American Foreign Policy since World War II, Tata McGraw, Hill Publication, New Delhi.
6. Nanda, S. P., : History of the Modern Worlds, Anmol Publication, New Delhi.
7. Lowe, N., : Modern World History, Low Norman, Mastering Modern World History, Delhi, 1997.
8. Chhabra, H. K., : History of Modern World, Surjeet Publications, New Delhi, 1989.
9. Palmer & Parkins, : International Politics, Relations, London, 1957.
10. Kim, Y. H., : Twenty Years of Crisis : The Cold War.
11. Sharp, W. R., : Contemporary International Politics.
12. Hartman, World in Crisis.
13. Gupta, M. L., : A Short History of China.
14. Chatterjee, B. R., : Modern China.
15. Immanuel, C. Y., Hsu, : The Rise of Modern China, New York, 1990.
16. Vinacke Harold M., : A History of the Far East in Modern Times, London, 1967.



**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR  
UNIVERSITY, SOLAPUR**

**M.A.-II History**

**Semester-III**

**Vertical : DSE (A)**

**Course Code: 230108306**

**Course Name: Women in Indian History**

**\*Teaching Scheme**

**Lectures: 04 Hours/week**

**Total Lecture-60**

**Credits-04**

**\*Examination Scheme**

**UA:60 Marks**

**CA: 40 Marks**

**Course Preamble:**

Feminist historiography is an important current in the new stream of historiography that emerged in world history. Keeping this objective in mind, the aim of this course is to present the graph of women's progress. It will be used to eliminate gender disparity.

**Course Objectives:**

During this course, the student is expected to:

1. To know the political, social and economic backgrounds of women in Indian History.
2. To study the Survey approaches in Feminism.
3. To introduce the Role of Freedom movements in women.
4. To study of the Education and women.

**Course Outcomes:**

At the end of this course, students will be able to:

1. Grasp the details of Traditional Industries social Institutions and Bhakti movement.
2. Analyze and compare the education status of women in Ancient, Medieval and colonial India.
- 3 Understand the issues in representing women in history.
4. Student will able to identify the role of India's freedom struggle.

<b>Unit- I Feminism</b>	<b>No. of lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content</b> A) Definition B) Origin and Evolution C) Survey of Approaches D) Liberal ii) Marxist iii) Radical iv) Post Modern		
<b>Unit- II Religion and Women</b>	<b>No. of lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content:</b> A) Brahminical Tradition B) Jainism C) Buddhism D) Islam E) Sikhism F) Christianity		
<b>Unit- III Education and Women</b>	<b>No. of lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content:</b> A) Ancient India B) Medieval India C) Colonial India D) Post-Independence		
<b>Unit- IV Women's Participation in Freedom Movement and Politics</b>	<b>No. of Lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content:</b> A) Gandhian Satyagraha B) Revolutionary Movements C) Peasant and Workers Movements D) State Legislatures and Parliament E) Dalit Movements		

### **List of Reference Books:**

- 1) Altekar A. S., Position of Women in Hindu Civilization, Motilal Banarasidas Publication, New Delhi, 1959.
- 2) B. Asisha Lemu, Fatima Heeren, Women in Islam, 1977 (Aligarh).
- 3) Bagachi Jasodhara, Indian Women, Sangam Book, Hyderabad, 1977.
- 4) C. Swarajya Laxmi, Women at Work, Discovery Publishing House, New Delhi, 1999.
- 5) Dr. Odeyar S. B., The Role of Marathi Women in the struggle for India's Freedom Unpublished Thesis, Shivaji University, 1989.
- 6) Dr. N. Sarawati Nanaiah, The Position of Women during Vijay Nagar Period, Mysore, 1992.
- 7) Geraldine Forbes, Women in Modern India, Cambridge University Press, 1998.
- 8) M. d. Renavikar, Women and Religion.
- 9) Mukharjee I/a., Social Status of North Indian Women.
- 10) Muryundar R. C., Bharatiya Vidhya Bhavan, Bombay, Vol. – VI, VIII, IX.
- 11) Muniza Rafia Khan, Social – Legal Status of Muslim Women, 1993.
- 12) Nagar Usha, Education of Girls in India, New Delhi, 2000.
- 13) Raj Kumar (Ed.), Women and Law, New Delhi, 2000.
- 14) Sangavi Kumkum Vaid Sudesh, Women and Culture, Mumbai, 1994.
- 15) Sarkar J. N., Studies in Mughal India, Calcutta, 1919.
- 16) Shaha A. M., B. S. Baviskar, E. A., Ramaswamy (Ed.), Women in India Society, 1996.
- 17) Sushila Agrawal (Ed.), Status of Women, Jaipur, 1988.
- 18) Swami Madhavandana & Muryundar R. C., Great Women in India, Kolkata, 1953.
- 19) Tambe Anagha, Social History of Maharashtra from Gender and Cast, Pune, 1998.
- 20) Tarali Baig, Women of India, Delhi, 1990.



**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR  
UNIVERSITY, SOLAPUR**

**M.A.-II History**

**Semester-III**

**Vertical : DSE (B)**

**Course Code: 230108307**

**Course Name: The Thoughts of Mahatma Jyotirao Phule**

**\*Teaching Scheme**

**Lectures: 04 Hours/week**

**Total Lecture-60**

**Credits-04**

**\*Examination Scheme**

**UA:60 Marks**

**CA: 40 Marks**

**Course Preamble:**

Mahatma Jyotirao Phule mission was to bring about an egalitarian society where all men and women would enjoy liberty; Phule criticized the contemporary rulers if he felt that their policies went against this idea. He was mainly interested in destroying forever the supremacy of social, economic and political fields.

**Course Objectives:**

During this course, the student is expected to:

1. Students Prepared with a view to acquainting students with the Thoughts of Mahatma Phule.
2. To study the Mahatma Phule's Educational thoughts.
3. To study the Mahatma Phule's Social thoughts.
4. To study the Mahatma Phule's Economic and Religious thoughts.

**Course Outcomes:**

At the end of this course, students will be able to:

1. Grasp the details of Mahatma Phule's thoughts.
2. Analyze and compare the British education policy and Mahatma Phule's education thoughts.
- 3 Understand the issues in British economic policy.
4. Student will able to identify the Indian social, education and religious structure.

<b>Unit- I Educational Thoughts of Mahatma Phule</b>	<b>No. of lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit contents</b> A) Traditional Education, Education in Bombay Presidency. B) Early Life of Mahatma Phule C) Educational Thoughts & Work of Mahatma Phule		
<b>Unit- II Religious Thoughts of Mahatma Phule</b>	<b>No. of lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content:</b> A) Religious condition at the eve of 19th Century B) Formation of Satyashodhak Samaj and its activities C) Religious Philosophy		
<b>Unit- III Social Thoughts of Mahatma Phule</b>	<b>No. of lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content:</b> A) Social condition in 19 <sup>th</sup> Century B) Caste System C) Condition of Women		
<b>Unit- IV Economic Thoughts of Mahatma Phule</b>	<b>No. of Lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content:</b> A) Colonial Economy B) Structure and Policies C) Economic Impact of British Policies		

**List of Reference Books:**

1. Dr.B.R.Ambedkar, Annihilation of Caste, Writing & Speeches.
2. Ghurye G.J., Caste & Race in India.
3. Gail Omveht, Cultural Revoltin Colonial Social
4. पाटील शरद, दासशूद्रांची गुलामगिरी
5. नरके हरी, महात्मा फुले: शोधाच्या नव्या वाटा.
6. फडके य. दि. आंबेडकरी चळवळ.
7. साळुंखे आ. ह. वैदिक धर्मसूत्रे आणि बहुजनांची गुलामगिरी.
8. फडके य. दि. विसाव्या शतकातील महाराष्ट्रखंडशते.
9. चव्हाण दिलीप डॉ. आंबेडकर आणि भारतीय शिक्षणातील जाती संघर्ष.
10. आंबेडकर बी. आर. भारताचे संविधान
11. आंबेडकर बी. आर. बुद्ध आणि त्याचा धम्म.
12. आंबेडकर बी. आर., प्राचीन भारतीय व्यापार
13. फडकेय. दि., (संपादन) महात्मा फुले समग्र वाड:मय
14. कीर धनंजय, डॉ. बाबासाहेब आंबेडकर.
15. खैरमोडे चांगदेव, डॉ. भीमराव रामजी आंबेडकर खंड १ ते १२
16. मुनवसंत, हरी नरके (संपादक), डॉ. बाबासाहेब आंबेडकर यांचे लेखन आणि भाषणे.



**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR  
UNIVERSITY, SOLAPUR**

**M.A.-II History**

**Semester-III**

**Vertical : DSE (C)**

**Course Code: 230108308**

**Course Name: History of U.S.A (1914 to 1990 A.D.)**

**\*Teaching Scheme**

**Lectures: 04 Hours/week**

**Total Lecture-60**

**Credits-04**

**\*Examination Scheme**

**UA:60 Marks**

**CA: 40 Marks**

**Course Preamble:**

The period from 1914 to 1990 was a time of significant change and development in the history of the United States. It encompassed World War I, the Roaring Twenties, the Great Depression, World War II, the Cold War, and various social and cultural movements. The country experienced economic prosperity, followed by downturns, and grappled with issues such as civil rights, women's rights, and environmental concerns. The presidency of Franklin D. Roosevelt, the New Deal, the Civil Rights Movement, and the Vietnam War were some of the defining events of this period.

**Course Objectives:**

During this course, the student is expected to:

1. To study the role of U. S. A. in World War.
2. To study the history of a super power nation.
3. To study Foreign Policy of U. S. A.
4. To the study of President Eisenhower and Kennedy.

**Course Outcomes:**

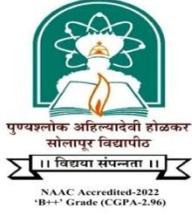
At the end of this course, students will be able to:

1. Grasp the details of world war Politics.
2. Analyze and compare the two world war politics.
- 3 Understand the issues in America after world war-II.
4. Student will able to identify the Internal and external policy of Precedent.

<b>Unit- I Emergence of U.S.A. as an imperial power.</b>	<b>No. of lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit contents</b> A) Role of American in World War - I  B) Role of America in World War - II		
<b>Unit- II America after World War- II</b>	<b>No. of lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content:</b> A) President Truman and his period.  B) Internal Policy.  C) Foreign Policy: Marshall Plan, the Korean Crises, China and India.		
<b>Unit- III President Eisenhower</b>	<b>No. of lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content:</b> A) Internal Policy.  B) Foreign Policy: India and China Latin America, Middle East		
<b>Unit- IV President Kennedy</b>	<b>No. of Lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content:</b> A) Internal Policy.  B) Foreign Policy: Defense, Latin America, Middle East, China and India		

### **List of reference books:**

- 1) Beard, Charles, *An Economic Interpretation of the Constitution of the United State* (Free Press, 1986).
- 2) Boyer, Paul, Harvard Sitkoff, Naney wolochctal., *Enduring Vision: A History of The American People*, Vol. 1st and 2nd.
- 3) Brown, Dec., : *An Indian History of the American West, Bury My Heart at Wounded Knee* (WSP, 1984).
- 4) Faulkner, U.,: *Economic History of the United States of America*.
- 5) Foner, Eric: *America's Black Past*.
- 6) Franklin, John Hope, *From Slavery to Greedom* (Knopf, 1979).
- 7) Hicks, John D., : *The Federal Union : A History of USA Since 1865*.
- 8) Hofstadter, Richard,
- 9) *The Age of Reform, From Bryan to FDR* (Random, 1960).
- 10) Kaushik, R. P., : *Significant Themes in American History* (Delhi, Ajanta, 1983).
- 11) Kristol, Irving, Gordon Wood at al., *America's Continuing Revolution* (Am. Enterprises, 1975).
- 12) Nash, Gary, (ed.), *Retracing the Past* (Harp C., 1985).
- 13) Praff, W., : *A History of the United States Foreign Policy*.
- 14) Setters, Charles, Henry May and Neil Macmillan, : *A Synopsis of American History*, 2 vols. (Delhi, Macmillan, 1990).
- 15) Shihan, Donald, : *The Making of American History : The emergence of Nation*, Vols. I & II.
- 16) Tripathi, Dwijendra and S. C., Tiwari, : *Themes and Perspectives in American History*.
- 17) Turner, Frederick Jackson, : *The Frontier American History* (Krieger, 1976).



**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR  
UNIVERSITY, SOLAPUR**

**M.A.-II History**

**Semester-III**

**Vertical : RP**

**Course Code: 230108305**

**Course Name: Research Project in History**

**\*Teaching Scheme**

**Lectures: 04 Hours/week**

**Total Lecture- 60**

**Credits-04**

**\*Examination Scheme**

**UA:60 Marks**

**CA: 40 Marks**

**Course Preamble:**

A 'Research Project' course is included in the M. A. History curriculum. 'Research Project' is a compulsory of 100 marks for 4 credits in Third semester of Master's degree programme. Under this, it is mandatory for students to do Research work on subjects related to their courses and submit 'Research project.'

**Course Objectives:**

During this course, the student is expected to:

1. Students will employ a full range of techniques and methods used to gain historical knowledge
2. Students will develop an ability to convey verbally their historical knowledge
3. Students shall be able to demonstrate thinking skills by analyzing, synthesizing and evaluating historical information from multiple sources
4. To the study of Historical research skills.

**Course Outcomes:**

At the end of this course, students will be able to:

1. Grasp the details of apply historical methods to critically evaluate the past.
2. Analyze the historical and scientific research methods.
- 3 Understand the issues in Research Projects.
4. Student will able to use of libraries, archives and data base.

<p><b>All the students should prepare the Research Project Report only one of the following areas with the consideration of research supervisor at the P.G. centre</b></p>	<p><b>No. of lectures-60</b></p>	<p><b>Weightage: 60 Marks</b></p>
<p><b>Unit contents</b> A) Ancient History  B) Medieval History  C) Modern History  D) World History  E) Local History  F) Subaltern History  G) Gender Issues  H) Issues in Human Rights  I) Environmental/ Sustainable Development  J) Any related topic to History</p>		
<p><b>NB: Research should be based on Primary/ Secondary data</b></p>		

#### **List of Reference Book**

- 1) Baily K.D., Methods of Social Research, Free press, New York,1982.
- 2) Bose Pradip Kumar, Research Methodology, New Delhi, ICSSR,1995.
- 3) Kothari C.R., Research Methodology, Visas publishing house, New Delhi,2010.
- 4) Ackoft R.L., The Design of Social Research,1960-61.
- 5) Max Webar, The Methodology of Social Sciences, Glanko,1949.
- 6) B. Shaikh Ali, History, Its Theory and Method.
- 7) Agrawal, Important Guidelines on Research Methodology.
- 8) Puch Keith, The Introduction to social Research, London, Sage,1986.
- 9) आगलावे प्रदीप, संशोधन पद्धतीशात्र व तंत्रे, विद्या प्रकाशन, नागपूर २०००.
- 10) देव प्रभाकर, इतिहास एक शास्त्र, कल्पना प्रकाशन, नांदेड, २००२.
- 11) कोठेकर शांता, इतिहास तंत्र आणि तत्त्वज्ञान, श्री साईनाथ प्रकाशन, नागपूर, २००५
- 12) बोधनकर सुधीर व इतर, सामाजिक संशोधन पद्धती, श्रीसाईनाथ प्रकाशन, नागपूर, २०१४.
- 13) नाडगोंडे गुरुनाथ, सामाजिक संशोधन पद्धती, फडके प्रकाशन कोल्हापूर, २००९.
- 14) भांडारकर पु.ल. सामाजिक संशोधन पद्धती, दत्तसंन प्रकाशन, नागपूर



**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR  
UNIVERSITY, SOLAPUR**

**M.A.-II History**

**Semester-IV**

**Vertical : DSC-XIII**

**Course Code: 230108401**

**Course Name:- History of Modern India-II (1858 to 1964)**

**\*Teaching Scheme**

**Lectures: 04 Hours/week**

**Total Lecture-60**

**Credits-04**

**\*Examination Scheme**

**UA:60 Marks**

**CA: 40 Marks**

**Course Preamble:**

Indian nationalism evolved as a notion during the Indian independence movement which pushed for independence from British rule. Gandhiji dominated the Indian freedom struggle from 1919 to 1948; hence, this period is known as the Gandhian era in Indian history. The birth of India and Pakistan as independent states in 1947 was a key moment in the history of Britain's empire and its army. Jawaharlal Nehru, India's first Prime Minister, served from 1947 to 1964. During this time, India's foreign policy was shaped by his vision of a non-aligned, independent, and democratic nation. Independence and partition: After independence, India was partitioned into two countries: India and Pakistan. But the process of partition was attended by mass migration and ethnic violence that has left a bitter legacy to this day.

**Course Objectives:**

During this course, the student is expected to:

1. To Study the rise and growth of nationalism in modern India.
2. To study the India's Foreign Policy.
3. To study the revolutionary history of modern India.
4. To introduce the Mahatma Gandhi's Principals and philosophy in freedom movement.

<b>Course Outcomes:</b>
At the end of this course, students will be able to:
1. Students will be able to know the exploitative attitude and selfishness in British policy.
2. Student will able to identify the major events of India's freedom struggle.
3 Student will find the values of Nationalism and integrity of Modern India.
4. Student will able to understand legacy and its contribution to the making of modern India.

<b>Unit- I Rise of Indian Nationalism</b>	<b>No. of lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content</b> A) Rise and Growth of Nationalism B) Formation of Indian National Congress C) Work of Moderate and Extremist		
<b>Unit- II Struggle for Independence</b>	<b>No. of lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content:</b> A) Gandhi Era: Non-Cooperation, Civil Disobedience, Quit India Movement B) Revolutionary Movement: Maharashtra, Bengal, Punjab C) Subhash Chandra Bose and Indian National Army		
<b>Unit- III Independent India and Partition</b>	<b>No. of lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content:</b> A) Negotiations for Independent and Partition B) Integration of Princely States: Junagarh, Hyderabad and Kashmir C) Indian Constitution: Salient Feature		
<b>Unit- IV India's Foreign Policy 1947-1964</b>	<b>No. of Lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content:</b> A) India and UNO B) Nehru and Non-Aligned Movement C) Indo-China and Pak Relation		

### **List of Reference Books:**

- 1) Bipin Chandra, India's struggle for Independence, Penguin, New Delhi
- 2) Bipin Chandra, Freedom struggle, National Book Trust, New Delhi.
- 3) Bipin Chandra, Communalism in modern India, Vikas Publishing House, New Delhi.
- 4) Brown Judith – Gandhi's rise to power 1915 - 22
- 5) Dodwell H.H. (ed.) – The Cambridge History of India, S.Chand, Delhi.
- 6) Dutt R.P. – India Today, People's publishing House, Bombay
- 7) Dutt R.C. – The Economic History of India under British Rule, London
8. Robert P.E.: History of British India (Oxford).
9. Bhattacharya Dhiraja : A Concise History of the Modern Economic, 1750- 1950, New Delhi, 1979.
10. Narayan Brij: Economic Life in India, Delhi, 1923.
11. Datta K.K. : A Survey of Socio-economic Condition in India.
12. Sarakar Sumit : Modern India, 1885-1947.
13. गव्हाणे, शिंदे, कुलकर्णी, भारतीय राष्ट्रीय चळवळीचा इतिहास, 1818-1950, एज्युकेशनल पब्लिशर्स, औरंगाबाद.
14. सरदेसाई बी. एन., नलावडे व्ही. एन., आधुनिक भारताचा इतिहास, फडके प्रकाशन, कोल्हापूर.
15. जोशी प्र. न., भारतीय स्वातंत्र्याचा इतिहास, स्नेहवर्धन प्रकाशन, पुणे, १९९३.
16. पवार जयसिंगराव, भारतीय स्वातंत्र्य चळवळीचा इतिहास, फडके प्रकाशन, कोल्हापूर



**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR  
UNIVERSITY, SOLAPUR**

**M.A.-II History**

**Semester-IV**

**Vertical : DSC- XIV**

**Course Code: 230108402**

**Course Name: - History of Maratha (1600 A.D.-1818 A.D.)  
(Social and Cultural)**

**\*Teaching Scheme**

**Lectures: 04 Hours/week**

**Total Lecture-60**

**Credits-04**

**\*Examination Scheme**

**UA:60 Marks**

**CA: 40 Marks**

**Course Preamble:**

Maharashtra is known as a socially, economically, and politically profound state. Because Bhakti movement in Maharashtra laid the foundation of social equality. A systematic fight against the exploitation of women by the caste system. A detailed study syllabus of those social organizations is included in this.

**Course Objectives:**

During this course, the student is expected to:

1. To study the Marathas and Marathi Language of Maratha Period.
2. To study the Social Institutions in Maratha period.
3. To introduce the Bhakti movement in Maratha period.
4. To study and development of the Arts in Maratha period.

**Course Outcomes:**

At the end of this course, students will be able to:

1. Grasp the details about different sources and various trends in Maratha History.
2. Grasp the details of social Institutions and Bhakti movement during Maratha period.
- 3 Students will be able to analyze the Maratha Architecture.
4. Students will be able to Maharashtra Dharma concepts.

<b>Unit- I Marathas and Marathi Language</b>	<b>No. of lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content</b> A) Origin and characteristics B) Growth of Marathi language C) Development of Marathi Literary		
<b>Unit- II Social Institutions</b>	<b>No. of lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content:</b> A) Caste, Untouchability and Slavery B) Position of Women C) Balutedari and Watandari		
<b>Unit- III Bhakti Movements</b>	<b>No. of lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content:</b> A) Bhakti culture in Maharashtra B) Work of Marathi Saints C) Maharashtra Dharma – Concept, Rise and Spread		
<b>Unit- IV Art in Maratha Period</b>	<b>No. of Lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content:</b> A) Maratha Architecture B) Maratha Music C) Maratha Paintings		

### **List of Reference Books:**

- 1) Kulkarni A.R. ,Maharashtra in the Age of Shivaji,Deshmukh&Comp.,Pune,1969.
- 2) KulkarniA.R.,Medieval Maratha Country,NewDelhi,1996.
- 3) Fukazawa,H.,TheMedievalDeccan,Oxford,Bombay,1991.
- 4) Desai,S.V.,Social Life in Maharashtra under the Peshwas,Popular,Bombay,1980.
- 5) Mahajan,T.T.,Industry Trade and Commerce during Peshwa Period, Pointer Publisher ,Jaipur,1989.
- 6) Kadam,V.S.,MarathaConfederacy,MunshiramManoharlal,NewDelhi,1993.
- 7) Chitins, K.N., Socio-Economic Aspects of Medieval India, R .K. Chitins, Poona, 1979.
- 8) Ranade,M.G.,Rise of Maratha Power and Othe rEssays, Bombay University of Bombay,1961.
- 9) Dr.Balkrishna ,Shivaji The Great,Vol.IV.,Balkrishna,Kolhapur,1940,D.B.Taraporevala,1932,Kitab Mahal, Bombay,1932,AryaBook Depot.,Kolhapur,1946.
- 10) Andre Wink, Land and Sovereignty In India: Agrarian Society and Polities under the Eighteenth Century Maratha Swarajya, Cambridge, 1986



**PUNYASHLOK AHILYADEVII HOLKAR SOLAPUR  
UNIVERSITY, SOLAPUR**

**M.A.-II History**

**Semester-IV**

**Vertical : DSC-XV**

**Course Code: 230108403**

**Course Name: Modern Maharashtra (1818 - 1990 A.D.)**

**\*Teaching Scheme**

**Lectures: 04 Hours/week**

**Total Lecture-60**

**Credits-04**

**\*Examination Scheme**

**UA:60 Marks**

**CA: 40 Marks**

**Course Preamble:**

The present state of Maharashtra came into being on 1 May 1960 as a Marathi-speaking state according to linguistic state. Maharashtra is a progressive villa by working on agriculture, banking, development sector. Promoted industry, business, trade, New Technology, Cooperative Sector. Today Maharashtra Recognized Progressive Maharashtra.

**Course Objectives:**

During this course, the student is expected to:

1. To know the Formation of present Maharashtra state.
2. To study the Agrarian system of Modern Maharashtra.
3. To study the Village industry and co-operative movement of Modern Maharashtra.
4. To study of the Economic development in Maharashtra.

**Course Outcomes:**

At the end of this course, students will be able to:

1. Identify the strategies of British Policies.
2. Understand various phases of the economic developments in Maharashtra.
- 3 Students will be able to analyze the Maharashtra during-1961-1990.
4. Students will be able to evaluate Education policy Maharashtra.

<b>Unit- I Formation of Present Maharashtra State</b>	<b>No. of lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content</b> A) Formation of Present Maharashtra State		
<b>Unit- II Agrarian System of Maharashtra</b>	<b>No. of lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content:</b> A) Agricultural development B) Government Famine Policy C) Agricultural development of Banking System.		
<b>Unit- III Economic Development</b>	<b>No. of lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content:</b> A) Industries B) Trades C) Communication and Transportation System		
<b>Unit- IV Maharashtra during- 1961 to1990</b>	<b>No. of Lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content:</b> A) Education and Technology B) Village Industry and Co-operative Movement C) Political Development		

### List of Reference Books:

- 1) Kumar Ravindra, Western India in the 19<sup>th</sup> Century, London, 1968.
- 2) Ballhatchet K., Social Policy and Social Changes in Western India, (1818 – 1830), London, 1957.
- 3) Verma Sushama, Mountstuart Elphinstone in Maharashtra (1811–1827) K. P. Begchi and Company, 1981.
- 4) Baden – Powell B. B., Land Systems of the British, 3 Vols., Oxford, 1892.
- 5) Desai S. V., Social Life in Maharashtra under the Peshwa, Bombay, 1980.
- 6) Frankel Fracine and Rao M. S. A., Dominance and State Power in Modern India: Decline of a Social Order, Vol. II, Delhi, 1989 –1990.
- 7) Gore M. S., Non-Brahmin Movement in Maharashtra, New Delhi, 1989.
- 8) Gordon Johnson, Provincial Politics and Indian Nationalism : Bombay and the Indian National Congress, 1880 – 1915, Cambridge, 1973.
- 9) Masselos James C., Towards Nationalism: Group Affiliations and Politics of Public of Public Associations in 19<sup>th</sup> Century, Western India, Bombay, 1974.
- 10) Rosalind O’Hanlon, Caste, Conflict and Ideology : Mahatma Jotirao Phule and Low Caste Protest in 19<sup>th</sup> Century, Western India, Cambridge University Press, 1985.
- 11) Christine Dobbin, Urban Leadership in Western India : Politics and Communities in Bombay City 1840 – 1885, Oxford University Press, 1972.
- 12) Phadke Y. D., Women in Maharashtra, Maharashtra Information Centre, Government of Maharashtra, New Delhi, 1989.
- 13) Israel, Milton and Wagle N. K. (Eds.), Religion and Society in Maharashtra, Toronto, 1987.
- 14) Kulkarni A. R. and Wagle N. K. (Eds.), Region, Nationality and Religion, Popular Prakashan, Mumbai, 1999.
- 15) Wagle N. K. (Ed.), Writers, Editors and Reformers : Social and Political Transformation of Maharashtra, Manohar, New Delhi, 1999.
- 16) Sunthakar, B. R., 19<sup>th</sup> Century History of Maharashtra, Vol. I (1818 – 1857), Shubhada Saraswal, Pune, 1988.
- 17) Sirsikar, V. M., Politics of Maharashtra.
- 18) Omvedt Gail M., Cultural Revolt in a Colonial Society, Scientific Socialist Education Trust, Bombay, 1976.
- 19) Bhosale Arun, Chousalkar Ashok and Tarodi Lakshminarayan (Eds.), Freedom Movement in Princely States of Maharashtra, Shivaji University, Kolhapur, 2001.
- 20) Rodrigues Livi, Rural Political Protest in Western India, Oxford University Press, Delhi, 1998



**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR  
UNIVERSITY, SOLAPUR**

**M.A.-II History**

**Semester-IV**

**Vertical : DSE (A)**

**Course Code: 230108405**

**Course Name: Historical Application in Tourism**

**\*Teaching Scheme**

**Lectures: 04 Hours/week**

**Total Lecture-60**

**Credits-04**

**\*Examination Scheme**

**UA:60 Marks**

**CA: 40 Marks**

**Course Preamble:**

Historical tourism involves utilizing historical sites for educational purposes, like training historical tour guides to enhance understanding and appreciation of historical significance in a practical setting. The history of travel and tourism helps us in understanding how developments in the past have had an influence on the present-day tourism. Furthermore, knowledge of how tourism is developing in the present time will help us plan in a better manner for the future. Creating an approach to employment.

**Course Objectives:**

During this course, the student is expected to:

1. To study the Tourism concepts.
2. To study the Economic importance of tourism.
3. To introduce the Importance of museum.
4. To study of the Important monument sand Historical sites

**Course Outcomes:**

At the end of this course, students will be able to:

1. Grasp the details of motivation and nature of tourism.
2. Students understanding of Museum Management.
- 3 Understand the issues in travel and management.
4. Student will able to Conservation and preservation in historical monuments and sites.

<b>Unit- I Tourism</b>	<b>No. of lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content:</b> A) Definition and Nature of Tourism Types of Tourism – Domestic, Regional, National and International B) Motivation of Tourism – Pleasure, Education, Culture, Social, Religious, Health and History		
<b>Unit- II Economic Importance of Tourism</b>	<b>No. of lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content:</b> A) Guide B) Travelling and Lodging C) Catering and Marketing		
<b>Unit- III Museum</b>	<b>No. of lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content:</b> A) Definition and Importance of museum, Types of museum B) Important museum – Chhatrapati Shivaji Maharaj Museum, Mumbai, Salarjang Museum, Hyderabad.		
<b>Unit- IV Important Monuments, Religious Centers and History sites</b>	<b>No. of Lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content:</b> A) Temple – Siddheshwar Temple (Solapur), Sun Temple (Konark) Stup Of sanchi, Golden Temple (Amrutsar) B) Forts – Raigad, Redfort (Delhi) C) Caves – Ajanta, Ellora.( Maharashtra) Need of Conservation and Preservation in Historical monuments and sites		

**List of Reference Books:**

- 1) Chris Cooper and Fletcher, Tourism: Principles and Practices.
- 2) S. Wahab, Tourism Marketing.
- 3) James W. Morrison, Travel Agent and Tourism.
- 4) John Bakewell, The Complete Traveller,
- 5) Edward D. Mill's, Design for Holiday's and Tourism.
- 6) A. K. Bhatia, Tourism: Principles.
- 7) Douglas Pierce, Tourism Today : a Geographical Analysis.
- 8) Mujumdar R. C. (Gen. Ed.) for Arts Architecture Culture, Bhartiya Vidya Bhavan's All Volumes on Indian History, Mumbai.



**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR  
UNIVERSITY, SOLAPUR**

**M.A.-II History**

**Semester-IV**

**Vertical : DSE (B)**

**Course Code: 230108406**

**Course Name: The Thoughts of Dr. Babasaheb Ambedkar**

**\*Teaching Scheme**

**Lectures: 04 Hours/week**

**Total Lecture-60**

**Credits-04**

**\*Examination Scheme**

**UA:60 Marks**

**CA: 40 Marks**

**Course Preamble:**

Dr. Babasaheb Ambedkar is an important figure in Indian history. He was a prominent political leader, philosopher, writer, economist, scholar, and social reformer who dedicated his life to eradicating untouchability and other social inequalities in India. He was Architect of Indian Constitution. On the basis of his political, social, economic, religious thought, he tied the Indian social system in a single thread. As a historian he wrote objective history.

**Course Objectives:**

During this course, the student is expected to:

1. Students Prepared with a view to acquainting students with the Thoughts of Dr. Babasaheb Ambedkar.
2. To study the Dr. Babasaheb Ambedkar Educational thoughts.
3. To study the Dr. Babasaheb Ambedkar Social thoughts.
4. To study the Dr. Babasaheb Ambedkar Historiography.

**Course Outcomes:**

At the end of this course, students will be able to:

1. Grasp the details of Dr. Babasaheb Ambedkar thoughts.
2. Analyze and compare the Dalit education under the colonialism and Dr. Babasaheb Ambedkar education thoughts.
- 3 Understand the issues in women and social history of India.
4. Student will able to identify the women's reforms and social and economic issue.

<b>Unit- I Educational Thoughts of Dr. Babasaheb Ambedkar</b>	<b>No. of lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit contents:</b> A) Caste and Education B) Educational Reforms in India under Colonialism and the issue of Dalit Education C) Early Activities of Dalit Education V. R. Shinde, Chhatrapati Shahu Maharaj		
<b>Unit- II Social Thoughts of Dr. Babasaheb Ambedkar</b>	<b>No. of lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content:</b> A) Social basis of Untouchability B) Understanding Caste and Class C) Law and Social Change		
<b>Unit- III Dr. Babasaheb Ambedkar's Historiography</b>	<b>No. of lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content:</b> A) Situating Dr. Babasaheb Ambedkar's Historiography B) Dr. Babasaheb Ambedkar's Historical Method C) Method of Social History		
<b>Unit- IV Dr. Babasaheb Ambedkar's struggle for Women's emancipation</b>	<b>No. of Lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content:</b> A) Women and Social History of India B) Women's Reforms: Social and Economic issues C) Economic impact of British Policy		

#### List of Reference Books:

1. Dr. B. R .Ambedkar, Annihilation of Caste, Writing & Speeches.
2. Ghurye G. J., Caste & Race in India.
3. Gail Omveht, Cultural Revolting Colonial Social
4. पाटील शरद, दासशूद्रांची गुलामगिरी
5. नरके हरी, महात्मा फुले:शोधाच्या नव्या वाटा.
6. फडके य. दि. आंबेडकरीचळवळ.
7. साळुंखे आ. ह., वैदिक धर्मसूत्रे आणि बहुजनांची गुलामगिरी.
8. फडके य. दि., विसाव्या शतकातील महाराष्ट्र खंडशेते.
9. चव्हाण दिलीप, डॉ. आंबेडकर आणि भारतीय शिक्षणातील जातीसंघर्ष.
10. आंबेडकर बी. आर., भारताचे संविधान
11. आंबेडकर बी. आर., बुद्ध आणि त्याचा धम्म.
12. आंबेडकर बी. आर., प्राचीन भारतीय व्यापार
13. फडके य. दि. : (संपादन) महात्मा फुले समग्र वाड:मय
14. कीर धनंजय, डॉ. बाबासाहेब आंबेडकर.
15. खैरमोडे चांगदेव, डॉ. भीमराव रामजी आंबेडकर खंडशेते १२
16. मुन वसंत, हरी नरके (संपादक), डॉ. बाबासाहेब आंबेडकर यांचे लेखन आणि भाषणे



**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR  
UNIVERSITY, SOLAPUR**

**M.A.-II History**

**Semester-IV**

**Vertical : DSE (C)**

**Course Code: 230108407**

**Course Name: Economic History of Modern India**

**\*Teaching Scheme**

**Lectures: 04 Hours/week**

**Total Lecture-60**

**Credits-04**

**\*Examination Scheme**

**UA:60 Marks**

**CA: 40 Marks**

**Course Preamble:**

The study of economic history is different from other histories, mainly because of its content rather than its methodology. During the British colonial rule, there was a push for the commercialization of agriculture in India. This involved growing cash crops and raw materials for British industries. The British government held significant political control, enabling them to monopolize trade with India and out compete other foreign traders. Understanding British economic policies and their impact on India.

**Course Objectives:**

During this course, the student is expected to:

1. To know the political, social and economic history of modern India.
2. To study the British policy of economic exploitation.
3. To Study the rise and growth of nationalism in modern India
4. To the study of commercialization of agriculture.

**Course Outcomes:**

At the end of this course, students will be able to:

1. Grasp the details of Industrial decline of India.
2. Students Analyze British Policy of economics.
- 3 Understand the issues in present and workers movements.
4. Student will able to economic history of British governments.

<b>Unit- I British policy of economic exploitation</b>	<b>No. of lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit contents</b> A) Difference between Pre-British and British Invasion B) Three stages of an exploitative economy- 1) Commercialist 2) Open trade 3) Economic imperialism C) Indian reaction against exploitation		
<b>Unit- II Industrial decline of India</b>	<b>No. of lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content:</b> A) Causes B) Effect C) Analysis D) The decline of the village system & Urbanization, Rise of Indian Capitalism		
<b>Unit- III Commercialization of agriculture</b>	<b>No. of lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content:</b> A) Meaning B) Causes C) Effect D) Peasant & Workers Movement		
<b>Unit- IV Rise of Economic Nationalism</b>	<b>No. of Lectures-15</b>	<b>Weightage:15 Marks</b>
<b>Unit content:</b> A) Causes B) Effect C) Social Reform & Nationalism D) Nationalist Institutions		

### List of Reference Books:

१. जावडेकर, आचार्य शं.द., आधुनिक भारत, पुनर्मुद्रण, कॉटिनेंटल प्रकाशन, पुणे १९७९.
२. तळवळकर, गोविंद, नवरोजी ते नेहरू, द्वितीयावृत्ती, मॅजेस्टिक प्रकाशन, मुंबई, १९८९.
३. पंडित, नलिनी, महाराष्ट्रातील राष्ट्रवादाचा विकास, द्वितीयावृत्ती, मॉडर्न बुक डेपो प्रकाशन, पुणे, १९७२.
४. बिपनचंद्र, त्रिपाठी, अमलेश; डे बरून ; (अनुवाद, पारधी, मा.कृ.) स्वातंत्र्याचा लढा, प्रथमावृत्ती, नॅशनल बुक ट्रस्ट, इंडिया, नवी दिल्ली, १९७४.
५. वैद्य, डॉ. सुमन; कोठेकर, डॉ. शांता, आधुनिक भारताचा इतिहास, प्रथमावृत्ती, महाराष्ट्र राज्य ग्रंथनिर्मिती मंडळ, नागपूर, १९८५.
६. Bipan Chandra, Modern India, Re- printed, National Council of Educa- tional Research & Training, New Delhi, 1985.
७. Bipan Chandra, Mukherjee, Mridula. Mukherjee, Aditya; Panikkar. K.N. Mahajan, Sucheta, India's Struggle for Independence. Rc- printed, Penguin Books, New Delhi. 1990.
८. Desai, A.R... Social Background of Indian Nationalism. Fifth Edition, Reprint, Popular Prakashan, Bombay, 1989.
९. Dharma Kumar, (editor), The Cambridge Economic History of India: Vol. II: c. 1757-c. 1970, Re- printed, Orient Longman, New Delhi, 1984.
१०. Dutta R. Palme, India Today, Second Indian Edition, Manisha Granthalaya (p.) Ltd., Calcutta, 1970.
११. Gadgil, D.R., The Industrial Evolution of India in Recent Times. Fourth Edition, Oxford University Press, Calcutta, 1959.
१२. Sarkar, Sumit, Modern India: 1885-1947, Reprinted,



**PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR  
UNIVERSITY, SOLAPUR**

**M.A.-II History**

**Semester-IV**

**Vertical : RP**

**Course Code: 230108404**

**Course Name: - Research Project in History**

<p><b>*Teaching Scheme</b> Lectures: 06 Hours/week Total Lecture- 90 Credits-06</p>	<p><b>*Examination Scheme</b> UA:90 Marks CA: 60 Marks</p>
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**Course Preamble:**

A 'Research Project' course is included in the M. A. History curriculum. 'Research Project' is a compulsory of 150 marks for 6 credits in Fourth semester of Master's degree programme. Under this, it is mandatory for students to do Research work on subjects related to their courses and submit 'Research project'

<p><b>Course Objectives:</b> During this course, the student is expected to:</p>
<p>1. Students will employ a full range of techniques and methods used to gain historical knowledge .</p>
<p>2. Students will develop an ability to convey verbally their historical knowledge. .</p>
<p>3. Students shall be able to demonstrate thinking skills by analyzing, synthesizing and evaluating historical information from multiple sources.</p>
<p>4. To the study of Historical research skills.</p>
<p><b>Course Outcomes:</b> At the end of this course, students will be able to:</p>
<p>1. Grasp the details of apply historical methods to critically evaluate the past.</p>
<p>2. Analyze the historical and scientific research methods.</p>
<p>3 Understand the issues in Research Projects.</p>
<p>4. Student will able to use of libraries, archives and data base.</p>

All the students should prepare the Research Project Report only one of the following areas with the consideration of research supervisor at the P.G. centre	No. of lectures-90	Weightage:90 Marks
<b>Unit contents:</b> A) Ancient History B) Medieval History C) Modern History D) World History E) Local History F) Subaltern History G) Gender Issues H) Issues in Human Rights I) Environmental/ Sustainable Development J) Any related topic to History		
<b>NB: Research should be based on Primary/ Secondary data.</b>		

**List of Reference Book:**

- 1) Baily K.D., Methods of Social Research, Free press, New York,1982.
- 2) Bose Pradip Kumar, Research Methodology, New Delhi, ICSSR,1995.
- 3) Kothari C.R., Research Methodology, Visas publishing house, New Delhi,2010.
- 4) Ackoft R.L., The Design of Social Research, 1960-61.
- 5) Max Webar, The Methodology of Social Sciences, Glanko, 1949.
- 6) B. Shaikh Ali, History, Its Theory and Method.
- 7) Agrawal, Important Guidelines on Research Methodology.
- 8) Puch Keith, The Introduction to social Research, London, Sage, 1986.
- 9) आगलावे प्रदीप, संशोधन पद्धतीशात्र व तंत्रे, विद्या प्रकाशन, नागपूर २०००.
- 10) देव प्रभाकर, इतिहास एक शास्त्र, कल्पना प्रकाशन, नांदेड, २००२.
- 11) कोठेकर शांता, इतिहास तंत्र आणि तत्त्वज्ञान, श्री साईनाथ प्रकाशन, नागपूर, २००५
- 12) बोधनकर सुधीर व इतर, सामाजिक संशोधन पद्धती, श्री साईनाथ प्रकाशन, नागपूर, २०१४
- 13) नाडगोंडे गुरुनाथ, सामाजिक संशोधन पद्धती, फडके प्रकाशन कोल्हापूर, २००९.
- 14) भांडारकर पु.ल., सामाजिक संशोधन पद्धती, दत्तसंन प्रकाशन, नागपूर.

## EVALUATION AND NATURE OF QUESTION PAPER PATTERN

NAME OF THE COURSE: - M.A. PART-II HISTORY (SEMESTER-III & IV)

W.e.f.- 2024-25.

### Evaluation Pattern - 04 Credits Paper

Nature of Assessment	Total Marks	Passing Marks
CA*	40	16
UA	60	24

### Evaluation Pattern- 02 Credits Paper

Nature of Assessment	Total Marks	Passing Marks
CA*	20	08
UA	30	12

Above Unit Weightage is given for 60% marks of UA assessment only. There could be variation of 10-15% in the Unit wise Weightage distribution.

#### College Level Assessment (CA) Activities:

\*Home Assignment / Unit test / Oral test / Seminar / Field work / Study tour report / Viva voce/ Case Study etc. Choice of Subject Teacher.

**Nature of Question Paper Pattern: - 04 Credits Paper**

**As per NEP-2020 Structure for PG Course**

**W.e.f.- 2024-25.**

**Time-2.30**

**Marks-60**

**Instruction:**

1)

2)

**Question No. 1** Choose the correct alternative.

**12**

1) A) B) C) D)

2) A) B) C) D)

3) A) B) C) D)

4) A) B) C) D)

5) A) B) C) D)

6) A) B) C) D)

7) A) B) C) D)

8) A) B) C) D)

9) A) B) C) D)

10) A) B) C) D)

11) A) B) C) D)

12) A) B) C) D)

**Question No. 2** Write short answers (Any four)

**12**

1)

2)

3)

4)

5)

6)

**Question No.3** Write short answers (Any Two)

**12**

1)

2)

3)

4)

**Question No.4** Write the detail answer (Broad answer type question) (Any one) **12**

1)

2)

**Question No. 5** Write the details answer (Broad answer type question)

**12**

**Nature of Question Paper Pattern: - 02 Credits Paper**

**As per NEP-2020 Structure for PG Course**

**W.e.f. -2024-25.**

**Time-1.30**

**Marks-30**

**Instruction:**

1)

2)

**Question No. 1** Choose the correct alternative.

**06**

1) A) B) C) D)

2) A) B) C) D)

3) A) B) C) D)

4) A) B) C) D)

5) A) B) C) D)

6) A) B) C) D)

**Question No. 2** Write short answers (Any Two)

**06**

1)

2)

3)

4)

**Question No. 3** Write short answers / Short note.

**06**

1)

**Question No.4** Write the detail answer (Broad answer type question) (Any one) **12**

1)

2)

